



**SEND PARTNERSHIP SERVICE (SPS)
ANNUAL REPORT
1 September 2018 to 31 August 2019**

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EXECUTIVE SUMMARY

The SEND Partnership Service (SPS) is commissioned by the Local Authority and Clinical Commissioning Group (LA/CCG) to fulfil the statutory duty to provide information, advice and support 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).

SPS provides information about social care and health, as they relate to SEND, and is confidential and free. The service is impartial, accessible and provided at arm's length from the local authority. SPS delivery of information, advice and support always refers to the legislation, guidance and policy and from that sound and consistent base is able to empower families to challenge the LA, education or health provider in an impartial and unbiased way.

The service maintains its impartiality and distance from LA/CCG delivery by ensuring that staff and volunteers understand the distinction through training, supervision and practice. Service users and professionals alike are informed of this approach through a consistent and rehearsed message and practice. SPS has its own branding, a stand-alone website and data recording system independently hosted from the LA/CCG

Within Bath and North East Somerset the 2018/19 school census data shows that there are 4297 identified children with SEND, of which 1277 have a current plan and 3020 are recorded as receiving SEN support. During the same period the Further Education section recorded 1090 young people on full-time courses who identified with support needs. The Early Year's sector identified 129 children receiving inclusion support funding. It is apparent that there are just fewer than 5500 children and young people who, as a minimum, should be able to access impartial information, advice and support.

In the 2018/19 academic year SPS worked with **616** families (415 of these required in-depth case work support) and recorded a total of **8178** contacts via phone, email, text and face to face. There were **2438** hits to the website between September 2018 and May 2019 and an additional **706** to the new website between June and August 2019; the new site was launched in June 2019. Additionally the Service recorded **68** consultations with professionals.

We are currently reaching just over 11% of our known cohort which demonstrates an increase over the last 2 years. Accessible resources and a continued programme of outreach, which utilises our Parent Champions, have had a positive impact. For future reporting our new case management system will enable us to track our support more effectively and map our interventions – this will enable us to target gaps in cover where we know there is need. Our challenge will be having the capacity to address the case support that follows.

Professional and service user feedback is very positive about SPS and we are told they all value the support they receive from the Team. SPS is considered to be impartial, professional, well informed and it is evidenced that families feel more confident after working with the service. At the recent SEND Local Area Inspection, Ofsted and the CQC reported 'Most parents and carers feel that they are able to get the information, advice and support they need. The **SEND Partnership Service** is particularly praised.'

SPS also supported families whose children were permanently excluded from school: early work with the families enables them to negotiate the right educational provision for their children and means they can continue to attend educational provision with minimal disruption.

SPS works with families from the moment a concern is identified with a child's education, or development, and continues to support even where children do not meet statutory thresholds for an Education Health and Care plan. Whilst historically the service worked with a greater percentage of families whose children were not subject to statutory processes the picture is different now. 51% of case work undertaken was within the statutory framework and 49% pre-statutory, or at SEN Support level

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 has been working with Coram Family and Childcare Trust for almost two years developing a Parent Champions programme – Parent Champions are informal advocates for the service, they are volunteers who signpost to services, spreading the word about the information and support available.

The Service is monitored by 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.

1. CONTEXT AND SERVICE ACHIEVEMENT

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 Operational Lead 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).

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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.

This academic year SPS has continued to support more families than the previous academic year despite some long term sickness in the Team. Information and Advice Officers note that cases continue to be more and more complex.

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 2018 SPS won funding bids to the value of £45000 from the Council for Disabled Children for the financial year 2019 - 2020. This additional resource has enabled extra work to be undertaken to ensure compliance with the SENDIASS Minimum Standards (2018). (See Appendix 2 for the SPS Self-Assessment against the Minimum Standards) This funding has enabled SPS to continue to employ a part-time Volunteer Coordinator, has bought extra case work hours, additional support for marketing and social media development and kick started a project to develop Young People's 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.

Since 2016 SPS has been line managed 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.

To bid for CDC external funding SPS was required to undertake a self-assessment exercise against the SENDIASS Minimum Standards Framework 2018 which was commissioned and endorsed by the Department for Education. (See Appendix 2 for the current self-assessment) A 2 year Operational Plan was also written identifying areas of work for development and was successfully submitted to CDC for the external funding for the next year (April 2019 – 2020) (See Appendix 3 for SPS Operational Plan 2019 – 2021 updated) The basis of the Operational Plan is a series of actions to work towards compliance against the Minimum Standards for operating.

3. PERFORMANCE MONITORING

Table 1: Case Work Numbers and Time Spent

- We have seen an increase in time spent on email contact by 41.8% and have also seen an increase in time spent on texts by 38.2%.
- Time spent at meetings and face to face sessions have decreased by 14.6% and time spent on telephone calls has decreased by 21%

We have consciously moved to digital options and have rationalised travel time associated with meetings. The team have been equipped with smart phones which has enabled easier contact by text and email.

