



**Special Educational Needs and Disability  
Information, Advice and Support Service**

**Service Report 1st September 2015 – 31<sup>st</sup> August 2016**

## Contents

<b>Preface</b> .....	P.3
○ SEN Reforms and SENDIASS extended remit	
<b>The Service</b> .....	P. 4
○ Scope of the Information, Advice, Support offer	
○ Service objectives	
○ Accountability and Monitoring	
○ The team	
○ Working with service users	
○ Informal mediation	
<b>Main aims and achievements</b> .....	P.15
○ Building capacity	
○ Cloud based Crossdata system	
○ Specific project	
○ Training for staff	
○ The website	
<b>Independent Support</b> .....	P.21
○ Independent support in York	
<b>Future Developments</b> .....	P.22
<b>Service Survey feedback 2015 – 2016</b> .....	P.23
○ Parent feedback	
○ Services/ agencies feedback	
○ Education Setting feedback	

## Preface

In September 2014 the Children & Families Act brought a duty for all local authorities to have an Information, Advice and Support Service (IASS) for all **children and young people (0–25)** with SEN and/or a disability (SEND) and their **parents**, to be provided with impartial, accurate, up-to-date information, advice and support about **education, health and social care** matters that relate to their **SEN or disability**. The information, advice and support should be made through a dedicated and easily identifiable service building on existing parent partnership services.

### New legislation September 2014

*'Local authorities **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. This **must** include information, advice and support on the take-up and management of Personal Budgets.'*

**SEND Code of Practice 2015**

As the Parent Partnership Service already provided most of these functions, the statutory guidance advised that these existing services should be built upon and developed to be able to respond to the extended remit. Parent Partnership Service's became know as SENDIASS.

The Service covers all aspects of SEND from the earliest stages of concern, through SEN Support in schools to support during statutory assessment, which may lead to an Education Health and Care Plan (EHCP). Historically there had been a mistaken assumption that support and advice was only available if the child was under Statutory Assessment for a Statement of Special Educational Needs or already had one.

## The Service

Welcome to the York Special Educational Needs and Disability Information, Advice and Support Service's annual report. This report summarises the activities and evaluation of the service for the academic year 2015-16.

Throughout the 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 and/ or a disability. A 'young person' is someone who has reached school leaving age on the last Thursday in June in the academic year in which the individual turns 16.

In readiness for the SEN reforms, the Service was restructured; we also secured funding from the Department of Education (DfE), to offer Independent Support, until March 2016. Both these factors helped to ensure York has a flexible IAS service that parents, children and young people (CYP) have accessible and accurate information and support via a range of channels including the telephone, face to face meetings, email, information fact sheets and a range of on-line information and resources are available on our website ([www.yorksendiass.org.uk](http://www.yorksendiass.org.uk))

The scope of the impartial information and advice offered covers, initial concerns or identification of potential SEND or disabilities, through to ongoing support and provision, which may include an Education, Health and Care Plan. The Service also has a duty to provide information about social care and health, as they relate to SEND. The Service is confidential, free, accessible and provided at arm's length from the local authority. The Service also provides support when things go wrong, which includes providing IAS on appeals processes, mediation, and appeals to the First Tier SEND Tribunal.

## Scope and range of IASS remit from 2014

### Scope and range of SENDIASS remit from 2014

- Provision of accurate, impartial, confidential and accessible information and advice to **children & young people (0-25)**, and their **parents**, about matters relating to their **SEN or disabilities**, including matters relating to **health and social care**.
- Children, young people and their parents should be involved in the design and commissioning of IASS to ensure they meet local need
- Provision of free accurate and confidential information, advice and support should be impartial and provided at arm's length from the LA and CCG
- Provision of information advice and support should promote independence and self-advocacy for children, young people and parents
- Information and advice on matters relating to SEN & Disability should be provided through suitably trained staff and include: local policy and practice, the Local Offer, personalisation and Personal Budgets, the law on SEN and disability, health and social care
- Provision of advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation
- Provision of information on the LA processes for resolving disagreements, its complaints procedures and means of redress
- Signposting children, young people and their parents to alternative sources of advice, information and support locally and nationally
- Provision of individual casework and representation for those who need it including support in attending meetings, contributing to assessments and reviews, participating in decisions, directing them to additional support services
- Provide help when things go wrong including support to arrange and attend disagreement resolution meetings, support to manage mediation, appeals to First Tier Tribunal, exclusions and complaints on matters relating to SEN and disability
- Provision of advice through individual casework as well as through work with parent carer support groups, local SEN youth forums or disability groups and training events

