

**The difference we make: Plymouth Information Advice and Support  
for SEND (PIAS) Annual Report**

**1<sup>st</sup> September 2016 – 31<sup>st</sup> August 2017**



**PLYMOUTH  
INFORMATION ADVICE  
AND SUPPORT FOR SEND**



## Introduction

Welcome to the Plymouth Information, Advice and Support for SEND (PIAS) Annual Report. This report summarises the activities and evaluation of the service for the year September 2016 – August 2017. 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.

All staff have placed team goals above personal interest over the last year. This has involved providing cover for staff who have been off sick or on leave, voluntarily changing working hours and days to meet service need, and being available for additional hours to cover increased demand when required. This was most significantly evidenced during the SEND Ofsted period in Autumn 16, where staff across the whole team manned phones to complete SEND service user feedback questionnaires, identified service users for focus groups and all of this on top of their day to day responsibilities. This was reflected in the Ofsted Report which said of our team:

- The Plymouth Information Advice and Support for SEND (PIAS) service deals with high volumes of enquiries. It is a valuable source of information both for those requiring universal services and for those seeking additional help and guidance. Parents and carers who know of, and have used, PIAS report very high levels of satisfaction with the support they receive.

Ofsted also highlighted the impact of the ‘Youth Ascends’ young people’s SEND forum, which was an additional piece of work initiated by PIAS in 2016. Ofsted cites the following:

- The Plymouth young people’s forum is working actively with commissioners of services to influence planning and development of services.
- A range of initiatives is successfully engaging young people to share and explore the opportunities provided by the 2014 reforms.

As a reflection of the outstanding team work described above PIAS were nominated and shortlisted as a finalists for a Plymouth City Council Star Award for customer service.

## 1. Workforce

During this reporting period Plymouth Information, Advice and Support for SEND (PIAS) has continued to secure additional funding from the Department for Education (DfE) Burdens Fund which has enabled PIAS to continue the SEND Youth Forum. This fixed term funding (to 31<sup>st</sup> March 2018) has enabled the employment of a dedicated 0.4 member of staff to support this work. In addition PIAS has continued to receive Independent Support funding through The Council for Disabled Children, which has been ring fenced to this area of work until March 31<sup>st</sup> 2018. This supports 0.8 full time equivalent to cover PIAS Independent Support work (see 2.2).

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 31<sup>st</sup> 2018. During the reporting period one member of the team took voluntary redundancy which reduced the case work team by 0.5 and the parenting team by 0.5 of a full time post.

<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	3.4
Parent Programme Facilitator	2.5
Administrative Assistant	1.8
Web Editor	0.5
Parent Support Co-ordinator Young people's SEND forum (SEND implementation grant from June 2016 (Fixed term until 31 <sup>st</sup> March 2018) including 0.4 Independent support funding (until March 2018)	0.8
Independent Support (Independent support fund) until 31 March 2018	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 Education, Health and Care Plan (EHCP) process.
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**

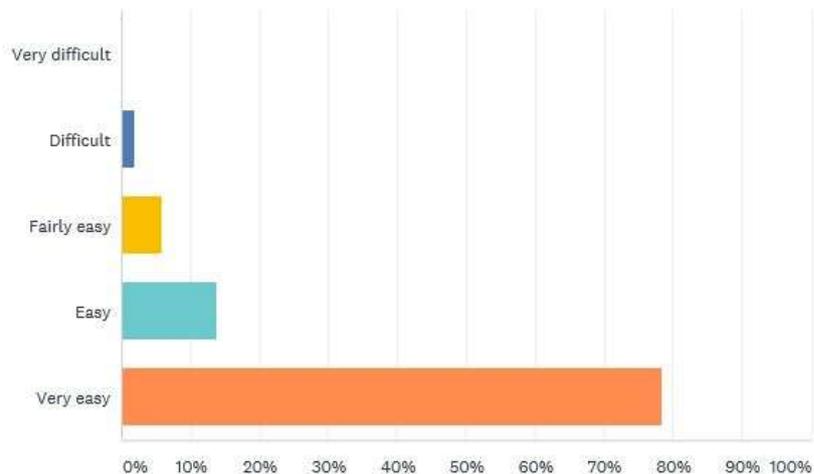
Plymouth Information and Advice for SEND (PIAS) offers a range of flexible services and case work support to children, young people, and parents; our approach is to tailor the service to meet individual needs. This may include, but is not limited to, any combination of the following:

- 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 regarding SEND
- help to write letters e.g. to request a statutory assessment
- support to prepare for an appeal e.g. an exclusion or tribunal appeal regarding SEND
- 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. The graph below indicates how easy it was to get in touch with PIAS.

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

Answered: 153 Skipped: 0



ANSWER CHOICES	RESPONSES	
Very difficult	0.00%	0
Difficult	1.96%	3
Fairly easy	5.88%	9
Easy	13.73%	21
Very easy	78.43%	120
<b>TOTAL</b>		<b>153</b>

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 request 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 year's 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

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. (See Appendix Two for Quality Standards)

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

### i. Identity and Branding

PIAS for SEND are 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 2018. The Council for Disabled Children requires quarterly reporting on the use of this money and the outcomes achieved. With this grant we continue to provide a 0.8 full time equivalent worker. 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.

PIAS has also generated income during this reporting period through providing bespoke parenting courses for both Trevi House and a city secondary school.

## 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 Red, Amber, Green (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

The Service Users Advisory Group (SUAG) is now established. This comprises parents/carers, young people as well as head teacher representatives, health 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 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. 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
- CHIDS SEND Integration survey parents and carers
- CHIDS SEND integration survey Young persons
- Support at the SEND Conference

Over 300 parents were contacted regarding the service they have received from the Local Authority regarding SEND provision during the OFSTED inspection in autumn 2016 and 130 gave feedback.

#### c) Youth Send Forum

PIAS facilitates Plymouth's SEND Youth Forum (Youth Ascends). 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. (See Appendix Three for feedback from the Youth Ascends Forum)

#### d) Parent Conference

PIAS supported the Plymouth Parent Carer Voice in organising the annual SEND Conference. The format of the conference was as follows:

- Welcome
- Talks
  - SEND support in Schools
  - Living with Anxiety and Frustration
  - Benefits and SEND

- SEND Panel - Health, Social Care, 0-25 team and Education Psychology
- One to one meetings with various agencies on the following subjects:
  - Special education provision
  - Post 16
  - General Information and Exclusions (PIAS)
  - Adult Social Care
  - Educational Psychology
- Opportunity to meet with organisations associated with SEND, over 42 organisations were in attendance

In order to maximise parent participation two sessions were delivered at the conference with one held in the morning and another after school. 198 delegates attended the SEND Conference.

#### ii. Contributing to Regional and National Policy and Practice

During the reporting period the Senior Parent Support Coordinator 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) and the Intervention level recoding procedures. Attendance at the National Conference was 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

The PIAS website is continually updated and includes response reactive technology which enables the website to be re formatted for mobile devices including mobile phones. There is also a translate facility to translate English into other languages as well as accessibility tools and a chat facility.

Information documents have been produced nationally that can be adapted for local SEND services. These have been included on the website. 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.

PIAS are able to provide information translated into other languages or into other formats such as large print or Braille; however this service is often not required as the use of an interpreter provides better value for money and understanding for service users.

#### 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 88.0% of the time. The reason for the longer response time has been the increase in demand and the reduction in staff.

### 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. During the current academic year PIAS has adopted questions designed by the Council for Disabled Children to collect feedback from service users. This will enable data from across the country to be collated and compared.

Questions asked in the survey include:

- How easy was it to get in touch with us?
- How helpful was the information, advice and support we gave you?
- How neutral, fair and unbiased do you think we were?
- What difference do you think our information, advice and support has made for you?
- Overall how satisfied are you with the service we gave?
- How likely is it that you would recommend the service to others?

