



**PARENT PARTNERSHIP SERVICE (PPS)
ANNUAL REPORT
1 September 2012 to 31 August 2013**

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1. CONTEXT

Bath & North East Somerset Parent Partnership Service fulfils its statutory duty under the Special Educational Needs & Disability Act 2001 and the SEN Code of Practice (2001), to provide parents of children with Special Education Needs with information, advice and support. The service provides advice to all parents of children with additional needs, including those with disabilities, from 0-19 years. This includes children without statements and where parents suspect their children may have additional needs, prior to any assessments being undertaken. The service applies the principles of the Council's policies for equality, diversity and social inclusion as required under Every Child Matters: Change for Children (2004) and the Children Act 2004.

The Service aims to assist school and Children's Service staff to work in partnership with parents with a view to improving children's educational outcomes. Through providing parents with information, advice and support, they will become empowered in their interactions with a range of professionals involved with their children's additional needs and will be more able to make appropriate, informed decisions with respect to their children's education. In compliance with the SEN Code of Practice (2001:16), the service helps parents to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their children's entitlement within Special Educational Needs legislation;
- Make their views known about how their children are educated;
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

The Service endeavours to work with schools and governing bodies with a view to developing parent friendly policies and aid effective partnership working with parents through training.

In compliance with the United Nations Convention on the Rights of the Child, Articles 12 and 13, the Service encourages the views of the child to be heard wherever possible.

The Service ensures that parents can access impartial and accurate information and support by accessing the telephone helpline, information leaflets, Council website (Parent Partnership Service section), contact with support groups (local and national), including our own Parents' Forum and through support provided by the team of Independent Parental Supporters.

The Service aims to demonstrate independence, impartiality and neutrality in the information, advice and guidance provided to parents and others. Whenever possible, the Service will act as a conduit through which consultation with parents may take place, in collaboration with other services and agencies, enabling them to consider issues and concerns with respect to local and national policy, with the potential to effect change in policies and procedures. In addition, the Service will work strategically with other agencies with a view to presenting the voice of parents to inform the development and monitoring of services to children and families.

On 1 July 2011 the PPS was restructured and the line management responsibility for PPS was combined with the Family Information Service (FIS). Since the restructure in July 2011 there have been two formal reviews of the service – December 2011 and March 2012.

During the last year the team have supported a significantly increased number of cases compared with previous years. Cases are becoming more complex in nature, they require more 'unpicking', research and time in conversation with the family (whether face to face or by telephone/email) This trend has also been noted at Regional level and is further evidenced by the increased number of requests for support and advice posted daily on the professional e- network forum.

The maintenance of the increased caseload this year has been achieved by temporarily increasing the hours of the paid staff and increasing the demand on the volunteer IPS. Three new IPS have now completed training and will be supporting families in the new academic year and a successful case was made to the Local Authority in August 2013 for an additional part-time Case Officer post to cope with the increase in caseload capacity.

PPS continues to support the parents of permanently excluded children and young people who do not have identified SEN. Some of the parents sought support (see Performance Monitoring for details). This work has continued as a permanent part of the PPS service offer.

The Service aims to demonstrate independence, impartiality and neutrality in the information, advice and guidance provided to parents and others. In addition, the Service works strategically with other agencies with a view to presenting the voice of parents to inform the development and monitoring of services to children and families.

2. ACCOUNTABILITY

The Service has an Advisory Group that has responsibility for ensuring a high quality 'arm's length' service is maintained that is responsive to local needs, whilst taking into consideration best practice on a regional and national level. An independent chair has now been identified for the Advisory Group and there is increased parental attendance and more varied voluntary and third sector representation.

3. THE PPS CUSTOMER JOURNEY

SEN case work is complex, usually involving a number of contacts, including telephone calls, e-mails and meetings which may be in-house or external and may include interaction with a number of multi-agency professionals. A significant amount of time can be spent defining the chronology of the case and then researching educational law and guidance in order to provide parents with accurate information and support.

4. PERFORMANCE MONITORING

The following tables describe the activity undertaken by the staff and volunteers working for the PPS during the last academic year.

Tables 1 and 2 detail the numbers of cases undertaken by the Team, the hours of casework activity and the numbers of new, on-going and closed cases. The tables demonstrate the increase in demand for support by parents compared with previous years as evidenced by the number of individual contacts and time spent on casework by the paid Case Officers and Volunteer Independent Parental Supporters.

There are occasions when a case is deemed closed simply because contact cannot be made with a parent; in all cases three months is allowed to lapse before closure. Should a parent contact the service again after this period, the case is re-opened and reported as such in Performance Monitoring.

Table 1: Note the increased activity and resources allocated to the Service for 2012/13

Performance Monitoring September 2010 - August 2013					
Academic Year 2012-13	Office Hours	Contacts	Number of Cases	IPS	
				Active	Hours
September	37	125	36	1	5
October	43	178	43	1	11
November	48	203	45	1	9
December	32	133	52	1	4
January	49	208	68	1	6
February	51	250	68	1	11
March	47	207	67	1	7
April	59	317	75	1	14
May	58	275	81	2	12
June	92	406	90	4	24
July	99	448	93	1	7
August	2	14	77	0	0
Total:	617	2764			110
Academic Year 2011-12	Office Hours	Contacts	Number of Cases	IPS	
				Active	Hours
September	24	112	47	0	0
October	39	101	43	2	9
November	40	148	43	1	4
December	23	97	51	2	5
January	54	152	45	3	8
February	55	210	53	2	7
March	48	210	58	2	10
April	23	91	54	2	11
May	52	166	62	3	8
June	24	148	56	2	6
July	22	79	44	1	5
August	3	18	41	0	0
Total:	407	1532			73
Academic Year 2010-11	Office Hours	Contacts	Number of Cases	IPS	
				Active	Hours
September	51	183	48	2	11
October	41	176	45	4	11
November	103	359	49	4	16
December	36	119	50	2	9
January	45	190	46	2	4
February	23	97	49	3	10
March	48	217	52	3	20
April	19	73	51	0	0
May	34	172	54	4	14
June	35	150	51	2	25
July	28	113	49	2	18
August	-	-	-	-	-
Total:	463	1849			139
Key:					
Contact: Includes SEN, Non-SEN, Exclusions case work and Enquiries from parents that involve substantial time.					
Number of Cases: Includes SEN, Non-SEN and Exclusions case work.					
IPS: Indicates the number of active volunteers; not necessarily the number that support the service. Hours indicate time spent on case work and do not include time spent on Continuing Professional Development and Supervision.					

