



# Engagement Feedback Report

August 2020

V1.2

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## 1. Background and Introduction

In April 2020, the Council approved the 'Strategy for Transforming Education in Powys 2020-2030'. This Strategy sets out ambitious plans to transform the Powys schools' infrastructure over the next 10 years.

The Strategy sets out a number of Strategic Aims and Objectives which will shape the Council's work to transform the Powys education system over the coming years. The Strategy states that:

'The purpose of this aim (Strategic Aim 4) is to ensure that all schools are fully inclusive, educating pupils with a wide range of SEN/ALN. This will require all schools to have an inclusive ethos, a skilled workforce and buildings and resources that can support all learners. For learners with more complex needs, the aim will be to ensure that there is a range of specialist provision and support as close to home as is possible'.

The primary driver is to improve the educational experience for Powys learners, now and in the future. The project aims to reconfigure the provision for pupils with SEN/ALN in Powys.

To support this, an opportunity was provided for stakeholders to give their views on the draft document, 'The future of Special Educational Needs/Additional Learning Needs in Powys' that was agreed by cabinet in June 2020. This report provides a summary of the feedback received.

### 1.1 Methodology

The engagement period started on the 24<sup>th</sup> June 2020 and ended on the 22<sup>nd</sup> July 2020. A questionnaire was prepared which asked respondents for their views on the draft document 'The future of Special Educational Needs/Additional Learning Needs in Powys'. This questionnaire was available online on the Council's website throughout the engagement period. It was advertised via corporate communications and through all the council's media platforms

As well as responding via the questionnaire, respondents could submit written responses, either by e-mail or by post.

An 'easy read' version of the engagement document was also prepared, and published alongside the full version of the engagement document

### 1.2 Responses Received

A total of 82 individuals completed the engagement questionnaire in English.  
A total of 4 individuals completed the engagement questionnaire in Welsh.

In addition, 10 written responses were received to the engagement exercise.

## 2 Online Questionnaire

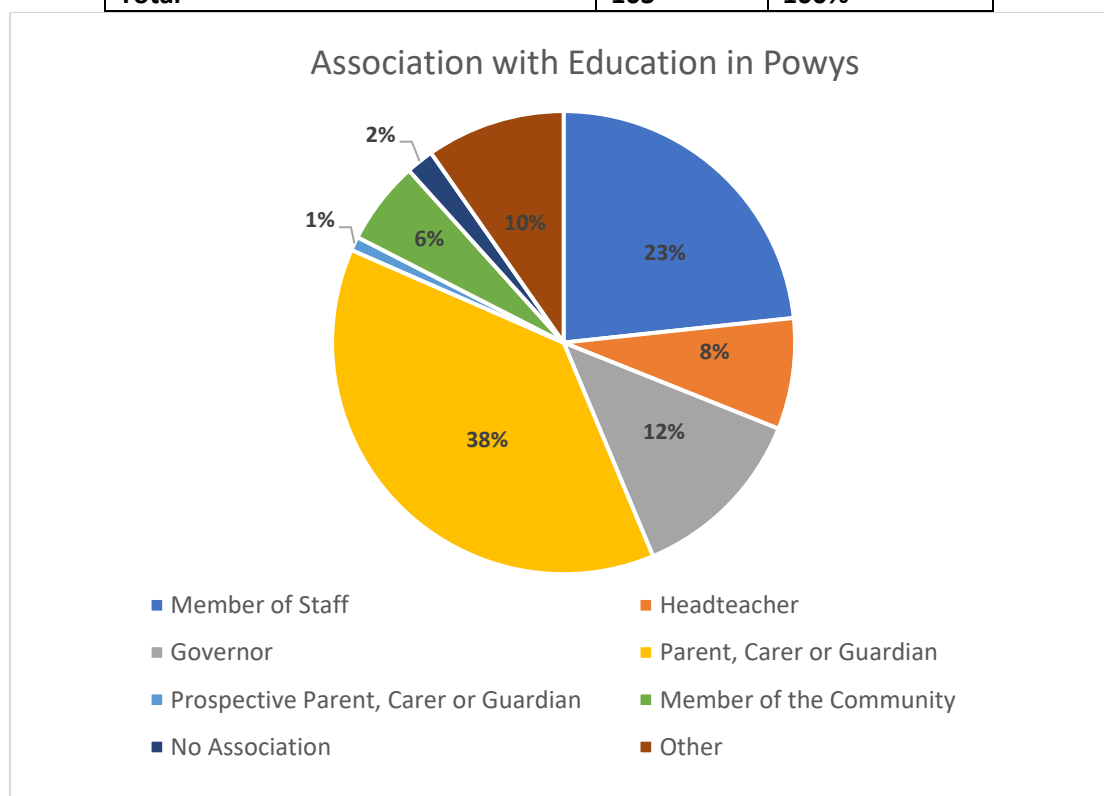
This section provides a summary of the responses received to the online questionnaire which was available during the engagement period.

### 2.1 Summary of Responses – Introduction

Respondents were asked to indicate how they are associated with education in Powys. 86 online questionnaires were completed. However, 103 individual responses were received to this question. This is higher than the number of questionnaires completed as some respondents indicated more than one association.

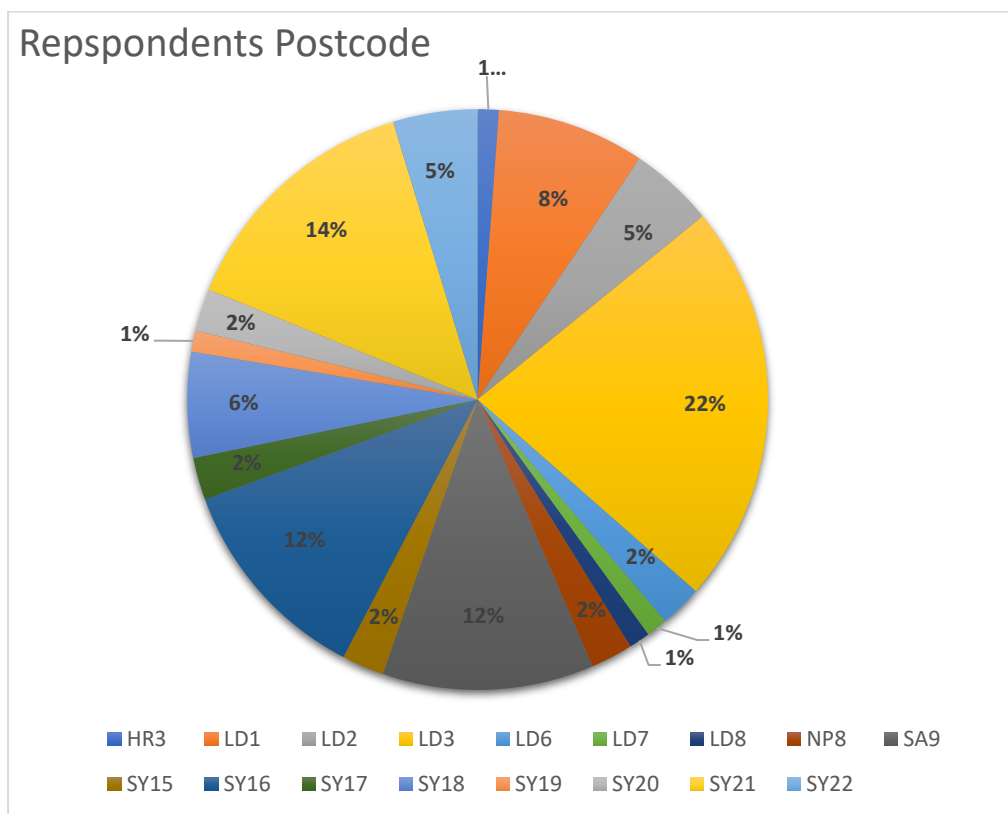
The responses received are as outlined in the table below.

