



Independent annual
survey report
2024

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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 these 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

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 2023/24 reveals that the most common primary need is Social, Emotional and Mental Health (SEMH), with 21.8% of pupils falling under this SEN status. This is followed by Speech Language and Communication Needs (18.3%) and Autistic Spectrum Disorder (15.3%).

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 7.6% 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 (35.1%), 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?

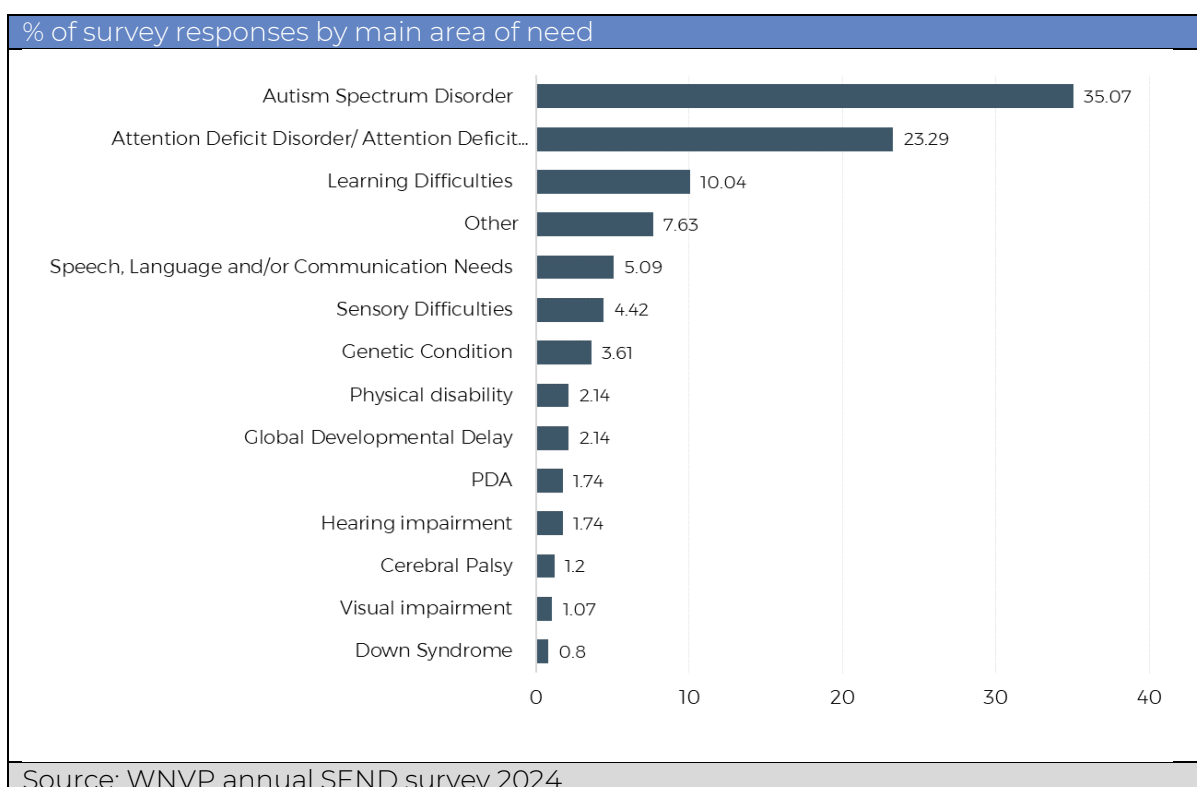
The three most prominent areas of SEN need recorded by parent carers were Autism Spectrum Disorder (35.07%), Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD) (23.29%) and Learning difficulties (10.04%). *Please note, some children were recorded in more than one area of need/difficulty.*

Main area/difficulty	Number of survey responses	% of survey responses
Autism Spectrum Disorder	262	35.07
ADD/ADHD	174	23.29
Learning Difficulties	75	10.04
Other ²	57	7.63

¹ <https://explore-education-statistics.service.gov.uk/data-catalogue/data-set/3fcd031b-874a-43f2-aab6-2234de4e20a8>

² The 'Other' category includes the following areas of need: Social, Emotional and Mental Health (SEMH; including anxiety, PTSD, OCD, eating disorders, body dysmorphic disorder, suicidal activity,

Speech, Language and/or Communication Needs	38	5.09
Sensory Difficulties	33	4.42
Genetic Condition	27	3.61
Global Developmental Delay	16	2.14
Physical disability	16	2.14
Hearing impairment	13	1.74
PDA	13	1.74
Cerebral Palsy	9	1.2
Visual impairment	8	1.07
Down Syndrome	6	0.8



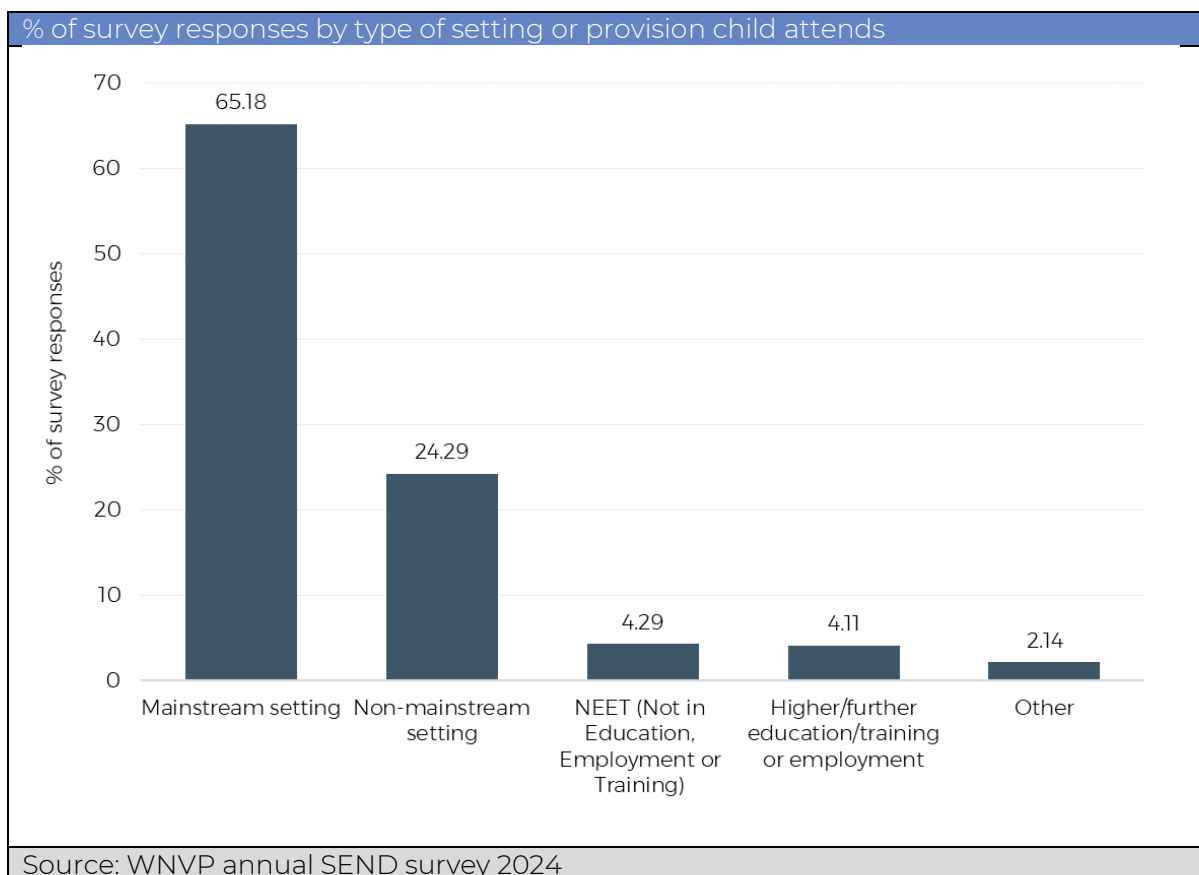
What type of setting or provision does your Child or Young Person attend?

Over half of respondents reported that their child or young person attends a mainstream school (58.04%).

Type of setting or provision	Number of survey responses	% of survey responses
Mainstream school	325	58.04
Special school	82	14.64
Independent Mainstream School	19	3.39

attachment issues), dyslexia, dyspraxia, bereavement, Tourette's syndrome, Postural tachycardia syndrome, oncology and diabetes.

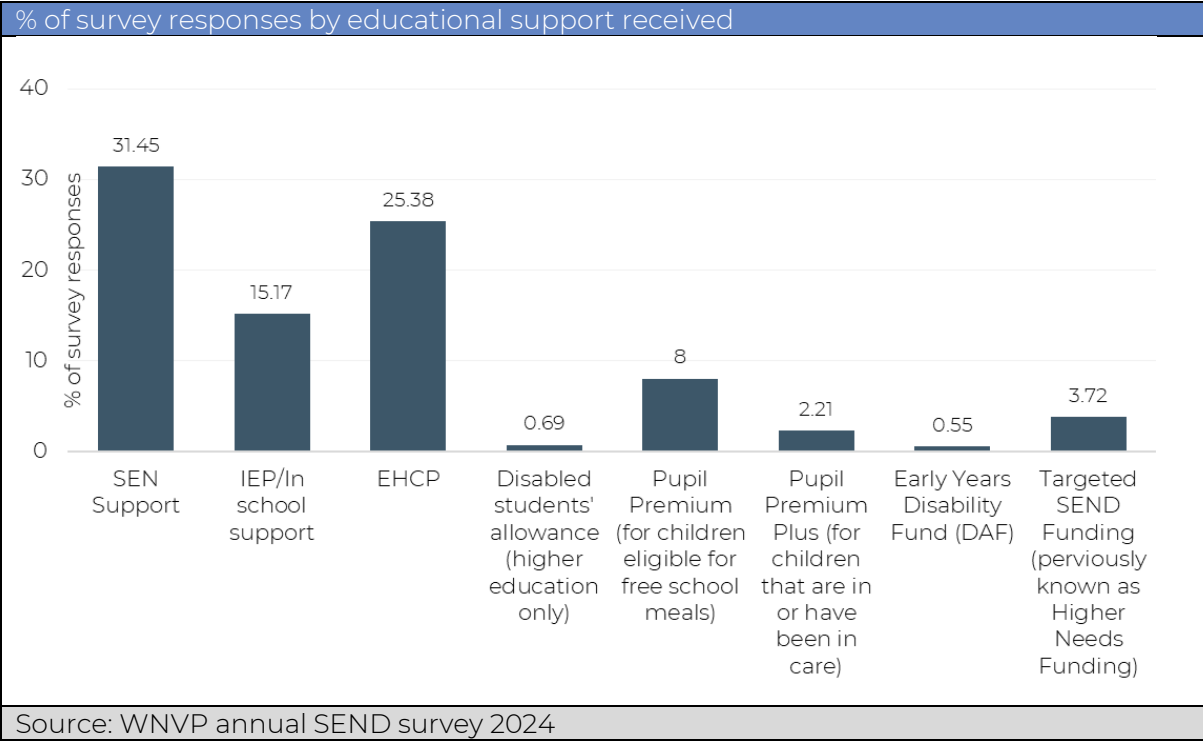
Alternative Provision	14	2.5
Other	12	2.14
Nursery/Early years provider	11	1.96
Awaiting a school placement	10	1.79
Electively Home Education (no other options)	10	1.79
Unit, within a mainstream school	10	1.79
Further Education (includes all level courses)	9	1.61
Independent Specialist School	9	1.61
Not accessing a setting	8	1.43
Electively Home Education (by choice)	6	1.07
Education Otherwise Than at School (EOTAS)	6	1.07
Higher Education	6	1.07
NEET (Not in Education, Employment or Training)	6	1.07
Adult day services	5	0.89
Apprenticeship	4	0.71
Employment	3	0.54
Flexi school	2	0.36
Specialist College	2	0.36
Supported internship	1	0.18



As shown in the chart above, just under one quarter (24.29%) of children are in a non-mainstream setting (including special schools, alternative provision, home education,

EOTAS or adult day services), 4.29% are Not in Education Employment or Training (NEET) (including those awaiting a school placement or not accessing a setting) and 4.11% are in Higher or Further Education, training or employment.

What educational support does your child receive?

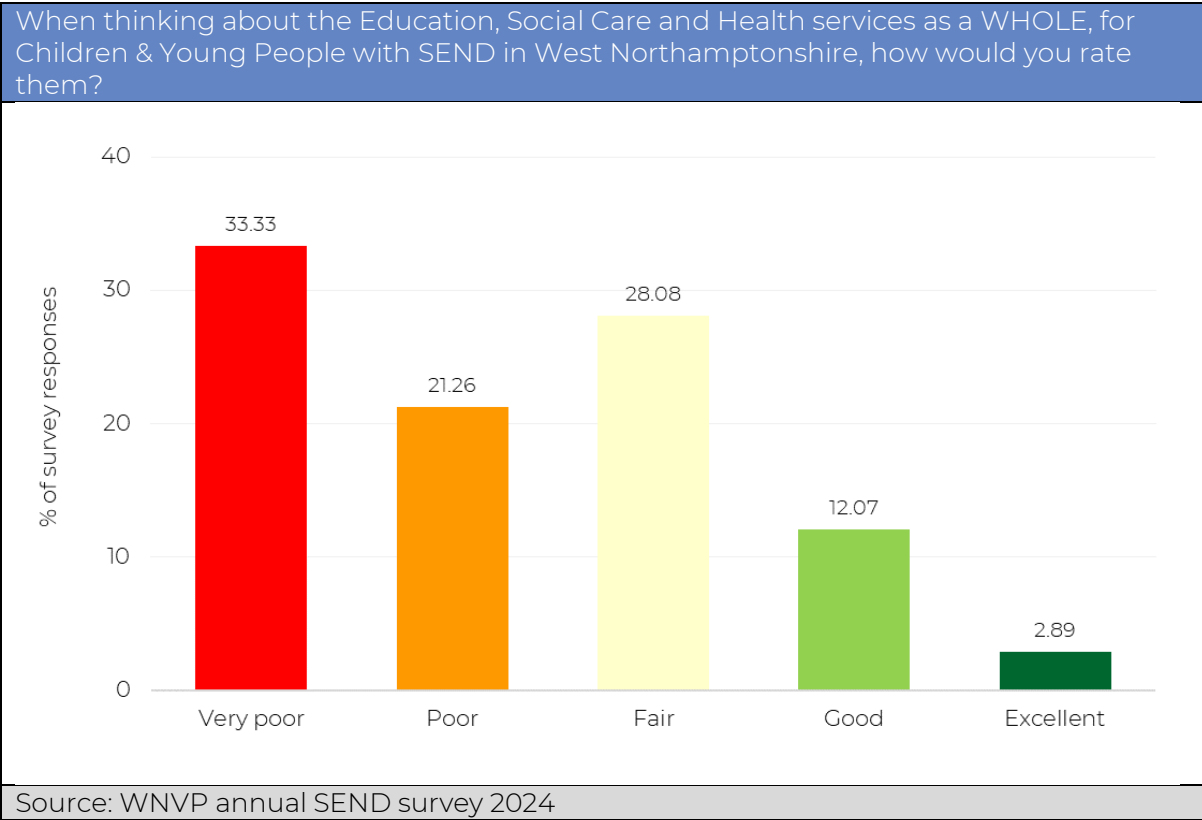


The majority of survey respondents reported that their child received SEN support (31.45%), whilst over one quarter of respondents reported support through an Education, Health and Care Plan (EHCP; 25.38%) and 15.17% through an Individualised Education Plan (IEP)/In school support. A lower proportion of respondents reported support through Pupil Premium Plus (2.21%), Disabled Students' Allowance (0.69%) and Early Years Disability Fund (DAF; 0.55%).

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' (54.59%), compared to only 14.96% who rated them 'good' or 'excellent'. 28.08% of respondents rated the services as 'fair'.



