



**SEND PARTNERSHIP SERVICE (SPS)
ANNUAL REPORT
1 September 2015 to 31 August 2016**

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EXECUTIVE SUMMARY

The SEND Partnership Service 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.

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

During the last academic year the service provided 5418 contacts (telephone, email and face to face) to families. This is an increase of 65% over the last Academic Year. The service supported on average 143 cases per month an increase of 72% from 2014/5

These contacts enabled families to get the right provision and funding for their children, alleviated parental anxiety and gave families the confidence to work with schools and health to get the best outcomes for their children. All of these give families the resilience to live positive lives, to work and manage what can be challenging lifestyles.

The service 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 work without disruption.

The service 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.

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:

- I don't think I could have followed through my request for statementing with such confidence without the service. This is the only service which represents the parents' point of view in a professional way'
- 'Thank you so much for your support in getting it to this stage, couldn't have got there without you'
- 'We are now equipped to approach the school and seek help, confident in the knowledge that you are available to provide support if needed'
- 'I feel, because of the knowledge gained I now can proceed clearly with communicating to the college 'what' is needed and what should be provided'

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- ‘Has helped to relieve stress of not understanding what is happening as a volunteer is due to come and assist at next meeting’
- ‘I have used the service more than once for more than one child and both children have benefitted through the advice I was given’

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 EHCP 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) the new duties have become business as usual.

The Service continues to assist schools, 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.

The Service 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.

The Service 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), SPS Team 2016

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the Rainbow Resource – the Local Authority's searchable Local Offer, contact with support groups (local and national), including our own Parents' Forum, and through support provided by the team of volunteers.

Additionally, through the Independent Support project, external funding 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. They are a SEND point of contact in their organisation for other workers and also to provide some initial SEND awareness training for their colleagues

Whenever possible, the Service acts as a conduit through which consultation with children, parents and young people may take place, in collaboration with other services and agencies, enabling them to consider issues and concerns with respect to local and national policy, with the potential to effect change in policies and procedures. In addition, the Service works strategically with other agencies with a view to presenting the voice of children, parents and young people to inform the development and monitoring of services.

Independent Support is available for those applying for an Education, Health and Care Plan (EHC), those transferring from a Statement of SEN to an EHC or transferring from a Learning Disability Assessment to an EHC. When cases become complex, fall outside of the above, or children or young people do not meet EHC Plan thresholds, the case is referred to the SPS. Where SPS is providing IS this is a seamless process but it becomes more complicated for families when a case is initially being supported by KIDS and then has to transfer to a new case worker in SPS.

SPS has been reporting on progress regularly to CDC and the number of Independent Supporters trained and available to support families in Bath and North East Somerset is 14. This includes the paid staff of SPS, some of the volunteers and the SEND Champions in voluntary organisations.

This academic year SPS has continued to support more families than the previous year (see Performance Monitoring – Table 1) 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.

The service 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.

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SPS also continues to support 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 has continued as a permanent part of the SPS service offer.

2. ACCOUNTABILITY

The Service is governed by an 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 the Service is responsive to local need, whilst taking into consideration best practice on a regional and national level. An Independent Chair has been identified for the Advisory Group; there is increased parental attendance and more varied voluntary, school and third sector representation.

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

1. Average number of active cases per month have increased from 83 - 2013/14 to 143 in this academic year which is a 72% increase
2. Contacts to the service, and with the service, have increased from 3280 in 2012/13 to 5418 in this academic year, which is a 65% increase.

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| Performance Monitoring September 2013 - August 2016 | | | | | |
|---|--------------|-------------|---------------------------------|--------|-----------|
| 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 |
| Academic Year 2013-14 | Office Hours | Contacts | Number of Cases | IPS | |
| | | | | Active | Hours |
| September | 75 | 293 | 77 | 1 | 8 |
| October | 82 | 309 | 79 | 1 | 2 |
| November | 78 | 296 | 68 | 1 | 3 |
| December | 67 | 262 | 84 | 1 | 4 |
| January | 91 | 308 | 88 | 1 | 4 |
| February | 62 | 277 | 90 | 2 | 2 |
| March | 86 | 330 | 95 | 2 | 8 |
| April | 52 | 216 | 88 | 2 | 5 |
| May | 56 | 241 | 94 | 1 | 7 |
| June | 112 | 431 | 93 | 1 | 1 |
| July | 82 | 317 | 76 | 2 | 4 |
| August | 0 | 0 | 64 | 0 | 0 |
| Total: | 843 | 3280 | Average per month: 83 | | 48 |

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 (formerly known as IPS): 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.

