

WIA&SS

Wandsworth
Information,
Advice &
Support Service



The local SENDIASS working in partnership with Children and Young People (aged 0-25) with SEND and their parents



ANNUAL REPORT 2024-2025

CONFIDENTIAL • IMPARTIAL • FREE

**Information,
Advice & Support
Services Network**
for SEND





Annual Report 2024-2025

■ Overview

There is a statutory duty for all Local Authorities (LA)– in England, to jointly commission impartial Information, Advice and Support (IAS) for children and young people with Special Educational Needs and Disability (SEND), and their parents.

This duty is set out in **Section 26 of the Children and Families Act 2014** and [SEND Code of Practice 2015](#)

■ Commissioning Responsibilities for IASS

In Wandsworth, the Local Authority (LA) and Health (Integrated Care Boards –ICB) partners, meet their statutory responsibilities by commissioning the Wandsworth Information, Advice and Support Service (WIASS).

WIASS provides free, impartial, and confidential information, advice, and support to children and young people (aged 0–25) with special educational needs and/or disabilities, as well as to their parents, on matters relating to education, health, and social care.

■ Expectations and Minimum Standards

WIASS is also expected to operate at arm's length from both the LA and the ICB.

The obligations and expectations of WIASS (SEND Information, Advice and Support Services) are outlined in **Chapter 2 of the [SEND Code of Practice 2015](#)**. WIASS is also required to comply with the Minimum Standards for SEND Information, Advice and Support Services (2018), which are endorsed by the Department for Education and the Department of Health and Social Care.

■ WIASS Commitment to Section 19 Principles

WIASS is committed to the principles outlined in **Section 19 of the Children and Families Act 2014**, which emphasise that children and young people are more likely to achieve their potential when everyone—parents, children and young people, education settings, and professionals—works together. These principles also state that families should be actively involved in, and placed at the centre of, decision-making.

WIASS's core aim is to improve outcomes for children and young people with SEND by providing confidential, impartial information, advice, and support to them and their parents.

■ Service users:

WIASS provides a direct service to children and young people who have, or may have SEND & their parents (who hold parental responsibility), and live in Wandsworth.

■ Referrals:

WIASS has a self-referral policy, meaning parents, children, and young people can contact the service directly. Others—such as family members, schools, professionals, or organisations—can also signpost someone to WIASS, but only with the families permission.



■ Independent Training on Law and Guidance:

All staff who work directly with parents, children and young people **must** complete and pass the IPSEA delivered Legal Training, which is accredited by the Bar Council. This training covers Levels 1 to 3.

■ Strategic Functions:

As outlined in the National Minimum Standards for SEND Information, Advice and Support Services (2018), WIASS is expected to carry out a range of strategic functions. Examples include:

2.1 Each IASS must have a dedicated manager who works only within the service and does not hold other roles in the Local

Authority (LA), Clinical Commissioning Group (CCG), or host organisation. This manager is responsible for planning, managing, delivering, and ensuring the quality of the service.

2.2 The IASS should take part in regional and national planning and training, and work effectively with other IASS teams to help improve the service.

2.3 The IASS should work closely with local partners, including parent and youth forums, to help shape and influence local policies and practices.

The rest of this report outlines the service's activities, challenges, developments, improvements, and achievements during this financial year.





WASS Funding and Staffing from 1 April 2024-31 March 2025

■ Funding

WASS continues to be jointly funded by the Local Authority (Education and Social Care) and Health (ICB), with contributions shared equally across the three partners.

This has allowed the service to continue to deliver a core service, be compliant in meeting all the National Minimum Standards and implement service improvements, which will be discussed further down the report.

■ WASS Staffing

From 1 April 2024-31 March 2025

- WASS Manager (Monday-Friday)
- Information, Advice & Support Officer (Parent lead) (Monday-Friday)
- Information, Advice & Support Officer (Children and Young Peoples' lead) (Monday-Friday)
- Helpline Information, Advice and Support Officer (Monday-Friday)
- Business Support Officer (Tuesday-Friday-Term time only)

This year, the service was able to operate with a full team and no staff vacancies, compared to previous financial years..

■ Service Delivery

Intervention Levels

WASS continues to use the National IASS Network Intervention Levels as a framework for service delivery. This helps the team manage capacity more effectively and monitor how support is provided—especially during periods of high demand for information, advice, and support throughout the year. The service also reviewed and updated its Working Together document this year to reflect these practices.

[National IASS Network Intervention Levels 2023](#)

