



**Buckinghamshire, Oxfordshire
and Berkshire West**
Integrated Care Board

Berkshire Neuro Inclusive Early Help Systems Change

Miranda Walcott, Designated Clinical Officer for
Special Educational Needs and Disabilities
Wokingham Parent Carer Forum 2/7/2025

Proposal

- We want our children's individual strengths and support needs to be understood better quicker to get the right support more promptly (right help, right time, right place) – based on need & strength, not diagnosis.
- We recognize the recent tensions in our system. It's important to be honest about that. We want to focus on improving outcomes for children.
- We need to work together across Berkshire (all six Local Authorities), Frimley and BOB ICB and Berkshire Healthcare, with our families to find another way – working 'with' each other
- We want to learn from regional and national best practice, and what's worked in the county – to introduce [screening] practice
- We don't yet have a language to describe this approach, screening isn't quite right, we'd like our families to lead the naming of our approach.

- We know that the sooner a child/young person and the people who care for them can understand their diverse strengths, needs and identity (divergence) and the adaptations/support that might be needed, the better.
- It helps us avoid the wrong pathways for our children
- It helps us adapt in home, in community and in school, promptly – increasing our chances of providing the right help, at the right time, in the right place.
- It will also help us to reduce the likelihood of burnout, which our hospitals are seeing.
- Those children who need specialist assessment will continue to receive it – in time we hope this will make access easier.

Partnership Approach



Buckinghamshire, Oxfordshire
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Berkshire Healthcare
NHS Foundation Trust



achieving
for children

www.tbwm.gov.uk



Frimley
Integrated Care Board



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WOKINGHAM
BOROUGH COUNCIL

Slough
Borough Council



Next Steps



Buckinghamshire, Oxfordshire
and Berkshire West
Integrated Care Board

Time Period	Focus
27 th June 25	Gather together to review the examples of good practice and agree our preferred approach for Berkshire
July & August 25	Deep dive on our preferred model and start to understand the opportunities, risks, interdependencies for Berkshire
September to December 25	Workshops with local leaders in each Place (Local Authority area) – to respond to the specific strengths, vulnerabilities, risks, barriers and opportunities to implementation. Creating a plan for each Place (Wokingham, Reading, Slough, etc)

Rethinking Early Identification & Support for Neurodivergent Children & Young People

Monday 7th July 7 – 8 pm

Parent Carers please join us for a Zoom session on
the Berkshire wide **Neuro Inclusive Early Help System**
Transformation Programme
With Andrea King (Berkshire Neuro Diverse
Transformation Strategic Lead)

Andrea will outline plans to provide earlier
identification and support for neurodivergent children
and young people across Berkshire. Families will be
able to ask questions and share feedback to help
shape the project locally in Wokingham.

For the Zoom link please email:
info@sendvoiceswokingham.org.uk

See our website: www.sendvoiceswokingham.org.uk for details of all
our events

SEND Customer Relations Presentation to SEND Voices Wokingham

02 July 2025

Julie Monahan, SEND Customer Relations Manager



Introduction & context

My role

- ❖ We introduced the SEND Customer Relations Manager role in April 2024.
- ❖ This was in response to the feedback we were receiving from families regarding the timeliness of our formal complaint responses, as well as missed opportunities for early resolution.
- ❖ My role is to ensure we respond to formal complaints and enquiries effectively and in a timely manner
- ❖ Support with continuous service improvement by identifying opportunities for learning and development from the cycle of feedback received from families and other partners (e.g. schools)
- ❖ Identify and celebrate good practice and share compliments received.
- ❖ Report on themes and trends with enquiries, complaints and compliments within various forums (including this one)