The table below breaks these 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 *Hearing impairments* rated the Education, Social Care and Health services as a whole most positively, with an average rating of 3.4 out of 5. On the other hand, the services were rated most negatively by parent carers whose children had *Social, Emotional and Mental Health* needs (SEMH; an average rating of 1.5), followed by *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	2.2
Autism Spectrum Disorder	2.2
Cerebral Palsy	2.2
Genetic Condition	2.9
Global Developmental Delay	3.3
Hearing impairment	3.4
Learning Difficulties	2.3
PDA	1.7
Physical disability	2.8
SEMH	1.5
Speech, Language and/or Communication Needs	2.6
Education support	
SEN Support	2.5
IEP/In school support	2.4
Pupil Premium (for children eligible for free school meals)	2.5
EHCP plan	2.5
Educational setting	
Mainstream School	2.2
Alternative provision	2.1
Independent Mainstream School	2.8
Independent Specialist School	2.1
Nursery/Early years provider	2.2
Special school	2.7
Location	
NN1 (Central Northampton)	2.5
NN2 (North Northampton town, Kingsthorpe, Boughton) ⁴	2.2
NN3 (East Northampton town, Abington)	2.3
NN4 (South Northampton town, Wootton)	2.3
NN5 (West Northampton town, Upton)	2.4
NN6 (Brixworth and rural areas North of Northampton) ⁵	2.0
NN7 (Roade, Blisworth and rural areas South of Northampton)	2.1
NN11 (Daventry and surrounding areas)	2.7
NN12 (Towcester and surrounding areas)	2.3

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

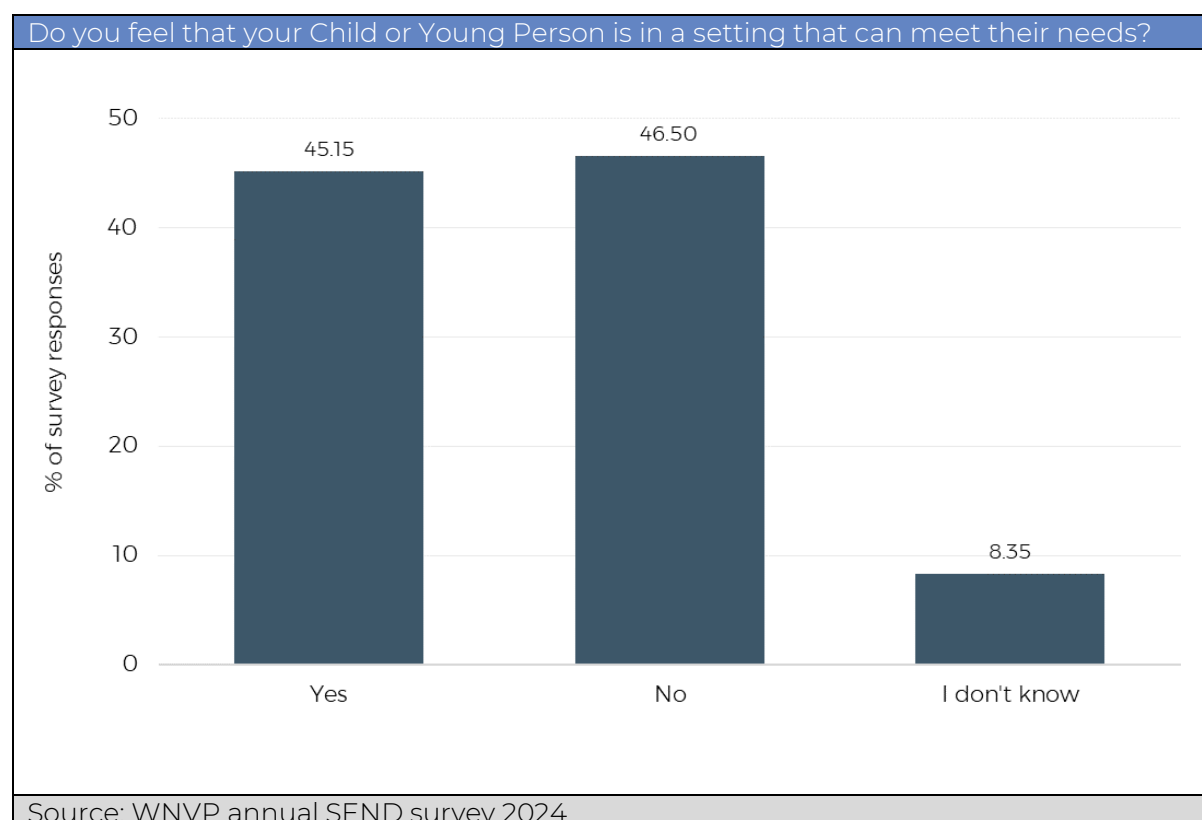
NN13 (Brackley and surrounding areas)	2.2
Overall average	2.3

Average service ratings did not widely differ between children receiving different levels of educational support. However, responses did differ across educational setting. Where children attended an *Independent Mainstream School*, services were rated most positively (2.8), compared to the poorer ratings given where children attended *Alternative provision* or an *Independent Specialist School* (2.1).

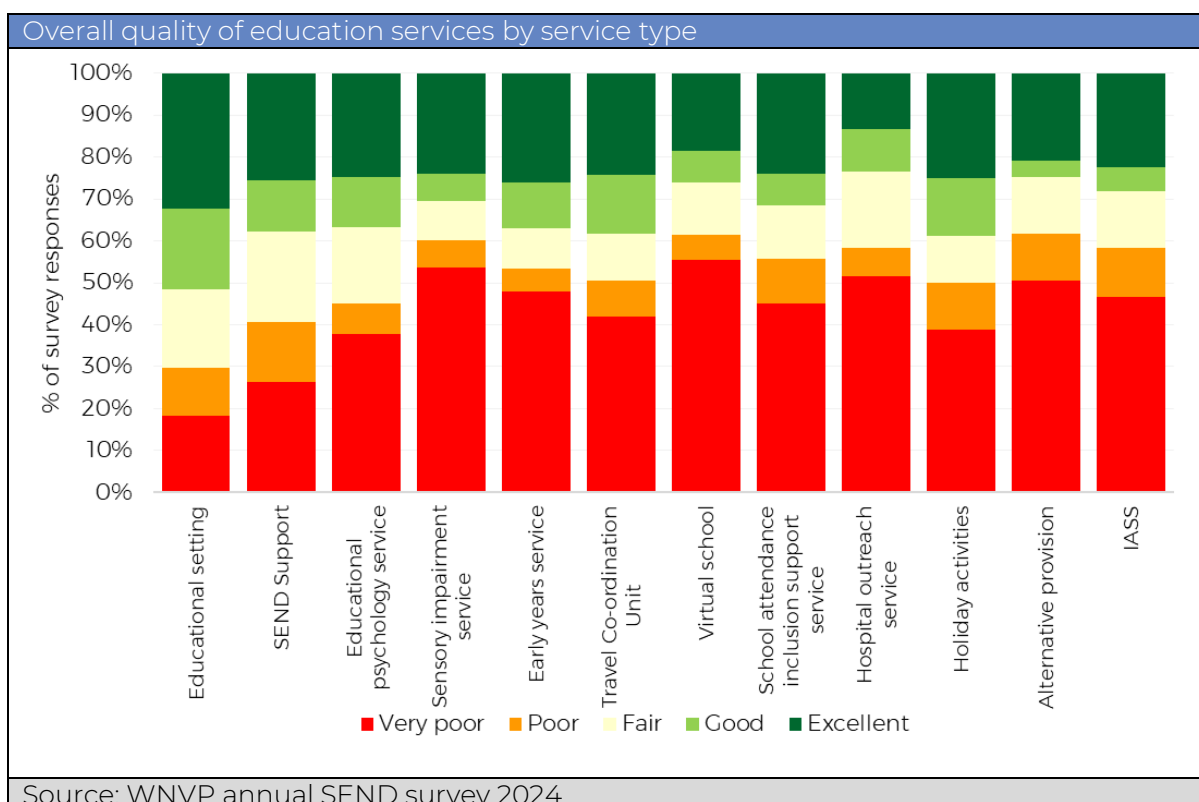
Finally, those located in NN6 (covering rural areas to the north of Northampton) rated the services most poorly (2.0), with those in the NN11 (Daventry) location having the highest average rating of the services (2.7).

Education settings

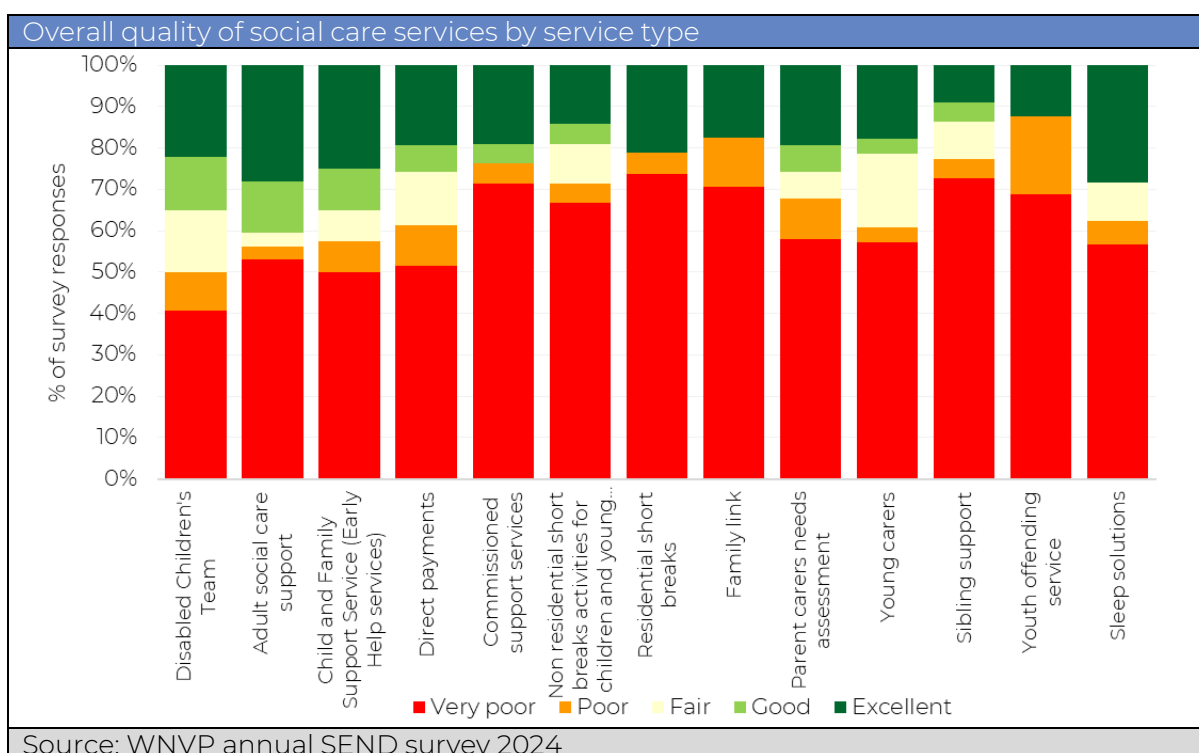
A slightly higher proportion of respondents felt that their child was in a setting that could not meet their needs (46.50%) compared to those that felt their child's needs could be met (45.15%).



The most positively rated education service was an *Educational setting* (e.g. school or nursery), where 51.66% of respondents rated this service as either 'good' or 'excellent'. By contrast, *Alternative provision*, *Virtual schools* and *Sensory impairment services* had the most negative ratings (with 61.73%, 61.54% and 60.19% of respondents rating these services as either 'poor' or 'very poor', respectively).



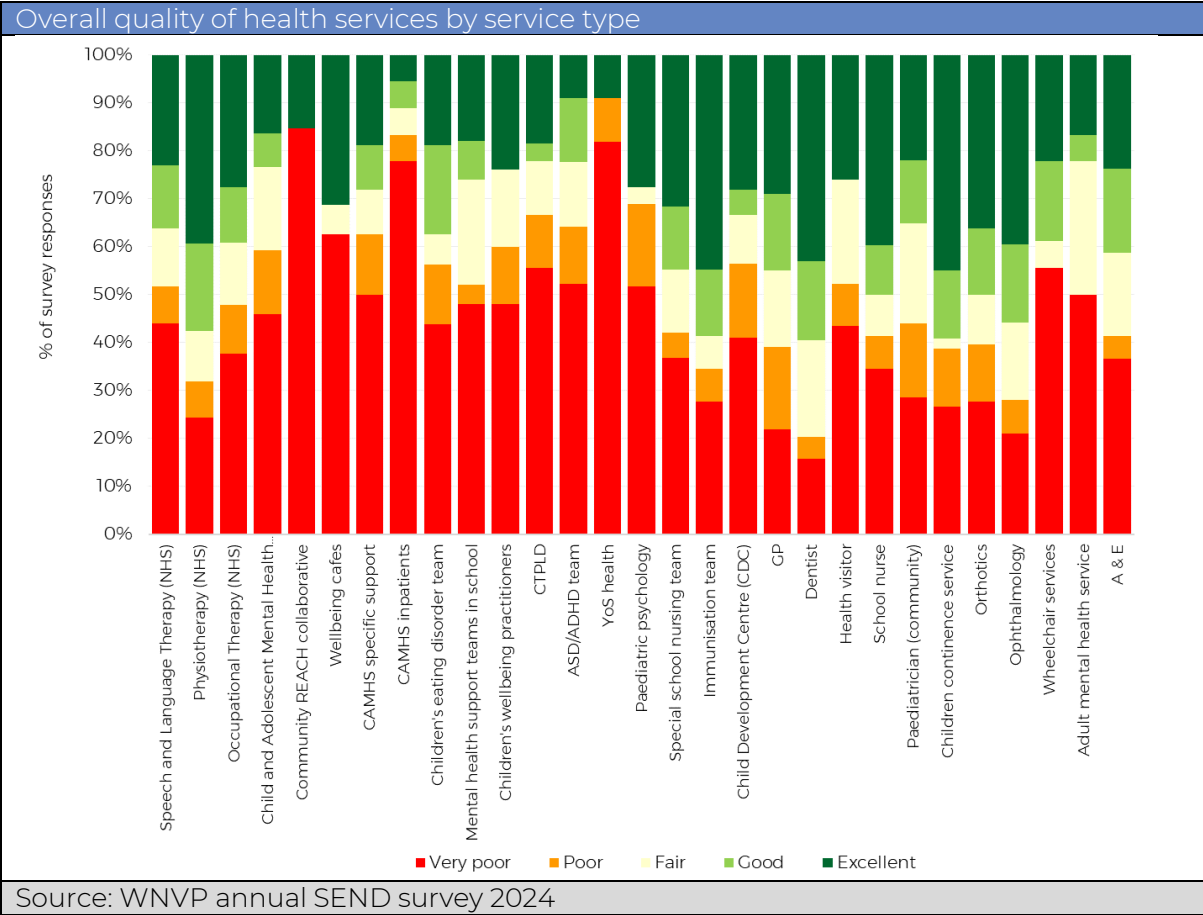
Social care services



Overall, social care services were rated more negatively in comparison to education services. The most positively rated social care service was *Adult social care support*, where 40.63% of respondents rated this service as either 'good' or 'excellent'. By contrast, *Youth offending services*, *Family link* and *Residential short breaks* had the highest proportion of

respondents rating these either 'poor' or 'very poor' (87.50%, 82.35% and 78.95%, respectively).

Health services



Community REACH collaborative, Youth Offending Service (YoS) health and Child and Adolescent Mental Health Services (CAMHS) inpatients have the highest proportion of 'very poor' ratings from respondents of all health services (each with over 70% of respondents recording 'very poor' ratings). On the other hand, the Immunisation team, Dentist, Children continence service, Physiotherapy (NHS) and Ophthalmology all have over 50% of respondents rating the service as 'good' or 'excellent'.

In addition to the closed-ended questions in the survey relating to health services, there was also a section which collected additional written responses. The word cloud below shows commonly used words within these responses⁶, offering further insight into the sentiment of the respondents. Below the word cloud are some examples of the opinions offered.

⁶ 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'.

[illegible]

Example survey responses

"Children being failed in every service due to waiting times. The DBT service however is amazing."

"No support from CAMHS. Constantly pushed to the bottom of the list. Forced to pay for support privately that we couldn't afford."

"Services inadequate. CAMHS crisis team great but had to close our daughter's case as she wasn't in school so crisis stopped."

“Extremely difficult to find out about any services available.”

"Services not advertised properly and impossible to access."

