

In March 2026 - October 2026

You Said... We did...

We reported regularly at the Local Authority and Health's strategic meetings to ensure that senior officers were aware of your concerns and could consider opportunities to address them. These are the issues raised in our Annual Survey.

You said... there are signs that experiences of the SEND system in Cambridgeshire are improving. More parent carers reported feeling listened to, professionals' understanding of children and young people's needs has improved, fewer families reported relying on legal processes, and fewer children were accessing education part-time or not at all. However, experiences remain inconsistent and too many families are still struggling to secure the support their children need.

We...

- Continued to provide parent carer voice across health, education and social care through a wide range of co-production work.
- Contributed to the SEND reforms work, ensuring parent carer voices were heard and feeding information back to families.
- Contributed to the Pathways to Inclusion work, including the SEND maturity assessment and SEND reform plan.
- Continued work to build on the PINS programme and establish a sustainable PINS legacy.
- Supported the development and future countywide rollout of community appointment days.
- Worked with the North Cambridgeshire Integrated Neighbourhood collaborative to improve local and joined-up support.
- Continued to raise inconsistencies in families' experiences through strategic meetings and co-production activity.
- Represented parent carers across a wide range of strategic and co-production forums, including the Local Area Inclusion Partnership Board, SENDIASS Steering Group, Preparing for Adulthood Steering Group, Learning Disability Partnership Board, Carers Partnership and Programme Boards, Eastern Region Parent Carer Forum, Best Start in Life Partnership, PINS national evaluation, SEND reform groups, the Participation and Involvement Network, short-breaks recommissioning work and Personal Transport Budget co-production.
- Helped ensure that the Cambridgeshire and Peterborough Combined Authority's work with young people who are not in education, employment or training links with Cambridgeshire County Council's Preparing for Adulthood work.

- *Contributed parent carer evidence to national SEND reform consultations and to Cambridgeshire County Council's Carers Strategy refresh.*
- *Supported the production of easier forms and clearer guidance for parents applying for an EHC needs assessment for their child.*

You said... you are more involved in decisions about your child or young person than previously. However, 11% of respondents still felt they were not adequately involved, 5% said they had not been asked for their views at all, and just over a quarter reported having no involvement in SEND processes.

We...

- *Ensured parent carer voices were included in discussions about the SEND reforms and fed developments back to families.*
- *Supported parent involvement in the refresh of the Carers Strategy through a dedicated parent session, survey and meetings.*
- *Contributed parent carer views to the Pathways to Inclusion work and SEND maturity assessment.*
- *Gathered the experiences of families through the transition survey and workshops.*
- *Continued to use co-production to ensure that new information, guidance and service developments reflect families' experiences.*
- *Co-produced work with the transport team around Personal Transport Budgets, ensuring families' experiences inform how these are developed and communicated.*
- *Gathered parent carer feedback on a book written by young people for young people experiencing poor mental health while waiting for a neurodiversity diagnostic assessment.*
- *Held 14 information and participation sessions and six Parent Connect sessions between April and July 2026. These attracted 496 bookings, 268 attendances and 76 people who identified themselves as new to Pinpoint.*
- *Used parent carer evidence to inform submissions to government on SEND reforms and to Cambridgeshire County Council on the Carers Strategy refresh.*

You said... most parent carers understand their child or young person's needs well, but some families are still left to develop that understanding without appropriate help. Although 87% felt confident in their understanding, 19% said they had received no support to help them understand their child's identified needs.

We...

- *Worked on information and support around ARFID and fussy eating.*
- *Co-produced toileting information videos for families.*
- *Worked on a young person's mental health guide.*
- *Developed health visiting QR codes to help families find relevant information and support more easily.*
- *Contributed to the development and commissioning of parenting courses.*
- *Co-produced training content for parents as part of the traded offer.*
- *Co-produced information and sexual health training for SEND families with iCaSH.*
- *Worked with maternity and neonatal services to improve information and support for SEND families from an earlier stage.*

- *Contributed to training for teams working with families involved in adoption and Special Guardianship Orders.*
- *Worked alongside the Early Years team to bring information to parents about available support before their child starts school.*
- *Delivered a continuing programme of information sessions, participation opportunities and Parent Connect sessions. Between April and July 2026, the programme generated 496 bookings and 268 attendances, including 76 people new to Pinpoint.*
- *Began a full rewrite and redesign of the Pinpoint website to make information easier to search and navigate, while systematically checking, updating and expanding the information available.*

You said... professionals' understanding of children and young people's needs has improved, with 78% of respondents reporting a good level of understanding. However, experiences remain inconsistent and some families told us that needs are misunderstood, underestimated or not recognised early enough.

