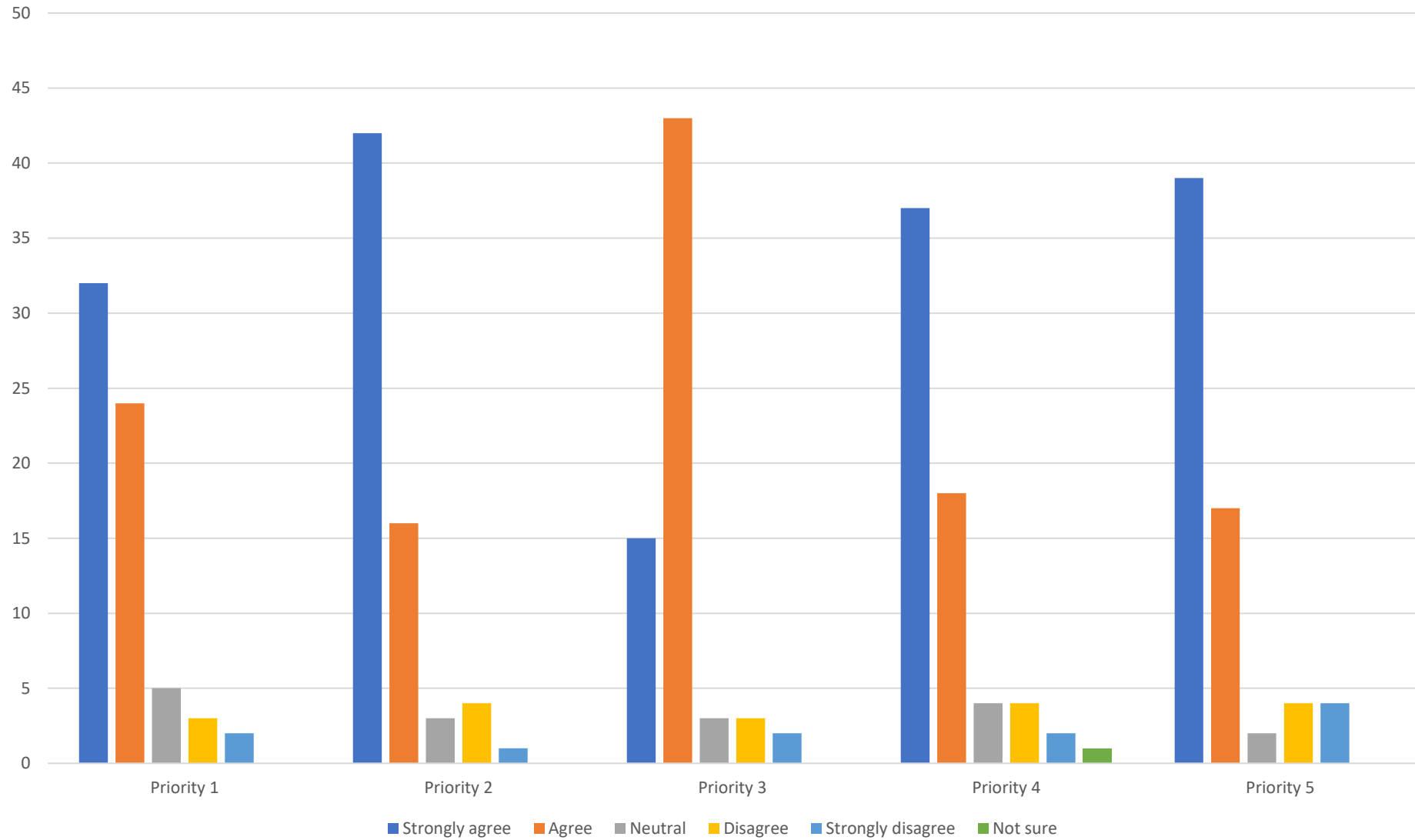
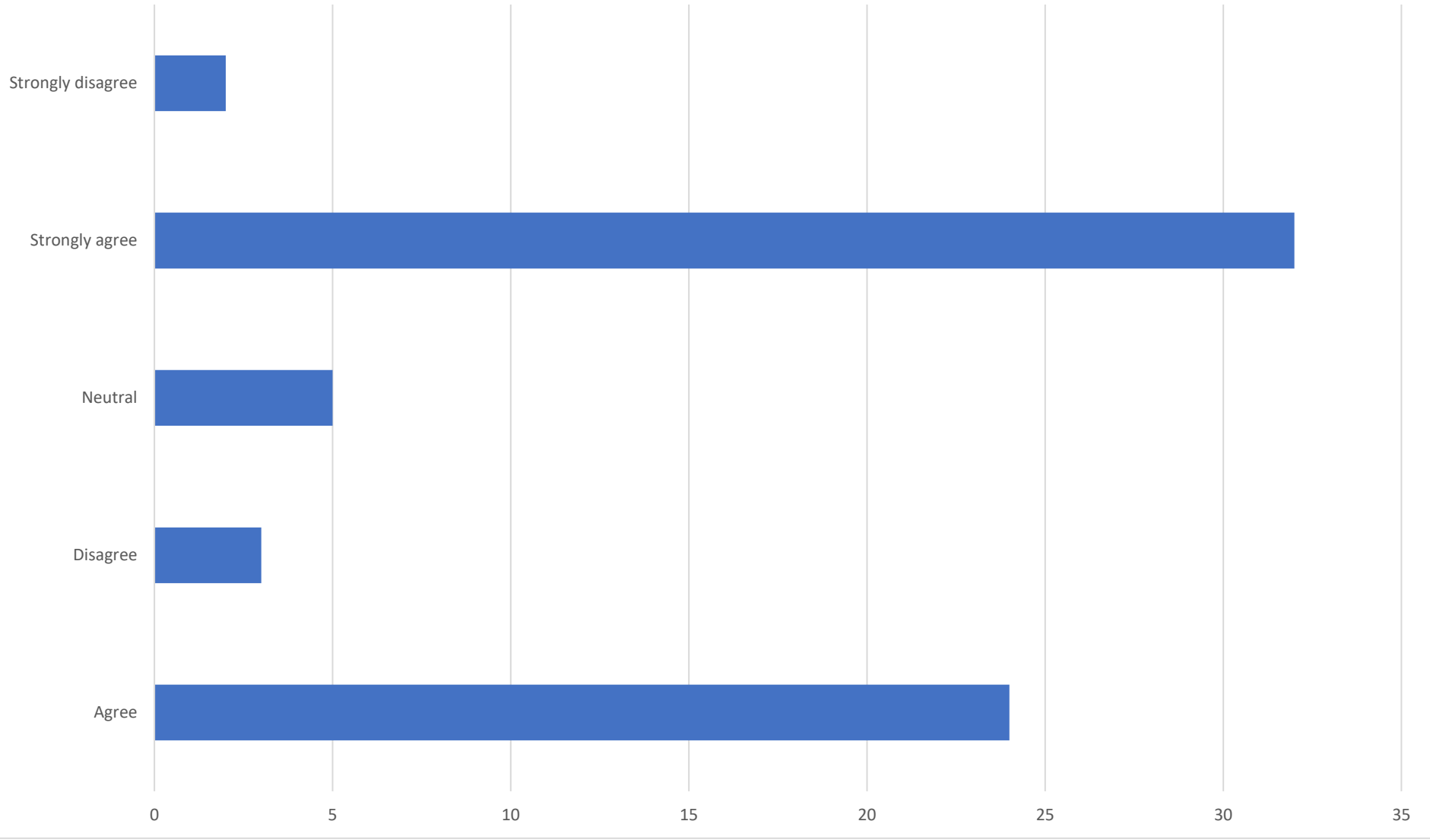


Do you agree with the priorities in the strategy?



Do you agree with Priority 1: Develop a System Underpinned by National Standards



Priority 1: Develop a System Underpinned by National Standards - If you do not agree, what is missing or how could it be better?

