

Annex D. SEN baseline survey questionnaire

Introduction

Welsh Government has commissioned Arad Research and the University of South Wales to conduct a baseline assessment of the systems in place to support children and young people with Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD).

As the system is changing, this survey focuses on gathering professionals' views and experiences of the current system for children and young people with SEN and LDD. Your views will help Welsh Government understand if changes are moving in the right direction. It includes questions on the current SEN/LDD system as a whole and on specific aspects of the system, including assessment, planning, transition, avoiding and resolving disagreements and partnership working.

We are grateful to you for your contribution to this survey. Your response is extremely valuable to us in establishing a baseline ahead of the implementation of the ALN and Educational Tribunal (Wales) Act 2018. The data will be used as a baseline for a future evaluation of the impact of the act.

Your responses to the survey will be reported anonymously. To view the Welsh Government's privacy notice for this survey which sets out how your data will be used, please [click here](#). Your contact details will only be used for approved research purposes and in accordance with the Data Protection Act/ The General Data Protection Regulation (GDPR). Your contact details will be deleted once this approved research is complete unless you have indicated otherwise at the end of the survey.

To complete the questionnaire in Welsh please [click here](#) / I gwblhau'r arolwg yn y Gymraeg cliciwch yma.

Privacy notice for SEN baseline research survey participants

In order for the Welsh Government to understand the baseline position of the SEN system in Wales, we have commissioned Arad Research, in collaboration with the University of South Wales, to collect opinions about this from key stakeholders. The information you give will provide a baseline which can be returned to over time to track change and progress after the introduction of the Additional Learning Needs Education Tribunal (Wales) Act 2018.

The information you provide will be sent to Arad Research and used in the following ways:

- To compile an SEN baseline research report for Welsh Government. This report will be published but all data will be anonymised within it.
- To link your anonymised data from this questionnaire to future questionnaires for the purpose of evaluating the impact of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- The anonymised data will be stored by WG for a period of 5 years.

Sharing information

Your data will be shared by the Welsh Government with approved social research organisations to carry out research, analysis or equal opportunities monitoring on our behalf in pursuance of our public task. Your contact details will only be used for approved research purposes and in accordance with the Data Protection Act/ The General Data Protection Regulation (GDPR). The social research organisation will delete your contact details once this approved research is complete unless you have indicated otherwise.

If you wish to be re-contacted by Welsh Government or approved social research organisations on behalf of Welsh Government in relation to further research on SEN/ALN, then please indicate this in the space provided at the end of the survey. Welsh Government will then retain your details securely and may contact you in the future for the purpose of further research until such time you inform us otherwise.

Your rights.

Under the data protection legislation, you have the right:

- To access the personal data the Welsh Government holds on you.
- Require us to rectify inaccuracies in that data;
- To (in certain circumstances) object to or restrict processing;
- For (in certain circumstances) your data to be 'erased'; and
- To lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection

The contact details for the Information Commissioner's Office are:

Wycliffe House
Water Lane
Wilmslow
Cheshire
SK9 5AF

Telephone: 01625 545 745 or 0303 123 1113
Website: www.ico.gov.uk

Further information

If you have any further questions about how your data will be used by Welsh Government, please write to us using the details below.

Dr XXX
Telephone: XXXX
Email: XXXX

The Welsh Government's Data Protection Officer can be contacted at:

Welsh Government
Cathays Park
Cardiff
CF10 3NQ.

E-mail: DataProtectionOfficer@gov.wales

About you

Please provide your details below. This will enable us to verify you have responded and will ensure that you are not sent any reminders to complete the survey.

1. Your details

Name	<input type="text"/>
Email address	<input type="text"/>

2. Do you work for a: [Tick one]

School, pupil referral unit or EOTAS provider	<input type="checkbox"/>
Further education institution	<input type="checkbox"/>
Early years provider	<input type="checkbox"/>
Local authority education department	<input type="checkbox"/>
Local authority social services department	<input type="checkbox"/>
Local health board	<input type="checkbox"/>

[If school, pupil referral unit or EOTAS provider or early years provider- filter to following questions]

[If LA education dept - filter to Q54]

[If LA social services dept - filter to Q57]

[If LHB – filter to Q68]

[If FEI - filter to Q85]

