Tell us what you think

HULL CITY COUNCIL SEND OUTREACH SERVICES – PARENT AND CARER SURVEY 2024

Results from Insight@hullcc.gov.uk

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About this survey

The SEND Outreach Services - Parent and Carer Survey ran between August and October 2024.

The survey was distributed via electronic channels and social media, by Hull City Council, the Hull Parent Carer Forum, Parents United, SENCO distribution lists at schools. Local Offer, LAFFS, and other VCS groups including Mathew's Hub, Aim Higher, and Dyslexia Sparks.

Overall, 88 respondents have completed this survey. **This is not a valid sample**. Results are provided with a **confidence level of 95% and a confidence interval (margin of error) of approximately 9.49%**, which is significantly outside the corporate standard of a maximum confidence interval of 5%. Therefore care needs to be taken when interpreting these results which are subject to significant levels of uncertainty and are likely to differ if the survey was repeated.

Respondent Characteristics

Q. Which of the following age ranges are you in?

Under 16	-
16 - 24	-
25 - 34	22.0%
35 - 44	56.1%
45 - 54	19.5%
55 - 64	2.4%
65 - 74	-
75+	-

Q. Which of the following best describes you?

Female / Woman	96.3%
Male / man	3.7%
Gender fluid	-
Gender non-conforming	-
Non-binary	-
Trans male / FTM	-
Trans female / MTF	-
I describe myself another way	-

Q. Which of the following best describes your ethnic background?

White - British / English / Welsh / Scottish / Northern Irish	94.0%
Other white	1.2%
Black / Black British	2.4%
Asian / Asian British	1.2%
Mixed / Multiple ethnicities	1.2%
Arab	-
Other (please state)	-

Q. Are your day-to-day activities more difficult because of an illness or impairment?

Yes, a little	20.7%
Yes, a lot	8.5%
No	70.7%

About Respondents Children and Their Needs

Q. How many children do you have / care for with a special educational need or disability at school or college in Hull between the ages of 3 and 18 years?

1	68.2%
2	23.9%
3	4.5%
4	3.4%
5	-
6	-

- 88 Respondents
- 126 Children
- Average 1.43 Children With SEN or Disability Aged 3 - 18 Per Respondent

Of those 126 children:

Q. Please tell us about your child / children's SEND needs.

The terms we use here to describe SEND needs link in with our information from schools. We understand there may be different or more up to date terms (e.g. neurodiverse), so please tick the most appropriate for you.

Autism Spectrum Disorder	66.7%
Social, Emotional and Mental Health	52.4%
Speech, Language and Communication Needs	42.9%
ADHD	40.5%
Moderate Learning Difficulties	27.0%
Multi-Sensory Impairment	24.6%
Physical Disability	13.5%
Specific Learning Difficulties	11.1%
Severe Learning Difficulties	9.5%
Support but no specialist assessment of type of need (please stare)	8.7%
Profound and Multiple Learning Difficulty	6.3%
Visual Impairment	6.3%
Hearing Impairment	4.0%

Support but no specialist assessment of type of need – Open Comments

- Ash's asd dyspraxia and possible dyslexia global delay
- NOAH OBADARA

Q. Please tell us what type of school your child / children attend(s).

Mainstream Primary	37.5%
Mainstream Secondary	19.5%
Mainstream Primary with Nursery setting (FS1)	11.7%
Special School	10.9%
Primary Resource Base / SEN Unit	5.5%
Alternative Provision	4.7%
Early Years Setting	3.1%
Secondary Resource Base / SEN Unit	2.3%
Not Accessing Education	2.3%
Other (please state)	2.3%
Electively Home Educated	-

Other – Open Comments

- Bishop Burton College
- Fredrick Holmes's college
- Main stream college

Of the 88 respondents:

Q. Which of the following does your child / children, have or receive?

An Education, Health and Care Plan (EHCP)	56.8%
SEN Support	53.4%
None of these	11.4%
Early Years Inclusion Support	10.2%
Other (please state)	-

Awareness and Access of Services and Support

Q. Are you aware of the Outreach Services?

I am aware of Northcott Outreach Services	54.5%
Not aware of any of the outreach services	39.8%
I am aware of SLD Outreach Services (provided by Tweendykes / Ganton schools)	23.9%
I am aware of Success Outreach Services (provided by Whitehouse School)	12.5%

Q. Which of the following services has your child / children received support from?

None of these	50.0%
Northcott Outreach Services	40.9%
SLD Outreach Services	8.0%
Steps to Success Outreach Services	3.4%
Other (please state)	2.3%

Other – Open Comments

- Crisis team
- Rise academy out reach and attended. Whitehouse outreach.

