

Plymouth Information Advice and Support for SEND (PIAS)

Annual Report

1st September 2014 – 31st August 2015



**PLYMOUTH
INFORMATION ADVICE
AND SUPPORT FOR SEND**



Introduction

Welcome to the Plymouth Information, Advice and Support for SEND (PIAS) Annual Report. This report summarises the activities and evaluation of the service for the year September 2014 – August 2015. Throughout this report, unless otherwise specified, when we refer to “parents” we include all parents, step parents, adoptive parents or adult carers who have legal responsibility for a child or young person with special educational needs or a disability and live in Plymouth. A ‘young person’ is someone who has reached school leaving age and up to age 25. A young person has reached school leaving age on the last Thursday in June in the academic year in which the individual turns 16.

Role	PPP Sept 14 - Mar 15 FTE	PIAS April 15 - Aug 15 FTE
Parent Partnership Manager	1.0	-
PIAS Service Manager Senior Educational Psychologist	-	0.4
Senior Parent Support Co-ordinator	-	2.0
Parent Support Co-ordinator	5.75	3.75
Parent Programme Facilitator	3.0	3.0
Administrative Assistant	1.8	1.8
Web Editor	0.5	0.5

Note: whilst the PIAS workforce have role specific delineated duties, as a small team many staff, are cross trained and able to provide both SEN support to parent/carers children and young people and to facilitate parenting courses as required by service need. This service flexibility has provided team resilience and cover during periods of challenge.

2. PIAS for SEND Role and Service Activity

PIAS provide three key services for parents, carers, children and young people within the Plymouth Local Authority area:

1. The provision of information, advice and support relating to Special Educational Needs
2. Independent Support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.
3. The provision of evidenced based parenting programmes.

2.1 The provision of information, advice and support relating to Special Educational Needs

New legislation and a new Special Educational Needs and Disability Code of Practice, came into force on 1st September 2014 which affected the processes and policies which support children and young people with SEND and their parents and carers.

The new SEND Code of Practice requires the local authority to provide a dedicated, easily identifiable SEND information, advice and support (IAS) service which is impartial, confidential and accessible, with the capacity to handle face-to-face, telephone and electronic enquiries. It requires the service to provide for children and young people (0-25) in addition to parents and carers (the previous Code required a 'parent partnership service' to work with parent carers only of children between 5-19 only')

In response to the new legislation and Code of Practice Plymouth Parent Partnership has evolved into Plymouth Information and Advice for SEND (PIAS) which offers a range of flexible services and case work to support children, young people, and parents; our approach is to tailor the service to meet individual needs. This may include, but is not limited to, any combination of the following:

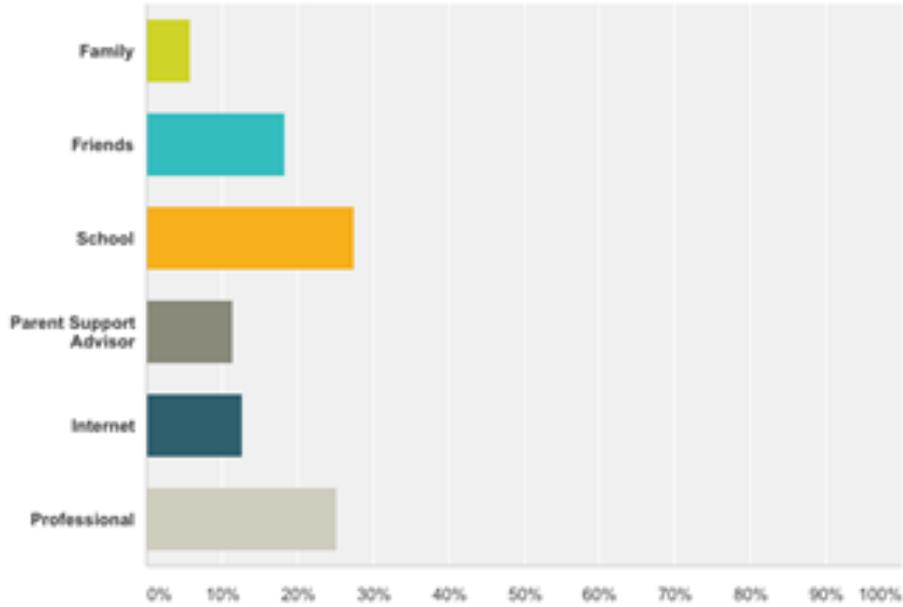
- telephone/email support and helpline
- face-to-face support

- support throughout the statutory processes in relation to Education, Health and Care Plans including help to contribute views, feelings and wishes to the statutory assessment process or annual statement review
- help to prepare for meetings, or support at meetings if requested
- help to write letters e.g. to request a statutory assessment
- support to prepare for an appeal e.g. an exclusion or tribunal appeal
- help to understand professionals' reports
- exploring with individuals the range of options open to them and supporting them in their decision
- signposting to other services
- delivering or facilitating training to groups of parents/carers

The most preferred method of contact with PIAS has been by telephone, although email contact is increasingly popular. When the phone lines are in use, or staff are out of the office, there is a 24/7 voicemail service. Our aim is to respond to email or voicemail messages within 48 working hours/2 working days and during 2014/2015 this was the case for 98% of parents. The graph below indicates how parents learnt about PIAS.

How did you find out about PIAS?

Answered: 87 Skipped: 13



Answer Choices	Responses
Family	5.75% 5
Friends	18.39% 16
School	27.59% 24
Parent Support Advisor	11.49% 10
Internet	12.64% 11
Professional	25.29% 22
Total Respondents: 87	

PIAS Parent Support Co-ordinators act as case workers in a supportive role rather than as a representative or advocate for children, young people or parents. Where children, young people or parents find it difficult to express themselves confidently at a meeting, we will raise their concerns or speak for them if they requested us to do so. We do not share information about a specific case with anyone outside of PIAS unless a child, young person or their parents give us their explicit permission to do so. The only exception to this situation is when there are clear safeguarding issues and it would be negligent and unlawful for us not to share the information we hold pertaining to a specific child or vulnerable adult. (See Appendix One for Case Studies)

PIAS has an open access approach and our service can be accessed by any eligible individual. There are no formal procedures for referral; children young people or

parents simply contact us directly and confidentially on our dedicated telephone number or email address or they can meet with us face-to-face. Individuals are often signposted to our service by schools, early years settings and a range of other children's services professionals and practitioners. Professionals and practitioners may ask us to contact an individual they have been working with but we will only do so if they have first obtained the permission of the child, young person or parent. We prefer that the practitioner passes our contact details to individuals so they can contact us themselves in order to maintain confidentiality.

The Special Educational Needs and Disability Code of Practice indicate the nature of the IAS to be provided and outline the national Quality Standards. This section will examine our performance against the five main headings in the Quality Standards.

- Commissioning, Governance and management arrangements;
- Strategic Functions;
- Provision of information and advice;
- Supporting individual;
- Professional development and training

2.1.1 COMMISSIONING, GOVERNANCE AND MANAGEMENT ARRANGEMENTS

a) Identity and Branding

PIAS for SEND is an arm's length Local Authority funded service based at the Jan Cutting Health Living Centre in Beacon Park. This is a community based venue administered by the Wolseley Trust, which maintains our impartial identity and accessibility for service users.. We have our own Logo and a separate phone line with a help line operating from 9-5pm each week day. We have an independent website - <https://www.plymouthias.org.uk/>. The website has information on our service, information leaflets and booklets as well as information on our policies. The website has a chat facility that is available 24/7. A section of the website has been produced in 'Easy read' for young people. Service users are able to post requests for support via the website.

b) Budget

PIAS has a delegated ring fenced budget which funds both areas of work (SEND and Parenting).

