



Special Educational Needs and Disabilities Consultation

Analysis of Results



July 2023

Key Messages

- People were asked their opinions on the proposed Enhanced Assess, Plan, Do, Review (EAPDR) pathway and Staffordshire Enhanced District Inclusion Support (SEDIS) model, prompting the respondents to agree or disagree with a series of statements and offer additional commentary.
- 344 survey responses were received during the consultation. Due to the relatively small number of responses, findings are best considered to be indicative and treated with some caution.
- Responses reflect the opinions of parents/carers (42.2% of responses), educational settings (41.6%), other educational professionals (8.1%), health professionals (3.2%), social care professionals (1.7%) and others (4.9%).
- Responses to the agree/disagree questions were varied, but more likely to be in agreement with the statements, reflecting a positive view of both the EAPDR pathway and SEDIS model.
- Those responding on behalf of educational settings were more likely to agree with the statements than parents/carers, with 'agree/strongly agree' being the most selected answers across all 12 statements.
- Parents/carers gave a much more varied response, with a slight preference for agree/strongly agree in nine of the 12 statements.
- Key themes emerging from both the EAPDR and SEDIS qualitative responses were varied, including generally positive responses, reservations and implementation concerns, funding concerns and negative opinions around red tape and training requirements.
- When asked about how the strategy should be 'shared, informed and understood' ideas included the use of information/engagement sessions, listening more to parents, simplifying communications and making more use of social media and online solutions.
- A full breakdown of the survey responses, themes and respondent demographics are included in this report.

Background

Introduction

A public consultation has taken place to give people in Staffordshire an opportunity to put forward their views on the proposed Enhanced Assess, Plan, Do, Review (EAPDR) pathway and Staffordshire Enhanced District Inclusion Support (SEDIS) model.

The survey also asked respondents to share their views on how the strategy should be shared, informed and understood.

This report provides a summary analysis of the consultation findings, setting out the results and key themes captured as part of the feedback received.

Methodology

The consultation took place between 17 May 2023 and 05 July 2023. The survey was available to complete online through the Staffordshire County Council Let's Talk website (www.letstalk.staffordshire.gov.uk).

Several consultation documents were made available to respondents including:

- EAPDR Pathway Consultation Information
- EAPDR Pathway
- EAPDR Pathway Stages
- SEDIS Consultation Information
- SEDIS Model
- Strategy for Special Provision Timeline
- Glossary of Terms
- EAPDR Easy Read Version
- SEDIS Easy Read Version
- Audio/Visual versions of consultation documents
- Sign Language versions of consultation documents

In addition, a series of Frequently Asked Questions were included on the consultation page.

To promote the consultation and encourage participation, a range of communications activities took place. Prompts were sent out by email to more than 10,000 parents, professional and education settings. Details of the consultation were included in two issues of the Staffordshire Special Educational Needs Newsletter. Details of the consultation were also sent to the Special Educational Needs and Disabilities Information Advice and Support Service for them to share with partners.

Consultation Responses and Engagement

A total of 344 completed survey responses were received¹. Due to the relatively small number of responses, findings are best considered to be indicative and treated with some caution.

A detailed breakdown of respondent characteristics is included in this report. Key variations in opinions provided by different respondent characteristics are also included where numbers allow.

In addition to completed surveys, 562 unique users downloaded the documentation provided on the consultation page and 1,375 users visited the SEND consultation page.

¹Results are statistically robust at the 95% confidence interval. Results have a maximum margin of error of +/- 5%, meaning that the percentage response given to any question could be 5% higher or lower (at most) than the actual reported response.

Survey Respondent Characteristics

Respondent Type

The two main respondent groups were 'Parent/Carers' and 'Educational Settings', accounting for 83.8% of all survey submissions. A breakdown by respondent type is shown in **Figure 1**, with further detail in **Figure 2**.

Figure 1: Respondent Type

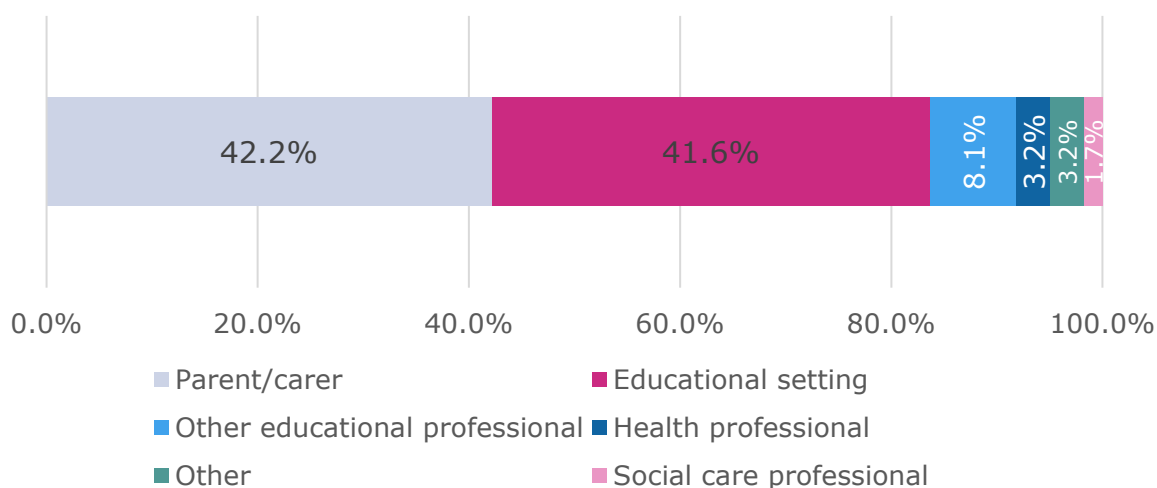


Figure 2: Respondent Type Detail

Respondent	Number of Respondents	Percentage Respondents
Parent/carer	145	42.2%
Educational setting	143	41.6%
Other educational professional	28	8.1%
Health professional	11	3.2%
Other	11	3.2%
Social care professional	6	1.7%
Total	344	100.0%

Parent/Carer and Other Respondents

'Parent/Carers' from all areas of Staffordshire contributed to this consultation, with the highest representation coming from Stafford, accounting for 21.7% of responses. A full breakdown by district/borough is shown in **Figure 3**.

