

PaCConnect on Education 3rd of June 2025

Feedback from parents participating in the forum

1. School Admissions & Priority 2

- Post-16!
 - School admissions: how are you ensuring the guidance and Category 2 gets to families who are more disadvantaged, including those with literacy difficulties and other disadvantaged groups?
 - Will kids from out of catchment be able to use priority 2? And if so, will this displace greater numbers of catchment kids?
 - How can everyone, no matter what their background, be able to access guidance, re. priority 2?
 - Priority 2: specific info for young carers
 - Young carers where there is no sibling link
 - For sibling carers, this needs to be stipulated as a criterion and a prompt for parent carers to put in the application
 - Admissions priority 2: for parents applying this year, end of August seems pretty late + get paperwork together
 - Admission priority 2: how will you manage the increase in the number of applications and what this means for admission numbers?
 - You mentioned the importance of 'sense of belonging' that includes going to school with friends and within your community. Yet, 60+ kids will be randomly displaced; how will that impact their sense of belonging?
 - The independent panel: families need to know how this works – accessible info if needed
 - Panel decision process: 1) relevant specialist, not just Autism specialist; 2) remember friendship support can reduce SEND support requirements
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2. Transparency, Accountability & Access

- Would like more transparency of LA projects being delivered within schools and across the city regarding SEND provision (including KPI's and financial information)
- Clearer accountability process for parents to challenge schools when EHCP provisions are not being carried out, i.e. who to speak to and how schools can be made to provide support
- Schools to have a standardised obligation to provide parents with information on support available, who is trained to (i.e., year group) plus how they spend their SEN, EHCP and other pilot money given
- What happens to the many students who don't have access to these initiatives (i.e., no EHCP, EHCP but school not following, not 'severe/inconvenient enough to be prioritised')? Who is responsible for their wellbeing?
- These provisions are too heavily gatekept. Who is checking in?

- LA needs to make it clearer what provisions are available, how many places, and how to access them and by when. This will create more transparency and inclusion for all to access these services
 - Funding for all this?
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3. EHCP Implementation & Support

- Who is responsible for what if your child has SEN, i.e., if EHCP is not being met? Who do we talk to? What is available at each point?
 - How are person-centred reviews for EHCPs adapted for children with speech, language and communication needs (SLCNs)? What specific adaptations are made to ensure you capture their authentic voice?
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4. Inclusion, Belonging & Social Needs

- Focus is continually on 'return to mainstream'. What about those who can't? 70 Hive spaces is not enough. We need more out-of-school AP provision.
 - Kids won't stop being autistic in 12 weeks and mainstream won't become less busy, bright, loud, chaotic, etc.
 - Many kids with SEND rely on their support to help them attend school. Letting one kid under priority 2 in will not help if their friends are elsewhere.
 - Splitting friend groups is very hard for SEND kids especially.
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5. Training, Delivery & Communication

- Delivery needs to be slicker/fit timeframe
 - Content/delivery to fit timeline – unrealistic timings
 - What training did SENCOs do? The 160 SENCOs – it all sounds good for small groups.
 - What are you doing with Homewood space?
 - Why asking schools for feedback? Parents should be focus – it's around their learning.
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6. General Concerns

- Masking children – falling through cracks