Annual Wokingham Borough Area SEND Survey 2026

August 2026

Background

The Annual Wokingham Borough SEND Survey 2026 was produced by SEND Voices Wokingham (Parent Carer Forum) to find out about Parent Carer experiences of the SEND system in Wokingham Borough in the last 12 months (since June 2025).

This questionnaire was for families of all children, aged 0-25, with any Special Educational Needs and/or a Disability (SEND), not just those with an Education, Health and Care Plan (EHCP) or on formal SEN support at school.

The questions this year were updated to gain more information about Social Care services and parent carer mental health

The survey was sent to all families on the SEND Voices Wokingham and CAN Network and Local Offer newsletters, to school SENCOs, via social media, and other local SEND providers (estimated to be in excess of 2000 families). The survey was also included in the WBC Engage newsletter.

219 responses were received from Wokingham Borough residents.

The survey ran from **26th May to 31st July 2026**

NB:

- There was an increase in responses this year, following a decline over the previous four years (440, 408, 294 and 146 responses respectively). This increase is particularly significant given the number of other surveys and engagement exercises families have been asked to participate in this year, including the Area SEND Inspection by Ofsted and CQC and the national SEND Reform consultation.
- Not all respondents answered every question. Therefore, the percentages shown are based only on those who answered and/or where the question was applicable to the respondent.

Contents

- **Survey Highlights** – brief outline of main findings.
- **Summary of Results** – summary of each sections findings.
- **Full Report** – containing **ALL** respondents anonymised comments and graphs of the results including comparisons from previous years.

Data References

Data from 2026, together with data from 2025-2022, is included in the summary tables.

The Full Report Index also presents the data from 2022–2026 graphically, alongside the full response data and respondents' comments.

To highlight changes the following colour coding has been used.

- Results in **green** indicate a positive change of 3% or more
- Results in **red** indicate a negative change of 3% or more
- Results in **black/blue** indicate less than 3% change

SEND Voices Wokingham

Highlight Summary

Highlights of What is Going Well

Education – Children feel welcomed

79% of families said their child was welcomed by their educational setting – an improvement from 72% in 2025.

Identification and meeting of needs in education improved

41% felt education identified their child's needs well and 39% felt their needs were met well – both improvements on 2025.

Transitions improved

Families reported significant improvements in preparation for transitions across education, health and social care, although experiences remain variable. Education increased from 27% to 47%.

Some individual services and professionals are highly valued

ASSIST*, Short Breaks, SENDIASS*, schools/SENCOs and individual health professionals feature repeatedly in positive comments. Families particularly value professionals who listen, understand their child and respond flexibly.

Many healthcare services improved

Positive ratings increased across a number of NHS services, including GPs, CAMHS, autism and ADHD assessment services, community paediatrics and school nursing. The detailed results also show some particularly strong individual experiences despite continuing issues of waiting times.

Where families report the best experiences, they consistently describe knowledgeable professionals who listen, communicate, understand their child and work collaboratively with them.

* These services have been highlights of 'what is going well' for the last 5 years

Highlights of Where Improvements can be made

Families' experiences are often determined by the individual professional they encounter rather than by a consistently effective SEND system

The comments repeatedly praise individual SENCOs, teachers, Short Breaks staff, ASSIST staff, therapists, GPs and health professionals, while simultaneously describing difficulties with communication, waiting times, navigation, coordination and organisational processes.

The positive-experience section clearly demonstrates that: **respondents describe their best experiences as coming from responsive, knowledgeable, child-centred individual professionals who listen and work collaboratively.**

General – Services working together

- Improve communication and joined-up working between services
- 71% rated services and professionals as working together **not very well/poorly**.
- Families repeatedly describe having to coordinate education, health and social care themselves.

SEND Team - Improve communication, timeliness and consistency throughout the EHCP and Annual Review processes

- The overall EHCP process rating fell to 2.2/5
- 27% rated SEND Team communication positively and 51% rated communication poor/very poor.
- Annual Reviews remained at only 2.5/5.
- Families repeatedly describe chasing decisions, missed deadlines and uncertainty following reviews.
- Ensure Preparing for Adulthood is meaningfully embedded within Annual Reviews from Year 9 onwards.

SEND Voices Wokingham

Highlights of Where Improvements can be made

Education - Greater consistency in identifying and meeting SEND needs across schools

- Only 39% felt their child's setting was well resourced to meet their needs and
- Fewer than half felt their child's needs were identified or met well.
- Almost half of families had little or no idea how to access additional support.

Social Care - Improve awareness, access & identification of need

- Although identification and meeting of need improved in 2026, only 31% felt Social Care identified their child's needs well and 26% felt needs were met well.
- Families frequently reported not knowing what support or services were available.
- Increase in the range of Short Breaks and Direct Payment provision.
- Only 20% of applicable respondents were happy with the choice/range of services available. Families particularly highlighted shortages of PAs, holiday provision and suitable specialist activities.

Health - Reduce waiting times and improve access to support

- Long waits remain the dominant concern across many health services, particularly neurodevelopmental assessment, CAMHS and therapies.
- Families report increasingly using private or Right to Choose pathways because they cannot wait for NHS provision.

Transport - Improve consistency and flexibility of SEND transport provision

- Although the WBC Transport Service itself received relatively positive ratings, overall satisfaction with transport provision fell, with 33% rating provision **poor/very poor**, compared with 23% in 2025.

SEND Voices Wokingham

Highlights of Where Improvements can be made

Preparing for Adulthood - Ensure Preparing for Adulthood is meaningfully embedded within Annual Reviews from Year 9 onwards

- Opportunity to encourage discussions on specific areas such as Independent Travel Training, living independently, good health and being part of the community.
- More information needed for families.

Information - Make SEND information easier to find and navigate

- Only 15% found it easy to obtain information about services
- While 60% of families approaching adulthood did not know where to go for Preparing for Adulthood (PfA) information or understood what PfA was.

Parent Carer Wellbeing - Improve awareness of and access to support for Parent Carers

- 66% reported being moderately or extremely anxious, while only 4% reported accessing carers' support from WBC or the NHS.
- Families describe being too overwhelmed or time-poor to navigate support themselves.

SEND Voices Wokingham

Summary of Results

This is the fifth Annual SEND Survey run by SVW. We received 219 responses from Wokingham Borough residents, covering all age groups (0–25), a range of SEND needs, and most types of educational settings.

There was an increase in responses this year, following a decline over the previous four years (440, 408, 294 and 146 responses respectively). This increase is particularly significant given the number of other surveys and engagement exercises families have been asked to participate in this year, including the Area SEND Inspection by Ofsted and CQC and the national SEND Reform consultations.

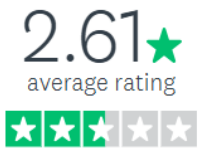
Families continue to report "survey fatigue" and reduced motivation, some of which is linked to anxiety about national changes to the SEND system reported in the media. Families have also told us that they are increasingly frustrated by being asked to provide feedback when they do not see meaningful change as a result. There is a growing sense of survey fatigue and disengagement, with families questioning whether their time and energy will lead to any improvements locally for children and young people with SEND.

As one parent told us: **"We complete surveys, and feedback to Ofsted, and what really happens? I'm afraid I'm too exhausted and disengaged from all of it to use up my precious energy/spoons when they can't be bothered to provide our children and young people with the education they deserve."**

The survey explores all aspects of SEND provision in the Borough, including education, social care, health, transport, information, and parent carer wellbeing. Results from the first survey in 2022 act as a benchmark to track improvements and highlight areas for further development each year.

Overall Rating for SEND in Wokingham Borough

The majority of respondents rated SEND Services as being neither good nor bad. This year the overall rating has seen a drop from last year 2025 (2.69), 2024 (2.59), 2023 (2.86) and 2022 (2.84) out of 5.



SEND Voices Wokingham

Educational Settings

There were responses from all settings except Specialist pre-school, dual placements and hospital education.
This year saw a higher proportion of responses from those with children in mainstream settings.

	2026 result	2025	2024	2023	2022
Education setting **well resourced** to meet child's needs (Yes)	**39.3%**	41.8%	49.5%	58.9%	54%
Child was **welcomed** at their educational setting (Yes)	**79.1%**	71.9%	77.6%	81.6%	72%
Their child's education setting was fully **inclusive**	**42.6%**	44.4%	New question for 2025 39.8% said some adjustments made, more could be done. 12% said none made		
- their child **enjoys** their **educational setting** most/all of the time - their child never or **rarely enjoyed** it.	**48.2%** **25.4%**	50.9% 20%	53.9% 22.6%	64.8% 13.4%	53% 20%
Children who are **missing several days** a week or **rarely attending** school	**10.4%**	17%	14.7%	7.7%	9%
Have no idea/vague idea of what to do to get **extra support** for their child	**48.4%**	39.5%	47.5%	38%	49%
Their child's school had a **Mental Health Support Team**	**19.4%**	17.7%	New question for 2025 Majority, 45.2% didn't know		
Have not seen or are aware of Wokingham's **Ordinarily Available Provision**	**61.8%**	62.1%	New question for 2025		

Both schools have been very supportive so far.

School SENCO have been very supportive

School is completely inadequate and failing my child enormously

Some teachers at school are amazing

All respondent comments are in the results section of this report.

Educational Settings cont.

	2026	2025	2024	2023	2022
Education **identified** their child's needs very well/well	**40.7%**	36%	43%	46%	42%
Education **met** their child's needs very well/quite well	**39.4%**	29.5%	39%	44.6%	41%
Services and professionals rated as **working together** not very well/poorly	**70.9%**	71.8%	65.5%	60.3%	58%
Rating for services as very well/quite well at helping children to **reach their full potential**:					
Educational progress	**44.2%**	44.9%	43.5%	51.1%	51%
Community Activities	**29.8%**	34.3%	33.3%	28.2%	35%
Healthy life	**47.3%**	43.2%	49.7%	44.1%	44%
Preparing for Adulthood	**25.1%**	25.3%	29.1%	27.8%	32%
Good mental health	**33%**	36.3%	36.4%	40.8%	35%

The school are open to listening and doing their best but there are huge gaps in knowledge

I have always been the link between education and health

Communication is poor a more joined up approach is needed

- Concerns raised over lack of support and oversight for EOTAS
- Many comments about children being on parttime timetables, reduced hours or out of school for long periods of time
- Lack of mental health support
- Variability in inclusion in schools both across the Borough and within schools
- Lack of resources acknowledged including TA's and 1:1s
- Lack of neurodivergent and SEN knowledge in some schools.
- Earlier identification and support of needs would help along with more clarity on help and support available
- Reasonable Adjustments - more consistency needed
- School and SENDIASS are the most used sources of help and advice
- Opportunity to improve awareness of Mental Health Support Teams (MHST) and Ordinarily Available Provision in schools

All respondent comments are in the results section of this report.

Educational Settings

Comparison of **Special school** responses vs **Mainstream.**

The quantitative contrast is substantial: 86% of special-school respondents felt their setting was well resourced compared with 31% in mainstream, while 89% described their special school as fully inclusive compared with 36% in mainstream.	2026 Overall result	Special school 2026	Mainstream 2026
Education setting was well resourced to meet their child's needs (Agree/strongly agree)	**39.3%**	85.7%	31.1%
Their child with SEND was welcomed at their educational setting	**79.1%**	93.1%	79.0%
Their child's education setting was fully inclusive	**42.6%**	88.9%	35.6%
- their child enjoys their educational setting most/all of the time - their child never or rarely enjoyed it.	**48.2%** **25.4%**	79.3% 10.3%	43.4% 26.4%
Children who are missing several days a week or rarely attending school	**10.4%**	3.6%	9.0%
Have no idea or only a vague idea of what to do to get extra support for their child	**48.4%**	37.9%	50.9%
Their child's school had a Mental Health Support Team	**19.4%**	34.5%	18.4%
Have not seen or are aware of Wokingham's Ordinarily Available Provision	**61.8%**	34.5%	36.8%
Education **identified** their child's needs very well/well	**40.7%**	62.1%	40.0%
Education **met** their child's needs very well/quite well	**39.4%**	65.5%	37.1%
Overall rating for Annual Review Process	**2.5**	2.9	2.5
Services and professionals rated as working together not very well/poorly	**70.9%**	68.9%	71.8%
Rating for services as very well/quite well at helping children to reach their full potential: Educational progress Community Activities Healthy life Preparing for Adulthood Good mental health	 **44.2%** **29.8%** **47.3%** **25.1%** **33.0%**	 75.8% 40.7% 44.4% 37.5% 50.0%	 40.4% 30.1% 50.4% 25.6% 33.4%

School have been invaluable in supporting my son and me through his challenges

School couldn't adapt for my daughter

SEND Voices Wokingham

Educational Settings

Comparison of **Special school** responses **vs Mainstream** over last 3 years

	Mainstream School			Special School		
	2026	2025	2024	2026	2025	2024
Setting was well resourced to meet their child's needs	**31.1%**	28%	42%	**85.7%**	77%	72%
Child with SEND was welcomed at their educational setting	**79%**	70%	78%	**93.1%**	76%	91%
Child enjoys their educational setting most/all of the time	**43.4%**	46%	48%	**79.3%**	65%	77%
Child never or rarely enjoys school	**26.4%**	21%	26%	**10.3%**	13%	9%
Children are missing several days a week or rarely attending school	**9%**	19%	15%	**3.6%**	13%	5%
Education identified their child's needs very well/well	**40%**	28%	42%	**62.1%**	53%	57%
Education met their child's needs very well/quite well.	**37.1%**	28%	35%	**65.5%**	50%	63%

Red text indicates results lower than 2025
Green text indicates results higher than 2025

SEND Voices Wokingham

Transition

For those who had been through **any** transition in the last 12 months preparation was done very/quite well for:

	2026	2025	2024	2023
Education	**46.7%**	27.1%	26.2%	40.4%
Health	**28.6%**	10%	17.2%	26.9%
Social Care	**28.6%**	15.4%	17.4%	27.6%

> The school was amazing in supporting transition. No other teams were involved

Transport

28 responses from families whose child has transport or mileage provided by WBC	2026	2025	2024	2023	2022
Overall rating for **Transport Provision** (out of 5)	**3.5**	3.8	3.6	3.7	3.1
rated **transport provision** as excellent/good	**58.3%**	63.6%	65.1%	68.3%	67%
rated **transport provision** as poor/very poor	**33.3%**	22.7%	20.9%	13.9%	12%
Overall rating for **WBC Transport Service**	**3.7**	3.7	3.5	4.2	
rate **WBC Transport service** as good/excellent	**60.7%**	55.2%	45.8%	51%	56%
rate **WBC Transport service** as poor/very poor	**21.4%**	17.2%	16%	14%	

> I can see the work that has gone into the PtB (personal travel budget) and it works a lot better than the previous arrangement

> They should be easier to contact

- Mixed experiences of transitions
- Transport complicated for EOTAs families
- Mixed experience for families, both for the service provided by the LA as well as the transport provision itself.
- Parents still asking for training for taxi drivers/escorts on SEND and more understanding of the children's SEND needs

All respondent comments are in the results section of this report.

Transition

For those who had been through **any** transition in the last 12 months preparation was done very/quite well for:

	2026	2025	2024	2023
Education	**46.7%**	27.1%	26.2%	40.4%
Health	**28.6%**	10%	17.2%	26.9%
Social Care	**28.6%**	15.4%	17.4%	27.6%

> The school was amazing in supporting transition. No other teams were involved

Transport

28 responses from families whose child has transport or mileage provided by WBC	2026	2025	2024	2023	2022
Overall rating for **Transport Provision** (out of 5)	**3.5**	3.8	3.6	3.7	3.1
rated **transport provision** as excellent/good	**58.3%**	63.6%	65.1%	68.3%	67%
rated **transport provision** as poor/very poor	**33.3%**	22.7%	20.9%	13.9%	12%
Overall rating for **WBC Transport Service**	**3.7**	3.7	3.5	4.2	
rate **WBC Transport service** as good/excellent	**60.7%**	55.2%	45.8%	51%	56%
rate **WBC Transport service** as poor/very poor	**21.4%**	17.2%	16%	14%	

> I can see the work that has gone into the PtB (personal travel budget) and it works a lot better than the previous arrangement

> They should be easier to contact

- Mixed experiences of transitions
- Transport complicated for EOTAs families
- Mixed experience for families, both for the service provided by the LA as well as the transport provision itself.
- Parents still asking for training for taxi drivers/escorts on SEND and more understanding of the children's SEND needs

All respondent comments are in the results section of this report.

EHCP & Annual Review Process

EHCP Process	2026	2025	2024	2023	2022
overall rating for the EHCP process (out of 5)	2.2	2.4	2.3	2.7	2.7
rated the overall EHCP experience as going very well/fairly well	41%	52.6	50%	58.5%	51%
rated the overall experience as going poor/very poor	32.8%	28.9%	32.9%	32.3%	28%
rated **SEND Team communicated** very well/fairly well during the process rated communication as poor /very poor during the process	27.3% 50.9%	56.6% 33.3%	37% 50.7%	50.8% 36.7%	52% 28%
• **The main issue is communications with the SEND team, lack of information and support with the process and mediation issues**.					

Annual Review Process	2026				
overall rating for the Annual Review process (out of 5)	2.5	2.5	2.9	2.7	2.7
have had a **review** of their child's plan	93.7%	95.2%	93.3%	89.8%	92%
received a **letter confirming** the EHCP would be maintained, updated or ceased	57.9%	59.7%	59.4%	70.9%	59%
had received a **finalised updated EHCP**	61.3%	47.3%	54.8%	71.6%	39%
There was evidence in the plan about **achieving outcome** for • Education attainment • Health • Resilience/self-esteem • Socialisation/friendships • Keeping Safe	 64.8% 45.6% 58.9% 58.2% 56.2%	 61.3% 41.5% 44.4% 45% 35.6%	 65.7% 46.5% 51% 51% 45%	 - - - - -	 - - - - -
• **Statutory timescales are not being met** • Respondents say timescales to finalise plans are the main issue along with communication.					

Listened to by the SEND team	2026				
Said they felt listened to by the SEN team	38%	37.5%	38.3%	51.2%	52%
• **Communication raised as an issue by many**					

All respondent comments are in the results section of this report.

The EHCP process was fairly smooth and within the deadlines

No communication, no replies to emails. Constant swapping of staff and no responses, leaving parents feeling lost

The staff at her school made it a positive experience

Our annual review was issued outside of the legal timeframe, I had to chase this, the communication back took ages and we don't even have a proper caseworker now

I'm always chasing for updates

Social Care Services

We asked families about the various Social Care services in Wokingham. The **very good/good rating** for the services as follows:

	2026	2025	2024	2023	2022
The **Children with Disabilities Team** (including Early Help for ages 0-18 yrs for previous years)	**14.8%**	20%	19.5%	26.2%	27%
Early Help (split out from CWD for 2026)	**33.8%**				
The **Children with Disabilities Occupational Therapy Team** (spilt out for 2026)	**31.3%**				
Adult Social Care Team (age 18-25 years)	**18.8%**	0%	18.2%	17.6%	28%
Short Breaks Team	**45.6%**	38.7%	39.2%	31.9%	27%
Preparing for Adulthood (PfA) Team (formerly Transitions Team)	**20%**	5.9%	31.6%	20.9%	24%
ASSIST	**56%**	47.1%	56.5%	62.1%	63%
FIRST	**35.1%**	36.4%	40%	33.3%	31%
CAN Network	**34.4%**	35.7%	30.8%	44.5%	-
Other Social Care Teams (new for 2026)	**38.1%**				

The staff want to help but the resources are not there (Short Breaks)

The only local support I trust (ASSIST)

- Families frequently reported not knowing what support or services were available.
- Increase the range of Short Breaks and Direct Payment provision
- Only 20% of applicable respondents were happy with the choice/range of services available. Families particularly highlighted shortages of PAs, holiday provision and suitable specialist activities.

All comments from respondents on the individual services are available in the later in this report.

Social Care Services

We received 22 responses from families that have **Short Breaks DPs and also DPs for other social care services**

- As in previous years there were comments about lack of services available to use the DP's on, particularly PA's. There were also comments about the restrictions on what DPs can be used for.
- 50% were happy with the services they could purchase

Identifying & meeting need	2026	2025	2024	2023	2022
Social Care **identified** their child's needs very well/well	**30.9%**	16.2%	26%	29%	28%
Social Care **met** their child's needs very well/quite well	**26.4%**	14.7%	26%	27.1%	22%
rated services and professionals as working together not very well/poorly	**70.9%**	71.8%	66.5%	58%	
were happy with the services that they could purchase	**48.4%**	50%	44.7%	56.3%	52%
Were happy with the choice/range of services on offer (new for 2026)	**20%**				

Nobody knows who is responsible for what, you are sent in circles and consistently given conflicting information.

Funding means nothing if the services aren't available to purchase

All comments from respondents on the individual services are available later in this report.

Preparing for Adulthood (PfA) (14 year + child with EHCP) .

	2026	2025	2024	2023	2022
PfA rated as very well/quite well at helping children to **reach their full potential**	**25.1%**	25.3%	29.1%	27.8%	32%
PfA had been part of their most recent **Annual Review**	**35.3%**	41.7%	41.9%	49.1%	51%
Options for **housing** had been included in their Annual Review	**9.7%**	14.3%	28.2%	11.7%	19%
Travel training had been discussed	**19.4%**	27.3%	35.9%	45%	-
Support to prepare for **higher education/employment** was discussed	**41.2%**	36.4%	40%	35.9%	-
Discussions about preparation for **independent living**	**21.9%**	18.2%	23.7%	15.6%	-
Discussions about **finding/how to do a job**	**30.6%**	5.6%	29%	6.3%	-
Support in maintaining **good health** was discussed	**17.6%**	30.4%	22%	20%	-
Discussions about understanding what **welfare benefits** might be available	**5.9%**	0%	12%	4%	-
Discussions about **participating in society/friendships**	**18.2%**	26.1%	24.4%	26.4%	-
Had **contact with the PfA** (Adult Social Care) team	**32.4%**	33.3%	34.9%	14.6%	28%
Not confident at all/not confident that their child would receive **appropriate healthcare** when they are too old for paediatric services	**45.5%**	54.9%	60%	56.3%	65%
Do not know where to go for **more information** about Preparing for Adulthood or what it is.	**60%**	58.8%	70.8%	70%	72%
Would like more information and support for **independent travel** for post-16	**50.9%**	52.9%	-	-	-

The school gave some great information on PfA at the last annual review in terms of education and apprenticeships

We've not had any information on Preparing for Adulthood. Our child is in Yr11

SEND Voices Wokingham

Preparing for Adulthood (PfA) (14 year + child with EHCP) .

	2026	2025	2024	2023	2022
PfA rated as very well/quite well at helping children to **reach their full potential**	**25.1%**	25.3%	29.1%	27.8%	32%
PfA had been part of their most recent **Annual Review**	**35.3%**	41.7%	41.9%	49.1%	51%
Options for **housing** had been included in their Annual Review	**9.7%**	14.3%	28.2%	11.7%	19%
Travel training had been discussed	**19.4%**	27.3%	35.9%	45%	-
Support to prepare for **higher education/employment** was discussed	**41.2%**	36.4%	40%	35.9%	-
Discussions about preparation for **independent living**	**21.9%**	18.2%	23.7%	15.6%	-
Discussions about **finding/how to do a job**	**30.6%**	5.6%	29%	6.3%	-
Support in maintaining **good health** was discussed	**17.6%**	30.4%	22%	20%	-
Discussions about understanding what **welfare benefits** might be available	**5.9%**	0%	12%	4%	-
Discussions about **participating in society/friendships**	**18.2%**	26.1%	24.4%	26.4%	-
Had **contact with the PfA** (Adult Social Care) team	**32.4%**	33.3%	34.9%	14.6%	28%
Not confident at all/not confident that their child would receive **appropriate healthcare** when they are too old for paediatric services	**45.5%**	54.9%	60%	56.3%	65%
Do not know where to go for **more information** about Preparing for Adulthood or what it is.	**60%**	58.8%	70.8%	70%	72%
Would like more information and support for **independent travel** for post-16	**50.9%**	52.9%	-	-	-

The school gave some great information on PfA at the last annual review in terms of education and apprenticeships

We've not had any information on Preparing for Adulthood. Our child is in Yr11

SEND Voices Wokingham

Access to Information

	2026	2025	2024	2023	2022
how easy it was to find information about services and what they do	2.4	2.9	2.7	2.7	2.7
found it very easy/easy to get information	15.2%	26.8%	25.8%	25.8%	21%

Wokingham Local Offer

	2026	2025	2024	2023	2022
respondents who have heard of the Local Offer website	57.6%	71.4%	64%	55.2%	52.6%
For those who had used the Wokingham Local Offer website: said that they found what they were looking for very quickly or after a bit of a search	38.4%	50%	37.2%	46%	47%
Respondents who are registered for the SEND Local Offer	40.3%				

Didn't know there was one

The Local Offer contains a lot of information, but it can be difficult to identify what support is actually available

I don't know what we should access

SEND Voices Wokingham

Wokingham CAN Network

New questions for 2026	2026	2025	2024	2023	2022
respondents who are registered with the CAN Network	**57.6%**	-	-	-	-
Respondent registered with the CAN Network who find the newsletters helpful	**49.3%**	-	-	-	-

The information provided is useful in principle, but many families would benefit from more practical guidance about accessing support

Engagement Events

The top-rated engagement events were:

1. SENDIASS Training sessions
2. Local Offer Live
3. WBC SEND Team Drop-ins

Many respondents were not aware of the events or newsletters (SEND Local Offer or CAN Network)

Local Offer Live is very good

Not heard about most of the sessions or how to access them

Healthcare Services

We asked respondents to rate any of the following healthcare services that their child had used in the last 12 months (since June 2025).
The % of respondents (for who it was applicable) who **rated service excellent/very good** were as follows:

	2026	2025	2024	2023	2022
GP & Nurse – general appointment	53.9%	33.3%	31.2%	30%	36%
CAMHS (Children & Adolescent Mental Health Services)	33.8%	22.9%	12.6%	19.8%	16%
CAMHS Learning Disability service (new question 2024)	26%	22.9%	21.9%	-	-
CAMHS CiC (Children in Care) (new question 2025)	30.8%*	25%*	-	-	-
Keyworker Service	25%*	33.3%*	29.4%	-	-
ASD Diagnosis (via Neurodiversity service)	39.2%	32.4%	19.7%	25.7%	20%
ADHD Diagnosis (via Neurodiversity service)	30.9%	18.8%	16.7%	11.4%	14%
EY Speech & Language Therapy	36%	5.9%	25%	-	-
Speech & Language Therapy - at school (via CYPIT) (Amended Q from 2023)	36.4%	18.8%	14.6%	-	-
Speech & Language Therapy - Dingley Child Dev Centre (Amended Q from 2023)	26.6%*	15.4%	26.3%	-	-
Physiotherapy – via NHS	42.9%*	33.3%*	26.7 %	36.9%	36%
Physiotherapy – via EHCP	46.2%*	100%*	6.7%	53.3%	35%
Physiotherapy – Dingley Child Dev Centre (Amended Q from 2023)	57.2%*	33%*	54.5%	-	-

Wait times are far too long. Early diagnosis is the key to getting appropriate support

We've been on the waitlist for 3 year

It was a long wait but the assessment team were lovely

*NB: some of the services had very low numbers of respondents – see more details in results section

Healthcare Services

We asked respondents to rate any of the following healthcare services that their child had used in the last 12 months (since June 2024).
The % of respondents (for who it was applicable) who **rated service excellent/very good** were as follows:

	2026	2025	2024	2023	2022
Occupational Therapy - via NHS	29.1%	25%	18.2%	19.2%	19%
Occupational Therapy - at school (for EHCP)	35.1%	22.2%	13.5%	34%	23%
Occupational Therapy – Dingley Child Dev Centre (Amended Q from 2023)	31.3%	54.5%	26.3%	-	-
Community paediatrician	62.9%	37.5%	38.2%	44.6%	46%
Emergency Department (A&E) (new 2024)	43.1%	53.6%	42.4%	-	-
Hospital inpatient (new 2024)	50%	44.4%*	30.8%	-	-
Hospital outpatient (new 2024)	58.2%	58.8%	46.3%	-	-
Wheelchair services	12.5%*	16.7%*	50%	20%	44%
Continence Service	50%*	25%*	26.1%	39.4%	33%
Health Visitor	55.6%*	50%*	27.8%	32.3%	24%
GP - Free Annual Health check (aged 14+ with learning disability)	42.8%*	17.6%	30.3%	8.5%	17%
School nurse team	58%	48.4%	37.3%	47.5%	33%
Community Dental Services	46.7%	60%	28.2%	40.3%	36%
Other private healthcare services	reported separately	87.5%	56%	64.7%	50%

Frimley Hospital were very helpful and accommodating when my daughter had a severe UTI

Came out to give vaccination at home. Very knowledgeable with ASD and ADHD child

Advice great, ongoing care and support/input lacking due to funding

*NB: some of the services had very low numbers of respondents – see more details in results section

Private Healthcare Services

We asked respondents to rate any of the following healthcare services that their child had used in the last 12 months (since June 2024).
The % of respondents (for who it was applicable) who **rated service excellent/very good** were as follows:

	2026	2025	2024	2023	2022
Autism Assessment – private**	**81.9%**	-	-	-	-
Right to Choose Autism Assessment**	**50%**	-	-	-	-
ADHD Assessment – private**	**78.8%**	-	-	-	-
Right to Choose ADHD Assessment**	**63.6%**	-	-	-	-
Mental health services – privately funded	**68%**	76.2%*	77.1%	69.8%	59%
Speech & Language Therapy - privately funded	**62.6%***	100%	62.5%	65.6%	73%
Physiotherapy - privately funded	**75%***	100%*	62.5%	56.7%	58%
Occupational Therapy – private	**80%**	95.5%	80%	82.9%	80%
Other private healthcare services	**73.7%***	87.5%	56%	64.7%	

NHS waiting times were too long and support was not available within a reasonable timeframe

More detailed report and aftercare

Really thorough

We are desperate to help our child

*NB: some of the services had very low numbers of respondents – see more details in results section
** New for 2026

SEND Voices Wokingham

Healthcare Services cont...

Identifying & meeting need	2026	2025	2024	2023	2022
Health **identified** their child's needs very well/well	**36.2%**	30%	39%	38%	36%
Health **met** their child's needs very well/quite well	**31.5%**	29.1%	35%	34.7%	34%
rated services and professionals as **not working together** (not very well/poorly)	**70.9%**	71.8%	66.5%	60.3%	58%

Whilst there are individual professionals who genuinely care and try to help, services often feel fragmented

Parents are frequently left coordinating information and advocating for support themselves

All comments from respondents on the individual services are available later in this report.

SEND Voices Wokingham

Parent Carer Wellbeing

We asked parent carers if they felt physically and mentally fit and healthy enough to look after your child with SEND:

	2026	2025	2024	2023	2022
respondents said they were reasonably, very or perfectly **fit & healthy** **Physically** **Mentally**	 **77.9%** **60.9%**	64.4%	65.3%	69.8%	74%
respondents said they usually have enough or have plenty of **time** to look after everyone as well as themselves	**27.9%**	22.1%	22.6%	36.8%	38%
respondents said they were extremely or moderately **anxious**	**65.7%**	64.4%	65.8%	61.5%	58%
accessing any **support for carers** from WBC or the NHS	**4.0%**	6.7%	5.7%	5.7%	5.6%

- Comments to be added

I don't have the capacity to contact people for support as I'm just chronically overwhelmed and don't have the time or executive function to do it

Asked for a carers assessment and found it to be a waste of time

SEND Voices Wokingham

Full Report – Index

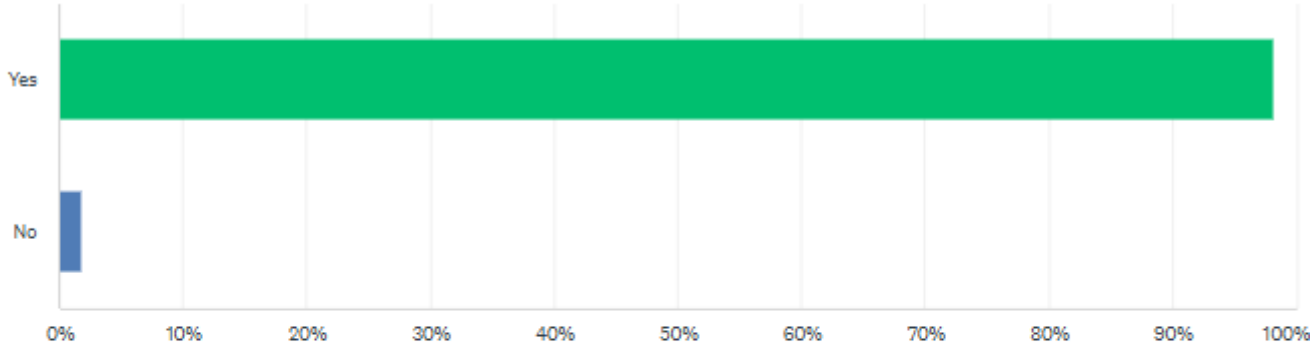
All response data and respondents' comments are included in the following sections:

	Page
General background	27
Educational Setting (inc. identification/meeting of needs)	28
Transport	87
EHCPs	102
Annual Reviews	113
Transitions	127
Preparing for Adulthood	131
Social Care Services (inc. identification/meeting of needs)	143
Information	165
Healthcare Services (inc. identification/meeting of needs)	178
Parent Carer Wellbeing	236
SEND Voices Wokingham Feedback	242
Positive Experiences of SEND Services in Wokingham	247
Areas where further progress or improvement is needed	254
Overall Rating of SEND Services in Wokingham	262
Demographics of respondents	264

SEND Voices Wokingham

Q1: Do you live in the Wokingham Borough?

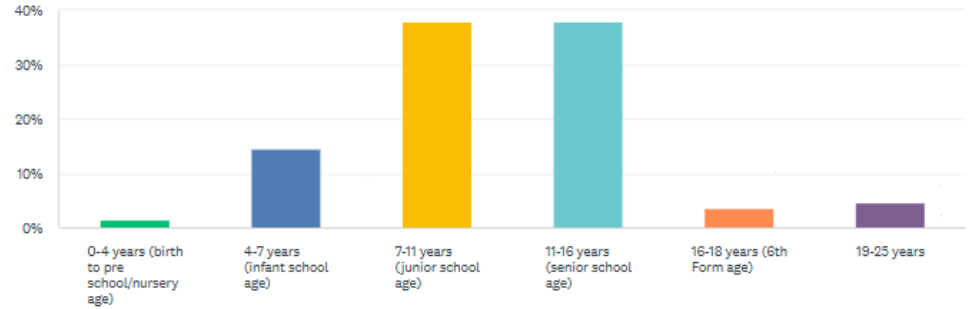
Answered: 223



ANSWER CHOICES	RESPONSES	
Yes	98.21%	219
No	1.79%	4
Total Respondents: 223		

Q2: How old is your child?

Answered: 219 Skipped: 4



ANSWER CHOICES	RESPONSES	
0-4 years (birth to pre school/nursery age)	1.4%	3
4-7 years (infant school age)	14.6%	32
7-11 years (junior school age)	37.9%	83
11-16 years (senior school age)	37.9%	83
16-18 years (6th Form age)	3.7%	8
19-25 years	4.6%	10
TOTAL		219

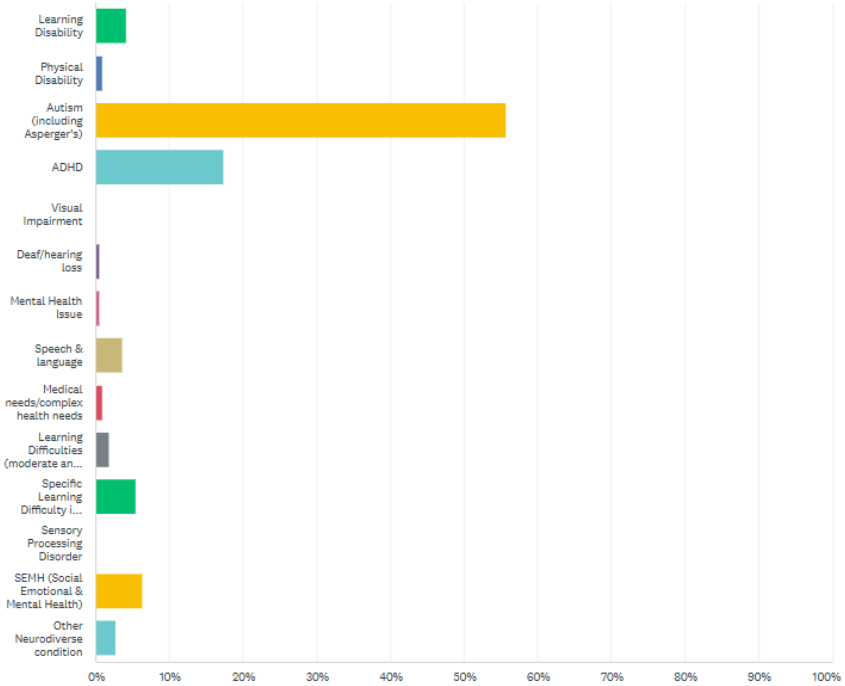
EDUCATIONAL SETTING

This section asks respondents about their child's educational setting

SEND Voices Wokingham

Q3: What is your child or young person's primary special educational need or disability ?

Answered: 219 skipped:4



ANSWER CHOICES	RESPONSES	
Learning Disability	4.1%	9
Physical Disability	0.9%	2
Autism (including Asperger's)	55.7%	122
ADHD	17.4%	38
Visual Impairment	0.0%	0
Deaf/hearing loss	0.5%	1
Mental Health Issue	0.5%	1
Speech & language	3.7%	8
Medical needs/complex health needs	0.9%	2
Learning Difficulties (moderate and profound MLD, PMLD)	1.8%	4
Specific Learning Difficulty ie. Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia	5.5%	12
Sensory Processing Disorder	0.0%	0
SEMH (Social Emotional & Mental Health)	6.4%	14
Other Neurodiverse condition	2.7%	6
TOTAL		219

Comments (17)

Q4: Please tell us about any other special educational needs or disabilities your child has in addition to their primary one?

Answered: 148 Skipped: 75

Many families reported their children having numerous SEND needs in addition to their primary need:

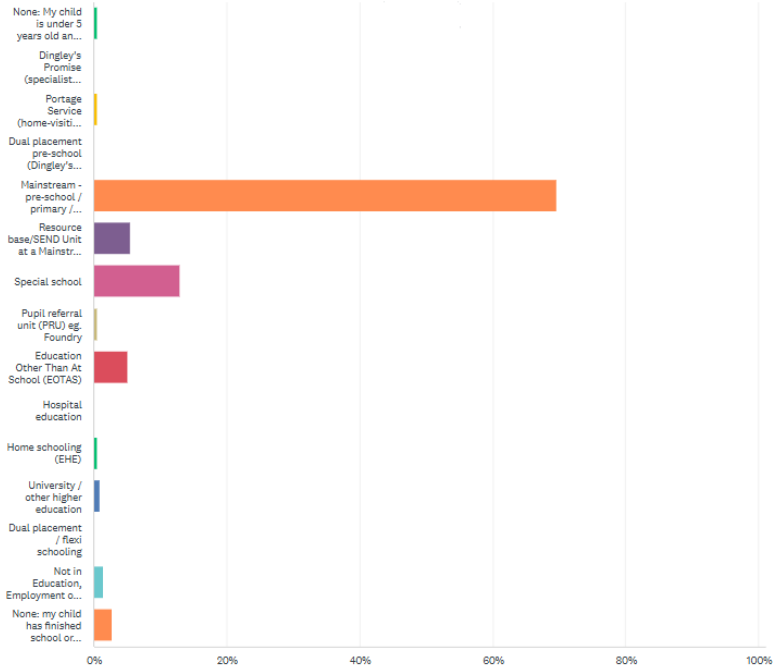
Autism (29)
ADHD (60)
PDA (9)
SPD (25)
Complex health/medical (4)
Visual Impairment (1)
Hearing Impairment (2)
Dyspraxia (8)
Dyslexia (13)
Dyscalculia (2)
Dysgraphia (2)
Down's Syndrome (1)
Speech & Language (12)
Non-verbal (3)
Eating disorder (0)
AFRID (4)
PICA (3)
Medical Condition (4)
Awaiting diagnosis (28)

SEMH (13)
Learning Disability (17)
Tourette's/Tics (2)
Executive function (1)
Working memory (1)
GDD (7)
Cerebral palsy (3)
Physical disability (3)
Gender dysphoria (1)
Visual stress syndrome (1)
Hypermobility (5)
Genetic (3)
Mutism (6)
Epilepsy (1)
Neurological (1)
Sleep Apnea (1)
Genetic Condition (1)

Mental Health/anxiety (32)
PTSD (5)
Trauma (8)
EBSA (4)
OCD (2)
Burnout (1)

Q5: What type of school does your child attend?

Answered: 217 Skipped: 6



There were responses from all settings except Specialist pre-school, dual placement, hospital education.

This year saw a better response from families with children attending mainstream settings

ANSWER CHOICES	RESPONSES	
None: My child is under 5 years old and hasn't started school, pre-school or nursery yet	0.5%	1
Dingley's Promise (specialist pre-school)	0.0%	0
Portage Service (home-visiting educational service for pre-school children with SEND)	0.5%	1
Dual placement pre-school (Dingley's Promise + mainstream pre-school)	0.0%	0
Mainstream - pre-school / primary / secondary school / 6th Form / college	69.6%	151
Resource base/SEND Unit at a Mainstream primary/secondary school	5.5%	12
Special school	12.9%	28
Pupil referral unit (PRU) eg. Foundry	0.5%	1
Education Other Than At School (EOTAS)	5.1%	11
Hospital education	0.0%	0
Home schooling (EHE)	0.5%	1
University / other higher education	0.9%	2
Dual placement / flexi schooling	0.0%	0
Not in Education, Employment or Training (NEET)	1.4%	3
None: my child has finished school or college	2.8%	6
TOTAL		217

Comments (54)

Q5: What type of school does your child attend?

Respondents comments

- LA have agreed specialist but nil can meet need
- Having EOTAS we have been very much left to manage on our own, source all providers, manage timetables and pay out for the agree provision. We have no access to the support that children have in a school, no oversight or monitoring, needs are not met and it seems tha tEOTAS CYP are an after thought. There are no long term plans and everything is done as an afterthought rather than actually planning. There has been the EOTAS lead introduced but there is no clear roles or responsibilities with some aspects still sitting with the SEND team and some with the EOTAS lead, the situation now feels worse than before and we now have another hoop to jump through and another person to have to deal with. It feels like the SEND team have intriduced the EOTAS lead to defeclt the issues from them on to someone else. The initial letter received about the EOTAS lead does not refelct what is actaully happening. While the EOTAS lead is approachable, responsive and has a good understanding of the young people, in realuty nthibng has chnaged and no progress is being made. It feels like the send team are gate keeping provison and ussing funding as a way to stop provision whihc isspecifed in section F from being put in place
- They don't fit any category, less than 30% attendance at a mainstream so they don't fit these boxes.
- SEND College out of borough. I put Special School as there was not a special college option.
- SEND educational understanding is poor in wokingham
- My child has been out of education for 4 years. No education at the moment
- None: My child is under 5 years old and hasn't started school, pre-school or nursery yet
- Alternative provision under eotas
- School is completely inadequate and failing my child enormously. We are waiting on a transfer due to having no faith in them keeping my child safe!
- Not EOTAS but alternative provision.
- Under EOTAS we have been very much left to manage on our own, there is no access to the support that chudlren have in a school, no oversight or monitoring, I don't believe my son is able to reach his full potention in a mainstream school
- Mainstream is type on EHCP but none named as none could meet needs. AP instead unders19 is online school and farm therapy.
- My child has an EHCP
- School couldn't adapt for my daughter
- Has not attended mainstream she is on roll for 4 years and currently get some outreach tutoring.
- My daughter doesn’t access any mainstream at her unit as this is not possible
- Part time timetable for the last 11weeks
- School needs work
- Totally inadequate
- With full time 1 to 1
- On roll at a mainstream setting but has been out of school for a year now due to unmet needs.Appealing EHCP to get a specialist school place

Q5: What type of school does your child attend?

Respondents comments

- Been out of school 12 months attending AP 6 hours and 10 hours online education. Tried numerous schools with no offers, going very long distances. Primary education was out of borough as already been out of school before Primary setting for 12 months. No education no future (edited for anonymity)
- Child behaviour is managed but not addressed nor given opportunity to learn social ques
- We had to fight for the place and it has been a saviour
- Needs are not currently met
- My 9-year old son is attending a mainstream primary school but not able to enter year 4 classroom as he may impact other pupils. He is being looked after by individual teacher and only last for morning section.
- Nothing
- 2 children in mainstream 1 child in a sen school
- Due to start specialist secondary school
- Too much time of a child's childhood is spent in school and in school work at home
- Currently on part time timetable
- Need more staff
- Currently at pre-school but will be in a SEND unit at a mainstream school from September 2026.
- Currently, the education system and legal punishment mechanisms are used to address students' emotional problems. This doesn't solve the problem of school refusal; instead, it exacerbates parents' anxiety and stress. Families, facing difficulties in satisfying the education system, avoiding legal sanctions, and dealing with emotional struggles with their children, often find themselves ultimately forced to switch to home education due to a lack of adequate support and the pressure of fines or legal penalties.
- 1:1 support at all times - he doesnt go in his classroom
- The school also has a resource base
- He will move to Special School in September
- a send provision
- She doesnt attend at all and hasn't for 2.5 years.
- EHCP states special school. On a part time timetable.
- Succeed centre has been brilliant so are the teachers
- Would be nice if there was a therapeutic setting closer than Newbury, very good school though
- Not currently attending due to EBSA

Q5: What type of school does your child attend?

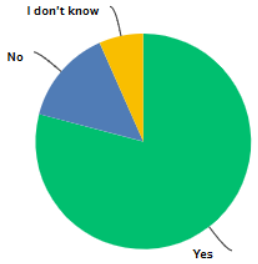
Respondents comments

- Part time time table, 2 hours a day
- My child has just been given a space in a resource unit for sept 2026 (year 3)
- In a mainstream college on SEND foundation course
- My daughter is in desperate need for specialist setting as she is struggling, she is not coping academically or socially
- She hasn't attended in over a year, and barely for nearly 3 years
- Part time distance learning alongside work
- I don't believe it's the right setting for my son, not adequate support and constant bullying

Q6: Do you feel your child with SEND is welcomed at their pre-school, school or college?

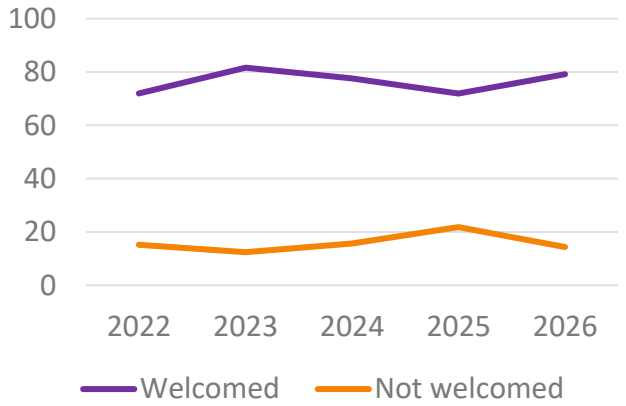
Answered: 140 Skipped: 44

79.1% (71.9%) said their child was welcomed at their education setting,
14.3% (21.8%) said that they were not welcomed



ANSWER CHOICES	RESPONSES	
Yes	79.1%	155
No	14.3%	28
I don't know	6.6%	13
TOTAL		196

Comments (36)



Response for those who it was applicable
Figure in brackets - 2025 result

Q6: Do you feel your child with SEND is welcomed at their pre-school, school or college?