Table 2:

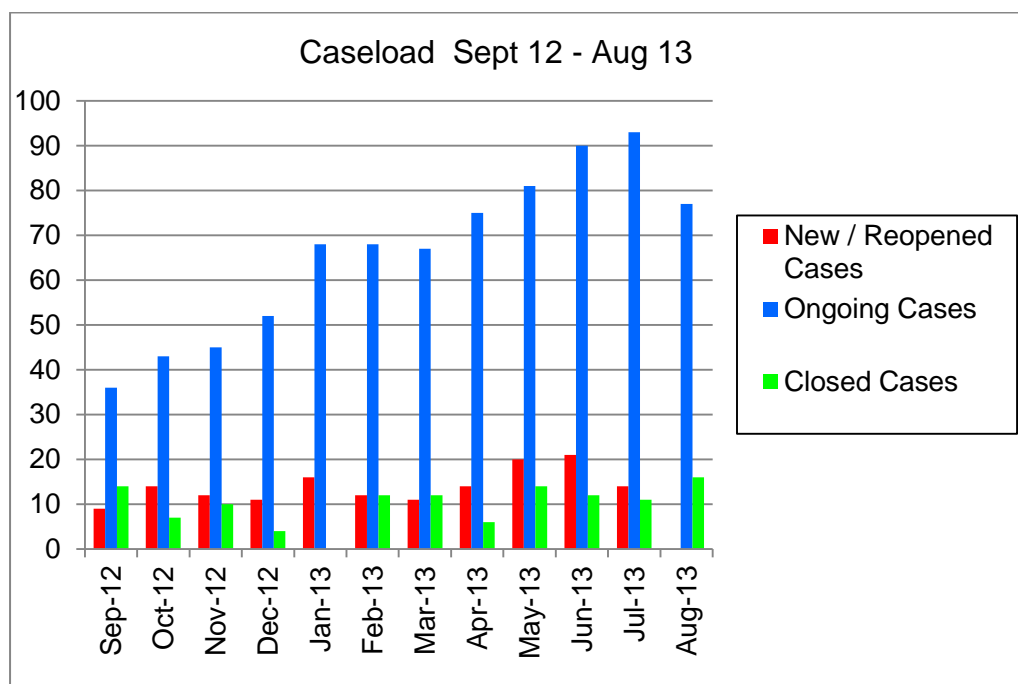


Table 3 details the average telephone calls received by PPS throughout the year and the visits to the PPS pages on the Bath and North East Somerset website. The increase in telephone and electronic contact to the Service is being kept under review.

Table 3:

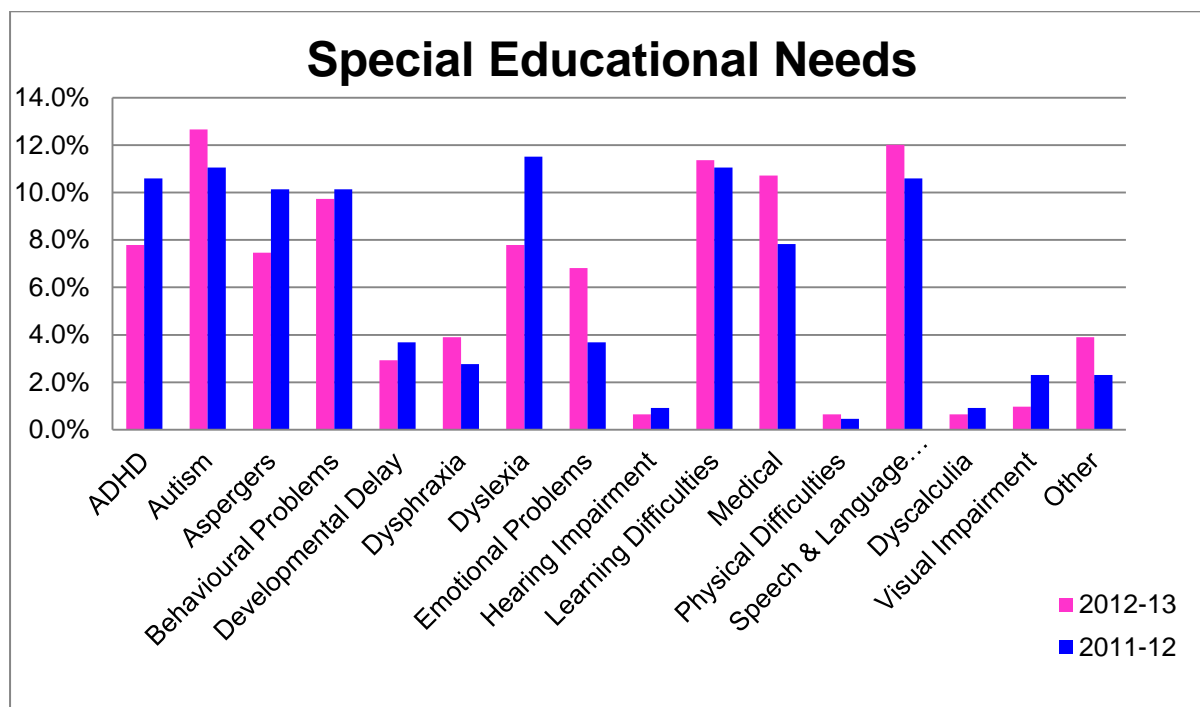
Telephone and Web Activity: September 2012- July 2013		
Incoming Calls		
Average number of calls each month: 95 (an increase of 62.1% from last year)	Lowest number received in a month: 58	Highest number received in a month: 147
Outgoing Calls		
Average number of calls each month: 256 (an increase of 60.2% from last year)	Lowest number made in a month: 141	Highest number made in a month: 387
Note: August is not included due to little activity over the holiday period and to prevent distortion of figures over the academic year.		
Website Hits		
Total number of hits: 621 Average number of hits each month: 52		

Table 4 identifies the cases worked on by the Team by type including age and gender of the children, and which cases were SEN/Non SEN and/ or Exclusions.

Table 4

Number of Cases by Type				
	Sep 09 – Aug 10	Sep 10 – Aug 11	Sep 11- Aug 12	Sep 12 – Aug 13
No of Boys	91	98	97	118
No of Girls	54	49	52	69
Not Known	3	2	1	2
Age Group				
Pre-School	6	5	8	12
Infant	29	24	26	30
Junior	55	58	43	58
Secondary	51	50	63	79
Post-16	1	4	6	6
Not Known	6	8	4	4
SEN Status				
SEN	129	138	135	166
Non-SEN	17	9	13	15
Other	2	2	2	6
Exclusions				
Fixed Term Exclusions	13	9	16	17
Permanent Exclusions			14	9
Non-Exclusions	135	140	120	163
Casework Total	148	149	150	189

Table 5: This is a more detailed breakdown of the child's additional need where identified by the family



One emerging trend is the increasing number of cases where the child or young person concerned has significant medical issues, including newly identified mental health concerns.

Additional Information from Service Users

Ethnicity

Of those who told us, 96.4% of callers to the Service stated their ethnicity as White British. Of the remaining callers, 1.8% stated their ethnicity as Asian or Asian British and 1.8% Dual Heritage.

Top reasons for contacting the Parent Partnership Service:

The five top reasons callers initially contacted the Parent Partnership Service were regarding:

- Provision (parent considers the school is not meeting their child's needs)
- Relationship with School
- Annual Review of the Statement of Special Educational Need
- Fixed Term Exclusion
- School Placement

Referral route to PPS

Of those who told us, 22% said they had used the Parent Partnership Service before. Other recommendations to make contact with PPS came from:

- School/Pre-school (15%)
- Local Authority Education Service (13.9%)
- Family Information Service (9.2%)
- Other Parent / Friend (9.2%)
- Voluntary Sector (9.2%)
- Health (6.4%)
- Other Bath and North East Somerset Council Service (5.2%)
- Website (5.2%)
- Other (3.5%)
- PPS advert (1.2%)

Note: There has been a significant increase in contact from parents and carers who have used PPS before (6.4% last year)

5 SERVICE ACTIVITIES

a. Parental support

This spans a range of activities that includes simple enquiries, case work, attendance at Parents' Groups, including facilitation of our own Parents' Forum, and offering training through workshops. The majority of parents self-refer to the service while professionals make referrals with parental consent.

