



WARWICKSHIRE

PARENT CARER VOICE

2024 Parent Carer Survey

Warwickshire Parent Carer Voice (WPCV) carried out their annual survey between 15th July and 8th September 2024 asking families about their experiences in the 2023/2024 academic year.

The survey was promoted to all WPCV members, shared on social media and in Warwickshire County Council's SEND newsletter. The survey was completed online. Some of the questions were repeated from the 2022 Parent Carer Survey and where appropriate we have provided comparison data. 187 parent carers completed the survey (compared to 205 in 2022).

Parent carers in Warwickshire report mixed experiences of services and whilst some data does show improvements the impact of negative experiences on families should not be underestimated, families often reporting feeling 'lucky' if they get a good service rather than being able to expect this as the norm.

Warwickshire Parent Carer Voice recognises that much of the experience reported here is not new and that some work has already been undertaken to try and make improvements. It is important that changes are communicated to families and that families experiences are evaluated by services to check that changes are making the expected improvements.

It is positive that autism waiting times do not feature prominently however ADHD waiting lists and access to therapy is a continued concern.

Due to the sample size compared to the population (and a reduction in responses since 2022) it is felt that a SEND survey may not be the best method of collecting accurate feedback. Warwickshire Parent Carer Voice are considering different ways of collecting and reporting this type of experience data to monitor any changes in parental feeling.

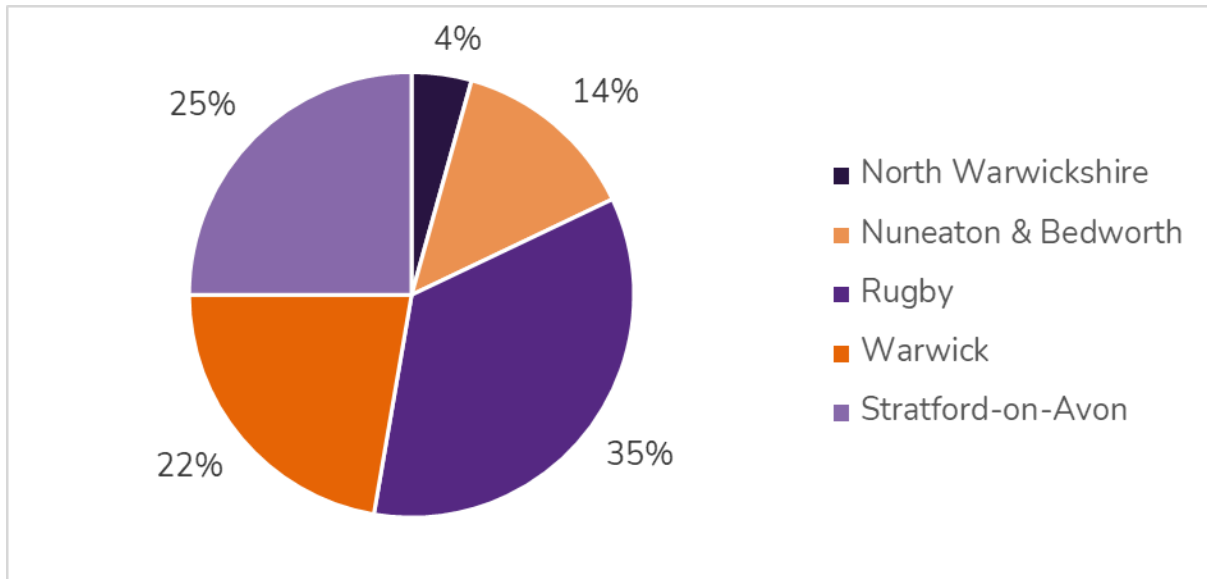
This summary is shared with Warwickshire County Council, Coventry and Warwickshire Clinical Commissioning Group, the parent carer community and other stakeholders. In line with the Working Together Charter, we ask all partners to coproduce changes and services with Warwickshire Parent Carer Voice to make improvements to families' experiences.

Contents

Demographic Data.....	3
Compared to Last Year.....	6
Education.....	7
SEND Assessment and Review.....	8
SEND Assessment and Review Team (SENDAR).....	8
Education Health and Care Plans (EHCPs).....	10
Preparation for Adulthood.....	12
Education Health and Care Needs Assessment (EHCNA).....	13
Annual Reviews.....	14
Resolving Disagreements.....	15
Education Services.....	16
Educational Psychology.....	17
Health Services.....	18
Speech and Language Therapy.....	19
Occupational Therapy.....	20
Physiotherapy.....	21
Child and Adolescent Mental Health Services (CAMHS).....	21
Hospital Care.....	23
Social Care.....	24
Early Help.....	25
Children with Disabilities Team.....	25
Local Offer and SEND Newsletter.....	26
SEND Information, Advice & Support Service.....	30

Demographic Data

187 parent carers completed the survey from across Warwickshire.



94% of the respondents identified as female (and one respondent does not identify as the gender assigned at birth). 5% of the respondents identified as being lesbian, gay or bisexual.

A quarter of respondents are lone parents.

92% of respondents were white and identified their primary language as English, however Italian, Latvian, Russian, Turkish and Arabic were also identified as a primary language.

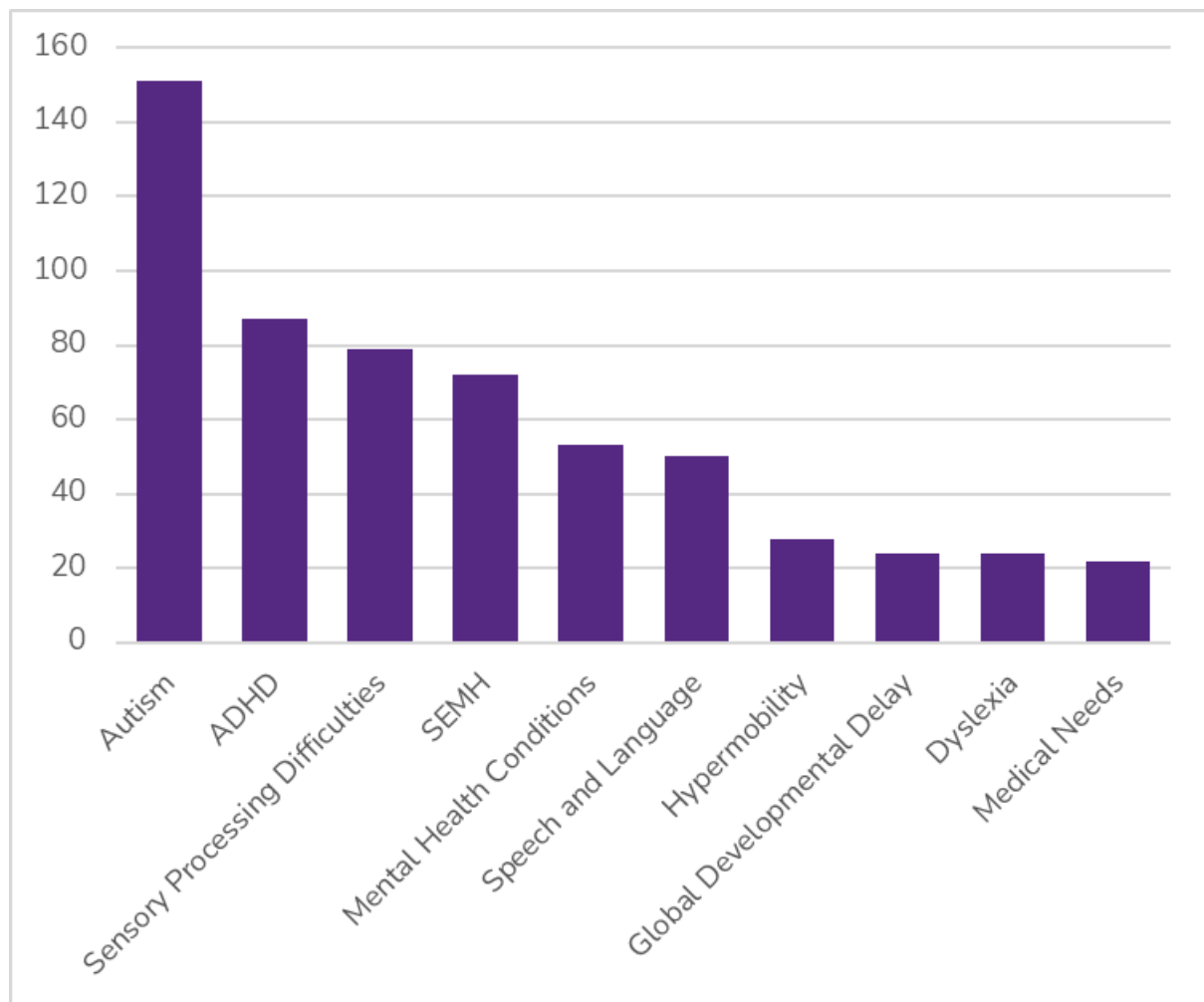
A third of respondents identified as having their own disability

28% of respondents children and young people are entitled to free school meals.

2% (4) respondents are or have been a member of the Armed Forces.

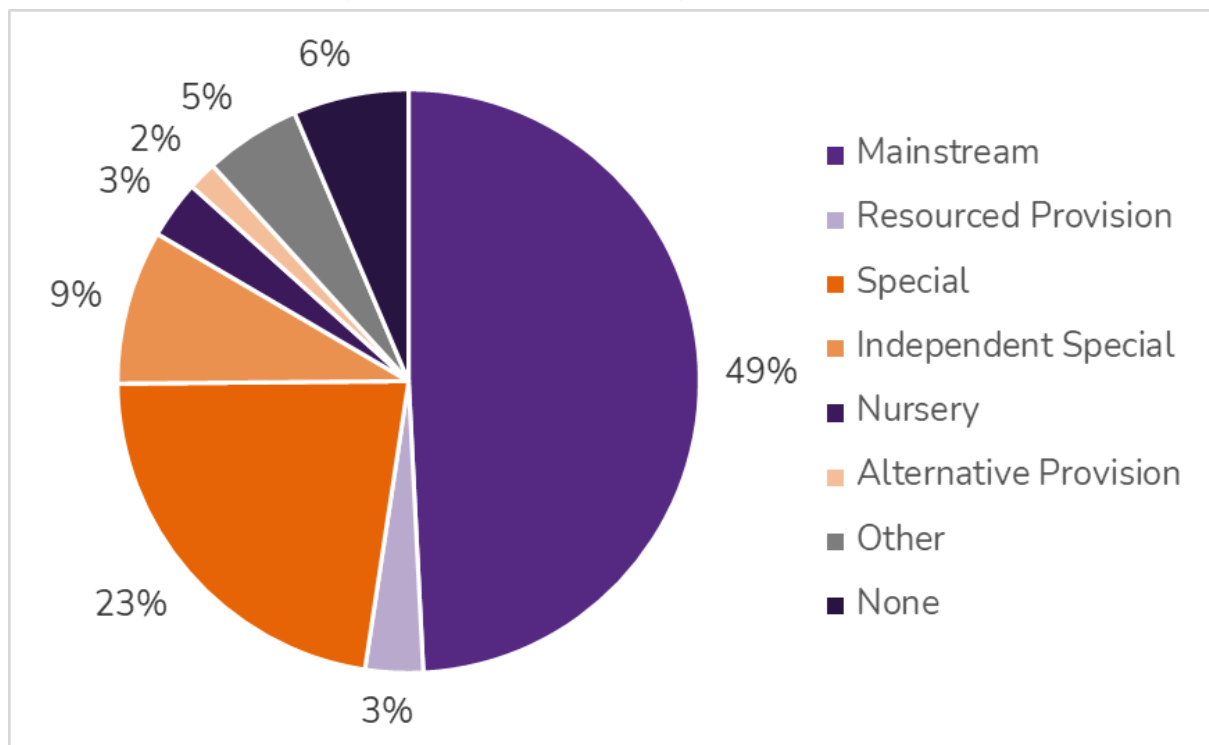
When asked to identify their child's needs / diagnosis with the ability to tick multiple responses only 13% of responses identified only one answer.