Q. Where have you accessed parenting support for your child's SEND needs?

Parent Carer Support Groups	40.9%
Early Help	35.2%
Not applicable - haven't accessed any parenting support	31.8%
Other (please state)	18.2%
Outreach Services	14.8%
Family Hubs	9.1%
Leisure and Family Support Service (LAFFS) Short Break Service	5.0%

Other – Open Comments

- CAMHS
- choices and rights
- Dorectly with the school
- Friends with children with send. Mostly my own training
- Kids
- KIDS
- KIDS
- KIDS
- KIDS courses
- Kids sendiass
- Learning disability team
- Listening ears for you and special stars foundationl
- Online support groups/webinars/volgs/blogs
- Post adoption support social eorker
- Requested help from all but had none
- Time to listen

Q. If you needed to access parenting training or support in the future for your child's SEND needs, how likely are you to access any of these support services in the future?

	Very unlikely	Unlikely	Neither unlikely nor likely	Likely	Very likely
Leisure and Family Support Service (LAFFS) Short Break Service	30.5%	9.8%	17.1%	24.4%	18.3%
Early Help	32.9%	11.8%	10.5%	22.4%	22.4%
Family Hubs	15.4%	11.5%	20.5%	30.8%	21.8%
Parent Carer Support Groups	7.2%	6.0%	9.6%	37.3%	39.8%
Outreach Services	8.5%	7.3%	17.1%	37.8%	29.3%
Other (please state)	21.9%	6.3%	37.5%	6.3%	28.1%

Other – Open Comments

- choices and rights
- Kids
- My self
- Online access to information
- School support

Of those respondents whose child / children have received support from either Northcott, SLD or Steps to Success Outreach Services:

Q. What support did you and / or your child receive?

The Outreach Services supported education staff to understand my child's needs in school	69.0%
Child received support through one to one support in school	38.1%
Child received support through group activities in school (e.g. Lego Club)	21.4%
Parent carer training	11.9%
Other (please state)	9.5%
Parent carer coffee morning support	4.8%
None	2.4%

Other – Open Comments

- Child 2 attends Whitehouse part time.
- Dont know, they never told me
- It was aimed at the school, i had portage
- Visited once and said no support offered as he was moving to an East Riding provision in six months, nothing in the interim. Wouldn't recommend

Northcott Outreach Services

Of those 36 respondents (40.9%) whose child / children have received support from Northcott Outreach Services:

Q. What support did you and / or your child receive from **Northcott Outreach Services**?

The Outreach Services supported education staff to understand my child's needs in school	66.7%
Child received support through one to one support in school	33.3%
Child received support through group activities in school (e.g. Lego Club)	25.0%
Other (please state)	11.1%
Parent carer training	8.3%
Parent carer coffee morning support	2.8%
None	2.8%

Q. Thinking about the service(s) you received from **Northcott Outreach Services**, please tell us how much you agree with the following

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
The Outreach Services staff were friendly	5.7%	-	48.6%	17.1%	28.6%
The Outreach Services listened to me / my child / children	14.3%	8.6%	40.0%	17.1%	20.0%
The Outreach Services staff supported my child / children in the classroom	17.1%	5.7%	45.7%	17.1%	14.3%
My child / children felt happier going to school	22.9%	11.4%	40.0%	11.4%	14.3%
My child / children's teachers understood their needs better	25.7%	17.1%	28.6%	17.1%	11.4%
They helped my child / children to feel included within the classroom environment	22.9%	14.3%	40.0%	11.4%	11.4%
My child / children's attendance improved	26.5%	14.7%	41.1%	8.8%	8.8%
My child / children's happiness in attending school improved	28.6%	17.1%	34.3%	11.4%	8.6%
My child / children feel(s) safer at school	25.7%	14.3%	37.1%	11.4%	11.4%
I would recommend Northcott Outreach Services to others	14.3%	11.4%	37.1%	17.1%	20.0%

Q. Please tell us how satisfied overall you are with **Northcott Outreach Services**

Very dissatisfied	16.7%
Dissatisfied	13.9%
Neither	25.0%
Satisfied	25.0%
Very satisfied	19.4%

Q. You said you were dissatisfied with Northcott Outreach Services. Please tell us why.

- Declined to offer further support as child was leaving early years in six months to go to East Riding SEN provision. No contact with myself (mum) to provide any update, outcome or support. Just told pre-school they would not be offering anything as he only had six months left before starting East Riding SEN primary. Why would six months of support or intervention not be appropriate? They could have done a lot in six months and supported / advised his pre-school nursery staff.
- Didn’t feel they understood autism
- I had to chase Northcott Outreach for their report via email. Whst they sent back was 3 suggestions which we were already aware of and as this was 3 weeks before Summer no work has yet been done. I hsbe today chased school to ask if they are going to contact Northcott to implement the recommendations. Northcott Outreach did not ask for my input.
- No involvement with parents. Suggested things to school tjat i had already put in place.Do not visit enough.

