



SHEFFIELDSENDIAS

Sheffield Special Educational Needs & Disability Information Advice & Support

SSENDIAS

Sheffield Special Educational Needs and Disability Information Advice and Support Service

Annual Report

1st September 2022 – 31st August 2023

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1. Overview

The Local Authorities Information, Advice and Support duties are delivered through the Sheffield SEND Information, Advice and Support Service (SSENDIAS).

SSENDIAS provides impartial, confidential information, advice and support to parents, carers, children, and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care, from age 0 to 25.

IAS Services are key to enabling individual participation, by ensuring that young people and their families have information they need to help them make decisions about services and support they receive.

1.1 IASS Duties

Under part 3 of the **Children and Families Act 2014**, Local Authorities are statutorily required to provide free impartial, confidential, and accurate information, advice and support about education, health and social for children, young people and their parents relating to special educational needs and disability.

Primary legislation is contained within [Part 3 of the Children and Families Act 2014](#) - Sections 19(c), 26(3), 32 and 49. Relevant regulations are the SEND Regulations 2014 and the SEN (Personal Budgets) regulations 2014.

Chapter 2 of the SEND Code 0-25 focuses on the duty to provide information, advice and support to children, their parents, and young people with SEN or disabilities. The Code sets out most of the detail of what the law requires with regard to how services should be commissioned and describes the kind of service that should be provided.

[SEND Code of Practice: 0 to 25 years - January 2015](#)

'Local Authorities must arrange for children with SEN or disabilities for whom they are responsible, and their parents, and young people with SEN or disabilities for whom they are responsible, to be provided with information and advice about matters relating to their SEN and disabilities, including matters relating to health and social care. This must include information, advice and support to take-up and management of personal budgets. In addition, 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' COP, 2015 (2.1)

Section 7.4 of the [NHSE Guidance for health services for children and young people with Special Educational Needs and Disability \(SEND\)](#) this document is under review. In April 2022 the CCG (Clinical Commissioning Board) changed to become the ICB (Integrated Care Board), please see [NHS England » Special educational needs and disability \(SEND\)](#) which previously states

- A CCG will want to consider with its LA how real-time advice can be accessed by young people and their families. A single point of access for information on services, or on the EHC process, even if organised by the LA, must be supported by the CCG. Alternatively, the CCG should ensure that their own information, advice and support provision connects with that provided by the LA.
- All LAs have Information, Advice and Support Services (IASS) (formerly known as Parent Partnership services) in relation to SEND. Services provide advice and support to parents and direct to young people themselves, and are expected to cover education, health and social care information.
- These services are key to enabling individual participation, by ensuring that young people and their families have the information they need to help them make decisions about the services and support they receive. Since the IASS has broadened its remit, some CCGs are jointly funding their local IASS.
- In line with other aspects of a CCG's role, it is useful to provide proactive information on SEND, via leaflets and outreach in key settings. This is essential in settings such as special schools, children's centres, and outpatient departments. Monitoring the volume and content of requests for advice or of complaints is an important indication for a CCG of key issues or pressures, and the efficacy of the CCG role.

1.2 IAS Minimum Standards

The Minimum Standards 2018 for IAS services are the standards used by Local Authorities, IAS Services, other local support services, children, young people and parents/carers to clarify expectations and to determine whether local IAS Service meet good practice or not.

The minimum standards are based on the requirements relating to the key functions that IASS must provide, as set out in the CFA and the SEND Code of Practice.

[Minimum Standards for Information Advice and Support Service \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

1.3 Commissioning, governance and management arrangements

(MinimumStandards 1.1- 1.8)

1.4 Joint Commissioning

(Minimum standards 1.1)

Section 26 of the Children and Families Act 2014, places duties on local authorities and their partner commissioning bodies to make arrangements to jointly commission

and secure provision for children and young people with special educational needs (SEN) or disability. This includes the provision of information, advice and support for children, young people and their parent/carers.

The duties placed on local authorities and their partner commissioning bodies include arrangements for considering and agreeing:

- what advice and information are to be provided about education, health and care provision
- by whom, to whom and how such advice and information is to be provided
[CommissioningGuidance2018.pdf \(councilfordisabledchildren.org.uk\)](#)

ICB must consider with the Local Authority how advice can be accessed by young people and their parents, Guidance for Health Services for CYP with SEND. [NHS England » Special educational needs and disability \(SEND\)](#)

In Yorkshire and Humberside, 73% of IASS are joint funded and joint commissioned. This data was taken from the IASSN funding, casework and staffing data. In Sheffield we are jointly funded.

1.5 Steering Group

(Minimum Standards 1.7- 1.8)

The service Steering Group meets twice a year to look at and feed into the development plan to give a better strategic oversight and governance arrangements, and a shared clear vision with key-stakeholders, with agreed intended outcomes for the service taking account of IAS statutory duties and minimum standards.

1.6 IASS Budget

(Minimum Standards 1.2 & 1.4)

SSENDIAS core funding of £277,365 is centrally funded by the local authority and ICB to provide 8 FTE staff. This budget is used solely for Sheffield SENDIAS.

1.7 Service Structure and staffing during this reporting period

Service Manager

Sally Morrison, FT 1.0

4 x Caseworkers

Tracey Gillin, FT1.0 Sue James, FT1.0 Linda Wright, FT1.0 Shaista Bashir FT1.0

2 x Information Officers

Emma Bagshaw, FT1.0, Amy Hunter, FT1.0

1.8 Professional development and training for staff

(Minimum Standards 4.1-4.3)

The service places a high importance on developing and maintaining professional competence and ethical practice in providing accurate, impartial information, advice,

and support to families.

To be compliant with the IAS Minimum Standards, all staff providing IAS have successfully completed all 3 levels of online IPSEA legal Training within 12 months of joining the service and attend National IASS training and other training opportunities made available that is necessary for the development of personal practice development. Minimum Standards 2018 – 4.1

Staff participate in individual supervision and professional development reviews. This provides a regular opportunity to develop their knowledge and skills through shared practice and develop expertise in giving information on SEND legislation and guidance Minimum Standards 2018 -4.3

Staff are expected to maintain and develop their own knowledge of national and local practice including local provision and developments within the city and are expected to research information on matters of SEND, legislation and case law to provide the accurate and impartial information. In addition to self-learning the service manager and other members of the team play a key role in cascading relevant information to the team.

1.9 Monitoring of Service

(Minimum Standards 4.2)

To ensure good quality service delivery of accurate information, advice and support we:

- Audit casework activity
- Complex case supervisions
- Bi- monthly evaluations to service users
- Review minimum standards for SSENDIAS
- Formal monthly supervision procedures
- Annual PDR's (performance development reviews)

2. Our Mission

The service aims to:

- Provide parents, children, young people and professionals with accurate unbiased information, which is at an arm's length, confidential, impartial, dedicated and easily identifiable service.
- Deliver the service in line with the National Minimum Standards which take into account tasks from chapter 2 of the SEND Code of Practice.
- Promote and maintain good partnership working between children and young people, their parents and carers, professionals, the local authority, educational settings and health.

- Work to improve early intervention for support in schools and improve communication between involved schools and services.
- Provide a range of flexible services for children and young people who have Special Education Needs & Disabilities (SEND) and their parents/carers, to have access to impartial, clear and relevant information, advice and support for them to:
 - play an active and informed role in their child's education and preparation for adult life and to support each other,
 - make informed choices and play an active role in decisions about their SEND
- Provide advocacy support for individual children, young people, and parents/carers empowering them to express their views and wishes and exercise their rights in matters including exclusion, complaints, SEND processes, and SEND appeals. IASS - Definition of Advocacy.docx_0.pdf (councilfordisabledchildren.org.uk)
- Voice the views of parents and young people, to ensure that their voices directly influence the development of local SEND services, policy and practice.

3. Operational Functions

(Minimum Standards 3.1- 3.6)

3.1 How do we work with parents/ carers children and young people?

To meet the IAS operational requirements SENDIAS supports children, young people and families on all aspects of the child or young person's education and related health and social care matters. It covers all children and young people (0-25) with SEN and Disabilities, with or without a diagnosis.

3.2 How to contact SENDIAS (Minimum Standards 1.3, 3.1, 3.2, 3.3, 3.6)

- Direct phone/ advice line 0114 2736009, which provides confidential, impartial advice. This is available Monday to Friday 9am-5pm with the facility to leave a voicemail at all times.
- E-mail ssendias@sheffield.gov.uk
- Facebook [Sheffield SEN & Disability Information, Advice & Support - Home | Facebook](#)
- Instagram [Sheffield SENDIAS \(@sheffield_ias\) • Instagram photos and videos](#)
- Standalone website [Sheffield SENDIAS - Special educational needs and disability advice and support](#)
- Sheffield Local Offer [SENDIAS | Sheffield \(sheffielddirectory.org.uk\)](#)
- Weekly Parent Information sessions to help parents/ carers and young people develop their knowledge and understanding [Training and Events — Sheffield SENDIAS](#)
- Termly newsletter, to register to receive a copy [Newsletters — Sheffield SENDIAS](#)
- Face to face or Virtual meetings
- Information leaflets to help parents and young people develop their knowledge

and understanding.

