



**SEND PARTNERSHIP SERVICE (SPS)
ANNUAL REPORT
1 September 2017 to 31 August 2018**

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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.

The service is delivered within the Local Authority (LA) in the Resources Directorate as part of Customer Services. The service is funded by the Local Authority with a contribution specifically from Social Care and the Clinical Commissioning Group.

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. SPS delivery of information, advice and support is always refers to the legislation, guidance and policy and from that sound and consistent base is able to empower families to challenge the LA, education or health provider in an impartial and unbiased way.

The service maintains its impartiality and distance from LA delivery by ensuring that staff and volunteers understand the distinction through training, supervision and practice. Service users and professionals alike are informed of this approach through a consistent and rehearsed message and practice.

Within Bath and North East Somerset the 2017/18 school census data shows that there are 4515 identified children with SEND, of which 955 have a current plan and 3559 are recorded to receive SEN support. During the same period the Further Education section recorded 776 young people on fulltime courses requesting additional support. The Early Year's sector identified 96 children receiving inclusion support funding. There have also been 131 requests for Area SEN Co-ordinator (SENCo) support. It is apparent that there is a minimum of 5518 children and young people who should be able to access impartial information, advice and support.

In the 2017/18 academic year SPS worked with 413 families and recorded a total of 6628 contacts and 2344 visits to web resources. The Service recorded 66 consultations with professionals. We are currently reaching just under 10% of our known cohort. The new case management system will enable SPS to track our support more effectively and map our interventions – this will enable us to target gaps and under provision in the future. Our challenge will be having the capacity to address this. New web resources will go some way to enable self-serve where this is appropriate.

Professionals and service users praise SPS and value the support they receive from the Team. SPS is considered to be impartial, professional, well informed and families feel more confident after working with the service.

SPS also supported families whose children were permanently excluded from school: early work 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 historically non statutory work comprised approximately 65% however in the year 2017/18 more support was sought from families whose children and young people had a statutory plan.

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.

SPS has been working with Coram Family and Childcare for almost two years developing a Parents Champion's programme – Parent Champions are informal advocates for the service, they are volunteers who signpost to services spreading the word about the information and support available.

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.

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 EHCPs where appropriate. New requests are for EHCP 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 1a for Staffing Organisation Chart)

In October 2016 the post of Information and Advice Officer transferred from the Family Information Service to SPS. The post delivered a more universal offer relating to support for all aspects of a child's life outside of their education eg health, events, activities, play including promotion of the service. However, given the pressure on case work capacity and the fact that holistic case support also needs to cover all aspects of a child's life including health and out of school activities etc, it was decided, with appropriate consultation, to align this role with that of the SPS Case Officer.

Therefore, with effect from 1 April 2018 the two SPS Case Officer posts were renamed Information and Advice Officers (SEND) along with the existing I and A post and all deliver primarily case work but all cover all aspects of support for a child's life and an element of promotion of the service (See Appendix 1b 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.

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.

This academic year SPS has continued to support more families than the previous academic year (see Performance Monitoring – Table 1 in 3 below) despite some long term sickness in the Team. 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 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.

Funding for the Independent Support project, provided by the Council for Disabled Children, ceased in May 2018 as statements fully transitioned to EHCPs. The post of Volunteer Coordinator is funded through this project. A new source of funding was available for bidding which is related to the compliance of SPS in delivering the statute.

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. Attendance at the meetings has been sporadic and review of its delivery throws up an opportunity to strengthen this governance.

Following a management and staffing restructure in October 2016 SPS is 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. The Local Authority require a Service Level Agreement detailing the delivery of the service for SPS will start in the new Year (Jan 2019) consultation will take place.

To bid for external funding SPS was 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) A 2 year Implementation Plan will be written identifying areas of work for development and submitted to CDC for some continued funding for the next year (April 2019 – 2020). The basis of the Implementation Plan will be a series of actions to work towards compliance against the newly designed Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Minimum Standards for operating. See Appendix 3 for the August 2018 Action Plan for redesign and delivery.

