



Coventry SEND Information Advice and Support Service

Service Standards
September 2022

MISSION STATEMENT

Working in partnership with children, young people and parents/carers, education providers, the LA, voluntary and statutory agencies to provide a flexible menu of services for families of children/young people with special educational needs and disabilities, in order to empower them to play an active and informed role in their child's education, leading to higher standards of achievement for all children and young people.

Coventry SEND Information Advice and Support Service

The Service operates to fulfil the national guidelines and minimum standards for Information, Advice and Support Services as set out in Chapter 2 of the SEN Code of Practice 2015.

The primary purpose of the SEND Information and Advice Service is to ensure children, young people with additional needs and their parents/carers have access to impartial information, advice and guidance in relation to the special educational needs of their children so they can make appropriate, informed decisions.

The role of the SEND IASS is to empower service users to play an informed and active part in their/their child's education by providing an impartial, confidential menu of flexible services for parents tailored to meet their needs. Coventry SEND IASS also offers information and support to parents and carers of children who have been excluded or who are at risk of exclusion from school.

The Service aims to encourage good communication and co-operative working between users, Local Authorities, education providers and voluntary and statutory bodies in the work of identifying, assessing and making provision for pupils with SEN or those excluded from school.

Principles

The following principles underpin service operation.

- ❖ All service users should be encouraged and supported in making an active contribution to their child's education from the earliest opportunity.
- ❖ All service users are entitled to share in and have a full awareness of their/their child's progress.
- ❖ All service users must have opportunities to share information and skills with those involved in their/their child's education.
- ❖ All service users must have opportunities to share in the decision-making process relating to their/their child's education.
- ❖ All service users should have opportunities to help plan and contribute to joint meetings and reviews to discuss their/their child's education.
- ❖ All service users are entitled to high quality information and support that is appropriate to their needs; extends their knowledge base and maximises their participation.
- ❖ Support for service users should be achieved by working in partnership with education settings, the LA, voluntary and statutory agencies.
- ❖ All service users should have access to a range of support, including access to independent advice from the earliest stage at which their/their child's special educational needs are identified.
- ❖ All service users should be encouraged to understand their rights, roles and responsibilities within the SEND /Exclusion processes and on the wide range of options that are available for their/their child's education.
- ❖ Where possible, the views of the pupil should be sought and taken into account throughout the special educational needs / exclusion process.
- ❖ All service users should receive information and support in a timely manner and in a format suitable for them to access.

Professional attitudes and values:

Staff from Coventry's Information Advice and Support Service will operate within legal, ethical and professional boundaries. They will demonstrate:

- positive attitudes to all families, children and young people to Special Educational Needs and disabilities (SEND)
- a professional disposition to support and encourage parent participation and partnership working.
- appropriate professional boundaries in all contact with children, young people and parents/carers and work towards empowerment rather than dependency

The following values underpin the service ethos and delivery, staff will:

- ❖ recognise and appreciate parents/carers as the “experts” on their child, or in the case of children and young people, themselves.
- ❖ maintain a non-judgemental approach at all times
- ❖ remain objective and impartial in all matters associated with the family
- ❖ preserve the parents right to confidentiality with the exception of issues related to child protection
- ❖ act with integrity and respond with empathy
- ❖ actively involve service users, listen to their concerns and reflect their perspectives and wishes
- ❖ be welcoming, approachable and work to empower and encourage children, young people and parents/carers towards self-advocacy
- ❖ work collaboratively to secure the best possible outcomes for children and families whilst maintaining an impartial stance
- ❖ promote equality of opportunity, respect the diverse nature of the client group and provide equality of access to services

Staff will maintain and develop their own knowledge, skills and competence using training, peer support, supervision and other opportunities for professional development in order to develop as reflective practitioners.

Developing and Supporting Partnership Working

The Service aims to ensure the greatest possible degree of partnership between children, young people and their parents, educational providers, the LA, Health providers, voluntary organisations and other agencies. Through these partnerships the Service seeks to ensure that all service users are able to:

- ❖ share their unique knowledge and actively contribute towards their child/young person's education
- ❖ become aware of the educational implications of their child/young person's special needs or exclusion and the different ways in which their child/young person's needs might be met.
- ❖ express their views and their preferences in terms of provision and that those preferences should be recorded and considered in the planning of appropriate education for their child/young person
- ❖ actively participate in the monitoring and review process: sharing in the awareness of their child/young person's progress through regular contact with educational provider
- ❖ increase their knowledge and understanding of educational, health and care issues and make informed decisions about their child/young person's education
- ❖ be aware of opportunities available to families within their local community to prepare children and young people for adulthood, enabling them to achieve the best possible outcomes.

