



**Information, Advice
and Support Service**

**Herefordshire &
Worcestershire**

Special Educational Needs & Disabilities Information, Advice &
Support Service

Team Report 2024

Contents

Actions and Outcomes 2024	4
Herefordshire Team	4
Training and Development Officer	4
Young Person Advisor (YPA) Career guidance and support in Schools	5
Link System Navigator (previously keyworker)	5
LA and Health improved feedback loop	5
Herefordshire and Worcestershire SENDIASS Team Structure	6
Herefordshire	6
Worcestershire	6
Joint County Posts	6
Statutory and Non-Statutory Responsibilities	7
Statutory Responsibilities	7
Non-Statutory Responsibilities	7
Services offered by SENDIASS	7
Working with Parents/carers, children, and young people	8
Telephone Support	8
Individual Support	8
Staff Training	8
Casework	8
Tribunal Avoidance	9
Involvement Data	10
Herefordshire SENDIASS	10
Worcestershire SENDIASS	10
Reason for Contact	11
Herefordshire SENDIASS	11
Worcestershire SENDIASS	14
SEN Type	17
Herefordshire SENDIASS	17
Worcestershire SENDIASS	19
Where users heard about the service	21
Herefordshire SENDIASS	21
Worcestershire SENDIASS	22
Intervention Levels	24
Intervention Level 1 (Information)	24
Intervention Level 2 (Information & Advice)	24
Intervention Level 3 (Information, Advice & Support)	24
Intervention Level 4 (Intensive Support)	24
Herefordshire SENDIASS	25
Worcestershire SENDIASS	25
Caller Type	26
Herefordshire SENDIASS	26
Worcestershire SENDIASS	26

How contact was made.....	27
Herefordshire SENDIASS	27
Worcestershire SENDIASS	27
Herefordshire & Worcestershire Website Data	27
Social media Data.....	29
YouTube Animation Views	30
H & W SENDIASS Mailing List	30
SENDIASS Training and Development	30
Herefordshire Parent/Carer Training Attendance.....	31
Worcestershire Parent/Carer Training Attendance	31
Herefordshire Professionals Training Sessions	31
Worcestershire Professionals Training Sessions.....	31
Herefordshire Professional Bespoke Workshops.....	31
Worcestershire Professional Bespoke Workshops	31
Worcestershire Parent/Carers Bespoke Workshops	32
Worcestershire Parent/Carers Online Workshops	32
Training Evaluations	32
Example of Free Text Responses	33
What made a difference for you.....	33
What action, if any, will you take as a result of the session	33
SENDIASS Evaluations	34
Herefordshire	34
ADDITIONAL QUESTIONS	36
Worcestershire.....	37
ADDITIONAL QUESTIONS	39
What difference did we make	40
Comments	41
Non-Curriculum Issues	42
Future Developments.....	43
Early Years promotion	43
Advisor development	43
Herefordshire promotion	43
Glossary	44
Minimum Standards for SEND Information, Advice and Support Services.....	45
Commissioning, governance and management arrangements	45
Strategic functions.....	46
Operational Functions	46
Professional development and training for staff	47
Appendix ii	48

A glossary has been provided at the end of this report for acronyms contained in this document.

Actions and Outcomes 2024

Herefordshire Team

In July 2024 the Herefordshire Special Educational Needs and Disabilities (SEND) IASS saw the funding for the team increase. This was after a paper had been written to demonstrate the risks to the service and in turn to service users within Herefordshire.

Several proposals were given which the cabinet agreed to the majority of these. The increase in funding has enabled the advisors to be paid on an equal footing as those within the Worcestershire team. This is hoped will have a positive impact on staff recruitment and retention. As this was a major problem during the previous 18 months with the service only operating on a part time basis during some months of the year.

The additional funding has also allowed us to take on the Young Person Advisor (YPA) post permanently. This was previously funded via a grant from the Council for Disabled Children. However, this funding stream had ceased and the funding for this role was due to expire in 2025. We have also used the funding to increase the capacity of the team with a new 0.4 advisor post. Recruitment to this post has now been completed and the new advisor is due to start with the team in February 2025.

A new office has also been identified for the team. The office is city centre located and will provide the team a permanent base to work from as well as giving them the opportunity to meet with parents through drop-in sessions. We hope agreement will be reached in the next few weeks for us to move in. With the opening of the new 'Youth Employment Hub' we have reached an agreement with the post 16 learning and skills team for our YPA to be based in the hub for 2 sessions a month. This will give the service greater visibility in the community as well as enabling us to support more young people with SEND. The sessions operate on a drop-in basis and through the hub's advisors booking young people in to see our YPA if they feel they would benefit from more specialist SEND advice.

Training and Development Officer

As detailed in last year's report the funding for the training and development officer ceased. This was fortunately picked up by Worcestershire's leaning service's team within the skills and employability service. This meant that we could continue to provide training to parent/carers and professionals with Worcestershire.

I detailed in the last report that as funding had not been identified within Herefordshire then we were unable to continue to provide this service. However, we were also fortunate enough to discover a small underspend within the Herefordshire team budget which enabled us to provide monthly training workshops in Herefordshire. Although this was limited offer it did ensure that Herefordshire service users could access our training.

Unfortunately, this money has now been spent, and we are in discussions with other services within Herefordshire to see if we can secure funding to enable us to continue providing this service.

We have been approached by the Herefordshire & Worcestershire Integrated Care Board (ICB) to ask us to provide workshops to schools within Herefordshire on parental engagement. This agreement helps support the Partnership for Inclusion of Neurodiversity in Schools (Partnership for Inclusion of Neurodiversity in Schools (PINS)) project. This work is due to start in January and will be completed by March 2025.

Young Person Advisor (YPA) Career guidance and support in Schools

Once again, we have seen an increase in the demand for our YPA's to work within schools to provide specialist careers support. We have been approached by several providers in both counties including an academy trust with 4 schools in Worcestershire. This has led us to having to expand our team to meet this demand and now employ 2.5 YPA's.

We were also approached by the 'Skills and Employability' team with Worcestershire to help provide specialist careers support to several alternative providers through the AP programme. This work has been ongoing since September and is due to cease in February.

Link System Navigator (previously keyworker)

In the SENDIASS report for 2023 I explained how the service had been approached by the Herefordshire and Worcestershire ICB to see if an agreement could be reached for SENDIASS to provide an advisor (Link system navigator) to help support the new System Navigator service. The post was only initially funded for 1 year. I am very pleased to report that this arrangement has proven so successful that permanent funding for the post has been agreed.

LA and Health improved feedback loop

Monthly feedback meetings have been agreed and arranged between SENDIASS and Worcestershire County Council's Assistant Director All Age Disability and Herefordshire & Worcestershire's Senior Manager for SEND (Health). These meetings are an opportunity for SENDIASS to feedback any themes or issues that families are experiencing. The purpose of these meetings is to enable positive change and sustained improvements within the SEND system.

Herefordshire and Worcestershire SENDIASS Team Structure

Funding for the Herefordshire SENDIASS team is entirely through core funding from the Local Authority.

Worcestershire SENDIASS is funded through core funding via the Local Authority with additional money from public health. The service also receives funding through the various career's guidance agreements, the secondment agreement with Herefordshire Council and the Herefordshire and Worcestershire ICB. Reserve funding has also been used to pay for additional resources; however, this budget has been depleted, and other funding streams need to be explored.

Herefordshire

1.8 FTE Advisors
0.5 FTE Young Person Advisor

Worcestershire

3.35 FTE Advisors
2.4 FTE Young Person Advisor
0.95 FTE Training and Development Officer

Joint County Posts

0.95 FTE Operational Manager
0.95 FTE Information Officer
(Working across both counties)

Each team operates in their respective County.

Statutory and Non-Statutory Responsibilities

Statutory Responsibilities

The SENDIAS Service fulfils the statutory duty of the Local Authority to make arrangements for a service to meet the minimum standards outlined in Special Educational Needs Code of Practice 2015 Chapter 2 'impartial information, advice and support.

*2.1 local education authority **must** arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care.*

2.4 information, advice and support should be provided through a dedicated and easily identifiable service.

Non-Statutory Responsibilities

SENDIASS also takes responsibility for providing information/ support with regard to the LA Non-Curriculum Complaints Procedure.

SENDIASS offers information/advice on Non-Curriculum Issues.

Services offered by SENDIASS

The Service supports parents/carers of children and children and young people themselves between the ages of 0-25 in the following areas:

Special Educational Needs & Disabilities (SEND) Information and support on SEND for example explanation of the terminology used and step by step-by-step guidance to SEND approaches such as the Education, Health and Care Plan (EHCP) assessment process

Non-Curriculum Issues: Any school issue not related to the curriculum, such as bullying and complaints

Health: we provide information, advice and support on health issues relating to SEND or disabilities

Social Care: Information, advice and support on social care issues relating to SEND or disabilities

Training Workshops: 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.

Careers Guidance: This specialist careers guidance is purchased by educational settings to ensure they meet their responsibilities against the Gatsby Benchmarks and to ensure suitable careers advice is given to their students. It also enables their students to have access to other specialist SEND support that they may require.

Working with Parents/carers, children, and young people

This is achieved through service users self-referring. Referrals are usually through telephone or emails and social media although new referrals can be generated through the SENDIASS outreach work where there is direct contact with parents/carers, children, and young people. Direct face-to-face work with young people is also achieved through our YPA support.

Telephone Support

SENDIASS offers telephone information, advice and support and has a 24hr answer machine. The service aims to respond to all enquiries within two working days.

Any calls received and actions for the advisor/family are recorded on the database.

Individual Support

This includes support for parents/carers at meetings which can include SEND, Annual Reviews and Non-Curriculum Issues including complaints.

The service endeavours to meet all requests for SENDIASS support at meetings. However, as an empowerment service, it is the duty of SENDIASS to provide the skills and tools for service users to attend meetings without support from ourselves. Nevertheless, we also appreciate that in some instances this can present a challenge, so in some circumstances, we will attempt to attend.

Staff Training

All SENDIASS staff undergo high quality, independent legal training accredited by the Solicitors Regulatory Authority. This training is regularly updated.

Casework

Examples of SENDIASS involvement

Low level (Intervention level 1) – one or two involvements. Typically, parent/carer concerned about child struggling, information provided, discuss realistic expectations and how to pursue concerns.

Medium level (Intervention level 2) – a few involvements over some months. As level one, but the relationship and communication may have broken down with the school so further support and intervention is required.

Request for an Integrated Needs Assessment, support through the assessment process, and what to do next if they are not happy with decisions.

High level (intervention level 3/4) – involvements over some months. In addition to medium level input, SENDIASS may support the family at a SEN Mediation meeting with a view to all parties reaching an agreement they are happy with. If an agreement is not reached, SENDIASS may be able to support the family in applying to the First Tier Tribunal Service so they can lodge an appeal. If capacity allows, we may be able to attend the Tribunal hearing with the family, but as a helper, not a witness.

Tribunal Avoidance

SENDIASS duties do not include stopping families from exercising their legal rights and attending first tier tribunals. In fact, one of the duties of SENDIASS is to support families through this process. However, it is recognised by all stakeholders that if a tribunal can be avoided then this is beneficial for all parties. Herefordshire and Worcestershire SENDIASS aims to help avoid tribunals saving children, young people, families and the SEND system resource, capacity, time, stress and helping foster more positive relationships.

This can be achieved in several ways including

- Mediation – formal and informal
- Exploring alternative ways of achieving families wishes
- Helping families to discover additional robust evidence as well as professional reports
- Support the development of open dialogue as well as a respectful and functional relationship between families and the LA
- Through negotiating with the LA and advocating for families
- Disagreement resolution before matters reach appeal stage
- Empowerment model to enable families to understand and make practical decisions they are comfortable with
- Encouraging 3-way communication
- Supporting family to work with setting to implement reasonable adjustments and SEN support
- Manage expectations
- Supporting parents with paperwork to lodge appeals. This can result in the appeals being overturned/conceded
- Liaising, with parents' permission, caseworkers, managers etc to achieve satisfactory outcomes
- Providing workshops on EHCPs to help parents understand draft plans and how to make changes before the plan is finalised
- Supporting parent/carers or young person to get their views across clearly
- Helping parents understand the process
- Giving parents/young people the confidence and knowledge on how to evidence their argument and their legal rights
- Attending meetings to support families and to ensure professionals understanding.

It is difficult to quantify how many families we have helped avoid the need for tribunal through this support, since we do not routinely get notified of upcoming tribunals or results. However, a very conservative estimation would be that a minimum of 10% of our calls would result in avoidance of tribunal.

In Worcestershire, having taken 2486 calls this year, this would equate to 24 tribunals avoided. Government figures state that the cost of the average tribunal is £8500. This would constitute a **saving of £204,000 for WCC** if this were the case, as a result of support provided by SENDIASS Advisors.

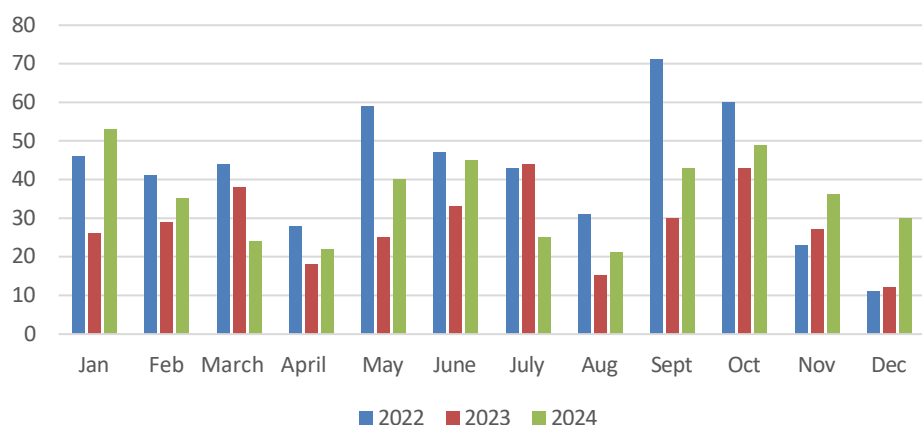
In Herefordshire, this could equate to around **£34,000**.

Involvement Data

A new involvement is recorded when a caller first contacts the service for information, advice or support. In addition to these new involvements, the advisors will also be working on existing cases. We track the number of actions that an advisor undertakes with each case, but these additional actions are not recorded as a new involvement.

Herefordshire SENDIASS

Herefordshire SENDIASS Involvements
2022 - 2024

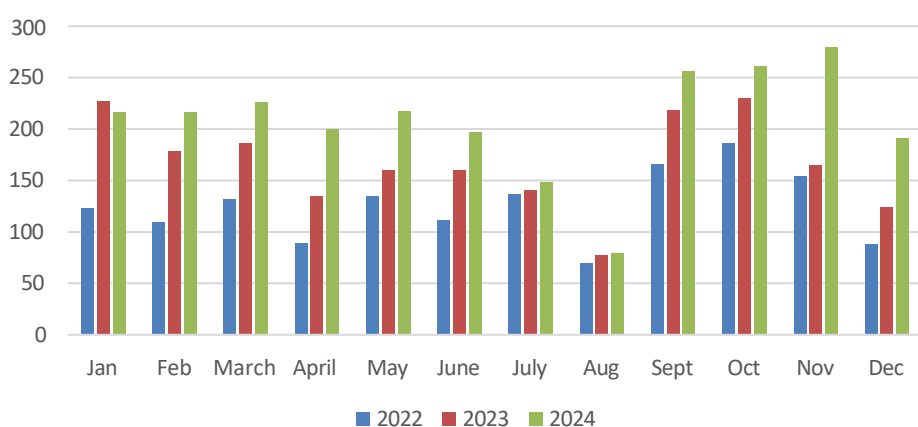


	2022	2023	2024
Jan	46	26	53
Feb	41	29	35
March	44	38	24
April	28	18	22
May	59	25	40
June	47	33	45
July	43	44	25
Aug	31	15	21
Sept	71	30	43
Oct	60	43	49
Nov	23	27	36
Dec	11	12	30

As the data demonstrates, we are still not back to the levels of calls that we were in 2022. This is not surprising as the service does rely on its reputation as a service that is there and can support families when they need us. This reputation was damaged due to the staffing issues that were reported in the annual report 2023. However, it is pleasing to see that in most months in 2024 the number of enquires was higher than those in 2023. This does demonstrate that we are moving in the right direction to ensure more Herefordshire families are aware of the service and have access to our specialist support.

Worcestershire SENDIASS

Worcestershire Sendiass Involvements
2022 - 2024



	2022	2023	2024
Jan	123	227	216
Feb	109	178	216
March	132	186	226
April	89	135	200
May	135	160	217
June	111	160	197
July	137	140	148
Aug	69	77	79
Sept	166	218	256
Oct	186	230	261
Nov	154	165	279
Dec	88	124	191

Once again there has been a huge increase in callers to the Worcestershire SENDIASS team.