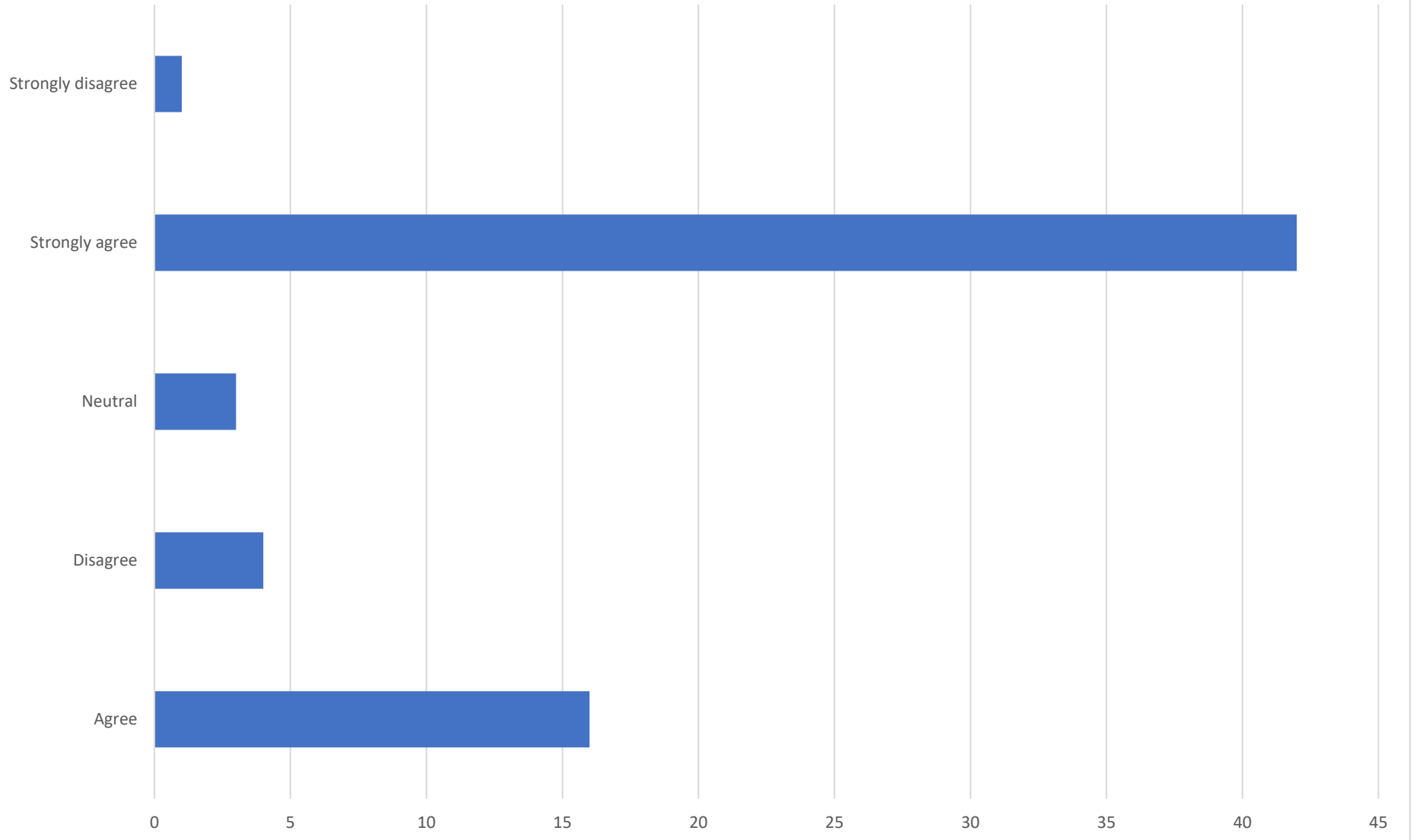
<p>Access of anything in the community is currently impossible for my child</p>	<p>We will develop the community offer for children and young people with SEND through the Families First Childrens Pathfinder and the Wolverhampton Physical Activity Strategy.</p>
<p>Because to access these your child needs to meet outrageous targets just to get help the Gem centre went from a 52 week wait to a 62 week wait in the matter of 2 weeks child is behind in school and I've had to fight hard for someone to even look at my child I've had to pay for private assessments with no help whatsoever.</p>	<p>New initiatives are being trialled in CAMHS to reduce wait times, continuous working groups looking at current demand and what support can be implemented for children and young people whilst they are waiting for allocation. We will continue to focus on wait times and work closely with V4P in order to ensure young people and parents are listened to. BCHFTFT is strategically coordinating a programme of work across agencies to review current CYP autism diagnostic pathways across the Black Country and work collaboratively with all stakeholders, to make proposals for improvement of the pathway. We will develop resources to support parent carers and wider family members understanding of the graduated response (what is expected from schools/ordinarily available provision) and how to challenge decisions if necessary.</p>
<p>There is literally no support for our send child outside of school. We spoke to CAMHS in regards to our child the other day and they won't support him because his on the waiting list for the ASD panel!</p> <p>Half way through year one last year we had to move my child from Trinity C of E primary school because they labelled my SEND child a "Problem Child". These comments were supported by both the head and deputy headteachers.</p>	<p>6 monthly mail lets parents know their child is still on the waiting list and invites parents to call for extra support or resources. Parent and young people resource packs developed for all that are on the wait list. Support groups targeted at children and young people who are on the waiting list looking at identity, sensory and building and maintaining relationships. As part of the work being undertaken to review current CYP autism diagnostic pathways across the Black Country, a task and finish group has been established entitled 'more than a diagnosis' which will include consideration for support for pre-diagnosis, during diagnosis and post-diagnosis support for CYP and family/carers.</p>

	<p>We will develop resources to support parent carers understanding of the graduated response (what is expected from schools) and how to challenge decisions if necessary.</p>
<p>I think this is really important and I thoroughly agree it is required to support the children and young adults of Wolverhampton with SEND. I would have like to see the planned amount of hours dedicated to achieving this, and the level of funding proposed. Without either of these it is just an accurate observation rather than a plan to implement change.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>There is not much detail and the evidence does not link to the expectation around this standard from the SEND & AP paperwork. Evidence of progress is surely related to the issues raised in this priority but these are not referenced in the SEND Strategy. The national standards are not yet clear (not due until end of 2025 and then legislated after this point). What is the timeframe for this strategy?</p> <p>There is no clear evidence to this i.e. standard EHCP template, digital EHCP system, tailored list of suitable settings, three-tier AP system, short breaks SEND and AP partnerships. No reference to greater inclusion in mainstream settings or a whole-setting inclusive ethos improves the sense of belonging for those with SEND. Opportunity to reinforce ordinarily available provision is missed. SEND SCAP around specialist provision and units.</p>	<p>The strategy covers 2024 to 2027 and will be reviewed and refreshed on an annual basis. We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p> <p>Non-statutory guidance has been issued by HM Government which outlines the full detail of the expectations for local SEND and alternative provision partnerships including clear roles and responsibilities for the partnership collectively and the partners individually. The guidance sets out the requirements for LIPs including the requirements for co-production with children and their families. And is underpinned by a maturity matrix self-assessment tool to support local areas to evolve partnerships and move towards the new model of plans.</p> <p>We are supported by SEND and Alternative Provision Change Programme's Regional Expert Partners to deliver on this guidance in preparation for legislative changes.</p>
<p>Schools are reluctant to acknowledge SEN needs, and do not provide the staff to help with them due to costs.</p>	<p>As part of the work being undertaken to review current CYP autism diagnostic pathways across the Black Country, a task and finish group</p>

	<p>has been established entitled 'more than a diagnosis' which will include consideration for support for pre-diagnosis, during diagnosis and post-diagnosis support for CYP and family/carers. This will include the offer available within education settings too.</p> <p>We will develop resources to support parent carers and wider family members understanding of the graduated response (what is expected from schools) and how to challenge decisions if necessary.</p>
Wider knowledge within all communities. Info packs made available to anyone using Gem Centre or NHS services.	The Local offer will promote the offer of services and support for children and young people with SEND and their families in Wolverhampton. The local offer will be shared with appropriate services to disseminate to families they are supporting.
My concern would be making sure ALL schools offer the same 'good support'. I would say at the moment that the amount of support, help and advice families get is greatly impacted by the school the children and young people attend.	We will develop resources to support parent carers and wider family members understanding of the graduated response (what is expected from schools/ordinarily available provision) and how to challenge decisions if necessary.
All children should be put on the path at a very young age shouldn't wait. As child gets left further and further behind peers.	<p>The Local offer will promote the offer of services and support for children and young people with SEND and their families in Wolverhampton. The local offer will be shared with appropriate services to disseminate to families they are supporting.</p> <p>We will continue to offer holistic triaging for children and young people to ensure that we are providing the correct services. Improve on how we communicate rationale to parents and decision-making process for transparency.</p>
You need to help parents who's child is crossing borders, we live in Wolverhampton but the nearest school to us is a Sandwell school, we have had little or no help because of paying council tax to Wolverhampton and him attending a Sandwell school, and the argument is who is going to pay for his educational needs	<p>BCHFTFT is strategically coordinating a programme of work across agencies to review current CYP autism diagnostic pathways across the Black Country and work collaboratively with all stakeholders, to make proposals for improvement of the pathway. We are looking to ensure that pathways are aligned across the Black Country footprint so that the offer is the same in each are.</p> <p>We will include information regarding funding to schools that parent carers and the wider family can understand including cross border funding responsibilities on the Local Offer website.</p>

<p>I agree that the system needs to be underpinned by National Standards but it is not clear what the National Standards are and where they are coming from.</p>	<p>We have included further details about the national standards in the final draft of the SEND and Inclusion Strategy.</p>
<p>What are national standards Would wolverhampton LA adhere to national standards Who is accountable What are the consequences of not adhering to national standards Listen to what families needs Would need to know what national standards are Nationals standards must be high</p>	<p>We have included further details about the national standards in the final draft of the SEND and Inclusion Strategy.</p>
<p>Concerns about the ambiguity of the statement being "underpinned by national standards" which are not yet in place.</p>	<p>We have included further details about the national standards in the final draft of the SEND and Inclusion Strategy.</p>

Do you agree with Priority 2: Successful transition and preparation for adulthood

