



Have Your Say: EHCP Survey Report 2025

Introduction

Welcome to our report summarising key findings from the "Have Your Say" survey on Education, Health, and Care Plans (EHCPs). This report focuses on highlighting the experiences of SEND families, identifying areas for improvement, and suggesting ways to enhance communication and support.

This survey was conducted in the spring of 2025 with 50 respondents. The data was collected from the RPCF membership via social media, direct email, and group activities.

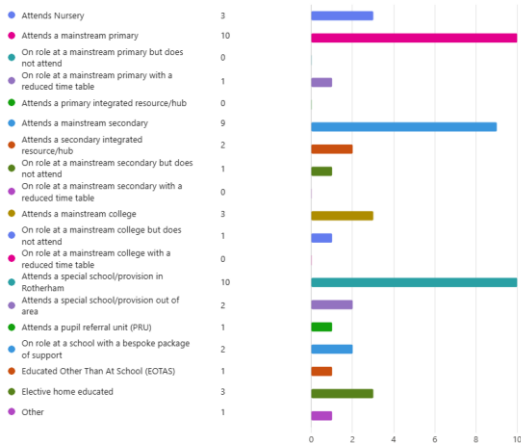
The survey was conducted following feedback from our members. EHCP's was highlighted as a key priority from members through our annual survey and continued to be a hot topic of discussion at face-to-face interactions with members. Rotherham Parent Carers Forum is committed to working in equal partnership with local services to ensure the living experience of families helps to influence services that are important to them.

Key Findings

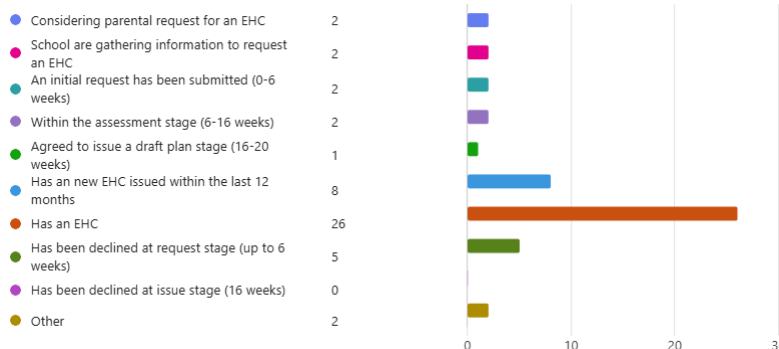
1. Response demographics

A total of **50** respondents participated in the survey, providing valuable insights into their experiences with EHCPs.

- Parent Carers were asked to indicate which type of provision their child currently attended,



- Of the 50 respondents, 10% were under 5, 32% were between 6 and 11, 52% were between 12 and 18, and 6% were between 18 and 25.
- We asked the respondents to indicate which part of the process their young person is currently at.



2. Valued and Included: This section covers how valued and included in the EHC service and within the assessment process.

- Parent carers were asked if they felt fully included in the assessment process: 39% Felt fully included, 46% indicated they felt partially included, 7% Said they did not feel included, and 5% weren't sure.
- We asked if their young person felt Included in the assessment process. 29% felt their young person was fully included, 34% said they felt partially included, 24% said they weren't included, and 10% weren't sure.
- Did the parent feel fully informed about the EHC assessment process and what it entailed?



- We also asked if parent carers felt all relevant practitioners were asked to contribute to the needs assessment. 54% of the people who answered said yes, they were, 29% said no, they didn't feel all practitioners were asked, and 17% weren't sure.
- Parent carers were asked if they felt the assessment accurately reflected their person's needs; 37% said yes, it did, 32% thought it didn't accurately reflect, and 32% said it only partially reflected their needs.

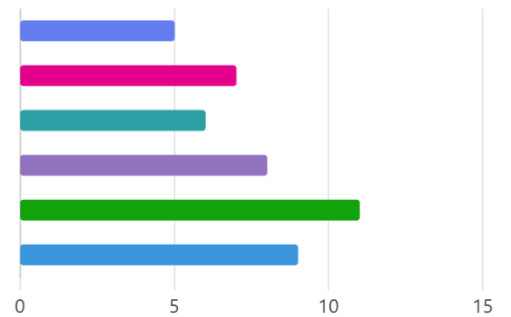
3. Communication: In this section we will look at what is working well regarding communication and what families felt could be improved.

