

West Northants Voices in Partnership

Annual Survey of Special Educational Needs (SEND) Services: Baseline Analysis Report

June 2025

Contents

Contents.....	3
Introduction.....	4
Executive Summary.....	5
The Characteristics of Children and Young People with SEND Need Across West Northamptonshire.....	6
What Is Your Child or Young Person's Main Area of Need/Difficulty?.....	6
What Type of Setting or Provision Does Your Child or Young Person Attend?	8
What Educational Support Does Your Child Receive?.....	10
SEND Service Experience Across West Northamptonshire	11
Education Settings.....	13
Social Care Services	15
Health Services	17
Example Survey Responses	20
How Could Service Provision be Improved?	21
Children Experiencing Reduced Educational Provision and Exclusion	23
Reduced Timetable	23
Removal From School	26
Example Survey Responses	30
Annex A Service Experience for Different Groups.....	31
Key Facts and Figures	31
Annex B Profile of Survey Respondents: Who Responded to the Survey?	37
What is Your Gender and Age?.....	37
Would you Consider Yourself to Have Special Educational Need(s) and/or a Disability?	39
How Many Children and/or Young People with SEND do You Have?	40
What is Your First Language?.....	40
What is your Ethnicity?.....	41

Introduction

West Northants Voices in Partnership (WNVP) is the official strategic partner for parents & carers of children with special educational needs and/or disabilities (SEND). WNVP work in partnership with the Local Authority and other local care providers to improve the quality of life for all SEND children and families in West Northamptonshire. WNVP have produced a survey to gather a wide range of views from parents within the Local Authority regarding many aspects of support for children and young people with SEND. The first iteration of the WNVP survey of SEND services was produced in 2024, and will be updated annually.

This report provides data analysis and visualisation of the 2025 survey responses and will be used as a baseline from which to measure progress in terms of the delivery of SEND services across the Local Authority.

The report has been broken down into the following sections:

- The characteristics of children and young people with SEND need across West Northamptonshire
- Service experience across West Northamptonshire
- How could service provision be improved?
- Children experiencing reduced educational provision and exclusion
- Annex A: Service experience for different groups and communities
- Annex B: Profile of survey respondents: who responded to the survey

Executive Summary

The 2025 survey highlights a broadly negative perception of SEND services, with 64.5% of respondents rating services as “Poor” or “Very Poor”, up from 54.6% in 2024.

Universal Issues

Across education, health and social care services, respondents consistently pointed to:

- Long waiting lists and poor accessibility (notably in health and social care)
- Inconsistent communication and a lack of clarity around processes such as EHCPs
- Fragmented service coordination, with families often feeling like they have to fight for support

Top 5 Cohorts Scoring Above Average

Some cohorts reported comparatively positive experiences:

- **Children with Down Syndrome** – highest overall rating of 2.9/5 across all services
- **Children with Speech, Language and Communication Needs** – average rating of 2.5/5
- **Children attending Special Schools** – average rating of 2.5/5
- **Children in Units within Mainstream Schools** – average rating of 2.5/5
- **Families in NN4 (South Northampton/Wootton)** – average rating of 2.5/5

Top 5 Cohorts Scoring Below Average

Some cohorts reported comparatively negative experiences:

- **Children with PDA** – lowest overall rating of 1.7/5 across all services
- **Children with ADHD/ADD** – average rating of 1.7/5
- **Children with Autism Spectrum Disorder or Learning Difficulties** – average rating of 1.9/5
- **Children attending Independent Specialist Schools** – average rating of 1.9/5
- **Families in NN5 (West Northampton/Upton)** – average rating of 1.5/5

The Characteristics of Children and Young People with SEND Need Across West Northamptonshire

This section provides a summary of the characteristics of the children with SEND need across West Northamptonshire including their age, primary needs, educational setting and educational support.

This has been benchmarked against open data on SEND characteristics across West Northamptonshire¹, to establish how representative the survey is and whether any groups have been under reported. *However, when making comparisons between the data from the WNVP survey and the published SEND data, it is important to note that a) the published SEND data only includes information on pupils in maintained school settings; b) the WNVP data allows respondents to include more than one primary need.*

Analysis of primary SEN across all state-funded schools in West Northamptonshire in 2024/25 reveals that the most common primary need is Social, Emotional and Mental Health (SEMH), with 23.8% of pupils falling under this SEN status. This is followed by Speech Language and Communication Needs (19.1%) and Autistic Spectrum Disorder (16.0%).

As such, respondents who fall into the 'Other' category in this survey (encompassing SEMH, as well as a range of other conditions) may have been underrepresented, with only 6.5% of survey respondents reporting an area of need/difficulty in the 'Other' category. Autistic Spectrum Disorder was the most prominent need reported by parent/carers in this survey (35.5%), meaning that this group are overrepresented in these findings in comparison to the West Northamptonshire average.

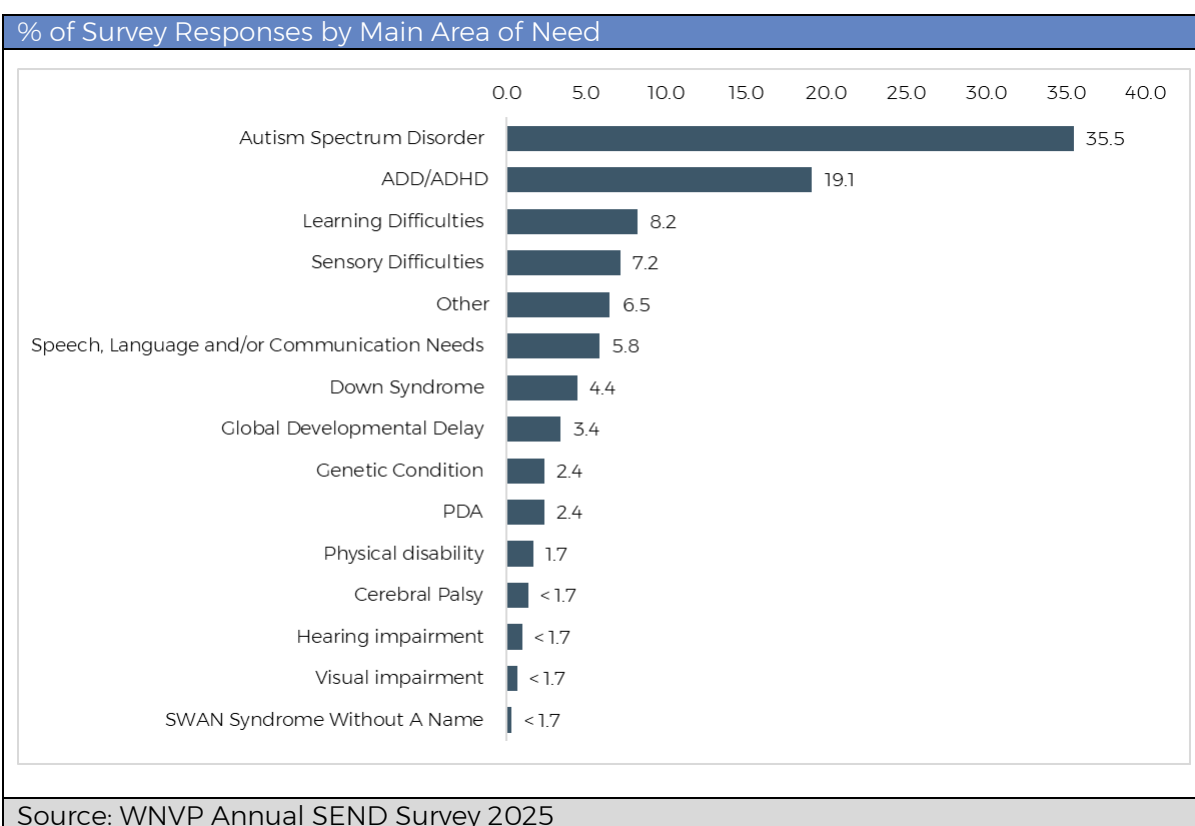
What Is Your Child or Young Person's Main Area of Need/Difficulty?

The three most prominent areas of SEN need recorded by parent carers were Autism Spectrum Disorder (35.5%), Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD) (19.1%) and Learning Difficulties (8.2%). *Please note, some children were recorded in more than one area of need/difficulty.*

Main Area/Difficulty	Number of Survey Responses	% of Survey Responses
Autism Spectrum Disorder	104	35.5
ADD/ADHD	56	19.1
Learning Difficulties	24	8.2
Sensory Difficulties	21	7.2

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25>

Other ²	19	6.5
Speech, Language and/or Communication Needs	17	5.8
Down Syndrome	13	4.4
Global Developmental Delay	10	3.4
Genetic Condition	7	2.4
PDA	7	2.4
Physical Disability	5	1.7
Cerebral Palsy	< 5	< 1.7
Hearing Impairment	< 5	< 1.7
Visual impairment	< 5	< 1.7
SWAN Syndrome Without a Name	< 5	< 1.7



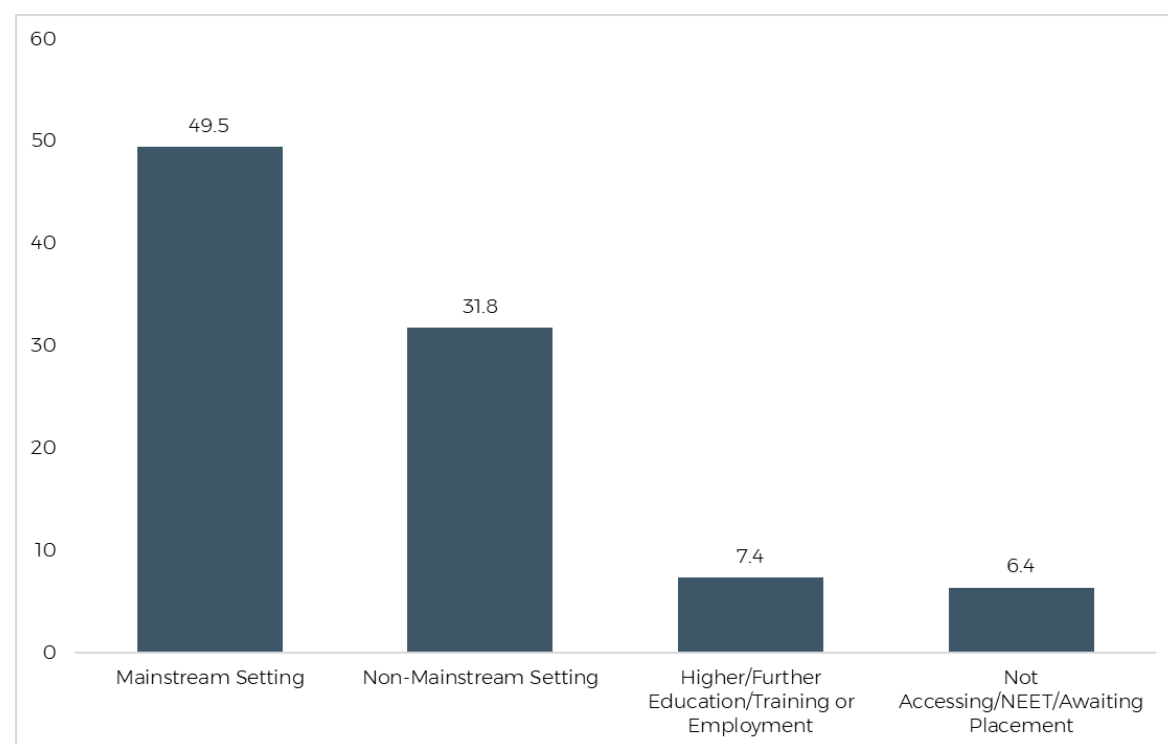
² The 'Other' category includes the following areas of need: Social, Emotional and Mental Health (SEMH; including anxiety, avoidant/restrictive food intake disorder (AFRID) and PICA), dyslexia, dyspraxia, Tourette's syndrome, Ehlers Danlos, epilepsy, processing disorder, Allan-Herndon-Dudley Syndrome (AHDS) and multi-sensory impairment (MSI).

What Type of Setting or Provision Does Your Child or Young Person Attend?

Just over 40% of respondents reported that their child or young person attends a mainstream school, whilst 13.2% reported attendance at a Special School.

Type of Setting or Provision	Number of Survey Responses	% of Survey Responses
Mainstream School	82	40.2
Special School	27	13.2
Further Education (Includes All Level Courses)	10	4.9
Adult Day Services	9	4.4
Independent Specialist School	8	3.9
Unit, Within a Mainstream School	8	3.9
Electively Home Education (No Other Options)	7	3.4
Not Accessing a Setting	7	3.4
Alternative Provision	6	2.9
Nursery/Early Years Provider	6	2.9
Awaiting a School Placement	5	2.5
Independent Mainstream School	5	2.5
Employment	<5	< 2.5
Specialist College	<5	< 2.5
Education Otherwise Than at School (EOTAS)	<5	< 2.5
Apprenticeship	<5	< 2.5
Electively Home Education (By Choice)	<5	< 2.5
Flexi-School	<5	< 2.5
NEET (Not in Education, Employment or Training)	<5	< 2.5

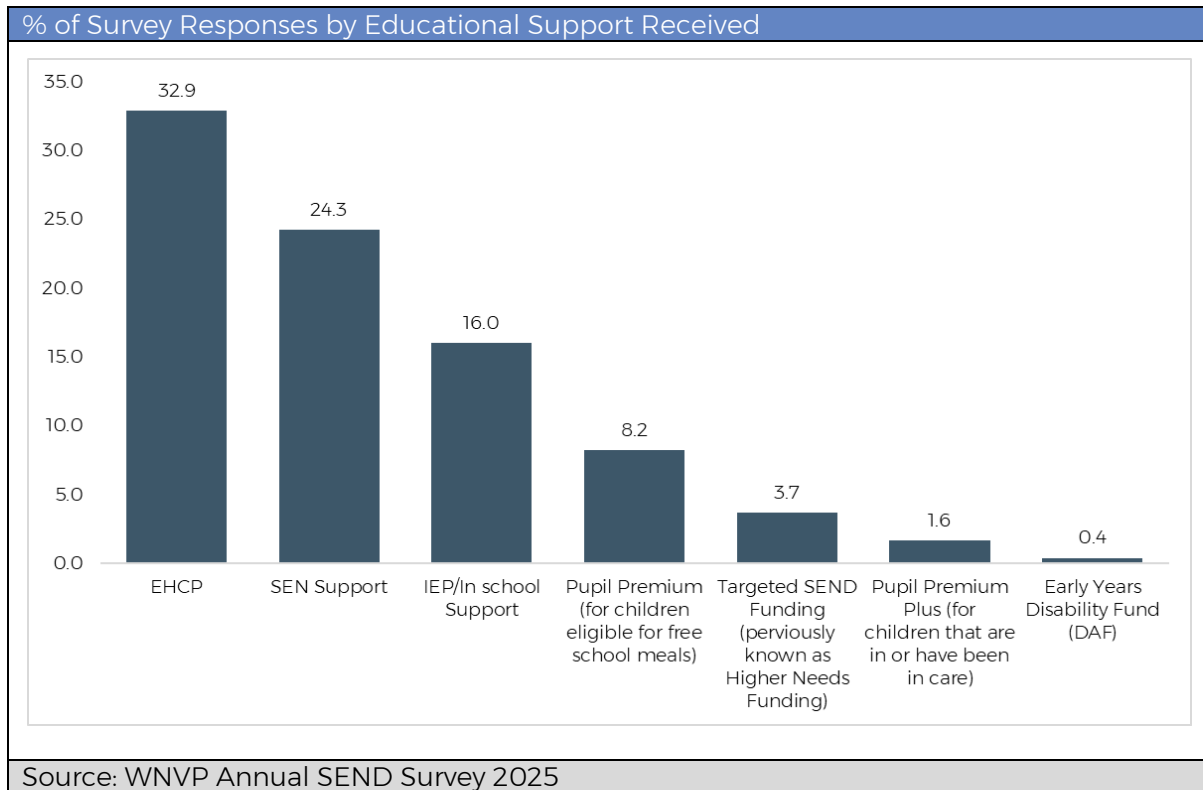
% of Survey Responses by Type of Setting or Provision Child Attends



Source: WNVP Annual SEND Survey 2025

As shown in the chart above, just under one third (31.8%) of children are in a non-mainstream setting (including special schools, alternative provision, home education, EOTAS or adult day services), 7.4% are in Higher or Further Education, training or employment and 6.4% are Not in Education, Employment or Training (NEET), including those not accessing a setting or currently awaiting a school placement.