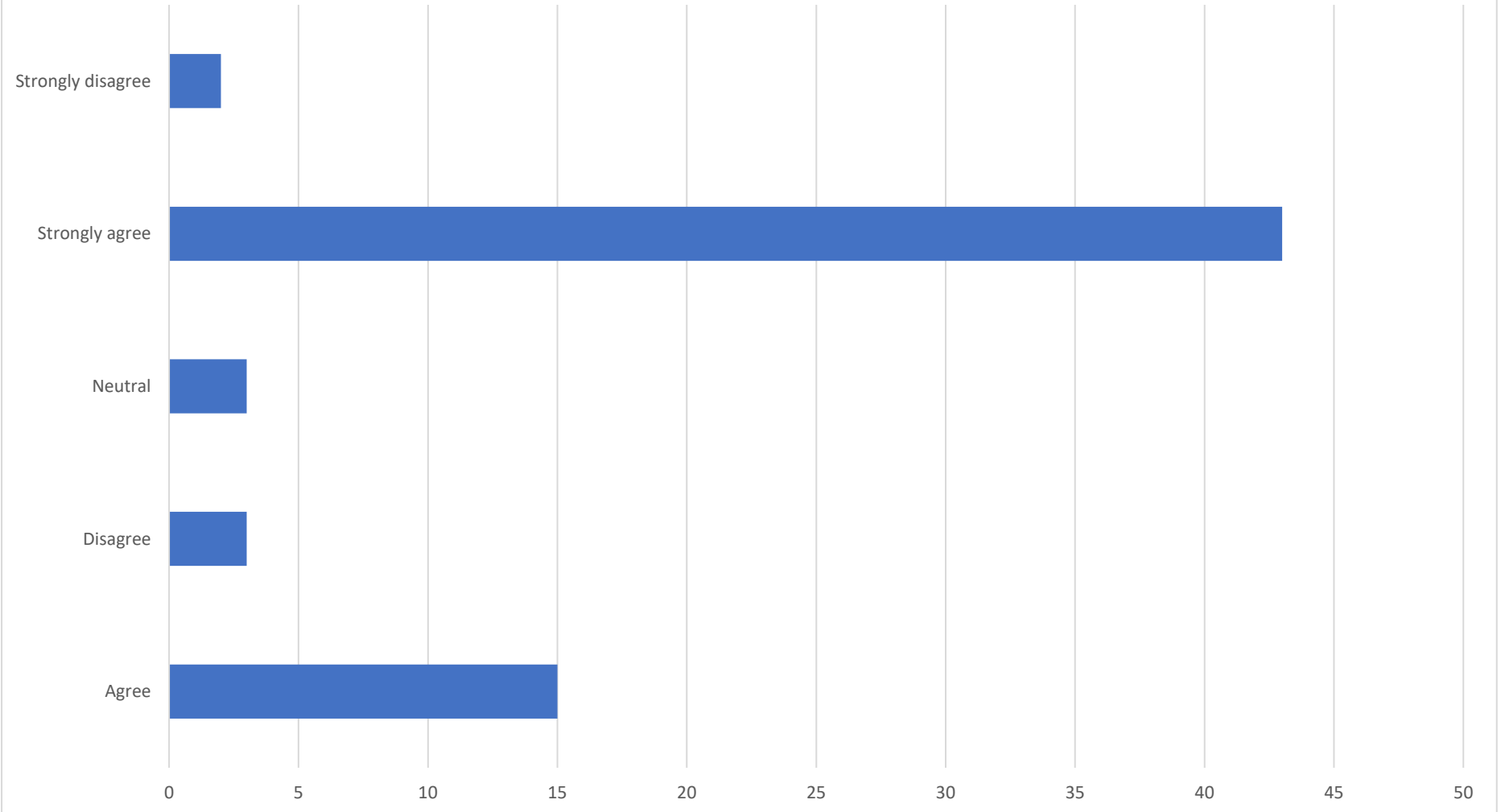


Priority 2: Successful transition and preparation for adulthood - If you do not agree, what is missing or how could it be better?	
Doesn't happen now	We are currently developing pathways around transition and preparation which will be published on the Local Offer to increase parent carer and the wider family's understanding of the support available.
Better would me someone would have to experience what every parent goes through just to get help	We will explore options to ensure lived experience is shared with decision makers to ensure the needs of families are considered. We will ensure that the participation required by young people and families is incorporated into strategic decision making and developments. We will embed a 'tell it once' approach to work with families to ensure an understanding of their experiences by professionals.
There's no help for young children in the area to help progress them through to adult hood. How can this even been a question when the wait times don't allow the support to be put in place. Your talking 6-7 years for the whole ASD screening to be completed	We are currently developing pathways around transition and preparation which will be published on the Local Offer to increase parent carer and the wider family's understanding of the support available. BCHFTFT is strategically coordinating a programme of work across agencies to review current CYP autism diagnostic pathways across the Black Country and work collaboratively with all stakeholders, to make proposals for improvement of the pathway including support available. This will include any areas that are known to be areas of concern including transition to adulthood. ASD Pathways being developed
I think this is really important and I thoroughly agree it is required to support the children and young adults of Wolverhampton with SEND. I would have like to see the planned amount of hours dedicated to achieving this, and the level of funding proposed. Without either of these it is just an accurate observation rather than a plan to implement change.	We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.

<p>Evidence of progress is the same as in Priority 1. I think we could be more specific here about what we would expect to improve i.e. quality transitions into adult hood (health and social care). Supported internship offer and apprenticeships. Employment opportunities of SEND YP</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>My child is in primary so I have not experienced this</p>	<p>We will be clear about what is meant by preparing for adulthood from the earliest years in the PfA and transition pathways.</p>
<p>As SEND children age the information on support for both child and carer becomes sparse and hard to find.</p>	<p>We are currently developing pathways around transition and preparation which will be published on the Local Offer to increase parent carer and the wider family's understanding of the support available.</p>
<p>They need support once they become adults as well. Their needs don't vanish when they become adults.</p>	<p>We are currently developing pathways around transition and preparation which will be published on the Local Offer to increase parent carer and the wider family's understanding of the support available. This will share the expectations about moving into adulthood with parent carers and the wider family from the earliest points.</p>
<p>Who is going to help us with the transition from school to college</p>	<p>The pathways for preparing for adulthood and transitions shared on the Local Offer website will make parent carers and the wider family aware of services who will help with transitions i.e. connexions, YR9 review etc.</p>
<p>It could be better by ensuring that preparation for adulthood is a theme throughout a child's life from early years.</p>	<p>We are currently developing pathways around transition and preparation which will be published on the Local Offer to increase parent carer and the wider family's understanding of the support available. This will share the expectations about moving into adulthood with parent carers and the wider family from the earliest points.</p>
<p>More support and development around post 16 employment offer. More options of apprenticeships for those young people with SEN.</p>	<p>We will continue to promote and grow the Connexions, supported internships and supported employment offer.</p>

Need to include children and young people voices
You can prepare but then there be no opportunities
There is no emphasis on life skills and independent living there needs
to be more on this
Make it fair for all young people with SEND regardless of setting and
need
Schools need to adapt and understand their responsibilities.

Do you agree with Priority 3: A skilled workforce and excellent leadership



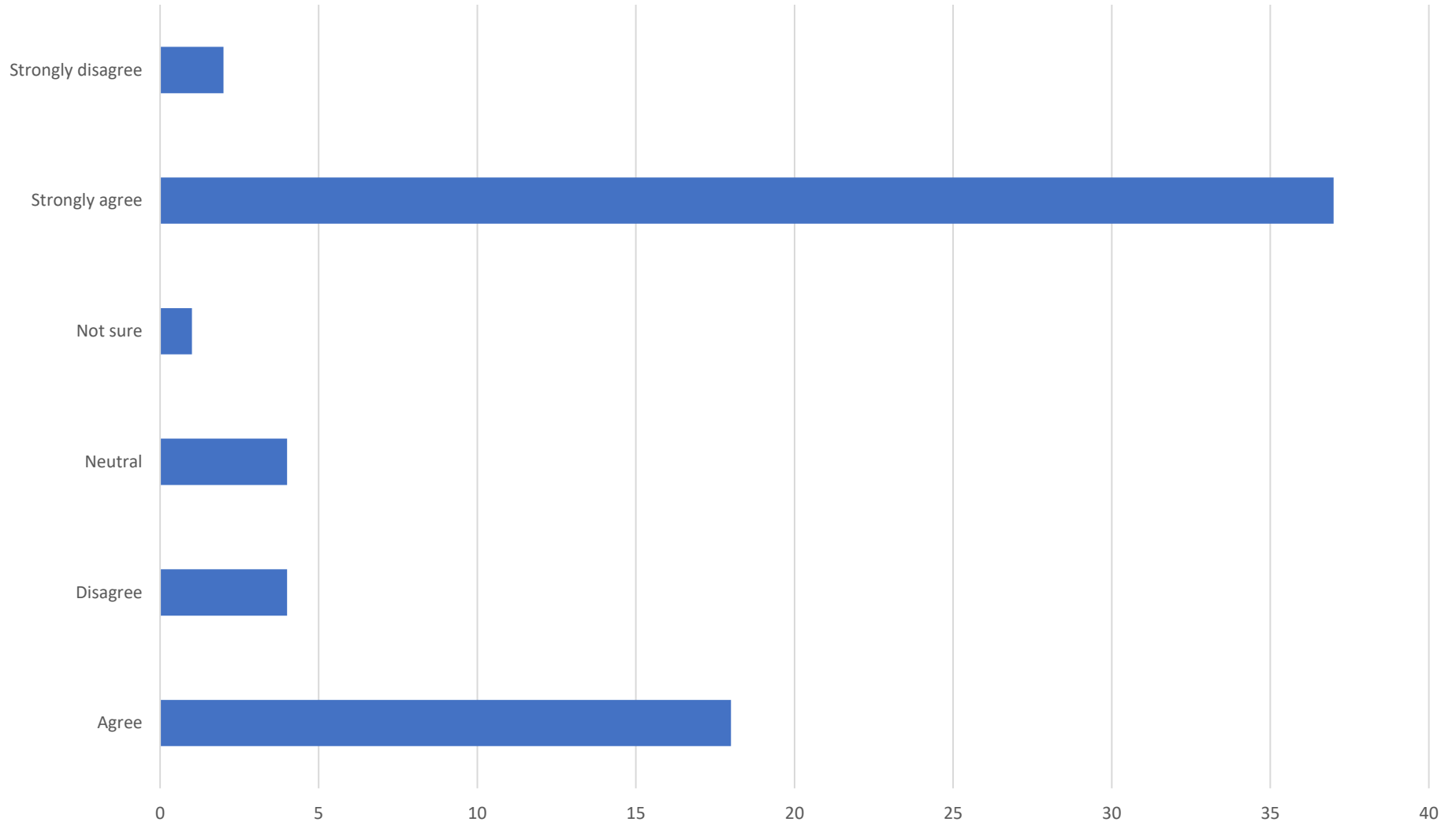
Priority 3: A skilled workforce and excellent leadership - If you do not agree, what is missing or how could it be better?	
There is a lack of training currently	<p>We will develop a co-ordinated training plan, across SEND and Inclusion support services for schools within the partnership, and publish this locally.</p> <p>We will also explore growing the training offer for parents with WIASS. BCHFT has commissioned training for voluntary sector organisations to ensure that more have an understanding of ASD and LD to ensure that their offer can include CYP with additional needs.</p>
Because no one helps you doctors can refer but no one listens on one wants to help.	<p>We have developed parent packs and will continue to add local resources and services. 6 monthly mail lets parents know their child is still on the waiting list and invites parents to call for extra support or resources. Support groups targeted at children and young people who are on the waiting list looking at identity, sensory and building and maintaining relationships.</p> <p>As part of the work being undertaken to review current CYP autism diagnostic pathways across the Black Country, a task and finish group has been established entitled 'more than a diagnosis' which will include consideration for support for pre-diagnosis, during diagnosis and post-diagnosis support for CYP and family/carers.</p>
I think all teachers should have mandatory training in SEN	<p>We will develop a co-ordinated training plan, across SEND and Inclusion support services for schools within the partnership and publish this locally.</p>
Managers are encouraging staff members to pass SEND children onto other services because they can't deal with the amount of people on the waiting's lists! CAMHs will not support my 6 year old child and just want to pass him onto another service because they can't cope.	<p>New initiatives are being trialled in CAMHS to reduce wait times, continuous working groups looking at current demand and what support can be implemented for children and young people whilst they are waiting for allocation. We will continue to focus on wait times and work closely with V4P in order to ensure young people and parents are listened to.</p> <p>Parent and young people resource packs developed for all that are on the wait list. Support groups targeted at children and young people who are on the waiting list looking at identity, sensory and building and maintaining relationships.</p>