In addition to this budget we received a grant for an Independent Supporter for the financial year 2014/2015 from funds managed by the Council for Disabled Children on behalf of the National Children's Bureau (NCB).

This grant goes into our budget strand and the Council for Disabled Children requires quarterly reporting on the use of this money and the outcomes achieved. With this grant we were able to appoint an additional temporary caseworker working four days per week. The contract is due to end in March 2016. With this grant we have increased capacity by training all members of the casework team in the Independent support role as well as providing additional hours to meet demand.

c) Service Development Plan

PIAS has a Service Development Plan which covers each of the Quality Standards. This is reviewed at regular intervals. It identifies specified improvement targets to meet service users' needs and priorities which are routinely identified and collated via customer surveys and the annual Plymouth Parent Conference. The Service Development Plan also identifies the continuous professional development needs of team members which are collated via routine peer supervision, 1-1 supervision and through annual individual appraisal. This is a working document which is RAG rated to easily identify areas of service provision that require attention. (See Appendix Three)

d) Safeguarding

All of our team have received training and knowledge of safeguarding procedures during the last three years. We have a Lone working procedure which we require all staff to follow.

e) Steering Group

Formation of the Service User group is ongoing and should be in place 2015/2016

f) Service Level Agreement

PIAS do not require a Service Level Agreement because we are an arms-length in-house Local Authority service.

2.1.2 STRATEGIC FUNCTIONS

a) Contributing to Local Policy and Practice

i) SEND Strategy Steering Group

The PIAS Service Manager sits on the SEND Strategy Steering Group, providing service feedback as required. Reporting on items in relation to Information Advice and Support as described in the Children and Families Act 2014.

ii) Parent participation

PIAS still retains some responsibility for parent participation working with the Plymouth Parent Carer Forum (Your Child Your Voice (YCYV) to ascertain parents' views and encourage their participation in developing more effective services for SEND.

iii) Service Users

During the reporting period service users information sessions were undertaken to both inform and also to receive feedback from them.

The following sessions were delivered:

- The Plymouth Local Offer. What is it? (A hands on demonstration)
- SEND Support in schools (An explanation of how support is delivered in School)
- What is an Education Health and Care Assessment (When do I need one)?
- What is an Education Health and Care Plan?
- Transitional review (Conversion from a Statement to an Education, Health and Care Plan)
- Post 16-25 transition to adulthood

- Learning Disability Assessments when do they finish and how do I get an Education, Health and Care Plan?

iv) Parent Conference

As in previous years PIAS organised a SEND Parent Conference with the support of YCYV and crèche facilities were provided. The format of the conference was as follows:

- Information Session Introduction of the SEND reforms 2014
- SEND panel
- One to one meetings with various agencies on the following subjects:
 - Special Education provision
 - Educational Psychology
 - Transitions
 - Short breaks
 - Benefits
 - Child sleep issues
- Opportunity to meet with organisations associated with SEND

In order to maximise parent participation two sessions were delivered at the conference with one held in the morning and another after school. Attendees included:

- 233 Parents/Carers with 110 also having a one to one meeting
- 104 Professionals

b) Contributing to Regional and National Policy and Practice

During the reporting period the Service Manager or other service representative attended quarterly South West Regional IASS Service Managers meetings. Attendance at these meetings facilitates the sharing of good practice and opportunities to resolve issues arising from the implementation of the SEND reforms.

In August 2014 the Council for Disabled Children requested volunteers to deliver 'Independent Support' training and in September 2014 two members of the PIAS team qualified as trainers. One PIAS team member delivered seven 2 day

Independent Support 'Face to Face' training courses and another delivered two, between them training a hundred Independent Supporters. Providing this training also generated income for PIAS.

Attendance at the Council for Disabled Children Conference in London was very informative and allowed PIAS to share local practice as well as gain important updates on the national agenda.

2.1.3 PROVISION OF INFORMATION AND ADVICE

a) Publicity and Promotional materials

In September 2014 the new website went live. This was a total redesign and also included response reactive technology which enables the website to be re formatted for mobile devices including mobile phones. There is a translate facility to translate English into other languages as well as accessibility tools. There is a chat facility on the website.

Information documents have been produced nationally that can be adapted for local SEND services. These have been included on the website. The rename of the service was launched in March 2015 which also involved updating publications and our publicity materials. All documents can be accessed via the website

www.plymouthias.org.uk

PIAS service details are listed on the Local Offer and are updated as required by a member of the PIAS team.

PIAS have a Facebook page which is updated regularly and receives many hits. The Twitter account is not operational at this stage although it is planned to populate this in the next reporting period.

The PIAS service leaflet has been sent to all education establishments and GP surgeries. We have PIAS banners and a display stand publicising our services which we take to events.

We are able to get information translated into other languages or into other formats such as large print or Braille.

b) Accessibility

We offer a range of access options for parents and young people to contact or meet with us.

Our office is an accessible building and complies with the current legislation Disability Discrimination Act 1995 (buildings).

We can arrange visits to other locations (Schools, GP surgeries etc.) or the family home and will arrange appointments outside the normal core hours if requested. We accept requests for support from parents and young people or from a third party with permission by phone, email, text, social media, letter or face to face. If required we will arrange to meet the parent or young person with an interpreter or BSL signer if required.

We aim to respond within two working days/48 hours and this has been achieved 98% of the time.

During the reporting period we piloted late opening on Tuesdays and Thursdays for six months. However, there was very little take up and it was agreed that this would cease and that PIAS would look at this again at a later date should the demand arise. A disadvantage of the late evening opening pilot was the reduced availability of Parent Support Co-ordinators during the core hours of the service.

c) Feedback from Service Users

We continually strive to gain feedback on the case work service that we provide. This is routinely undertaken via a closed case work customer survey undertaken by a member of the team not directly involved in the case work. Questions asked in the survey include:

- How did you hear about the service?
- Did your Parent Support Co-ordinator do the following?
- How useful was the information we have given you?
- Did you feel that we were impartial?
- In your opinion, if you could have changed one thing about the support you received what would it be?

- Would you contact us again if you needed support?

On completion of the survey Service Users are also asked whether they would like to be added to the PIAS 'For Your Information' mailing list.

During the 2014 – 2015 academic year 100 parents were surveyed. See Appendix Two for Survey Report.

2.1.4 SUPPORTING INDIVIDUALS

a) Developments during the year

One of PIAS's main areas of development during the year has been to develop the Information, Advice and Support Service for children and young people with regard to the Children and Families Act 2014 and the SEND Code of Practice 2015.

All case workers have been trained in the Independent Supporter role and have completed the online modules and the two day 'Face to Face' training. PIAS organised for the IPSEA training to be delivered in Plymouth to ensure that all case workers were trained just after the introduction of the new legislation.