■ WIASS Information, Advice and Support offer

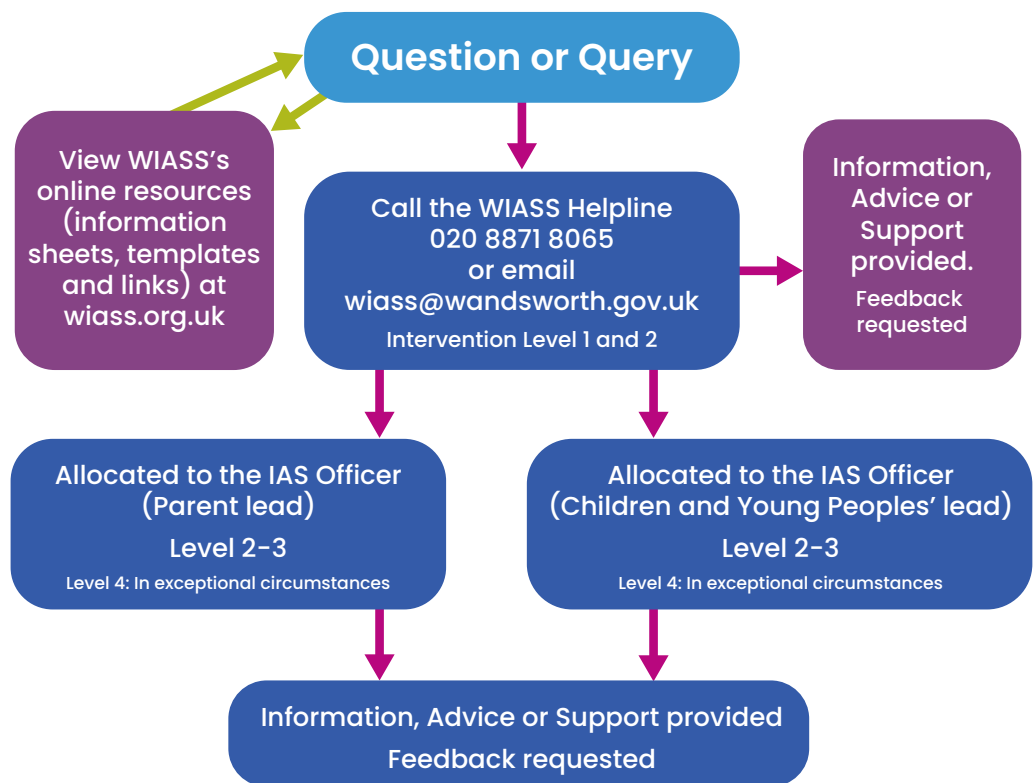
WIASS's information, advice, and support offer is reviewed annually and aims, where possible, to build confidence and independence in parents, children, and young people, where possible. It also encourages positive and constructive conversations between families, education settings, and professionals, where appropriate.

To help families understand what support is available and how it is delivered, WIASS's [Working Together document](#), explains in more detail what WIASS provides and how the service is delivered via a Triage system.

Please see the flow chart (Figure 1) on the next page, showing how the Triage System works.



Figure 1: WIASS Triage System Flow Chart



■ Feedback from Parents, Children & Young People:

Below is a summary of feedback received from parents, children and young people supported by WIASS between April 2024 and March 2025.

It includes responses to the six questions the Department of Education (DfE) expects for all IASSs and highlights the impact of support provided.

136 survey responses were all together received from parents, children and young people, the majority of surveys were completed over the phone with the WIASS Business Support Officer.

Table 1: Summary of Parents and Young People's Feedback

Please note: The percentages shown below are based on the highest two ratings—scores 3 and 4—to reflect strong levels of satisfaction and impact.

How easy was it to get in touch with us?	93%
How neutral, fair and unbiased do you think we were?	91%
How helpful was the information, advice and support we gave you?	91%
What difference do you think our information, advice or support has made for you?	87%
Overall how satisfied are you with the service we gave?	97%
How likely is it that you would recommend the service to others?	97 %

In addition to the DfE questions, the service also gathers feedback on the impact of the information, advice, and support provided, specifically how it has impacted the child or young person, as well as their parent or carer.

Table 2: The table below summarises parental feedback on the impact of the information, advice, and support provided by WIASS, starting with the most frequently reported outcomes.

Statement	%
Greater understanding of rights, law, and SEN support	26%
More involved in decisions about child’s education	26%
Happier/less worried about child’s future	9%
Less confused or overwhelmed	9%
More confident giving views to LA/school/college	8%
Child’s needs better understood	6%



■ Comments Provided by Parents.

“ Thank you very much for the support, dedication and most important your professionalism. It's important our community know how much you all support the parents with so much dedication.
thank you. ”

“ Gave me the confidence to do something that everyone said was impossible! ”

“ Thankful for the service like yours in Wandsworth. Parents are not aware of their rights and what their child is entitled to and without your service they would never know. ”

“ Worked exactly how I expected it too. Attended a school meeting with me and acted as a buffer, resulting in a positive outcome. ”

“ WIASS empowers me as a parent in general because I can apply what I learnt to my other SEN child's case when needed. ”

■ Improvements Suggested by Parents.

Provide information via Information Groups or visually, at events and so on.

The service continued to build on its delivery of joint coffee mornings this year, targeting key areas across the borough to promote accessibility and engagement. In addition, the service has expanded its training offer, which will be discussed in more detail later in this report.

Parents have continued to request access to the Parent and Children and Young Peoples' Leads, within five days of allocation.

While meeting this request consistently remains challenging, providing this service

would significantly reduce WIASS's capacity to deliver meetings and other support, potentially affecting overall quality and reach. However, as part of next year's planning, we will explore the feasibility of offering call-back appointments

Increasing the services' attendance at meetings.

This continues to be a common request. However, with referral numbers increasing year on year, it has become increasingly difficult to improve attendance rates. Despite this, the service remains committed to supporting parents in preparing for meetings when they are unable to attend.

■ Service Improvement Planning

Each year, WIASS develops a Service Improvement Plan based on:

- The Minimum Standards for SEND Information, Advice and Support Services
- Feedback from children, young people, and parents

- Service data

- Termly reviews monitor progress.

Table 3 below summarises the improvement projects undertaken by WIASS this year.

Table 3: Overview of this years Improvement Projects

Project	Description
Review of SEN School Lists	Updated and amended the WIASS SEN school lists available on the service website: wiass.org.uk
Travel Assistance Resources	Reviewed and updated parent information sheets and templates related to travel assistance
Website Review – Part 2	Conducted further review to identify additional information to be added to the WIASS website
Quick Read Info Sheets for CYP	Created accessible information sheets for children and young people covering all four SEND processes
Secondary Transfer Presentation	Developed a joint PowerPoint presentation on Secondary Transfer for children with EHC plans and SEND transport support, to be published on the WIASS website
Expanded Training Offer	Increased training sessions available to both parents and professionals
Enhanced Locality Outreach	Strengthened IAS delivery across all three localities through joint coffee mornings and participation in Local Offer events

Key Activities and Data from 1 April 2024-31 March 2025

■ Strategic Activity:

Nationally and Regionally

The WIASS Manager

- Continues to be a member of, and contributed at termly London Region IASS Manager's network meetings.
- Submitted the required termly data reports to the National IASS Network, for example, service reach, feedback on the six Dfe feedback questions from service users, compliance against the National Minimum standards and intervention levels.