3. Name of school / provider:

4. In which local authority is your school? *[drop down]*

5. Which category of education provision do you work in? [Tick one]

English-medium primary with nursery	<input type="checkbox"/>
English-medium primary without nursery	<input type="checkbox"/>
English-medium secondary	<input type="checkbox"/>
Welsh-medium primary with nursery	<input type="checkbox"/>
Welsh-medium primary without nursery	<input type="checkbox"/>
Welsh-medium secondary	<input type="checkbox"/>
Dual-stream primary with nursery	<input type="checkbox"/>
Dual-stream primary without nursery	<input type="checkbox"/>
Bilingual secondary	<input type="checkbox"/>
Special school	<input type="checkbox"/>
Pupil referral unit	<input type="checkbox"/>
Other educated other than at school (EOTAS) service	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

6. Do you work with pupils with SEN mainly through the medium of Welsh, English or bilingually?

[Tick one]

Through the medium of Welsh

Through the medium of English
Bilingually

[Page break]

*[If primary, middle, special school, PRU, EOTAS or other - filter to following questions]
[If secondary school – filter to Q33]*

7. Are you a: (tick all that apply)

Headteacher or head of setting
Senior manager with responsibility for SEN
Other member of senior management team
Teacher (including head of department)
Teaching Assistant/Higher Level Teaching Assistant/Learning Support Assistant
Other (please note)

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8. Are you the SENCo/ALNCo or equivalent for your school/setting?
Yes/No

9. Do you hold any SEN-specific qualifications? [Tick one]

Yes
No

[Page break]

[Filter – Q10-14 to be asked only to school SENCOs]*

Use of IDPs

The question below asks about the use of individual development plans which are being trialled by some schools and colleges in preparation for the ALN and Educational Tribunal (Wales) Bill.

10. Does the school use individual development plans (IDPs)?

Yes
No

[Page break]

Use of IDPs

[If yes to Q8 route to]

11. Which of the following groups of children and young people have IDPs, please tick all that apply:

Children with Early Years School Action provision

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Children with Early Years School Action Plus provision
Children with Early Years Statutory Provision via statements
Children and young people with school action provision
Children and young people with school action plus provision
Children and young people with statutory provision via statements

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Most recent statutory assessment and review

Please answer the questions below based on your own practice and contribution to statutory assessment and review processes and special educational provision. Please do not include the input or activity of others you may work with when answering the questions below.

- 12. 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.**

Approximate number of hours	
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- 13. 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 special educational provision? Please provide your best estimate in weeks.**

Estimated number of weeks	
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- 14. 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.**

Approximate number of hours	
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Statutory assessment processes for statements of SEN

When answering the questions below, please consider all stages of the current statutory assessment processes for statements of SEN.

15. Based on your own experience and practice, to what extent 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	Not applicable
Statutory assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of current statutory assessment arrangements

Assessment processes for learners at Early Years Action/Early Years Action Plus

When answering the questions below, please consider all stages of assessment processes for learners at Early Years Action/ Early Years Action Plus.

16. Based on your own experience and practice, to what extent 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	Not applicable
Early Years Action/Plus assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout assessment processes for learners at Early Years Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in assessment processes for learners at Early Years Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable assessment through the medium of Welsh for learners at Early Years Action/Plus where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at Early Years Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at Early Years Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of assessment arrangements at Early Years Action/Plus

Assessment processes for learners at School Action/School Action Plus

When answering the questions below, please consider all stages of assessment processes for learners at School Action/School Action Plus.

17. Based on your own experience and practice, to what extent 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	Not applicable
School Action/Plus assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout assessment processes for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in assessment processes for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable assessment through the medium of Welsh for learners at School Action/Plus where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at School Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at School Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of assessment arrangements at School Action/Plus.