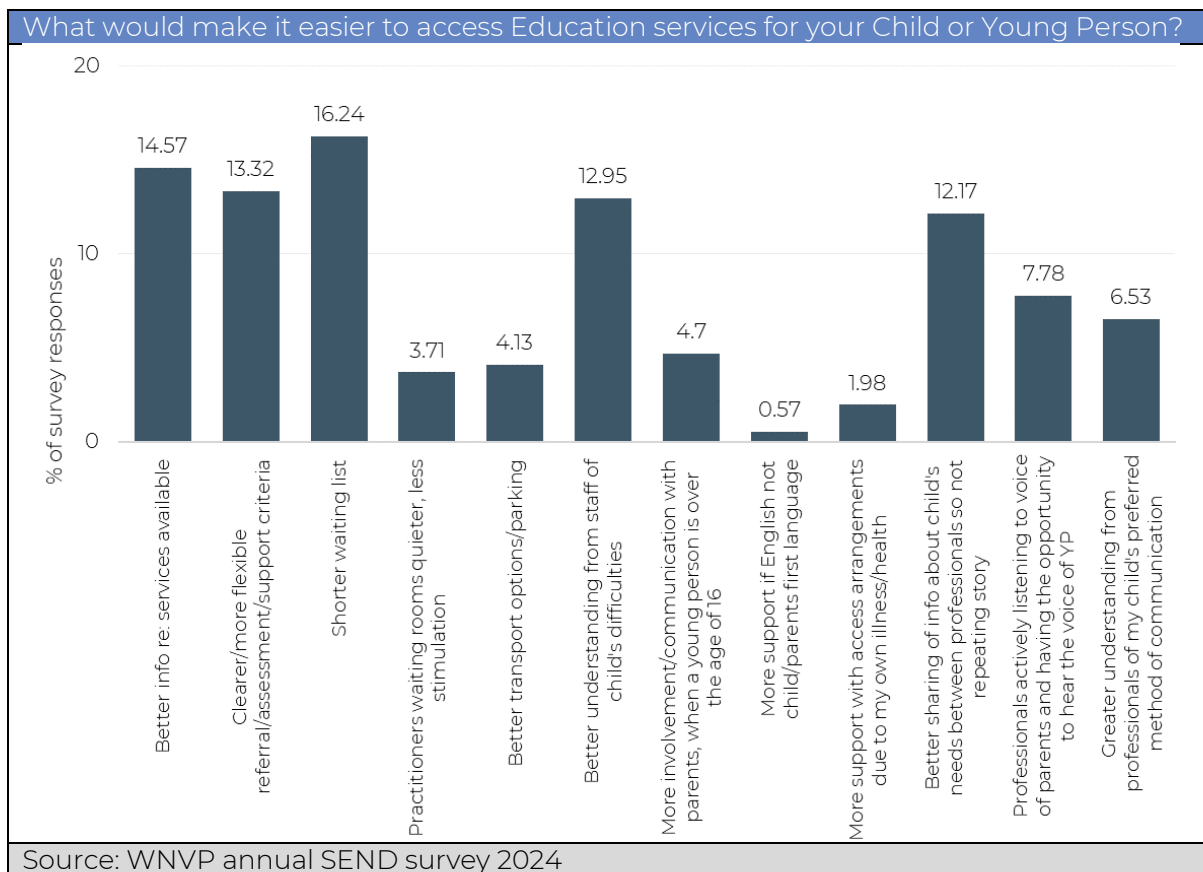
“More information around these services, what they can offer and how to access them would be invaluable!”

"It's so frustrating."

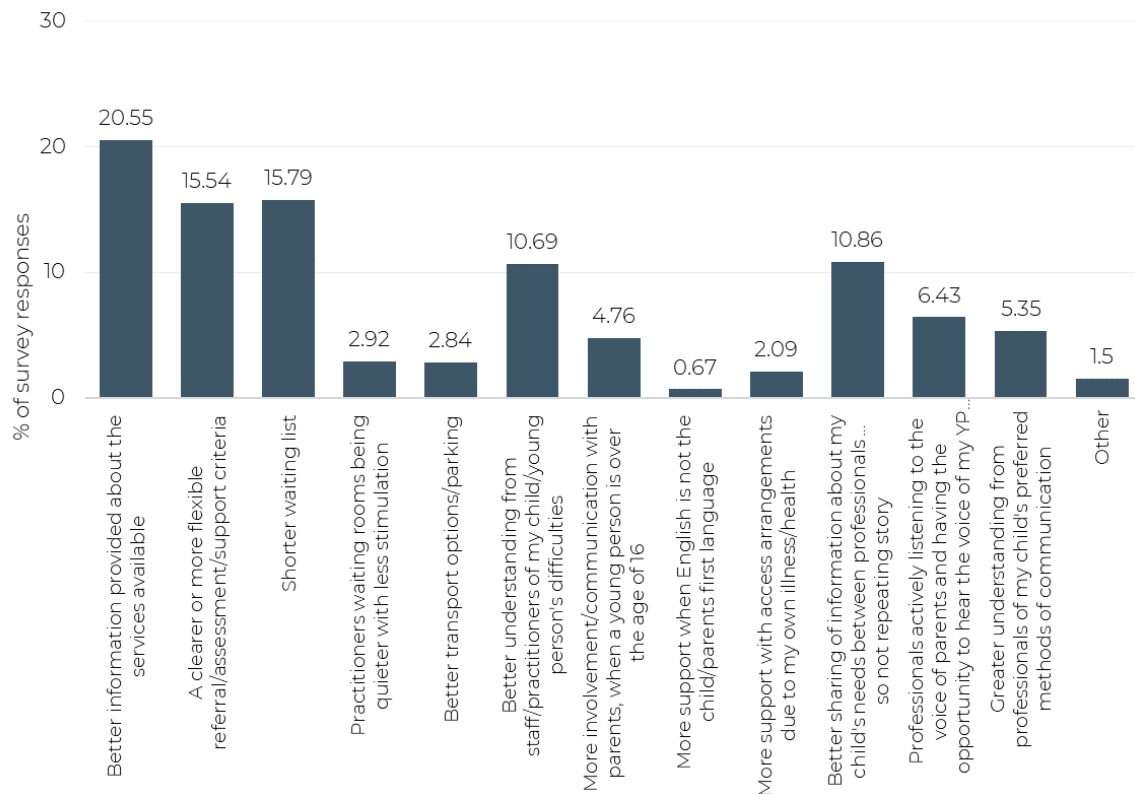
How could service provision be improved?

This section explores responses to the questions in the WNVP survey related to suggested ways to improve access to education, health and social 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 over 10% 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* – 8.75% of respondents (see *Annex B* for detailed breakdowns).

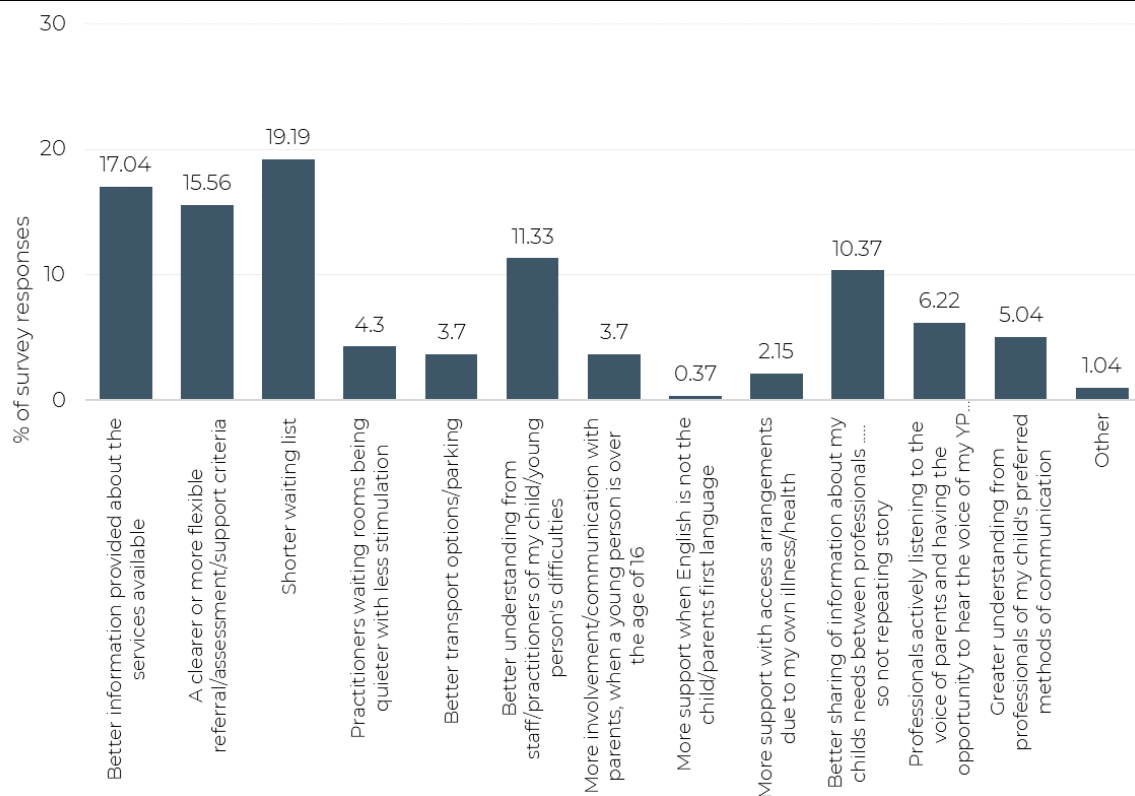


What would make it easier to access Social Care services for your Child or Young Person?



Source: WNVP annual SEND survey 2024

What would make it easier to access Health services for your Child or Young Person?



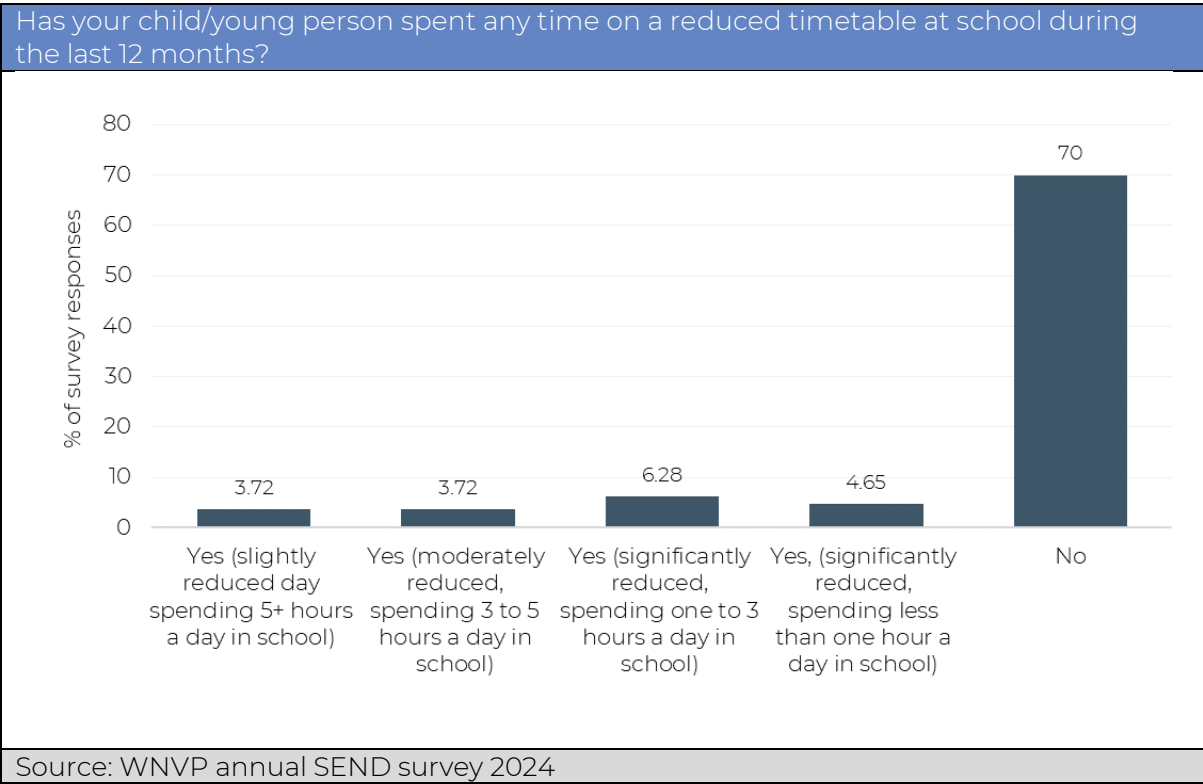
Source: WNVP annual SEND survey 2024

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.

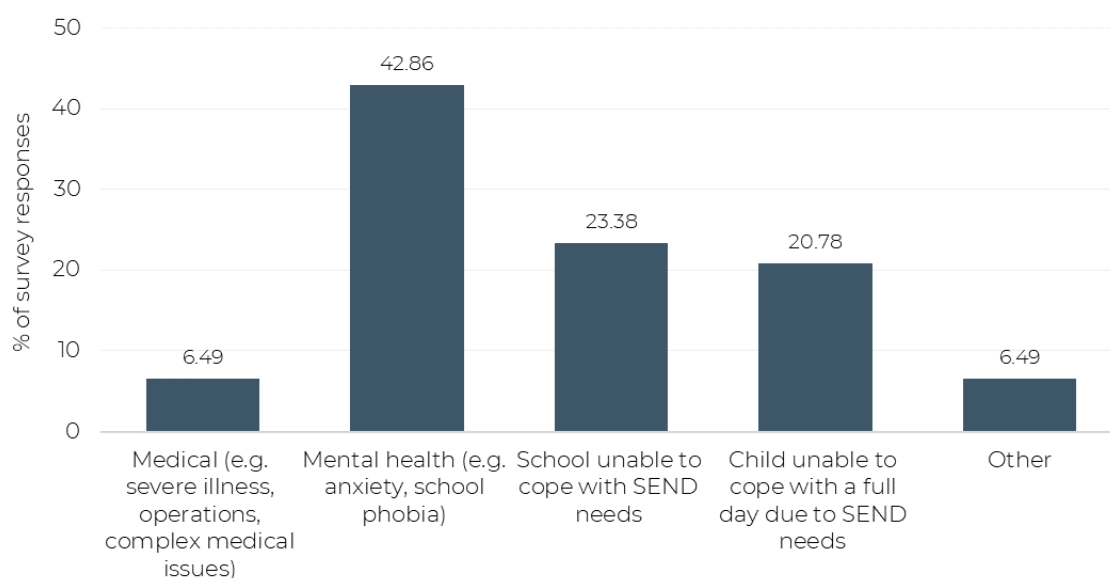
Reduced timetable

The majority of respondents reported that their child had not spent any time on a reduced timetable in the last 12 months (70.0%). Of those who had, a higher proportion of respondents reported a significantly reduced timetable (10.92%) compared to either slightly or moderately reduced (7.44%).



Almost half of parent carers reported that the primary reason for their child not being in school full-time was due to *Mental health* (42.86%), whilst just under a quarter of respondents reported that the school was *unable to cope with SEND needs* (23.38%). *Medical or other reasons* were cited less frequently (6.49%).

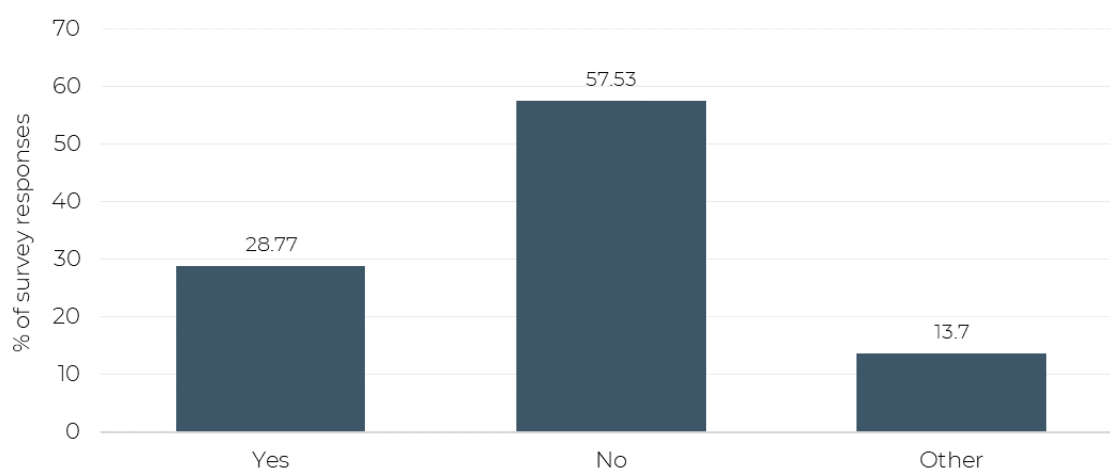
Primary reason for them not being in school full-time?



Source: WNVP annual SEND survey 2024

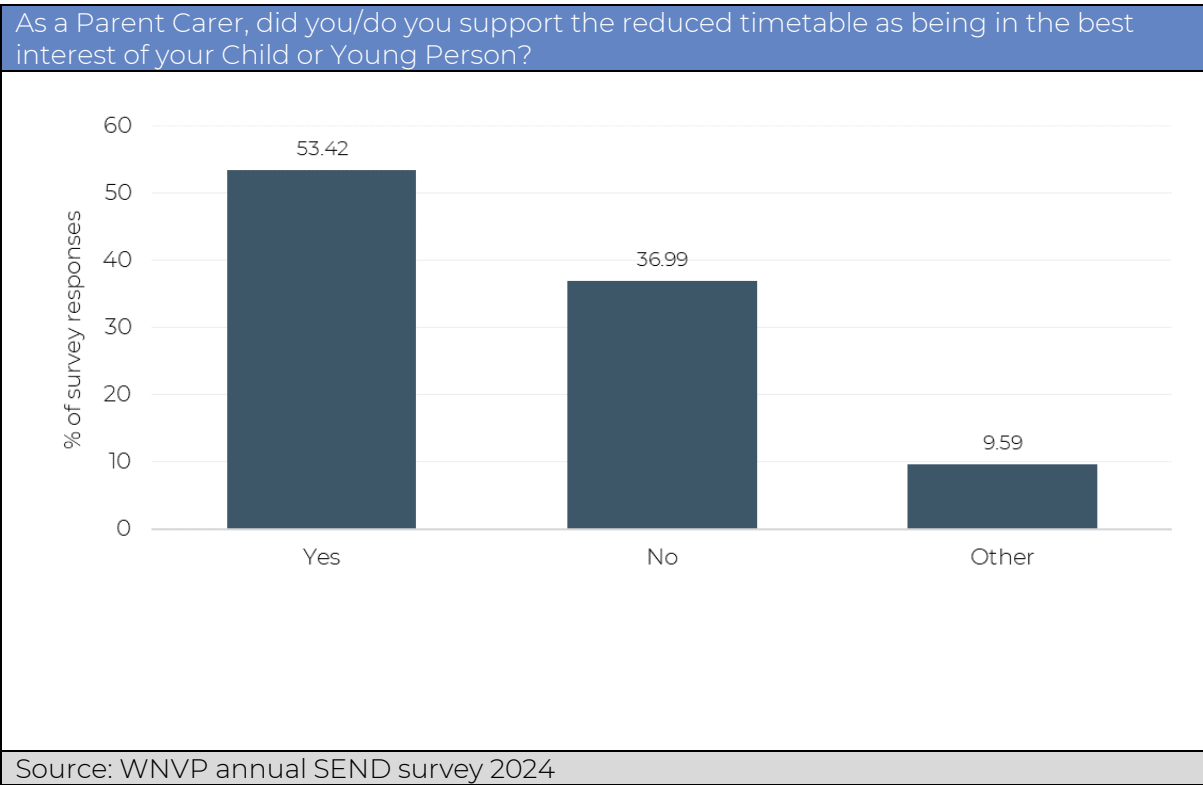
Over half of respondents reported that there was no plan in place with the school to support their child to reintegrate back into a full-time timetable (57.53%).