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. (See Appendix Four for Survey findings)

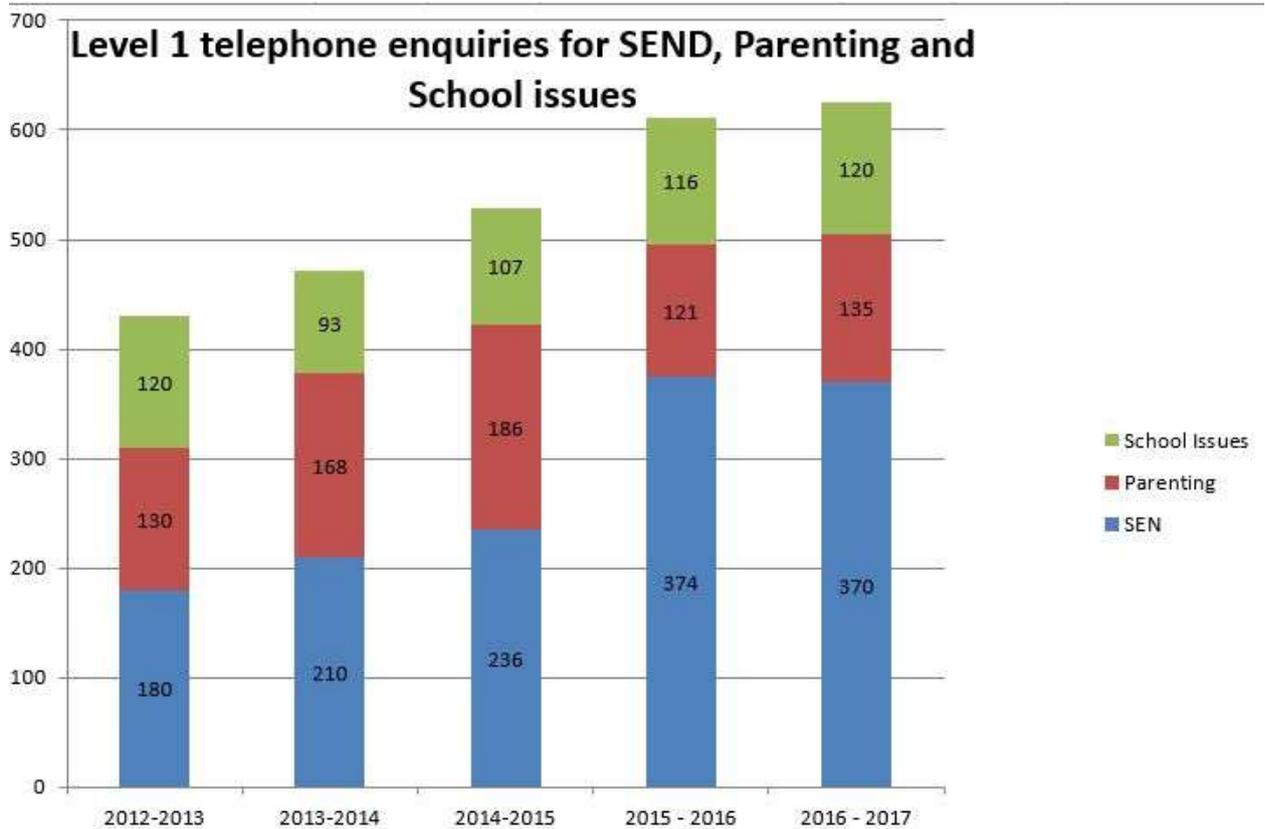
## **2.1.4 SUPPORTING INDIVIDUALS**

### i. Casework - working with individuals

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

#### a) Level one

Level one casework 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 828 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 203 calls.

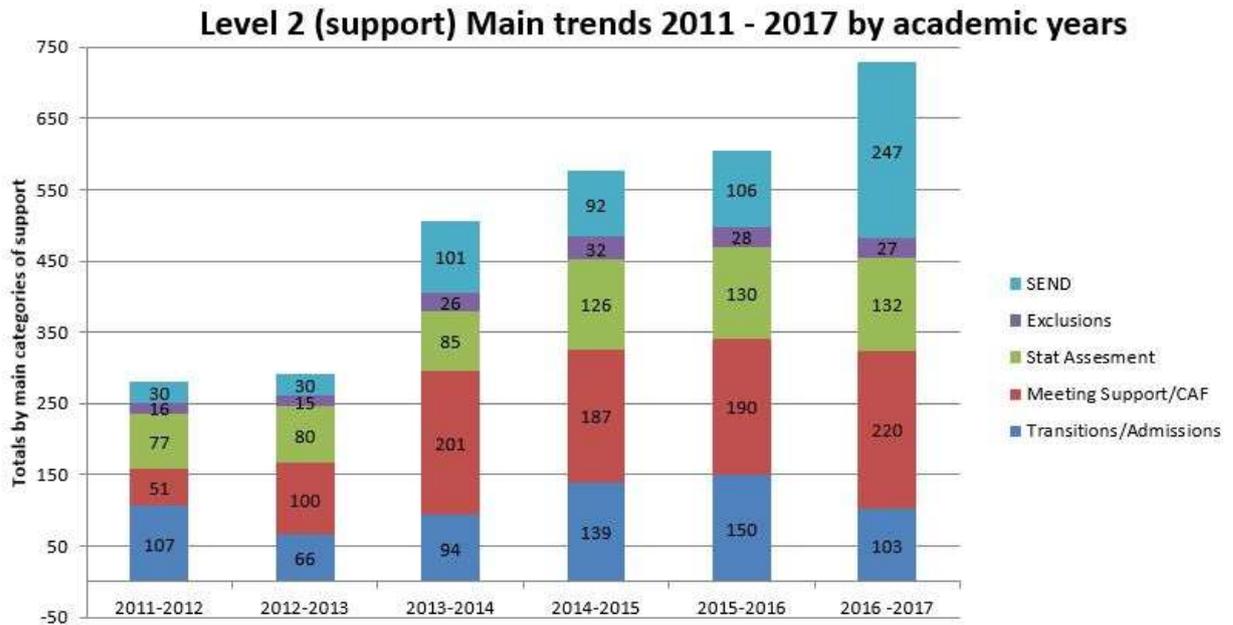


**b) Level two**

Level two casework 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 casework 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**

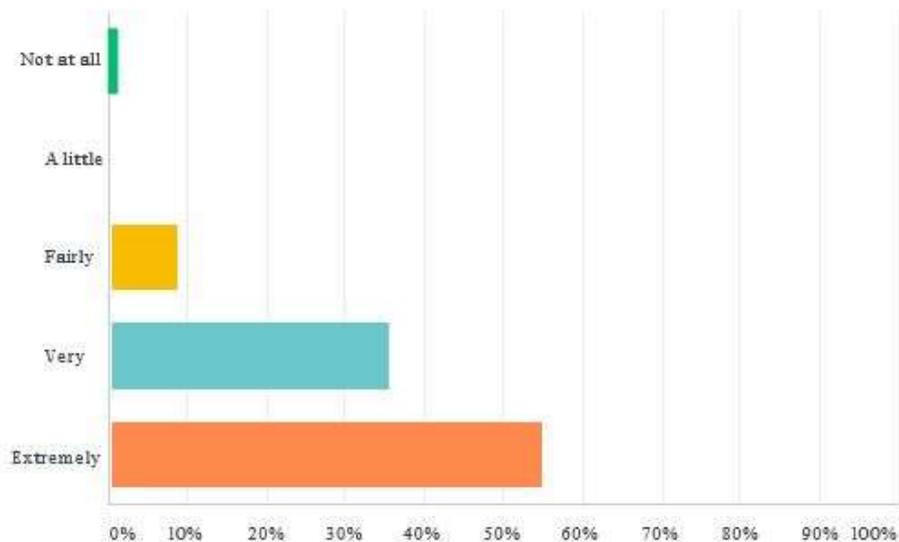
PIAS comply with all data protection regulations and an online data protection training module is undertaken by all members of staff when joining the service.

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.

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

Answered: 153



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

*“Completely neutral, explained that he did not take sides and it was the help I needed”*

*“Very fair. Prompt responses. Explained things to avoid misunderstanding”*

*“Gave advice without trying to sway her”*

*“Gave information without trying to force them into specific decisions”*

#### 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 2016-August 2017 there have been 8 requests for support

#### 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. PIAS have supported 8 service users through various stages of the Tribunal route. All requests have been resolved prior to a hearing.

## 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:

Training/event
14 – 25 briefing
Early Years SENCO Conference
Joint SENCO Conference
SEND Parent Conference
Primary SENCo Conference
Plymouth University SENCo Course

### ii. National legal training

Level 3 Face to Face IPSEA training completed by all members of casework staff.