Support includes:

- Providing parents with information and advice on all educational matters appertaining to SEN and disabilities.
- Ensuring that the parental voice is heard by schools and local authority staff.
- Advising parents whose children have been Permanently Excluded or received a Fixed-Term Exclusion.
- Providing an informal Mediation Service between schools, parents and the local authority.
- Advising parents of the Disagreement Resolution Service.
- Advising and supporting parents in Appeals to SEND (Special Educational Needs and Disability Tribunal).
- Training for parents.

b. Independent Parent Supporters (Volunteers) professional development, support and networking

During the period of the report 1 fully trained IPS has been available to support parents and carers (see Table 1 for details of activity). Three new volunteers completed their initial training in May 2013. They are now completing a period of shadowing one of the case officers or the experienced volunteer before beginning to support parents on their own. The IPS have attended Child Protection training and training provided by the Advisory Centre for Education (ACE), AFASIC and CAMHS,

Service support, consultation and training sessions including paid staff and Volunteers have been held on a regular basis per the service delivery plan and covered the following topics:

- Exclusions
- Changes to SEN Funding
- Role of the Senior Inclusion Officer Statutory SEN Team
- Data Protections and Freedom of Information

c. Parents Training, Information and Forum Group Meetings

There were 3 Parents' Forum meetings this academic year, the purpose of the forum meetings is to offer information to and consult with parents who have used the PPS or have an interest in PPS and give them the opportunity to network.

This year has seen many requests to be placed on the mailing list for notification of future events. As well as parent/carers, a number of professionals from health and education have also attended and found the meetings of value.

Details of meetings are advertised on Merlin and the PPS website, letters or emails are forwarded to parents on the Parent's Forum mailing list, and posters are mailed to a variety of community venues including Council Connect, libraries, children's centres, sports centres and health contacts. The following parent sessions, including training for parents and professionals, were held during the period of this report:

d. Parent's Forum Meetings Sept 2012 – July 2013

October 2012: What is Dyslexia? – Pam Smith, Dyslexia Action

December 2012: Legal Rights of the Disabled Child - Polly Sweeney & Julie Lewis, Irwin Mitchell Solicitors

March 2013: Changes to SEN Funding – Nigel Harrison, Education Inclusion Service Manager

e. Promotion, Networking Marketing and Training

PPS has been promoted by visiting Strengthening Families Strengthening Communities Groups, ADHD Support Group, SENCO Cluster meetings, Mineral Hospital, Somer Valley Volunteers, Health Visitors, Family Learning Manager – Bath College, Off the Record, B&NES Behaviour and Attendance Area Panels. There has been on-going representation at Anti Bullying Strategy Group, Disabled Childrens Strategy Group, 11-18 Strategy Group, Parenting Practitioners Group, South West Regional PP Network meetings and with the new legislative framework key involvement in scoping out SEND Reform service redesign and planning

Members of the team have attended the SENCO Conference, Early Years Inclusion Conference, Headteacher's Conference, Foster Carers' Education meeting, School Nurse Event, ADHD Conference, SWRPPN Regional Sharing Practice Day and Personalisation Training, AFASIC Conference and Blink of an Eye Conference..

The team have also attended training in NPPN Policy Updates and Level 1 and 2 Legal Training, ACE Training, Attachment Disorder, Recruiting and Managing Volunteers, Safeguarding, Childrens' Service Common Induction, Anxiety Training, Parental Mental Health, Performance and Development Review and Child Protection and the Senior Case Officer has successfully completed the level 3 Diploma in Management

f. Mailouts and outreach:

Universal promotion has been carried out by the Family Information Service PPS has been promoted at Primary Intake events and Secondary School Open Evenings.

Connect Magazine published an article advertising PPS in September and November.

The annual PPS Mail out includes School SENCO's, Early Years SENCO's, Independent Schools, Education Officers, Youth Workers, YOT, Children in Care, 117 Project, Mentoring Plus, Compass, Social Work Teams, Early Years Teams and Childrens Centres.

6. SERVICE EVALUATIONS

a. Summary of Parent & Professional Evaluations

Evaluation forms are sent to Parents/Carers who have been supported by the Service one month after the last contact is made. Support is given to parents in a number of ways, by telephone or email, by meeting, either one-to-one or with other agencies or through letter.

PPS Team 2013

36.7% of evaluations sent to parents were completed and returned.

Parents are asked how helpful they found the support they received from PPS

94.4% of Parent/Carers rated this support as Excellent and **5.6%** as Very Good.

100% reported that they felt more confident to deal with issues following the support from PPS

After receiving advice/support **27.8%** stated the situation was now resolved, **55.6%** stated there was some improvement. Others commented that the situation was still on-going, in progress or that there was a lot of improvement.

100% of those who answered the question considered the Service to be Impartial.

100% of those asked would call the Parent Partnership Service for help again and

100% would recommend the Service to others.

Comments from parents included:

'... Parent Partnership is an excellent service and has been a lifeline in supporting and advising my family.'

'PPS fills in the gaps so you can also do more on your own.'

'Fabulous service. Extremely knowledgeable case workers. Fantastic support. Highly recommended.'

Evaluation Forms are also sent to Professionals who have had contact with PPS whilst PPS is supporting a Parent/Carer. **52.2%** of evaluations sent to professionals were returned. They are asked to rate the Friendliness and approachability of PPS staff. **33.3%** of Professionals rated this as Excellent, **16.7%** Very Good, **41.7%** Good and **8.3%** Satisfactory.

They are also asked to rate the PPS representative's knowledge of SEN procedure (if this was demonstrated at the meeting). **16.7%** rated this as Excellent, **33.3%** Very Good, **25%** Good, **8.3%** Satisfactory and **16.7%** said it was not applicable.

100% of Professionals considered the service to be Impartial and **75%** felt that PPS involvement made a difference.

b. Summary of Parent Forum Evaluations

A total of 46 parents/carers attended Parents' Forum meetings. Of those who completed an evaluation form, 41% had attended a Parents' Forum meeting before.

97% stated that they would attend a Parents' Forum again. **91%** considered that we are providing a useful service to parents through the Parents' Forum.

Parents/Carers were asked what their reasons were for attending the Forum, the results were as follows:

- Information / Training (39%)
- Obtaining Advice (10%)
- General interest (30%)
- Meeting other Parents (5%)
- Being consulted on you views (16%)

7. CONCLUSIONS AND CHALLENGES

The agenda for SEND reform comes from the Government's green paper 'Support and Aspiration', published in 2011. The proposals have now been included in the Children and Families Bill 2013, which is currently making its way through parliament and is due to receive Royal Assent in February 2014. The new legislation and code of practice will be finalised for implementation in Sept 2014. The impact of this to the Parent Partnership Service is significant:

- The PPS needs to be actively involved in all work streams associated with the Reform
- The PPS has a responsibility to contribute to the LA redesign and redefinition of services/processes/protocols
- The PPS has a responsibility to inform parents and carers of changes and developments in the legislation and LA practice.
- The PPS has been involved in Governor awareness training around the Reform – this will continue
- The PPS has a responsibility to ensure that parents and carers have a voice in the LA services redesign
- The role of the PPS is changing (per the draft code) and there will be a need to review service delivery to meet the revised statute

and then there is the day job.....