What Educational Support Does Your Child Receive?

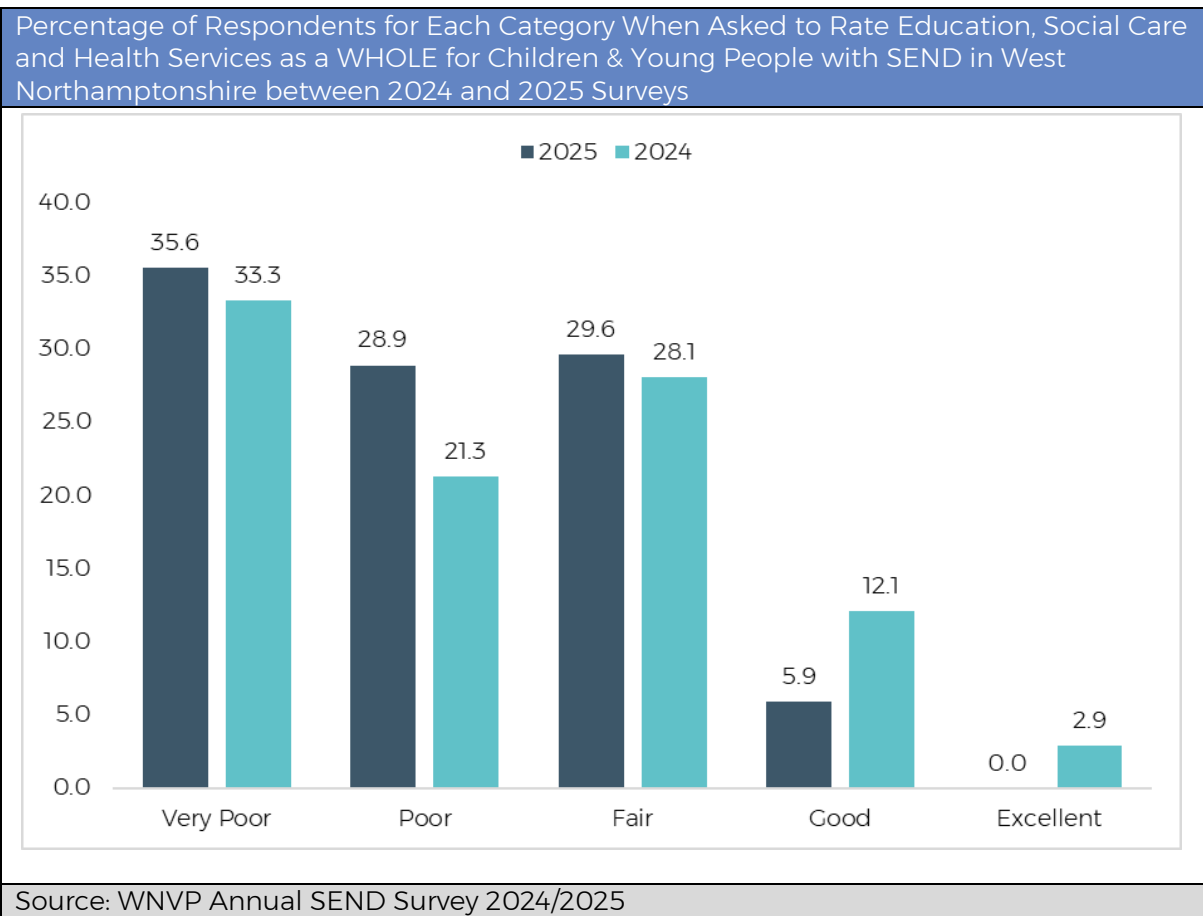


The highest proportion of survey respondents reported that their child received support through an Education, Health and Care Plan (EHCP; 32.9%), whilst 24.3% received SEN support and 16.0% had an Individualised Education Plan (IEP)/In school support. A lower proportion of respondents reported support through Pupil Premium (8.2%), Targeted SEND Funding (3.7%), Pupil Premium Plus (1.6%) and Early Years Disability Fund (DAF; 0.4%).

SEND Service Experience Across West Northamptonshire

This section explores the differences in experience of Educational, Social Care and Health services for different communities across West Northamptonshire. The analysis focuses on ratings for quality of service, where 1 = very poor, 2 = poor, 3 = fair, 4 = good and 5 = excellent.

As shown in the chart below, over half of respondents rated these services as either ‘Poor’ or ‘Very Poor’ (64.5%) in 2025, an increase from the 54.6% who rated them negatively in 2024. There has also been an overall decline in positive ratings between the two annual surveys, with ‘Good’ ratings dropping from 12.1% in 2024 to 5.9% in 2025, and ‘Excellent’ ratings dropping to 0%.



The table below breaks the 2025 responses down by condition, education support, educational setting and location³. *A more detailed breakdown of service experience for individual services by condition and educational setting is provided in Annex A.*

Parent carers whose children have *Down Syndrome* rated the Education, Social Care and Health services as a whole most positively, with an average rating of 2.9 out of 5. On the other hand, the services were rated most negatively by parent carers whose children had *Pathological Demand Avoidance* (PDA; 1.7).

³ Note, responses are shown for those categories with five or more respondents.

When thinking about the Education, Social Care and Health services as a WHOLE, for Children & Young People with SEND in West Northamptonshire, how would you rate them? Responses by condition, education support, educational setting and location.	
Category	Average Rating
Condition	
Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder	1.8
Autism Spectrum Disorder	1.9
Down Syndrome	2.9
Global Developmental Delay	2.1
Learning Difficulties	1.9
PDA	1.7
Sensory Difficulties	2.1
Speech, Language and/or Communication Needs	2.5
Other	1.9
Education Support	
SEN Support	2.2
IEP/In school Support	2.1
Pupil Premium (For Children Eligible for Free School Meals)	2.2
EHCP	2.2
Educational Setting	
Mainstream School	2.0
Special School	2.5
Independent Specialist School	1.9
Further Education (Including All Level Courses)	2.1
Unit, Within a Mainstream School	2.5
Location	
NN1 (Central Northampton)	2.4
NN2 (North Northampton town, Kingsthorpe, Boughton) ⁴	1.9
NN3 (East Northampton town, Abington)	2.4
NN4 (South Northampton town, Wootton)	2.5
NN5 (West Northampton town, Upton)	1.5
NN6 (Brixworth and rural areas North of Northampton) ⁵	2.1
NN7 (Roade, Blisworth and rural areas South of Northampton)	2.0
NN11 (Daventry and surrounding areas)	1.8
NN12 (Towcester and surrounding areas)	2.3
NN13 (Brackley and surrounding areas)	1.7

Average service ratings did not widely differ between children receiving different levels of educational support. However, responses did differ across educational setting. Where

⁴ North Northampton/North of Northampton refers to the northern location of areas within the town of Northampton itself. This descriptive term is used in distinction to the Local Authority of North Northants (North Northamptonshire), which is a local government unit covering a broader area in the northern part of the county of Northamptonshire (including towns like Kettering, Corby, Wellingborough, and Rushden).

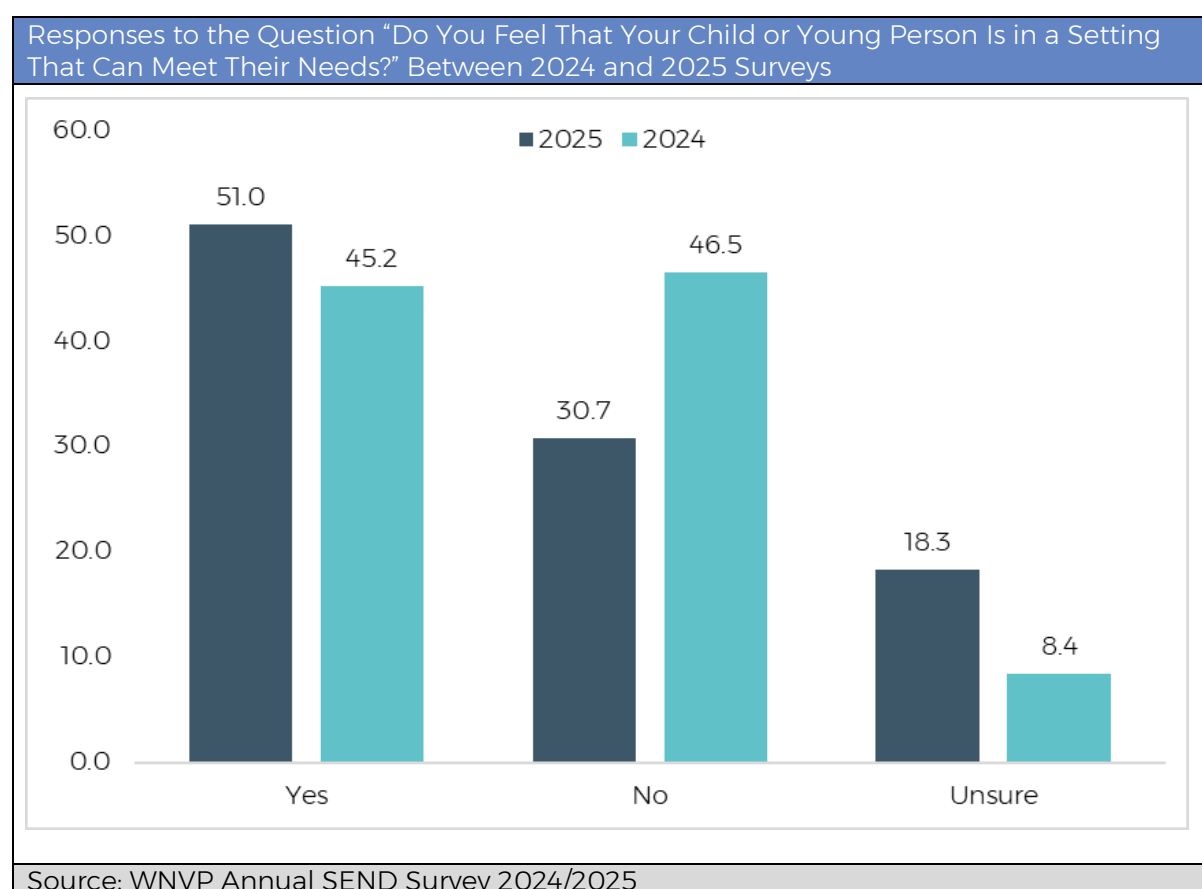
⁵ See footnote above

children attended a *Special School* or a *Unit (Within a Mainstream School)*, services were rated most positively (2.5), compared to the poorer ratings given where children attended an *Independent Specialist School* (1.9).

Finally, those located in NN5 (covering West Northampton town and Upton) rated the services most poorly (1.5), whilst those in the NN4 (South Northampton town and Wootton) location having the highest average rating of the services (2.5).

Education Settings

The majority of respondents felt that their child was in a setting that could meet their needs (51.0%) – an increase from 45.2% in 2024. This suggests a positive shift in confidence or satisfaction with placements.

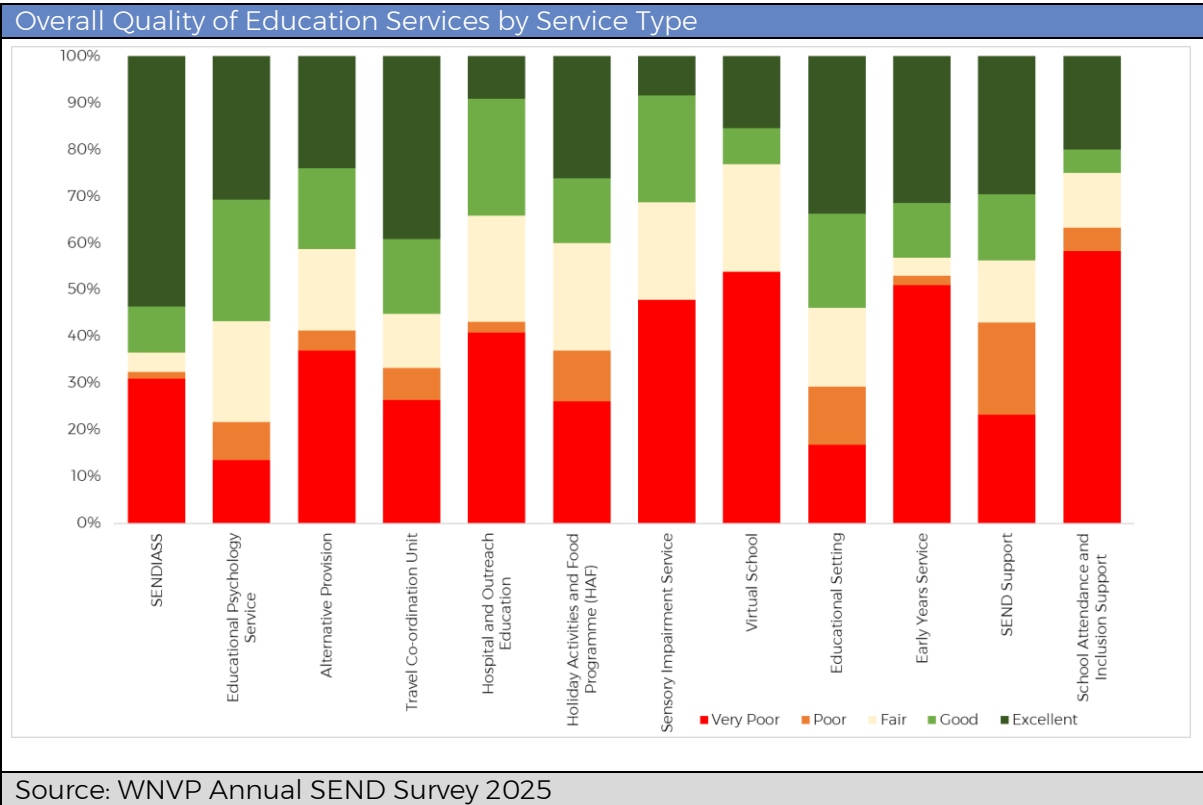
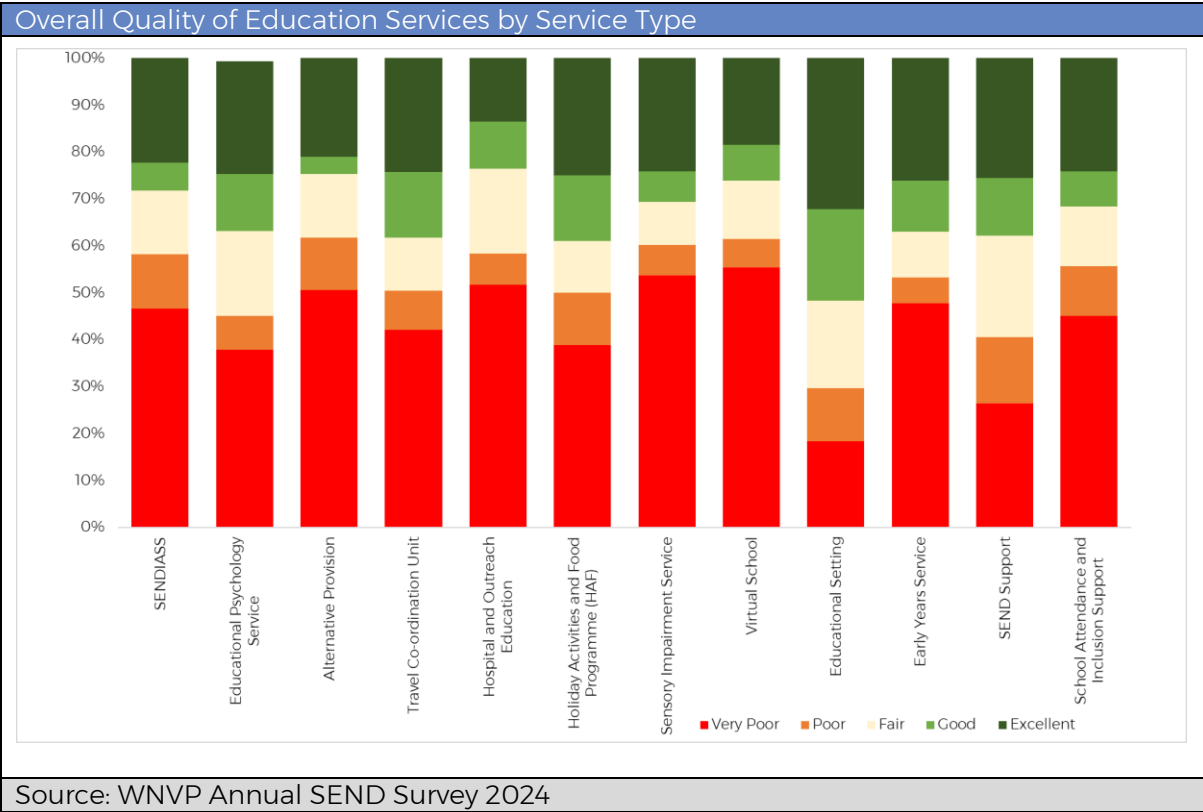


The charts below compare how respondents rated different education services in the 2024 and 2025 annual surveys, arranged in order of the services that saw the greatest reduction in negative ratings over this period.