Training/event
Level 3 Face to Face Legal training (Taunton and York)
Young Peoples Participation Conference (Manchester)
South West Regional Parent Participation meeting (Taunton)
Meeting with Devon and Cornwall IASS joint working (Plymouth)

## 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 support the change from Statements to Education, Health and Care Plans and 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 2018.

In Plymouth the primary provider for Independent Support is Careers South West. PIAS provide additional support through Independent Support funding. During the reporting period, 101 service users were supported under the Independent Support umbrella of PIAS.

### **3.0 The provision of evidenced based parenting programmes**

The Parenting Programme team currently deliver two evidenced based parenting programmes namely Incredible Years and Strengthening Families 10-14 UK.

#### **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)

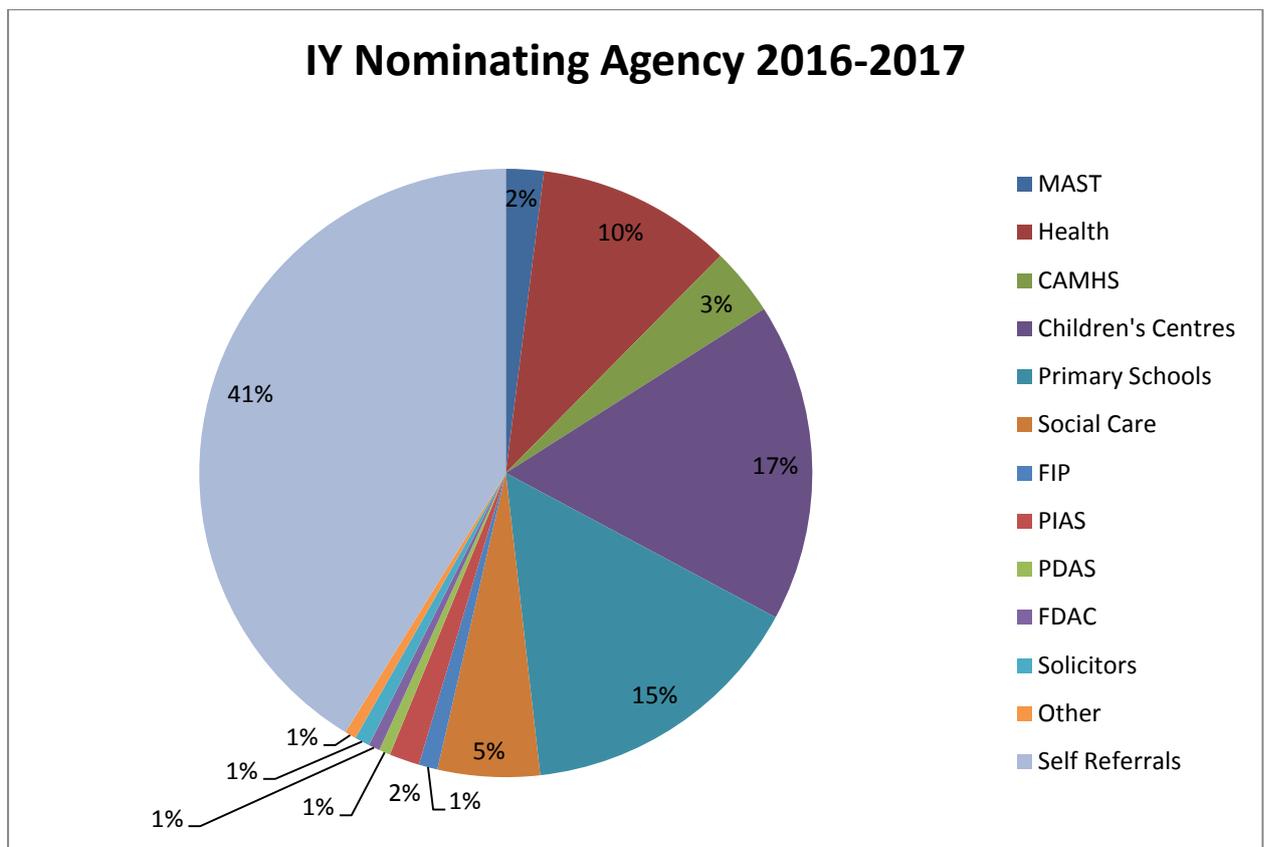
- Gives parents/carers the skills and confidence to deal with difficult behaviour and support their child in learning to manage their emotions.
- Enables parents/carers to support their child to develop their language skills and social relationships with others.
- Allows parents/carers to nurture their 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 502 referrals were processed and

allocated to courses. Of those allocated 204 parent/carers took a place on the first course they were offered, with a further 132 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 Child and Adolescent Mental Health Service (CAMHS) making over 2 in 5 (45.0%) received during 2016 - 2017. Parents in Plymouth are also able to self refer and their referrals accounted for over 2 in 5 (41.0%) of those received by PIAS during this reporting period.



A quarter of parents (25.0%) 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 12-24 weeks dependent on the course requested and time of year.

### 3.1.3 IY Delivery

Nineteen IY courses managed by Plymouth Information, Advice and SEND Support have been completed since September 2016. This comprised 10 IY 'Basic' courses,

3 IY 'Toddler' courses, 3 IY 'School Age' courses, 3 'Baby' and 1 'Autism Spectrum and Language Delays' (2-5) course. This has been a significant achievement as the parenting team experienced a reduction in staffing during this reporting period, from 3.0 full time equivalent (FTE) to 2.5 due to the Local Authority voluntary release in December 2016.

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 2 in 3 (64.0%) parents who started IY attended half or more of the course.

Programme	Duration	Number of courses
Baby	8 weeks	2
Toddler	12 weeks	3
Pre-School /Basic	14 weeks	10
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 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 has enabled IAPT trained Primary Care Mental Health Workers to have ongoing placements 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. During the last year the PIAS Parenting Senior Parent Support Coordinator has completed this Post Graduate Diploma as part of on-going professional development. This has enabled the delivery of a limited number of 6 Incredible Years /Helping the Non-Compliant Child home coaching opportunities for parent/carers who met the criteria for intervention outlined in NICE Clinical Guidance and Webster-Stratton Home Coaching guidelines.

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**

#### Baby

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.

Five parents on the two IY Babies courses completed a pre and post course TOPSE. One reported eight positive changes in score two reported seven positive changes, one reported six positive changes and another reported five positive changes.

## Toddler

### **i.TOPSE**

Eleven parents attending the three IY Toddler courses completed a NHS Parenting Evaluation (TOPSE) booklet before and after completing the course. Ten of the eleven parents (90,9%) experienced positive change in relation to the 'control' domain and around 4 in 5 (81.8%) reported a positive change in relation to the 'play and enjoyment' domain. The 'empathy and understanding' and the 'learning and knowledge' domains had the lowest number of parents recording a positive change (63.6%).

### **ii. Strength and Difficulties Questionnaire (SDQ)**

Some parents attending a Toddlers IY course completed 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?

Eight parents on the IY Toddler courses completed in the current academic year had pre and post course Strengths and Difficulties questionnaires in relation to their target child on file. Analysis of SDQs for parents attending IY Toddler courses 2016-2017 revealed that progress has been made. Prior to Toddler IY two children had a very high stress level (25.0%), one had a high stress level (12.5%), two had a slightly raised stress level (25.0%) and three children had a close to average stress level (37.5%). By the end of the course around 2 in 5 (37.5%) children's stress scores had reduced, half remained unchanged and one child's score had increased.

In terms of diagnostic predictions at the start of IY four young people whose parents were on the course had a high risk for 'any diagnosis' (50.0%), two had a medium risk (25.0%) and two had a low risk (25.0%). By the end of the programme around 2 in 5 (37.5%) children's risk scores had reduced, half remained unchanged and one child's score had increased

### Pre-school/Basic

Forty eight parents completed Strengths and Difficulties questionnaires in relation to their target child. Analysis of SDQs for parents attending IY Pre-School/Basic courses 2016-2017 revealed that progress has been made.

Over the ten IY Basic courses twenty four children had a 'very high' stress score, before their parent undertook IY, six had a 'high' stress score, four had a 'slightly raised' stress score and fourteen children had a 'close to average' stress score. By the end of the course around 2 in 5 (39.0%) children's overall stress scores had reduced whilst half remained unchanged and around 1 in 10 (10.7%) saw an increase in their stress score.

