



**Northumberland
Information
Advice &
Support
Service**

Annual Report

1 September 2018 – 31 August 2019

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**Please note that reference to parents in this report includes any person who has parental responsibility for the child or young person*

Background information

Impartial information, advice and support for parents and carers of children with SEND (special educational needs and disabilities) in Northumberland have been provided through a dedicated service since September 1999. Information, advice and support for children and young people* became part of the service remit from September 2014. (**The SEND Code of Practice defines a 'young person' as a person over compulsory school age; i.e. the end of the academic year in which they turn 16*).

The requirement for a Local Authority to provide impartial Information, Advice and Support (IAS) Services is outlined in the SEND Code of Practice: 0 – 25 years 2014, Chapter 2, where it states:

*'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 and 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. In addition, in carrying out their duties under Part 3 of the Children and Families Act 2014, local authorities **must** have regard to the importance of providing children and their parents and young people with the information and support necessary to participate in decisions'* (paragraph 2.1)

'Information, advice and support should be provided through a dedicated and easily identifiable service. Local authorities have established Information Advice and Support Services (formerly known as Parent Partnership Services) to provide information, advice and support to parents in relation to SEN. In addition, many local authorities provide or commission information, advice and support services for young people. Local authorities should build on these existing services to provide the information, advice and support detailed in this chapter' (paragraph 2.4).

'Information, advice and support services should be impartial, confidential and accessible and should have the capacity to handle face-to-face, telephone and electronic enquiries' (paragraph 2.5).

A Local Authority can provide their Information, Advice and Support Service in-house or outsource it to another organisation. Northumberland Information Advice and Support Service is an in-house service.

Staffing 2018 - 2019

Service staff:

Alison Bravey, Information, Advice and Support Service Manager (37 hours per week)

Vicki Graham, Information, Advice and Support Officer (37 hours per week)

Service structure

The service is located within the Local Authority's Learning and Skills Service. Line management arrangements are as follows:

- The Information, Advice and Support Service Manager is line managed by the Careers Employability and Programmes Manager
- The Information, Advice and Support Officer is line managed by the Information, Advice and Support Service Manager.

Governance of the service

The service management structure encompasses the strategic manager within the IASS and the steering group which includes representatives from service user groups and key stakeholders from education, social care and health.

How the service evidences impartiality from the Local Authority

The service sits within the Learning and Skills Service; the Post-16 education, employability and careers guidance arm of the Council. This effectively separates it from other local authority services and functions that commission or deliver services to families with SEND children and young people. It is particularly separate from the local authority SEND teams. The information, advice and support provided by the service is confidential, impartial, accurate and legally-based. Support is tailored to the individual; up to and including SEND Tribunal level, where applicable.

The service is based in premises away from the main Local Authority building, is operated independently and in line with the IASSN (Information, Advice and Support Service Network) Minimum Standards. It is an easily identifiable service with its own identity and branding. Service branding for the service is in the process of being updated.

The service manager is based solely within the service, without additional LA or CCG responsibilities or roles, and is responsible for strategic planning, service management and delivery, and quality assurance. Effective partnerships have been established with a range of national, regional and local networks in order to inform service development and help to sustain a high quality and impartial service.

Staff understand and adhere strictly to the service impartiality and confidentiality policies, which are reviewed annually. In addition there are sound processes in place for the General Data Protection Regulations, Information Security, and Freedom of Information. All promotional materials and activities provided by the service emphasise its confidential, impartial and 'arms length' framework.

The service also falls within the national accreditation scheme for Information, Advice and Guidance known as the Matrix Standards. The "kite-mark" is held by the Learning and Skills Service and includes the operation of the IAS service. The Learning and Skills service is inspected every three years and has a quality monitoring visit annually. It was last inspected in July 2018 and retained its accreditation for the standard, with no actions identified for improvement.