The top 10 responses were:

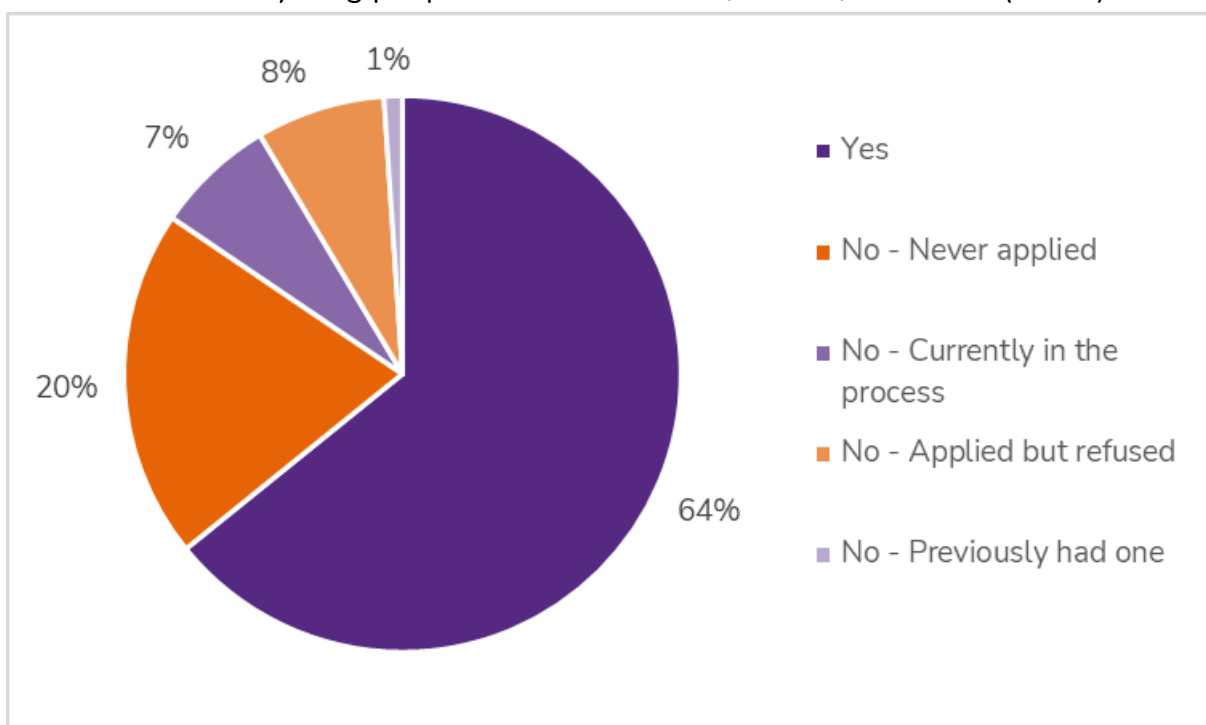


Other neurodivergent diagnoses (dyspraxia, dyscalculia, tourettes), severe and profound and multiple learning difficulties, various genetic conditions, hearing and vision impairments and health conditions such as epilepsy. Many people used the other box to include more specific diagnoses with Pathological Demand Avoidance the most commonly listed.

Most children and young people were attending Mainstream provision

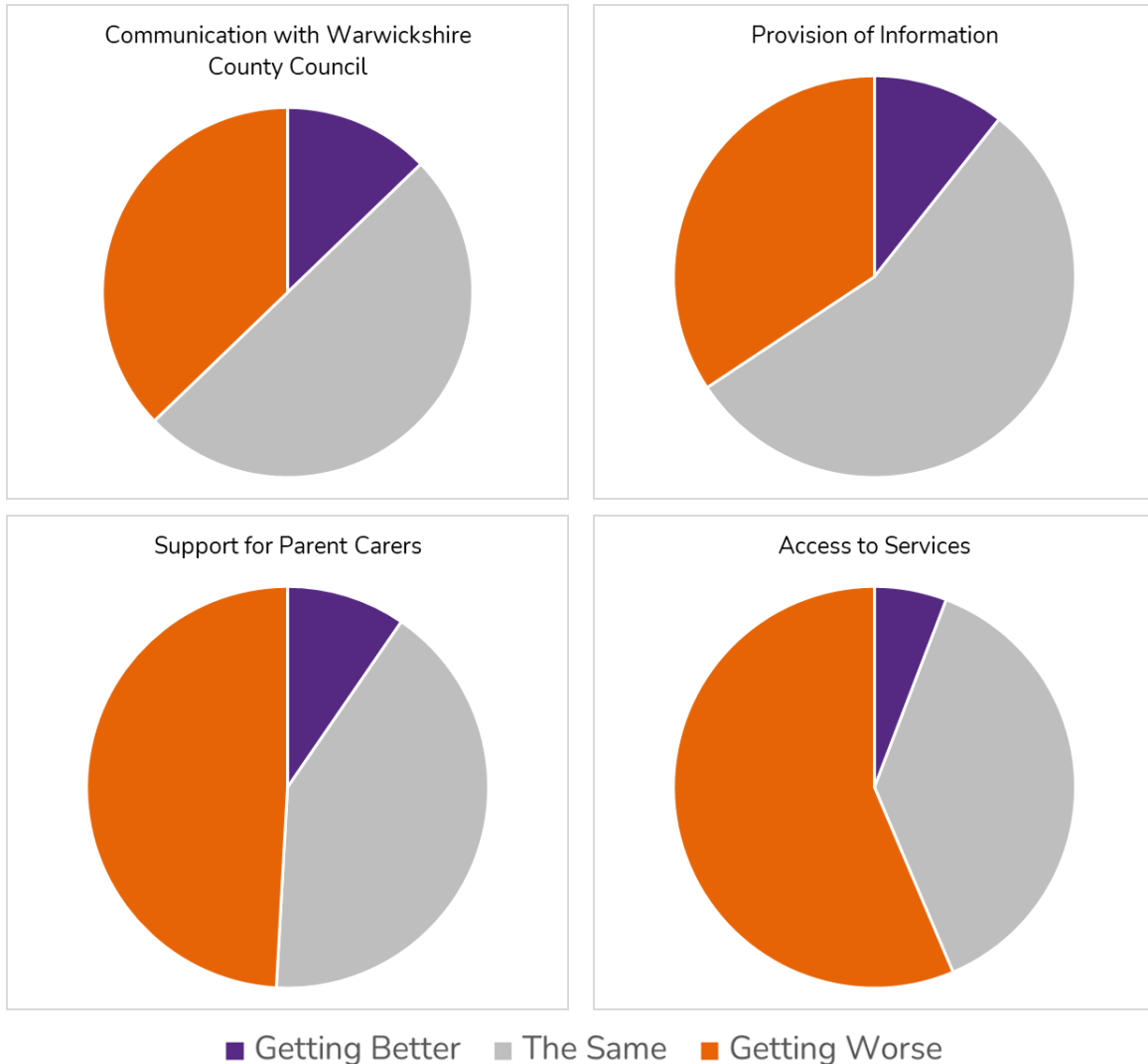


Most children and young people had an Education, Health, Care Plan (EHCP)



Compared to Last Year

Respondents were asked how they felt about the following things compared to last year.

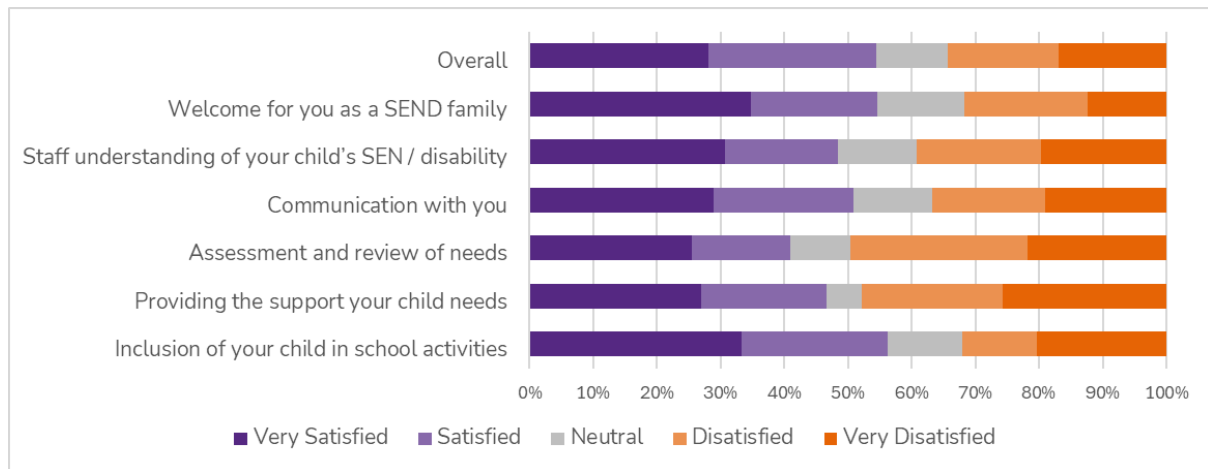


In the free text box for this question there were several comments about the impact of the comments made by the County Councillors at February's Overview and Scrutiny Committee.

"I have lost a lot of faith in the council after seeing the comments made by the 3 local councillors in Feb 2024. It was heartbreaking to see the attitudes of people who have the power to help my child were so uneducated, dismissive and quite frankly offensive. It will take a long time for SEND parents to forgive and forget."

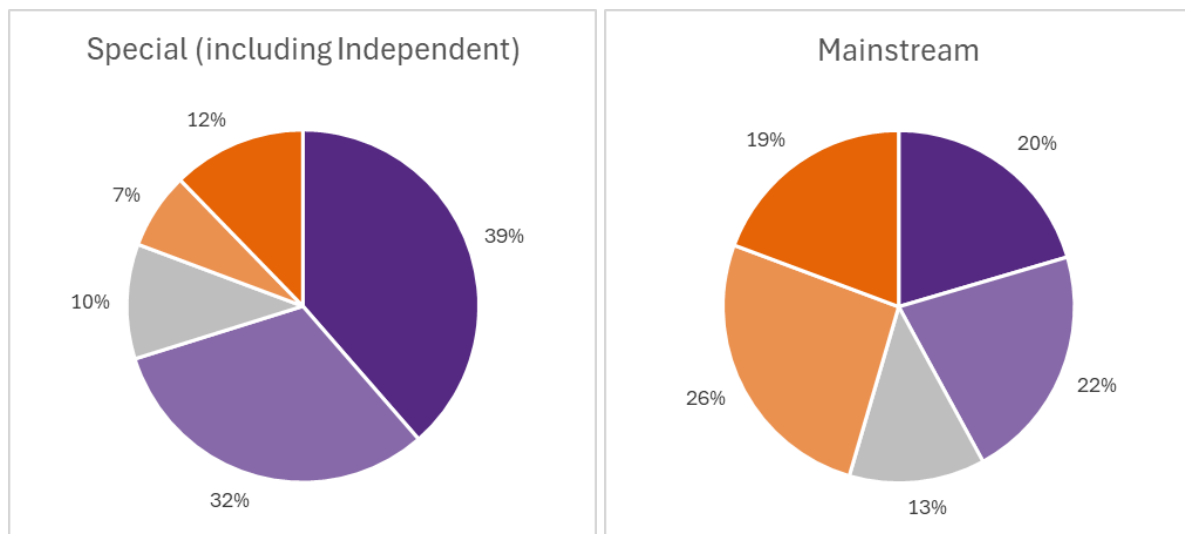
Education

Families experiences of schools varies considerably



Overall satisfaction (those either rating very satisfied or satisfied) is 54% (46% in 2022).

