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Research to establish a baseline of the special educational needs system in Wales: Annex B. SEN baseline survey analysis

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.

This document is also available in Welsh.

Research to establish a baseline of the SEN system in Wales:
Annex B. SEN baseline survey analysis

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Thomas, H et al. (2019). *Research to establish a baseline of the SEN system in Wales*, GSR report number 8/2019.

Available at: <https://gov.wales/statistics-and-research/research-establish-baseline-special-educational-needs-system/?lang=en>

Views expressed in this report are those of the researchers and not necessarily those of the Welsh Government

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Annex B. SEN baseline survey analysis

School settings

This section provides analysis of the profile questions in the survey by sector.

Profile of respondents

A total of 452 survey responses were received from mainstream and special schools. Multiple responses from the same institutions are included in the analysis below. The category of education respondents worked in is shown below.

Table 1. Number of responses from schools

Sector	Welsh-medium	English-medium	Total
Primary & middle schools	145	193	338*
Secondary schools	25	65	90
Special schools	0	0	24
Total	170	258	452

*Includes 5 middle schools
N=452

When broken down by sector, the sample of survey respondents from schools was broadly similar to the population of schools. Of the 452 primary, middle, secondary and special schools who completed the survey, 75% were based in the primary and middle sector (84% of all schools in the population were primary and middle schools) and 20% were from the secondary sector (13% in the population). Secondary schools were therefore slightly over-represented in the survey sample and primary schools slightly underrepresented compared to the population.

In terms of school categories, 57% of primary, middle and secondary school respondents were from English-medium schools (66% of schools in the population were English-medium) and 38% of respondents were from Welsh-medium, dual-stream or bilingual schools (compared with 30% of all primary, secondary and middle schools in the population). Therefore, Welsh-medium, dual-stream and bilingual schools were slightly over-represented in the survey sample.

Table 2. Percentage of survey responses from schools by sector and medium compared with population of schools*

Sector	Percentage of the population of schools by medium/sector			Percentage of survey responses by medium/sector of respondent		
	Welsh-medium**	English-medium**	Total	Welsh-medium**	English-medium**	Total
Primary & middle	27%	57%	84%	32%	43%	75%
Secondary	3%	10%	13%	6%	14%	20%
Special schools	-	-	3%	-	-	5%
Total**	30%	66%	100%	38%	57%	100%

*Excludes three respondents selecting 'schools' + 'other' in the survey (one education in CAMHS unit and two independent schools).

**Welsh-medium includes dual-stream and bilingual schools. Total percentages of Welsh and English-medium schools calculated as total of primary, secondary and middle schools.

Source: Pupil Level Annual School Census (PLASC) and SEN baseline survey¹.

Responses were received from schools in all 22 LA areas. The breakdown of survey responses by region is shown in the table below. The data show that the percentage of schools in the survey sample is broadly similar to the population of schools by region, with schools from north Wales slightly over-represented.

Table 3. Percentage of responses from schools by region

Region	Percentage of schools in population	Percentage of survey responses from schools
North Wales	28%	36%
South West and Mid Wales	32%	32%
Central South Wales	25%	21%
South East Wales	15%	11%
Total	100%	100%

Source: Pupil Level Annual School Census (PLASC) and SEN baseline survey².

¹ See *Schools by LA, region and Welsh medium type*, available at: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Schools/schools-by-localauthorityregion-welshmediumtype> (Accessed 17th August 2018)

² See *Schools by LA, region and Welsh medium type*, available at: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Schools/schools-by-localauthorityregion-welshmediumtype> (Accessed 17th August 2018)

Respondents from schools were asked whether they worked with pupils with SEN mainly through the medium of Welsh, English or bilingually. Around two-thirds (64%) of respondents noted that they worked with pupils primarily through the medium of English. Around one-fifth of respondents (21%) worked with pupils primarily through the medium of Welsh and 15% bilingually.

Table 4. Responses from primary, middle and secondary schools to the question: Do you work with pupils with SEN mainly through the medium of Welsh, English or bilingually?

Responses	Number of responses	Percentage of responses
Through the medium of English	289	64%
Through the medium of Welsh	96	21%
Bilingually	67	15%
Total	452	100%

N=452

Respondents worked in a variety of different roles. Respondents in primary and middle schools and special schools, were more likely to note they were headteachers or senior managers (73% and 70% respectively) compared with those from secondary schools (31%).

Table 5. Role of respondents from schools

Are you a:	Primary & Middle schools		Secondary schools		Special schools		Total
	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses
Headteacher	65	19.29%	3	3.37%	11	45.83%	61
Other member of senior management team	182	54.01%	25	28.09%	6	25.00%	207
Teacher (including head of department)	122	36.20%	38	42.70%	6	25.00%	151
Teaching Assistant / Higher Level Teaching Assistant /	4	1.19%	7	7.87%	0	0.00%	5

Learning Support Assistant							
Other (please specify)	54	16.02%	27	30.34%	4	16.67%	81

N=450

Around a third of respondents (30%) from primary and middle schools noted that they held SEN-specific qualifications. This compared with over half of secondary school respondents (54%).

Table 6. Responses from schools to the question: Do you hold any SEN-specific qualifications?

	Primary & Middle schools		Secondary schools		Special schools		Total	
	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses
Yes	102	30.36%	48	54.55%	16	69.57%	166	37%
No	234	69.64%	40	45.45%	7	30.43%	281	63%
Total	336	100%	88	100%	23	100%	447	100%

N=447

A total of 451 respondents from primary, middle, secondary and special schools noted that they were the SENCo or equivalent for their setting.

Table 7. Responses from primary, middle and secondary schools to the question: Are you the SENCos/ALNcos or equivalent for your school/setting?

	Primary & Middle schools		Secondary schools		Special schools		Total	
	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses
Yes	310	91.72%	69	77.53%	9	37.50%	379	88.76%
No	28	8.28%	20	22.47%	15	62.50%	48	11.24%
Total	338	100%	89	100%	24	100%	451	100%

N=451

Respondents who indicated they were SENCOs or equivalent in their school were asked a series of questions relating to the settings use of IDPs and the time spent on various processes relating to SEN.

More than half of respondents (58%) from primary and middle schools noted that their setting used IDPs, with around half of secondary school respondents (49%) and special school respondents (55%) also noting this was the case.³

Table 8. Responses from schools to the question: Does the school/setting use individual development plans (IDPs)?

	Primary & Middle schools		Secondary schools		Special schools		Total	
	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses
Yes	181	58.39%	34	49.28%	5	55.56%	220	56.7%
No	126	40.65%	35	50.72%	4	44.44%	165	42.5%
Don't know	3	0.97%	0	0.00%	0	0.00%	3	0.8%
Total	310	100%	69	100%	9	100%	388	100%

N=388

When asked which groups of children and young people IDPs were used with, respondents from primary and middle schools were most likely to report that children and young people with school action plus provision (84%) had IDPs. Respondents in secondary schools were most likely to report that IDPs were used with children and young people with school action plus provision (88%) and children and young people with statutory provision via statements (85%). Respondents in special schools were most likely to report that IDPs were used with children and young people with statutory provision via statements (100%).

³ The mandatory IDP requirements, which will be set out in the new ALN Code for Wales, have not yet been published. This may vary from the IDP that was developed and piloted as part of a Welsh Government action research study (See Section 1.7). . Issues around terminology being used interchangeably are discussed in section 5.

Table 9. Responses from schools to the question: Which of the following groups of children and young people have IDPs?

Responses	Primary & Middle schools		Secondary schools		Special schools		Total	
	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses	Number of responses	Percentage of responses
Children with Early Years school action provision	81	45.25%	Options not presented to secondary schools		0	00.00%	81	45.25%
Children with Early Years school action Plus provision	114	63.69%			0	00.00%	114	63.69%
Children with Early Years Statutory Provision via statements	100	55.87%			1	20.00%	101	54.9%
Children and young people with school action provision	95	53.07%	17	50.00%	0	00.00%	112	51.3%
Children and young people with school action Plus provision	152	84.92%	30	88.24%	0	00.00%	182	83.5%
Children and young people with statutory provision via statements	102	56.98%	29	85.29%	5	100.00%	136	62.4%
Total completing question	179	100%	34	100%	5	100%	218	

N=218

School SENCOs were asked to provide their best estimate of the time they had spent contributing to the most recent statutory assessment and review they were involved in. Where SENCOs indicated a range (e.g. 4-6 hours), the mid-point (e.g. 5) was used as their best estimate. Where SENCOs noted that process took 'at least' or 'a minimum' amount of time, this minimum value was included as their response (e.g. 10+ hours was included as 10 hours) and their responses therefore represent a lower end of their best estimate.

Table 10. Time spent by SENCos on activities relating to statutory assessment and review

Responses	Primary & middle schools			Secondary schools			Special schools		
	Number of responses	Mean number of hours / Median number of hours	Range of hours	Number of responses	Mean number of hours / Median number of hours	Range of hours	Number of responses	Mean number of hours / Median number of hours	Range of hours
Thinking about the last statutory assessment you were involved in, approximately how much time did you spend contributing to that assessment? Please include preparatory activity as well as time spent attending assessment meetings. Please provide your best estimate, in hours.	285	8.4/5	0-50	63	7.9/5.5	1.5-30	9	3.4/4	2-5
Thinking about the last statutory review you were involved in, approximately how much time did you spend preparing for and contributing to that review? Please provide your best estimate, in hours.	278	5.2/4	0-50	65	4.5/3	1-30	9	2.4/2	2.5

SENCOs were asked to reflect on the last statutory assessment they were involved in and provide their best estimate of the amount of time that passed between the initial identification of a complex need (a need requiring a statement) and the start of SEP. Where SENCOs indicated a range (e.g. 15-20 weeks), the mid-point (e.g. 17.5 weeks) was used as their best estimate. Where SENCOs noted that process took ‘at least’ or ‘a minimum’ amount of time, this minimum value was included as their response (e.g. 20+ weeks was included as 20 weeks). For these respondents, their responses therefore represent the lower end of their best estimate.

Table 11. SENCOs estimates of the time taken to put SEP in place

Responses	Primary & middle schools			Secondary schools			Special schools		
	Number of responses	Mean number of weeks / Median number of weeks	Range of weeks	Number of responses	Mean number of weeks / Median number of weeks	Range of weeks	Number of responses	Mean number of weeks / Median number of weeks	Range of weeks
Thinking about the last statutory assessment you were involved in, how much time passed between the initial identification of a complex need (a need requiring a statement) and the start of SEP? Please provide your best estimate in weeks.	245	22.3/16	0-156	59	19.2/18	0-70	5*	26.4/26	10-52

* A further 4 respondents from special schools indicated that this question was not applicable

Statutory assessment processes: Mainstream and special schools

Table 12. Mainstream school practitioners' views on statutory assessment processes

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Statutory assessment processes are effective	3.93%	23.59%	41.77%	6.63%	8.85%	10.32%	3.44%	1.47%	100%
	16	96	170	27	36	42	14	6	407
Learner participation is effective throughout statutory assessment processes	6.36%	19.07%	32.76%	12.22%	11.74%	12.71%	3.42%	1.71%	100%
	26	78	134	50	48	52	14	7	409
People appropriate to the needs of the child or young person are involved in statutory assessment processes	14.98%	42.51%	24.64%	4.35%	6.28%	4.35%	1.45%	1.45%	100%
	62	176	102	18	26	18	6	6	414
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	6.73%	22.76%	14.10%	20.51%	5.45%	5.13%	5.13%	20.19%	100%
	21	71	44	64	17	16	16	63	312
Current statutory assessment processes help avoid disagreements	3.65%	22.14%	30.66%	21.65%	8.03%	8.76%	2.43%	2.68%	100%
	15	91	126	89	33	36	10	11	411
Current statutory assessment processes support early disagreement resolution	2.68%	21.17%	29.44%	21.65%	9.25%	6.57%	3.41%	5.84%	100%
	11	87	121	89	38	27	14	24	411

Table 13. Special school practitioners' views on statutory assessment processes

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Statutory assessment processes are effective	9.09%	31.82%	40.91%	9.09%	0.00%	4.55%	4.55%	0.00%	
	2	7	9	2	0	1	1	0	22
Learner participation is effective throughout statutory assessment processes	8.33%	20.83%	33.33%	12.50%	12.50%	8.33%	4.17%	0.00%	
	2	5	8	3	3	2	1	0	24
People appropriate to the needs of the child or young person are involved in statutory assessment processes	25.00%	25.00%	29.17%	4.17%	4.17%	8.33%	4.17%	0.00%	
	6	6	7	1	1	2	1	0	24
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	0.00%	0.00%	19.05%	38.10%	0.00%	0.00%	0.00%	42.86%	
	0	0	4	8	0	0	0	9	21
Current statutory assessment processes help avoid disagreements	8.70%	4.35%	26.09%	21.74%	17.39%	4.35%	0.00%	17.39%	
	2	1	6	5	4	1	0	4	23
Current statutory assessment processes support early disagreement resolution	8.33%	12.50%	16.67%	25.00%	12.50%	4.17%	0.00%	20.83%	
	2	3	4	6	3	1	0	5	24

