SPECIAL EDUCATION NEEDS
AND DISABILITY INFORMATION,
ADVICE & SUPPORT SERVICE
(Sendiass) (formerly the Parent Partnership Service)

Impartial information, advice and support
for parents and young people.

Annual Report April 2016 to March 2017
Program Vision:
Greenwich children, who have or may have Special Educational Needs and or Disabilities (SEND) and their parents, are provided with accurate and impartial information, advice and support about all matters relating to their SEND. Working within the clear lines of impartiality including using an in house “arm’s length” model; we build upon service user’s skills, knowledge and confidence to enable them to promote independence and self-advocacy.

Introduction to Sendiass Team Members
Sendiass is currently an effective team of five. Our apprentice started with us in April 2016 and between October and January we recruited and trained two new members of staff including a part time Independent Support officer and a temporary full time IASS officer. Initially the full time IASS officer was contracted until the end of March 2017 and fortunately additional IS funding has enabled us to extend this contract until September 2017. Both members of staff have completed the Providing Independent Support and the accredited IASS training level 1.

Service Activity and Focus within this Reporting Period
Between April 1\textsuperscript{st} 2016 and March 31\textsuperscript{st} March 2017 There were a total of 243 new referrals within this reporting period compared to the previous year there of a total 186, this is an increase of 30%.

Due to the impact of the changes in the Children and Families Act and SEND code of practice 2014, Sendiass has had to provide increased expert advice and support in regards to Education Health and Care Plans (EHCP). This has included supporting with parental and young people’s requests for ECHP’s, advice around draft EHCP’s, transfers from statements to EHCP’s and legal advice relating to tribunals.

The reason for referral into the service is noted in the Figure 1 below. Parental concerns about their child’s progress is the largest area single reason people approach SENDIASS however EHCP assessment requests and the EHCP process combined account for about one third of all referrals over the past year which is indicative of the amount of support required to support some parents and young people need in order to navigate the EHCP process.
2017 has seen a significant rise in the number of 16+ pupils who are attending local colleges. The referrals received have mainly been from year 13 and 14 students who have been struggling for some time; this may have been due to a lack of transition support when they started in year 12 or a change in the type of support they are receiving. Having a designated Independent Supporter on the team has given us the capacity to work directly with the Young Person and it has allowed us to establish positive relationships with both Shooters Hill College and the other services supporting young people such as the SEND team and The Youth Support Services at the Point.

The adjacent graph shows the spread of post 16 referrals that Sendiass have worked directly with. And although still low in numbers there is a significant increase in the teams work with this age range.
Since January 2017 SENDIASS have been focused on the development of our service. Receiving additional funding and employing more staff has given us the scope and time to implement effective systems, new structures and the ability to reflect on our work. We are committed to capturing our service user’s views and experience with our service, in a constant effort to adapt and learn.

Some of the developments we have been able to implement within this reporting period are:-

- **Whole team weekly case review meetings**: These meetings are a chance for the whole team to review current and new referrals, share good practice, and to ensure parents, children and young people are receiving the appropriate support.

- **We have been able to offer more people centred individual support to young people in post 16 provisions.**

- **We have also developed effective partnership arrangements with MENCAP Independent Support who are also have an Independent Support Offer and with consent we refer families to them if a piece of Independent support work is required.**

- **We have implemented a logic model for the service which underpins our impact methodology and will help us measure the effectiveness of the service in a range of ways.**
# IAS case Management System

