

**The Difference We Make: Plymouth Information Advice and  
Support for SEND (PIAS) Impact Report  
1<sup>st</sup> September 2017 – 31<sup>st</sup> August 2018**



**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 2017 – August 2018. 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 sixteen.

### **1. Workforce**

During the reporting period Plymouth Information, Advice and Support for SEND (PIAS) secured additional funding from the DFE SEND Implementation grant which enabled PIAS to continue to facilitate the SEND Youth Forum (Youth ASCENDS). The funding is fixed term until 31<sup>st</sup> March 2019. From 8 June 2018 additional funding became available to support IASS to meet the DFE minimum standards outlined in the Quality Standards, this funding is initially fixed term until 31<sup>st</sup> March 2019 and hopefully will be extended until 2020.

During this reporting period the PIAS Parenting Programme team has secured additional funding through being bought in to deliver the Incredible Years Baby Programme on a rolling programme for the ‘Trevi House Recovery Project’ and an Incredible Years Toddler Programme for ‘The Sunflower Project’. The service was also successful in bidding for an Early Help Innovation Grant to develop early intervention work with the Family Nurse Partnership, running Incredible Years Baby and Toddler programmes. This funding is fixed term until 31<sup>st</sup> August 2019.

The PIAS Parenting Programme offer has been out for consultation and we await a decision on direction of travel for the next financial year.

| <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                   |
| Project and Finance Officer   | 1.8                   |
| Web Editor  | 0.5                   |
| Additional staff from external funding (fixed term until 31 <sup>st</sup> March 2019)   |                       |
| Parent Support Co-ordinator Young people's SEND forum (DFE SEND implementation grant) Fixed term until 31 <sup>st</sup> March 2019) This is joint funded from the Independent support funding and the SEND Implementation Grant. This will increase to a full time post from September 2018 until March 31 <sup>st</sup> 2019 | 0.4 Increasing to 1.0 |
| IASSP funding has enabled an increase to 3 posts 0.6 from 8th June 2018   | 0.6 x 3               |

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

## **2. PIAS for SEND Role and Service Activity**

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

1. The provision of information, advice and support relating to Special Educational Needs
2. The provision of evidenced based parenting programmes.
3. The facilitation of the Young people's SEND Forum – 'Youth Ascends'

### **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 with regard to Special Education Needs or disabilities.
- help to write letters e.g. to request a statutory assessment

- support to prepare for an appeal e.g. an exclusion or SEND 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 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 2 working days and during 2017/2018 this was the case for the majority of the time.

Around 2 in 3 (64.6%) parents told us in the Annual PIAS customer satisfaction survey that they found it very easy to get in touch with PIAS and around 1 in 4 (25.6%) reported that they found it easy. See Appendix 2 Question 1 for further analysis).

Comments made by service users in terms of how easy it was to get in touch with PIAS included:

*"Via SEND Conference and the FYI newsletter"*

*"A good website that appeared in Google search"*

*"Very easy to get in touch with [ ] whenever I needed to"*

*"Found out about PIAS from word of mouth from a friend in work"*

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 outlines the nature of the services to be provided by an IAS. 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. A new initiative announced by the Department of Education known as the Information Advice and Support programme (IASP) has been designed to insure that , in every local authority area, Children and Young People with SEND and their parents have access to impartial and free information, advice and support covering SEND issues.

## **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). The funding ended in June 2018.

In June 2018 PIAS was awarded an initial sum of money under the Information advice and support programme IASSP this is due for review in March 2019. It is anticipated that funding will continue until March 2020.

During this reporting period the PIAS parenting team has generated three income generating opportunities. Firstly, to provide a rolling programme of the Incredible Years Baby Programme for Trevi House as part of this voluntary and community organisation's drug and alcohol recovery treatment programme. Secondly, to provide an Incredible Years Toddler Programme for the Sunflower Project, to support their clients being resettled into the community following successful completion of the Trevi House recovery programme, and thirdly, to provide a bespoke Strengthening Families programme for parents and children at Mount Tamar Special 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 (RAG) rated in full for the first time to easily identify areas of service provision that require attention. PIAS has produced its own team charter as a result of the 'Way We Work project' which outlines that PIAS does things differently to the Local Authority because of our arm's length status.

### 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) meets on a six monthly basis. The group comprises parents/carers, young people as well as head teacher representatives and local authority/health partners. Terms of reference have been produced and are available on the PIAS website as well as minutes of meetings.

## vi. Service Level Agreement

PIAS do not require a Service Level Agreement. However a 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 is a member of 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:

- Review and discussion regarding enhanced transition for Key Stage 1 – 4
- Consultation regarding the Local Offer
- Consultation on Dyslexia strategies in Plymouth

##### c) Youth SEND Forum

PIAS facilitates the 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.

#### d) Parent Conference

This year PIAS worked in partnership with Plymouth Parent Carer voice (PPCV) and Plymouth City Council in delivering the annual SEND Conference in the Plymouth Guildhall on May 22<sup>nd</sup>. Over 250 people attended the conference. Lunch was provided which proved to be very popular.

Parent/carers and young people were able to choose from the following selection of workshops:

- My child has an ASD diagnosis: now what?
- Parent Carer Participation
- Dyslexia
- SEND Access
- Person Centred Planning
- Benefits
- ASD Amplified Project
- Behaviour Workshop and Challenging Behaviour

There were over 40 different stalls offering support, activities and information regarding Special Education Needs and Disabilities. An opportunity was offered to attendees for a one to one session with a professional. These sessions proved very popular with parents going from table to table. Parents reported that this was very useful because it provided an opportunity to get issues resolved on the day. The following organisations were available to respond to questions on a 'One to One' basis:

- SEND 0-25 team
- PIAS
- Short Breaks
- Educational Psychologist
- Police
- Speech and Language

The next SEND Conference will be held on 08.05.19.

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

During the reporting period the Senior Parent Support Coordinator has participated in all four regional events. All members of the casework team attended the regional IASS training day. Other national regional events included the following:

- Council for Disabled Children Annual Conference.
- Working group for information advice and support programme initiative.
- Completed online feedback surveys requested by IASSN and the CDC.



### 2.1.3 PROVISION OF INFORMATION AND ADVICE

#### i. Publicity and Promotional Materials

The website incorporates response reactive technology which enables the website to be reformatted 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 which has proved useful. Information documents have been updated and are available on 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 usually by using an interpreter.

PIAS keeps in touch with parents through our **For Your Interest** newsletter. At Plymouth Information, Advice and Support for SEND we regularly receive lots of useful and interesting information that is highly relevant to parents. Once we have a good amount of information we send our newsletter out in 'magazine form' to our FYI Mailing list as well as uploading it to the PIAS website. Information in the mailing includes:

- Participation Opportunities
- Local Events
- Parent Groups and Coffee Mornings
- Surveys and consultations
- Workshops

#### 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 the majority 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. During the 2017 – 2018 academic year 82 parents were surveyed. 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. See Appendix Two for Survey Report.

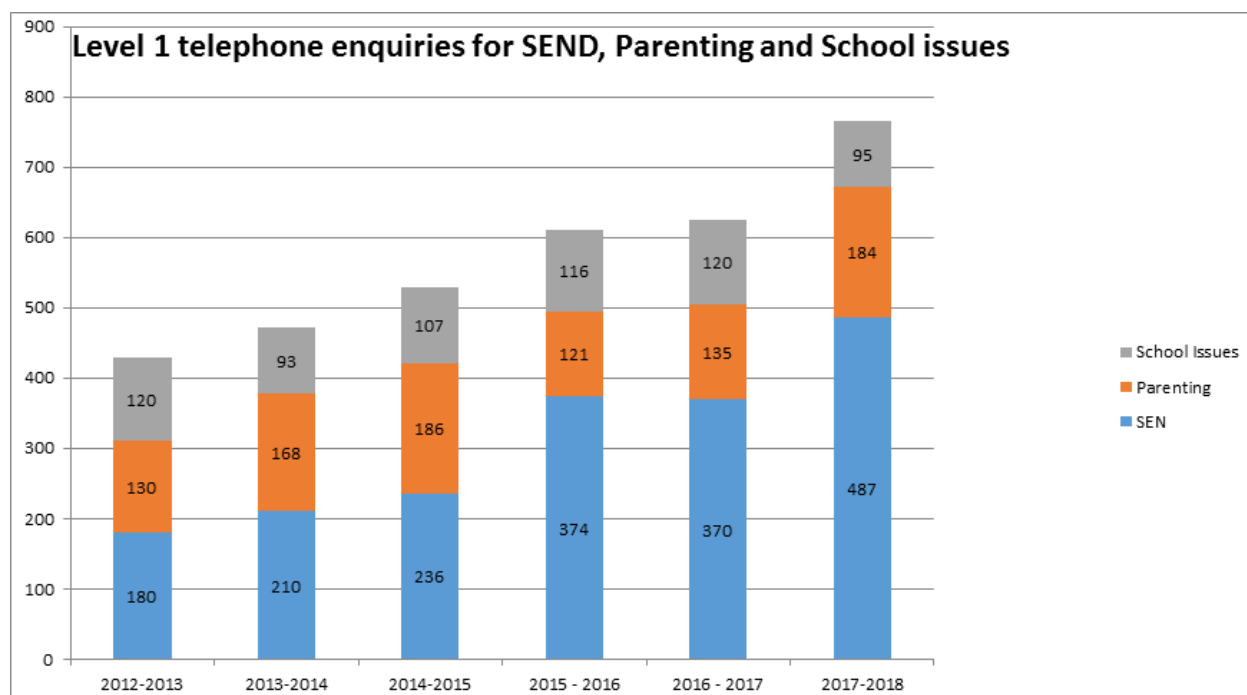
## **2.1.4 SUPPORTING INDIVIDUALS**

### i. Case work - working with individuals

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

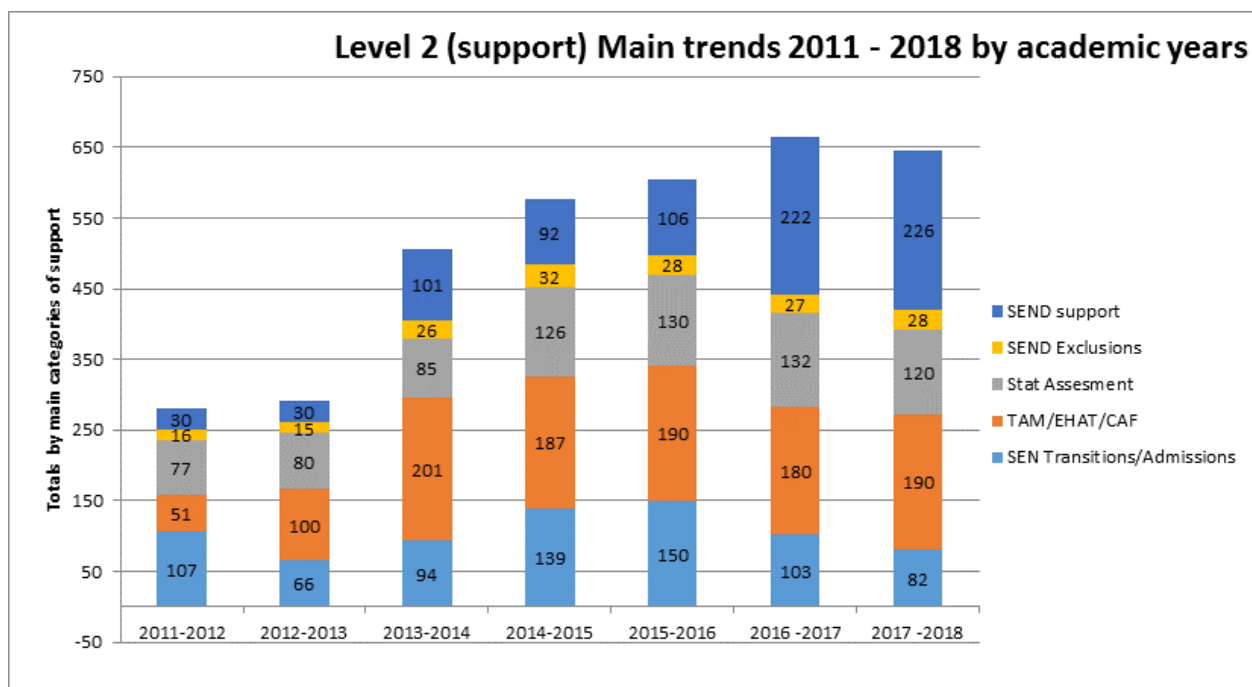
#### a) Level One

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 865 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 193 calls.



