



**SEND PARTNERSHIP SERVICE (SPS)
ANNUAL REPORT
1 September 2016 to 31 August 2017**

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EXECUTIVE SUMMARY

The SEND Partnership Service (SPS) fulfils the Local Authority statutory duty to provide information, advice and support for children and young people aged 0 – 25 years with Special Educational Needs and Disabilities (SEND) and their parents across Bath and North East Somerset.

SPS provides information about social care and health, as they relate to SEND, and is confidential and free. The service is impartial, accessible and provided at arm's length from the local authority.

October 2016 school census data shows that there are **3728** identified children with SEND, of which **869** have a current plan or statement and **2859** receive SEN support.

During the period 2016 -17 the Further Education section recorded **1070** young people requesting additional support from their educational provider

For the same period the Early Year's sector identified **122** children to receive inclusion support funding. There have also been **156** requests for Area SEN Co-ordinator (SENCo) support. A request will trigger a visit from an Area SENCo who can support a setting (nursery, pre-school, childminder) with a range of strategies.

SPS supported **389** reported cases during this period in addition to **90** families supported by the Information and Advice Officer; providing in depth support to slightly under **10%** of this known cohort. In total last academic year SPS provided **7030** contacts (telephone, email and face to face) to families; this number includes case work as well as general enquiries and support. This is an increase from **5418** compared with last year. Additionally SPS has received **1941** hits to web resources from visitors.

These contacts have supported families to access the right provision and funding for their children, alleviated parental anxiety and have empowered families to work with the local authority, education settings, health and social care to get the best outcomes for their children. Giving families more resilience and greater confidence to work and manage what can be challenging lifestyles.

SPS also supported families whose children were permanently excluded from school: working early with the families enables them to negotiate the right educational provision for their children and means they can continue to attend educational provision with minimal disruption.

SPS works with families from the moment a concern is identified with a child's education or development and continues to support even where children do not meet statutory thresholds for an Education Health and Care plan. Of the total support provided by the service non statutory work comprises approximately **60%**

Families say that the support is invaluable; they say the support is impartial and informed. The Case Officers are legally trained to interpret the legislation and Code of Practice.

Some quotes from families we have worked with celebrating the success of SPS:

- “.... gave practical support during a very traumatic time. I can’t thank her enough. She was very understanding to our situation and needs of our child. Without the service I wouldn’t know where to go, we ended up getting the right outcome for our daughter.”
- “I am very grateful to have been able to have XX at my son’s review meetings – she is excellent at recording the discussions! My son is now in a specialist school and because of her support I feel that every avenue was fully explored to keep him in mainstream education.”
- If I can be of any help in the future I would love to be able to repay the kindness and support showed to my family – I’d be happy to help!
- “XX has been unfailingly professional, meticulous and helpful. I’ve been hugely impressed by her knowledge and commitment.”
- “Encouraged me to have the confidence to pursue an EHCP – full funding for 1:1 support was approved as a direct result of your service – I am very thankful”
- I think the SEND Partnership is extremely valuable for both parents and schools. As a parent, it is often isolating to deal with schools and other professionals.

1. CONTEXT AND SERVICE ACHIEVEMENT

Local authorities **must** provide all parents (and carers), children and young people with clear and accurate information, advice and support in relation to Special Educational Needs and Disability (SEND), including the statutory assessment processes and Education, Health and Care plans (EHCP)

The Childrens and Families Act 2014 also requires local authorities to provide information, advice and support that covers social care and health, as they relate to SEND, which is free for children and young people aged 0 – 25 and their parents.

Information, advice and support **must** be impartial and provided at arm's length from the local authority and the Clinical Commissioning Group (CCG) and there must be strategies in place to enable service users to shape policy and practice. The delivery needs to be confidential, accurate and accessible.

Under the previous legislation, the Special Educational Needs & Disability Act 2001 and the SEN Code of Practice (2001), the Parent Partnership Service (PPS) successfully provided the equivalent service for parents of children with Special Education Needs (SEN) with information and advice when EHC Plans were Statements of SEN. It is envisaged that by the end of the 2017/18 academic year all statements will have been converted to EHC plans where appropriate. New requests are for EHC Needs Assessment.

Following an intense programme of legal and process training the Operational Lead, Case Officers and volunteers (both in the service and SEND champions in other voluntary and statutory organisations) deliver the new duty as business as usual. (See Appendix 1 for Staffing Organisation Chart)

SPS continues to assist schools, Social Care, Health, Children's, Transition and Adult Services staff to work in partnership with parents, children and young people with a view to improving educational outcomes and preparation for adulthood. Through the provision of quality information, advice and support, families become empowered in their interactions with a range of professionals involved with their children's or young person's additional needs and are more able to make appropriate, informed decisions with respect to their education.

SPS endeavours to work with schools and governing bodies with a view to informing professionals and aid effective partnership working with parents, children and young people.

SPS ensures that parents, children and young people can access impartial, accurate and accessible information and support via a range of channels including the telephone helpline, text, information fact sheets, Council website (SPS section), the Rainbow Resource – the Local Authority's searchable Local Offer, contact with

support groups (local and national) and through support provided by the team of volunteers.

Additionally, through the Independent Support project, external funding from the Council for Disabled Children has enabled SPS to provide training opportunities for 8 key workers in voluntary and statutory organisations eg Youth Connect, Black Families, Off the Record. These providers work with parents, children and young people in the community and now have a SEND Champion who can offer up to date information to their service users. The Champions are a specific point of contact in their organisation for other workers and also in a position to provide some initial SEND awareness training for their colleagues

Whenever possible, SPS acts as a conduit for consultation with children, parents and young people often in collaboration with other services and agencies. Consultation opportunities enable families to comment on SEND provision, services and delivery with respect to local and national policy; with the potential to influence and effect change. In addition, the Service works strategically with other agencies to present the voice of children, parents and young people to inform the development, procurement and monitoring of services.