Service Delivery

The Service provides support to children, young people and parents/carers through direct contact – this may include telephone/email contact and/or face-to-face meetings. The Service ensures their website is up to date and offers a point of accurate information for parents out of office hours. An out of hours answer phone is also available.

Service involvement with parents varies in duration and intensity and is dependent on parents' individual needs in line with the Coventry SEND IASS Casework Management System. Information and support is available to children, young people and parents/carers at any point in the SEN or Exclusion processes.

In addition, through joint working with education providers, voluntary organisations, the LA and other agencies, SEND IASS is able to offer a wide range of information and support services to local families.

To meet the needs of service users the Service will:

- ❖ provide caseworker support to children, young people and parents/carers of children (0-25) with special educational needs and disabilities, and parents of excluded children and those at risk of exclusion.
- ❖ Support the Parent Carer Forum to enable parents to influence the development of local services for children/young people with SEND through participation and consultation.
- ❖ provide access to SEND-related workshops and training events.
- ❖ Provide support to local SEN related support groups
- ❖ provide children, young people, parents, carers, schools, voluntary and statutory agencies with access to a wide range of information and SEN related materials, including details of local, regional and national organisations and support groups.
- ❖ produce a half-termly e-bulletin "In Partnership"
- ❖ contribute to the development and delivery of local disagreement resolution arrangements, for resolving disputes between service users, education providers and the LA and support the use of the formal SEND Mediation Services to resolve disputes.
- ❖ Participate in strategic developments and initiatives in relation to children with SEND and their families.
- ❖ Actively engage children and young people with SEND to ensure their participation in shaping policy and practice of both the service and on a local/national level.

To encourage the development of services for families the IASS will:

- ❖ contribute to national and regional IASS initiatives which promote and support good practice in working with children, young people and parents and carers of children with special educational needs and those who have been excluded.
- ❖ continue to work with the Local Authority and education providers to identify and share good practice which encourages and supports family participation in the identification and assessment of SENDs.
- ❖ monitor and review local arrangements for working in partnership with service users and gain their views in order to evaluate the effectiveness of the IASS.
- ❖ act as a reference point of the family perspective within the LA and with education providers.
- ❖ extend the links made with local and national partners to provide training for parents and professionals.
- ❖ work collaboratively with a variety of services and organisations to promote awareness and understanding of the needs of parents of children with SEND / Excluded.

- ❖ provide opportunities for children, young people, parents and professionals to share concerns and knowledge and so inform policy and practice in relation to the development of services for children with SEND / Excluded.

To support education providers in their work with parents and carers the Service will offer:

- ❖ copies of the SENDIASS parent information leaflets, newsletters and booklets on SEN.
- ❖ SENCO and governor training sessions to develop awareness of the needs of parents and so inform school policy and practice.
- ❖ Assist where appropriate, with any school SEN awareness or training events, including induction, open days/evenings, events for parents and pupils.

Service Operation

The Service is currently funded by the Local Authority and line managed by the Head of Student Support Services. It operates on a full-time basis although a skeleton staff operates during school holiday periods.

Staff Structure:

Chris Firth	Manager – full time
Julie Wade	Deputy Manager – full time (Term time only)
Lynne Payne	SEND IASS Officer - 28hrs (Term time only)
Susan Adams	SEND IASS Officer - 32.5hrs (Term time only)
Larissa Boazman	SENDIASS Officer – 32.5 hours (Term time only)
Eloise Heneghan	Children & Young People's Officer – 28hrs (Term time only)
Jill Mandair	IASS Support Assistant (Administrative) – 37 hrs (term time only)

*The hours outlined here are in place until March 31st 2023.

Contact details

The Coventry SEND Information Advice and Support Service is available Monday to Thursday, 9.00am to 5.00pm, and Friday 9.00am to 4.30pm.

Service information, leaflets and links to a range of SEND / Exclusion information are available to view or download from the Service web-site

www.coventry.gov.uk/iass

The SEND Information Advice and Support Service is located at:
The Limbrick Centre, Thomas Naul Croft, Tile Hill, Coventry, CV4 9QX
Tel: 024 7669 4307

Referrals

The Service offers information, advice and individual casework support to children and young people (0-25), parents and carers of children with SEND / excluded or at risk of exclusion from school who live in Coventry.

Only self-referrals are accepted, but support from education providers and all agencies to assist parents in making contact are welcomed.