Figure 3: Respondent Location – Parent/Carers

District / Borough	Number of Respondents	Percentage Respondents
Stafford	33	21.7%
East Staffordshire	23	15.1%
Newcastle-under-Lyme	20	13.2%
Lichfield	17	11.2%
Cannock Chase	17	11.2%
Staffordshire Moorlands	16	10.5%
South Staffordshire	14	9.2%
Tamworth	12	7.9%
Total	152	100.0%

A full breakdown of parent/carer demographics, including age, ethnicity and gender is included in **Appendix 1**.

Educational Settings

Those responding on behalf of 'Educational Settings' covered all phases of education. Primary and Early Years accounted for the highest number of responses, accounting for a combined 75.4% of survey submissions, as shown in **Figure 4**. This however could be expected as Staffordshire has more primary than secondary phase schools.

Figure 4: Educational Phases Covered by Educational Settings

Education Phase	Number of Respondents	Percentage Respondents
Primary	85	42.7%
Early Years	65	32.7%
Secondary	32	16.1%
Post 16	9	4.5%
Middle	8	4.0%
Total	199	100.0%

Note, the total number of responses by educational phase is higher than the number of respondents from educational settings. This is because some schools cover multiple phases of education and therefore respondents ticked multiple options.

'Educational Settings' were also asked to identify which district/borough they were based in. Submissions were made by educational settings across the county, with the highest number coming from East Staffordshire (23.1%). A breakdown of this is included in **Figure 5**.

For context, the number of education settings per district/borough is also included. The two figures can give an indication of representation for each area (higher in Tamworth and East Staffordshire, but lower in Lichfield), but it is important to note that multiple people in one school may have provided a response, which would distort the level of representation.

Figure 5: Educational Setting by Location

District / Borough	Number of Respondents	Percentage Respondents	Schools per District / Borough	Percentage Schools
Cannock Chase	15	10.5%	38	39.5%
East Staffordshire	33	23.1%	58	56.9%
Lichfield	8	5.6%	52	15.4%
Newcastle-under-Lyme	14	9.8%	55	25.5%
South Staffordshire	17	11.9%	50	34.0%
Stafford	19	13.3%	60	31.7%
Staffordshire Moorlands	18	12.6%	58	31.0%
Tamworth	19	13.3%	33	57.6%
Total	143	100.0%	404	35.4%

Survey Findings

Enhanced Assess, Plan, Do, Review (EAPDR) Pathway

Respondents were presented with six statements in relation to the EAPDR pathway and invited to state if they agreed or disagreed with each of them.

Broadly, responses to these statements were more likely to be favourable (agree/strongly agree), but it should be noted that considerable numbers of respondents selected unfavourable responses (disagree/strongly disagree) or were unsure (neither agree or disagree).

An overview of responses to each statement is shown in **Figure 6**.

Figure 6: EAPDR Statement Response Overview

Please indicate whether you feel the proposed Enhanced APDR cycle will improve practice in the following area:	Agree or Strongly Agree	Neither Agree or Disagree	Disagree or Strongly Disagree
Improve the quality of Special Educational Needs and Disability (SEND) assessment and review in local mainstream schools	54.4%	22.7%	23.0%
Support local mainstream schools and settings to develop their capacity to meet children and young people’s SEND needs	49.1%	21.8%	29.1%
Ensure equality of access across the county to sustainable, inclusive, and consistent support in local mainstream schools	43.9%	28.8%	27.3%
Improve the quality of our Education Health and Care Plans (EHCP)	49.7%	23.5%	26.7%
Improve partnership working and reduce duplication	50.0%	27.9%	22.1%
Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	50.3%	25.0%	24.7%

The responses to each statement were broadly consistent in outcome, more agree/strongly agree responses than disagree/strongly disagree responses, but still showed some variation. The six statements are ranked in **Figure 7** and **Figure 8** to demonstrate which were viewed the most to least favourably.

Respondents were most likely to provide favourable responses to the ‘SEND improvement’ statement (54.4% of respondents selected agree/strongly agree) and disagree with the ‘supporting local mainstream schools’ statement (29.1% of respondents selected disagree/strongly disagree).

Figure 7: EAPDR Positive Response Ranking

Agree Rank	Please indicate whether you feel the proposed Enhanced APDR cycle will improve practice in the following area:	Agree or Strongly Agree
1	Improve the quality of Special Educational Needs and Disability (SEND) assessment and review in local mainstream schools	54.4%
2	Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	50.3%
3	Improve partnership working and reduce duplication	50.0%
4	Improve the quality of our Education Health and Care Plans (EHCP)	49.7%
5	Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	49.1%
6	Ensure equality of access across the county to sustainable, inclusive, and consistent support in local mainstream schools	43.9%

Figure 8: EAPDR Negative Response Ranking

Disagree Rank	Please indicate whether you feel the proposed Enhanced APDR cycle will improve practice in the following area:	Disagree or Strongly Disagree
1	Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	29.1%
2	Ensure equality of access across the county to sustainable, inclusive, and consistent support in local mainstream schools	27.3%
3	Improve the quality of our Education Health and Care Plans (EHCP)	26.7%
4	Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	24.7%
5	Improve the quality of Special Educational Needs and Disability (SEND) assessment and review in local mainstream schools	23.0%
6	Improve partnership working and reduce duplication	22.1%

A full breakdown of responses to each statement is shown in **Appendix 2**.

When analysing responses by the two main respondent types ('Parent/Carers' and 'Educational Settings'), it should be noted that 'Educational Settings' gave a more favourable view of all six of the EAPDR Pathway statements than 'Parents/Carers'.

'Parent/Carers' gave a more polarised view, but still a marginal preference for 'agree/strongly agree' for four of the six statements. There was only one statement where 'Parent/Carers' were more likely to disagree than agree; *Improve the quality of our education Health and Care Plans*.

A breakdown of responses split by 'Parent/Carers' and 'Educational Settings' is shown in **Figure 9**.