Performance Monitoring September 2018 - August 2019					
Academic Year 2018-19	Office Hours	Contacts	Number of Open Cases per month	VS	
				Active	Hours
September	111	494	153	1	3
October	88	482	157	1	2
November	95	535	154	0	0
December	96	504	159	1	1
January	139	638	147	1	2
February	121	638	152	0	0
March	174	894	157	1	2
April	133	543	168	2	8
May	138	803	171	1	7
June	197	973	189	1	7
July	197	963	198	2	12
August	62	265	187	0	0
Total:	1551	7732	Total cases for year 415		44
<p>Key:</p> <p>Contact: Includes SEND, Non-SEND, Exclusions case work and Enquiries from families that involve substantial time.</p> <p>Number of Cases: Includes SEND, Non-SEND and Exclusions case work.</p> <p>VS: Indicates the number of active volunteers; not necessarily the number that support the service.</p> <p>Hours indicate time spent on case work and do not include time spent on Continuing Professional Development and Supervision.</p>					

Table 2 – Individual Contacts with Families

Sep 2018 – Aug 2019	
Individual Caseload contacts	7732
Quick calls	369
Parent Champions - parents contacted at group events & individually	37
Outreach – parent/carers/young people/professionals	40
Total number of contacts	8178

Digital Access to the service

Website Hits - Total number of website hits to the SPS pages on the Council website: 2438 (Sept 18 – May 19).

We launched our new stand-alone website in June. Total number of website hits June 19 – Aug 19 was 706.

Grand total of **3144** for the year

Table 3 identifies the cases worked on by the Team by type including age and gender of the children and young people and which cases were SEND/Non SEND and/ or Exclusions.

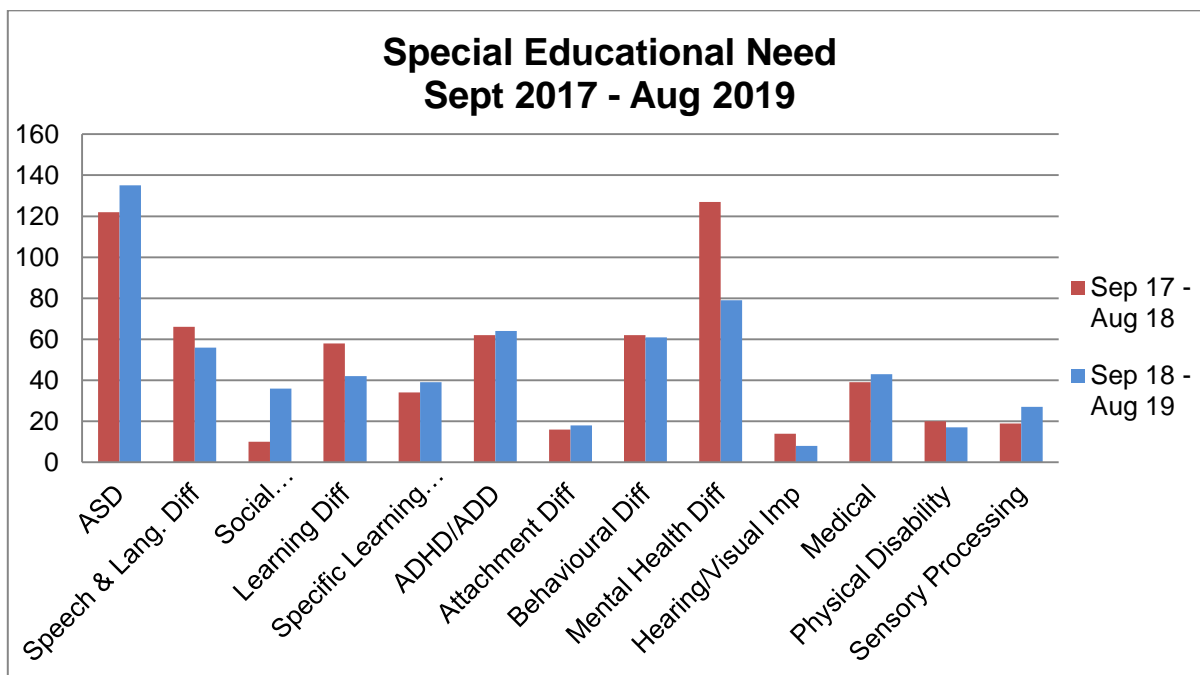
Table 3

Number of Cases by Type						
	Sep 13 – Aug 14	Sep 14 – Aug 15	Sep 15 – Aug 16	Sep 16 – Aug 17	Sep 17 – Aug 18	Sep 18 – Aug 19
No of Boys	144	173	216	262	277	278
No of Girls	62	88	108	123	134	136
Not Known	1	2	2	4	2	1
Pre-School	13	19	21	36	35	25
Infant	34	44	66	69	69	60
Junior	61	79	85	111	128	130
Secondary	89	104	124	142	144	161
Post-16	7	9	24	20	29	31
FE				3	2	4
HE				0	0	0
Apprenticeship				1	1	1
Supported Internship				0	0	0
Not Known	3	8	6	7	5	3
SEND	191	255	319	380	408	412
Non-SEND	12	8	7	7	5	3
Other	4	0	0	2	0	0
Fixed Term Exclusions	16	14	18	17	17	15
Permanent Exclusions	10	10	7	11	11	17
Non- Exclusions	181	239	301	361	385	383
Casework Total	207	263	326	389	413	415

