



# **Wiltshire SENDIASS Annual Report**

**1<sup>st</sup> April 2025 - 31<sup>st</sup> March 2026**

## Introduction

Wiltshire SENDIASS is a free, confidential and impartial service for children, young people and parents/ carers requiring information, advice and support about SEND.

The aims of the SENDIAS Service:

- Provide a high quality, impartial, accurate and confidential service, which is at arm's length to the LA
- Provide advice relating to the relevant legislative frameworks by IPSEA trained members of staff
- Ensure that service users understand their rights, roles and responsibilities
- Empower children, young people and parents/carers to take an informed and active part in decision-making to pursue desired outcomes
- Contribute to partnership working with providers of education, alternative provision, training, supported employment, health and social care
- Ensure service users' views are heard and understood
- Influence the future shaping of services for users through strategic partnerships and links

# Wiltshire SENDIASS Annual Report

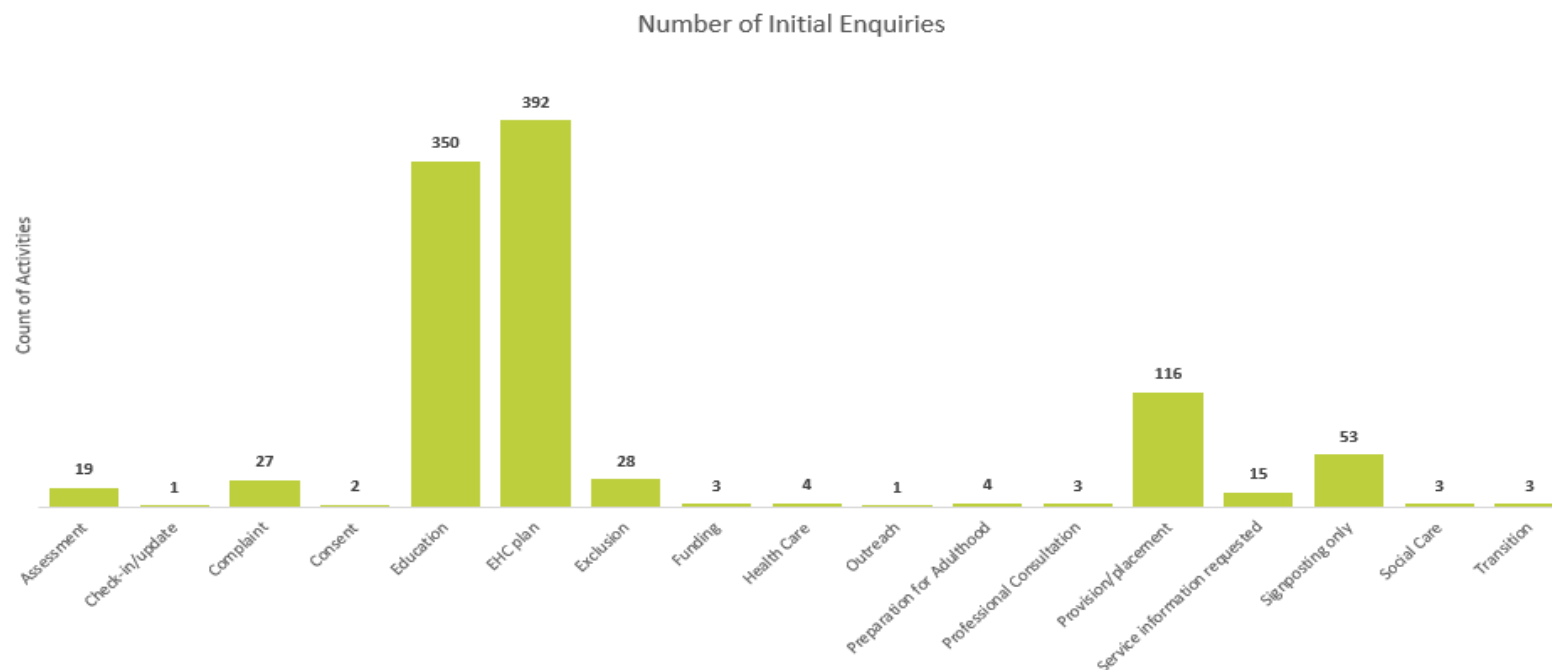
## 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026

### 1. Key Performance Indicators (KPIs) from Contract Specification

| KPI                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------|------------|----|-----------------|---|-----------|----|---------|---|-----------|-----|----------|-----|-----------|----|---------|---|-------------|---|----------|---|---------------------------|---|---------------------------|---|---------------------|-----|-------------------------------|----|------------------|----|-------------|---|------------|---|
| Number of new initial enquiries | <p>Total Initial Enquiries: <b>1107</b><br/> <i>Increase from 2024-2025: + 64 (1043)</i></p> <p>Number of Initial Enquiries</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>Count</th> </tr> </thead> <tbody> <tr><td>Assessment</td><td>19</td></tr> <tr><td>Check-in/update</td><td>1</td></tr> <tr><td>Complaint</td><td>27</td></tr> <tr><td>Consent</td><td>2</td></tr> <tr><td>Education</td><td>350</td></tr> <tr><td>EHC plan</td><td>392</td></tr> <tr><td>Exclusion</td><td>28</td></tr> <tr><td>Funding</td><td>3</td></tr> <tr><td>Health Care</td><td>4</td></tr> <tr><td>Outreach</td><td>1</td></tr> <tr><td>Preparation for Adulthood</td><td>4</td></tr> <tr><td>Professional Consultation</td><td>3</td></tr> <tr><td>Provision/placement</td><td>116</td></tr> <tr><td>Service information requested</td><td>15</td></tr> <tr><td>Signposting only</td><td>53</td></tr> <tr><td>Social Care</td><td>3</td></tr> <tr><td>Transition</td><td>3</td></tr> </tbody> </table> | Activity | Count | Assessment | 19 | Check-in/update | 1 | Complaint | 27 | Consent | 2 | Education | 350 | EHC plan | 392 | Exclusion | 28 | Funding | 3 | Health Care | 4 | Outreach | 1 | Preparation for Adulthood | 4 | Professional Consultation | 3 | Provision/placement | 116 | Service information requested | 15 | Signposting only | 53 | Social Care | 3 | Transition | 3 |
| Activity                        | Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Assessment                      | 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Check-in/update                 | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Complaint                       | 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Consent                         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Education                       | 350                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| EHC plan                        | 392                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Exclusion                       | 28                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Funding                         | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Health Care                     | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Outreach                        | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Preparation for Adulthood       | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Professional Consultation       | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Provision/placement             | 116                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Service information requested   | 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Signposting only                | 53                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Social Care                     | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |
| Transition                      | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |          |       |            |    |                 |   |           |    |         |   |           |     |          |     |           |    |         |   |             |   |          |   |                           |   |                           |   |                     |     |                               |    |                  |    |             |   |            |   |

## Reasons for new initial enquiries

### Breakdown of Reasons for Referral by Sub-type:



#### EHC Plan

- The highest reasons for Initial Enquiries relating to **EHC Plans** were regarding **Parental Requests (128)**, **Appeals (125)**, **Drafts (52)**, followed by **Annual Review (44)**.

#### Education:

- The three highest reasons for referrals under the **Education** category, in this order, were:
  - SEN Support (226)**
  - Out of School (43)**
  - School Refusal (43)**

**Geographical spread by initial enquiry**

| District ↑                             | Record Count |
|----------------------------------------|--------------|
|                                        | 136          |
| Bradford on Avon                       | 31           |
| Calne                                  | 56           |
| Chippenham                             | 84           |
| Corsham                                | 38           |
| Devizes                                | 55           |
| Malmesbury                             | 11           |
| Marlborough                            | 40           |
| Melksham                               | 44           |
| Not disclosed                          | 110          |
| Out of Area                            | 20           |
| Pewsey                                 | 3            |
| Royal Wootton Bassett/Purton/Cricklade | 59           |
| Salisbury                              | 207          |
| Tidworth                               | 37           |
| Trowbridge                             | 116          |
| Warminster                             | 31           |
| Westbury                               | 29           |
| <b>Total</b>                           | <b>1107</b>  |

**Salisbury** currently generates the most IEs for district recorded **(207)** followed by **Trowbridge (116)** and **Chippenham (84)**.

This year, there were 136 enquiries which did not have the district recorded (first line). There are several factors that affect this; for example, case workers making 3 attempts to contact the parent/carer for further information prior to closing the IE due to no response received.

If professionals contact the service, they do not always know or are unable to provide district information.

Some parents/carers also specifically choose to 'prefer not to say' regarding district data, hence the 'not disclosed' category.

The implementation of Family Action's SENDIASS Handbook in January 2025 will have impacted this figure also, with Level 1 IEs no longer requiring this level of data.

***Method of  
contact for initial  
enquiry***

Email remained the highest method of contact with 54% of initial enquiries being received this way.