- No real transition for secondary, aside for having chats with her at primary.
- Originally when the school got Northcott in they did not include us nor did I feel they spent enough time with my child Or any follow-up
- Support was limited to basic tasks, not at appropriate level and invalidated other work done with other people
- There was no communication with parents it was like everything was a big secret only professionals could understand
- They stopped visiting my child even though it is in his ehcp. He was told he had to speak to people even though he finds it difficult. They never contacted me. I was told by school they had other kids to see. My child was more upset and felt they didnt listen to his concerns
- They supported school in supporting my daughter but never spoke to me nor did i receive any information. My daughter ended up out of education for 2 years and im still trying to get her in education but doing it myself with no support.

SLD Outreach Services

Of those 7 respondents (8.0%) whose child / children have received support from SLD Outreach Services:

Q. What support did you and / or your child receive from **SLD Outreach Services**?

The Outreach Services supported education staff to understand my child's needs in school	85.7%
Child received support through one to one support in school	57.1%
Parent carer training	28.6%
Child received support through group activities in school (e.g. Lego Club)	-
Other (please state)	-
Parent carer coffee morning support	-
None	-

Q. Thinking about the service(s) you received from **SLD Outreach Services**, please tell us how much you agree with the following

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
The Outreach Services staff were friendly	-	-	28.6%	28.6%	42.9%
The Outreach Services listened to me / my child / children	-	-	28.6%	14.3%	57.1%
The Outreach Services staff supported my child / children in the classroom	-	-	28.6%	14.3%	57.1%
My child / children felt happier going to school	-	-	71.4%	-	28.6%
My child / children's teachers understood their needs better	-	-	57.1%	14.3%	28.6%
They helped my child / children to feel included within the classroom environment	-	-	57.1%	14.3%	28.6%
My child / children's attendance improved	28.6%	-	42.9%	-	28.6%
My child / children's happiness in attending school improved	28.6%	-	42.9%	-	28.6%
My child / children feel(s) safer at school	14.3%	-	57.1%	-	28.6%
I would recommend SLD Outreach Services to others	-	-	42.9%	14.3%	42.9%

Q. Please tell us how satisfied overall you are with **SLD Outreach Services**

Very dissatisfied	-
Dissatisfied	14.3%
Neither	14.3%
Satisfied	28.6%
Very satisfied	42.9%

Q. You said you were dissatisfied with Northcott Outreach Services. Please tell us why.

- We as parents were never offered any support, it was only within school that our Son was given support. However, the support within school was very lacking. Reviews of our child’s progress were few & far between, & only seemed to occur just before an EHCP review.

Of those 3 respondents (3.4%) whose child / children have received support from Steps to Success Outreach Services:

Q. What support did you and / or your child receive from **Steps to Success Outreach Services**?

The Outreach Services supported education staff to understand my child's needs in school	100.0%
Child received support through one to one support in school	33.3%
Parent carer training	33.3%
Other (please state)	33.3%
Parent carer coffee morning support	33.3%
Child received support through group activities in school (e.g. Lego Club)	-
None	-

Q. Thinking about the service(s) you received from **Steps to Success Outreach Services**, please tell us how much you agree with the following

	Strongly disagree	Disagree	Neither	Agree	Strongly agree
The Outreach Services staff were friendly	-	-	33.3%	-	66.7%
The Outreach Services listened to me / my child / children	-	-	33.3%	33.3%	33.3%
The Outreach Services staff supported my child / children in the classroom	-	-	33.3%	-	66.7%
My child / children felt happier going to school	-	33.3%	-	33.3%	33.3%
My child / children's teachers understood their needs better	-	33.3%	-	-	66.7%
They helped my child / children to feel included within the classroom environment	-	33.3%	-	-	66.7%
My child / children's attendance improved	-	33.3%	-	33.3%	33.3%
My child / children's happiness in attending school improved	-	33.3%	-	33.3%	33.3%
My child / children feel(s) safer at school	-	33.3%	-	-	66.7%
I would recommend Steps to Success Outreach Services to others	-	33.3%	-	-	66.7%

Q. Please tell us how satisfied overall you are with **Steps to Success Outreach Services**

Very dissatisfied	-
Dissatisfied	-
Neither	33.3%
Satisfied	-
Very satisfied	66.7%