3. PERFORMANCE MONITORING

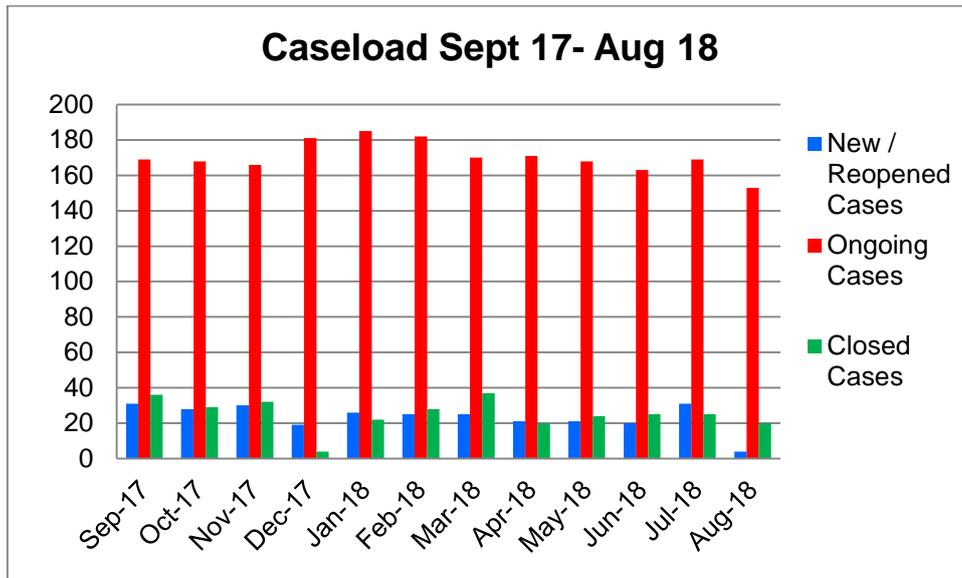
TABLE 1 – Case work detail (below)

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 167.5 - 2016/17 to 170.4 in this academic year.
- Contacts in relation to casework, have decreased from 7030 in 2016/17 to 6628 in this academic year, however, the time spent on these contacts have increased from 1458 hours in 2016/17 to 1591 in 2017/18 a 9.1% increase
- We have seen an increase in email contact by 16% and time spent at meetings and face to face sessions have increased by 41%

Performance Monitoring September 2015 - August 2018					
Academic Year 2017-18	Office Hours	Contacts	Number of Cases	VS	
				Active	Hours
September	142	699	169	1	4
October	131	631	168	1	8
November	158	664	166	1	4
December	89	315	181	0	0
January	166	706	185	1	4
February	130	660	182	1	7
March	149	621	170	0	0
April	140	580	171	0	0
May	157	570	168	1	5
June	158	490	163	0	0
July	137	536	169	0	0
August	34	156	153	0	0
Total:	1591	6628	Average per month: 170.4		32
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
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.					

Table 2 – 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.

Table 3 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 3

Number of Cases by Type						
	Sep 12 - Aug 13	Sep 13 – Aug 14	Sep 14 – Aug 15	Sep 15 – Aug 16	Sep 16 – Aug 17	Sep 17 – Aug 18
No of Boys	118	144	173	216	262	277
No of Girls	69	62	88	108	123	134
Not Known	2	1	2	2	4	2
Age Group						
Pre-School	12	13	19	21	36	35
Infant	30	34	44	66	69	69
Junior	58	61	79	85	111	128
Secondary	79	89	104	124	142	144
Post-16	6	7	9	24	20	29
FE					3	2
HE					0	0
Apprenticeship					1	1
Supported Internship					0	0
Not Known	4	3	8	6	7	5
SEND Status						
SEND	166	191	255	319	380	408
Non-SEND	15	12	8	7	7	5
Other	6	4	0	0	2	0
Exclusions						
Fixed Term Exclusions	17	16	14	18	17	17
Permanent Exclusions	9	10	10	7	11	11
Non-Exclusions	163	181	239	301	361	385
Casework Total	189	207	263	326	389	413

Table 4: 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 4
Breakdown of Case Load by SEN

