

Project Analysis

Education Survey

Project Analysis Survey profile

We had 137 responses with:

- 12% early years sector
- 70% primary
- 12% secondary
- 6% post 16.

88% of respondents worked in a maintained mainstream setting.

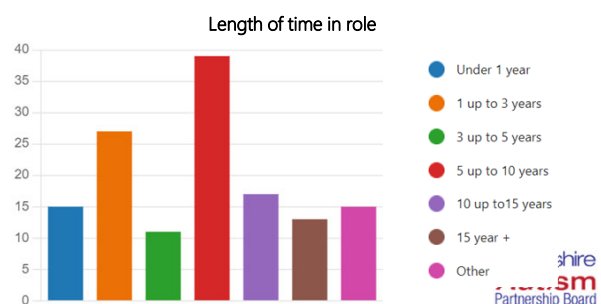
53% of the respondents were the SENCo or SEN lead for their setting.

51 of respondents stated they would be willing to speak to us further about their answers.

The majority of respondents stated they are supporting 4-10 children with SEN support and/or an EHCP.

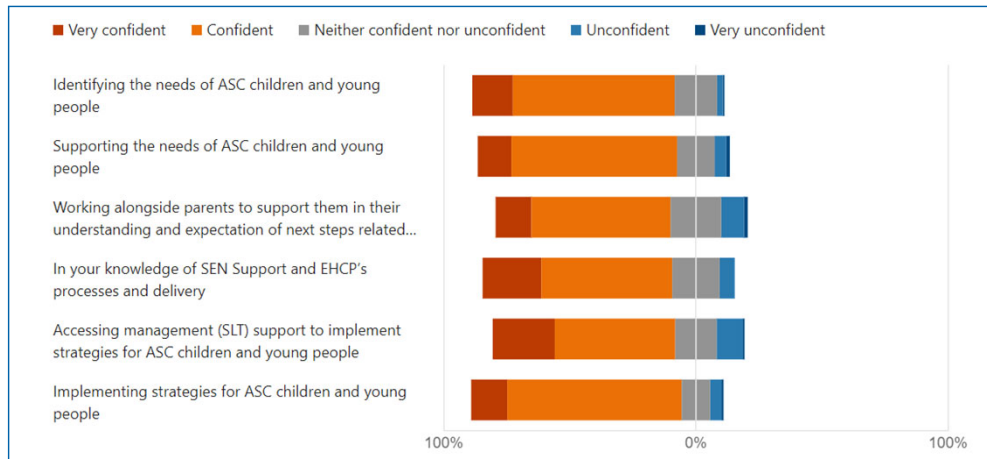
Of those children, the same average was recorded for those pupils with ASC diagnosis being supported.

98% Respondents believed that they had additional pupils in their settings with undiagnosed ASC or SCN.