Gaps in Outreach Support

Q. Where do you think there are gaps in outreach support?

	Early Years	Primary	Secondary	Post 16	None
Communication and Interaction **(**e.g. speech, language and communication needs, Autism**)**	50.7%	68.7%	46.3%	22.4%	14.9%
Cognition and Learning e.g. Moderate Learning Difficulties, Severe Learning Difficulties, or Specific Learning Difficulties, such as dyslexia, dyscalculia and dyspraxia	49.2%	63.9%	54.1%	24.6%	14.8%
Social, Emotional and Mental Health Services e.g. anxiety, depression, eating disorders, attention deficit disorder (ADD), attachment disorder, attention hyperactive disorder (ADHD), challenging behaviour	47.2%	73.6%	54.2%	29.2%	8.3%
Sensory and / or Physical Needs e.g. visual impairments, hearing impairments, sensory processing difficulties	50.8%	69.8%	52.4%	28.6%	11.1%

Communication and Interaction – Open Comments

- 14 + support
- Because my daughter is academically bright she does not qualify for smaller provisions in secondary schools despite her severe challenges around social interaction and communication. It feels almost as if she is at a disadvantage because she is academically bright
- Capacity. School's understanding to request help
- Child was refused support as he only had six months left at hull establishment, therefore, huge gap in support
- Communication and support is absolute appalling at primary level, secondary level also. For every 3 good stories I hear 6 bad. Even in university where I am studying there isn’t any awareness hardly anywhere
- I have asked for support but there isnt any
- I have been begging for help for 2 years and have been offered nothing we got to crisis and the only support we received is from me personally finding it.
- I have received no support
- Lack of communication between services and school
- Lack of trained professionals in school and few touch points elsewhere
- My daughter has been left with not much support from Salts and therefore at a dip in her communication development.

- My son has had his autism diagnosis then just been left to it hes really struggling and the lack.of help is not good
- No comms between service and home
- No help
- None been offered to my son even though he can vecrefered through autism report ststes that school can get support from nortbcott outreach.
- Not enough staff wait times too long for help not help available easily. Passed to and from different people for help when really not getting any help! Should support family's and schools more and have more of a active roll in schools to recognise and point struggling children as schools have no clue!
- Not wveryone communicates effectivly with one another. Despite being a team around the family the family is often left to figure everything out themselves.
- Nurseries arnt given many opportunities to engage in these services, the referrals and access to these are very restriced and do not allow staff to gain further knowledge and experience. I feel the child/ren are then not given enough early intervention opportunities as they could do in the early stages of their development.
- Primary School dismissed any concerns I had, so no support given, child developed anxiety and became withdrawn. I had to fight to have the various assessments carried out, which confirmed what had 'unofficially' been told to me by individuals working with neurodiverse children. I blame the primary school for my daughters health issues that arose from her anxiety which was triggered by the staff/head of school for how they treated her and lack of support for both my daughter and I, without sounding dramatic, she was traumatised by her experiences and still carries various memories and things that were said to her from as far back as Y1. High school, staff communication in schools, so that all the child's teachers are aware, creating an 'in school teaching and support plan' to support her. Hull City Council need to be more accessible with regards to a child being giving an individual EHC plan. The council must be more flexible, supportive and review each application considering 'INDIVIDUAL DIFFERENCES' as no child is the same and each has different needs and support. It is vital that all neurodiverse child are GRANTED the OFFICIAL support in school and out they need to EVEN the playing field giving each neurodiverse child the opportunity to achieve their full potential, reducing mental health issues as a result of 'lack of support' etc. Their future lies in the hands of HCC and any EHC plans, individual tailored support both academically and emotionally in school so that by the time they leave school they have gained confidence and obtained the tools to navigate adulthood.
- See below
- Services too slow and not enough support.
- Speech and language services overstretched, language unit limited places
- speech therapy appointments are not often enough, and the waiting list is really long.
- Takes far to long
- The service does not provided GLP so can not work with my child it seems very behind in its approaches and has discriminatory practices
- The support I have been provided barring from time to listen has been poor. This has been the same for the other sections below
- There is gaps in all areas due to lack of staff to provide the support needed
- There is no support given for this once they leave a primary setting
- There isn't enough support throughout the city. Every single thing is under resourced.