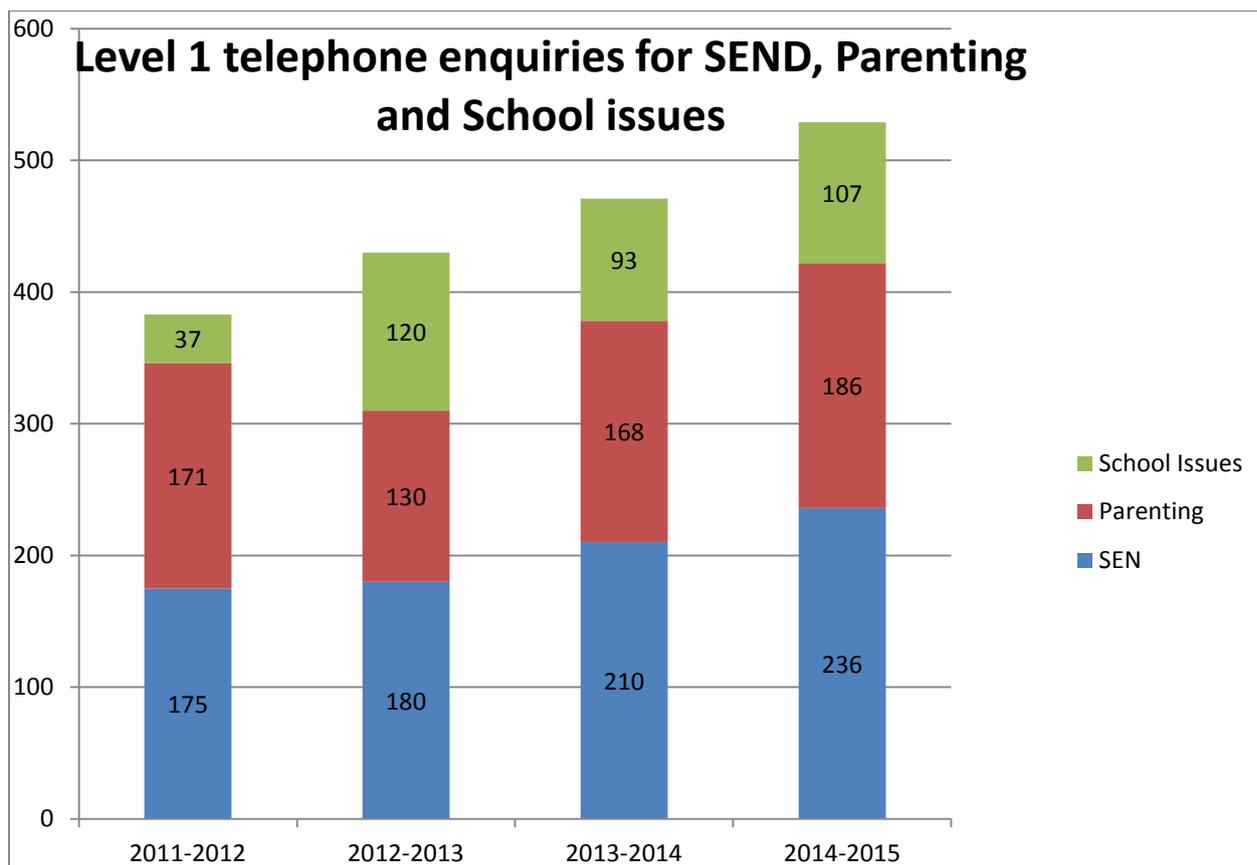
In September 2014 PIAS also organised for ACE Education (Advisory Centre for Education) to deliver training on school admissions and exclusions for to all members of the case work team.

b) Case work - working with individuals

Services offered by PIAS case workers are classified at 2 levels of involvement:

Level one

Level one case work comprises a brief and one off/short intervention providing information e.g. telephone enquiries, website enquiries and brief face to face meetings via drop in service to our offices. The number of level one enquires has increased year on year and for this reporting period 576 were recorded. The table below outlines the number of level one enquiries in respect of school issues, Parenting and SEN.

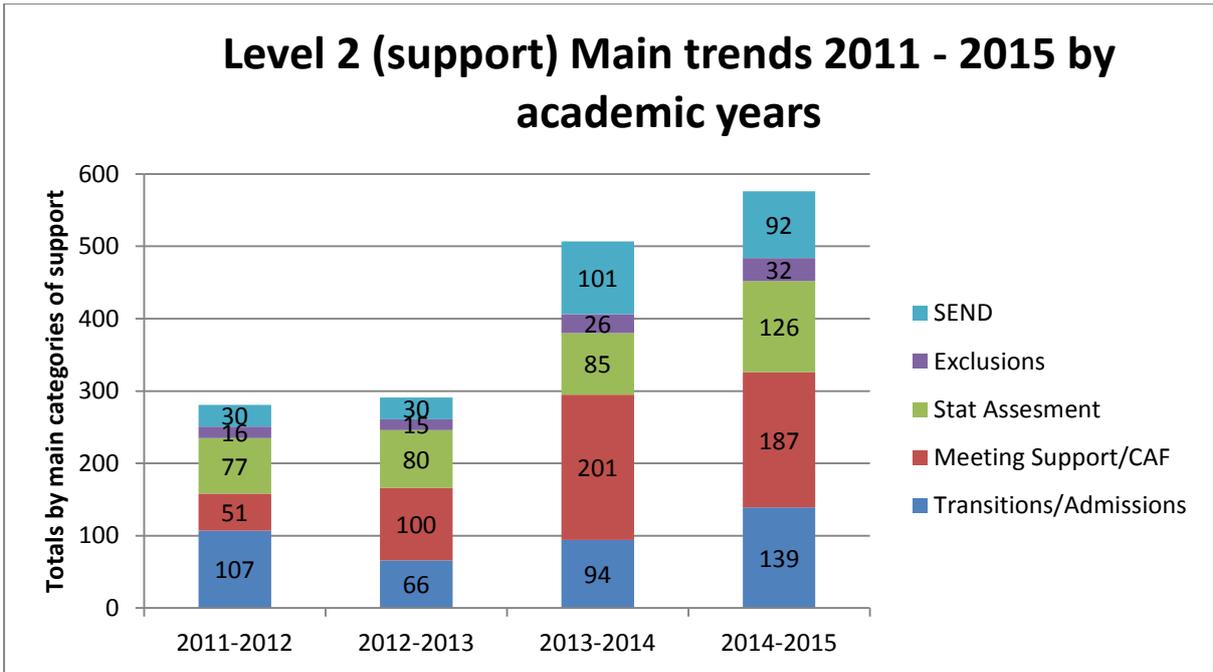


Level two

Level two case work comprises in depth support which occurs over a longer period of time. Examples of this are meeting support and also support through Statutory Assessment. Level two support may last for a few days or for a number of years. As with Level one cases there has been an increase in the level two support.

Two case studies which give insight into typical case work undertaken by Parent Support Co-ordinators in Plymouth are outlined in Appendix One

The table below outlines the number and focus of level two case work support provided by Parent Support Co-ordinators.



c) Confidential support

We have a confidential phone line with an answering service if out of hours or if there are no members of PIAS staff available. The messaging service is accessed at regular intervals throughout the day to ensure a timely response to calls.

The service confidentiality policy is reviewed yearly and can be viewed on the PIAS website. An easy read version is also available on our website.

d) Data Protection compliance

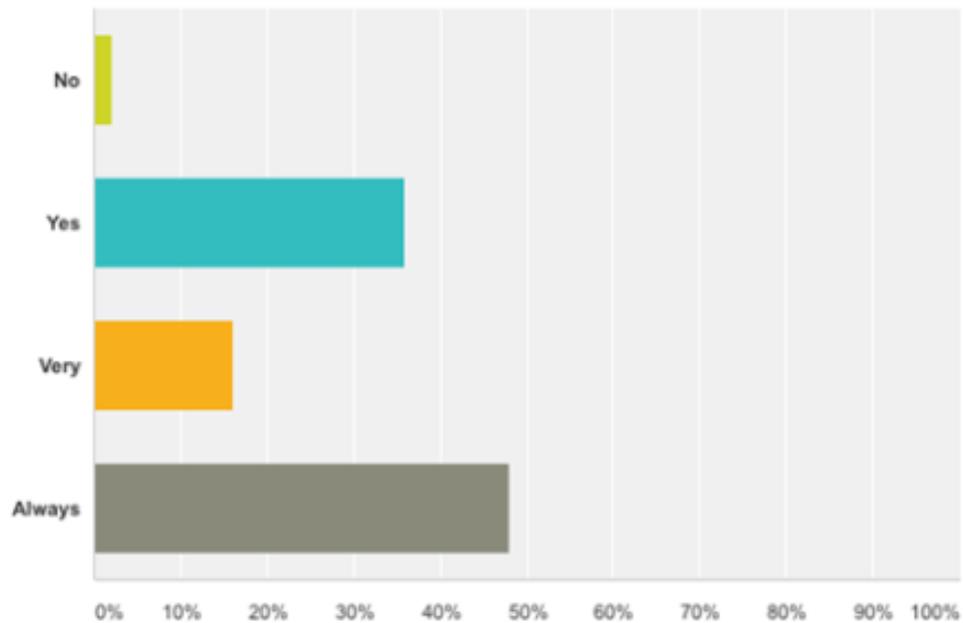
PIAS comply with all data protection regulations and an online data protection training module is undertaken by all members of staff when joining the service.

e) Impartial support

Our impartiality policy is reviewed annually and it is available on our website. Feedback from customer surveys has indicated that the vast majority of our Service Users consider that PIAS provides an impartial service.