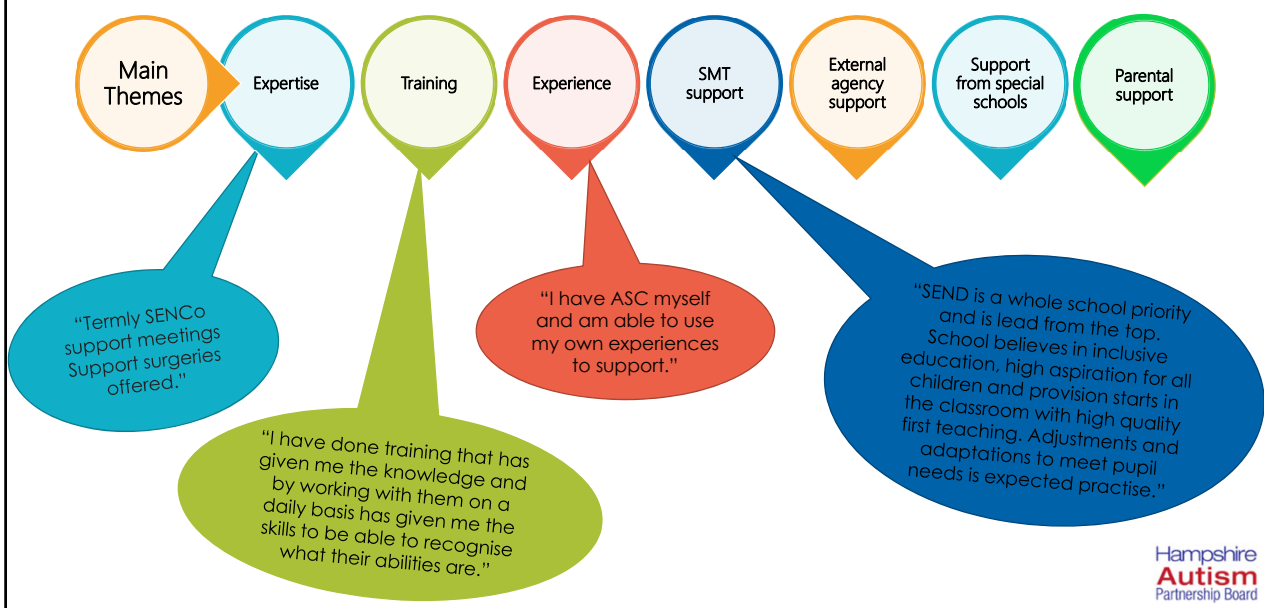


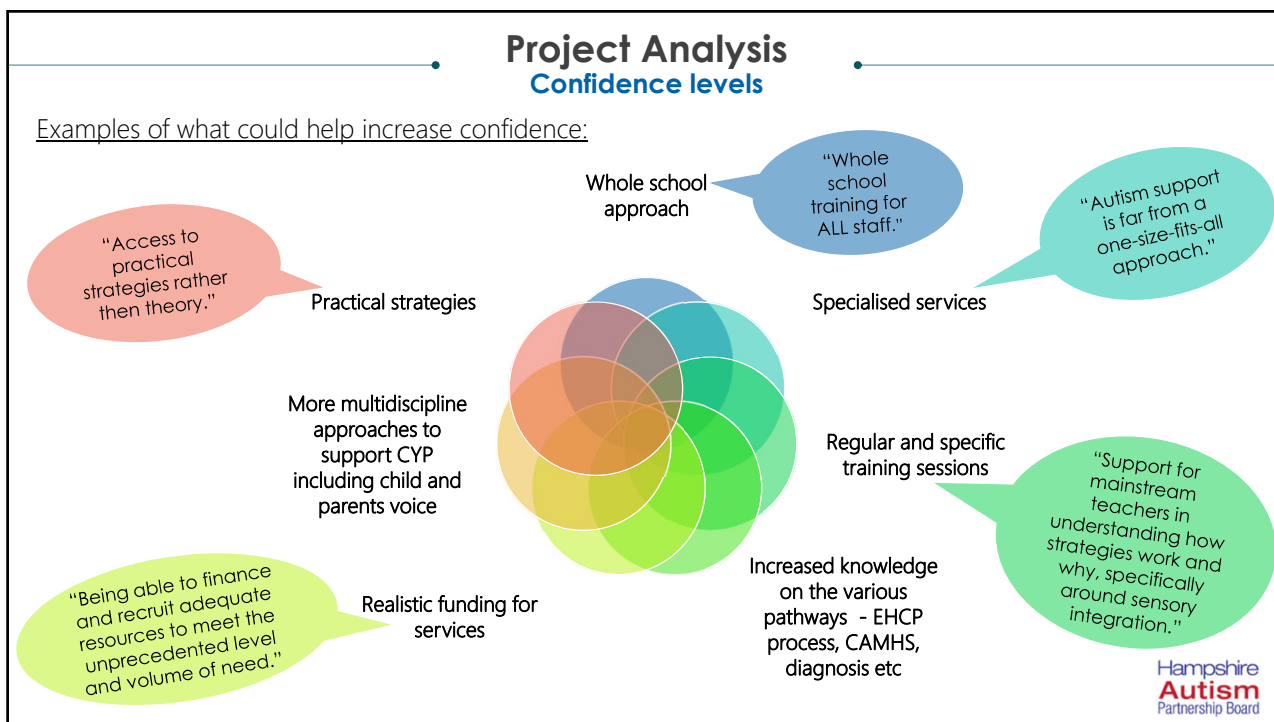
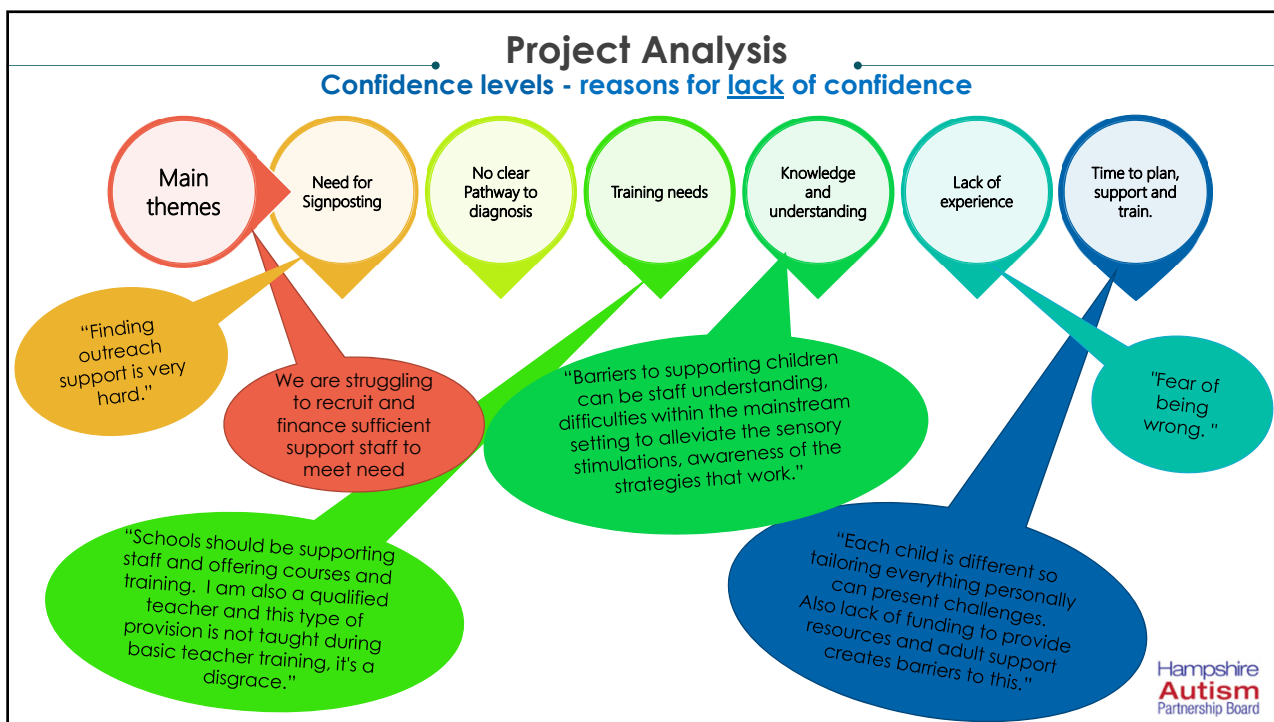
Project Analysis Confidence levels