- Un aware
- Very long waiting list for SALT
- Waiting lists are too long, there are not enough staff in these organisations. And they are very quick to drop you to access on review. As for other services not governed by SALT, these are simply not communicated about widely enough. It is expected that it's on the parents to seek out these services. But parents are drowning and navigating all the systems and services is like a full time job. For me it would be best to have a key worker type approach where they can check in and signpost parents to services for all SEN children
- Was not referred for asd assessment until 13 years old despite concerns raised from early years
- We had to wait nearly 2 years for a S&L therapist to assess & provide support. This support & advice was only ever limited to school & advice not given to parents for application at home. Our son has a severe delay in communication & is unable to express needs or read or write. Support from the outreach services has been too limited to have actually provided any great improvement. Once again, information has not been shared with parents for use at home.
- We have speech and language involved with our son but they are very hands off and you need ti always contact them for help and support, there is no follow up
- We should be told what the plans are

Cognition and Learning – Open Comments

- As above
- As above we need more communication as parents on what is on offer, it is a minefield to navigate and find these services
- Capacity. Schhols understanding to request help
- Communication
- I am yet to see much support for this. May be because we are not fully at that stage yet.
- I had to make secondary school assess my child. Primary wouldnt pay for dyslexia test
- I have asked for support but there is not any
- I think that sometimes symptoms and problems are trivialized because the children are young and that it can then be classified as normal. In addition, when there was covid, they did not receive any support to progress
- Lack of support generally without a recognised diagnosis
- Long waiting lists, issues go unresolved, lack of communication between school and parents carers and long waits for EHCP assessments
- Mainstream school (Our son only moved into a resource base mainstream setting this academic year) education is just not adapted enough to provide alternative methods of learning sufficiently particularly for children with greater needs. The lack of reviews provided by outreach support also means that progress with various techniques are not time efficiently follow up & adapted.
- More help around the child and training the parents or help them to be involved in their learning.
- My child has Dyslexia and we have not been offered any support regarding any outreach services - therefore there must be a gap somewhere as we are not aware of the service even existing or what support can even be offered.
- My son was diagnosed with Dyslexia and Dyspraxia in July 2024 and there seems to be no support or provision for these areas within his primary school. Most reading support is phonetic reading support which does not help to

improve my son's reading. Only in Yr5 has my son been allowed to write lengthy work on a laptop. Touch typing skills being taught would be a great benefit to my son and other Dyslexic and Dyspraxia children.

- No dyslexia support available in secondary school
- No help
- No support offered to my child
- No support once they leave primary school
- Nurseries arnt given many opportunities to engage in these services, the referrals and access to these are very restriced and do not allow staff to gain further knowledge and experience. I feel the child/ren are then not given enough early intervention opportunities as they could do in the early stages of their development. This also includes lack of training.
- one been offered to my son even though in autism report it stares school can get support through northcott outreach
- Primary School dismissed any concerns I had, so no support given, child developed anxiety and became withdrawn. I had to fight to have the various assessments carried out, which confirmed what had 'unofficially' been told to me by individuals working with neurodiverse children. I blame the primary school for my daughters health issues that arose from her anxiety which was triggered by the staff/head of school for how they treated her and lack of support for both my daughter and I, without sounding dramatic, she was traumatised by her experiences and still carries various memories and things that were said to her from as far back as Y1. High school, staff communication in schools, so that all the child's teachers are aware, creating an 'in school teaching and support plan' to support her. Hull City Council need to be more accessible with regards to a child being giving an individual EHC plan. The council must be more flexible, supportive and review each application considering 'INDIVIDUAL DIFFERENCES' as no child is the same and each has different needs and support. It is vital that all neurodiverse child are GRANTED the OFFICIAL support in school and out they need to EVEN the playing field giving each neurodiverse child the opportunity to achieve their full potential, reducing mental health issues as a result of 'lack of support' etc. Their future lies in the hands of HCC and any EHC plans, individual tailored support both academically and emotionally in school so that by the time they leave school they have gained confidence and obtained the tools to navigate adulthood.
- Same as above
- Same as above
- Same as above. There is not enough support to go around everyone
- See below
- Takes far to long
- There are gaps in all areas due to lack of staff to provide the support needed
- There’s not enough support or help for this for early intervention.
- Time between review meetings is too long. Need more staff for more revular checkins like once a month
- Very little support for mainstream students
- Very low levels of expertise in recognising challenges
- We need to know how to access these services all services should be able to go to one building to be signposted to the correct service