Do you feel we were 'impartial'? (As in not taking sides, keeping a balanced view and making sure each viewpoint was heard and understood).

Answered: 100 Skipped: 0



Comments made by Service Users in terms of the impartiality of PIAS included:

“Very impartial and supportive”

“Completely Impartial with empathy”

“The case worker was on the fence but gave a balanced view point”

“Corrected parents misconceptions and got things moving in the right direction at a pace that everybody could work to”

f) Appeals and Tribunals

PIAS support parents and young people through disagreement resolution, mediation and Tribunal as required and will attend Tribunals to support a family.

During the year September 2014-August 2015 none of the requests to Tribunal were taken beyond the mediation stage.

g) Mediation and Dispute Resolution

PIAS supported one family through the Independent Review Panel in relation to permanent exclusion. In this case the service user had SEN and the SEN expert was in attendance at the hearing. PIAS also supported a parent through the mediation process. This was a valuable experience and further increased PIAS's knowledge of both the independent review and the mediation process.

PIAS has supported 57 of the 89 parents (64.0%) who were informed by the Local Authority that their child/young person was not going to receive a statutory assessment with the disagreement resolution process. This timely support has brokered satisfactory solutions for families, thus rendering mediation and tribunal processes unnecessary.

2.1.5 PROFESSIONAL DEVELOPMENT AND TRAINING

All staff have fortnightly group peer supervision with termly one to one supervision as well as annual appraisal where their training needs are discussed.

a) Local Training

This year, all staff received the following local training:

- Exclusions and independent appeal training delivered by ACE
- Health, Safety and Wellbeing induction for all staff
- Data Safe at Plymouth City Council
- Secure email access (PSN)
- Local Safeguarding Board refresher courses

b) National Legal Training

- Level One Face to Face IPSEA training completed by all members of case work staff (delivered in Plymouth September 2014)

2.2 Independent Support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes

Independent Support was announced by the Department for Education in January 2014 as part of the SEND reforms, to provide an additional resource for a time limited period to work directly with young people and the parents of children being assessed for an EHC plan. Where support is required beyond the EHC process, Independent Supporters are to signpost to their local Information Advice and Support Services (IASS). Funding and training for Independent Support is provided to each Local Authority by the Council for Disabled Children. Organisations from the private, voluntary and community sectors were invited to bid for the primary Independent Support contract in spring of 2014, with an additional, smaller contract being made available for Information, Advice and Support Services. The work is funded by DfE through the CDC until March 2016

In Plymouth the primary provider for Independent Support is Careers South West. PIAS provides additional support through Independent Support funding.

During the reporting period 79 service users were supported under the Independent Support umbrella. The support for 38 Service Users has been completed and there have been no refusals to issue a plan. Support for the remaining Service Users continues.

2.3 The provision of evidenced based parenting programmes

The Parenting Program team currently deliver two evidenced based parenting programmes namely Incredible Years and Strengthening Families 10-14 UK. During the reporting year, PIAS in conjunction with Oxford University, were also involved implementing the final two cohorts of a research project which involved delivering SPOKES (Supporting Parents on Kids Education in Schools) to parents. SPOKES involves a series of ten weekly sessions to teach parents strategies for supporting their children's reading. It is designed for the parents of struggling readers in Year 1. Examples of strategies parents are taught include: listening to, playing with, and reading to children; pausing to let them sound out words; praising them when they read well, and dealing with misbehaviour.

The programme was based primarily in Plymouth (with Torbay and Cornwall included in cohort five) and was conducted with 6 cohorts of children each term from Spring 2012 to Autumn 2014. Eight hundred and eight parents were randomised to condition from 68 primary schools.

2.3.1 Incredible Years

Incredible Years is an internationally recognised Parenting Programme developed by Carolyn Webster-Stratton within the University of Washington Parenting Clinic. This programme is recommended by NICE Guidelines as an effective parent training intervention for the management of conduct disorders and anti-social behaviour in children. The programme, aimed at children aged 0 to 12 years, is founded on social learning theory and consists of weekly, two-hour group sessions delivered by skilled practitioners over a number of weeks. The programme uses a collaborative approach, encouraging parents to learn from each other. Methods used include role play, modelling, group discussion, homework and reviewing DVDs of family behaviour. Incredible Years has been shown to work in Plymouth for a wide range of families.

The Incredible Years programme is divided into various age groups and designed for parents of babies, toddlers, pre-school and primary school age children.

3.1.1 Key features

IY Babies (0-1 years)

- Special time for parents/carers to get to know, understand and enjoy their baby in a safe and supportive setting.
- Lets parents/carers learn about how babies develop in their first year and practice the skills to feel confident as a parent.

IY Toddlers (1-3 years)

- Gives parents/carers the tools to deal with the unique demands that toddlers can put on them as they start to become their own person.
- To help parents/carers learn simple techniques to support and nurture the development of their little one, whilst having fun.

IY Pre-School/Basic (3-6/7 years)

- Gives parents/carers the tools to deal with the unique demands that a young child can put on them as they start to become their own person.
- To help parents/carers learn simple techniques to support and nurture the social and emotional needs of their developing young child whilst having fun

IY School Age (7-12 years)

- Gives parents/carers the skills and confidence to resolve typical pre-teen issues before they become problems.
- Builds a foundation of closeness and affection to see parents/carers through the difficult teenage years.
- Supports parents/carers to work with their child's school so that they get the best out of their education.

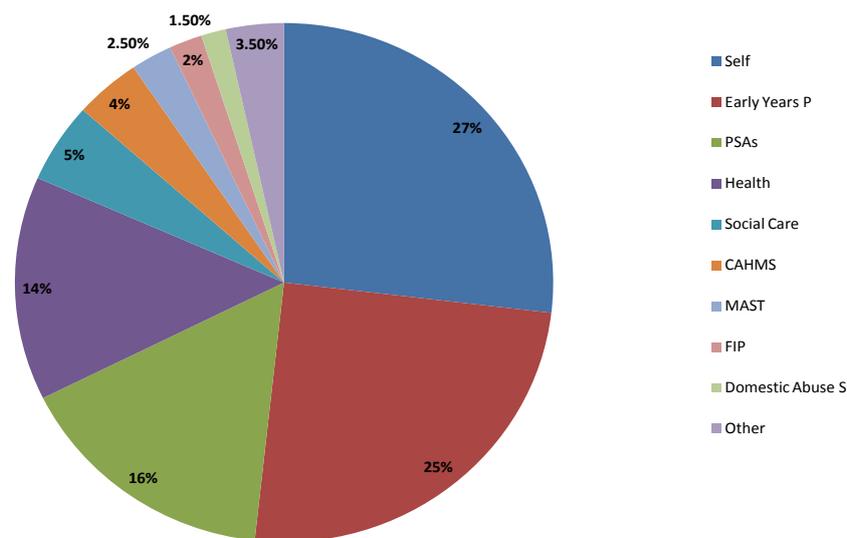
3.1.2 IY Referrals

The Incredible Years programme is highly regarded and valued by partner organisations across Plymouth. This is reflected by the volume of referrals received year on year. During this reporting period 278 referrals were processed and

allocated to courses. Of those allocated 117 parent/carers took a place on the first course they were offered, with a further 92 asking to be deferred to a later course.