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Tables 2 – 5 detail Case Work data for 2015 – 16 more specifically into the categories of Independent Support and other Statutory and non-Statutory support

Table 2

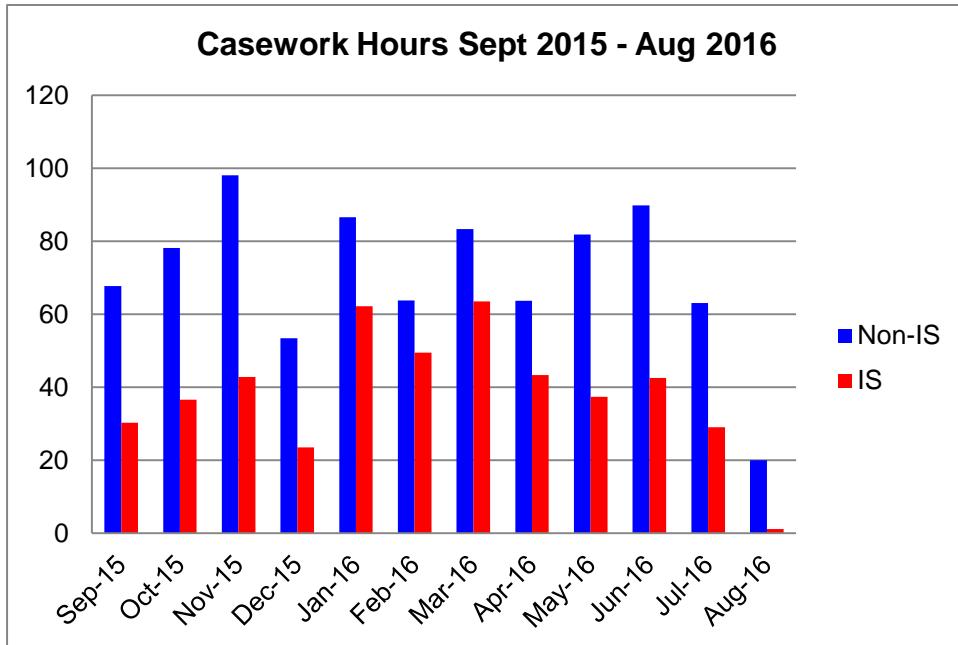


Table 3

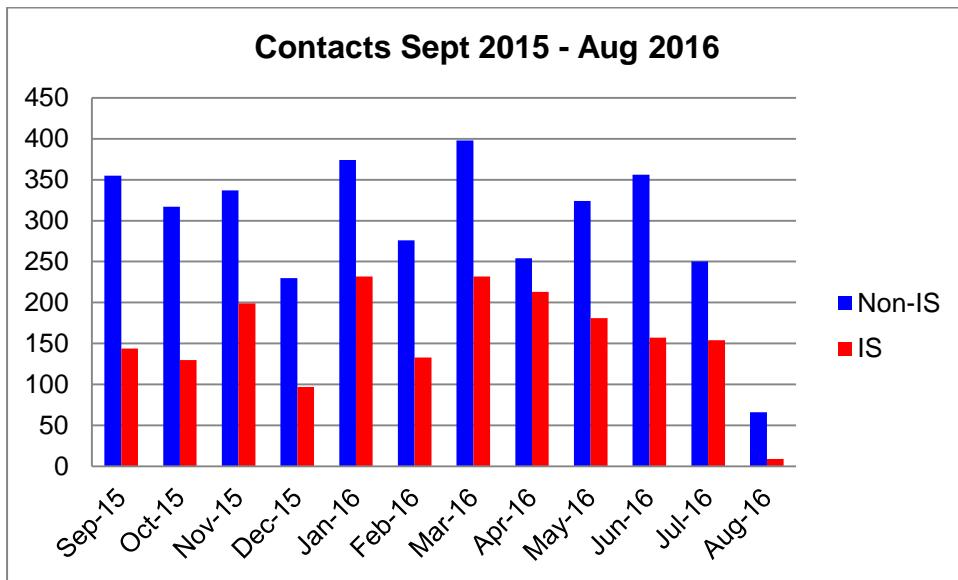
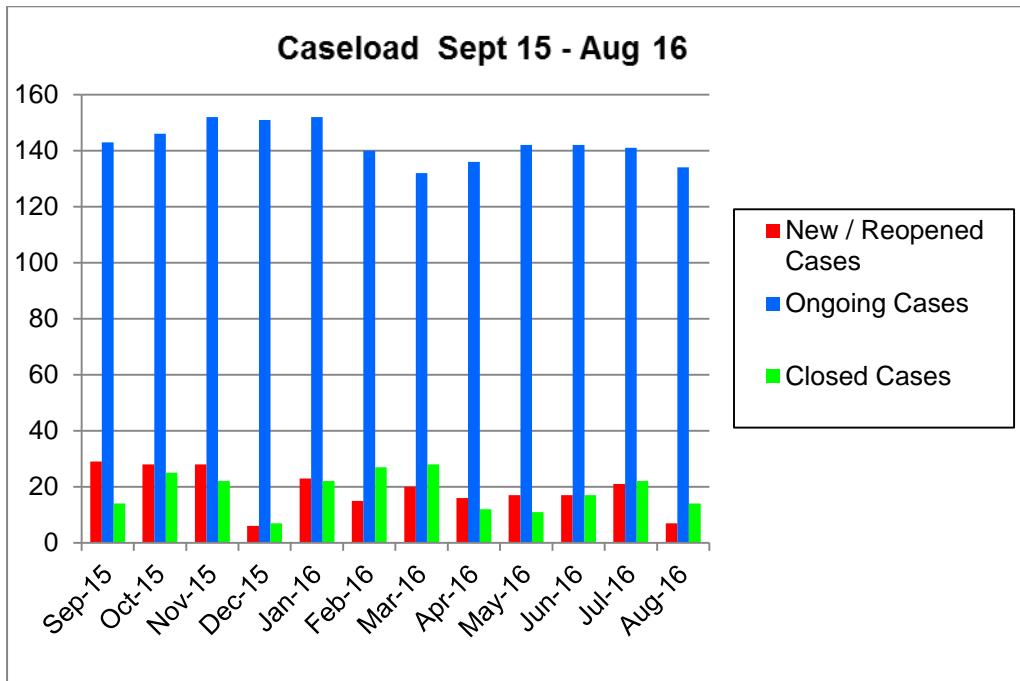