Social, Emotional and Mental Health Services – Open Comments

- Always appears to be long waiting lists.
- Apart from Lego group there no other support
- As above
- CAMHS are already over stretched. Cases have to get to ectremes before they intervene
- CHAMS waiting list too long again we don't know who or how to access services or how to get a referral
- Communication and understnading. Taking accou accountabilty when failings happen that triggure the trauma in the 1st place.
- Difficult to access support or know where to turn and its crucial to get support early on but often ignored till your child is in crisis in secondary school
- Even with CAMHS input who have admitted significant social emotional mental health issues/disorganisd attachment nothing has been done to support in school
- I have received no support
- I think that sometimes symptoms and problems are trivialized because the children are young and that it can then be classified as normal. In addition, when there was covid, they did not receive any support to progress
- In Hull they doesn't seems to be support for children who are experiencing mental health challenges that unable them to go to school. Both my children had had long periods of time of school due to this with no support from the SEND team to access there education even in breech of statutory law no one seems interested in in forcing the EHCP.
- Lack of understanding of need and ways to help
- Left to sort outvyour self
- Limited semh support for children under 10. Limited Camhs referrals accepted
- My daughter has SEMH needs as she presents as highly anxious because of her sensory and interaction and communication challenges, the environments of mainstream schools do not give her an environment to thrive and learn these skills. She often feels isolated because she cannot access the same environments as her peers to feel like she belongs which in turn has a profound negative effect on her mental health
- My son suffers very much with his mental health ive tried to find support for him for this amd keep getting told.there is no help for his age group
- My son was diagnosed with (inattentive only) ADHD in July 2024 and he was referred to CAMHs to explore ADHD medication and we are still waiting for an appointment. Schools and teachers need more training about (inattentive only) ADHD and most only consider ADHD and offer fidget toys which my son does not need.
- Need more workers to bd able to support the young and their families.
- No service would help my child who lives in Hull but went to Easr Riding school.
- No support
- No support at all
- No support available for my child who is desperately struggling
- Not sure where to even turn
- Nurseries arnt given many opportunities to engage in these services, the referrals and access to these are very restriced and do not allow staff to gain further knowledge and experience. I feel the child/ren are then not given enough early intervention opportunities as they could do in the early stages of their development. This also includes lack of training.

- one been offered to my son even though in autism report the can get support through northcott outreach
- Our Son continues to suffer with anxiety& has done before he started school. This has never been addressed or managed & is becoming increasingly difficult to manage. &has
- Poor provision and limited understanding of autism and the specific differences in relation to mental health and wellbeing
- Primary School dismissed any concerns I had, so no support given, child developed anxiety and became withdrawn. I had to fight to have the various assessments carried out, which confirmed what had 'unofficially' been told to me by individuals working with neurodiverse children. I blame the primary school for my daughters health issues that arose from her anxiety which was triggered by the staff/head of school for how they treated her and lack of support for both my daughter and I, without sounding dramatic, she was traumatised by her experiences and still carries various memories and things that were said to her from as far back as Y1. High school, staff communication in schools, so that all the child's teachers are aware, creating an 'in school teaching and support plan' to support her. Hull City Council need to be more accessible with regards to a child being giving an individual EHC plan. The council must be more flexible, supportive and review each application considering 'INDIVIDUAL DIFFERENCES' as no child is the same and each has different needs and support. It is vital that all neurodiverse child are GRANTED the OFFICIAL support in school and out they need to EVEN the playing field giving each neurodiverse child the opportunity to achieve their full potential, reducing mental health issues as a result of 'lack of support' etc. Their future lies in the hands of HCC and any EHC plans, individual tailored support both academically and emotionally in school so that by the time they leave school they have gained confidence and obtained the tools to navigate adulthood.
- Punished for disability related behavior. Secondary refused free training on Tourettes Syndrome
- Same as about
- Same as above
- See below
- Services non existent especially when child is in crisis
- So much is classed as this when its not the root cause but the symptom. Capacity and schools ability to identify and ask for the correct help.
- Steps to success should carry on their support into high school. I'm worried about my boys coping.
- Takes far to long
- There are gaps in all areas due to lack of staff to provide support needed
- There is just not enough support from CAHMS through the NHS, so other support from the council is desperately needed
- This is the only area where I have current issues with. It seems that parents gave to push for this support,,then parents are ignored, then recommendations are pretty basic and school have to ask for outreach to implement, but this has to be chased by the parent.
- Time between review meetings is too long. Need more staff for more revular checkins like once a month
- Underfunding means many issues or concerns raised are ignored, downplayed, or muddled through with other means/resources that are generally unsuitable
- Very little support, schools feeling they can provide it with very little training