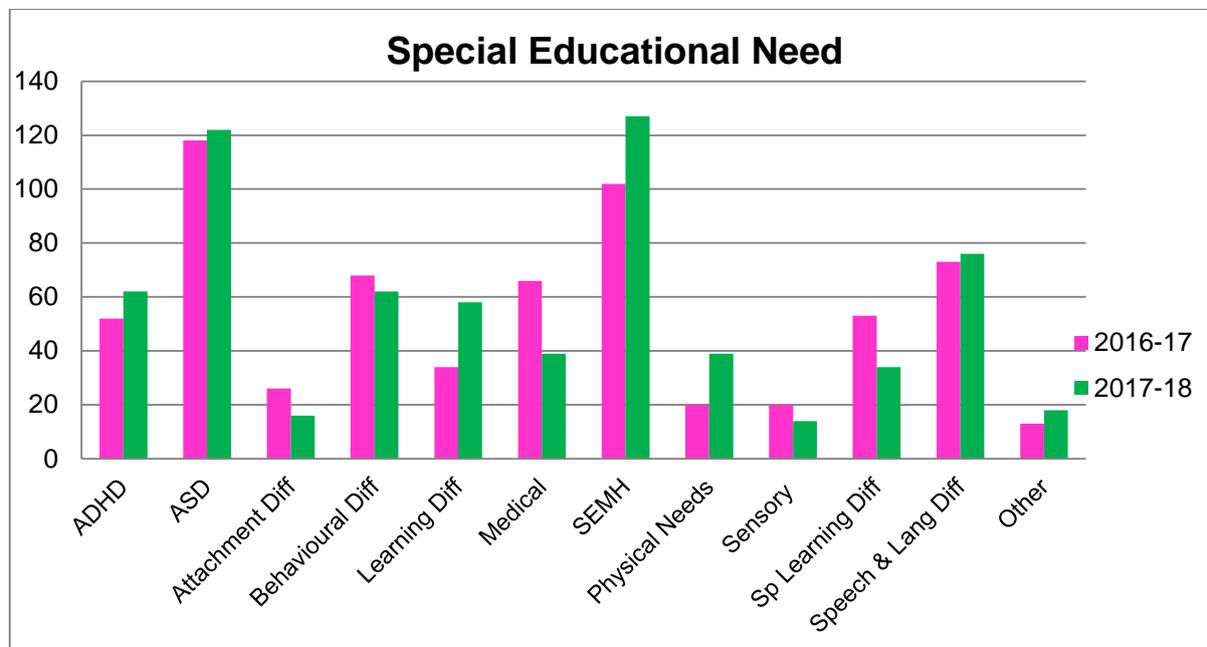


Table 5
Breakdown of Case Load by Gender

	Sep 16 – Aug 17	Sep 17 – Aug 18
No of Boys	262	277
No of Girls	123	134
Not Known	4	2
Pre-School		
Pre-School	36	35
Infant	69	69
Junior	111	128
Secondary	142	144
Post-16	20	29
FE	3	2
HE	0	0
Apprenticeship	1	1
Supported Internship	0	0
Not Known	7	5
SEND		
SEND	380	408
Non-SEND	7	5
Other	2	0
Fixed Term Exclusions		
Fixed Term Exclusions	17	17
Permanent Exclusions		
Permanent Exclusions	11	11
Non- Exclusions		
Non- Exclusions	361	385
Casework Total	389	413

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

Additional Information from Service Users

➤ **Ethnicity**

Of those who told us, 93.9% of callers to the Service stated their ethnicity as White. Of the remaining callers 2.3% stated their ethnicity as Black or Black British, 1.9% stated their ethnicity as Asian or Asian British 1.5% stated their ethnicity as Dual Heritage.

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. This will be addressed with the new case management system. Ethnicity will be a mandatory field.

➤ **Top reasons for contacting the SEND Partnership Service:**

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

- Provision – Educational Non-Statutory
- Educational Placement
- Provision – Educational Statutory
- Relationship with education provider
- Annual Review - EHCP

NB: Where noted we supported Parents where the CYP was at the following stage

Pre-Statutory	5.6%
SEN Support	40.0%
Statement	1.8%
Transfer Review	1.5%
EHC Stat Ass	7.3%
Draft EHC	2.9%
EHC	40.6%
Tribunal	0.3%

➤ **Referral route to SPS**

Of those who told us, 30.6% said they had used SEND Partnership Service before. Other recommendations to make contact with SPS came from:

- School/Pre-school/College (12.8%)
- Local Authority Education Service (11.7%)
- Other Bath and North East Somerset Council Service (9.0%)
- Health (8.5%)
- Other Parent / Friend (7.7%)
- SEND Information & Advice Officer (5.1%)
- Voluntary Sector (4.8%)
- Other (2.7%)

- Website (2.4%)
- ASD Support Service (1.9%)
- Parent Support Adviser (1.6%)
- Outreach (1.2%)

➤ **Access to the service**

Website Hits - Total number of hits to the SPS pages on the Council website: 2344 an average number of 195 hits each month.

