

**The Difference We Make: Plymouth Information Advice and Support for  
SEND (PIAS) Impact Report  
1<sup>st</sup> September 2019 – 31<sup>st</sup> August 2020**



**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 2019 – August 2020.

This year more than any other, PIAS like organisations across the world has had to adapt to the fast changing context precipitated by the Coronavirus pandemic. This has had a significant impact on how we have fulfilled the organisation's key functions, with all staff working from home from the 1<sup>st</sup> April 2020. Throughout this report reference will be made to how we have adapted our practice to continue to meet the needs of our service users during this unprecedented time. An illustration of this is provided in the case study provided for the Council for Disabled Children. (Appendix 2).

Due to schools being closed from 1<sup>st</sup> April 2020 it soon became apparent from the nature of enquiries being received by PIAS that there was the need for a direct link between parent/cares, the Educational Psychology Service & the Communication Interaction Team. PIAS is working in partnership with these teams who triaged requests to provide direct phone support for the families that most needed it. Twenty-two parent/carers have so far received direct support through this pathway, and this invaluable helpline will be continued post-Covid.

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 Friday in June in the academic year in which the individual turns sixteen.

This report references how the service meets the evaluation priorities outlined in the Department for Education's 'What successful implementation of the SEND reforms look like – South West Region'. The eight priorities are detailed below and cross referenced to the area/s of this report that demonstrate the Plymouth, Information, Advice & Support (PIAS) activity in each area:

1. Co-production with children, young people (CYP) and parents: 2.2.2 a) b) c)
2. All parties meet their statutory duties: 2.2, 2.2.3, i, ii 2.2.4
3. Increased satisfaction with access to local services: 2.2, 2.2.3 ii, iii, Appendix 4
4. Accurate and timely identification of SEN and disability: 2.2.4
5. Improved attainment and narrowing of gap for CYP with SEND: 2.2, 2.2.4
6. Strong focus on those at SEN Support: 2.2.4
7. More YP go on to post-16 education, training & employment: 2.2.4
8. Improved parental confidence: 3.2.4 I, iii, iv; 3.3.4 I; 3.4.4 & ii B; Appendix 4

### 1. Workforce

During this reporting period Plymouth Information, Advice and Support for SEND (PIAS) secured additional funding from the Information Advice and Support Programme (IASSP). The funding is fixed term until 31<sup>st</sup> March 2021, It is unclear whether the funding will continue past 31<sup>st</sup> March 2021. The purpose of IASSP is to assist Local authorities to become compliant with the DFE (Dept. for Education) minimum standards. (See appendix 1)

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During this reporting period the PIAS Parenting Programme team has secured additional funding through buy-in from the Virtual School to provide Spokes courses on a rolling programme for Foster Carers, which has been an exciting development.

PIAS sits under Education Participation and Skills, which is currently undergoing a restructure, which will be finalised by the end of October 2020. Once this is completed PIAS will move into a service specific restructure from January 2021. We anticipate this will include consolidation of the PIAS statutory SEND IAS function with the appointment of a new full time Service Manager, and a realigning of the Parenting function to sit within the Early Help and Targeted Support Hubs going forward.

Role	FTE
PIAS Service Manager Senior Educational Psychologist	0.4
Senior Parent Support Co-ordinator	1.8
SENDIASS Case Officer (formerly Parent Support Coordinators) <i>Note: Role Title change January 2020</i>	3.37
Parent Programme Facilitator	1.5
Project and Finance Officer	1.8
Web Editor	0.5
Additional staff from external funding (fixed term until 31 <sup>st</sup> March 2020 or until EPS restructure depending on which happens first.)	
Health funding to support Participation of young people in service delivery (Youth ASCENDS)	0.4
IASSP funding has enabled an increase of 4 posts until 31 <sup>st</sup> March 2021	2.0

*Note: whilst the PIAS workforce have role specific delineated duties, as a small team some 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.*

*As part of the Local Authorities' ongoing hold on recruitment 2 vacant posts on the parenting strand of the service have not been filled.*

## 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 impartial information, advice and support on the full range of Education, Health and Social Care as required by the minimum standards (Appendix 1: 3.1)
2. The provision of evidenced based parenting programmes.
3. The facilitation of the Young people's SEND Forum – 'Youth Ascends'

### 2.1 Covid 19 Response

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The PIAS casework team have all been working from home in line with Government and Local Authority guidance since the 1<sup>st</sup> April 2020. During the initial lock down period the team continued to provide the SEND phone helpline, and all staff were trained in using Microsoft Teams. This has enabled the team to provide ongoing support at meetings e.g. EHATs, Annual Reviews & Multi-agency meetings.

In addition the document sharing function has enabled ongoing support for statutory functions such as parental contributions, draft EHCP reviews & school admissions forms etc.

Following the relaxation of lockdown from early July limited face to face support has been possible on a case by case Covid risk assessed basis.

### **2.2 The provision of impartial information, advice and support on the full range of Education, Health and Social Care as defined in the SEND Code of Practice**

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 EHCP 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 however, during 2019/2020 this has been increased to 5 working days due to the volume and complexity of the requests coming in to the service.

Nine in ten (90.0%) parents told us in the Annual PIAS customer satisfaction survey that they found it very easy or easy to get in touch with PIAS. (See Appendix 4 Question 1 for further analysis).

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

*"Always easy to get in touch."*

*"I was signposted by an Educational Psychologist"*

*"Referred through Child Development Centre (CDC)"*

*"Was introduced by Portage"*

PIAS Parent Support Co-ordinators act as case workers in a supportive role. Where children, young people or parents find it difficult to express themselves confidently at a meeting, we will raise their concerns or speak for

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them if they request us to do so working within the definition provided for IASS by the Council for Disabled Children (Appendix: 2). 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.

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 **four main headings in the DFE supported Minimum Standards** for impartial information, advice and support services that IAS services performance are measured against. These are:

- Commissioning, governance and management arrangements;
- Strategic functions;
- Operational Functions (provision of impartial information, advice and support);
- Professional development and training for staff

PIAS has compiled six monthly returns to the Council for Disabled Children regarding our progress with the implementation of **the Minimum Standards**.

### **2.2.1 COMMISSIONING, GOVERNANCE AND MANAGEMENT ARRANGEMENTS (minimum standard 1)**

#### 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 2019/20 PIAS received additional DfE funding from the Council for Disabled Children on behalf of the National Children's Bureau (NCB) to support the implementation of the minimum standards. This will continue to March 2021

During this reporting period the PIAS parenting team was bought in to provide a rolling provision of Spokes Programmes for Plymouth's Virtual School.

iii. Service Development Plan

PIAS has a Service Development Plan which covers **each of the Minimum Standards**. This is reviewed at regular intervals. It identifies specified improvement targets to meet service users' needs and priorities which are routinely identified and collated via customer surveys and the annual Plymouth Parent Conference. The Service Development Plan also identifies the continuous professional development needs of team members which are collated via routine peer supervision, 1-1 supervision and through annual individual appraisal. This is a working document which is (Red Amber Green - RAG) rated in full 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. Service User Advisory Group

The Service Users Advisory Group (SUAG) meets on a six monthly basis. The group comprises parents/carers, young people as well as education representatives and local authority/health/social care partners. Terms of reference have been produced and are available on the PIAS website as well as minutes of meetings.

i. 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.

**2.2.2 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:

- Supporting parents around the Young Carers offer
- Coffee and cake information sessions x 4
- Plymouths Inclusion Charter

c) Youth SEND Forum

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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 9 – 25 who lead the forum and decide on core discussion topics. The steering group also has 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. Youth Ascends has been piloting a project which includes 5 school hubs within the city; Courtlands Special School, Stoke Damerel Community College, Brook Green Centre for Learning, City College Plymouth, Woodlands Special School and the Hearing support Unit at Eggbuckland Community College. This will give the young people a chance to get their voice heard if they cannot make the forum group.

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, these include, through their school SENCo, emailing the forum, through group sessions, and school council meetings with the forum's participation worker. We have now opened up an online form which young people who don't attend the youth forum can get in contact with the group and get their voice heard if they have any questions or topics they would like to discuss.

### d) Parent Conference

The parent conference planned for May 2020 was cancelled due to the Covid 19 pandemic. It is hoped that there will be some sort of parent conference in 2021.

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

During the reporting period the Senior Parent Support Coordinator has participated in five regional IASS manager meetings. Other national regional events included the following:

- IPSEA National Law conference
- Completed online feedback surveys requested by IASSN and the CDC.

## **2.2.3 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 (FYI)** 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

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- 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 British Sign Language (BSL).

### 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 2019 – 2020 academic year 100 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 Four for Survey Report.