### Service objectives:

1. To support all parents, their children and young people with special educational needs and disabilities, ensuring that they have equal educational opportunities.
2. To increase parent and young peoples understanding of the SEN process.
3. To support parents and young people with information and support necessary to participate in decisions.
4. To act as a conduit between families and the LA and other services to reach positive and agreed outcomes for children and young people.
5. To provide parents with support so that they become more confident of their expertise in relation to their own child, enabling them to work more effectively in partnership with their child's education setting and with the Local Authority and other Services.
6. To provide parents, children and young people with information advice and support so that they are well-informed about the range of services available.
7. To publicise the service, and to provide parents, children, young people and professionals with accurate unbiased information.
8. To voice the views of parents and young people, to ensure that their voices directly influence the development of local SEND services, policy and practice.

### Accountability and Monitoring:

We work to National Quality Standards, approved by the Department for Education.

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/resources/ias-services-quality-standards>

Our work is monitored by the Advisory Group with members representing parents and voluntary and community groups, 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 Advisory Group meets yearly to monitor York 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, educational settings and other services we have worked. A summary of the evaluation is reviewed at the Advisory Group meeting and published in our annual report.

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

York SENDIASS 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.

The Service Manager attends IAS regional group meetings, where meetings have focused on developing advice for parents and young people, the National Quality Standards for SEND IAS, regional practice and training.

#### SENDIASS Team:

Gillian Bucklow, Service Manager

Pam Bullivant, Casework Officer (term time)

Elizabeth MacDonald, Casework Office (term time)

Jessica Bridge-Dunk, Young person information supporter (part-time)

Emma Weston, Young Person, Independent Supporter

#### Working with service users:

We offer a range of flexible services and casework 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

- ❖ 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

### Service Referrals:

From 1st September 2015 to 31<sup>st</sup> August 2016, the Service received 223 new referrals, an increase on last year's figure of 208 referrals.

Individual IAS casework support continues to be the core element of service activity with caseworkers supporting parents at all stages of the SEN process, and matters covering a broad range of concerns about SEND.

For many families SENDIASS continues to take on more of a key worker/ coordination role, often for those who are socially disadvantaged, where parents themselves have significant needs.

Table 1 and 2, identifies the number of referrals for IAS casework, Independent Support and the year 5/6 transition project.

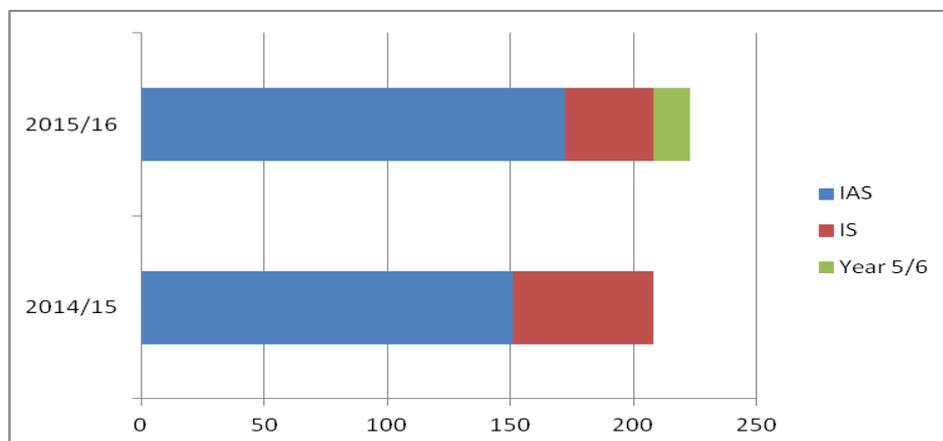


Table2.