The most positively rated education service in 2025 was *SEND Information, Advice & Support Service (SENDIASS)*, where 63.4% of respondents rated this service as either ‘Good’ or ‘Excellent’. *Travel Coordination Units* and *Educational Settings* also received a high proportion of positive ratings (55.2% and 53.8%, respectively).

By contrast, *School Attendance and Inclusion Support*, *Virtual Schools* and *Early Years Service* had the most negative ratings in 2025 (with 63.3%, 53.9% and 52.9% of respondents rating these services as either ‘Poor’ or ‘Very Poor’, respectively).

From 2024 to 2025, perceptions of education services have largely improved, with fewer respondents rating them as 'Poor' or 'Very Poor.' *SEND Information, Advice & Support Service (SENDIASS)* and *Educational Psychology Services* stand out with the most significant improvements, while *School Attendance and Inclusion Support* was the only service to see a rise in negative ratings, increasing by 7.7 percentage points.

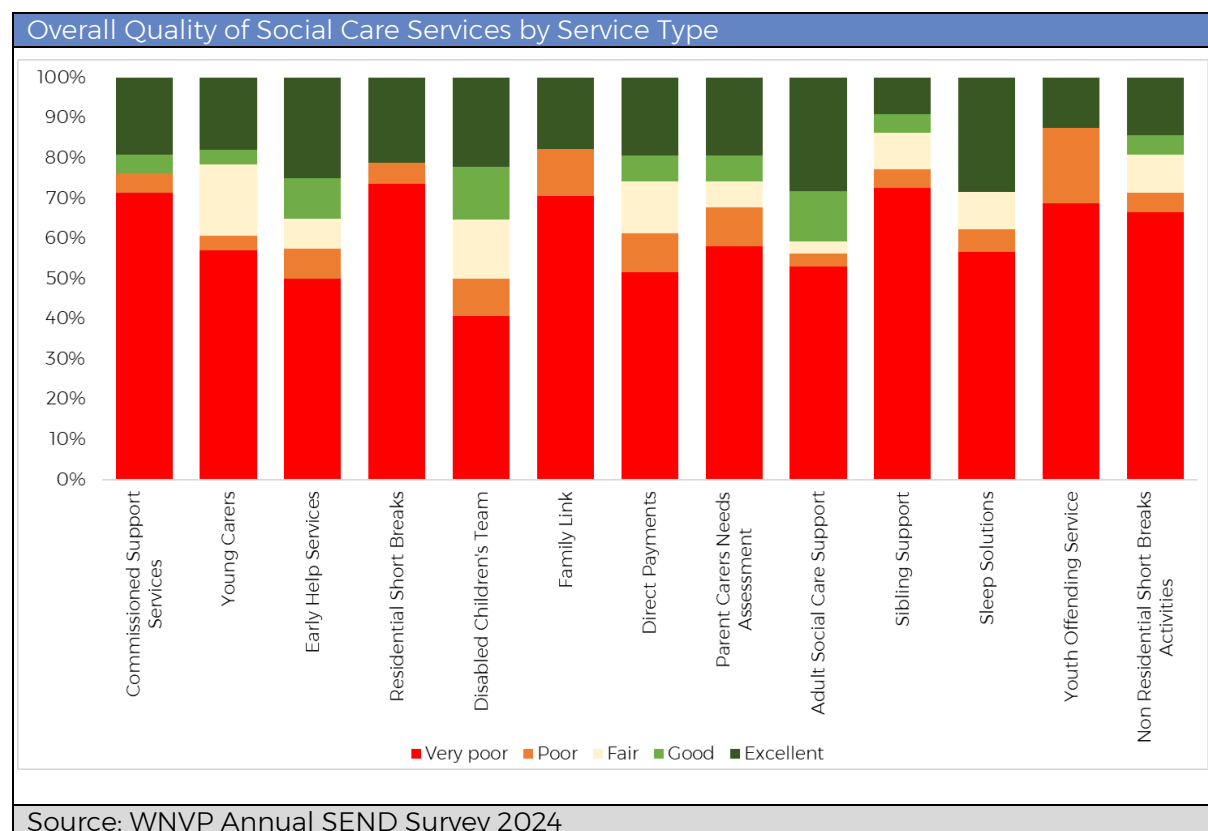


Social Care Services

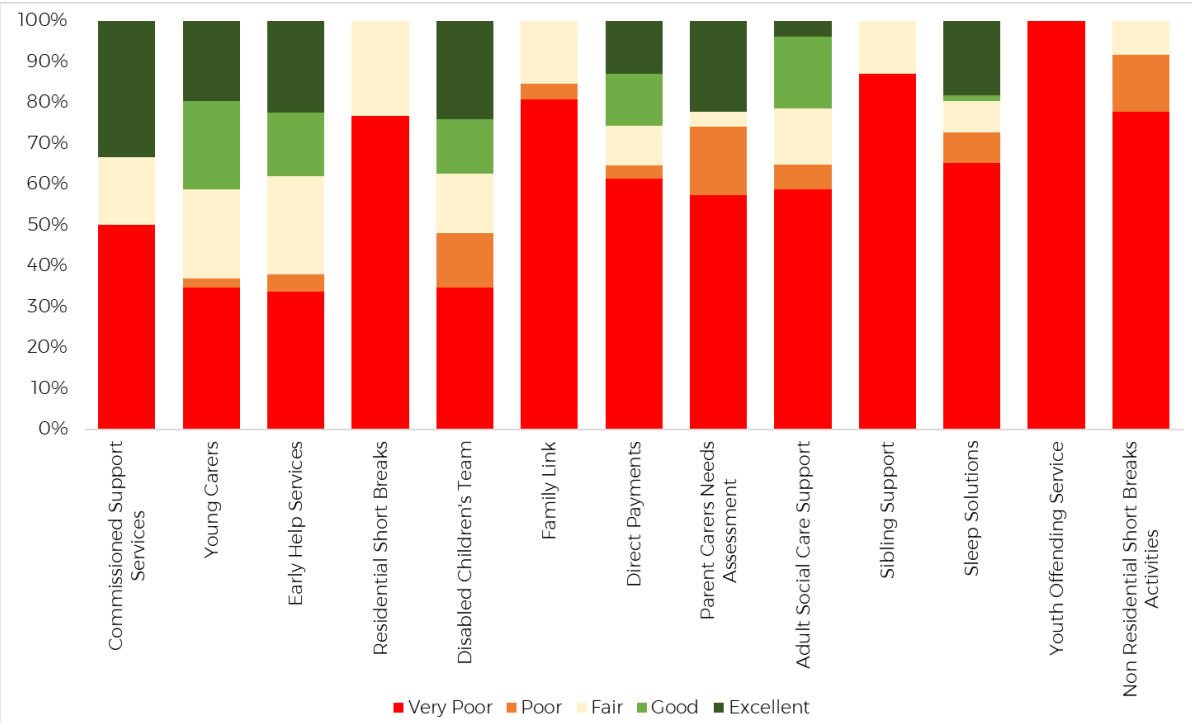
The charts below compare how respondents rated different social care services in the 2024 and 2025 annual surveys, arranged in order of the services that saw the greatest reduction in negative ratings over this period.

Overall, social care services were rated more negatively in 2025 in comparison to education services. The most positively rated social care service in 2025 was *Young Carers*, where 41.3% of respondents rated this service as either 'Good' or 'Excellent'. By contrast, *Youth Offending Services*, *Non-Residential Short Breaks* and *Sibling Support* had the highest proportion of respondents rating these either 'Poor' or 'Very Poor' (100.0%, 91.7% and 87.1%, respectively).

The proportion of respondents rating social care services as 'Poor' or 'Very Poor' has generally decreased from 2024 to 2025, with notable improvements in *Commissioned Support Services* and *Young Carers* (>20% reduction in negative ratings). However, *Non-Residential Short Breaks Activities* saw a significant rise in negative responses, increasing by 20.2 percentage points, alongside smaller increases for a few other services.



Overall Quality of Social Care Services by Service Type



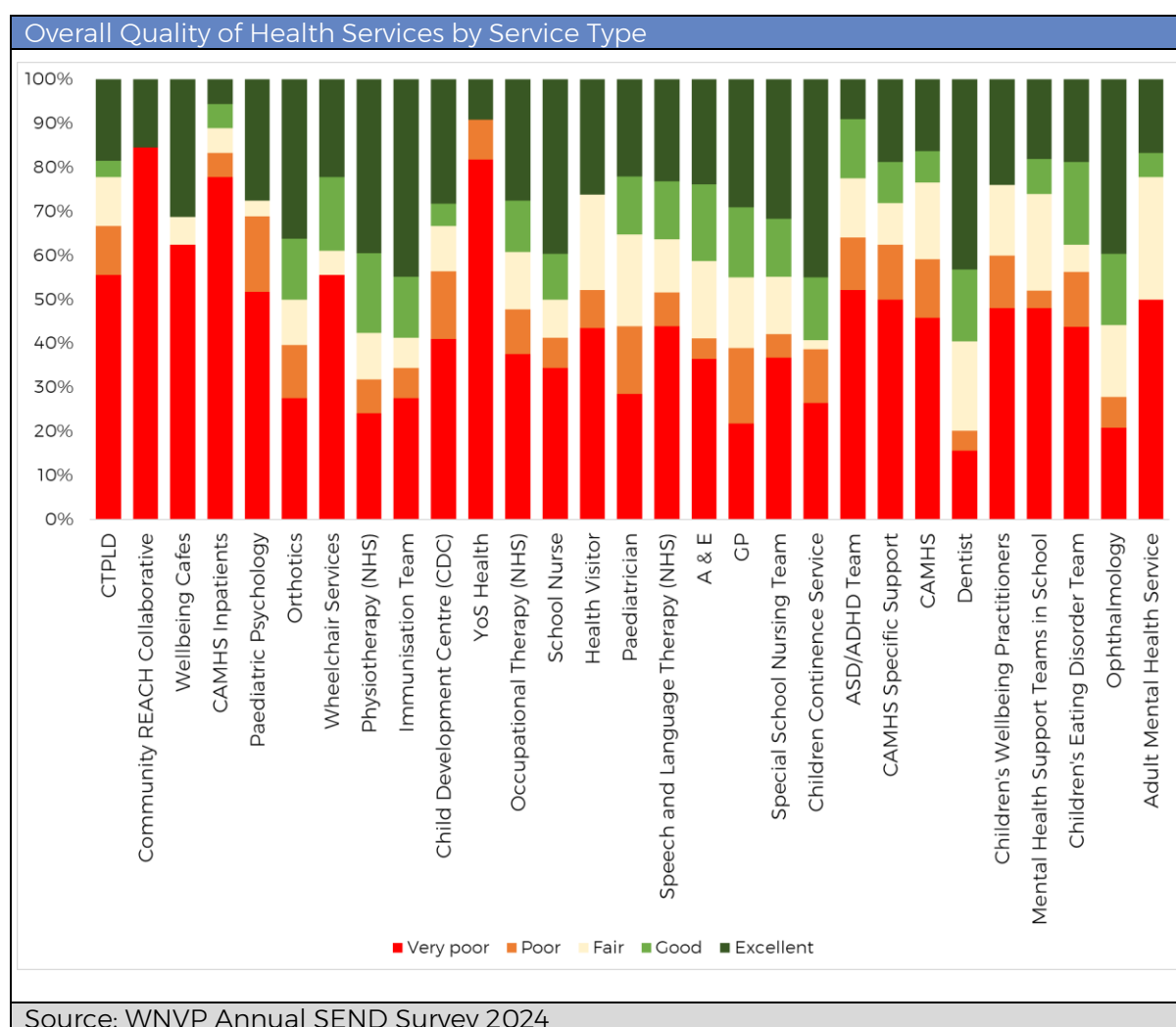
Source: WNVP Annual SEND Survey 2025

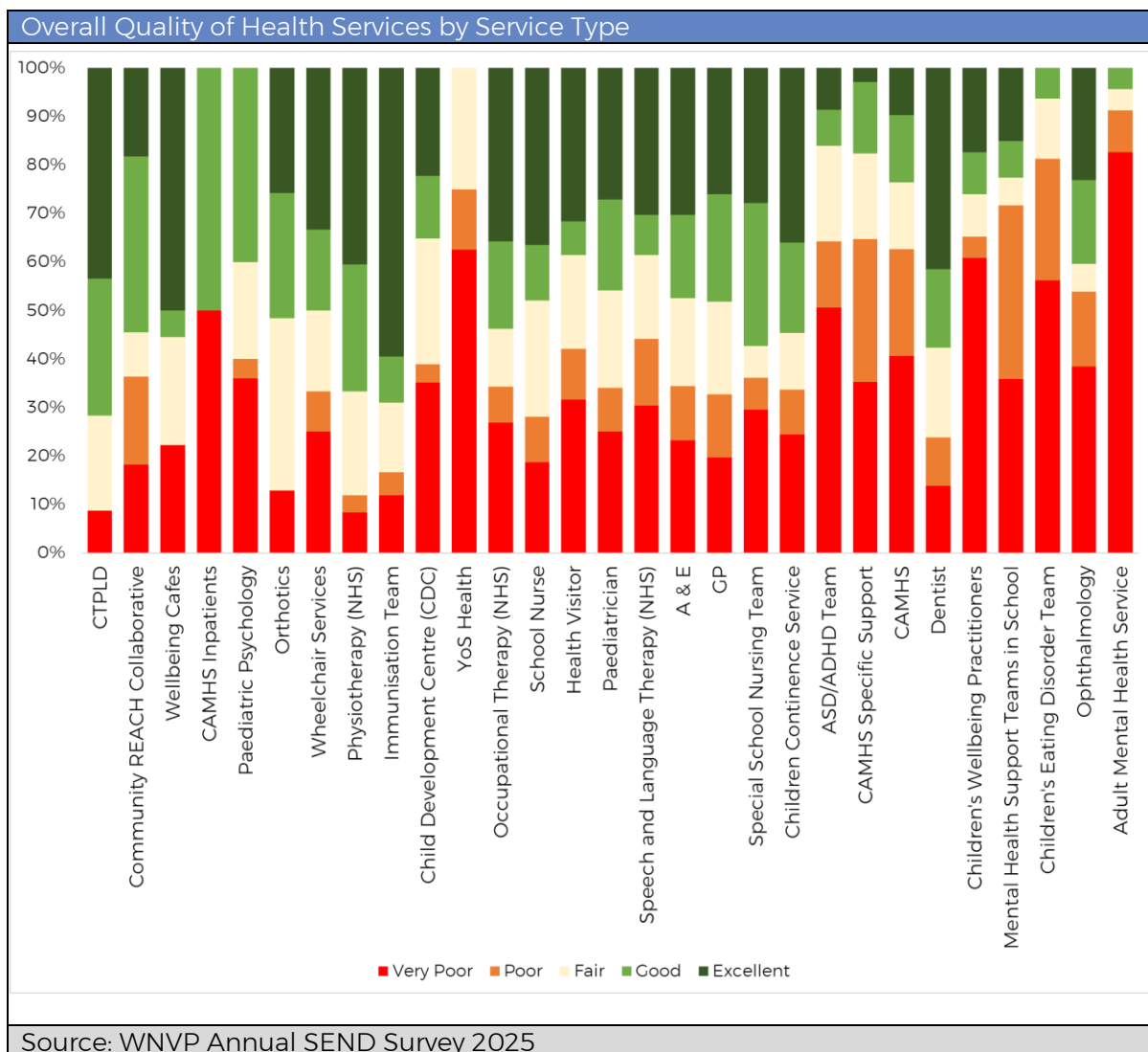
Health Services

The charts below compare how respondents rated different health services in the 2024 and 2025 annual surveys, arranged in order of the services that saw the greatest reduction in negative ratings over this period.