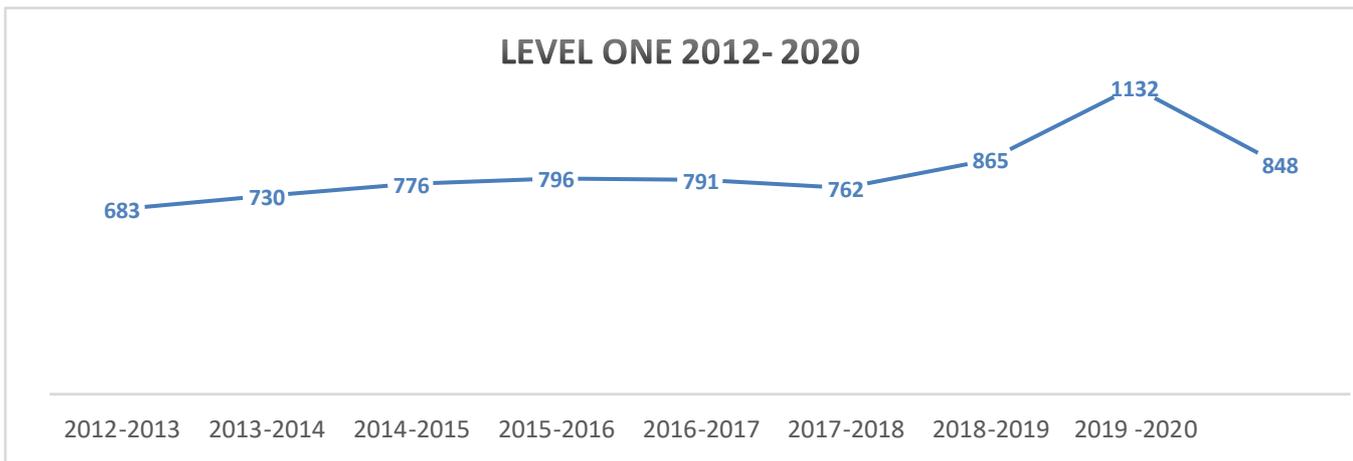
## **2.2.4 SUPPORTING INDIVIDUALS**

### i. Case work - working with individuals

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

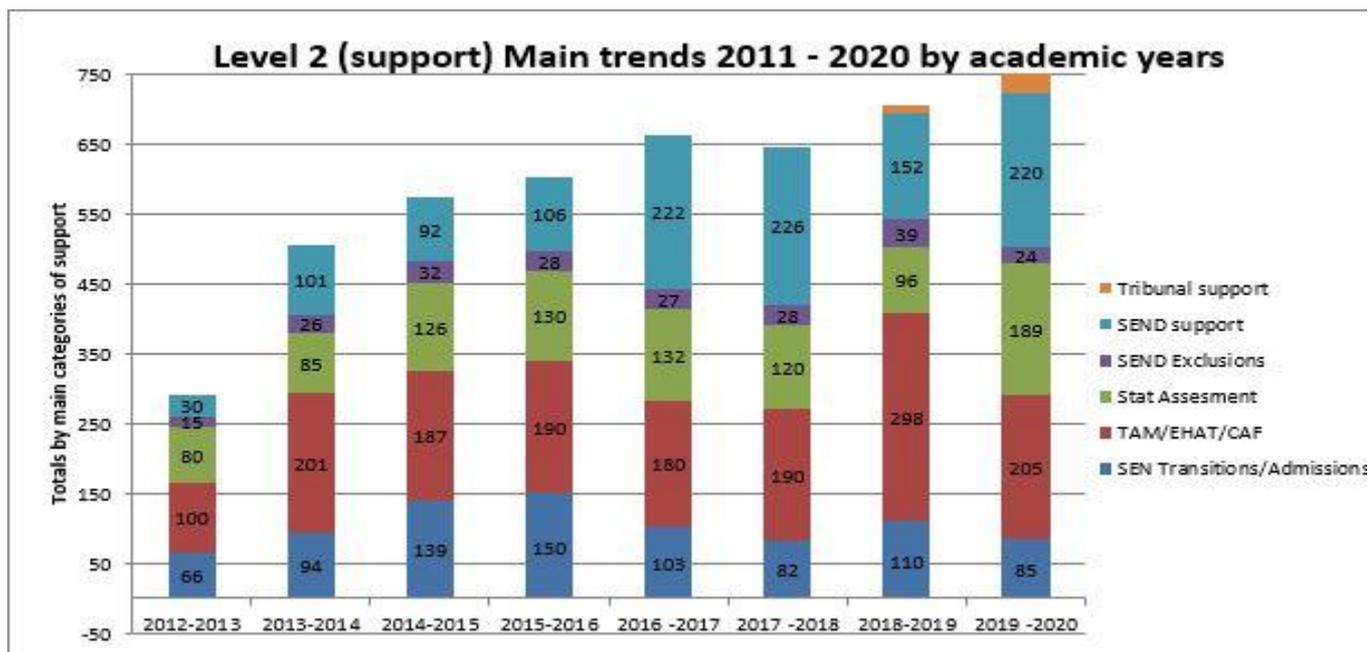
#### a) Level One

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 however during this last year 848 cases were recorded. The graph below shows the significant decrease in level one reporting from 2019 - 2020. The reason for this decrease is due to the Covid 19 pandemic. This is illustrated in the graph below:



b) Level Two

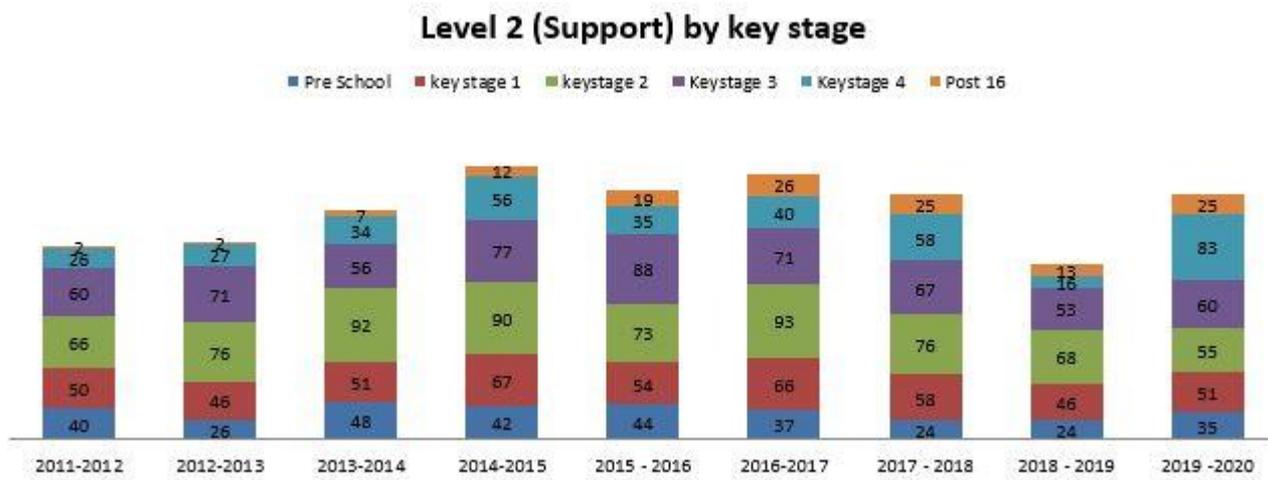
Level two case work comprises in depth support which occurs over a longer period of time. Examples of this are meeting support and also support through Statutory Assessment. Level two support may last for a few days or for a number of years. The graph below outlines the number and focus of level two case work support provided by Parent Support Co-ordinators.



Due to an increase in the demand for meeting support during this reporting period we were unable to meet all requests although triage had taken place. As a response it was agreed at the end of August that the casework team would adopt an 'attend first meeting' approach from the beginning of September 2020. The chart below indicates the number of parents we were unable to support at meetings (125) and the reasons.



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 2 in 3 parents (64.0%) reported that PIAS were extremely neutral, fair and unbiased and around 1 in 3 (32.8%) said PIAS were very neutral, fair and unbiased. (See Appendix Four Question 3 for full analysis). Comments made by service users in terms of the impartiality of PIAS included:

*“Thought caseworker was very fair and unbiased.”*

*“Caseworker would listen to everything and yet missed nothing. Her confidence at meetings, and ability to listen and express herself in discussion with both the school and the authority are a true talent.”*

*“Caseworker was very unbiased and was always helping is to see all angles of the problems.”*

*“Caseworker kept the parents well informed and gave them options to think about during the time she supported them and did not take anyone's side.”*

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 2019- August 2020 there have been 33 requests for support at Mediation or Tribunal. This has nearly tripled in the last year. During the reporting period none of the cases we were supporting went to tribunal, they were all resolved at an early stage.

v. Mediation and Dispute Resolution

PIAS have supported a number of service users through the disagreement resolution process (Way ahead meeting with the Local Authority). 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.

**2.2.5 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.

**Note:** *During this reporting period all training events have moved to virtual platforms due to Covid 19 restrictions.*

i. Local training and events

This year many events have been either cancelled or transferred online. Staff attended the following local training/or events:

Training/event
Plymouth Parent Support Group meeting x 3 both face to face and also remotely

ii. National training and online events (see note above)

Training/event
IPSEA legal conference (London)
Covid 19 Act and changes to the law (Online CDC Training)
Level 3 IPSEA Face to Face legal training
Tribunal training (online)
Exclusions training (Online)
Regional manager meetings (Online)

lii. Volunteer recruitment and training

As a requirement of the IASP funding bid it was agreed that PIAS would recruit and train between 6-10 volunteers to increase service capacity. The initial expression of interest process was initiated in March 2020 but put on hold due to Covid-19 lockdown. By the end of this reporting period 7 applications had been received with informal interviews and subsequent training scheduled from September 2020.

### 3.0 The provision of evidenced based parenting programmes

The Parenting Programme 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 Covid 19 Response

During this reporting period the Parenting Programme team has provided additional one to one phone support to a significant number of families as part of the PIAS response to the Coronavirus Pandemic. This has consisted of 92 calls totalling 28.75 hours of support.

In addition, due to the suspension of face to face delivery at the beginning of April, the Parenting Programme Facilitation team has been trained in virtual group delivery. PIAS facilitated a multi-agency training webinar with Carolyn Webster Stratton the developer of Incredible Years to explore delivering evidence based parenting programmes virtually. This was followed by tailored Microsoft Teams training sessions provided by the Teams Project Manager, Transformation, to support the going live with virtual parenting groups from the beginning of July 2020.

#### 3.2 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."*

##### 3.2.1 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.

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- Let's 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.

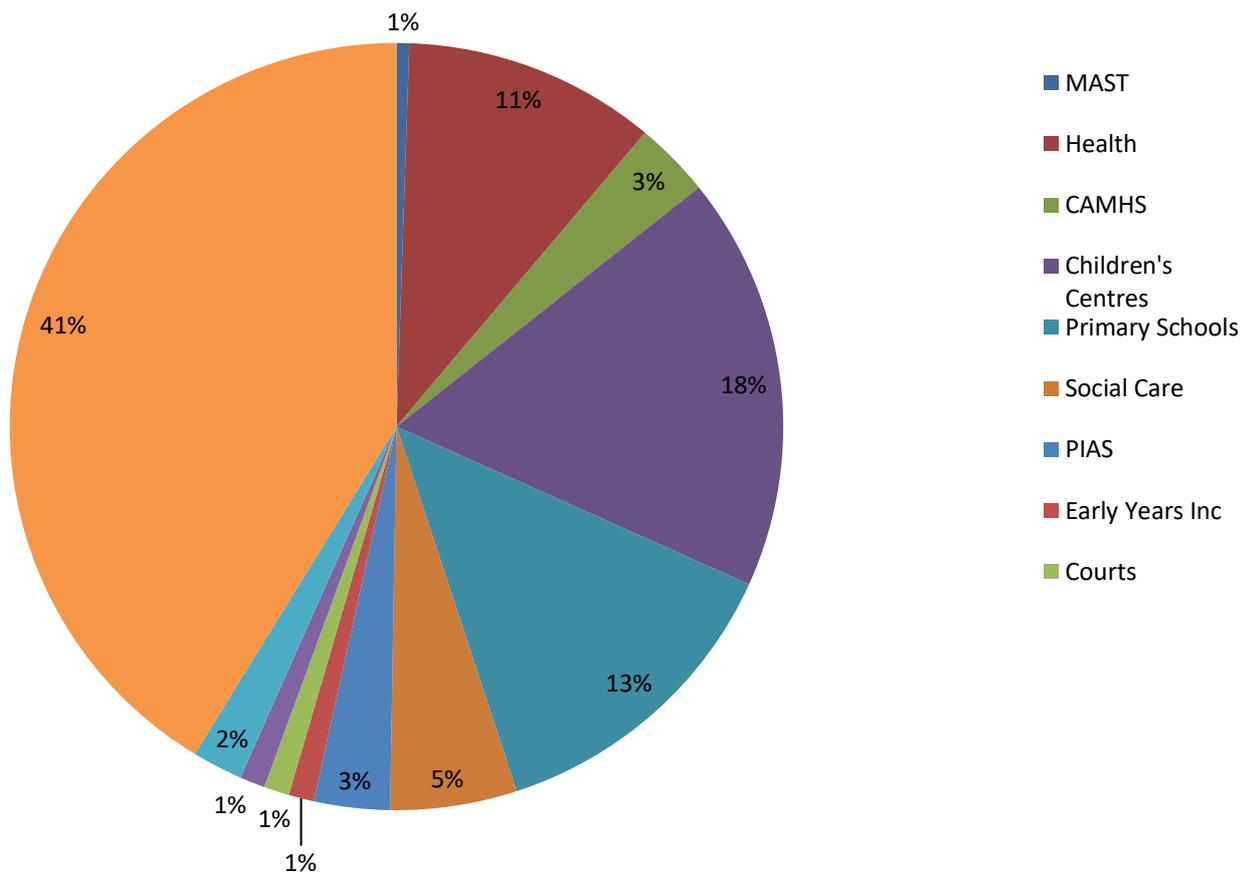
### 3.2.2 IY Referrals

***Note: Due to Covid-19 all face to face parenting work went on hold from the end of March 2020, with the result that the planned summer term delivery of parenting courses was postponed. This is reflected in the figures below. It is also important to note that the Parenting Team lost a member of staff at the beginning of this academic year, which has also impacted on the number of courses we now have capacity to deliver.***

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 186 referrals were processed and allocated to courses. Of those allocated 77 parent/carers took a place on the course they were offered, with a further 59 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 Health professionals (including CAMHS), Early Years providers and school based Parent Support Advisers making over half (57.0%) those received during 2019 - 2020. Parents in Plymouth are also able to self-refer and their referrals accounted for 2 in 5 (41.0%) of those received by PIAS during this reporting period.

