

**Special Educational Needs and Disability**



**Poole SENDIASS**

**Information, Advice  
and Support Service**

## **Annual Report**

**1<sup>st</sup> September 2016 – 31<sup>st</sup> August 2017**

## Introduction

Welcome to the Poole Special Educational Needs and Disability Information, Advice and Support Service's (Poole SENDIASS) Annual Report 2016-17.

Poole SENDIASS has developed further during the last year, not least because we finally have a full team again. A warm welcome to Colin Phillimore who is our SENDIASS Young Person's Development Officer and joined in June 2017. Colin's role will provide a great opportunity to engage young people in helping SENDIASS develop into a service that works for young people, as well as parent carers but will also ensure young people with SEND have a voice, that influences developments across other services working with them. Claire Murphy remains in post as SENDIASS Officer, with Victoria Hunt heading up the service as SENDIASS Manager.

Whilst this report summarises the activities and evaluation of the service for the academic year 2016 – 2017, information will be provided regarding future plans for development. 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 lives in Poole. A 'young person' is someone who has reached school leaving age and up to age 25. A young person has reached school leaving age on the last Thursday in June in the academic year in which the individual turns 16.

The Borough of Poole, continues to provide an arms length SENDIAS service in order to fulfil the legal duty to provide children, young people and parent/carers with confidential, impartial information, advice and support about matters relating to their special educational needs and disabilities, including where health and social care provide support related to SEND. This means that the service is able to act, and is seen to act independently and impartially with no undue influence or control from the local authority or CCG.

With regards to young people, within legislation, their views and wishes will take precedence over their parents/carers, unless that young person is considered by professionals and parents to lack 'mental capacity' to make an informed decision.

## Overview of the service

Our service covers four main areas or work:

- Information, advice and support to children and young people with special educational needs or a disability
- Information, advice and support to parents and carers who have a child or young person with special educational needs or disability
- Independent support to children young people and parents undergoing the statutory processes towards an Education Health and Care Plan or during Annual Review process.
- Support for parents and carers of children who have been excluded or are at risk of exclusion from school

Poole SENDIASS has three paid members of staff who deliver the service:

1 full-time SENDIASS Manager: *Victoria H....* (case worker)

1 part-time (0.7) SENDIASS Officer: *Claire M....* (case worker)

1 part-time (0.6) SENDIASS Young Person's Development Officer: *Colin P* (case worker)

The temporary young person's post continues to be funded through the Independent Support Programme with responsibility to develop the children and young persons' service. At the current time, this grant funding is due to cease from March 2018.

Currently all members of staff act as case officers offering a range of information, advice and support tailored to the needs of the people using the service.

### **What are the aims of Poole SEND Information, Advice and Support Service?**

Our aims are:

- to provide in an accessible and timely way free, impartial, accurate and confidential information advice and support to children and young people with special educational needs and their parents
- to support the participation of children and young people and their parents in decisions that affect them
- to support children, young people and parents to express their views, wishes and feelings to help them achieve the best possible educational and other outcomes
- to improve outcomes for vulnerable children and young people with SEND
- to influence positively the Borough of Poole's Children's Services SEND policy and practice

### **1. COMMISSIONING, GOVERNANCE AND MANAGEMENT ARRANGEMENTS**

#### How is Poole SENDIASS monitored?

We work to National Quality Standards, approved by the Department for Education (DfE). During August 2017, our national body piloted an on line version of the National Quality Standards assessment document, with the view to launching it later this year. The aim of this is to ensure updates are live, removing the need for an annual update. This will enable Poole SENDIASS to constantly monitor developments and assist in the identification of priority areas for development.

Our work continues to be monitored by a steering group with members representing parents and voluntary and community groups, schools, early years' settings and officers from the local authority. We also seek to include representatives from the Clinical Commissioning Group (CCG - health services). The terms of reference sets out the group's aims and remit.

The Steering Group meets bi-annually to monitor Poole SENDIASS policies and practice; review service performance against National Quality Standards and to oversee service development outlined in the annual action plan.

Poole SENDIASS continues to provide termly data to *Council for Disabled Children*, which is acting as an agent on behalf of the government, monitoring the Independent Support Programme.

The service carries out an annual evaluation survey with parents and has embedded a process of 'quick capture' feedback following key pieces of work with children, young people or parents or when an intervention changes.