Locally

The WIASS Manager

- Continued collaborative work with the Parent Carer Forum leads, SEND in MIND (SEND family support), the Local Authority SEND, and Local Offer leads to discuss emerging local trends and follow-up actions. These discussions led to the establishment of regular meetings over the coming year, aimed at continuing dialogue and informing local policy, practice and joint work.
- Continued to be a member of and attended the SEND Strategic Partnership board meetings over the year.
- Joined the Local Authority's Part-Time (Reduced) Timetable Working Group to represent and share the lived experiences of parents, children, and young people. This involvement aimed to highlight both the impact of part-time timetables on families and the emerging

trends identified through the service's casework.

- The service's Children & Young Peoples' lead provided feedback to the Young People Leads within the LAs' Special Needs Assessment Service (SNAS), regarding the challenges faced by 16 year olds with SEND during the college enrolment process.

These challenges included:

- Difficulties accessing their chosen courses, often due to administration issues around securing courses.

Recommendations for improvement were provided,

- Clearer guidance and earlier support for young people and families navigating post-16 transitions.
- Improved communication between colleges and the LA to ensure that young people with SEND are not disadvantaged due to administrative or support gaps.
- The service provided feedback on parental experiences as part of the local Emerging Needs Pathway (potential ASD and ADHD diagnosis) project led by Healthwatch Wandsworth. The draft report highlighted positive feedback from parents regarding the support WIASS offered throughout the process.

Service Key Data and Activity Overview (April 2024 – March 2025)

The following section presents a breakdown of key data collected and analysed when parents, children, or young people made their first contact with WIASS or returned for further information, advice & support (IAS). This data provides insight into how families are accessing the service and the nature of their engagement.

■ Number of Families provided with IAS:

- During this period **601** families were provided with IAS compared to **488** the previous year.
- Initial contact by parents continued to be made by phone or email.
- *New referrals for this period were **577** (via phone/email and young peoples' Drop in's) which meant that the majority of families had come to the service the first time or returned after six months, resulting in an **23%** increase from 2023-2024.

*New referrals and ongoing cases:

A new referral is when a family has contacted WIASS for the first time or contacted the service after six months of their last contact.

An ongoing case refers to instances where WIASS support continues beyond the initial month of referral.

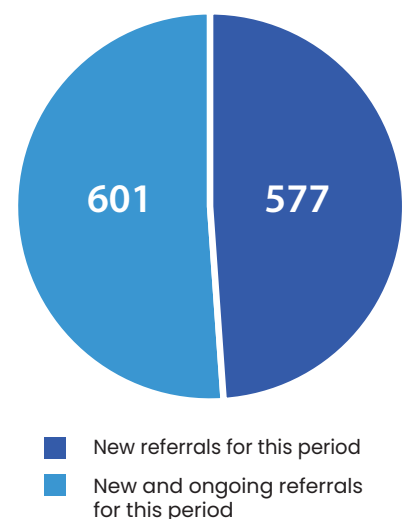
- In addition to direct referrals, WIASS supported **170** individuals—mainly parents, followed by children and young people—through its Outreach Programme. This excludes those already in contact with the service.

Engagement included:

- Coffee mornings
- Local authority events
- Training sessions

These activities helped extend WIASS's reach and accessibility across Wandsworth, resulting in an 18% increase in engagement from 2023 to 2025.

Number of families supported 2024-2025



■ How Parents Heard of WIASS:

The main ways parents, children and young people found out about WIASS were:

Parents (starting with the highest):

- Used the Service Previously or suggested by friend **(same as 2023-2024)**
- Web Search– **(increase from 2023-2024)**
- Special Needs Assessment Service (SNAS)– **(slight decrease from 2023-2024)**
- SENCO (Special Educational Needs Coordinator), **(slight increase from 2023-2024)**
- Early Help – **(slight increase from 2023-2024)**

This data shows that returning users and online searches are the most significant sources of awareness, followed by school-based referrals and word of mouth.

■ How Children and Young People Heard About WIASS

- From their parents
- Their education setting (colleges)
- WIASS Young Peoples' Drop in at South Thames College

■ Service Reach (Post codes):

The families who contacted the service were based in the following localities, listed in order from highest to lowest.

- Roehampton/Putney & Battersea
- Wandsworth & Tooting
- Southfields, Balham and Nine Elms area (SW8)

The overall distribution of referrals remains consistent with the previous year, with SW15 and SW11 continuing to lead.

The remaining postcodes show a relatively even split, indicating broad service reach across the borough.

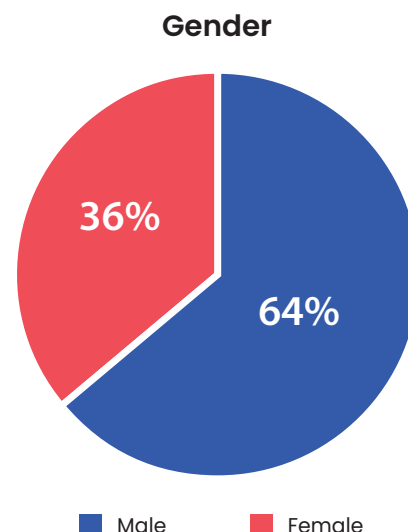
Notably, referrals from SW8 have continued to increase steadily year-on-year, suggesting the impact of previous targeted engagement in that locality.