Adult Mental Health Services had by far the most negative perception among respondents in 2025, with 91.3% rating these as “Poor” or “Very Poor”. This is followed by the *Children’s Eating Disorder Team* (81.3%) and *Youth Offending Service (YoS) Health* (75.0%).

On the other hand, the *Community Team for People with Learning Disabilities (CTPLD)*, *Immunisation Team* and *Physiotherapy (NHS)* had the most positive perceptions in 2025, with 71.7%, 69.0% and 66.7% of respondents rating these services as ‘Good’ or ‘Excellent’, respectively.





From 2024 to 2025, there has been a general improvement in how respondents rated health services, with fewer 'Poor' or 'Very Poor' responses across many areas. The most notable improvements were seen for *CTPLD*, *Community REACH Collaborative* and *Wellbeing Cafes*, which all recorded significant drops in negative ratings (>40%). However, some services, such as *Adult Mental Health Services*, *Ophthalmology* and *Children's Eating Disorder Team* have seen increases in negative responses over this period (41.3%, 25.9% and 25.0%, respectively).

Example Survey Responses

"The length of wait time for a meds adjustment for an otherwise stable patient is ludicrous."

"I'm worried about the state of the NHS, there's already been a decrease in access to services in the last 10 years, I worry for my Child's future when we are not around."

"LA only have 2 settings available to whole of county. Supply exceeds demand which leads to waiting list which staff can't tell you how long roughly until you get to the top. If you are in Crisis this is almost worse than nothing offered. It is unacceptable."

"We have not heard from the NHS for 5 years until this week regarding an ASD assessment, which he has been on waiting all this time. We received a letter this week, first communication from them in 5 years, to advise the waiting list is still extremely long due to the team leaving."

"I don't know about half of the services you have mentioned. We have very little support and it's exhausting."

"Health services are very inaccessible."

"Disabled children are forgotten about and ignored. A child who is brain damaged and needed 24 care it appals me with the hoops we are expected to jump through."

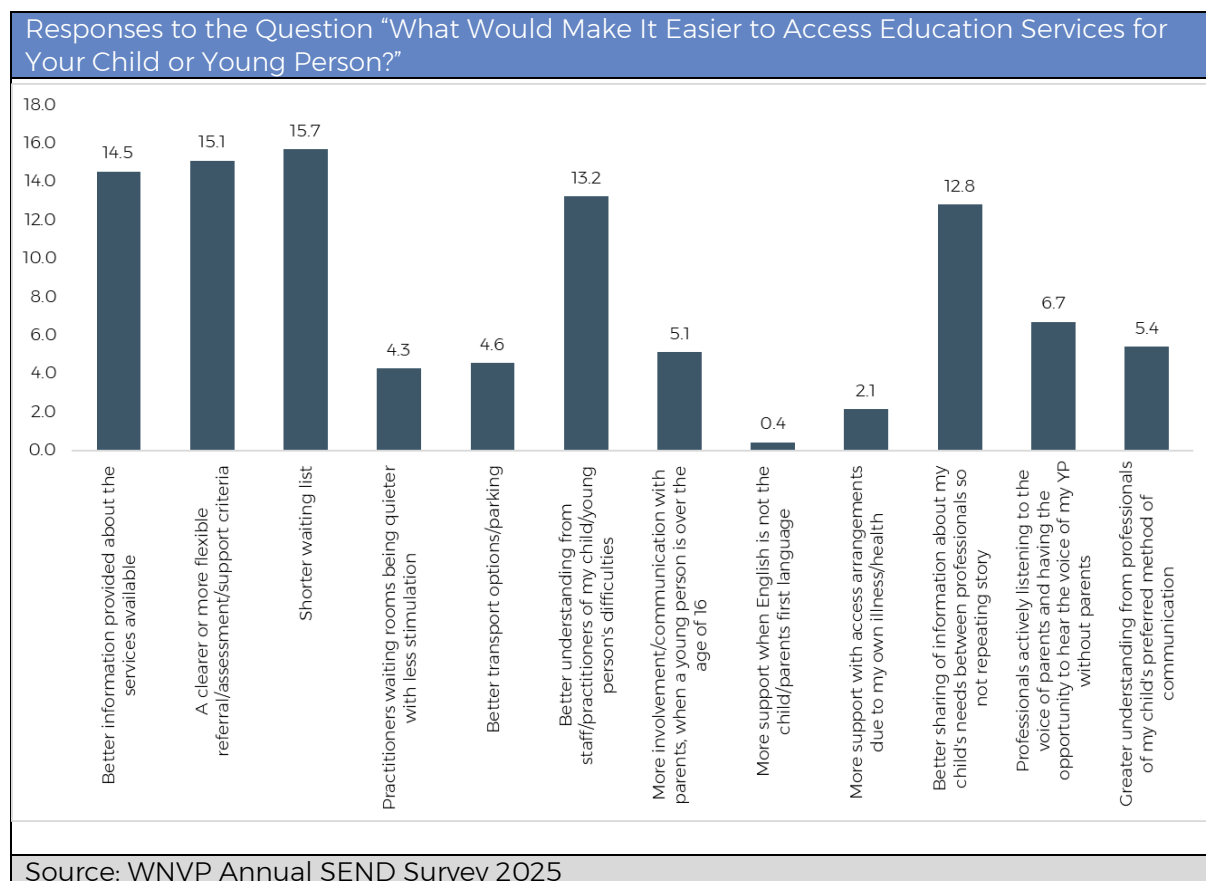
"Since leaving school no support or information on support available."

How Could Service Provision be Improved?

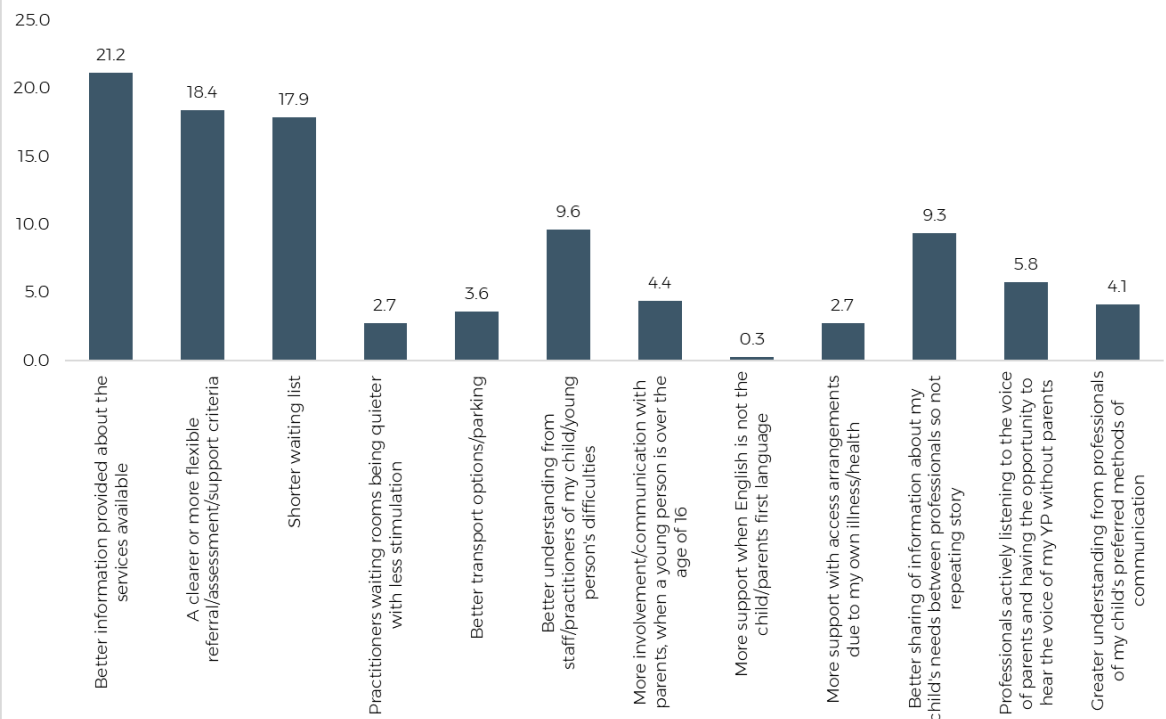
This section explores responses to the questions in the WNVP survey related to suggested ways to improve access to Education, Health and Social Care Services and where to focus efforts over the next 12 months.

As shown in all three charts below, there was a similar pattern in responses for how Education, Social Care and Health Services could be made easier to access. For each of the services, the most common responses were having *shorter waiting lists*, *better information regarding the services available* and *clearer and more flexible criteria*. Having a *better understanding of the child's difficulties* and *better communication between professionals* were also cited by ~10-15% of respondents in each service category.

Across all services, *improving support for those where English is not their first language* was cited by the lowest proportion of responders. This is likely to reflect the lower proportion of respondents with *English as an Additional Language* - 2.3% of respondents (see *Annex B* for detailed breakdowns).

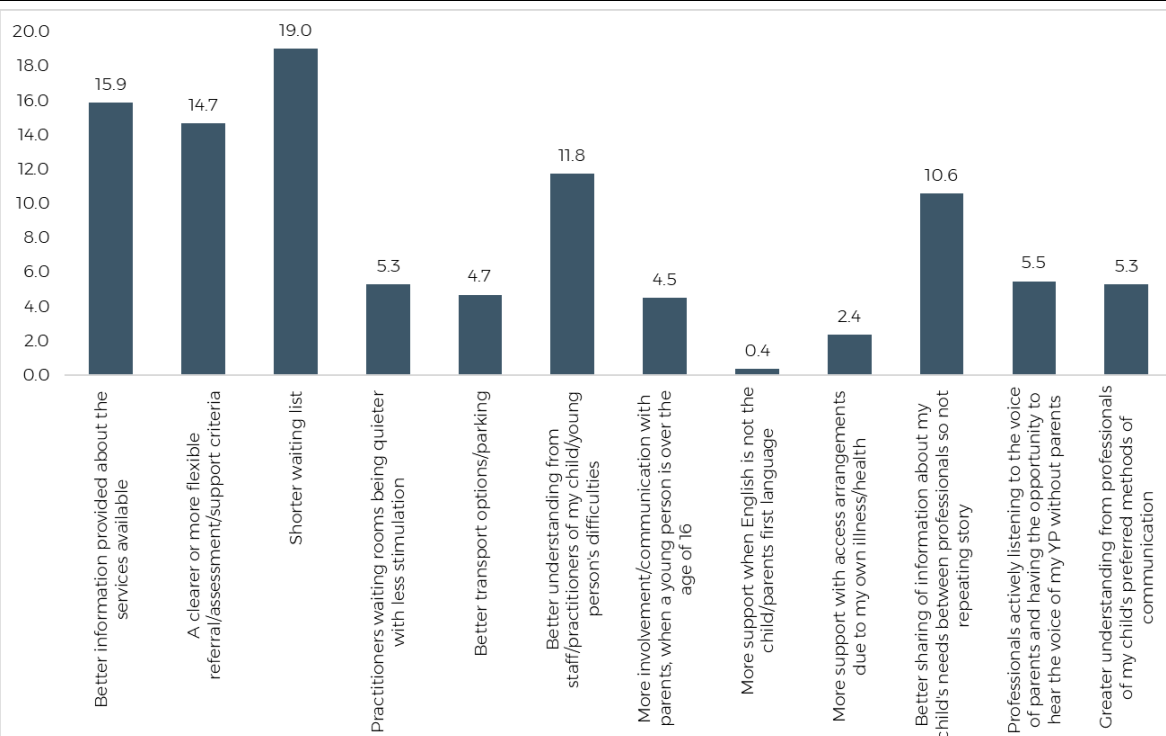


Responses to the Question "What Would Make It Easier to Access Social Care Services for Your Child or Young Person?"



Source: WNVP Annual SEND Survey 2025

Responses to the Question "What Would Make It Easier to Access Health Services for Your Child or Young Person?"



Source: WNVP Annual SEND Survey 2025

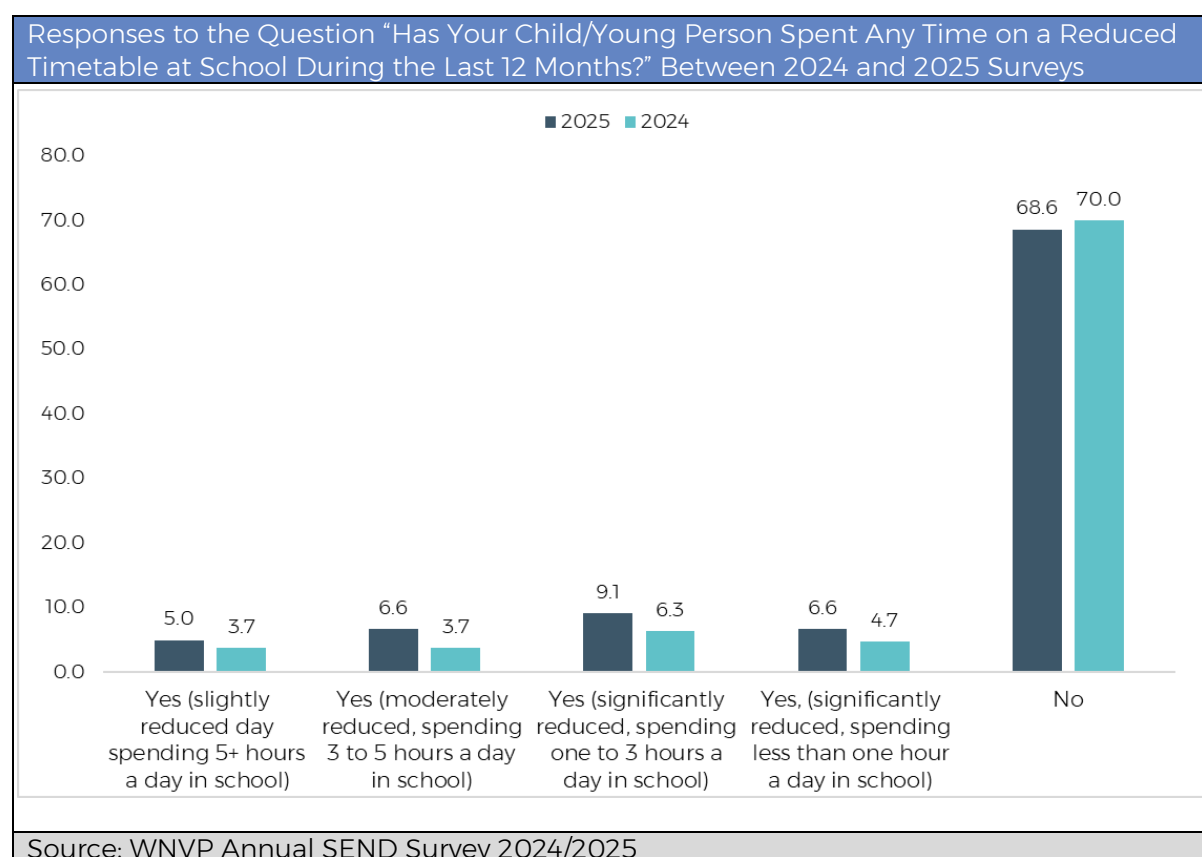
Children Experiencing Reduced Educational Provision and Exclusion

The analysis below compares the prevalence of children experiencing reduced provision or exclusion from school and the experience of support provided.