Table 4



Enquiries from Professionals

This year we have seen a rise in the number of professionals contacting the service to take advice regarding children or young people they are working with. The number of cases has increased from 16 in 2014/15 to 24 in 2015/16, an increase of 50%. This has generated a 74% increase in contacts from 37 to 65.

SPS always suggests that the parent or young person contacts the service directly – this has led to the family contacting the service for impartial support.

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

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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.

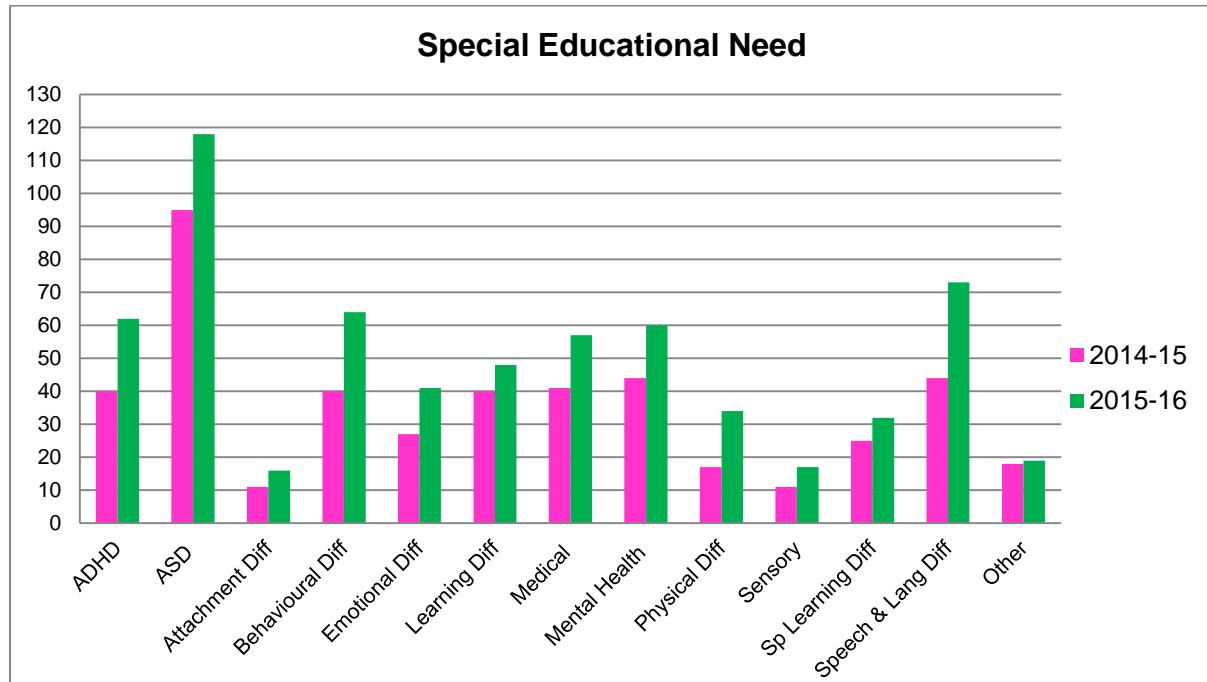
Table 5

| Number of Cases by Type | | | | | | |
|------------------------------|-----------------|----------------|-----------------|-----------------|-----------------|-----------------|
| | Sep 10 – Aug 11 | Sep 11- Aug 12 | Sep 12 – Aug 13 | Sep 13 – Aug 14 | Sep 14 – Aug 15 | Sep 15 – Aug 16 |
| No of Boys | 98 | 97 | 118 | 144 | 173 | 216 |
| No of Girls | 49 | 52 | 69 | 62 | 88 | 108 |
| Not Known | 2 | 1 | 2 | 1 | 2 | 2 |
| Pre-School | 5 | 8 | 12 | 13 | 19 | 21 |
| Infant | 24 | 26 | 30 | 34 | 44 | 66 |
| Junior | 58 | 43 | 58 | 61 | 79 | 85 |
| Secondary | 50 | 63 | 79 | 89 | 104 | 124 |
| Post-16 | 4 | 6 | 6 | 7 | 9 | 24 |
| Not Known | 8 | 4 | 4 | 3 | 8 | 6 |
| SEND | 138 | 135 | 166 | 191 | 255 | 319 |
| Non-SEND | 9 | 13 | 15 | 12 | 8 | 7 |
| Other | 2 | 2 | 6 | 4 | 0 | 0 |
| Fixed Term Exclusions | 9 | 16 | 17 | 16 | 14 | 18 |
| Permanent Exclusions | | 14 | 9 | 10 | 10 | 7 |
| Non-Exclusions | 140 | 120 | 163 | 181 | 239 | 301 |
| Casework Total | 149 | 150 | 189 | 207 | 263 | 326 |

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Table 6: This is a more detailed breakdown of the child's or young person's additional need as identified by the family

Table 6



Additional Information from Service Users

Ethnicity

Of those who told us, 95.2% of callers to the Service stated their ethnicity as White. Of the remaining callers 2.4% stated their ethnicity as Dual Heritage, 1.4% as Black or Black British and 1.0% as Chinese or other Ethnic Group.

Top reasons for contacting the SEND Partnership Service:

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

- Provision
- Relationship with education provider