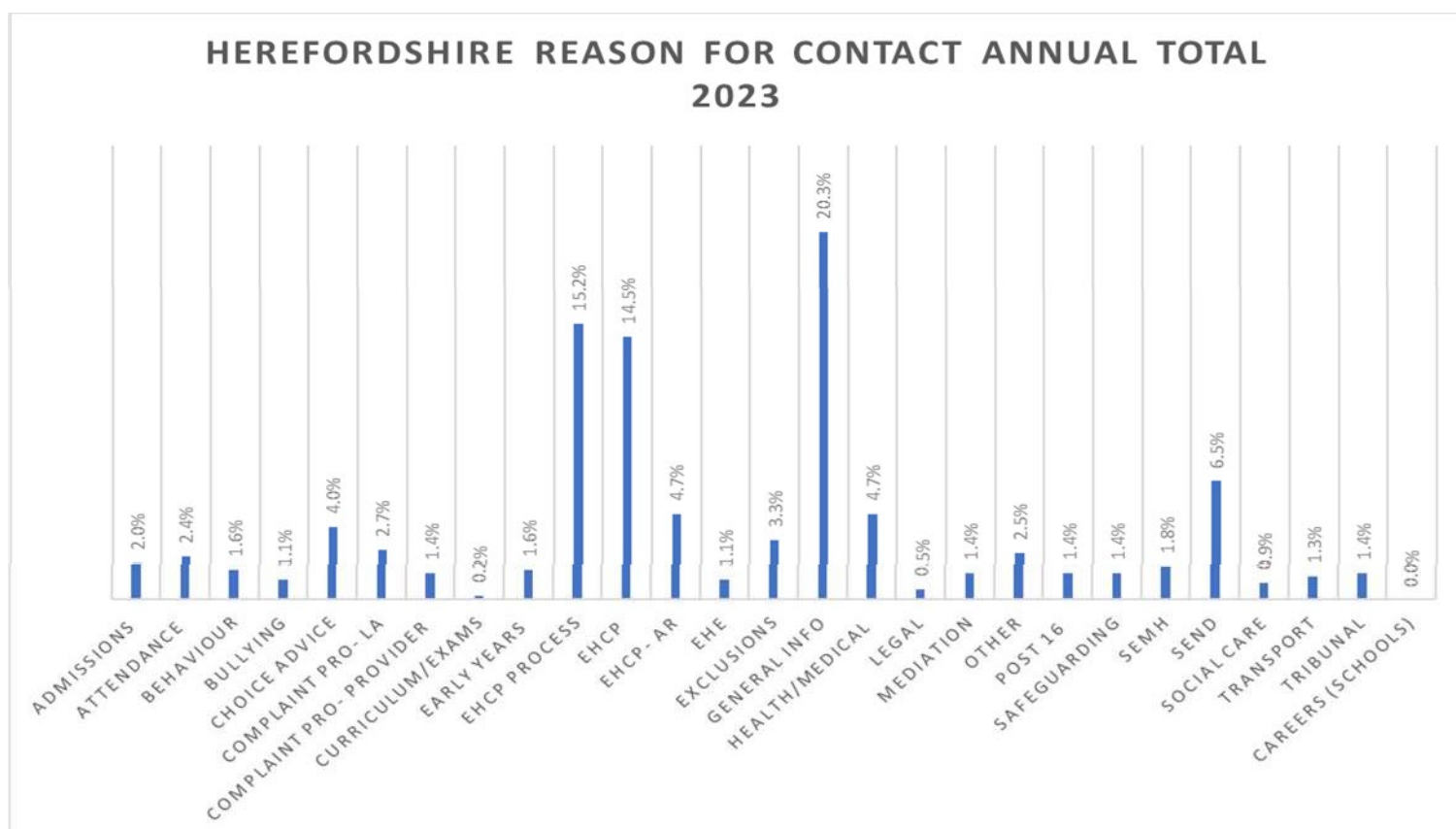
2023 was the first time we saw over 200 enquires a month coming into the service. In 2024 almost every month demonstrates over 200 enquires were made to the service with November 2024 nearing the 300 mark.

This data shows that the service has had an increase of 25% of new involvements These involvements are recorded when a family first contacts the service, these cases are on top of an advisor's caseload, and they are on the increase.

This is likely to be in part, due to the strong reputation the service has, in combination with a rise in complex cases.

Reason for Contact

Herefordshire SENDIASS



Admissions	2.0%
Attendance	2.4%
Behaviour	1.6%
Bullying	1.1%
Choice advice	4.0%
Complaint pro- LA	2.7%
Complaint pro- Provider	1.4%
Curriculum/exams	0.2%

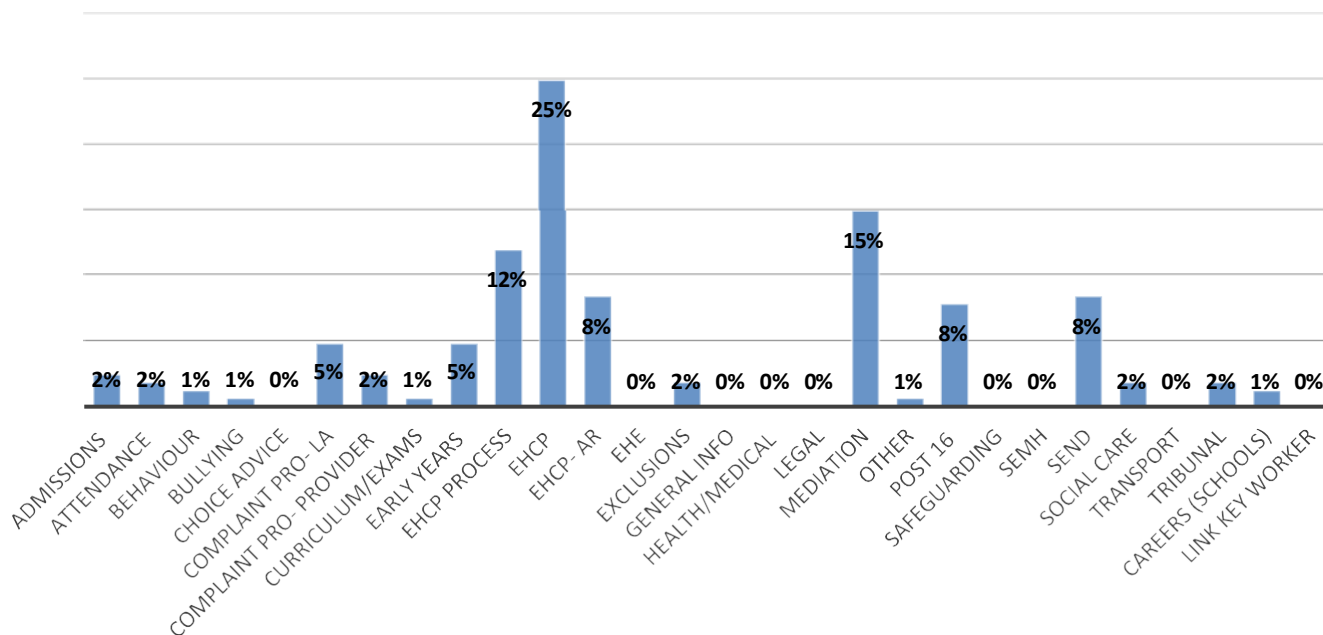
Early Years	1.6%
EHCP Process	15.2%
EHCP	14.5%
EHCP- AR	4.7%
EHE	1.1%
Exclusions	3.3%
General Info	20.3%
Health/Medical	4.7%
Legal	0.5%

Mediation	1.4%
Other	2.5%
Post 16	1.4%
Safeguarding	1.4%
SEMH	1.8%
SEND	6.5%
Social Care	0.9%
Transport	1.3%
Tribunal	1.4%
Careers (schools)	0.0%

Through working together with the Herefordshire & Worcestershire SENDIASS Advisory board it was agreed that the existing reasons for contact did not explain accurately why families were contacting the service. It was agreed that a more comprehensive list was needed, but that it had to be balanced to

ensure recording of the data was simple for the advisors as well as not too in-depth for it to be meaningless when reporting back. After further co-production between the advisory group and the team, in April 2024 a new list of reasons for contact started to be used. Due to this the data for 2024 is split between the old reasons and new. A list of the new 'Reasons for Contact' and their explanations can be found in appendix ii.

Herefordshire SENDIASS Reason for Contact Jan - March 2024

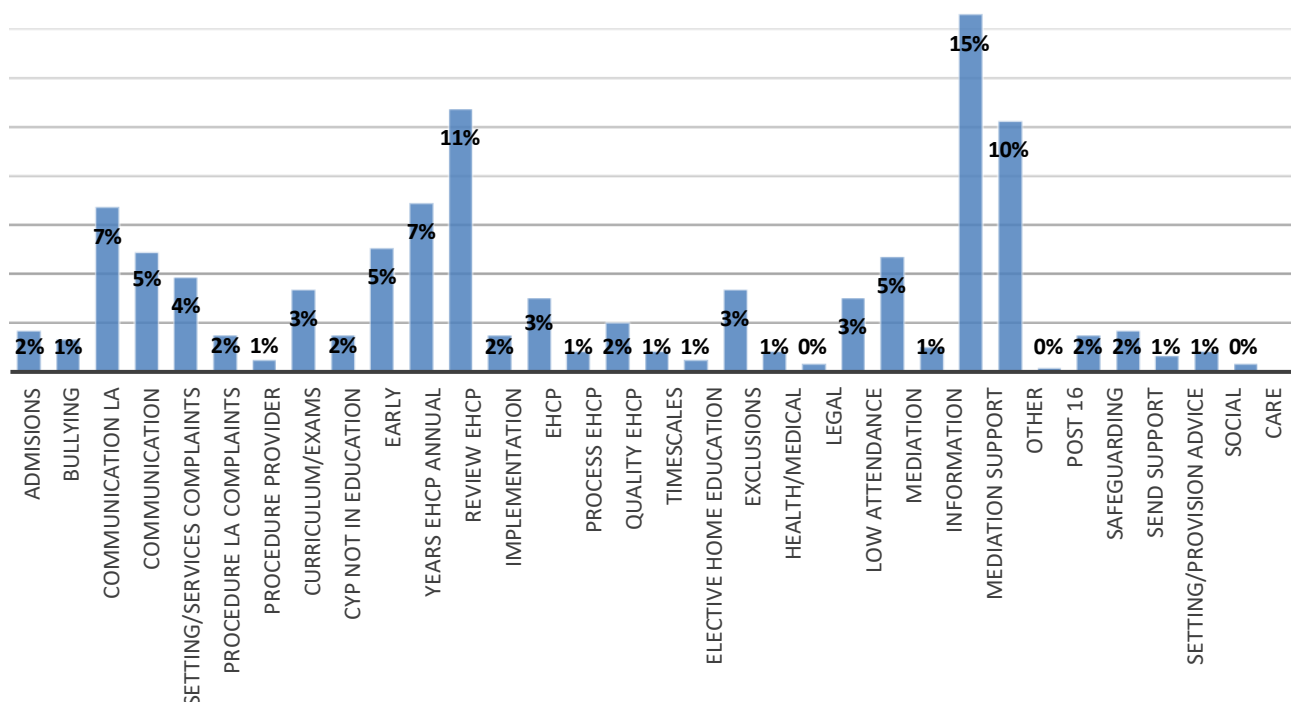


Admissions	2%
Attendance	2%
Behaviour	1%
Bullying	1%
Choice advice	0%
Complaint pro- LA	5%
Complaint pro- Provider	2%
Curriculum/exams	1%

Early Years	5%
EHCP Process	12%
EHCP	25%
EHCP- AR	8%
EHE	0%
Exclusions	2%
General Info	0%
Health/Medical	0%
Legal	0%

Mediation	15%
Other	1%
Post 16	8%
Safeguarding	0%
SEMH	0%
SEND	8%
Social Care	2%
Transport	0%
Tribunal	2%
Careers (schools)	1%
Link Key Worker	0%

Herefordshire Sendiass Reason for Contact April - December 2024

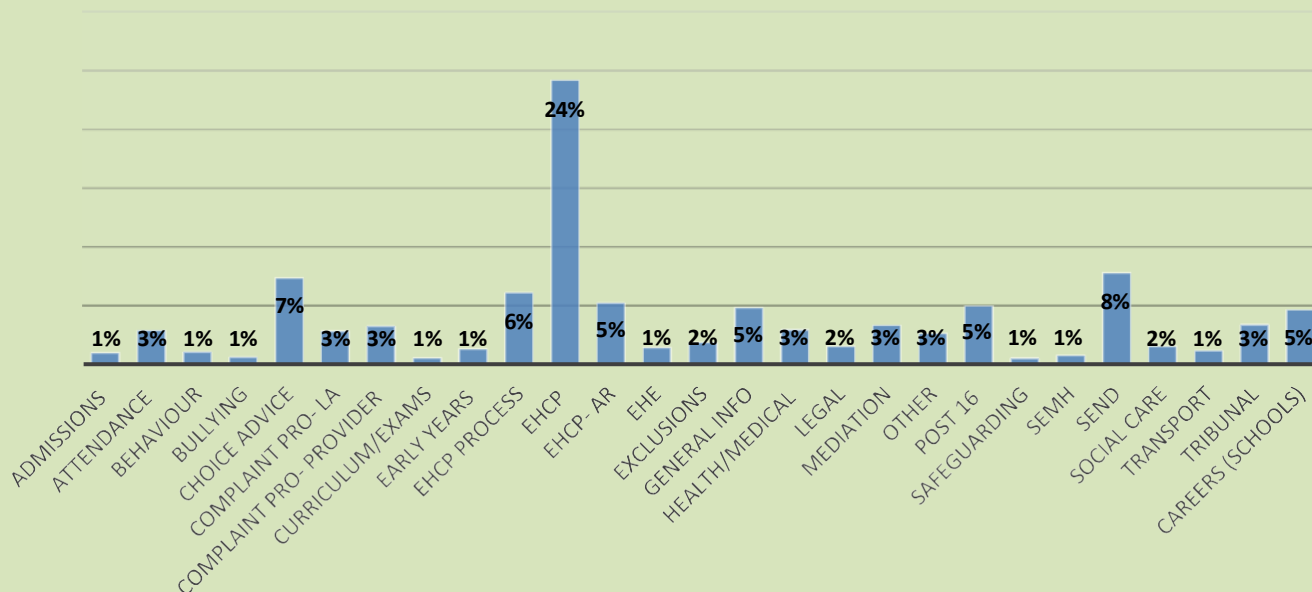


Admissions	2%
Bullying	1%
Communication LA	7%
Communication Setting/services	5%
Complaints Procedure LA	4%
Complaints Procedure provider	2%
Curriculum/Exams	1%
CYP not in education	3%
Early Years	2%
EHCP Annual Review	5%

EHCP Implementation	7%
EHCP Process	11%
EHCP Quality	2%
EHCP Timescales	3%
Elective Home Education	1%
Exclusions	2%
Health/Medical	1%
Legal	1%
Low Attendance	3%
Mediation Information	1%
Mediation Support	0%

Other	3%
Post 16	5%
Safeguarding	1%
SEND Support	15%
Setting/provision advice	10%
Social care	0%
Transport	2%
Tribunal Information	2%
Tribunal Support	1%
Careers IAG	1%
Link System Navigator	0%