- Information about other agencies, e.g., voluntary agencies and health services which can offer information and advice about their child's particular SEN and Disabilities

3.3 What do we offer information, advice, and support on?

- Support throughout the statutory processes in relation to Education, Health, and Care Plans.
- The Special Educational Needs and Disabilities (SEND) laws, systems and processes
- Explain national and local SEND policies and your rights & responsibilities around these.
- Support in resolving disagreements, mediation and Tribunals to the First Tier Tribunal. Including attending the hearing as a helper/ advocate if the parent/ carer or young person requires us to (Minimum Standards 3.5)
- Support Early Intervention in schools to help parents understand SEN support and what that means for their child/ young person in their educational setting.
- Support in the preparation for and/or attendance at meetings where necessary and/or appropriate
- Support to empower parents/ carers, children and young people on a range of topics to help them fully understand the SEND processes and be able to get their voice heard in all decisions made for the child or young person around their education
- Advocating and supporting young people to enable their voice to be heard and to be part of/represented in education decision-making (Minimum Standards 3.4) [IASS - Definition of Advocacy.docx 0.pdf](#) (councilfordisabledchildren.org.uk)
- Exploring with individuals the options open to them at any given point in their child/ young person's education, including the options on the range of educational settings in Sheffield and out of City
- Help to understand professionals' reports such as EHC Plans.
- Information, advice and support with exclusions including attending GDBC (Governing Body Disciplinary Committee) and IRP (Independent Review Panels) with parents/ carers and young people
- Complaints against settings, Local Authority, NHS or Social Care (in relation to education) following the processes laid down by each service. With escalation to Local Government Ombudsman if required.
- Offering generic SEND advice, information and bespoke training to schools, and other services (Minimum Standards 3.6)

3.4 Working with Young People

(Minimum Standards 3.4)

We currently do not have a Young People's Involvement Officer; from September 2023 we will have this post. Post 16 referrals are allocated by area to a caseworker. For post 16 referrals a caseworker telephone consultation is offered initially and where possible they talk to the young person to get their voice heard in all decisions made for their education. They will:

- provide advocacy for young people involved in SEND processes, to provide confidential information advice and support around a range of education, health and social care matters relating to their SEN and disability
- enable young people to be part of and be represented in education decision-10

making with LA, Educational Settings, and other relevant organisations.

4. Awareness of Sheffield SENDIAS

(Minimum Standards 1.6, 1.7, 3.2)

4.1 How we do it

To ensure SSENDIAS is a widely known by potential service users, Head teachers, FE principals, SENCO's, SEND Teams, children's and adult social care, health commissioners and providers. We have a program of awareness sessions; some we liaise with the LA and NHS. We also ensure we are easily accessed through different formats. We have representatives from all stakeholders on SSENDIAS steering group.

Awareness is citywide:

- Early Help Partnership Training for all LA practitioners
- Family Action ADHD Group
- Autism Hope
- Sheffield Parent Carer Form
- SENCO and Head Teacher awareness sessions through Learn Sheffield
- Sheffield College and other post 16 providers
- School coffee mornings
- Elective Home Education Team
- Burton Street Group
- Voluntary and charity parent/ support groups
- Parenting groups
- Foster carer group
- Single point of access for Neurodevelopmental for Autism and ADHD referrals
- Sheffield Local Offer
- Social Media
- Children Disabilities Register
- Stand-alone website

The awareness sessions are held through coffee mornings, lunchtime seminars, information sessions, 1:1 session, twilight sessions for schools, team meetings. These are done face to face and virtually.

We have a clear referral policy and procedure which is available on our website.

[Sheffield SENDIAS Referral Policy and Procedure](#)

4.2 Who we are (Minimum Standards 1.5)

Sheffield SENDIAS has a brand to ensure we are easily identifiable and separate from the Local Authority. We are an in-house service and over the year we have termly commissioning meetings.

When new referrals come into the service the parent/ carer or young person will receive an initial information pack. This contains our policies: GDPR Consent, Service

Policy, how we can help and an information leaflet on what is impartial information, advice and support. We monitor how we are seen by service users through evaluations. If a member of the team speaks to another professional about the child/ young person, we will always ask for permission if this hasn't been received from initial information pack and record on our database.

4.3 Strategic Functions (Minimum Standards 2.1- 2.3)

Sheffield SENDIAS has a manager that is based solely within the service without any other responsibilities from the LA/ICB. The development of the service and delivery has been the responsibility of the manager with input from the SENDIAS steering group.

Sheffield SENDIAS is a member of:

- The IASSN (information, advice, and support service network) which provides peer support on issues affecting the delivery of the Information, Advice and Support Services throughout England
- The Northern User Group for SEND Tribunals
- We attend national, regional, and sub-regional meetings with neighbouring IAS services.
- We work with Sheffield PCF and other support groups such as Family Action ADHD Group, Sparkle, Autism Hope Group. We inform and influence policy and practice by sharing service feedback and raising concerns of families with the relevant department. We share anonymised data and provide cases studies.
- Co-production of information provided by Sheffield LA for families around SEND. We attend task and finish groups and working groups.
- Peer support with sub regional IAS- Barnsley, Rotherham and Doncaster. Also, Derbyshire, Leeds, North Lincs and York. This is both offering and receiving peer support.

5. The data for September 2022 – August 2023

Over this year we have combined working from home, joining some meetings virtually and attending some face-to-face meetings, coffee mornings and information sessions in person.

The demand for information, advice and support has continued over this academic year to increase in the number of referrals coming into the service from parents/ carers and young people.

Our ways of working, using a tiered system for referrals.

- Tier 1- Telephone advice where you will be sign posted and offered basic advice around relevant information and services. Then following up with an email if needed, containing the information and links to what has been discussed.
- Tier 2- A discussion with a member of the team who will offer a telephone

consultation and may attend a meeting (virtual or face to face) to discuss in more detail if further information is needed after a Tier 1 call. Service users are given a prearranged time and date for the call.

- Tier 3- Allocated to a caseworker for support through statutory processes. Such as:
 - EHC Plan needs assessment support
 - Mediation
 - Tribunals
 - Exclusions
 - SEN support in school

We offer parent information sessions on FAQs. These include:

- SEN Support in Schools
- What is a Needs Assessment for an EHC Plan (Education, Health and Care Plan)
- Looking at a draft EHC Plan
- Resolving disputes with LA for EHC Plans

5.1 SSENDIAS Newsletter

We have a termly newsletter that includes lots of useful information from SSENDIAS for children and young people with SEND and their parents/ carers

- Meet the team
- What's new in SSENDIAS
- Our website and any additions or changes
- Dates to remember for key statutory processes
- What's going on around Sheffield
- News from voluntary and charity groups
- How to contact SSENDIAS
- Useful contacts

The newsletter is available through:

- Social media and website
- If registered on the Childrens Disability Register [Child Disability Register | Sheffield City Council](#)
- If you are signed up for receiving the newsletter [Newsletters — Sheffield SENDIAS](#)
- Sent out to professionals and colleagues

