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SEND Voices
Wokingham

Feedback From Families – Spring Term 2025

Overall Themes for the Term:

- Information – families do not know where to go for information and help
- Increase in part-time timetables and Alternative Provision concerns (AP). Families expected to sort the AP themselves, with no written agreements/plans with school. However, some families have very good support from school with this.
- Concerns raised over new neurodiversity referral pathway
- Annual Review process needs to be improved
- SEND Team communications
- Post code lottery of support from school
- Families value fact-to-face opportunities to meet officers

SEND Update for Families with WBC & Health (via Zoom) 27th March

Full slides and Q&A document will be available on our website ASAP:

Themes:

- SEND Team communications and Annual Reviews – could still improve
- Parents would like more information about Resource Bases, SEND Units and Post-16 hub, when provision is going to come online and eligibility criteria.
- Concerns raised over new neurodiversity referral pathway
- Concerns over non-clinical staff making recommendations (Dynamic Support Register)

SENDIASS Drop-in's

(SVW attend to chat with parents and gather feedback/signpost whilst parents waiting to see SENDIASS). Total attendees Spring Term

Comments from those attending the drop-ins:

January (5 families)

- 1 parent, early in their SEN journey for their child, did not know about where they could get information and guidance from the LA. They engaged external agencies, paying a lot of money before hearing from another parent that there are teams within the LA that can help.... hence at the SENDIASS drop in.
- 2 Parents looking for Alternative Provisions – 1 family with Reception age child and another post 16 housebound with restricted activity

February (8 families)

- Post 16 - completed EHCP training but need further assistance as college not supporting YP
- YP not in school – given Direct Payments – can't spend them on the things they need. And the support they need is not covered by Direct Payments. "Feels like – there's the money – you sort it out!".
- Long waiting list for Optalis Out & About service – told its 1 yr waiting list

March (4 families)

- Information – didn't need SENDIASS, just needed to find out information about activities outside of school
- Post-16 information
- Communication (SEND team)

April (4 families)

- 3 of the families had children on part-time timetables/not accessing school full time
- Local Offer "I'm completely bamboozled, its a nightmare to navigate and I can't find anything"
- Variation in teachers for a class at school, 1 able to support and child can access school other teachers not able to.
- ADHD medication when appointment cannot be completed child sent back to end of wait list

SENDIASS Training courses

EHCP Annual Reviews Process - 21st January (4 parents attended)

- Questions were raised around schools engaging parents in Annual Review meetings without sending any prior paperwork, or with only a few days of notice,. 1 parent said school said they did not need to issue any forms and could just talk during the meeting. Some had not received any feedback on their child's progress or concerns throughout the year.

EHCP Process – 6th February (8 parents attended)

- Inconsistent dyslexia support across schools - 3 Parents worried about lack of understanding and consistent support for children with dyslexia - eg must be more than 2 years behind academically to get additional help or have multiple needs not just dyslexia. 2 schools approached during phase transfer had differing guidelines. 1 school said child needed EHCP other said they didn't. 1 school said child needed EHCP so they could get support during exams for reader and scribe – Other said exam access was based on needs not EHCP. Why are schools not consistent supporting Dyslexia?
- Parent with child in yr5 who was getting graduated response but now school refusing since Dec 2024 only getting 1 hour per week from Foundry. No other schooling or outreach has been offered to support SEMH – school only focusing on academics. No plan to get the child off reduced timetable. School has asked parent to initiate parent led EHCNA as they cannot evidence where they have spent £6k
- Parent worried that child copes in current small private school (Yr4 - 15 in class) won't cope in next school. SEN support is inconsistent across schools. What measures are in place to check consistency?

- Many parents worry that relationship with school will be negatively affected if parent raises Parent Led EHCP request if school doesn't agree with reason parent is progressing EHCNA - no relationship built up with parents

SEND Support in School - 5th March (4 parents attended)

- Senior school is not providing required support (child constantly suspended or in isolation) and told families that they could not apply for an EHCP without an autism diagnosis
- Concern over needs led support now that this is required for autism/ADHD diagnosis referral, should school be doing this anyway

Preparing for Adulthood – 25th March (8 parents attended)

- How will YP be supported if does not meet threshold for ASC
- Parents don't understand the process for post-16 applications (College etc)
- AR not including PfA, this also includes EHCPs first produced for 15 and 16 years old
- Families would like more information about apprenticeships and functional skills courses
- Communication with SEND team raised as an issue

Morning/ Evening Drop-in & Chat sessions

28th January am (this included WBC EY Area Senco attending) **& pm (**2 families attended)

- Both had ongoing concerns over mental health support for young people and knock on effect for family as a whole

4th March pm (5 family attended)

- Concerns over SEN support at school, parent looking for information and didn't know where to find it
- Concerns over support from local special school and mixed cohort of children/behaviors negatively affecting attendance of others
- Parent of child in special school concerned school is changing their intake criteria and looking to find reasons they can no longer “meet needs”.

