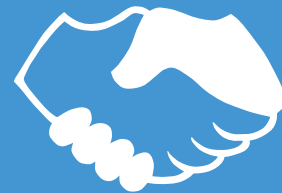


WIA&SS

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 2025-2026

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 **INFORMATION,
ADVICE & SUPPORT
SERVICES NETWORK**

Supported by
 **Wandsworth**



Annual Report 2025-2026

■ 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](#)

■ Key Achievements 2025-2026

- **713** new referrals supported
- **24%** increase in referrals
- **394** people reached through outreach and training
- **204** parent meetings attended
- **6,224** website visits
- **95%+** parent satisfaction

■ 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 (WASS).

WASS 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

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

The obligations and expectations of WASS (SEND Information, Advice and Support Services) are outlined in **Chapter 2 of the SEND Code of Practice 2015**. WASS 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.

■ WASS Commitment to Section 19 Principles

WASS 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.

WASS'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:

WASS 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:

WASS 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 WASS, but only with the family's 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 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 2025-31 March 2026

■ Funding

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

■ WASS Staffing

From 1 April 2025-31 March 2026

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

■ 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](#)

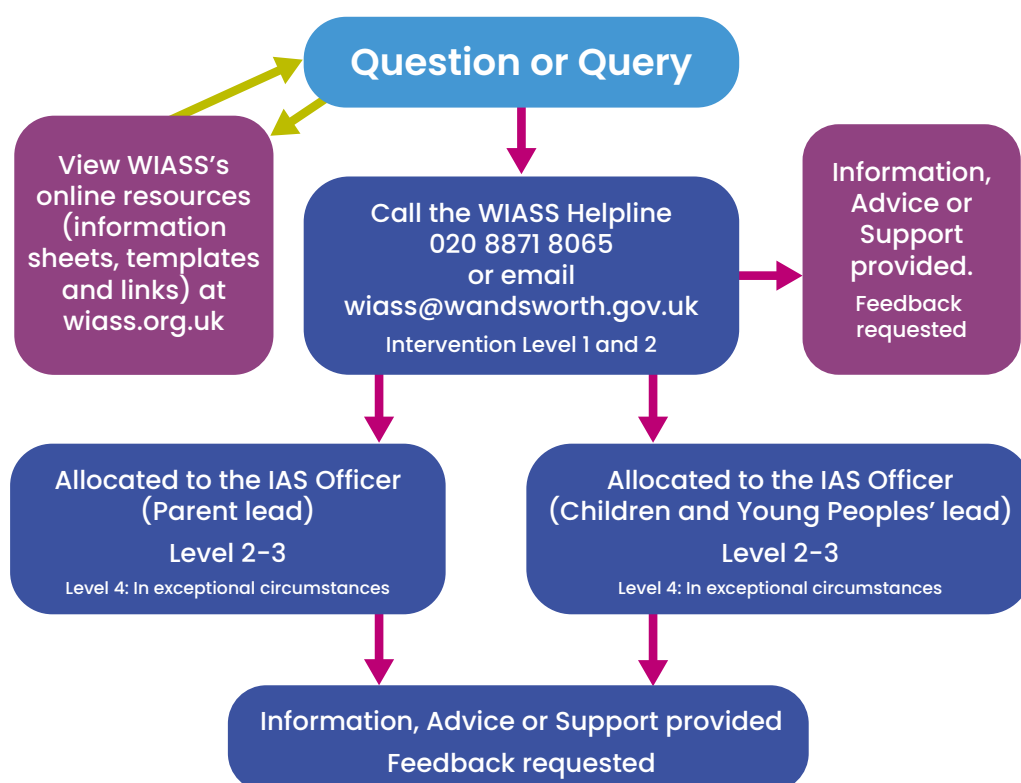
■ WIASS Information, Advice, and Support offer

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. 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) below, 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 1 April 2025 to 31 March 2026.

It includes responses to the **six questions the Department of Education (DfE)** expects for all IASSs to obtain feedback on, and

highlights the impact of support provided.

110 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 Parent Feedback, 2025-2026

Question	Overall percentage score
Q1: How easy was it to get in touch with us?	96%
Q2: How helpful was the information, advice and support we gave you?	95%
Q3: How neutral, fair and unbiased do you think we were?	96%
Q4: What difference do you think our information, advice or support has made for you?*	91%
Q5: Overall, how satisfied are you with the service we gave?	95%
Q6: How likely is it that you would recommend the service to others?	99%

Please note:

The percentages show the overall score achieved across all ratings, where 0 represents "Not at all" and 4 represents "Very".

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.

Not all parents responded to this section of the survey, because it was too early to say. Parents were able to select more than one impact statement to reflect their experience of the information, advice and support received from WIASS.

The percentages in Table 2 below, reflect the most frequently reported outcomes by those parents who were able to respond to this question.

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	32%
More involved in decisions about their child’s education	24%
Less confused or overwhelmed	8%
Happier or less worried about their child’s future	6%
Child’s needs better understood	4%
Child getting support and doing better at nursery, school or college	4%

■ Impact of the Information, Advice and Support Service (IASS)

Understanding rights, the law and SEN support remained the most frequently reported difference made during 2025–2026, reinforcing WIASS’s core role in helping families navigate complex SEND processes. Parents also reported increased confidence in participating in decisions about their child’s education and working effectively with schools, colleges, health services and the LA.

Many parents highlighted the benefit of WIASS support in meetings, mediation and discussions with schools, the LA, and other professionals. This support helped families feel heard, ensure their views were represented and contribute more effectively to decision-making.

Parents also appreciated the team’s responsiveness, ongoing communication, and commitment throughout their SEND journey. Clear explanations, accessible information, and support for families whose first language is not English were particularly valued, including the availability of interpreters where needed.