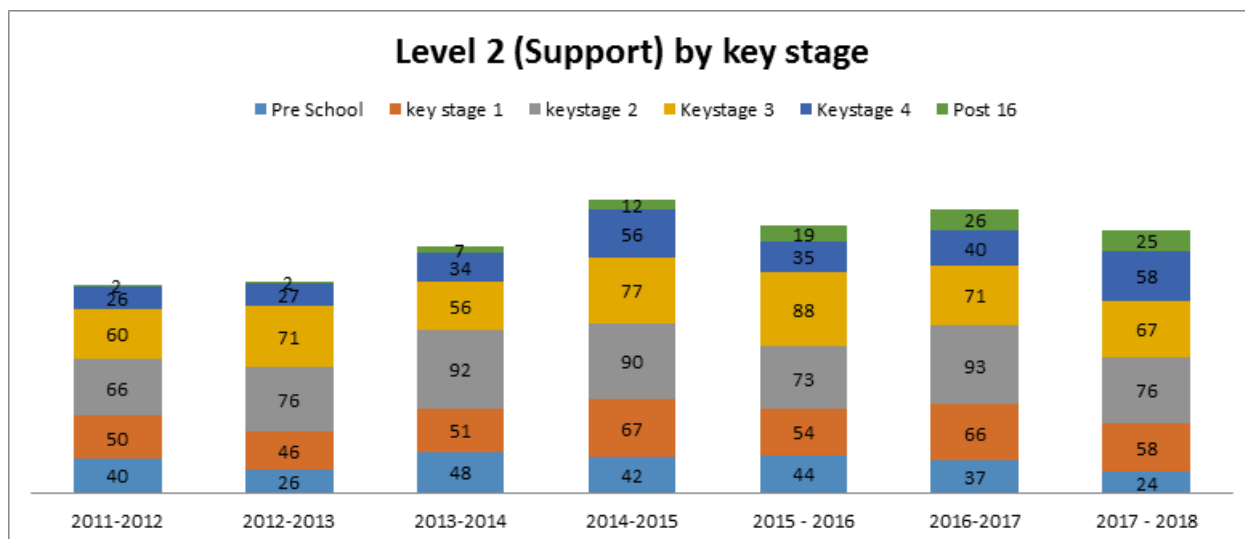
## **b) Level Two**

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



A 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 Level 2 case work by Key stages



## 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. Over half the parents (52.4%) reported that PIAS were extremely neutral, fair and unbiased and around 2 in 5 (37.8%) said PIAS were very neutral, fair and unbiased. (See Appendix Two Question 3 for full analysis). Comments made by service users in terms of the impartiality of PIAS included:

*"[ ] was very impartial"*

*"Took both views and clarified schools position to you"*

*"Really independent advice"*

*"Very neutral/independent"*

*"[ ] was very professional"*

### 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 2017- August 2018 there have been 20 requests for support at Mediation or Tribunal. There were two cases that went to Disability Discrimination Tribunal supported by PIAS.

### 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:

| Training/event   |
|--|
| SENCO Conference   |
| Secondary SENCO Conference                                 |
| Joint SENCO Conference                                     |
| Information session in St Budeaux Foundation Junior school |
| 14 – 25 briefing   |
| Early Years SENCO Conference                               |
| Parent Carer Conference                                    |
| Education Law (Plymstock)                                  |
| Education Law (Welcome Hall)                               |
| Safeguarding training                                      |
| Early years CIT training Windsor House                     |
| Family Support Worker training                             |
| Teacher training Marjons                                   |
| First Aid at work training                                 |
| DSE Assessor training                                      |

### ii. National training and events

| Training/event                                       |
|--|
| Early Years CDC Training (Taunton)                   |
| South West SEN partnership with Parent Carer Voice   |
| CDC Conference (London)                              |
| IASS Staff Development day All staff                 |
| Level 1 face to Face legal training (London)         |
| Level 2 Face to Face legal training (Taunton)        |
| South West participation event (Taunton Race course) |
| Young Persons conference (London)                    |

## **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 and finished on 31<sup>st</sup> July 2018. During the reporting period 167 service users were supported under the Independent Support umbrella and there have been no refusals to issue a plan.

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

The Parenting Program team currently deliver three evidenced based parenting programmes namely Incredible Years, Strengthening Families 10-14 UK and SPOKES (Supporting Parents On Kids' Education in Schools).

### **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.

Evidence collated over the last ten years demonstrates that IY works for a wide range of families in the city and that the benefits from attending the course are sustained for many years. The following insight provided by parents is insightful:

*"I did IY in 2009 having been told to do so by the court in order to be able to see my daughter. IY was fantastic, it helped turn my life around, I grew up and I got my daughter back. I am now very happy – I am married, three lovely children and have a part time job"*

*"Both my husband and I attended IY in 2011 which improved our confidence and consistency in parenting our two adopted children who are now doing well at school"*

*"I was really worried about doing IY and going to a group but the group leaders and other group members were so encouraging that I stayed. My children both of whom have ASD are doing well and I am more confident in my parenting having met other mums on the course with whom I still keep in contact for mutual support"*

### **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.

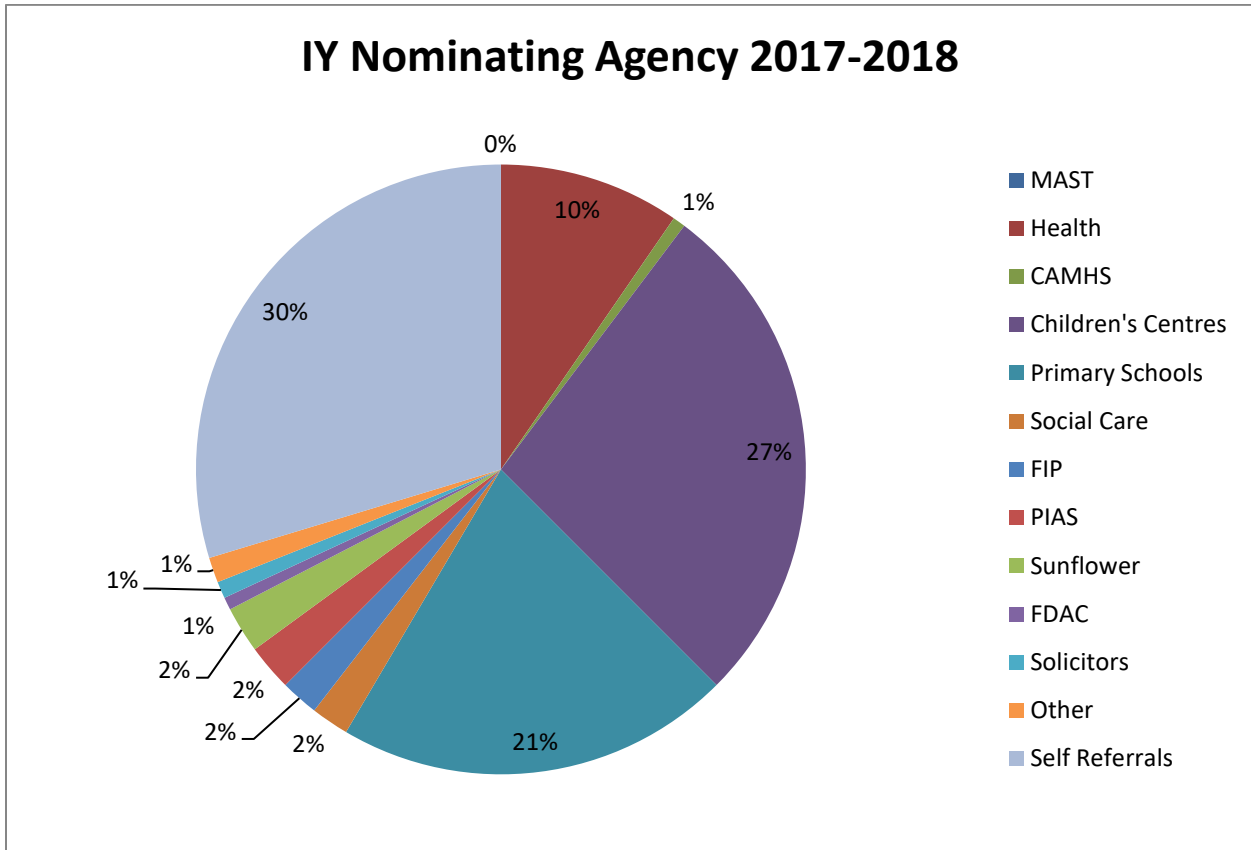
### **3.1.2 IY Referrals**

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 486 referrals were processed and allocated to courses. Of those allocated 212



parent/carers took a place on the course they were offered, with a further 125 asking to be deferred to a later course for a variety of reasons.

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 3 in 5 (58.0%) received during 2017 - 2018. Parents in Plymouth are also able to self refer and their referrals accounted for almost 1 in 3 (30.0%) of those received by PIAS during this reporting period.



Over 2 in 3 (68.0%) 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 12-36 weeks dependent on the course requested and time of year.

**3.1.3 IY Delivery**

Twenty two IY courses managed by Plymouth Information, Advice and SEND Support (PIAS) have been completed since September 2017. This comprised 9 IY 'Basic' courses, 5 IY Baby courses, 3 IY 'Toddler' courses, 3 IY School Age' courses, and 2 'Autism Spectrum and Language Delays' (2-5) courses. In addition, the Senior Parent Support Coordinator has provided 2 Incredible Years Home Coach interventions where parental mental health has

proven a barrier to accessing group programmes.

Four of the IY Baby Programmes were run with Trevi House on a buy-in basis, with 26 parents benefiting from the programme as part of their recovery journey. This was a targeted programme with all expectant residents or residents with babies being required to participate whilst in residence.

The number of parents attending the core offer of IY courses ranges from 6 -12 parents depending on the course location, size of venue and the availability of a crèche. Over 3 in 4<sup>1</sup>(79.0%) parents who started IY attended half or more of the course.

| Programme         | Duration    | Number of courses |
|-------------------|-------------|-------------------|
| Baby              | 8 weeks     | 5                 |
| Toddler           | 12 weeks    | 3                 |
| Pre-School /Basic | 14 weeks    | 9                 |
| School Age        | 14 weeks    | 3                 |
| AS&LD 2-5         | 12-16 weeks | 2                 |

IY courses are run by PIAS Parenting Programme Facilitators in conjunction with staff from key partner agencies including Children's Centres, CAMHS, Psychology Service Research Assistants, school based Parent Support Advisers/Family Support staff and specialist support staff from Drug & Alcohol recovery programmes. 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. The PIAS Parenting Programme Team is also supported by a small team of volunteers from a variety of backgrounds who have all received DBS clearance.

All Parenting Programme Facilitators are Webster Stratton certificated having completed the three day IY Basic Training course. Five staff have completed the Autism Spectrum and Speech & Language Delay 2-5 two day training, and two staff have completed the Incredible Years Baby 2 day training course. All staff receive fortnightly supervision with the PIAS Service Manager. and the Senior Parenting Programme Facilitator. 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 an ongoing placement with the PIAS parenting team, which 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

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<sup>1</sup> % does not include those who dropped out in weeks 1 & 2

Based Psychological Therapies: Parenting Pathway. During the last year the PIAS Parenting Senior Parent Support Coordinator has graduated on this Post Graduate Diploma as part of on-going professional development.

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.

Twelve mums completed a pre and post course TOPSE on the four IY Babies courses. Analysis revealed excellent progress was made in a number of domains:

- Over 4 in 5 (83.3%) parents reported a positive change in the 'control' and 'self acceptance' scores.
- 3 in 4 (75.0%) parents reported a positive change in their 'discipline and setting boundaries' score.
- 2 in 3 (66.6%) parents reported a positive change in their 'empathy and understanding' and 'learning and knowledge' scores.
- Around 3 in 5 (58.3%) parents reported a positive change in their 'pressures' score.
- Half the parents reported a positive change in their 'emotion and affection' score

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

##### **A: TOPSEs**

Nine parents completed a pre and post TOPSE on the three Toddler IY courses. Analysis revealed excellent progress was made in a number of domains:

- 2 in 3 parents (66.6%) experienced a positive change in relation to the 'control' domain.
- Over half the parents (55.5%) reported a positive change in relation to the 'emotion and affection', 'play and enjoyment', 'empathy and understanding', 'discipline and boundaries', 'pressures' and 'self awareness' domains.

