

SEND Children and Young People network across the South East- State of the Region

A report looking at how well children and young people with SEND voices are captured and used across the South East region to support individual planning, strategic planning and commissioning.

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1. Background and current National Picture

Children and young people (CYP) voice is pivotal to getting support and service delivery right for young people with Special Educational Needs and Disabilities (SEND) and their families. Alongside the voice of parent/carers it sits in legislative requirements of all those working in a local authority across the education, health and care sector. The participation of children and young people is a key principle of the SEND Code of Practice and continues to be featured as part of the SEND review and the recent White Paper.

Whilst we know anecdotally there is some good work going on across the South East with some of this reported as part of the Ofsted/CQC local area inspections we are aware that there hasn't yet been an in depth analysis of the current picture across the region.

A high level scrutiny of inspection reports across the region from November 2020 to April 26 show that in most inspected Local Areas they were not giving time to consistently gather the voice of children and young people in a routine and robust manner in order to influence both individual support and more broadly influence commissioning and reviewing of services and support.

Where it is highlighted as an area of good practice it tends to be through the use of forums to capture the views of children and young people often facilitated by an external provider organisation.

Further details from the inspection reports can be found in Appendix One.

The SEND Alternative Provision (AP) White Paper ¹ Every Child Achieving and Thriving places emphasis on young people voice through the Local Area Inclusion Partnership Boards as part of their SEND/AP reporting.

The White Paper considers a system built on the following five key principles:

- **Early**
- **Local**
- **Fair**
- **Effective and**
- **Shared**

and it is recommended that the Local Area Partnerships and SEND boards consider the following:

- a) **Regular data submissions** - focusing on key areas of improvement.
- b) **Use of the maturity matrix tool** - to identify where the strength is and key areas of improvement.

¹ <https://www.gov.uk/government/publications/every-child-achieving-and-thriving>

c) Use of previous inspection outcomes and learning from departmental programmes and best practice –

The boards also need to consider the seven pillars identified in the local area maturity assessment tool below to support their development of their local area SEND reform plans.

Pillar one

Co-production with parent/carers and children and young people

Pillar two

Effective systems leadership and governance

Pillar three

Accurate understanding of needs through the use of data

Pillar four

High quality service delivery at universal, targeted and specialist level to support inclusion

Pillar five

Effective partnerships working across education, health and care

Pillar six

Skilled workforce across the partnerships

Pillar seven

Targeted, judicious and sustainable use of resources including sufficiency, place planning and capital

It is absolutely critical that children and young people voice is central the success of the local area SEND reform plans.

Pillar 1 talks about SEND and AP partnerships ensuring parents, carers, and children and young people central and equal partners, and that local partnerships give regard to the importance of them participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions

Pillar 1b allows local area partnerships to map their current co-production with children and young people and to grade this according to an emerging, developing or mature status.

Maturity status for local areas

Status	What this looks like in practice
Emerging	A local area with emerging status would be in early stages of co-production, beginning to work with children and young people with their views being considered but with limited structure for feedback, and little evidence of outcomes around their decision making.
	There are limited opportunities for discussion with schools just beginning to utilise the voice of children and young people but without any structure or framework around this.
Developing	For an area to have developing status there would be opportunities for children and young people to assess local need and support with strategic planning, including that of Alternative Provision, with forums being engaged with throughout planning and delivery.
	There will be evidence that children and young people being at the core of decision making with communication channels available but perhaps underused. Schools will be actively collaborating with children and young people and will be beginning to adopt co-production principles.
Mature	Where a local area is deemed to be mature strategic planning will be done using a co-production method and will be reviewed by a broad range of children and young people, with strong and tried and tested feedback mechanisms.
	Outcomes will be tangible and measurable and at the core of decision making. Communication between local

	partnerships and children and young people and their families is transparent, regular, well planned and reaches seldom heard groups allowing feedback to be received
	Schools consistently co-produce with children and young people with embedded feedback mechanisms so that they know how to influence policy and practice.

The endeavour to obtain the voice of children and young people has seen engagement events across the sector in the past and it is important to recognise that we didn't want to start again with our survey but rather to capture the current picture across the South East and build on what we already know.

In 2025, **National Health Service England (NHSE)** ran a series of workshops across the country with the aim to share local practices, identify engagement gaps, and discuss implications of local youth social action to contribute the NHS 10-Year Health Plan². A specific workshop for the South East region took place in December 2025. This workshop was facilitated by the **Institute for Voluntary Action Research (IVAR)**. For further detail see **Appendix Two**

The work with IVAR recognised that there was a range of youth engagement events already taking place across the South East using a variety of methodologies including visual, creative and digital approaches, but that there was a continued need to ensure young people's voices were heard, and resulted in long term improvement to support and service provision.

