

You said, We did – Jan to March 2026

Themes



You Said	We Did
<p>Annual reviews are not always being completed in line with statutory timescales. There is sometimes a lack of communication and insufficient notice ahead of meetings, including not receiving annual review paperwork at least two weeks in advance.</p>	<p>We have launched a system-wide project to review how annual reviews are planned, delivered and communicated across Suffolk (LAIP 4.34). This work is focusing on statutory timescales, consistency of practice, communication with families, and the quality of person-centred planning, working closely with schools, settings and partners to identify areas for improvement. As part of this project, the partnership will implement system changes identified through the review, including embedding clearer expectations and improved ways of working across schools and settings (LAIP 4.35). Impact will be monitored and reviewed alongside project life cycle.</p>
<p>There have been difficulties with tribunal deadlines being missed</p>	<p>We recognised that tribunal deadlines have been challenging, particularly during a period of significantly increased demand. In response, we have stabilised and strengthened the SEND Tribunals service, introducing clearer management oversight, improved case tracking, and regular triage meetings to resolve cases earlier where possible (LAIP 4.36/4.37). We are also improving communication with families while they wait, including developing a clearer 'Way Forward' (LAIP 4.32) approach and working more closely with partners to reduce avoidable delays and support children and young people during the tribunal process.</p>

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<p>Families waiting on the neurodevelopmental (ND) pathway have expressed concern about a lack of communication, leading to anxiety that referrals may have been lost. There also remains ongoing confusion for over-18s regarding right to choose and shared care agreements.</p>	<p>There is now in place a consistent and regular data set showing how many children and young people are waiting for assessment in current NHS commissioned arrangements (LAIP 4.2/ 4.4). The under 11s waiting times for ND pathway in WSFT has reduced.</p>
<p>Complaint responses have been reported as consisting of words without actions</p>	<p>We have strengthened management oversight of the complaints process to ensure complaints are handled sensitively and in a consistently person-centred way. A new MI is in place. Timeliness of complaint responses has also improved significantly, increasing from 67% responded to on time in July 2025 to 87% in October 2025 despite higher volumes, and remaining strong at 81% on time in January 2026.</p> <p>We have introduced a thematic audit programme that uses complaints to identify recurring issues and check whether improvements are leading to real change for families (LAIP 1.3).</p> <p>Priorities moving forward are to improve the overall experience and communication with their families through the implementation of coordinator bookable appointments for parents to have access to SEND Statutory Services (LAIP 2.12) and develop Statutory SEND Services practice standards. (LAIP 2.13)</p>

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<p>Concerns have been raised that home educators are told work must be endorsed by a home tutor</p>	<p>We have strengthened information and guidance for families considering elective home education to ensure expectations are clear and accurate. We are also supporting more constructive and informed conversations between families and schools so decisions about home education focus on what best meets each child or young person's needs (LAIP 4.23)</p>
<p>Schools have been named on EHCPs that are unable to meet need</p>	<p>We are working closely with schools and settings from early years through to further education to strengthen their ability to meet SEND needs earlier and more consistently (LAIP 3.11). This includes refreshing the early years graduated response to align with schools, improving speech and language screening through the WellComm tool, and providing targeted SEND Education Support (SES) to build confidence in delivering support and Section F provision. There is further work to do in this area to ensure schools are supported to confidently meet children's needs.</p>