➤ **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 53 in 2016/17 to 66 in 2017/18, an increase of 25%. This has generated an increase in contacts from 173 to 189.

4. SERVICE ACTIVITY

During the Academic Year 2017/18 staff have attended a wide range of personal and service development training opportunities.

Child Protection
CQC/Ofsted Briefing
Cross Data – Data Management
Crowd Control (Social Media)
Data Protection – e-learning
Equalities and Diversity – e-learning
Food and Mood
GDPR
Health & Safety - e-learning
IASS Early Years SEND Access and Inclusion
IASSN Conference
Independent Support – online modules and face-to-face
Inter-agency Safeguarding
Introduction to Safeguarding - e-learning
Level 2 Legal Training
Mental capacity and Deprivation of Liberties
Mental Health Awareness for Managers
Parent Champion train the trainer
Parent Champion Training
Performance Development Conversation
Preparing for Adulthood Pathways
Strategies to Support the Sexual Health of Young People with Learning Disabilities
SWIASSN Regional Meetings

SEND Partnership Service
Annual Report 2017 - 2018

SWIASSN Regional Staff Development Day
SWIASSN Strategic Review
Time management
Tribunal
Volunteer Induction
Vulnerable Girls Conference
Working with Children and Young People – Regional CDC/IASS training

Training/Presentations delivered by the Team

BCA Coffee afternoon
Children's Workforce Induction Training
Disabled Children's Team
Exclusions Training for Governors
Inter-agency meetings
Parent Conference – Raising Awareness of Mental Health and Wellbeing
Preparing for your Annual review - Parent training session (MSN)
School Parent Groups
SENCO Cluster meetings
SENCO Conference
SEND Governor Training
Southside Youth Connect Event
Speech & Language Therapy Team
Step by Step – St Martins Childrens' Centre/Radstock

The Team has contributed to the following groups/events

117 Parenting Group
ADHD Parent Group, Keynsham
B&NES Parent Carer Voice
CRPS Charity Event, The Mineral Hospital
Cygnet Group
FACES Group, Bath
Fosseway Parent Group
School Nurses
Signposting Social Event, Guildhall
Wheels for All event

5. SERVICE EVALUATIONS – Families and Professionals

PARENT EVALUATION RESULTS

Getting in touch with us

		Not at all easy				Very easy
1a	How easy was it to get in touch with us?	0	1	2 – 6%	3 – 6%	4 – 73%

The support we offered you

		Not at all helpful				Very helpful
2a	How helpful was the information, advice and support we gave you?	0	1	2 – 6%	3	4 – 93%
		Not at all				Very
3	How neutral, fair and unbiased do you think we were?	0	1	2	3 – 12%	4 – 88%
		No difference at all				A great deal of difference
4	What difference do you think our information; advice or support has made for you?	0	1	2 – 6%	3 – 6%	4 – 81%
		Very unsatisfied				Very satisfied
5	Overall how satisfied are you with the service we gave?	0	1	2 – 6%	3 – 6%	4 – 81%
		Not at all likely				Extremely likely
6	How likely is it that you would recommend the service to others?	0	1	2	3 – 12%	4 – 88%

Can you tell us more about the difference(s) we made for you? (Please tick any that apply)

I feel that my child's needs are better understood than they were 56%

I now have a better relationship with my child's school or setting 25%

I now have a better relationship with the Local Authority 25%

I feel more confident 44%

I have a greater understanding of the SEND Code of Practice and the arrangements that should be made for children and young people with SEN 75%

I feel more involved in decisions about my child's education 44%

I am happier/less worried about my child's future 44%

I feel my child has benefitted as a result of the service being involved 63%

Comments:

- The service we received from the Case Officer and Volunteer was very good and very much appreciated.
- The Case Officers were both enormously helpful and full of useful and practical advice which gave me the push and drive to get my child's EHCP started and also how I wanted to manage it once the process was underway. I have promoted your service to the many professionals and parents I meet.
- I would have been utterly lost without the signposting, support, advice and information that the Case Officer has provided for my children, I am incredibly grateful for your service and input.
- We found this service absolutely invaluable. The support and knowledge supplied for us was amazing! Our child is excited and looking forward to the new school.
- Keep doing what you are doing it's fantastic!
- Throughout our family crisis, our case worker supported us – she was our voice at difficult meetings and kept our child at the centre of everything that was discussed.
- Without her I would not have been confident in requesting an EHCNA – we now have an EHCP, a carefully considered plan for our child's future.
- The help provided was essential and instrumental in creating an EHCP that really reflected my child's needs.
- Although we did not get the results we would have liked re EHCP we felt the support and information given empowered us to push the school to provide what they should.