We...

- *Continued the PINS legacy work to embed more inclusive and neurodiversity-informed practice in schools.*
- *Contributed to Pathways to Inclusion, including the SEND maturity assessment and SEND reform plan.*
- *Helped to develop training for teams working with families involved in adoption and Special Guardianship Orders.*
- *Worked with maternity, neonatal and health visiting services to improve professionals' understanding of SEND families' needs from the earliest stages.*
- *Contributed to the commissioning of parenting courses so the content reflects the needs and experiences of SEND families.*
- *Co-produced parent training content that can also help professionals understand the parent carer perspective.*
- *Worked with the North Cambridgeshire Integrated Neighbourhood collaborative to raise awareness of SEND families' needs across local services.*
- *Worked alongside the Early Years team to develop clearer information for parents about identifying needs and accessing support before school.*
- *Gathered parent feedback on a young person-led mental health resource for young people waiting for a neurodiversity diagnostic assessment.*
- *Attended at least six professional team meetings to explain Pinpoint's role and share the experiences and priorities of parent carers across the SEND system.*
- *Designed and delivered at least eight bespoke training sessions for schools and other organisations.*
- *Contributed to health visitor training and shared digital resources that health visitors can send directly to families when appropriate.*

You said... it remains challenging to get children and young people's needs met. Although the position has improved since October 2025, 27% of respondents still described securing the right support as difficult.

We...

- *Raised parent carer experiences through the SEND reforms work and fed developments back to families.*
- *Contributed to Pathways to Inclusion and the SEND maturity assessment.*
- *Continued the PINS legacy work to improve access to appropriate support in schools.*
- *Contributed to work considering how waiting lists can be reduced and how service capacity can be used effectively, including discussion of seeing approximately 35 children each week.*
- *Supported the development of community appointment days, with plans for wider rollout across the county.*
- *Worked with the North Cambridgeshire Integrated Neighbourhood collaborative to consider how families can receive more coordinated local support.*
- *Worked with the Early Years team to help families understand what support is available before their child reaches school age.*
- *Co-produced work with the transport team around Personal Transport Budgets and the practical support families need to access education.*
- *Worked with social care teams to explore how young people who will not meet the threshold for adult social care can still be supported to become more independent.*
- *Continued to raise the need for earlier support rather than requiring families to repeatedly demonstrate escalating needs.*
- *Raised continuing SAT backlogs, delays and communication difficulties through the Local Area Inclusion Partnership Board. We also reported that families with new applications were beginning to see statutory timescales met.*
- *Raised cases in which children and young people began the autumn term without a confirmed school placement and families struggled to obtain updates from officers.*
- *Highlighted confusing information about services and referral routes, including uncertainty about whether families can self-refer or require a professional referral.*
- *Continued to provide direct information, signposting and individual support through Pinpoint's sessions, hubs, website and contact with families.*

You said... you are not always satisfied with the ongoing monitoring and assessment of your child or young person's needs. Just under a quarter of respondents were dissatisfied, with families reporting limited follow-up, delays and support that does not always change when needs change.

We...

- *Contributed to work reviewing EHC processes and associated paperwork.*
- *Contributed to the SEND maturity assessment and SEND reform plan through Pathways to Inclusion.*
- *Continued the PINS legacy work to support earlier identification and ongoing review of needs within schools.*
- *Raised families' experiences through the SEND reforms work.*
- *Used transition surveys and workshops to identify where assessment, monitoring and planning are not working consistently.*
- *Worked directly with the Statutory Assessment Team through strategic meetings and co-production activity, including work to make EHC needs assessment application forms and guidance easier for parents to understand and use.*

- *Raised concerns about statutory timescales, annual reviews, communication, school placements and the experiences of families affected by historic SAT backlogs through the Local Area Inclusion Partnership Board.*

You said... waiting times for assessments and support remain too long. Families told us that children and young people's needs can remain unmet for extended periods and that there is often little support or communication while they wait.

We...