Worcestershire Reason for Contact Annual Total for 2023

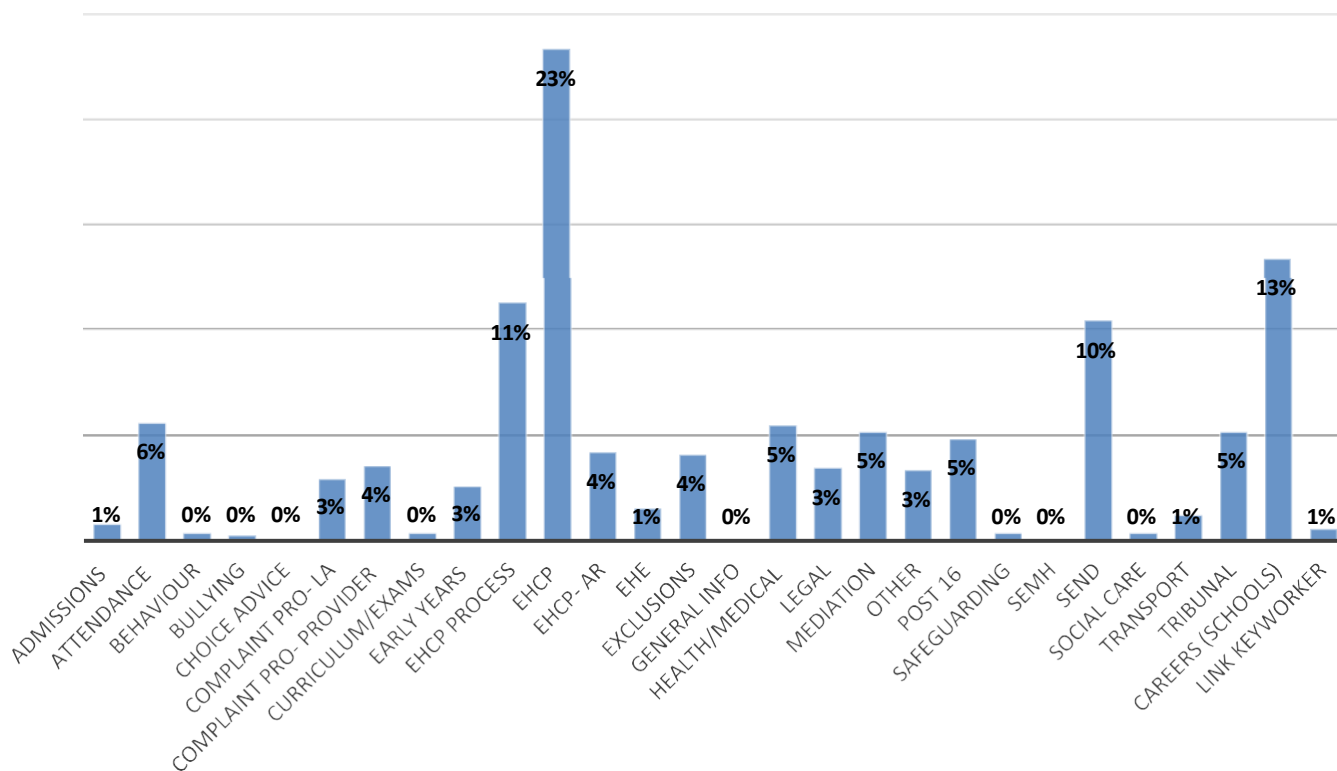


Admissions	1%
Attendance	3%
Behaviour	1%
Bullying	1%
Choice advice	7%
Complaint pro- LA	3%
Complaint pro- Provider	3%
Curriculum/exams	1%

Early Years	1%
EHCP Process	6%
EHCP	24%
EHCP- AR	5%
EHE	1%
Exclusions	2%
General Info	5%
Health/Medical	3%
Legal	2%

Mediation	3%
Other	3%
Post 16	5%
Safeguarding	1%
SEMH	1%
SEND	8%
Social Care	2%
Transport	1%
Tribunal	3%
Careers (schools)	5%

Worcestershire Reason for Contact Jan - March 2024

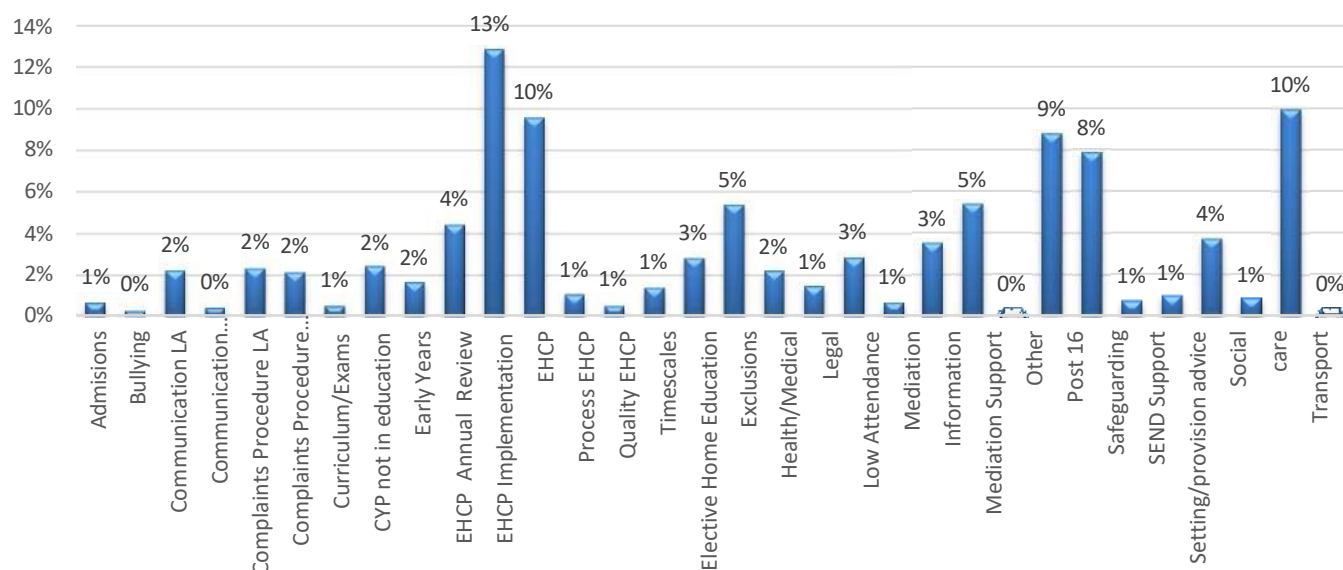


Admissions	1%
Attendance	6%
Behaviour	0%
Bullying	0%
Choice advice	0%
Complaint pro- LA	3%
Complaint pro- Provider	4%
Curriculum/exams	0%

Early Years	3%
EHCP Process	11%
EHCP	23%
EHCP- AR	4%
EHE	1%
Exclusions	4%
General Info	0%
Health/Medical	5%
Legal	3%

Mediation	5%
Other	3%
Post 16	5%
Safeguarding	0%
SEMH	0%
SEND	10%
Social Care	0%
Transport	1%
Tribunal	5%
Careers (schools)	13%
Link Keyworker	1%

Worcestershire Reason for Contact April - Dec 2024



Admissions	1%
Bullying	0%
Communication LA	2%
Communication Setting/services	0%
Complaints Procedure LA	2%
Complaints Procedure provider	2%
Curriculum/Exams	1%
CYP not in education	2%
Early Years	2%
EHCP Annual Review	4%

EHCP Implementation	13%
EHCP Process	10%
EHCP Quality	1%
EHCP Timescales	1%
Elective Home Education	1%
Exclusions	3%
Health/Medical	5%
Legal	2%
Low Attendance	1%
Mediation Information	3%
Mediation Support	1%

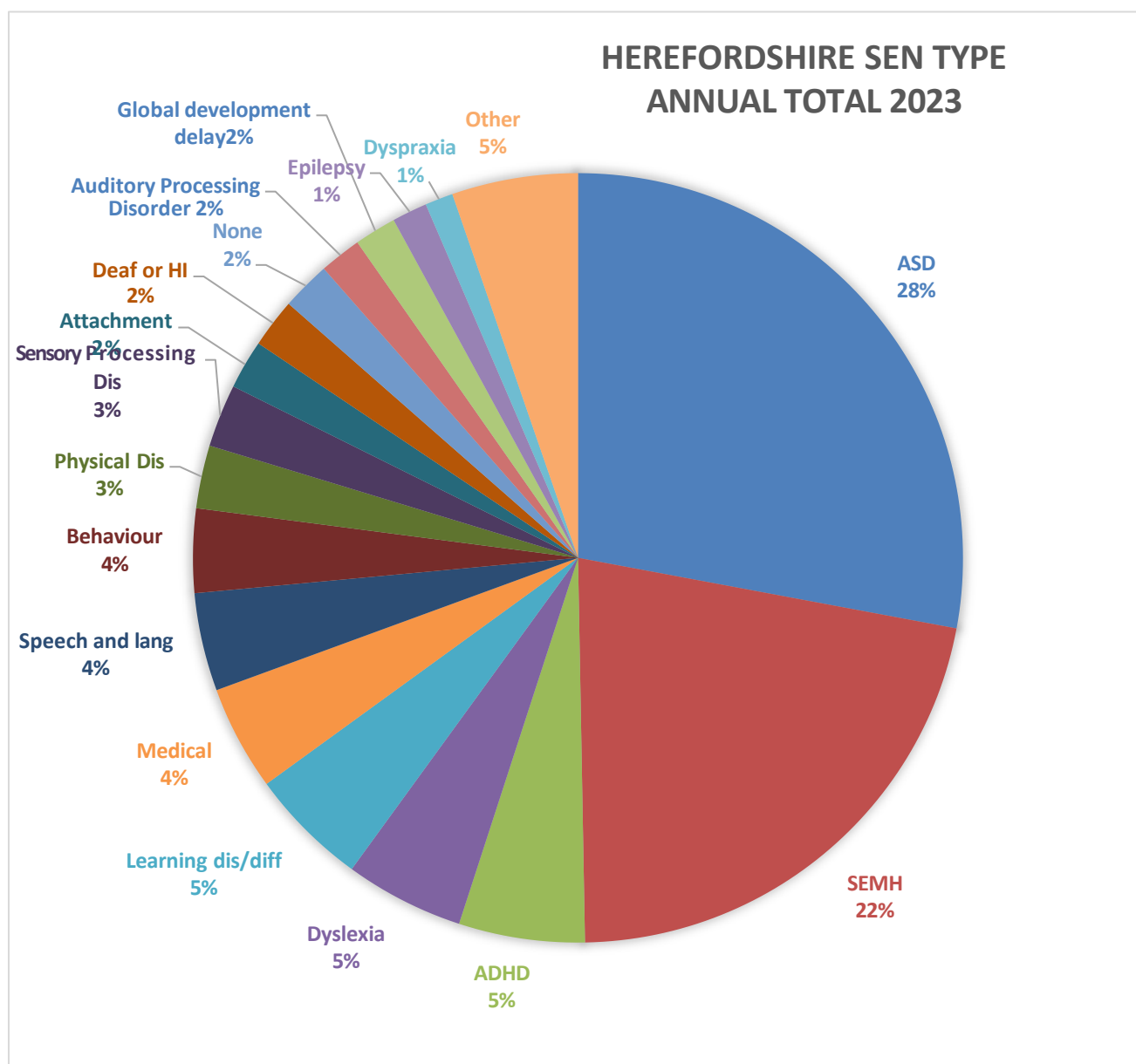
Other	3%
Post 16	5%
Safeguarding	0%
SEND Support	9%
Setting/provision advice	8%
Social care	1%
Transport	1%
Tribunal Information	4%
Tribunal Support	1%
Careers IAG	10%
Link System Navigator	0%

Although we the new categories we can report more specifically on the reason that families are contacting the service we can still see that little has changed between 2023 and 2024 with the most recurring reason for contact, these being EHCP, both implementation and process and SEND support.

As can be seen this is the same across both counties with setting/provision (previously called choice advice) being rather high on the list too.

SEN Type

Herefordshire SENDIASS

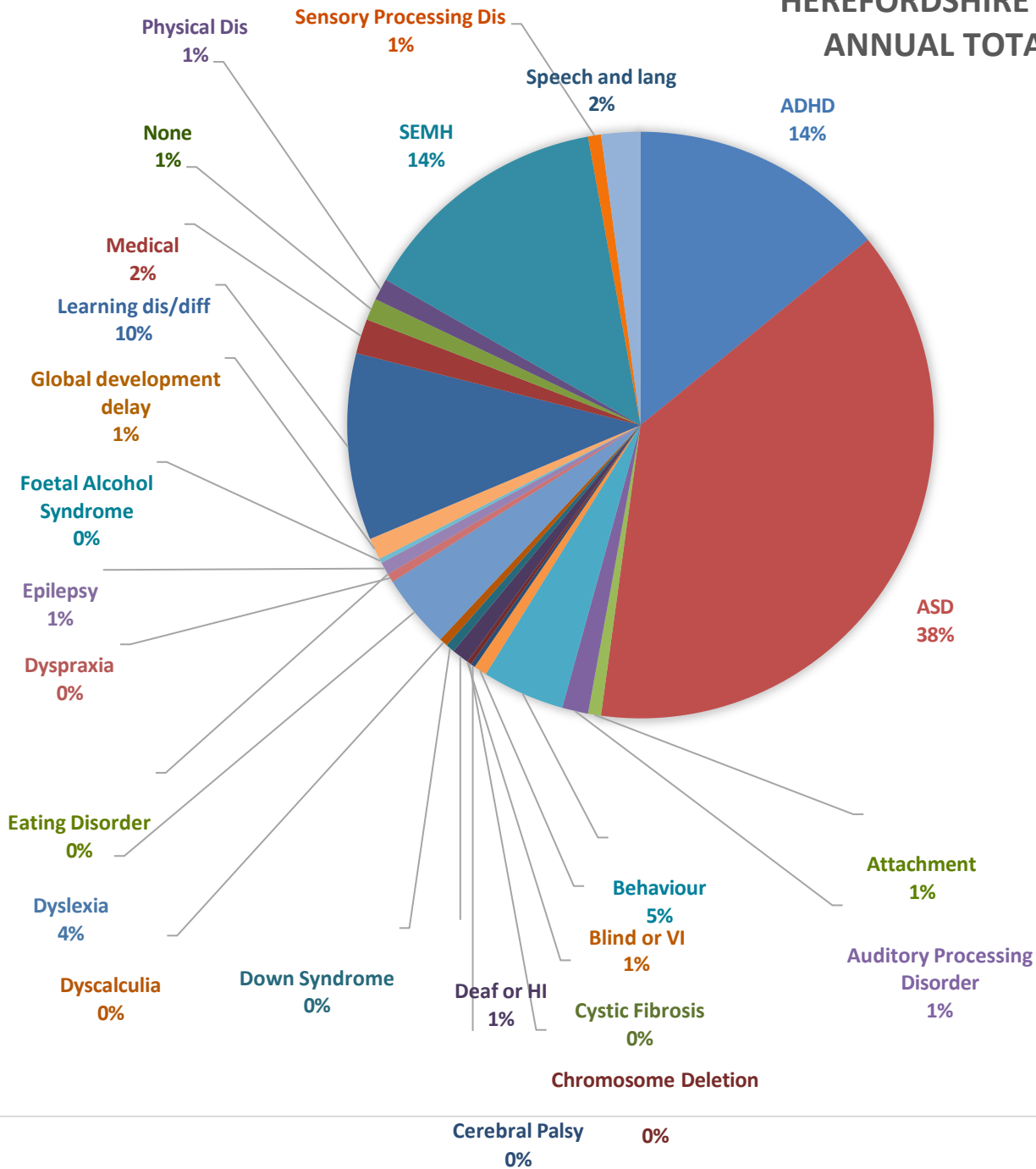


ASD	27.9%	Speech and lang	4.1%	None	2.1%
SEMh	21.8%	Behaviour	3.5%	Auditory Processing Disorder	1.8%
ADHD	5.3%	Physical Dis	2.6%	Global development delay	1.8%
Dyslexia	5.0%	Sensory Processing		Epilepsy	1.5%
Learning dis/diff	5.0%	Dis	2.6%	Dyspraxia	1.2%
Medical	4.4%	Attachment	2.1%	Other	5.3%
		Deaf or HI	2.1%		

Other

Blind or VI	0.9%	Dyscalculia	0.9%	Cystic Fibrosis	0.3%
Cerebral Palsy	0.9%	Chromosome Deletion	0.6%	Foetal Alcohol Syndrome	0.3%
Down Syndrome	0.9%	Eating Disorder	0.6%		