Reduced Timetable

The majority of respondents reported that their child had not spent any time on a reduced timetable in the last 12 months (68.6%) – a similar proportion to in 2024 (70.0%).

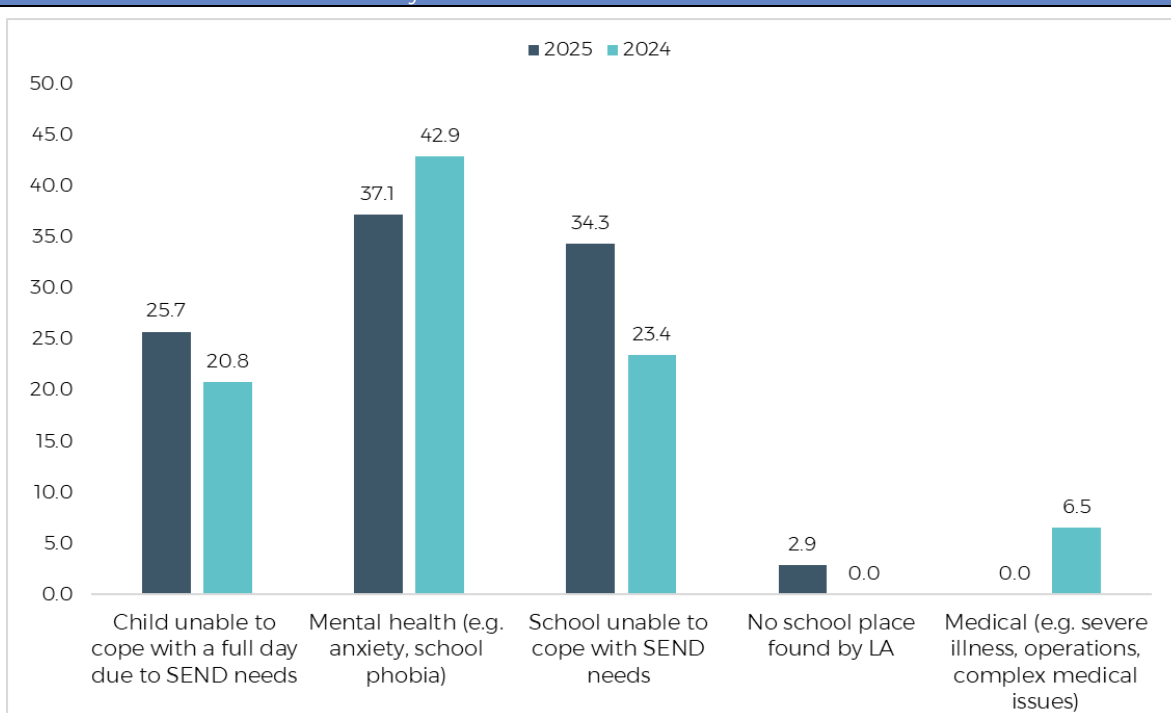
However, the proportion of children on any form of reduced timetable has risen from 30.0% in 2024 to 31.4% in 2025, with a shift towards more significant reductions - 9.1% of respondents reported their child spends one to three hours a day in school, compared to 6.3% who reported this in 2024.



Mental health remained the most commonly cited reason for children not being in school full-time in 2025 (37.1%), although this represents a decrease from 42.9% in 2024. However, concerns about the *school's capacity to support children with SEND* appear to have grown, with 34.3% of parents in 2025 identifying this as the primary reason for reduced attendance (up from 23.4% the previous year).

Medical reasons, which accounted for 6.5% of responses in 2024, were not reported at all in 2025. This suggests either fewer medically complex cases or a shift in how families interpret and report absence factors.

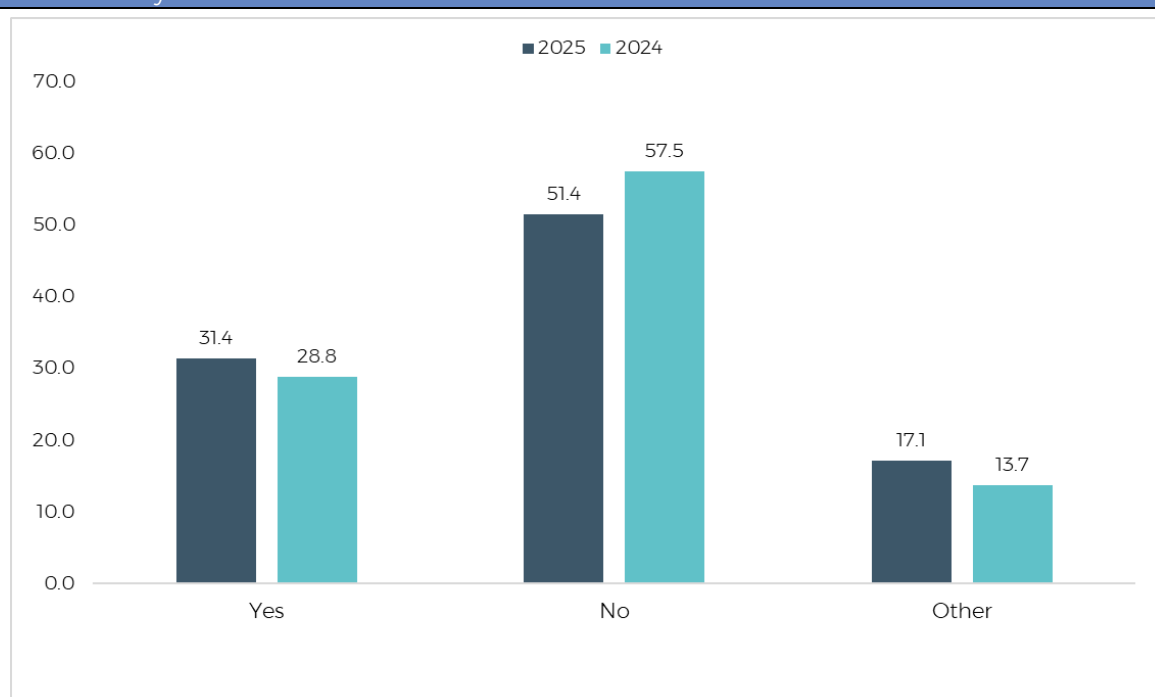
Responses to the Question "Primary Reason for Them Not Being in School Full-Time?" Between 2024 and 2025 Surveys



Source: WNVP Annual SEND Survey 2024/2025

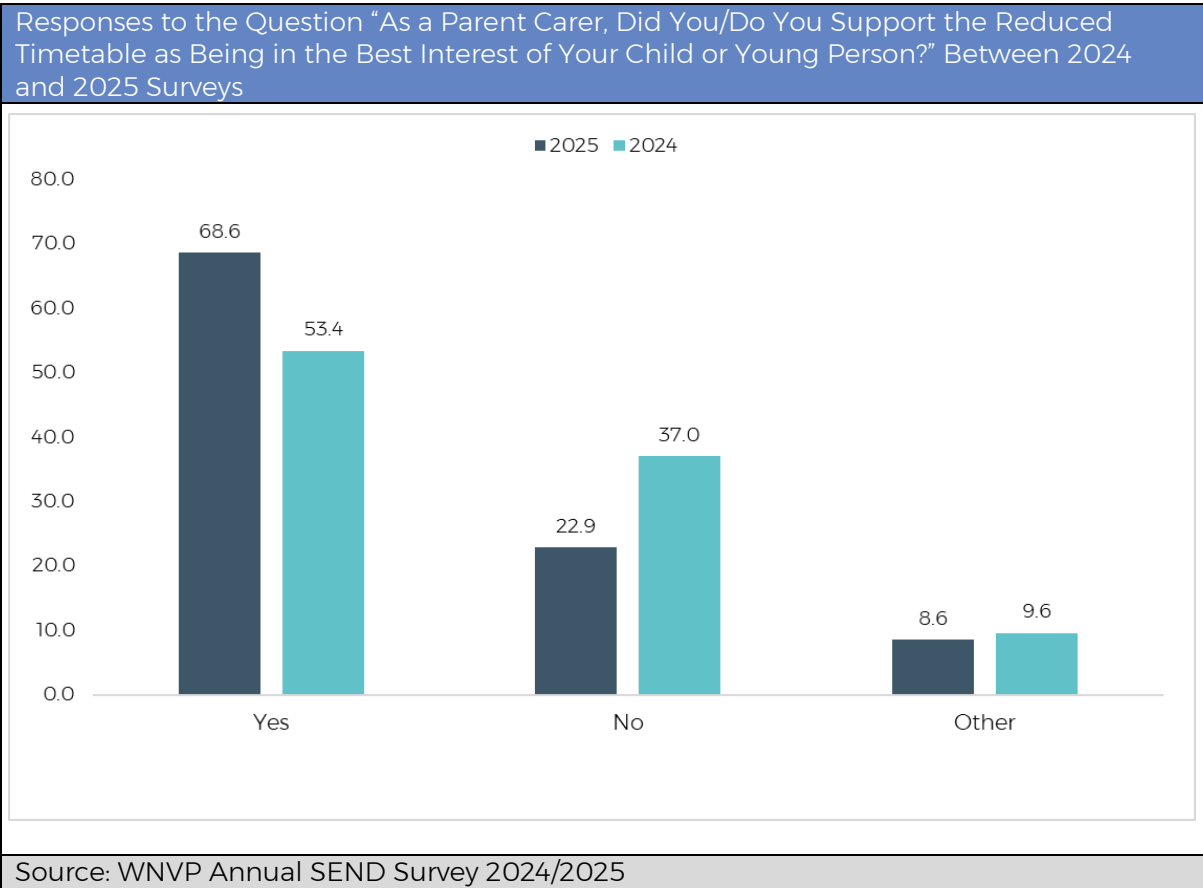
Over half of respondents reported that there was no plan in place with the school to support their child to reintegrate back into a full-time timetable (51.4%), down from 57.5% in 2024.

Responses to the Question "Is There a Plan in Place with School to Support Your Child or Young Person to Reintegrate Them Back into a Full-Time Timetable?" Between 2024 and 2025 Surveys

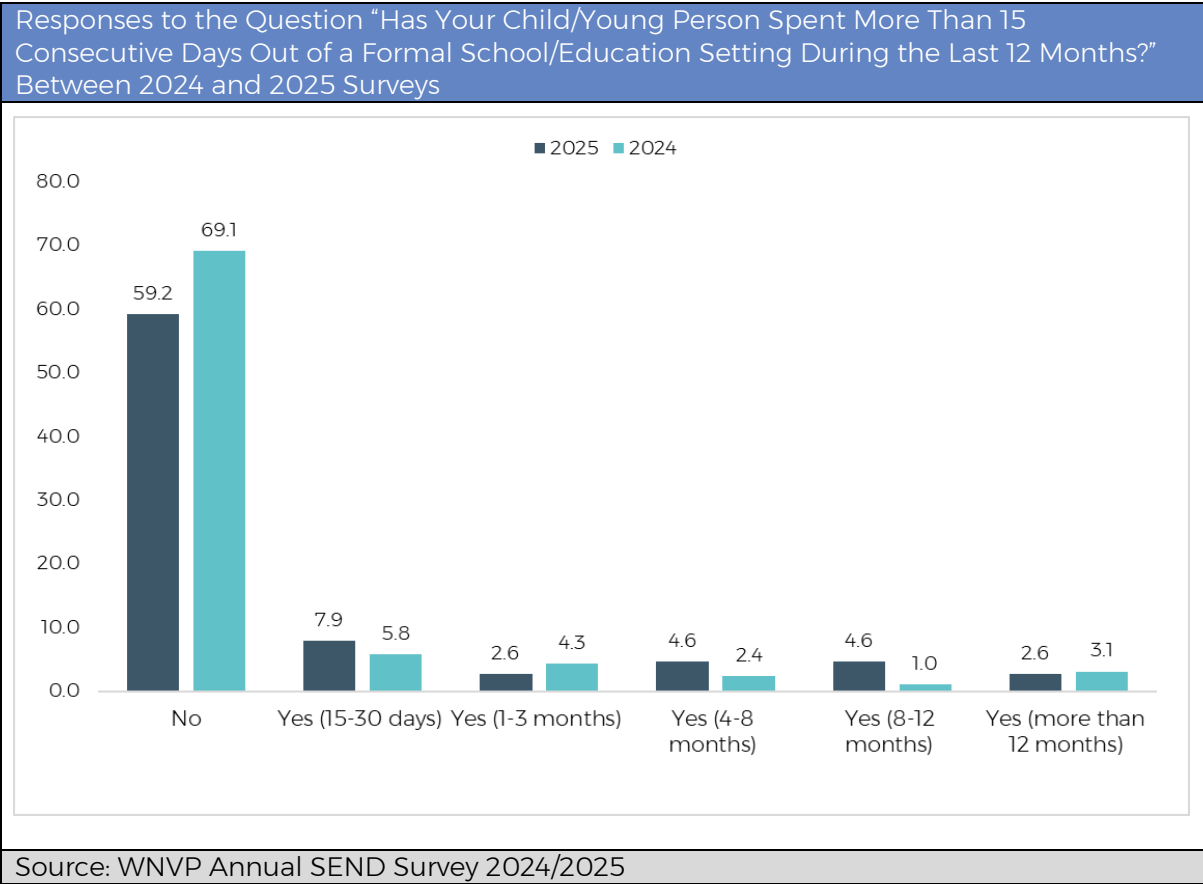


Source: WNVP Annual SEND Survey 2024/2025

In 2025, a notably higher proportion of parents reported supporting the reduced timetable as being in the best interest of their child (68.6%), up from 53.4% in 2024. Conversely, the percentage of parents who did not support it dropped notably from 37.0% to 22.9%, suggesting increased parental alignment with timetable adjustments.



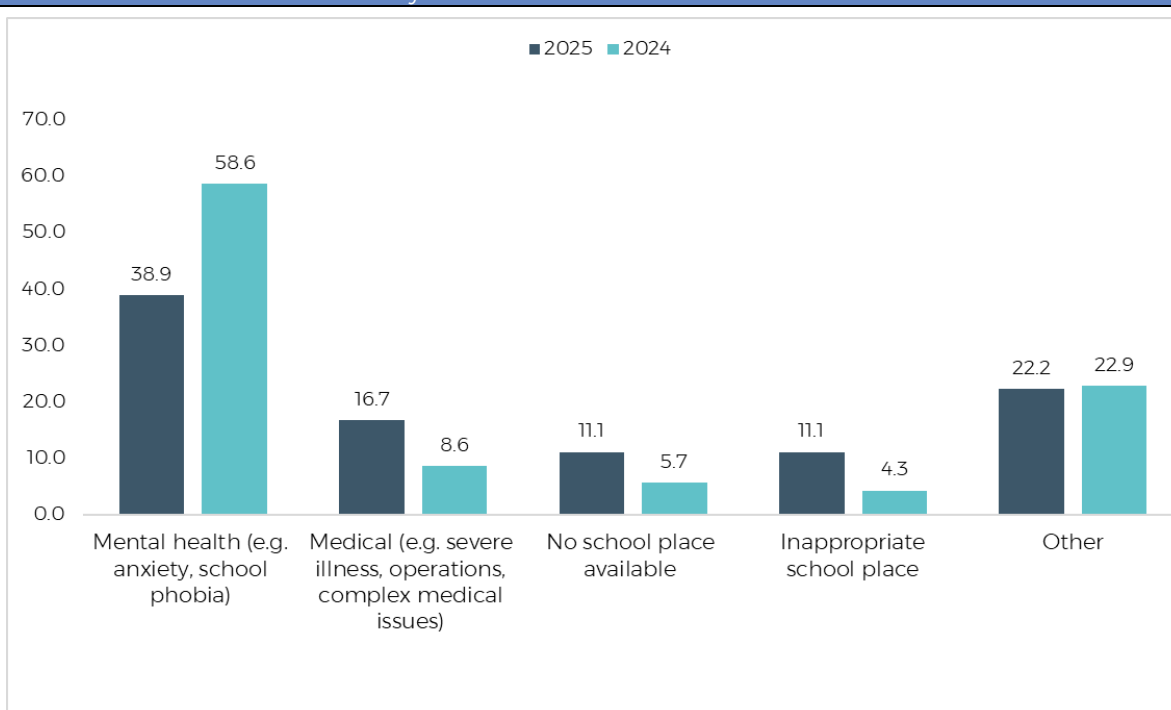
Removal From School



The majority of respondents reported that their child had not spent more than 15 consecutive days out of a formal education setting during the last 12 months (59.2%), down from 69.1% in 2024. Of those who responded “Yes”, a higher proportion of respondents reported that their child spent one month or less out of school (7.9%) in comparison to other time periods.