### IY Nominating Agency 2019 -2020



More than 2 in 5 (43.0%) parents who completed IY had a child with SEN/additional needs, with a further 1 in 4 (25.0%) referred as part of a child protection plan, court order or due to parental mental health.

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. However, due to Covid-19 waiting times have extended significantly.

#### 3.2.3 IY Delivery

**Eight** IY courses managed by Plymouth Information, Advice and SEND Support (PIAS) have been completed since September 2019. This comprised **5** IY 'Basic' courses, **1** IY Baby course, and **2** IY School Age' courses. In addition, the Senior Parent Support Coordinator has provided **1** Incredible Years Home Coach intervention where parental mental health and disability has proven a barrier to accessing a group programme.

The number of parents attending the core offer of IY courses ranges from 6 -12 parents per group depending on the course location, size of venue and the availability of a crèche. Over **4 in 5<sup>1</sup> (85.0%)** parents who started IY attended half or more of the course.

Programme	Duration	Number of courses
Baby	8 weeks	<b>1</b>
Toddler	12 weeks	<b>0</b>
Pre-School /Basic	14 weeks	<b>5</b>

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

School Age	14 weeks	2
AS&LD 2-5	12-16 weeks	0

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. Almost half 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 has worked closely with the Barnardos Increasing Access to Psychological Therapies (IAPT) lead in Plymouth and with Exeter University as part of the Increasing Access to Psychological Therapies (IAPT) South West regional collaborative. This has enabled IAPT trainees from Barnardos to be mentored in their IY delivery by the IAPT qualified Senior Parent Support Coordinator, which has increased capacity to provide IY with fidelity.

### 3.2.4 IY Program Satisfaction Questionnaire Analysis: Parent Feedback

On the last week of an Incredible Years course parents are asked to complete an Incredible Years Parent Program Satisfaction Questionnaire; 46 were collated and analysed. The key headline findings for the academic year 2019-2020 evidence that IY is benefiting parents and their children across all programs.

#### i. Baby IY

- Two in five (40.0%) parents indicated that since undertaking IY, the bonding they feel towards their baby had greatly improved and a further 2 in 5 (40.0%) said that this had improved, whilst for one parent (20.0%) this had stayed the same.
- Two in five (40.0%) parents indicated that since undertaking IY, their baby's bonding with them had greatly improved and a further 2 in 5 (40.0%) said that this had improved, whilst for one parent (20.0%) this had stayed the same.
- Three in five (60.0%) parents indicated they were greatly satisfied with their baby's social, emotional and physical developmental progress since they had undertaken IY, whilst one parent (20.0%) was satisfied with their baby's progress and another gave a neutral response.
- Two in five (40.0%) parents stated that attending IY had helped very much with other personal or family problems not directly related to their baby; and 3 in 5 (60.0%) parents said it had helped.
- Three in five (60.0%) parents indicated that they were very optimistic about achieving good results from the IY course, and 2 in 5 (40.0%) reported that they were optimistic about this.
- All parents (100.0%) indicated that they would strongly recommend the IY programme to a friend or relative with a baby.
- All parents (100.0%) indicated that they were very confident in parenting their baby at this time.
- Four in five (80.0%) parents indicated that they were very confident in their ability to provide physical, tactile and visual stimulation, whilst another was confident about this.
- Four in five (80.0%) parents indicated that they were very positive about achieving their goal in this programme for their child and family and another said they were positive.
- Four in five (80.0%) parents found this overall group of techniques extremely useful, and one (20.0%) said they were useful.

Parents also made a number of comments about what they found to be the most helpful part of Baby IY. Indicative comments included:

*“Social interacting and gaining tips and advice to help “*

*“Talking and discussing”*

*“Boosting my confidence and meeting new people”*

## **ii. Toddler IY**

*Note: Scheduled Toddler Group did not run due to lack of uptake. The small number who did respond were deferred to the next available group.*

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

- Around 1 in 5 parents (17.3%) indicated that since undertaking IY, the bonding/attachment that I feel with my child has greatly improved, and almost half (47.8%) said this had improved, whilst 1 in 7 (13.0%) reported this had slightly improved and around 1 in 5 (%) said this had stayed the same.
- Over 1 in 5 (21.7%) 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, and more than 2 in 5 (43.4%) said this had improved, whilst around 1 in 5 (17.3%) reported this had slightly improved and the same number said this had stayed the same.
- Over 1 in 5 (21.7%) parents indicated they were greatly satisfied with their child’s progress since they had undertaken IY, and around 2 in 5 (43.4%) indicated that they were satisfied, and more than 1 in 5 (21.7%) parents reported that they were slightly satisfied. Two (8.6%) parents gave a neutral response to this question, and one parent stated that they were very dissatisfied with their child’s progress since they had undertaken IY.
- Two in five (39.0%) parents stated that attending IY had helped very much with other personal or family problems not directly related to their child, whilst almost 1 in 5 (17.3%) said that it had helped, and almost 1 in 3 (30.0%) reported that it had slightly helped, whilst around 1 in 7 (13.0%) parents stated that it had neither helped nor hindered these other problems.
- Three in five (60.0%) parents indicated that they would strongly recommend the IY programme to a friend or relative and over 1 in 5 (21.7%) said they would recommend IY, and one parent said they would slightly recommend IY, whilst 2 parents were neutral about this and one parent said they would not recommend IY.
- Almost 2 in 5 (39.1%) parents indicated that they were very confident in parenting at this time, and over 2 in 5 (43.4%) said they were confident, whilst two parents said they were slightly confident, and the same number gave a neutral response.
- Over 1 in 5 (21.7%) 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 almost 2 in 3 (65.2%) said they were confident, and around 1 in 7 (13.0%) said they were slightly confident.
- Over 2 in 5 (43.4%) parents indicated that they were very positive about achieving their goal in this programme for their child and family whilst the same number said they were positive. Two parents said they were slightly positive and the same number gave a neutral answer.
- Just under half (45.4%) the parents found this overall group of techniques extremely useful, whilst half (50.0%) thought they were useful and one parent gave a neutral answer.
- Just over 1 in 4 (27.2%) parents stated that what they liked most about the program was the group discussions and meeting new people. More than 1 in 5 parents said that learning ‘parenting skills’ and ‘gaining more confidence’ was what they liked most about the programme and for a further 1 in 5 it was learning about child led play and praise. For two parents it was the techniques to manage behaviour that were of most benefit, with additional feedback evenly split between ‘therapeutic support/improving family life/knowledge of what can be changed/understanding child’s thought processes/enjoyment’.

Parents also made a number of comments about what they found to be the most helpful part of Basic IY. Indicative comments included:

*“Routine, praising and calm down steps”*

*“Taking time out from busy lives to really think about the best strategies to use. Spending time at the start of the session to reflect on the previous week at home. L was excellent at picking out the positives even when I felt it had been a terrible week! Useful to constantly refer to the principles we came up with”*

*“The main benefit was the group really helped me to help to understand how to deal with my son and myself”*

*“Learning new ways of dealing with difficult behaviour and being reminded of the ways to deal with it as sometimes you are doing the different steps but just needed reminding of them”*

*“meeting other people in similar situations”*

*“the listening to your child, and learning to let my child be creative (for me as a parent to take a seat back in play)”*

*“Techniques to manage behaviours”*

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

- One parent (10.0%) indicated that since undertaking IY, the bonding/attachment that I feel with my child had greatly improved; and 2 in 5 (40.0%) parents said this had improved, whilst one parent (10.0%) reported that this had slightly improved and 2 in 5 (40.0%) parents said that it had stayed the same
- Almost a third (30.0%) of parents stated that since undertaking IY, their child’s behaviour problems which they tried to change using the methods presented in this programme had improved, whilst 2 in 5 (40.0%) parents stated that this had slightly improved and almost a third (30.0%) reported that this had stayed the same.
- One (10.0%) parent indicated they were greatly satisfied with their child’s progress since they had undertaken IY, and 2 in 5 (40.0%) parents stated that they were satisfied, whilst almost a third (30.0%) was slightly satisfied with this and two parents (20.0%) gave a neutral answer.
- One (10.0%) parent said that they were very optimistic about achieving good results from the IY course and over 2 in 3 (70.0%) parents reported that they were optimistic, whilst one (10.0%) said they were slightly optimistic and another (10.0%) that they were neutral about this.
- Over 2 in 3 (70.0%) parents indicated that they would strongly recommend the IY programme to a friend or relative and a just under 1 in 3 (30.0%) stated that they would recommend it.
- One parent (10.0%) indicated that they were very confident in parenting at this time whilst 2 in 5 (40.0%) were confident and the same number were slightly confident whilst one parent (10.0%) felt unconfident.
- One parent (10.0%) 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 half (50.0%) the parents said they were confident and under 1 in 3 (30.0%) said they were slightly confident, and one parent said they were slightly unconfident about this.
- One parent (10.0%) indicated that they were very positive about achieving their goal in this programme for their child and family, whilst 3 in 5 (60.0%) parents said they were positive and one parent (10.0%) was slightly positive and another (10.0%) gave a neutral response.
- One parent (10.0%) parent found this overall group of techniques useful, whilst 4 in 5 (80.0%) parents found them to be useful and one found them somewhat useful.
- Almost 1 in 3 (30.0%) parents stated that the main benefit of IY was learning about special time, whilst for 1 in 5 (20.0%) it was their improved parenting, the group discussion, and everything that was helpful.

Parents also made a number of comments about what they found to be the most helpful part of School Age IY. Indicative comments included:

*“Introducing special time - my daughter loves it”*

*“Better parenting skills and better behaved child”*

*“All of it – all interesting and relevant”*

*“Really enjoyed interacting with other parents”*

*“Discussions, meeting parents in similar positions”*

*“The beginning – play, special time and coaching”*

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

Due to Covid-19 the planned delivery of this programme was unable to go ahead in April 2020.

### **3.2.5 IY Monitoring measures**

Parents attending a Baby/Toddler IY course complete an Incredible Years Baby Program Survey for under 2 year olds. This is a parenting inventory which asks them to think about their strengths and what parenting strategies and activities work or don't work with their baby/toddler. This measure is used both in the UK and in many other countries to evaluate the Incredible Years Baby/Toddler series.

The Incredible Years Baby Programme Survey comprises 48 statements that address four areas of parenting: when I play with my baby, when my baby is crying, my baby's development and caring for myself. There are fifteen, ten, eleven and twelve statements respectively for each of the four areas and parents indicate how much they agree with each statement by responding to a rating scale from 0-5 where 0 equates to never and 5 equates to consistently.

#### i. Baby IY

1 parent completed all 5 sections of the IY Baby pre and post-test survey, and 2 expectant parents completed sections 4 and 5 covering self-care and parental self-efficacy. Analysis revealed excellent progress was made in a number of domains:

- One in three (33.3%) parents reported significant positive change in the 'when I play with my baby', 'when my baby is crying' and 'my baby's development' scores.
- All 3 parents (100.0%) reported a positive change in 'the caring for myself' and 'parental self-efficacy' scores.

*NB: Where no change is positive this has been counted as a positive.*

#### ii. Toddler IY

*Note: Scheduled Toddler Group did not run due to lack of uptake*

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

SDQs (Strength and Difficulties Questionnaire)

Parents attending a Basic IY course complete a Strength and Difficulties Questionnaire. The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 2-17 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?