Meet the SEND Team & SENDIASS Drop-in 28th February

39 families attended (including 3 children currently not able to attend full-time education)

What’s going well

- Session like this
- Good to see all Send team there that could attend.

What can be improved

- Schools not sharing information about casework practitioner allocation
- Safeguarding concerns at an independent non-maintained special school
- In some cases, communication/replies to emails still do not happen in 5 working days (as per communication promise)

Feedback from session:

- Thanks for a great session yesterday. It was great to speak to the case officers after hitting a wall of silence for the last 4 weeks!

- Thanks for organising this. It was informative and gave us a chance to meet and speak to the caseworkers and senior team. Organisation by school seems more logical . Also pleased to see so many permanent staff now!

- I thought it was very productive, and a good way forward. Unfortunately, I guess a number of parents who were there, are caught up in the backlog. It is very good that Jamie Conran is organising these events and being a visible face and bringing the SEND team along. Actually meeting people- face to face - can help avoid email conflicts, as you have met the real person, and they have met you.

- Thank you for a great informative meeting and felt quiet proactive so hopefully things will start to be actioned and issues dealt with going forward

- Thanks, was very informative and I just hope everyone can start to see those improvements ASAP. I know I asked if they were going to bring back 'Way Forward meetings' and Jamie said it's being considered but I wondered if you could pop this on your termly feedback etc. and keep this being pushed on behalf of members. Was so helpful to have a step before formal mediation/tribunal.

Camp Mohawk 15th February

(5 families)

What’s going well

- “really appreciate you being here today. Your leaflets are a great help. I didn’t know who to contact for help”

What can be improved

- More support for all disabilities and no discrimination on age. My daughter is 18 so is considered to be suitable to fit into adult support groups but actually still enjoys all the activities of children half her age. She is unable to join the younger groups but the older groups are of no interest.
- Support when child is unable to attend school but AP is limited to a couple of hours per week. No support from school

Portage Drop-ins 21st & 31st March (7 parents attended)

- Parents don't know where to go for information. Very overwhelmed by everything and don't know which the reliable sources of information are.
- Feeling of complete isolation. Would also like information about support to go back to work (but don't know if this is possible with such a disabled child)

General Questions / Comments Spring Term '24

General feedback and themes via email and social media

SEND Team Communications/Complaints process

- Numerous parents still raining concerns over SEND Team communication, emails not responded to, don't know who their SEND Case worker is. Lots of frustration that this issue has been raised for so long, but things are just not improving. (Jan 25)
- I emailed Sam on 15th Jan. I have had no response from Sam. I added Jamie (the other SEND practice manager) to the email thread yesterday. I chased Sam again today. 64 days since my sons caseworker had all paperwork for emergency EHCP review, contesting section I. If I don't hear soon I'm logging a stage one formal complaint. The lack of communication is shocking!!
- A number of parents still struggling to get responses from the SEND Team (Feb 25)
- Communication with SEND team showing some improvement but would be helpful if responses for time critical information could be prioritised eg requests for help/information in naming schools for final EHCP when parents only 15 days have to respond.
- The complaints process is still not working properly for parents
- Can't get through to any of them. No replies to emails or phone calls. (24/2)
- they are failing children face to face & start listening to parents and do what they say they are going to do (24/2)
- We've had 4 caseworkers since September and during that time it was only communicated to us once that we were having a change of caseworker.
- Long waits for responses and A LOT of chasing throughout.
- It took 24 weeks for our childs EHCP to be issued (finalised) - we were a very straight forward case moving into the Borough and we came with most of the reports required and correspondence from our previous LA to Wokingham. Wokingham then placed our child in a SEN class which was great (pre-EHCP) but it still took well over the legal timeframe for issuing an EHCP. We had to pay our SEN advocate to chase before we finally had the EHCP issued which was 3 weeks after agreeing the draft. When chasing and asking for feedback from our current caseworker the responses I got made me feel like I was being a nuisance. We had no feedback on school consultations and have felt very left out of the process which goes against the children & families act for starters.
  I'm afraid to say that local authorities do themselves no favours with families in terms of communication etc - a bit of care & compassion (& a timely/helpful response) really does go a long way! We just haven't always felt this has been the case with Wokingham and it's very frustrating!
- You get an email from WBC generic email, You reply, Get a automated reply saying 'will respond to your email in 5 working days', No reply, You wait a week and email again, Get an automated reply saying 'will respond to your email in 5 working days', No reply. You wait a week and email again, Get an automated reply saying 'will respond to your email in 5 working days'. What's the