Is there a plan in place with school to support your Child or Young Person to reintegrate them back into a full-time timetable?

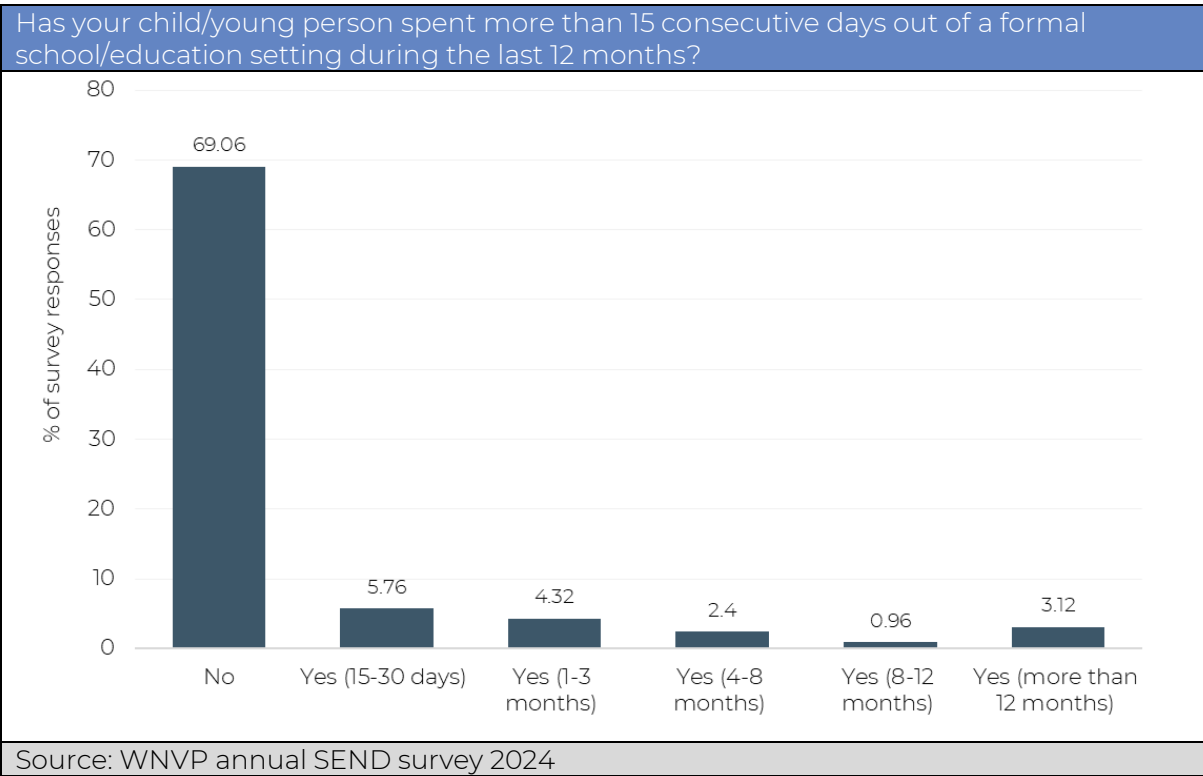


Source: WNVP annual SEND survey 2024

Over half of respondents supported the reduced timetable as being in the best interest of their child (53.42%), whilst 36.99% did not support this adjustment.

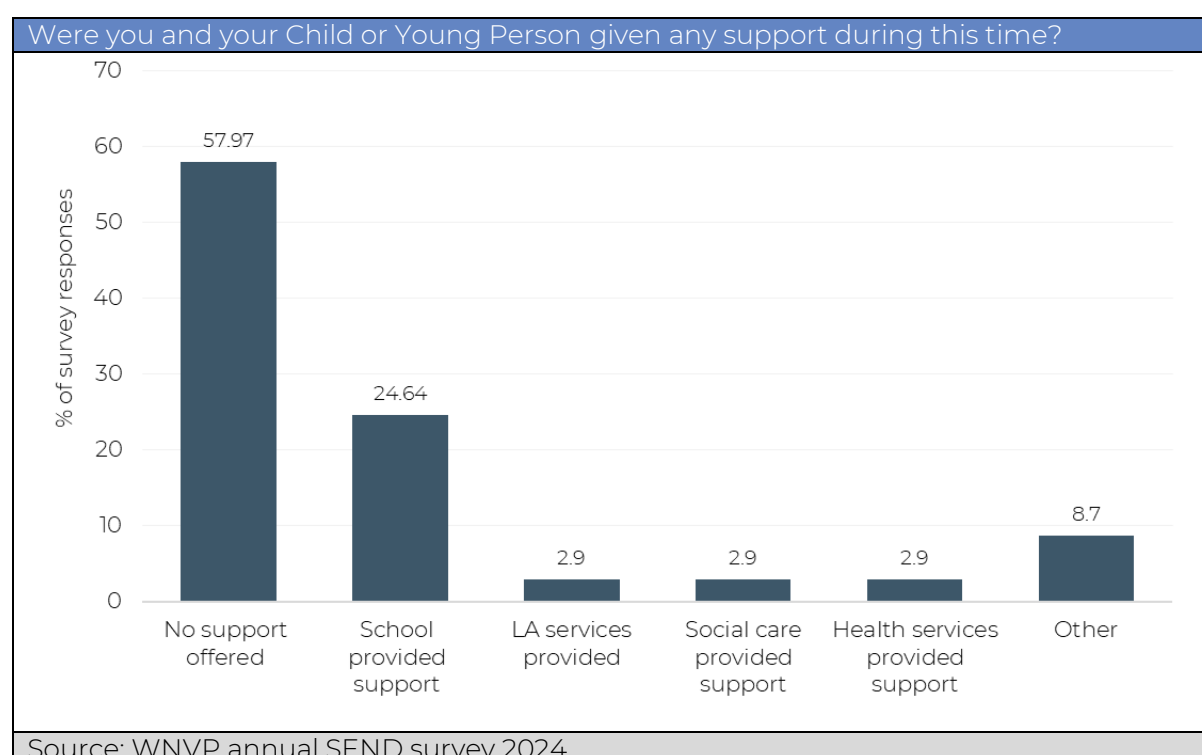
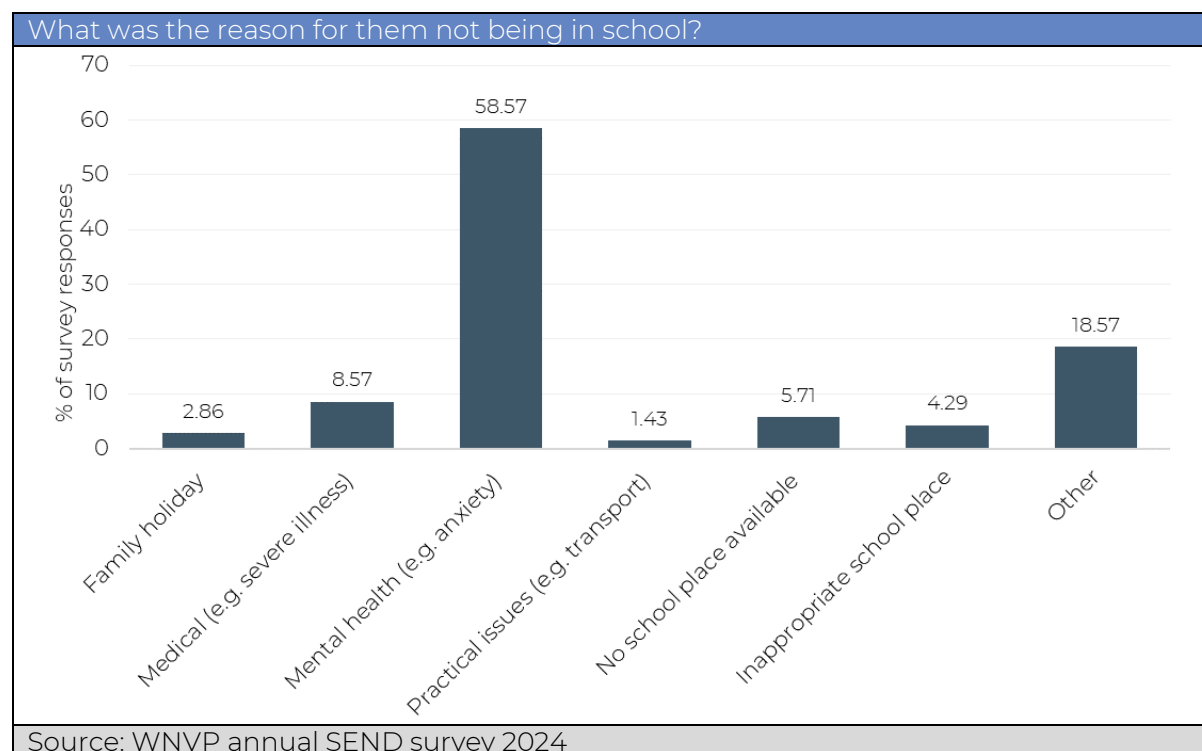


Removal from school



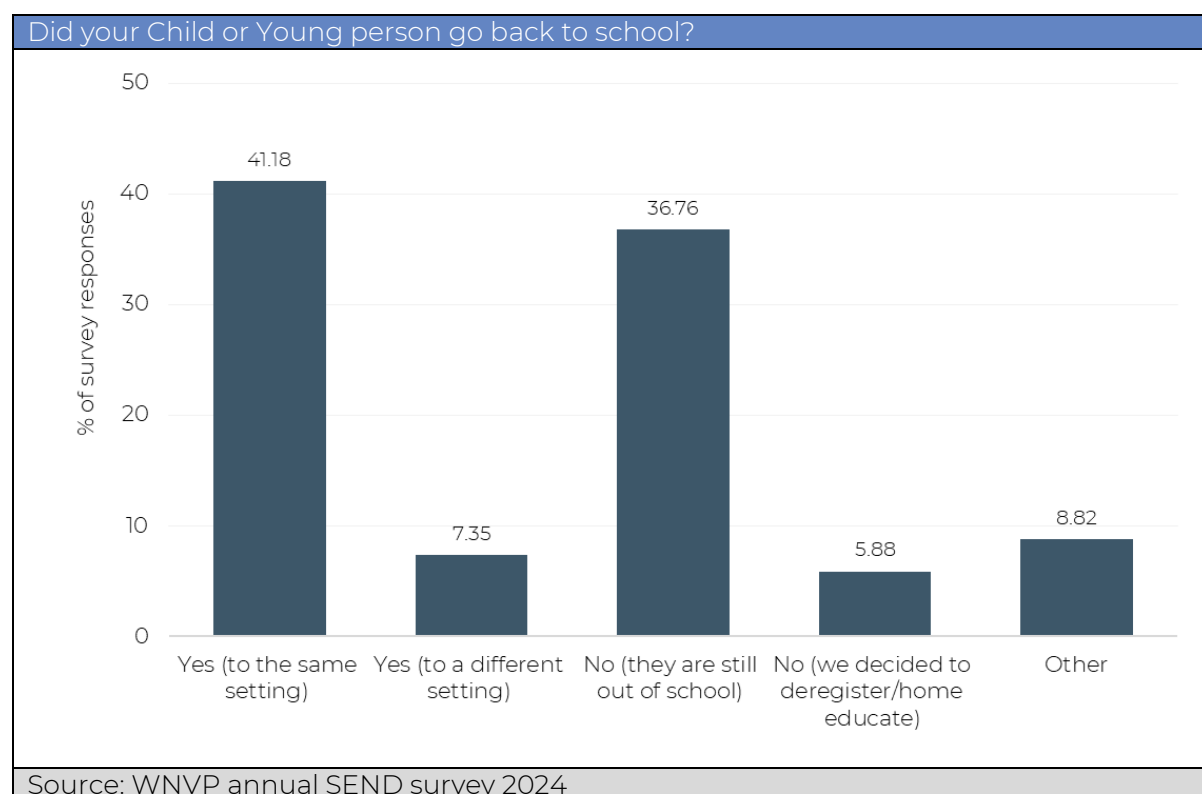
The majority of respondents reported that their child had not spent more than 15 consecutive days out of a formal education setting during the last 12 months (69.06%). Of those who had, a higher proportion of respondents reported that their child spent 3 months or less out (10.08%) in comparison to 4+ months out (6.48%).

Again, mental health was cited as the primary reason for children not being in school, as reported by 58.57% of respondents. Practical issues (e.g. transport) were less commonly reported (1.43%).



During this time, the majority of parent carers had no support offered (57.97%), whereas just under one quarter of respondents had support provided by the school (24.64%). Support from LA services, social care or health services were less common (2.90%), whilst some respondents cited 'Other' support (8.70%).

In the majority of cases, the child did go back to school in the same setting (41.18%). However, a large proportion of respondents reported that their child was still out of school (36.76%). Going back to school in a different setting or deregistering/home educating were less common (7.35% and 5.88%, respectively).



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 2024

Example survey responses

"I feel my children are struggling like many others out there but the wait times to be assessed is ridiculous and feel there isn't much support from other involvements because they are also at...capacity."

"The unit at school and doing a fantastic job. However, the transport team don't seem to understand and are not meeting her needs."

"The waiting list to be seen is too long the kids are falling through the gaps in the system. And not getting diagnosed and getting the help they need to thrive."

"We are very happy with how well our child is getting on in her new school and the transition by them and the team around her has been brilliant this time."

"Children need way more support in school when struggling with mental health problems, especially because of the horrendous waiting lists. We are failing our children."

"Available services for those with SEN need to be made clearer."

"His school have been excellent. Huge appreciation to the staff at All Saints CEVA Northampton. Including office staff."

"Services are poor, good practice is isolated, needs more funding and systemic improvement."

"Their current specialist unit is brilliant but we fought long and hard to get them in and if I had been answering about their previous provision, my answers would have been different."

"The school has great support facilities however I wish speech and language with a therapist was more frequent than it currently is."

"Lack of knowledge and understanding from teachers about how to support send children"

Annex A Service experience for different groups

This section explores the differences in experience of educational and health services for different communities across West Northamptonshire. 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.

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 *Educational Settings* (3.7 vs. 3.0, respectively) and *School Attendance and Inclusion Support Service* (2.9 vs. 2.3, respectively).
- Only three of the 14 services explored were rated more positively by those without an EHCP (by an average of more than 0.1 percentage points) – Early Years Service, Holiday Activities and Food Programme (HAF) Service and Independent Advisory Support Service (IASS).

The condition which reported the best experience differed by service

- Those with *Global Developmental Delay* generally reported the best *SEN Support Service* experience (average rating of 3.9).
- Those with *Autistic Spectrum Disorder* generally reported the best *Educational Psychology Service* experience (average rating of 2.9) and *School Attendance and Inclusion Support Service* experience (average rating of 2.7).
- Those with a *Genetic Condition* generally reported the best *Sensory Impairment Service* experience (average rating of 3.0).

The condition which reported the worst experience differed by service

- Those with *Dyslexia* generally reported the worst *SEN Support Service* experience (average rating of 1.6).
- Those with a *Genetic Condition* generally reported the worst *Educational Psychology Service* experience (average rating of 1.9).
- Those with *ADD/ADHD* generally reported the worst *Sensory Impairment Service* experience (average rating of 1.6).
- Those with *ADD/ADHD* and *Learning Disabilities* generally reported the worst *School Attendance and Inclusion Support Service* experience (average rating of 2.3).