SEND Reform and associated publicity, changes in school funding and governance of academy/free schools appears to have resulted in increased levels of parental anxiety and some confusion – all has certainly contributed to the increased activity in PPS.

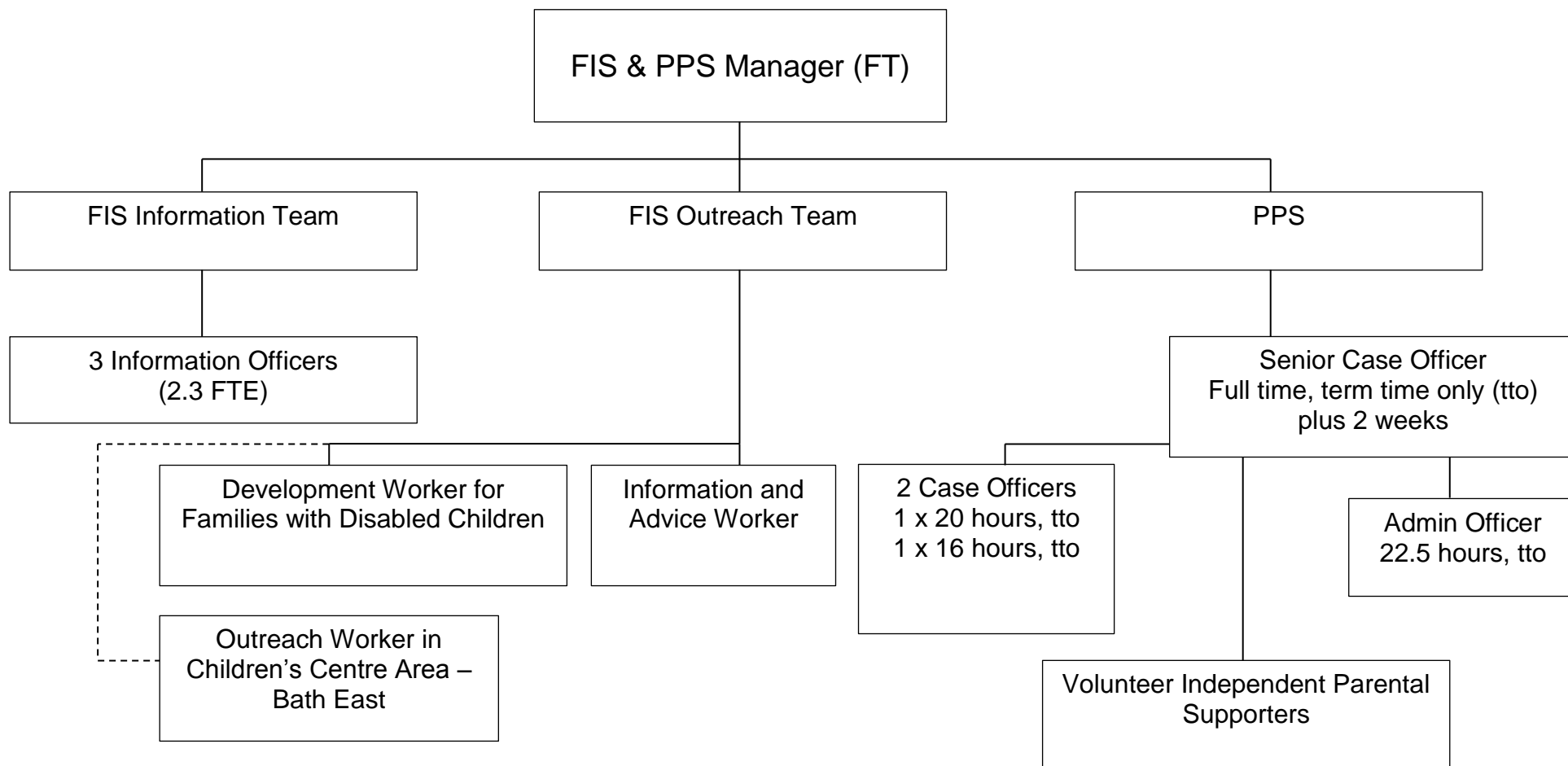
As a result of evidencing the significant increase in casework over the past year the PPS has been able to secure a fixed term additional part time Case Officer post and the successful recruit will start work early September. The staff complement now includes two part-time fixed term posts until 31 August 2014 in addition to the permanent Senior Case Officer.

The challenge for PPS over this next academic year is capacity.

The LA has embraced the PPS as a point of reference and expertise and to that end both Manager and Senior Case officer are involved in all aspects of the Reform (though not together!) - this is a resource hungry task. Case work shows no signs of decreasing and work needs to happen around the review of the PPS to be able to deliver the new offer.

Appendix 1: Team Organisation Chart

TEAM ORGANISATION CHART
FAMILY INFORMATION (FIS) & PARENT PARTNERSHIP (PPS) SERVICES



Appendix 2: Resume of PPS performance against National Service Standards

	Exemplifications	Best Practice	Good Practice	Non Compliant
1	Working with parents			
1a	Access to IPS		✓	
1b	Monitoring and supervision of IPS		✓	
1c	PPS provision of the full range of services and practical support for parents		✓	
1d	Published confidentiality policy	✓		
1e	Access to support in preparing for SENDIST		✓	
1f	Support and empowerment in challenging Local Authority policy and practice		✓	
1g	Collaboration with other services to ensure that the views of children and young people with SEN are considered	✓		
1h	Seeking parents' views on PPS confidentiality and impartiality		✓	
2	Information and publicity			
2a	Published policy on impartiality	✓		
2b	Provision of a comprehensive range of impartial information for parents	✓		
2c	PPS Service identity	✓		
2d	Arrangements for reviewing the impartiality of information and materials		✓	
2e	Access via direct line, email and website	✓		
2f	PPS website		✓	
2g	Provision of information in community language		✓	

3	Training, advice and support			
3a	PPS staff training, including legal training	✓		
3b	Identification of the training needs of PPS staff		✓	
3c	PPS provision of training for LA staff, schools, parents and other groups	✓		
3d	Involvement of parent representatives/groups in delivery of training by PPS		✓	
3e	Provision of materials and information other than those developed by the PPS		✓	
3f	Use made of PPS as a source of information and advice on SEN and disability law		✓	
4	Networking and Collaboration			
4a	Impartiality policy impact on engagement with networks and organisations		✓	
4b	PPS involvement in national, regional and local networks		✓	
4c	LA support for the involvement of the PPS in networking and collaboration		✓	
4d	PPS provision of information, support and training for schools complies with SEN framework and impartiality policy		✓	
5	Informing and shaping local policy and practice			
5a	Training and support for parents' participation in policy development and review		✓	
5b	Informing the Local Authority when statutory obligations are not met		✓	
5c	Arrangements to review the impact of PPS participation on Local Authority policy and practice		✓	
5d	Steering/Management Group review of PPS policy and practice		✓	

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6	Management of the PPS			
6a	Budget and staffing levels influenced by priorities		✓	
6b	Extent to which the budget is delegated and enables to PPS to fulfil its role		✓	
6c	PPS Steering/Management Group terms of reference and membership		✓	
6d	Location of PPS		✓	
6e	Expectations set in PPS service level agreement and arrangements for monitoring			