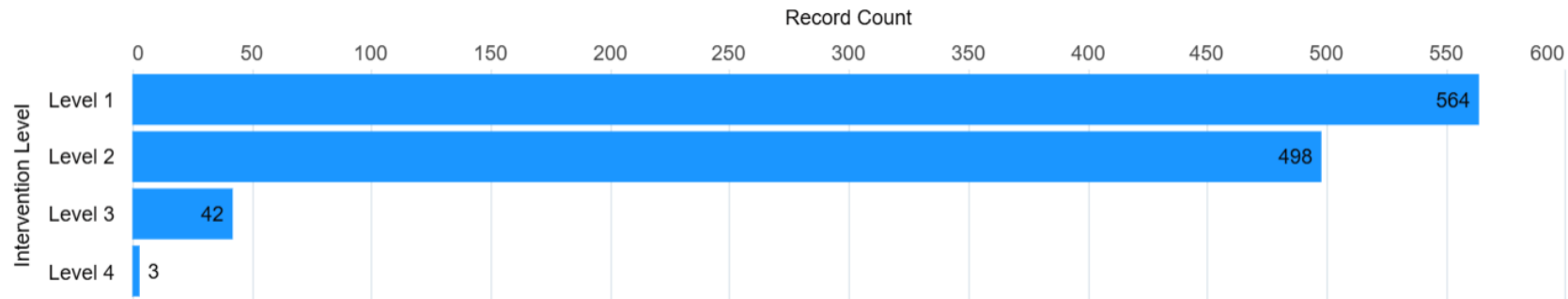
Contact may be by one or more method, so the initial contact method is recorded.

|              | <b><i>Number of Initial<br/>Enquiries</i></b> |
|--------------|-----------------------------------------------|
| Discussion   | 3                                             |
| Email        | 602                                           |
| Home Visit   | 0                                             |
| Letter       | 0                                             |
| Meeting      | 1                                             |
| Message      | 1                                             |
| Outreach     | 20                                            |
| Phone call   | 38                                            |
| Social Media | 0                                             |
| Text         | 0                                             |
| Video Call   | 0                                             |
| Other        | 0                                             |
| Voicemail    | 291                                           |
| Contact form | 126                                           |
| Missing      | 25                                            |
| <i>Total</i> | <b><i>1107</i></b>                            |

The section showing the method as 'Missing' shows 25 initial enquiries did not have a method recorded. This resulted from the system not transferring previous user information across correctly.

| <b>Time between initial enquiry and targeted response or intervention</b> | <ul style="list-style-type: none"> <li>• <b>39%</b> of enquiries were responded to within 2 working days or less.</li> <li>• <b>22%</b> of enquiries were responded to within 3-5 working days or less.</li> <li>• <b>39%</b> of enquiries were responded to after more than 5 days.</li> <li>• Average waiting time between 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026: <b>5 working days</b></li> </ul>                                                                                                                                                                                                                                                                                                                    |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------|--------------|------|----------|---|--------------|----|--------|---|--------|---|-----------|---|---------|---|--------------|------|
| <b>Type of service users making contact during this annual year</b>       | <ul style="list-style-type: none"> <li>• Most of our service users continue to be parents/carers at <b>95%</b></li> </ul> <table border="1" data-bbox="362 552 1534 1152"> <thead> <tr> <th></th><th>Number of Initial Enquiries</th></tr> </thead> <tbody> <tr> <td>Parent/Carer</td><td>1044</td></tr> <tr> <td>Child/YP</td><td>6</td></tr> <tr> <td>Professional</td><td>45</td></tr> <tr> <td>Friend</td><td>0</td></tr> <tr> <td>Family</td><td>0</td></tr> <tr> <td>Neighbour</td><td>0</td></tr> <tr> <td>Unknown</td><td>0</td></tr> <tr> <td><i>Total</i></td><td>1095</td></tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>6 young people have been worked with directly and independently.</b></li> </ul> |  | Number of Initial Enquiries | Parent/Carer | 1044 | Child/YP | 6 | Professional | 45 | Friend | 0 | Family | 0 | Neighbour | 0 | Unknown | 0 | <i>Total</i> | 1095 |
|                                                                           | Number of Initial Enquiries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Parent/Carer                                                              | 1044                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Child/YP                                                                  | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Professional                                                              | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Friend                                                                    | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Family                                                                    | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Neighbour                                                                 | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| Unknown                                                                   | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| <i>Total</i>                                                              | 1095                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |
| <b>Number of initial enquiries converted to</b>                           | Of the <b>1107 Initial Enquiries received</b> , a total of <b>498</b> were converted to Level 2 cases and <b>45</b> were converted to L3/4 case work during <b>2025-2026</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                             |              |      |          |   |              |    |        |   |        |   |           |   |         |   |              |      |

**cases this  
annual year**

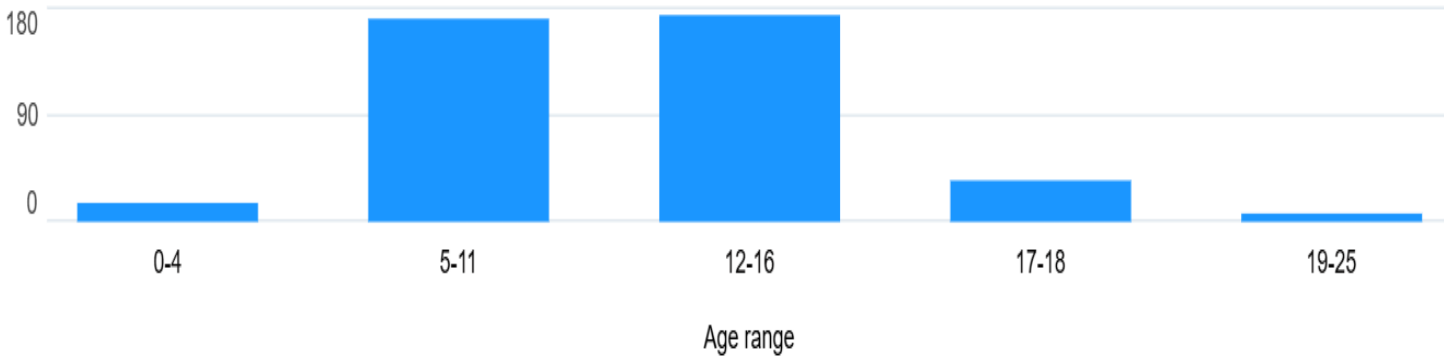


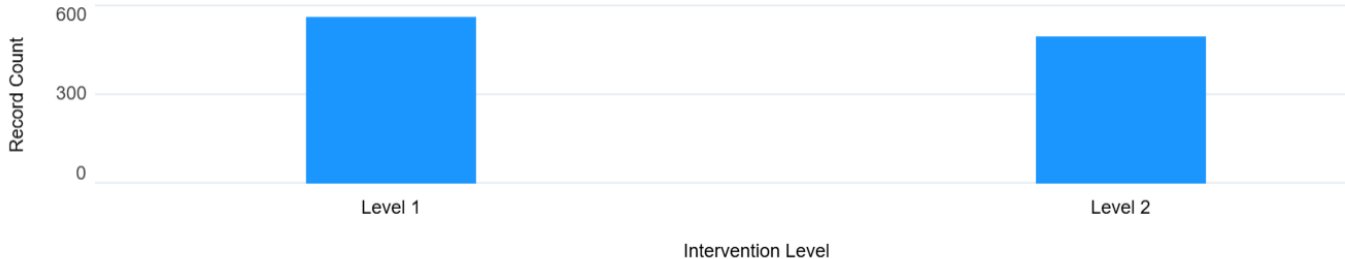
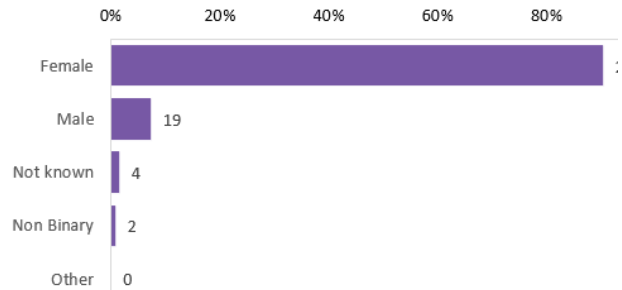
Since the implementation of the new approved IASS working model, which includes the 4 different intervention levels, the Level 2 case work (signposting and tailored advice stage) has increased to 498 cases in 2025-2026. This is compared to only 1 x Level 2 case opened in 2024-2025 when the team were operating with the old working model.

L1/2 work should now be able to be mainly dealt with at an initial enquiry level (signposting at L1 and a more advanced, tailored advice stage at L2), rather than at targeted, complex case work level (L3/4).