<table>
<thead>
<tr>
<th>Level</th>
<th>Service user need</th>
<th>Support</th>
<th>Outcome</th>
<th>Timescale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Information and advice about SEND matters,</td>
<td>Phone or email support – tailored to the particular Circumstances of the service user.</td>
<td>Service user confirms that their information and advice needs have been met</td>
<td>Typically up to 2 hours of service time as part of a single intervention.</td>
</tr>
<tr>
<td>2</td>
<td>Any or all of Level 1 plus: support in communicating with school, the LA, other services, etc.</td>
<td>provision of support at/for meeting</td>
<td>Service user feels confident to continue without further support from IASS</td>
<td>Between 2 hours and 2 days of service time over a period of time.</td>
</tr>
<tr>
<td>3</td>
<td>Any or all of Levels 1 and 2 plus: detailed and continuing assistance and guidance with statutory processes</td>
<td>on-going support and guidance through statutory Processes, exclusions, EHCP’s, mediation etc..</td>
<td>Service user confirms that support has enabled them to participate in Processes.</td>
<td>Typically up to 6 months</td>
</tr>
<tr>
<td>4</td>
<td>Any or all of Levels 1,2 and 3 plus First Tier Tribunal (SEND), including DDA complaints to Tribunal</td>
<td>provision of intensive support for the service User during the legal processes.</td>
<td>Service user confirms that support has enabled them to participate in Processes.</td>
<td>Typically up to 6 months</td>
</tr>
</tbody>
</table>

One of the areas that have had a major impact to the way we work has been the **Introduction of the IAS case Management System**: this system allows us to differentiate between the levels of information, advice and support service users may receive. This also allows us to monitor and predict the support needed, gauging the outcomes and timescales that are to be expected of a particular piece of work. This has allowed us to better manage the workloads of the team members and give the best support possible. During 2016/17 32% of referrals resulted in level 1 support, 35% resulted in level 2 support, 19% in level 3 support and 14% in level 4 support.
The Sendiass transition event is an annual event for parents and carers of pupils with a Statement of Special Educational Needs or an EHCP, we invite parents/carers whose children have just started year 5. The aim is to ensure that parents and carers are fully informed of the secondary transfer procedures that will take place during year 5 and year 6 and they are clear about the school choices available to them including the upcoming school open days/evenings. We jointly plan the event with the SEND Department and other local agencies to generate a positive event that promotes the support that is available in the local area. All attendees hear from guest speakers that have expert knowledge on what to expect in a transition year and go away with a pack of information relating on what resources are available to support their children in secondary schools. Pre and post event evaluations forms are given to all attendees in an effort to assess the impact of the event, last year 37 parents completed evaluation forms the graphs below highlight that parental knowledge is markedly increased following the event.

**Pre Evaluation**

“On a scale of 1-10 how is your understanding of the secondary transfer process?”

- Knowledge: 86%
- No Knowledge: 14%

**Post Evaluation**

"After today’s event, how is you understanding on a scale of 1 - 10 of the secondary transfer process?"

- Knowledge: 94%
- No Knowledge: 6%
What parents said about what information would be helpful at a similar event?

When asked about what additional information would be helpful, parents responded with the following statements:

- “Everything was covered.”
- “More details of special needs provisions in mainstream schools in the borough”
- “Nothing I can think of, it was extremely informative!”

Other comments

- “Thank you, I feel a little less terrified now!!”
- “The meeting was clear and helpful. There is a clear understanding about secondary transfer now. Thank you.”
- “I found it useful, I’m calmer now.”
- “I love the venue, good accessibility, relaxed and comfortable. The reminder letter is good because I nearly forgot.”
- “Brilliant info (as a support worker got loads of information).”
- “It would be helpful if other schools are represented at the event”
- “It was all good”

Quotes are taken from the parent satisfaction survey and will be implementing the parents views into the planning for this year’s event.
**Success in this Reporting Period**

This last quarter has been about development of our service, having additional staff has given us the scope and time to implement new systems and structures. We now have the ability to effectively reflect on our work and be committed to capturing our service user’s views and experience.

**Young people engagement**

- We have included face to face support wherever possible with children and young people to ensure their goals, aspirations and wishes are heard and recorded.
- We are advising professionals to include the children and young people in ensuring that children and young people are involved in meetings, conversations and decisions that are being made for them.
- Within our work whenever appropriate we have used personal statements from children and YP when their wishes have been overlooked by professionals who have met them. We have then ensured that these personal statements are received by the appropriate decision makers with the child and Young person’s consent.