Those with children and young people in special schools / colleges (including the independent specialist sector) are generally more positive than those in mainstream.



The majority of respondents who ticked 'other' in the education provision have children who are educated at home. Some of these families have Education Other than at School (EOTAS) packages and some are 'elective' home educating however this is not always 'elective'.

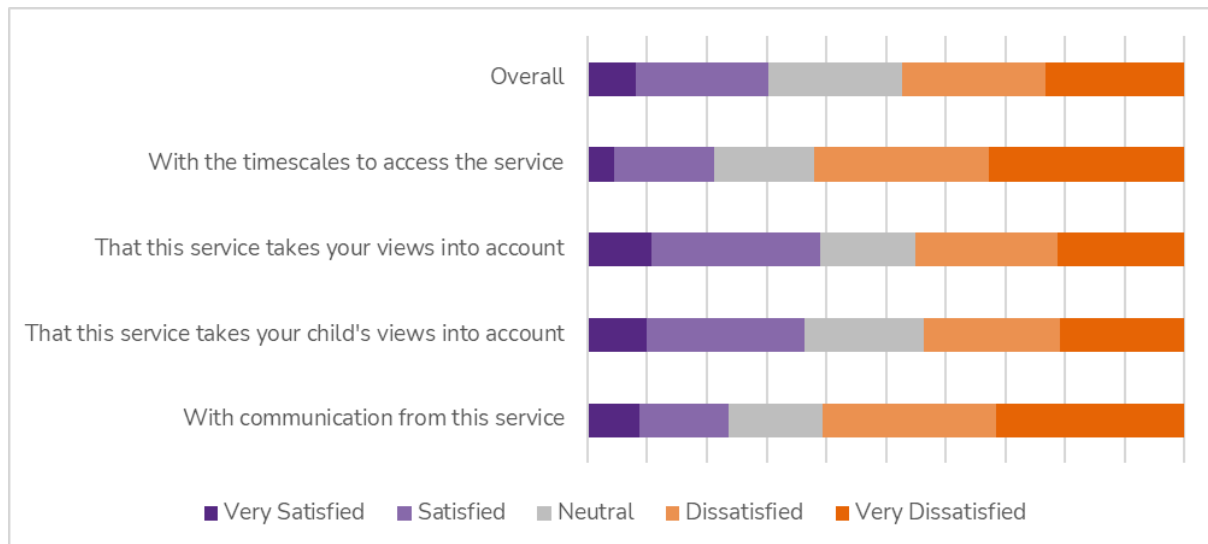
"I wish there was an alternative to elective home education as this wasn't a choice, the school stated he would fail with them and wouldn't be able to manage him, so it was more forced home education"

SEND Assessment and Review

114 parent carers provided feedback about the SEND Assessment and Review Team (SENDAR) and Education, Health and Care Plan processes.

SEND Assessment and Review Team (SENDAR)

Satisfaction with the service:



Feedback themes from the comments:

- Communication

“Communication from sendar team is non existent. Emails ignored and phone calls not returned for over 2 months. Complete lack of interest or sense of taking responsibility when I raised concerns. No engagement with families in finding solutions, we felt excluded from the whole process.”

“Communication has unfortunately been consistently none existent unless we make formal complaints”

“I emailed the Plan Coordinator to update on my child's significant health difficulties/change in needs months ago and never received a response”

- Timescales

“Applied in September 2023 and process is still ongoing nearly a year later”

“Nothing is ever completed within timescales and there seems to be little understanding and empathy from the LA of the effect this has and nothing done to address the damage caused by support not being put in place at the right time”

“SENDAR don't meet any deadlines”

- Plan coordinator caseload

“The plan coordinator has too many cases to look after”

“I think the team are trying their best but are probably understaffed and have too much to do”

There were also some positive comments about plan coordinators:

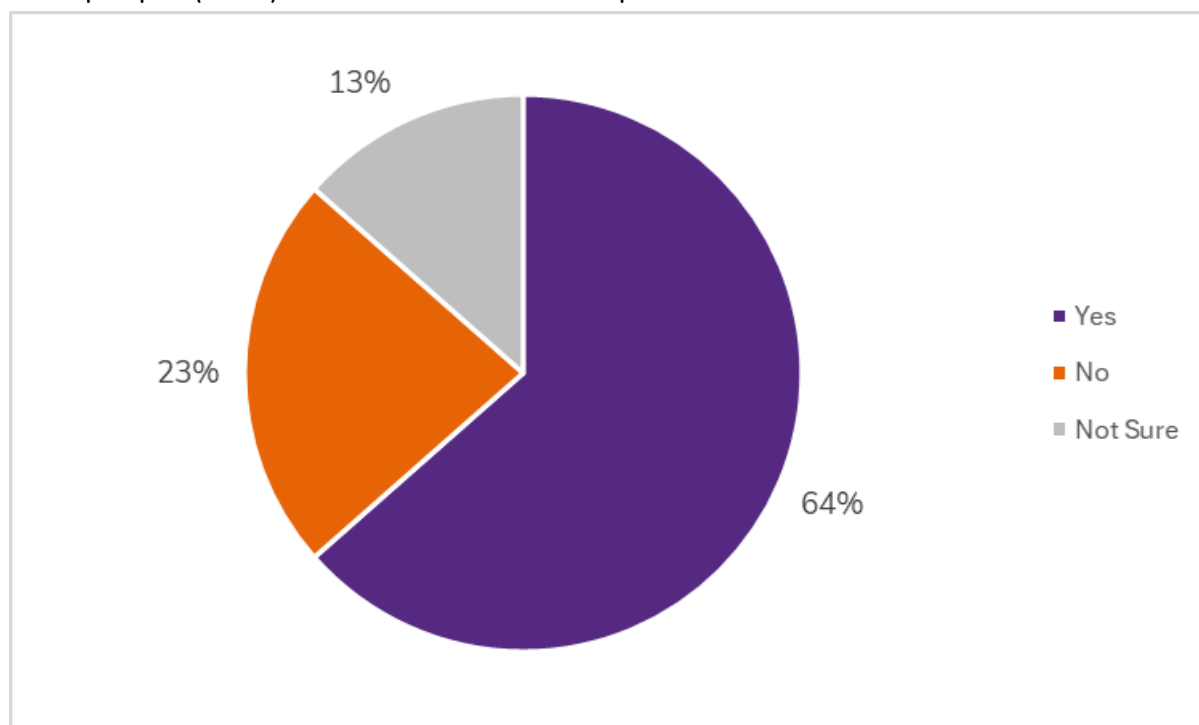
“Our new Planco has been excellent. Very professional, effective and kind. I can't fault her except she's clearly too over stretched and the plans being finalised was delayed by months”

“Our Plan Coordinator is amazing. Always available to help and chat through any questions & challenge we may be having.”

“Massive thanks to [Plan Coordinator], who co-ordinated our EHC plan and spotted that our daughter wouldn't cope with mainstream college.”

“My plan coordinator was exceptional, understanding, listened and explained the process, excellent communication”

Most people (64%) knew who their child's plan coordinator was.



However many parent carers commented on the number of staff changes:

“Changes within team, now have different plan co ordinator but do not know who this is now as no communication”.

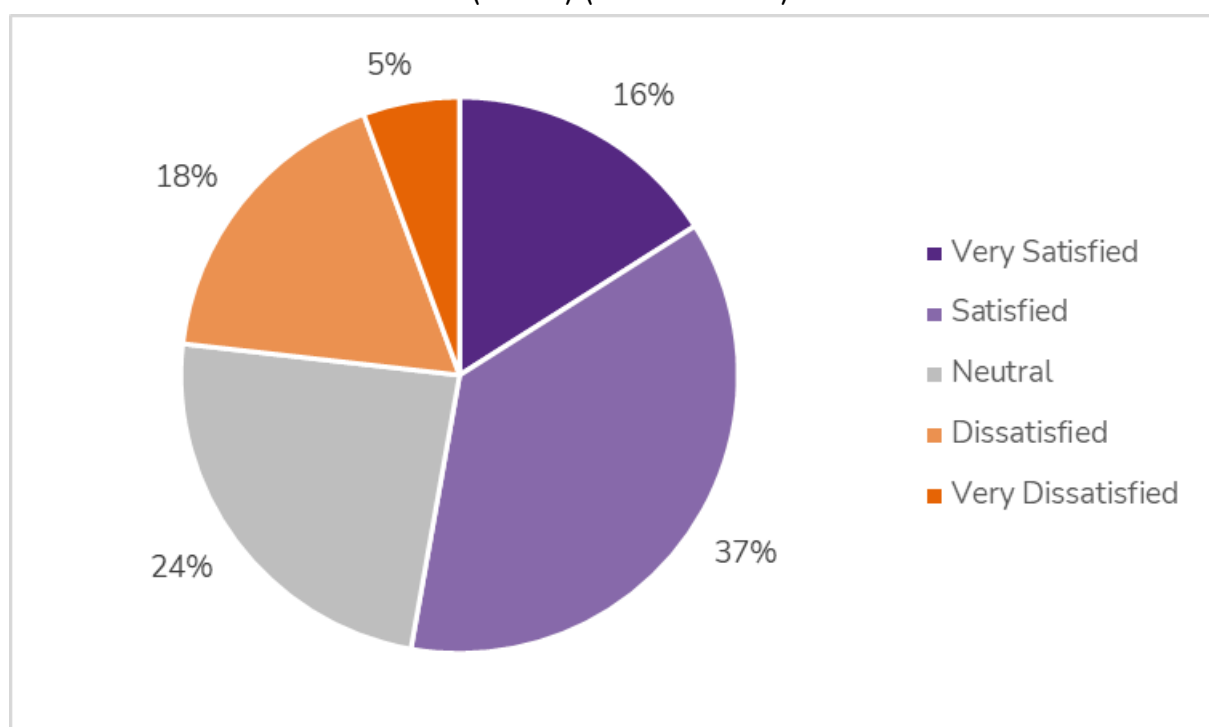
“I find it difficult to track down who my plan coordinator is because it changes so often and we are not informed”

“Keep swapping coordinator so always lost information rubbish communication”

“Plan coordinator has changed 4x in past two years which has led to inconsistencies in communication”

Education Health and Care Plans (EHCPs)

Most parent carers (53%) were satisfied or very satisfied with their child’s Education Health and Care Plan (EHCP) (58% in 2022).



However some parent carers did comment that it was challenging to get a good quality plan due to the reports not being good and lacking SMART targets.