Twenty seven children had a 'high' risk of any diagnosis before their parents undertook IY, seven had a 'medium' risk and the same proportion had a 'low' risk. Around 2 in 5 (41.3%) children saw a reduction in their risk of 'any diagnosis' by the end of their parents IY Basic 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.

Around 1 in 3 (34.3%) parents indicated that since attending IY their child's problems were much better, whilst nearly half (46.8%) said they were a bit better and around 1 in 10 (9.3%) said they were about the same. One parent stated that since attending IY their child's problems were a bit worse and two parents reported that these were much worse.

Over half the parents (53.1%) attending IY said the course had helped in other ways a great deal, whilst around 1 in 3 (31.2%) said it had helped quite a lot and around 1 in 6 (15.6%) stated that IY had helped only a little.

### School Age

Sixteen parents attending a School Age course completed 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 2016-2017 revealed that progress has been made

Over the three IY School Age courses 10 children had a 'very high' stress score, before their parent undertook IY, two had a 'high' stress score and one had a 'slightly raised' stress score. Around 2 in 5 (41.6%) children's overall stress scores had reduced by the end of their parents School Age IY courses; whilst half had unchanged scores and around 1 in 10 (8.3%) saw an increase in their overall stress scores.

Twelve children had a 'high' risk of any diagnosis before their parents undertook IY and four had a 'low' risk. Around 1 in 3 (31.8%) children saw a reduction in their risk of 'any diagnosis' by the end of their parents School Age IY course whilst around 2 in 3 (68.1%) had unchanged risk scores.

Seven (46.6%) parents indicated that since attending IY their child's problems were much better and six (40.0%) said these were a bit better. Two parents (13.3%) reported that since attending IY their child's problems were the same and another stated that their problems were a bit worse.

Over half the parents (53.3%) attending IY said the course had helped in other ways a great deal, whilst 2 in 5 (40.0%) said it had helped a medium amount and one parent (6.6%) stated that it had helped a little.

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

Eight parents completed 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 2016-2017 revealed that progress has been made:

Four of the seven children whose parents were on the IY course had a 'very high' stress score, before their parent undertook IY, one had a 'high' stress score, one had a 'slightly raised' stress score and one had a 'close to average' stress score. By the end of the course one child's overall stress scores had reduced whilst six of the seven (85.7%) children's scores remained unchanged.

Four children (57.1%) had a 'high' risk of any diagnosis before their parents undertook IY, one had a 'medium' risk and two had a 'low' risk. Two children (28.5%) saw a reduction in their risk of 'any diagnosis' by the end of their parents School Age IY course whilst around 3 in 5 (57.1%) had unchanged risk scores and one child saw their risk increase.

One parent (14.2%) indicated that since attending IY their child's problems were much better, whilst three parents (42.8%) said these were a bit better and the same proportion said these were the same.

Three parents (42.8%) attending IY said the course had helped in other ways a great deal, whilst the same proportion said it had helped a medium amount and one parent (14.2%) said that it had helped a little.

See Appendix Five for IY Case Study.

#### **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 2016-2017 were as follows:

##### Baby

- Three quarters of mums (75.0%) indicated that since undertaking IY, the bonding they feel towards their baby/toddler had either improved or greatly improved.

- Seven of the eight mums reported that they were either confident or very confident in parenting at this time.
- Three quarters of mums (75.0%) 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 about what they found valuable:

*“Picking up on my baby wants and needs”*

*“Talking things through with Group Leader”*

*“Reading books, I didn’t realise just how much she would interact”*

### Toddler

- Over 3 in 4 (77.2%) parents indicated that since undertaking IY, the bonding they feel towards their baby/toddler had improved or greatly improved and around 1 in 10 (9.0%) said this had slightly improved.
- Around 3 in 4 (72.6%) parents indicated that since undertaking IY, their baby/toddler’s bonding with them had improved or greatly improved, whilst around 1 in 4 (22.7%) parents said this had slightly improved.
- Over 3 in 4 (77.2%) parents indicated that they were either confident or very confident in parenting at this time; whilst around 1 in 10 (9.0%) said they were slightly confident.
- Over 4 in 5 (86.7%) parents 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, whilst around 1 in 10 (9.0%) said they were slightly confident.
- Over 3 in 4 (77.2%) parents indicated that they were optimistic or very optimistic about achieving good results from the IY course; whilst around 1 in 10 (9.0%) stated that they were slightly optimistic.
- Over 4 in 5 (90.8%) parents indicated that they would either recommend or strongly recommend the IY programme to a friend or relative.

- Over 4 in 5 parents (86.3%) stated that they found this overall group of techniques either useful or extremely useful; whilst around 1 in 8 (13.6%) thought they were somewhat useful.

Parents also made the following insightful comments at the end of their course about what they found valuable:

*“Everything – the support that the leaders gave outside of the programme (in addition to content). Welcoming leaders – even off topic. Offering additional help/support”*

*“Applying the different techniques learnt at course i.e. child led play, positive discipline etc.”*

*“Learning to not say ‘No’. Playing and reading with my child and positive praise”*

#### Pre-school/Basic

- 2 in 3 (66.6%) parents indicated that since undertaking IY, the bonding they feel towards their pre-schooler had improved or greatly improved; and around 2 in 5 (45.5%) parents stated that since undertaking IY, their child’s behaviour problems which they tried to change using the methods presented in this programme had improved or greatly improved.
- Around 3 in 4 (74.0%) parents indicated that they were either confident or very confident in parenting at this time and around 3 in 4 (72.1%) reported 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.
- It is interesting to note that the vast majority (90.7%) of the parents stated 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 about what they found valuable:

*“A fantastic refresher course for me bringing with it modern, workable techniques/methods. Full of useful information and good ideas. Program was professionally delivered and very enjoyable. Thank you so much”*

*“I understand how a child’s behaviour affects me, him and those around. I found the course to be helpful, rewarding, enjoyable”*

*“I have been able to look at not only my child’s behaviour, but MY responses and reactions – this has been so important and made such a difference. I feel much better equipped as a parent”*

### School Age

- Around 1 in 3 (35.2%) parents stated that since undertaking IY, their child’s behaviour problems which they tried to change using the methods presented in this programme had greatly improved, around 1 in 4 (23.5%) said this had improved, and around 1 in 3 (35.2%) reported this had slightly improved.
- Around 2 in 5 (41.1%) parents indicated that they were very optimistic about achieving good results from the IY course whilst around 1 in 4 (23.5%) said they were optimistic and around 1 in 10 (11.1%) said they were slightly optimistic.
- Around 2 in 3 (64.7%) parents indicated that they would strongly recommend the IY programme to a friend or relative and around 1 in 3 (35.2%) said they would recommend IY.

Parents also made the following insightful comments at the end of their course about what they found valuable:

*“To become close to my children and feel optimistic in our family and raising them on my own”*

*“To be able to help my children with problems that were never sorted before”*

*“It taught me different strategies on how to deal with different behaviours. Really enjoyed doing this program and I am now reaping the benefits”*

### Autism Spectrum and Language Delays (2-5)

- One parent (16.6%) indicated that since undertaking IY, their child’s social and emotional skills had greatly improved; whilst 2 in 3 (66.6%) said this had slightly improved.

- One parent (16.6%) indicated that since undertaking IY their child’s self regulation and imaginary play skills had improved, whilst 2 in 3 (66.6%) stated that this had slightly improved.
- One parent (16.6%) stated that they were very optimistic about their personal progress at using the autism spectrum/language delays parenting skills, whilst half said they were optimistic, one parent indicated that they were slightly optimistic.
- One parent (16.6%) indicated that they were very positive about achieving their goal in this programme for their child and family, whilst 2 in 3 (66.6%) were positive and one parent was slightly positive.
- Half the parents indicated that they would strongly recommend the IY programme to a friend or relative and the other half said they would recommend the course.

Parents also made the following insightful comments at the end of their course about what they found valuable:

*“To help me improve and help L’s emotional wellbeing, social and communication”*

*“I found that meeting with other parents and being listened to”*

*“Socialising, practical work with my child; interesting information and good results in my child’s behaviour”*

*“A more specific program which was more appropriate for my son. He has definitely benefitted from this”*

### **3.1.6 IY Developments**

There have been a number of exciting developments during this academic year, which will be consolidated going forward.

