

Special Educational Needs and Disability



Poole SENDIASS

**Information, Advice
and Support Service**

(Formerly known as **POPPS** Poole Parent Partnership Service)

Annual Report

1st September 2014 – 31st August 2015

Introduction

Welcome to the Poole Special Educational Needs and Disability Information, Advice and Support Service's (Poole SENDIASS) Annual Report. This report summarises the activities and evaluation of the service for the academic year 2014 – 2015. 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.

New legislation and a new Special Educational Needs and Disability Code of Practice came into force on 1st September 2014 which affected the processes and policies which support children and young people with SEND and their parents and carers. Local authorities must now arrange for children and young people with SEND, as well as their parents or carers, to be provided with 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. The information, advice and support should be made through a dedicated and easily identifiable service building on existing parent partnership services.

Under the new legislation, the views and wishes of a young person will take precedent over their parents', unless that young person is considered by professionals and parents to lack 'mental capacity' to make an informed decision.

Overview of the service

Over the academic year 2014 – 2015, Poole Parent Partnership Service (PoPPs) has developed its role to become Poole Special Educational Needs and Disability Information, Advice and Support Service (Poole SENDIASS). Our newly rebranded service will be relaunched in the Autumn Term 2015. Poole SENDIASS is an in-house service which is run at 'arm's length' to the Borough of Poole and the Clinical Commissioning Group (CCG). 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 of CCG.

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.
- 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 Coordinator: *Jacky W....* (case worker)
1 part-time (0.7) SENDIASS Officer: *MP....* (case worker)
1 part-time (0.5) SENDIASS Officer: *JMW....* (case worker)

Jan's role is a temporary post funded through the Independent Support Programme with responsibility to develop the children and young persons' service.

All three 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.

Tracy Pallatt (volunteer) provides invaluable, ad hoc support to update and maintain the Poole SENDIASS database. Tracy has been instrumental in updating our database to reflect the changes to SEN law during August 2015 ready for the new academic year.

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. Our work is 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 termly to monitor Poole SENDIASS policies and practice; review service performance against National Quality Standards and oversees service development outlined in the annual action plan.

Additionally we provide termly data to *Council for Disabled Children*, which is acting as agent on behalf of the government to monitoring the Independent Support Programme. The service carries out an annual evaluation survey with parents and is shortly introducing a 'quick capture' feedback form following key pieces of work with children, young people or parents. A summary of the evaluation is reviewed at a steering group meeting and published in our annual report.

2. STRATEGIC FUNCTIONS

Contributing to local policy and practice:

Working with the Poole Parent Carer Forum (PAX) and the local authority, Poole SENDIASS has been involved in 'PATCH' meetings (which stands for ***Parents and the Changes***) which has enabled parents voices to be heard as the Borough develop its services to meet the new SEND law and Code of Practice.

Throughout the year 2014 and 2015, Poole SENDIASS was involved in the following groups, projects and processes:

- Attendance at 'PATCH' meetings
- Poole Parents' Voice
- Attendance at the Schools' Admissions Forum
- Attendance at the Anti-Bullying Strategy Steering Group
- Feedback to LA on areas of general SEND concern - identified by parents' and carers' enquiries and casework. This was collective information where individuals identified broad areas of concern within schools or the LA. Individual people were not identified in this process.

As part of our case work supporting young people and parents through the statutory education, health and care plan process, either from transferring from a statement of special educational needs or initiating a new request for a needs assessment, we have worked with the SEN statutory services team to help review the way parents and young people receive information about the process and regarding the contents of the final plan. We have worked with the local authority regarding completing the processes within the statutory timescales.

Contribution to regional and national policy and practice:

Poole SENDIASS attends termly regional group meetings and events, where meetings have focused developing advice for parents and young people, the National Quality Standards for SEND Information, Advice and Support Services and regional practice. 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 tried to involve the young people in meetings so that we can capture their views. This has included giving views for EHC assessments and annual reviews, and attending meetings. The 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 at school and their aspirations for the short- and long-term. The young people involved so far, have all been able to communicate verbally and understand the process they were contributing too.