Year	2014-2015	2015-2016
IAS	151	172
IS	57	36
Year 5/6	Included in the IAS number above	15
Total	208	223

We record the main SEND diagnosis of the child or young person (CYP). The highest referral group was for pupils with communication and interaction needs (101), followed by cognition and learning difficulties (48) closely followed by social emotional & mental health (40), we have seen an increase in referrals for those children and young people who have mental health issues.

<b>Main SEN &amp; Disability:</b>	
<b>Cognition and Learning</b>	
C&L – Downs Syndrome	7
C&L – Dyspraxia	1
C&L – Moderate Learning Difficulty	19
C&L – Profound and Multiple Learning	6
C&L – Severe Learning Difficulty	5
C&L – Specific Learning Difficulty	10
<b>Total</b>	<b>48</b>
<b>Communication and Interaction</b>	
C&I – Aspergers Syndrome	36
C&I – Autistic Spectrum Condition	51
C&I – Speech, Language and	14
<b>Total</b>	<b>101</b>
<b>Sensory and/ or Physical</b>	
S&P – Visual Impairment	1
S&P – Hearing Impairment	4
S&P – Other (Eg Epilepsy)	2
S&P – Physical Disability	5
<b>Total</b>	<b>12</b>
<b>Social, Emotional and Mental Health</b>	
SE&MH - Anxiety	12
SE&MH – Attachment Disorder	3
SE&MH – ADHD	3
SE&MH – Substance Misuse	2
SE&MH – Other	20
<b>Total</b>	<b>40</b>
<b>Unconfirmed SEND</b>	<b>22</b>

Over half of parent enquiries concern children in mainstream primary settings, with the second largest group being mainstream secondary settings. There is an upward trend in numbers of enquiries for young people in Further Education settings and Secondary Special schools.

Table 3, identifies the type of education setting service users CYP attend in this period

<b>Education Setting:</b>	<b>2015/16</b>	<b>2014/15</b>
Nursery	15	3
Primary	116	84
Primary Special	8	7
Secondary	41	39
Secondary Special	15	7
Further Education	25	11
Home Educated	3	0
<b>Total</b>	<b>223</b>	<b>208</b>

The initial contact to the service is overwhelmingly made by parents. However, practitioners, teachers and other services supporting a CYP, can make a referral if they have permission to do so from the parent of young person.

Table 4, Identifies referral route

<b>Referred by</b>	<b>Number</b>
Parent (self-referral)	160
Professional education	7
School	25
SEN Services	26
Connexions	2
Other	3

The demands upon the service have grown in-part due to the complexity of the reforms and the required 'readiness' of the Service to provide accurate information on all aspects of EHC plans, SEND law and guidance, support parents to contribute their views and have a good understanding of the assessment process, and respond to enquiries across an expanded age range.

During this reporting period, there was a significant increase in enquires from parents seeking support and advice on EHC Plans (111).

Table 6 and 7, identifies Code of Practice status:

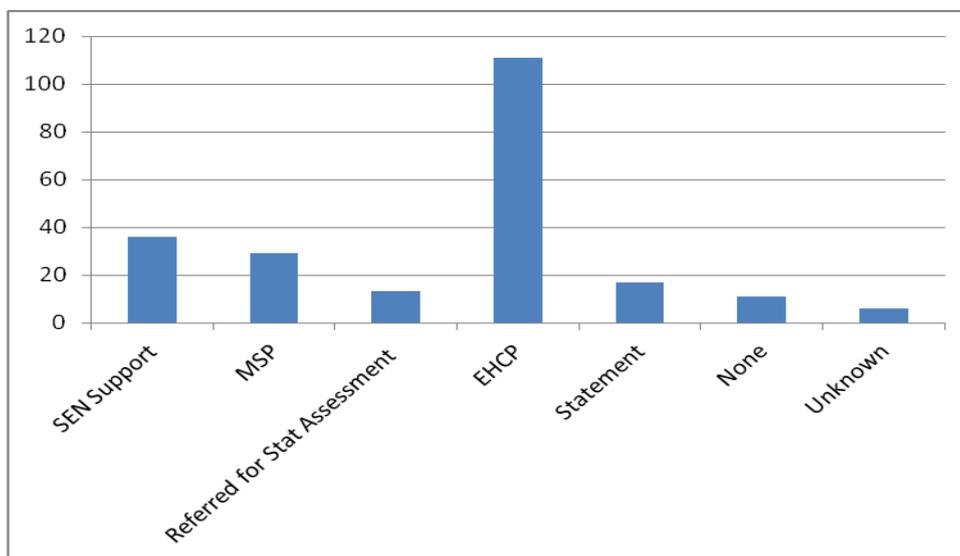


Table 7.