<p>I think this is really important and I thoroughly agree it is required to support the children and young adults of Wolverhampton with SEND. I would have like to see the planned amount of hours dedicated to achieving this, and the level of funding proposed.</p> <p>Without either of these it is just an accurate observation rather than a plan to implement change.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>As above. I feel the evidence is limited on what we will actually be doing and what families and YP can see as a result of the strategy.</p> <p>better trained staff Early years SENCOs SEND casework service with skills, knowledge and expertise to deliver a responsive and supportive service Use of TAs in schools DSCO role further defined</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>My child's provision map is a work of fiction so school can use her EHCP money to provide staff in other areas. SENSTART even forwarded me a provision map with 8 hours longer than she's actually in school. They won't bring school to account for it.</p>	<p>Mediation QA process</p>
<p>What will stop this becoming a tick box exercise?</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p> <p>We will also disseminate newsletters to all stakeholders that provides updates from each SEND and Inclusion Partnership Board.</p>
<p>All schools should have sen person in charge to deal with matters ASAP</p>	<p>We will include information about the role of the SENCo in schools on the Local Offer website.</p>

<p>It's not their fault but a clear plan needs to be made for children who cross borders in school</p>	<p>Clear information about responsibilities for CYP who cross borders</p>
<p>How is the shared training offer going to be promoted to external organisations such as academies who may have their own training offer? It is important to ensure that all children in Wolverhampton are given the best.</p>	<p>We will develop a co-ordinated training plan, across SEND and Inclusion support services for schools within the partnership and publish this locally.</p>
<p>SEND training in mainstream schools should be mandatory. It is frustrating to continually explain every year my child's needs to the next new teacher. They don't seem to have any understanding about emotional literacy/well being, dyspraxia and ADHD or how to manage it.</p>	<p>We will develop a co-ordinated training plan, across SEND and Inclusion support services for schools within the partnership and publish this locally.</p>
<p>Oliver McGowen training incorporated into mandatory training. Mental capacity training for all professionals working with cyp.</p>	<p>Mandatory for all social care and healthcare services. To be rolled out to LA education staff. This is not available for school staff.</p>
<p>Schools need support through CPD and working closely with specialists to deliver an inclusive model to support children with significant needs who are in mainstream school. Schools need financial backing from the local authority and expertise in being able to adapt school environments so that a blended approach to learning can be taken. E.g. The children with the most complex needs require a completely individualised curriculum but the aim is for this to enable such pupils to make progress. If mainstreams were equipped with safe spaces and resources, then a blended approach could exist where pupils are taken for specific intervention with well-trained staff (whose pay must also reflect the level of challenge they face with working with pupils with high needs, pay does not currently reflect this). This will also help with recruitment of these roles.</p>	<p>We will develop a School Sufficiency Strategy and action plan needs to address this. To be included on action plan for Inclusion.</p>
<p>This also needs extending into healthcare- not everyone in the NHS knows how to treat children and young people with SEND. I appreciate that is outside of the remit of this consultation</p>	<p>The Royal Wolverhampton NHS Trust (RWT) have embedded the Oliver McGowen training within their mandatory training package for all health care staff, this is following the review of the Health and Care Act in 2022. We will continue to ensure that everyone receives the</p>

	<p>best care based on individual needs and reasonable adjustments are considered.</p> <p>RWT staff also have access to SEND awareness training on the Council for Disabled Children eLearning catalogue.</p> <p>BCHFT - Oliver McGowan training compulsory for all staff, internal training for Clinicians to improve awareness and skills around SEN.</p>
<p>Agree with priority but language does not feel collaborative, transparent or doesn't feel like co production</p> <p>Doesn't feel like working together</p> <p>Language us unclear</p> <p>Feels 1 sided</p> <p>Feels like things will be done to families instead of with families</p>	<p>Strategy has been amended to change the language around participation and co-production to be more inclusive as agreed with IASS and Voice 4 Parents</p>
<p>Perhaps the wording for bullet point regarding a "Promote clear understanding of participation..." needs a rethink. This could easily be perceived negatively by CYP and P/Cs. The phrase "knowing when we sill share..." could imply that not everything will be shared. Same goes for "when we will ask children, young people, young adults and families to design and develop services together".</p>	<p>As above this has been changed in the strategy</p>

Do you agree with Priority 4: Strengthened accountabilities and clear routes of redress

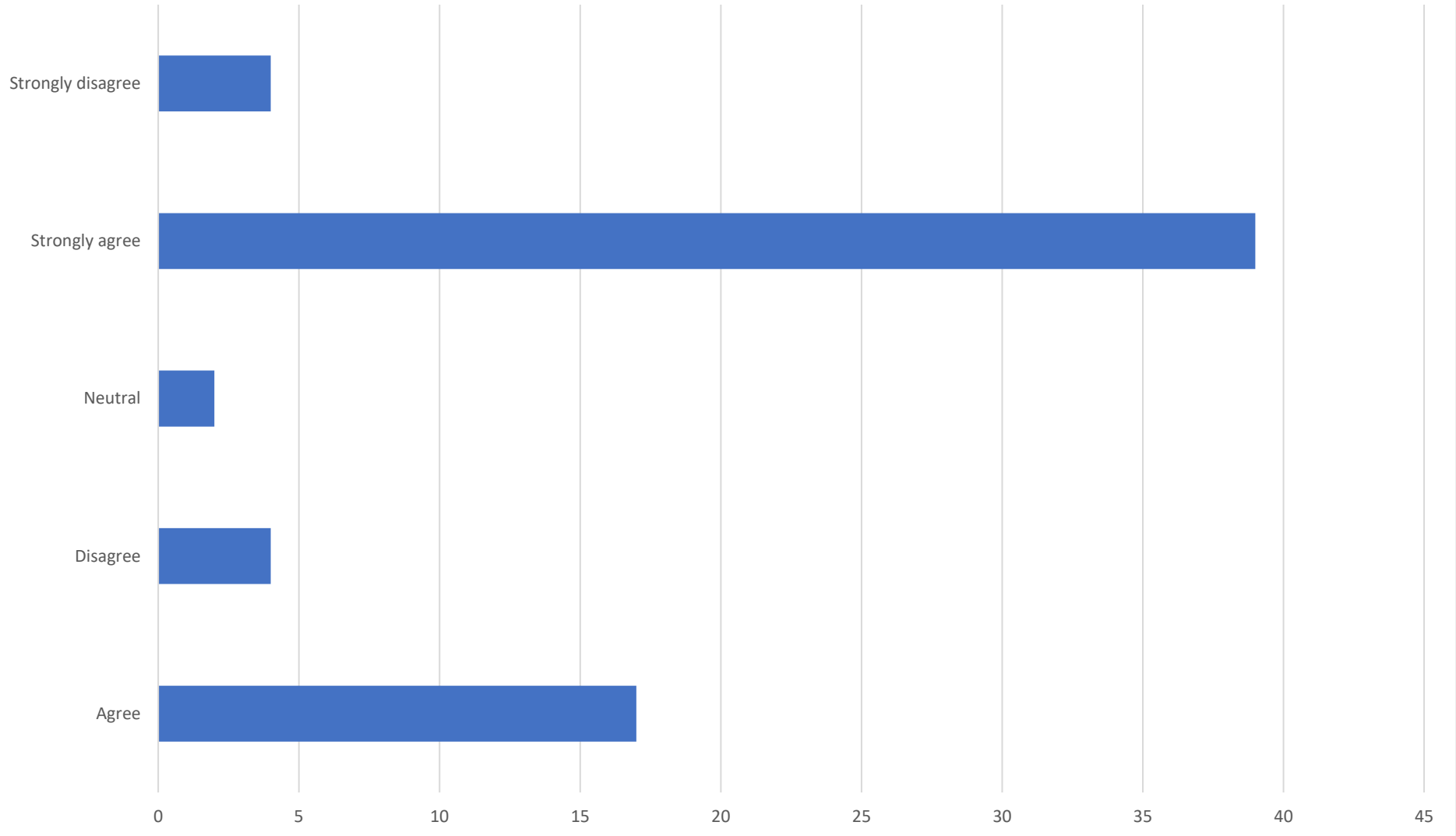


Priority 4: Strengthened accountabilities and clear routes of redress - If you do not agree, what is missing or how could it be better?