Involving children and young people with recognising and understanding the service

The service is currently redesigning and relaunching with a new logo, leaflets and webpage. As a practical way of trying to engage young people and enable them to begin to understand what the service can offer, we have consulted them on the design of the logo and asked for their preferences on style and format of leaflets. We have contacted all the Poole School Councils, led a session at the Special School Council Forum and visited local youth groups for young people with SEND to access their views. This process has enabled us to gain a consensus and move forward with our rebranding. The young people are beginning to recognise the SENDIASS officer and discuss their contribution at meetings about school and college. The service, with the new leaflets will be promoted with the schools and colleges in September.

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 a representative or 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 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.

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

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. Professionals and practitioners may ask us to contact an individual they have been working with but we will only do so if they have first obtained the permission of the child, young person or parent. We prefer that the practitioner passes our contact details to individuals so they can contact us themselves in order to maintain confidentiality.

4. SUPPORTING INDIVIDUALS

Poole SENDIASS's main areas of development during the academic has been to develop the Information, Advice and Support Service for children and young people and to provide Independent Support to individuals in relation to the statutory processes concerning transition from Statements to Education Health and Care Plans or initiating new EHC needs assessment requests. This work is on-going, but since September 2014 we have provided support to 5 children and young people in their own right. So far they have all been provided with support from a case worker separate from, but with the knowledge of, their parents. However, should a child or young parent request it, we are able to offer them completely confidential support without involving their parents or carers.

What is the Independent Support Programme?

The Independent Support Programme is described by the Council for Disabled Children as:

From September 1, 2014, local authorities have a duty to replace statements of Special Educational Need (SEN) with a new Education, Health and Care (EHC) plan. In addition, they have a duty to publicise a Local Offer of the services and activities that are available to parents and young people. To support this change, government are funding an Independent Support service to assist parents through the new SEND assessment and planning process. This service will provide Independent Supporters in each local area as an additional resource for a time limited period to work directly with young people and the parents of children being assessed for an EHC plan.

The original intention was to have a provider in each local authority which is entirely independent of the local authority. The provider contracted for the service in Poole is The Rose Road Association. Nationally, when insufficient providers expressed an interest to provide Independent Support for every local authority, all Parent Partnership Services were invited to bid for funding and deliver the service under contract to the CDC. The requirement of the funding is to:

- Build capacity in the service to implement new IAS responsibilities required by the Children and Families Act 2014 and the forthcoming SEND Code of Practice.
- Recruit and supervise one or more Independent Supporter(s)¹ to provide young people and parents with timely and appropriate support through the EHC assessment and planning process.
- Ensure the PPS provides parents and young people with information about, and can access, Independent Supporters in their local area
- Ensure the IS supports the parent or young person by contributing to an EHC plan that is then ready to be signed off by a designated professional that has been agreed as part of a local referral protocol process.
- Ensure that all those that are identified in an Independent Supporters role undertake CDC training within the first 2 months of their appointments
- Update on the number of Independent Supporters and the number of families and young people they are supporting in each reporting period.

POPPs Parent Partnership Service made a successful bid to provide Independent Support. In previous years, POPPs did not distinguish between the work now identified as 'Independent Support' and other areas of the service providing information, advice and support – supporting parents through the statutory (statementing) process was always provided as part of the whole service. Poole SENDIASS continues with this approach and

¹ An independent Supporter can be a paid, volunteer, full or part time capacity

case workers can move seamlessly between the two types of support without the need to refer to other services. Although The Rose Road Association is available for those parents, children or young people who would prefer an Independent Support Service, feedback from our services users is that because they have often been working with us for some time, they would prefer to stay working with us for the statutory processes rather than use a different provider.