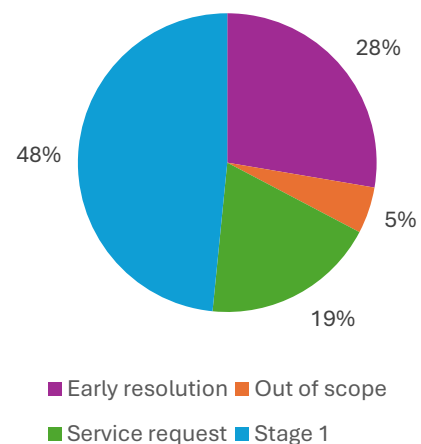
**This presentation
focuses on
April 2024 – March
2025**

Data

The statutory SEND Team are responsible for maintaining over 2350 EHCPs, with an additional 3000+ children in receipt of SEN Support within Wokingham Borough.

Total new complaints received this year

159



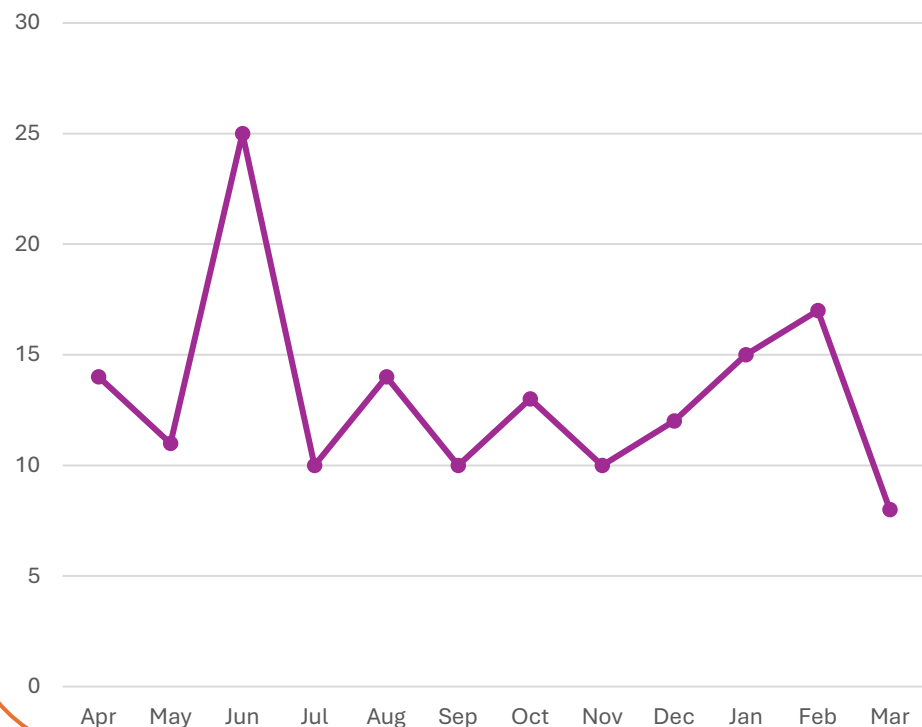
Complaints fall into 4 categories:

1. **Service request:** Typically, families requesting an update or action but haven't secured a response from the Team.
2. **Early resolution:** Like the above but might involve more than one action. Typically can be resolved quickly and would not benefit from a further detailed investigation.
3. **Stage 1 complaint:** Concerns that would benefit further investigation to understand what happened, if anything went wrong and how we can put things right (including learning for the service).
4. **Out of scope:** Some issues are not able to be addressed within the formal complaint process (e.g. issues that can be appealed to the SEND Tribunal).

All categories within scope are tracked so that we learn more about the issues raised and can identify trends.

Data

Monthly complaint data



Numbers of formal complaints have remained broadly consistent each month.

Peaks in June 2024 and February 2025.

Green shoots that as new SEND Team establishes itself, formal complaints received are stabilising.