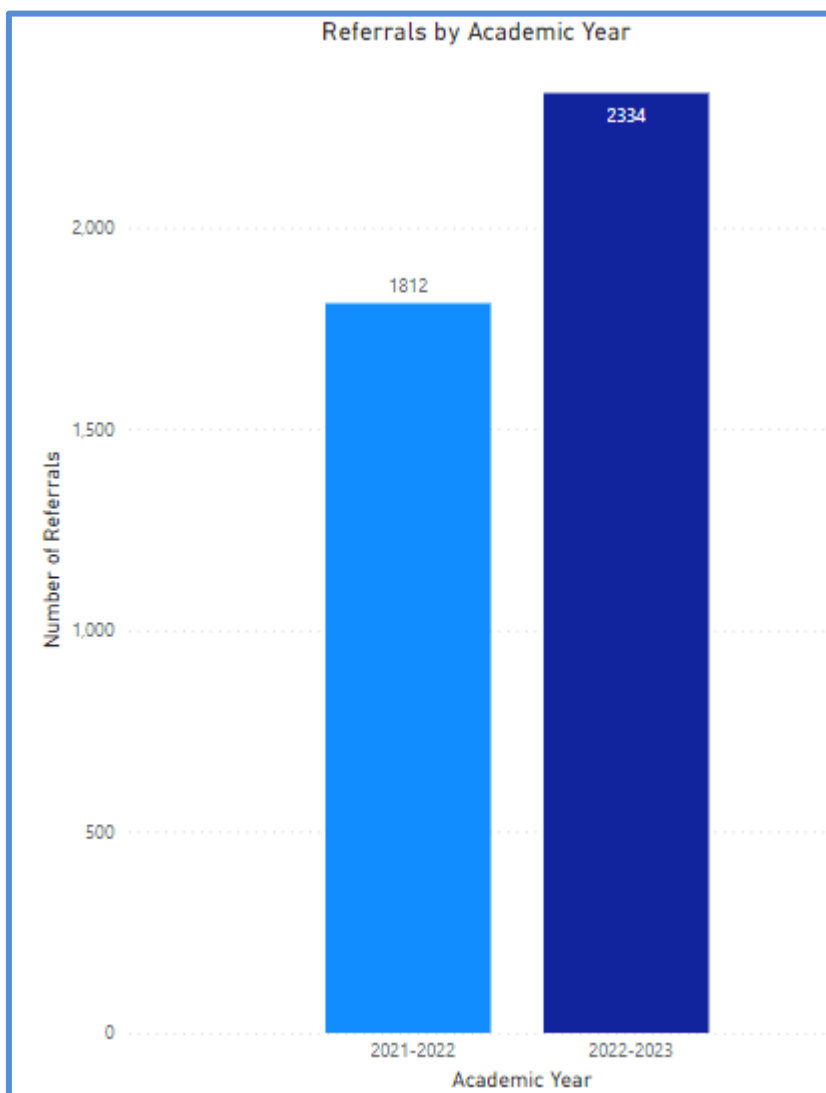
5.2 What Our data tells us

The referrals for Sheffield SENDIAS have increased again this year in comparison to previous years, this has been a trend for all SENDIAS services both in Sheffield and nationally. SSENDIAS has continued to work with parents, young people, schools, Local Authority and other agencies.

5.3 KPI: Service Referrals have increased in comparison to the previous year

New referrals received in 2022-2023 have increased by **28.9%** from those received in the previous academic year, going from **1812** to **2334**. New referrals may be from a family that has previously used the service but are contacting for different reasons, such as transition, SEN support in school, a suspension or exclusion or a needs assessment for EHC Plan. It also includes parents who have never used our service before. We have ongoing cases throughout the school year in addition to new referrals. There are also anonymous and professional general enquiries in addition to the data shown below. These are shown in additional graphs below. Please note that the total referrals figure for 2021-2022 has been revised from the published 1834 due to improved recording and data quality processes. When including general enquiries, the total for 2021-2022 has been revised up.

Figure 1: Referrals to service by academic year



The graph below shows a breakdown of referrals received each month across the academic years 2021-2022 and 2022-2023. This chart demonstrates the way referrals peak at different times throughout the year.

Figure 2: New referrals received by month

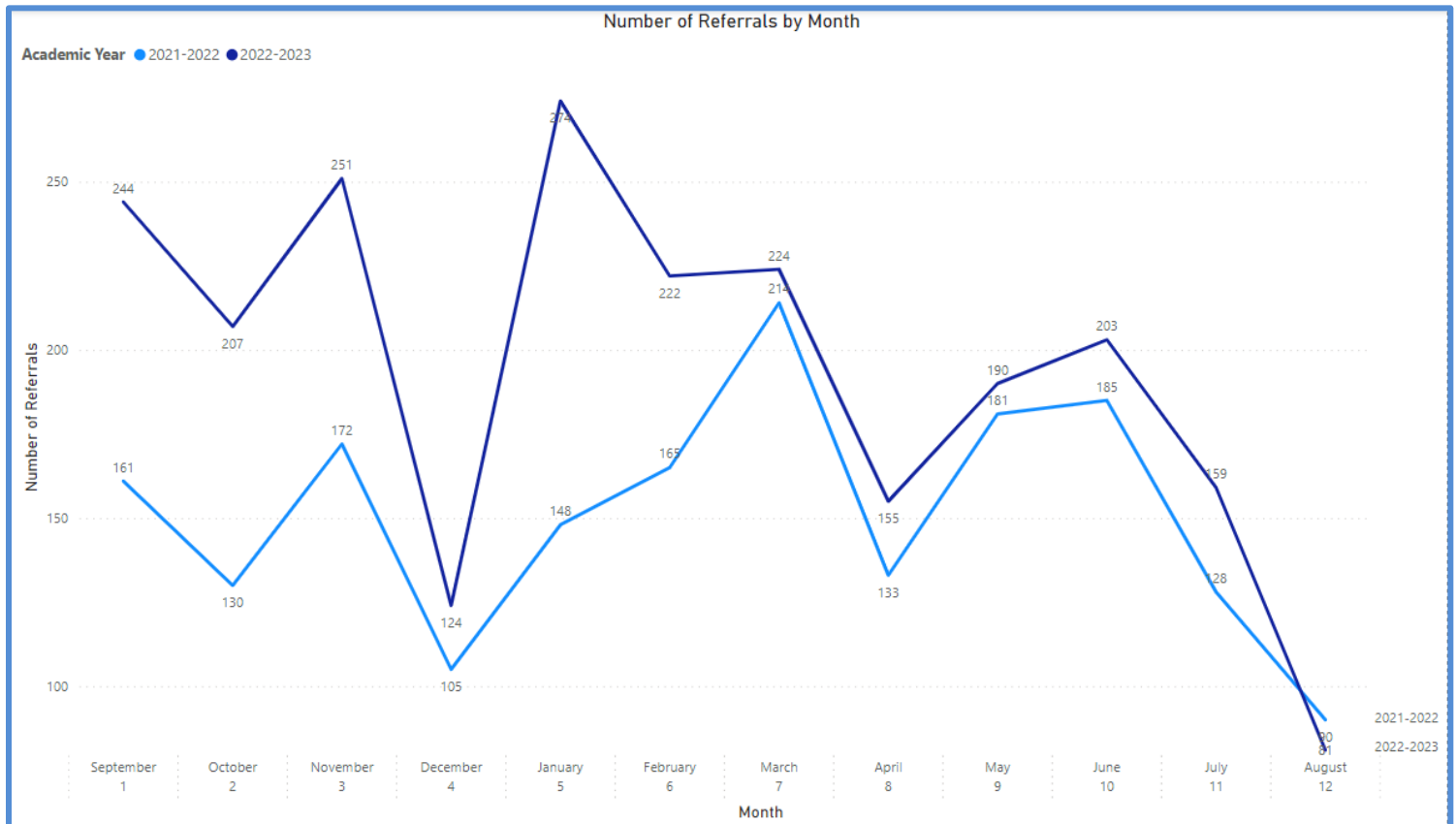
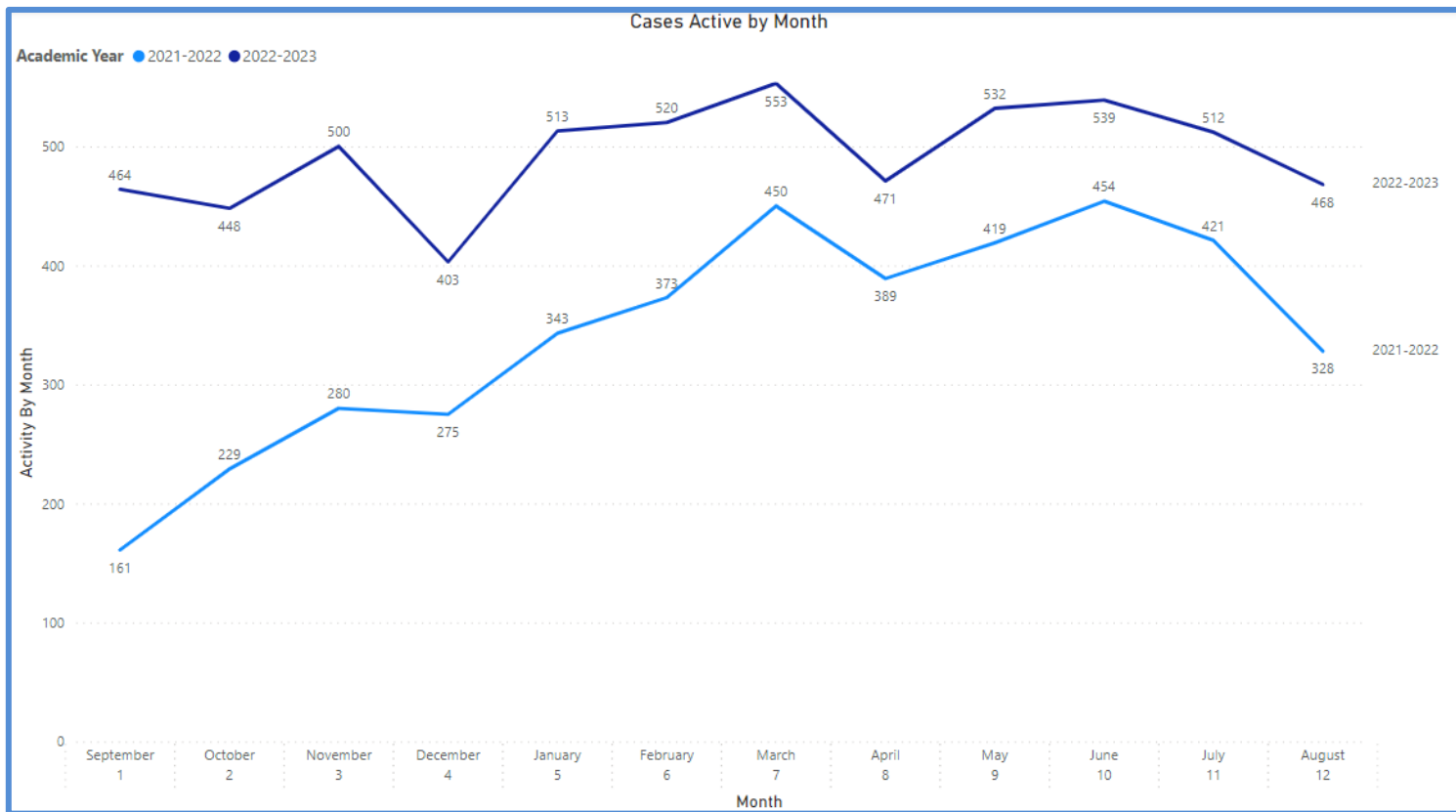


