



# Professionals training survey 2020



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## BACKGROUND

### Objective

As a team we want to widen our service offer to include training sessions for professionals to increase knowledge of SEND law, guidance, local policy, issues and participation (in line with Minimum Standards for SENDIAS Services 3.6). In order to plan our training offer we needed to capture the views of professionals working in the system to establish what training they felt would be useful, how they would like it delivered and when would be the best time for them to access it. To do this we created a short survey on MS Forms.

### Survey reach

This survey was shared widely with professionals across the system in the following ways:

- Group emails to all Children's Services staff
- VSSEND to their database of schools
- Across the Health System by Mark Gower, Designated Clinical Officer for SEND
- VSLAC to their wider team and their social care connections
- Link sent to Norfolk Governor Network
- Across Early Years professionals and settings by Family Information Service and EY Achievement and Inclusion
- Link sent to Karin Porter to be shared with post 16 settings
- Link shared at SEND Forums and other meetings

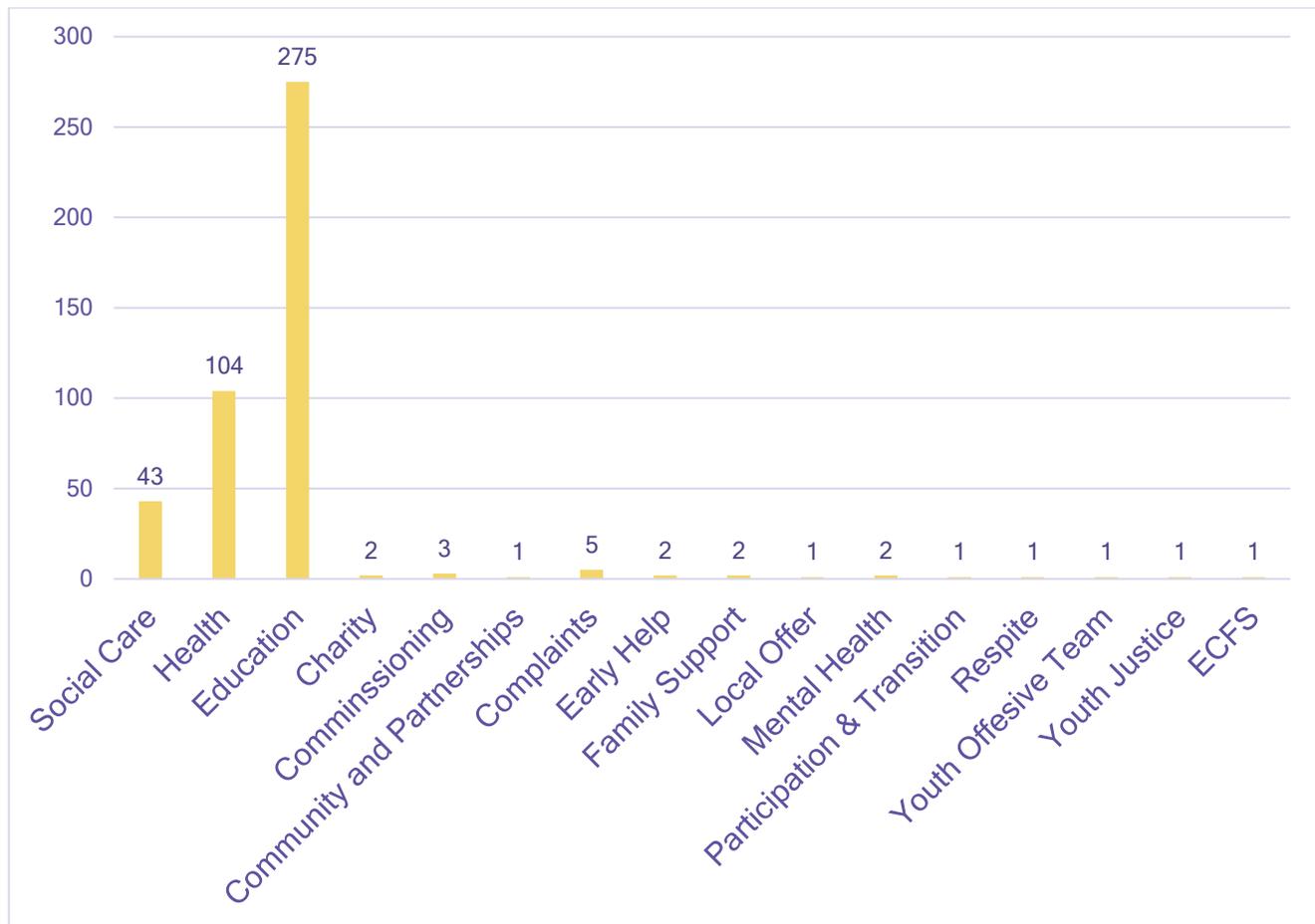
The survey closed on 31<sup>st</sup> October 2020 with a total of 445 responses recorded.