Respondents comments:

- His school were great but it was obvious that he needed a specialist setting and the school agreed
- appeears to be lip service
- Alternative provision.
- It's hard to tell, my son hates school
- No support provided until I wrote to MP & Director of children services
- Yes, they were generally welcomed by most staff, though there were a couple of staff who were openly hostile towards them. Being new to the school not all pupils were welcoming.
- School seem to be keeping him out of school to make their lives easier
- School is not inclusive to our child but treats children in Round House as different and fails to integrate them into mainstream
- I feel their is a lack of support
- By some of the staff
- He is VERY welcome, not the case with all schools we toured!
- Last SEMH was new and didn't read his EHCP. Failed him massively but got to keep the funds and kept 30 hours a week funding and he only ever went for 11 hours, less than legal requirements and no one did a thing about it. No 9me questioned the failure or the 11hrs under the legal limit for any child
- He comes with a ehcp package
- He is getting Specislist tutor who is an external person so cannot comment about School
- learning support department
- The Head Teacher and SENDCO of Hatch Ride are outstanding
- I feel by some staff, other staff need training on how to support young people with additional needs.
- People in the school are nice to him. However, he cannot join his year 4 class with other pupils, so hard to say if he's welcomed.
- He is being failed by the Forest school
- I feel that the mainstream school struggle to welcome my sen child
- Child is under 5
- School have been amazing
- Not to start with but after many meetings, the school is coming around and putting needed support in place

Q6: Do you feel your child with SEND is welcomed at their pre-school, school or college?

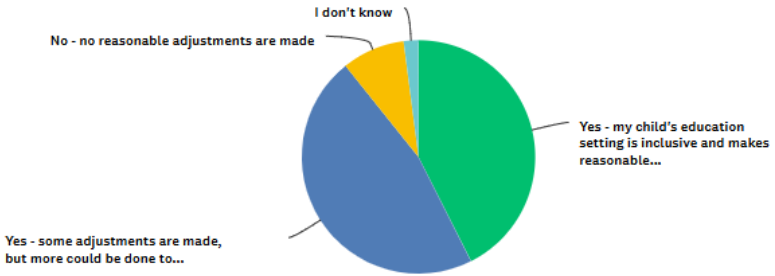
Respondents comments:

- Sometimes
- Thrive school with Forest schooling and nurture rooms
- Whilst staff are generally polite and caring, my child does not currently experience school as a place where his needs are fully understood or accommodated. He has an autism diagnosis with a PDA profile and has been identified by an Educational Psychologist as experiencing chronic stress. Despite repeated concerns regarding distress, anxiety and school avoidance, his needs have not been adequately recognised or met. A child cannot truly feel welcomed if the environment is causing significant stress and preventing them from accessing education safely.
- School staff's understanding of SEND should be strengthened, as children with SEND are too often misclassified as having behavioural problems. This misunderstanding can lead to inappropriate responses and support, causing significant emotional distress and mental health difficulties. The resulting impact can be profound, greatly affecting the child's wellbeing, educational experience, and overall quality of life
- In some aspects yes but I believe there is still a lot of work to do before we reach true inclusion for invisible disabilities
- Waingels have been AMAZING with him
- Cannot meet needs
- Its been difficult as it is like some forget her needs
- Kids can be cruel but the teachers are good with my child
- He wasn't to begin with but things are getting better
- My son has shown a vast improvement since accessing the Grove in Woodley
- They are completely supportive of the fact that they can't meet her needs and are unable to provide an education for her
- They probably are but he doesn't feel comfortable there

Q7: Do you feel your child's pre-school, school or college is inclusive?

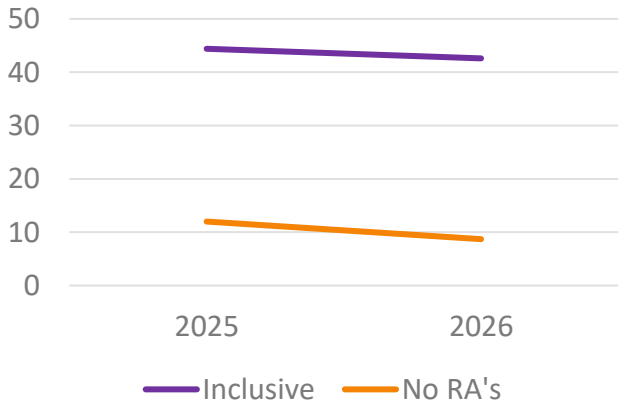
Answered: 124 Skipped: 44

42.6% (44.4%) said their child's education setting was inclusive
a further 46.7% (39.8%) said that some adjustments could be made but more could be done
8.7% (12%) said no reasonable adjustments were made.



ANSWER CHOICES	RESPONSES	
Yes - my child's education setting is inclusive and makes reasonable adjustments in order to include them in all activities	42.6%	83
Yes - some adjustments are made, but more could be done to be fully inclusive	46.7%	91
No - no reasonable adjustments are made	8.7%	17
I don't know	2.1%	4
TOTAL		195

Comments (77)



Response for those who it was applicable
New question in 2025 denoted by figures in ()

SEND Voices Wokingham

Q7: Do you feel your child's pre-school, school or college is inclusive?

Respondents comments:

- Ear defenders, movement breaks, quiet lunch, own desk, privacy board, buddy system, structured lunch, communication book.
- My son is included but is now showing that he feels he is being treated differently.
- PE is very hard when there is a lot of focus on contact sport and competition.
- You purposely haven't provided the option - No.
- My answer is no
- So far the preparations that have been suggested seem good for her. We will not be able to fully tell until she starts in September.
- at this point its hard to tell but i haven't been impressed so far
- I am not receiving any help or support regarding my child's education. He has been left behind, and Wokingham doesn't care about his education. I am a parent with a broken heart.
- Given time, given options and space. Created support and social opportunities also in the community.
- Due to her being in reception year, the support is still very much in place. Although experience tells me that in September this will change.
- My son needs more 1 to 1 support and help with writing and reading. The only "adjustments" put in place are the generic for all pupils. Nothing specific to him.
- Additional classroom support, support in extra curricular activities, therapy and mental health
- Not enough time to adequately implement any support adjustments.
- I feel more could be done to make wrap around care & the wider school community more inclusive for the families whose children attend the unit
- My child is educated by foundry at home with tutors, and is on roll with a mainstream school they have never attended.
- My daughter has started school in year 3 due to EHCP plan taking a long time to get the EHCP approved.
- Part of the SEN unit at mainstream. But would be good for them to have a buddy system where they have a peer from their class help them during playtime or class time to feel more inclusive. Else they miss out on so much with their year group and isolated as Sen children that are only in the SEN unit
- Having things for their ADHD in place.
- Just follow the ehcp
- not all activities were open or adjustments made, was just if they felt able to attend, as the event was set up, without any adjustments
- My son attends a special school which is very inclusive given the children that attend. We are provided with a parking pass to park within the school grounds as he runs off a lot.

Q7: Do you feel your child's pre-school, school or college is inclusive?

Respondents comments:

- The school needs an actual SEND unit, given the amount of SEND children that would benefit from it. The school do what they can with minimal resources.
- Some reasonable adjustments that have been helpful include the use of ear defenders during noisy activities, access to movement breaks throughout the day, a quiet space where he can regulate when feeling overwhelmed, visual supports and preparation for changes in routine, and access to sensory resources such as a wobble cushion. Having familiar adults who understand childs needs and use a calm, consistent approach also helps them feel safe and supported. However, it is currently unclear how consistently these adjustments are being implemented on a day-to-day basis. Much of the information shared with us relates to incidents after they have occurred, rather than the proactive strategies and support that were in place beforehand to prevent dysregulation. We have received reports describing behaviours such as unkind hands, unkind words, difficulties following instructions and emotional dysregulation, but there is limited evidence available showing what preventative support was provided prior to these incidents. Additional reasonable adjustments that we would like to see consistently implemented include: A clear visual timetable and visual supports throughout the school day, Advance preparation and social stories for changes to routine, special events and transitions. Scheduled sensory and movement breaks before dysregulation occurs, rather than only after difficulties arise. Access to a designated quiet/safe space when they feel overwhelmed. Consistent use of sensory tools, including ear defenders and wobble cushions where appropriate. Regular emotional regulation support and opportunities to identify and communicate their feelings. Increased adult support during unstructured times, transitions and busy environments, which are known triggers for them. Consistent monitoring and recording of both incidents and the preventative strategies used, so that effective interventions and triggers can be identified and reviewed.
- School has a sensory room and a nurture room. He has regular sensory scooting breaks. Uniform adjustments for the first 2 years. He has full time one to one. His learning space is away from other children. They monitor his eating as he will not report.
- Lots of things were put in place but still unable to access mainstream school.
- Training the school management team and staff need to understand alexithymia and interoception and how speech and language can impact children even thoughts they can hold a conversation. Masking is another huge topic
- She's only in school a couple of hours a week due to EBSA, anxiety and demand avoidance. School are trying lots of adjustments but it's slow progress
- The first three years of secondary were difficult, but the last two her school have really improved and put a lot in place to help her. She is keen to learn and do well but the school environment doesn't work for her. Main support is around helping her to speak to people in school, but also access arrangements for her exams

Q7: Do you feel your child's pre-school, school or college is inclusive?

Respondents comments:

- Because my children mask, they usually get forgotten about leaving them further behind on school work
- Understanding and supportive teachers have allowed my son to be confident enough to travel to abroad on school trips in the last few years. It wouldn't have been possible without the teacher that organises the trips being so supportive and truly understanding how my son works. Both were tough for him but he got a huge amount from them that we are forever thankful for - the academic learning side was just a bonus in our view, the life skills and experiences were beyond measure.
- More support overall
- I actually believe the most important factor is the investment in training of the teaching staff
- use of inclusive language and behaviours
- More focus on supporting learning, class work due to staffing challenges this year school has struggled, more inclusive cooperation with after school provider instead of a blanket. It's separate with little willingness to work together
- They allow him to be himself and do as he pleases, within reason. With gentle encouragement they sometimes manage to persuade him to join in with others and always offer for him to be included in class activities.
- PEP sessions held with virtual schooling to discuss successes and needs for future, the child is heavily involved in these discussions and has their voice heard. The school SEN lead works with child to ensure all needs met
- Adjustments in class to help him understand instructions better. Better adjustments would involve a curriculum that is appropriate for children in this day and age rather than 20 years ago, that is much more hands on and far less assessment based.
- School set a part time time table with at least 1 hour and are prescriptive about what the child must do in that time. This is still too overwhelming for the child and causes anxiety for the child. The school/EWO won't listen to the child and adjust arrangements to help reduce anxiety and enable access (edited for anonymity)
- I had to remove my child from a specialist setting due to them not meeting need and safeguarding concerns. My child has been failed by both mainstream and specialist. They have significant trauma as a result of the education system and is so broken that they will not return to a setting
- Some adjustments have been introduced, including emotional check-ins, access to a quiet space, movement breaks and a reduced timetable. However, these adjustments have not been sufficient to enable my child to access education consistently or sustainably.
- My child has an autism diagnosis with a PDA profile and experiences significant anxiety and chronic stress associated with school attendance. The current adjustments do not adequately address the underlying barriers to education, and his attendance and ability to engage remain significantly impacted.

Q7: Do you feel your child's pre-school, school or college is inclusive?

Respondents comments:

- Waingels have done SO much to help him to feel included, it's just not the right setting for him.
- Assistance for children to attend extracurricular clubs.
- It's simply not a suitable setting- I feel like they've come a long way since my daughter started there, but everything was too little too late for my daughter (and that wasn't always school"s fault)
- He struggles alot at school but they are now finally trying to support him, in his first year at school, wasn't so good.
- I wanted her to have a reader and scribe for her SATS. They supplied a teacher available to read questions to her when she asked. Because of the dyslexia AND adhd processing disorder - she doesn't know if she's reading the question wrong so the option to read the questions at request wasn't a suitable adjustment and not what I thought we agreed. I really hope this hasn't affected her results but I fear I need to get an EHCP to make sure her adjustment are met for GCSEs and I hear this is being taken away and also really hard to get
- 1:1 TA assistance
- More one to one support in the junior school to help the transition from infants.
- No quiet area was provided in the school for my child when they were overwhelmed
- Our young person has very complex needs due to being in foster care and is supported hugely
- Seem to place anyone with an education need in the lowest set. This is not always appropriate, as you can get very smart children that have a special education need. Little or no flexibility.
- They should have books or more visual powerpoint so as to be able to help out child as all of those apps to keep up are chaotic.
- Further training
- Adjustments include: Movement breaks, sensory toolkit, chunked tasks and a visual timetable but these are inconsistently applied which results in uncertainty and anxiety for my child. They will get different responses when they ask for a movement/brain break depending on the day or staff member they ask. This causes them anxiety and can make their time at school significantly more difficult than it needs to be. They want to be understood by other people rather than feeling judged or excluded if they don't understand something or have questions.
- It would be great if the resource pe sessions were as comprehensive as the mainstream pe lessons
- Child has been in two previous settings in a year and the upheaval was quite traumatising for them (and us), but this setting has welcomed them and they now loves going in the mornings.
- Further teaching support
- Nothing has been put in place to support my child

Q7: Do you feel your child's pre-school, school or college is inclusive?

Respondents comments:

- in a way that is safe, meaningful and sustainable.
- School has arranged access arrangements for GCSEs
- Excellent pastoral care
- We've had our challenges with them but actually I think they do a lot to support children adn their families with SEND. Staff I speak to are, with a few exceptions, very understanding of the issues, and willing to make accomadations. But challenged with time, budget, resources etc
- I feel more could be done to make breakfast club & after school wrap around care more inclusive & accessible to the children with very complex learning difficulties
- My son needs 1-2-1 support and potentially someone who writes and reads for him. He needs help getting work down on paper
- More effort could be made to support neurodivergent pupils in a mainstream school by making reasonable adjustments. Particularly with managing emotions and sensory issues.
- My child's school is highly inclusive and has consistently made effective reasonable adjustments to support my son's individual needs and development. Although the school is not a specialist SEND provision, it has developed an excellent reputation for supporting children with additional needs within a mainstream setting.
- As a result of this reputation, an increasing number of families whose children are on the pathway to a SEND diagnosis are choosing to send their children to the school. While this reflects the school's strengths and commitment to inclusion, it has also led to a growing concentration of pupils with special educational needs, raising concerns about the school's capacity to continue providing the same high level of support to all children who require it.
- Accessible classrooms, space for naps, nurse support, learning support, classroom accomodations
- He has a 1:1 he has movement breaks when needed, he has wobble stool/cushion, SALT everyday, sensory circuits.
- Some staff clearly have a better understanding of my child's needs than others. You can tell which ones have read the EHCP and made adjustments according to it and the advice in the annual review. Others won't change anything and then can't understand why my child made become upset or overwhelmed.
- Greater flexibility, a more individualised approach, and a stronger focus on emotional safety, regulation and relationship-based support are needed. Inclusion should not simply mean being present on a school roll; it should mean being able to access education

SEND Voices Wokingham

Q7: Do you feel your child's pre-school, school or college is inclusive?

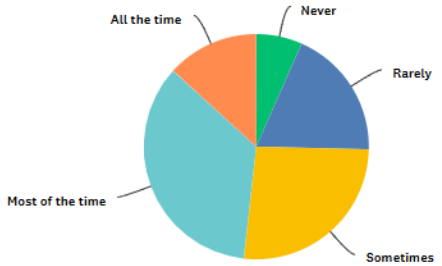
Respondents comments:

- His own desk, multiple fidget tools, chew toys, wobble bands and cushions etc. Soft start, lunch club, pupil premises team, occasional 1-1 support, 5 min craft time when transitioning between lessons
- More inclusiveness is needed, a more therapeutic approach and more training for staff.
- Reasonable adjustments as set in in EHCP not always followed which impacts their access to the curriculum
- I think to varies massively from teacher to teacher. Some are great and some aren't.
- The staff do not have specific training in the handling of children with ADHD.
- Individual table in class, sensory room available,
- No inclusion in PE lessons, form, assemblies, broader school community, school trips, etc.
- Needed extra help with English. Asked to drop French early wouldn't allow.
- He is in smaller lesson and the school have provided alternative sessions for PE. I do however feel communication needs improving and key workers promise things but they have not happened.
- They do de fizz at the end of the day for my child but due to staffing this doesn't always happen every day which can be hard to keep consistency for him. We can tell when he comes home and hasn't had it as he is distressed and behaviour is awful before we've even left the school grounds. I would like more structure where there can be more staff to help keep consistency.
- resources around dyslexia and how to support.
- The school excluded my child from an off-site school trip without informing or consulting me as a parent. No prior communication was provided regarding this decision, which prevented me from understanding the reasons for the exclusion or discussing any appropriate support or arrangements for my child.
- Disconnect between school and social care leading to exclusion of child (edited for anonymity)
- The SENDCO has gone above and beyond for our child to ensure they feel included, safe in this school (due to trauma from previous school Oaklands), and able to trust teachers, and to gain confidence with children and learning.
- easier start in the morning - no fixed time

Q8: Does your child enjoy their pre-school, nursery, school or college?

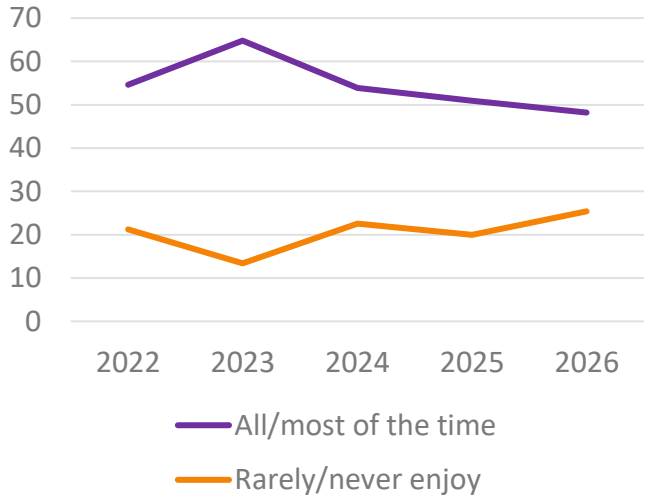
Answered: 217 Skipped: 6

48.2% (50.9%) said their child enjoyed their education setting most or all of the time
25.4% (20%) said that they rarely or never enjoyed their education setting.



	NEVER	RARELY	SOMETIMES	MOST OF THE TIME	ALL THE TIME	TOTAL	WEIGHTED AVERAGE
(no label)	6.6% 13	18.8% 37	26.4% 52	35.0% 69	13.2% 26	197	3.78

Comments (19)



Response for those who it was applicable
Figures in brackets - 2025 result

Q8: Does your child enjoy their pre-school, nursery, school or college?

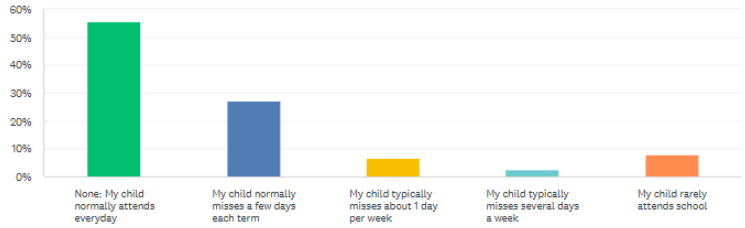
Respondents comments:

- He was suspended - externalised behaviours due to burnout
- Again, you haven't provided the option no, and my answer is no
- Had to leave school
- There have been some bullying issues within the school that affected our daughter. These are being dealt with by the school.
- They struggled to fit in with the pupils and the staff
- Child does not feel they are included or provided with adequate support at St. Crispins senior school even though very willing to learn
- Friendship challenges around not being able to self-advocate, pragmatic language and social communication when needed and setting and keeping boundaries sll things AuDHD struggle with
- Unable to attend
- Funding supplied to school not used to meet child's needs instead fitted around staff. (edited for anonymity)
- My son feels as though he is always getting in trouble for being unable to sit still or concentrate. This drags his mood down daily at school.
- Under 5
- My son likes the subjects he likes and when teachers are kind.
- It's mainly seeing their friends at school that they enjoy
- Absolutely loves school
- They are happy now they are no longer in a setting
- Non inclusive, SEND being treated as behavioural problem, consistently parent blame, school staff do not have a good understanding on their SEN provision,e.g. provide worksheets to students who cannot attend school
- Enjoys learning but struggles significantly with social interaction with both peers and staff, this often causes distress.
- Dosnt enjoy school, always gets detention and misses alot of his lessons.
- He doesn't like school and describes it as "Military School" due to the rigidness.

Q9: Does your child regularly miss days of schooling because of their physical or mental health (other than typical short-term illnesses or scheduled medical appointments)? if so how many days do they typically miss?'

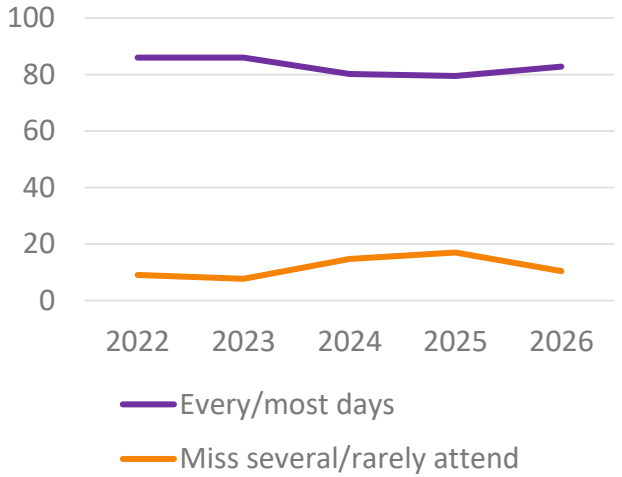
Answered: 217 Skipped: 6

- Over 82.8% (79.5%) of respondents said their child attends their education setting every day or only misses a few days each term.
- 10.4% (17%) are missing several days a week or rarely attending.



ANSWER CHOICES	RESPONSES	
None: My child normally attends everyday	55.7%	107
My child normally misses a few days each term	27.1%	52
My child typically misses about 1 day per week	6.8%	13
My child typically misses several days a week	2.6%	5
My child rarely attends school	7.8%	15
TOTAL		192

Comments (29)



Response for those who it was applicable
Figures in brackets - 2025 result

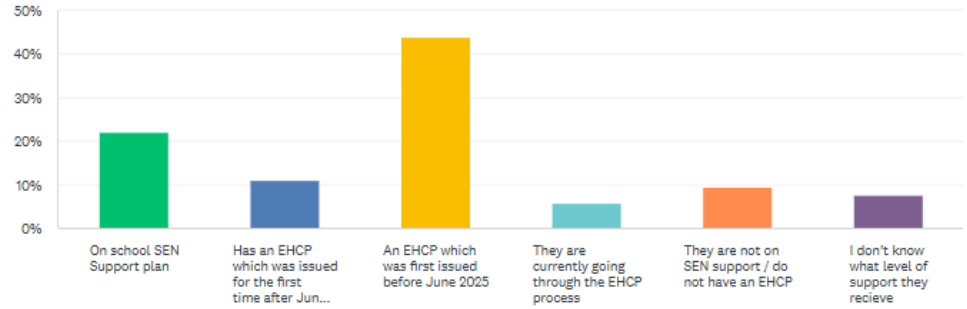
Q9: Does your child regularly miss days of schooling because of their physical or mental health (other than typical short-term illnesses or scheduled medical appointments)? if so how many days do they typically miss?

Respondents comments:

- Are you purposely not asking about why they miss school if it doesn't fit your agenda. Again my answer is no. They don't attend because the environment doesn't fit their needs. This ongoing trauma is likely to lead to mh issues, we hope to take the la to court to stop this happening.
- Only 3x a week as alternative provision, but doesn't miss a day unless feeling unwell.
- Attends only once a week but never misses unless unwell.
- She will often go in late probably once a week. Every few weeks will not be able to get into school for a day.
- Not attended for 3 academic years
- educated at home by foundry
- But has missed a day due to mental health
- this last year attendance has continued to drop to around 10% attendance over the year
- He attends everyday but only for 3 hours a day
- This is only because we work tirelessly to make sure she goes in.
- He doest regularly miss school but it is such a struggle top get him in to school every single day
- Due to asthma
- He likes going to school to make friends its hard at home as hes I'm a kinship carer and my friends don't have child his age. AsD and PTSD also adds to the difficulties in making friends
- My son is very good at attending school due to me and my husband managing this. Mornings are draining and lots of encouragement is needed daily.
- Part time timetable, he finishes school day at 1.30
- A few days are related to diahhea.
- He really struggled with going to school in year 7 and 8 this has got better in year 9
- Sent home multiple times for headaches, tummy aches, multiple injuries falling over, hurting head etc
- my child unable to adapt the school environment
- Yes, they missed a lot of school when they were in specialist, attends was approximately 50%
- He is on a reduced timetable so only does mornings
- My child doesn't attend- she's no longer timetabled to attend.
- Couple time a term
- Mostly is late coming in
- Tends to be at the end of the christmas or summer term which are most taxing
- Physio appointment every 2-3 months misses half a day
- My child becomes quite disregulated so he sometimes starts his school day an hour after the school has taken registration
- She never attends and has no provision in school on her timetable

Q10: What Level of support does your child receive through their educational setting e.g. pre-school, nursery, school or college?

Answered: 217 Skipped: 6



ANSWER CHOICES	RESPONSES	
On school SEN Support plan	22.0%	46
Has an EHCP which was issued for the first time after June 2025	11.0%	23
An EHCP which was first issued before June 2025	44.0%	92
They are currently going through the EHCP process	5.7%	12
They are not on SEN support / do not have an EHCP	9.6%	20
I don't know what level of support they recieve	7.7%	16
TOTAL		209

Comments (27)

We received responses from those whose children are on all levels of support with 55% of responses coming from those with EHC plans.

Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q10: What Level of support does your child receive through their educational setting e.g. pre-school, nursery, school or college?

Respondents comments:

- Have had an EHCP since 2021 but since then we have had two go throught 3 tribunals to get the right support and each time all the amendments that were denined have been agreed a year later meaning the child has missed out on proviso to support. Meaning higher level intervention is needed due to the significant delays and the council refusing to make amendments to the EHCP
- EHCP. Don't know when, not wasting my time to look when you provide so little for my child/young person. Just because we have the EHCP, it does not mean we're getting support. There is no support provided in school.
- She actually gained her first EHCP during the month of June 2025.
- No support
- Have had an EHCP since 2019 but still not had a full year where all the provision has been delivered and their need met, as a result their needs have become higher each year
- They say he has support but he doesn't see any of it. Currently going through a tribunal for an ehcp assessment
- I would like contact from the council about reviewing the EHCP
- 2nd time around but LA not sure what support they can provide
- Not been in school since 20th April. School can't meet needs and nothing has been put in place
- EHCP is being talked about
- I feel may need a EHCP, as theyre behind in main subjects.
- Doesnt have EHCP but receives sen support
- Plus SEN support
- He has an IPP in place
- Only get basic nurture
- EGCP issued in year 1 hes year 8 going to 9 September 2026
- Plan not followed

Q10: What Level of support does your child receive through their educational setting e.g. pre-school, nursery, school or college?

Respondents comments:

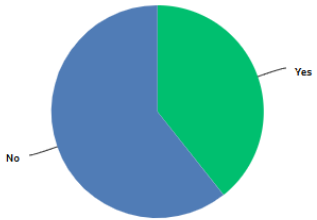
- Despite many practitioners asking for this to be done.
- I have 1 child with an ehcp and 1 child with a sen support plan
- Some measures are in place to reduce his distraction.
- Just a one page profile that most teachers do not adhere to, or are even aware of.
- And PEPs with virtual schooling
- Although my child has an EHCP, the existence of a plan does not guarantee that needs are met. Despite having an EHCP, he is experiencing EBSA, chronic stress and significant difficulties accessing education. The current annual review has resulted in a recommendation to explore a change of educational placement, reflecting concerns that his needs may not be sustainably met within the current setting.
- I think an EHCP is needed and would value schools support with this.
- He has FULL support with a 1-1 in every lesson
- It was ended when they left college even though they are doing an apprenticeship since the employer is supporting and ahead of anything the council would have done we have chosen to save our energy and move on
- An outdated EHCP with content from half his life ago!

Q11: Do you think your child/young person's education setting has enought resorces to meet your child's needs (eg. number of staff, staff training, equipment etc)?

Answered: 217 Skipped: 6

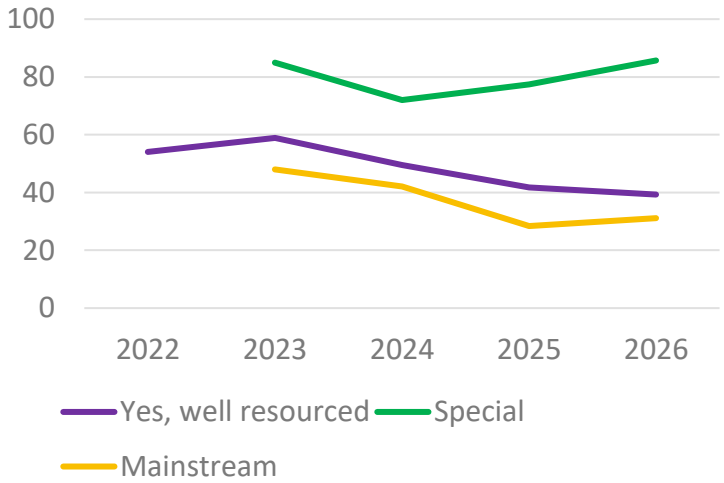
For those who it was applicable 39.3% (41.8%) say that the education setting is well resourced to meet their child's needs (N.B. this is all educational settings).

Special School* 85.7% (77.4%)
Mainstream* 31.1% (28.4%)
(* % of respondents whose child is in that particular setting type)



ANSWER CHOICES	RESPONSES	
Yes	39.3%	79
No	60.7%	122
TOTAL		201

Comments (80)



Response for those who it was applicable
Figures in brackets - 2025 result

Q11: Do you think your child/young person's education setting has enought resorces to meet your child's needs (eg. number of staff, staff training, equipment etc)?

Respondents comments:

- The environment itself isn't right,
- There is a lack of training in identifying the differences in regulation. Also, a lack of understanding regarding strategies that can be trialled to meet need
- More sensory processing and Physio space needed plus an OT
- Key resources and equipment specified in the EHCP have consistently not been provided or delivered despite repeated requests. The send team have refused to provide funding or refused to take the specified provision to panel
- I believe more training and understanding is needed around neurodiversity and as such different ways of learning and for some specific needs, smaller group support is required.
- I don't know, don't care. Not my job. My job is to fight for my child's education in these circumstances. You figure out what schools need.
- Not sure yet, they had a send unit but does not anymore. I am worried about how she will keep up outside of the core lessons (where she will recieve the most help)
- Socially and educationally she struggles and the support isn't there. She does receive some in house salt.
- This is not an LA online school but is independent (MVA)
- Key resources and equipment specified in the EHCP have consistently not been provided or delivered despite repeated requests. The send tea have refused to provide funding or refused to take the specified provision to panel
- More SEND staff
- Being in secondary implementation of the Sen plan varies class by class which is a night mare.
- It's not the right setting. Specialist is required.
- Unable to meet basic needs let alone any adjustments, not all teaching staff are adequately proficient in autism or other neurodivergent conditions
- Some of the children are quite complex and due to the lack of SEN school provision they are at a unit - there is not nearly enough speech & language or occupational therapy input and parents don't get to speak to these specialists either
- educated at home by foundry
- More sensory input needed
- More staff needed

Q11: Do you think your child/young person's education setting has enought resorces to meet your child's needs (eg. number of staff, staff training, equipment etc)?

Respondents comments:

- My child needs speech and language support, social skills training.
- Not enoigh time to support with work on one to one.
- Not enough 1-1 support available usually he has a TA who is supporting him.
- some staff were excellent, other staff were dreadful
- Skills of teachers
- School is not providing One to one support
- We are constantly told they are under resourced so cannot help him further
- No full time LSA support, not enough teachers to provide lessons (these are often taught by LSA's), no external support for OT/Physio etc
- Lacking in teaching assistants to provide focused support in main stream classes as set out in EHCP
- But he could probably do with one om one support at times.
- I believe more funding should be provided for one to one support in mainstream classes
- Not enough staff and unable to provide individual care
- Movement breaks outside , 1:1 or small group work
- Lack of funding means resources are few and far between, often have to provide our own for our child
- Previous to the current leadership team, SEND was an afterthought.
- I have struggled with the teachers lack of understanding and knowledge of ASD and what challenges might look like for my son, and how best to support him, rather than being punitive about his behaviour.
- Much more staff training from Psychologists, Speech therapists, OTs is hugely needed as well as specialists that are available between schools to support children
- there is no occupational therapy help
- Need more staff that are specialised in SEN to help support them. Also more help from external services such as SALT and OT regularly would make a big difference but unfortunately this is not found within the area.

Q11: Do you think your child/young person's education setting has enought resorces to meet your child's needs (eg. number of staff, staff training, equipment etc)?

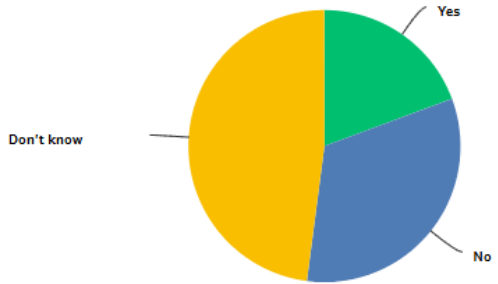
Respondents comments:

- She doesn't cope with mainstream lessons, but doesn't want to go to specialist school either
- She doesn't access the main SEN department as she was made to feel uncomfortable there in the earlier years at school (there has been a change of team since and I think it has improved, but too late for her).
- New school, new staff, and if you ask questions about your child's funding they refuse to speak to you. They also refused to have recorded meetings
- Not nearly enough staff for the amount of Sen children
- if the tutor takes off because he/she is sick then the class really struggle to provide my child a TA as they dont have much resources! this is why sometimes we are worried about sending our child to school when the specialist tutor is off! School tries, but they lack in resources
- The school does not have enough staff. Lots of staff are taken away from the EHCP funded children to look after behavioural issues with other children without an EHCP. I also feel that resources are lacking. At lunchtime there are very limited things for my son to do and that he can easily access which is upsetting when he is not the only physically disabled child in the school. I feel that the SENCO is too busy with the behavioural children to focus on the others. Unfortunately because my son is quiet and will get on with things instead of shouting and screaming he gets forgotten about and less help than he needs/deserves.
- However the local authority need to be more helpful and back the school rather than leave teachers to do everything. Such as ensure right professionals are helping children with additional needs.
- Moving to SRP in September
- Needs full time 1-1 adult support (not currently funded)
- As stated, lack of training, means lack of provisions and support.
- Staffing issues to not always be able to do de fizz and other strategies that have been put in place
- He needs 1:1 TA assistance for him joining the class.
- My child in mainstream is meant to receieve frequent movement breaks and doesnt. She is also meant to get tailored support in her class room setting again doesnt
- I feel send staff are great but stretched and overwhelmed

Q12: Does your child's school have a MHST (Mental Health Support Team)?

Answered: 217 Skipped: 6

19.4% (17.7%) of respondents said their child's school had a MHST.
The majority, 47.9% (45.2%) didn't know



ANSWER CHOICES	RESPONSES	
Yes	19.4%	42
No	32.7%	71
Don't know	47.9%	104
TOTAL		217

Response for those who it was applicable
Figures in brackets - 2025 result

Q12: Does your child's school have a MHST (Mental Health Support Team)?

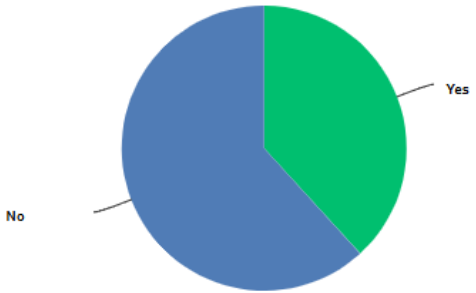
Respondents comments:

- No idea not mentioned in multiple meeting/ conversations
- no school's mhst support as my child unable attend to school
- Having EOTAS means we have no access to this
- Simple repetitive work
- Not sure,
- Previously used – Mel was an amazing support
- With EOTAS we have no access to this support
- Don't know don't care. Itrelevant for us, how could a school mh team cope with complex needs of my child when the nhs gp and CAMHS are unable to do so.
- on EOTAS we have no access to this support
- I think they have an MHST but my son didn't get on with his lady to talk to and so he didn't engage, when I asked for him to have another person, I was told he was likely being told things he didn't want to hear.
- I would like this service for my son.
- They have a lot of staff focused on this, but not sure if they refer to themselves in this exact way.
- Only though CHAMS
- My child has anxiety.
- This is something I have enquired about recently
- Rubbish, tried to get support but after 1 meeting said they couldn't help
- But didn't meet with me until 4 weeks before they threw my child out and thats after 6 months at the school
- what is MHST? never heard about it
- SENVO and Parent liasion
- If so, this is not widely known.
- Nothing

Q13: Have you seen or are you aware of the Wokingham Ordinarily Available Provision?

Answered: 124 Skipped: 44

61.8% (62.1%) of respondents have not seen or are aware of Wokingham's Ordinarily Available Provision



ANSWER CHOICES	RESPONSES	
Yes	38.2%	83
No	61.8%	134
TOTAL		217

Comments (20)

Response for those who it was applicable
Figures in brackets - 2025 result

Q13: Have you seen or are you aware of the Wokingham Ordinarily Available Provision?

Respondents comments:

- Often the council will refuse funding for what would be available to a child i a school setting under OAP which means basic provision is denied making it ahrd for the relevant staff working with the child to support the how they need to be
- As far as I'm aware, schools were not consulted or involved in this. So it's pointless paper exercise. Just because you say it should be available doesn't magically make schools put it into place
- Most does not apply to those on EOTAS leaving us to have to fight to get basic support that would be provided in school and even when it is written to an ehcp, despite it being part of OAP it is denied
- I know through my job, not my child's education.
- Rubbish, after 1 meeting said couldn't help when my son needs to get to know someone before he opens up to strangers
- Started being added to news letter recently but no explanation about it
- There is a lot of OAP available but ultimately the school need the time, staff, knowledge and resources to implement these and stay consistent, otherwise they are pointless.
- When children academically suceed it is really hard for schools to see the mental load it takes for those children to succeed
- Never heard of it.
- no idea what is this?
- I believe the new ordinary provision is very unsustainable your asking for alot to be covered by small amounts of money which can no be delivered on a continual basis therefore the support isnt sustained
- no help for PDA and EBSA child.
- I am aware of the Ordinarily Available Provision. However, for children with complex needs such as autism with a PDA profile, chronic stress and EBSA, ordinarily available provision is often insufficient. Whilst universal and targeted support should be available to all children, some children require highly individualised provision that goes beyond standard interventions. The focus should remain on meeting the needs of the individual child rather than fitting children into predetermined support frameworks.
- The OAP and what it covers are great, I just don't think that it is all realistically and consistently being implemented. Inconsistency significantly impacts the child's sense of psychological safety and damages trust between the child, their parent/carer and the setting.

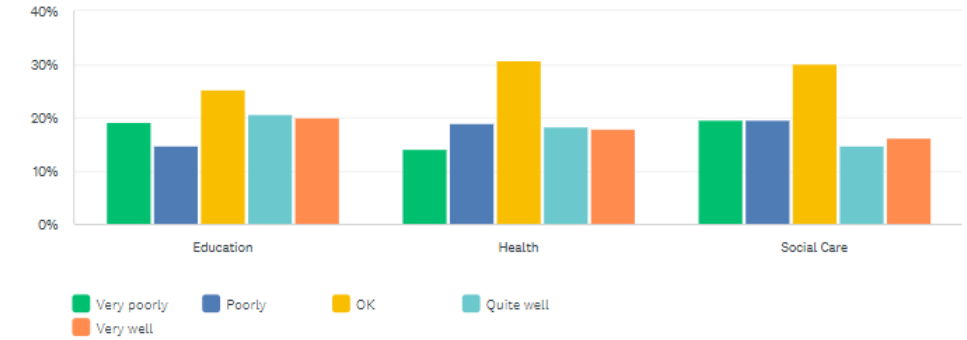
Q13: Have you seen or are you aware of the Wokingham Ordinarily Available Provision?

Respondents comments:

- WOAP is good but no known liasion with school, although a few Wokingham children are there
- Not through my childs school though.
- It's only really available if the school or LA can fund it. The school are doing their best with her budget (all of it is spent on outside provision) but her budget on her ehcp isn't sufficient to provide the resources she requires to access a suitable education. Her psychiatrist describes her as profoundly educationally impaired Not because she's unable to learn- she's very very capable, but because the provision she has is so very very far out of what she needs.
- Generic for all pupils but not specific enough for specific pupils
- My daughter really burnt out so quickly it wasn't really relavent.
- Not applicable but it is a good offer compared to others I have seen

Q14: Please tell us how well you think your child/young person's NEEDS have been IDENTIFIED by the following services, this includes identifying needs at the right time.

Answered: 217 Skipped: 6



	VERY POORLY	POORLY	OK	QUITE WELL	VERY WELL	TOTAL	WEIGHTED AVERAGE
Education	19.1% 40	14.8% 31	25.4% 53	20.6% 43	20.1% 42	209	3.08
Health	14.1% 26	18.9% 35	30.8% 57	18.4% 34	17.8% 33	185	3.07
Social Care	19.5% 24	19.5% 24	30.1% 37	14.6% 18	16.3% 20	123	2.89

Comments (57)

Education

Very/Quite well – 40.7% (36.3 %)

Very poorly/poorly – 33.9% (41.3%)

Health

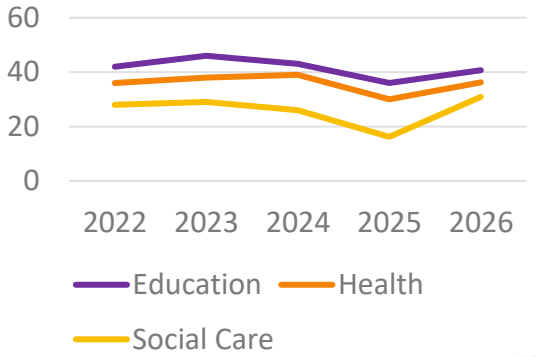
Very/Quite well – 36.2% (30.2%)

Very poorly/poorly 33% (38.7%)

Social Care

Very/Quite well – 30.9% (16.2%)

Very poorly/poorly – 39% (50%)



Very/Quite well

Response for those who it was applicable
Figures in brackets - 2025 result

Q14: Please tell us how well you think your child/young person's NEEDS have been IDENTIFIED by the following services, this includes identifying needs at the right time.

- We have paid privately as his needs escalated
- GP and Cypit excellent. Camhs poorly organized ineffective, neglect children needs and generally need a thorough inspection
- The Council have to commission independent professional as part of an eotas provision which means we have nee able to have needs identified well across OT and SALT, however despite the Council commissioning the professionals the reports are generally ignored and diluted as the council state based on their opinion they disagree with the reports yet have no evidence to back up their opinion
- The school didn't pick up on my son's dyslexia and have been heavily reliant on our insight and feedback in terms of identifying his needs, though they have been accommodating and responsive to us.
- School is great under a very limited budget
- No qualified teams outside of a contracted EP. Their report wasn't specific or measurable as is needed to ensure support is provided but at least they were qualified.
- Both speech and language and OT barely saw her despite being under these services. Her paediatrician was awful, denied and dismissed obvious autism traits before she was diagnosed and signed us off as soon as she got the diagnosis with no advice about further support. The autiam assessment team at Earley house, however, were excellent. As was Portage.
- Her junior school were very good at identifying her strengths and struggles.
- We found the college and then had to fight for Education team to agree.
- Caamhs have been amazing at helping us to understand snd Navigate my sons Diagnosis.
- Only through constant appointments and concerns being raised by myself. .
- The Council have to commission independent professional as part of an eotas provision which means we have nee able to have needs identified well across OT and SALT, however despite the Council commissioning the professionals the reports are generally ignored and diluted as the council state based on their opinion they disagree with the reports yet have no evidence to back up their opinion
- My child's needs were not recognised early enough, particularly within education. Whilst difficulties were eventually identified, there has been a significant lack of understanding of the impact of his autism and PDA (Pathological Demand Avoidance) profile. Many of the strategies commonly used for autistic children have been ineffective because they did not take account of his PDA profile and need for a flexible, low-demand approach. Concerns regarding school-related anxiety, emotional wellbeing and increasing avoidance were present long before the full impact was acknowledged. By the time Educational Psychology became involved, my child had already developed significant Emotionally Based School Avoidance (EBSA) and was identified as experiencing chronic stress. Health services have contributed to identifying his needs through a and diagnosis, but there remains limited understanding of PDA across services. Earlier recognition of his profile and the adjustments req have prevented some of the

Q14: Please tell us how well you think your child/young person's NEEDS have been IDENTIFIED by the following services, this includes identifying needs at the right time.

- My sons social anxiety hasn't been helped by sen team
- None
- Doctor particularly unhelpful
- Has to pay privately for ADHD, Autism and Dyslexia assessments
- My son tried ADHD medication but had bad side effects. Then there was an ADHD medication shortage across the country. We moved to the Wokingham area 2 years ago and are still on a waiting list to try a different medication. It seems unduly complicated. I wonder why our GP is unable to prescribe a new medication to try.
- Not enough support given early on to help us as a family. Limited available until he gets a diagnosis and EHCP.
- My son was under SALT prior to starting foundation and discharged into the care of the primary school where he was promptly discharged and my concerns dismissed by the Senco at the time. Subsequently his needs were not identifies till much later in the school cycle and had begun to effect his mental health
- Required child to enter burnout before people believed there was a need
- I've had to request assement, support and more as nothing was being done
- LA EH Support workers have been great. School Sendco and nurture assistant have been great. CAMHS have been unhelpful.
- My childs preschool highlighted the need for quick diagnosis and beginning the ehcp process well before school. This meant we were able to name his school and work with them across the summer term before he went so he could gey used to the setting, and the (full-time) sensory could begin to join the dots between the ehcp and the child.
- Primary school was instrumental in helping us to gain an EHCP that has enabled our daughter to have a more appropriate education.
- School supported right to choose. GP, reffered after i had to call back and ask about righ to choose as the dr told me they dont do it. Speech and langauge was good and supportive when she had it.
- the SEN team were good at school but other teaching staff were difficult, health varied also on the professional we saw, social care was a tick box exercise when they did a needs assessment
- Took way too long for appointments, diagnosis and still waiting for treatment plan for OCD that’s 2 years since diagnosis. Social Services intervention has assisted but long delays and silo working has not helped even as a child in need.

Q14: Please tell us how well you think your child/young person's NEEDS have been IDENTIFIED by the following services, this includes identifying needs at the right time.

Respondents comments:

- The school hasn’t identified any needs it had all been driven by me as I said when academically succeeding schools are less bothered by mental health concerns from unmet needs at school. Masking and high functioning AuDHD doesn’t disrupt its internal dialogues that set low self-esteem and self worth
- Our social worker was great but once sge closed the case no one does anythings and parents are ignored. Professional talk to each other but flannel parents. Having been out of school since April 2025 the new EHCP wasn't sent out to school until 12 of june. Taken a year to apply for any school. Joke
- EHCP
- Education applied to when in mainstream. Fantastic in Sen school
- My child masks at school and is more noticeable at home. The school so what they can to support, the health system is almost non existent, the GP was refusing to do a referral so the process took a lot longer to then be told to get an diagnosis could be up to a year even on the right to choose. You almost feel your constantly on a losing battle to try and support your child.
- They observe kids with special needs in the class.
- Clarity needed on pupil premium and how much available for each child to support them. (edited for anonymity)
- Paediatrician positive, ASD pathway poor, OT very poor, have FSW although this has just changed due to restructure
- CAMHS wokingham ADHD team have been amazing - from my referral to his multiple diagnosis after 2020. Previous to that primary school referrals were very poorly done and he was mainly identified as naughty. No referral to CAMHS through the school was picked up.
- Private occupational therapists' and providers
- I don’t feel his needs were identified. I pushed for health visitors to refer him when he was 2. And I was the one that identified his speech and language need.
- Social worker visits every 6 weeks, Nurse visits once a year, PEP sessions held regularly
- No identified by above services. School need medical evidence. Health department in wait list (e.g. ADHD and Austim assessment). GP advise they are unable to diagnosis mental health issue.
- SEND team within the LA / PMH4Y / CAMHS

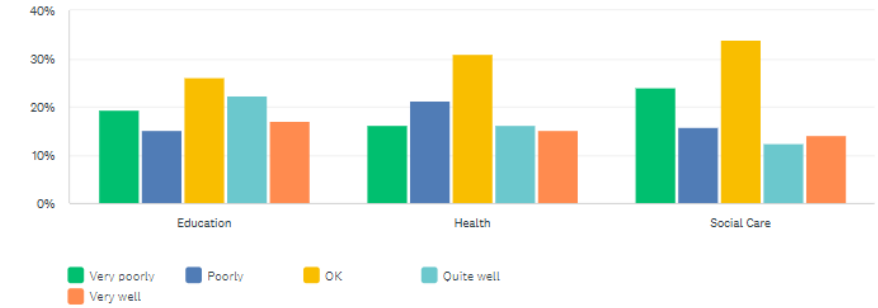
Q14: Please tell us how well you think your child/young person's NEEDS have been IDENTIFIED by the following services, this includes identifying needs at the right time.