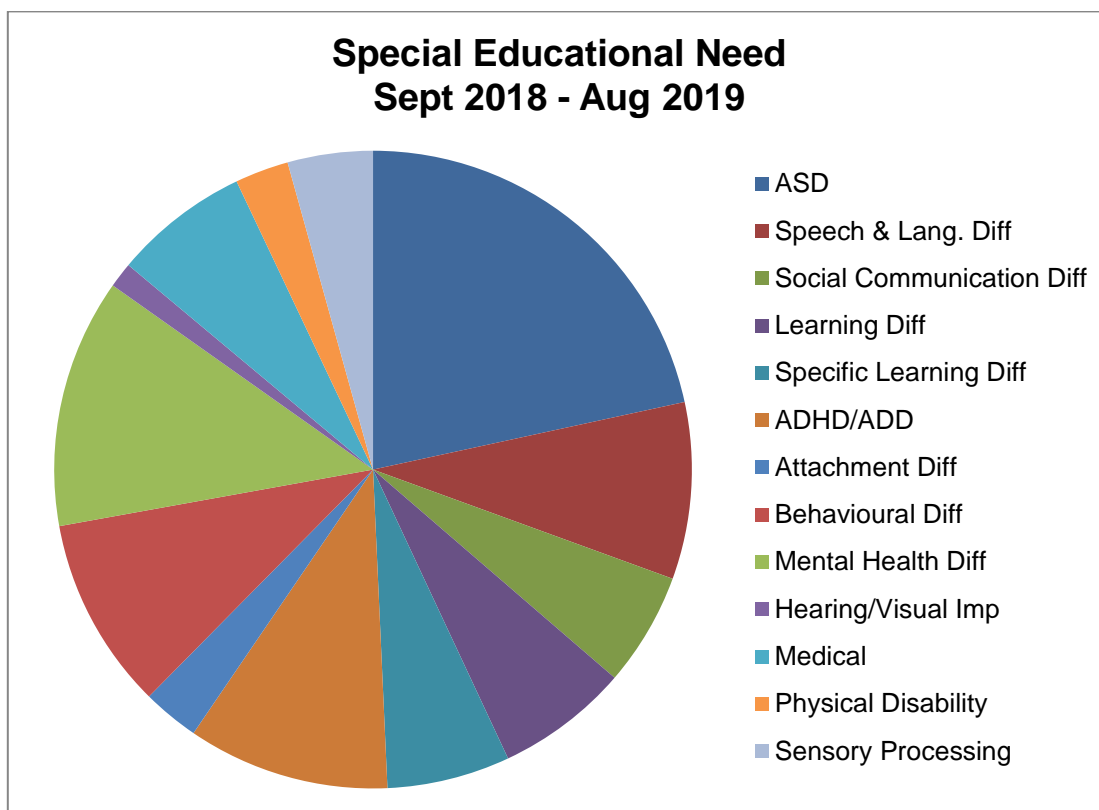
Table 4: This is a more detailed breakdown of the child's or young person's additional need as identified by the family (families often report multiple conditions)

Table 4

Breakdown of Case Load by SEN – comparison with last academic year



Reported SEN - breakdown for the Academic Year 2018 - 2019



Additional Information from Service Users

➤ **Ethnicity**

Of those who told us, 93.8% of callers to the Service stated their ethnicity as White. Of the remaining callers 2.5% stated their ethnicity as Dual Heritage, 1.8% as Black or Black British, 1.5% as Asian or Asian British and 0.4% stated their ethnicity as Other Ethnic Group.

The data from the 2011 census identifies that 90% of the local population identify as White British, with 10% other ethnicity. In the new case management system ethnicity will be a mandatory field and reporting will be more accurate.

➤ **Top reasons for contacting the SEND Partnership Service:**

The five top reasons callers initially contacted the SEND Partnership Service were

- Provision – Educational Non-Statutory
- EHCP Process
- Educational Placement
- Relationship with education provider
- Provision – Educational Statutory

NB: Where noted we supported Parents where the CYP was at the following stage

Pre-Statutory	6.2%
SEN Support	42.9%
EHC Stat Ass	8.4%
Draft EHC	1.9%
EHC	40.6%

➤ **Referral route to SPS**

Of those who told us, 43.6% said they had used SEND Partnership Service before.

Other recommendations to make contact with SPS came from:

- School/Pre-school/College (12.2%)
- Other Bath and North East Somerset Council Service (9.7%)
- Local Authority Education Service (7.7%)
- Other Parent / Friend (7.2%)
- Health (5%)
- Website (3.9%)
- Voluntary Sector (3.3%)
- Outreach (2.2%)
- Other (1.9%)
- Parent Support Adviser (1.7%)
- ASD Support Service (1.6%)

➤ **Enquiries from Professionals**

68 Professionals contacted the service to take advice regarding scenarios relating to the children or young people they were working with, resulting in 221 contacts.

4. SERVICE ACTIVITY

During the Academic Year 2018-19 staff have attended a wide range of personal and service development training opportunities.