Appendix 3 : PPS Service Development Plan - September 2012 – August 2013

		Evidence	Progress
1.1			
1.1.1	Ensure an accurate, up-to-date description of the service offered by the PPS is agreed, and made available to parents and professionals.	PPS policies were updated by the Advisory Group in November 2012. Policies are: 1) Service Description & Arms Length Policy. 2) Confidentiality Policy. 3) Impartiality Policy. Initial information leaflet accurately reflects the service provided by PPS.	On going review of leaflets and web information as legislative changes impact on service delivery On going
1.1.2	Ensure that early years settings, schools, Children's Centres, Children's Services offices, health services, voluntary agencies, parent support groups and other relevant settings have a supply of up to date leaflets about the PPS (the 'hook leaflet'), which includes contact details for further information.	Leaflets are regularly distributed to a wide range of statutory services including health, social services, education, Children's Centres, Family Information Service and the voluntary sector. Leaflets distributed at a variety of events	PP Service promotion in September 2013 Completed
1.1.3	Provide information about the range of services available, and contact details, on the Local Authority's website (or via a link from their site to the PPS's own website).	PPS web pages on Local Authority website. Link from web pages to 1Big Database. Leaflets can be printed from web site.	On going review of leaflets and web information as legislative changes impact on service delivery On going
1.1.4	Provide a helpline or enquiry point staffed for a minimum of 5 hours per week throughout the year.	Three members of the team ensure the helpline is available . The offer is term time only. Checking of messages/email in	

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		Evidence	Progress
		school holidays is carried out by manager or Information and Advice worker	Provided
1.1.5	Provide an answer phone for messages when staff are unavailable.	Answer-phone message is updated during staff absences, detailing return date, option of contacting PPS colleague and email option. Also advises of Helpline operating hours.	Provided
1.1.6	Provide an email enquiry service with a link from the Local Authority's website.	Link on web site and promotional materials	Provided
1.1.7	Respond to all enquiries within 2 working days.	Monitored through Parent Evaluation Forms. Meets with Council service standards	Met
1.1.8	Provide information in a factual and impartial manner, avoiding the use of discriminatory language, graphics and artwork.	Publications produced in line with Local Authority format and ratified by the Advisory Group Evaluations include monitoring of 'impartiality' and fairness	Provided
1.2			
1.2.1	Make arrangements to reach out to parents who might not seek to use the PPS.	Awareness raising with statutory and voluntary services to enable appropriate referrals. PPS sends introductory letters, offering support to parents whose children are being assessed by the SEN team for Statutory Assessment, or had this refused, etc. Advertisement(s) in Connect Magazine distributed to all households in the local authority area.	Planned promotion to Council, voluntary and the independent sector groups. Attendance at key strategic groups to represent PPS Advert In Connect magazine – Sept 2013 and Nov 2013

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		Evidence	Progress
1.2.2	Make available copies of publications in the most common languages used in the area covered by the PPS.	Use of local translation/interpreter service is available when required.	On request
1.2.3	Regularly review the need for publications in languages other than English.	Maintain links with Bath Black Parents Education Support Group. Produce leaflets in other languages upon request.	
1.2.4	Provide access, at no cost to parents, to a translation service for PPS publications that are not available in their own language.	PPS has information on a number of translation services.	On request
2.1			
2.1.1	Provide a range of accurate, impartial information to the parents of children who have, or may have, special educational needs in line with the standards set out in 1.2 above.	Publications may be printed in PDF or word format. Parent and Professional Evaluation Forms measure impartiality and fair treatment	Provided
2.1.2	Provide information (when requested) to the parents of all children about the full range of services available (not only SEN services).	Information available on web site; leaflets and posters are distributed. Parents of PEXED pupils are supported. Service sign-posts to other agencies, including FIS, 1Big Database and national resources and helplines	Provided
2.1.3	Publish the full range of publications recommended by the SW RPPN.	List of publications is available on website; leaflets downloadable.	Provided
2.1.4	Maintain a process to review the need for, and develop new publications and consult with users about their content and layout.	Leaflets are produced according to local need.	On going

		Evidence	Progress
2.1.5	Review publications regularly, and ensure that information is accurate, neutral and includes the date of publication.	Revisions, reprints and new publications are implemented to reflect needs identified. Publications are dated.	On going
2.1.6	Ensure the PPS is consulted about the range/content of other SEN/disability information provided by LA and other agencies.	PPS reviews publications produced by the Statutory SEN team and is consulted at planning stage.	On going
2.1.7	Ensure that information about the complaints procedure for PPS is readily available.	Council complaints procedure applies	Provided
2.2			
2.2.1	Ensure information for parents is available for use by Local Authorities when they write to parents with their decision on whether or not to make a statutory assessment, and at the time a proposed (or amended) statement is issued.	A supply of service leaflets is supplied to SEN team and sent out with letters. Service leaflet published and distributed to schools and other sources annually. The SEN publication, 'A Guide for Parents and Carers' signposts parents to PPS.	Regular discussion with council SEN services. Monitoring through behaviour panels etc to review information sent directly to parents
2.3			
2.3.1	'Signpost' these services in the information pack issued to parents when the LA issues the first assessment letters and at the proposed statement stage.	Parents may be signposted to FIS, national helplines and local services in Bath, MSN, Keynsham and Chew Valley. PPS leaflets supplied to SEN team.	Regular discussion with council SEN services. Monitoring through behaviour panels etc to review information sent directly to parents
2.3.2	Ensure that the role of the PPS, and what it can offer, is signposted in publications produced by Health and	Entry in '11-20 Information to young people booklet', 1 Big Database, NHS Choices website, FIS publications,	

		Evidence	Progress
	other LA services for parents/carers with children with SEN.	delegate training packs at appropriate conferences/meetings and listed under FAQ on council website.	
2.4			
2.4.1	Emphasise in the information published by the PPS the importance of eliciting the views of the child or young person.	PPS leaflets refer to obtaining the views of the child.	On going links with the Council Participation Officer and commissioned services
3.1			
3.1.1	Offer a flexible service to the parents of children (0-20) who have, or may have, special educational needs.	Parents Forum is a source of training, information and advice for parents as well as a networking opportunity and forum for consultation. Parents receive support at the level they need: meetings, help with documentation, advice over the telephone, etc. Outreach offered to schools. Attendance at school Parent Support Groups.	Review of age range in line with revised draft legislation – need to assess impact on service delivery
3.1.2	Develop and provide a range of information and support (when requested) to parents about the full range of services available with a particular focus on those with additional needs.	Rolling publicity programme. Training through 'Roadshows' and Parents' Forum which has guest speakers on specific topics relating to SEN.	See Annual Report for activity
3.2			
3.2.1	Make available an Independent Parental Supporter when requested.	1 IPS on Register to support parents. Regular training programmes ensure trained IPS are available. On going PPS CPD and support through Senior Case Officer	Recruitment and Induction Programme planned for April 2013 – 3 new volunteers recruited