The recommendations from this report were as follows:

- **Greater coordination and mapping of existing efforts**
- **Cross sector collaboration**
- **Integration of youth voice at all governance levels**
- **Flexible engagement models**
- **Incentives for engagement including youth friendly engagement spaces**
- **Peer led and lived experience approaches.**
- **Youth leadership development opportunities**

The workshop findings can be read more fully in the findings report alongside further reading, but some of the common themes and approaches that emerged from conversations and the recommendations mirror our findings from our survey, below.

² [NHS 10 Year Health Plan](#)

2. The South East Survey - what we did and project outputs

As part of the work being delivered through the region's Children and Young People SEND voice network, we designed a survey with members of the network to ascertain a baseline of data that would give us an indication of how well voices of children and young people with SEND were being captured and used across the SEND sector.

A second survey directly aimed at children and young people was also co-created with some of the members of the network.

The survey questions can be found in **Appendix Three**

Executive Summary of the Survey

The survey shows a region with strong commitment to children and young people's voice in SEND, active participation arrangements in most areas, and a clear appetite for regional collaboration. However, practice is not yet consistently joined up across the whole local area system. The strongest overall finding is not a lack of activity, but uneven coordination, training, feedback, impact measurement and representation.

- Most respondents reported some dedicated participation infrastructure: 10 of 12 have a formal role, team or named lead, and 11 of 12 run specific participation or engagement activities for children and young people with SEND.
- Practice is active, but maturity varies. Only 1 of 12 described training as extensive and well established; 11 of 12 described training as inconsistent, limited or ad hoc.
- Central coordination is emerging rather than embedded. Four responses said CYP SEND voice is brought together through a shared mechanism or forum; eight said this happens only partially or for some services/agencies.
- Duplication is a live issue. All respondents said children and young people are asked for their view multiple times at least sometimes; 5 of 12 said this happens very often.
- The biggest barriers are capacity, time, fragmented collection, inconsistent frameworks and the difficulty of reaching a wider range of children and young people.
- The clearest regional opportunity is to develop shared tools: a regional participation forum, a toolkit, a practical impact and feedback framework, and a best practice library.

The report should therefore support the inclusion of learning from activity to developing regional learning: agreeing common standards, reducing duplication, and making it easier for CYP SEND voice to influence planning, commissioning and decision-making.

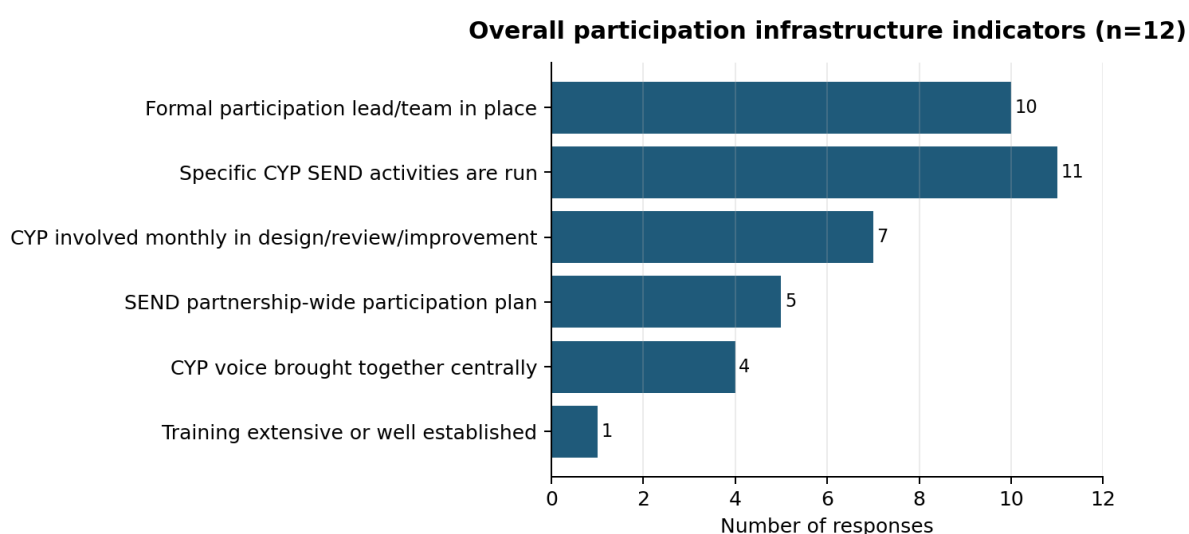
12 survey returns. covering 12 local authority areas	83% have a formal lead/team. 10/12 responses	92% run CYP SEND activities. 11/12 responses
92% report inconsistent/ad hoc training. 11/12 responses	33% have a shared central mechanism. 4/12 yes, 8/12 partial	100% interested in a regional forum 9 yes, 3 possibly

3. Summary of findings – Practitioner survey and children and young people's survey

The analysis is based on 12 survey returns from local authority areas. The sample is useful for regional learning but should be treated as indicative rather than statistically representative. Multi-select questions can total more than 12 because respondents could choose more than one option. All 19 Local Authorities were asked to complete the survey. 10 of the 12 responses were completed as part of a partnership group. The most common contributor being from the SEND Inclusion/Education sector.