- Identifying and Supporting Children & Young People with ASD
- Child Protection
- Early Help Assessment
- Safer Recruitment
- Solution Focussed Training
- Performance Development Conversation
- Preparing for Performance Development Conversation
- Young Persons Participation in Practice
- Understanding the needs of Children and Families
- Bath & North East Somerset Council Induction
- Exploring Training Needs in Supporting Children with Learning Difficulties
- Understanding the Needs of Children and Families affected by Parental Offending.
- IPSEA Level 1 (accredited legal training)
- IPSEA Level 2 (accredited legal training)
- IPSEA Level 3 (accredited legal training)
- Exclusions
- Children & Young Peoples Networking
- Cross Data Case Management System
- SWIASSN Regional Meeting
- SWIASS Conference
- IASS Staff Association Conference

Training/Presentations delivered by the Team

- Children's Workforce Induction Training
- SENCO Conferences
- New Head teacher Induction
- INSET for Alternative Providers
- Exclusions
- Information Session for Early Help providers
- SEN Governor Training
- Exclusions Governor Training
- SEND Education, Health and Social Care Annual Update
- Children's Workforce Exclusions Training
- Early Help Providers Training
- Three Ways/Brighter Futures

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- Duty and Interface Social Workers
- Mentoring Plus
- CAMHS: Getting Help and OSCA Risk Team
- Youth Connect
- Moving On Team
- Youth Offending Service
- SENCO, Norton Hill School
- ASD Support Service
- Bath College Core Staff meeting

The Team has contributed to the following groups/events

- Inter-Agency meetings (Radstock, Chew Valley, Midsomer Norton, Bath, Keynsham)
- What Next? Fair
- What Matters to You?
- Virtual School Conference
- Independent Living Fair
- Healthwatch, Bath Carers' Centre
- Children & Young Persons Network
- ADHD Support Group
- BOP Parents' meeting
- Step by Step
- FACES Parent Support Group
- Parent Carers Voices (PCV) AGM
- Castle Parents' group
- SEND Family Event
- Parent Carers Voice (PCV) Coffee Morning

5. SERVICE EVALUATIONS – Families

PARENT EVALUATION RESULTS

Getting in touch with us

		Not at all easy				Very easy
		0	1	2	3	4
1a	How easy was it to get in touch with us?	-	-	14.3%	28.3%	61.9%

The support we offered you

		Not at all helpful				Very helpful
		0	1	2	3	4
2a	How helpful was the information, advice and support we gave you?	-	-	-	4.8%	95.2%
		Not at all				Very
3	How neutral, fair and unbiased do you think we were?	-	-	-	-	100%
		No difference at all				A great deal of difference
4	What difference do you think our information; advice or support has made for you?	-	-	-	33.3%	66.7%
		Very unsatisfied				Very satisfied
5	Overall how satisfied are you with the service we gave?	-	-	-	9.5%	90.5%
		Not at all likely				Extremely likely
6	How likely is it that you would recommend the service to others?	-	-	-	-	100%

4. CONCLUSIONS

SEND Reforms have been in place for 5 years now and in Bath and NES the new ways of working are definitely business as usual. We are seeing improvements in the way some families are contributing to discussions about their child or young person's planning and children's and young people's aspirations are beginning to be heard. We have directly supported over 600 families this year and our evidence shows that demand for support continues to rise, that there is a squeeze on appropriate places in education for children and young people and that cases continue to be complex and lengthy.

The demand for support from SPS grows year on year. The number of contacts to the service continues to increase and the hours spent delivering support through these contacts has also risen. With the development of the new website and more accessible digital and self-help resources for parents/carers, professionals, children and young people access has increased significantly too.

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. This additional funding ceases at the end of the current academic year and if there is no opportunity to bid again for additional funding we will be looking to reduce operating costs.

