

Feedback From Families – Summer Term 2026

Overall Themes from Families for the Term:

- **Annual Reviews** not happening in a timely manner - Statutory processes not met, lack of clarity, and concerns about amendments and implementation.
- **Schools not meeting SEND needs** or communicating effectively - Concerns about poor communication, lack of reasonable adjustments, inconsistent SEN support, information not being shared between staff, and schools failing to implement agreed provision.
- **SEND team communications** - Families reported poor communication from the SEND team.
- Children missing education and delays in accessing support - Ongoing concerns about **part-time timetables**, **EOTAS**, children out of school, delays accessing provision such as **MAIC panel**, and schools stating they cannot meet need due to funding or process barriers.
- Need for **clearer information**, guidance and post-diagnosis support - Families continue to seek clearer information about the EHCP process, SEND support, available services, post-diagnosis pathways, and Preparing for Adulthood.
- **Health service** access and wider support challenges - Concerns around waiting times, **wheelchair services**, **mental health support**, access to health services, and the impact of **poor coordination** between education, health and social care.
- Positive feedback about **SENDIASS service** and **Immunisation team**. Along with praise for **Bulmershe school** SEN support and **CAMHS counselling** support for child taking exams.

Coffee Mornings & SENDIASS Drop-in's

From January 2026 SVW host a coffee morning alongside the SENDIASS drop-in and chat to parents and gather feedback/signpost.

Total attendees Summer Term = 36

Comments from those attending the drop-ins:

April 14th (5 families)

- School not working or coproducing with families. Not doing or helping with EHCP applications when they said they would
- Schools not providing information about SENDIASS and how they can help and support families

- Use of EHCP to “manage” children out of school as say they can’t meet need once an EHCP issued.
- Affect on whole family, especially siblings is huge. Many parents feel guilt for letting their children down
- Families sharing information with senior leaders/SENCOs at school, but this information is not filtering down to individual class teachers and therefore the children’s needs are not being met in the classroom

May 1st (8 Families)

- Lack of support from school
- School not believing what parents are saying to them
- SEND Reforms – good ideas but any changes need proper accountability which is independent from a school’s complaints process

May 12th (5 families)

- Schools making promises about adjustments and interventions, but these are not being provided to the child. Lots of changes in SLT leading to a lot of uncertainty
- Part-time timetables (2 families) - families given little notice, part-time timetables not explained and families not really given opportunity to disagree with implementation.
- Families not told about SENDIASS or any other support available, had been led to think that support would only be available once child received a diagnosis (child just referred to ND pathway)
- Confusion about whether a child should be on the SEN register at school. Leading to poor communication with school and it being very unclear what help and support the child is getting
- Annual Review process not being followed by school, paperwork not received 2 weeks before meeting. Paperwork poor, with things just being removed from the EHCP with no additional reports to support this.

June 5th (6 parents)

- EHCP application advice, including 1 family where school will not do the application
- Post-16 advice
- Parent attended the session on Tuesday 2nd and felt frustrated by the process. They believes there needs to be a complete structural change, with attendees held accountable for the report and greater transparency around roles and decision-making, particularly regarding tribunals, which they feels are often unlawful. The parent is exhausted from repeating the same concerns without being heard. They suggested regular parent/carers meetings so WBC can continue hearing feedback and be held accountable for actions agreed at previous meetings. They also expressed concern about some of the responses given by the panel.

June 16th (3 parents)

- Challenges with EP report correlating with EHCP issue – only in draft version so wanting some advice on what needs to be done. EP also had multiple phone conversations with parent which were not reflected in EP report. SVW also spent time with parent signposting to various services for support for child and parent.
- Post diagnosis support – child had recent autism diagnosis and parent reported not knowing where to go next as there is lots of information that isn't very clear and hard to navigate.
- Praise for Bulmershe Secondary school and how well they have supported SEN child.
- Praise for CAMHS counselling service supporting very anxious child through GCSEs

July 3rd (7 parents)

- EHCPs naming resource bases and challenges around any time within mainstream classes.
- Chiltern Way – doing great things, really supportive and lots of early intervention.
- Other schools in the area refusing to support with EHCP applications.
- Year 5 pupil parent looking to review secondary schools and wondering where she stands with this
- Parent of child with a new diagnosis looking for guidance on next steps.

July 14th (2 Parent/carers)

- New autism diagnosis – support on lack of support in school.

