

# Children and Young People in Suffolk

## Special Educational Needs and Disabilities in Suffolk



**An easy-read booklet**



# About this booklet

This is an easy-read summary of the Suffolk Special Educational Needs and Disabilities Needs Assessment written in 2024 and published in January 2025 by the Public Health and Communities team in Suffolk County Council.



**This booklet is quite long.**

**You might want to read it a bit at a time.**



**This booklet uses **Blue Words**.**

**When a word or phrase is difficult, we have written it in **Blue writing** and explained it.**



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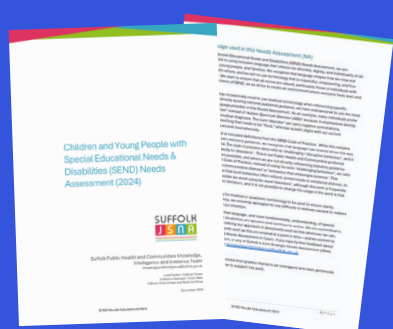
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# Section 1. Introduction



We have written a long report about the support needed for children any young people with special educational needs and disabilities in Suffolk.



We wrote the report in 2024.

**Special  
Educational  
Needs and  
Disabilities**

**SEND** means Special Educational Needs and Disabilities.



The report talks about what is happening now and what is needed for the future.



Suffolk County Council wrote this Special Educational Needs and Disabilities report.



They were helped by lots of other organisations who support children and young people in Suffolk.



The full report is here:

**SEND Needs Assessment (2024)**



**Children and young people want:**

**Mental Health**



**better mental health support**



**help to be independent**

**For example: driving, work, and travel**



**to be treated equally**



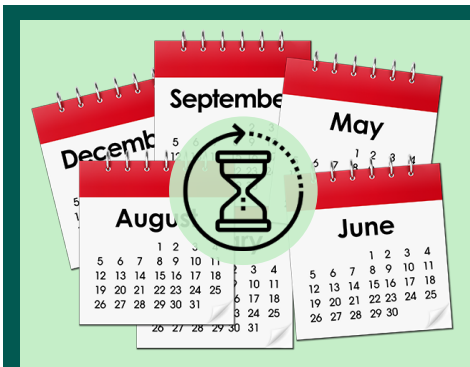
to have their disabilities understood and respected – including hidden disabilities.



Families told us they:



find getting support complicated



wait too long for help



**get tired trying to get support.**



**Professionals said they:**



**work well together**



**need more staff**





**need more training**



**need more time and money to provide good support.**

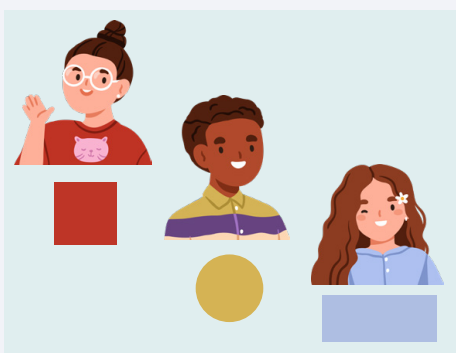
## Section 2. About SEND



Getting the right help and support in **pre-school**, school or college is important.



Children aged between 2-5 go to **pre-school** to help get ready for primary school.



Everyone is different, so the help and support that every child and young person needs is different too.



**Some people need more support than others.**



**A child or young person who has special educational needs and disabilities may:**



**find it harder to learn than other people of their age**



**face challenges that make it hard to go to school or college**



**need extra or different support to learn**



**SEN Support**

**Some people get help through special educational needs support – SEN support for short.**



**'EHCP'**

**Some people extra help and need a legal plan for this. The legal plan is called an Education, Health and Care Plan – EHCP for short.**



**Extra support for a child or young person includes:**



**finding out what your needs are**



**knowing what you want to achieve**



**making a plan of support.**



**This booklet describes what needs to happen in Suffolk to:**



**give children and young people with SEND the support they need**



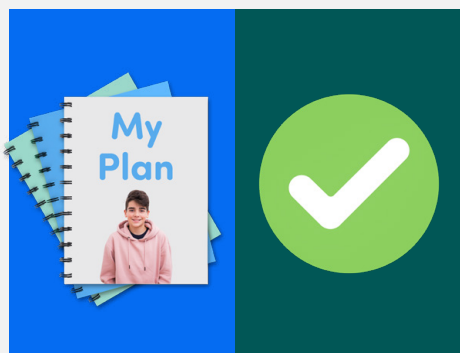
**improve the experiences of support for children and young people with SEND.**



