



SEND PARTNERSHIP SERVICE (SPS) ANNUAL REPORT

1 September 2019 to 31 August 2020

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EXECUTIVE SUMMARY

Welcome to the SEND Partnership Service (SPS) Annual Report. This report summarises the activities and evaluation of the service for the year September 2019 – August 2020. 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 the Bath and North East Somerset area.

SPS is commissioned by the Local Authority and Clinical Commissioning Group (LA/CCG) to fulfil the statutory duty to provide information, advice and support (IAS) for children and young people aged 0 – 25 years with Special Educational Needs and Disabilities (SEND) and their parents across Bath and North East Somerset. The service is jointly funded by the Local Authority (LA), with a contribution specifically from Social Care, and the Clinical Commissioning Group (CCG).

Within Bath and North East Somerset, the school census data tells us that there are 4425 children and young people with SEND, of which 1363 had a current plan and 3062 were receiving SEN support or have been identified by the school to have support needs. In the Further Education Sector a total of 189 young people had a current plan and a further 398 received inclusion support related to educational provision. In the Early Year's sector 132 children have received inclusion support funding and the professionals in the Early Year's Service have supported over 200 settings to include children with additional needs.

Additionally, children and young people with SEND are included in activities at Children's Centres, voluntary organisations, alternative education provision, supported internships, apprenticeship programmes like Project Search and inclusive employment schemes that fall outside these three sectors, who are also entitled to the impartial information and advice provided by SPS.

In the 2019/2020 academic year SPS worked with **672** families through a range of scenarios including educational placement breakdown, inadequate provision, requesting an assessment, exclusion (**493** of these cases required in depth, complex support). There were **3000** hits to the website during the year and over **1500** people accessed information posted on Facebook. SPS recorded **56** consultations with professionals where generic advice was sought.

During this academic year SPS reached just over 12% of the known cohort of parents, children and young people which demonstrates an increase of 2% over the last 2 years. It should be noted that the increase, though small, is not insignificant; as SPS increases its reach to families so do the numbers of children and young people requiring support.

All of this in the context of COVID 19SPS has morphed into an agile and responsive service which began in March with staff working from home, adjustments were made to working hours to fit in with home commitments, lots of research and webinar training was undertaken to keep up with the constant changes in guidance and legislation from Government for children and young people with SEND (as well as their families), time spent trialling and testing a range of communication platforms Teams, Zoom, Skype to share important information and to alert each other to urgent enquiries requiring attention. All alongside strategies to maintain team cohesion and good health and wellbeing, the induction of one new member of staff and identifying and contacting families who we were aware might find this a difficult time.

SPS is designed to deliver an impartial and supportive service for those who need it and making sure we deliver what our service users want is important to us. At the end of an intervention we make contact with families and ask them what went well, did they feel more confident as a result of working with us and what, if anything, could we improve. This is some of the feedback we received:

Just wanted to thank you for all your input and let you know that the work you guys do really does make a difference to young people's (and their parents'!) lives. My child is now settled and is the happiest I have ever known them at school. I am hearing very positive things from school

about their attitude and engagement and they are coming home proud of their achievements and excited about things happening in their life, which is just fantastic for me. Such a massive relief to finally have them sorted and settled. So thanks a lot to all of you that have helped us out over the years. They are looking towards a brighter, happier future and you were a part of making that happen.

Wonderful team, they are amazing at championing the needs of children

I can't underestimate the support, feels like an ally, and in an environment that is difficult

Such a valuable resource really appreciate the impartiality, the very level approach, diffuses emotions by giving you the facts, strong guidance but never imposed on you, deconstructing a very difficult area. You break down the barriers and hand hold through process. 100% brilliant.

Have recommended SPS on numerous occasions. You are so busy - need more funding and resources for the huge caseloads - another 10 I & A Officers would be ideal

Already recommended service to others. Really helped a lot, the difference to my child's life outcomes are so much better

The I & A Officer was lovely, friendly, helpful, she took the time to read everything and helped me and gave me lots of good advice and resources

I have just come back from talking to your Parent Champions at the open morning. Can I firstly say how helpful and friendly they were, I came away feeling positive and have been given some very useful advice. I had gone to the open morning, feeling we had no other avenues to explore for our child and slightly desperate.

Finally, this is my last Annual Report after 10 years of managing SPS. The journey has been eventful:

- Joining Parent Partnership (a service just for parents and carers) when in 2010 we supported 149 families compared to the 672 we supported in the last academic year
- At least 2 years of SEN and D Reform planning and implementation in 2014, when 30-year-old legislation was radically rewritten and turned the sector on its head
- Successful implementation of the Department for Education and Department for Health and Social Care Minimum Standards for quality and compliance for SPS delivery
- 4 years of rigorous, but successful funding bids
- Ofsted
- A pandemic
- Being awarded Employee Team of the Year as part of the Community awards.

The one constant in SPS has always been the commitment and professionalism of the staff team, who work tirelessly to provide a quality service for families. Families who often feel frustrated, angry, disappointed, confused and bewildered. The feedback from the families we have worked with duly reflects the impact the Team has made on a large number of children and young people's lives.

It has been an honour and a pleasure to be part of such a successful and worthwhile service.

