

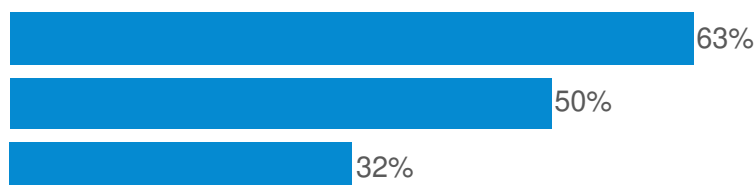
SEND Place Planning Consultation - Parents/Carers

This report was generated on 29/11/19. Overall 40 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

The following charts are restricted to the top 12 codes. Lists are restricted to the most recent 100 rows.

Are you ?

Please tick all relevant



Do you agree with the above proposal?



Please give reasons for your answer

Luton does not offer anything in the middle like central Bedfordshire i.e the chiltern Weatherfield. The current schools in Luton are not fit for purpose and are bursting at the seams and it is very sad that a lot of MLD children are missing out.

It makes sense to build a second school rather than sending the children outside the area. I would also like to see a separate school for children with moderate learning difficulties.

It should go further. There are no facilities for high functioning autism. The model should be based on Options Barton Barrow Road Barton Upon Humber. Those children with high functioning autism simply are not receiving any education in Luton. Ofsted describes the school in the following terms 'The school caters for pupils with severe or profound and multiple learning difficulties. Many pupils have autistic spectrum disorders. A growing proportion of pupils have complex mental health issues. All pupils have a statement of special educational needs, or an education, health and care plan.'. Clearly it is not the place for a child that is high functioning autism. In mainstream schools, a high functioning autistic child is disruptive of the other pupils wanting to learn in a conventional environment.

Lutons top priority should be a SEMH school or a school for children with no academic delay. Woodlands already exists at least, but there is no provision for children who aren't delayed, my child attends a school 17 miles away, and that school is at capacity.

A school of this type has been needed for children with the above needs for so long. They are being failed by the mainstream schools within Luton at the moment, who cannot manage the needs of SEND children, along with neurotypical children.

My reason for this answer is that i would not like the child to go to another school. Because i would be taking him or her from their friend and other people that he or she grow to like . I could not hurt them.

SEND Place Planning Consultation - Parents/Carers

Please give reasons for your answer

My son is in Year 9 - 3 years in - of a Mainstream High School. They continue to teach him the National Curriculum and don't give him different work! He is able bodied, but he has Autism, Global Development Delay and MLD he is 13 but has the mental age of a 7 year old!! MAINSTREAM SCHOOL CANNOT CATER, please build the school now to help our kids, before they start withdrawing!! I 1000000% agree with the above.

If this helps so that there is provision for them and not have to go out of the area

There are not enough of this kind of school in the area and it would benefit the children who are deaf with complex needs.

There is not enough provision for children like this.

The parents and children will have more choice.

Woodlands is clearly too small and having only one secondary school in Luton isn't enough. Parents and children deserve more options

Whilst the idea of integrating SEN pupils in mainstream schools is admirable, the reality is that ALL the pupils suffer as a result, either because the SEN child is disruptive and other children can't concentrate or the SEN pupil gets left behind because the teachers can't give them the time and/or style of teaching they require in order to meet their potential (ie not 30:1!)

Yes but parking may be difficult. In a town like Luton 90 is not many places. I feel there should also be a school provision for children with emotional /social difficulties who are of normal or near normal intelligence to enable them the best opportunity to get qualifications

Yes this would be an excellent idea and have specialist staff and activities to match.

As population of special needs children increased we need special school for Luton and surrounding it specially when children going to secondary school who attended primary and did well only option in Luton is woodland or struggling in main stream without much progress and facing

I believe the cohort of children between the 2 secondary school should be different. E.g one for PMLD & SLD and one for SLD & MLD. Otherwise how are places determined? The primary school are split to different children's needs so to have a secondary to mirror this would add for consistency for children with needs. It would also allow the school to get specific facilities for the children rather than duplicate everything.

There is a strong need for further educational provision.

My children attend mainstream school so i don't have a detailed insight into provision for children with complex needs. It is, however, evident to me that schools are buckling under increased pressure and Children are not being provided with the resources and facilities to allow them to reach their full potential. I am concerned that children without learning difficulties, but other emotional and social needs, seem to be Particularly sidelined as schools and staff are constantly fire fighting so the most severe cases are prioritised. Children who perform academically are often deemed to be coping and let down because their emotional Needs are not considered to be as pressing.

We don't know

Due to the pressure on Woodlands it is im[portant an alternative school is offered from within LBC

FAntastic. Idea. Anything that helps children with complex needs achieve their full potential

If woodlands school cannot accommodate anymore then there needs to be another facility in place for the children who need support

Option 2: Establishing an all age special school for high functioning children with Autistic Spectrum Disorders (ASD)

I agree (34)  87%

Don't agree (5)  13%

Please give reasons for your answer

Although any specialist provision for ASD would be fantastic. The largest group of children with ASD are those struggling in mainstream with moderate learning difficulties who do not meet the criteria for special schools but are educated often in isolation with a 1:1 TA. These are often not qualified in any childcare especially SEN.

