

# **Consultation on Isle of Wight Council's proposed Special Educational Needs (SEN) banding mechanism for mainstream schools with children and young people who have Education, Health and Care (EHC) plans**

## **Findings Report**

January 2021



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# Introduction

## Context

Isle of Wight Council has sought residents' and stakeholders' views on its proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The purpose of the proposed change is to improve how the budget is allocated to mainstream schools to support children with an EHC plan in the most effective way possible.

The proposal is not intended, or expected, to lead to a reduction in the budget used to fund EHC plans in mainstream schools. The total cost of provision set out within an EHCP would continue to be met jointly from the school and the Local Authority's high needs budget.

The proposal only covers the top-up funding that mainstream schools receive for children with more complex SEN requiring an EHC plan and not the core funding of mainstream schools.

The consultation was open from Monday 19 October 2020 and closed on Sunday 13 December 2020.

## Consultation aims

The consultation sought to understand respondents' views about, and the potential impacts of, replacing the current approach to providing top-up funding, known as hours of learning support assistance, with a new SEN banding mechanism that aims to:

- give schools greater flexibility to make a wider range of best practice provision to children and young people with SEN who are subject to EHC plans; and
- help children and young people with SEN who are subject to an EHC plan to become more independent and achieve good outcomes.

Feedback from the 90 responses submitted as part of this consultation will be considered alongside wider evidence to inform the Council's decision on the proposed changes to the funding mechanism for SEN in mainstream schools. This decision will be taken by the Executive Lead Member for Children's Services and Young People later in 2020/21.

The approach taken in the running and analysis of this consultation is described in Appendices 1 and 2. A copy of the consultation Response Form is provided in Appendix 3.

## Summary of Key Findings

Respondents preferred the current mechanism over the proposed mechanism, (68 of 86). However, although a small proportion of the overall respondent base, five out of six places of education that responded agreed with the proposed banding framework. Previous informal consultation with and involvement of schools had already signalled overall support for the proposal.

24 respondents provided a comment as to why they disagreed with the proposed banding framework – which most frequently mentioned the concern that SEN funding is not sufficient under the current mechanism and that any changes to the banding system could mean a decrease in funding for SEN in schools.

Respondents from households with children with SEN preferred the existing framework (21 of 23). 13 comments were provided about why they felt this way, the majority of which highlighted the positives of the current approach and mentioned the potential pitfalls of the new approach. Specifically, respondents spoke of how the current approach ensures that children have the required care to meet their needs, (two mentions) whilst the new approach was perceived by some respondents as a way to reduce funding for SEN support in schools.

Overall, respondents disagreed with the proposed bands, particularly households with children, households with SEN and households who have children that attend a mainstream school. Places of education agreed with the proposed bands (five out of six).

Respondents generally disagreed that the proposed framework would achieve the suggested benefits. However, those responding on behalf of places of education felt that three of the five potential benefits could be achieved.

There was overall disagreement with the suggestion that the proposed framework would provide the necessary resources for schools to support children with SEN. Places of education were also unconvinced, with an even split between agreement and disagreement.

When asked about the potential impacts of the proposed mechanism, respondents reflected how the framework could impact children, 13 mentioned that children may miss out on the support that they require, whilst nine respondents mentioned that the banding system could impact upon children's academic and personal progress. Two schools and colleges were concerned that there would need to be staffing changes and that the new approach may increase workloads.

When providing further comments to the consultation, respondents took the opportunity to again mention their concerns about funding and resourcing in schools for SEN (nine of the 21 comments). They specifically stated that schools could have less funding and be over stretched as a result of the proposed mechanism (five mentions). Others reflected how the new approach could potentially isolate SEN children, with schools unable to provide care and support to enable them to attend mainstream schools in general (four mentions). Two schools or colleges that provided feedback iterated the same concerns around funding for SEN at schools,

whilst one commented that the new approach would have to be explained succinctly to parents and carers so that they understand the new banding approach fully.

## **Who responded?**

The consultation was communicated to residents and stakeholders through a range of channels that included:

- social media posts drawing attention to the consultation and linking to the consultation web page on the Isle of Wight website;
- a press release to media organisations on the Isle of Wight;
- a letter sent to all mainstream primary and secondary school Headteachers on the Isle of Wight from the Assistant Director of Education and Inclusion.

There were 90 responses to the consultation Response Form, all of which were submitted online:

- 79 were from individuals;
- Six were from a nursery, school, college, or place of education;
- One was from a democratically elected representative of a local area; and
- Four did not indicate either way.

A list of the schools, nurseries, colleges or places of education that took part in the consultation is provided in Appendix 4, and a profile of participants is provided in Appendix 5.

In order to understand the views of users from groups that could be impacted by changes to the way that top-up funding is paid to state-funded mainstream schools to support children and young people with SEN, analyses looked at the views of the following groups as well as the overall response:

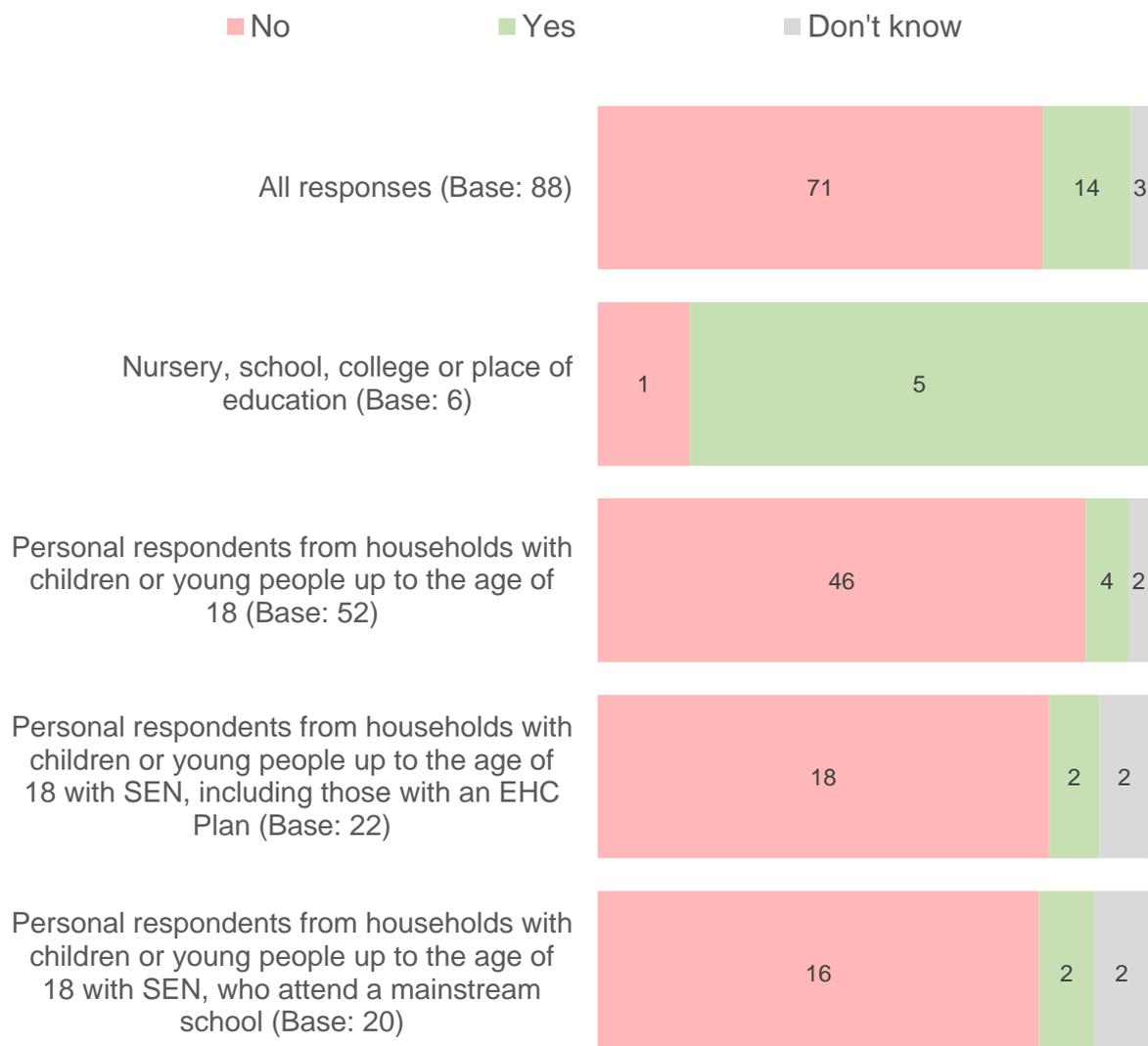
- Responses on behalf of a nursery, school, college, or place of education
- Respondents from households with children
- Respondents from households with children with SEN, including those with an EHC Plan
- Personal respondents from households with children or young people up to the age of 18 with SEN, who attend a mainstream school

## Findings from the consultation

### Views on the proposed funding bands for mainstream schools

Overall, respondents disagreed with the proposed bands, where 71 disagreed and 14 agreed with the proposal.