■ Key Themes from Parent Feedback

Parents consistently described WIASS staff as professional, knowledgeable, approachable, and impartial. They valued having a trusted source of advice and support during often complex SEND processes, helping to reduce stress, increase understanding and build confidence.

■ Comments Provided by Parents.

“ It really matters, you bridge the gaps. Parents are so overwhelmed, your service puts things into perspective and the information into bite size so we can understand. At times it can be an uphill but you listen and empathise not sympathise, which is really important. ”

“ Thank you for giving me the confidence and the courage to go to the school and speak to them about my concerns and what supports my child needs. ”

“ Gave me valuable advice on legislation and helped me with decision making every step of the way. I think WIASS is doing an amazing job of supporting parents who need advice and advocacy. ”

“ Very respectful, 100% understand my point, never missed my calls. Never ignored, always smiling and happily answer phone - never fed up. 100% happy with your service. ”

“ I honestly don't know what I would have done without you. Your continued help and support mean so much. Every time I reach out, you're right there to respond, and that consistency has been such a relief. ”

“ She was so kind and put me at ease (I should have saved myself all the stress and anxiety and just called WIASS). ”

■ Improvements Suggested by Parents Increasing Awareness of WIASS

Some parents reported that they were unaware of WIASS until they were referred by a school, professional or another parent. Feedback suggested that families would benefit from knowing about the service earlier in their SEND journey.

Response:

WIASS will continue to promote the service through schools, the Local Offer, outreach events and partner organisations, to ensure that families are aware of the support available and how to access it at the earliest opportunity.

Communication and Follow-Up

A small number of parents requested more proactive follow-up contact.

Response:

WIASS recognises the importance of maintaining communication with families throughout their SEND journey. However, due to increasing demand on the service and the need to ensure capacity is available to support new and existing enquiries, it is not always possible for staff to routinely follow up with parents once information, advice or support has been provided. Wherever possible, WIASS aims to empower parents to take the next steps independently and encourages them to re-contact the service if they require further support.

Information about School Options

Some parents requested additional information about the range of schools/ education settings.

Response:

Each year, the service reviews and updates its special schools and specialist resource bases lists, to ensure families have access to accurate and current information.

Appeals, Mediation and Tribunal Support

Some parents commented that mediation, appeals and SEND Tribunal processes can feel complex and overwhelming. Parents suggested that clearer, more streamlined guidance would help them navigate these processes with greater confidence.

Response:

During 2026–2027, WIASS will review and expand its information resources relating to mediation and SEND Tribunal appeals. The service will explore ways to present information more clearly, including developing practical guides, templates and step-by-step resources to help families understand each stage of the process, manage expectations and reduce the stress often associated with navigating SEND disputes.

■ Service Improvements this Year

Progress Against Improvements Identified for 2025–2026

Table 3: Progress Against Improvements Identified for 2025–2026

Improvements Identified for 2025–2026	What We Did During 2025–2026
Strengthen systems and data collection	Improved data collection when working directly with children and young people, parents and Children Looked After. Enhanced monitoring of intervention levels, referral trends, feedback, outreach activity, website usage and demographic data to support service evaluation and planning.
Increase the joint training between WIASS, SEND Parent/Carer forum and LA offer available to parents.	Expanded the joint training programme delivered with the Wandsworth Parent Carer Forum, the Post-16 Team and the Special Needs Assessment Service (SNAS). Introduced and delivered a successful Transition to Post-16 online workshop for parents of young people in Years 9, 10 and 11.
Continue to strengthen joint Parent Coffee mornings delivery.	Continued to work jointly with the Wandsworth Parent Carer Forum, SEND in Mind (Now referred to SEND AllKind), the Local Offer and Wandsworth Carers Centre to deliver joint parent coffee mornings across the borough.
Review and update	Updated the Parent and Young Person EHC Needs Assessment Request templates and Annual Review templates. Reviewed and updated the Transport Assistance webpage, information sheet for parents, including templates and guidance for transport applications and Stage 1, 2 and 3 appeals for compulsory school-age children, under-fives, and post-16 learners. Reviewed and updated WIASS special school lists, service leaflets and key policies.
Develop further website resources.	Developed a new Emotional Based School Non-Attendance (EBSNA) webpage for parents, including information about support services and available resources. Continued to review and update website content in response to service demand and feedback.
Explore the development of “Moving into University” information	WIASS led and organised a Transitioning to University event at Roehampton University, in partnership with the LA, Roehampton University and Aim Higher for young people with SEND, both with and without EHC Plans. Developed a Transition to University booklet outlining higher education support, reasonable adjustments, student finance and self-advocacy. The resource has been shared through the WIASS website and the National IASS Network.
Develop practical guidance for appeals and dispute resolution.	Completed a first draft of the Appealing to the SEND Tribunal Checklist and a draft guidance document on Challenging Suspensions and Permanent Exclusions. These resources will be finalised and published during 2026–2027.

Key Activities and Data from 1 April 2025-31 March 2026

■ Strategic Activity:

Nationally and Regionally

The WIASS Manager

- Continues to be a member of, and contributed to 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 (now SEND Allkind), the LA 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 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 LA's Emotional Based School Non-Attendance Working Group, to share lived experiences of parents and children.
- WIASS contributed to the development of local EBSNA provision by sharing feedback and experiences from families accessing WIASS. This work helped highlight the impact of EBSNA and supported the creation of a dedicated EBSNA webpage on the WIASS website whilst the LA's EBSNA Hub was being developed.



Key Service Data and Activity Overview (April 2025 – March 2026)

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) during the year. The data provides insight into how families are accessing the service and the nature of their engagement.