Special educational provision for learners with statutory plans

Below we refer to special educational provision for learners with statutory plans. Under the current system, 'statutory' refers to statements of SEN

18. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision 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	Not applicable
Special educational provision for learners with statutory plans is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners with statutory plans

Special educational provision: Early Years Action/Early Years Action Plus

Below we refer to special educational provision for learners at Early Years Action/Early Years Action Plus

19. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision for learners at Early Years Action/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	Not applicable
Special educational provision is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners at Early Years Action/Plus (EYA/P)

Special educational provision: School Action/School Action Plus

Below we refer to special educational provision for learners at School Action/ School Action Plus

20. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision for learners at 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	Not applicable
Special educational provision is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners at and School Action/Plus

Reviews of statutory plans

Below we refer to reviews of statutory plans for learners with statements of SEN

21. To what extent do you agree with the following in relation to 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	Not applicable
Current statutory review arrangements are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statutory reviews are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to statutory review processes

Reviews of plans for learners at Early Years Action/Early Years Action Plus

Below we refer to reviews of plans for learners at Early Years Action/Early Years Action Plus

22. To what extent do you agree with the following in relation to review arrangements for learners at Early Years Action/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	Not applicable
Current review arrangements for learners at Early Years Action/Plus are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at Early Years Action/Plus use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at Early Years Action/Plus are timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in reviews for learners at Early Years Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews for learners at Early Years Action/Plus are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at Early Years Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at Early Years Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to review processes for learners at Early Years Action/Plus.

Reviews of plans for learners at School Action/Plus

Below we refer to reviews of plans for learners at School Action/Plus

23. To what extent do you agree with the following for learners at 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	Not applicable
Current review arrangements for learners at School Action/Plus are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in reviews for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews for learners at School Action/Plus are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to review processes for learners at School Action/School Action Plus

Working with others

The questions below focus on how your organisation works in partnership with others in relation to learners with SEN. They ask whether you receive appropriate information and whether this is provided in a timely way.

24. Based on your experience and practice, to what extent do you agree with the following 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	Not applicable
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners with statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners with statements <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

25. Based on your experience and practice, to what extent do you agree with the following statements for learners at Early Years Action or 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	Not applicable
The current system for learners at Early Years Action or Early Years Action Plus ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners at Early Years Action or Early Years Action Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners at Early Years Action or Early Years Action Plus <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

26. Based on your experience and practice, to what extent do you agree with the following statements for learners at 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	Not applicable
The current system for learners at School Action or School Action Plus ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners at School Action or School Action Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners at School Action or School Action Plus <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

27. Based on your experience and practice, to what extent do you agree with the following statement:

When supporting children and young people with SEN effective working relationships have been developed with:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
Early years or pre-school settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority education departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority social services departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about any strengths and/or weaknesses of working with others.

Transition

The questions below ask about transition into, within and out of settings (e.g. schools and pupil referral units)

28. To what extent do you agree with the following statement:

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	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments on strengths and/or weaknesses of current arrangements for transition

29. To what extent do you agree with the following statement:

The current system for learners at Early Years Action/Early Years 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	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments on strengths and/or weaknesses of current arrangements for transition

30. To what extent do you agree with the following statements:

The current system for learners at School Action/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	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments on strengths and/or weaknesses of current arrangements for transition

Involvement of children, young people, parents and carers

The questions below ask you to consider how children, young people, parents and carers are involved in decisions relating to SEN.

31. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Children and young people are supported to understand the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are supported to participate fully in the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving children and young people in decisions relating to SEN

32. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Parents and carers are supported to understand the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are supported to participate fully in the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving parents and carers in decisions relating to SEN.

[If secondary school, filter to following questions]

33. Are you a: (tick all that apply)

- | | |
|---|--------------------------|
| Headteacher | <input type="checkbox"/> |
| Senior manager with responsibility for SEN | <input type="checkbox"/> |
| Other member of senior management team | <input type="checkbox"/> |
| Teacher (including head of department) | <input type="checkbox"/> |
| Teaching Assistant/Higher Level Teaching Assistant/Learning Support Assistant | <input type="checkbox"/> |
| Other (please note) | <input type="checkbox"/> |

34. Are you the SENCo/ALNCo or equivalent for your school/setting?

Yes/No

35. Do you hold any SEN-specific qualifications? [Tick one]

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

[Page break]

[Filter Q36-40 to be asked only to school SENCOs]*

The question below asks about the use of individual development plans which are being trialled by some schools and colleges in preparation for the ALN and Educational Tribunal (Wales) Bill.