#### Question 1: Do you agree with these proposed bands?

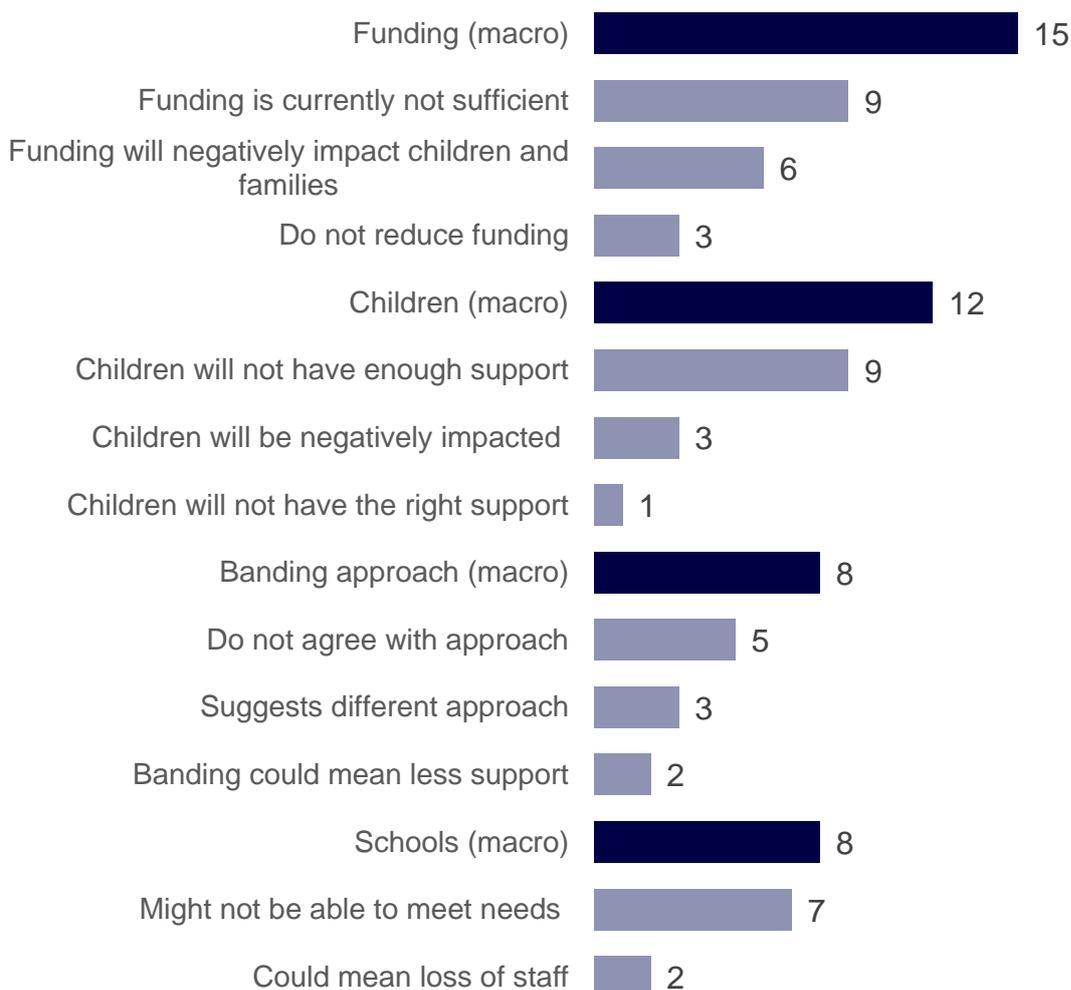


However, although a small proportion of the overall respondent base, five out of the six places of education that responded agreed with the proposed bands.

Disagreement was evident amongst all other respondent categories. 46 out of 52 responses from households with children and young people up to the age of 18 disagreed, along with 18 out of the 22 responses from households with children or young people with SEN and EHC Plans, and 16 out of 20 responses from households with children or young people up to the age of 18 with SEN who attend a mainstream school.

Respondents who disagreed with the proposed bands were asked to explain why they felt this way, and 24 respondents provided a comment. The most frequently mentioned reason for disagreement related to funding, amongst whom nine respondents mentioned that funding for SEN is not sufficient under the current mechanism. Six mentioned that any changes to the banding may affect funding further and will negatively impact children and families and three mentioned that funding should not be reduced.

**If you would like to explain your reasons for disagreeing with these bands, please do so below (Base: 24)**



“The bands provide less financial help for each child, schools are not able to meet the needs of the current EHCPs with the current financial contribution. EHCPs should be fully funded by the Local Authority.”



In addition, 12 comments related to children, most frequently that they would not receive adequate support from a banding mechanism (nine mentions), whilst three respondents reflected that their disagreement stemmed from the perception that the banding system may negatively impact children.

“Children will miss out on receiving the necessary level of support.”



Eight respondents mentioned the proposed banding mechanism specifically, of which five expressed that they do not agree with the bands, and three suggested different approaches.

Eight respondents reflected concerns about the proposed mechanism in relation to schools, of which seven mentioned that schools might not be able to meet the needs of children as a result of the new approach.

Similarly, this sentiment was reflected by the one comment provided from a school or college, which mentioned that the introduction of bands could impact the school's ability to support children's needs, and that the new banding mechanism could result in the potential loss of staff.

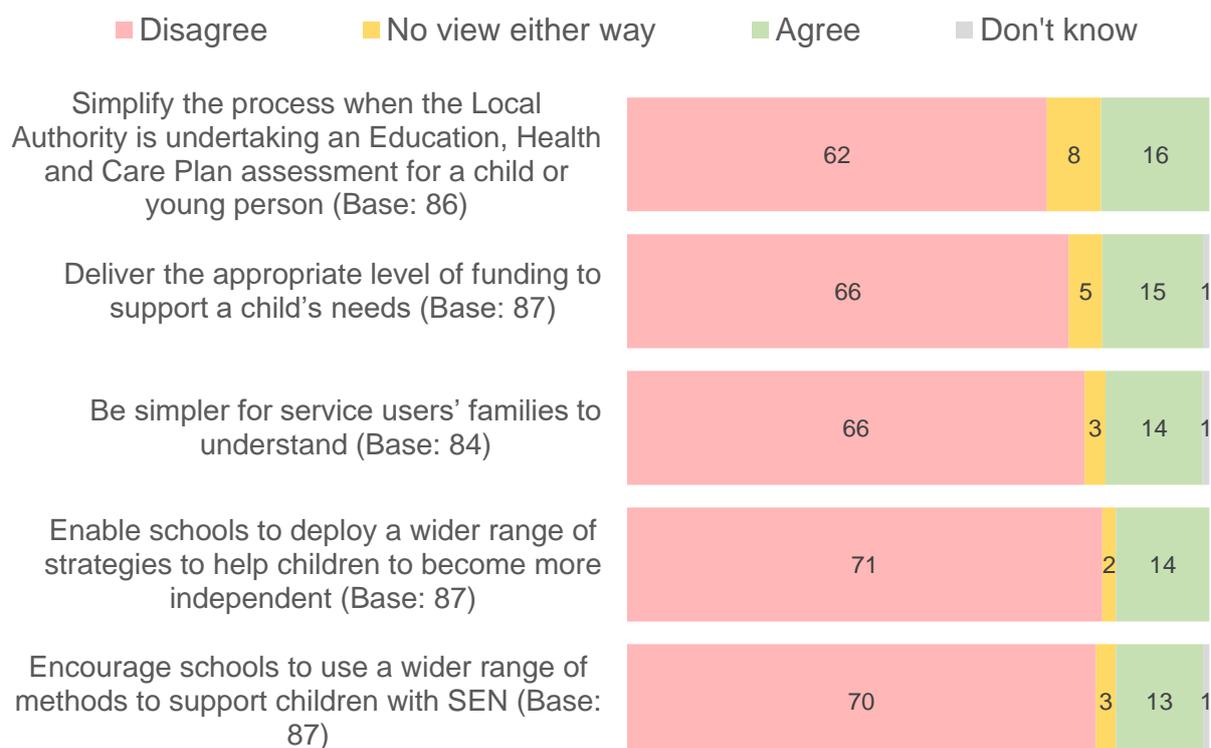
“Children needing an EHCP are children with significant need and need a considerable amount of support throughout the day. The banding will impact our school greatly leading to redundancies and not being able to support our children's needs. We are already supporting a deficit SEN budget as funding is not appropriate.”



## Views on the suggested benefits of the proposed framework

Compared with the existing funding mechanism, respondents did not believe that the proposed banding mechanism would provide any of the anticipated benefits listed in the consultation:

**Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would...**



However, those responding on behalf of places of education felt that three of the five benefits could be achieved, specifically that the proposed approach would:

- enable schools to deploy a wider range of strategies to help children to become more independent (four of six agreed);
- simplify the process when the Local Authority is undertaking an EHC Plan assessment for a child or young person (four of six agreed);
- be simpler for service users' families to understand (three of six agreed and two disagreed).