■ Number of Families provided with IAS:

New referrals increased from **577** in 2024–2025 to **713** in 2025–2026, representing a **24% increase**. This continued significant growth in demand demonstrates the increasing need for information, advice and support and highlights the importance of ensuring that WIASS resources remain accessible, responsive and able to meet the changing needs and complexity for the families WIASS works with.

*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.

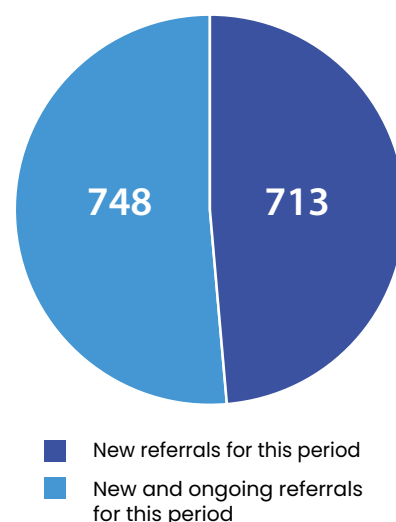
In addition to direct referrals, WIASS supported **394** families through its Outreach and Training Programme. This included families already known to the service, as well as those accessing support for the first time.

Engagement included:

- Parent coffee mornings
- Parent workshops and training sessions on SEND processes (mainly online)
- Local Offer events

These activities helped extend WIASS's reach and accessibility across Wandsworth, with engagement increasing by **132%** compared to 2024–2025 (**170** individuals reached). There was also an increase in WIASS attendance at SEND-related events across the borough, helping to raise awareness of the service and strengthen partnership working.

Number of families supported 2025–2026



■ 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 **(similar to 2024-2025)**
- Web search **(similar to 2024-2025)**
- Friend recommendation **(increase from 2024-2025)**
- Special Needs Assessment Service (SNAS) **(similar to 2024-2025)**
- SENCO (Special Educational Needs Coordinator) **(similar to 2024-2025)**
- Early Help **(similar to 2024-2025)**

Other referral routes included health, education, social care and voluntary sector services, including CAMHS, Community Paediatrics, Social Care, schools, colleges, SALT, GPs, Pupil Services, WIASS workshops and drop-in sessions.

This data demonstrates the value and reputation of WIASS, with previous users remaining the largest source of referrals. Online searches, word-of-mouth recommendations and referrals from education, health and social care professionals continue to play an important role in helping families access information, advice and support at an early stage.



■ How Children and Young People Heard About WIASS

Similar to last year, most children and young people were made aware of WIASS;

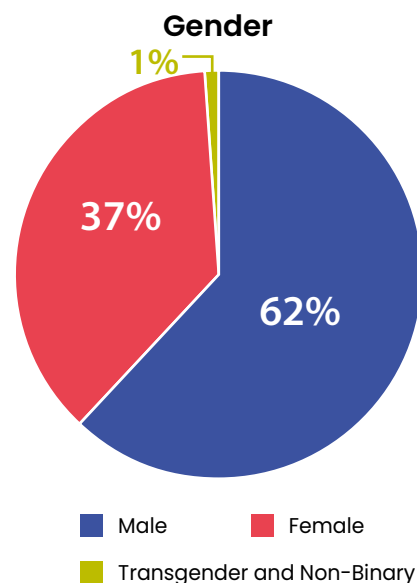
- From their parents
- Their education setting (colleges)
- WIASS Young Peoples' Drop In's at South Thames College

■ Service Reach (Post codes):

Referrals continued to be received from across the borough. Whilst the highest proportions of new interventions originated from **SW11 (22%), SW17 (21%), SW15 (20%)** and **SW18 (17%)**, the distribution of referrals has this year become more evenly spread across the main Wandsworth postcode areas. The lower proportion of referrals from **SW12, SW8, SW16** and **SW19** was not unexpected, as these postcodes are shared with neighbouring boroughs and therefore fall only partly within Wandsworth. Despite this, referral levels from these areas remained steady, demonstrating WIASS's reach across the borough.

Gender

Similar to last year, the majority of new interventions related to male children and young people. Males accounted for **62%** of referrals, compared to **37%** for females and **1%** recorded as transgender, non-binary or unknown. This represents a slight increase in the proportion of female referrals compared to 2024–2025 (**36%**), although the overall gender profile remains broadly consistent with previous years and reflects wider national SEND trends.

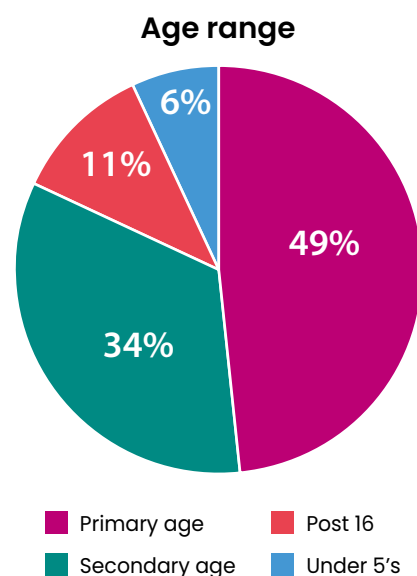


Age Range

- **49%** aged 5–11
- **34%** aged 12–16
- **11%** aged 17–25
- **6%** aged 0–4

Age Range Summary Across the School Terms:

- The 8 to 11 years age group represented the highest number of referrals.
- The 12 to 14 years age group also represented a significant proportion.
- The 17 to 25 years age group remained significant.
- The 8 to 11 years and 12 to 14 years age groups continue to represent key pressure points for families accessing WIASS.



Education Settings

Most referrals involved children and young people attending mainstream primary and secondary schools at the time of referral, with primary-aged children continuing to account for the largest proportion of interventions.