Figure 3 below demonstrates the level of active referrals in the service across 2021-2022 and 2022-2023. If no active casework is agreed with parents when the caseworker speaks to the service user, the case is closed. We operate an open-door policy and parents/ carers/ young people can return at any point in the child/ young person’s education, when we will reopen the referral.

Figure 3: Cases active within each month for academic year 2021-2022 and 2022-2023



5.2 Referrals and General Enquiries

Enquiries Referrals

Referrals to the service vary in complexity and may require ongoing support over a lengthy period of time or just require a single conversation to provide advice and information to increase parents and a young person's knowledge.

Professionals

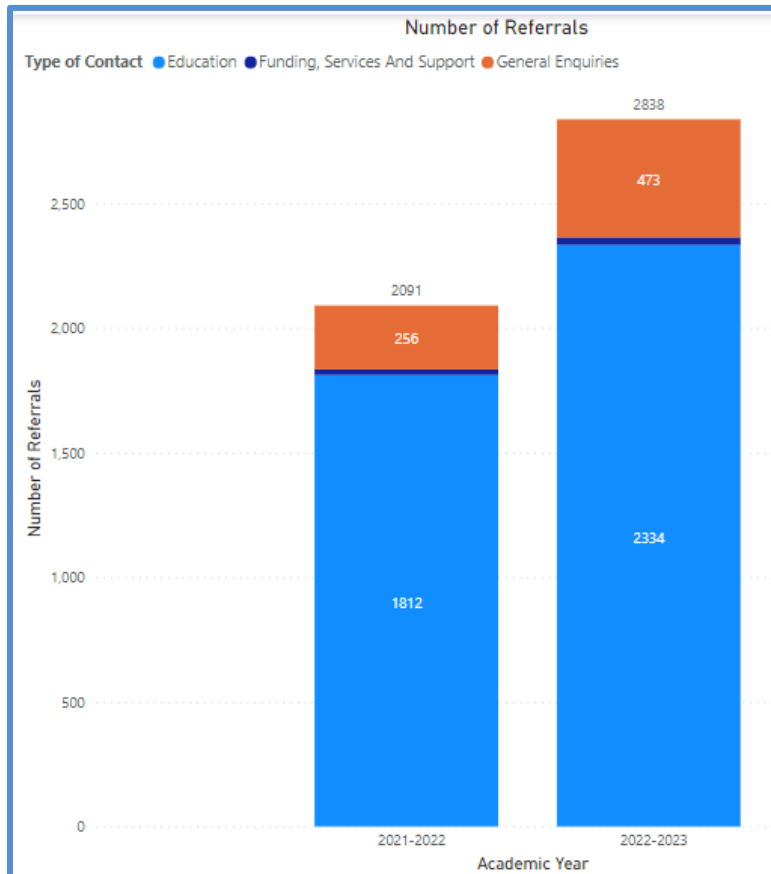
These are "one-off calls" from professionals, educational settings, health, Local Authority and other stakeholders for advice and information. The service does not collect any child's details from professionals due to confidentiality and working at arm's length. We will offer generic advice.

Anonymous

These are from parents/ carers or young people are 'one off call's' where a parent doesn't want to leave details, is just wanting a quick question answered or signposting to the right service. We do not collect personal data for this.

In comparison 2021-2022 and 2022-2023 we have seen an increase in referrals from professionals, anonymous and new referrals. In 2022-2023 professionals and anonymous have increased by **44.64%** from those received in the previous academic year, going from **279** to **504**.

Figure 4: Referrals and General Enquiries



5.4 Intervention Levels

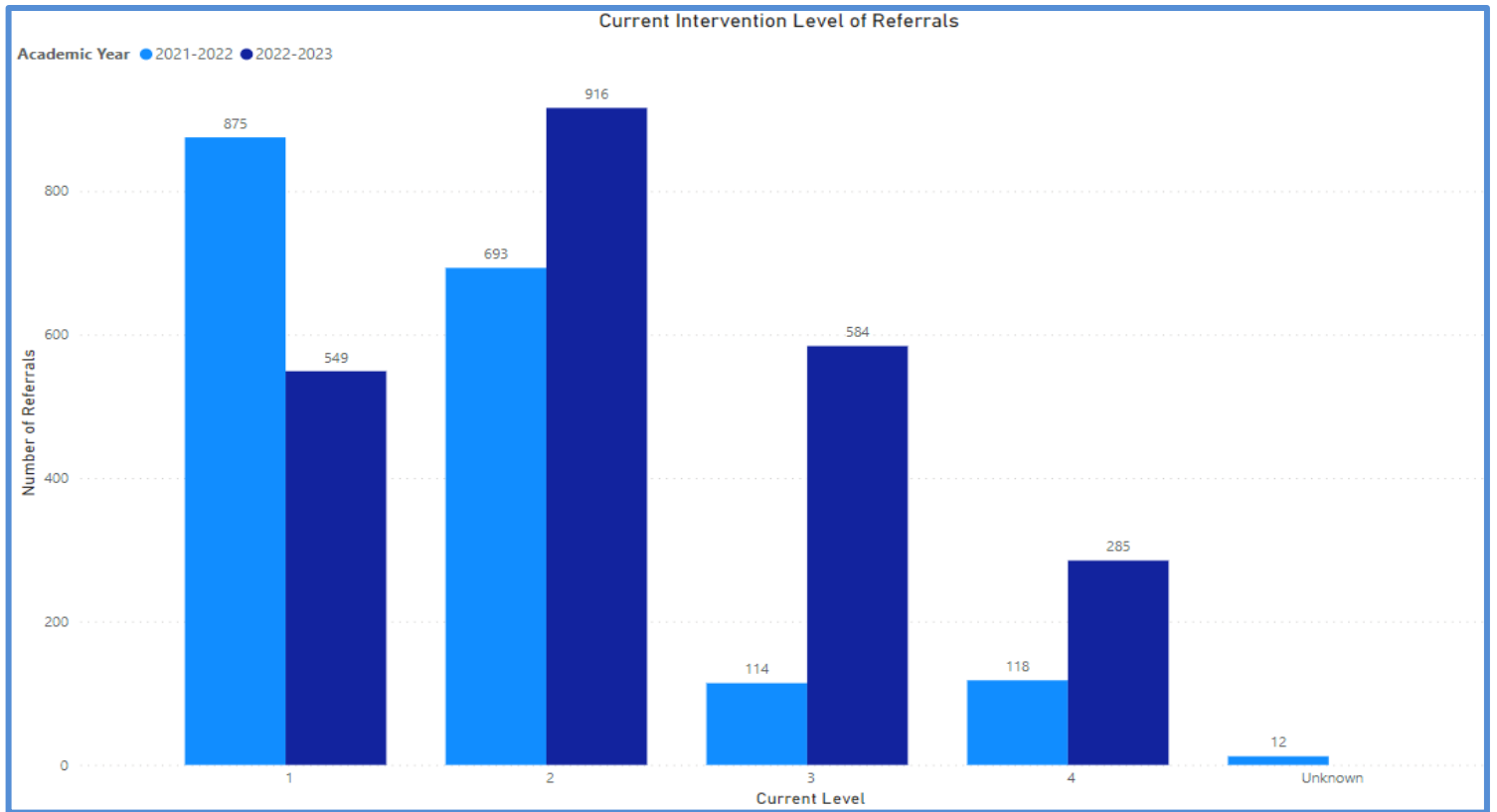
Each referral is categorised into **four levels of intervention** to provide a tiered approach to casework demands. The intervention levels were created by the IASS Network in 2016 and recommended to use as a strategic case management tool and to use in the IASSN benchmark data report. In 2022 the IASSN updated the levels to better reflect the type of work SENDIAS services do and how it is done. Sheffield SENDIAS started to use these new intervention levels in September 2022.