Meeting the key outcomes from the 2014 -15 Poole SENDIASS action plan:

- i. Build capacity in the service to implement new Information, Advice and Support responsibilities required by the Children and Families Act 2014 and the new SEND Code of Practice. Ensure IAS provides parents and YP with information about Independent Support;

In January 2015, we recruited Jan Williams to a one year part-time post, created using the IS programme funding. The purpose of the post is to help us plan, establish and deliver our new service to provide impartial and confidential Information, Advice and Support to children and young people with SEND and their parents and carers. This work is on going but has been very successful so far with the intended outcomes achieved. At the moment we have capacity to support anyone who requests it. However we are not sure how this will pan out over the next academic year and beyond as our overall permanent staffing levels will be the same as before the current legislative changes.

- ii. Recruit and Supervise one or more Independent Supporters¹ (IS) to provide young people and parents with timely and appropriate support through the EHC assessment and planning process. Ensure all those that are identified as IS workers undertake CDC training within the first 2 months of their appointments; Ensure YP and their parents and carers can access a trained Independent Support throughout the EHC process

As every paid team member has completed the IS training and the SENDIASS coordinator recruits, manages and supervises all aspects of the SENDIASS work, we were easily able to achieve this outcome. Although we have been frustrated with the low number of referrals regarding transfers from statements to EHCPs we have continued to support parents in relation to new EHC needs assessments. As yet we have not had any requests directly from young people but we envisage that this will change during the next academic year when our service will be promoted in post 16 education establishments, youth centres etc.

- iii. Ensure the IS supports the parent or YP by contributing to an EHC plan that is then ready to be signed of by the LA

We were concerned that we did not receive the significant increase in enquiries we had been anticipating given the change from statements to EHCPs. Although the statistics indicate that as the academic year progressed, more parents, and young people

themselves, started to contact us. The 5 children/young people supported during the summer time were supported alongside their parents – all were under the age of 16.

Working with individuals

Independent Support recorded case load:

	Autumn Term 2014	Spring Term 2015	Summer Term 2015	Total
Parents/Carers	15	19	30	64
Children/YP	0	0	5	5
Total	15	19	35	69

Table 1

All SENDIASS Case work (including Independent Support)

Total number of recorded contacts:

	Academic Year 2014 - 2015 1/9/14 – 31/8/15	Autumn Term 2014 1/9/14 – 31/12/14	Spring Term 2015 1/1/15 – 31/3/15	Summer Term 2015 1/4/15 – 31/8/15
incoming	1225	419	386	420
outgoing	975	320	286	369
meetings	305	106	81	118
Total contacts	2505	845	753	907

Table 2

	Total no. of recorded clients	No. of new /reopened cases recorded	% of new/ reopened cases	Total no. of all recorded contacts
1st Sept 2014 – 31st Aug 2015	257	187	72%	2505
1 st Sept 2013 – 31 st Aug 2014 (for comparison)	245	179	73%	2996

Table 3

We supported three parents to prepare cases for an appeal at the Tribunal for special educational needs (SENDIST) during the academic year 2014 – 2015. We supported one parent at a formal mediation meeting. None of the cases went to Tribunal as SENDIASS continued to support those parents during their negotiations with the Local Authority and as a result helped to resolve the issues before a Tribunal hearing was necessary.

There has been a 6% incremental rise in the number of clients we have supported during 2014 - 15 compared with the previous academic year 2013 - 14. This upward trend continues from previous years. The corresponding 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, looked after children, children in need and financial difficulties. We are having to signpost an increasing number of parents to a range of other services. As yet we have not had any direct enquiries from young people regarding those issues but we anticipate that these will become more apparent over time.

We are committed to helping all children, young people and parents including those who have traditionally found it hard to access services, for example:

- Parents who have special educational needs or disabilities themselves
- Families where the first language is not English
- Black and Ethnic minorities and Traveller families
- Very young parents

We have recently started to monitor the use of SENDIASS by other vulnerable groups such as children and young people who are 'looked after' (i.e. in foster care placements) or who have been adopted or have been designated as 'children in need' by social care or are on the child protection register. This will help us to monitor and our service 'reach' and where necessary take action to target support for specific groups which are under represented amongst our client group.

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.