Respondents comments:

- The send service refused to use thier own commissioned professional reports to update needs in the EHCP
- Education took 7 years
- The school said she didn't have dyslexia when they tested her in y3 but they helped with her social issues at school. Other than this I've done everything, the neurodiversity tests were paid for privately
- Had to raise 2 stage 1 complaints to get an EHC needs reassessment for my child. Original EHCP was drafted when in nursery & just coming to end of year 2 so very out of date. OT responded to say needs to be assessed but haven't assessed. School commissioned EP, OT & Behavioural Analyst with reports but LA won't recognise it
- Health waiting times and disjointed nature can be frustrating but if you persevere and get into the system it is pretty good
- The assessment carried out by the local university provided my son with an accurate diagnosis and clearly identified the most appropriate support pathway for his needs. As a result, it became much easier to understand the support he required and to advocate effectively for the services and provisions that would best support his development.
- Over 4 year wait for diagnosis, and EHCP
- I told them
- Needs were not officially identified until in Year 8 of secondary. Wokingham BC was not supportive nor was CAMHs, secondary school services nor EHCP assessment tram
- Our daughter needs an assessment for ADHD & dyspraxia & despite having very complex learning difficulties and those diagnosis would potentially be very beneficial to her and her needs we are being told the wait time is open ended & could be many many years totally unacceptable
- Some teachers note that need would benefit from 1-2-1 support and can't focus or start/finish work.
- GP, CAHMS ARFID Pilot, Addington School
- CAMHS have been good, very attentive
- CAMHS anxiety team struggling to support anxiety as they cannot work out how to tailor support for child with selective mutism. Now [illegible] for anxiety medication before we try CBT again

Q15: Please tell us how well you think your child/young person's NEEDS have been MET by the following services. This includes meeting the needs at the right time.

Answered: 217 Skipped: 6



	VERY POORLY	POORLY	OK	QUITE WELL	VERY WELL	TOTAL	WEIGHTED AVERAGE
Education	19.4% 41	15.2% 32	26.1% 55	22.3% 47	17.1% 36	211	2.63
Health	16.3% 30	21.2% 39	31.0% 57	16.3% 30	15.2% 28	184	2.61
Social Care	24.0% 29	15.7% 19	33.9% 41	12.4% 15	14.0% 17	121	2.50

Comments (36)

Education

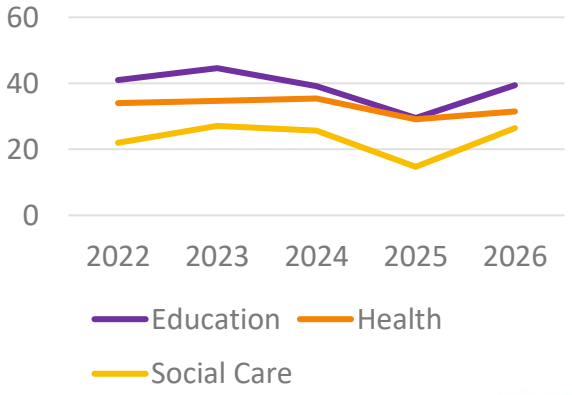
Very/Quite well – 39.4% (29.5%)
Very poorly/poorly – 34.6% (46.7%)

Health

Very/Quite well – 31.5% (29.1%)
Very poorly/poorly – 37.5% (39.8%)

Social Care

Very/Quite well – 26.4% (14.7%)
Very poorly/poorly – 39.7% (57.4%)



Very/Quite well

Response for those who it was applicable
Figures in brackets - 2025 result

Q15: Please tell us how well you think your child/young person's NEEDS have been MET by the following services. This includes meeting the needs at the right time.

Respondents comments:

- Education refuse to acknowglede or use reports they have commissioned themselves that detail the child needs, this then impacts the provision included as they refuse to detail the needs in section B
- We have found it largely comes down to the teacher, and since we had the diagnosis they have been accommodating and made reasonable adjustments. One teacher in particular was wonderful and went the extra mile, which made a huge difference..
- In regards to health services, we have been offered very little help or advice other than some blood tests. SALT and OP didnt see her much at all, and gave us very little assistance. Short breaks want to help, but there are no staff to appoint as PAs and the finding is incredibly sparse. Respite care is virtually no existent until she is 8, and even then wait lists are astronomical.
- Speech and Language did not even assess her for the EHCP process. The report was copied and pasted from other reports (EP etc) neither did any OT (a brief phone call which did not capture her at all) still waiting for and OT assessment following her EHCP approval over a year ago
- Everything is a struggle, if we do not drive the process nothing happens in a timely manner.
- Alternative provision is the best thing that happened for my son. School before hand was awful. Healthcare still can't help us.
- Education have failed to provide the relevant provision with in the EHCP for several years meaning need are not being met - this has result in significant decline in some areas and needs in creasing in other areas. It has massively impacted the young person ability to make progress and progress through their education. The SEND team consistly deny that needs exist depsute the fact they have commissioned professionals to assess and work with the child. Socail care have been very good at idetifying needs the issue we have is how thoise needs are met as the young person does not fit in to the typical 'boxes' or activities available thought short breaks. So while they have tried to meet needs in eality it has been hard to find what works but as a service we cannot fault their commitment or support
- Early years were fairly understanding.
- Things are much better now he's in the specialist setting but during primary school, he had a lot of time off due to EBSA as a result of unmet need.
- Whilst individual professionals have often tried to help, support has frequently been delayed, difficult to access or insufficient to meet need. My child continues to experience chronic stress, EBSA and difficulties accessing education despite having an EHCP. Health services have long waiting lists, with Occupational Therapy currently estimated at 18–24 months. Families are often left managing significant levels of need while waiting for assessments, interventions and appropriate provision. Support should be available when difficulties first emerge, not only once a child reaches crisis point.
- Just haven’t

Q15: Please tell us how well you think your child/young person's NEEDS have been MET by the following services. This includes meeting the needs at the right time.

Respondents comments:

- There is no follow-up from NHS after getting a diagnosis. We were sent back to the school which was unable to provide individualized support.
- School have put nurture sessions in place.
- hit and miss depending on who we met
- Education needs not considered adequately, currently our child not ready for KS4 curriculum and predicted to fail all GCSE's. Socially isolated.
- Still waiting to be contacted by MHST
- I have been offered Assist but limited help until he is diagnosed. Plus need more 1 to 1 help as a parent and more help needed with EP in the early years. We are now two years in of school EBSA and resources are limited due to funding and we are struggling as a family. Sendias have helped but have limited resources and as a parent I need to know how to help my child. I am thinking mire 1-2-1 help on my SEND rights how to help me in school mornings when we struggle. I am burnt out.
- School are flexible, communicative and always trying different strategies. It was built up slowly, shorter days for the first year etc. They appreciate his potential as well as seeing his needs, something we are fearful about not finding for secondary as there is a sharp, academic brain inside a child who can't stay still or function when demand is perceived.
- Complaint with social regarding their failures in my other child case which effects the child with SEN. Health is slow, mental health gsve done nothing with his PTSD diagnosis in January 2024. Hes missed almost 2 years education and what job hes got going foward. No hope no chances no one cares. I have even got the MP involved but still no school 15 months on
- He has learning difficulties because of Autism but he also have severe speech delay. He is getting support for his learning at a mainstream school but WBC is not helping with the Speech delay part and have not allocated a SALT therapist for him in last 3 years, even after requesting multiple times in our EHCP meetings
- We cannot get ADHD meds on NHS which is extortionately expensive as had to go private yet has such an impact.
- The school have been helpful putting plans in place to try and support him. Where he masks quite a bit at school it’s hard for them to see the issues that he can cause. Like previously mentioned the GP did not want to help or support us in getting a diagnosis and even now to wait for a referral just feels so unfair

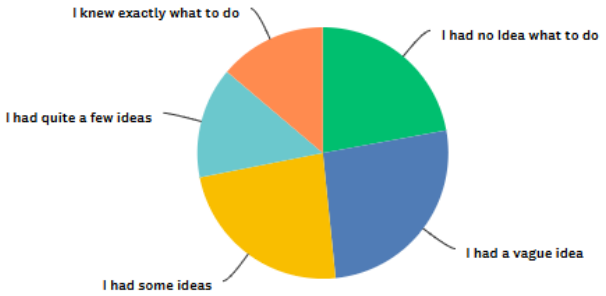
Q15: Please tell us how well you think your child/young person's NEEDS have been MET by the following services. This includes meeting the needs at the right time.

Respondents comments:

- My son is waiting to be assessed and the school is aware of my son"s conditions. But teachers do not support his social needs.
- Met very well before 6th form and now improving again after a bit of a rubbish start to 6th form in Sept (same school)
- We have struggled to get any speech and language support, therefore it is not specified in his EHCP despite the fact he is about 2-3 years behind where he should be. We were then told if we went private it might not be recognised in his EHCP, which is ludicrous.
- Because of no formal medical evidence for PDA and EBSA child, all the parties unable to provide suitable support.
- When needs are not recorded properly it means the provision does not match and therefore needs cannot be met
- Whilst individual professionals have often tried to help, support has frequently been delayed, difficult to access or insufficient to meet need. My child continues to experience chronic stress, EBSA and difficulties accessing education despite having an EHCP. Health services have long waiting lists, with Occupational Therapy currently estimated at 18–24 months. Families are often left managing significant levels of need while waiting for assessments, interventions and appropriate provision. Support should be available when difficulties first emerge, not only once a child reaches crisis point.
- Although health is ok, on list for 4 years
- I don’t know what you mean by health and social services.
- Although EHC plan states needs clearly they have only been met due to college’s send department and understanding and flexibility from job coaches
- CAMHs, mental health team and social services not very helpful
- Same as above with assessments

Q16: Did you know what to do in order to get extra support for your child?

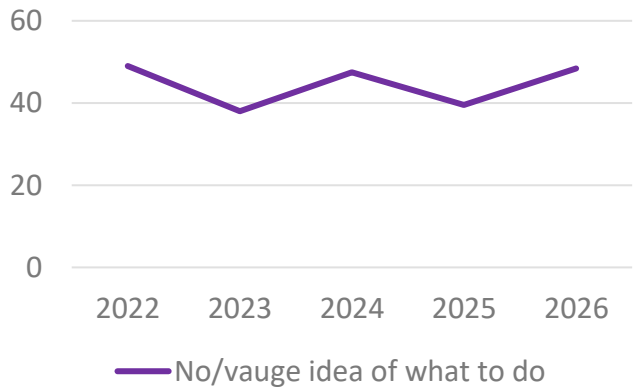
Answered: 217 Skipped: 6



	I HAD NO IDEA WHAT TO DO	I HAD A VAGUE IDEA	I HAD SOME IDEAS	I HAD QUITE A FEW IDEAS	I KNEW EXACTLY WHAT TO DO	TOTAL	WEIGHTED AVERAGE
(no label)	22.1% 48	26.3% 57	23.5% 51	14.3% 31	13.8% 30	217	2.71

Comments (74)

48.4% (39.5%) of the respondents say they have no idea or only a vague idea of what to do to get extra support for their child.



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q16: Did you know what to do in order to get extra support for your child?

Respondents comments:

- I am a teacher
- We have the relevant support from professionals but as the SEND serivce refused to inclde the privison in the EHCP the professional does not have the funding to undertake what is needed to support the child. Leaving us i a postion where all those working with the child know what is needed yet it cannot be actioned
- I believe schools should raise awareness of neurodiversity in general and teachers should be trained as experts in these areas or be able to signpost to information and support. We have at large invested a significant amount of time and money in self-educating ourselves. Even such things as having a support plan in place by the school, was something we discovered externally to the school and not something that they proactively offered or put in place.
- Local authority
- Go to tribunal to fight for what child is legally entitled to.
- Respite care and access to a database of sufficiently trained PAs. Instead we were offered agency carers who are trained for elderly, not disabled children. More accessible clubs and provisions during the summer. We get 2 days a week with club hub, which we pay for with short breaks funding, but otherwise nothing is available.
- Better knowledge of help and support from the School, our EHCP case workers should be better equipped to inform families of available help as these are usually the only connection you feel you have to the council and the needs of your child.
- I would have liked more suggestions of possible support rather than having to find it myself.
- Someone with experience to guide through the system and help to understand all the technicalities
- Clarity on which support is offered where.
- Support in finding the correct education setting instead of just bring shoved into the first school that had a place available!
- Educational and salt help. Help with family needs due to multiple disabilities. NHS help regarding genetics results, not helpful.
- I used google
- I would have liked more support from his case worker during the EHCP process.
- I had to educate myself and do lots of research
- When concerns first emerged, I knew my child was struggling but had very little understanding of the SEND system or how to access appropriate support. I would have benefited from clear, proactive guidance from education and health services explaining what support was available, what pathways existed, and what steps to take when difficulties first became apparent. Much of the information I have learned has come through my own research and contact with other parents rather than through statutory services.

Q16: Did you know what to do in order to get extra support for your child?

Respondents comments:

- A coordinated approach from one individual linked to us as a family to advocate, advise on what's available and support.
- I would like the SEN team do their jobs, by doing annual review and communicating
- OT and SALT need to be weekly at school for SEN children to help support their needs and progress their targets. This is not happening and this is failing children. More SEN teachers available in mainstream school to help in the SEN Unit. Not regular teachers.
- Diagnosis of the conditions that affected our daughter involved numerous specialists, but they often do not speak together or interact. A central case manager would have helped to coordinate what's else was needed.
- Yes I have done everything I need to do my end but send and school are not helping
- Would like more support for one to one for my child. They had one to ome reading in year 2 and 3. But since moving up years theres nit been much help one to one.
- My son is starting secondary school.this September. These questions I've a swerved based on his primary school. I would have liked them too take his diagnosis seriously and.part things in place according to his report.
- We have spoken to school who referred us to LA, we have given up trying to get support from LA who now just ignore our requests and are unwilling to provide additional funding or support. It is like living in a developing country with incompetent and bureaucratic government. The LA is not just broken but completely dysfunctional. Why not start by asking staff to attend the office at least some times and actually care about the students that have genuine additional needs?
- Signposting to relevant services from the GP would have been very useful, but was offered nothing.
- Advice about PDA
- Would be great to have been sent a guide to the process and services that each SEND area covers
- I never really succeeded in getting extra support and he's year 11 now
- Support from Primary school, he should have had more SEND care towards the end of yr6 to help with transition and whilst secondary school has been better they are stretched and can be so very hard as a parent to navigate things
- An Advocate that is seperate from the school that can adise support and signpost from pre assessment to post diagnosis
- Had to provide a lot of things privately such as OT and adhd diagnosis due to wait times or lack or services
- I'm unsure what is available
- Would like better acknowledgment and action regarding my sons mental health. GP was slow or unwilling to help.
- The school applied for Foundry college to attend, observe my son and provide support strategies for school. I have attended The early bird Autism course with ASSIST which I found very useful and enjoyable.

Q16: Did you know what to do in order to get extra support for your child?

Respondents comments:

- We are 100% indebt to preschool who began and walked us through the process.
- Speech and language support
- Because ive done it a few times but not Because anyone helps the first time he got no education at all.
- We like a specialist SALT to visit my child in school and carry out language therapies! at the moment the tutor is only looking after curriculum and his learning shortcomings but they cannot do language therapy as they are not specialist in that area
- Knowing where to go when the school is claiming to be stretched for funding so issues such as extra staff and resources to suit are not available.
- Struggled for ages but Assist helped where they could. School now support.
- I have two Sen children already, meaning each child has been a fight to get support. I know what to do, it is just accessing services for support, fighting through waiting lists etc.
- We've had someone from Wokingham come and support us but there is only so much someone can do, we've almost just had to learn to re parent differently with our child compared to the others. Having more of an understanding on where to go on right to choose would've been extremely helpful as online was like a mind field. We've been given some information about support out there but a lot of it has been just us winging it to make it through
- Carer support
- Centres near home
- We have a regular meetings but what teachers say and what my child feels are different.
- More assistance in class but flexibility across sets as although my son struggles with literacy based questions due to dyslexia, he is good at maths but has had to stay stuck in the low set which is too easy for him. He is not challenged by the work or learning many new things. I have me this time and time again to the school but haven't got anywhere
- Only due to being in the education world but in reality knowing the support is poor unless you know someone
- I know where to go for Autism and ADHD. Totally lacking on any support for dyspraxia though which actually causes him the most issues physically.
- Support with communication
- I would suggest that SEN teams are involved in any and all conversations relating to a child's education setting whether they have a formal diagnosis or not
- Used support groups outside of school

Q16: Did you know what to do in order to get extra support for your child?

Respondents comments:

- I would have like the SEND team within the LA to act on behalf of my child when he was being failed by the setting. The SEND team when waisted valuable time, money and resources trying to place my child back in a setting despite my child's wish and poor mental health as a result of the system that broke them
- When concerns first emerged, I knew my child was struggling but had very little understanding of the SEND system or how to access appropriate support. I would have benefited from clear, proactive guidance from education and health services explaining what support was available, what pathways existed, and what steps to take when difficulties first became apparent. Much of the information I have learned has come through my own research and contact with other parents rather than through statutory services.
- I would like professionals to believe me and my child when we tell them what is difficult and what would help. Often a minor adjustment has a massive impact.
- I have had fantastic support from School, Wokingham SEN team and Wargrave Surgery
- Working in a school I knew where to go for help but getting it is the problem
- I'd love the LA to be supportive and understanding and considerate and kind even if they don't have anything to offer
- CAHMS from the age of three
- I email and wait for a reply.
- Felt i had to bombard the school to be listened too much better now
- NHS diagnosis.
- If you take the time to read the guidance it is very clear. I see a lot of parents who don't make the effort to do this.....
- More support from gp
- More help on transition to secondary and moving forward on transition to adulthood
- For school to have listened to me and take on board what I was saying.
- From the school
- Proactive considered and communicated support that the council actually abide by would be a start
- I'd like the LA to support us by providing the sort of edcuation professionals think she needs

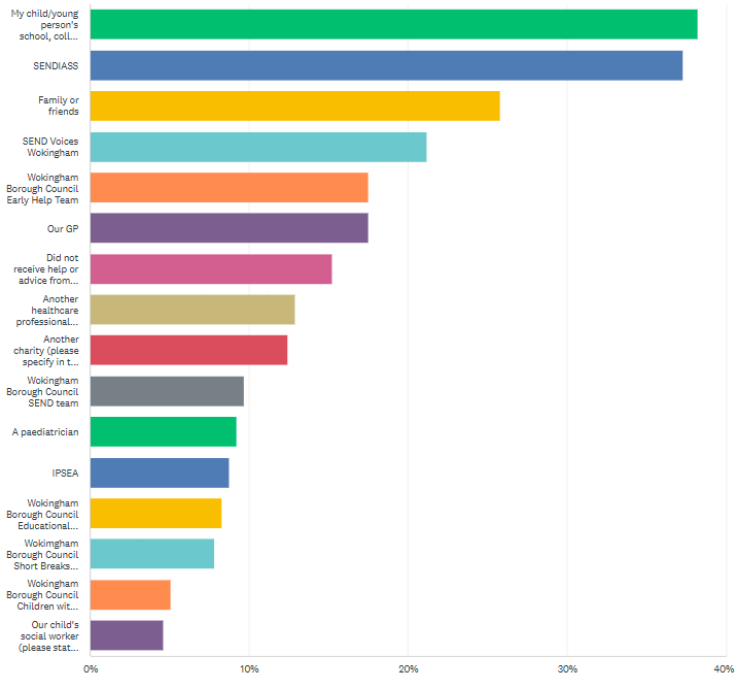
Q16: Did you know what to do in order to get extra support for your child?

Respondents comments:

- Speech and language mainly. And also one support worker/social worker to help, rather than many different agencies who never seem to talk to each other.
- For PDA and EBSA emotional problems, schools and Ewo alone cannot do much. This siteuation has only become more serious in recent years. I think we need more professionals (psychologists and psychiatrists), experienced people who can handle these cases, and parents of teenagers who are caught in these emotional storms to work together to think about how to create a new help model or system.
- Better support from school instead of saying he doesn't meet the requirements for an ehcp needs assessment. The council still refuse and now we're going through the courts.
- We got support from GP, and school, then CAHMS pilot referral.
- LA
- We have accessed a lot of private support and support we have found ourselves

Q17: Did you receive help or advice about how to get support for your child from any of these people? Please tick all that apply

Answered: 124 Skipped: 44



Top 4 sources of help and advice:

1. School/college/nursery (38.2% increase from 34.7% last year)
2. SENDIASS (37.3% decrease from 53.2% in 2025)
3. Family or friends (25.8% decrease from 31.5% in 2025)
4. SEND Voices Wokingham (21.2% decrease from 39.5% in 2025)

ANSWER CHOICES	RESPONSES	
My child/young person's school, college or nursery	38.2%	83
SENDIASS	37.3%	81
Family or friends	25.8%	56
SEND Voices Wokingham	21.2%	46
Wokingham Borough Council Early Help Team	17.5%	38
Our GP	17.5%	38
Did not receive help or advice from anyone	15.2%	33
Another healthcare professional (please specify in the box below)	12.9%	28
Another charity (please specify in the box below)	12.4%	27
Wokingham Borough Council SEND team	9.7%	21
A paediatrician	9.2%	20
IPSEA	8.8%	19
Wokingham Borough Council Educational Psychologist	8.3%	18
Wokingham Borough Council Short Breaks Team	7.8%	17
Wokingham Borough Council Children with Disabilities Occupational Therapy Team	5.1%	11
Our child's social worker (please state in the comments which social care team this was)	4.6%	10
Total Respondents: 217		

Comments (77)

Q17: Did you receive help or advice about how to get support for your child from any of these people? Please tick all that apply

Respondents comments – Other Sources of information:

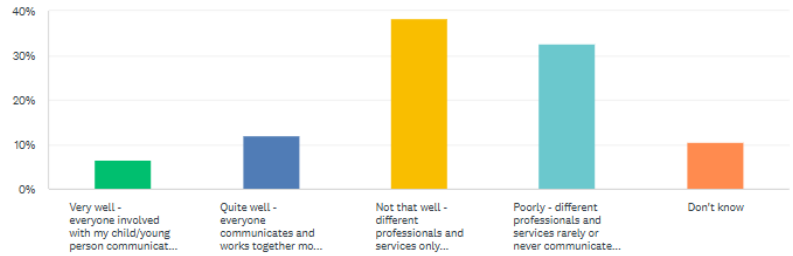
Promise Inclusion (2)
OT (1)
Online/Google (5)
Autism Berkshire (2)
Adopt Thames Valley (1)
Tourette's Action (1)
Me 2 Club (1)
Physio (1)
National Deaf Children's Soc. (1)
Private Professional (13)
Parenting Special Children (8)
SEND Advocate (5)
Camo Mohawk (3)
Fifi's Vision (3)
Kinship Carers (1)
Chance 2 Dance (1)
Health Visitor (1)
GP (1)
CAMHS (6)
Local SEND Facebook (2)
SALT (1)
Here 4 U (1)
Other SEND families (2)
Downs Syndrome Assoc (1)
FIRST (1)
Social worker (3)
School Nurse (1)
ASSIST (9)
BFTF (1)
Oncologist (1)
Bladder & Bowl Clinic (1)
HAF (1)
Great Ormand Street (1)
Foundry (1)

- We have accessed a lot of private support & done a lot of things ourselves/self taught
- Found most charities just wanted to get me to fight the LA and school. Life improved when I took responsibility for my own children and took a balanced view of the process, actually listening to the experts and professionals.
- I asked the GP for help with right to chose and they said it isn't something they do
- The whole system is poor! Schools lack of knowledge and understanding completely neglecting our son
- I have had fantastic support from School, Wokingham SEN team and Wargrave Surgery
- I had to borrow money to pay for SEND advice as SENDIASS are under resourced
- OT generic webinar link, q and A not personal enough
- We have used a lot of private services due to lack of support via the NHS etc
- Some Social workers were very good but kept changing and I often felt I had to inform and direct them as there was sometimes knowledge.

SEND Voices Wokingham

Q18: How well do you think services and professionals work together to support your child/young person?

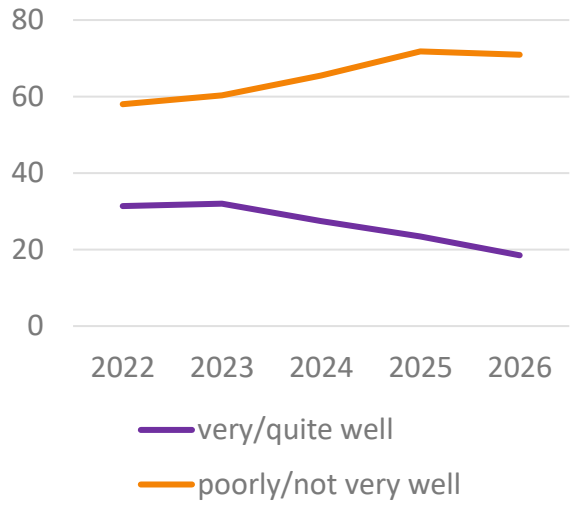
Answered: 217 Skipped: 6



ANSWER CHOICES	RESPONSES	
Very well - everyone involved with my child/young person communicates well and makes decisions together	6.5%	14
Quite well - everyone communicates and works together most of the time	12.0%	26
Not that well - different professionals and services only sometimes communicate and work together	38.2%	83
Poorly - different professionals and services rarely or never communicate and work together	32.7%	71
Don't know	10.6%	23
TOTAL		217

18.5 % (23.4%) of respondents say that professional work very/quite well together

70.9% (71.8%) say professional work together not very well/poorly.



Response for those who it was applicable
Figures in brackets – 2025 result

SEND Voices Wokingham

Q18: How well do you think services and professionals work together to support your child/young person?

Respondents comments:

- My child had not received OT from CYPIT despite it being in his EHCP
- The individual professionals delivering EOTAS provision work hard, communicate effectively and are committed to supporting the child. The difficulties do not lie with those providing the day-to-day provision, but with the systems required to enable them to do their jobs effectively. Actions necessary to implement provision, secure funding, commission services or make decisions are frequently delayed, sometimes taking weeks or months, with emails often going unanswered. As a result, professionals are left unable to deliver the provision specified in the EHCP because they lack the necessary approvals, funding or commissioned support. In some cases, requests are refused despite the provision being specified within the EHCP. Although communication between professionals is generally good and there is a shared understanding of what needs to be delivered, they are often prevented from progressing because the necessary actions are not taken by the SEND Service. This creates a fragmented system where professionals are working in isolation, rather than as part of a coordinated and cohesive EOTAS package, ultimately preventing the child's needs from being met as intended.
- I think it's appalling you rely on charities to do the job.
- Her paediatrician didnt even fill in her basic information correctly, and did not communicate with our GP or anyone else. The school, however, have been excellent. OT and SALT seemed eager to get us off their books.
- i dont think adhd is well catered for
- It's very tiring repeating the same things over and over to every professional you meet.
- We have been pushed between CAMHS and neurology and the GP for 6 years without specific support
- Berkshire Sensory consortium do not have the needs of the child at heart.
- They do not work together. Too many temporary and interim staff, overwhelmed workloads poor communication skills and lack of clarity regarding who and what department holds responsibility
- The Wokingham borough council SEND teams communication is shocking
- Delay always seems to be
- I have always been the link between education and health
- Communication is poor a more joined up approach us needed

Q18: How well do you think services and professionals work together to support your child/young person?

Respondents comments:

- The team at Wokingham had shocking communication and had to be chased frequently during the EHCP process.
- The individual professional as part of the EOTAS package work hard and communicate well, the issue has been id that the actions required to ensure the needs are met or the support the professional needs is not there from the SEND service - agreed actions are not carried out which means while the professional communicate and know what they need to do in reality they cannot move forward to ensure a cohesive and joined up approach is in place. The other issue we have encountered is that as we have independent service commissioned through EOTAS when we have NHS services like CAMHS is becomes very difficult to create a joined up approach and ensure the services are working together. Or NHS serivce do not understand EOTAS meaning they write things which do no reflect eotas
- A lot of repetition in completely forms and applications across teams
- Whilst there are individual professionals who genuinely care and try to help, services often feel fragmented. Communication between education, health and social care is inconsistent, and parents are frequently left coordinating information and advocating for support themselves. Important assessments and interventions are delayed by long waiting lists, meaning decisions are sometimes made without the full picture of a child's needs. A more joined-up approach with earlier intervention and better communication between services would significantly improve outcomes for children and families.
- Lack of communication from services and excuses of not enough funding to do this.
- Have had no support from wbc
- joint working has completely fallen away since they turned 18
- Most services work separately, we are about to have our first TAF meeting next week so that may change
- If someone requires a high level of support them seem to get the whole, special school etc. if someone has moderate needs, they seem to receive almost no support
- Lack of communication
- There should be a consistent flow of communication and updates for all professional working with a child rather than sporadic updates when there is an annual review or an assessment needed
- No one knows what to do
- The LA don't participate in working with us or other professionals, but are adamant that everyone else has it wrong.

Q18: How well do you think services and professionals work together to support your child/young person?

Respondents comments:

- There are too many teams, organisations, charities all doing the same thing, which makes things fragmented and they rarely communicate with one another effectively.
- Foundry have presented a number of support strategies for my son, however the school have only shown interest in implementing a very small number of these and I do not feel they are being consistent with then, despite Foundry advising they are in place for 6 weeks. They have also ignored several strategies and continued demonstrating their own rules around what 'all children' should be doing, without realising the impact this has on my son's ability to remain regulated.
- My child had SALT...it seemed occasional and a bit random. They didn't seem very able to help him past a few processing suggestions, which didn't tap into how his brain works. I think school were not really ever sure if and when someone would come. The last time I spoke to them they signed him off. It has been suggested that an Ed psychologist would be better placed to try and work with his processing and I believe the senco made a request...but we have heard nothing.
- No professional ever questions the actions of another professional. Its all a joke, they dont want to rat on colleagues or other professional, instead they do nothing and no progress is ever made. Even though they agreed with parents its all wrong, no one does anything different
- No connection at all.
- When we were in the thick of it we were getting referred to all these different places, would discuss the issues when they called to he told he’s too young and the service isn’t for us. We would then be passed elsewhere to go through the issues again. It was very traumatic keep going over incidents that have happened when all we wanted was just someone to support us in helping support our child. Instead at times I was made to feel like I was the problem and I couldn’t parent him properly
- No shared care
- I cannot comment on services of Wokingham council as we have not yet received any service.
- Early Help linked well with school, other services were disconnected
- TAF meetings - separate, to part time timetable reviews, separate to EP, separate to Foundry, school lacked copying in FSW despite requesting this and giving permission
- in the council. E.g EHCP is always out of date, and there's suddenly a belief that, because he's turned 16, suddenly all of his difficulties disappear and he's magically able to do things based on age alone, which is ridiculous.

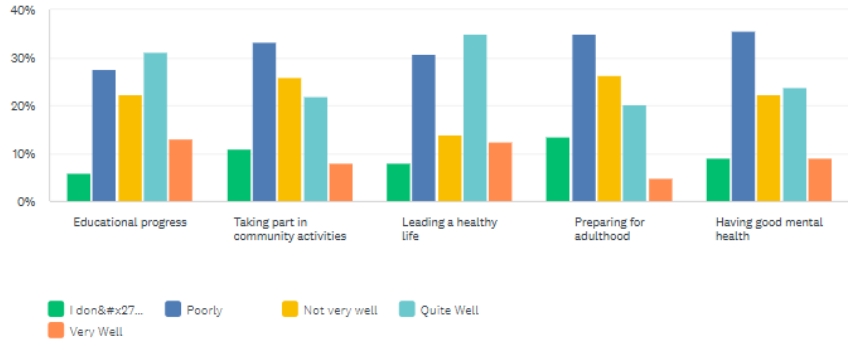
Q18: How well do you think services and professionals work together to support your child/young person?

Respondents comments:

- I know the EWO, school and Early worker is communicate very well but seems no help for the child to go back the school because their job is under a protocol and it may not support the individual needs
- They want to work together but with EOTAS we've had not one overseeing the provision. The article have failed to carry out the half termly meetings and reviews meaning it has been very hard to create a joined up collaboration
- Whilst there are individual professionals who genuinely care and try to help, services often feel fragmented. Communication between education, health and social care is inconsistent, and parents are frequently left coordinating information and advocating for support themselves. Important assessments and interventions are delayed by long waiting lists, meaning decisions are sometimes made without the full picture of a child's needs. A more joined-up approach with earlier intervention and better communication between services would significantly improve outcomes for children and families.
- Currently under CAMHS for hair pulling but still awaiting ADHD assessment. No joined up working. Seen as seperate entities

Q19: Overall how well do the services your child/young person uses help them to reach their potential?

Answered: 124 Skipped: 44

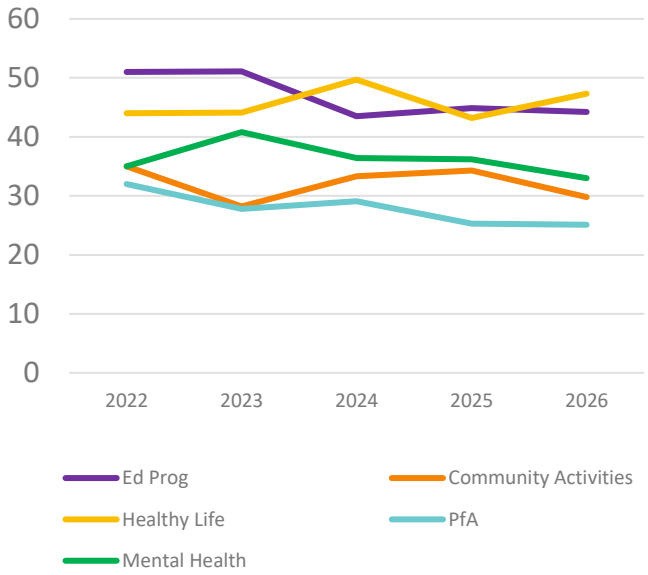


	I DON'T KNOW	POORLY	NOT VERY WELL	QUITE WELL	VERY WELL	TOTAL	WEIGHTED AVERAGE
Educational progress	5.8% 12	27.7% 57	22.3% 46	31.1% 64	13.1% 27	206	2.61
Taking part in community activities	10.9% 19	33.3% 58	25.9% 45	21.8% 38	8.0% 14	174	2.27
Leading a healthy life	8.1% 15	30.6% 57	14.0% 26	34.9% 65	12.4% 23	186	2.62
Preparing for adulthood	13.5% 22	35.0% 57	26.4% 43	20.2% 33	4.9% 8	163	2.17
Having good mental health	9.1% 18	35.5% 70	22.3% 44	23.9% 47	9.1% 18	197	2.33

Comments (38)

Respondents rated the services as very well/quite well at helping children to reach their full potential:

Educational progress	44.2% (44.9%)
Community Activities	29.8% (34.3%)
Healthy life	47.3% (43.2%)
Preparing for Adulthood	25.1% (25.3%)
Good mental health	33% (36.2%)



Response for those who it was applicable
Figures in brackets - 2025 result

Q19: Overall how well do the services your child/young person uses help them to reach their potential?

Answered: 140 Skipped: 44

- We've had to do the work ourselves. School have been good in doing what they can
- My son has had no support in this area
- We sourced most support externally ourselves. GP good though
- The lack of progress is not a reflection of the commitment, expertise or quality of the professionals working directly with the child. Rather, it arises because those professionals are not being provided with the resources, funding, decisions or commissioned provision they require to carry out their roles effectively. As a result, they are unable to implement the support and interventions identified as necessary to meet the young person's needs. The barrier to progress is therefore not the professionals themselves, but the failure of the SEND Service to put in place the arrangements required for them to deliver the provision specified within the EHCP.
- I believe that his school do what they need for my son to get by with his maths and english, in terms of meeting expectations, but have low aspirations of him and do not help him to achieve his full potential.
- Extremely poorly in all regards because there are no services offered.
- The above is not a reflection on her school, they are very good at meeting her needs. It's the other council services that have been very lacking and we have felt left out and forgotten. We didnt know half of the services were even available until several years after her diagnosis. They seem gate kept and hidden, and it takes an investigation or word of mouth to actually find them. And even when they are found, they are often inadequate or over capacity, leading to yet more waitlists. SEND families are drowning. The only reason we are hanging on is because we fought tooth and nail to get her into a sought after school that can meet her needs, and even that was an arduous process fighting the council to justify her place. It needs a lot of work.
- The lack of progress has not been down to the individual progressionals and thier input but the professionals work cannot be undertaken as the SEND serivce have not proivded what is needed in order for them to carry out thier jobs properly do they can suport the young person. CYP is about to enter year 12 and there is still no PfA despite assurace from the SEND team this would be actioned and while the porfessioanls know what is needed and shared in meetings and reports they cannot do what is needed as it has not been actioned by the send team.
- My child has been identified by an Educational Psychologist as experiencing chronic stress and is currently experiencing Emotionally Based School Avoidance (EBSA). Whilst individual professionals have made efforts to support him, interventions have often been delayed or insufficient to prevent difficulties escalating. As a result, his mental health, access to education and participation in everyday activities have been significantly affected. Earlier identification, better understanding of PDA, and access to more appropriate specialist support may have prevented some of the difficulties he is now experiencing.

Q19: Overall how well do the services your child/young person uses help them to reach their potential?

Answered: 140 Skipped: 44

- Portage have been by far the best support so far, and continue to be the most supportive for us
- Arc were an amazing support when needed
- Current support programs and methods are ineffective for some children and adolescents with emotional problems. Using legal systems and mechanisms to address emotional issues often fails to alleviate or help children's emotions, and may even exacerbate the anxiety and stress of parents or families. Children's and adolescents' emotional problems are complex and stem from a combination of many factors; solutions based on outdated, simplistic approaches may no longer be suitable for the modern era, and this needs to be re-examined.
- Services had not supported my child. I support them and advocate for them. My child was not properly supported by any services in June of last year. While I have an appropriate educational package in place now it took 6 months to get and it was only achieved due to my efforts and determination
- Our child is 16 and no phase transfer AR was held the send service refused to add PfA to the EHCP and they have been unalienable their GCSE's as the send service failed to provide tutoring and the right support. The send decide removed mental health support from the EHCP and my ex into section G without consulting with health. Health refused to fund the provision and it took a a pre action letter for education to fund the provision but as a result the child missed 8 months of support.
- I make sure that my son gets the opportunities he needs to reach his potential but we don't get any assistance for his health other than the Dr and no help to prepare him for adulthood or his mental health.
- She has very little in the way of provision, has missed out on almost the entirety of her secondary education, her school is very clear that they cannot meet her needs, and have said as much to me since before they applied for her ehcp, and to the LA since she was issued with one. She is hugely isolated without a social network, no opportunities to consider what gcses she'd like to learn, and absolutely no thoughts on preparation for adulthood despite that we have a lot to consider.
- Child suffers low self esteem and body dismorphia
- Bit concerned about what happens when she is 16, very low social and intellectual capacity. But that is a few years away.
- There needs to be a lot more investment in SEND holiday clubs and wrap around care in the area for children with complex needs
- Mental health is always given
- he is too young at this point.. but reading and writing support is poor
- School is the only 'service' we have access to or know about

Q29: Overall how well do the services your child/young person uses help them to reach their potential?

Answered: 140 Skipped: 44

- I am still waiting for help from MHST
- Only support is via school EHCP, with not all areas of EHCP followed
- We only have support from my son's school. They do their very best, but are also stretched. My son feels like he's falling behind in maths and English. He's had on and off struggles with his mental health at school. Was referred to CAMHS but rejected.
- My child needs more 1-2-1help and we need more help as a family. When you are struggling every day and need coaching to assist your child but nowhere to really go.
- Other than school we don't really have any other support
- Most school bake sweet food over and over. Sending the child home overloaded with sugar and more sugar to take home. 6 weeks he cooked, cakes, cookies, and sweetie pizza. I had to request them to cook real food. Didn't listen.
- Where is this support supposed to come from for them? School great but doesn't cover everything.
- Support through Emmbrook School has had a huge impact on the above. Our support from local authority services was only for EHCP application. Other support has been lacking.
- Too much pressure on. Oth child and parent for far too much school work. Revision always set for holidays so no rest. Home life always stressful from homework/revision.
- Secondary school don't have staff or imply inclusion to children with ADHd nor helping with extra time during exams, break cards and more understanding about hour keeping when children being late.
- the lowest priority. Preparing for adulthood seems to be, "Oh, he's 16, he's an adult, off you pop..."
- my son has very limited understanding so it's difficult to know. It's unsafe for him to participate in community activities without a 1:1 We attend camp mohawk a lot as it is difficult to go into the community and do basic things like shopping.
- this is difficult to answer as they now are unable to access any of these services
- I can't say we've recived a huge amount of support from anyone without seeking it out ourselves or paying for it - our daughters educational setting are great but I feel the provision across the borough is really lacking
- Child also has anxiety.
- We have used arc before which were great - as they came into school to do a session with parents - we are back on a wait list as at another crisis point going into gcse year.

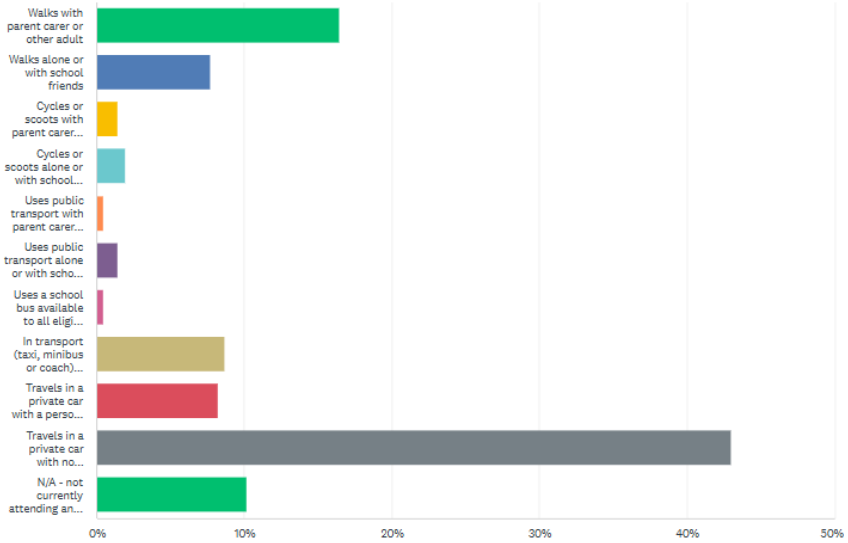
TRANSPORT

This section asks respondents about transport used to attend and educational setting.

Q20: How does your child travel to their education setting?

Answered: 207 Skipped: 16

We received 35 responses from families whose child has transport/mileage provided by WBC.



ANSWER CHOICES	RESPONSES	
Walks with parent carer or other adult	16.43%	34
Walks alone or with school friends	7.73%	16
Cycles or scoots with parent carer or other adult	1.45%	3
Cycles or scoots alone or with school friends	1.93%	4
Uses public transport with parent carer or other adult	0.48%	1
Uses public transport alone or with school friends	1.45%	3
Uses a school bus available to all eligible children	0.48%	1
In transport (taxi, minibus or coach) provided by the Local Authority	8.70%	18
Travels in a private car with a personal transport budget/mileage payment provided by the Local Authority (eg driven to school by parent carer, but LA pays mileage costs)	8.21%	17
Travels in a private car with no financial support (eg driven to school by parent)	43.00%	89
N/A - not currently attending an educational setting	10.14%	21
TOTAL		207

Comments (15)

SEND Voices Wokingham

Q20: How does your child travel to their education setting?

Respondents comments:

- Transport team excellent and they have done travel training with him
- None of your business
- My daughter is so physically drained by school she cannot walk and comes home to go to bed
- She was funded but we are now in dispute over this
- I have to transport him to his alternative education provider, an hour from home, I have no support with this from the LA.
- A parent provides lift with their family car
- We park down the road and he scooters in with me (mother).
- Even mix of walking to school with parent and driving
- Sometimes my son will cycle in to school but mainly is taken by parent.
- I take my son in my car. No personal budget was given this year, even though he is eligible as no one told me I could apply for transport budget till it was too late.
- When he attends his new Special School he will then have transportation from Wokingham Transport Team.
- Poor availablity of buses means that she needs parental taxi regularly
- Part parent transport with mileage allowance and part keep mobile charity
- It's online

Q30: If transport is provided/funded by Wokingham Borough Council how would you rate the TRANSPORT PROVISION (eg. the taxi or minibus service) provided?

Answered: 207 Skipped: 16

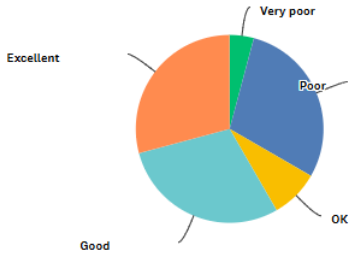
For those who have transport provided/funded by WBC (for those who it was applicable - 24)

58.3% (63.6%) rate the transport provision as excellent/good.

33.3% (22.7%) rate it as poor/very poor.

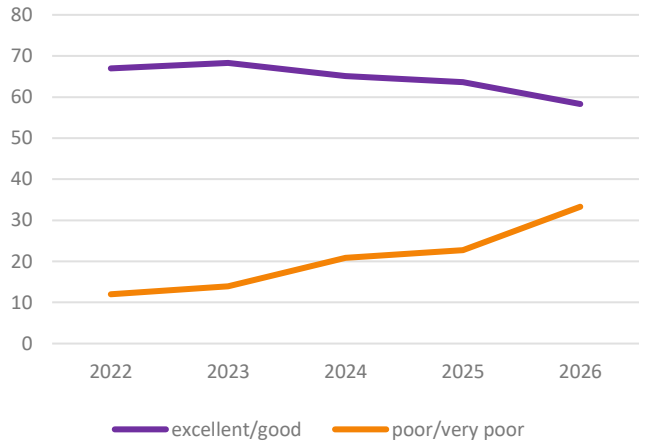
The overall rating has decreased to 3.5 from 3.8 in 2025

3.50★
average rating



	VERY POOR	POOR	OK	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	4.17% 1	29.17% 7	8.33% 2	29.17% 7	29.17% 7	24	3.50

One answer choice has been hidden. Show and recalculate



Response for those who it was applicable
Figures in brackets - 2025 result

Q31: If transport is provided/funded by Wokingham Borough Council how would you rate the SERVICE PROVIDED BY the LOCAL AUTHORITY? (Corporate Transport Unit/CTU & SEND Transport teams)

Answered: 207 Skipped: 16

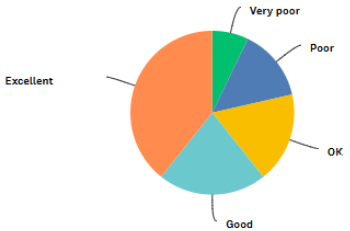
For those who have transport provided/funded by WBC:
(for those who it was applicable - 29)

60.7% (55.2%) rate the service provided by WBC as excellent/good.

21.4% (17.2%) rate it as poor/very poor.