CoP Status:	2015/16	2014/15
SEN Support	36	32
MSP	29	31
Referred for SA	13	24
EHC Plans	111	46
Statement	17	43
LDA 139a	0	12
Unknown	17	20
Total	223	208

- In 2014/15, the number of clients with an EHCP constituted 22% of cases. This rose to 50% in 2015/16.
- In 2014/15, the number of students with a statement constituted 21% of cases. This decreased to 8% in 2015/16.
- The number of students with a MSP has remained at a similar level, constituting 15% of cases in 2014/15, and 13% in 2015/16.
- Number of students receiving SEN Support has also remained at a similar level.

### Reasons for contacting SENDIASS:

The most frequent reasons were:

- 1) Support and advice for EHC Annual Reviews
- 2) Advice and information on matters regarding SEN provision in schools
- 3) Concern about progress in an educational setting
- 4) Secondary School Transitions
- 5) Naming of a school/educational setting in an EHC Plan
- 6) Rights, appeals/options
- 7) Information and support for existing EHC Plans
- 8) Writing views
- 9) Anxiety issues for CYP/ not in full time education

***The service provides information about Education, social care and health, as they relate to SEND, and is confidential and free. It is impartial, accurate and accessible and provided at arm's length from the local authority.***

The breadth of IAS work requires staff to have a flexible approach and we are very fortunate to have a team which operates in response to service user needs in a positive and pro-active manner. The Service Casework Officers are legally trained to interpret the legislation and the Code of Practice. Families say that the support is invaluable and the information provided is impartial and informed.

### Data taken from the service Parental Survey 2015/2016:

- 100% of parents agreed that we provided a confidential and impartial service
- 96% of parents agreed that we gave them information and advice that met their needs
- 96% of parents agreed that we explained why decisions were made and what was happening
- 100% of parents agreed that we listened to their views

## How we made a difference

Parents told us:

*“It was really nice to have the involvement of SENDIASS, a young persons’ rep, who was a similar age to my son. Really makes a difference!”*

*“SENDIASS has been very professional throughout. They have been clear about their role, and remit, and timescales. In meetings they are very good at making sure that parents views have been expressed, either by them or the service on their behalf. This is a great skill as it is easy for things to be missed or passed over in a busy meeting.”*

*“Having a SENDIASS worker who could liaise with school... meant that we could separate the problems from our child’s day to day care and school experience. We could concentrate on building a relationship with his new teacher and team.”*

*“We couldn’t have got to the good place we are today without SENDIASS... fantastic service.”*

## Informal Mediation

*The Service aims to encourage partnership working between parents, Local Authorities, schools and voluntary bodies in the work of identifying, assessing and making provision for pupils with SEND, whenever possible the service acts as a conduit through which consultation with families may take place, in collaboration with other services and agencies, enabling them to consider issues and concerns.*

One of the strengths of the service is the work around enabling parents to resolve disagreements with their CYP's educational setting and/or the Local Authority about the SEN arrangements made for their CYP. This is reflected in the low number of appeals made to the Special Educational Needs and Disability Tribunal and referrals to an independent SEN Mediation Service.

Casework support necessitates staff being able to draw upon a range of competences and methods using a high level of interpersonal skill. At times it requires an amalgam of skills and abilities usually identified in areas such as counselling, negotiation, mediation, conflict management and advocacy.

The service places a high value on the long standing good relationship we have with colleagues working in children and young people's service across the city. It is without doubt that these relationships enable the service and services users to reach agreed outcomes from having a shared understanding of the issues and accurate information.