## **2. STRATEGIC FUNCTIONS**

### Contributing to local policy and practice:

Throughout the year 2016 - 2017, Poole SENDIASS has been involved in the following groups, projects and processes:

- Developing and planning a young person's SENDIASS participation group
- Attendance at the Schools' Admissions Forum
- Attendance at the Anti-Bullying Strategy Steering Group
- Participation in the SEND Strategy Partnership Group
- Facilitating a small group of parents, to feed into the LA SEND strategy
- Developing a multi-agency planning and improvement tool, in partnership with LA
- Delivering input to Early Years SENCo training and SENCo briefing
- Awareness sessions with social care colleagues
- Supporting the development of the new Poole Parent Carer Forum, including a new arrangement between voluntary agency Rose Road and the LA
- Information and advice, during Portage stay and play sessions
- Feedback to LA on general themes regarding SEND, identified by parents' and carers' enquiries and casework. This is collective information where individuals identified broad areas of concern within schools or the LA. Individual people are not identified in this process.

### Contribution to regional and national policy and practice:

Representatives from Poole SENDIASS have attended termly regional group meetings and training events, where themes have focused on:

- Social care and health, within the Children and Families Act 2014
- Working with young people
- Participation of young people
- Preparing for adulthood
- Independent Support refresher – focus on Annual Review process
- Independent Support Manager's workshop
- Quality Standards compliance and consistency in evidencing
- Termly liaison with Rose Road colleagues, also delivering Independent Support. Joint working on transfer review processes awareness with schools and parent carers.
- SW Regional IASS Network meetings and Manager workshops.

The Poole SENDIASS team are members of the National Information, Advice and Support Network Group, which provides peer support on issues affecting the delivery of the Information, Advice and Support Services throughout England.

### **3. PROVISION OF INFORMATION AND ADVICE**

#### Developing the Service

The development work for children and young people has focused on two aspects:

- Gaining the views of children and young people and supporting meetings
- Involving children and young people with recognising and understanding the service

#### Gaining the views of children and young people and supporting meetings

When new requests for involvement have been made by parents or schools, we have involved children and young people in meetings either with their parent/carer or independently, so that we can capture their views. We have developed the use of different tools, to assist children and young people in thinking about their aspirations, where they are now, the steps to achieving their goals and the support they need. More recently this has included personalised one page profiles and person centred conversations.

The support to children and young people, has included giving views for EHC assessments and annual reviews, and attending meetings with them. We have also supported children and young people's voice to contribute to appeal and tribunal processes. The children and young people have all been able to engage in the discussion and with guidance, explain their concerns, give their views about what is working / not working and their aspirations for the short and long term. The children and young people involved so far, have all been able to communicate verbally and have had a level of understanding about the process they were contributing too.

#### What services does Poole SENDIASS provide?

We offer a range of flexible services and case work to support children, young people, and parents; our approach is to tailor the service to meet individual needs. This may include, but is not limited to, any combination of the following:

- telephone/email support and helpline
- face-to-face support
- support throughout the statutory processes in relation to Education, Health and Care Plans including help to contribute views, feelings and wishes to the statutory assessment process or annual statement review
- help to prepare for meetings, or support at meetings if requested
- help to write letters e.g. to request a statutory assessment
- support to prepare for an appeal e.g. an exclusion or tribunal appeal
- help to understand professionals' reports
- exploring with individuals the range of options open to them and supporting them in their decision
- signposting to other services
- delivering or facilitating training to groups of parents/carers

Poole SENDIASS officers act as case workers in a supportive role rather than as an advocate for children, young people or parents. Case workers do not attend a meeting about a child or young person unless either the young person or the parent has given us permission to attend and is present at the meeting. Where children, young people or parents find it difficult to express

themselves confidently at a meeting, we will raise their concerns or speak for them if they requested us to do so. We do not share information about a specific case with anyone outside of Poole SENDIASS unless a child, young person or their parents give us their explicit permission to do so. The only exception to this situation is when there are clear safeguarding issues and it would be negligent and unlawful for us not to share the information we hold pertaining to a specific child or vulnerable adult.