Independent Support (IS) is available for those newly applying for an Education, Health and Care Plan (EHCP) those transferring from a Statement of SEN to an EHCP or holding an annual review of an EHCP newly included in the IS contract by CDC from 1 April 2017.

When cases become complex, fall outside of the above, or children or young people do not meet EHC Needs Assessment thresholds, the IS case is referred to the SPS. Where SPS is providing IS this is a seamless process. External IS funding is likely to cease in April 2018 and as a result an IS exit strategy is currently under discussion.

SPS has been reporting on IS progress regularly to CDC regarding the number of Independent Supporters trained and available to support families in Bath and North East Somerset is 11. This includes the paid staff of SPS, some of the volunteers and the SEND Champions in voluntary organisations.

The National Development Team for Inclusion (NDTi) in its national evaluation of "What works in the Delivery of Independent Support" highlighted that Independent Support has become highly valued by young people and parents, as well as the range of professionals involved in the support of children and young people across the education, health and social care system. They noted that between April 2015 and March 2016, a total of 59,474 individuals received IS across the country.

Locally this academic year SPS has continued to support more families than the previous academic year (see Performance Monitoring – Table 1 in 3 below). Case Officers note that cases continue to be more and more complex and due to the emphasis on family centred planning a great deal more time consuming for both professionals and families.

SPS continues to employ a part-time Volunteer Coordinator who has been able to manage and support the volunteer resource using external IS funding from Council for Disabled Children.

SPS also continues to offer support to the families of children and young people who have been long fixed term excluded, and permanently excluded, whether they have an identified SEND or not. This work was originally part of a pilot project and not statutory for SPS but this has continued as a permanent part of SPS delivery to date.

2. ACCOUNTABILITY

The Service is monitored by an independent Advisory Group. The Advisory Group has responsibility for ensuring that a high quality, 'arm's length' service is maintained for the Local Authority and that SPS is responsive to local need, whilst taking into consideration best practice on a regional and national level. An Independent Chair acts for the Advisory Group; there is increased parental attendance and more varied voluntary, school and third sector representation.

Following a management and staffing restructure in October 2016 SPS is now located in the Resources Directorate. Working outside of the People and Communities Directorate, which assesses and provides SEND allocations to families, has strengthened SPS impartiality and 'at arm's length delivery' from the Local Authority decision makers. A further physical office move to a floor in the Civic Centre away from the Statutory SEND Teams has further reinforced SPS impartial position.

Annually SPS is required to undertake a self-assessment exercise against the IASS Quality Service Delivery Standards Framework which was commissioned and endorsed by the Department for Education. (See Appendix 2 for the current self-assessment and Appendix 3 for the resulting Action Plan)

3. PERFORMANCE MONITORING

The following tables describe the activity undertaken by the staff and volunteers working for the SPS during the last academic year.

Tables 1 and 2 detail the numbers of cases undertaken by the Team, the hours of casework activity and the numbers of new, on-going and closed cases. The tables demonstrate the increase in demand for support by parents and young people compared with previous years as evidenced by the number of individual contacts and time spent on casework by the paid Case Officers and Volunteer Supporters.

There are occasions when a case is deemed closed simply because contact cannot be made with a parent or young person; in all cases three months is allowed to lapse before closure. Should a parent or young person contact the service again after this period, the case is re-opened and reported as such in Performance Monitoring.

TABLE 1 – Case work detail (below)

Table 1: This details the performance monitoring over a three year period. Note the overall increased activity:

Average number of active cases per month has increased from 143 - 2015/16 to 167.5 in this academic year a 17.1% increase.

Contacts in relation to casework, have increased from 5418 in 2015/16 to 7030 in this academic year

NB the dramatic reduction in volunteer support, this comes from a combination of identifying uncomplicated pieces of work appropriate for volunteers to undertake with families, a limited amount of time to recruit and train volunteers and increasing competition for volunteers by a number of agencies.

Over the Summer SPS has been designing a Parent Champion's Programme with the Family and Childcare Trust and in September 2017 the Volunteer Coordinator identified three pilot schools and organised a programme of training delivered by FCT. Parent Champions will be in playgrounds and at parents groups raising awareness of, and sign posting to, SPS and other relevant support.

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Table 1 Performance Monitoring September 2014 - August 2017					
Academic Year 2016-17	Office Hours	Contacts	Number of Cases	IPS	
				Active	Hours
September	134	775	142	0	0
October	125	625	150	1	3
November	133	732	148	2	10
December	73	348	151	1	4
January	145	644	159	0	0
February	155	615	152	1	4
March	156	794	168	0	0
April	83	431	175	0	0
May	143	666	192	0	0
June	167	687	206	1	4
July	114	634	193	0	0
August	30	79	174	0	0
Total:	1458	7030	Average per month: 167.5		25
Academic Year 2015-16	Office Hours	Contacts	Number of Cases	VS	
				Active	Hours
September	98	499	143	2	13
October	115	447	146	3	14
November	141	536	152	1	5
December	77	327	151	0	0
January	149	606	152	2	11
February	113	409	140	2	11
March	147	630	132	0	0
April	107	467	136	1	1
May	120	505	142	2	6
June	132	513	142	2	9
July	92	404	141	1	8
August	22	75	134	0	0
Total:	1313	5418	Average per month: 143		78
Academic Year 2014-15	Office Hours	Contacts	Number of Cases	VS	
				Active	Hours
September	64	236	66	0	0
October	80	335	78	1	5
November	97	314	92	1	2
December	92	378	102	2	5
January	130	528	101	2	14
February	90	413	104	2	8
March	134	553	114	1	7
April	97	446	119	2	6
May	109	432	128	2	7
June	206	795	150	3	26
July	107	447	145	0	0
August	19	75	128	0	0
Total:	1225	4952	Average per month: 110.5		80
Key: Contact: Includes SEND, Non-SEND, Exclusions case work and Enquiries from families that involve substantial time. Number of Cases: Includes SEND, Non-SEND and Exclusions case work. VS: Indicates the number of active volunteers; not necessarily the number that support the service. Hours indicate time spent on case work and do not include time spent on Continuing Professional Development and Supervision.					