In addition to these figures, WIASS have delivered three parent coffee mornings across the borough. Attendance reflected a good spread of postcodes, further supporting the service's reach and need of parents wanting to access Information, advice & support across multiple localities.



Gender

- **64%** of all referrals were for male CYP (similar to 2022-2023)
- **36%** of all referrals were for female CYP (similar to 2022-2023)



Age Range

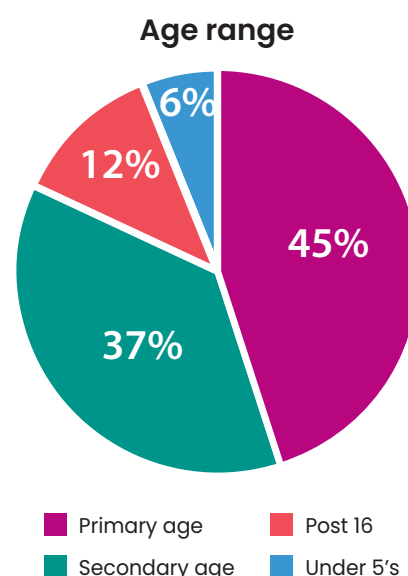
- **45%** Primary age
- **37%** Secondary Age
- **12%** Post 16
- **6%** Under 5's

Age Range Summary Across the School Terms:

The 8 to 11 years age group consistently represents the largest proportion of referrals across all seasons, peaking in the Spring term at over 30%.

The Autumn term showed a relative peak in the 12 to 14 years age group.

The Summer term saw the highest proportion of referrals from the 16 to 25 years age group, mainly wanting IAS on post-16 and post-19 options, including college applications, courses and so on.



Education Settings

Most referrals involved children and young people attending mainstream schools at the time of referral.

However, ***8%** (which is an increase from the previous year) of the families we worked with, the children and young people were out of school or were NEET (Not in Education, Employment or Training).

***See below for a further break down**

- **Children out of school: 25**
- **Young people NEET: 22**

This is an increase compared to the previous year, which includes a significant rise in the number of young people who are NEET.

Reasons for Children Being Out of School

Concerns about school-based support:

- Emotionally based school avoidance: Some children experienced anxiety or emotional distress that made regular school attendance difficult.
- **Lack of suitable special educational needs (SEN) placements: Particularly for children with a diagnosis of Autism.

** Most of these children received some level of interim provision through a tutoring company.

Reasons Why Young People Were NEET

- Failing their course, due to unmet learning needs, or some young people struggled to complete their college courses due to a lack of understanding or support for their learning needs.
- Late applications to college: Often involving young people without an EHC plan, which limited their access to appropriate support.
- Colleges requiring an EHC plan for enrolment: In some cases, colleges informed young people that they could not be enrolled without an EHC plan, as they were unable to meet their support needs otherwise.

■ Type of SEN

The number of children and young people supported this year,

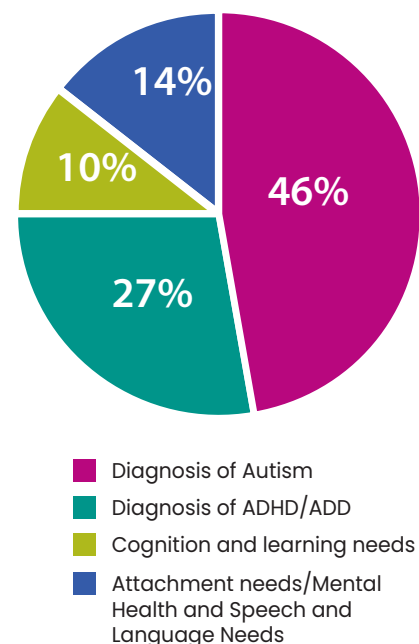
- **46%** had a diagnosis of Autism.
- **27%** had a diagnosis of ADHD/ADD
- **10%** had Cognition and Learning needs.
- **14%** had attachment needs/Mental Health & Speech and Language Needs

Autism, while still the most prevalent condition, has shown a slight decrease in representation compared to previous years.

In contrast, there is a continued increase in CYP with ADHD and ADD, now accounting for a combined **27%** of all of the families worked with.

Conditions such as Physical Disability, Global Developmental Delay, and Epilepsy remain present but at lower levels (**3%**)

Types of SEN



■ Stage of Support (type of support children and young people were receiving when first contact was made with WIASS)

This year

- **54%** of the children & young people, had an EHC plan
- **36%** of the children & young people, were on SEN Support
- **10%** EHC Needs Assessments

Stage of SEN Support Trends Summary

EHC Plans dominated the data, accounting for **54%** of all cases. This reflected a continued increase from the 2023–2024 period,

SEN support increased during the Autumn term, largely due to the start of the academic year and issues escalating mid-term from both schools and parents.

In contrast, requests for EHC Needs Assessment support dropped sharply in Spring, partly because some concerns were resolved at the SEN Support level.

■ Ethnicity:

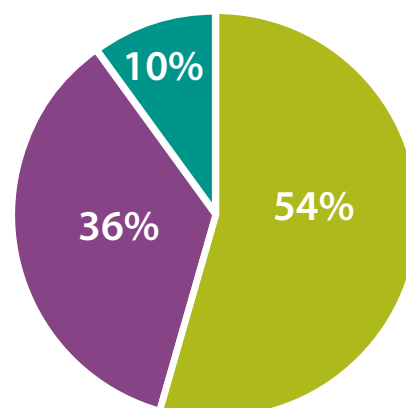
***556** families consented to providing this information.

Below is a break down of the main groups.