36. Does the school use individual development plans (IDPs)?

- | | |
|-----|--------------------------|
| Yes | <input type="checkbox"/> |
| No | <input type="checkbox"/> |

[Page break]

[If yes to Q8 route to]

37. Which of the following groups of children and young people have IDPs, please tick all that apply:

- | | |
|---|--------------------------|
| Children and young people with School Action provision | <input type="checkbox"/> |
| Children and young people with School Action Plus provision | <input type="checkbox"/> |
| Children and young people with statutory provision via statements | <input type="checkbox"/> |

[Page break]

Most recent statutory assessment and review

Please answer the questions below based on your own practice and contribution to statutory assessment and review processes and special educational provision. Please do not include the input or activity of others you may work with when answering the questions below.

38. 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.

Approximate number of hours	
-----------------------------	--

39. 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 special educational provision? Please provide your best estimate in weeks.

Estimated number of weeks	
---------------------------	--

40. 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.

Approximate number of hours	
-----------------------------	--

[Page break]

Statutory assessment processes for statements of SEN

When answering the questions below, please consider all stages of the current statutory assessment processes for statements of SEN.

41. Based on your own experience and practice, to what extent 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	Not applicable
Statutory assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of current statutory assessment arrangements

Assessment processes for learners at School Action/School Action Plus

When answering the questions below, please consider all stages of assessment processes for learners at School Action/School Action Plus.

42. Based on your own experience and practice, to what extent 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	Not applicable
School Action/Plus assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout assessment processes for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in assessment processes for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable assessment through the medium of Welsh for learners at School Action/Plus where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at School Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at School Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of assessment arrangements at School Action/Plus.

Special educational provision for learners with statutory plans

Below we refer to special educational provision for learners with statutory plans. Under the current system, 'statutory' refers to statements of SEN.

43. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision 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	Not applicable
Special educational provision for learners with statutory plans is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners with statutory plans

Special educational provision: School Action/School Action Plus

Below we refer to special educational provision for learners at School Action/ School Action Plus

44. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision for learners at 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	Not applicable
Special educational provision is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners at School Action/Plus

Reviews of statutory plans

Below we refer to reviews of statutory plans for learners with statements of SEN

45. To what extent do you agree with the following in relation to 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	Not applicable
Current statutory review arrangements are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statutory reviews are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to statutory review processes

Reviews of plans for learners at School Action/Plus (SA/P):

Below we refer to reviews of plans for learners at School Action/Plus

46. To what extent do you agree with the following for learners at 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	Not applicable
Current review arrangements for learners at School Action/Plus are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in reviews for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews for learners at School Action/Plus are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to review processes for learners at School Action/School Action Plus.

Working with others

The questions below focus on how your organisation works in partnership with others in relation to learners with SEN. They ask whether you receive appropriate information and whether this is provided in a timely way.

47. Based on your experience and practice, to what extent do you agree with the following 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	Not applicable
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners with statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners with statements <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

48. Based on your experience and practice, to what extent do you agree with the following statements for learners at 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	Not applicable
The current system for learners at School Action or School Action Plus ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners at School Action or School Action Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners at School Action or School Action Plus <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

49. Based on your experience and practice, to what extent do you agree with the following statement:

When supporting children and young people with SEN effective working relationships have been developed with:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority education departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority social services departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers Wales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about any strengths and/or weaknesses of current arrangements for working with others.

Transition

The questions below ask about transition into, within and out of settings (e.g. schools and pupil referral units)

50. To what extent do you agree with the following statement:

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	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments on strengths and/or weaknesses of current arrangements for transition

51. To what extent do you agree with the following statements:

The current system for learners at School Action/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	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments on strengths and/or weaknesses of current arrangements for transition

Involvement of children, young people, parents and carers

The questions below ask you to consider how children, young people, parents and carers are involved in decisions relating to SEN.

52. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Children and young people are supported to understand the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are supported to participate fully in the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving children and young people in decisions relating to SEN

53. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Parents and carers are supported to understand the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are supported to participate fully in the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving parents and carers in decisions relating to SEN.