***"This is a brilliant idea as I really need to get a better understanding so I can set parents expectations"***



## SURVEY RESULTS

### Q1 - In what area of the system do you work?

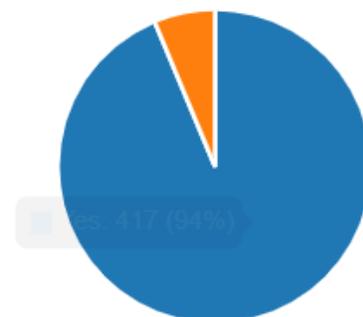


### Q3 -

Do you think training on SEND law would be useful to you?

[More Details](#)

Yes	417
No	28



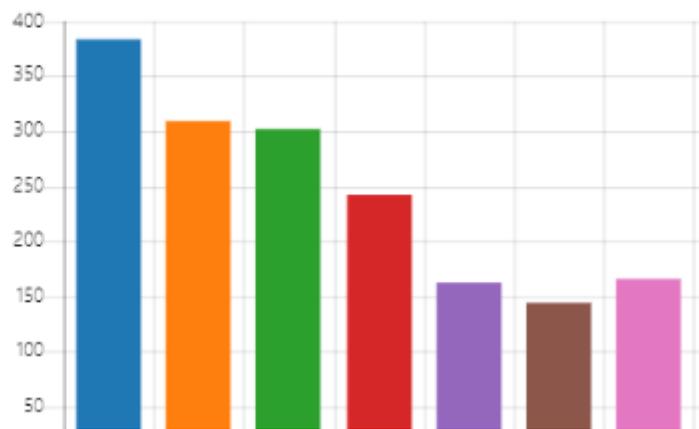
94% think SEND Law training would be useful.

## Q4

What topics would you be interested in? (please tick all that apply)

[More Details](#)

● SEN Support (what schools/se...	383
● EHCP - what are they and wha...	310
● EHC needs assessment	302
● Exclusions and part time timet...	242
● Tribunals - when and how to a...	161
● Tribunals - role of a witness	144
● Mediation/Dispute Resolution	165



86% requested training on SEN Support. EHCP's were also popular with 69.6% selecting what they are and what should be included and 67.9% EHC needs assessment (more than 1 selection was permitted).

#### Other comments included:

- Creating a culture of positive mental health within schools- education professionals understanding how to support students with trauma and attachment difficulties
- How to provide advice in a useful format for EHCP coordinators/schools
- Multi agency working and differing responsibilities
- We need to have much clearer training for settings on advocating for children
- Strategies to support SEN effectively when contact is very temporary, support with communication, accessibility and inclusion strategies etc including in our digital provision
- How SEND law impact adults with additional needs
- How to support/challenge schools/settings not making reasonable adjustments
- EHCP in terms of aspects like consultation and naming of education institutions and the rules/processes around ceasing of plans
- Parent Participation / CYP Participation
- Equality Act and when children are medically unable to attend school
- Managing unreasonable parent / carer expectations for their children, young people
- What support should be available in school S&lt. sensory OT, in school specialist support etc
- When medical needs and virtual schools fit into plan
- home schooling
- Refresher on autism and other educational needs
- understanding funding

## Q5 -

How would you like the training to be delivered? (please tick all that apply)