point. Same with caseworkers, I now just forward the same email every week. Meanwhile our children are missing out

- What is the point of having a communication promise if they don't follow it, even when you escalate to the highest person within the team there is still not response. Even phoning doesn't makes a difference and you still don't get a response.

Support at School

- Preschool is fantastic. Child has shown loads of improvement since joining in September
- Failure of school to meet EHCP and child excluded until emergency Annual Review (which was then cancelled)
- School is unable to meet child's need, not attending at all as awaiting change of placement. Parents are overwhelmed and little help given to find suitable AP so child without anything at the moment.
- Child on extremely reduced timetable and limited AP whilst awaiting specialist setting. Parent left to investigate suitable AP.
- School being fantastic whilst child on part-time timetable. Working closely with family to increase hours.
- School will not support my child (Foundation year) they say they will have to wait until they are Y1
- Child was on pupil plan nearly 2 years ago, parent not informed. Due to anxiety child often ended up in isolation, but not given any school work, just told to do some sketching. Parent spoke to SENDIASS who advised child should go on SEND Support/ ask Foundry for help as attendance declining, but school said no the SEND Support register and that Foundry would be no help. Child recently diagnosed with autism and now put on SEN register/SEN Support plan. School wanted to off-roll but EHE Officer advised family against this. Family now in the process for applying for EHCP as child not attending school at all, has home tutoring which parent had to push school to provide. No written part-time timetable agreement. Place secured for college but will have missed out on taking GCSEs. College very supportive, but parent will have to give up work to take child to college as cannot access public transport.
- School not providing support for dyslexic pupil, told family they will have to find a private tutor.
- Child left school without a school allocated. Advised by SEN that all schools said couldn't meet needs (inc Addington) or they were full. Parent did not have any support for child (Sept- Feb). EWO wasn't aware that the child was out of school. How do parents ensure EWO is aware?

EHCP/Annual Review Process

- the statutory timeframes for EHCP Assessment are not being met by the LA
- Parent having to chase AR – 10 weeks and final amended plan still not received, which is required for YP to continue studies.
- Annual review process is not happening within statutory timeframes
- PfA is not being included in Annual Reviews
- EHCP process timeline not being met – draft plan late and told that a number of other plans in queue ahead of this one, so there will be a delay of possibly up to 2 months
- WBC not turning up or prioritising the time to go to EHCP Annual reviews.
- Parents requesting that AR data is published to show if statutory timescales are being met

- Late completion of my child's AR from last July has been shocking and incompetent. Just got another final today and no covering letter giving right of appeal info etc which is a legal requirement.
- All the focus is on 3,4,5 year away what about the 2000 children who need Annual Reviews doing now and who's needs are not being met.
- The current support system for those in need, especially for children and young people (CYP), is falling short, with many receiving inadequate assistance. While officials claim to be working in collaboration with health and care services, they are not effectively cooperating or following key frameworks like PfA, leaving many without proper support. There is a significant gap between what the SEND team says and the actual experiences of families in Wokingham, where the reality of the situation is far different from the promises made.
- Parents views not being listened to. Panel notes - 'discuss decision with parents prior to sending decision letter', this is not happening. Reports not being included in panel packs when they have already been supplied and not being read before panel. School reports full of inaccuracies. Family surname incorrect in EP report, child referred to with wrong pronoun.
- Some families not receiving communication about post-16 phase transfer
- Final EHCP took 5 months (from October 24 to Feb 25). No school consultations done in that time including the parental requests, so no school place confirmed by 15th Feb

Mental Health Service

- This email as a cry for Help and to bring you awareness of how poor the NHS mental health and ASD support system is at the moment. I'm not only reaching out to you in the hope that a human being will actually contact me and be willing to either talk to us directly or refer us to someone who will but also to raise the massive hole in the services that everyone seems to just refer people for workshops and self-help now instead of referring to a professional that can see you through from start to finish.