Going forward, we would like to find a better way to capture the real difference SENDIASS involvement can make, particularly to demonstrate the positive outcomes for children and young people, and the change of direction for parents that we see, when at first contact, parents can be at the stage of making a complaint to the local authority or are facing removing their CYP from an educational setting. The Service has a long history of working with families and the local authority in finding agreed solutions through a greater understanding of the issues and options.

## Service main aims and achievements in 2015/2016

Work during this academic year has focused on five main areas:

- a) Building capacity in the service to implement new IAS responsibilities required by the Children and Families Act 2014, the SEND Code of Practice and the IAS Quality Standards 2015.
- b) Implementation of the new Cloud based data system.
- c) Staff training to provide accurate information and advice on the new SEN reforms.
- d) Specific project – Transfer to Secondary School.
- e) Webpage improvement and updates for online information – a range of information and resources are available on our website ([www.yorksendiass.org.uk](http://www.yorksendiass.org.uk)).

### a) Building capacity

We have continued to build capacity by recruiting a student intern for 30 hours a week for a 3 month period to support the service with updating the webpage and information for young people and complete the Independent Support Training, to offer IS to young people and, continued to maintain the additional three days, for the Casework Officer role during term time, using the IS funding grant.

This has enabled the Service to be present at more face to face meetings. Much of the work we do with parents involves preparation for meetings. By far the greatest amount of preparation work is done for meetings with educational settings, and may involve annual reviews, individual planning meetings, and liaising with other services working with CYP, to ensure they and their parents have the relevant information to make an informed decision.

### b) Cloud based Crossdata system:

Due to the Service remit growing considerably, with the implementations of SEN reforms in September 2014, the previous way of capturing and storing data on an Excel spreadsheet was no longer fit for purpose. As part of this reform each individual case required a clear and detailed level of management alongside a facility to provide useful and concise data rich reports.

Working with the providers, Dizons, we have utilized their management system to create a database unique to our specific service needs. The database is independent of the Local Authority and is recommended by IASSN (Information Advice and Support Services Network).

*“The cloud based, Cross Data solution met our pre-determined requirements; by empowering us to help and improve service performance through allocation of team workload, raising awareness of cases within the team, and could produce clear and accurate reports.*

*An implementation day to create our system was held in December 2015 with a second visit from them in February 2016 where we discussed and made numerous alterations to make the system more appropriate for City Of York Council.*

*Customisations continued between June and August 2016 when IASSN (Information, Advice & Support Service Network) released national guidance on levels of intervention.*

*The team fully adopted this system from September 2016 with the data being collected already proving its worth.”*

***Matt Stroud, ICT Technical Project Manager, City Of York Council***

#### Extended database choice and functionality:

An important aspect of the new database has been the opportunity to customise the database to capture three important features of our work which includes the reasons why service users contact the service, the interface we have with other services and the complexity of casework.

1. Presenting Issues: We wanted to capture the varied reasons why parents contact the service. An advantaged of this information will allow us to feed this back to the local authority trends which we hope can then feed into local policy and also provide better information to indentify training workshops for parents/CPY or other services.

2. **Interface:** This demonstrates the ‘key-working footprint’ of a SENDIASS casework officer and the important aspect of their role, which proves to be beneficial for families, services, educational settings and the LA.
3. **Intervention Levels:** Casework continues to be complex, which may require multiple interventions and prolonged involvement when concerns have been difficult to resolve. Casework is divided into four levels of support / intervention to provide a tiered approach to casework demands. Support is offered at a level according to the individual need of the parent and the level of disagreement that exists regardless of at what stage of the Code of Practice their child/young person is placed.

Table 8, identifies the interventions levels

	<b>Enquiry</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
2015/16	6	48	127	38	4
2014/15	0	58	104	46	0

How data on interventions is used:

Recording intervention levels enables the team to analyse the number of interventions at each level at any given point in time, including the number that are active, inactive or closed and how many interventions the service has provided over a given period of time

### c) Year 5 Transition:

The Service works each year on a specific project for Year 5 pupils with EHC Plans. The project is outlined below:

In May 2015, the Service mailed an explanatory letter and a Year 5 Transition Guide to all parents of a child with an EHC Plan.

The guide can be found on our webpage.