School action/plus assessment process: Mainstream and special schools

Table 14. Mainstream school practitioners' views on the assessment process for learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
School action/plus assessment processes are effective	7.64%	36.21%	39.87%	4.98%	6.64%	2.99%	1.00%	0.66%	
	23	109	120	15	20	9	3	2	301
Learner participation is effective throughout assessment processes for learners supported through school action/school action plus	11.30%	31.89%	38.54%	6.31%	6.64%	3.99%	0.66%	0.66%	
	34	96	116	19	20	12	2	2	301
People appropriate to the needs of the child or young person are involved in assessment processes for learners supported through school action/school action plus	12.87%	37.95%	33.33%	3.30%	5.61%	3.96%	1.98%	0.99%	
	39	115	101	10	17	12	6	3	303
There are effective arrangements in place to enable assessment through the medium of Welsh for learners supported through school action/school action plus where requested	9.21%	23.25%	20.18%	14.91%	2.19%	4.82%	4.39%	21.05%	
	21	53	46	34	5	11	10	48	228
Current assessment processes for learners supported through school action/school action plus help avoid disagreements	3.30%	30.36%	32.34%	17.49%	8.25%	3.96%	1.65%	2.64%	
	10	92	98	53	25	12	5	8	303
Current assessment	3.64%	28.15%	31.46%	19.21%	7.95%	3.31%	1.99%	4.30%	

processes for learners supported through school action/school action plus support early disagreement resolution	11	85	95	58	24	10	6	13	302
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Table 15. Special school practitioners' views on the assessment process for learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
School action/Plus assessment processes are effective	0.00%	12.50%	31.25%	18.75%	0.00%	6.25%	0.00%	31.25%	
	0	2	5	3	0	1	0	5	16
Learner participation is effective throughout assessment processes for learners supported through school action/school action plus	0.00%	12.50%	31.25%	12.50%	12.50%	0.00%	0.00%	31.25%	
	0	2	5	2	2	0	0	5	16
People appropriate to the needs of the child or young person are involved in assessment processes for learners supported through school action/school action plus	0.00%	12.50%	31.25%	12.50%	0.00%	6.25%	6.25%	31.25%	
	0	2	5	2	0	1	1	5	16
There are effective arrangements in place to enable assessment through the medium of Welsh for learners supported through school action/school action plus where requested	0.00%	6.25%	12.50%	25.00%	0.00%	0.00%	0.00%	56.25%	
	0	1	2	4	0	0	0	9	16
Current assessment processes for learners supported through school action/school action plus help avoid disagreements	0.00%	12.50%	25.00%	31.25%	0.00%	0.00%	0.00%	31.25%	
	0	2	4	5	0	0	0	5	16
Current assessment processes for learners supported through school action/school action plus support early disagreement resolution	0.00%	12.50%	18.75%	31.25%	0.00%	0.00%	0.00%	37.50%	
	0	2	3	5	0	0	0	6	16

Table 16. Mainstream school practitioners' views on the assessment process for learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Early years action/plus assessment processes are effective	4.68%	30.10%	33.44%	8.70%	10.70%	7.02%	1.67%	3.68%	
	14	90	100	26	32	21	5	11	299
Learner participation is effective throughout assessment processes for learners at early years action/plus	4.32%	14.62%	31.23%	15.95%	12.62%	14.29%	2.99%	3.99%	
	13	44	94	48	38	43	9	12	301
People appropriate to the needs of the child or young person are involved in assessment processes for learners at early years action/plus	9.27%	36.75%	30.79%	6.29%	6.29%	5.30%	1.32%	3.97%	
	28	111	93	19	19	16	4	12	302
There are effective arrangements in place to enable assessment through the medium of Welsh for learners at early years action/plus where requested	5.51%	19.49%	18.22%	17.37%	5.51%	6.78%	3.81%	23.31%	
	13	46	43	41	13	16	9	55	236
Current assessment processes for learners at early years action/plus help avoid disagreements	2.68%	23.75%	25.75%	24.75%	10.03%	6.02%	0.67%	6.35%	
	8	71	77	74	30	18	2	19	299
Current assessment processes for learners at early years action/plus support early disagreement resolution	3.02%	23.49%	25.50%	23.49%	10.07%	6.04%	1.01%	7.38%	
	9	70	76	70	30	18	3	22	298

Table 17. Special school practitioners' views on the assessment process for learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Early years action/plus assessment processes are effective	6.25%	25.00%	37.50%	6.25%	6.25%	0.00%	0.00%	18.75%	
	1	4	6	1	1	0	0	3	16
Learner participation is effective throughout assessment processes for learners at early years action/plus	5.88%	29.41%	29.41%	5.88%	0.00%	11.76%	0.00%	17.65%	
	1	5	5	1	0	2	0	3	17
People appropriate to the needs of the child or young person are involved in assessment processes for learners at early years action/plus	17.65%	23.53%	29.41%	5.88%	0.00%	5.88%	0.00%	17.65%	
	3	4	5	1	0	1	0	3	17
There are effective arrangements in place to enable assessment through the medium of Welsh for learners at early years action/plus where requested	5.88%	5.88%	29.41%	23.53%	0.00%	0.00%	0.00%	35.29%	
	1	1	5	4	0	0	0	6	17
Current assessment processes for learners at early years action/plus help avoid disagreements	5.88%	23.53%	11.76%	35.29%	5.88%	0.00%	0.00%	17.65%	
	1	4	2	6	1	0	0	3	17
Current assessment processes for learners at early years action/plus support early disagreement resolution	5.88%	23.53%	11.76%	29.41%	5.88%	0.00%	0.00%	23.53%	
	1	4	2	5	1	0	0	4	17

Special education provision for learners with statutory plans: Mainstream and special schools

Table 18. Mainstream school practitioners' views on SEP for learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with statutory plans is effective	9.75%	40.67%	29.25%	4.74%	6.41%	5.85%	2.51%	0.84%	
	35	146	105	17	23	21	9	3	359
SEP for learners is delivered in a timely way to meet the needs of the learner	7.82%	32.12%	27.93%	4.47%	14.53%	8.94%	3.07%	1.12%	
	28	115	100	16	52	32	11	4	358
SEP is delivered in the most appropriate setting for the learner	7.26%	28.49%	26.26%	7.26%	15.08%	10.06%	4.47%	1.12%	
	26	102	94	26	54	36	16	4	358
The current system enables a flexible approach to the delivery of SEP	5.03%	25.14%	27.09%	12.57%	14.80%	8.10%	5.59%	1.68%	
	18	90	97	45	53	29	20	6	358
SEP enables learners to achieve their full potential	9.22%	30.73%	28.77%	7.54%	12.57%	6.98%	3.07%	1.12%	
	33	110	103	27	45	25	11	4	358
SEP through the medium of Welsh is available where requested	7.58%	25.76%	17.42%	16.29%	3.79%	3.41%	6.06%	19.70%	
	20	68	46	43	10	9	16	52	264
The way SEP is delivered helps avoid disagreements	3.64%	28.01%	27.73%	20.73%	8.12%	5.60%	2.52%	3.64%	
	13	100	99	74	29	20	9	13	357
The way SEP is delivered supports early disagreement resolution	3.38%	27.61%	28.17%	20.56%	7.32%	5.07%	2.54%	5.35%	
	12	98	100	73	26	18	9	19	355

Table 19. Special school practitioners' views on SEP for learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with statutory plans is effective	21.05%	52.63%	10.53%	5.26%	10.53%	0.00%	0.00%	0.00%	
	4	10	2	1	2	0	0	0	19
SEP for learners is delivered in a timely way to meet the needs of the learner	10.53%	36.84%	26.32%	10.53%	15.79%	0.00%	0.00%	0.00%	
	2	7	5	2	3	0	0	0	19
SEP is delivered in the most appropriate setting for the learner	26.32%	36.84%	21.05%	5.26%	5.26%	5.26%	0.00%	0.00%	
	5	7	4	1	1	1	0	0	19
The current system enables a flexible approach to the delivery of SEP	10.53%	21.05%	36.84%	10.53%	0.00%	15.79%	5.26%	0.00%	
	2	4	7	2	0	3	1	0	19
SEP enables learners to achieve their full potential	36.84%	31.58%	21.05%	0.00%	5.26%	5.26%	0.00%	0.00%	
	7	6	4	0	1	1	0	0	19
SEP through the medium of Welsh is available where requested	5.56%	22.22%	16.67%	22.22%	5.56%	5.56%	16.67%	5.56%	
	1	4	3	4	1	1	3	1	18
The way SEP is delivered helps avoid disagreements	15.79%	36.84%	21.05%	15.79%	5.26%	5.26%	0.00%	0.00%	
	3	7	4	3	1	1	0	0	19
The way SEP is delivered supports early disagreement resolution	10.53%	31.58%	21.05%	26.32%	5.26%	0.00%	0.00%	5.26%	
	2	6	4	5	1	0	0	1	19

Special education provision for learners supported through school action/school action plus: Mainstream and special schools

Table 20. Mainstream school practitioners' views on SEP for learners supported through school action/school action plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners at school action/school action plus is effective	7.29%	37.90%	32.36%	4.96%	9.33%	4.96%	1.75%	1.46%	
	25	130	111	17	32	17	6	5	343
SEP for learners is delivered in a timely way to meet the needs of the learner	7.29%	34.99%	31.49%	5.83%	11.66%	5.25%	2.04%	1.46%	
	25	120	108	20	40	18	7	5	343
SEP is delivered in the most appropriate setting for the learner	6.43%	31.58%	34.50%	7.31%	11.99%	4.68%	1.75%	1.75%	
	22	108	118	25	41	16	6	6	342
The current system enables a flexible approach to the delivery of SEP	6.71%	32.65%	29.45%	9.33%	11.66%	5.83%	2.33%	2.04%	
	23	112	101	32	40	20	8	7	343
SEP enables learners to achieve their full potential	6.41%	32.65%	34.99%	8.45%	9.04%	4.37%	2.33%	1.75%	
	22	112	120	29	31	15	8	6	343
SEP through the medium of Welsh is available where requested	8.59%	24.61%	17.97%	18.75%	3.13%	2.34%	3.91%	20.70%	
	22	63	46	48	8	6	10	53	256
The way SEP is delivered helps avoid disagreements	4.14%	25.15%	31.07%	20.71%	8.28%	3.85%	2.07%	4.73%	
	14	85	105	70	28	13	7	16	338
The way SEP is delivered supports early disagreement resolution	3.86%	25.52%	29.67%	21.07%	8.01%	3.86%	1.48%	6.53%	
	13	86	100	71	27	13	5	22	337

Table 21.

Special school practitioners' views on SEP for learners supported through school action/school action plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners at school action/school action plus is effective	0.00%	0.00%	27.27%	9.09%	0.00%	18.18%	0.00%	45.45%	
	0	0	3	1	0	2	0	5	11
SEP for learners is delivered in a timely way to meet the needs of the learner	0.00%	0.00%	27.27%	9.09%	9.09%	9.09%	0.00%	45.45%	
	0	0	3	1	1	1	0	5	11
SEP is delivered in the most appropriate setting for the learner	0.00%	0.00%	18.18%	9.09%	0.00%	27.27%	0.00%	45.45%	
	0	0	2	1	0	3	0	5	11
The current system enables a flexible approach to the delivery of SEP	0.00%	0.00%	27.27%	9.09%	9.09%	0.00%	9.09%	45.45%	
	0	0	3	1	1	0	1	5	11
SEP enables learners to achieve their full potential	0.00%	0.00%	18.18%	27.27%	9.09%	0.00%	0.00%	45.45%	
	0	0	2	3	1	0	0	5	11
SEP through the medium of Welsh is available where requested	0.00%	0.00%	9.09%	27.27%	9.09%	9.09%	0.00%	45.45%	
	0	0	1	3	1	1	0	5	11
The way SEP is delivered helps avoid disagreements	0.00%	9.09%	18.18%	9.09%	9.09%	9.09%	0.00%	45.45%	
	0	1	2	1	1	1	0	5	11
The way SEP is delivered supports early disagreement resolution	0.00%	9.09%	18.18%	18.18%	0.00%	9.09%	0.00%	45.45%	
	0	1	2	2	0	1	0	5	11

Table 22. Mainstream school practitioners' views on SEP for learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners at early years action/plus is effective	8.02%	35.50%	32.82%	7.25%	5.34%	6.87%	1.15%	3.05%	
	21	93	86	19	14	18	3	8	262
SEP for learners is delivered in a timely way to meet the needs of the learner	7.66%	30.27%	32.18%	7.66%	11.88%	5.36%	1.92%	3.07%	
	20	79	84	20	31	14	5	8	261
SEP is delivered in the most appropriate setting for the learner	6.11%	27.48%	35.88%	8.40%	11.45%	6.11%	1.53%	3.05%	
	16	72	94	22	30	16	4	8	262
The current system enables a flexible approach to the delivery of SEP	5.73%	28.24%	30.53%	14.12%	8.78%	8.02%	1.53%	3.05%	
	15	74	80	37	23	21	4	8	262
SEP enables learners to achieve their full potential	9.20%	26.82%	34.10%	9.20%	8.81%	8.05%	0.77%	3.07%	
	24	70	89	24	23	21	2	8	261
SEP through the medium of Welsh is available where requested	10.14%	21.26%	19.32%	16.91%	4.35%	3.38%	4.35%	20.29%	
	21	44	40	35	9	7	9	42	207
The way SEP is delivered helps avoid disagreements	4.69%	22.27%	33.20%	21.48%	7.81%	3.13%	0.78%	6.64%	
	12	57	85	55	20	8	2	17	256
The way SEP is delivered supports early disagreement resolution	4.69%	22.27%	33.20%	21.48%	7.81%	3.13%	0.78%	6.64%	
	12	57	85	55	20	8	2	17	256