- **19%** Asian (Pakistani being the highest group) British families
- **15%** Black African (highest group, Somalian)
- **12%** Black British
- **10%** Black Caribbean
- **15%** Mixed ethnic or cultural heritage (highest group White and Black Caribbean)
- **27%** White British(English/Scottish/Welsh) families.
- **6%** White European(Western/Eastern European) families

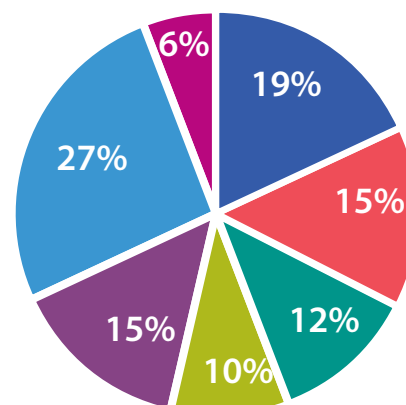
As with the previous year, it was encouraging to see that the families supported by the service, reflect the wide range of cultural and ethnic backgrounds of the families who live in the borough of Wandsworth.

Stage of SEN Support



- CYP had an EHC plan
- CYP were on SEN Support
- EHC Needs Assessments

Ethnicity



- Asian
- Black African
- Black British
- Black Caribbean
- White British
- White European
- Mixed ethnic or cultural heritage

■ Main Reasons WIASS was contacted by Families at Point of Referral

- EHC Plans (issues with Section F provision delivery (including Section I – wanting a change of placement (school)).
- EHC Needs Assessments (requests, understanding the process, timescales and looking through the draft EHC plan. Explaining the appeal and mediation processes – including completing appeal forms.
- School based support (SEN Support)
- Suspensions and permanent exclusion or risk of (an increase from 2023–2024).
- SEND Travel Assistance: support with understanding how to apply, support with completing the form and appealing).

Table 4: Level of support provided to parents, children and young people.

Intervention level	%
Level 1	18%
Level 2	41%
Level 3	39%
Level 4	2%

Read the [National IASS Network Intervention Levels 2023](#) document for a full descriptor of each of the above intervention levels

As with last year, there has been a significant increase in families requiring Level 3 support, largely due to greater need and complex circumstances.

The Level 4 group continued to be primarily working directly with young people.



■ Number of Meetings Attended with Parents and Children and Young People

Below is a summary of the meetings attended with Children and Young People (CYP) and Parents. It highlights the types of meetings, their frequency, and key observations drawn from the data.

- Total CYP Meetings: **52**
- Total Parent Meetings: **119**
- Overall Total Meetings: **171** (a decrease from last year, due to the increase of referrals)

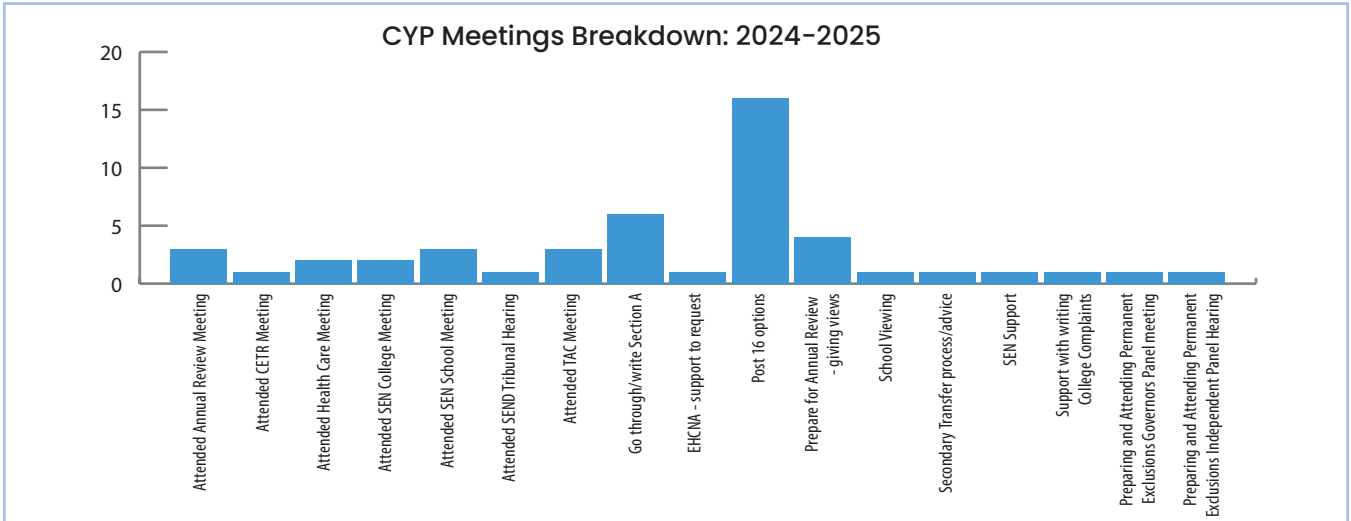
CYP Meetings Summary:

Table 5: This table shows the number and types of most popular meetings with CYP

Total Meetings Directly with CYP: 52	
Most Popular Meeting Type (Highest to lowest)	One to One Meetings: ■ Post-sixteen options ■ Going through & write Section A of EHC NA/EHC plan views –meetings ■ Preparing for an Annual Review

Overall Observations

- CYP data shows a focus on preparing for and looking at Post 16 transitions, including options.
- Other meetings were school or college-based, where the Children and Young Peoples’ Officer supported CYP in expressing their views – Peoples’ with or without their parents.
- Additional meetings included preparing for and attending a permanent exclusion governors’ and Independent Review panel meetings and a SENDIST Tribunal Hearing.



