



Additional Education Needs (AEN) Code of Practice – Stakeholder Views Survey: Summary report

This report was created on Thursday 17 December 2020 at 14:00 and includes **504** responses.

The consultation ran from 28/09/2020 to 11/12/2020.

Contents

| | |
|--|----|
| Question 1: In what context are you completing this survey? (Please choose the main one if there is more than one category) | 2 |
| context | 2 |
| Other: | 3 |
| Question 2: What involvement have you had with Special Education Needs? | 3 |
| involvement | 3 |
| Question 3: To what extent do you think the current Special Educational Needs provisions within schools meet the individual learning and developmental needs of children and young people? | 4 |
| meets needs - Provisions meet needs | 4 |
| Question 4: Do you think that support and interventions are effective at enabling children and young people to make appropriate progress? | 4 |
| progress | 4 |
| If no, what do you think prevents the interventions from being effective? | 5 |
| Question 5: How well are transitions planned from Pre-School Assessment Centre (PSAC) and nurseries to primary school for children with Special Educational Needs? | 5 |
| transition: - Transition planning from PSAC and nurseries: | 5 |
| Question 6: How well are transitions planned from primary to secondary school for children with Special Educational Needs? | 5 |
| transition 2 - Transition planning from primary to secondary | 5 |
| Question 7: How well are transitions from school / UCM to adult life, in terms of education provision, planned for young people with Special Educational Needs? | 6 |
| transition 3 - Education transition planning to adult life: | 6 |
| Question 8: In terms of support and provision for Special Educational Needs, what works well? | 6 |
| support | 6 |
| Other: | 7 |
| Question 9: What changes could help to improve support and provision for Special Educational Needs? | 7 |
| improve | 7 |
| Other: | 7 |
| Question 10: How easy is it to understand the current processes and procedures for Special Educational Needs in schools? | 8 |
| understanding - Understanding current SEN processes and procedures: | 8 |
| Question 11: How successful are schools at identifying children's Special Educational Needs as early as possible? | 8 |
| early identification - Success at early SEN identification: | 8 |
| Question 12: What, if anything, do you think prevents early identification from taking place? | 9 |
| prevents | 9 |
| Other: | 9 |
| Question 13: How can the processes and procedures for Special Educational Needs be improved in schools? | 10 |
| processes | 10 |
| Other: | 10 |
| Question 14: To what extent do you agree that schools and UCM have high expectations for children and young people with Special Educational Needs, including their future potential and contribution to society? | 10 |
| high expectations - High expectations for pupils with SEN: | 10 |
| Question 15: How well do schools provide opportunities for parents to be involved in decisions regarding Special Educational Needs that affect their family? | 11 |
| parental involvement - Opportunities for parental involvement: | 11 |
| Question 16: How well do schools provide opportunities for children and young people with Special Educational Needs to be involved in decisions that affect them? | 11 |
| pupil involvement - Opportunities for pupils with SEN involvement: | 11 |
| Question 17: In your view, what single change would impact most positively on the provision for children and young people with Special Educational Needs on the Isle of Man? | 12 |
| single change | 12 |
| Other: | 12 |
| Question 18: What, if anything, do you feel could make our education system more inclusive? | 12 |
| Comment: | 12 |

Question 19: Do you have any other comments that you would like the Department to consider?

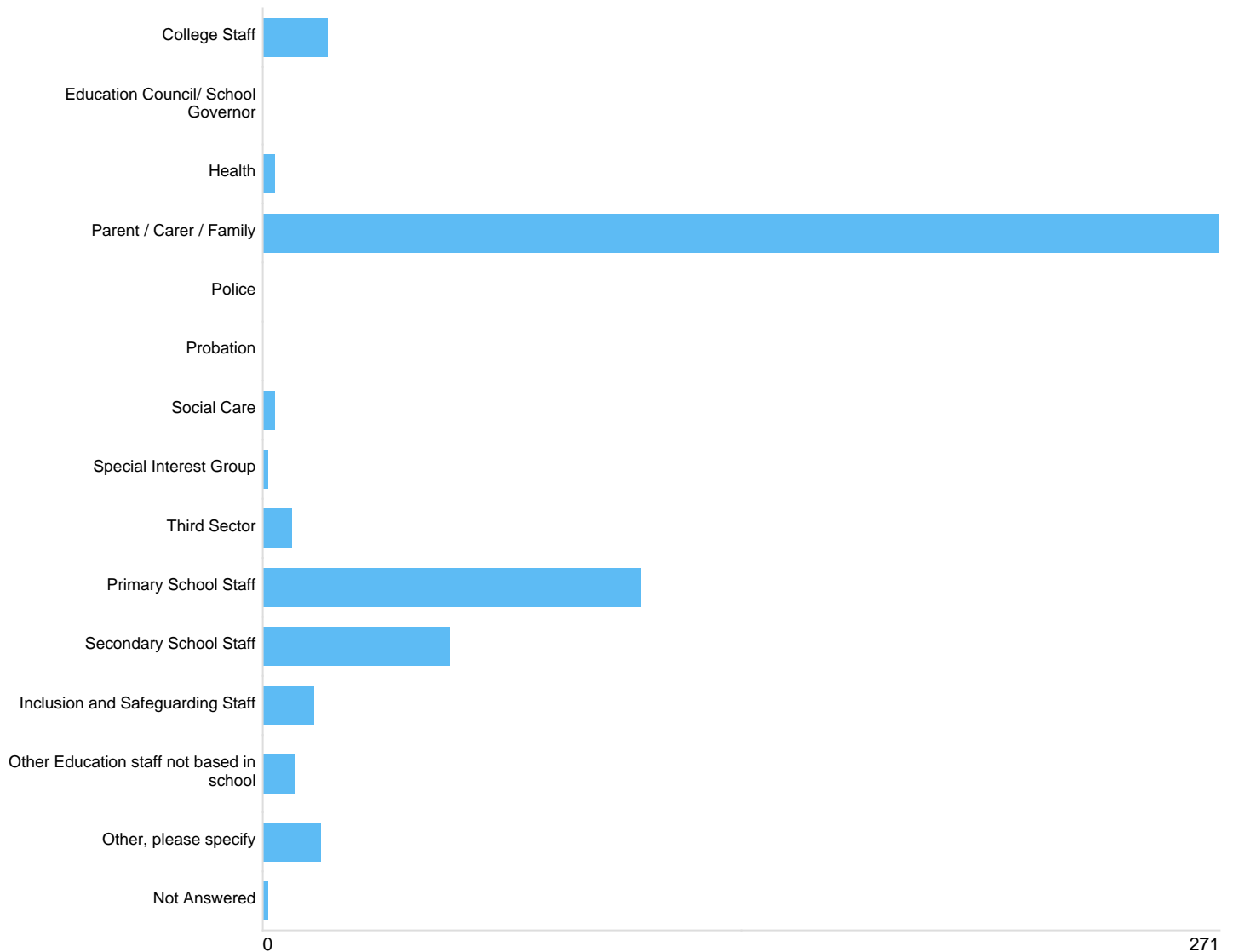
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other comments:

12

Question 1: In what context are you completing this survey? (Please choose the main one if there is more than one category)

context



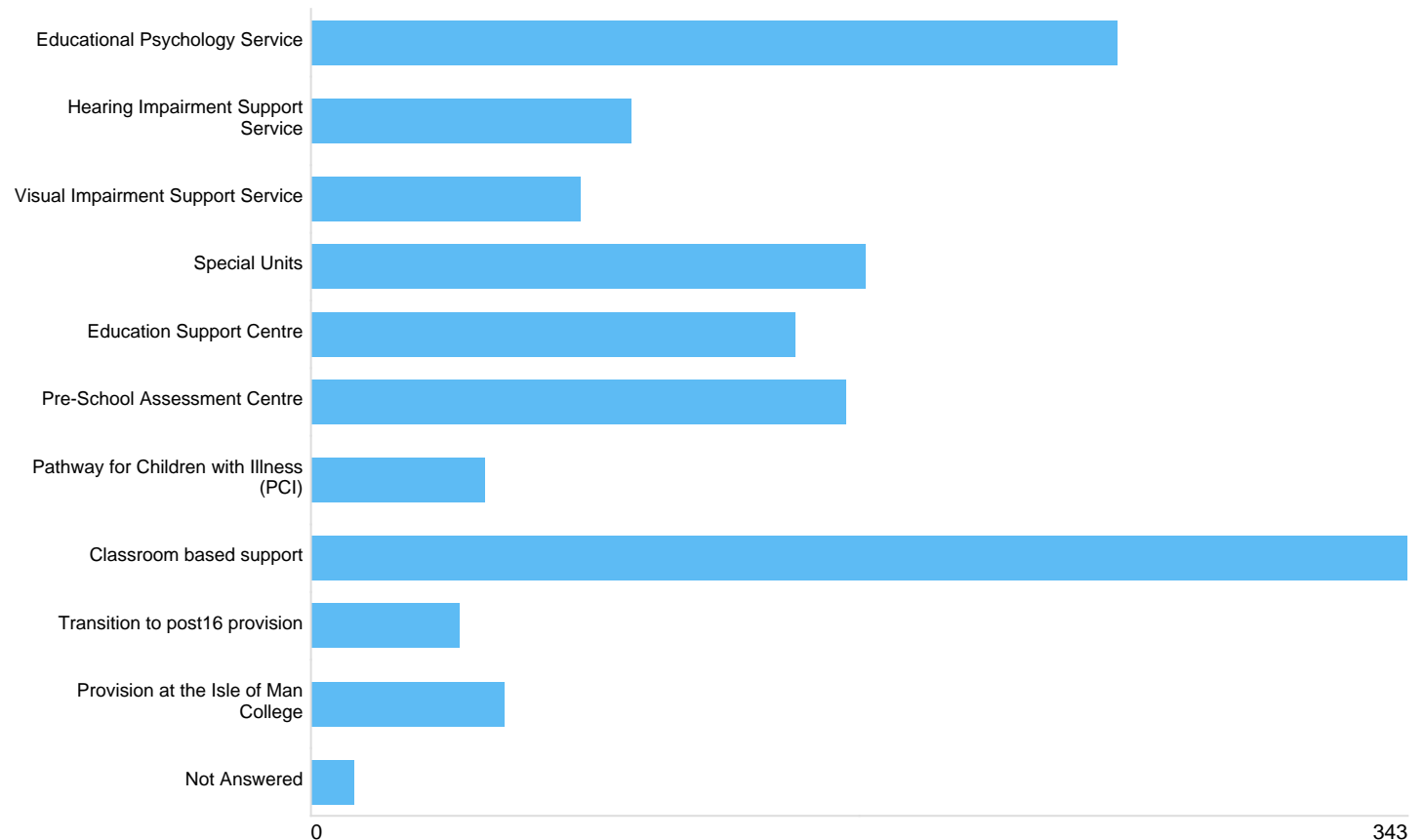
| Option | Total | Percent |
|---|-------|---------|
| College Staff | 18 | 3.57% |
| Education Council/ School Governor | 0 | 0.00% |
| Health | 3 | 0.60% |
| Parent / Carer / Family | 271 | 53.77% |
| Police | 0 | 0.00% |
| Probation | 0 | 0.00% |
| Social Care | 3 | 0.60% |
| Special Interest Group | 1 | 0.20% |
| Third Sector | 8 | 1.59% |
| Primary School Staff | 107 | 21.23% |
| Secondary School Staff | 53 | 10.52% |
| Inclusion and Safeguarding Staff | 14 | 2.78% |
| Other Education staff not based in school | 9 | 1.79% |
| Other, please specify | 16 | 3.17% |
| Not Answered | 1 | 0.20% |

Other:

There were 21 responses to this part of the question.

Question 2: What involvement have you had with Special Education Needs?