**Jackie Fielder
SPS Strategic Manager**

1. CONTEXT

Local authorities **must** provide all parents (and carers), children and young people with clear and accurate information, advice and support in relation to Special Educational Needs and Disability (SEND), including the statutory assessment processes and Education, Health and Care plans (EHCP)

The Children's and Families Act 2014 also requires local authorities to provide information, advice and support that covers social care and health, as they relate to SEND, which is free for children and young people aged 0 – 25 and their parents.

Information, advice and support **must** be impartial and provided at arm's length from the local authority and the Clinical Commissioning Group (CCG) and there must be strategies in place to enable service users to shape policy and practice. The delivery needs to be confidential, accurate and accessible.

The Manager and Information and Advice Officers undergo a rigorous legal training programme combined with training around other areas eg the Health Offer, Supporting Young People, Preparation for Adulthood and volunteers and Parent Champions receive training appropriate to the role they undertake (See Appendix 1 for Staffing Organisation Chart)

Since 2014 when SEND legislation was revised there has been a developing emphasis on supporting all aspects of a child or young person's life as it affects their education and progress including aspects of health, care, family challenges, events, activities and play. Demand for case work has increased, and continues to do so, as does the complexity of each case the service is engaged in.

SPS continues to work with Early Years providers, schools, colleges, alternative provision, Social Care, Health, Children's Transition and Adult Services along with voluntary organisations and service providers to achieve successful partnerships with parents, children and young people with a view to improving educational outcomes and avoid placement breakdown. Through the provision of quality Information, advice and support families become empowered in their interactions with a range of professionals. Parents and carers become more confident as they are supported with their children's or young person's additional needs and the provision to support them and are more able to make appropriate, informed decisions with respect to their education.

SPS ensures that parents, children and young people can access impartial, accurate and accessible information and support via a range of channels including the telephone advice line, email, text, information fact sheets, SPS website, the Rainbow Resource – the Local Authority's searchable Local Offer, contact with support groups (local and national) and through support provided by the team, our case support volunteers (2) and Parent Champions (3).

Whenever possible, SPS acts as a conduit for consultation with children, parents and young people often in collaboration with other services and agencies. Consultation opportunities enable families to comment on SEND provision, services and delivery with respect to local and national policy; with the potential to influence and effect change. In addition, the Service works strategically with other agencies to present the voice of children, parents and young people to inform the development, procurement and monitoring of services.

SPS delivers a volunteer programme for those who support families on an individual basis and as Parent Champions. The national Parent Champion programme, of which SPS is a part, has trained 214 active Parent Champion volunteers across the country who in total engaged with 4569 families, and of these, 24 per cent were from BME families and 7 per cent had children with SEND.

This academic year SPS has continued to support more families than the previous academic year despite some long-term sickness in the Team and working for half of the year in very different way due to the COVID pandemic.

SPS also continues to offer support to the families of children and young people who have been long fixed term excluded, and permanently excluded, whether they have an identified SEND or not. This work was originally part of a pilot project and not statutory for SPS but this has continued as a permanent part of SPS delivery to date.

At the end of 2019 SPS won funding bids to the value of £27000 from the Council for Disabled Children for the financial year 2020 - 2021. This additional resource has enabled extra work to be undertaken to ensure compliance with the SENDIASS Minimum Standards (2018). (See Appendix 3 for the SPS Self-Assessment against the Minimum Standards) This funding has enabled SPS to continue to employ a part-time Volunteer Coordinator, a part-time Enquiry and Referral Officer, additional support for marketing and social media development and kick started a project to develop Young People's Champions.

In January 2020 we undertook a major restructure exercise in SPS where we reviewed and rationalised the management function and now require the Advisory Group, and especially the Chair of the Group, to take a more proactive role in supporting and championing the service. We have been able to make permanent the post of Volunteer Coordinator (previously fixed term) to enable us to increase capacity with our volunteer supporters and Parent Champions.

2. ACCOUNTABILITY

The Service is monitored by the Service Level Agreement signed with the LA and CCG and an independent Advisory Group. The Advisory Group has responsibility for ensuring that a high quality, 'arm's length' service is maintained for the Local Authority and that SPS is responsive to local need, whilst taking into consideration best practice on a regional and national level. An Independent Chair acts for the Advisory Group.

The recent organisational restructure in SPS has put in place steps to strengthen the role of the Advisory Group and to reinforce the role of the Independent Chair to support the Service Manager on a more regular and formal basis and take a more proactive role in championing the service.

The Advisory Group ratifies the annual self-assessment which is made to evidence compliance against the SENDIASS Minimum Standards Framework 2018 which was commissioned and endorsed by the Department for Education and Department of Health and Social Care. (See Appendix 3 for the current self-assessment) The SPS Operational Plan is a series of actions to work towards compliance against the Minimum Standards (See Appendix 4 for SPS Operational Plan 2019 – 2021 updated).

In 2016 SPS was established within the Digital and Customer Service portfolio of the Local Authority which is distinct from Children's and Young People's services. This has strengthened SPS impartiality and 'at arm's length delivery' from the LA/CCG decision makers and strengthened our compliance with Minimum Standard delivery.

3. PERFORMANCE MONITORING

SPS Service Level Agreement with the local authority and the Clinical Commissioning Group requires that the service supports 500 families and from the table below we can demonstrate that we have exceeded that number for the academic year 2019 – 2020.

