

# **Consultation around special educational needs and disabilities (SEND) in Oxfordshire**

## **Oxfordshire County Council System Reform for special educational needs and disabilities (SEND) Consultation Report**

**June 2022**

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## 1. Introduction

This report describes consultation undertaken by Oxfordshire County Council and health partners around Special Educational Needs and Disabilities (SEND).

This comprises two SEND consultations which were interlinked:

- Consultation on draft Local Area SEND Strategy 2022-27. This was undertaken jointly between Oxfordshire County Council, Oxfordshire Clinical Commissioning Group and Oxford Health NHS Foundation Trust
- Consultation on Oxfordshire County Council System Reform for Special Educational Needs and Disabilities

These consultations lasted for two months from 10 January to 10 March 2022.

**This report describes and analyses comments received on the Oxfordshire County Council System Reform for special educational needs and disabilities (SEND)** - including survey responses, verbal and written comments received at consultation events, and letter and email correspondence in response to the Oxfordshire County Council system reform for special educational needs and disabilities (SEND) part of the consultation.

It has been produced by Westco Communications for Oxfordshire County Council.

### Government SEND Green Paper

On 29<sup>th</sup> March 2022 and subsequent to the consultation closing, the Government published the SEND Review: Right support, right place, right time, a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England. The proposals within the draft Local Area SEND strategy and OCC System Reform for SEND are compatible with the policy direction of this Green Paper.

## 2. Executive Summary

Public consultation on support for children and young people with special educational needs and disabilities (SEND) in Oxfordshire commenced on the 10<sup>th</sup> January 2022 and lasted for two months until the 10<sup>th</sup> March 2022.

Two interlinked consultations were run concurrently on plans to improve outcomes for children and young people with special educational needs and disabilities (SEND) in Oxfordshire. These comprised:

- Consultation on Draft Local Area SEND Strategy - to develop high quality services across education, health, and social care to support children and young people. This was undertaken jointly between Oxfordshire County

Council, Oxfordshire Clinical Commissioning Group and Oxford Health NHS Foundation Trust.

- Consultation on Oxfordshire County Council proposals for system reform for SEND - including having more high-quality SEND education available closer to home, reducing reliance on out of county provision, and improving educational outcomes for children and young people with SEND.

### Consultation objectives

Objectives were developed at the start to guide consultation planning – to:

- Run a full and comprehensive consultation that meets and exceeds statutory requirements and maximises opportunities for residents and stakeholders in Oxfordshire to participate
- Publicise the consultation widely, raising awareness and encouraging participation
- Prioritise those most affected to ensure they are informed and have ample opportunity to understand the proposals and communicate their views
- Provide multiple ways in which people can engage, including consultation roadshows and activities in schools and community settings
- Adapt consultation content to various audiences with appropriate materials to enable children and young people of all ages to participate and adults with all levels of understanding of SEND to contribute their views.

### COVID-19

This consultation coincided with the COVID-19 pandemic and sought to align with Government legislation and guidance to keep people safe.

The Government's 'Plan B' came into effect in England on the 13<sup>th</sup> December 2021, given fast spread of Omicron variant, and remained in place until the 26<sup>th</sup> January 2022.

Amongst other measures this made face masks compulsory in most public indoor venues, required people to have an NHS Covid Pass to enter settings where large crowds gather and requested that people work from home where they were able to. Guidance moved to 'Plan A' on the 27<sup>th</sup> January 2022, then on the 24<sup>th</sup> February 2022 all Government legal restrictions in England around COVID-19 ended.

Against the pandemic backdrop, the events programme for the SEND consultation was organised to take place online.

### Communications and Engagement Programme

#### Early Engagement

- **Stakeholder mapping:** To identify stakeholders who may have an interest in the consultation and make sure they were included, a stakeholder mapping meeting was held on the 10<sup>th</sup> December 2021.

- **Oxfordshire Parent Carers Forum (OxPCF):** An engagement meeting with representatives from OxPCF was held on the 13<sup>th</sup> December 2021. This provided insights to support engagement with parents and carers across Oxfordshire.
- **Councillor Briefing:** A briefing on the consultation was held at People Overview and Scrutiny Committee on the 17<sup>th</sup> February 2022 that was open to all councillors from the county council to attend.

### **Publicity and Materials**

In order to widely publicise the consultation, a range of online and offline communications channels were used.

These included:

- Email publicity
- Posters and flyers
- Corporate communications

The following groups were invited to distribute information to their members:

- Oxfordshire Clinical Commissioning Group – a partner in the SEND Strategy consultation
- Education settings – mainstream, special and independent schools and early years' settings across the county
- Council officers from the county council's adults and children's social care teams

### **Oxfordshire Parent Carers Forum and SEND support groups**

- Oxfordshire Parent Carer Forum publicised the consultation extensively within their networks of parent carers within the county
- Healthwatch Oxfordshire promoted the consultation through its news bulletin, networks of patient groups, and voluntary sector groups

Survey responses were reviewed on a weekly basis and targeted communications were developed for groups that were under-represented including children and young people and BAME communities.

### **Website**

A consultation homepage was created on the Let's Talk Oxfordshire portal with links to the consultation documents and online survey.

### **Consultation Materials**

- Oxfordshire Local Area Special Educational Needs and Disability (SEND) – Draft Strategy 2022-2027
- Easy Read version of SEND Draft Strategy 2022-2027

- Consultation document on Oxfordshire County Council System Reform for Special Educational Needs and Disabilities (SEND)
- Easy Read version of SEND consultation survey
- SEND consultation roadshow presentation
- Adapted materials for children and young people
- Frequently Asked Questions

### **Accessible and Adapted Materials**

An Easy Read version of the Draft Oxfordshire Local Area SEND Strategy 2022-27 and an Easy Read version of the survey which summarised both consultation documents was also available online and in printed form on request. In addition, adapted materials for children and young people were developed with local sixth form students in one of Oxfordshire's Special Schools.

### **Consultation Survey**

A single survey collected views on both consultations, with the option to respond only to one of the consultations if that was preferred. The survey was hosted online using the SmartSurvey platform and was linked to from the consultation website.

### **Consultation Email and phone number**

The county council's consultation email address [consultations@oxfordshire.gov.uk](mailto:consultations@oxfordshire.gov.uk) and phone line 01865 792422 were included on posters and flyers and on the Let's Talk page.

### **Online roadshows**

- Seven roadshow events were held online between January and March 2022 using Microsoft Teams. These provided an opportunity to introduce the consultations, explain the proposals, and answer questions from those attending.
- Two of the roadshow events were tailored for children and young people, and used adapted consultation materials which were developed by SEND teachers and sixth formers in one of Oxfordshire's Special Schools.

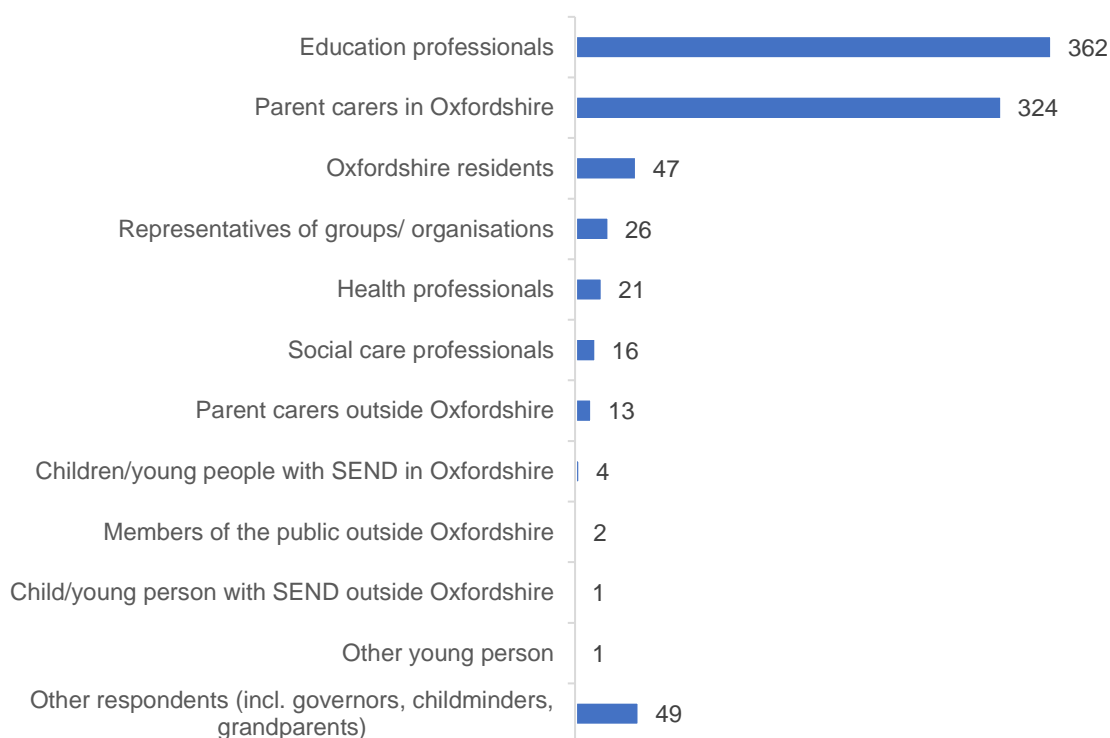
### **Consultation Response Overview**

#### **Survey**

A total of 866 people responded to the online consultation surveys or completed the paper version. 864 of these completed the online survey. Hard copies of the survey were sent on request. One hard copy of each of the main and the easy surveys was received.

The profile of survey responses is overleaf:

## Respondent profile (number)



Source: Q1. Are you responding to this survey as a...? Please tick one option only  
Base: 865, all respondents responding to the Oxfordshire SEND consultation 2022

Whilst only six people responded as a child or young person, in response to a subsequent question asking about age, 13 participants responded to say they are aged under 16 years and 12 participants responded to say they are aged between 16 and 24 years.

In addition, responses were received via the following channels:

### Written Responses

- 44 emails (from 20 individuals) were received to the consultation inbox, from a mixture of residents and stakeholders.

### Written Responses - Organisations

During the consultation five letter and email responses were received, these were from the following organisations:

1. Healthwatch Oxfordshire
2. New Marston Primary School (Governors)
3. Stockham Primary School (Governors)
4. Oxford City Council
5. Oxfordshire Secondary School Headteachers' Association (OSSHTA)

## **Roadshow Events**

- Over the seven online roadshow events, senior officers across the Council's Education, Adult Social Care and Children's Social Care teams alongside health partners from the local NHS engaged with over 200 people via Microsoft Teams.
- The events presented the two consultations and had Q&As sessions on each consultation. Each roadshow event was chaired by somebody who was independent from the process of shaping the draft Local Area SEND Strategy and the council's proposals for system reform of SEND

## **OCC System Reform for Special Educational Needs and Disabilities (SEND) Consultation Findings**

### **Views of the proposals**

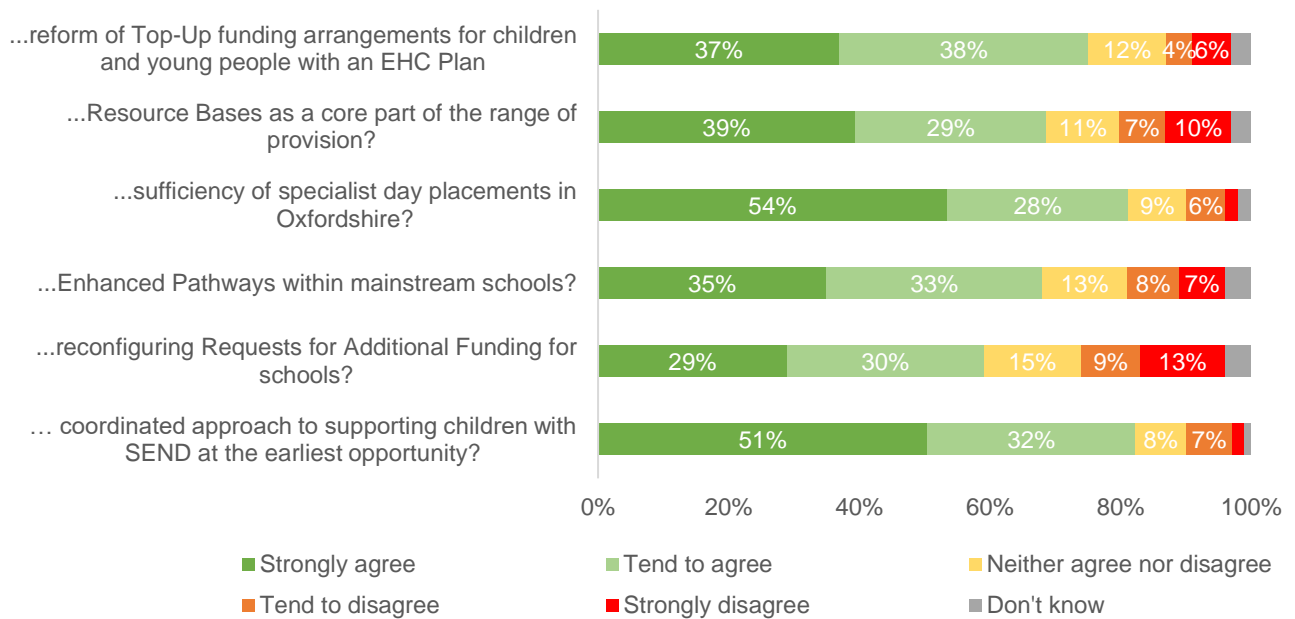
Respondents were asked to what extent they agree or disagree with proposals relating to the six areas of the OCC's System Reform.

Around four in five respondents agree with a coordinated approach to supporting children with SEND at the earliest opportunity (82%), sufficiency of specialist day placements in Oxfordshire (81%) and reform of Top-Up funding arrangements for children and young people with an EHC Plan (76%).

