

An exploration of how the views of children and young people are addressed in Special Educational Needs Mediation

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1. Brief summary of what the research is about.

The new SEND Code of Practice, emerging from the Children and Families Act 2014, places increased emphasis on the need for professionals to involve children and young people with Special Educational Needs in decisions about their educational provision. The Code also stresses the benefits of independent mediation services in helping to resolve disputes about provision between parents/ young people and Local Authorities (LAs). The Code requires that LAs provide and make parents aware of independent mediation options.

At this current early stage in the implementation of the new Code, this qualitative study explores the perspectives of parents, LAs, advocates and mediators, about the ways in which the views of children and young people

	are addressed in mediation. The study also explores experiences and attitudes to mediation in terms of the general experience and satisfaction for the substantive parties.
2. What are the research questions?	<ul style="list-style-type: none"> - How are mediators and LAs addressing pupils' views/ enabling their participation in SEN mediation? - How do parents, mediators, advocates and LAs feel about the ways in which pupil views are addressed in mediation? - To what extent is independent mediation leading to satisfaction for the substantive parties?
3. What, if any, outputs so far?	
4. What outputs are planned?	A report will be published in the Summer 2016.
5. What is the anticipated impact?	It is hoped that the findings will give an insight into current practices and experiences in SEN mediation. This may be of use to mediators and Local Authorities looking to develop practice with regard to (a) the involvement of young people and (b) the experiences of parents and young people in mediation more generally.
6. Comments / additional information / requests for data or input from the broader administrative justice community	