Due to the recent pandemic, along with many other services, we have had to change the way we deliver the service and have consciously moved to digital options, which has rationalised travel time (amongst other things) associated with meetings. The team is equipped with smart phones which has enabled easier and more efficient contact by text and email.

Additionally, we are piloting a new triage post, the Enquiry and Referral Officer. The post-holder handles all enquiries and referrals to the service, completes necessary contact and consent information and allocates the referral geographically to one of the Information and Advice Officers. This saves valuable time for the Information and Advice Officers who previously answered the Advice Line on rota, entered contact data, obtained consents and set service boundaries with our customers. The Enquiry and Referral Officer has undertaken level 1 legal training with IPSEA and is able to fulfil initial enquiries to the service, as well as collecting and collating useful and relevant information for the next step.

Academic Year Sep 2019 – Aug 2020	
Number of families supported by SPS	493
Consultations with professionals when specific advice was offered	56
Volunteer Parent Champions contacts with families at group events & individually	37
Contact with families at outreach events	86
Total number	672

This table identifies the type of referrals the service undertakes by age group and gender. This table includes referrals relating to long term fixed, and permanent, exclusions

Number of Cases by Type						
	Sep 14 – Aug 15	Sep 15 – Aug 16	Sep 16 – Aug 17	Sep 17 – Aug 18	Sep 18 – Aug 19	Sep 19 – Aug 20
No of Boys	173	216	262	277	278	295
No of Girls	88	108	123	134	136	160
Not Known	2	2	4	2	1	38
Pre-School	19	21	36	35	25	22
Infant	44	66	69	69	60	48
Junior	79	85	111	128	130	117
Secondary	104	124	142	144	161	148
Post-16	9	24	20	29	31	23
Post-19						12
FE			3	2	4	3
HE			0	0	0	0
Apprenticeship			1	1	1	0
Supported Internship			0	0	0	0
Not Known	8	6	7	5	3	120*
SEND	255	319	380	408	412	487
Non-SEND	8	7	7	5	3	6
Other	0	0	2	0	0	0
Fixed Term Exclusions	14	18	17	17	15	26
Permanent Exclusions	10	7	11	11	17	13
Casework Total	263	326	389	413	415	493

- We transferred to a new data collection system at the beginning of this academic year and are now entering all contacts to the service directly onto the system; capturing all activity from Level 1 (initial information and support) through to Level 4 (support at Tribunal).

Previously, we kept a separate schedule of contacts at Level 1 that we didn't report in detail. For interventions when we signposted customers or gave initial information and support and they did not return to the service, or were able to proceed, we would not have necessarily have full contact or case work detail.

We are also working regionally with other SENDIASS in the South West to build a consistent understanding of intervention levels and performance monitoring across the region. This will enable us to benchmark and compare data with each other more meaningfully and aim for a more consistent offer to families.

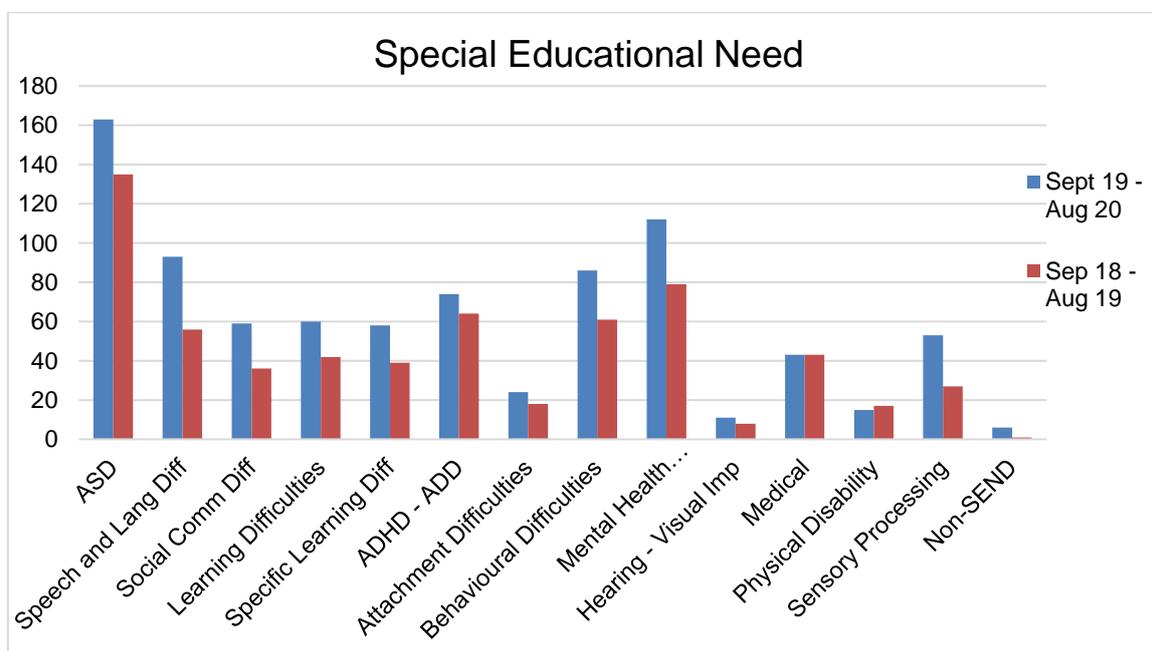
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Demand for the service, even in the unusual situation we find ourselves, continues to rise and we continue to increase our capacity to meet that demand. We constantly look for strategies to make the service more efficient, review business systems regularly, work with groups of families rather than individuals where that is appropriate, skill up other professionals so that they have a working understanding of the SEND agenda and can give reliable support.