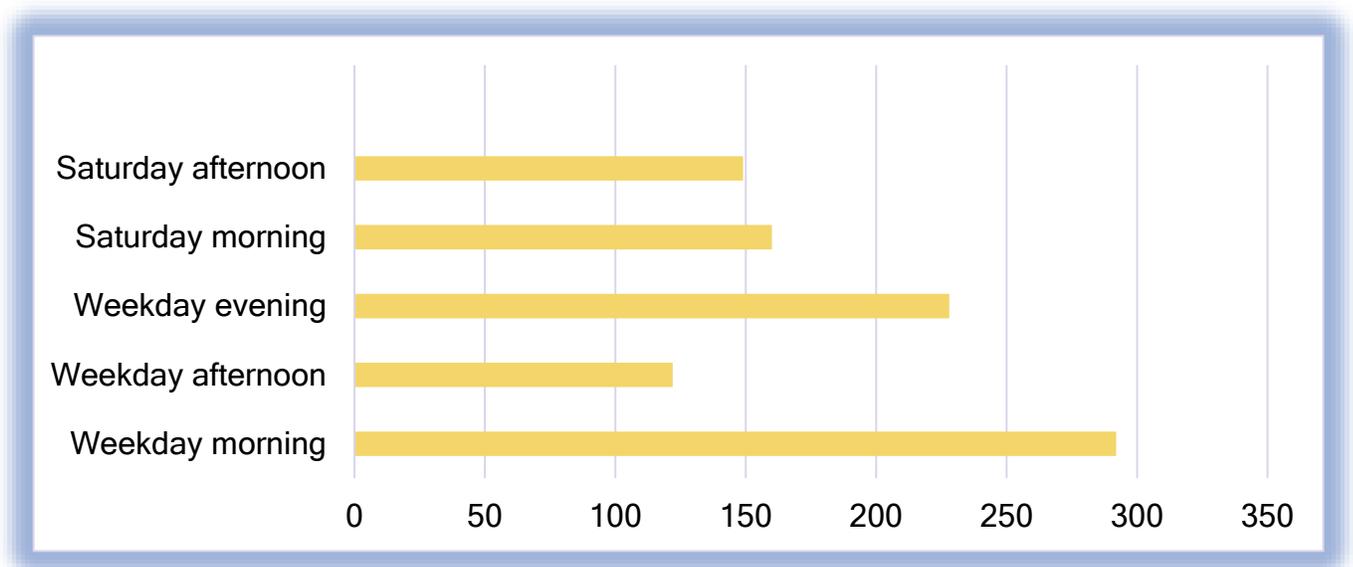
[More Details](#)

● Face to face group training	226
● Live webinars	341
● Pre-recorded videos	270
● Other	14



76.6% requested live webinars, followed by 60.7% pre-recorded videos and 50.7% face to face (more than 1 selection was permitted). Other comments included written guides with case studies and including subtitles.

## Q6 – When would you like the training to be held?



**Q7 – Is there anything else you would like to say or suggest in respect of training – Please see **Appendix A** for full list of comments.**

Comments included requests for training on:

- Mental health
- Home schooling
- Funding
- Transport
- Transitioning
- Early years
- POST 16



## NEXT STEPS

Using the information gathered there are some actions that we now need to take:

- Devise a training offer from Norfolk SEND Partnership (SENDIASS) for the topics that we can provide training on, ensuring we take account of the feedback on delivery methods and times.
- For the subject areas that are outside our remit, look for alternative providers and liaise with them to see if training can be facilitated by Norfolk SEND Partnership (SENDIASS) but delivered by professionals with the necessary skills and knowledge.

# CONTACT US



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# Appendix A

The answers given to the question “**Is there anything else you would like to say/suggest in respect of training?**”:

- A particular focus on identifying mental health needs within the EHCP process as, as a practitioner often get approached for support with this.
- Academies seem to follow different rules. Is that true also parents seem to be encouraged to take their child out of school once that happens they seem to be offered no help at all. this is wrong we often have to deal with young people with anxiety problems who cannot go out etc there needs to be a system in place to spot when this begins so we can intervene ASAP.
- All and anything would be gratefully received :)
- All Social Workers and Practitioners need to have knowledge of SEND, and the impact it can have on the family units. This needs to be mandatory training for Social Care, Education and Health, as it would bring together an understanding of what is expected of all professionals that support the families we work with.
- An overview of Send law would be helpful for governors. Send support and access to funding ( as governors we need to know it is there and not have to rely on EHCP for funding). Getting help early so young children (EYFS and KS1) can get to the appropriate setting smoothly without the possibility of an exclusion first.
- Are you re-instating any of the Autism courses via Zoom?
- As an Educational Psychologist working both as a professional completing statutory advice and supporting supervisees with this work, I think it would be good to have some practical training on writing concise reports for statutory assessments and ensuring that the process is collaborative for parents and children/young people involved. Our service is committed to providing quality assessments and psychological advice but we need to be able to do this concisely without losing the quality I think teasing out the tasks that make up SEND work could be beneficial for many practitioners who work in this area. I have ticked training I would be interested in but I think the titles suggested above will appeal to lots of our EPSS team. Thank you for doing this!
- be great to have more share training and grow the understanding of send
- Case studies from Families and Professionals to show how in reality the CFA is being implemented (in Norfolk) and potential points of disagreement.
- Certificates of attendance would be great.
- Clarity over Transport arrangements for a SEND child/young person - who sets this up, who do you contact if there are any difficulties with this/arrangements
- Could a list of most used acronyms or abbreviations be included as a take away too please.
- Don't forget Early Years and would help to have some further work around transitioning between the various stages
- Early years specific would be helpful

- Equality act
- Generic training for staff which would support them to deliver the provision expected at SEN support. So many training outlets but some recommended by the Local Authority would be a better use of money.
- Great idea
- Have 'mirror' videos - one for parents/carers and one for professionals
- How to make a referral, how often reviews of EHCP should take place, general overview relevant to my practice.
- I believe it is imperative that training around SEND is available to everyone, particularly about the legal aspects. It will give all professionals the knowledge and confidence to challenge others and maintain 'professional curiosity' ensuring all children receive the level of support they are entitled to whatever they're level of need.
- I don't feel there is currently enough training around SEND. Having worked within complex needs settings within Early Years, I find it surprising that unlike schools, it is not compulsory to have a named SENCO.
- I have concerns around the equity of service where parental or educational setting concern varies that there is a potential for those with the resources and skills to advocate for a child receive a better provision or standard of care than those who do not have a skilled advocate. This should be addressed in training, that provision is given by clinical need of the child, not because a professional feels pressured to provide more or faster provision by an adult involved in the child's care.
- I often find other childminders asking me what should go in a support plan, when practitioners don't know what to put they appear not to do anything which is detrimental, maybe a signposting system of targets?
- I think there is a need for more training for those in the leadership teams and governors as well as front line staff. I would also like to see a cost benefit analyses of providing training and in school / college support. Transition from special school or excluded main stream to college is very poor and people are allowed to fail. Oh and lets not forget the SEN without EHCP's would we need so many if we all paid attention from the beginning with a solution's based approach
- I value the SEND Partnership, the knowledge and information has been invaluable and would welcome a training offer with some specific focus on our role as Corporate Parent where we could signpost social care colleagues but appreciate that capacity is limited!
- I would be interested in all the topics just to hear what is going to be delivered in the training.
- If pre-recorded, training videos could be accessed at any time suitable for each person.
- It needs to be concise and professional.
- It would be good to get more detailed training on some conditions especially the ones we deal with on a more regular basis but also on the ones we don't see so often so we have at least some back knowledge.
- It would be good to know as a service where we are able to go for SEND advice for Practitioners and managers and who to contact to chat any cases through in relation to children struggling to attend school and being at risk of PEX or NEET.

