Haringey Special Education Needs and Disabilities (SEND) Public Consultation

Report of respondent's survey data

Revised Banding Descriptors for children and young people with an Education Health Care Plans (EHCP) in Haringey

5 October to 1 December 2023

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Overview

The Haringey Council SEND Service revised the language used to describe the needs of children with SEND. These descriptions, also known as 'Banding Descriptors,' apply to all pupils aged 0-19 with an Education Health Care Plan (EHCP) attending Haringey mainstream schools, academies, and special schools or those requiring SEND support in the Early Years.

The revised Banding Descriptors were co-produced with parents, carers, schools, health professionals, and psychologists over 12 months. To ensure they are accurate, practical, and fair, we invited community members to review the updated Descriptors and have their say in our consultation. The public consultation was the final step in gathering feedback and insight from the public to refine and finalise the Banding Descriptors for accuracy.

The public consultation lasted 8 weeks, from 5 October 2023 to 1 December 2023. Throughout the consultation, we organised online and in-person events across Haringey to allow everyone to share their thoughts, ask questions, and participate.

Co-production

This work has been co-produced from start to finish with parents, carers, partners, and schools. Co-production work began in September 2022.

Co-production timeline			
Month	**Date**	**Description of meeting/event**	**Early years/Schools Banding and top-ups**
September 2022	12th September	Discussion with Bridge Renewal Trust and Parent Carer Forum (PCF)	Schools Banding and top-ups
	27th September	PCF	Schools Banding and top-ups
October 2022	5th October	PCF Follow up Q and A sent	Schools Banding and top-ups
	11th October	Pre-workshop discussion Bridge Renewal Trust and PCF	Schools Banding and top-ups
November 2022	15th November	SEND banding review workshop	Schools Banding and top-ups
	21st November	SEND banding review workshop (follow-up)	Schools Banding and top-ups

December 2022	6th December	• Parent Carers Forum 10.30 - 12.30 • Parent Carers Forum 18.30-20:00 • Parent Carers Forum Follow up Q and A would have been sent.	Schools Banding and top-ups
February 2023	3rd February	Special School Heads	Schools Banding and top-ups
	7th February	Parent Carers Forum Discussion	Schools Banding and top-ups
	22nd February	School SENCO Forum: Spring	Early Years Banding and top-ups
	24th February	Andrew Ralephata Discussion	Schools Banding and top-ups
March 2023	3rd March	Special Heads meeting	Early Years Banding and top-ups
	14th March	Amanda and Lizzy Discussion	Schools Banding and top-ups
	21st March	Parent Carers Forum	Schools Banding and top-ups
	23rd March	Riverside Visit and Discussion	Schools Banding and top-ups
	27th March	The Brook Visit and Discussion	Schools Banding and top-ups
	29th March	• PCF 10.30 - 12.30 • PCF 18:00-19:30	Schools Banding and top-ups
	31st March	Special School Heads Meeting	Schools Banding and top-ups
April 2023	19th April	The Vale Visit and Discussion	Schools Banding and top-ups
	19th April	West Green Visit and Discussion	Schools Banding and top-ups
	20th April	The Grove Visit and Discussion	Schools Banding and top-ups
	21st April	Haringey Education Partnership Discussion	Schools Banding and top-ups
May 2023	3rd May	Blanche Neville Visit and Discussion	Schools Banding and top-ups
	5th May	Special School Heads Meeting	Early Years Banding and top-ups
	5th May	Bandings Testing at Heartlands	Schools Banding and top-ups
	5th May	Haringey Learning Partnership Visit and Discussion	Schools Banding and top-ups
	10th May	Mulberry Visit and Discussion	Schools Banding and top-ups

	23rd May	Bandings Testing at The Vale	Early Years Banding and top-ups
June 2023	5th June	Bandings Testing at Campsbourne	Early Years Banding and top-ups
	6th June	Parent Carers Forum	Schools Banding and top-ups
	9th June	Special School Heads	Schools Banding and top-ups
	19th June	Bandings Testing at The Brook	Early Years Banding and top-ups
	21st June	Bandings Testing at Alexandra Primary	Early Years Banding and top-ups

Consultation documents

All consultation documents can be found below and on the 'Key consultation documents.' Printed copies were also available at all libraries across Haringey.