Referrals for SPS support for those post 16 remains low – historically we have found it unlikely that young people will seek out and contact an impartial advice and support service themselves. More accessible information on the website, such as You Tube clips, may be useful for those young people when ‘googling’ for information but we need to have a greater presence in schools, colleges, alternative providers and supported work and apprenticeship programmes, especially at review and transition times. However, we have limited capacity to develop this ‘Children and Young people’s’ role within the current resourcing and so we continue to provide training about SEND processes and law to the Children and Young People’s Network for professionals working with children and young people.

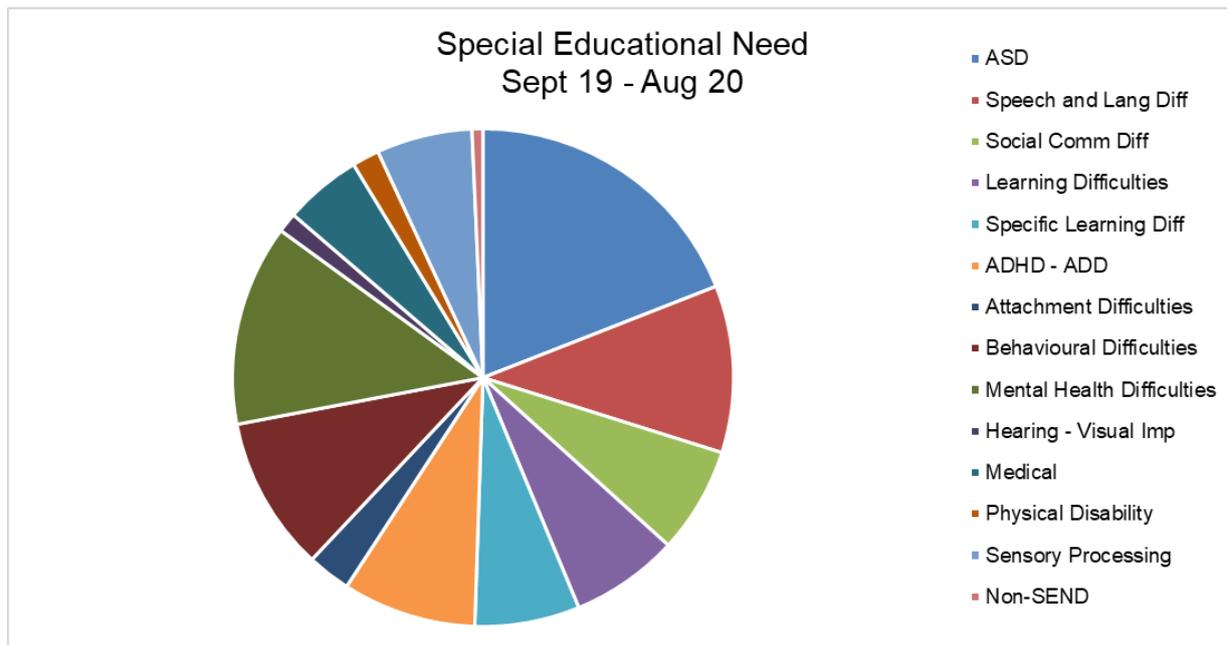
Likewise, referrals from children in the Early Years age group are low and we are in the process of providing training and information sessions to the SENCOs in early years provision to remind them of the offer of impartial and confidential information and advice for families.

This is a breakdown of case work identifying the child’s or young person’s additional need as identified by the family (families often report multiple conditions) - comparative data with last academic year

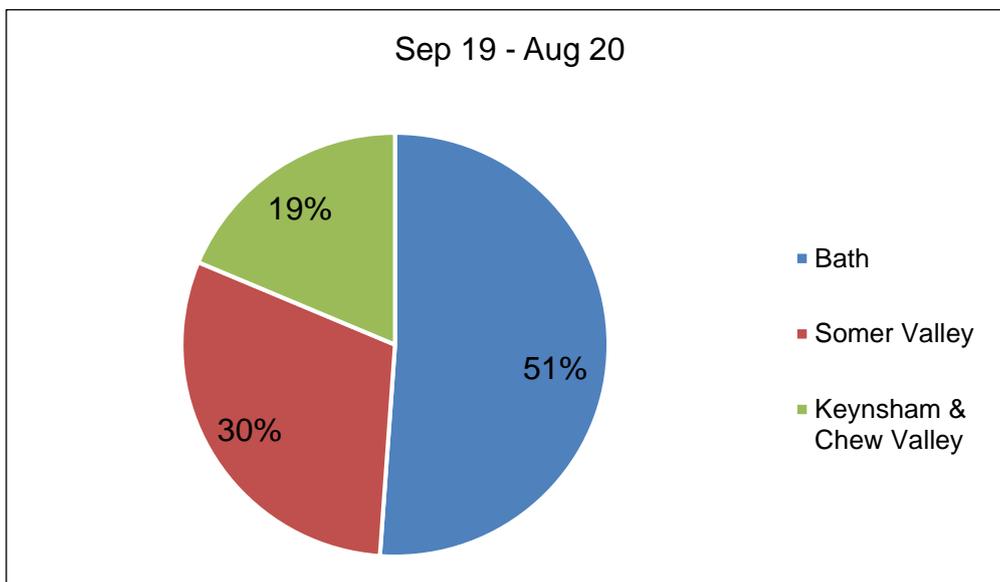


We see a rise in ASD and mental health difficulties as we have in previous years, but also an increase in families identifying issues with speech and language, sensory processing, social communication and learning difficulties.