Figure 9: EAPDR Statement Responses Between Parent/Carers and Educational Settings

Please indicate whether you feel the proposed Enhanced APDR cycle will improve practice in the following area:	Respondent	Agree or Strongly Agree	Neither Agree or Disagree	Disagree or Strongly Disagree
Improve the quality of Special Educational Needs and Disability (SEND) assessment and review in local mainstream schools	Parent/carer	42.8%	26.9%	30.3%
	Educational setting	60.1%	19.6%	20.3%
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	Parent/carer	41.4%	22.8%	35.9%
	Educational setting	50.3%	21.0%	28.7%
Ensure equality of access across the county to sustainable, inclusive, and consistent support in local mainstream schools	Parent/carer	36.6%	28.3%	35.2%
	Educational setting	46.9%	27.3%	25.9%
Improve the quality of our Education Health and Care Plans (EHCP)	Parent/carer	36.6%	26.2%	37.2%
	Educational setting	57.3%	21.0%	21.7%
Improve partnership working and reduce duplication	Parent/carer	40.7%	26.2%	33.1%
	Educational setting	55.2%	25.2%	19.6%
Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	Parent/carer	41.5%	17.1%	41.5%
	Educational setting	53.0%	26.5%	20.5%

The remaining respondent types (other educational professionals, health professionals, social care professionals and others), although small in number, all showed a preference for the agree/strongly agree statements.

Following each agree/disagree question, respondents were given the option of giving their reasoning or to provide additional commentary. Key themes for each statement have been identified and are detailed in **Appendix 3**.

Respondents were offered the opportunity to give their overall thoughts or comments on the EAPDR Pathway. 186 of the 344 respondents (54.7%) submitted a response.

The most prominent theme was one of reservation (40 responses), where the proposed EAPDR cycle was viewed in a broadly positive light, but the respondents suspected it needed more support or may not fulfil its potential. Some comments were positive without reservation (20).

Several comments were unreservedly negative about the pathway (17). Additional negative comments related to 'red tape' (15) and training (11).

The key themes identified are shown in **Figure 10** and some example respondent quotations are shown in **Figure 11**.

Figure 10: EAPDR 'Any other thoughts or comments' Key Themes

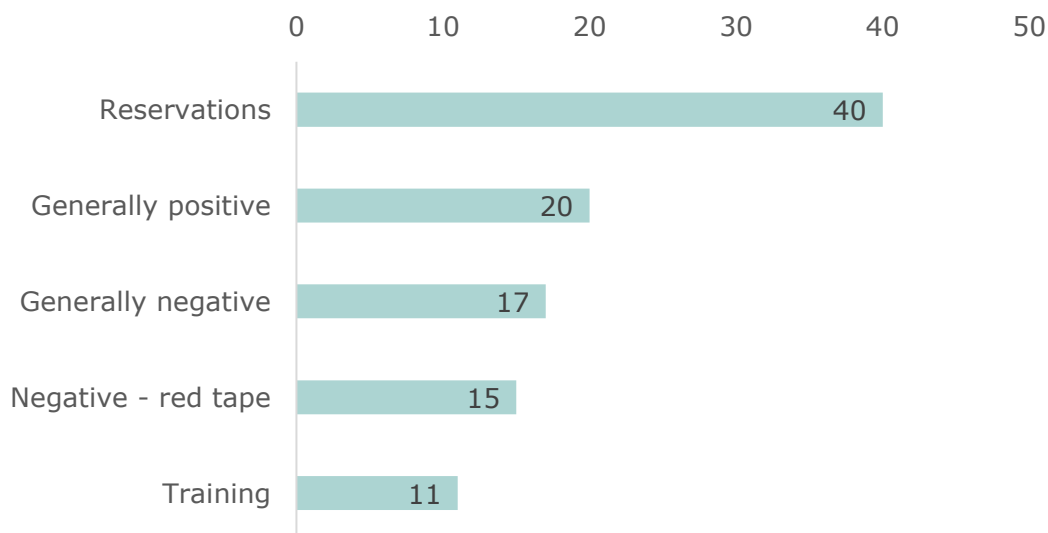
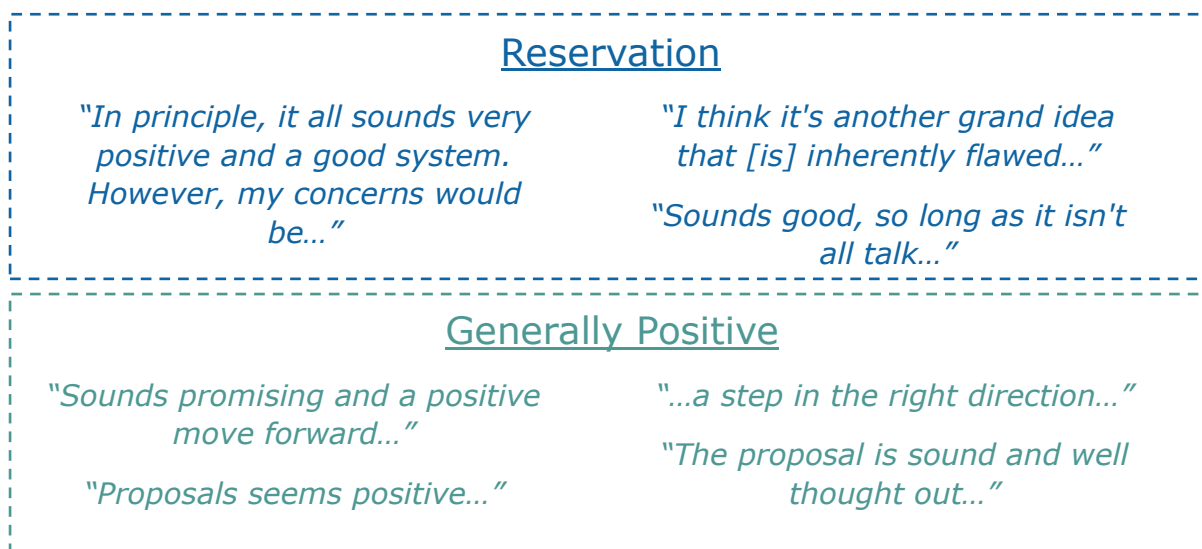


Figure 11: EAPDR Example Respondent Quotations



Generally Negative

"I think it is the most ridiculous proposal..."

"It's a waste of time and money and will never work..."

"It [should] be scrapped as it is not workable..."

"This shows the lack of knowledge that those involved have..."

Red Tape

"This is the creation of yet another 'hoop' for schools to jump through"

"It's ticking boxes & spending budgets!"

Training

"I just hope enough staff are trained..."

"More specialised support and training will [be needed]..."