Around seven in ten respondents agree with proposals for Resource Bases as a core part of the range of provision (69%) and Enhanced Pathways within mainstream schools (68%). Around three in five agree with proposals for Reconfiguring Requests for Additional Funding for schools (59%). Education professionals are less likely to agree with proposals than parent carers across the five of the six areas – although a majority still agree.



To what extent, if at all, do you agree or disagree with the proposals for...



Source: Q26, 28, 30, 32, 34, and 36. To what extent, if at all, do you agree or disagree with the proposals for...  
 Base: All responding to Questions 26 (744), 28 (742), 30 (740), 32 (741), 34 (736) and 36 (733) in the Oxfordshire SEND consultation 2022

Respondents were asked if they had comments about each of the six proposals and whether they had alternatives they think are applicable. Again, around 1,800 comments were received. The most common comments received at each question are detailed below.

### Open comments on reform of Top-Up funding arrangements for children and young people with an EHC Plan

The most frequent themes running through the comments relate to:

- agreement that funding and provision should be child-led,
- having a clear system for allocation and accountability of spending by schools/settings,
- having adequate funding and,
- a lack of detail on the arrangements for Top-Up funding.

### Open comments on Resource Bases as a core part of the range of provision

Common themes running through the comments include:

- feeling mainstream schools are not able to meet SEND needs or have a lack of training/support/resources,
- supportive comments for the proposal,
- need adequate funding and,
- a lack of detail on how proposals will be implemented.

### Open comments on sufficiency of specialist day placements in Oxfordshire

Common themes running through the comments were:

- a lack of specialist provision and the need for more specialist provision and special schools,
- need for adequate funding,
- more local SEND provision is needed and,
- better resources are needed such as training and support for staff.

### **Open comments on Enhanced Pathways within mainstream schools?**

The top themes in the comments are:

- the need for adequate funding,
- training for staff and having enough staff and spaces to achieve objectives,
- supportive comments for the proposals and,
- ensuring there is accountability for spending by schools.

### **Open comments on reconfiguring Requests for Additional Funding for schools?**

The most commonly mentioned themes are:

- need for appropriate oversight and fair allocation,
- need for adequate funding,
- concern about increased impact on schools and workloads and,
- a lack of detail on how proposals will be implemented.

### **Open comments on coordinated approach to supporting children with SEND at the earliest opportunity?**

Common themes running through the comments include:

- training staff properly and having enough staff to achieve objectives,
- a need for adequate funding,
- support for SENDIASS funding and praise for this service and,
- a lack of detail on how proposals will be implemented.

## 3. Communications and Engagement Programme

### Overview

In order to widely publicise the consultation, a range of online and offline communications channels were used. To maximise awareness and opportunity to comment, over the two-month consultation period, three main rounds of publicity were conducted:

- Consultation launch, 10<sup>th</sup> January 2022
- Four weeks to go reminder, 11<sup>th</sup> February 2022
- Two weeks to go reminder, 24<sup>th</sup> February 2022

Launch day saw the publication of the SEND consultation website; distribution of publicity emails to key stakeholders (described below); publicity distributed across the council's own channels, including website, newsletters and social media; and a media release distributed to local news outlets.

The two further rounds of publicity were carried out to further build and maintain awareness and maximise participation, including among under-represented groups.

### Poster and flyer

A poster and flyer were produced to promote the consultation, with the strapline 'Have your say on proposals for education of children with special educational needs and disabilities (SEND) in Oxfordshire'.

The poster included the consultation website link, a QR code provided an alternative route to the site, along with the dates for the online roadshows.

Off-line participants were invited to phone to request paper copies of the consultation, and an email address was also provided.

An updated version of the poster and flyer were created and distributed in February to promote the extra 'children and young people' session which had been set up after the launch.

Paper copies of the posters and flyers were printed and distributed to every library in Oxfordshire.

### Email publicity

Email publicity was issued in three phases:

**Phase one:** for the **consultation launch** on the 10<sup>th</sup> January, email publicity was sent to key stakeholders, along with a request for them to assist the Council in publicising the consultation. To assist with this, an electronic copy of the poster and

flyer were attached, noting that these could be printed or distributed electronically. The emails were sent to:

- Primary, secondary, and special school headteachers
- Early years leaders and managers
- Parent carers
- Mainstream governors and education representative bodies
- SEND support groups
- Parent support groups

On the 20<sup>th</sup> January, emails were sent to all six Oxfordshire MPs with an offer from the Deputy Director for Education to meet with them. Publicity was also widened with emails sent directly to headteachers from Oxfordshire independent schools.

**Phase two: 'Four weeks to go'** reminder publicity was emailed to all the above groups, except MPs, on the 11<sup>th</sup> February. The publicity was not re-issued to MPs in recognition that they have a regular on-going dialogue with county councillors and senior council officers on a broad range of policy matters including SEND.

**Phase three: 'Two weeks to go'** reminder publicity was emailed to all the above groups (except MPs) on the 24<sup>th</sup> February.

Survey responses were reviewed on a weekly basis to keep track of trends and ensure timely awareness of relevant feedback within the project team.

As it became apparent through this process that some groups were under-represented in survey responses compared with the make-up of the Oxfordshire population, targeted publicity was developed as part of this third phase to maximise awareness. This focused on children and young people and BAME communities. It included publicity via the VOXY ('Voice of Oxfordshire's Youth') network of children and young people, and to council databases of community and faith groups.

Following previous email distribution of posters and flyers, the poster was emailed to the nine Children and Family Centres in Oxfordshire with a request that they print the poster out and place it in locations used by families who visit. Paper copies of the poster were sent to all 49 libraries in Oxfordshire for display.

### **SEND support groups**

Healthwatch Oxfordshire promoted the consultation through its own news bulletin, networks of patient groups, and voluntary sector groups. They also held a webinar under Oxfordshire Wellbeing Network on the 17<sup>th</sup> February to discuss the proposals, which was attended by parents, carers, and local organisations.

### **Corporate communications**

The consultation was widely publicised on Oxfordshire County Council's communications channels, including:

- Social media posts on Twitter and Facebook
- Two articles in *Your Oxfordshire*, the council's email newsletter to residents
- Paid-for social media posts on Facebook and Next Door to increase participation of hard-to-reach groups in the last two weeks

The following groups were invited to distribute information to their members:

- Oxfordshire CCG – the CCG placed the media release on their website, and circulated publicity to local health organisations and General Practitioners as well as among the 3,565 members (subject to their information preferences) on Talking Health
- Oxford Health Foundation NHS Trust – circulated to key managers and throughout the Trust
- Education settings – each was provided with a draft communication to parents and carers within their networks, and a draft article that could be adapted for inclusion in their school newsletter
- OCC adults and children's social care

### **Media communications**

Media coverage was achieved around the launch in the following publications:

- Banbury Guardian (with hyperlink to Let's Talk)
- Bicester Advertiser
- Children and Young People Now (with hyperlink)
- Healthwatch Oxfordshire (with hyperlink)
- Henley Herald (with hyperlink)
- OXME.info
- Oxford Herald
- Oxford Mail (with hyperlink to Let's Talk)
- prestigiousscholarships.com
- Schools News (should be with hyperlink)
- Talking Health (CCG has confirmed they'll be able to share)
- This is Oxfordshire (with hyperlink)
- Witney Gazette
- Your Oxfordshire (with hyperlink)

## 4. Consultation Programme

Public consultation on support for children and young people with special educational needs and disabilities (SEND) in Oxfordshire commenced on the 10<sup>th</sup> January 2022 and lasted for two months until the 10<sup>th</sup> March 2022. The council chose a consultation period of two months to enable a broad range of views to be gathered.

The consultation programme covered both online, printed and face-to face channels in order to encourage a broad range of responses from different groups, including children and young people, parent carers, professionals in education, health and social care, Oxfordshire residents and organisations and campaign groups in Oxfordshire.

### Early Engagement

To identify stakeholders who have an interest in the consultation and make sure they were considered and included, a stakeholder mapping meeting was held on the 10<sup>th</sup> December 2021. This was hosted by external consultants and involved Council, Health (Oxfordshire CCG) and School staff, and Council officers from the relevant service areas, including education, adult social care, children's social care, and communications.

An engagement meeting with representatives from Oxfordshire Parent Carers Forum was held on the 13<sup>th</sup> December 2021 which provided insights to support engagement with parent carers across Oxfordshire, helping to maximise understanding and participation in the proposed changes and consultation.

### Website

A consultation homepage was created on the Let's Talk Oxfordshire portal, which was available at [letstalk.oxfordshire.gov.uk/SEND-2022](https://letstalk.oxfordshire.gov.uk/SEND-2022). This introduced the two consultations and provided links to the consultation documents and online survey.

The site also advertised the upcoming roadshow events, allowing people to register, and it was updated throughout the consultation as events passed and a new event was announced. The roadshow presentation slides were also available for download, and a Frequently Asked Questions document was added in response to questions that were raised in the first roadshow events.

To assist with the accessibility of the consultations, the site hosted Easy Read versions of the consultation documents. The site provided telephone and email contact details for anyone seeking a printed copy of the survey and consultation documents, or requiring information in an alternative format, including large text, audio, Braille, or a community language.

### Consultation materials

The following materials were produced and published on the website, with hard copies available on request:

- Oxfordshire Local Area Special Educational Needs and Disability (SEND) – Draft Strategy 2022-2027
- Easy Read version of SEND Draft Strategy 2022-2027
- Consultation on Oxfordshire County Council System Reform for Special Educational Needs and Disabilities (SEND)
- Easy Read version of SEND consultation survey
- SEND consultation roadshow presentation
- Adapted materials for children and young people
- Frequently Asked Questions

### **Consultation survey**

A single survey collected views on both consultations, with the option to respond to one of the consultations if that was preferred. The survey was hosted online using the SmartSurvey platform and was linked to from the consultation website.

The consultation survey consisted of a mix of closed questions in order to understand agreement / disagreement with the questions in the survey and open questions to understand more in-depth opinion on the proposals across the two consultations. Closed questions used 5-point scale from 'strongly agree' to 'strongly disagree'.

### **Email and phone number**

Members of the public were invited to email [consultations@oxfordshire.gov.uk](mailto:consultations@oxfordshire.gov.uk) or call the Council's customer services team on 01865 792 422 if they had questions or required the survey and accompanying information in an alternative format.

### **Online roadshows**

Seven roadshow events were held online between January and March using Microsoft Teams. These provided an opportunity to introduce the consultations, explain the proposals, and answer questions from those attending.

The roadshow events took place on:

- Monday 31<sup>st</sup> January 2022, 5pm – 6.30pm
- Thursday 3<sup>rd</sup> February 2022, 8.30am – 10am
- Saturday 5<sup>th</sup> February 2022, 9am – 10.30am
- Wednesday 9<sup>th</sup> February 2022, 2.30pm – 4pm
- Friday 11<sup>th</sup> February 2022, 10am – 11.30am (extra session announced following consultation launch)
- Wednesday 16<sup>th</sup> February 2022, 1pm – 2.30pm (for children and young people)
- Tuesday 1<sup>st</sup> March, 5pm – 6.30pm (for children and young people - extra session announced following consultation launch)

Each event was hosted by a Chair who was independent from the SEND project and the events were held at different times of the day and days of the week, including early evening and weekend, to maximise people's ability to participate.

Senior officers from the council and local health bodies explained the draft Local Area SEND strategy and system reform proposals and answered questions asked verbally and written in the online chat.

Presentation materials aimed to explain the proposals as simply as possible whilst providing an accurate overview to maximise people's ability to participate and respond meaningfully to the consultation.

### **Children and young people's engagement**

Two of the roadshow events were tailored for children and young people, and familiar adults were welcome to attend these special sessions as a communication partner to support a child, young person or group.

Adapted consultation materials were developed by SEND teachers and young people in one of Oxfordshire's Special School sixth forms. These set out each draft Local Area SEND strategy objective and system reform proposal using pictures and alternative language.

The adapted materials were available on the consultation website and hard copies could be requested via the advertised phone number or email address.

Education settings across the county were contacted to request that they undertake their own engagement with children and young people.

### **Adapting the programme in response to feedback**

The seven roadshow events included two 'extra' sessions that were added after the launch of the consultation:

- An extra roadshow (11<sup>th</sup> February) was added following feedback from those seeking additional availability to participate during school hours.
- An extra roadshow (1<sup>st</sup> March) for children and young people was added following requests for an event scheduled outside the school day.

### **Other meetings**

Councillors were briefed about the consultation at People Overview and Scrutiny Committee on the 17<sup>th</sup> February 2022.

### **Analysis Methodology**

A total of 866 people responded to the online consultation surveys or completed the paper version – 864 of which completed the online survey. One copy of each of the main and the easy surveys were received.



Some of the questions in the consultation surveys allowed the respondent to tick multiple answers. Therefore, in some of the analysis, the sum of the response to a question may be higher than 100%. In other cases, the total response to a single-answer question may add up to slightly over 100% due to rounding of decimal points. Questions are based on the total number of respondents per question, as not all respondents answered every question.

At times throughout the report, we will compare the response to a particular question by different groups. These comparisons are only possible where enough members of a group have responded to the survey. Therefore, where we have analysed groups of less than 50, this is marked in the tables and/or text with an \*.

All the open-ended questions in the consultation survey were coded into themes to allow the responses to be quantified. This encompassed reading every response to these questions and creating a code frame for each question. Codes that represent fewer than 5% of the responses to a question have not been included in this report, however, every comment received has been recorded, reviewed, and considered.