[Intervention Levels 1-4. final 0.pdf \(councilfordisabledchildren.org.uk\)](#)

Levels 1-4 are used by IAS Services to capture the extent of involvement and support provided through a range of interventions dependent upon the individual characteristics of the case. Support is offered at a level according to the individual need of the parent/ carer or young person and the level of disagreement that exists regardless of at what stage of the Code of Practice their child/young person is placed.

The change in the bench marking for intervention levels may have some bearing on the differences between the comparisons. However, it is also due to the increase in service referrals and the use of the tiered referral system. We will give parents initial advice on their first call into the service, then if further information, advice or support is needed this will be escalated. This increases the intervention level we record it at. We have seen level 2, 3 & 4 cases increase, due to receiving higher levels of statutory work for EHC Plan needs assessments and requests for support for dispute resolution through mediation & tribunals. We also support with permanent exclusions. Statutory work and cases that have been known to the service for an extended period and have continual casework have been recorded as levels 3 & 4.

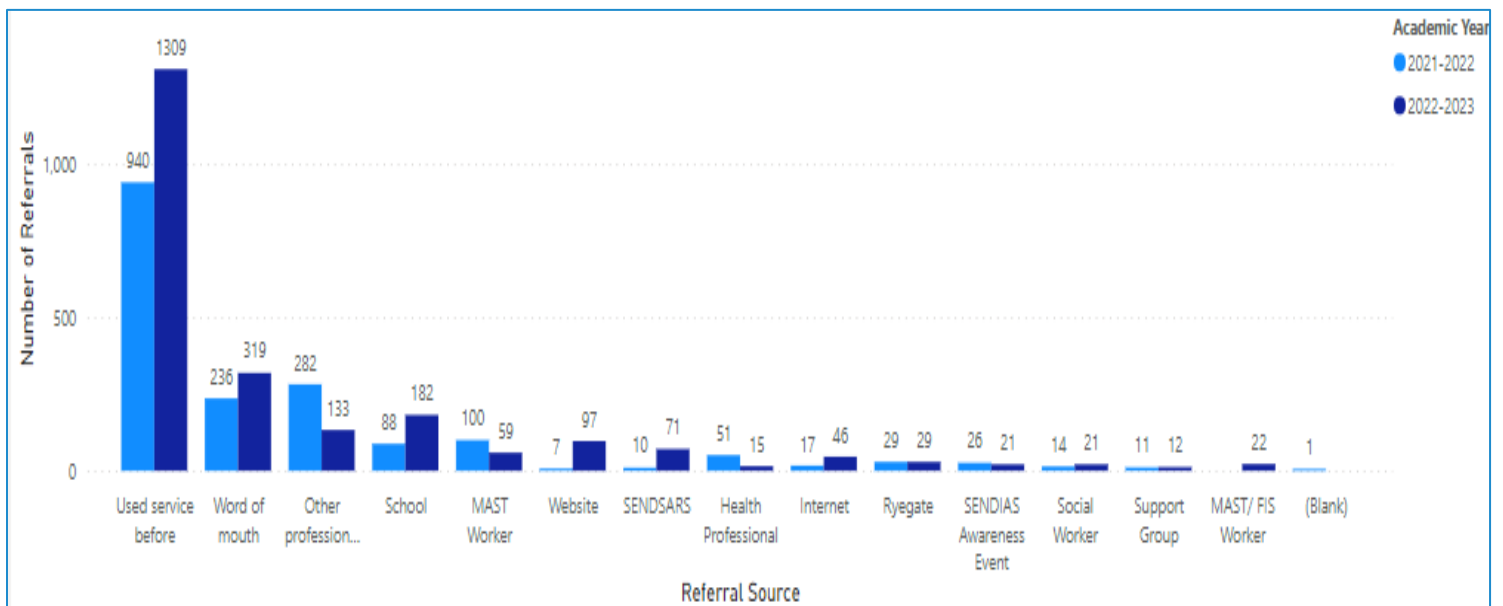
Figure 5: Intervention levels of referrals received in the period.



5.5 How did you hear about SENDIAS

We track how service users find out about SENDIAS. We continue to have a number of parents/carers who return to SENDIAS at different times in their child/ young person's education. This shows confidence with using the service. This year's data shows an increase in parents signposting others to our service and an increase in other professionals including practitioners, services and educational providers signposting to SENDIAS.

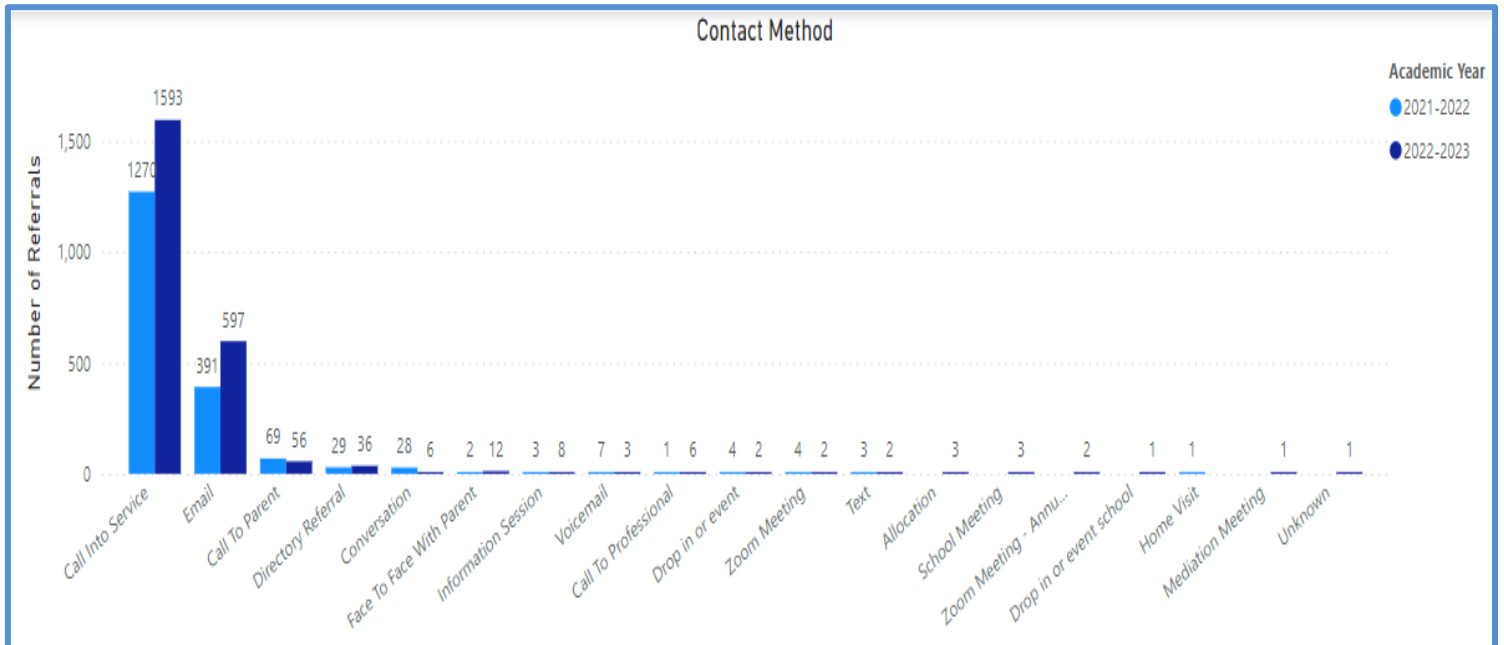
Figure 6: How did you hear about SENDIAS.



5.6 Contact Method

Telephone is still the preferred method of communication for parents, but email has increased year on year.