Table 23. Special school practitioners' views on SEP for learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners at early years action/plus is effective	0.00%	10.00%	40.00%	10.00%	0.00%	0.00%	0.00%	40.00%	
	0	1	4	1	0	0	0	4	10
SEP for learners is delivered in a timely way to meet the needs of the learner	0.00%	10.00%	30.00%	10.00%	10.00%	10.00%	0.00%	30.00%	
	0	1	3	1	1	1	0	3	10
SEP is delivered in the most appropriate setting for the learner	0.00%	10.00%	30.00%	10.00%	10.00%	10.00%	0.00%	30.00%	
	0	1	3	1	1	1	0	3	10
The current system enables a flexible approach to the delivery of SEP	0.00%	10.00%	40.00%	10.00%	10.00%	0.00%	0.00%	30.00%	
	0	1	4	1	1	0	0	3	10
SEP enables learners to achieve their full potential	0.00%	20.00%	30.00%	20.00%	0.00%	0.00%	0.00%	30.00%	
	0	2	3	2	0	0	0	3	10
SEP through the medium of Welsh is available where requested	0.00%	0.00%	30.00%	30.00%	10.00%	0.00%	0.00%	30.00%	
	0	0	3	3	1	0	0	3	10
The way SEP is delivered helps avoid disagreements	0.00%	20.00%	30.00%	10.00%	10.00%	0.00%	0.00%	30.00%	
	0	2	3	1	1	0	0	3	10
The way SEP is delivered supports early disagreement resolution	0.00%	20.00%	30.00%	10.00%	10.00%	0.00%	0.00%	30.00%	
	0	2	3	1	1	0	0	3	10

Statutory review processes: Mainstream and special schools

Table 24. Mainstream school practitioners' views on review arrangements for learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current statutory review arrangements are effective	7.69%	36.92%	30.77%	9.85%	5.54%	4.92%	2.77%	1.54%	
	25	120	100	32	18	16	9	5	325
Current statutory review arrangements use person-centred planning effectively	11.08%	28.31%	32.62%	7.38%	7.69%	6.15%	3.38%	3.38%	
	36	92	106	24	25	20	11	11	325
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	9.85%	36.31%	27.69%	8.31%	8.62%	5.23%	1.85%	2.15%	
	32	118	90	27	28	17	6	7	325
People appropriate to the needs of the child or young person are involved in statutory reviews	15.79%	37.77%	27.55%	5.88%	5.88%	3.72%	1.86%	1.55%	
	51	122	89	19	19	12	6	5	323
Statutory reviews are available through the medium of Welsh where requested	13.87%	22.69%	13.87%	18.91%	3.78%	3.36%	3.78%	19.75%	
	33	54	33	45	9	8	9	47	238
Current statutory review arrangements help avoid disagreements	8.39%	30.75%	29.50%	16.77%	4.66%	3.42%	1.55%	4.97%	
	27	99	95	54	15	11	5	16	322
Current statutory review arrangements support early disagreement resolution	8.72%	29.28%	28.04%	18.38%	4.36%	4.05%	1.87%	5.30%	
	28	94	90	59	14	13	6	17	321

Table 25. Special school practitioners' views on review arrangements for learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current statutory review arrangements are effective	18.75%	31.25%	43.75%	0.00%	6.25%	0.00%	0.00%	0.00%	
	3	5	7	0	1	0	0	0	16
Current statutory review arrangements use person-centred planning effectively	37.50%	50.00%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%	
	6	8	2	0	0	0	0	0	16
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	25.00%	50.00%	18.75%	0.00%	6.25%	0.00%	0.00%	0.00%	
	4	8	3	0	1	0	0	0	16
People appropriate to the needs of the child or young person are involved in statutory reviews	18.75%	31.25%	37.50%	0.00%	6.25%	0.00%	6.25%	0.00%	
	3	5	6	0	1	0	1	0	16
Statutory reviews are available through the medium of Welsh where requested	6.67%	20.00%	13.33%	40.00%	0.00%	0.00%	6.67%	13.33%	
	1	3	2	6	0	0	1	2	15
Current statutory review arrangements help avoid disagreements	12.50%	56.25%	25.00%	6.25%	0.00%	0.00%	0.00%	0.00%	
	2	9	4	1	0	0	0	0	16
Current statutory review arrangements support early disagreement resolution	6.25%	62.50%	18.75%	6.25%	0.00%	0.00%	0.00%	6.25%	
	1	10	3	1	0	0	0	1	16

Review arrangements for learners supported through school action/school action plus: Mainstream and special schools

Table 26. Mainstream school practitioners' views on the review arrangements for learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners supported through school action/school action plus are effective	6.83%	40.37%	33.85%	7.14%	6.52%	4.35%	0.31%	0.62%	
	22	130	109	23	21	14	1	2	322
Current review arrangements for learners supported through school action/school action plus use person-centred planning effectively	8.07%	32.30%	35.09%	7.76%	6.21%	7.45%	1.55%	1.55%	
	26	104	113	25	20	24	5	5	322
Current review arrangements for learners supported through school action/school action plus are undertaken in a timely way to meet the needs of the learner	5.90%	38.51%	36.34%	5.59%	8.07%	4.35%	0.62%	0.62%	
	19	124	117	18	26	14	2	2	322
People appropriate to the needs of the child or young person are involved in reviews for learners supported through school action/school action plus	8.39%	35.71%	33.85%	6.21%	9.32%	5.28%	0.62%	0.62%	
	27	115	109	20	30	17	2	2	322
Reviews for learners supported through school action/school action plus are available through the medium of Welsh where requested	10.33%	26.86%	18.60%	18.18%	4.96%	1.65%	2.07%	17.36%	
	25	65	45	44	12	4	5	42	242
Current review arrangements for learners supported through school action/school action plus	5.96%	31.03%	32.29%	18.81%	6.27%	2.19%	0.31%	3.13%	
	19	99	103	60	20	7	1	10	319

help avoid disagreements									
Current review arrangements for learners supported through school action/school action plus support early disagreement resolution	5.94%	31.88%	30.94%	19.06%	5.63%	1.88%	0.63%	4.06%	
	19	102	99	61	18	6	2	13	320

Table 27. Special school practitioners' views on the review arrangements for learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners supported through school action/school action plus are effective	10.00%	0.00%	20.00%	20.00%	0.00%	10.00%	0.00%	40.00%	
	1	0	2	2	0	1	0	4	10
Current review arrangements for learners supported through school action/school action plus use person-centred planning effectively	10.00%	0.00%	30.00%	20.00%	0.00%	0.00%	0.00%	40.00%	
	1	0	3	2	0	0	0	4	10
Current review arrangements for learners supported through school action/school action plus are undertaken in a timely way to meet the needs of the learner	10.00%	0.00%	20.00%	20.00%	0.00%	10.00%	0.00%	40.00%	
	1	0	2	2	0	1	0	4	10
People appropriate to the needs of the child or young person are involved in reviews for learners supported through school action/school action plus	0.00%	10.00%	20.00%	20.00%	0.00%	10.00%	0.00%	40.00%	
	0	1	2	2	0	1	0	4	10

Reviews for learners supported through school action/school action plus are available through the medium of Welsh where requested	0.00%	10.00%	10.00%	40.00%	0.00%	0.00%	0.00%	40.00%	
	0	1	1	4	0	0	0	4	10
Current review arrangements for learners supported through school action/school action plus help avoid disagreements	0.00%	20.00%	20.00%	20.00%	0.00%	0.00%	0.00%	40.00%	
	0	2	2	2	0	0	0	4	10
Current review arrangements for learners supported through school action/school action plus support early disagreement resolution	0.00%	20.00%	20.00%	20.00%	0.00%	0.00%	0.00%	40.00%	
	0	2	2	2	0	0	0	4	10

Table 28. Mainstream school practitioners' views on the review arrangements for learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners at early years action/plus are effective	7.53%	35.15%	33.47%	10.04%	5.86%	3.77%	0.00%	4.18%	
	18	84	80	24	14	9	0	10	239
Current review arrangements for learners at early years action/plus use person-centred planning effectively	6.28%	31.80%	30.96%	10.46%	8.79%	6.69%	0.00%	5.02%	
	15	76	74	25	21	16	0	12	239
Current review arrangements for learners at early years action/plus are undertaken in a timely way to meet the needs of the learner	6.69%	35.98%	35.56%	8.37%	5.44%	2.93%	0.00%	5.02%	
	16	86	85	20	13	7	0	12	239
People appropriate to the needs of the child or young person are involved in reviews for learners at early years action/plus	7.14%	39.08%	33.61%	6.30%	4.20%	5.46%	0.00%	4.20%	
	17	93	80	15	10	13	0	10	238
Reviews for learners at early years action/plus are available through the medium of welsh where requested	9.33%	24.35%	19.17%	16.58%	4.15%	3.63%	2.07%	20.73%	
	18	47	37	32	8	7	4	40	193
Current review arrangements for learners at early years action/plus help avoid disagreements	6.38%	29.79%	30.64%	19.15%	5.11%	2.98%	0.00%	5.96%	
	15	70	72	45	12	7	0	14	235
Current review arrangements for learners at early years action/plus support early disagreement resolution	6.81%	29.36%	30.64%	17.87%	4.68%	3.83%	0.00%	6.81%	
	16	69	72	42	11	9	0	16	235

Table 29. Special school practitioners' views on the review arrangements for learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners at early years action/plus are effective	0.00%	10.00%	20.00%	20.00%	0.00%	0.00%	0.00%	50.00%	
	0	1	2	2	0	0	0	5	10
Current review arrangements for learners at early years action/plus use person-centred planning effectively	10.00%	0.00%	20.00%	20.00%	0.00%	0.00%	0.00%	50.00%	
	1	0	2	2	0	0	0	5	10
Current review arrangements for learners at early years action/plus are undertaken in a timely way to meet the needs of the learner	0.00%	10.00%	20.00%	20.00%	0.00%	0.00%	0.00%	50.00%	
	0	1	2	2	0	0	0	5	10
People appropriate to the needs of the child or young person are involved in reviews for learners at early years action/plus	0.00%	20.00%	10.00%	20.00%	0.00%	0.00%	0.00%	50.00%	
	0	2	1	2	0	0	0	5	10
Reviews for learners at early years action/plus are available through the medium of welsh where requested	0.00%	0.00%	10.00%	40.00%	0.00%	0.00%	0.00%	50.00%	
	0	0	1	4	0	0	0	5	10
Current review arrangements for learners at early years action/plus help avoid disagreements	0.00%	10.00%	20.00%	20.00%	0.00%	0.00%	0.00%	50.00%	
	0	1	2	2	0	0	0	5	10
Current review arrangements for learners at early years action/plus support early disagreement resolution	0.00%	10.00%	20.00%	20.00%	0.00%	0.00%	0.00%	50.00%	
	0	1	2	2	0	0	0	5	10

Working with others: Mainstream and special schools

Table 30. Mainstream school practitioners' views on the clarity of responsibilities and information sharing in relation to learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	13.07%	35.95%	28.10%	6.21%	7.19%	6.21%	1.63%	1.63%	
	40	110	86	19	22	19	5	5	306
We receive the information we need from other organisations on learners with statements	6.51%	23.13%	29.97%	5.86%	15.96%	10.10%	5.54%	2.93%	
	20	71	92	18	49	31	17	9	307
We receive information from other organisations on learners with statements when it is needed	5.88%	28.10%	28.43%	6.54%	14.71%	9.80%	3.92%	2.61%	
	18	86	87	20	45	30	12	8	306

Table 31. Special school practitioners' views on the clarity of responsibilities and information sharing in relation to learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	20.00%	40.00%	26.67%	0.00%	6.67%	6.67%	0.00%	0.00%	
	3	6	4	0	1	1	0	0	15
We receive the information we need from other organisations on learners with statements	20.00%	20.00%	33.33%	0.00%	20.00%	6.67%	0.00%	0.00%	
	3	3	5	0	3	1	0	0	15
We receive information from other organisations on learners with statements when it is needed	20.00%	20.00%	33.33%	0.00%	20.00%	6.67%	0.00%	0.00%	
	3	3	5	0	3	1	0	0	15

Table 32. Mainstream school practitioners' views on the clarity of responsibilities and information sharing in relation to learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners at school action or school action plus ensures clarity about who is responsible for delivering various elements of provision	6.98%	36.83%	33.97%	6.03%	7.62%	5.71%	1.59%	1.27%	
	22	116	107	19	24	18	5	4	315
We receive the information we need from other organisations on learners at school action or school action plus	5.40%	26.98%	32.38%	6.67%	13.02%	10.16%	3.81%	1.59%	
	17	85	102	21	41	32	12	5	315
We receive information from other organisations on learners at school action or school action plus when it is needed	4.79%	29.71%	30.35%	6.71%	14.06%	9.58%	2.88%	1.92%	
	15	93	95	21	44	30	9	6	313