HEREFORDSHIRE SEN TYPE ANNUAL TOTAL 2024

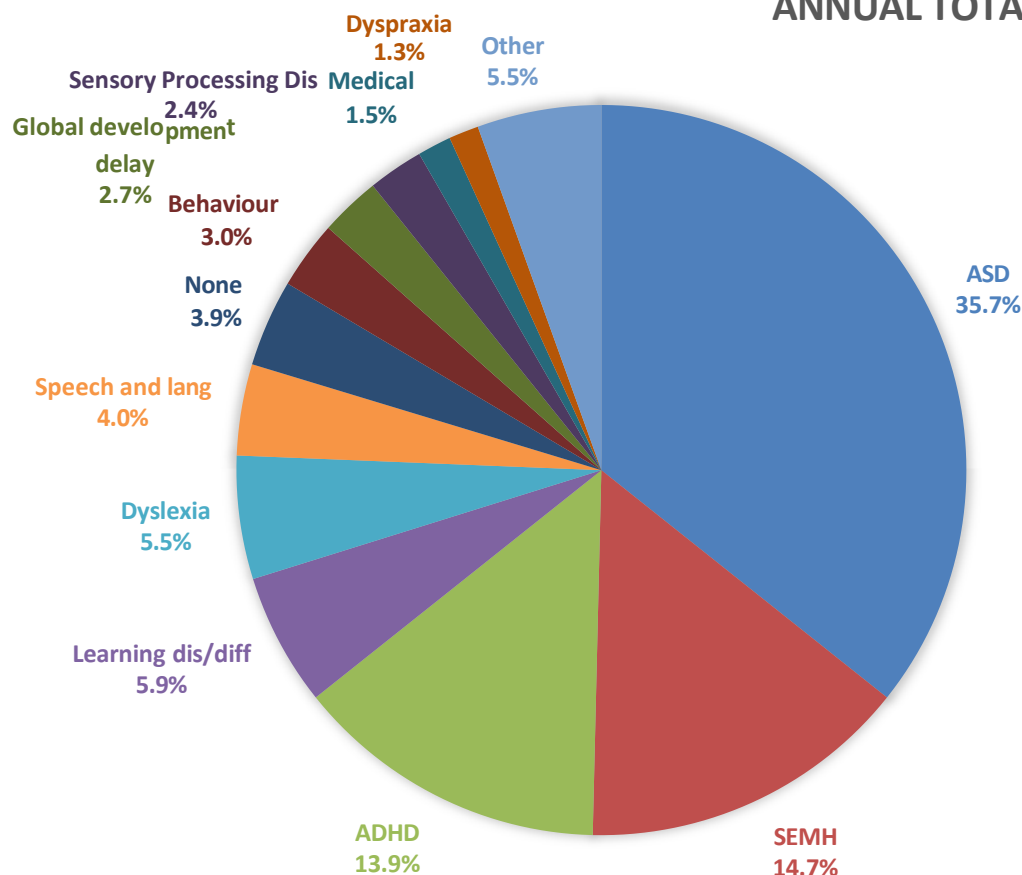


ADHD	14%
ASD	38%
Attachment	1%
Auditory Processing Disorder	1%
Behaviour	5%
Blind or VI	1%
Cerebral Palsy	0%
Chromosome Deletion	0%
Cystic Fibrosis	0%

Deaf or HI	1%
Down Syndrome	0%
Dyscalculia	0%
Dyslexia	4%
Dyspraxia	0%
Eating Disorder	0%
Epilepsy	1%
Foetal Alcohol Syndrome	0%

Global development delay	1%
Learning dis/diff	10%
Medical	2%
None	1%
Physical Dis	1%
SEMH	14%
Sensory Processing Dis	1%
Speech and lang	2%

WORCESTERSHIRE SEN TYPE ANNUAL TOTAL 2023

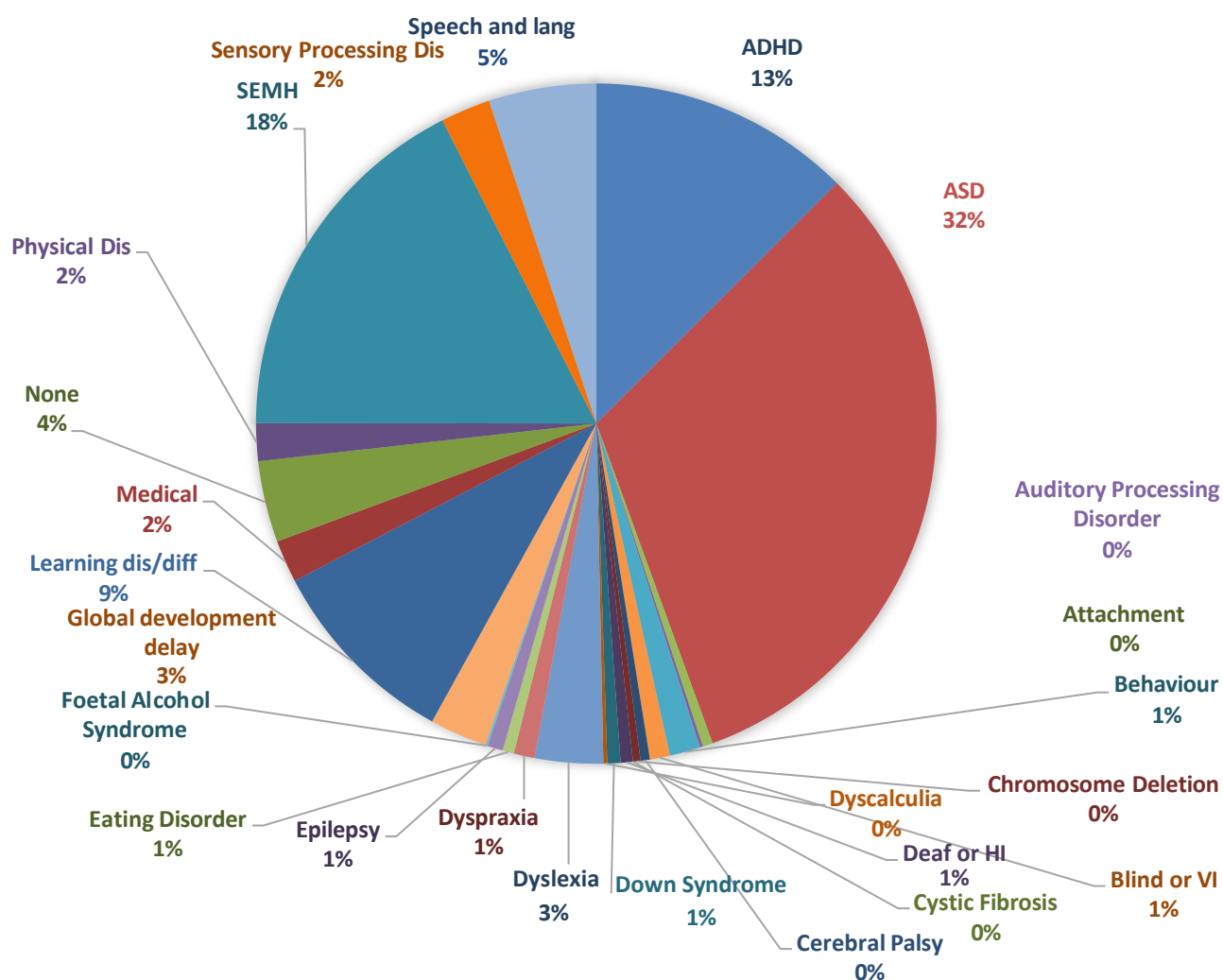


ASD	35.70%	Dyslexia	5.46%	Sensory Processing Dis	2.45%
SEMh	14.68%	Speech and lang	4.05%	Medical	1.51%
ADHD	13.92%	None	3.86%	Dyspraxia	1.32%
Learning dis/diff	5.88%	Behaviour	3.01%	Other	5.50%
		Global development delay	2.68%		

Other

Physical Dis	0.94%	Down Syndrome	0.47%	Chromosome Deletion	0.24%
Epilepsy	0.89%	Deaf or HI	0.47%	Auditory Processing Dis	0.24%
Attachment	0.61%	Cerebral Palsy	0.42%	Foetal Alcohol Syndrome	0.09%
Blind or VI	0.56%	Eating Disorders	0.33%		
		Dyscalculia	0.24%		

WORCESTERSHIRE SEND TYPE ANNUAL TOTAL 2024



ADHD	13%
ASD	32%
Attachment	0%
Auditory Processing Disorder	0%
Behaviour	1%
Blind or VI	1%
Cerebral Palsy	0%
Chromosome Deletion	0%
Cystic Fibrosis	0%

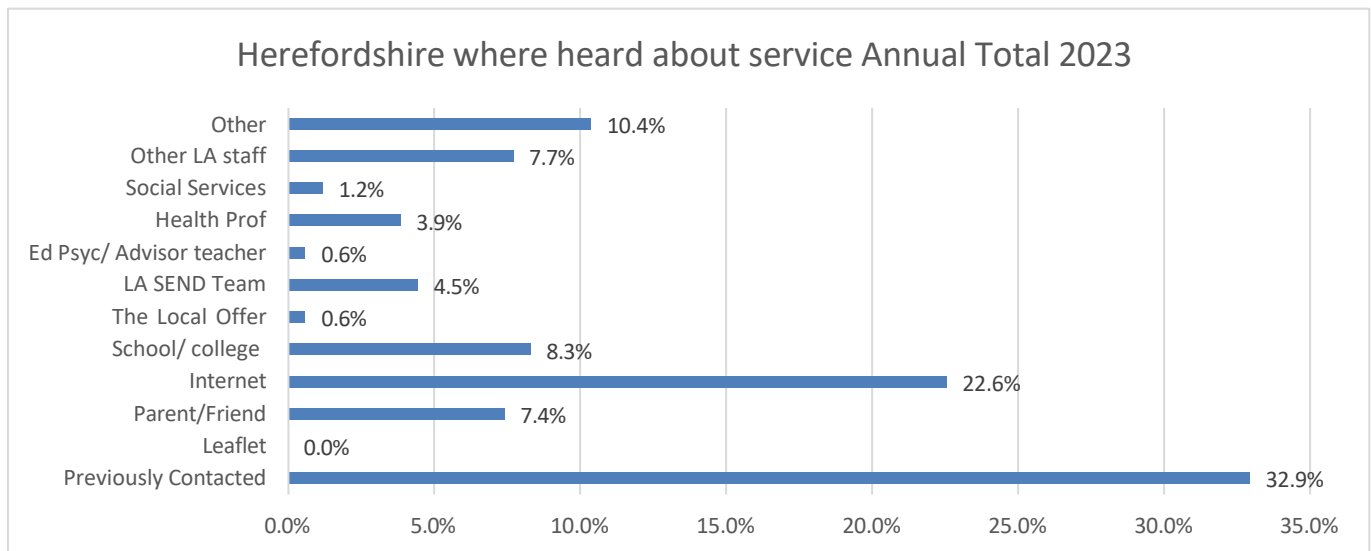
Deaf or HI	1%
Down Syndrome	1%
Dyscalculia	0%
Dyslexia	3%
Dyspraxia	1%
Eating Disorder	1%
Epilepsy	1%
Foetal Alcohol Syndrome	0%

Global development delay	3%
Learning dis/diff	9%
Medical	2%
None	4%
Physical Dis	2%
SEMH	18%
Sensory Processing Dis	2%
Speech and lang	5%

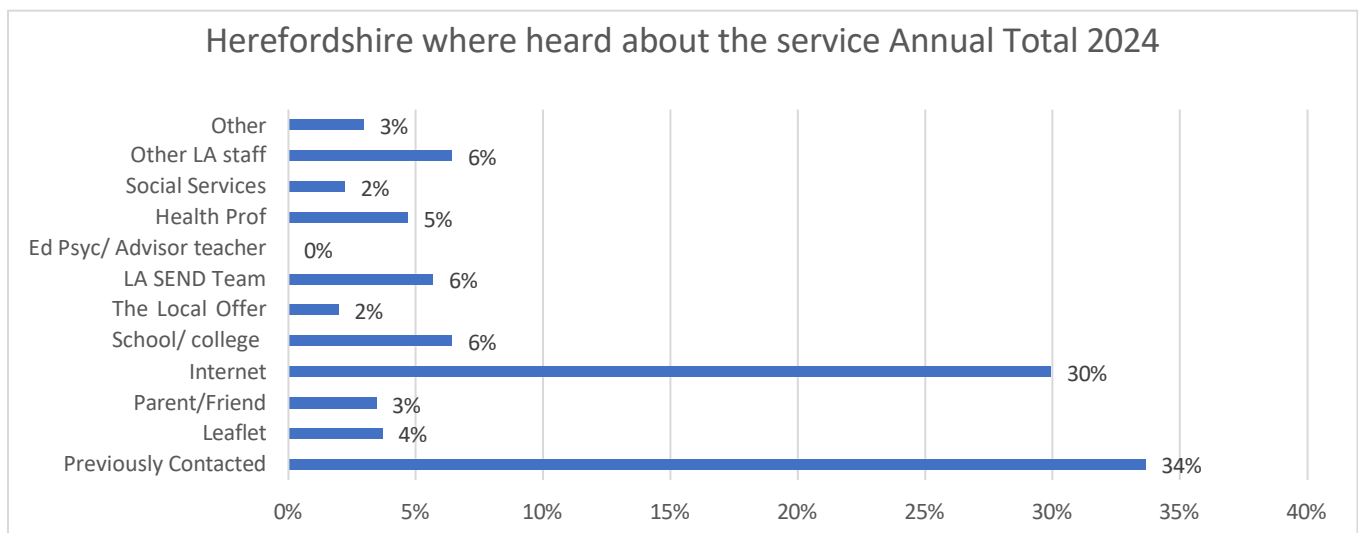
As has been consistent with previous years across both Herefordshire and Worcestershire ASD is the most prevalent SEN type.

Where users heard about the service

Herefordshire SENDIASS



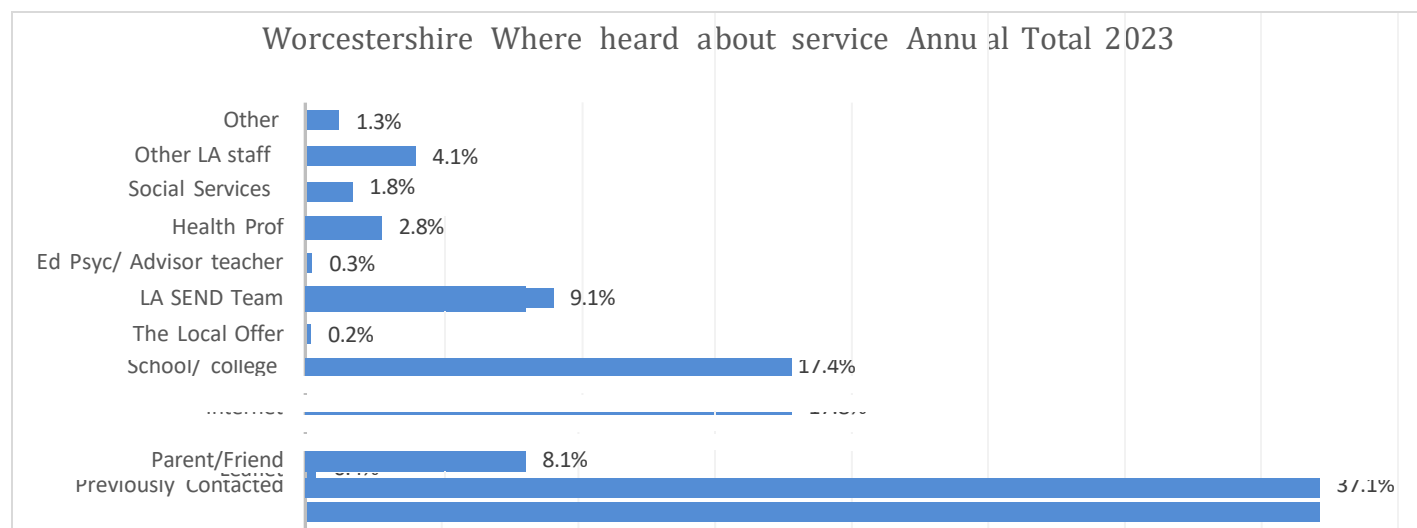
Previously Contacted	32.9%	Ed Psych/Advisor teacher	0.6%
Leaflet	0.0%	Health Prof	3.9%
Parent/Friend	7.4%	Social Services	1.2%
Internet	22.6%	Other LA staff	7.7%
School/ college	8.3%	Other	10.4%
The Local Offer	0.6%		
LA SEND Team	4.5%		



Previously Contacted	34%
Leaflet	4%
Parent/Friend	3%
Internet	30%
School/ college	6%
The Local Offer	2%

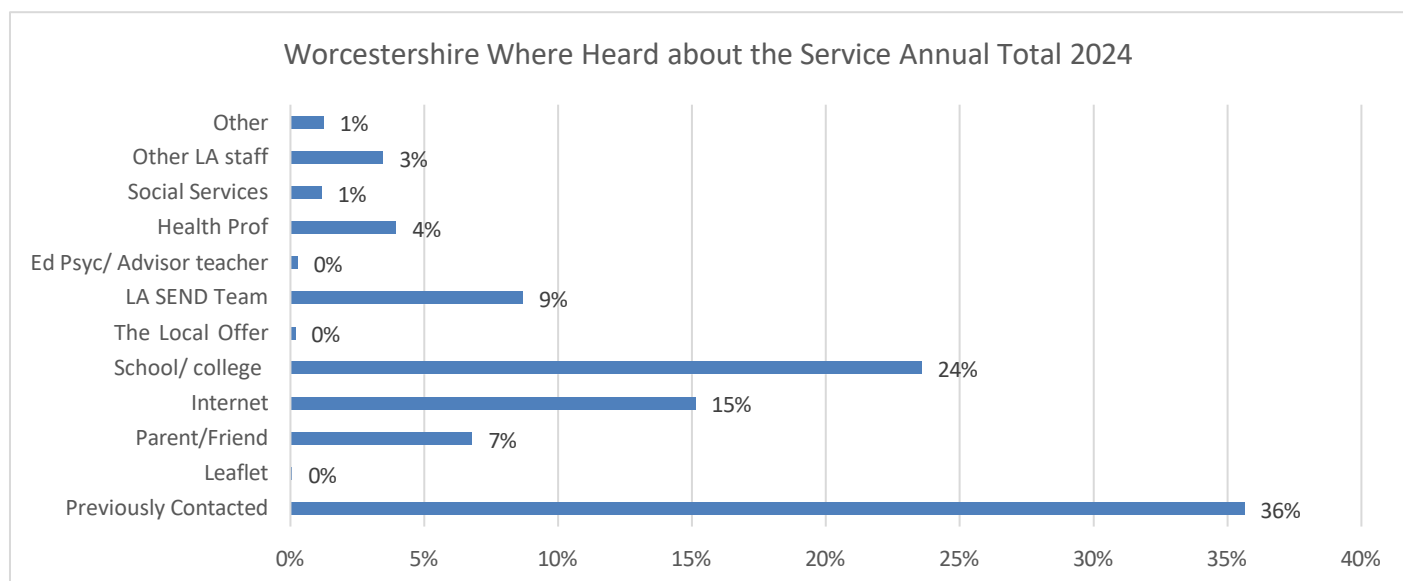
LA SEND Team	6%
Ed Psych/ Advisor teacher	0%
Health Prof	5%
Social Services	2%
Other LA staff	6%
Other	3%

Worcestershire SENDIASS



Previously Contacted	37.1%
Leaflet	0.4%
Parent/Friend	8.1%
Internet	17.8%
School/ college	17.4%
The Local Offer	0.2%
LA SEND Team	9.1%

Ed Psych/ Advisor teacher	0.3%
Health Prof	2.8%
Social Services	1.8%
Other LA staff	4.1%
Other	1.3%



Previously Contacted	36%
Leaflet	0%
Parent/Friend	7%
Internet	15%
School/ college	24%
The Local Offer	0%
LA SEND Team	9%

Ed Psych/ Advisor teacher	0%
Health Prof	4%
Social Services	1%
Other LA staff	3%
Other	1%

Both the Herefordshire and Worcestershire data has remained constant over the last 2 years.