Places of education were largely undecided about the benefits that the remaining statements could achieve, being unsure that the approach would:

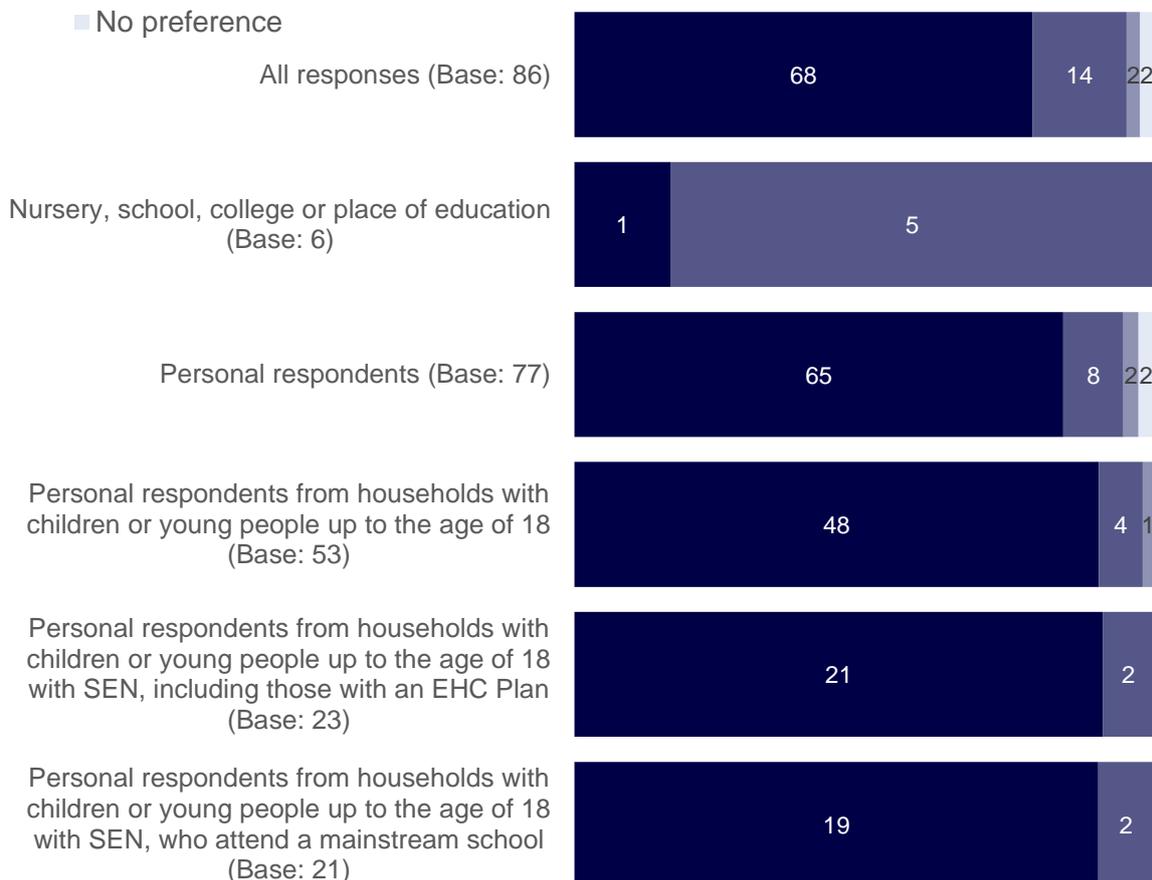
- encourage schools to use a wider range of methods to support children with SEN (three agreed and three disagreed);
- deliver the appropriate level of funding to support a child's needs (two disagreed, two had no view either way and two agreed).

## Respondents' preference for a funding model for mainstream schools

When asked to express a preference for a funding mechanism for mainstream schools with children or young people who have SEN, there was a strong preference for the current mechanism. 68 of 86 respondents preferred this over the proposed banding mechanism (14):

### Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?

- Current mechanism (based on the equivalent number of hours of learning support assistance)
- Proposed mechanism (bands based on the level of need of the child or young person)
- Don't know
- No preference



Five out of the six responding schools, nurseries, colleges, and places of education were in favour of the proposed framework.

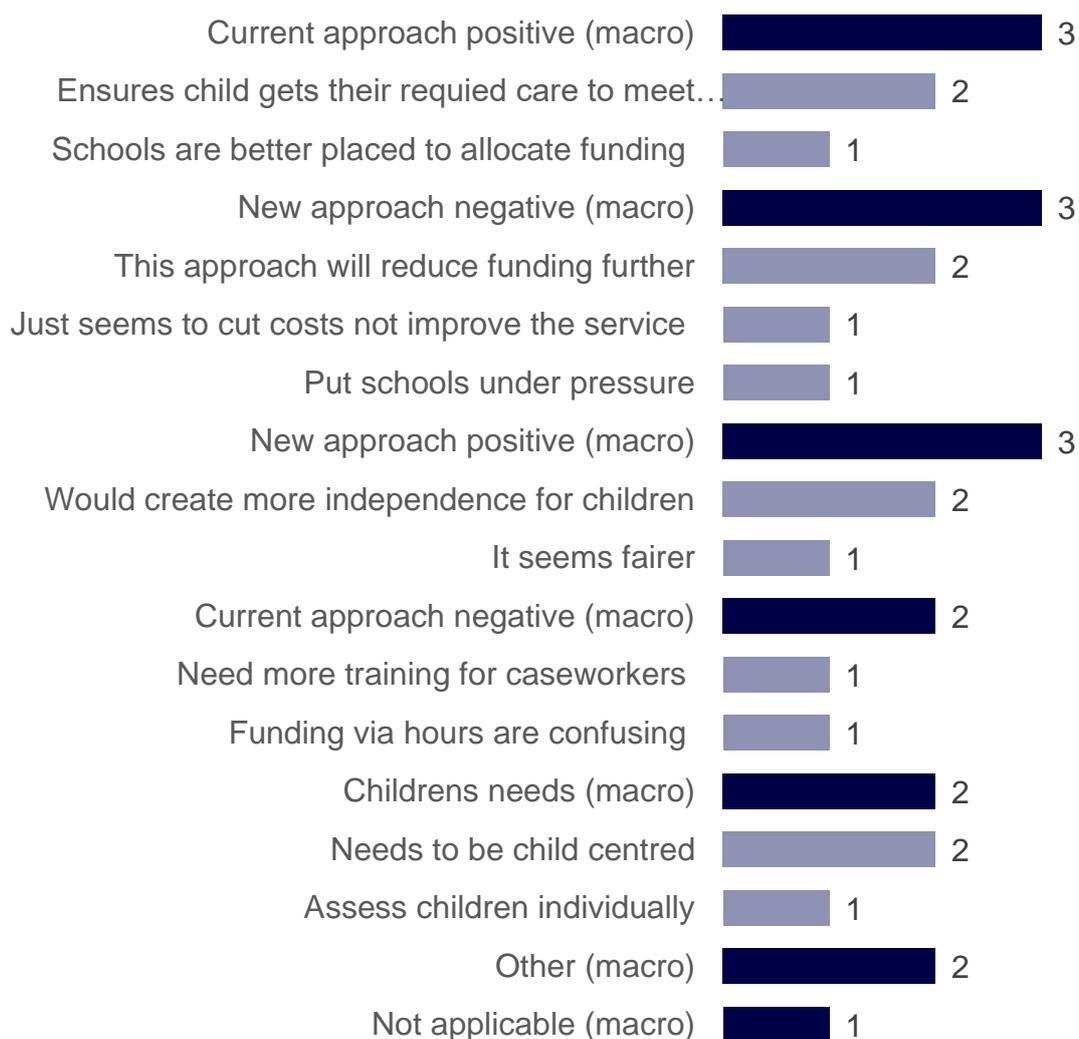
However, personal respondents with a child or young person with SEN in their household were more likely to prefer the existing framework (21) over the proposed framework (two). Similarly, respondents with a child or young person with SEN who attended a mainstream school in their household were also likely to prefer the existing framework (21) over the proposed framework (two).

Respondents were asked to explain why they preferred the option they selected, be it the current funding mechanism, or the proposed banding mechanism.

### Reasons why respondents preferred the current or proposed mechanism

13 respondents provided reasons for their preferred option. The chart below groups the comments that explain a preference for either the current or the proposed mechanism.

#### Q3a: If you would like to explain your reasons for your answer, please do so below (Base: 13)



Of the 13 comments provided, the majority highlighted the positives of the current approach and mentioned the potential pitfalls of the new approach. Specifically, respondents spoke of how the current approach ensures that children have the required care to meet their needs (two mentions), whilst the new approach appeared to some respondents as potentially reducing funding for the provision provided (three mentions). One respondent mentioned how the proposed bands could put more pressure on schools.

“[current mechanism] ensures the child gets the care required to meet their needs.”



“Because the current system demonstrates the amount of assistance a child needs and ensures that the school can apply for the funding needed to support them. The new system is simply putting more of a burden on the schools, when SEN provision is already seriously stretched. I believe the new system is discrimination to children with additional needs. A one box fits all, does not work. Every child is an individual and has different needs and abilities.”



Three respondents provided some positive aspects of the new approach of which two of these were provided by a school or college. One stated that the new mechanism could create more independence for children whilst the other suggested that the new approach provides more flexibility for the school.

One personal respondent commented that the approach seems fairer in the way that support would be allocated.



“[the proposed mechanism] would create greater independence for children.”

Gives school more flexibility

“[the proposed mechanism] seems fairer.”



Two respondents suggested that the focus should be on children’s needs in general, and that support for SEN should be child centred (one mention), whilst one respondent felt that children’s needs should be assessed individually.