- EHC Statutory Assessment - Process
- Educational Placement
- Exclusion - Fixed term

This continues to be consistent with reporting in 2014/15

Referral route to SPS

Of those who told us, 34.3% said they had used SEND Partnership Service before.
Other recommendations to make contact with SPS came from:

- Other Parent / Friend (11%)
- Other Bath and North East Somerset Council Service (10.2%)
- School/Pre-school (9.2%)
- Local Authority Education Service (9.2%)
- Family Information Service (9.2%)
- Health (4.6%)
- PSA (3.9%)
- Voluntary Sector (3.5%)
- Other (3.5%)
- Website (1.4%)

Table 7: details the average number of telephone calls received by SPS throughout the year and the visits to the SPS pages on the Bath and North East Somerset website. The increase in telephone and digital contact with the Service is being kept under review.

Table 7

| Telephone and Web Activity: September 2015 - July 2016 | | |
|---|---------------------------------------|---|
| Incoming Calls | | |
| Average number of calls each month: 117 (a decrease of 40% from last year) | Lowest number received in a month: 61 | Highest number received in a month: 220 |
| Outgoing Calls | | |
| Average number of calls each month: 366 (a decrease of 12% from last year) | Lowest number made in a month: 264 | Highest number made in a month: 460 |
| Outgoing Texts | | |
| Average number of texts each month: 102 (an increase of 24% from last year) | Lowest number received in a month: 42 | Highest number received in a month: 141 |
| Note: August is not included due to little activity over the holiday period and to prevent distortion of figures over the academic year. | | |
| Website Hits | | |
| Total number of hits: 1881(an increase of 28.5% from last year) Average number of hits each month: 157 | | |

Although we have seen a decline in telephone contact with service users we have seen an increase in web activity – 28.5%, email contact – 26 %, time spent at meetings and face to face sessions – 28%.

4 SERVICE ACTIVITIES

Promotion, Network, Marketing and Training

- BAP Conference
- Transfer Review Parent Sessions

SPS has been promoted by visiting Bath Opportunity Pre-school Parent Group, B&NES Behaviour and Attendance Area Panels, B&NES Primary Panels, DCT Induction Meeting, Adult Service Transitions Team Meeting, PCAH Event, PSJ Youth Hub Team Meeting.