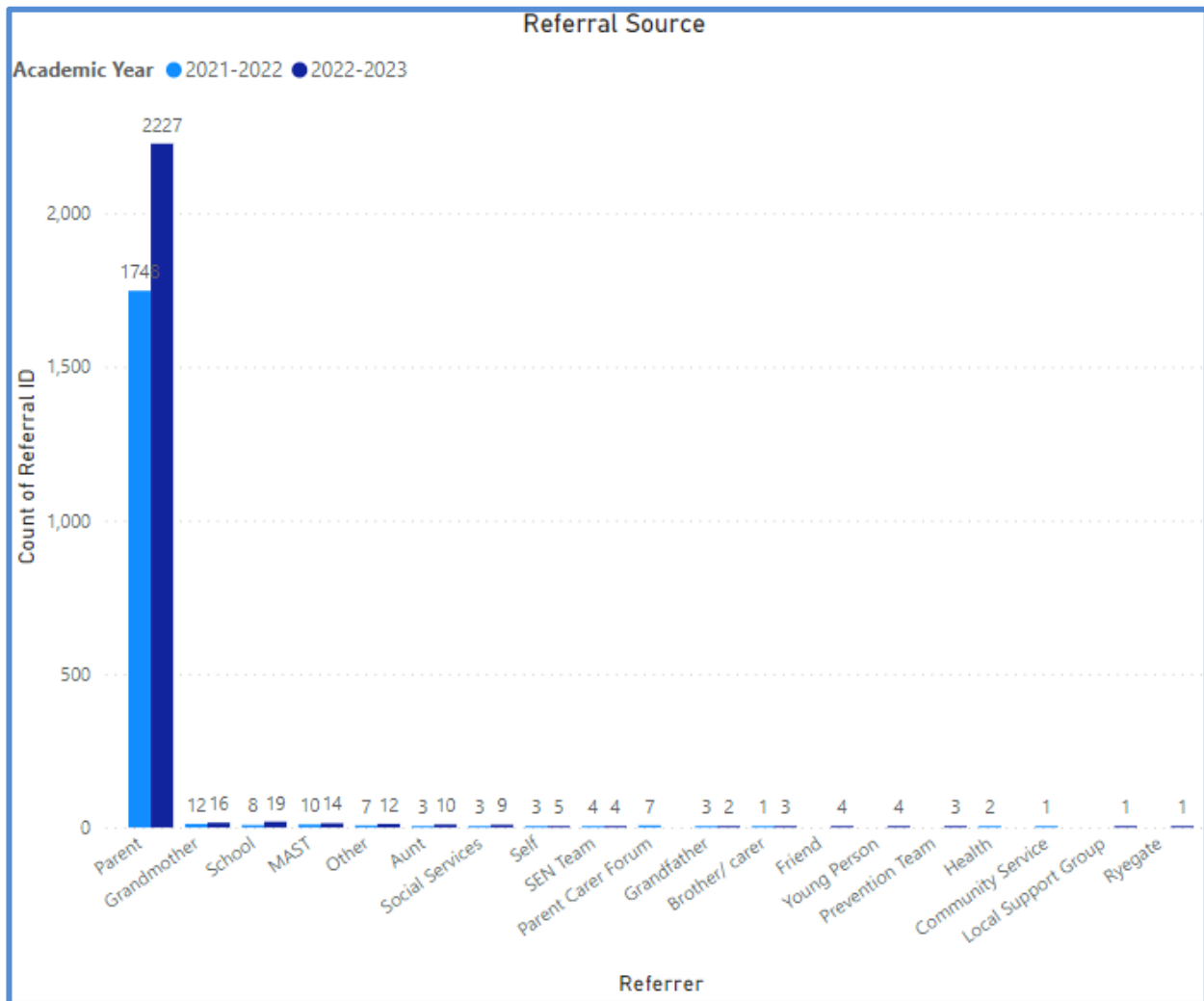
Figure 7: Contact method



5.7 Number of referrals by referrer

The service only accepts referrals from parents/ carers or young people. In exceptional circumstances will we receive a referral from a school or Practitioner. This is only when we can ascertain permission has been sought for the referral to be accepted. [Sheffield SENDIAS Referral Policy and Procedure](#)

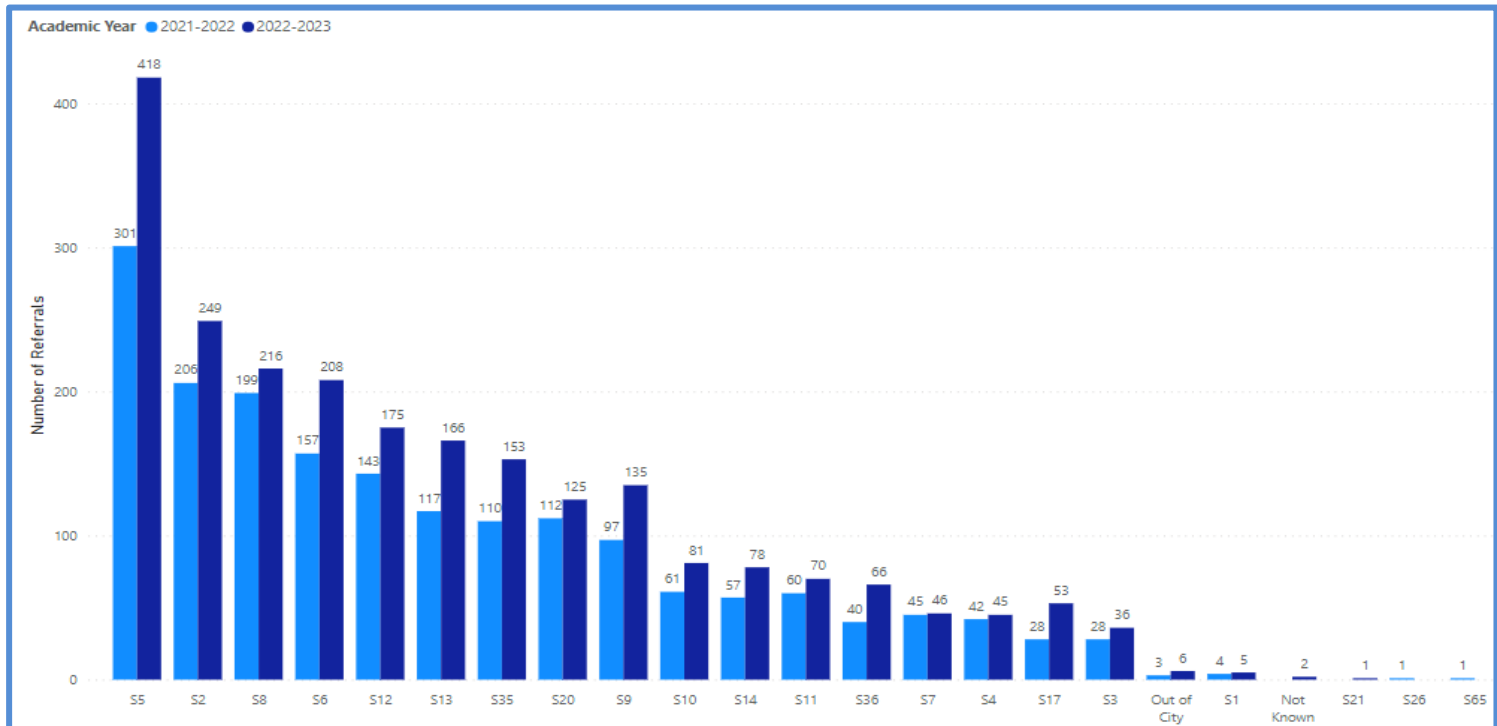
Figure 8: Number of referrals by referrer



5.8 Referrals by Postcode

The increase in referrals has been across the city with all postcodes showing a rise in numbers. SENDIAS is committed to raising the awareness of the service to all areas, including the harder to reach communities. This is continual work with a program of awareness that is updated and actioned regularly.