SENDIASS Training courses

SEND Support in School – Wednesday 6th June (5 parents attended/12 booked)

- Masking - school not seeing behaviours that are happening at home and reluctant to put in support like a fidget toy to support the child in class
- OT assessments - a number of the children could benefit from this, but all that is offered is an online webinar, not practical support in school
- Schools not communication with families about what provision they are putting in place to support the children. Improved communication would be welcomed

EHCP Process – Wednesday 6th May (5 parents attended)

- Parents required more information about the steps of the EHCP process
- Due to staff changes, provision that had been in place being stopped
- Concerns about right to mainstream following EHCP process

Preparing for Adulthood - Tuesday 23rd June (4 Parents attended)

- Parents would like more information

EHCP Annual Reviews Process - Wednesday 15th July (3 parents attended)

- Parents saying they are getting amendments/feedback quicker from SEND team
- Positive feedback about the support provided by SENDIASS through the EHCP process
- Parents are unsure about who "runs/starts" the AR process

Area SEND Inspection & SEND Reform Update with WBC & Health on SEND Improvements – 2nd June @ Holt School

26 parent carers attended

Themes & Question raised by the families at the session:

Immediate support for children and young people

What is being done now to support children currently being failed by the system, including those out of education, waiting for assessments, or experiencing school-based trauma?

Confidence in SEND Reform and delivering meaningful change

What will be different this time, how will reforms be funded, and how will services ensure improvements are implemented rather than repeated promises?

Communication, partnership working and rebuilding trust

How will services improve communication, reduce silo working, listen to families, rebuild trust, and ensure parents and young people are treated as partners and experts?

SEND processes, accountability and transparency

Questions about SEND Panels, complaints, governance, regulation, decision-making, accountability, staffing levels, and tribunal costs, with calls for greater transparency and clearer escalation routes.

School capacity and inclusion

Concerns about school place planning, staffing levels (SENCOS and TAs), workforce development, school accountability, and ensuring schools can meet the needs of children with SEND.

Mental health and family wellbeing

Questions about support for parental mental health, access to CAMHS and wider mental health services, and recognising the impact of SEND on the whole family.

You can read the full Q&A's here: [Q&As 2nd June](#)

The slides presented by WBC & Health on the night are here: [Update for Families 2nd June](#)

General Questions / Comments Summer Term '26

General feedback from families collected throughout the term.

Feedback from WBC website post: [Council and partners commit to improving SEND support](#)

- So Wokingham have published a statement about their Ofsted report. It seems they are focusing heavily on the health parts and have seemingly dismissed the parts about children out of education, part time timetables, the lack of cohesive and joined up approach.

Why have they glossed over the main issues relating to education? There is a very small part of their statement about making sure children receive the support in their EHCP's but again this seems to have a slant in health!

It's just disappointing and upsetting that they cannot admit their own failings and turn it around to make it sound like health are the issues when the report identified major issues with the education as well but their statement glosses over this. I think it is fundamental wrong to be able to release a statement like this does not cover the true extent of the report.

At the end of the day we are all human and we get things wrong. But not owing up to those errors and failings is worse and compounds the lack of trust and faith in a system. You're told are there to support and ensure the best for your child.

- A great quote I got in the last 6 months from someone pretty high up when I asked them directly for help with the awful situation my family were in was:

"My hands are tied."

I have thought about those words a lot. I understand systems are complex. I understand funding pressures exist. I understand people working within those systems often care deeply and are doing their best within impossible constraints.

However, having said that, this learning is coming at the expense of children.

Children only get one childhood. Families only get one chance to get those early years right. Children cannot wait years for systems to catch up whilst they fall out of education, reach crisis point, or while families fight exhausting battles just to access support that should have been there from the beginning.

Support written on paper must become support that consistently exists in practice.

I hope people really read reports like this and sit with what sits behind them. These are not statistics. These are children. Families. Real lives

My hope is not blame. My hope is learning, accountability and meaningful change — so that fewer families hear "my hands are tied", and more families hear:

"We hear you. We understand. We will do better."

- It's all very well having laws guidelines and policies in place, and providing training for parents but the bottom line is Wokingham, and the NHS are being allowed to continue to break the law and people with learning disabilities are being discriminated against and dying early due to their continuing incompetence

- It's not a flex to say you've spent £40 million and things are still so bad (quote from a young person)

SEND Team Communications/Complaints process

- Yet again a SEND Caseworker leaves with no communication. Found out via social worker in a meeting even the EOTAS Lead didn't know, and she'd been chasing the Draft EHCP following annual review (in March)
- Families not getting responses, even when in tribunal process when they want to try and resolve issues
- A number of communication issues raised by families
- concern that responses from the LA are not accurate and no attempt to find out any background information when a child has been out of school for 3 years.
- SEND team not responding to concerns raised by family and in addition not responding to complaints process
- Lack of communication from SEND team despite repeat emails about child unable to attend school

EHCP/Annual Review Process

- Numerous concerns raised about timeliness of Annual Reviews
- My child AR was in April and I've not had anything from the LA
- My child's annual review was done in February; I got the forms back from Wokingham SEN team in July for me to check. My school sent them the same day (I know this as I work at the school)
- We had annual review in January. Got final updated plan last week. And that was with considerable chasing.
- My child's AR meeting was at the end of April. Still haven't had the LAs decision
- School sent feedback 5 weeks after the meeting and 3.5 weeks later the LA haven't fed back