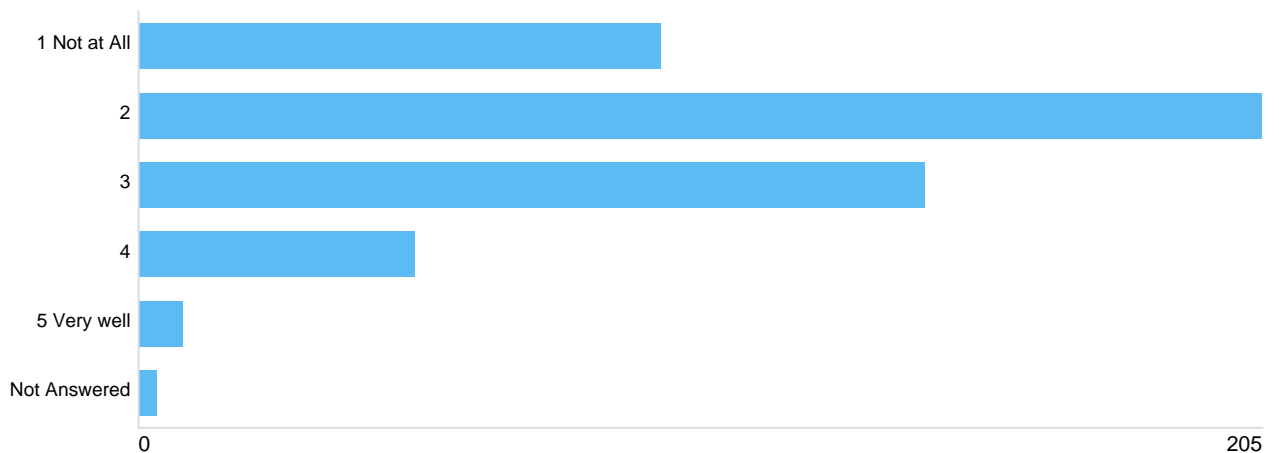
involvement



| Option | Total | Percent |
|---|-------|---------|
| Educational Psychology Service | 252 | 50.00% |
| Hearing Impairment Support Service | 100 | 19.84% |
| Visual Impairment Support Service | 84 | 16.67% |
| Special Units | 173 | 34.33% |
| Education Support Centre | 151 | 29.96% |
| Pre-School Assessment Centre | 167 | 33.13% |
| Pathway for Children with Illness (PCI) | 54 | 10.71% |
| Classroom based support | 343 | 68.06% |
| Transition to post16 provision | 46 | 9.13% |
| Provision at the Isle of Man College | 60 | 11.90% |
| Not Answered | 13 | 2.58% |

Question 3: To what extent do you think the current Special Educational Needs provisions within schools meet the individual learning and developmental needs of children and young people?

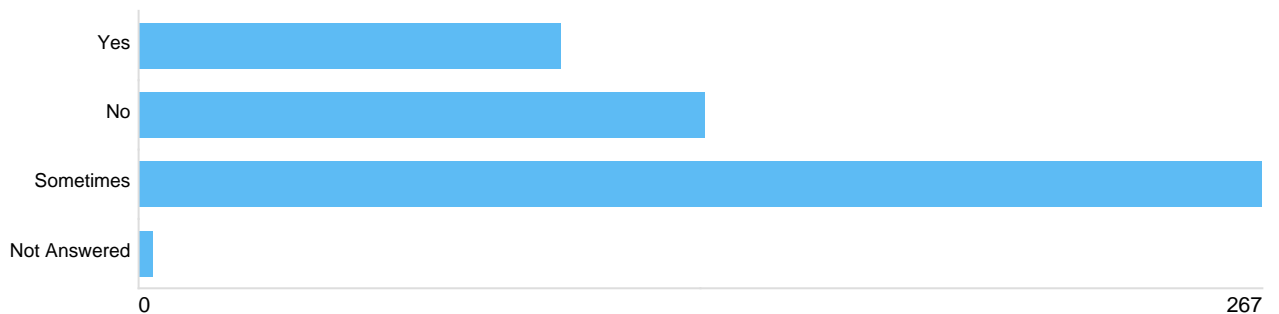
meets needs - Provisions meet needs



| Option | Total | Percent |
|--------------|-------|---------|
| 1 Not at All | 95 | 18.85% |
| 2 | 205 | 40.67% |
| 3 | 143 | 28.37% |
| 4 | 50 | 9.92% |
| 5 Very well | 8 | 1.59% |
| Not Answered | 3 | 0.60% |

Question 4: Do you think that support and interventions are effective at enabling children and young people to make appropriate progress?

progress



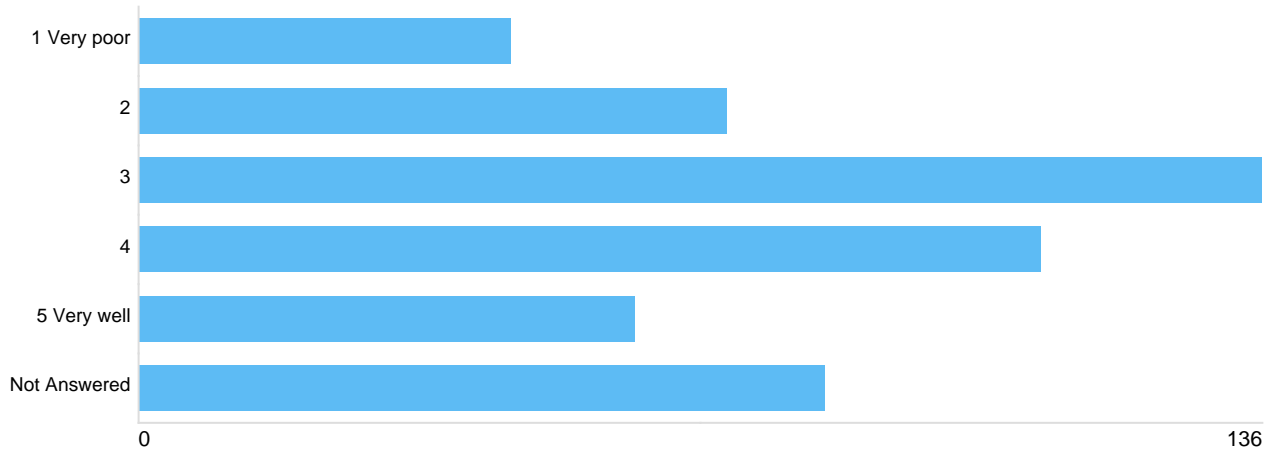
| Option | Total | Percent |
|--------------|-------|---------|
| Yes | 100 | 19.84% |
| No | 134 | 26.59% |
| Sometimes | 267 | 52.98% |
| Not Answered | 3 | 0.60% |

If no, what do you think prevents the interventions from being effective?