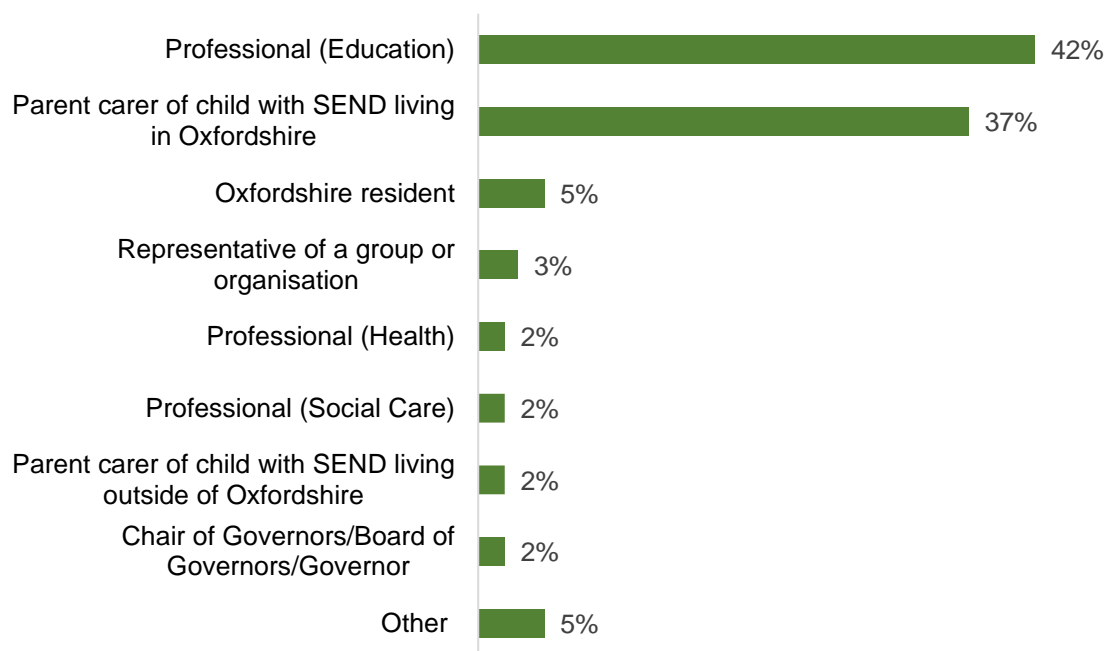
## 5. Consultation Respondent Profile

### Response overview

The survey received response from a diverse group of participants across Oxfordshire. More than two out of five respondents are 'Professionals (Education)' (42%), just under two in five respondents are 'Parent Carers of a child with SEND living in Oxfordshire' (37%).

A small number of responses come from children or young people living in Oxfordshire (5 responses).

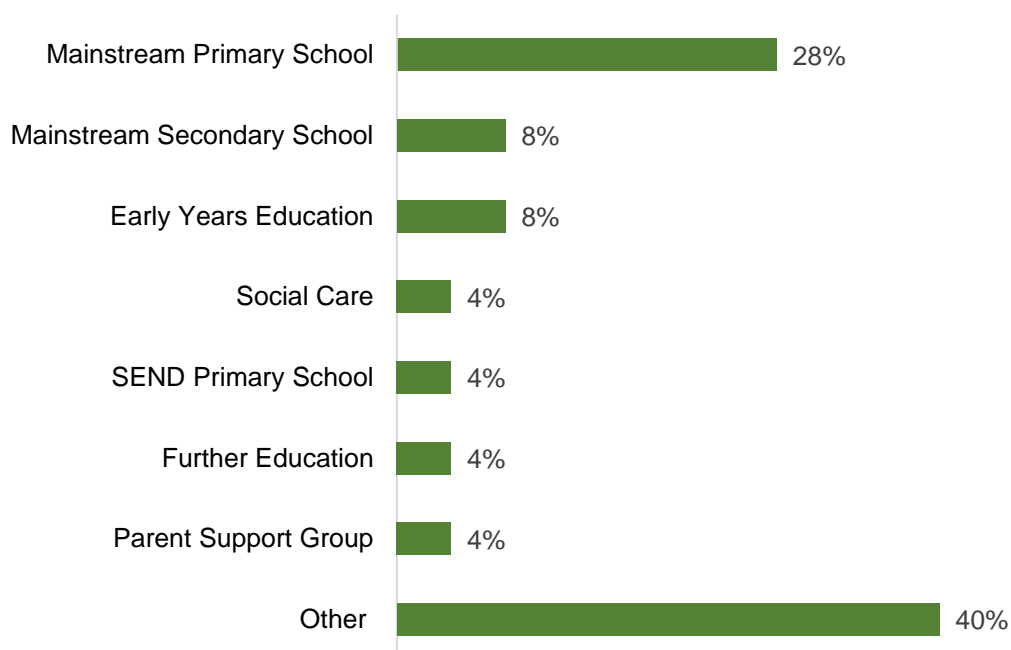
Q1. Are you responding to this survey as a...? Please tick one option only...



Source: Q1. Are you responding to this survey as a...? Please tick one option only  
Base: 865, all respondents responding to the Oxfordshire SEND consultation 2022

Those respondents who identified as a 'Representative of a group or organisation' were then asked what type of organisation they are from. Almost three out of ten are from a 'Mainstream Primary School' (28%), and around one in ten are from a 'Mainstream Secondary School' (8%) or a 'Early Years Education' (8%) organisation.

Q2. Please tell us the type and name of the organisation and your role within it:



Source: Q2. Please tell us the type and name of the organisation and your role within it  
 Base: 25\*<sup>1</sup>, Representative of a group or organisation responding to the Oxfordshire SEND consultation 2022

Q3. Please tell us the name of the organisation you work for (if applicable) and your role within it (Organisations)

Organisation
Abingdon Learning Trust
Acer Trust
Adventure Plus
Autism Family Support Oxfordshire
Busy Bees at Bicester
Charlton Primary School
Cherubs Nursery and After Care Limited
Cherwell Partnership - Primary Schools
Dovecote Voluntary Parent Committee
Education, employment and training team
Europa School UK
Faringdon Learning trust
Fringford C of E Primary School
In Our Element Organisation
Oxford City Athletic Club
Oxford Playhouse
Oxfordshire County Council
Oxfordshire Secondary School Headteachers' Association (OSSHTA)
RAF Benson Community Primary School

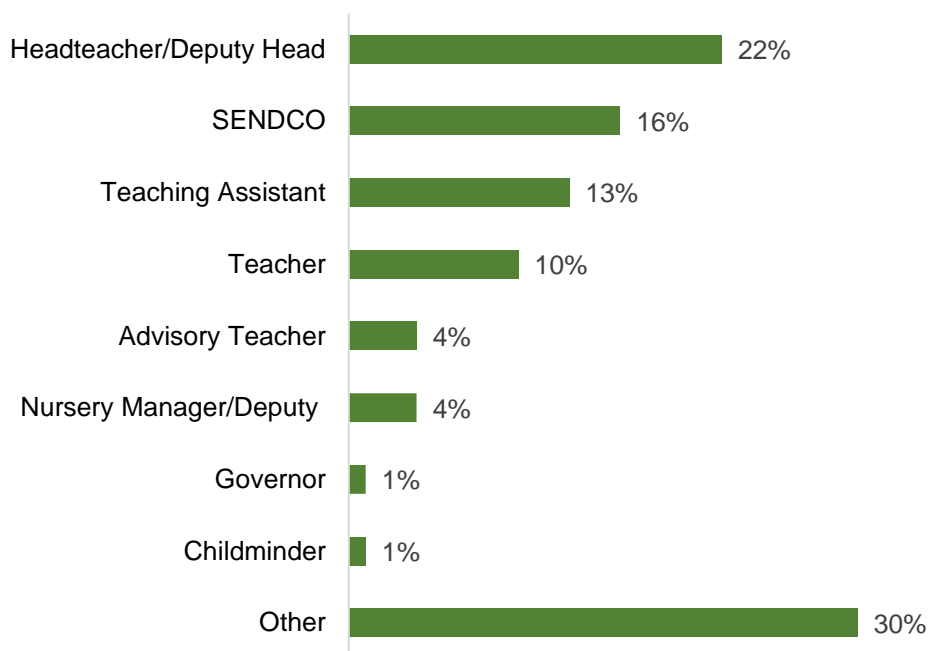
<sup>1</sup> \* denotes small group size and caution should be used when interpreting data, as this may not be representative of wider views.

Soundabout
St Gregory the Great Catholic School
St Laurence C.E.(A) Primary School
St Peter's School
Stockham Primary School
Wolvercote Young People's Club

Those who responded via their organisations occupy roles such as; CEO, Impact Coordinator, Director, Governor, Head Teacher, Service Manager, Case Worker, Lead Practitioner, Chair, Participation Officer and Service Development Lead.

All respondents who are identified as a Professional were asked about their job role. Almost a quarter of all professional respondents are a Headteacher/Deputy Head (22%) and around one in five are professionals from 'SENDCO' (16%).

Q4. Please tell us the name of the organisation<sup>2</sup> you work for (if applicable) and your role within it (Professionals).



Source: Q4. Please tell us the name of the organisation (if applicable) and your role within it  
 Base: 383, Professionals responding to the Oxfordshire SEND consultation 2022

The vast majority of parents and carers who completed the survey said they have a child/young person who has SEND (99%), only a tiny proportion parent and carers said they do not (1%).

<sup>2</sup> To see a list of the organisations and schools who responded to the consultation, go to Appendix A – D.

### Q5. Does your child/young person have SEND? (Parents/carers)



Source: Q5. Does your child/young person have SEND?  
Base: 328, Parents and carers responding to the Oxfordshire SEND consultation 2022

More than half of all parent and carers said their child/young person has an EHC plan in place (55%). Almost two out of five said their child/young person does not have an EHC plan (39%).

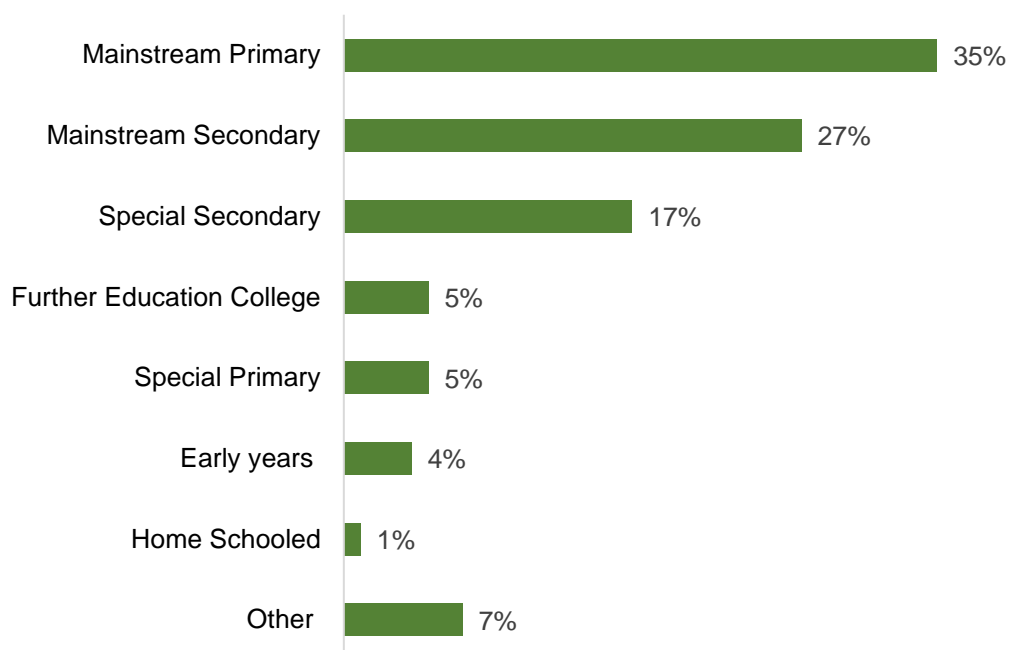
### Q6. Does your child/young person have an EHC Plan?



Source: Q6. Does your child/young person have an EHC Plan?  
Base: 322, Parents and carers responding to the Oxfordshire SEND consultation 2022

Parent carers were asked what type of educational setting their child or young person attends. More than a third have a child or young person attending a 'Mainstream Primary' (35%), around a quarter have a child or young person attending a 'Mainstream Secondary' (27%). Around one in five have a child or young person who attends a 'Special Secondary' (17%).

## Q7. What type of educational setting does your child or young person attend? (Parent and Carers)



Source: Q7. What type of educational setting does your child or young person attend?  
Base: 331, Parent and Carers responding to the Oxfordshire SEND consultation 2022

### Child/Young person Overview

In terms of children and young people who took part in this survey, we received five responses. Amongst this very small group, when asked if they have SEND, three respondents confirmed they do, whilst two of them said they do not have SEND.