Confidence levels around identifying and supporting Autistic CYP



Project Analysis Confidence levels – reason behind feeling confident





Whole school approach examples:

"I manage an autism resourced provision attached to a mainstream secondary. The PAATHS course many years ago was exceptional training and alongside other wide ranging training I benefited from it. we undertake whole staff and individual training every year and brief all new staff and ECTs in particular on ASC."

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.

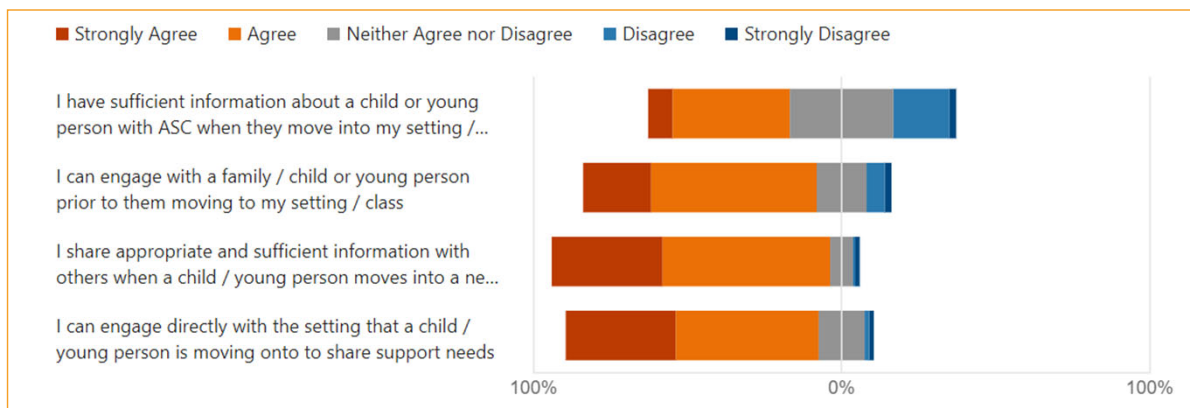
"In my previous authority we were supported by Specialist Teacher Advisors. They would come in and work with teaching staff and support staff to implement strategies for specific children. This was supportive in developing a whole school approach and developing staff confidence. It was also useful in ensuring that there was an understanding that every child with autism has different needs and not all strategies are appropriate or useful."

"SEND is a whole school priority and is lead from the top. School believes in inclusive education, high aspiration for all children and provision starts in the classroom with high quality first teaching. Adjustments and adaptations to meet pupil needs is expected practise."