Social Care/Children With Disabilities Team

- Our social worker, Rebecca Wood has been fantastic. She has really got to know my young person and has offered to come along to the meeting or brief the SEND attendees in advance.
- We have support from a social worker and from school and they have all been fantastic. Only gap we have found is a support group for a 6-year-old girl – everything seems to start at 8 years old.

Short Breaks

- Family is seeking clarification on the qualifying criteria for short breaks, which they understand is under review. They have two assessed by CWD as having need but then because no formal diagnosis told they do not meet the criteria. They believe support should be based on need, not diagnosis. After raising the issue and filing a complaint, they received an "exceptional" block of respite hours but struggled to find a suitable carer before the hours expired. They also face delays in processing funding, leading to a loss of time from a 6-month block, and incur additional setup charges with care agencies**.**

Transport

- Transport safeguarding issues are not being addressed
- Parent received call from school following journey into school. Concerns for child safety and safeguarding during journey to school resulting in child being anxious and dysregulated.
- Safeguarding issues raised – taxi escort unable to open minibus door from the inside as had not been shown how it worked.
- bigger bus than usual was used on one occasion last week which needed step to be used to get in/off the bus. The step was broken and it was brought to the attention of the escort by the teachers at Addington, as my child is visually impaired and needs a step to assist them. I did mention this to Ace but it was not addressed in their follow-up phone call yesterday. This was not their usual bus, but all buses used to transport vulnerable passengers should not have faulty equipment.

Neurodiversity Pathway

- Family have child on the autism waiting list, said they would like some courses to go on to help them understand and help their child. They were not aware of any of the support available such as ASSIST, Autism Berkshire or ASD Family Help.
- I have just received forms to complete for my 4yr olds asd assessment. when the referral was made by nursery in F1 my child obviously attended, and they got their ehcp. However, they are now F2 and not in school as it was too much for them. They have asked me to pass on forms to his school. What do I do now he isn’t at school? Their referral was made via the nursery over a year ago. They have contacted us to say we are near the top of the list and to complete the forms along with the nursery that they doesn’t attend anymore. The family was not given any information to help.
- Very concerned how home educated children would ever be able to access a referral.
- Shame schools aren’t being given additional resources in order to manage this additional responsibility
- If my children were going through this now we would have never had got a referral as their schools at the time did t believe either were autistic or one had adhd. They refused to place them on the send register and wouldn’t make any changes to accommodate their differences. There certainly would not have been 6 months of support in place and it took moving one child to a different school who put the referral in the week they started the new school as we were in such a dire situation. The needs led support does not work and does not support those children who mask and are very bright and capable. Schools say well the child
  Is achieving academically so what more do you want but when they are struggling in all other areas it impacts their mental health and well being.
- So while we now don’t have to worry about referrals I know of many other families in the same position.
- Concerned for those who have EOTAS or EHE as the support is just not there. When I asked the DCO about those with a EOTAS and EHE she said families will have to go via the GP as they have all been briefed over this and will support referrals!