Professional Evaluation Results

Did you know that SPS provides impartial information, advice and support for Bath and NES Council?

Yes – 100%

Did you know that families do not need an Education, Health and Care Plan to access support from SPS?

Yes – 88% No – 12%

Do you think that families are better prepared to go through the SEND processes after they have received support from SPS?

Yes – 88% Not Always 3%

Do you think that SPS support helps families resolve issues that arise with you and the process?

Yes – 78% No – 3% Not always – 3%

In your view does SPS provide an impartial and confidential service?

Yes – 93%

In your view are the SPS Information and Advice Officers knowledgeable and informed?

Yes – 91%

Comments:

- I think this is an invaluable service and I regularly signpost parents to the service – often when they want to know more about the EHC process, when they might need more support during the process and when parents have concerns about schools not meeting their children's needs – either with or without a plan.
- I feel/believe that SEN children are over represented in referrals made to the duty team. I judge this by the amount of children that are passed to the interface so I could be wrong.
- I'm new to the team, so have not had the opportunity to discuss SPS with any families. The Duty team as a whole may also benefit from an email with the infographics on, as the team are less likely to search online for any info, but may respond to a direct email
- Just that I don't give this information to families as it isn't my job role, but having had experience with SPS I recommend them on a personal basis.
- I think it is an excellent service and I have seen good outcomes from the support
- Received very good advice and support whenever I have contacted SPS. I frequently recommend the service to families.

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 evidence shows that demand for support is still increasing and that cases continue to be complex and lengthy.

The demand on SPS grows year on year and continues to do so. The number of contacts has decreased but the hours spent delivering support through these contacts increased. Access to digital resources has increased significantly.

In previous years the resources allocated to the service increased incrementally, however given the climate we are now in this is no longer the case and without the external funding stream SPS would be looking to reduce operating costs and inevitably staffing.

The task list at Appendix 3 details areas for development for the next year and the 2 year Implementation Plan will address full compliance with the Minimum Standards.

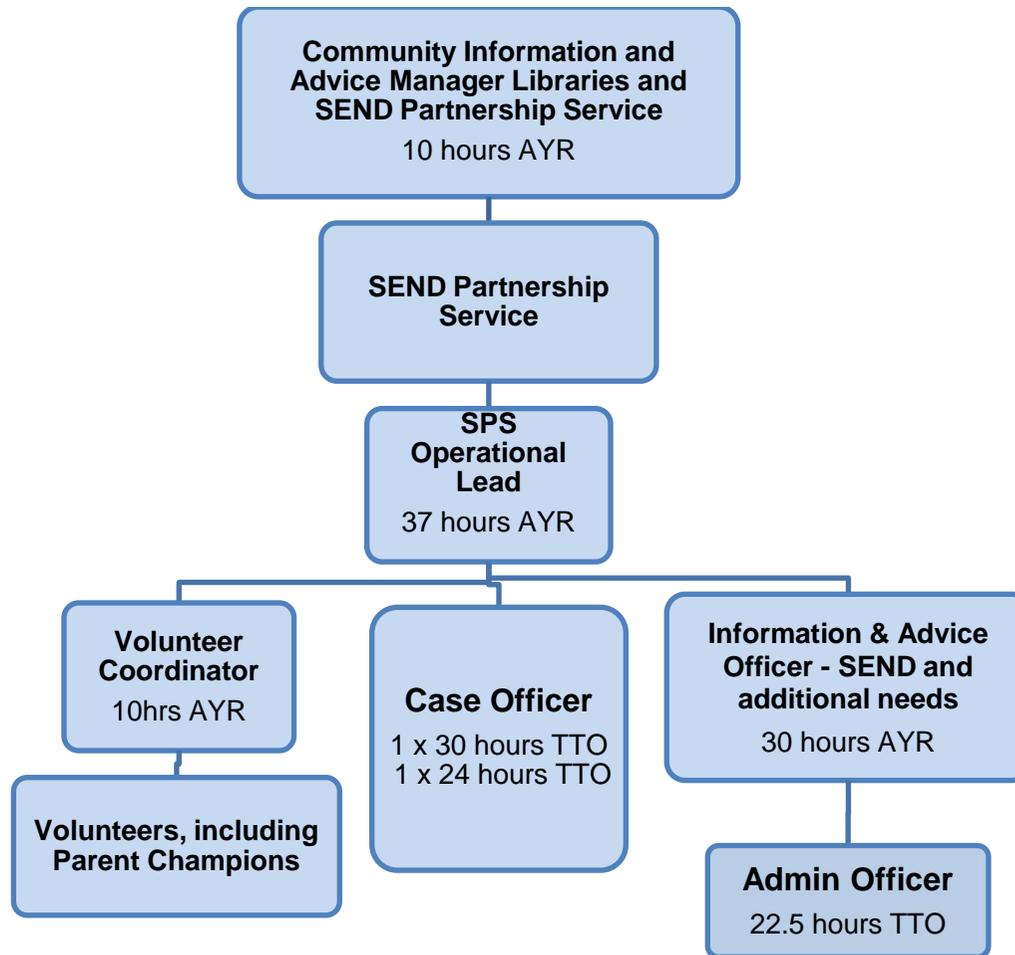
There is a great deal of redesign and development work to undertake over the next 18 months and the Service Level Agreement with the Local Authority will also offer definition of the delivery model.