Tables 2 – 5 detail case work data for 2016-17 more specifically in the categories of Independent Support and other Statutory and non-Statutory support

Table 2 – case hours Independent Support (less complex) and IASS (more complex)

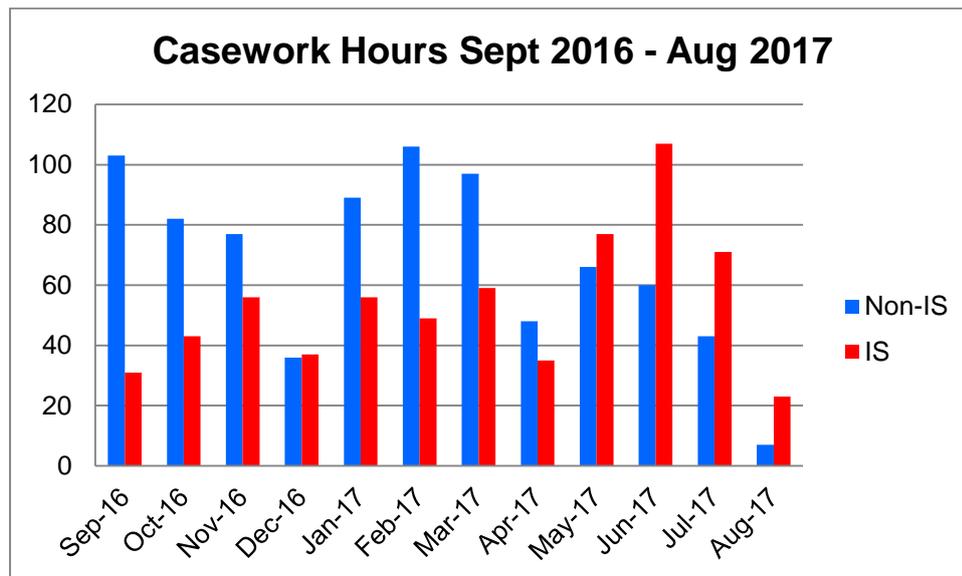


Table 3 – contacts IS (less complex) and IASS (more complex)

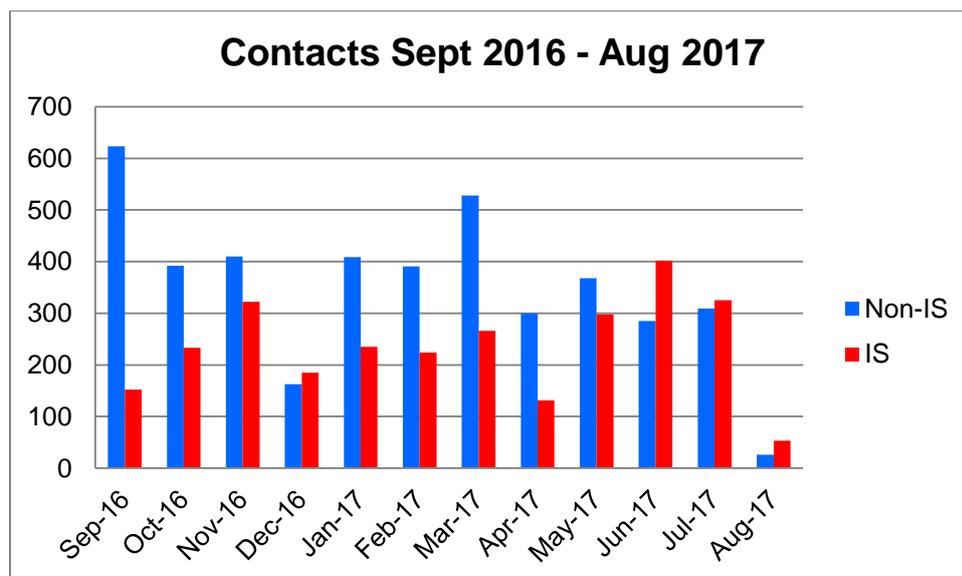
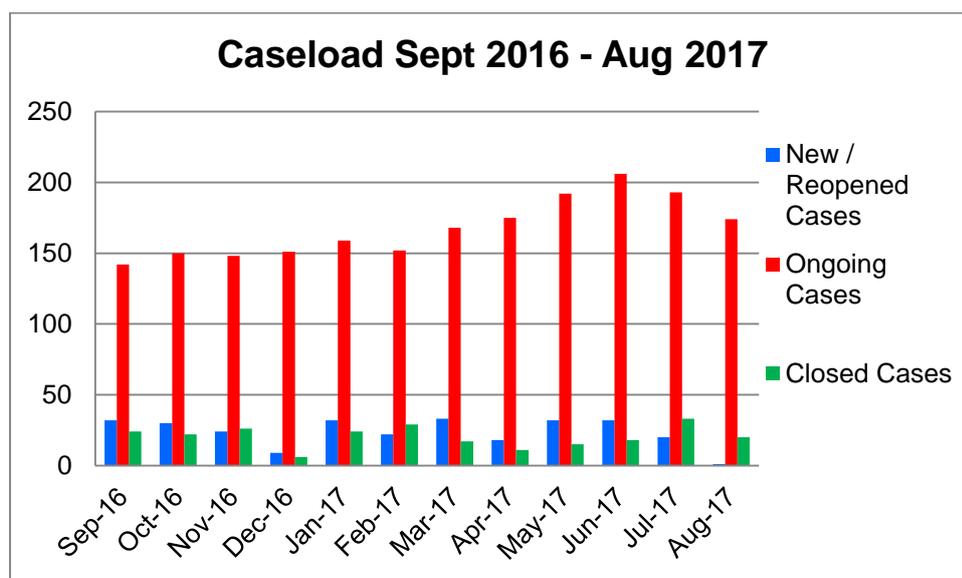