Budget

The service has a dedicated, ring-fenced budget held and managed by the service manager. The budget allocated by the Local Authority for staffing and operational costs in the financial year 1 April 2018 to 31 March 2019 was £80,779, with the same budget allocated for 2019 - 2020.

The service has also received funding from the IAS (Information, Advice and Support) Programme which is a national government initiative. The programme is designed to ensure that children and young people with SEND, and their parents, continue to have access to impartial and free information, advice and support covering all aspects of SEND. The Council for Disabled Children is managing the programme on behalf of the Department of Education, through a partnership arrangement that brings together the Information, Advice and Support Service Network with a national phone helpline run by the charity Contact. IPSEA (Independent Provider of Special Educational Advice), a charity providing free and independent advice and support to parents and carers of children with special educational needs (including legal advice), is also involved with the programme as a core training provider.

Northumberland SEND Information, Advice and Support Service has been successful in applying for funding through the IAS Programme and received £32,000 net over the time period 11 June 2018 - 31 March 2019 with a further £47,500 available for 2019/2020 through five funding streams:

- Fund 1: Service contribution - up to £10,000
- Fund 2: Supporting strategic functions - up to £4800
- Fund 3: Supporting core functions - up to £12,600
- Fund 4: Enhancing skills/professional development - up to £6000
- Fund 5: Supporting innovation - up to £12,500

This funding will be used to develop further what the service already offers, with a particular focus on building service capacity, promoting the service widely, developing the support provided for children and young people, and increasing confidence in the impartiality of the service.

The Role of the Northumberland Information, Advice and Support Service

Information and advice

The requirements for Local Authorities with regard to the provision of information and advice are as follows:

*'The local authority **must** ensure children, young people and parents are provided with information and advice on matters relating to SEN and disability. This should include:*

- *local policy and practice*
- *the Local Offer*
- *personalisation and Personal Budgets*
- *law on SEN and disability, health and social care, through suitably independently trained staff*
- *advice for children, young people and parents on gathering, understanding and interpreting information and applying it to their own situation*
- *information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress'* (SEND Code of Practice paragraph 2:17).

Working with Parents, Children and Young People

The requirements of Information, Advice and Support Services are as follows:

To meet local needs, local authorities should consider providing the following forms of support through their Information, Advice and Support Service(s):

- *Signposting children, young people and parents to alternative and additional sources of advice, information and support that may be available locally or nationally*
- *Individual casework and representation for those who need it, which should include:*
 - *support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person*
 - *directing children, young people, parents and those who support and work with them to additional support services where needed, including services provided by the voluntary sector. These services should include support relating to preparing for adulthood, including housing support, careers advice and employment support*
- *Help when things go wrong, which should include:*
 - *Supporting children, young people and parents in arranging or attending early disagreement resolution meetings*

- *Supporting children, young people and parents in managing mediation, appeals to the First-tier Tribunal (Special Educational Needs and Disability), exclusions and complaints on matters related to SEN and disability*
- *Making children, young people and parents aware of the local authority's services for resolving disagreements and for mediation, and on the routes of appeal and complaint on matters related to SEN and disability (see Chapter 11, Resolving disagreements)*
- *Provision of advice through individual casework and through work with parent carer support groups, local SEN youth forums or disability groups, or training events*

(SEND Code of Practice paragraph 2:17)

To meet the above requirements Northumberland Information, Advice and Support Service provides:

- Direct telephone access providing confidential and impartial advice. This is available five days a week throughout the year. A voicemail message can be left if service staff are not available to take the call.
- Face to face contact
- Email communication
- Information sheets and leaflets (available in hard copy or electronically), and service web page to help parents and young people develop their knowledge and understanding of the SEND 'system', and support them in their discussions with the LA, schools/settings and other agencies.
- Information about other services and organisations, e.g. voluntary agencies and health services which can offer information and advice about their child's particular SEN and/or Disability.
- Support with preparation for and attendance at meetings.
- Support and advice to service users either individually or in groups (up to and including SEND Tribunal level, where applicable).
- Training for service users and professionals.