A total of **16** children and young people (**2%**) were recorded as being out of school at the time of referral, including **13** children and young people with an EHC Plan and **3** without an EHC Plan. In addition, **30** young people were recorded as **NEET (Not in Education, Employment or Training)**, the majority of whom were aged **17–25**.

This represents a continued demand for information, advice and support for children and young people who are not accessing education or who require support with post-16 transitions. Similar to last year, the data highlights

the importance of ensuring that children and young people who are out of school or NEET can access timely information, advice and support to help them re-engage with education, training or employment opportunities.

Reasons for Children Being Out of School

The reasons children and young people were out of education or NEET were broadly similar to the previous year and mainly related to difficulties accessing appropriate educational provision, attendance issues, EBSNA and post-16 transition challenges.

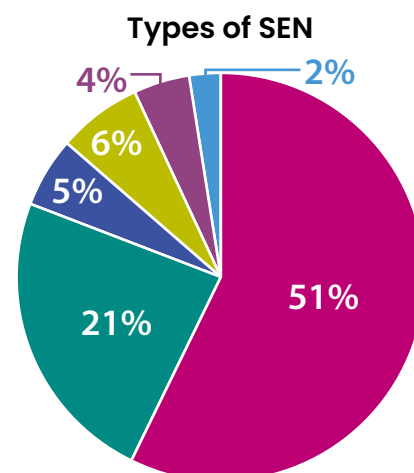
■ Type of SEN

The number of children and young people supported this year,

- **51%** related to Autism
- **21%** related to ADHD
- **5%** related to Speech and Language Delay.
- **6%** related to a Learning Disability
- **4%** related to Dyslexia
- **2%** related to Mental Health needs

The remaining **11%** included a range of needs, such as Physical Disability, Epilepsy, Emotional and Behavioural needs, Social, Emotional and Mental Health needs, hearing impairments, neurological conditions and other less frequently recorded needs.

Autism remained the most frequently recorded need, accounting for just over half of all new interventions. ADHD was the second most common. The data also demonstrates the wide range of needs among the children and young people supported by WIASS.



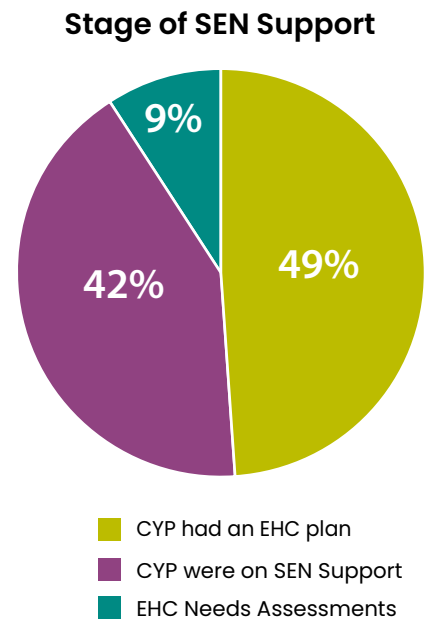
- related to Autism
- related to ADHD
- related to Speech and Language Delay
- related to a Learning Disability
- related to Dyslexia
- related to a Mental Health needs



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

This year

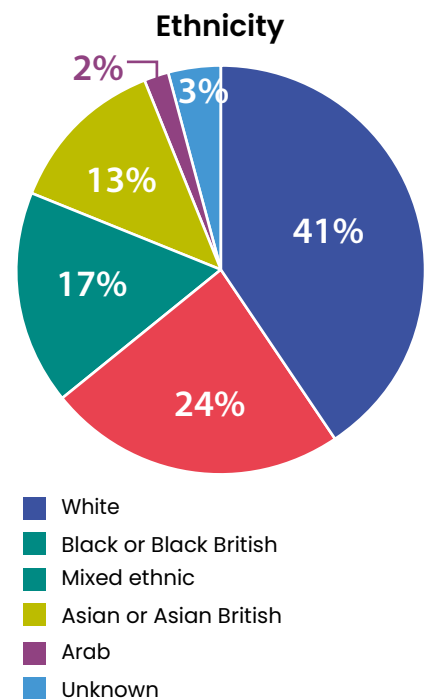
- **49%** of the children & young people were on SEN Support
- **42%** of the children & young people had an EHC Needs Assessment
- **9%** were going through an EHC Needs Assessment



■ Ethnicity:

The ethnicity data demonstrates that WIASS supported children, young people, and families from a wide range of cultural and ethnic backgrounds during 2025–2026:

- **41%** were from White backgrounds
- **24%** were from Black or Black British backgrounds (from various African backgrounds, in particular Somali and Caribbean backgrounds)
- **17%** were from Mixed ethnic backgrounds (mainly white British and Black British)
- **13%** were from Asian or Asian British backgrounds (mainly Pakistani)
- **2%** were from Arab backgrounds
- Approximately **3%** were recorded as unknown, not stated, or not disclosed



White British was the largest individual ethnic group represented, followed by families from Black or Black British, Mixed ethnic and Asian or Asian British backgrounds. The data also showed representation from a wide range of communities, including African, Caribbean, Pakistani, Somali, Eastern European, Indian and Portuguese backgrounds, reflecting the diversity of families accessing WIASS.

Children and young people from diverse ethnic backgrounds were also represented across all age groups, from early years through to post-16, and across all stages of SEND support. EHC Plans and SEN Support were the most commonly recorded stages across the larger ethnic groups, with smaller numbers at the EHC Needs Assessment stage.

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

Table 4: Main Reasons for contacting WIASS.