- *Contributed to discussions about whether waiting-list information should be published so families have clearer expectations.*
- *Asked how waiting lists can be reduced and explored service capacity, including the potential to see approximately 35 children each week by specialist nursing teams working alongside community paediatrics on neurodevelopmental assessments.*
- *Raised the importance of embedding a meaningful waiting-well offer so families receive information and support while waiting.*
- *Supported the development and future countywide rollout of community appointment days.*
- *Worked with health visiting services to provide QR codes to Pinpoint resources to make information and support easier to access.*
- *Gathered parent carer feedback on a book written by young people for young people struggling with their mental health while waiting on a neurodiversity diagnostic pathway.*
- *Used parent feedback to help ensure the resource is accessible, relevant and useful as part of a wider waiting-well offer.*
- *Continued to press for support to be based on need rather than diagnosis.*
- *Gathered parent feedback about publishing waiting-time information. The work remains ongoing, with a further meeting arranged to consider options and the content of a waiting-well offer.*

You said... services and professionals do not consistently work together around the child, young person and family. Nearly half of respondents were dissatisfied with how well services work together, describing fragmented support, weak communication between teams and having to repeat their story to multiple services.

We...

- *Worked with the North Cambridgeshire Integrated Neighbourhood collaborative to support more joined-up, place-based working.*
- *Contributed to partnership work between maternity and neonatal services.*
- *Supported plans for community appointment days where families can access support from different professionals more effectively.*
- *Contributed to Pathways to Inclusion across the SEND system.*
- *Worked across health, education and social care through the SEND reforms work.*
- *Supported the Carers Strategy refresh through parent sessions, surveys and multi-agency meetings.*
- *Worked alongside the Early Years team to improve information for parents before their child starts school.*
- *Worked alongside social care teams to consider support for young people who are unlikely to be eligible for adult social care.*

- *Co-produced work with the transport team around Personal Transport Budgets.*
- *Continued to bring services together through co-production activity focused on shared problems and solutions.*
- *Linked the Combined Authority's work with young people who are not in education, employment or training to the County Council's Preparing for Adulthood work, helping the two programmes recognise their overlapping SEND cohort.*
- *Used participation sessions, community appointment work and multi-agency strategic forums to bring professionals from education, health, social care and the voluntary sector together around family experiences.*

You said... experiences of individual education, health and social care services are improving, and some families reported positive, kind and helpful support. However, the quality and accessibility of support remain inconsistent. Of those responding, 16% were unhappy with education services, 22% with health services and 11% with social care support.

We...

- *Education: continued PINS legacy work; contributed to Pathways to Inclusion and the SEND maturity assessment; worked on EHC processes and paperwork; and gathered experiences through transition surveys and workshops.*
- *Health: worked on waiting-list transparency, reducing waiting times and embedding waiting-well support; supported community appointment day development; worked on ARFID and fussy eating; co-produced toileting videos and health visiting QR codes; worked with maternity and neonatal services; co-produced sexual health training with iCaSH; and worked on a young person's mental health guide.*
- *Social care: contributed to the Carers Strategy refresh; continued work relating to short breaks; supported training for adoption and Special Guardianship Order teams; and contributed to transition and Preparing for Adulthood resources.*
- *Continued to work with social care through Preparing for Adulthood, the Carers Strategy refresh, short-breaks recommissioning and consideration of support for young people who are unlikely to qualify for adult social care.*
- *Continued to contribute to the short-breaks task and finish group; this work remains ongoing.*
- *Supported a successful community appointment day pilot in East Cambridgeshire. The Integrated Care Board is considering rollout to other areas.*

You said... even when a service is considered helpful, it can be difficult to access because of high thresholds, limited availability, long waiting lists or complicated referral pathways. Families also reported unclear processes, difficulty obtaining updates and professionals not responding at critical times.

We...

- *Raised questions about publishing waiting-list information to improve transparency.*
- *Contributed to work looking at how waiting lists can be reduced.*
- *Promoted the development of waiting-well support.*
- *Supported future community appointment day rollouts across the county.*
- *Worked with health visiting services to develop QR codes offering quicker access to information.*
- *Contributed to the commissioning of parenting courses and development of new training content.*

- *Worked on making support available through a traded content offer.*
- *Worked alongside social care teams to consider what support should be available to young people unlikely to meet adult social care eligibility thresholds.*
- *Co-produced work with the transport team around Personal Transport Budgets, including how families access and understand the offer.*
- *Worked with the Early Years team to make information about support clearer and available before children start school.*
- *Continued to argue that support should be available according to need and should not depend solely upon a diagnosis.*
- *Prepared the traded-content offer for launch alongside the redesigned website. It will include information for parents and professionals about supporting SEND children and young people with a range of needs, regardless of diagnosis, and will be available through subscription.*
- *Supported a successful community appointment day pilot in East Cambridgeshire, with wider rollout now for the Integrated Care Board to consider.*
- *Raised the lack of a clear pathway for children and young people with ARFID and the impact this has on families seeking recognition and support.*

You said... the legal requirements relating to SEND are not always well understood or consistently implemented. Although fewer families reported having to rely on legal action to secure support, concerns about compliance and accountability remain.