Referrals from service users

The service operates a self referral system. If a service user has any difficulty with contacting the service directly, staff will try to work with the professionals involved with them to ensure the service user gets the support they need. The number of referrals in the time period 1st September 2018 to 31st August 2019 was 191, an increase of 11 referrals from the previous year.

Of the referrals received this year, only 3 were directly from children or young people although staff have worked with several other young people following initial referral to the service by their parents. The service for children and young people is an area of work that is being developed further through awareness raising activities and events.

Information and Publicity

The service is publicised through:

- The Northumberland Local Offer website
- The Northumberland County Council website – dedicated page with links to information.
- The Local Authority education website – leaflets on SEND pages
- The In It Together Parent Carer Forum website
- Service flyers, leaflets and information sheets (available in hard copy and electronically)
- Attendance at the In It Together annual conference for parents
- Attendance at SEND Information Roadshows and other events
- Training events/conferences for families of children and young people with SEND
- Networking with local and regional SEND services/organisations

Training attended or provided by service staff

In the academic year 2018 - 2019 service staff have:

- completed or worked towards completing the most recent accredited legal training around the Children and Families Act 2014, the SEND Code of Practice and the SEND Reforms, which was delivered by IPSEA (Independent Parental Special Educational Advice) on behalf of the IASSN the national Information, Advice and Support Network (SEND).
- attended training which covered: Preparing for Adulthood and Improving Outcomes for young adults 19-25 with SEND; Gender Identity; Annual Reviews; Young People's Mental Health; SEND and the role of the Local Government Ombudsman; Autism Spectrum Conditions; Stress Management and Resilience; Mediation; the Impact of Parental Mental Health on Parenting; and Working with the Impact of Early Adversity.

Networking and Collaboration

The service has continued to work across all agencies, including voluntary organisations, to ensure effective communication and partnership links are maintained. The Information, Advice and Support Manager is a member of the Parent Carer Professional Forum for Northumberland and takes the minutes at the main Forum meetings (held termly).

The Information, Advice and Support Manager also attends the regional North East SEND Information, Advice and Support Service meetings and other events, including planning days.

Service staff have also:

- attended a conference organised for Northumberland schools which covered Children and Young People's Mental Health
- attended a Transforming Care event which covered how to improve health and care services so that more people can live in the community, with the right support, and close to home
- attended the Learning and Skills Autumn conference which focused on the use of technology for learning and engagement with young people.
- supported In It Together, the Parent Carer Forum Northumberland, with the SEND Information Roadshow events co-produced with the Local Authority which were held in September and October 2018.
- supported In It Together with their conference 'Getting it right from the start', held in March 2019.
- attended the North East Regional Parent Carer Forum conference which provided updates on the work of the local, regional and national Parent Carer Forums

- attended SENCO network meetings across Northumberland to promote the service and answer any questions
- attended a SENCO conference organised by the Local Authority which focused on a range of SEND topics.
- attended the annual SEND Careers event organised by the Careers Guidance team
- attended the Beacon Hill Arts Group Premiere evening which showcased films made by young disabled people

Informing Local Policy and Practice

The service informs and influences the development of local SEND policy and practice by providing information and feedback to the Local Authority and other services about the views and experiences of parents, children and young people, through:

- the service steering group meetings
- the Northumberland Parent Carer Professional Forum meetings, facilitated by In It Together, the Parent Carer Forum for Northumberland
- In It Together Parent Carer Forum events
- Northumberland Children and Young People Strategic Participation group meetings
- Local Authority strategic meetings; including the CHSWYG (Children's Hearing Services Working Group)
- 1-1 supervision
- contributing to Local Authority consultations relating to SEND

Service Achievements in 2018 - 2019

Aside from day to day operational work, the IAS service has been involved with a range of activities across a wide range of networks this past year. These have included:

