

Family Voice Norfolk Consultation on Social, Emotional and Mental Health Support in Schools and Colleges

Consultation

Parent carers of children and young people with social, emotional and mental health (SEMH) difficulties were consulted via an online survey to inform this report. Family Voice will report their findings to the Virtual School SEND Advisory group at the end of November 2018.

Background

Family Voice Norfolk (FVN) is a collective of parent carers from 800 families across Norfolk and represents 980 children and young people with SEND. FVN has been the strategic voice of parent carers working in partnership with Norfolk County Council (NCC) and the five clinical commissioning groups (CCGs) since 2006. It is funded through a direct DfE grant (administered through Contact), by NCC and the five CCGs.

Each of our members was invited to complete a questionnaire online and had the opportunity to write comments on their experiences of the support that their child or young person received within schools and colleges. The survey ran from 15th October to 2nd November 2018. FVN received 77 responses.

Key messages

Key messages coming from members on **social, emotional and mental health support in schools and colleges** were:

- 22% of parent carers who responded said that they received little or no support from their child's educational setting or were not aware if their child or young person was receiving any support;
- It is vital that support continues in high schools and higher education settings as this is a time when young people are more likely to experience social, emotional and mental health difficulties;
- Where support had helped, parent carers spoke of how it helped their child stay in education, gave them confidence and reduced anxieties, providing them with strategies and structures to help with their daily lives;
- Where support is stopped, there needs to be a review to ensure that the child or young person can cope without the support;
- Where support is not working, there needs to be a review to establish strategies that will work;
- Children and young people who drop out of education also lose any support that they had for their SEMH difficulties;

- Just under half (49%) of parent carers said that there had been a positive impact from the support that their child or young person had received;
- Nearly a quarter of all parent carers (24%) said that the support only partly helped, did not help or they did not know if it had helped;
- Almost all parent carers wanted more support, more communication and better understanding of their child's needs, even where support had already helped their child or young person;
- Early intervention to address SEMH difficulties with children and young people could mean less support at a later stage and keep children and young people in school.

Questions

How has the educational setting supported your child or young person with SEMH difficulties?

Parent carers were asked to tick as many boxes as applied and add other support mechanisms as well.

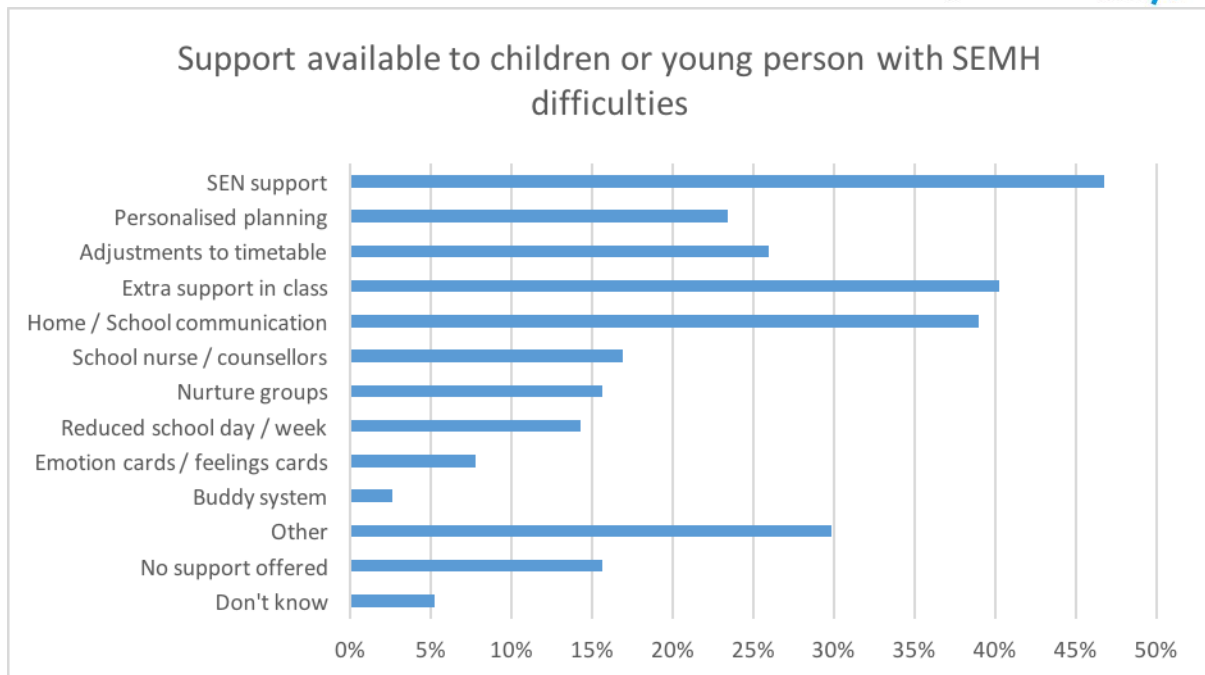
SEN Support was the most popular type of support with 47% of parent carers saying that they were offered this. 40% of parent carers said that their child received extra support in class and 39% received home/school communication.