### Involving children and young people with recognising and understanding the service

During the latter part of the Summer term 2017, the young person's SENDIASS participation group, was in the early stages of development, being led by SENDIASS Young Person's Development Officer, Colin Phillimore. The main aims of the group are:

- to ensure young people's voice contribute to developments within SENDIASS, so that the service meets the needs of young people
- young people's views feed into wider service developments, across education, health and social care
- young people are involved in developing information and resources which are accessible to children and young people
- their views and work feeds into local, regional and national groups, for young people with SEND

The participation group's first meeting has been organised for the 10<sup>th</sup> October 2017 and will be made up by actual attendance and a wider, virtual group of young people.

### How do children, young people and parents get in touch with the service?

Poole SENDIASS only accepts referrals from parent/carers or young people. We are unable to accept referrals directly from professionals, due to the level of confidentiality our Quality Standards require. We suggest that the practitioner passes our contact details to individuals so they can contact us themselves or supports alongside a parent carer or young person, to enable them to contact SENDIASS.

We have an open access approach and our service can be accessed by any eligible individual. There are no formal procedures for referral; children young people or parents simply contact us directly and confidentially on our dedicated telephone number or email address or they can meet with us face-to-face. Individuals are often signposted to our service by schools, early years settings and a range of other children's services professionals and practitioners.

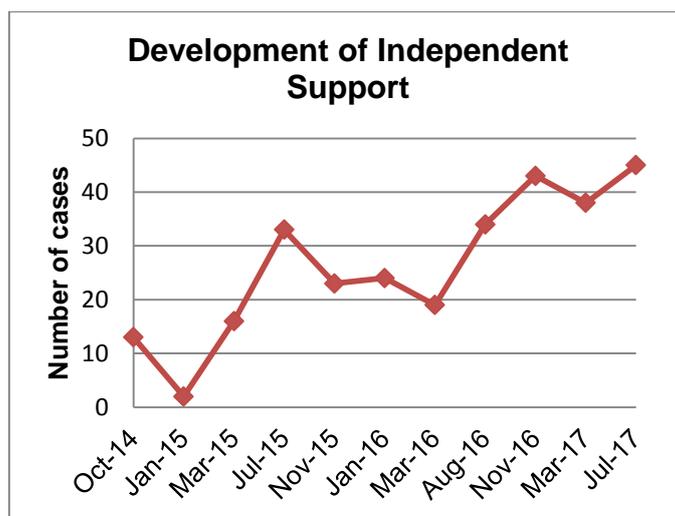
Poole SENDIASS is in the process of developing a social media presence through Facebook and Twitter, providing a further platform for parent carers and young people to contact. This will also provide an opportunity for the delivery of relevant information to a wider audience.

## **4. SUPPORTING INDIVIDUALS**

### **Independent Support**

This work is on-going, but since October 2014 the number of children and young people supported through Independent Support has steadily increased. The graph overleaf, shows the increase

based on the termly feedback provided to the Department for Education, via the Council for Disabled Children.



So far all young people have been provided with support from a case worker separate from, but with the knowledge of, their parents. However, should a young person request it, we are able to offer them completely confidential support without involving their parents or carers.

The Independent Support grant funding has been extended, since implementation in September 2014. Poole SENDIASS has continued to be successful in bidding for funding and currently has grant funding up until end of March 2018, which due to the vacancy will continue up until July 2018. As per the contract for 2017-2018, a business plan is being developed for the continuation of Independent Support, as part of Poole SENDIASS core offer to parent carers, children and young people.

During 2016-2017 we have continued to meet on a termly basis with our counterparts, delivering Independent Support, within Rose Road Association. The purpose of these meetings have been to share themes and practice developments and have included collaboration regarding Independent Support within the transfer review process, from statement to EHCP.

Due to the effective way Poole SENDIASS functions, we continue to offer seamless movement between Independent Support and the delivery of tailored SEND information, advice and support without the need to refer to other services.