## B: SDQs (Strength and Difficulties Questionnaire)

Five parents on the IY Toddler courses had completed pre and post course Strengths and Difficulties Questionnaires in relation to their target child on file. 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 the five SDQs for parents attending IY Toddler courses 2017-2018 revealed that progress has been made:

### **Overall stress scores**

- Pre IY two children had a very high stress level (40.0%) and three children (60.0%) had a close to average stress level. Post IY 1 in 5 (20.0%) children's stress scores had reduced, 3 in 5 (60.0%) remained unchanged and one child's score had increased.

### **Risk of any diagnosis**

- In terms of diagnostic predictions pre IY two young people (40.0%) had a high risk for 'any diagnosis' and three (60.0%) had a low risk (60.0%). Post IY 1 in 5 (20.0%) children's risk scores had reduced, 3 in 5 (60.0%) risk scores remained unchanged and one child's risk score had increased.

### **iii. Pre-school/Basic IY**

Thirty nine parents had completed pre and post course Strengths and Difficulties Questionnaires in relation to their target child on file. Analysis revealed:

## **Overall stress scores**

- Twenty children whose parents undertook IY had a 'very high' overall stress score pre IY. Post IY 3 in 5 (60.0%) children retained a 'very high' overall stress level, whilst around 1 in 6 (15.0%) saw it reduce to a 'high' stress level, 1 in 10 saw it reduce to a 'slightly raised' stress level and around 1 in 6 (15.0%) saw it reduce to a 'close to average' stress level.
- Nine children whose parents undertook IY had a 'high' overall stress score pre IY. Post IY one child's overall stress score had increased from 'high' to 'very high', whilst over half (55.5%) retained a 'high' stress score, around 1 in 5 (22.2%) saw their stress level reduce to 'slightly raised' and one child saw it reduce to a 'close to average'.
- Six children whose parents undertook IY had a 'slightly raised' overall stress score pre IY. Post IY half the children retained their 'slightly raised' stress score and the other half saw it reduce to 'close to average'.
- Four children whose parents undertook IY had a 'close to average' overall stress score pre IY. Post IY 3 in 4 (75.0%) children retained a 'close to average' overall stress score and one child saw it increase to a 'high' stress level

## **ii. Risk of any diagnosis**

- Twenty two children had a 'high' risk of any diagnosis pre IY. Post IY around 2 in 3 (63.6%) children still had a 'high' risk of any diagnosis; whilst around 1 in 4 ( 22.7%) children's risk had reduced to 'medium' and around 1 in 8 (13.6%) children's risk had reduced to 'low'.
- Ten children had a 'medium' risk of any diagnosis pre IY. Post IY 3 in 5 (60.0%) children still had a 'medium' risk of any diagnosis and 2 in 5 (40.0%) children's risk had reduced from 'medium' to 'low'.
- Five children had a 'low' risk of any diagnosis pre IY. Post IY 3 in 5 (60.0%) children still had a 'low' risk of any diagnosis and 2 in 5 (40.0%) children's risk for any diagnosis increased from 'low' to 'medium'

## **lii. Child's problems**

- Around 2 in 5 (41.6%) parents indicated that since attending IY their child's problems were much better, whilst the same proportion said they were a bit better and 1 in 6 (16.6%) said they were about the same.

## **iv. Helped in other ways**

- Around 2 in 5 parents (44.4%) attending IY said the course had helped in other ways a great deal, whilst half said it had helped quite a lot and two parents (5.5%) stated that IY had helped only a little.

#### **iv. School Age IY**

Sixteen parents had completed pre and post course Strengths and Difficulties Questionnaires in relation to their target child on file. Analysis revealed:

##### **i. Overall stress scores**

- Nine children had a 'very high' overall stress score pre IY. Post IY over 4 in 5 (88.8%) retained a 'very high' overall stress score and one child (11.1%) saw their score reduce to 'close to average'.
- Three children had a 'high' overall stress score pre IY. Post IY one child's overall stress score increased to 'very high', another child's score reduced to 'slightly raised' and another's reduced to 'close to average'.
- Two children had a 'slightly raised' stress score pre IY. Post IY one child's overall stress score remained unchanged and one child saw their overall stress score reduce to 'close to average'.
- Three children had a 'close to average' overall stress score both pre and post IY.

##### **ii. Risk of any diagnosis**

- Twelve children had a 'high' risk of any diagnosis pre IY. Post IY around 3 in 5 (58.3%) children still had a 'high' risk of any diagnosis, whilst around 1 in 3 (33.3%) saw their risk reduce from 'high' to 'medium' and one child's risk had reduced from 'high' to 'low'.
- Two children had a 'medium' risk of any diagnosis pre IY. Post IY one child still had a 'medium' risk of any diagnosis and another saw their risk reduce to 'low'.
- Five children had a 'low' risk of any diagnosis pre IY. Post IY four children still had a 'low' risk of any diagnosis and one child saw their risk increase from 'low' to 'medium'.

##### **iii. Child's problems**

- Two (11.7%) parents indicated that since attending IY their child's problems were much better and around 1 in 4 (23.5%) said they were a bit better and the same proportion revealed that their child's problems were the same. Around 1 in 4 (23.5%) stated that their problems were a bit worse and around 1 in 6 (17.6%) said they were much worse.

##### **iv. Helped in other ways**

- Around half the parents (47.0%) attending IY said the course had helped in other ways a great deal, whilst around 2 in 5 (41.1%) said it had helped quite a lot, one parent (5.8%) stated that it had helped a little and another reported that it had not helped at all.

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

Four parents had completed pre and post course Strengths and Difficulties Questionnaires in relation to their target child on file. Analysis revealed:

##### **i. Overall stress scores**

- Two children whose parents undertook IY had a 'very high' overall stress score pre IY and post IY both saw this reduce to a 'slightly raised' stress level.

- One child whose parent undertook IY had a 'high' overall stress score pre IY and post IY the child's score had reduced to 'slightly raised'.
- One child whose parent undertook IY had a 'close to average' overall stress score both pre and post IY.

## **ii. Risk of any diagnosis**

- One child had a 'high' risk of any diagnosis pre IY and post IY this had reduced to 'medium'.
- Two children had a 'medium' risk of any diagnosis pre IY. Post IY one child still had a 'medium' risk of any diagnosis and the other child's risk had reduced to 'low'.
- One child had a 'low' risk of any diagnosis pre and post IY.

## **iii. Child's problems**

- Half the parents indicated that since attending IY their child's problems were much better and the other half said they were a bit better.

## **iv. Helped in other ways**

- All four parents (100.0%) attending IY said the course had helped in other ways a great deal.

### **3.1.5 IY Parent Feedback**

On the last week of an IY course parents are asked to complete an Incredible Years Parent Program Satisfaction Questionnaire. The key headline findings for the academic year 2017-2018 evidence that IY is benefiting parents and their children:

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

- Around 3 in 5 (61.1%) parents indicated that since undertaking IY, the bonding they feel towards their baby had greatly improved and around 1 in 4 (27.7%) said it had improved.
- Around 3 in 5 (61.1%) parents reported that since undertaking IY, their baby's bonding with them had greatly improved and 1 in 3 (33.3%) said it had improved.
- Around 3 in 4 (77.8%) parents stated that they were greatly satisfied with their baby's social, emotional and physical developmental progress since they had undertaken IY and around 1 in 5 (22.2%) said they were satisfied.
- Around 2 in 5 parents (38.8%) indicated that they were very optimistic about achieving good results from the IY course, whilst the same proportion said they were optimistic and one mum reported that they were slightly optimistic.
- Half the parents considered that the approach used to enhance their baby's development and language was greatly appropriate and around 2 in 5 (38.8%) thought it was appropriate.
- Over 4 in 5 (83.3%) parents stated that they would strongly recommend the IY programme to a friend or relative with a baby and around 1 in 10 (11.1%) said they would recommend it.
- Over 4 in 5 (83.3%) parents stated that they were very confident in parenting their baby at this time and around 1 in 6 (16.6%) said they were confident.

- Around 3 in 4 parents (72.3%) indicated that they were very positive about achieving their goal in this programme for their child and family and around 1 in 4 (27.7%) said they were positive.
- Around 3 in 4 (77.8%) parents found the overall group of techniques extremely useful, whilst two mums (11.1%) considered them useful; and one mum said they were somewhat useful.
- Parents also made a number of comments about what they found to be most helpful part of Baby IY. Indicative comments included:

*"Learning about stimulation and play and how important routines are"*

*"Found the information on encouraging child to reach their milestones very helpful"*

*"Small group helped me feel more comfortable. Everyone participated, took turns in talking and listening. 'N' provided biscuits"*

## ii. Toddler IY

- Around 2 in 5 (38.8%) parents indicated that since undertaking IY, the bonding they feel towards their baby/toddler had greatly improved, whilst around 1 in 5 (22.2%) said it had improved and around 1 in 4 (22.2%) said it had slightly improved.
- Around 2 in 5 (38.8%) parents reported that since undertaking IY, their baby/toddler's bonding with them had greatly improved, whilst the same proportion said it had improved and around 1 in 10 (11.1 %) said it had slightly improved.
- Around 2 in 5 (42.1%) parents stated that they were very optimistic about achieving good results from the IY course; whilst the same proportion said they were optimistic and one parent stated that they were slightly optimistic.
- Around half the (52.9%) parents indicated that they would strongly recommend the IY programme to a friend or relative and the other half stated that they would recommend the course.
- Around 2 in 5 (36.8%) parents reported that they were very confident in parenting at this time; whilst around 3 in 5 (57.8.0%) said they were confident and one parent said they were slightly confident.
- Around 1 in 5 (21.0%) parents stated that they were very confident in their ability to manage future behaviour problems in the home using what they had learned from the IY course and around 3 in 4 (73.6.%) said they were confident.
- Around 2 in 5 (36.8%) parents indicated that they were very positive about achieving their goal in this programme for their child and family, whilst around 3 in 5 (57.8%) stated that they were positive.
- Around 2 in 3 parents (68.5%) found this overall group of techniques extremely useful; whilst around 1 in 5 (21.0%) thought they were useful and around 1 in 10 (10.5%) found these somewhat useful.
- Parents also made a number of comments about what they found to be most helpful part of Toddler IY. Indicative comments parents made included:

*"All of it I will remember and use"*



*"Couldn't of asked for 2 better leaders made the journey so much better – thank you and enjoyed working with you both"*

*"I found talking about previous sessions helpful to reinforce learning. I found hearing other people's experiences helpful. I found the teaching approach useful".*

### iii. Pre-school/Basic

- Around 1 in 4 (23.9%) parents indicated that since undertaking IY, the bonding they feel towards their pre-schooler had greatly improved; whilst around 1 in 3 (34.7%) said it had improved and around 1 in 4 (26.0%) reported that it had slightly improved.
- Around 1 in 5 (21.2%) 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, whilst around 1 in 3 (36.1%) said this had improved and around the same proportion (29.7%) said this had slightly improved.
- Around 1 in 6 parents (17.3%) indicated they were greatly satisfied with their child's social, emotional and academic developmental progress since they had undertaken IY, whilst around 2 in 5 (41.3%) were satisfied and around 1 in 6 parents (17.3%) were slightly satisfied.
- Around 1 in 4 (28.2%) parents indicated that they were very optimistic about achieving good results from the IY course; whilst over half (55.3%) reported that they were optimistic and 1 in 8 (12.5%) said they were slightly optimistic.
- Around 2 in 3 (65.9%) parents indicated that they would strongly recommend the IY programme to a friend or relative, whilst around 1 in 3 (31.9%) would recommend the course and one parent said they would slightly recommend the course.
- Around 1 in 5 (21.2%) parents indicated that they were very confident in parenting at this time; whilst around 2 in 3 (65.9%) reported that they were confident and around 1 in 12 (8.5%) said they were slightly confident.
- Around 1 in 4 (23.4 %) parents indicated that they were very confident in their ability to manage future behaviour problems in the home using what they had learned from the IY course, whilst over half (55.3%) were confident and around 1 in 6 (14.8%) said they were slightly confident.
- Around 1 in 3 (29.7%) parents indicated that they were very positive about achieving their goal in this programme for their child and family, whilst around 2 in 3 (63.8%) were positive and three parents were slightly positive about achieving their goal.
- Around 2 in 3 parents (68.0%) found the overall group of techniques extremely useful, whilst around 1 in 4 (27.6%) said they were useful and one parent said they were somewhat useful.
- Around 2 in 3 parents (68.7%) stated that the main benefit of IY was 'learning parenting skills/ more confidence'. Indicative comments made by parents included:

*"I have found all of it very helpful. It been great to go back to putting in the foundations and work up from that. I have learnt how to do this in the correct way and feeling more confident in coping with F's behaviour. It has given me reassurance and peace of mind that I am doing ok in my parenting role".*

*"Learning new methods on how to deal with difficult behaviours".*

*"Incredible Years doesn't question you and your parenting, it gives you ideas to use. Incredible Years is non judgmental. N is very supportive".*

*"Finding ways of being firm but fair and following through with what I say",*

*"Being listened to and not judged, supportiveness, helping me be a better parent. Helping me in general".*

#### iv. School Age

- Around 1 in 5 (19.0%) parents reported that since undertaking IY, the problems that originally prompted them to take the parenting programme had greatly improved, whilst over half (52.3%) said this had improved and around 1 in 4 (23.8%) said this had slightly improved.
- Around 1 in 10 (9.0%) parents stated that since undertaking IY, their child's behaviour problems which they tried to change using the methods presented in this programme had greatly improved, around 1 in 3 (33.3%) said this had improved and around 2 in 5 (40.9%) reported this had slightly improved.
- Around 1 in 5 (21.7%) parents stated they were greatly satisfied with their child's progress since they had undertaken IY, whilst around 1 in 4 (26.0%) indicated that they were satisfied and the same proportion reported that they were slightly satisfied.
- Around 1 in 3 (29.1%) parents reported that they were very optimistic about achieving good results from the IY course whilst around 2 in 5 (41.6%) said they were optimistic and around 1 in 6 (16.6%) indicated that they were slightly optimistic.
- Three quarters of parents indicated that they would strongly recommend the IY programme to a friend or relative, whilst around 1 in 6 (16.6%) said they would recommend IY and one parent would slightly recommend the course.
- A quarter of parents (25.0%) indicated that they were very confident in parenting at this time, whilst over half (54.1%) said they were confident and around 1 in 5 (20.8%) said they were slightly confident.
- 1 in 3 parents (33.3%) reported that they were very confident in their ability to manage future behaviour problems in the home using what they had learned from the IY course and half said they were confident.
- Around 2 in 5 parents (37.4%) indicated that they were very positive about achieving their goal in this programme for their child and family whilst the same proportion said they were positive and around 1 in 5 (20.8%) said they were slightly positive.
- Over half the parents (54.1%) stated that they found this overall group of techniques extremely useful and around 2 in 5 (45.8%) thought they were useful.
- Over 3 in 5 (62.5%) parents stated that what they liked most about the program was learning the 'parenting skills'. Indicative comments made by parents included:

*"Learning new techniques and reinforcing what I was already doing. Meeting other parents – supportive and encouraging"*

*"Group discussion, sharing ideas and techniques, knowing you're not alone in your experience".*

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

- All four (100.0%) parents reported that since undertaking IY, their child's social and emotional skills had improved.
- One parent (25.0%) stated that since undertaking IY their child's pre-academic skills for language, reading readiness and persistence at a task had greatly improved, whilst another said this had slightly improved and half said this had stayed the same.
- One parent (25.0%) indicated that since undertaking IY their child's self regulation and imaginary play skills had improved and 3 in 4 (75.0%) stated that they had slightly improved.
- One parent (25.0%) stated that they were very optimistic about their personal progress at using the autism spectrum/language delays parenting skills and 3 in 4 (75.0%) said they were optimistic.
- The vast majority of parents (90.9%) indicated that they would strongly recommend the IY programme to a friend or relative and one parent said they would recommend the course.
- Around 1 in 3 (36.3%) parents indicated that they were very positive about achieving their goal in this programme for their child and family, whilst around 1 in 4 (27.2%) were positive, the same proportion were slightly positive and one parent gave a neutral answer.
- Around 4 in 5 (81.8 %) parents stated that the main benefit of IY was learning parenting ideas/skills/resilience and around 1 in 5 (18.2 %) said it was meeting other parents with similar issues. Indicative comments made by parents were as follows:

*"Help me be confident, to understand my child's behaviours and needs. Thank you"*

*"Confidence for me"*

*"Emotional coaching and sharing"*

*"Very good worked very well for me and my family"*

#### **3.1.6 IY Developments**

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

Firstly, the income generating opportunity to provide a rolling programme of the Incredible Years Baby Programme for Trevi House as part of their drug and alcohol recovery treatment programme continues to move forward. This is being supported by staff from Trevi House providing input to the continuing professional development of the PIAS Parenting Team.

Secondly, 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 maintain both PIAS and Children's Centre capacity to offer parenting programmes.

Finally, the PIAS parenting programme offer fits well with the proposal of a Family Hub model as part of the integrated children and young people's system (CYP) in Plymouth, underpinned by the aspirations set out in the Strategic Commissioning intentions for the Plymouth Health and Wellbeing System 2018-20.

The PIAS team are already working with key partners across Children's Centres, Health and Social Care located in the current children's centre estate. Parenting Programme Facilitators are deployed across these sites to provide a range of Incredible Years programmes which are demand led. The team are therefore well placed to be responsive to the creation of the Family Hubs and to work with partners providing both a universal and targeted offer. This presents potentially exciting opportunities for how we work in the future.

### **3.2 Strengthening Families 10-14 UK**

Strengthening Families 10-14 UK is an internationally recognised programme that has been delivered in Plymouth since 2008. 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).

Evidence collated over the last ten years demonstrates that SFP works for a wide range of families in the city and that the benefits from attending the course are sustained for many years. The following insight provided by parents is insightful:

*"If I had not undertaken the course in 2008 I would not be in the position I am now in. By attending the programme I built on my parenting skills to such a degree that I was able to get all the children back from being in care with Social Services. I've gone from strength to strength and I'm now very happily married in a secure and safe home and have a steady job"*

*"I attended SFP in 2010 and it literally saved the break up of my family by increasing my parenting skills and giving my daughter who attended with me a better perspective on life"*

*"Attending SFP in June 2010 gave me the courage to eventually leave my marriage for the sake of my children and also gave my eldest daughter the skills to make a better step forward in life to the point where she is now raising her own children despite having Learning Difficulties"*

#### **3.2.1 Key features**

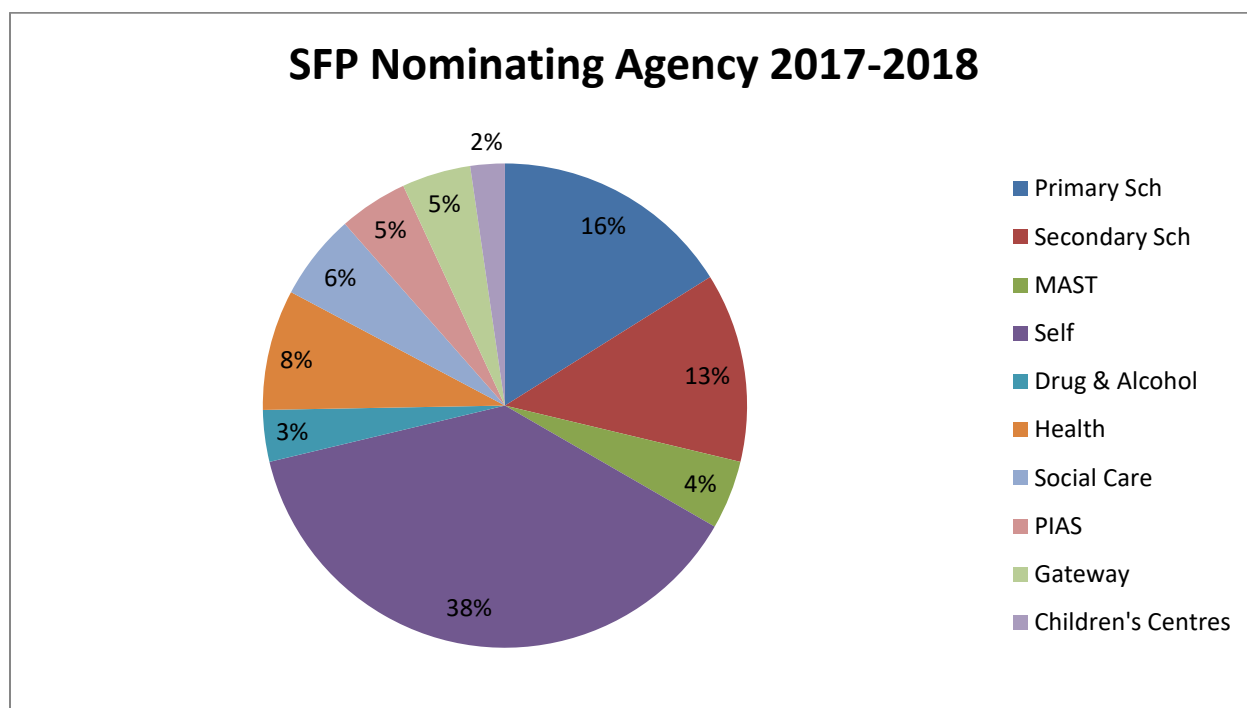
SFP 10-14 UK comprises seven two hour sessions for parents and young people, who attend separate skill-building groups for the first hour and spend the second hour together in supervised family activities. Youth sessions focus on strengthening goal setting, dealing with stress and strong emotions, communication 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 110 referrals were processed and allocated to courses. Of those allocated 22 parent/carers took a place on the first course they were offered, with a further 29 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 1 in 4 (25.0%) of the referrals received during 2017 - 2018. Parents in Plymouth are also able to self refer and their referrals accounted for around 2 in 5 (for 38.0%) 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 12-24 weeks dependent on course requested and time of year.

### 3.2.3 SFP Delivery

In Plymouth three Strengthening Families courses were delivered as part of the core programme from September 2017 to August 2018. The number of parents attending SFP

courses ranges from 7 - 12 parents plus their target child/young person. Around 3 in 4 families who started SFP attended more than half the course.

In addition PIAS provided a bespoke Strengthening Families Programme for Mount Tamar School as an income generating package. This was a targeted course aimed at parent/carers of children accessing the school's overnight respite service. Five families engaged with and completed this programme.

Around 3 in 4 (74.0%) 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  | 4                 |

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 Parenting Programme Facilitators receive group supervision when engaged in programme delivery with the PIAS Service Manager and the Senior Parenting Programme Facilitator.

Fourteen families completed the three SFP courses held at the Jan Cutting Health Living Centre during the 2017 – 2018 academic year, with an additional five parents completing the Mount Tamar bespoke course.

### **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 2017-2018 revealed that progress has been made:

#### **i. Overall stress scores**

In terms of overall stress, an analysis of SDQ's saw an improvement in young people's overall stress scores. Pre SFP around 3 in 4 (77.7%) 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 10 (11.1%) had a close to average stress level. Post SFP around 3 in 5 (61.1%) young people had a very high stress level, around 1 in 5 (22.2%) had a slightly raised stress level and 1 in 6 (16.6%) had a close to average stress level.

## **ii. Risk of any diagnosis**

An analysis of SDQ's saw considerable improvement in young people's risk of any diagnosis. Pre SFP around 4 in 5 (82.3%) young people had a high risk for 'any diagnosis' and around 1 in 10 (11.7%) had a medium risk and one young person had a low risk. Post SFP around a half the young people (53.9%) had a high risk of any diagnosis, around 1 in 3 (35.2%) had a medium risk and around 1 in 10 (11.7%) had a low risk.

## **iii. Child's problems**

Around 3 in 5 (61.5%) parents reported that since attending SFP their child's problems were a bit better and around 1 in 3 (30.7%) said they were about the same.

## **iv. Helped in other ways**

One parent attending SFP said the course had helped in other ways a great deal, whilst around 3 in 5 (58.3%) said it had helped quite a lot and 1 in 3 (33.3%) said it had helped a little.