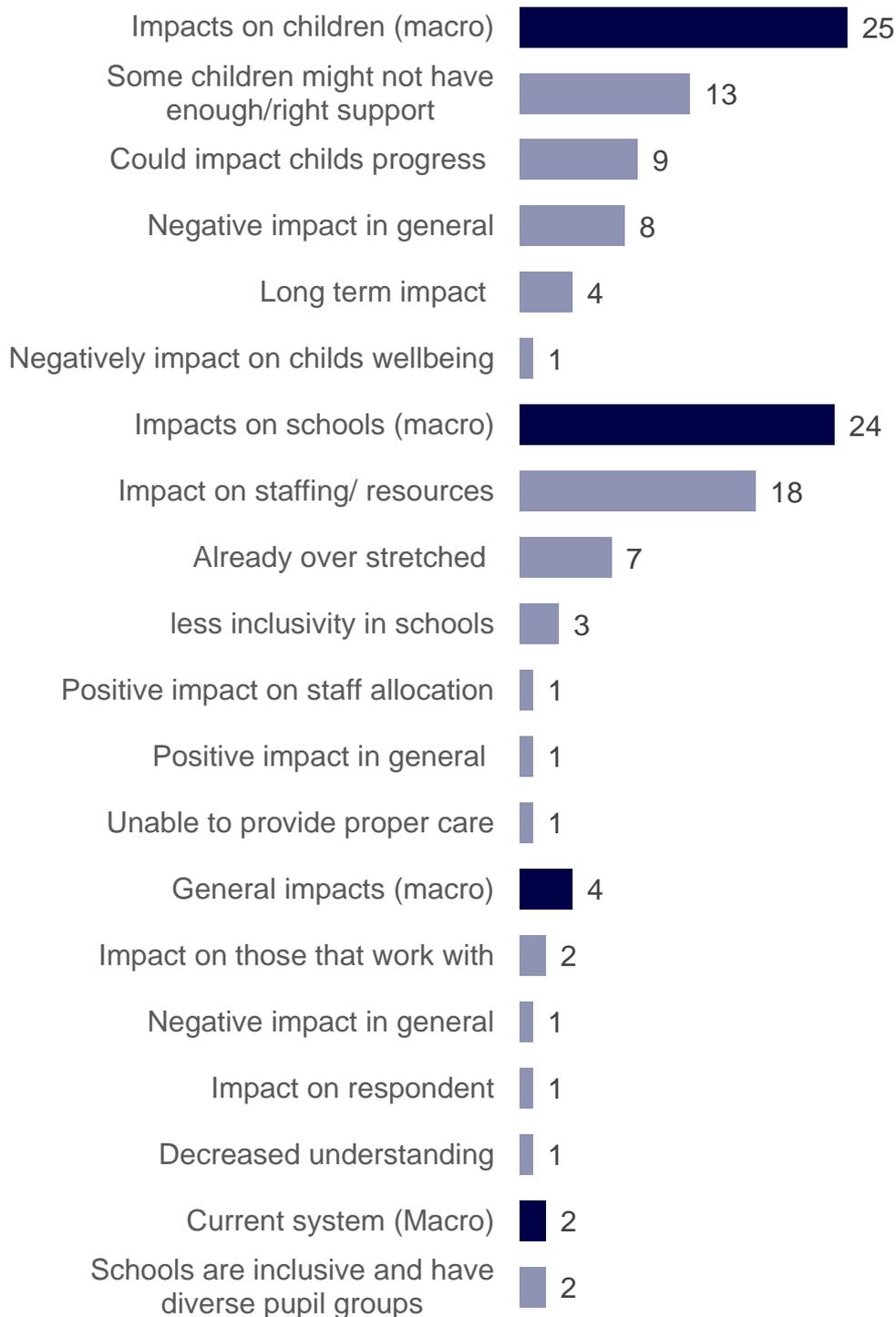
“There should be a child centred approach, decide what provisions they need, cost those provisions and pay the funding to cover those provisions being delivered.”



## Impacts of the proposed changes

The anticipated impacts of the proposed changes mentioned by respondents, both positive and negative, are summarised below:

**Q5: Please describe what, if any, impact the proposals in this consultation could have on you, or your family, or people you know or work with (Base: 39)**



As can be seen, the largest number of impacts reported related to children (25 mentions). Most of these comments (13) referred to the possibility that children would no longer receive the support they require, and nine respondent comments mentioned that the banding system could impact upon children’s academic and personal progress.

“The proposed changes would mean a loss of funding for children who require significant support in order to fulfil their educational potential. A reduction in funding would negatively impact these children and their educational outcomes.” 

 “It would mean less support for the child, their families and staff who work with them. Causing more stress and impacting negatively on the child’s overall school experiences leading into adulthood.”

24 comments referred to impacts on schools. 18 of these described the potential for a negative impact on staffing and resources (two of which were from schools and colleges expressing that staff could be made redundant or there would be increased workloads as a potential impact of the proposed approach), whilst seven respondents mentioned that schools were already over stretched. Three respondents mentioned how schools could potentially become less inclusive as a result of the proposed banding mechanism.

“Potential impact on staff contracts.” 

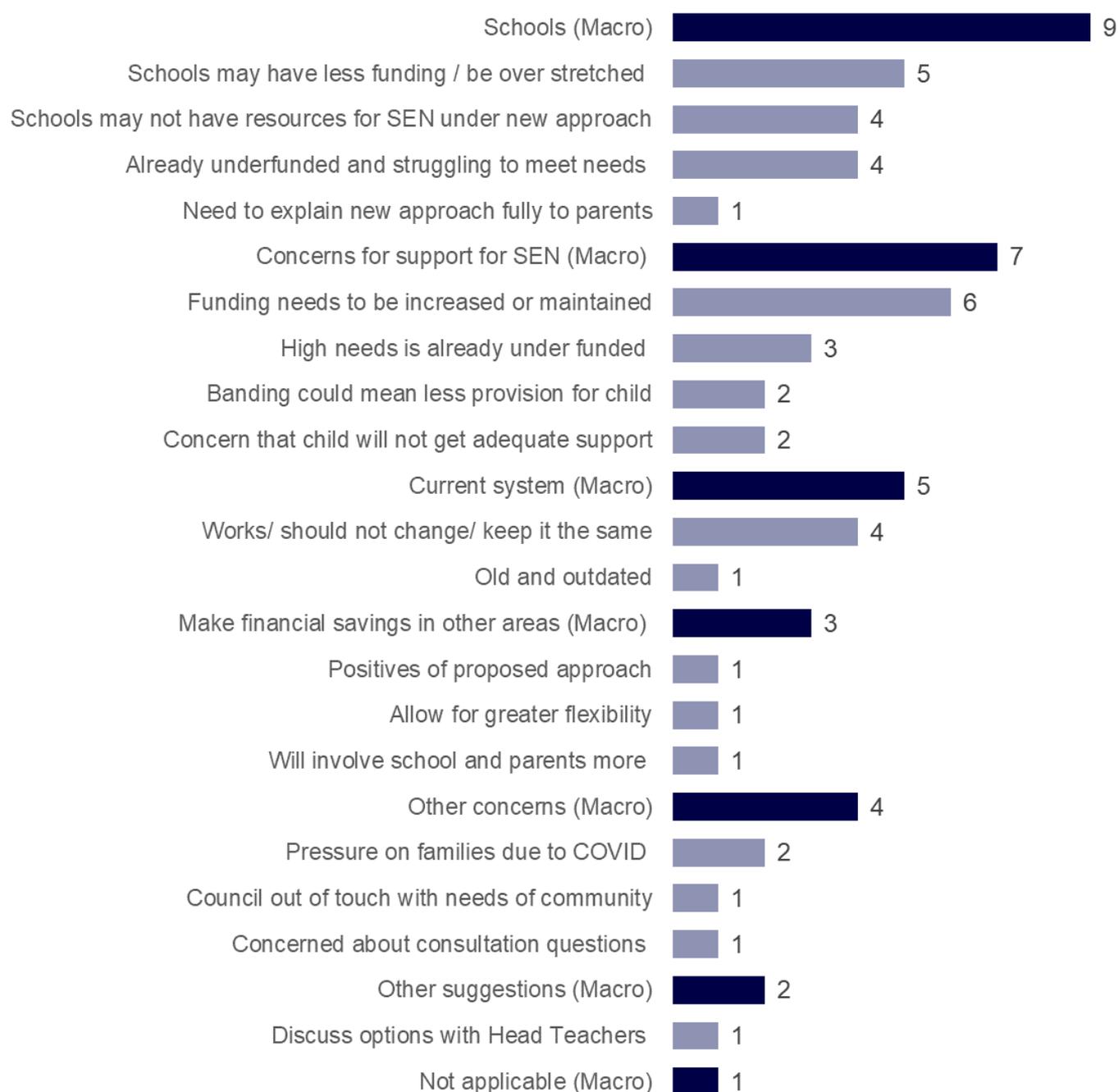
 “I believe the school is already trying to use as many strategies as possible rather than focussing on one-to-one support. Any decrease in funding would have a negative impact on my children and their educators.”

“This would have a huge impact on the funding of those schools that are inclusive and take all children regardless of their needs.” 