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Project Analysis Transitions

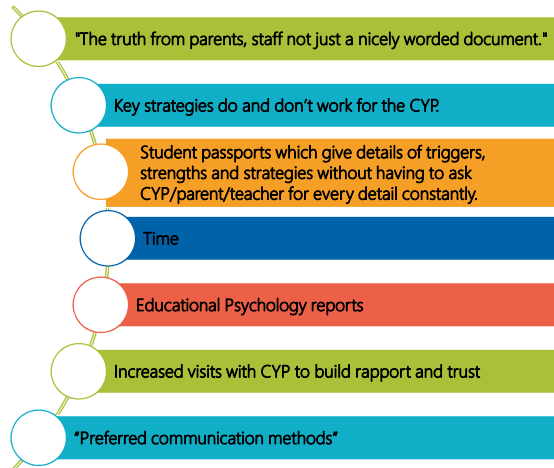
Confidence levels around transitions and information provided:



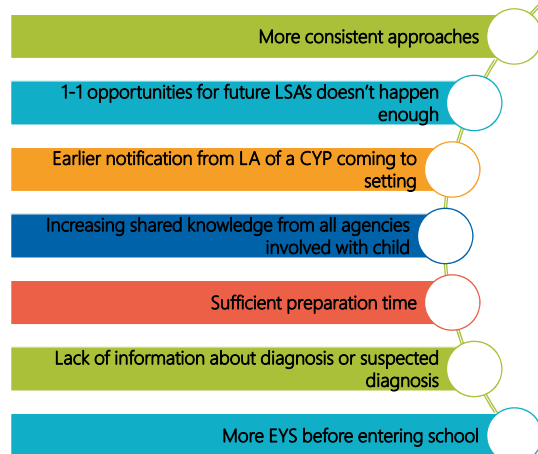
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Project Analysis Transitions

Examples of what has been most beneficial in supporting transitions for Autistic CYP:

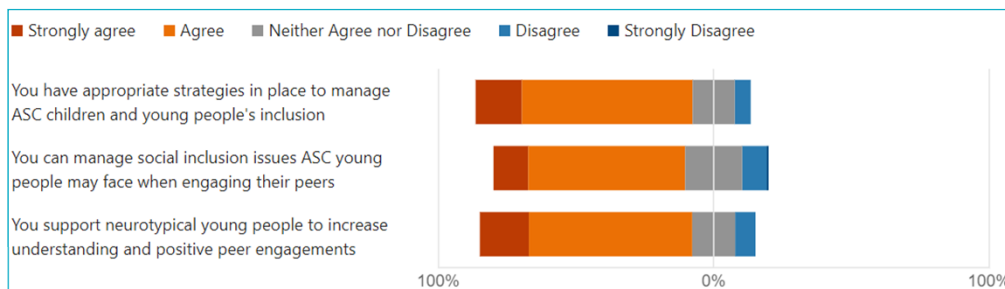


Examples of what could improve the support in transitions of Autistic CYP:



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Project Analysis Inclusion



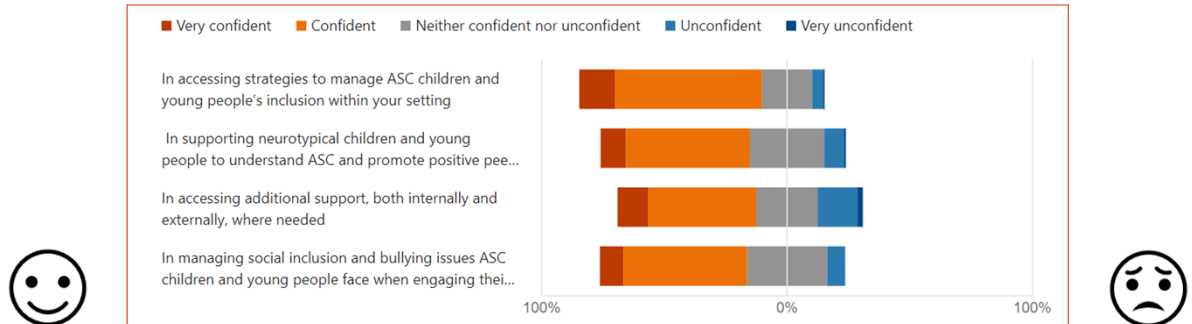
- **79%** stated they strongly agreed or agreed to having appropriate strategies to manage inclusion for Autistic CYP.
- **70%** stated they strongly agreed or agreed to being able to manage an Autistic CYP's social inclusion issues with peers
- **77%** stated they strongly agreed or agreed they could support neurotypical CYP to increase positive peer engagements



- **6%** stated they disagreed to having appropriate strategies to manage inclusion for Autistic CYP.
- **10%** stated they strongly disagreed or disagreed to being able to manage an Autistic CYP's social inclusion issues with peers
- **7%** stated they disagreed they could support neurotypical CYP to increase positive peer engagements