Main Reasons for Referral	% of total
SEN Support	17%
Annual Review	14%
EHC Needs Assessment (EHC NA)	13%
EHC Plan (EHCP) Support	13%
Post-16 Issues	7%
EHCP Appeals	7%
EHC NA Appeals	5%
Secondary School Transfer	5%
Transport	4%

The most common reasons for families contacting WIASS in 2025–2026 continued to be support with **SEN Support arrangements, Annual Reviews, EHC Needs Assessments and EHC Plans**. Together, these areas accounted for approximately **57%** of all new interventions, demonstrating ongoing demand for information, advice and support throughout the statutory SEND process. Post-16 transitions, appeals, secondary school transfers and transport assistance were also significant areas of enquiry, reflecting the complexity of navigating education and support pathways for children and young people with SEND.

Table 5: Level of support provided to parents, children and young people.

Intervention level	%
Level 1	16%
Level 2	37%
Level 3	45%
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, however this year we had to provide Level 4 support on two cases that were an appeal to the SEND Tribunal.

■ Additional Referrals Information

Special Guardianship Orders (SGOs)

WIASS provided information, advice and support to **15** carers where a child or young person was subject to a Special Guardianship Order (SGO). The children and young people supported ranged from **5** to **25** years of age, with the largest proportion aged 12–14 and **17–25**. They represented a diverse range of ethnic backgrounds, and the majority (**10 out of 15 cases**) had an Education, Health and Care (EHC) Plan, reflecting the complexity of needs within this group.

Support focused on helping special guardians understand SEND processes, access appropriate educational provision, participate in EHC assessments, reviews and planning processes, and advocate effectively on behalf of the children in their care.

Complaints and Dispute Resolution

WIASS also provided information, advice and support to **26** families regarding complaints relating to their child's education, health or social care provision. The majority of concerns related to school and LA complaints, including delays in securing provision specified in Section F of EHC Plans and concerns about appropriate school placements. WIASS supported families by explaining complaints procedures, escalation routes and communication with schools and the LA, helping them understand their rights, raise concerns effectively and seek resolution at the earliest possible stage. This enabled families to better understand their rights, raise concerns effectively and seek resolution at the earliest possible stage.



■ Parent Meetings

Supporting parents to participate effectively in meetings remained a significant part of WIASS's offer during 2025–2026. The service attended 204 meetings with parents, helping families understand SEND processes, prepare for discussions with education settings and professionals, and ensure their views were heard. This represents a substantial area of direct support, and the majority of meetings were attended by the Parent and CYP Leads, reflecting their role in providing casework support and helping families navigate SEND processes.

Meeting Activity Throughout the Year

Meeting activity remained high throughout the year, with peaks during:

- November
- December
- January
- June
- March

This pattern reflects key pressure points within the academic year, including Annual Review cycles, school transitions, EHC processes and preparation for tribunal activity where parents required additional support.

Main Themes of Parent Meetings

The most common reasons WIASS attended meetings with parents were:

- Annual Reviews
- SEN Support meetings
- School meetings (related to how support was being provided and/or concerns)
- EHC Needs Assessments and EHC Plans
- Tribunal and appeal preparation
- Transport-related concerns
- Complaints and dispute resolution support

These themes closely reflect the main reasons families contacted WIASS and demonstrate the continued demand for support with statutory SEND processes and school-based concerns.

Impact of Meeting Support

Meeting support continues to be one of the most valued aspects of the service. Attending meetings enabled WIASS to help parents understand their rights, prepare questions, clarify SEND processes and participate more confidently in discussions about their child.

Parents frequently required support at key decision-making points, particularly around SEN Support, Annual Reviews, EHC Needs Assessments, EHC Plans and school transitions. Attendance at meetings also provided opportunities to promote collaborative working between families, schools, colleges and professionals, helping to resolve concerns early and support positive outcomes for children and young people.

Overall, the **204** meetings attended with parents demonstrate the continued need for impartial support at key stages of the SEND journey. Parents frequently sought support to understand complex processes, prepare for meetings and ensure their child's needs and views were effectively represented.

■ 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 accessible venues, both in person and online. During 2025–2026, WIASS delivered and/or attended **19** outreach and training events, reaching **394** parents, children and young people, a significant increase

compared to the previous year. Outreach activity continued to raise awareness of SEND rights, promote self-advocacy and ensure families could access timely information, advice and support.

Parent Coffee Mornings

WASS continued to work jointly with the Wandsworth Parent Carer Forum, SEND AllKind, the Local Offer and Wandsworth Carers Centre to deliver parent coffee mornings across the borough.

Coffee mornings included:

- SEND Easter Parent Coffee Morning
- Roehampton Hub Parent Coffee Morning
- Primary School Coffee Morning
- SEND Summer Parent Coffee Morning
- Battersea York Gardens Library Coffee Morning
- SEND Christmas Coffee Morning
- Tooting Coffee Morning
- SEND Christmas Parent Coffee Morning

These events reached **118** parents and carers and provided informal opportunities for families to access information, advice and support, meet other parents and learn about local SEND services.

Parent Training and Workshops

WASS delivered a range of training sessions and workshops throughout the year, in partnership with local services.

A total of **160** parents attended training and workshop sessions. Online sessions continued to attract particularly high levels of attendance and engagement. Topics included:

- Secondary Transfer
- Annual Reviews
- SEN Support (support for children without an EHC plan)
- Emotional Based School Non-

Attendance (EBSNA)

■ Transitioning to Post 16

These sessions helped parents understand SEND processes, their rights and the support available to their children and young people.

Local Offer and Community Events

WASS attended a range of Local Offer and community events, providing information, signposting and one-off advice to families.

Events included:

- Get Set Go! Post-16 Transition Event
- Ready, Steady, Go! Early Years Event
- Local Offer Parent Event at Alma Road Training Centre
- Mushkil Aasaan Community Event

These events reached **116** families and helped increase awareness of the support available through WASS and partner organisations.