Jackie Fielder
Community Information and Advice Manager
Libraries and SEND Partnership Service

31 August 2018

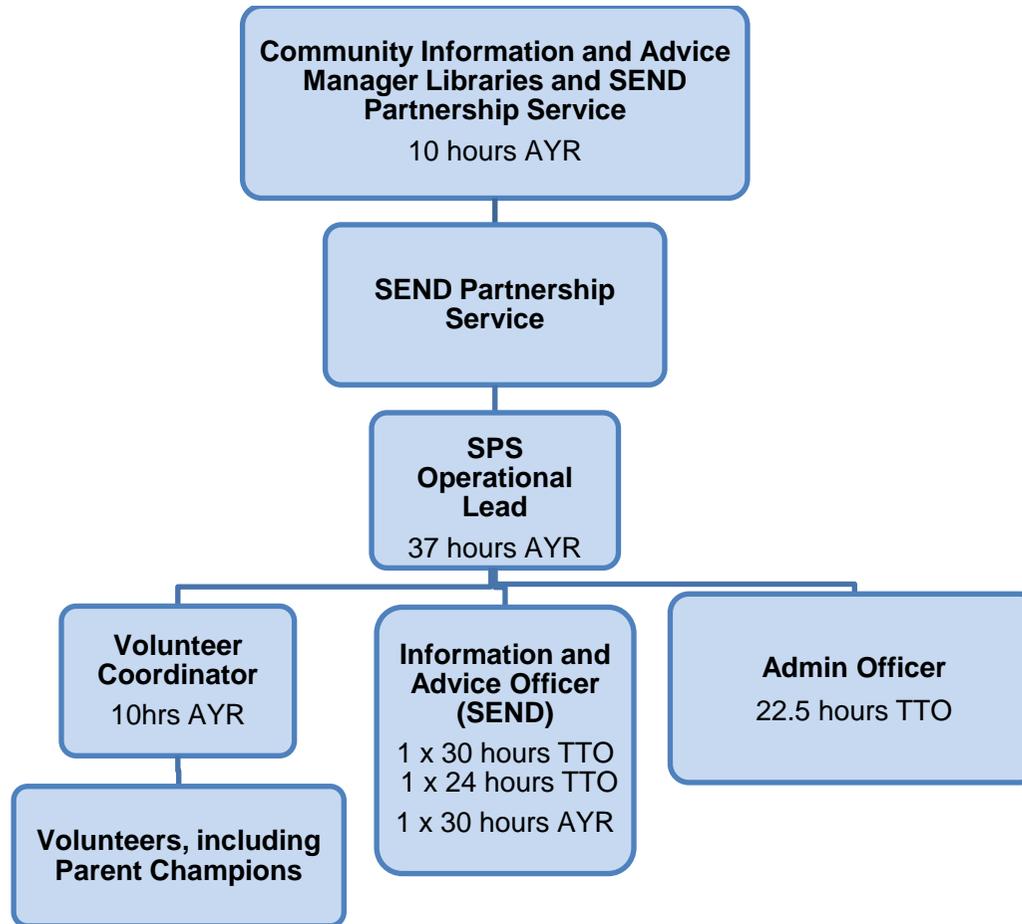
Appendix 1a

ORGANISATION CHART
SEND Partnership Service from 1 September 2017 - 31 March 2018