- It would be great to have training that is not just specific for Autistic children. Training in Global development delay, cerebral palsy and other Special needs would be great as a nursery that has children with various needs. How to support undiagnosed children too because normally when they come to us they are not yet diagnosed or are being diagnosed.
- It would be helpful to know more about what schools can and should be doing in regards to SEN and EHCP
- It would be really good for all stakeholders to have the same training so everyone had the same information and even maybe some shared expectations and understanding.
- Just that it is current and gives specifics not just an overview as these training sessions tend to be. Often come away thinking, nice to be out of the school but I have learnt absolutely nothing of any use.
- Looking at training on how to communicate sensitively with families.
- Training with regards to transitions into schools and how schools can better work with Early Years settings with regards to transitions.
- Many thanks for the offer, I think it's a great idea and would be most helpful for professionals
- More about each section on EHCP.
- More clinical training on NDD/LD would be useful for clinical staff who may not have an LD background.
- More online training based on SEN needs and how to support families, e.g ASD, hearing impaired etc. The SEND local does have lots of information but would be helpful for more in-depth training to support complex needs.
- More whole setting early speech and language support training done within your setting, with your children.
- My experience is that teachers understand the laws around safeguarding better than they understand the SEND laws.
- Need to have a live captioned and subtitles in every film or clips and some staff may need sign language interpreters to included in the training so the interpreters may need a advanced notification to access the materials. It is for them to acquire the pre-information in advance.
- Needs to be a rolling programme with yearly updates to maintain 'core competencies'.
- Needs to be tailored to the team, so can be understood in the context of school responsibilities and childrens/families rights .
- No thanks, just that some training would be a great idea :-)
- Norfolk Early Years has very limited spaces for SEN training.
- Not for me but for other colleagues and partners something around post 16 education and training. The different programme types, how they operate. Aspects like post 16 is different to compulsory school age education and should look and feel different.
- outside support for schools
- Parent/Carer role and responsibilities are also important How to "professionally challenge" other agencies

- Please consider that some deaf teachers need access to sign language interpreter. So it would be good to book in advance. Many thanks
- Post 16 transport training - it is very confusing as to who does what, who is eligible and who applies for it, etc.
- Provide accessible 1 page guides on each topic/area for teachers to refer to when necessary.
- Raising awareness in staff must be a priority in NCC in my opinion. There is such a lack of awareness of how simple adaptations can support anyone with SEN needs.
- Readily available resources would be really useful as this is not an area that I am part of day in, day out so to have something easy to understand to hand would be really useful.
- SEN is not my usual area of work but I have benefitted from training provided to improve my understanding of ASD
- All teaching staff in schools to have compulsory SEND training as part of their CPD. (Too many CYP's from schools are being PEX'd)
- specific training around adjustments for NDD
- Specific training E.G Dyslexia
- Support plans
- Surprisingly Covid has enabled us to apply the EHCP process far more effectively and achieved more through the direct calls from professionals like the Educational Psychologists. Training on the plan for review phase needs to be carried out, effective evidence gathering in a systematic way so that we as professionals can provide ALL the information on a child whilst having a deep knowledge and understanding sharing what we know. I have been working with my teams using an evidence targeted approach which promotes detailed information using a term as a basis for providing this information. Early Intervention is crucial and this needs to be promoted from early years.
- techniques on working with children with SEND
- That it would be a great idea.
- The Census training was helpful. There has been an increase in training offer available, the SEND forums were also helpful. Recorded webinars are probably the most useful. A session to talk through the updated EHCP needs assessment form and another session to cover funding applications would be beneficial.
- This is a brilliant idea as I really need to get a better understanding so I can set parents expectations
- Tiers of need and support available. SRBs?
- To be multi-agency where possible to understand each others roles, responsibilities and to improve working relationships.
- To highlight the usefulness of outdoor learning as a strategy to support people with SEND
- Training needs to be cost effective for as many people as possible to access it from either their own personal or from a school's budget.
- Training on a variety of barriers to learning.
- Training on referral routes and services available to support

- Understanding that this relates to law based training, I would also welcome any further training and update sessions relevant to wider aspects of SEND support for 16 to 24 year olds - perhaps webinar based?
- Updates about SEND services delivery in Norfolk.
- We are experiencing many settings saying 'they cannot meet a child's needs' (say if a child has behavioural issues along with their diagnosis). I would be interested to know where the Law stands on this and what settings have to put into place to meet need, rather than turn children and families away unsupported. Thanks
- We are increasingly using zoom/Teams for meetings and to link with settings/families/CYP. Any tips or tricks with these platforms would be useful including people's success stories or innovative use.
- Whole staff training/updates that can be delivered like safeguarding training every year
- Working with your EHCP Coordinator (as SENDCo) to achieve maximum impact. SEND Virtual School who is who and what is its purpose? How do they help schools?!
- Would be good to have a named contact person and contact details who we can call for support if needed.
- would be good to work with schools, other professionals and families to develop our service to maximise benefits to all - the outdoor sector has a good track record on this but so much more could be done in Norfolk - particularly if we were able to work together to look at creative ways to deliver and fund services
- Would there be anything that covers Post 16 such as what colleges and training providers should be doing in relation to SEND
- Zoom works really well and would make training more accessible