

**Plymouth Information Advice and Support for SEND (PIAS)**

**Annual Report**

**1<sup>st</sup> September 2015 – 31<sup>st</sup> August 2016**



## 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 2015 – August 2016. 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.

### 1. Workforce

During the reporting period Plymouth Information, Advice and Support for SEND (PIAS) secured additional funding from the DFE Burdens Fund which enabled PIAS to establish the SEND Youth Forum. The funding is fixed term until 31<sup>st</sup> March 2017. This year a staff member has been employed for 0.4 to undertake the work of independent support. The post is funded by the Independent support fund which is ring fenced to this particular piece of work and is due to cease March 31st 2017.

<b>Role</b>	<b>FTE</b>
PIAS Service Manager Senior Educational Psychologist	0.4
Senior Parent Support Co-ordinator	2.0
Parent Support Co-ordinator	3.65
Parent Programme Facilitator	3.0
Administrative Assistant	1.8
Web Editor	0.5
Parent Support Co-ordinator Young people’s SEND forum (Burdens Fund) from June 2016 (Fixed term until 31 <sup>st</sup> March 2017)	0.8
Independent Support (Independent support fund) from June 2016 until 31 March 2017	0.4

*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 four 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.
4. Facilitates the Young people's SEND Forum

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

Plymouth Information and Advice for SEND (PIAS) offers a range of flexible services and case work support to 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:

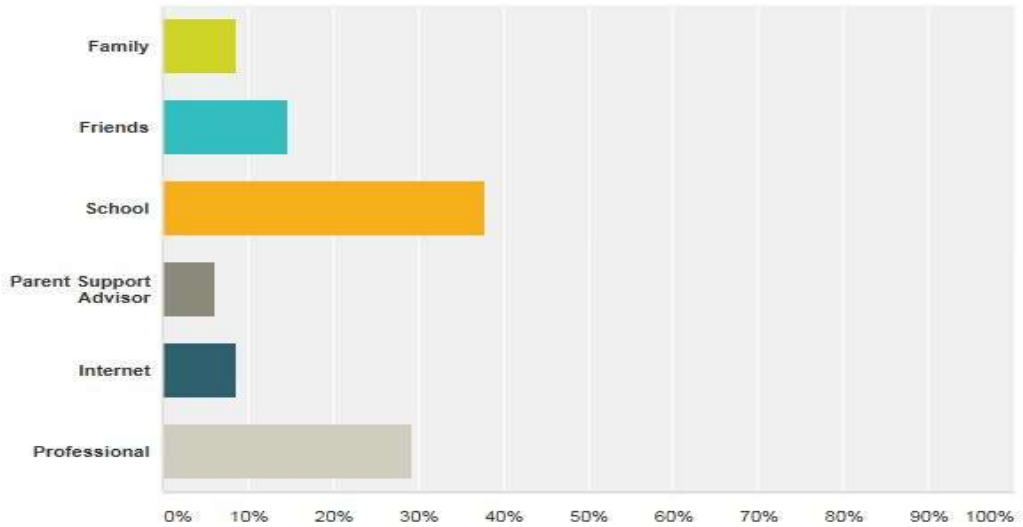
- telephone/email support and helpline
- face-to-face support
- support throughout the statutory processes in relation to Education, Health and Care Plans including help to contribute views, feelings and wishes to the statutory assessment process or annual statement review
- help to prepare for meetings, 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. 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 2015/2016 this was the case for 99% of parents. The graph below indicates how parents learnt about PIAS.

### How did you find out about Plymouth Information Advice and Support Service (Plymouth Parent Partnership)?

Answered: 82 Skipped: 18



Answer Choices	Responses
Family	8.54% 7
Friends	14.63% 12
School	37.80% 31
Parent Support Advisor	6.10% 5
Internet	8.54% 7
Professional	29.27% 24
Total Respondents: 82	

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 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 Study)

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 indicates the nature of the IAS to be provided. This section will examine our performance against the five main headings in the DfE supported Quality Standards for impartial information, advice and support services that IAS services performance are measured against. These are:

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

PIAS has compiled a return to the council for Disabled Children regarding our progress with the implementation of the Quality standards. PIAS are leading the field with regard to implementing the standards and are classified as good nationally in the majority of areas. The outstanding category will become available after being externally verified in 2017/2018 (Rag rating can be found at Appendix Three)

## **2.1.1 COMMISSIONING, GOVERNANCE AND MANAGEMENT ARRANGEMENTS**

### i. 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.

### ii. Budget

PIAS has a revenue budget provided by Plymouth Local Authority which funds both areas of work (SEND and Parenting). In addition we received funding to provide an Independent Supporter, from the Council for Disabled Children on behalf of the National Children's Bureau (NCB), due to finish at the end of March 2017. However there are indications that this may be extended for a further. 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 two days per week. This grant has increased capacity by training all members of the casework team in the Independent support role as well as providing additional hours to meet demand.

We have also received funding from the NHS to provide four days a week to backfill for the PIAS Senior Parent Support Coordinator (Parenting). This has generated additional paid hours for existing staff and high quality training opportunities for the Parenting Programme Facilitator team.

### iii. 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 in full for the first time to easily identify areas of service provision that require attention.

### iv. Safeguarding

All PIAS team members have received training provided by the Plymouth Safeguarding Children Board (PSCB) and are knowledgeable in safeguarding procedures. All staff are required to attend refreshers on a rolling programme to remain current. We have a Lone Working procedure which all staff are required to follow.

### v. Steering Group

Since the last annual report a Service Users Advisory Group (SUAG) has been established. This comprises parents/carers, young people as well as head teacher representatives and local authority partners. The SUAG meets twice per year. Terms of reference have been produced and are available on the PIAS website.

### vi. Service Level Agreement

PIAS do not require a Service Level Agreement. However since the last annual report a service specification has been produced which identifies the services that are provided by PIAS on behalf of the Local Authority.



## **2.1.2 STRATEGIC FUNCTIONS**

### i. Contributing to Local Policy and Practice

#### a) SEND Strategy Steering Group

The PIAS Service Manager sits on the SEND Strategy Steering Group, providing service feedback as required and reporting on items in relation to Information Advice and Support as described in the Children and Families Act 2014. Members of the SEND Youth Forum represent the voice of young people as part of the steering group. This enables them to feedback to young people across the city via the forum about changes and discussions which involve SEND professionals. Youth forum steering group members contribute to discussions in the group meeting and have a platform to present and share ideas from SEND Young people across the city.

#### b) Parent participation

PIAS retains a limited responsibility for parent participation working with the Plymouth Parent Carer Forum (Plymouth Parent Carer Voice (PPCV) to ascertain parents' views and encourage their participation in developing more effective services for SEND. Since the last report PIAS has been involved in the following parent participation events:

- Consultation and discussion regarding enhanced transition for Key Stage 1 – 3
- Involvement in the Emotional Health and Wellbeing strategy
- Parental Participation in the Child Development Centre (CDC) siblings' survey
- Transition to Adulthood Participation pathway event

#### c) Youth Send Forum

PIAS facilitates Plymouth's SEND Youth Forum. The forum encourages SEND youth participation. The forum has a steering group of young people aged between 14 – 25 who lead the forum and decide on core discussion topics. The steering group also have the responsibility of representing SEND Youth Voice by sitting on strategy meetings and

service users groups as well as meeting and working in partnership with professionals across the city.

The forum itself includes young people with SEN or a disability who attend educational settings from primary to post 16 across the city. Children and young people engage in the forum through school or their educational setting by communicating to the steering group. Young people communicate their views in a number of ways including, through their school SENCo, emailing the forum, and through group sessions, and school council meetings with the forums participation worker.

#### d) 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:

- EHCP – one year on presentation
- SEND panel
- One to one meetings with various agencies on the following subjects:
  - Special Education provision
  - Short breaks
  - 16-25
  - Transitions
  - Single Point of Contact (SPOC)
  - Exclusions
  - Short breaks
  - Inclusion works
  - Educational Psychology
- 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:

- 90 Parents/Carers with 42 also having a one to one meeting
- 138 Professionals

## ii. 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.

PIAS has been instrumental in organising Independent Parental Special Education Advice (IPSEA) training for the South West Region and has been involved in a number of national initiatives, including phase two of the customer service research. (Report available on request). Attendance at the National conference on the White Paper and funding arrangements has been informative and the information gathered has been shared within the local authority.

### **2.1.3 PROVISION OF INFORMATION AND ADVICE**

#### i. 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 rebranded service was re-launched in March 2015 as PIAS. This also involved updating publications and publicity materials. All documents can be accessed via the website

[www.plymouthias.org.uk](http://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 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 provide information translated into other languages or into other formats such as large print or Braille.

## ii. 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 in the 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.

We aim to respond within two working days/48 hours and this has been achieved 99% of the time.

## iii. 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 2015 – 2016 academic year 100 parents were surveyed. See Appendix Two for Survey Report.

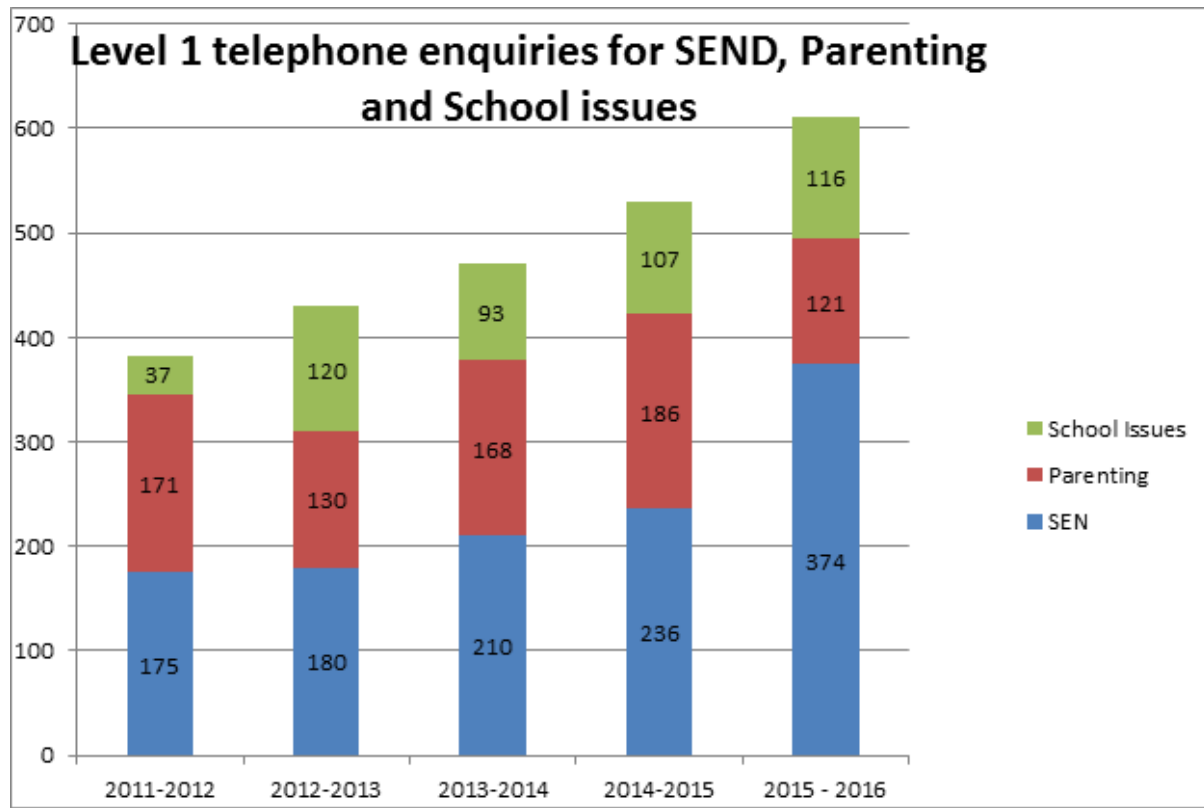
## **2.1.4 SUPPORTING INDIVIDUALS**

### i. Case work - working with individuals

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

#### a) 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 818 were recorded. The graph below details the number of level one enquiries in respect of school issues, parenting and SEN. There are a further 32 categories that accounted for the remaining 277 calls.