Across all stages of initial complaints:

Stage 1, Early resolution, Service Request), the most frequently raised concerns relate to:

Communication
Timeliness- EHC process and annual reviews

Enquiries from Councillors and MPs



Over 50 enquiries from Councillors and MPs on behalf of Wokingham Borough Council residents/constituents



Follow similar themes to formal complaints

Communication

Timeliness of EHC process & Annual Reviews



We welcome the engagement from local Councillors and MPs, listening to and sharing the issues raised regarding SEND. These enquiries also provide us with the opportunity to highlight the challenges in SEND, both locally and nationally.

Stage 1 Complaints: Outcomes



82%

Stage 1 Complaints upheld

- Many complaints concern legal processes, with statutory timescales: something is either on time or late. A complaint that an EHCP that was issued 1 day late, or 1 month late, would be recorded as upheld.
- Many complaints have raised the issue of communication. Families have been telling us our communication has not been consistent, and where this concern is raised and there is not sufficient evidence to the contrary, these have been upheld.
- Many complaints raise multiple issues. Some of those may be upheld and some not, but it has not been possible to record a complaint as partially upheld this year. Guidance has changed from April 2025 to include partially upheld complaints. If we applied this rule to the 2024/25 complaints:

59% would be upheld ~ 23% partially upheld ~ 18% not upheld

Stage 2 & LGSCO (Ombudsman) Escalations

Total Stage 2: 39

- **60% of Stage 1 complaints escalated to Stage 2**
- **25% of the total (early resolution, service request, Stage 1) complaints received**

Total LGSCO: 12

- **18% of the total Stage 1 complaints received**
- **31% of the total Stage 2 complaints received**

Families have told us that they escalate to Stage 2 and / or the Ombudsman where they consider their issue or concern has still not been completely resolved.

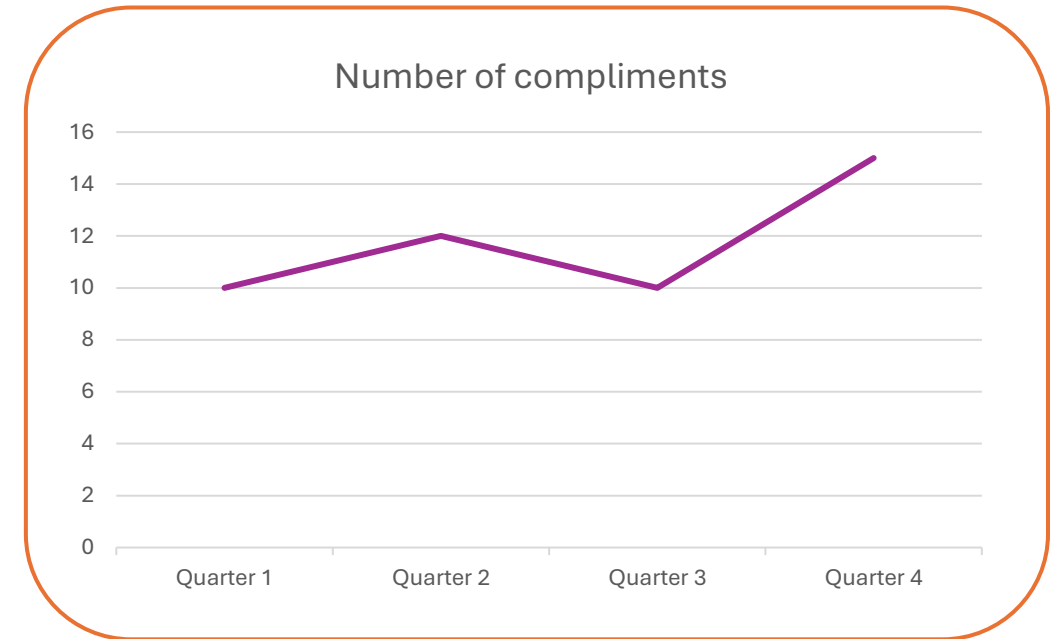
Compliments

47 compliments received by email to the SEND Team including:

- 23 from parents
- 18 from schools

Compliment themes:

- Good communication
- Feeling supported
- Recently some positive comments about the changes within the team



Early signs that compliments are increasing following the changes within the SEND Team

I wanted to thank A and B for their support at this annual review on Friday. I really appreciated the back up and I think it was a great example of collaborative working.