Adjustments to timetables (26%), personalised planning (23%), school nurse/counsellors (17%) and nurture groups (16%) also helped to support children and young people.

While it is encouraging to note that there are many support mechanisms available in educational settings for children and young people with SEND, 17% of parent carers said that they received little or no support from their child's educational setting and 5% of parent carers were not aware if their child or young person was receiving any support with their SEMH. 70% of parent carers who reported that their young people had little or no support had CYP in high school or higher education. Whilst support was available in primary schools, it appears to reduce when children move to high school and again when they enter 6th form, although these are times when young people may need more support for their social, emotional and mental health.

As may be expected, parent carers whose children and young people attended complex needs and special schools received more types of support than those that attended mainstream schools. Parent carers, on average, ticked 3.6 boxes compared to 2.5 for parents with children in mainstream schools. The average over all parent carers was 2.6.

While 70% of parent carers ticked between one and five support mechanisms, 4% of parent carers said that their child had received over 10 different types of support.



Other support including well-being sessions, extra time for exams, use of various card systems and attending forest schools.

Recommendations for improvement

- It is important that parent carers are properly informed and aware of what is being done to support their child or young person in the area of SEMH and that they have the opportunity to contribute to understanding the needs of their child and the strategies used.
- Support needs to continue in high schools and higher education settings as this is a time when young people are more likely to experience social, emotional and mental health difficulties.

How did the support help your child?

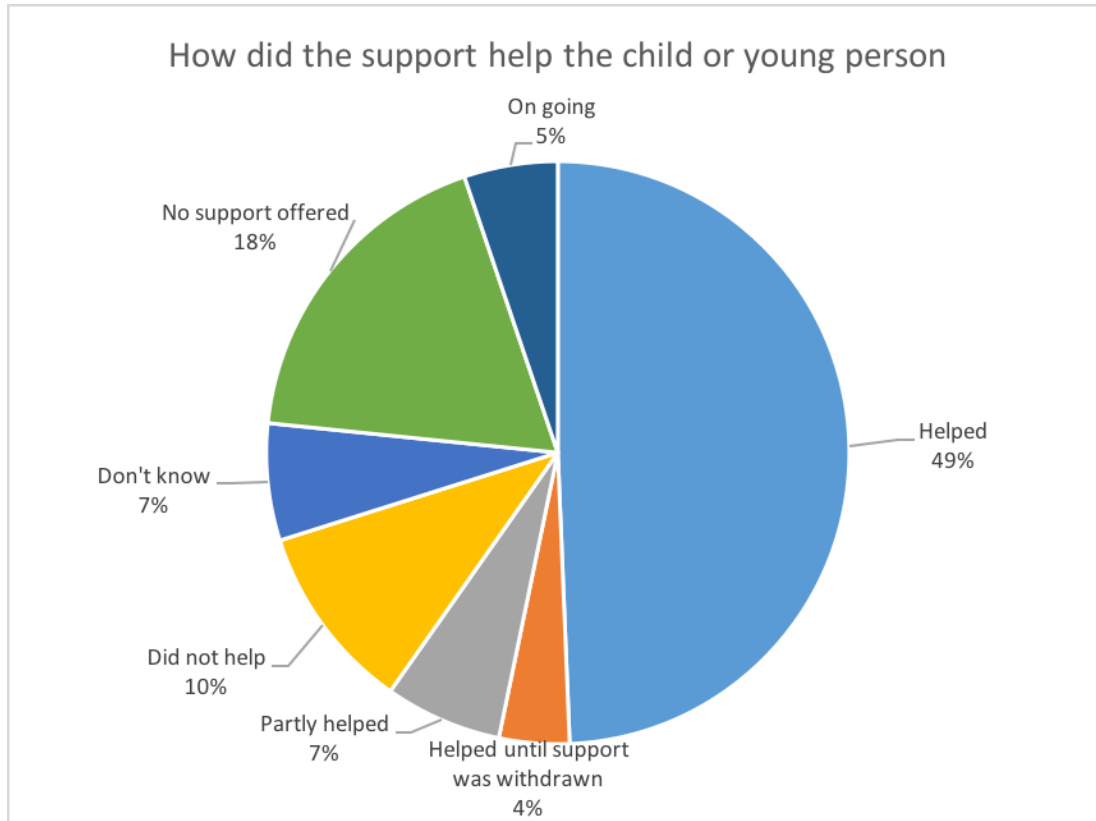
Parent carers were asked how the support had helped their children or young person with their SEMH difficulties. 49% of parent carers said that support has helped their child. Many parent carers spoke of how it helped their child stay in education, it gave them confidence and reduced anxieties, providing them with strategies and structures to help with their daily lives.

4% of parent carers were happy with the support that their child received only to have that support withdrawn and their child revert back to the previous behaviour.

Nearly a quarter of all parent carers (24%) said that the support only partly helped, did not help or they did not know if it had helped. Parent carers spoke of their children still refusing to go to school, a reluctance of the primary school to accept the

child's behaviour and one case of a child being victimised because of the card system put in place to help them.