- The whole situation just doesn't seem right and especially for those children who mask they might never get the support needed add to more potential mental health issues as they move through their lives.
- Schools do not have the capacity or funding to do what is being asked of them and their time Is so limited already that it is a concern the onus is being placed on schools and they are now essentially the gate keepers to getting a diagnosis.
- Honestly got beyond confused whilst trying to decipher the referral process. It also seemed to suggest that an assessment may not be given if the 6 months of support had helped? I've requested an assessment with a private provider under Right to Choose for my child as it seems to be the quickest way to get him assessed via the NHS.
- I met with my daughters pediatrician in December and raised concerns that along with autism/global delay/non-speaking we feel she may also have ADHD. The pediatrician agreed that this is a possibility but we have been told the school would need to make a referral and they can't do this until she is 6 years old (she had just turned 5). I'm not concerned about having to wait until she is 6 but more that we should be able to self-refer. I was then also insulted to read that we would have to evidence that we as parents should have completed some sort of course before a referral can be accepted! It very much feels like hoop jumping & barriers left, right & centre! I also shouldn't have to do any sort of parenting course to have my concerns about my own child who I know better than anyone to be taken seriously.
- My child is unable to attend school full time due to unmet needs. We have no other professionals involved, how do we get a referral? This is surely unlawful and completely discriminating - but wait, we can't prove that because we can't get a diagnosis. This is disgusting behavior. If schools and other professionals had the means to provide support, then great, but they don't, so how does this work in the real world.
- Considering three of my children who are now diagnosed with asd and adhd went completely unnoticed by the school, this is a huge worry! We made several indications to the school without concerns of special needs only to be parent blamed and shut down! we went private and our children diagnosed. The diagnostic team put in the reports that my children already should have had an ehcp! funnily enough the schools then complied and they all got an ehcp mainly based on school evidence….. The same school that didn't see any issues!! Parents don't stand a chance anymore. Our children are puppets for these morons!
- This is my NHS trust. I am so glad my children are through the assessment process but it really angers me for those who aren't. This is pushing triage to overworked SENCos (the new joint referral paperwork is ridiculous). I do not believe the SENCOs collectively and the LA are supportive of these changes
- Concerned for girls as they can mask so well for so long at school that early diagnoses will be almost impossible to attain.
- How is this supportive of potentially ND girls (in particular) who mask their behaviours and quite possibly look "fine" in school? I thought Early identification was the drive with SEN…early support/ diagnosis will hopefully prevent EBSA and/or possible mental health from developing in teen years!
- I am appalled to read of the change but sadly not completely surprised. Often policy decision maker are not coming from a place where they have a first-hand experience or a personal interest in a process. I appreciate that I may be offering my thoughts on the matter at the very late stages and I well imagine my thoughts have already been expressed but I feel so strongly that I thought I should add my voice to the discussion. I am a parent of 3 autistic children (one also with an ADHD diagnosis). Each child when in school (3 primary school and 2 secondary schools across all 3

children) were failed by the staff and SENCO's, no teacher including SENCO's raised a concern about any of my children. All 3 referrals were made via my family GP at my request based on what I was observing. My daughter had support from the LA at one point (Early Help type service) in year 5/6 due to extremely high anxiety and issue with her estranged farther and any nothing was very noted or picked up.

- All of my children mask (it's like their superpower) at school as standing out is excruciating for them, they shutdown as opposed to "melt down" and are very polite and competent. This meant that no one noticed their struggles, no one listened to my worries or concerns, it lead to school refusal in the end and extremely poor mental health. My children do not show their anxiety and struggles through negative behaviour, they do not disrupt or hurt others so no one recognises their distress. At 14 my daughter took an overdose, despite me telling school months earlier that she would hurt herself if they didn't take me seriously. Our journey with CHAMS was no better and despite me sharing my concerns with them while she sat on a waiting list we got no really help until after her overdoes. No one within CHAMS (across her first 2 referrals) picked up that she could be neurodiverse.
- Many children mask at school and there is a huge lack of awareness and training for school staff regarding neurodiversity so we cannot rely on schools to spot the signs which could be very subtle in some children and make a referral. That's even before you factor in that many many teachers don't have the time to do the referrals or report the right information when doing a referral. If a school does listen to a parents concerns and professional services like CAMHS aren't accessible or aren't really understanding our children we could at least turn to a GP. Our GP who hopefully has known the child for some year and or the family and can listen to the parent and act accordingly. Plans to remove the referral process away from GP's is extremely dangerous. So many SEND children are being failed by the education system, mental health services already, this plan will only mean that more children are failed. Getting appropriate help and support as a SEND parent is hard enough, this will make it harder still.
- I have recently become aware of a proposed change to the referral process for assessment for Autism and ADHD in Berkshire: https://cypf.berkshirehealthcare.nhs.uk/adhd-and-autism-neurodiversity/changes-to-referral-process/

  It has always been the case that support should be based on need, not diagnosis. However the authorities would like us to move away from diagnosis, and this is stated in Wokingham's SEND Inclusion Strategy, which states:

  " We don't want children to have to wait until they've had a formal diagnosis to receive support and therefore we will ensure some support is provided at as early stage as possible.
  This will mean that some children will never need to progress to formal diagnosis or assessment as their needs will have been addressed at an earlier stage."

  https://engage.wokingham.gov.uk/en-GB/projects/send-strategy-2024-2029

  This support should already be provided in accordance with The Care Act 2014. However, many schools do not have the budget, resources and understanding to provide that support. Often, a diagnosis is the only way the schools will believe the parents.