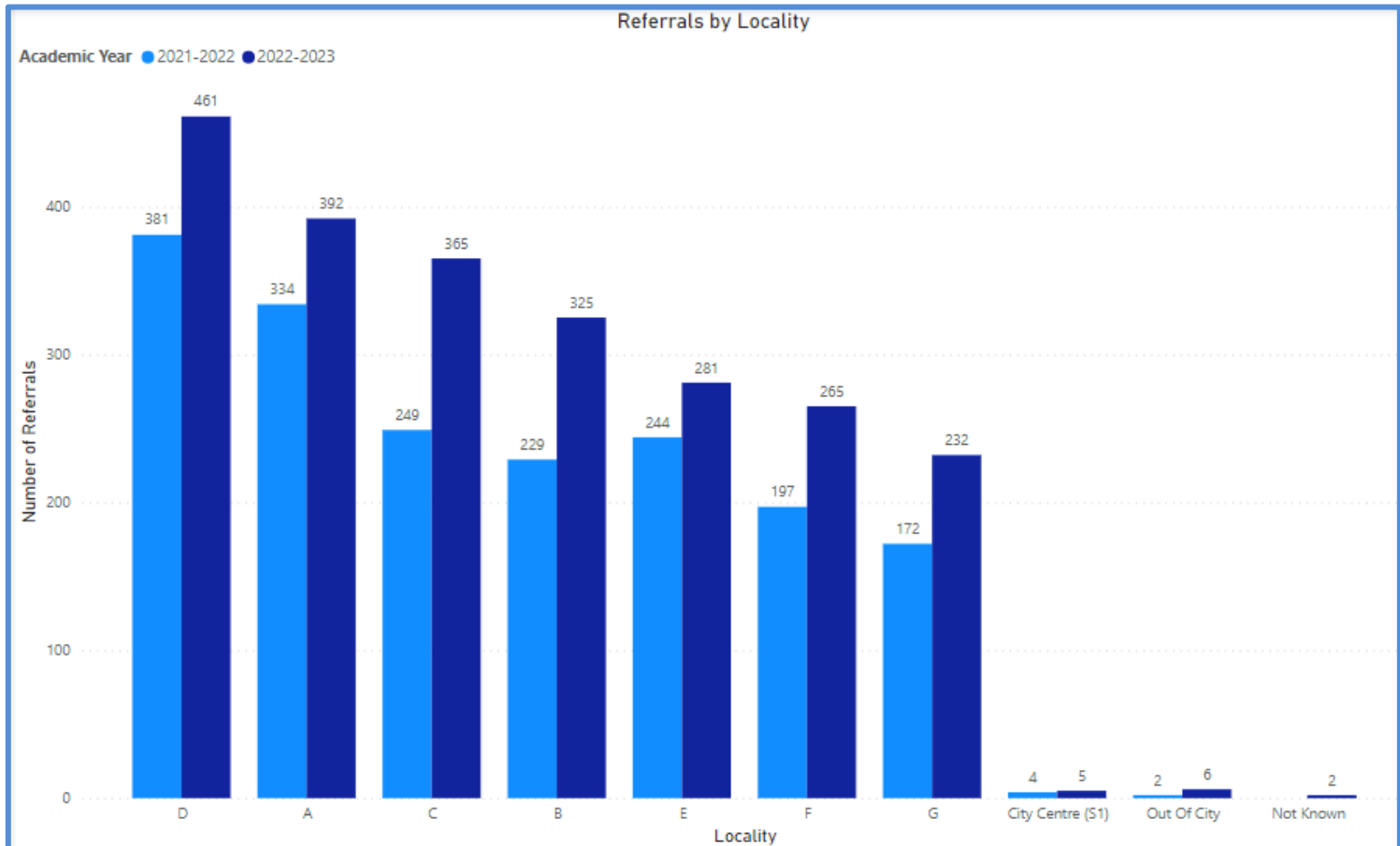
Figure 9: Referrals received by postcode



5.9 Referrals by Locality

The referral data is fed into the Localities, and this is used to help inform raising awareness of the service. The localities with lower referral rates and harder to reach communities will be targeted in the awareness we do for the service.

Figure 10: Referrals received by Locality



5.10 Referrals by Gender

The over representations of boys over girls are a historical picture that has been seen locally and follows a national trend.

Figure 11: Referrals received by gender 2021-2022

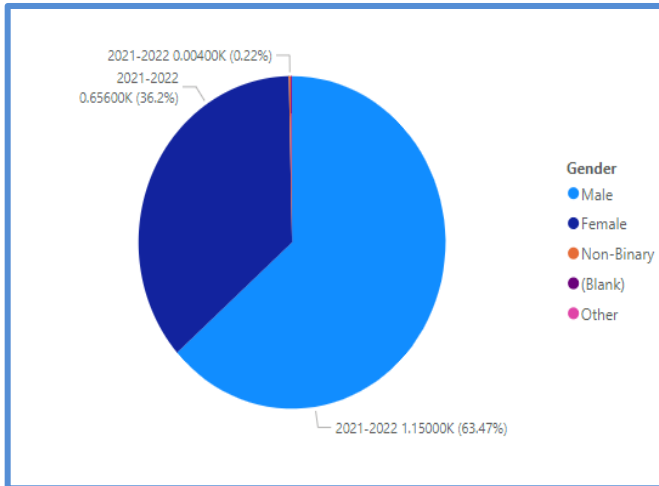
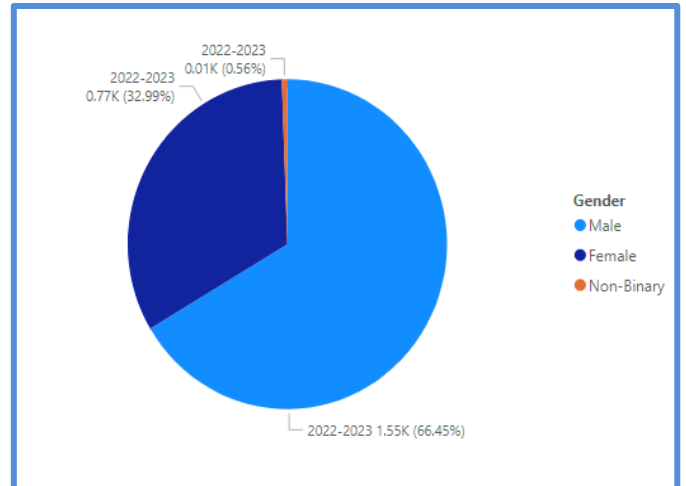


Figure 12: Referrals received by gender 2022-2023



5.11 KPI: Breakdown of reasons for children, young people and their parents contacting SSENDIAS.

This data gives us information about the initial reason a parent/ carer or young person contacts the service. This may change over the time we are supporting a parent.

SEN Support related enquiries remains a common reason why parents contact the service. Concerns raised include matters relating to a child/young person's SEND, provision and/or the lack of progress in attainment. Where parents felt their child's SEN was not recognised by school, unsure if their child was registered as having SEN or were unsure of the support in place. Service users contact the service for support in meetings or for pre-meeting advice to identify options or how they may best approach difficult conversations in a structured way. Often this gives the service user more confidence in their self-advocacy skills and promotes their involvement in decision making.

Statutory work such as how to request a needs assessment for an EHC Plan, looking at a draft EHC Plan, placement named in plans, discussions about types of schools, where to look for information and which schools to look at, mediation and tribunal support remains consistent reasons for referral. This type of work has been increasing over the past few years and has become a large part of referrals to SSENDIAS.

Figure 13: Top reasons for referrals 2022-2023 by percentage of total referrals received

Reason for Contact	Percentage of Total	Count of Total
Support in School	22.44	530
Request Assessment	16.5	390
Placement Named in Plan	10.7	253
Tribunal Appeal	6.1	143

These top 4 reasons combined make up **56%** of all referral reasons for the academic year 2022-2023. This follows the trend from previous years that the most common reasons for parents to contact SSENDIAS is concerns around support in school, followed by statutory processes, how to apply for a needs assessment for an EHC Plan and placements named in EHC Plans.

Below are the referrals by category and the breakdown of all the different reasons parents/ carers or young people contact SENDIAS. From this shows an increase in statutory work and decrease in SEN support in setting, showing the complexity of referrals being received. Statutory work is now 49% of our referrals for this year.

Figure 14: Referrals made by category.