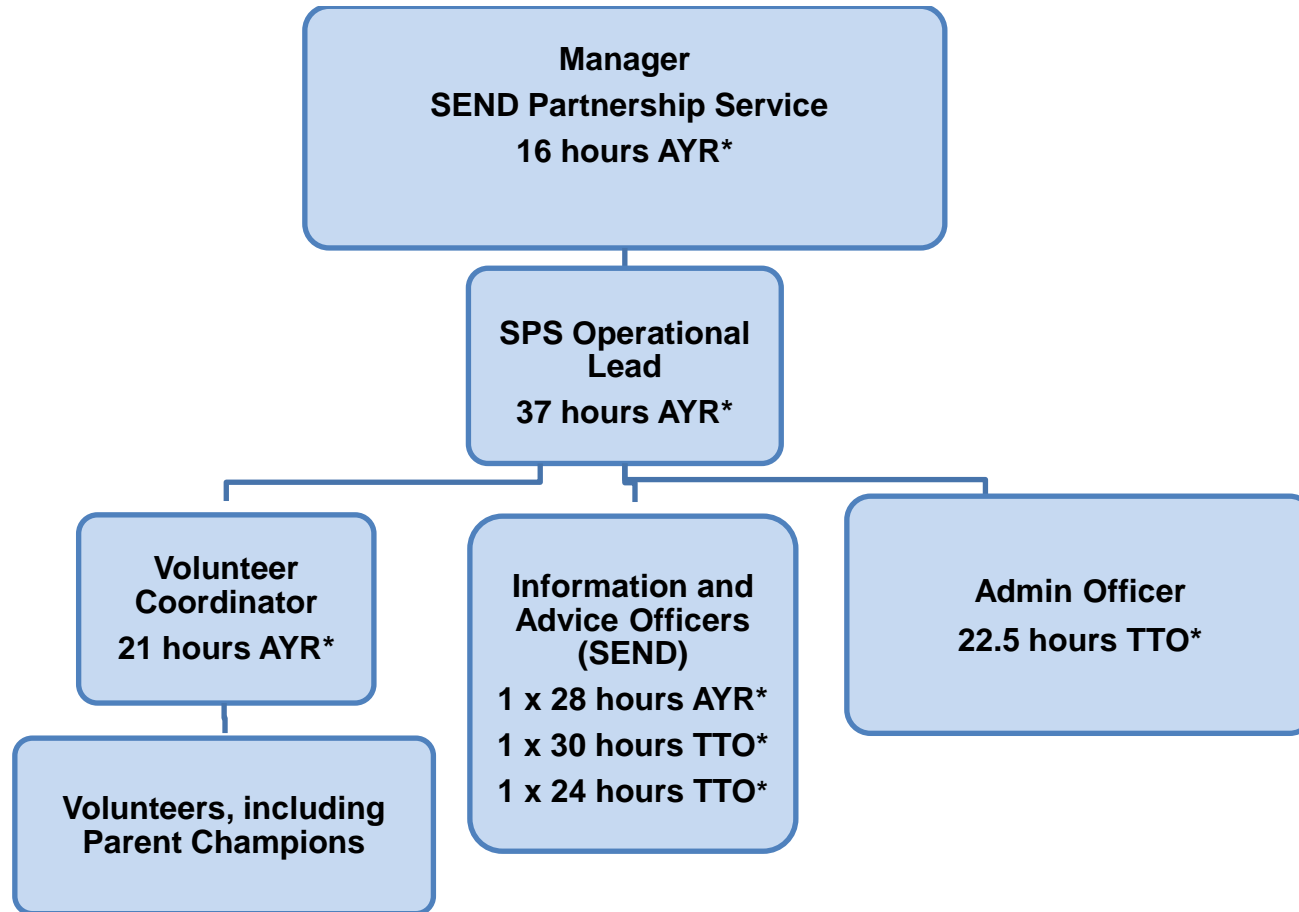
The SPS team is dedicated, capable and committed to delivering good outcomes for children and young people and strives at all times to give commissioners and the residents of Bath and North East Somerset the very best service they can.

Jackie Fielder
Manager
SEND Partnership Service

31 August 2019

Appendix 1

ORGANISATION CHART
SEND Partnership Service 31 August 2019



- AYR – all year round, TTO – term time only

Self-Assessment against Minimum Quality Standards endorsed by DfE for the provision of SENDIASS 2018

Minimum Standards for providing SENDIASS – self-assessment 31 August 2019				
Standard 1			Evidence	Notes and developments
1.1	C	<p>The Information, Advice and Support Service (IASS) is commissioned in accordance with the SEND Code of Practice, through the joint arrangements LAs and CCGs must have to consider and agree the information and advice to be provided. The commission should secure the provision of impartial, confidential and relevant information, advice and support to:</p> <ul style="list-style-type: none"> • the parents of children and young people between 0 and 25 years who have, or may have, SEN or a disability • children and young people who have, or may have, SEN or a disability 	<p>Service Level Agreement signed with LA/CCG 1 April 2019 for 3 years. SPS is jointly funded with LA/CCG</p>	<p>Monitoring meeting at 31 August 2019 reported satisfactory outcomes – SPS had worked with 375 families</p> <p>Over the next academic year (2019 – 2020) to develop a programme of more proactive support for children and young people – either in person or digitally. (Young Champions project with OTR refers)</p>
1.2	C	<p>The IASS has its own identity and branding and is a dedicated and easily identifiable service. It is, and is seen to be, separate from other LA services and functions.</p>	<p>Own branding, separate contact details, independent marketing, stand-alone website, stand-alone case management system and impartiality policy.</p>	<p>Although located in a LA building SPS is seated with Customer Service and Legal Teams on floor 1. Children’s and Young People’s Services are located on floor 2</p>

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1.3	PC	The governance arrangements for the IASS are based on clear lines of accountability and promote service user involvement.	<p>Revision and relaunch of the Advisory Group to be held in November 2019. The current Group is chaired by an Independent Chair, comprising a range of representatives including service users.</p> <p>Line Management of Team directly to Customer Services and Digital Transformation Head of Service</p> <p>With effect from July the Strategic Manager post is manages SPS exclusively.</p>	
1.4	PC	The IASS is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs.	<p>SLA monitoring by LA/CCG, Annual Reporting, monthly monitoring with activity statistics including demographic and reach. Regular staff and case meetings to review progress and unpick issues and concerns. Regular 'trend' meetings with LA to discuss issues/challenges in the sector</p>	<p>New CMS will improve data recording to ensure all activity is captured accurately and consistently across SPS utilising intervention levels in a consistent way</p> <p>Over the next year need to review methods of collecting feedback from parents, children and young people to inform service planning</p>
1.5	C	Service managers provide training, supervision and support for staff offering information, advice and support, including (where relevant) independent supporters and volunteers.	All staff and volunteers (including Parent Champions) receive a comprehensive	

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			induction programme, legal and specific SEND training, regular supervision and case supervision.	
1.6	C	The IASS complies with current safeguarding children legislation and guidance. All staff, independent supporters and volunteers who may have contact with children and young people are trained in, and have accurate and up to date knowledge of, safeguarding children.	All staff and volunteers are recruited in line with Safer Recruitment Guidelines and attend appropriate safeguarding training on a regular basis. All case officers are subject to DBS	
Standard 2				
2.1	C	The IASS informs policy and practice at the LA and CCG level by working with parents, children and young people, the Parent Carer Forum and local voluntary groups and organisations	Representation at LA SEND strategic meetings, continuing involvement for service users in consultation and procurement exercises, channels for reporting trends and concerns with LA Quarterly meetings and joint events with local PCF	
2.2	C	The IASS contributes to policy and practice at the regional and national level by working with other providers and relevant stakeholders to share, promote and develop best practice.	Manager and Operational Lead attend and contribute to Sub-Regional, Regional and National events. Manager has been involved with CDC in Task and Finish Groups.	