**Number of new  
children and  
young people**

The service has provided the most information, advice and support equally in relation to both primary (42%) and secondary age pupils (43%)



|                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Time spent by intervention level on IEs received this year</b></p> | <ul style="list-style-type: none"> <li>• CDC recommendations are that recording of time spent on each IE has been replaced by a more 'outcomes based' approach, based on level of service user need, which promotes greater independence and self-advocacy for service users (with no identified, additional needs) in-line with the Minimum Standards.</li> <li>• Previously, the amount of time recommended per intervention level was typically:<br/>L1 – up to 1 hour<br/>L2 – up to 2 hours</li> </ul> <p>Intervention level of Initial Enquiries (when received):</p>  <p>Of those recorded upon receipt:<br/>Level 1- 564<br/>Level 2-498</p> |
| <p><b>Number of families worked with this financial year</b></p>         | <p>The total number of families worked with this financial year is 1043; of which adult gender demographics are:</p> <p>Gender - Adults</p>  <p>Please note: Some families have more than one child. The 'unknown' (4) equates to data not collected as some adults, for example, 'prefer not to say'</p>                                                                                                                                                                                                                                                                                                                                           |

| Number of live/active enquiries and cases during April 2025 – March 2026                                 | <table><tr><td></td><td>Initial Enquiries</td><td>Cases</td></tr><tr><td>Active</td><td>1107</td><td>385</td></tr></table> <p>The Active Cases up to March 2026 = <b>385</b> (this total will include some cases that have been carried forward from the previous financial year as they are still being worked upon).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            | Initial Enquiries | Cases | Active | 1107             | 385 |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|-------|--------|------------------|-----|-------|----|------------|----|---------|----|---------|----|------------|---|-------------|----|----------|----|---------------|---|--------|---|----------------------------------------|----|-----------|----|----------|----|------------|----|------------|----|----------|----|-------|-----|
|                                                                                                          | Initial Enquiries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Cases      |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Active                                                                                                   | 1107                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 385        |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Geographical spread of live/active cases during 1 <sup>st</sup> April 2025 – 31 <sup>st</sup> March 2026 | <p>Out of 385 active cases, 378 disclosed their district, as follows:</p> <table><tr><th>District ↑</th><th>Record Count</th></tr><tr><td></td><td>6</td></tr><tr><td>Bradford on Avon</td><td>10</td></tr><tr><td>Calne</td><td>25</td></tr><tr><td>Chippenham</td><td>45</td></tr><tr><td>Corsham</td><td>12</td></tr><tr><td>Devizes</td><td>39</td></tr><tr><td>Malmesbury</td><td>5</td></tr><tr><td>Marlborough</td><td>14</td></tr><tr><td>Melksham</td><td>23</td></tr><tr><td>Not disclosed</td><td>1</td></tr><tr><td>Pewsey</td><td>3</td></tr><tr><td>Royal Wootton Bassett/Purton/Cricklade</td><td>25</td></tr><tr><td>Salisbury</td><td>81</td></tr><tr><td>Tidworth</td><td>19</td></tr><tr><td>Trowbridge</td><td>47</td></tr><tr><td>Warminster</td><td>18</td></tr><tr><td>Westbury</td><td>12</td></tr><tr><td>Total</td><td>385</td></tr></table> <p>The highest number of cases relate to those residing in <b>Salisbury (81)</b>, followed by <b>Trowbridge (47)</b>, <b>Chippenham (45)</b> and <b>Devizes (39)</b>.</p> | District ↑ | Record Count      |       | 6      | Bradford on Avon | 10  | Calne | 25 | Chippenham | 45 | Corsham | 12 | Devizes | 39 | Malmesbury | 5 | Marlborough | 14 | Melksham | 23 | Not disclosed | 1 | Pewsey | 3 | Royal Wootton Bassett/Purton/Cricklade | 25 | Salisbury | 81 | Tidworth | 19 | Trowbridge | 47 | Warminster | 18 | Westbury | 12 | Total | 385 |
| District ↑                                                                                               | Record Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
|                                                                                                          | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Bradford on Avon                                                                                         | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Calne                                                                                                    | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Chippenham                                                                                               | 45                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Corsham                                                                                                  | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Devizes                                                                                                  | 39                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Malmesbury                                                                                               | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Marlborough                                                                                              | 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Melksham                                                                                                 | 23                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Not disclosed                                                                                            | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Pewsey                                                                                                   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Royal Wootton Bassett/Purton/Cricklade                                                                   | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Salisbury                                                                                                | 81                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Tidworth                                                                                                 | 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Trowbridge                                                                                               | 47                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Warminster                                                                                               | 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Westbury                                                                                                 | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |
| Total                                                                                                    | 385                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |            |                   |       |        |                  |     |       |    |            |    |         |    |         |    |            |   |             |    |          |    |               |   |        |   |                                        |    |           |    |          |    |            |    |            |    |          |    |       |     |

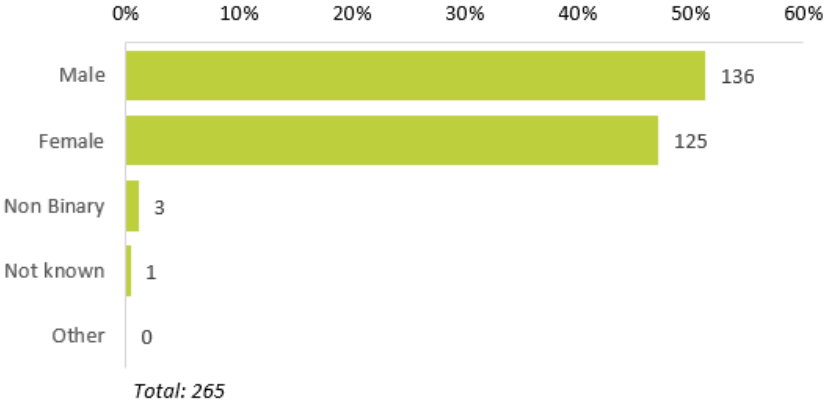
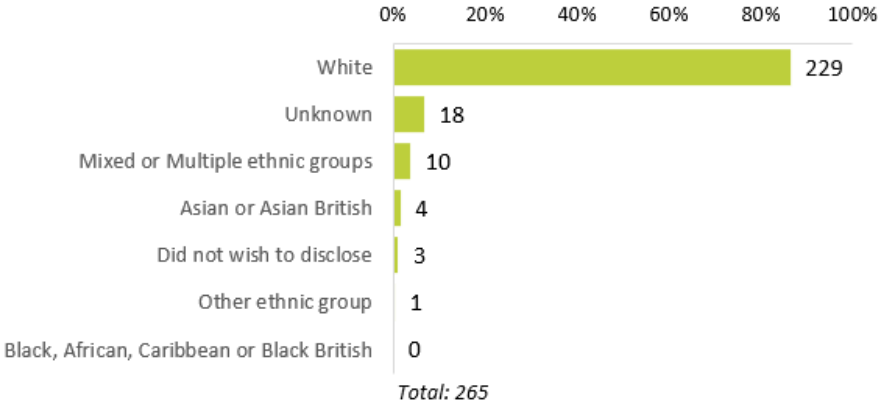
**Number of initial enquiries and cases closed during this reporting year**

- 52 cases have been closed between 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026
- 1043 Initial Enquiries have been closed between 1<sup>st</sup> April 2024 – 31<sup>st</sup> March 2025. This includes those enquiries converted to case.
- This data includes families who we were working with within the previous financial year.

| Enquiry Status                              | Number of Initial Enquiries |
|---------------------------------------------|-----------------------------|
| Closed - made 3 or more attempts to respond | 95                          |
| Closed - responded successfully             | 604                         |
| Closed - no availability for meeting        | 15                          |
| Converted to case                           | 391                         |
| Received                                    | 1                           |
| <i>Total</i>                                | <i>1106</i>                 |

| Closure Type                       | Number of cases |
|------------------------------------|-----------------|
| Dis-engaged                        | 0               |
| Left Area                          | 0               |
| Outcomes Achieved                  | 39              |
| Outcomes Partially Achieved        | 5               |
| Solicitor/professional Involvement | 0               |
| No availability for meeting        | 3               |
| Missing                            | 5               |
| <i>Total Closed Families</i>       | <i>52</i>       |