- We asked what people thought “went well as part of the assessment process”. Some of the feedback included when families felt they had the support of the school, which made a big difference; a couple of people commented the support from the Educational Psychologist (EP) was invaluable and made communications much easier. Unfortunately, most people commented they didn't feel anything went well, and the strongest theme came back as a lack of communication from the local authority.
- What could have made the assessment process easier/better? Suggestions of what could have made things easier/better included:
 - ◆ Clear and accessible information regarding the assessment process. *“...straight forward guidelines for parents. I had to speak to so many professionals to gain the information I wanted. Nothing seems straightforward. Everyone had different answers to questions I had” (Parent Carer)*
 - ◆ Better communication, a clear understanding of when parent carers could expect to hear from their EHC coordinator
 - ◆ To be signposted to relevant support services at the beginning of the assessment process: *“When I finally found out about SENDIASS, the support was excellent; I wish someone had told me about them from the start, not just when things started to head towards mediation and tribunal” (Parent Carer)*
 - ◆ *Face-to-face/virtual meetings are used to explore any concerns during the assessment process and to strengthen communication.*
 - ◆ *A guide on how to utilise the Hub to its full potential: “People kept mentioning the “hub”, but no one could help me how to use the hub” (parent carer)*
- We asked how well they felt communicated with by the EHC coordinator/team (1 being not well and 5 being perfectly well) the average rating was 2.26, therefore reflecting a need to ensure parent carers feel they have effective communication through the process.



- ◆ We asked whether parent carers were asked their preferred communication method; 48% weren't asked, 28% weren't sure if they were asked, and 24% were asked their preferred communication method. Asking for the preferred communication method enables stronger communication in a way that is accessible.
- ◆ In regard to written communication, we asked if the communication was easy to understand: 35% said they found it easy to understand, 39% was partial, 20% did not find it easy, and 3% said it wasn't applicable to them.
- ◆ We asked how easy it was to get hold of the EHC coordinator:

Extremely easy	5
Somewhat easy	7
Neutral	6
Not so easy	8
Impossible	11
N/A	9

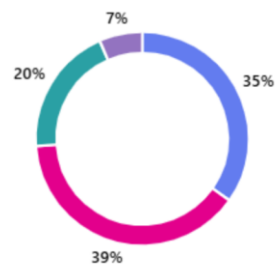


- ◆ How well do you feel you were communicated with by the EHC team/coordinator? (1 being not well and 5 perfectly well)



- ◆ We wanted to know if families were asked their preferred communication method; only 28% stated they had been asked.
- ◆ Did you find the written communication easy to understand?

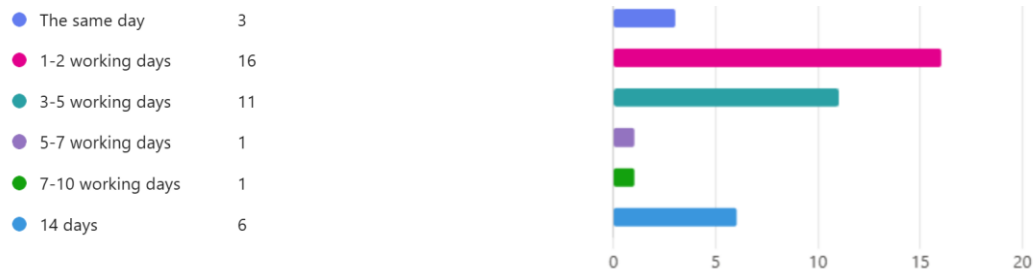
Yes	16
Partially	18
No	9
N/A	3



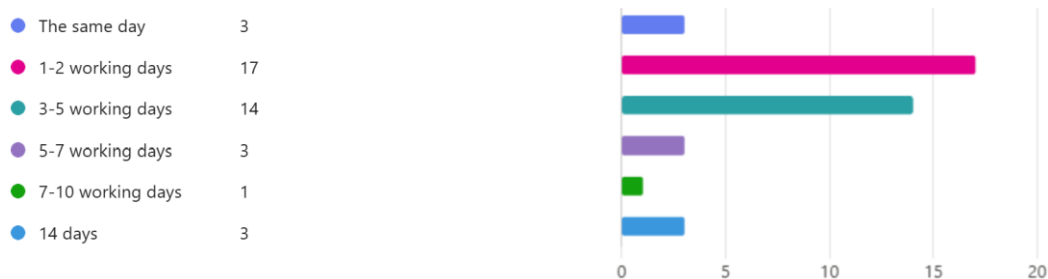
◆ When speaking with the EHC team, did you welcomed and cared for in the communication.



◆ If you were to leave a voice mail for a member of the EHC team, how quickly would you feel is an appropriate amount of time to get back to you?



◆ If you were to email a member of the EHC team, how quickly would you feel would be an appropriate amount of time to get back to you?



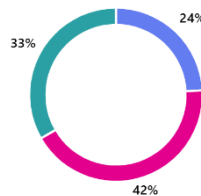
We asked if they would like to tell us what they feel works well with communication, and a theme emerged: depending on who you speak with is dependent on how welcome they felt; there was a mix of positive and negative experiences from people feeling extremely well supported to others not feeling this and some feeling like a burden to the service. When people did feel supported, they commented on how managing expectations was key and that having clear timeframes for when someone would be able to give them a call was incredibly important.

The Hub: this section covers the EHC online hub.