- Appendix One: Existing Early Years Bandings
- Appendix Two: Existing Bandings for 0-19 in Mainstream
- Appendix Three: Proposed Early Years Bandings
    - Haringey Portage Checklist referenced in the for Early Years Proposed Banding document.
- Appendix Four: Proposed Bandings for children and young people aged 0-19

Accessibility

Guidance, tools and documents to help make the SEND consultation more accessible and easier to understand can be found on the 'accessibility' webpage.

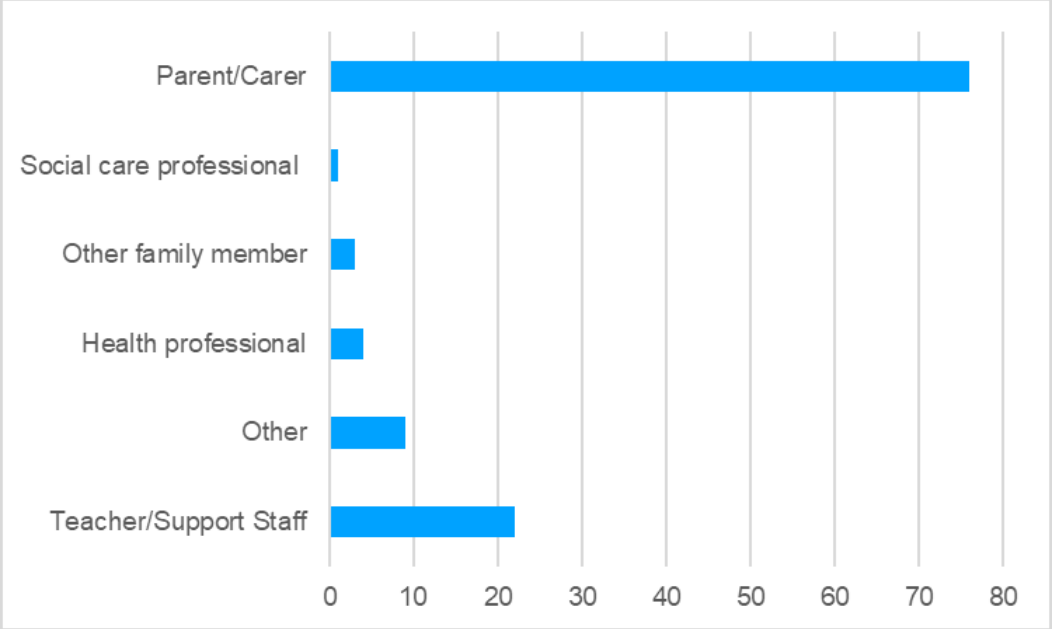
- Digital Easy Read document
- Printed Easy Read document: copies available at all libraries across Haringey with a freepost envelope.
- Guidance on using an immersive reader
- Guidance on AbilityNet – free guidance on making devises easier to use
- Jargon Buster to help with phrases, abbreviations, acronyms, etc.

Translations

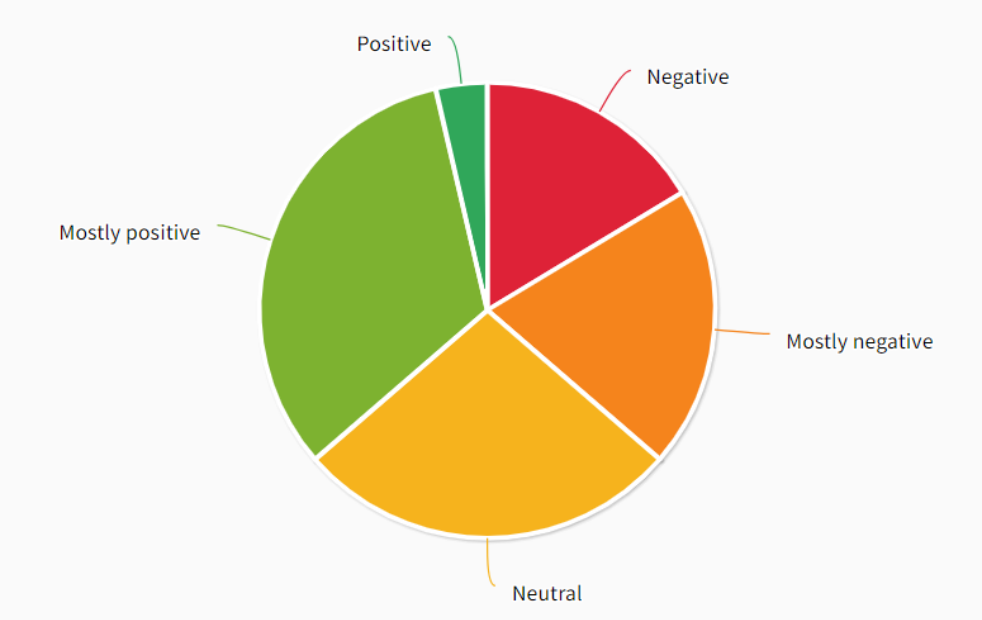
- Consultation documents translated in Spanish, Somali, Polish, Turkish, and Romanian can be found on the 'translations webpage'
- Guidance on using Google Translate on the 'accessibility' webpage.

