



Cheshire East  
Information, Advice and Support  
For SEND

# Cheshire East Information, Advice and Support (CEIAS) Team September 2017- August 2018

**Self-review of the Cheshire East Information Advice and  
Support Team to establish how the team is delivering on its  
responsibilities as required by the Children and Families Act  
and SEN Code of Practice 2014**

## **Introduction**

As part of the contract between Cheshire East Information Advice and Support team (from this point referred to as CEIAS) and the National Children's Bureau there is a requirement for the team to conduct a detailed self-review exercise of the IAS service to establish how the service is delivering on its responsibilities as required by the Children and Families Act 2014 and SEN code of practice; known as Task 1. This document is CEIAS' response to that requirement.

## **Background:**

There are 79,423 children and young people under 19 in Cheshire East; of these- 3,566 children and young people are receiving SEN support, and 1,891 have EHCPs. CEIAS aim to provide the necessary support and information for any of those young people and their families at any stage in their journey through education and into adulthood; empowering them to make informed choices.

Cheshire East is a large authority covering almost 450 square miles; it has several towns and many villages, some being very remote. The team aim to provide support across the whole authority.

CEIAS offer all year round support but staffing is significantly reduced over the summer and Christmas periods due to the taking of annual leave and one term time only staff member.

**CEIAS compliance in line with the Quality Standards: see Appendix 1**

## **Challenges and accomplishments:**

### **Staffing:**

In the summer term of 2017 the CEIAS team was restructured. There had been interim management arrangements and temporary contracts in place for some time which was unable to continue due to budget constraints.

The current structure is:

Full time manager post (37hrs) also manages another LA team within these hours. No case work.

1 x 32 hour post – Caseworker/Adviser

1x 26.5 hour post – Caseworker/ Adviser

1x 23 hour post – Caseworker/ Adviser

1x 10.4 hour post - Term time only- Case worker/ Adviser

From April 2018 the team has benefited from administrative support from an Apprentice.

A further challenge faced by the team during the first six months of this period came due to the long term illness of two members of the team (not at the same time). It is to be noted, and commended, however that, although severely depleted, the team continued to not only function but also further develop throughout that period; this is a key achievement for the team.

These changes have led to a review of the team's delivery, evidence of impact and outcomes and has allowed for renewed impetus.

The new structure has been in place since September 2017 and it is to the team's credit that they have taken everything in their stride, embracing new ways of working and expectations, dealing with the uncertainty regarding the end of the IS contract and engaging with the Ofsted inspection; the impact of which cannot be underestimated; showing the real strength of the team and their dedication to the children in CE.

Challenges/struggles	What has worked well/ accomplishments	Ambitions and goals
Changes in staff hours, including staff leaving  A new Manager who was unfamiliar with the work of the team  2 staff on extended sick leave  A new Senior Manager  No evidence of staff supervision/Performance Development for some time	Roles and responsibilities which had been accepted over time were discussed and opened out to the whole team resulting in: <ul style="list-style-type: none"><li>• all team members having opportunities to represent the team at strategic development meetings</li><li>• increase in staff knowledge and confidence/belief in themselves</li><li>• individual team members being recognised by other professionals for their knowledge and contributions both within CE and wider</li><li>• whole team strategic involvement in reporting, recording and development of what the team offers</li></ul>	To augment the support available through the recruitment, training and deployment of at least 2 Parental volunteers

	<ul style="list-style-type: none"> <li>• individual staff members now receiving monthly supervision which is fully recorded</li> <li>• Each individual staff member now having their own objectives as part of a formal Performance Development cycle</li> </ul> <p>In addition other professionals, including Senior Managers, have benefitted from seeing where the work of the team enhances outcomes for children</p>	
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### First Contact

CEIAS understand the importance of the first contact callers have with the team. They may be nervous/frustrated/despairing/unsure. Parents, Carers, young people and professionals make contact with CEIAS via a CEIAS enquiry line or by a CEIAS specific email. CEIAS officers work diligently to respond to calls and e mails.

Although there is a dedicated phone line callers would, until recently, invariably get the answerphone as Officers were either out supporting parents in the community or were responding to emails and calls made on previous days.

Through monitoring contacts to the team various concerns have arisen regarding this:

- because callers are required to leave an answerphone message this has led to dropped calls
- where callers have left a message they may call again during the same day and may e mail leading to several messages about the same thing and has sometimes led to callers being contacted by more than one Officer.
- Officers may respond to callers by telephone but are unable to speak to the caller; this has led some callers to think that the team have not responded.
- sometimes Officers have made several attempts to contact the caller but have not been able to catch them meaning that no support or advice has been able to be shared
- callers, who have had involvement with the team previously, may go straight to an individual within the team via their mobile or individual email meaning

that this was not allocated as a new contact and meant that responses were not necessarily in time order

- individual team members respond in different ways to contacts; there are office hours and some team members stick to these, others respond in the evenings, at weekends and during days when they were not working. This is because of the passion for supporting families however it also sets up an expectation that this will happen and places staff members under stress to continue that level of response.

An analysis has taken place with regard to response times and contact management. It has showed that, even in the most challenging circumstances of staff absence, the team has managed to respond to all communications within 5 working days; and often in far fewer days.

Challenges/struggles	What has worked well/ accomplishments	Ambitions and goals
<p>Unrealistic expectations from those making contact with regard to staff availability</p> <p>Contacts receiving a consistent response</p>	<ul style="list-style-type: none"> <li>• Giving realistic timescales for responses- allowing the team to under promise and over deliver</li> <li>• Increasing the ways for people to contact the team</li> <li>• Discussions within the team re: consistency of responses</li> <li>• using admin support to answer calls rather than them always going to answerphone, loading information from calls and inbox requests onto the data base for Officers to pick up; saving officers time, ensuring that callers are able to speak to a person, and reducing the possibility of callers getting several responses from different team members</li> <li>• Officers putting new requests coming into themselves via their mobile or e mail onto the</li> </ul>	<p>For the information available on the website to be sufficiently helpful/detailed/relevant so as to negate the need for some people to need a conversation with the team</p> <p>For the team to worked with other relevant sources of information giving e.g. Family Support Workers/Children's Centres etc. so as to empower them to use the team's resources to inform</p> <p>For callers to have a same day conversation with an Officer at the point where they ring in</p>

	front page for any team member to pick up rather than seeing it as a continuing contact	
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As a result of this analysis, to manage expectations, the team has taken several actions:

- A message has been put on the answerphone stating that calls will be returned within 5 working days
- A contact form has been put onto the website so that people can contact the team from there
- An automatic response has been put on the generic e mail system which links to the website and reinforces the message that contacts will be responded to within 5 working days.
- A message is put onto the mobile and e mail system of any Officers who are absent due to unforeseen circumstances (where that absence may be over a week) so that people know to contact the main number.

The contact form on the website has been particularly successful as it has meant that it has been received in written form which means that it can be directly transferred into the record of the contact. It requires the person making contact to give a brief outline of their question/concern which means that the contact can be focused to meet that need. Spellings of names can be accurate, and, as people are asked to record the best way to contact them and best time, it means that there are fewer failed calls.

In addition the team has taken the opportunity to review their website recognising that, if this works well this may reduce the need for people to make direct contact with the team. Some changes have already been made to the content and format; others are being developed alongside a web team. If the web team are unable to make the necessary changes this may be something which will need to be funded. The Parent Carer Forum has been encouraged to give us their ideas for development. We will also consult with young people as to what they think will work best for their information. We want to produce a website which is easy to navigate, and gives the information people need in a clear, easy to understand format.

Challenges/struggles	What has worked well/ accomplishments	Ambitions and goals
<p>Out of date information on the pages and on the leaflets</p> <p>Not supporting self help/advocacy- building a reliance on the team</p> <p>No search engine</p>	<p>Out of date information has been removed and some pages hidden from the public view until they have been updated</p> <p>Link to the Local Offer clearly displayed</p> <p>Systematic updating and cleansing of all leaflets produced by the team</p> <p>Contact us form added</p> <p>A direct link added to the Facebook page</p> <p>Policies written and added to the website</p>	<p>For the website to be intuitive; enabling easy access for users, regardless of age and need, to the information needed (search engine included)</p> <p>For the number of hits to the website and, if possible downloads to be available and routinely scrutinised to inform further development</p>

These “first contact” may seem like small changes but they are impacting on the experience of those making contact in a positive way.

### Engagement with young people:

The team were challenged this year with regard to engagement with young people; data clearly shows that there is very little involvement with young people in their own right; even though there is specific information on the website for young people to access and all the information available on the website clearly says that we offer information advice and support to young people.

In reviewing the situation CEIAS took the opportunity to proactively engage with young people with SEND in a range of settings and at specific events. Of those spoken to none of them had heard of the team and did not know what the team could do to support them.

The team has successfully worked with a group of young people from local SEN educational settings and co-produced some young person’s posters to advertise the IAS service and what young people can expect in the way of support from IAS Advisors. These are displayed on the website, promoted at events and emailed to

families and professionals. They have also been shared with all SENCOs with a request to display them in the school/college building.

The team have proactively contributed to participation events that have been organised for Cheshire East families in both the planning and execution stages. This has been a positive and enjoyable experience both for CEIAS staff and other professionals being able to engage with children and young people with their parents and carers at a less formal event, more suited to families. CEIAS have worked with the young people to gather their views as part of co-production working, to inform planning for support for children and young people going forward.