<p>There is a culture currently of zero Accountability by this local authority and a closing of ranks among services</p>	<p>We will ensure that the Local Offer is clear about what can be expected from each service and the criteria/pathway for access to their support.</p>
<p>No one tells the truth when it comes to this you have to keep fighting and asking before anyone gives you any sort of answer and then they are rude and funny because you keep asking and pushing for help</p>	<p>We will ensure that the Local Offer is clear about what can be expected from each service and the criteria/pathway for access to their support.</p>
<p>Had an argument with a CAMHS staff member the other day as they told us a lie about other services helping us. The only ones who could help us is CAMHS but are refusing to. System is a shambles and these people who are supposed to be trained are also a shambles</p>	<p>We will continue to work closely with V4P in order to ensure young people and parents are listened to. The work being undertaken around the ASC diagnostic pathway for CYP including the support available, pre-, during and post diagnosis will ensure a clear articulation of what is required to support the young person and their families/carers which can then be clearly articulated on the Local Offer</p>
<p>I think this is really important and I thoroughly agree it is required to support the children and young adults of Wolverhampton with SEND. I would have like to see the planned amount of hours dedicated to achieving this, and the level of funding proposed.</p> <p>Without either of these it is just an accurate observation rather than a plan to implement change.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>Expect to see more evidence around reduction in SEND mediation, tribunals and complaints. Focus on outcomes and experiences - QA, feedback and service delivery</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>See my above answer. When SEN support is not provided properly, no one will take complaints seriously.</p>	<p>We will ensure that the Local Offer website provides clear information about the mediation and complaints process and escalation routes.</p>

<p>You might want to apply this to your Blue Badge team who apply different levels of scrutiny to those with hidden disabilities.</p>	<p>Blue Badge Team have been provided with this feedback.</p>
<p>Clear as possible for families</p>	<p>We will ensure that the Local Offer is clear about what can be expected from each service and the criteria/pathway for access to their support. We will ensure that the Local Offer website provides clear information about the mediation and complaints process and escalation routes.</p>
<p>No one is accountable for what they offer in the areas they work, when kids are still being assessed for certain conditions surely each council should offer this and not fob parents off that it can't be done until they are 18, i.e., Wolverhampton don't offer occupational therapy for under 18's to see if the child has dyspraxia, only place is Sandwell 🧑🏻🏠 crossing borders again who will pay 😡</p>	<p>We will ensure that the Local Offer is clear about what can be expected from each service and the criteria/pathway for access to their support.</p>
<p>The routes of redress are not clear to me.</p>	<p>We will ensure that the Local Offer website provides clear information about the mediation and complaints process and escalation routes.</p>
<p>Not sure what it's trying to say Needs to be more transparent Where is data coming from Get the right data and ask the right questions Very corporate Not family friendly Difficult to understand</p>	<p>We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer. Updates of the SEND Partnership Board outcomes and decisions will be published on the local offer</p>
<p>With reference to the Quality Assurance Framework, it very much leans towards statutory processes and EHCP. To me this priority does not appear to focus on the Graduated Approach for those CYP with SEND requiring support without an EHCP.</p>	<p>A new quality assurance framework will be developed to support the development we want to achieve around SEND and Inclusion. This will be wider than just statutory processes and will be considered across the whole partnership.</p>

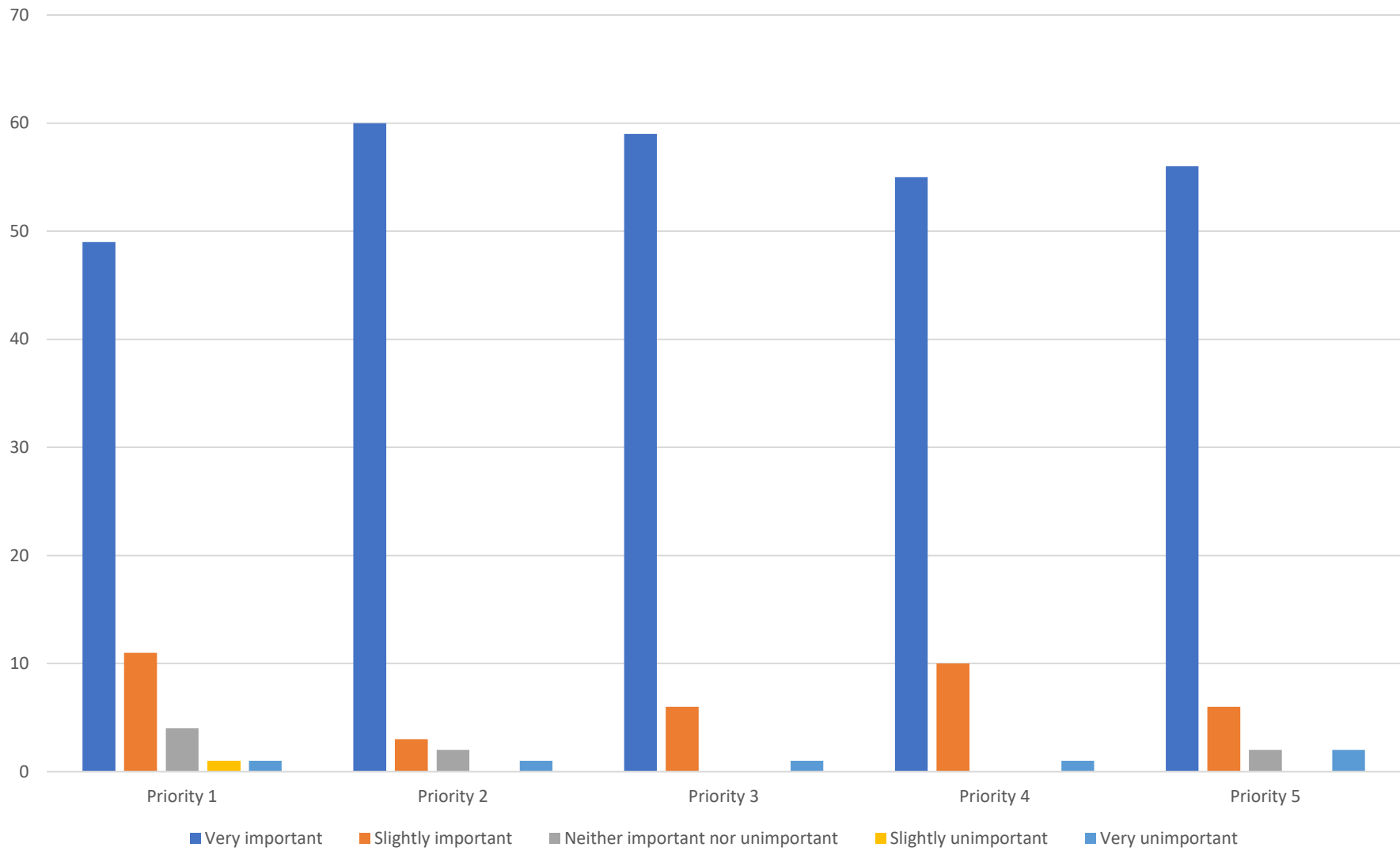
Do you agree with Priority 5: A financially sustainable system delivering improved outcomes