Referrals for IY courses in Plymouth are made by a range of agencies with Early Years providers, school based Parent Support Advisers and Health professionals (including CAMHS) making almost two thirds of the total (59.0%) received during 2014 - 2015. Parents in Plymouth are also able to self refer and their referrals accounted for just over a quarter (27.0%) of those received by PIAS during this reporting period.

Incredible Years Referring Agency Overview 2015



The demand for IY continues to outstrip supply and waiting lists are carefully managed. Normal waiting times for a course range from 12-20 weeks dependent on the course requested and time of year. However, recruitment constraints due to the PIAS service restructure during this period resulted in a much reduced parenting programme facilitation team, which impacted on these times significantly.

3.1.3 IY Delivery

Eleven IY courses managed by Plymouth Information, Advice and SEND Support (formerly known as Plymouth Parent Partnership) have been completed since September 2014. This comprised 7 IY 'Basic' courses, 3 IY 'Toddler' courses and 1 IY 'School Age' course. The number of parents attending IY courses ranges from 6 -12 parents depending on the course location, size of venue and the availability of a crèche. Around 2 in 3 (67.0%) parents who started IY attended half or more of the course.

Programme	Duration	Number of courses
Toddler	12 weeks	3
Pre-School /Basic	14 weeks	7
School Age	12 weeks	1

IY courses are run by PIAS Parenting Programme Facilitators in conjunction with staff from key partner agencies including Children's Centres, CAMHS, and school based Parent Support Advisers/Family Support staff. The IY courses are held at community venues across Plymouth including Children's Centres, Parent Support organisations, schools and the PIAS training room. The majority of IY courses have an onsite crèche provided by partners.

All Parenting Programme Facilitators are Webster Stratton certificated having completed the three day IY Basic Training course and receive fortnightly supervision with the PIAS Service Manager who is currently completing an IY Peer Coach qualification. This secures programme fidelity in the delivery of IY which is essential for the effectiveness of the intervention.

PIAS worked closely with CAMHS in Plymouth and with Exeter University as part of the Increasing Access to Psychological Therapies (IAPT) South West regional collaborative. This enabled an IAPT trained Primary Care Mental Health Worker to have an ongoing placement with the PIAS parenting team, and has increased capacity to provide IY courses for parent/carers whose children are, or who may be on the CAMHS assessment pathway.

This collaboration has also provided fully NHS funded secondment opportunities for PIAS Parenting Programme Facilitators to benefit from the IAPT Post Graduate Diploma in Evidence Based Psychological Therapies: Parenting Pathway.

The on-going South West regional IAPT collaboration has potential to provide more high quality; NHS funded training opportunities for the PIAS Parenting Programme team.

3.1.4 Monitoring measures

Toddlers IY

All parents attending a Toddler IY course complete a Toddlers NHS Parenting Evaluation (TOPSE) booklet before and after completing the course. TOPSE is a tool which measures parenting self-efficacy and is used both in the UK and in many other countries to evaluate a range of parenting programmes and interventions.

TOPSE consists of 48 self-efficacy statements that address eight domains of parenting: emotion and affection, play and enjoyment, empathy and understanding, control, discipline and boundary setting, pressures of parenting, self-acceptance, and learning and knowledge. There are six self-efficacy statements for each domain and parents indicate how much they agree with each statement by responding to a Likert scale from 0-10 where 0 equates to completely disagree and 10 equates to completely agree.

Analysis of TOPSEs for parents attending IY Toddler courses 2014-2015 revealed that considerable progress has been made:

- The vast majority (92.3%) of parents reported a positive change in their 'control' score
- Over 4 in 5 (84.6%) parents reported a positive change in their 'discipline and setting boundaries' score, their 'self-acceptance' score and their 'learning and knowledge' score.
- Just over 3 in 4 (76.9%) parents reported a positive change in their 'play and enjoyment' score
- Around 2 in 3 (69.2%) parents reported a positive change in their 'empathy and understanding' score

- Just over 3 in 5 (61.5%) parents reported a positive change in their 'emotion and affection' score
- Just over half (53.8%) the parents reported a positive change in their 'pressures' score

Pre-school/Basic

All parents attending a Pre-school/Basic course complete a Strengths and Difficulties questionnaire in relation to their target child. before, midpoint and at the end of the course. The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 3-16 year olds. The SDQ used in Plymouth is two sided. Side one asks about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:

1. emotional symptoms
2. conduct problems
3. hyperactivity/inattention
4. peer relationship problems
5. prosocial behaviour

The scores from sections 1 - 4 are added together to generate a total difficulties score.

Analysis of SDQs for parents attending IY Pre-School/Basic courses 2014-2015 revealed that progress has been made:

- Around 1 in 4 (23.6%) children's overall stress scores had reduced by the end of their parents IY, whilst around 3 in 4 (71.0%) children's scores remained unchanged
- Around 1 in 4 (27.7%) children also saw a reduction in their risk of any diagnosis, whilst 2 in 3 (66.6%) children's risk remained unchanged

School Age

All parents attending a School Age course complete a Strengths and Difficulties questionnaire in relation to their target child. before, midpoint and at the end of the course.

Analysis of SDQs for parents attending IY School Age course 2014-2015 revealed that progress has been made:

- Half the children's overall stress scores had reduced by the end of their parents IY courses, whilst the other half had unchanged scores.
- Half the children saw a reduction in their risk of any diagnosis, whilst the other half had unchanged risk scores

3.1.5 IY Parent Feedback

On the last week of the IY course parents are asked to complete an Incredible Years Parent Program Satisfaction and the key headline findings for the academic year 2014-2015 were as follows:

Toddler IY

- Just over 3 in 4 (76.8%) parents indicated that since undertaking IY, their baby/toddler's bonding with them had improved or greatly improved.
- Just over 2 in 3 (69.1%) parents stated that they were either confident or very confident in parenting at this time
- All the parents (100.0%) indicated that they would either recommend or strongly recommend the IY programme to a friend or relative.

Pre-school/Basic

- Around 3 in 4 (71.4%) parents stated that the attachment they feel with their child had improved or greatly improved since taking the course and just under 3 in 5 (58.0%) parents stated that their child's behaviour had improved or greatly improved since they had attended IY.
- Over 4 in 5 (85.6%) parents indicated that they were either confident or very confident in parenting at this time and around 4 in 5 (80.8%) were either confident or very confident in their ability to manage future behaviour problems in the home using what they had learned from the IY course.
- Over 4 in 5 (83.6%) parents would either recommend or strongly recommend the IY programme to a friend or relative.

School Age

- Three quarters (75.0%) of the parents indicated that since undertaking IY, the problems that originally prompted them to take the parenting programme had either improved or greatly improved. Around 3 in 5 (62.5%) parents stated that since undertaking IY, their child's behaviour problems which they tried to change using the methods presented in this programme had either improved or greatly improved.
- Around 3 in 5 (62.5%) parents indicated that they were either optimistic or very optimistic about achieving good results from the IY course.
- All eight parents (100.0%) indicated that they would strongly recommend the IY programme to a friend or relative.

3.1.6 IY Developments

There are a number of exciting developments for the next academic year:

1. Following the finalising of the PIAS restructure in the last term of this year recruitment to the three vacancies within the Parenting Programme Facilitator team was set in motion. Two excellent appointments were made in preparation for the next academic year, with one in process.
2. We will continue to build on delivery partnerships across the city to increase programme reach and delivery potential, with a social worker from Royal Navy Royal Marines Welfare hoping to co-deliver IY with PIAS in 2015-16.
3. Carolyn Webster Stratton's announcement of the release of a new evidence based course provides the team with an exciting opportunity. This 12–16 session program is offered to parents of young children (aged 2-5) on the Autism spectrum or with language delays in order to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with others. A course has already been provisionally booked in for 2015-16.