Appendix 1b

ORGANISATION CHART
SEND Partnership Service from 1 April 2018 – 31 August 2018



Appendix 2

Quality Standards for providing impartial information, advice and support – self-assessment August 2018

Standard 1			Evidence	Notes and developments
1.1	PC	<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>Information and Advice Officers support parents/carers, children and young people 0 – 25 years.</p> <p>The Service is funded by LA, CCG with a contribution from Social Care</p>	<p>1. Early engagement (October 2018) with Local Authority to develop formal commissioning arrangements to reflect current joint funding arrangement</p> <p>2. Over the next year to develop a programme of more proactive support for children and young people – either in person or digitally</p>
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>	<p>1. Although located in a LA building SPS is seated with Customer Service and Legal Teams on floor 1. Children’s and Young People’s Services are located on floor 2</p> <p>2. A stand-alone case management system (CMS) has been purchased and is in test format from 1 September 2018. It will go live in November for the 2018/19 Academic Year</p> <p>3. Specification agreed to develop a</p>

				stand-alone website independent of the LA. Developer has been procured and a go live date of January 2019 agreed. 4. Part-time Strategic Manager currently manages another LA Service – with effect from 1 April the LA Service role will cease. Manager post will be managing SPS exclusively.
1.3	PC	The governance arrangements for the IASS are based on clear lines of accountability and promote service user involvement.	Advisory Group chaired by an Independent Chair, comprising a range of representatives including service users. Line Management of Team directly to Customer Services and Digital Transformation Head of Service	1. Development of LA commission SLA will identify governance and accountability for SPS 2. Over the next year plans to expand the range and diversity of membership of Advisory Group over the academic year
1.4	C	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 including demographic and reach. 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	1. New CMS will improve data recording to ensure all activity is captured accurately and consistently across SPS utilising intervention levels in a consistent way 2. Over the next year need to 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.	All staff and volunteers receive a comprehensive induction programme, legal and specific SEND training, regular supervision and case supervision.	1. Over the next year plans to further develop the Parent Champions programme with Coram Family and Childcare Trust to increase capacity for family support
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. All are subject to DBS	
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 for service users in consultation and procurement exercises, channels for reporting trends and concerns with LA Quarterly meetings and joint events with local PCF	1. Over the next year develop a programme to raise awareness with Health Commissioners, Social Care, Transition Services and Commissioned Services, especially with CCG integration to embed the need for families voices in service planning and policy
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	Manager and Operational Lead attend and contribute to Sub-Regional, Regional and	

		practice.	National events. Manager has been involved with CDC in Task and Finish Groups. National Consultation exercises publicised with service users and stakeholders and responses forwarded appropriately.	
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 some outreach promotion. Service Users contribute to development of resources	<ol style="list-style-type: none"> 1. New stand-alone website will be easier to access, clearer for families and more useful. 2. Development of the Parent Champions resource, and a planned programme of promotion over the next year, is needed.
3.2	C	The IASS is accessible to all potential service users.	Delivery through a variety of access channels - face to face, telephone, email, text , digital channels, social media and via stakeholders and partners	<ol style="list-style-type: none"> 1. New stand-alone website will be easier to access, clearer for families and more useful. 2. Plans to implement a programme of a firmer proactive offer of information for young people via SENCOS 3. With the launch of the new website in January2019 SPS will also launch an SPS Facebook Account. Currently use Council social media tools

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	<ol style="list-style-type: none"> 1. Need to develop a programme of more informed feedback/follow up contacts with service users to gain better insight of usefulness, appropriateness and quality of interventions. 2. Need to develop regular professionals feedback to rate quality and effectiveness of the service 3. Operational Lead samples case files and listens to conversations (with permission) conducted by Information and Advice Officers for consistency, quality and accuracy across the service.
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 professional's feedback (see above). Recommendations to SPS from friends and families following positive interventions. Well trained, informed and supported staff and volunteers	As 1 and 2 above
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. Need to review Confidentiality Policy