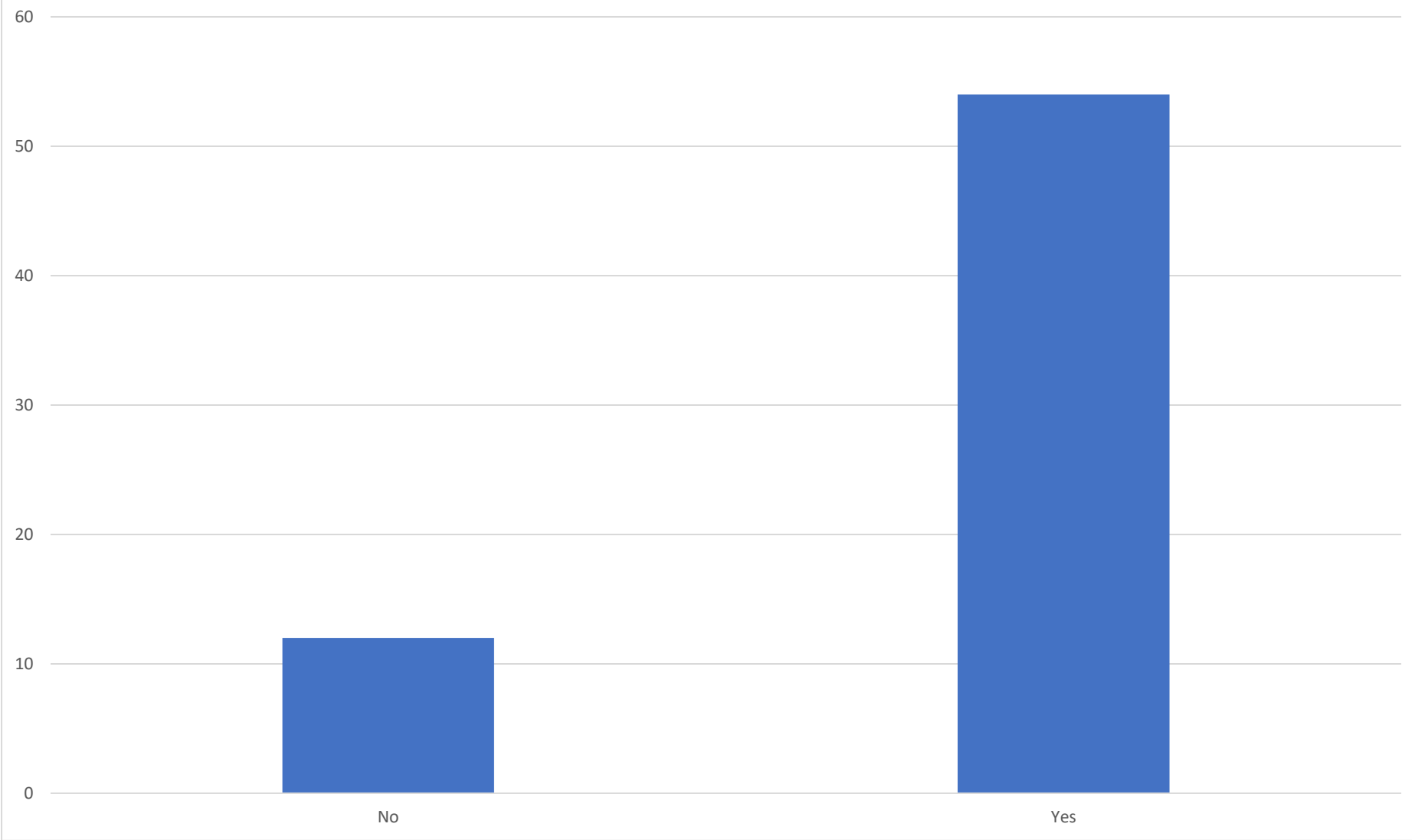
Priority 5: A financially sustainable system delivering improved outcomes - If you do not agree, what is missing or how could it be better?	
Unfortunately the council is currently wasting money all the time so I don't see this working 😞	We are working with our finance teams and the DfE to be able to ensure the High Needs Block funding is used appropriately to meet requirement set out in the strategy and improvement plan. This also includes working together across our services through joint commissioning opportunities to ensure funding is accessible
Got sent to base 25 for my son, who at the time was 4. No one knew why he was sent and overall professionals said it was a massive waste of time and resources. So no money wasted	We will continue to work closely with V4P in order to ensure young people and parents are listened to. Initial assessments will remain holistic and MDT meetings now ensure that all referrals for therapeutic support are tailored to the child or young person.
Currently there are very few resources. Its okay saying financially sustainable but the system needs considerably more financial resources.	We are working with our finance teams and the DfE to be able to ensure the High Needs Block funding is used appropriately to meet requirement set out in the strategy and improvement plan. This also includes working together across our services through joint commissioning opportunities to ensure funding is accessible.
I think this is really important and I thoroughly agree it is required to support the children and young adults of Wolverhampton with SEND. I would have like to see the planned amount of hours dedicated to achieving this, and the level of funding proposed. Without either of these it is just an accurate observation rather than a plan to implement change.	We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.
I feel the lack of clarity on actions in the other 4 priority areas which means this does not happen.	We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.
The funding formula of Bands is useless. It means schools do not get enough funding to fulfil EHCPs so they cut corners and make life uncomfortable for the SEN children there in the hope they will leave.	We will review high needs funding banding in line with national policy.

Funding is not used properly. Parents/carers are not informed of what exactly their child is entitled to. Information is hard to find.	We will be open and transparent about how funding is used
How will you make sure the money is used in the best way?	We are working with our finance teams and the DfE to be able to ensure the High Needs Block funding is used appropriately to meet requirement set out in the strategy and improvement plan
Different areas won't see kids out of their area because you pay council tax elsewhere	We will be open and transparent about how funding is used including across border
Quality assurance needs to also address value for money.	Add to S&I Improvement plan
More emphasis on Personal budgets	We are reviewing the personal budgets policy. The personal budgets policy will be published on the Local Offer website.
See point above around adapting school environments and pay for adults who support pupils with complex needs.	We will review high needs funding banding in line with national policy.
Subject of money on a survey for children and yp are being failed is completely insensitive. Concentrate on cross service working and less silo mentality	We are currently establishing Joint Commissioning priorities to make sure that services work together to ensure that resources are used and aligned in the best way.
This type of funding is desperately needed to help keep these children feel included and more independent.	Promoting services such as ITT, Supported Employment and internships. Need to work on pathway about housing and appropriately built homes.
Needs to say a lot more about what this means It would be better if money was used to actually support what families need Early identification is a must How can families trust this is going to happen? Need to support the quality of services	We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.

How important are each of the priorities to you or the child or young person you care for?



Do you agree with how we will deliver our plan?



How could we make delivery of the plan better?

<p>Ensure all agencies are working together in a constructive and timely way.</p>	<p>We are currently establishing Joint Commissioning priorities to make sure that services work together to ensure that resources are used and aligned in the best way. BCHFTFT is strategically coordinating a programme of work across agencies to review current CYP autism diagnostic pathways across the Black Country and work collaboratively with all stakeholders, to make proposals for improvement of the pathway which will include working together in a constructive and timely manner.</p>
<p>There needs to be independent scrutiny by people outside the service and local authority</p>	<p>We will continue to work with DfE advisors to ensure the right infrastructure is in place in line with SEND and AP Improvement Plan.</p>
<p>More information when kids in mainstream school, we don't seem get information about service and what is available for children in mainstream</p>	<p>We will develop resources to support parent carers and wider family members understanding of the graduated response (what is expected from schools) and how to challenge decisions if necessary. Be clear about what can be expected from each service and what each service and the criteria/pathway for access to support. Local Offer</p>
<p>Understand what every parent goes through which is different for everyone because each child is different and give them help in school and the funds to do this as there are so many children falling through the cracks because they don't have to a voice</p>	<p>We will explore options to ensure lived experience is shared with decision makers to ensure the needs of families are considered. We will ensure that the participation required by young people and families is incorporated into strategic decision making and developments. We will embed a 'tell it once' approach to work with families to ensure an understanding of their experiences by professionals.</p>
<p>Access to resources, clubs for children, support for parents, shorter waiting list to be seen, more understanding of what is happening, there is not enough information in Wolverhampton supporting children with SEND, there are more options/facilities in Sandwell and as it is significantly growing, there needs to be more services available</p>	<p>We will explore what is available in Sandwell and other Local Authorities to identify what works well and what would work better in Wolverhampton As part of the work being undertaken to review current CYP autism diagnostic pathways across the Black Country, a task and finish group has been established entitled 'more than a diagnosis' which will include consideration for support for pre-diagnosis, during diagnosis and post-diagnosis support for CYP and family/carers. BCHFTFT has also funded voluntary organisations across the Black Country to</p>

	participate in some training sessions around LD and ASD to enable them to support young people with additional needs.
Health professionals having access to a young person's EHCP goals when asked to write advice for their plan in relation to achieving these.	Development of an online the SEND portal is being managed through the SEND and Inclusion Improvement Plan and we will begin to share the EHCNA request and any views we receive via this system once in place.
By standing by your word. My daughter has been failed by the system as a SEN child since nursery. Now in year 6 and no further forward with support. A 3-year waiting for autism assessment. No diagnosis and expected to go to mainstream high school with no support. I feel a massive change coming in our family as year y 6 is a struggle year 7 I expect to be even harder, and I will not allow my daughter to struggle and suffer. Home schooling may need to happen to ensure her happiness and mental health.	We will ensure that the Local Offer is clear about what can be expected from each service and the criteria/pathway for access to their support. BCHFTFT is strategically coordinating a programme of work across agencies to review current CYP autism diagnostic pathways across the Black Country and work collaboratively with all stakeholders, to make proposals for improvement of the pathway.
Looking into the shambles of a system that is in place. Taking it and ripping it up and coming up with a better system that supports families and young children. Re-educate professionals who actually know the system and want to make a difference in SEND people's lives!	We will continue to work with DfE advisors to ensure the right infrastructure is in place in line with SEND and AP Improvement Plan.
Get school to start telling the truth and stop hiding the fact kids have these problems some schools select children ignorant to disability will tell u nothing is wrong so these children and family's need help left to cope and they lie about it to doctors no the child's fine when it's not u need a better contact point instead of the school then send here is awful and loads more in Wolverhampton I've been told	We will develop resources to support parent carers understanding of the graduated response (what is expected from schools) and how to challenge decisions if necessary. We will continue to work with Voice 4 Parents, IASS and the Family Hubs to help families to access support and advice.
You will have, you should have it now and it should be properly funded.	We are working with our finance teams and the DfE to be able to ensure the High Needs Block funding is used appropriately to meet requirement set out in the strategy and improvement plan

<p>Always have the best interests of a child/YP at the heart of all decision making. Ensuring all stakeholders are involved in this.</p>	<p>We will ensure that co-production is at the heart of decision making and remaining a focus going forward.</p>
<p>A skilled team of SEN trained and experience staff teaching school staff how to support SEND in all aspects of education. Collaborating with other agencies, sharing best practice, delivering training and enhancing skill set as a universal offer to all educational settings.</p>	<p>We will continue to provide specialist support service and develop a co-ordinated training plan, across SEND and Inclusion support services for schools within the partnership and publish this locally.</p>
<p>I would have like to see the planned number of hours dedicated to achieving this, and the level of funding proposed.</p> <p>Without either of these it is just an accurate observation rather than a plan to implement change.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>Explore new opportunities for collaboration especially in relation to curriculum design.</p>	<p>Workshop with SEND School Improvement Advisor and Headteachers to look at collaborative work on Curriculum.</p>
<p>It lacks any detail.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>I do feel the strategy is very generalised. It doesn't give me as a parent much insight to the plans within each priority.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>This is lots of soundbite statements that sound good, but no money in underpin how this will actually be delivered.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>Better advertising. Better communication.</p>	<p>We will promote awareness of the new local offer and other communication channels such as the SIPB Newsletter. There will be a visible clear news channel on the Local Offer website.</p>