The survey questions can be viewed in Appendix Three

The following brings together the main quantitative survey findings. It is designed to give the reader a quick regional baseline.



4. Group findings by theme.

a) **Formal participation lead/named participation lead.**

The region has a strong base of participation infrastructure, with most areas reporting named capacity, specific activity and regular engagement, roles and teams: 10 of 12 respondents reported a formal role, team or named lead. Descriptions included SEND participation officers, wider voice and participation teams, youth participation workers, engagement leads, advocates and participation services.

b) **Focus of role, frequency of meetings and breadth of voice**

- **SEND focus:** 3 of 12 said the function is specifically focused on CYP with SEND; 9 of 12 said it is embedded within wider participation arrangements. This suggests a mixed model: dedicated SEND expertise in some places and broader participation structures in others.
- **Frequency:** 7 of 12 reported monthly involvement of CYP SEND in design, review or improvement activity; 4 reported quarterly involvement; 1 reported yearly involvement.
- **Planning:** 5 of 12 reported a SEND partnership-wide participation plan, while 3 reported single-agency plans and 3 had no current plan. This points to a gap between local activity and shared local-area planning.

The gap is less about whether participation exists and more about whether it is systematic, inclusive, joined up and demonstrably influential.

c) **Training and workforce confidence**

Training is one of the clearest system-wide development needs. Only one respondent described training as extensive and well established. The dominant picture is inconsistency: 9 of 12 said some training exists but is inconsistent, and 2 of 12 described training as limited or ad hoc, with only 1 area saying that training was extensive and well established.

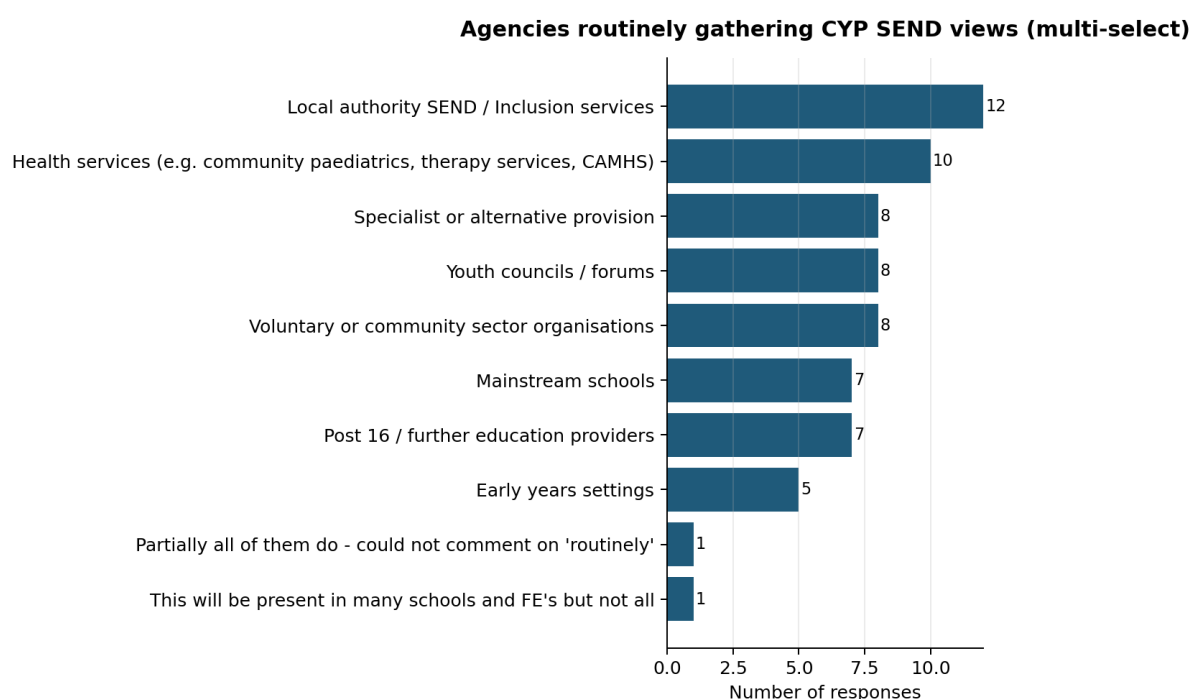
- Respondents asked for training across education, health and social care, including schools and operational support staff.
- Several responses highlighted the difference between individual engagement and meaningful participation or co-production at operational and strategic levels.
- The survey suggests that participation is still sometimes seen as a specialist task rather than an embedded practice across the SEND system.



d) Who gathers CYP SEND voice across the system?