We...

- *Contributed to the review and co-production of EHC processes and paperwork.*
- *Ensured parent carer experiences were represented within the SEND reforms work.*
- *Contributed to Pathways to Inclusion, the SEND maturity assessment and the SEND reform plan.*
- *Continued the PINS legacy work to strengthen inclusive practice and the delivery of SEN Support.*
- *Gathered and fed back families' experiences through transition surveys and workshops.*
- *Planned legal-information sessions on wills and trusts, Lasting Powers of Attorney and the Mental Capacity Act.*
- *Represented parent carers through the Local Area Inclusion Partnership Board and the SENDIASS Steering Group.*
- *Raised statutory timescales, annual reviews, reasonable adjustments, school placements and other compliance concerns through the Local Area Inclusion Partnership Board.*
- *Helped co-produce clearer EHC needs assessment forms and guidance for parents.*

You said... some children and young people are still unable to access full-time education. Although this has improved significantly since October 2025, 19% of respondents said their child was attending part-time or was not receiving education at all.

We...

- *Continued PINS legacy work to support inclusion and reduce the risk of children becoming unable to attend.*
- *Contributed to Pathways to Inclusion and the SEND maturity assessment.*
- *Raised relevant parent carer experiences through the SEND reforms work.*

- *Contributed to EHC process and paperwork discussions where unsuitable or insufficient provision affects attendance.*
- *Gathered experiences through transition surveys and workshops.*
- *Co-produced work with the transport team around Personal Transport Budgets, recognising that suitable and reliable transport can be essential to accessing education.*
- *Raised reports of children and young people starting the autumn term without a confirmed school placement and families struggling to obtain updates from officers.*
- *Continued to raise attendance, part-time timetables, exclusions, alternative provision and barriers to education through the Local Area Inclusion Partnership Board and participation work.*

You said... **it is still not easy for every family to find the information they need. Just over a third of respondents found it difficult to access information about their child or young person's needs, available services and the support they should receive.**

We...

- *Developed health visiting QR codes to connect families with information more quickly.*
- *Co-produced toileting information videos.*
- *Worked on a young person's mental health guide.*
- *Co-produced sexual health training for SEND families with iCaSH.*
- *Co-produced Preparing for Adulthood FAQs and a parent guide.*
- *Worked on information and support around ARFID and fussy eating.*
- *Developed and launched traded content and co-produced parent training materials.*
- *Contributed to the commissioning of parenting courses.*
- *Fed information about the SEND reforms back to families.*
- *Worked alongside the Early Years team to bring information directly to parents about support before school.*
- *Helped make information about Personal Transport Budgets clearer through co-production with the transport team.*
- *Gathered parent carer feedback on a young person-led mental health resource for those waiting on a neurodiversity diagnostic pathway.*
- *Shared new and updated information through Pinpoint's newsletters and social-media channels as part of the regular communications programme.*
- *Continued to develop recorded sessions, guides and downloadable information while rewriting and redesigning the website.*

You said... **experiences of the SEND Information Hub have improved, with 68% of respondents reporting a positive experience when searching for information. However, 23% had either never heard of it or had never used it, showing that more needs to be done to make families aware of it and ensure information is easy to find and navigate.**

We...

- *Developed QR codes with health visiting services to direct families to relevant information.*
- *Continued to create accessible information resources that could be hosted or linked through the SEND Information Hub.*
- *Co-produced Preparing for Adulthood FAQs and a parent guide.*

- *Developed toileting information videos and information around ARFID, fussy eating and young people's mental health.*
- *Fed back families' experiences of finding and accessing information.*
- *Shared QR codes linking to Pinpoint resources with health visitors so that they can text relevant information directly to families when appropriate.*
- *Used the website redesign to improve the organisation, searchability and navigation of Pinpoint's own information while continuing to signpost families to the SEND Information Hub where relevant.*

You said... more needs to be done to make out-of-school activities inclusive. Just over a quarter of respondents said their child or young person did not feel included in activities with their peers. Families highlighted a lack of appropriate support, including one-to-one support and help with regulation, as barriers to participation.

We...