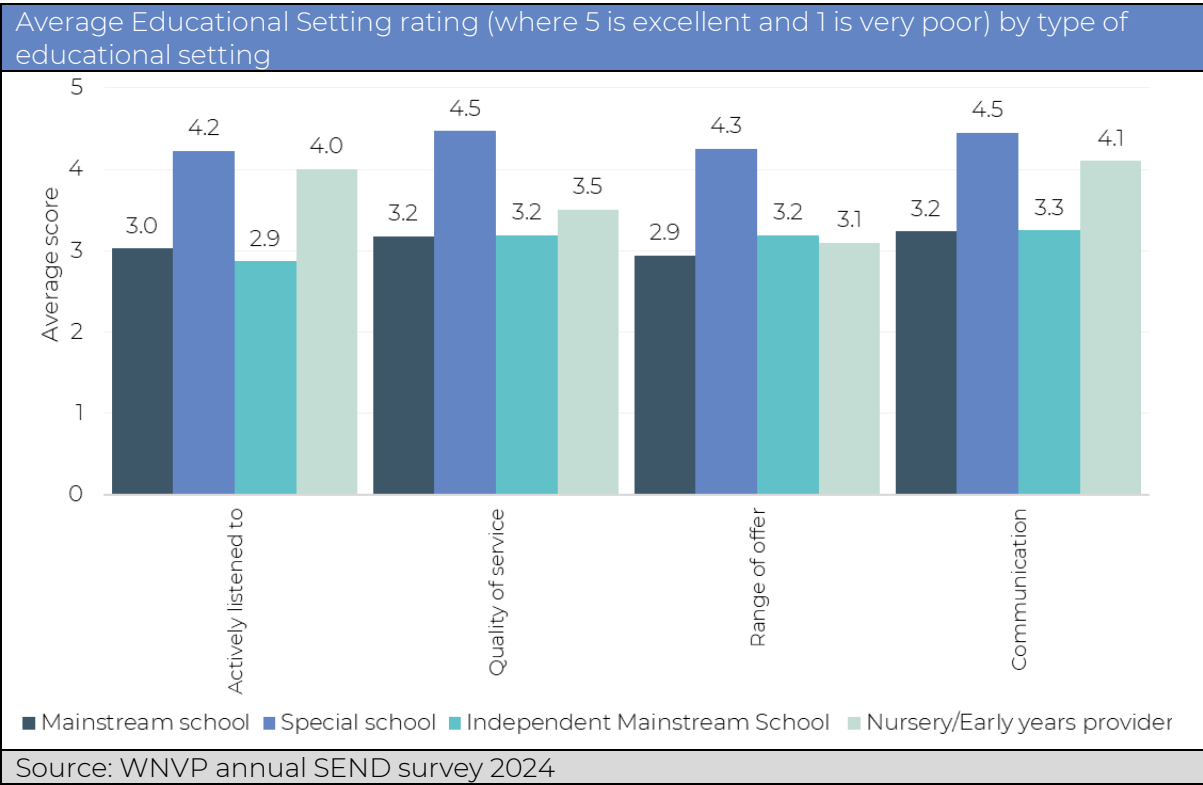
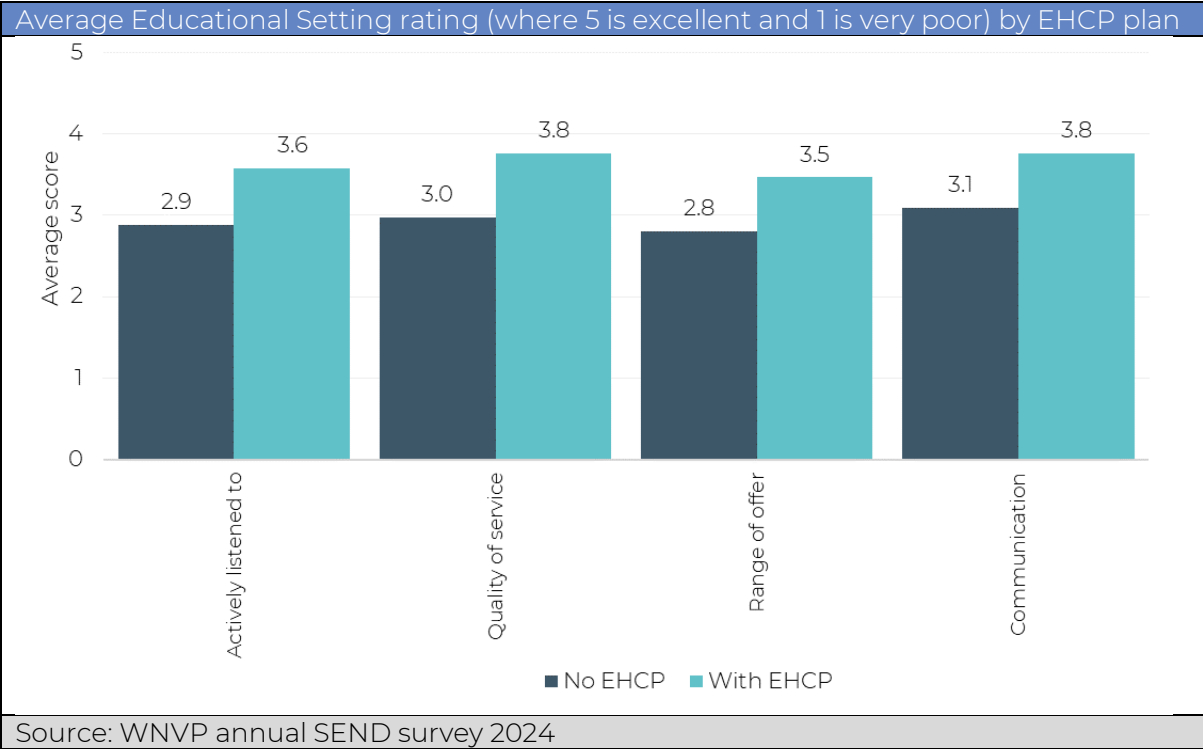
Generally, Special Schools are more highly rated in comparison to other educational settings

- Special Schools had a higher average rating across all four rating categories (4.4) relative to Nursey/Early Years providers (3.7), Independent Mainstream Schools (3.2) and Mainstream Schools (3.1).
- Special schools were rated most positively in terms of their *Quality of Service* and *Communication* (average ratings of 4.5).

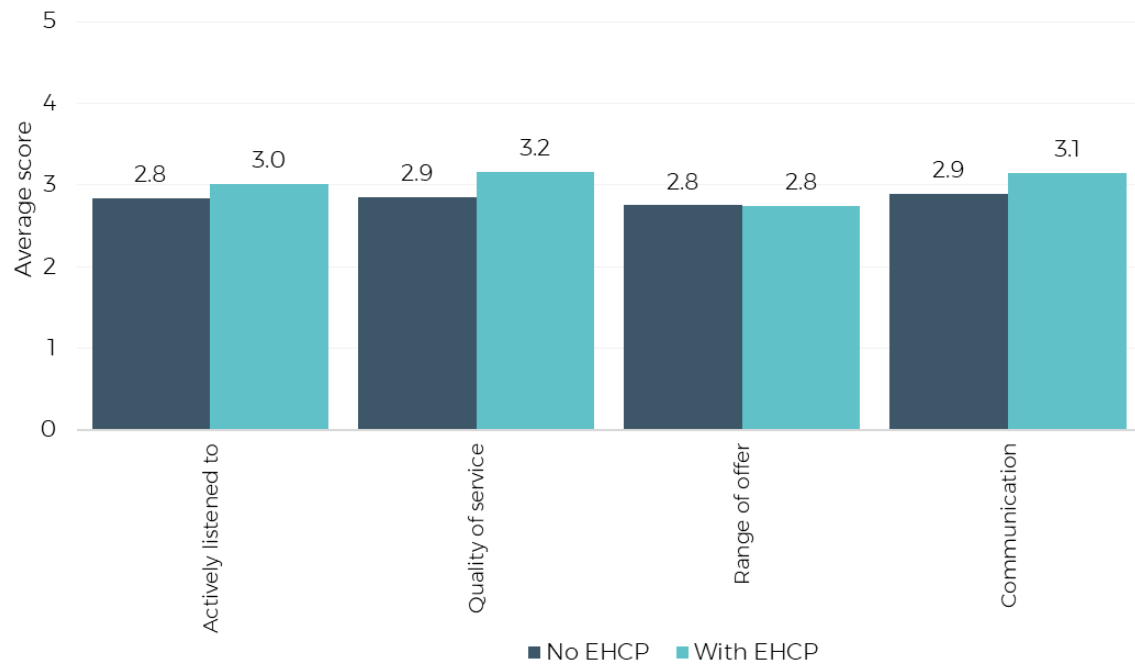
Across services, people generally report better experience in terms of the *Quality of Service* and the *Communication*

- 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 2.5 for their *Range of Offer* and 2.4 for being *Actively Listened to*.

Key facts and figures

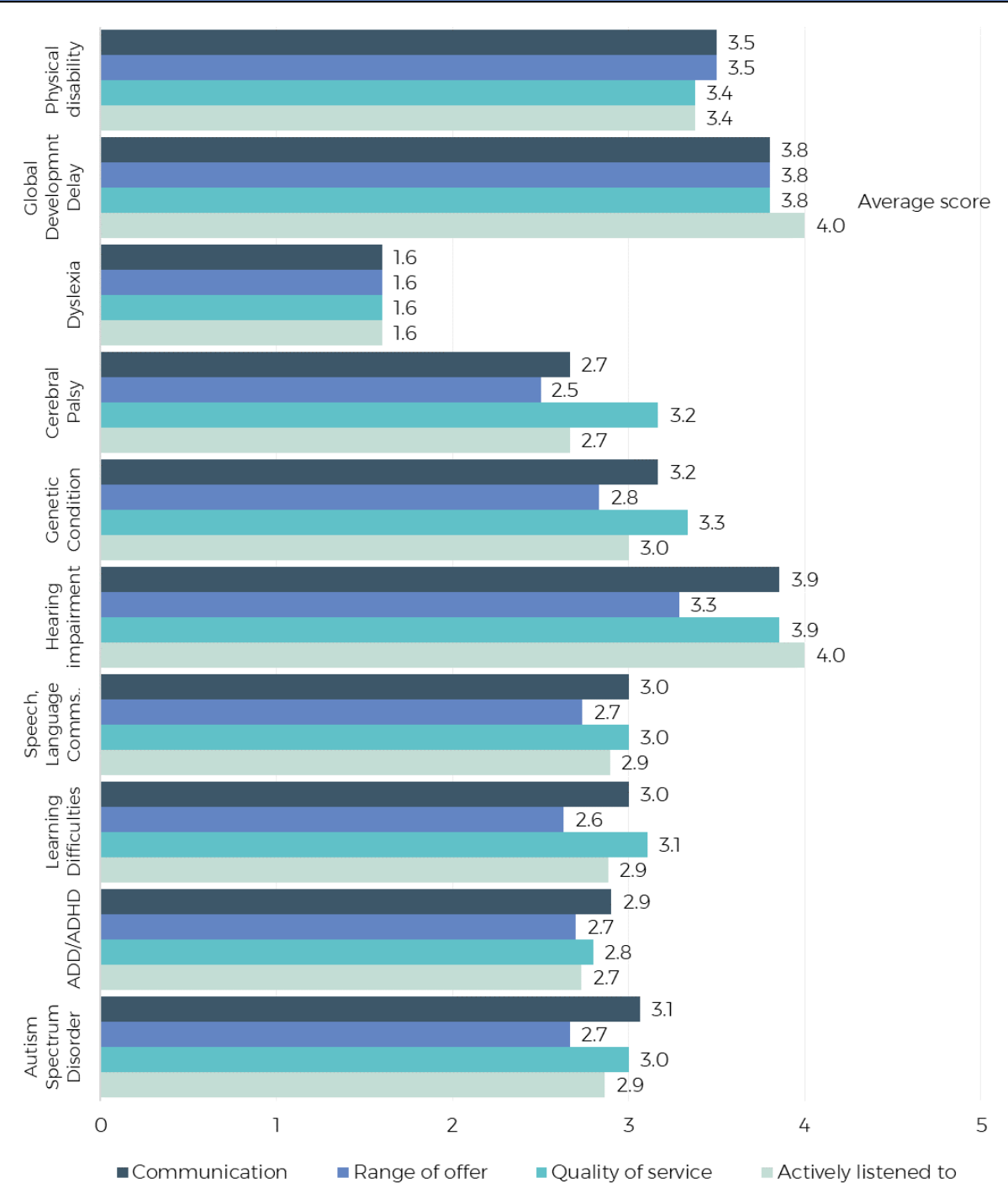


Average SEN Support Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



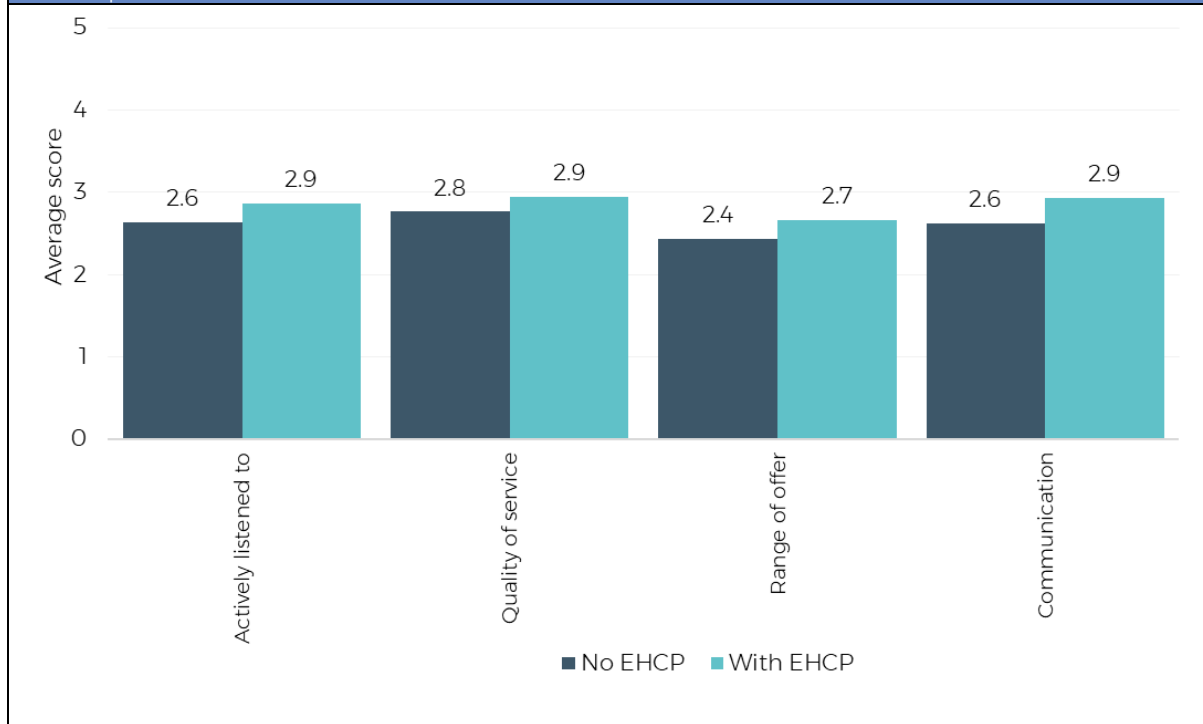
Source: WNVP annual SEND survey 2024

Average SEN Support Service rating (where 5 is excellent and 1 is very poor) by main condition



