

The Parent Carer Survey to support the Partnership for Inclusion of Neurodiversity in Schools (PINS) project

June 2025



Background

Parent Carer Survey – PINS Project 2025

This Parent Carer Survey was conducted by **SEND Voices Wokingham** (the Parent Carer Forum for Wokingham Borough) in support of the **Partnership for Inclusion of Neurodiversity in Schools (PINS) Project 2025**.

The aim of the PINS project is to improve the experience of mainstream education for children with potential additional educational needs. Insights from this survey will help identify current strengths and areas for development within participating schools.

The project is funded by **NHS England** in partnership with the **Department for Education**, the **Department of Health and Social Care**, and the **National Network of Parent Carer Forums (NNPCF)**.

The survey was open to all parents and carers of children attending the 30 primary schools in Wokingham Borough participating in the PINS project. Distribution was carried out through the schools' usual communication channels, as well as via the SEND Voices Wokingham mailing list, social media platforms, and the Wokingham SEND Local Offer Newsletter.

Total responses received: 791

Survey period: 24th April – 9th June 2025

The responses from the Parent Carer Survey highlight several recurring themes regarding the inclusion and support of neurodiverse children in schools:

Positive Feedback

- **Supportive Staff:** Many parents praised individual teachers, SENCOs, and leadership teams for their empathy, understanding, and efforts to support neurodiverse children.
- **Tailored Interventions:** Schools implementing specific strategies like sensory circuits, movement breaks, nurture groups, and one-on-one support were appreciated.
- **Inclusive Environment:** Some schools were commended for their inclusive ethos, adapting activities, and ensuring children feel valued and supported.

The responses from the Parent Carer Survey highlight several recurring themes regarding the inclusion and support of neurodiverse children in schools:

Challenges

- **Inconsistent Support:** Support varied significantly between schools, teachers, and staff, with some parents reporting excellent care while others felt their concerns were dismissed.
- **Communication Issues:** A lack of proactive communication was a common concern, with parents often needing to chase updates or feel uninformed about their child's progress and support plans.
- **Under-Resourced Schools:** Many parents noted that schools lacked sufficient funding, staff, or training to adequately support neurodiverse children.
- **Delayed Diagnoses and Assessments:** Long waiting times for assessments (e.g., ADHD, autism, dyslexia) and delayed interventions were frequently mentioned.
- **Impact of Masking:** Parents highlighted that children who mask their difficulties often go unnoticed, leading to unmet needs and emotional struggles.
- **Behavioural Challenges:** Some parents expressed concerns about how schools handle disruptive behaviour, with a need for clearer boundaries and consequences for neurodiverse children.

The responses from the Parent Carer Survey highlight several recurring themes regarding the inclusion and support of neurodiverse children in schools:

Areas for Improvement

- **Training and Awareness:** More training for staff on neurodiversity, masking, sensory profiles, and emotional regulation was suggested.
- **Transparency:** Parents wanted clearer information on how EHCP funding is used and what support is available.
- **Consistency:** Support should be consistent across all staff and tailored to individual needs rather than fitting children into existing programs.
- **Extra-Curricular Inclusion:** Many parents noted that neurodiverse children are excluded from after-school clubs and activities due to a lack of one-on-one support.
- **Parent Engagement:** Schools were encouraged to create SEND parent support groups and improve collaboration with families.

The responses from the Parent Carer Survey highlight several recurring themes regarding the inclusion and support of neurodiverse children in schools:

Concerns

- **Bullying and Safeguarding:** Some parents reported instances of bullying and inadequate safeguarding measures for neurodiverse children.
- **Impact on Other Students:** A few parents raised concerns about the effect of neurodiverse children's needs on the rest of the class.
- **Mental Health:** Emotional struggles, anxiety, and self-esteem issues were common concerns for neurodiverse children.