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) last year, this course has now become part of the PIAS core parenting offer, running in partnership with the Local Authority, and health partners from the Child & Adolescent Mental Health Service and the Child Development Centre as part of the city wide pathway of

support for families with children on the autism spectrum or with speech and language delays.

Secondly, we continue to build on our strong partnership with the early year's sector, working with Barnardo's and Lark Children's Centres as they continue to develop their offer to parents of pre-school children city wide. Co-working on programme delivery continues to maintain both PIAS and Children's Centre capacity to offer parenting programmes.

Thirdly, during this year we were approached by Trevi House to provide an in-house buy-in rolling programme of the Incredible Years Baby 0-1 programme for their clients. This has made a significant difference to those women who have engaged with the program, and has been valued by Trevi staff. This has provided a new area of development and training for our parenting team, as well as generating regular income for PIAS, which is on-going.

Finally, PIAS continues 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, having completed the IAPT Post-Graduate Diploma in Evidence Based Psychological Therapies the PIAS parenting lead is now able to provide a limited number of home-coaching opportunities for parent/carers, and has a better understanding of evidence based parenting practice, to inform both 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 (Spath 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**

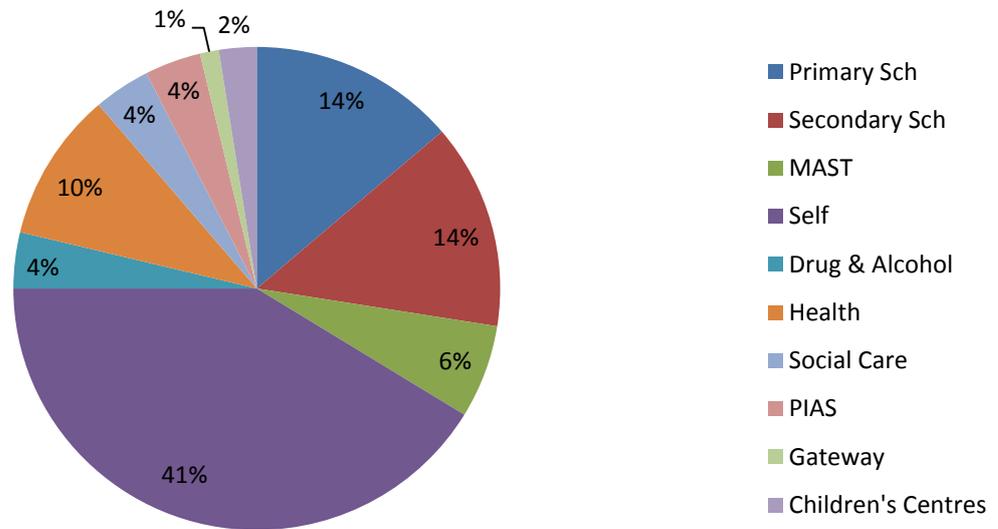
SFP 10-14 UK comprises seven two hour sessions for parents and young people, who attend separate skill-building groups for the first hour and spend the second hour together in supervised family activities. Youth sessions focus on strengthening goal setting, dealing with stress and strong emotions, communication 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 83 referrals were processed and allocated to courses. Of those allocated 28 parent/carers took a place on the first course they were offered, with a further 38 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 (28.0%) of the referrals received during 2016 - 2017. Parents in Plymouth are also able to self refer and their referrals accounted for around 2 in 5 (41.0%) of those received by PIAS during the reporting period. See chart below.

### SFP Nominating Agency 2016-2017



The demand for SFP continues to outstrip supply and waiting lists are carefully managed. Normal waiting times for a course range from 12-24 weeks dependent on time of year.

#### 3.2.3 SFP Delivery

In Plymouth three Strengthening Families courses were delivered from September 2016 to August 2017. As with IY, this has been a significant achievement due to a reduction in staffing during this reporting period, from 3.0 full time equivalent (FTE) to 2.5 due to the Local Authority voluntary release in December 2016.

The number of parents attending SFP courses ranges from 7 - 12 parents plus their target child/young person. Around 3 in 4 (71.0%) families who started SFP attended more than half the course.

Just over half (52.6%) 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 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.

Twenty one families completed the three SFP courses held at the Jan Cutting Health Living Centre during the 2016 – 2017 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 2016-2017 revealed that progress has been made. In terms of overall stress, an analysis of SDQ's saw considerable improvement in young people's overall stress scores. At the start of SFP 3 in 4 (75.0%) young people had a very high stress level, one young person had a high stress level, another had a slightly raised stress level and around 1 in 6 (16.6%) had a close to average stress level. By the end of the course around 2 in 5 (41.6%) young people had a very high stress level, 1 in 8 (12.5%) had a high stress level, around 1 in 5 (20.8%) had a slightly raised stress level and the same proportion had a close to average stress level. An analysis of SDQ's saw considerable improvement in young people's risk of any diagnosis. At the start of SFP around 4 in 5 (82.6%) young people had a high risk for 'any diagnosis' and around 1 in 6 (17.3%) had a low risk. By the end of the course around 2 in 5 (40.9%) young people had a high risk of any diagnosis, around 1 in 4 (27.2%) had a medium risk and around 1 in 4 (22.7%) had a low 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 2016-2017 were as follows:

#### i. Parent/carers

Excellent progress was made in the following areas:

- Prior to undertaking SFP around 2 in 5 parents/carers stated that they wait to deal with problems with my son/daughter until I have cooled down either 'most' or 'a good bit of the time' and by the end of the programme this was the case for around the vast majority (92.0%).
- Prior to undertaking SFP around half (48.0%) parents/carers stated that they talk to their Son/Daughter about his or her future goals without criticising either 'most' or 'a good bit of the time' and by the end of the programme this was the case for over 4 in 5 (88.0%).
- Prior to undertaking SFP 2 in 5 parents/carers (40.0%) stated that they found fun ways to keep their Son/Daughter involved in family work activities either 'most' or 'a good bit of the time' and by the end of the programme this was the case for around 3 in 4 (76.0%).
- Prior to undertaking SFP 3 in 5 (60.0%) parents/carers stated that they work together with their Son/Daughter to solve problems that come up at home either 'most' or a 'good bit of the time' and by the end of the programme this was the case for around the vast majority (92.0%).

Parents also made the following insightful comments about what they found to be the most valuable thing they learnt from their SFP course:

*“To remember that compliments without ‘but’ in the sentence, that ‘I’ statements can be powerful, to listen properly and not try to fix things, to remember how important fun as a family is”*

*“Appropriate penalties for certain misbehaviour. Taking time out to cool down without a knee jerk reaction. Using ‘I’ statements for how I feel when K misbehaves”*

*“Love and limits, giving her time to talk and listening more”*

*“Being a strong mother who is there to support her and letting her know I am always there for her”*

See Appendix Six for SFP Case Study

## ii. Young people

Excellent progress was made in the following areas:

- Prior to undertaking SFP around 2 in 5 young people stated that they appreciate the things their parents(s)/caregiver(s) do for them either ‘most’ or ‘a good bit of the time’ and by the end of the programme this was the case for the vast majority (90.4%).
- Prior to undertaking SFP around 1 in 4 young people stated that they knew how to tell I’m under stress either ‘most’ or ‘a good bit of the time’ and by the end of the programme this was the case for around 3 in 4.
- Prior to undertaking SFP 1 in 3 young people stated that they understood the values and beliefs their family has either ‘most’ or ‘a good bit of the time’ and by the end of the programme this was the case for around 3 in 4.
- Prior to undertaking SFP 1 in 3 young people stated that they knew 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 programme this was the case for around 3 in 4.
- Prior to undertaking SFP 1 in 3 young people stated that they listen to my parents/caregivers point of view either ‘most’ or ‘a good bit of the time’ and by the end of the programme this was the case for around 3 in 4.
- Prior to undertaking SFP 1 in 3 young people stated that my parents/caregivers are calm when they discipline me either ‘most or ‘a good bit of the time’ and by the end of the programme this was the case for around 3 in 4.