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Project Analysis Inclusion



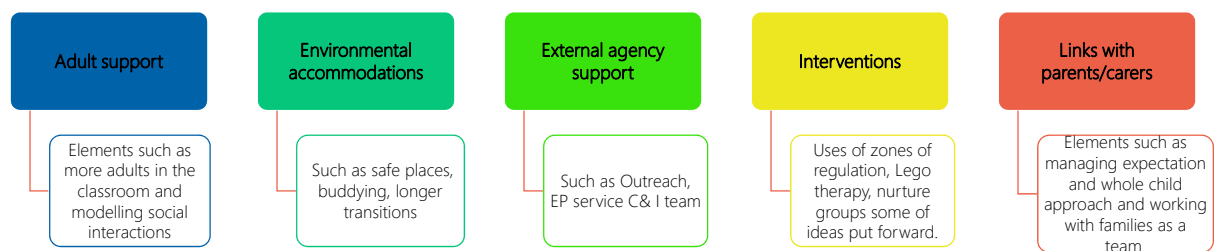
- **75%** stated they were either very confident or confident in accessing strategies to manage an Autistic CYP's inclusion into a setting.
- **61%** stated they were either very confident or confident in supporting neurotypical CYP to understand Autism.
- **57%** stated they were either very confident or confident in accessing additional support.
- **60%** stated they were either very confident or confident in managing social inclusion and bullying issues Autistic CYP may face.

- **5%** stated they were either very unconfident or unconfident in accessing strategies to manage an Autistic CYP's inclusion into a setting.
- **9%** stated they were either very unconfident or confident in supporting neurotypical CYP to understand Autism.
- **18%** stated they were either very unconfident or unconfident in accessing additional support.
- **7%** stated they were unconfident in managing social inclusion and bullying issues Autistic CYP may face.

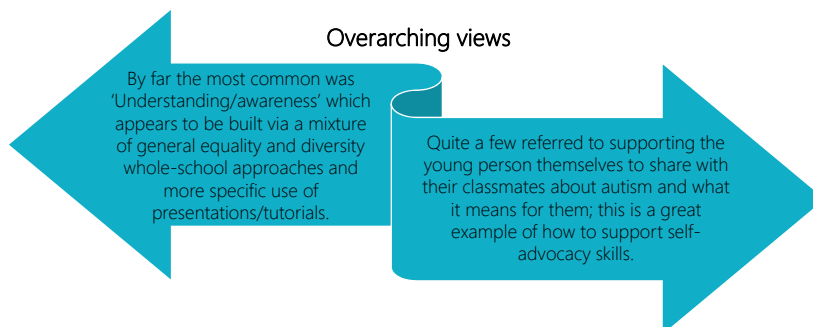
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Project Analysis Responsendence about best inclusion approaches

Themes:



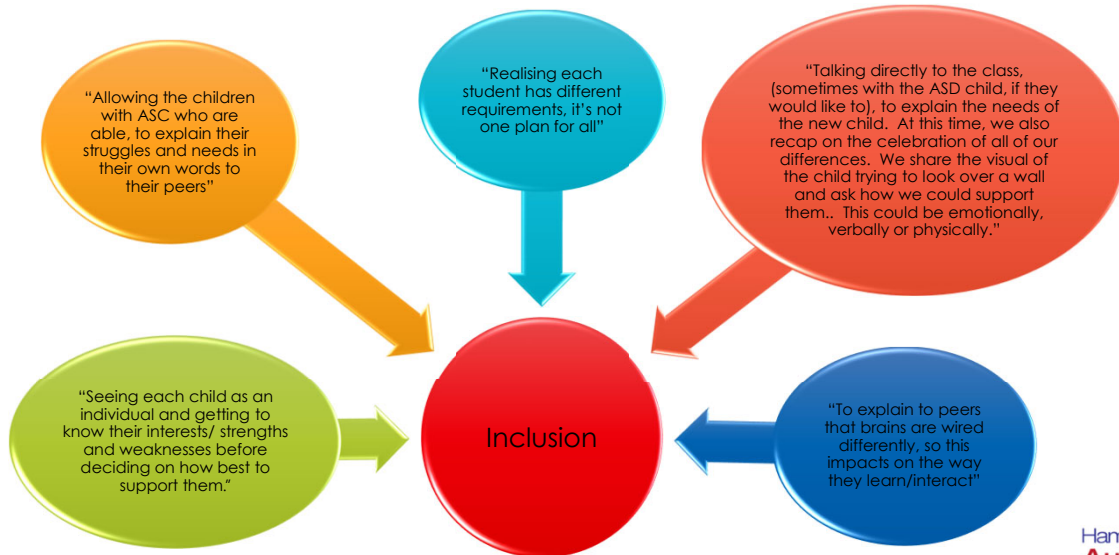
Overarching views



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Quotes about best inclusion approaches