Respondents to the survey

- Parent/Carer: 76
- Teacher/Support Staff: 22
- Other: 9
- Health professional: 4
- Other family member: 3
- Social care professional: 1



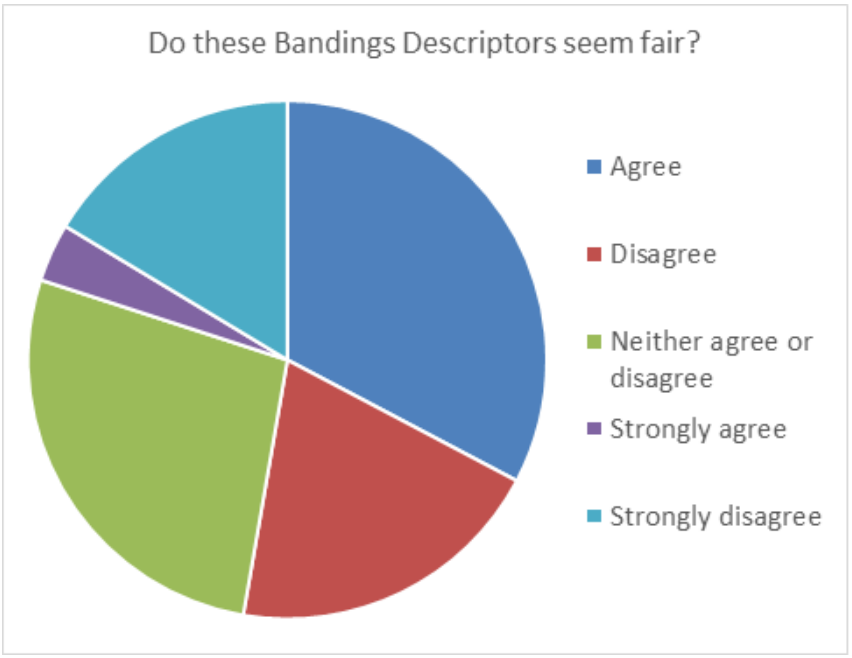
Overall sentiment of contributions



Survey questions

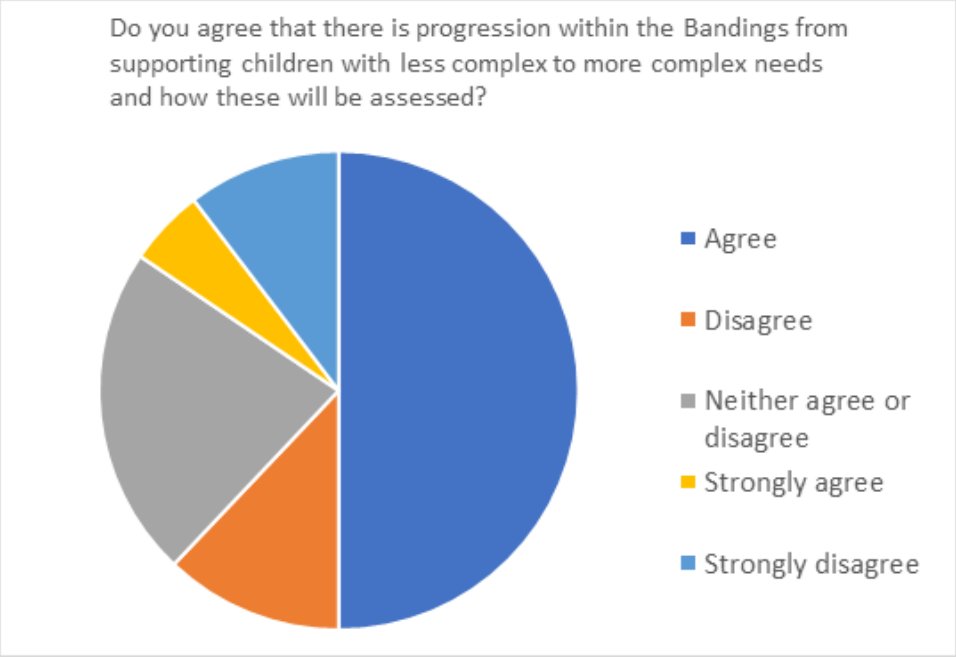
Question 1: Do these Bandings Descriptors seem fair?