I strongly believe there needs to be one large school to fit all and sectioned accordingly like the walnuts in Milton Keynes for example

Children with ASD, as much as all children, benefit from an environment where their needs are catered for, particularly their individual ways of learning, enabling them to achieve their potential. This isn't always possible for children with ASD in a mainstream school. The very environment of a mainstream school is detrimental because of the class sizes and noisiness of the environment. ASD children often struggle to make friends because they are "different" and are often targeted by bullies for the same reason. It's also the case that many ASD children need one-to-one support in order to be able to function in mainstream schools, which is expensive and doesn't promote independence or self-confidence. In a more suitable environment, one-to-one support is not needed for many ASD children, and their independence and self-confidence can be developed. The "all age" is a good idea because ASD children find major change difficult to cope with. If they are settled in a school and know the progression through the school, it's of huge benefit because there is no fear of what will happen at "big school" hanging over them. If you look at Weatherfield Academy in Dunstable, children with ASD as well as others with moderate learning needs cope very well. It's an appropriate environment which promotes self-esteem, independence and friendships. It's also good because the children know once they are there, they don't have to worry about what's going to happen to them - no threat of "big school". They know what the plan of progression through the school is, in which key stage or year group they will be doing work experience etc, which year groups go on overnight trips and where, which classrooms they will be in - all as far ahead as sixth form. This knowledge and feeling of security and safety contributes to their ability to learn. An all age ASD school would need to have provision to allow children to move across from mainstream schools - many ASD children get on reasonably well in the early years of mainstream school, but are no longer able to cope as they grow older and the gap between them and the mainstream children grows. Also there are children who don't receive a confirmed diagnosis until they are at primary school or even beyond.

There is a need for a secondary school for children with semh needs and high functioning asd children who cannot cope in a mainstream environment. These children are unfairly put into pru□s / behaviour units / no school placement or isolated in units attached to mainstream schools. They are being punished for not being able to fit into a □normal□ school!

Quite simply Luton Borough Council are paying □224,475 for my son to go to Options Barton and □288,200 plus a Band 2 premium of □8,500 for my daughter to go to Bladon House School. There may just be a cheaper way of educating two Irish children.

Yes! There currently isn't a suitable school for these children in Luton and transporting them so far often causes distress.

I think these children would be better served in a school with a unit. They shouldn't be outside in a special school because where is that going to help them in the big world. These children if high functioning should become important parts of scosiety

the children will learn according to their needs and abilities, not according to age group.

Please give reasons for your answer

We need Special High Schools for each individual SE child so that they are entitled to a good life!! They should have to struggle and keep up with the mainstream kids when it is clear that they cannot cope!

My child has an hearing impairment

My Son has hfa and does struggle in mainstream school, as I don't think the teachers understand his needs, so this would be great

I don't know

I partially agree, I think it would be good to provide specific support to higher functioning however this should not be to the detriment of other children with asd that could benefit from being around more able children. I would need to see what the criteria would be for this type of school

I agree to a certain extent, but I dislike the term 'high functioning'. These children with ASD might also have other difficulties such as being deaf (like my son) so where would he fit in? ASD children grow into ASD adults and society does not, nor will not make exceptions for them outside of school, so they need to learn the social niceties etc so they can integrate into society not be kept separate from it.

I feel there should also be a school provision for children with emotional /social difficulties who are of normal or near normal intelligence to enable them the opportunity to get qualifications

Pupils from year 3 year upwards would benefit from a different curriculum as they drift further away from their peers in mainstream school.

Asd children progress very well when right supports is give specially doing good in primary main stream but secondary main stream is biggest struggle

These children's needs are not consistently met currently. Mainstream schools cannot fully adapt to meet needs as these children are in the minority's E.g 1 child in a class of 30 children. So learning styles are not fully adapted/ adopted resources are minimal (sensory) this put increased pressure on these children and their families. ASD Children are frequently sent home/ missing school because mainstream school cannot adequately meet needs.

More able Autistic children need there own educational provision and I feel the current mainstream schools with provision for Autistic children does not provide the best adapted learning environment. Especially for Autistic children with sensory issues.

There doesn't seem to be provision for children with few learning difficulties but complex social And emotional needs. So parents are forced to choose between fulfilling their child's academic Potential or meeting their emotional needs. The above proposal would go some way to addressing this.

We feel children should be equal

It would be good to have a school/ unit attached to a mainstream secondary school to enable ASD pupils access specialist resources.

I think its important for children with all different needs can integrate in the same school, but with extra support for those children that need extra help.

Every child deserves a chance and should be given the proper care in accordance to there needs

I think this is a brilliant idea. Although my son is doing well in Primary school I do fear the level of support will not be as good in high school and this may be detrimental to his development

Option 3: Establishing an additional primary and secondary specialist provision for children and young people with ASD who are not currently able to access mainstream lessons.

I agree (33)  87%

Don't agree (5)  13%

Please give reasons for your answer

The two should stay separated

This would be of benefit to some children, although not to all with ASD. These children would need to be carefully protected from bullying, particularly at secondary stage where they are likely to be targeted on the way home or when outside the provision. It would need to be carefully thought out and planned. I visited such a provision in a Luton Primary school and it would definitely not have been suitable for my son who has ASD. Conversely, it would have been perfect for another child I know who was diagnosed too late to be able to access it.

There is a need for a primary & secondary school for children with semi needs and high functioning asd children who cannot cope in a mainstream environment. These children are unfairly put into pru□s / behaviour units / no school placement or isolated in units attached to mainstream schools. They are being punished for not being able to fit into a □normal□ school!

As I have said there must be a cheaper way of educating children than spending an average □260.587.50 each year on each of my children.

This is needed too!

I think this is a much better idea if they are high functioning

SE KIDS SHOULD NOT BE IN MAINSTREAM SCHOOLS. THE END!

This helps the children more for their learning and communicating.

I don't know

I think this would be beneficial especially to families like my own who feel that the current provision in Stopsley is not suitable. That school is very unwelcoming and from what we saw at our visit, not suitable for most asd children

for those who can't access mainstream lessons - yes they need and deserve a special separate provision but not at the detriment of integrating with non-ASD pupils

I feel there should also be a school provision for children with emotional /social difficulties who are of normal or near normal intelligence to enable them the opportunity to get qualifications. This will also help the childrens social care crisis because less money will be leaving the town for specilist education becuase there is next to nothing available locally

We need school in between main and special needs to progress high functioning children

Richmond hill should accommodate these Primary ASD. They are not full and have a huge East site. Woodlands being full seems to be the only issue. Perhaps the new site could be used for a SEND 6th form.