The overall rating remains the same as 2025 at 3.7

3.7★
average rating



	VERY POOR	POOR	OK	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	7.1% 2	14.3% 4	17.9% 5	21.4% 6	39.3% 11	28	3.71

Comments (5)

One answer choice has been hidden. Show and recalculate

Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q22: If transport is provided/funded by Wokingham Borough Council how would you rate the SERVICE PROVIDED BY the LOCAL AUTHORITY? (Corporate Transport Unit/CTU & SEND Transport teams)

- Team good listeners, communication is good. They offer solutions. Organized very kind
- Transport arrangements for EOTAS appear to have been incorporated into the Home to School Transport framework, despite EOTAS operating very differently from attendance at a single educational setting. As a result, the transport arrangements do not adequately reflect the nature of EOTAS packages, which often involve multiple providers, different locations and varying timetables throughout the week.
- In our experience, the SEND Transport Team does not always have a clear understanding of how EOTAS provision operates or the logistical requirements involved. This has resulted in decisions that create barriers to accessing agreed provision.
- A particular issue arises where the SEND Service approves educational provision to be funded through a Personal Budget, but the SEND Transport Team will only reimburse transport costs up to a maximum of 20 miles. This creates a disconnect between the two services. The SEND Service approves provision that it considers necessary to meet the child's needs, yet transport policies can prevent the child from accessing that provision in practice because the full travel costs are not supported. This approach is inconsistent with the arrangements that apply to children attending school. Where a child attends a school named in an EHCP that is more than 20 miles away, transport is not ordinarily capped in this way because attendance at that placement is necessary to meet the child's special educational needs. The same principle should apply to EOTAS provision. If a particular provider is required to deliver the provision specified in an EHCP because no suitable alternative exists closer to home, transport should enable access to that provision rather than limiting it through an arbitrary mileage cap. A further difficulty is that EOTAS packages are, by their nature, flexible and often evolve over time. Providers may change as a child's needs change, new opportunities become available or existing provision ceases. The SEND Transport Policy, however, appears to be designed around fixed educational placements and often requires transport approval for a named provider. This lack of flexibility means that where a provider changes, or where a child accesses different providers on different days, transport arrangements may not align with the agreed EOTAS package. As a result, access to appropriate provision can be unnecessarily restricted, even where the provision itself has been approved by the SEND Service. The current approach results in approved provision being inaccessible in practice, undermining the purpose of the EHCP and creating unnecessary inconsistency between SEND decision-making and transport arrangements. A transport policy specifically designed for EOTAS, recognising its flexible and individualised nature, would better ensure that children can access the provision identified as necessary to meet their special educational needs."
- The additional travel funding could be better advertised. We were not aware of this until years into her education, and payed all expenses for her travel.

Q22: If transport is provided/funded by Wokingham Borough Council how would you rate the SERVICE PROVIDED BY the LOCAL AUTHORITY? (Corporate Transport Unit/CTU & SEND Transport teams)

- The only issue I have had is that my daughter got bullied for 18 months in the taxi when she first started secondary school.
- I take my child to and from provisions and my payment despite providing all relevant documents (attendance data) have had waited over 75 days to receive my payment. I had to chase and chase my payment.
- I't was very complicated for EOTAS and made no sense as the EOTAS policy and home to school transistor policy was not clear and is still not clear what is needed. The send service refused to help create the documentation needed to apply
- For transport and transport ignored the EHCP when costing the personal travel budget. It was very stressful and a very difficult process where email were ignored and we had very little help or clarity
- Amy from the SEND Transport team has been a GREAT help. The service that they provide to give assistance to older children to get to school on public transport is FANTASTIC! Such a good idea and service for SEN young people. Great team.
- Haven't been given any
- I'll go on foot.
- It is an issue that it has to be renewed each year on a tender basis and so the understanding of the driver and PA is lost each September
- I have another child who gets transport and her taxi driver (Karim) is so lovely and his wife (the chaperone) is fantastic!
- The company School Express are shocking. They have been forgetting to pickup my son in the morning! Twice in one week!
- We no longer use it. Had to raise a formal complaint due to transport dept, social worker and send department causing anxiety for my young person.
- Dreadful
- Dangerous drivers
- Home to school transport team is a joke. Will not access in appeal my sons needs even though social care and school support
- Won't put my child in a taxi due to how Green Metro drivers drive and cause risk to the children
- It's being taken away because he is 16 and replaced with a travel budget, Ridiculous because his needs and EHCP have not changed whatsoever. Stated everything, and it was just blankly ignored.

SEND Voices Wokingham

Q31: If transport is provided/funded by Wokingham Borough Council how would you rate the SERVICE PROVIDED BY the LOCAL AUTHORITY? (Corporate Transport Unit/CTU & SEND Transport teams)

Respondents comments:

- CTU excellent. SEND Transport poor.
- No transport provided however my dealing with SEND transport has been very negative.
- Staff supervising can not speak good English and so communication is an issue. Only ever had one white English person drive my son. Most drivers and supervisors are from Asia. Getting paid to sit next to a child you can't communicate with is awful. Even his school complain as none of us could speak with the escorts on several occasions but nothing changed, still sent same escorts repeatedly. Also stopped on a journey home with my child to buy fish from a shop. My son showed me the shop as well. Haha meat shop not near my home or school.
- He has not used the transport yet but the SEND Transport team have been organising it and have been AMAZING so far.

Q32: Please let us have any comments about Home to School transport provided by Wokingham Borough Council

Respondents comments:

- I wish they would provide adequate transport support for children on EOTAS.
- The personal budget offered was far less than the cost of a taxi would be and I cannot afford the shortfall.
- They suggested an Uber or public transport. For a child with trauma and anxiety issues both are highly unsuitable - not there is even a suitable public transport route. Instead I have to take child for the one hour journey twice a week, which if I were to go home between drop off and pick up, would mean four hours worth of driving to transport him back and forth. Instead I reduce this to two hours by staying local, but this impacts my ability to be able to work.
- EOTAS transport concern – LA suggested EOTAS and specific provision but parent unable to transport child. Concern child less worthy of support than a child attending school. (edited for anonymity)
- People are not vetted and English should be fluent for all English school transport staff. None ever has ID badges either at Green Cars. This puts our children at risk!!
- Some Taxi drivers are very bad drivers
- Too expensive and limited space.
- Really worried about post 16 transport and access to education if no GCSE maths and English.
- If the distance is too far for the kids to walk between home and school, even the school is not the closest to home and whether the school was chosen by the parents, council should provide transportation.
- Always on time very helpful driver. Taxi firm and council don't always communicate quickly but I do get information needed
- I think it's ludicrous that the tax payer is funding other people's children to travel to a school of their choice by private taxi each day
- Response from the team to a recent case of bullying was exceptionally good.
- Taxi does dangerous things, driving through closed flooded roads, driver shouts at the children. SEND Transport did not reply to emails for 9 months, asking to update the risk assessment, and only replied when I got our MP involved.
- CTU never replies to my complaints, blames Alanis Travel for any issues yet CTU training of PAs is woefully inadequate for children with complex needs. My son has suffered regular physical abuse from another child and CTU refuse to take any action. There are a disgrace

Q32: Please let us have any comments about Home to School transport provided by Wokingham Borough Council

Respondents comments:

- It should continue after 16 years as well and inform the parents about the procedure for transport after 16 years of age.
- I had Home to School transport from WBC for two of my children for a total of 22 years. I had many problems and I felt I had a part-time job managing it.
- Taxi driver not very inclusive or aware of difficulties and how to approach and deal with them.
- None offered.
- It's been good. They called to inform me of a change of service, effective immediately but was very understanding when I explained my son would need a bit of warning and preparation first and so pushed it back a week.
- EOTAS does not fit in to Home to School transport and it leaves families in a difficult position. For example the SEND team approve provision yet the transport team won't fund something over 20 miles despite the SEND team agreeing the funding. It leaves you without the correct level of funding to meet the needs in the EHCP. For example it states that a provision map is created in conjunction with the SEND team yet in two years the SEND team have never produced a provision map to support transport
- They should be easier to contact - I sent an email disputing something & so far have been ignored - the system to report a child's attendance isn't great (filling in a form) it was much easier sending in their attendance report & left less room for error with staff filling in the form and then having to go back & forth - it just adds more admin to the carers who are already stretched to the limit in terms of everything they are having to do
- I can see the work that has gone into the PtB and it works a lot better than the previous arrangement.
- When my child was at school it was a lot of work to get suitable transport.
- Poor. Awful timekeeping no understanding from escorts of child's needs. No support from Wokingham council and nothing ever improves
- X at abc travel is a problem and very difficult to deal with. They are very rude.
- Won't allow my child to use transport as have seen poor driving from taxi
- Transport provider does not arrive at allotted time, has forgotten to pick up my child from school, has dumped my son in the school car park and not handed over to member of staff, as per previous transport provider.

Q32 Please let us have any comments about Home to School transport provided by Wokingham Borough Council

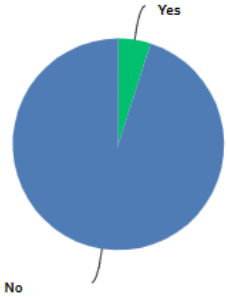
Respondents Comments:

- I would save this resource to fund to other main support
- We don't get transport yet but wbc arranged personal budget for secondary and travel training. Very helpful and efficient department staff
- It is an essential service.
- Seen the way taxis drive and would never allow my child in one
- Poorly managed.
- Terrible previously but that was 5 years ago and not used since
- The training provided to designated transport providers (e.g. taxi firms) appears to be inadequate. Staff often fail to follow agreed procedures and demonstrate limited understanding of special educational needs (SEN). Additionally, there seems to be a lack of understanding of the relevant legislation governing designated transport, including the implications of failing to comply with legal duties around safeguarding, accessibility, and consistency of care. This raises serious concerns for the safety and wellbeing of vulnerable young people. A more robust quality assurance system is needed to not only monitor practice but also to check the effectiveness of training, ensuring that all staff fully understand and apply the legal and practical responsibilities required of them.
- It was the easiest part of the process to organise. Thank you.
- Transport dept very helpful and efficient
- Child is not expected to attend school - has Alternative Provisions in place instead, which LA approved and are cited on EHCP. For two terms LA funded transport to APs, then decided this would stop. Leaves us in a place where we risk being unable to get child to the APs which they require in order to access their education.
- We wish to get support for transportation
- The staff members were excellent- very helpful, efficient explained options well and have arranged travel training. Excellent service - very caring and conscientious and prompt
- Disappointed with the 2 mile exclusion around the school. We are just under two miles away and can't get help. There used to be a mileage allowance but not any more. (I wouldn't use a transport service now, some of the vehicles and staff I see at school aren't what I would like for my child.)
- The service itself is pretty good (after a rough start this year), but we find out very late about changes to the service (new company, etc.)
- Service offered and service providers are good vary well take care

Q23: Has your child or young person received any Wokingham Borough Council support or training to help them travel independently?

Answered: 206 Skipped: 17

5 responses for those with children or young people who had received support or travel training



ANSWER CHOICES	RESPONSES	
Yes	5.0%	5
No	95.0%	96
TOTAL		101

Comments (17)

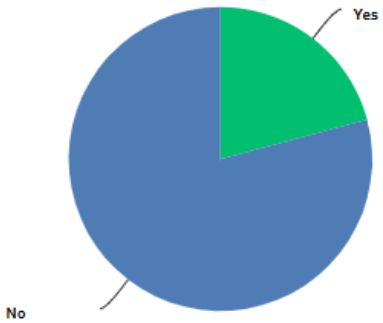
Q33: Has your child or young person received any Wokingham Borough Council support or training to help them travel independently?

Answered: 206 Skipped: 17

- Excellent he enjoyed it and knows how to get a bus to Reading now or to gym in Arborfield
- My child will always need support on public transport.
- Was discussed at reviews but never became available to book onto
- It was offered but my son is so far away from being able to travel independently that it was frankly a ridiculous suggestion which even his SEN caseworker laughed at.
- we did ask but it had to be provided through their EHCP and School, who never were able to find the time
- I had no idea such training existed
- I don't know how to access this
- Through the school
- I think it is BRILLIANT! He is not 16 yet so can not use it yet but if it's possible then we will definately use this service. A Brilliant idea.
- The standard train training all students have done with south western trains
- f you mean the cycling help she had that at school.
- What is it?
- This is scheduled to start in January 2027
- This was provided by Optalis. Attended 2 separate courses and result was she could not travel independently. Wokingham Council assume if young people have enough training there’s no reason to provide transport.

Q34: If they have had support or training has this helped your young person become more confident or independent when travelling?

Answered: 202 Skipped: 21



ANSWER CHOICES	RESPONSES	
Yes	20.8%	5
No	79.2%	19
TOTAL		24

Comments (7)

Q34: If they have had support or training has this helped your young person become more confident or independent when travelling?

Respondents comments:

- He is able to use transport app and could get home if he needed toxins travel trainer was brilliant very skilled with autism
- Special school does community trips of using buses and trains.
- This would be good. And i have asked for courses to learn abiut ADHD. but no one has got back to me.
- Anxiety plays a big role as well as my daughter is very vulnerable no stranger danger and unpredictable movements
- Not available yet
- Firstly - this country isn’t safe for fully able people so I can’t let my naive child out alone
- My daughter may feel more confident but the fact remains she is a very vulnerable woman and it is no longer safe

EHCP's

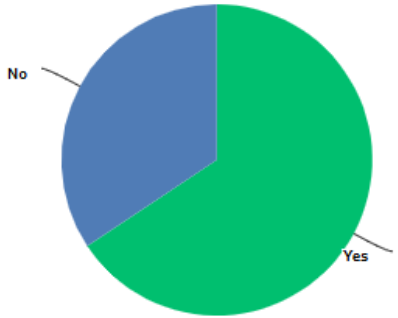
This section asks respondents about the EHCP process and was directed at those who have gone through the process in the 12 months from June 2025 or are currently going through the process.

SEND Voices Wokingham

Q35: Does your child or young person have an EHCP or are you in the process for applying for an EHCP?

Answered: 207 Skipped: 16

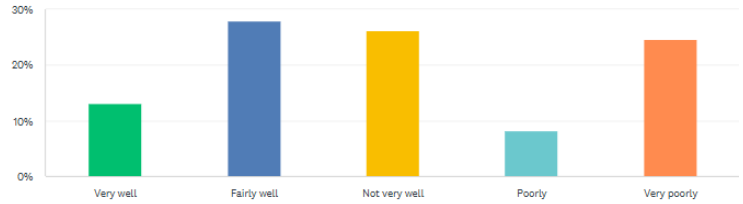
136 responses from those whose children have or are in the process of applying for an EHCP



ANSWER CHOICES	RESPONSES	
Yes	65.7%	136
No	34.3%	71
TOTAL		207

Q36: If your child has had an EHCP issued in the last 12 months (since June 2025) or are currently going through the EHCP process how well would you describe your overall involvement in the EHCP Process went/is going?

Answered: 133 Skipped: 90



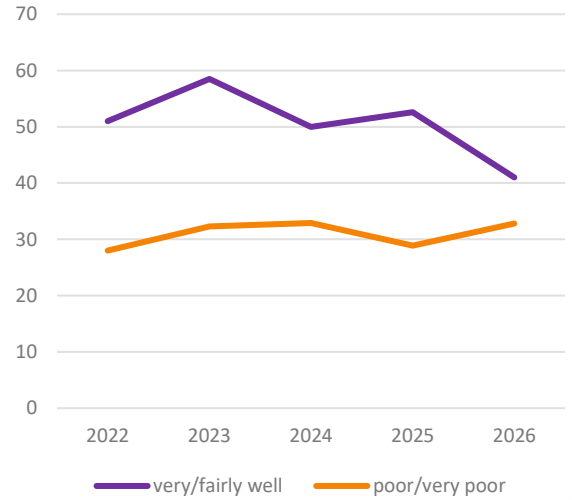
ANSWER CHOICES	RESPONSES	
Very well	13.1%	8
Fairly well	27.9%	17
Not very well	26.2%	16
Poorly	8.2%	5
Very poorly	24.6%	15
TOTAL		61

One answer choice has been hidden. Show and recalculate

For those who have had an EHCP issued in the last 12 months or are currently going through the EHCP process (38 respondents)

41% (52.6%) rate the overall experience as going very well/fairly well.

32.8% (28.9%) rate it as going poor/very poor.

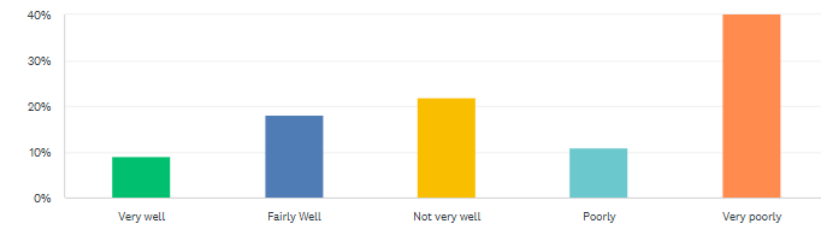


Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q37: For EHCPs issued in the last 12 months (from June 2025) or for those currently going through the EHCP process, how well have the SEND Team communicated with you and kept you up to date with your Child's/Young Person's EHCP and the process?

Answered: 133 Skipped: 90

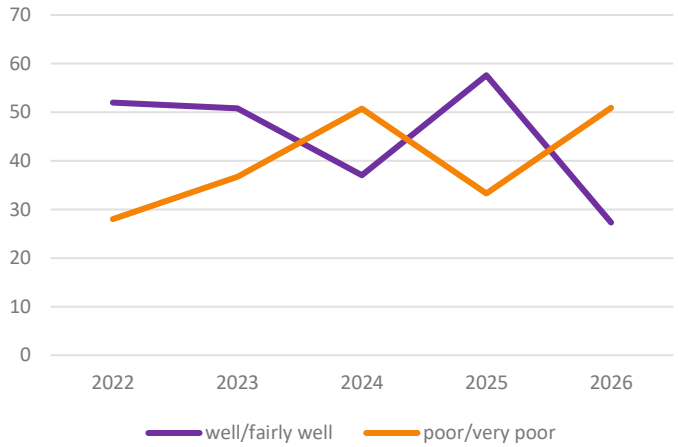


ANSWER CHOICES	RESPONSES	
Very well	9.1%	5
Fairly Well	18.2%	10
Not very well	21.8%	12
Poorly	10.9%	6
Very poorly	40.0%	22
TOTAL		55

One answer choice has been hidden. Show and recalculate

For those who have had an EHCP issued in the last 12 months or are currently going through the EHCP process (55 respondents): 27.3% (57.6%) said the SEND Team communicated very well/fairly well with them during the process.

50.9% (33.3%) rate it as going poor/very poor.



Response for those who it was applicable
Figures in brackets - 2025 result

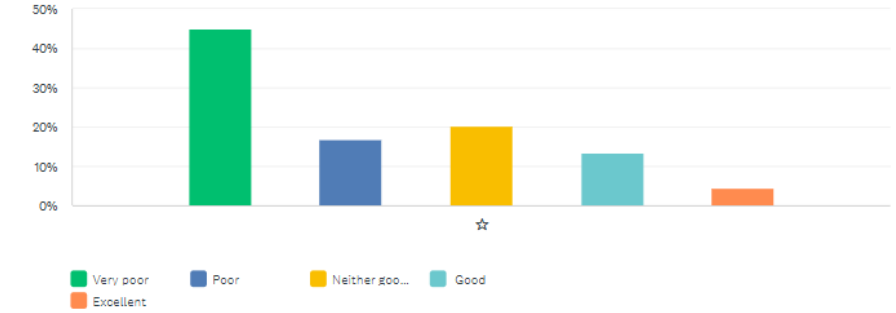
SEND Voices Wokingham

Q38: How would you rate the EHCP process?

Answered: 133 Skipped: 90

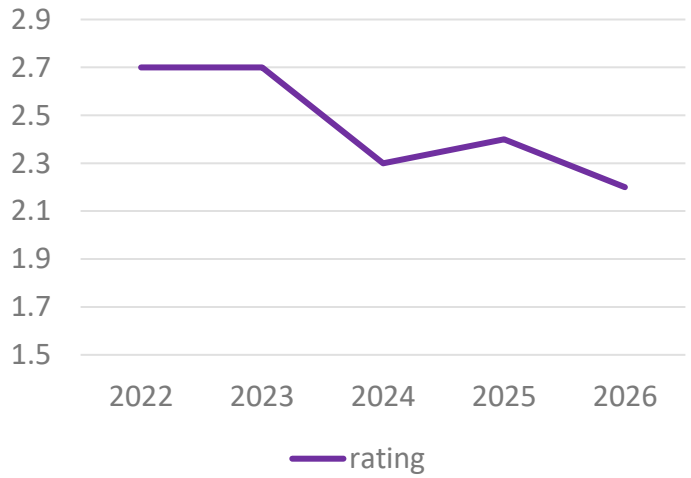
There has been a small decrease in the EHCP Process rating this year (rating of 2.4 in 2025)

2.2★
average rating



	VERY POOR	POOR	NEITHER GOOD NOR POOR	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	44.9% 40	16.9% 15	20.2% 18	13.5% 12	4.5% 4	89	2.16

One answer choice has been hidden. Show and recalculate



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q39. Please let us have any comments about the EHCP process in the last 12 months (since June 2025)

Respondents comments:

- The borough ignored the only it report that had been created regarding our son. They sought advice from a team that had never met him and implemented generic advice not matched to his needs
- Better in secondary than his junior school
- The annual review wasn't completed by the LA at all in 2025, and it was late in 2026. It was completed only after I chased for it.
- I'm not answering the leading questions. I don't have an issue with the process, I have an issue with unlawful behaviour of schools and local authorities.
- Too hard to access and a confusing process to apply for.
- I felt very in the dark. Although any questions I asked were answered in good time, I feel alot of the information I requested should have been supplied to me as standard to help me understand the process more.
- I think the principle of the process is good but it can be a struggle to get a satisfactory outcome. Some of the information is inaccurate or outdated.
- Now handed over to an EOTAS case worker but communication is slow and deadlines not upheld.
- No communication, no replies to emails. Constant swapping of staff and no responses, leaving parents feeling lost.
- We are in the middle of the process now and the communication from WBC has been very poor and confusing. They have not met the statutory timeline as there was a long delay with getting an Ed Psych. We are still waiting to hear if he is going to be given an EHCP or not.
- Currently awaiting tribunal. The LA have issued the bundle but it has got the wrong details in. It states another person's name and references "daughter". I have a son... I've emailed 3 times, even sent in a complain and still no response.
- Too slow, once EHCp agreed to issue, draft took ages. Schools consulted but couldn't meet needs but mainstream type still listed. Now has AP under s19 as LA and ourselves feel specialist won't suit either, but won't consider EOTAS despite OT and EP saying physical school setting is inappropriate and unsustainable.
- No support to complete it, limited updates, at 2nd draft stage and hopefully 2nd panel hearing. Tribunal in the background.
- terrible communication from WBC and case officer, legal faults on EHCP, and several disability discriminations made that we are complaining about now,
- Despite its legal duty to secure the provision set out in Section F, the local authority failed to ensure that these supports were put in place.
- The local authority has stated that funding constraints have prevented it from arranging suitable educational provision for my child.

Q39. Please let us have any comments about the EHCP process in the last 12 months (since June 2025)

Respondents comments:

- Child had annual review for EHCP done in December, no paperwork was submitted to case officer from SENCO so no final copy of EHCP was made for current year. As a parent I have had to chase this from SENCO who ignored me until the last week of school to say did not have time to submit it. Also had to chase the case officer who confirmed they haven't received anything.
- The year before the EHCP annual review was done and submitted but the case officer lost it so did not chase it up nor made a copy of it.
- The documentation is tricky to update and is not consistent between authorities (our daughter's school is outside of WBC area)
- I appreciate having an annual meeting to discuss our son's progress and needs, however targets generally stay the same for years and the actual EHCP doesn't feel that meaningful as he is at a special school so there isn't detail about specific provision as it all happens at school.
- Some issues not addressed
- My daughter require One to One support in the class, She is learning well with support. But It is not happening.
- EHCP process is a box ticking exercise. Parents input is disregarded. LA refuse to provide more funding even if there are real needs. No one actually cares.
- We have been rejected twice before getting to assesment despite mediation. So had to re apply and then this worked but has delayed getting any help. No communication as to where we are in the process.
- Due to the lack of OT support available a private assessment was sourced, from an LA approved clinician (ie they do both private and la requested assessments) and yet the report is not accepted by the la for the EHC NA but forms the main part of my child's needs
- I submitted my EHCP application in February 26, and I was provided the information I needed to complete and send back within 6 weeks. The panel made a decision 3 weeks later without my parental evidence being submitted, and decided not to proceed. I requested they reconsidered this and sent over all my evidence and diagnosis. They still rejected the application, but I am working with the school to gather evidence to re-apply.
- Her EHCP was a much smoother process than her sister's which was done before June 2025. However this may be down to it being a different school
- Panels decisions have up to now been poor and have always had to return to panel to get provision agreed
- Ehcp had to be re done due to LA crossing out most of my child's needs and said he had to attend mainstream secondary. This meant that an early review was needed ehcp had to be completely redone. This caused much un needed stress to family.

Q39. Please let us have any comments about the EHCP process in the last 12 months (since June 2025)

Respondents comments:

- Over the last 3 annual reviews, we have repeatedly raised the need for Speech and Language Therapy support for our child. This has not only been raised by us as parents, but also by the school and by our child's therapist, who all agreed that our child needs dedicated speech and language input. We are very disappointed that such an important need has been ignored despite being raised consistently for several years. Our child has significant communication needs, and without regular Speech and Language Therapy, this remains a major barrier to his progress. The EHCP process should listen properly to parents, school staff and professionals involved with the child, and ensure that agreed support is actually provided."
- We applied in June 2025. The EHCp was accepted at the begining of January 2026. Our child was out of school (with no fault of thir own) from July 2025-the beginning of 2026 when they started an inclusive school. The EHCp process is continues problems of nobody communication with each other, mediation issues, funding issues and having to privately pay for an advocate to get somewhere.
- Only because the SEN school is all over it and makes sure the review is worthwhile. No input from LPA other than sometimes coming to review meetings. Have no idea who our LPA contact would be.
- Our personal info was wrongly input in the draft EHCP.
- No clear explanation on the process of the EHCP process. No clear explanation on the process of getting a place from specialist school.
- Don't know if the specialist schools are categorised by the levels of SEND (e.g. mild, Medium or severe level) No specific framework of accepting a EHCP confirmed pupil from the specialist schools; hence, don't know if the pupil's situation will be overlooked.
- My childs old school put through an emergency EHCP review in July '25. It still has not been finalised! I have raised stage one complaints about it, which were not handled in the correct way. With no official email of outcomes or anything. My childs caseworker has changed approximately 5 times in this year. As it stands their resource unit took them in based on an inaccurate EHCP. On advice from his current SENCO we are now waiting to update his EHCP till July when his next annual review is scheduled. I am extremely dissatisfied with the way his EHCP has been handled and all legal time scales ignored. I'd like to say it's the 1st time I've had issues with timescales being followed, but it's not. I had a stage one formal complaint upheld regarding timescales last year.
- I dont understand why I have to apply for a ehcp refferal before actually filling the forms out
- Long delays, no reply from send case officer to annual reviews/ actions etc. Please fund or train staff. It's about dealing with the public sensitivly and listening/ giving them a voice.

Q39. Please let us have any comments about the EHCP process in the last 12 months (since June 2025)

Respondents comments:

- He has had an EHCP since 2018.
- Awful. No assessment. Denied. Had to appeal. Had to go via third party rather than direct to the council. Then mediation complete - assement happened and now 7 months in still waiting!
- LA Caseworkers do not know the law and processes resulting in wated time for families and professional at early annual reviews (edited for anonymity).
- Had to chase caseworker. Even still trying to find suitable school as will be year 10 in Sept 26. Over 25 schools been applied to.
- Good
- No idea on whether what the LA submitted to panel to advise on setting type. EP stated in their report child needs setting with classes with some # child & panel have stated mainstream which is what she is in currently.
- School been very helpful we just waiting for outcome if it will be approved
- Wokingham Borough Council appears to be under significant financial pressure in relation to SEND services. As a family, we funded private assessments to ensure our child received timely and appropriate evaluations. These assessments were carried out by highly qualified professionals, some of whom had trained Wokingham's own services or were employed by the local authority and undertaking additional work in a private capacity. Despite the expertise and credibility of these professionals, the local authority was initially reluctant to recognise and accept the findings of the assessments. This resulted in us having to spend considerable time and effort advocating for reports that had been written by individuals with extensive knowledge of, and in some cases direct involvement with, Wokingham's SEND services. This created unnecessary delays and additional stress at a time when our focus should have been on securing the right support for our child.
- My main issue is not being involved in which schools my childs EHCP was sent to. I was not even told which ones had received it. A SENDCo then turned up unannounced at their pre-school to observe them, without me or the staff knowing. This was very disconcerting knowing someone you don't know is observing your child without you there. Our case worker claimed to not know this was happening, but I don't believe this to be true. Also, the length of time it takes is ridiculous. I understand there are waiting lists but having to wait for various people to look at paperwork etc takes weeks and nobody seemed to talk to one another. As a result, my child is currently out of education and is not receiving the support to which he is legally entitled.

Q39. Please let us have any comments about the EHCP process in the last 12 months (since June 2025)

Respondents comments:

- Too long to assess, staff not helpful and guidelines not followed
- We've had to chase firstly when our daughters EHCP was issued it was 5 weeks out of the legal timeframe and we've had the same issue again with her yearly review it was issued outside of the legal timeframe.
- It's been absolutely awful.
- Process was to get EHCP was fairly quick.
- School have always been onboard, Local authority / council usually way behind or not on the same page.
- When we checked with the SENCO, we were told that no one from the Council had contacted the school regarding Speech and Language Therapy. The school has in fact been supportive of our view that our child needs specialist SALT input.
- Our caseworker is good but staff above them have been rude, combative and agreed to thing but not followed through. The department is not acting in the best interest of the child
- The final EHCP was issued 9 weeks later than the statutory deadline.
- Some of the provisions specified in Section F of the EHCP were never delivered
- However, the EHCP team has never properly responded to this request or arranged suitable SALT involvement. In December, we received a letter stating that, after discussion with the school, it had been agreed that our child's language needs were being met by the school and that a separate therapist was not required. This is completely incorrect and does not reflect the position of the school or parents.
- So complicated, no clear idea why I'm applying, what it will give my child, and how to navigate it. Fixed processes and apparent support teams in place but I have no idea which one and how to access them
- The SEND team in Wokingham are very poor. They don't update EHCP's or attend meetings despite saying they will. My 13 year olds EHCP is now so out of date it is a joke.
- get a reply.

Q39. Please let us have any comments about the EHCP process in the last 12 months (since June 2025)

Respondents comments:

- The process worked well because of the school and us being involved. It was then sent to the LA
- The process is long and repeatative, there is minimal communication from the LA - the process was completed within the time frame and the EP was really lovely
- Have to chase for updates for specialist placements. Will be in year 10 in Sept 26
- Never get a reply.
- His Tribunal case worker was much more easier to get answers from once we moved over to him. But it took a long time for me to find out who his tribunal officer was.
- I had to go through tribunal process as ny child kept being told he was fine in mainstream even though schools couldnt meet need. His EHCP was missing key information, I was told his ADHD couldnt be written on there and would only be classed as SEMH, which I later found out isnt true, plus he doesnt have SEMH issues. I had to pay for a private OT to get the OT findings agreed to be added to the EHCP. I could never get hold of his case worker i would hardly ever

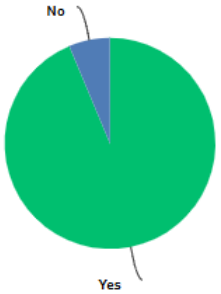
Annual Reviews

This section asks respondents about the Annual Review process and was directed at those who have gone through the process in the 12 months from June 2025 or are currently going through the process.

Q40: If your child's EHCP was issued over 12 months ago (Before June 2025) have you had and Annual Review of their plan in the last 12 months ?

Answered: 133 Skipped: 90

89 responses were received for those with EHCPs issued before June 2025
93.7% (95.2%) have had an Annual Review of their child's plan



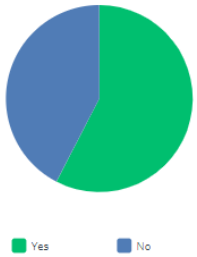
ANSWER CHOICES	RESPONSES	
Yes	93.7%	89
No	6.3%	6
TOTAL		95

One answer choice has been hidden. Show and recalculate

Response for those who it was applicable
Figures in brackets - 2025 result

Q32: If your child has had an Annual Review of their plan in the last 12 months months have you received a letter confirming that the plan will be maintained, updated or ceased?

Answered: 89 Skipped: 79



ANSWER CHOICES	RESPONSES	
Yes	57.6%	53
No	42.4%	39
TOTAL		92

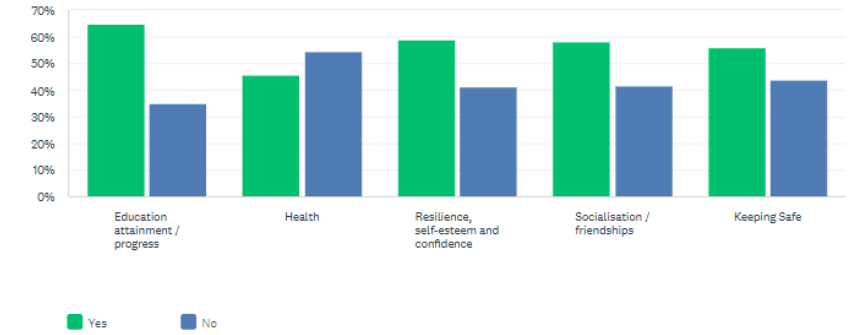
One answer choice has been hidden. Show and recalculate

57.6% (59.7%) of respondents whose child had an EHCPs issued before June 2025 had **received a letter confirming** whether the EHCP will be maintained, updated or ceased.

Response for those who it was applicable
Figures in brackets - 2025 result

Q42: If your child has had an Annual Review of their plan in the last 12 months months is there evidence in it about achieving outcomes in the following areas?

Answered: 133 Skipped: 90

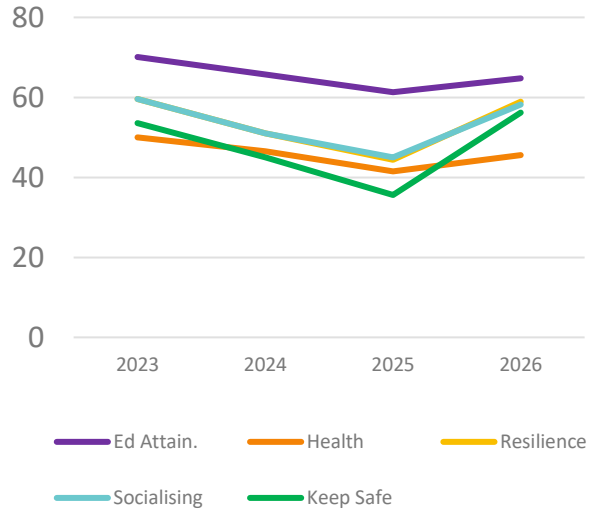


	YES	NO	TOTAL
Education attainment / progress	64.8% 59	35.2% 32	91
Health	45.6% 36	54.4% 43	79
Resilience, self-esteem and confidence	58.9% 53	41.1% 37	90
Socialisation / friendships	58.2% 53	41.8% 38	91
Keeping Safe	56.2% 50	43.8% 39	89

One answer choice has been hidden. Show and recalculate

Yes - evidence in AR outcomes for:

- Education Attainment 64.8% (61.3%)
- Health 45.6% (41.5%)
- Resilience/self-esteem 58.9% (44.4%)
- Socialising 58.2% (45%)
- Keeping safe 56.2% (35.6%)

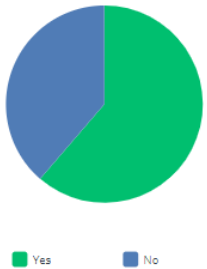


Response for those who it was applicable
Figures in brackets - 2025 result

Q34: If your child's Annual Review resulted in an update to their EHCP in the last 12 months (before June 2024) have you received a FINAL UPDATED EHCP?

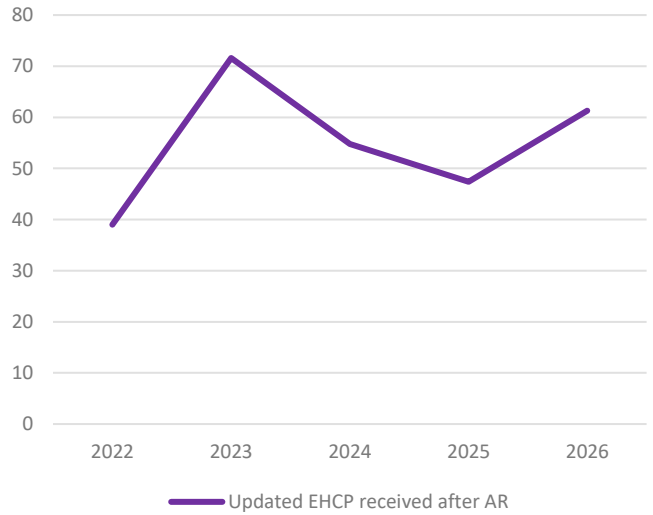
Answered: 133 Skipped: 80

61.3% (47.4%) of respondents whose child had an EHCPs issued before June 2025 had received a **final updated** EHCP.



ANSWER CHOICES	RESPONSES	
Yes	61.3%	46
No	38.7%	29
TOTAL		75

One answer choice has been hidden. Show and recalculate

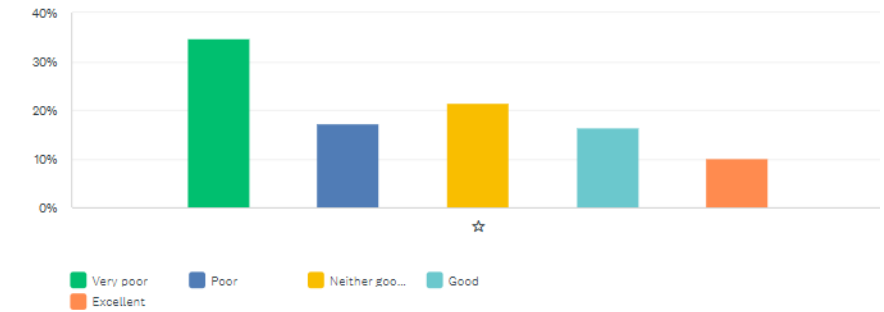


Response for those who it was applicable
Figures in brackets - 2025 result

Q44: How would you rate the EHCP Annual Review process?

Answered: 133 Skipped: 90

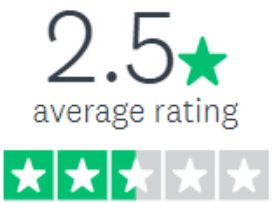
The rating for the Annual Review Process remains the same as 2025 (2.5 rating 2025)

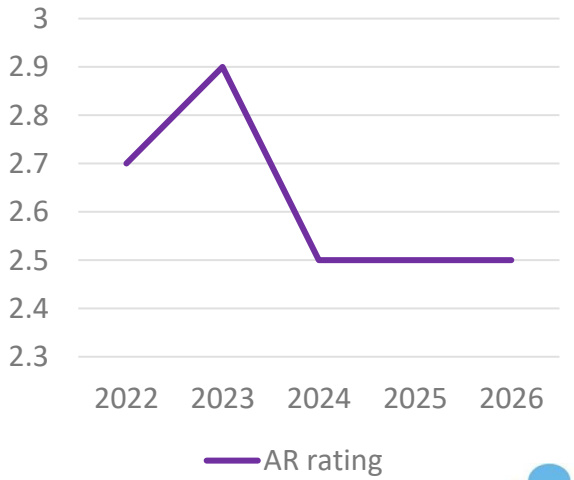


	VERY POOR	POOR	NEITHER GOOD NOR POOR	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
☆	34.7% 34	17.3% 17	21.4% 21	16.3% 16	10.2% 10	98	2.50

Comments (46)

One answer choice has been hidden. Show and recalculate





Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q44: How would you rate the EHCP Annual Review process?

Respondents comments:

- Secondary SENCo so much better than junior school SENCo. Timely thorough inclusive.organised. Everything addressed. SEN officer Zora brilliant. Ehcp amended timely
- Annual Reviews and EHCP amendments do not happen effectively if left to the LA: Families have experienced significant concerns about Annual Reviews being incomplete or inaccurate, refusal to discuss key sections of EHCPs (particularly Sections B and F), and amendments being made without discussion, evidence or explanation. Agreed wording has subsequently been changed or removed without consultation, and parental representations have not always been properly considered. This lack of transparency and clear rationale undermines confidence in the statutory process and highlights the need for a clear audit trail showing the evidence, discussions and reasons for all EHCP amendments. (edited for anonymity) The process is rushed, deadlines not met, emails chasing ignored. Every year I raise a formal complaint and the reply is always they are sorry and they recognise my frustration that statutory deadlines are not met!
- Still delays to annual review processes within the LA
- Due to the change in leadership for EOTAS students, it hasn't happened as the new system settles in
- It was agreed she could have ane arly AR. Our case worker attended only to tell us that she wasn't attending (so with no prior warning, at the time of the AR when other professionals were gathered in support of us, consequently wasting everyones time but their own.
- Our annual review was issued outside of the legal timeframe, I had to chase this, the communication back took ages and we don’t even have a proper caseworker now - I think we’ve been through about 5/6 caseworkers since we first started the EHCP process
- EHCP is always in draft format, awaiting final approval from council / local authority.
- Lack of Case Worker Attendance & Co-Production: The Local Authority SEND Case Worker did not attend the Annual Review meeting. The entire process has been entirely non-transparent for the family, functioning more like a private agreement between the school and the SEND Team rather than the legally required co-production with parents. • Lack of Transparency on Placements: While the family fully understands that specialist resource base and designated unit spaces are limited, the SEND Team refuses to be honest about the actual availability or waiting times. • Procedural Delays: Instead of providing honest, realistic updates regarding placement capacity, the SEND Team routinely uses bureaucratic excuses to delay the process and avoid taking accountability.
- The council don’t attend the annual review. Provision is not being provided. My child is quiet and well behaving and totally overlooked. He is not reaching his potential at all.
- X in the SEND team was AMAZING. So helpful and so professional.

SEND Voices Wokingham

Q44: How would you rate the EHCP Annual Review process?

Respondents comments:

- Again, I don't care about the process, it's statutory. I care about what is legally enforceable so I don't care about the outcomes as you can't even identify needs wholly, which means no chance of identifying the appropriate provision. If you can actually get that, maybe we'll be interested in outcomes.
- The staff at her school made it a positive experience.
- I felt as my child was transitioning to secondary school, I had many questions as this was my first review. I felt rushed and not sure between the 2 schools on how to approach it.
- Was missed by 4months and took the alternative provision to notice and email the send case officer
- The school were great. Wokingham declined to attend. I have had no updated version or any communication following the review (in May).
- School were prompt in arranging review, preparing paperwork, reflecting achievements /outcomes - but no final paperwork received from LA
- I've received not communication about my child's EHCP from the council. Only the school reviews.
- The local authority breeches the legal timeframe again and trying to get hold of anyone was impossible we have no idea who our caseworker is as they have changed so many times deeply disappointing
- WBC breached and last reviewed 14th November 2024 we are off to tribunal
- currently under complaint for discrimination
- Same as question 31. Very poor communication from school and case officer. No final copy was made as it was never sent.
- The documentation is tricky to update and is not consistent between authorities (our daughter's school is outside of WBC area)
- X from LA was great at making the changes.
- I'm currently waiting for a copy of the revised draft EHCP which was promised to me over a week ago. We didn't even open the EHCP during the review, it was agreed it needs to be almost entirely rewritten. Although its not yet with me I am cautiously (or maybe naively) optimistic that when I do receive it it will Our son's plan has stayed the same for 2 years
- But would be good for a named person from LA to be involved
- What is the point? The EHCP never gets updated even when parents, teachers and SENCO S put in hours of work. I rejected the last draft but I was ignored and it was issued unchanged anyway. Appalling.

Q44: How would you rate the EHCP Annual Review process?

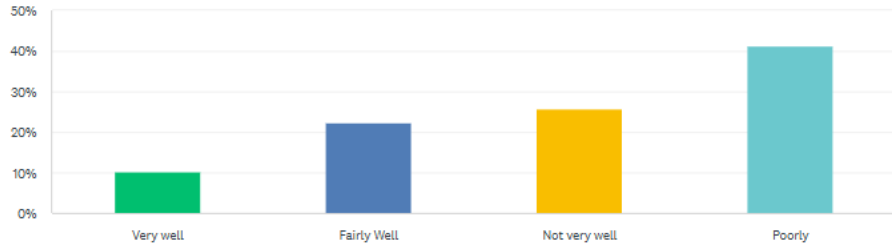
Respondents comments:

- We had the AR meeting a week ago so too soon to tell. I hope all the statutory timescales will be met.
- We had to chase up LA to finalise things.
- It seems a bit weird that the LA is not involved in the review, they just get sent the requested changes
- The process us a joke, the people writing through plans do not know the children and patents voices account for little weight. Schools lie and write poor report even when they caused the failures. School failed several items listed on the EHCP and no one did anything about it, pointless plan if its not a real reflection of schools or the child.
- Same as above. Language therapy need was identified and discussed but none provided so far
- Poor from LPA but excellent from school
- The process from annual review to final draft is very long October – February
- High score is due to support from teacher at Emmbrook School
- See above explanation
- Delayed, chased up no answer escalated. No reply. Please train your staff
- My child's plan is so out of date it is hard to even review it
- It was the worse AR we've had in 8! Years. It was poorly managed, reports not gathered, the send team chaired it failed to record anything on the report so the AR report was blank, they used the wrong forms, ignored professional advice and I stress stated very clearly they used their opinion on what was needed rather than what was recorded In reports. Provision was removed without any reason and contridictred reports. We had a co-production meeting but the send service refused to discuss the content of the EHCP They failed to follow amlegal and statutory process and moved provision out of section F to section g and then upheld a complaint stating they had not followed the process but refused to move the provision back.
- The Annual Review identified significant concerns regarding my child's ability to access current placement, including chronic stress, EBSA and the need to consider a change of educational setting. Whilst the meeting itself was constructive and professionals listened to concerns, the process remains slow and uncertain. Families often have limited visibility of timescales, and important decisions can take many weeks after the review meeting. During this time, children continue to struggle without appropriate provision being secured.
- The outcome that the school cannot meet need and the send officer doesn't attend the meeting
- Been without a case worker for almost a year. Struggled to get a representative to the AR knowing both school & us were going to co cannot meet needs

Q45: To what extent have you felt listened to by the SEND Team?

Answered: 133 Skipped:90

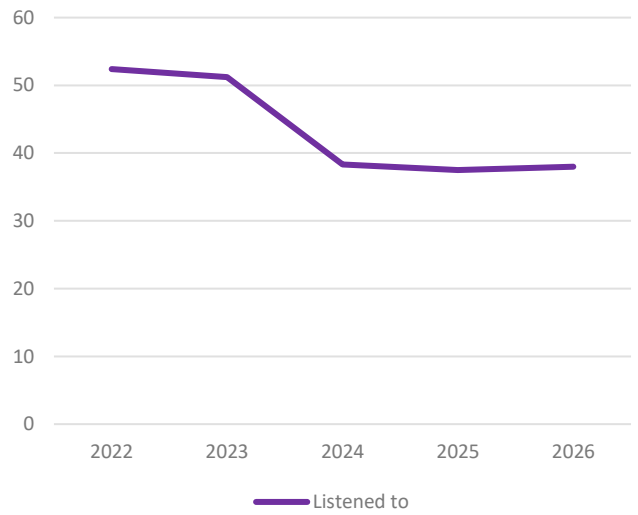
38% (37.5%) of respondents said they felt listened to very/fairly well by the SEND team



ANSWER CHOICES	RESPONSES	
Very well	10.34%	12
Fairly Well	22.41%	26
Not very well	25.86%	30
Poorly	41.38%	48
TOTAL		116

Comments (42)

One answer choice has been hidden. Show and recalculate



Response for those who it was applicable
Figures in brackets - 2025 result

Q44: To what extent have you felt listened to by the SEND Team?