Table 4 – Total cases open and closed



The majority of case work requires lengthy interventions: cases are rarely closed quickly. This is testament to the complexity of the cases.

Enquiries from Professionals

This year we have seen a rise in the number of professionals contacting the service to take advice regarding scenarios relating to the children or young people they are working with. The number of cases has increased from 24 in 2015/16 to 53 in 2016/17, an increase of 121%. This has generated a 166% increase in contacts from 65 to 173.

To access SPS support the family must contact SPS directly.

Professionals also seek ad hoc advice from SPS – reputationally the Team is viewed as extremely well informed, legally and professionally trained and completely up to date with case law.

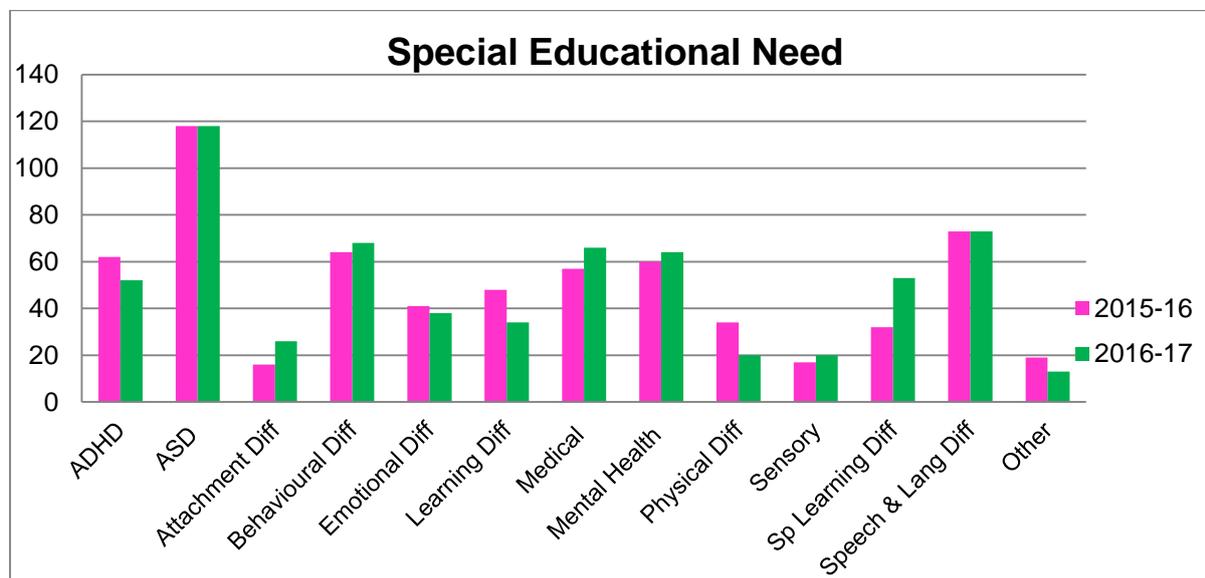
Table 5 identifies the cases worked on by the Team by type including age and gender of the children and young people and which cases were SEND/Non SEND and/ or Exclusions.

Table 5

Number of Cases by Type						
	Sep 11- Aug 12	Sep 12 - Aug 13	Sep 13 – Aug 14	Sep 14 – Aug 15	Sep 15 – Aug 16	Sep 16 – Aug 17
No of Boys	97	118	144	173	216	262
No of Girls	52	69	62	88	108	123
Not Known	1	2	1	2	2	4
Pre-School	8	12	13	19	21	36
Infant	26	30	34	44	66	69
Junior	43	58	61	79	85	111
Secondary	63	79	89	104	124	142
Post-16	6	6	7	9	24	20
FE						3
HE						0
Apprenticeship						1
Supported Internship						0
Not Known	4	4	3	8	6	7
SEND	135	166	191	255	319	380
Non-SEND	13	15	12	8	7	7
Other	2	6	4	0	0	2
Fixed Term Exclusions	16	17	16	14	18	17
Permanent Exclusions	14	9	10	10	7	11
Non- Exclusions	120	163	181	239	301	361
Casework Total	150	189	207	263	326	389

Table 6: This is a more detailed breakdown of the child's or young person's additional need as identified by the family (families often report multiple conditions)

Table 6



Additional Information from Service Users

➤ Ethnicity

Of those who told us, 93.4% of callers to the Service stated their ethnicity as White. Of the remaining callers 2.2% stated their ethnicity as Black or Black British, 1.8% stated their ethnicity as Dual Heritage 1.32% stated their ethnicity as Asian or Asian British and 0.9% as Chinese or other Ethnic Group.

The data from the 2011 census identifies that 90% of the local population identify as White British, with 10% other ethnicity. More accurate recording of all contacts may align the service user data with the local demographic.