The only differences being that in Herefordshire we have seen a small rise in people being referred to us through the internet and our service leaflet. We have also seen a dramatic reduction in 'other'. This is due to staff training to ensure how families are alerted to our service is recorded accurately.

The only noticeable difference in Worcestershire data is a small increase in Schools/settings directing families to the service. This might be explained through the increase in our YPA's in Worcestershire working within more settings.

Intervention Levels

Each case that the Herefordshire & Worcestershire teams support, the advisor will give an intervention level descriptor to indicate the type of support the family received. This is given once a case has closed, as it is impossible to gauge the intervention level from our first interactions with the family and the type of support may change during our involvement with the family. The intervention levels range from 1-4. In brief these are defined as:

Intervention Level 1 (Information)

Service user may require information and generic advice to make an informed decision/ better understanding of the system. This can be achieved via our website to gain the information required or speaking to an advisor. The advisor may provide information via the helpline, factsheets, website, signposts to other organisations, workshops etc. The intervention may take up to 1 hour including research and the case is closed when the parent/carer/young person is empowered to independently manage their situation and make informed decisions.

Intervention Level 2 (Information & Advice)

Service user requires information and specific tailored advice about their individual needs concerning education, health and/or social care that is above that provided at intervention level 1. The Advisor will work with service user providing the specific advice required and providing more complex/ high level information. This may take a few interactions via the phone or e-mail exchanges and could take up to 2 hours in total including research. The case is closed when parent/carer/young person is empowered to independently manage their situation and make informed decisions, and the service has provided tailored advice and support.

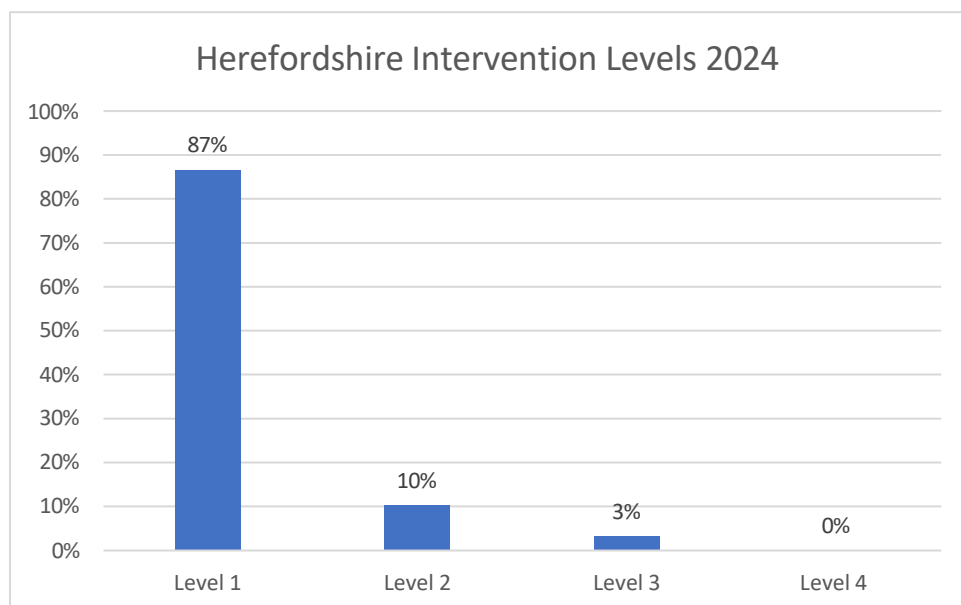
Intervention Level 3 (Information, Advice & Support)

Complexity of service users' circumstances significantly impacts their ability to independently navigate the system, or a child or young person requires information, advice and support separate from their parent carers. The support could include advocacy in line with minimum standards, liaising with other services on behalf of service user, virtual or face-to-face meetings, support writing letters, preparing for appeals. This support may take up to several weeks depending on the complexity of need. The case is closed when the agreed support has been delivered and the parent/carer, child or young person feel they have been supported to navigate the system and are able to make informed decisions, exercise their rights and express their views.

Intervention Level 4 (Intensive Support)

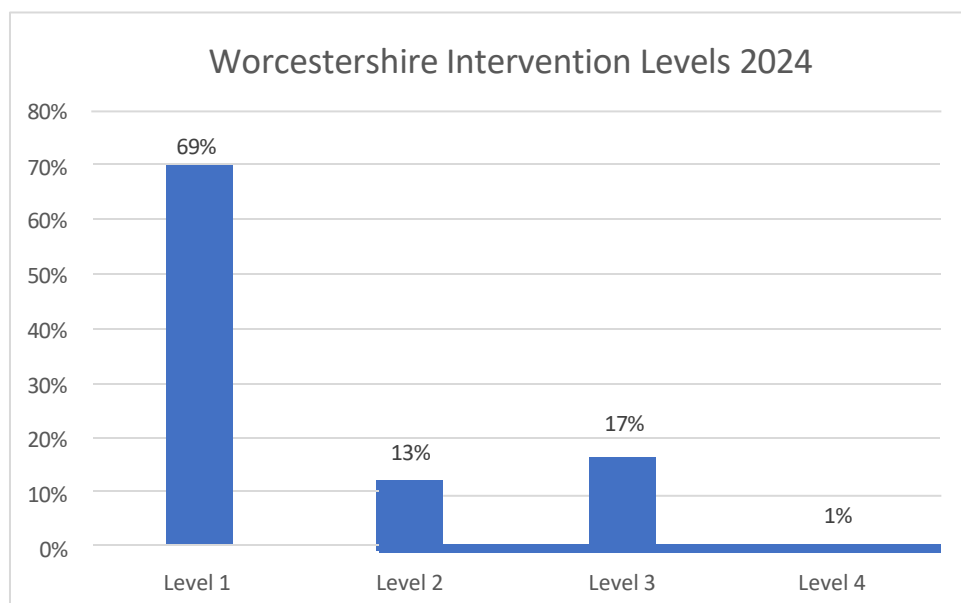
Complexity of the service users' circumstances or those of their child or young person means they are not able to navigate the system and/or access justice. A child or young person needs advocacy/representation separate from their parent/carer. This support can include that at level 3, but may also include representation at meetings, appeals, mediations, CETRs and there is ongoing intensive casework/advocacy. This intensive support may take up to several weeks depending on complexity of needs. The case is closed once the agreed support has been delivered and the parent/carer, child or young person feels they have been supported to navigate the system and can make informed decisions, exercise their rights, and express their views.

Herefordshire SENDIASS



Level 1	87%
Level 2	10%
Level 3	3%
Level 4	0%

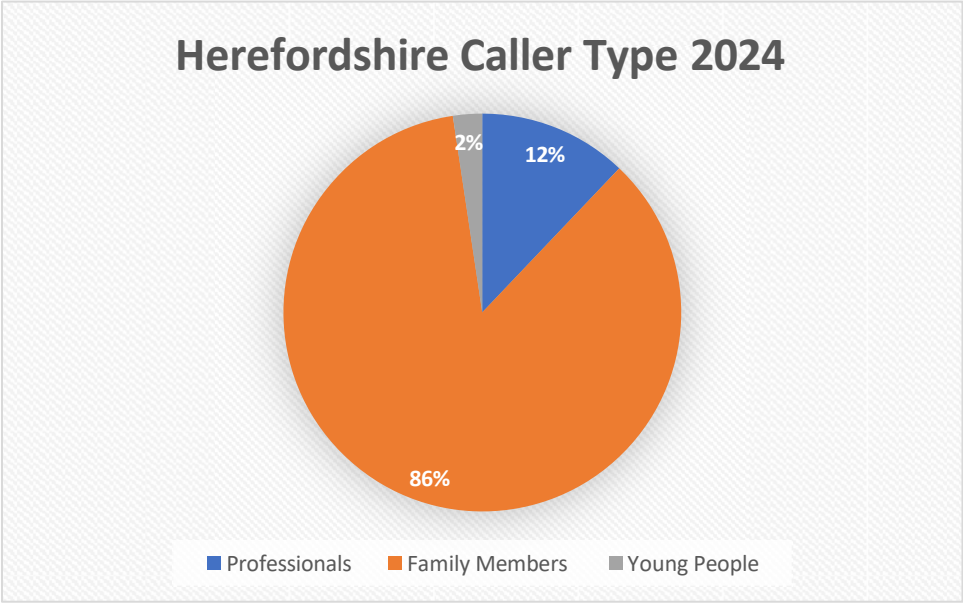
Worcestershire SENDIASS



Level 1	69%
Level 2	13%
Level 3	17%
Level 4	1%

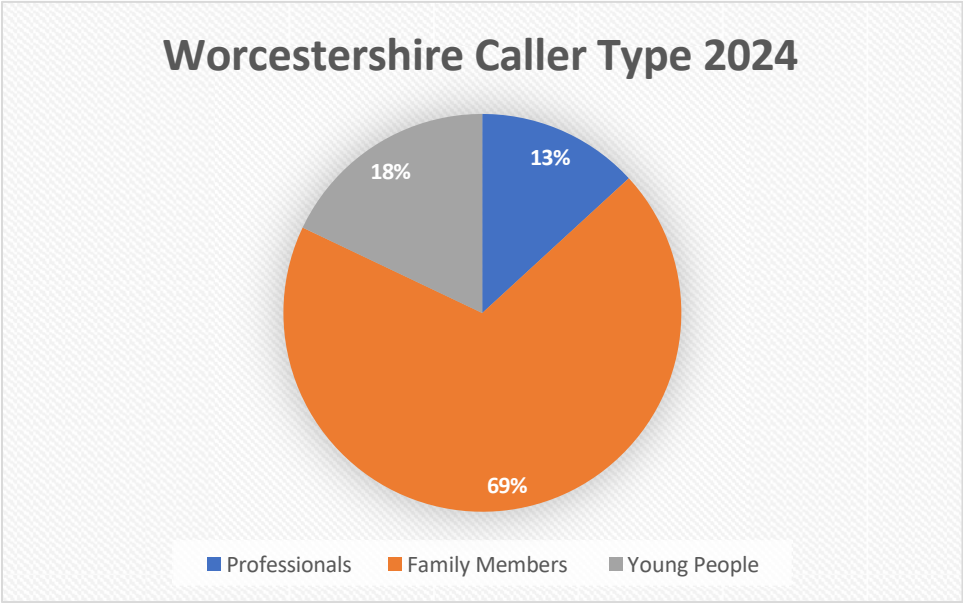
Once again, we can clearly see across both counties that level one intervention are by far the largest type of calls the service receives followed by level 2 (information and advice) with a lower level of more complex cases at level 3 and 4, as would be expected. However, in Worcestershire we can see that the pattern is slightly different with level 3 interventions higher than level 2. The most obvious reason for this is that we record all interventions with young people as level 3 due to the advocacy role that we need to take with these cases. As we are now in more schools and working directly with young people more of these interventions are being recorded.

Caller Type
Herefordshire SENDIASS



Professionals	12%
Family Members	86%
Young People	2%

Worcestershire SENDIASS

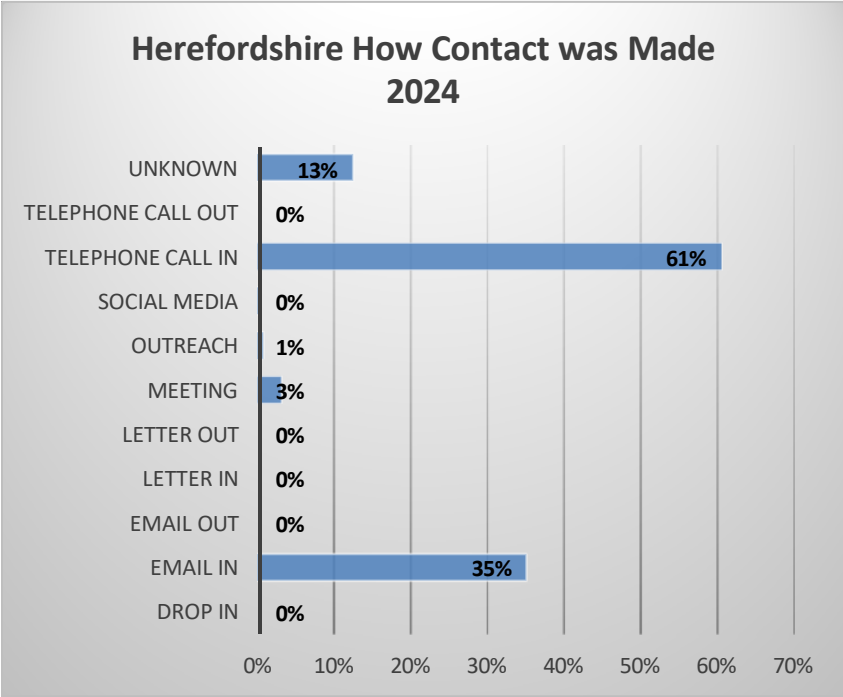


Professionals	13%
Family Members	69%
Young People	18%

This data is collected so that we can track the type of callers contacting the service. Across both counties, unsurprisingly of the largest portion of callers are family members. However there has been a 2% increase in young people contacting the service. In Worcestershire we have seen an 8% increase from young people contacting us directly and a 3% increase from professionals.