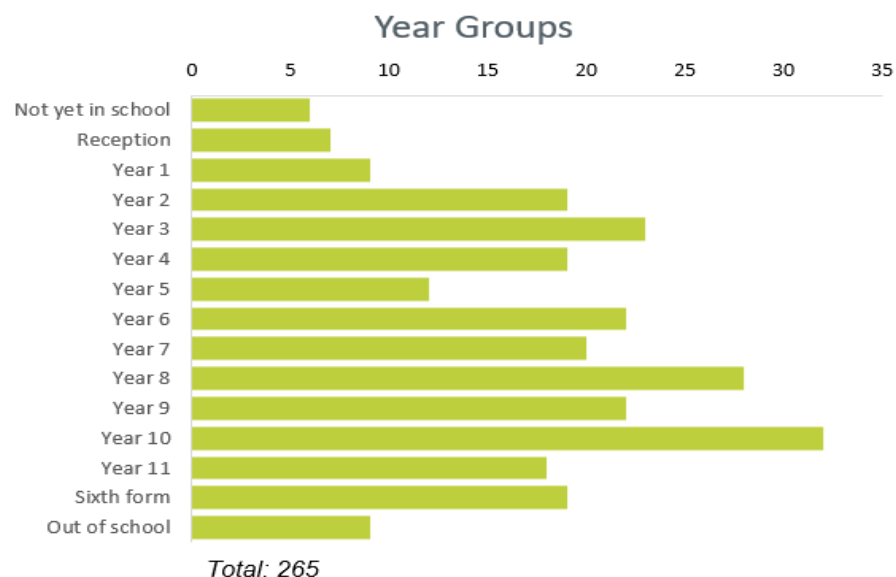
Please note: Family Action's policy is to attempt to contact a service user 3 times and to then close if no response is received.

| <p><b>Gender demographics of index child 1<sup>st</sup> April 2025 -31<sup>st</sup> March 2026</b></p>      | <p>The majority of CYP are male at 51%</p> <p style="text-align: center;"><b>Gender - Index Child</b></p>  <table border="1"> <thead> <tr> <th>Gender</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>136</td> </tr> <tr> <td>Female</td> <td>125</td> </tr> <tr> <td>Non Binary</td> <td>3</td> </tr> <tr> <td>Not known</td> <td>1</td> </tr> <tr> <td>Other</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>265</b></td> </tr> </tbody> </table>                                                                                                                                                                                                                  | Gender    | Count | Male  | 136 | Female  | 125 | Non Binary                      | 3  | Not known              | 1 | Other                    | 0 | <b>Total</b>       | <b>265</b> |                                            |   |              |            |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------|-------|-----|---------|-----|---------------------------------|----|------------------------|---|--------------------------|---|--------------------|------------|--------------------------------------------|---|--------------|------------|
| Gender                                                                                                      | Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Male                                                                                                        | 136                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Female                                                                                                      | 125                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Non Binary                                                                                                  | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Not known                                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Other                                                                                                       | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| <b>Total</b>                                                                                                | <b>265</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| <p><b>@Ethnicity demographics of index child 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026</b></p> | <p>The majority of CYP are white (British) background at 86%.</p> <p style="text-align: center;"><b>Ethnicity - Index Child</b></p>  <table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>White</td> <td>229</td> </tr> <tr> <td>Unknown</td> <td>18</td> </tr> <tr> <td>Mixed or Multiple ethnic groups</td> <td>10</td> </tr> <tr> <td>Asian or Asian British</td> <td>4</td> </tr> <tr> <td>Did not wish to disclose</td> <td>3</td> </tr> <tr> <td>Other ethnic group</td> <td>1</td> </tr> <tr> <td>Black, African, Caribbean or Black British</td> <td>0</td> </tr> <tr> <td><b>Total</b></td> <td><b>265</b></td> </tr> </tbody> </table> | Ethnicity | Count | White | 229 | Unknown | 18  | Mixed or Multiple ethnic groups | 10 | Asian or Asian British | 4 | Did not wish to disclose | 3 | Other ethnic group | 1          | Black, African, Caribbean or Black British | 0 | <b>Total</b> | <b>265</b> |
| Ethnicity                                                                                                   | Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| White                                                                                                       | 229                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Unknown                                                                                                     | 18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Mixed or Multiple ethnic groups                                                                             | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Asian or Asian British                                                                                      | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Did not wish to disclose                                                                                    | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Other ethnic group                                                                                          | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| Black, African, Caribbean or Black British                                                                  | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |
| <b>Total</b>                                                                                                | <b>265</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |       |       |     |         |     |                                 |    |                        |   |                          |   |                    |            |                                            |   |              |            |

**School level demographics: age and year group of index child on 31<sup>st</sup> March 2026**

| Age <u>at</u> 31 Mar 2026 - Index Child | %   |
|-----------------------------------------|-----|
| 4 years or younger                      | 30% |
| 5 - 9 years old                         | 29% |
| 10 - 12 years old                       | 22% |
| 13 - 15 years old                       | 12% |
| 16 - 18 years old                       | 4%  |
| 19 - 25 years old                       | 2%  |
| 26 years or older                       | 1%  |

These charts relate to active CYP data on Inform as of 31<sup>st</sup> March 2026, so will differ from demographic data relating to the whole year.



There is a fairly even split between school ages in the primary and secondary phases within this year's data, although Y8 and Y10 are the highest year groups at 31<sup>st</sup> March 2026.

Our new Young Person Lead will be ensuring a wider reach for sixth form students by arranging information sessions in secondary schools, sixth form and other settings during the next financial year.

**Schools with more than one initial enquiry recorded this year**

The were a total of 106 schools showing more than one IE being recorded throughout the year. The table shows those schools with the most IEs recorded.

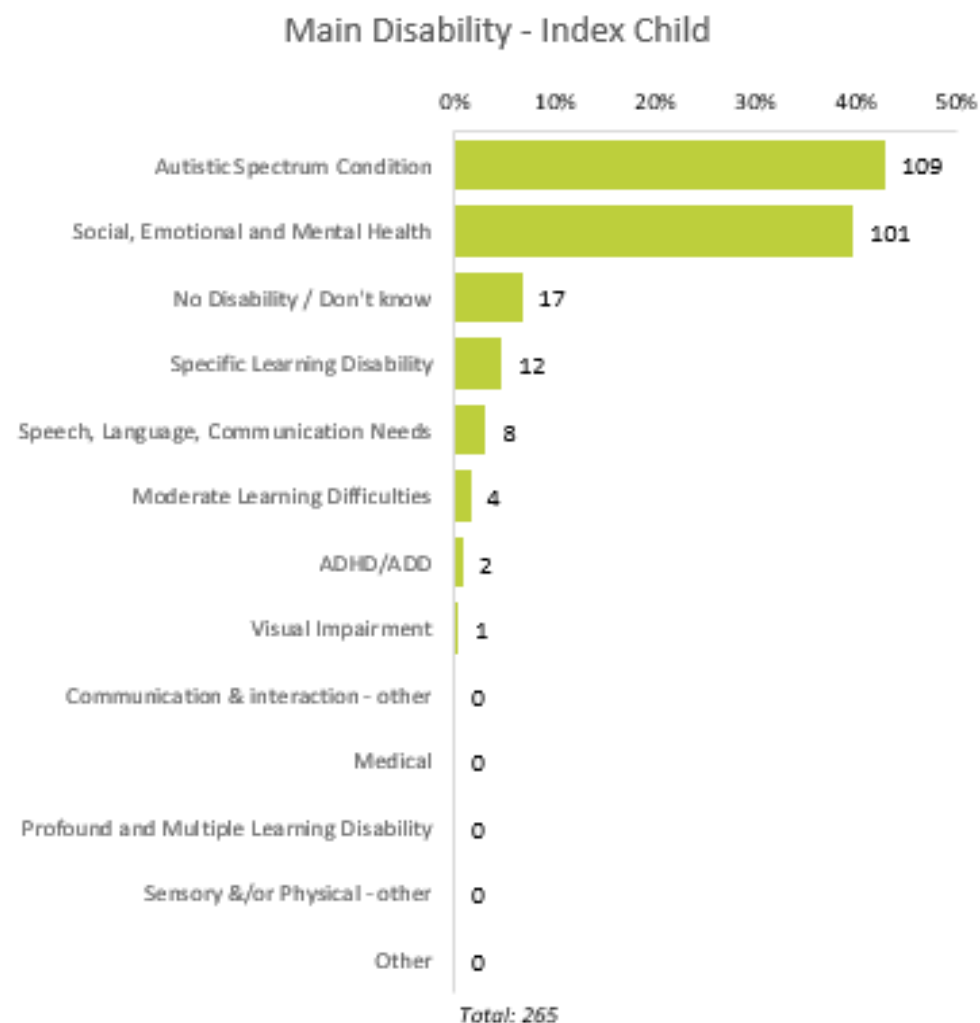
- The Wellington Academy - 15
- Hardenhuish School - 13
- The Corsham School - 13
- Devizes School- 12

| School ↑                                  | Record Count |
|-------------------------------------------|--------------|
| Abbeyfield School                         | 9            |
| Devizes School                            | 12           |
| Hardenhuish School                        | 13           |
| John Of Gaunt, Trowbridge                 | 10           |
| Kingsbury Green Academy                   | 10           |
| Matravers School                          | 9            |
| Melksham Oak Academy                      | 11           |
| Melksham Oak Community School             | 9            |
| Royal Wootton Bassett Academy             | 11           |
| Sheldon School                            | 9            |
| St Augustine's Catholic Voluntary Academy | 9            |
| The Corsham School                        | 13           |
| The Wellington Academy                    | 15           |