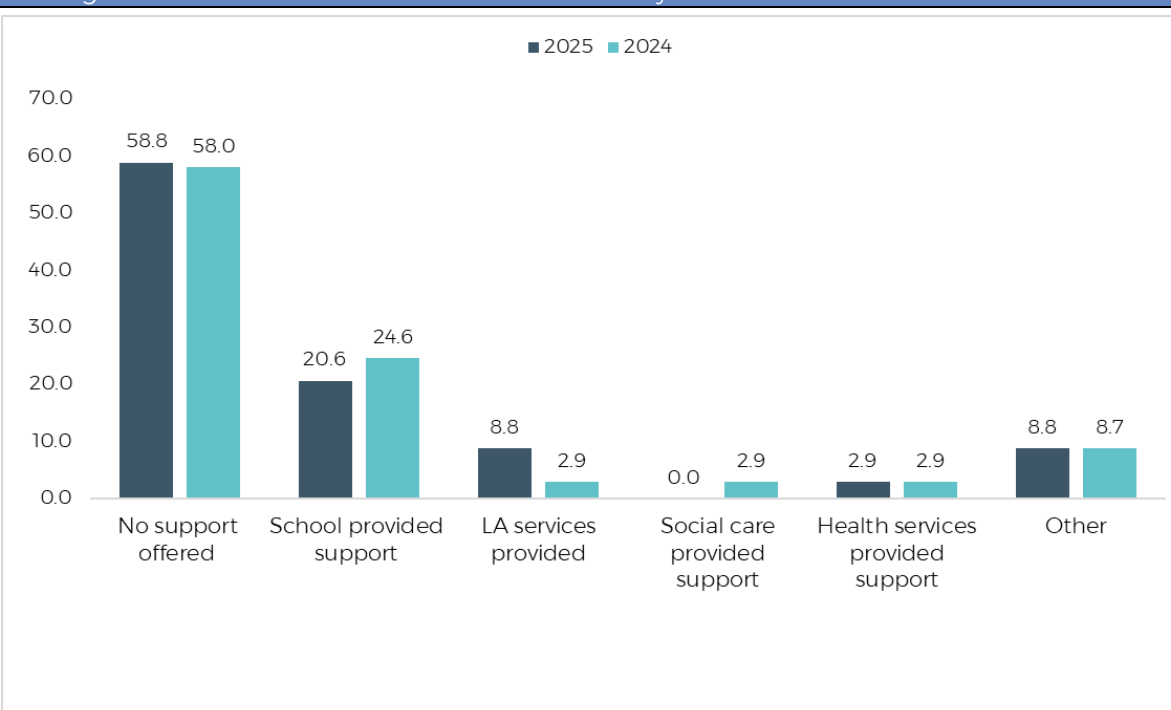
Although still the most common response, fewer parents cited *mental health* as the reason for their child not being in school (38.9%) compared to 58.6% in 2024 – a notable decrease. Meanwhile, responses for *medical reasons* and *lack or inappropriateness of school places* increased, suggesting a broader range of barriers affecting attendance in 2025.

Responses to the Question "What Was the Reason for Them Not Being in School?" Between 2024 and 2025 Surveys



Source: WNVP Annual SEND Survey 2024/2025

Responses to the Question "Were You and Your Child or Young Person Given Any Support During This Time?" Between 2024 and 2025 Surveys

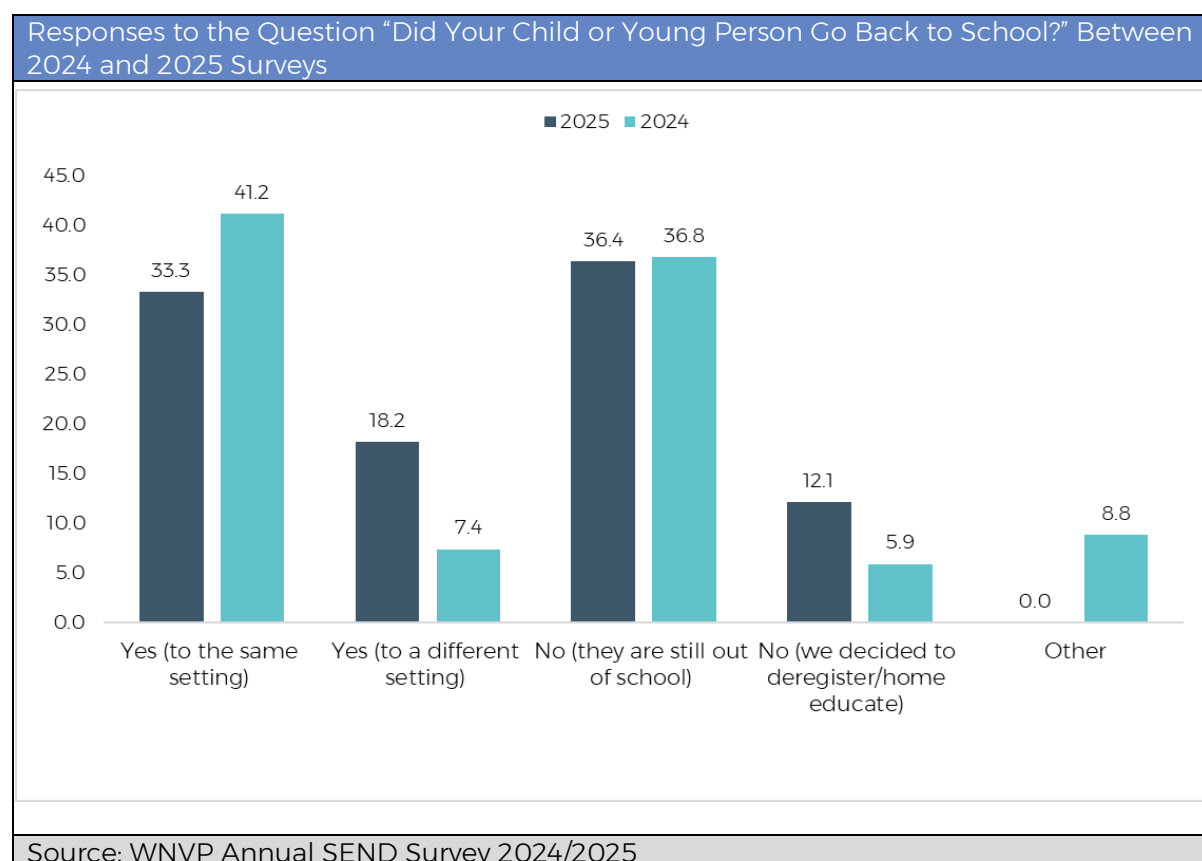


Source: WNVP Annual SEND Survey 2024/2025

In both 2024 and 2025, the majority of parent carers reported that no support was offered during the time their child was not in full-time education (58.8% and 58.0%, respectively).

There was a slight drop in school-provided support in 2025 (20.6%) compared to 24.6% in 2024, while reports of LA-provided support increased from 2.9% to 8.8%. Levels of support from social care, health services and 'other' sources remained low and largely unchanged.

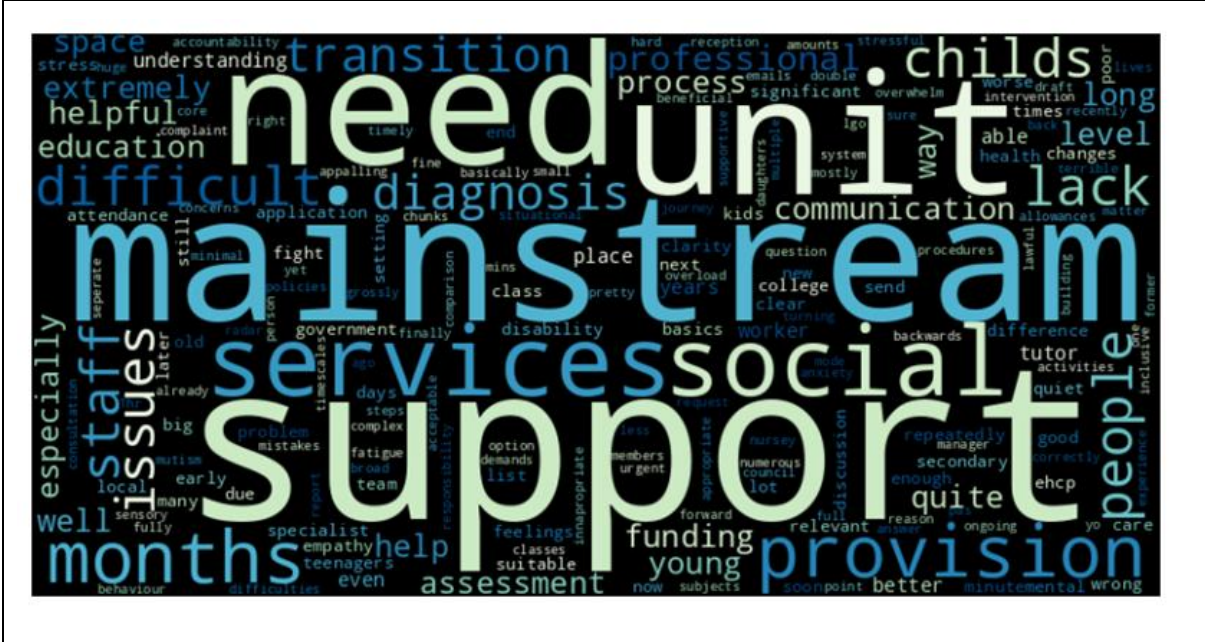
In 2025, a lower proportion of children returned to the same setting (33.3%) compared to 2024 (41.2%), while returns to a different setting increased notably from 7.4% to 18.2%. This suggests a growing use of alternative placements to support reintegration. The proportion of children still out of school remained stable, while the number of families choosing to deregister or home educate more than doubled, from 5.9% in 2024 to 12.1% in 2025.



In addition to the closed-ended questions in the survey relating to reduced educational provision and exclusion, there was also a section which collected additional written responses. The word cloud below shows commonly used words within these responses⁷, offering further insight into the sentiment of the respondents. Below the word cloud are some examples of the opinions offered.

⁷ These are restricted to Adjectives and Adverbs only. The following words have been excluded due to them being prominent but not offering any further insight: 'extra', 'long', 'EHCP', 'EHC', 'getting', 'SEND', 'September', 'secondary', 'primary', 'let', 'WNC', 'set', 'SEN', 'etc', 'especially', 'provided', 'met', 'ADHD', 'nan', 'LA', 'son', 'Northampton', 'Na'.

Word Cloud Showing Commonly Used Words from Asking for 'Any Other Comments' Relating to Reduced Educational Provision and Exclusion



Source: WNVP Annual SEND Survey 2025

Example Survey Responses

"The provision for those needing more support at supported internships/looking for work is abhorrent."

"Council don't respond in a lawful or timely way. Fed up that we have to chase and fight for everything just to get our kids the basics."

"Trying to get help and support is extremely difficult and my child continues to struggle."

"Having a unit with more space would be beneficial to lots of young people and she has been accepted for an EHCP but this won't be completed in time, the process and the timescales are way too long they need to be looked at."

"The EHCP process is extremely poor and changes need to be made, especially around communication with parents. The only reason my daughter is fully supported is because of her school."

"Social services have been pretty appalling. The communication is poor, with no clear steps about what happens next once funding has been approved. I have been left guessing and trying to find out for myself what happens next."

"Everything has been a fight to try and get help. Didn't feel believed for a long time. Small differences and intervention early on would have made all the difference."

"I find there is a lack of clarity around units in mainstream. In my daughter's school, the SEN policies are the same for the mainstream and unit. I find this quite difficult to understand as it's so broad and mostly relates to the children in mainstream. It doesn't feel right when so many children in the unit have multiple and significant complex needs in comparison."

"We have had some good support. I also think services who have professionals who are themselves neurodivergent are lucky because they just have a deeper level of understanding and empathy."

"Awful support and provisions, feel helpless, angry, frustrated and unheard."

"It's exhausting being a SEN parent. Especially a single SEN parent. Yet then we're made to fight for everything. To support our obviously struggling children."

Annex A Service Experience for Different Groups

This section explores the differences in experience of the most positive and negatively rated educational services across West Northamptonshire for people with and without an Education, Health and Care Plan (EHCP). The analysis is based on self-reported ratings by type of service which have been rated in terms of: *Communication*, *Quality of Service*, *Range of Offer* and being *Actively Listened to*. *Note, we have restricted analysis to categories with at least 5 responses per category.*

Key Facts and Figures

Children with EHCPs generally report better service experience than those without

- The largest differences in ratings between those with and without an EHCP are for *Travel Coordination Units* (3.4 vs. 2.0, respectively), *School Attendance and Inclusion Support Service* (3.1 vs. 1.7, respectively) and *Early Years Service* (3.0 vs. 1.6, respectively).
- Only one of the six services explored were rated more positively by those without an EHCP (by 0.1 percentage points) – *SEND Information, Advice & Support Service (SENDIASS)*.

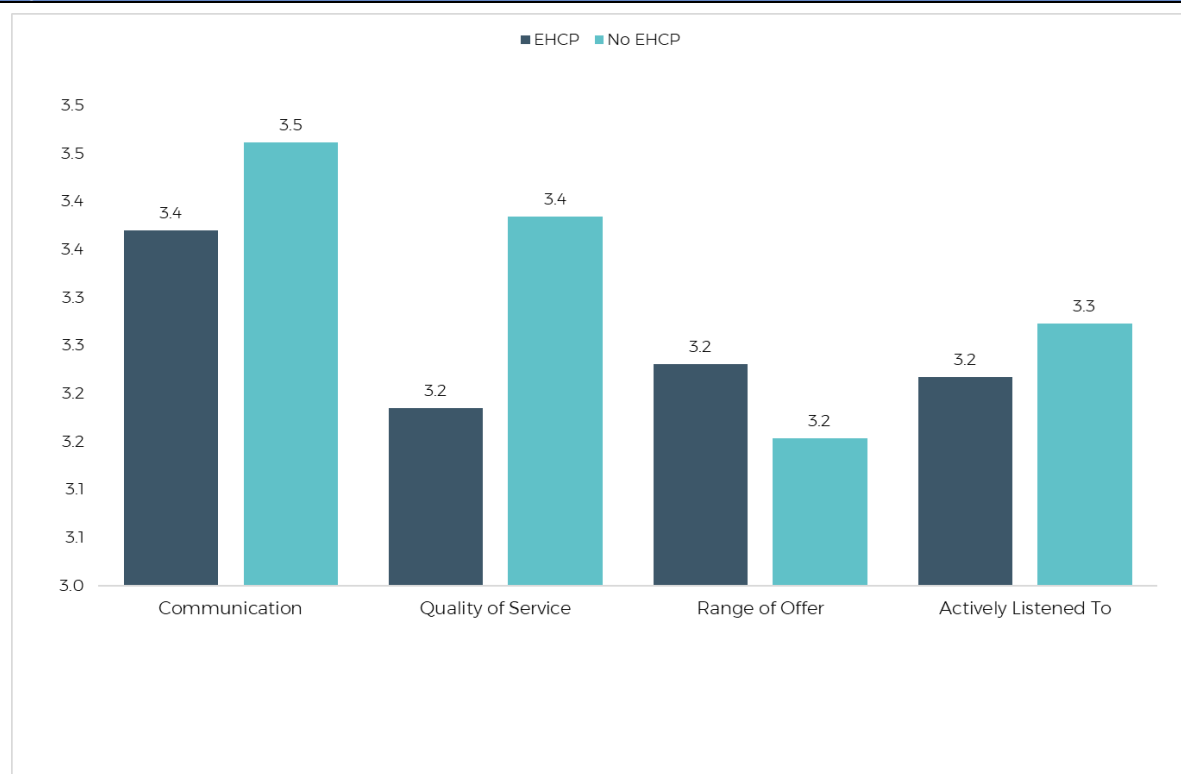
Generally, Special Schools are more highly rated in comparison to other educational settings

- Special Schools had a higher average rating across all four rating categories (4.5) relative to Mainstream Schools (2.9) and Further Education provision (3.2).
- Special Schools were rated most positively in terms of their *Quality of Service* (4.6) and *Communication* (4.5).