Definitely please refer to my answer to question 4.

It would seem more logical to provide a high functioning specific unit, to enable woodlands to Focus on more severe learning difficulties. It is impossible to comment fully without knowing the number breakdown of Autistic children and their individual needs.

Luton's provision is primary and secondary discrete, it would be difficult to have 1 school of an opposite structure within the same town

yes all children deserve the right to a good education that caters for their needs

Again every child should have a chance to have the appropriate education in accordance to their needs

Option 4: Provision of on-site education within a residential provision to support children and young people with complex needs.

I agree (28)  74%

Don't agree (10)  26%

Please give reasons for your answer

For many children with ASD and complex needs, they require a 24 hour curriculum which supports essential life skills. This is often not possible in the home environment.

I do not agree with this statement it just doesn't sit comfortable having the two combined and I strongly believe it would not benefit the child(s) education is one thing residential is another so keep them separate

This would be beneficial as part of a school for severe and complex needs, but probably better separate from high functioning ASD children. Although most children with complex needs benefit from being at home, there are others with complex needs and behavioural difficulties who benefit from an environment away from home. Also residential provision can provide opportunities to learn skills towards independence, and give parents sufficient respite to enable them to continue to care for their children when they are at home.

Anything might just be cheaper than spending an average £260,587.50 each year on each of my children. At present so little is in place to unlock the potential of autism. It should be noted that Dan Aykroyd - Comedic Actor, Hans Christian Andersen - Children's Author, Benjamin Banneker - African American almanac author, surveyor, naturalist, and farmer, Susan Boyle - Singer, Tim Burton - Movie Director, Lewis Carroll - Author of 'Alice in Wonderland', Henry Cavendish - Scientist, Charles Darwin - Naturalist, Geologist, and Biologist, Emily Dickinson - Poet, Paul Dirac - Physicist, Albert Einstein - Scientist & Mathematician, Bobby Fischer - Chess Grandmaster, Bill Gates - Co-founder of the Microsoft Corporation, Temple Grandin - Animal Scientist, Daryl Hannah - Actress & Environmental Activist, Thomas Jefferson - Early American Politician, Steve Jobs - Former CEO of Apple, James Joyce - Author of 'Ulysses', Alfred Kinsey - Sexologist & Biologist, Stanley Kubrick - Film Director, Barbara McClintock - Scientist and Cytogeneticist, Michelangelo - Sculptor, Painter, Architect, Poet, Wolfgang Amadeus Mozart - Classical Composer, Sir Isaac Newton - Mathematician, Astronomer, & Physicist, Jerry Seinfeld - Comedian, Satoshi Tajiri - Creator of Nintendo's Pokémon, Nikola Tesla - Inventor, Andy Warhol - Artist, Ludwig Wittgenstein - Philosopher, and William Butler Yeats - Poet were all autistic and none ever lived in Luton.

Children should be kept with their families as much as possible.

Yes then could be nearer home

I LOVE THIS!! EQUAL OPPORTUNITIES, IF THE MAINSTREAM KIDS GET IT AS STANDARD SO SHOULD THE SEN KIDS!

My older children had to go out of the area for residential provision, and would have been nicer to have been nearer to the family

I don't know

Agree in principle but would need to see more information about this option

residential provision - children and young people with complex needs also need their parent/carers support in order to do and be their best, removing them from that support is too detrimental in the long term.

Yes so we can have boarders and mon fri boarding. It will relieve strain on foster care provision because with the respite of boarding foster carers might be easier to recruit. The savings could be found from childrens social care

Going to a school based setting even for children with complex needs gives them a different experience from simply being moved from their breakfast room to a school room.

I don't believe we have this provision so therefore it is hugely needed.

Cannot comment without meaningful statistics. What is the demand for each service? What are the current issues? How many children Have moderate/severe/mild learning difficulties.

Currently LBC does not have this provision and it would enable the Local authority to offer a much needed provision and hopefully save out of county costs

ONLY if in the best interest of the child and their family

SEND Place Planning Consultation - Parents/Carers

Option 5: Re-location of the specialist provision for children with visual impairments following the closure of the current secondary provision.

I agree (31)  84%

Don't agree (6)  16%

Please give reasons for your answer

I am very sorry to learn of the closure of the current secondary provision for children with visual impairments. This is a much needed facility.

I don't have much knowledge of visual impairment. However it would seem essential that there is specialist provision. Just ignoring the problem is completely unacceptable.

Semh and add should be top priority

Definitely

ITS ONLY RIGHT

Then the children will have the help they need.

I don't understand this option having not seen any other information about the options

the need somewhere to go

It needs to go some where

Unsure how this can be addressed.

Funding needs to be given to another school to take on this provision

I agree children with visual impairments require a specific physical space adapted to their needs. Accommodating them in mainstream cannot be in their best interests

Specialist help for them

I don't know enough about this provision to comment

Yes there need to be new one if the one closed

If one is not available then there should definitely be an alternative for the children

Option 6: Enhancing provision within the secondary provision for pupils with hearing impairment (HI) by acoustically treating classrooms.

I agree (35)  90%

Don't agree (4)  10%

Please give reasons for your answer

Any improvement which facilitates learning for the hearing impaired is important.

It would make sense as a cost effective provision.