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Awareness of services

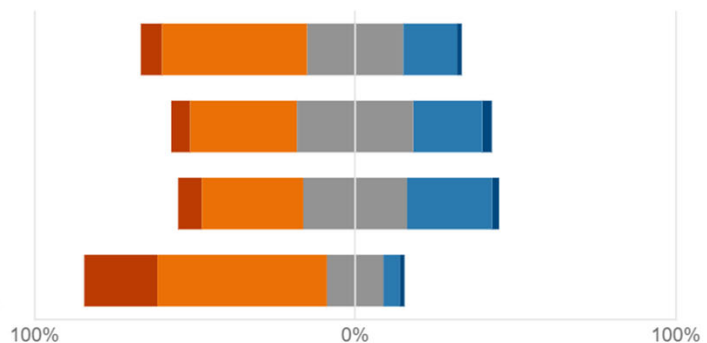
■ Strongly Agree
 ■ Agree
 ■ Neither Agree nor Disagree
 ■ Disagree
 ■ Strongly Disagree

I am aware of services available to support ASC children and young people

I know about support services available without an EHCP / Statement of Support for ASC children and...

I know professionals that can support ASC children and young people (outside of the SEN team)

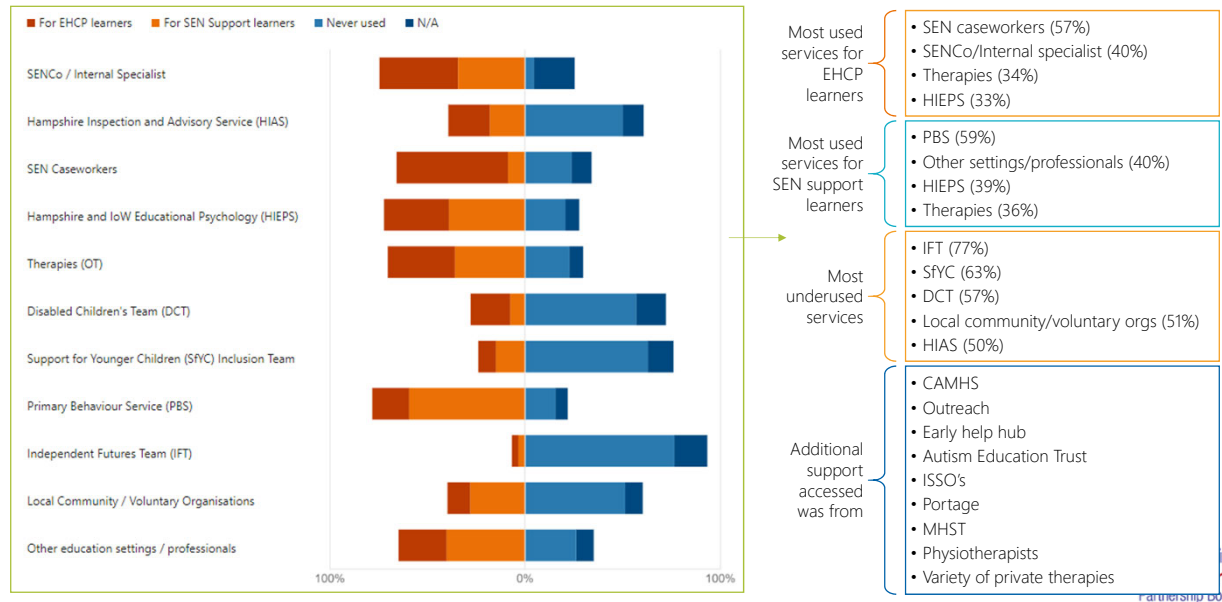
I am aware of the process of commencing SEN Support or an EHCP where multi-agency or addition...



60% of respondents stated they felt they knew where to go when struggling to meet a CYP's need and 32% stated they sometimes knew.

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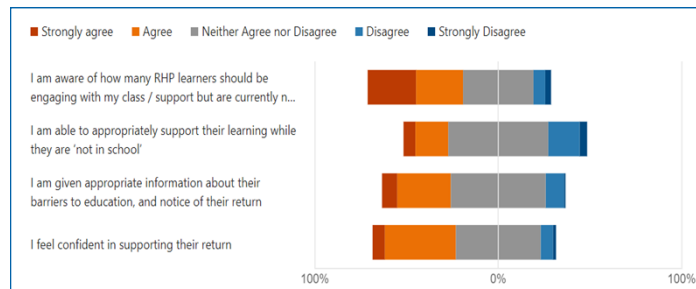
Project Analysis Awareness of services



Project Analysis Reduced hours provision

- 38% of respondents stated they had no Autistic CYP on Reduced hours provision in their setting (9 out of 128 didn't know).
- Of those that did state they had a children on RHP, the average amount of Autistic CYP's was 1.13

- 52% stated they strongly agreed or agreed in their awareness of how many RHP learners they should be supporting in their class.
- 24% stated they strongly agreed or agreed they felt able to appropriately support learners not in school.
- 38% stated they strongly agreed or agreed they have appropriate information about barriers and notice of return.
- 45% stated they strongly agreed or agreed they feel confident in support their return.