Some parent carers were home-schooling their child and receive no support at all.



Comments from parent carers:

“My child has only just gone up to this school and he has gone from being extremely anxious to loving school within a few weeks due to the amount of support. He feels cared for and safe in this environment.” – mainstream high school

“So far it hasn't! The cards they gave him to get out of class to calm down for 5 mins were not made specifically for his needs, they were report cards for disruptive children and so the class picked up on this! He had a teacher that would make him show the card before he went out, if he walked out without showing it the teacher would call him back in in-front of the whole class. He became a school refuser. The SENCo tried to put things in place but the teachers did not follow the instructions. Any help they now offer him, he doesn't want.” - mainstream high school

“The nurture sessions, Thrive & Talk and Draw, gave him the opportunity to work through feelings and express himself. Unfortunately thrive sessions stopped part way through year 3 and it was noticeable that when thrive sessions stopped his melt downs and anxiety increased.” – mainstream primary school

Please read appendix A for a full and comprehensive list of parent carer responses.

Recommendation for improvement

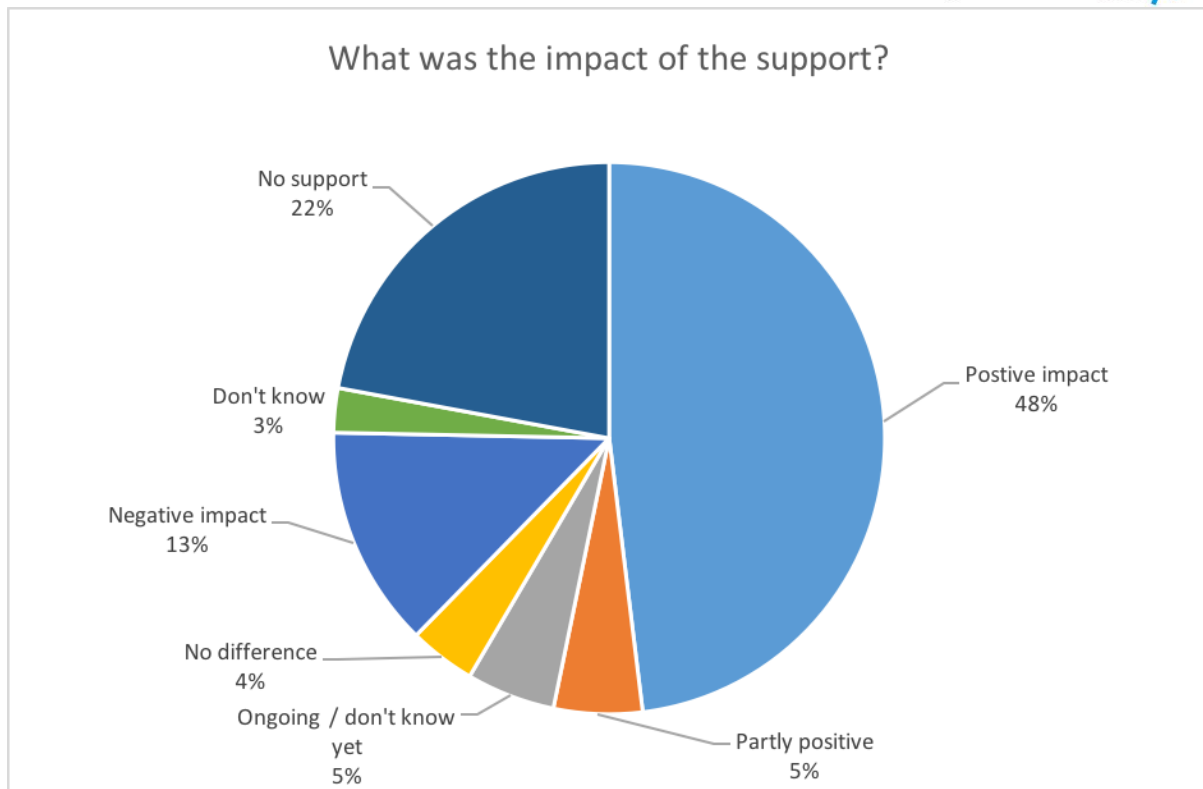
- Support provided for children and young people needs to be reviewed so that it can be changed if it is not working and re-commenced if it worked and then was stopped. The Assess, Plan, Do, Review way of working should be used for SEMH support as well as other SEN Support actions.

What was the impact of the support?

Parent carers were asked what was the impact of the support that their child or young person received. 49% of parent carers said that there had been a positive impact with the support that their child or young person had received. Many parent carers spoke of their child or young person being happier, calmer and less anxious. Children and young people engaged with school more and it allowed them to keep up with their peers. The child’s happiness had a knock-on effect at home too with improvements in relationships with siblings and improvements in bedtime routine, including sleeping better.