There were **169** responses to this part of the question.

Question 5: How well are transitions planned from Pre-School Assessment Centre (PSAC) and nurseries to primary school for children with Special Educational Needs?

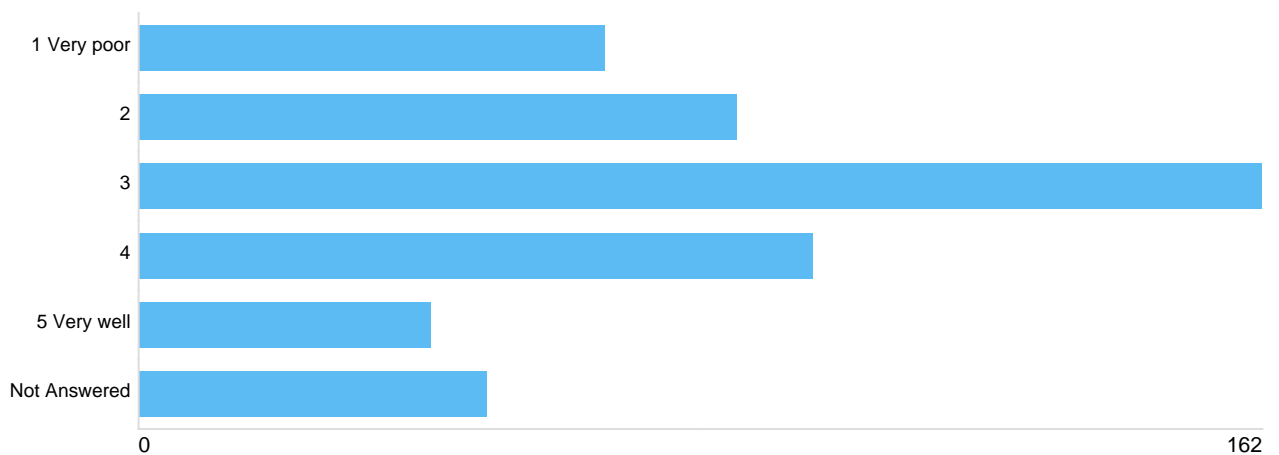
transition: - Transition planning from PSAC and nurseries:



| Option | Total | Percent |
|--------------|-------|---------|
| 1 Very poor | 45 | 8.93% |
| 2 | 71 | 14.09% |
| 3 | 136 | 26.98% |
| 4 | 109 | 21.63% |
| 5 Very well | 60 | 11.90% |
| Not Answered | 83 | 16.47% |

Question 6: How well are transitions planned from primary to secondary school for children with Special Educational Needs?

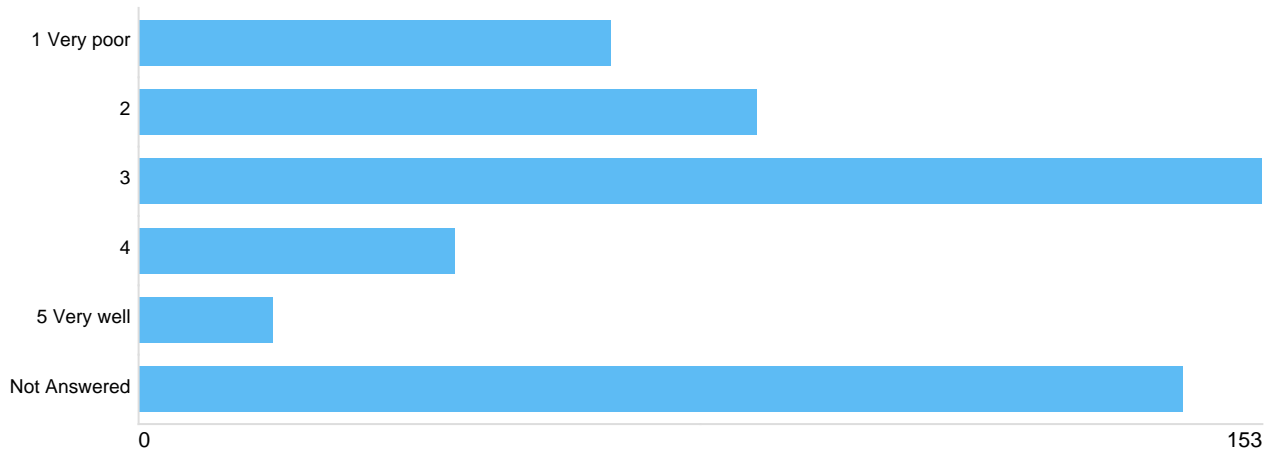
transition 2 - Transition planning from primary to secondary



| Option | Total | Percent |
|--------------|-------|---------|
| 1 Very poor | 67 | 13.29% |
| 2 | 86 | 17.06% |
| 3 | 162 | 32.14% |
| 4 | 97 | 19.25% |
| 5 Very well | 42 | 8.33% |
| Not Answered | 50 | 9.92% |

Question 7: How well are transitions from school / UCM to adult life, in terms of education provision, planned for young people with Special Educational Needs?