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			<p>National Consultation exercises publicised with service users and stakeholders and responses forwarded appropriately.</p> <p>LA/CCG SLA Template is used nationally as best practice</p>	
Standard 3				
3.1	C	Potential service users are aware of the IASS and what it can offer them.	<p>Service delivery leaflets, fact sheets, web pages, planned marketing, inter-agency forums, children and young people networks and some outreach promotion. Service Users contribute to development of resources</p> <p>New website launched in June 2019.</p>	Social media account to be launched in September 2019
3.2	C	The IASS is accessible to all potential service users.	<p>Delivery through a variety of access channels - face to face, telephone, email, text , digital channels, social media (via LA) and via stakeholders and partners</p>	<p>Plan to implement a programme of a firmer proactive offer of information for young people via SENCOs</p> <p>Launch of SPS Facebook Account in September 2019.</p>
3.3	C	The IASS provides impartial, accurate and up to date information and high quality advice relevant to the service users' needs	<p>Policies to reflect impartiality, staff trained by impartial, legal trainers and membership and</p>	<p>Need to develop a programme of more informed feedback/follow up contacts with service users to gain</p>

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			<p>active use of national support networks and up dates</p> <p>Operational Lead samples case files and listens to conversations (with permission) conducted by Information and Advice Officers for consistency, quality and accuracy across the service.</p>	<p>better insight of usefulness, appropriateness and quality of interventions.</p> <p>Need to develop regular professionals feedback to rate quality and effectiveness of the service</p>
3.4	C	Service users have the information and advice they need to make informed decisions about provision made by education, health and social care	Specific service user and professional's feedback (see above). Recommendations to SPS from friends and families following positive interventions. Well trained, informed and supported staff and volunteers	
Standard 4				
4.1	C	The IASS offers confidential support to service users.	Confidentiality Policy, specific service user feedback, effective staff and volunteer training	1. Need to review Confidentiality Policy
4.2	PC	The IASS offers impartial support tailored to the individual (up to and including SEND Tribunal), which may include:	LA/CCG SLA describes and clarifies key working and advocacy principles in line with	

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		<ul style="list-style-type: none"> • Casework support • Representation • An independent supporter • Key working 	CDC definitions and ensures there is necessary funding to deliver the full offer	
4.3	C	The IASS builds upon service users' skills, knowledge and confidence to promote independence and self-advocacy.	<p>Service user confidence rating collected through evaluation. Feedback from professionals working with families about the 'difference' SPS has made. Information and Advice Officers, Volunteer and SEND Champions all attend training which promotes and embeds empowerment and confidence</p> <p>New website offers self-help resources for children, young people and parents/carers</p>	
Standard 5				
5.1	C	Staff, independent supporters, and volunteers are trained (including independent training) and have accurate and up to date knowledge of: education, social care and health law related to SEN and disability national and local policy and practice in meeting SEN and disability	National and local training attended by all Information and Advice Officers and Operational Lead. Accredited legal training to Level 3 offered and completed. All staff subscribe to news alerts, newsletters and government websites. Volunteers attend appropriate intensive training.	

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			Case meetings and team meetings offer training, updates and coaching. All staff and volunteers can access LA training. Manager attends Strategic meetings with LA for internal up-dates and developments	
5.2	C	All staff, independent supporters, and volunteers are trained and competent in providing impartial information and advice for all service users.	National and local training attended by all Information and Advice Officers and Operational Lead and case support volunteers Supervision and sampling reinforce this	
5.3	C	Some staff, independent supporters, and volunteers have completed accredited legal training and are competent in supporting all potential service users in meetings, through statutory processes and at SEND Tribunal.	All paid staff have completed appropriate legal training as provided by IPSEA. All volunteers have completed local training	
5.4	C	The IASS offers to early years settings, schools, colleges, statutory and voluntary agencies training on: working with parents, children and young people the law relating to SEN and disability, as it applies to education, health and social care	Delivery of Governors training for schools, delivery of a programme of Team Meeting updates for LA, voluntary organisations and SENCOs	Training sessions about SEND and Exclusions to Children and Young People's Network members planned for November 2019 and March 2020 Need to develop a more regular programme of contact with SENCO clusters

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				Need to develop links with Universities, training teachers and SENCOs training
5.5	PC	<p>The IASS offers training to parents on:</p> <ul style="list-style-type: none"> • working with professionals • involvement in decision making • the law relating to SEN and disability, as it applies to education, health and social care • in collaboration with parent carer forums, contributing to strategic developments 	Delivery of an annual event for parents/carers	<p>New website offers fact sheets and video clips to support agenda, piloting drop ins at significant times in the year eg school transitions</p> <p>Developing Parent Champions Programme to expand reach</p>
Additionally				
Exclusion Support for Families		Support for all families whose child or young person has been fixed term (long) or permanently excluded – not just those with SEND		Currently supporting families whose children do not have SEND.