Nearly a quarter of parents (24%) said that the support had a negative impact, made no difference or they didn’t know the impact of the support. Parents spoke of more challenging behaviour at home, of their child or young person being bullied and that there was no change or it was not measurable.

One child had dropped out of college and another refused to go to school.



Comments from parent carers:

*“Our child is happier at school which has positive knock on effects for us, his family.”
– Complex needs/ special primary school*

“Early intervention when child has a difficult patch is key. Then the impact is much greater. Support continuing. Child much more settled.” – Complex needs/ special primary school

“High anxiety for my son and finally permanent exclusion.” – mainstream primary school

Please read appendix B for a full and comprehensive list of parent carer responses.

Recommendations for improvement

- Parent carer responses referred to impacts at home as well as in school/college, but sometimes impacts at home were all they knew about. It is not unusual for a positive impact at school to have a negative impact at home, as a child/young person has 'bottled up' feelings all day but feels able to let them out at home. And the opposite is also common. It is vital for there to be good communication between the two environments if children/young people are to benefit fully from support/interventions.

- Support that actually increases SEMH difficulties is not helpful! Again, regular reviews and communication are essential.

What, if anything, could have been done differently to support your child or young person?

Although almost half of parent carers said that support had helped and had a positive impact on their child or young person, almost all the parent carers (94%) said that things could have been done differently to support their child or young person. The main themes related to more support, more communication, more training of staff and better understanding of their child's needs.

Many parent carers talked of earlier intervention and felt that this would have alleviated many of the SEMH difficulties of their children.

Parent carers spoke of extra external pressures on young people, which can result in SEMH difficulties.

There were instances where support was working and then the service was cut. Parents spoke of how financial cuts had resulted in support being cut in PSAs, Early Help hubs and counselling.

Comments from parent carers:

"He should have been given help from the beginning of his schooling and not just at the end." – sixth form mainstream school

"I have found methods of communication between home and school have required me as the parent to be persistent and proactive. I have found that school don't go out of their way to communicate and are inconsistent." – primary / junior mainstream school

"Reduce the pressure on them, I felt pressure as a parent having their next 2 GCSE years explained to me. So much to cram in in such a short space of time. No time to digest anything or go over anything." – mainstream high school

"Keeping to how they said they would support her. Now homeschooled." – home schooled

Please read appendix C for a full and comprehensive list of parent carer responses.

Recommendation for improvement

- Early intervention to address SEMH difficulties with children and young people could mean less support at a later stage and keep children and young people in school.

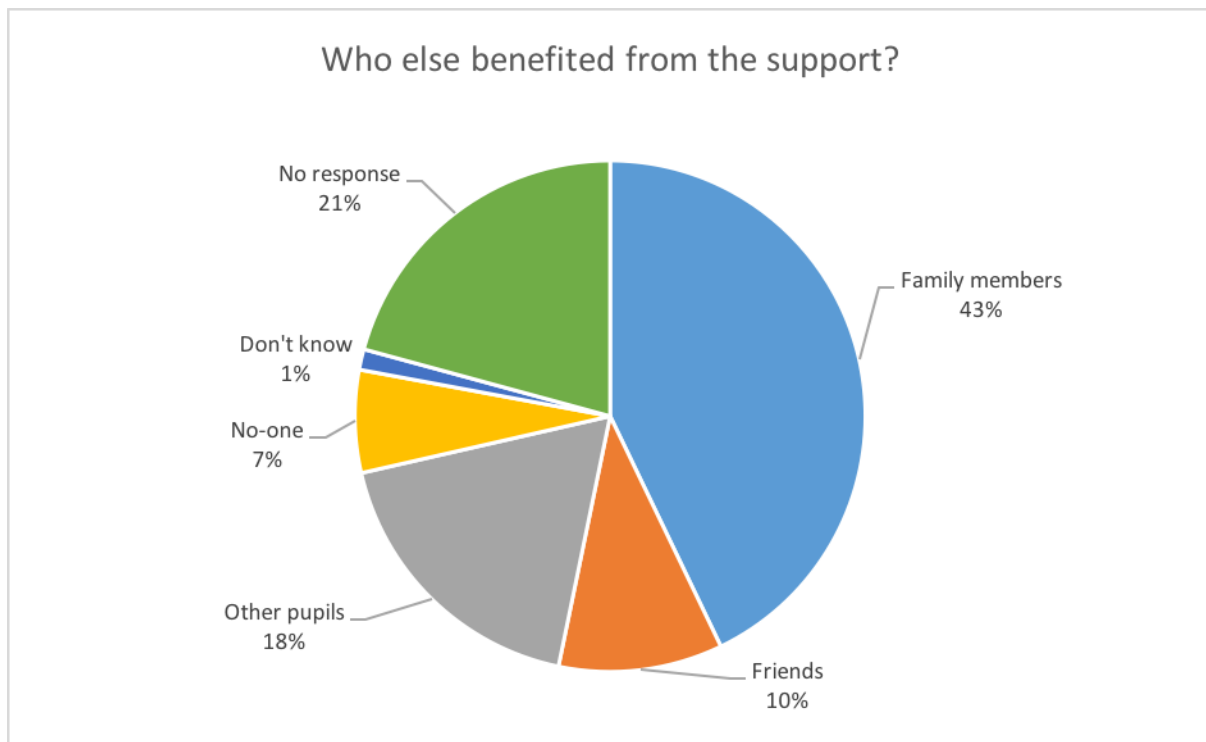
- Better awareness/training among teachers and support staff could help to prevent SEMH difficulties from increasing to a crisis point where they are more difficult to address.