### **All SENDIASS Case work (including Independent Support)**

Due to the change over to our new Crossdata database, half way through the Spring term 2017, it has been difficult within Annual Report this draw direct comparisons between this academic year and the previous in terms of number of contacts. Primarily this is due to changes in the way we record information

However over the page is a comparison of the total number of recorded contacts and the total number of open referrals, comparing 2014/2015 and 2015/16 with 2016/17:

	Academic Year		
	1/9/14 – 31/8/15	1/9/15 - 31/8/16	1/9/16 – 31/8/17
incoming	1225	910	1215
outgoing	975	1001	991
meetings	305	295	149
Total contacts	<b>2505</b>	<b>2206</b>	<b>2355</b>
			<b>+149</b>
Total no. of open referrals	<b>257</b>	<b>243</b>	<b>401</b>

Table 1

There has been a 65% increase in the number of clients we have supported during 2016 - 17 compared with the previous academic year 2015 – 16. Most significant was the increase in the number of contacts during the Summer term 2017, a total of 1652 contacts.

The total number of contacts for the same period during the previous two academic years were:

2015/2016 – 534

2014/2015 – 907

The chart below shows comparative data, for incoming contacts, month by month for the last 3 academic years since the implementation of the SEND reforms in September 2014. This academic year has followed a similar pattern during the Summer term to the same period 2014-2015, with similar numbers of incoming contacts. Interestingly 2015-2016, was the opposite to 2016-2017, with more incoming contacts during the first half of the year and falling away during the later part of the Spring and into the Summer term. A reason for this may have been due to the changes in SENDIASS staffing.

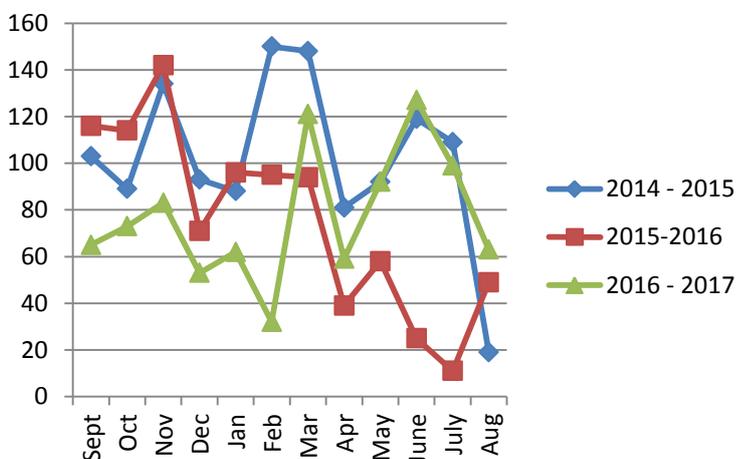


Table 2

Involvement in casework continues to be more complex, requiring multiple interventions and prolonged involvement when concerns have been difficult to resolve. Those using the service often have multiple issues, not just those related to SEND. They include housing and social issues, adopted children, children in need, financial and housing difficulties. We are having to signpost an increasing number of parents to a range of other services. Our young person's officer, since June 2017, has worked with three young people 16+ who have independently from their parent/carer, sought advice, information and support.

Since 24<sup>th</sup> February 2017, we have received 275 referrals for support. Sometimes children and young people will have two support projects running in tandem, such as Independent Support and Exclusion, so it doesn't mean we have worked with 275 families. However, the majority of our work and support, sits within level 1 or level 2 intervention, which means 87% of SENDIASS users are receiving up to 2 days support, within a 6 month period. Table 3 below, shows the spread of support offered across the intervention levels.



Table 3

Our collaboration with IAG staff, with whom we are co-located at No 18, has continued to increase. This academic year we have jointly supported, 7 young people with SEND with needs around access to education, training and employment opportunities, housing and Education, Health and Care planning.

We continue to work hard to raise the profile of our service not only amongst children, young people and parents but also amongst other agencies and practitioners who often signpost SENDIASS to individuals from vulnerable groups.

Since the implementation of our new database, we can now routinely capture data regarding ethnicity and the age at point of referral for children and young people. Table 4 over the page shows our reach to families from ethnic minority group and who have English as an Additional Language.