- A consultation at the careers event for children/young people with SEND, organised by the Local Authority's Careers Guidance Service. The consultation with 46 children/young people from a range of schools, both mainstream and special, covered transition to adulthood with respect to what was important to them, what they worry about and what would help make things better.
- A consultation with focus groups of children/young people from mainstream and special schools with regard to what helps them to learn and be happy in school. The feedback gathered will inform training for school SENCOs provided by the Local Authority.
- Supporting In It Together Parent Carer Forum with the organisation of SEND Information Roadshows for families and professionals in three geographical areas (North, South East/Central and West Northumberland), in partnership with the Local Authority, who funded the events. The Roadshows were well received and will be held again in September/October this year.
- Supporting the Local Authority with producing a Participation/Co-production Strategy.

- Commissioning and attending 8 engagement events for families from a diverse range of backgrounds and localities during the summer school holidays to raise the profile of the service with them.

Service Monitoring and Development

Service monitoring and development is guided by the *Minimum Standards for Information, Advice and Support Services*.

All information regarding the standards can be found here: [IASS Minimum Standards](#)

The Minimum Standards were produced by the IASSN, supported by the Department for Education. A review of the service against these quality standards has been used to inform the objectives for Service Operational Plan covering the period 1st April 2019 - 1st April 2020.

Referrals to the service are monitored through the collection of data from service users, a Service User evaluation form; National Benchmarking data collection when requested; through feedback from colleagues and local parent groups (including the Parent Carer Forum); and through case studies to demonstrate the impact of the service for families, e.g. the promotion of independence and self-advocacy. The work of service staff is monitored and quality assured through the service governance arrangements, the Local Authority's formal supervision procedures and annual appraisal processes. The service has a steering group which meets termly.

As previously mentioned, as part of the Learning and Skills Service, the service has been successful in achieving accreditation from the Matrix quality standard for impartial information, advice and guidance services. This is an international quality standard which helps providers to improve their services by benchmarking against best practice.

Data Collected from Monitoring Arrangements

Data is collected as referrals are received, in line with data protection legislation, and entered on the service database. The collated data can be found in Appendix 2.

General trends noted through database information:

- Ratio of boys to girls is 2:1
- Most referrals are from south east/central Northumberland (65%) North 20% West 15%
- Referrals tend to be from Mums (86%) Dads 7% Grandparents 4% Young People 2%
- Most services users were aware of the service through previous referral or through the CYPS service or SEN Team.
- Service users often re-refer to the service as and when needed
- Most referrals are for children/young people at SEN Support in school/college (43%) or with an EHCP (41%)
- The main SEN category for referrals were Social, Emotional and Mental Health (68%) and Cognition and Learning (15%)
- The main SEND Primary need categories were ASD and ADHD
- The main reasons for referral were concerns about support/provision in school/college - SEN Support (35%), advice re school placement (19%), concerns about support provision in school/college - EHCP (16%) and information about SEN/EHCP processes (9%).
- The main types of service involvement were talking through the situation (either by phone, email or face to face), giving advice and information, and attending meetings.

Service Evaluation

The Service Evaluation questionnaire was sent out electronically to service users who received more than just phone or email support; for example, an initial telephone call followed by direct 1-1 support from the service over a period of time, which may have included a home visit and/or attending meetings. The feedback from the 43 service users who responded has been collated into a table (Appendix 1).

Summary of responses:

- 86% found it easy or very easy to contact the service. 2% (1 parent) found it quite difficult.
- 95% reported that the service responded to them quickly or very quickly with none reporting the response as slow.
- 98% felt that we understood their questions or concerns well or very well.
- Most service users who responded had found out about the service from another parent or friend (31%), a health professional (19%), SEND Support Services (17%), their child's educational setting (14%), the Local Authority SEND Team (13%), the internet (13%), or a leaflet about the service (5%)
- 91% found the information, advice and support they were given useful or very useful with none indicating that it had not been useful.
- 95% of parents felt that we were impartial or very impartial with none reporting that they felt that the service was not impartial.
- 100% of parents felt that the information, advice and support they received made a difference to them, with 95% reporting that it made quite a bit or a great deal of difference. (Please refer to Appendix 1 for details of the different ways that parents reported that the service had made a difference to them).
- 98% of parents were satisfied or very satisfied with the service we gave.
- 100% of parents would be happy or very happy to contact the service again if needed.
- 98% of parents would be likely or extremely likely to recommend the service to others.