Association with education in Powys	Number of responses	% of total responses to questionnaire
Member of Staff	24	23.3%
Headteacher	8	7.8%
Governor	13	12.6%
Parent, Carer or Guardian	39	37.9%
Prospective Parent, Carer or Guardian	1	1.0%
Member of the Community	6	5.8%
No Association	2	1.9%
Other	10	9.7%
<b>Total</b>	<b>103</b>	<b>100%</b>



Respondents were asked to provide their postcode. 86 online questionnaires were completed; 85 respondents gave their postcode. The postcodes provided were as follows:

Postcode	Area	Number of responses	%
HR3	West Hereford, Hay on Wye	1	1.2%
LD1	Llandrindod Wells	7	8.2%
LD2	Builth Wells, Llandrindod Wells	4	4.7%
LD3	Brecon, Talgarth, Llandrindod Wells	19	22.4%
LD6	Rhayader, Llandrindod Wells	2	2.4%
LD7	Knighton, Llandrindod Wells	1	1.2%
LD8	Presteigne, Llandrindod Wells	1	1.2%
NP8	Crickhowell, Powys	2	2.4%
SA9	Abercraf, Cwmtwrch, Ystalyfera, Ystradgynlais, Neath Port Talbot	10	11.8%
SY15	Montgomery, Powys	2	2.4%
SY16	Newtown, Powys	10	11.8%
SY17	Caersws, Llandinam, Powys	2	2.4%
SY18	Llanidloes, Powys	5	5.9%
SY19	Llanbrynmair, Powys	1	1.2%
SY20	Machynlleth, Powys	2	2.4%
SY21	Welshpool, Powys	12	14.1%
SY22	Llanfechain, Llanfyllin, Llansantffraid, Llanymynech, Meifod, Powys	4	4.7%
<b>Total</b>		<b>85</b>	<b>100.0%</b>



## 2.2 Summary of Responses to Engagement Exercise

Respondents were asked to give their views on the document 'The future of Special Educational Needs/Additional Learning Needs in Powys'.

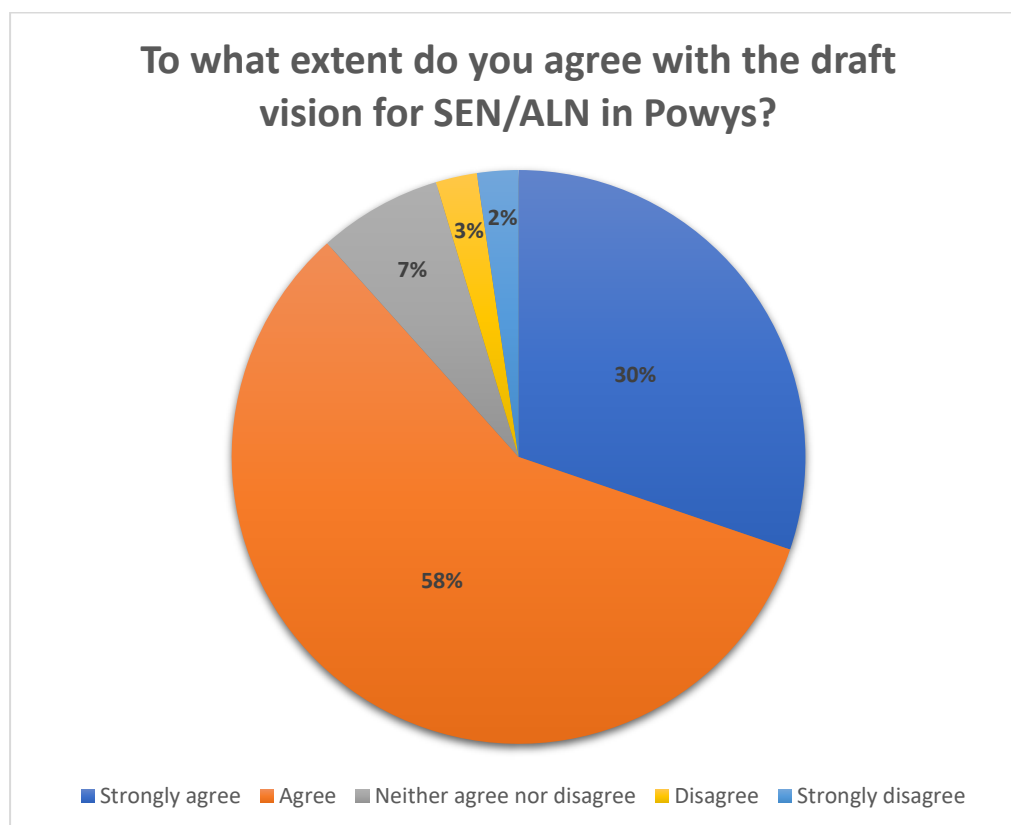
A summary of the responses received to each question is provided below.

### Vision for SEN/ALN in Powys

Respondents were asked to what extent they agreed with the draft vision for SEN/ALN in Powys which was included in the 'The future of Special Educational Needs/Additional Learning Needs in Powys' document.

86 respondents answered this question. Their responses were as follows:

To what extent do you agree with the draft vision for SEN/ALN in Powys?	Number of responses	%
Strongly agree	26	30.2%
Agree	50	58.1%
Neither agree nor disagree	6	7.0%
Disagree	2	2.3%
Strongly disagree	2	2.3%
<b>Total</b>	<b>86</b>	<b>100.0%</b>



Overall, **88%** of respondents agreed or strongly agreed with the draft vision. **5%** of respondents disagreed or strongly disagreed, with the remaining **7%** stating that they neither agreed nor disagreed.

Respondents were asked to suggest any amendments which they thought the Council should consider.