The team, in accordance to the SEND Code of Practice Chapter 8 point 8:13, ensures that, when supporting individual young people aged 14+, their views are recorded as their own and they are supported to develop making their own decisions regarding their own futures and how this could look in terms of education, training, employment , housing and social interactions

Challenges/struggles	What has worked well/ accomplishments	Ambitions and goals
Lack of engagement of young people with CEIAS  Lack of knowledge of CEIAS amongst young people	Posters produced by young people  Co-production with young people re: leaflets  Contribution at Child Voice sessions	For the posters to be displayed in all High schools and colleges  For a greater number of young people to contact the team (an increase of at least 100%)  For young people to contribute their own information, advice and support to others alongside CEIAS

### Parent Carer Forum

During this period the changes in structure and management, in addition to perceptions that the CEIAS team had been cut, were key concerns for the Parent Carer forum. It was clear that the changes, linked to the absence due to medical absence for 2 members of the team, was impacting on the confidence they had in



the team going forward. Therefore, in November 2017, a workshop took place with CEIAS and parents/carers where the following questions were explored:

1. What is already in place that works well- how do we know it works well?
2. What is in place that you value- why do you value it?
3. Are there are things we do which don't make a difference; should we stop doing those things or do we need to find a different way to do those things?
4. What do you think we could do which we might not have thought of/done previously?
5. How you can help us in our journey/development?

Those attending were able to voice their concerns, their fears, and were encouraged to feel part of developments going forward. (Appendix 4).

In March 2018 CEIAS sent an update, to the Parent Carer Forum, on what the team had done in order to respond to the requests made at the November event. (Appendix 5)

Links have been maintained with the Parent Carer Forum; CEIAS are represented on the PCF steering group and aim to attend their monthly board meetings, the Parent Carer Forum has continued to be part of the Independent Support Board for CE.

As the team have written or updated policies and information leaflets they have routinely shared these with the forum to gain their views/thoughts/opinions.

The concerns have not all dissipated however, given time and continued joint working; CEIAS hope to overcome any remaining concerns.

#### **Other CEIAS successes:**

The team have successfully worked with a number of parents/carers as part of the IS programme as part of the EHC Needs Assessment. Our engagement has been most successful when we have been able to empower individuals with information at a level that is understandable and accessible to meet individual needs. We find that there are some individuals that require minimal support and information whilst others require information to be explained in more detail or explanations differentiating due to the parent or carers own needs. The team are sensitive to the needs of adults that declare their own learning needs or disabilities and are able to respond appropriately

and professionally. This may include additional face to face meetings, scribe support, reader support and liaising with professionals to ensure that the parent/carer has as much support as is required to be able to navigate systems to be able to support their own child or young person's needs.

Our information leaflets have been rewritten and updated to reflect the changes within the service; ensuring that they reflect the Children and Families Act 2014, SEND Regs 2014, Equality Act 2010 and the SEND Code of Practice Jan 2015. The leaflets are available as electronic copies via the website, email or paper copies available from the team in person or at events, children's' centres, educational settings, libraries and health centres. Leaflets can also be posted out and can be provided in differentiated formats or languages as requested.

CEIAS wrote and delivered a new workshop "All About Me" as we were aware that contacts were in relation to this and the paperwork parents were being sent was changing. In addition a guide to meetings was produced; this has since been shared widely. Feedback from the event was very positive and in relation to the meetings guide this has also been used by SENCOs to support their setting up of effective meetings.

### **Professional growth activities:**

All members of the team have regular supervision sessions with the manager of the team. Each person has an individual personal development plan setting out individual goals and targets and reviewing these. These individual support and development mechanisms are augmented by regular team development sessions.

To ensure that the information advice and support we give is accurate and is based on the law, keeping staff up to date with national law and local processes is key. Where changes are identified this information is circulated to all team members by all team members.

A full training programme details the training that individual team members have undertaken both through the IAS and mandatory training through Cheshire East. This is reviewed at supervision and any gaps in training needs are identified. This year training has included Equality and Diversity, Data Management and Corporate parenting.

The team's professional growth does not come from just attending training; opportunities are identified for team members to develop their knowledge and skills in a variety of ways; links with other authorities are being developed to learn from their experiences and to draw on what works for them e.g. regarding their use of Crossdata, and working along the Safeguarding team to look at how they record on Oracle etc.

Team members actively participate and engage and work collaboratively with a number of services within the LA and the wider services that support children and young people. This year CEIAS have worked in partnership with LA officers, parent carer forum, voluntary and community organisations and other relevant organisations to support the co-production of the SEND Local offer and the SEND Toolkit; making valuable contributions to the content of the Local Offer and being involved in the preparation and reviewing stages of the Local Offer along with parent carer forum members. Participation such as this has strengthened co-production and commissioning links between families , the LA, Health and outside agencies as described in the Code of Practice 1.11 -1.12. It has given those team members involved a valuable insight and extended their knowledge of what is available and where any gaps are.

CEIAS have been a positive and useful contributor to LA SEND work streams; which have played a pivotal role in reforming SEND systems across health, social care and education. As part of these work streams they are hearing things from different view points, seeing the range of activities carried out and have been able to meet with a range of professionals from across health education and social care leading to new partnership working being developed. In addition the team have challenged the thinking of others and helped them see things from the families' point of view; they have provided anonymous evidence in respect of user satisfaction and experiences that have supported some changes to the way in which professionals work with families. CEIAS have been able to explain parental experiences in relation to EHC needs assessments which have supported positive changes to the paperwork involved in this process and annual reviews, social care contribution to the needs assessment and also co-production meetings.

With any professional learning activity individuals are encouraged to bring the key learning points/information back into the team so that all team members benefit.

This year we have not been able to engage as fully as we would have liked with regional events; which has been a real disappointment; this coming year the team are committed to attending.

### **Differentiating ourselves:**

In considering how we differentiate ourselves a great deal of this is linked to how we ensure impartiality, which is covered in a further section; it is evidenced in the results we achieve and the feedback we receive from those families we support. We differentiate ourselves by the branding of our team e.g. website, information sheets etc, by the information and advice we give and also in the way we contribute within meetings.

Within the office base, although the team sit within the education section they are acknowledged as being different; others know to be aware of conversations around families in the direct hearing of team members, the team's is the only phone which does not get logged off or picked up by other teams, the team wear a different lanyard as well as having a corporate one.

When the team are part of SEND development workstream they contribute first and foremost in the best interests of all children in the context of Cheshire East. This is recognised by all parties attending those meetings.

### **Quantative data:**

In compiling this part of the report this was an activity which generated a great deal of work and discussion. The aim was for the team to generate information and to scrutinise that data to identify activities completed by the team in relation to each referral.

- What was requested initially and why?
- Which phase of education and age the young person was?
- What was advised?
- What other work was undertaken and why?
- What was the outcome?
- Ethnicity

Where data related to an individual child/young person working with the team the intention was that this would be scrutinised regarding:

- What the young person asked for?
- What involvement the parent had in that interaction and how/if that changed the young person's engagement/what they said?
- What their age was at the point of referral

This would then lead to scrutiny of the data as a whole to identify:

- Key common areas where support and advice have been requested
- Areas where support and advice has never been requested
- Phases of education children are from...are there any under-represented
- Trends with regard to the stage within the year/month the request was made and what was requested

It became clear that this level of data collation would not be possible for several reasons:

- The team were reliant on one of the previous managers to extract the information for reports and, although they had received initial training, they did not have an opportunity to practice what they had been shown therefore knowledge around aspects of the system were limited
- The team had previously not routinely sat together to discuss the data which was being produced.
- The classification codes that were originally placed on the database were no-longer appropriate and needed to be updated.
- Information had been inputted in different ways by team members meaning that comparison of data was challenging as was data extraction
- Some information was not routinely being requested and therefore not recorded