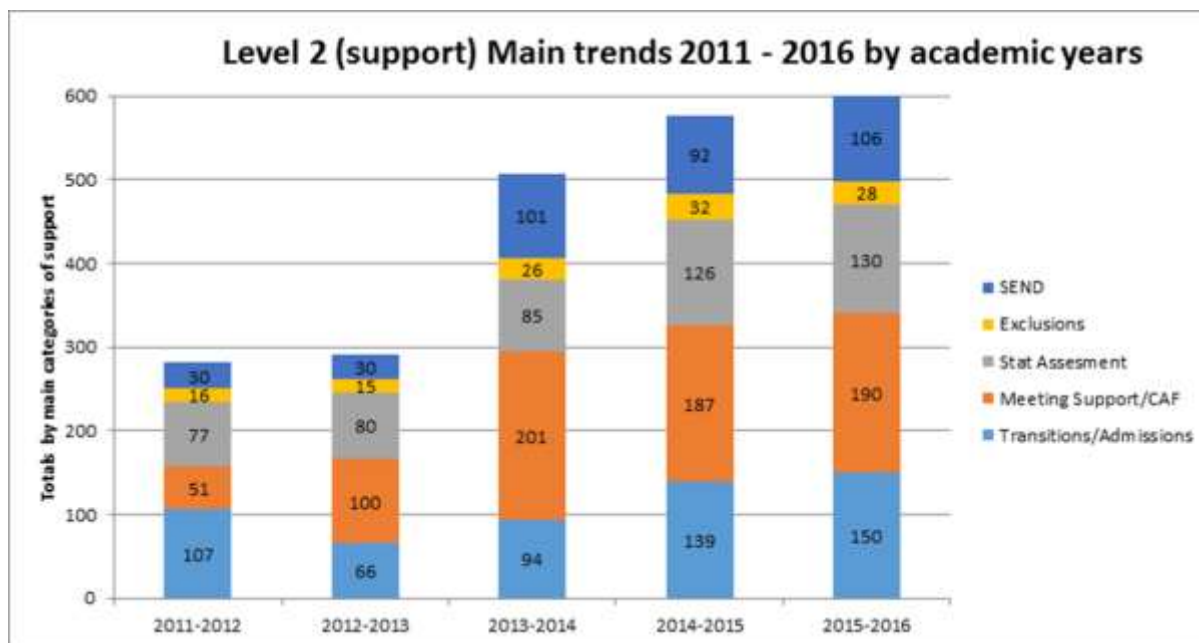


**b) Level two**

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 a slight increase in the level two support over the reporting period.

One case study which provides insight into typical case work undertaken by Parent Support Co-ordinators in Plymouth is outlined in Appendix One.

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



### ii. 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.

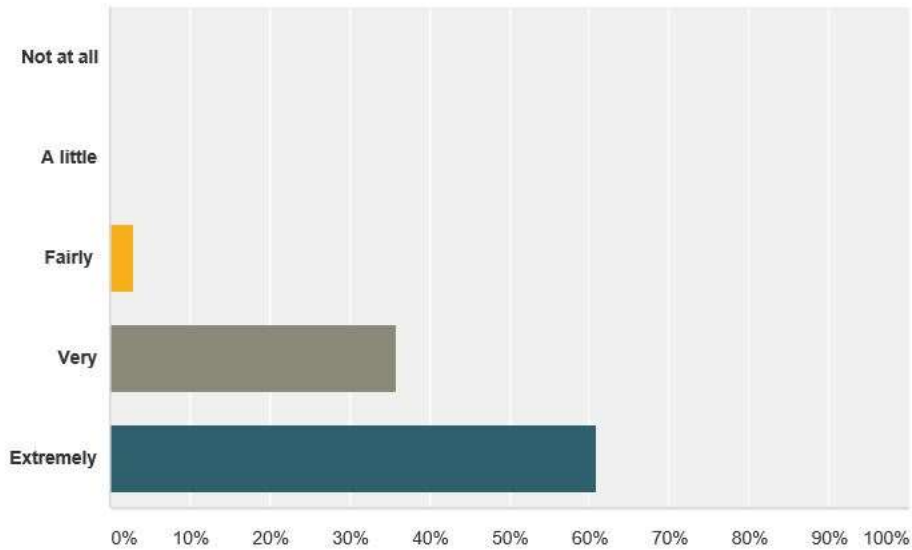
### iii. Data Protection compliance

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.

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.

## How neutral, fair and unbiased do you think we were?

Answered: 100 Skipped: 0



Answer Choices	Responses
Not at all	0.00% 0
A little	0.00% 0
Fairly	3.00% 3
Very	36.00% 36
Extremely	61.00% 61
Total	100

Comments made by service users in terms of the impartiality of PIAS included:

*“He always explained about the whole situation in a friendly unbiased way”*

*“He kept the balance neutral all the way through”*

*“He'd say what he thought but be fair on both sides and never forced any opinions or decisions on her”*

*“School person was biased but he came in as outside and understood point of view and helped them, felt like someone to get across their point of view”*

*“She did a fantastic job very balance view ensuring that everyone's views were heard. Thank you”*



#### iv. 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 period September 2015-August 2016 there have been no requests for support at Mediation or Tribunal.

#### v. Mediation and Dispute Resolution

PIAS have supported a number of service users through the disagreement resolution process. These service users were informed by the Local Authority that their child/young person was not going to receive a statutory assessment. 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.

#### i. Local training and events

This year, staff attended the following local training/or events:

<b>Training/event</b>
Special school Head teachers meeting
14 – 25 briefing
Early Years SENCO Conference
Joint SENCO Conference
Parent Briefing ASC Parents
Meeting with YCYV (Transitions) parent participation
Secondary SENCO Conference
Parent Conference
Primary SENCO Conference
Secondary SENCO Conference
Plymouth University SENCO course

## ii. National Legal Training

Level Two Face to Face IPSEA training completed by all members of case work staff.

<b>Training/event and location</b>
Young Peoples Participation Conference (Manchester)
Level 2 Face to Face Legal training (Taunton)
Level 1 face to Face Legal training (London)
Level 1 Face to Face Legal training (Birmingham)
Council for Disabled Children White Paper and Funding (London)
South West Regional Parent Partnership meeting (Exeter)
Regional event Training for Local Authorities (Taunton)
South West Regional Parent Partnership meeting (Taunton)
Meeting with Devon and Cornwall IASS joint working (Plymouth)
Council for Disabled Children (briefing) (London)
IPSEA Legal training Level 2 (London)
South West participation event (Taunton Race course)

### **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 2017, however this may be extended.

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

During the reporting period 94 service users were supported under the Independent Support umbrella. The support for 82 service users has been completed and there have been no refusals to issue a plan. Support for the remaining service users continues.

### **3.0 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.

In 2014 Caroline Webster-Stratton added a new evidence based programme to the Incredible Years menu of courses The Autism Spectrum and Language Delays IY programme 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. The course was piloted at Courtland's School during the spring and summer terms 2016 with ten parents. The course was delivered by the Senior Parent Support Co-ordinator (Parenting) and the Parent Support Coordinator at the school. Feedback from parents completing the course has been overwhelmingly positive.

#### **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 Baby (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 Toddler (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.

### IY Autism Spectrum and Language Delay (2-5 years)

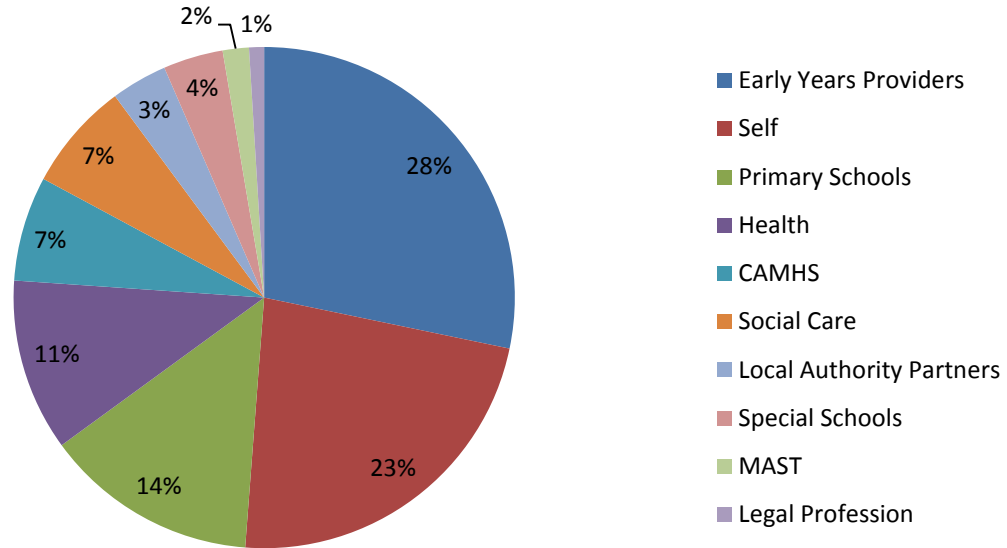
- Gives parents/carers the skills and confidence to deal with difficult behaviour and support their child in learning to manage their emotions.
- Enables parents/carers to support their child to develop their language skills and social relationships with others.
- Allows parents/carers to nurture their child's development in readiness for school.

#### **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 369 referrals were processed and allocated to courses. Of those allocated 134 parent/carers took a place on the first course they were offered, with a further 81 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 2 in 3 (60%) received during 2015 - 2016. Parents in Plymouth are also able to self refer and their referrals accounted for almost 1 in 4 (23%) of those received by PIAS during this reporting period.