Key Themes

The most common topics discussed during outreach activities reflected the main reasons families contacted WASS and included:

- SEN Support
- EHC Needs Assessments
- EHC Plans and Annual Reviews
- Secondary and Post-16 transitions
- EBSNA and attendance concerns
- Transport assistance
- Preparing for adulthood and higher education

■ Impact of Outreach

Feedback from outreach events was overwhelmingly positive. All parents who completed feedback reported that their questions had been answered and that they knew what steps to take next. Parents frequently described feeling more informed, confident and supported in understanding SEND processes and accessing appropriate support for their child.

As mentioned earlier, WIASS reached **394** parents, children, and young people through **19** outreach and training events during 2025–2026. This represented a substantial increase in engagement compared to the previous year and demonstrated the value of providing accessible, community-based information, advice and support across the borough.

Outreach Parent Feedback (Joint Service Parent Coffee Mornings)

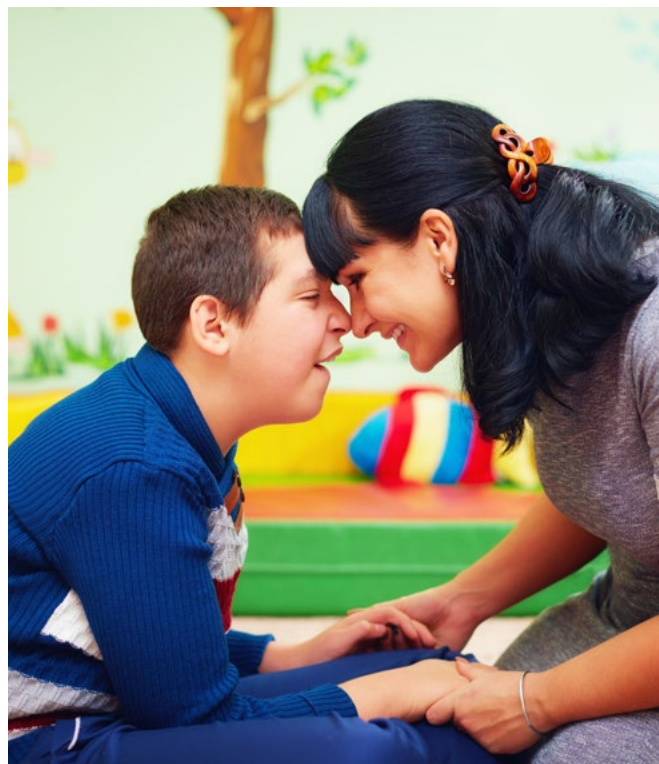
Feedback from parents attending joint parent coffee mornings was overwhelmingly positive. All **36** respondents reported that their questions had been answered and that they knew what steps to take next following the event.

- Parents particularly valued receiving clear information about SEND processes, EHC Needs Assessments, EHC Plans, school support and specialist provision. Many reported feeling more confident when communicating with schools and professionals and clearer about how to progress concerns relating to their child.
- Parents also valued the informal and welcoming nature of the coffee mornings.
- Many described staff as approachable, supportive and understanding, and appreciated the opportunity to meet other parents with similar experiences.
- Feedback on accessibility was also positive, with **34** of the **36** respondents reporting that venues were easy to access.

Parents highlighted that community venues, including family hubs, libraries and community centres, helped make support more accessible.

All respondents reported feeling comfortable speaking with WIASS staff, and all indicated that the timing of the coffee mornings worked well for them.

Overall, feedback demonstrated that coffee mornings helped parents feel better informed, more confident and clearer about their next steps, enabling them to access support earlier and helping to prevent concerns from escalating.



■ Direct work Children and Young People

In line with the SEND Code of Practice (2015), Chapter 2, and the IASS Network Minimum Standards, WIASS continues to provide direct information, advice and support to children and young people with SEND, both independently and alongside their parents.

During 2025–2026, direct work continued to be delivered by the service’s Children and Young People’s Lead, Louisa Jaouadi. Support focused on ensuring that children and young people understood their rights, could express their views and wishes, and were actively involved in decisions affecting their education, health and care needs.

The Children and Young People’s Lead continued to provide information, advice and support on GCSE Results Day at the local college, supporting young people with enrolment and helping them discuss their support needs as they transition to further education.

Children and Young People Supported

During 2025–2026, the Children and Young People’s Lead worked with **45** children and young people. Most were introduced to the service through their parents, with the majority of children and young people supported **aged 17–24**, reflecting continued demand for support around further education, employment, independent living and preparation for adulthood.

Interestingly, there was a high number of cases involving young people **aged 17–19** where support was delivered



Information, Advice and Support officer (Children and Young People’s Lead):
Louisa Jaouadi

primarily through parents rather than through direct contact with the young person. In many cases, this reflected significant cognitive, learning or communication needs, with parents continuing to play a key role in supporting communication, decision-making and engagement with education providers and professionals.

CYP Meetings

The Children and Young People’s Lead delivered **45** meetings with children and young people during 2025–2026.

These meetings enabled children and young people to better understand SEND processes, contribute their views and participate more effectively in planning and decision-making regarding their education and future aspirations.

Table 6: CYP meetings

Type of Meeting / Support	Number
Completing or Reviewing Section A	13
Post-16 Options and Pathways	11
Attend Annual Review Meeting	9
SEN Support Meetings	7
Preparing for Annual Reviews (Giving Views)	3
College Meetings	1
Children in Need Meeting	1
Total	45

South Thames College Drop-In

The WIASS Young People's Drop-In at South Thames College continued until May 2025 before being discontinued.