This will provide a continuing Webster Stratton accredited training opportunity for the Parenting Programme Facilitator team.

The introduction of this course to the menu of programmes PIAS can deliver extends partnership opportunities specifically to agencies and education providers working with parent/carers of children with this range of Special Educational Needs and dovetails with the IASS work of PIAS.

The ongoing South West regional IAPT collaboration has potential to provide more high quality; NHS funded training opportunities for the PIAS Parenting Programme team.

3.2 Strengthening Families 10-14 UK

Strengthening Families 10-14 UK is an internationally recognised programme that has been shown to work in Plymouth for a wide range of families. It is designed for parents and young people aged 10 to 14 years and aims to increase resilience and reduce risk factors for substance misuse and other problems associated with adolescence. The course has an extensive and robust research base, clearly demonstrating its effectiveness as both an early intervention and as an exit strategy from targeted to universal services (Spath et al 2001a; Spoth et al 2001b; Coombes et al 2006, Allen et al 2008). The long term effectiveness of SFP 10-14) has also been highlighted in an International Cochrane Collaboration systematic review funded by the World Health Organisation and UK Alcohol Education and Research Council (Foxcroft et al 2003).

3.2.1 Key features

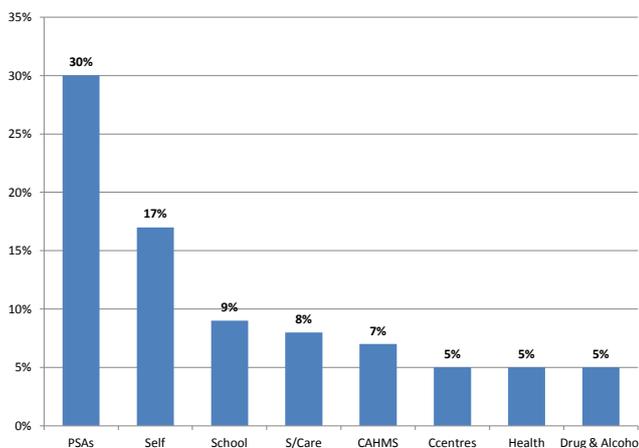
SFP 10-14 UK comprises seven two hour sessions for parents and young people, who attend separate skill-building groups for the first hour and spend the second hour together in supervised family activities. Youth sessions focus on strengthening goal setting, dealing with stress and strong emotions, communication skills, increasing responsible behaviour, and improving skills to deal with peer pressure. Parent sessions focus on making house rules, encouraging good behaviour, using consequences, building bridges, and protecting against alcohol and substance abuse.

3.2.2 SFP 10-14 UK Referrals

The Strengthening Families Programme is highly regarded and valued by partner organisations across Plymouth. This is reflected by the volume of referrals received year on year. During this reporting period 57 referrals were processed and allocated to courses. Of those allocated 23 parent/carers took a place on the first course they were offered, with a further 17 asking to be deferred to a later course.

Referrals for SFP courses are made by a range of agencies with school based Parent Support Advisers and school staff making around 2 in 5 (39.0%) of the referrals received during 2014 - 2015. Parents in Plymouth are also able to self refer and their referrals accounted for 17.0% of those received by PIAS during the reporting period. See chart below.

Strengthening Families Referring Agency Overview 2014 - 2015



The demand for SFP continues to outstrip supply and waiting lists are carefully managed. Normal waiting times for a course range from 12-20 weeks dependent on course requested and time of year. However, recruitment constraints due to the PIAS service restructure during this period resulted in a much reduced parenting programme facilitation team, which impacted on these times significantly

3.2.3 SFP Delivery

In Plymouth three Strengthening Families courses were delivered from September 2014 to August 2015. The number of parents attending SFP courses ranges from 7 – 12 parents plus their target child/young person. Around 3 in 4 (78%) families who started SFP attended more than half the course.

Programme	Duration	Number of courses
Strengthening Families 10-14 UK	7 weeks	3

SFP courses are run by PIAS Parenting Programme Facilitators in conjunction with staff from key partner agencies including school based Parent Support Advisers Drug and Alcohol Service, Royal Navy Royal Marine Welfare (RNRM) staff and Research Assistants on placement with PIAS as part of their degree studies. The SFP courses are held termly after school (17.00 -19.00) in the PIAS training room and Jan Cutting Healthy Living Centre hall and café.

Courses are delivered primarily by Parent Programme Facilitators all of whom have undertaken the 3 day SFP training course delivered by Oxford Brookes University. To ensure programme fidelity Parent Programme Facilitators receive group supervision when engaged in programme delivery with the PIAS Service Manager.

3.2.4 SFP Feedback

Parents and their young people are asked how frequently they do twenty and fifteen behavioural items respectively listed on a questionnaire before and after SFP. During the reporting period for this report questionnaires were analysed on a course by course basis by Oxford Brookes University and collated annual information was not available. Oxford Brookes are no longer overseeing SFP 10-14 UK so consequently since September 2015 PIAS has taken on the analysis of questionnaires locally which will enable year on year information to be collated and analysed.

3.2.5 SFP 10-14 UK Developments

Towards the end of this reporting period, responsibility for the running and administration of SFP moved from Oxford Brooks University to Lifeline, a UK based organisation involved with drug and alcohol addiction and related conditions.

Appendix One - PIAS Casework Case Studies

Case Study One

Parent called PIAS for SEND on receiving a letter, which informed her that the LA had refused to assess her pre-school son for an EHCP. 'J's Early Years setting had submitted the request for assessment on mum's behalf. At this point mum was very upset and wanted to know what her statutory rights were. A Parent Support Co-ordinator (PSC) met with mum to talk through her options including informal disagreement resolution, and timescales for considering mediation and making an appeal. Mum also gave permission for the PSC to talk with the professionals who had provided evidence for the initial request to check that all evidence possible had been provided to support the request.

Mum decided that she wanted to consider mediation as soon as possible so the PSC provided her with the information and contact details for the LA's contracted Mediation Service. Mum then made her request for mediation. Following the request for mediation the LA reconsidered their original decision and agreed to assess 'J' for an EHCP. At this point the case worker became an Independent Supporter as mum and her partner then wanted support through the EHCP process. The PSC met with 'J's parents to give them the opportunity to talk about their hopes and aspirations for 'J' as he moves forward into the school system, and also to complete the 'My World/My Family' profile for 'J'. The PSC then sent this information to the Assessment Officer in preparation for their EHCP planning meeting.

The PSC met with 'J's Paediatrician's PA to make sure that the most recent report had been supplied to support the EHCP process, and then provided support for 'J's parents at the meeting with the LA Assessment Officer and professionals working with 'J'. When the draft EHCP came through from the LA the PSC again contacted mum and dad to talk through the draft to and make sure that the needs outlined were those agreed at the planning meeting and that they were happy with the way the provision and outcomes were presented. They were, so the process went forward.

As 'J' was about to transition into the primary sector, the PSC also provided support to ensure that mum had submitted a mainstream primary placement request,

pending the outcome of the EHCP process. However, mum then chose a special school as her preferred option for 'J' for part I of the EHCP on receipt of the draft.

Throughout this process the LA Assessment Officer was available for communication and happy to work with mum, her partner and the PSC. This made the experience, once started, a really positive and timely one for them. This journey from the refusal to assess, through agreeing to assess, to a plan being issued and a special school placement being secured was a roller coaster for mum & her partner, but one that ended with a very positive outcome for their young son 'J'. The outcome could well have been very different without the PSC working with them

Case Study Two

Mrs A called PIASS on receiving a letter, informing her that the LA had refused to assess her pre-school son 'J' for an EHCP. 'J's' Early Years setting had submitted the request for assessment on Mrs A's behalf. At this point Mrs A was very upset and wanted to know what her statutory rights were.