Neurodivergent children are often labelled as naughty, when in fact there is an unmet need. Conversely, many children mask at school, which means they try very hard to fit in all day, but the pressure of doing so means they break down at the end of the day, when they are with their parents. Schools in those circumstances often say the child is fine at school, so it must be something at home.

My daughter is autistic and I am lucky that she has her diagnosis in place (which took 3 years from referral). Her school is understanding and supportive. I volunteer with an organisation that supports parents of children with special educational needs, so I know from conversations with parents, that it is often the case that schools do not believe them, or say they do not have resources to provide support.

The current proposals mean that the settings (schools) will be left to decide whether support is necessary for a child, and it will not be possible for a child to be placed on the pathway for diagnosis if the school is not in agreement. Even so, if support is put in place, it will not be possible to make a referral for diagnosis if the support appears to be sufficient.

Children and adults need to understand their differences as well as their strengths, and diagnosis can aid with this. The strategy to deter families from seeking diagnosis is misguided, and also potentially denies autistic people the protection of The Autism Act and The Equality Act. If they are autistic but undiagnosed, they will not be able to get places in special schools.

These changes were initially proposed to take place from November 2024, but the proper process was not followed and there no consultation period, so they are now due to take place in January 2025.

Parents already face an uphill battle in the majority of cases, as councils do not have enough money for SEN resources and repeatedly deny support that should be provided by law. The legal bar for EHCP needs assessment is very low (the child may have special educational needs and assessment may be helpful), yet many parents are having to go to Tribunal to even have an assessment carried out.

The proposed approach is also contrary to the National Strategy for Autistic Children, Young People and Adults, which states: “Receiving a timely autism diagnosis is vital in getting the right support and helping autistic people and those supporting them to better understand their needs.” And “ It is widely recognised that children and young people should be identified as autistic as early on in life as possible, as this is important in ensuring children have the right support in school and as they transition into adulthood. However, evidence from the National Autistic Society shows that many, in particular girls, are not diagnosed until adolescence or adulthood because the signs are not recognised.”

I appreciate your time in reading through this information, and I hope I have managed to get my point across. Neurodivergent children are already disadvantaged and many professionals do not have the knowledge and understanding to put support in place that the children are entitled to. It is true that diagnosis shouldn’t be necessary in order to access support, but that does not mean that it should be made harder or even impossible to access diagnosis, denying legal protection that has been put in place to protect these individuals.

Changes to Autism & ADHD Referral Process – how it is affecting families now

- So i have just received forms to complete for my 4yr olds asd assessment. when the referral was made by nursery in F1 my son obviously attended and he got his ehcp. However, he is now F2 and not in school as it was too much for him. they have asked me to pass on forms to his school. What do i do now he isn't at school?"

Leisure Activities

- Announcement of SEND Climbing session at Dinton Pastures - On Thursdays 2-5pm???... don't our kids need to be in school. Mine gets home in the taxi at 4pm so these sessions are not really accessible to kids on SEN schools

Feedback on SEND Drop-in Sessions with Jamie Conran/Sally Furness

11 with Jamie Conran (face-to-face) & 6 with Sally Furness (online)
Initial feedback from families was very positive, they were grateful for the opportunity to speak to Jamie or Sally directly. We will contact the families in January to see if progress has been made with the issues they raised.

Feedback end Jan '25 - We had 7 responses from the 17 families who attended the sessions

All said that the sessions were useful, and they felt listened to and heard. Many requested that these sessions continue.

2 of the 7 said that progress had been made following the meeting.

Comments:

- it was really useful to talk to Jamie face to face and we felt that he listened and took on board our concerns. However, we are still waiting for a follow-up meeting
- The meeting was good. Follow through not so much
- The Teams meeting with Sally last month was very informative and useful. We followed Sally's advice and had a useful early Annual Review meeting for my child at their school today.
- I did find the 1:1 session with Jamie Conran useful and received a follow up email which moved my query forward.
- Meeting useful, relevant professionals contacted, but none have followed up. I have contacted many times to ask for progress reports I have not had a response, so it now feels like another let down and waste of my time and effort when I am already struggling.