Table 33. Special school practitioners' views on the clarity of responsibilities and information sharing in relation to learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners at school action or school action plus ensures clarity about who is responsible for delivering various elements of provision	10.00%	20.00%	0.00%	30.00%	0.00%	10.00%	0.00%	30.00%	
	1	2	0	3	0	1	0	3	10
We receive the information we need from other organisations on learners at school action or school action plus	0.00%	10.00%	10.00%	30.00%	10.00%	10.00%	0.00%	30.00%	
	0	1	1	3	1	1	0	3	10
We receive information from other organisations on learners at school action or school action plus when it is needed	0.00%	10.00%	30.00%	30.00%	0.00%	0.00%	0.00%	30.00%	
	0	1	3	3	0	0	0	3	10

Table 34. Mainstream school practitioners' views on the clarity of responsibilities and information sharing in relation to learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners at early years action/plus ensures clarity about who is responsible for delivering various elements of provision	6.99%	33.62%	31.88%	6.55%	8.73%	6.99%	1.31%	3.93%	
	16	77	73	15	20	16	3	9	229
We receive the information we need from other organisations on learners at early years action/plus	4.41%	25.55%	33.04%	6.17%	11.01%	10.13%	4.85%	4.85%	
	10	58	75	14	25	23	11	11	227
We receive information from other organisations on learners at early years action/plus when it is needed	4.37%	26.64%	33.62%	4.80%	10.92%	11.35%	3.49%	4.80%	
	10	61	77	11	25	26	8	11	229

Table 35. Special school practitioners' views on the clarity of responsibilities and information sharing in relation to learners supported through early years action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners at early years action/plus ensures clarity about who is responsible for delivering various elements of provision	11.11%	22.22%	0.00%	33.33%	0.00%	0.00%	0.00%	33.33%	
	1	2	0	3	0	0	0	3	9
We receive the information we need from other organisations on learners at early years action/plus	0.00%	22.22%	0.00%	33.33%	11.11%	0.00%	0.00%	33.33%	
	0	2	0	3	1	0	0	3	9
We receive information from other organisations on learners at early years action/plus when it is needed	0.00%	22.22%	11.11%	33.33%	0.00%	0.00%	0.00%	33.33%	
	0	2	1	3	0	0	0	3	9

Table 36. Mainstream school practitioners' views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	18.43%	50.17%	23.89%	4.10%	1.02%	1.02%	0.00%	1.37%	
	54	147	70	12	3	3	0	4	293
Further education institutions	5.05%	31.31%	22.73%	19.70%	4.55%	6.06%	1.01%	9.60%	
	10	62	45	39	9	12	2	19	198
Health services	5.25%	28.85%	33.77%	5.90%	14.10%	7.54%	3.93%	0.66%	
	16	88	103	18	43	23	12	2	305
LA education departments	12.34%	34.74%	35.39%	6.17%	4.55%	4.22%	1.62%	0.97%	
	38	107	109	19	14	13	5	3	308
LA social services departments	4.26%	26.89%	34.75%	9.51%	13.11%	4.59%	4.92%	1.97%	
	13	82	106	29	40	14	15	6	305
Parents and carers	25.49%	46.41%	21.24%	5.56%	0.65%	0.00%	0.33%	0.33%	
	78	142	65	17	2	0	1	1	306
Early years or pre-school providers*	13.50%	37.97%	28.69%	7.17%	5.06%	4.64%	1.69%	1.27%	
	32	90	68	17	12	11	4	3	237
Careers Wales**	32.84%	35.82%	22.39%	2.99%	0.00%	4.48%	1.49%	0.00%	
	22	24	15	2	0	3	1	0	67

* Option only presented to primary and middle schools

** Option only presented to secondary schools

Table 37. Special school practitioners' views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	30.77%	46.15%	7.69%	0.00%	0.00%	15.38%	0.00%	0.00%	
	4	6	1	0	0	2	0	0	13
Further education institutions	8.33%	33.33%	50.00%	0.00%	0.00%	8.33%	0.00%	0.00%	
	1	4	6	0	0	1	0	0	12
Health services	23.08%	23.08%	38.46%	0.00%	0.00%	0.00%	15.38%	0.00%	
	3	3	5	0	0	0	2	0	13
LA education departments	28.57%	35.71%	28.57%	7.14%	0.00%	0.00%	0.00%	0.00%	
	4	5	4	1	0	0	0	0	14
LA social services departments	21.43%	21.43%	50.00%	0.00%	7.14%	0.00%	0.00%	0.00%	
	3	3	7	0	1	0	0	0	14
Parents and carers	57.14%	42.86%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	8	6	0	0	0	0	0	0	14
Early years or pre-school providers	25.00%	25.00%	25.00%	8.33%	0.00%	0.00%	8.33%	8.33%	
	3	3	3	1	0	0	1	1	12

Transition for learners with statements: Mainstream and special schools

Table 38. Mainstream school practitioners' views on whether the current system for learners with statements enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	18.09%	36.17%	25.18%	6.38%	4.96%	3.19%	0.71%	5.32%	
	51	102	71	18	14	9	2	15	282
Within our setting	25.17%	46.15%	16.78%	6.29%	2.10%	0.35%	0.35%	2.80%	
	72	132	48	18	6	1	1	8	286
Out of our setting	15.28%	37.50%	25.69%	8.68%	4.86%	2.43%	2.43%	3.13%	
	44	108	74	25	14	7	7	9	288

Table 39. Special school practitioners' views on whether the current system for learners with statements enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	20.00%	60.00%	13.33%	0.00%	0.00%	6.67%	0.00%	0.00%	
	3	9	2	0	0	1	0	0	15
Within our setting	57.14%	28.57%	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	
	8	4	2	0	0	0	0	0	14
Out of our setting	20.00%	33.33%	40.00%	0.00%	0.00%	6.67%	0.00%	0.00%	
	3	5	6	0	0	1	0	0	15

**Transition for learners supported through school action/school action plus:
Mainstream and special schools**

Table 40. Mainstream school practitioners' views on whether the current system for learners supported through school action/plus enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	10.85%	41.02%	29.83%	6.78%	5.08%	3.73%	1.02%	1.69%	
	32	121	88	20	15	11	3	5	295
Within our setting	18.24%	55.07%	18.24%	4.39%	1.35%	0.34%	0.34%	2.03%	
	54	163	54	13	4	1	1	6	296
Out of our setting	9.49%	46.44%	22.71%	8.14%	4.75%	2.71%	2.37%	3.39%	
	28	137	67	24	14	8	7	10	295

Table 41. Special school practitioners' views on whether the current system for learners supported through school action/plus enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	0.00%	22.22%	0.00%	33.33%	11.11%	0.00%	0.00%	33.33%	
	0	2	0	3	1	0	0	3	9
Within our setting	12.50%	12.50%	0.00%	37.50%	0.00%	0.00%	0.00%	37.50%	
	1	1	0	3	0	0	0	3	8
Out of our setting	0.00%	25.00%	0.00%	37.50%	0.00%	0.00%	0.00%	37.50%	
	0	2	0	3	0	0	0	3	8

Table 42. Mainstream school practitioners' views on whether the current system for learners supported through early years action/plus enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	9.05%	41.18%	28.51%	5.88%	5.43%	4.52%	1.36%	4.07%	
	20	91	63	13	12	10	3	9	221
Within our setting	15.81%	54.88%	19.53%	5.12%	0.00%	0.93%	0.00%	3.72%	
	34	118	42	11	0	2	0	8	215
Out of our setting	9.77%	46.51%	21.40%	8.84%	3.26%	2.33%	1.86%	6.05%	
	21	100	46	19	7	5	4	13	215

Table 43. Special school practitioners' views on whether the current system for learners supported through early years action/plus enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	0.00%	37.50%	0.00%	25.00%	12.50%	0.00%	0.00%	25.00%	
	0	3	0	2	1	0	0	2	8
Within our setting	14.29%	28.57%	0.00%	28.57%	0.00%	0.00%	0.00%	28.57%	
	1	2	0	2	0	0	0	2	7
Out of our setting	0.00%	42.86%	0.00%	28.57%	0.00%	0.00%	0.00%	28.57%	
	0	3	0	2	0	0	0	2	7

Involvement of children and young people: Mainstream and special schools

Table 44. Mainstream school practitioners' views on the involvement of children and young people

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	10.61%	37.62%	37.30%	4.82%	6.11%	2.25%	0.64%	0.64%	
	33	117	116	15	19	7	2	2	311
Children and young people are supported to participate fully in the decisions that affect them	11.90%	33.12%	36.33%	5.79%	8.36%	3.22%	0.64%	0.64%	
	37	103	113	18	26	10	2	2	311
Children and young people are offered opportunities to raise concerns	14.79%	37.62%	31.83%	5.47%	5.14%	3.54%	0.96%	0.64%	
	46	117	99	17	16	11	3	2	311
Children and young people are offered opportunities to have their questions answered	14.52%	39.68%	31.94%	5.16%	4.19%	3.23%	0.65%	0.65%	
	45	123	99	16	13	10	2	2	310

Table 45. Special school practitioners' views on the involvement of children and young people

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	33.33%	26.67%	33.33%	0.00%	6.67%	0.00%	0.00%	0.00%	
	5	4	5	0	1	0	0	0	15
Children and young people are supported to participate fully in the decisions that affect them	26.67%	33.33%	26.67%	0.00%	13.33%	0.00%	0.00%	0.00%	
	4	5	4	0	2	0	0	0	15
Children and young people are offered opportunities to raise concerns	33.33%	20.00%	40.00%	0.00%	6.67%	0.00%	0.00%	0.00%	
	5	3	6	0	1	0	0	0	15
Children and young people are offered opportunities to have their questions answered	46.67%	13.33%	26.67%	6.67%	6.67%	0.00%	0.00%	0.00%	
	7	2	4	1	1	0	0	0	15

Involvement of parents and carers: Mainstream and special schools

Table 46. Mainstream school practitioners' views on the involvement of parents and carers

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that affect their children	19.55%	49.04 %	24.04 %	3.53%	2.24%	0.64%	0.64%	0.32 %	
	61	153	75	11	7	2	2	1	312
Parents and carers are supported to participate fully in the decisions that affect their children	20.51%	50.00 %	20.83 %	3.21%	3.85%	0.96%	0.32%	0.32 %	
	64	156	65	10	12	3	1	1	312
Parents and carers are offered opportunities to raise concerns	24.36%	49.36 %	21.47 %	1.92%	1.92%	0.32%	0.32%	0.32 %	
	76	154	67	6	6	1	1	1	312
Parents and carers are offered opportunities to have their questions answered	23.08%	51.28 %	21.15 %	2.24%	1.28%	0.32%	0.32%	0.32 %	
	72	160	66	7	4	1	1	1	312

Table 47. Special school practitioners' views on the involvement of parents and carers

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that affect their children	33.33%	26.67%	33.33%	6.67%	0.00%	0.00%	0.00%	0.00%	
	5	4	5	1	0	0	0	0	15
Parents and carers are supported to participate fully in the decisions that affect their children	40.00%	33.33%	20.00%	0.00%	6.67%	0.00%	0.00%	0.00%	
	6	5	3	0	1	0	0	0	15
Parents and carers are offered opportunities to raise concerns	46.67%	33.33%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	7	5	3	0	0	0	0	0	15
Parents and carers are offered opportunities to have their questions answered	40.00%	40.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	6	6	3	0	0	0	0	0	15

Further education institutions (FEIs) and Independent specialist colleges (ISCs)

Profile of respondents

A total of 37 responses were received from FEIs and ISCs. These responses are analysed below. Although responses were received from a high percentage of FEIs and ISCs operating in Wales, the number of responses was relatively small. Furthermore, the total population of practitioners in the FEI and ISC sector is not known and therefore it is not possible to present a response rate. The sample should therefore be considered a convenience sample and findings are not generalisable to the population of staff in the FEI and ISC sectors.

FEIs

A total of 30 responses were received from 12 of the 13 FEIs in Wales. One response each was received from three FEIs and five responses were received from one FEI. Over half the respondents (17 out of 30) noted they were the manager/coordinator with responsibility for SEN/LDD, with four noting they were a member of the senior leadership team, eight noting they were a lecturer and two that they were members of the learning support team. Two respondents noted they worked in other roles (director of learner services; learning support co-ordinator).

Over half the respondents (17 out of 30) noted they worked primarily with learners with SEN/LDD on both mainstream and discrete programmes. Nine noted they worked primarily with learners with SEN/LDD on mainstream programmes and four primarily on discrete programmes. Half the respondents from FEIs noted they held SEN specific qualifications.

ISCs

Seven responses were received from staff in six ISCs. These included four responses from ISCs in Wales who were directly invited to participate in the survey by the research team, one response from an ISC in Wales that was not directly invited to participate in the research and two responses from an ISC in England.