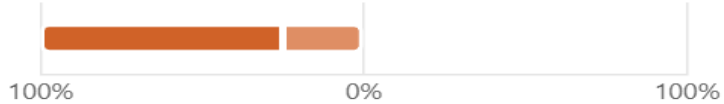
|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Schools with more than one converted case –</b> | <ul style="list-style-type: none"> <li>• Hardenhuish School</li> <li>• Devizes School</li> <li>• EOTAS</li> <li>• Kingdown School</li> <li>• Lavington School</li> <li>• Melksham Oak Community School</li> <li>• Out of School</li> <li>• St John's Marlborough</li> <li>• The Wellington Academy</li> <li>• The Corsham School</li> <li>• Wyvern St Edmund</li> <li>• The Grove Primary School</li> <li>• St Augustine's Catholic Voluntary Academy</li> <li>• Sheldon School</li> <li>• Gomeldon Primary School</li> <li>• Amesbury Archer Primary School</li> <li>• Abbeyfield School</li> <li>• The Trafalgar School of Downton</li> <li>• The Stonehenge School</li> <li>• Kingsbury Green Academy</li> <li>• Wiltshire College &amp; University</li> <li>• The Meads Primary School</li> <li>• John of Gaunt School</li> <li>• St Bartholomews CofE Primary School</li> </ul> |
| <b>Referral for SEND/non-SEND</b>                  | <ul style="list-style-type: none"> <li>• 100% SEND;</li> <li>• 0% non-SEND.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Main SEND need  
of index child on  
31<sup>st</sup> March 2026**

ASC is the highest recorded primary SEND need, followed by SEMH. Many CYP also have ASC with secondary SEMH needs.

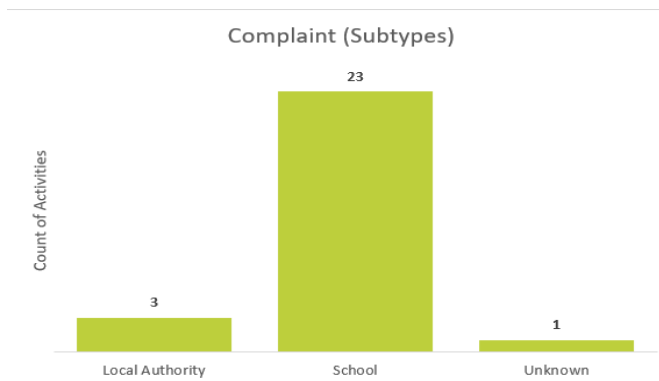
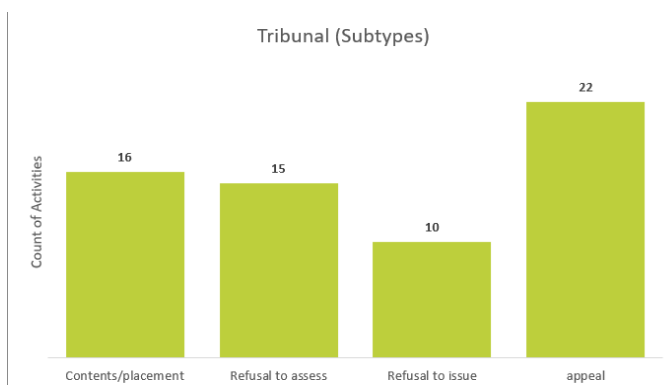
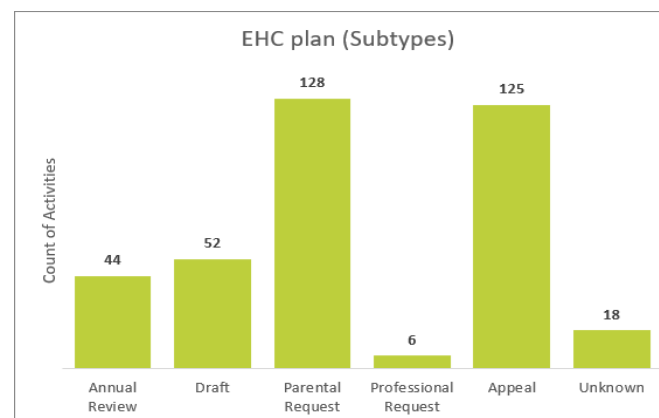
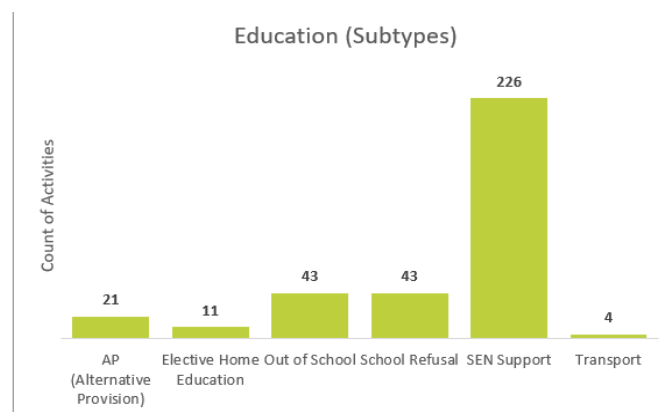


| Number of tribunals and supporting data, such as reason       | Mediation and Tribunal activities from 1 <sup>st</sup> April 2025 – 31 <sup>st</sup> March 2026.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------|------------|--------------|-----------|------------------------|-----|-----|---|--------------|---|----------------------------------|----|----------|---|-----------|---|----------|--|-----|----------|------------------------|-----|-----|---|--------------|---|----------------------------------|---|----------|---|-----------|----|----------|--|-----|-------|--|-----|
| Number of mediation cases and supporting data, such as reason | <table border="1"> <thead> <tr> <th>Reason for contact ↑</th><th>Activity ↑</th><th>Record Count</th></tr> </thead> <tbody> <tr> <td rowspan="6">Mediation</td><td>Activity not specified</td><td>116</td></tr> <tr> <td>IAU</td><td>7</td></tr> <tr> <td>Mtg attended</td><td>3</td></tr> <tr> <td>Mtg info (inc.request to attend)</td><td>13</td></tr> <tr> <td>Mtg prep</td><td>4</td></tr> <tr> <td>Paperwork</td><td>3</td></tr> <tr> <td colspan="2">Subtotal</td><td>146</td></tr> <tr> <td rowspan="6">Tribunal</td><td>Activity not specified</td><td>219</td></tr> <tr> <td>IAU</td><td>7</td></tr> <tr> <td>Mtg attended</td><td>1</td></tr> <tr> <td>Mtg info (inc.request to attend)</td><td>4</td></tr> <tr> <td>Mtg prep</td><td>3</td></tr> <tr> <td>Paperwork</td><td>11</td></tr> <tr> <td colspan="2">Subtotal</td><td>245</td></tr> <tr> <td colspan="2">Total</td><td>391</td></tr> </tbody> </table> |              | Reason for contact ↑ | Activity ↑ | Record Count | Mediation | Activity not specified | 116 | IAU | 7 | Mtg attended | 3 | Mtg info (inc.request to attend) | 13 | Mtg prep | 4 | Paperwork | 3 | Subtotal |  | 146 | Tribunal | Activity not specified | 219 | IAU | 7 | Mtg attended | 1 | Mtg info (inc.request to attend) | 4 | Mtg prep | 3 | Paperwork | 11 | Subtotal |  | 245 | Total |  | 391 |
| Reason for contact ↑                                          | Activity ↑                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Record Count |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
| Mediation                                                     | Activity not specified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 116          |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | IAU                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 7            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Mtg attended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Mtg info (inc.request to attend)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 13           |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Mtg prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Paperwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
| Subtotal                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 146          |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
| Tribunal                                                      | Activity not specified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 219          |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | IAU                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 7            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Mtg attended                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 1            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Mtg info (inc.request to attend)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 4            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Mtg prep                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3            |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | Paperwork                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11           |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
| Subtotal                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 245          |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
| Total                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 391          |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | <ul style="list-style-type: none"> <li>The 2025-2026 data above, shows a <b>significant increase</b> in work-related activities for Mediation and Tribunal compared to the previous year: Mediation (1) and Tribunal (30) in 2024-2025 in comparison.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |
|                                                               | <p><b>Please note</b>, this data now shows the L2 IE mediation work, which would not have been included in last year's data. This shows all activities/cases relating to L2, L3, &amp; L4, which are beginning to be recorded more accurately now, although still work to be done:</p> <p>Case Officers have improved accuracy of recordings of mediation/tribunal subtypes to identify which area the activity relates to and to decrease category 'activity not specified'.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |                      |            |              |           |                        |     |     |   |              |   |                                  |    |          |   |           |   |          |  |     |          |                        |     |     |   |              |   |                                  |   |          |   |           |    |          |  |     |       |  |     |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number of complaints received (by type)</b> | <p>There have been 2 informal complaints to SENDIASS in this reporting year:</p> <ul style="list-style-type: none"><li>• April 2025: Lack of capacity of Case Officers to support at mediation due to annual leave, sick leave and prior commitments – resolved informally and SENDIASS Project Manager apologised to parent as a pre-mediation meeting should have been arranged by a Case Officer if the mediation meeting was unable to be attended.</li><li>• October 2025: Parental misunderstanding in relation to a JADR meeting, which parent missed as was ill in bed and did not answer the meeting call. Project Manager subsequently supported parent with late evidence submission via SEND7 form and oral hearing agreed in November 2025 - resolved informally.</li></ul>                                                                                                     |
| <b>Survey Feedback</b>                         | <p>Feedback is collected from families who have consented to evaluating the service.</p> <p><b>How easy did you find contacting the service?</b><br/><b>75%</b> of responses rated 'Very easy' and <b>25%</b> reporting "Easy", which is an improvement on last year's data which reported a combined 85% for Very easy/easy and 15% reporting 'Somewhat Difficult' or 'Not easy at all'.</p> <p>● Very easy   ● Easy   ● Neither hard nor easy   ● Hard   ● Quite Hard</p>  <p><b>How has SENDIASS made a difference?</b></p> <p>'More choices for my son that I didn't know.'</p> <p>'It's great to know I can ask for help and guidance at a very stressful and emotional time. It's exhausting wading through it all on your own, helped us to know what we could ask of the LA and school for.'</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>'I have been given a different outlook on things and further support/ help is available when looking in the right direction.'</p> <p>'I feel more informed, with sound accurate information that made sense and feel assured that I can refer back to the service if and when I need to, for further support or advice.'</p> <p>'I feel that the discussion I had was purely factual and therefore unbiased. Very informative and probably the most helpful discussion I have had with anyone over the past few years regarding SEN provision and all it encompasses. I am very grateful for this service.'</p> <p>'Concise information to signpost us to access help for our daughter.'</p> <p>'Understand everything I had said very helpful and gave great advice sent further info as requested.'</p> <p><b>Improvements:</b></p> <p>All feedback during this period was received from parents and carers. Following the introduction of the Child and Young Person Lead role in March 2026, Wiltshire SENDIASS will strengthen its approach to capturing direct feedback from children and young people, ensuring their voices are more consistently reflected in service development.</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