## Incredible Years Referring Agency Overview 2015-2016



Around half (44.0%) the parents who attended IY had a child with SEN/additional needs.

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.

### 3.1.3 IY Delivery

Fifteen IY courses managed by Plymouth Information, Advice and SEND Support have been completed since September 2015. This comprised 6 IY 'Basic' courses, 4 IY 'Toddler' courses, 3 IY 'School Age' courses, 1 'Baby' and 1 'Autism Spectrum and Language Delays' (2-5) 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. Almost 3 in 4 (70%) parents who started IY attended half or more of the course.

Programme	Duration	Number of courses
Baby	8 weeks	1
Toddler	12 weeks	4
Pre-School /Basic	14 weeks	6
School Age	14 weeks	3
(AS&LD 2-5)	12-16 weeks	1

IY courses are run by PIAS Parenting Programme Facilitators in conjunction with staff from key partner agencies including Children’s Centres, CAMHS, Royal Navy Royal Marines Welfare 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 IY Monitoring measures**

#### **i. Baby IY**

Parents attending a Baby IY course complete a NHS Parenting Evaluation (TOPSE) pre and post course which 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 comprises 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.

One parent completed a pre and post course TOPSE and reported 3 positive changes in score having already achieved maximum scores on four other domains before the start of Baby IY.

#### **ii. Toddler IY**

All parents attending a Toddler IY course complete a NHS Parenting Evaluation (TOPSE) booklet before and after completing the course.

Analysis of TOPSEs for parents attending IY Toddler courses 2015 - 2016 revealed that considerable progress has been made:

- Just over 3 in 4 (77.7%) parents reported a positive change in their 'emotion and affection', 'play and enjoyment' and 'control' self efficacy scores.
- 2 in 3 (66.6%) parents reported a positive change in their 'empathy and understanding', 'discipline and setting boundaries' and 'self-acceptance' scores
- Over half the parents (55.5%) reported a positive change in their 'pressures' and 'learning and knowledge' scores



### iii. Pre-school/Basic IY

All parents attending a Pre-school/Basic course complete a Strengths and Difficulties questionnaire in relation to their target child before and after completing 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. Side two of the SDQ asks whether the respondent thinks the young person has a problem, and if so, enquire further about chronicity, distress, social impairment, and burden to others. This provides useful additional information for clinicians and researchers with an interest in psychiatric cases and the determinants of service use.

The follow-up version of the SDQ used in Plymouth includes not only the 25 basic items and the impact question, but also two additional follow-up questions for use after an intervention. Has the intervention reduced problems? Has the intervention helped in other ways?

Analysis of SDQs for parents attending IY Pre-School/Basic courses 2015-2016 revealed that progress has been made:

- Around 2 in 5 (39.0%) children's overall stress scores had reduced by the end of their parents course, whilst half the children's scores remained unchanged and around 1 in 10 (10.7%) saw an increase in their overall stress scores.

- Around 2 in 5 (41.3%) children saw a reduction in their risk of ‘any diagnosis’ by the end of their parents course, whilst around 2 in 5 (44.8%) children’s risk remained unchanged and around 1 in 8 (13.7%) saw an increase in their risk.
- 1 in 3 (31.8%) parents indicated that since attending IY their child’s problems were much better, whilst over half (54.5%) said they were a bit better and around 1 in 8 (13.6%) said they were about the same.
- Around 2 in 5 (36.3%) parents attending IY said the course had helped in other ways a great deal, whilst around 3 in 5 (59.0%) said it had helped quite a lot and one parent stated that IY had helped only a little.

#### iv. School Age IY

All parents attending a School Age course complete a Strengths and Difficulties questionnaire in relation to their target child before and after completing the course.

Analysis of SDQs for parents attending IY School Age course 2015-2016 revealed that progress has been made:

- Around 2 in 5 (41.6%) children’s overall stress scores had reduced by the end of their parents IY courses; whilst half had unchanged scores and around 1 in 12 (8.3%) saw an increase in their overall stress scores.
- Around 1 in 3 (31.8%) children saw a reduction in their risk of ‘any diagnosis’ by the end of their parents IY course whilst around 2 in 3 (68.1%) had unchanged risk scores.
- 3 in 5 (60.0%) parents indicated that since attending IY their child’s problems were much better and around 1 in 4 (26.6%) said they were a bit better. One parent reported that since attending IY their child’s problems were the same and another that their problems were a bit worse.
- 2 in 3 (66.6%) parents attending IY said the course had helped in other ways a great deal, whilst 1 in 5 (20.0%) said it had helped a medium amount and around 1 in 8 (13.3%) stated that it had helped a little.

#### v. Autism Spectrum and Speech/Language Delays (2-5 ) IY

All parents attending the pilot Autism Spectrum and Language Delays (2-5) course complete a Strengths and Difficulties questionnaire in relation to their target child before and after completing the course.

Analysis of SDQs for parents attending the pilot course in 2015-2016 revealed that progress has been made:

- 1 in 4 (25.0%) children's overall stress scores had reduced by the end of their parent's course, whilst 3 in 4 (75.0%) children's scores remained unchanged.
- Around 2 in 5 (37.5%) children saw a reduction in their risk of 'any diagnosis' by the end of their parents IY course whilst around 3 in 5 (62.5%) had unchanged risk scores.
- 1 in 4 (25.0%) parents indicated that since attending IY their child's problems were much better, whilst 3 in 4 (75.0%) said they were a bit better.
- Around 2 in 5 (37.5%) parents attending IY said the course had helped in other ways a great deal, whilst around 3 in 5 (62.5%) said it had helped quite a lot.

#### **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 2015-2016 were as follows:

##### i. Baby IY

- Both parents indicated that since undertaking IY, the bonding they feel towards their baby/toddler had greatly improved and both were very confident in parenting at this time.
- Both parents stated that they would strongly recommend the IY programme to a friend or relative.

Parents also made the following insightful comments at the end of their course:

*“You learn to give your baby time. Don’t need to spend loads of money. Interacting with your baby is the best thing that you can give them”*

*“Team Leader was extremely helpful and always texted or rang through the week to see how things were going”*

## ii. Toddler IY

- Over 4 in 5 (85.0%) parents indicated that since undertaking IY, the bonding they feel towards their baby/toddler had improved or greatly improved, whilst 1 in 10 (10.0%) said this had slightly improved.
- Over 4 in 5 (84.1%) parents indicated that they were either confident or very confident in parenting at this time and the same proportion indicated that they 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 (89.4%) parents indicated that they would either recommend or strongly recommend the IY programme to a friend or relative, whilst 1 in 10 (10.0%) reported that they would slightly recommend the course.

Parents also made the following insightful comments at the end of their course:

*“I feel the program helped in all the ways is needed”*

*“Everything was really helpful. I benefited from everything”*

*“The unity among the parents. Never made to feel uncomfortable. Realising I’m not alone with some of my problems and some of my feelings are normal”*

*“Lovely group to be in and learn from others”*

## iii. Pre-school/Basic

- Around 2 in 3 (65.4%) parents stated that the attachment they feel with their child had improved or greatly improved since taking the course and 3 in 4 (75.8%) parents stated that their child’s behaviour had improved or greatly improved since they had attended IY.

- Around 4 in 5 (79.2%) parents indicated that they were either confident or very confident in parenting at this time and the same proportion 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.
- Around 4 in 5 (82.6%) parents indicated that they were either optimistic or very optimistic about achieving good results from the IY course; whilst around 1 in 10 (10.3%) said they were slightly optimistic. It is interesting to note that all but one (96.5%) of the parents would either recommend or strongly recommend the IY programme to a friend or relative.

Parents also made the following insightful comments at the end of their course:

*“I feel like a stronger person and a better mum as I don’t feel so down now about the behaviours as I know what I am doing is right and that it is definitely helping. The small things like just sitting and being with each child individually are the most effective!”*

*“Helped with my confidence, given me ideas and help with dealing with issues”*

#### iv. School Age

- Around 2 in 3 (65.1%) parents indicated that since undertaking IY, the problems that originally prompted them to take the parenting programme had either improved or greatly improved, whilst around 1 in 3 (30.4%) reported this had slightly improved.
- 3 in 5 (60.0%) parents stated that since undertaking IY, their child’s behaviour problems which they tried to change using the methods presented in this programme had improved or greatly improved, whilst around 1 in 3 (32.0%) said this had slightly improved.
- 92.0% of parents indicated that they were either confident or very confident in parenting at this time and 96.0% stated that they 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.

- Around 4 in 5 (84.0%) parents indicated that they were optimistic or very optimistic about achieving good results from the IY course whilst 1 in 8 (12.0%) said they were slightly optimistic.
- All twenty five (100.0%) parents indicated that they would either recommend or strongly recommend the IY programme to a friend or relative.

Parents also made the following insightful comments at the end of their course:

*“Effective, logical method, simple to understand and relatively easy to implement. Able to attend with husband so that we are both working from the same page”*

*“Identifying solid parenting skills, tips, hints and proven ways to enjoy parenting and developing/and maintaining a happy house/home!”*

*“Highlighted the importance of building child’s confidence i.e. Special time etc. Has led to an improvement in A’s behaviour, self esteem”*

*“I think the programme is excellent as it is. I would like to say thank you to both tutors for making the course a really positive experience”*

#### v. Autism Spectrum and Language Delays (2-5 ) IY

- Over half (55.5%) the parents indicated that since undertaking IY, their child’s social and emotional skills had either improved or greatly improved; whilst 1 in 3 (33.3%) said this had slightly improved.
- Around 2 in 5 (44.4%) parents stated that since undertaking IY their child’s pre-academic skills for language, reading readiness, and persistence at a task had improved, whilst the same proportion stated that this had slightly improved.
- Over half (55.5%) the parents indicated that since undertaking IY their child’s self regulation and imaginary play skills had either improved or greatly improved, whilst around 1 in 5 (22.2%) stated that this had slightly improved.
- 2 in 3 (66.6%) parents stated that they were either optimistic or very optimistic about their personal progress at using the autism spectrum/language delays parenting skills and around 1 in 5 (22.2%) indicated that they were slightly optimistic.

- All nine (100.0%) parents indicated that they would either recommend or strongly recommend the IY programme to a friend or relative. Around 3 in 4 (77.7%) parents indicated that they were either positive or very positive about achieving their goal in this programme for their child and family, whilst around 1 in 5 (22.2%) were slightly positive.

Parents also made the following insightful comments at the end of their course:

*“It was a excellent programme with fantastic teaching”*

*“I found it all of great benefit”*

*“Learnt how to see I could handle things differently”*

### **3.1.6 IY Developments**

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

Firstly, following the pilot of the ‘Incredible Years Parent Program for Children Aged 2-5 on the Autism Spectrum or with Language Delays’ (AS&LD 2-5), the PIAS Service Manager and Senior Parenting Parent Support Coordinator (PSC), will be working with Local Authority and health partners from the Child & Adolescent Mental Health Service and Child Development Centre to offer this course as part of Plymouth’s developing pathway of support for families with children on the autism spectrum or with speech and language delays.