		Evidence	Progress
3.2.2	Provide direct support to parents who request it, including preparation for meetings, completing forms, requesting or participating in the statutory assessment process, attending annual reviews or other meetings.	Parent Evaluations.	Provided
4.1			
4.1.1	Provide a rolling programme to recruit sufficient Independent Parental Supporters to meet the area's needs.	The Service continues to use volunteer Independent Parental Supporters to ensure there are sufficient IPS to meet local demand. IPS receive bi-monthly CPD and supervision to improve their knowledge and skills	Recruitment and Induction Programme planned for April 2013 – 3 new volunteers recruited
4.1.2	Provide all IPS access to a pack of up-to-date materials that will assist them to fulfil their role effectively.	IPS receive training manual, IPS Handbook, Handbooks on Data Protection and Health & Safety. In addition, they have bi-monthly updates, a copy of the SEN Code of Practice and Toolkit, plus other publications and handouts as necessary.	Provided
4.1.3	Provide support, supervision and continuing professional development so that IPS are kept fully informed about local and national SEN and disability policies and procedures.	Regular informal support. CPD training and supervision every 6-8 weeks during term time.	Provided by Senior Case Officer and CPD opportunities

		Evidence	Progress
4.2			
4.2.1	Offer training to governors, early years providers, schools, and staff in the local authority and other agencies on partnership working with parents, either in response to specific requests or as part of the LA's training programme.	Training has taken place in respect of Children Service staff, schools and the SENCo Conference. Further input into under-graduate courses at Bath Spa. Training continues to be advertised.	Programme of awareness raising undertaken
4.2.2	Offer training on a range of topics, either in response to specific requests or as part of the LA's training programme.	Workshops and consultations connected with SEN are offered through the Parents' Forum and occasional workshops offered to school leaders, teaching assistants and parents. Advertised through schools, mailing list and service web pages.	Provided
4.3			
4.3.1	Work with school staff, governors, LA staff and others to ensure that information is accessible to parents.	Leaflets available – promotion of service – website/letters/ newsletter/articles etc. Attendance at School Staff and Governors Training	Provided
5.1			
5.1.1	Ensure all schools, including non-maintained schools, and relevant LA staff are aware of the service – what is available and how they can assess it.	Wide range of promotional activities. Annual mailing includes non-maintained schools.	PP Service promotion September 2013
5.1.2	Ensure that all SENCOs are informed of the role of the service and are kept up to date with developments.	SENCO Forums attended.	On going

		Evidence	Progress
5.1.3	Undertake networking to develop relationships with statutory agencies.	Membership of the Disabled Children's Strategy, Anti Bullying Strategy Group , Short Breaks Group, Strategic Planning Group – all include health, social care education and voluntary sector.	Membership of all SEND Reform Work stream groups
5.2			
5.2.1	Seek out and participate in local parents' groups.	Attendance at a range of parent groups to promote service. Collaborated approach with FIS	On going - see Annual report
5.2.2	Provide information and literature to voluntary organisations to ensure awareness raising of the Parent Partnership Service occurs and encourage greater promotion of services to parents.	Regular mailing. 1Big Database NHS Choices Council website Rainbow resource on line Advertisement in Connect Magazine and other local magazines/papers.	PP Service promotion September 2013
5.2.3	Link with voluntary organisations in order to develop and support local parent networks.	Attendance at a range of parent groups to promote service. Links with the commissioned Childrens and Young People's Network for the voluntary sector and PCAH	On going- see Annual report
5.2.4	Work in partnership with voluntary organisations, particularly with joint training initiatives and local consultation arrangements.	Voluntary organisations invited to send representatives to PPS training/consultations.	On going- see Annual report

Parent Partnership Service
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		Evidence	Progress
5.2.5	Maintain links with any Parent/Carer Forum that informs Local Authority planning or review of services for children with special needs.	PPS Parent Forum has been used for consultation of the SEN Review and PCAH. Links with Parent Participation Group for AHDC at Carers Network.	. On going- see Annual report
6.1			
6.1.1	Work with school staff, governors, LA staff and others to develop parent friendly policies and effective partnerships with parents.	Schools advised through leaflet distribution on how we can work with them. Training offered to schools. Attendance at Governor Training events to promote service.	
6.1.2	Promote the development of a parent/carers forum that enables parent/carers to communicate their views about policy and service provision.	PPS Parent Forum. Meets regularly during school academic year. Forum has been used for consultation on SEN Review and ASD Outreach Commission .	See Annual Report
6.1.3	Ensure that the views of parents inform the development of LA policy and practice.	Parents' Forum has been used for consultation	On going consultations
6.1.4	Ensure that arrangements are in place to seek the views of parents who may not have had contact with the PPS.	Service promoted through schools. PPS/FIS/CC/PSA attendance at Parents' Groups.	On going consultations
6.1.5	Promote and support the participation of parents on policy boards and steering committees whose remit includes services for children and families with special needs or disabilities.	Advisory Group has provision for two parents.	

Parent Partnership Service
Annual Report 2012-2013

		Evidence	Progress
6.1.6	Secure the representation of parents on the PPS Advisory Group.	Parent representatives attend Advisory Group.	Additional representation at SEND Reform groups
6.1.7	Agree an Annual Development Plan which sets out clear targets and is regularly reviewed. It should specify the arrangements for evaluation and quality assurance.	Reported upon through Performance Monitoring in Annual Report.	
6.2			
6.2.1	Maintain a register of IPS and the allocation of parent referrals.	IPS activity recorded on case files and Register. Reported upon monthly through Performance Monitoring.	Produced
6.2.2	Monitor and review the service provided by IPS. Ensure that adequate standards are maintained.	Parent and Professional Evaluations. IPS Supervision. Ongoing IPS supervision to ascertain any unmet training needs.	
6.2.3	Seek feedback on the extent to which service users regard the service as impartial.	Parents and professionals regard service as impartial, as evidenced on Evaluation Forms.	See Annual Report
6.2.4	Provide the PPS Advisory Group with evidence to enable them to review the effectiveness of the service annually.	Senior Case Officer Report. PPS Annual Report.	
6.2.5	Follow the 'Guidance on Monitoring and Self-evaluation of Parent Partnership Services – 2007' endorsed by DCSF, NPPN and NAPPS.	Benchmarking. Monthly performance monitoring. Parent and Professional Evaluation forms assess impact. Annual Report demonstrates compliance. Reported to National Strategies through Head of Inclusion Support.	Completed
6.2.6	Work towards at least an 85% satisfaction rate for the service received.	Evaluation Forms.	Met - see Annual Report

		Evidence	Progress
6.2.7	Ensure that there is a mechanism in place to monitor and evaluate any complaints received about the PPS.	Local Authority Complaints procedure	In place
6.2.8	Share good practice regionally and nationally through participation in the Regional Parent Partnership Network and national benchmarking of PPS's.	Attendance at Regional meetings networking.	
7.1	Have an Advisory Group that has published terms of reference, including responsibility for ensuring the impartiality of the PPS. The Advisory Group will have broad representation, including parents, and an independent Chair.	Service Description and Arms Length Status. Policies on website. Advisory Group Terms of Reference leaflet. Advisory Group agreed to a rotating chair, which will include parents and other agencies.	Ratified
7.2	The Advisory Group publish a joint policy statement with the Local Authority on the impartiality of the service and regularly review the policy.	Service Description and Arms Length Policy ratified by LA Directorate.	Ratified
7.3	The Advisory Group publishes a policy on confidentiality and ensure that all service users are provided with information on the policy.	Confidentiality Policy updated 2012. Published on web site. New service users are advised about how the service operates. They are informed that the policy is on the web site or have the option of receiving a hard copy, if required.	Ratified
7.4	The Advisory Group regularly review information on the effectiveness of the service and use this to inform service development.	Annual report and Senior Case Officer reports to Advisory Group meetings	Independent Chair selected