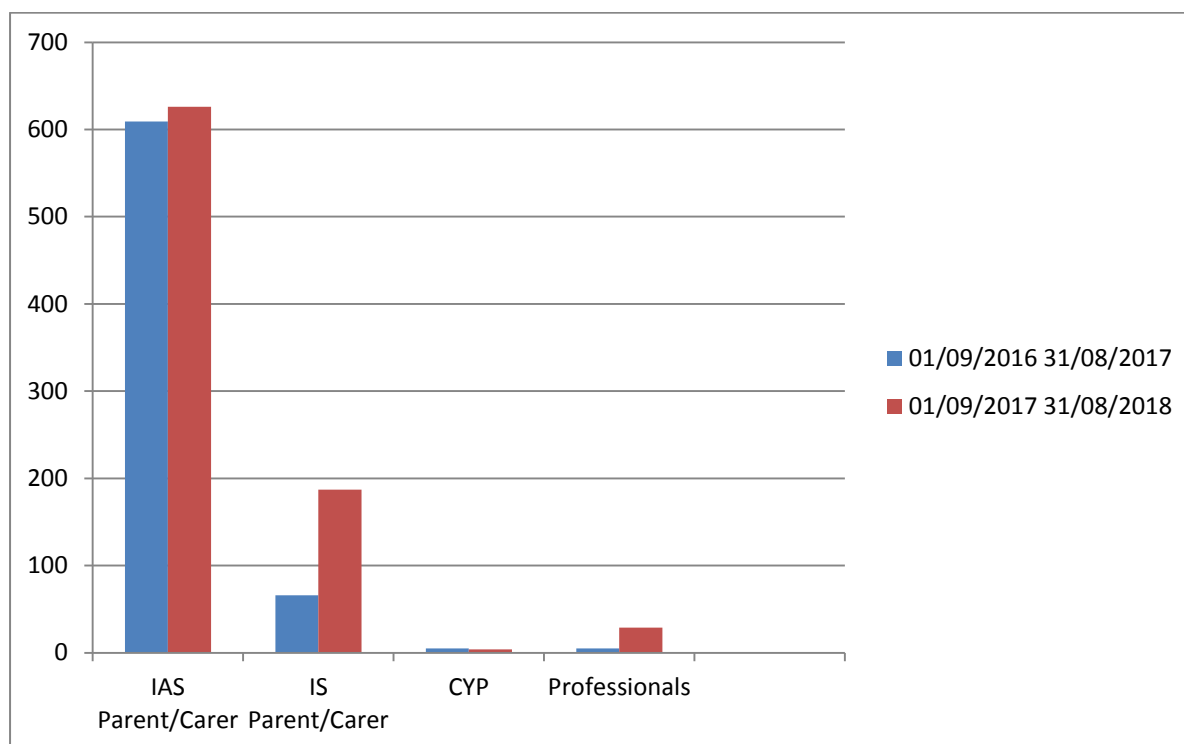
This has resulted in a significant piece of work being completed; back filling missing information to enable accurate information to be extracted effectively. It has been a real learning opportunity for the team through their discussions of what they record, where and how and that learning is impacting on what is recorded, where and how..

Going forward the team will scrutinise data on a regular basis together and required training will be provided to support them with this.

The following information is accurate and shows the contacts to the team.

Between the 1st September 2017 and the 31/08/2018 CEIAS has been contacted by 846 parents/carers, including 29 professionals and 4 Young people for support and advice. An increase in referrals over the last year is evident; in 2016- 2017 we had 685 referrals. There has been a significant rise, year on year, in enquiries and requests for support since the implementation of the SEND changes in 2014.

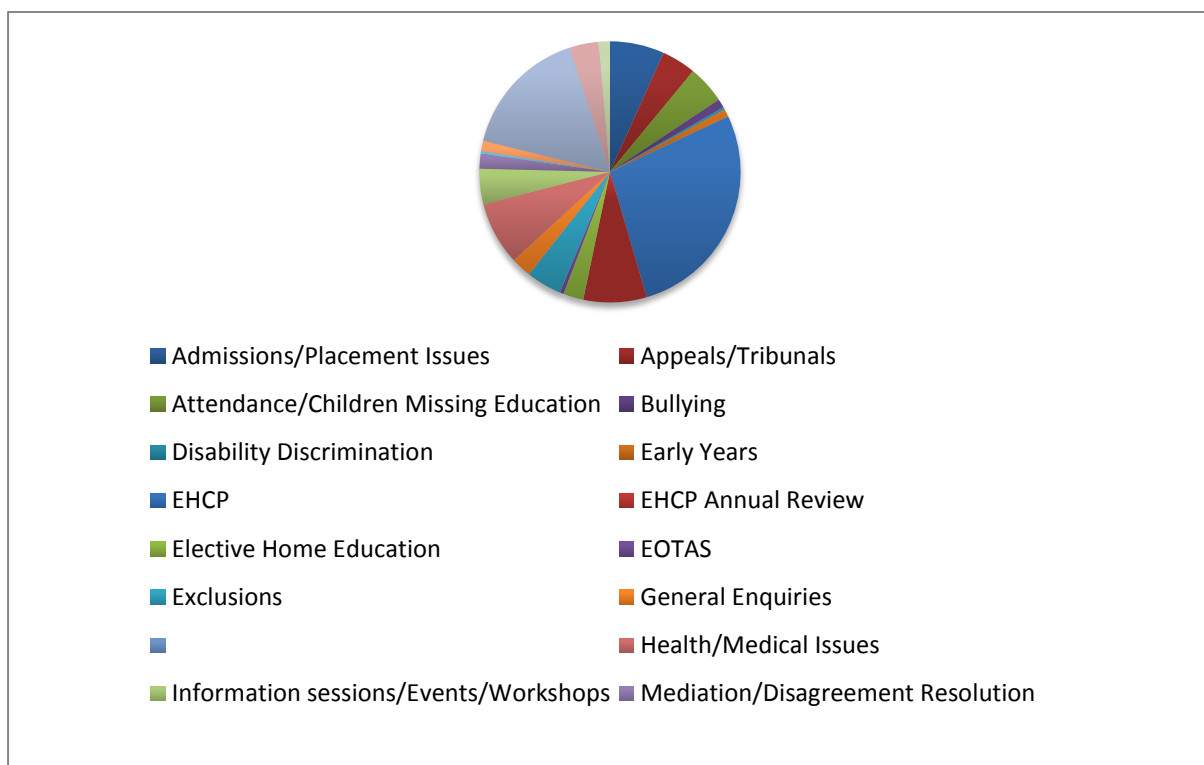
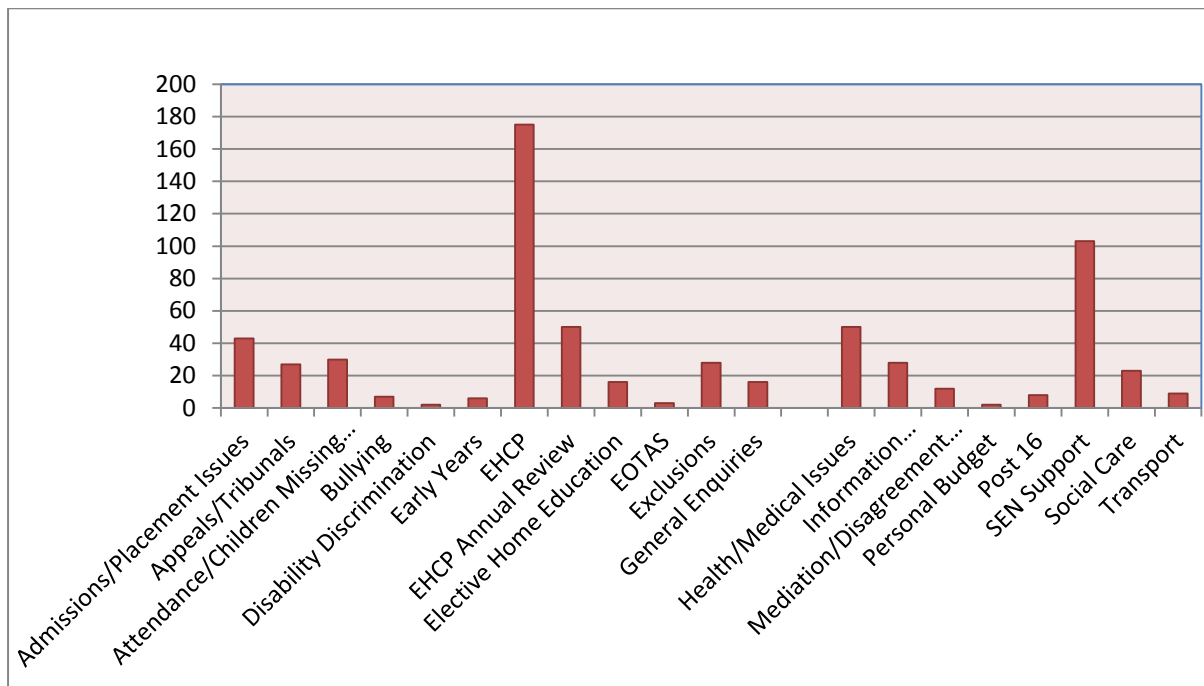
#### Contacts to CEIAS between 1<sup>st</sup> September 2017 and 31<sup>st</sup> August 2018



Although we have seen an increase in referrals over the last year in parents seeking advice and support, we have seen little evidence of an increase in the number of young people contacting us independently of their parents. This has identified a difficulty in reaching this group. To address this we have changed, and are changing, the leaflets about our service making them less wordy and in a more easily accessible format than they were previously. We have consulted with a specialist provision school in the local authority and they have also produced leaflets about our service and these have been shared with services working with this age group. A member of the team attends a partnership SEND work stream for communication and engagement with young people; there is an agenda item around this tabled for their next meeting to get the young people's perspective on how we can increase knowledge of our service to engage young people. We have also been involved in a

young person's participation event held at a local High school where we engaged with both primary and secondary age children. We would like to become more involved with the young people's SEND youth forum, there are meetings held in the evenings for these but we have struggled to attend due to the demand on the service day to day work and staff having evening availability. This will be something we address in the coming year.

### Contacts by area of enquiry:



It is evident, from the data extracted, that our highest numbers of enquiries are around EHCPs and SEN support. We identified that parents were confused around how to fill in Section A of the EHCNA paperwork and found we were beginning to spend an increased amount of time individually supporting parents to complete this. We hosted a 3 hour workshop to help parents with this process, parents found this helpful and the interactive focus of this workshop empowered parents to have a go at completing this with guidance from the team and a range of prepared information sheets. Feedback from this event is documented in the feedback section of this report.

In early 2017 we ran a workshop for SEN support, this was our second workshop on this and was well attended, we hope to repeat this as we have identified that a large number of enquiries are around the lack of understanding what support schools are expected to put in place to support children with SEN. This was hugely successful and parents left very positive feedback following the session.