Three of the respondents from ISCs noted they were a vice principal/deputy principal, two noted they were members of the senior leadership team, one noted they were a manager/coordinator with responsibility for SEN/LDD and one noted they were a national lead on policy and research.

Four of the respondents noted they worked primarily with learners with SEN/LDD on discrete programmes. Two noted they worked primarily with learners with SEN/LDD on mainstream programmes and one on both types of programmes. All seven respondents from ISCs noted they held SEN-specific qualifications.

Use of plans

- Eleven of the 30 FEI respondents noted that their college used IDPs with 16 noting that they did not (three responded 'don't know').
- Three of the respondents from ISCs noted they were using IDPs and four were not.

Assessment processes for FEI-based plans: FEIs and ISCs

Table 48. FEI practitioners' views on the assessment process for FEI-based plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Assessment processes for FEI-based plans are effective	7.69%	26.92%	46.15%	7.69%	7.69%	0.00%	0.00%	3.85%	
	2	7	12	2	2	0	0	1	26
Person-centred planning is used effectively throughout assessment processes for FEI-based plans	7.14%	28.57%	21.43%	10.71%	10.71%	10.71%	7.14%	3.57%	
	2	8	6	3	3	3	2	1	28
People appropriate to the needs of the child or young person are involved in assessment processes for FEI-based plans	21.43%	21.43%	32.14%	3.57%	17.86%	3.57%	0.00%	0.00%	
	6	6	9	1	5	1	0	0	28
There are effective arrangements in place to enable assessment through the medium of Welsh where requested	7.14%	10.71%	21.43%	17.86%	7.14%	10.71%	10.71%	14.29%	
	2	3	6	5	2	3	3	4	28
Current assessment processes for FEI-based plans help avoid disagreements	3.70%	18.52%	29.63%	14.81%	14.81%	11.11%	3.70%	3.70%	
	1	5	8	4	4	3	1	1	27
Current assessment processes for FEI-based plans support early disagreement resolution	3.70%	22.22%	29.63%	18.52%	11.11%	11.11%	0.00%	3.70%	
	1	6	8	5	3	3	0	1	27

N=26-28

Table 49. ISC staff views on the assessment processes for FEI-based plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Assessment processes for FEI-based plans are effective	14.29%	14.29%	42.86%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	1	3	1	1	0	0	0	7
Person-centred planning is used effectively throughout assessment processes for FEI-based plans	14.29%	14.29%	42.86%	14.29%	0.00%	14.29%	0.00%	0.00%	
	1	1	3	1	0	1	0	0	7
People appropriate to the needs of the child or young person are involved in assessment processes for FEI-based plans	14.29%	14.29%	42.86%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	1	3	1	1	0	0	0	7
There are effective arrangements in place to enable assessment through the medium of Welsh where requested	0.00%	14.29%	0.00%	28.57%	14.29%	0.00%	0.00%	42.86%	
	0	1	0	2	1	0	0	3	7
Current assessment processes for FEI-based plans help avoid disagreements	0.00%	14.29%	57.14%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	1	4	2	0	0	0	0	7
Current assessment processes for FEI-based plans support early disagreement resolution	0.00%	14.29%	57.14%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	1	4	2	0	0	0	0	7

N=7

SEP for learners with FEI-based plans: FEIs and ISCs

Table 50. FEI practitioners' views on SEP for learners with FEI-based plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with FEI-based plans is effective	11.54%	42.31%	34.62%	3.85%	3.85%	3.85%	0.00%	0.00%	
	3	11	9	1	1	1	0	0	26
SEP for learners is delivered in a timely way to meet the needs of the learner	18.52%	40.74%	14.81%	3.70%	14.81%	7.41%	0.00%	0.00%	
	5	11	4	1	4	2	0	0	27
SEP is delivered in the most appropriate setting for the learner	18.52%	44.44%	22.22%	0.00%	11.11%	0.00%	3.70%	0.00%	
	5	12	6	0	3	0	1	0	27
The current system enables a flexible approach to the delivery of SEP	18.52%	25.93%	25.93%	3.70%	18.52%	0.00%	7.41%	0.00%	
	5	7	7	1	5	0	2	0	27
SEP enables learners to achieve their full potential	18.52%	29.63%	40.74%	3.70%	7.41%	0.00%	0.00%	0.00%	
	5	8	11	1	2	0	0	0	27
SEP through the medium of Welsh is available where requested	7.41%	11.11%	37.04%	7.41%	11.11%	7.41%	3.70%	14.81%	
	2	3	10	2	3	2	1	4	27
The way SEP is delivered helps avoid disagreements	7.69%	23.08%	34.62%	23.08%	11.54%	0.00%	0.00%	0.00%	
	2	6	9	6	3	0	0	0	26
The way SEP is delivered supports early disagreement resolution	7.69%	30.77%	34.62%	15.38%	11.54%	0.00%	0.00%	0.00%	
	2	8	9	4	3	0	0	0	26

N=26-27

Table 51. ISC staff views on SEP for learners with FEI-based plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with FEI-based plans is effective	14.29%	57.14%	0.00%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	4	0	1	1	0	0	0	7
SEP for learners is delivered in a timely way to meet the needs of the learner	14.29%	57.14%	0.00%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	4	0	1	1	0	0	0	7
SEP is delivered in the most appropriate setting for the learner	14.29%	57.14%	0.00%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	4	0	1	1	0	0	0	7
The current system enables a flexible approach to the delivery of SEP	14.29%	14.29%	28.57%	14.29%	28.57%	0.00%	0.00%	0.00%	
	1	1	2	1	2	0	0	0	7
SEP enables learners to achieve their full potential	14.29%	42.86%	14.29%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	3	1	1	1	0	0	0	7
SEP through the medium of Welsh is available where requested	0.00%	40.00%	20.00%	40.00%	0.00%	0.00%	0.00%	0.00%	
	0	2	1	2	0	0	0	0	5
The way SEP is delivered helps avoid disagreements	0.00%	71.43%	0.00%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	5	0	2	0	0	0	0	7
The way SEP is delivered supports early disagreement resolution	0.00%	57.14%	14.29%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	4	1	2	0	0	0	0	7

N=7

Reviews of FEI-based plans: FEIs and ISCs

Table 52. FEI practitioners' views on review arrangements for learners with FEI-based plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners with FEI-based plans are effective	8.00%	24.00%	40.00%	4.00%	12.00%	8.00%	0.00%	4.00%	
	2	6	10	1	3	2	0	1	25
Current review arrangements for learners with FEI-based plans use person-centred planning effectively	4.00%	20.00%	36.00%	12.00%	12.00%	4.00%	4.00%	8.00%	
	1	5	9	3	3	1	1	2	25
Current review arrangements for learners with FEI-based plans are timely	8.00%	20.00%	36.00%	16.00%	4.00%	8.00%	0.00%	8.00%	
	2	5	9	4	1	2	0	2	25
People appropriate to the needs of the child or young person are involved in reviews for learners with FEI-based plans	8.00%	16.00%	52.00%	4.00%	4.00%	8.00%	4.00%	4.00%	
	2	4	13	1	1	2	1	1	25
Reviews for learners with FEI-based plans are available through the medium of Welsh where requested	4.00%	4.00%	28.00%	28.00%	8.00%	4.00%	4.00%	20.00%	
	1	1	7	7	2	1	1	5	25
Current review arrangements for learners with FEI-based plans help avoid disagreements	4.00%	16.00%	44.00%	16.00%	4.00%	8.00%	0.00%	8.00%	
	1	4	11	4	1	2	0	2	25
Current review arrangements for learners with FEI-based plans support early disagreement resolution	4.00%	20.00%	36.00%	20.00%	8.00%	4.00%	0.00%	8.00%	
	1	5	9	5	2	1	0	2	25

N=25

Table 53. ISC staff views on the review arrangements for learners with FEI-based plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners with FEI-based plans are effective	0.00%	71.43%	0.00%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	5	0	2	0	0	0	0	7
Current review arrangements for learners with FEI-based plans use person-centred planning effectively	0.00%	57.14%	14.29%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	4	1	2	0	0	0	0	7
Current review arrangements for learners with FEI-based plans are timely	0.00%	42.86%	28.57%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	3	2	2	0	0	0	0	7
People appropriate to the needs of the child or young person are involved in reviews for learners with FEI-based plans	0.00%	42.86%	28.57%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	3	2	2	0	0	0	0	7
Reviews for learners with FEI-based plans are available through the medium of Welsh where requested	0.00%	40.00%	20.00%	40.00%	0.00%	0.00%	0.00%	0.00%	
	0	2	1	2	0	0	0	0	5
Current review arrangements for learners with FEI-based plans help avoid disagreements	0.00%	28.57%	28.57%	28.57%	14.29%	0.00%	0.00%	0.00%	
	0	2	2	2	1	0	0	0	7
Current review arrangements for learners with FEI-based plans support early disagreement resolution	0.00%	28.57%	28.57%	28.57%	14.29%	0.00%	0.00%	0.00%	
	0	2	2	2	1	0	0	0	7

N=7

Working with others: FEIs and ISCs

Table 54. FEI practitioners' views on the clarity of responsibilities and information sharing

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with SEN/LDD ensures clarity about who is responsible for delivering various elements of provision	11.11%	11.11%	25.93%	11.11%	22.22%	14.81%	3.70%	0.00%	
	3	3	7	3	6	4	1	0	27
We receive the information we need from other organisations on learners with SEN/LDD	7.69%	11.54%	23.08%	3.85%	42.31%	11.54%	0.00%	0.00%	
	2	3	6	1	11	3	0	0	26
We receive information from other organisations on learners with SEN/LDD when it is needed	7.69%	11.54%	34.62%	19.23%	19.23%	7.69%	0.00%	0.00%	
	2	3	9	5	5	2	0	0	26

N=27

Table 55. ISC staff views on clarity of responsibilities and information sharing

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with SEN/LDD ensures clarity about who is responsible for delivering various elements of provision	16.67%	33.33%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	1	2	3	0	0	0	0	0	6
We receive the information we need from other organisations on learners with SEN/LDD	0.00%	28.57%	71.43%	0.00%	0.00%	0.00%	0.00%	0.00%	
	0	2	5	0	0	0	0	0	7
We receive information from other organisations on learners with SEN/LDD when it is needed	0.00%	28.57%	71.43%	0.00%	0.00%	0.00%	0.00%	0.00%	
	0	2	5	0	0	0	0	0	7

N=7

Table 56. FEI practitioners' views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	15.38%	34.62%	26.92%	11.54%	7.69%	0.00%	3.85%	0.00%	
	4	9	7	3	2	0	1	0	26
Further education institutions	20.00%	36.00%	16.00%	20.00%	4.00%	4.00%	0.00%	0.00%	
	5	9	4	5	1	1	0	0	25
Health services	3.70%	3.70%	22.22%	22.22%	18.52%	18.52%	7.41%	3.70%	
	1	1	6	6	5	5	2	1	27
LA education departments	11.54%	19.23%	26.92%	15.38%	7.69%	11.54%	3.85%	3.85%	
	3	5	7	4	2	3	1	1	26
LA social services departments	3.70%	22.22%	25.93%	11.11%	14.81%	7.41%	7.41%	7.41%	
	1	6	7	3	4	2	2	2	27
Careers Wales	37.04%	22.22%	18.52%	11.11%	0.00%	11.11%	0.00%	0.00%	
	10	6	5	3	0	3	0	0	27
Specialist FE colleges	4.00%	20.00%	24.00%	32.00%	4.00%	8.00%	0.00%	8.00%	
	1	5	6	8	1	2	0	2	25
Parents and carers	22.22%	33.33%	22.22%	11.11%	0.00%	3.70%	3.70%	3.70%	
	6	9	6	3	0	1	1	1	27

N=25-27

Table 57. ISC staff views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	0.00%	57.14%	42.86%	0.00%	0.00%	0.00%	0.00%	0.00%	
	0	4	3	0	0	0	0	0	7
Further education institutions	0.00%	28.57%	14.29%	42.86%	0.00%	14.29%	0.00%	0.00%	
	0	2	1	3	0	1	0	0	7
Health services	0.00%	28.57%	57.14%	14.29%	0.00%	0.00%	0.00%	0.00%	
	0	2	4	1	0	0	0	0	7
LA education departments	0.00%	42.86%	28.57%	28.57%	0.00%	0.00%	0.00%	0.00%	
	0	3	2	2	0	0	0	0	7
LA social services departments	0.00%	42.86%	57.14%	0.00%	0.00%	0.00%	0.00%	0.00%	
	0	3	4	0	0	0	0	0	7
Careers Wales	42.86%	42.86%	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	
	3	3	1	0	0	0	0	0	7
Specialist FE colleges	20.00%	60.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	1	3	1	0	0	0	0	0	5
Parents and carers	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	7	0	0	0	0	0	0	0	7

N=7

Transition for learners with FEI-based plans: FEIs and ISCs

Table 58. FEI practitioners' views on whether the current system for learners with statements enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	14.81%	29.63%	37.04%	3.70%	3.70%	7.41%	3.70%	0.00%	
	4	8	10	1	1	2	1	0	27
Within our setting	22.22%	29.63%	40.74%	0.00%	3.70%	3.70%	0.00%	0.00%	
	6	8	11	0	1	1	0	0	27
Out of our setting	7.69%	11.54%	38.46%	19.23%	0.00%	15.38%	0.00%	7.69%	
	2	3	10	5	0	4	0	2	26

