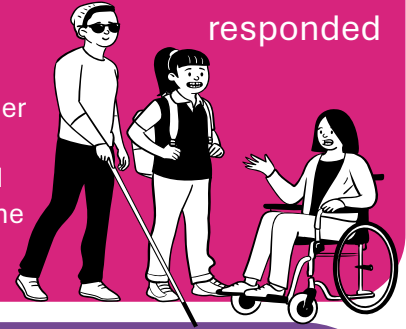


Parent Carer Survey 2025

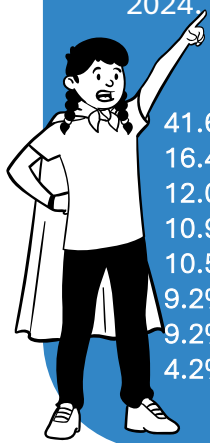
The SEND and Inclusion Local area Partnership between Health, Education, Early Help and Social Care launched the Annual Parent Carer Survey between October and December 2025. The following is a summary of feedback received using comparative data from the Survey in 2024 where appropriate

679 (3.2%) of families with SEN responded



Positives & enablers

- More parents knew where to go to provide feedback (24.4% vs. 16.4%)
- 61.4% (vs. 49.1%) parents said professionals gave them and their child clear information
- 90.1% parents said their child was in an education setting (vs. 86.0% in 2024)
- More parents said their child got the right help and support for their education (38.0%), health (33.4%) and care (26.7%) vs. 27.5%, 30.6%, 12.5% respectively in 2024



- 41.6% Supportive school/education setting
- 16.4% Access to specialist services
- 12.0% Extracurricular & community activities
- 10.9% Change in setting
- 10.5% Supportive health services
- 9.2% Advice Services
- 9.2% Tailored education plans
- 4.2% Supportive Early Help & Social Care

Negatives & barriers

- Fewer parents said their child's need was identified aged 0-4yrs (44.6% vs. 54.0%)
- Fewer parents said information and advice was accessible and clear (21.1% vs. 45.5% in 2024)
- Fewer parents said they were invited to share their views on support required (59.1% vs. 66.0%)
- Fewer parents were confident their child was making progress on their EHCP (36.3% vs. 39.3%)
- 21.4% parents said their child accesses inclusive activities

- 29.9% Delays and waiting lists
- 22.5% Barriers to assessment & diagnosis
- 19.2% Poor communication
- 18.6% Systemic/bureaucratic barriers
- 17.1% Feeling unheard/ not taken seriously
- 10.2% Inconsistent support plans
- 10.0% Impact on family wellbeing
- 6.7% Lack of resource/funding
- 29.4% Lack of support



"A supportive SENCO and pastoral. A kind and understanding teacher."

"A diagnosis to fully understand the needs and strengths of child."

"A good relationship with a mentor at school, the part time timetable and rest lessons built into his day."

"Sports clubs have become safe places for him to be himself and find a sense of belonging."

"Access to ADHD assessments has proved impossible and will likely mean having to seek private options."

"We feel unheard and it has been traumatic and exhausting ."

"Not knowing where to get support and not feeling I would be taken seriously."

"Despite having an EHCP ...my child's school did not provide the provision set out in the Plan."

"...similarly named agencies that overlap so you can be passed around in a circle for months without actually getting any help."



Improve communication

- Introduce service wide communication standard
- Clear plain English guides and flow-charts
- Centralised SEN contact hub

“Listen to parents, be available, engage”



Provide suitable education places

- Develop specialist resources bases in mainstream settings
- Expand Post 16 pathway options
- Ensure transport policies support equitable access

“Make all schools fully inclusive.”



Train professionals

- Develop mandatory SEN training
- Specialist coaching
- Monitor SENCo practice

“Better education for staff in mainstream school on neurodivergence.”



Provide parental support

- Introduce SEND parent navigators
- Expand peer support networks
- Offer carer wellbeing support

“Support for parents – it feels like an overwhelming mixture of services.”



Increase early identification and intervention

- Implement early screening tools
- Increase access to early years advisory services
- Support schools in embedding graduated pathway

“Earlier screening and more teacher training.”



What parents think we should do next...

Improve EHCP process and compliance



- Establish an EHCP quality assurance framework
- Create parent-facing dashboards showing progress on statutory deadlines
- Strengthen accountability structures

“EHCPs that actually work for the child... costed provision maps should be provided.”

Work to reduce waiting times



- Introduce triage systems
- Expand early assessment
- Develop commissioned partnerships

“Shorten wait times... put the child’s needs before funding issues.”

Supply more community activities and respite



- Expand SEN friendly clubs
- Commission support in rural areas
- Ensure inclusive wrap around care

“After school clubs and provision in special schools for working parents.”

“Activities for SEND children in (rural areas) – we can’t get to Gloucester easily.”

Increase trust in the system



- Embed true co-production
- Implement ‘Dignity & respect’ charter
- Celebrate positive examples of partnership working

“All services need to work in partnership much better.”

Next steps for the Local Area

The SEND and Inclusion Local Area Partnership (SILAP) are very grateful for parent carers sharing their views and experiences to help our services across health, education and social care to reflect and learn. Our next steps are to use this analysis to review our improvement journey and identify where we are making a positive difference and where we need to provide more focus. ‘You said, we did’ progress will be communicated with families through our monthly Families in Partnership (FiP) newsletters. Subscribe to the newsletters here

<https://www.gloucestershire.gov.uk/education-and-learning/families-in-partnership-newsletters/>