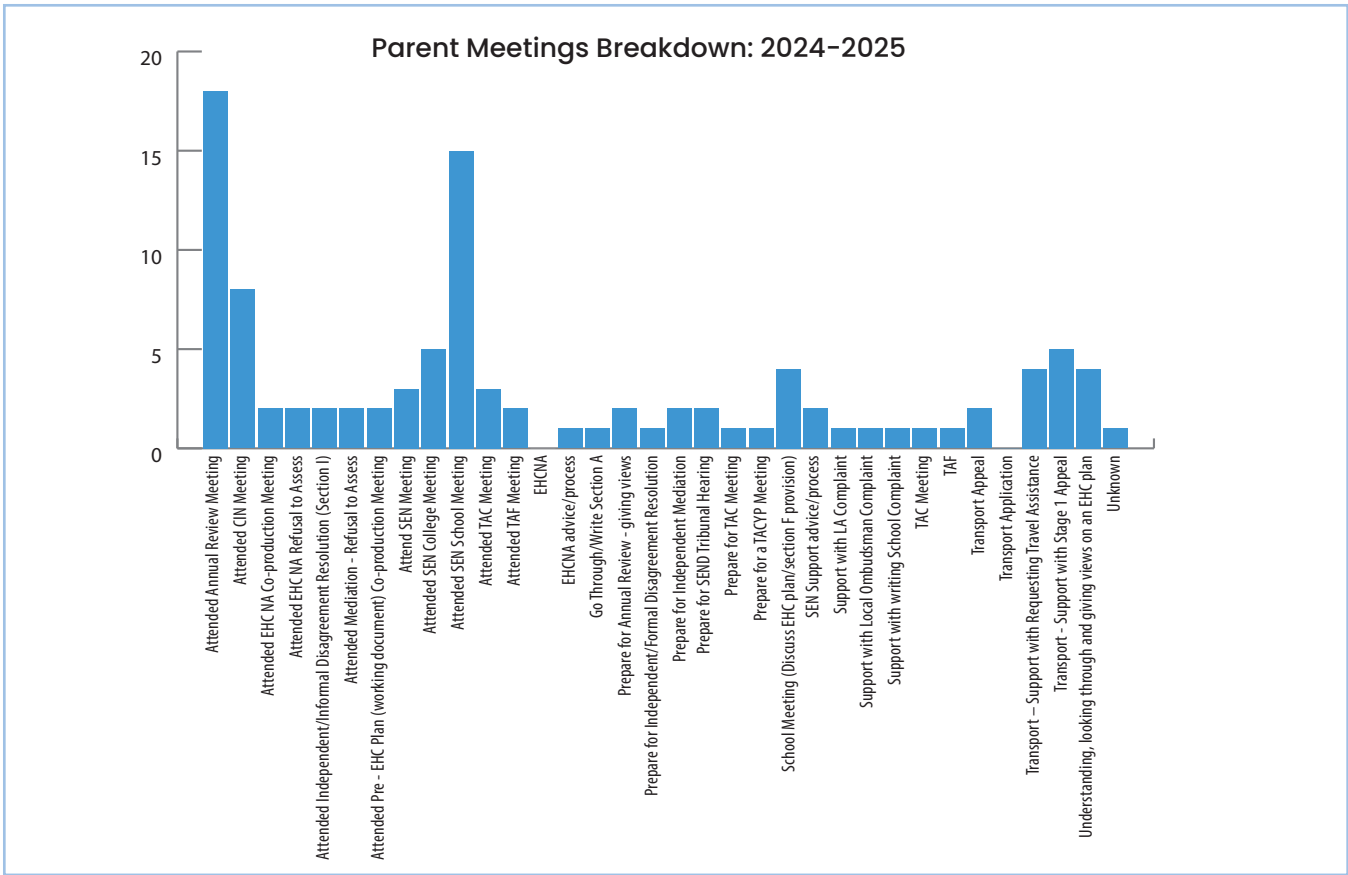
Parent Meetings Summary:

Table 6: This table shows the number and types of most popular meetings with Parents

Total Meetings Attended with Parents: 119	
Most Popular Meeting Type (Highest to lowest)	Annual Review Meetings – 28 (19%) SEN School Meetings – 27 (19%) Child in Need Meetings – 13 (9%)

Overall Observations

- Parent data shows a broader spread across review, support, and resolution meetings, with a strong emphasis on school-based and statutory processes.
- Both datasets highlight the importance of Annual Reviews of EHC plans, suggesting they are a central touchpoint for both CYP and parents.



For example,

- Tribunal preparation
- School complaint support
- Transport assistance and appeals
- EHC plan review and advice

Overall Observations

- Termly Peak: Autumn had the highest number of meetings, especially for Annual Reviews.

■ Outreach Work

Outreach remained a key part of the service, enabling WIASS to connect with families in their communities, informal settings, schools, colleges and other easy to access venues/online as raised in last year's report.

The outreach work continued to support the service to raise awareness of SEND rights, promote self-advocacy, and ensure access to timely support. Below is a summary of the Outreach Work carried out by WIASS:

Parent Coffee Mornings

- Delivered jointly with the Wandsworth Parent Carer Forum and SEND in MIND
- Held every term across the three Wandsworth localities and three at No 1 Siward Road (former Early Years building)

Total families reached: 85 across 6 coffee mornings

Parent Training/Workshops

- Joint training/workshop sessions with the Parent Carer Forum and LA (SNAS) at key transition points
- Online sessions had the highest attendance

Total parents attendance: 115 across 5 Training/Workshops sessions.

Training/Workshop Topics:

- SEN Support (school-based support for children without EHC plans)
- Secondary Transfer for children with EHC plans
- Annual Reviews for children with EHC plans
- Transport for children with SEND
- Transition into Post-16

Children & Young People Workshop

- Delivered at the Rowan Unit (Southfields Academy) for students needing hearing support

Total number of children and young people (aged 15–17) who attended with staff, was 13.