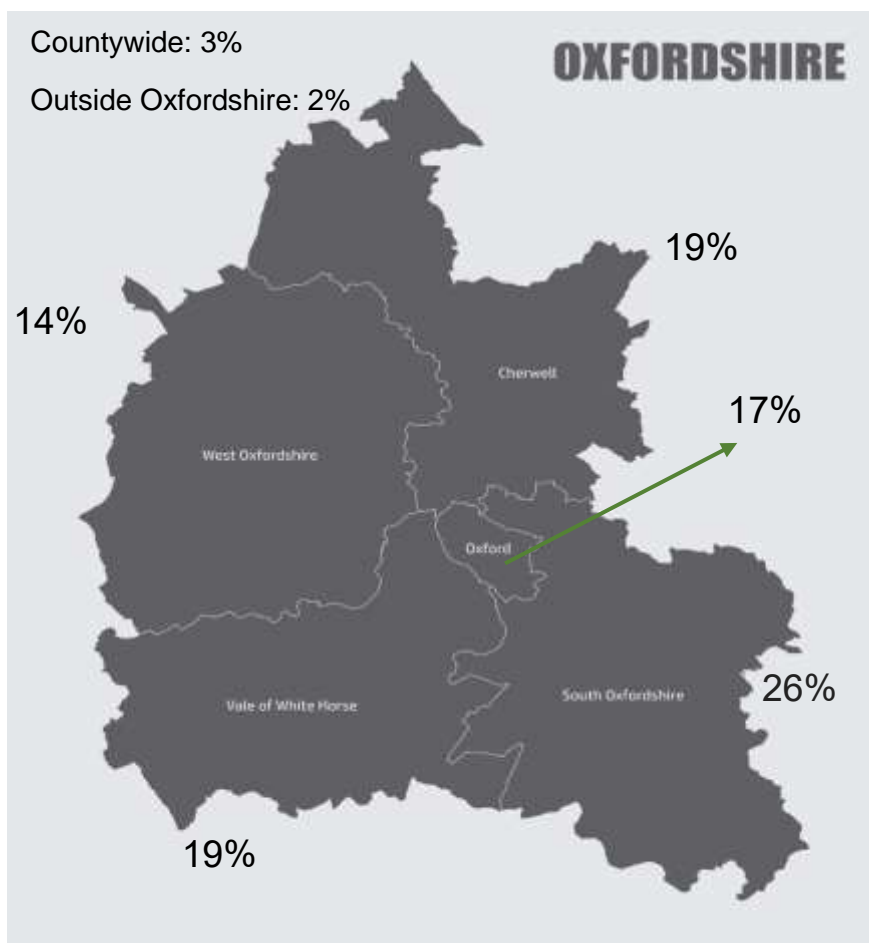
In terms of having an EHC plan, four respondents answered the question 'Do you have an EHC plan?' of which three confirmed they do have one in place. Meanwhile, one child/young person said they did not have an EHC plan.

Lastly, children and young people were also asked 'What type of educational setting do you attend?', again four respondents answered this question in which two of them said they attend a 'Mainstream Primary School' while the remaining two respondents said they go to a 'Mainstream Secondary School' and a 'Special Secondary' educational setting.

### Responses by location

The consultation received responses from across the county, as shown in the map below.

Q11. What is the location (district) of your home/organisation?



Source: Q11. What is the location (district) of your home/organisation? We are asking for this information to be able to understand views across geographical locations.  
Base: 859, responding to the Oxfordshire SEND consultation 2022

In addition, responses were received via the following channels:

### Roadshow Events

Seven online roadshow events took place over the course of the consultation, five accessible to all audiences and two dedicated roadshow events specifically for children and young people.

At the five events for all audiences, senior officers across Council Education, Adult Social Care and Children's Social Care alongside health partners from the local NHS engaged with over 200 people via Microsoft Teams. The events presented the two consultations and had Q&As sessions on each consultation.

Each roadshow event was chaired by somebody who was independent from the process of shaping the draft Local Area SEND Strategy and the council's proposals for system reform of SEND - Rosalind Pearce the Executive Director of Oxfordshire

Healthwatch for the first event, Cllr John Howson, Oxfordshire County Council's Chair for subsequent events.

### **Young People Roadshow Events**

Alongside the five roadshow events described above, two events specifically for children and young people were held online via Microsoft Teams.

All four young people who participated in these two roadshow events think it is important that children should have help early on their lives. The respondents emphasised the importance of using interactive ways of learning and feel this supports them the most. This group also highlight the importance of teaching assistants and keyworkers.

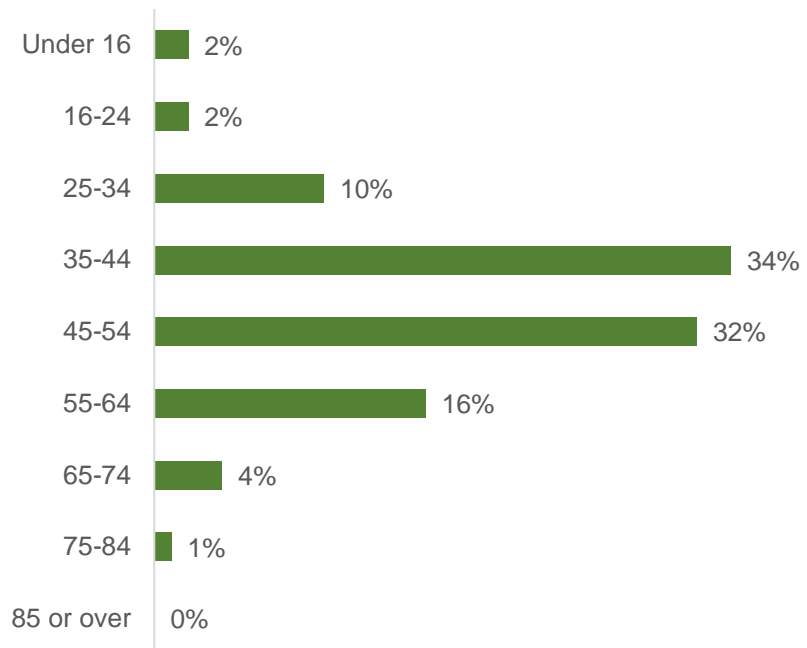
As noted above, the seven roadshow events held included two events which were organised following the start of consultation, one of these specifically for children and young people. These additional events responded to feedback about dates and times community members could make, and were added to ensure the consultation was as accessible as possible to all those who wished to participate.



## Demographic profile of survey respondents

### Age

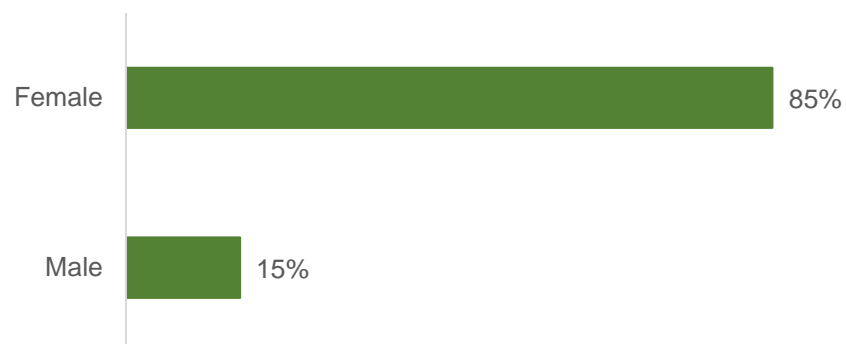
Around a third of respondents are aged 35-44 years (34%). Likewise, a similar proportion are aged between 45-54 years (32%). Less than one in five of respondents are aged 55-65 years (16%) and one in ten respondents are aged between 25-34 years (10%).



Source: Q39. What is your age? (Choose any one option)  
Base: 791, responding to the Oxfordshire SEND consultation 2022

### Gender

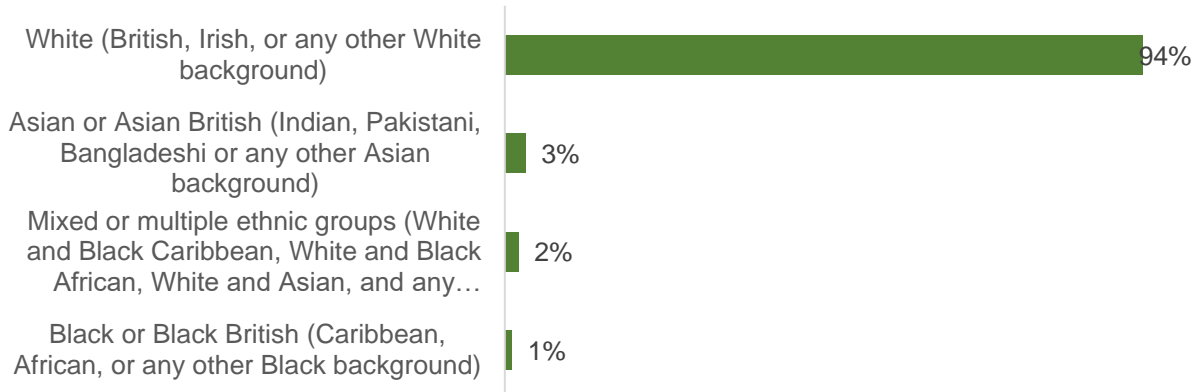
The majority of respondents identify themselves as female (85%), around one in seven identify themselves as male (15%).



Source: Q40. What is your gender? (Choose any one option)  
Base: 808, responding to the Oxfordshire SEND consultation 2022

## Ethnic group or background

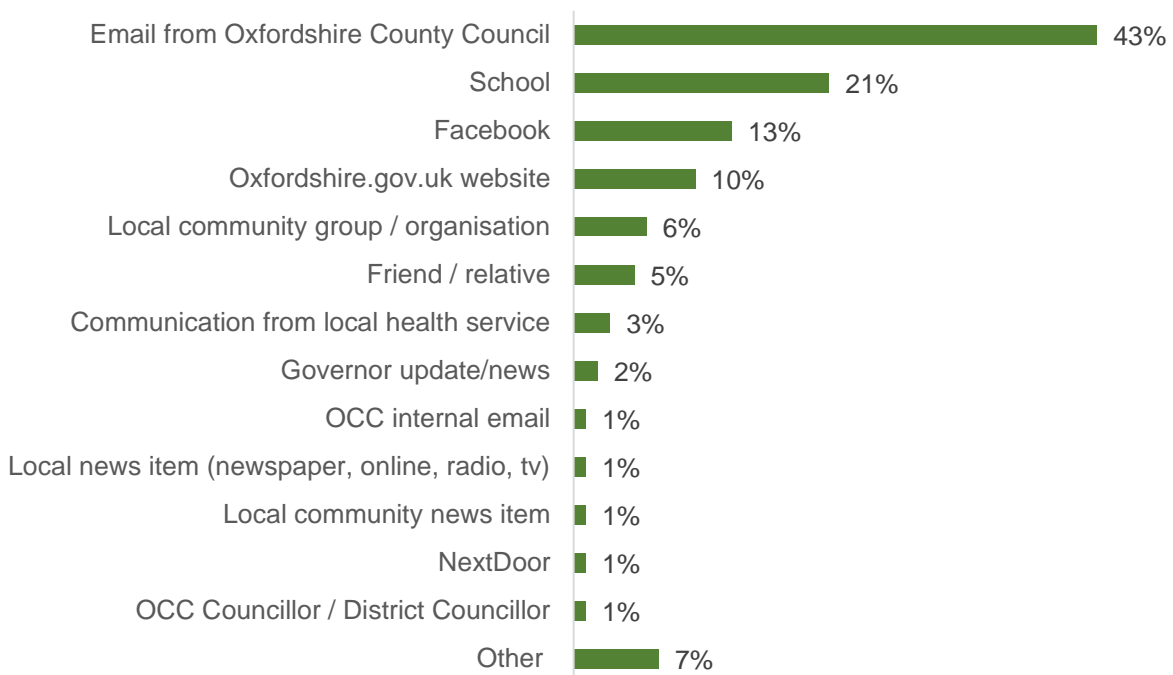
The majority of respondents who took part identify themselves as 'White (British, Irish, or any other White Background)' (94%).



Source: Q40. What is your gender? (Choose any one option)  
Base: 770, responding to the Oxfordshire SEND consultation 2022

## Communications channels

Around two in five respondents found out about the consultation via an email from Oxfordshire County Council (43%), followed by around a fifth who heard about the consultation through school. Around one in eight found out via Facebook (13%).



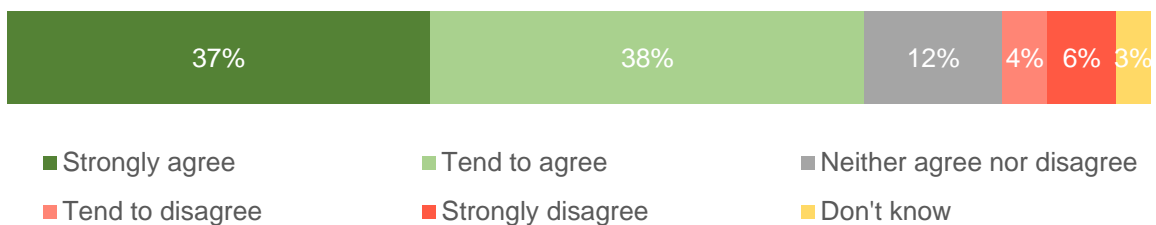
Source: Q38. How did you find out about this consultation? (Choose all that apply)  
Base: 828, responding to the Oxfordshire SEND consultation 2022

## 6. OCC System Reform for Special Educational Needs and Disabilities (SEND) - Consultation Survey Response Analysis

### Reform of Top-Up funding arrangements for children and young people with an EHC Plan

The majority of respondents either strongly agree or tend to agree with the proposals for reform of Top-Up funding arrangements for children and young people with an EHC Plan (76%), more than one in ten neither agree nor disagree with this (12%), one in ten tend to disagree or strongly disagree that it is important (10%).

#### *Proposals for reform of Top-Up funding arrangements*



Source: Q26. *To what extent, if at all, do you agree or disagree with the proposals for reform of Top-Up funding arrangements for children and young people with an EHC Plan?*  
Base: 744 responding to Q26 in the Oxfordshire SEND consultation 2022

### Opinion by respondent types

There are high levels of agreement from all respondents when asked if they agree or disagree with the proposals for reform of Top-Up funding arrangements for children and young people with an EHC plan. More than three quarters of Parent Carers agree with those proposals (76%), and just under three quarters of Education Professionals feel the same way (74%).