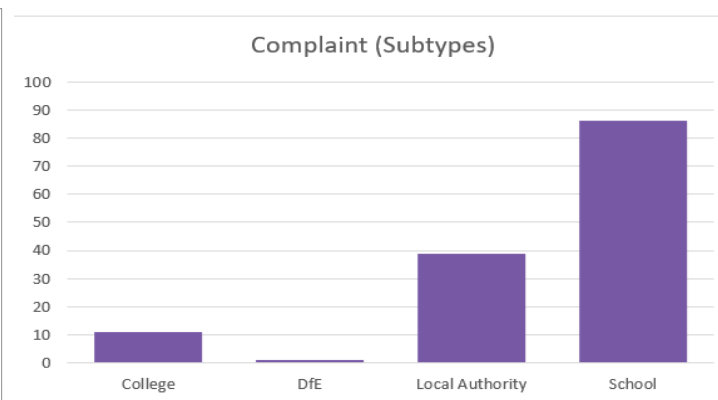
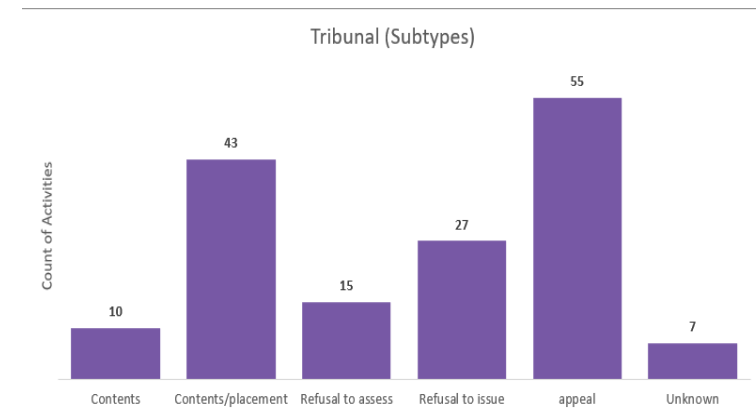
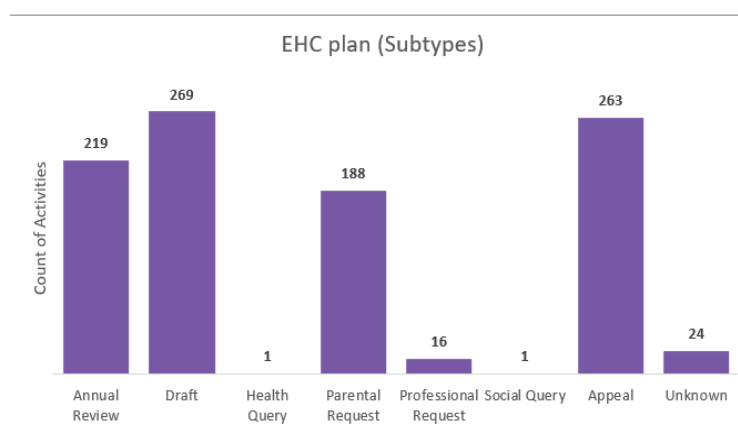
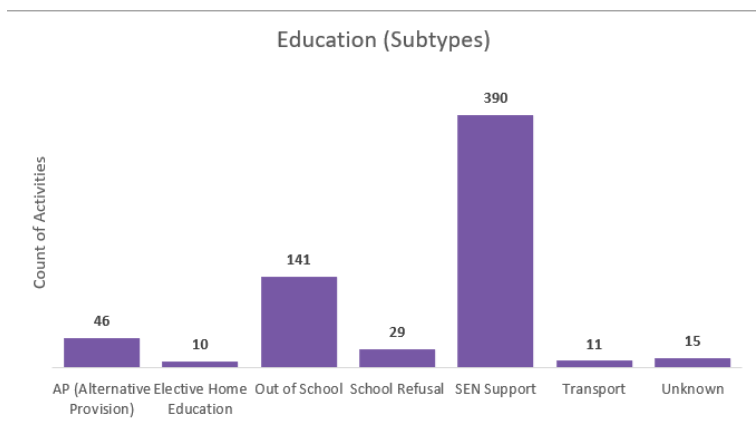
## Main work-related Activities for IEs that were Open/Active during 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026



Most Initial Enquiry recordings from 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026 are a result of the following activities:

- i. **Education related work** connected to **SEN Support** = (226); **Out of School** (43) and **School Refusal** (43)
- ii. **EHC Plan: Parental Request** (128) and **Appeal** (125) and **Draft Plan** (52)
- iii. **Tribunal : Appeal** (22), **Contents/Placement** (16) and **Refusal to Assess** (15)
- iv. **Complaints : School** = 23

## Main work-related Activities for Cases that were Open/Active during 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026



**Note:** This data includes Level 2 IE activities as if they were cases, where the level of detail of information in terms of sub-category may not be provided at IE level, e.g. where Tribunal is discussed and supported at targeted level but details of grounds of appeal are not known at this stage].

Most active case recordings from 1<sup>st</sup> April 2025 – 31<sup>st</sup> March 2026 are a result of the following activities:

- v. **Education related work** connected to **SEN Support** (390); **Out of School** (141) and **Alternative Provision** (46)
- vi. **EHC Plan: Draft** (269), **Appeal** (263), **(Annual Review)** (219) and **Parental Requests** (188)
- vii. **Tribunal : Appeal** (55), **Contents/placement** (43) **Refusal to Issue** (27) and **Refusal to Access** (15)
- viii. **Complaints : School** (86), **Local Authority** (39), **College** (11) and **(Social Care)** (6)