“Due to poor OT and very poor EP reports - I don’t feel the EHCP is a good reflection of my child difficulties”

“It took approx 45 weeks to finalise and I struggled to get smart language on the report. The professionals are told by the LA not to use smart language yet if smart

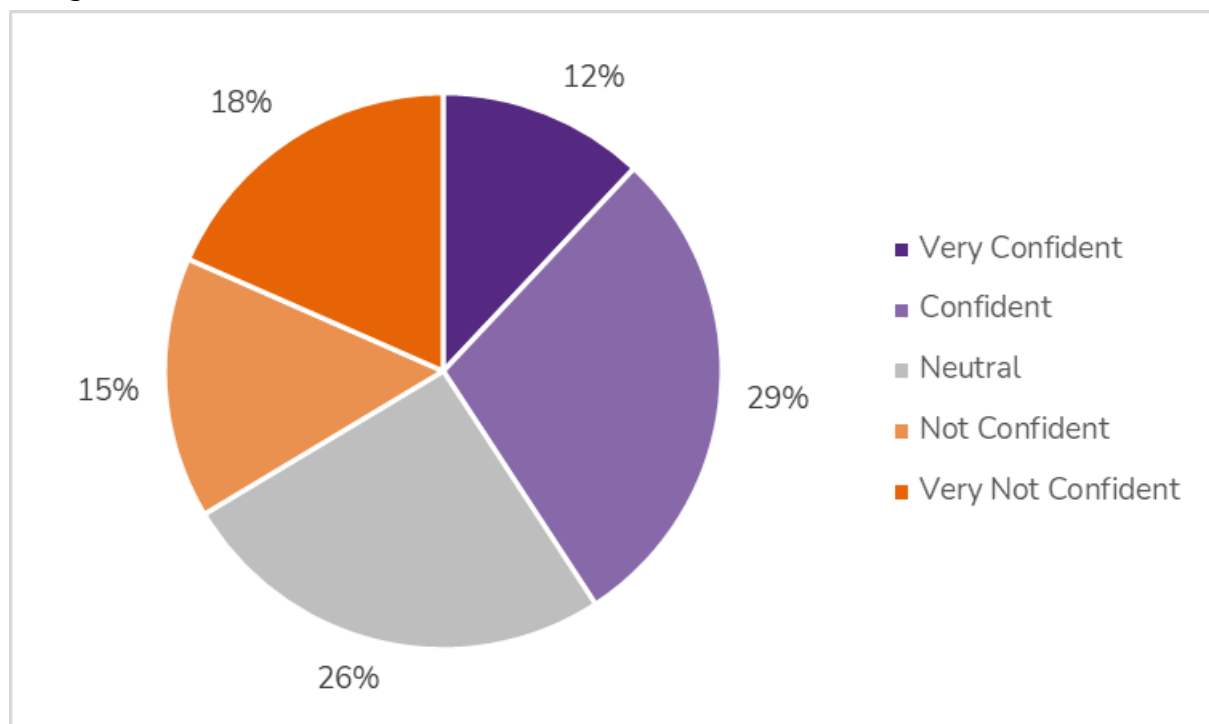
language isn't used the document is not legally enforceable. It's too hard for a parent to do."

"There don't seem to have been clear targets from ehcp"

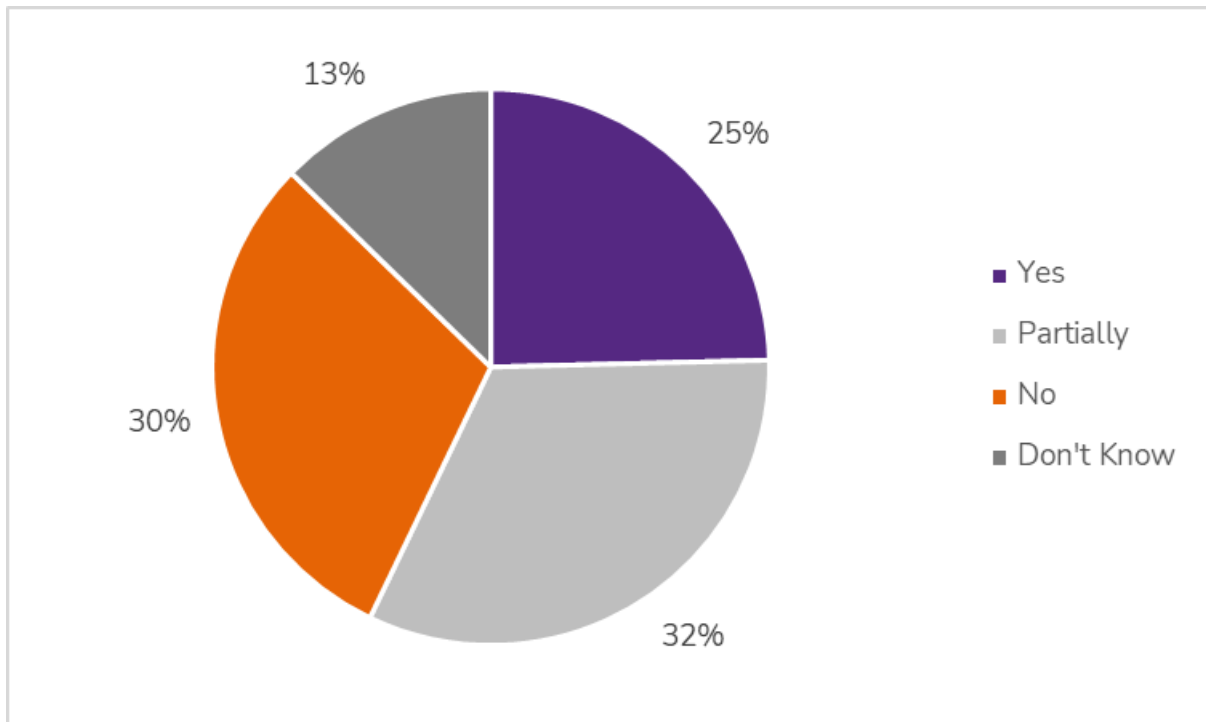
Or they are only satisfied because they went to Tribunal

"Only satisfied with EHCP as I had to take it to tribunal"

There was less confidence that their child's provision follows Section F of their EHCP with only 41% of parent carers feeling very confident or confident that it was being followed.



Sadly only a quarter (25%) of parent carers felt their child was making progress towards the outcomes in their plan with almost a third (32%) making partial progress and a further 30% feeling they were not making progress (similar to 2022).



Preparation for Adulthood

Of the 56 respondents with young people over the age of 14 slightly over half (53%) felt that "Preparing for Adulthood" or moving on from school had been discussed as part of the EHCP (slightly increased from 47% in 2022).

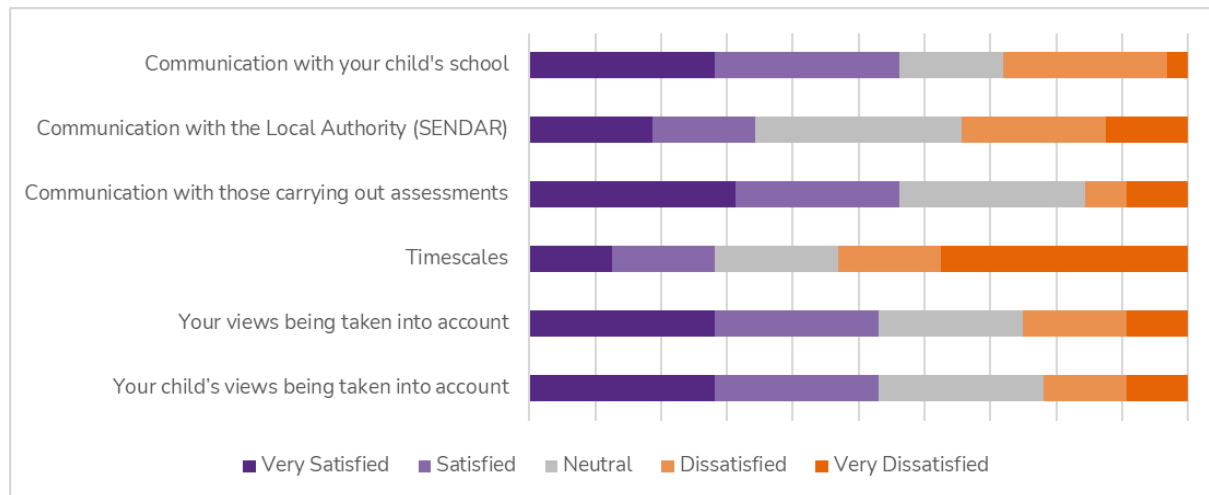
Comments about preparation for adulthood included:

"I felt that the local authority hasn't really given us any guidance on preparing for adulthood. I felt like I have had to navigate this part of his school life on my own. I have no idea what will happen after college."

"The transition for preparing for adulthood has been beyond poor but 18 years in we come to expect this from the system that fails those with SEND consistently"

Education Health and Care Needs Assessment (EHCNA)

32 parent carers provided satisfaction feedback from having been through the Education Health and Care Needs Assessment process.



Comments included

"My child found all of the assessments exhausting and sometimes traumatising"

"School were unsupportive and didn't communicate at all well throughout the process."

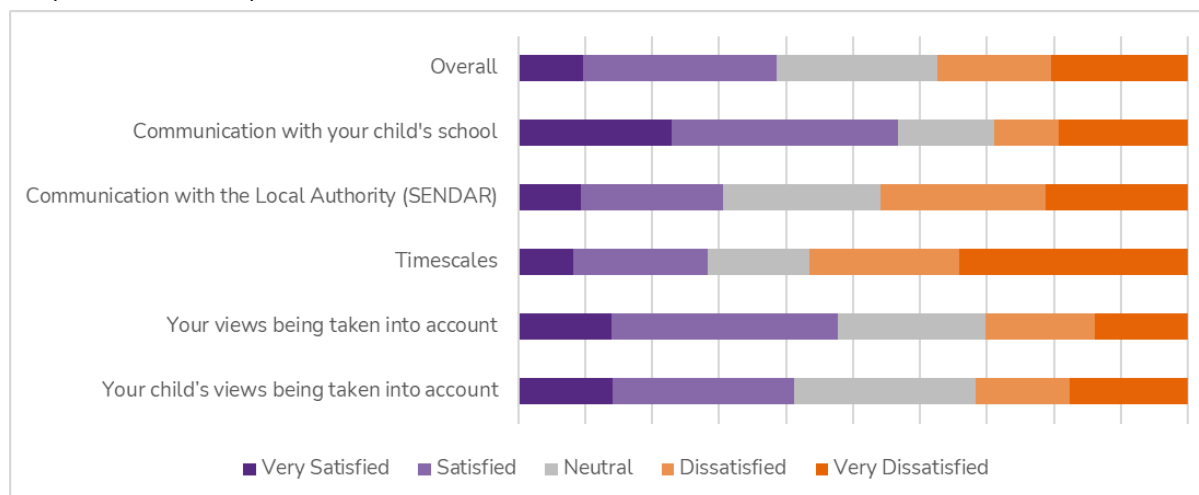
"Wish to complain about the fact EP just turned up at school without any knowledge from me"

"the whole process was very stressful, difficult to navigate and set up for parents to fail at the first hurdle. The language is not parent friendly and incorrect information has been given to me which I challenged after finding out the correct details or information"

"Well over legal timescales and draft poor"

Annual Reviews

86 parent carers provided satisfaction feedback on the Annual Review Process.