Staffordshire Enhanced District Inclusion Support (SEDIS) Model

Respondents were presented with six statements in relation to the SEDIS model and invited to state if they agreed or disagreed with each of them.

Broadly, responses to these statements were more likely to be favourable (agree/strongly agree), but it should be noted that considerable numbers of respondents selected unfavourable responses (disagree/strongly disagree) or were unsure (neither agree or disagree).

An overview of responses to each statement is shown in **Figure 12**.

Figure 12: SEDIS Statement Response Overview

Please indicate whether you feel the proposed Staffordshire Enhanced District Inclusion Support (SEDIS) Model will lead to improvements in the following area:	Agree or Strongly Agree	Neither Agree or Disagree	Disagree or Strongly Disagree
Enable and support children and young people to be educated in their local community mainstream school	50.3%	26.2%	23.5%
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	48.8%	27.3%	23.8%
Ensure equality of access across the county to sustainable, inclusive, and consistent local mainstream schools	44.8%	33.7%	21.5%
Support and work proactively with our county special schools to enable them to utilise their capacity effectively and efficiently	55.5%	27.9%	16.6%
Meet the needs of children who experience emotional and behavioural needs in their local mainstream school	43.6%	30.2%	26.2%
Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	48.5%	31.7%	19.8%

The responses to each statement were broadly consistent in outcome, more agree/strongly agree responses than disagree/strongly disagree responses, but still showed some variation. The six statements are ranked in **Figure 13** and **Figure 14** to demonstrate which were viewed the most to least favourably.

Respondents were most likely to agree with the 'working with special schools' statement (55.5% of respondents selected agree/strongly agree) and disagree with the 'emotional and behavioural needs in mainstream schools' statement (26.2% of respondents selected disagree/strongly disagree).

Figure 13: SEDIS Positive Response Ranking

Agree Rank	Please indicate whether you feel the proposed Staffordshire Enhanced District Inclusion Support (SEDIS) Model will lead to improvements in the following area:	Agree or Strongly Agree
1	Support and work proactively with our county special schools to enable them to utilise their capacity effectively and efficiently	55.5%
2	Enable and support children and young people to be educated in their local community mainstream school	50.3%
3	Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	48.8%
4	Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	48.5%
5	Ensure equality of access across the county to sustainable, inclusive, and consistent local mainstream schools	44.8%
6	Meet the needs of children who experience emotional and behavioural needs in their local mainstream school	43.6%

Figure 14: SEDIS Negative Response Ranking

Disagree Rank	Please indicate whether you feel the proposed Staffordshire Enhanced District Inclusion Support (SEDIS) Model will lead to improvements in the following area:	Disagree or Strongly Disagree
1	Meet the needs of children who experience emotional and behavioural needs in their local mainstream school	26.2%
2	Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	23.8%
3	Enable and support children and young people to be educated in their local community mainstream school	23.5%
4	Ensure equality of access across the county to sustainable, inclusive, and consistent local mainstream schools	21.5%
5	Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	19.8%
6	Support and work proactively with our county special schools to enable them to utilise their capacity effectively and efficiently	16.6%

A full breakdown of responses to each statement is shown in **Appendix 4**.

When analysing responses by the two main respondent types ('Parent/Carers' and 'Educational Settings'), it should be noted that 'Educational Settings' gave a more favourable view of all six of the SEDIS model statements.

'Parent/Carers' gave a more polarised view, but still a marginal preference for 'agree/strongly agree' for five of the six statements. There was only one statement where 'Parent/Carers' were more likely to disagree than agree; *Meet the needs of children who experience emotional and behavioural needs in their local mainstream school*.

A breakdown of responses split by 'Parent/Carers' and 'Educational Settings' is shown in **Figure 15**.

Figure 15: SEDIS Statement Responses Between Parent/Carers and Educational Settings

Please indicate whether you feel the proposed Staffordshire Enhanced District Inclusion Support (SEDIS) Model will lead to improvements in the following area:	Respondent	Agree or Strongly Agree	Neither Agree or Disagree	Disagree or Strongly Disagree
Enable and support children and young people to be educated in their local community mainstream school	Parent/carer	35.2%	31.0%	33.8%
	Educational setting	58.7%	22.4%	18.9%
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	Parent/carer	37.9%	28.3%	33.8%
	Educational setting	53.1%	28.0%	18.9%
Ensure equality of access across the county to sustainable, inclusive, and consistent local mainstream schools	Parent/carer	36.6%	34.5%	29.0%
	Educational setting	47.6%	34.3%	18.2%
Support and work proactively with our county special schools to enable them to utilise their capacity effectively and efficiently	Parent/carer	40.0%	34.5%	25.5%
	Educational setting	65.0%	23.1%	11.9%
Meet the needs of children who experience emotional and behavioural needs in their local mainstream school	Parent/carer	30.3%	33.1%	36.6%
	Educational setting	51.7%	25.9%	22.4%
Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	Parent/carer	35.9%	34.5%	29.7%
	Educational setting	55.2%	30.1%	14.7%

The remaining respondent types (other educational professionals, health professionals, social care professionals and others), although small in number, all showed a preference for the agree/strongly agree statements.

Following each agree/disagree question, respondents were given the option of giving their reasoning or to provide additional commentary. Key themes for each statement have been identified and are detailed in **Appendix 5**.

Respondents were offered the opportunity to give their overall thoughts or comments on the SEDIS model. 130 of the 344 respondents (37.8%) submitted a response.

Similar to EAPDR, the most prominent theme was one of reservation (28 responses), where the proposed enhanced SEDIS model was viewed in a broadly positive light, but the respondents suspected it needed more support or may not fulfil its potential. Some comments were positive without reservation (10).

Several comments were unreservedly negative about the pathway (17), with additional negative comments relating specifically to funding concerns (19).

The key themes identified are shown in **Figure 16** and some example respondent quotations are shown in **Figure 17**.