**To what extent, if at all, do you agree or disagree with the proposals for reform of Top-Up funding arrangements for children and young people with an EHC Plan?**

	All Parent carers	Parent carers in Oxfordshire	Education Professionals	Health Professionals	Social Care Professionals	Oxfordshire residents	Organisations
Number of respondents	291	278	318	15*	12*	40*	21*
Strongly agree	42%	42%	31%	27%	58%	38%	43%
Tend to agree	34%	33%	42%	53%	33%	38%	43%
Neither agree nor disagree	12%	12%	11%	13%	0%	15%	10%
Tend to disagree	5%	5%	3%	7%	8%	3%	0%
Strongly disagree	3%	3%	10%	0%	0%	3%	0%
Don't know	5%	5%	2%	0%	0%	5%	5%
<b>Agree Total</b>	<b>76%</b>	<b>75%</b>	<b>74%</b>	<b>80%</b>	<b>92%</b>	<b>75%</b>	<b>86%</b>
<b>Disagree Total</b>	<b>8%</b>	<b>8%</b>	<b>14%</b>	<b>7%</b>	<b>8%</b>	<b>6%</b>	<b>0%</b>

Source: Q26. To what extent, if at all, do you agree or disagree with the proposals for reform of Top-Up funding arrangements for children and young people with an EHC Plan? Base: All responding to Q26 in the Oxfordshire SEND consultation 2022

**Open comments on reform of Top-Up funding arrangements for children and young people with an EHC Plan**

In question 27, participants were asked if they have any comments on the Top-Up funding arrangements for children and young people with an EHC plan. In total, 298 people responded to this question. Almost three in ten respondents made comments that 'Funding/ decisions/ provision needs to be allocated to students/children or be needs led' (27%) as one respondent explains '*the Top-Up funding should be clearly allocated to the child and move with them if they move schools during the school year.*' Likewise, another also explained '*Ensuring Top-Up funding is child or young person led would be best practice.*'

Around a quarter of respondents made comments on the need for a 'Clear system for allocation/accountability/demonstration of spending by schools/settings' (26%). For instance, one respondent feels that it is important that '*schools have to be accountable and audited to ensure that they are spending the funds correctly*', whilst one respondent explained that '*settings must be clear how the funding is supporting the individual child. Parents will want to know this.*'

Around a quarter of respondents also commented on the need for 'Adequate funding' (26%) with a similar proportion commenting on that there is a 'lack of detail and Top-Up funding arrangements are unclear or that implementation/strategy isn't outlined' (25%).

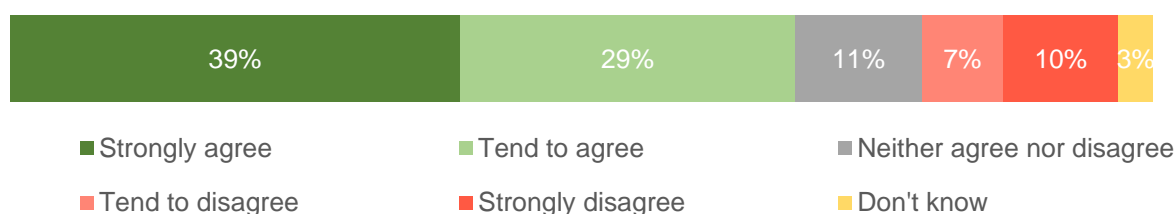
Comment	% of comments	Count
Funding/decisions/provision needs to be allocated to students/child/needs led	27%	80
Clear system for allocation/accountability/demonstration of spending by schools/settings	26%	79
Adequate funding needed	26%	77
Lack of detail/Top-Up funding arrangement is unclear/implementation/strategy isn't outlined	25%	74
The real cost/spending hasn't been updated/ isn't reflective or is concerning	12%	37
General negative comment	9%	28
General positive comment/support for proposal	8%	24
Further consultation/engagement/involvement needed	8%	24
Lack of resources/need for training of staff in mainstream schools/concern about pressure on schools/staff	7%	21

Source: Q27. Do you have any comments or suggestions on Reform of Top-Up funding arrangements for children and young people with an EHC Plan (including alternatives that you think are applicable)? Base: Comments made by 5% or more of those who responded to Q27 in the Oxfordshire SEND consultation 2022

## Resource bases as a core part of the range of provision

The majority of respondents either strongly agree or tend to agree the proposals for Resource Bases as a core part of the range of provision (69%), more than one in ten neither agree nor disagree with this (11%), around one in five tend to disagree or strongly disagree that it is important (17%).

### *Proposals for Resource Bases as a core part of the range of provision*



Source: Q28. To what extent, if at all, do you agree or disagree with the proposals for Resource Bases as a core part of the range of provision? Base: 742 responding to Q28 in the Oxfordshire SEND consultation 2022

## Opinion by respondent types

There are high levels of agreement from all respondents when asked if they agree or disagree with the proposals for Resource Bases as a core part of the range of provision. Almost seven in ten Parent Carers agree with those proposals (69%), and slightly less Education Professionals feel the same way (66%).

One in five Education Professionals (20%) and around one in six Parent Carers (17%) disagree with the proposals for Resource Bases as a core part of the range of provision.

**To what extent, if at all, do you agree or disagree with the proposals for Resource Bases as a core part of the range of provision?**

	All Parent carers	Parent carers in Oxfordshire	Education Professionals	Health Professionals	Social Care Professionals	Oxfordshire residents	Organisations
<i>Number of respondents</i>	276	276	318	15*	12*	40*	21*
Strongly agree	43%	43%	36%	33%	58%	35%	43%
Tend to agree	26%	26%	30%	40%	17%	40%	43%
Neither agree nor disagree	9%	9%	11%	20%	8%	8%	10%
Tend to disagree	8%	8%	7%	0%	17%	5%	5%
Strongly disagree	9%	9%	13%	0%	0%	10%	0%
Don't know	4%	4%	3%	7%	0%	3%	0%
<b>Agree Total</b>	<b>69%</b>	<b>69%</b>	<b>66%</b>	<b>73%</b>	<b>75%</b>	<b>75%</b>	<b>86%</b>
<b>Disagree Total</b>	<b>17%</b>	<b>17%</b>	<b>20%</b>	<b>0%</b>	<b>17%</b>	<b>15%</b>	<b>5%</b>

Source: Q28. To what extent, if at all, do you agree or disagree with the proposals for Resource Bases as a core part of the range of provision? Base: All responding to Q28 in the Oxfordshire SEND consultation 2022

### Open comments on Resource Bases as a core part of the range of provision

In total, 387 respondents left further comments on Resource Bases. Almost three in ten respondents mentioned 'Mainstream School not being able to meet SEND needs because of a lack of training/support/resources' (29%), for example one respondent said *'this sounds like a great idea as long as appropriately experienced and skilled/trained staff are employed in the bases and mainstream schools are not expected to manage such bases on top of what they are already doing'*. Another respondent commented *'I love this idea in principal; however I am concerned that mainstream schools do not have the expertise. How will they recruit specialist staff and who will provide training?'*

Around a quarter made 'General positive comment/support for proposal' (26%) and the need for 'Adequate funding' (22%). Less than one in five commented on 'Lack of detail/ timetable/implementation/investment plan for delivery' (15%). More than one in ten made comments on 'More local SEND provision needed/closer to home/rural provision' (12%) and one in ten feel that the Resource Bases as a core part of the range of provision is 'Not appropriate for some children/will disadvantage some/lead to bullying' (10%).

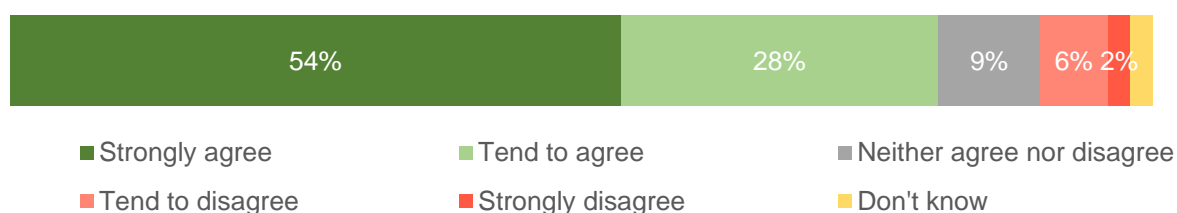
Comment	% of comments	Count
Mainstream schools not able to meet SEND needs/lack of training/support/resources	30%	115
General positive comment/support for proposal	26%	102
Need adequate funding	22%	84
Lack of detail/ timetable/implementation/investment plan for delivery	15%	58
More local SEND provision needed/closer to home/rural provision	12%	46
Not appropriate for some children/will disadvantage some/lead to bullying	10%	40
Learn from best practice within sector and within/outside county/where is evidence that this approach will work	10%	37
How will bases be managed/resourced/	9%	35
Concerns about impact on staff	7%	29
Accountability/demonstration of spending by schools/settings	6%	24
Lack of specialist provision/need more specialist provision/special schools	6%	24

Q29. Do you have any comments or suggestions on Resource Bases as a core part of the range of provision (including alternatives that you think are applicable)? Base: Comments made by 5% or more of those who responded to Q29 in the Oxfordshire SEND consultation 2022

### Sufficiency of specialist day placements in Oxfordshire

The majority of respondents either strongly agree or tend to agree with the proposals for sufficiency of specialist day placements in Oxfordshire (81%), less than one in ten neither agree nor disagree with this (9%), similarly less than one in ten tend to disagree or strongly disagree that it is important (8%).

#### *Proposals for sufficiency of specialist day placements in Oxfordshire*



Source: Q30. To what extent, if at all, do you agree or disagree with the proposals for sufficiency of specialist day placements in Oxfordshire? Base: 740 responding to Q30 in the Oxfordshire SEND consultation 2022

### Opinion by respondent types

Generally, there are high levels of agreement from all respondents when asked if they agree or disagree with the proposals for sufficiency of specialist day placements in Oxfordshire. More than four in five Parent Carers and Education Professionals agree with them (82% and 81%).

More than one in ten Education Professionals (11%) and slightly fewer than one in ten Parent Carers (7%) disagree with the proposals for sufficiency of specialist day placements in Oxfordshire.

***To what extent, if at all, do you agree or disagree with the proposals for sufficiency of specialist day placements in Oxfordshire?***

	All Parent carers	Parent carers in Oxfordshire	Education Professionals	Health Professionals	Social Care Professionals	Oxfordshire residents	Organisations
<i>Number of respondents</i>	287	274	318	15*	12*	39*	21*
Strongly agree	55%	54%	52%	33%	75%	51%	48%
Tend to agree	28%	27%	29%	47%	25%	28%	43%
Neither agree nor disagree	8%	8%	8%	20%	0%	15%	5%
Tend to disagree	4%	4%	9%	0%	0%	3%	0%
Strongly disagree	3%	3%	2%	0%	0%	3%	0%
Don't know	3%	3%	1%	0%	0%	0%	5%
<b>Agree Total</b>	<b>82%</b>	<b>81%</b>	<b>80%</b>	<b>80%</b>	<b>100%</b>	<b>79%</b>	<b>90%</b>
<b>Disagree Total</b>	<b>7%</b>	<b>7%</b>	<b>11%</b>	<b>0%</b>	<b>25%</b>	<b>5%</b>	<b>0%</b>

Source: Q30. *To what extent, if at all, do you agree or disagree with the proposals for sufficiency of specialist day placements in Oxfordshire?* Base: All responding to Q30 in the Oxfordshire SEND consultation 2022

**Open comments on sufficiency of specialist day placements in Oxfordshire**

In total, 308 people gave further comments related to proposals for sufficiency of specialist day placements. Almost half all respondents indicated that they are concerned about a 'Lack of specialist provision/the need for more specialist provision/special schools' (47%), as highlighted by one respondent who argues that *'in order to meet needs of children there needs to be additions to provision of places in both mainstream and special schools'*.

Around one in five commented on the 'Need for adequate funding' (18%), and fewer than made comments related to the need for 'More local SEND provision needed/closer to home/rural provision/travel concerns' (13%), 'Better resources needed, i.e. training, support, staff etc.' (12%) and 'Discriminating/failing SEND pupils by sending them to mainstream school/not appropriate for some' (12%).



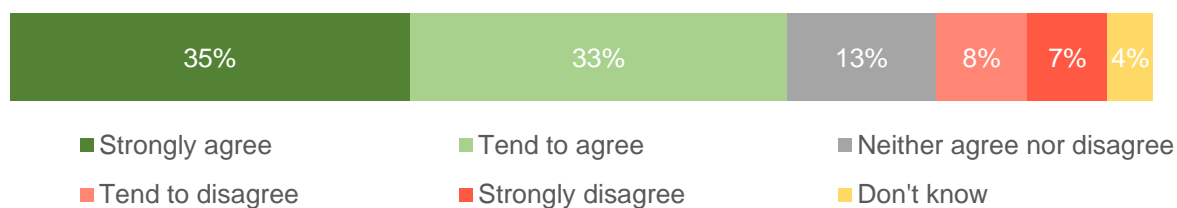
Comment	% of comments	Count
Lack of specialist provision/need more specialist provision/special schools	47%	144
Need adequate funding	18%	56
More local SEND provision needed/closer to home/rural provision/travel concerns	13%	41
Better resources needed, i.e. training, support. staff etc..	12%	37
Discriminating/failing SEND pupils by sending them to mainstream schools/not appropriate for some	12%	37
General negative comment	10%	30
General positive comment/support for proposal	9%	29
Will need to 'Spend to save' i.e. reducing numbers in independent school provision will save money long-term, but not immediately	8%	26
Learn from best practice within sector and within/outside county	7%	21
Lack of trust/belief that strategy will be delivered/should already be happening	6%	19

Source: Q31. Do you have any comments or suggestions on sufficiency of specialist day placements in Oxfordshire (including alternatives that you think are applicable)? Base: Comments made by 5% or more of those who responded to Q31 in the Oxfordshire SEND consultation 2022

## Enhanced Pathways within mainstream schools

The majority of respondents either strongly agree or tend to agree with the proposals for Enhanced Pathways within mainstream schools (68%), more than one in ten neither agree nor disagree with this (13%), less than one in five tend to disagree or strongly disagree that it is important (15%).

### *Proposals for Enhanced Pathways within mainstream schools*



Source: Q32. To what extent, if at all, do you agree or disagree with the proposals for Enhanced Pathways within mainstream schools? Base: 741 responding to Q32 in the Oxfordshire SEND consultation 2022

## Opinion by respondent types

Generally, there are high levels of agreement from all respondents when asked if they agree or disagree with the proposals for Enhanced Pathways within mainstream schools. Almost seven out of ten Education Professionals agree (68%) and slightly fewer Parent Carers (67%) agree with the proposals for Enhanced Pathways within mainstream schools.