Feedback themes were generally about the meeting and the timescales:

- Meeting

“Information was not sent to me in advance. I was just told to turn up. Very disorganised”

“I don't think the key points have been actioned. SENDAR and other professionals were not invited/able to attend”

“SENDAR didn't attend the review meeting although I specifically asked them to be there. I had requested an early review as the school told me not to bring my child into school. They then said that they couldn't meet her needs as her needs had changed. No assessments were made of her needs whilst attending the school and there were no changes made to her EHCP during the review. The support that was needed wasn't followed and now my child is suffering”

“Short lived SENCO made a mess of our Annual Review but school and SENDAR have made efforts to put this right”

“The plan co ordinator should of been in attendance but didn't show up”

“This takes a lot of work and coordination from me. It feels like I'm the plan coordinator, chasing professionals, making sure they use language which is clear and concise, checking all the paperwork for errors and omissions etc and then chasing the LA for the drafts, complaining when things are v. delayed, then managing the complaints process, LGO complaints, emails to MPs and councillors. It's exhausting and takes a huge emotional toll”

- Timescales

“My son’s plan has still not been finalised despite it taking place in December 2023, a formal complaint and an LGO complaint”

“No annual review in college 2 years”

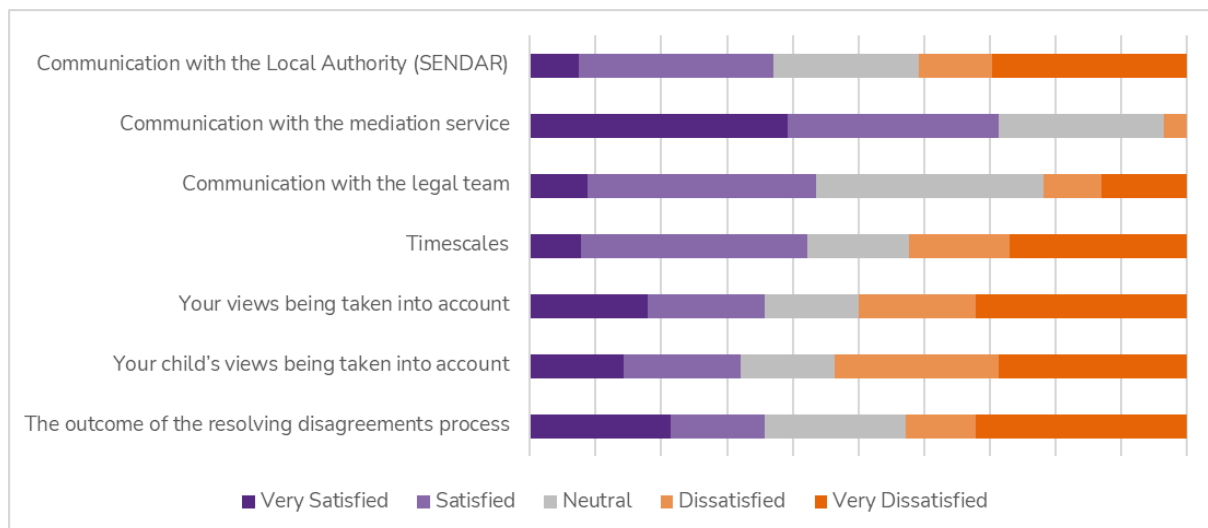
“Review in Dec '23 now in July '24 and still not had back”

“Review was on December - we still don’t have a finalised plan”

Resolving Disagreements

The most common reason for using mediation / tribunal process were for the Local Authorities refusal to carry out an Education Health and Care Needs Assessment (69%) followed by Placement (12%) and Content (11%).

28 parent carers provided satisfaction feedback on the process.



Many of the comments relating to resolving disagreements were about the impact of the delays,

“It was all just delay tactics, yet at the heart of it all is a child massively struggling”

the stress on the family

“The process is horrendous and the communication with SENDAR is awful.”

“Process is so difficult for parents to navigate. Sendar gave no support or information and excluded us from discussions around solutions, which added unnecessary stress to the process.”

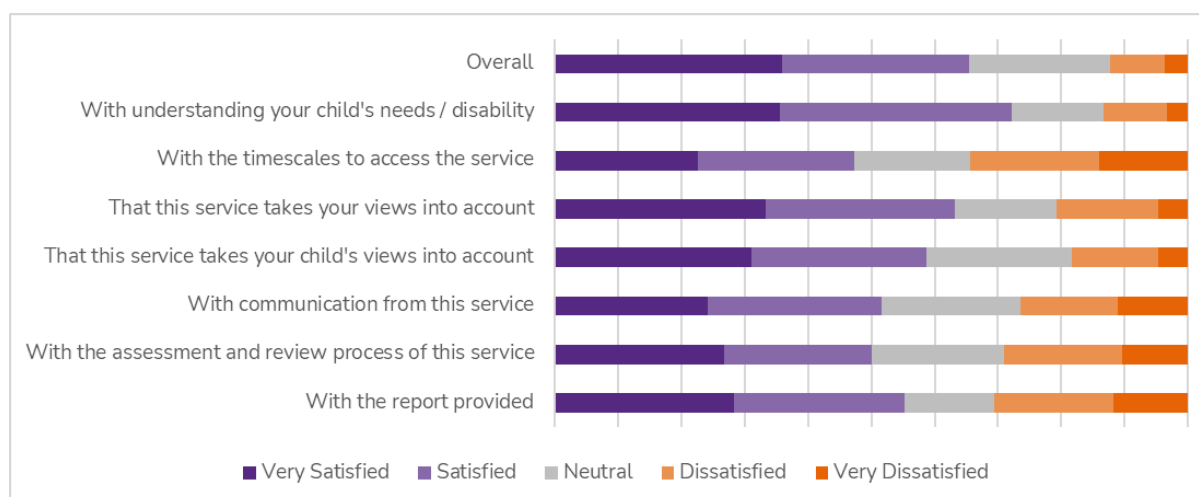
and the costs.

“Mediation is a hoop jumping exercise costing the taxpayer unnecessary expense - would like to find out how much each solicitor is paid for issuing a mediation certificate as that is primarily what they do.”

Education Services

84 respondents had accessed Warwickshire Education Services including Educational Psychology, Specialist Teacher Service, Attendance Service and Flex Learning. Several people ticked 'other' and commented about Early Help and Speech and Language Therapy / Occupational Therapy which shows that there is confusion over what is an education service and what is not.

There was insufficient data returned for the individual services (less than 25 responses per service) except Educational Psychology so the satisfaction responses relating to all education services (including Educational Psychology) have been combined.



Themes from the comments include:

- Schools not providing referrals / accessing support

“School informs us my son should be classified as high needs. however they also add they do not have budget and long back-log to provide required help.”

“School despite my child difficulties did not refer to appropriate support i.e specialist teaching services”

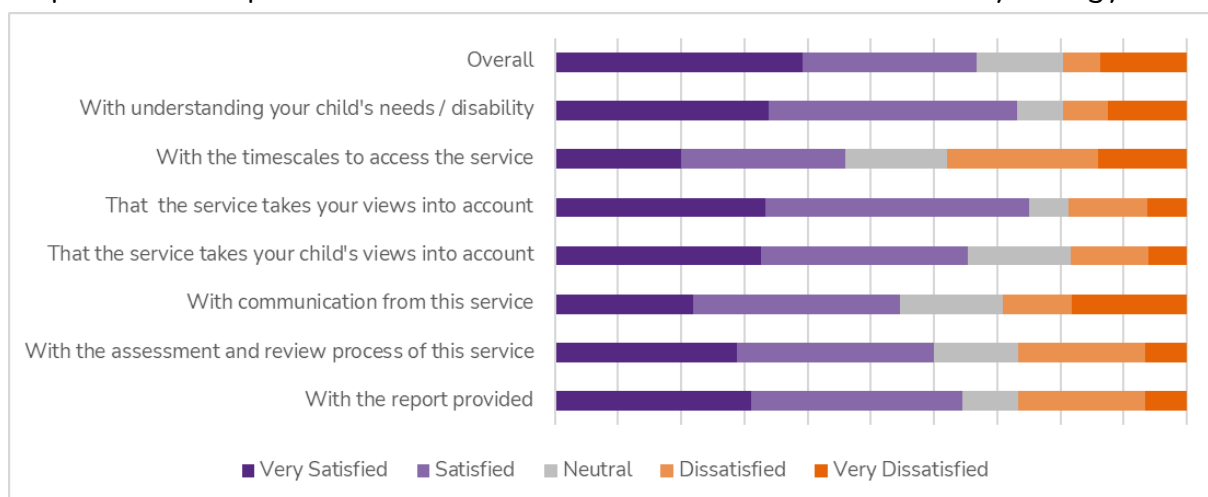
- Waiting times

“We are on seemingly never ending waiting lists”

- Communication
“some services were via school only so didn't have much input as a parent other than giving consent”
- Not understanding what the services are meant to do
“I have no idea what IDS are meant to do. They lost us in the system so there were long delays in anyone coming out to nursery”
- Cross Local Authority border issues
“School is in Coventry... Early Help was Coventry so refused to help us beyond arranging the first meeting with school to discuss absence/ bullying/ sen, no further help. We reside in Warwickshire. so cross over LA issues. How does referral work and whom is responsible for referral? GP did CAMHS referral. CAMHS referred to Neuro for Autism assessment.”

Educational Psychology

56 parent carers provided satisfaction feedback about Educational Psychology.



Themes from the comments include:

- Waiting times
“School informed us we need to see educational psychologist. but they say we can't because there is a huge back log...”

“We was referred to the educational psychologist at the start of the school year and are yet to have any input or response from them”

“She really needs to see an EP, but we were told that the wait was too long. But then when we were taking her case to panel, the plan co asked if she had any recent EP reports. We cannot afford to do so privately so we had to go to panel without. Fortunately it didn't make a difference but she still

needs an assessment of her educational needs. The last time we was properly assessed was year 6 and this was year 11”

- Communication

“Scored dissatisfied with the EP service communication as felt as though their role was only to work with the school and not support me directly. Made contact once and was told I would have to go through the school and they couldn't deal with me directly as the school pay for them”

“I never had any communication from the education psychologist. Didn't get to meet them. Didn't know they were going to see my son at nursery until a few days before. The report they gave me was amazing and so in depth but i would have loved more communication”

- Reports not being specific

“EP was great but LA made him amend report to remove specific needs before sent to us”

Health Services

152 respondents had accessed health services including

- therapy services – Speech and Language Therapy, Occupational Therapy and Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services) including Mental Health in Schools teams and the neurodevelopmental service,
- community paediatrics,
- health visiting,
- school nursing (Compass) and special school nursing
- inpatient and outpatient hospital care.

Other services that were mentioned were the Community Autism Support Service and private paediatrician, psychiatrist and psychologist.

Parent carers were asked for more specific feedback on Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS and hospital care which is outlined below.

General themes from the feedback not linked to a specific service include:

- Transition to adult services
“Turning 18 and traveling to adult health services has been dreadful”

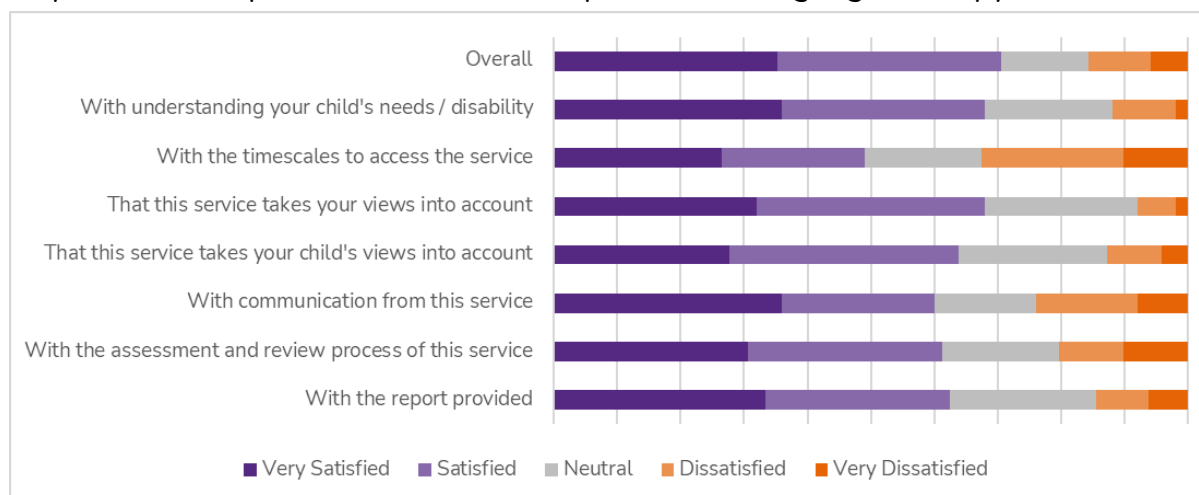
“Moving from children’s to adult services there are no orthopaedic adult services for cerebral palsy no general community consultant. Difficult to know who to refer to. In the past a call to community and they would know who to refer to. Going via gp recently had us being referred to wrong department (speech and language for eating and drinking) there are several departments within salt so we had to be passed around until we found the right department for us.”