Stated the neither agreed not disagreed:

- 46% to first question.
- 52% to second
- 55% to third
- 38% to last

- 10% stated they strongly disagreed or disagreed in their awareness of how many RHP learners they should be supporting in their class.
- 21% stated they strongly disagreed or disagreed they felt able to appropriately support learners not in school.
- 11% stated they strongly disagreed or disagreed they have appropriate information about barriers and notice of return.
- 8.4% stated they strongly disagreed or disagreed they feel confident in support their return.



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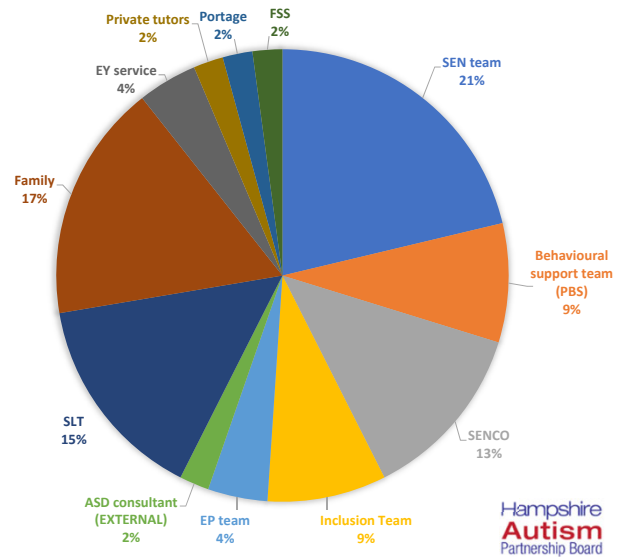
Quotes from respondents about the support received for those on reduced hours provision

- Had 12 support agencies or people sought for children on RHP.
- 11 people stated they had no additional support.
- 6 stated there was very little support.

"Very little support from SEN Team and we had to find outside providers ourselves. Very slow to risk assess providers parents had found."

"Inclusion team and ASD consultant, the SEN team have previously organised for personal tutors to support at home too."

SUPPORT AGENCIES USED FOR CHILD ON RHP



Project Analysis

What would you like to see in Hampshire's Autism Strategy in relation to education?



Project Analysis Autism strategy

Training

- Specific AS qualification
- Solution circles for staff
- Key stage specific understanding
- RHP understanding
- School refusal training
- Calming techniques after and before melt downs.
- More training around unpicking ASC in girls.
- Training to NT children also
- MH training
- More free training
- AAC access
- Quality Interactive training like AET or Kieran Rose
- Attachment aware training
- Creating Autism friendly schools.

Consistency

- More than one visit to gain better picture
- Consistent approach with practical solutions
- More consistent support offer
- Whole child approach
- Research informed practice
- Realistic expectations

Parental support

- Support for parents post diagnosis
- Clear accessible formats
- Training for wider family members
- Supportive parent training rather than parent blaming
- Support on how processes work/what teams do

Specialist support

- Support with and without EHCP
- Specialist advisory teachers in schools
- Specialist targeted support
- More specialist provisions
- Schools being listened to about ability to meet needs

Access to support

- More OT support
- Outside of school support for children
- More SALT support
- Sensory support/resources
- SENCO support - on their shoulders alone
- Support for autistic staff, as well as pupils.
- Quicker support - EYS especially

Project Analysis Autism Strategy

Transitions

- Earlier liaison
- For EYS, better transition knowledge
- EHCP post 16 phase updated information
- SEND tracking tool

Resources

- Joint voice of family/child/healthcare
- Better advertisement of services
- Approved support list/ verified resources
- Better analysis and response from the Inclusion team

EHCP

- Quicker EHC process
- Support for those without EHCP
- Schools being listened to

Funding

- Better capital pot use
- More funding
- More targeted funding - EYS especially

Project Analysis

Quotes from Autism Strategy in relation to education question

Children are very open to inclusion and it is the adults and teachers that are uninformed and most likely too stretched to implement if they did."

"I would like it to be a sensible and manageable strategy that does not put schools and parents into conflict."

I would like to see a list of organisations that have been approved by Hampshire County Council where children can go if they are not fully timetabled to be at school.

"Additional funding to meet their needs. We have the skills and inclusive approach but we need the adults to support them in a bust school environment. I am really concerned that in order to meet their needs other children will not get the LSA support they also need to thrive in our school."