#### Summary of comments and queries

Comments were received from 27 respondents, with most comments in support of the vision for SEN/ALN/. Most respondents agreed that the objectives set out within the vision are valid. One comment noted that *'It is pleasing to see Powys's desire and ambition to transform the SEN/ALN education sector for the better in response to the Additional Learning Needs and Education Tribunal Act'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Welsh medium provision for pupils with SEN/ALN including transport
- Equity of provision across the authority and financial support to share best practice
- Training, including financial support, for teaching and support staff in mainstream schools
- Early identification and support for pre-school children
- The length of time taken for assessments and diagnoses of pupils with moderate learning difficulties (MLD) and autistic spectrum disorder (ASD) and those with mental health, emotional and behavioural difficulties
- Support from Child and Adolescent Mental Health Services (CAMHS)
- Funding for pupils with SEN/ALN in mainstream schools
- Revision of the support for 'Out of County' and 'In County' placements
- Expanded specialist provision through special schools and satellites
- Improved provision for nurture and support for pupils with behaviour difficulties and their families
- Improved support, including transport, for pupils with physical and sensory impairment
- Improved training and qualifications for Additional Learning Needs Co-ordinators (ALNCOs)

#### Current issues relating to SEN/ALN provision in Powys

The draft 'The future of Special Educational Needs/Additional Learning Needs in Powys' document states that the current issues facing Powys at the moment include:

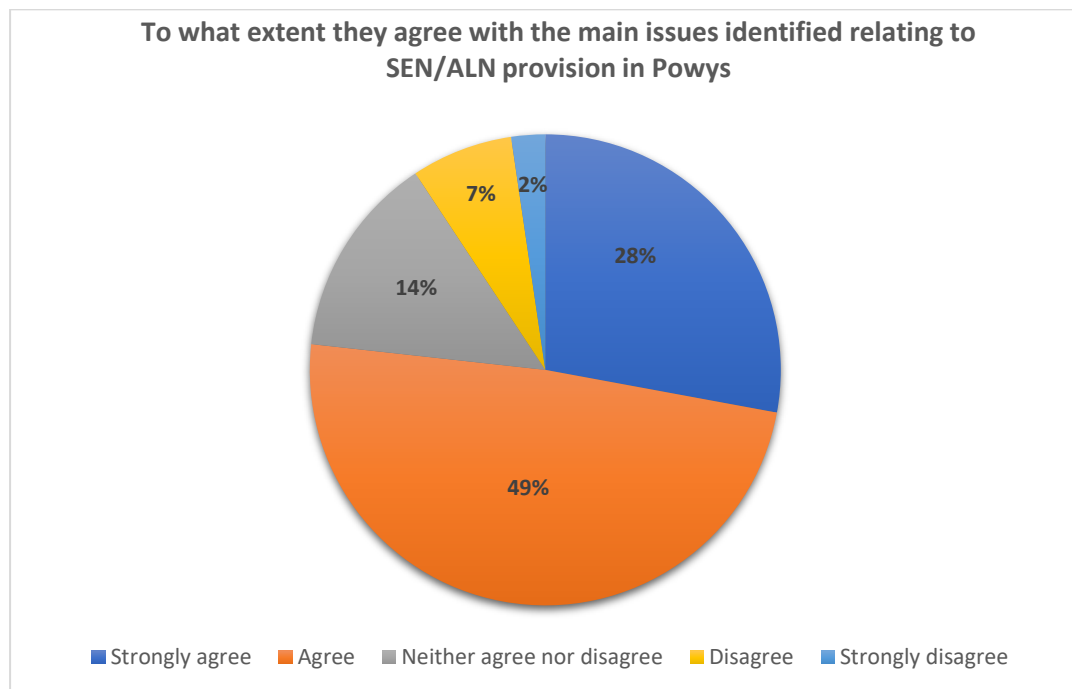
- Depending on where pupils live, they have access to a different quality and type of provision

- Some pupils have to travel long distances to reach a provision that meets their needs
- Access to provision through the medium of Welsh is inconsistent. Currently, not all pupils are educated in the setting that meets their needs best
- There are pupils in special schools who could be taught in mainstream classes or specialist centres
- There are pupils in specialist centres who should be in mainstream classes
- There are pupils in the PRU who, with the right type of provision and support, could attend mainstream schools
- Mainstream schools do not all have the facilities or expertise required to support pupils with a wide range of learning need

Respondents were asked to what extent they agree with the main issues identified relating to SEN/ALN provision in Powys

86 respondents answered this question. Their responses were as follows:

To what extent they agree with the main issues identified relating to SEN/ALN provision in Powys	Number of responses	%
Strongly agree	24	27.9%
Agree	42	48.8%
Neither agree nor disagree	12	14.0%
Disagree	6	7.0%
Strongly disagree	2	2.3%
<b>Total</b>	<b>86</b>	<b>100.0%</b>





Overall, **77%** of respondents agreed or strongly agreed with the issues identified. **9%** of respondents disagreed or strongly disagreed, with the remaining **14%** stating that they neither agreed nor disagreed.

Respondents were asked to suggest any amendments which they thought the Council should consider.

#### Summary of comments and queries

Comments were received from 32 respondents, with many in agreement with the issues identified with the current provision in Powys. For example, some respondents noted that *'More specialist support should be available locally'* and *'We agree with the aim to ensure all pupils have the optimal level of education closer to home'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

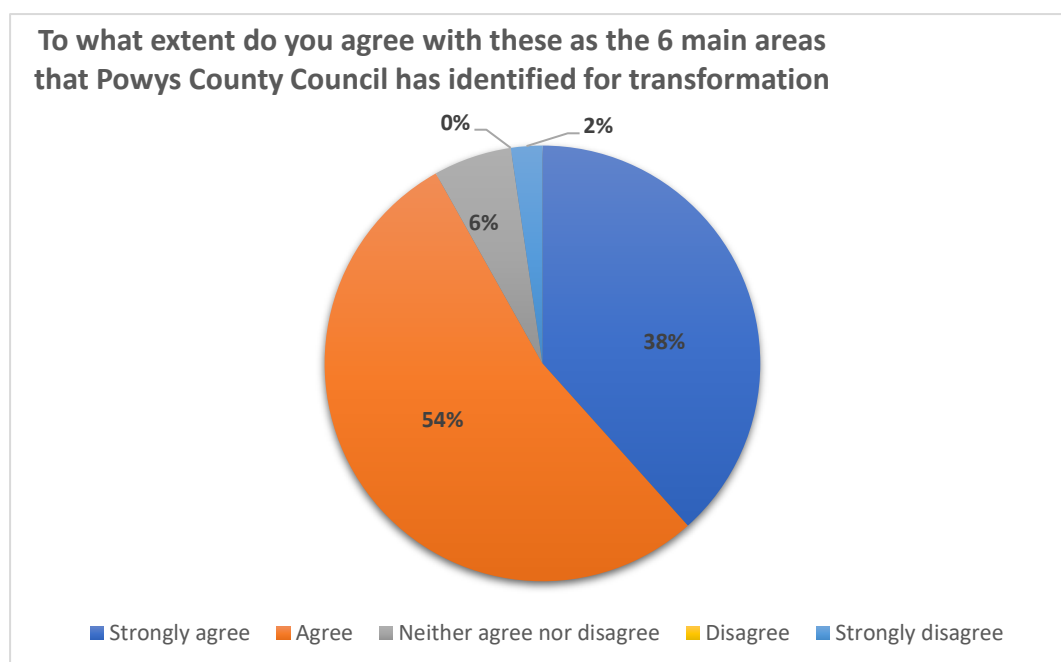
- Many pupils with SEN/ALN should not be educated in mainstream schools and need specialist provision
- Pupils with MLD need to be in specialist centres
- More trained staff are needed to support pupils in mainstream schools and other settings
- Satellites and other settings need to be appropriately sized and well equipped
- The need to consider the vulnerability of pupils with SEN/ALN and how this would be managed in mainstream schools
- Early intervention at pre-school level should be available before they start school
- Need to refine the entry and exit criteria for special schools and share this with parents
- Moving pupils from special schools into mainstream education would be traumatic
- Ensure that senior leaders in the authority share the same vision
- Share best practice across special and mainstream schools
- Ensure that the authority listens to the wishes of parents
- Improve the provision for pupils with emotional, social and behavioural difficulties
- Improve the support from specialist services, including health
- Not enough early intervention for younger pupils
- Ensure that pupils with autistic spectrum disorder (ASD) can access mainstream but with support
- Address cultural issues and attitudes
- Seek the views of children and young people
- The system needs to have built in flexibility so that the package of support can be bespoke to the individual and the support for children and families can be closer to home.
- Good quality facilities that include short and medium-term respite care
- Ensure that there are enough Educational Psychologists across Powys
- Improve ALN support in secondary schools, especially at post-16
- Improve the understanding of senior leaders and governors of schools and settings with regard to ALN