Appendix 3

SEND Partnership Service – Operational Plan 2019/2021 Updated 31 August 2019

1. Vision

To enable children, young people and their families to participate fully in decision making and planning for their own future **so that** their aspirations, wishes and goals are met and they can make informed choices and have control of their lives.

2. Aims – how we do what we do

We aim to

- achieve a meaningful difference for the children, young people and their families
- entitle children and young people to their own confidential and impartial information, advice and support which may look different from parental support
- provide an efficient and responsive service which provides value for money with a team of well informed, appropriately trained staff
- offer individual casework and representation for those who need it
- provide children, young people and their families with information and advice about matters relating to their special educational needs and/or disabilities including health and social care, as it impacts on their education and aspirations
- support families where this may lead to challenge either informally or legally eg LA, education setting
- enable families to navigate the complex world of SEN and D processes and policies in an informed way and with choice
- be a conduit to influence Local Authority policy, procedure and planning
- offer positive, inclusive and accessible publicity and promotion of the Service and other services supporting children and young people with SEN and /or D

and how

- give families the tools to make informed choices for their children and young people based on the law and statutory guidance and by working in partnership with families, professionals, services and decision makers to make choices meaningful and fulfilling
- ensure that the child or young person is at the centre of all discussions and is enabled to contribute to decision making
- delivering a confidential and impartial service at 'arm's length' from the decision makers
- question, identify and act quickly at the first point of contact to avoid escalation and breakdown to mitigate the cost both financial and human
- be a point of contact and support when things go wrong
- by providing information, advice and support through individual casework tailored to meet each individual's needs in a timely and consistent way
- promote, raise awareness and understanding amongst families of accurate and up to date SEND policy and practices based on the legislative framework
- by providing information, advice and support through a range of access channels in a range of formats in a flexible way and by signposting children, young people and parents to alternative and additional sources of advice, information and support that may be available locally or nationally
- giving children and young people their own confidential and impartial information, advice and support which may look different from parental support
- by working with parent carer support groups, local SEN child and youth forums or disability groups
- by training and informing professionals working with children and young people and their families to understand the law and statutory guidance
- find a way for families to influence local authority policy and practice (individually or collectively)

for who

- any child or young person who is not meeting the milestones that his/her peers normally do, who is resident in Bath and NES, between the age of 0 – 25 years regardless of where the child or young person is being education or cared for

targeted support for any child or young person in marginalised circumstances eg family is in the armed forces, family member in prison, home educated, in custody, not in education or employment , with mental health concerns, for whom English is not their first language, in poverty

3. Context

SEND Partnership Service (SPS) fulfils the Local Authority (LA) statutory duty to provide information, advice and support 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 delivered within the LA as part of Customer Services. The service is funded by the LA with a contribution specifically from Social Care and the Clinical Commissioning Group. As the service is delivered for Children's and Young People's Services from a different Directorate the LA will be arranging an internal commission through a Service Level Agreement.

SPS provides information about social care and health, as they relate to SEND, and is confidential and free. The service is impartial, accessible and provided at arm's length from the local authority. SPS delivery of information, advice and support always refers to the legislation, guidance and policy and from that sound and consistent base is able to empower families to challenge the LA, education or health provider in an impartial and unbiased way.

SPS comprises a small team (see Appendix 1- Organisation Chart) – ongoing training is offered and planned during supervision or as a part of continuous development. Staff and volunteers have attended specific SEND training as well as Health and Wellbeing Support.

SPS works with families from the moment a concern is identified with a child's education or development and continues to support even where children do not meet statutory thresholds for an Education Health and Care plan. SPS also works with professionals – providing generic advice

SPS supports all families whose children were permanently excluded from school irrespective of whether the child or young person has a special educational need.

According to feedback received professionals and service users praise SPS and value the support they receive from the Team. Ousted also reinforced this view. SPS is considered to be impartial, professional, well informed and families feel more confident after working with the service.

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 has been working with Coram Family and Childcare Trust developing a Parents Champion's programme – Parent Champions are informal advocates for the service, they are volunteers who signpost to services spreading the word about the information and support available. An ongoing recruitment programme for family support volunteers enables SPS to build some local capacity.

The Service is commissioned by the Local Authority and Clinical Commissioning Group and is jointly funded; operational delivery is monitored by 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.