In reviewing the data we were surprised by the small numbers of early year's enquiries. CEIAS have previously attended health visitor's team meetings to talk about our service; it is clear that this needs to be revisited. We also need to target other services involved with children in the early years including education providers themselves. A member of the team has recently set up a drop in session at a Children's centre; we hope this will help more parents of early year's children to become aware of our work. We will also look at re designing our early years leaflets and consult with the relevant teams so that we have informative up to date information available to parents. We have in the past planned for an early year's event with guest speakers; unfortunately we had to cancel due to very low number of attendees. It would be more appropriate to reach families at Children's centres and have smaller information sessions rather than a larger event; we will take this forward in the year ahead.

We have had very few enquiries around personal budgets; there could be various reasons for this. In discussing this the team feel that it is an area they would like further input on.



### Feedback on the work of the team:

The team received a real accolade during the Ofsted inspection from parents and carers who attended consultation events across Cheshire East. They were extremely complimentary about the work of the team and their experience of support. In one of the sessions the parents gave the team a round of applause for the work they do.

This is also reflected in feedback received; both that requested and impromptu. Feedback surveys and questionnaires have been developed for service users which include service impartiality, effectiveness of support and the level of support that service users receive. Feedback is the form of electronic surveys which remain anonymous with paper copies being available for those unable to access the internet; this can be posted back to the IAS service anonymously.

The following are taken from feedback received (it should be noted that nothing negative was recorded about the work of the team in any of the feedback received):

*"It was wonderful knowing I had help and guidance and knowing I wasn't alone in this minefield of bureaucracy. Every time I asked for help, I was given it."*

*"I could not have done without this support and guidance. It's made all the difference in the world to us. The supporter went well and above her job to help us and we are extremely grateful for that. "*

*"She gave information and advise to help me to say the right things and places to contact; she was on my side and understood how I was feeling. I know that if it wasn't for her my sons EHCP would still not be completed now and I would probably have had a nervous breakdown!"*

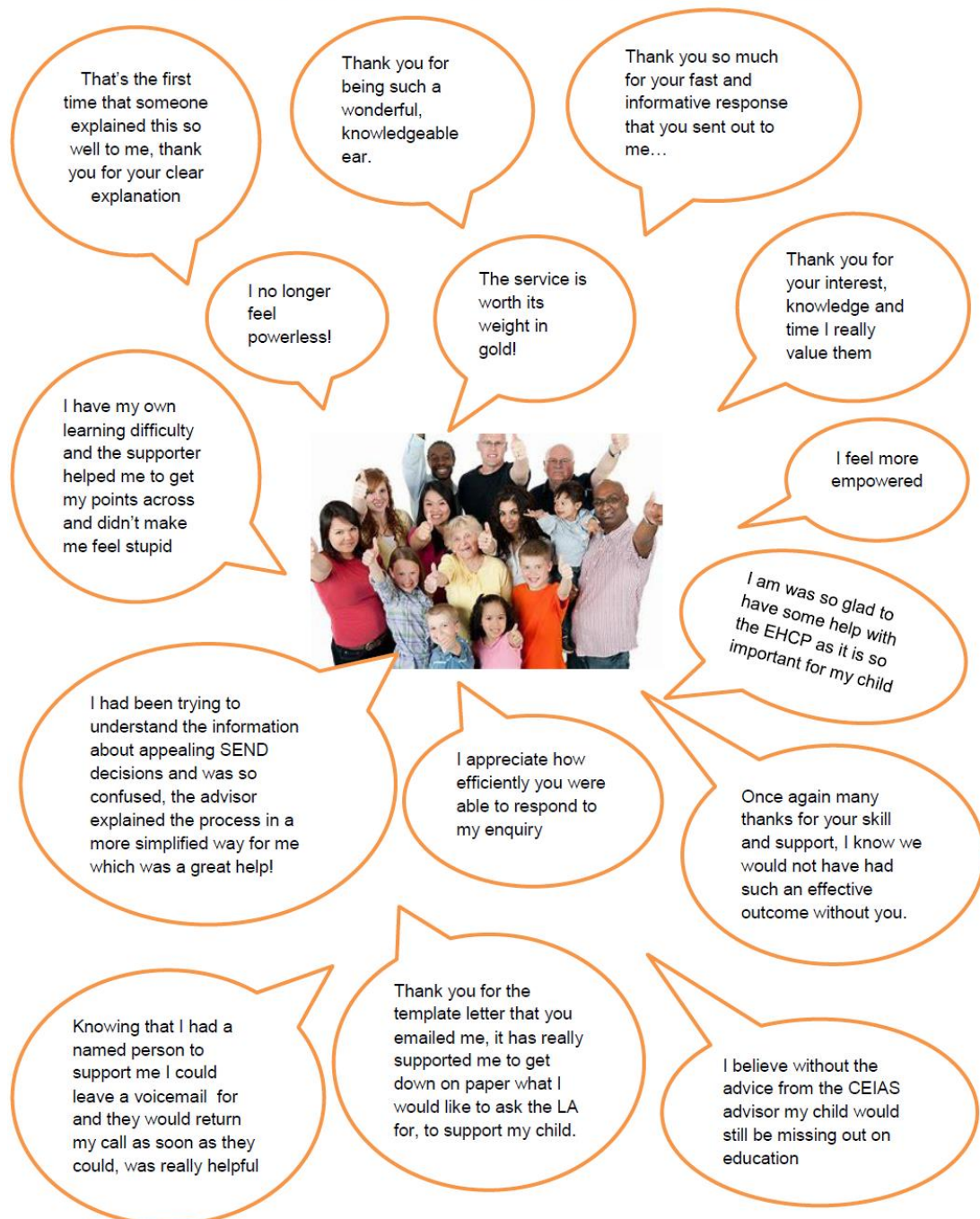
*"What a difference it makes to know she goes above and beyond for us whenever we need her. It can be a very lonely time for parents; you really do make a difference to our families"*

*"I wish our family had have known about the service sooner. I believe without this support I would have had a breakdown at some point and my child would still be missing his education and still be isolated. My son loves school now and although dyslexic he has been given the English award!"*

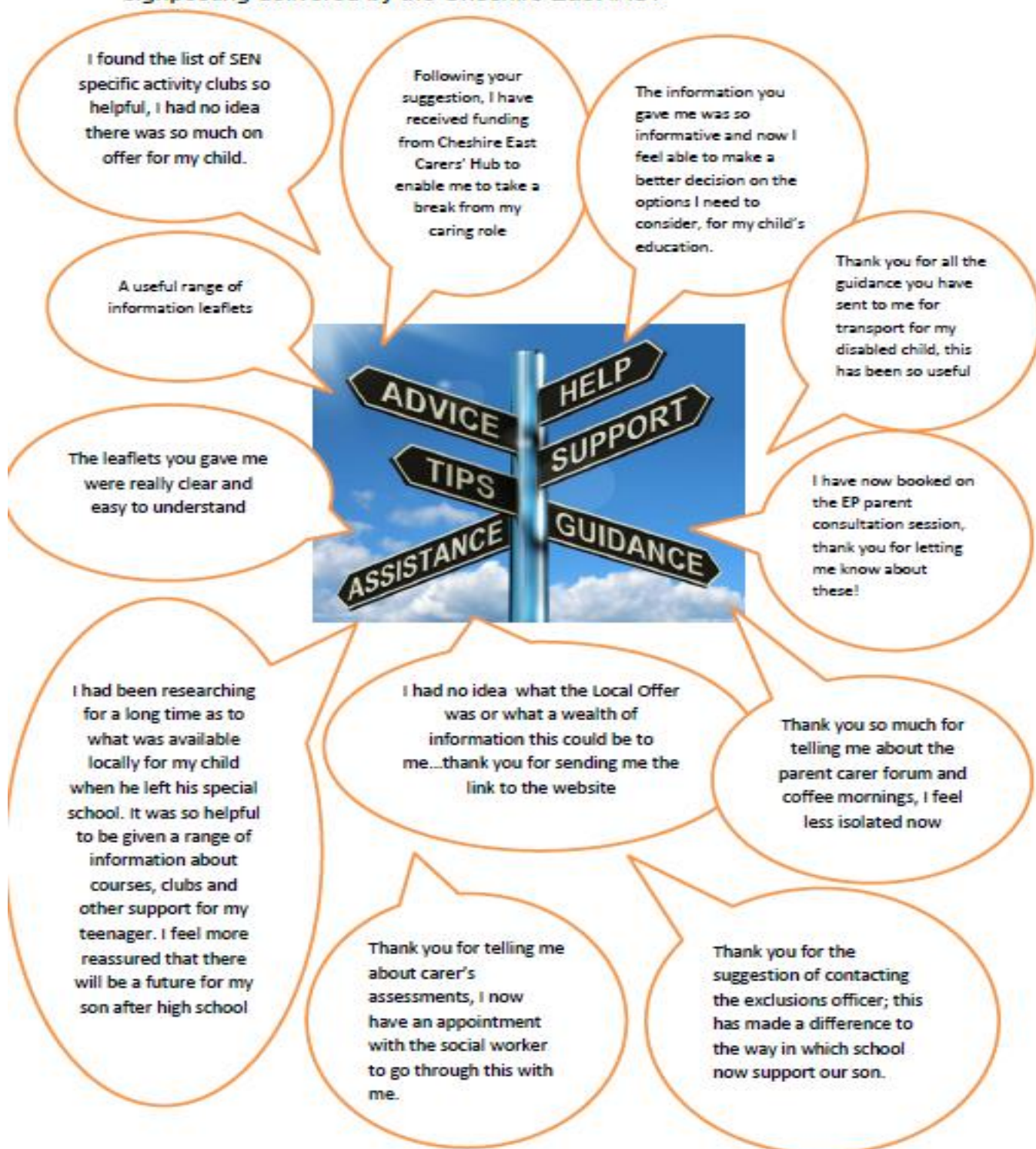
*“She attended a meeting with myself; she made sure nothing was missed out on the part of the form I needed to complete. Knowing I had a named person to support, knowing I could leave a voicemail and that they would return at earliest convenience. Having a supporter to attend meeting with me is really important; it gives me strength knowing I won’t get fobbed off. Making bullet point notes at meetings because I struggle to digest everything straight away.”*

*“The service is worth its weight in gold.”*

What do parents and carers say about the Cheshire East IAS Service?