## Areas of Transformation

Respondents were asked to what extent do you agree with these as the 6 main areas that Powys County Council has identified for transformation, as outlined in the 'future of Special Educational/Additional Learning Needs in Powys' document.

86 respondents answered this question. Their responses were as follows:

To what extent do you agree with these as the 6 main areas that Powys County Council has identified for transformation	Number of responses	%
Strongly agree	33	38.4%
Agree	46	53.5%
Neither agree nor disagree	5	5.8%
Disagree	0	0.0%
Strongly disagree	2	2.3%
<b>Total</b>	<b>86</b>	<b>100%</b>



Overall, **92%** of respondents agreed or strongly agreed with the 6 main areas that Powys County Council has identified for transformation. **2%** of respondents strongly disagreed, with the remaining **6%** stating that they neither agreed nor disagreed.

Respondents were asked to suggest any amendments which they thought the Council should consider.

### Summary of comments and queries

Comments were received from 26 respondents, with many in agreement with the areas identified in the transformation programme. For example, some respondents noted that

*'There is a definite need for behaviour provision in foundation phase and KS2' and 'I strongly agree with the need for Primary Specific support with BESD'. 'The report identifies a satellite model within a mainstream school, which would enable pupils to access the support they require nearer to home as well as improving awareness and empathy of all pupils of pupils of all abilities. To hide them away in specialist units does not help us build a more empathetic and supporting society'.*

However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Greater emphasis on assessment, diagnosis and intervention to access the right level of support
- The need to understand the support form health as is there is a crossover here
- Early interventions and assessment for pre-schools pupils
- Improve links with Social Services, the NHS and parents
- Welsh medium provision
- High quality training for all staff
- Support for pupils with SEN/ALN during exam time
- Provision for post 16, alternative learning, apprenticeships and support for employment
- Support for the families of pupils with SEN/ALN who speak other languages
- Challenge for pupils with specials needs
- Early support / assessment should begin from birth of a child – this needs to be incorporated into the planning

Respondents were asked to suggest any amendments which they thought the Council should consider.

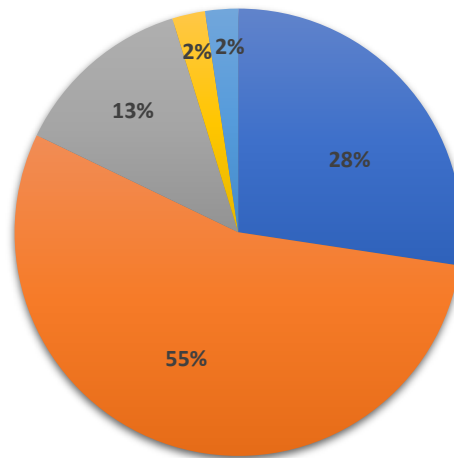
### **Area of Transformation 1: Mainstream**

Respondents were asked to what extent they agree with the ideas set out under Area of Transformation 1: Mainstream

84 respondents answered this question. Their responses were as follows:

<b>To what extent do you agree with the ideas set out under Area of Transformation 1: Mainstream?</b>	<b>Number of responses</b>	<b>%</b>
Strongly agree	23	28%
Agree	46	55%
Neither agree nor disagree	11	13%
Disagree	2	2%
Strongly disagree	2	2%
<b>Total</b>	<b>84</b>	<b>100%</b>

**To what extent do you agree with the ideas set out under Area of Transformation 1: Mainstream?**



■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Overall, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 1: Mainstream. **4%** of respondents disagreed or strongly disagreed, with the remaining **13%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

Comments were received from 18 respondents, with most in agreement with the suggestions for the education of pupils with SEN/ALN in mainstream education. For example, some respondents noted that *'Additional training for teachers and support workers in mainstream will allow enable children with ND conditions to remain in mainstream and in local area'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Training with funding for staff in mainstream schools
- Changing the mindset of some teachers in mainstream schools to be more inclusive
- Support from quality outdoor agencies should be available for all mainstream schools
- Wellbeing centres in every school to support pupils' mental health
- The use of programmes such as ELSA and Incredible Years need to be in every school
- An audit of teachers' skills needs to be carried out to see if they have the skills to meet the pupils ALN
- Improve provision for BESD
- Investing in all schools to ensure that they are fully accessible and adaptable to children and young people

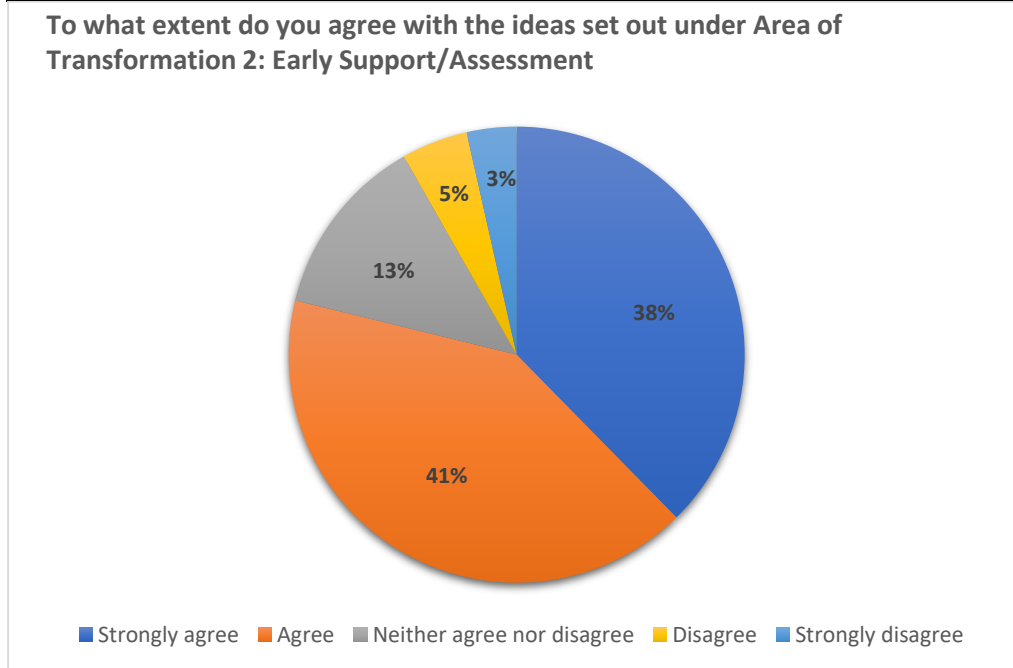
- Ensure that new schools that are built have wellbeing centres and support for pupils with SEN/ALN