"Children are waiting too long for the help they need."

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Quotes from Autism Strategy in relation to education question

"Understanding of the challenges for children within the mainstream setting, examples of best practice and strategies that work."

"Support in moving/transitioning young people from post 19 education into adult services."

"Wider access to early years training such as THOMAS - with settings having an Autism champion who have accessed training."

"Take away the compliance factor in education. Respect the differences and accommodations required."

"More options for social communication support."

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Quotes from Autism Strategy in relation to education question

"Improving approaches to learning for pupils with ASC focused on removing environmental barriers to learning"

"CPD for practical communication and interaction needs with a setting."

"Approaches such as Mind Jam, Spectrum space that could compliment a reduced hours provision are not widely known about."

"Joint voice of the family/health care/ childcare provision and assessment of specific needs of the individual and support for all to accommodate this"

"More Sensory Integration for young people."

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Summary

Sample note - within findings it should be noted the majority of responses were from primary and mainstreams and over ½ were SENCO's or the SEN lead with most having 5-10 years experience so this may have influenced results.

Confidence

- The majority of respondents had good confidence levels in identifying and supporting Autistic CYP.
- Ways to improve confidence focused on having a whole school and multidisciplinary approach that includes children's voices, with regular and specific training sessions to build knowledge on ways to support pupils but also knowledge around the various pathways such as EHCP process. There was also a desire to see more realistic funding for services and practical strategies.

Transitions

- The majority of respondents felt they had sufficient information about an Autistic CYP when they transitioned to different settings and they were able to engage with the CYP and their family.
- A large proportion strongly agreed that they shared appropriate information when an Autistic CYP moves and will directly engage with the setting to share support needs.
- The main ways respondents felt this could be improved as a whole was honest and detailed information about key strategies that support that pupil/student. It was also felt important to give sufficient preparation time for the teacher as much as the CYP.

Inclusion

- Over ¾ of respondents were confident they had appropriate strategies in place to ensure inclusion for Autistic pupils and were able to support neurotypical children have positive peer engagement.
- Over ½ felt confident in accessing additional support where required and managing social inclusion including bullying.
- Ways felt inclusion could be improved were mainly understanding/awareness and supporting self-advocacy skills for Autistic pupils/students.

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Project Analysis Summary

Awareness of services

- 60% of respondents stated they felt they knew where to go when struggling to meet a CYP's need and 32% stated they sometimes knew.
- There was mixed knowledge around knowing support services without a EHCP in place or what professionals outside of the SEN team that could provide support.
- The majority were aware of the process of requesting SEN support or an EHC assessment however confidence levels would suggest a deeper knowledge of this would be beneficial.
- The most used services for EHCP learners was SEN caseworkers, SENCo/Internal specialists
- In contrast the most used services for SEN support learners was the Primary Behavioural Service and other settings/professionals
- The most underused services were IFT, SfyC, DCT Local community/voluntary organisations and HIAS.

Reduced Hours Provision

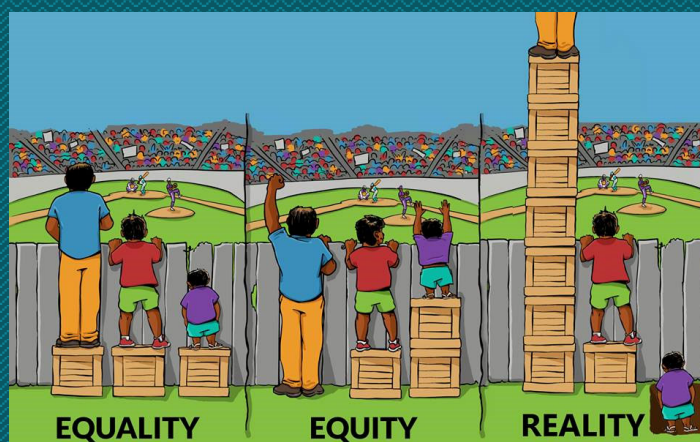
- Only 38% of respondents had any children on RHP so noted this is a smaller sample
- The SEN team was the main place settings sought support with family and senior leaders next most used.
- Over a 1/3 of those that had a child on RHP stated they had no or very little support.

Improvements from the strategy

- Quality training to aid in building acceptance within settings
- More consistency in approaches, processes and guidance
- Increased parental support in place
- Improved access to support especially specialist support and support around EHCP's
- Improved transitions processes with age relevant information/guidance
- Clearer pathways for elements such as diagnosis, CAMHS and support referrals
- Improved funding to meet increasing demand with more targeted funding being utilised
- More multiagency approaches and increased transferable resources

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**Thankyou to all that participated and
analysed this survey**



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