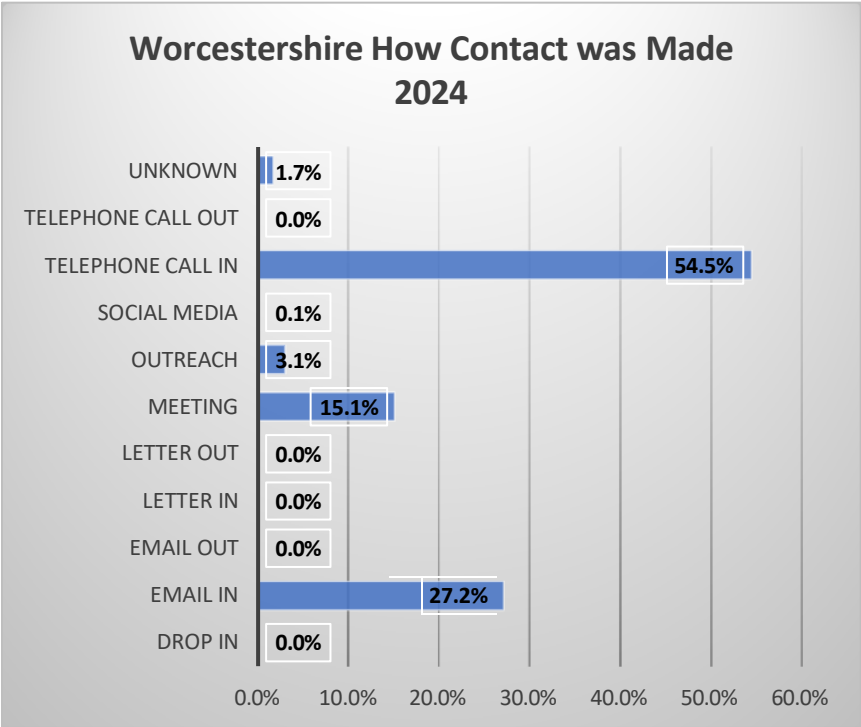
How contact was made

Herefordshire SENDIASS



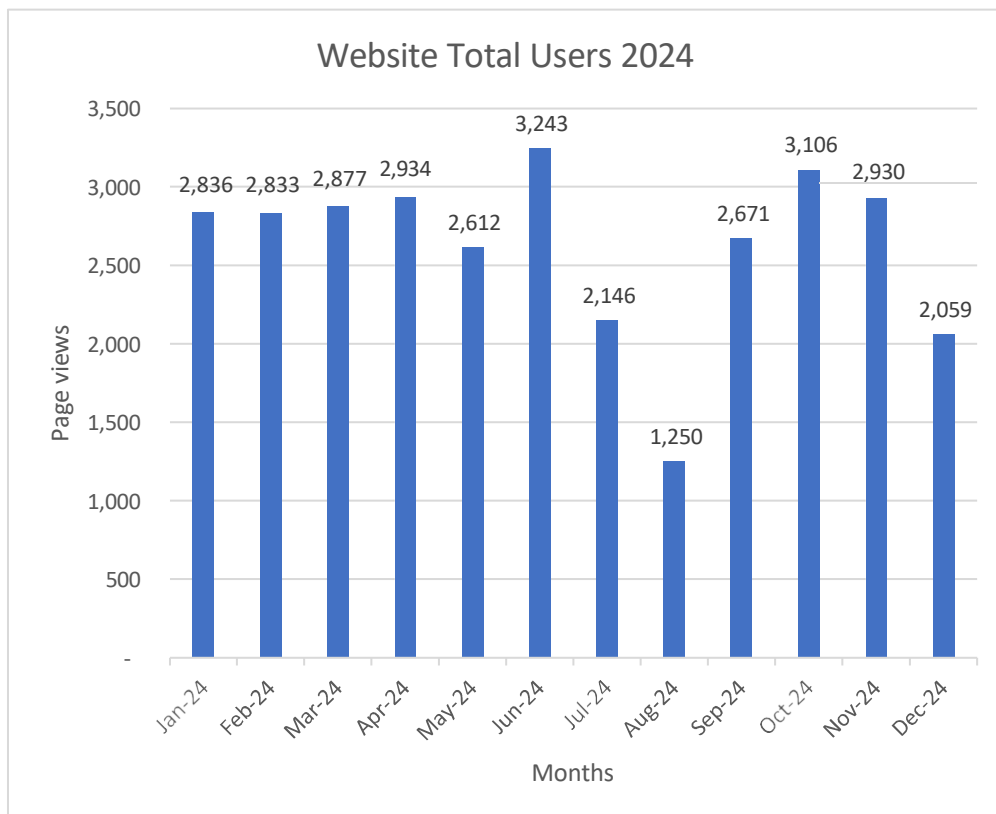
drop in	0%
email in	35%
email out	0%
letter in	0%
letter out	0%
meeting	3%
outreach	1%
social media	0%
telephone call in	61%
telephone call out	0%
unknown	13%

Worcestershire SENDIASS



drop in	0.0%
email in	27.2%
email out	0.0%
letter in	0.0%
letter out	0.0%
meeting	15.1%
outreach	3.1%
social media	0.1%
telephone call in	54.5%
telephone call out	0.0%
unknown	1.7%

Herefordshire & Worcestershire Website Data



Jan-24	2,836
Feb-24	2,833
Mar-24	2,877
Apr-24	2,934
May-24	2,612
Jun-24	3,243
Jul-24	2,146
Aug-24	1,250
Sep-24	2,671
Oct-24	3,106
Nov-24	2,930
Dec-24	2,059

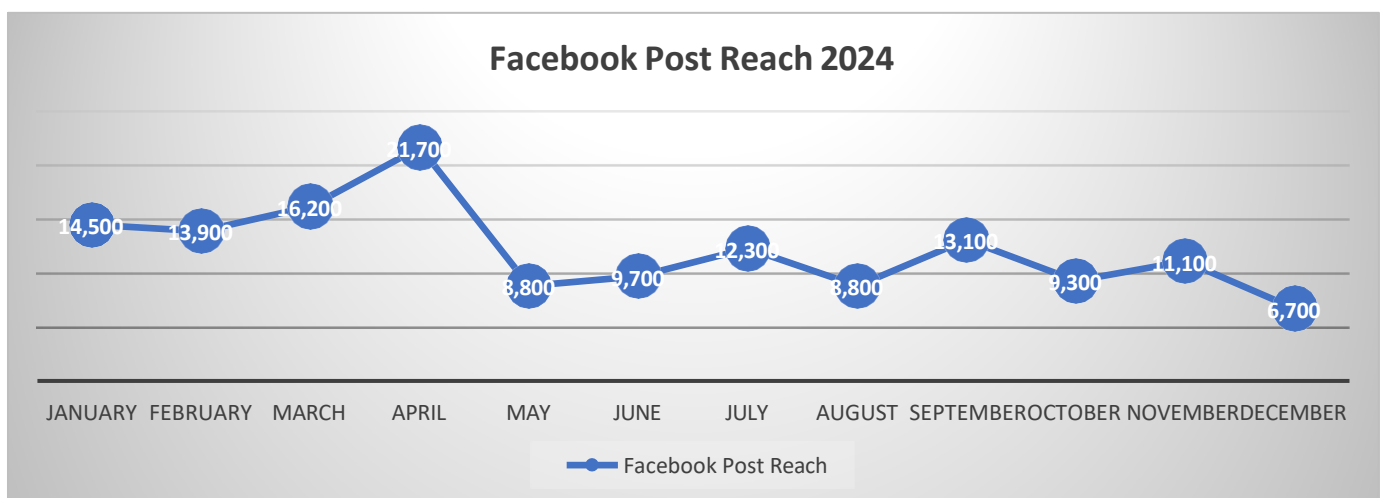
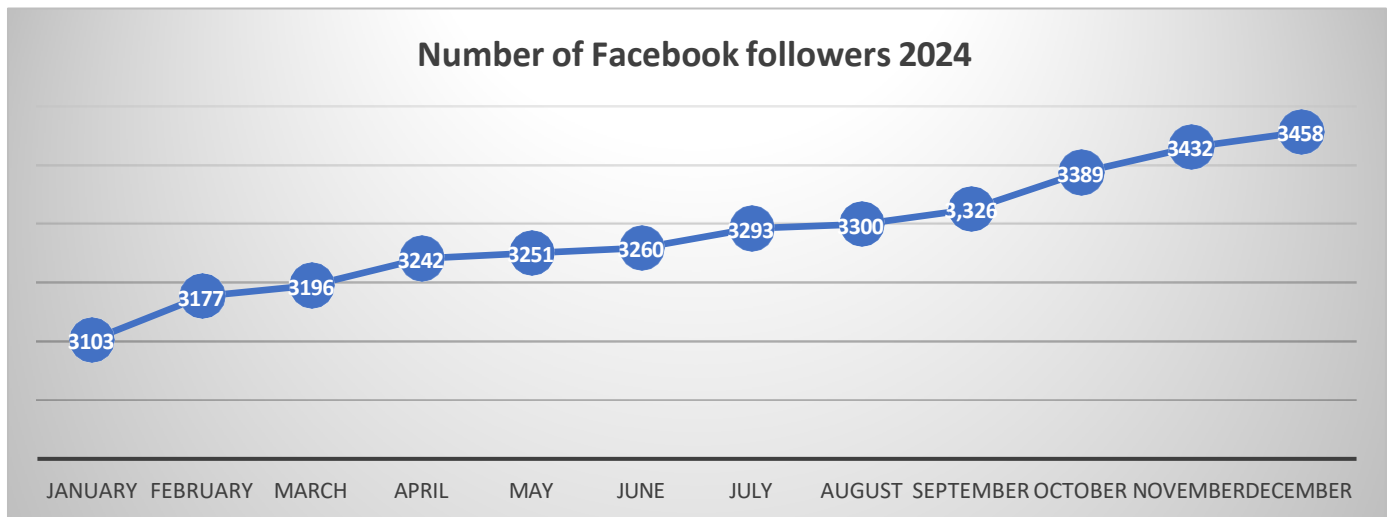
For this year we have been able to track the number of visitors to our website (www.hwsendiass.co.uk) rather than page views.

This gives us a more accurate data on the amount of service users visiting the website not the number of pages they have viewed.

Over the coming years we will now be able to compare this figure.

We are constantly reviewing the website to ensure it continues to be relevant and accessible for our service users.

Social media Data



	Followers	Post Reach	engagement	Link Clicks	Views
January	3103	14,500	580	326	
February	3177	13,900	536	475	
March	3196	16,200	410	211	
April	3242	21,700	396	238	
May	3251	8,800	138	17	
June	3260	9,700	250	48	
July	3293	12,300	317	203	
August	3300	8,800	203	39	
September	3,326	13,100	326	84	22,900
October	3389	9,300	291	55	45,800
November	3432	11,100	308	118	54,700
December	3458	6,700	332	31	30,000

New for this year's report is our social media data. We are now able to not only track the number of followers our Facebook page has, but also our post reach and engagement. As the data demonstrates we continue to increase our follower's month on month and our post reaches thousands of people. It is also enlightening to see the engagement our posts create. This continues to be monitored to determine which posts generate the most interest to ensure of social media continues to be useful to service users

YouTube Animation Views

This year we have not created any new animations. However, all our previous animations are available to view on our website and on You Tube itself. The data demonstrates that our animations are still a useful resource and are still viewed by large numbers of service users. We have had just over 1400 views of our SEN Support in mainstream settings (The Graduated Response) animation alone. Our suite of animations will be reviewed this year, and new additions will be explored.

Animation	Date published	Total Views on YouTube Jan 2022	Total views on YouTube Jan 2023	Total views on YouTube Jan 2024	Total views on YouTube Jan 2025	Total views in 2024
SEN Support in Mainstream Settings- The Graduated Response	01/10/20	1,446	2,706	4,405	5,828	1,423
Understanding the Graduated Response webinar	20/10/20	826	1,727	2,830	3,654	824
HW SENDIASS Meet the Team	23/07/21	106	177	202	215	13
The Family Conversation	23/09/21	203	303	395	483	88
Young Person Advisors	05/11/21	49	153	210	217	7
SENDIASS Training & Development Introduction	18/02/22		39	44	49	5
Post 16 Options	14/03/22		271	830	1,534	704
SENDIASS Training & Development Introduction Version 2	30/08/22		18	58	81	23
SENDIASS Meet the professional DCO	12/05/23			64	206	142

H & W SENDIASS Mailing List

Since 2022 the service has offered service users the opportunity to sign up to our mailing list. This gives us the means to contact families directly to inform them of any national or local developments with SEND and SENDIASS, surveys, opportunities for co-production with the service, our quarterly newsletter etc. Parents are asked if they would like to join via our evaluation phone calls, by an advisor or by registering on our website. Users can opt out at any time. The latest figures shows that we have **1155** registered, this is up from **880** for 2023.

SENDIASS Training and Development

As explained in the actions and outcomes section of this report due to limited funding for SENDIASS training within Herefordshire has meant there has been a reduction of workshops we have been able to deliver in the county. This is why the attendance figures are lower than previous years. Looking at the data, the total attendance to all the courses across both counties is similar to that of 2023.

Although less workshops have been presented in Herefordshire, additional sessions have been made available in Worcestershire as well as the online sessions and bespoke/outreach courses.

Herefordshire Parent/Carer Training Attendance

What makes a good EHCP – Booked	What makes a good EHCP – Attended
21	13

Autism & Me – Booked	Autism & Me – Attended
19	10

Total attendance = 23

Worcestershire Parent/Carer Training Attendance

What makes a good EHCP – Booked	What makes a good EHCP – Attended
86	51

Autism & Me – Booked	Autism and me – Attended
84	37

Total attendance = 88

Herefordshire Professionals Training Sessions

What makes a good EHCP – Booked	What makes a good EHCP – Attended
22	12

Autism & Me – Booked	Autism & Me – Attended
38	21

Total attendance = 33

Worcestershire Professionals Training Sessions

What makes a good EHCP – Booked	What makes a good EHCP – Attended
20	12

Autism & Me – Booked	Autism & Me – Attended
39	19

Total attendance = 31

Herefordshire Professional Bespoke Workshops

What makes a good EHCP
8

Total attendance = 8

Worcestershire Professional Bespoke Workshops

Autism & Me	Information Session	Graduated Approach
172	14	52

Total attendance = 238

Worcestershire Parent/Carers Bespoke Workshops

Autism & Me	Information Session	What you need to know	What makes a good EHCP
6	27	14	12

Total attendance = 59

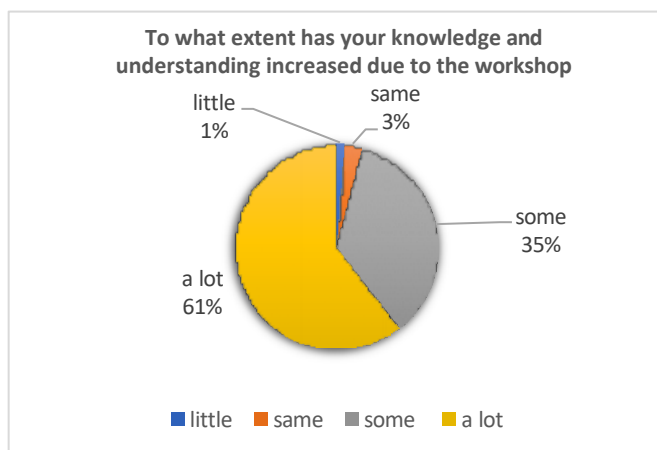
Worcestershire Parent/Carers Online Workshops

What makes a good EHCP – Booked	What makes a good EHCP – Attended	What you need to know – Booked	What you need to know – Attended
58	27	66	27

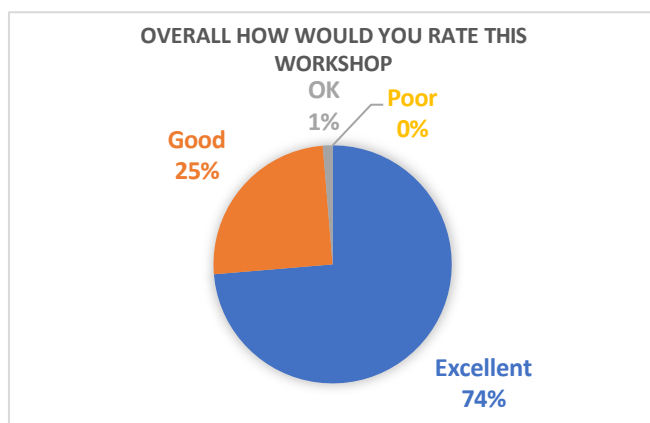
Total attendance = 54

Training Evaluations

We ask attendees to complete an evaluation at the end of any training session. This is to ensure the training is useful as well as gain information on any improvements we could make to the sessions. Feedback to training events is overwhelmingly positive from all stakeholders.



A lot	Some	same	little
61%	35%	3%	1%



Excellent	Good	OK	Poor
74%	25%	1%	0%

Example of Free Text Responses

What made a difference for you

- A trainer able to communicate well, who had lived experience of the world of autism.
- Helped clarify my understanding
- Feel more confident and informed about the EHCP process.
- A really helpful session- very informative, great links and resources. Very glad I came along. This will really help my families and the information I can give them
- Just understanding more about Autism and how to support or communicate better with that understanding
- Having a better understanding of working alongside people with Autism, really brilliant awareness session which I will be taking back to my team and passing on the information
- This has been really helpful and such a wide amount of knowledge and support. I feel that I have learnt so much and can offer much more support.
- The clarity of where EHCPs sit within the law, educationally and within the authority
- Gaining more knowledge about the theory, the reality of autistic children, therefore the proposed strategies made sense and were very convincing. The workshop change some of my understanding, my prejudices and wrong ideas about how to deal effectively with autistic children in a supportive way.