We have noticed many of the cases we support are related to children and young people who have a diagnosis of ASD or are under assessment for ASD. As it is not information we routinely capture, we have decided to record this information in order to gather more evidence for analysis.

Methods of contact

The most preferred method of contact is by telephone, although email contact is increasingly popular. When the phone lines are in use, or we are out of the office, there is a 24/7 voicemail service. Our aim is to respond to email or voicemail messages within 48 hours or 2 working days. The figures in table 4 detail the contacts by method. Not all methods are recorded for every contact so the total does not equate to the total number of recorded contacts for the year; however it does give an overview of the trend in methods of contact.

Method of contact	In	Out	total
Dropped in	12	-	12
Email	326	394	720
Letter	11	26	37
Meetings	-	-	
Telephone	174	97	271
	523	517	

Table 4

Voicemail response rate for all recorded contacts needing a reply

Table 5 details our response time to voicemail messages. Our aim is to respond to 95% of calls or emails within 2 working days of a contact. The data base does not differentiate between working days and non-working days so if a parent or young person calls on a Friday and we do not respond until Tuesday the database records this as 4 days but we would have responded within 2 *working* days.

Within 2 days	3 – 7 days	More than 7 days
181	18	3

Table 5

Response time within 2 days: 90%

Why do individuals contact the service?

Recorded reason for initial contact by **new** clients in 2014/15 (figs. in brackets are for 2013/14)

Reason	No.	%*	Reason	No.	%*
Bullying	1 (1)	<1%	Choosing an educational setting	6 (6)	3%
Concerned about progress in an educational setting	24 (29)	15%	Concerned about SEN provision	35 (40)	18%
Exclusion/risk of exclusion	32 (19)	17%	Disability Discrimination issue	2 (1)	1%
General SEN information	14 (1)	7%	Help with paperwork	7 (10)	4%
Issues relating to existing statement	12 (22)	6%	Issues relating to a statutory assessment	15 (21)	8%
Other	25 (22)	13%	Parent/carer communication with educational setting	5 (6)	3%
School admissions issue	9 (1)	5%	Total (2014/15) (Total for 2013/14)	189 (179)	100%

Table 6

* The percentage may not add up to 100% due to rounding.

Compared with the previous year (Sept 2013 – Aug 2014), statistics indicate that there has been an increase in the number of initial contacts in relation to:

- General SEN information (*an increase from 1 query in 2013/14 to 14 in 2014/15*)
- School admission issue (*increased from 1 case in 2013/14 to 9 in 2014/15*)
- Exclusion/Risk of Exclusion (*from 19 cases in 2013/14 to 32 in 2014/15*)
- Disability Discrimination (*from 1 case in 2013/14 case to 2 cases in 2014/15*)

Statistics indicate that there has been a reduction in the number of initial contacts in relation to:

- Concern about progress in an educational setting (*down from 29 in 2013/14 to 24 in 2014/15*)
- Concern about SEN provision (*down from 40 cases in 2013/14 to 35 in 2014/15*)
- Issue relating to an existing statement (*down from 22 cases to 12*)
- Issue relating to a statutory assessment (*down from 21 cases to 15*)

However, concern about progress and provision in an educational setting remain two of the three main reasons for parents to contact us initially. When the case is on going the reason for continued support often changes e.g. from an initial concern about progress to support to request an EHC assessment.

The top two reasons for new or reopened cases in 2015 – 2015 were:

- queries about general SEND information and
- school admissions issues (*related to SEND*)

An increase in general enquiries is not surprising given the wide ranging impact of the changes to the SEND laws from 1st September 2014.

The main reasons for contact regarding school admissions were either:

- the parents'/young person's preference of school being named (or not named) on a final plan or statement or
- enquiries about children without a plan or statement starting school for the first time or transferring to a secondary school where the child had an identified need and the parent wanted support to consider which school might be appropriate to meet the child's SEND.

There was also a significant increase in enquiries regarding exclusions. We are concerned about the continuing trend in exclusions over the past two academic years – from 12 new cases in 2012/13 to 32 new cases in 2014/15.