Secondly, four members of the PIAS parenting team completed the training for the AS&LD 2-5 training with Dr Sue Evans in June of this year and the rest of the team will be trained by the end of October 2016 in preparation for offering the course.

Thirdly, we will continue to build on our strong partnership with the early years sector, and working with Barnardo’s and Lark Children’s Centres as they continue to develop their offer to parents of pre-school children city wide. Continued co-working on programme delivery will increase both PIAS and Children’s Centre capacity to offer parenting programmes.

Finally, PIAS will continue to be involved in developing staff capacity to deliver parenting programmes across the South West region through the Service Manager's on-going teaching role on Exeter University's Increasing Access to Psychological Therapies (IAPT) post-graduate diploma. In addition, the PIAS parenting lead has been on secondment to complete this course, to develop both her role and understanding of evidence based parenting practice, which will feed back into the support of the PIAS parenting programme facilitator team, and working with health based partners.

### **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 (Spoth et al 2001a; Spoth et al 2001b; Coombes et al 2006, Allen et al 2008). The long term effectiveness of SFP 10-14 UK 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**

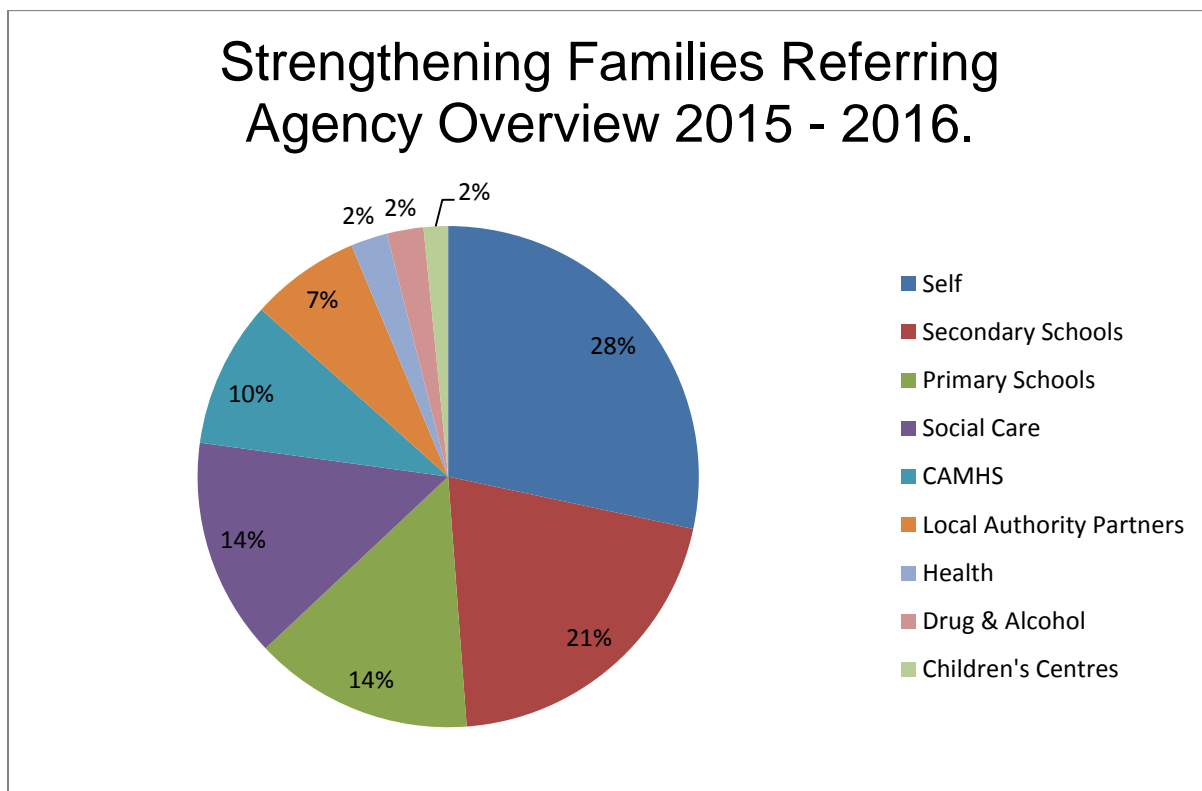
SFP 10-14 UK comprises seven two hour sessions for parents and young people, who attend separate skill-building groups for the first hour and spend the second hour together in supervised family activities. Youth sessions focus on strengthening goal setting, dealing with stress and strong emotions, communication 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 10-14 UK 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 127 referrals were processed and allocated to courses. Of those allocated 21 parent/carers took a place on the first course they were offered, with a further 34 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 1 in 3 (34%) of the referrals received during 2015 - 2016. Parents in Plymouth are also able to self refer and their referrals accounted for 28% of those received by PIAS during the reporting period. See chart below.



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.

### 3.2.3 SFP Delivery

In Plymouth three Strengthening Families courses were delivered from September 2015 to August 2016. The number of parents attending SFP courses ranges from 7 - 12 parents plus their target child/young person. Around 3 in 4 (78.0%) families who started SFP attended more than half the course.

Around two thirds (61.9%) of the parents who attended SFP had a child with SEN/additional needs.

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 Psychology 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 Parenting Programme Facilitators all of whom have undertaken the three day SFP 10-14 UK 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.

Sixteen families completed the three SFP courses held at the Jan Cutting Health Living Centre during the 2015 – 2016 academic year.

### 3.2.4 IY Monitoring measures

All parents attending SFP complete a Strengths and Difficulties questionnaire in relation to their target young person before and after completing the course.

Analysis of SDQs for parents attending SFP courses in 2015-2016 revealed that progress has been made:

- Around 2 in 5 (38.1%) young people's overall stress scores had reduced by the end of their parent's course, whilst around half (46.1%) the young people's scores remained unchanged and around 1 in 6 (15.3%) saw an increase in their overall stress scores.
- 2 in 3 (66.6%) young people saw a reduction in their risk of 'any diagnosis' by the end of their parents course, whilst around 1 in 5 (22.2%) young people's risk remained unchanged and one young person (11.1%) saw an increase in their risk.

### **3.2.5 SFP Parent Feedback**

Parents and their young people are asked how frequently they do twenty and fifteen behavioural items listed on a questionnaire before and after SFP. Key headline findings for the academic year 2015-2016 were as follows:

#### i. Parent/carers

**Excellent progress** was made in the following areas:

- Prior to undertaking SFP around 1 in 5 (18.7%) parents/carers stated that they wait to deal with problems with my son/daughter until they have cooled down either 'most' or 'a good bit of the time', by the end of SFP this was the case for over 4 in 5 (87.5%) of them.
- Prior to undertaking SFP around 1 in 5 (18.7%) parents/carers said that they find ways to include their Son/Daughter in family decisions about fun and work activities either 'most' or 'a good bit of the time', by the end of SFP this was the case for 3 in 4 (75.0%) of them.
- Prior to undertaking SFP around 2 in 5 (43.7%) parents/carers reported that they follow through on consequences each time their Son/Daughter breaks a rule either 'most' or 'a good bit of the time', by the end of the course this was the case for all sixteen parents (100.0%).

**Good progress** was made in the following areas

- Prior to undertaking SFP around 2 in 5 (43.7%) parents/carers remembered it is normal for my Son/Daughter to be harder to get along with when they are at this age either 'most' or 'a good bit of the time', by the end of SFP this was the case for over 4 in 5 (87.5%) parents/carers.
- Prior to SFP two parents/carers (12.5%) stated that they spend special time one on one with my Son/Daughter either 'most' or 'a good bit of the time', by the end of the course this was the case for around 3 in 5 (62.4%) of them.

Parents also made the following insightful comments about SFP at the end of their course:

*"How to deal with my son, being able to handle his mood swings, learning more about his ADHD"*

*"I learnt to listen to my daughter and spend more time with her. Also to stick to what I say when she's misbehaving"*

*"That it's just not a problem for our family. Support available. Strategies to use at home"*

*"Helped me identify which parts of my parenting skills ways of thinking I needed to work on. Realising a lot of my issues were about how I handled/reacted a particular situation and nothing to do with my child"*

*"That you are not alone in your parenting concerns but by using the 'toolbox' that is available you can get through challenging issues calling upon support if need be. I have learnt a lot from other parents in the room and it would be nice to keep in touch with them and carry on supporting each other"*

*"Showing love and respect and stay calm and think of good and better ways to teach children"*

*"Helped me learn how to communicate with my teen and develop a better relationship with her. Helps get on top of things before it's too late"*

## ii. Young people

**Excellent progress** was made in the following areas:

- Prior to undertaking SFP two young people (12.5%) stated that my parents(s)/caregivers and I can sit down together to work on a problem without yelling or getting mad with each other either 'most' or 'a good bit of the time' and by the end of the programme this was the case for around 3 in 5 (62.5%) young people.
- Prior to undertaking SFP half the young people stated that either 'most' or 'a good bit of the time' I am able to tell my parent(s)/caregiver(s) are stressed or having a problem, and by the end of the course this was the case for all but one of the sixteen young people (93.7%)

**Good progress** was made in the following areas:

- Prior to undertaking SFP around 2 in 5 (43.7%) young people stated that they knew how to take one step to take to reach one of their goals either 'most' or 'a good bit of the time' and by the end of the course this was the case for around 4 in 5 (81.2%) young people.
- Prior to undertaking SFP around 2 in 5 (43.7%) young people stated that if a friend suggests that we do something that I know can get us into trouble I am able to get out of doing it either 'most' or 'a good bit of the time' and by the end of the course this was the case for around 4 in 5 (81.2%) young people.
- Prior to SFP around 1 in 3 (31.2%) young people stated that they listen to their parents/caregivers point of view either 'most' or 'a good bit' of the time and by the end of SFP this was the case for around 2 in 3 (68.7%) young people.

Young people also made the following insightful comments about SFP at the end of their course:

*"How to deal with peer pressure"*

*"It help you understand how to solve problems and help you bond with your parents"*

### **3.2.5 SFP 10-14 UK Developments**

An exciting development going forward for the Strengthening Families 10-14 UK programme (SFP) is a city secondary school approaching PIAS to buy in a programme exclusively for families where the child attends the school. Support staff from the school will work with PIAS parenting programme facilitators to deliver the programme. This opens up the possibility of extending the current reach of the Strengthening Families 10-14 UK programme; and if successful, other secondary schools exploring this model.

The PIAS parenting lead will also be working to develop links with Lifeline, who are now the host organisation for the Strengthening Families 10-14 UK programme. This will involve exploring this organisation's vision for the programme and how we as a service can link in to this to develop our practice in this area.