Young people also made the following insightful comments about what they found to be the most valuable thing they learnt from their SFP course:

*“Shouldn’t have drugs, be kind to others, be friendly, to stop stress, to be kind”*

*“To stop stress and to be calm”*

*“Family pressure family life”*

*“Peer pressures”*

### **3.2.6 SFP Developments**

During this reporting year a city secondary school bought in a Strengthening Families 10-14 UK programme (SFP) exclusively for families where the child attended their school. Support staff from the school worked with PIAS parenting programme facilitators to deliver the programme. Whilst there was limited take up on this occasion it opened up the possibility of extending the current reach of the Strengthening Families 10-14 UK programme; a possibility currently being explored by another city secondary school.

Since the last annual report Lifeline, the voluntary sector host organisation for the Strengthening Families 10-14 UK programme, has sadly ceased to exist. We await news on whether there will be a UK based host organisation for the Strengthening Families programme going forward.

### **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**

Following the successful trial, SPOKES is now being delivered to Primary schools in Plymouth as part of the PIAS core Parenting Programme offer.

The initial model of delivery was in collaboration with Plymouth Excellence Cluster (PEC) and saw two programmes run successfully in Knowle and Prince Rock Primary Schools.

Following a period of discussion and negotiation with schools, a new collaborative model of delivery has been initiated which involves one fully accredited SPOKES facilitator from PIAS alongside a school based facilitator who has successfully completed a 'SPOKES Co-Facilitator' training day. Courses have been allocated for specific schools up until July 2018. At present, staffing only allows for one SPOKES course per term, but it is hoped that demand from schools may prompt an increase in capacity. Interim arrangements are being explored for schools to become

'SPOKES ready/SPOKES friendly' whilst waiting for their full 10 week programme. As such, a SPOKES Contract has been established in consultation with participating Primaries. (See Appendix Seven)

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

This piece of casework took over a year to complete, and was carried out with a young person without the direct intervention of her family beyond the initial enquiry. We first received a request for support from this young person's mother after a visit that the family had undertaken to a specialist residential setting which needed the young person to have an EHCP in order to fund her course. Her Statement had finished at age 16 and she was then 21. We worked together on a letter requesting an EHC needs assessment to send in to the local authority, together with supporting evidence of her disability and learning difficulties. After this, the young person took charge of her own development and felt empowered to use her own voice in meetings and on paper, with support. However, the educational aspects of the evidence were very out of date as it had been some years since her last course: since then she has been NEET. The letter was received with interest but the local authority had a problem when it came to identifying her current need and what level of learning would be progression for her which would likely to lead to employment. We were tasked with finding some current information as well as identifying whether her learning could be sourced locally. Following many visits to providers, re-integration specialists, employment support groups and the DWP later, it became clear that the only place to help her to move on was her preferred setting. The thinking that she went through over this time also prompted her to do some pre-employment training which gave an opportunity to more clearly identify her current learning needs, and to work with the Guide Dog group to support her move to independence.

The young person was kind enough to feedback that she was speechless about the result of our work and was very excited about her future plans. She started her course and was determined to take advantage of all of the opportunities that she had worked so hard to have access. She recognised that the teaching was completely different to anything that she had received before as it met her needs completely. Also, the preparation for adulthood and independence had started at once as she had been able to explain clearly that she had employment plans and ambitions to live in her own home: the college has been talking with her about housing, gaining work experience and learning how to look after herself safely. Her plans to have a

guide dog are only on hold and can step back up when she moves on into work. She also was very grateful that IAS was by her side through the whole journey, and she will be keeping in touch. She is also hugely appreciative of the support that she has from her local authority through agreeing her EHCP and encouraging her in moving on.

This work has been long but very rewarding for all parties. It achieved a place on a course that both the young person and her family believed would never happen. It was also one of the first cases for both the IAS service and the local authority where an EHCP had been requested by a person of adult age returning to education after a period out of learning.

## Appendix Two: Quality Standards

As part of the Children and Families Act 2014 all Local Authorities must provide an information, advice and support service (IASS) for children, young people and parents, covering special educational needs, disability, health and social care.

The IASS that must be arranged is described in Chapter 2 of the SEND Code of Practice, which says that information, advice and support should be provided through a dedicated and easily identifiable service. PIAS provides the service for Plymouth Local Authority.

The Code of Practice makes it clear that IAS Services should be free, impartial, confidential and at 'arm's length' from the Local Authority and Health Service Clinical Commissioning Groups.

National Quality standards for services providing Impartial Information and advice and support have been produced these indicate the following to service users:

- to be aware of the standards of service that should be provided
- to evaluate the quality of the service they have received

For a full breakdown and also a discussion regarding the quality standards please contact PIAS 01752 258933

### 1. Commissioning, Governance and management arrangements

QS NO	Actions needed to evidence	Actions needed on outcome assessments
1.1	Completed	Completed
1.2	Not applicable because an in house service	Not applicable because an in house service
1.3	Completed	Completed
1.4	Completed	Completed
1.5	<ul style="list-style-type: none"><li>• Supervision policy</li><li>• Service continuing Professional Development Plan</li></ul>	Completed
1.6	Completed	Completed

## 2. Strategic functions

QS NO	Actions needed to evidence	Actions needed on outcome assessments
2.1	Completed	Completed
2.2	Completed	Completed

## 3. Provision of information and advice

QS NO	Actions needed to evidence	Actions needed on outcome assessments
3.1	Completed	
3.2	Completed	
3.3	Completed	Completed
3.4	Completed	Completed

## 4. Supporting individuals

QS NO	Actions needed to evidence	Actions needed on outcome assessments
4.1	Completed	Completed
4.2	Completed	Completed
4.3	Completed	Completed

## 5. Professional development and training

QS NO	Actions needed to evidence	Actions needed on outcome assessments
5.1	Completed	Completed
5.2	Completed	Completed
5.3	Completed	Completed
5.4	<ul style="list-style-type: none"> <li>Need to organise Local legal training</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of training provided</li> <li>Feedback from training from service users</li> </ul>
5.5	<ul style="list-style-type: none"> <li>Need to organise Professional training</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of training provided</li> <li>Feedback from training from professionals</li> </ul>

### Appendix Three: Ascends Forum Feedback

Young person aged 15 – *“ it is loads of fun”*

Young person aged 14 – *“Young people need a bigger platform for their voice. We can change people’s perception of SEND. I want young people with SEND to feel as though they have a chance in life because it doesn’t always feel like that. Less segregation and discrimination.”*

Young person aged 19 – *“The fact is we are **not** different, we still want and are capable of having a chance at life! Not everyone understands this! I, as a member of youth ascends want to change this through the united education of both young people and professionals.”*

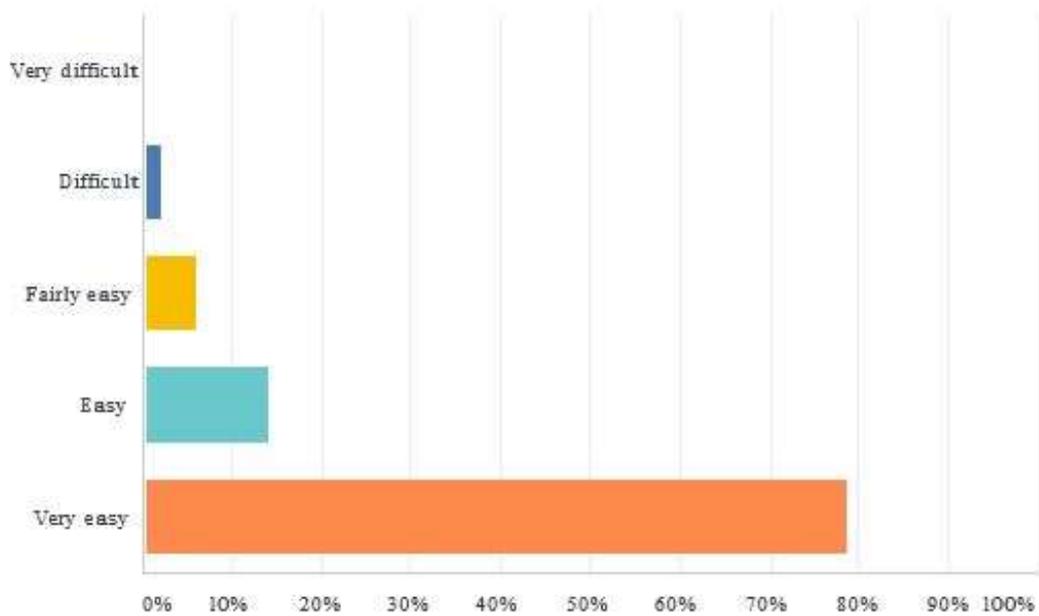
Student Volunteer Observation - *“I think the meetings are fantastic. They really are lucky to have you, the environment you achieve I am sure is the secret to the success!*