Although attendance was low during the final term, the Drop-In continued to support young people with SEND to explore education pathways, understand their rights and access appropriate support. One young person was supported to explore progression routes following Foundation Learning and received advice regarding an EHC Needs Assessment request, helping them better understand the options available to them.

Transition to University Event

As part of WIASS's preparation for adulthood work, the service organised and delivered a Transition to University Event at Roehampton University in November 2025. The event was developed in response to feedback from students during a workshop at attending the deaf and hearing resource provision at Southfields Academy, who wanted to better understand what support would be available to them at university.

The event was attended by 8 students and 4 members of school staff from two local Wandsworth Secondary Schools, with SEN Resource bases. The aim was to support young people with SEND to explore higher education opportunities, understand the support available at university and raise aspirations for the future.

The programme included:

- Why Go to University?
- Student Life: What Is It Really Like?
- Q&A Session with University Ambassadors
- Support Available at University, including Disabled Students' Allowance (DSA)
- Campus Tour of Roehampton University.

Feedback from both students and school staff was overwhelmingly positive. Most students reported feeling more prepared for university and more confident about the support available to them. Students particularly valued hearing directly from university ambassadors and current students.

"I learnt how universities would be like at a social level."

"Hearing about real experiences."

"I got information on DSA."

"It is a big open space and cool environment."

School staff also praised the event:

"Very well delivered and comprehensive presentations."

"Lots of useful information. Thank you!"

The event demonstrated the value of providing dedicated opportunities for young people with SEND to explore higher education pathways, understand available support and increase confidence about their future.

Outcomes from Direct Work with Children and Young People

Examples of outcomes achieved through direct work during 2025–2026 included:

- Supporting children and young people to contribute their views to EHC Plans and Annual Reviews.
- Helping young people understand SEND rights and processes.
- Supporting Post-16 transition planning, including college, university, training and employment pathways.
- Increasing young people's confidence to participate in meetings and decision-making.

- Ensuring children's and young people's views were captured through Section A and other person-centred planning processes.
- Raising aspirations through direct engagement with higher education providers and university support services.

Children and Young People's Feedback

Obtaining feedback directly from children and young people continues to be challenging. During 2025–2026, feedback was received from **4** young people through the service's CYP feedback survey.

Although response rates remain relatively low, the feedback received was overwhelmingly positive.

From the formal CYP survey:

- **100%** found it easy to get in touch with WIASS.
- **100%** found the information, advice and support helpful.
- **75%** rated the service as very impartial and unbiased, with the remaining respondent also providing a positive rating.
- **100%** felt the support had made a positive difference.
- **100%** were satisfied with the service.
- **100%** would recommend WIASS to other young people.
- It was easy to talk to WIASS.
- They better understood their rights and what they could do about their situation.
- They received the advice they wanted and had their questions answered.
- The advice provided was impartial.
- They would recommend the service to a friend.

Improving CYP Feedback

While feedback levels remain lower than those received from parents, the Business Support Officer and Children and Young People's Lead have continued throughout the year to explore ways of increasing participation and improving feedback collection. This has included reviewing the format, accessibility and timing of questionnaires and considering alternative methods of gathering feedback.

However, obtaining feedback from children and young people remains challenging, as many are attending school, college, or training during the day and may be less likely to complete questionnaires once support has ended.

Despite this, the feedback received continues to provide valuable evidence that children and young people feel listened to, better understand their rights, and are more confident in making decisions about their education, health and care.

Summary

Direct work with children and young people remained an important part of the WIASS offer during 2025–2026. The majority of young people supported were aged **17–24** and required support with Post-16 transitions, EHC Plans, Annual Reviews and future education and employment pathways. Through one-to-one support, the South Thames College Drop-In and the Transition to University Event, young people increased their understanding of their rights, explored future opportunities and developed greater confidence in participating in decisions about their education, training and future aspirations.

WIASS Website: wias.org.uk

The WIASS usage remained strong, demonstrating the growing importance of online resources in helping families access SEND information independently.

Key Data:

Table 8: Website Usage 2025–2026

Measure	2025–2026
Visits	6,224
Page Views	15,489
Unique Visitors	4,512
Returning Visitors	508
Bounce Rate	53.6%

■ Highlights

- The website received **6,224 visits** and **15,489 page views** during the year.
- A total of **4,512 unique visitors** accessed the website.
- Information sheets, templates and guidance continued to be widely accessed by families.
- Website content continued to expand in response to emerging needs, including the development of an Emotional Based School Non-Attendance (EBSNA) webpage and new resources relating to post-16 transitions and university.

Most Popular Pages

The most frequently viewed pages were:

- WIASS Homepage **(34%)**
- Finding a School if your Child has an EHC Plan **(13%)**
- About WIASS **(12%)**
- Transport Assistance **(8%)**
- Services and Websites That Can Help

(6%)

- Contact Us **(4%)**
- Annual Reviews **(4%)**

These figures demonstrate continued demand for practical information about education placements, transport support and statutory SEND processes.

Most Downloaded Resources

The most frequently accessed resources included:

- Referrals to WIASS
- EHC Needs Assessment Request Template
- Wandsworth School List (Mainstream and Special Schools)
- EHC Plan Guidance
- EHC Needs Assessment Timeline
- Working Together Information Sheet

This suggests that families are using the website both to access specialist information and to support self-advocacy throughout the SEND process.