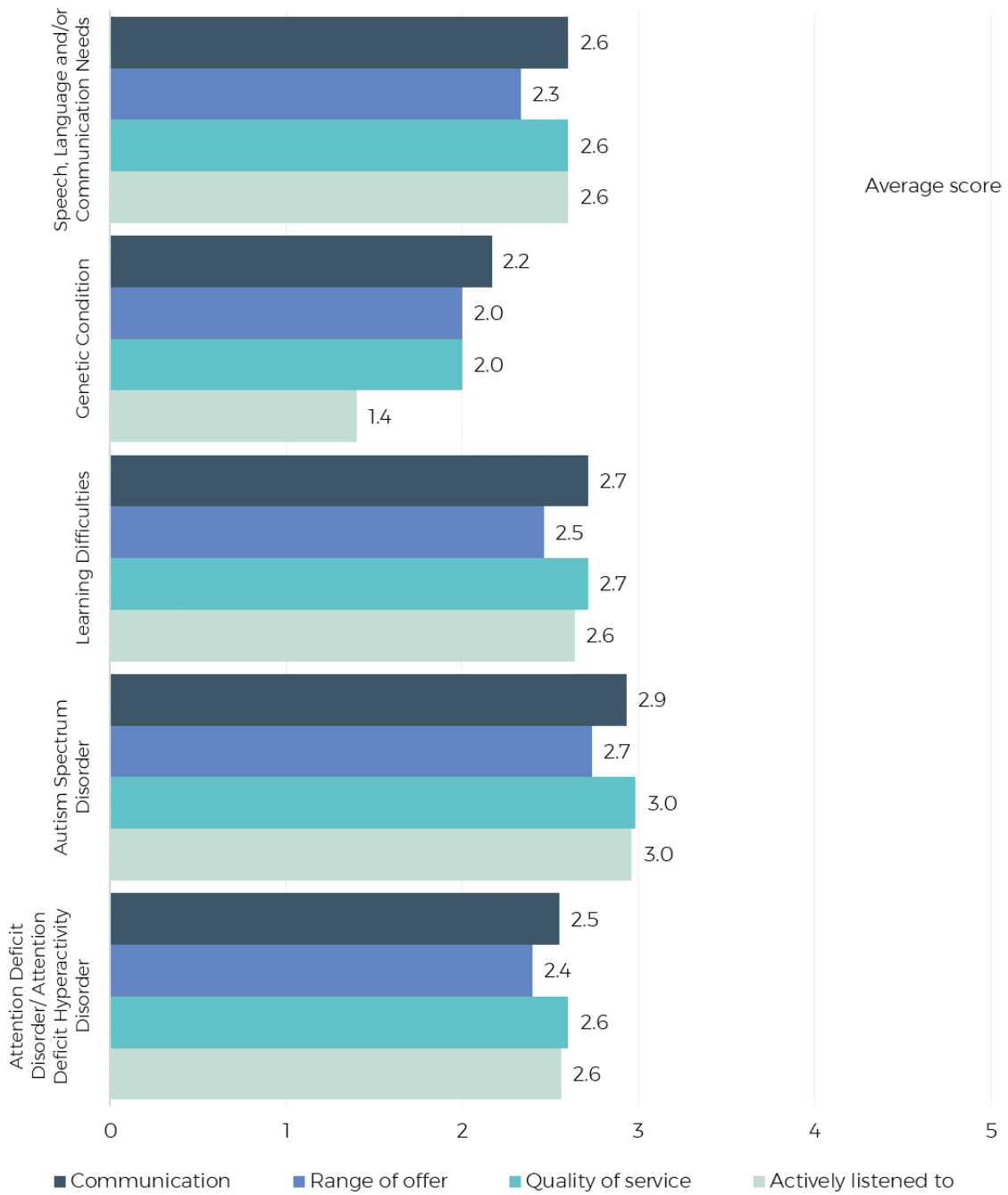
Source: WNVP annual SEND survey 2024

Average Educational Psychology Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



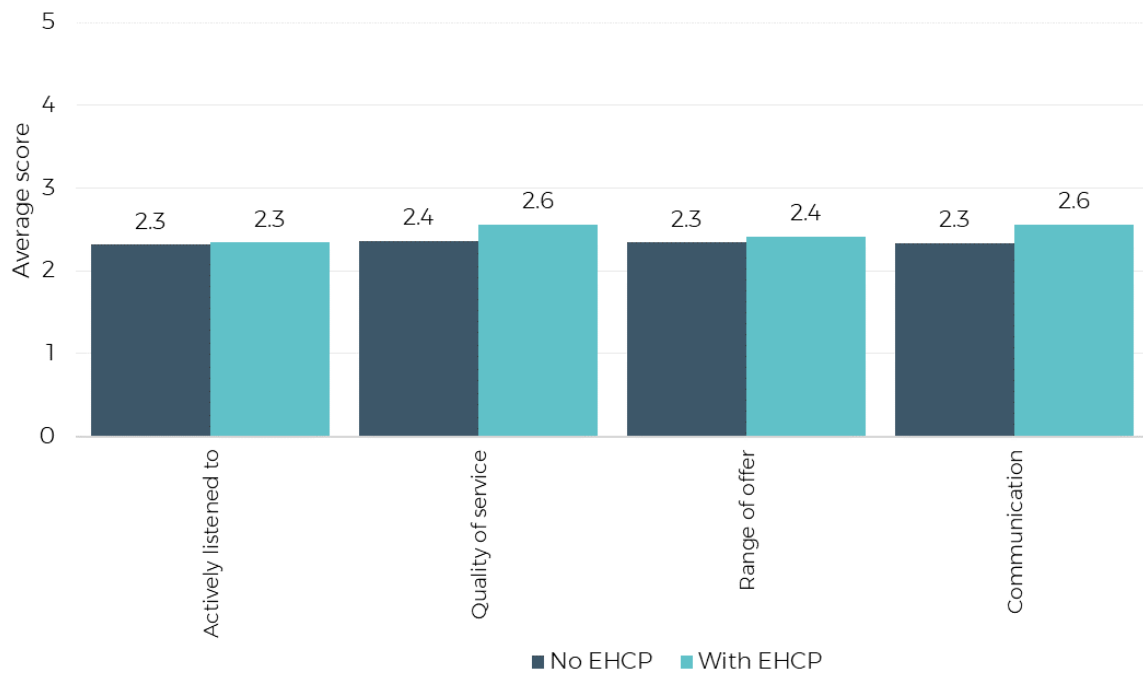
Source: WNVF annual SEND survey 2024

Average Educational Psychology Service rating (where 5 is excellent and 1 is very poor) by main condition



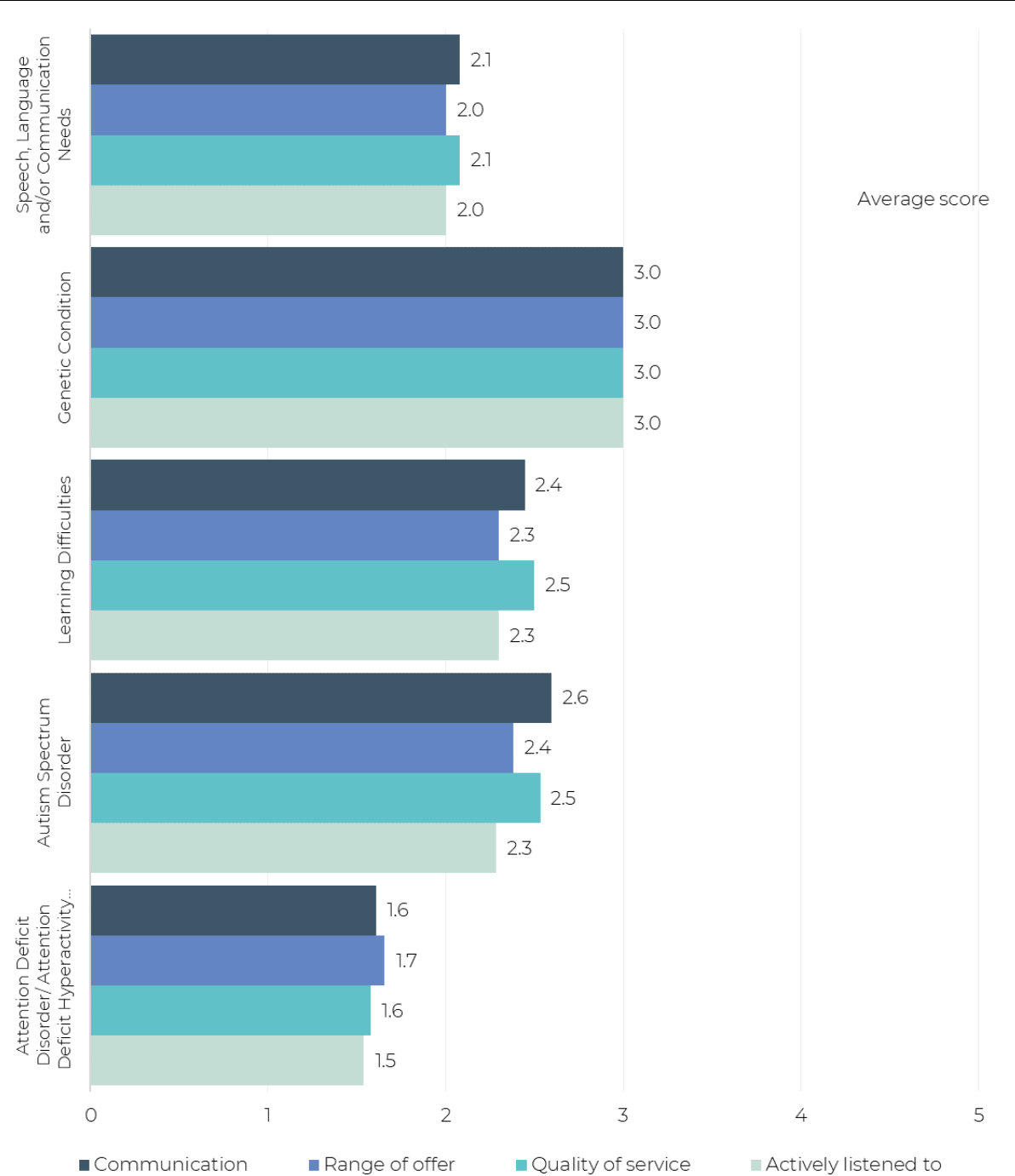
Source: WNVP annual SEND survey 2024

Average Sensory Impairment Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



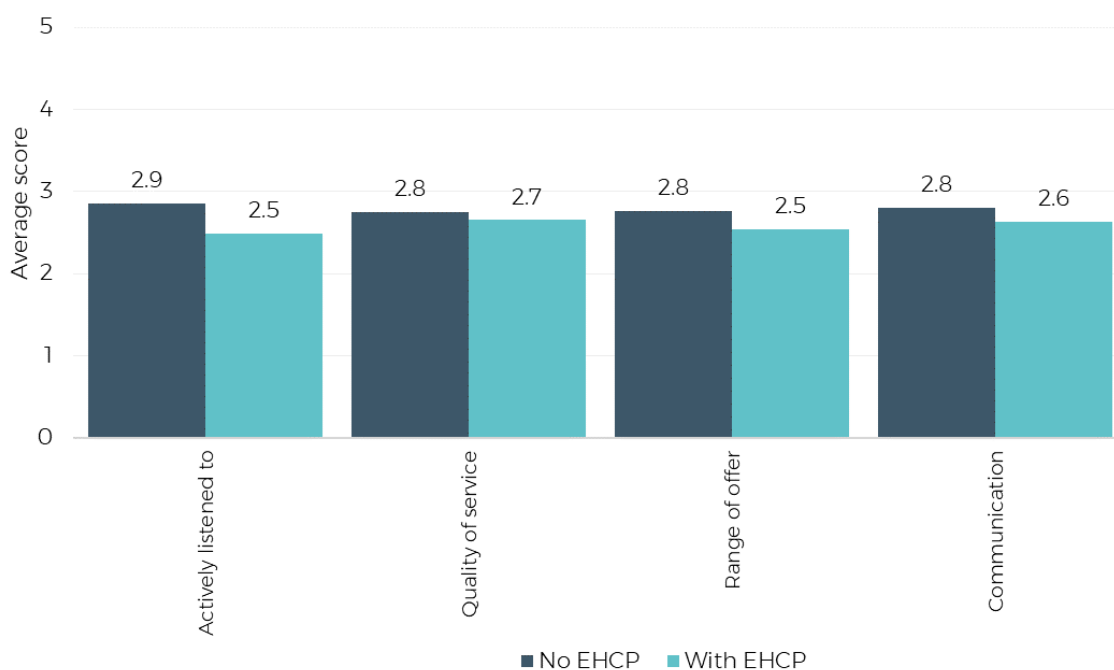
Source: WNVP annual SEND survey 2024

Average Sensory Impairment Service rating (where 5 is excellent and 1 is very poor) by main condition



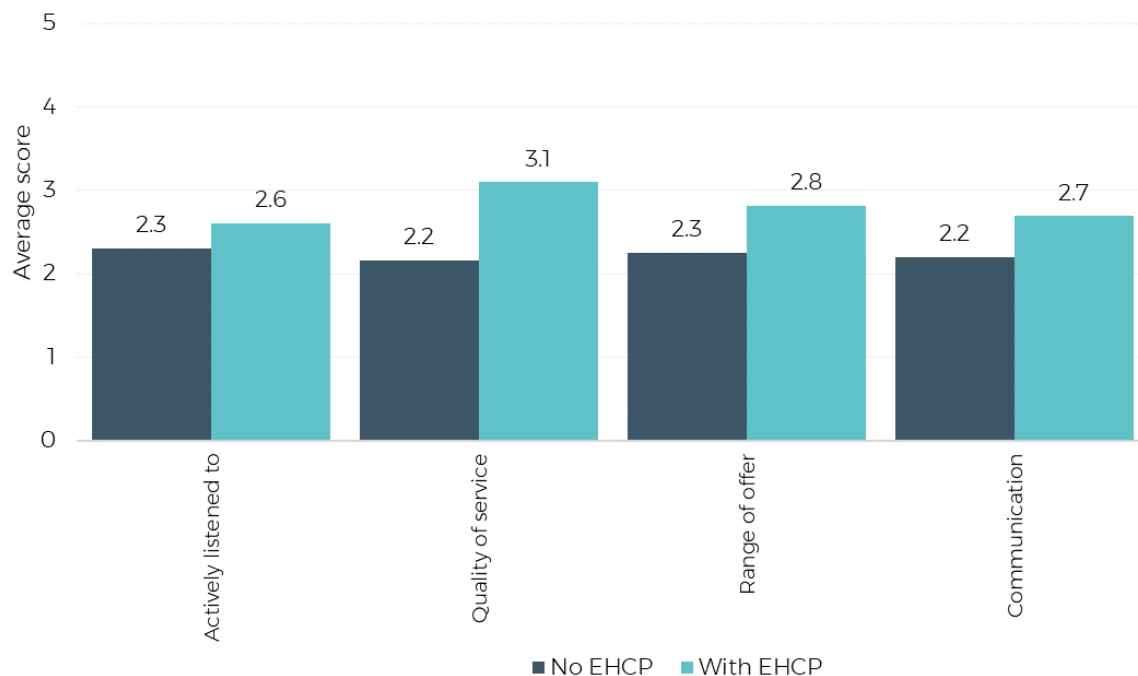
Source: WNVP annual SEND survey 2024

Average Early Years Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



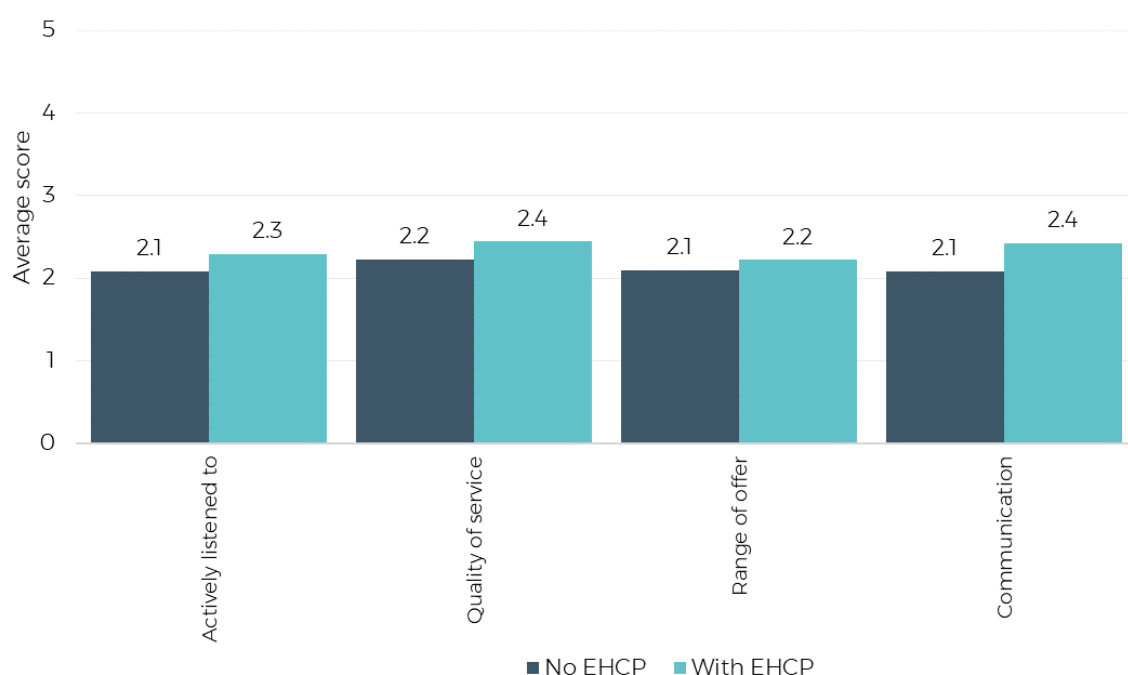
Source: WNVP annual SEND survey 2024

Average Travel Co-ordination Unit (Transport) Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