## Further comments and suggestions

Further comments and suggestions provided by respondents to the consultation are summarised below:

**Q4: If you have further comments on the proposals in this consultation, or alternative suggestions on how the Isle of Wight could improve the funding mechanism for children / young people with SEN and EHC Plans, please include below (Base: 21)**



Nine of the 21 comments provided referred to issues around schools, specifically the concern that schools could have less funding and be over-stretched as a result of the proposed mechanism (five mentions). Others reflected how the new approach could potentially isolate SEN children, with schools unable to provide care and support to enable them to attend mainstream schools (four mentions). Some respondents were concerned that schools are already struggling to fund the support needed for SEN children (four mentions).

The council need to look at the true cost to schools to support children with EHCP's, the funding is already too low. School's are already struggling to meet the needs of these children with the funding available.



The Funding Mechanism doesn't need to be changed, in a way that restricts funding to schools already on tight budgets. This proposed change will result in schools diverting SEN children away as they will prefer the easier option as they will not have the resource under these proposed changes.



Comments relating to support for SEN (seven mentions), most frequently referred to the perception that funding should be increased or maintained in general (six mentions), whilst others mentioned that high needs were already underfunded (three mentions) and that the proposed change in banding could mean less support for SEN (two mentions).

"The funding should match the actual cost. National funding means nothing, and High Needs funding has been cut already. It is not fit for purpose and funding is not adequate."



Two schools or colleges provided a further comment, and both mentioned that the banding could potentially mean that schools could have less funding and may not have the resources for SEN under the new approach. One school iterated that the explanation of the proposed banding would need to be succinct enough so that parents and carers fully understand the implications of the new approach.

"Although we agree with the replacement of the hours to the band system, we are concerned that families will struggle with the concept of not having a time allocation of 1 to 1 support for their child. However as a school it is our policy to promote independence and non over reliance to the LSA parents struggle with this concept- so we feel this needs to be fully explained to parents. Also a concern is that the new banding system does not mean schools lose out on funding as this would be detrimental to the child and what we can offer."



# Appendices

## Appendix 1 – Research approach

The County Council carried out an open consultation from Monday 19 October 2020 until Sunday 13 December 2020. The consultation was designed to give all Isle of Wight residents and wider stakeholders the opportunity to have their say about the proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan. The public living outside the Isle of Wight were also able to respond.

Responses could be submitted through an online Response Form, available at <https://www.iow.gov.uk/Residents/care-support-and-housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation> or as a paper form, which was made available on request. An easy read version was also produced. Alternative formats were also available on request. Unstructured responses sent through other means, such as via email or as written letters, and received by the consultation's closing date were also accepted.

Of the 90 responses received to the consultation Response Form, six responded using the easy read Response Form and 84 responded using the standard Response Form.

No unstructured responses were received.

An Information Pack was produced alongside the consultation, providing information about each of the options presented. The Information Pack was also made available in easy read format.

## **Appendix 2 – Interpreting the data**

The analysis only considers actual responses – where ‘no response’ was provided to a question, this was not included in the analysis. As such, the totals for each question may add up to less than 90 (the total number of respondents who replied to the consultation Response Form). As the consultation was an open exercise, its findings cannot be considered to be a ‘sample’ or representative of the Hampshire population. All consultation questions were optional.

Open-ended responses were analysed by theme, using an inductive approach. This means that the themes were developed from the responses themselves, not pre-determined based on expectations, to avoid any bias in the analysis of these responses. These themes, brought together into code frames, were reviewed by the researchers throughout their analysis of the findings to ensure that they were accurate and comprehensive.

### **Publication of data**

All data is processed according to the General Data Protection Regulations as detailed below:

Isle of Wight Council adheres to the requirements of the UK Data Protection legislation. Isle of Wight Council is registered on the public register of data controllers which is looked after by the Information Commissioner. The information that was provided through the Response Form will only be used to understand views on the proposals set out for this consultation. All individuals’ responses will be kept confidential and will not be shared with third parties, but responses from organisations may be published in full. Responses will be stored securely and retained for one year following the end of the consultation before being deleted or destroyed.

Where the information provided is personal information, there are certain legal rights. Respondents to the consultation may ask us for the information we hold about them, to rectify inaccurate information the Council holds about them, to restrict our use of their personal information and to erase their personal data. When the Council uses personal information on the basis of consent, individuals also have the right to withdraw your consent to our use of their personal information at any time.

## Appendix 3 – Consultation Response Form

### Consultation on Isle of Wight Council's proposed Special Educational Needs (SEN) banding framework for mainstream schools with children and young people who have Education, Health and Care (EHC) plans



#### Introduction

Isle of Wight Council is seeking residents' and stakeholders' views on its proposal to change the way that top-up funding is paid to state-funded mainstream schools to make provision for children and young people with Special Educational Needs (SEN) who are subject to an Education, Health and Care (EHC) plan.

**The consultation is open from Monday 19 October 2020 and closes at 11:59pm on Sunday 13 December 2020.** Please note that any responses received after this date will not be included in the consultation Findings Report.

It is advised that you read the accompanying Information Pack found at [www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation](http://www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation) before completing this Response Form as it contains important information about the proposals.

*Hampshire County Council is collecting information about you through this response form in order to understand your views on the proposed Special Educational Needs (SEN) banding framework on the Isle of Wight. We are undertaking this research on behalf of Isle of Wight Council. We will use the information to inform decision makers of the views and feedback of consultation respondents. If you supply a postcode this may be used with customer segmentation tools to understand different types of respondent. All data will remain within the UK, and will not be shared with any third parties. We will keep your personal information for one year, at which point it will be deleted or destroyed.*

*You have some legal rights in respect of the personal information we collect from you. Please see our website Data Protection page for further details. You can contact the Council's Data Protection Officer at [data.protection@hants.gov.uk](mailto:data.protection@hants.gov.uk). If you have a concern about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>*

#### Completing this response form

There are five sections to this questionnaire, which are about the following:

Proposed funding bands for mainstream schools

The features of the proposed framework

Your preferred funding model for mainstream schools

Further comments

About you

## Proposed funding bands for mainstream schools

The proposed bands are explained on page 11 of the consultation Information Pack, which can be found at [www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation](http://www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation).

These bands would not be expected to deliver a financial saving to the Council. They have been developed to support the needs of children with SEN, not to reduce spending.

The proposed bands are:

**SEN support.** For children and young people with SEN of one type or another, where provision can be made by mainstream schools from the resources that are ordinarily available to them

**Targeted Level Funding.** For children who require a level of additional or different SEN support at times throughout the day, which may exceed what the school can provide from its budget

**Enhanced Level Funding.** For children requiring ongoing strategies, intervention and additional SEN support specifically designed for their needs, which may exceed what the school can provide from its budget, and is at a higher level than that required for provision at the targeted support level

**Exceptional Level Funding** would be given by the Local Authority on an entirely discretionary basis, when EHC assessment demonstrates that the child's **SEN and the provision to meet those needs goes beyond what might be provided in mainstream school at Enhanced support level**. All considerations for Exceptional level funding would be scrutinised by an Exceptional Funding Panel, comprising representatives from schools, the Local Authority, NHS and Social Care

Q1 Do you agree with these proposed bands?

- Yes  
 No  
 Don't know

If you would like to explain your reasons for disagreeing with these bands, please do so below:

## The contents of the proposed framework

This proposal is explained on pages 6 to 12 of the consultation Information Pack, which can be found at [www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation](http://www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation).

**Q2** Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would...

	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
Encourage schools to use a wider range of methods to support children with SEN	<input type="checkbox"/>					
Deliver the appropriate level of funding to support a child's needs	<input type="checkbox"/>					
Enable schools to deploy a wider range of strategies to help children to become more independent	<input type="checkbox"/>					
Simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person	<input type="checkbox"/>					
Be simpler for service users' families to understand	<input type="checkbox"/>					

## Your preferred funding model for mainstream schools

This proposal is explained on pages 6 to 12 of the consultation Information Pack, which can be found at [www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation](http://www.iow.gov.uk/Residents/Care-Support-and-Housing/SEND-Reforms/Special-Education-Needs-SEN/SEN-Banding-Consultation).

Q3 Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans? (Please choose one option)

- Current mechanism: One based on the equivalent number of hours of learning **support assistance** (which does not mean hours of 1:1 support for the child or young person) the funding could provide, although the funding could be used for other types of support that the school felt would be most suitable
- Proposed mechanism: One based on the **level of need of the child or young person**, with different levels of need (bands) being allocated different amounts of funding, which the school could allocate to whatever types of support that the school felt would be most suitable in consultation with parents
- Don't know
- No preference

If you would like to explain your reasons for your answer, please do so below:

## Further comments

- Q4 **If you have any further comments on the proposals in this consultation, or alternative suggestions on how the Council could improve the funding mechanism for children or young people with Special Educational Needs with Education, Health and Care Plans, then please include these below:**

- Q5 **Please describe what, if any, impact the proposals in this consultation could have on you or your family, or people you know or work with:**

## About you

Isle of Wight Council has a duty to promote equality and we want to make sure that we include all parts of the community in our analysis, but these questions are optional.

We would be grateful if you could answer the following questions so that we can analyse the results overall and by different groups of people. This will help us understand the impacts of the consultation proposals and the views on them by different groups.

**Q6 Is this a personal response, or are you responding on behalf of an organisation or group that you represent? (Please choose one option)**

- This is a **personal response**
- I am providing the **official response of an organisation, group or business**
- I am responding as a **democratically Elected Representative** of a local area (e.g. district, borough, parish or town council Member or MP)

## About you

Q7 What is your name?