Figure 16: SEDIS 'Any other thoughts or comments' Key Themes

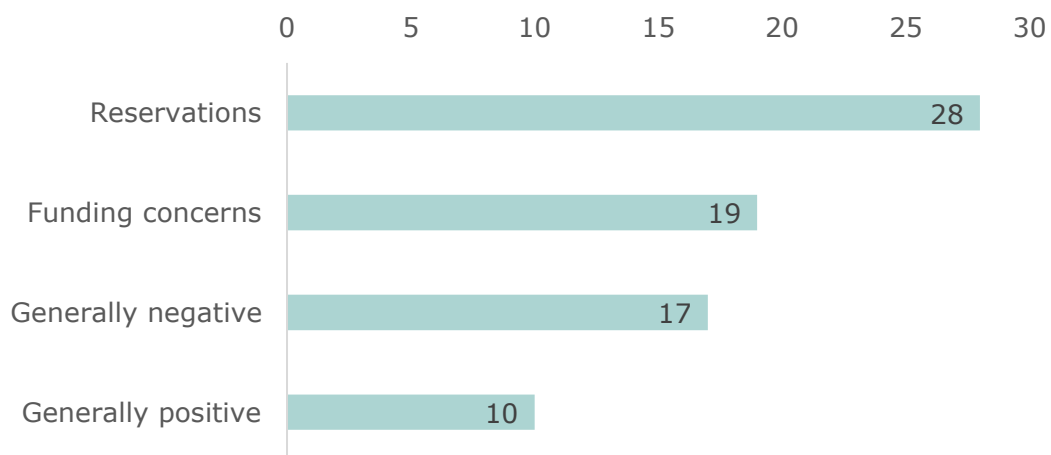


Figure 17: SEDIS Example Respondent Quotations

Reservation

<i>"Some parts are good but realistically a lot are not achievable"</i>	<i>"The ambition is clear and the theoretical plan to be applauded. However..."</i>
<i>"Just... hope it works"</i>	<i>"On paper... this could be wonderful"</i>

Funding

<i>"Some really good ideas but it will require the correct funding..."</i>	<i>"I just hope the finances will be available to support this model"</i>
<i>"...appropriate funding has to be priority"</i>	<i>"...the whole funding operation of Education needs to be addressed..."</i>

Generally Negative

<i>"It is a Model which is plagued with bureaucracy..."</i>	<i>"Very disappointing to read policies that put more barriers in place..."</i>
<i>"...bad for the children"</i>	<i>"...square peg in a round hole..."</i>

Generally Positive

<i>"Good process and well thought out"</i>	<i>"SEDIS will have a positive impact on inclusion and outcomes"</i>
<i>"When can we get started?"</i>	<i>"It is a welcome and suitably ambitious proposal..."</i>

Shared, Informed and Understood

The final question in the survey asks the respondents '*How else might we work with parents, carers, children, young people, and communities to ensure that our strategy is shared, informed and understood?*'.

180 of 344 respondents (52.3% of respondents) submitted an answer to this optional question.

Several key themes have emerged from this question. Firstly, 37 of the responses focussed on parent engagement and information sessions. A further 23 responses (although not directly answering the question posed) focused their comments around listening to parents more.

A breakdown of all key themes identified is shown in **Figure 18**. Example respondent quotations relating to the identified key themes are also shown in **Figure 19**.

Figure 18: 'Shared, Informed and Understood' Key Themes

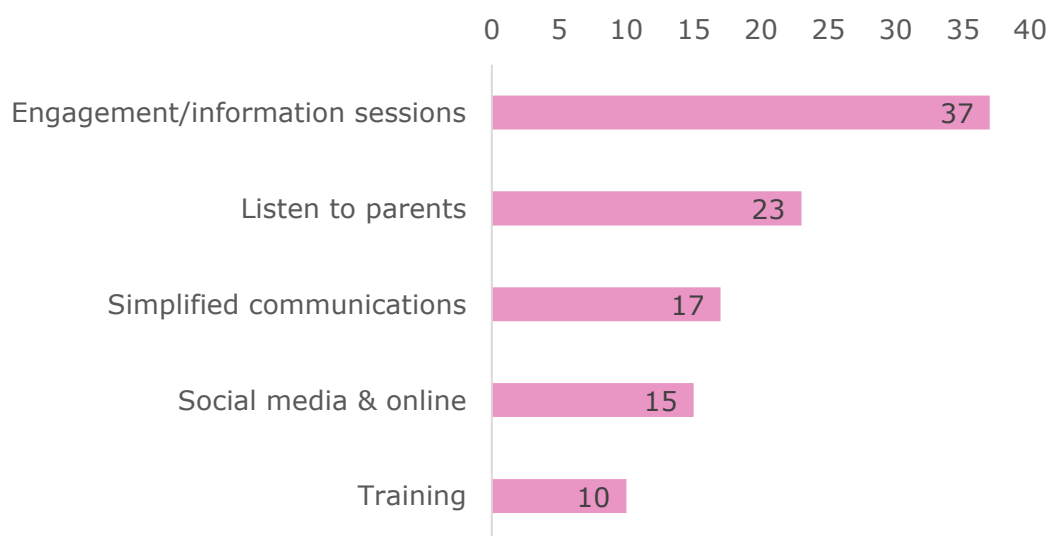


Figure 19: 'Shared, Informed and Understood' Example Respondent Quotations

Parent Engagement / Information Sessions

"Hold forums with parents/carers in local schools (or cluster of schools)..."

"'coffee mornings' in mainstream and SEND schools..."

"Local meetings [in] each school"

Listening to Parents

"Listen to parents..."

"...Listen to the parents about their concerns and child's needs..."

"Listen to what we are telling you over and over again..."

"Listen to what parents [...] have to say"

Simplify the Information and Language

"There are many parents of our SEND young people have SEND themselves..."

"KEEP IT SIMPLE AND ACCESSIBLE!"

Social Media and Online

"Use countywide Facebook groups, such as Chase Autism Support Group and others"

"Awareness could be raised via social media."