Here is a more detailed breakdown of the reported SEN of our referrals for the Academic Year 2019 – 2020



Geographical breakdown of residency of families we supported this year



The local authority population is split: Bath 57%, Somer Valley 23% and Keynsham and Chew Valley 20%. Our referrals roughly reflect that distribution ie we have a greater number of referrals from Bath where the population is largest. However, as we hold more detailed postcode information, we can target promotion of the service more locally and prior to COVID 19 our Parent Champions were targeting their support in those areas.

Additional Information from Service Users - Top reasons for contacting the SEND Partnership Service:

The five top reasons enquirers initially contacted the SEND Partnership Service were:

- EHCP – Application
- Provision – Educational Non-Statutory (no EHCP or pre-EHCP)
- EHCP – Placement
- Educational Placement
- EHCP Process

These are consistent with previous years.

We supported families where the children and young people were at the following stage:

Pre-Statutory	8.5%
SEN Support	30.8%
EHC Stat Ass	9.0%
Draft EHC	7.7%
EHC	43.5%
Tribunal	0.5%

As we reported last year a larger proportion of the work of the service is related to statutory processes, we noted that this has changed over a 5 year period, as historically the service supported a larger number of those pre plan/statement or without a plan/statement. This is particularly true since the 'lockdown' as the vast majority of our work has been related to the statutory process and the government's changes.

Referral route to SPS

Of those who told us, over half of those contacting the service said they had used us before. Others said they had learned about the service from:

- Another Bath and North East Somerset Council Service
- Parent / Friend
- School/Pre-school/College
- Local Authority Education Service/Statutory SEND Service

This has changed – historically word of mouth was always the most popular source of information.

Digital Access to the service

The new SPS website www.spsbathnes.org.uk has been live for a year and activity is increasing month by month. There have been over 3000 visits to the site and we are currently working with a voluntary organisation and a group of young people to develop the children and young people's part of the site to be more accessible and user friendly.

Our Facebook account is also very popular, but content was ad hoc and posting was not necessarily coordinated in a consistent way, nevertheless over 1500 visits were made to the site. The new Enquiry

and Referral Officer is now coordinating our social media presence and is currently working on a social media strategy to increase the account's popularity.

Enquiries from Professionals

56 Professionals contacted the service to take advice about scenarios relating to the children or young people they were working with, creating 21 hours casework. As an impartial and at arm's length service this advice would be generic and relating back to the law and guidance

Evaluations

We contact families after an intervention and talk to them about their experience of using the service and ask what impact do they think the service has been made.

- How helpful was the information, advice and support we gave you? 82.5% of the responders said very helpful
- How neutral, fair and unbiased do you think we were? 92% of the responders said we were neutral, fair and unbiased
- What difference do you think our information; advice or support has made for you? 100% of responders said yes definitely made a difference
- Overall how satisfied are you with the service we gave? 90% were very satisfied
- How likely is it that you would recommend the service to others? 90% were very likely

We asked for a bit more detail and this was the result

Can you tell us more about the difference(s) we made for you? (Please tick any that apply)

I feel that my child's needs are better understood than they were (95%)

I now have a better relationship with my child's school or setting (65%)

I now have a better relationship with the Local Authority (58%)

I feel more confident (100%)

I have a greater understanding of the SEND Code of Practice and the arrangements that should be made for children and young people with SEN (100%)

I feel more involved in decisions about my child's education (80%)

I am happier/less worried about my child's future (70%)

I feel my child has benefitted as a result of the service being involved (95%)

4. CONCLUSION AND FORWARD PLANS

The overall assessment of the service's effectiveness, feedback from families and compliance with the standards and our commissioners are all good. But we still have work to do. The demand for SPS increases year on year, as does the cohort of children and young people who are entitled to receive our support.

With the development of the new website, and more accessible digital and self-help resources for parents/carers and professionals, access to the service has increased significantly. However, we still need to improve our information offer to children and young people and we are addressing that through our current project with a voluntary organisation and work with young people.

In previous years the resources allocated to the service increased incrementally, however this is no longer the case. External funding from Department for Education via the Council for Disabled Children has enabled SPS to develop some key aspects of delivery but we are not anticipating being able to bid for additional funding beyond the current phase. We have undertaken a major restructure exercise in SPS where we have reviewed and rationalised the management function and now require the Advisory Group, and especially the Chair of the Group, to take a more proactive role in supporting and championing the service. We have been able to make permanent the post of Volunteer Coordinator (previously fixed term) to enable us to increase capacity with our volunteer supporters and Parent Champions.