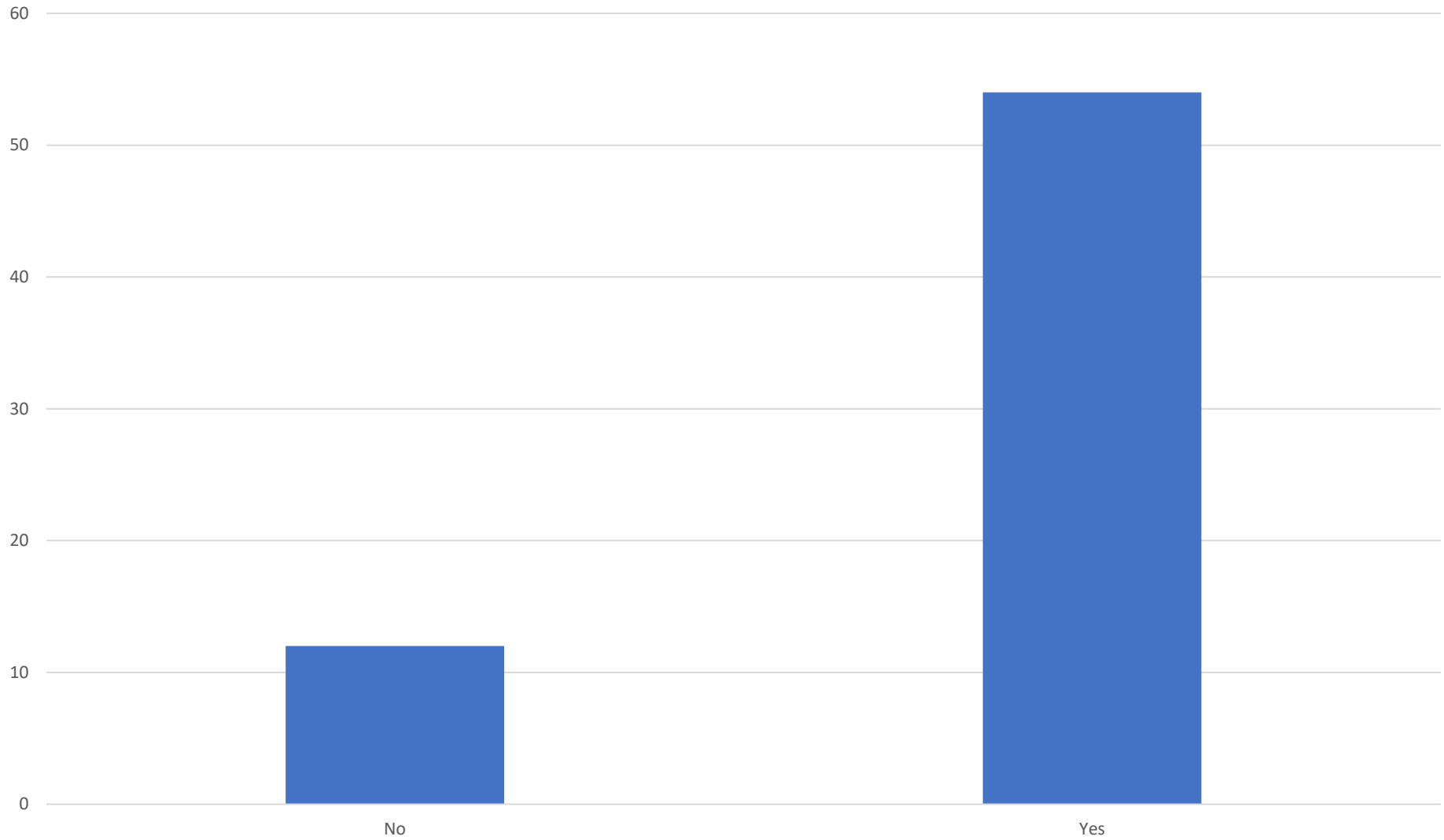
Consideration of how we increase the capacity of specialist provision to be able to meet needs of children who are placed in mainstream settings more quickly when this option is not working	We will review the SEND Sufficiency strategy and develop capacity in schools to meet the requirement of the SEND and Inclusion Improvement plan.
Include all stakeholders on the SEND and Inclusion Partnership Board	We will review attendance of SIPB and fill any vacant roles.
Parents /carers are in the loop at all times .	We will ensure communication channels are fit for purpose i.e., SIPB Newsletter, Local Offer etc.
By stating how it will be reviewed	We have provided additional details within the strategy to explain how the SEND and Improvement action plan will be monitored.
<p>Make sure every child on the send register in your area Wolverhampton is checked on every half term and make sure that parents feel helped and offer them support.</p> <p>My child has been refused an EHCP as the school have said my child is getting the support needed, his school is in special measures as is the SEND, and he hasn't received any support needed for his GCSEs which he sits next May/June. He should have a prompt reader, scribe and failed all his mock exams as he didn't write anything on any paper, where was his help!!</p>	<p>We have developed parent packs and will continue to add local resources and services. 6 monthly mail lets parents know their child is still on the waiting list and invites parents to call for extra support or resources. Support groups targeted at children and young people who are on the waiting list looking at identity, sensory and building and maintaining relationships.</p> <p>We will develop resources to support parent carers understanding of the graduated response (what is expected from schools) and how to challenge decisions if necessary.</p>
Include some timescales	We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.
Add a more personal touch with an emphasis on Neurodiverse Voice it in a way where it doesn't come across as a professional statement and more as a collaborative strategy	We have added that neurodiversity needs will be supported within the strategy.
EHCP to be completed quicker, schools to not put the strain on the family by saying nothing is wrong, start your own EHCP !!! Still seems to be blame the mom attitude at primary level. SCHOOLS need to be transparent and accountable	We will develop resources to support parent carers understanding of the graduated response (what is expected from schools) and how to challenge decisions if necessary.

<p>Be more transparent about how 'timely' this is - this word is too vague - give an actual time frame</p>	<p>We have amended the strategy to cover 2024-27 and six-monthly progress updates on the SEND and Inclusion Improvement Plan will be provided on the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>Well thought through</p>	<p>Thank you</p>
<p>Clearer language for families, information broken down so priorities are understood easily.</p>	<p>We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.</p>
<p>Get parents and young people involved in questionnaires. This questionnaire is full of corporate speak.</p>	<p>We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer. We will be undertaking engagement work with children, young people and families during Spring term to develop the SEND and Inclusion Improvement plan.</p>
<p>Give parents information about what and how we can access these services alot earlier as it takes a long time to find things. Make parents aware what help they can receive as no one tells you!</p>	<p>We will ensure that the Local Offer is clear about what can be expected from each service and the criteria/pathway for access to their support.</p>
<p>Sincere consultation with key stake holders to help inform effective and agreed steps</p>	<p>We will be undertaking engagement work with children, young people and families during Spring term to develop the SEND and Inclusion Improvement plan.</p>
<p>Be more specific about the input from families. Make it clearer that it is family focused. Families Input need to be prioritised. Process needs to be name clearer. Still unsure on how you will deliver it doesn't explain. Must meet the needs of the families not just what the LA think they will meet as a minimum requirement.</p>	<p>We will be undertaking engagement work with children, young people and families during Spring term to develop the SEND and Inclusion Improvement plan. We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>We do agree but feels focus is geared more towards (which it should be) CYP with high needs and not for CYP who have SEND but may need a lower level of support following the graduated approach and not necessarily need a diagnosis, EHCP, short break personal budget etc. How will evidence of progress and outcomes for these CYP be prioritised and captured?</p>	<p>We want to ensure that all children and young people get the right support, at the right time in and is why we have extended the SEND Partnership Board and Strategy to also include inclusion so that we can work with children and young people at an earlier point in their journey from early years through to adulthood.</p>