Almost one in five Education professionals (17%) and Parent Carers (16%) disagree with the proposals for Enhanced Pathways within mainstream schools.

***To what extent, if at all, do you agree or disagree with the proposals for Enhanced Pathways within mainstream schools?***

	All Parent carers	Parent carers in Oxfordshire	Education Professionals	Health Professionals	Social Care Professionals	Oxfordshire residents	Organisations
<i>Number of respondents</i>	288	275	318	15*	12*	39*	21*
Strongly agree	35%	35%	33%	27%	42%	33%	38%
Tend to agree	32%	31%	35%	20%	42%	33%	38%
Neither agree nor disagree	12%	12%	11%	40%	8%	13%	19%
Tend to disagree	11%	11%	6%	7%	8%	10%	5%
Strongly disagree	6%	6%	11%	0%	0%	3%	0%
Don't know	5%	5%	4%	7%	0%	8%	0%
<b>Agree Total</b>	<b>67%</b>	<b>66%</b>	<b>68%</b>	<b>47%</b>	<b>83%</b>	<b>67%</b>	<b>76%</b>
<b>Disagree Total</b>	<b>16%</b>	<b>17%</b>	<b>17%</b>	<b>7%</b>	<b>8%</b>	<b>13%</b>	<b>5%</b>

Source: Q32. *To what extent, if at all, do you agree or disagree with the proposals for Enhanced Pathways within mainstream schools?* Base: All responding to Q32 in the Oxfordshire SEND consultation 2022

### **Open comments on Enhanced Pathways within mainstream schools**

When asked if they have any further comments about Enhanced Pathways, 294 respondents submitted responses to this question. A third of respondents who left comments on Enhanced Pathways within mainstream schools left comments on 'Need adequate funding' (33%). Regarding Enhanced Pathways within mainstream schools, one respondent argues that *'Schools would benefit from Enhanced Pathways but the proposals needs to be attractive financially to host schools.'* Whilst another respondent explained *'Funding needs to be sufficient to enable schools to realistically employ teachers/TA's with appropriate skills and experience to meet higher level needs.'*

Almost one quarter of respondents made comments on 'Training staff properly, teachers/enough staff/ spaces to achieve objectives' (22%). Around one in five respondents made a 'General positive comment/support for proposal' (21%) for example *'I think the proposals are optimistic, ambitious and allow schools to spend the money in the best interests of that child'*. Meanwhile, a similar proportion mention 'Accountability/demonstration of spending by schools/monitoring' (19%). Lastly, around one in ten made comments on the 'Lack of detail/ timetable/ implementation/ investment plan for delivery' (12%).

Comment	% of comments	Count
Need adequate funding	33%	96
Training staff properly, teachers/enough staff/spaces to achieve objectives	22%	66
General positive comment/support for proposal	21%	61
Accountability/demonstration of spending by schools/monitoring	19%	57
Lack of detail/ timetable/implementation/investment plan for delivery	12%	35
General negative comments	9%	27

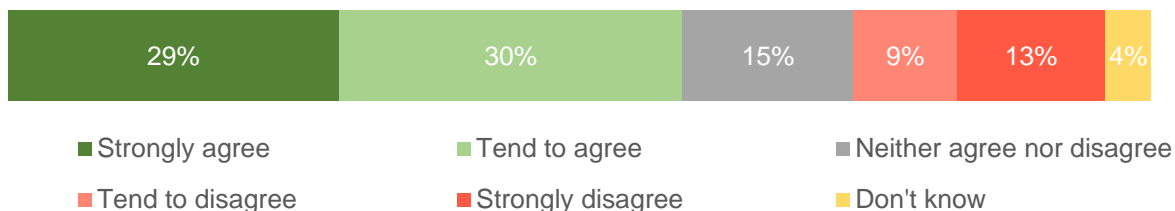
Source: Q33. Do you have any comments or suggestions on Enhanced Pathways within mainstream schools? (Including alternatives that you think are applicable)?

Base: Comments made by 5% or more of those who responded to Q33 in the Oxfordshire SEND consultation 2022

## Reconfiguring Requests for Additional Funding for Schools

The majority of respondents either strongly agree or tend to agree with the proposals for reconfiguring Requests for Additional Funding for Schools (59%), less than one in five neither agree nor disagree with this (15%). Conversely around one in five tend to disagree or strongly disagree that it is important (22%).

### *Reconfiguring Requests for Additional Funding for schools*



Source: Q34. To what extent, if at all, do you agree or disagree with the proposals for reconfiguring Requests for Additional Funding for schools? Base: 736 responding to Q34 in the Oxfordshire SEND consultation 2022

## Opinion by respondent types

Generally, there are high levels of agreement from all respondents when asked if they agree or disagree with the proposals for reconfiguring Requests for Additional Funding for Schools. More than three in five Parent Carers agree (63%) and more than half Education Professionals (55%) also agree with the proposals.

Almost three in ten Education Professionals disagree with the proposals for Requests for Additional Funding for Schools (28%), whilst almost one in five Parent Carers disagree (18%).

**To what extent, if at all, do you agree or disagree with the proposals for reconfiguring Requests for Additional Funding for schools?**

	All Parent carers	Parent carers in Oxfordshire	Education Professionals	Health Professionals	Social Care Professionals	Oxfordshire residents	Organisations
<i>Number of respondents</i>	288	275	314	15*	12*	39*	21*
Strongly agree	33%	33%	21%	33%	42%	26%	48%
Tend to agree	30%	29%	34%	7%	17%	31%	19%
Neither agree nor disagree	15%	15%	14%	40%	25%	26%	0%
Tend to disagree	9%	9%	10%	7%	17%	10%	5%
Strongly disagree	9%	9%	18%	13%	0%	3%	29%
Don't know	5%	5%	3%	0%	0%	5%	0%
<b>Agree Total</b>	<b>63%</b>	<b>62%</b>	<b>55%</b>	<b>40%</b>	<b>58%</b>	<b>56%</b>	<b>67%</b>
<b>Disagree Total</b>	<b>18%</b>	<b>18%</b>	<b>28%</b>	<b>20%</b>	<b>17%</b>	<b>13%</b>	<b>33%</b>

Source: Q34. To what extent, if at all, do you agree or disagree with the proposals for reconfiguring Requests for Additional Funding for schools? Base: All responding to Q34 in the Oxfordshire SEND consultation 2022

### **Open comments on reconfiguring Requests for Additional Funding for Schools**

In total, 305 people left a further comment in referent to the topic of Requests for Additional Funding for Schools. More than a third of respondents argue that the system 'Needs appropriate oversight/fair allocation' (34%) with one asking '*How will such funding be monitored to ensure it goes to the right children?*' A quarter made comments on the 'Need adequate funding' (25%). Just over a fifth of respondents to this question have 'Concerns about increased impact on schools and workloads' (22%), for instance, a respondent explained how this will potentially result in '*increasing workload and responsibilities on school staff without provision of additional capacity.*'

Around one in five commented on a 'Lack of detail/ timetable/ implementation/ investment plan for delivery' (18%) or made a 'General negative comment' (18%). Around one in ten commented on 'Equity in funding/ county wide plans (12%)'. For example, a respondent explained '*I am concerned that this will be difficult to be managed in a fair and equitable manner.*'

Comment	% of comments	Count
Needs appropriate oversight/fair allocation	34%	103
Need adequate funding	25%	76
Concern about increased impact on schools and workloads	22%	67
Lack of detail/ timetable/implementation/investment plan for delivery	18%	55
General negative comment	18%	54
Equity in funding /county wide plans	13%	41
General positive comment/support for proposal	9%	28
Lack of trust/belief that strategy will be delivered/should already be happening	5%	16

Q35. Do you have any comments or suggestions on reconfiguring Requests for Additional Funding for schools (including alternatives that you think are applicable)? Base: Comments made by 5% or more of those who responded to Q37 in the Oxfordshire SEND consultation 2022

## Coordinated approach to supporting children with SEND at the earliest opportunity

The majority of respondents either strongly agree or tend to agree with the proposals for a coordinated approach to supporting children with SEND at the earliest opportunity (82%), less than one in ten neither agree nor disagree with this (8%). Similarly less than one in ten tend to disagree or strongly disagree that it is important (8%).

### *Proposals for coordinated approach to supporting children with SEND at the earliest opportunity*



Source: Q36. To what extent, if at all, do you agree or disagree with the proposals for coordinated approach to supporting children with SEND at the earliest opportunity? Base: 733 responding to Q36 in the Oxfordshire SEND consultation 2022

## Opinion by respondent types

Generally, there are high levels of agreement from all respondents when asked if they agree or disagree with the proposals for coordinated approach to supporting children with SEND at the earliest opportunity. More than three quarter of Education Professionals agree with this (78%), in a similar way the majority of Parent Carers also agree (86%).

More than one in ten Education Professionals disagree with the proposals for coordinated approach to supporting children with SEND at the earliest opportunity (13%), whilst less than one in ten Parent Carers disagree (5%).

***To what extent, if at all, do you agree or disagree with the proposals for coordinated approach to supporting children with SEND at the earliest opportunity?***

	All Parent carers	Parent carers in Oxfordshire	Education Professionals	Health Professionals	Social Care Professionals	Oxfordshire residents	Organisations
<i>Number of respondents</i>	288	275	311	15*	12*	39*	21*
Strongly agree	56%	55%	45%	47%	67%	49%	67%
Tend to agree	31%	31%	33%	40%	25%	33%	24%
Neither agree nor disagree	6%	7%	9%	7%	8%	13%	10%
Tend to disagree	4%	4%	11%	0%	0%	3%	0%
Strongly disagree	1%	1%	2%	7%	0%	3%	0%
Don't know	2%	2%	0%	0%	0%	0%	0%
<b>Agree Total</b>	<b>86%</b>	<b>86%</b>	<b>78%</b>	<b>87%</b>	<b>92%</b>	<b>82%</b>	<b>90%</b>
<b>Disagree Total</b>	<b>5%</b>	<b>5%</b>	<b>13%</b>	<b>7%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>

Source: Q36. *To what extent, if at all, do you agree or disagree with the proposals for coordinated approach to supporting children with SEND at the earliest opportunity?* Base: 733 responding to Q36 in the Oxfordshire SEND consultation 2022

### **Open comments on coordinated approach to supporting children with SEND at the earliest opportunity**

In total, 275 respondents commented on the need for a coordinated approach to supporting children with SEND at the earliest opportunity. Almost three in ten respondents made comments on 'Training staff properly, teachers/enough staff to achieve objectives/specialist support' (28%). Just under one in five discussed the 'Need for adequate funding' (17%), and a similar proportion commented on 'Support for SENDIASS funding'. For example, one respondent felt that '*SENDIASS is a worthwhile and popular resource, which deserves better funding.*'

Around one in seven respondents made comments on a 'Lack of support for/communications/involvement with parents/families (14%) for example '*Stronger signposting for guardians/carers is needed across the board to enable children with suspected issues to be reviewed as early as possible*'. A similar proportion mentioned the 'Lack of detail/timetable/implementation/investment plan for delivery' (14%).

<b>Comment</b>	<b>% of comments</b>	<b>Count</b>
Training staff properly, teachers/enough staff to achieve objectives/specialist support	28%	76
Need adequate funding	17%	46
Support for SENDIASS funding	15%	41
Lack of support for/communications/involvement with parents/families	14%	38
Lack of detail/ timetable/implementation/investment plan for delivery	14%	38
Resources need to be accessible/ Local Offer needs improving/digital exclusion concerns	13%	35
General positive comment/support for proposal	11%	30
Early intervention important/needs resourcing	9%	25
Lack of trust/belief that strategy will be delivered/should already be happening	9%	24
General negative comment	8%	21
Face to face support/visits/interaction needed	6%	17
Joint working/joined up services/communications between services/individuals	6%	16
Waiting list/process is too long	5%	15

Q37. Do you have any comments or suggestions on coordinated approach to supporting children with SEND at the earliest opportunity (including alternatives that you think are applicable)? Base: Comments made by 5% or more of those who responded to Q37 in the Oxfordshire SEND consultation 2022

### **Easy Read Survey Response**

There was one response to the OCC System Reform for Special Educational Needs and Disabilities (SEND), through the Easy Read Survey.

The respondent strongly agrees with the following:

- Suggested changes to Resource Bases
- Suggestions for special school places in Oxfordshire
- Changes to the way children and young people with SEND are supported when moving from mainstream primary to mainstream secondary schools
- Suggestions to help schools and families get clear information about services available for children and young people with SEND

The respondent agrees with the following:

- Changes to who makes decisions about the extra money to support children and young people with SEND and without EHC plans

The respondents disagrees with the following:

- Changes to the with changes to ways in which schools will receive Top-Up funding

## 7. Roadshow Events Summary

### Event Details

Below is information on the dates, meeting leads and attendance at each of the five main events.