Respondents comments:

- Until things escalated.
- WBC send officer X's great and manager Y very good. Issue Wbc has is accountability of some primary schools - our secondary is actually not
- The annual review was completed when I chased.
- Communication throughout the Annual Review process was poor, inconsistent and lacked transparency. Emails requesting updates and clarification were frequently left unanswered, requiring repeated follow-up by parents. There was little or no communication regarding the progress of the Annual Review, including who was managing the process, what stage it had reached, or when decisions would be made. The SEND Service failed to explain why amendments had been made to the EHCP or identify the evidence relied upon to support those changes, despite repeated requests for clarification. Parental representations submitted as part of the review process were not acknowledged or meaningfully considered, and concerns raised about proposed amendments were ignored. This lack of communication and transparency prevented effective co-production, undermined parental confidence in the decision-making process, and made it impossible to understand how the final amendments reflected the evidence and discussions that had taken place.
- They act unlawfully, not fit for purpose, think they can make decisions on what they're not qualified and are not interested in the individual children and young people.
- As I have mentioned, SALT and OP were very unhelpful. And other services are very poorly advertised.
- They kept prompting one particular college despite us saying it was not suitable. My child had to actually go there to have the college say "cannot meet need" for the SEND team to listen. The SEND will look at a college in isolation and not consider travel, transport or living arrangements all of which can affect education.
- While they may respond to an email they refuse to answer or reply to the content of emails, when you escalate the lack of response as per the communication promise, you are criticised and if you don't escalate they say you haven't responded and should escalate so feel either way they can critisise parents. they refuse to hold meetings with paretns and then when they respond via email have clearly not read any correspondence that has been sent, and state familes have not sent what is needed yet if they looked at emails sent to them it would be there.
- It's been horrendous. Information was actively hidden from me and I had to find out from someone else. Emailed and phone calls were not returned and I was not kept updated in the process.
- I'm always chasing for updates

Q44: To what extent have you felt listened to by the SEND Team?

Respondents comments:

- We can never get hold of anybody and are often ignored this hasn't changed in the whole time we have been involved with the SEND team it's awful
- The team is awful at communicating, but good at breaking the law by not doing reviews or knowing the law around SEN
- terrible lack of support, and outright manipulation.
- Although Poor for SEND Transport.
- Communications have improved recently. It doesn't feel so much like your emails are going into a black hole. However I don't find that they follow up on what they say they will do which is disappointing but I assume is down to their workload making it difficult to follow up on all the actions they have said they will.
- Not spoken to them
- My only direct contact was in securing our chosen school, which happened. The person I spoke to about my child was empathetic and listened. They then let me know when Lambs Lane said yes, and I was quite emotional and I remember feeling they were very happy for us and supportive.
- Professional dont upset another Professional so children lose and they are failed due to no whistle blowing
- Everything is a battle regarding EHCP
- Communication with the SEND Team has not made us feel fully listened to. We have repeatedly raised our child's need for Speech and Language Therapy through the annual review process, and this was also supported by school and the therapist. However, the request has not been properly acted on. The response we received in December stated that, after discussion with school, our child's language needs were being met by school and that separate therapy was not needed. This was very disappointing, especially as the SENCO later confirmed that no one from the Council had contacted them about Speech and Language Therapy. This has made us feel that important information from parents, school and professionals has either been missed or not properly considered. We would like clearer communication, proper follow-up after annual reviews, and for agreed concerns, especially around speech and language, to result in meaningful action.
- No idea who to contact at LA

Q44: To what extent have you felt listened to by the SEND Team?

Respondents comments:

- it has taken months of me chasing the SEN team fighting to get a place for secondary school. The communication was shockingly poor and questions remained un answered.
- I have been ignored, told his EHCP will be processed, but it hasn't, was in communication with customer relations, again with delays of things not being actioned. The whole process is severely lacking, with excuses & the 'restructuring' of the SEND team bringing no actual changes to us parents.
- No communication not told its been received, apologised after I chased up 2 times, no update. What's going on
- The process wasn't explained to me at the beginning and as I hadn't been through it before, it was very confusing. It's a very convoluted process and I didn't feel it was explained very well, just assumed I knew.
- Attempted to apply for an EHCP through school but it was so complicated and long winded we gave up
- no guarantee of a reply
- The team as a whole, very poorly. Our caseworker is good but staff above do not care about my child and the child's and family's voices are not prioritised
- We felt totally ignored and dismissed by the send service. We felt that they had their own agenda and all professionals were ignored as were there reports. We asked for clear rationale which was refused and the repairs was the changes were based on reports and when we asked which reports they refused to cross reference the reports they had used. Our child felt ignored and their views completely dismissed and that their views did not count.
- Although recent discussions have been more positive, this is the first Annual Review where concerns regarding my child's PDA profile and need for appropriate strategies appear to have been taken seriously. The same concerns have been raised repeatedly over previous reviews but were not reflected in provision or practice. Earlier recognition and implementation of appropriate support may have prevented some of the chronic stress, EBSA and educational difficulties my child is now experiencing.
- X was AMAZING. Really listened, really understood and really god to understand my son's needs.
- Don't answer questions, rude, poor response time, don't attend meetings and a generally feeling they just don't care
- They are very clear with me that they have no interest in supporting my daughter with any form of provision until tribunal. We've had our mp involved and they told them so many lies about how they continued to support us and that my daughter wouldn't engage with anything

Q44: To what extent have you felt listened to by the SEND Team?

Respondents comments:

- Clearly overstretched
- What communication? You get a reply saying they'll reply in 5 days and never hear anything else. It's a joke.
- Chronic Unavailability: The assigned Case Worker is persistently on leave. Even though the family contacts her infrequently, she is almost always unavailable when needed. • Flawed Coverage System: When the Case Worker is away, families are instructed to contact the wider SEND Team. However, instead of addressing queries, the team simply forwards the emails back to the unavailable Case Worker, creating an endless, unhelpful loop. • Selective Communication: The Case Worker frequently engages in selective responsiveness, ignoring critical questions (such as legal clarifications on consultations) while leaving parents entirely in the dark. • Misleading Information: The SEND Team routinely provides incorrect or misleading information regarding legal frameworks and statutory processes, forcing parents to repeatedly cross-check facts.
- You can't contact them!
- The have absolutely no interest in providing my child with an education and told us at the AR that they would not be updating her ehcp or providing her with anything until after tribunal
- The communication is very poor and I have had questions/emails that have been blatantly ignored. No updates of changes in caseworkers & very little compassion in communication - very poor
- Just a flat no, or only available in certain times.
- I haven't had much communication with them other than a few emails.

Transitions

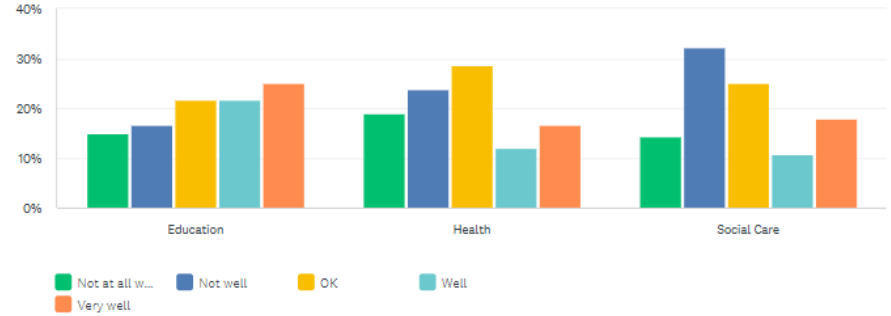
This section asks respondents about any transitions process their child has gone through in the last 12 months and how well different teams prepared them for that transition.

Transitions includes Early years/pre-school to primary school, primary to secondary, secondary school to Post 16 and Further Education or employment. Transitions from paediatric to adult health services eg from paediatrician to GP, CAMHS to Adult mental health services etc. Transitions from Children's to Adult Social Care

SEND Voices Wokingham

Q37: If your child has gone through a transition in the last 12 months, please tell us how well different teams prepared them for that transition. Tansitions includes:* Early years/pre-school to primary school, primary to secondary, secondary school to Post 16 and Further Education or employment. * Transitions from peadiatric to adult health services eg from paediatrician to GP, CAMHS to Adult mental health services etc.* Transitions from Childrens to Adult Social Care

Answered: 204 Skipped: 19



	NOT AT ALL WELL	NOT WELL	OK	WELL	VERY WELL	TOTAL	WEIGHTED AVERAGE
Education	15.0% 9	16.7% 10	21.7% 13	21.7% 13	25.0% 15	60	3.25
Health	19.0% 8	23.8% 10	28.6% 12	11.9% 5	16.7% 7	42	2.83
Social Care	14.3% 4	32.1% 9	25.0% 7	10.7% 3	17.9% 5	28	2.86

Comments (23)

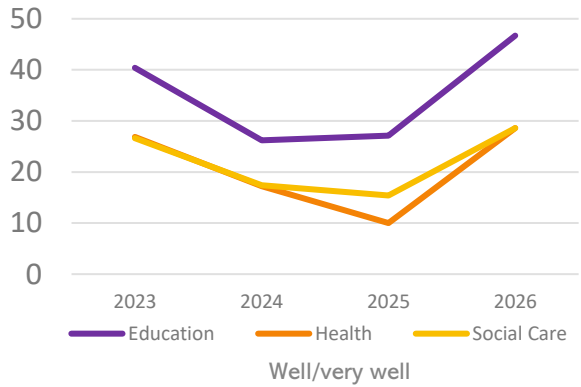
One answer choice has been hidden. Show and recalculate

Education
Well/very well – 46.7% (27.1%)
Not at all/not well – 31.7% (50%)

Health
Well/very well– 28.6% (10%)
Not at all/not well– 42.8% (56.7%)

Social Care
Well/very well– 28.6% (15.4%)
Not at all/not well– 46.4% (50%)

Preparation for transitions significantly improved across all areas



Response for those who it was applicable
Figures in brackets - 2025 result

Q37: If your child has gone through a transition in the last 12 months, please tell us how well different teams prepared them for that transition. Transitions includes:* Early years/pre-school to primary school, primary to secondary, secondary school to Post 16 and Further Education or employment. * Transitions from paediatric to adult health services eg from paediatrician to GP, CAMHS to Adult mental health services etc.* Transitions from Children's to Adult Social Care

Respondents comments:

- My sons EHCP stated transition as being an issue but very little has been to support him transition from ks1 to ks2
- Secondary so much better than his primary who did little. He has flourished at his secondary
- Transition management is appalling. Child is autistic, so change is tricky, no management of this at all.
- the SEND team failed to carry out a phase trnafer AR for post 16 and now as we approach the next AR we have no idea what is happeing as the last AR did not discuss post 16 or the phase transfer. As we write this we have just had the AR and again depsite the CYP about to start year 12 there is no phase transfer and no Pfa
- The school was amazing in supporting transition. No other teams were involved.
- Education - reflects school recognising end of EHCP due to possible transition to Uni - but this may not happen - depends on results - and no contact from LA as to what to expect if child doesn’t go to Uni - if EHCP continues / who will we contact - what options are available..
- The transition from CAMH to CHMT was very poor, with social care we had 4 different social workers
- Is about to transition from year 6-year 7 in sept
- Social.didnt questions failures under the EHCP by the school at any meetings or reviews
- Different school. No longer school avoidant. Still has nightmares of previous school.
- Portage were fantastic with transition from preschool to reception, school process was poor for transition, communication poor
- Transition to 6th form in the same school. Access to student support ceased. That was his lifeline. I've had to have lots of discussions about how they can support him in sixth form and they are putting more things in place and working on well being. The school is aware it's not as good at the support post 16 and is trying to improve which is great. The teachers have been amazing after a wobbly start and things are improving.
- Supported by private providers psychologists, OT's, education officer from our adoption charity. School not very inclusive
- This is to be done next year post 16

Q37: If your child has gone through a transition in the last 12 months, please tell us how well different teams prepared them for that transition. Tansitions includes:* Early years/pre-school to primary school, primary to secondary, secondary school to Post 16 and Further Education or employment. * Transitions from peadiatric to adult health services eg from paediatrician to GP, CAMHS to Adult mental health services etc.* Transitions from Childrens to Adult Social Care

Respondents comments:

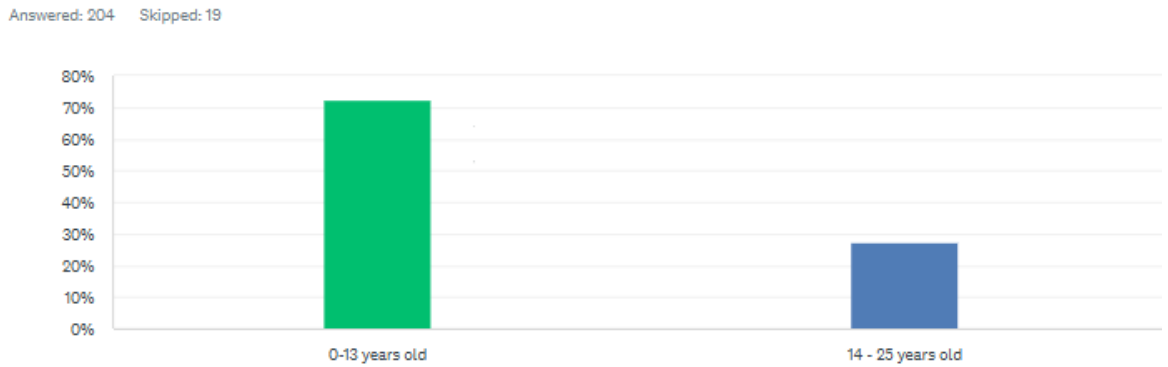
- The send team failed to carry out a phase transfer and failed to invite the PfA team / social care to the AR
- Transition days have been set up for my daughter as she starts school in September. I have been contacted by her secondary school and arranged a meeting to discuss her needs
- Bulmershe school are being great with transition
- My son is going into transition next year. Our case worker didn’t show up for our review.
- Social care has only been met well due to formal complaints and my persistence
- Transition is a joke
- I've marked very well based on school and short breaks teams really.

Preparing for Adulthood

This section asks respondents about the Preparing for Adulthood and filtered for those with a child aged 14 years +.

Q47: What is the age of your child?

Answered: 204 Skipped: 19

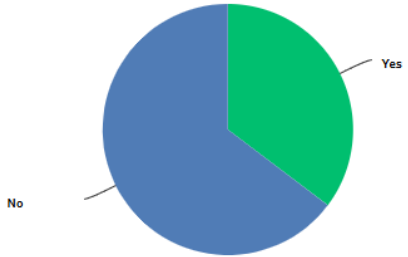


ANSWER CHOICES	RESPONSES	
0-13 years old	72.5%	148
14 - 25 years old	27.5%	56
TOTAL		204

Q48: If your child/young person has an EHCP has Preparing for Adulthood (PfA) been part of their most recent EHCP Annual Review?

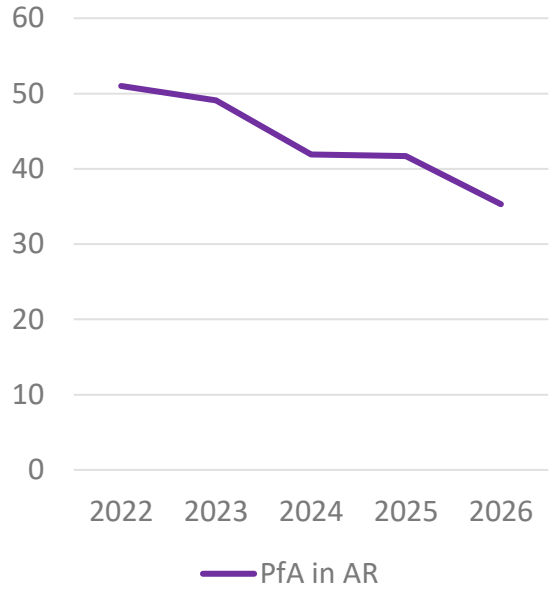
Answered: 55 Skipped: 168

35.3% (41.7%) of respondents (14 year + child with and EHCP) said that PfA had been part of their most recent Annual Review



ANSWER CHOICES	RESPONSES	
Yes	35.3%	12
No	64.7%	22
TOTAL		34

One answer choice has been hidden. Show and recalculate



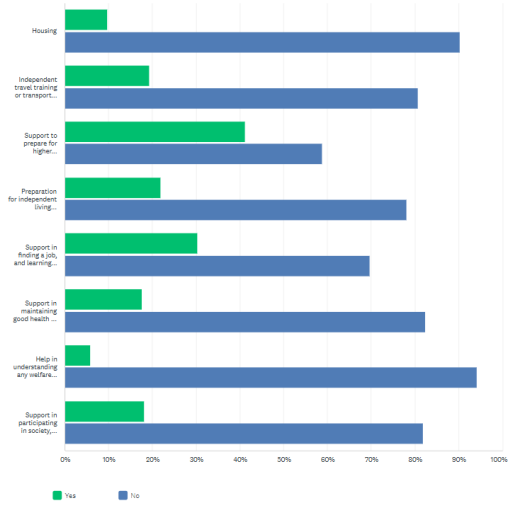
Response for those who it was applicable
Figures in brackets - 2025 result

Q49: If your child/young person has an EHCP were any of the following Preparing for Adulthood topics discussed as part of the Annual Review?

Answered: 55 Skipped: 168

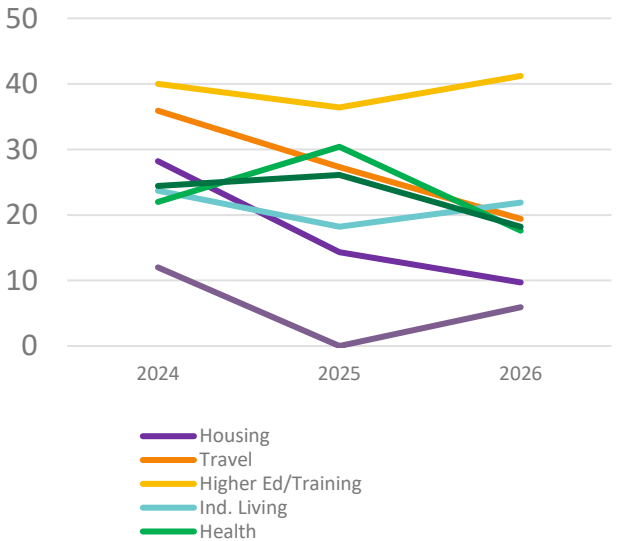
The majority of the areas are discussed in less that 30% of EHCP Annual Reviews.

- Housing 9.7% (14.3%)
- Travel training 19.4% (27.3%)
- Support for higher education/training 41.2% (36.4%)
- Independent living 21.9% (18.2%)
- Job Support 30.3% (5.6%)
- Maintaining good health 17.6% (30.4%)
- Welfare benefits 5.9% (0%)
- Participating in Society 18.2% (26.1%)



	YES	NO	TOTAL	WEIGHTED AVERAGE
Housing	9.7% 3	90.3% 28	31	1.90
Independent travel training or transport support	19.4% 6	80.6% 25	31	1.81
Support to prepare for higher education and/or employment	41.2% 14	58.8% 20	34	1.59
Preparation for independent living including where the child or young person wants to live in the future	21.9% 7	78.1% 25	32	1.78
Support in finding a job, and learning how to do a job	30.3% 10	69.7% 23	33	1.70
Support in maintaining good health in adult life	17.6% 6	82.4% 28	34	1.82
Help in understanding any welfare benefits that might be available	5.9% 2	94.1% 32	34	1.94
Support in participating in society, which includes making and maintaining relationships.	18.2% 6	81.8% 27	33	1.82

One answer choice has been hidden. Show and recalculate

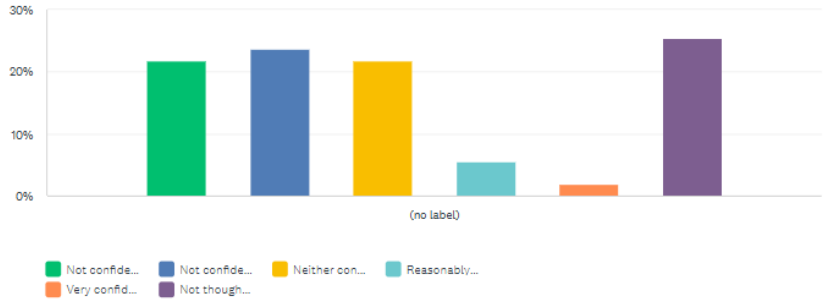


SEND Voices Wokingham

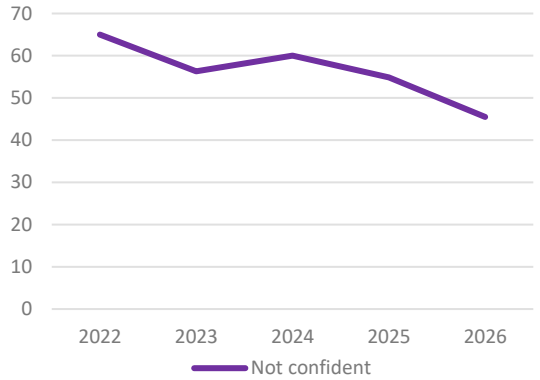
Q41: How confident are you that your child/young person will receive appropriate healthcare when they are too old for children's (paediatric) healthcare services?

Answered: 34 Skipped: 134

45.5% (54.9%) of respondents (14 year + child with and EHCP) said that they were not confident at all/not confident that their child would receive appropriate healthcare when they are too old for paediatric services



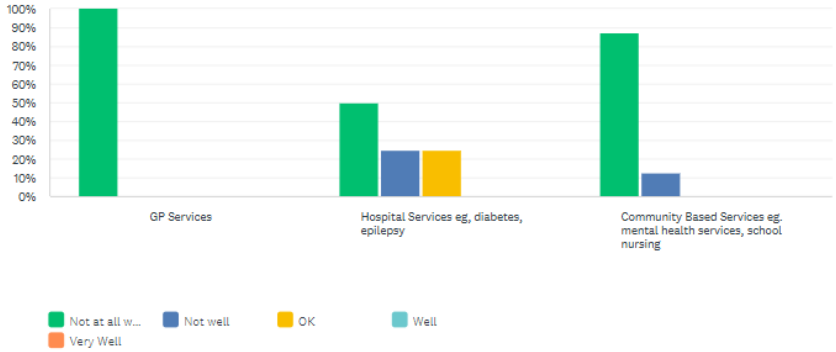
	NOT CONFIDENT AT ALL	NOT CONFIDENT	NEITHER CONFIDENT OR NOT CONFIDENT	REASONABLY CONFIDENT	VERY CONFIDENT	NOT THOUGHT THAT FAR AHEAD	TOTAL	WEIGHTED AVERAGE
(no label)	21.82% 12	23.64% 13	21.82% 12	5.45% 3	1.82% 1	25.45% 14	55	3.18



Response for those who it was applicable
Figures in brackets - 2025 result

Q42: If your child has gone through Preparing for Adultood transition from a paediatric to adult health service in the last 12 months (since June 2024) please tell us how well this went

Answered: 55 Skipped: 168



	NOT AT ALL WELL	NOT WELL	OK	WELL	VERY WELL	TOTAL	WEIGHTED AVERAGE
GP Services	100.0% 3	0.0% 0	0.0% 0	0.0% 0	0.0% 0	3	1.00
Hospital Services eg, diabetes, epilepsy	50.0% 2	25.0% 1	25.0% 1	0.0% 0	0.0% 0	4	1.75
Community Based Services eg, mental health services, school nursing	87.5% 7	12.5% 1	0.0% 0	0.0% 0	0.0% 0	8	1.13

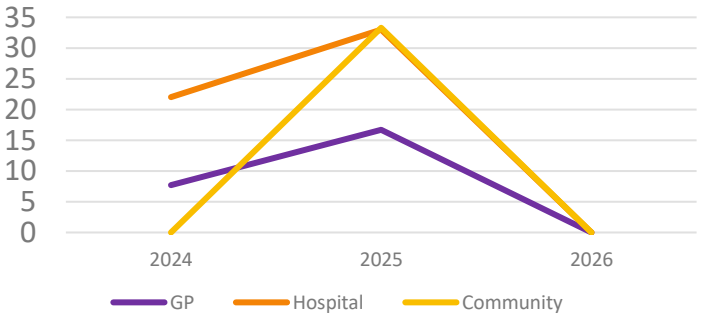
Comments (6)

One answer choice has been hidden. Show and recalculate

This was a new question for 2024 to help inform Health Transition services.
Respondents said services went well/ very well for :

- GP services 0% (16.7%)
- Hospital Services 0% (33.3%)
- Community Services 0% (33.3%)

NB – **very small numbers** of respondents.



Response for those who it was applicable
Figures in brackets - 2025 result

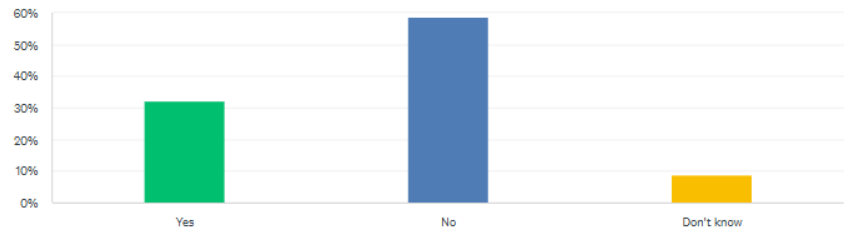
Q42: If your child has gone through Preparing for Adulthood transition from a paediatric to adult health service in the last 12 months (since June 2025) please tell us how well this went

Respondents comments:

- The mental health part was really poor - she has so many consultants that some were good some were less good
- we just recieved a discharge letter from CAMHS with no real help or communication on how the GP would take on the care
- Did not even know this was an option, not mentioned by the LA
- My child has autism along with mental health challenges but as he can not engage with the limited support offered he has been discharged
- These are all ongoing full time battles. We have not had any smooth transitions and formal complaints are ongoing
- We just have someone attend the EHCP, but apparently we're not yet at the stage yet.

Q43: If your child is age 14 - 25 years and has an EHCP have you or your child had any contact with the Preparing for Adulthood (formerly Transitions) Adult Social Care Team? (The PfA team will support young people who are Care Act eligible as they move to Adult Social Care sevices)

Answered: 55 Skipped: 168



ANSWER CHOICES	RESPONSES	
Yes	32.4%	11
No	58.8%	20
Don't know	8.8%	3
TOTAL		34

Comments (4)

One answer choice has been hidden. Show and recalculate

32.4% (33.3%) of respondents (14 year + child with and EHCP) said that they have had contact with the Preparing for Adulthood (formerly Transitions Team) in Adult Social Care

Response for those who it was applicable
Figures in brackets - 2025 result

Q43: If your child is age 14 - 25 years and has an EHCP have you or your child had any contact with the Preparing for Adulthood (formerly Transitions) Adult Social Care Team? (The PfA team will support young people who are Care Act eligible as they move to Adult Social Care sevices)

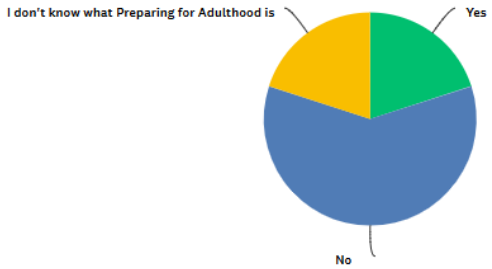
Respondents comments:

- I don't know how to access it
- She's not under social care so I'm assuming it's not relavent?
- Only due to me contacting them
- Just attending the EHCP as a listenee really. No input yet.

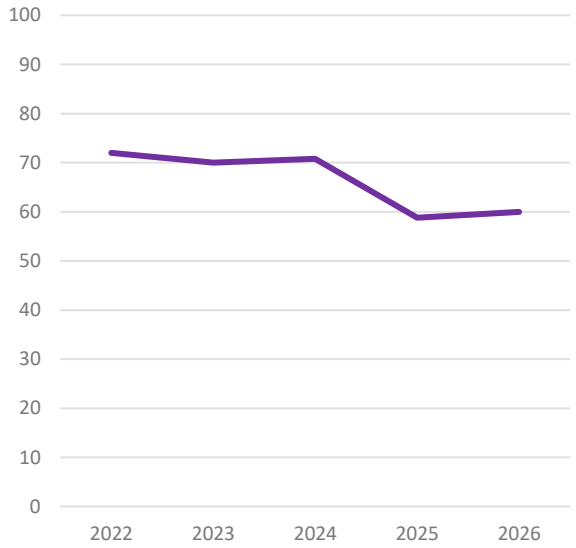
Q53: Do you know where to go for more information about any aspect of Preparing for Adulthood?

Answered: 55 Skipped: 168

60% (58.8%) of respondents (14 year + child with and EHCP) said that they did not know where to go for more information about preparing for adulthood or what it is.



ANSWER CHOICES	RESPONSES	
Yes	20.0%	11
No	60.0%	33
I don't know what Preparing for Adulthood is	20.0%	11
TOTAL		55



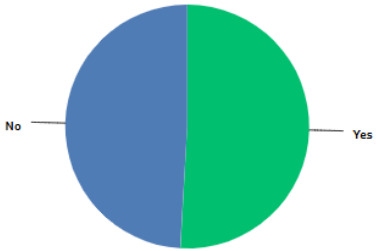
Response for those who it was applicable
Figures in brackets - 2025 result

Q54: Would more information or support about independent travel at post-16 be helpful?

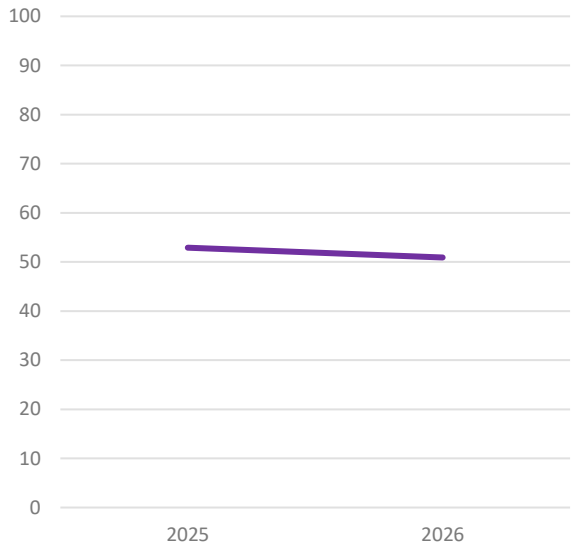
Answered: 55 Skipped: 168

New question in 2025

50.9% (52.9%) respondents said more information about post1- independent travel would be helpful



ANSWER CHOICES	RESPONSES	
Yes	50.9%	28
No	49.1%	27
TOTAL		55



Response for those who it was applicable
Figures in brackets - 2025 result

Q46: Is there anything else you would like to tell us about Preparing for Adulthood?

Respondents comments:

- It has been non existent and out child is about to start year 12 in September and still without any PfA
- It’s not proactive - you have to know what you’re looking for
- Nothing is done in mainstream to support those with additional needs that are academic.
- There is no communication between the various teams and people involved
- The school gave some great information on PfA at the last annual review in terms of education and apprenticeships
- I'd like more information about how to access it
- It gets mentioned at review but not much tangible support provided
- Nothing
- We've not had any information on Preparing for Adulthood. Our child is in Yr11
- My son does not have an EHCP. He is too academic to be seen as needing support. He says he is too special to be normal but not special enough for help.
- My child is 14 so I have not needed to look at this yet but plan to in September/October
- My child needs the most basic forms of preparing for adulthood, ability to separate from me, ability to communicate with others (they are selective mute) they are very bright and very keen to learn but has had no access to education until granted a couple of hours a week very recently. My child should be starting gcses next year but we have absolutely no idea as to how this might happpen right now. They are completely isolated, ignored and left.
- It’s all left to chance ehcps and outcomes are not being followed and outcomes are going unmeasured
- The lack of understanding around Neurodivergent young people's needs is shocking! They don't all want to be forced to do things that neurotypical teenagers do, and being different in their interests and ways of socialising is not a crime. Autistic teenagers are at massive risk of bullying and this hasn't been considered at all.
- She is as far away from even begining to consider thisi as she possibly could be. She wants GCSEs and the opportunity to develop social relationships, support to communicate with others, and has access to none of this.
- Yes, it would be nice it was acknowledged that the needs remain the same, but there is a push to assume, "you're an adult now, off you go", as soon as they turn 16, when the needs have not really changed at all.

Social Care Services

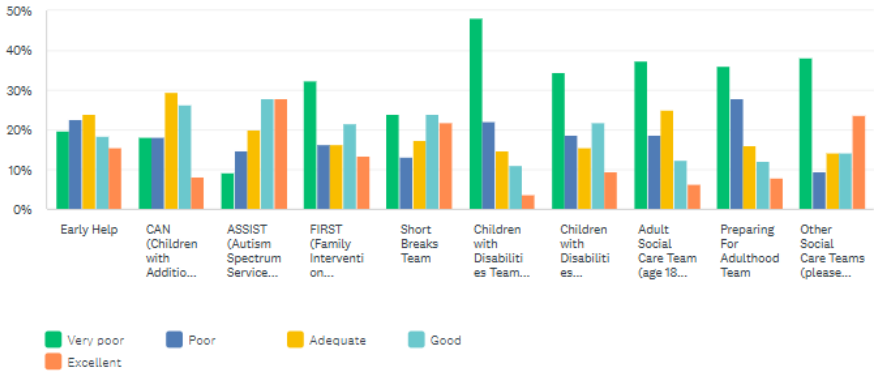
This section asks respondents about their experiences with Wokingham Social Care Services.

Q47: How would you rate any services from the Wokingham Borough Social Care services?

Answered: 199 Skipped: 24

Improvements in rating for the ASSIST and Short Breaks

Decline in rating for CAN Network, FIRST and CWD team



	% of respondents* rating excellent/very good	% of respondents* rating poor/very poor
Early Help (split from CWD team for 2026)	33.8%	42.2%
CAN (Children with Additional Needs) Network	34.4% (35.7%)	36% (28.6%)
ASSIST (Autism Spectrum Service for Information Support and Training team)	56% (47.1%)	24% (29.4%)
FIRST (Family Intervention Resources and Support Team - supporting families with sleep and behavioural issues)	35.1% (36.4%)	50.4% (45.5%)
Short Breaks Team	45.6% (38.7%)	36.9% (41.9%)
Children with Disabilities Team (for ages 0-18 years - split from CWD team for 2026)	14.8% (20%)	70.3% (47.9%)
Children with Disabilities Occupational Therapy Team (new for 2026)	31.3%	53.2%
Adult Social Care Team (age 18-25 years)	18.8% (0%)	56.3% (36.4%)
Preparing For Adulthood Team	20% (5.9%)	64% (36.4%)
Other Social Care Teams	38.1%	47.6%

Response for those who it was applicable
Figures in brackets – 2025 result

NB - some of the services have low numbers of respondents
(see next slide for numbers)

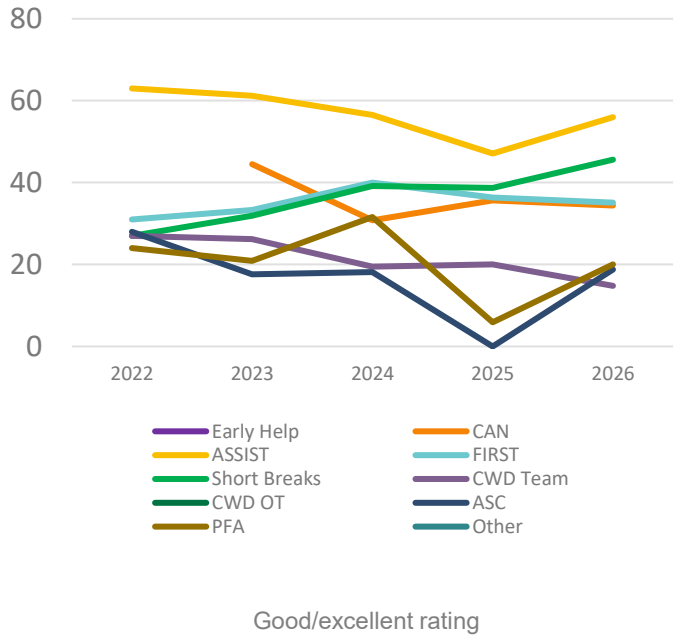
SEND Voices Wokingham

Q47: How would you rate any services from the Wokingham Borough Social Care services?

Answered: 199 Skipped: 24

	VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Early Help Comments (16)	19.7% 14	22.5% 16	23.9% 17	18.3% 13	15.5% 11	71	2.87
CAN (Children with Additional Needs) Network Comments (15)	18.0% 11	18.0% 11	29.5% 18	26.2% 16	8.2% 5	61	2.89
ASSIST (Autism Spectrum Service for Information Support and Training team) Comments (18)	9.3% 7	14.7% 11	20.0% 15	28.0% 21	28.0% 21	75	3.51
FIRST (Family Intervention Resources and Support Team - supporting families with sleep and behavioural issues) Comments (11)	32.4% 12	16.2% 6	16.2% 6	21.6% 8	13.5% 5	37	2.68
Short Breaks Team Comments (16)	23.9% 11	13.0% 6	17.4% 8	23.9% 11	21.7% 10	46	3.07
Children with Disabilities Team (for ages 0-18 years) Comments (11)	48.1% 13	22.2% 6	14.8% 4	11.1% 3	3.7% 1	27	2.00
Children with Disabilities Occupational Therapy Team Comments (18)	34.4% 11	18.8% 6	15.6% 5	21.9% 7	9.4% 3	32	2.53
Adult Social Care Team (age 18-25 years) Comments (2)	37.5% 6	18.8% 3	25.0% 4	12.5% 2	6.3% 1	16	2.31
Preparing For Adulthood Team Comments (8)	36.0% 9	28.0% 7	16.0% 4	12.0% 3	8.0% 2	25	2.28
Other Social Care Teams (please let us know which Teams and any comments) Comments (8)	38.1% 8	9.5% 2	14.3% 3	14.3% 3	23.8% 5	21	2.76

One answer choice has been hidden. Show and recalculate



NB - some of the services have low numbers of respondents

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **Early Help Team**

- X was amazing.
- Don't know what they offer.
- The Early Help team were profoundly unhelpful. My children did not feel listened to and as parents we felt patronised. All the progress that was made during the time we had Early Help support was due to the school, however, Early Help have taken credit for it. They interfered with the EHCP process in a way that has ended up being detrimental to the progress of the process and could not offer any reasonable justification as to why they did this.
- no contact
- More needs to be done around domestic abuse.
- Have not had any help or socialising opportunities
- I have had 3 phone calls whilst on a waiting list and am due to have our first meeting on next week so very early to comment
- i haven’t received help yet.
- Just refered to Assist but took time to get help
- They were supportive throughout but towards the end it was almost like she wasn’t needed anymore which was fine but it’s hard when we have good and bad days with our child and ok the bad days you just still feel alone now we have been discharged from them
- Can't see much support
- Early Help facilitated meetings between school and family, which provided opportunities to discuss concerns. However, these meetings did not lead to meaningful changes in provision or improved outcomes for my child. The underlying difficulties affecting school attendance and wellbeing remained largely unresolved.
- Some identified actions were never completed before the support ended e.g. support with completing DLA forms
- We had early help for over 6 months. Loved our lady, there was little she could do t osupport education- school are doing what they can and the LA are firm in their stance to do nothing, but she's been really supportive of my child and me
- We've had our early help lady for over 6 months and she is saying goodbye to us this week. She's done her best to support us, to develop a relationship with my daughter and listen to me rant when necessary, but in terms of actually providing accesss to what my daughter actually needs her hands are very much tied
- Usually quite blunt

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **CAN Network**

- Nothing suits his needs
- This is basically discounts to things my child can't access.
- Don't know what they offer
- I get a newsletter but that is all
- Never heard of it
- I read the newsletters and had postive feedback from speaking to someone from the team
- Never heard of this service
- Never heard of them
- Not receive any update or news yet
- not heard of them
- I am aware of CAN and have received a CAN card, but I have not experienced any direct support or intervention that has made a meaningful difference to my child's needs or access to services.
- This was suggested by the LA in the letter from the LA to the MP about us as alternative education? I can't really find enough information about what it offers on line, it seems to be just a register of disabled children and there's no information on how and why this might be useful to us, and I don't beleive it has any academic opportunities for her

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **ASSIST**

- Nothing new sane old training nothing for 12 yr old who is parented well and functioning well
- The only local support I trust.
- Not sure what they can do for us now but great with the early birds and early bird plus. Have asked about the teen course.
- Assist have always been supportive, i have done several courses and have atteneded drop ins and 121s
- I haven’t used them this year but they would be my first port of call if I had a problem
- Never heard of this service
- No contact or help offered
- I have done 2 courses with them as a parent now.
- Attended all their workshops found them really helpful and think ALL school staff should attend them
- Good in an emergency but no contact otherwise
- Haven't contacted this organisation yet
- not heard of them. child newly diagnosed with autism
- Lovely staff, there to listen and support.
- ASSIST are the only service that support the whole family, children and parents and offer practical support. ASSIST is the only service so far that has help my family.
- The ASSIST team were supportive and made efforts to help, but PDA is clearly not their specialist area. Much of the advice provided did not fully reflect the demand-avoidant nature of Noah's needs or the level of anxiety he experiences. Greater awareness and understanding of PDA across services would help families receive more appropriate advice and support.
- X has helped to drive school into providing/trying more things & also provided essential evidence into our AR
- ASSIST keep in touch to see if there is any help they can provide
- I contacted, but the response was confusing

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **FIRST**

- I haven't heard of this service.
- Don’t know
- Not heard of it
- completed a course with FIRST
- Never heard of them
- Attended one online class
- I have not used them in the past 12 months but have worked with them before and support was OK
- Access to support felt dependent on completing parenting courses, despite the previous course not being relevant to my child's PDA profile or resulting in meaningful improvements. More flexible, individualised support for families of children with complex neurodevelopmental needs would be beneficial.
- Didn’t know they existed
- Their behavioural course is one of the best trainings I've attended

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **Short Breaks**

- Never offered
- The staff want to help but the resources are not there.
- My child does not currently get short breaks as he is away at college.
- They have been helpful and supportive and have done everything they can as a service to the whole family. adapting how they carry out reviews, meeting us at different location if we are having to supprt a child in thier provison, they have been resposve to emails and when we raised a concern it was actioned and dealt with immediately and effectively. They have exxlained everything and answered questions, as well as helping to fill in forms and they genuinely want to help and support and make sure the child's and families needs are being met.
- Don’t know
- Never heard of it
- We didn't pursue this as I didn't feel we needed short breaks but X in the team was probably the most understanding and supportive person I have dealt with at Wokingham council. I felt that she listened like a friend and not just as someone who was there to tick boxes, it would be great if everyone was more like her.
- We appreciate the support we get from short breaks however it is a difficult process to navigate. We were given the wrong funding which resulted in funds being suspended for several months. It feels like our offer keeps changing, i was advised to make contact with a new holiday club, i put a lot of work into making links with several club providers only to be told weeks before the summer that I had to pick 1 provider and the sessions would be limited. I was not aware that these were part of our offer, there seems to be a lot of confusion and lack of communication about what is available. I thought these clubs were in addition to our offer, it will put a strain on our family over the summer. It feels as if the boundaries keep changing.
- X has been great supporting us to find something that works
- Never offered this
- Never knew there was one
- Not sure how this can be accessed or what it is
- Not be contacted
- My child is not comfortable enough to access the service
- The application process was straightforward, but the waiting time for support has been extremely long. By the time support becomes available, families may have already spent a significant period struggling without access to respite or appropriate services.
- We were told we weren't eligible

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **Children with Disabilities Team**

- No suitable offer
- Never heard of this team
- No contact - who are they?
- Never heard of it
- Never heard of this service
- Never heard of them
- Never knew there was one
- Didn’t know there was one
- Not be contacted
- Didn’t know they existed
- No contact at all from them

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **Children with Disabilities Occupational Therapy Team**

- They never offered help
- Never heard of this team
- How do we access?
- Never had contact but would like to
- Our daughter see's OT at school so not sure if this is the same
- Not heard of it
- Referred in November 2025 and not heard anything since referral made by GO
- Not been made aware of them
- Never heard of them
- No availability so private OT provided
- Our OT Harriet Thompson is excellent and very efficient
- Didn't know there was one.
- Still waiting
- Had not OT input despite their need
- Following referral, communication was slow and responses to queries took several weeks. Initial advice consisted largely of generic information rather than an assessment of my child's individual needs. My child has now been placed on a waiting list, but the reported waiting times are extremely long. Delays of this length make it difficult for children to access support at the point it is needed and can contribute to difficulties becoming more entrenched.
- Seemed very nice, not sure what the value was, but they tried hard and communicated clearly.
- It would be good to be able to have some direct communication with our OT rather than just through school - we don't get told if we need to work on anything at home etc to help with what is going on with school and we've never spoken to our daughters OT
- Just seem to disappear in the system or the same questions asked again and again as you're passed down the chain to another new social worker

Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **Adult Social Care**

- No contact - what do they do - ?
- Passed from pillar to post. Made to feel worthless and even more disabled than you did before you contacted them.

Respondents Comments: **Preparing for Adulthood**

- I got most information from charities or talking to other parents.
- no contact despite now 16 years old and a referral was made
- No contact - in recent years - poor support at transition
- Never heard of it
- There has been no contact from this service
- Not heard from them despite moving to 16
- Why not from hitting the teens
- Only had people joining the EHCP, but no input yet.

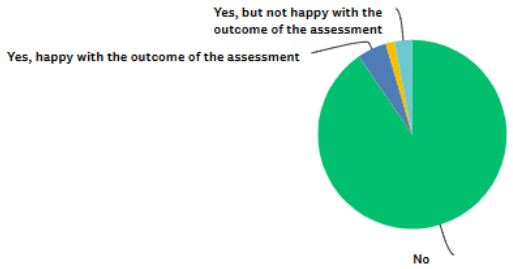
Q56: How would you rate any services from the Wokingham Borough Social Care services?

Respondents Comments: **Other Social Care Teams**

- Social care support has been blocked.
- Family support
- .Again due to not questioning other professionals not doing there job
- Don't see any
- I believe HAF is part of the social care teams? They have been an amazing support & help to me & my son for 6 years. They provide an invaluable service & help weekly with their after school club & through 1/2 terms & summer holidays. I rate them & their staff members very highly.
- Here 4 U
- Social worker
- CAHMS Rapid Response were awful, PIP were awful. Both taunted us or purposely disconnected phone calls.

Q57: Has your child had a Social Care assessment in the last 12 months (since June 2025) ?

Answered: 199 Skipped: 24



ANSWER CHOICES	RESPONSES	
No	90.5%	180
Yes, happy with the outcome of the assessment	5.0%	10
Yes, but still waiting for the outcome of the assessement	1.5%	3
Yes, but not happy with the outcome of the assessment	3.0%	6
TOTAL		199

Comments (10)

Only a small number of respondents children had a social care assessment in the last 12 months (19), of these:

52.6% (57.1%) were happy with the outcome

15.8% (28.6%) were still awaiting the outcome

31.6% (14.3%) were not happy with the outcome.

There was an increase in the percentage of respondents who were unhappy with the outcome.

Response for those who it was applicable
Figures in brackets - 2025 result

Q57: Has your child had a Social Care assessment in the last 12 months (since June 2025) ?

Respondents comments:

- Yes, child services
- Yes, put the process was pointless, upset my young person by going through all the history to just be told that there was nothing, the process really upset their mental health
- I don't think so, he's had a review from short breaks, unsure if that counts?
- Not sure. We had a short breaks annual review. If that counts here then yes happy with the outcome
- Support offered not accessible
- I don’t know who it was I just remember we had an incident and school referred to social services to help her support very early on and we had an assessment about what happened and they referred us elsewhere as it wasn’t for them
- was put with the wrong team and next steps were incorrect
- Children’s services for CIN
- Transition team
- I did request one asking if they could support with access to education but they said no so I said I had no other purpose for the request and we agreed not to go ahead.