PIASS met with Mrs A to talk through her options including informal disagreement resolution and timescales for considering mediation and making an appeal. Mrs A also gave permission to talk with the professionals who had provided evidence for the initial request to check that all evidence possible had been provided to support the request.

Mrs A decided that she wanted to consider mediation as soon as possible so PIASS provided her with the information and contact details for the LA's contracted Mediation Service. Mrs A then made her request for mediation.

Following the request for mediation, the LA reconsidered their original decision and agreed to assess 'J' for an EHCP. At this point the role as an IASS case worker became that of an Independent Supporter as Mrs A and her partner then wanted support through the EHCP process. We met together to give them the opportunity to talk about their hopes and aspirations for 'J' as he moves forward into the school system, and also to complete the 'My World/My Family' profile for 'J'. I then sent this information to the Assessment Officer in preparation for their EHCP planning meeting.

I met with 'J's' Paediatrician's PA to make sure that the most recent report had been supplied to support the EHCP process, and then provided support for them at the meeting with the LA Assessment Officer and professionals working with 'J'.

When the draft EHCP came through from the LA, I again contacted Mrs A and her partner to talk through the draft to confirm that the needs outlined were those agreed at the planning meeting and that they were happy with the way the provision and outcomes were presented.

As 'J' was about to transition into the primary sector, I also provided support to ensure that she had submitted a mainstream primary placement request, pending the outcome of the EHCP process. However, Mrs A then chose a special school as her preferred option for 'J' for part I of the EHCP on receipt of the draft.

Throughout this process the LA Assessment Officer was available for communication and happy to work with Mrs A, her partner and myself. This made the experience, once started, a really positive and timely one for them.

This journey from the refusal to assess, through agreeing to assess, to a plan being issued and a special school placement being secured was a roller coaster for Mrs A & her partner, but one that ended with a very positive outcome for their young son 'J'. The outcome was greatly helped by the seamless joining of the IS and IAS roles.

**PLYMOUTH
INFORMATION ADVICE
AND SUPPORT FOR SEND**



**Plymouth Information Advice &
Support for SEND**

Customer survey

Sep 2014 - Aug 2015

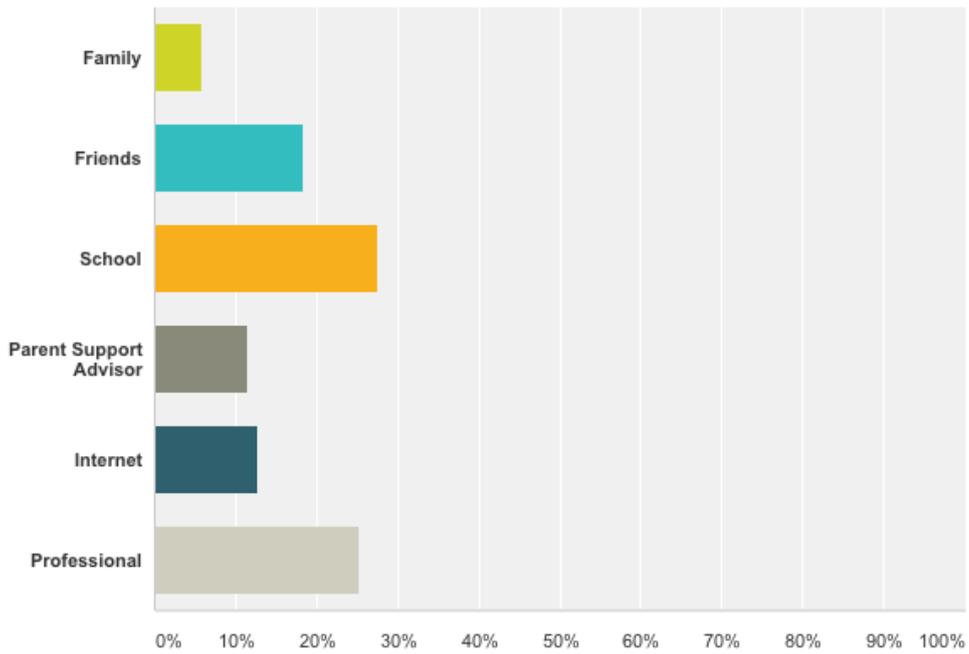
100 responses

to

252 Involvements

How did you find out about PIAS?

Answered: 87 Skipped: 13



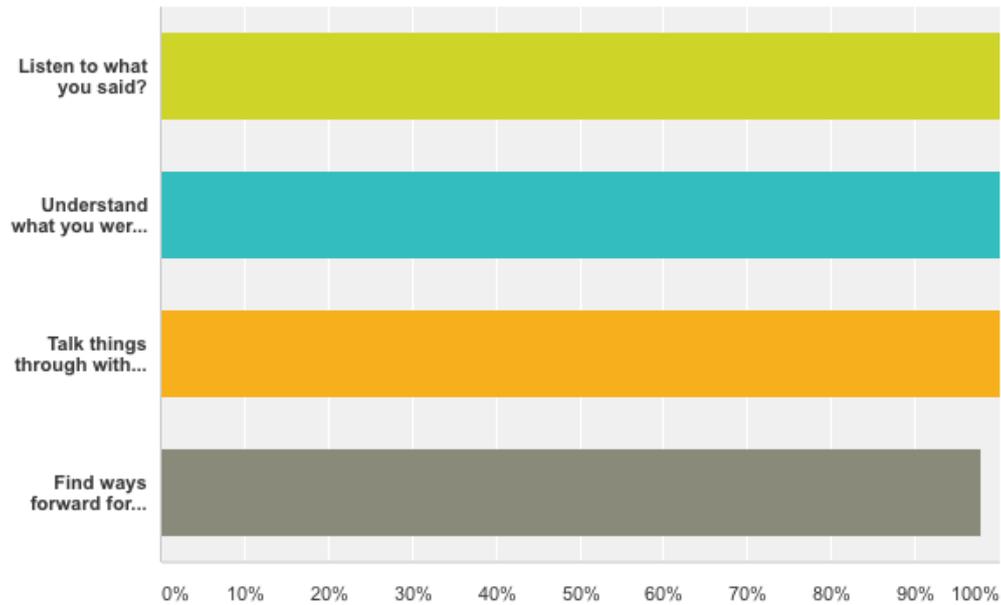
Answer Choices	Responses
Family	5.75% 5
Friends	18.39% 16
School	27.59% 24
Parent Support Advisor	11.49% 10
Internet	12.64% 11
Professional	25.29% 22
Total Respondents: 87	

Listed below are some of the professionals that provided information. List is not in any order:

- CAMHS
- SENCOs
- SEND Forum
- Result of CAF Meeting

**Did your Parent Support Coordinator...?
(Please run through choices below w/t
parents & mark for satisfactory response
on each option if not satisfactory do not
mark. Then ask 'anything else' as well)**