We have already identified a few areas in our delivery that we need to develop:

1. Like other SENDIAS services in the South West region, the number of direct contacts with children and young people, especially those post 16 years, is low. We need to work to develop the offer we make to children and young people and arrange to raise their awareness of the service, especially at transition times.
2. We need to continue the work we are doing with young people with SEND to develop the accessible and timely resources they want
3. We need to undertake a detailed mapping exercise across the area to find out where there is a need for SPS and where the gaps are in service awareness. Then we need to provide activities in that area to promote SPS and our partners.
4. In the current climate we need to be a flexible and well informed service to support families whatever challenges arise as a result of the pandemic
5. We have made some good progress with service evaluations this year – we need to learn from these (as well as celebrate them) and deliver the service accordingly
6. By continuing to offer training, and awareness raising, for families and those working with children and young people the complicated SEND guidance and law can become less complicated

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7. Continue to offer an accredited volunteer experience which increases service capacity and enables us to learn about the families we support

Finally, this is my last Annual Report after 10 years of managing SPS. The journey has been eventful:

- Joining Parent Partnership (a service just for parents and carers) when in 2010 we supported 149 families compared to the 672 we supported in the last academic year
- At least 2 years of SEN and D Reform planning and implementation in 2014, when 30-year-old legislation was radically rewritten and turned the sector on its head
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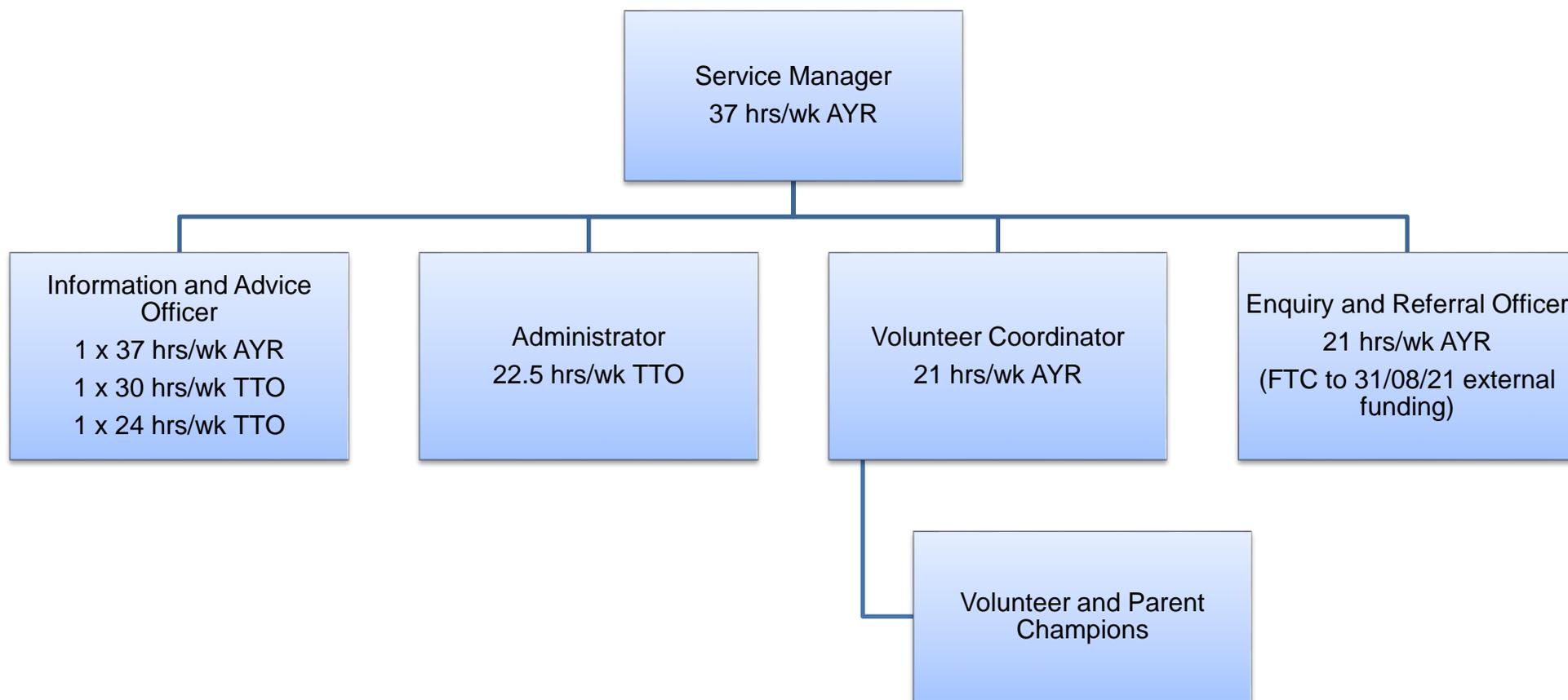
It has been an honour and a pleasure to be part of such a successful and worthwhile service.