What action, if any, will you take as a result of the session

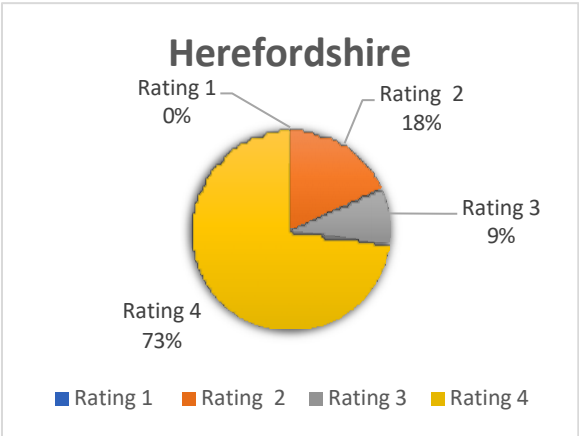
- DLA Submission, sharing slides with daughter, change the way we make some decisions that impact daughter
- XXX advised my daughters daily meltdowns could be due to the change in our routines. Since attending the Autism & Me course I have ordered my daughter a daily visual timetable.
- Get all documents and pick out the statements to correspond with sections. Make further contact with SENDIASS team.
- Have more structure when going through draft EHCP
- Able to change the way I conduct my reviews.
- Set up visual timetables for y6 transition day and neurodivergent y7s
- Better support parents and young people and provide better professional reports to inform EHCPs
- More informed for review meetings
- I will prioritise my EHCP review meetings to meet demand
I will complete the RS36 with more knowledge and confidence. I will be making changes to the EHCP review systems in my setting.

SENDIASS Evaluations

Both Herefordshire and Worcestershire request an evaluation form from our service users once our involvement has ceased. This is collected by our information officer who contacts the family via the telephone and asking them 6 core questions that we are asked to report on by the IASSN. These 6 questions are then rated by the family from **1** (poor) to **4** (excellent) The information officer explains to the family that they have no knowledge of the case and is purely finding out the families experience of the service and to help us to improve. We also ask for any comments that the family would like to make about the service which again can help us improve our offer to families seeking information, advice, and support. This year also saw 2 additional questions being asked which have been developed only for Herefordshire & Worcestershire SENDIASS. These questions, which were created with the advisory group are there to help inform us of the work our individual advisors carry out and to help identify any training gaps.

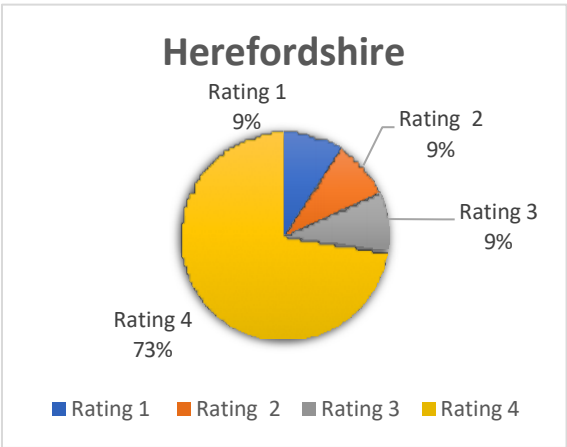
Herefordshire

Q1 How easy was it to get in contact?



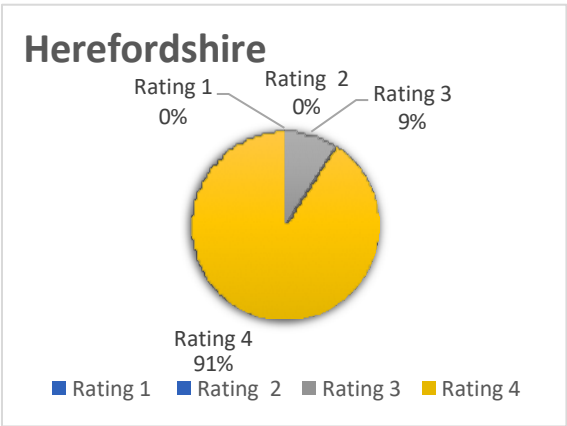
Rating 1	0%
Rating 2	18%
Rating 3	9%
Rating 4	73%

Q2 How helpful was the IAS we gave you?



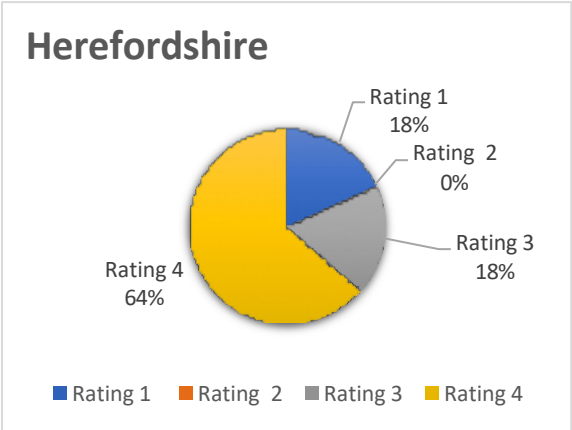
Rating 1	9%
Rating 2	9%
Rating 3	9%
Rating 4	73%

Q3 How neutral, fair and unbiased do you think we are?



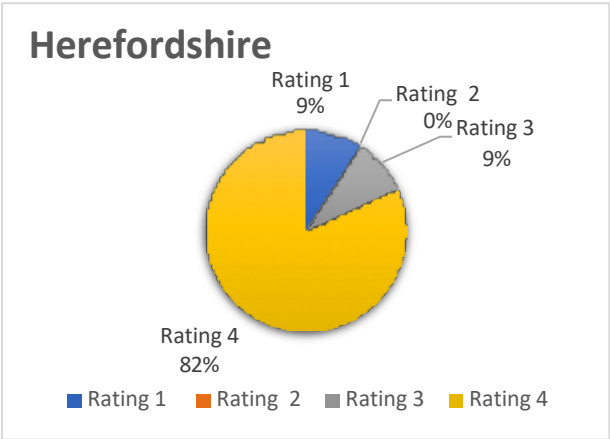
Rating 1	0%
Rating 2	0%
Rating 3	9%
Rating 4	91%

Q4 What difference do you think our IAS has made for you?



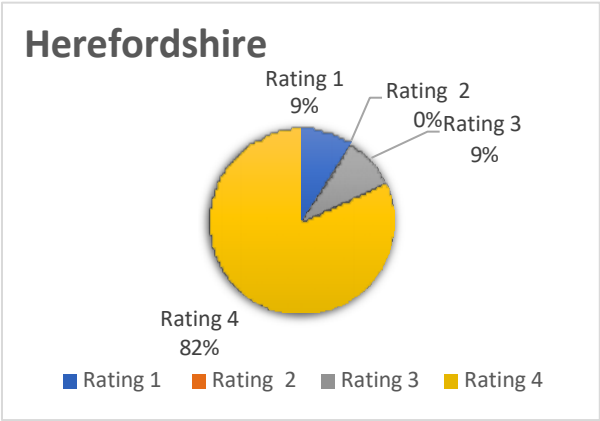
Rating 1	18%
Rating 2	0%
Rating 3	18%
Rating 4	64%

Q5 Overall, how satisfied are you with the service we give?



Rating 1	9%
Rating 2	0%
Rating 3	9%
Rating 4	82%

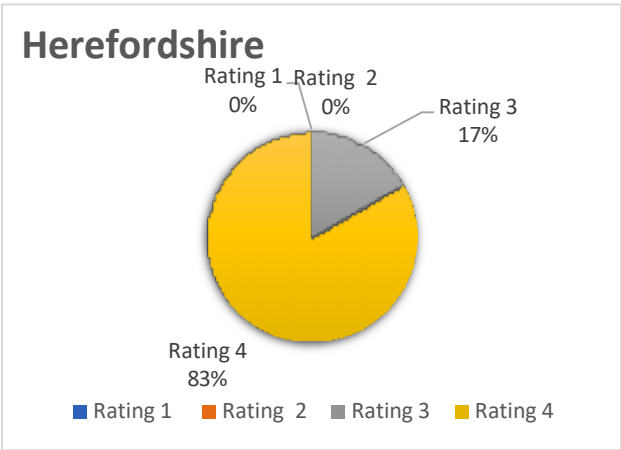
Q6 How likely is it that you would recommend the service to others?



Rating 1	9%
Rating 2	0%
Rating 3	9%
Rating 4	82%

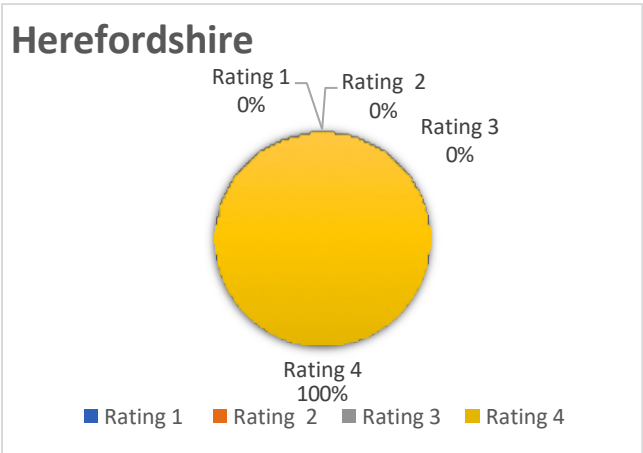
ADDITIONAL QUESTIONS

Q7 How knowledgeable was the advisor in answering your query



Rating 1	0%
Rating 2	0%
Rating 3	17%
Rating 4	83%

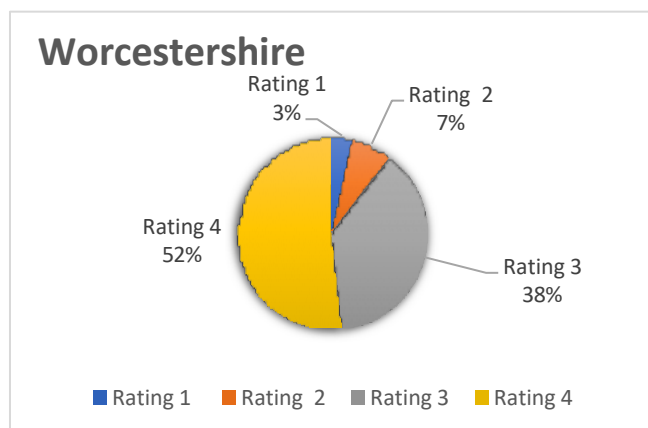
Q7 Was the Information, Advice and Support you were given clear and easy to understand



Rating 1	0%
Rating 2	0%
Rating 3	0%
Rating 4	100%

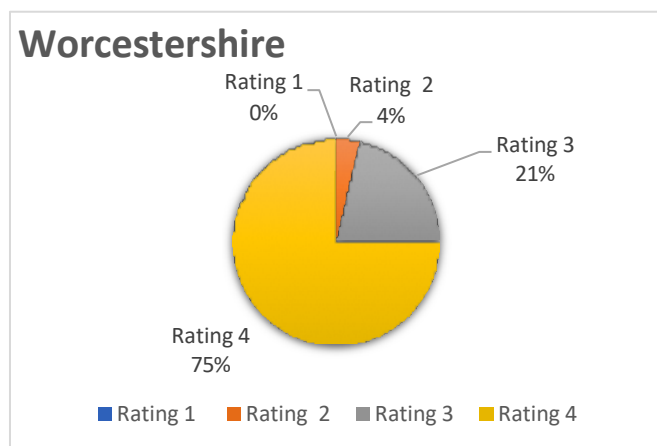
Worcestershire

Q1 How easy was it to get in contact?



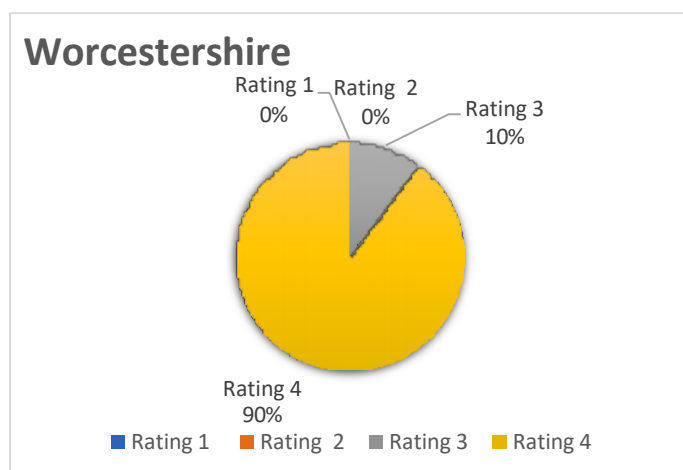
Rating 1	3%
Rating 2	7%
Rating 3	38%
Rating 4	52%

Q2 How helpful was the IAS we gave you?



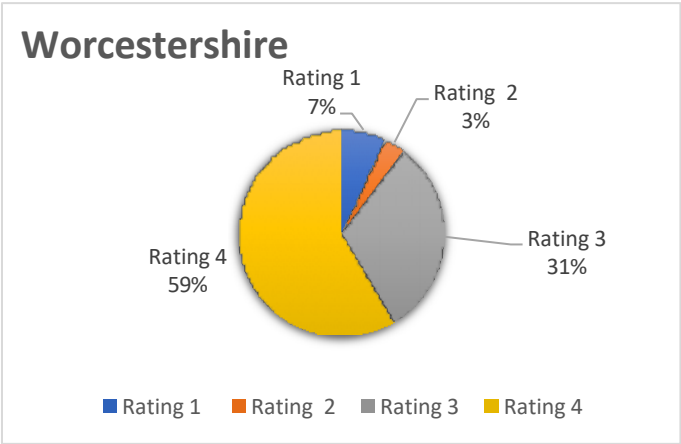
Rating 1	0%
Rating 2	4%
Rating 3	21%
Rating 4	75%

Q3 How neutral, fair and unbiased do you think we are?



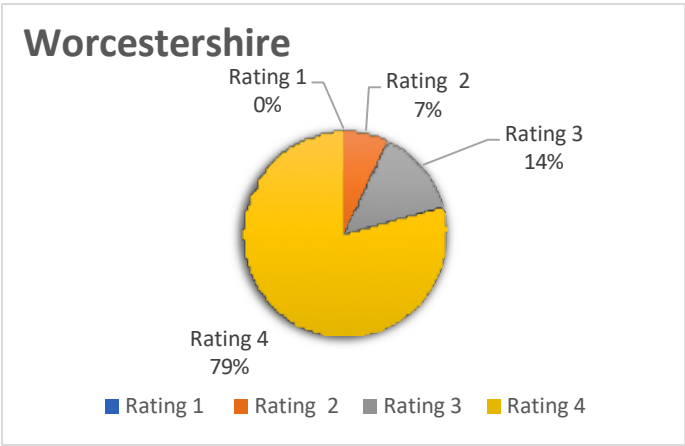
Rating 1	0%
Rating 2	0%
Rating 3	10%
Rating 4	90%

Q4 What difference do you think our IAS has made for you?



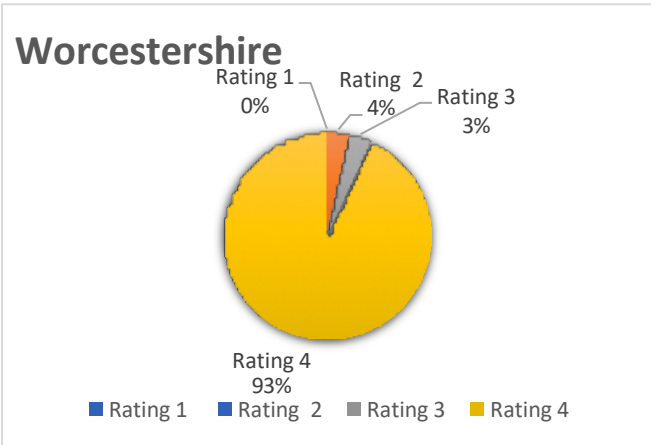
Rating 1	7%
Rating 2	3%
Rating 3	31%
Rating 4	59%

Q5 Overall, how satisfied are you with the service we give?



Rating 1	0%
Rating 2	7%
Rating 3	14%
Rating 4	79%

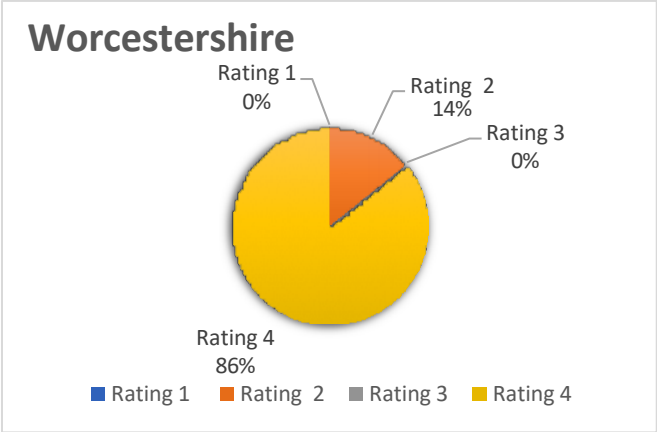
Q6 How likely is it that you would recommend the service to others?