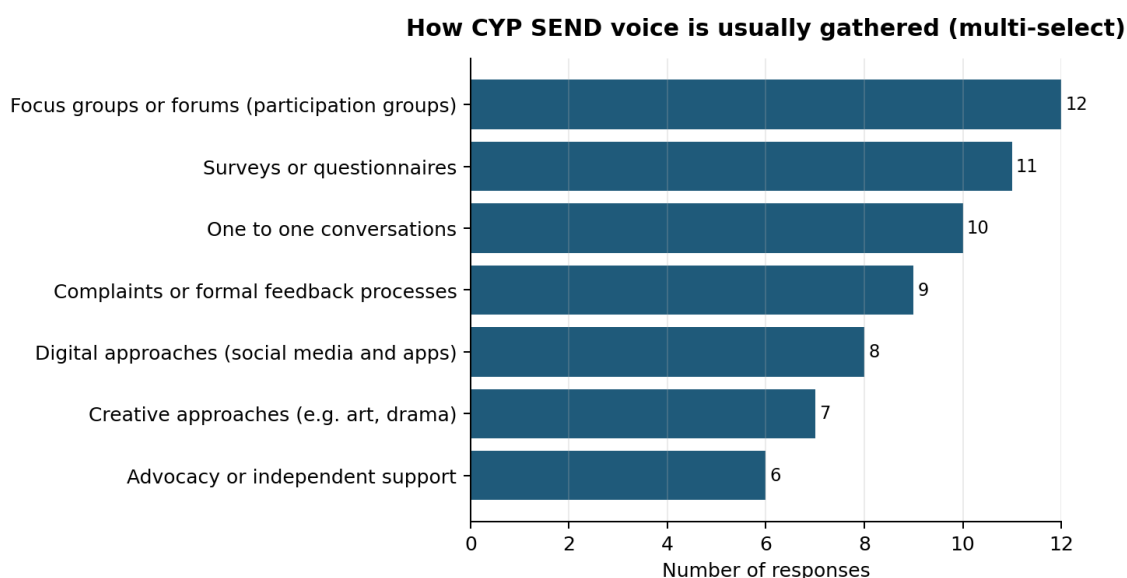
Every respondent selected local authority SEND/Inclusion services as routinely gathering CYP SEND views. Health services were also prominent. Schools, post-16 providers, youth forums and voluntary/community organisations all feature, but with varied coverage.

This breadth is positive, but it also increases the risk of fragmented collection unless the insight is shared and analysed together.



e) How CYP SEND voice is gathered

The most common methods are focus groups/forums, surveys and one-to-one conversations. The pattern shows that areas use a mix of structured and relational approaches. However, responses also highlight that methods need to be more accessible for children and young people with complex communication needs, high support needs, younger children and those outside school-based routes.



f) Coordination, duplication and feedback loops

The survey shows coordination as the major regional improvement opportunity.

Only 4 of 12 respondents reported a shared central mechanism or forum through which CYP SEND voice is brought together to inform planning, commissioning or decision-making. The remaining 8 described this as partial or limited to some services/agencies.

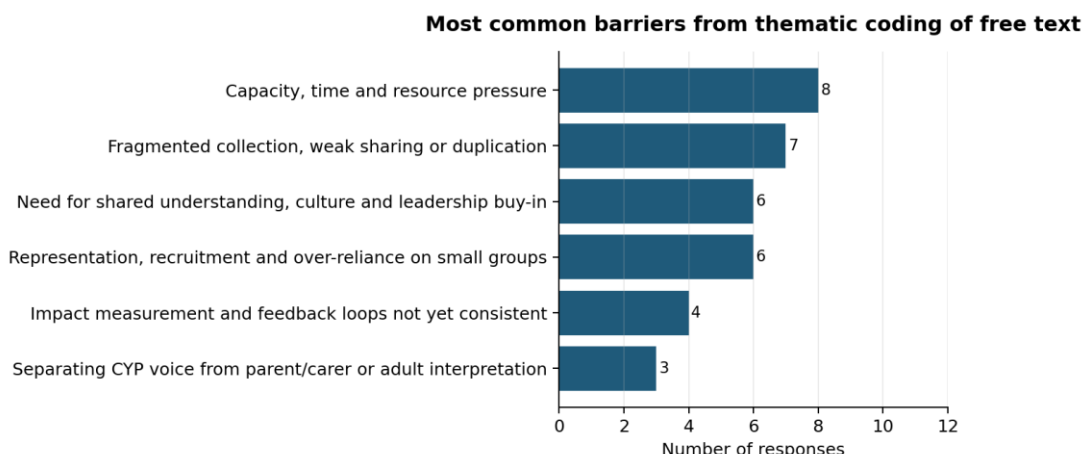
- CYP voice is being gathered by many agencies, but not always combined to identify themes, trends or system-wide priorities.
- All respondents said children and young people are asked for their view multiple times at least sometimes; 5 of 12 said this happens very often.
- Several free-text responses described the need for better communication channels, common standards, shared tools and a stronger feedback loop so CYP can see what changed because of their input.
- Some areas described promising mechanisms, such as youth forums acting as steering groups, request forms for involving young people, topic themed groups, central participation teams and use of Lundy's model. These could inform regional learning.