Source: WNVP annual SEND survey 2024

Average Virtual School Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



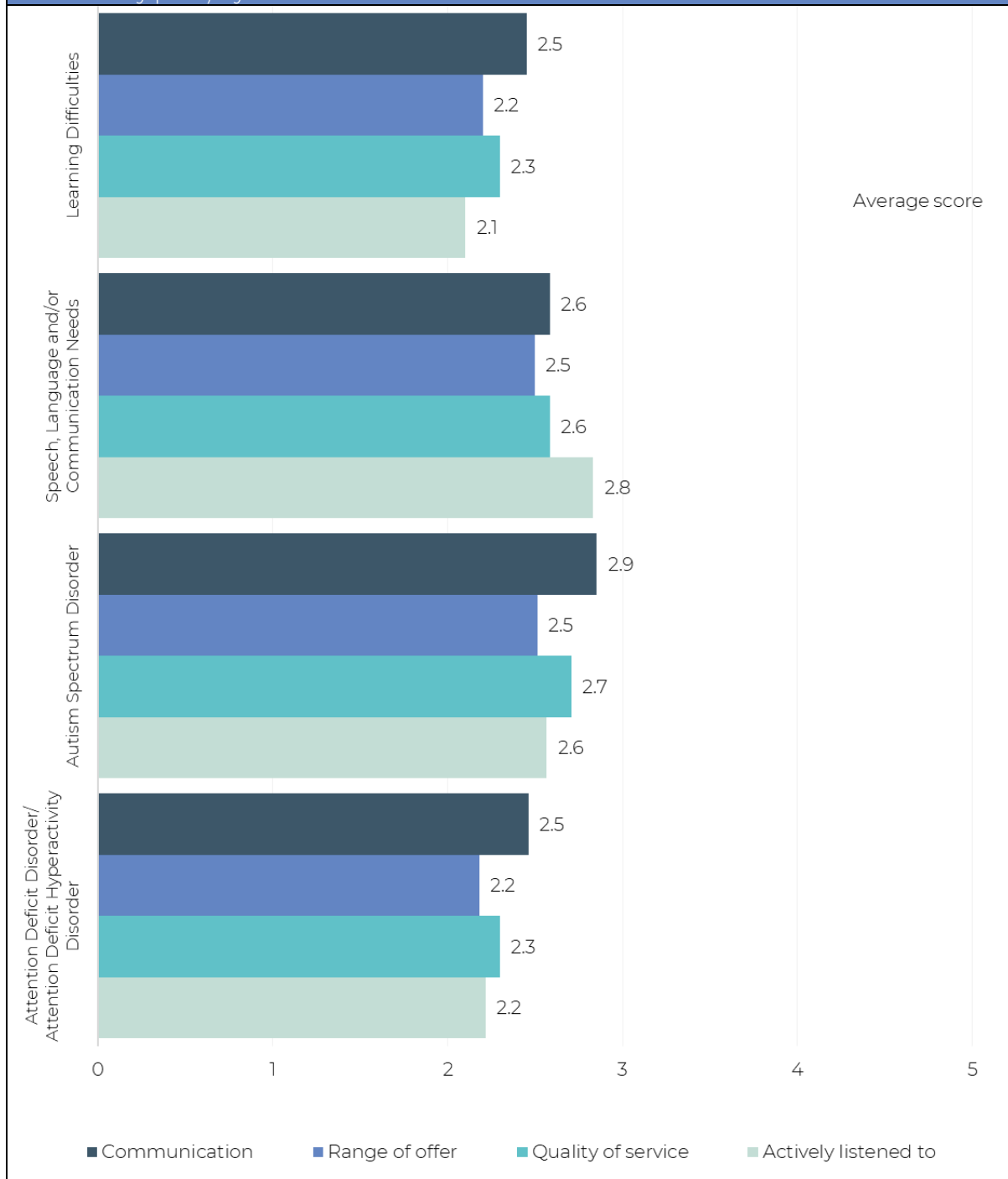
Source: WNVP annual SEND survey 2024

Average School Attendance and Inclusion Support Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



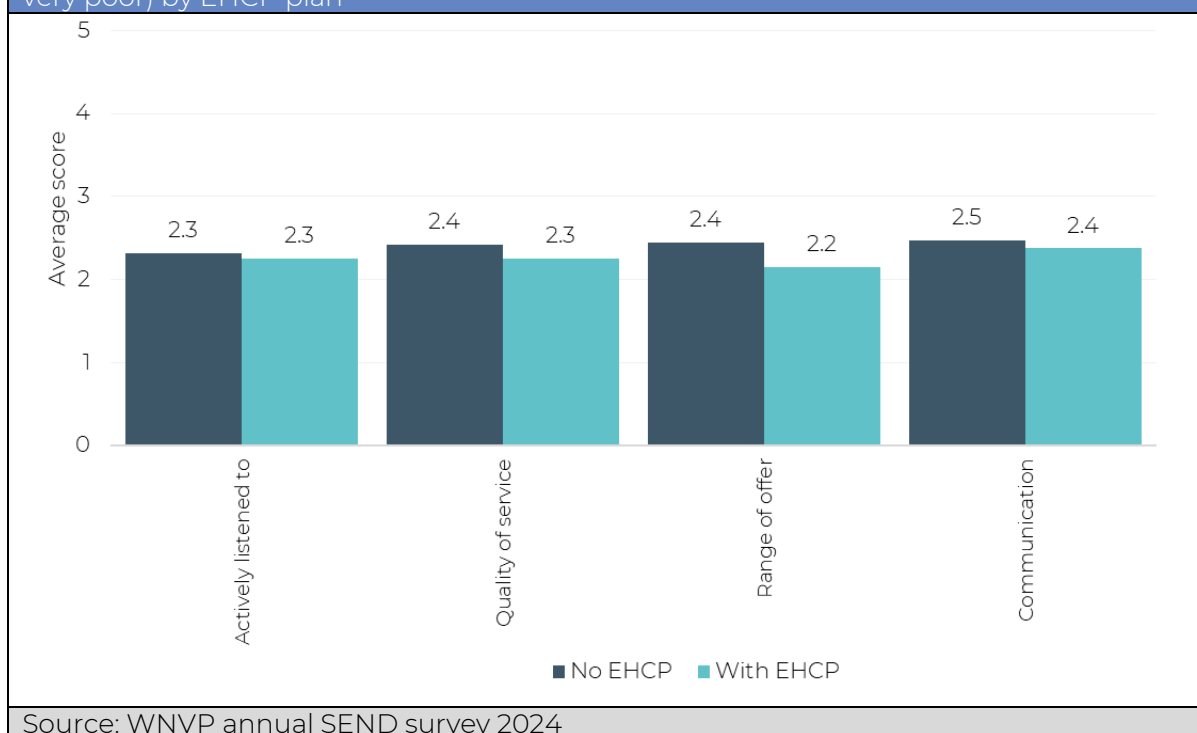
Source: WNVP annual SEND survey 2024

Average School Attendance and Inclusion Support Service rating (where 5 is excellent and 1 is very poor) by main condition

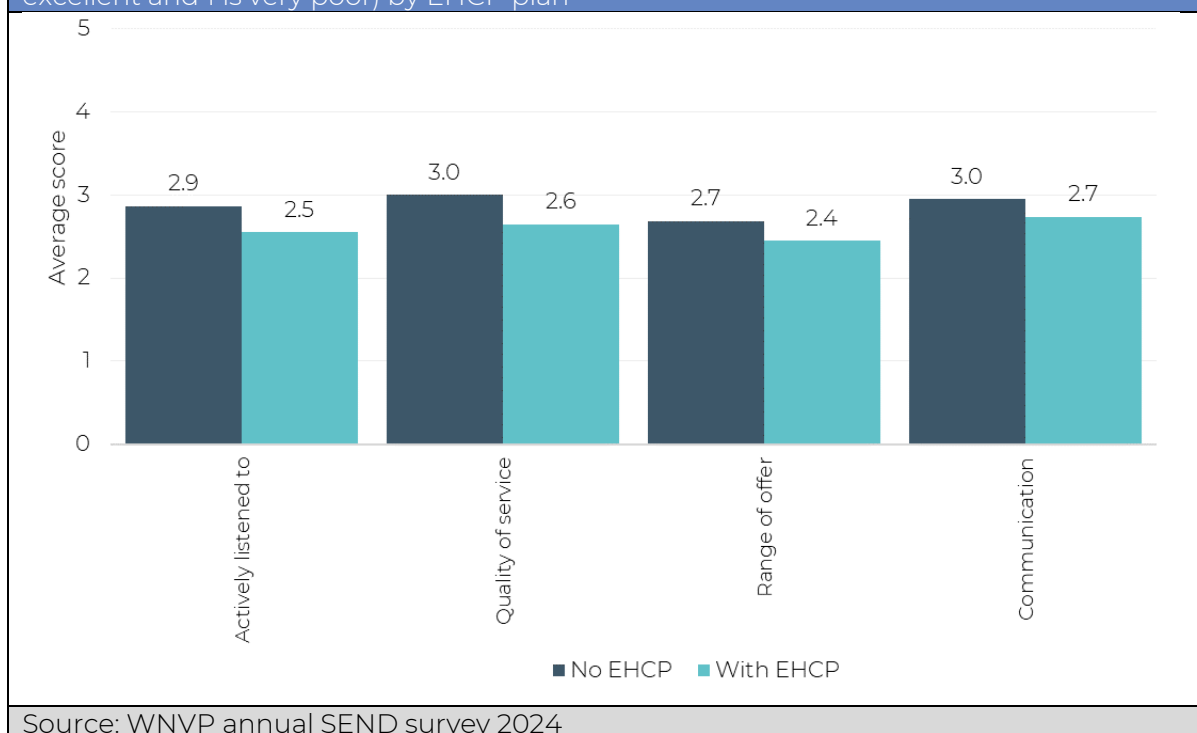


Source: WNVP annual SEND survey 2024

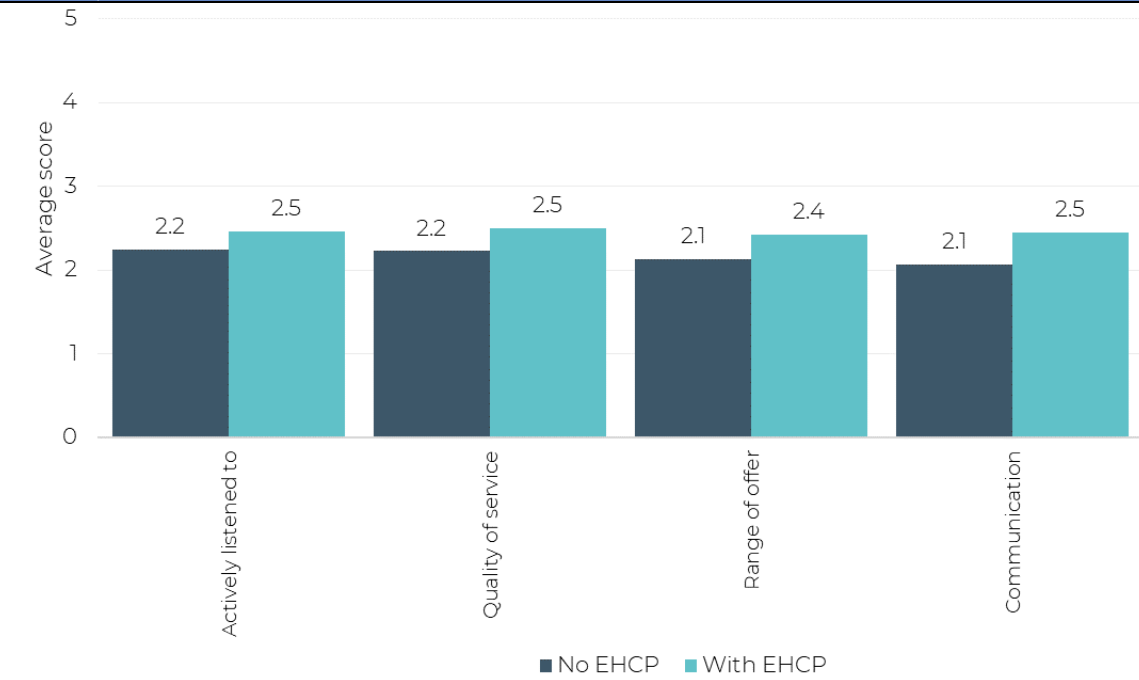
Average Hospital and Outreach Education Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



Average Holiday Activities and Food Programme (HAF) Service rating (where 5 is excellent and 1 is very poor) by EHCP plan

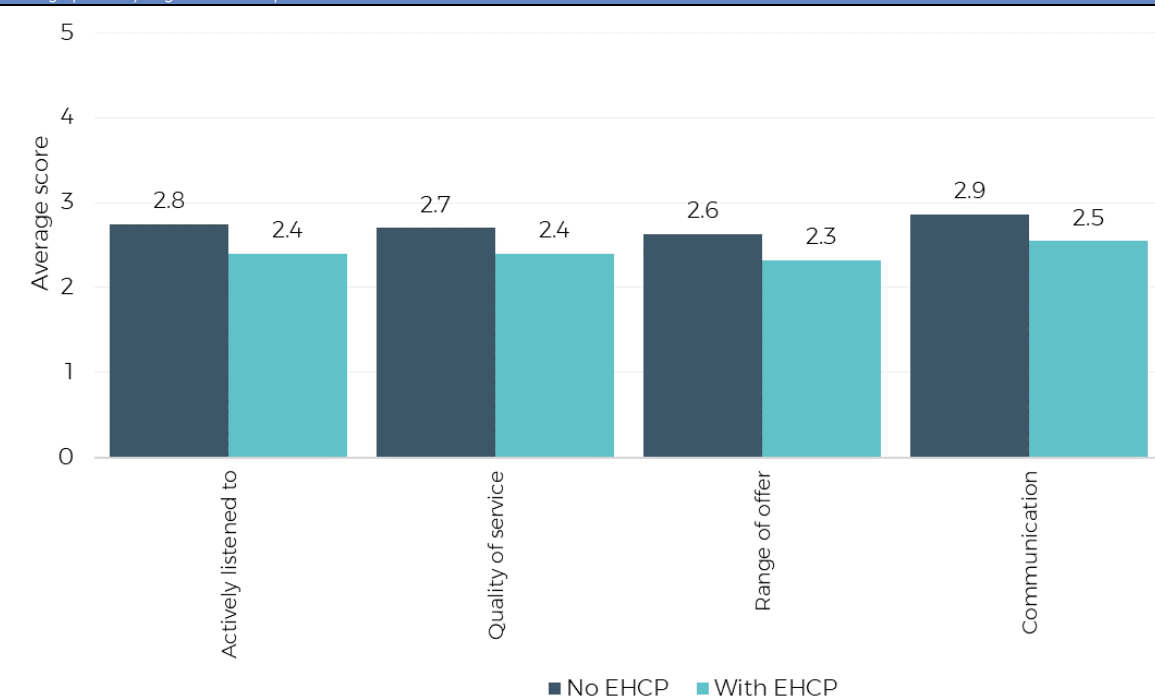


Average Alternative Provision Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



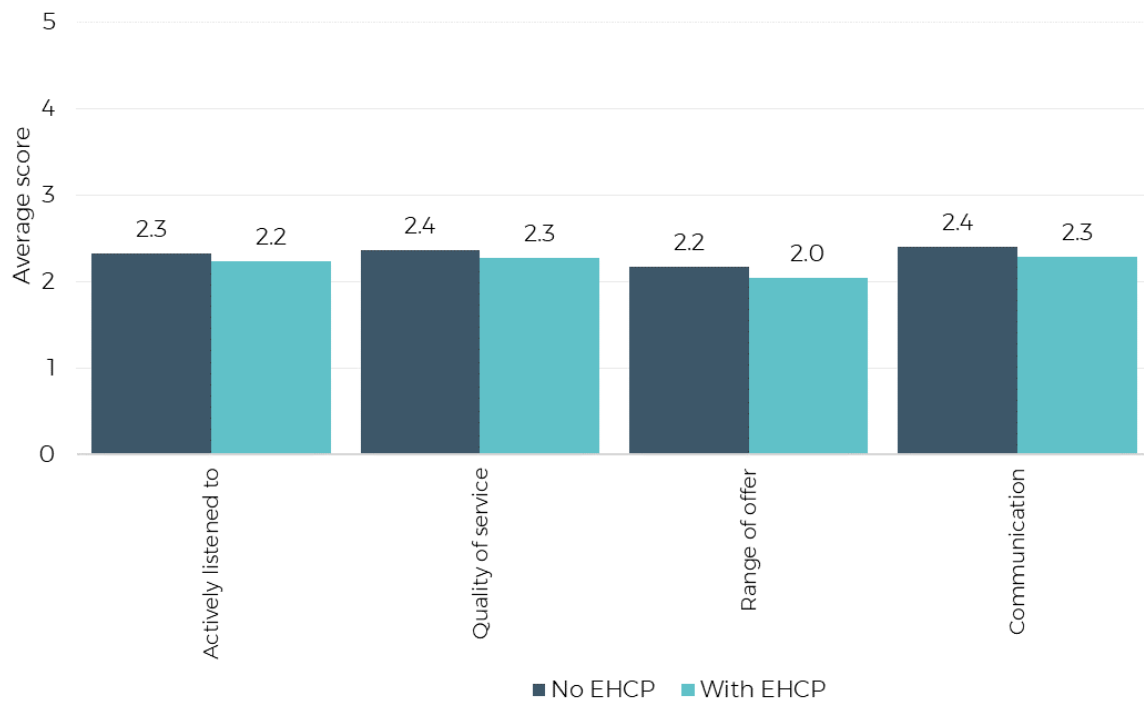
Source: WNVP annual SEND survey 2024

Average Independent Advisory Support Service (IASS) rating (where 5 is excellent and 1 is very poor) by EHCP plan