[If LA education department, filter to following questions]

54. Name of local authority

55. Are you a: (tick all that apply)

- | | |
|---|--------------------------|
| Director | <input type="checkbox"/> |
| Head of learning transformation | <input type="checkbox"/> |
| SEN/ALN manager | <input type="checkbox"/> |
| Head of inclusion | <input type="checkbox"/> |
| Head of transition service | <input type="checkbox"/> |
| ASD service manager | <input type="checkbox"/> |
| Service manager – sensory services/sensory and communication services/learning disabilities, sensory disabilities, and occupational therapy | <input type="checkbox"/> |
| Head of education services | <input type="checkbox"/> |
| Behaviour/behaviour and attendance service manager/education welfare manager | <input type="checkbox"/> |
| Flying Start manager | <input type="checkbox"/> |
| Principal educational psychologist/head of educational psychology service | <input type="checkbox"/> |
| Education other than at school (EOTAS) manager | <input type="checkbox"/> |
| Head of lifelong learning | <input type="checkbox"/> |
| Head of parent partnership | <input type="checkbox"/> |
| Other (please state below) | <input type="checkbox"/> |

56. Role in / engagement with SEN children and processes (e.g. attending assessment/review meetings, providing supporting evidence for statutory assessment):

[If LA social services department, filter to following questions]

57. Name of local authority

58. Are you a: (tick all that apply)

- | | |
|--|--------------------------|
| Head of children and family service | <input type="checkbox"/> |
| Children with disabilities manager | <input type="checkbox"/> |
| Looked after children manager | <input type="checkbox"/> |
| Safeguarding and family support service manager | <input type="checkbox"/> |
| Transition team manager (transition from children to adult services) | <input type="checkbox"/> |
| Head of day opportunities services | <input type="checkbox"/> |
| Head of adult and community services | <input type="checkbox"/> |

Head of ASD community services
Head of disabled people's services
Head of disabled people's services 0-25
Head of youth offending/youth justice service manager
Other (please state below)

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59. Role in / engagement with SEN children and processes (e.g. attending assessment/review meetings, providing supporting evidence for statutory assessment):

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[Page break]

[LA education and social services departments]

Statutory assessment processes for statements of SEN

When answering the questions below, please consider all stages of the current statutory assessment processes for statements of SEN.

60. Based on your own experience and practice, to what extent 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	Not applicable
Statutory assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of current statutory assessment arrangements

Special educational provision for learners with statutory plans

Below we refer to special educational provision for learners with statutory plans. Under the current system, 'statutory' refers to statements of SEN.

61. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision 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	Not applicable
Special educational provision for learners with statutory plans is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners with statutory plans

Reviews of statutory plans

Below we refer to reviews of statutory plans for learners with statements of SEN

62. To what extent do you agree with the following in relation to 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	Not applicable
Current statutory review arrangements are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statutory reviews are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to statutory review processes

Working with others

The questions below focus on how your organisation works in partnership with others in relation to learners with SEN. They ask whether you receive appropriate information and whether this is provided in a timely way.

63. Based on your experience and practice, to what extent do you agree with the following 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	Not applicable
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners with statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners with statements <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

The question below asks you to consider how effective working relationships are with others. This includes working relationships with other organisations/departments in your sector or organisations/departments in other sectors.

64. Based on your experience and practice, to what extent do you agree with the following statement:

When supporting children and young people with SEN/LDD effective working relationships have been developed with:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority education departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority social services departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers Wales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about any strengths and/or weaknesses of current arrangements for working with others.

Transition between services

The questions below ask about transition into, within and out of services (e.g. local authority education services, social services or health services)

65. To what extent do you agree with the following statement:

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	Not applicable
Into our service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments below on strengths and/or weaknesses of transition for learners with statements

Involvement of children, young people, parents and carers

The questions below ask you to consider how children, young people, parents and carers are involved in decisions relating to SEN/LDD.

66. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Children and young people are supported to understand the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are supported to participate fully in the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving children and young people in decisions relating to SEN.

67. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Parents and carers are supported to understand the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are supported to participate fully in the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving parents and carers in decisions relating to SEN.

Statutory assessment processes for statements of SEN

When answering the questions below, please consider all stages of the current statutory assessment processes for statements of SEN.

72. Based on your own experience and practice, to what extent 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	Not applicable
Statutory assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is effective throughout statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory assessment processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable statutory assessment through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory assessment processes support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of current statutory assessment arrangements

Assessment processes for learners at School Action/School Action Plus

When answering the questions below, please consider all stages of assessment processes for learners at School Action/School Action Plus.

73. Based on your own experience and practice, to what extent do you agree with the following statements for learners at 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	Not applicable
School Action/Plus assessment processes are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner participation is an effective feature throughout assessment processes for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in assessment processes for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable assessment through the medium of Welsh for learners at School Action/Plus where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at School Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for learners at School Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of assessment arrangements at School Action/Plus.