- Agree: 18
- Disagree: 11
- Neither agree or disagree: 15
- Strongly agree: 2
- Strongly disagree: 9



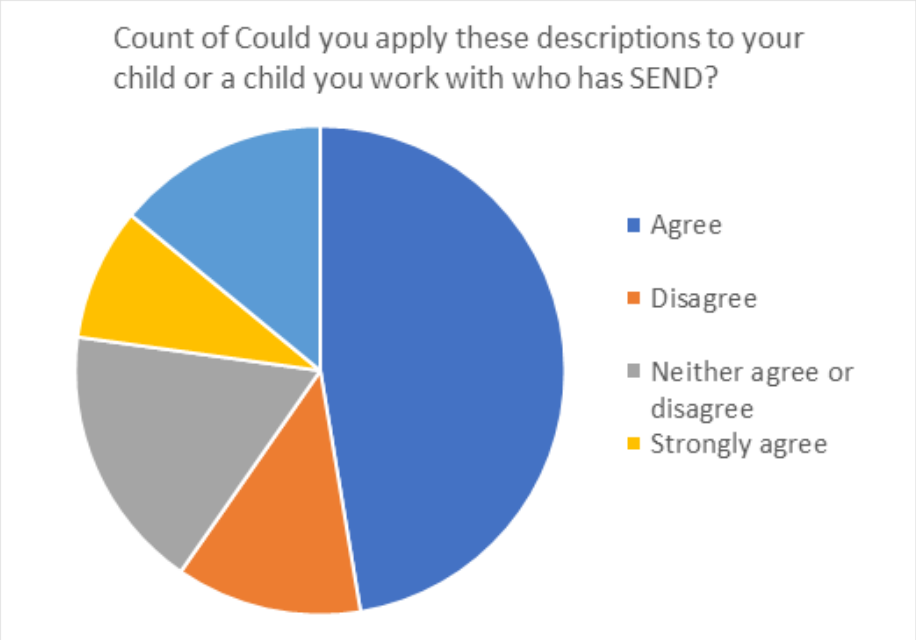
Question 2: Do you agree that there is progression within the Bandings from supporting children with less complex to more complex needs and how these will be assessed?

- Agree: 29
- Disagree: 7
- Neither agree or disagree: 13
- Strongly agree: 3
- Strongly disagree: 6



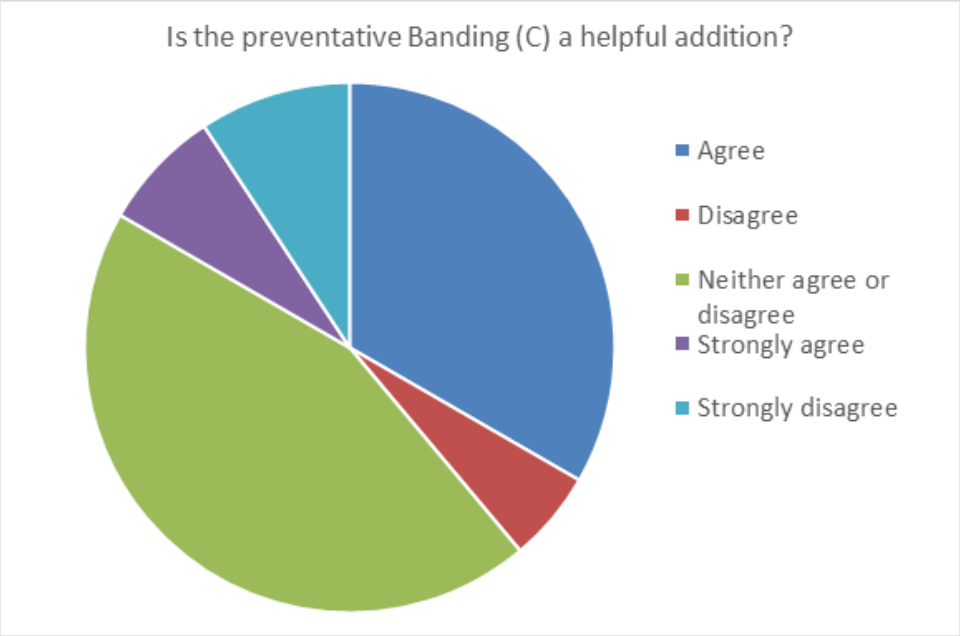
Question 3: Could you apply these descriptions to your child or a child you work with who has SEND?