Parent Partnership Service
Annual Report 2012-2013

		Evidence	Progress
7.5	Include on the PPS's website (or web page) details of the membership of the Advisory Group and how they may be contacted.	Agreement with Advisory Group membership that PPS contact details would be published	Provided
7.6	Publish an Annual Report on the work of the PPS.	Annual report produced each year since 2007. Available on website.	Produced

Appendix 4 : PPS Service Development Plan - September 2013 – August 2014

	Benchmarking Service Standard	Evidence
1.1		
1.1.1	Ensure an accurate, up-to-date description of the service offered by the PPS is agreed, and made available to parents and professionals.	Leaflets Web pages General promotion
1.1.2	Ensure that early years settings, schools, Children's Centres, Children's Services offices, health services, voluntary agencies, parent support groups and other relevant settings have a supply of up to date leaflets about the PPS (the 'hook leaflet'), which includes contact details for further information.	Leaflets are regularly distributed to a wide range of statutory services including health, social services, education, Children's Centres, Family Information Service and the voluntary sector. Leaflets distributed at a variety of events
1.1.3	Provide information about the range of services available, and contact details, on the Local Authority's website (or via a link from their site to the PPS's own website).	PPS web pages on Local Authority website. Link from web pages to 1Big Database. Leaflets can be printed from web site.
1.1.4	Provide a helpline or enquiry point staffed for a minimum of 5 hours per week throughout the year.	Three members of the team ensure the helpline is available . The offer is term time only. Checking of messages/email in school holidays is carried out by Manager
1.1.5	Provide an answer phone for messages when staff are unavailable.	Answer-phone message is updated during staff absences, detailing return date, option of contacting PPS colleague and email option. Also advises of Helpline operating hours.
1.1.6	Provide an email enquiry service with a link from the Local Authority's website.	Link on web site and promotional materials
1.1.7	Respond to all enquiries within 2 working days.	Monitored through Parent Evaluation Forms. Meets with Council service standards
1.1.8	Provide information in a factual and impartial manner, avoiding the use of discriminatory language, graphics and artwork.	Publications produced in line with Local Authority format and ratified by the Advisory Group Evaluations include monitoring of 'impartiality' and fairness

	Benchmarking Service Standard	Evidence
1.2		
1.2.1	Make arrangements to reach out to parents who might not seek to use the PPS.	Awareness raising with statutory and voluntary services to enable appropriate referrals. PPS sends introductory letters, offering support to parents whose children are being assessed by the SEN team for Statutory Assessment, or had this refused, etc. Advertisement(s) in Connect Magazine distributed to all households in the local authority area.
1.2.2	Make available copies of publications in the most common languages used in the area covered by the PPS.	Use of local translation/interpreter service is available when required.
1.2.3	Regularly review the need for publications in languages other than English.	Maintain links with Bath Black Parents Education Support Group. Produce leaflets in other languages upon request.
1.2.4	Provide access, at no cost to parents, to a translation service for PPS publications that are not available in their own language.	PPS has information on a number of translation services.
1.2.5	Ensure that information about the range of languages covered and the arrangements for access to the translation service is available to all schools, LA Support Services and those who make enquiries to the PPS.	Information held about Translation Services. Currently produced upon request.
1.2.6	Make available all PPS written publications in large print on request.	Enlarged versions of publications can be produced upon request.
1.2.7	Make available audio versions of all PPS publications on request.	Information held on services that can produce audio materials. Produced upon request.
1.2.8	Ensure that the highest quality presentation is used for all publications and that guidance on appropriate use of colour for those with sensory impairment is followed.	Publications meet local authority corporate guidelines

	Benchmarking Service Standard	Evidence
2.1		
2.1.1	Provide a range of accurate, impartial information to the parents of children who have, or may have, special educational needs in line with the standards set out in 1.2 above.	Publications may be printed in PDF or word format. Parent and Professional Evaluation Forms measure impartiality and fair treatment
2.1.2	Provide information (when requested) to the parents of all children about the full range of services available (not only SEN services).	Information available on web site; leaflets and posters are distributed. Parents of PEXED pupils are supported. Service sign-posts to other agencies, including FIS, 1Big Database and national resources and helplines
2.1.3	Publish the full range of publications recommended by the SW RPPN.	List of publications is available on website; leaflets downloadable.
2.1.4	Maintain a process to review the need for, and develop new publications and consult with users about their content and layout.	Leaflets are produced according to local need.
2.1.5	Review publications regularly, and ensure that information is accurate, neutral and includes the date of publication.	Revisions, reprints and new publications are implemented to reflect needs identified. Publications are dated.
2.1.6	Ensure the PPS is consulted about the range/content of other SEN/disability information provided by LA and other agencies.	PPS reviews publications produced by the Statutory SEN team and is consulted at planning stage.
2.1.7	Ensure that information about the complaints procedure for PPS is readily available.	Council complaints procedure applies

	Benchmarking Service Standard	Evidence
2.2		
2.2.1	Ensure information for parents is available for use by Local Authorities when they write to parents with their decision on whether or not to make a statutory assessment, and at the time a proposed (or amended) statement is issued.	A supply of service leaflets is supplied to SEN team and sent out with letters. Service leaflet published and distributed to schools and other sources annually. The SEN publication, 'A Guide for Parents and Carers' signposts parents to PPS.
2.3		
2.3.1	'Signpost' these services in the information pack issued to parents when the LA issues the first assessment letters and at the proposed statement stage.	Parents may be signposted to FIS, national helplines and local services in Bath, MSN, Keynsham and Chew Valley. PPS leaflets supplied to SEN team.
2.3.2	Ensure that the role of the PPS, and what it can offer, is signposted in publications produced by Health and other LA services for parents/carers with children with SEN.	Entry in '11-20 Information to young people booklet', 1 Big Database, NHS Choices website, FIS publications, delegate training packs at appropriate conferences/meetings and listed under FAQ on council website, Involvement in SEND Reform agenda
2.4		
2.4.1	Emphasise in the information published by the PPS the importance of eliciting the views of the child or young person.	PPS leaflets refer to obtaining the views of the child.
3.1		
3.1.1	Offer a flexible service to the parents of children (0-20) who have, or may have, special educational needs.	Parents Forum is a source of training, information and advice for parents as well as a networking opportunity and forum for consultation. Parents receive support at the level they need: meetings, help with documentation, advice over the telephone, etc. Outreach offered to schools. Attendance at school Parent Support Groups.