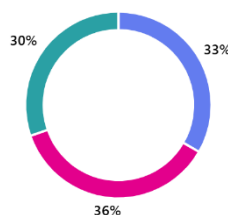
Following feedback, we wanted to know how easy people found it to access the Hub, 1 being extremely difficult and 10 being extremely easy. Their average score was 5.44; however, there was a complete split between people rating either a 1 or 10, indicating there is still more work to be done to ensure people can make the best use of the Hub. When people had challenges, the main themes were; not knowing how to access it, the EHC coordinator and schools not supporting people in understanding how to access it, and feeling unable to ask for support. People who felt communicated with and empowered to use the Hub found it a great resource, which made managing their young person's plan much easier and aided with communications.

4. Partnership: In this section we will cover where families felt an equal partner within the EHC process/service.

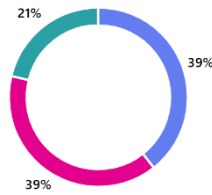
- When we asked if they felt the plan accurately represented their child's/young person's needs, only 24% felt it accurately represented, 42% felt it partially represented, and 33% felt it did not represent their needs.



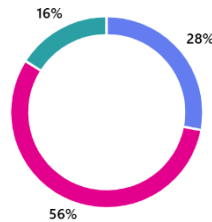
- When we asked if they felt the outcomes are relevant, 33% felt they were relevant, 36% said they were not relevant and 30% said they were unsure.



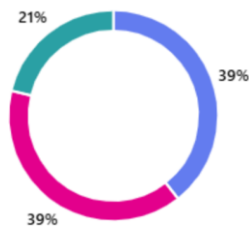
- Are parent carers happy with the provision named in the plan: 39% are happy with the provision named, 39% aren't happy with the provision and 21% are unsure.



- During the annual review section we asked if they felt all relevant people were asked to be part of the annual review process; 28% felt they were included, 56% felt they was not included and 16% weren't sure who was included.



- ◆ We then asked which practitioners they felt were missing in review, responses mainly included, EHC coordinators, health colleagues (mainly therapists) and social care representatives. This may need to be made clear who is expected to contribute and how.
- ◆ We asked if there was anything else they would like to tell us. A theme that came back is a better understanding of what to expect during the review process and who should be invited to the review. This could help to alleviate some of the anxieties and myths about who should be involved in the review process.
- ◆ An equal split of people felt happy as opposed to being unhappy with the provision named in the plan at 39% each, a further 21% weren't sure.



- ◆ 39% of respondents indicated they had received the completed plan within the 20-week guidelines, 48% indicated they hadn't. However, of the people who answered this question it is unclear how far back they received the completed plan.

Annual reviews – Of the 50 respondents, 25, exactly half, indicated they had experienced the annual review. Of the 25 respondents, 64% were aware of the next review date; the rest were either unsure or didn't know. 44% said they didn't receive the annual review paperwork 14 days prior to the annual review, and a further 16% said they weren't sure. We asked what worked well about the annual review process, and a strong theme came back: it was an opportunity to discuss the child's needs in more detail and

to continue to look at suitable provisions. When supported by the school, it enables families to feel an equal part of the review process. We also asked what could be better regarding annual reviews; themes emerged; staff capacity to have time to talk through the whole plan, lack of support from wider practitioners at annual review meetings either by attending the meeting or remotely contributing to the review, the strongest theme was the lack of LA representation at annual review meetings which parents felt was essential to accurately capture needs and make amendments to the plan.

When asked if they felt they right people attended the annual review meeting 56% said no they didn't, when we then went on to ask who they felt was missing this included, school staff, LA representative including EHC coordinators, EPS, Special inclusion teachers and health practitioners.

57% of respondents said they received the completed annual review paperwork back within the 4-week timeframe.

3. Communication Concerns

- A number of parents highlighted difficulties in receiving timely responses from schools and practitioners.
- The most common issues included unclear information, difficulty accessing settings, and inconsistent support.
- A lack of proactive engagement from schools left many parents feeling isolated and unsupported.

4. Key Challenges Mentioned

The most frequently reported challenges by parents included:

Schools not adhering to EHCP plans.

Uncertainty about the support available for children.

Lack of direct communication with practitioners dealing with EHCPs.

Difficulty in arranging visits to educational settings.

Suggested Ideas for Improvement to benefit SEND Families

To address the concerns raised, we suggest the following points are explored;

Enhancing Communication: Clear and consistent updates from schools and practitioners, including scheduled progress meetings/telephone calls via the families preferred communication method and a time which is mutually convenient.

Adherence to EHCP Plans: To continue to work with schools to promote partnership working, embedding measures and ensuring families have a stronger confidence in schools delivering the provision set out in the EHCP.

Increased Support Awareness: Providing accessible information on available resources through guides, videos, and direct engagement. Particularly relating to best use of the Hub and the local offer.

Parental Involvement: Encouraging collaborative discussions between schools, practitioners, and parents to ensure transparency and better outcomes.

Conclusion

Thank you to everyone who participated in the survey. Your feedback is essential and is an equal part of shaping a better EHCP process/service for SEND families. We are committed to using families' living experiences to improve communication, support, and transparency.

For further details, please get in touch with us at kayleigh@rpcf.co.uk or visit our website at www.rpcf.co.uk.