- Agree: 27
- Disagree: 7
- Neither agree or disagree: 10
- Strongly agree: 5
- Strongly disagree: 8



Question 4: Is the preventative Banding (C) a helpful addition?

- Agree: 18
- Disagree: 3
- Neither agree or disagree: 24
- Strongly agree: 4
- Strongly disagree: 5



Open text answers

Question 5: Is there anything missing from the banding descriptors?

- 26 comments total

Acknowledgement of funding differences in special schools (e.g. missing the MSAG) that mean the viability of these bands is not actually comparable.
Although, a briefing meeting has been arranged for the end of November, governors have largely been ignored. We should have been involved at the beginning of the process! It is therefore very difficult to complete this questionnaire which is not accessible particularly as I am neurodivergent.
Behaviour descriptors; clear descriptors relating to severity of difficulties; a list to refer to when referring to several or many difficulties
Children that are diagnosed with very complex needs must receive all the support that they need
Clearer descriptors as how to distinguish between what is considered mainstream appropriate need and specialist need.
Early Years bandings are 1-4 numerical and primary banding are a-H alphabetical. How do they dovetail and how do children move from EY to primary? There is no indication of money or hours attached to the EY band descriptors. There are no reference to early support places in the band descriptors. It is unclear if any of these banding whether children are eligible for specialist provision. Unclear which provision children which will be able to access, mainstream or specialist provision. The EY bandings apply to children in 15-hour places or full day care in nurseries, childminders in homes and reception places in primary school the bandings take no account of the demands of these provisions and environments. There is no consistency and progression between EY and Primary banding, and this will only cause difficulties at transition points in children learning journeys.
Early years bandings are numerical and primary banding are alphabetical with no information on how the bandings dove tail. There is no indication of funding or hours attached to the early years banding descriptors. There is no reference to early support places on the early years banding descriptors.

It is unclear which kind of provision children are going to be able to access e.g. specialist provision, highly supportive mainstream provision, etc. Early years banding apply to children in 15 hours nursery provision and reception. It takes no account of the different demands of those environments. We are concerns that the two banding descriptors will not support transition between EY and Year 1. There is no consistency and progression between the two documents.
Greater clarity/articulation of what the real difference is between Bands D, E and F (particularly D and E)
I could not find any band descriptors. Where are they
I think case studies of children with these new banding descriptions would help parent/careers and professionals place children in a more consistent way and help moderate the system with very little cost. Be mindful of language. One person's "severe" is not always the same as another individual's due to their lived experience do examples would be good here too.
I think that examples of behaviours/ traits that would fit into each of the bandings would be helpful. Maybe case studies of students with their banding profile to help parents/carers/professionals' ability to moderate across the scales. One person's "severe" is not always the same as someone else's perception of it due to their lived experiences. I'd also like there to be a failsafe/trigger alert type of reconsideration/closer look when the parental/carers description of need is so much more than the schools and vice versa. Especially regarding attendance/social difficulties and behaviour outside of school. The "well they are fine in school" mantra has devastating implications for children and young people and can have a massive impact on getting children the support they need as soon as they need it. This in turn invariably means the support when it arrives is so much more complex/expensive than if the issues had been addressed with reasonable adjustments/knowledge and sometimes common sense earlier. For example after lockdown my child had attendance/anxiety issues. We had the whole "they are fine when they are here" spiel for a year then after the year the first thing CAMHS asked the school was why haven't you applied for an EHCP for this child- they have the need. If the school were solely relied on I'm afraid many more children like mine will fall through the gaps. No one is working with children to do a bad job but a closer look at the correlation's between parent/carers and educational need descriptions would flag up the potential for early help needed asap rather that when the child falls into complete crisis like my own.