## What do parents and carers say about the range of information and signposting delivered by the Cheshire East IAS?



Feedback is also gathered after events and workshops; this used to find out if the information shared was relevant to the audience and at a level that was understandable to all. This aids the IAS service moving forward with planning for future events. An example is seen below:



## Feedback from parents and carers following information events and training provided by the Cheshire East IAS Service



OFFICIAL

### CEIAS' impartiality from the Local Authority

The IAS team have a clear Impartiality Policy which outlines our independence from the local authority. This policy was updated when a new Manager was appointed in September 2017; this updated policy was shared with parents and carers through the Parent Carer forum for their consideration and they fed back that they were satisfied with it. The same action was taken in regard to the Confidentiality policy.

To ensure impartiality the following things are also in place:

- Although the team is in-house team it has a discrete, ring fenced budget. (Quality Standard 1.2/ CoP 2.4/2.5)

- It has an independent recording system which is hosted externally and which other CE services/teams do not have access to
- There is a steering group which reflects the views and interests of a range of stakeholders
- Advisors in the team are trained to be aware of their own views so that they offer impartial training and support. This includes developing an understanding that impartiality can be in the words used and also in body language and references to others.
- The central office for the team is located in an LA building but not in the same building as the SEND Team; working practices are used to minimise contact with other teams in the office environment; the environment is regularly reviewed to ensure that it is as conducive to the team's work and aims as possible. Reviews have resulted in physical moves taking place.
- The team have been encouraged to make use of "drop-in surgery facilities" around the borough to provide independent access for service users e.g. "Space for Autism", Congleton Children's Centre, the rural bus etc. Further locations are actively sought which are community based.
- Support is given in places best suited to the families needs; this is sometimes the local children's centre/the family home/a community centre (Quality Standard 1:1/ CoP 2.4).
- CEIAS has its own identity and branding and is a dedicated and easily identifiable service. The team has a distinctive logo which is used in communications; this is not CE's. Although the team have CE lanyards to enable them to access relevant buildings they also have a different lanyard with their logo as a visual sign of their impartiality which they wear when working directly with parents. (Quality Standard 1:2/ CoP 2.4/2.5).
- The IAS website is hosted by Cheshire East however it has its own style and CEIAS has control of content. (Quality Standard 3:1/ CoP 2.1/2.1).
- CEIAS has its own Facebook site and has full access rights to upload the content they feel is appropriate.

- CEIAS determine the wording of our publications and the Steering Group, which includes the Parent Carer Forum, reviews the impartiality of our information (Quality Standard 1.2/ CoP 2.4/2.5).
- We have our own confidential telephone line (Quality Standard 1.2/ CoP 2.4/2.5)
- When we request feedback we always pose the question around the impartiality of our information advice and support and this feedback is always positive.

During the Ofsted inspection which took place this year inspectors were rigorous in their examination of the team's impartiality with partner agencies and with families; it was a key line of investigation which was closed down after they were reassured of this from all parties seen and spoken to.

### **Engagement Statement:**

CEIAS will strive to work closely with the Council for Disabled Children and respect the disciplines of Government Policy on the Information, Advice and Support Programme.

We will attend Regional IASS meetings during 2018/19 and are prepared to submit three case studies to inform and help other services.

We will also submit data onto the IASS National Reporting Hub (November 2018) and engage with the IASSN Annual Customer Survey in January 2019.

## Appendix 1: New ambitions and goals for the immediate term

Strategic Priority	Specific ACTIONS	Key Performance Indicators	Intended OUTCOMES ( with timescales)
Increase access for Service Users to relevant Quality information and targeted support; so that they are empowered to take the right actions	<ul style="list-style-type: none"> <li>• Create a programme of Workshops for the year on identified key themes</li> <li>• Redesign the website</li> <li>• Develop a suite of information disseminated through SENCO meetings, early years leads, network meetings and Facebook</li> <li>• Review points of access for service users to ensure these are being maximised</li> <li>• Develop further links with the SEND team, SENCOs and Family Support/early intervention workers</li> <li>• Develop links with Early years settings/SENCOs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of people accessing the team identified as other than “White British”,</li> <li>• Increased numbers of parents with children in the early years accessing the team</li> <li>• Increased numbers of hits to the website</li> <li>• Reduction in the number of “long term” support cases (those over lasting several months/years)</li> <li>• Feedback forms from parents reflecting less reliance on Independent Supporters and greater self confidence</li> </ul>	<p>The CEIAS website will be easier to navigate and will have more focused information to meet the needs of service users <b>December 2018</b></p> <p>Families will have greater access to relevant, timely information due to the expanded reach of the team <b>December 2018</b></p> <p>More effective work/links with partner agencies which change both their conversations and contacts with families ensuring better/more timely outcomes for children; e.g. dissemination of effective practice, identifying key themes and taking action to support in a way which impacts on the many rather than case by case <b>March 2019</b></p>
Increase and improve the team’s engagement with young people	<ul style="list-style-type: none"> <li>• Ensure relevant agencies are of the team and can support the dissemination of information to the young people e.g. YSS, LA Youth Advisors, Colleges, Sixth Forms, SENCOs etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased numbers of Young people accessing the service in their own right</li> </ul>	<p>YP, their families and professionals will know what support is available for YP from the team and will engage with it <b>March 2019</b></p>

	<ul style="list-style-type: none"> <li>• Involve Young People in the re-design of leaflets aimed at YP</li> <li>• Ensure the voice of the YP influences the advice and resources developed</li> <li>• Involve YP in the signposting and distribution of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of YP aware of CEIAS and what they do/have available</li> </ul>	<p>As materials are co-produced with YP they will be relevant and accessible to the majority <b>March 2019</b></p>
<p>Ensure there is robust data collection, collation, reporting (including feedback from families) and that storage and retention of information is legally compliant</p>	<ul style="list-style-type: none"> <li>• Arrange for the re-tendering of the team's database (the current agreement ends in April 2019)</li> <li>• Access training for the team so they can make best use of Cross data and whichever system is purchased going forward</li> <li>• Re-visit fields on Cross data to ensure they allow for the information we need to be reported on</li> <li>• Re-visit the records CEIAS keep to ensure there is consistency in what is recorded and how it is recorded</li> <li>• Establish timescales for reporting</li> <li>• Establish a robust feedback system for parents and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Timely, accurate data will be available and reported on</li> <li>• Data will show trends and evidence of impact</li> <li>• Reports will be on time</li> <li>• There will be an end of year report on the work of the service</li> </ul>	<p>Data will inform development of resources/ ways of supporting <b>March 2019</b></p> <p>Records kept will be compliant with GDPR <b>Ongoing</b></p> <p>CEIAS Officers will be consistent in the way they make and store records of contacts and meetings <b>August 2018</b></p> <p>Parental and YP 's feedback will be available and will inform team developments <b>December 2018</b></p> <p>Stakeholders in CE will know what demands there are on the CEIAS team, what the team have done to extend their reach and the impact of their work <b>September 2018</b></p>



## Appendix 2: IAS service compliance in line with the Quality Standards



### Cheshire East Information, Advice & Support (CEIAS)

*A confidential, impartial, service; for families living with Special Educational Needs & Disability.*



### Cheshire East Information, Advice and Support Service Development Plan 2016 – 2018

This development plan incorporates the statutory guidance set out in the “Special Educational Needs and Disability (SEND) Code of Practice 0-25 years”, The Children and Families Act 2014” and the “Quality Standards for SEND impartial Information, Advice and Support Services” supported by the Department for Education. These documents are intended to strengthen the participation of parents, children and young people. The “Quality Standards” provide a national quality framework to support the provision of impartial information, advice and support as set out in the legislation and associated guidance. The importance of participation and its implications are set out in sections 1.1 to 1.13 of the Code. In addition, parents and young people have specific rights to be involved in the statutory decision making processes that are set out in the Children and Families Act 2014.

The “SEND Code of Practice 0-25 years” sets an expectation that children, parents and young people should be involved in the identification, assessment and decision making about the provision to meet special educational needs or disabilities.

The Code requires that quality information, advice and support are offered to:

- children and young people with SEN
- parents of children with SEN
- disabled children and young people
- parents of children with disabilities.