Across services, people generally report better experience in terms of the *Quality of Service* and the *Communication*

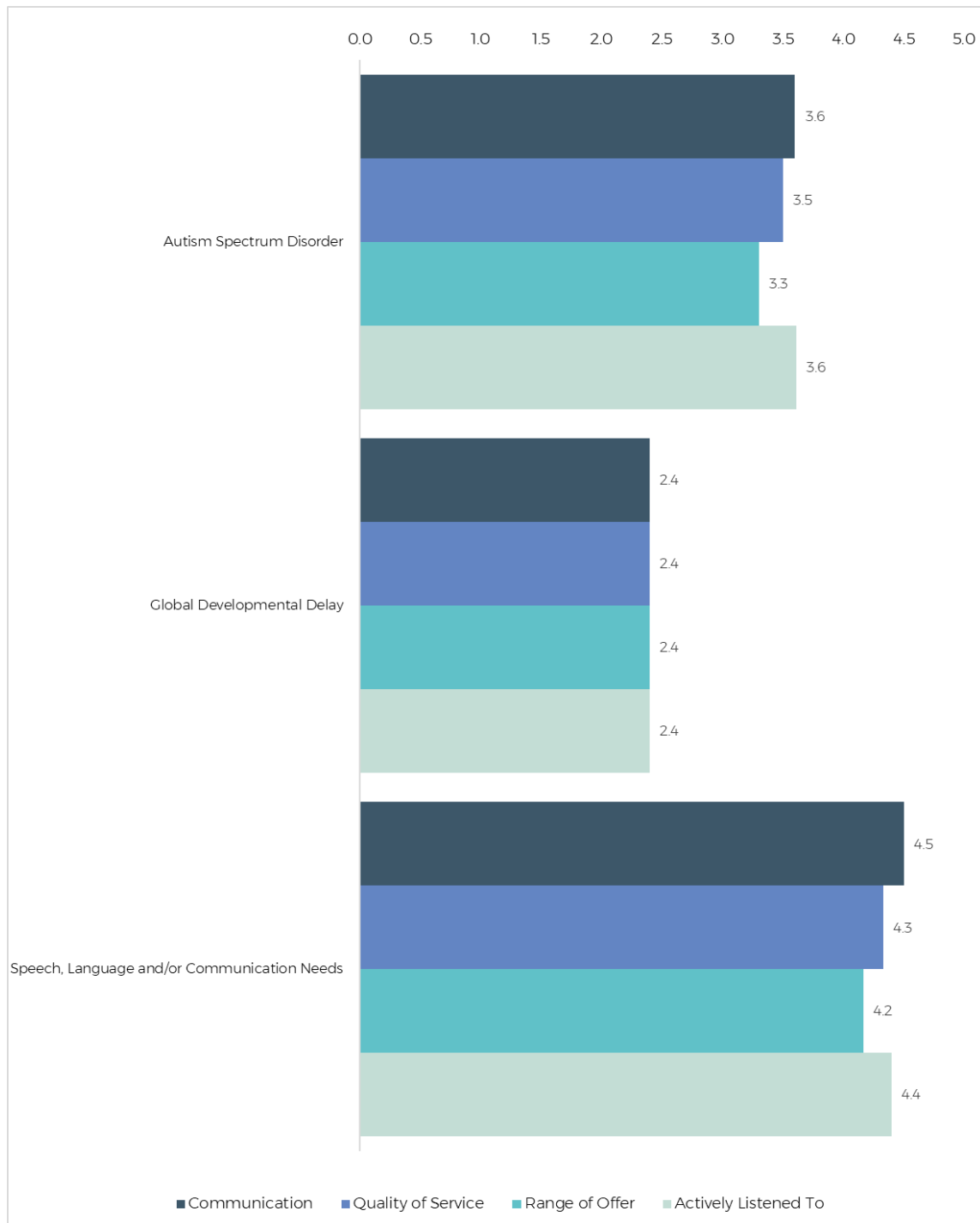
- On average, across both parent/carers with and without an EHCP, services received an average rating of 2.7 for their *Quality of Service* and *Communication*.
- In contrast, services were given an average rating of 2.6 for their *Range of Offer* and being *Actively Listened To*.

Average SEND Information, Advice & Support Service (SENDIASS) Rating (Higher = Better) by EHCP



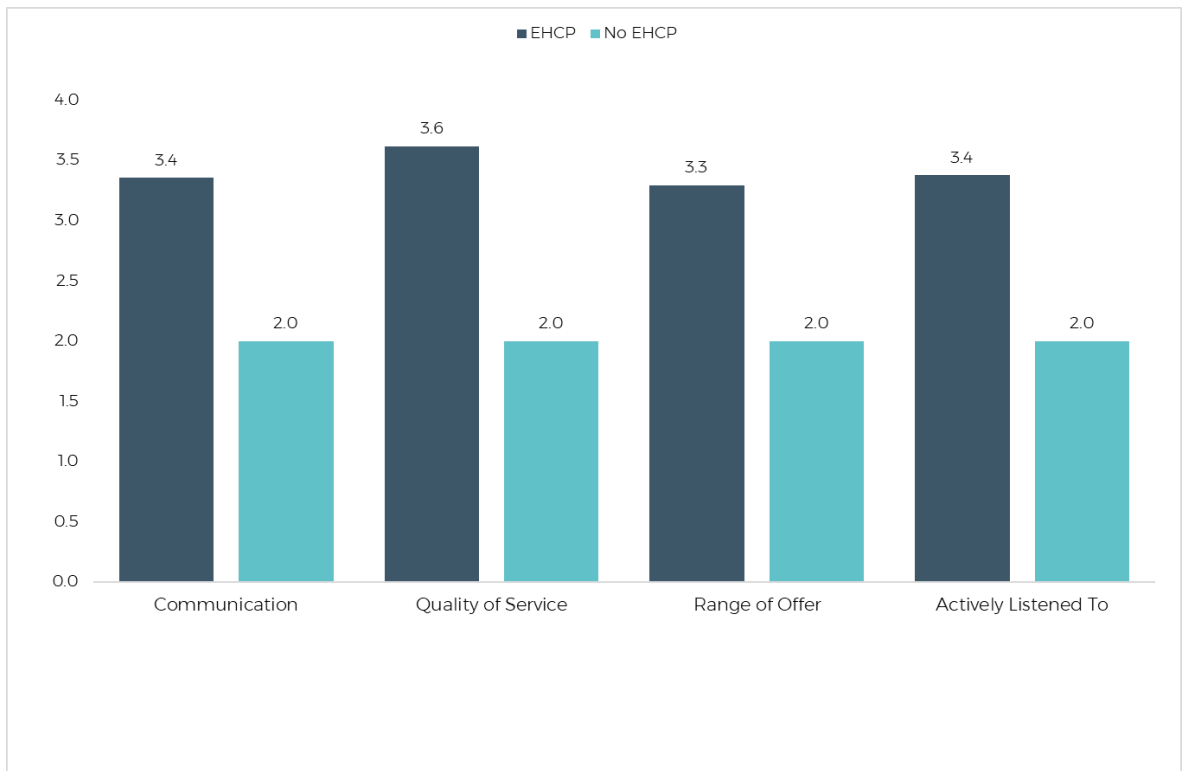
Source: WNVP Annual SEND Survey 2025

Average SEND Information, Advice & Support Service (SENDIASS) Rating (Higher = Better) by Main Condition



Source: WNVP Annual SEND Survey 2025

Average Travel Coordination Unit Rating (Higher = Better) by EHCP



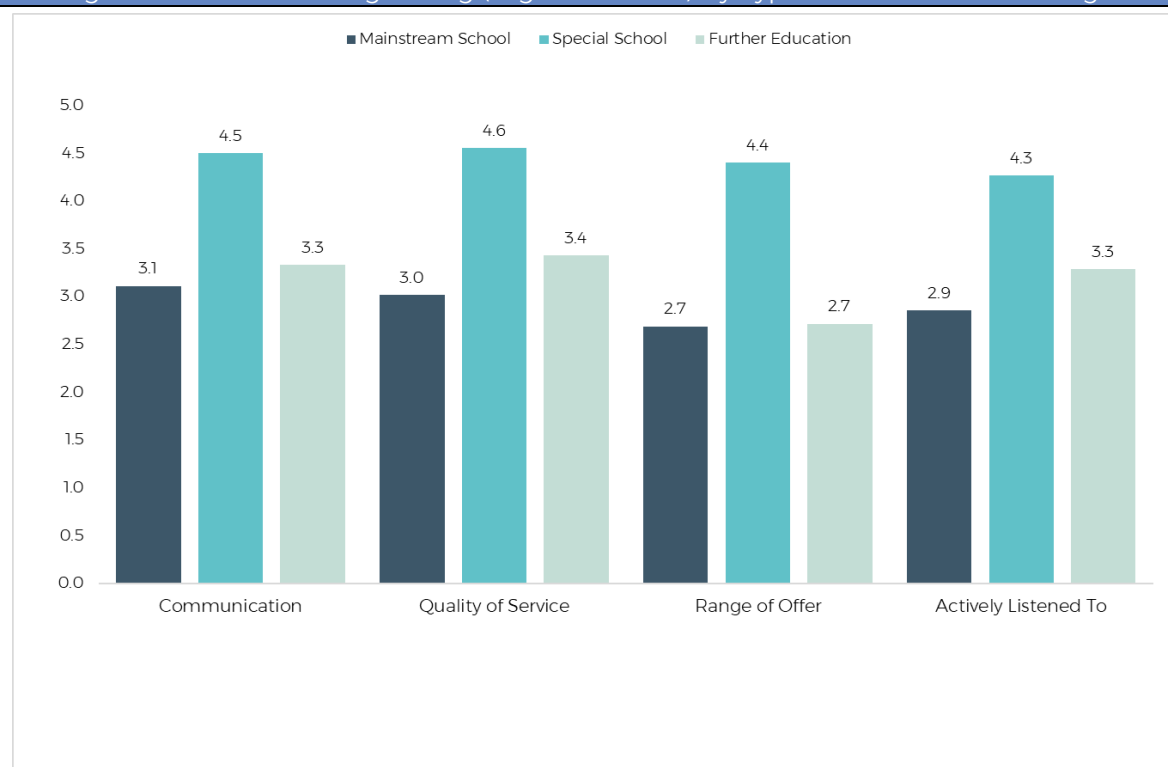
Source: WNVP Annual SEND Survey 2025

Average Educational Setting Rating (Higher = Better) by EHCP



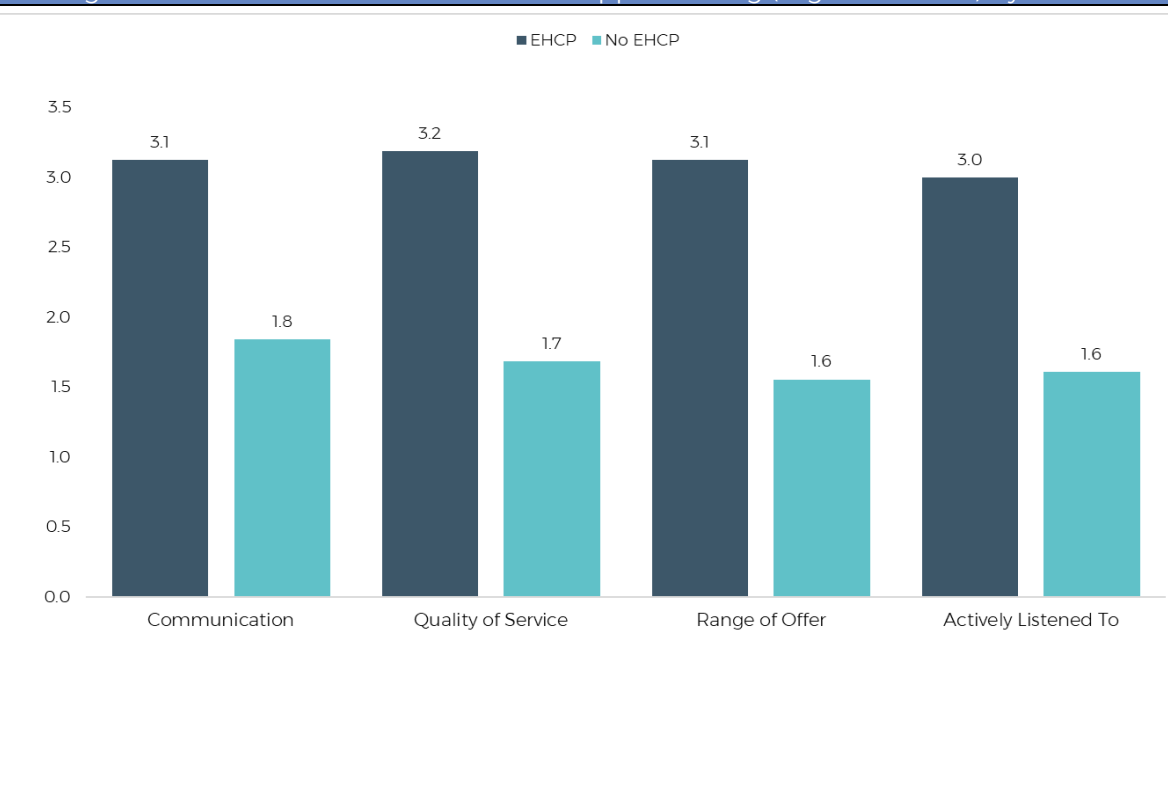
Source: WNVP Annual SEND Survey 2025

Average Educational Setting Rating (Higher = Better) by Type of Educational Setting