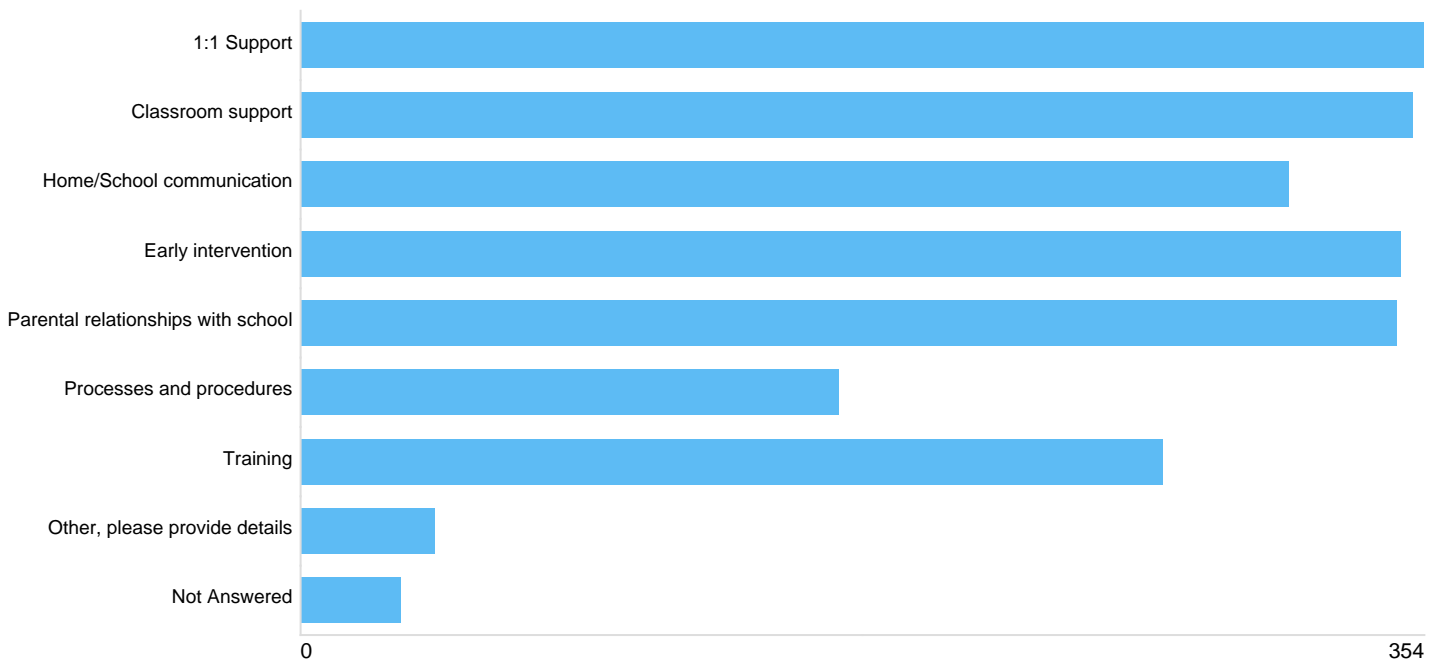
transition 3 - Education transition planning to adult life:



| Option | Total | Percent |
|--------------|-------|---------|
| 1 Very poor | 64 | 12.70% |
| 2 | 84 | 16.67% |
| 3 | 153 | 30.36% |
| 4 | 43 | 8.53% |
| 5 Very well | 18 | 3.57% |
| Not Answered | 142 | 28.17% |

Question 8: In terms of support and provision for Special Educational Needs, what works well?

support



| Option | Total | Percent |
|------------------------------------|-------|---------|
| 1:1 Support | 354 | 70.24% |
| Classroom support | 350 | 69.44% |
| Home/School communication | 311 | 61.71% |
| Early intervention | 346 | 68.65% |
| Parental relationships with school | 345 | 68.45% |
| Processes and procedures | 169 | 33.53% |
| Training | 271 | 53.77% |
| Other, please provide details | 42 | 8.33% |
| Not Answered | 31 | 6.15% |

Other:

There were 113 responses to this part of the question.

Question 9: What changes could help to improve support and provision for Special Educational Needs?

improve



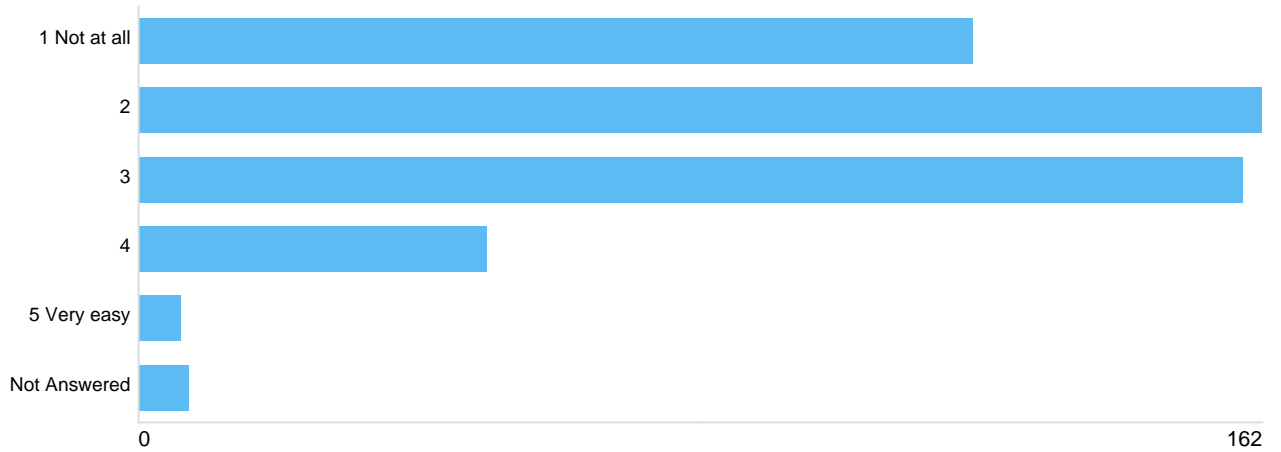
| Option | Total | Percent |
|-------------------------------|-------|---------|
| Better procedures | 223 | 44.25% |
| Earlier intervention | 367 | 72.82% |
| More/better training | 352 | 69.84% |
| More staffing support | 430 | 85.32% |
| More funding | 415 | 82.34% |
| Enhanced Multi-agency working | 308 | 61.11% |
| Not applicable | 1 | 0.20% |
| Other, please provide details | 34 | 6.75% |
| Not Answered | 4 | 0.79% |

Other:

There were 106 responses to this part of the question.

Question 10: How easy is it to understand the current processes and procedures for Special Educational Needs in schools?