Who else benefited from the support?

Parent carers were asked who else, besides their child or young person, had benefited from the support.

43% of parent carers said that family members had benefited from their children's support. 18% of parent carers said that other pupils had benefited and 10% said that friends had.

There was not an option to say that no-one else had benefited, although 7% added it in the other category. Over 20% did not answer this question.



Recommendation for improvement

- Almost three-quarters of respondents reported that the support had positively impacted a wider group of people than only the child or young person with SEMH. The effect of SEMH difficulties on family, friends and other pupils is often ignored or only seen negatively as a reason for blame or even exclusion. In fact, addressing the real needs of children and young people with SEMH can have a positive effect much more widely and help to grow communities in which SEMH difficulties can be accepted and helped rather than feared.

Any other comments?

Parents were asked if they had any other comments to add. A couple have been included below and the full set of comments can be found in appendix D.

Comments from parents:

“After a long period of school refusal, we are very fortunate to have a place at a specialist school, but it took over a year before anyone took my child seriously.” – Complex needs / special high school

“My child's high school has been amazing and have made what could have been an extremely anxious upset child very confident and can't wait to get to school to see his teachers and small group of children.” – Mainstream, high / secondary school

“Feeling worried and hopeless.” – Mainstream, high / secondary school

“We need more suitable specialist schools for our children that will never fit that mainstream solid, rigid box!!” – Complex needs / special primary school

Age range and educational setting

Parent carers were asked two questions to assist with further analysis of the data. These were “What age range of provision is your child or young person at?” and “What type of educational setting does your child or young person attend?”.

Nearly half (48%) of the parent carers had children and young people at high / secondary school, while 5% of children and young people were home schooled.

63% of all parent carers had children and young people in mainstream education, with 27% in complex needs / special schools.

All data has been anonymised and any children's names removed where necessary.

| Percentage of Children and Young People in each age range and educational setting | Mainstream school | Complex needs / special school | Other (includes independent schools ⁰) | Total |
|---|-------------------|--------------------------------|--|----------------|
| Primary school / junior school | 15.58% | 10.39% | 1.30% | 27.27% |
| High / secondary school | 35.06% | 11.69% | 1.30% | 48.05% |
| Sixth form / college | 11.69% | 5.19% | 0.00% | 16.88% |
| University | 1.30% | 0.00% | 0.00% | 1.30% |
| Homeschooled | 0.00% | 0.00% | 5.19% | 5.19% |
| No longer at school | 0.00% | 0.00% | 1.30% | 1.30% |
| TOTAL | 63.64% | 27.27% | 9.09% | 100.00% |

APPENDIX A

How did the support help your child?

Support helped

- Able to cope with school day, willingness to attend (refusals when at primary)
- Able to play and eat her lunch without harassment
- Activities made available which were to do with his interests. Building on his strengths and building up confidence.
- Aim to close issues on the day rather than carrying the problem to the next day or for longer
- Discuss what is bothering my young person at college and at home and provide strategies to cope.
- Early transition time to start new school. The above has helped the transition
- Eased anxiety, daughter felt listened to, safer in school and able to cope better.
- Enabled child to get into school and reduce stress within school.
- Enabled her to stay in school and learn
- Gave her an offer to go to a particular person when she felt anxious or like self-harming.
- Greatly
- He's new to this college from September 2018 and so far it's working well.
- Helped our child to access and enjoy education.
- Helped them get into the right school
- Helped them to feel calmer
- Improved behaviour, skills and communication
- Individualised what was required rather than a standard response, super school home communication, totally flexible approach, working together, regular meetings, plan and review what was and was not working.
- It helps her enormously psychologically
- It helps my son to keep calm and on track with his work, and help when needed
- Keeps her safe and helps her learn appropriate behaviour
- Lessened his anxiety to attend college
- More favourable routine and class environment.
- My child feels more settled in a familiar and un-hurried setting.
- My child has only just gone up to this school and he has gone from being extremely anxious to loving school within a few weeks due to the amount of support. He feels cared for and safe in this environment
- My child thrived at local primary schools thanks to all the extra support he got. He attended after school clubs as well.
- Our child has finally been given a placement at a specialist school.
- Qualified, instead of failing
- Reader understood behavior was kind gentle person able to calmer my child gave reassurance
- Really helps
- Reduced anxiety and improved sleep, eating and school performance in class
- She knew she could show the cards to her teacher
- The support has helped my child who is on the autistic spectrum, to be better understood and supported by his teachers, has improved his confidence and eased his transition into high school. However, without a huge amount of fighting on my part, as parent, this would not have happened. Personally I feel as a parent that more should be available to support families and children, and that schools need to have more resources available to them to help children.