- We are still waiting trauma counselling

Sensory and / or Physical Needs – Open Comments

- Acessed sensory support but all done over the fone and not seen in person. More likely to get help if you know what to say and are good at communicating. Thats not right. lp
- Again I have been begging and no one has given me anything
- As above
- As above, the environments of mainstream schools are overwhelming for my daughter who would only qualify for the main school populations because she is academically bright
- As far as im aware there is no sensiry or physical outreach support. Noth of these are external and very difficult to get referred into.
- I don’t have first hand experience with this because I am lucky I can fill this need for my child but it can be expensive or challenging to take a disabled child to lots of activities that benefit their sensory needs
- I have received no support
- I was just given the website for hull sensory hub and told to look through for guidance but there is no one to actually talk through with and get advice from
- In mainstream staff do not want the hassle of children with physical needs who need personal care but are cognitively able
- Ipass have failed my child and not providing a good service for her main disability being blind
- Largely ignored
- Low provision
- More staff to be trained in sensory as, it can be miss understood.
- My son has a lot of semsory meeds and doesnt get mych support within school.for this
- No help
- No support as waiting lists to long
- Not enough funding or staff
- Not much available for children who are teenagers
- Nurseries arnt given many opportunities to engage in these services, the referrals and access to these are very restriced and do not allow staff to gain further knowledge and experience. I feel the child/ren are then not given enough early intervention opportunities as they could do in the early stages of their development. This also includes lack of training. I feel a lot more nurseries are struggling with the high demand of SEND needs of children and having opportunities for internal or external training and funding towards this would allow staff to understand the importance of early intervention.
- one been offered to my son even though im the autism report it states school can get support from northcott outreach
- Provide 'safe spaces' and 'quiet spaces' in high school, providing access to a designated year SEN mentor when needed in school. For those receiving 'free school meals' need to be given consideration due to the nature of the canteen, loud, busy, etc. Most neurodiverse children suffer from sensory issues and lack confidence in crowded places. Lining up in a 'long line' to be served food triggers anxiety, the whole situation is overwhelming - my daughter would rather not eat if it means she has to go through all that. I now have to send her with pack-up to ensure she is eating at school. I separated from my husband and am myself disabled so, although it sounds ridiculous, i have to ensure she has pack up every day.

- Same as above
- Secondary wouldnt refer to sensory hub as they had Elsa but that wasnt working either
- See below
- Sensiry service does not support. It is all like assessment and then it passes on strategoes. It does not help families directly
- Sensory service is difficult to access and even though one of my children it states that they need sensory intervention therapy for the past 4 years we haven’t even seen one person from the sensory team they did the assessment via the phone
- Sensory services closing referrals after 3 months. Not good practice.
- Struggles with smells but nothing been put in place
- Takes far to long
- The Sensory team continually reject referrals and don't say why. The hoops you have to jump through make most parents give you up. That team/service is not fit for purpose, so if the council can step in with something to fill the gap that would be great
- The waiting list for the referral is too long.
- There are gaps in areas due to lack of staff to provide support needed
- Underfunding means many issues or concerns raised are ignored, downplayed, or muddled through with other means/resources that are generally unsuitable
- We were under IPASS who discharged us because our son didn’t have sufficient attention to engage with activities, & therefore no progress was being made.
- When needing sensory help you just get told the same things there are never different things suggested.
- Why is our stand alone sensory service so hard to access? Why cant they go into schools?
- Within secondary everything linked to autism and will just have to accept part of it instead of supporting sensory needs in their own right

Q. Are there any other gaps in outreach support that you would like to tell us about?

- A much needed service
- All SEND is lacking within secondary schools
- All services are overstretched, early help is not early or helpful. Disability social team impossible to access and not overly knowledgable. Lack of support for families across the board
- All services will be over stretched as they are not enough to meet the demands pf the city
- Arguing between Hull and East Riding services regarding who had responsibility to help my child prevented him from receiving any support until crisis point and risk of exclusion. Bybthis time it was too late he is now NEET at 7 years old.
- Behaviour
- Children in care receive support from all kinds of professionals just before review other than that they only see their social worker once every 12 weeks
- EHCP’s not chased up or executed very well
- Emotional and mental well being support for the child. Extra (out of school) educational support.
- Have been asking for support for years but waiting lists are so long there is no point