“Going from children’s to adult services both in health and education has really felt like we were thrown in at the deep end. No transition except for social care and occupational therapy.”

- Parent carers having to ‘case manage’ their children’s support
“Always feel like I am the one following up every profession my child is under. It’s exhausting: I fight for everything”

Speech and Language Therapy

51 parent carers provided feedback on Speech and Language Therapy



Comments relating to Speech and Language therapy include:

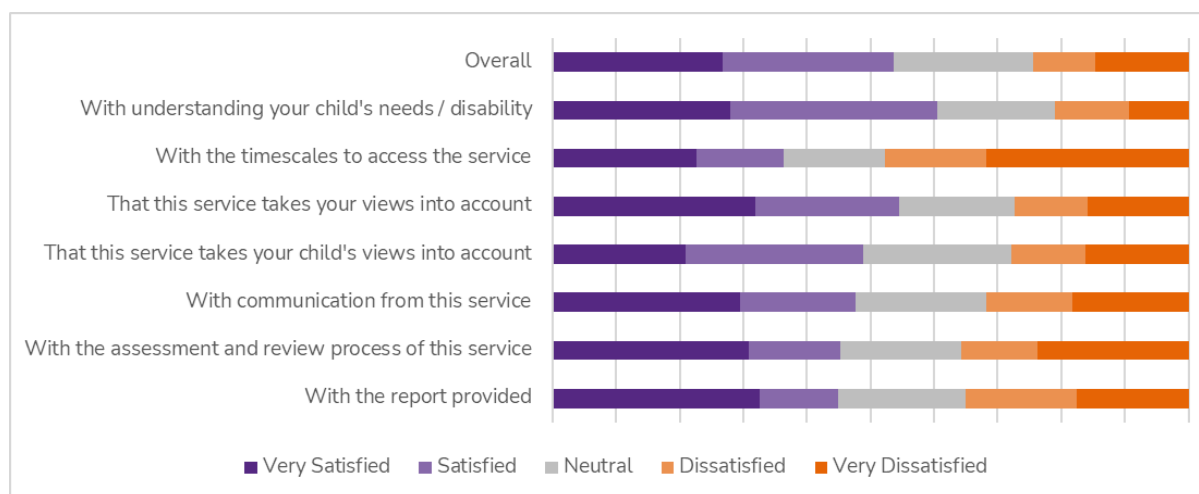
“SALT originally refused referral from school referral no good reason given”

“Self referred for SALT for selective mutism but refused to be seen as SALT do not deal with selective mutism. Still no idea who does deal with it as the NHS website points to SALT”

“Speech and language has been amazing for my son. It helped him a lot.”

Occupational Therapy

44 parent carers provided feedback on Occupational Therapy



The main theme from the comments relating to Occupational Therapy are challenges with getting a referral accepted / not providing the service that the children and young people require.

“Camhs said we could make a parent referral to OT, but looking at the OT referral, it is not for sensory needs, states only for function difficulties, so is that even possible?”

“Neurodevelopment assessment advised referral to occupational therapy but as an outsourced company they couldn't do this and we have still been unable to access.”

“OT - stated no further input required. I have asked for an OT sensory assessment but apparently this is a private service only”

“occupational therapy told to complete the MOVES program via the education setting first but CYP isn't attending school. Was also unable to access sensory integration therapy and was just sent a link to a youtube video instead”

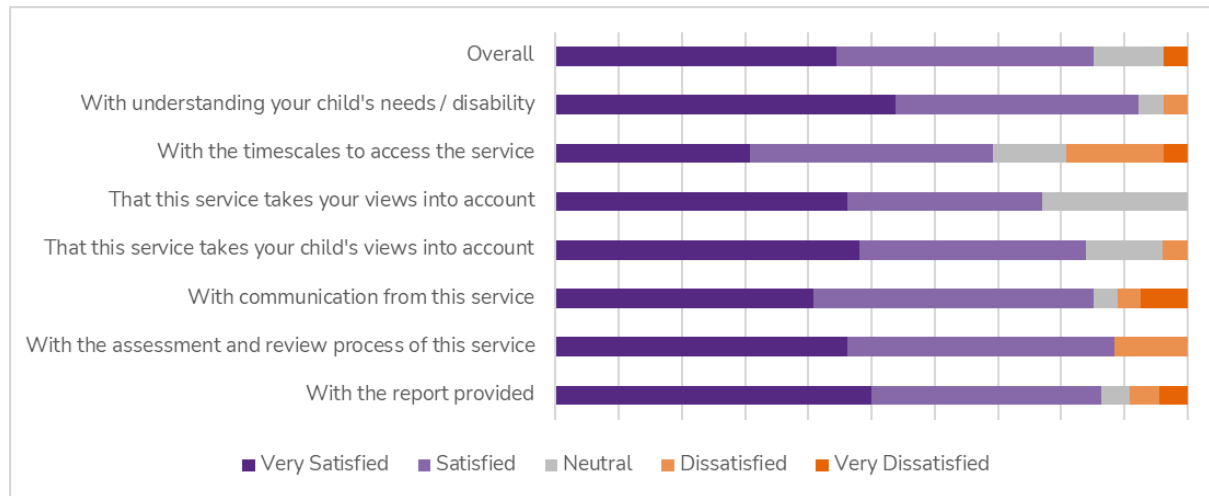
“Occupational therapy don't cover sensory needs in warwickshire. They did not even see my child to assess any other needs.”

There was also a comment about waiting times.

“On our second year waiting for an occupational therapy assessment at home”.

Physiotherapy

27 parent carers provided feedback on Physiotherapy



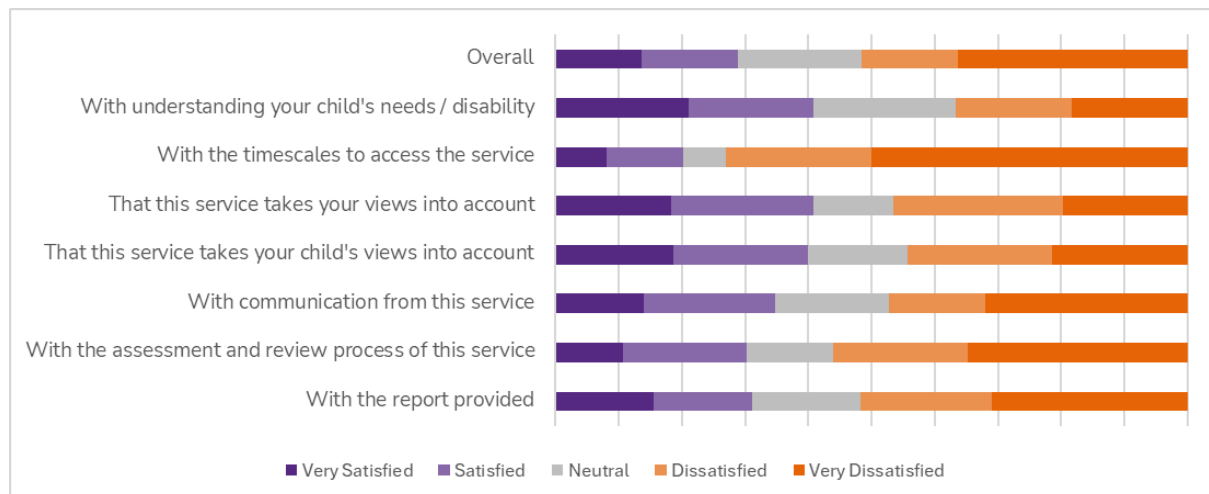
Comments relating to Physiotherapy include:

“Physio ended although he still cant walk very far and still struggles but they discharged him. Too many people waiting and have to let some children go. These services need more funding and staff”

“Physio are very hands off and progress here has been made through private help”

Child and Adolescent Mental Health Services (CAMHS)

72 parent carers feedback on Child and Adolescent Mental Health Services.



The themes relating to CAMHS (including autism / ADHD support) are:

- Waiting times
“Still waiting to see psychiatry, crisis team accessed for an assessment but didn’t offer any further support”

"A referral has been made for mental health support, from school, but we've no feedback on where this is in the system"

"Massive delays post urgent Camhs referral"

- Waiting for ADHD assessments

"Still on waiting list for AdHd, had help to chase but have not had communication unless I have chased"

"We have so far been waiting 5 1/2 years for an Adhd assessment, with no camhs support or access to medication in the meantime"

- Therapy offered not being responsive to individuals' needs

"was told by CAMHS that they would not be able to provide support for CYP via chat function. They would only provide face-to-face support that CYP is currently unable to engage with, due to ASD"

"CAHMS did not provide an individual plan but a generic CBT programme that wasn't suited to an autistic teen"

"Camhs only provide pills for my child I've been asking for the last 10 years for any tones of therapist for my son, but there is nothing just tablets"

"Referred for EMDR, offered anger management. Not what is required from trauma based incidents. YP left unsupported"

"The only support offered by CAMHS was CBT (which has been outsourced and online) not great for an autistic teenager (and it's taken eight months since I went to the GP concerned with burnout to get this offer)"

- Autism and mental health

"Mental health services put child's issues down to autism and recommended autism assessment which was helpful but autism diagnosis doesn't then solve child's anxiety."

"My daughter was referred to CAMHS due to her mental health. CAMHS said that they could not help my daughter due to her autism."

- Lack of a service for Tourettes

"Tourettes and signs of other moment disorders, there is no local support"

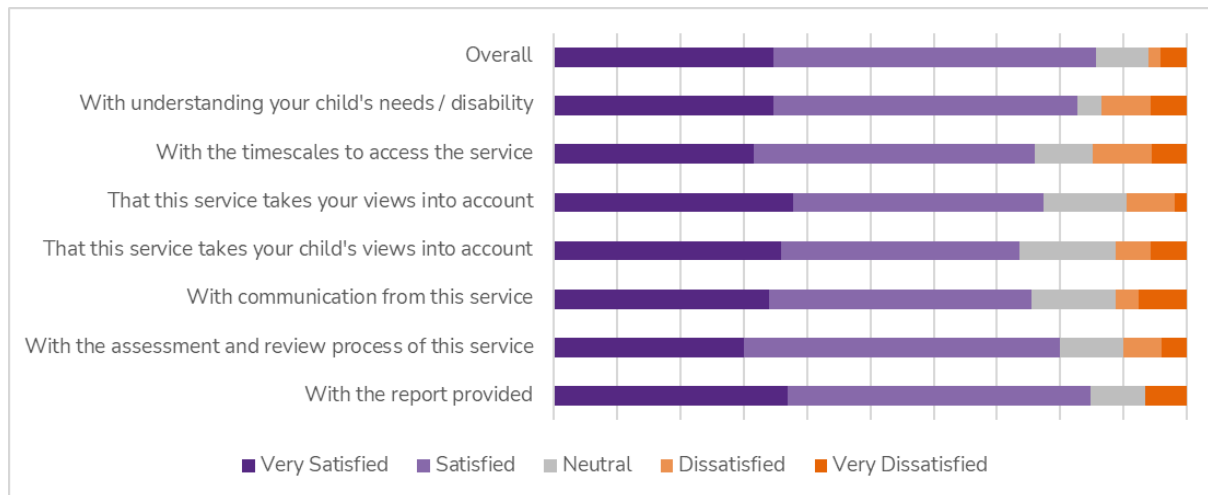
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- Autism post-diagnosis support (both negative and positive)
“Discharged after autism assessment without ongoing support”

“We’ve used the CASS [Community Autism Support Service] service by CW Mind. Really helpful toolboxes and WhatsApp support”

Hospital Care

54 parent carers provided feedback on hospital care (both inpatient and outpatient).