### **3.3 SPOKES (Supporting Parents On Kids' Education in Schools)**

The SPOKES trial ran from January 2013 to December 2014 and involved 808 parents/carers of year 1 children from 68 Primary schools across Plymouth, Saltash and Torbay. There were six cohorts of delivery, each with six groups running over 10 weeks. Each group was facilitated by an Educational Psychologist and a Parenting Programme Facilitator from PIAS.

#### **3.3.1 Key Findings**

##### (i) Progress in development compared to control group:

Key Stage 1 literacy scores:

- 5 months for boys
- 3-4 months for ALL children

Single Word Reading for boys only:

- 3 months at medium term follow up

Word Attack for boys only:

- 3 months at medium term follow up
- 7 months at long term

(ii) Changes in parents' support strategies

- Significant improvements in parent support while reading with child
- Total number of strategies related to 'talking around the book'
- Number of 'pauses' to allow child time to problem-solve
- Number of meaning prompts, e.g. 'try looking at the picture'
- Total of labelled praise, 'great, you sounded that word out, didn't you?'

**3.3.2 SPOKES Developments**

SPOKES will begin to be delivered to Primary schools (Key stage One) through The Excellence Cluster (MAST) in the new year, again working in conjunction with PIAS.

## **Appendix One - PIAS Casework Case Study**

### Case Study One

'S' was attending a mainstream provision where he was struggling to cope because of his high anxiety levels and depression associated with his ASC. This had led to him miss a good part of his education at the start of year 8 and he was struggling to attend school.

At a subsequent meeting in school it was decided to seek a managed transfer for 'S' to an alternative provision in a PRU on medical grounds and undertake a request for statutory assessment. Unfortunately the LA decided that the school had not put enough support in place for 'S' and needed the school to explore additional support before re-submitting a request for statutory assessment. The PIAS case worker suggested to the parents and other professionals involved that a managed transfer may not be in the best interests of meeting 'S's' needs and should look possibly more towards dual registration with the PRU. The LA Inclusion and Attendance Manager agreed with this option; this advice was accepted and this route was undertaken.

When the parents received the refusal letter the PIAS case worker was able to instigate a meeting with the LA Statementing Officer who explained the LA position in more depth and why they had arrived at the decision they had. The parents were able to come away from the meeting better informed and made the decision not to pursue the appeal process but wait until the additional support at the PRU site was completed. 'S' remained on dual registration for his time in the PRU. He started at the PRU in November 2014 and remained until March 2016.

Regular reviews on 'S's' progress with targeted support were maintained throughout his time at the PRU. During this period with support from the PIAS case worker the parents discussed other school options and special school provision but eventually decided that based upon 'S's' desire to return to his mainstream provision they would support his choice.

It was felt that 'S' with good quality support had developed strategies to deal with his anxiety issues and was now able to make a go of mainstream education this. The



SENCO at his mainstream school designed and implemented a robust re-integration package which supported 'S' in a timely manner.

At a review meeting, held in February 2016, it was decided that the mainstream school would apply for statutory assessment again; the PIAS case worker supported the parents in gaining their views for the assessment ready for the school to re-submit the application. This application was more robust than the previous one and the LA agreed to undertake the assessment. The parents felt more empowered about moving things forward and had a better understanding of how to best support 'S' and the school to achieve the best education for 'S' especially during the delicate time of re-integration back to the mainstream provision, which currently appears to be going well.

We are now at the point of moving towards a first draft of the EHCP and parents are a lot happier with the situation. My case worker role will continue until such time as the final EHCP is issued and the parents feel happy to continue unsupported until, at least, the annual review next year.

**PLYMOUTH  
INFORMATION ADVICE  
AND SUPPORT FOR SEND**

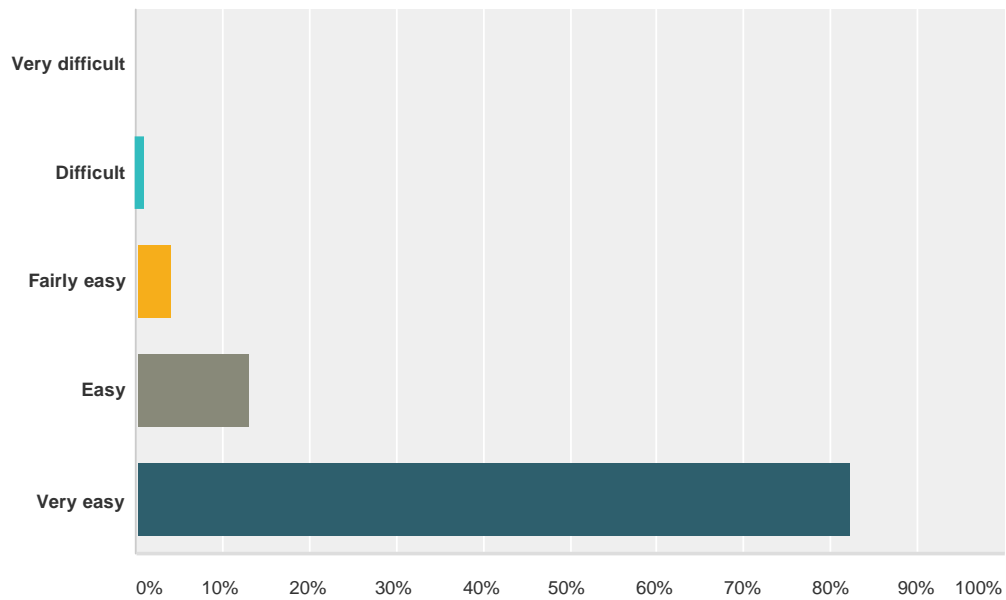


**Plymouth Information Advice &  
Support for SEND  
Customer survey**

**Sep 2015 - Aug 2016**

## Q1 How easy was it to get in touch with us?

Answered: 100 Skipped: 0



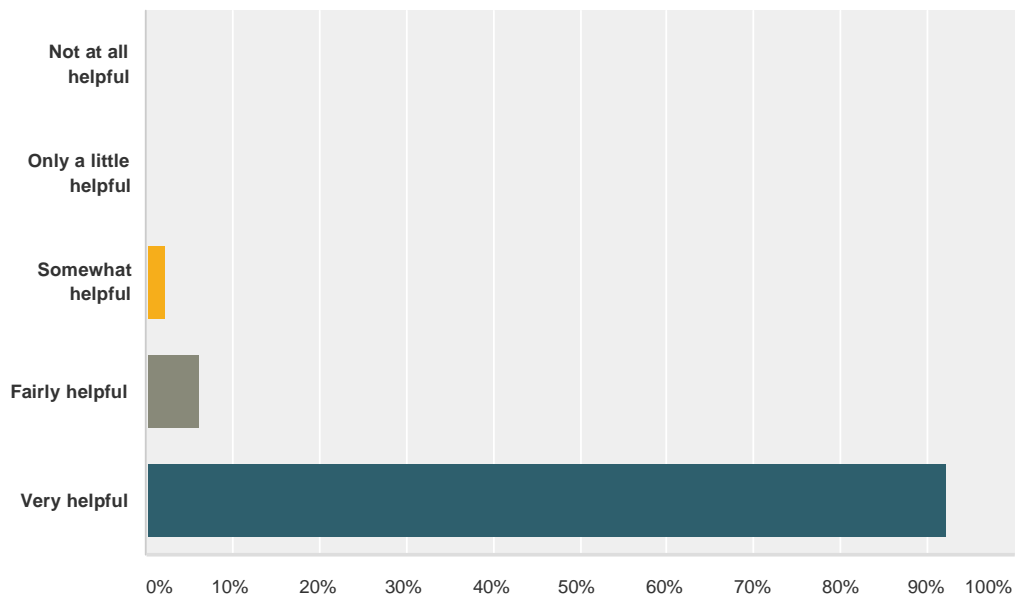
Answer Choices	Responses
Very difficult	0.00% 0
Difficult	1.00% 1
Fairly easy	4.00% 4
Easy	13.00% 13
Very easy	82.00% 82
<b>Total</b>	<b>100</b>

#	Comments	Date
1	Via school	9/12/2016 12:16 PM
2	Case worker was extremely helpful and really helped us.	9/12/2016 12:13 PM
3	Recommended by friend	9/12/2016 11:50 AM
4	However we did not know about the service until things had gone very pear shaped	9/7/2016 12:11 PM
5	Via telephone from senco	9/7/2016 12:04 PM
6	Worked with us before	9/7/2016 11:19 AM
7	Sign posted by the PSA	9/7/2016 11:04 AM
8	Suggested by early years that gave a leaflet and number	9/7/2016 9:27 AM
9	if it had gone on too long, Case worker would call to see how things are going	8/31/2016 11:28 AM
10	Sign posted by the school	7/22/2016 2:38 PM
11	Sign posted by another agency	7/22/2016 2:34 PM
12	I have used the service before	5/30/2016 11:42 AM
13	Given number from citizens advice bureau	5/27/2016 12:25 PM

14	used before	5/27/2016 12:11 PM
15	Case worker helped in past, used service for few years	5/27/2016 11:42 AM
16	CAF, brilliant	5/19/2016 4:04 PM
17	Phoned by mistake, wasn't aware of PIAS	5/13/2016 11:55 AM
18	On this occasion contact was made by the school	5/11/2016 11:48 AM
19	People telling us, not far from us	5/9/2016 2:46 PM
20	Reactivated	4/21/2016 12:05 PM
21	Friends told her about service	4/21/2016 11:59 AM
22	Via Support group	4/18/2016 5:28 PM
23	Via PSA	3/30/2016 4:44 PM
24	VIA CAF	3/30/2016 4:38 PM
25	Via school	3/30/2016 4:36 PM
26	via phone A team	3/30/2016 3:17 PM
27	Carers hub told us about the service	3/30/2016 10:32 AM
28	Found out via the SENCO	3/29/2016 4:49 PM
29	Via Phone call Parent	3/29/2016 3:24 PM
30	Via the website	3/21/2016 2:42 PM
31	Via school	3/21/2016 2:30 PM
32	Via Portage	3/17/2016 11:48 AM
33	In contact via the school	3/14/2016 4:48 PM
34	Nice clear referral service via website	3/12/2016 2:00 PM
35	Previously worked with family	3/10/2016 1:10 PM
36	Easy via the chat service on the website.	3/10/2016 12:48 PM
37	I called the number all worked well.	3/10/2016 12:46 PM
38	Website was very easy to use and to follow A friend suggested that I contact you.	3/10/2016 12:35 PM