I think the descriptors are not nuanced enough. They do not include those children who mask within school but will still require support in order for them to truly cope and remain in school. It doesn't appear to address those children with significant sensory needs where the busy classroom is over stimulating or they are impacted on by smell, visuals, noise etc . It does not take into account those chosen who Struggle to sit still, focus and require support to stay on task or need differentiated work to cope even if their cognitive ability is average. It does not take into afflict those children who struggle with pervasive demand avoidance. The descriptors of social issues are again too simplified. My autistic child is sociable and will initiate contact and wants fiends. But he still struggles with friendships, is very self-directed and doesn't get social nuances. My three descriptors his use is would on the face of it seem mild when they are actually hugely impairing. I worry this new banding system will mean children who need support will not get it. It looks like it's been designed to make it harder get an EHCP. Schools will just say the high-quality teaching is enough and my concern would be they would not provide the support required. I worry my child would fall into a lower category in this new system and he definitely requires support in school to enable him to learn. Without the EHCP there would be insufficient support.
It is really good to see so much detail in the banding descriptors. Missing from the banding descriptors - I cannot see anything in the banding descriptors about children who mask and faun at school. There appears in general to be an assumption that a child's anxiety or dysregulation or difficulty expressing emotions will be visible, and that anxiety leads to visibly distressed behaviour. Consider... 'Child may show anxiety' vs. 'Child may experience anxiety'. However anxiety can also lead to avoidance ie. a physical absence or a mental absence. A child may appear to the teachers to be fine and not dysregulated but the child is having difficulties which they make a big effort to conceal. My child is so far meeting her age related attainment levels because she is bright, but she is having great difficulty attending school and whilst at school is not able to learn to her best ability. In the banding descriptions school avoidance / attendance difficulties are mentioned in the Mental Health section, but should also be connected with neurodiversity and communication difficulties.
It's all very well banding children but you never actually implemented anything for my son. Took 10 years for CAMHS to diagnose with no support in between or access to services like therapy. His whole academic life has been ruined and he will probably find it very hard to find work. Schools don't put any strategies in place and resort to excluding.
Not that I can see.
Support needs for social communication and emotional regulation.
The banding and the reasons behind them are not clearly displayed on this forum , as a parent with a child with SEN th is abysmal, but then my experience with Haringey SEN team has been, from documents received with another child's name

on them to having to go a tribunal to try and get an EHCP, which the council ignored, to having to pay for my child's diagnosis privately, paying for private support for them, and getting a physiologist from the council who told me that because I had paid privately for my child's diagnosis, that of course I was going to get a diagnosis. Changing the terminology of your banding does not fix the abysmal service I have received in the past.
The banding does not really matter. Haringey Council employed specialist fail to provide adequate assessment of needs and with Harigney schools unwilling l to spend their notional budget on the support - this is a tick box exercise which not going to improve anything for the Haringey children.
The functional abilities of CYP who may score severely on standard tests e.g for MLD/SLCN but are able to participate well even though they may be behind- especially as this affects a certain demography more than others
There is no point in having progressive banding descriptors for deaf children. Regardless of level of hearing they ALL require access to BSL / deaf peers / deaf role models and specialist teaching. The evidence is very clear that deaf people brought up in a mainstream school have twice the mental health problems of the general population - this can be eased by them attending a specialist school.
There is no reference to preventative banding C in the chart or info?
They need further detail so that specific nuances can be explained
Unfair that the children that actually do have send needs are judged the same as children that don't actually have send just more behaviour issues
What is missing in all banding is that you can't decide beforehand what the cost of the SEND provision will be and give it a cap amount pulled out of a hat. The cost will be determined by the need.
Yes please state in each banding of the child will require 1:1 adult support
Yes, an indication of resources. It's hard to compare with existing bandings when I don't know what these bands will entail in terms of funding compared to existing.

Question 6: Are there any other comments you want to make about the proposed changings to the banding descriptors?

- 33 comments total

Banding descriptors are fair and incremental and can be evidenced by school and setting interventions and impact. The eight levels may result in very little difference between consequent banding levels. It may be helpful to have two tables - One band A - C likely to be able to have their needs met by settings and schools and then other bands likely to need additional assessment, equipment, and funding.