Q58 Please let us have any additional comments about any of the WBC Children Social Care Services, please include which Team this is

Respondents comments:

- I don’t know what support there is
- We knew that there was an extremely long waiting time for an assessment and diagnosis, so we had a private asssessment done and haven't gone through the council.
- Addington school have been excellent. Otherwise we have had very little support other than minimal funding from short breaks and help with travel expenses.
- Nobody knows where is responsible for what, you are sent in circles and consistently given conflicting information and sent back to the begining.
- Without a proper assessment I don't see how a LA can make a decision not to assess for an EHCP assessment. Especially as they can't get the details right.
- It is impossible to know how to access, what is available. There is no support for those that are doing well academically but in constant burn out with mental health issues. No therapies available other than charitable which has long waiting lists.
- These topics are partially covered at the school, but we've heard nothing from WBC.
- Assessors should learn and understand domentic abuse. And not tell you that its not always dv. More should be done when someone kicks off in a meeting, infront of social workers, while having meetings about contact with children. Social workers should make parent do parenting courses.
- the person was very nice, however, wanted very detailed info about medications and all sorts, all the time knowing that there was no support available, it was a traumatic process for no gain
- NA
- Very little assustance, all my help has been via the SEND at school.
- We did the parenting course from PYouth4 team at CAHMs but everyone only looks at you in their box this was for anxiety when I mentioned ND it was unknown and not picked up properly anxiety is only an issue we now know because of the ND
- The MHST at eldest child’s secondary school again will only help your child if there is social anxiety or depression but if your child is struggling in any other way they don’t want to help you
- Brambles team constantly fail wit communication or dealing with professionals or foster carers failing
- Limited options of support

Q58 Please let us have any additional comments about any of the WBC Children Social Care Services, please include which Team this is

Respondents comments:

- Not used any of these services, not even heard of most of them
- We do not know about any of these services.
- Had no contact
- No idea about its service.
- I have not been put in touch with any.
- Early help - sometimes not clear with role and where we are going, partly because school not necessarily engaging well with FSW
- Recently been told that changing FSW due to restructure"
- Eva Loran Here 4 U team is a fantastic Social worker
- poor understanding of their own processes
- I did ask for a carers assessment but only in the hope that they'd support us with access to education. They said that they could not, so I refused to have further involvement. She did offer to talk to our case worker but I said there's no point. Then worried and called our early help lady and she said that there really was no point so I had been right to refuse.
- Our social worker is very good.
- none
- Who?
- Are we supposed to have an assessment?
- I have never had any contact with any of these teams.
- Not a scooby what that team is

Q59. Please let us have any additional comments about WBC Adult Social Care teams and let us know if it is about the Preparing for Adulthood or other Adult Services

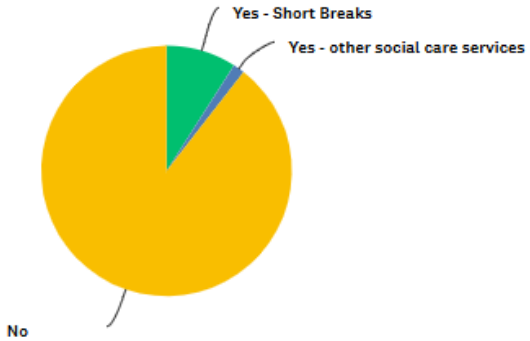
Respondents comments:

- We had so many social workers involved who just didn't know what they were meant to be doing. I had to make a complaint
- they called me ages ago - havent heard since
- Very good regarding an adult with needs we provide support for
- Long process and do not understand what my son can get, receive or what help is available
- Service dependent on social worker

Q51: Do you receive 'direct payments' from Wokingham Borough Council to buy social care services?

Answered: 199 Skipped: 24

We received 21 responses from a small number of families that have Short Breaks DPs and also DPs for other social care services.



ANSWER CHOICES	RESPONSES	
Yes - Short Breaks	9.0%	18
Yes - other social care services	1.5%	3
No	89.4%	178
TOTAL		199

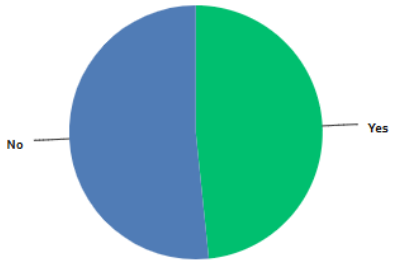
Comments (9)

SEND Voices Wokingham

Q61: Does the service you purchase with the direct payment meet the need of your child and family? (including Short Breaks direct payments)

Answered: 199 Skipped: 24

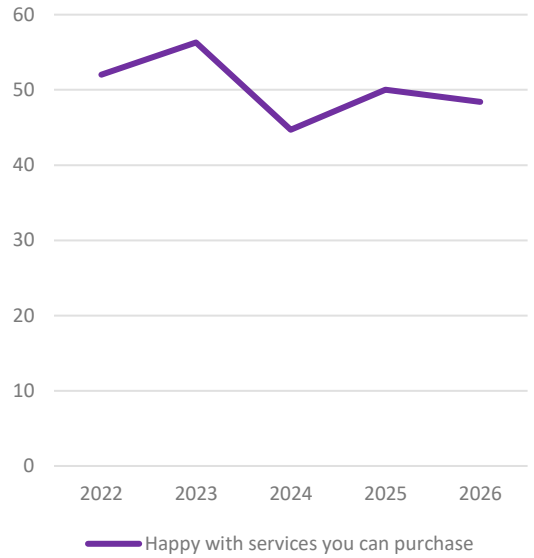
Of that small number of responses 48.4% (50%) were happy with the services that they could purchase.



ANSWER CHOICES	RESPONSES	
Yes	48.4%	15
No	51.6%	16
TOTAL		31

Comments (12)

One answer choice has been hidden. Show and recalculate



Response for those who it was applicable
Figures in brackets - 2025 result

Q61: Does the service you purchase with the direct payment meet the need of your child and family? (including Short Breaks direct payments)

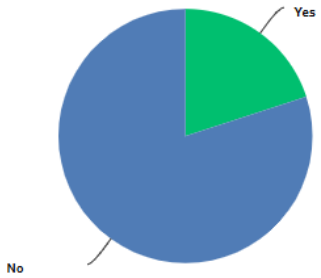
Respondents comments:

- Club hub is excellent and the staff are fantastic, but we dont get many sessions during holidays.
- Agency is not able to manage time and carers asks what to do with the child
- Pays for a carer but not for the activities for the carer and child. More pressure on families. Not helpful.
- In the middle of reviewing. Options are very limited. Saturday club is Isnt inclusive of all types of disabilities and can feel very much not welcome.
- SEND holiday club so far it’s going well but it’s still early days she hasn’t been going for long
- Dont know about this
- Lack of PAs, lack of services offered
- Ideally we would want more. We have just had an increase in PA hours, however we really need more access to holiday clubs
- Young person does not want to access
- My son receives payments with short breaks, however finding someone to give respite & be his PA has been extremely difficult. The funds are there, but no one to look after him.
- We could do with more days - we also have to top up the SEND hol club as it’s very expensive and we are still waiting on part of the respite package
- Just pays for PA. Then there's this "oh you can't pay for that, or that, or that..."

Q62: Are you happy with the choice/range of services on offer? (including Short Breaks direct payments)

Answered: 199 Skipped: 24

Of that small number of responses 80% said they were not happy with the choice/range of services
(This is a new question for 2026)



ANSWER CHOICES	RESPONSES	
Yes	20.0%	9
No	80.0%	36
TOTAL		45

Comments (22)

One answer choice has been hidden. Show and recalculate

Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q61: Does the service you purchase with the direct payment meet the need of your child and family? (including Short Breaks direct payments)

Respondents comments:

- Nothing is accessible for my side.
- No it is severely lacking. Funding means nothing if the services arent available to purchase.
- Saturday club not helpful
- I thiink they Short breaks team do as best they can and when they are trying to meet the needs of so many children it is hard to ensure all children are catered for, We have one activity paid for each week and a PA for the holidays - although finding a suitable PA has been hard.
- Short breaks received by eldest children. Options are very limited. Requires parents to pay for activities etc
- Don’t know how to access or what is available
- There needs to be so much more in terms of SEND holiday clubs and wrap around care - it’s also extremely expensive and only partially funded by short breaks we also had to argue to get our full entitlement due to the weeks that the holiday club is open which was very stressful
- I wasn't made aware of any services
- Have not had any short breaks from wbc
- the choice and availability of services is extremely limited. Communication is very poor, i have contacted 2 clubs multiple times and not received a response. There is very little consultation on what you are offered, in particular club hub usually give 2 weeks notice and allocate you a date, there is no ability to request dates. Direct payments can be difficult to manage if you don't have a reliable PA and when hours are so low you can only offer adhoc work to PAs.
- No services offered or accessible
- We do not know these services
- Not sure what there is?
- No support or services for children with company confirmed dyslexia diagnosis
- Whilst there are services available, there is a lack of specialist provision for children with complex needs such as autism with a PDA profile and EBSA. Much of the support offered is generic and does not always meet the needs of children whose difficulties are driven by anxiety and chronic stress. Long waiting lists for services such as Occupational Therapy and Short Breaks also limit access to support when it is most needed. Greater availability of specialist, neurodiversity-informed services would be beneficial.
- If we were foster carers we would get an allowance, that is not the case with kinship care
- The short breaks team are lovely - there needs to be more SEND holiday clubs/wrap around care. Hiring a PA with all of the admin/paperwork and responsibility that comes with isn’t respite it’s adding more to the load of an already stressful situation
- We just got ignored and forced into this way with a payment every month that we can't really fully utilise. Despite giving options of things people wo ed in, it was ignored. Lilke I say, not on the same page at all.

Information

This section asks respondents about their experiences with information sources in the Borough.

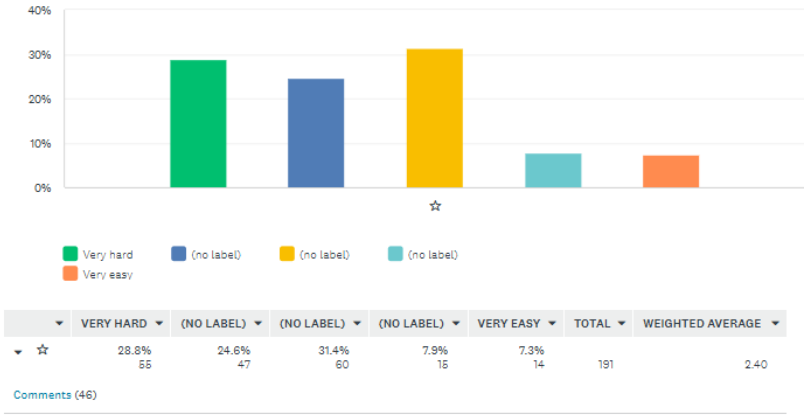
Q63: How easy do you find it to get information about what services and community activities are available and what they do? (this covers all SEND services, holiday clubs, financial support, motability etc)

Answered: 191 Skipped: 32

2026 has seen the lowest rating for ease of finding information.

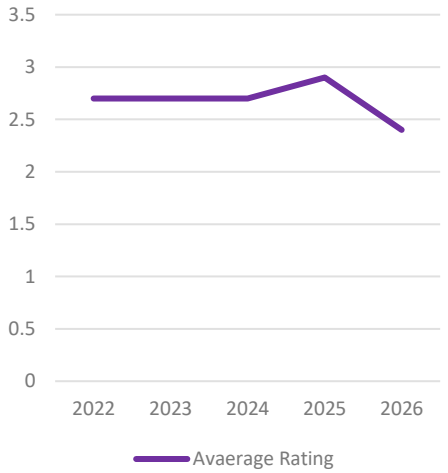
15.2% (26.8%) of respondents found it very easy/easy to get information about services and what they do.

2.4★
average rating



	VERY HARD	(NO LABEL)	(NO LABEL)	(NO LABEL)	VERY EASY	TOTAL	WEIGHTED AVERAGE
☆	28.8% 55	24.6% 47	31.4% 60	7.9% 15	7.3% 14	191	2.40

Comments (46)



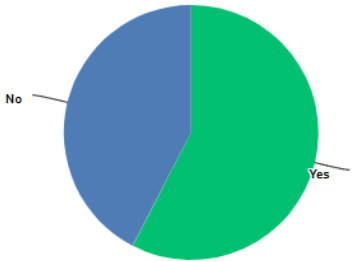
Figures in brackets - 2025 result

SEND Voices Wokingham

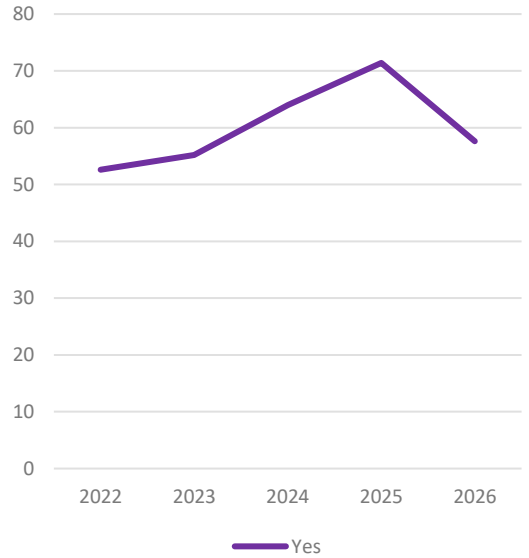
Q64: Have you heard of the Wokingham SEND Local Offer website for 0 - 25 year olds with special educational needs and/or disabilities?

Answered: 191 Skipped: 32

There has also been a decline in the % respondents **who have heard of the Wokingham SEND Local Offer website 57.6% (71.4%)**



ANSWER CHOICES	RESPONSES	
Yes	57.6%	110
No	42.4%	81
TOTAL		191



Figures in brackets - 2025 result

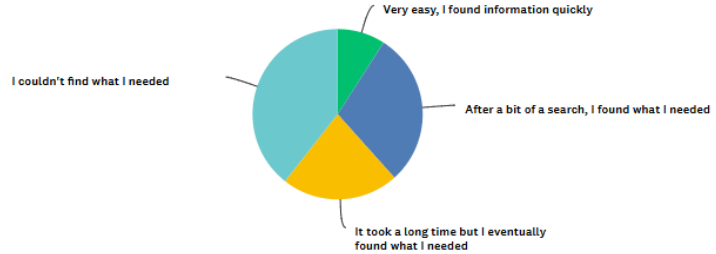
Q65: If you HAVE used the Wokingham SEND Local Offer for 0 - 25 year olds with special educational needs and/or disabilities (SEND) , how easy was it to find what you were looking for?

Answered: 191 Skipped: 32

For those who had used the Wokingham Local Offer website, there has been a significant increase in those saying it is harder to find the information they are looking for.

38.4% (50%) of respondents said that they found what they were looking for very quickly or after a bit of a search.

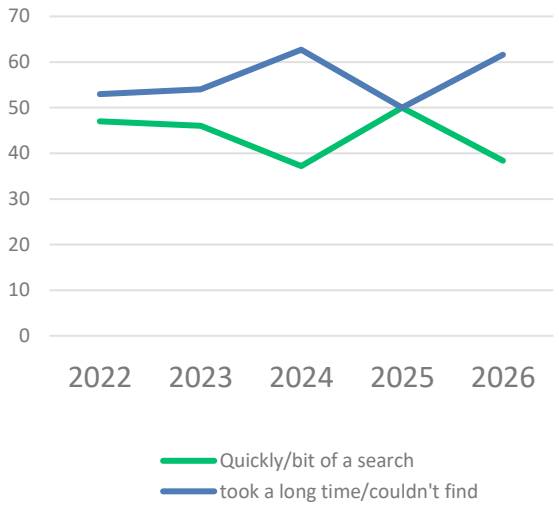
61.6% (50%) said it took a long time or they couldn't find what they were looking for.



ANSWER CHOICES	RESPONSES	
Very easy, I found information quickly	9.1%	9
After a bit of a search, I found what I needed	29.3%	29
It took a long time but I eventually found what I needed	22.2%	22
I couldn't find what I needed	39.4%	39
TOTAL		99

Comments (19)

One answer choice has been hidden. Show and recalculate



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q65: If you HAVE used the Wokingham SEND Local Offer for 0 - 25 year olds with special educational needs and/or disabilities (SEND) , how easy was it to find what you were looking for?

Respondents comments:

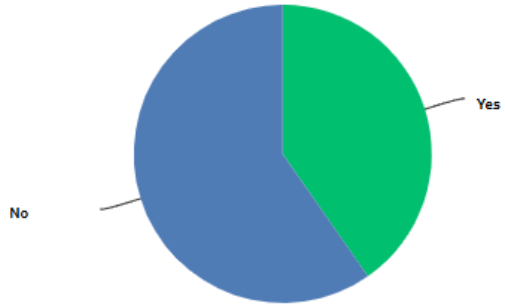
- I don't think I saw this when I was looking for specific support to help my son with his spelling for Dyslexia. I see now that it signposts to the Helen Arkell Dyslexia Charity. We use the One to One Berkshire and Windsor which is a bit closer and affordable: https://www.dawmsb.co.uk/
- I don't care about finding info. I'm capable of that. None of the offering work for my child so why bother. Provide help for families who can't access info and support rather than generic changes.
- not heard of it
- Unless you fit into a school based provision or one of the pre-determined boxes the Local offer doesn't offer much supprort or help
- A local offer that was easy to follow - I think people just need a list of schools like there used to be
- We have a sen officer buy communications is poor
- I don’t find anything for my child that is suitable or has place
- Its been a long while since I have looked, this may have improved.
- didnt know about it
- I looked for clubs suitable for my son and there was almost nothing available. Most clubs wouldn't accommodate my son's needs. Wokingham don't fund Make Sense, Chance to Dance and Reading Football clubs's offers, so availability is limited.
- Only through job knowledge, didn’t get any info through this document/ website, informed by professionals, unclear what you can access in list, perhaps a search button, typing in type of SEN and list provided
- The Local Offer contains a lot of information, but it can be difficult to identify what support is actually available, whether services are accepting referrals, current waiting times, and which services are appropriate for specific needs. More practical information and clearer signposting would improve accessibility.
- Another thing the LA told the MP we should be using to access education. Anything relavent requires payment, and everything else isn;t relavent.
- I don’t know what we should access
- went round and round in circles trying to find out how to access education for my daughter using it because that's what they told the mp was available to her when they tried to support us. They assured the mp that we have their continuing support to help our daughter access suitable education. I've never read so many lies in one email. I can't find anything on it that gives my daughter access to the support she need for education without an agreement of funding from the LA
- t's just way lengthy and not written in a way in with humans from the planet earth can understand.

Q66: Are you registered to receive the SEND Local Offer Newsletter?

Answered: 191 Skipped: 32

New question for 2026

40.3% of respondents are registered for the SEND Local Offer Newsletter



ANSWER CHOICES	RESPONSES	
Yes	40.3%	77
No	59.7%	114
TOTAL		191

Comments (11)

Q66: Are you registered to receive the SEND Local Offer Newsletter?

Respondents comments:

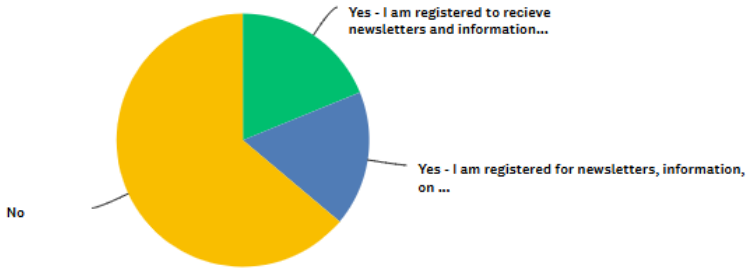
- I am now!
- I don't read it. It's too much and useless for my child.
- How do I get it?
- I think - I get emails but not clear what we can access
- This can be reached to SEND parents via their kids schools.
- Didn’t know there was one
- Didn't know there was one i receive from the local authority used to live in
- I was not aware of the newsletter until completing this survey.
- Mainly for under 16's so not very useful
- I'm actually not sure, nothing feels relavent to us at the moment

Q68: Are you registered with the Wokingham CAN (Children with Additional Needs) Network?

Answered: 191 Skipped: 32

New question for 2026

36.1% of respondents are registered for the Wokingham CAN Network



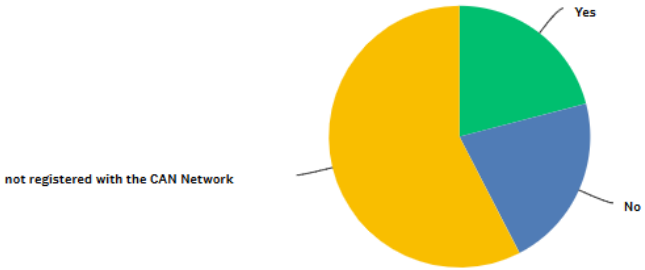
ANSWER CHOICES	RESPONSES	
Yes - I am registered to recieve newsletters and information only	18.8%	36
Yes - I am registered for newsletters, information, on the Children with Disability register and have a CAN Card	17.3%	33
No	63.9%	122
TOTAL		191

Q69: If you are registered with the CAN Network do you find the NEWSLETTERS helpful?

Answered: 191 Skipped: 32

New question for 2026

For those registered with the CAN Network 49.3% of respondents find the newsletter helpful



ANSWER CHOICES	RESPONSES	
Yes	20.9%	40
No	21.5%	41
I'm not registered with the CAN Network	57.6%	110
TOTAL		191

Comments (12)

Q69: If you are registered with the CAN Network do you find the NEWSLETTERS helpful?

Respondents comments:

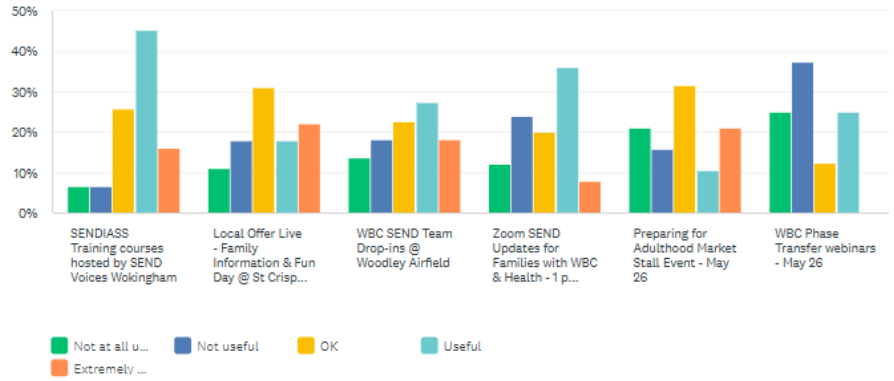
- I will be after this
- Yes and i think this is because X and the (ASSIST) team are involved and they're amazing.
- They focus on under 18's, not much for 18-25 years.
- I'm not sure I received them
- It seems full of information, abit of an overload sometimes
- The newsletters are useful but my kids rarely want to do the activities that are advertised
- Don't have time to read them
- Not yet received any newsletter
- The information provided is useful in principle, but many families would benefit from more practical guidance about accessing support, waiting times and services for children with complex needs.
- Whilst we are registered and have a CAN card I don't remember getting a newsletter in a long while
- Only for children under 16
- There's nothing suitable for my child in them

Q70: Please let us know how useful you found any of the events you have attended since June 2025

Answered: 191 Skipped: 32

The top-rated engagement events were:

1. SENDIASS Training sessions
2. Local Offer Live
3. WBC SEND Team Drop-ins



	NOT AT ALL USEFUL	NOT USEFUL	OK	USEFUL	EXTREMELY USEFUL	TOTAL	WEIGHTED AVERAGE
SENDIASS Training courses hosted by SEND Voices Wokingham	6.5% 2	6.5% 2	25.8% 8	45.2% 14	16.1% 5	31	3.58
Local Offer Live - Family Information & Fun Day @ St Crispins School - October 25	11.1% 5	17.8% 8	31.1% 14	17.8% 8	22.2% 10	45	3.22
WBC SEND Team Drop-ins @ Woodley Airfield	13.6% 3	18.2% 4	22.7% 5	27.3% 6	18.2% 4	22	3.18
Zoom SEND Updates for Families with WBC & Health - 1 per term via Zoom	12.0% 3	24.0% 6	20.0% 5	36.0% 9	8.0% 2	25	3.04
Preparing for Adulthood Market Stall Event - May 26	21.1% 4	15.8% 3	31.6% 6	10.5% 2	21.1% 4	19	2.95
WBC Phase Transfer webinars - May 26	25.0% 2	37.5% 3	12.5% 1	25.0% 2	0.0% 0	8	2.38

Comments (22)

One answer choice has been hidden. Show and recalculate

Q70: Please let us know how useful you found any of the events you have attended since June 2025

Respondents comments:

- Not receiving info above from
- I don't have any capacity to do any of these at the moment. A simple report of updates is enough for the zoom replacement.
- Local Offer Live is very good. I also attended it before my child went away to college.
- The sessions and events don't seem to support those who are academic and need a different kind of support - as I have said it very much feels like we don;t fit in to any of the boxes as their needs are not learning needs. The updates from the SEND team seem to focus on long term plans rather than the immeduate issues which familes need addressing, For a child in year 11 schools or what will happen in 3/4 years is irrelevant and does not support them now. We have now stopped attnednign them as they became so disheartning to hear the same things they have daid for the last 3/4 years when in reality nothing in the SEND team has changed
- They tend to be specific around EHCP so not relevant
- These sessions are often during the working day which limits access to those of us who work
- I have attended a course with ASSIST and found this really userful and the team members were extremely friendly and professional, and knowledgeable!
- Didn’t know about any of the above
- I didn’t know about any of these
- Not heard about most of the sessions or how to access them
- Clear PowerPoint, although many parents on the wrong training course, eg SEN support, digressed due to parents with child with EHcP, perhaps unclear what stage they are at in process and thinking title SEn support is everyone rather than knowing it is the stage before an EHCP considered
- I have a child with an additional need but haven't heard of any of these services. It seems only the chosen people who can navigate and be awarded an EHCP know about this stuff. We have additional needs still, but not support and no guidance
- i didnt attend
- I did not know SENDIASS offered training courses
- The PFA event was not helpful as it was not gesred for academic students with an EHCP. It was very limited in what it offered and did not give wide enough range of stalls.

Q70: Please let us know how useful you found any of the events you have attended since June 2025

Respondents comments:

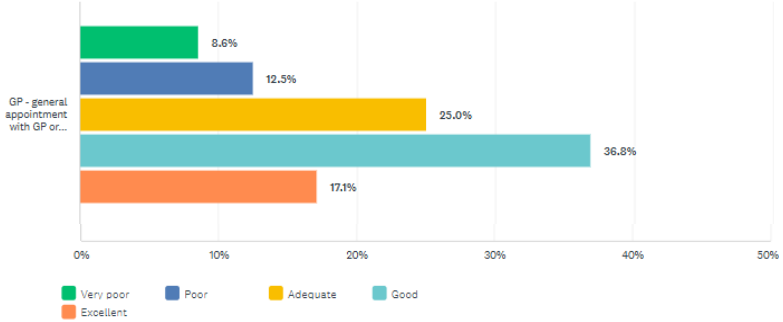
- The event was useful for finding out what services were available, but many services were unable to offer practical support for my child's PDA-related needs. I often found myself being signposted between different teams without receiving clear help. It would be beneficial to have more specialist knowledge of PDA and clearer information about which services can provide meaningful support
- There's just nothing available that is relavent to my daughter without any agreeement of funding.
- The reviewing an EHCP plan from Sendiass still didn't practically enable me to do a good job of this myself.
- WBC 'Kinshipcare' team appears not to liaise with Kinship (the national charity for kinship carers), despite liaison being offered
- Unable to attend due to work/home committments
- I do not attend these events anymore due to Wokingham council continuing to ignoring the law and making life difficult. Nothing has changed in 15 years and I doubt it will be any different next year
- Did a course for parents going through difficulties

Healthcare Services

This section asks respondents about their experiences of healthcare services in the Borough.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 152 GP & Nurse General Appointment



There is a significant improvement in rating GP/Nurse general appointment ratings as excellent/very good

% of respondents* who rated service excellent/very good
53.9% (33.3%)

% of respondents* who rated service poor/extremely poor
21.1% (23.8%)

Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments; **GP/Nurse General Appointment**

- Gp refuse to provide basic care and support.
- Near on impossible to get GP appointments and when we do go they have very little understand of the childs needs
- Impossible to book appointment on his behalf due to having his own nhs account but not wanting to book it
- Appointments are problematic as they can be on any day so I can try to make an appointment on an INSET but then they make it on a school day.
- appointments are difficult to get but our GP is wonderful, if the receptionist lets us have an apt with our chosen GP
- Was able to get an appointment on the day when my son twisted his ankle. Doctor was understanding of his needs.
- No help offered, no signposting to support, very dismissive. Told me from the start of the appt that she is unable to offer help for young children's mental health and that I would have to get help through school. She suggested to my child that in order to help her panic attacks, she should drink a glass of water.
- I appreciate my GP surgery process and feel they offer an efficient service where i feel heard and understood
- (But only since moved house recently, previous service was good)
- I can not get an appointment.
- The receptionist tried palming us off elsewhere and took forever to get an apt with the GP it was only the fact I was going through mental health issues the GP agreed to see us and make the referral. Although they tried telling me we could do it and he just has to sign but when it came to us going through the referral he noticed very quickly we couldn't just do it ourselves. I think educating the GP surgeries would be helpful as well
- GPS are now inaccessible
- Drs always changing, can't get to know individuals/families health. Do google answers while you are there(I can do this myself. Can never get an appointment. Isn't possible to wait on phn for 30-40 mins or go and queue and wait when you are a single working mum. Too many told to ring 111 making hospitals A&E wait times horrific)
- School nurse, continence team, gp
- Almost impossible to get an appointment
- No help

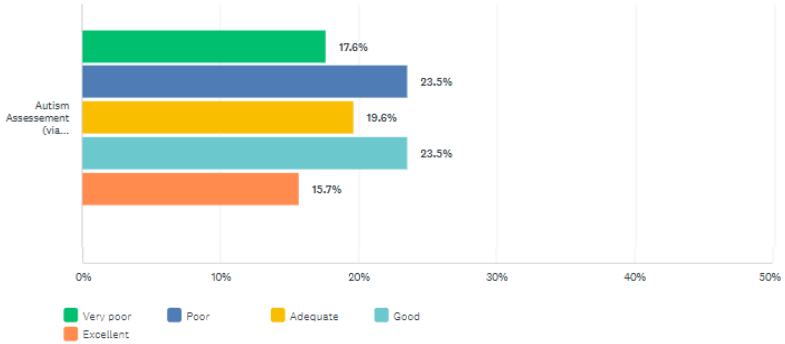
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments; **GP/Nurse General Appointment**

- We always speak to the same gp. she's very understanding and knowledgeable. I woudln't speak to anyone else about issues pertaining to my daughters SEN
- Difficult to get an appointment
- I contacted the GP in September in crisis - I got a referal into ASSIST & RTC for ADHD assessment both helpful
- Hard to get appointment and be seen
- Difficult to get an appointment
- Reasonable adjustments not made
- We always see the same gp she is very understanding of our issues and genuinely willing to support in any way she can
- Always prioritise our children and actually listen

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: **51 Autism Assessment (via Neurodiversity Team at Berkshire Healthcare Foundation Trust)**



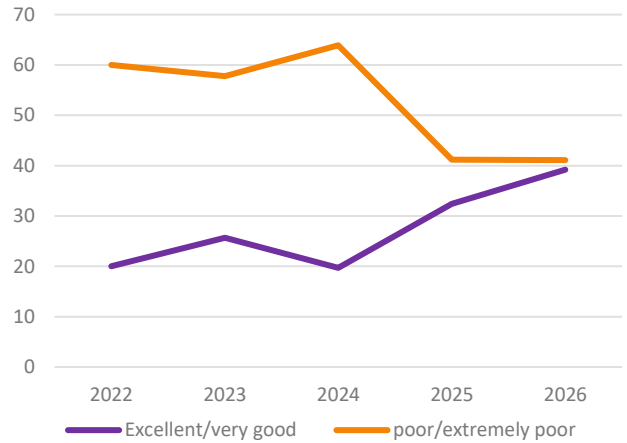
There is a significant increase in those rating the service as excellent/very good over the last year

% of respondents* who rated service excellent/very good

39.2% (32.4%)

% of respondents* who rated service poor/extremely poor

41.1% (41.2%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

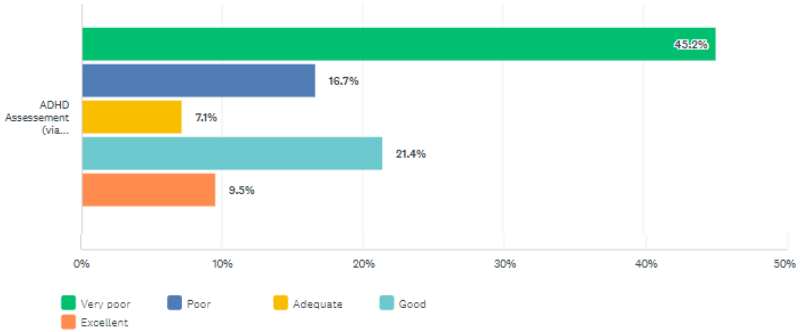
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: **Autism Diagnosis (via Neurodiversity Team at Berkshire Healthcare Foundation Trust, previously CAMHS)**

- Private diagnosis
- No info received
- This was for my other child. It was a long wait but the assessment team were lovely. It is a long wait for the assessment report.
- No forward assistance or support
- I can’t comment yet as have just started the RTC process
- We have gone through right to choose
- We got a private assessment as the waiting list was years on nhs
- Waiting assessment
- We have to go private as the nhs is a three year wait !
- We’ve not used this service
- Long waiting list
- Been waiting for a long time. The secondary effects are appearing.
- Wait list far too long!
- Currently awaiting assessment - coming up to 2 years, second questionnaires just sent out
- Still waiting after nearly 2 years!
- Wait times are far too long. Early diagnosis is the keys to getting appropriate support. Wait for a child to fail in education is cruel so identifying these children as early as possible is key
- Diagnosed PDA but detailed generic autism strategies that were detrimental to my son.
- But wait far too long
- Wait time so long had to get Private diagnosis
- Recently sent us an ASD assessment form despite the fact he is 16 and was diagnosed at the age of 3.
- We've been on the waitlist for 3 years.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: **42** **ADHD Diagnosis (via Neurodiversity Team at Berkshire Healthcare Foundation Trust, previously CAMHS)**



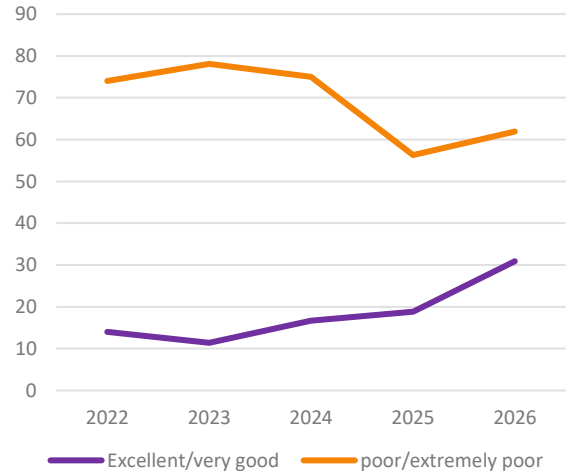
There are increases in both the good and poor ratings this year

% of respondents* who rated service excellent/very good

30.9% (18.8%)

% of respondents* who rated service poor/extremely poor

61.9% (56.3%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

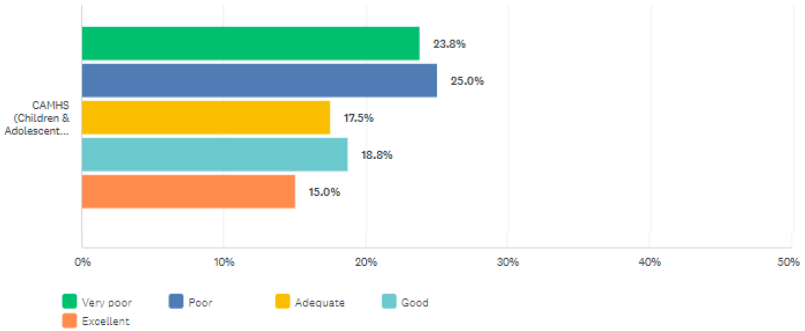
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: **ADHD Diagnosis (via Neurodiversity Team at Berkshire Healthcare Foundation Trust, previously CAMHS)**

- Private diagnosis
- We had to go private and pay even though kinship care
- very poor we had to do it privately, there is a 2 year waiting list
- We have just joined the list for an assessment & despite our daughter having really complex needs we have been told the wait for an assessment could be many years which means she will miss out on vital support which could have helped her development etc
- we went private, as the list closed
- We had a private diagnosis for ADHD
- We have opted for Right to Choose because waiting list is too long
- We had to go private because the NHS Trust pulled the funding.
- Awaiting assessment
- Went private now can't get NHS meds yet have such an impact on behaviour at school.
- They would not assess my son due to schools poor write up. Meaning I'm having to go private. I do not understand how a school can know more a child who masks in school than a parent.
- We've not used this servicel ah e gone private due excessive wait times
- Long waiting list
- The waiting time is too long.
- Wait list far too long
- Have to use Right to Choose but some of there partners are quick to rush assessments, very short assignments and this is concerning. The wait for medication is to long.
- Awaiting 2nd part of camhs adhd assessment June 2026
- Asked to complete forms again original forms completed 2023
- Wait too long
- Too long waiting time
- The wait for an assessment is just totally unacceptable we are only at the beginning and our daughter has very complex needs - an assessment would be very beneficial but there is no end in sight

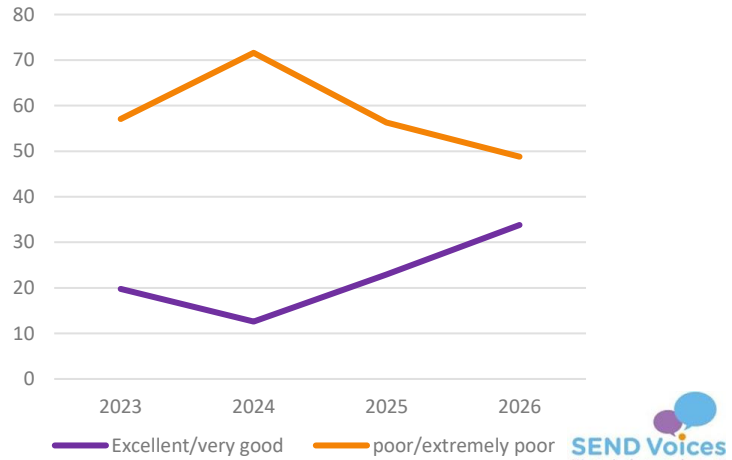
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 80 **CAMHS (Children & Adolescent Mental Health Services)**



There is an increase in rating from this year

% of respondents* who rated service excellent/very good
33.8% (22.9%)
% of respondents* who rated service poor/extremely poor
48.8% (56.3%)



Response for those who it was applicable
Figures in brackets - 2025 result

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: **CAMHS (Children & Adolescent Mental Health Services)**

- On waiting list
- Following assessment by the Specialist Community Team (SCT), it was agreed that the child required a referral to Psychiatry. However, despite repeated requests, we have not been provided with any meaningful information about where the child is on the waiting list, how clinical priority is determined, or even an indicative timescale for when they are likely to be seen. This lack of transparency leaves the child and family living with ongoing uncertainty. The child's mental health difficulties continue to have a significant impact on their daily life, emotional wellbeing and ability to access education, yet there is no clear information about when appropriate intervention may become available. The absence of routine updates or communication means we are left having to repeatedly chase the service for information, and often receive no response at all. We fully appreciate that Child and Adolescent Mental Health Services are under considerable pressure and that waiting lists are lengthy. However, delays in accessing specialist psychiatric support are not without consequence. By the time the child is eventually assessed, there is a real risk that their mental health will have deteriorated significantly, requiring more intensive intervention than may have been necessary had support been available earlier. Greater transparency regarding waiting times, prioritisation and regular communication with families would help reduce uncertainty and enable more effective planning and support whilst children await assessment.
- An absolute shambles. Cant even get through to them.
- I had a very bad experience with them for my eldest child (now 33) and could not bring myself to contact them again.
- under the SCT and while they are responsive they do not fully understand EOTAS
- My sons CAMHS lady is very good. My son feels listened to and opens up to her.
- ADTT do not know how to help and long waiting lists. 2 year wait for initial help then another 6 months is likely for meds
- Cannot access
- Extremely long waiting time
- Still waiting for treatment plan OCD
- Nurse X is good. It is odd that they cannot prescribe less than 2mg melatonin. We were told we would need to pull their capsules apart and divide
- wait times are far to long for a child who needs the services now
- Although a referral has been made, I was told it’s now a 4 yr wait, so this is not satisfactory.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: **CAMHS (Children & Adolescent Mental Health Services)**

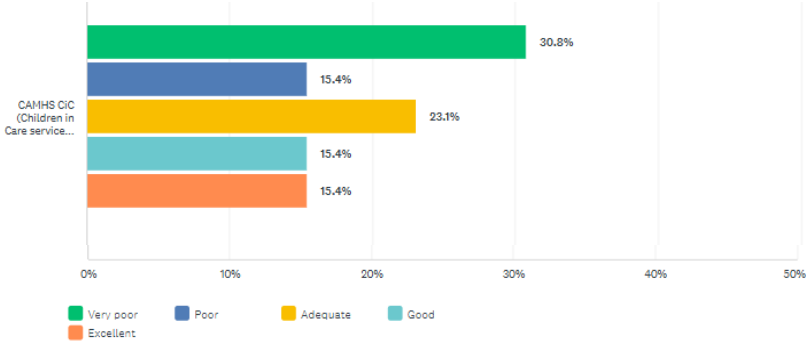
- Unresponsive, extremely long waiting times
- Was rejected from this service
- Too long of a waiting list
- But only interested in isolation for anxiety
- Timed out of waiting list as will be 18 before appointment (2 year wait)
- Mostly due to wait times, but also accuracy of reports. Both myself and child noted as saying things where clearly miscommunication e.g how many children, whether attend school etc and this makes child not feel heard and presents challenges when trying to present something as accurate report on needs to others
- Can I get support for phobias or OCD
- Waiting times too long
- The waiting period is long
- Two children been referred by school for assessment but wait time three years is far too long
- Long delays on waiting list 29 months currently
- My child has been failed over and over by mental health professionals. The child's mental health is left up to me to manage which is unfair give the amount I have to do either all of my children and because my own health is not good at present
- Have given up using them. Utterly useless, impossible to see and don't do anything when you do see someone. Saying that, I gave up on them 5+ years ago so they might be better today.
- Excellent service after waiting in excess of 4 years.
- Sent home from A&E as no one available to support and seen following morning. What was the point we were in Crisis!!
- she's got an appointment in June. Not expecting much as they tell us they cant support education
- Useless
- Apart from the CAHMS Arfid pilot, they have been terrible. Taunting our children, or just not listening.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

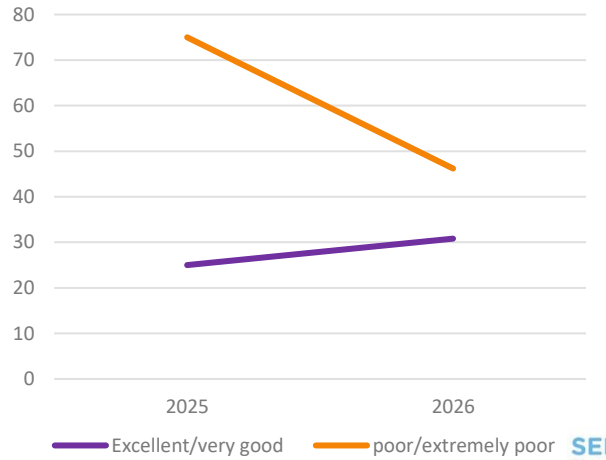
Answered: 13 **CAMHS CiC (Children in Care service) - for children in care, foster carer or with a special guardian.**

30.8% (25%) of respondents* who rated service excellent/very good

46.2% (75%) of respondents* who rated service poor/extremely poor



**NB small number of respondents



Response for those who it was applicable
Figures in brackets - 2025 result

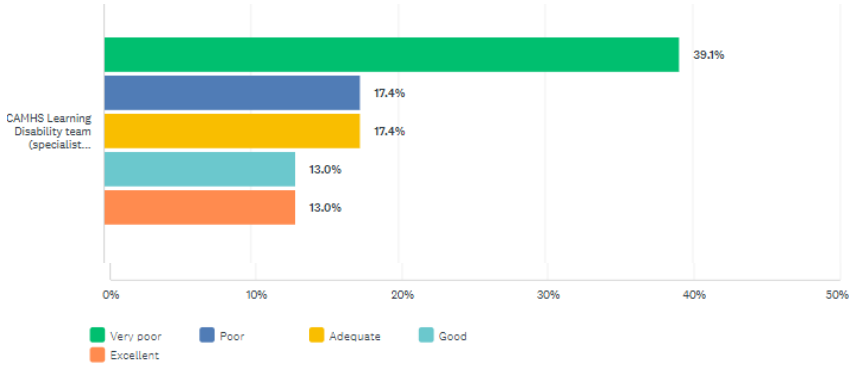
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: **CAMHS CiC (Children in Care service) - for children in care, foster carer or with a special guardian.**

- We were told we had to go private we could not access this - our child kinship cared so looked after. Service selective and discriminatory
- But far too long a wait
- We liaise with CAMHS on medication reviews, should there be something else under CiC as he is with us as special guardians
- Had been left alone, no contact until I contacted children's services. Have had an SGO for 10 years. Did not know this service existed

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 23 **CAMHS Learning Disability team (specialist mental health support for children and young people with moderate to severe learning disabilities and significant or suspected mental health needs)**



Service started Jan 24. Improvement seen with increasing good ratings and decreasing poor ratings

% of respondents* who rated service excellent/very good
26% (22.9%)
% of respondents* who rated service poor/extremely poor
56.5% (64.3%)

Response for those who it was applicable
Figures in brackets - 2025 result

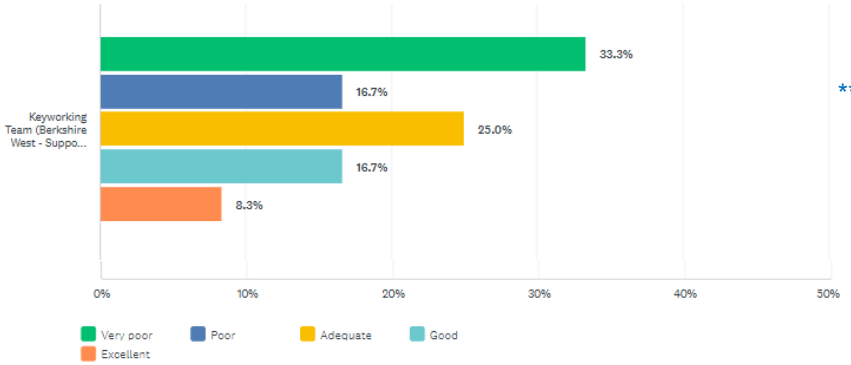
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: **CAMHS Learning Disability team (specialist mental health support for children and young people with moderate to severe learning disabilities and significant or suspected mental health needs**)

- No support offered
- Didn’t know about this
- They wouldn’t even consider talking to us about our daughters needs
- Not aware of this team and not offered
- I have never received any suport yet
- Haven’t used them
- Early trauma not recognised and acted on at the time
- Have not heard anything
- Useless

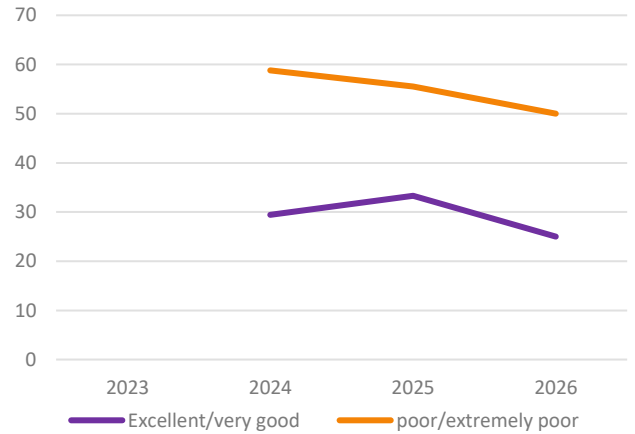
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 12 **Keyworking Team (Berkshire West - Supports children and young people (up to age 25) with autism and/or a learning disability who are at risk of psychiatric hospital/unit admission)**



% of respondents* who rated service excellent/very good
25% (33.3%)
% of respondents* who rated service poor/extremely poor
50% (55.5%)