**KEY:****Bold = KPI in contract specification***Italic – additional information gathered not in contract specification***Strategic Functions and Accountability****Service Outcomes**

| <b>Service Outcome</b>                                                                                                                                                                                                                                                                                                     | <b>Quality Standard</b>                                                                                                                                                                                                                                                                                                                       | <b>Quantity of Service</b>                                                                                                                                                          | <b>Progress to Date/Commentary</b>                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Next Steps</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>Longer Term Vision</b>                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Provision of appropriate resources and information accessible on a stand-alone website, on social media and in hard copy</p> <p>Provision of a range of accessible tools available for children, young people and parents/carers to access 24 hours per day, 7 days per week</p> <p>Enable families to navigate the</p> | <p>SENDIASS provides information, advice and support tailored to the needs of children, young people and their parents/carers to understand and navigate the law relating to SEND and to exercise their rights and wishes in matters including provision, educational placement, exclusion, complaints, SEND processes, and SEND appeals.</p> | <p>To support Wiltshire families with impartial information and advice relating to education, health and social care for children and young people on matters relating to SEND.</p> | <ul style="list-style-type: none"> <li>• A Family Action Wiltshire SENDIASS dedicated webpage (April 2023) with links signposting service users to relevant sites (e.g., Local Offer, WPCC, FA Family Line, FA SEND Information for Parents/Carers and legal advice e.g. IPSEA.</li> <li>• PM/TIO continues to liaise with FA media team regarding social media development. Facebook posts advertise events and share information.</li> </ul> | <ul style="list-style-type: none"> <li>• SENDIASS to continue to engage with PFA team to develop awareness and presence within the young person space.</li> <li>• New CYP Lead to link up with Joe Sutton from the LA and attend SWIASSN YP events, and Family Action's YP CoP.</li> <li>• PM is currently liaising with contacts regarding re-establishing Drop-ins from May 2026 onwards.</li> </ul> | <ul style="list-style-type: none"> <li>• PM/TIO to continue to develop different pages and relevant, local content for Wiltshire Hub element of new FA's SENDIASS website.</li> <li>• PM to continue to develop lead roles within a new staff team for focused intervention in training, for young people and early intervention.</li> </ul> |

|                                                                                                                        |                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| complex world of special educational needs and disabilities processes and policies in an informed way and with choice. | To act as a conduit for consultation with children, young people and their families. To enable them to comment on SEND provision, local authority and partner services and delivery with respect to local and national policy and practice; with the potential to influence and effect change |  | <ul style="list-style-type: none"> <li>• SENDIASS PM attended Early Years Information event organised by WPCC (07/11/23 and 02/02/2024).</li> <li>• SENDIASS Case Officer attended LA Strategic Planning Day (18/09/23).</li> <li>• Wiltshire SENDIASS publicity materials devised – pop up banner, leaflets, tablecloth (May 2023) and are displayed during parent/carer/ CYP and WPCC events.</li> <li>• Liaison with Commissioner and WPCC regarding clear communication via the Local Offer about</li> </ul> |  |  |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>respective remits so parents/carers/ CYP are clear about our different support services.</p> <p>New CYP Lead commenced in role February 2026.</p> <ul style="list-style-type: none"> <li>• Drop in Information HUBS have been established since Sept 24 (Trowbridge, Chippenham, Warminster and Salisbury)</li> <li>• SENDIASS has attended WPC information events, Baby Days and other information events throughout the county, ongoing since undertaking the contract.</li> <li>• SENDIASS stall at the YP Sept</li> </ul> |  |  |
|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>2025 Festival event.</p> <ul style="list-style-type: none"> <li>• New FA SENDIASS website launched Autumn 2025, enabling provision of more accessible information where required e.g. videos, Easy Reader articles i.e., Minimum Standards etc.</li> <li>• Stall for parent/carers with CYP with SEND event - 6th February 2026; displayed publication materials/ distributed leaflets.</li> <li>• SENDIASS drop-ins continued in autumn 2025 in four localities.</li> <li>• SENDIASS attended online Mediation</li> </ul> |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>workshop (6-month review) with LA SEND colleagues (09/12/25).</p> <ul style="list-style-type: none"> <li>• New FA SENDIASS website launched late autumn 2025 with a whole range of resources provided.</li> <li>• Liaison with Local Offer team and SEND team re development of mediation advice in late autumn 2025.</li> <li>• Dates for attending Mother and Baby Groups have been agreed between 11<sup>th</sup> – 22<sup>nd</sup> May 2026 in library settings/Hubs.</li> </ul> |  |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                         |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A greater number of professionals working with children and young people with special educational needs and disabilities will be informed about policy, process and the law governing special educational needs and disabilities</p> <p>Increased number of children and young people have accessed the service independently accessing appropriate resources/support.</p> | <p>SENDIASS offers training to local education, health and social care professionals, children, young people and parents/carers to increase knowledge of SEND law, guidance, local policy, issues and participation</p> | <p>Quarterly training sessions offered and delivered to stakeholders including children.</p> | <ul style="list-style-type: none"> <li>• SENDIASS Case Officer completed a podcast with Pioneers YP group (12+ autism &amp; LD), which is part of Wiltshire's CIL (Centre of Independent Living) group. The SENDIASS CO was interviewed about CO role to widen reach and knowledge about our service (August 2023)</li> <li>• SENDIASS training delivered to both SEND and health teams (2024) in relation to the new working model.</li> <li>• Joint learning with SEND team - mediation workshop (May 2025)</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange a training session with the SEND LA team to further SENDIASS's understanding around LA's processes with AP and approved providers.</li> <li>• SENDIASS CYP Lead to engage with Young Person's forums (online) and with other professionals and young people to understand how their voice can be reflected in the work we do.</li> </ul> | <ul style="list-style-type: none"> <li>• To develop lead roles within the new staff group (once in role and fully trained) so further training opportunities can be planned.</li> <li>• Now CYP Lead is in post and, once fully trained, SENDIASS will be able to continue to focus on developing awareness and presence within the young person space through college/sixth form open days and events.</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Team attended Global Mediation training in early - mid 2025).</li> <li>• Tribunal training (May 2025).</li> <li>• Contact form has been updated with a section to capture YP's views and methods of preferred communication.</li> <li>• SENDIASS developed awareness and presence within the young person space at YP SEN festival (Sept 2025).</li> <li>• Appointed new staff members (internal 0.8 CO in role since 05/01/26); temp one year 0.8 CO/CYP Lead (undergoing pre-</li> </ul> | <ul style="list-style-type: none"> <li>• SENDIASS has begun to request YP attendance at meetings <i>(where appropriate)</i> and speaking to them directly to inform the support we offer – ongoing.</li> </ul> |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                              |                                                                           |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                   |                                                                                                      |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
|                                                                                              |                                                                           |                                            | <p>employment checks).</p> <ul style="list-style-type: none"> <li>• PM met Vicky Vince (11/12/25) LA lead of SENDCO network.</li> <li>• PM has developed working links with PFA team through regular meetings with team manager (meeting scheduled 23/01/26).</li> <li>• SENDIASS presentations to SENDCo Network meetings held on 4/3/26 and 5/3/26.</li> <li>• Induction of new CYP Lead from February 2026.</li> </ul> |                                                                                                                                   |                                                                                                      |
| Utilise volunteers to work with families to support them to write parental contributions and | Staff and volunteers trained, with a range of skills including health and | Recruit a minimum of 1 volunteer per year. | <ul style="list-style-type: none"> <li>• Volunteer opportunities are advertised regularly on our Facebook page.</li> </ul>                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Continue to use Family Line as a sister signposting and support service where</li> </ul> | <ul style="list-style-type: none"> <li>• Recruit a minimum of one volunteer in 2026-2027.</li> </ul> |