N=27

Table 59. ISC staff views on whether the current system for learners with SEN enables effective transition into, with and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our setting	14.29%	42.86%	28.57%	0.00%	0.00%	14.29%	0.00%	0.00%	
	1	3	2	0	0	1	0	0	7
Within our setting	83.33%	0.00%	0.00%	0.00%	0.00%	16.67%	0.00%	0.00%	
	5	0	0	0	0	1	0	0	6
Out of our setting	28.57%	14.29%	28.57%	14.29%	0.00%	14.29%	0.00%	0.00%	
	2	1	2	1	0	1	0	0	7

N=7

Involvement of children and young people: FEIs and ISCs

Table 60. FEI practitioners' views on the involvement of children and young people

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	11.11%	18.52%	44.44%	3.70%	14.81%	0.00%	3.70%	3.70%	
	3	5	12	1	4	0	1	1	27
Children and young people are supported to participate fully in the decisions that affect them	25.93%	22.22%	25.93%	7.41%	11.11%	0.00%	3.70%	3.70%	
	7	6	7	2	3	0	1	1	27
Children and young people are offered opportunities to raise concerns	29.63%	25.93%	29.63%	7.41%	3.70%	0.00%	0.00%	3.70%	
	8	7	8	2	1	0	0	1	27
Children and young people are offered opportunities to have their questions answered	29.63%	33.33%	22.22%	11.11%	0.00%	0.00%	0.00%	3.70%	
	8	9	6	3	0	0	0	1	27

N=27

Table 61. ISC staff views on the involvement of children and young people

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	0.00%	28.57%	42.86%	14.29%	14.29%	0.00%	0.00%	0.00%	
	0	2	3	1	1	0	0	0	7
Children and young people are supported to participate fully in the decisions that affect them	14.29%	0.00%	57.14%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	0	4	1	1	0	0	0	7
Children and young people are	14.29%	14.29%	42.86%	14.29%	14.29%	0.00%	0.00%	0.00%	

offered opportunities to raise concerns	1	1	3	1	1	0	0	0	7
Children and young people are offered opportunities to have their questions answered	14.29%	0.00%	57.14%	14.29%	14.29%	0.00%	0.00%	0.00%	
	1	0	4	1	1	0	0	0	7

N=7

Involvement of parents and carers: FEIs and ISCs

Table 62. FEI practitioners' views on the involvement of children and young people

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that affect their children	18.52%	14.81%	48.15%	3.70%	7.41%	3.70%	0.00%	3.70%	
	5	4	13	1	2	1	0	1	27
Parents and carers are supported to participate fully in the decisions that affect their children	18.52%	14.81%	40.74%	14.81%	3.70%	3.70%	0.00%	3.70%	
	5	4	11	4	1	1	0	1	27
Parents and carers are offered opportunities to raise concerns	22.22%	37.04%	29.63%	3.70%	0.00%	0.00%	0.00%	7.41%	
	6	10	8	1	0	0	0	2	27
Parents and carers are offered opportunities to have their questions answered	25.93%	33.33%	29.63%	3.70%	0.00%	0.00%	0.00%	7.41%	
	7	9	8	1	0	0	0	2	27

N=27

Table 63. ISC staff views on the involvement of parents and carers

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that affect their children	14.29%	14.29%	42.86%	14.29%	0.00%	14.29%	0.00%	0.00%	
	1	1	3	1	0	1	0	0	7
Parents and carers are supported to participate fully in the decisions that affect their children	28.57%	0.00%	42.86%	14.29%	14.29%	0.00%	0.00%	0.00%	
	2	0	3	1	1	0	0	0	7
Parents and carers are offered opportunities to raise concerns	14.29%	14.29%	57.14%	14.29%	0.00%	0.00%	0.00%	0.00%	
	1	1	4	1	0	0	0	0	7
Parents and carers are offered opportunities to have their questions answered	0.00%	28.57%	57.14%	14.29%	0.00%	0.00%	0.00%	0.00%	
	0	2	4	1	0	0	0	0	7

N=7

LAs

A total of 127 LA staff working in education departments and social services departments responded to the survey. Their responses are presented below. The population of staff in this sector was not known, therefore it was not possible to calculate a response rate for this group of respondents. The respondents from LAs should therefore be considered a convenience sample and it should be noted that the findings are not representative of the views of LA officers generally.

LA education departments

A total of 98 responses were received from 21 of the 22 LA education departments. The number of responses received from each LA ranged from 1 response (in two LAs) to 11 responses (in one LA).⁴ Respondents were asked their role and presented with a list of job titles. Around half of respondents (45) wrote in their specific job title while 22 noted they were a SEN/ALN manager, 11 a head of inclusion, 5 a service manager, 5 a behaviour/behaviour and attendance service manager/education welfare manager and 7 a principal education psychologist/head of education psychology service.

Table 64. Role of respondents – LA education departments

Role*	Percentage of respondents	Number of respondents
Director	1%	1
SEN/ALN manager	23%	22
Head of inclusion	11%	11
ASD service manager	2%	2
Service manager – sensory services/sensory and communication services/learning disabilities, sensory disabilities, and occupational therapy	5%	5
Head of education services	1%	1
Behaviour/behaviour and attendance service manager/education welfare manager	5%	5
Principal educational psychologist/head of educational psychology service	7%	7
Education other than at school (EOTAS) manager	2%	2
Head of lifelong learning	1%	1
Head of parent partnership	1%	1
Other (please specify)	46%	45
Total	100%	97

*Other roles included in the questionnaire but with no respondents not shown
N=97

LA social services departments

A total of 29 responses were received from LA social services staff. Responses were received from 15 out of the 22 LAs. The number of responses received from each LA ranged from one to four. Most of these respondents (19) wrote in their specific job title

⁴ There is the potential for the findings to be skewed towards the views of the LAs with the highest number of respondents.

while 7 noted they were children with disabilities managers, 2 were looked after children managers and 2 were safeguarding and family support service managers.

Statutory assessment processes: LA education departments and social services departments

Table 65. LA education departments staff views on the statutory assessment processes

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Statutory assessment processes are effective	4.12%	29.90%	43.30%	8.25%	6.19%	8.25%	0.00%	0.00%	
	4	29	42	8	6	8	0	0	97
Learner participation is effective throughout statutory assessment processes	2.08%	14.58%	32.29%	8.33%	13.54%	18.75%	8.33%	2.08%	
	2	14	31	8	13	18	8	2	96
People appropriate to the needs of the child or young person are involved in statutory assessment processes	14.58%	46.88%	27.08%	4.17%	5.21%	2.08%	0.00%	0.00%	
	14	45	26	4	5	2	0	0	96
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	9.68%	32.26%	17.20%	15.05%	5.38%	4.30%	3.23%	12.90%	
	9	30	16	14	5	4	3	12	93
Current statutory assessment processes help avoid disagreements	4.12%	18.56%	21.65%	12.37%	16.49%	12.37%	10.31%	4.12%	
	4	18	21	12	16	12	10	4	97
Current statutory assessment processes support early disagreement resolution	1.05%	20.00%	17.89%	17.89%	13.68%	10.53%	13.68%	5.26%	
	1	19	17	17	13	10	13	5	95

N=93-97

Table 66. LA social services departments staff views on the statutory assessment processes

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Statutory assessment processes are effective	0.00%	19.23%	42.31%	11.54%	19.23%	3.85%	0.00%	3.85%	
	0	5	11	3	5	1	0	1	26
Learner participation is effective throughout statutory assessment processes	3.85%	7.69%	23.08%	11.54%	26.92%	23.08%	0.00%	3.85%	
	1	2	6	3	7	6	0	1	26
People appropriate to the needs of the child or young person are involved in statutory assessment processes	0.00%	34.62%	30.77%	0.00%	26.92%	3.85%	0.00%	3.85%	
	0	9	8	0	7	1	0	1	26
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	0.00%	42.31%	15.38%	11.54%	11.54%	7.69%	3.85%	7.69%	
	0	11	4	3	3	2	1	2	26
Current statutory assessment processes help avoid disagreements	0.00%	0.00%	26.92%	23.08%	30.77%	15.38%	0.00%	3.85%	
	0	0	7	6	8	4	0	1	26
Current statutory assessment processes support early disagreement resolution	0.00%	3.85%	26.92%	19.23%	26.92%	15.38%	0.00%	7.69%	
	0	1	7	5	7	4	0	2	26

N=26

Statutory SEP: LA education departments and social services departments

Table 67. LA education departments staff views on SEP for learners with statutory plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with statutory plans is effective	1.18%	44.71%	34.12%	8.24%	8.24%	3.53%	0.00%	0.00%	
	1	38	29	7	7	3	0	0	85
SEP for learners is delivered in a timely way to meet the needs of the learner	4.65%	31.40%	24.42%	9.30%	15.12%	10.47%	4.65%	0.00%	
	4	27	21	8	13	9	4	0	86
SEP is delivered in the most appropriate setting for the learner	2.33%	33.72%	36.05%	11.63%	11.63%	3.49%	1.16%	0.00%	
	2	29	31	10	10	3	1	0	86
The current system enables a flexible approach to the delivery of SEP	1.16%	19.77%	29.07%	8.14%	16.28%	17.44%	8.14%	0.00%	
	1	17	25	7	14	15	7	0	86
SEP enables learners to achieve their full potential	3.49%	32.56%	33.72%	12.79%	10.47%	5.81%	1.16%	0.00%	
	3	28	29	11	9	5	1	0	86
SEP through the medium of Welsh is available where requested	8.86%	26.58%	24.05%	12.66%	6.33%	12.66%	1.27%	7.59%	
	7	21	19	10	5	10	1	6	79
The way SEP is delivered helps avoid disagreements	3.49%	16.28%	19.77%	26.74%	13.95%	16.28%	1.16%	2.33%	
	3	14	17	23	12	14	1	2	86
The way SEP is delivered supports early disagreement resolution	3.49%	16.28%	22.09%	27.91%	13.95%	11.63%	1.16%	3.49%	
	3	14	19	24	12	10	1	3	86

N=79-86

Table 68. LA social services departments staff views on SEP for learners with statutory plans

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with statutory plans is effective	0.00%	20.83%	45.83%	20.83%	12.50%	0.00%	0.00%	0.00%	
	0	5	11	5	3	0	0	0	24
SEP for learners is delivered in a timely way to meet the needs of the learner	0.00%	12.50%	41.67%	16.67%	20.83%	4.17%	4.17%	0.00%	
	0	3	10	4	5	1	1	0	24
SEP is delivered in the most appropriate setting for the learner	0.00%	16.00%	36.00%	20.00%	20.00%	8.00%	0.00%	0.00%	
	0	4	9	5	5	2	0	0	25
The current system enables a flexible approach to the delivery of SEP	0.00%	12.00%	32.00%	28.00%	20.00%	8.00%	0.00%	0.00%	
	0	3	8	7	5	2	0	0	25
SEP enables learners to achieve their full potential	0.00%	12.50%	41.67%	8.33%	29.17%	8.33%	0.00%	0.00%	
	0	3	10	2	7	2	0	0	24
SEP through the medium of Welsh is available where requested	4.35%	17.39%	17.39%	26.09%	13.04%	8.70%	8.70%	4.35%	
	1	4	4	6	3	2	2	1	23
The way SEP is delivered helps avoid disagreements	0.00%	4.35%	30.43%	26.09%	21.74%	17.39%	0.00%	0.00%	
	0	1	7	6	5	4	0	0	23
The way SEP is delivered supports early disagreement resolution	0.00%	4.17%	16.67%	33.33%	29.17%	16.67%	0.00%	0.00%	
	0	1	4	8	7	4	0	0	24

N=23-25

Statutory review: LA education departments and social services departments

Table 69. LA education departments staff views on review arrangements

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current statutory review arrangements are effective	2.56%	32.05%	34.62%	6.41%	8.97%	11.54%	2.56%	1.28%	
	2	25	27	5	7	9	2	1	78
Current statutory review arrangements use person-centred planning effectively	2.53%	27.85%	29.11%	6.33%	16.46%	13.92%	2.53%	1.27%	
	2	22	23	5	13	11	2	1	79
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	3.80%	36.71%	27.85%	8.86%	8.86%	8.86%	3.80%	1.27%	
	3	29	22	7	7	7	3	1	79
People appropriate to the needs of the child or young person are involved in statutory reviews	7.59%	31.65%	32.91%	6.33%	15.19%	3.80%	1.27%	1.27%	
	6	25	26	5	12	3	1	1	79
Statutory reviews are available through the medium of Welsh where requested	12.16%	36.49%	18.92%	12.16%	5.41%	4.05%	0.00%	10.81%	
	9	27	14	9	4	3	0	8	74
Current statutory review arrangements help avoid disagreements	3.85%	17.95%	34.62%	20.51%	12.82%	7.69%	0.00%	2.56%	
	3	14	27	16	10	6	0	2	78
Current statutory review arrangements support early disagreement resolution	2.56%	19.23%	28.21%	21.79%	12.82%	12.82%	0.00%	2.56%	
	2	15	22	17	10	10	0	2	78