Currently not enough provisions of a high standard for these pupils

Semh and asd should be top priority

IT WILL ONLY BENEFIT THEM IN THE LONG RUN

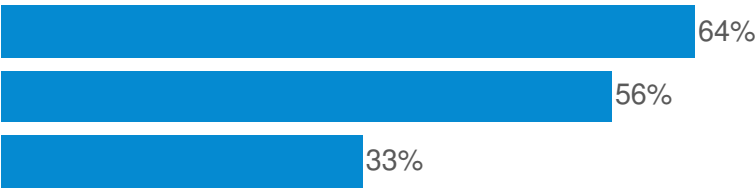
I think some of the classrooms should be treated as well because my daughter spends a lot of time not in the base rooms alone.

Please give reasons for your answer

My son needs the best listening environment possible as he uses mainly speech to communicate, so he needs acoustically treated rooms. I think some classrooms should be treated not just the base room.
Then the children will hear better.
In principle but as per my previous comment, there is insufficient information provided about these options
for all those who are 'diagnosed' as hearing impaired, there are many children (and adults) who are not diagnosed and would all benefit from the acoustically treated rooms
I dont know what this is
This should be cost effective and easily remedied.
Children with HI should be given the resources/ environment they need to fully access education
Depends how severe the hearing impairment is and whether this can be effectively accommodated to enable full participation
We would want soundproofing also more teachers
I don't know enough about this provision to comment
Yes, that way children with HI dont feel excluded
This would be absolutely fantastic for the children with these kind of need will give them a better chance

Are you ?
Please tic...

Please tick all that apply (Are you ?



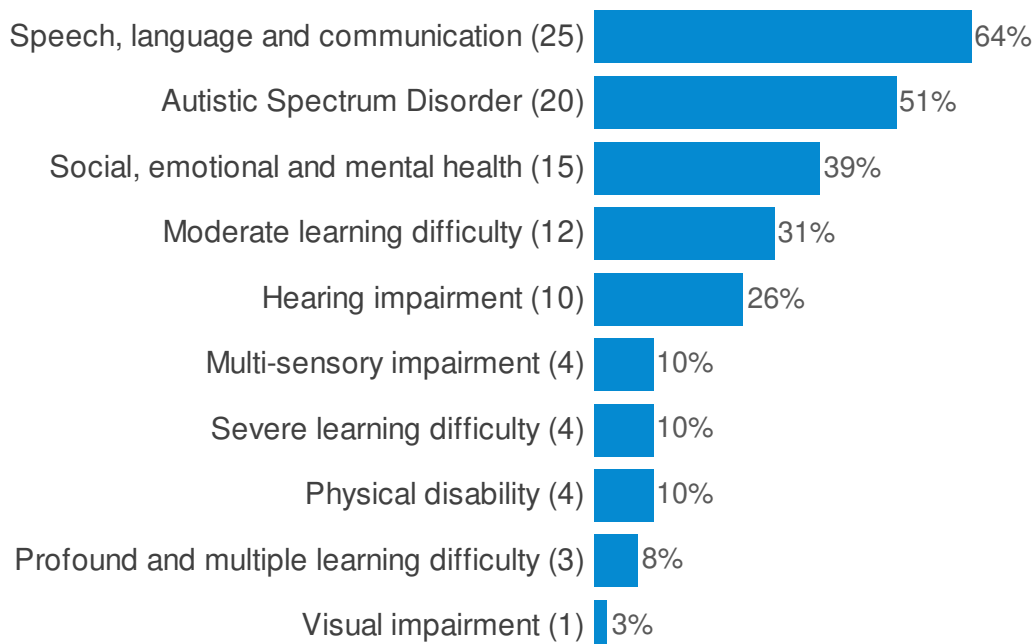
Please tick (Does your child or young person have special educational needs?)



Please tick (Does your child or young person have an Education, Health and Care (EHC) plan?)



SEND Place Planning Consultation - Parents/Carers

What are your child's special educational needs? (where your child has more than one need please indicate the main two needs)**Any other? Please specify**

Serious food allergies

Selective mutism and anxiety

MY SON AS AUTISM, GLOBAL DEVELOPMENT DELAY AND MILD LEARNING DIFFICULTY. HE IS 13 YEARS OLD WITH THE MENTAL AGE OF A 7 YEAR OLD. HE SHOULD NOT BE IN MAINSTREAM SCHOOL. ON TESTING HIS MATHS AT HOME HE IS ON A RECEPTION - YEAR 2 LEVEL OF UNDERSTANDING, YET HE HAS TO PROLONG FIVE DAYS A WEEK OF MAINSTREAM SCHOOLING WHICH IS 8 YEARS ABOVE HIS STANDARD LEARNING ABILITY!

Medical care plan

She is also going to be assessed by the psychologist because of concerns about her lack of speech and communication with peers.

All 3 are important

Other medical conditions

GDD ADHD

ADHD

Dyspraxia, hypermobility.

ADHD. Coordination difficulties. Social communication difficulties

High levels of anxiety

SEND Place Planning Consultation - Parents/Carers

What type of setting (school, early years or FE) does your child or young person attend?**Any other ? please specify**

My child has now left education

Plus elective home education.

Currently at pre school age

My grand so go to Ramridge primary school and I extended to keep hi. There.

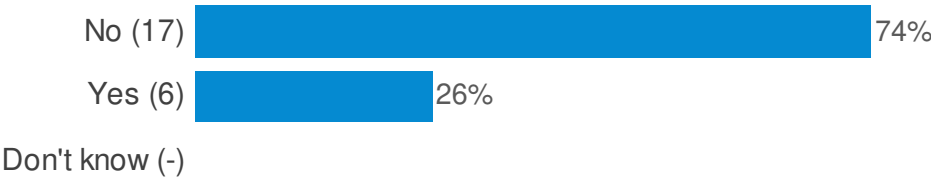
AT University, should I be completing this as he's 20 now?