Bands A-C/D could be met by a SENDCo cluster through joint commissioning. May go some way to prevent ladder effect in bands.
Deafness needs to be taken independently of other needs. There are children with mild to moderate hearing loss who cannot cope in a mainstream setting. In addition to this the level of support goes up as the level of hearing goes down - despite intervention. A child with a cochlear implant will only have that because they have a profound loss - but with the CI in place they could access more sound than a child with a lower loss but hearing aids. I would be interested to know who you consulted with on this document about deafness because I do not know a single deaf adult that would agree with it.
Disagree with them all as children with send who need that extra support just won't get it.
How many children each year age 0-5 get an ECHP and therefore are entitled to the top up funding? Most children I work with struggle to get the assessments they need until they are well into primary school. You literally can classify these bands anyway you want but you are not addressing the underlying issues in the system. Children and families are being let down and schools are struggling to cope. There needs to be more SEND specialists and more special education facilities. I'm working with a 10 year old who has severe learning disabilities, hits, kicks, slaps, and disrupts her own class and at least 4 other classes every day and we cannot get a ECHP for her. I know you only want to know about your re-labelling, but I can't see how this improves life on the front line.
I could not find any band descriptors. Where are they
I have been getting used to the banding descriptors by referring to them whilst requesting/ reviewing EHCPs and they have been really helpful in pinning down need and provision and structuring my thinking about the range of needs in school. I think this will support more accurate EHCP requests which provide the correct information to make a decision and match reasonable levels of support to meet need. A lot of hard work has gone into producing these bandings and it is appreciated.
I think greater thought could be put into the issues of autistic masking (especially in girls) and in old parlance "high functioning" autistic children. Masking and fawning cause burnout with devastating consequences including suicide. An acknowledgment that an autistic child may "seem" ok in school but they will still have needs and they should have those needs met. Taking away ta support/lego therapy/small group work or even a meet and greet at the start of the day for

example, as they are “doing so well” can lead to a downturn in the child’s wellbeing and is counterproductive.
I think the bandings are a good idea but their use need needs to be evaluated and monitored.
I think these descriptors will particularly discriminate against Autistic children who are higher functioning in the sense of their IQ. It needs to consider those children where after school restraint collapse happens.
I would be grateful for an explanation of how this impacts the support my child receives. He has an EHCP in a mainstream school, year six.
If a child’s parent/carers deception of need is much greater than a schools it’d be helpful to have a failsafe in place so that more consideration can be given to that child. The “They are fine in school” mantra can lead to a child failing to get the support they need asap then invariably the need grows and the support becomes more complex/expensive to provide. If the lack of correlation between need at home/school is flagged up earlier support should be given swiftly and accurately. Importance should be placed on masking and fawning in autistic people. This is well known to cause burnout, anxiety and tragically suicide in individuals. Just because a child “seems” to be coping that might not be the case in fact. For example, that accommodation of a “meet and greet” by a ta at the start of the day shouldn’t be taken away as the child is “doing so well” without careful consideration taking into account the views of all parties. Sometimes the child’s needs might not be noticeable until a system changes - transition to a new school for example (this is well known especially amongst undiagnosed autistic girls). Just because a need is not overt doesn’t been it can be erased from a child’s records/passport/pupil profile because in times of stress that need may come forcefully to the fore.
If it means less money for schools, it is unfair and unworkable. Schools already have to fund the first £6000 of support, for a small single entry school with say 13 EHCPs this means there is nothing for preventative support, since high needs pupils mean there is no money for staff to do this
It must be very clear to parents especially WHY their child is allocated to the band they are, especially for those who are borderline cases... Please also somehow take into account, especially in deciding these borderline cases, that there is a lack of overall general funding available in mainstream schools who have a high number of SEN children demanding money from the school's budget, as this demand on the budget makes availability of everyday resources in the school itself more limited which in turn has a major impact on the whole school provision, that also affects the child concerned...
It seems positive that education professionals will work with parents/ carers and the child to decide which band best fits the child's needs. In our case I feel that