### **3.2.5 SFP Parent and Young People 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 2017-2018 were as follows revealing that excellent progress was made in the following areas:

#### **i. Parent/carers**

- Pre SFP around 1 in 4 (27.7%) parents 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 post SFP this was the case for around 3 in 4 (72.1%).
- Pre SFP around 1 in 10 (11.1%) parents stated that they found fun ways to keep their Son/Daughter involved in family work either 'most' or 'a good bit of the time' and post SFP this was the case for around 3 in 4 (77.7%).
- Pre SFP around 1 in 4 (27.7%) parents stated that they spend special time one on one with my Son/Daughter either 'most' or 'a good bit of the time' and post SFP this was the case for around 3 in 4 (77.7%).
- Pre SFP around 1 in 4 (27.7%) parents stated they let their Son/Daughter know the reason for the rules they have 'most of the time' and post SFP this was the case for over half (55.5%).
- Pre SFP around 1 in 5 (22.2%) parents stated that they ensure that their Son/Daughter have regular times to complete homework either 'most' or 'a good bit of the time' and post SFP this was the case for around 3 in 5 (58.7%).
- Parents listed a number of things they considered to be the most valuable thing they learned from SFP. The following comments are indicative of those they made:

*"To stay calm, listen more, be firm but fair and to be consistent"*

*"To stop and listen before reacting in a discussion"*

*"Listen more. 'I' statements"*

## ii. Young people

- Pre SFP around 1 in 4 (23.5%) 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 post SFP this was the case for around 3 in 4 (76.4%).
- Pre SFP none of the young people stated that they listen to my parents/caregivers point of view 'most of the time' and around 1 in 3 (35.2%) said they did 'a good bit of the time'. Post SFP around 1 in 3 (35.2%) young people stated that they listen to my parents/caregivers point of view 'most of the time' and the same proportion said they did this 'a good bit of the time'.
- Pre SFP around 1 in 6 young people (17.6%) stated that 'most of the time' my parents/caregivers are calm when they discipline me and the same proportion said this was the case 'a good bit of the time'. Post SFP around 3 in 5 (58.8%) young people stated that their parents are calm when they discipline them 'most of the time' and around 1 in 6 (17.6%) said this was the case 'a good bit of the time'.
- Young people listed a number of things that they considered to be the most valuable thing they learned from SFP. The following comments are indicative of those they made:

*"Games and family time"*

*"Family – spending time together"*

*"Good and Bad friends"*

*"Handling stress better. Better relationship with Dad"*

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

An exciting development going forward for the Strengthening Families 10-14 UK programme (SFP) is to build on the work with both a city Secondary School and Special School to offer bespoke programmes exclusively for families where the child attends the school. This opens up the possibility of extending the current reach of the Strengthening Families 10-14 UK programme; and if successful, other secondary and special schools exploring this model.

In addition as part of the PIAS parenting programme offer the Strengthening Families Programme fits well with the proposal of a Family Hub model as part of the integrated children



and young people's system (CYP) in Plymouth, underpinned by the aspirations set out in the Strategic Commissioning intentions for the Plymouth Health and Wellbeing System 2018-20.

The Strengthening Families Programme fits well with the aim of providing relationship support for family stability working to build positive communication and healthy parent/carer and child relationships. It provides support around parent/carer and child communication when making the transition from the end of primary into secondary education (years 6 to 7), and works to reduce risk taking behaviours in the teen years.

### **3.3 SPOKES (Supporting Parents on Kids' Education in Schools) Ready for School Programme**

The SPOKES research trial ran from January 2013 to December 2014 and involved 808 parents 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.

Results from the randomised controlled trial run by the University of Oxford showed that the programme significantly:

(i) Improved Key Stage 1 literacy scores:

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

(ii) Improved Single Word Reading for boys only:

- 3 months at medium term follow up

(iii) Improved Word Attack for boys only:

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

(iv) Changed the parents' support for literacy at home:

- 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?'

Due to the success of the programme, since September 2017 PIAS have offered SPOKES to primary schools in Plymouth.

#### **3.3.1 SPOKES Ready for School Programme Key Features**

The overall aim of the SPOKES Ready for School Programme is to give the parent the skills to make their child ready for school.

By the end of the course, parents will be able to support their child to:

- Communicate effectively
- Be able to listen attentively and use language constructively

- Make reading and writing fun
- Support a positive environment for school readiness at home
- Support their child's reading through the use of 'Pause, Prompt and Praise'
- Regulate their emotions and behaviours effectively

Groups of Key Stage 1 parents meet once a week over nine weeks for two and a half hours. Free books and other items, such as magnetic letters and puppet packs are given to parents to use with their children.

In addition to being fun, the SPOKES programme has been shown to help children make above expected progress including Key Stage 1 literacy scores for all children (5-7 months for boys, 3-4 months for all children).

### 3.3.2 SPOKES Referrals

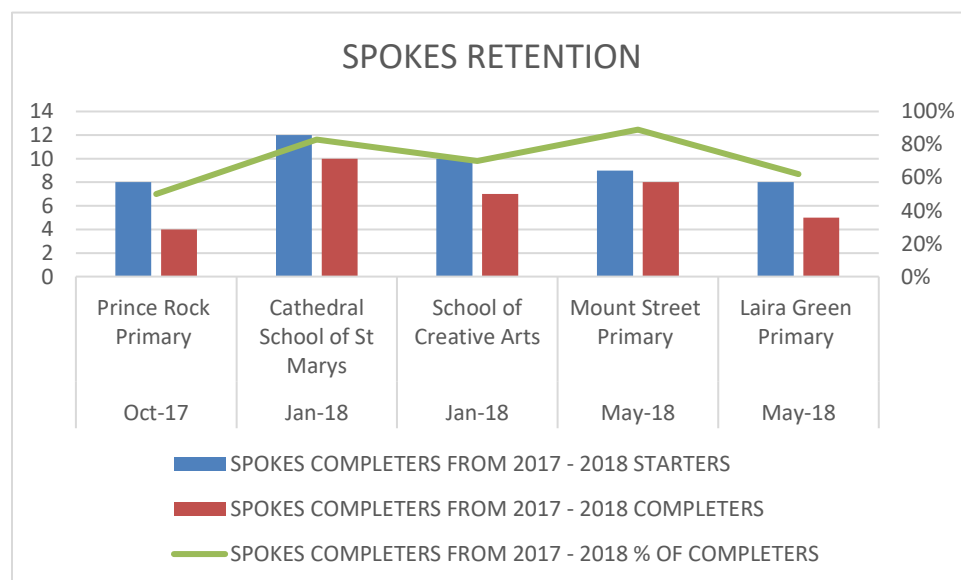
SPOKES is highly regarded and valued by partner organisations across Plymouth. This is reflected by the volume of referrals received year on year. During this reporting period 47 referrals were processed and allocated to courses.

### 3.3.3 SPOKES Course Delivery

Five SPOKES courses were delivered as part of the core programme from September 2017 - August 2018. The number of parents attending SPOKES courses ranges from 7 - 12 parents.

| Programme | Duration | Number of courses |
|-----------|----------|-------------------|
| SPOKES    | 10 weeks | 5                 |

Around 3 in 4 (72.3%) parents who started SPOKES attended more than half the course.



### 3.3.4 Parent Feedback

On the last week of a SPOKES course parents are asked to complete a SPOKES Program Evaluation Questionnaire. The key headline findings for the academic year 2017- 2018 evidence that SPOKES is benefiting parents and their children:

- 96.1% of parents found the SPOKES programme very enjoyable and one parent (3.8%) reported that the course was enjoyable.
- The two most useful SPOKES techniques according to the parents were 'setting aside a specific time for reading' which was rated 'very useful' by 96.4% of parents and 'playing with your child' which was rated thus by 92.8%.
- Around 1 in 3 (35.7%) parents stated that 'Pause, Prompt, Praise' was the most helpful SPOKES technique and around 1 in 5 (17.8%) reported that they had found the entire SPOKES course to be the most helpful.
- Around 1 in 3 (35.7%) parents suggested that the 'group activities/discussions' were the most enjoyable part of the SPOKES programme and around 1 in 5 (21.4%) reported that the most enjoyable part was 'Bringing Books to life/puppets'.
- Across the five SPOKES courses parents took the opportunity to make additional comments about their course. Indicative comments made by parents were as follows:

*"SPOKES is a useful and wonderful session that support parents and children in how to improve relationships between them and support kids in learning journey"*

*"Pause, Prompt, Praise was a very helpful learning programme for me and my children"*

*"Every part of the programme was useful and most helpful for us and our children"*

*"Doing the programme SPOKES was amazing and enjoyable 😊 Happy Days 😊"*

### 3.3.5 SPOKES Developments

PIAS recently held a second SPOKES Co-facilitator training day and staff from eight primary schools attended. All participants expressed an interest in co-facilitating the SPOKES programme at their school (with PIAS facilitators acting as lead facilitators).

Since September 2017, PIAS have trained 15 school staff who can co-facilitate the programme alongside PIAS. Following on from the training day, PIAS now has a waiting list of schools wanting to deliver SPOKES. Furthermore, some schools who have already delivered SPOKES wish to do so again.

The SPOKES Co-ordinator at PIAS is currently promoting SPOKES to more primary schools across Plymouth using various methods such as the POD (Plymouth Online Directory) and the PIAS website. Leaflets and newsletters have been produced for schools to give to parents and

PIAS hope to soon be in a position to deliver SPOKES to more parents across a greater number of primary schools in Plymouth.

The PIAS parenting programme offer is currently out for consultation.



## SEND IAS Case Study

|   |
|---|
| What was the CYP/family situation when they came to the IAS Service?  |
| <p>YP Had been PEX from mainstream school setting. YP was under CAMHS for SEMHD. Parent Appealed to Governors Panel but they upheld the Heads decision. Parent felt that school and governors had not taken into account the reasons for the behaviour but concentrated more on the behaviour displayed.</p> <p>Parent decided not to pursue Independent Review as she had found a Key Stage 4 school (KS 4) that met his educational requirements.</p> <p>Unfortunately the KS 4 setting closed so further support was required in identifying another suitable setting and after receiving advice from other key professionals it was identified that a Special School would be required.</p>   |
| What support did the IAS Service provide?   |
| <p>Support in helping parent in putting together her report and moral support at the Board of Governors Exclusion Appeal and ongoing support at 'Team Around Me' meetings to ensure that SEND support was robust to enable the YP achieve the best possible educational outcomes and also support for parent for the subsequent request for statutory assessment.</p> <p>Advice on how to research other mainstream settings (on two occasions) and assistance in contacting and visiting suitable identified Special School provision and transition planning into the setting. Parent felt after this point she was fully enabled to continue without IASS support.</p> <p>Gave parent instruction on Annual Review Procedure as laid down in SEND Regulation 20.</p> |
| What was the impact of IAS support on the CYP/family?   |
| <p>Enabled school to more fully understand the needs of the YP and the impact on his SEMHD was having on the family as a whole.</p> <p>A successful outcome in obtaining an EHCP. A successful transition into a Special school.</p>  |

**PLYMOUTH  
INFORMATION ADVICE  
AND SUPPORT FOR SEND**



P.I.A.S.

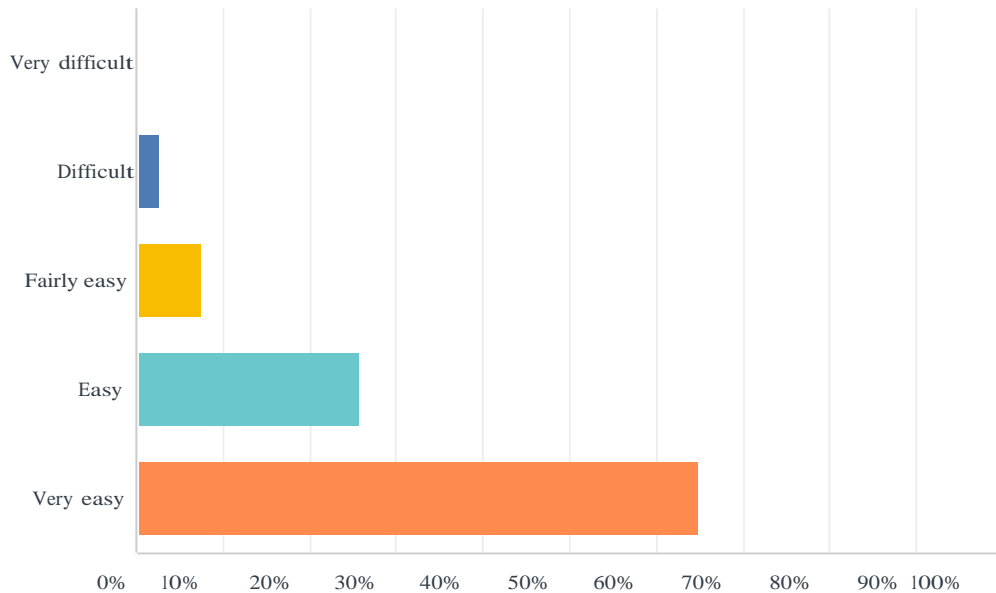
Customer survey

1<sup>st</sup> September 2017 – 31 August 2018

82 responses

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

Answered: 82 Skipped: 0



| ANSWER CHOICES | RESPONSES |    |
|----------------|-----------|----|
| Very difficult | 0.00%     | 0  |
| Difficult      | 2.44%     | 2  |
| Fairly easy    | 7.32%     | 6  |
| Easy           | 25.61%    | 21 |
| Very easy      | 64.63%    | 53 |
| TOTAL          |           | 82 |