**Promotion of the service**

We successfully provided the borough’s entire primary and secondary schools with a SENDIASS information and poster pack as part of our promotion campaign to increase the number of families we are reaching. We contributed leaflets to the Greenwich Parent Voice information packs in order to reach more parents. The increased referral rate seem to demonstrate that this has been successful.

**Promotion and Community Engagement**

SEND IASS has attended many borough wide events and information sessions organised by the local authority and voluntary organisations including: Social Workers SEN Champions event – local SENCO quarterly meeting - Parent Voice coffee mornings in schools – Annual Autism Transition event and we regularly attend the local authority Disabled Children Joint Commissioning Group meetings.
**SENDIASS advisory group**

We have implemented a SENDIASS Advisory group in order to shape and develop the service, we want to build the membership of this group and ensure that parent and young person attendance is consistently achieved as well as that of key stakeholders.

**Service user feedback system**

We have developed new service user feedback structures. We are receiving more feedback from service users than ever through our feedback forms. The feedback system is in its early stages and we will be sharing the quarterly updates with partners and our advisory group in order to further develop the service. We are also developing an easy to use online satisfaction survey that service user will be able to access.

**Effective partnership work with Greenwich education teams and outside agencies**

As a team we work closely with the SEND Outreach services, Attendance Advisory Service, The Inclusion team, SEND team, YOS, CWDT, FIS, Local offer, Early Years childcare team, the Point, CAMHS, Educational Psychology Service, SALT, SENCO’s, MENCAP, Early Years Inclusion Team, Safeguarding and Social Care and the SEND Key work team.

**Increased capacity has allowed more 1-1 work with young people**

We have been able to offer more individual support to young people in post 16 provisions. We work closely with the Point and the local colleges to promote our service.
Service User Feedback – what parents said ......

• “Thanks for attending yesterday, K said it also made him feel better you being in the meeting” email from parent in regards to a Sendiass officer attending a meeting to support a young man who had become very disillusioned with school and was struggling with the pressures of GCSEs. The outcome for this young was he returned to school with less pressure with an attitude of taking an active role in his learning.

• “It was so refreshing to speak to a professional who ‘gets it’ and being able to speak so freely about my experience without feeling judged. The information and support to me was invaluable and I think that the service provided is essential for all parents and families”. Sendiass worked with this family in regards to the EHCP process and transition from Nursery to Reception. Just a quick update, S.... will be resuming school fulltime in January 2017. The school have put in the right support and he is now thriving. Thank you a million times over for the support you gave to me and my son

• “We cannot thank you enough for all the help and advice that you have given to us”

• “I thought you might like to know that we have an appointment to kick-start the EHC process on Monday, it would not have happened without your help”

• “Just to say many thanks for your help and support to me and my family, we are very grateful and may God bless you.”

• “Thank you for everything you have done and everything you do for me and my daughter it means a lot so once again thank you.”

• “Thank you so much, really am so grateful for the help.”

• “Thanks a million I didn’t expect this would happen so quickly, it’s all down to you. Thanks again.”

• “We cannot thank you and your team enough for the help, support and kindness you have shown us words just can’t express how much we appreciate all your efforts in helping us”

• “I’m most grateful for your prompt and unceasing support on this matter and on so many fronts”
Future plans

• Review the current staffing capacity in order to meet the increasing demands of the services.
• Continue to embed the Quality Standards
• To increase the membership of the SENDIASS advisory group so that key stakeholders are represented
• To use the quarterly parental feedback to shape the service.
• Consolidating the practice of ensuring that we meet children and young people in regards to decisions being made about their future education and ensuring their wishes and aspirations are shared amongst all professionals responsible for them.
• We would like to develop a regular system of group briefings / training for parents in order to share information advice and support around common themes.
• We would like to develop a volunteering strategy for the service in order to build capacity and offer an additional layer of support for parents.