Central coordination of CYP SEND voice	Count	%
Partially - but only for some services or agencies	8	67%
Yes - through a shared mechanism or forum	4	33%

CYP asked multiple times by different services	Count	%
Very often	5	42%
Sometimes	7	58%

5. Common barriers and what would help.

The free-text responses were coded thematically. The recurring barriers are practical and systemic: capacity, time, resources, fragmented collection, inconsistent understanding of participation, and difficulties reaching a representative range of children and young people.



Respondents were also clear about what would help. These priorities are highly suitable for a regional offer because they do not require each area to invent its own approach from scratch.

Requested support/resource	Responses mentioning theme	Possible regional action
Toolkit, frameworks and practical guidance	6	Create a regional participation toolkit with adaptable templates and guidance.
Workforce training in participation and co-production	6	Develop shared training for education, health, care and schools/settings.
Shared mechanism for collecting, analysing and using CYP voice	5	Agree common data fields, insight categories and reporting routines.
Examples, case studies and peer learning	5	Launch a best practice library and peer-learning sessions.
Impact and feedback framework	4	Develop a simple impact framework and 'you said, we did, what next' approach.
Capacity/funding/technical support	3	Use regional work to reduce duplication and support shared products.
Inclusive approaches for high support needs	3	Produce practical guidance and examples for accessible participation.

Potential content for a regional best practice library

Seven respondents indicated they were willing to share tools, resources, frameworks or participation models. The following categories could form the first version of a regional best practice library.

Library category	Examples identified in responses
Participation strategies and guides	SEND Participation Strategy, participation guide for local area partners, engagement strategy.
Co-production frameworks	Co-production charter, Lundy model of participation ³ , trauma-informed ⁴ and restorative approaches ⁵ .
Youth forum models	SEND youth forums, satellite forums within schools, Shout Out for SEND model, Special United.
Accessible engagement tools	Graphic facilitation, creative approaches, accessible resources, videos and adapted communication formats.
Impact and feedback tools	Young person's plan, feedback procedures, evidence of influence on service improvement.
School and setting-based approaches	Using work in schools/settings to inform strategic decisions and link CYP voice to local/national agendas.

6. Whose voices are heard less often.

A consistent theme is that current participation routes do not yet hear equally from all children and young people with SEND. Respondents most often highlighted CYP with complex needs, high support needs, PMLD or non-verbal/pre-verbal communication; younger children; CYP outside routine school contact; and CYP from deprived or, disadvantaged areas or with ethnicity/language barriers.

Group heard from less often	Responses mentioning theme	Why this matters
Complex needs, Profound and multiple learning disabilities, high support needs or non-verbal/pre-verbal communication	7	Participation methods need adapted communication tools, trusted adults, longer timescales and specialist skill.

³ [Lundy model of co-production](#)

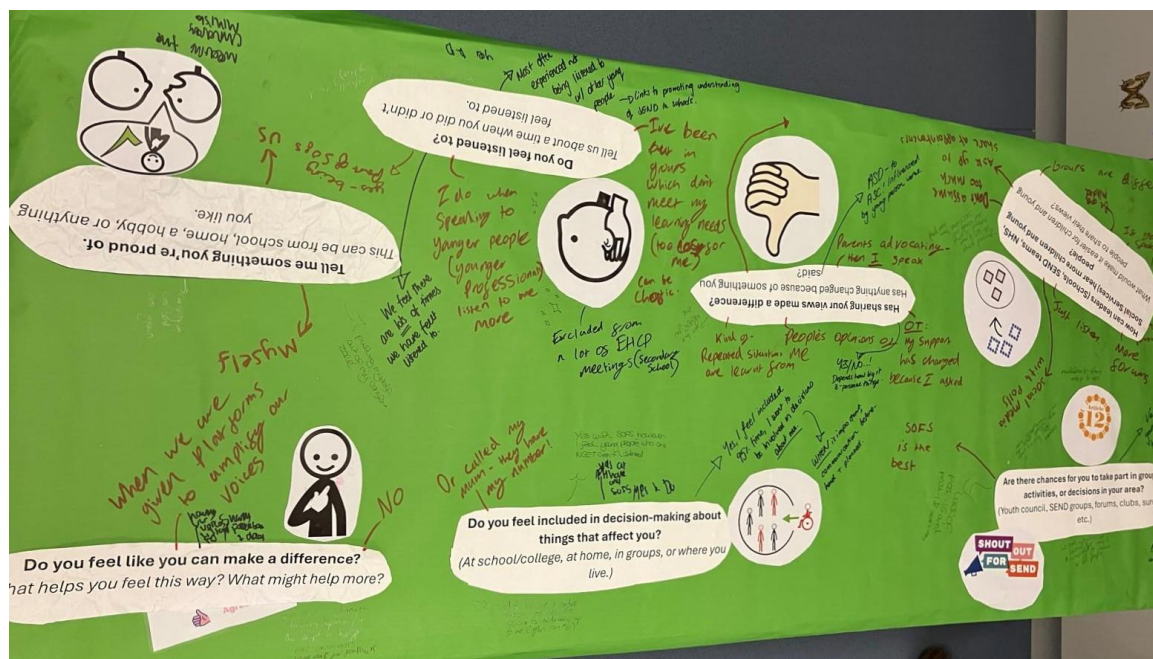
⁴ [Trauma informed practice](#)