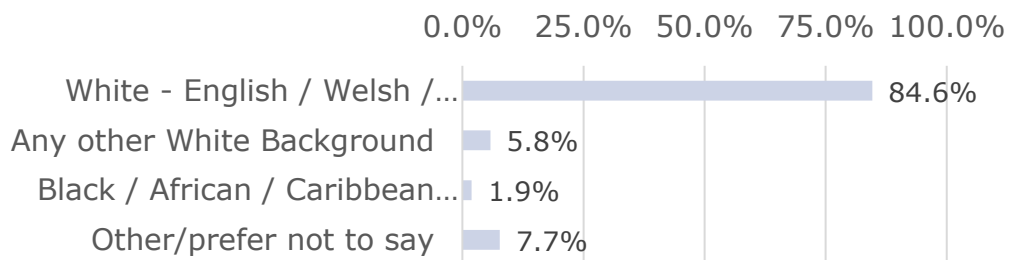
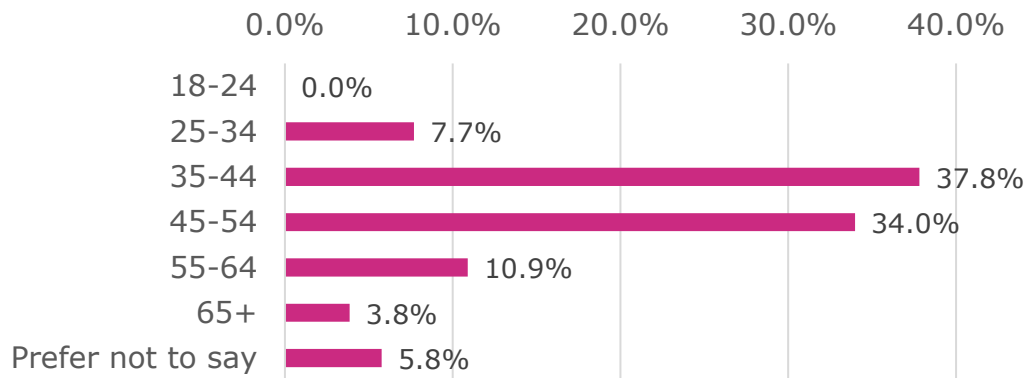
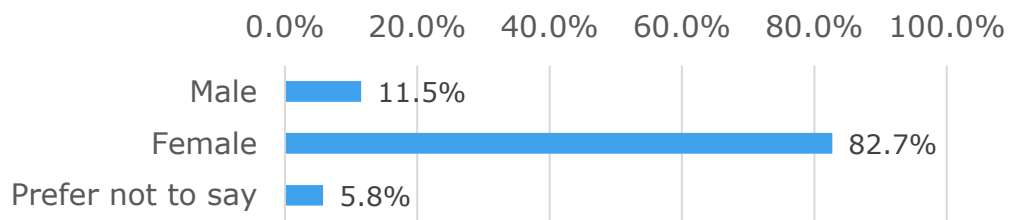
Training

"...Give the SENCOs thorough training..."

"More training and awareness for schools and parents"

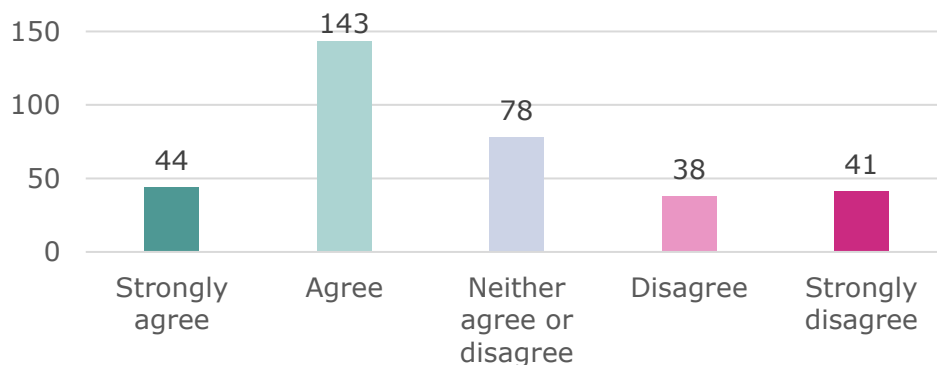
Appendices

Appendix 1: Parent Carer Demographic Detail

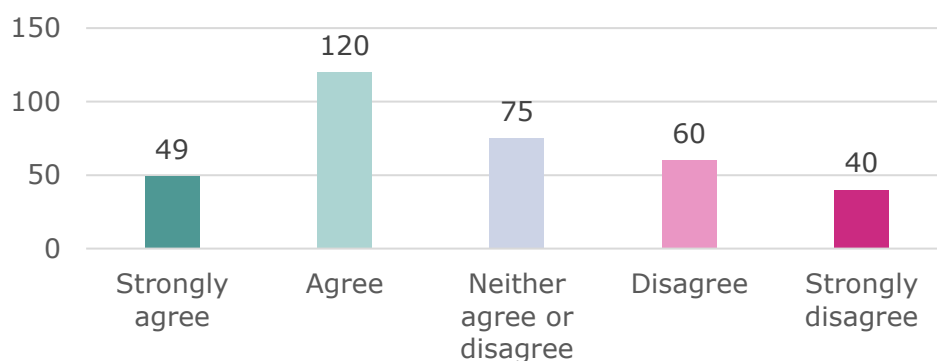


Appendix 2: EAPDR Statement Response Breakdown

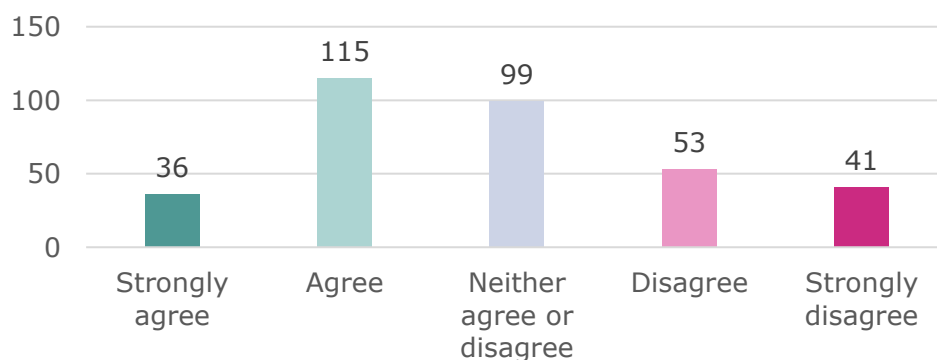
Improve the quality of Special Educational Needs and Disability (SEND) assessment and review in local mainstream schools