Area of Transformation 2: Early Support/Assessment

Respondents were asked to what extent do you agree with the ideas set out under Area of Transformation 2: Early Support/Assessment

respondents answered this question. Their responses were as follows:

To what extent do you agree with the ideas set out under Area of Transformation 2: Early Support/Assessment	Number of responses	%
Strongly agree	32	37.6%
Agree	35	41.2%
Neither agree nor disagree	11	12.9%
Disagree	4	4.7%
Strongly disagree	3	3.5%
<b>Total</b>	<b>85</b>	<b>100%</b>



Overall, **79%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 2: Early Year Support/Assessment. **8%** of respondents disagreed or strongly disagreed, with the remaining **13%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

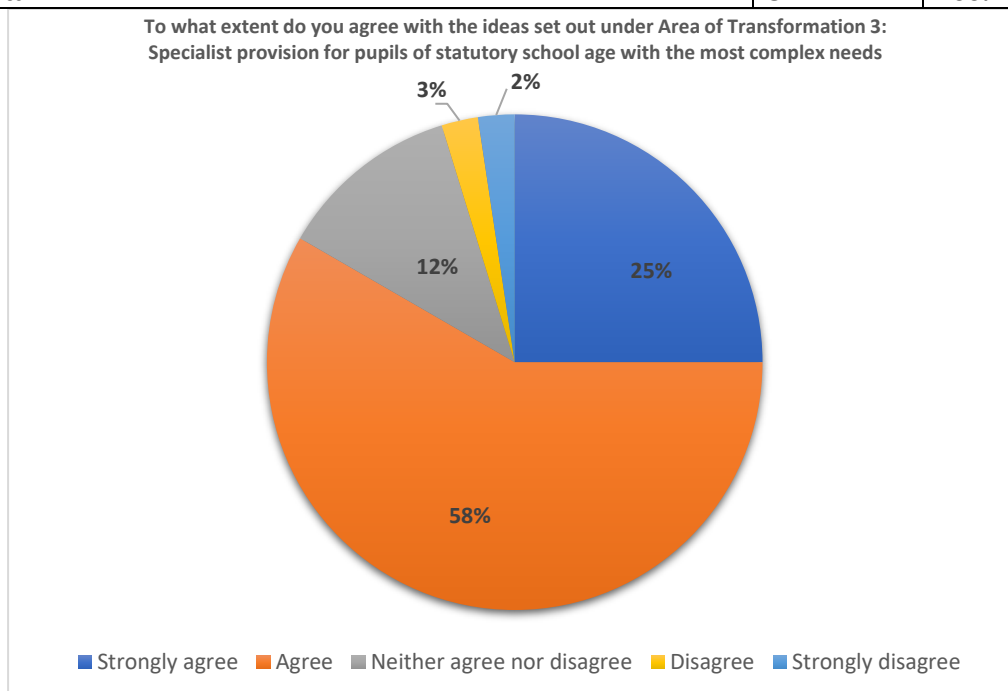
### Summary of comments and queries

Comments were received from 15 respondents, with most in agreement with the suggestions for early support and assessment. For example, a respondent noted that *'This is vital! I have a child that benefited from early intervention that is now in high school. Beginning the diagnosis process early on not only helps the child but will also help support the needs of the family around them'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- The pre-school assessment units do not work for the majority of pre-schoolers and does not reflect the new model for transforming SEN/ALN education.
- ALNCOs for pre-schools need support and guidance.
- The graduated response should begin at pre-school.
- Family support is needed at this stage.
- Training and support for play therapy, mental health, Adverse Childhood Experiences (ACEs) and Trauma Informed Schools UK (TISC UK) and Incredible Years.
- Ensuring support and training for setting staff.
- Multi-agency working to benefit the child, including liaison with health colleagues to support the training of support workers to undertake health interventions in mainstream schools. Closer links with CAMHS and Team around the Family (TAF).
- Improve the time taken from assessment/diagnosis to support provided.
- Strengthen the use of pre-school assessment so that it is equal and fair across Powys.
- Improved support for younger children with physical and sensory impairment.
- Establish clear assessments and destinations with clear pathways for parents to understand the options.

Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs

To what extent do you agree with the ideas set out under Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs	Number of responses	%
Strongly agree	21	25.0%
Agree	49	58.3%
Neither agree nor disagree	10	11.9%
Disagree	2	2.4%
Strongly disagree	2	2.4%
<b>Total</b>	<b>84</b>	<b>100%</b>



Overall, **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 3: Specialist provision for pupils of statutory school age with the most complex needs. **5%** of respondents disagreed or strongly disagreed, with the remaining **12%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

Summary of comments and queries

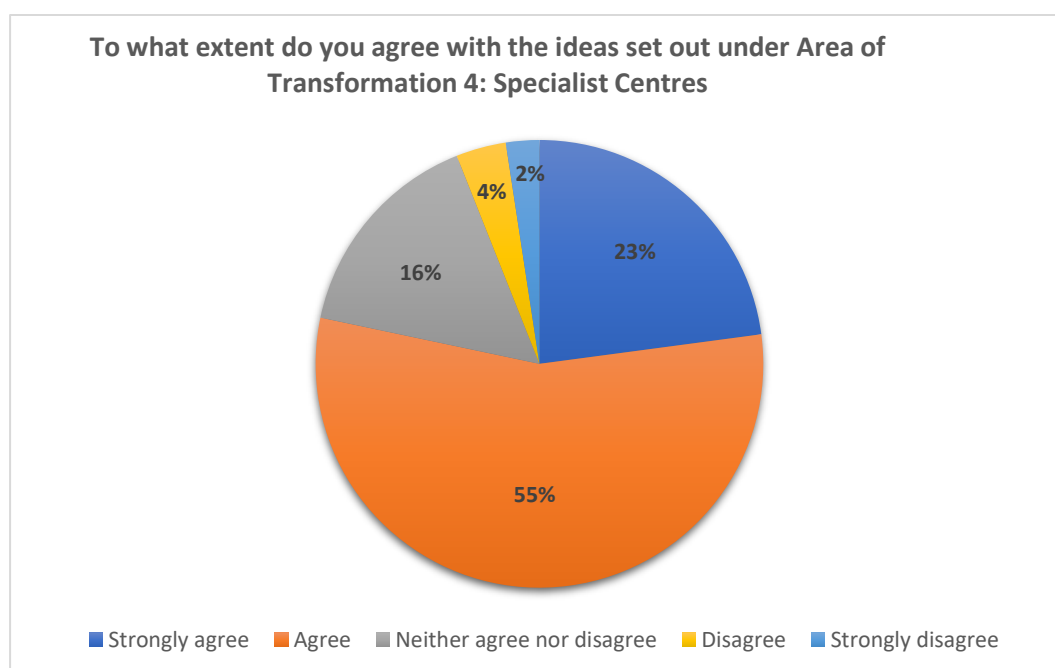
Comments were received from 17 respondents, with most in agreement with the suggestions for the provision for children and young people with complex needs. For example, respondents noted that *'Distance at the moment is an issue. I would support this if the appropriate resources, including staffing were put in place'* and *'The special schools are amazing hubs for expertise, multi-professional working, a huge resource for multi-*

