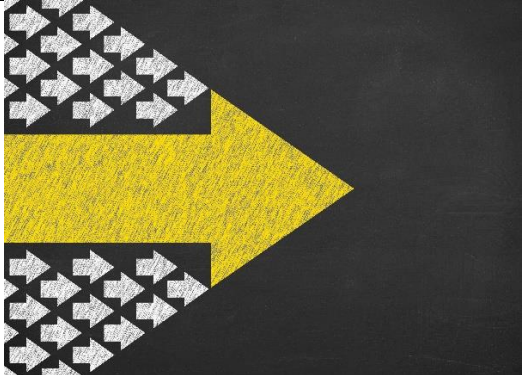


Barnsley SENDIASS

Practice Standard Model of co-production with partners in the local area

Legal Context

As part of the Children and Families Act 2014 it is a legal requirement that all Local Authorities ensure children and young people with Special Educational Needs and Disabilities (SEND) and their parents' carers have access to an impartial Information, Advice and Support (IAS) service.

Supporting Documents		Partners
IASS Minimum Standards for an IASS IASS Intervention Levels Terms of Reference for Strategic Management Group (ToR) Service Level Agreement		Service users Strategic Leaders Colleagues across Education, Health, and Care Community Groups Education providers 0-25

What is SENDIASS and what do we do?

SENDIASS stands for Special Educational Needs and Disability Information, Advice and Support Service.

Each Local Authority must have its own SENDIASS who offers free, impartial, and confidential information, advice and support to children and young people with special educational needs and disabilities (SEND) and their parents and carers. We can also offer advice to professionals who support children and young people with SEN and their families.

Practice Standard 1 - Our provision is:

Information, advice and support (IAS) to children and young people with any type of special educational need and/or disability (SEND) and their parents and carers that is:

- Free
- Confidential and
- Impartial

Practice Standard 2 - Our goal is to:

- Provide information, advice, support, and training
- Work together
- Promote participation
- Enable decision-making

Practice Standard 3 – Our Check and Challenge is through:

A strategic Management Group (SMG) who oversees our work in the local area and offer check and challenge of the service offer. We have a Service Level Agreement (SLA) with the Local Authority that is in line with the expectation of the principles for SENDIASS services set within the SEND Code of Practice (SEND Code of Practice 2.1, 2.2, 2.8) and the Minimum Standards required for an IASS.

Regular attendance and preparation of reports at strategic boards.

Presentation at strategic boards of the service annual report with evaluation of and action planning for service development.

Service user feedback evaluative processes.

Regular deep dive into case work intervention patterns and reporting into Head of Service of local findings.

Practice Standard 4 – Our Offer is:

To support to children, and young people (CYP) aged 0 – 25 with Special Educational Needs and Disabilities (SEND), in line with the requirements of the Children and Families Act 2014. We work closely with Parent Carer Forums, other parent groups, youth and local area services, voluntary sector services and organisations in our local area (where required and appropriate). Close partnership working ensures that we can support the local area SEND needs for children and young people at strategic level to support the local area to identify, plan for and meet through the local SEND Inclusion and Development Strategy.

Provision of an accessible service with information electronically available on our website and Facebook page for all service users, including professionals working with children and young people with SEND, parents and carers and other stakeholders. We promote working together, participation and decision-making through communication of information, advice, and support.

Ensure parents and carers with parental responsibility can use the SENDIAS service to understand their own and their children and young people with SEND's rights, as well as processes and policies. They can also use our service to support them with practical guidance and support in voicing their views.

Ensure children and young people with SEND can use our service independently to ensure their views are shared, they understand educational processes and can contribute to decisions about their future.

Ensure professionals can use the information advice and support on offer to build on their own knowledge and understanding. They can also enable children and young people, as well as parents and carers to access the SENDIASS.

Ensure attendance and participation in strategic processes locally to inform local area of local challenges collected through case work intervention data. Provide relevant data that threads into the SEND LA Data Dashboard.

Practice Standard 5 - Partnership Working

Professionals have the option of contacting SENDIAS Service for training and information sessions on SEND across education, health and social care related to education or training. Professionals working together should aim to empower service users and provide information, advice, and support for them to be able to engage, participate and make decisions, this is a shared responsibility. Service users should also be enabled to express themselves and their CYP's views, wishes and feelings in a clear way, with confidence and where required support.

Sign post to the Local Offer and assist parents carers and young people to access specific information they are looking for on the website when required.

Professionals can:

Use SENDIAS service to:

Learn about our function as a SENDIASS, and the information, advice, and support service that we offer.

Supporting their own service users to access us and our various social media platforms, where they can find resources and our contact/ referral routes.

Help service users who need additional support to fill out the contact form on our website.

Help SENDIASS provide effective information, advice, and support to service users by being clear about any additional support needs individuals may have. This will mean that we are able to adjust in how we make information available. For example, parents and carers, foster parents or others may need shorter meetings or simplified information.

Work in partnership with SENDIAS to support children and young people with special educational needs, and their families, in enabling children and young people with SEND to reach good outcomes in education and training.