Special educational provision for learners with statutory plans

Below we refer to special educational provision for learners with statutory plans. Under the current system, 'statutory' refers to statements of SEN

74. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision 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	Not applicable
Special educational provision for learners with statutory plans is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners with statutory plans

Special educational provision: School Action/School Action Plus

Below we refer to special educational provision for learners at School Action/ School Action Plus

75. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision for learners at 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	Not applicable
Special educational provision is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners at and School Action/Plus

Reviews of statutory plans

76. To what extent do you agree with the following in relation to 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	Not applicable
Current statutory review arrangements are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in statutory reviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statutory reviews are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current statutory review arrangements support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to statutory review processes

Reviews of plans for learners at School Action/Plus

Below we refer to reviews of plans for learners at School Action/Plus

77. To what extent do you agree with the following for learners at 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	Not applicable
Current review arrangements for learners at School Action/Plus are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus are undertaken in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in reviews for learners at School Action/Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews for learners at School Action/Plus are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current review arrangements for learners at School Action/Plus support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to review processes for learners at School Action/School Action Plus.

Working with others

The questions below focus on how your organisation works in partnership with others in relation to learners with SEN, whether you receive appropriate information and whether this is provided in a timely way.

78. Based on your experience and practice, to what extent do you agree with the following 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	Not applicable
The current system for learners with statements ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners with statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners with statements when it is needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

79. Based on your experience and practice, to what extent do you agree with the following statements for learners at 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	Not applicable
The current system for learners at School Action or School Action Plus ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners at School Action or School Action Plus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners at School Action or School Action Plus <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

The question below asks you to consider how effective working relationships are with others. This includes working relationships with other organisations/departments in your sector or organisations/departments in other sectors.

80. Based on your experience and practice, to what extent do you agree with the following statement:

When supporting children and young people with SEN/LDD effective working relationships have been developed with:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority education departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority social services departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers Wales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

Transition between services

The questions below ask about transition into, within and out of services (e.g. local authority education services, social services or health services)

81. To what extent do you agree with the following statement:

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	Not applicable
Into our service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments below on strengths and/or weaknesses of transition for learners with statements

82. To what extent do you agree with the following statements:

The current system for learners at School Action/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	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any comments on strengths and/or weaknesses of current arrangements for transition

Involvement of children, young people, parents and carers

The questions below ask you to consider how children, young people, parents and carers are involved in decisions relating to SEN.

83. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Children and young people are supported to understand the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are supported to participate fully in the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving children and young people in decisions relating to SEN.

84. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Parents and carers are supported to understand the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are supported to participate fully in the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving parents and carers in decisions relating to SEN.

[If FEI, filter to following questions]

Name of FE institution

85. Are you a: (tick all that apply)

Principal

Vice principal/deputy principal

Member of the senior leadership team

Manager/coordinator with responsibility for SEN/LDD

Lecturer

Member of the learning support team

Other (please state)

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

86. Do you work primarily with:

Learners with SEN/ALN/LDD on discrete programmes

Learners with SEN/ALN/LDD on mainstream programmes

Learners on both types of programmes

[Tick one]

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

87. Do you hold any SEN-specific qualifications?

[Tick one]

Yes

No

<input type="checkbox"/>
<input type="checkbox"/>

[Page break]

Use of IDPs in FEIs

The question below asks about the use of individual development plans which are being trialled by some schools and colleges in preparation for the ALN and Educational Tribunal (Wales) Bill.

88. Does the FEI use individual development plans (IDPs)?

Yes

No

<input type="checkbox"/>
<input type="checkbox"/>

If yes to Q7, filter to:

89. How does the FEI use individual development plans (IDPs) and with what types of learners? (e.g. Learners on mainstream programmes and/or discrete programmes; Learners with different types of needs or levels of support)

Assessment processes for FEI-based plans

When answering the questions below, please consider all stages of current assessment processes for FEI-based plans. The term 'assessment' refers to the process of identifying a need following a referral.