Rating 1	0%
Rating 2	4%
Rating 3	3%
Rating 4	93%

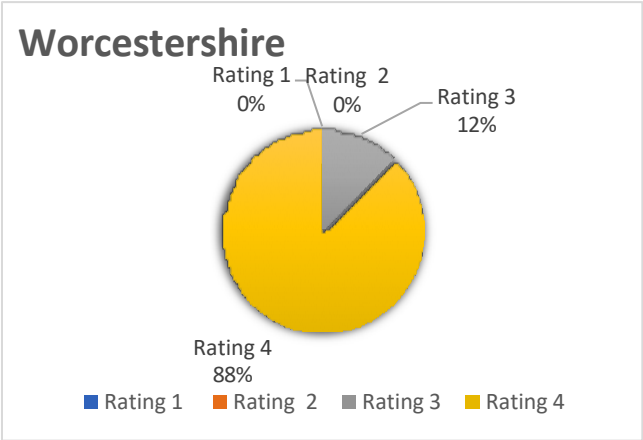
ADDITIONAL QUESTIONS

Q7 How knowledgeable was the advisor in answering your query



Rating 1	0%
Rating 2	14%
Rating 3	0%
Rating 4	86%

Q7 Was the Information, Advice and Support you were given clear and easy to understand



Rating 1	0%
Rating 2	0%
Rating 3	12%
Rating 4	88%

What difference did we make

- SENDIASS helped my child stay in school by informing me of my rights to do with a managed move. They took time to understand my situation as an adoptive parent and apply the law rather than just giving me information or signposting me to websites. It allowed me to understand my and my child's rights and helped me to challenge the school. Because I knew the facts, we are now getting the right support.
- We're going through ASD diagnosis, there is very little support in Herefordshire. It turned into a battle with school. XXX sat down with me and explained the processes of support and funding, she gave me questions to ask school. I'm, forever grateful to XXX for her support and I will call back for more help in the future. The service does need to be advertised more. The process is very daunting and unclear people need these things explaining by someone with the knowledge and understanding like XXX. Calling SENDIASS was the best thing I did to educate myself about the processes and what I need to do for my child and what my rights as a parent are.
- SENDIASS have supported me in meetings with the LA to provide input and emotional support which has been really helpful.
- We've been to tribunal for our child and the information and advice from SENDIASS has been invaluable in helping us through the process and knowing how to go about it. It is very complicated and daunting, and I don't know how we'd have got through it without SENDIASS.
- Being able to go into a meeting with knowledge of the law and my rights and knowing what schools should be doing and being able to feel confident that that information and knowledge is correct.
- It has given us insight and information that we didn't and wouldn't have had without SENDIASS and this has helped us over the years.
- The only reason I didn't say 4 was because the process is still pending with my daughter's EHCP, so the final outcome is still unknown. But I have been very happy with the information and support I have received from SENDIASS.
- I was in a really bad place trying to get my children diagnosed and back into school and had been struggling for a really long time. I spoke to XXX and within a few months I felt like we were back on track. I had meetings set up and next steps planned. XXX chased people up for me and she always did what she said she was going to do. After feeling so alone for so long I finally had some support. Having someone to give me advice and someone I could rely on to always get back to me made a big difference not just to my boys but also to me.
- Issue was my son's SEN school were no longer able to meet needs within EHCP. When I called SENDIASS I was told what my rights were as a parent, the information enabled me to go away and ask relevant questions which wouldn't have come to mind if I didn't have the advice. This helped me and my son to move forward. If I could score more than a 4 I would. The knowledge of my advisor was brilliant.
- SENDIASS always listen to me, and my advisor always gives me information and advice and helps me to see the situation from different perspectives. I find this useful to consider things that I haven't thought of to help me move forward.
- With the whole process, as a parent you're expected to just know everything, but it's so hard and often a subject that you've never come across before. So, it's really useful to have reliable information and advice from someone who knows their stuff. Overall, it gave me confidence in what I was doing and the decisions I was making for my child.

Comments

- Thank you! The service is vital, to have someone there for the parent! We have been through many situations, good and bad, but SENDIASS have always been there for us and it's such a relief to know that we can always call you for support.
- It would be great if SENDIASS could attend more meetings to support people, but I understand that this is probably impossible with the number of people you must be supporting. It's just that meetings can be so intimidating and as a parent you feel like all the professionals are against you. I had an experience where I had to halt a meeting because I felt that I wasn't being listened to. I phoned you guys for further support and then rearranged the meeting. My SENDIASS advisor was marvellous, I can't thank her enough. She gave me the facts and the specific parts of the law that I needed to quote. Because I had that information and I knew my rights, they had to listen at the next meeting. But I'm used to chairing and taking part in meetings, other people may not have been able to or known that they could stop the meeting and rearrange it at a later date, they would have felt pressured into accepting what the school was saying even though it was unlawful.
I cannot thank SENDIASS enough for helping me to understand my and my child's rights and the law. They helped me to challenge the school and stand up for my son.
- **Fantastic service!** If you can advertise your service more to be able to support more families that would be great.
- I have never been let down by SENDIASS, I just can't fault them. If I don't get through first time, I leave a message, and someone always comes back to me within a day. They're always there to support.
- SENDIASS are always there when you need them. I have used the service several times and it is nice that I don't have to repeat myself as they know my story. They are a lifesaver of a service; I don't know what I would have done without them and I'm sure I will use them again.
- Just to clarify q1b I called a couple of times, left a message and someone got back to me within 2 days. That's not bad at all.
In my experience, just keep doing what you're doing because you've really helped me.
- XXX was amazing, I'm so thankful for her and I couldn't have done any of it without her. She is so knowledgeable; I followed her instructions, and we sorted my son's school placement. I don't think there is any way that the service can be improved, it was amazing. Please let XXX know how grateful I am and how much we appreciate her support.
- I struggle to understand things like this, but my advisor was brilliant in helping me, everything was very clear. The service was amazing.
- Not just polite and courteous but also warm and friendly! More funding for SENDIASS would be good, to have more advisors. Thank you so much for all your support. You are a lifeline.
- More funding and more staff are needed to make the service available to more people. When I try and ring I can't always get through and I know that this is because you are understaffed and inundated with calls. I always get a call back quickly, but it would be lovely if there was the capacity for the calls to be answered straight away as I imagine a lot of people are calling in crisis.
- Thank you very much for such a great service, my son is now in the appropriate school.
- Thank you, I felt heard by my advisor. They went away and researched information for us, it was a lovely experience. I just wish we knew about you sooner.

Non-Curriculum Issues

SENDIASS offers information, advice and support (IAS) not only on educational issues but are also there to help support service users with non-curriculum issues (NCI). These include complaints, bullying, exclusions, admissions, attendance, school policy/staff and elective home education. Although NCI is not a statutory duty of SENDIASS, it has always been accepted that the service take responsibility for offering impartial and neutral information/advice to parents/schools. NCI is therefore considered part of the service's core business. However, it is important to point out that SENDIASS is **not** an advocacy service.

The role of SENDIASS is to empower parent/carers in resolving any issues or concerns they may have, and this is achieved by offering impartial information, advice and support and when necessary, signposting them to relevant agencies/professionals. The aim being that issues are resolved quickly, and before they become too entrenched

Some NCI issues can be resolved quickly by talking to parents and helping them to see the options available, which enables them to take the necessary action to help resolve their issue. If, however, the situation is not resolved it could result in the parent/carer making a complaint

There are clear procedures in place about Non-Curriculum Complaints, and SENDIASS continues to take responsibility for ensuring that parents know the procedures. If parent/carers wish to make a complaint the service can guide parents through these procedures, and when appropriate signpost them to relevant services.

The outcomes of SENDIASS involvement are:

- Parents feel as though they are being listened to
- Parents are able to make more informed decisions
- Parents are aware of options that are available
- Parents have a clearer understanding of procedures
- Schools and professionals have point of contact for advice
- Issues can be resolved more quickly

Future Developments

Early Years promotion

Through the examination of our data we have identified that the service is not reaching as many Early Years families when compared to school age children. To address this, we have identified a range of providers of care, education and support in the early years. Members of the team will attend meetings, events and other activities in order to raise awareness of SENDIASS so that these stakeholders can signpost early years families to our service. This work has already begun, with the team lead attending an early years SENCo event at Worcester university.

Advisor development

A sustained rise in involvements and complexity of cases continues to put pressure on Worcestershire's capacity. The team will be reviewing current workloads and investigating ways to work more efficiently whilst remaining as effective as before. This might involve different approaches to admin, duty rotas or triaging calls at the point of contact. This will be an ongoing piece of work with no guarantee of significant change, since the main priority remains quality of IAS.

Herefordshire promotion

In recent years, the Herefordshire team has been affected by a volatile workforce which has had an impact on the team's ability to promote the service through attendance at events, as well as the ability to build a solid reputation locally. However, recent additional funding has enabled an increase in capacity and has supported retention of suitably skilled staff. This means the team is now in a position to actively promote the service and engage with growing numbers of families, to raise both our profile and confidence in the service we provide. We aim and expect to see a minimum 20% rise in call rates in the coming academic year.

Glossary

ADHD	Attention Deficit Hyperactivity Disorder
AR	Annual Review
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
CETR	Care, Education and Treatment Review
EHCP	Education, Health, and Care Plan
EWO	Education Welfare Officer
FSW	Family Support Worker
FTE	Full Time Equivalent
HI	Hearing Impairment
IS	Independent Support
IAS	Information, Advice and Support
IASSN	Information, Advice and Support Services Network
IASSP	Information, Advice and Support Services Programme
ICB	Integrated Care Boards
LA	Local Authority
LD	Learning Disability
MLD	Mild Learning Disability
MSI	Multi-Sensory Impairment
NCI	Non-Curriculum Issues
PMLD	Profound and Multiple Learning Disabilities
SEMH	Social, Emotional and Mental Health
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs/Disabilities
SENDIASS	Special Educational Needs/Disabilities Information, Advice and Support Service
SLD	Severe Learning Difficulty
VI	Visual Impairment
YP	Young Person
YPA	Young Person Advisor

Minimum Standards for SEND Information, Advice and Support Services

Information Advice and Support Services (IASS) provide free impartial, confidential and accurate information, advice and support about education, health and social care for children, young people and their parents on matters relating to special educational needs and disability. The provision of information, advice and support should help to promote independence and self-advocacy for children, young people and parents. Chapter 2 of the SEND Code of Practice sets out the role and activities of an IASS and should be read alongside these standards.

These minimum standards are based on the requirements relating to support that Information, Advice and Support Services must provide, as set out in the Children and Families Act (CFA) 2014, the SEND Code of Practice and on additional legal advice commissioned by the Information, Advice and Support Service Network. A glossary and further guidance, including links to law and guidance will be available shortly.

Commissioning, governance, and management arrangements

1.1 The IASS is jointly commissioned by education, health and social care in accordance with the CFA 2014. A formal agreement is set out in writing which refers directly to these Minimum Standards, whilst also considering the need for continuity and stability of the service.

1.2 The IASS is designed and commissioned with children, young people and parents, and has the capacity and resources to meet these Minimum Standards and local need. For smaller local authorities (LAs) this may involve commissioning across local areas.

1.3 The IASS provides an all year-round flexible service which is open during normal office hours and includes a direct helpline with 24-hour answer machine, call back and signposting service, including linking to the national SEND helpline.

1.4 There is a dedicated and ring-fenced budget held and managed by an IAS service manager located within an IASS.

1.5 The IASS is, and is seen by service users to be, an arm's length, confidential, dedicated and easily identifiable service, separate from the LA, Clinical Commissioning Group and/or host organisation.



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1.6 LA and IASS ensure that potential service users, Head teachers, FE principals, SENCoS, SEND Teams, children's and adult social care, health commissioners and providers are made aware of the IASS, its remit and who the service is for.

1.7 The Governance arrangements outline a clear management structure, encompassing a strategic manager within the IASS and a steering group or advisory body which includes representatives from service user groups and key stakeholders from education, social care and health.

1.8 The IASS has a development plan reviewed annually with the steering group/advisory body, which includes specific actions and improvement targets.

Strategic functions

2.1 Each IASS has a manager based solely within the service, without additional LA/CCG or host body roles. They have responsibility for strategic planning, service management and delivery, and quality assurance.

2.2 The IASS engages with regional and national strategic planning and training and demonstrates effective working with other IASSs to inform service development.

2.3 The IASS works with local partners, including local parent and young people forums to inform and influence policy and practice in the local area.

Operational Functions

3.1 The IASS provides.

Impartial information, advice and support (IAS) on the full range of education, health and social care as defined in the SEND Code of Practice to the following service users –

a) children

b) young people

c) parents

This support is offered in a range of ways which includes face to face, a telephone helpline, email, website and social media.

3.2 The IASS provides branded information and promotional materials in a range of accessible formats.



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3.3 The IASS has a stand-alone service website that is accessible to all service users. The website includes.

☐ Contact details of the service

☐ Opening hours

☐ Response times

☐ Information on a range of SEND topics

- Signposting to other useful groups including parent groups and youth forums and national helplines
- Signposting to the Local Offer
- Key policies including a complaints procedure

3.4 The IASS provides advocacy support for individual children, young people, and parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including exclusion, complaints, SEND processes, and SEND appeals.

3.5 The IASS provides information, advice and support before, during and following a SEND Tribunal appeal in a range of different ways, dependent on the needs of the parent or young person. This will include representation during the hearing if the parent or young person is unable to do so.

3.6 The IASS offers training to local education, health and social care professionals, children, young people and parents to increase knowledge of SEND law, guidance, local policy, issues and participation.

Professional development and training for staff

4.1 All advice and support providing staff successfully complete all online IPSEA legal training levels within 12 months of joining the service. Volunteers who provide advice and support should complete IPSEAs Level 1 online training within 12 months.

4.2 The service routinely requests feedback from service users and others and uses this to further develop the work and practices of the service.

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

If you have any comments or questions about these standards or about IASS please email iassn@ncb.org.uk



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Appendix ii

Reason for contact	Description
Admissions	Enquiries about admissions process or admissions appeals process
Bullying	Enquiries where CYP is experiencing bullying or is a bully
Communication LA	Difficulties contacting a local authority officer (SEN team, social care)
Communication Settings/services	Difficulties contacting settings and services (schools, providers)
Complaints procedure LA	Enquiries regarding LA complaint's procedure
Complaint procedure provider	Enquiries regarding settings complaints procedure
Curriculum/Exams	Enquiries regarding Options, Exam processes, Access arrangements, reasonable adjustments or special considerations
CYP not in education	(EBSA, CME, Illness, exclusion) On or off roll
Early Years	Enquiries from families of pre-school children
EHCP Annual Review	Enquiries about annual review or interim review
EHCP Implementation	EHCP not being adhered to including no setting named
EHCP Process	Enquiries about general process CYP who don't have an EHCP but are enquiring about the process (anything up to the plan being issued)
EHCP Quality	Any enquiries regarding the quality of a plan including supporting reports
EHCP Timescales	Any enquiries regarding EHCP timescales (CYP has a plan)
Elective Home Education	Enquiries regarding Elective Home Education (EHE)
Exclusions	Enquiries about any type of exclusion (fixed term, permanent, internal or unlawful exclusions)
Health/medical	Enquiries related to health processes including difficulties communicating with health professionals (Umbrella pathway/ ADHD / PALS/ timescales)
Legal	Enquiries relating to any legal process other than tribunal (Legal aid, disability discrimination, local government ombudsman)

Low Attendance	Enquiries about any attendance issues including part-time timetables
Mediation information	Any enquiries about the mediation process
Mediation Support	Providing support through the mediation process (Including paperwork and attending mediation meetings)
Other	Anything not covered by the list Only use this category if no others fit
Post 16	Enquiries from families of post 16 CYP
Safeguarding	Any safeguarding enquiries
SEND Support	Any enquiries about SEND Support (Education-Graduated Approach/Response, Parent carer support, local services, local offer)
Setting/Provision advice	Enquiries regarding provision suitable for CYP with SEND (schools/colleges/EY provision/AP provision/ EOTAS)
Social Care	Any enquiries regarding social care
Transport	Any enquiries regarding transport
Tribunal Information	Any enquiries about the Tribunal process
Tribunal Support	Providing support through the Tribunal process (Including paperwork and attending tribunals)
Careers IAG	For use by YPAs
Link System Navigator	For use by Link System Navigator