*professional training, especially now virtual*'. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- The need for a range of specialist provision, including ASD.
- More training and specialist teachers needed in special schools.
- Balancing pupil voice with the view of parents.
- Support for the wellbeing of staff and pupils in special schools.
- Satellite centres can accommodate children who have to travel further distances
- Provision for satellites for pupils with behavioural emotional and social difficulties (BESD).
- New buildings for pupils with complex needs, especially in the north of Powys.
- Ensure that all clusters have access to specialist provision.
- Funding required to maintain the satellite provision and having access to the same equipment, for example sensory room, audio equipment or modified playground equipment.
- The age range in satellites needs to be considered.
- Reducing out of county placements.

#### Area of Transformation 4: Specialist Centres

To what extent do you agree with the ideas set out under Area of Transformation 4: Specialist Centres	Number of responses	%
Strongly agree	19	22.9%
Agree	46	55.4%
Neither agree nor disagree	13	15.7%
Disagree	3	3.6%
Strongly disagree	2	2.4%
<b>Total</b>	<b>83</b>	<b>100%</b>





Overall **78%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 4: Specialist Centres. **6%** of respondents disagreed or strongly disagreed, with the remaining **16%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

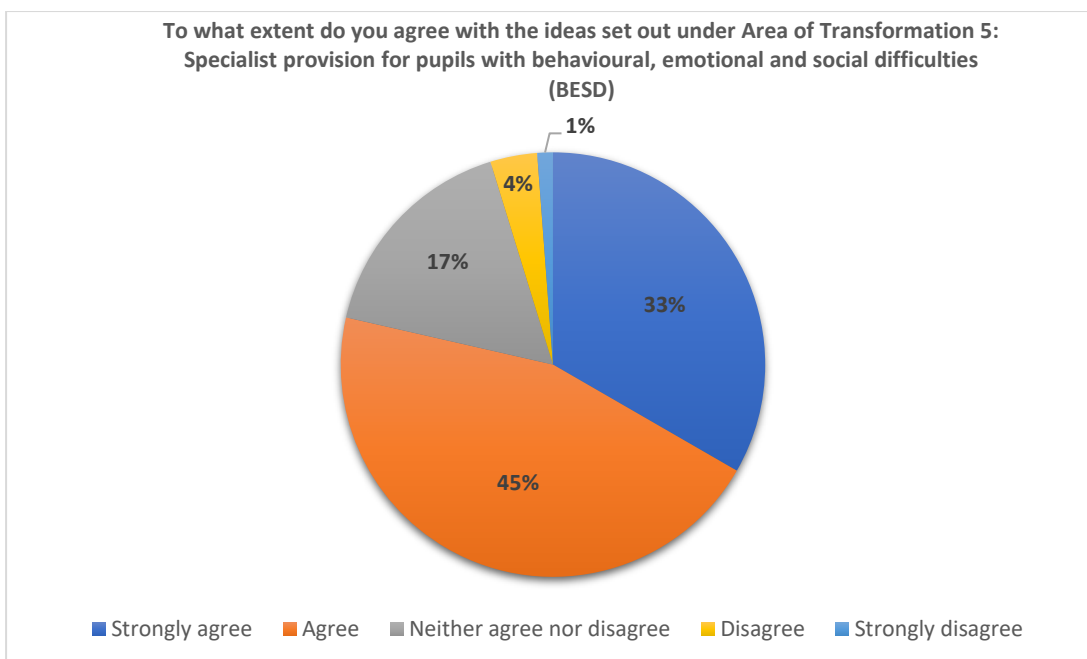
Summary of comments and queries

Comments were received from 9 respondents, with most in agreement with the suggestions for the provision for children and young people with complex needs. For example, respondents noted that *'Specialist centres can and do work, they have been very successful in the Ystradgynlais area' however 'The purpose of specialist centres has never been clear. There needs to be equitable access to pupils from ALL schools'*. There were a few queries raised which the new strategy for SEN/ALN will need to address:

- Entry criteria to specialist centres or satellites.
- Training for specialist staff across Powys to support pupils with SEN/ALN.
- Early assessment and diagnosis of pupils with complex needs.
- The regular monitoring and evaluation to ensure the system is working effectively.
- Transition at all stages, including into school, primary to secondary and post-16.
- Specialist centres provide valuable provision which needs to be shared.
- Consultation with governors is needed regarding any change to specialist centre provision.
- Support for pupils with speech and language difficulties.
- The potential vulnerabilities of pupils with SEN/ALN and how this is managed in mainstream classes.

Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)

<b>To what extent do you agree with the ideas set out under Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD)</b>	<b>Number of responses</b>	<b>%</b>
Strongly agree	28	33.3%
Agree	38	45.2%
Neither agree nor disagree	14	16.7%
Disagree	3	3.6%
Strongly disagree	1	1.2%
<b>Total</b>	<b>84</b>	<b>100%</b>



Overall **78%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 5: Specialist provision for pupils with behavioural, emotional and social difficulties (BESD), **5%** of respondents disagreed or strongly disagreed, with the remaining **17%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