Eighteen parents on the IY Basic courses had completed pre and post course Strengths and Difficulties Questionnaires in relation to their target child on file. Analysis revealed:

**i. Overall stress scores**

- Pre IY 9 children had 'very high' overall stress scores according to their parents. Post IY 4 children (44.4%) still had 'very high' overall stress score. However, 3 children's (33.3%) overall stress scores had reduced to 'high' and one saw their overall stress score reduce to 'slightly raised' and one reduced to 'close to average'.
- Pre IY 2 children had 'high' overall stress scores according to their parents. Post IY two children (100.0%) saw their overall risk reduce to 'close to average'.
- Pre IY 1 child had a 'slightly raised' stress score according to their parent. Post IY this child's (100.0%) 'slightly raised' overall stress score remained unchanged.
- Pre IY 6 children had a close to average' overall stress score according to their parents. Post IY all 6 children (100.0%) retained a 'close to average' score.

**ii. Risk of any diagnosis**

- 10 children had a 'high' risk of any diagnosis before their parent/s undertook IY. Post IY 3 children (30.0%) retained a 'high' risk of any diagnosis, whilst 4 children (40.0%) saw a reduction in risk from 'high' to 'medium' and a further 3 children (30.0%) saw a reduction in risk from 'high' to 'low'.
- 4 children had a 'medium' risk of any diagnosis pre IY. Post IY 1 child (25.0%) still had a 'medium' risk of any diagnosis, whilst 2 children (50.0%) saw their risk decrease from 'medium' to 'low', and one child (25.0%) saw their risk increase from 'medium' to 'high'.
- 4 children had a 'low' risk of any diagnosis pre IY. Post IY all 4 children (100.0%) retained a 'low' risk of any diagnosis.

**iii. Child's problems**

- Two in five (40.0%) parents indicated that since attending IY their child's problems were much better, and 1 in 3 (33.3%) parents said these were a bit better, whilst around 1 in 4 (26.6%) reported that their child's problems were the same.

**iv. Helped in other ways**

- Around 1 in 4 (26.6%) parents attending IY said the course had helped in other ways a great deal, whilst over a half (53.3%) said the course had helped in other ways a medium amount, and 1 in 5 (20.0%) stated that it had helped a little.

iv. School Age

Nine 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**

- Pre IY four children had a 'very high' overall stress score according to their parents. Post IY one child's (25.0%) overall stress score had reduced from 'very high' to 'slightly raised', whilst 3 in 4 (75.0%) children still had a 'very high' overall stress score.
- Pre IY two children had a 'high' overall stress score according to their parents. Post IY one child (50.0%) saw their overall stress score reduce from 'high' to 'slightly raised', and one child saw 'no change'.
- Pre IY three children had a 'slightly raised' stress score according to their parents. Post IY two (66.6%) children who had a slightly raised stress level pre IY saw this rise to 'high', and one child saw this rise to 'very high'.
- No children had a 'close to average' overall stress score.

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

- Seven children had a 'high' risk of any diagnosis pre IY. Post IY two children (28.5%) saw their risk of any diagnosis reduce from high to medium, and 5 (71.4%) children still had a 'high' risk of any diagnosis post IY.
- One child had a 'medium' risk of any diagnosis both pre and post IY.
- One child had a 'low' risk of any diagnosis both pre and post IY.

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

- One in five (20.0%) parents indicated that since attending IY their child's problems were much better, and the same number (20.0%) said these were a bit better, whilst 3 in 5 (60.0%) reported that their child's problems were about the same.

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

- Two in five (40.0%) parents attending IY said the course had helped in other ways a great deal, whilst 3 in 5 (60.0%) said it had helped a medium amount.

### **3.2.6 IY Developments**

Firstly, due to Covid-19 the parenting programme facilitation team have all been trained in virtual group delivery. We were able to book a multi-agency training webinar with Carolyn Webster Stratton to explore delivering Incredible Years evidence based parenting programmes virtually. We and partners from Barnardos and CAMHS were able to benefit from her piloting this approach in the USA. This was followed by 2 tailored Microsoft Teams training sessions provided by the Teams Project Manager, Transformation, to support the going live with virtual parenting groups from the beginning of July 2020. The initial pilot courses have been followed up by the roll out of a series of short trial Incredible Years programmes before going forward with full programmes from November 2020 due to the continued Covid-19 risk. It is important to recognise that this is a crisis intervention approach to ensure ongoing support for families during the pandemic, and not a replacement for the need for face to face group parent training programmes.

Secondly, we continue to build on our strong partnership with the early years sector, and working with Barnardos 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.

### 3.3 Strengthening Families 10-14 UK (SFP Plymouth Pilot)

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 (Spath et al 2001a; Spath 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."*

#### 3.3.1 Key features

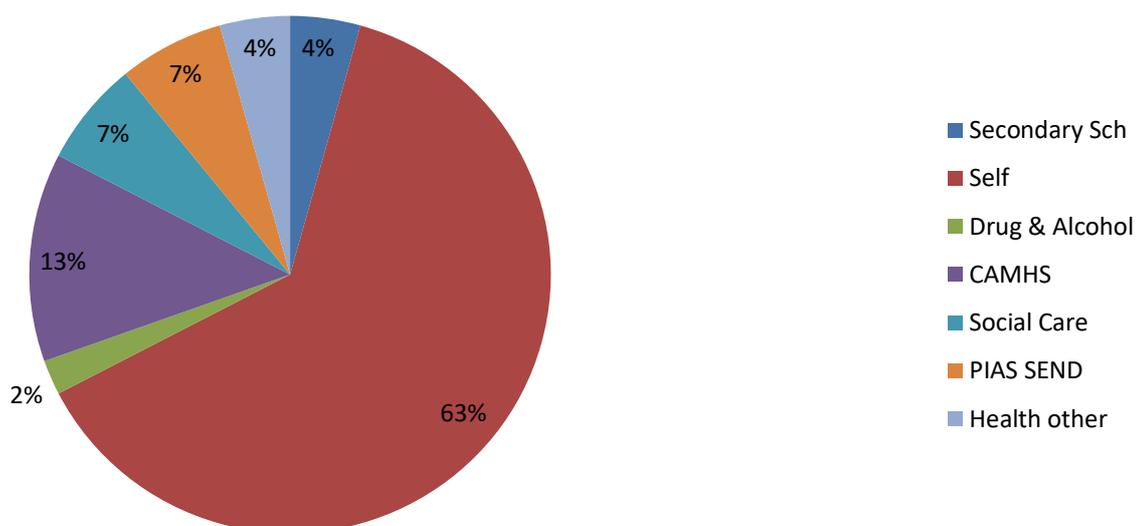
SFP 10-14 Plymouth (Pilot) comprises ten two hour sessions for parents and young people, who attend separate skill-building groups for the first hour and spend the second hour together in supervised family activities. Youth sessions focus on strengthening goal setting, dealing with stress and strong 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.

#### 3.3.2 SFP 10-14 Plymouth Referrals

The Strengthening Families Programme 10-14 Plymouth has built on the foundation of SFP UK which 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 53 referrals were processed and allocated to courses. Of those allocated 30 parent/carers took a place on the first course they were offered, with a further 4 asking to be deferred to a later course.

Referrals for SFP courses are made by a range of agencies with CAMHS and Health partners making around 1 in 5 (18.0%) of the referrals received during 2019 - 2020. Parents in Plymouth are also able to self-refer and their referrals accounted for over 3 in 5 (63.0%) of those received by PIAS during the reporting period. See chart below.

### SFP Nominating Agency 2019 -2020



The demand for SFP continues to outstrip supply and waiting lists are carefully managed. Normal waiting times for a course range from 12-24 weeks dependent on time of year. However, due to Covid-19 waiting times have extended significantly.

#### 3.3.3 SFP Delivery

In Plymouth two Strengthening Families courses were delivered as part of the core programme from September 2019 to August 2020, however the second group was unable to finish due to the Covid-19 lockdown. The number of parents attending SFP courses ranges from 7 - 17 parents plus their target child/young person. Four in five families who started SFP attended more than half the course.

Over 3 in 5 (61.0%) of the parents who attended SFP had a child with SEN/additional needs.

Programme	Duration	Number of courses
Strengthening Families 10-14 Plymouth	10 weeks	2

SFP courses are run by PIAS Parenting Programme Facilitators in conjunction with staff from key partner agencies including Research Assistants on placement with PIAS as part of their Psychology degree studies, Children’s Social Care, Barnardos. and Communication Interaction Team Early Years. 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.

Twenty five families completed the two SFP courses held at the Jan Cutting Health Living Centre during the 2019 – 2020 academic year.

#### 3.3.4 SFP Parent and Young People Feedback

Parent/carers complete an end of course evaluation and their young people complete both an end of course evaluation and a week nine evaluation. Key headline findings for the academic year 2019-2020 were as follows revealing that excellent progress was made in the following areas:

## **Young Person End of Course Evaluation and Week 9 Evaluation**

### **(i) The most valuable thing/s they learned during the course**

Four key themes emerge from the analysis of the quotes made by young people in terms of the most valuable thing/s they learnt during SFP which are:

- Improved communication with parents & family meetings
- Handling peer pressure
- Increased confidence
- Improved sibling relationships

The following quotes are indicative of those made by young people:

*“Mum and Dad have learnt new techniques which makes it better, and more open with feelings”*

*“We do more as a family (family meetings etc.) and we go out more for meals and other stuff”.*

*“I learned to build up my confidence during these sessions and I talk to people more”*

*“The most helpful thing is doing the family meetings we have been having them a lot” Having something to look forward to after school makes you feel better, looking forward to coming”. Peer pressure – talking about that”.*

### **(ii) Would you recommend the SFP course to other young people?**

The vast majority of young people (90.0%) reported that they would recommend the course to other young people. The following quotes are indicative of those that the young people made:

*“Yes definitely because it is helpful and fun”*

*“Yes, because it can be really helpful”.*

*“Helps your communication”*

*“Yes, brings families closer together”*

## **Parent/Carer Session End of Course Evaluation**

### **(i) What has changed as a result attending the course?**

Two key themes arose from the analysis of the quotes made by parents/cares terms of what has changed as a result of attending SFP which are:

- Improved parent/young person relationships
- Improved understanding

The following quotes are indicative of those made by parents/carers.

*“Way to adapt my teaching and to pause and think and understand... behaviour more”.*

*“Spending time with eldest, and learning that others have issues. Also to appreciate our situation at home”.*

*“I have learnt so much during the course and it has helped me on many different levels. For example, pause is important, how to communicate better and to listen. New strategies to try for unwanted behaviour and bring in new things e.g. no tech days for all he family”.*

**(ii) The most valuable thing/s they learned during the course**

Two key themes arose from the analysis of the quotes made by parents/carers in terms of the most valuable thing/s they learnt during SFP which are

- There are other parents in the same situation
- New parenting skills/techniques

*“That there are other parents and children in the same situation and having the same difficulties”.*

*“That I am not alone and that others understand”*

*“Strategies we can use for all the family – lots of ideas! Main one for me is learning to pause before encouraging”.*

*To repeat the same patterns. To learn to pause and manage things in a more positive way. To not keep focusing on the negatives*

**(iii) Would you recommend the SFP course to other young people?**

All ten (100.0%) parents/carers who answered this question reported that they would recommend the course to other parents. The following quotes are indicative of those that the parents/carers made:

*“Yes as they can learn strategies on how to cope with challenging behaviour and talk to other parents who are struggling too.”*

*“Yes, very good to feel supported by parents in a similar position. Have learnt a lot and have a lot more tools to use in everyday life.”*

*“Yes, because it is helpful to learn new strategies and meeting other parents who are experiencing the same as me.”*

*“Yes there is so much good and useful information and bonding.”*

**3.3.5 SFP Monitoring measures (Young People)**

All young people attending SFP complete a Strengths and Difficulties Questionnaire before and after completing the course. Analysis of SDQs for young people attending SFP courses in 2019-2020 revealed that progress has been made:

**i. Overall stress scores**

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In terms of overall stress, an analysis of SDQ's saw an improvement in a number of young people's overall stress scores. Pre SFP 2 in 5 (40.0%) young people had a very high stress level, 1 in 5 (20.0%) young people had a high stress level, 1 in 5 (20.0%) had a slightly raised stress level and the same proportion had a close to average stress level. Post SFP 2 in 5 (40.0%) young people according to self-report still had a very high stress level, whilst 1 in 5 (20.0%) saw a reduction in stress levels from high to slightly raised and close to average. 1 in 5 (20.0%) saw slightly raised stress levels increase to high and very high and 1 in 5 (20.0%) had a close to average stress level both pre/post.