Q8 Which area do you represent?

Q9 Please provide details about your organisation or group that you represent:

 *The name and details of your organisation, group or business may appear in the final report, and the information you provide may be subject to publication or release to other parties or to disclosure regimes such as the Freedom of Information Act 2000.*

The name of the organisation, group or business:

The postcode of the organisation, group or business:

Your name:

Your position in the organisation, group or business:

Q10 Which of these best describes the function of your organisation, group or business?  
(Please choose one option)

- Nursery, school, college or place of education
- Local authority (e.g. district, parish, town or borough council)
- Other public sector organisation (e.g. Police, Fire, Health Authority)
- Local business or business representative (e.g. BID)
- Charity, voluntary or local community group
- Other

For 'other' please describe in the box below:

Q11 If you are responding as an individual, what is your home postcode?

 *Providing your postcode is optional. It would help us to understand the impact of proposed changes if you could provide at least the first five digits of your postcode. If you do provide your full postcode it is possible that in rural areas this might identify your property. If you supply a postcode this may be used with customer segmentation tools to understand different types of respondent. By providing your postcode you are consenting to the Council using this information to analyse the response to the consultation from different areas and to understand how views differ by area.*

## About you

Q12 Which of the following best describes your gender? (Please choose one option)

- Male
- Female
- Prefer to self-describe
- Prefer not to say

Q13 What is your age? (Please choose one option)

- Under 16
- 16-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75-84
- 85+
- Prefer not to say

Q14 Are there any children or young people up to the age of 18 living in your household (including yourself)?

(Please select all that apply)

- Yes - aged 0-4
- Yes - aged 5-8
- Yes - aged 9-11
- Yes - aged 12-15
- Yes- aged 16-18
- No - none up to the age of 18
- Prefer not to say

Q15 Do any of these children have Special Educational Needs (SEN)? (Please choose one option)

- No
- Yes
- Don't know
- Prefer not to say

## About you

**Q16 Do any of these children have an Education, Health and Care (EHC) Plan?** (Please choose one option)

- No
- Yes
- Don't know
- Prefer not to say

**Q17 Do any of the children in your household with SEN attend any of the following?** (Please select all that apply)

- Mainstream school
- Special school
- Independent Special School
- Home education
- Prefer not to say
- None of these

## About you

**Q18 Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?** (Please choose one option)

- Yes limited a lot
- Yes limited a little
- No
- Prefer not to say

**Q19 What is your ethnic group?** (Please choose one option)

- White
- Mixed/ multiple ethnic groups
- Asian/Asian British
- Black/African/Caribbean/Black British
- Other ethnic group
- Prefer not to say

**Q20 For 'White', please specify:**

- English/Welsh/Scottish/Northern Irish/ British
- Irish
- Gypsy or Irish Traveller
- Any other White background
- Prefer not to say

**For 'Any other White background', please describe:**

**Q21 For 'Mixed/Multiple ethnic groups', please specify:**

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other Mixed/Multiple ethnic background
- Prefer not to say

**For 'any other Mixed/Multiple ethnic background', please describe:**

## About you

Q22 For 'Asian/Asian British', please specify:

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background
- Prefer not to say

For 'any other Asian background', please describe:

Q23 For 'Black/African/Caribbean/Black British, please specify:

- African
- Caribbean
- Any other Black/African/Caribbean background
- Prefer not to say

For 'any other Black/ African/Caribbean background', please describe:

Q24 For 'other ethnic group', please specify:

- Arab
- Any other ethnic group
- Prefer not to say

For 'any other ethnic group', please describe:

## About you

Q25 **Finally, to help us improve access to future consultations, please tell us where you first heard about this consultation?** (Please choose one option)

- On social media (e.g. Facebook, Twitter, etc) .....
- Via email .....
- On a website (please specify) .....
- Through my employer (please specify).....
- A letter sent to you .....
- A residents newsletter .....
- Word of mouth .....
- A local newspaper or radio station .....
- Other (please specify) .....

**Please specify in the box below:**

## End of questionnaire

Thank you for taking the time to complete this questionnaire.

The findings from this consultation will be published and presented to the Children's Services Department. Feedback will help to inform any decision by the Council on the proposed changes to the funding mechanism for children or young people with Special Educational Needs.

#### **Appendix 4 – List of organisations, groups and businesses that responded to the consultation**

The consultation Response Form asked whether the respondent was responding on behalf of an organisation, group, or business.

All of the responses received from organisations were from nurseries, schools, colleges and places of education. Those that responded and provided their details are listed below (please note two places of education did not provide the name of the school or college that they represent):

- Christ the King College
- Cowes Enterprise College
- Lanesend School
- Wootton Community Primary School

## Appendix 5 – Consultation participant profile

The breakdown of the 90 consultation respondents by category is shown below:

Type of consultation response:

- Consultation Response Form: 90

Respondent type of the 90 consultation Response Form respondents:

- Individual: 79
- Organisation, group, or business: six
- Democratically Elected Representative: one
- *No information given to understand the type of response: four*

The breakdown of the 90 individuals who responded to the consultation is shown below:

Age:

- Under 16: 0
- 16 to 24: 5
- 25 to 34: 14
- 35 to 44: 29
- 45 to 54: 16
- 55 to 64: 6
- 65 to 74: 0
- 75 or over: 0
- *Prefer not to say/ No response given to this question: 9*

Gender:

- Female: 65
- Male: 7
- Prefer to self-describe: 0
- *Prefer not to say/No response given to this question: 7*

Ethnic group:

- White: 67
- Mixed / multiple ethnic groups: 0
- Asian / Asian British: 1
- Black / African / Caribbean / Black British: 0
- Other ethnic group: 0
- *Prefer not to say / No response given to this question: 8*

Did the respondent have any children or young people up to the age of 18 living in their household at the time of responding to the consultation (including them self)? (multi-choice)

- Yes: 86
- No - none up to the age of 18: 17
- *Prefer not to say/No response given to this question: 9*

*Of the 86 respondents with a child or young person up to the age of 18 living in their household at the time of responding to the consultation: Did any of these children have SEN at the time of responding to the consultation?*

- Yes: 23
- No: 21
- *Prefer not to say/No response given to this question: 9*

*Of the 23 respondents with a child or young person up to the age of 18 with SEN living in their household at the time of responding to the consultation: Did any of these children have an EHC Plan at the time of responding to the consultation?*

- Yes: 8
- No: 14
- *Prefer not to say/No response given to this question: 3*

*Of the 23 respondents with a child or young person up to the age of 18 with SEN living in their household at the time of responding to the consultation: Did any of these children attend a mainstream school at the time of responding to the consultation? (Multi-choice)*

- Yes: 21
- No: 3
- *Prefer not to say/No response given to this question: 2*

## Appendix 6 – Data Tables

Please note that the data tables for the easy read and non-easy read Response Forms are presented separately, as different answer options were provided for the two formats to improve accessibility for easy read users.

Where sample sizes are below 10, these figures are suppressed in the results. This is to preserve anonymity, and because of the risks of interpreting small sample sizes as representative. Where figures are suppressed, these are shown as an asterisk (\*) in the data tables.

### Non-easy read Response Form data tables

	Base	Question 1: Do you agree with these proposed bands?		
		Yes	No	Don't know
<b>Base</b>				
All responses	82	12	67	3
<b>Type of respondent</b>				
Personal response	73	8	63	2
Organisation, group or business	4	*	*	*
Democratically Elected Representative	1	*	*	*
<b>Type of organisation, group or business</b>				
Nursery, school, college or place of education	4	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*
Charity, voluntary or local community group	-	*	*	*
Other	-	*	*	*
<b>Gender</b>				
Male	7	*	*	*
Female	60	6	52	2
Prefer to self-describe	-	*	*	*
Prefer not to say	2	*	*	*
<b>Age group</b>				
Under 16	-	*	*	*
16-24	5	*	*	*
25-34	13	1	12	-
35-44	27	3	23	1
45-54	15	3	11	1
55-64	6	*	*	*
65-74	-	*	*	*
75-84	-	*	*	*
85 or over	-	*	*	*
Prefer not to say	4	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>				
Yes limited a lot	3	*	*	*
Yes limited a little	3	*	*	*
No	58	8	49	1
Prefer not to say	8	*	*	*

	Base	Question 1: Do you agree with these proposed bands?		
		Yes	No	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>				
Yes - aged 0-4	14	1	13	-
Yes - aged 5-8	21	1	18	2
Yes - aged 9-11	23	2	19	2
Yes - aged 12-15	13	1	11	1
Yes - aged 16-18	10	1	9	-
No - none up to the age of 18	17	3	14	-
Prefer not to say	4	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>				
No	21	2	19	-
Yes	22	2	18	2
Don't know	1	*	*	*
Prefer not to say	5	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>				
No	14	1	12	1
Yes	7	*	*	*
Don't know	-	*	*	*
Prefer not to say	-	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>				
Mainstream school	20	2	16	2
Special school	1	*	*	*
Independent Special School	1	*	*	*
Home education	-	*	*	*
Prefer not to say	-	*	*	*
None of these	1	*	*	*
<b>Ethnic group</b>				
White	62	7	53	2
Mixed/ multiple ethnic groups	-	*	*	*
Asian/Asian British	1	*	*	*
Black/African/Caribbean/Black British	-	*	*	*
Other ethnic group	-	*	*	*
Prefer not to say	8	*	*	*