Topics Covered:

- Overview of SEND processes (SEN Support, EHCNA, EHC Plan, Annual Review)
- Giving views
- Understanding the Local Offer

Professional Training

- Delivered 4 SEND Process training sessions to the SEND in MIND team

Topics Covered:

- SEND Travel Assistance
- SEN Support
- EHC Needs Assessments
- EHC Plans

Local Offer Events

- WIASS attended several Local Offer events organised by the LA and partner organisations, providing information and one-off advice to parents:

Total families reached: 68 across 4 coffee events

- Get Set Go – Transition to Post-16
- Ready Steady Go – Event for parents of children under five
- Providence House (General)
- Providence House – Post-16 Transition (Social Care)

■ Highlights from Improvement Project work

Joint Coffee Mornings

- Reached new families, across all age ranges
- Delivered in partnership with SEND in MIND and Wandsworth Parent Carer Forum
- Provided “One Stop” Information, Advice and Support, covering education, benefits, and family support
- Gathered parent feedback on SEND experiences (e.g. Emerging Needs Pathway)
- Parents valued meeting other parents and shared learning

Parent Training Sessions

- Mostly online, with high attendance and engagement
- Included live Q&A, which reduced the need of follow-up work by the service.
- Face-to-face sessions were beneficial especially for parents with English as an additional language

“ The coffee morning was very informative. Thank you so much for taking the time to send me those links. ”

“ I really wish that I had found this group years ago. ”



■ Direct work Children and Young People

In line with the SEND Code of Practice (2015), Chapter 2, and the IASS Network Minimum Standards, all Information, Advice and Support Services (IASS) are required to provide direct IAS to children and young people with SEND, whether or not their parents are involved.

This year, direct work continued to be delivered by the service's Information, Advice and Support Officer – Children & Young Peoples' Lead. There was a slight increase in the number of children and young people receiving support:

60 children and young people were supported either independently or jointly with their parents.

Much of the data gathered through this direct work has been added into the data summaries earlier in this report, highlighting the growing demand and impact of the service.

■ WIASS Young Peoples' Drop In, at South Thames College

Regretfully, the service had to make the decision to end the Young People's Drop-In at South Thames College due to a continued decline in attendance. While the service has provided valuable support, the decreasing number of young people accessing the Drop-In has made it unsustainable in its current form.

WIASS will continue to run the Drop-In sessions until the end of May 2025, ensuring a smooth transition and continued support for those currently attending.

- The Children & Young Peoples officer continued to deliver **18** sessions, which were held fortnightly from April 2024 to March 2025, offering confidential, impartial IAS to young people (YP) with SEND. Below is a summary break down of key data and outcomes achieved:



Information, Advice and Support officer (Children and Young Peoples' lead): Louisa Jaouadi

A poster for 'YOUNG PEOPLES' DROP IN'S'. It features a group of young people in a school setting. The text on the poster includes: 'Do you have questions about your Education, Health, or Care needs? If yes, come and have a chat?'. It lists two types of drop-ins: 'Mainstream Drop in' (Where: Education Advice Centre, Room E237; When: 23 Sept, 21 Oct, 18 Nov and 16 Dec; Times: 9.30am - 4.30am) and 'Foundation Drop in' (Where: Room 313; When: 7 Oct, 4 Nov and 2 Dec; Times: 9.30am - 4.30am). It also provides contact information: 'If you would like to book an appointment with Louisa, you can call, text, email or just drop in! 07917 504390 louisa.jaouadi@richmondandwandsworth.gov.uk'. At the bottom, it says 'CONFIDENTIAL • IMPARTIAL • FREE' and includes the WIASS logo and the text 'The Local Offer is a key part of the Local Authority's commitment to providing support for children and young people with SEND and their families.'.

Attendance Young People and Families

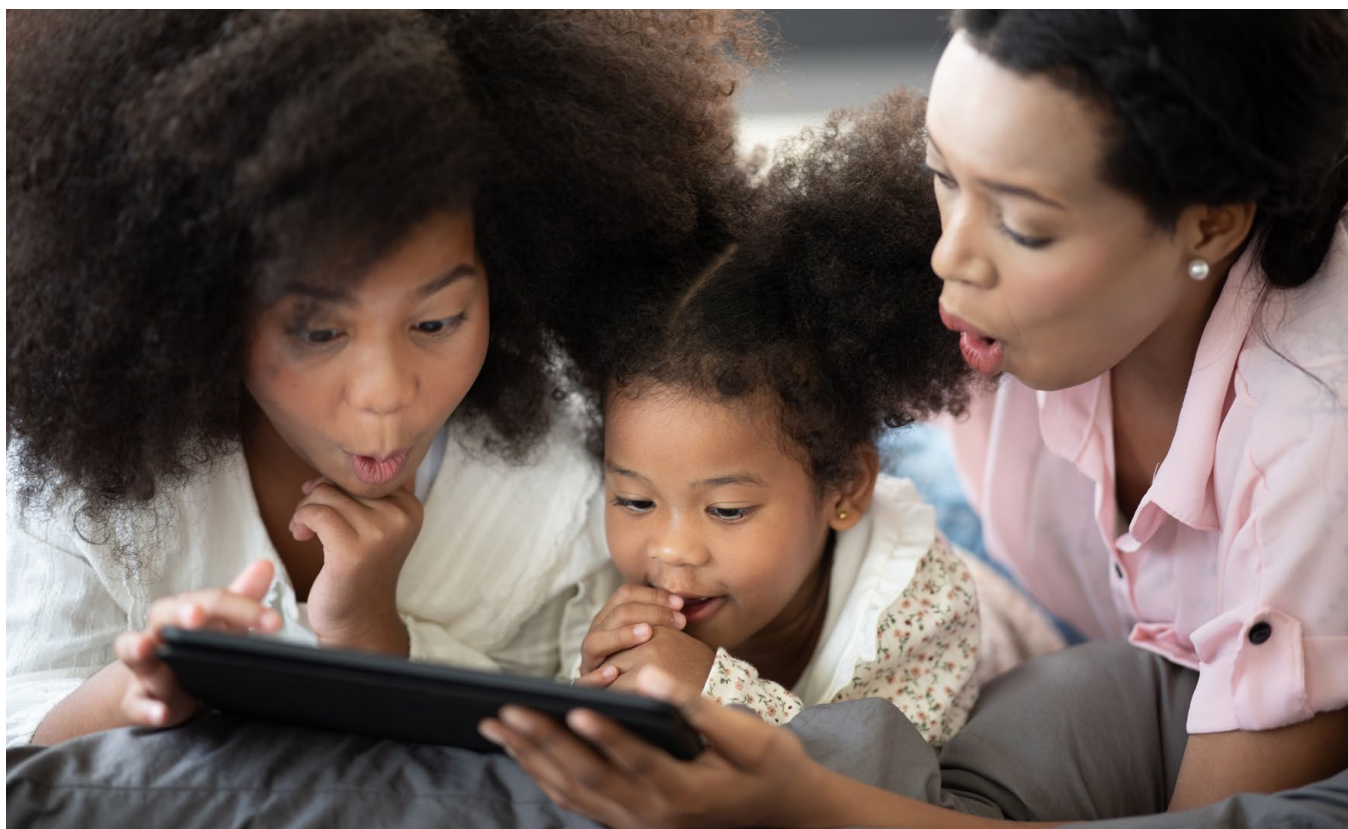
- **10** Young People attended across the year.
- **8 out of 10** were supported in collaboration with their parents or carers, highlighting a family-centred approach.
- **9** YP were on SEN Support, and **1** had an EHC Needs Assessment (EHC NA) or EHC Plan in progress.
- **Ethnic breakdown of attendees:** White **(6)**, Mixed Ethnicity **(2)**, Black **(1)**, Asian **(1)**.