- The Teaching Assistant helps him to understand what the tutor is saying and overlooks his work, and they are also there for his mental health and support
- Time to talk to someone
- Understanding her and providing the right structure
- Well it's took 2 years to get this

Helped until support was withdrawn

- He had counselling which he felt he really benefited from - but then the counsellor left and has not been replaced,
- Initially but was slowly reduced which is when problems started.
- The nurture sessions, Thrive & Talk and Draw, gave him opportunity to work through feelings and express himself. unfortunately thrive sessions stopped part way through year 3 and it was noticeable that when thrive sessions stopped his melt downs and anxiety increased.

No support offered

- Masked anxiety and refused to ask for help when offered
- none
- Not aware if school can access.

On going

- On-going, but providing a place for him to express his emotions.
- On-going currently.
- The support is still on-going but it helps regulate our child and provide an opportunity to talk about their feelings in a non-judgmental environment
- We are at a very early stage. My daughter has just started her A levels but she has Asperger Syndrome and an eating disorder. This affects her attendance and we are trying to get something worked out at present.
- It's still on going

Partly helped

- At primary school he got help through Access to Technology scheme and got a laptop, sloped desk and an orthopedic seating wedge. At high school not so much help. At first he was part of a nurture group, which really helped him, but the scheme was scrapped after a year.
- He didn't like the well-being but the reduced timetable was successful
- It temporarily gave a break from the pressures of full-time school
- One-to-one support is very good but no funding for the whole day which is disappointing
- The support I and the NHS has put in place helps a lot but the school need to embrace working together and accepting more responsibility of being more proactive with these issues

Did not help

- It didn't, the school didn't recognise the underlying issues around my son therefore anything that was put in place was never going to work and resulted multiple restraints daily because they focused more on the behaviour and missed the emotional ques from my son .
- It didn't, daughter in denial

- It doesn't
- It had him sectioned under a 136 because the client be bothered to listen to him or be bothered to read his support plans that were in place
- My child refused school
- Negligible
- So far it hasn't! The cards they gave him to get out of class to calm down for 5 mins were not made specifically for his needs, they were report cards for disruptive children and so the class picked up on this! He had a teacher that would make him show the card before he went out, if he walked out without showing it the teacher would call him back in in-front of the whole class. He became a school refuser. The SENCo tried to put things in place but the teachers did not follow the instructions. Any help they now offer him, he doesn't want.

Very little change

- Don't know
- Honestly do not know what extra interventions my daughter has except one to one in class
- Not sure as she is still not wanting to go to school
- Not sure yet
- They didn't really see it as help

APPENDIX B

What was the impact of the support?

Positive Impact

- Able to cope in mainstream, mostly keeping up with the peers
- Allowing my child to attend with his peers.
- An increase in confidence, less anxious about school
- Before this placement, we had complete school refusal, with self-harming among other health issues and the effect of mainstream school traumatised our daughter.
- Better attendance - but then he was devastated when the counsellor left
- Can be in a classroom with a few other children now instead of being in isolation for a lot of the time. A lot of anxiety and verbal tics have disappeared and he is nowhere near as violent towards others.
- Confidence
- Decreased frequency of meltdowns.
- Early intervention when child has a difficult patch is key. Then the impact is much greater. Support continuing. Child much more settled.
- Good initially
- Happy to attend

- He feels better listened to, knows who to go to, has the email addresses of all staff he comes into contact with, and also has a set time each week to 'check in' with the same member of staff. He says he's treated with respect and as an adult. He's 19. (He unfortunately has had a whole year out of college due to his mental health needs not being supported and his EHCP coordinator not even turning up for any reviews. I had to contact the LD team to get him the help he needed and to find a college myself for him to continue his education, or he'd have just become an 'invisible' adult cared for by his parents in the home).
- He is a much happier person and is able to get work done with little distractions
- He is helped to get as much as possible out of his time in school and would not be able to if the staff had not taken the time to get to know him well.
- Health benefits, slept better, happier in herself, felt able to cope and communicate her needs to others not just family.
- Helped them to feel calmer.
- Helps him to communicate how he is feeling without needing to say it.
- increased attendance, reduced need to "go home", developed relationship with key staff in school
- It enabled us to go to the GP
- It has enabled him to re-engage with education
- Massive...both for us as parents and our two children. The support has helped us through some difficult times and our schools' understanding has been useful
- My child started junior school two years behind his peers, in year 4 support drop and the gap widened to 4 1/2 years - making the prospect of attending a mainstream secondary school look impossible. but we lots of additional support from the school and advise services he was able to make up the gap. He was tested at secondary school in the beginning of year 7 and was two years behind his peers. With support he can achieve at secondary school.
- My child was able to process and then not become angry / disruptive. Also allowed bedtime routine to be followed rather than becoming upset and distraught
- My daughter can attend school and feel less stressed
- My son is happier and more settled at school, he knows I will fight for him if things dont work and that school will try and sort it out.
- No detentions
- One to one is able to help her with work and to come down from melt downs when hiding and screaming under the table
- Our child is happier at school which has positive knock on effects for us his family.
- Our son is trying to control his emotions.
- Parental confidence in school to meet child's needs - improved mental health and wellbeing of child
- Reasonably secure transition to new school
- Reduced anxiety and improved sleep, eating and school performance in class
- She feels safe
- She is much more confident and we have less tears
- Since going to college the help is a lot better than it was at school
- The thrive sessions helped my son to recognise, describe and identify his feelings of anger etc and aided his self-esteem but when sessions stopped it did seem he forgot some of the strategies he had learnt previously in the sessions.
- Trust and little steps forward to helping confidence