	Base	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?					
		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
All responses	81	49	17	3	6	5	1
<b>Type of respondent</b>							
Personal response	74	47	15	2	6	3	1
Organisation, group or business	4	*	*	*	*	*	*
Democratically Elected Representative	1	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	4	*	*	*	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*	*	*	*
Charity, voluntary or local community group	-	*	*	*	*	*	*
Other	-	*	*	*	*	*	*
<b>Gender</b>							
Male	7	*	*	*	*	*	*
Female	61	40	13	-	4	3	1
Prefer to self-describe	-	*	*	*	*	*	*
Prefer not to say	2	*	*	*	*	*	*
<b>Age group</b>							
Under 16	-	*	*	*	*	*	*
16-24	5	*	*	*	*	*	*
25-34	13	8	4	-	-	-	1
35-44	28	21	4	-	3	-	-
45-54	15	7	4	-	2	2	-
55-64	6	*	*	*	*	*	*
65-74	-	*	*	*	*	*	*
75-84	-	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	4	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	3	*	*	*	*	*	*
Yes limited a little	3	*	*	*	*	*	*
No	59	39	10	2	5	2	1
Prefer not to say	8	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would encourage schools to use a wider range of methods to support children with SEN?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	15	11	3	-	-	-	1
Yes - aged 5-8	21	14	6	1	-	-	-
Yes - aged 9-11	24	17	4	-	2	1	-
Yes - aged 12-15	13	7	5	-	1	-	-
Yes - aged 16-18	10	8	2	-	-	-	-
No - none up to the age of 18	17	10	2	1	2	2	-
Prefer not to say	4	*	*	*	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>							
No	21	13	6	1	1	-	-
Yes	23	16	5	-	1	1	-
Don't know	1	*	*	*	*	*	*
Prefer not to say	5	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	14	11	3	-	-	-	-
Yes	8	*	*	*	*	*	*
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	21	14	5	-	1	1	-
Special school	1	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
None of these	1	*	*	*	*	*	*
<b>Ethnic group</b>							
White	63	42	10	2	5	3	1
Mixed/ multiple ethnic groups	-	*	*	*	*	*	*
Asian/Asian British	1	*	*	*	*	*	*
Black/African/Caribbean/Black British	-	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	8	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
All responses	81	55	7	3	11	4	1
<b>Type of respondent</b>							
Personal response	74	53	7	2	9	2	1
Organisation, group or business	4	*	*	*	*	*	*
Democratically Elected Representative	1	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	4	*	*	*	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*	*	*	*
Charity, voluntary or local community group	-	*	*	*	*	*	*
Other	-	*	*	*	*	*	*
<b>Gender</b>							
Male	7	*	*	*	*	*	*
Female	61	45	6	1	7	1	1
Prefer to self-describe	-	*	*	*	*	*	*
Prefer not to say	2	*	*	*	*	*	*
<b>Age group</b>							
Under 16	-	*	*	*	*	*	*
16-24	5	*	*	*	*	*	*
25-34	13	11	1	-	1	-	-
35-44	28	22	1	-	3	1	1
45-54	15	8	3	1	3	-	-
55-64	6	*	*	*	*	*	*
65-74	-	*	*	*	*	*	*
75-84	-	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	4	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	3	*	*	*	*	*	*
Yes limited a little	3	*	*	*	*	*	*
No	59	43	5	1	8	1	1
Prefer not to say	8	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would deliver the appropriate level of funding to support a child's needs?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	15	14	-	-	1	-	-
Yes - aged 5-8	21	16	3	-	2	-	-
Yes - aged 9-11	24	16	2	-	4	2	-
Yes - aged 12-15	13	9	1	1	-	1	1
Yes - aged 16-18	10	8	1	-	1	-	-
No - none up to the age of 18	17	11	2	1	3	-	-
Prefer not to say	4	*	*	*	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>							
No	21	17	1	1	1	-	1
Yes	23	15	3	-	4	1	-
Don't know	1	*	*	*	*	*	*
Prefer not to say	5	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	14	10	1	-	2	1	-
Yes	8	*	*	*	*	*	*
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	21	13	3	-	4	1	-
Special school	1	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
None of these	1	*	*	*	*	*	*
<b>Ethnic group</b>							
White	63	47	4	1	8	2	1
Mixed/ multiple ethnic groups	-	*	*	*	*	*	*
Asian/Asian British	1	*	*	*	*	*	*
Black/African/Caribbean/Black British	-	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	8	*	*	*	*	*	*

	Base	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?					
		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
All responses	81	54	13	2	6	6	-
<b>Type of respondent</b>							
Personal response	74	52	12	1	5	4	-
Organisation, group or business	4	*	*	*	*	*	*
Democratically Elected Representative	1	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	4	*	*	*	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*	*	*	*
Charity, voluntary or local community group	-	*	*	*	*	*	*
Other	-	*	*	*	*	*	*
<b>Gender</b>							
Male	7	*	*	*	*	*	*
Female	61	44	9	-	4	4	-
Prefer to self-describe	-	*	*	*	*	*	*
Prefer not to say	2	*	*	*	*	*	*
<b>Age group</b>							
Under 16	-	*	*	*	*	*	*
16-24	5	*	*	*	*	*	*
25-34	13	10	2	-	1	-	-
35-44	28	23	1	-	3	1	-
45-54	15	7	5	-	1	2	-
55-64	6	*	*	*	*	*	*
65-74	-	*	*	*	*	*	*
75-84	-	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	4	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	3	*	*	*	*	*	*
Yes limited a little	3	*	*	*	*	*	*
No	59	42	8	1	5	3	-
Prefer not to say	8	*	*	*	*	*	*

	Base	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would enable schools to deploy a wider range of strategies to help children to become more independent?					
		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	15	14	-	-	1	-	-
Yes - aged 5-8	21	17	4	-	-	-	-
Yes - aged 9-11	24	17	3	-	2	2	-
Yes - aged 12-15	13	8	3	-	1	1	-
Yes - aged 16-18	10	8	1	-	1	-	-
No - none up to the age of 18	17	10	3	1	1	2	-
Prefer not to say	4	*	*	*	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>							
No	21	16	4	-	1	-	-
Yes	23	16	3	-	2	2	-
Don't know	1	*	*	*	*	*	*
Prefer not to say	5	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	14	11	1	-	1	1	-
Yes	8	*	*	*	*	*	*
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	21	14	3	-	2	2	-
Special school	1	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
None of these	1	*	*	*	*	*	*
<b>Ethnic group</b>							
White	63	46	8	1	4	4	-
Mixed/ multiple ethnic groups	-	*	*	*	*	*	*
Asian/Asian British	1	*	*	*	*	*	*
Black/African/Caribbean/Black British	-	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	8	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Type of respondent</b>							
Personal response	74	47	9	7	9	2	-
Organisation, group or business	4	*	*	*	*	*	*
Democratically Elected Representative	1	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	4	*	*	*	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*	*	*	*
Charity, voluntary or local community group	-	*	*	*	*	*	*
Other	-	*	*	*	*	*	*
<b>Gender</b>							
Male	7	*	*	*	*	*	*
Female	61	41	8	3	7	2	-
Prefer to self-describe	-	*	*	*	*	*	*
Prefer not to say	2	*	*	*	*	*	*
<b>Age group</b>							
Under 16	-	*	*	*	*	*	*
16-24	5	*	*	*	*	*	*
25-34	13	11	1	-	-	1	-
35-44	28	20	3	1	4	-	-
45-54	15	6	3	2	3	1	-
55-64	6	*	*	*	*	*	*
65-74	-	*	*	*	*	*	*
75-84	-	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	4	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	3	*	*	*	*	*	*
Yes limited a little	3	*	*	*	*	*	*
No	59	39	6	4	8	2	-
Prefer not to say	8	*	*	*	*	*	*

	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person?						
	Base	Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	15	14	-	-	-	1	-
Yes - aged 5-8	21	15	2	1	3	-	-
Yes - aged 9-11	24	14	2	3	4	1	-
Yes - aged 12-15	13	8	3	1	1	-	-
Yes - aged 16-18	10	8	1	-	-	1	-
No - none up to the age of 18	17	9	3	2	2	1	-
Prefer not to say	4	*	*	*	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>							
No	21	16	2	1	2	-	-
Yes	23	13	3	2	4	1	-
Don't know	1	*	*	*	*	*	*
Prefer not to say	5	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	14	9	-	2	2	1	-
Yes	8	*	*	*	*	*	*
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	21	11	3	2	4	1	-
Special school	1	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
None of these	1	*	*	*	*	*	*
<b>Ethnic group</b>							
White	63	42	6	5	8	2	-
Mixed/ multiple ethnic groups	-	*	*	*	*	*	*
Asian/Asian British	1	*	*	*	*	*	*
Black/African/Caribbean/Black British	-	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	8	*	*	*	*	*	*