Below are examples of the outcomes achieved with the Information, Advice and Support provided at the Drop In's:

- YP supported in moving from Foundation Learning to Level 1 BTEC courses, with tailored advice and referrals to counselling and careers services.
- The CYP lead officer, supported with transport applications and appeals,

resulting in issued transport and retention of college placements for YP facing travel barriers to accessing their course.

- YP received support with CV writing, referrals to Work Match, and guidance on course pathways aligned with career goals (e.g. paramedic training), due to referrals made by the CYP lead officer.
- Referrals and coordination with learning support, course leads, other information, advice and support services, and dyslexia associations to ensure appropriate support is put in place.
- Timely referrals helped prevent placement loss for YP facing attendance issues.
- YP were provided with IAS on their rights, processes (e.g. EHC NA), and available support, enabling them to advocate for their needs and make informed decisions.



WIASS Website: wias.org.uk

This year marked the first full year of WIASS’s standalone microsite. Website analytics showed a strong upward trend in use of the website.

Key Data:

Table 7: Compares the number of views and visitors between 2023-2-2024 and 2024 -2025.

2023–2024	3,921 visits	10,219 page views	2,870 unique visitors
2024–2025	6,402 visits	15,041 page views	4,812 unique visitors

The bounce rate improved to **40.4%**, indicating users are spending more time on pages

■ Highlights

- Significant increase in visits and downloads, notably the Children and Young People (CYP) resources
- Positive feedback from parents downloading CYP leaflets to support discussions with their children
- Website content continued to expand based on user needs and feedback

Termly Website Engagement Summary

Website traffic showed clear termly variation across both reporting years:

- **Summer Term:** consistently saw the highest engagement, with a sharp rise in visits and page views in 2024–2025 compared to the previous year.
- **Autumn Term:** maintained strong engagement, particularly in page views, reflecting increased interest during the start of the academic year.
- **Spring Term:** Demonstrated steady engagement, with a notable increase

in unique visitors—indicating growing awareness and reach. This growth was supported by consistent promotion of the website during training sessions throughout the year.

■ Parent Consultation – Website Review Part 2

The Service Business Support Officer carried out Part 2 of the Website Review. There was a specific focus on following up with Parents, who provided feedback during the initial Website Review earlier in the year. The aim was to consult with Parents to understand what Information, Advice and Support (IAS) should look like on the service website.

- 11 responses were received:
- 5 via email,
- 6 via telephone.

Key Feedback from Parents:

Website Content Needs

- Include Live Web Chat.
- Information on benefits, and Wandsworth Council support.
- Support strategies for children at home.
- Self-advocacy tools.
- News updates and CYP-specific pages appreciated.

■ Follow-Up Actions

- Implement feasible suggestions to enhance online IAS.
- Ensure website supports self-advocacy and is inclusive.
- Plan a future consultation to assess ongoing needs and improvements.

Improvements for 2025 -2026 Based on Parental Feedback and Data Collected and Reviewed this year.

- Strengthen systems and data collection to ensure more consistent and detailed service data, for better analysis and planning.
- Develop further website resources
- Increase the availability of materials on the website that support self-advocacy for children, young people, and families.
- To explore further new outreach opportunities to provide direct information, advice, and support to children and young people, with a particular focus on those aged 16 and over. This will help ensure that support provided by WIASS remains accessible and relevant to young people as they transition into further education, training, or employment
- Explore Development of "Moving into University" Information.



WIA&SS

Wandsworth
Information,
Advice &
Support Service



The local SENDIASS working in partnership with Children and Young People (aged 0-25) with SEND and their parents



■ How to contact us:

Helpline number: **020 8871 8065** (24 hour answer machine)

Email: wiass@wandsworth.gov.uk

Web: wiass.org.uk