**Make sure the support plan is given to everyone who needs it**



**Make sure the support is happening**



**Check that the support plan is still the right one.**



# Section 3. What our report says



**This report helps Suffolk County Council and the NHS plan for SEND needs now and in the future.**



**Working well**

**Some of our support works well, and we are proud of that.**



**improvements**



**BUT – in lots of areas, the support we give to children and young people needs to improve.**





**The report tells us that:**

**There are currently more boys than girls with SEND in Suffolk.**

**But this may change over time.**



**Many children in Suffolk wait a lot longer than the law says they should for help with SEND.**



**The money from the Government to pay for services that help children and young people with SEND in Suffolk is not enough.**

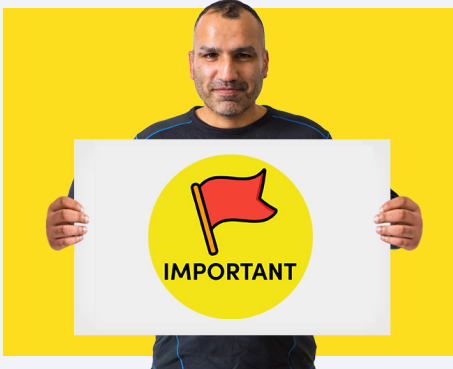




The risks children and young people face if they do not get good support for SEND.



Knowing what happens when children and young people have extra help for SEND – does it work well or not.



Some important things the report tells us to think hard about:



More and more children and young people are needing support with learning.



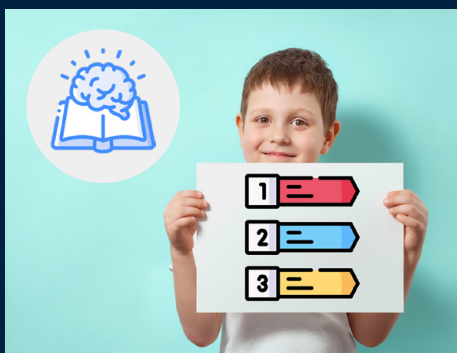
**Some children and young people are supported but others are not.**



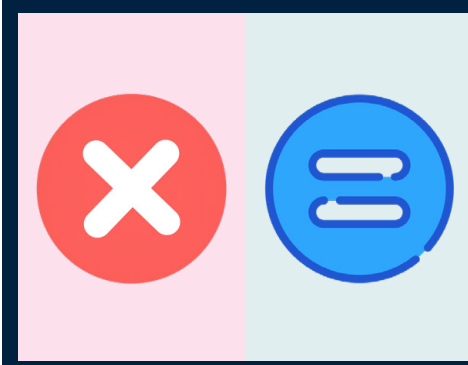
**Many children and young people have complex and multiple difficulties.**



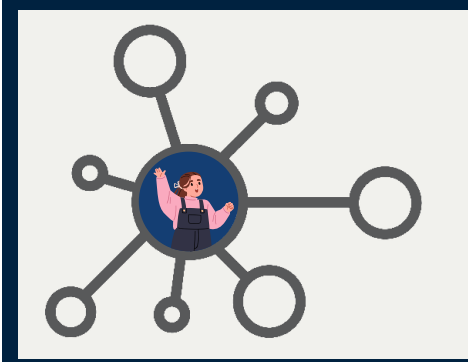
**Many children and young people have more than one reason for their difficulty with learning.**



**These include: autism, ADHD, anxiety, depression, sleeping difficulty, stomach problems, epilepsy, a learning disability and more.**



**Children and young people are not always being treated fairly – especially how long they have to wait for support.**



**Children and young people with SEND needs support which is joined up across their school and all the different NHS and social services.**



**Common reasons for needing extra support are:**



**help with speaking and communicating well with other people**



**managing feelings and mental health**



**autism**

# Section 4. What our report says we need to do



Here are some of the things the report says we need to do:



1

Talk to people about SEND and the new report to help plan for the future.



2

Get children and young people supported more quickly.



3

Give children and young people support which meets their needs.



4

Collect better data on SEND and use it to make sure people get the support they need.



5

Give better support in the first years of children's lives.



6

Pay more attention to how Covid-19 harmed children and young people's learning.

Find out more: [www.healthysuffolk.org.uk/JSNA](http://www.healthysuffolk.org.uk/JSNA)

The information in this booklet was adapted from an original written by Suffolk County Council.

This easy-read version has been created with the help of the people below who use easy-read materials themselves.



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