external professional expertise (eg. from an Educational Psychologist) will also be required in order to assess which band best fits our child's needs.
It should be a personalised description.
It's not clear to me how a child will be given an overall banding score if they are Band b in some areas, Band c in others and Band d in others. Are the different areas weighted or do they only need to meet the threshold in one area to qualify as that band?
No
Please add on each banding services available to child
Representing a special school, I am uncomfortable that the banding is geared to mainstream and so discounts the MSAG funding which is missing from the overall income within special schools. Should a separate piece of work be undertaken to consider the correct banding within non-mainstream settings?
The banding and the reasons behind them are not clearly displayed on this forum, as a parent with a child with SEN th is abysmal, but then my experience with Haringey SEN team has been, from documents received with another child's name on them to having to go a tribunal to try and get an EHCP, which the council ignored, to having to pay for my child's diagnosis privately, paying for private support for them, and getting a physiologist from the council who told me that because I had paid privately for my child's diagnosis, that of course I was going to get a diagnosis. Changing the terminology of your banding does not fix the abysmal service I have received in the past.
The banding does not really matter. Haringey Council employed specialist fail to provide adequate assessment of needs and with Harigney schools unwilling l to spend their notional budget on the support - this is a tick box exercise which not going to improve anything for the Haringey children.
The consultation has been marketed and constructed very badly. There had been a clear understanding that EY bandings were being consulted on separately not with primary. There was no much information and to many closed questions and little opportunity to unpick the information. In the recent training for headteacher there was no mention of the EY banding and it was not used and so this is wholly inappropriate as primary and nursery schools have EY provision from 2-5 years. There is too much information, and this will put EAL and vulnerable families at a disadvantage and therefore their voice will not be heard in the consultation.
The documents are very hard to compare, which makes me suspicious that this is on purpose, and that the goal is to reduce funding.

The reality is that you want to cut funding for the most vulnerable young people in the borough - this is unjust and will create further problems in their already challenging lives.
The use of the terms many, several etc. is too vague. This needs to be more specific as how many difficulties a child has and if a child would be described as having many or several difficulties and therefore fall into what banding comes into question.
There are no financial amounts next to each bank. How are schools and parents meant to know if there is enough money to fund the support in relation to each band.
There had been a clear understanding about the two bandings having been consulted separately. There is too much information and closed questions to be able to comment. There has been no mention of the EY banding at the primary headteachers meeting. This is wholly inappropriate because they have EY provision. There is a lot of information being asked to people to read and respond to. This will put vulnerable families at a disadvantage and their voice will not be heard.
Ultimately these descriptors would cut the funding and affect many schools.
Using academic delay as a diagnostic tool for need is likely to be self-defeating if the overall objective is reduction in spending. Some children will meet the criteria elsewhere for the various degrees of support but will still be hanging on academically. Or children in special schools will hopefully start to get back towards age-expected outcomes, but will only be doing so because of the appropriate, targeted support at special. What we don't want to do is set up this up so that children who meet the criteria for help in every other way need to fail to get support - getting those kids back on track will be more costly than interventions that stop them failing.
We are sending children with high SEND needs into mainstream schools. The school cannot cope and neither can the children.
What is missing is that you can't give a set amount of hours when the school day week is not 27 hours but 30 minimum without any extra time to keep paperwork and admin. Realistically minimum time should be 32.5 hours a week. The amounts that the SEND Team have come up with per week are not necessarily reflective of what the student will need. This does need to be reviewed. What is listed could be estimates but not fixed totals.
Whilst reviewing existing EHCPs and making a judgement on best fit bands, it has become obvious that the current plans do not contain sufficient information about needs. There is discrepancy between what is written in the plans and our knowledge of the children, therefore if we are looking at funding with the current plans in mind, it will definitely decrease but the child's needs are still high (hope this makes sense). Moving forward I think SENCos will be making sure that there

is a lot more information in new EHCPs. Will the banding be looked at each annual review?
Why is all this money being spent on this rather than direct help for children in school. Communication poor no documentation of old to new mapping. THIS SHOULD NOT BE USED IN ANYWAY TO REMOVE OR REDUCE FUNDING FROM CHILDREN. Please focus on giving support to children and schools. The basic band descriptions were clear but not the additional matrix was not clear how this would link to the summarised one e.g. if you have child with no learning difficulties but needs constant support to achieve those so isn't high needs in cognitive and learning but is in the areas. What was the point of this matrix in the documentation it feels like this is trying to change the EHCPs interpretations and funding.