## Q2 How helpful was the information, advice and support we gave you?

Answered: 100 Skipped: 0



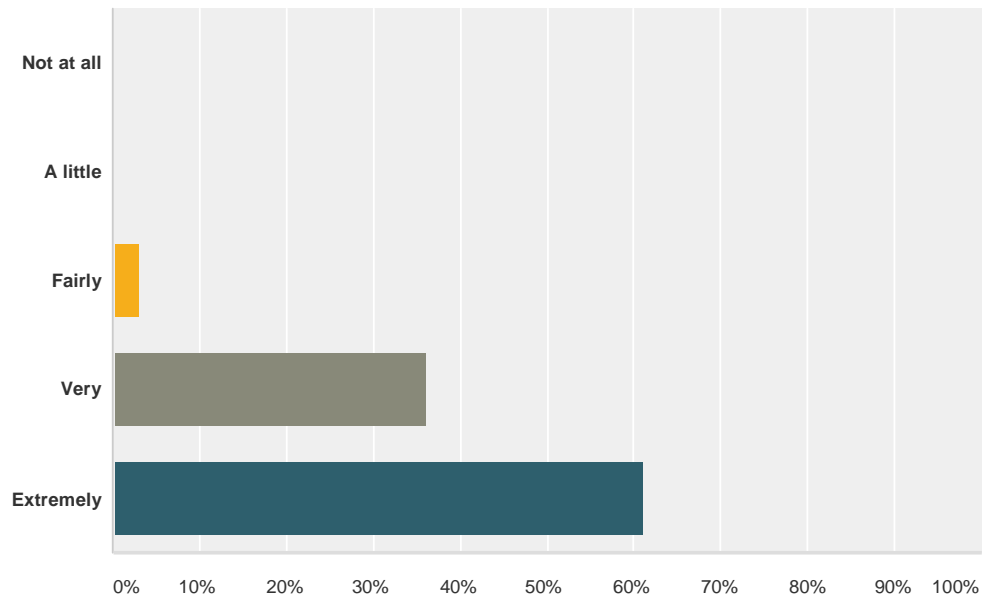
Answer Choices	Responses
Not at all helpful	0.00% 0
Only a little helpful	0.00% 0
Somewhat helpful	2.00% 2
Fairly helpful	6.00% 6
Very helpful	92.00% 92
<b>Total</b>	<b>100</b>

#	Comments	Date
1	Was empowered and did most on her own	9/12/2016 12:26 PM
2	Case worker was very compassionate and supportive she helped me through the EHCP and gave general support.	9/12/2016 11:58 AM
3	Excellent service	9/12/2016 11:35 AM
4	Good at explaining the processes and systems.	9/7/2016 12:24 PM
5	Absolutely brilliant we could not have managed without him.	9/7/2016 12:11 PM
6	The information regarding Statutory assessment was clear and easily explained	9/7/2016 11:04 AM
7	Especially with talking through the documents that needed to be submitted to the city council. Clarification of what was at the meeting. Parent felt very informed.	9/7/2016 9:27 AM
8	Case worker helped to get communication going with school and Parent	9/7/2016 9:24 AM
9	Case worker was a wealth of clear accurate information. His support was excellent	9/7/2016 9:18 AM
10	Support for Statement transition to EHCP	9/7/2016 9:16 AM
11	Helped moved situation on very helpful	9/7/2016 9:08 AM

12	Gave me all the info I needed. Very valid info. Gave info I was unaware of.	8/31/2016 11:28 AM
13	From information made situation clearer	8/31/2016 9:34 AM
14	Just needed a little more about benefits system, but he did give numbers to call	6/22/2016 2:12 PM
15	He was brilliant easy to approach and contact.	5/31/2016 11:21 AM
16	His knowledge of the education system and schools was invaluable in helping us to make a decision about schools.	5/30/2016 11:42 AM
17	Limited to what she could do which was frustrating, but was out of her hands. But everything she did was fantastic!	5/27/2016 11:42 AM
18	Brilliant	5/19/2016 4:04 PM
19	Helped a lot	5/13/2016 12:05 PM
20	Knew all his stuff	5/9/2016 2:46 PM
21	Really good, very supported	4/29/2016 11:31 AM
22	Step by step, always prepared to help *Not necessarily our area, but parent made a great point about there being a need for a leaflet of some kind that gives pointers to parents of newly diagnosed children. Parent felt that they were lost and only really knew where to go once she was into the support system; without that support you feel lost.	4/21/2016 1:59 PM
23	Only met once, when needed can contact him	4/21/2016 1:22 PM
24	Informative, helpful, informed of things didn't know	4/21/2016 12:05 PM
25	EHCP advice was the most helpful as she didn't understand the process and it was good having someone who understood and could give advice	4/21/2016 11:59 AM
26	Don't know what she'd have done without case worker, he helped her out so much. Couldn't say anything negative about him, she thought he was brilliant	4/21/2016 11:49 AM
27	Absolutely Brilliant	4/18/2016 5:28 PM
28	Helped me through the EHCP transition process very thorough	3/30/2016 4:44 PM
29	He supported me with 2 members of the family.	3/30/2016 4:38 PM
30	Parent thought case worker was brilliant	3/30/2016 3:53 PM
31	Case worker was excellent very understanding and parent friendly and compassionate.	3/17/2016 11:48 AM
32	Helped us to make informed choices	3/11/2016 2:26 PM
33	Case worker help us to access independent school for our son. Without the support he would not have been able to access education.	3/10/2016 1:24 PM
34	Lovely bloke very helpful.	3/10/2016 12:42 PM
35	Absolutely brilliant the case worker put me at total ease and he gave me the confidence to talk with the school regarding my sons SEN.	3/10/2016 12:39 PM

### Q3 How neutral, fair and unbiased do you think we were?

Answered: 100 Skipped: 0



Answer Choices	Responses
Not at all	0.00% 0
A little	0.00% 0
Fairly	3.00% 3
Very	36.00% 36
Extremely	61.00% 61
<b>Total</b>	<b>100</b>

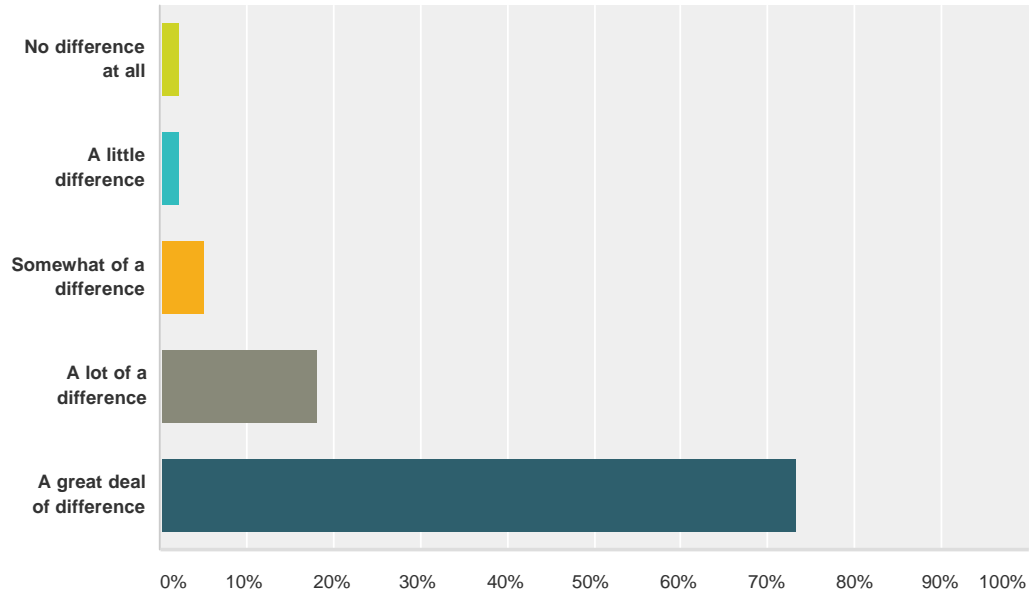
#	Comments	Date
1	Fair	9/13/2016 9:20 AM
2	Case worker always explained about the picture	9/12/2016 12:05 PM
3	He didt his best for us	9/12/2016 11:35 AM
4	He kept the balance	9/7/2016 12:24 PM
5	Gave good information	9/7/2016 9:16 AM
6	Neutral all the way through	8/31/2016 11:28 AM
7	He'd say what he thought but fair on both sides and never forced any opinions or decisions on her	5/27/2016 12:25 PM
8	Felt that Case worker was much more unbiased than other people she had worked with from PIAS in the past who she felt took school's side more	5/27/2016 11:52 AM
9	Gave advice without trying to sway her	5/27/2016 11:42 AM
10	Listened to situation and advised accordingly	5/13/2016 11:55 AM
11	Just having him in meetings was helpful and calming.	5/9/2016 4:45 PM

12	Brilliant	5/9/2016 3:05 PM
13	Respectful	5/9/2016 2:46 PM
14	Able to be personal in their approach and share own experiences of trying to get a child statement	5/9/2016 2:20 PM
15	School person was biased but PIAS came in as outside and understood point of view and helped them, felt like someone to get across their point of view	4/29/2016 11:30 AM
16	Very professional, acted on son's behalf at all times	4/21/2016 12:05 PM
17	Gave information without trying to force them into specific decisions	4/21/2016 11:59 AM
18	Would explain anything didn't understand in parent way. Talk to schools unbiasedly but if he felt something wasn't right would stand up for her.	4/21/2016 11:49 AM
19	Looked at from balance view point being honest	3/17/2016 11:48 AM
20	She did a fantastic job very balance view ensuring that everyone's views were heard. Thank you	3/14/2016 4:48 PM
21	Saw it from both sides	3/12/2016 1:58 PM
22	He was very impartial. He enabled me to make an informed decision	3/10/2016 12:46 PM
23	Helped parent to understand and kept a balance view.	3/10/2016 12:42 PM
24	Very case worker kept a very balanced view.	3/10/2016 12:35 PM



## Q4 What difference do you think our information, advice or support has made for you?

Answered: 100 Skipped: 0



Answer Choices	Responses
No difference at all	2.00% 2
A little difference	2.00% 2
Somewhat of a difference	5.00% 5
A lot of a difference	18.00% 18
A great deal of difference	73.00% 73
<b>Total</b>	<b>100</b>