Jackie Fielder

SPS Strategic Manager

31 August 2020

SEND PARTNERSHIP SERVICE
Organisation chart – 1 October 2020



Appendix 2

Continuing Professional Development – attendance by Team members

September 2019 – 31 August 2020

- SWIASSN Regional Meetings
- Children and Young People's Network SW Meeting
- Cross Data Training
- Standard Interagency Child Protection
- Early Help Assessment
- Safer Recruitment
- Solution Focused
- Anti Bullying
- Engaging and Working with Children & Young People
- 18-25 year olds and Covid-19
- Joint Commissioning
- Family Fund
- Access, Anxiety and Remote Learning
- Digitalisation and the impact of Covid-19 on Tribunals
- Returning to School in September
- Practical Tribunal Training
- Covid-19 Mental Health and Wellbeing in the Workplace
- Exclusions
- Key legal issues for Covid-19
- Introduction to the Mental Capacity Act
- ASD and co-existing Mental Health Difficulties
- Supporting Young People with Autism
- Coronavirus Update
- Entitlement for Children and Young People with SEND during Covid-19
- Introduction to Working with LGBT+ Young People
- B&NES Covid-19 Lockdown and Renewal – Key Issues for Young People
- Suicide Awareness
- Preparing for the New Normal
- Preparing Children and Young People to return to School
- Psychological First Aid
- Understanding Autism
- Supporting Bereaved Pupils with Additional Needs
- IPSEA Level 1 - legal training
- Mental Health
- Covid-19 Test & Trace – Information re Procedures
- Understanding Forced Marriage

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- Intro to Cognitive Psychology
- SARI: Domestic Abuse within Eastern European Relationships
- Safeguarding and Child Protection
- Induction
- Data Protection
- Parent Champions Home Learning Module

Training/presentations delivered

- Children's Workforce Development
- SENCO Conferences (40 SENCOs + 50 SENCOs)
- C&YP Network Training
- Children & Families Induction (15 attended)
- EY SENCO Core Training (45 attended)
- University of Bath Disability Team Meeting

Contributed to the following groups/events

- Somer Valley Forum (30 community organisations)
- BOP Parent's Meeting (3 parents 2 professionals)
- BOP Coffee Morning (4 families)
- FACES Parent Support Group (6 parents)
- Step-by-Step (Keynsham, Radstock) (6 families + 3 families)
- Inter-Agency Meetings (Keynsham, Bath) (40 + 30 professionals virtually)
- Independent Living Fair (3 families, 8 professionals)
- Parent Carer Voice (PCV) Christmas Party (5 families)
- Young Voice Social Group (5 families)
- Apprenticeship & Job Fayre (46 students, 10 professionals)
- Broadlands Open Day (10 families)

Appendix 3

Self-Assessment Minimum Standards January 2020

Standard	C/PC	Notes
1. Commissioning, governance and management arrangements		
<p>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.</p>	C	
<p>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.</p>	PC	Still ongoing work to include children, young people and parents/carers in service design – Annual Event
<p>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.</p>	C	
<p>1.4 There is a dedicated and ring-fenced budget held and managed by an IAS service manager located within an IASS.</p>	C	
<p>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.</p>	C	

<p>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.</p>	<p>C</p>	<p>Marketing campaign September 2020</p>
<p>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.</p>	<p>C</p>	<p>Recent review has addressed this – implementation 1 October 2020</p>
<p>1.8 The IASS has a development plan reviewed annually with the steering group/advisory body, which includes specific actions and improvement targets.</p>	<p>C</p>	
<p>2. Strategic functions</p>		
<p>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.</p>	<p>C</p>	
<p>2.2 The IASS engages with regional and national strategic planning and training and demonstrates effective working with other IASSs to inform service development.</p>	<p>C</p>	
<p>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.</p>	<p>C</p>	<p>Protocol in draft with PCF and LA</p>

<p>3. Operational Functions</p>		
<p>3.1 The IASS provides;</p> <p>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 –</p> <p>a) children b) young people c) parents</p> <p>This support is offered in a range of ways which includes face to face, a telephone helpline, email, website and social media.</p>	<p>PC</p>	<p>Current project to develop bespoke children’s and young people resources</p>
<p>3.2 The IASS provides branded information and promotional materials in a range of accessible formats.</p>	<p>C</p>	
<p>3.3 The IASS has a stand-alone service website that is accessible to all service users. The website includes;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contact details of the service <input type="checkbox"/> Opening hours <input type="checkbox"/> Response times <input type="checkbox"/> Information on a range of SEND topics <input type="checkbox"/> Signposting to other useful groups including parent groups and youth forums and national helplines <input type="checkbox"/> Signposting to the Local Offer <input type="checkbox"/> Key policies including a complaints procedure 	<p>C</p>	

<p>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.</p>	<p>PC</p>	<p>A planned mapping exercise and marketing programme involving volunteers is seeking to address gaps in delivery</p>
<p>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.</p>	<p>C</p>	
<p>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.</p>	<p>PC</p>	<p>Delivery of family training to be developed</p>
<p>4. Professional development and training for staff</p>		
<p>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.</p>	<p>C</p>	
<p>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.</p>	<p>C</p>	

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4.3 All IASS staff and volunteers have ongoing supervision and continuous professional development.	C	
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Appendix 4