	Base	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?					
		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
All responses	78	49	13	3	9	3	1
<b>Type of respondent</b>							
Personal response	72	47	13	2	9	1	-
Organisation, group or business	4	*	*	*	*	*	*
Democratically Elected Representative	1	*	*	*	*	*	*
<b>Type of organisation, group or business</b>							
Nursery, school, college or place of education	4	*	*	*	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*	*	*	*
Charity, voluntary or local community group	-	*	*	*	*	*	*
Other	-	*	*	*	*	*	*
<b>Gender</b>							
Male	7	*	*	*	*	*	*
Female	59	40	9	2	7	1	-
Prefer to self-describe	-	*	*	*	*	*	*
Prefer not to say	2	*	*	*	*	*	*
<b>Age group</b>							
Under 16	-	*	*	*	*	*	*
16-24	5	*	*	*	*	*	*
25-34	12	9	2	-	1	-	-
35-44	28	22	2	1	3	-	-
45-54	14	5	5	-	3	1	-
55-64	6	*	*	*	*	*	*
65-74	-	*	*	*	*	*	*
75-84	-	*	*	*	*	*	*
85 or over	-	*	*	*	*	*	*
Prefer not to say	4	*	*	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>							
Yes limited a lot	3	*	*	*	*	*	*
Yes limited a little	3	*	*	*	*	*	*
No	57	37	10	2	7	1	-
Prefer not to say	8	*	*	*	*	*	*

	Base	Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would be simpler for service users' families to understand?					
		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Presence of children or young people up to the age of 18 in respondent's household</b>							
Yes - aged 0-4	14	13	-	-	1	-	-
Yes - aged 5-8	20	16	3	-	1	-	-
Yes - aged 9-11	24	15	3	1	5	-	-
Yes - aged 12-15	13	9	2	1	1	-	-
Yes - aged 16-18	10	8	1	-	1	-	-
No - none up to the age of 18	17	10	2	1	3	1	-
Prefer not to say	4	*	*	*	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>							
No	20	15	4	-	1	-	-
Yes	23	14	4	1	4	-	-
Don't know	1	*	*	*	*	*	*
Prefer not to say	5	*	*	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>							
No	14	9	2	1	2	-	-
Yes	8	*	*	*	*	*	*
Don't know	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>							
Mainstream school	21	12	4	1	4	-	-
Special school	1	*	*	*	*	*	*
Independent Special School	1	*	*	*	*	*	*
Home education	-	*	*	*	*	*	*
Prefer not to say	-	*	*	*	*	*	*
None of these	1	*	*	*	*	*	*
<b>Ethnic group</b>							
White	61	42	7	2	9	1	-
Mixed/ multiple ethnic groups	-	*	*	*	*	*	*
Asian/Asian British	1	*	*	*	*	*	*
Black/African/Caribbean/Black British	-	*	*	*	*	*	*
Other ethnic group	-	*	*	*	*	*	*
Prefer not to say	8	*	*	*	*	*	*

	Base	Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?			
		Current mechanism	Proposed mechanism	Don't know	No preference
<b>Base</b>					
All responses	80	64	12	2	2
<b>Type of respondent</b>					
Personal response	73	61	8	2	2
Organisation, group or business	4	*	*	*	*
Democratically Elected Representative	1	*	*	*	*
<b>Type of organisation, group or business</b>					
Nursery, school, college or place of education	4	*	*	*	*
Local authority (e.g. district, parish, town or borough council)	-	*	*	*	*
Other public sector organisation (e.g. Police, Fire, Health Authority)	-	*	*	*	*
Local business or business representative (e.g. BID)	-	*	*	*	*
Charity, voluntary or local community group	-	*	*	*	*
Other	-	*	*	*	*
<b>Gender</b>					
Male	7	*	*	*	*
Female	60	52	6	1	1
Prefer to self-describe	-	*	*	*	*
Prefer not to say	2	*	*	*	*
<b>Age group</b>					
Under 16	-	*	*	*	*
16-24	5	*	*	*	*
25-34	13	11	1	-	1
35-44	28	25	3	-	-
45-54	14	10	3	1	-
55-64	6	*	*	*	*
65-74	-	*	*	*	*
75-84	-	*	*	*	*
85 or over	-	*	*	*	*
Prefer not to say	4	*	*	*	*
<b>Respondent's day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last at least 12 months?</b>					
Yes limited a lot	3	*	*	*	*
Yes limited a little	3	*	*	*	*
No	58	47	8	1	2
Prefer not to say	8	*	*	*	*

	Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?				
	Base	Current mechanism	Proposed mechanism	Don't know	No preference
<b>Presence of children or young people up to the age of 18 in respondent's household</b>					
Yes - aged 0-4	15	14	1	-	-
Yes - aged 5-8	21	20	1	-	-
Yes - aged 9-11	24	21	2	1	-
Yes - aged 12-15	13	12	1	-	-
Yes - aged 16-18	10	9	1	-	-
No - none up to the age of 18	17	12	3	1	1
Prefer not to say	4	*	*	*	*
<b>Presence of children or young people with SEN in respondent's household</b>					
No	21	19	2	-	-
Yes	23	21	2	-	-
Don't know	1	*	*	*	*
Prefer not to say	5	*	*	*	*
<b>Presence of children or young people with EHC Plan in respondent's household</b>					
No	14	13	1	-	-
Yes	8	*	*	*	*
Don't know	-	*	*	*	*
Prefer not to say	-	*	*	*	*
<b>School(s) attended by children or young people with SEN in respondent's household</b>					
Mainstream school	21	19	2	-	-
Special school	1	*	*	*	*
Independent Special School	1	*	*	*	*
Home education	-	*	*	*	*
Prefer not to say	-	*	*	*	*
None of these	1	*	*	*	*
<b>Ethnic group</b>					
White	62	51	7	2	2
Mixed/ multiple ethnic groups	-	*	*	*	*
Asian/Asian British	1	*	*	*	*
Black/African/Caribbean/Black British	-	*	*	*	*
Other ethnic group	-	*	*	*	*
Prefer not to say	8	*	*	*	*

## Organisational response to the consultation

The below tables show the response from organisations groups or businesses that took part in the consultation - all of which were specifically from nurseries, schools, colleges, or places of education. The response is shown for both standard and easy read formats.

Question 1: Do you agree with the proposed bands? (Easy read question: Do you think we should use these bands?)			
	Yes	No	Don't know
Standard response form	3	1	0
Easy read response form	2	0	0
<b>Total</b>	<b>5</b>	<b>1</b>	<b>0</b>

Question 2: Compared with the existing funding mechanism, which is based on the equivalent number of hours of learning support assistance, do you believe that this proposed approach to allocating resources would...

		Strongly disagree	Disagree	No view either way	Agree	Strongly agree	Don't know
<b>Standard</b>	<b>Base</b>	10	1	-	4	4	1
Encourage schools to use a wider range of methods to support children with SEN	4	2	1	-	-	1	-
Deliver the appropriate level of funding to support a child's needs	4	2	-	-	1	1	-
Enable schools to deploy a wider range of strategies to help children to become more independent	4	2	-	-	1	1	-
Simplify the process when the Local Authority is undertaking an Education, Health and Care Plan assessment for a child or young person	4	2	-	-	2	-	-
Be simpler for service users' families to understand	4	2	-	-	-	1	1

Question 2:		Agree	Not sure	Disagree	Don't know
Easy read	Base	8	2	-	-
Do you think this new way of funding would give schools the chance to provide different types of support?	2	2	-	-	-
Do you think this new way of funding would give schools enough funding to support a young person's needs?	2	-	2	-	-
Do you think this new way of funding would help young people to be more independent?	2	2	-	-	-
Do you think this new way of funding would make it easier for the Council to make better decisions about a young person's special educational needs?	2	2	-	-	-
Do you think this new way of funding would be easier for families to understand?	2	2	-	-	-

<b>Question 3: Which is your preferred funding mechanism for mainstream schools with children or young people who have Special Educational Needs with Education, Health and Care Plans?</b>	
Standard: Base	4
Current mechanism: One based on the equivalent number of hours of learning support assistance (which does not mean hours of 1:1 support for the child or young person) the funding could provide, although the funding could be used for other types of support that the school felt would be most suitable	1
Proposed mechanism: One based on the level of need of the child or young person, with different levels of need (bands) being allocated different amounts of funding, which the school could allocate to whatever types of support that the school felt would be most suitable in consultation with parents	3
Don't know	-
No preference	-

<b>Question 3: How would you prefer schools with young people with additional needs and Education, Health and Care Plans to be funded?</b>	
Base: Easy read	2
What happens now funding is based on hours of learning support assistance not one-to-one support	
What is suggested is based on a young person's special educational needs. Support is agreed with parents or carers	2
Don't know	
No preference	

## Easy read Response Form data

Please note: As there were only six responses to the Easy Read questionnaire no further break down of data is provided, to protect the confidentiality of respondents.

Question 1: Do you think we should use these bands?

- Yes: 2
- No: 4
- Don't know: 0

Question 2a: Do you think this new way of funding would...

	Agree	Not sure	Disagree	Don't know
...give schools the chance to provide different types of support?	2	0	4	0
...give schools enough funding to support a young person's needs?	0	2	4	0
...help young people to be more independent?	2	0	4	0
...make it easier for the County Council to make better decisions about a young person's special educational needs?	4	0	2	0
...be easier for families to understand?	4	0	2	0

Question 3: How would you prefer schools with young people with additional needs and Education, Health and Care Plans to be funded?

- What happens now funding is based on hours of learning support assistance not one-to-one support: 4
- What is suggested is based on a young person's special educational needs. Support is agreed with parents or carers: 2
- Don't know: 0
- No preference: 0