As the Service is supporting children, young people and parents/carers through a process that often involves access to confidential information about children/young people, the Service only accept referrals where there has been direct contact with and permission from service users who have parental responsibility (or direct from the child or young person). The Service is available to give general information, rather than casework involvement, to any other family member or carer.

The Service is committed to responding speedily to all calls for support, with a service standard of responding within a maximum of 2 working days.

Continuous Service Improvement

The Service aims to provide a quality service to local families, educational providers and other agencies that:

- meets the minimum standards 2018 produced by the IASS Network, the Department of Health and Social Care and the Department of Education.
- provides a confidential, impartial approach to ensure service user confidence in the service
- is subject to Best Value principles
- makes use of best practice

To ensure that the Service is a developing service that is responsive to local needs and able to achieve continuous improvement, staff carry out regular reviews of its functions and welcomes input from service users.

The Service will:

- **Compare** its performance against other SEND IAS services
- **Consult** with service users and all stakeholders
- **Challenge** why, how and by whom it delivers its service
- **Compete** with the best to provide a quality service to local families

Steering Group

The Service is fortunate to have a well established Steering Group which oversees its work and assists with service development. The membership of the Group is broad and includes a mix of professionals and parents. The Group meets two times a year to monitor progress.

Performance Indicators

- Number of annual referrals for casework support
- Type of SEND enquiries
- Number of enquiries eg requests for training, involvement in working parties, general information.
- Service "reach" – CV codes / number of contacts on mailing list, In Partnership subscription and social media follows.
- % of referrals made to SEND IASS that are responded to within 2 working days
- % of service users satisfied with the service

Quality Standard	Performance Measures
All contacts to the service will be contacted by a SEND IASS officer within 2 working days	At least 90% of contacts to the service will be contacted by a SEND IASS officer within 2 working days
SEND IASS & SEN Information will be made available to parents in all Coventry education providers	100% of Coventry schools and colleges (and Early Years settings through SEND EYSS staff) will receive SEND IASS information packs for use by SENCO's and parents every year
Parent/carer contacts will be surveyed to ascertain customer satisfaction, ease of access to the Service, the impartiality of the information provided and the quality of the service received.	At least 25% of parent/carer contacts will be surveyed annually.
Parent/carer workshop attendees will be surveyed for their satisfaction	All attendees will be asked their views on the content and quality of the workshop and the learning gained

Progress against these measures is reported regularly to the Service Steering Group.

Internal monitoring and evaluation

Monitoring and evaluation of service delivery takes place via:

- Casework Meetings
- Consideration of Feedback Forms
- Service Steering Group
- Database enquiries which records details of casework e.g. number of cases, type of SEND, stage of SEND, how parents found out about the service
- Case Studies / level of intervention
- Record of participants on training activities / SEND awareness session

- Evaluative report about SEND IASS Parent Training Sessions
- Self-review against IASSN/DfE Minimum Standards 2018
- Annual review of progress against SEND IASS Service Development Plan
- Number of complaints / compliments received
- Staff development reviews and supervision meetings
- Staff development /training days

External Monitoring and Evaluation

In 2018, The Information Advice and Support Programme (2018) was launched by the Department for Education and is supported by the Council For Disabled Children/National Children's Bureau.

Alongside this, a new set of minimum standards were introduced as part of the Information Advice and Support Programme (IASP) which services are expected to meet, these standards are supported by the DfE and Department of Health and Social Care. They are based around four key areas:

- Commissioning, Governance and management arrangements
- Strategic functions
- Operational Functions
- Professional development and training for staff

These minimum standards outline clear expectations of SEND Information Advice and Support Services. They act to support both LA's and services themselves to ensure the quality of the service provided, and its impact for service users.

Feedback from service users

The national network for IASS (IASSN) have produced a user survey for all services to use. The survey based on 6 questions, which will be undertaken with those users accessing the service and will be carried out through either phone calls or email. The survey is also available online which users can complete anonymously if they wish to.

The responses are analysed and a report is produced on a 6 monthly basis detailing findings and areas for service development. The service is also required from time to time to provide the IASSN with a sample of these responses.

Finally – quotes from parents who have used the Service!

“Without SENDIASS support we wouldn’t be where we are now. The officer helps to break things down in to more manageable steps.”

“Without SENDIASS guidance and help I would not be as confident. The help and information I have received is second to none. Nobody else explained my options to me. It has felt like someone has held my hand all the way through the complicated processes.”

I feel very empowered and confident!

“All the information I have been given has increased my knowledge. (SENDIASS) give us truthful information that is not biased.”

“A very important service to help families through very difficult and complex processes. Able to pick up the phone no matter what the question is.”