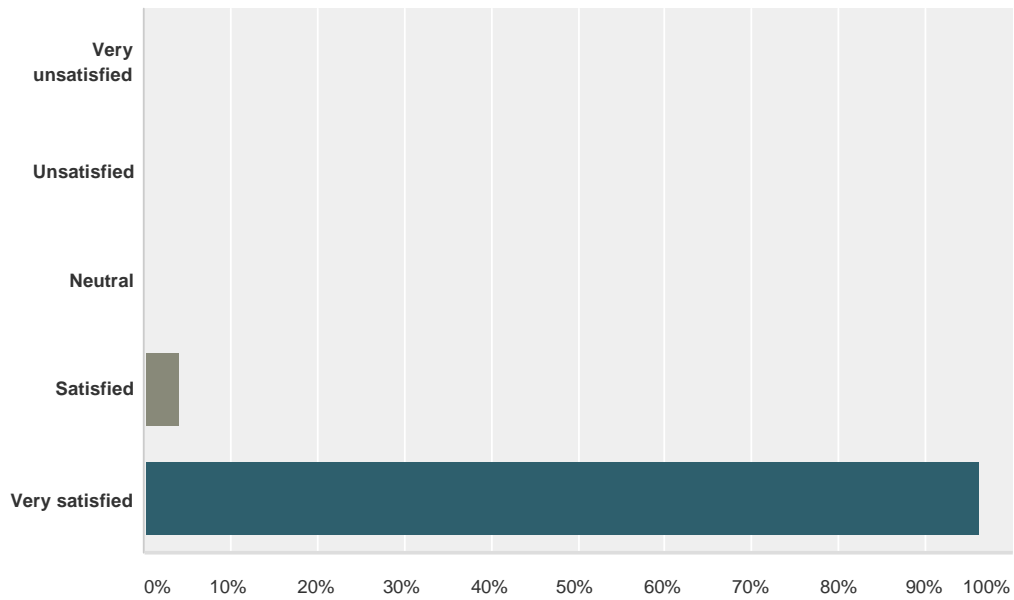
#	Comment	Date
1	Helpful advice but no change for individual child	9/12/2016 12:43 PM
2	Good to have someone he knew the system.	9/12/2016 12:16 PM
3	A very difficult journey	9/12/2016 12:05 PM
4	Because I became more prepared with the support and completely prepared	9/12/2016 11:50 AM
5	We know that there is support out there.	9/12/2016 11:35 AM
6	Even though made no difference mum was still pleased to know we are here if needed	9/7/2016 2:36 PM
7	When you are parent to have the information explained was very beneficial and allowed us to make informed decisions.	9/7/2016 12:24 PM
8	Without this we would have been screwed well supported by PIAS	9/7/2016 12:11 PM
9	The information and support that was given was excellent	9/7/2016 11:04 AM
10	I was clueless until I had the support of PIAS legality was useful to know.	9/7/2016 9:27 AM

11	Nice to feel supported	9/7/2016 9:16 AM
12	Because it has helped school and family re-connect to sort up things out.	9/7/2016 9:08 AM
13	Tricky due to the systems in place with the authority but excellent info	8/31/2016 11:28 AM
14	Since PIAS helped child has obtained a place at Special School Brooke Green	8/31/2016 9:25 AM
15	With support obtained the school place they wanted	8/31/2016 9:09 AM
16	Everything was explained in a way I understood	8/17/2016 11:54 AM
17	This was not down to case worker- he was excellent it was MAP	8/16/2016 2:42 PM
18	Case worker helped me with things that I did not understand	7/22/2016 2:38 PM
19	Made a difference by listening to what the parent required	7/22/2016 2:34 PM
20	More aware of what's available for YP	6/22/2016 2:16 PM
21	Having him in meetings made a big difference	6/22/2016 2:12 PM
22	Not so much difference, just reassuring to have the support	6/22/2016 2:04 PM
23	Ensured that I was given the right information to make informed decisions	5/31/2016 11:21 AM
24	Our son is now in a mainstream secondary where as previously he was in a special school and we did not feel that he would manage in a mainstream school.	5/30/2016 11:42 AM
25	Got things done and moving. Professionals all spoke differently because she had someone professional with her.	5/27/2016 12:25 PM
26	Original info was about secondary schools so just giving info and advice was what we needed	5/27/2016 12:11 PM
27	Big impact, once PIAS got involved everything started to change, listened to them, realised significance of needs, listen when had problems. He'd ring people on her behalf and helped, came to all meetings, gave advice to school and parents. Asked questions where they might into have been able to. Son now moved school in short space of time thanks to Case worker	5/27/2016 11:52 AM
28	Couldn't get son into secondary school so he'd still be home, so made a big difference!	5/27/2016 11:42 AM
29	More secure, felt a lot better that a third party had heard what I had to say	5/19/2016 4:04 PM
30	Took away the stress, organised schools, made life easier for them	5/13/2016 12:05 PM
31	Information had to find out themselves through internet, but info given was good	5/13/2016 11:55 AM
32	As not something we can do on our own	5/11/2016 11:48 AM
33	Brilliant very helpful	5/9/2016 3:13 PM
34	Helped with EHCP and school, pushed process along. Crucial parents come to the service.	5/9/2016 2:46 PM
35	Made it less stressful, always positive	5/4/2016 10:21 AM
36	Lets parents know they are not alone when they don't know where to turn	4/29/2016 11:31 AM
37	Peace of mind, knowing you will get an answer	4/21/2016 1:59 PM
38	Things worked out so didn't make a difference, but nice knowing someone is there if needed and gives her confidence that support is available	4/21/2016 1:22 PM
39	School now knows they have to follow up on things, more authority for action	4/21/2016 12:05 PM
40	Main thing was giving her confidence in the process, knowing someone who knows the system	4/21/2016 11:59 AM
41	Now understand what she can access in other services, her son is happy and doing well. Before she came to the service was lost and now things are so much better for her and family.	4/21/2016 11:49 AM
42	Massive	4/18/2016 5:28 PM
43	All was explained very well	3/30/2016 4:48 PM
44	It all went very well and was very clear thanks PIAS	3/30/2016 4:44 PM
45	Allowed me to make informed decisions	3/30/2016 4:38 PM
46	Was able to help and reassure us and helped us with our rights etc.	3/30/2016 4:36 PM

47	Good support at meetings	3/30/2016 3:17 PM
48	Case worker was brilliant	3/30/2016 3:07 PM
49	Very good help and the information was good and the letter that she wrote was exceptional.	3/30/2016 11:20 AM
50	She was brilliant and support well explaining things clearly.	3/30/2016 10:32 AM
51	The Support that I received was outstanding I was supported through the Independent appeal process by Case worker and also supported through the EHCP	3/29/2016 3:24 PM
52	Saved mum from having a nervous break down	3/21/2016 5:13 PM
53	Changed my life	3/21/2016 2:42 PM
54	I was very well supported the EHCP transfer thank you PIAS	3/21/2016 2:42 PM
55	Case worker helped the parent with possible PEX and gave meeting support	3/21/2016 2:34 PM
56	Case worker was very helpful and everyone was very pleased about service	3/21/2016 2:30 PM
57	Without her help we would have been totally lost. Well done.	3/17/2016 11:48 AM
58	I could not have gone through last year with the support from case worker	3/14/2016 4:48 PM
59	Case worker helped us with our child who has special needs and she empowered us to make good decisions and school placement	3/12/2016 2:00 PM
60	Without her support we would have been totally lost and not been able to get a new school	3/12/2016 1:58 PM
61	The legal information was great. The understanding and confidence of the law. helped both parents and schools to move forward	3/11/2016 2:26 PM
62	We knew nothing regarding EHCP Case worker supported us through the whole process	3/10/2016 1:10 PM
63	By case worker being at the meeting it allowed me to move things.	3/10/2016 12:46 PM
64	Son was included in the school.	3/10/2016 12:44 PM
65	Helped me with support that gave me support however when he was not there I did struggle however things are much better thanks to the support that was given.	3/10/2016 12:42 PM
66	I had no clue on what I was looking for and allowed me to make an informed choice of school.	3/10/2016 12:39 PM
67	It gave me the confidence and tools of what the parent could say. I was able to communicate much better with the school.	3/10/2016 12:35 PM

## Q5 Overall how satisfied are you with the service we gave?

Answered: 100 Skipped: 0



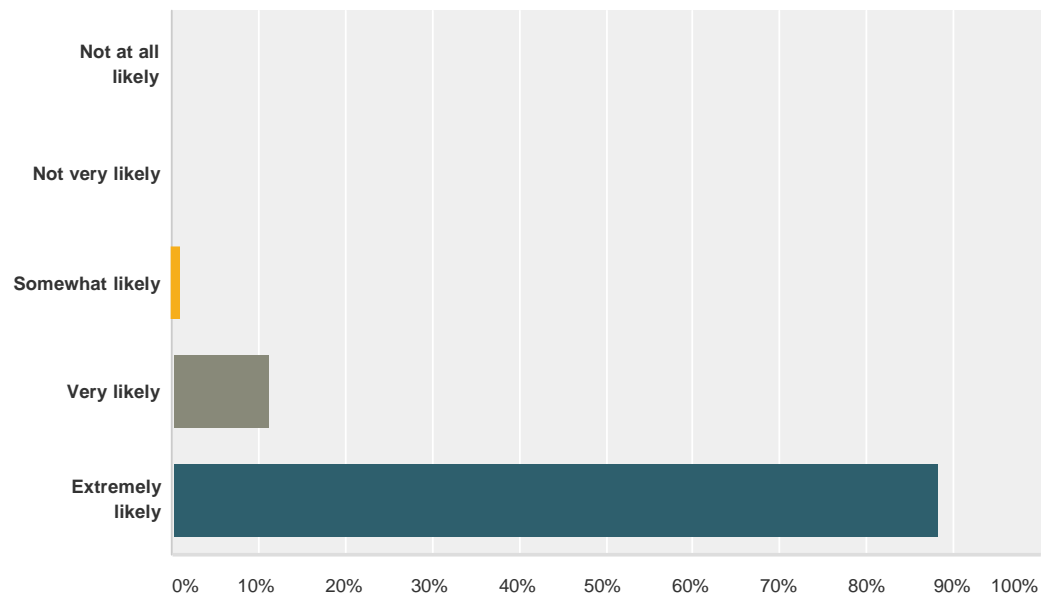
Answer Choices	Responses
Very unsatisfied	0.00% 0
Unsatisfied	0.00% 0
Neutral	0.00% 0
Satisfied	4.00% 4
Very satisfied	96.00% 96
<b>Total</b>	<b>100</b>

#	Comments	Date
1	Even more than v satisfied	9/13/2016 9:20 AM
2	A very supportive person thank you	9/12/2016 11:58 AM
3	Well Done	9/7/2016 12:24 PM
4	Off the scale	9/7/2016 12:11 PM
5	Case worker was very good	9/7/2016 12:04 PM
6	Excellent service	9/7/2016 9:27 AM
7	Wish we hadn't changed the name as hard to remember the new name.	8/31/2016 1:02 PM
8	I know of other mums going through the same and have recommended the service. Absolutely invaluable.	8/31/2016 11:28 AM
9	Seemed to know who to contact, how to get things moving, very thorough. Genuinely nice guy who really cared.	5/27/2016 12:25 PM
10	Over the moon	5/27/2016 12:11 PM
11	Very happy. He's honest, helps where he can. Just brilliant!	5/27/2016 11:52 AM
12	Would use them again	5/27/2016 11:42 AM

13	Use again	5/19/2016 4:04 PM
14	PIAS itself good, shame about PCC as they haven't been much help. Only PIAS who actually explained things to them.	5/13/2016 11:55 AM
15	Case worker is a nice chap	4/21/2016 1:22 PM
16	Very helpful, pleasant, help through stressful process	4/21/2016 11:59 AM
17	1000% happy. Couldn't rate case worker more and felt he was brilliant at supporting. Kept in touch with her between meetings and was a support when she needed it.	4/21/2016 11:49 AM
18	More than very	4/18/2016 5:28 PM
19	Faultless	3/30/2016 3:07 PM
20	Well done	3/12/2016 2:00 PM
21	Excellent.	3/10/2016 12:39 PM