This year a total of 36 Year 5 children with an EHC Plan will be transferring to secondary school in September 2016. Their parents were offered early support and advice about visiting schools, arranging meetings with SENCOs and ensuring that the relevant deadlines for selecting a school and amending their child’s statement could be met (February 2016).

This project continues to be one of our most useful and successful exercises, as early contact with parents and children, together with close liaison with primary and secondary SENCOs, and the SEN and Admissions teams, helps to make clear an otherwise bureaucratic and confusing procedure. It also encourages parents and secondary schools to discuss appropriate inclusion programmes and transition, well before the start of Year 7.

By providing this service we are also able to help the local authority by ensuring that all parents have selected a school by the statutory deadline, 15th February 2016.

In this reporting period, 18 families required key-working support from the casework officers, which involved accompanying parents on 36 visits to secondary schools, and to meet with the school's SENCO/Inclusion Leader.

The team are experienced in supporting parents on their journey and have an understanding of the enormous build-up of anxieties that some families may have. For some families, it may be the first time that they have had to consider a special school or had this suggested by professionals. This can be an emotional time for parents. In such cases, we would work jointly with Carmel Appleton, Specialist Outreach Teacher, and other professionals to provide additional support for parents. Support can continue over several months.

#### d) Training for staff:

In light of the new legislation staff training has been an ongoing and time consuming obligation for the Service. The whole team has worked diligently throughout the year to become conversant with the new legislation and practised in supporting and advising on the EHC Plans.

Staff have successfully completed levels 1-2 of IPSEA SEN Legal Training. These courses were developed by Independent Parental Education Advice (IPSEA) for the Information, Advice and Support Services as part of the Government initiative to make special educational needs training accessible. The content of the courses has been accredited to the Bar Standards Board for 30 hours of CPD per level. In addition to this, officers have completed training in Independent Support Legal Training, SEND Custody, Health and Social Care in an EHC plan, IPSEA Tribunal, Mental Health First Aid Training and Anxiety Awareness.

## Overview of the IPSEA Legal Training

### **Level 1**

- Children and Young People with SEN and Disabilities – the Legal Framework
- Duties on Local Authorities, Schools and FE Institutions
- EHC Needs Assessments
- EHC Plans, Personal Budgets and Direct Payments
- Naming a School or FE Institution
- Changing Plans
- Rights of Appeal to SEND and Mediation
- Disability Discrimination – Introduction to the Equality Act 2010
- Education Act 1996
- Exclusions

### **Level 2**

- Transition
- Transport
- Annual Review
- Mental Capacity
- Health Care
- Inclusion
- Social Care
- Personal budgets/Direct Payments (Education, health and social care)
- Mediation
- The duty to specify

### **Level 3**

- SEND Tribunal
- Refusal to carry out an EHC needs assessment
- Refusal to issue an EHC plan
- Contents Appeals for statements and EHC plans
- Tribunal Appeals: Decisions; ceasing to maintain an EHC plan/statement, and refusing to amend after Annual review
- Tribunal Appeals: Naming a school/FE College (including costs)
- Disability Discrimination
- Challenging Decisions - Judicial Review & legal aid
- The Early Years framework/Rights to information
- Elective Home Education and Education otherwise than in a school or FE College

### e) Webpage improvements:

During 2015 and 2016 the SENDIASS website has been improved to be more appealing for young people. Whilst the entire website is in an easy to understand format we have included a specific 'SENDIASS for children and young people' section. This includes information on:

- Who are we?
- Education, health and care plans
- Education, health and care needs assessment
- Explaining the special educational needs system
- Personalisation and personal budgets
- Post-16 support, higher education and preparation for adulthood
- Finding out about support near you
- Making decisions
- Useful resources and websites

The aim of this section is to be comprehensive without being overwhelming. Many of the sections contain carefully curated fact sheets, created especially for children and young people by the Council for Disabled Children on the topics above. It also contains fact sheets we have created for children and young people that are more specific to York. For example, an explanation of what an EHCP in York looks like, and a 'Who am I?' fact sheet explaining professionals they might come across and what they are there for.

Our 'Get in touch' page has an online referral form with the aim of making contact with the service easier, quicker and more up to date.