Universal promotion has been carried out by the Family Information Service

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SPS has been promoted at Primary Intake events and Secondary School Open Evenings. Connect Magazine published an article advertising SPS in September and November. An advert appears throughout the year on the public television monitors in Council Community venues.

- Personal Resilience
- Child Protection
- SEN Funding
- Regional Training – From Aspiration to Outcomes
- Hearing the Voice of the Child
- EHC Planning Workshop
- Developing IASS Volunteer Resources
- IPSEA Face-to-Face Training
- IPSEA Online Level 2 Training
- IPSEA Online Level 3 Training
- Employment is Everyone's Business
- Mindfulness

Volunteers

- Interagency Safeguarding Training
- IPSEA Face-to-Face Training
- EHC Planning Workshop

Volunteers also had training/updates at SPS Team Meetings regarding

- SEN Procedures
- Effective Meetings
- Budgets
- Meeting Notes
- Aspirations and Outcomes
- Equalities and Diversity

5. 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:

78% 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'.

SPS Team 2016

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74% felt 'more confident'.

64% felt 'their child had benefitted as a result of the service being involved'.

57% were 'happier/less worries about their child's future'

43% felt the 'their child's needs are better understood than they were' and felt 'more involved in decisions about my child's education'.

Comments:

- 'I don't think I could have followed through my request for statementing with such confidence without the service. This is the only service which represents the parents' point of view in a professional way'
- 'Thank you so much for your support in getting it to this stage, couldn't have got there without you'
- 'We are now equipped to approach the school and seek help, confident in the knowledge that you are available to provide support if needed'
- 'I feel, because of the knowledge gained I now can proceed clearly with communicating to the college 'what' is needed and what should be provided'
- 'Has helped to relieve stress of not understanding what is happening as a volunteer is due to come and assist at next meeting'
- 'I have used the service more than once for more than one child and both children have benefitted through the advice I was given'

6. CONCLUSIONS AND CHALLENGES

The new legislation and a 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 until 2018.

The impact on SPS has been significant and continues to be so – the data included in this report supports the increased activity delivered by SPS through all channels. Case Officers note that cases have become more complex, professionals (and Case Officers) are better at identifying those that need additional support and refer to specialists as a matter of course, where necessary.

Whilst the resources allocated to the service have increased incrementally over the past 4 years implementation of the change in legislation has had an extreme impact. In April 2015 a paper was submitted to the Local Authority requesting further resources:

- 1 new Case Officer post – 20 hours per week, term time only to meet the increased demand for case work

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- Continuation of the externally funded Volunteer Coordinator post 16 hours per week, all year, this post supports the volunteer resource and promotes the service to the public and professionals, releasing the Operational Lead to undertake additional case work. External funding runs until 31 March 2016 and is unlikely to be extended beyond that date.
- Additional administrative support 7 hours per week, term time only, to support the Team

In light of the recent Service Development Plan, budgetary demands and service reviews the LA was only able to increase SPS funding to appoint a further 10 hour per week Case Officer post – this post was filled in July 2016 and the Case Officer was trained and inducted over the summer break to start supporting families in the new academic year.

The external funding for the Volunteer Coordinator has been extended to 31 March 2017 (and may continue to 31 March 2018) but at that point SPS will need to review delivery.

As a Team SPS has been streamlining administrative processes in order to support the Administrator as there was no additional funding allocated to that post.

The DfE endorsed Service Delivery Standards have now been evidenced by all SPS equivalent services throughout the country. See Appendix 2 for the SPS self-assessment. It is envisaged that the Standards will be externally moderated in the future to award accreditation to SPS.