➤ Top reasons for contacting the SEND Partnership Service:

The five top reasons callers initially contacted the SEND Partnership Service were

- Provision – child or young person without an EHCP
- Relationship with education provider
- Educational Placement
- Provision – child or young person with an EHCP
- EHC Statutory Assessment – Process

As expected – the service currently supports more families whose children and young people are receiving SEN Support than those with an EHCP

➤ **Referral route to SPS**

Of those who told us, 30.3% said they had used SEND Partnership Service before. Other recommendations to make contact with SPS came from:

- Local Authority Education Service (12.8%)
- Other Parent / Friend (8.8%)
- Other Bath and North East Somerset Council Service (7.9%)
- Health (7.4%)
- School/Pre-school/College (7.1%)
- SEND Information & Advice Officer (5.7%)
- Voluntary Sector (5.1%)
- Family Information On line (2.5%)
- Other (4%)
- Website (3.4%)
- Parent Support Adviser (3.1%)
- Outreach (1.1%)
- ASD Support Service (0.8%)

➤ **Access to the service**

Website Hits - Total number of hits to the SPS pages on the Council website: 1941 (an increase of 3.2% from last year). This is an average number of 162 hits each month

We have seen an increase in email contact by 23% and time spent at meetings and face to face sessions have increased by 5.8%.

Rainbow Resource – the Local Offer website recorded 7780 hits in the last quarter of this report. The top search was Parent Partnership.

4. REPORT OF THE INFORMATION AND ADVICE OFFICER (SEND) PREVIOUSLY PART OF THE FAMILY INFORMATION SERVICE

The role covered by the Information and Advice Officer (formerly FIS) is recorded in a slightly different format to the traditional case work undertaken by SPS. This is currently under discussion. Case work will be included in the SPS data set for the next Annual Report.

Families

The majority of families receiving support have been from Bath, via Children's Centres located at Parkside and St Martins Garden and then from Radstock. There have been face to face contacts followed by telephone or email contacts and then planning and support at meetings. During this year contact has been made with 90

individual families, totalling 356 contacts, including telephone, email, professional meetings and face to face meetings.

Key Issues

Some of the key issues for these families have included:

- Clarifying levels of non-statutory SEN support at school
- Clarifying levels of support in line with EHCP
- Support when applying for a needs assessment, or with the annual review meetings
- Support to find activities, events and childcare for holidays or after school
- Discussions about behaviours that their children are displaying

A few families wanted support when there has been no formal diagnosis for their child; expressing a fear that schools might not put appropriate support in place as a result and some families wanted training on understanding their child's behaviours.

Many of these families have been referred on to other agencies such as the Carers Centre, Time to Share and have been given a lot of advice regarding out of school events, both for children and their parents.

In June 2016 a pilot telephone "surgery" started to support families meeting with Community Paediatricians. We are working closely with the Health commissioner to look at continued value of this model.

Three new parent groups have received support - Butterflies Haven and Faces who offer support for families and children with Autism and a newly set up group to support parents of children with Attention Deficit Hyperactivity Disorder (ADHD). We are beginning to link a number of groups together to encourage peer support and a framework of help for families.

5 SERVICE ACTIVITIES

The following training has been undertaken by the Team since September 2016:

- Award in Adult Education
- Corporate induction (online)
- Induction meetings with a range of service providers
- Online Level 3 legal training
- Digital Communications
- Person Centred Planning – Helen Sanderson Associates
- Crowd Control (for digital communications)
- SARI Workshop
- Young Carers Workshop
- Level 3 face to face legal training

- Preparing for Adulthood – NDTi
- Level 1 online and face to face legal training
- Inter-Agency Safeguarding training
- Health and Social Care in EHC Plans
- Common Behaviour Problems in Children
- SWIAASN Working with Young People
- Addressing the needs of Asylum Seeking Children and Young People in our Schools and Settings
- Managing Sickness Absence
- National IASS Staff Association Conference
- ASD and co-existing mental health difficulties
- Young People's Participation in Practice

Training/presentations delivered by the Team

- Transfer Review Information sessions – Bath (2), Keynsham and Midsomer Norton
- Two drop-in sessions for BOP parents
- Step by Step Parents Group at Keynsham, St Martins and Midsomer Norton Children's Centres
- Youth Connect Bath team
- Connecting Families Team
- Induction sessions held with a number of new members of Children's Service staff
- Behaviour and Attendance Panel Conference
- SENCo Cluster meetings
- Children Missing Education Service
- Children's Centre Outreach Team
- Clerk to Governors briefing
- SENCO Conference
- Staff meeting, First Steps Twerton

The Team has contributed to the following groups/events:

- Specialist Early Years Education and Care Service
- South West Regional IASSN meeting
- Wheels for All Steering Group
- Butterflies Haven
- Short Breaks planning
- SEND Strategy Group
- SEND Operational Group
- Therapy Boost, RUH
- Inter-Agency Meetings
- Employment, Education and Training event
- Post -16 Transition Event – Fosseway
- Volunteer Network
- Keynsham Saturday Community Event

- New Parents Evenings
- ADHD Group, Keynsham
- FACES, Bath

6. SERVICE EVALUATIONS

Summary of Parent Evaluations

Evaluation forms are sent to Parents/Carers who have been supported by the Service one month after the last contact is made. Support is given to parents in a number of ways, by telephone or email, by meeting, either one-to-one or with other agencies or through letter.

Of those who responded:

- 100% felt they 'had a greater understanding of the SEND Code of Practice and the arrangements that should be made for children and young people with SEN' and felt 'their child had benefitted as a result of the service being involved'.
- 91% felt 'more confident'.
- 64% felt that 'their child's needs are better understood than they were'
- 55% were 'happier/less worried about their child's future' and felt 'more involved in decisions about my child's education'

Bullet 2 is significant – by supporting positively the family confidence levels were raised.