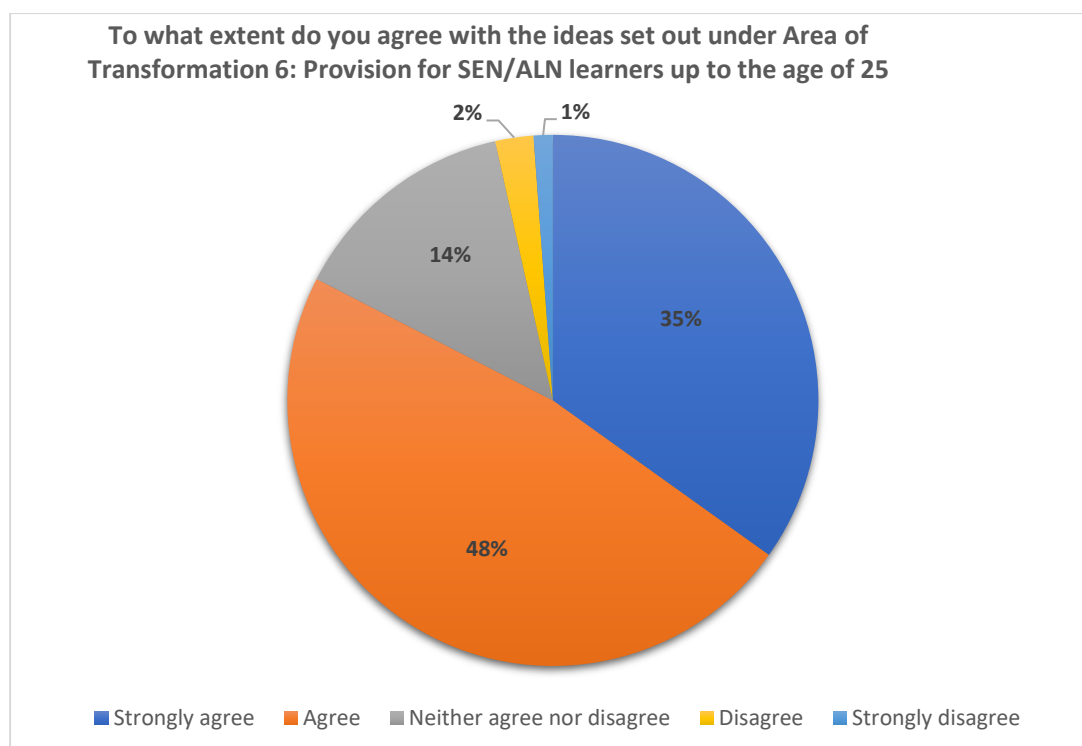
#### Summary of comments and queries

Comments were received from 15 respondents, with most in agreement with the suggestions for the provision for children and young people with BESD. For example, respondents noted that *'this is the most difficult thing that mainstream teachers face. When it is clear that a child is not coping in mainstream education and that the graduated response isn't working there needs to be something in place to help these children'* and *'This is an area where early intervention will have the biggest success therefore early assessments and intervention is key'*. However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- The need for equity of provision for pupils with BESD across Powys.
- Early identification and intervention.
- Training and resources for all schools.
- Flexibility around the six weeks attendance at the pupil referral unit (PRU)
- Promotion of positive behaviour strategies at a younger age and support for families.
- Multi-agency support.
- Consistent approached across education, health and social services.
- Implementing the Emotional health and wellbeing strategy in Powys.

Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25

To what extent do you agree with the ideas set out under Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25	Number of responses	%
Strongly agree	30	34.9%
Agree	41	47.7%
Neither agree nor disagree	12	14.0%
Disagree	2	2.3%
Strongly disagree	1	1.2%
<b>Total</b>	<b>86</b>	<b>100%</b>



Overall **83%** of respondents agreed or strongly agreed with the ideas set out under Area of Transformation 6: Provision for SEN/ALN learners up to the age of 25, **3%** of respondents disagreed or strongly disagreed, with the remaining **14%** stating that they neither agreed nor disagreed

Respondents were asked to suggest any amendments which they thought the Council should consider.

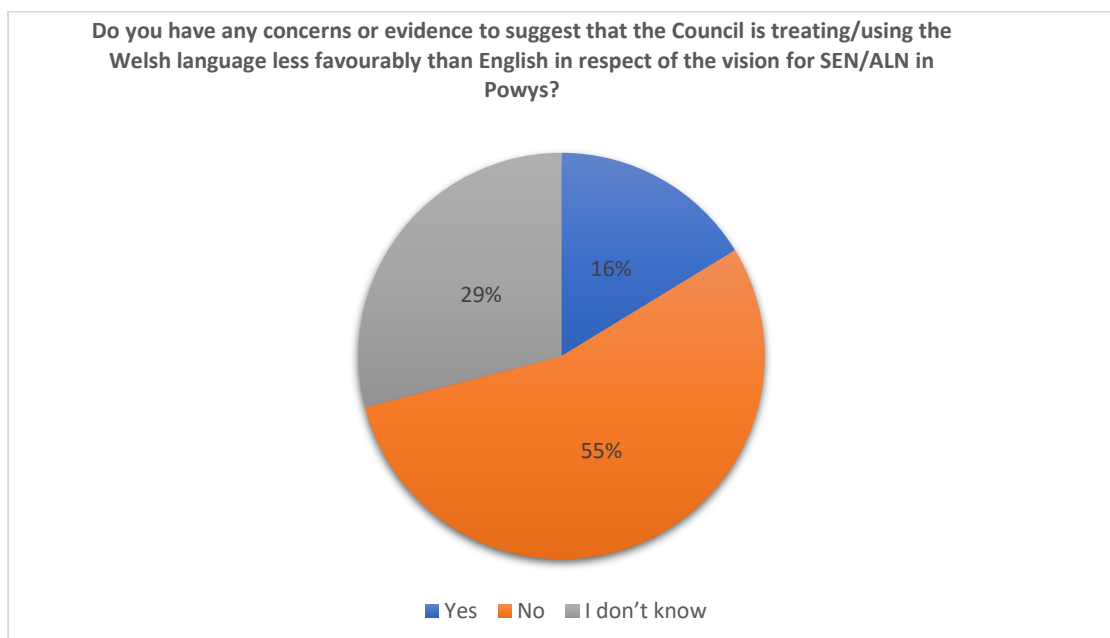
Summary of comments and queries

Comments were received from 15 respondents, with most in agreement with the suggestions for the provision for learners up to the age of 25. For example, respondents noted that *'Children and young people with SEN should be able to access further education/ on the job training opportunities that will support them into employment.* However, there were a few queries raised which the new strategy for SEN/ALN will need to address:

- Welsh Government strategy needs to inform the work in Powys.
- Support pupils with SEN/ALN into adulthood and preparing them for the work of work.
- Support for pupils with SEN/ALN at college, including small group and one to one support.
- Virtual packages of training to support individualised learning.
- Individual education and development plans for post-16.
- Barriers to learning and the correlation between wellbeing and achievement.
- Support for young people at university, including wellbeing support.
- Provision for young adults to learn about daily living (cooking, cleaning, managing their own budgets), being more independent in the community (learning how to catch a bus to various places on their own, going shopping and so on), leisure activities, or work.
- Provision for disabled children and young people should be closer to home.

#### Welsh language and the vision for SEN/ALN in Powys

Do you have any concerns or evidence to suggest that the Council is treating/using the Welsh language less favourably than English in respect of the vision for SEN/ALN in Powys?	Number of responses	%
Yes	14	16.3%
No	47	54.7%
I don't know	25	29.1%
<b>Total</b>	<b>86</b>	<b>100.0%</b>



Comments were received from 13 respondents, for example:

*'As a Welsh speaker I know there are a very few Welsh speaking people involved in ALN in Powys. With that in mind however I do feel that care must be taken to look at what is best for the child when it comes to using Welsh language.'*

*'The document does confirm that there is very little provision for children with SEN/ALN to be taught through the medium of Welsh in Powys.'*

*'You correctly state that the aim is to ensure that all learners have access to the same quality of provision through their language of choice, but in our view you have not stated what are the key actions required to ensure that this aim is met.'*

*'Mae angen gwneud gwaith helaeth i gynllunio at y dyfodol wrth ystyried lleoliad unedau ADY cynradd ac uwchradd o fewn ysgolion y sir. Rhaid iddynt fod mewn lleoliad canolog fel na fydd teuluoedd a phlant yn profi anfantaish wrth geisio cael mynediad atynt. Rhaid iddynt gael staff cwbl ddwyieithog sydd wedi'u hyfforddi'n drwyadl iawn ar ADY'. (Extensive work is required to plan ahead when considering the location of primary and secondary ALN units within the county's schools. They must be in a central location so that families and children do not experience disadvantage when trying to access them. They must have fully bilingual staff who are very thoroughly trained on ALN'.*