- I have never heard of the outreach support
- I luckily had input from portage they were amaxing and the speach and language playgroup again amazing provision to support parents
- It would of been nice to have known about you 2 years ago
- It’s only until I’ve completed this form , that I’ve learnt the outreach support can deliver parenting support. This has not been an option made available to us despite asking the school repeatedly for support at home.
- lack of parent to support liasion and high staff turn around
- Lack of Thrive support for under 10s
- Outreach support has been the difference in her coping and not attending school. Without this her mental health would be even more severely impacted
- Perants have to fine out for them selfs for everything you dont always get informed about help out there
- Personally I would like to see any training delivered be more up to date, person specific acknowledging and embracing child’s differences. Educating schools to embrace differences, focus on strengths with less emphasis on interventions that can be ableist trying to change the behaviour of children .. ie social groups to improve a child’s social skills, we should be accepting their difference in social interaction rather than trying to adapt this to the neurotypical norm.Theres a huge gap in understanding of Gestalt language processing and alternative communication. The go to intervention is PECS . While visuals can be useful.PECS again is ableist in trying to adapt someone’s communication to meet neurotypical norms rather than, withholding objects from a child until they chose via PEC . This is damaging and can have a detrimental effect on spoken language, mental health and increase distress and frustration for the child there needs to be more training and use of AAC . Valuing all forms of communication. Training on EBSA, burnout and emotional regulation
- Same as above
- Schools need to be able to accurately identify the needs 1st to then be able to request the help. Most staff are not equipped to identify aad or adhd etc.
- Schools need to inform parents what is available and refer
- Sensory Processing
- The full process for everything takes ti long
- The move between education and work
- The outreach support services should be promoted by the SEND co-ordinators at school
- There is a significant gap in the continuation of support for children as they transition from primary to secondary. Despite being supported individually in primary my child is still waiting for support to continue as promised and he is now in his second year at secondary
- Training across the board. Schools should have more training. They should have annual mandatory training about how to identify a child in need no matter whrre they are on the spectrum. I feel outreach are qulofied and trained to deliver this training. Why are we not utilising them
- When diagnosed you are left to it. There is no carry over support as to what to do next. Eg funding, pass cards, council support.
- Yes the grey area which I am in, I don’t home school so I don’t get access to homeschooling outreach and he doesn’t attend school due to his complex needs so I can’t get their outreach support so the children in the grey area like my son who need outreach the most can not access it
- Yes, after a child is diagnosed with a learning difficulty and disability, there should be a clear pathway of support for the child in education.
- Young aggressive behavior

Q. Is there anything else you would like to say about the review of Outreach Services?

- Amazing service please keep it
- Both my children have recieved support from outreach services and all the professionals seemed very competent and knowledgeable
- Cant access them
- Easy to reach
- Ehcp should be allowed to he used for outreach support such as dyslexia sparks
- How do I access it
- I have never heard of the outreach support
- I have not been (still not aware) of support and various services I can access for 'free' support. Funding made available to help single parents with normal expenses, for example, for the last two years my daughter has been sleeping in my bed and very rarely goes into her room. She has had the same decorations, colour schemes etc for the last 4 years and now struggles to spend time in her room, so I need to completely redo her room, but again, I'm struggling financially, let alone provide for christmas and her birthday, school uniform etc.
- I strongly believe that training should be developed with neurodivergent and disabled voice of lived experience.
- I suspect that they are too far stretched & under resourced. We've really appreciated the support that they have given, but unfortunately it hasn't been enough.
- IPaSS were the only outreach service involved when our child was in a mainstream primary. They were very proactive
- I've had zero communication from the SLD service about how my child is at school.
- Like all provisions there are simply not enough staff to provide the support necessary and children are slipping through the gaps in the system through no fault of the staff providing these vital services
- Maybe I am.a little biased because I am still waiting for recommendations to be implemented by either school or Northcott Outreach, but I was underwhelmed by heir recommendations.
- Moderate learning difficulties for outreach is a service I am completely unaware of and would like to know more about what is on offer?
- My review is based on my experience and my experience is that I have no access to it and need it the most
- Nobody has ever mentioned such support to us despite us being proactive and speaking to multiple agencies. Didn't know it existed and all we hear is how stretched everything is
- Northcott Outreach has been an absolute life line in our daughters journey from year 6 - Year 11 2nd attempt after 3rd autistic burnout in 5 years. Jenny has been a constant in our dauhters life with half termly visits, realising tbroughus the extent of the masking, supporting us to prepare for her visits in what needed to be discussed etc. This survey is based on Secondary mainsteam with provision, though this didn't work out a d our daughter is now thriving at PRUdaughters life.
- Not enough information or communication about what is available until a child us diagnosed which can take years.
- Outreach services have been fantastic, schools lacking communication between services and parents.

- Outreach swrvices should be more accessible once a referral goes in its months before actually seeing anyone for these services by then things cam dramatically change and worsen for children
- Overstretched and ineffective
- Parents don't get much feedback on outreach services observations or advise
- Parents need support and services need to take into account individual needs. I work full time so need things accessible after work hpurs
- Steps to succces have been brilliant for my boys. They've saved the relationship between the school and me at times offering proper support. They actually listen and put things in place
- The outreach services should be better promoted so that the general public know about it.
- There is no sporting extra curricular activities. No breakfast or after school club available for working parents
- These outreach services have never even been mentioned to me dispite with sons disabilities since he was born. How can we get support if we dont know they exist.
- Wasn't helpful, no communication with parents
- When accessed outreach they have been useful but getting schools to listen and follow their recommendations has been very challenging.
- Where are they