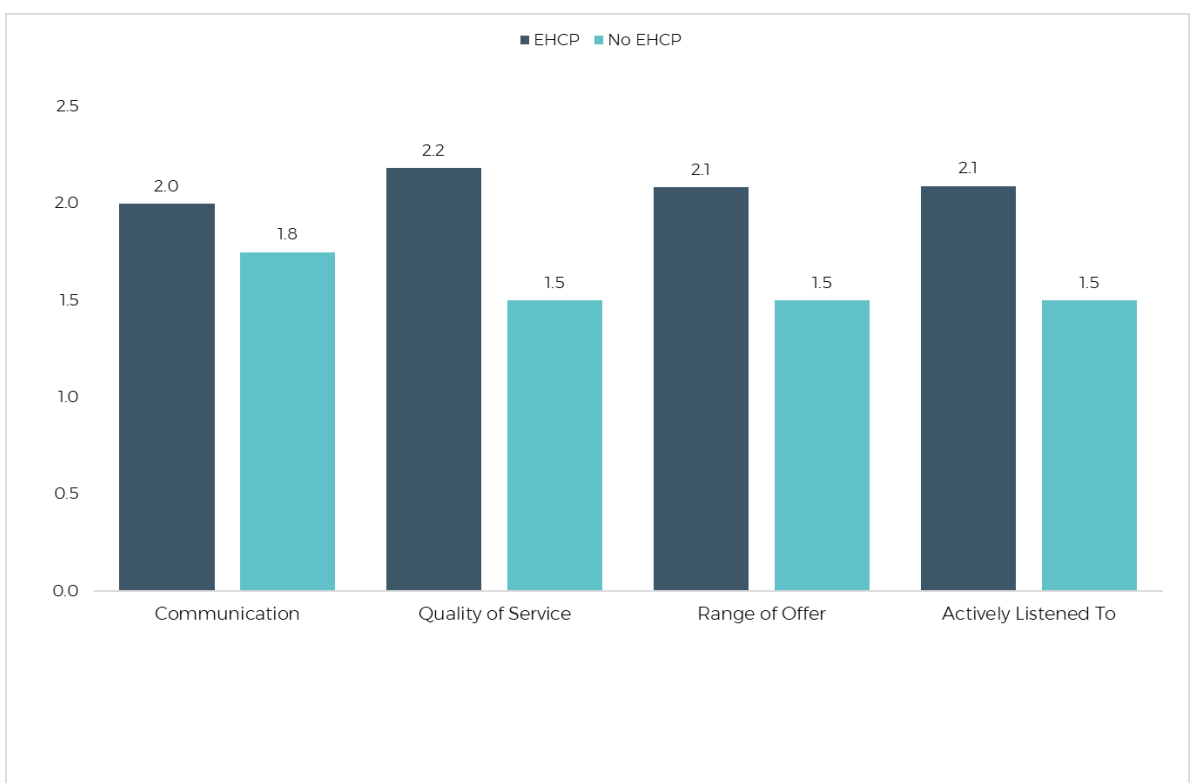
Source: WNVP Annual SEND Survey 2025

Average School Attendance and Inclusion Support Rating (Higher = Better) by EHCP



Source: WNVP Annual SEND Survey 2025

Average Virtual School Rating (Higher = Better) by EHCP



Source: WNVP Annual SEND Survey 2025

Average Early Years Service Rating (Higher = Better) by EHCP



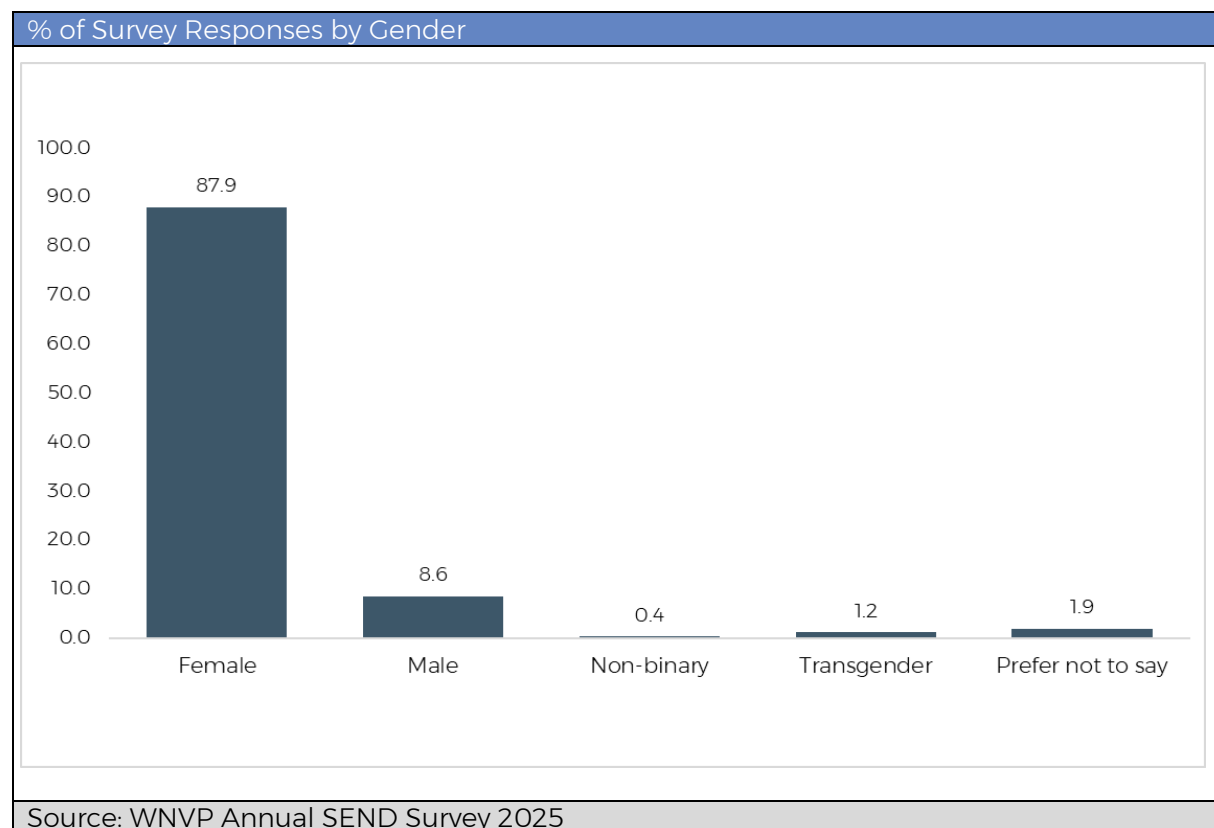
Source: WNVP Annual SEND Survey 2025

Annex B Profile of Survey Respondents: Who Responded to the Survey?

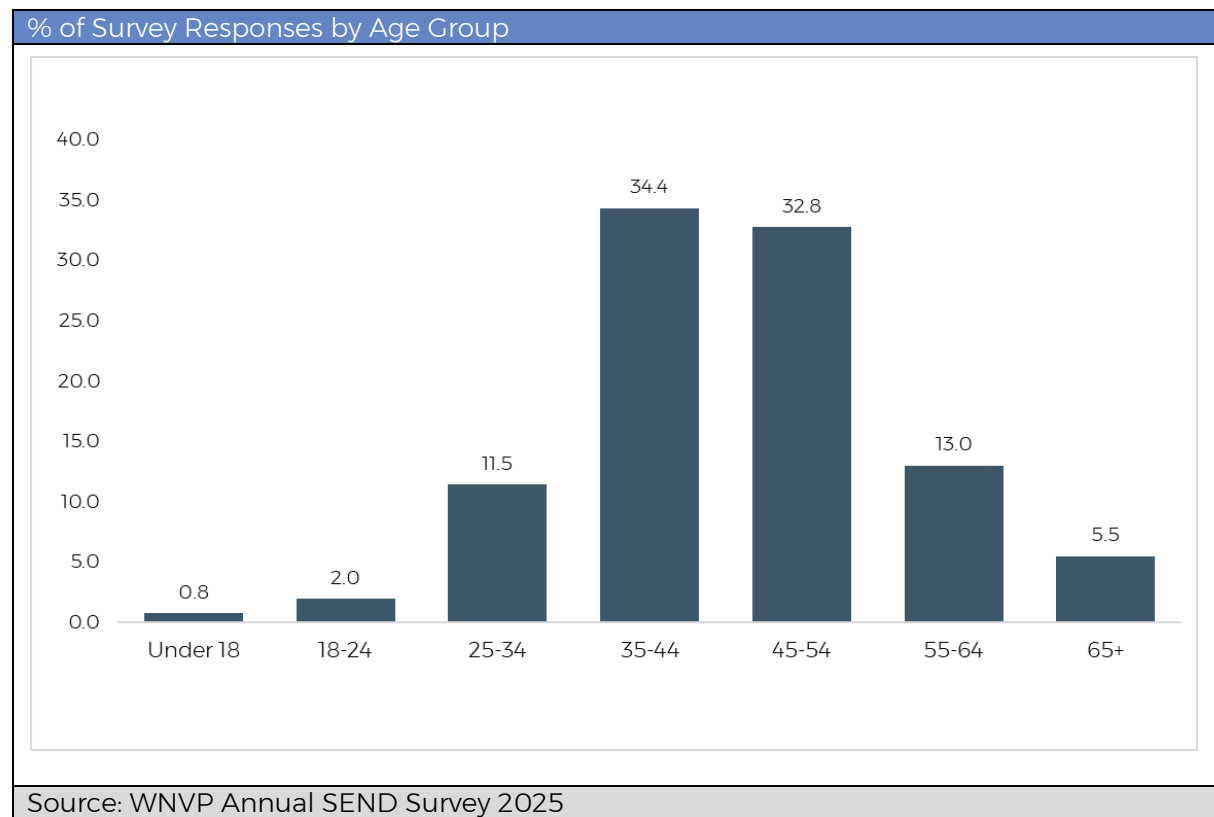
This section provides a summary of the characteristics of those responding to the survey, with breakdowns of respondents by age, first language, ethnicity and whether the parent has a Special Educational Need.

What is Your Gender and Age?

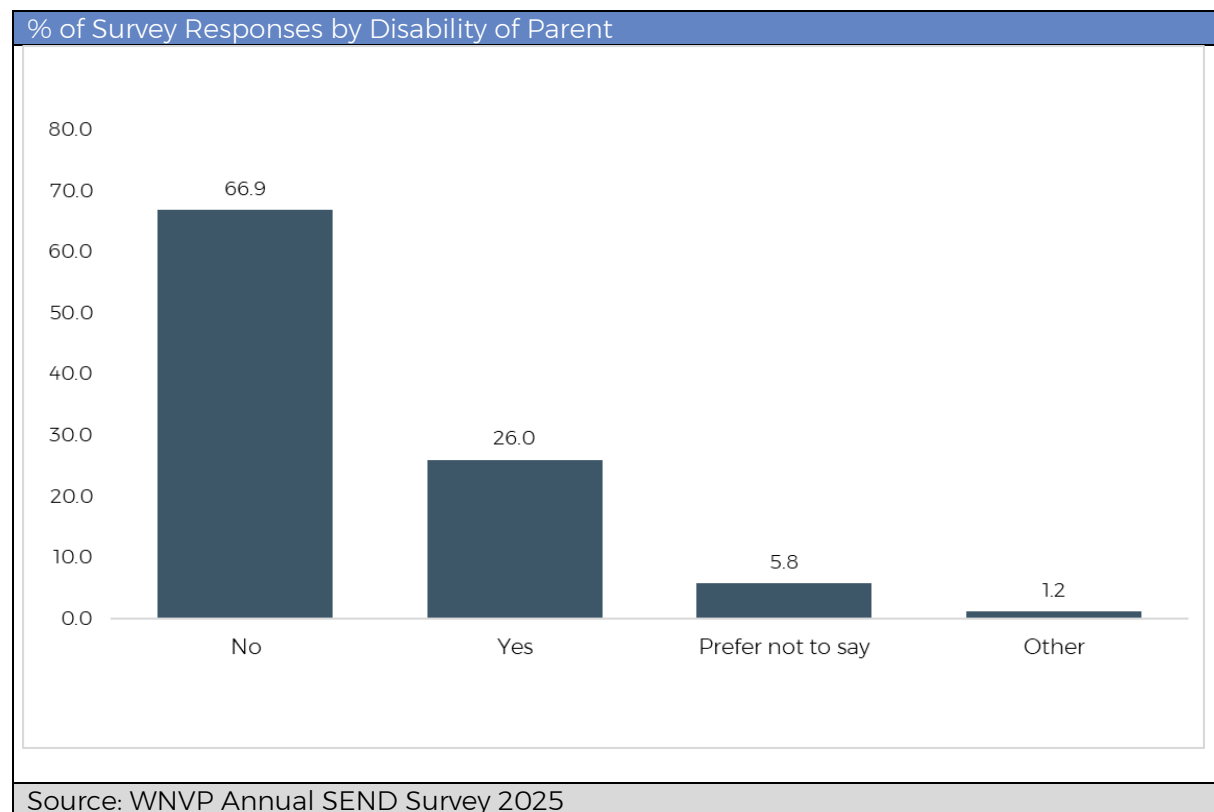
The survey received 257 responses from parent carers, the majority of whom identify as female (87.9%).



The most prominent age range for respondents was 35-44 (34.4%), followed by 45-54 (32.8%).



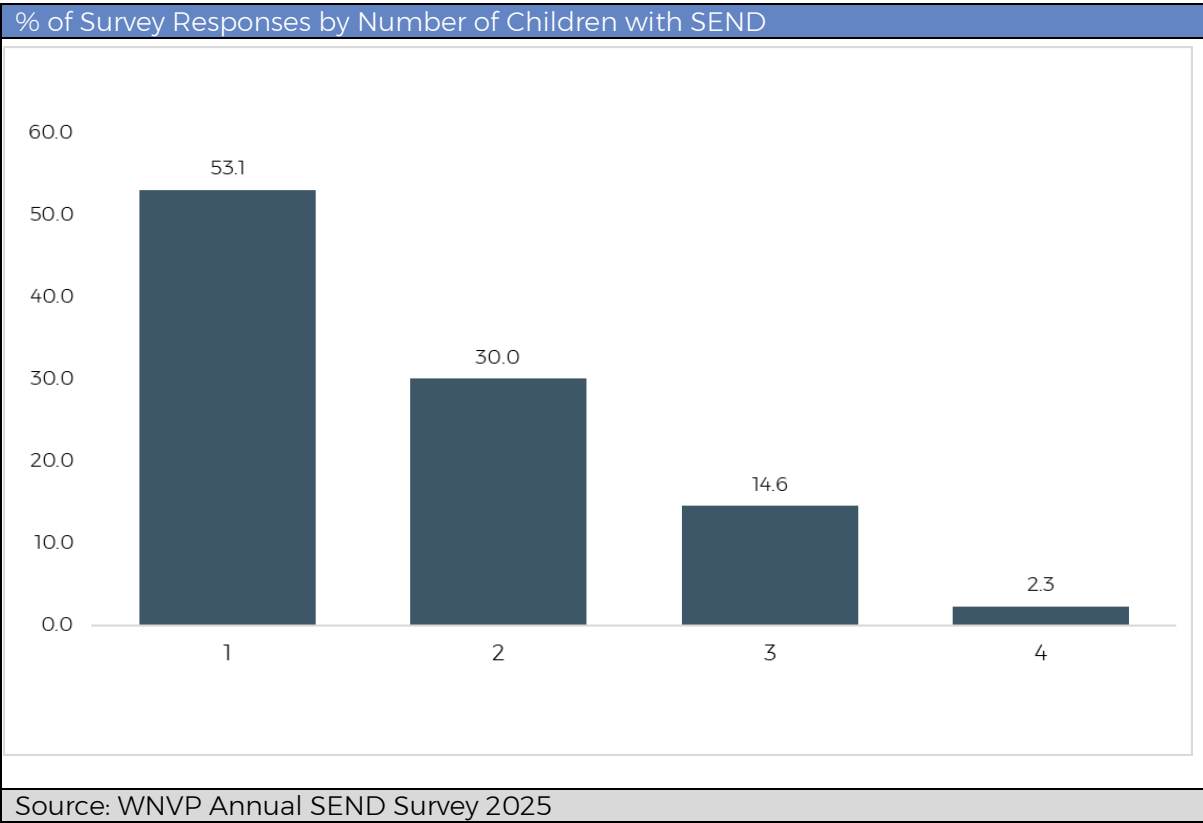
Would you Consider Yourself to Have Special Educational Need(s) and/or a Disability?



The majority of respondents do not consider themselves to have SEN needs or a disability (66.9%), however 26.0% of parent carers responding to the survey do consider themselves to have a disability or SEN need.

How Many Children and/or Young People with SEND do You Have?

More than half of respondents (53.1%) have one child with SEND, whilst 30.0% have two children with SEN needs. A notably lower proportion have three children with SEND (14.6%) or four+ children with educational needs (2.3%).



What is Your First Language?

English is the first language of 97.7% of the survey respondents, whilst 0.95% speak other European languages.

First Language	Number of Survey Responses	% of Survey Responses
English/British	211	97.7
Other European Languages	2	0.95
Other	3	1.4

What is your Ethnicity?

The large majority of responses to the survey were from parent carers of White ethnicity (95.9%), whilst 2.9% of parent carers are from Mixed or multiple ethnic groups.

Ethnicity	Number of Survey Responses	% of Survey Responses
White (English, Welsh, Scottish, Northern Irish, Irish, gypsy, Irish traveller, any other)	232	95.9
Mixed or Multiple ethnic groups (White and Black Caribbean, White and Black African, White and Asian, any other)	7	2.9
Prefer not to say	3	1.2