7. CONCLUSIONS AND CHALLENGES

The revised legislation and revised way of working implemented in Bath and North East Somerset is now business as usual – however SPS continues to support families using two different sets of legislative framework and a range of revised thresholds recently launched in the Local Authority.

The demand on SPS grows year on year and continues to do so. Complexity of cases has increased significantly. The data included in this report supports the increased activity delivered by SPS through all channels.

Whilst the resources allocated to the service have increased incrementally over the past 5 years implementation of the changes in legislation and children and young people's needs have had an extreme impact. The increase in staffing has not kept pace with the increase in demand for SPS. In the last year a Case Officer post – 10 hours per week, term time, was recruited to meet the increased demand for case

work. The post holder has since left and identified budget pressures mean that recruitment to the post would be irresponsible.

Over the last 18 months all IASS have been asked to adopt a series of 6 standard questions as part of their standard service evaluation. This means that, for first time, the CDC has been able to collect data at a national level and individual IASS will be able to benchmark their results against other services. Over 70% of IAS services have contributed data this year with feedback from more than 2700 service users. Overall 48% of service users that were asked to provide feedback did so.

It is notable that 95% or more of respondents are happy with the service that they received and would recommend their IASS to others. 95% considered that the information, advice and support they received was both helpful and neutral, fair and unbiased. 91% reported that their IASS was easy to contact and 89% that the intervention made by IASS had made a difference.

Cessation of the external CDC funding in April 2018 will have a further detrimental impact. This budget funds the Volunteer Coordinator post for 10 hours per week, all year, which supports the volunteer resource and promotes the service to the public and professionals, releasing the Operational Lead to undertake additional case work. An exercise is currently underway to amalgamate other volunteer coordination roles across the Resources Directorate in order to preserve this support.

To address the capacity issues in SPS the Manager and Operational Lead are currently reviewing roles within the Team informed by the delivery needs as detailed in the statute – this will result in a service with the capacity to deliver only what is required by law. The risk is that some exclusions work will have to be given a much lower priority, promotion, marketing and presentation work reduced and support for families organised in group sessions, where appropriate, rather than individually to name but a few. Additionally SPS is recruiting a university intern to design, support and deliver an increased range of digital resources.

As a Team SPS has been streamlining administrative processes in order to support the Administrator - there has been a small increase in funding from the local authority for one year to add additional administrative support hours.

The DfE endorsed Service Delivery Standards have now been evidenced by all SPS equivalent services throughout the country. Benchmarking exercises and peer review work is happening regionally and it is envisaged that the Standards will be externally moderated in the future to award formal accreditation.

In October 2016 and in response to budget pressures the Local Authority undertook a redesign of the Family Information Service (FIS). The redesign impacted on SPS:

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- SPS shared a Manager with FIS and as a result of the reorganisation the FIS part of the Manager post was allocated to the Library Service. The Library role has been overwhelming and as a result the Manager is supporting SPS for 1.5 days per week from 1 September 2017 (a reduction of a day per week)
- the Information and Advice Officer (SEND) provided wrap around support to families – this post is currently subject to review and may be better allocated to case work where capacity issues are greater
- FIS provided a great deal of universal promotion for SPS eg at events, using shared social media and by networking. Only social media promotion has been undertaken in the last year.

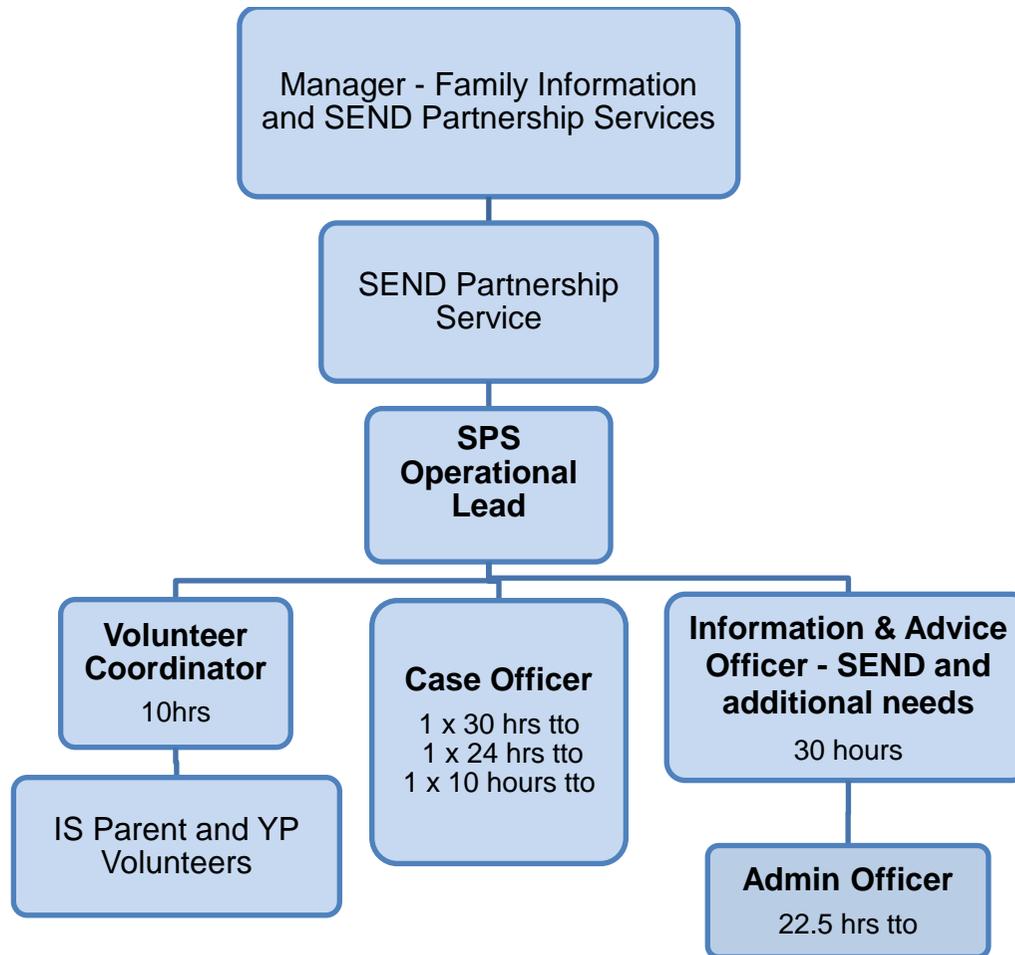
References:

1. Special Educational Needs and Disability Code of Practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities - January 2015
2. Childrens and Families Act 2014
3. NDTi – Independent Support Evaluation Report
 - a. https://www.ndti.org.uk/uploads/files/Independent_Support_final_report_September_2016.pdf
4. Quality Standards for Services providing Information, Advice and Support - This document was devised following the 2014 SEND reforms, and the standards were developed to ensure the work and procedures of all IAS Services are in line with the duties expected in the 2014 Children and Families Act, and the SEND Code of Practice. These standards can be used by local authorities, IAS Services, other local support services, children, young people and parents/carers in order to clarify expectations and to determine whether local IAS Services meet good practice or not.
5. IASS outcomes Service User Feedback and Strategic Influence November 2017 - *The Quality Standards for Information, Advice and Support Services*¹ emphasise the importance of assessing the outcomes of the work done by Information, Advice and Support Services (IASS).

Jackie Fielder
Manager, SEND Partnership Services
September 2017

Appendix 1

ORGANISATION CHART
SEND Partnership Service from 1 October 2016



Appendix 2				
Quality Standards for providing impartial information, advice and support				
Standard 1			Evidence	Notes and Actions
1.1	C	<p>The Information, Advice and Support Service (IASS) is commissioned in accordance with the SEND Code of Practice, through the joint arrangements LAs and CCGs must have to consider and agree the information and advice to be provided. The commission should secure the provision of impartial, confidential and relevant information, advice and support to:</p> <ul style="list-style-type: none"> • the parents of children and young people between 0 and 25 years who have, or may have, SEN or a disability • children and young people who have, or may have, SEN or a disability 	<p>Delivery of service supports this. Case officer specifically with experience of working with young people. Information and Advice Officer – SEND and additional Needs funded by the CCG</p>	<ol style="list-style-type: none"> 1. Seek funding for service delivery from Social Care 2. Review Information and Advice Officer role in light of case officer capacity issues
1.2	PC	<p>The IASS has its own identity and branding and is a dedicated and easily identifiable service. It is, and is seen to be, separate from other LA services and functions.</p>	<p>Own brand, separate contact details, independent marketing and impartiality policy.</p>	<ol style="list-style-type: none"> 1. Service is based in Local Authority building and staff employed by LA. 2. Service relocated into the Resources Directorate and at a distance from People and Communities
1.3	C	<p>The governance arrangements for the IASS are based on clear lines of accountability and promote service user involvement.</p>	<p>Advisory Group chaired by and Independent Chair, comprising a range of representatives.</p> <p>Independent Parent's E-Forum and substantial links with statutory and voluntary organisations supporting young people. Funded SEND</p>	<ol style="list-style-type: none"> 1. Continue to increase representation on Advisory Group 2. Continue to work with statutory and voluntary sector organisations supporting young people developing IS Champions

			Champions in these organisations	
1.4	PC	The IASS is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs.	Annual Report, monthly monitoring with activity statistics. Regular staff and case meetings to review progress and unpick issues and concerns. Regular 'trend' meetings with LA to discuss issues/challenges in the sector	<ol style="list-style-type: none"> 1. Awaiting SLA with LA. 2. To review resources, especially, web to increase accessibility and content 3. To review data recording methods and processes to ensure all activity captured accurately and succinctly. 4. Review methods of collecting feedback from parents, children and young people to inform service planning.
1.5	C	Service managers provide training, supervision and support for staff offering information, advice and support, including (where relevant) independent supporters and volunteers.	Induction programme, legal and specific SEND training, supervision policy and case supervision for all paid and volunteer staff	<ol style="list-style-type: none"> 1. Offer of IS Champion status to statutory and voluntary organisations
1.6	C	The IASS complies with current safeguarding children legislation and guidance. All staff, independent supporters and volunteers who may have contact with children and young people are trained in, and have accurate and up to date knowledge of, safeguarding children.	All staff and volunteers are recruited in line with Safer Recruitment Guidelines and attend appropriate safeguarding training on a regular basis	
Standard 2				
2.1	C	The IASS informs policy and practice at the LA and CCG level by working with parents, children and young people, the Parent Carer Forum and local voluntary groups and organisations.	Representation at LA SEND strategic meetings, continuing involvement in consultation and procurement exercises, channels for reporting through monthly	<ol style="list-style-type: none"> 1. Close work with Health Commissioners and providers (eg HVs), especially those involved with pre-statutory services 2. Annual family event to include a health perspective – this year

			performance and informal meetings with SEN Manager and Service Improvement Lead for Schools	Mental Health 3. Closer work with Parent Carers Forum (PCAH) and Contact a Family locally 4. New links with colleges, 6 th forms and alternative education providers
2.2	C	The IASS contributes to policy and practice at the regional and national level by working with other providers and relevant stakeholders to share, promote and develop best practice.	Manager and Operational Lead attend and contribute to Regional and National events	
Standard 3				
3.1	C	Potential service users are aware of the IASS and what it can offer them.	Service delivery leaflets, fact sheets, web pages, planned marketing, inter agency forums, children and young people networks and outreach promotion	1. Review web and hard copy resources for accessibility and content 2. Increased outreach through new offer of Information and Advice Officer 3. Continuing programme of training for PSA, Council Connect, OSS, vol orgs and statutory services 4. Activate a Facebook Account for SPS
3.2	C	The IASS is accessible to all potential service users.	Delivery through a variety of delivery channels - face to face, telephone, email, text , digital channels and via stakeholders and partners	1. Review web and hard copy resources for accessibility and content 2. Proactive offer of information for young people via SENCOS 3. Wider promotion to Well Being Options, Village Agents, Uzone 4. Activate a Facebook Account for SPS