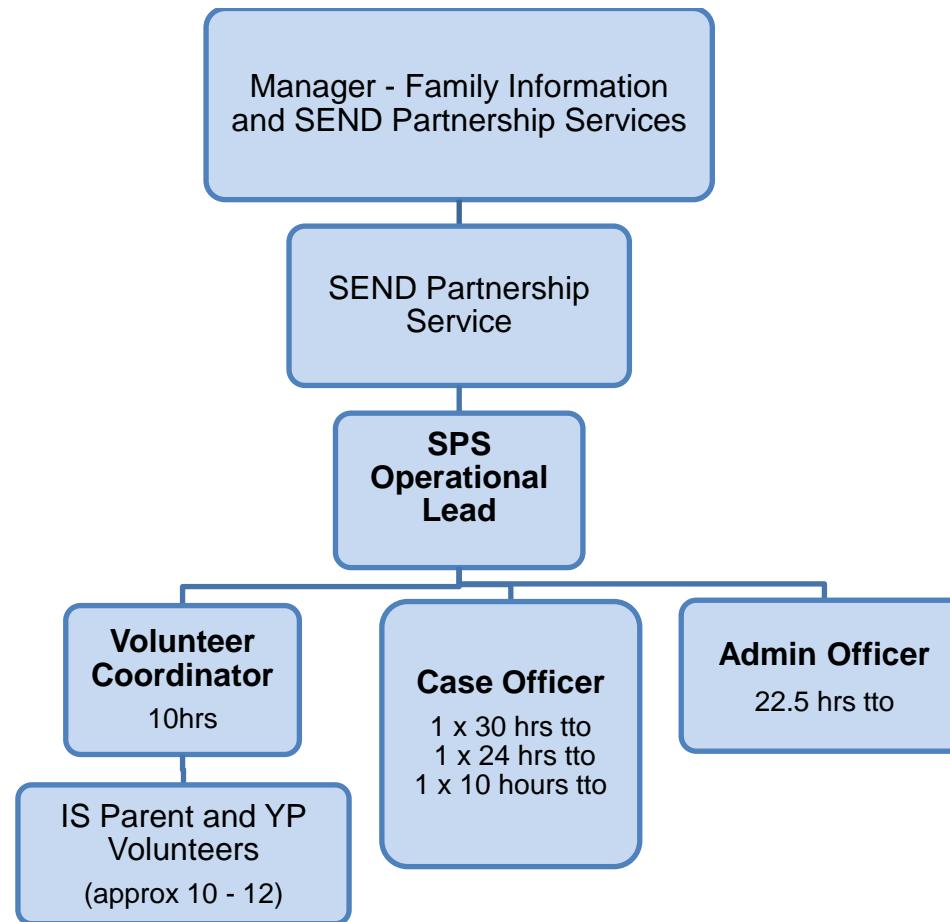
In response to budget pressures the Local Authority is undertaking a redesign of the Family Information Service (FIS) commencing June 2016 (delivering differently with effect from 1 October 2016). The redesign impacts on SPS as:

- SPS currently shares a Manager with FIS and the future of the FIS part of the post is under review
- the Information and Advice Officer (SEND) provides wrap around support to families which compliments SPS delivery and is funded by the CCG
- FIS provides a great deal of universal promotion for SPS eg at events, using shared social media and by networking – the proposal for the new service is that it will be exclusively on line/digital and with reduced resources

The restructure will be worked through over the next few months and the impact will be reflected in the next Annual Report.

**Jackie Fielder
Manager, Family Information and SEND Partnership Services
September 2016**

Appendix 1 ORGANISATION CHART
SEND Partnership Service 1 September 2015



Appendix 2:

IASS Quality Standards Assessment Framework – June 2016

| QS No | Examples of evidence | Evidence available | Outcome assessments | Additional comments, e.g. where the evidence is available, action needed. etc | Rating |
|-------|--|----------------------------------|--|--|--------|
| 1 | Commissioning, governance and management arrangements | | | | |
| 1.1 | Agreed commissioning process based on an assessment of need, specifying what information, advice and support are to be provided, by whom and how it is to be provided. | Wide range of evidence available | Some of the recommended outcome assessments in place | In-house service. Agreed statement for service delivery through Strategy Group and Health and Wellbeing Board. Monitored via Annual Report | 2 |
| | Service level agreement for IASS is based on national quality standards | Wide range of evidence available | Some of the recommended outcome assessments in place | Agreed service delivery for IASS is based on national QS ratified by the independent Service Advisory Group. | |
| 1.2 | The IASS is located in premises separately from the LA SEN teams, and ideally not in the main LA or CCG premises | No evidence yet available | No outcome assessments in place | SEND Partnership Service currently based in main building with LA services - soon to move to Resources Directorate to improve impartiality | 2 |
| | The IASS having a distinct service identity, logo, and style | Full range of evidence available | Full range of recommended outcome assessments in place | | |

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| | | | | | |
|--|---|----------------------------------|--|-------------------------------------|--|
| | The IASS has a delegated and ring fenced budget | Full range of evidence available | Full range of recommended outcome assessments in place | | |
| | The IASS has a separate phone line from any other LA service/function | Full range of evidence available | Full range of recommended outcome assessments in place | Website and promotional information | |
| | Service impartiality policy | Full range of evidence available | Full range of recommended outcome assessments in place | Website | |
| | Service confidentiality policy | Full range of evidence available | Full range of recommended outcome assessments in place | Website | |
| | A steering or management group | Full range of evidence available | Full range of recommended outcome assessments in place | Website | |
| | | | | | |