The provision of information, advice and support is a specific duty on local authorities described in Parts 19 and 32 of the Children and Families Act 2014.

#### Cheshire East SEND IAS Service – “SEND Code of Practice 0-25 years” Chapter 2.

**2.1** 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 special educational needs or disabilities, including matters relating to health and social care. This must include information, advice and support on the take-up and management of Personal Budgets. 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.

**2.2** Local authorities must take steps to make these services known to children, their parents, and young people in their area; head teachers, proprietors and principals of schools or post 16 institutions in their area; and others where appropriate.

## **Accessing information, advice and support – “SEND Code of Practice 0-25 years” Chapter 2.**

**2.4** 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, support services for young people. Local authorities should build on these existing services to provide the information, advice and support detailed in this chapter.

**2.5** 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.

## **The principles which should underpin the provision of the information, advice and support**

**2.8** When designing Information, Advice and Support Services, local authorities should take into account the following principles:

- The information, advice and support should be impartial and provided at arm’s-length from the local authority and CCGs
- The information, advice and support offered should be free, accurate, confidential, and in formats which are accessible and responsive to the needs of users
- Local authorities should review and publish information annually about the effectiveness of the information, advice and support they provide, including customer satisfaction
- Staff providing information, advice and support should work in partnership with children, young people, parents, local authorities, CCGs and other relevant partners
- The provision of information, advice and support should help to promote independence and self advocacy for children, young people and parents
- Staff providing information, advice and support should work closely with their local Parent Carer Forum and other representative user groups (such as Youth Forums) to ensure that the views and experiences of children, young people and parents inform policy and practice.

## **Information, advice and support that should be offered - “SEND Code of Practice 0-25 years” Chapter 2.**

**2.17** The scope of this information, advice and support should cover initial concerns or identification of potential SEN or disabilities, through to ongoing support and provision, which may include an EHC plan. 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.

**2.18** Local Healthwatch offers advice to patients and their families in relation to health services, and CCGs and local authorities should ensure that the information is clearly accessible to families, including through the Local Offer.

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

- Signposting 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; and
- 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
  - ✓ Provision of advice through individual casework and through work with parent carer support groups, local SEN youth forums or disability groups, or training events.

**The Quality Standards for Cheshire East SEND IAS Service will cover:**

1. Commissioning, governance and management arrangements
2. Strategic functions
3. Provision of information and advice
4. Supporting individuals
5. Professional development and training

All these standards will include: working with children and young people with SEND and their parents and carers; information and publicity; training, advice and support; networking and collaboration; and informing and shaping local SEND policy and practice

We will also continue to support Cheshire East Parent Carer Forum and work closely with other local Special Educational Needs & Disabilities (SEND) parent support groups.

**Documents and guidance used to inform the CEIAS Development Plan:**

Children and Families Act 2014 – Part 3

DfE SEND Code of Practice 0-25 years – 2014

DfE approved National Quality Standards for IAS Services

**Cheshire East SEND IAS Service Development Plan: 2017-18** *using national Quality Standards for services providing impartial information, advice and support.*

Section 1 Commissioning, governance and management arrangements						
Standard	Description	Evidence	Activity	Lead	By when?	Update
<b>1.1</b> <b>Green</b>	Cheshire East SEND Information, Advice and Support (CEIAS) Service is commissioned in accordance with the SEND Code of Practice, through the joint arrangements the LA and CCG must have to consider and agree the information and advice to be provided. The commission should secure the provision of impartial, confidential and relevant information, advice and support to: <ul style="list-style-type: none"> <li>the parents of children and young people between 0 and 25 years who have, or may have, SEN or a disability</li> <li>children and young people who have, or may have, SEN or a disability.</li> </ul>	<ul style="list-style-type: none"> <li>Agreed commissioning process based on an assessment of need, specifying what information, advice and support are to be provided, by whom and how it is to be provided ✓</li> <li>A service level agreement with the Local Authority/CCG based on national quality standards setting out the expectations of both the service and its commissioners ✓</li> </ul>	<ul style="list-style-type: none"> <li>Check with Commissioning team what is in place ✓</li> <li>Check what is actually needed in CE's current situation ✓</li> <li>If this is necessary then a task and finish group, from the team, will create this document ✓</li> </ul>	<p>KP</p> <p>KP</p> <p>CEIAS</p>	<p>15.9.17</p> <p>15.9.17</p> <p>15.9.17</p>	This is all in place and is monitored on a regular basis <b>COMPLETED</b>
<b>1.2</b> <b>Amber</b>	Cheshire East SEND IAS Service has its own identity and branding and is a dedicated and easily identifiable service. It is, and is seen to be, separate from other LA services and functions.	<ul style="list-style-type: none"> <li>Cheshire East SEND IAS Service is located in premises separately from the LA SEN teams, and ideally not in the main LA or CCG premises ✓</li> </ul>	<ul style="list-style-type: none"> <li>Locate the team on Floor 2 in Delamere House alongside Education teams. Trial this then review ✓</li> <li>Locate the team by the</li> </ul>	<p>CEIAS</p> <p>CEIAS</p>	<p>5.9.17</p> <p>31.10.17</p>	<i>Reviewed 5.9.17 Current position not suitable; 1.10.17 team were re-located; this is</i>

		<ul style="list-style-type: none"> <li>Cheshire East SEND IAS Service has a distinct service identity, logo, and style ✓</li> <li>Cheshire East SEND IAS Service has a delegated and ring fenced budget ✓</li> <li>Cheshire East SEND IAS Service has a separate phone line from any other LA service/function ✓</li> <li>Service impartiality policy ✓</li> <li>Service confidentiality policy ✓</li> <li>Steering or management group ✓</li> </ul>	<p>Education Capital Team. Members of that team briefed on the confidentiality aspect of the team. Headphones to be trialled. ✓ Team members to work in other locations including home. Trial this then review ✓</p> <ul style="list-style-type: none"> <li>Locate all policies. Review the policies to ensure they are up to date and fit for purpose Put all the updated policies into a suitably labelled folder in the team's joint folder ✓</li> <li>Set up a folder in the teams joint folder for the agenda's and minutes from steering group meetings (formerly known as "Memorandum of understanding") ✓</li> <li>Re-visit the team's OMG and amend. ✓ Identify who needs to receive this document and ways in which to share the document e.g. via team/service meetings ✓</li> </ul>	<p>KL</p> <p>KP</p> <p>KP</p> <p>CEIAS</p>	<p>15.9.17</p> <p>31.12.17</p> <p>15.9.17 and going forward</p> <p>25.9.17</p>	<p><i>being assessed for suitability August 18 further changes: team now located in a separate pod</i> <i>On going monitoring</i></p> <p><i>Team are working from various bases including Children's Centres, Space for Autism</i> <b>COMPLETED</b></p> <p><i>Headphones are available.</i> <b>COMPLETED</b></p> <p><i>Policies could not be located. They were written, were sent through to relevant partners for consultation and then published on the website</i> <b>COMPLETED</b></p> <p><i>OMG was updated and re-circulated</i> <b>COMPLETED</b></p>
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<b>1.3</b> <b>Green</b>	The governance arrangements for Cheshire East SEND IAS Service are based on clear lines of accountability and promote service user involvement.	<ul style="list-style-type: none"> <li>• Evidence of a clear management structure, including, where appropriate, advisory or steering group membership with service user involvement ✓</li> <li>• Annual report ✓</li> <li>• Examples of service user involvement in planning and review of the services provided ✓</li> </ul>	<ul style="list-style-type: none"> <li>• With all team developments e.g. newsletters, leaflets, website development, evaluations, decision making etc. ensure there is Service User involvement ✓</li> </ul>	CEIAS	Ongoing	Parents and stakeholders have been consulted re: all developments e.g. website, leaflets. etc. COMPLETED
			<ul style="list-style-type: none"> <li>• Record how service users have been involved and report in the annual and quarterly reports ✓</li> </ul>	KP	15.9.17	<i>The quarterly reports have been located. Going forward the quarterly reports were written and were a collaborative approach from the team</i> COMPLETED
			<ul style="list-style-type: none"> <li>▪ Locate the quarterly reports ✓ and annual report and send to team members</li> </ul>	KP	1.10.17	COMPLETED
			<ul style="list-style-type: none"> <li>▪ Establish a timetable for report writing to ensure that all team members are involved in writing these reports ✓</li> </ul>			
			<ul style="list-style-type: none"> <li>▪ Write quarterly reports: October 2017 ✓ January 2018 ✓ April 2018 ✓</li> </ul>	CEIAS	Ongoing	A review of the year has been written and will be shared with stakeholders COMPLETED
<b>1.4</b> <b>Green</b>	Cheshire East SEND IAS Service is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs.	<ul style="list-style-type: none"> <li>• Description of how the "dedicated and easily identifiable service" service provides access and ensures continuity of support from 0-25 ✓</li> <li>• Terms of reference agreed by stakeholders (including commissioners,</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the reports are shared with key stakeholders Ensure that data and outcomes inform action ✓</li> </ul>	CEIAS	Ongoing	
			<ul style="list-style-type: none"> <li>• Review the Service leaflet in consultation with service users to ensure that it is clear and accurate ✓</li> <li>▪ Write questions and input onto Survey Monkey to inform re:</li> </ul>	CEIAS	31.10.17	A couple of ways to collect feedback have been trialled and the questions have also changed over
				CEIAS	22.12.17	