3.3	C	The IASS provides impartial, accurate and up to date information and high quality advice relevant to the service users' needs	Policies to reflect impartiality, staff trained by impartial, legal trainers and membership and active use of national support networks and up dates	1. Develop a programme of feedback/follow up calls to service users to gain more insight
3.4	C	Service users have the information and advice they need to make informed decisions about provision made by education, health and social care	Specific service user and professionals' feedback. Quality of plans agreed after SPS input. Service users contact SPS on the recommendation of family/friends/associates	1. Develop a programme of feedback/follow up calls to service users to gain more insight
Standard 4				
4.1	C	The IASS offers confidential support to service users.	Confidentiality Policy, specific service user feedback, effective staff and volunteer training	1. Service policies to be reviewed
4.2	PC	The IASS offers impartial support tailored to the individual (up to and including SEND Tribunal), which may include: <ul style="list-style-type: none"> • Casework support • Representation • An independent supporter • Key working 		1. No provision of key working or representation for parents. LA commissions advocacy for children and young people
4.3	C	The IASS builds upon service users' skills, knowledge and confidence to promote independence and self-advocacy.	Service user confidence per evaluation. Feedback from professionals working with families. Case Officer, volunteer and IS Champions training	1. Develop a programme of feedback/follow up calls to service users to gain improved insight

Standard 5				
5.1	C	Staff, independent supporters, and volunteers are trained (including independent training) and have accurate and up to date knowledge of: education, social care and health law related to SEN and disability national and local policy and practice in meeting SEN and disability	National and local training attended by all case officers and IS. Volunteers attend appropriate intensive training. Case and team meetings, LA training offer to all staff and volunteers	1. Decide how to disseminate information to all partners, staff and volunteers – newsletter, Facebook or email network
5.2	C	All staff, independent supporters, and volunteers are trained and competent in providing impartial information and advice for all service users.	National and local training attended by all case officers, volunteers and IS. Close links with young people's organisations through IS Champions	1. Ensure all staff and volunteers have training relating to children and young people
5.3	C	Some staff, independent supporters, and volunteers have completed accredited legal training and are competent in supporting all potential service users in meetings, through statutory processes and at SEND Tribunal.	All paid staff have completed appropriate legal training as provided by IPSEA and IS. All volunteers and IS Champions have completed IS training. Programme of supervision and case supervision for all staff and volunteers. Service user and professional feedback.	
5.4	C	The IASS offers to early years settings, schools, colleges, statutory and voluntary agencies training on: working with parents, children and young people the law relating to SEN and disability, as it applies to education, health and social care	Delivery of Governors training, trend meetings with LA, work with voluntary organisations through the IS Champions programme	<ol style="list-style-type: none"> 1. Work through Information and Advice Officer and Manager with EY providers and Area SENCOs 2. More integration with Post 16 providers 3. Develop a programme of contact with SENCO clusters 4. Develop links with Universities training teachers and SENCOs

5.5	C	<p>The IASS offers training to parents on:</p> <ul style="list-style-type: none"> • working with professionals • involvement in decision making • the law relating to SEN and disability, as it applies to education, health and social care • in collaboration with parent carer forums, contributing to strategic developments 	Delivery of an Annual Event for families	<ol style="list-style-type: none"> 1. Decide how to disseminate information to all partners, staff and volunteers – newsletter, Facebook, email network 2. Closer work with Parent Carers Forum (PCAH) and Contact a Family locally
Additionally				
Exclusion Support for Families		Support for all families whose child or young person has been fixed term (long) or permanently excluded – not just those with SEND		

August 2017

Appendix 3

Activity	Actions	Who	When	Notes
Social Care funding for SENDIASS	Email Social Care DD to request some contribution to the Service	JF	May 2017	Additional £2500 for admin support
Review Information and Advice Officer role in light of capacity issues and resignation of YP case officer	Prepare proposal and consult with staff	JF	Nov 2017	
Programme of training for parents in groups at key pressure points eg Annual Reviews		Team	Sept 2017	
Develop a programme of contact with SENCO clusters and develop links with Universities training teachers and SENCOs				
Service located into the Resources Directorate; location changed giving physical distance from People and Communities	No action required	JF	1 October 2017	
Continue to increase representation on Advisory Group	Review membership Contact school rep and perhaps OTR Manager	JF/CJ	January 2018	

Decide how to disseminate information to all partners, staff and volunteers – newsletter, Facebook or, email network.	Establish Facebook presence for SPS Deliver Parent Champions programme		January 2018	Recruiting university intern Piloting with 3 schools
To review resources, especially, web to increase accessibility and content			January 2018	Recruiting university intern
Delivered annual family event to include a health perspective	Mental Health and MCA		October 2017	
Closer work with Parent Carers Forum (PCAH) and Contact a Family locally	New group of parents, new name, work with group around integrated delivery	JF/CJ	Regular meets with Chair and Committee	

Jackie Fielder
September 2017