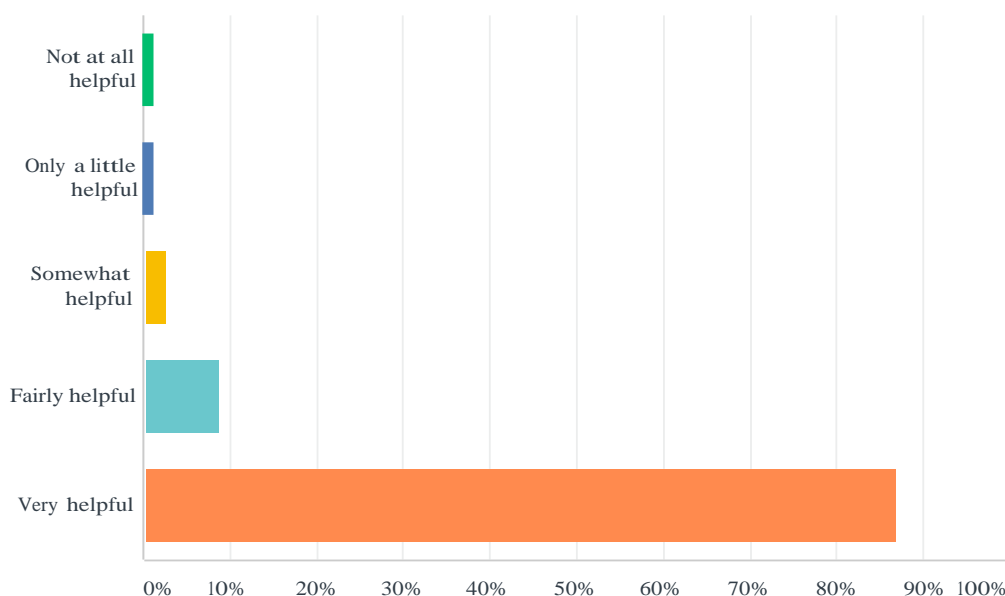
| #  | COMMENTS  | DATE               |
|----|---|--------------------|
| 1  | Via SEND Conference and the FYI newsletter  | 8/24/2018 11:07 AM |
| 2  | Found out through CAMHS   | 8/24/2018 10:10 AM |
| 3  | Found out through the school  | 8/24/2018 9:55 AM  |
| 4  | Easy had to leave a message, through Educational Psychologist   | 8/24/2018 9:50 AM  |
| 5  | Took a bit too long to ring back  | 8/23/2018 10:14 AM |
| 6  | Heard through my friend   | 8/23/2018 10:01 AM |
| 7  | On moving to the city I was unaware of the service. Since making contact via the school I have been supported well  | 8/23/2018 9:36 AM  |
| 8  | We only found out about you as our son was in the process of changing schools - we would love to have known about your existence earlier in our struggles | 8/20/2018 8:55 AM  |
| 9  | A good website that appeared in Google search   | 8/2/2018 2:21 PM   |
| 10 | Went to answer phone a couple of times  | 7/4/2018 4:12 PM   |
| 11 | Search engine could be more helpful but once own website was found it was easy  | 7/3/2018 2:45 PM   |
| 12 | Knew of us though another parent  | 6/26/2018 10:26 AM |

|    |   |                     |
|----|---|---------------------|
| 13 | Saw me straight away  | 6/25/2018 2:30 PM   |
| 14 | Made himself available even when on holiday or out of office  | 6/19/2018 12:09 PM  |
| 15 | Came in and was able to speak to someone straight away  | 6/18/2018 11:13 AM  |
| 16 | Was sign posted by ACE  | 5/2/2018 7:32 AM    |
| 17 | Very easy to get in touch with [ ] whenever I needed to   | 3/9/2018 2:59 PM    |
| 18 | Once knew website was very easy   | 3/5/2018 1:04 PM    |
| 19 | Hadn't heard of PIAS before   | 3/5/2018 12:36 PM   |
| 20 | Came from the CDC   | 2/28/2018 5:39 PM   |
| 21 | Online  | 1/8/2018 12:58 PM   |
| 22 | One of the parents advised phoning from school and was able to find very easily when she searched on Google                         | 1/8/2018 12:45 PM   |
| 23 | [ ] was always available when I needed to contact him   | 1/8/2018 12:04 PM   |
| 24 | Found out through ACE Bretonside  | 12/8/2017 4:37 PM   |
| 25 | Found out via Educational Psychologist at school  | 12/8/2017 4:15 PM   |
| 26 | Used to be part of the Parent Partnership forum   | 12/8/2017 4:09 PM   |
| 27 | Found out about PIAS via Weston Mill Primary  | 12/8/2017 4:02 PM   |
| 28 | The school passed on the details initially  | 11/27/2017 11:29 AM |
| 29 | Found out about PIAS from word of mouth from a friend in work   | 11/3/2017 5:06 PM   |
| 30 | Found the number from [ ] from Gateway - other than that didn't know PIAS existed   | 11/3/2017 4:56 PM   |
| 31 | Was really easy to get touch once they had the number however the schools didn't want to tell about the parents about the service   | 11/3/2017 12:48 PM  |
| 32 | Really simple   | 11/3/2017 11:56 AM  |
| 33 | Found PIAS on the A team page (FB)  | 10/13/2017 4:53 PM  |
| 34 | Never had an issue always rang back never an issue  | 10/13/2017 4:50 PM  |
| 35 | The office is difficult so that when rung there was no one there to answer - As quite in distressed state when rung wasn't nice     | 9/29/2017 4:13 PM   |
| 36 | Recommended by the Early Years setting  | 9/22/2017 4:16 PM   |
| 37 | Allocated to [ ] within 3 days  | 9/22/2017 2:05 PM   |
| 38 | Very accessible every time phone, getting response as if interested. Always felt that messages passed around. Always felt involved. | 9/22/2017 1:55 PM   |
| 39 | Had to chase up with someone else, would have preferred email   | 9/22/2017 1:52 PM   |
| 40 | Leaflet received so called the number provided  | 9/22/2017 12:08 PM  |
| 41 | Very easy,  | 9/22/2017 11:39 AM  |



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

Answered: 82 Skipped: 0



| ANSWER CHOICES        | RESPONSES |    |
|-----------------------|-----------|----|
| Not at all helpful    | 1.22%     | 1  |
| Only a little helpful | 1.22%     | 1  |
| Somewhat helpful      | 2.44%     | 2  |
| Fairly helpful        | 8.54%     | 7  |
| Very helpful          | 86.59%    | 71 |
| TOTAL                 |           | 82 |

| #  | COMMENTS   | DATE               |
|----|--|--------------------|
| 1  | Excellent support  | 8/24/2018 11:07 AM |
| 2  | Mum knew the information that [ ] gave so there wasn't any new information given   | 8/24/2018 9:55 AM  |
| 3  | Good to have him at meetings and he was able to debrief  | 8/24/2018 9:50 AM  |
| 4  | Helpful informative informed all very good   | 8/23/2018 10:01 AM |
| 5  | Came for help with the EHCP given template   | 8/23/2018 9:48 AM  |
| 6  | No advice from anyone else, god send when I got in touch with PIAS   | 8/23/2018 9:36 AM  |
| 7  | [ ] first call came at a time when we were feeling utterly desperate and very alone - it was a Friday evening before the bank holiday and we had been facing the weekend of no-one being available to help us for 3 whole days with dread - he gave us hope. | 8/20/2018 8:55 AM  |
| 8  | Helped to understand what needs and rights were and understand the jargon  | 6/26/2018 10:26 AM |
| 9  | Helped to complete application even when she was in the middle of moving   | 6/25/2018 2:30 PM  |
| 10 | [ ] was really helpful   | 6/25/2018 2:05 PM  |
| 11 | He was able to make a difference and offer different options that led us to get the help we needed   | 6/19/2018 12:09 PM |
| 12 | It was a pleasure to work with [ ] and he gave the advice that was needed.   | 6/18/2018 11:13 AM |

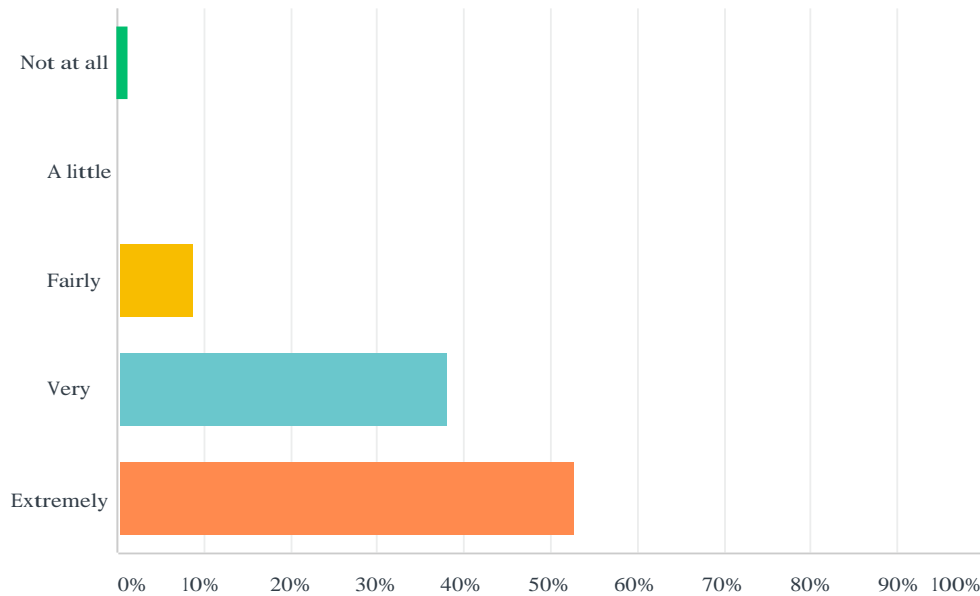
|    |   |                     |
|----|---|---------------------|
| 13 | Didn't feel that she got any help   | 6/7/2018 1:21 PM    |
| 14 | [ ] was able to help me make sense of what was being said to me by the school. We were able to take things forward in a very positive way.  | 5/2/2018 7:32 AM    |
| 15 | [ ] was really helpful  | 3/9/2018 3:14 PM    |
| 16 | Very approachable and supportive. [ ] was a great listener  | 3/9/2018 3:06 PM    |
| 17 | [ ] been brilliant, really supportive throughout the whole process  | 3/9/2018 2:59 PM    |
| 18 | If had problem or needed advice then could go to [ ]. Always knew answers   | 3/5/2018 1:04 PM    |
| 19 | Fantastic, was able to get all help for son   | 3/5/2018 12:36 PM   |
| 20 | Brilliant and I will be coming back if I have any problems.   | 2/28/2018 5:39 PM   |
| 21 | [ ] was able to answer any question that she asked  | 1/8/2018 12:45 PM   |
| 22 | [ ] provided a hive of info. He was able to help in different ways I didn't know existed  | 1/8/2018 12:04 PM   |
| 23 | At the time I was very emotional and stressed and I think the information would take the pressure off me but it made me more anxious that [ ] was there, he did try to help and give me different information but I was very stressed. There was one incident where they were talking about another child and how he had come on and I felt that the staff were talking about another child and not my child. I know they wanted to discuss the other children but I didn't want him to do it in my time. [ ] said he would discuss it after the meetings and from then he did do that. [ ] said he was glad I had brought it up and after that occasion it didn't happen again | 12/8/2017 4:37 PM   |
| 24 | Whenever I needed to know anything [ ] was very helpful   | 12/8/2017 4:15 PM   |
| 25 | The presence of [ ] in meetings made a difference because the school started taking us seriously and not stalling   | 12/8/2017 4:09 PM   |
| 26 | Would like to thank [ ] for his continued support. There was a gap between support gave and then the second lot he gave, the continuity of having [ ] helped already knew about [ ] and I didn't have to explain everything again to another case worker  | 12/8/2017 4:02 PM   |
| 27 | I was really pleased with [ ] work, [ ] was fantastic   | 11/27/2017 11:29 AM |
| 28 | [ ] was brilliant   | 11/27/2017 11:24 AM |
| 29 | A lot of stuff that didn't know about and [ ] gave extra information that would have thought people would know  | 11/17/2017 12:29 PM |
| 30 | Very supportive, [ ] was everything you need when you're struggling as she provided perfect reassurance and keep mum calm when she needed.  | 11/3/2017 5:06 PM   |
| 31 | Nice to have someone that knew everything and could provide mum would the right information, the school didn't provide much information   | 11/3/2017 4:56 PM   |
| 32 | Can't fault [ ]   | 11/3/2017 12:48 PM  |
| 33 | Didn't really get any advice - giving it in a jokey way. After parents had an argument with SENCO felt that didn't take seriously after that and only schools opinion mattered. In some way was quite rude  | 11/3/2017 11:56 AM  |
| 34 | Service needs to be more widely advertised PIAS was brilliant helped her to make sense of SEND Issues and Jargon  | 10/25/2017 12:19 PM |
| 35 | [ ] has always been brilliant   | 10/13/2017 4:53 PM  |
| 36 | Help us to get child into school  | 10/13/2017 4:50 PM  |
| 37 | Very helpful  | 10/2/2017 11:25 AM  |
| 38 | Can't praise her enough, couldn't have got through school without her   | 9/29/2017 4:13 PM   |
| 39 | Very informative  | 9/29/2017 4:06 PM   |
| 40 | [ ] knew a lot of information and followed up all meetings and I was able to get him into the school that I wanted.   | 9/22/2017 4:16 PM   |
| 41 | [ ] was very helpful and supportive   | 9/22/2017 2:05 PM   |