N=74-79

Table 70. LA social services departments staff views on review arrangements

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current statutory review arrangements are effective	0.00%	12.50%	50.00%	16.67%	16.67%	4.17%	0.00%	0.00%	
	0	3	12	4	4	1	0	0	24
Current statutory review arrangements use person-centred planning effectively	0.00%	16.67%	33.33%	20.83%	16.67%	8.33%	0.00%	4.17%	
	0	4	8	5	4	2	0	1	24
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	0.00%	25.00%	33.33%	16.67%	20.83%	4.17%	0.00%	0.00%	
	0	6	8	4	5	1	0	0	24
People appropriate to the needs of the child or young person are involved in statutory reviews	0.00%	25.00%	45.83%	16.67%	12.50%	0.00%	0.00%	0.00%	
	0	6	11	4	3	0	0	0	24
Statutory reviews are available through the medium of Welsh where requested	4.35%	21.74%	8.70%	43.48%	8.70%	4.35%	0.00%	8.70%	
	1	5	2	10	2	1	0	2	23
Current statutory review arrangements help avoid disagreements	0.00%	4.17%	29.17%	37.50%	20.83%	8.33%	0.00%	0.00%	
	0	1	7	9	5	2	0	0	24
Current statutory review arrangements support early disagreement resolution	0.00%	0.00%	29.17%	37.50%	25.00%	8.33%	0.00%	0.00%	
	0	0	7	9	6	2	0	0	24

N=23-24

Working with others: LA education departments and social services departments

Table 71. LA education departments staff views on clarity of responsibilities and information sharing

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	5.26%	43.42%	34.21%	2.63%	5.26%	6.58%	1.32%	1.32%	
	4	33	26	2	4	5	1	1	76
We receive the information we need from other organisations on learners with statements	2.67%	26.67%	37.33%	4.00%	16.00%	9.33%	2.67%	1.33%	
	2	20	28	3	12	7	2	1	75
We receive information from other organisations on learners with statements when it is needed	5.33%	26.67%	33.33%	13.33%	13.33%	5.33%	1.33%	1.33%	
	4	20	25	10	10	4	1	1	75

N=76

Table 72. LA social services departments staff views on clarity of responsibilities and information sharing

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	0.00%	16.00%	60.00%	12.00%	4.00%	4.00%	0.00%	4.00%	
	0	4	15	3	1	1	0	1	25
We receive the information we need from other	0.00%	20.00%	44.00%	20.00%	12.00%	4.00%	0.00%	0.00%	

organisations on learners with statements	0	5	11	5	3	1	0	0	25
We receive information from other organisations on learners with statements when it is needed	4.00%	20.00%	48.00%	12.00%	12.00%	4.00%	0.00%	0.00%	
	1	5	12	3	3	1	0	0	25

N=25

Table 73. LA education departments staff views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	19.67%	57.38%	22.95%	0.00%	0.00%	0.00%	0.00%	0.00%	
	12	35	14	0	0	0	0	0	61
Further education institutions	1.47%	22.06%	36.76%	17.65%	4.41%	11.76%	1.47%	4.41%	
	1	15	25	12	3	8	1	3	68
Health services	5.41%	28.38%	37.84%	5.41%	13.51%	5.41%	2.70%	1.35%	
	4	21	28	4	10	4	2	1	74
LA education departments	27.03%	54.05%	14.86%	4.05%	0.00%	0.00%	0.00%	0.00%	
	20	40	11	3	0	0	0	0	74
LA social services departments	9.33%	32.00%	42.67%	6.67%	6.67%	1.33%	1.33%	0.00%	
	7	24	32	5	5	1	1	0	75
Careers Wales	11.76%	33.82%	27.94%	14.71%	1.47%	2.94%	1.47%	5.88%	
	8	23	19	10	1	2	1	4	68
Parents and carers	20.78%	53.25%	24.68%	0.00%	1.30%	0.00%	0.00%	0.00%	
	16	41	19	0	1	0	0	0	77

N=61-77

Table 74. LA social services departments staff views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	10.00%	30.00%	55.00%	0.00%	5.00%	0.00%	0.00%	0.00%	
	2	6	11	0	1	0	0	0	20
Further education institutions	4.00%	8.00%	56.00%	8.00%	20.00%	0.00%	0.00%	4.00%	
	1	2	14	2	5	0	0	1	25
Health services	4.17%	20.83%	37.50%	4.17%	25.00%	4.17%	0.00%	4.17%	
	1	5	9	1	6	1	0	1	24
LA education departments	15.38%	34.62%	34.62%	11.54%	3.85%	0.00%	0.00%	0.00%	
	4	9	9	3	1	0	0	0	26
LA social services departments	12.50%	50.00%	25.00%	8.33%	4.17%	0.00%	0.00%	0.00%	
	3	12	6	2	1	0	0	0	24
Careers Wales	8.00%	40.00%	12.00%	24.00%	16.00%	0.00%	0.00%	0.00%	
	2	10	3	6	4	0	0	0	25
Parents and carers	15.38%	38.46%	30.77%	11.54%	3.85%	0.00%	0.00%	0.00%	
	4	10	8	3	1	0	0	0	26

N=20-26

Transition: LA education departments and social services departments

Table 75. LA education departments staff views on whether the current system for learners with statements enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our service	5.26%	31.58%	40.79%	11.84%	6.58%	1.32%	0.00%	2.63%	
	4	24	31	9	5	1	0	2	76
Within our service	13.33%	48.00%	24.00%	6.67%	5.33%	0.00%	0.00%	2.67%	
	10	36	18	5	4	0	0	2	75
Out of our service	5.56%	34.72%	30.56%	13.89%	9.72%	2.78%	0.00%	2.78%	
	4	25	22	10	7	2	0	2	72

N=72-76

Table 76. LA social services departments staff views on whether the current system for learners with statements enables effective transition into, within and out of settings

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our service	4.17%	29.17%	29.17%	20.83%	8.33%	4.17%	0.00%	4.17%	
	1	7	7	5	2	1	0	1	24
Within our service	4.35%	26.09%	43.48%	13.04%	8.70%	0.00%	0.00%	4.35%	
	1	6	10	3	2	0	0	1	23
Out of our service	0.00%	25.00%	37.50%	12.50%	20.83%	4.17%	0.00%	0.00%	
	0	6	9	3	5	1	0	0	24

N=23-24

Involvement of children and young people: LA education departments and social services departments

Table 77. LA education departments staff views on the involvement of children and young people.

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	9.46%	32.43%	37.84%	1.35%	10.81%	5.41%	1.35%	1.35%	
	7	24	28	1	8	4	1	1	74
Children and young people are supported to participate fully in the decisions that affect them	10.67%	28.00%	28.00%	6.67%	14.67%	10.67%	0.00%	1.33%	
	8	21	21	5	11	8	0	1	75
Children and young people are offered opportunities to raise concerns	9.46%	36.49%	29.73%	8.11%	9.46%	2.70%	2.70%	1.35%	
	7	27	22	6	7	2	2	1	74
Children and young people are offered opportunities to have their questions answered	10.81%	37.84%	25.68%	6.76%	10.81%	5.41%	1.35%	1.35%	
	8	28	19	5	8	4	1	1	74

N=74-75

Table 78. LA social services departments staff views on the involvement of children and young people.

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	4.00%	0.00%	60.00%	8.00%	20.00%	4.00%	0.00%	4.00%	
	1	0	15	2	5	1	0	1	25
Children and young people are supported to participate fully in the decisions that affect them	4.00%	0.00%	48.00%	8.00%	28.00%	8.00%	0.00%	4.00%	
	1	0	12	2	7	2	0	1	25
Children and young people are offered opportunities to raise concerns	4.00%	8.00%	44.00%	8.00%	24.00%	8.00%	0.00%	4.00%	
	1	2	11	2	6	2	0	1	25
Children and young people are offered opportunities to have their questions answered	4.00%	8.00%	36.00%	16.00%	24.00%	8.00%	0.00%	4.00%	
	1	2	9	4	6	2	0	1	25

N=25

Involvement of parents and carers: LA education departments and social services departments

Table 79. LA education departments staff views on the involvement of parents and carers

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that affect their children	16.00%	44.00%	32.00%	1.33%	5.33%	1.33%	0.00%	0.00%	
	12	33	24	1	4	1	0	0	75
Parents and carers are supported to participate fully in the decisions that affect their children	13.33%	54.67%	21.33%	2.67%	8.00%	0.00%	0.00%	0.00%	
	10	41	16	2	6	0	0	0	75
Parents and carers are offered opportunities to raise concerns	17.33%	54.67%	24.00%	1.33%	2.67%	0.00%	0.00%	0.00%	
	13	41	18	1	2	0	0	0	75
Parents and carers are offered opportunities to have their questions answered	20.00%	54.67%	20.00%	1.33%	4.00%	0.00%	0.00%	0.00%	
	15	41	15	1	3	0	0	0	75

N=75

Table 80. LA social services departments staff views on the involvement of parents and carers

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that affect their children	4.00%	44.00%	28.00%	12.00%	12.00%	0.00%	0.00%	0.00%	
	1	11	7	3	3	0	0	0	25
Parents and carers are supported to participate fully in the decisions that affect their children	4.00%	32.00%	40.00%	8.00%	16.00%	0.00%	0.00%	0.00%	
	1	8	10	2	4	0	0	0	25
Parents and carers are offered opportunities to raise concerns	8.00%	44.00%	32.00%	4.00%	12.00%	0.00%	0.00%	0.00%	
	2	11	8	1	3	0	0	0	25
Parents and carers are offered opportunities to have their questions answered	4.00%	52.00%	20.00%	12.00%	12.00%	0.00%	0.00%	0.00%	
	1	13	5	3	3	0	0	0	25

N=25

Local health boards (LHBs)

A total of 88 responses were received from staff in each of the seven LHBs. The number of responses ranged from six in the LHB with fewest responses to 18 (in two LHBs).

Respondents were asked their role and presented with a list of job titles. Around a quarter of respondents (26) wrote in their specific job title while 17 noted they were a SLT, 14 a physiotherapist, 9 a community paediatrician and 8 an OT.

Table 81. Role of respondents – LHBs

Role*	Percentage of responses	Number of responses
Head of paediatric services	7%	6
Community paediatrician	10%	9
Programme manager - Flying Start health visiting service	1%	1
Divisional nurse/head of school nursing	1%	1
Divisional nurse/head of nursing services for learning disabilities/home advisory service (adults)	1%	1
Divisional nurse/head of nursing services for learning disabilities/home advisory service (children and young people)	1%	1
Head of speech and language therapy (children and young people)	1%	1
Head of community learning disability team (children and young people)	1%	1
Head of community occupational therapy service	1%	1
Head of occupational therapy service/learning disabilities occupational therapy (children and young people)	2%	2
Head of physiotherapy services (children and young people)	5%	4
Head of physiotherapy services	1%	1
Head of psychology services (children and young people)/ head of CAMHS	1%	1
Occupational Therapist	9%	8
Physiotherapist	16%	14
Speech and Language Therapist	19%	17
Psychologist	3%	3
Other (please specify)	30%	26
Total	100%	88

*Other roles with no respondents not shown

Statutory assessment: LHBs

Table 82. LHB staff views on statutory assessment processes

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Statutory assessment processes are effective	2.38%	16.67%	47.62%	9.52%	7.14%	10.71%	3.57%	2.38%	
	2	14	40	8	6	9	3	2	84
Learner participation is effective throughout statutory assessment processes	3.57%	7.14%	15.48%	28.57%	13.10%	22.62%	4.76%	4.76%	
	3	6	13	24	11	19	4	4	84
People appropriate to the needs of the child or young person are involved in statutory assessment processes	9.52%	39.29%	33.33%	4.76%	7.14%	1.19%	3.57%	1.19%	
	8	33	28	4	6	1	3	1	84
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	4.82%	10.84%	12.05%	21.69%	2.41%	8.43%	3.61%	36.14%	
	4	9	10	18	2	7	3	30	83
Current statutory assessment processes help avoid disagreements	0.00%	8.24%	23.53%	23.53%	11.76%	18.82%	7.06%	7.06%	
	0	7	20	20	10	16	6	6	85
Current statutory assessment processes support early disagreement resolution	0.00%	8.24%	22.35%	27.06%	7.06%	20.00%	3.53%	11.76%	
	0	7	19	23	6	17	3	10	85