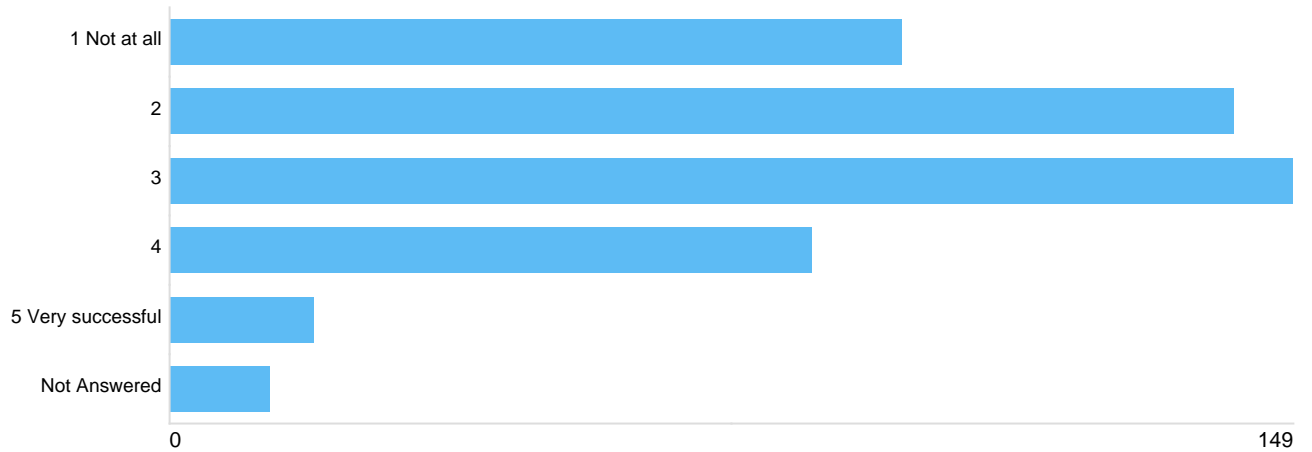
understanding - Understanding current SEN processes and procedures:



| Option | Total | Percent |
|--------------|-------|---------|
| 1 Not at all | 120 | 23.81% |
| 2 | 162 | 32.14% |
| 3 | 159 | 31.55% |
| 4 | 50 | 9.92% |
| 5 Very easy | 6 | 1.19% |
| Not Answered | 7 | 1.39% |

Question 11: How successful are schools at identifying children's Special Educational Needs as early as possible?

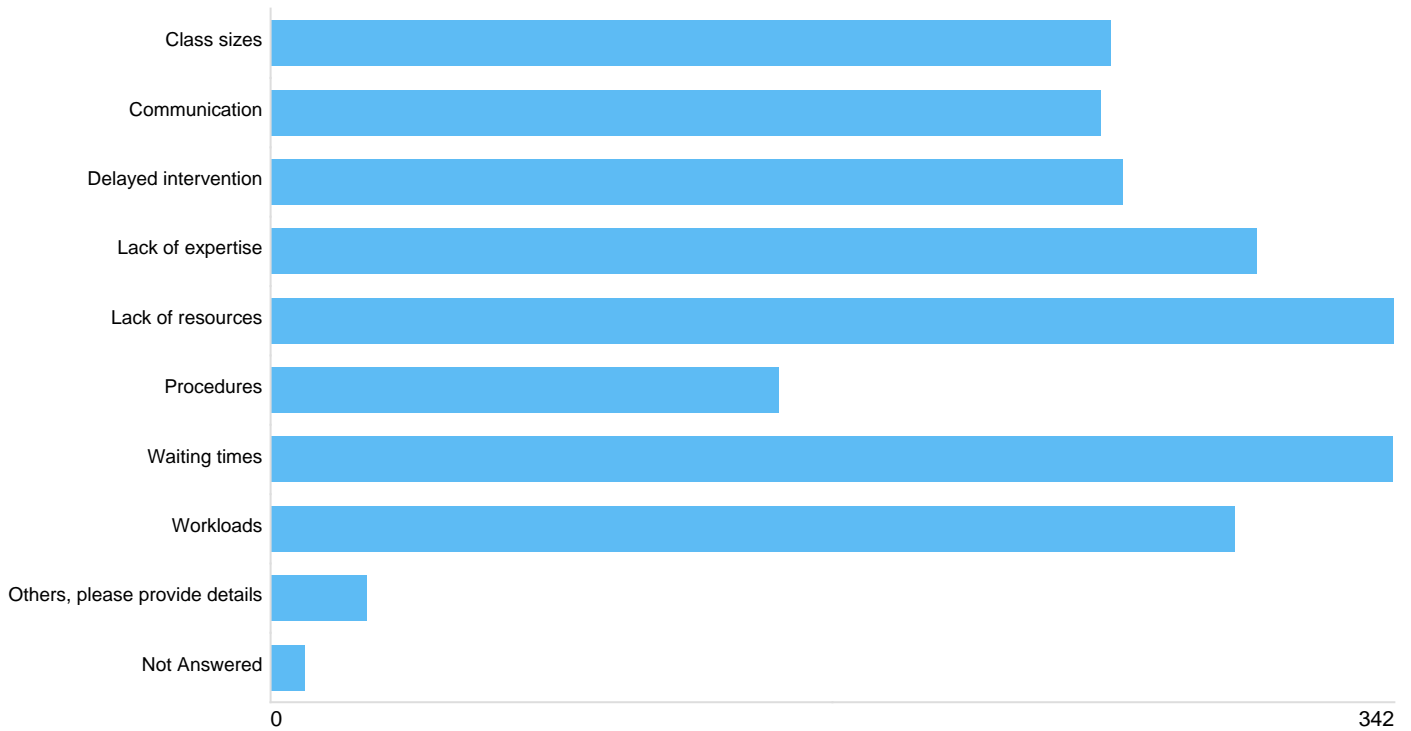
early identification - Success at early SEN identification:



| Option | Total | Percent |
|-------------------|-------|---------|
| 1 Not at all | 97 | 19.25% |
| 2 | 141 | 27.98% |
| 3 | 149 | 29.56% |
| 4 | 85 | 16.87% |
| 5 Very successful | 19 | 3.77% |
| Not Answered | 13 | 2.58% |

Question 12: What, if anything, do you think prevents early identification from taking place?

prevents



| Option | Total | Percent |
|--------------------------------|-------|---------|
| Class sizes | 255 | 50.60% |
| Communication | 252 | 50.00% |
| Delayed intervention | 259 | 51.39% |
| Lack of expertise | 300 | 59.52% |
| Lack of resources | 342 | 67.86% |
| Procedures | 154 | 30.56% |
| Waiting times | 341 | 67.66% |
| Workloads | 293 | 58.13% |
| Others, please provide details | 29 | 5.75% |
| Not Answered | 10 | 1.98% |

Other:

There were **88** responses to this part of the question.