## PIAS Service User Feedback

|    |  |                    |
|----|--|--------------------|
| 42 | Absolutely invaluable. Because of what done ended up with different person almost. Best service that could have been offered. Helped with EHCP. Really reassuring. Useful little bits of information. Outcomes for son better. | 9/22/2017 1:55 PM  |
| 43 | Good when you get in touch with someone who knows what they are talking about  | 9/22/2017 1:52 PM  |
| 44 | Very thorough and went through lots of options   | 9/22/2017 12:08 PM |
| 45 | [ ] very knowledgeable. Good to speak to someone who knew what they were talking about.  | 9/22/2017 11:39 AM |

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

Answered: 82 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Not at all     | 1.22% 1   |
| A little       | 0.00% 0   |
| Fairly         | 8.54% 7   |
| Very           | 37.80% 31 |
| Extremely      | 52.44% 43 |
| <b>TOTAL</b>   | <b>82</b> |

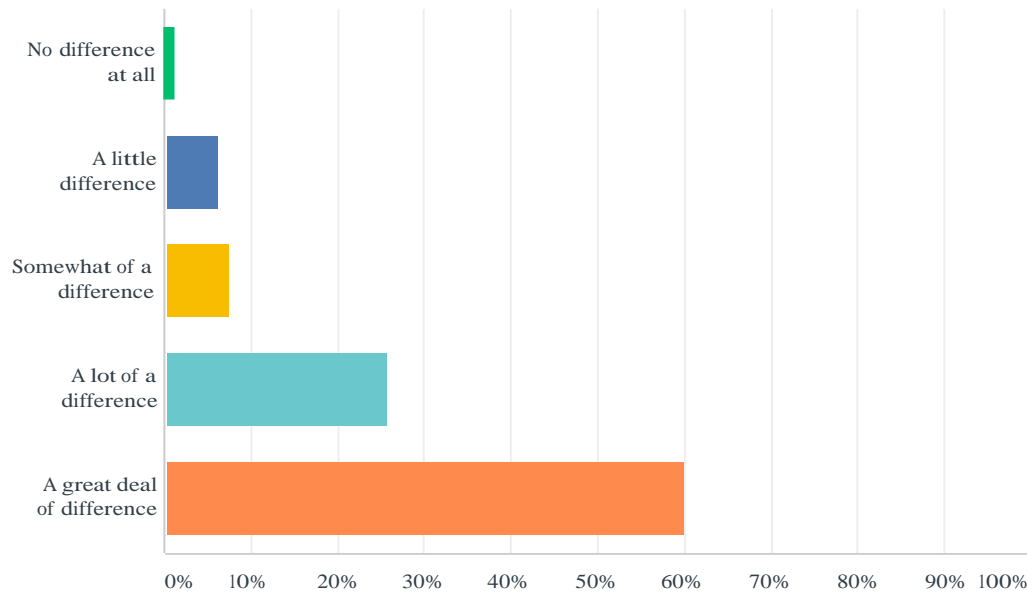
| #  | COMMENTS   | DATE               |
|----|--|--------------------|
| 1  | [ ] was very impartial.  | 8/24/2018 11:07 AM |
| 2  | I wouldn't say they were on my side or the schools. I found that [ ] advice was very contradictory, he would tell me to do something then when I did it and met with him again, he told me it wouldn't happen. | 8/24/2018 10:10 AM |
| 3  | A very balanced view :)  | 8/23/2018 10:01 AM |
| 4  | Felt she was working well to get our point across and positive outcome   | 8/23/2018 9:41 AM  |
| 5  | Made parent very supported   | 8/23/2018 9:35 AM  |
| 6  | Reminded of unbiased throughout  | 7/3/2018 2:45 PM   |
| 7  | Nice to have someone there. It was good to have a mediator   | 6/26/2018 10:26 AM |
| 8  | [ ]I has been great  | 6/25/2018 2:24 PM  |
| 9  | Fairly biased but in parents favour  | 6/19/2018 12:09 PM |
| 10 | Wanted Longcause but [ ] want him to go to mainstream school or Woodlands  | 6/7/2018 1:21 PM   |
| 11 | Gave us extra advice if needed   | 3/9/2018 3:17 PM   |



|    |  |                    |
|----|--|--------------------|
| 13 | Really good  | 3/5/2018 12:06 PM  |
| 14 | Very good job  | 3/5/2018 11:59 AM  |
| 15 | Took both views and clarified schools position to you.   | 2/28/2018 5:39 PM  |
| 16 | Definitely trying to be the parents side, sometimes they would give different information about previous incidents to keep [ ] in the picture. [ ] did give me information that would help and signposted me to different things | 12/8/2017 4:37 PM  |
| 17 | [ ] was very professional  | 12/8/2017 4:02 PM  |
| 18 | Quite fair advice  | 11/3/2017 4:56 PM  |
| 19 | Saw both side of the argument - fairly equal   | 11/3/2017 12:48 PM |
| 20 | Felt that he was more supporting school - didn't want to support parent and the parents didn't really understand why he was there.   | 11/3/2017 11:56 AM |
| 21 | As an adult I could see very fair and very neutral - As daughter made her feel that was on child side  | 9/29/2017 4:13 PM  |
| 22 | Really independent advice  | 9/29/2017 4:06 PM  |
| 23 | Supported mum all the way  | 9/22/2017 2:05 PM  |
| 24 | Felt there was support for parent and son. Felt as if had rock in room. Felt as if no other professional understood it like [ ] did. Always understood what was going on. Felt made a real difference.                           | 9/22/2017 1:55 PM  |
| 25 | Very neutral/independent   | 9/22/2017 12:08 PM |
| 26 | Slightly biased, could understand both side of the story both council and ours   | 9/22/2017 11:39 AM |

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

Answered: 82 Skipped: 0



| ANSWER CHOICES             | RESPONSES |    |
|----------------------------|-----------|----|
| No difference at all       | 1.22%     | 1  |
| A little difference        | 6.10%     | 5  |
| Somewhat of a difference   | 7.32%     | 6  |
| A lot of a difference      | 25.61%    | 21 |
| A great deal of difference | 59.76%    | 49 |
| TOTAL                      |           | 82 |

| # | COMMENT   | DATE               |
|---|---|--------------------|
| 1 | Having someone else in the room with knowledge was very good  | 8/24/2018 11:07 AM |
| 2 | Mum felt it made very little difference because she already had the information but it was good to find out that she had the correct information. | 8/24/2018 9:55 AM  |
| 3 | I now have a much better knowledge. I kept notes so that I can challenge the school (they do not like that)                                       | 8/24/2018 9:50 AM  |

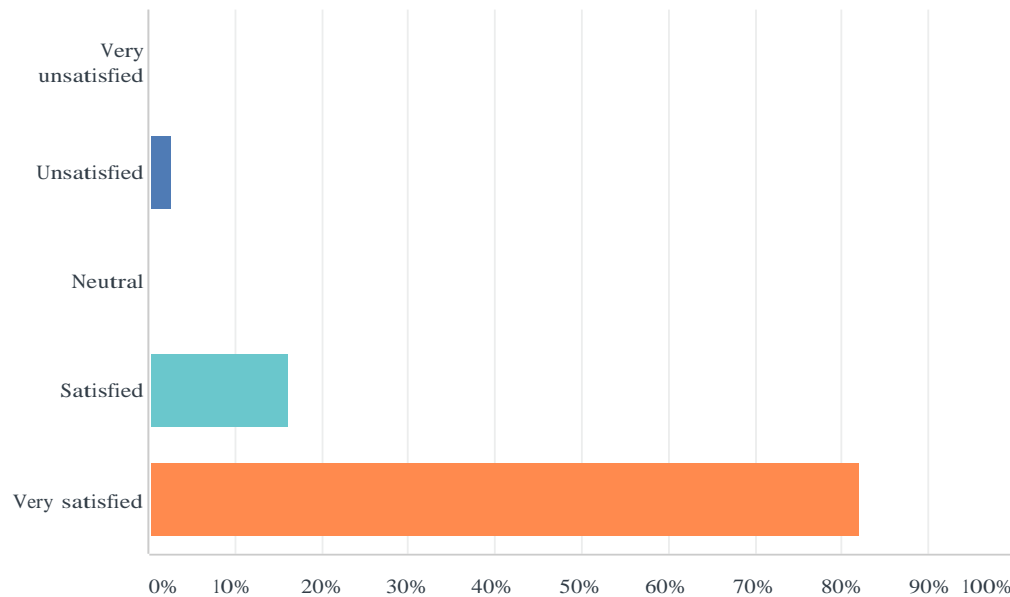
|    |   |                     |
|----|---|---------------------|
| 4  | Without PIAS we were lost. The support that we had was outstanding  | 8/23/2018 10:01 AM  |
| 5  | Was issued with EHCP and specialist provision   | 8/23/2018 9:48 AM   |
| 6  | I don't think I would have got the outcome without the support  | 8/23/2018 9:41 AM   |
| 7  | For the reasons above   | 8/23/2018 9:36 AM   |
| 8  | Level of his information was very in depth just having him it a meeting made me feel listened to  | 8/23/2018 9:35 AM   |
| 9  | Appeared disorganised, arranged a meeting and didn't turn up  | 8/3/2018 12:32 PM   |
| 10 | The support received at meetings was exceptional allowing us to focus clearly on the way ahead  | 8/2/2018 2:21 PM    |
| 11 | Made a lot of difference for me as a parent but didn't change the outcome of the EHCP   | 7/25/2018 12:08 PM  |
| 12 | Gave me guidance I needed - no matter how many times you go through it can still be confusing so good to know someone was there to answer questions   | 7/4/2018 4:12 PM    |
| 13 | Did research a lot themselves before hand but made a difference to progression  | 7/3/2018 2:45 PM    |
| 14 | Helped to understand what our rights are and what support is available  | 6/26/2018 10:26 AM  |
| 15 | Thank you to [ ] because it was really helpful  | 6/25/2018 2:43 PM   |
| 16 | Helped find out who could help child and who to deal with to get help for child   | 6/25/2018 2:30 PM   |
| 17 | It made hell of a difference, I couldn't have done it without [ ]   | 6/25/2018 2:05 PM   |
| 18 | Gave us advice about tribunal and was the route that allowed us to get the support we needed for our son without him would not have gotten what we needed   | 6/19/2018 12:09 PM  |
| 19 | It was all to do with secondary school choice and need advice on the best way forward   | 6/18/2018 11:13 AM  |
| 20 | Only place that she could go to get to advice. Found that as her child was adopted  | 6/7/2018 1:21 PM    |
| 21 | Getting the school to stick to EHCP about getting son into Millford. [ ] attended all meeting.  | 3/5/2018 12:36 PM   |
| 22 | My Son got a statement and the support was out of this world.   | 2/28/2018 5:39 PM   |
| 23 | I understand where I need to be with son where before was slightly lost   | 1/8/2018 12:45 PM   |
| 24 | It was different information from different people at the same time at the time it was overloading. If I were to use PIAS now I would feel differently but it was a very stressful time for me and I was like a deer in the headlights.   | 12/8/2017 4:37 PM   |
| 25 | Quite a difficult environment to understand if you don't work in it so [ ] gave lots of tips and helpful advice, wouldn't have got this from the school   | 12/8/2017 4:15 PM   |
| 26 | Meant the school has actually got their act together and we are getting some progress   | 12/8/2017 4:09 PM   |
| 27 | A massive difference, good to have someone there who had knowledge that a parent wouldn't have and that the school wouldn't offer. Mum felt the schools don't give out info that benefits the child. [ ] gave us the information that mum had no idea about and wouldn't have got from anywhere else. | 12/8/2017 4:02 PM   |
| 28 | He made me aware of stuff I wasn't aware of and gave me a lot of important information  | 11/27/2017 11:29 AM |
| 29 | [ ] had really useful information and without that I wouldn't have been successful at panel with my appeal  | 11/27/2017 11:24 AM |
| 30 | If she had known about the service earlier she would have used it when child was in Primary School - Can't fault the service  | 11/17/2017 12:29 PM |
| 31 | Couldn't have done it without [ ] really grateful for the support   | 11/3/2017 5:06 PM   |
| 32 | Very helpful and informative. Really nice to have support from someone who has been through it before   | 11/3/2017 4:56 PM   |
| 33 | The school not coping with people like child - would struggle at mainstream. In ACE at the moment and seems to have settled down massively.   | 11/3/2017 12:48 PM  |
| 34 | We would have not got anywhere without [ ] support, he really helped us out   | 10/25/2017 12:19 PM |
| 35 | Wouldn't have got all of the info if it had not been for [ ]  | 10/13/2017 4:53 PM  |
| 36 | Got the school that we wanted for our child   | 10/13/2017 4:50 PM  |