Thank you again for all of your support with [my son's move to a new school]He is absolutely thriving, made a fantastic group of friends and this is truly the best thing that could have happened

Thank you for all your help and always getting back to me so quickly as I have emailed you loads 😊 thank u for being so lovely to me

Your support has meant the world to us, and we feel much more confident moving forward knowing that we have someone like you in our corner.

How do we learn from complaints and compliments



81%

Stage 1 complaints
responded to within
timescales

Refreshed policies and terms of reference information, including latest guidance and recommendations, published on Local Offer

Communication Promise and information regarding SEND Team structure published on Local Offer

Range of training delivered to SEND Team

Emerging green shoots of change and positive feedback regarding practice and working relationships with families and schools.

Alongside this we have developed a comprehensive system to ensure all formal complaints are recorded, regardless of where they enter our system (more on this in last slide)

Continuous improvement and developments



Continue to feedback themes and trends of complaints and compliments to the service and inform training requirements



Develop process for aligning reporting with mediation, tribunal, audit and school complaints to develop a more holistic understanding of strengths and areas for development within our SEND system



Use identified learning to support ongoing service developments, informed by complaints and compliments

How to raise a concern / share a compliment

We know that formal complaints enter our system through many different routes:

- Customer Relations Team
- WBC website
- Children's Services Complaints Manager
- Director of Children's Services
- Head of Service or Service Director for Education & SEND
- Directly into the SEND Team.

We have robust systems in place to ensure all routes result in your complaint being logged, however the easiest route for you and to ensure a timely response is to log the complaint on the Wokingham Borough website:

[Complaints](#)

Or if you prefer to email sendcustomerrelations@wokingham.gov.uk

We have more information on our Local Offer website [Compliments and complaints](#)

*

We always recommend to speak to your SEND Casework Practitioner in the first instance (noting they have up to 5 working days to acknowledge and either respond in full or provide a date of further reply)

Partnerships for Inclusion of Neurodiversity in Schools (PINS)

Invitation for Wokingham

Purpose of the PINS Programme

PINS is a national programme overseen jointly by the Department for Education (DfE), Department of Health and Social Care (DHSC) and NHS England (NHSE), supported by the National Network of Parent Carer Forums (NNPCF)

- Designed to support neurodivergent children in mainstream primary schools at the whole-school level.
- It is needs-led, rather than diagnosis-led, therefore including children without a formal diagnosis.
- As such, each PINS project supports the needs of all children within a particular school setting, recognising the neurodiverse nature of classrooms

Why is PINS specifically targeting mainstream primary schools?

- PINS is part of the Government's ambition to break down the barriers to opportunity, enabling every child to achieve and thrive through an inclusive approach to SEND.
- By focusing on primary schools, we have the best opportunity to intervene at an early stage in a child's educational journey and build strong relationships with parents and carers.

When did the PINS Programme start?

- PINS was first launched in January 2024, with 8 Integrated Care Boards (ICBs)
- The majority of ICBs formally started work on PINS from April 2024.
- A second year of PINS activity was announced in February 2025, with further funding available for all ICBs to start or continue PINS activity until 31 March 2026.
- **Wokingham have been invited to be part of the 25/26 Programme**

Invitation for Wokingham

- Wokingham have been invited by the ICB to participate in the PINS programme for the financial year 25/26
- Direct delivery of the programme will run from Sept/Oct 2025 up until 31st March 2026
- The programme will provide support to **33 Primary Schools** in Wokingham

What does the support look like?