Differences in all other areas were negligible (< 2 percentage points) between 2013/14 and 2014/15.

5. PROFESSIONAL DEVELOPMENT AND TRAINING

Staff Development

All of the Poole SENDIASS caseworkers 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).

All three case workers have complete the national level 1 IPSEA on-line legal training and two have also completed the face to face and the additional one day IPSEA Tribunal Training. One member of staff is currently undertaking the intermediate (level 2) IPSEA training.

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

- Corporate induction
- Safeguarding
- Data protection
- Work shadowing

Training to parents and carers

We delivered or facilitated training to a number of different audiences including:

- Time 4 Me - focus for sessions were:
 - Anger management: Educational psychologist workshop
 - Sleep management: Contact a Family
 - Short Breaks – consultation
 - SIBS – supporting siblings of children and young people with a learning disability (Health Service)
 - Early Years SEN support in Poole
 - Developing positive relationships with an ASD child - Autism Wessex
 - Transitioning from Childrens to Adult Services

Feedback from these meetings was captured through evaluation forms to identify other topics of interest for future training and workshop sessions and to rate the overall effectiveness of the sessions. In summary, 100% individuals completing the evaluation forms rated each session as: good, very good or excellent.

Training to others

- SENCO briefings
 - Independent Support Programme
 - SEND: categories of need – the Law relating to SEN and disability
- Social Workers: the role of Poole SENDIASS and brief overview of the changes to SEN law

Poole SENDIASS annual evaluation feedback

We received a total of 17 parent responses to our evaluation survey. They all indicate a high level of satisfaction with the service.

Please indicate your level of agreement with the following statements marking the one that is most appropriate.

(please mark only one box for each statement)

Strongly Agree Agree Unsure Disagree Strongly Disagree
😊😊 😊 😐 😞 😞😞

i) It was easy to contact PoPPs when I needed to	17	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) I found the staff approachable and welcoming	18	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) I was made aware that PoPPs provides a confidential and impartial service	18	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) The information I received was clear and easy to understand	18	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) I would use PoPPs again if I needed to	20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) I would recommend the service to a friend	19	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Service Reach

We have not routinely captured information about the number of services users there are as a percentage of the SEND population and those with an EHC plan. We do ask for voluntary information as part of our annual survey. The response for this year was:

1. What is your ethnic origin? 17 x White British; 2 x White other 1 x Asian
2. What is your home language? 17 x English 1 x Polish; 1 x Spanish; 1 x BSL 1 x Bengali
3. Do you consider yourself (parent) to be disabled or have an additional need?
2 x Yes / 18 x No

In previous years we have targeted specific groups and recorded increased engagement from those groups but we do not routinely monitor the service users who are from minority or 'hard to reach' groups. This is an area for development over the next year, starting with improvements to the Poole SENDIASS data base which will enable us to capture the information required.

We asked parents what difference the service made to parents and/or their child. Their responses were:

- It gave me confidence to confront the school about the SEN issues we had
- The support which was and is given to my son and myself has been outstanding. My son with the help of your services managed to receive the correct statement and school which suited his needs.
- I have continued to use the service when it has been required.
- The staff especially [name] has always taken the time to ensure we are happy with the outcomes including supporting us at meetings.
- Helped me be able to understand processes and so handle my son's issues on my own eventually.
- It reassured me I was doing everything right and it gave the confidence to go into a meeting alone.
- It made me feel like someone was on our side and that we were not just another statistic.
- My son got a carer at school.
- To help us gain a better understanding of the statement/EHP process.
- Gave me more confidence in dealing with the school
- Helped me express my concerns
- Helped me liaise with other professionals
- Helped me feel less alone in my fight to get my child's needs understood and met.
- A lot as we did not understand most of it so it was a great help that PoPPs did.
- Helped me out in school meetings for my son
- I am now aware of many more societies that can provide additional support emotionally and practically.
- Helped with excellent advice and support through the statement process
- Have provided assistance with many difficult meetings and been a shoulder to cry on when times have been very hard.
- Advice; extra support; understanding; feel confident
- I felt there was somewhere to turn for advice and help with letters and meetings also a shoulder to cry on
- Every difference – the difficult process was much easier with knowledgeable support
- Helped to provide professional and well documented information to schools/authority
- All the difference in the world. I now have a happy child and so a happy family.
- Brilliant help. Special needs is so different to what we have done before and it was such a help to have someone who knew what they were doing.