|    |  |                    |
|----|--|--------------------|
| 37 | Gave us confidence and backing to fight for what thought was right without being intrusive.  | 9/29/2017 4:13 PM  |
| 38 | Got secure funding, all support from [ ] really happy  | 9/29/2017 4:06 PM  |
| 39 | All advice took on board, wouldn't have got the outcome wanted if she hadn't received the advice. Tried to do it by herself but [ ] opened her eyes to getting the forms done correctly and changed the forms which meant it went the way she wanted | 9/22/2017 2:05 PM  |
| 40 | Absolutely invaluable  | 9/22/2017 1:55 PM  |
| 41 | Its helpful talking to someone who has all the information to hand and knows what they are talking about   | 9/22/2017 1:52 PM  |
| 42 | Having the input we had and the help that [ ] made a push to things going forward and helped with getting the result mum wanted  | 9/22/2017 12:08 PM |

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

Answered: 82 Skipped: 0



| ANSWER CHOICES   | RESPONSES |           |
|------------------|-----------|-----------|
| Very unsatisfied | 0.00%     | 0         |
| Unsatisfied      | 2.44%     | 2         |
| Neutral          | 0.00%     | 0         |
| Satisfied        | 15.85%    | 13        |
| Very satisfied   | 81.71%    | 67        |
| <b>TOTAL</b>     |           | <b>82</b> |

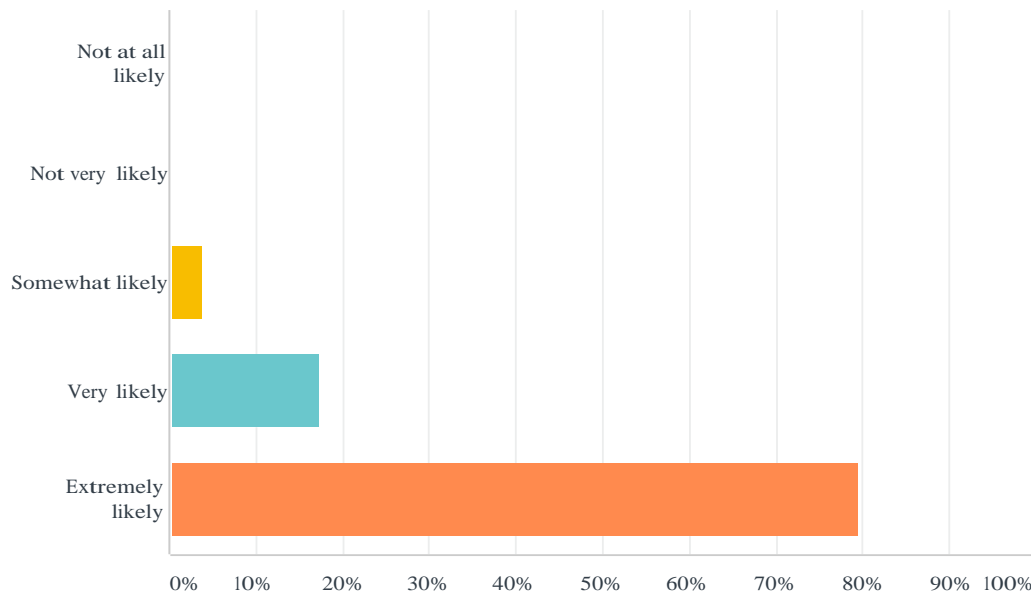
| # | COMMENTS   | DATE               |
|---|--|--------------------|
| 1 | Generally satisfied  | 8/24/2018 9:55 AM  |
| 2 | Very satisfied [ ] just by being there enabled us to get more positive results and a positive outcome  | 8/23/2018 9:35 AM  |
| 3 | Well done :)   | 8/2/2018 2:21 PM   |
| 4 | I'll definitely use you again  | 6/25/2018 2:05 PM  |
| 5 | Given us confidence to be able to deal with problems in future or at least know where to go if we ever have a problem again  | 6/19/2018 12:09 PM |
| 6 | Easy to contact and always got back to me and was always a pleasure to talk to and made me feel at ease especially with situations we were in  | 6/18/2018 11:13 AM |
| 7 | Very disappointed as [ ] was very laid back and because it took such a long time for her child to get into a school. Very satisfied now that everything has been sorted but at the time she was very frustrated. | 6/7/2018 1:21 PM   |
| 8 | [ ] was a fabulous help throughout our contact time and I have no words to fully describe his passion for his work and help for parents like us.   | 3/9/2018 4:16 PM   |



|    |  |                     |
|----|--|---------------------|
| 10 | [ ] is always reliable and at the end of the phone for any advice we need  | 3/5/2018 12:18 PM   |
| 11 | The service was there and it was helpful in some ways I glad I had [ ] as an option, [ ] was very prompt and polite but the whole experience was overwhelming. The whole year has been stressful but it is positive now. Emotionally I was not in a good place to take the information in, if I had the service now I would be more confident with the service and more comfortable with [ ]. Initially when I went to parent meetings, it was me against teachers but with [ ] there it did feel better but then I was anxious about [ ] being there. | 12/8/2017 4:37 PM   |
| 12 | Thank you for all the help   | 12/8/2017 4:09 PM   |
| 13 | Really appreciated the work he did   | 11/27/2017 11:29 AM |
| 14 | Was very happy the first time and then when I got back in contact because I was appealing the decision at school [ ] helped with the process   | 11/27/2017 11:24 AM |
| 15 | Really lovely - polite - well mannered - couldn't have asked for a better service  | 11/17/2017 12:29 PM |
| 16 | Overwhelmed by the support wants to thank [ ], she says she have done it without [ ] and wouldn't have got as far as she has with the EHCP.  | 11/3/2017 5:06 PM   |
| 17 | Really appreciated the help and support on the phone and [ ] attending the meetings  | 11/3/2017 4:56 PM   |
| 18 | [ ] explained everything that parents that didn't understand and when [ ] got involved made the whole process move a lot further and if he had know about it before then the whole process would have been sorted a lot sooner.  | 11/3/2017 12:48 PM  |
| 19 | Has problems with EHCP and felt that as plan had smiley faces all over it then didn't feel like could hand it in. There was a problem with him not attending one of the meetings even though he had the date.  | 11/3/2017 11:56 AM  |
| 20 | Extremely satisfied he did brilliant job.  | 10/25/2017 12:06 PM |
| 21 | Really happy with the work.  | 10/13/2017 4:53 PM  |
| 22 | Support was brilliant  | 9/29/2017 4:13 PM   |
| 23 | Really happy with the result   | 9/29/2017 4:06 PM   |
| 24 | A great deal of difference. On the strength of 2 phone calls he was able to change the whole outcome for our son he now attends Woodlands well done  | 9/22/2017 4:16 PM   |
| 25 | Would use [ ] again, outcome successful  | 9/22/2017 2:05 PM   |
| 26 | First visit - showed something son struggled with. [ ] read through a piece of work and was in really in tune with son. Only person who's been that emotionally involved - was profession but also been 'human'.   | 9/22/2017 1:55 PM   |
| 27 | Information supplied   | 9/22/2017 1:52 PM   |
| 28 | Happy with the outcome   | 9/22/2017 12:08 PM  |

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

Answered: 82 Skipped: 0



| ANSWER CHOICES    | RESPONSES |    |
|-------------------|-----------|----|
| Not at all likely | 0.00%     | 0  |
| Not very likely   | 0.00%     | 0  |
| Somewhat likely   | 3.66%     | 3  |
| Very likely       | 17.07%    | 14 |
| Extremely likely  | 79.27%    | 65 |
| TOTAL             |           | 82 |

| #  | COMMENT  | DATE               |
|----|--|--------------------|
| 1  | Already have   | 8/24/2018 9:50 AM  |
| 2  | Already sign posted to another parent  | 8/23/2018 10:02 AM |
| 3  | I have told my friend about you  | 8/23/2018 10:01 AM |
| 4  | Already do.  | 8/23/2018 9:48 AM  |
| 5  | Already have   | 8/23/2018 9:35 AM  |
| 6  | I have already done this   | 8/2/2018 2:21 PM   |
| 7  | Already to recommend to a friend   | 7/25/2018 11:22 AM |
| 8  | Already recommended the service  | 7/4/2018 4:00 PM   |
| 9  | Already recommended the service. Was nice to have someone there who wasn't going to step on the schools toes | 6/26/2018 10:26 AM |
| 10 | I recommend you all the time   | 6/25/2018 2:05 PM  |
| 11 | Already recommended  | 6/18/2018 11:22 AM |
| 12 | Only cause she had a bad experience it wouldn't stop her recommending  | 6/7/2018 1:21 PM   |

|    |   |                     |
|----|---|---------------------|
| 13 | I have already done so  | 5/2/2018 7:32 AM    |
| 14 | I have done to others in the past few weeks   | 3/9/2018 3:17 PM    |
| 15 | If knew someone in same situation would definitely recommend  | 3/5/2018 1:04 PM    |
| 16 | Already Have  | 3/5/2018 12:36 PM   |
| 17 | Service is always trustworthy and reliable  | 3/5/2018 12:18 PM   |
| 18 | I have already  | 2/28/2018 5:39 PM   |
| 19 | Would recommend the service to others,  | 12/8/2017 4:37 PM   |
| 20 | Would have done that before we were involved and regularly tell others  | 12/8/2017 4:09 PM   |
| 21 | Have passed on PIAS information to 3 parents, 1 of which you are supporting now   | 12/8/2017 4:02 PM   |
| 22 | Have already  | 11/27/2017 11:29 AM |
| 23 | Have done several times to other parents  | 11/27/2017 11:24 AM |
| 24 | Already have recommended service  | 11/17/2017 12:29 PM |
| 25 | Has recommended us to other parents and couldn't fault the service  | 11/3/2017 5:06 PM   |
| 26 | Recommend another parent to ring but she has struggled to get through (I did check the other mum had the right number and asked if she can try to ring again next week) | 11/3/2017 4:56 PM   |
| 27 | Already recommended the service to others   | 11/3/2017 12:48 PM  |
| 28 | For someone else but wasn't for them at the time.   | 11/3/2017 11:56 AM  |
| 29 | And has done so   | 10/25/2017 12:06 PM |
| 30 | Already done so   | 10/13/2017 4:53 PM  |
| 31 | Already done so   | 10/13/2017 4:50 PM  |
| 32 | Recommended us to others  | 10/2/2017 11:25 AM  |
| 33 | Would hope that didn't have to refer a friend but if had to than knew they would be in safe hands   | 9/29/2017 4:13 PM   |
| 34 | Really happy with all the advice and support  | 9/22/2017 2:05 PM   |
| 35 | Can't stress enough how helpful [ ] has been  | 9/22/2017 1:55 PM   |
| 36 | Extremely helpful, an important service we provide  | 9/22/2017 1:52 PM   |