90. Based on your own experience and practice, to what extent 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	Not applicable
Assessment processes for FEI-based plans are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Person-centred planning is used effectively throughout assessment processes for FEI-based plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People appropriate to the needs of the child or young person are involved in assessment processes for FEI-based plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are effective arrangements in place to enable assessment through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for FEI-based plans help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current assessment processes for FEI-based plans support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the effectiveness of current assessment arrangements for FEI-based plans

Special educational provision for learners with FEI-based plans

Below we refer to special educational provision for learners with FEI-based plans. This includes learning and skills plans and college-based plans.

91. Based on your practice and experience, to what extent do you agree with the following in relation to special educational provision 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	Not applicable
Special educational provision for learners with FEI-based plans is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision for learners is delivered in a timely way to meet the needs of the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision is delivered in the most appropriate setting for the learner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The current system enables a flexible approach to the delivery of special educational provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision enables learners to achieve their full potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special educational provision through the medium of Welsh is available where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered helps avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way special educational provision is delivered supports early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments in relation to the current delivery of special educational provision for learners with FEI-based plans

Reviews of FEI-based plans

The question below asks about reviews of college-based SEN/LDD plans i.e. reviews that are conducted in addition to the process of reviewing Individual Learning Plans (ILP/eILP) for all learners.

92. Does your FEI conduct reviews of plans for learners with SEN/LDD?

Yes, for all students with SEN/LDD

Yes, for some students with SEN/LDD

No

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

If yes to Q92, filter to:

93. To what extent do you agree with the following in relation to reviews of FEI-based plans:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
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Current review arrangements for learners with FEI-based plans are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Current review arrangements for learners with FEI-based plans use person-centred planning effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Current review arrangements for learners with FEI-based plans are timely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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People appropriate to the needs of the child or young person are involved in reviews for learners with FEI-based plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Reviews for learners with FEI-based plans are available through the medium of Welsh where requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Current review arrangements for learners with FEI-based plans help avoid disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Current review arrangements for learners with FEI-based plans support early disagreement resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Please provide any further comments in relation to review processes for learners with FEI-based plans.

Working with others

The questions below focus on how your organisation works in partnership with others in relation to learners with SEN. They ask whether you receive appropriate information and whether this is provided in a timely way.

94. Based on your experience and practice, to what extent 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	Not applicable
The current system for learners with SEN/LDD ensures clarity about who is responsible for delivering various elements of provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive the information we need from other organisations on learners with SEN/LDD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We receive information from other organisations on learners with SEN/LDD <u>when it is needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

95. Based on your experience and practice, to what extent do you agree with the following statement:

When supporting children and young people with SEN/LDD effective working relationships have been developed with:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Further education institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority education departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority social services departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers Wales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist FE colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments on any strengths and/or weaknesses of current arrangements for working with others

Transition

The questions below ask about transition into, within and out of services (e.g. local authority education services, social services or health services)

96. To what extent do you agree with the following statement:

The current system for learners with SEN/LDD enables effective transition when children and young people transition:

	Strongly agree	Agree	Agree to an extent	Neither agree nor disagree	Disagree to an extent	Disagree	Strongly disagree	Don't know	Not applicable
Into our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of our setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments below on strengths and/or weaknesses of transition for learners with statements

Involvement of children, young people, parents and carers

The questions below ask you to consider how children, young people, parents and carers are involved in decisions relating to SEN.

97. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Children and young people are supported to understand the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are supported to participate fully in the decisions that affect them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children and young people are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about current arrangements for involving children and young people in decisions relating to SEN

99. Drawing on your practice and experiences in relation to SEN, to what extent 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	Not applicable
Parents and carers are supported to understand the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are supported to participate fully in the decisions that affect their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to raise concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and carers are offered opportunities to have their questions answered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any further comments about the involvement of parents and carers in the SEN/LDD system currently in decisions relating to SEN.

[Questions to all respondents]

Welsh Government may wish to contact you again in future to conduct further research on the impact of the ALN and Educational Tribunal (Wales) Bill.

100. Are you happy to be contacted by Welsh Government in relation to future research on the ALN system?

Yes – I am happy to be contacted again by Welsh Government in relation to future research on the ALN system

No – I do not consent to consent to being contacted by Welsh Government in relation to future research on the ALN system

101. If yes, please enter your e-mail address and phone number below:

Email

Phone number

Thank you for completing this questionnaire.

Your responses have been submitted.