It is important to note that not all of these young people's problems could be solved through one parenting intervention due to mental health conditions and learning difficulties, **BUT** all parent/carers indicated the course had helped in other ways.

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

An analysis of SDQ's found that according to self-report there was an improvement for 1 in 5 (20.0%) young people's risk of any diagnosis post SFP, whilst for 2 in 5 (40.0%) there was no change and for the same number there was an increase in risk of any diagnosis.

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

Three in ten (30.0%) young people reported that since attending SFP their problems were much better, whilst 2 in 5 (40.0%) reported that they were a bit better, and 3 in 10 (30.0%) said they were about the same.

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

One in five (20.0%) young people attending SFP said the course had helped in other ways a great deal, whilst 2 in 5 (40.0%) said it had helped quite a lot and the same amount (40.0%) said it had helped a little.

## **3.3.6 SFP Monitoring measures (Parent/carers)**

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 2019-2020 revealed that progress has been made:

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

In terms of overall stress, an analysis of SDQ's saw an improvement in a number of young people's overall stress scores. Pre SFP 5 in 8 (62.5%) young people according to their parents had a very high stress level, 2 in 8 (25.0%) young people had a high stress level, and 1 in 8 (12.5%) had a close to average stress level. Post SFP 4 in 8 (50.0%) young people according to their parents still had a very high stress level, whilst 1 in 8 (12.5%) saw a reduction in stress levels from very high to high and another (12.5%) saw a reduction from high to medium. 1 in 8 (12.5%) had a close to average stress level both pre/post.

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

An analysis of SDQ's found that according to their parents there was an improvement for 1 in 8 (12.5%) young people's risk of any diagnosis post SFP, whilst for 6 in 8 (75.0%) there was no change and for one there was an increase in risk of any diagnosis.

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

One in eight (12.5%) parents reported that since attending SFP their child's problems were much better, whilst 6 in 8 (75.0%) reported that they were a bit better, and 1 in 8 (12.5%) said they were about the same.

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

Five in eight (62.5%) parents attending SFP said the course had helped in other ways a great deal, whilst 3 in 8 (37.5%) said it had helped quite a lot.

*It is important to **note** that not all of these young people's problems could be solved through one parenting intervention due to mental health conditions and learning difficulties, **BUT** all parent/carers indicated the course had helped in other ways.*

### **3.3.7 SFP 10-14 Plymouth developments: building on SFP 10-14 UK**

An exciting development for the Strengthening Families programme is that the PIAS facilitation team have developed an updated and extended 'Strengthening Families Plymouth' version of this programme, which has been piloted this year. Due to the success of the initial pilot in October 2019, the team has used the Covid-19 lockdown period to update the manual in readiness to move forward with this version in 2020 – 21.

The PIAS Strengthening Families 10-14 facilitator team continues to be open to opportunities to offer bespoke programmes exclusively for families where the child attends a particular school. This opens up the possibility of extending the current reach of the Strengthening Families 10-14 Plymouth 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.

### **3.4 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 in conjunction with 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 parents' support for literacy at home with 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 statements, e.g. '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.

### 3.4.1 SPOKES Ready for School Programme Key Features

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

By the end of the course, parents/carers 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/carers meet once a week over nine weeks for two and a half hours. Free books and other items, such as magnetic letters, magnetic boards and puppet packs are given to parents/carers to use with their children and build on the strategies introduced within each session.

As stated, in addition to being a rewarding and bonding experience, 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).

### 3.4.2 SPOKES Referrals

SPOKES is highly regarded and valued by partner organisations across Plymouth. During this reporting period 32 parent/carers were allocated to courses, of which 21 referrals were processed (as part of the core programme) with a further 11 bought in by the Virtual School. However, the impact of Covid 19 has had significant impact during the final term of the academic year when we were not able to deliver any SPOKES programmes as planned from April 2020 (although a virtual programme has since been devised and is now being delivered for the academic year 2020/21).

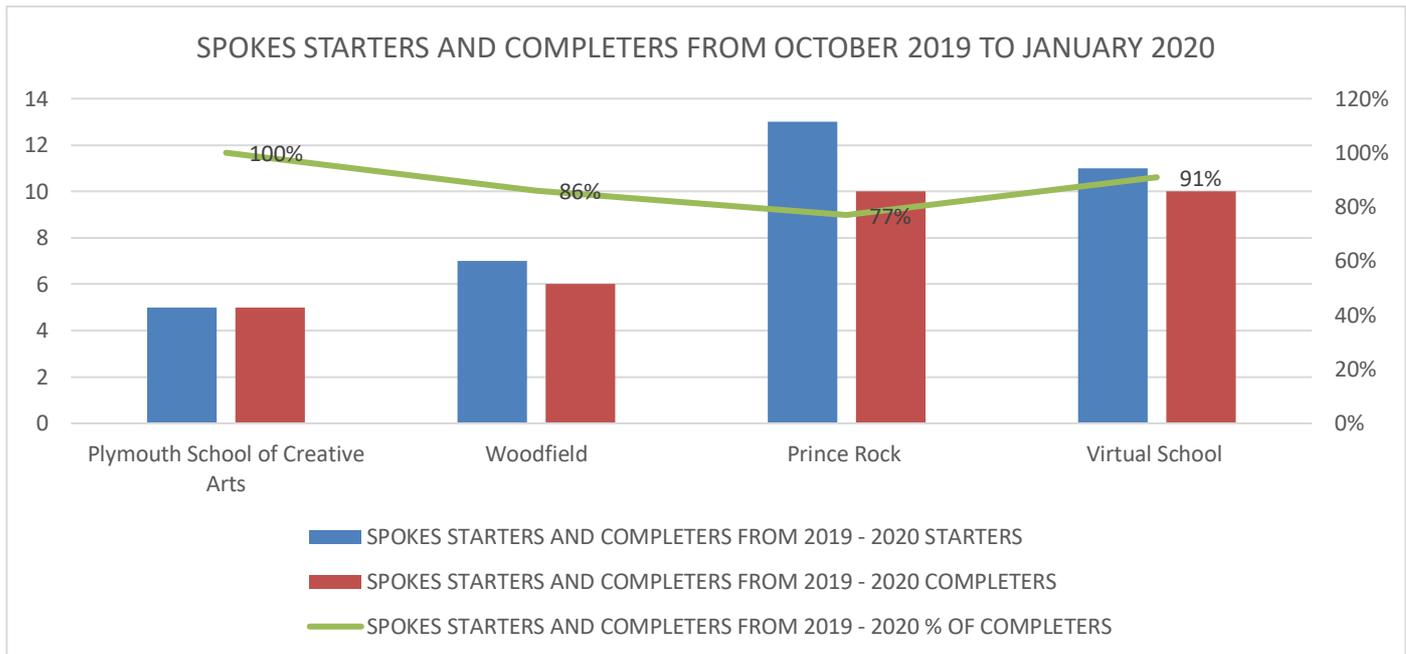
### 3.4.3 SPOKES Course Delivery

Three SPOKES courses were delivered as part of the core programme from September 2019 to March 2020, with a further programme being bought in by the Virtual School from January 2020 to March 2020. The number of parents/carers attending SPOKES courses usually range from 6 - 12 parents. However, the impact of Covid 19 has had significant impact during the final term of the academic year as we were not able to delivery any SPOKES programmes from April 2020 onwards.

Programme	Duration	Number of courses
SPOKES	9 weeks	4

Over 3 in 4 (86%) parents/carers who started SPOKES attended more than half the course.

<b>SPOKES STARTERS AND COMPLETERS FROM 2019 - 2020</b>				
<b>DATE</b>	<b>SCHOOL</b>	<b>STARTERS</b>	<b>COMPLETERS</b>	<b>% OF COMPLETERS</b>
Oct - 19	Plymouth School of Creative Arts	5	5	100%
Oct - 19	Woodfield	7	6	86%
Jan - 20	Prince Rock	13	10	77%
Jan – 20	Virtual School	11	10	91%
<b>Total</b>		<b>36</b>	<b>31</b>	<b>86%</b>



### 3.4.4 Parent Feedback

Across the four SPOKES courses parents/carers took the opportunity to make additional comments about their course. Indicative comments made by parents were as follows:

*"B... is much better at reading this year compared to last year."*

*"We have so much fun with SPOKES. Thank you for all your help."*

*"I really appreciated and enjoyed the course. The effect I noticed on the group I was with was amazing. I could see the difference it made to the carers of two other children. The facilitators were brilliant."*

*"Brilliant course to take. Helps you understand what a child is thinking when reading and what they hear with the words that you use."*

*"I have done educational programmes before but this one was delivered in a much more informative, more interactive way. My child loved us going to the training sessions because of what we were bringing home."*

On the final week of the SPOKES course, parents/carers were asked to complete a SPOKES programme evaluation questionnaire. **The key headline findings for the academic year 2019 - 2020 evidence that SPOKES is benefiting parents/carers and their children:**

- **64%** of parents/carers stated that following the completion of the SPOKES course their ability to help their child read had got much better and they felt 'very confident' in supporting their child's reading. This compared with a total of **37%** of parents/carers who felt 'very confident' in supporting their child's reading **before** the course.
- **73%** of parents/carers stated that following the completion of the SPOKES course their bond with their child was 'very strong'. This compared with a total of **58%** of parents/carers who felt their bond with their child was very strong **before** the course.

- Of all the techniques/content measured following completion of the SPOKES course, **100%** of parents/carers who answered this question (multiple choice list) found 'Pausing and prompting if your child makes a mistake when reading' most useful. **100%** of those who answered this question also found 'Praising your child for getting a word right' most useful. Indicative comments made by parents were as follows:

- *"Talking about the book – a fantastic piece of advice."*
- *"I found the Pause, Prompt, Praise most useful."*
- *"I found that Pausing and Prompting and Praising really helped."*

### 3.4.5 SPOKES Developments

The SPOKES Co-ordinator at PIAS continues to promote SPOKES to primary schools across Plymouth using various methods such as the PIAS website, parent friendly leaflets, posters and newsletters for schools. PIAS also display promotional material at events to promote the programme. Information on SPOKES is available on our website [www.plymouthias.org.uk](http://www.plymouthias.org.uk)

PIAS continue to hold a waiting list of schools wishing to deliver SPOKES including recurring SPOKES friendly schools.

The team also secured funding from the Virtual School to provide a SPOKES course for foster carers which was an exciting development. Due to the successful delivery in May 2019 and excellent feedback, we were asked to deliver a second programme, funded by the Virtual School, for foster carers in January 2020 which again produced fantastic feedback.

However, the impact of Covid 19 has had significant impact on how we have carried out delivery in the final term of the academic year. PIAS were due to deliver a third SPOKES course, funded by the Virtual School, for foster carers in April 2020. As we were unable to fulfil key functions at the time due to Covid, the course had to be cancelled.

After extensive research and training, our SPOKES facilitators are now in a position to deliver SPOKES online using Microsoft Teams which is an exciting development and allows for the continuation of the SPOKES programme to foster carers, funded by the Virtual School. Our first **online** Virtual School SPOKES course for foster carers will start in the next academic year in October 2020.