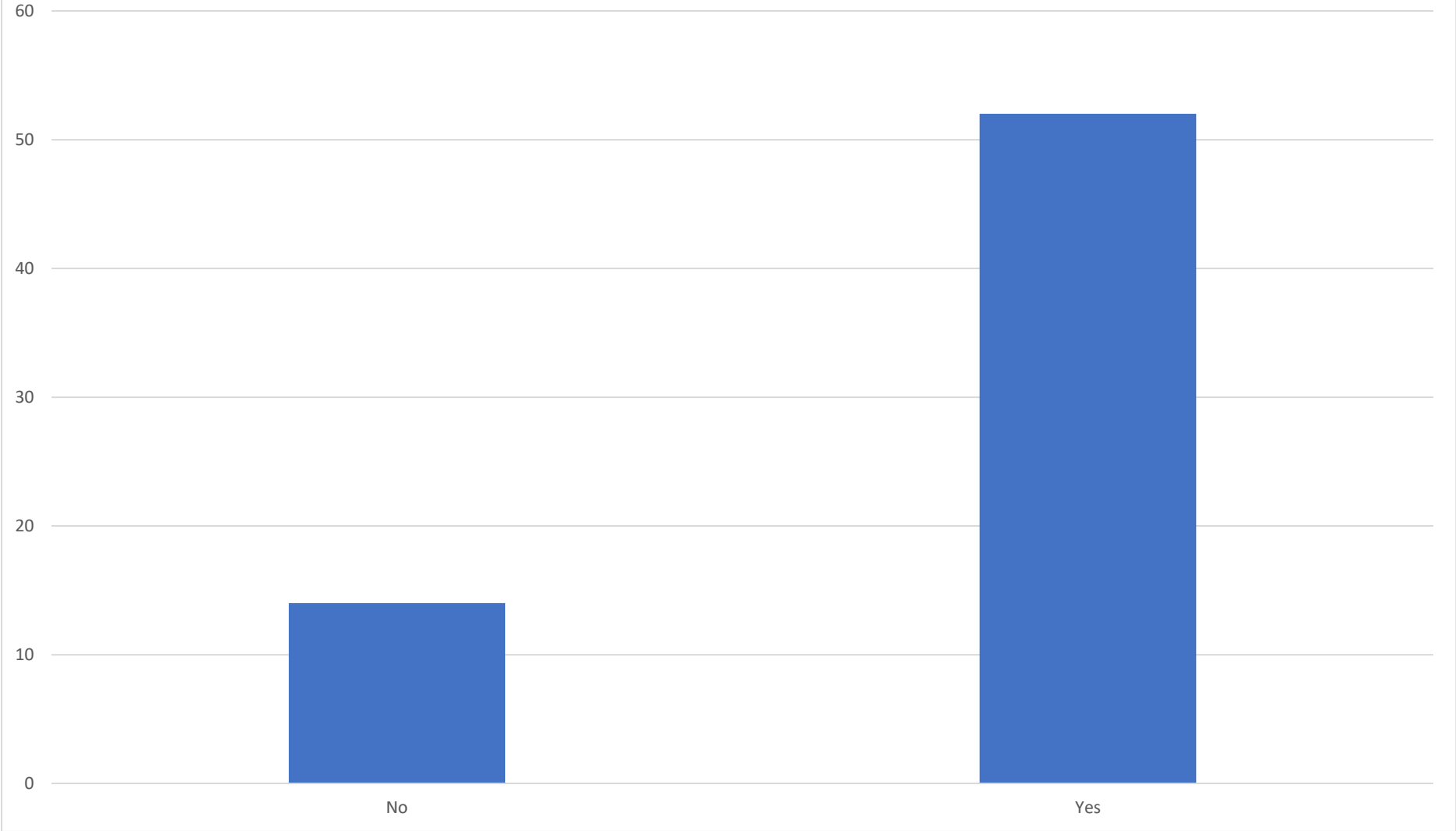
We would like to see the phrase Graduated Approach used somewhere in the document which is a term we are trying to help families become familiar with.

We will also be working alongside other strategies and priorities within the council to make sure our improvements align with Families First Children's Pathfinder, Family Hubs, Sufficiency Strategy, Physical Activity Strategy, short breaks etc to align with SEND and Inclusion.

Is the language used in the strategy clear?



Is the strategy easy to understand?



Is there anything you feel we have missed, or could improve on in the strategy?	
It should be young person centred	We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.
Inclusion in terms of communities, groups, sports and cultural activities, not just in terms of schools	We will develop the community offer for children and young people with SEND through the Families First Childrens Pathfinder and the Wolverhampton Physical Activity Strategy.
How the right provision is going to be in place...particularly high needs provision. Currently some children are not able to access what they need and mainstream schools do not always have the funding (even with EHCP funding) or the specialist skills to be able to manage high levels of need.	As part of the National SEND and Alternative Provision Improvement Plan the aim is to develop further specialist training and resource available to schools to increase the opportunities for children and young people in mainstream settings. This will be reflected in our local improvement plan. The school sufficiency strategy will work towards having the right provisions available.
Few types spotted in early pages of the document.	We have corrected incorrect spellings in the SEND and Inclusion Strategy.
I hope it's true and fully helps children in primary and high school.	We will ensure that we keep people up to date changes that happen as we work through the strategy and action plan
Rethink the whole system/ strategy!	We have based the SEND and Inclusion strategy on central government direction, and we will continue to work with the DfE and NHS England to help improve the system.
Try to stop a young person getting excluded because a school can't cope with individual needs. Make more staff available for individual needs.	We will support schools through training to develop an inclusive approach.
Be more open to outside ppl with problems that schools won't ex knowledge there ignoring and living about how many need help	We will be linking our work with that of Family Hubs and the Family First Children's Pathfinder, which will help to share further information about what support can be accessed out side of school hours where children and young people may not be displaying the same concerns in and out of school.
although the strategy has been written in clear language its does feel full of waffle and no substance. There isnt any how.	We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.

<p>I am presuming this will also be available for people who's English is not there first language. Also available in Braille / simplified for a child to understand using of signs and symbols.</p>	<p>Strategy can be accessed online in in various formats and can be requested in print. We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.</p>
<p>I would have like to see the planned amount of hours dedicated to achieving this, and the level of funding proposed.</p> <p>Without either of these it is just an accurate observation rather than a plan to implement change.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>It is a very positive strategy. I think maintaining a balance and focus upon 'services' and academic quality is really important to ensure all learners receive the very best support to achieve ambitious goals and thrive in the context of developments in the West Midlands (economically, socially and culturally). I would like to see a focus on the visibility of people with SEND (and other different abilities) in our communities and organisations.</p>	<p>As part of the improvement plan there is a focus on both communities and preparation for adulthood, which will consider how we use supportive internships and work placements and will be also focusing on community spaces that are more accessible for those with SEND in existing provisions.</p>
<p>page 5 - refers to Statement of SEN (why?) page 6 - IMD decile - what is this? Also there is a typo on page 6 under the secondary school paragraph (emotional) page 16 - typo - implementation groups</p>	<p>We have removed the reference to Statements, included a description of IMD Decile and corrected spelling mistakes in the draft SEND and Inclusion Strategy.</p>
<p>Again, I think delving deeper into the specific provisions you plan to put in place to make these things happen.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>Inspections of schools (especially mainstream) dealing with a percentage of SEND and EHCP to see that they are following care set out for individual child.</p>	<p>We are developing a Quality Assurance Framework across the partnerships. Which will include the quality of EHCP's and how these are being implemented. Schools are part of the EHC quality assurance process.</p>

<p>Usual we will do this and that but nothing detailing how this will be done at ground level. Don't turn this into a tick box exercise to give the council a pat on the backs.</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p>
<p>I think this is a well-put-together document but I do feel there needs to be more of an emphasis on the individuals designed to support this is a very professional heavy document outlining what professional bodies are aiming to improve on but no mention of how this will impact or improve on in individual lives it doesn't have a personal touch I don't disagree with what needs to be improved upon but I do think these documents needs of voices of the neurodiverse individuals at the centre in order to ensure that this strategy works successfully Co-production needs to be at the centre I completely understand this document is a guide for professionals to improve services but in my experience as an autistic individual, these strategies affect our lives. As a professional who works within the Black Country NHS Foundation Trust as a project support officer on the age autism framework, it is important to me to make sure that these sorts of documents are written in a way that people like me feel heard and are not pawns on a chess board well we are the ones moving the pieces ensuring that the support we receive meet our needs</p>	<p>We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.</p> <p>We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.</p>
<p>Some parents are baffled by the wording I, needs explaining in terms they understand. Not every parent is educated to a level of understanding terms</p>	<p>We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.</p>
<p>No there are so many children across the city at varying levels of need, the numbers seem to rise each academic year to support.</p>	<p>We will aim to work proactively with schools to manage the demand locally, whilst this is a national issue. This will be reflected in the local improvement plan.</p>
<p>Short breaks and leisure offer</p>	<p>We have identified this issue within the SEND and Inclusion Improvement plan, and this will be picked up also within the Families</p>

	First Childrens Pathfinder and the Wolverhampton Physical Active Strategy
Catering to diverse communities. Some families face stigma from their own relatives when their child has SEND needs. When reaching out to community groups they are not very diverse in terms of service provider and users. This can feel very isolating and could be improved.	We will be developing a focus on training for community projects and providers for children and young people for SEND to help develop a better understanding within communities around SEND
Yes maybe senstart actually respond to patents who contact then by phone instead of lying and not bothering to return you're calls.	We will ensure that the Local Offer website provides clear information about the mediation and complaints process and escalation routes.
I hope the survey is other formats that reflect the people you require feedback from. I was recently told the average reading age for adults living in Wolverhampton was 6!	We have consulted on the Draft SEND and Inclusion Strategy with a range of people with the support of Voice for Parent and IASS. An easy read version and improvement plan will be published giving further details of the strategy and asking for feedback
Haven't understood it. Bot like being given bits and bobs of unclear information and then asking if we agree	We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.
Continue to provide children with access to these activities to enable them to socialise effectively.	We have identified this issue within the SEND and Inclusion Improvement plan, and this will be picked up also within the Families First Childrens Pathfinder and the Wolverhampton Physical Active Strategy.
Difficult to understand what difference it will make to families. Elaborate on how priorities will be achieved. Recognise this is for families not just professionals. Make sure it's done and not just a piece of paper. Very corporate and high level. Language needs to be clearer and terminology.	We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer. We will publish the SEND and Inclusion Improvement plan on Local Offer detailing how we will achieve the outcomes outlined in the strategy alongside progress updates on a six-monthly basis which will show the actions being taken to achieve the outcomes within the strategy and evidence to support this.
We have said No to questions 17 and 18. From a professional perspective it is easier to understand but for some people they may find the language difficult to understand. I appreciate there will be an easy read version.	We are currently developing an easy read SEND and Inclusion Strategy which will be published on the Local Offer.

<p>There are some areas which could be misinterpreted, particularly by those who may not have had as much involvement in SEND previously. I refer to the "participation" element in priority 3.</p>	
<p>We would like to see the reference to Statements on page 5 removed. This is outdated terminology.</p>	<p>We have removed the reference to statements from the strategy.</p>
<p>Only concern is being able to ensure that all children, including those without an EHCP get the same support</p>	<p>Agreed. We want to ensure that all children and young people get the right support, at the right time in and is why we have extended the SEND Partnership Board and Strategy to also include inclusion so that we can work with children and young people at an earlier point in their journey from early years through to adulthood.</p>