Please note that it is not possible to separate this data further into whether it was inpatient or outpatient or which hospital the feedback refers to.

Comments relating to hospital care include:

“Initially the inpatient hospital's understanding of my child's needs was non-existent. The so called 'Autism specialist' had been on one course. It was only due to constant 'fighting' to get my child's voice heard and ours as a family that things improved but this was not consistent. It is concerning how professionals/provision is still not autism friendly.”

“Long hospital wait that distressed him massively”

“Staff in a&e were fabulous trying to help my son whose mental health had crashed even though they wanted him to stay in he refused so they weren't able to help in the moment but got us emergency referral to camhs”

Social Care

75 respondents had accessed social care services including Early Help, Children with Disabilities Team (CwDT), other Children and Families Teams, Transitions Team, Adult Social Care, Children and Family Centres, and Short breaks (including respite). Those who ticked 'other' also mentioned the Community Autism Support Service, Warwickshire Young Carers and the Specialist Key Worker Service.

There was the opportunity for more detailed feedback on Early Help, Children with Disabilities Team, Other Children and Families Teams, Children and Family Centres, Short Breaks (including respite) and Adult Social Care however there was insufficient data returned for the individual services (less than 25 responses) except Early Help and Children with Disabilities Team.

Themes from the comments:

- Challenges accessing social care support

"Social care are very difficult to get help from they seem to not want to support your child to access services with their DP funding, they recoup the funding and will not change outcomes for your child to go anywhere"

"We did not receive a social care assessment despite this being a statutory service a local authority requests information from as part of an EHCNA"

"We received our ASD diagnosis and have been all but left to it!! There's been no follow up or support from any social care service, which is appalling."

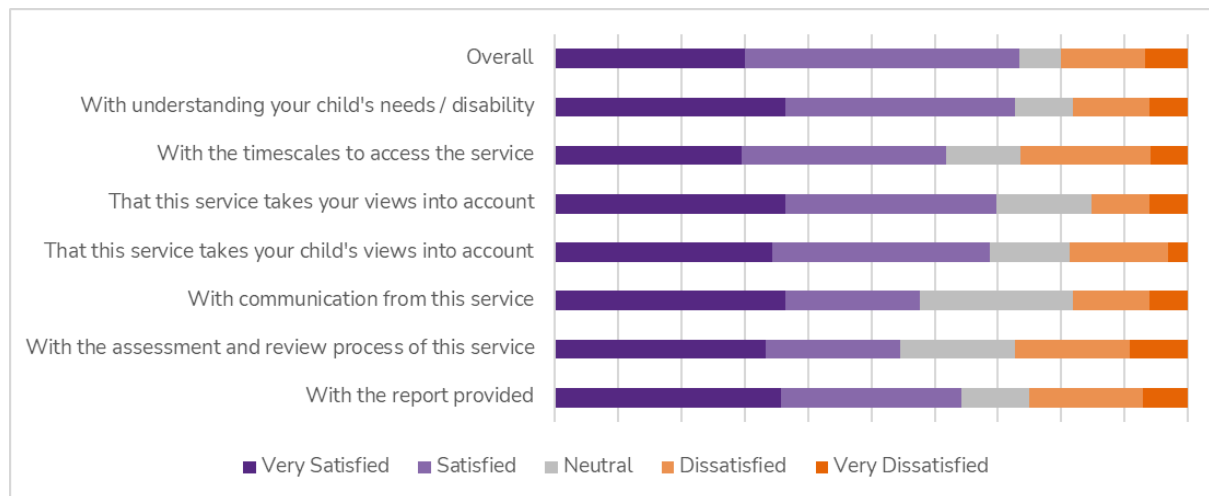
- Adult social care service / thresholds

"Absolutely no support from adult social care. We received a phonecall asking for name age etc but nothing else Challenged on our young persons diagnosis"

"We were under social care for my younger daughter but my son was too old to be included. We asked about adult social care for my son and we were put off making a self referral because they said that he would never be seen as having sufficient need. We were also put off making an adult referral for myself (I too have needs)"

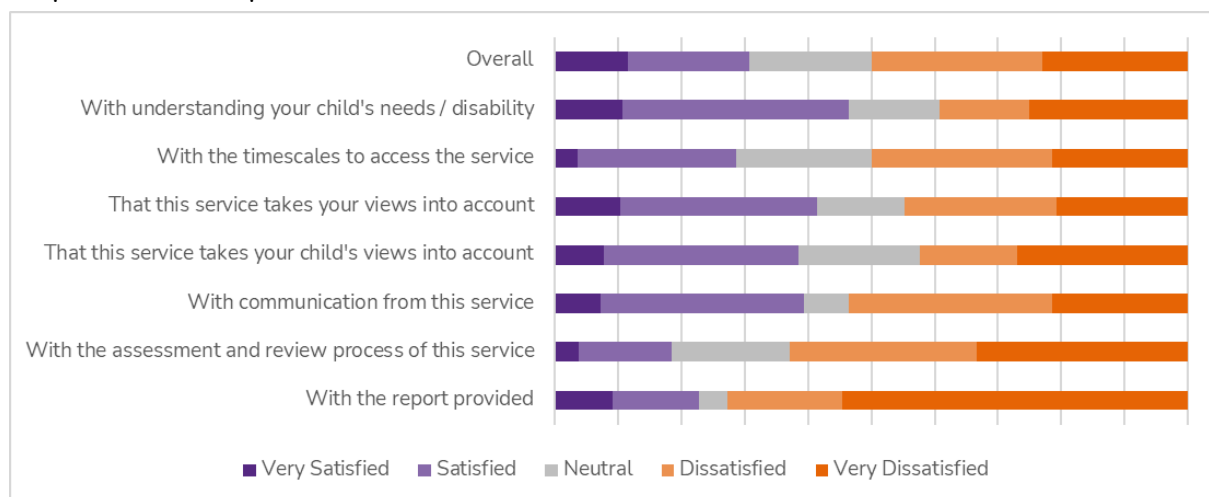
Early Help

34 parent carers provided feedback on Early Help.



Children with Disabilities Team

29 parent carers provided feedback about the Children with Disabilities Team.

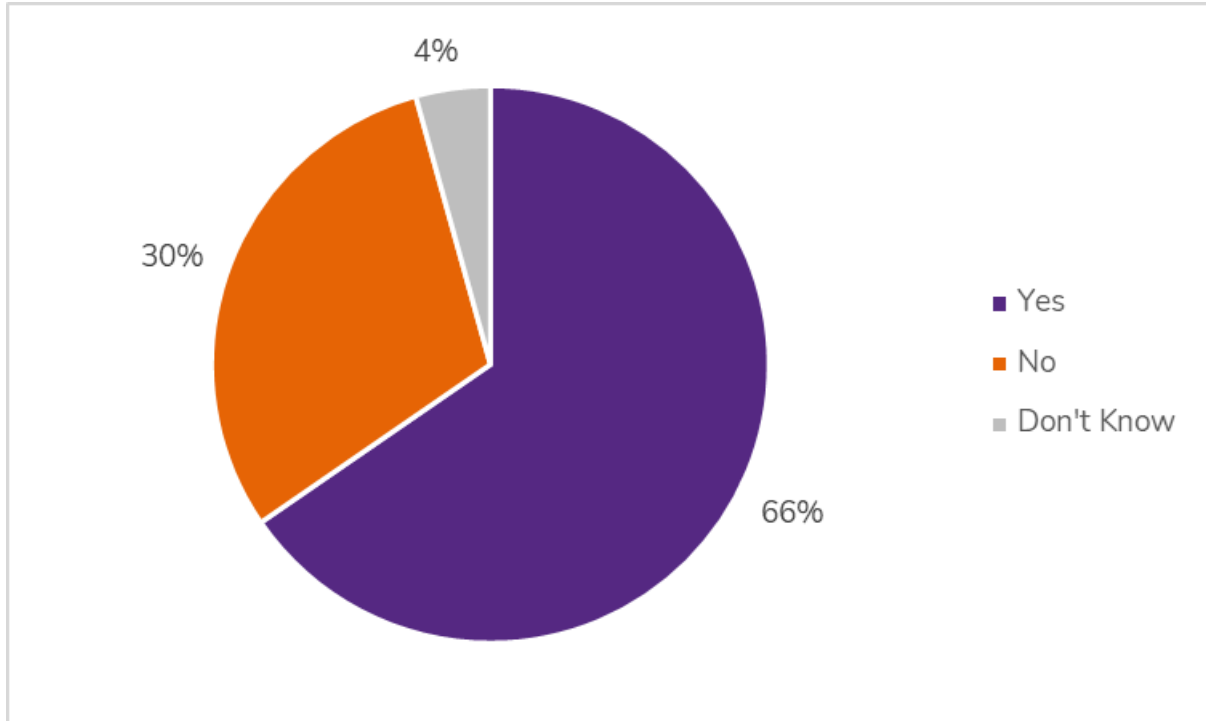


Feedback themes from comments relating the Children with Disabilities Team are:

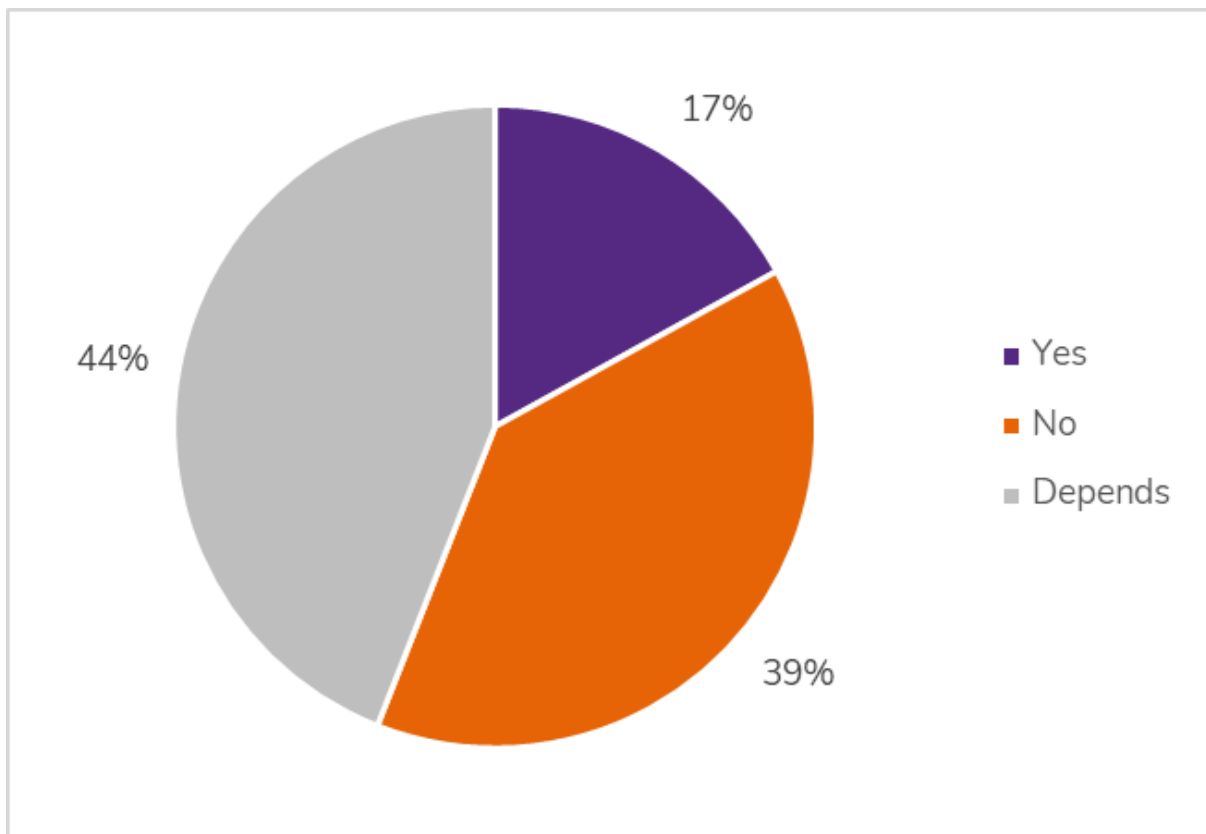
- Eligibility
"My daughter was referred to the CwDT but was turned down because she is "not disabled enough"."
- Staff turnover
"we are on our 5th social worker in 12 months, we have had two just vanish with no communication and we've found out from getting out of office responses to emails."