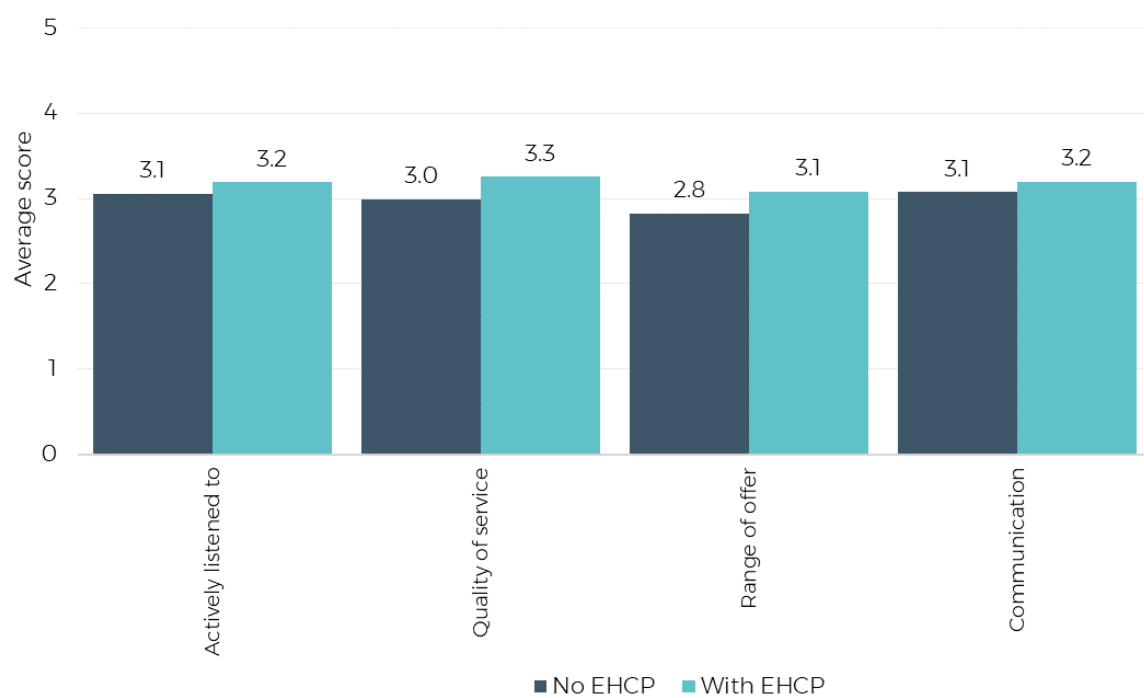
Source: WNVP annual SEND survey 2024

Average CAMHS Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



Source: WNVP annual SEND survey 2024

Average GP Service rating (where 5 is excellent and 1 is very poor) by EHCP plan



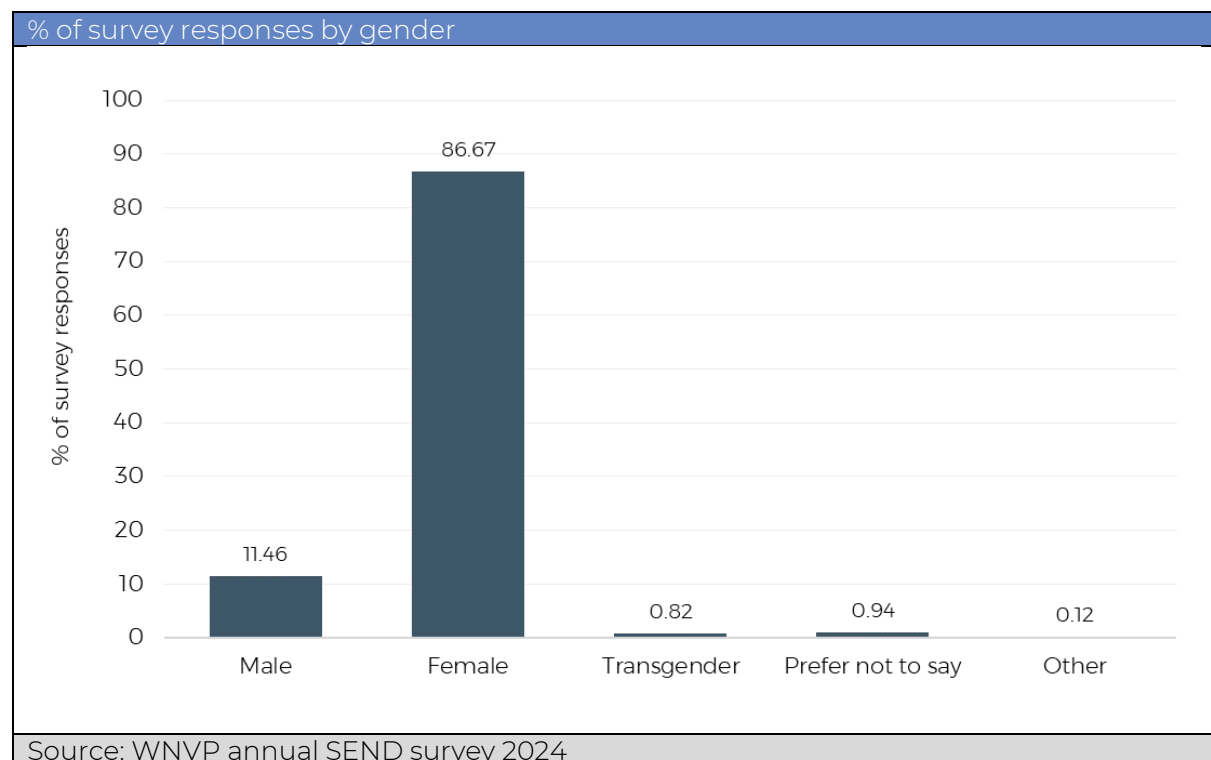
Source: WNVP annual SEND survey 2024

Annex B Profile of survey respondents: Who responded to the survey?

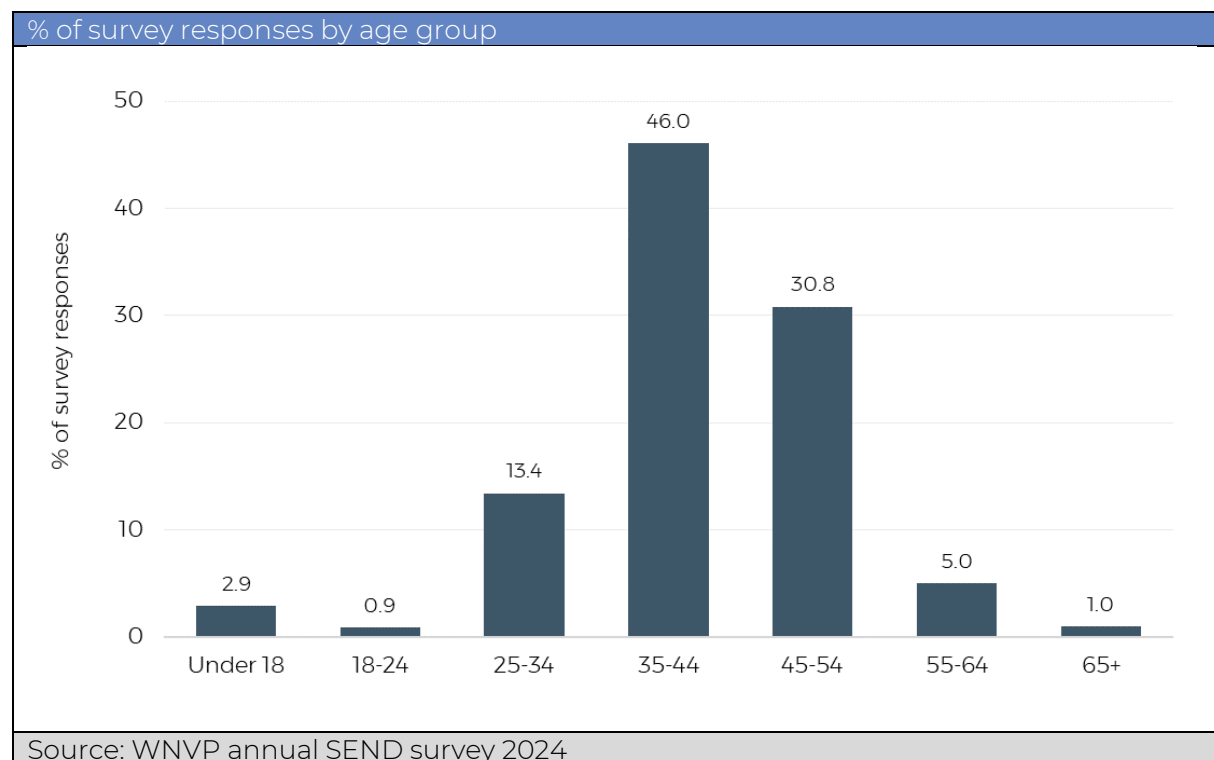
This section provides a summary of the characteristics of those responding to the survey, with breakdowns of respondents by age, first language, ethnicity and whether the parent has a Special Educational Need.

What is your gender and age?

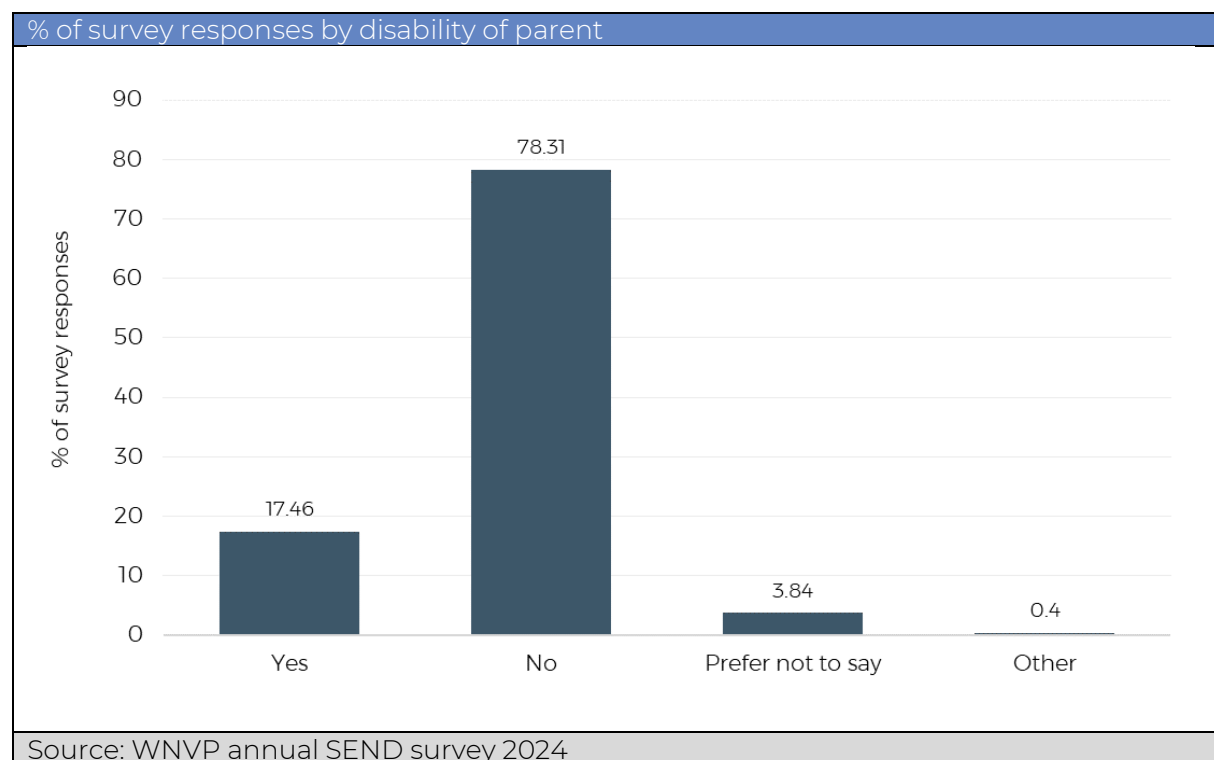
The survey received 855 responses from parent carers, the majority of whom identify as female (86.67%).



The most prominent age range for respondents was 35-44 (46.0%), followed by 45-54 (30.8%).



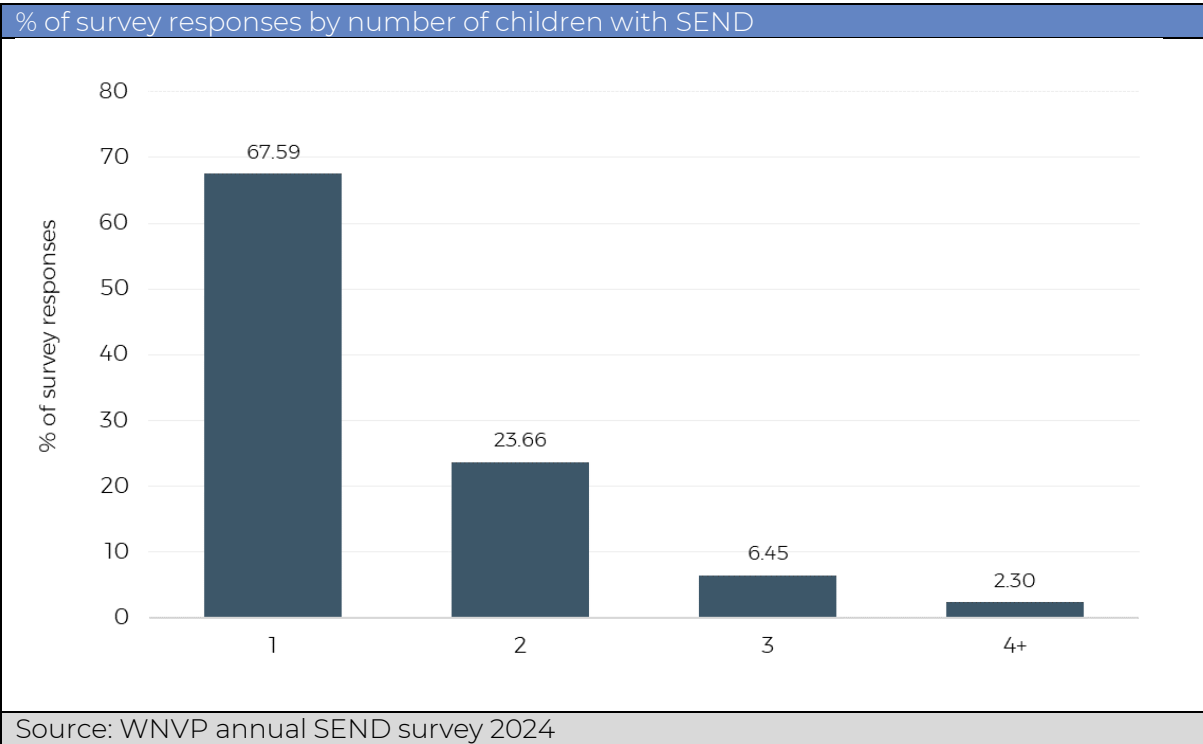
Would you consider yourself to have Special Educational Need(s) and/or a Disability?



The majority of respondents do not consider themselves to have SEN needs or a disability (78.31%), however 17.46% 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 two thirds of respondents (67.59%) have one child with SEND, whilst 23.66% have two children with SEN needs. A notably lower proportion have three children with SEND (6.45%) or four+ children with educational needs (2.30%).



What is your first language?

English is the first language of 91.25% of the survey respondents, followed by 4.98% who speak other European languages, 1.66% who speak South Asian languages, 1.51% who speak African languages and 0.30% who speak Middle Eastern and North African languages or East Asian languages.

First language	Number of survey responses	% of survey responses
English/British	605	91.25
Other European languages	33	4.98
South Asian languages	11	1.66
African languages	10	1.51
Middle East and North African languages	2	0.30
East Asian languages	2	0.30

What is your ethnicity?

The large majority of responses to the survey were from parent carers of White ethnicity (86.64%), followed by parent carers from Mixed of multiple ethnic groups (4.99%).

3.37% of respondents identify as Asian or Asian British and the same proportion identify as Black, African, Caribbean or Black British.

Ethnicity	Number of survey responses	% of survey responses
White (English, Welsh, Scottish, Northern Irish, Irish, gypsy, Irish traveller, any other)	642	86.64
Mixed or Multiple ethnic groups (White and Black Caribbean, White and Black African, White and Asian, any other)	37	4.99
Asian or Asian British (Indian, Pakistani, Bangladeshi, Chinese, any other)	25	3.37
Black, African, Caribbean or Black British (African, Caribbean, any other)	25	3.37
Other	12	1.62