Suggestions from parents for how the service could be developed or improved included:

- Examples of case studies available to help show parents how EHC needs assessment applications work so they are not so daunted by the whole process.
- Continuing to raise the profile of the service with parents so more parents in need of help are aware of it, including adoptive parents.
- More staffing
- Training courses (workshops) for parents
- Be more proactive by checking in with families more.

Feedback from service users and stakeholder groups

Service user and stakeholder feedback is used to improve the service reach and offer, and is shared at a strategic level to ensure that this information helps to shape and inform local SEND planning, policy and practice.

Feedback through the service evaluation has indicated for a number of years that more staffing was required. The capacity of the service to fulfill the requirements of the Children and Families Act 2014 and SEND Code of Practice for all communities within the county had been an issue when there was only one employed member of staff. It also restricted development opportunities for the service. The permanent appointment of the IASS Officer, together with the co-location of service staff, has made it easier to ensure that the service is adequately staffed and organised in a way that meets the requirements of the families we work with. Additional staffing next year to cover the administration for the service will help to address this further.

The service continues to be promoted widely with families and professionals to raise awareness of its role. The IASS Officer is in the process of establishing a range of participation groups with young people that reflects the balance and mix of young people with SEND in Northumberland. The aim is

to undertake consultation and co-produced activities with these young people that are contextualised to their age, ability and barriers to participation.

Priorities for service development

Service priorities for this year have been set to ensure full compliance with the IASSN Minimum Standards:

Commissioning, governance and management arrangements

Minimum Standard 1.1: The IASS is jointly commissioned by education, health and social care in accordance with the CFA (Children and Families Act) 2014.

- To formalise commissioning processes to ensure that the requirements of the service, its monitoring and review arrangements are clearly set out for each period through a SLA (service level agreement) with the Local Authority and Clinical Commissioning Group.

Minimum Standard 1.2: The IASS...has the capacity and resources to meet these Minimum Standards and local need.

- To recruit a member of staff to provide administrative and back office support for the service.

Strategic functions

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

- To map out and formalise the process for gathering the views of local partners to inform and influence policy and practice in the local area.
- To establish four CYP participation groups that reflect that balance and mix of CYP with SEND in Northumberland.

Operational functions

Minimum Standard 3.2: The IASS provides branded and promotional materials in a range of accessible formats.

- Service information and promotional materials are re-branded to reinforce the impartial and arm's length nature of the service.

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

- A stand-alone service website is produced which meets and exceeds the requirements of the Minimum Standards.

Professional development and training for staff

4.3 All IASS staff have on-going supervision and CPD

- Staff will attend training to strengthen their knowledge, skill set and resilience for working with a diverse client and enhance the quality of support provided by the service. This will include the

management of Tribunal cases, exclusion of CYP with SEND, and building resilience and skills for managing complex and stressful situations.

Conclusion

Good progress has been made with service activities this year and feedback from service users has been very positive and encouraging. A priority for the coming year is to build service capacity through the employment of a member of staff to cover the administrative functions of the service. Raising the profile of the service and its arm's length, impartial role will continue to be a priority and the service stand-alone website and re-branded information and materials will help to achieve this.

The support offered to children and young people, and ensuring that their 'voice' is heard at both a strategic and operational level is an area of work which will be developed further in the coming year. Staff training will also be a priority for ensuring that the information, advice and support provided by the service is of the highest quality.