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| QS No | Examples of evidence | Evidence available | Outcome assessments | Additional comments, e.g. where the evidence is available, action needed. etc | Rating |
|-------|---|----------------------------------|--|---|--------|
| 1.3 | Evidence of a clear management structure, including, where appropriate, advisory or steering group membership with service user involvement | Full range of evidence available | Full range of recommended outcome assessments in place | Website | 2 |
| | Annual report | Full range of evidence available | Full range of recommended outcome assessments in place | Website - ratified by independent Advisory Group | |
| | Examples of service user involvement in planning and review of the services provided | Some evidence available | Some of the recommended outcome assessments in place | Annual Report | |
| <hr/> | | | | | |
| 1.4 | Service level agreement for the IASS, based on an assessment of need | Some evidence available | Some of the recommended outcome assessments in place | Agreement with Health and Wellbeing Board - Service Offer | 2 |
| | Description of how such services provide access and ensure continuity of support from 0-25 through a dedicated and easily identifiable point of access' | Full range of evidence available | Full range of recommended outcome assessments in place | Web site | |

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| | Terms of reference agreed by stakeholders (including commissioners, service users, and other providers). | Full range of evidence available | Full range of recommended outcome assessments in place | Website | |
|-------|--|----------------------------------|--|---|--------|
| | Service Development Plan (reviewed annually) with specified improvement targets | Full range of evidence available | Full range of recommended outcome assessments in place | Submitted to the independent Advisory Group 6 monthly | |
| | Analysis of service users' needs and priorities | Some evidence available | Some of the recommended outcome assessments in place | Annual Report - annually | |
| | Analysis of staff needs and continuing professional development provided | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Appraisal system, monthly supervision and weekly case supervision | |
| QS No | Examples of evidence | Evidence available | Outcome assessments | Additional comments, e.g. where the evidence is available, action needed. etc | Rating |
| 1.5 | Service Development Plan | Full range of evidence available | Full range of recommended outcome assessments in place | Submitted to the independent Advisory Group 6 monthly | 3 |
| | Supervision policy | Full range of evidence available | Full range of recommended outcome assessments in place | Intranet and staff website | |

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| | | | | | |
|------------|--|----------------------------------|--|--|---|
| | Service Continuing Professional Development Plan | Some evidence available | Some of the recommended outcome assessments in place | Annual Appraisal system, monthly supervision and weekly case supervision | |
| 1.6 | | | | | |
| 1.6 | Service safeguarding children policy and procedures | Full range of evidence available | Full range of recommended outcome assessments in place | Web site | 3 |
| | All staff, independent supporters and volunteers who have contact with children and young people are trained in local and national safeguarding procedures | Full range of evidence available | Full range of recommended outcome assessments in place | Induction training and web site | |
| | All relevant staff have DBS checks. | Full range of evidence available | Full range of recommended outcome assessments in place | | |
| 2 | Strategic functions | | | | |
| 2.1 | Annual report | Full range of evidence available | Full range of recommended outcome assessments in place | Web site - ratified by independent Advisory Group | 3 |
| | Examples of service user views and participation in contributing to LA and CCG policy and practice | Wide range of evidence available | Some of the recommended outcome assessments in place | Annual Report | |

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| | | | | | |
|--------------|---|---|--|--|---------------|
| | Examples of partnership working with parent carer forums and other groups | Full range of evidence available | Full range of recommended outcome assessments in place | Annual report. | |
| QS No | | | | | |
| 2.2 | Examples of evidence Annual report | Evidence available Full range of evidence available | Outcome assessments Full range of recommended outcome assessments in place | Additional comments, e.g. where the evidence is available, action needed. etc Web site | Rating |
| | Examples of service participation in regional and national groups | Full range of evidence available | Full range of recommended outcome assessments in place | Minutes of appropriate meetings | 3 |
| 3 | Provision of information and advice | | | | |
| 3.1 | Publicity and promotional materials | Full range of evidence available | Full range of recommended outcome assessments in place | Web site and Local Offer | 3 |
| | Website, range of leaflets, social media presence | Full range of evidence available | Full range of recommended outcome assessments in place | Web site and Local Offer | |