		<p>service users, and other providers) ✓</p> <ul style="list-style-type: none"> <li>• Service Development Plan (reviewed annually) with specified improvement targets ✓</li> <li>• Analysis of service users' needs and priorities ✓</li> <li>• Analysis of staff needs and continuing professional development provided ✓</li> </ul>	<p>user satisfaction and suggestions for improvement Responses will be analysed and reported on a quarterly basis and will inform action ✓</p> <ul style="list-style-type: none"> <li>▪ Identify if a Terms of Reference is required for the Service; if it is then write this in consultation with key stakeholders ✓</li> <li>▪ Ensure that all staff have a PDP for the current year, reviewed at the end of March 2018 which identifies relevant CPD opportunities for individuals ✓</li> </ul>	<p>CEIAS</p> <p>31.10.17</p> <p>31.3.18</p> <p>KP</p>	<p><i>time to give us the information we need to inform team development and meet commissioner expectations COMPLETED</i></p> <p><i>Team members now have PDPs which include CPD opportunities. These were reviewed at the end of March and new ones have been initiated COMPLETED</i></p>
<p><b>1.5</b> <b>Green</b></p>	<p>Service managers provide training, supervision and support for staff offering information, advice and support, including (where relevant) independent supporters and volunteers.</p>	<ul style="list-style-type: none"> <li>• Service Development Plan ✓</li> <li>• Supervision policy ✓</li> <li>• Service Continuing Professional Development Plan ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Establish joint supervision and development sessions which allow for discussion of updates on new developments/information, anonymised cases to share practice and approach, feedback from meetings /training attended, and task and finish activities to enhance the work of the team ✓</li> <li>▪ Establish regular individual supervision sessions with written records maintained of these ✓</li> </ul>	<p>CEIAS</p> <p>13.9.17 and ongoing</p> <p>31.9.17 and ongoing</p> <p>KP</p>	<p><b>COMPLETED and ongoing</b></p> <p>A CPD plan was written for the team and monitored during individual supervision sessions <b>COMPLETED</b></p> <p><b>COMPLETED</b></p>



<b>1.6</b> <b>Green</b>	Cheshire East SEND IAS Service complies with current safeguarding children legislation and guidance. All staff, independent supporters and volunteers who may have contact with children and young people are trained in, and have accurate and up to date knowledge of, safeguarding children.	<ul style="list-style-type: none"> <li>• Service safeguarding children policy and procedures✓</li> <li>• All staff, independent supporters and volunteers who have contact with children and young people are trained in local and national safeguarding procedures✓</li> <li>• All relevant staff have DBS checks. ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Find the Safeguarding policy and procedures used by the team If these do not exist then the SCiES team will be asked to support CEIAS in putting this into place</li> <li>▪ All staff have received training; it is due to be renewed. Basic Safeguarding training will be delivered to the team by SCiES; certificates will be obtained✓</li> <li>▪ Details for the team including DBS checks will be collated and securely kept by the team Manager✓</li> </ul>	KL	13.9.17	<p>The document could not be located therefore a document has been written <b>COMPLETED</b></p> <p>Staff have received input on corporate parenting responsibilities, and Signs of Safety <b>COMPLETED</b></p>
				KP	6.10.17	
				KP	6.10.17	
				KP	28.9.17	

## Section 2 Strategic functions

Standard	Description	Evidence	Activity	Lead	By when?	Update
<b>2.1</b> <b>Green</b>	Cheshire East SEND IAS Service informs policy and practice at the LA and CCG level by working with parents, children and young people, the Parent Carer Forum and local voluntary groups and organisations.	<ul style="list-style-type: none"> <li>• Annual report ✓</li> <li>• Examples of service user views and participation in contributing to LA and CCG policy and practice✓</li> <li>• Examples of partnership working with parent carer forums and other groups✓</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the impact on policy or practice which service users have had is identified and reported on in the quarterly ✓ and annual report ✓</li> <li>• Specific task and finish groups will be facilitated by the Service to enhance practice going forward with key stakeholders involved✓</li> </ul>	CEIAS	31.9.17 and ongoing	<p><b>COMPLETED</b></p> <p>The team are contributing to several development groups and have initiated groups of their own- ongoing <b>COMPLETED</b></p>
				CEIAS	1.10.17	



2.2 Green	Cheshire East SEND IAS Service contributes to policy and practice at the regional and national level by working with other providers and relevant stakeholders to share, promote and develop best practice.	<ul style="list-style-type: none"> <li>Annual report ✓</li> <li>Examples of service participation in regional and national groups ✓</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that Key information is routinely shared following attendance at regional and National meetings ✓</li> </ul>	CEIAS	From this point forward	The team regularly share information on regional and National developments COMPLETED and ongoing
			<ul style="list-style-type: none"> <li>Any team member becoming aware of something which will impact on the work of the team from changes/developments at a National/regional level will ensure that all team members are made aware ✓</li> </ul>	CEIAS	Ongoing	
			<ul style="list-style-type: none"> <li>Where changes/developments are identified this needs to be considered by all re implications for practice and relevant documents will be updated and circulated ✓</li> </ul>	CEIAS	Ongoing	

### Section 3 Provision of information and advices

Standard	Description	Evidence	Activity	Lead	By when?	
3.1 AMBER	Potential service users are aware of Cheshire East SEND IAS Service and what it can offer them.	<ul style="list-style-type: none"> <li>Publicity and promotional materials, Website, range of leaflets, social media presence ✓</li> <li>Presence in range of settings (including schools and colleges, children's centres, libraries, health centres, etc.)</li> <li>Local Offer ✓</li> </ul>	<ul style="list-style-type: none"> <li>Revisit all promotional materials including the OMG and ensure that key stakeholders and service users are consulted so that they are fit for purpose ✓</li> </ul>	CEIAS	28.9.17	Consultation on various leaflets and materials including website content has taken place as a matter of routine with stakeholders COMPLETED and ongoing
			<ul style="list-style-type: none"> <li>Carry out a needs analysis; what other materials are needed? Develop and publicise these ✓</li> </ul>	CEIAS	31.12.17	





Section 4 Supporting individuals						
Standard	Description	Evidence	Activity	Lead	By when?	Update
<b>4.1</b> <b>Green</b>	Cheshire East SEND IAS Service offers confidential support to service users.	<ul style="list-style-type: none"> <li>• Compliance with data protection law ✓</li> <li>• Service confidentiality policy ✓</li> <li>• Provision of confidential phone line ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Check that all team members have completed SEEDS ✓</li> <li>• Locate the policy and share with team members so that it can be reviewed ✓</li> </ul>	KP  KL CEIAS	31.9.17  31.9.17	<b>COMPLETED</b>  The policy has been written and agreed
<b>4.2</b> <b>Green</b>	Cheshire East SEND IAS Service offers impartial support tailored to the individual (up to and including SEND Tribunal), which may include: <ul style="list-style-type: none"> <li>• casework support</li> <li>• representation</li> <li>• an independent supporter</li> <li>• key working</li> </ul>	<ul style="list-style-type: none"> <li>• Service impartiality policy ✓</li> <li>• Availability of independent supporters and volunteers 🖐️</li> <li>• Individual case studies ✓</li> <li>• Feedback from service users ✓</li> <li>• Impact on policy or practice ✓</li> <li>• Service reach</li> </ul>	<ul style="list-style-type: none"> <li>• Identify specific roles which a volunteer could undertake Recruit volunteers Train volunteers Scrutinise their work to quality assure 🖐️</li> </ul>	CEIAS	31.12.18	Due to staff absence and the need for policies, procedures and communications to be developed volunteers have not yet been recruited Independent Support is in place and is highly effective
<b>4.3</b> <b>Green</b>	Cheshire East SEND IAS Service builds upon service users' skills, knowledge and confidence to promote independence and self-advocacy.	<ul style="list-style-type: none"> <li>• Feedback from service users and other stakeholders ✓</li> <li>• Individual case studies ✓</li> <li>• Training evaluations ✓</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, collate and analyse feedback -what has helped individuals build their knowledge, confidence and independence. Develop /amend materials. Develop and deliver specific training ✓</li> <li>• Look at cases where the service user is reliant on the team (long involvement, frequent returners) discuss and action plan for how they</li> </ul>	CEIAS	31.12.17	We routinely request service user feedback and are using this to inform our work.  The team have scrutinised their work to identify times where reliance has been fostered rather than

			can be supported as individuals to develop their independence✓	CEIAS	31.12.17	empowerment this has resulted in changes to the website, to responses to contacts and challenge to partner agencies
<b>Section 5 Supporting individuals</b>						
Standard	Description	Evidence	Activities	Lead	By when?	
<b>5.1</b> <b>Green</b>	Staff, independent supporters, and volunteers are trained (including independent training) and have accurate and up to date knowledge of: <ul style="list-style-type: none"> <li>education, social care and health</li> <li>law related to SEN and disability</li> <li>national and local policy and practice in meeting SEN and disability</li> </ul>	<ul style="list-style-type: none"> <li>Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) ✓</li> <li>Numbers of staff, independent supporters and volunteers completing relevant national legal training ✓</li> <li>Attendance at national, regional and local training events✓</li> </ul>	<ul style="list-style-type: none"> <li>Locate the current CPD plan for the team, if there is one. If this document has not been created then develop this together✓</li> </ul>	KL CEIAS	13.9.17 28.10.17	There is a training plan for the team and this has been monitored and updated over the year as part of supervisions <b>COMPLETED</b>
<b>5.2</b> <b>Green</b>	All staff, independent supporters, and volunteers are trained and competent in providing impartial information and advice for all service users.	<ul style="list-style-type: none"> <li>Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) ✓</li> <li>Numbers of staff, independent supporters and volunteers completing relevant independent national legal training ✓</li> </ul>	<ul style="list-style-type: none"> <li>As recorded previously re: recruitment and training of Volunteers and the CPD plan for the Service✓</li> </ul>			The team have re-visited procedures to ensure there is a consistent approach re: offer and delivery  All Officers have received