Termly Website Engagement Summary

Website engagement remained strong throughout the year:

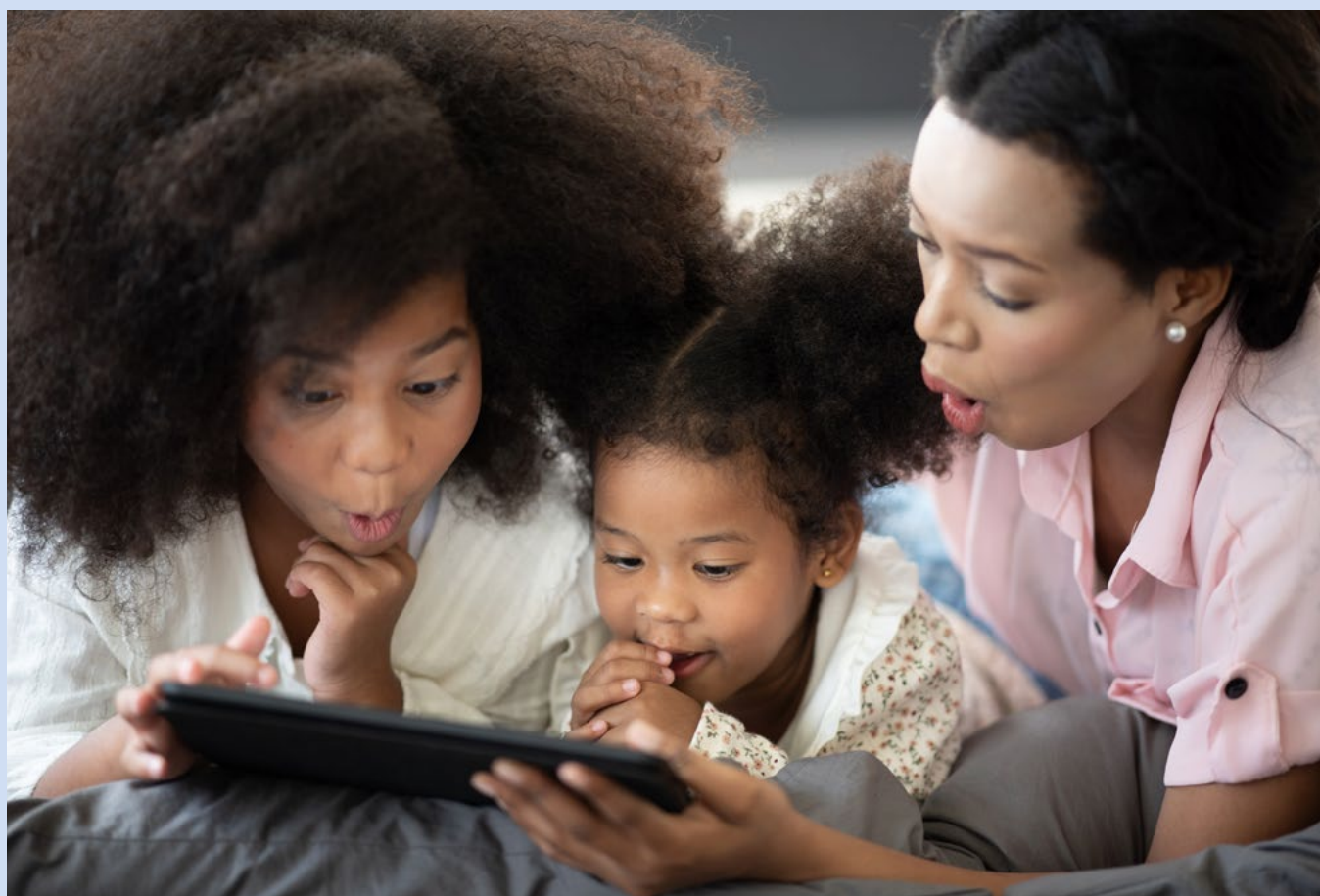
- **Summer:** 2,301 visits, 5,880 page views and 1,627 unique visitors
- **Autumn:** 2,303 visits, 5,799 page views and 1,704 unique visitors
- **Spring:** 1,620 visits, 3,810 page views and 1,181 unique visitors

Autumn and Summer terms recorded the highest number of unique visitors, and showed consistently high levels of overall

engagement. This continued level of activity demonstrates that families increasingly use the website for accessible information and guidance throughout the year.

■ Summary

The WIASS website continued to play a key role in providing accessible information, advice and support to families, children and young people across Wandsworth. **Website usage remained strong throughout 2025–2026, with 6,224 visits, 15,489 page views and 4,512 unique visitors.**



Improvements Identified for 2026 -2027

- Continue to increase feedback and direct engagement from children and young people.
- Review the lower uptake of information, advice and support by families of children under five, to better understand barriers to engagement and improve early access to support.
- Continue to expand self-help resources, templates and website content, enabling families to access information independently, strengthen self-advocacy and support earlier intervention.
- Build on the success of post-16 and preparation for adulthood sessions, including the Transition to University event and other targeted transition activities.
- The service will continue discussions with the LA regarding future capacity requirements and resources to meet growing demand.
- Continue to strengthen partnership working and contribute to local SEND Reform developments, ensuring that the views and experiences of children, young people and families help shape future developments across Wandsworth.

■ Closing Summary

2025–2026 has been another year of significant growth for WIASS, with increases in referrals, outreach participation, website engagement and direct work with parents, children and young people. The service has also supported families with increasingly complex SEND issues, particularly relating to SEN Support, EHC Plans, Annual Reviews, appeals and Post-16 transitions.

Despite these pressures, WIASS has continued to provide high-quality, impartial information, advice and support, helping families understand their rights, make informed decisions and access appropriate support. Positive feedback and increasing levels of engagement demonstrate the trust families place in the service and the value of impartial SEND information, advice and support.

As demand continues to rise, consideration will need to be given to future staffing capacity to ensure the service can maintain its quality, responsiveness and reach, while continuing to meet the growing needs of children, young people and families across Wandsworth.





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