N=83-85

School Action/Plus assessment processes: LHBs

Table 83. LHB staff views on the assessment process for learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
School Action/Plus assessment processes are effective	4.11%	2.74%	43.84%	9.59%	6.85%	5.48%	2.74%	24.66%	
	3	2	32	7	5	4	2	18	73
Learner participation is effective throughout assessment processes for learners supported through school action/school action plus	2.74%	6.85%	20.55%	15.07%	8.22%	8.22%	6.85%	31.51%	
	2	5	15	11	6	6	5	23	73
People appropriate to the needs of the child or young person are involved in assessment processes for learners supported through school action/school action plus	2.74%	13.70%	21.92%	15.07%	9.59%	5.48%	6.85%	24.66%	
	2	10	16	11	7	4	5	18	73
There are effective arrangements in place to enable assessment through the medium of Welsh for learners supported through school action/school	2.86%	10.00%	11.43%	18.57%	7.14%	0.00%	4.29%	45.71%	
	2	7	8	13	5	0	3	32	70

action plus where requested									
Current assessment processes for learners supported through school action/school action plus help avoid disagreements	1.37%	5.48%	17.81%	24.66%	2.74%	15.07%	2.74%	30.14%	
	1	4	13	18	2	11	2	22	73
Current assessment processes for learners supported through school action/school action plus support early disagreement resolution	1.37%	4.11%	16.44%	26.03%	5.48%	12.33%	2.74%	31.51%	
	1	3	12	19	4	9	2	23	73

N=70-73

Statutory provision for learners with statements: LHB

Table 84. LHB staff views on SEP for learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners with statutory plans is effective	4.00%	22.67%	42.67%	9.33%	8.00%	8.00%	0.00%	5.33%	
	3	17	32	7	6	6	0	4	75
SEP for learners is delivered in a timely way to meet the needs of the learner	0.00%	13.33%	38.67%	8.00%	22.67%	8.00%	4.00%	5.33%	
	0	10	29	6	17	6	3	4	75
SEP is delivered in the most appropriate setting for the learner	4.00%	13.33%	32.00%	12.00%	18.67%	8.00%	6.67%	5.33%	
	3	10	24	9	14	6	5	4	75
The current system enables a flexible approach to the delivery of SEP	2.67%	10.67%	22.67%	21.33%	14.67%	10.67%	9.33%	8.00%	
	2	8	17	16	11	8	7	6	75
SEP enables learners to achieve their full potential	9.59%	9.59%	36.99%	19.18%	2.74%	9.59%	6.85%	5.48%	
	7	7	27	14	2	7	5	4	73
SEP through the medium of Welsh is available where requested	4.11%	12.33%	9.59%	21.92%	6.85%	6.85%	4.11%	34.25%	
	3	9	7	16	5	5	3	25	73
The way SEP is delivered helps avoid disagreements	0.00%	10.67%	21.33%	24.00%	17.33%	13.33%	4.00%	9.33%	
	0	8	16	18	13	10	3	7	75
The way SEP is delivered supports early disagreement resolution	0.00%	9.46%	20.27%	24.32%	14.86%	12.16%	4.05%	14.86%	
	0	7	15	18	11	9	3	11	74

N=73-75

SEP for learners supported through school action/school action plus: LHBs

Table 85. LHB staff views on SEP for learners supported through school action/school action plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
SEP for learners supported through school action/school action plus is effective	0.00%	9.09%	34.85%	9.09%	6.06%	7.58%	4.55%	28.79%	
	0	6	23	6	4	5	3	19	66
SEP for learners is delivered in a timely way to meet the needs of the learner	0.00%	9.09%	22.73%	16.67%	12.12%	4.55%	4.55%	30.30%	
	0	6	15	11	8	3	3	20	66
SEP is delivered in the most appropriate setting for the learner	1.52%	12.12%	28.79%	13.64%	7.58%	3.03%	4.55%	28.79%	
	1	8	19	9	5	2	3	19	66
The current system enables a flexible approach to the delivery of SEP	0.00%	9.09%	15.15%	22.73%	10.61%	10.61%	3.03%	28.79%	
	0	6	10	15	7	7	2	19	66
SEP enables learners to achieve their full potential	3.03%	9.09%	22.73%	19.70%	10.61%	6.06%	3.03%	25.76%	
	2	6	15	13	7	4	2	17	66
SEP through the medium of Welsh is available where requested	4.62%	10.77%	12.31%	21.54%	4.62%	4.62%	1.54%	40.00%	
	3	7	8	14	3	3	1	26	65
The way SEP is delivered helps avoid disagreements	1.56%	3.13%	15.63%	18.75%	20.31%	6.25%	4.69%	29.69%	
	1	2	10	12	13	4	3	19	64
The way SEP is delivered supports early disagreement resolution	1.52%	3.03%	18.18%	21.21%	16.67%	6.06%	3.03%	30.30%	
	1	2	12	14	11	4	2	20	66

N=64-66

Statutory review: LHBs

Table 86. LHB staff views on review arrangements for learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current statutory review arrangements are effective	2.94%	14.71%	41.18%	11.76%	11.76%	8.82%	4.41%	4.41%	
	2	10	28	8	8	6	3	3	68
Current statutory review arrangements use person-centred planning effectively	2.86%	21.43%	35.71%	12.86%	11.43%	8.57%	1.43%	5.71%	
	2	15	25	9	8	6	1	4	70
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	1.45%	17.39%	28.99%	13.04%	14.49%	8.70%	8.70%	7.25%	
	1	12	20	9	10	6	6	5	69
People appropriate to the needs of the child or young person are involved in statutory reviews	1.45%	24.64%	40.58%	7.25%	5.80%	10.14%	5.80%	4.35%	
	1	17	28	5	4	7	4	3	69
Statutory reviews are available through the medium of Welsh where requested	4.48%	17.91%	8.96%	22.39%	2.99%	1.49%	1.49%	40.30%	
	3	12	6	15	2	1	1	27	67
Current statutory review arrangements help avoid disagreements	0.00%	15.94%	17.39%	27.54%	17.39%	8.70%	2.90%	10.14%	
	0	11	12	19	12	6	2	7	69
Current statutory review arrangements support early disagreement resolution	0.00%	15.94%	21.74%	27.54%	14.49%	7.25%	2.90%	10.14%	
	0	11	15	19	10	5	2	7	69

N=68-70

Review of non-statutory plans: LHBs

Table 87. LHB staff views on the review arrangements for learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Current review arrangements for learners supported through school action/school action plus are effective	0.00%	6.56%	27.87%	19.67%	4.92%	8.20%	3.28%	29.51%	
	0	4	17	12	3	5	2	18	61
Current review arrangements for learners supported through school action/school action plus use person-centred planning effectively	0.00%	8.20%	27.87%	18.03%	4.92%	9.84%	3.28%	27.87%	
	0	5	17	11	3	6	2	17	61
Current review arrangements for learners supported through school action/school action plus are undertaken in a timely way to meet the needs of the learner	0.00%	8.20%	22.95%	22.95%	8.20%	8.20%	1.64%	27.87%	
	0	5	14	14	5	5	1	17	61
People appropriate to the needs of the child or young person are involved in reviews for learners supported through school action/school action plus	0.00%	8.33%	25.00%	16.67%	11.67%	6.67%	5.00%	26.67%	
	0	5	15	10	7	4	3	16	60
Reviews for learners supported through school action/school action plus are	5.00%	10.00%	6.67%	23.33%	3.33%	5.00%	1.67%	45.00%	
	3	6	4	14	2	3	1	27	60

available through the medium of Welsh where requested									
Current review arrangements for learners supported through school action/school action plus help avoid disagreements	0.00%	3.33%	15.00%	30.00%	13.33%	6.67%	3.33%	28.33%	
	0	2	9	18	8	4	2	17	60
Current review arrangements for learners supported through school action/school action plus support early disagreement resolution	0.00%	3.28%	18.03%	29.51%	11.48%	6.56%	3.28%	27.87%	
	0	2	11	18	7	4	2	17	61

Working with others: LHBs

Table 88. LHB staff views on whether effective working relationships have been developed with a range of partner organisations when supporting children and young people with SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Schools	5.66%	45.28%	32.08%	5.66%	11.32%	0.00%	0.00%	0.00%	
	3	24	17	3	6	0	0	0	53
Further education institutions	1.79%	16.07%	30.36%	14.29%	7.14%	14.29%	10.71%	5.36%	
	1	9	17	8	4	8	6	3	56
Health services	15.79%	52.63%	24.56%	0.00%	5.26%	1.75%	0.00%	0.00%	
	9	30	14	0	3	1	0	0	57
LA education departments	12.50%	35.94%	32.81%	6.25%	6.25%	4.69%	1.56%	0.00%	
	8	23	21	4	4	3	1	0	64
LA social services departments	1.59%	23.81%	28.57%	15.87%	14.29%	9.52%	6.35%	0.00%	
	1	15	18	10	9	6	4	0	63
Careers Wales	1.69%	15.25%	22.03%	16.95%	8.47%	6.78%	8.47%	20.34%	
	1	9	13	10	5	4	5	12	59
Parents and carers	20.31%	40.63%	31.25%	3.13%	1.56%	1.56%	1.56%	0.00%	
	13	26	20	2	1	1	1	0	64

N=53-64

Table 89. LHB staff views on the clarity of responsibilities and information sharing in relation to learners with statements of SEN

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	3.13%	23.44%	42.19%	4.69%	10.94%	12.50%	3.13%	0.00%	
	2	15	27	3	7	8	2	0	64
We receive the information we need from other organisations on learners with statements	1.64%	16.39%	27.87%	8.20%	19.67%	18.03%	8.20%	0.00%	
	1	10	17	5	12	11	5	0	61
We receive information from other organisations on learners with	1.59%	17.46%	28.57%	15.87%	23.81%	6.35%	6.35%	0.00%	
	1	11	18	10	15	4	4	0	63

statements when it is needed									
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N=61-63

Table 90. LHB staff views on the clarity of responsibilities and information sharing in relation to learners supported through school action/plus

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
The current system for learners at school action or school action plus ensures clarity about who is responsible for delivering various elements of provision	0.00%	8.62%	24.14%	20.69%	5.17%	17.24%	5.17%	18.97%	
	0	5	14	12	3	10	3	11	58
We receive the information we need from other organisations on learners at school action or school action plus	1.75%	3.51%	26.32%	12.28%	14.04%	17.54%	8.77%	15.79%	
	1	2	15	7	8	10	5	9	57
We receive information from other organisations on learners at school action or school action plus when it is needed	0.00%	6.90%	22.41%	13.79%	22.41%	10.34%	6.90%	17.24%	
	0	4	13	8	13	6	4	10	58

N=58

Transition: LHBs

Table 91. LHB views on whether the current system for learners with statements enables effective transition into, within and out of settings

The current system for learners with statements enables effective transition:	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our service	1.92%	25.00%	38.46%	7.69%	5.77%	5.77%	5.77%	9.62%	
	1	13	20	4	3	3	3	5	52
Within our service	1.85%	46.30%	31.48%	7.41%	0.00%	1.85%	3.70%	7.41%	
	1	25	17	4	0	1	2	4	54
Out of our service	1.75%	26.32%	29.82%	10.53%	7.02%	8.77%	3.51%	12.28%	
	1	15	17	6	4	5	2	7	57

N=52-57

Table 92. LHB staff views on whether the current system for learners supported through school action/plus enables effective transition into, within and out of settings

The current system for learners at school action/plus enables effective transition:	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Into our service	3.92%	13.73%	25.49%	15.69%	3.92%	7.84%	3.92%	25.49%	
	2	7	13	8	2	4	2	13	51
Within our service	1.96%	23.53%	25.49%	11.76%	1.96%	7.84%	3.92%	23.53%	
	1	12	13	6	1	4	2	12	51
Out of our service	1.96%	17.65%	15.69%	19.61%	5.88%	9.80%	3.92%	25.49%	
	1	9	8	10	3	5	2	13	51

N=51

Involvement of children and young people: LHBs

Table 93. LHB staff views on the involvement of children and young people

To what extent to do you agree with the following statements:	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Children and young people are supported to understand the decisions that affect them	0.00%	11.48%	40.98%	11.48%	24.59%	1.64%	4.92%	4.92%	
	0	7	25	7	15	1	3	3	61
Children and young people are supported to participate fully in the decisions that affect them	0.00%	11.29%	33.87%	11.29%	30.65%	4.84%	3.23%	4.84%	
	0	7	21	7	19	3	2	3	62
Children and young people are offered opportunities to raise concerns	0.00%	13.11%	32.79%	16.39%	26.23%	1.64%	3.28%	6.56%	
	0	8	20	10	16	1	2	4	61
Children and young people are offered opportunities to have their questions answered	1.64%	9.84%	32.79%	24.59%	18.03%	1.64%	3.28%	8.20%	
	1	6	20	15	11	1	2	5	61

N=61-62

Involvement of parents and carers: LHBs

Table 94. LHB staff views on the involvement of parents and carers

To what extent to do you agree with the following statements:	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Total
Parents and carers are supported to understand the decisions that	4.69%	31.25%	43.75%	6.25%	4.69%	3.13%	4.69%	1.56%	
	3	20	28	4	3	2	3	1	64

affect their children									
Parents and carers are supported to participate fully in the decisions that affect their children	9.38%	20.31%	48.44%	4.69%	9.38%	3.13%	3.13%	1.56%	
	6	13	31	3	6	2	2	1	64
Parents and carers are offered opportunities to raise concerns	10.94%	25.00%	42.19%	9.38%	7.81%	1.56%	3.13%	0.00%	
	7	16	27	6	5	1	2	0	64
Parents and carers are offered opportunities to have their questions answered	10.94%	23.44%	42.19%	9.38%	7.81%	3.13%	3.13%	0.00%	
	7	15	27	6	5	2	2	0	64

N=64