Parent feedback – *“Knowing 4 of the autistic young people there, I can feedback to you that they found it empowering to be able to give their views about the services they access/or not...It was a valuable exercise in self-advocacy for them and I was delighted by the excitement it generated in my and my friends' children”*

## Appendix Four: Parent Survey

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

Answered: 153



#### Comments:

*"My friend gave me the number and the call was answered within seconds of calling".*

*"My support worker called on my behalf and a caseworker called me back the same day".*

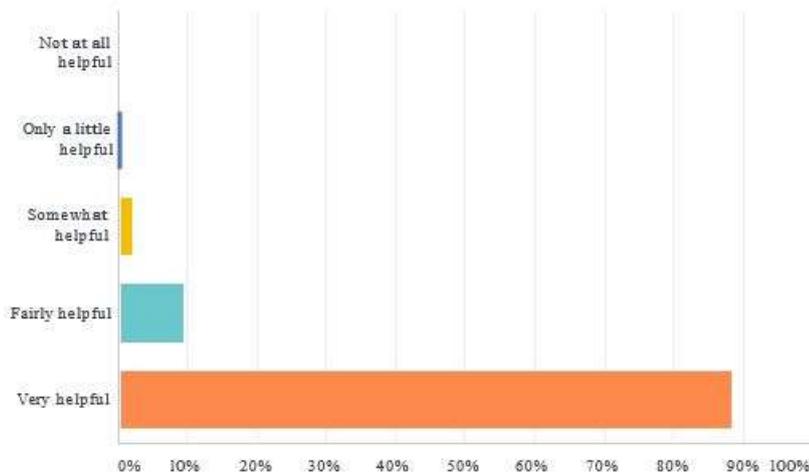
*"We came in via the PIAS website".*

*"We had previously used you before".*

*"I was given your number by the Citizen's Advice Bureau".*

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

Answered: 153



### Comments:

*"I could write essay. A first class service my caseworker gave a lot of support with requesting answers from the school he helped with a letter. He was brilliant".*

*"WE were having many problems with the school then the cavalry (PIAS) turned up and every think got resolved".*

*"I'd give 11 out of 10".*

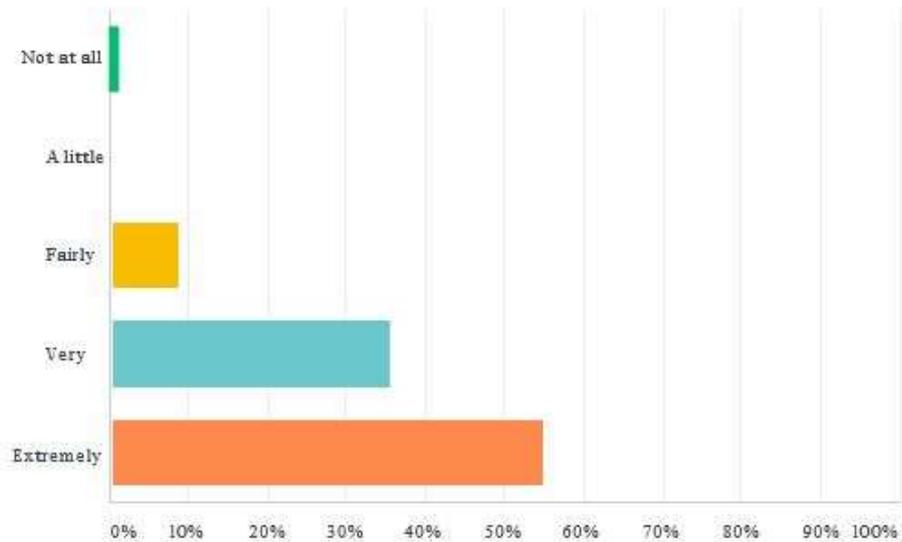
*"My caseworker was amazing".*

*"PIAS made a great deal of difference 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".*

*"Absolutely brilliant caseworker put me at total ease and he gave me the confidence to talk with the school regarding my son's SEN".*

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

Answered: 153



#### Comments:

*"School person was biased but the caseworker came in as an impartial supporter and understood both points of view and helped us work together to get a very satisfactory result".*

*"Would explain anything that I did not understand in a parent way. Talk to schools unbiasedly but if he felt something was not right would get clarification".*

*"He was impartial. He enabled me to make an informed decision".*

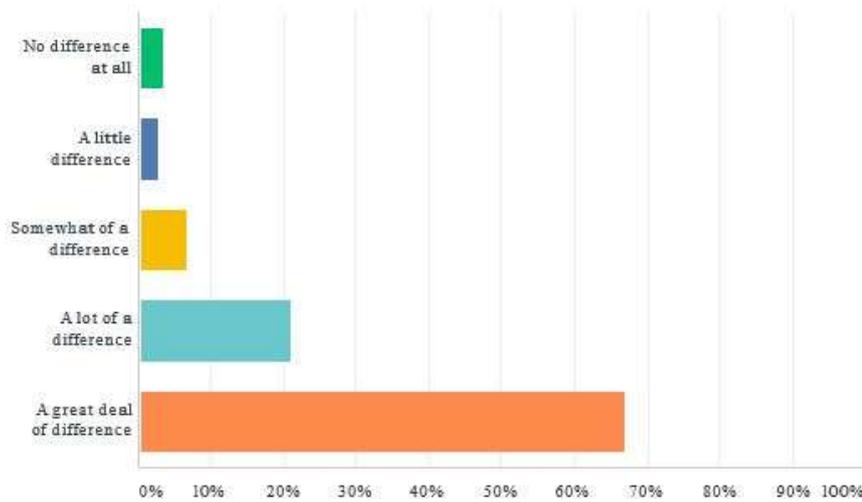
*"Very fair. Prompt responses. Explained things to avoid misunderstanding".*

*"Just having him in meetings was helpful and calming".*

*"The caseworker did a fantastic job very balance view ensuring that everyone's views were heard. Thank you".*

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

Answered: 153



### Comments:

*“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”.*

*“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 we were not able to. Son now moved school in short space of time. Thanks to PIAS we were able to make informed decisions”.*

*“Parent now understands what she can access regarding other services, her son is happy and doing well. Before she came to PIAS she was lost and now things are so much better for her and the wider family”.*

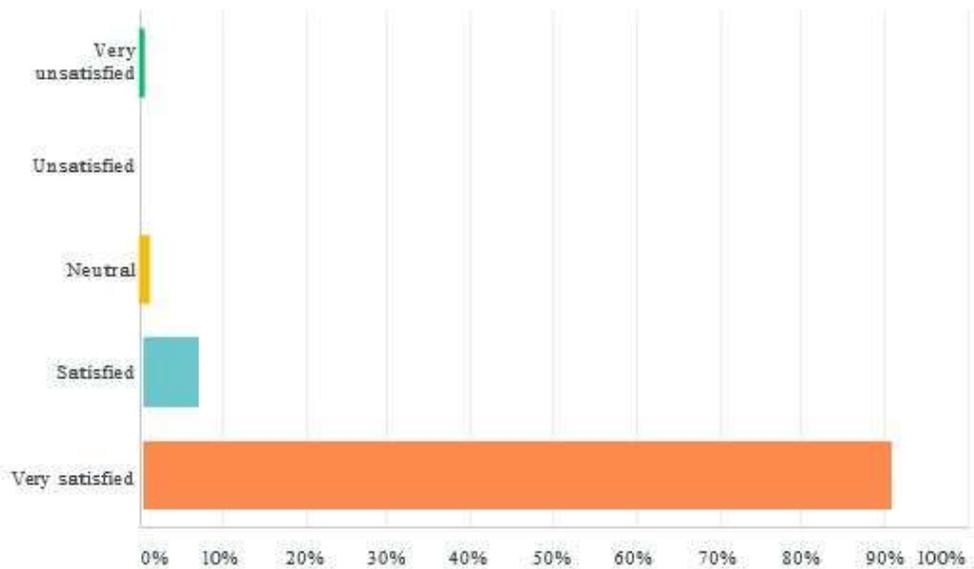
*“PIAS helped us with our child who has special needs and empowered us to make good decisions and school placement”.*