Event date	Meeting leads	Audience attendance / total attendance
Monday 31 January 2022 5pm - 6.30pm	Rosalind Pearce - Healthwatch (Chair) Cllr Brighthouse - Deputy Leader OCC Caroline Kelly - Lead Commissioner of HESC Charlotte Davey - Head of Service for Disabled Children OCC Diane Hedges - Deputy CEO of NHS Oxfordshire CCG Kate Bradley - Head of SEND OCC Kevin Gordon - Corporate Director for Children's Services Robyn Noonan - Area Service Manager, Adult Social Care OCC	63 / 80
Thursday 3 February 2022 8.30am - 10am	Cllr John Howson (Chair) Cllr Brighthouse Alexandra Davis - Oxford Health NHS Foundation Trust Delia Mann - Head of Family Support Service OCC Hayley Good - Deputy Director of Education OCC Kate Bradley - Head of SEND OCC Kevin Gordon - Corporate Director for Children's Services OCC Robyn Noonan - Area Service Manager, Adult Social Care OCC Sam Harper – Team Manager, Adult Social Care OCC	34 / 49
Saturday 5 February 2022 9am - 10.30am	Cllr John Howson (Chair) Cllr Brighthouse Charlotte Davey - Head of Service for Disabled Children OCC Hayley Good - Deputy Director of Education OCC Helen Ward – Head of Quality, Oxfordshire CCG Kate Bradley - Head of SEND OCC Kevin Gordon - Corporate Director for Children's Services OCC	20 / 32



	Robyn Noonan - Area Service Manager, Adult Social Care OCC	
Wednesday 9 February 2022 2.30pm - 4pm	<p>Cllr John Howson (Chair) Cllr Brighthouse Caroline Kelly - Lead Commissioner of HESC Hayley Good - Deputy Director of Education OCC Helen Ward – Head of Quality, Oxfordshire CCG Kate Bradley - Head of SEND OCC Kevin Gordon - Corporate Director for Children's Services OCC Robyn Noonan - Area Service Manager, Adult Social Care OCC</p> <p>Maria Godfrey - Head of Early Help MASH and Assessment, Children's Social Care</p>	58 / 72
Friday 11 February 2022 10am - 11.30am	<p>Cllr John Howson (Chair) Alexandra Davis - Oxford Health Charlotte Davey - Head of Service for Disabled Children OCC Hayley Good - Deputy Director of Education OCC Kate Bradley - Head of SEND OCC Robyn Noonan - Area Service Manager, Adult Social Care OCC</p>	25 / 36

### Summary of proceedings

The agenda for each of the roadshow events was as follows:

1. Welcome, introductions and housekeeping
2. Draft Local Area SEND Strategy (presentation)
3. Q&A – Local Area SEND Strategy
4. Council System Reform for SEND (presentation)
5. Q&A – Council System Reform for SEND
6. Closing remarks and meeting close

The presentations explained:

1. Why Oxfordshire County Council is consulting on SEND
2. Introduction to the draft Local Area SEND strategy
  - a. Why we need a strategy
  - b. Overall approach
  - c. How the strategy has been developed
  - d. Strategy priorities
  - e. How OCC is collecting views on the strategy
  - f. An overview of the five strategic objectives

3. Introduction to OCC System Reform for SEND
  - a. The proposed changes
  - b. The case for change
  - c. Principles guiding the changes
  - d. Overview of the six proposals for change

Questions and answers after each presentation were facilitated by a meeting chair. Some questions were raised in person and many questions were raised in the text chat in Microsoft (MS) Teams. Council officers responded to these questions using the Q&A facility in MS Teams during the meeting. The chair moderated verbal questions and selected a subset of the written questions to be answered in the in-person discussion.

Feedback was sought on the roadshows and with 91% of those who responded making positive or appreciative comments and 9% providing negative comments about the roadshow, primarily that the proposals were vague and/or unrealistic. Questions during the roadshows related to the OCC System Reforms rather than the Local Area SEND Strategy.

Below is a summary of the themes raised during the roadshow events about the Oxfordshire County Council System Reform Proposals.

<b>Question themes</b>	<b>Question count</b>
Ensuring adequate training, support and resources to deliver Resource Bases	38
Early intervention lacking / time for diagnosis too long	14
A range of support required because each SEND person has different needs	11
Publish details of research that shows the proposals better than alternatives	10
Concerns about demands placed schools and teachers	9
Enhanced pathways / phased transition	7
Streamlining paperwork	7
Allocation of Top-Up funding	5
Teaching Assistants are greatly valued, but there aren't enough of them	5
Ensuring parents and children are aware of all the options available to them	4
In-school vs county-wide provision	2
The challenge of recruiting specialist staff	2

The most frequent theme raised in the roadshow events (raised 38 times) was how school-run Resource Bases will be adequately funded, whether budgets will be ring-fenced, and how school leaders and teachers will be trained and supported to administer and deliver the new in-school provision.

Within this theme about Resources Bases, some expressed concern that funding wouldn't be ring-fenced and that the proposals would require additional funding, and there was concern that resources would be spread too thinly.

Other questions (14) raised the issue of assessments taking a long time and children missing out on early intervention, and a desire to find out what support will be available for children who have not been assessed.

There were eleven questions on the theme of the need for a range of support options because each SEND person has different needs. This theme included questions about the need for specialist school provision and the desire for alternative provision being retained because mainstream provision might not be right for every child. Two participants said they had already tried and failed with mainstream provision.

There were ten questions which sought information about the evidence base for the system reform proposals, why the new model was picked, best practise in other counties, and there was a desire for this research to be published. There was also a request to see what trials in Oxfordshire had shown and how this learning will be shared with schools.

Nine questions related to concerns about demands placed on schools and teachers, which might be exacerbated by the system reform proposals. Some of these suggested the expansion of mainstream provision was focused on off-loading more responsibility to schools and teachers.

There were seven questions on the theme of the Enhanced Pathways / phased transition system change proposals. The majority of these contributions welcomed the proposal. One question asked whether the proposal would apply to all schools.

Seven questions related to the desire to see SEND paperwork streamlined. Paperwork was viewed as burdensome for overstretched Special Educational Needs Coordinators, diverting resources away from supporting children to completing bureaucratic documents. One question asked whether the Child and Adolescent Mental Health Service (CAMHS) and social care service will be able to access a child's EHC or SEN paperwork via an online platform.

There were five questions about the allocation of Top-Up funding as part of the council's proposed system reforms. There was a desire to see more detail about how this would be distributed equitably, how money would be ring-fenced and how it would solve the problems of the present approach, which some suggested was unfair.

Five questions expressed support for the value of Teaching Assistants (TAs), as well as comments about there being too few of them. One attendee said TAs had been central to the success of their child's education.

Four questions related to ensuring parents and children are aware of all the options available to them to assist decision-making about their child's future. Two questions suggested that parents sometimes apply to mainstream schools without knowing about the alternative provision that is available. One contributor said they felt they didn't have enough information to decide where to place their child for secondary

education. Another suggested that when mainstream provision is recommended for a child, parents need to be advised why that recommendation has been made and why it is the best option for their child.

There were two comments on in-school vs county-wide provision. These suggested it would be more efficient to have support staff that can move between schools rather than operating out of fixed bases.

There were two questions about what is being done to address the difficulties of recruiting specialist staff.

### Young Person Events

Below is information on the dates, meeting leads and attendance at each of the five main events.

<b>Event dates</b>	<b>Meeting leads</b>	<b>Audience attendance / total attendance</b>
Wednesday 16 February 2022 1pm - 2.30pm	Adeline Gibbs - Oxford Health NHS Foundation Trust Charlotte Davey - Head of Service for Disabled Children OCC Kate Bradley - Head of SEND OCC	2 / 6
Tuesday 1 March 2022 5pm - 6.30pm	Charlotte Davey - Head of Service for Disabled Children OCC	2/4

### OCC System Reform:

#### **Q. Are there enough types of schools to meet all learning needs?**

All respondents in Roadshows 6 and 7 agree that there are not enough types of schools to meet all learning needs. One respondent explained how schools need more specialist spaces based on their own experience, whilst others felt there was also a need for more special schools not just mainstream ones, and more needed to be done for better transitions from primary to secondary one participant wasn't too sure of what was available now but suggested it would have been if there was a 'halfway house'

#### **Q. What is needed to move successfully from primary to secondary school?**

There were several suggestions on what was needed to move successfully from primary to secondary school from participants in roadshows 6 and 7 they include:

- Small class sizes (of 15 for those who need help)
- Small secondary schools
- Different lessons
- More outdoor activities and learning
- Frequent pre-visits between the schools and good communication
- Friends to move up with

**Q. Would you prefer to stay locally in specialist Resource Bases or go further to a special school and stay overnight?**

Participants were asked if they prefer to stay locally in specialist Resource Bases or go further to a special school and stay overnight. Most said they would like to stay 'Closer to home' and '...don't want to be sent away' but argued there was a need for more 'Resource Bases' and they don't want a 'horrible school either', a participant who the question no longer applies to said at the time they would have said 'Stay Local' but now based on their friends' experiences would go 'Residential'.

## **8. Written Correspondence Summary**

During the consultation Oxfordshire County Council received five letter and email responses, these were from the following organisations:

- Healthwatch Oxfordshire
- New Marston Primary School (Governors)
- Stockham Primary School
- Oxford City Council
- Oxfordshire Secondary School Headteachers' Association (OSSHTA)

Below are summaries of the feedback received from each of these organisations.

### **Healthwatch Oxfordshire**

Healthwatch welcomed the opportunity to comment on both elements of the consultation and supported promotion of the consultation via their news bulletin and via local networks such as patient and voluntary sector groups.

In relation to accessibility, they found the easy read version of documents to be 'Excellent'. However, they raised several concerns regarding the main versions of the strategy, system reform documents and survey. The strategy and system reform documents were described as 'dense, lengthy and [documents that] need a lot of focus, capacity and time to read and digest to feel informed to be able to comment'. They felt this may prove challenging for certain parents, carers, and laypeople who may not have sufficient time available.

They suggested the following would have made the documentation more accessible:

- Some separation or filter within the main survey between communication, survey questions and responses required from parent support organisations (e.g. schools) and from parents and carers.
- Use of more plain English, phrasing, tone and language and less terminology.
- The survey being less “dense” to make it easier to digest and understand

Healthwatch Oxfordshire perceived the roadshows as a positive way to engage with people in Oxfordshire and feel that a follow up roadshow would be an ‘important opportunity to share next steps and continue engagement’. However, Healthwatch noted “...whilst effort was made to ensure the consultation reached parents, carers and organisations, we were aware from some of the feedback we received that the information had not reached some...”. The group suggested that, whilst they understand OCC are dependent on partners to support communications: “...more effort to use diverse and accessible ways of communicating the consultation opportunities is perhaps needed.” They also raised the concern that some stakeholders feel their voices will not make a difference/be heard as it felt like the strategy was ‘already written’.

Some comments Healthwatch received indicated that the strategy could be more closely linked to the needs of the Oxfordshire community. The strategy was seen by some as ‘off the peg’ and some felt could be more locally determined.

They also commented that the process needs to ensure that those who are not usually heard can give their voice – questioning what focus there was on reaching seldom heard groups, such as those from Black and minority ethnic communities.

Healthwatch commented that the proposals present a positive vision for the county’s SEND children and young people. Nonetheless, they felt there was very little on how it will be implemented. They also identified numerous gaps surrounding ‘Waiting lists/long waiting times, role of the voluntary sector, lack of support, information and provision’. They also wanted to see more focus in the strategy on role of workforce development and training.

Healthwatch commented that the documentation was felt to be aspirational but is lacking “targets, outcomes and hard and fast aims”. The lack of measurement of success and how accountability will be built in was also identified as missing. This made it difficult for respondents to feel that they could agree or disagree with proposals.

Lastly, Healthwatch Oxfordshire made comments on the ‘next stages’ and questioned what the process looks like moving forward and how the next steps will be communicated to the stakeholders, especially parents and carers.

### **Marston Primary School (Governors)**

Regarding the Draft Local Area strategy, the governors at Marston Primary School are supportive of the four priority areas and the five strategic objectives.

Nonetheless, like many others, they feel that there is a lack of detail surrounding how this will be delivered. They argue without ‘specific commitments on the level of

resourcing and timeframes for delivery, the strategy is not fit for purpose'. To address these concerns, they suggested the following:

- Further planning should be given to each strategic objective.
- A second consultation should be carried out once there is further information available to stakeholders to respond to.

Governors at Marston Primary School also support the focus on early intervention and believe this should include pre-school age children. In their view, a failure to do this means children with SEND are at increased risk falling behind their peers and considerable school resources end up focusing on trying to secure funding the appropriate support, rather than educating the child.

To achieve the above the school/the governors feel there is a need to ensure that multi-agency early interventions are fully resourced, so children can get timely access to the services such as Educational Psychology and CAMHS.

Governors welcome the commitment to develop more local provision but are concerned about the delays in doing this, based on their own experience. They believe their school can deliver a high-quality provision for children with SEND.

### **Oxford City Council**

Oxford City Council shared their opinion on the council's System Reform for SEND strategy feeling proposals, while not increasing the overall scale of funding for education – including SEND education – should nonetheless help ensure the existing funds are more fairly allocated, level up the skills needed to provide support for SEND children and create a more locally-shaped system better meet individual children's needs.

Below is a summary of the Oxford City Council's feedback on each proposal.

#### **1) Reform of Top-Up funding arrangements for children and young people with an EHC Plan**

Oxford City Council agrees with the collective view that funding is insufficient to meet the SEND requirements of the local area, particularly in Oxford. In their view, level of Government funding for SEND is wholly insufficient and they support Oxfordshire County Council's lobby to Government for additional funding.

Reform of the High Needs Block Top-Up funding arrangements into mainstream schools for children with Education and Health Care Plans (EHCPs) is welcome as they feel this has always been opaque and inconsistent, and they feel there is a need for serious investment in provision in mainstream sector.

#### **2) Resource Bases as a core part of the range of provision**

Oxford City Council agree there is a need to increase the number of specialist resources bases attached to mainstream schools, however, feel the documentation

has not provided clear evidence on how this will be cost effective, and thought it was important to understand the views of headteachers who already have these in place.

Oxford City Council agrees utilisation of additional space in empty buildings makes but feel the strategy does not consider the significant capital costs that will be necessary to utilise additional space in empty buildings/conversion of classrooms. They also feel the strategy needs to acknowledge that headteachers will need to upskill and schools and existing resources bases are already struggling to recruit staff.

The proposal to transfer management of the Resource Bases from the Local Education Authority to the schools to which they are attached is welcome. They don't want to create special schools within mainstream schools. In their view, this should help ensure Resource Base staff – and teaching - are better integrated into the structure of mainstream schools.