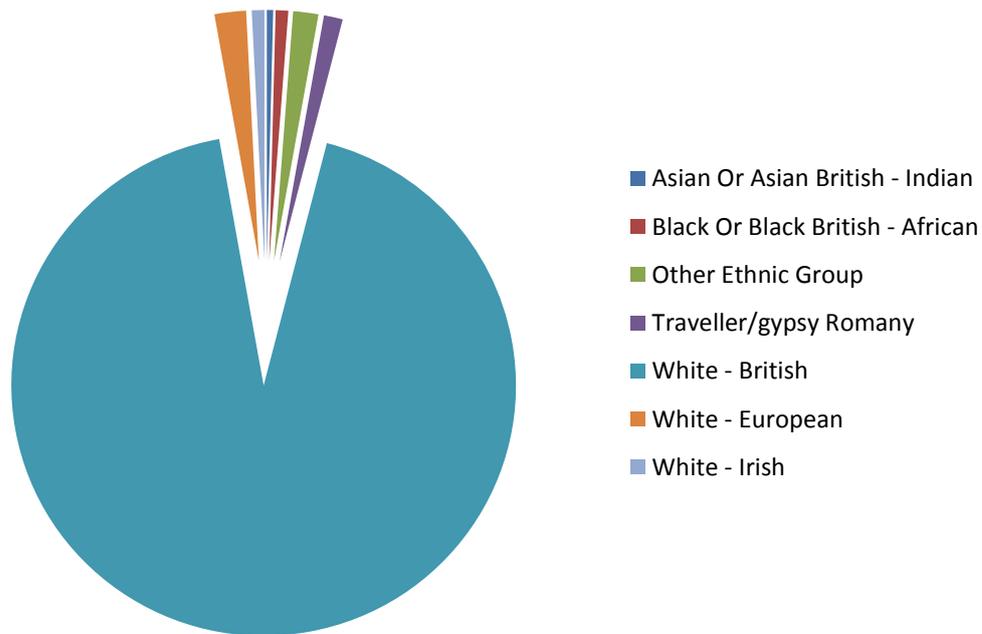


Table 4

Interestingly the data, as per table 5 below, shows similar numbers of referrals for early years and 16 – 18 year olds and across primary and secondary. We have continued work to do, to increase our reach to 19-25 year olds.

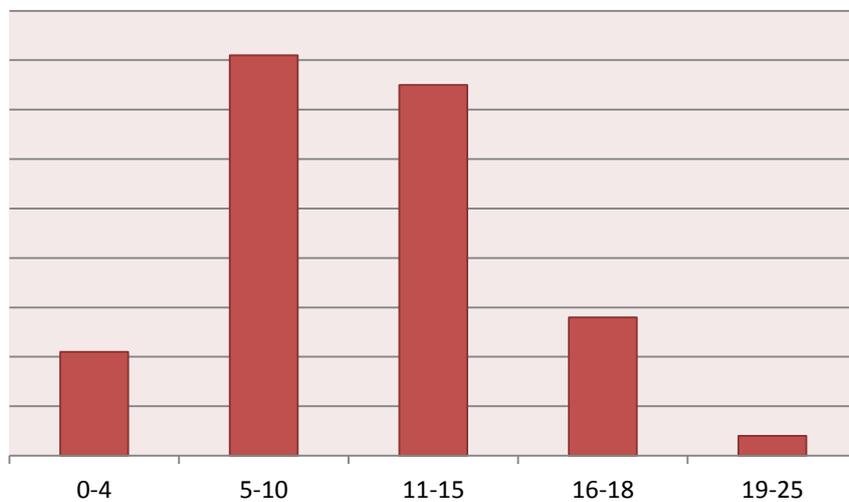


Table 5

The Annual report for 2015/2016 noted that many children and young people are presenting with primary or secondary needs around anxiety /mental health needs. The figures for 2015-16 were as follows:

Reported by parent as primary difficulty – 44%  
 Reported by parent as secondary difficulty - 20%

This academic year there has been an almost identical trend:

Primary reported difficulty – 42%

Secondary reported difficulty – 23%

ASD remains as the primary reported disability, with 29% of SENDIASS referrals relating to a child or young person, with this diagnosis.

### **Why do individuals contact the service?**

Since the implementation of Crossdata, we now record referrals against four projects:

- General SEND information and advice
- Independent Support
- Exclusions
- Appeal and Tribunal

Within General SEND IAS, the highest proportion of contacts has related to concerns about the child or young person's progress in their educational or training setting, at 36% of contacts. The majority of Independent Support, has been advice and support regarding the draft or final EHCP, with 48% of support focussed in these two areas. 11% of contacts have been related to the preparation of parent views, with only 0.1% contacts in support of young people preparing their views.