## Q6 How likely is it that you would recommend the service to others?

Answered: 100 Skipped: 0



Answer Choices	Responses
Not at all likely	0.00% 0
Not very likely	0.00% 0
Somewhat likely	1.00% 1
Very likely	11.00% 11
Extremely likely	88.00% 88
<b>Total</b>	<b>100</b>

#	Comment	Date
1	Already recommending	9/12/2016 12:05 PM
2	Already have pointed other parents to the service	9/7/2016 12:24 PM
3	Definitely	9/7/2016 12:11 PM
4	Already recommended another parent	9/7/2016 12:04 PM
5	Yes	9/7/2016 9:27 AM
6	I have already passed on details to a friend	9/7/2016 9:18 AM
7	Have already done so	9/7/2016 9:08 AM
8	Have done many times	8/31/2016 1:02 PM
9	Have done so already	8/31/2016 11:28 AM
10	Would highly recommend our service to those who need our support	8/31/2016 9:25 AM
11	Case worker was wonderful and very supportive	8/16/2016 2:20 PM
12	Already do	6/22/2016 2:12 PM

13	Already	5/27/2016 12:11 PM
14	Recommended him before	5/27/2016 11:52 AM
15	Already have	5/27/2016 11:42 AM
16	Already have! As a teacher, really helpful to be able to pass this service onto other parents of my pupils	5/9/2016 4:45 PM
17	Already have	5/9/2016 2:20 PM
18	Always recommends, but difficult to explain what it is to others. Maybe better advertising needed?	4/29/2016 11:25 AM
19	Already have!	4/21/2016 1:59 PM
20	Already recommended	4/21/2016 1:22 PM
21	Already have done	4/21/2016 12:05 PM
22	Couldn't recommend more, and has kept contact details in diary and wouldn't hesitate to contact PIAS again	4/21/2016 11:49 AM
23	Absolutely	4/18/2016 5:28 PM
24	Already has recommended us	3/21/2016 5:13 PM
25	Will in all probability return to PIAS for advice on making a complaint about having FTE expunged from his school records. I have advised him to look at school complaints procedures and follow the guidance therein.	3/18/2016 11:35 AM
26	Already sign posted	3/17/2016 11:48 AM
27	I have already recommended your service	3/12/2016 2:00 PM
28	Will inform people of this valuable service.	3/10/2016 12:46 PM
29	Yes.	3/10/2016 12:44 PM
30	Already recommended to another parent.	3/10/2016 12:42 PM
31	Already recommended to another family.	3/10/2016 12:39 PM

## Appendix Three

Quality Standards for providing impartial information, advice and support					
Section	Commissioning, governance and management arrangements				
Standard	Description	Link to SEND Framework	Examples of evidence	Recommended types of outcome assessment	RAG DATE
1.1	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: 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	C&F Act Clause 26 SEND Regs 9 SEND Regs Schedule 2 Clause 15 CoP 2.6 CoP 2.7	Agreed commissioning process based on an assessment of need, specifying what information, advice and support are to be provided, by whom and how it is to be provided	Service Reach Data requested from the One Team 26 Jan 2016. Will also need to talk with commissioners to see if an agreement has been set up? Minutes from SEN Core group with PIASS terms of reference agreed November 2014	Feb-16
			A service level agreement with the Local Authority/CCG based on national quality standards setting out the expectations of both the service and its commissioners	Service specification produced and agreed by commissioners	Jul-16
1.2	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.	CoP 2.4 CoP 2.5	<p>The IASS is located in premises separately from the LA SEN teams, and ideally not in the main LA or CCG premises</p> <p>The IASS having a distinct service identity, logo, and style</p> <p>The IASS has a delegated and ring fenced budget</p> <p>The IASS has a separate phone line from any other LA service/function</p> <p>Service impartiality policy</p> <p>Service confidentiality policy</p>	Feedback from service users	<p>Sep-14</p> <p>Sep-14</p> <p>NA</p> <p>Apr-15</p> <p>Sep-15</p> <p>Sep-15</p>



			A steering or management group		Apr-16
1.3	The governance arrangements for the IASS are based on clear lines of accountability and promote service user involvement.	CoP 2.6 CoP 2.7	Evidence of a clear management structure	Feedback from service users Impact on policy or practice Participation of service users in decision making	Feb-16
			Evidence of Advisory or steering group		Jul-16
			Service user involvement Annual report		Apr-16
1.4	The IASS is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs.	SEND Regs 9 CoP 2.7 CoP 2.8 CoP 2.17	Service level agreement for the IASS, based on an assessment of need. Description of how such services provide access and ensure continuity of support from 0-25 through a "dedicated and easily identifiable service"	Service specification produced and agreed by commissioners. Feedback from service users Impact on policy or practice. Participation of service users in decision making . Service reach.	Sep-16
			Terms of reference agreed by stakeholders (including commissioners, service users, and other providers)		Sep-16
			Service Development Plan (reviewed annually) with specified improvement targets		Sep-16
			Analysis of service users' needs and priorities		Forum feedback and Survey report
			Analysis of staff needs and continuing professional development provided		Achieved through supervision an annual appraisal.

1.5	Service managers provide training, supervision and support for staff offering information, advice and support, including (where relevant) independent supporters and volunteers.	CoP 2.9 CoP 2.11 CoP 2.15	Service Development Plan Supervision policy Service Continuing Professional Development Plan	Feedback from service users Participation of service users in decision making	Jun-16
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1.6	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.	Working Together to Safeguard Children (DfE 2013)	Service safeguarding children policy and procedures All staff, independent supporters and volunteers who have contact with children and young people are trained in local and national safeguarding procedures All relevant staff have DBS checks.	Spread sheet with up-to-date data held by Admin	Completed September 2016
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Section 2	Strategic functions				
Standard	Description	Link to SEND Framework	Examples of evidence	Recommended types of outcome assessment	
2.1	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.	Cop 1.11 CoP 1.12 CoP 2.6 CoP 2.8	Annual report Examples of service user views and participation in contributing to LA and CCG policy and practice Examples of partnership working with parent carer forums and other groups	Impact on policy or practice Participation of service users in decision making Examples of the service and service users working in partnership with other services (e.g. parent carer forums) to influence policy and practice	Apr-16
2.2	The IASS contributes to policy and practice at the regional and national level by working with other providers and relevant stakeholders to share, promote and develop best practice.	CoP 2.4 CoP 2.8	Annual report, Examples of service participation in regional and national groups	Impact on policy or practice	Apr-16

Section 3					
Provision of information and advice					
Standard	Description	Link to SEND Framework	Examples of evidence	Recommended types of outcome assessment	
3.1	Potential service users are aware of the IASS and what it can offer them.	CAFA Clause 30 CAFA Clause 32 SEND Regs 9 and Schedule 2, Clause 15 CoP 2.1 CoP 2.2 CoP 2.3 CoP 2.24	Publicity and promotional materials Website, range of leaflets, social media presence Presence in range of settings (including schools and colleges, children's centres, libraries, health centres, etc) Local Offer	Service reach	Jul-16
3.2	The IASS is accessible to all potential service users.	CoP 2. CoP 2.9, CoP 2.24	Equal opportunities and accessibility policies Analysis of service use Range of access options (including working hours, location, contact arrangements, response times, information formats)	Service reach	Jul-15
3.3	The IASS provides impartial, accurate and up to date information and high quality advice relevant to the service users' needs	CoP 2.5 CoP 2.8 CoP2.9 CoP 2.17	Publicity and promotional materials Analysis of service users' needs and priorities and service use. Analysis of service users' perceptions of relevance and impartiality	Feedback from service users Impact on policy or practice Increased involvement of service users in decision making	Apr-16
3.4	Service users have the information and advice they need to make informed decisions about provision made by education, health and social care.	SEND Regs 9 and Schedule 2, Clause 15 CoP 1.9 CoP 2.8 CoP 2.10 CoP 2.11 CoP 2.12 CoP 2.13 CoP 2.14 CoP 2.15 CoP 2.16 CoP 2.17 CoP 2.18 CoP 2.19 CoP 3.39	Website, range of leaflets and other information Individual case studies Feedback on Local Offer Analysis of comments, compliments and complaints	Feedback from service users. Impact on policy or practice Increased involvement of service users in decision making	Aug-16

Section 4					
Supporting individuals					
Standard	Description	Link to SEND Framework	Examples of evidence	Recommended types of outcome assessment	
4.1	The IASS offers confidential support to service users.	CoP 2.5 CoP 2.8 CoP 2.13 CoP 2.15	Compliance with data protection law. Service confidentiality policy Provision of confidential phone line	Note: completed during induction training.	Induction training completed
4.2	The IASS offers impartial support tailored to the individual (up to and including SEND Tribunal), which may include: casework support representation, an independent supporter key working	CoP 2.19 CoP 2.20 CoP 2.21 CoP 2.24	Service impartiality policy Availability of independent supporters and volunteers Individual case studies	Feedback from service users Impact on policy or practice. Service reach	Case studies completed
4.3	The IASS builds upon service users' skills, knowledge and confidence to promote independence and self-advocacy.	CoP 2.8	Feedback from service users and other stakeholders Individual case studies Training evaluations	Feedback from service users Impact on policy or practice Participation of service users in decision making. Service reach	feedback from service users
Section 5					
Professional development and training					
Standard	Description	Link to SEND Framework	Examples of evidence	Recommended types of outcome assessment	
5.1	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	CoP 2.11 CoP 2.15 CoP 2.20	Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) Numbers of staff, independent supporters and volunteers completing relevant national legal training Attendance at national, regional and local training events	Feedback from service users Impact on policy or practice Service reach	Training record to be produced All up to date however follow on training is due soon

5.2	All staff, independent supporters, and volunteers are trained and competent in providing impartial information and advice for all service users.	CoP 2.8 CoP 2.14	Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) Numbers of staff, independent supporters and volunteers completing relevant national legal training. Attendance at national, regiorelevant independent national legal training. Attendance at national, regional and local training events	Feedback from service users Participation of service users in decision making Service reach	Training record to be produce All staff have complete d IASSN induction training.
5.3	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.	CoP 2.19 CoP 2.20	Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) Numbers of staff, independent supporters and volunteers that have completed accredited legal training	Feedback from service users Involvement of service users in decision making Service reach	Jul-16
5.4	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	CoP 2.8	Range and Number of people trained	Feedback from those attending training. Impact on policy or practice	Limited training has been offered more is due to be organised
5.5	The IASS offers training to parents on: 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	CoP 2.8 CoP 2.16	Number of Parents trained Range of training offered	Feedback from those attending training. Involvement of service users in decision making. Examples of partnership (e.g. with parent carer forums) Service reach	Not advertised due to capacity.