PIAS also plan to offer SPOKES at the Early Years stage to parents and carers, capacity allowing.

In addition, as part of the PIAS parenting programme offer, the SPOKES 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.



Department  
of Health &  
Social Care



Department  
for Education

## Minimum Standards for SEND Information, Advice and Support Services

Information Advice and Support Services (IASS) provide free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability. The provision of information, advice and support should help to promote independence and self-advocacy for children, young people and parents. Chapter 2 of the SEND Code of Practice sets out the role and activities of an IASS, and should be read alongside these standards.

These minimum standards are based on the requirements relating to support that Information, Advice and Support Services must provide, as set out in the Children and Families Act (CFA) 2014, the SEND Code of Practice and on additional legal advice commissioned by the Information, Advice and Support Service Network. A glossary and further guidance, including links to law and guidance will be available shortly.

### **1. Commissioning, governance and management arrangements**

- 1.1 The IASS is jointly commissioned by education, health and social care in accordance with the CFA 2014. A formal agreement is set out in writing which refers directly to these Minimum Standards, whilst also considering the need for continuity and stability of the service.
- 1.2 The IASS is designed and commissioned with children, young people and parents, and has the capacity and resources to meet these Minimum Standards and local need. For smaller local authorities (LAs) this may involve commissioning across local areas.
- 1.3 The IASS provides an all year-round flexible service which is open during normal office hours and includes a direct helpline with 24-hour answer machine, call back and signposting service, including linking to the national SEND helpline.
- 1.4 There is a dedicated and ring-fenced budget held and managed by an IAS service manager located within an IASS.
- 1.5 The IASS is, and is seen by service users to be, an arm's length, confidential, dedicated and easily identifiable service, separate from the LA, Clinical Commissioning Group and/or host organisation.

- 1.6 LA and IASS ensure that potential service users, Head teachers, FE principals, SENCos, SEND Teams, children's and adult social care, health commissioners and providers are made aware of the IASS, its remit and who the service is for.
- 1.7 The Governance arrangements outline a clear management structure, encompassing a strategic manager within the IASS and a steering group or advisory body which includes representatives from service user groups and key stakeholders from education, social care and health.
- 1.8 The IASS has a development plan reviewed annually with the steering group/advisory body, which includes specific actions and improvement targets.

## **2. Strategic functions**

- 2.1 Each IASS has a manager based solely within the service, without additional LA/CCG or host body roles. They have responsibility for strategic planning, service management and delivery, and quality assurance.
- 2.2 The IASS engages with regional and national strategic planning and training and demonstrates effective working with other IASSs to inform service development.
- 2.3 The IASS works with local partners, including local parent and young people forums to inform and influence policy and practice in the local area.

## **3. Operational Functions**

### **3.1 The IASS provides;**

Impartial information, advice and support (IAS) on the full range of education, health and social care as defined in the SEND Code of Practice to the following service users –

- a) children
- b) young people
- c) parents

This support is offered in a range of ways which includes face to face, a telephone helpline, email, website and social media.

### **3.2 The IASS provides branded information and promotional materials in a range of accessible formats.**

- 3.3** The IASS has a stand-alone service website that is accessible to all service users. The website includes;
- Contact details of the service
  - Opening hours
  - Response times
  - Information on a range of SEND topics
  - Signposting to other useful groups including parent groups and youth forums and national helplines
  - Signposting to the Local Offer
  - Key policies including a complaints procedure
- 3.4** The IASS provides advocacy support for individual children, young people, and parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including exclusion, complaints, SEND processes, and SEND appeals.
- 3.5** The IASS provides information, advice and support before, during and following a SEND Tribunal appeal in a range of different ways, dependent on the needs of the parent or young person. This will include representation during the hearing if the parent or young person is unable to do so.
- 3.6** The IASS offers training to local education, health and social care professionals, children, young people and parents to increase knowledge of SEND law, guidance, local policy, issues and participation.

#### **4. Professional development and training for staff**

- 4.1** All advice and support providing staff successfully complete all online IPSEA legal training levels within 12 months of joining the service. Volunteers who provide advice and support should complete IPSEAs Level 1 online training within 12 months.
- 4.2** The service routinely requests feedback from service users and others, and uses this to further develop the work and practices of the service.
- 4.3** All IASS staff and volunteers have ongoing supervision and continuous professional development.

If you have any comments or questions about these standards or about IASS please email [iassn@ncb.org.uk](mailto:iassn@ncb.org.uk)

## Appendix two: Definitions

# Definitions

IASS use this definition of Advocacy:

Advocacy means getting support from another person to help you express your views and wishes and help you understand and exercise your rights. IASS do not fulfil the role of statutory advocates - more info here - <https://www.mind.org.uk/information-support/guides-to-support-and-services/advocacy/legal-rights-to-advocacy/#> nor do they provide legal advocacy as provided by a lawyer. More information on what we mean by advocacy can be found on the MIND website and in the extract below: <https://www.mind.org.uk/information-support/guides-to-support-and-services/advocacy/#.WyJ4mKdKiM9>

An advocate can:

- listen to your views and concerns
- help you explore your options and rights (without pressuring you)
- provide information to help you make informed decisions
- help you contact relevant people, or contact them on your behalf
- accompany you and support you in meetings or appointments.

An advocate will not:

- give you their personal opinion
- solve problems and make decisions for you
- make judgements about you.

The support of an advocate is often particularly useful in meetings when you might not feel confident in expressing yourself. They can:

- support you to ask all the questions you want to ask
- make sure all the points you want covered are included in the meeting
- explain your options to you without giving their opinion
- help keep you safe during the meeting – for example, if you find the meeting upsetting, your advocate can ask for a break until you feel able to continue.



## Plymouth's Covid 19 Partnership Response Streamlines Access to Support for Parent & Child

### The context

I am supporting a family of a 10 year old boy that went through the neurological assessment pathway with the Child Development Centre (CDC) in 2019. The assessment felt that although the child did display characteristics of ASC these were explained as traits of trauma that the child had experienced in early childhood. The boy's school were involved in the multiagency approach and never really highlighted any concerns around learning or behaviour (although acknowledging he did have some 'quirks'). The parent was never really satisfied with the outcome but the CDC referred him to CAMHS to explore the impact of his early childhood trauma.

### The story

The week before lockdown the parent was called to the school to discuss concerns around her son's learning and understanding as he appeared to be significantly behind. The child had recently got a new teacher who was concerned that the child had not made age related progress as previously believed. Meanwhile, at home the child's behaviour had also needed to be micromanaged by the parent to avoid meltdown and violent outbursts.

At the time of the CDC assessments learning difficulties had never been explored because the school felt there weren't any learning concerns. Mum has felt "very upset that the school are not admitting they have failed my child".

CAMHS tried to chat with the child online to begin to build a relationship for future work. However they noted the child couldn't sit still, and was very erratic and disengaged. With the response from the child and the new information about possible learning needs CAMHS were unsure if the trauma work they had intended for him would be accessible.

Mum again was very upset and frustrated but had maintained a link with her IAS worker. Our SENDIASS service had made adjustments to the support we were delivering due to Covid-19. We were offering parents who were struggling additional specialist phone support from our parenting programmes facilitator team to help with hands on practical ideas to support with the change of routines during the Covid 19 situation. Furthermore, a referral system was put in place where our IASS service could refer directly to the Educational Psychologist Service and the Local Authority's Communication Interaction Team (SEND experts). These services are normally only accessible via the child's school. In this case the school felt they weren't needed.

The IASS worker referred the parent to the covid-19 parenting helpline which is based within the IASS service. A trained facilitator was able to contact the parent and discuss strategies and techniques for the parent to use at home in the interim period while awaiting referral to the Communication Interaction Team. Through talking through various strategies the parent felt supported and had a clearer idea of behaviours that could be shaped positively and was able to make some small positive changes.

The parenting programme facilitator also placed the parent onto the parenting programme waiting list and returned the parent to the IASS worker who was then able to refer the child to the specialist services (Ed Psych and CIT team). Within a couple of days a virtual meeting was held between CAMHS, school and the Communication Interaction Team.

## The outcome

Following the meeting the Communication Interaction Team had hand delivered mum social stories and additional resources to help with her son's understanding of the coronavirus.

In addition to that the boy visited school that same day to see any changes that had been made. This was really important to the child who had been overhearing a lot on the news. This visit helped with his anxiety around returning to school and also helped maintain a positive relationship with school.

The parent is awaiting a parenting programme start date at the IASS service and is aware of how and when to access the parenting helpline.

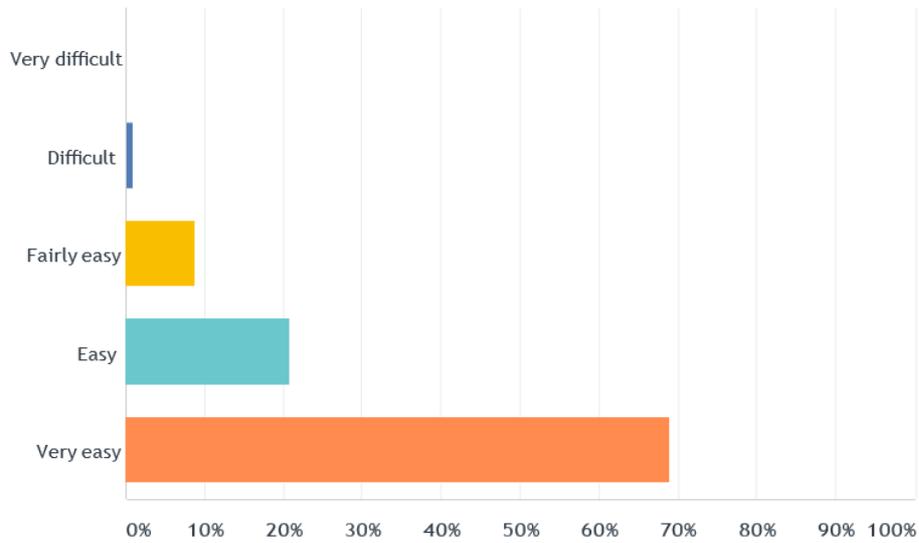
A further outcome was the child is to be discussed at our local 'access panel' with CAMHS and CDC professionals to see which services can best support his needs going forward.

The school's linked Educational Psychologist has agreed to carry out a learning assessment once he is attending school. The streamlined referral processes put in place during Covid-19 that the IASS service can access has been a real positive and has been successful in many cases. It has helped parents both in the immediate crisis and helped set long term targets to support their child to achieve positive outcomes. This particular parent feels finally that people are seeing the struggles she has had at home and is hopeful support will be put in place in the long term.