SENDIASS has seen an increase in request for support around exclusion, during the last term and a half of the academic year with 25 referrals relating to request for support regarding exclusion – 21 boys and 4 girls. A third of these enquiries related to children and young people, who had been permanently excluded. And similarly, a third of the enquiries related to children and young people with a diagnosis of Autism Spectrum Disorder. All of the requests for support related to children and young people, with identified SEND and 16% of the enquiries related to children and young people who had an EHCP in place or in the stages of an EHCP being finalised.

By comparison the first term and a half of the academic year 2016/2017, SENDIASS only received 6 referrals for support around exclusion.

Support for making appeal through SEND Tribunal, has also increased this academic year. During academic year 2015/2016, there were 4 referrals for support with SEND Tribunal. However 2016/2017 has seen a 500% increase, with 24 referrals for support. The primary reason for appeal has been 'refusal to assess', however we have supported parent/carers and young people to appeal content of the EHCP and placement.

To date around 83% of appeals, SENDIASS have been supporting, have been concluded before the final hearing, either through formal mediation or through ongoing discussions with the Local Authority.

### **5. MEETING THE KEY PRIORITIES FROM 2016 -17 POOLE SENDIASS ACTION PLAN:**

Poole SENDIASS' main areas of development during this academic year have been:

- Developing Service Level Agreement with Borough of Poole regarding the ongoing delivery of SENDIAS service

- Increasing the reach of Independent Support to children and young people, including through Annual Review process
- Increasing the reach for providing information, advice and support services
- Developing the participation and engagement of young people

For this academic year, the key priorities were based on the IASSN national Quality Standards, which were as follows:

### Priority 1 – Commissioning, management and governance arrangements

*QS 1.1 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:*

*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.*

#### Outcome measures (Service reach)

- a) Service Level Agreement is developed, based on assessment of user needs and incorporating IASS national quality standards by 31st July 2017.

SLA is in process via BoP Commissioning team. Meeting arranged with Teresa Jones, Senior SEND Manager, to review on 11th September 2017.

- b) Parents, young people and professionals across partner agencies have a clear understanding of the role of SENDIASS, demonstrated via data analysis ie. wider service reach, increase in signposting by partner agencies and broader themes in initial enquiries and contacts.

From the start of the new database on 24<sup>th</sup> February 2017 to 31<sup>st</sup> August 2017, the following data has been captured:

272 total open referrals & new enquiries

165 – General SENDIAS  
 55 – Independent Support  
 24 – Exclusion  
 28 – Tribunal/Appeal

1608 contacts

Same period during 2016

155 total open referrals & new enquiries

Due to way in which the database was developed, it is only possible to disaggregate the new enquiries into reason for contact:

59 – General SENDIAS  
 9 – Independent Support  
 6 – Exclusions  
 6 – Tribunal/Appeal

1071 contacts

There has also been an increase in signposting. This data is captured at point of referral, by asking 'how did you hear about SENDIASS?'

	2017	2016	% increase
Health	14	6	133%
LA non SST	24	10	140%
Social Care	6	2	200%
Returning client	36	8	350%

Table 6

## Priority 2 – Strategic functions

*QS 2.2 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.*

Examples of Poole SENDIASS' involvement in informing local policy and practice during this academic year, are as follows:

- Completion of self evaluation tools, based on parents views expressed to Poole SENDIASS, as contribution to development of Poole's SEND strategy
- Facilitated parent group, whose views which contributed to the consultation process, for Poole's new SEND strategy
- Close links with Poole Parent Carer Forum sharing themes from wider parent views, for contribution to different LA and CCG groups attended by reps from the parent carer forum
- Collaboration with Rose Road association in raising awareness with schools and parent carers regarding the transfer review process.
- Supporting parents to provide feedback to local NHS services through Healthwatch and PALS.
- Participation in SEND Strategy Partnership group, sharing wider parent and young people perspectives and themes, based on case work
- Development of young people's participation group underway

## Priority 3 – Provision of information and advice

*QS 3.2 The IASS is accessible to all potential service users.*

Poole SENDIASS experienced a significant increase in referrals during the Summer term of this academic year, including from parent carers from ethnic minority groups and with EAL (see Table 4). We have also had an increase in the breadth of signposting organisations or services (see Table 6).