**Small number of respondents



Response for those who it was applicable
Figures in brackets - 2025 result

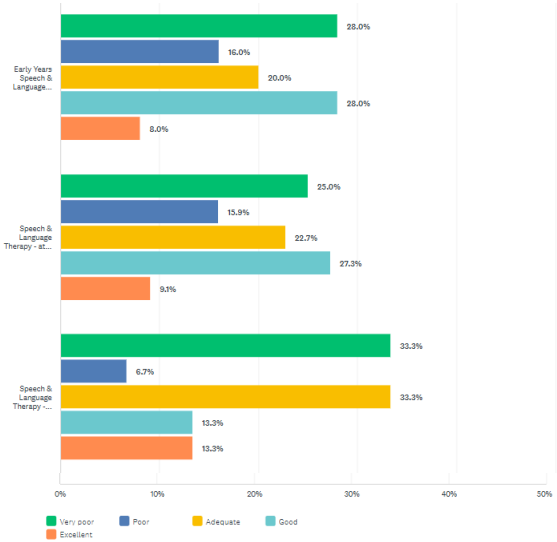
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: Keyworking Team (Berkshire West - Supports children and young people (up to age 25) with autism and/or a learning disability who are at risk of psychiatric hospital/unit admission)

- Not heard of it
- Don’t know about this
- Never heard of this service
- Haven’t used them

Q71: How do you rate any of the following NHS healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: NHS **Speech & Language Therapy**



	% of respondents* who rated service excellent/very good	% of respondents* who rated service poor/extremely poor
Early Years Speech & Language therapy (25 responses)	36% (5.9%)	44% (41.2%)
Speech & Language therapy at school (via CYPIT)(44 responses)	36.4% (18.8%)	40.9% (56.3%)
Speech & Language Therapy – Dingley Child Development Centre (Royal Berkshire Hospital)(15 responses)	26.6% (15.4%)	40% (38.5%)

Response for those who it was applicable
Figures in brackets - 2024 result

Q57: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2024) ? Please rate all that apply

Respondents comments:

Early Years Speech & Language Therapy (for 0-5 years via CYPIT)

- We have not recieved what's in my so sons EHCP
- I took my son to a private SALT due to waiting list
- We cannot get hold of speech and language to come to my son's school. Sendco is going to try for us
- Still waiting for support
- Tried to access an assessment through school, our schools worker is signed off sick waiting 6 months hoping she comes back as no-one picking up her work
- Absolutely useless. I've had murmurous phone conversations but never get offered clinic appointment, despite my son having a severe speech delay.
- Not in a setting so can't help us
- Could have used longer sessions than 15 min every 3 months

Speech & Language Therapy - at school (via CYPIT)

- There is not nearly enough input or visits from this service and we have no communication from them or any chance to talk with them as parents - we don't get any guidance on how we could further aid our daughters communication development and feel left to work this out for ourselves
- They seem good but don't provide all the information to understand reports.
- We had minimal contact and were discharged. I feel they could have made more effort to discuss before discharging
- They came once. My child needs more specialist help to do with processing, and also has impediments...this doesn't seem to be possible and so he has been signed off from salt after 4 years...and 4 visits.
- We need this but as appears to be okay academically but struggling mentally and socially don't get referrals

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Speech & Language Therapy - at school (via CYPIT) continued…

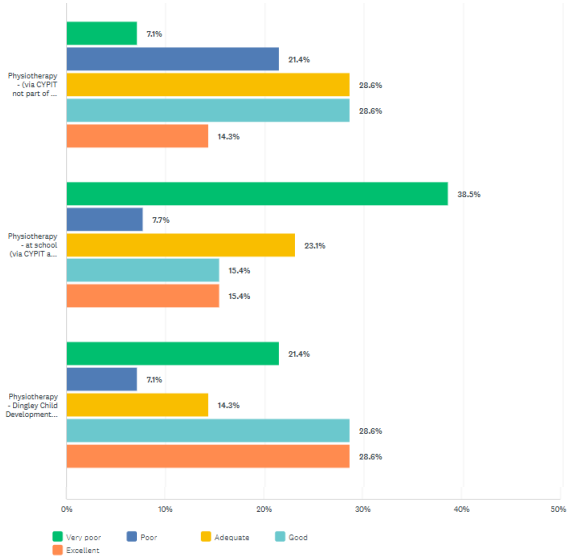
- We had minimal contact and were discharged. I feel they could have made more effort to discuss before discharging
- Ignored emails after a referral from the schools
- no therapy was arranged
- No therapy provided
- There was no therapist allocated to the school for a year, so no updates made to my son's speech plan. Following a complaint, my son was assessed in school in May 25, he had not been assessed since! I am told that because he does not qualify for an EHCP the team will not assess him in school and instead he has to wait for a clinic session. The TA's at school given training to provide speech support left and it took a number of months for replacements to be trained. I still do not feel school TA's are qualified to provide speech and language support. The service is a shambles and causes so much frustration and stress. My son has been let down time after time but there is no one to hold accountable.
- Not in a setting so no help available
- My child receives a couple of visits and then stop for school support staff to do. Very poor service
- Good but is CYPIT involved
- Again it would be good to have more regular communication from SALT directly to parents not just via school we have spoken to our SALT once in nearly 2 years
- Always been great

Speech & Language Therapy - Dingley Child Development Centre (Royal Berkshire Hospital)

- Dingley was excellent when my child was under 5 (now 21) and I don't think I would have coped without them. I hope it is still as excellent.
- Not seen
- No therapy provided
- Were key to getting his diagnosis

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: **Physiotherapy**



	% of respondents* who rated service excellent/very good	% of respondents* who rated service poor/extremely poor
Physiotherapy via CYPIT not part of an EHCP (14 responses)	42.9% (33.3%)	28.5% (66.7%)
Physiotherapy - at school via CYPIT as part of an EHCP (13 responses)	46.2% (100%)	30.8% (0%)
Physiotherapy – Dingley Child Development Centre (14 responses)	57.2% (33.3%)	28.5% (57.2%)

Response for those who it was applicable
Figures in brackets - 2025 result

Q57: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Physiotherapy via CYPIT not part of an EHCP

- Good service and treatment following hospital referral
- Only had as part of EHCP when my child needs more sessions early on and it may have helped him
- Need this for hypermobility but won't get seen
- No therapy provided

Physiotherapy - at school (via CYPIT as part of an EHCP)

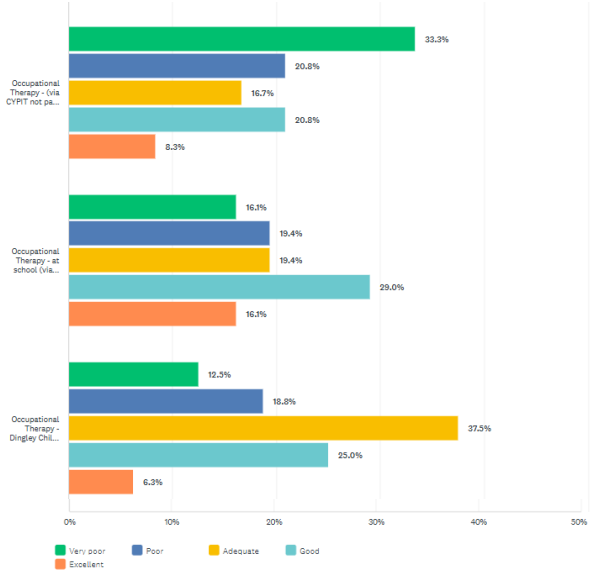
- We had to arrange it and take child
- No therapy provided

Physiotherapy - Dingley Child Development Centre

- No therapy provided

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: **Occupational Therapy**



	% of respondents* who rated service excellent/very good	% of respondents* who rated service poor/extremely poor
Occupational Therapy via CYPIT not part of EHCP (24 responses)	29.1% (25%)	54.1% (43.8%)
Occupational Therapy via CYPIT not part of EHCP (31 responses)	35.1% (22.2%)	35.5% (44.4%)
Occupational Therapy Dingley Child Development Centre (16 responses)	31.3% (54.5%)	31.3% (9%)

Response for those who it was applicable
Figures in brackets - 2025 result

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Occupational Therapy via CYPIT not part of an EHCP

- Need this but don't know how to get seen
- One assessment and signed off. Felt like due to lack of funding they just dismissed our daughters needs
- OT arranged for next week
- Still on waiting list for the therapy
- Not personal enough, if you are referring to OT you would have done your research and tried all the generic strategies for sensory processing, requiring more specific to your child rather than a link to a video and Q and A session where one question was asked in front of lots of parents, then if you want more support you have to be referred again by the GP, waste of GPs time
- Went private to avoid long delays
- Again, on a waiting list.
- Not accessed despite there being a significant need
- Child would benefit but have faced pushback from GP when asked for a referral
- Not available we pay privately

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Occupational Therapy - at school (via CYPIT as part of an EHCP)

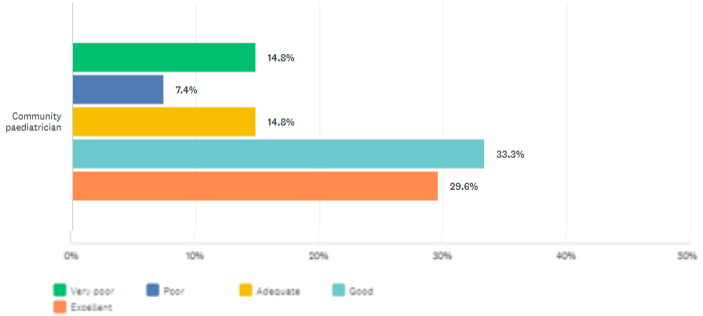
- My child never received it.
- On waiting list
- They don't communicate well with school and vice versa
- Again no communication from them as parents and no help or support in terms of what we could be doing at home to support our daughter
- No availability delivered privately through EHCP
- No therapy provided
- I believe his OT is in place due to his EHCP & his school setting. I found her very friendly & supportive.
- Wait-list is ridiculous.
- Assessments not very robust aligned to what school can offer and won't recommend anything a child needs that relies on additional funding from the LA as they know they won't receive it e.g blocks of interventions, 1:1 direct OT etc
- As mentioned before would be good to feel more involved and have more direct contact with OT not just through school

Occupational Therapy - Dingley Child Development Centre

- Needs efficiency
- Never followed up
- Advice great, ongoing care and support /input lacking due to funding
- Key to his diagnosis

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 27 **Community Paediatrician**



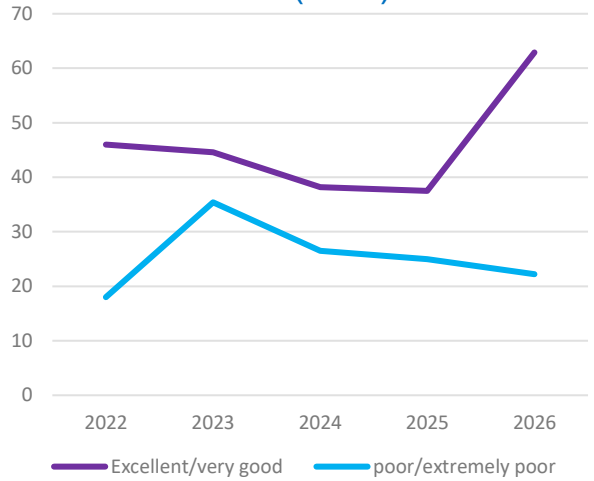
Significant improvement seen with increasing good ratings and decreasing poor ratings

% of respondents* rating service excellent/very good

62.9% (37.5%)

% of respondents* who rated service poor/extremely poor

22.2% (25%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

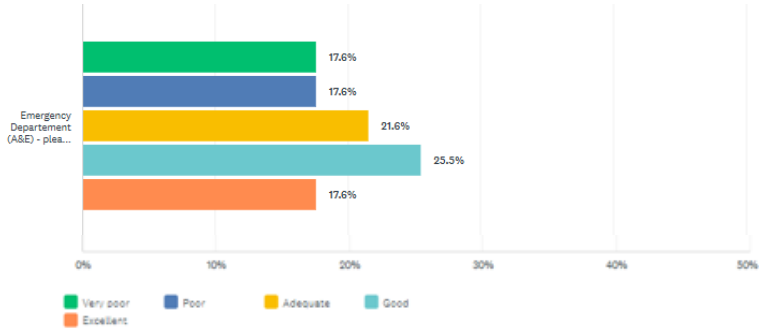
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: Community Paediatrician

- We paid to see private paediatrician
- Although we have been discharged now but with a child with really complex needs I feel she should still have paediatrician input as she is still very young
- We have not been able to see the pediatrician
- Don’t have one to see
- Not aware of community paediatrician and never referred, could have been helpful
- Not responsive
- Never been contacted
- For my youngest child
- Discharged even though gap in service and no transition to adults

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered:51 **Emergency Department (A&E) - please state which hospital in your comments**



% of respondents* who rated service excellent/very good
43.1% (53.6%)

% of respondents* who rated service poor/extremely poor
35.2% (25%)

Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

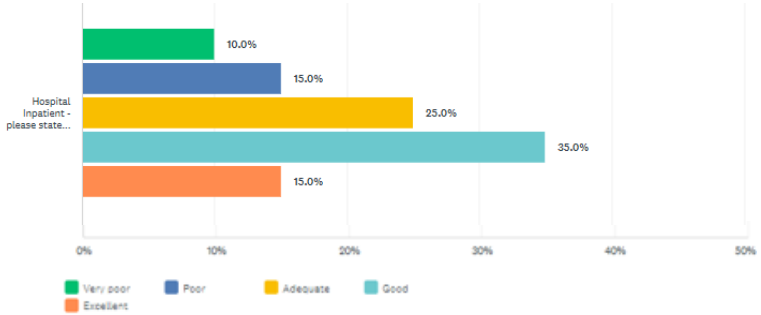
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: Emergency Department (A&E) - please state which hospital

- RBH Orthopaedic spotted hemarthrosis caused by assault in unsupervised class at x school. Physio and hydro therapy arranged exceptional
- Frimley hospital were very helpful and accomodating when my daughter had a severe UTI. They made a good effort to accommodate for her additional needs
- RBH- NO understanding of how to deal with autistic children with fear of medical places.
- Rbh
- Royal Berks
- RBH and Wokingham
- Royal Berks
- Rbh
- Royal Berks
- Had to wait in children's A&E with son who had broken his ankle for 7 hours throw the night until 2am
- Royal Berkshire
- Was sent home 2 after my child had fractured her back
- Frimley hospital Awful wait times, poor communication between departments
- Mentioned child has autism, still waited in noisy waiting room at RBH.
- Royal berks
- Brilliant with her needs, very accommodating for a tricky little customer
- RBH
- RBH
- Rbh
- Unable to support due to failure of other services
- Despite being a child, were sent to adult department, who them sent us to child, who then sent us to different hospitals. Ridiculous.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 20 **Hospital Inpatient - please state which ward/condition in your comments**



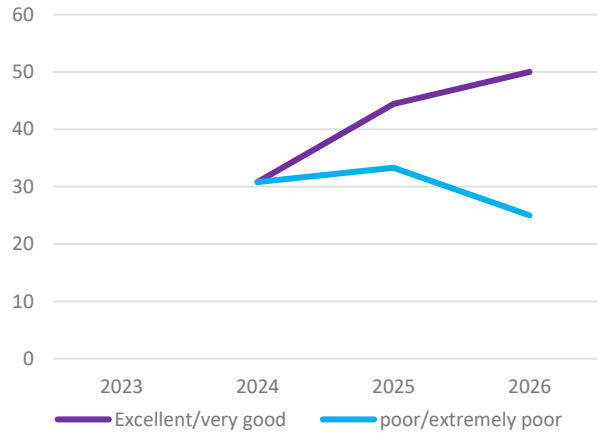
**NB very small number of respondents

Response for those who it was applicable
Figures in brackets - 2025 result

Significant improvement seen with increasing good ratings and decreasing poor ratings

% of respondents* who rated service excellent/very good
50% (44.4%)

% of respondents* who rated service poor/extremely poor
25% (33.3%)



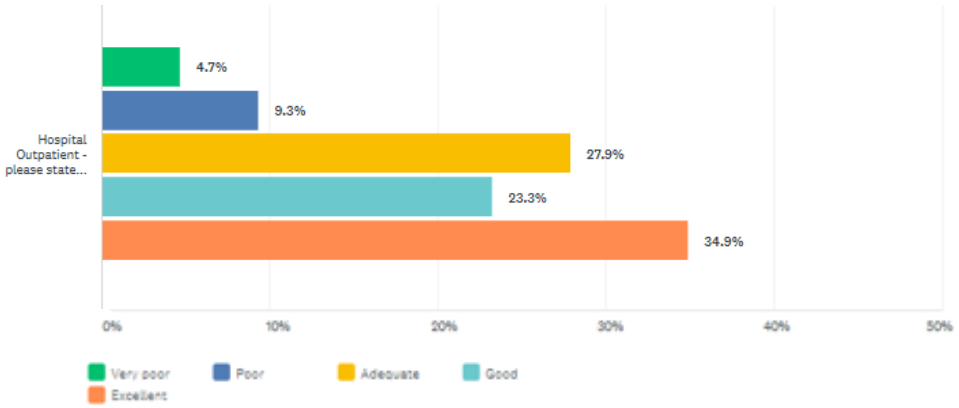
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: Hospital Inpatient - please state which ward/condition

- Lion ward
- Dental RBH
- A&E
- Urology ward
- Various adult wards - awful. Asked for the L&D nurse and initially refused as they were too busy and he didn't qualify

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 22 **Hospital Outpatient - please state which clinic in your comments**

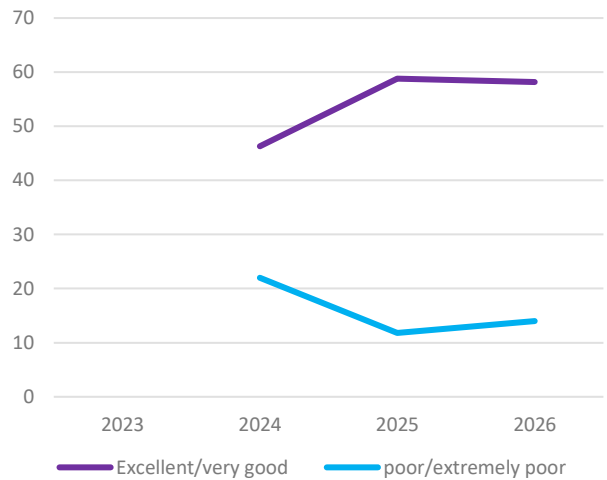


% of respondents* who rated service excellent/very good

58.2% (58.8%)

% of respondents* who rated service poor/extremely poor

14% (11.8%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q57: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2024) ? Please rate all that apply

Respondents comments: Hospital Outpatient - please state which clinic in your comments

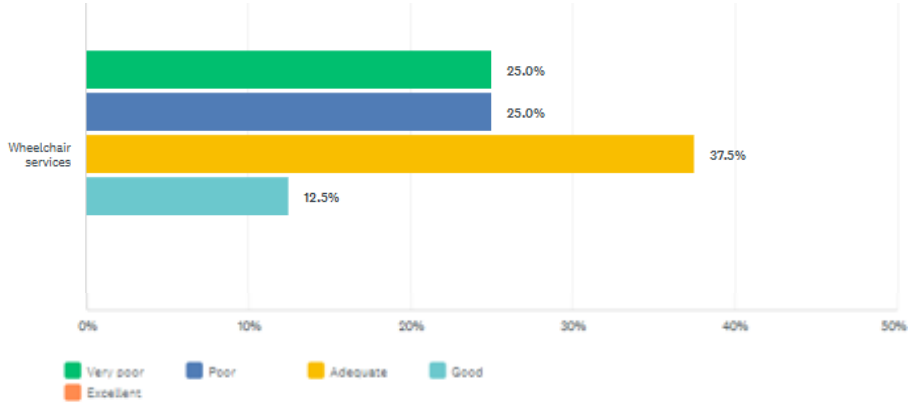
- Rbh
- Orthopedic Mr O Leary and paediatric orthopedic
- Audiology
- Paediatrics - can't carry on cardiovascular investigations due to not enough time to build trust. Waitlists adding pressure. Meaning children going without treatment. And possible underlying and life threatening issues.
- under peadtircs and Oxofrd sleep clinic - it has been very hard to get serivce to understand the child, we used the health passport which did make some difference but each appointmment was hard work and made harder by lack of understanding
- Crazy busy and not enough space so some obs are carried out in the waiting room.
- Royal Berkshire austim nurse coordinated a lot of help and support for my son's ECG and follow up appointment in the children's ward.
- Townlands, regular check ups but no diagnosis for autism related medical issues
- They has mis-diagnosed my daughter - diabetes/ gynaecology
- Minor injury
- Childrens ward for blood tests. Excellent.
- Dental and optical
- My son has been admitted to hospital since a baby for Croup. The staff have always been very proactive, informative, professional and friendly
- Wokingham Medical Centre
- RBH and Dingley physio and neurology both excellent supportive and working collaboratively with RBH orthopaedics
- Maxilo Facial following fractured jaw
- We had to create a communication passport as the dr was not very helpful or clued up on situational mutism or neurodiversity - made it very difficult at appointments.
- For my youngest - Radiology
- Urinary issue
- Blood testing - the team were amazing
- RBH paediatricians. Coeliac Disease
- Reasonable adjustments not made available despite requests

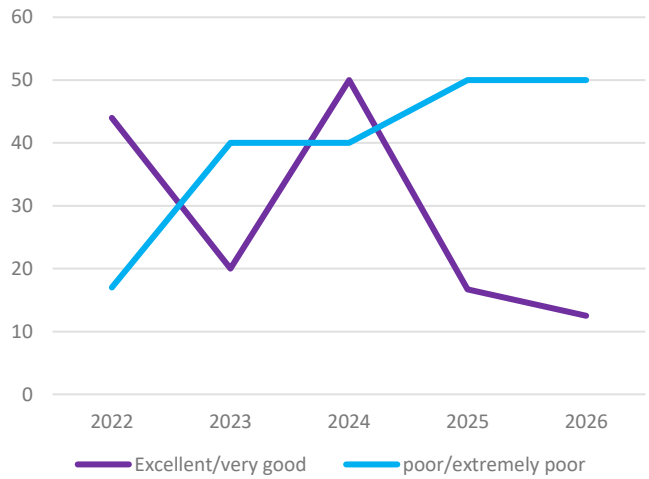
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 8 **Wheelchair services**

% of respondents* who rated service excellent/very good
12.5% (16.7%)
% of respondents* who rated service poor/extremely poor
50% (50%)

**NB very small number of respondents





Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

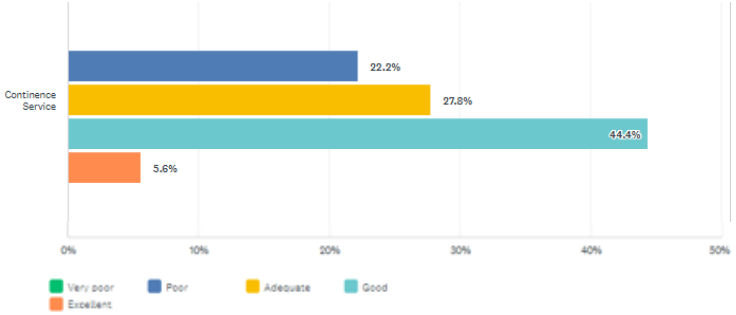
Q57: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2024) ? Please rate all that apply

Respondents comments: Wheelchair services

- None provided by NHS . My son had a broken collarbone and broken ankle at the same time. He had ankle surgery. I couldn't find him a wheelchair anywhere to attend his follow up appointments. I finally was pointed in the direction of the Red Cross but had to pay £75 to hire one. This is not good when you are a single parent working on universal credit. I asked docs to do a referral to get me one and they did but I never heard back. When I contacted the place who supply wheelchairs through the doctors referred they had not even tether refferal or if they had , their end hadn't managed it and it had gone missing
- Dreadful

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 18 **Continence Service**

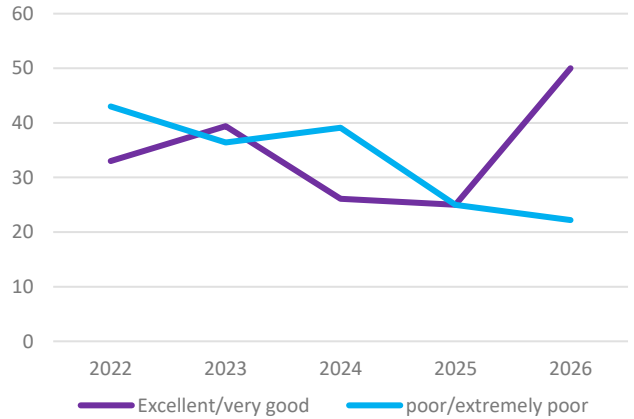


There has been a significant decrease in the number rating the service as poor/very poor.

% of respondents* who rated service excellent/very good
50% (25%)

% of respondents* who rated service poor/extremely poor
22.2% (25%)

**NB small number of respondents



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

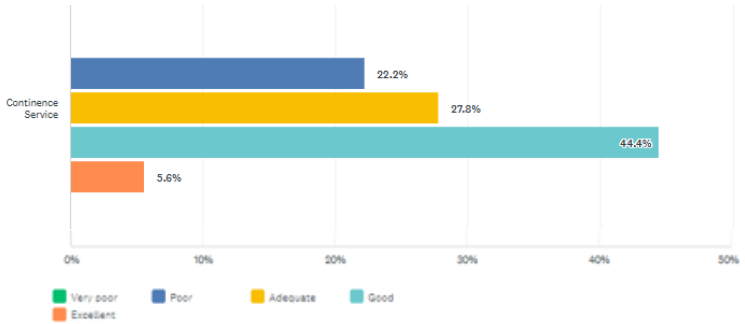
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: Continence services

- They have not offered to provide nappies even though I have heard from other parents that they can do. They did tell us to see GP which is sensible.
- I am assuming that we have been discharged. I believe that our worker left and i didn't hear anything more. Our son is toilet trained during the day
- My son is under the continence service, but I have been told I don’t need follow ups & I can carry on with his medication & toilet training. It’s just a slow process.
- Need to wait 3 months to see someone after doing a online incontinence course going over stuff I have already been trying for years.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 18 **Health Visitor**

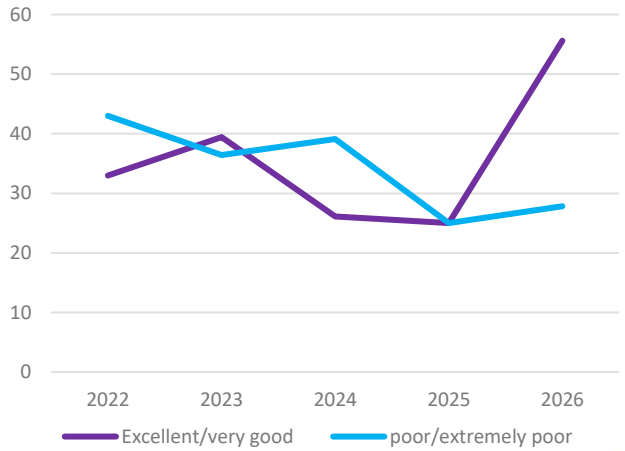


There is a significant increase in the number rating the service as excellent/very good

% of respondents* who rated service excellent/very good
55.6% (25%)

% of respondents* who rated service poor/extremely poor
27.8% (25%)

**NB small number of respondents



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

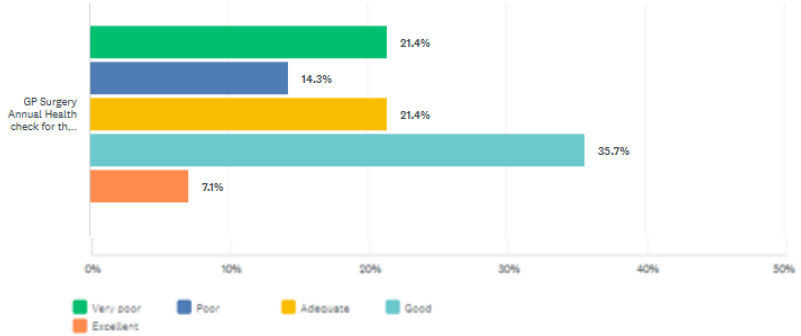
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: Health Visitors

- When we were going round the houses trying to get support and start the process of the autism referral I used the text messaging service and explained the situation we were going through and the fact he doesn't sleep. They were more concerned about how I would get him to sleep and very text book answers rather than individual based and just didn't find them helpful at all.
- Usually see them once after a huge questionnaire, then they disappear. Then repeat with new person.

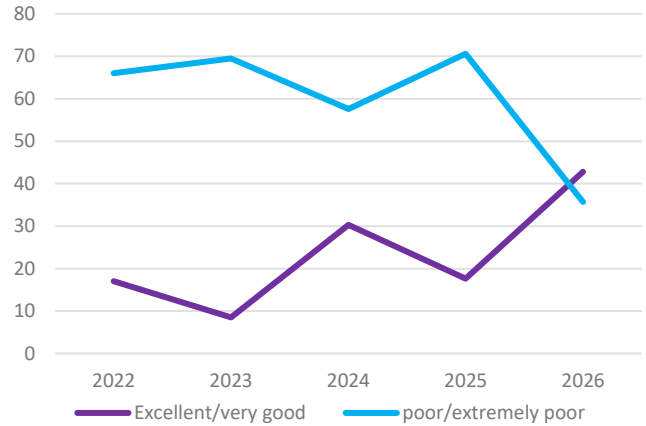
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered 17: GP Surgery Annual Health check for those with a learning disability aged 14yrs+ (children and young people who attend Addington, Brookfields, Castle or The Avenue schools)



There has been a decrease in the ratings for GP 14+ Health checks

% of respondents* who rated service excellent/very good
42.8% (17.6%)
% of respondents* who rated service poor/extremely poor
35.7% (70.6%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

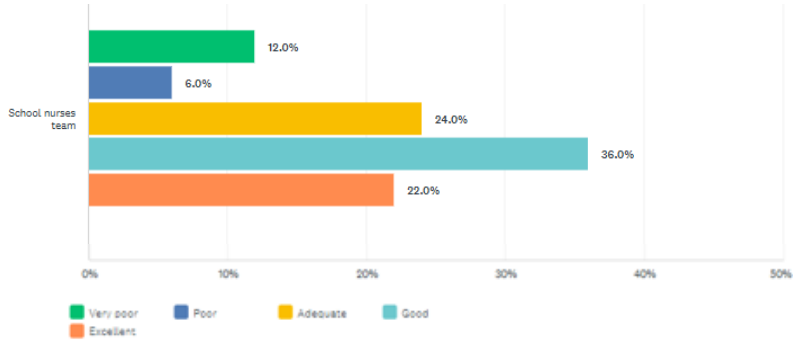
Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: GP Surgery Annual Health check for those with a learning disability aged 14yrs+ (children and young people who attend Addington, Brookfields, Castle or The Avenue schools)

- if the child is on EOTAS then this is missed
- Unable to access medical appointments
- Don’t know anything about this service
- Why not children at other schools but resident and funded by WBC
- Tick box exercise. No solutions to medical phobia offered. No health action plan
- Haven’t had one
- Never offered

Q61: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

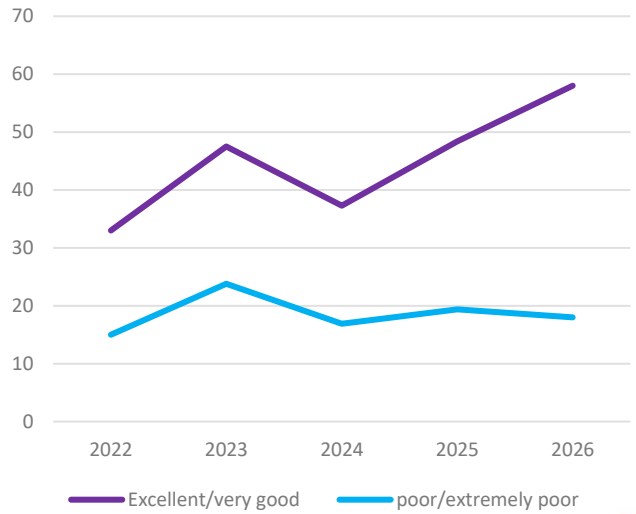
Answered 50: School nurse team



There has been an increase in numbers who rate school nursing excellent/very good

% of respondents* who rated service excellent/very good
58% (48.4%)

% of respondents* who rated service poor/extremely poor
18 % (19.4%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

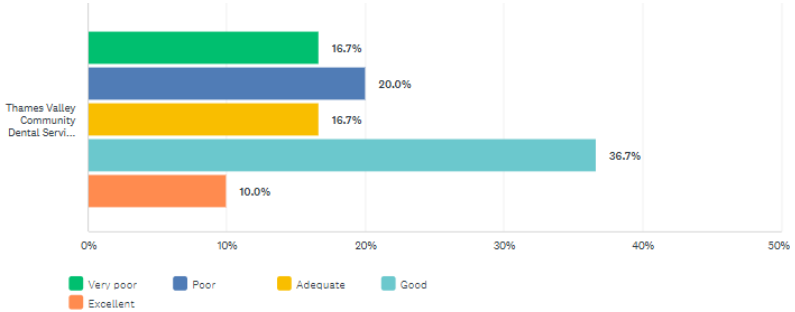
Q57: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2024) ? Please rate all that apply

Respondents comments: School Nurse

- Just vaccinations
- Generic letter to tell parents about childs weight concerns with no context or insight as to why this might be or further signposting to find out. Interoception is common in ASD children but there was no link to this provided so I've had to do my own research. Would be more helpful if the service was more joined up
- We've never used them they've only been involved for generic school visits like the BMI visit
- Had to go private after a year i couldn't find an NHS dentist to accept my son
- Not in a setting so we don't have access
- Waingels - Fantastic care
- Came to home to give vaccinations. Very patient and understanding nurses
- Came out to give vaccination at home. Very knowledgeable with ASD and adhd child
- ok

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

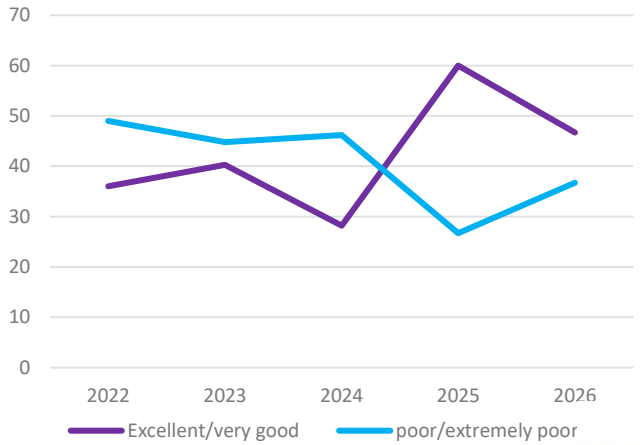
Answered 30: Thames Valley Community Dental Services (TVCDS) (provide specialist dental care to a wide range of both children and adult patients who are unable to receive care from a General Dental practitioner)



There has been a drop in the ratings for this service

% of respondents* who rated service excellent/very good
46.7% (60%)

% of respondents* who rated service poor/extremely poor
36.7% (26.7%)



Response for those who it was applicable
Figures in brackets - 2025 result

SEND Voices Wokingham

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments: Thames Valley Community Dental Services (TVCDS) (provide specialist dental care to a wide range of both children and adult patients who are unable to receive care from a General Dental practitioner)

- Awful. My daughter had severe tooth pain and we were made to wait 6 months for treatment. The receptionist we dealt with was also incredibly rude and unsympathetic to our daughters pain. The dentist, however, was patient and understanding once we got to see him.
- Can't access any healthcare due to anxiety.
- Appointments are always delayed supposed to be seen every 3 months but this isn't happening - dentist doesn't read the forms before we come in and so didn't really have a clue how to support our daughter through a dental appointment - waiting area not great and always kept waiting nobody ever at reception and impossible to get hold of the service over the phone - felt like we may as well have been at any dentist as it was just as stressful - the previous community dentist we saw was much better but she seems to have left
- Didn't know about such service
- Did not know this is avl to mh child
- Would like to know how to contact and be referred to
- child goes to community dental services skimped hill Bracknell
- Don't know this org
- Who can get a dentist? No one! Prices are extortionate.
- They've been pretty helpful Our daughter is on the waiting list for teeth removal under gas
- Our community dentist has changed recently and we really weren't that impressed at their skills in terms of looking after a child with complex needs it didn't feel any different to any other dentist and they didn't bother to read our forms beforehand. We also were kept waiting in an inadequate area for too long.

Q71: How do you rate any of the following healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 180 Skipped: 53

	VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
GP - general appointment with GP or nurse Comments (24)	8.6% 13	12.5% 19	25.0% 38	36.8% 56	17.1% 26	152	3.41
Autism Assessement (via Neurodiversity Team at Berkshire Healthcare Foundation Trust) Comments (21)	17.6% 9	23.5% 12	19.6% 10	23.5% 12	15.7% 8	51	2.96
ADHD Assessement (via Neurodiversity Team at Berkshire Healthcare Foundation Trust) Comments (23)	45.2% 19	16.7% 7	7.1% 3	21.4% 9	9.5% 4	42	2.33
CAMHS (Children & Adolescent Mental Health Services) Comments (31)	23.8% 19	25.0% 20	17.5% 14	18.8% 15	15.0% 12	80	2.76
CAMHS CIC (Children in Care service) - for children in care, foster carer or with a special guardian. Comments (4)	30.8% 4	15.4% 2	23.1% 3	15.4% 2	15.4% 2	13	2.69
CAMHS Learning Disability team (specialist mental health support for children and young people with moderate to severe learning disabilities and significant or suspected mental health needs) Comments (9)	39.1% 9	17.4% 4	17.4% 4	13.0% 3	13.0% 3	23	2.43
Keyworking Team (Berkshire West - Supports children and young people with autism and/or a learning disability who are at risk of psychiatric hospital/unit admission) Comments (3)	33.3% 4	16.7% 2	25.0% 3	16.7% 2	8.3% 1	12	2.50
Early Years Speech & Language Therapy (for 0-5 years via CYPIT) Comments (8)	28.0% 7	16.0% 4	20.0% 5	28.0% 7	8.0% 2	25	2.72
Speech & Language Therapy - at school (via CYPIT) Comments (14)	25.0% 11	15.9% 7	22.7% 10	27.3% 12	9.1% 4	44	2.80
Speech & Language Therapy - Dingley Child Development Centre (Royal Berkshire Hospital) Comments (4)	33.3% 5	6.7% 1	33.3% 5	13.3% 2	13.3% 2	15	2.67
Physiotherapy - (via CYPIT not part of an EHCP) Comments (5)	7.1% 1	21.4% 3	28.6% 4	28.6% 4	14.3% 2	14	3.21
Physiotherapy - at school (via CYPIT as part of an EHCP) Comments (2)	38.5% 5	7.7% 1	23.1% 3	15.4% 2	15.4% 2	13	2.62
Physiotherapy - Dingley Child Development Centre Comments (2)	21.4% 3	7.1% 1	14.3% 2	28.6% 4	28.6% 4	14	3.36

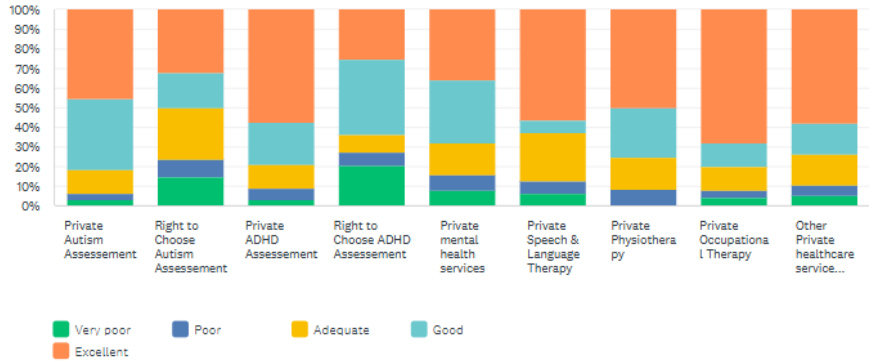
	VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Occupational Therapy - (via CYPIT not part of EHCP) Comments (15)	33.3% 8	20.8% 5	16.7% 4	20.8% 5	8.3% 2	24	2.50
Occupational Therapy - at school (via CYPIT as part of an EHCP) Comments (10)	16.1% 5	19.4% 6	19.4% 6	29.0% 9	16.1% 5	31	3.10
Occupational Therapy - Dingley Child Development Centre Comments (5)	12.5% 2	18.8% 3	37.5% 6	25.0% 4	6.3% 1	16	2.94
Community paediatrician Comments (11)	14.8% 4	7.4% 2	14.8% 4	33.3% 9	29.6% 8	27	3.66
Emergency Departement (A&E) - please state which hospital in your comments Comments (31)	17.6% 9	17.6% 9	21.6% 11	25.5% 13	17.6% 9	51	3.08
Hospital Inpatient - please state which ward/condition in your comments Comments (6)	10.0% 2	15.0% 3	25.0% 5	35.0% 7	15.0% 3	20	3.30
Hospital Outpatient - please state which clinic/condition in your comments Comments (22)	4.7% 2	9.3% 4	27.9% 12	23.3% 10	34.9% 15	43	3.74
Wheelchair services Comments (2)	25.0% 2	25.0% 2	37.5% 3	12.5% 1	0.0% 0	8	2.38
Continence Service Comments (5)	0.0% 0	22.2% 4	27.8% 5	44.4% 8	5.6% 1	18	3.33
Health Visitor Comments (2)	11.1% 2	16.7% 3	16.7% 3	27.8% 5	27.8% 5	18	3.44
GP Surgery Annual Health check for those with a learning disability aged 14yrs+ (children and young people who attend Addington, Brookfields, Castle or The Avenue schools) Comments (7)	21.4% 3	14.3% 2	21.4% 3	35.7% 5	7.1% 1	14	2.93
School nurses team Comments (9)	12.0% 6	6.0% 3	24.0% 12	36.0% 18	22.0% 11	50	3.50
Thames Valley Community Dental Services (TVCDS) (provide specialist dental care to a wide range of both children and adult patients who are unable to receive care from a General Dental practitioner) Comments (12)	16.7% 5	20.0% 6	16.7% 5	36.7% 11	10.0% 3	30	3.03

* Health service results are for all those who said the service was applicable

SEND Voices Wokingham

Q72: How do you rate any of the following PRIVATE healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Answered: 180 Skipped: 43



	VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Private Autism Assessement Comments (4)	3.0% 1	3.0% 1	12.1% 4	36.4% 12	45.5% 15	33	4.18
Right to Choose Autism Assessement Comments (14)	14.7% 5	8.8% 3	26.5% 9	17.6% 6	32.4% 11	34	3.44
Private ADHD Assessement Comments (4)	3.0% 1	6.1% 2	12.1% 4	21.2% 7	57.6% 19	33	4.24
Right to Choose ADHD Assessement Comments (12)	20.5% 9	6.8% 3	9.1% 4	38.6% 17	25.0% 11	44	3.41
Private mental health services Comments (6)	8.0% 2	8.0% 2	16.0% 4	32.0% 8	36.0% 9	25	3.80
Private Speech & Language Therapy Comments (8)	6.3% 1	6.3% 1	25.0% 4	6.3% 1	56.3% 9	16	4.00
Private Physiotherapy Comments (3)	0.0% 0	8.3% 1	16.7% 2	25.0% 3	50.0% 6	12	4.17
Private Occupational Therapy Comments (12)	4.0% 1	4.0% 1	12.0% 3	12.0% 3	68.0% 17	25	4.36
Other Private healthcare service (please state below) Comments (12)	5.3% 1	5.3% 1	15.8% 3	15.8% 3	57.9% 11	19	4.16

One answer choice has been hidden. Show and recalculate

Response for those who it was applicable

Q72: How do you rate any of the following PRIVATE healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Private Autism Assessment

- The price is very high and hard for struggling parents to fund this who are desperate.
- Going private just started process seem inclusive so far
- I can’t afford any private services
- More detailed report and aftercare

Right to Choose Autism Assessment

- Psicon was amazing
- So far so good, but have only just started the process.
- Long waiting lists with little visibility of how much longer to wait
- Difficult to navigate how to access this
- Initially got turned down saying at this time lioked like the cold was coping okay?!?!
- Don't understand how to choose. Doctors no help either say just pick one. I did but nothings happened
- This service is hard to use and not a lot of information available to support.
- Thought the whole right to choose was a better route for us but then the ICB have changed the number of referrals so we are still going to be waiting another year despite waiting six months already. It just seems if you don’t have the money to go private your child misses out
- We applied but by the time we got accepted the waiting list had gone up to 1 year and so NHS would be quicker, process had to be investigate by ourselves heard on the grapevine this was an option, sticking with NHS, the providers communication was very poor
- Have sent form waiting to hear back as son is struggling ar school, taken a loan out to go private
- 6/12/2026 04:40 PM
- waiting for assessment

Q72: How do you rate any of the following PRIVATE healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply.

Respondents comments:

Private ADHD Assessment

- same as the autism assessment answer.
- Same provider as autism assessment only just instructed
- Berkshire psychology was fantastic.
- More detailed report and aftercare

Right to Choose ADHD Assessment

- We did not get offers
- Haven’t been told we can use this even though our daughter is waiting on an assessment
- NHS trust pulled the funding
- This pathway is currently 'paused' for adults, meaning there is only emergency assessment available for those in crisis. I don't know if this is the same for children, but tales of 3-4 years waits have put us off even trying for our son.
- Couldn’t get referred
- Same as the right to choose autism
- I chose and contacted go useless
- waiting for assessment
- Paused by ICB and wait list is still long.
- Have tried to get an appointment for my youngest but there are NONE available
- Shorter process than expected. Medication still TBD
- Really thorough

Q72: How do you rate any of the following PRIVATE healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Private Mental Health Services

- The service commissioned by the SEND Team as part of the child's EHCP has been highly responsive, supportive and consistently child-centred. Communication is timely, concerns are acted upon promptly, and decisions are made with the child's best interests at the forefront. The professionals involved work collaboratively with the family and other agencies, adapting provision where necessary to meet the child's changing needs. This proactive and flexible approach has enabled the child to engage positively with the provision and has demonstrated the significant difference that can be achieved when services are responsive, transparent and focused on securing the outcomes set out within the EHCP.
- commistioned by the SEND service as part if an EHCP - they are repsonsive, supportive and have the childs best interst at the centre of all decsions made
- Excellent
- X, a Reading based therapist was excellent.
- CAMHS have failed my son on multiple occasions
- Our daughter sees a private psychiatrist and has been put on fluoxetine. He's very supportive and has a good understanding of my daughter

Private Speech & Language Therapy

- Commissioned by the SEND serivce as part of an EHCP - cannot fault the work with the young person - had to be private as CYPIT will not work with those on EOTAS
- Found my own private SALT therapist for my child who attends the school for his sessions once a week.
- Weekly (tto) individualised therapy. Really helpful. Valuable member of our MDT
- Would love to do this but too expensive
- We had no option but to pay for costly speech and language support privately because the service provided by the NHS team via the school was/ie appalling.
- Looking at private due to school no having access to a working salt assessor
- Have been dissuaded from going private for speech therapy, although we will probably ignore this.

Q72: How do you rate any of the following PRIVATE healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Private Physiotherapy

- Can not afford
- my daughter is currently having physio at the moment, and finding this really helpful. She's very understanding and willing to work with us in terms of communication needs etc.
- Usually brilliant. The GP one is awful, always diagnoses it wrongly.

- **Private Occupational Therapy**
- The service commissioned by the SEND Team as part of the child's EHCP has been highly responsive, supportive and consistently child-centred. Communication is timely, concerns are acted upon promptly, and decisions are made with the child's best interests at the forefront. The professionals involved work collaboratively with the family and other agencies, adapting provision where necessary to meet the child's changing needs. This proactive and flexible approach has enabled the child to engage positively with the provision and has demonstrated the significant difference that can be achieved when services are responsive, transparent and focused on securing the outcomes set out within the EHCP.
- Commissioned by the SEND service as part of an EHCP - CYPIT will not work with those on EOTAS. OT has been amaixng and workd well Had private OT input to EHCp
- Weekly sessions (tto) really useful. Valuable part of our MDT
- Need this but too expensive
- (Funded by LA)
- We used X and she is fantastic!
- OT - charlotte flack
- Can not afford
- Local authority will not accept private reports.
- Y is fabulous!
- I am concerned that there's a connection to a send advocacy group

Q72: How do you rate any of the following PRIVATE healthcare services your child has used in the last 12 months (since June 2025) ? Please rate all that apply

Respondents comments:

Other Private Healthcare Services

- Clinical and educational psychology
- Because of the failures of the NHS I have now had to go private it is like night and day. Consultants who know how to do their jobs and help a patient
- Educational psychologist
- Private psychologist is £170 a session can’t keep that up regularly to support child.
- Create Hope therapy
- Helen Ariel dyslexia
- Private Psychiatrist Dr X
- Space dyslexia assessments in Hertfordshire
- Priviate art thaprist
- Can not afford
- ARC counselling has been amazing. JACs therapy with animals has been transformational for both children
- we had a private gp appointment for infected excema when our NHS gp wouldn't give us an appointment for over two weeks

Q58: If you accessed any private healthcare services in last 12 months please tell us why.