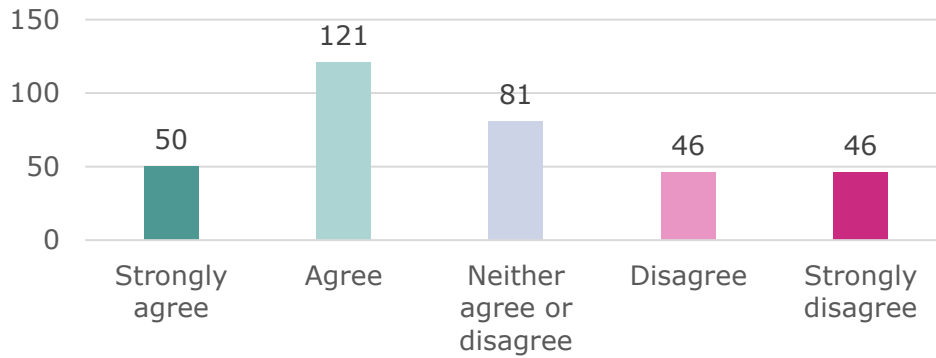
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs



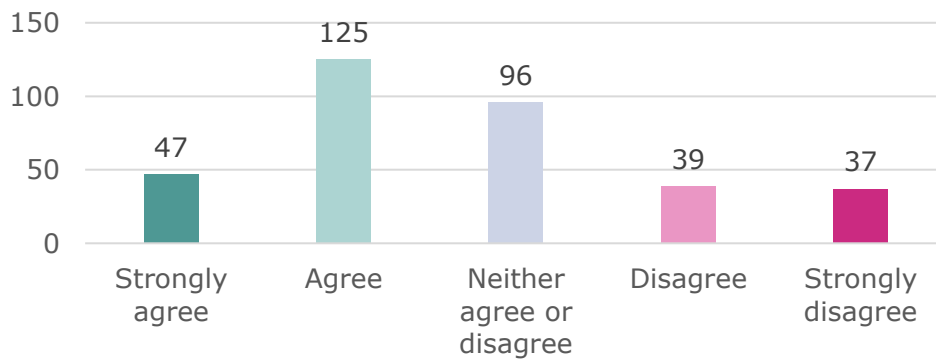
Ensure equality of access across the county to sustainable, inclusive, and consistent support in local mainstream schools



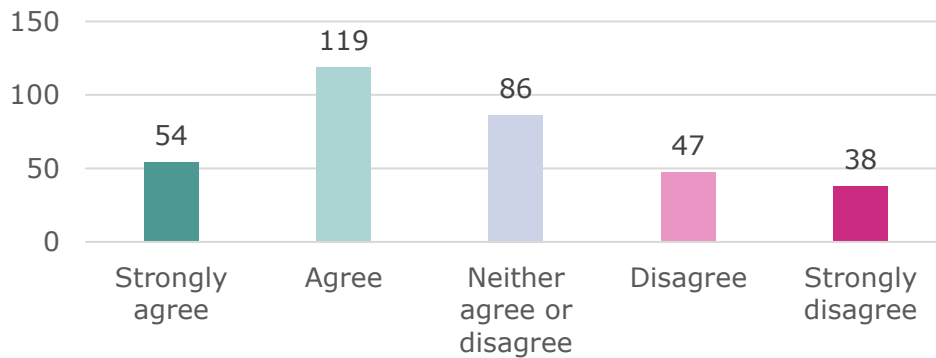
Improve the quality of our Education Health and Care Plans (EHCP)



Improve partnership working and reduce duplication



Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting

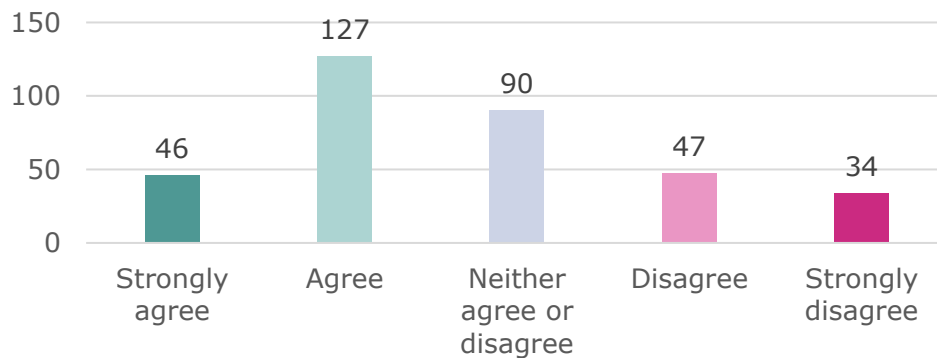


Appendix 3: EAPDR Statement Response Justification Themes

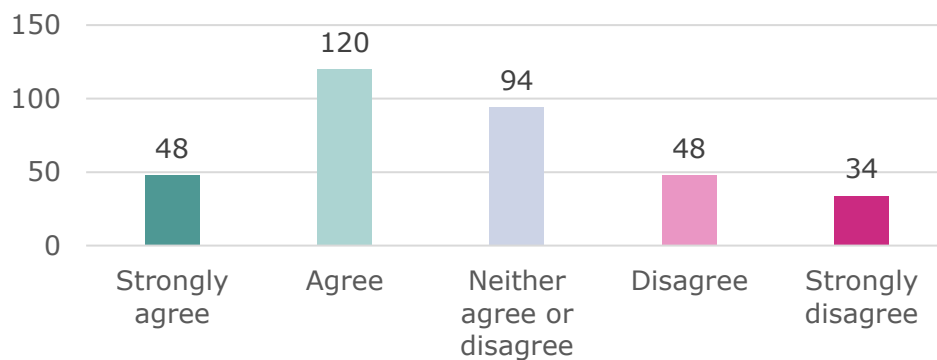
Please indicate whether you feel the proposed Enhanced APDR cycle will improve practice in the following area:	'Reason for Response' Prevalent Themes
Improve the quality of Special Educational Needs and Disability (SEND) assessment and review in local mainstream schools	<ul style="list-style-type: none"> • <i>Quicker/more efficient process</i> • <i>Funding concerns</i> • <i>Scepticism of delivery</i>
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	<ul style="list-style-type: none"> • <i>School capability/support concerns</i> • <i>Funding concerns</i>
Ensure equality of access across the county to sustainable, inclusive, and consistent support in local mainstream schools	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i> • <i>Training requirements</i>
Improve the quality of our Education Health and Care Plans (EHCP)	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i> • <i>Funding concerns</i>
Improve partnership working and reduce duplication	<ul style="list-style-type: none"> • <i>Improved team working</i> • <i>Reduced duplication</i> • <i>More bureaucracy</i>
Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	<ul style="list-style-type: none"> • <i>Positive impact</i> • <i>Reservations / implementation concerns</i> • <i>Funding concerns</i>