⁵ [Youth Endowment fund – restorative approaches](#)

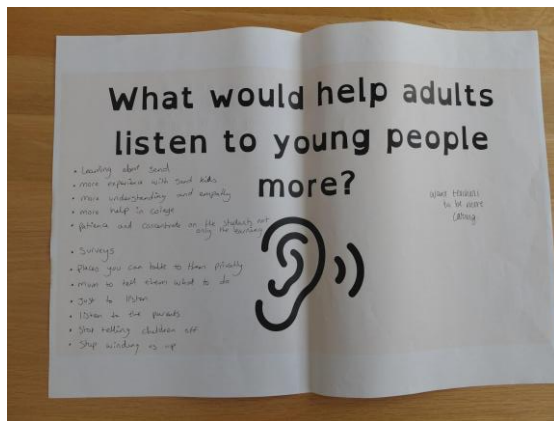


Younger children and early years	5	Approaches need to be age-appropriate, creative and supported by adults who know the child well.
Elective Home Education , Not in Education, Employment or Training, not full-time education or outside routine school contact	5	School-based routes will miss some CYP; outreach and community routes are needed.
Deprivation, disadvantage, ethnicity, English as a second language, Gypsy, Roma or Traveller communities, or hard-to-reach family circumstances	5	Representative voice requires attention to access, trust, language and inclusion.
Social, emotional and mental health, or mental health or behavioural support needs	2	Participation needs to be safe, relational and sensitive to anxiety, stigma and trust.

7. What children and young people say matters most – this information was gathered from the children and young people directly, with support from the region's participation leads.

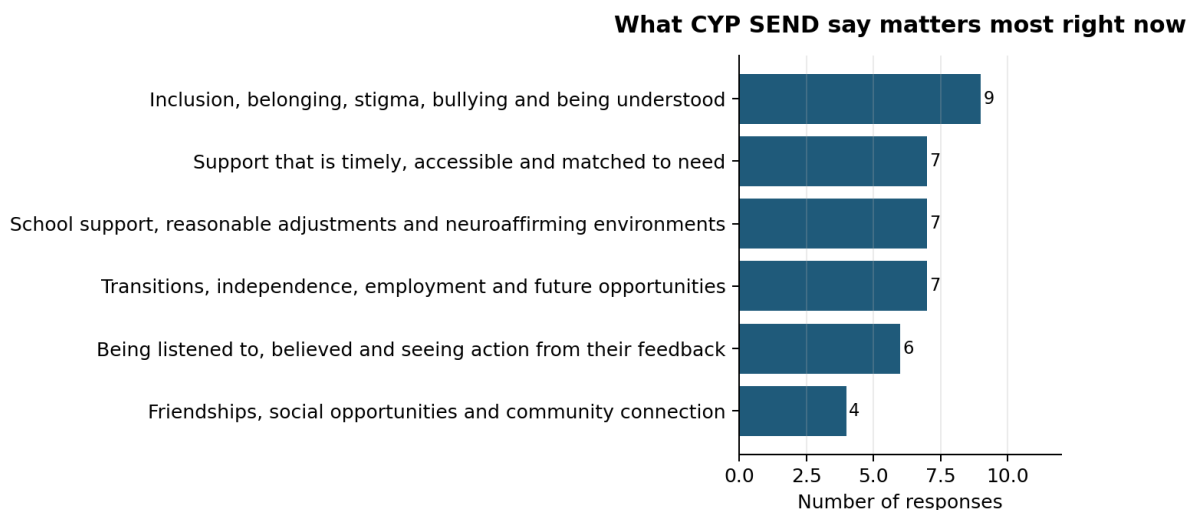


(Feedback from activity with students from Buckinghamshire Council)



(Feedback from activity with students from Wokingham Borough Council)

Respondents were asked to reflect on the repeated messages they hear from children and young people with SEND. The themes are direct and consistent: children and young people want to be included, understood, supported in a timely way, listened to sooner, and helped to move towards independence and adulthood.



Messages in young people's words

"I wish people had listened to me sooner".

"Waiting too long" and "not listened to / don't feel heard".

"Please believe me!".

"I wish my needs were understood".

"Small things can make a big difference".

"If you have spoken to one young person, you have spoken to one young person".

8. Measuring impact and closing the feedback loop

Impact measurement is described in the survey as an emerging area of practice. The data shows examples of influence, but not yet a consistent way to evidence what changed because of CYP involvement. Responses mention service improvement, strategy development, governance groups, feedback through forums, young people's plans and specific projects. However, several areas asked for a clearer impact and feedback framework.