Partly positive

- Helped somewhat but he felt singled out and was bullied for being different
- Is no longer taking GCSE Maths, but is still attending college , was at risk of refusing due to anxiety
- Still continuing as more improvement required
- Whilst in place, it eased her anxiety. However, it was very short-lived and she had to go back to a full timetable after 2 weeks.

Negative impact

- Challenging behaviour at home, massive social anxiety, poor attendance
- Delayed and extended mental health issues
- High anxiety for my son and finally permanent exclusion
- Ineffective
- It has made a little difference
- It was gradually withdrawn so she had no one to turn to!
- Made things worse!
- More difficulties at home
- Sometimes they were bullied about it

No difference

- Minimum impact
- Negligible
- Nil

Don't know and don't know yet

- Don't know
- Not sure
- Hasn't been measured yet
- It's not been happening long enough to say
- On-going, linked with CAMHS
- Yet to be determined
- Still struggling and needs mental health CAMHS input and have been sign posted to the service.

No support

- No support my son has now dropped out of collage
- none - ended up a school refuser

APPENDIX C

What, if anything, could have been done differently to support your child or young person?

- All teachers are aware and can read signals and then act accordingly
- As a family we struggle with my sons behaviour, he exhibits challenging behaviour, gets high stress, and anxiety, which presents as him being very aggressive towards me (mum) particularly. I tried to get family help and support from the early help hub (South Norfolk) and was turned down because they have had their funding cut and had nothing they could offer us. It is a sad day when you try and find help, and there is nothing out there because provision has been cut away to nothing. You see posters and adverts offering help and support when you are struggling, and actually there is nothing there for your family at all except "sorry, you don't fit the criteria" this is wrong. The PSA (parent support advisor) who supports parents and families at the school has also been axed in a funding cut from September so now there is a massive high school with no-one to support the families and young people. As far as supporting SEMH goes, there is nothing left for families. I don't personally know, as a parent, who to turn to, or how to get help for my son and family now. As he as academically able, he is denied help through an educational support plan, and as far as I know, there is nothing to support families outside of school with SEMH. It seems the system is designed to wait for an appalling crisis before responding, instead of offering early intervention and support which would help avoid the crisis in the first place.
- At the moment the only 'hiccup' was a timetable change in week 3 without notice. College apologised but it did cause a brief moment of heightened worry and anxiety for him that needed to be addressed. This college seems to 'get it' and are quick to respond, the whole set up seems to be far superior to my son's previous college. It's not until you experience good care, you realise how poor previous experiences have been but when you have nothing to compare against and professionals tend to make you believe 'this is all there is' you realise there is more out there once you seek it.
- Be better trained at understanding children with emotional difficulties. There is no point giving the child picture cards of different emotions if the child doesn't understand what emotion they are feeling
- Being listened to and not pushed to go to lessons when she is too anxious.
- better education of needs
- CAMHS could have provided some CBT support but our child did not fit their eligibility criteria for services because our child's problems are ascribed to the ASD diagnosis.
- Consistency with support so my son and I knew what he could rely on.
- Even when CAHMs were involved and severe anxiety acknowledged, school provided no support as my son didn't want to acknowledge his difficulties when asked. Junior school were much more proactive, adults provided encouragement and built up relationships, my son was happy to accept support which helped him get through the school day.
- Everything possible is being done. Initially it was trial and error, getting to know new staff, environment and students. Lots of change.
- Firmer boundaries and better supervision of other child
- Form-filling and timetabling to access support becomes impossible, even for computer-savvy youth
- Having an IEP! As the middle school did. Apparently high schools don't have to do them.
- He should have been given help from the beginning of his schooling and not just at the end.