She to young not in nursery

Which type of setting do you think would be best for your child? (A special school for higher functioning children with autistic spectrum conditions)

SEND Place Planning Consultation - Parents/Carers

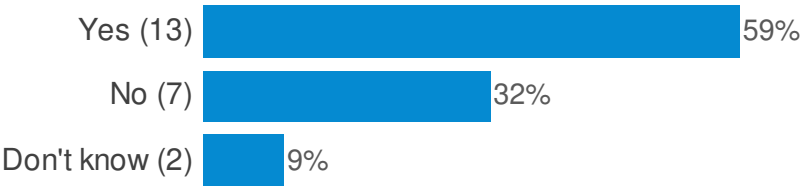
Which type of setting do you think would be best for your child? (A special school for children with complex needs (severe learning difficulties) and autism)



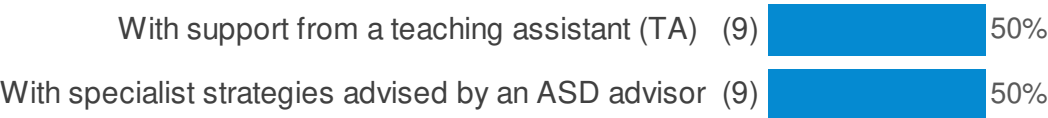
Which type of setting do you think would be best for your child? (A specialist provision (unit) within a mainstream school)



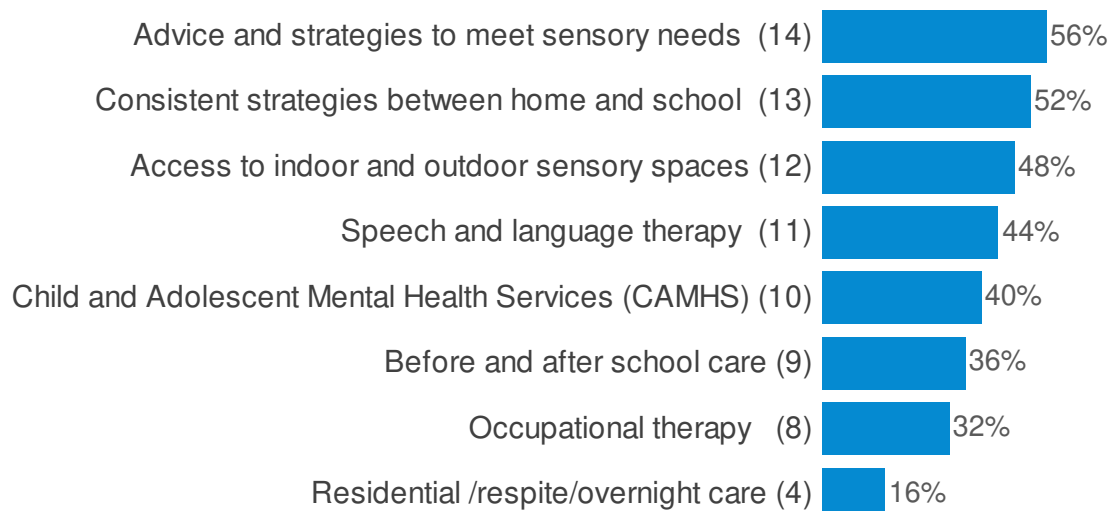
Which type of setting do you think would be best for your child? (Inclusion within a mainstream school, nursery, or FE setting)



If you ticked 'inclusion within a mainstream school, nursery, or FE setting', please specify:



SEND Place Planning Consultation - Parents/Carers

What other services would your child need?**Tick all that apply****Any other? Please specify**

None of those

Sensory processing support Support with severe food aversion

Understanding of his condition

Needs extra help and support with all areas of learning help dealing with emotions and feelings and mood

Which type of setting do you think would be best for your child? (A: Inclusion within a mainstream school, nursery, or FE setting)**Which type of setting do you think would be best for your child? (B : A specialist provision (unit) within a mainstream school)**

SEND Place Planning Consultation - Parents/Carers

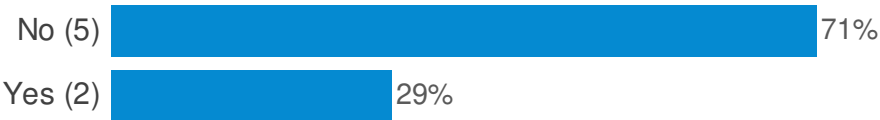
Which type of setting do you think would be best for your child? (C: A special school for hearing impaired children vision (unit) within a mainstream school)



Which type of setting do you think would be best for your child? (D: A special school for blind and visually impaired children)



Which type of setting do you think would be best for your child? (E: A special school for blind and visually impaired deaf children)



Which type of setting do you think would be best for your child? (F: A residential special school for hearing impaired children)



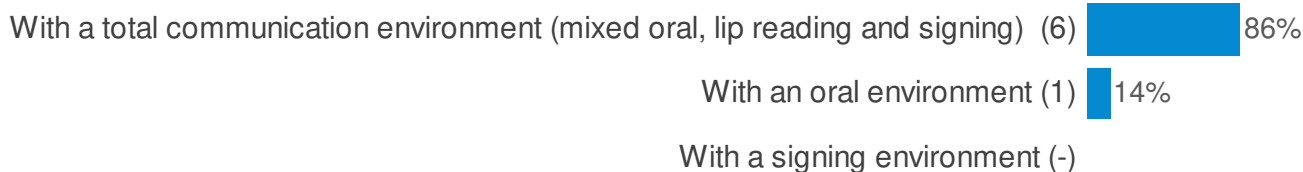
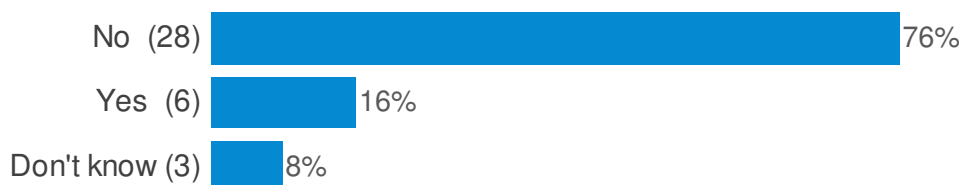
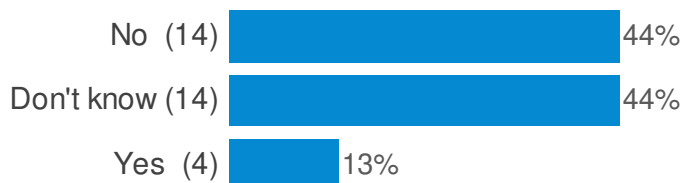
If you chose setting A, then indicate