Question 13: How can the processes and procedures for Special Educational Needs be improved in schools?

processes



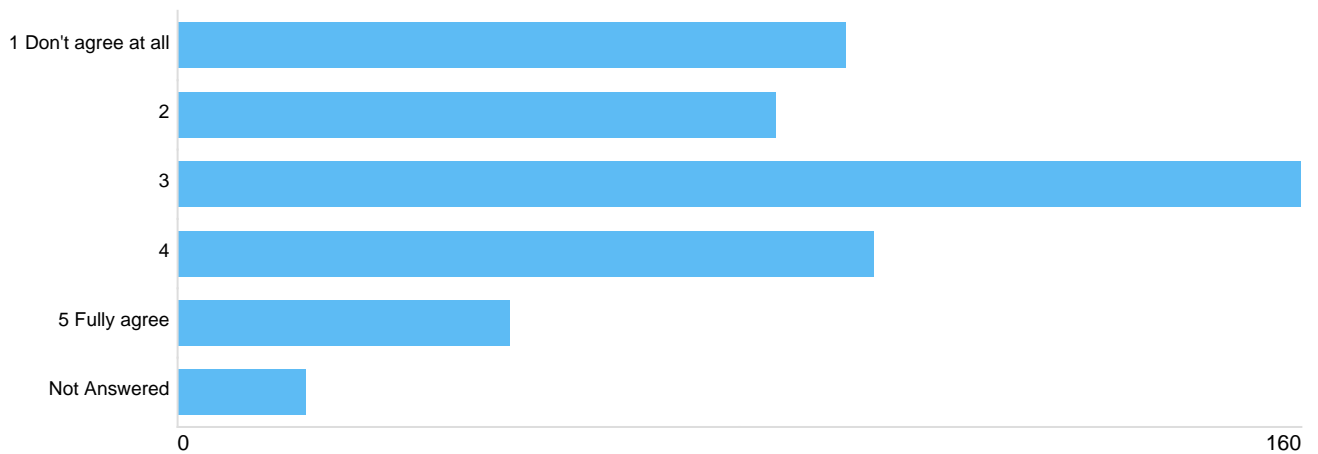
| Option | Total | Percent |
|----------------------|-------|---------|
| Communication | 335 | 66.47% |
| Early identification | 386 | 76.59% |
| Increase assessments | 295 | 58.53% |
| More funding | 399 | 79.17% |
| Not Answered | 4 | 0.79% |

Other:

There were 71 responses to this part of the question.

Question 14: To what extent do you agree that schools and UCM have high expectations for children and young people with Special Educational Needs, including their future potential and contribution to society?

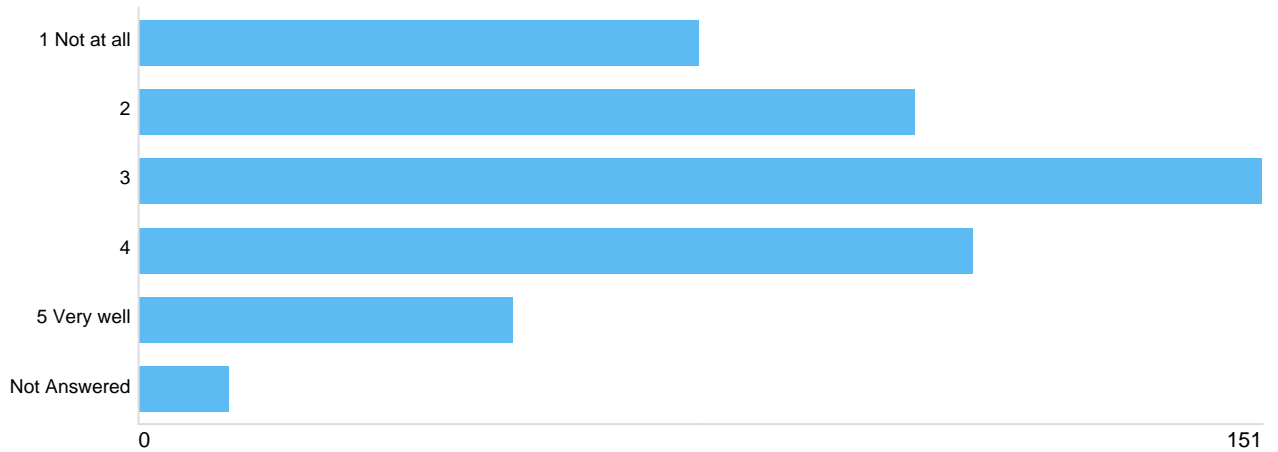
high expectations - High expectations for pupils with SEN:



| Option | Total | Percent |
|----------------------|-------|---------|
| 1 Don't agree at all | 95 | 18.85% |
| 2 | 85 | 16.87% |
| 3 | 160 | 31.75% |
| 4 | 99 | 19.64% |
| 5 Fully agree | 47 | 9.33% |
| Not Answered | 18 | 3.57% |

Question 15: How well do schools provide opportunities for parents to be involved in decisions regarding Special Educational Needs that affect their family?