Appendix Four: PIAS Service User Feedback 2019 – 2020

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

Answered: 100 Skipped: 0



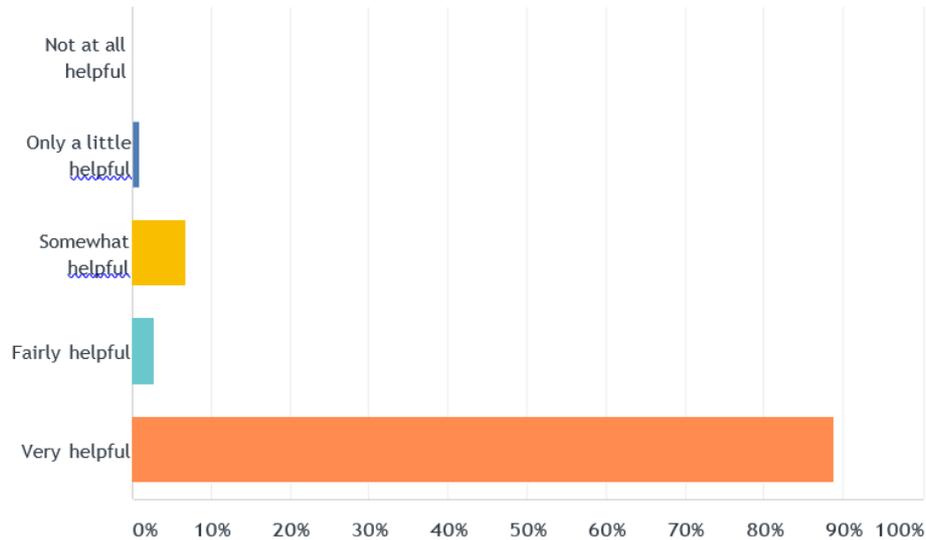
ANSWER CHOICES	RESPONSES
Very difficult	0.00% 0
Difficult	1.00% 1
Fairly easy	9.00% 9
Easy	21.00% 21
Very easy	69.00% 69
<b>TOTAL</b>	<b>100</b>

#	COMMENTS	DATE
1	First visit was told we would be contacted but wasn't. Had to come back second time to ask for support.	7/16/2020 3:56 PM
2	Through the nursery.	7/16/2020 3:52 PM
3	Always easy to get in touch.	7/16/2020 3:50 PM
4	Wasn't sure where to look for advice until parent was signposted to PIAS.	6/30/2020 3:52 PM
5	Easy once we knew about you.	6/30/2020 10:55 AM
6	She answered immediately.	6/30/2020 10:01 AM
7	Quick service.	6/15/2020 5:04 PM
8	I had previously worked with the service.	6/9/2020 11:39 AM
9	I had used the service before.	5/29/2020 9:51 AM
10	Very easy through the school.	5/29/2020 9:48 AM
11	First class caseworker attended an information event and sign post.	5/29/2020 9:39 AM
12	I was sign posted by an Educational Psychologist.	5/29/2020 9:11 AM
13	Referred through Child Development Centre (CDC).	5/20/2020 9:03 AM
14	Was introduced by Portage.	2/26/2020 5:21 AM
15	Multi-Agency Support Team (MAST).	11/28/2019 7:24 PM

16	Didn't know about our service.	11/13/2019 4:12 PM
17	If caseworker wasn't there I was able to get in touch with someone [else].	11/13/2019 3:55 PM

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

Answered: 100 Skipped: 0



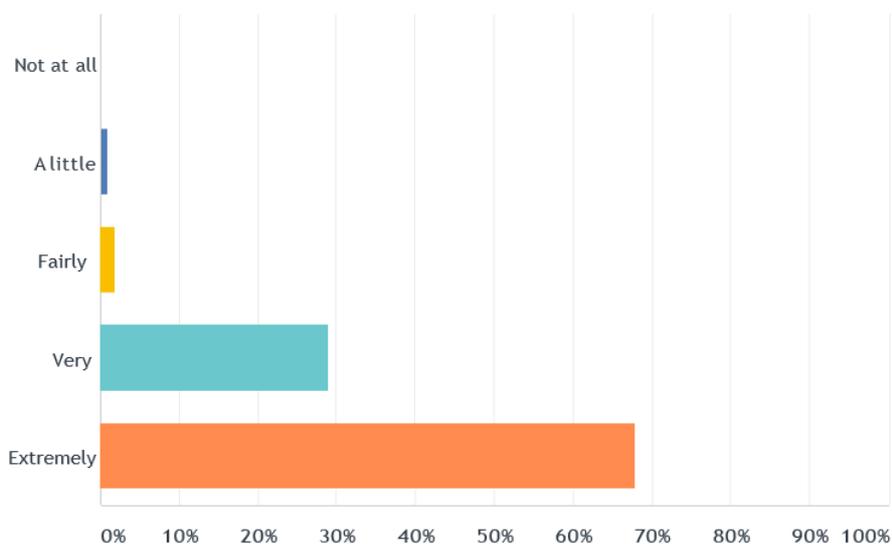
ANSWER CHOICES	RESPONSES	
Not at all helpful	0.00%	0
Only a little helpful	1.00%	1
Somewhat helpful	7.00%	7
Fairly helpful	3.00%	3
Very helpful	89.00%	89
<b>TOTAL</b>		<b>100</b>

#	COMMENTS	DATE
1	Caseworker asked all the right questions and emphasised the important issues with our son at every meeting. She always explained everything at every step, and what the next step would be.	7/16/2020 3:56 PM
2	If it wasn't for caseworker don't know what we would have done.	6/15/2020 5:04 PM
3	Very helpful support.	6/10/2020 3:59 PM
4	Caseworker and the PIAS team were able to support me to get my son back into school because I was a key worker.	6/9/2020 11:39 AM
5	Caseworker was good.	5/29/2020 3:04 PM
6	As always caseworker was very helpful.	5/29/2020 9:51 AM
7	Absolutely, caseworker was outstanding. First class A credit to the service.	5/29/2020 9:39 AM
8	Extremely helpful.	5/1/2020 12:45 PM
9	Brilliant.	4/20/2020 9:35 AM
10	But considers very helpful should go higher.	4/16/2020 2:10 PM

11	Parent is in Devon Locality.	4/16/2020 2:01 PM
12	Caseworker always had the right advice to my questions.	4/15/2020 3:08 PM
13	Dad is very autistic and needs support at meetings having a male attend was very useful. Dad felt listened too.	2/26/2020 5:21 AM
14	Supported son to move forward with his education.	2/9/2020 2:11 PM
15	Caseworker's information and support was most valuable and we managed to get our daughter into ACE Diver Road and beyond as we move to Cornwall.	2/9/2020 1:54 PM
16	Amazing caseworker. Explained everything very well, She made us feel very welcome and put us at ease.	11/28/2019 7:24 PM
17	Knowledge and caseworker were amazing.	11/13/2019 3:49 PM

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

Answered: 100 Skipped: 0



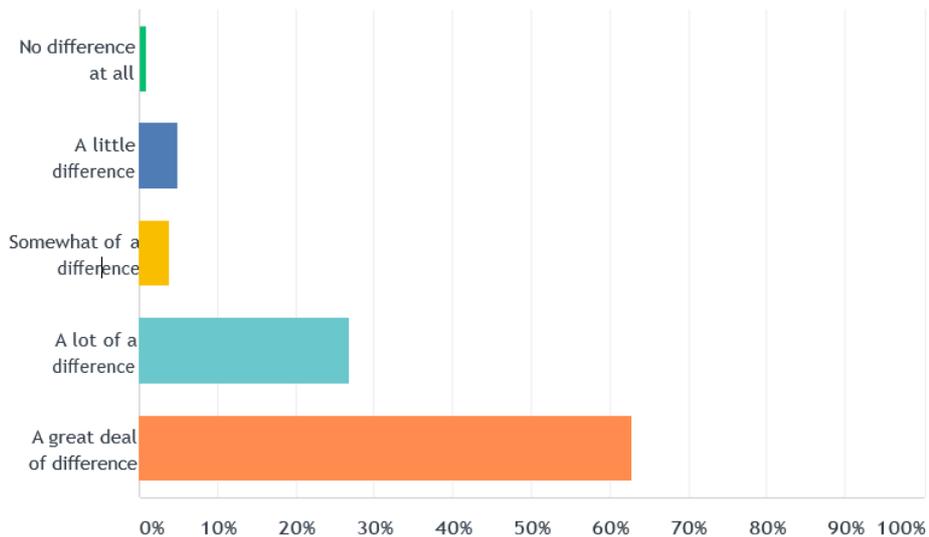
ANSWER CHOICES	RESPONSES	
Not at all	0.00%	0
A little	1.00%	1
Fairly	2.00%	2
Very	29.00%	29
Extremely	68.00%	68
<b>TOTAL</b>		<b>100</b>

#	COMMENTS	DATE
1	Very much on parent's side.	7/17/2020 10:08 AM
2	Caseworker would listen to everything and yet missed nothing. Her confidence at meetings, and ability to listen and express herself in discussion with both the school and the authority are a true talent.	7/16/2020 3:56 PM
3	Caseworker was extremely unbiased.	7/16/2020 2:56 PM
4	Thought caseworker was very fair and unbiased.	7/3/2020 1:58 PM

5	Thought my battle gave me lots of information.	6/30/2020 11:00 AM
6	Answered questions to uncle as well caseworker was able to ask questions on behalf parent as well and caseworker was brilliant.	6/12/2020 3:34 PM
7	Caseworker was very unbiased and was always helping us to see all angles of the problems.	5/29/2020 9:11 AM
8	Caseworker kept the parents well informed and gave them options to think about during the time she supported them and did not take anyone's side.	5/26/2020 1:18 PM
9	Very difficult on their side, fought in their corner.	5/20/2020 9:03 AM
10	Caseworker was very balanced and fair.	3/16/2020 1:08 PM
11	Felt that professionals did not want parent to pursue Statutory Assessment route (parent was not sure if caseworker helped in this area or not).	2/18/2020 2:21 PM
12	Very accurate.	11/28/2019 7:24 PM

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

Answered: 100 Skipped: 0



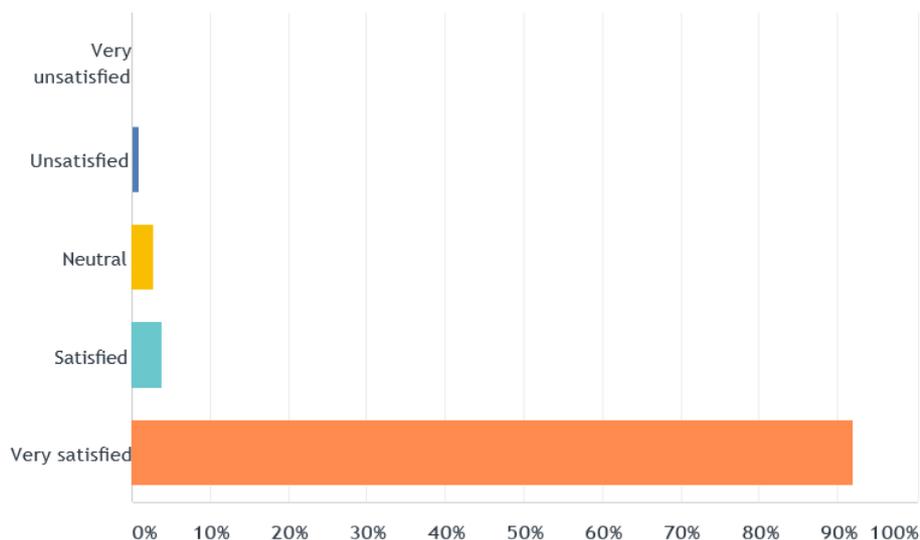
ANSWER CHOICES	RESPONSES	
No difference at all	1.00%	1
A little difference	5.00%	5
Somewhat of a difference	4.00%	4
A lot of a difference	27.00%	27
A great deal of difference	63.00%	63
<b>TOTAL</b>		<b>100</b>

#	COMMENT	DATE
1	School took notice as soon as PIAS attended the meetings. Previously made me out to be a liar.	7/23/2020 11:50 AM