Contact details

If any of the content in this report needs further explanation, or if you would like to make any comments, please contact Alison Bravey, Information, Advice and Support Service Manager

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Appendices

Appendix 1 - Feedback from Service Evaluation (43 responses)

Question	Response
How easy was it to get in touch with us?	Quite difficult 2% Average 12% Easy 37% Very easy 49%
How quickly did we respond?	Fairly quickly 5% Quickly 18% Very quickly 77%
How well do you think that we understood your questions or concerns?	Quite well 2% Well 9% Very well 89 %
How did you hear about us? (Tick all that apply)	Leaflet – 5%, School, early years setting or college – 14% SEND Support Service – 17% Another parent or friend – 31% The Local Offer website - 3% The internet - 13% Health professional – 19% The Local Authority SEND Team – 13 % Previous referral - 3%
How useful was the information, advice and support that we gave you?	Fairly useful 9% Useful 9% Very Useful 82%
How impartial did you think we were?	Fairly impartial 5% Impartial 16% Very impartial 79%
How confidential do you think we were?	Confidential 12% Very confidential 88%
How much difference do you think that our information, advice and support has made for you?	A difference 5% Quite a bit of difference 25% A great deal of difference 70%
What, if any difference have we made for you? (Tick all that apply)	Better relationship with school – 10% Feel more confident – 55% Greater understanding of the SEND system – 67% Feel more involved with my child's education – 21% Feel happier/less worried about the future – 39% I feel that my child has benefitted as a result of the service being involved – 45% Other comments: <ul style="list-style-type: none"> • Receiving invaluable advice and support I feel helped to speed up the process. I also felt like I had someone that I could turn to at anytime, so I never felt alone when the application became difficult. This in turn helped to alleviate stress and anxiety. Thank you. • I feel supported personally. The school are supporting my child, especially since my meeting with them, but it makes a big difference to have some support for myself whilst I'm trying to improve outcomes for my child. • Through all the help and guidance my child now has successfully gained an EHCP as we were currently declined and I was about to head to tribunal • We have had promises made by the school which so far have not been kept, so it is ongoing.

	<ul style="list-style-type: none"> ● Feel enabled to liaise over next steps with school ● Gave me someone else to talk things through with ● Understanding legislations regarding EHCP and children with SEN. Understanding the way SEN teams work. Having someone to talk to at anytime. Help with meetings and advice around schools. The advice was fantastic I had nowhere to turn with my son's difficulties at his previous setting. He is now back at a SEN school. Without the help from this service I would have felt helpless. My doctor has said I am suffering with PTSD symptoms after the traumatic time we have been through since January. The girls helped me and I am very grateful. ● I feel better able to advocate. So far it hasn't helped as much as I'd like but I'll keep trying. ● By having your support I have been able to get my child's EHCP sorted, have EOTAS support in place and now finally a confirmed place at a SEN school. ● It made me know that I am doing the right thing for our grandson. ● I feel the service has literally been a lifeline at times helping me navigate this complicated progress. Their infinite patience has been much appreciated as well as their support by attending our TAF meetings. I am very grateful. ● Didn't feel I was getting anywhere with school. ● Made the school provide the support that is set out in my daughter's EHCP. ● Without the service I would still be waiting for school to agree to applying for EHCP. Plus, during all the years as an adoptive mother struggling to get my child's various needs met, this is the first time I have encountered such a supportive and promptly responsive service. ● Has made the whole EHCP process so much simpler and felt more empowered to get the support my child truly deserves.
Overall, how satisfied are you with the service we gave?	Fairly Satisfied 2% Satisfied – 14% Very satisfied – 84%
Would you feel happy to contact the service again if you needed to?	Fairly happy 5% Happy 2% Very Happy 93%
How likely is it that you would recommend the service to others?	Fairly likely 5% Likely – 2% Extremely likely – 93%
Was there anything we could have done better?	<ul style="list-style-type: none"> ● No x 2 ● I was very satisfied with all of the help I received. ● The service was fine, it's the school which is the problem. ● No your service is very valued and will strongly advise others who need this service to make contact. You were brilliant. ● No the girls are amazing. We all need this service for continuous support as there is nobody who can deliver this service the way they do. ● Been more up to date with the law. In particular case law regarding home-schooling without off rolling from school. ● Short training courses on relevant subjects would be great but otherwise no. ● Nothing, it has been amazing having your support for myself and my child.