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| | | | | | |
|------------|--|----------------------------------|--|----------------------------------|---|
| | Presence in range of settings (including schools and colleges, children's centres, libraries, health centres, etc) | Full range of evidence available | Full range of recommended outcome assessments in place | Outreach programme | |
| | Local Offer | Full range of evidence available | Full range of recommended outcome assessments in place | Rainbow Resource and LA web site | |
| 3.2 | | | | | |
| 3.2 | Equal opportunity and accessibility policies | Full range of evidence available | Full range of recommended outcome assessments in place | Web site | |
| | Analysis of service use | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | 3 |
| | Range of access options (including working hours, location, contact arrangements, response times, information formats) | Full range of evidence available | Full range of recommended outcome assessments in place | Web site | |

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| QS No | Examples of evidence | Evidence available | Outcome assessments | Additional comments, e.g. where the evidence is available, action needed. etc | Rating |
|-------|--|----------------------------------|--|---|--------|
| 3.3 | Publicity and promotional materials | Full range of evidence available | Full range of recommended outcome assessments in place | Web site and community venues | 3 |
| | Analysis of service users' needs and priorities and service use | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | |
| | Analysis of service users' perceptions of relevance and impartiality | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | |
| <hr/> | | | | | |
| 3.4 | Website, range of leaflets and other information | Full range of evidence available | Full range of recommended outcome assessments in place | Web site and Local Offer | 2 |
| | Individual case studies | Wide range of evidence available | Some of the recommended outcome assessments in place | Video Clips on Local Offer | |
| | Feedback on Local Offer | No evidence yet available | No outcome assessments in place | LA responsibility | |

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| | Analysis of comments, compliments and complaints | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | |
|----------|--|----------------------------------|--|---|--------|
| 4 | Supporting individuals | | | | |
| 4.1 | Compliance with data protection law | Full range of evidence available | Full range of recommended outcome assessments in place | Web site description of service | 3 |
| | Service confidentiality policy | Full range of evidence available | Full range of recommended outcome assessments in place | Web site | |
| | Provision of confidential phone line | Full range of evidence available | Full range of recommended outcome assessments in place | Web site and promotional information | |
| QS No | Examples of evidence | Evidence available | Outcome assessments in place | Additional comments, e.g. where the evidence is available, action needed. etc | Rating |
| 4.2 | Service impartiality policy | Full range of evidence available | Full range of recommended outcome assessments in place | Web site | 2 |

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|----------|--|----------------------------------|--|-------------------------------------|---|
| | Availability of independent supporters and volunteers | Full range of evidence available | Full range of recommended outcome assessments in place | Web site and Service Offer | |
| | Individual case studies | Some evidence available | Some of the recommended outcome assessments in place | Video clips on Rainbow Resource | |
| | | | | | |
| 4.3 | Feedback from service users and other stakeholders | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | 3 |
| | Individual case studies | Some evidence available | Some of the recommended outcome assessments in place | Video clips on Rainbow Resource | |
| | Training evaluations | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | |
| 5 | Professional development and training | | | | |
| 5.1 | Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) | Full range of evidence available | Full range of recommended outcome assessments in place | Web site, induction and supervision | 3 |

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| | Numbers of staff, independent supporters and volunteers completing relevant national legal training | Full range of evidence available | Full range of recommended outcome assessments in place | Supervision notes and central record | |
|-------|--|----------------------------------|--|---|--------|
| | Attendance at national, regional and local training events | Full range of evidence available | Full range of recommended outcome assessments in place | Supervision and meeting minutes | |
| QS No | Examples of evidence | Evidence available | Outcome assessments | Additional comments, e.g. where the evidence is available, action needed. etc | Rating |
| 5.2 | Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) | Full range of evidence available | Full range of recommended outcome assessments in place | Supervision and induction | |
| | Numbers of staff, independent supporters and volunteers completing relevant independent national legal training | Some evidence available | Some of the recommended outcome assessments in place | IPSEA Legal training not rolled out for volunteers. Volunteers providing IS have completed CDC training | 3 |
| | Attendance at national, regional and local training events | Full range of evidence available | Full range of recommended outcome assessments in place | Supervision and meeting minutes | |

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| | | | | | |
|------------|--|----------------------------------|--|--|----------|
| 5.3 | Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) | Full range of evidence available | Full range of recommended outcome assessments in place | Supervision and induction | 2 |
| | Numbers of staff, independent supporters and volunteers that have completed accredited legal training | Some evidence available | Some of the recommended outcome assessments in place | Legal training not rolled out for volunteers | |
| 5.4 | Range and number of people trained | Full range of evidence available | Full range of recommended outcome assessments in place | Annual Report | 3 |
| 5.5 | Number of parents trained | Some evidence available | Some of the recommended outcome assessments in place | Annual Report and work with Parents Carers Forum | 2 |
| | Range of training offered | Some evidence available | Some of the recommended outcome assessments in place | Facebook, website and Rainbow Resource | |