SENDIASS

- Positive feedback about support given to family with 2-year ongoing issues

Preparing for Adulthood

- I could do with a (support) group that understands this age group, it's really difficult! I thought Sen / EHCP and school provision was a fight but well it just seems to get harder

EOTAS

- Summary feedback from a number of EOTAS Families:
The EOTAS lead has been a positive and refreshing change compared to previous experiences with the SEND service. She is responsive, supportive, knowledgeable, and takes time to understand both the child and family. Her experience and communication style have helped families feel listened to and acknowledged, particularly in recognising the significant role parents play in coordinating EOTAS provision.
However, little has changed in practice. Delays, lack of accountability, poor communication, and failure to implement provision remain major issues within the SEND service. The EOTAS lead appears to face the same barriers as parents, including unclear processes, vague panel feedback, and difficulty getting action from the SEND team.
- While communication from the EOTAS lead is good, her role has also added another layer between families and the SEND service, reducing direct communication and accountability. It can feel as though the SEND service now hides behind the EOTAS lead, while core issues around ensuring provision is delivered remain unresolved.
- There is also ongoing confusion about the purpose and responsibilities, with inconsistencies between expectations and what happens in practice. Although the EOTAS lead is clearly committed and working hard to support families, the wider system continues to prevent meaningful progress and timely support for children and young people.
- Parent reports ongoing confusion and inconsistency around EOTAS roles and responsibilities, with a lack of clarity over who is accountable for implementing provision. It has resulted in another term without appropriate education, as the EOTAS lead has been unable to ensure case officers progress cases, take requests to panel, or put education in place. Other families are experiencing similar issues, raising wider concerns about the effectiveness of the system for the growing number of children with EOTAS

Schools

- Child awaiting ADHD diagnosis, blanket no from school for child to use a fidget toy in class to help concentration
- I am deeply saddened to be sharing this and will be taking the matter through the appropriate channels. Following a meeting with my child's secondary school, I discovered that vital information about my child's multiple SEND needs, serious medical condition, healthcare plans, and pending EHCP had not been consistently shared with staff, including supply teachers. This communication failure put my child's health and safety at risk and has led me to withdraw them from the school. I am sharing our experience to encourage other parents and carers of children with SEND or medical needs to check that essential information is being shared with all relevant staff, as failures in communication can have serious consequences for a child's wellbeing and safety.
- The secondary school has been very supportive in preparing my Year 6 child for transition. They have agreed to uniform adjustments, including wearing a black T-shirt, joggers and

trainers. This will make a significant difference, as my child would not be able to wear the standard uniform; this small change may help them return to mainstream education.

- Child out of school still waiting for MAIC panel for advice for school
- A number of queries about part-time timetables, who agrees them and how long they can be in place for.
- School unable to meet need and have not provided any alternative provision for child out of school for a term because they have run out of money
- 6 month wait for MAIC panel
- Lack of consistency for children being added to school SEN register, child would only be added if case opened with LA Early Help, even though child not able to attend school
- School not meeting needs of dyslexic child with EHCP.

Wheelchair Services

- Family have struggled to contact the wheelchair service for a long time (since August 25). They attended my child's school without informing me or the school and accessed their RIO records. Despite my child previously receiving two wheelchairs and being assessed by RBH, they are now refusing support, saying there is no clinical need. The family spoke to someone claiming to be an OT, though since they have been told they may not be. They were rude, dismissive, and wrongly insisted hypermobility cannot exist without EDS, despite the child's diagnosis and clear evidence. Family still can't get hold of anyone, emails and calls go unanswered —overall, a very poor service
- My child was referred a year ago, I got a letter to say they were transferring over to AjM. I called at the start of April and was told they had my child's application but couldn't find the paperwork from the Dr. I refilled it out and sent it back but they are saying they do not know how long it will take for an assessment, they did tell me over the phone my child would be fitted for a wheelchair. I have raised a complaint and the response was that they are busy and will update me when they have availability.
- Concerns raised by family about whether AJM should have been commissioned by the ICB due to concerns being previously raised in parliament about the service AJM provide.
- Families concerns and complaints still not being answered. Only responses received have been generic.
- We are now being contacted by adults who have similar issues to the children – these families are being directed to appropriate Adult services

Social Care/Children with Disabilities Team/ Short Breaks

- Early Help workers only recommend a "parenting" course for a child who has EBSA for 1 year

Health

- Ongoing concerns over access to services. Now raised with ICB, but they are not able to look at historical events, only what can be done in the future, therefore it is hard to learn how to improve going forward.
- Positive feedback about the immunisation team:
 - You were amazing in supporting my son. Thanks to your support and patience he is fully vaccinated. Are you offering support with the men B vaccine for eligible young people?
 - I can vouch that they are truly incredible and will do everything they can to help support you and your child!