Systemic Issues

- **Funding Limitations:** Many parents acknowledged that schools are stretched thin due to insufficient resources and systemic underfunding.
- **Rigid Education Models:** The traditional classroom setup was criticized for not accommodating diverse learning styles, particularly for neurodiverse children.
- **Overall,** while there are examples of excellent support and inclusion, systemic challenges such as funding, training, and communication gaps remain significant barriers to fully meeting the needs of neurodiverse children in schools.

Q1: Please select your primary school from the list below

Answered: 791 Skipped: 0

ANSWER CHOICES

RESPONSES

Schools
ranked for
number of
responses

8.81%	71
7.82%	63
7.57%	61
6.70%	54
5.83%	47
5.83%	47
5.71%	46
5.58%	45
5.46%	44
4.71%	38
3.97%	32
3.23%	26
3.23%	26
3.10%	25
3.10%	25
2.61%	21
2.48%	20
2.23%	18
1.86%	15
1.74%	14
1.61%	13
1.61%	13
1.24%	10
1.12%	9
0.99%	8
0.74%	6
0.50%	4
0.37%	3
0.25%	2
0.00%	0

TOTAL

791

Summary of Results

	Overall Rating (out of 7)	SEND Parents Rating (out of 7)	Non-SEND Parents Rating (out of 7)
Q2: How welcoming do you find your child's school?	5.9	5.8	6.0
Q3: Do you, as a parent carer, feel included in the wider school community?	5.5	5.2	5.9
Q4: Do you feel your child is included in the wider school community?	5.6	5.2	6.1
Q5: How well does the school communicate with you about your child's development and education?	5.3	5.0	5.6
Q6: Do you know what support is provided for your child to meet their additional needs in school?		4.9	
Q7: Do you feel that the school supports/makes reasonable adjustments to extra-curricular activities and enrichment? eg trips, special events, visitors into school.		5.6	
Q8: How often do you and the school communicate about your child (including but not limited to telephone, email, face to face, school apps)	See separate results page		
Q9: Do you feel your views are heard and valued when communicating with the school about your child?	5.5	5.3	5.7
Q10: Do you ever feel worried or anxious about your child whilst they are in school in relation to their additional needs?		4.1	
Q11: If you have a concern or complaint about support for your child, how confident do you feel about raising your concern with the school and that your concern will be resolved?	5.5	5.2	5.8


Q2: How welcoming do you find your child's school?

Answered: 791 Skipped: 0



5.9

average rating

	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
	5.31% 42	1.39% 11	2.78% 22	5.06% 40	10.87% 86	20.99% 166	53.60% 424	791	5.92



My child has an additional need either diagnosed, on a waiting list or undiagnosed



My child has no additional needs

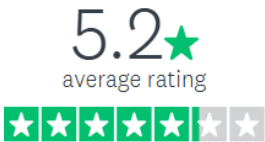
Q3: Do you, as a parent carer, feel included in the wider school community?

Answered: 791 Skipped: 0

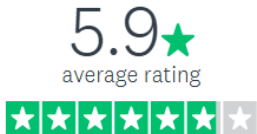


5.5
average rating

	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
★	2.78% 22	3.67% 29	5.69% 45	10.62% 84	17.95% 142	23.51% 186	35.78% 283	791	5.51



My child has an additional need either diagnosed, on a waiting list or undiagnosed




My child has no additional needs

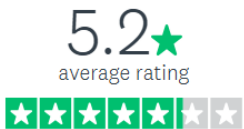
Q4: Do you feel your child is included in the wider school community?