2	As it went into the paperwork for the Tribunal, caseworker really helped with filling out the form. I work in education and struggled with that. Would have been so difficult without the support from caseworker.	7/17/2020 10:08 AM
3	We were quite lost in the process of achieving the EHP for son which was previously denied by the authority. Caseworker gave superb guidance and support which resulted in the authority reversing their previous decision. I don't think we would have achieved that without caseworker's support and advice.	7/16/2020 3:56 PM
4	Caseworker was able to support to allow us to make informed decisions.	7/16/2020 3:52 PM
5	Caseworker has been amazing her advice and presence at meetings have made a huge difference. Her impartiality and approach was easy to work with.	7/16/2020 3:50 PM
6	Got the help my son needed.	7/14/2020 12:37 PM
7	Really helpful having someone in impartial to ask questions and go through EHCP process - nice to know it wasn't school lead.	6/30/2020 3:52 PM
8	When you can attend meeting it really helps. It makes a big difference with schools.	6/23/2020 11:29 AM
9	Given mum more insight on what she has to do and think about.	6/15/2020 5:04 PM
10	Caseworker was absolutely fantastic.	6/12/2020 3:34 PM
11	Caseworker gave me some very good information and advice which helped us through the EHCP process.	6/10/2020 3:59 PM
12	PIAS Managed to talk with the head teacher to get son back into school and to also sort out transport.	6/9/2020 11:39 AM
13	We were able to retain the EHCP.	5/29/2020 9:39 AM
14	We were successful in getting an assessment completed and a plan issues.	5/29/2020 9:11 AM
15	Lack of information from school and caseworker.	5/20/2020 8:59 AM
16	PIAS has helped me with 3 of my children and been brilliant	4/20/2020 10:24 AM
17	Felt supported and felt had someone on my side.	4/20/2020 9:35 AM
18	Transition into primary school went well and was clearly explained by caseworker.	2/26/2020 5:21 AM
19	Wouldn't have got EHCP without caseworker.	2/18/2020 2:05 PM
20	She listened to everything that we did a very professional job.	11/28/2019 7:24 PM
21	Knowing that our service is here makes it easier.	11/13/2019 4:41 PM
22	Lot of difference child now in special school.	11/13/2019 3:55 PM

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

Answered: 100 Skipped: 0



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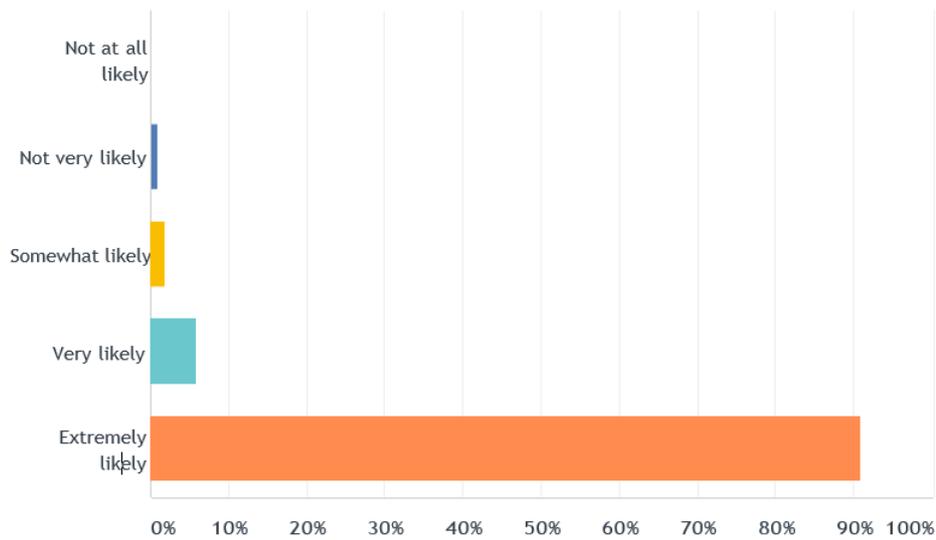
ANSWER CHOICES	RESPONSES	
Very unsatisfied	0.00%	0
Unsatisfied	1.00%	1
Neutral	3.00%	3
Satisfied	4.00%	4
Very satisfied	92.00%	92
TOTAL		100

#	COMMENTS	DATE
1	More than very satisfied, she was brilliant.	7/23/2020 11:50 AM
2	Caseworker put an enormous amount of time and effort into our sons case, despite some very tight meeting timelines. She asked the right questions and pressed for answers at every meeting, and followed up a great deal of promises made to ensure they were actually happening or in progress. All these things we would not have been able to achieve without her determination and constant support.	7/16/2020 3:56 PM
3	An excellent service. Support at meetings really helped the situation.	7/16/2020 3:52 PM
4	Caseworker has been amazing she has been instrumental in us being able to progress.	7/16/2020 3:50 PM
5	Without caseworker's advice and support I do not think we would have got the placement at a special school, she was brilliant and cannot thank her enough.	7/16/2020 3:48 PM
6	Happy overall with the support	7/7/2020 2:28 PM
7	Parent mentioned that caseworker was actually the person who gave the advice, another caseworker supported right at the end. Found the advice caseworker gave was very good.	6/29/2020 2:43 PM
8	Caseworker was brilliant.	6/15/2020 2:50 PM
9	Caseworker was easy to talk to and really helped parent out.	6/12/2020 3:34 PM
10	The service is very good at what it does.	6/10/2020 3:59 PM
11	Having someone attend the meetings was very useful.	5/29/2020 9:51 AM
12	Extremely satisfied.	5/29/2020 9:39 AM
13	Excellent service.	5/29/2020 9:11 AM
14	Very pleased with the service. Caseworker was amazing and made a huge difference to the family.	5/20/2020 8:57 AM
15	I hope that everyone has been offered this service as without it I would've been really lost.	5/1/2020 12:54 PM
16	Caseworker went over the beyond for us, so professional - knew his stuff and after 3 years got our son's EHCP.	5/1/2020 12:45 PM
17	Felt she could have got more support but I feel this is because they are so busy. Although I was very grateful. Feel cases probably need less cases.	4/21/2020 11:50 AM
18	Factual information was provided and it proved very useful when dealing with the school and the 0-25 SEND department.	4/20/2020 5:16 PM
19	As a result of PIAS help we were able to get child into a special school.	4/20/2020 11:13 AM
20	Good to have someone at the meeting that wasn't against me and felt they were supporting me.	4/20/2020 11:07 AM
21	Very grateful that the team were very knowledgeable and gave me the information I needed to carry on in order to do the best for my daughter. Caseworker's involvement was very valuable.	4/20/2020 11:02 AM
22	Caseworker was really informative and helpful - will use our services again if necessary.	4/20/2020 10:52 AM
23	Caseworker was always there to answer questions, supportive throughout the process and very knowledgeable and a friendly, nice person.	4/20/2020 10:37 AM

24	Thank you, thank you, thank you - meetings were scary but felt supported having PIAS there.	4/20/2020 10:02 AM
25	Caseworker was approachable, contactable, neutral and able to give sound advice - brilliant.	4/20/2020 9:35 AM
26	Only because when adviser off, no-one was available to attend meetings with me.	3/23/2020 12:54 PM
27	Thank you we needed the support and will be back in the future if required.	2/26/2020 5:21 AM
28	Felt caseworker unapproachable not her person and has similar views of caseworker at support group. Not enough staff couldn't get hold of anyone.	2/25/2020 3:20 PM
29	PIAS is a fantastic service and son will continue working with Youth Ascends	2/9/2020 2:11 PM
30	Excellent service empowering parents to make informed decisions.	2/9/2020 1:54 PM
31	There was a lack of information from school and PIAS worker.	12/13/2019 12:08 PM
32	We could not have done this without the support. Well done caseworker	11/28/2019 7:24 PM
33	everyone was very helpful	10/17/2019 10:09 AM

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

Answered: 100 Skipped: 0



ANSWER CHOICES	RESPONSES	
Not at all likely	0.00%	0
Not very likely	1.00%	1
Somewhat likely	2.00%	2
Very likely	6.00%	6
Extremely likely	91.00%	91
<b>TOTAL</b>		<b>100</b>

#	COMMENT	DATE
1	Service very much put my mind at rest. Felt totally supported and not felt like I was mental.	7/23/2020 11:50 AM
2	Would like to thank caseworker for everything she did. Lockdown was difficult but she attended meetings virtually.	7/17/2020 10:08 AM
3	I cannot recommend highly enough the support given to us by PIAS. Without it, we were out of our depth in both understanding the EHP requirements, and how to proceed with achieving those requirements. The support, advice, and presence of caseworker at the meetings was so very much appreciated, and essential in helping achieve the EHP which our son so desperately needed. Cannot thank PIAS enough.	7/16/2020 3:56 PM
4	Without a doubt.	7/16/2020 3:52 PM
5	Anyone would be lucky to work with caseworker.	7/16/2020 3:50 PM
6	I recommend to people to the service all the time. I've had an amazing experience with PIAS I would be where I am with my son now without the support.	7/14/2020 12:37 PM
7	Caseworker was extremely amazing and very helpful.	7/13/2020 4:43 PM
8	A lot of communication errors on caseworker's side.	7/13/2020 4:38 PM
9	Caseworker was brilliant and supported me through the process and helped me to understand and did a brilliant job.	7/7/2020 2:41 PM
10	Generally happy with the service and would come back to us for support.	6/30/2020 3:52 PM
11	I felt that school were held accountable as there was a caseworker who knew what should be happening.	6/30/2020 10:55 AM
12	I have nothing but praise thank you very much.	6/30/2020 10:51 AM
13	Very helpful thank you for the support.	6/30/2020 10:01 AM
14	Caseworker was super helpful easy to contact and kept me up to update with everything.	6/23/2020 11:37 AM
15	Already recommended to others. Caseworker who took my call first gave me so much information and put my mind as ease.	6/23/2020 11:34 AM
16	So grateful for the help received by caseworker getting her back into education/school	6/15/2020 5:04 PM
17	Parent said she didn't have a clue but since working with PAIS (caseworker) was really informative and supported parent throughout the EHCP process.	6/15/2020 3:01 PM
18	Most definitely Mum is sad that she will not be able to see caseworker again.	6/12/2020 3:34 PM
19	Yes already have.	5/29/2020 9:39 AM
20	I have already posted on social media.	5/29/2020 9:11 AM
21	Brilliant organization. Strongly recommend.	5/20/2020 9:03 AM
22	Caseworker was very friendly and helpful.	5/20/2020 8:53 AM
23	Recommend to anybody, parent on autistic group and always signpost parents to us!	5/1/2020 12:45 PM
24	Already recommended.	4/21/2020 11:50 AM
25	Definitely recommend your service to others.	4/20/2020 11:02 AM
26	If I talk to anyone, I would say if you have an issue contact PIAS they are wonderful.	4/20/2020 9:35 AM
27	Has already done so.	4/16/2020 2:14 PM
28	Has already done so.	4/16/2020 2:10 PM
29	Caseworker was very friendly and helpful.	3/23/2020 12:59 PM
30	Prior to caseworker's unfortunate circumstances, he has been amazing but felt let down by PIAS as when he was unavailable no-one could support me at meetings but aware PIAS short staffed.	3/23/2020 12:54 PM
31	Caseworker was friendly, wonderful and very helpful, very well informed of SEN law.	3/23/2020 12:46 PM
32	Caseworker is very knowledge on law and rights, very impressed. Provided a lot of useful information and found that very useful.	3/23/2020 12:41 PM
33	Caseworker very approachable, helpful and emailed a lot of useful information.	3/23/2020 12:35 PM

34	Already done so to another parent.	3/16/2020 1:08 PM
35	Caseworker was very knowledgeable and it made a huge difference.	2/25/2020 3:04 PM
36	Already sign-posted to another parent.	2/18/2020 2:05 PM
37	The information I was given was good because it was on a level I could understand.	2/11/2020 3:49 PM
38	Very positive comments and come highly recommended in the adoptive parent community.	2/11/2020 3:45 PM
39	Already have done so.	2/9/2020 1:54 PM
40	Already recommended the service to other parents. She said the service is doing a lot of good and helping a lot of people.	12/19/2019 11:01 AM
41	Already and now returned.	11/28/2019 7:24 PM
42	Caseworker was really helpful, really good always kept in contact, very pleased with the service	10/17/2019 10:09 AM