	<ul style="list-style-type: none"> • No you were very helpful. Also a very good listener. • I cannot think of anything, any time I have needed support I have had it • I just feel that this whole process for parents is stressful and although the service needs to be impartial it would be good for the parents to have someone who is more of an advocate to support them when school errors have been made - which does happen. • No, excellent service throughout. • No, excellent all round service.
<p>Do you have any suggestions about how we can develop and improve our services?</p>	<ul style="list-style-type: none"> • No • Are examples of case studies available for other parents to see? This may help in showing us how applications work so we are not so startled by the whole process. • Continue your efforts to raise the profile of the service amongst parents, so more parents in need of help can find you. • More staffing would help • You are excellent • Oops. Answered this earlier. Training courses (workshops) for parents would be great. • N/A • I think you're doing a great job. Couldn't do anything better. • A bit more in depth detail regarding the process on the Northumberland County Council website, specifically regarding the rights of the child and parents and the criteria used to assess the cases when they go to panel. • Have more people, extra support staff to ease workload • Provide families with support and be more proactive checking in on them more, etc • Perhaps to be more widely advertised, including awareness to be promoted by facilitators for pre and post adoption courses. • Keep attending the SEND road shows as they are excellent.
<p>Equal Opportunities monitoring</p>	<p>Ethnicity: 35 responses: 34 White British (97%) 1 White Irish (3%)</p> <p>Do you have a disability? 43 responses: No disability 36 (84%) Disability 7 (16%)</p>

Appendix 2: Summary of referrals to SENDIASS - 191 referrals

Gender of child/young person	Male 124(65%) Female 67 (35%)					
Year in school	190 responses					
	Preschool - 0	Year 5 - 16 (8%)		Year 12 - 8 (4%)		
	Nursery - 6 (3%)	Year 6 - 17 (9%)		Year 13 - 2 (1%)		
	Reception - 6 (3%)	Year 7 - 17 (9%)		Year 14 - 3 (2%)		
	Year 1 - 6 (3%)	Year 8 - 24 (13%)		Year 15 - 1 (1%)		
	Year 2 - 6 (3%)	Year 9 - 25 (13%)		Year 16 - 1 (1%)		
	Year 3 - 12 (6%)	Year 10 - 16 (8%)		Year 17 - 0		
	Year 4 - 9 (5%)	Year 11 - 13 (7%)		Year 18 - 0		
Area	184 responses					
	Alnwick 19 (10%) Amble 9 (5%) Ashington 35 (19%) Bedlington 23 (12%) Berwick 9 (5%) Blyth 31 (17%) Cramlington 15 (8%)			Haltwhistle 2 (1%) Haydon Bridge 3 (2%) Hexham 13 (7%) Morpeth 11 (6%) Ponteland 5 (3%) Prudhoe 3 (2%) Seaton Delaval 6 (3%)		
Referred by	191 responses Mum - 164 (86%) Dad - 14 (7%) Young Person - 3 (2%) Aunt 1 (0.5%) Grandparent - 8 (4%) Special guardian - 1 (0.5%)					
Where heard about the service	Health professional	4	Family member	2	College	1
	CYPS (Child and Adolescent Mental Health)	19	Another parent/friend	9	Family Support Worker	6
	Local Authority SEND Team	26	Parent Support gp	5	Ed Psych	2
	Social care	8	Local Offer/ NCC Website	13	School	8
	Portage	1	Parent Carer Forum	1	SEND Support Team	5
	Other SEND IASS	2	Previous referral	56	Early Worker Help	11