Local Offer and SEND Newsletter

Two thirds of respondents knew that the Local Authority must have a website containing the 'Local Offer' (an increase from 50% in 2022).



However less than a fifth (17%) find the website easy to navigate.



Feedback themes:

- didn't know it existed

"Did not know it was there"

"I haven't seen it yet"

"I only know about it and how to use it as a SENDCo myself. I don't think it's well known and should be the first thing people are guided too once a diagnosis or suspected diagnosis has been given"

- mixed views about its usefulness

"Comprehensive and informative"

"Doesn't contain any useful information"

"I haven't found one bit of useful information. It doesn't help me despite being signposted here frequently. It's too vague."

"It's ok but nothing to help us"

- general feedback about content / design

"It's really hard to understand and not very clear"

"Lots of text heavy pages - needs more images, flowcharts, headings to break it up"

"Labyrinth. Way too confusing"

"Needs resigning by a grown up with IT skills"

- accessibility

"Not ND [neurodivergent] friendly at all"

- feedback on specific parts

"I found the social care section particularly difficult to navigate"

"Dimensions and the new booklet for neurodivergent individuals and their families are both great resources"

- information that they cannot easily find

“Contact info for various departments should be easier to find. For example, if you want support from social care, who should you contact and what type of assessment should you request”

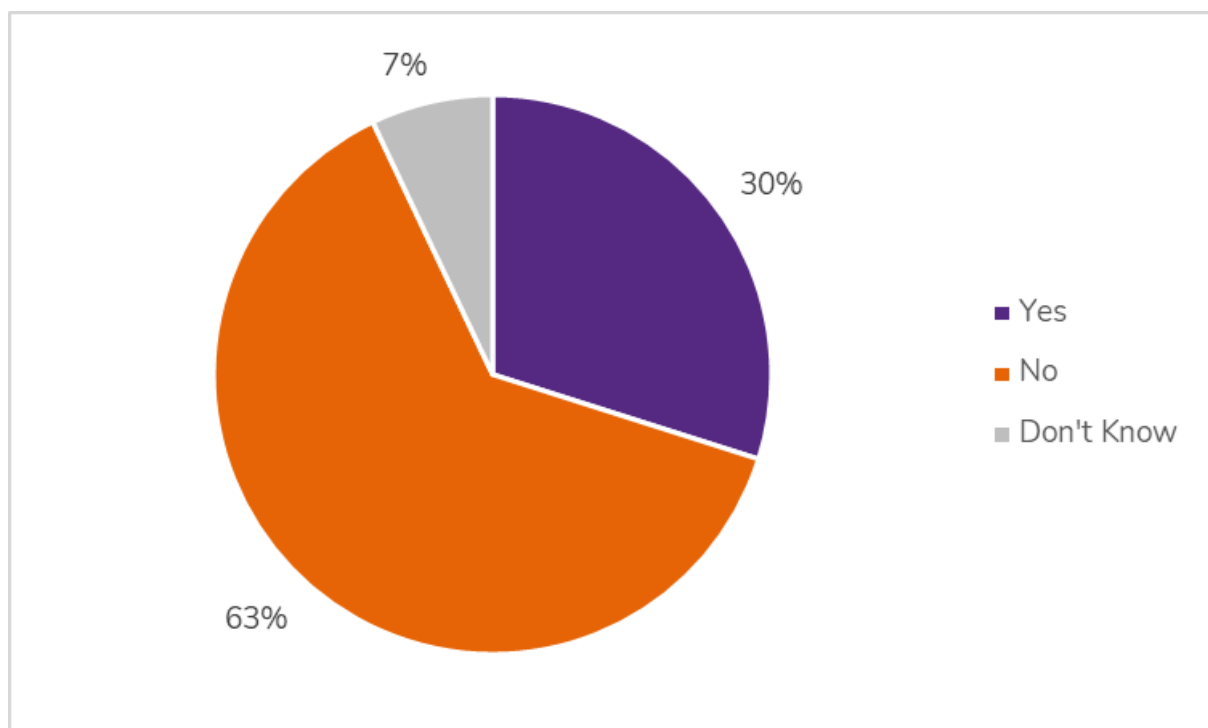
“Needs a parent driven FAQ page”

“Not enough support for those who have not been granted an EHCP, but still require support with transport, preparation for adulthood, life skills etc.”

“Needs to be clearer about referral pathways and contact details”

“There used to be a provision map/table that showed what level of support and what should be provided at each stage but I can't find that anymore”

Just under a third of respondents (30%) receive the Local Authority SEND newsletter.



Feedback themes about the design / content of the newsletter were:

- didn't know that there was a newsletter

“I'd like to know how to get it - no one has ever told me, despite being on SEN register for 9 years”

“Never heard of a newsletter”

- it's a useful resource

"I find it useful to receive"

"I find it informative and enjoy reading it"

- it's overwhelming

"It's a bit wordy so tend to skim it rather than digest it"

"It's a lot of information to scroll through, maybe a header at the top - like a contents page so I could go to the relevant information, I give up reading half way down"

"Lots of it is repetitive news that is in the FIS newsletter - more 'tips' and 'support' for SEND parents would be good"

- it doesn't match with families experiences

"I've given up reading it, as it doesn't reflect a true picture of what's happening in WCC education"

"Transparency regarding targets met. The newsletter offers an insight into what should happen, which has never been my reality and continues to be the reality of friends' children"

Content people requested included

- information about waiting times

- information for 16-25 year olds

"How about a newsletter for 18-25 year olds offering support"

"I would like to see more in there that is relevant to teenagers and parents of teenagers. There is always plenty for young families, children and parents/carers, but nowhere near as much for teenagers and their carers"

- more advance notice of events and activities

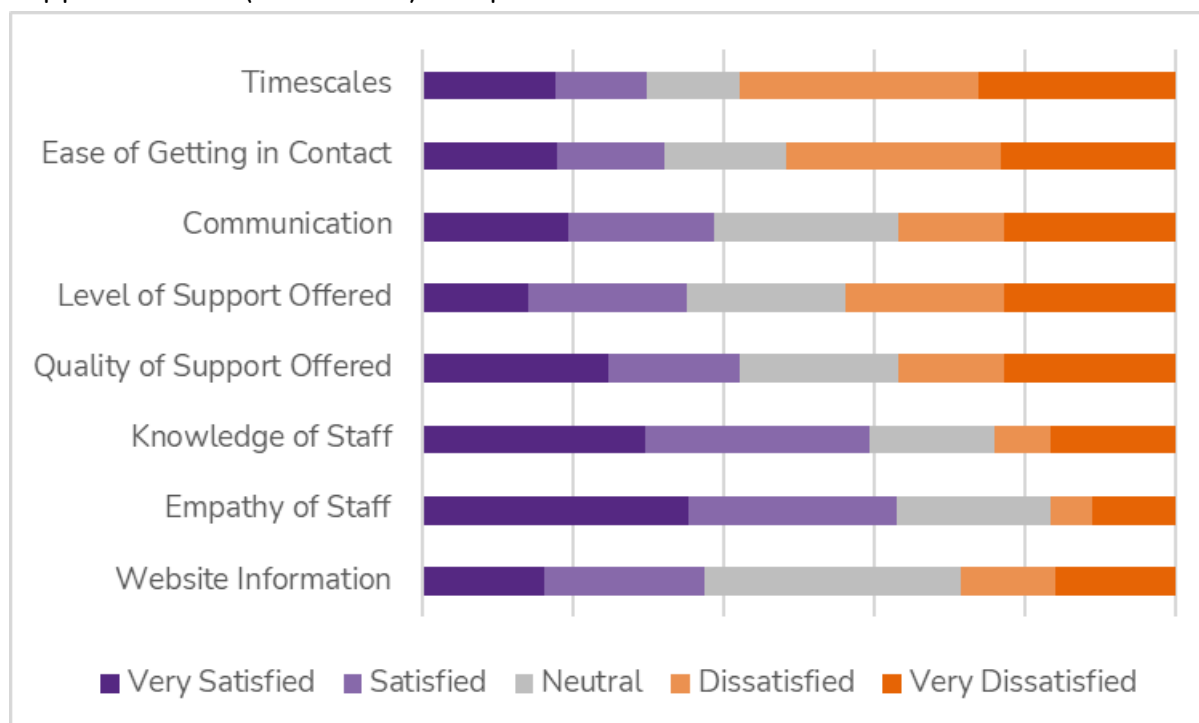
- who to turn to for support (and what to do if you feel everyone is refusing to provide any support)

- clear understanding of what services are

"Whole thing is extremely confusing. As an immigrant, I didn't even know what "services" v. "Health" means. People call or SMS (?) saying they're from X Y Z and no idea"

SEND Information, Advice & Support Service

56 respondents had been in contact with the SEND Information, Advice and Support Service (SENDIASS) and provided satisfaction feedback.



Themes from the comments are:

- Timeliness of access to the service

“Advisor was very helpful when we spoke but it took many weeks for them to return my call, which was stressful given the 2 month deadline for submitting appeals”

“I contacted them over serious concerns regarding attendance and unhappiness at school. By the time they contacted me back, I was figuring things out for myself.”

“Our local sendiass was good but now if your very lucky you get we will get back to you in a week to then be told there is no one available due to staff shortage which is very understandable but not helpful when you have no clue what to do”

“You can't get hold of sendias I just got email saying sorry no one was available to help with my question on tribunal we were doing”

- Disappointment with changes in the way support is given since the provider changed

“I find myself in an odd position because my case manager is very good and has always worked well with us. Unfortunately, since Barnardos has taken over, it has become increasingly difficult to get in touch with her or anyone else. She has also had her hands tied over what she can do to support us,”

“Unfortunately since Barnardo's took over the availability of support seems to have been severely cut. Our cases are frequently closed and parents we have signposted to the service have been turned away. It seems impossible for people to get allocated caseworkers any longer and for most people it seems to be reverting to a basic telephone advice line where you have to wait many days for a response and without any advocacy support. It does not feel like they are providing the service they used to provide or the service they are commissioned and paid to provide.”

- Not contacting them due to previous experience / reputation

“I haven't because when I've contacted them previously I didn't find them helpful or impartial...”

“I haven't bothered to contact them as I've heard they are overwhelmed and taking over 10 weeks to even initially respond”

- Confusion over the websites

“There are 2 Barnardos websites operating atm if you google SENDIASS Warks, with different info on, it is confusing”

- Not providing the information / support that the family needed

“Didn't feel they were able to give very clear guidance but were very understanding”

“They were understanding but didn't feel they had factual information or a route that I could clearly follow”