Our service covers all aspects of special educational needs and disabilities, from promoting inclusion to social care and health concerns, appeals, complaints, and exclusions where SEND maybe identified.

Join the SMG and become a critical friend as part of check and challenge of the local area IASS.

Practice Standard 6 – Strategic Working

SENDIASS manager will support the local area partnership for SEND in the local area. This will involve representation at relevant boards, sharing data and compare data to illustrate lived experiences of families to support check and challenge within SEND systems.

SMG data and feedback will thread into SENDIASS reporting at strategy level to ensure IAS is kept under review and monitored as the local area SEND IAS Service.

Practice Standard 7 – IAS and Empowerment aims to ensure:

Impartial and confidential information, advice, and support (IAS) is provided that enables our service users to make their own decisions and choices.

Discussion, conversations are tailored to topics and specific to education which can cover education (learning), health, and social care.

General support for pupils with SEND (diagnosed or undiagnosed) to support inclusion in educational settings.

Service users are more confident and clearer when communicating with professionals (across education, health and social care) and within formal appeal processes.

IAS is factual and accurate, for example, local policy and practice, the Local Offer, personalisation, Personal Budgets, the law/guidance on SEN and disability, health, and social care.

Parents carers, children and young people and partners we work with understand statutory SEND processes, for example, EHC assessment and planning, timescales, how to check draft plans, understanding what to do when unhappy with a draft EHCP, how naming a school/education setting works and parental preference.

Individual case work is carried out with service users in preparing for and attending meetings. For example, helping them prepare for a meeting and consider ways of expressing their views in a meeting.

Engagement with groups of service users to inform and equip them in a practical way about SEND topics, for example, delivering a workshop on a topic like SEND in School or working through a practical exercise like explaining my young person's SEND.

Service users understand and can navigate through specific topics like exclusions or disagreement resolution such as mediation and tribunals.

Effective and timely signposting to provide information about local groups.

The offer of training sessions on the law relating to SEN and disability as it applies to education, health, and social care. This training can be provided to early years settings, schools, colleges, statutory and voluntary agencies.

Service users are supported within the remit of our service delivery and make access arrangements for them, for example, using the translation service on our website. We also offer accessible information through Easy Reads formats and videos etc where required.

Effective and timely signpost and recommend local sources of information, advice and support including the SEND Local Offer alongside National sources of information, advice and support including, organisations such as CONTACT and IPSEA.

Effective use of multimedia to provide a range of access to IAS such as, toolkits, guidance, recordings, fact sheets, support sessions and events.

Practice Standard 8 - What we don't offer (to reduce inappropriate referrals into and expectations of the IASS remit)

Offer information, advice or support on issues that are not linked to SEND for example, financial matters like benefits, Disability Living Allowance, carers' allowance, or offer a counselling service.

Accept referrals that belong to other service areas, for example health-based referrals that have been refused by health services, nonattendance and possible legal action, standard school admission appeals, (in these instances the referral will be sign posted back to the original source who mis appropriately signposted to SENDIASS), behaviour management training for parents' carers of children/young people, complete Early Help Assessments or lead on Team Around the Child processes, complete funding forms.

Referrals and enquiries that don't relate to SEND.

Emergency support or interventions that are the responsibility of statutory local children's services.

Appeals that are not SEND specific in relation to the SEND Code of Practice such as standard school admissions appeal and disability benefits.

Automatic completion paperwork on behalf of service users (we use our discretion based on the individual needs of the service user on a case-by-case basis and must be SEND specific).

Complete forms or support service users to complete forms that are not related to SEND.

Access information from the EHCP Hub or other LA data storage-based platforms across health and social care.

Speak to other professionals (unless safeguarding concern) and share case information without consent from service user.

Practice Standard 9 – Ensure effective referral routes go through our triage model 1-3 process:

1. Referral received and processed by assistant case officer and first direct point of contact made with service user
2. Determine with service user level of IAS required in line with the 4 intervention standards for an IASS
3. Allocate a named IAS Officer within the IAS Team when case moved from level 1 / 2 to 3 / 4 for case work IAS
4. Work to the practice standard for response timescales

Cases will not be propelled to level 3 or 4 if the requirement is to act as an intermediary between the service user and other professionals unless we are supporting a service user with their own access arrangements (disabilities, learning difficulties, health needs) and/or the conversation is SEND related.

Practice Standard 10 – Case work intervention levels will focus solely on:

Enabling our service users to participate independently in meetings following our input. However, attending meetings is part of the service that we offer when it is necessary.

Support of a case officer where it is agreed to attend a meeting with a service user.

Whether service user is engaging with an independent advocacy service/legal service to avoid duplication and relevance of IAS at that point of time.

The service user has disclosed a learning difficulty (or mental health difficulty) or disability which prevents them from being able to put across their views independently.

The service user is a child or young person and has requested their own independent support.

There are other access requirements that need to be addressed, for example, English is an additional language for the service user.

The meeting is a mediation or tribunal hearing and one of the above also apply.

Review Date

31/3/2025