- The offer of support from the PINS Programme is 37.5 hours (5 days' equivalent) of input per school.
- Individual schools will have flexibility on how they decide to timetable the specialist support offer, either in days, sessions or hours.
- All support provided will focus on whole school approaches. PINS funding cannot be used for direct support (e.g. 1:1 speech and language therapy) in response to individual children's needs

What are the benefits to participating?



Nation Model: a whole school approach:

Strengthening partnerships between parents and schools

Develop schools' confidence and expertise in supporting neurodiversity within their classrooms

Improve the school environment to address low level needs and allow neurodiverse children to successfully engage in learning

Develop an inclusive culture that improves the efficacy of other interventions.



Parent Carer Forums:

Work strategically with the ICB and LA partners to develop and deliver the project

Work with schools and parent carers to strengthen relationships between schools and their parent carers of neurodiverse children in their schools

Support the development of improved co-production with families to facilitate service design and delivery through establishing parent/carers forums or meetings in each school participating in the project.

Participating Schools

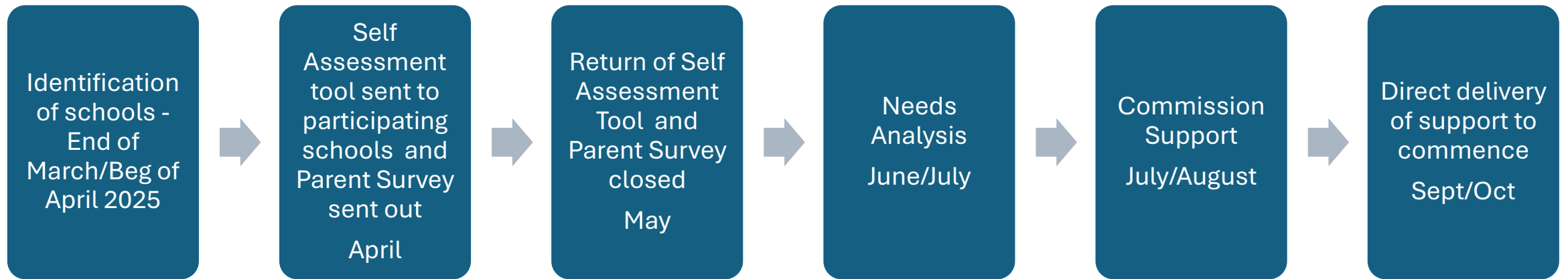
- All schools have completed a Self Assessment Tool to identify priority areas for support
- A parent survey was also sent out via the schools by SEND Voices
- Currently analysing results of the self assessments, alongside the results of the parent survey to determine package of support for each school

Will PINS have any benefits to schools (and LAs) who are not part of the pilot programme?

PINS provides the potential for wider shared learning around outcomes and best practice, both between schools and LAs that are selected to participate and those which are not.

Several local partnerships have made use of PINS materials (e.g. Self-Assessment Tool) and locally developed resources to support complementary work in schools not currently receiving funding for PINS.

Timeline



UPDATE

Resource Bases and SEND Units

Expansion of Resource Bases & SEND Units

PRIMARY

Resource Base:

Loddon Primary – Opened September 2024

Opened with 8 places, increasing to 14 by Sept 25
(full capacity is 21)

Designation: Autism, Communication and
interaction difficulties

SEND Unit:

Radstock Primary – Opened September 2024

Opened with 6 places, increasing to 14 by Sept 25
(full capacity is 21)

Designation: Autism, Communication and
interaction difficulties

Build is on target to be opened in October 2025

Expansion of Resource Bases & SEND Units

SECONDARY

We are currently in discussions with 2 secondary schools to provide:

1 SEND Unit

Designation: Autism,
Communication and interaction
difficulties

Places: 25

1 Resource Base

Designation: Cognition and
Learning

Places: 25

Planned opening: September 2026

Future Developments Primary

1 SEND Unit

Designation: Social, emotional
and mental health

1 Resource Base

Designation: Social, emotional
and mental health

Planned places for each: 10

Planned Opening: September
2026