Operational Delivery Plan 1/4/2020 – 31/3/2021

Area of work (link to Standard)	Task objective	Action	Outcome	Who?	Timescale	Actual Completion
Commissioning, governance and management arrangements (1.1)	SLA with LA and CCG based on Minimum Standards and local need	<ol style="list-style-type: none"> 1. Adhere to SLA 2. Review and monitor progress 3. Review with LA and CCG 	<ol style="list-style-type: none"> 1. SLA in place 2. Joint commissioned service 3. Timely Review of service 	Service Manager, Advisory Group and LA Commissioner	2 nd Year	1 April 2019
Commissioning, governance and management arrangements (1.5 and 3.3)	Review and develop resources for website	<ol style="list-style-type: none"> 1. Review with service users and professionals 2. Research additional resources required 3. Procure resources 4. Test 5. Promote 	<ol style="list-style-type: none"> 1. Website meets local need and is well used 2. Include partner information and resources – avoid duplication 3. Create accessible, appropriate, targeted resources eg for children 4. Increase self-serve offer 5. Increase quality of information for service users and professionals 	Admin, Vol Co-ord and I and A officers	Sept 2020	<p>1 January 2020</p> <p>Compliant Accessibility Audit 2020</p>
Commissioning, governance and management arrangements (1.6)	Make potential service users and partners as specified aware of SPS, its remit and who the service is for (Model 1)	<ol style="list-style-type: none"> 1. Further develop the Parent Champions programme (in conjunction with Coram) 2. Advertise with more schools 3. Advertise for volunteers from the area 4. Train volunteers 5. Evaluate and record contact 6. Advertise on web, social media 	<ol style="list-style-type: none"> 1. Deliver a 'playground' service amongst peers 2. Peers may be more trusted than LA/formal services 3. Reach 'hard to reach' – go to family as opposed to expecting them to come to services 	Vol Co-ord	Sept 2020	<p>Programme live –3 PCs recruited</p> <p>Current recruitment campaign</p>

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Commissioning, governance and management arrangements (1.6)	Continue to make potential service users and partners as specified aware of SPS, its remit and who the service is for	<ol style="list-style-type: none"> 1. Plan programme of briefings via networks, social media 3. Deliver briefings 4. Evaluate success 5. Advertise and repeat 	<ol style="list-style-type: none"> 1. Off the shelf promotion briefing for anyone to deliver 2. Plan delivery to a wide range of networks across LA, Third sector and CCG 3. Deliver to a wide range of networks 4. Promote via web and social media to engage wider audience 5. Increase quality of information for service users and professionals 	Service Manager, and I and A Officers	Sept 2020	Ongoing programme of promotion
Commissioning, governance and management arrangements (1.7)	Maintain the Advisory Group to include representatives from service user groups and key stakeholders from education, social care and health.	<ol style="list-style-type: none"> 1. Review membership and attendance 2. Recruit to gaps 3. Evaluate 	<ol style="list-style-type: none"> 1. Select competent Advisory Group model 2. Recruit informed and sustainable members from a wide network 3. Review operation 	Service Manager	Sept 2020	Reinforced Advisory Group and Independent Chair role – October 2020
Strategic functions (2.3)	Sustain meaningful partnerships with other groups and services including local parent and young people forums to inform and influence policy and practice in the local area.	<ol style="list-style-type: none"> 1. Establish with the LA a protocol for involving service users/groups in consultation activities /events 2. Advertise opportunities via website, social media and networks 3. Review annually 	<ol style="list-style-type: none"> 1. Bring together a range of groups who can represent widely 2. Have one place to ensure consultation will happen 3. Be clear with LA and CCG what consultation role is 4. Influence policy and procedure nationally and locally 	Service Manager, Vol Coord and LA Commissioners	Sept 2020	LA Consultation Charter in draft to include children and young people Protocol with local groups when CC adopted
Operational functions (3.1)	To maintain a bespoke IAS service for children and young people	<ol style="list-style-type: none"> 1. Continue to work with professionals supporting children and young people 2. Promote the offer effectively 	<ol style="list-style-type: none"> 1. Be compliant with Minimum Standards 2. Enable more children and young people to have a voice in their choices 	Service Manager, and I and A Officers	April 2020 – March 2021	All staff trained and part of regional network

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Operational functions (3.6)	Deliver training to families and partners as specified to increase knowledge of SEND law, guidance, local policy, issues and participation.	<ol style="list-style-type: none"> 1. Deliver programme of follow on training 2. Plan programme of delivery 3. Advertise through networks 4. Evaluate 5. Advertise and repeat 	<ol style="list-style-type: none"> 1. Off the shelf training for anyone to deliver 2. Plan delivery to a wide range of networks across LA, Third sector and CCG 3. Deliver to a wide range of networks 4. Promote via web and social media to engage wider audience 5. Increase quality of information for service users and professionals 	Strategic Manager, Operational Lead and I and A Officers	Sept 2020	4 sessions of partner training to date (March 2020) Autumn 2020 Event for Families will inform future training
Professional development and training (4.2)	Develop an effective way of routinely requesting feedback from service users and others and use this to further develop the work and practices of the service.	<ol style="list-style-type: none"> 1. Review evaluation trial 2. Design evaluation tool 3. Roll out evaluation tool 4. Review evaluation tool 	<ol style="list-style-type: none"> 1. Have a resource light method for obtaining meaningful; evaluation 2. Utilise feedback to inform service delivery 	Vol Co-ord, Admin and Strategic Manager	Sept 2020	Method tested and agreed Enquiry and Referral Officer recruited June 2020