	Benchmarking Service Standard	Evidence
3.1.2	Develop and provide a range of information and support (when requested) to parents about the full range of services available with a particular focus on those with additional needs.	Rolling publicity programme. Training through 'Roadshows' and Parents' Forum which has guest speakers on specific topics relating to SEN.
3.2		
3.2.1	Make available an Independent Parental Supporter when requested.	3 IPS on Register to support parents. Regular training programmes ensure trained IPS are available. On going PPS CPD and support through Senior Case Officer
3.2.2	Provide direct support to parents who request it, including preparation for meetings, completing forms, requesting or participating in the statutory assessment process, attending annual reviews or other meetings.	Parent Evaluations.
4.1		
4.1.1	Provide a rolling programme to recruit sufficient Independent Parental Supporters to meet the area's needs.	The Service continues to use volunteer Independent Parental Supporters to ensure there are sufficient IPS to meet local demand. IPS receive bi-monthly CPD and supervision to improve their knowledge and skills
4.1.2	Provide all IPS access to a pack of up-to-date materials that will assist them to fulfil their role effectively.	IPS receive training manual, IPS Handbook, Handbooks on Data Protection and Health & Safety. In addition, they have bi-monthly updates, a copy of the SEN Code of Practice and Toolkit, plus other publications and handouts as necessary.
4.1.3	Provide support, supervision and continuing professional development so that IPS are kept fully informed about local and national SEN and disability policies and procedures.	Regular i support. CPD training and supervision every 6-8 weeks during term time.

	Benchmarking Service Standard	Evidence
4.2		
4.2.1	Offer training to governors, early years providers, schools, and staff in the local authority and other agencies on partnership working with parents, either in response to specific requests or as part of the LA's training programme.	Training has taken place in respect of Children Service staff, schools and the SENCo Conference. Training continues to be advertised.
4.2.2	Offer training on a range of topics, either in response to specific requests or as part of the LA's training programme.	Workshops and consultations connected with SEND Reform as well as general training are offered through the Parents' Forum and occasional workshops offered to school leaders, teaching assistants and parents. Advertised through schools, mailing list and service web pages.
4.3		
4.3.1	Work with school staff, governors, LA staff and others to ensure that information is accessible to parents.	Leaflets available – promotion of service – website/letters/newsletter/articles etc. Attendance and training delivered with the LA at School Staff and Governors Meetings
5.1		
5.1.1	Ensure all schools, including non-maintained schools, and relevant LA staff are aware of the service – what is available and how they can assess it.	Wide range of promotional activities. Annual mailing includes non-maintained schools.
5.1.2	Ensure that all SENCOs are informed of the role of the service and are kept up to date with developments.	SENCO Forums attended.
5.1.3	Undertake networking to develop relationships with statutory agencies.	Membership of the Disabled Children's Strategy, Anti Bullying Strategy Group, Short Breaks Group, Strategic Planning Group – all include health, social care education and voluntary sector. Annual Attendance at the SENCO and EY Inclusion Conference.
5.2		
5.2.1	Seek out and participate in local parents' groups.	Attendance at a range of parent groups to promote service. Collaborated approach with FIS

	Benchmarking Service Standard	Evidence
5.2.2	Provide information and literature to voluntary organisations to ensure awareness raising of the Parent Partnership Service occurs and encourage greater promotion of services to parents.	Regular mailing. 1Big Database NHS Choices Council website Rainbow Resource on line Advertisement in Connect Magazine and other local magazines/papers.
5.2.3	Link with voluntary organisations in order to develop and support local parent networks.	Attendance at a range of parent groups to promote service. Links with the commissioned Childrens and Young People's Network for the voluntary sector and PCAH
5.2.4	Work in partnership with voluntary organisations, particularly with joint training initiatives and local consultation arrangements.	Voluntary organisations invited to send representatives to PPS training/consultations.
5.2.5	Maintain links with any Parent/Carer Forum that informs Local Authority planning or review of services for children with special needs.	PPS Parent Forum has been used for consultation of the SEN Review and PCAH. Links with Parent Participation Group for AHDC at Carers Network.
6.1		
6.1.1	Work with school staff, governors, LA staff and others to develop parent friendly policies and effective partnerships with parents.	Schools advised through leaflet distribution on how we can work with them. Training offered to schools. Attendance and training provided at Governor Events to promote service.
6.1.2	Promote the development of a parent/carers forum that enables parent/carers to communicate their views about policy and service provision.	PPS Parent Forum. Meets regularly during school academic year. Forum has been used for consultation on SEN Review and ASD Outreach Commission .
6.1.3	Ensure that the views of parents inform the development of LA policy and practice.	Parents' Forum has been used for consultation

	Benchmarking Service Standard	Evidence
6.1.4	Ensure that arrangements are in place to seek the views of parents who may not have had contact with the PPS.	Service promoted through schools. PPS/FIS/CC/PSA attendance at Parents' Groups.
6.1.5	Promote and support the participation of parents on policy boards and steering committees whose remit includes services for children and families with special needs or disabilities.	Advisory Group has provision for two parents.
6.1.6	Secure the representation of parents on the PPS Advisory Group.	Parent representatives attend Advisory Group.
6.1.7	Agree an Annual Development Plan which is regularly reviewed. It should specify the arrangements for evaluation and quality assurance.	Reported upon through Performance Monitoring in Annual Report.
6.2		
6.2.1	Maintain a register of IPS and the allocation of parent referrals.	IPS activity recorded on case files and Register. Reported upon monthly through Performance Monitoring.
6.2.2	Monitor and review the service provided by IPS. Ensure that adequate standards are maintained.	Parent and Professional Evaluations. IPS Supervision. On going IPS supervision to ascertain any unmet training needs.
6.2.3	Seek feedback on the extent to which service users regard the service as impartial.	Parents and professionals regard service as impartial, as evidenced on Evaluation Forms.
6.2.4	Provide the PPS Advisory Group with evidence to enable them to review the effectiveness of the service annually.	Senior Case Officer Report. PPS Annual Report.
6.2.5	Follow the 'Guidance on Monitoring and Self-evaluation of Parent Partnership Services – 2007' endorsed by DCSF, NPPN and NAPPS.	Benchmarking. Monthly performance monitoring. Parent and Professional Evaluation forms assess impact. Annual Report demonstrates compliance. Reported to National Strategies through Head of Inclusion Support.
6.2.6	Work towards at least an 85% satisfaction rate for the service received.	Evaluation Forms.
6.2.7	Ensure that there is a mechanism in place to monitor and evaluate any complaints received about the PPS.	Local Authority Complaints procedure

	Benchmarking Service Standard	Evidence
6.2.8	Share good practice regionally and nationally through participation in the Regional Parent Partnership Network and national benchmarking of PPS's.	Attendance at Regional meetings networking.
7.1	Have an Advisory Group that has published terms of reference, including responsibility for ensuring the impartiality of the PPS. The Advisory Group will have broad representation, including parents, and an independent Chair.	Service Description and Arm's Length Status. Policies on website. Advisory Group Terms of Reference leaflet. Advisory Group has an independent chair which will include parents and other agencies.
7.2	The Advisory Group publish a joint policy statement with the Local Authority on the impartiality of the service and regularly review the policy.	Service Description and Arm's Length Policy ratified by LA Directorate.
7.3	The Advisory Group publishes a policy on confidentiality and ensure that all service users are provided with information on the policy.	Confidentiality Policy updated 2012. Published on web site. New service users are advised about how the service operates. They are informed that the policy is on the web site or have the option of receiving a hard copy, if required.
7.4	The Advisory Group regularly review information on the effectiveness of the service and use this to inform service development.	Annual report and Senior Case Officer reports to Advisory Group meetings
7.5	Publish an Annual Report on the work of the PPS.	Annual report produced each year since 2007. Available on website.