- Help all the children in the class and to take us seriously
- Help from the begging, not keep sending the child home because of behaviour and actually see there was a problem
- High school much more willing to adapt than junior school
- I don't know. Confused parent currently although grateful for help.
- I have found methods of communication between home and school have required me as the parent to be persistent and proactive. I have found that school don't go out of their way to communicate and are inconsistent. I have also found that the school has been slow to implement/follow up on the support strategies they agree and say they are going to implement when we meet to discuss my son, such as things like transition support to move classes. I needed to chase over the space of a month and I deliberately had to plan ahead well in advance at start of the summer term to initiate a meeting to organise this. What I would say is that whilst my son's school is quite supportive the level of support given has mainly been influenced by the fact that I have consistently chased things up, including paying privately for an educational psychologist to observe my son in school and do assessments. I would of liked the school to have been more proactive and communicated better. I am a primary school teacher by profession and I think this has aided me in getting the support my son needs, I think some parents may of had less knowledge about their child's rights and how schools work and therefore feel less confident to question and challenge.
- It shouldn't have taken her mental and physical health to have suffered for so many years and being out of an education setting for TWO school years before the right placement was found and finalised.
- It's early stages at the moment. I would like my child to be emotionally supported and access nurture group. The school does not have a nurture group.
- Keeping to how they said they would support her. Now homeschooled
- Liaison within SEN trust.
- Listened to my son on how he wanted to be supported instead of a ridged set if support offered that didn't fit my son's problems
- Making less allowances for his disabilities
- Maybe more one to one help
- MH support by a qualified MH support worker.
- More / better communication to me from school. More honesty with outside parties. More understanding. It's hard.
- More communication
- More intensive input
- More interaction with others in small group rather than individually
- More long-term planning, quiet spaces for children who are struggling, more provision of home-based tutors.
- More sibling activities to encourage attachment
- More support at a younger age
- More support less stress sorting it all out
- More support quicker to avoid problems escalating
- More support with social skills and in lessons. Help reduces stress and anxiety
- More understanding from all teachers not just SENCO
- More understanding of the issues involved and less emphasis on academic achievement
- More understanding staff members

- Not blame parents.
Wasn't our fault was an ASD
Issue-eventually got diagnosis then school helped-sensory overload. Listen and not judge. Needed a better understanding of ASD girls.
- Nothing
- Nothing
- Nothing as yet
- Nothing could have been improved!
- People understanding she had problems before Year 10
- Pushed more for a EHC plan although we applied but we felt unsupported
- Reduce the pressure on them, I felt pressure as a parent having their next 2 GCSE years explained to me. So much to cram in in such a short space of time. No time to digest anything or go over anything.
- SALT block contract should have been better delivered than it was in year 4.
- School taking more time to read, understand and discuss my child's history before starting the school
- Shame did not have early years more repetition
- She could have met the TA before the first lesson which would have helped
- Short waiting times to see CAMHS
- Teachers could have listened more
- Teachers meeting with us and taking time to read my child's needs.
- The school need to be more aware of real inclusion rather than stating they have other children to think about
- There is no one to one support for the whole day so my son needs to attend only for 3 hours which i think is very unfair
- They should have stuck to the requirements in his EHCP
- To have prepared him better , rather than catapulting him into a class room environment that he was unable to cope with, with no knowledge.
- Took more seriously when first raised concerns with the school. That common sense should have been used instead of waiting for a report off a professional to implement adjustments. School seemed more worried about 'ticking boxes' and needing medical proof. It was a good job my daughter had a supportive family at this time. Luckily it resulted in a good outcome eventually.
- When his was at school, it wasn't until his last two years that he finally got statemented, and he get so help, but it was still hard to get the right help.
- Wish we had this level of support a lot sooner. Would have liked him to have had someone with knowledge about mental health who he could have talked to before he felt he had to try and kill himself.
- Yet to be determined

APPENDIX D

Any other comments you would like to add.

- After a long period of school refusal, we are very fortunate to have a place at a specialist school, but it took over a year before anyone took my child seriously.
- Didn't even know of the service and not sure my son's school do. I am not sure of my daughter's school either which is a Free School. Is it available for all?
- Early days but difference between support offered (regardless of diagnosis and no EHCP) at the high school and primary school is significant
- Feeling worried and hopeless
- More understanding of people with Aspergers, and help to stop being bullied. To not allow the bullies to get away with it, and stop blaming the victim.
- My child's daily routine can be a challenge. I don't believe that there is enough understanding / training for ALL adults within the education / school environment to help children
- My child hasn't been identified as having SEMH difficulties
- My child's high school has been amazing and have made what could have been an extremely anxious upset child very confident and can't wait to get to school to see his teachers and small group of children
- Norwich City college has no support for children who are academic but have additional need and or mental health problems.
All there programme are set towards non-academic children who are taught life skills how to shop and manage money.
I was asked why did my son need support he can read and write so what's the problem ?.
It's a disgrace to the education system
- School only implemented changes and support for my daughter once CAMHS were involved and the Doctor wrote a report to the high school telling them what needed to be put in place. However, school were swift to respond once this report had been received.
- Support is meant to be up to 25 for special needs - but the minute they reach Higher Education everyone quotes Data Protection and treating them as adults making own choices - needs to be much more intuitive and supportive for this massive transition.
- Teachers need to be more forgiving
- Tend to go through head teacher now as no support from parent support or school SENCo
- This was a last chance after 7 failed school placements (one special school)
- We need more suitable specialist schools for our children that will never fit that mainstream solid, rigid box!!
- Without a TA she would have really struggled