Answered: 791 Skipped: 0

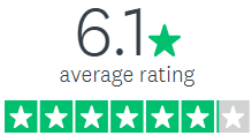


5.6
average rating

	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
	2.15% 17	3.16% 25	6.83% 54	8.98% 71	15.42% 122	25.16% 199	38.31% 303	791	5.61



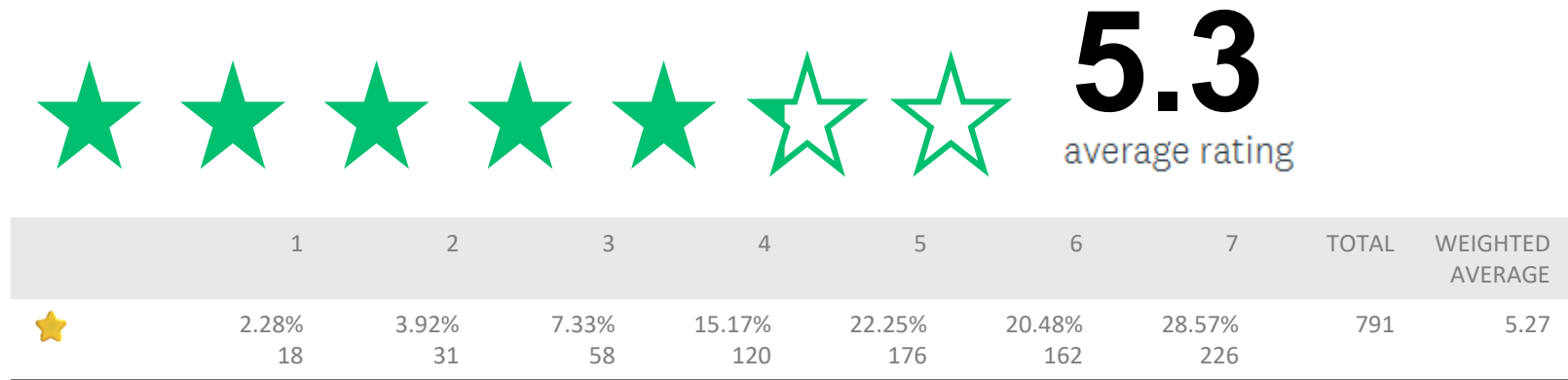
My child has an additional need either diagnosed, on a waiting list or undiagnosed



My child has no additional needs

Q5: How well does the school communicate with you about your child’s development and education?

Answered: 791 Skipped: 0



My child has an additional need either diagnosed, on a waiting list or undiagnosed



My child has no additional needs

Q6: Do you know what support is provided for your child to meet their additional needs in school?

Answered: 791 Skipped: 0



	NO IDEA WHAT SUPPORT IS AVAILABLE	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	I KNOW EXACTLY WHAT SUPPORT IS AVAILABLE	N/A MY CHILD DOES NOT HAVE ANY ADDITIONAL NEEDS	TOTAL	WEIGHTED AVERAGE
☆	4.93% 39	5.06% 40	5.69% 45	8.22% 65	9.73% 77	10.24% 81	19.47% 154	36.66% 290	791	4.92

1 = no idea

7 = know exactly what is available

Q7: Do you feel that the school supports/makes reasonable adjustments to extra-curricular activities and enrichment? eg trips, special events, visitors into school.

Answered: 791 Skipped: 0



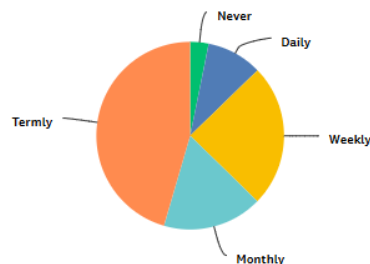
	REASONABLE ADJUSTMENT ARE NEVER MADE	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	REASONABLE ADJUSTMENTS ARE ALWAYS MADE	N/A MY CHILD DOES NOT HAVE ANY ADDITIONAL NEEDS	TOTAL	WEIGHTED AVERAGE
☆	1.01% 8	3.79% 30	4.30% 34	6.95% 55	8.72% 69	11.13% 88	30.34% 240	33.75% 267	791	5.62

1 = never made

7 = always made

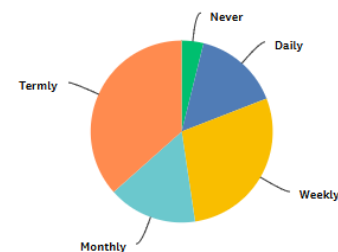
Q8: How often do you and the school communicate about your child (including but not limited to telephone, email, face to face, school apps)