Development continues to be required in terms of information that is accessible to young people, which will be a priority with the establishment of the young person's participation group.

## Priority 4 – Provision of information and advice

*QS 3.4 Service users have the information and advice they need to make informed decisions about provision made by education, health and social care.*

Within our 2016/2017 data collection feedback to our national Information, Advice and Support Service Network; 85.2% of respondents indicated, that the involvement of SENDIASS had made a

great deal of difference to them and their child/young person and 96% felt the information and advice was very helpful

Since the advent of new Crossdata database, 68% of respondents to our short feedback at the end of an intervention, indicated they:

- Feel more involved in decisions about their child
- Have a greater understanding of the rights of children and young people with SEND

However parent's reports of confidence growing and ability to self-advocate, were evidenced in their comments:

Really helpful advice given, which helped me when talking to school and the LA. My child is now receiving a programme in school, which I requested

We were able to get our views across – completely amazing

SENDIASS helped me to feel like I was in control – at a meeting, SENDIASS support helps people listen to me

SENDIASS Officer's knowledge was brilliant – for me as a parent, knowledge is power

Furthermore, 89% responded that they felt they and their child/young person had benefitted as a result of SENDIASS involvement.

We have reached our benchmark figure of 85% for parent/carers reporting the benefits and the difference SENDIASS involvement has made. However we have not for feeling involved in decision making or greater understanding of rights – some of this may be the way in which the question is posed, as parents can select from eight options. In future we will consider asking parents to prioritise the top three outcomes for them and their child.

### **Priority 5 – Supporting individuals**

*QS 4.3 The IASS builds upon service users' skills, knowledge and confidence to promote independence and self advocacy.*

Evidence of SENDIASS support with a particular young person, Bella, is appended to this report.

### **Priority 6 – Professional training and development**

QS 5.4

*The IASS offers to early years settings, schools, colleges, statutory and voluntary agencies training on: working with parents, children and young people and the law relating to SEN and disability, as it applies to education, health and social care*

SENDIASS provides input to Early Years SENCo training and SENCo forum and briefing sessions. SENDIASS Manager is collaborating with the Educational Psychology service, to offer a workshop to school SENCo with respect to the Equality Act 2010 and reasonable adjustments to policies and practice. It is planned this will be delivered initially during the Spring term 2018.

SENDIASS aspires to develop a training package for professionals, which covers:

- Partnership working
- Participation and co-production
- Working with young people with SEND

## Priority 7 – Professional training and development

QS 5.5

*The IASS offers training to parents on:*

- ❖ *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*

Due to capacity it has been problematic developing our workshop offer to parent/carers, this academic year. However, as part of our annual consultation we received feedback from parent/carers, about topics they would find helpful:

- Understanding the legalities of EHCP and the EHCP process
- Where to go to find information you need to help your child ie the funding schools have, what you can do - Statutory support schools must provide
- Parents rights
- School options available
- How to have good/meaningful communication between parents and school
- Parent to parent groups
- Behaviour management for SEN children
- A workshop on EHCP specifically with reference to the 18- 25 year age bracket
- Moving into secondary / post 16 education for children with disabilities.

Plans are now developing with Rose Road, to co-deliver workshop opportunities for parent/ carers during Summer term 2018.

## 6. PROFESSIONAL DEVELOPMENT AND TRAINING

### Staff Development

All team members of Poole SENDIASS are trained to provide Independent Support to parent/carers, children and young people having successfully completed the on-line and 2 day face-to-face training from a national Independent Supporter training programme delivered by the Council for Disabled Children within a few weeks of starting their new role (as a requirement of the contract funding).

We have accomplished passes, across the team, that covers all three levels of the IPSEA legal training and we will all complete the relevant face to face training, during this forthcoming academic year.

Other training or staff development activities completed by individual case workers include:

- Corporate induction
- Safeguarding
- Data protection
- Work shadowing

As a team we also link regularly with our counterparts in Dorset and Bournemouth and our wider south west network, to share good practice and developments between our teams.

## 7. FUTURE DEVELOPMENTS

The development priorities identified for focus during the forthcoming academic year are based on Poole SENDIASS current National Quality Standards assessment.