If you chose setting B, then indicate



SEND Place Planning Consultation - Parents/Carers

If you chose setting C, then indicate**Do you think there is sufficient local special educational provision for children and young people with SEND? (In Luton)****Do you think there is sufficient local special educational provision for children and young people with SEND? (In the surrounding area)****Please provide the reasons for your response**

The continual increase in numbers of children with ASD has outgrown the provision available. There is also limited choice for parents to make. There is also very limited choice for young people over the age of 16 with ASD and yet they are adults for a lot longer than they are children. They are no specialist places for ASD post 16 at all, hence my son had to attend an out of borough residential setting. Many of these children have developmental delay and so they not been able to access appropriate learning while in compulsory education. Specialist ASD specific learning opportunities should be allowed to continue post 16 .

Outside Luton has more to offer meaning more choice to better the child and there future

There is definitely not sufficient local special educational provision in Luton. There needs to be a school specifically for children with moderate learning difficulties. As a parent of a child with moderate learning difficulties and ASD I have heard so many horror stories about children in mainstream school and the difficulties they have faced. In the surrounding area, there is provision, but they are not large enough to cater for the children from Luton in addition to the needs of their own areas.

My child has lost 4 years of education and has been left traumatised due to inadequate education provision. Even upon transition to high school he was left with no school place for the first term even with an EHCP!

There is simply nothing for high functioning autism locally.

SEND Place Planning Consultation - Parents/Carers

Please provide the reasons for your response

As previously stated my son has to travel 17 miles to school, the transport is poor quality and it can take up to 2 hours each way. It's very stressful for him and children are piled on the bus (not all of them are autistic) and often fights and argument occur, my son cannot cope with this. The school however is fabulous, it's just a heartache that the school isn't within Luton. It also costs a lot for me to attend parents evenings or other events as I can't drive and it costs £40 to go there.

There is no MLD school in Luton

MY PERSONAL DEALINGS WITH THE SENAT TEAM WERE DISGUSTING THATS THE ONLY WAY I CAN WORD IT. THEY KNEW FOR A FACT THAT MY SON WOULDNT COPE BUT TO "CLEAR ANOTHER CASE" THEY STUCK HIM IN A MAINSTREAM SCHOOL. I APPLIED FOR ST LUKES AND WETHERFIELDS AND WAS DENY BOTH. SO NOW A STUDENT WHO WAS DOING SO WELL IN PRIMARY SCHOOL AFTER BEING AT HIGH SCHOOL FOR 3 YEARS, HIS ACADEMIC LEVELS HAVE TAKEN A NOSE DIVE!! DISCUSTING, I WOULD LOVE TO TAKE MY SONS CASE TO THE PAPERS BUT UNTIL HE IS IN THE SCHOOL HE BELONGS IN, I WILL HOLD FIRE! IT WILL HAPPEN THOUGH...ONE DAY!

Not enough qualified teachers in specialist areas ie TOD

I don't know about the surrounding area

There are very few suitable schools that would support the needs of my child. Being only 2 schools for his age in luton, we have been waiting nearly 3 months for the chosen SEN school to agree his placement, that we specified in his EHCP, EHCP was agreed in September

I feel my child only got an EHCP plan because she is a looked after child. She needs it and there are children much worse than her that still havent got one

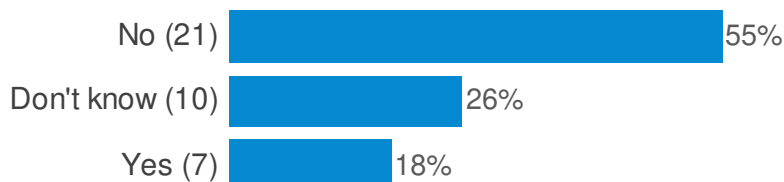
Council cutbacks has meant fewer additional staff (let alone trained staff) to support children in mainstream. This would be why mainstream fails young people. Lack of specialist resources would be my second concern.

Luton has no SEMH provision, the ASD unit was small & is now closing. There is no residential option for children with complex needs.

The provision for more able Autistic children with sensory problems is limited.

Previous comments. Mainstream education often fails to address emotional and social difficulties and many teachers Have limited understanding of conditions such as ADHD. Specialist provision often assumes learning difficulties and children Are often not pushed enough avademically

The reason I have said yes is because since my child has been in education I feel she has had significant help from all relevant parties

Do you think there is sufficient support from other professionals for our mainstream schools?**Please provide the reasons for your response**

The ASD team is very small and most schools in Luton have numerous children with ASD and complex needs. Schools would benefit from more visits and more hands on working from advisory teams

Parents have to fight for everything, including support from professionals. They are obviously overstretched.

SEND Place Planning Consultation - Parents/Carers

Please provide the reasons for your response

Basically the schools should have the expertise and they do not. St Matthew's Primary School is absolutely classic. It neither has the expertise nor resources to manage my son who has high functioning autism. It is a mainstream school that is completely strapped for cash. It barely has the resources to teach mainstream children let alone any child with complex needs.