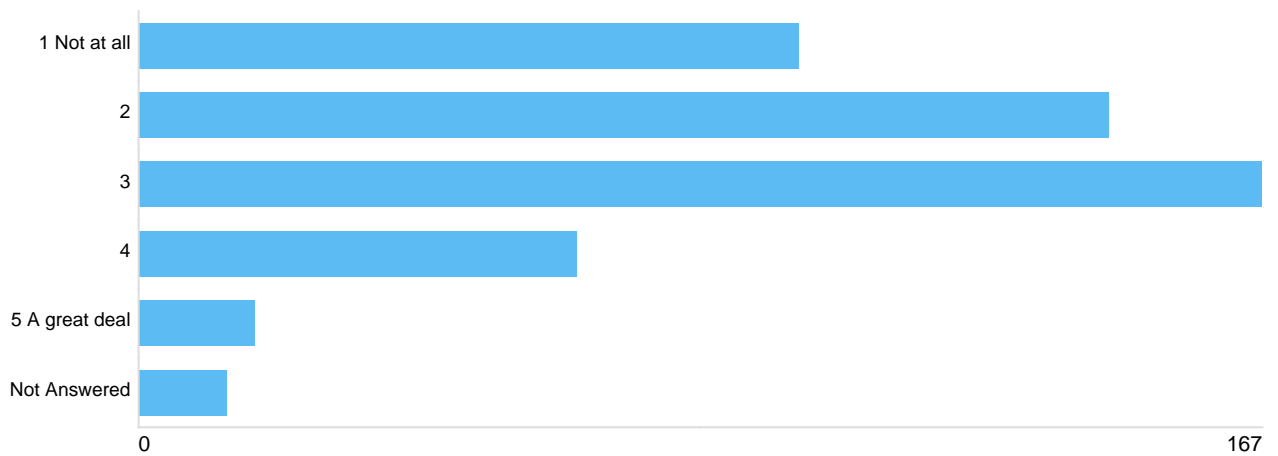
parental involvement - Opportunities for parental involvement:



| Option | Total | Percent |
|--------------|-------|---------|
| 1 Not at all | 75 | 14.88% |
| 2 | 104 | 20.63% |
| 3 | 151 | 29.96% |
| 4 | 112 | 22.22% |
| 5 Very well | 50 | 9.92% |
| Not Answered | 12 | 2.38% |

Question 16: How well do schools provide opportunities for children and young people with Special Educational Needs to be involved in decisions that affect them?

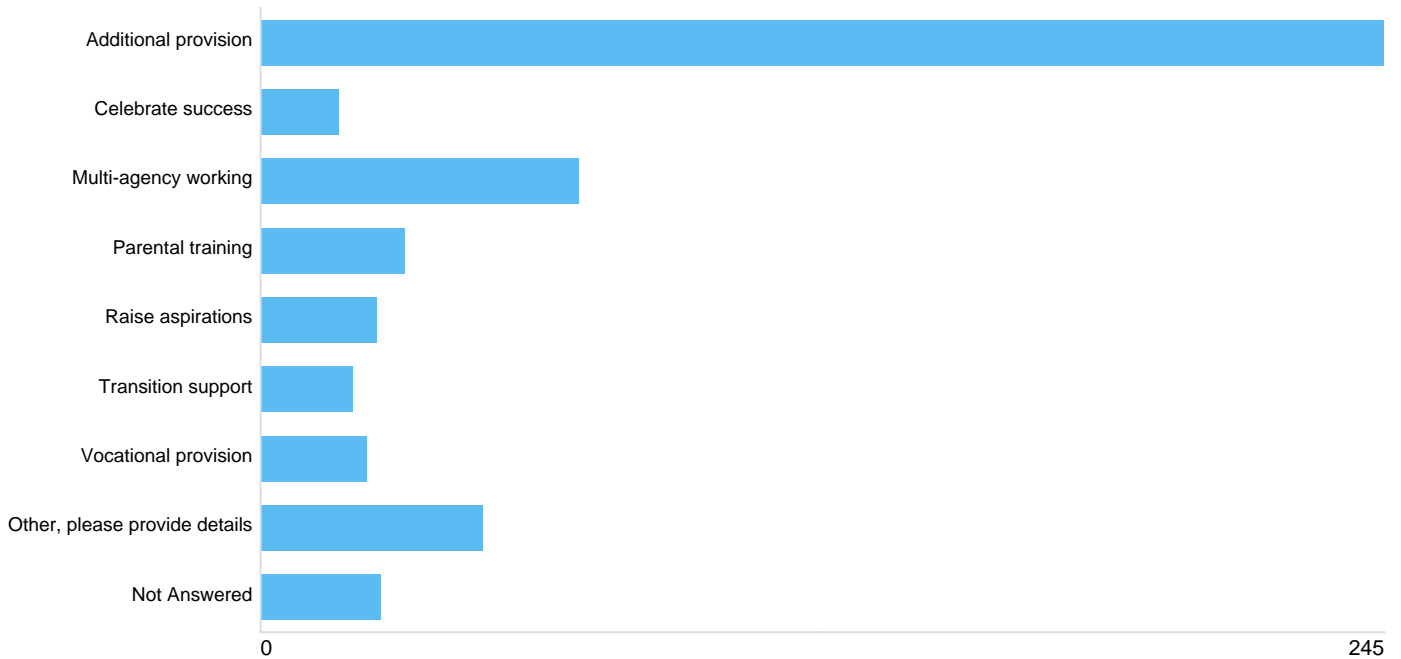
pupil involvement - Opportunities for pupils with SEN involvement:



| Option | Total | Percent |
|----------------|-------|---------|
| 1 Not at all | 98 | 19.44% |
| 2 | 144 | 28.57% |
| 3 | 167 | 33.13% |
| 4 | 65 | 12.90% |
| 5 A great deal | 17 | 3.37% |
| Not Answered | 13 | 2.58% |

Question 17: In your view, what single change would impact most positively on the provision for children and young people with Special Educational Needs on the Isle of Man?

single change



| Option | Total | Percent |
|-------------------------------|-------|---------|
| Additional provision | 245 | 48.61% |
| Celebrate success | 17 | 3.37% |
| Multi-agency working | 69 | 13.69% |
| Parental training | 31 | 6.15% |
| Raise aspirations | 25 | 4.96% |
| Transition support | 20 | 3.97% |
| Vocational provision | 23 | 4.56% |
| Other, please provide details | 48 | 9.52% |
| Not Answered | 26 | 5.16% |

Other:

There were **105** responses to this part of the question.

Question 18: What, if anything, do you feel could make our education system more inclusive?

Comment:

There were **344** responses to this part of the question.

Question 19: Do you have any other comments that you would like the Department to consider?

other comments:

There were **267** responses to this part of the question.