|                                                                                                                                                                                          |                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| gather evidence to apply for educational health care plans. They will support specific pieces of work within the SENDIASS team caseload including the parental EHCP application process. | social care knowledge. |  | <ul style="list-style-type: none"> <li>• Volunteer opportunities are discussed with parents/ carers where they express interest.</li> <li>• PM has met with Volunteer Lead for FA to discuss volunteer recruitment and role descriptions.</li> <li>• 1 volunteer we previously recruited (Family Line link) has now left (April 25).</li> <li>• 18 service users were signposted to Family Line from Wiltshire in Q1 2025.</li> <li>• In September 2025, 9 service users were signposted to Family Line from Wiltshire.</li> <li>• YTD, 51 service users were</li> </ul> | appropriate and vice versa. | <ul style="list-style-type: none"> <li>• PM to liaise with apprenticeship and student volunteer lead within LA to understand how this may support us in recruiting volunteers/work placement students.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                      |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                       |                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                      |                                                                                                                                                                   | <p>signposted to Family Line from Wiltshire.</p> <ul style="list-style-type: none"> <li>• 45 contacts to Family Line in Q3 2025-26.</li> <li>• 111 contacts to Family Line in 2025-2026.</li> </ul>                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                       |                                                                                                           |
| <p>Opportunities for meaningful consultation to maximise the effect and voice of children, young people and their families' local partners, including local parent and children's and young people's forums who can inform and influence policy, practice and service development will have a joint protocol for engagement and consultation with SENDIASS</p> | <p>Develop a network of parents/carers, children and young people groups to raise awareness of issues, offer training and engage with in consultation and coproduction exercises</p> | <p>A Steering Group / consultation exercise will meet twice a year.</p> <p>To continuously improve the service, taking account of national and local changes.</p> | <ul style="list-style-type: none"> <li>• Steering Group is well established with Terms of Reference and meets termly.</li> <li>• Good representation from education and health teams. WPCC representative is on the Steering Group to represent parents.</li> <li>• Links have been made with WPCC and conversations held about the potential for coproduction and attendance at local parent</li> </ul> | <ul style="list-style-type: none"> <li>• SENDIASS representative (new CYP Lead, now appointed Feb 2026) to attend other networking and parent/carer/ CYP groups whenever possible</li> <li>• CO SENDIASS face2face team tour of IFD scheduled for 13/05/2026 for new CYP Lead and new TIO.</li> </ul> | <ul style="list-style-type: none"> <li>• Fully embedded CYP Lead to maximise the voice of CYP.</li> </ul> |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>and CYP events<br/>(see above re<br/>attendance at<br/>WPCC's Early<br/>Years event<br/>(07/11/2023)<br/>(02/02/2024)<br/>(17/11/2024)<br/>(10/02/2025)<br/>(26/11/2025).</p> <ul style="list-style-type: none"> <li>• Regular<br/>management<br/>meetings<br/>scheduled with<br/>SENDIASS<br/>Project<br/>Manager and<br/>SEND Team<br/>Managers.</li> <li>• Co-production<br/>in relation to<br/>the new<br/>Wiltshire<br/>SENDIASS logo<br/>and tree testing<br/>for the new<br/>website has<br/>been<br/>completed.</li> <li>• Social care<br/>representative now<br/>sits on the SENDIASS<br/>Steering Group<br/>(Stephane Coomber)<br/>– from Sept 2025.</li> </ul> |  |  |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Interim PM has attended establish meeting with SENCO network lead (autumn 2025) to develop links within this space.</li> <li>• Interim PM met with Petra Birkett (IFD team/ Early Help Assistant Team Manager) to establish further links with SEND and social care (autumn 2025).</li> <li>• Interim PM met with Vicky Vince, SEND and Inclusion Lead School Effectiveness in November to establish regular liaison around school improvement feedback and to schedule SENDCo Network presentations.</li> <li>• Mediation workshop (6-month review) held with LA SEND and SENDIASS colleagues on</li> </ul> |  |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                                                                                                                       |                                                                                                                                                      |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                            |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                       |                                                                                                                                                      |                                                                                                                                         | <p>09/12/25 via Teams.</p> <ul style="list-style-type: none"> <li>• CO SENDIASS face2face team tour of IFD on 11/02/26 for PM and one CO.</li> <li>• attended WPCC SEND Information network event and ran a SENDIASS stall on 06/02/2026.</li> <li>• New PM has scheduled meetings with SEN Team Locality Leaders regularly to discuss operational issues and identify presenting 'trends'.</li> </ul> |                                                                                                                                                                            |                                                                                                                                                                                           |
| Accurate monitoring of the Service which provides the LA/Health a picture of emerging trends and issues across county | Develop a system for gathering intuitive, relevant and quantitative feedback from the full range of service users e.g., parents/carers, children and | Data is collated by the service and demonstrated through quarterly Key Performance Indicators monitoring as per specified service; this | <ul style="list-style-type: none"> <li>• Data reporting templates have been developed with Inform team so KPIs are covered within our data reporting.</li> <li>• Mapping against the</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• PM/OM to continue audits and PM to work with team members to ensure accurate recording of intervention levels and data</li> </ul> | <ul style="list-style-type: none"> <li>• PM/TIO to consider the development of an accessible young person's feedback form, or ways to encourage YP with communication needs to</li> </ul> |

|  |                                 |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                           |                                     |
|--|---------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------|
|  | young people, and professionals | will include geographical and mapping data, yearly audit against minimum standards. | <p>Minimum Standards is submitted on a quarterly basis to the Commissioner.</p> <ul style="list-style-type: none"> <li>• A digital contact form for enquirers has been developed and linked on our website for accessibility and data recording and capturing purposes.</li> <li>• A digital consent form has also been developed for young people.</li> <li>• Monthly audits for QA processes are in place.</li> <li>• Feedback from service users is requested after interventions and case work is completed.</li> <li>• Commissioner and SENDIASS</li> </ul> | required within each level in-line with the SENDIASS Handbook (Jan 25) – <i>ongoing</i> . | thoroughly engage with the service. |
|--|---------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>coproduced survey for feedback to inform further developments (end of Year 2 of contract).</p> <ul style="list-style-type: none"> <li>• Improve service user feedback forms to better gauge service users' opinions and identify further developments required to inform future CIP priorities.</li> <li>• Inform team has developed the recording of L2 interventions to ensure there is capacity to record all information required related to safeguarding and risk.</li> <li>• Continuous development of the Inform recording database in relation to case level data, risk</li> </ul> |  |  |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|  |  |  |                                                                                                                                                                              |  |  |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | analysis<br>recording, use<br>of chronologies<br>for<br>safeguarding<br>concerns as<br>well as<br>escalations in<br>relation to<br>onward<br>referrals (social<br>care etc). |  |  |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

### 3. Staffing Matters, Safeguarding and GDPR

#### a) Recruitment and Staffing

At the end of the financial year in March 2026, the Wiltshire SENDIASS team was comprised of two part-time Case Officers (0.8 and 0.5 FTE), Case Officer/Child and Young Person Lead (0.8) who commenced post in March 2026, a full-time permanent Project Manager, who commenced in post on 2 February 2026, and an Operational Manager (0.2 FTE).

We currently have a part-time Case Officer vacancy which is live (0.6 - 0.8) and a Triage and Information Officer vacancy; recruitment for the TIO post will commence in July 2026.

#### b) Staff Training

- Any new staff members are in the process of completing Family Action's mandatory training within 3 months of start dates.
- All new staff members with case-holding responsibilities are completing IPSEA L1-3 training prior to 5-month probationary reviews.
- Existing staff have completed all mandatory Family Action and IPSEA training.

### **c) Supervision**

- All staff receive monthly supervision.
- Annual appraisal cycle – new objectives have been set for the new financial year (April 2026 – March 2027).
- New staff are not eligible for the appraisal process during the probationary period.

### **d) Audits**

All staff at Wiltshire SENDIASS, as part of a continuous programme of monthly case audits, are assessed in line with Family Action's quality standards. These audits are completed by the Project Manager and form part of regular supervision, alongside detailed discussions reviewing each Case Officer's active caseload.

Regular team meetings, briefings, and peer support sessions provide dedicated space for reflective practice, shared learning, and discussion of casework challenges. In addition, planned Team Days offer further opportunities for development and the sharing of best practice. Although the team works remotely, there is a strong emphasis on maintaining open communication and collaboration, supporting one another to deliver a responsive, outcomes-focused service.

Initial Enquiries are also subject to dip-sampling to ensure consistency and quality. The Operational Manager undertakes audits of the Project Manager's casework and audit approach, ensuring robust oversight across all levels of the service. This structure supports reflective learning, provides constructive feedback, and helps embed a culture of continuous improvement across the service.

### **e) Safeguarding**

The Operational Manager is the Designated Safeguarding Lead until the Project Manager has completed all Family Action's and local Wiltshire safeguarding training. The Project Manager is currently the Deputy Designated Safeguarding Lead as part of her training.

All staff are trained and undertake refresher training as appropriate (within 3 years), in Safeguarding for Children and Adults Levels 2 and 3; Domestic Violence and Abuse Levels 2 and 3; and Bullying and Sexual Harassment e-learning by Family Action.

Risk assessments are completed when all cases are opened at Level 3 or 4, and for Level 2 Information, Advice and Empowerment cases where a potential risk has been identified. The service operates a robust review and safe closure process, ensuring that risks are regularly monitored and adjusted as needed. RAG ratings are used throughout the intervention to reflect any escalation or reduction in risk, particularly where new information becomes available that may impact the level of concern.

Cases assessed as red typically include situations where children are missing education, experiencing a mental health crisis or deterioration, or where there is involvement from social care. This includes children who are looked after or subject to Child Protection plans. Alerts are applied within case records to highlight key

information for staff, such as social care involvement, self-harm or suicidal thoughts or behaviours, significant vulnerabilities, children missing education (CME), gender identity and preferred pronouns, and where parents may require additional support due to learning difficulties, physical health needs, or mental health concerns.

Cases during the financial year requiring a RAG rating of Red were as follows: Q1 – 6; Q2 – 2; Q3 – 1; Q4 – 3 = 12 total. There was one escalation to a named social worker of a YP with an EHCP, who had been deregistered from school by her parent, despite her being subject to a Child Protection Plan. All red cases were stepped down to amber before being closed to SENDIASS.

#### **f) Data Protection**

There was one data protection breach, although this was not reportable to the ICO. This related to the incorrect telephone number of a service user being recorded on another service user's account. When contacting, the Case Officer only used the first name and said it was Wiltshire SENDIASS calling. Therefore, no identifiable information was disclosed. Both service users were informed, and correct telephone numbers were confirmed and updated on the system.

During an Initial Enquiry, staff gain service user's permission (parents/carers, or a child/young person 16 years+) to hold and keep data on Inform, Family Action's case management system. Confidentiality and information sharing is discussed, after service users have read the Privacy Notice, which is signposted on our website, on the initial contact form and email response. The nature of consent is agreed and recorded on Inform. Consent, data handling, processing and retention processes are clearly detailed on all feedback survey forms and service users are asked to confirm that they have read and understood the Privacy Policy.