Ratio of help available for this special child is next to nothing whilst amongst normal children. It's unfair that the special child who requires extra attention does not receive this through no fault of their own for having specialist needs.

I think it depends on our schools

THERE ARE SO MANY PEOPLE THAT ASSESSED MY SON, WHEN HE WAS IN PRIMARY SCHOOL AND NOW THAT HE IS IN MAINSTREAM NOT ONE PSYCHOLOGIST OR SENCO MEMBER ADVISED THAT HE CANNOT COPE AND FOR THAT REASON I AM DISGUSTED. I HAVE NO FAITH IN THEM AT ALL, PLEASE OPEN THIS NEW SCHOOL AND OTHERS ASAP. THANKS.

Before they used to give transport but now they won't and think she can travel alone. This doesn't support my child. She goes to her nearest appropriate school but it is not the same school as other children so I can't go both ways at once.

Not enough support in general, limited SALT, limited OT, limited or no sensory support. Staff at nursery do the best they can but are not professionally trained in these areas.

Insufficient Teachers of the deaf and speech and language professionals

I feel my child only gets so much input because she is a looked after child. but she still needs more speech therapy, counselling more joined up thinking

Specialist staff are stretched to their thinnest ever across the whole of Luton. Appointments and referrals take far too long and a whole academic year can pass getting support in place.

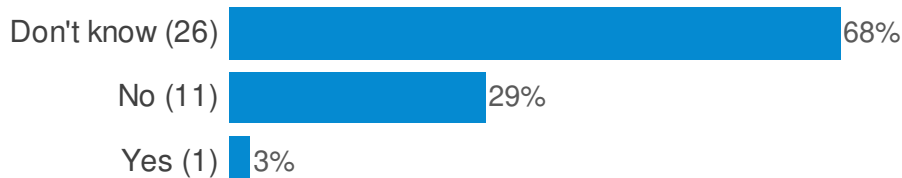
Children are not proactively given the support they need. Age & diagnosis is a barrier. Mainstream school staff are not knowledgeable enough on SEND. SEND children are not able to fully access education the same as non send. Mainstream schools have limited knowledge and resources

The schools need more onsite specialists.

My son has had pretty much no support owing to the fact he is very intelligent and consistently achieves academically. He internalises a lot of anxiety that could be addressed with specialist support but there is so little understanding of his condition there is no appropriate provision and he would not be deemed "needy" enough for it if there was

The high needs budget is under immense pressure and more funding is required from DfE to meet the needs within Luton

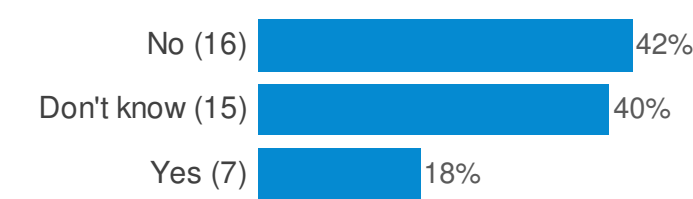
My child has had support from educational psychologists and psychologist in a mainstream school

Do you think there is sufficient support for our special schools?

Please provide the reasons for your response

There is always room for improvement as I strongly believe that there isn't always sufficient support in more than one area
They need more funding to be able to support our children.
None could cope and do not cope with high functioning autism.
Special schools always need more support.
WELL MY SON HAS BEEN DENIED TWICE, SO I WOULDNT KNOW!
never had any involvement with special schools so can't make a judgement on them
I have not been in them
I can only imagine they feel as stretched with their budgets as mainstream schools.
The special school are outstanding provisions in our town. They are experts in SEND and should be consulted on with new proposals. They should be given the resources they need to meet the children's needs. Other county special school get better funding. That is not reasonable.
I have not had direct contact with special schools
High needs Banding top ups require reviewing and increased. Staffing levels could be increased

Do you think there is sufficient support from other professionals for our specialist provisions in mainstream schools?



SEND Place Planning Consultation - Parents/Carers

Please provide the reasons for your response

Every professional I have met have waiting lists of over 6 months. Parents are having to beg / have mental breakdowns to access support!

Mainstream schools should only teach mainstream children and only when they are properly resourced should they try their hand at teaching children with special needs.

My child was in a provision for YEARS the methods they used were unacceptable (soft rooms and unclear, complex criteria for behaviour and there was no regular input from other agencies except the spectrum specialist teaching team on occasion. Guidance could have helped make these years much less traumatic and my son wouldn't have had to spend his first year in special school learning how to sit in a lesson.

Kids are left to designated provision. Most of the time they have other needs and as a parent you don't know which need is more important.

Not enough qualified teachers or educational communicators to support children in school

My daughter is still not talking and there was not enough support to help her use her voice and improve confidence or find out why it is a problem.

More speech and language input is still required.

See previous comments about lack of professionals in Luton in general

see question 20

As before, Luton doesn't have enough qualified specialists for the number of children in Luton

Only if the school buy into their service.