Answered: 100 Skipped: 0



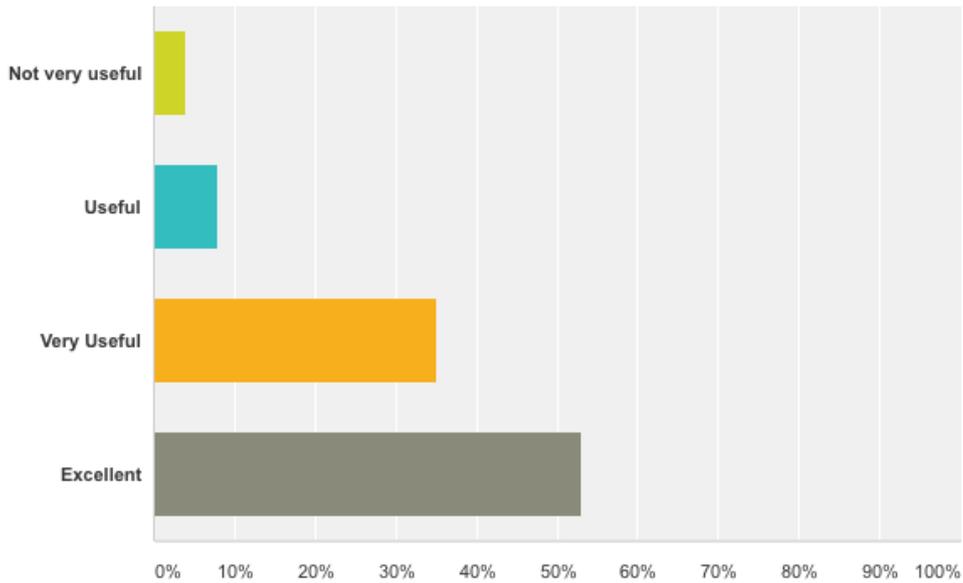
Answer Choices	Responses
Listen to what you said?	100.00% 100
Understand what you were saying/what you needed?	100.00% 100
Talk things through with you?	100.00% 100
Find ways forward for you?	98.00% 98
Total Respondents: 100	

Comments received:

- *“Dealt with things in a positive way helped us to make informed decisions”*
- *“Gave ideas as where to go next”*
- *“He listened well and contributed when needed”*
- *“We met before the meeting and he allowed me to concentrate and make good decisions”*
- *“Took a lot of pressure off our shoulders”*
- *“Listened well and understood what was needed”*
- *“Handled it very well easy to talk to. Made me feel normal”*
- *“Thank you. You helped to make a difference, the school listened more”*
- *“Corrected parents misconceptions and got things moving in the right direction at a pace everybody could work to”*

How useful was the information we gave you?

Answered: 100 Skipped: 0



Answer Choices	Responses
Not very useful	4.00% 4
Useful	8.00% 8
Very Useful	35.00% 35
Excellent	53.00% 53

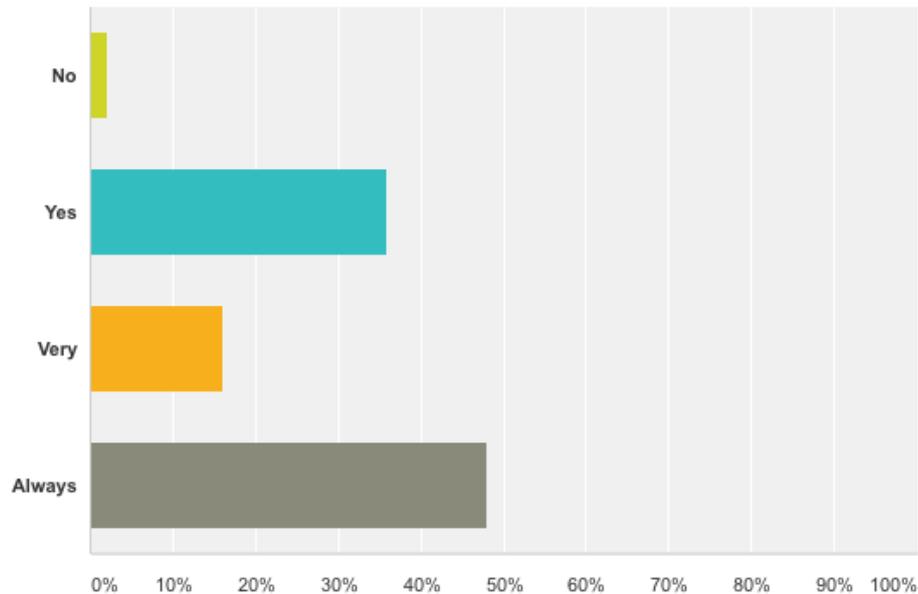
Total Respondents: 100

Comments received:

- *“Really good service”*
- *“Great Job very good information and support”*
- *“Explained everything well”*
- *“He was very helpful if it was not for him I would have struggled”*
- *“Really, Really helpful information”*
- *“Nice to have some support after not really having any support for years!”*
- *“Every time I met with her everything worked out all right the information was sound”*
- *“More than excellent”*

Do you feel we were 'impartial'? (As in not taking sides, keeping a balanced view and making sure each viewpoint was heard and understood).

Answered: 100 Skipped: 0



Answer Choices	Responses
No	2.00% 2
Yes	36.00% 36
Very	16.00% 16
Always	48.00% 48
Total Respondents: 100	

Comments received:

- *“Very impartial and supportive”*
- *“Completely impartial with empathy”.*
- *“He was on the fence but gave a balanced view point”*
- *“Corrected parents misconceptions and got things moving in the right direction at a pace that everybody could work to”*

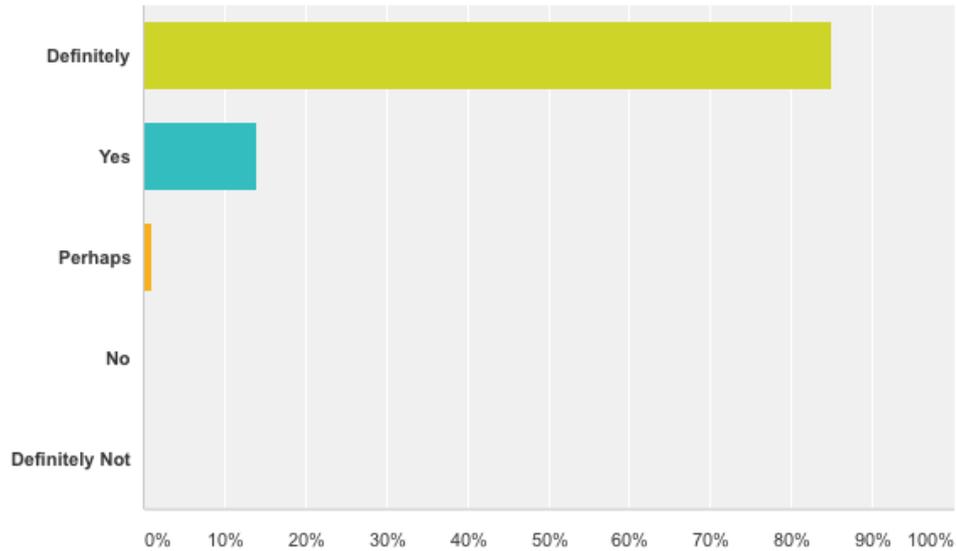
In your opinion, if you could have changed one thing about the support you received from us what would it be?

Comments received:

- *“Nothing he was brilliant”*
- *“No change the support was invaluable”*
- *“Wished we had got him earlier”*
- *“Excellent service. Bit more funding”*
- *“Come and live with me!”*
- *“I don't think there is anything”*
- *“Have recommended you to other parents”*
- *“More correspondence via E-mail would suit her better”*
- *“Change nothing good service and mum is more than happy with the service provided”*
- *“Accessed it sooner”*
- *“Would not change anything, good service provided”*
- *“No excellent support far better than Devon Parent Partnership”*

Would you contact us again if you needed support?

Answered: 100 Skipped: 0



Answer Choices	Responses
Definitely	85.00% 85
Yes	14.00% 14
Perhaps	1.00% 1
No	0.00% 0
Definitely Not	0.00% 0
Total Respondents: 100	

Comments received:

- *“Definitely I won’t lose touch with you again”*
- *“I have recommended parent partnership to my friend”*
- *“If we move back to Plymouth I will be using your service again”*
- *“Without a shadow of a doubt”*
- *“Thank you. You helped to make a difference, the school listened more”*