4.2	PC	<p>The IASS offers impartial support tailored to the individual (up to and including SEND Tribunal), which may include:</p> <ul style="list-style-type: none"> • Casework support • Representation • An independent supporter • Key working 		<p>1. In discussion with the LA Commissioners we will have an opportunity to describe and clarify key working and advocacy principles in line with CDC definitions and ensure there is necessary funding to deliver the full offer</p>
4.3	C	<p>The IASS builds upon service users' skills, knowledge and confidence to promote independence and self-advocacy.</p>	<p>Service user confidence rating collected through evaluation. Feedback from professionals working with families about the 'difference' SPS has made. Information and Advice Officers, Volunteer and SEND Champions all attend training which promotes and embeds empowerment and confidence</p>	<p>1. See above re-evaluations and feedback 3.3 2. Improve self-serve resources see 3.2 above</p>
Standard 5				
5.1	C	<p>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</p>	<p>National and local training attended by all Information and Advice Officers and Operational Lead. Accredited legal training to Level 3 offered and completed. All staff subscribe to news alerts, newsletters and government websites. Volunteers attend appropriate intensive training.</p>	

			Case meetings and team meetings offer training, updates and coaching. All staff and volunteers can access LA training. Manager attends Strategic meetings with LA for internal up-dates and developments	
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 Information and Advice Officers and Operational Lead and volunteers Supervision and sampling reinforce this	
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. All volunteers have completed local training, some have accessed IS training.	NB: Minimum standard around training for all staff and volunteers conflicts with availability locally of appropriate training
5.4	PC	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 for schools, delivery of a programme of Team Meeting updates for LA, voluntary organisations and SENCOs	1. Need to develop more training with Post-16, alternative education and Early Year's providers 2. Develop a more regular programme of contact with SENCO clusters 3. 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 	<p>Delivery of an annual event for parents/carers and delivery of topical bite size local training on a regular basis</p>	<p>1. Need to review plan to disseminate information to all partners, staff and volunteers more effectively and economically – with new platform developing a news/website blog 2. Develop Parent Champions Programme to expand reach</p>
Additionally				
Exclusion Support for Families		<p>Support for all families whose child or young person has been fixed term (long) or permanently excluded – not just those with SEND</p>		<p>Commissioner's SLA will detail delivery for SPS in this area. Currently supporting families whose children do not have SEND.</p>

Appendix 3

Action Plan for the Academic Year 2018/19

1. Launch new stand-alone website

- Ensure that new stand-alone website will be easier to access, clearer for families and more useful. Enable self-serve
- Use the new website to develop a programme of more proactive support for children and young people
- Review plan to disseminate information to all partners, staff and volunteers more effectively and economically – with a new platform developing a news/website blog
- With the launch of the new website also launch an SPS Facebook Account – encourage wider reach
- Embed impartiality with stand-alone website

2. Develop training offer

- Develop more training with Post-16, alternative education and Early Year's providers
- Develop a more regular programme of contact with SENCO clusters to disseminate information
- Develop links with Universities training teachers and SENCOs
- Develop a programme to raise awareness with Health Commissioners, Social Care, Transition Services and Commissioned Services, especially with CCG integration, to embed the need for families voices in service planning and policy

3. Expand reach – develop outreach and grow capacity

- Further develop the Parent Champions programme with Coram Family and Childcare to increase capacity for family support and raising awareness of SPS
- Recruit a new cohort of volunteer supporters

- Implement a programme of a firmer proactive offer of information for young people via SENCOS
- Develop new website to be more accessible for self-serve (for those that can)

4. Improve service user evaluations and feedback to inform service delivery (using new CMS)

- Develop a programme of more informed feedback/follow up contacts with service users to gain better insight of usefulness, appropriateness and quality of interventions.
- Review and develop methods of collecting feedback from parents, children and young people to inform service planning
- Need to develop regular professionals feedback to rate quality and effectiveness of the service

5. Improve data capture and performance monitoring

- New CMS will improve data recording to ensure all activity is captured accurately and consistently across SPS utilising intervention levels in a consistent way to inform performance and delivery

6. Engage with LA Commissioners to agree a realistic and manageable SLA

- In discussion with the LA Commissioners describe and clarify key working and advocacy principles in line with CDC definitions and ensure there is necessary funding to deliver the full offer