Appendix 4: SEDIS Statement Response Breakdown

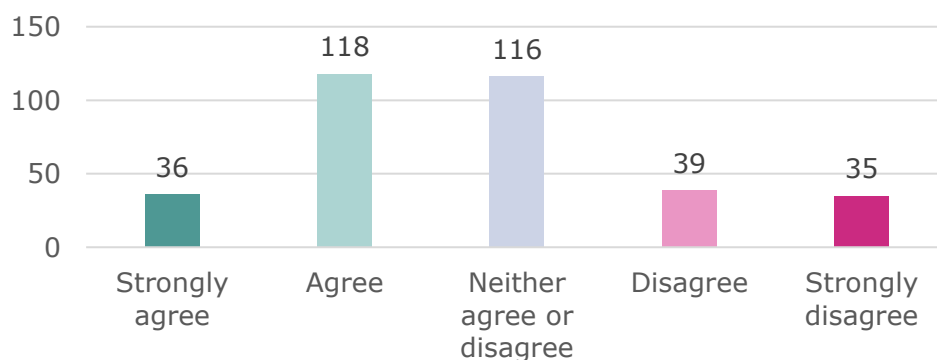
Enable and support children and young people to be educated in their local community mainstream school



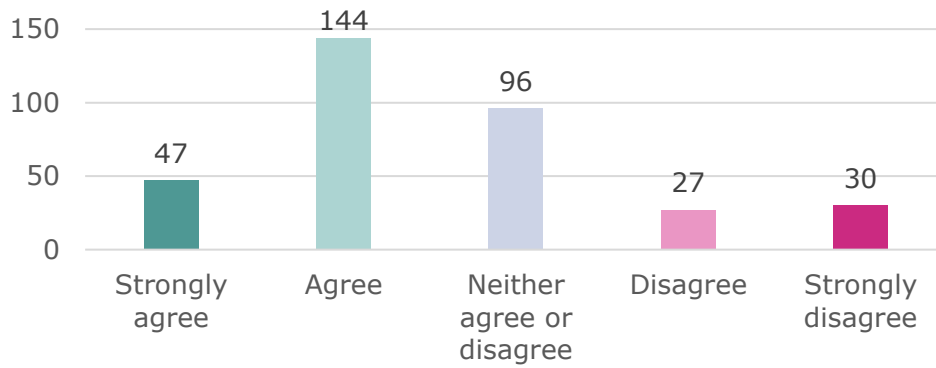
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs



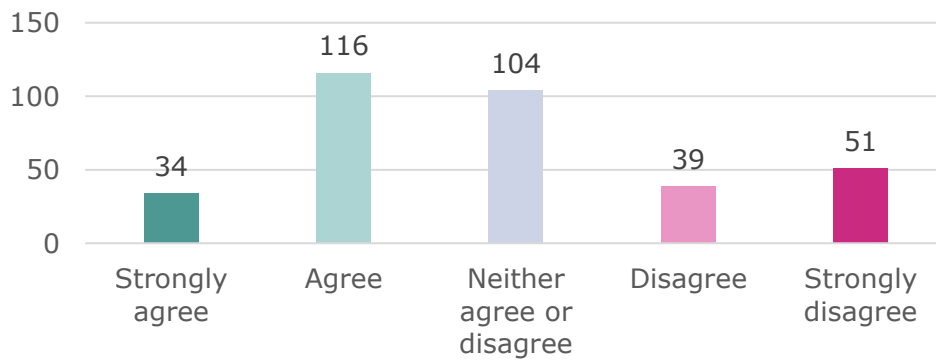
Ensure equality of access across the county to sustainable, inclusive, and consistent local mainstream schools



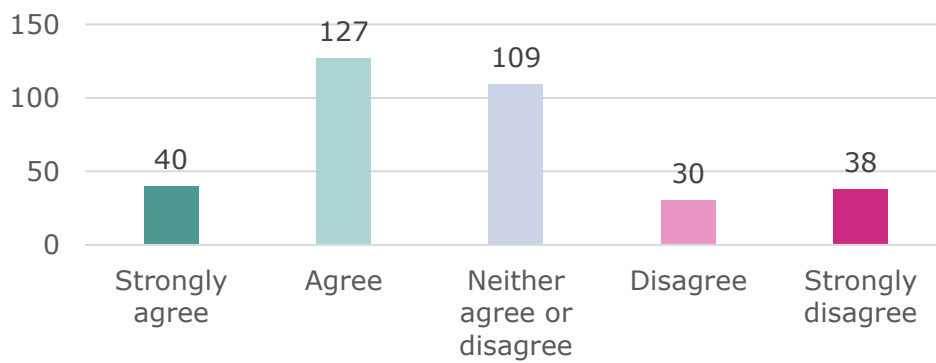
Support and work proactively with our county special schools to enable them to utilise their capacity effectively and efficiently



Meet the needs of children who experience emotional and behavioural needs in their local mainstream school



Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting



Appendix 5: SEDIS Statement Response Justification Themes

Please indicate whether you feel the proposed Staffordshire Enhanced District Inclusion Support (SEDIS) Model will lead to improvements in the following area:	'Reason for Response' Prevalent Themes
Enable and support children and young people to be educated in their local community mainstream school	<ul style="list-style-type: none"> • <i>Funding concerns</i> • <i>Reservations / implementation concerns</i> • <i>Not fit for purpose</i>
Support local mainstream schools and settings to develop their capacity to meet children and young people's SEND needs	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i> • <i>Funding concerns</i>
Ensure equality of access across the county to sustainable, inclusive, and consistent local mainstream schools	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i> • <i>Positive endorsement</i> • <i>Unlikely to achieve</i>
Support and work proactively with our county special schools to enable them to utilise their capacity effectively and efficiently	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i> • <i>Funding concerns</i>
Meet the needs of children who experience emotional and behavioural needs in their local mainstream school	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i>
Support mainstream schools so children and young people have the right support, at the right time, when they move to their next school or setting	<ul style="list-style-type: none"> • <i>Reservations / implementation concerns</i> • <i>Positive endorsement</i> • <i>Unlikely to achieve</i>