- PoPPs makes a big difference to us. PoPPs really helped us to get all the information, to get appointments and to fill in the forms. Thank you so much.

Future developments

1. To agree with the Local Authority a service level agreement for SENDIASS describing how services will be provided from children, young people and parents through a dedicated and easily identifiable service (QS 1.1; 1.4)
2. To rebrand PoPPs to create an easily identifiable and dedicated Poole SEND IAS Service to children, young people with SEND and their parents and carers and statutory and voluntary agencies; To ensure the Governance arrangements are based on clear lines of accountability and promote service user involvement; To raise the profile of the Poole IAS Service so that potential service users are aware of the service and what it can offer them; (QS: 1.2; 1.3; 3.1)
3. To involve service users in planning, monitoring, reviewing and evaluating the services provided and prompt actions taken to improve services enabling access for all potential service users (children, young people with SEND and their parents and carers); To ensure Poole SEND IASS offers impartial and confidential support tailored to meet the needs of individuals (QS: 1.4; 1.5, 1.6; 3.1; 3.2; 3.3; 4.2;)
4. To provide the information, advice and support service users need which will enable them to make informed decisions about provision made by education, health and social care which build on their skills, knowledge and confidence to promote independence and self-advocacy (QS: 3.4; 4.3;)
5. To offer training to parents, educational settings, statutory and voluntary agencies on the law relating to SEN and disability, as it applies to education, health and social care (QS: 5.4; 5.5)
6. To introduce a new data base that allows SENDIASS to effectively capture and analyse data to evidence the reach and nature of service delivery

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Report written by:

Jacky Westmaas, Poole SENDIASS Manager

September 2015

APPENDIX 1

Glossary of terms and acronyms

Arm's length	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
BoP	Borough of Poole
CCG	Clinical Commissioning Group
CDC	Council for Disabled Children (a national charity)
CoP	Code of Practice
Coping with Chaos/face 2 face	Local charities supporting children with special educational needs and their families across Poole, Bournemouth and Dorset. (Part of Diverse Abilities Plus)
EHCP	Education, Health and Care Plan
IAG	Information, Advice and Guidance
IASS	Information, Advice and Support Service (generic)
Impartial	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
IPSEA	Independent Parental Special Education Advice (a national charity)
IS	Independent Supporter
LA	Local Authority
NCB	National Children's Bureau
NPPN	National Parent Partnership Network
RPPN	Regional Parent Partnership Network (consisting of representatives from each of the Parent Partnership Services in the South West region)
PATCh Meetings	P arents and the ch anges: a series of workshops organised by Mary Chamberlain working with parents from PAX to influence the development of local policy and practice in response to the changes in the SEND law
PAX	The Poole Parents' and Carers' Special Educational Needs Forum (P arents A re eX perts)
PoPPs	Poole Parent Partnership Service
PPS	Parent Partnership Service (generic)
PPV	Poole Parents Voice – a group which meets termly with the Service Unit Head representing parents from schools in Poole
QAC	The Quay Advice Centre (SENDIASS office base)
Rose Road Association	An organisation commissioned to deliver Independent Support to children, young people and parents (<i>also offered by Poole SENDIASS</i>)
SENCo	Special Educational Needs Coordinator (in schools and educational settings)
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service
SENDIST	Special Educational Needs and Disability Tribunal
Service reach	Number of service users as a percentage of the SEND population and those with an EHC Plan; percentage of service users from minority/hard to reach groups
TIME4ME	Local drop-in session for parent sand carers in Poole run jointly by SENDIASS, Coping with Chaos and Face to Face.