	<table border="1"> <tr> <td>Local Authority complaints team</td> <td>3</td> <td>EOTAS</td> <td>4</td> <td>One Call</td> <td>2</td> </tr> </table>	Local Authority complaints team	3	EOTAS	4	One Call	2																																		
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SEND Code of Practice Graduated Approach	<p>183 responses</p> <p>No special provision - 12 (7%) SEN Support - 79 (43%) Request for EHC needs assessment - 12 (7%) EHC needs assessment - 4 (2%) EHCP - 68 (41%)</p>																																								
SEN Category	<p>174 responses</p> <p>Cognition and Learning - 29 (15%) Communication and interaction - 25 (13%) Social, emotional and mental health - 128 (68%) Sensory and/or physical - 7 (4%)</p>																																								
SEN Primary need (where identified)	<p>152 responses</p> <table border="1"> <tr> <td>ADHD</td> <td>11</td> <td>Epilepsy</td> <td>1</td> </tr> <tr> <td>Anxiety</td> <td>8</td> <td>Foetal Alcohol Syndrome</td> <td>1</td> </tr> <tr> <td>ASD (including Asperger Syndrome)</td> <td>66</td> <td>Obsessive Compulsive Disorder</td> <td>1</td> </tr> <tr> <td>ASD/ADHD</td> <td>22</td> <td>Possible ADHD</td> <td>1</td> </tr> <tr> <td>Attachment</td> <td>9</td> <td>Possible ASD</td> <td>9</td> </tr> <tr> <td>Brittle bones</td> <td>1</td> <td>Speech and Language</td> <td>1</td> </tr> <tr> <td>Depression</td> <td>1</td> <td>Trauma</td> <td>1</td> </tr> <tr> <td>Down Syndrome</td> <td>6</td> <td>Verbal Dyspraxia</td> <td>1</td> </tr> <tr> <td>Dyslexia</td> <td>10</td> <td>Visual Impairment</td> <td>1</td> </tr> <tr> <td>Ehlers Danlos</td> <td>1</td> <td></td> <td></td> </tr> </table>	ADHD	11	Epilepsy	1	Anxiety	8	Foetal Alcohol Syndrome	1	ASD (including Asperger Syndrome)	66	Obsessive Compulsive Disorder	1	ASD/ADHD	22	Possible ADHD	1	Attachment	9	Possible ASD	9	Brittle bones	1	Speech and Language	1	Depression	1	Trauma	1	Down Syndrome	6	Verbal Dyspraxia	1	Dyslexia	10	Visual Impairment	1	Ehlers Danlos	1		
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Reason for referral	<p>191 responses</p> <table border="1"> <tr> <td>Attendance</td> <td>2 (1%)</td> </tr> <tr> <td>Child out of school</td> <td>7 (4%)</td> </tr> </table>	Attendance	2 (1%)	Child out of school	7 (4%)																																				
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	Concerns re support - EHCP	30 (16%)
	Concerns re support - SEN Support	67 (35%)
	Educational Placement	36 (19%)
	Exclusion	7 (4%)
	Mediation information	1 (0.5%)
	Moving to/from another authority	1(0.5%)
	No assessment - support with appealing	10 (5%)
	SEN/EHC Processes	18 (9%)
	Social Care	1 (0.5%)
	Transition	6 (3%)
	Transport	2 (1%)
	Tribunal Support	3 (1.5%)
Type involvement	of	191 recorded
	Attended meeting	28 (15%)
	Home visit	30 (16%)
	Home visit and attended meeting	15 (8%)
	Meeting in school	20 (10%)
	Phone advice	20 (10%)
	Phone advice and sent information	60 (31%)
	Sent information and attended meeting	17 (9%)
	Sent information and contacted professional on behalf of parent	1 (1%)