- *Continued work relating to short breaks.*
- *Raised the need for activities to offer appropriate support rather than expecting children and young people to participate without reasonable adjustments.*
- *Contributed to Pathways to Inclusion and wider SEND reform discussions.*
- *Used parent carer feedback to highlight the need for one-to-one support, co-regulation and appropriately trained staff.*
- *Continued to promote a large and varied range of inclusive activities, leisure opportunities and community support through Pinpoint's communications channels.*
- *Continued to contribute to the short-breaks task and finish group and raise families' experiences of eligibility, availability and gaps in provision.*

You said... Preparing for Adulthood remains inconsistent and is not sufficiently understood by all the families who need it. Just over a quarter of respondents with a young person aged 14 or over reported a negative experience, while 24% had not heard of Preparing for Adulthood.

We...

- *Co-produced Preparing for Adulthood FAQs and a parent guide.*
- *Gathered experiences through a transition survey and workshops.*
- *Continued to raise the importance of transition planning beginning early rather than only when a young person is about to leave education.*
- *Contributed to work designed to make transition information clearer and more accessible to families.*
- *Worked with social care teams to explore what support and information should be available when a young person is unlikely to meet adult social care eligibility criteria.*
- *Raised the importance of helping these young people develop independence before adulthood rather than waiting until children's services end.*
- *Used information and participation sessions, Parent Connect sessions, transition workshops and Preparing for Adulthood strategic groups to help families understand the support available.*
- *Worked with schools, colleges, adult social care, Cambridgeshire County Council and the Combined Authority, including linking NEET and Preparing for Adulthood work.*

- *Published the co-produced Preparing for Adulthood FAQs and parent guide on the Pinpoint website.*
- *Worked alongside college professionals to bring you information about preparing your young person for post-16 education and the support available.*

You said... families need earlier and clearer information about all aspects of adulthood, not only education. Around a third of respondents with a young person aged 18 or over described their experience negatively or said they were not well informed. Information about benefits and finances was particularly limited, with only 3% reporting that they had received information in this area.

We...

- *Co-produced Preparing for Adulthood FAQs and a parent guide covering the wider transition to adulthood.*
- *Gathered parent carer experiences through a transition survey and workshops.*
- *Raised the need for Preparing for Adulthood information to cover health, social care, employment, community participation, independent living, benefits and finances.*
- *Contributed to short-breaks and Carers Strategy work relevant to older young people and their families.*
- *Worked alongside social care teams to consider how young people who are unlikely to be eligible for adult social care can be supported to develop independence and prepare for adulthood.*
- *Continued to raise the need for Preparing for Adulthood planning to include young people who will not receive a formal adult social care offer.*
- *Published district-level information about benefits and finances on the Pinpoint website.*
- *Included information about benefits and finances within the Preparing for Adulthood guide and wider web content.*
- *Planned sessions covering wills and trusts, Lasting Powers of Attorney and the Mental Capacity Act.*
- *Worked with the Combined Authority and County Council to connect employment, training and NEET work with Preparing for Adulthood.*

You said... families want earlier, more coordinated and more consistent support, regardless of where they live or which service they approach. Although there are examples of services working well, families should not have to depend on finding the right professional, repeatedly chase for responses or reach crisis point before receiving help.

We...

- *Supported the development and planned countywide rollout of community appointment days.*
- *Worked with the North Cambridgeshire Integrated Neighbourhood collaborative to improve local, joined-up support.*
- *Contributed to Pathways to Inclusion and the SEND maturity assessment.*
- *Continued PINS legacy work to embed earlier support in schools.*
- *Worked on embedding a waiting-well approach so families receive help before reaching crisis.*
- *Supported the development of parenting courses and accessible parent-training content.*
- *Worked with health visiting, maternity and neonatal services to improve support from the earliest stages.*

- *Contributed to short-breaks work and the Carers Strategy refresh.*
- *Ensured parent carer experiences informed the SEND reforms work.*
- *Worked alongside the Early Years team to ensure families receive information about available support before school.*
- *Worked with social care teams to consider how young people who will not be eligible for adult social care can be supported to become more independent.*
- *Co-produced work with the transport team around Personal Transport Budgets.*
- *Gathered parent carer feedback on a young person-led resource designed to support young people experiencing poor mental health while waiting on a neurodiversity diagnostic pathway.*
- *Held two Pinpoint hubs each month in every district area to provide locally accessible information, peer support and signposting.*
- *Used the successful East Cambridgeshire community appointment day pilot to demonstrate a model that the Integrated Care Board can consider for wider rollout.*
- *Worked with the Early Years team to get information about support to families before children start school.*
- *Supported clearer EHC needs assessment forms and guidance so parents can understand and begin the process more easily.*