These priorities, have been identified, due to the Quality Standard being scored either:

**Level 1** - Working towards the Quality Standard but not yet fully met

Some evidence available **or** available evidence confirms Quality Standard is not fully met

Outcome assessment limited **or** outcome assessments show low levels of impact

Or;

**Level 2** - Confident the Quality Standard is met

Wide range of evidence is available (i.e. most of the types of evidence listed for the Quality Standard) but further evidence in certain areas required

Some of the recommended outcome assessments are in place.

**Key priorities are as follows:**

### **Section 2 Strategic functions**

#### **Standard 2.1**

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.

- Developments will focus on re-establishing links with the re-launched Poole Parent Carer Forum and their new administrator, Sharon Moore. It is envisaged that development of the young person's participation group, will enable young people's voice to influence service developments within Poole SENDIASS and within the wider LA/CCG services. Links and collaboration are to be further developed with Poole Forum and other local groups and organisations, supporting parent/carers, children and young people with SEND..

### **Section 3 Provision of information and advice**

#### **Standard 3.1**

Potential service users are aware of the IASS and what it can offer them.

#### **Standard 3.2**

IASS is accessible to all potential service users.

#### **Standard 3.3**

The IASS provides impartial, accurate and up to date information and high quality advice relevant to the service users' needs.

- Emphasis will be on developing information and resources for and with children and young people, that is accessible and meaningful to them. Similarly developing our core information, in the most common first languages within Poole. A key development will be Pooles SENDIASS Facebook page, which it is hoped will be in place by Christmas 2017.

## Section 5 Professional development and training

### Standard 5.5

The IASS offers training to parents on:

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

- It is planned that by Easter 2018, a plan for delivering parent/carer workshops during Summer Term 2018 will be in place. It is envisaged that this will be developed in conjunction with Poole Parent Carer Forum, Rose Road and other partners and will be based on parent/carer feedback about themes that are helpful for them.

\* \* \* \* \*

#### **Report written by:**

*Victoria Hunt, Poole SENDIASS Manager*

*October 2017*

## APPENDIX 1

### **Glossary of terms and acronyms**

<b>Arm's length</b>	The service is able to act, and is seen to act by professionals and service users, independently and impartially with no undue influence or control from the local authority or clinical commissioning group
<b>BoP</b>	Borough of Poole
<b>CCG</b>	Clinical Commissioning Group
<b>CDC</b>	Council for Disabled Children (a national charity)
<b>CoP</b>	Code of Practice
<b>Coping with Chaos/face 2 face</b>	Local charities supporting children with special educational needs and their families across Poole, Bournemouth and Dorset. (Part of Diverse Abilities Plus)
<b>EHCP</b>	Education, Health and Care Plan
<b>IAG</b>	Information, Advice and Guidance
<b>IASS</b>	Information, Advice and Support Service (generic)
<b>Impartial</b>	Not biased towards or influenced by any particular party, point of view or policy. Not giving priority to any particular impairment, disability or SEN over another; information advice and support given reflects the law
<b>IPSEA</b>	Independent Parental Special Education Advice (a national charity)
<b>IS</b>	Independent Supporter
<b>LA</b>	Local Authority
<b>NCB</b>	National Children's Bureau
<b>NPPN</b>	National Parent Partnership Network
<b>RPPN</b>	Regional Parent Partnership Network (consisting of representatives from each of

	the Parent Partnership Services in the South West region)
<b>PAX</b>	The Poole Parents' and Carers' Special Educational Needs Forum ( <b>P</b> arents <b>A</b> re <b>eX</b> perts)
<b>PoPPs</b>	Poole Parent Partnership Service
<b>PPS</b>	Parent Partnership Service (generic)
<b>PPV</b>	Poole Parents Voice – a group which meets termly with the Service Unit Head representing parents from schools in Poole
<b>QAC</b>	The Quay Advice Centre (SENDIASS office base)
<b>Rose Road Association</b>	An organisation commissioned to deliver Independent Support to children, young people and parents ( <i>also offered by Poole SENDIASS</i> )
<b>SENCo</b>	Special Educational Needs Coordinator (in schools and educational settings)
<b>SEND</b>	Special Educational Needs and Disability
<b>SENDIASS</b>	Special Educational Needs and Disability Information, Advice and Support Service
<b>SENDIST</b>	Special Educational Needs and Disability Tribunal