- A practical regional framework could track who was heard from, what was heard, what decision or activity it influenced, what changed, and how this was fed back to children and young people.
- The framework should include both strategic impacts, such as influence on plans or commissioning, and individual/relational impact, such as confidence, skills and feeling heard.
- Feedback to CYP should be accessible and proportionate. A simple regional 'you said / we did / what next' template could be adapted locally.

Impact question	Suggested regional data point
Reach	How many CYP contributed, and which groups/settings were represented?
Accessibility	What communication formats or adjustments were used?
Influence	Which decision, plan, service review or improvement activity did CYP voice inform?
Feedback	How were children and young people told what happened next?
Equity	Which groups remain under-represented and what outreach is planned?
Learning	What did practitioners learn about participation practice?

9. Regional collaboration: appetite and suggested priorities

There is very strong appetite for regional collaboration. Nine respondents said their organisation would be interested in taking part in a regional participation forum, and the remaining three said possibly and wanted more information. Seven respondents also said they had tools, resources, frameworks or participation models they would be willing to share.

10. Conclusion and recommendations for the South East region.

- 1.** Build on the current South East CYP SEND participation forum or practitioner network including a clear purpose, terms of reference and link into existing regional SEND improvement structures.
- 2.** Develop a regional participation toolkit covering planning, consent, accessibility, communication methods, co-production stages, feedback loops and sample templates.
- 3.** Create a shared impact and feedback framework so areas can evidence influence and close the loop with children and young people, and consider regional standards.
- 4.** Focus a regional workstream on seldom-heard CYP SEND groups, especially children with complex needs, younger children, CYP outside school-based settings and those impacted by disadvantage or language/ethnicity barriers.
- 5.** Offer cross-agency training for education, health, care and schools/settings so participation becomes part of everyday practice, not only a specialist role.
- 6.** Agree a light-touch approach to reducing duplication, including shared calendars of engagement, clearer routes for commissioning participation activity, and common reporting of themes.
- 7.** Build a best practice library using resources offered by respondents, including participation strategies, co-production charters, Lundy model applications, youth forum models, accessible resources and case studies.
- 8.** Consider how the region can reduce repeated asks of the same children and young people while still hearing a broad range of voices?

A regional approach should not simply amplify the voices already easiest to reach; it should help areas build confidence and practice in hearing from those least represented.

Further questions for local areas to ask themselves.

- 1.** What should every local area be able to say about voice and participation within 12 months and how does this link with their SEND improvement plan?
- 2.** What does the data tell us, which findings reflect your local area's experience and how can we develop a shared understanding of the baseline data?
- 3.** How can we reduce asking the same children and young people multiple questions and coordinate better our ask and what it tells us?
- 4.** Given the current SEND inclusion plan how can we ensure that all voices of children and young people are heard and able to influence decision making? Is there a need for a task and finish group across the region to support improvement on those voices we find hard to listen to?
- 5.** How can we make sure we have the evidence that voices have influenced decision making regarding support and services, and is there scope for a minimum regional impact framework?

The writers of this report wish to thank everyone who took part to help us to gather some base line data on the voice of children and young people with SEND across the South East.

We would like to thank those who take part in the network and supported the task and finish group to co-design the survey questions especially at a time where there is so much activity in the SEND space.

Appendices

Appendix One - Ofsted/CQC Local Area SEND inspection analysis.

To support the report some time was spent looking at inspections across the SE region.

There were some good examples of where children and young people voice had been used, mostly in individual planning situations, but also a few where a local area had been acknowledged for using voice more strategically in service design and review.

Buckinghamshire - Feb 26 Practitioners have found forums useful to bring the voice of children to the assessment meetings and reduce further requests for information.

Children, young people and their families' voices are included in the assessments of their needs. As a result, most children get the support that they need at the right time.

East Sussex - Nov 2024. Co-production (a way of working where children, families and those that provide the services work together to create a decision or a service that works for them all) plays a greater role than before.

Children and young people are supported to share their voices and opinions. Their voices are particularly well reflected across all education, health and care (EHC) plans.

The voices of parents, carers, children and young people influence strategic development and the commissioning of services.

Reading 2021. Increasingly young people are involved in the design of services and participate in interview panels

Hampshire – April 2020.

Key themes of the SEND reforms are clear in the strategy, such as co-production, joined up working and inclusion. There are many examples of leaders and professionals working in coproduction with parents and carers to design and review strategies, provision and support for children and young people with SEND.

Surrey 2023. There are shining beacons among this landscape: the ATLAS (Accept, Teach, Listen, Access, Support) participation group of children and young people in Surrey has coproduced many of the recent positive changes across the local area, for example the All-Age Autism Strategy. The Transitions team has well-understood referral pathways for young people needing support in adulthood.

West Sussex - December 2023 the 'Young Voices' participation group facilitates children and young people to contribute to wider decision-making. They represent their peers and contribute their unique lived experiences of growing up with SEND in West Sussex.