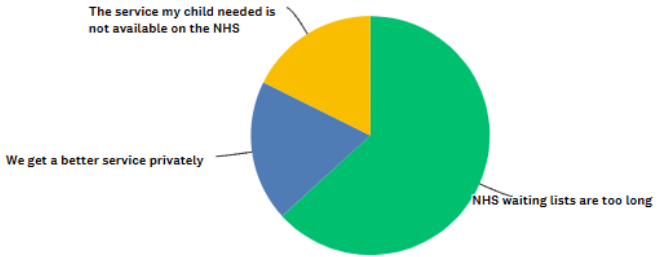
Respondents comments:

- All of the above!!!
- Pretty much All of the above.
- Not for this child but have for myself and another child doe to wait times
- Dentist cannot get onto an NHS dentist list
- We are desperate to help our child.
- Behavior support and emotional support
- And services aren’t available
- We had a private OT assessment.
- Been waiting 5 years to be assessed by Gender Clinic services
- Sensory integration
- It was actually through the Right to Choose Pathway via the NHs
- No confidence in NHS. Due to appaling experience with CAMHS and other services.
- School funded ot report that was outstanding from ehcna 2 years ago but would no longer be funded due to independent setting
- To help my child get the right support as chasing CAMHS

Q73: If you accessed any private healthcare services in last 12 months please tell us why.

Answered: 180 Skipped: 43

Long waiting lists are still the primary reason for accessing private healthcare services.



ANSWER CHOICES	RESPONSES	
NHS waiting lists are too long	63.2%	43
We get a better service privately	19.1%	13
The service my child needed is not available on the NHS	17.6%	12
TOTAL		68

Comments (18)

One answer choice has been hidden. Show and recalculate

SEND Voices Wokingham

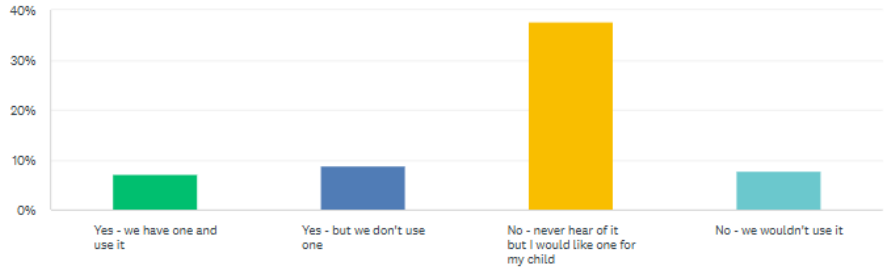
Q73. If you accessed any private healthcare services in last 12 months please tell us why.

Respondents comments:

- Also have to prove that my child's needs have changed / increased and need professional evidence
- Adhd referral lost by primary school
- commissioned by the SEND service as part of an EHCP
- NHS are not coping and can't provide basic support and care, why let my child wait for so long and suffer when I have the capacity to go private. I'm not risking my child anymore.
- The SEND team have had to commission the serivces as CYPIT do not provide for those on EOTAS and in order to meet section F of the EHCP the services had to be commissioned
- LA said OT not needed for EHCp and then refused to issue. We got OT report and had mediation to get EHCp issued
- Part of EHCP
- Unable to get assessment
- CAMSH were not very helpful. It took long to get an appointment and then my child was not offered an appropriate treatment.
- And waiting times to long when in crisis
- Provision under ehcp
- Now need to move private ADHD meds and cannot get onto NHS
- Although we are considering going private due to the waiting lists even on right to choose
- Funded via EHCP as services do not work with those on EOTAS
- We accessed private services because NHS waiting times were too long and support was not available within a reasonable timeframe. We needed assessments and recommendations to understand and support our child's needs while waiting for NHS services.
- The local university have proven they worth and we wouldn't risk using anyone else
- Doesn't meet criteria
- we are very fortunate to have bupa and its so very helpful

Q74: If you use services at the Royal Berkshire Hospital, Townlands, Dingley Child Development Centre, Bracknell Healthspace, West Berkshire Community Hospital do you know about Hospital Passports?

Answered: 180 Skipped: 43



ANSWER CHOICES	RESPONSES	
Yes - we have one and use it	7.2%	13
Yes - but we don't use one	8.9%	16
No - never hear of it but I would like one for my child	37.8%	68
No - we wouldn't use it	7.8%	14
Total Respondents: 180		

Comments (13)

One answer choice has been hidden. Show and recalculate

A very low number of users.

Still many who have never heard of it but I would like one for their child. 37.8% (41%)

Response for those who it was applicable
Figures in brackets - 2025 result

Q74: If you use services at the Royal Berkshire Hospital, Townlands, Dingley Child Development Centre, Bracknell Healthspace, West Berkshire Community Hospital do you know about Hospital Passports?

Respondents comments:

- Used it for grown up son and child
- it was useful as the Berks as at one appointment it was clear the dr did not understand our child, by the next appoitment they had read the passport and the appointment was much easier and managed more carefully
- I don't know what this is but it sounds helpful
- Young person unable to leave house to access medical appointments
- We had not heard of Hospital Passports before completing this survey, but we would be very interested in having one for our child. Our child has autism and significant speech and language/communication needs, so a Hospital Passport would be helpful to explain how he communicates, what support he needs, and what reasonable adjustments would help him during appointments or hospital visits. It would also help hospital staff understand his needs quickly and reduce stress for both our child and family.
- On to do list!
- not sure what it is
- If this involves a digital id or fingerprint or face I'm not interested. To invasive on privacy
- Interested
- I have one but haven't got one for my child yet
- Is it for under 16's only?
- Not taken seriously not read not interested
- We've tried to use it but very few nursing staff recognised it

Q75: Please tell us about any Healthcare services that have improved over the last 12 months (since June 2025)

Respondents comments:

- GP
- Nothing public has improved. It's got worse.
- None, they haven't.
- None
- No improvement
- Not at all
- They haven’t
- They haven't.
- The immunisation team were very good and accommodating. My son had his injection in a space he felt comfortable and was able to be done how he wanted it.
- They haven’t
- The ADHD wait times are not acceptable at all and something needs to be done!
- I think that all the services do an amazing job at supporting parents and families for children with additional needs.
- GP now has online form to request appointment instead of phone call which I find more accessible
- Basic GP and dental services have only gotten worse
- Some professional lack basic autism awareness (this is the day for ADHD, PTSD etc). The A&E department at the RBH is a very scary place as an adult and if you are lucky enough to be on the children’s side you can still see everything going on in the adult area. Drunks, ageless psitents etc. nurses coming out to break up fights mean while patients wait patiently are left waiting
- None.
- CAMHS understand him more now
- They haven’t. In process of formal complaint being investigated
- I attended an ADHD workshop for BOB. It had high hopes, but sadly, could not put it's money where it's mouth was.
- None.

Parent Carer Wellbeing

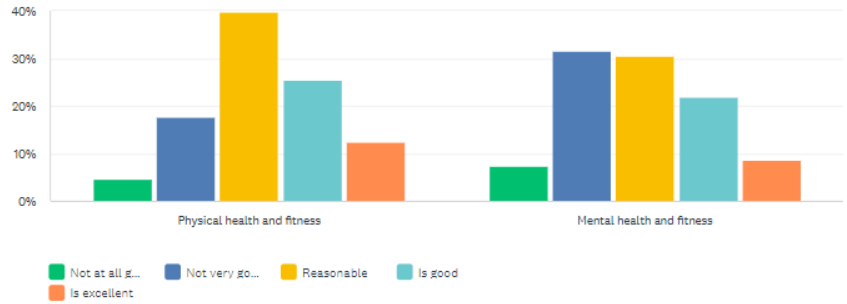
This section asks respondents about their own wellbeing.

Q76: Generally speaking, DO YOU FEEL physically and mentally fit and healthy enough to look after your child with SEND as well as you'd like?

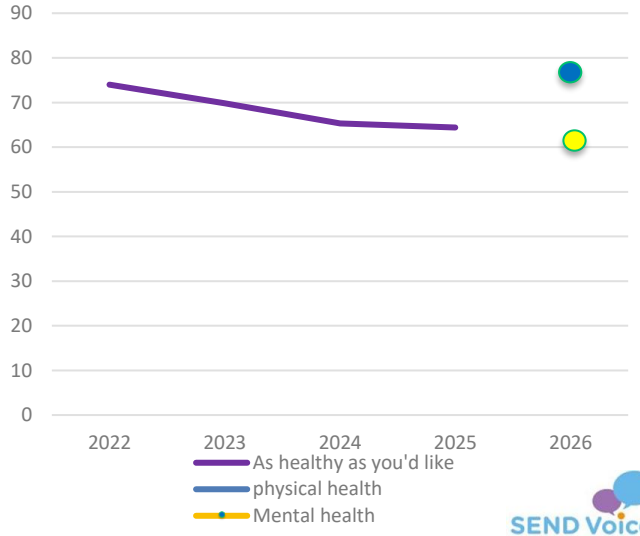
Answered: 104 Skipped: 64

Number of respondents said they were reasonably, very or perfectly fit and healthy:
Physical Health 77.9%
Mental Health 60.9%
(combined result of 64.4% in 2025)

This year we have split physical and mental health as a families have told us about significant impacts on their mental health



	NOT AT ALL GOOD	NOT VERY GOOD	REASONABLE	IS GOOD	IS EXCELLENT	TOTAL	WEIGHTED AVERAGE
Physical health and fitness	4.5% 8	17.6% 31	39.8% 70	25.6% 45	12.5% 22	176	3.11
Mental health and fitness	7.5% 13	31.6% 55	30.5% 53	21.8% 38	8.6% 15	174	2.79

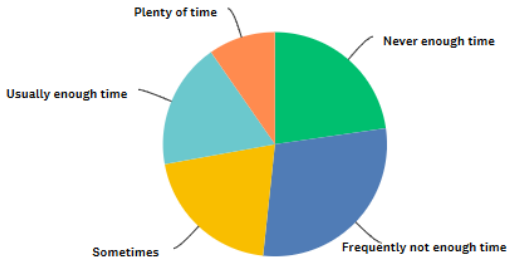


Figures in brackets – 2025 combined physical & mental health result

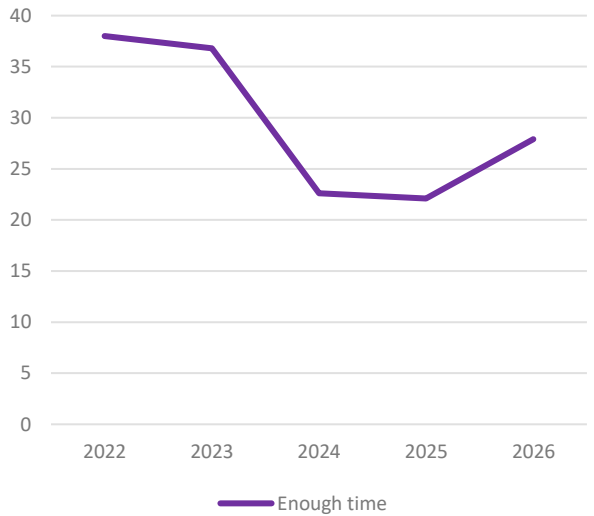
Q77: Generally speaking, do you have ENOUGH TIME to look after your child with SEND, look after any other children and family members and look after yourself?

Answered: 176 Skipped: 47

27.9% (22.1%) of respondents said they usually have enough or have plenty of time to look after everyone as well as themselves, an improvement from the 2025 level.



	NEVER ENOUGH TIME	FREQUENTLY NOT ENOUGH TIME	SOMETIMES	USUALLY ENOUGH TIME	PLENTY OF TIME	TOTAL	WEIGHTED AVERAGE
(no label)	22.7% 40	29.0% 51	20.5% 36	18.2% 32	9.7% 17	176	2.63

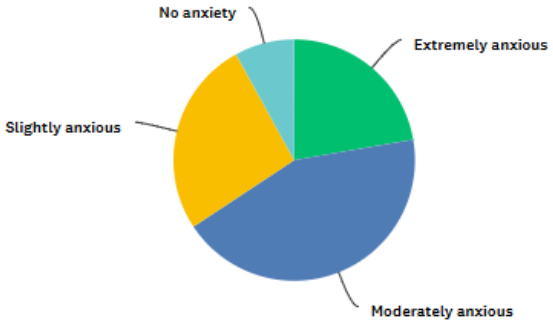


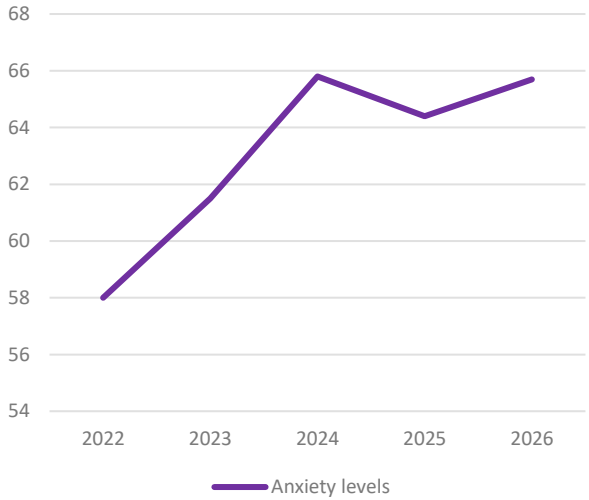
Figures in brackets - 2025 result

Q78: How would you rate your anxiety levels?

Answered: 175 Skipped: 48

65.7% (64.4%) of respondents said they were extremely or moderately anxious.
Anxiety levels remain high and similar to 2025





	EXTREMELY ANXIOUS	MODERATELY ANXIOUS	SLIGHTLY ANXIOUS	NO ANXIETY	TOTAL	WEIGHTED AVERAGE
(no label)	22.3% 39	43.4% 76	26.3% 46	8.0% 14	175	2.20

Figures in brackets - 2025 result

Q79: Have you used and of the following services provided by, or on behalf of Wokingham Borough Council or the NHS in the last 12 months?

Answered: 176 Skipped: 47

Low numbers of parent carers report accessing carers support services

ANSWER CHOICES		RESPONSES	
Wokingham Carers Partnership		2.3%	4
Carer health checks at the GP		0.0%	0
Promise Inclusion Family Support worker		1.7%	3
None		86.9%	153
Other - please let us know about these services	Responses	9.1%	16
TOTAL			176

Q79: Have you used and of the following services provided by, or on behalf of Wokingham Borough Council or the NHS in the last 12 months?

Other - please let us know about these services - Respondents comments:

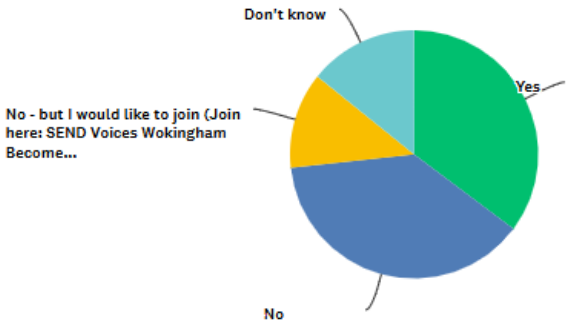
- I was unaware any if these were available
- We had a carers assessment but after the phone call were told they can't help us and felt it was a total waste of time they didn't really ask Carer's discount at the leisure centre
- Nhs Talking therapy
- Not heard of them
- Not heard of them
- I don't have the capacity to contact people for support as I'm just chronically overwhelmed and don't have the time or executive function to do it.
- The gp receptionists refused to change my appointment and I didn't want my daughter overhearing private information so I've had to assume that it's not something that's accessible for me for now.
- Self referral to talking therapies
- not heard of them
- Talking Therapies
- The above can only help to a point before you have to raise a formal complaint go to tribunal.
- CPE
- It's impossible to get a gp appointment because I have to be available to my daughter, not taking a call. And being stuck in a car/ at ap etc with her means taht I'm unable to hold a privatre conversation about my own health so I'm considering healthcare to be inaccessible on the NHS for me for now. And very fortunate to have other options
- Asked for a carers assessment and found it to be a waste of time
- Contacted adult social services. Mainly a huge waste of time. I'm an adult, I should get on with it. Tough luck about your difficulties.

SEND Voices Wokingham feedback

This section asks respondents about SEND Voices Wokingham and what they would like from us.

Q80: Are you a member of SEND Voices Wokingham Parent Carer Forum?

Answered: 176 Skipped: 47



ANSWER CHOICES	RESPONSES	
Yes	35.2%	62
No	38.1%	67
No - but I would like to join (Join here: SEND Voices Wokingham Become a Member)	12.5%	22
Don't know	14.2%	25
TOTAL		176

Comments (4)

Q66: Please let us have any feedback about SEND Voices Wokingham.

Respondents comments:

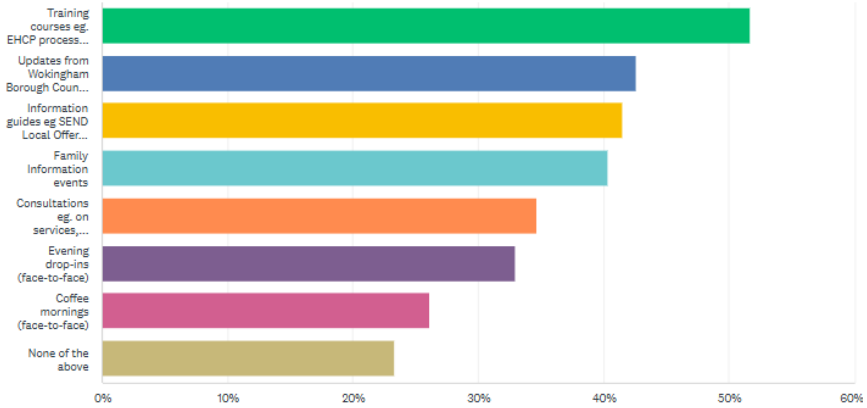
- Really lovely knowledgeable team who have pointed me in the right direction more than once. The PINS project was in my other child's school and that was really good, just to be able to communicate my views and really feel listened too. Unfortunately a lot of the time feedback given doesn't get fixed because there is no money or time from schools etc. Small changes really help though.
- I have just sent my membership application online.
- Never heard of them
- only just joined

Q81: Please tell us what type of events/information you would like SEND Voices Wokingham to run/produce (please tick all that you would like)

Answered: 176 Skipped: 47

The top 2 type of events/information respondents would like us to run are the same as last year;

- Training courses and Updates from WBC & Health
- Respondents would also value more information such Information Guides and Family Information events



ANSWER CHOICES	RESPONSES	
Training courses eg. EHCP process, SEN Support in School, Preparing for Adulthood	51.7%	91
Updates from Wokingham Borough Council and Health eg SEND Improvement updates, how to access Short Breaks	42.6%	75
Information guides eg SEND Local Offer Guide, SEND Guide for Parents (hard copy guide with details of some of the services & organisations available locally)	41.5%	73
Family Information events	40.3%	71
Consultations eg. on services, improvements or recommissioning	34.7%	61
Evening drop-ins (face-to-face)	33.0%	58
Coffee mornings (face-to-face)	26.1%	46
None of the above	23.3%	41
Total Respondents: 176		

Comments (16)

Q81: Please tell us what type of events/information you would like SEND Voices Wokingham to run/produce (please tick all that you would like)

Respondents comments:

- Relaxation sessions (crafts, meditation etc)
- I want to know what support is available and how to get it. Practical support, not just advise.
- How to get schools/ teachers to implement send plans is our biggest issue. It is ad hoc and very impactful.
- I'm not sure
- Re. Q59, I only have enough time because I greatly reduced my working hours.
- Social events for both parents and children, but this may be out of your remit. Its just hard to socialise at times and with a child on EOTAS there is limited opportunities for him to have social interactions which children of a similar ability.
- Support for parents that are newly found out to be ND and untreated themselves and dysregulated and overwhelmed. Face to face would be good but more formal as don't have capacity to listen to everyone else's life stories.
- I don't really know what's available so hard to say
- Not sure we actually fit in. He has needs but no EHCP so don't feel like it's for us.
- Training and information on PDA for parents, schools and professionals. Many families are repeatedly offered behaviour-based approaches that are not appropriate for PDA, leading to increased distress for children and families. Greater awareness and understanding of PDA across education, health and social care services would help families access more appropriate support.
- I just want education for her.
- Training specifically for kinship carers, can be available through liaison with Kinship.org.uk (the national charity)
- Anything for Over 18's
- There is nothing more that can be offered for me personally. The system is stagnant and it's exhausting being bounced around by the council NHS and other services.
- I really do just want her to have access to the education she needs and has a right to

Positive Experiences of SEND Services in the Wokingham Borough

SEND Voices Wokingham

Q82: Please tell us of any positive experiences you have had with any local SEND Services?

Respondents comments:

- Secondary school compared to primary
- Overall, positive experiences have generally come from the individual professionals working directly with our children rather than from the wider systems. The professionals involved have been responsive, knowledgeable and genuinely child-centred. They have taken the time to understand our children's needs, listened to our views and worked collaboratively to identify appropriate support.
- The SEND commissioned providers have been particularly positive. They have communicated well, been flexible where possible, and have consistently kept our children's best interests at the centre of their decision-making. They have worked hard to deliver high-quality provision despite the challenges created by delays and commissioning issues outside of their control. We have also valued the commitment shown by individual therapists, tutors and other practitioners who have built trusting relationships with our children. Their willingness to work together, share information and adapt provision to meet changing needs has made a significant difference to our children's wellbeing and engagement. These positive experiences demonstrate the difference that knowledgeable, child-centred professionals can make when they are empowered to work collaboratively with families.
- PINS
- Eldests secondary school is great.
- Assist team are amazing. Send voices seem to work really hard to try to support too.
- Addington school is exceptional, all the staff really care. Frimley Hospital a&e was very accomodating for my daughter. Club hub holiday provision staff are fantastic.
- Both schools have been very supportive so far.
- Promise Inclusion provide good carer events and provide an opportunity to meet other parent carers.
- Alternative provision has been a life saver. Short breaks coordinator is fantastic.
- Short breaks coordinator, helpful and supportive.
- University of Reading SPEECH AND LANGUAGE service (for training students) FANTASTIC. Puts NHS salt to shame. "
- X Wokingham short breaks. Helpful, supportive and understanding.
- X short breaks coordinator (for eldest send child) so helpful, so understanding.

Q82: Please tell us of any positive experiences you have had with any local SEND Services?

Respondents comments:

- Sendiass has been out of this world and helped so much
- School have been invaluable in supporting my son and me through his challenges
- our GP is amazing
- GP and RBH blood tests Very supportive, listened to me and my child, took us seriously and answered our questions. Clear treatment plan.
- None
- any insight as have little or no contact with them.
- School SENCO have been very supportive
- We have used ARC counselling and it was phenomenal
- School
- WBC Family Support
- My son has been awarded a place at Camp Mohawk for their activity camps which he loved and gave him access to social groups he can relate to
- The SEN local offer provided details for Dinton SEN climbing sessions which have been wonderful for him to attend
- EP reports were very helpful and they understand my child.
- Some teachers at school are amazing
- His Assessment at Reading Uni NHS went well. Team was excellent.
- The doctors are always very efficient and we can usually get a same day appointment if it's for my son.
- We have felt supported by school and it is going well. We have seen the paediatrician at dingley for our annual check up and medication review and we are happy to still be under their care as we understand most move across to their gp once meds established which we don't want.
- The school are open to listening and doing their best but there are huge gaps in knowledge and there are a lack of knowledge of places they can signpost us to and lack of specialists that would assess a child - SalT and OT for example
- SEND consultant has been amazing at helping us fight Wokingham Council to get the education my daughter deserves.
- The EHCP process was fairly smooth and within the deadlines
- None

Q82: Please tell us of any positive experiences you have had with any local SEND Services?

Respondents comments:

- tutor has been very helpful in improving my child's understanding and Academics
- Our OT X is incredible, she goes above and beyond to help us.
- When I push hard enough and school does make mini changes
- SEN school (High Close) is fantastic
- Assist Wokingham have been a great support.
- The adhd team have been amazing with my daughter and son with prescribing medications and checking in with them.
- When we finally got the help. The early years team have been amazing and supportive. Can't fault the school for picking up on our child and noticing.
- Dingley Unit haps been amazing as have my child's school. Most of the support I have received has been through school
- SEND staff is amazing. So helpful.
- Private services excellent. Local appalling go etc
- School nice but overwhelmed
- SENIASS were very supportive and helpful
- Parenting for special children runs helpful workshops. University of reading runs a series of Autism workshop which was helpful for me.
- My daughter in the Holt is struggling with EBSA and mental health due to struggling with work at schhol(because of this I have just paid privately and she has been diagnosed with dyslexia. The school have arranged for a lovely lady X to see my day for the next 6 Mondays (1hour) to support her. She is great and my daughter really likes her. This was arranged quickly and I'm impressed with this service and The Holt school.
- As I said previously, the most positive support I have had is with the HAF team. X & Y go above & beyond for my son, me & so many other parents/carers. Having a weekly activity for my son to enjoy, allowing me to spend time with my daughter, being able to talk to them about anything I need to has been life changing. It's an under rated service which helps so so much. Their stay & play sessions help parents/carers meet other parents going through the same things & gives us a sense of community. Their drop off sessions during school holidays helps my son have time just having fun & being with other children like him. It gives me time to myself or do things I can not do with him & to spend time with my daughter
- None

Q82: Please tell us of any positive experiences you have had with any local SEND Services?

Respondents comments:

- I can't think of any
- His pre-school and Portage have been supportive.
- School and EWO take the action to respone the EBSA but unable to put my child under SEN team due to lack of medical evidance.
- none
- My daughter has had input from occupational therapy and physical therapy and these ladies were amazing and so patient
- Short breaks worker has been supportive
- Our caseworker seems to care about my child and does her best to support us in her capacity as our caseworker
- We have had very positive experiences with health and short breaks and they have been responsive to issues, and sorted them out luickly
- We felt listened and heard and that our concerns were taken seriously and acted upon. They took the time to listen and find solutions that supported the whole family.
- The most positive experiences have been with individual professionals who have listened and tried to help within the limits of the system. However, much of the support has relied on persistence from parents, and accessing appropriate services often involves long waiting times and being passed between teams.
- School SENCo is good and open to feedback which is a positive change from a previous setting
- Wokingham SEND team have been AMAZING getting my child a place at a specialist provision. The Transport team have been great sorting his transport.
- WBC liesure centre SEND swim group.
- Dingley Uni of Reading exceptional - paediatrician is amazing
- We loved our early help worker
- School has been a journey but I feel very positively about the support we receive there now, and they organise and pay for all the provision my daughter does have. But in terms of meeting her needs they are realistic that they cannot, and very clear about that with myself, and the LA so they are limited in what they can offer.
- CAHMS
- School is willing to help and try their best. Feedback from outreach teams have been useful.
- I really wish I could - the only ones have been going private to get her help with her conditions

Q82: Please tell us of any positive experiences you have had with any local SEND Services?

Respondents comments:

- Good
- Her gp practice helping with right to choose adhd assessment and the staff at hillside primary helping my daughter
- Great support from ASSIST with driving school to try different things & document what they are doing. Camp Mohawk is also always a winner & helpful.
- Generally speaking I think services have improved a lot since the original EHCP. (A dreadful experience 7 years ago) This is mostly due to my family stopping listening to the nutcases and troublemakers in the playground and at charities who give advice on how to fight the system and putting our trust in people who are professionals. Plus educating ourselves on the processes and help available. And having my daughter at Addington, which is magical.
- They been friendly and trying to help
- Out of school immunisation team were brilliant
- The EP who assessed my son was lovely, his secondary school are being great and SEND Voices and SENDIASS have been really helpful
- Assist training
- Elevate have been in contact to help which was useful
- Short Breaks Saturday Club has been really good for our child. So has the Promise Inclusion Youth Club at Addington.
- There haven’t been any.
- The new EOTAS lead is excellent, and has already helped my child to access science practicals and exams at Foundry.
- School is brilliant and sitll having regular meetings with us and organising provision using her full budget.
- None
- None
- My sons CAMHS lady is great with him.
- School, D of E, Short Breaks
- No. 5 Young People's Counselling have been good. It's been a safe space for my son to talk.
- The pastoral support worker at my son's school (The Emmbrook School) has been exceptionally supportive. The Ed Psych as part of the EHCNA process was also very good.

Q82: Please tell us of any positive experiences you have had with any local SEND Services?

Respondents comments:

- Portage service were fantastic, first service that actually supported and did not just reel out a list, in person support, groups provided, felt listened too, supported transition for my son into school when no one else would
- Sendiass has been out of this world and helped so much
- Me2 charity
- School SENDCO
- None.
- GP and RBH blood tests Very supportive, listened to me and my child, took us seriously and answered our questions. Clear treatment plan.
- None
- any insight as have little or no contact with them.
- I have emailed some local charities for support and had nice emails back. (Parenting special children and Autism Berkshire).
- We have had no contact other than paediatrics for related health issues which significantly impact on quality of life.
- Our short breaks case worker is lovely and very supportive. The staff & the unit where our daughter attends are also lovely & extremely supportive but they can all only work with the resources and support they have from above which just always seems to be lacking.
- our GP is amazing
- Once we contacted the school about how much my son was struggling some of his teachers have been incredible and have been working hard to put things in place to help him cope in school better. Even letting his dad attend a UCAS event with him as we knew it would be too overwhelming without trusted support.
- The ADHD team have been brilliant - easily contactable and always making sure that everything it right with his medication and health
- Dare2Dream mentor is very good
- School have been invaluable in supporting my son and me through his challenges
- Support from the SEND team at Emmbrook has been excellent
- Psicon were brilliant. Very quick and relatively easy process.

Areas where you feel further progress or improvement is needed not been covered in this survey

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- WBC seems to be blaming everyone else and not themselves for the recent poor OFSTED rating. I've seen no milestones dates and accountability for its own improvement shared with parents. Expecting more transparency and urgency of communications to parents.
- Send accountability in schools. All ehcp and Sen register pupils should have a costed provision map to account for spending. All schools need OT in ideal world
- Overall, there needs to be greater transparency, accountability and consistency across the SEND service. Families should be able to understand how decisions are made, what evidence those decisions are based upon, who is responsible for progressing actions, and the timescales involved. Communication should be proactive rather than requiring repeated requests for updates, and there should be clear ownership of cases to prevent delays and uncertainty. The service would also benefit from a stronger focus on co-production, ensuring that parents, young people and professionals are genuine partners in decision-making. Where disagreements arise, the rationale should be clearly explained and linked to the available evidence rather than families being left to challenge unexplained decisions through complaints or Tribunal. Finally, there should be greater emphasis on ensuring that statutory processes, such as Annual Reviews and the implementation of EOTAS provision, achieve their intended purpose. Delays, inconsistent practice and poor recording can result in children missing essential provision, with long-term consequences for their education, wellbeing and future opportunities. A culture of openness, consistency and evidence-based decision-making would improve confidence in the service and, most importantly, lead to better outcomes for children and young people with SEND
- Our LA need to listen to parents. All the reform stuff could be great but what do we do about the children being failed now. There has to be some really quick fixes that can support now.
- Writing better surveys would be a great start that don't try to lead to the answers you want. Follow the law. Focus on the individual children.
- Informing parents what they are eligible for. Much better respite and mental health services to support parents and siblings of disabled children. Help filling out confusing forms to access services like DLA EHCP etc.
- Communication between case workers and families. Our case worker had been signed off work without my knowledge.
- This survey took a lot longer than the "25 minutes" advertised. Carers have very little time.
- Communication. More services to help children access healthcare. Those who need lots of time. Better mental health support options .
- Transparency in Annual Review Decision-Making
- Amendments to an EHCP following an Annual Review should be clearly linked to the evidence considered during the review. Changes to Sections B, F or other parts of the EHCP should only be made where they are supported by professional reports, advice obtained as part of the review process, or discussions that took place during the Annual Review meeting. Currently, there appears to be insufficient transparency regarding how some amendments are reached. In a number of cases, changes appear in proposed amended EHCPs without any clear reference to the evidence that supports them. This makes it difficult for families to understand the rationale behind decisions and often results in avoidable disagreement and appeals.

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- Yes generally needs a clear guidance on what services support what. Instead of being passed from pillar to post and round in circles. It's making extra work for families who already have extra work.
- LA send team / complaints team, no one seems to be acknowledging my complaint about the wrong information included within the court bundle. I've even emailed the tribunal people and complaints department but still nothing
- Mainstream support and mental health access doesn't really get covered - this is a big issue when struggle to get child to school.
- Wrap around care and holiday club provision. There is nothing available for working parents.
- I was really disappointed to hear recently (& pretty alarmed) that a SEND council worker had commented to another parent of a child within the unit where my daughter attends that "children within the unit are blacklisted from SEND schools" - hearing this is horrific especially as some of our children may well need a school with more support going forward due to the complexity of their needs. It just goes to show that things absolutely are not moving forward in terms of support and that the SEND department aren't working to support us & our children they are indeed working against us and it just means more fighting for support in the future. When does it end!? I'm honestly just so sick & tired of this SEND department - I dread any interaction with them and the fact that they always just want to push back & fight against us rather than putting our children's needs first and actually helping them to thrive & develop. It's exhausting!
- I just wish that SEN, social care and health would work together. The system is not broken because of a lack of money but because of a lack of common sense.
- A clearly defined EOTAS Lead role should include responsibility for: coordinating all commissioned provision; monitoring whether Section F provision is being delivered in full; identifying and resolving gaps promptly; acting as a single point of contact for families; ensuring multi-agency communication and regular review of the package; and escalating commissioning or delivery issues before provision is missed. The focus of the role should be on ensuring that the child or young person's educational needs are being met, rather than simply acting as an intermediary between families and different Council teams. A more clearly defined and accountable approach would improve consistency, reduce fragmentation and help ensure that EOTAS provision operates as a coherent educational package rather than a collection of separate services
- health would work together. The system is not broken because of a lack of money but because of a lack of common sense.
- Yes all areas.
- Communication

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- The current EOTAS arrangements do not appear to provide the level of oversight and coordination that families would reasonably expect. The role of the EOTAS Lead is not clearly defined, and in practice has often added an additional layer of communication rather than improving coordination or resolving issues.
- There appears to be inconsistency in how EOTAS packages are managed across different children, with no clear accountability for ensuring that all provision specified within an EHCP is commissioned, implemented, monitored and reviewed. This can leave families attempting to coordinate multiple providers themselves whilst also trying to resolve gaps in provision.
- The Council should adopt and publish a consistent service standard for issuing Panel decisions so that all families are treated equitably and decisions are communicated promptly.
- Effectiveness of the EOTAS Service
- There appears to be significant inconsistency in the time taken to communicate Panel decisions to families. Some families receive decisions within a matter of days, whilst others wait several weeks despite decisions having already been made.
- These delays create unnecessary uncertainty and can prevent provision being implemented when it is needed, particularly where decisions relate to staffing, commissioning, transport or the start of a new academic year. Delayed communication can also make implementation impossible if providers are no longer available
- Introducing a clear audit trail, identifying the evidence relied upon for each amendment, would improve transparency, accountability and confidence in the process. It would also reduce the number of appeals arising solely because families cannot understand how decisions have been reached. Ultimately, this would help ensure that children receive the provision they require without unnecessary delay.
- Timeliness and Consistency of Panel Decisions
- Send department with communication
- More staff to rescue waiting times
- Additional support from NHS for ADHD children
- We have received no useful support from the Wokingham Borough Council in the last 4 years, you have completely failed our child on all levels. You will be pleased to know that we are moving out of Wokingham LA area as a result. Nobody cares, nobody knows how to manage the situation, nobody relates to how parents are feeling. BTW, our other child without special needs is predicted to get 3 A's at A-Level.

SEND Voices Wokingham

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- Communication from the SEND team. Staff need training on the laws regarding SEND and EHCPs. Things need to be done in a more timely manner. Emails need to be responded to.
- No
- Communication because the CAHMS and EHCP process is so delayed help is needed sooner and more support for carers or where to go to get help whilst waiting.
- Between finding out our child may have autism and the the two/three years till his diagnosis, we have spoken to may different organisations and groups its become very hard to knkw who is who. This survey alone mentions several dozen. There must be a better way of providing a one agency support for parents rather than dealing with all these organisations.
- We need more hospitals and Doctors surgeries, with the rise in housing/people in the area the infrastructure needs improving too. The demand is currently way too high.
- Support for ND parents that have nervous systems that are shot and dysregulated and overwhelmed and trying to support themselves and their kids
- Communication from Wokingham needs serious improvements. Emails just ignored.
- I've not been made aware very much about preparing for adulthood information which I think will be needed - EHCP wasn't done until she was already 16
- Yes questioning other professionals who are not doing there job according to the EHCP, questioning use of funds and independent school profits.
- Helping children and young people to access medical appointments via home visits
- More specualist Language Therapist needed
- Easier access to communicate concerns that are not urgent with your consultant. Knowing where to go. When you have a child with a disability, I felt like I was just left. My son’s physio has dropped off to pretty much nothing after his surgery. He waits ages for equipment to arrive or be fitted. He currently doesn’t have class chair as that has broken so he’s using his wheelchair all day which he shouldn’t be
- Current support programs and methods may not suitable for some children and adolescents with emotional problems. Using legal systems and mechanisms to address emotional issues often fails to alleviate or help children's emotions, and may even exacerbate the anxiety and stress of parents or families. Children's and adolescents' emotional problems are complex and stem from a combination of many factors; solutions based on outdated, simplistic approaches may no longer be suitable for the modern era, and this needs to be re-examined.

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- More funding is needed
- Much better provision on the health side - especially dealing with obesity, hypermobility, OCD/Phobias. It is not good enough to say they are part of autism when they are life altering
- School needs improvement
- The ehcp process is long.
- The NHS waiting times are a bit of a joke. The ICB shouldn't be putting a number on how many people a clinic can see a year. They are children that need support, it's all a bit convenient that they don't want to diagnose but then quick to jump at parents for children not attending school when there is limited support until a diagnosis has been made.
- Just communication (any level) from the council SEN team. It shouldn't be so hard for a parent to get answers nor should they be the only one who is fighting for their child's right to education
- More funding for right to choose and better sen support for schools
- Royal Berks need to ask more questions. Didn't listen to me when I told them my son wouldn't allow them to put a cannula in. They tried anyway and caused severe distress to him. Eventually they listened to me and gave him a sedative first but unneeded distress caused first.
- Resource to all the above
- Too much focus on silver mental health. This is where a lot of mental health issues stem from. As well as where a lot of home stresses stem from with parents and children as it spills over. Life is short and especially childhood. Let our children live a little and be children. Let parents enjoy precious time with their children. I strongly disagree with single mums having to work. We are spread to finely and this means we cannot give quality time/love/care to our children that we want to as we are too exhausted. Then we have to live with the guilt they we couldn't do/be all that we could if we weren't forced to work. Not everyone wants to be a single mum
- Support for progressing to adulthood has been non existent for us. The reach of this service needs to be better because we didn't know about it until this survey.
- For question 73 it's hard to put a rating. EHCP process/SEND team is extremely poor. But the HAF program has been amazing. For this reason I've gone for the middle option.
- Yes support and inclusive environment in class,access in extra books-notes or visuals for children with ADHD or Autism
- Regular feedback from school regarding progress of children with SEN
- Ehcp management needs to be less tick box and more about the child, with a genuine interest in them from the council

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- I have summerised and listed examples of where SEND team conduct has been characterised by delay, lack of engagement with evidence and poor communication:The key improvement is moving from a process-led approach to a child-centred, evidence-led and timely approach, with the LA taking responsibility for securing the provision it has identified as necessary rather than families having to continually fill the gaps themselves (Timely decision-making and action: Reduce prolonged delays, panel processes and bureaucracy, Meaningful engagement with evidence: Properly consider the full range of professional and parental evidence, Securing appropriate provision and placements: Where the LA has identified that specialist provision is required, it should proactively secure an appropriate placement within a realistic timeframe, EHCP Section F and statutory provision: Ensure the provision specified in Section F is actually secured and delivered, rather than relying on families to arrange or fund provision themselves, Personal budgets and alternative provision: Respond properly to requests for personal budgets and reimbursement where families are funding provision that is necessary to meet identified needs, Communication and parental engagement: Improve responsiveness to emails, requests for meetings, working documents, decisions and updates, Tribunal compliance and accountability: Meet Tribunal deadlines, communicate proactively when deadlines cannot be met, and avoid unnecessary extensions or delays where the evidence and child's circumstances are already known, Co-production and transparency: Ensure parents' representations are read and meaningfully considered, decisions are clearly explained, and there is a transparent audit trail showing what evidence was considered, what decisions were made, by whom, and why.
- All services for over 18's - when my child turned 18 I had no clue what to do and had to search and get help from friends
- To provide more leisure clubs and holiday camps which could really support the SEND children.
- I would love to have short breaks support so that my partner and I could go away for a weekend together.
- Wokingham Council need to be held to account. If not nothing will change.
- Foundry's head is keen to support EOTAS students, but other staff has made us feel very unwelcome. There needs to be significant training in suppporting students with school trauma when entering this setting, and they need to work with parents, not send them out to sit in the car park!
- Referral processing times for services like Early Years Team could be quicker.
- Basically adult care, and for older teenagers. If our youngest was not in a SEN school, he would struggle, just like our oldest and I do.
- Teachers to be recognise neurodivergent children, and be trained to understand how they might be better placed to meet needs

Q83: Are there any other areas where you feel further progress or improvement is needed that have not been covered in this survey?

Respondents comments:

- Communication with the send team has been the worse the last year and is far worse than I have ever known it. There has been very little care or compassion shown by a few Members of the team I, they ignore emails and only give partial answers. They work in a way that ignores parents and children working a collaborative manner. The last year has been the wost year in terms of working with education or not working with them as they have failed to ensure section F is in place, refused to discuss the issues, ignored the professionals they have commissioned and genersllly let out child done and failed to ensure a full time education was in place. Education have activitly not worked with health and social care, ignoring their reports and refusing to include them in meetings or communication
- Greater understanding and recognition of PDA across education, health and social care services. Better joined-up working between teams so families are not repeatedly signposted elsewhere. Reduced waiting times for services such as Occupational Therapy. More practical support for families while waiting for assessments and services, rather than being offered generic courses that may not be appropriate for a child's needs. Improved communication and clearer pathways to support would also help families navigate the system.
- My youngest has FASD the same as my eldest. The eldest had an easy and smooth process of diagnosis in London and attended the National NHS FASD clinic in Surrey. Wokingham / Berkshire NHS will not pay for this so we are having to attend multiple appointments which takes time and will cost more money to the NHS to get his diagnosis. We have been waiting over a year for ASC and ADHD assessments and still have another year to wait! This is NOT good enough when we have seen how much better it can be in London.
- For SEND clubs to be available at reasonable times for working parents. 1:1 support for my child to attend after school clubs.
- i think once a diagnosis has been given there should be a support pack with all the information around available support provided
- We need better Comms for families that set out the processes together, not as seperate services to keep some sensible perspective.
- Response to gaining support could be quicker
- Linking between SEND, children’s services and school.
- Schools have to have more put into them - they cannot cope and have no recources to support our children - funding, training, support and listening to parents is essential, my child may still be in school if the early support was put in place, instead its allowing our children to get to crisis point.

Overall SEND Rating for Wokingham Borough

SEND Voices Wokingham

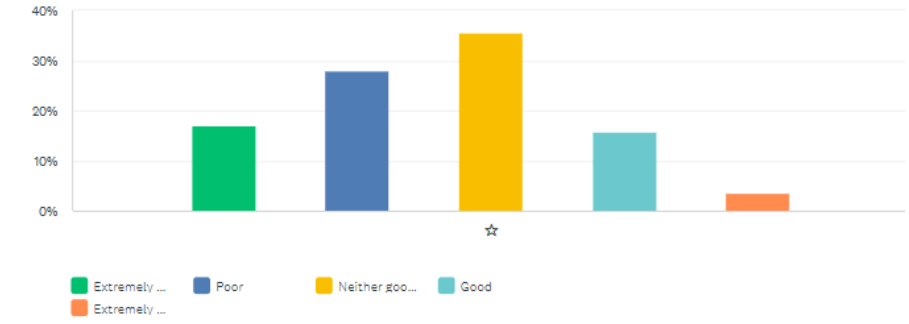
Q68: Please give the Local Area SEND Services in the Wokingham Borough an overall rating

Answered: 171 Skipped: 52

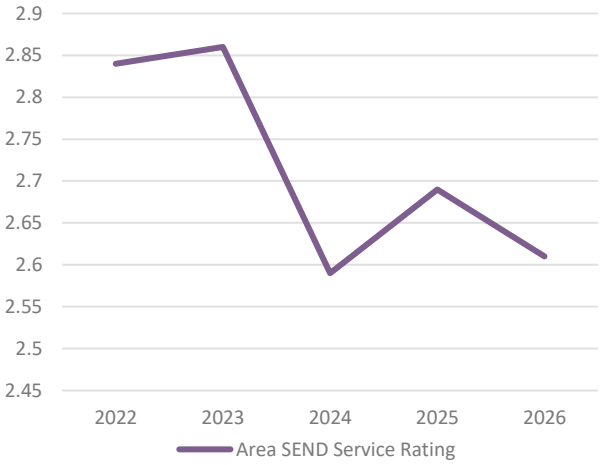
SEND Service ratings for the Wokingham Borough have shown a drop this year with a increase in those rating it as extremely poor/poor 45% (37.6%)

2.61★
average rating

Overall rating 2.61 (2.69)



	EXTREMELY POOR	POOR	NEITHER GOOD NOR BAD	GOOD	EXTREMELY GOOD	TOTAL	WEIGHTED AVERAGE
☆	16.96% 29	28.07% 48	35.67% 61	15.79% 27	3.51% 6	171	2.61



Figures in brackets - 2025 result

SEND Voices Wokingham

Demographics of Respondents

SEND Voices Wokingham

Q85: As part of our grant we are asked about the ethnicity, diversity and inclusion of the families we connect with. Please complete the OPTIONAL information below so that we can demonstrate that we are talking to all groups in our Borough. (please tick all that apply)

ANSWER CHOICES	RESPONSES	
White British	82.10%	133
White Irish	0.62%	1
White Traveller	0.62%	1
Gypsy/Roma	0.00%	0
Other White background	4.32%	7
Asian or Asian British Bangladeshi	0.00%	0
Asian or Asian British Indian	2.47%	4
Asian or Asian British Pakistani	0.62%	1
Asian Other	1.23%	2
Mixed White Asian	2.47%	4
Mixed White and Black African	1.85%	3
Mixed White and Black Caribbean	1.23%	2
Mixed Other	1.85%	3
Black or Black British African	1.23%	2
Black or Black British Caribbean	0.00%	0
Black Other	0.00%	0
Chinese	2.47%	4
Parent carer who is Gay, Lesbian, Bisexual, Transgender, Questioning and other (LGBTQ+)	2.47%	4
Families experiencing domestic abuse	0.00%	0
Families with unsettled ways of life (e.g. former asylum/ recent refugee status Families experiencing alcohol or substance abuse	0.00%	0
Very low-income families or families whose income drops suddenly due to a change in circumstances, self-employed	2.47%	4
Male Carers	1.23%	2
Families of home educated children or young people	0.00%	0
Families with a disabled adult parent carer and particularly all those with learning disabilities or mental health issues	5.56%	9
Grandparents, kinship carers, foster carers	3.70%	6
Adoptive parent carers	1.23%	2
Single parents	5.56%	9
Prefer not to say	4.32%	7
Total Respondents: 162		

Comments (1)

The demographics of respondents who answered this optional question was higher from “whites” at 87.7%

Responses from global majority was 15.2%

Wokingham Borough demographics* of:
80% White, including ‘White Other’,
2.4% Black African/Caribbean/British,
12.9% Asian/Asian British (7% Indian and 3% Pakistani)

* Taken from Wokingham Equality Profile/ONS data 2022/23

SEND Voices Wokingham