#### Other comments

Respondents were asked Do you have any other comments on The Future of SEN/ALN in Powys? Forty-seven respondents answered this question. All views will be carefully considered. Several examples are included here:

*'I worry about the increased pressure that will be placed on individual schools where a considerably higher amount of learners with ALN will be attending instead of receiving specialised support. Currently funding will not support this approach. I especially worry about the pressures on School SENCos particularly in larger schools.'*

*'As a parent of a pupil with MLD, and A serious medical condition, I am happy to see that the council are taking steps to strengthen SEN/ALN in Powys. I for 1 cannot thank our mainstream school enough for the help they have given my child and how the specialist unit has helped his education and confidence over the past 2 years. I really hope that Powys take this seriously and implement all that they hope, so that our children have the best chance at a good education and bright future.'*

*'I am concerned that the vulnerability of children with SEN/ALN in mainstream secondary schools, has not been taken into account.'*

*'Many staff feel unequipped to support pupils with ever-growing ALN needs and at times, require outside support. Providing a local LA ALN support would provide teachers and support staff with support themselves as well as a local advisor that liaises with their area/cluster schools and can get to know children with ALN.'*

*'I welcome the county wide learning programme , and the addition of training for all teachers in aspects of ASD , dyslexia , communication and behavioural difficulties , disability inclusion training.'*

*'I think it is so important to support all children reach their full potential. It is a brilliant proposal. I hope the end result will support children and adults and be possible for overworked staff to carry out.'*

*'I applaud the work done so far, and hope that the vision will be realised. One thing that will be key is in upskilling and further training both ALN Cos and Tas (teaching assistants). Some mainstream schools are much better prepared than others to cope with ACE children, and those presenting with BESD. There persists, even in some special schools, an idea that children need to learn in the way that they teach! Some school buildings will need re-imagining to accommodate the need for safe spaces. Governing bodies need to be brought on board with what we are trying to achieve; there is a tendency to believe that every change is motivated by a need to save money. The governor briefings that featured the ALN transformation were among the best attended and could usefully be repeated. Relations between the authority and governors are the most positive they have been in years, mostly because it feels that you are talking to us, and actually want us involved in co-producing the vision for education in Powys.'*

### **Next Steps**

- Information from this engagement exercise will be used to inform an SEN/ALN strategy for Powys
- The local authority will work with headteachers and other stakeholders to develop proposals in relation to the six areas identified
- As we move forward with the Transforming Education programme, SEN/ALN proposals will be integral to the other workstreams i.e. All-age schools, Welsh medium and Post-16

## Appendix A – Equalities Information

Respondents that completed the online survey were also to respond to a number of equalities questions. The responses provided are outlined below. This includes the responses provided by all respondents, including pupils.

What is your gender	Number of responses	%
Male	8	9.4%
Female	72	85.0%
Gender Fluid/Non-binary/Gender neutral	0	0.0%
Prefer not to say	5	5.6%
<b>Total</b>	<b>85</b>	<b>100.0%</b>

Is your gender the same now as when assigned at birth?	Number of responses	%
Yes	83	97.5%
No	0	0.0%
Prefer not to say	3	2.5%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

How old are you?	Number of responses	%
Under 16	0	0.0%
16-24	0	0.0%
25-34	13	15.1%
35-44	30	34.9%
45-54	25	29.0%
55-64	10	11.6%
65-74	3	3.4%
75-84	0	0.0%
85 +	0	0.0%
Prefer not to say	5	6.0%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

Do you have a substantial and long term physical or mental health condition or illness that reduces your ability to carry out normal day to day activities?	Number of responses	%
Yes	2	2.3%
No	76	88.3%
Prefer not to say	8	9.4%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

If you answered 'Yes' please indicate all that apply to you:	Number of responses	% of responses to this question
Hearing Impairment	0	0.0%
Visual Impairment	0	0.0%

Speech Impairment	0	0.0%
Learning Disability or difficulty	0	0.0%
Mental Health Issues	1	50.0%
Physical/Mobility Impairment	0	0.0%
Other	1	50.0%
Prefer not to say	0	0.0%
<b>Total</b>	<b>2</b>	<b>100.0%</b>

How would you describe your national identity?	Number of responses	%
Welsh	43	50.0%
English	8	9.3%
Scottish	0	0.0%
Northern Irish	0	0.0%
British	26	30.2%
Irish	0	0.0%
Other	4	4.6%
Prefer not to say	5	5.8%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

What is your ethnic group?	Number of responses	%
White	75	87.2%
Bangladeshi	0	0.0%
Black Caribbean	0	0.0%
Black Other	0	0.0%
Chinese	0	0.0%
Mixed Ethnicity	1	1.2%
Gypsy/Traveller	0	0.0%
Irish Traveller	0	0.0%
Indian	0	0.0%
Pakistani	0	0.0%
Any Other ethnic group	1	1.2%
Prefer not to say	9	10.4%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

What is your preferred language?	Number of responses	%
Welsh	6	7.0%
English	75	87.2%
BSL - British Sign Language	0	0.0%
Other	0	0.0%
Prefer not to say	5	5.8%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

Can you....?	Yes	%	No	%
Understand spoken Welsh	48	55.8%	38	44.2%



Speak Welsh	43	50.0%	43	50.0%
Read Welsh	32	37.2%	54	62.8%
Write Welsh	22	25.6%	64	74.4%

What is your religion?	Number of responses	%
Christian (all denominations)	40	46.5%
Buddhist	0	0.0%
Hindu	0	0.0%
Muslim	0	0.0%
Sikh	0	0.0%
Jewish	0	0.0%
Atheist	3	3.5%
No religion	19	22.0%
Other	4	4.7%
Prefer not to say	20	23.3%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

Are you?	Number of responses	%
Working full time	76	88.4%
Working part time	2	2.3%
Unemployed	1	1.2%
Still in education	1	1.2%
Volunteering	0	0.0%
Retired	2	2.4%
Other	2	2.4%
Prefer not to say	2	2.4%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

Which of the following best describes how you think of yourself?	Number of responses	%
Heterosexual/Straight	71	82.6%
Gay Man	0	0.0%
Gay Woman/Lesbian	0	0.0%
Bisexual	1	1.2%
Other	0	0.0%
Prefer not to say	14	16.2%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

Which of the following best describes your partnership status?	Number of responses	%
Single	8	9.3%
Married	49	57.0%
Co-habiting	7	8.1%
Separated	4	4.7%
Divorced	7	8.1%

Widowed	1	1.2%
Civil Partnership	0	0.0%
Other	0	0.0%
Prefer not to say	10	11.6%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

<b>Do you have dependants, or caring responsibilities for family members or other persons?</b>	<b>Number of responses</b>	<b>%</b>
Yes	5	5.8%
No	81	94.2%
<b>Total</b>	<b>86</b>	<b>100.0%</b>

<b>If yes, are your dependants or the people your look after...?</b>	<b>Number of responses</b>	<b>% of responses to this question</b>
A child or children	5	100.0%
A disabled person or persons	0	0.0%
An elderly person or persons	0	0.0%
<b>Total</b>	<b>5</b>	<b>100.0%</b>