*“The caseworker gave me the confidence and tools of what the parent could say. I was able to communicate much better with the school”.*

*“PIAS got things done and moving. Professionals all spoke differently because we had someone professional with us”.*

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

Answered: 153



### Comments:

*"Excellent service very satisfied".*

*"PIAS itself good, shame about PCC as they haven't been much help. Only PIAS who actually explained things to them".*

*"I know of other mums going through the same and have recommended the service. Absolutely invaluable".*

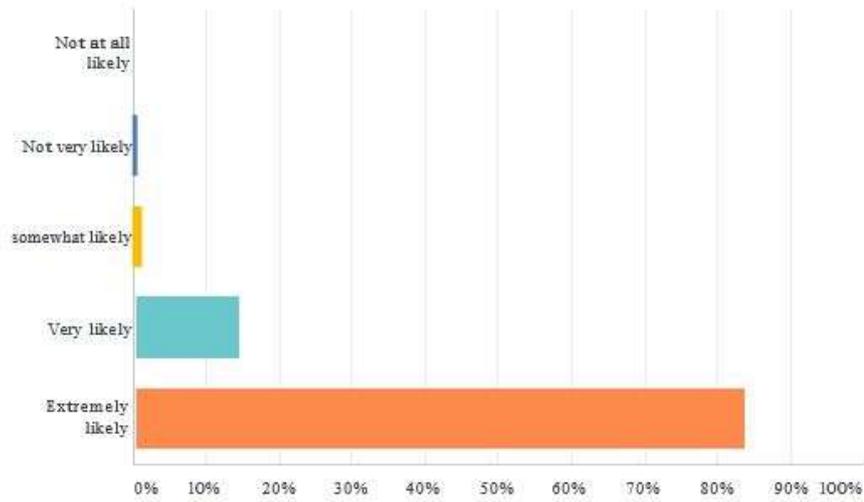
*"1000% happy. Couldn't rate him more and felt he was brilliant at supporting. Kept in touch with her between meetings and was a support when she needed it".*

*"Off the scale".*

*"The service was brilliant, very knowledgeable caseworker who put people at ease, huge weight of my mind, well done to PIAS!"*

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

Answered: 153



### Comments:

*"Couldn't recommend more, and has kept contact details in diary and wouldn't hesitate to contact PIAS again".*

*"Absolutely".*

*"I have already recommended your service".*

*"Will inform people of this valuable service".*

*"Would highly recommend our service to those who need our support".*

*"Very helpful as even when not directly working with us still working with others in the background, wish there was someone like you for higher education!"*

## Appendix Five: Incredible Years (IY) ASC Case Study

Family	Mum, Dad & Son (4)
Nominator	Self-referred after being signposted by the Child Development Centre
Parent/s reason for IY	Mum & Dad are coming to terms with their son's recent ASC diagnosis and both want to learn anything that will benefit their son and themselves
Desired outcomes for parents	'He babbles and only has a very small selection of words. We want to learn how to bring on his speech and language and his ability to socially interact with other children'.
Desired outcomes for child	To develop both his language and social interaction and to learn to manage his feelings and express himself.
Parents: End of course Evaluation	<b>Main benefit(s) of attending the IY course:</b> Helped me improve and help ...'s emotional wellbeing, social interaction and communication
SDQs	Pre and post course SDQ's on file from Mum in relation to child: <ul style="list-style-type: none"> <li>• Overall stress reduced from 19 (high) pre course to 12 (close to average) post course</li> <li>• Risk of any diagnosis reduced from 'medium' pre course to 'low' post course as did risk of hyperactivity or concentration disorder</li> <li>• Since attending IY child's problems are <b>a bit better</b></li> <li>• Attending IY helped in other ways a <b>medium amount</b></li> </ul>
Parent Defined Problem Scale	<b>Pre and Post course analysis:</b> This parent identified 2 difficult areas of behaviour: a) Communication frustration b) Concentration difficulties There was a reduction in difficulty of both problem behaviours post course: a) reducing from 8 to 7 b) reducing from 8 to 5

## Appendix Six: SFP Case Study

Family	Mum (32), Step Dad(29), Daughter (13)
Nominator and School	CAMHS/School
Parent/s reason for SFP	<i>"To have a better relationship with child"</i>
Parents: current relationship with YP	Neither poor nor good
YP : current relationship with parents	Neither poor nor good
Desired outcomes for parents	<i>"Better relationship, improve behaviour"</i>
Desired outcomes for YP	<i>"Not sure"</i>
Parents: Week Seven Evaluation	<p><u>Most valuable thing(s) learnt during SFP</u>  <i>"Everything on the course has been amazing, It has gave me ways to deal with difficult situations"</i></p> <p><u>Would you recommend the course to other parents and why</u>  <i>"I was very hesitant about coming on the course but have learned so many techniques to deal with everyday situations"</i></p>
YP: Week Seven Evaluation	<p><u>Most valuable thing(s) learnt during SFP</u>  <i>"Leant stuff"</i></p> <p><u>Would you recommend the course to other parents and why?</u>  <i>"Yeh, bcuz its not bad"</i></p>
Parents End of course evaluation	<p><u>Mum</u></p> <ul style="list-style-type: none"> <li>• Significant improvement: in one area – find fun ways to keep Son/daughter involved in family activities like chores increased from 'some' to 'most' of the time</li> <li>• Improvement: in seven areas - 1,4,7,11,15,16,17</li> <li>• No change: in 11 areas</li> </ul>
YP: End of course evaluation	<ul style="list-style-type: none"> <li>• Significant improvements in seven areas 1,4, 5,6,10,13,15</li> <li>• Improvement in four areas – 2,3,7,8</li> <li>• No change: in four areas – 9,11,12,14</li> </ul>
SDQs	<p>Pre and post course SDQ's on file from Dad in relation to YP:</p> <ul style="list-style-type: none"> <li>• Overall stress reduced from 24 (very high) pre course to 21 (very high) post course</li> <li>• Risk of any diagnosis was 'high' both pre and post course</li> <li>• Since attending IY child's problems are a <b>bit better</b></li> <li>• Attending IY helped in other ways a <b>great deal</b></li> </ul>

## SPOKES CONTRACT TO SCHOOLS

### BETWEEN:

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

..... **Primary School**

#### 1. Our commitment to you

We will provide:

- 1.1 A graduated 'SPOKES friendly' package, including:  
One day's SPOKES inset for Key Stage 1 **staff**  
An inset workshop session for Key Stage 1 **parents**
- 1.2 A monitored, administered, closed Facebook page
- 1.3 A monthly newsletter to parents
- 1.4 SPOKES information / resources for you to  
distribute in school and / or add to your website
- 1.5 Accreditation for the school Reception area in the  
form of a SPOKES 'S' representing the literacy  
continuum
- 1.6 SPOKES input for families from key feeder nurseries
- 1.7 A full 10 week SPOKES programme for parents of identified KS1  
children
- 1.8 Support to enable you to achieve your commitments to PIAS (see  
2.1 to 2.8)

#### 2. Your commitment to SPOKES

- 2.1 To introduce a 'SPOKES friendly' record of sharing a literacy  
activity sheet instead of traditional reading record
- 2.2 Introduce a 'SPOKES library' which is open to parents and children,  
providing books that parents can share with their children.  
Encourage parents to donate unwanted books to this library and  
craft materials for puppet making/literacy activities. This 'library'  
to include puppet packs, magnetic letters, zig-zag books and story  
sacks

- 2.3 In liaison with us, make available a sheet with a list of suggested SPOKES activities that parents and children can share together in the school holidays and include a list of events that are taking place in libraries
- 2.4 Nominate a member of school staff to undertake the local library liaison role
- 2.5 Add SPOKES information to your website
- 2.6 To provide a universal offer to parents of Reception children in terms of ethos and practical activities
- 2.7 Targeted 10 week programme for KS1 parents once key families have been identified as benefitting from more support around literacy
- 2.8 Identify key feeder nurseries for PIAS staff to visit

**Signed:**

.....

**Name** ..... **On behalf of PIAS**  
**(Plymouth Information Advice and Support for SEND)**

**Date** .....

**and**

.....

**Name** ..... **On behalf of**  
 \_\_\_\_\_ **Primary School**

**Date** .....