Further education providers are responsive to the individual needs of young people. Central to this provision is the effective development of employability skills, securing opportunities for wider participation and extending independence, such as through travel training. There are positive examples of early identification of need and provision of services for families who access the early help offer. This includes some robust multi-agency working. For these children and families their voice and views are gained and well reflected in assessments and plans to meet need.

Appendix Two – The IVAR project

Young people wanted to see:

a. Meaningful and co-produced engagement.

A central aspiration was for youth engagement to be fully integrated into decision-making processes, moving beyond superficial consultation to genuine co-production. Many participants emphasised the need for young people to be active contributors at every stage—design, implementation, and evaluation—ensuring that engagement is impactful rather than a 'tick-box exercise.' The v-wall responses repeatedly reinforced this theme, with participants calling for 'true co-creation,' 'co-production as the standard approach,' and 'ensuring youth voices are genuinely heard and acted upon.'

b. Inclusive and diverse representation

A key concern was ensuring that youth engagement is equitable and reaches all young people, particularly those from marginalised and underrepresented communities. Several participants highlighted that care-experienced young people, those with Special Educational Needs and Disabilities (SEND), and young people from deprived areas often face systemic barriers to participation. Participants stressed the need for 'recognising inequities in access' and ensuring engagement strategies actively include these groups.

c. Systematically embedded engagement

To achieve lasting impact, youth engagement must become a core element of service development rather than an occasional consultation effort. Participants stressed that youth representation should be embedded in governance structures, with young people holding formal roles on executive boards. Many aspirations mentioned 'youth members on all boards' and 'youth part of service development.' Ensuring youth engagement is built into long-term strategic plans rather than relying on short-term projects was also a critical takeaway.

d. Non tokenistic and empowering

Many young people can feel that their contributions are undervalued or disregarded, leading to disengagement. Participants emphasised the need for engagement efforts that are not just symbolic but actively empower young people to influence outcomes. Reflections included calling for 'non-tokenistic engagement,' 'valued youth voice,' and ensuring that young people 'feel engaged and want to contribute.' Creating visible, tangible outcomes from engagement efforts was identified as a priority.

Appendix Three – Survey Questions

The survey questions which were asked to young people were as follows:

Do you feel listened to?

Tell me about a time when you did or didn't feel listened to.

Has sharing your views made a difference?

Has anything changed because of something you said?

Do you feel included in decision making about things that affect you?

This can be at school/college, at home, in groups or where you live.

Do you feel like you can make a difference?

What helps you feel this way? What might help more?

Tell me something you're proud of

This can be from school, home, a hobby, or anything you like.

How can leaders (school, NHS, Social Services, hear more from children and young people?

What would make it easier for children and young people to share their views?

Are there chances for you to take part in groups, activities or decisions in your area?

This can include at youth council, SEND groups, forums, clubs ,surveys, etc



Appendix Four – Detailed quantitative tables

These tables provide the aggregate distributions behind the headline findings.

Survey completed on behalf of a partnership or group.

Response	Count	%
Yes	10	83%
No	2	17%

SEND focus of participation/engagement function.

Response	Count	%
Yes	3	25%
Partially / embedded within wider participation arrangements	9	75%

Frequency of involvement

Response	Count	%
Monthly	7	58%
Quarterly	4	33%
Yearly	1	8%

Specific CYP SEND participation activities.

Response	Count	%
Yes	11	92%
No	1	8%

Appendix Five Multi-select question summaries.

Contributor roles

Role	Selections	%
Local Authority (SEND /Inclusion/ Education)	12	100%
Education (schools, colleges, early years)	3	25%
Health (community services, Child and Adolescent Mental Health Services (CAMHS), therapies)	3	25%
Social Care	3	25%
Voluntary / community sector	2	17%
Participation Team at Surrey County Council	1	8%
Reading Youth Council	1	8%



Agencies routinely gathering CYP SEND views.

Agency/setting	Selections	%
Local authority SEND / Inclusion services	12	100%
Health services (e.g. community paediatrics, therapy services, CAMHS)	10	83%
Specialist or alternative provision	8	67%
Youth councils / forums	8	67%
Voluntary or community sector organisations	8	67%
Mainstream schools	7	58%
Post 16 / further education providers (FE)	7	58%
Early years settings	5	42%
Partially all of them do - could not comment on 'routinely'	1	8%
This will be present in many schools and FE's but not all	1	8%

Methods used to gather CYP SEND voice.

Method	Selections	%
Focus groups or forums (participation groups)	12	100%
Surveys or questionnaires	11	92%
One to one conversations	10	83%
Complaints or formal feedback processes	9	75%
Digital approaches (social media and apps)	8	67%
Creative approaches (e.g. art, drama)	7	58%
Advocacy or independent support	6	50%

Glossary of terms

SEND	Special Educational Needs and Disabilities
AP	Alternative Provision
Ofsted	Office for Standards in Education
CQC	Care Quality Commission
NHSE	National Health Service England
IVAR	Institute for Voluntary Action Research
CYP	Children and Young People
CAMHS	Child and Adolescent Mental Health Services
FE	Further Education