Going forward, we are planning to work with groups of young people in schools and colleges to help us improve the Young- Persons section on our webpage.

## INDEPENDENT SUPPORT

Independent Support is a (DfE) initiative launched in January 2014, designed to help parents and young people navigate their way through the Education, Health and Care (EHC) planning process. We secured funding in 2014 and 2015 to deliver an IS offer, along with Core Assets, until March 2017. <http://www.coreassets.com/> The two services are distinct, with Core Assets having a limited remit around the EHC process. We have found that the majority of enquiries to SENDIASS were from parents seeking support and advice for complex issues outside of the IS remit.

The funding and contractual tasks for SENDIASS gave the service an opportunity to build capacity to offer IS, and importantly to implement IAS responsibilities required by the C&F Act 2014, and the SEND CoP

The requirement of the funding is to:

<b>Contractual Task List between CDC and York SENDIASS</b>	
Tasks	By when
1. Continue 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.	Task completed by 31 March 2016
2. Recruit, retain and supervise one or more Independent Supporter(s) <sup>[1]</sup> to provide young people and parents with timely and appropriate support through the EHC assessment and planning process.	Task completed by 31 March 2016
3. Ensure the IASS provides parents and young people with information about, and can access, Independent Supporters in their local area.	Task completed by 31 March 2016
4. 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.	Task completed by 31 March 2016
5. Ensure that all those that are identified in an Independent Supporters role undertake CDC training within the first 2 months of their appointments.	Task completed by 31 March 2016
6. Producing accurate, data rich timely reports in the work that you do. This includes information on the number of ISs and the number of families and young people they are supporting.	Task completed by 31 March 2016
7. Provide CDC with 4 timely reports in Phase 2 setting out evidence of activities undertaken, progress, challenges, risks, outputs and outcomes of service delivery.	17 July 2015 2 November 2015 8 January 2016 4 March 2016

### Future developments:

We work to National Quality Standards, approved by the Department for Education

<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/resources/ias-services-quality-standards>

1. To agree a service level agreement for SENDIASS with the Local Authority describing how services will be provided for children, young people and parents through a dedicated and easily identifiable service (QS 1.1; 1.4).
  
2. To raise awareness of the York IAS Service to reach a wider audience; (QS: 1.2; 1.3; 3.1).
  
3. To meet with the Advisory Group more often (twice yearly) 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 York SENDIASS 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 continue 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 consolidate across the team the learning from the new database system and make further adjustment to effectively capture and analyse data for evidence outcomes.

## Appendix 1

<b>Arm's length</b>	The service is able to act, and is seen to act by professionals and service users, independently and impartially with no undue influence or control from the local authority or clinical commissioning group
<b>CCG</b>	Clinical Commissioning Group
<b>CDC</b>	Council for Disabled Children (a national charity)
<b>CoP</b>	Code of Practice
<b>CYP</b>	Children and Young People
<b>EHCP</b>	Education, Health and Care Plan
<b>IASS</b>	Information, Advice and Support Service (generic)
<b>Impartial</b>	Not biased towards or influenced by any particular party, point of view or policy. Not giving priority to any particular impairment, disability or SEN over another; information advice and support given reflects the law
<b>IPSEA</b>	Independent Parental Special Education Advice (a national charity)
<b>IS</b>	Independent Support
<b>LA</b>	Local Authority
<b>LGO</b>	Local Government Ombudsman
<b>NCB</b>	National Children's Bureau
<b>MSP</b>	My Support Plan
<b>IASSN</b>	National Information, Advice and Support Service Network
<b>IASSN</b>	Regional IASS Network (consisting of representatives from each of the IAS Services in Yorkshire and Humberside region)
<b>PPS</b>	Parent Partnership Service
<b>SENCo</b>	Special Educational Needs Coordinator (in schools and educational settings)
<b>SEND</b>	Special Educational Needs and Disability
<b>SENDIASS</b>	Special Educational Needs and Disability Information, Advice and Support Service
<b>SENDIST</b>	Special Educational Needs and Disability Tribunal
<b>YPCF</b>	The York Parents' and Carers' Forum