4. Strategic Objectives

Objective 1:

To agree a formal agreement set out in writing with the LA to identify the capacity and resources to meet the Minimum Standards and local need

Outcomes:

- This agreement will be designed and commissioned with children, young people and parents and will be meaningful to the local area and needs
- This agreement will identify the capacity and resources to meet the Minimum Standards and local need
- This agreement will ring-fence the budget and be held and managed by the SPS Manager
- This agreement will identify any additional support required by the LA eg Exclusions support for children and young people without identified SEND

Update: *The LA/CCG signed a Service Level Agreement with SPS for three years on 1 April 2019*

Objective 2

SPS is, and is seen by service users to be, an arm's length, confidential, dedicated and easily identifiable service, separate from the LA and Clinical Commissioning Group (CCG)

Outcomes:

- To ensure service user confidence SPS will have branding and promotional information which clearly identifies the Service not the LA or CCG
- To ensure service user confidence the SPS website will be stand-alone and branded in SPS style (not LA/CCG)
- To ensure service user confidence policy and practice describes the impartiality, confidentiality and 'at arm's length' nature of the Service clearly
- To ensure service user confidence all recording and monitoring data will continue to be retained separately and confidentially from the LA
- The Advisory Group is strong in its message and management of the above and wide in its membership
- Enable service users and professionals to feedback on the impartiality of service

Updates: SPS has procured a stand-alone website – www.spsbathnes.org.uk hosted by a provider external to the local authority

SPS has procured a stand-alone Customer Recording System to hold all data relating to SPS – this is securely hosted by a provider external to the local authority

The Advisory Group is currently undergoing a refresh and will be launched in a new format in November 2019

Effective feedback tools and methods are currently being tested by SPS

Objective 3

SPS provides information, advice and support tailored to the needs of children and young people and 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. This support is offered in a range of ways which includes face to face, a telephone helpline, email, website and social media.

Outcomes:

- Provision of appropriate resources and information on the stand-alone SPS website, on social media and in hard copy following consultation with children and young people linked to the LA Local Offer
- Reaching more of the cohort of children and young people with SEN and D by working with commissioned and partner services and agencies
- Join with, and build on, existing participation activities for children and young people to ensure that the offer of impartial information, advice and support is available
- Provide a service that does truly support children and young people with SEND independently of their families

Updates: *The new website has a specific area of content for children and young people*

SPS is working with a children and young people's advocacy service to develop some YouTube resources relevant to children and young people

Training is planned for the Children and Young People's Network about all matters related to SEND – the Network comprises organisations that provide support for children and young people in a range of circumstances

Objective 4

To act as a conduit for consultation with children, young people and their families to enable them to comment on SEND provision, services and delivery with respect to local and national policy; with the potential to influence and effect change.

Outcomes:

- Create opportunities for service users (children, young people and their families) to contribute meaningfully to local and national policy; with the potential to influence and effect change
- Working with other partners and service users groups including BANES Parent Carer Voice to maximise the effect and voice of children, young people and their families
- Agree protocols and tailored opportunities with the LA for meaningful consultation with children, young people and their families
- Provide service users with accessible tools to feedback regularly on SPS, its delivery and other initiatives using a number of different channels including social media, website, telephone call

Update: *Work is in progress with the LA/CCG to develop a Virtual Participation Hub for children and young people*

Objective 5

SPS 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

Outcomes

- More professionals working with children and young people with SEND will be informed about policy, process and the law governing SEND
- More professionals and services working with children and young people with SEND will offer access to impartial information, advice and support

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- Reaching more of the cohort of children and young people with SEN and D with appropriate information, advice and support and accessible resources
- Provide a service that does truly support children and young people with SEND independent of their families

Update: *Training is planned for the Children and Young People's Network about all matters related to SEND – the Network comprises organisations that provide support for children and young people in different circumstances*

Development of drop ins and tasters aimed at parents/carers are in progress

SPS is working with a children and young people's advocacy service to develop some YouTube resources relevant to children and young people

5. Measures of success

- **Increased service reach (mapping delivery against areas of need and targeting reach)**
- **More children and young people accessing appropriate resources/support**
- **More confidence in the impartiality of SPS from services users**
- **Positive feedback from service users**
- **Positive feedback from professionals**
- **More accurate and consistent data and reporting**
- **An understanding of the statute from the LA and sufficient resources to deliver to local need**
- **More consultation and influence from service users including children and young people**

6. Project Resources required

- **Staff capacity to undertake planning, designing bespoke activities, delivery and review**
- **Staff capacity to meet increasing demand for case support, Continuing Professional Development and time for reflection**
- **Resourcing to engage professional services eg media support**
- **Resourcing to enable training and consultation/participation meetings,**

activities and events with service users and professionals

- **More robust Advisory Group to offer steer and influence**
- **LA contract to detail activity and measures accurately as well as resources to reflect delivery based on local need**
- **Ongoing recruitment, training and support for staff and volunteers**
- **Maintained budget to provide effective recruitment, training and support for volunteers**
- **Support for health and wellbeing of staff and volunteers**

7. External factors

- **LA budget pressures and resource allocation rules**
- **LA/CCG politics and priorities**
- **National Government policy and legislation**
- **LA/CCG integration exercises**
- **Procurement constraints**
- **National and Local education provision (mainstream and special)**
- **Local workforce demands relating to SPS**
- **Local workforce demands - what choice is available for young people with SEND**
- **Case Law developments**
- **Provision to offer choice to young people especially in areas affecting independent living**

8. Constraints

- **LA budget pressures and resource allocation rules**
- **LA processes eg recruitment freezing**
- **LA politics and priorities**
- **Influencing CCG policy and practice**
- **National Government demands – eg education reforms**
- **SPS budget**
- **Increasing demand for IASS**
- **Increasing number of identified children and young people, early identification and EHC Plans**
- **Sustainability of the SPS Team eg mental health and wellbeing, sickness**