The council also supports the principle that mainstream schools should be more inclusive and be able to meet the needs of SEND pupils including those with high needs. However, consideration of funding, training, expertise and ethos is required in this context.

The council asked for a clear concept of what a resource base means, what it does and what Professional Development is going to be offered to staff there to support them.

### **3) Sufficiency of specialist day placements in Oxfordshire**

The proposal for two new special schools in Bloxham Grove and in southern Oxfordshire is very welcome, as Oxford City Council feel there has been a lack of special school places in Oxfordshire for years and too many SEND children having to travel too far for their schooling. The council also welcomes the objective to provide for all of the needs locally, however question the ability to achieve this within the existing funding envelope.

### **4) Enhanced Pathways within mainstream schools**

Oxford City Council highlighted feedback from parents, and the increasing number of children being taken out of formal schooling in favour of elective home education, provides evidence that transitions from primary to secondary are not working well for many SEND children. They provided examples of trials schools are taking to solve this problem but felt that the proposals do not provide evidence on the impact of these approaches, the optimum size of these focused learning groups, or what additional funding would be provided to enable other schools to adopt them.

The council also questioned whether there was evidence to support the idea that by Year 9 SEND children will be ready for full integration.

The council feels the approach also implies that the single teacher provision within Year 7 and 8 secondary school will be a catch all across all of the SEND



requirements: social, emotional, communication, sensory and academic needs - but often different approaches will be required for different SEND needs.

Finally, the council questioned what will be in the curriculum for SEND children in Years 7, 8 and 9.

### **5) Reconfiguring Requests for Additional Funding for schools**

The council has some concerns around devolution of responsibility for allocation of the funding pot for additional support to groups of local school leaders. However, the city council notes this proposal is opposed by the OSSP.

The council notes that school leaders expressed concerns over the clear lack of capacity to pick up this responsibility in addition to other duties. In the city council's view, without clear evidence of support among schools and details on how this measure is to be implemented, they cannot support this proposal.

### **6) Coordinated approach to supporting children with SEND at the earliest opportunity**

The proposals to increase the provision of information to parents on early support and intervention, and investment in training for staff is welcome by Oxford City Council. However, the city council feel that this will need to be targeted as investment needs for these proposals are significant. Special Educational Needs Coordinators (SENCOs) in schools will be vital to the success of this and they are already over-burdened, so there would benefit from more outreach provision from special schools.

They note that a new digital platform is at the centre of this proposal and they question if that is the best place for limited resources to be invested.

### **Oxfordshire Secondary School Headteachers' Association (OSSHTA)**

The Oxfordshire Secondary School Headteachers' Association (OSSHTA) provided the collective views of 29 secondary school leaders on the proposals.

Respondents from OSSHTA neither agree nor disagree with proposal 1. Although they agree that the Top-Up funding arrangements for children and young people with EHCPs need to be reformed and funding should follow the child, they are concerned about the following:

- Current consultation on system reform does not detail how funding will be distributed and any approaches considered by the Finance Transformation Group need to be shared with schools and families for feedback before being implemented.
- The funding that follows the child at primary, currently based on support hours, does not fund the current rate of TA pay. Funding provided to schools must be for the current rate of pay, and for all costs in excess of £6000 (not £7433).

- Who will decide the banding levels and what scrutiny will be applied?
- Transparency within any funding models, and this needs to consider how funding is recorded in EHCPs and how allocated funding is spent and then accounted for through the Annual Review Process.
- EHCPs generally have too many outcomes for schools to be working on at one time, and schools do not receive adequate funding through EHCPs to put in place the provision listed in Section F.
- When a child with an EHCP from OCC enrolls, currently no additional funding is directed to the school, but the school is required to fund the provision as outlined in Section F (As opposed to those outside the county who do receive the funding).
- Delays related to this specific proposal – based on experience. Funding needs to follow the child from September 2022, but this time frame now feels unrealistic. The timeframe for funding needs to take into account school budgeting timeframes and delivery planning.
- Any plans for the reform of Top-Up funding will have to be reviewed again once the national SEND Review is published.

Lastly, regarding proposal 1 OSSHTA mentioned how having funding allocated to the school recorded in EHCPs will enable schools to discuss funding with parents. It will enable schools to provide evidence value for money and demonstrate how the schools are using the funding provided, and could overtime result in less money being spent on tribunals etc...

OSSHTA 'Strongly agree' on the principle of proposal 2, and 'Tend to agree' in relation to the details outlined for proposal 2.

They like the idea of more bases in principle, as it has many benefits i.e., less travelling time, going to the same school as siblings etc...but they have several questions and concerns on the implementation on proposal 2:

- OSSHTA are unclear on the number of new bases and had a number of queries relating to this:
  - Would all schools have one
  - Would existing bases need to decrease in size to accommodate new bases
  - Too small a base can lead to isolation for students.
- They feel there is a danger of losing, from the system, both the specialist and leadership expertise that exist currently in the bases
- In their view, there will be challenges posed in recruiting the specialist staff, and even in just having that specialist knowledge in all schools to be able to recruit well. They asked what support OCC would provide for training the increased numbers of specialist staff required.
- In their opinion, decentralising high level specialist support is likely to be inefficient and there will be challenges when high level is needed.

- OSSHTA questioned, if there would be any loss of joint working between the current bases in the new model due to management changes, or in fact would there be more opportunities to share resources?
- OSSHTA want to understand the rationale for not including HI bases as well as ASD bases. As they think it doesn't sit well that some bases are included, and some are not.
- There are mixed feelings over leadership and management moving to Headteachers.

Like other organisations above they also felt that views of those who are currently in Resource Bases need to be considered, and the concerns around pay when transferring between the bases into schools.

Another main question/concern was who would be responsible for resolving any issues whether that be around staffing or admissions and what additional funding will there be?

OSSHTA 'Neither agree nor disagree' to proposal 3 due to the lack of detail. Whilst they agree with the principles outlined, like previously mentioned they would like further detail around the work that will be implemented to instil parental confidence.

OSSHTA questioned whether these principles have been tested in other local authorities and how can they be assured OCC is working on tried and tested plans. They also questioned if there will be sufficient funding to support pupils in mainstream now as they believe OCC will need to 'spend to save'.

In relation to proposal 4 OSSHTA 'Tend to disagree', even though they agree in principle like many of the above they disagree with the model in the trial and have numerous concerns. These include:

- 'Primary style' separate class in Year 7 could self-isolate the students.
- Not clear on how much flexibility will be provided.
- They would want a model that allows students to join and leave the group, and a model that could flex depending on the needs of the cohort.
- Reintegration of all members of such a group into the mainstream curriculum by Year 9 (so may need to be extended past KS4).
- OSSHTA raised concerns on the additional funding and high quality of staffing required.

OSSHTA 'Strongly disagree' with proposal 5 as they felt it was not clear whether this applied to secondary schools, and asked if separate funding would be provided for primary and secondary.

They feel the risks of this proposal are high relative to potential benefits and could be fraught with challenges and issues.

They also feel as though 'local' is not defined clearly and feel as though proposal 5 and the SEND funding for secondary schools is like IYFAP but fear that they may 'have all the negatives of IYFAP but not the positives as the context of what they are trying to achieve is so different.' Thus, OSSHTA suggests 'an independent person leading each local board to facilitate parity of funding across schools.

Lastly, they also explained they feel the proposal could lead to inequity, and that smaller schools might be at a disadvantage as they may have less capacity to bid for funding, in a similar way this approach does not consider workload implications, for instance school leaders who do not have the capacity to take on such significant responsibility. They also questioned how financial accountability will be managed.

OSSHTA 'Tend to agree' with proposal 6 as they agree with the principle but based on their previous experience, they have a lack of confidence that this will be delivered in an effective way. In their view OCC need to do the following

- Provide more detail
- Identify a dedicated budget
- Ensure SENDIASS capacity and a consistent quality of support.

OSSHTA questioned if there is a significant training proposal in place to support the implementation of all the proposals. And suggested OTSA be part of the solution instead of an online solution. They also mentioned how the new system should not create additional bureaucracy for schools and asked how systems can be streamlined to support impact.

Parental 'capacity' was mentioned as a 'key element' here and the need to ensure a level playing field regarding access to support so all children can access the right support.

### **Stockham Primary School (Governors)**

Stockham Primary School and its governing body feel the greatest priority in the SEND reform strategy is to access the relevant interventions at the earliest opportunity and will be achieved with the following:

- Ensuring that the requisite outside agency staffing is significantly increased to efficiently support the process of each application.
- An interim strategy in the provision of support for children pending SEND diagnosis, for example, specialist training for teachers, teaching assistants and/or deploying specialist help for schools to allow 'Quality First teaching'.
- Appropriate tools and resources whilst applications are being processed thus, preventing a greater gap in the respective needs of the child.
- Review of the financial provision within the SEND schema for which there is an immense shortfall in terms of hours financed and the staff recruitment necessary to support children with SEND.

- Broader consideration of the implications that Covid-19 will have had on many cohorts with SEND.
- Building additional specialist schools that prevents extensive travel both out of- and across County to ensure children with needs that cannot be met within schools have more immediate access to support, resources and the educational help.
- Reducing the time to process applications that fundamentally prohibits access at the earliest opportunity to specialist support and educational needs.

## 9. Appendix

### A: Schools, Trusts and Nurseries

<b>Organisations</b>
Abbey Woods Academy
Appleton C of E Primary School
Aureus School
Badgemore Primary School
Bampton CE Primary School
Banana Moon Day Nursery
Banbury School Day Nursery
Bartholomew School
Barton Park Primary School
Bishop Loveday School
Bladon CE Primary School
Blessed George Napier Catholic School
Bloxham Pre School
Bubbles Pre School
Bure Park School
Burford Primary School
Carswell Primary School
Carterton Primary School
Chalgrove School
Charlbury Primary School
Charlton Primary School
Cheney School
Cherry Fields primary school
Chesterton CE Primary School
Chipping Norton School
Cholsey Primary School
Cowley Primary School
Cropredy Primary School
Cuttesslowe Primary School
Dashwood Banbury Academy
Deddington Primary School
Didcot Primary Academy

Dry Sandford Primary School
Ducklington Primary School
Dunmore Primary School
Edith Moorhouse Primary School
Enstone Primary School
Eynsham Partnership Academy
Farringdon Junior School
Frank Wise School
Freeland Pre School
Garsington CE Primary School
Gillotts School
Grow Learn Flourish Trust
Glory Farm Primary School
Goring C of E Primary
Gosford Hill School
Great Milton Primary School
Grove CE Primary School
Hanborough Manor CE Primary School
Harwell Community Primary School
Hook Norton Primary School
Horspath Primary School
Jack and Jill Pre School
John Watson School
Kiddlylinguistics Preschool
Kidmore End CE Primary School
Kingfisher School, Propeller Academy Trust
Langtree School
Larkmead School
Larkrise Primary School
Little Giants Nursery (Carterton)
Little Peeples Nursery
Langford Village School
Long Furlong Primary School
Long Wittenham Primary School
Longford Park Primary School
Lord William's School
Mabel Prichard School
Madley Brook Primary School
Marcham Primary School
Matthew Arnold School
Middle Barton Primary School
Millbrook Primary School
New Hinksey CE Primary School
New Marston Pre-School
Northbourne CE (A) Primary School
Oxford Diocesan Schools Trust
Orchard Meadow Primary School
Orchard Pre-School

Oxford Montessori Schools
Queensway School/Let's Play project
Rainbows Day Nursery
River Learning Trust
Rooks Health School
Rose Hill Primary School
Shenington Day Nursery
South stoke Primary School
Southwold Primary School
Sparkling Minds Day Nursery and Pre School
St Barnabas CE Primary School
St Blaise School
St Christopher's CE Primary School
St Ebbe's Aided Primary School
St John Fisher Catholic Primary School
St Joseph's Catholic Primary School
St Leonard's CE Primary School
St Mary and John Primary School
St Michael's C of E Primary School
St Nicolas CE Primary, Abingdon
St Swithuns C of E Primary School
St. Andrews CE Primary School
St. Hugh of Lincoln Nursery School
Stoke Row Primary School
Sunningwell C of E Primary School
Symbol UK (Endeavour Academy)
The Batt CE Primary School
The Blake CE Primary
The Cabin Preschool CIO
The Charlbury Railway Children
The Cherwell School
The Cooper School
The Gallery Trust
The Henry Box School
The Iffley Academy
The King's School Witney
The Marlborough Church of England School
The Mulberry Bush School
The Propeller Academy Trust
The Swan School
The Warriner School
Tower Hill Primary School
Treehouse Thame Pre-School
Trinity C of E Primary School
Uffington Primary
Unicorn School
Vale Academy Trust
Wantage CE Primary

Watchfield Primary School
West Oxford Community Primary School
Wheatley Park School
Whitchurch on Thames Preschool
Whitelands Academy
William Morris School
Windale Primary School
Witney Community Primary School
Wolvercote Primary School
Wood Green School
Woodcote Pre-School Group
Woodeaton Manor School

## B: Education and Childcare Organisations

<b>Organisations</b>
Activate Learning
Aurora Childcare
Good Schools Guide
Grow Learn Play Project CIC
ITCIG-Special Educational Needs Teachers' Training Institute-Schools-ISENTTIS -Cameroon
Jolandi's Childminding
Learner Engagement
Nicky's Childcare
Quest for Learning
SENDIASS
SENSS

## C: Health Organisations

<b>Organisations</b>
Children's Hospital, John Radcliffe Hospital
Oxford Health
Oxfordshire Educational Psychology Service
University of Oxford NHS

## D: Other Organisations

<b>Organisations</b>
Anthem Trust
Autism Champions CIC
Barnardos
Elmore Community Services
Oxfordshire County Council
University of Oxford Museum of Natural History
University of Birmingham