		<ul style="list-style-type: none"> <li>Attendance at national, regional and local training events ✓</li> </ul>				relevant legal training COMPLETED
5.3 Green	Some staff, independent supporters, and volunteers have completed accredited legal training and are competent in supporting all potential service users in meetings, through statutory processes and at SEND Tribunal.	<ul style="list-style-type: none"> <li>Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role) ✓</li> <li>Numbers of staff, independent supporters and volunteers that have completed accredited legal training ✓</li> </ul>	<ul style="list-style-type: none"> <li>Relevant experiences and case studies to be shared as part of team supervisions to develop confidence and build skills ✓</li> <li>In particular look at the young person's role and how to capture their voice. Develop relevant advice and support documents ✓</li> </ul>	CEIAS  CEIAS	31.10.17 and ongoing  31.2.17	All team members who work face to face with service users have received relevant legal training COMPLETED
5.4 Amber	Cheshire East SEND IAS Service offers to early years settings, schools, colleges, statutory and voluntary agencies training on: <ul style="list-style-type: none"> <li>working with parents, children and young people</li> <li>the law relating to SEN and disability, as it applies to education, health and social care</li> </ul>	<ul style="list-style-type: none"> <li>Range and number of people trained</li> </ul>	<ul style="list-style-type: none"> <li>Create a training plan: Identify priority teams/service agencies for training Identify priority training needed Decide how this can best be delivered Circulate details as appropriate Deliver specific targeted training ✓</li> </ul>	CEIAS	31.3.18	Training plan in place COMPLETED  The range of face to face training this years has not been as extensive but key training has been delivered and other materials have been delivered
5.5 Green	Cheshire East SEND IAS Service offers training to parents on: <ul style="list-style-type: none"> <li>working with professionals</li> <li>involvement in decision</li> </ul>	<ul style="list-style-type: none"> <li>Number of parents trained</li> <li>Range of training offered</li> </ul>	<ul style="list-style-type: none"> <li>Linking with partners create and deliver a training plan based on need and demand on the service ✓</li> </ul>	CEIAS	31.10.17	Training plan in place but needs further refinement going forward COMPLETED

	<ul style="list-style-type: none"> <li>making the law relating to SEN and disability, as it applies to education, health and social care</li> <li>in collaboration with parent carer forums, contributing to strategic developments</li> </ul>		<ul style="list-style-type: none"> <li>Ensure that the impact of the training is fully evaluated over time✓</li> </ul>	CEIAS	31.3.18	All training delivered is fully evaluated and evidence of impact is sought over time
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### Appendix 3: Team accomplishments 2017-18

- Section A workshop
- SEN Support workshop
- Young person's posters produced by young people
- Re- design of service leaflets
- Handbook for IAS staff
- Parent Carer agm – IASS information stand
- Re–designed one minute guide for professionals
- Updated IAS Policies
- Supported families with meeting preparation in regards to SEN Support, Annual reviews of EHCPs and transfer to EHCPs
- Supported families through the mediation process
- Supported families with tribunal preparation
- Contributed to SEND work streams
- Contributed to Cheshire East SEN Toolkit
- Consulted and co-produced with parent carer forum on a range of topics, leaflets and events
- Developed a busy Facebook page
- Updated the CEIAS website
- Greater proficiency with the database
- Coffee mornings attended to meet with families and share information
- Drop in sessions at various settings across CE including Space4Autism, Ruby's Fund, Autism Inclusive
- Training sessions for LA staff to increase opportunities for working together
- Training and information session for CAMHS





## Outline of the Session

- \* 10:00- Coffee and catch up
- \* 10:15- Introduction to the session
- \* 10:30- Where the team are today: what we are doing and what we plan to do
- \* 11:00- Exploring different parts of the team's work and support together
- \* 11:45- "What next?"
- \* 12:00- Individual discussions
- \* 12:30 Close

## Agreements for the session

- \* We will not be discussing individual situations/cases in the main part of the meeting today: however at the end of the session should you need to speak to one of the members of CEIAS they will be available until half past 12
- \* We will only name individual people/schools for good reasons

## Car Park



- \* We don't want to lose your questions or comments but there may be things which are out of CEIAS control/remit.
- \* Rather than lose these we want you to write them on a post-it and to put it on the car-park.
- \* These can be then discussed by the forum as to how they can be taken forward

## The CEIAS Team

- \* Diane Gruber
- \* Penny Hughes
- \* Karen Lynch
- \* Helen Starkey



## What do we do?

Our key aim is to empower parents, carers and young people to make informed choices - we promote independence and self-advocacy.



## Plans

Working with young people to develop information relevant for them

Workshops on specific themes e.g. writing Part A, attending meetings etc.



## The 3 main things which fill our time



## Activity: Removing the barriers



## Taking a closer look

- \* What is good/working?
- \* What could be better?
- \* How could you help?



## Reflections on the session

- \* What surprised/shocked you?



- \* Questions Arising



- \* What else would you like us to know?  
(General comments)



## Appendix 5: Update on actions for Parent Carer Forum



Cheshire East  
Information,  
Advice and Support  
For SEND

You said...We did

In November we met with parents and carers about our team. As part of that planning session you gave us some suggestions; here is what we have done so far

You Said	We Did	Outcome
Put a form on the website which states the main information needed, for example: name, age, additional needs and main areas of concern	<p>We have set up an electronic "Contact Us" form on our website for questions, requests, suggestions and feedback.</p> <p>It asks for the following:  <i>Name, Email, Phone, Best time to phone, Subject, Message, Are you a:</i>  <i>Parent/Carer Young person Professional</i></p>	<p>This has been really effective and lots of people are using it. It makes sure that contact can be focused to meet need and it saves time as information can be cut and pasted into our electronic records where appropriate.</p> <p>Previously, in some cases, contacts to the team had been responded to but the person might not have been there to answer; therefore they thought they hadn't had a response but they had. The electronic form is particularly useful as it allows the person to say when the best time to contact them is.</p>
Set an Email response saying CEIAS will reply in __ days.	<p>When you e mail CEIAS you now automatically get the following message:  <i>Thank you for your e mail to Cheshire East's Information, Advice and Support (CEIAS) Service for parents/carers or young people with Special Educational Needs or a disability.</i>  <i>We aim to respond to all messages within 5 working days. You may find it helpful to look at the information on our website</i>  <a href="#"><u>CE Information Advice and Support Leaflet</u></a></p> <p>We also have this on our answerphone message</p>	<p>Previously if a caller did not get a response they may have phoned back and e mailed several times; sometimes within the same day.</p> <p>As a result of using these messages and identifying the 5 working day period We are getting fewer repeat contacts.</p> <p>The team have closely monitored contacts and have responded within 5 working days to every one</p>



You Said	We Did	Outcome
Give parents a voice in developing leaflets	<p>We have taken on board what you have said about the need for putting pictures on...and that's just what we are doing now.</p> <p>Each time we have written a new leaflet (and policy) we have sent it through to find out what you think about it.</p>	<p>We thought it was such a good suggestion that we are also doing this with our new leaflets for Children and Young People.</p> <p>Pupils attending a CE school for children with SEN are creating a poster to publicise CEIAS. Once finalised it will be made available to every school and Early Years setting in Cheshire East to display</p>
Set up drop in sessions /surgery slots where people have to book in. Use neutral sites	This has been done recently in Crewe and in Macclesfield.	It has meant that the team have been able to see more people in the given time frame
Develop information sheets on specific topics e.g. preparation for meetings in school/other situations, checklists etc so parents who are feeling confident can access at anytime.	<p>We have created a "Meetings" information sheet; we will be sending it your way for comment</p> <p>We have also created a young person's version and will be sending that to young people for comment.</p>	
Make sure schools are aware of CEIAS, via SEND toolkit and leaflet drive.	We have re-written our One Minute Guide and sent this to all schools, to school governors and other professionals	
Feedback forms	<p>Anyone can leave feedback on our website contact us form; and we would urge them to do so</p> <p>We randomly selected users of our service and have asked them for feedback:</p> <p><i>1. Why did you contact the service? 2. Where did you find out about the service? 3. What did the team do to support you? 4. What worked well with this support? 5. How could it have been better? 6. On a scale from 1 to ten where 1 is the support was no use at all and 10 is that the support was outstanding how would you rate your support from CEIAS? 7. Is there anything else you would like us to know</i></p>	<p>Every respondent so far has given a scale point 10 which we couldn't be more pleased about.</p> <p>Some of the comments we received:</p> <p><i>I could not have done without this support and guidance. It's made all the difference in the world to us.</i></p> <p><i>The CEIAS officer was trustworthy and knowledgeable.</i></p> <p><i>They gave me information and advise to help me to say the right things and places to contact</i></p>