Answered: 785 Skipped: 6



ANSWER CHOICES	RESPONSES	
▼ Never	3.18%	25
▼ Daily	9.55%	75
▼ Weekly	24.59%	193
▼ Monthly	17.20%	135
▼ Termly	45.48%	357
TOTAL		785

All respondents



ANSWER CHOICES	RESPONSES	
▼ Never	3.88%	14
▼ Daily	15.24%	55
▼ Weekly	28.53%	103
▼ Monthly	15.79%	57
▼ Termly	36.57%	132
TOTAL		361


My child has an additional need either diagnosed, on a waiting list or undiagnosed

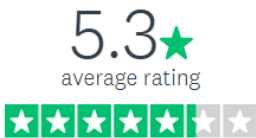
Q9: Do you feel your views are heard and valued when communicating with the school about your child?

Answered: 790 Skipped: 1

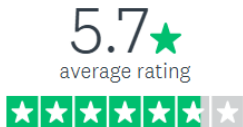


5.5
average rating

	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
	2.78% 22	4.43% 35	6.84% 54	10.76% 85	16.84% 133	19.62% 155	38.73% 306	790	5.48



My child has an additional need either diagnosed, on a waiting list or undiagnosed



My child has no additional needs

Q10: Do you ever feel worried or anxious about your child whilst they are in school in relation to their additional needs?

Answered: 791 Skipped: 0



	NEVER	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	(NO LABEL)	ALWAYS (EVERY DAY)	N/A MY CHILD DOES NOT HAVE ANY ADDITIONAL NEEDS	TOTAL	WEIGHTED AVERAGE
☆	11.63% 92	7.21% 57	5.18% 41	8.47% 67	9.23% 73	7.46% 59	11.88% 94	38.94% 308	791	4.09

1 = never


7 = always (everyday)

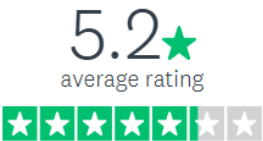
Q11: If you have a concern or complaint about support for your child, how confident do you feel about raising your concern with the school and that your concern will be resolved?

Answered: 786 Skipped: 5

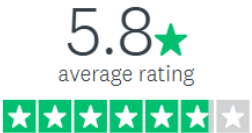


5.5
average rating

	1	2	3	4	5	6	7	TOTAL	WEIGHTED AVERAGE
	5.22% 41	2.93% 23	5.98% 47	9.29% 73	16.92% 133	17.56% 138	42.11% 331	786	5.51



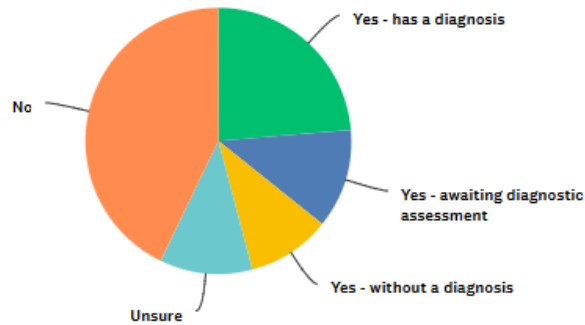
My child has an additional need either diagnosed, on a waiting list or undiagnosed



My child has no additional needs

Q12: Does your child have any additional educational needs?For the purposes of this survey, this includes a broad range of needs, including - but not limited to - ADHD, autism, language disorders, dyslexia, dyspraxia, learning disabilities...)

Answered: 789 Skipped: 2



ANSWER CHOICES	RESPONSES	
Yes - has a diagnosis	23.70%	187
Yes - awaiting diagnostic assessment	12.04%	95
Yes - without a diagnosis	10.14%	80
Unsure	11.28%	89
No	42.84%	338
TOTAL		789