Have not had access to any special provisions

Every service feels under pressure to be more effective on less money

My child definitely had support from other professionals in a mainstream school

Feel free to make any additional comments

It is a mistake to put all SEN children into one "pot". Some children learn best with additional support in a mainstream setting, others from a special unit within a mainstream setting, others from a special school or a residential provision. The needs of some children change over time - so they may function well in a mainstream nursery and in the early school years, but may need a different style of provision as they grow older. Many children function best when they are with peers at a similar developmental or educational level. Others need one-to-one support in every setting. Children need to be properly and thoroughly assessed, their own and their parents' views taken into account. Some children with ASD benefit from an ASD specific facility. Others mix well with others at their level. Assessment should be without help. In my own experience and from others I know whose children have SEN, mainstream schools tend to assess educational levels with the support of an assistant i.e. someone sitting beside the child, helping them through the assessment. This gives false results, which may make the school's academic levels look better, but doesn't give a true indication of the child's understanding or abilities. Educational psychologist assessments should be thoroughly carried out and not based on looking in a child's file. It should not be necessary for parents to have to pay for private specialists in order to be sure of what their child's genuine educational levels are, or which provisions would suit them best. This should all be done by the council. At the moment, this is not possible, partly due to short term thinking. If a child is moved into the cheapest possible provision, rather than the one that best promotes his/her education and independence, it does save money in the short term. However, children are children for only a few years. They are adults for much longer. If they don't receive the appropriate support and education during their childhood, then they will be in need of expensive adult care for the duration of their adult lives. However, if they receive the right education and support during childhood, they will achieve as much independence as possible, minimising, and in some cases completely removing, the need for support needed during their adulthood lives.

More funding is needed all over for our SEN children. Parents should not have to beg, fight, give up work due to the failings of our local authority.

Feel free to make any additional comments

The real problem is that there are no additional resources available. Luton Borough Council needs to make a financial commitment of new money to meet the needs of children with special education needs and disability. Until they do this, they are merely moving the deck chairs around the deck of the Titanic. It needs a commitment of hard new cash and then possibly the aspirations may be delivered.

There is overall shortage everywhere in every aspect at all levels. If a normal child does not have help special needs kids have no hope. There is not enough money given to special schools to be able to support the child or parents. There have been too many cuts. Trying to access specialist groups takes so long from personal experience as staff are too busy to call back. I don't get a home visitor for children with special needs. It's already a lonely experience. Having someone to guide you through it all would be so much better. It's not my child's fault he is special and the world is cruel. It's not my child's fault that because of budget cuts or lack of resources he won't be able to reach his full potential.

I think this is a very difficult survey for parents

I would like to see more open place for parent Carers to take their children to go and sit down and watch their children play without have to worry about the cost.

PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY! PLEASE HELP MY SON GET A SPECIAL SECONDARY SCHOOL AND LEAVE MAINSTREAM SCHOOL IMMEDIATELY!

Need to be more understanding of high functioning autism and for the teachers to understand the student's needs

I have 2 deaf children that have different needs so I am going to fill this in once for each child.

I have 2 deaf children and their needs are different. My son should have access to acoustically treated rooms AND a QTOD not one or the other. He also needs small groups at secondary as his hearing is worse than my daughter and he wears glasses.

My son is young now but will need more help when he is bigger. He will need a special school in Luton where a teacher of the deaf can visit and help staff.

Access to any service shouldn't be a nightmare for any parents. Simple and Easy access to any services provides parents less depression.

This consultation is flawed in that you have not provided enough information about the options you want parents to consider. There is no way to offer an informed response to questions based on the statements in this consultation alone.

My son is now 20 and started his final year of his BSc(Hons) degree in Business at Bedfordshire University in September of this year. I worked hard, alongside his Teacher of the deaf, his communicators, teachers both throughout his primary and secondary schooling and into College, and then to Uni. Sometimes it was hard to get what he needed set up and for teachers and other staff to fully embrace what they needed to do to help him achieve his best possible outcomes. Had I not fought so hard for him, and spoken up, questioned and sometimes begged for help, he would not be where he is now. ALL disabled children deserve the same level of commitment from their educators and support staff to enable them to reach the same level of potential as their peers, without their parents and carers having to fight for those rights.

Not enough info is shared between services. With the public, social workers should have a list of specialist provisions. We should be made aware of what services places like the virtual school actually offer

Feel free to make any additional comments

There should be social groups after school for high functioning ASD in any setting will be very use We don't have anything thing in between mainstream and woodland in Luton for secondary school

The schools in Luton need to provide further training for staff in specialist and mainstream schools on Autism. This should be an on going training to update staff knowledge and skill in understanding of Autistic children.

My daughter is so young we don't know how she will develop It should be teachers

My journey from infant school to secondary school has been very good My child has had the help of the trained staff in the mainstream school and from other professionals outside the school with everyone's help she got an ehc plan I would not have got that without the help and support of everyone

You can submit your response anonymously but if you do not mind us contacting you, please can you leave your details below



Name

- Mrs Deborah Garrand
- Samantha Rigby
- Christopher Miller
- Sofia rafiq
- MRS Saine Cato
- ERNESTINA LUTTERODT
- Angela Karouai
- Ruzi Begum
- Samia Mann
- Caroline Tate
- Jenny Ilgunas
- Dawn Baxter
- Caroline Littler
- Sharon welburn
- Tejovathi
- Vikki Hayward
- Adriana Turner
- Halima Chowdhury
- Sophia begum
- Emma Cogger

SEND Place Planning Consultation - Parents/Carers

Email

debgarrand@gmail.com
doogley1@hotmail.co.uk
Christopher1955@hotmail.com
Sofiarafiq@hotmail.co.uk
Sainecato@gmail.com
erniel1975@hotmail.com
Angela.karouai@yahoo.co.uk
ruzib@live.co.uk
samiamann@hotmail.co.uk
Cazpet80@yahoo.co.uk
ilgunasproject@aol.com
dawn.baxter@hotmail.co.uk
carolinelittler@hotmail.co.uk
Sharonwelburn@hotmail.com
Lavanyart@yahoo.com
vikkit_@hotmail.co.uk
adriana.turner.2013@hotmail.co.uk
Halimachowdhury1992@hotmail.co.uk
Sophiabgm@hotmail.co.uk
miss.cogger@gmail.com

Contact number

07970936462
+447933457816
07803820656
07984591076
07549 736595
07906807367
07808547454
01582 596629
07939057228
07746241084
07939877314
07855442552
07874833513
07547858249
07809775431
07795663643