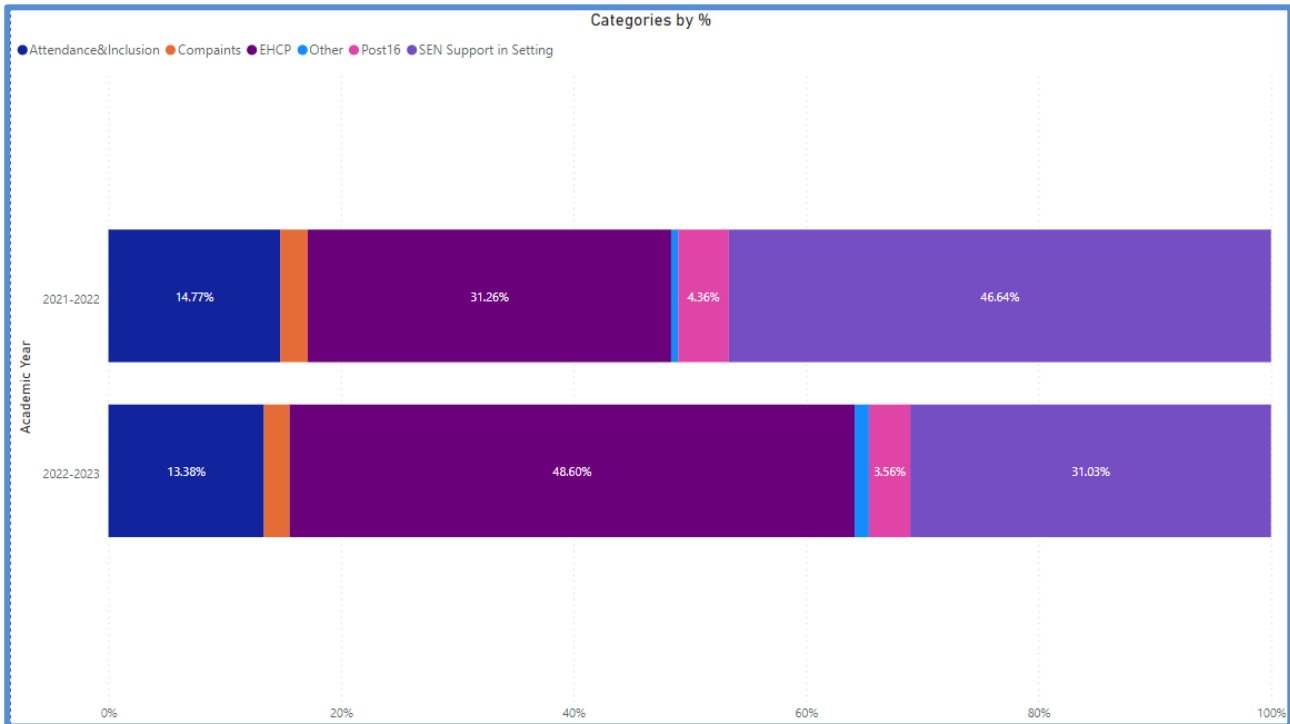
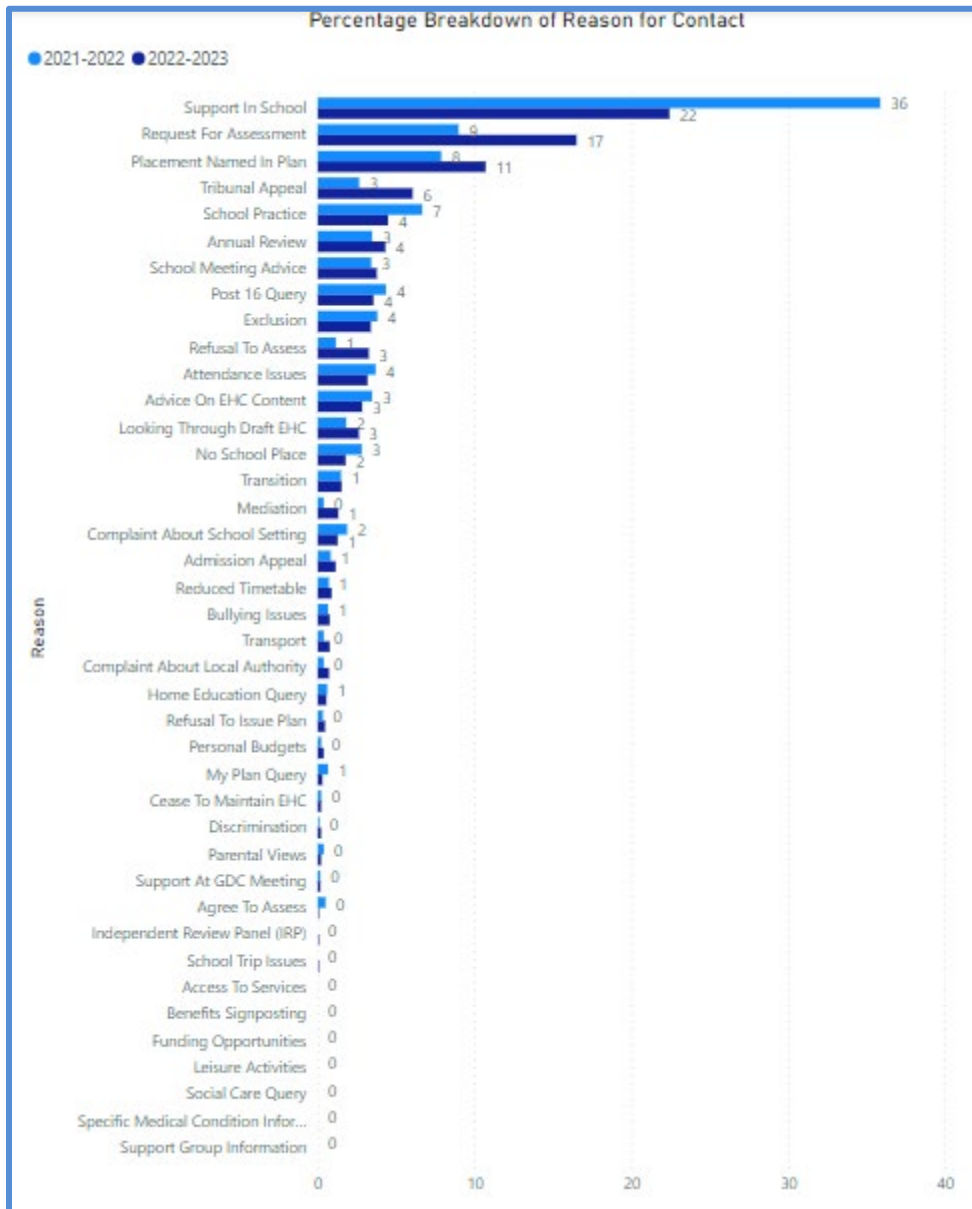


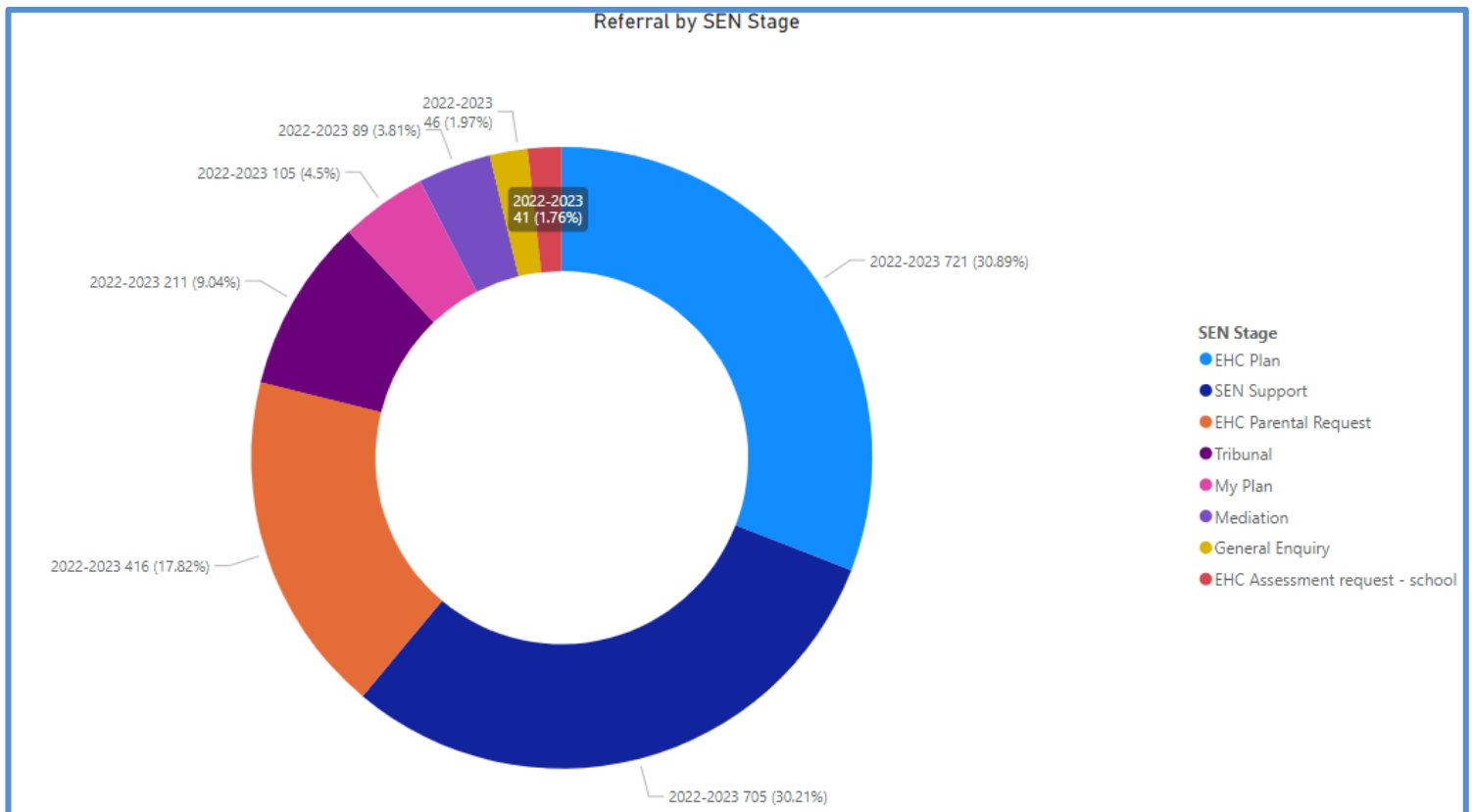
Figure 15: Reasons for referral by percentage of referrals received



5.12 Referral by SEN stage

When a referral comes into SENDIAS we monitor where in the SEN stage the child or young person is. This is at point of contact and may change over the period of support. We have a high number of the referrals 63%, who either have an EHC Plan or are going through a statutory process. 35% of referrals are children or young people on SEN support or a My Plan/ Extended Support Plan at school.

Figure 16: Referral by SEN Stage



5.13 Top Reasons Cased by Disability

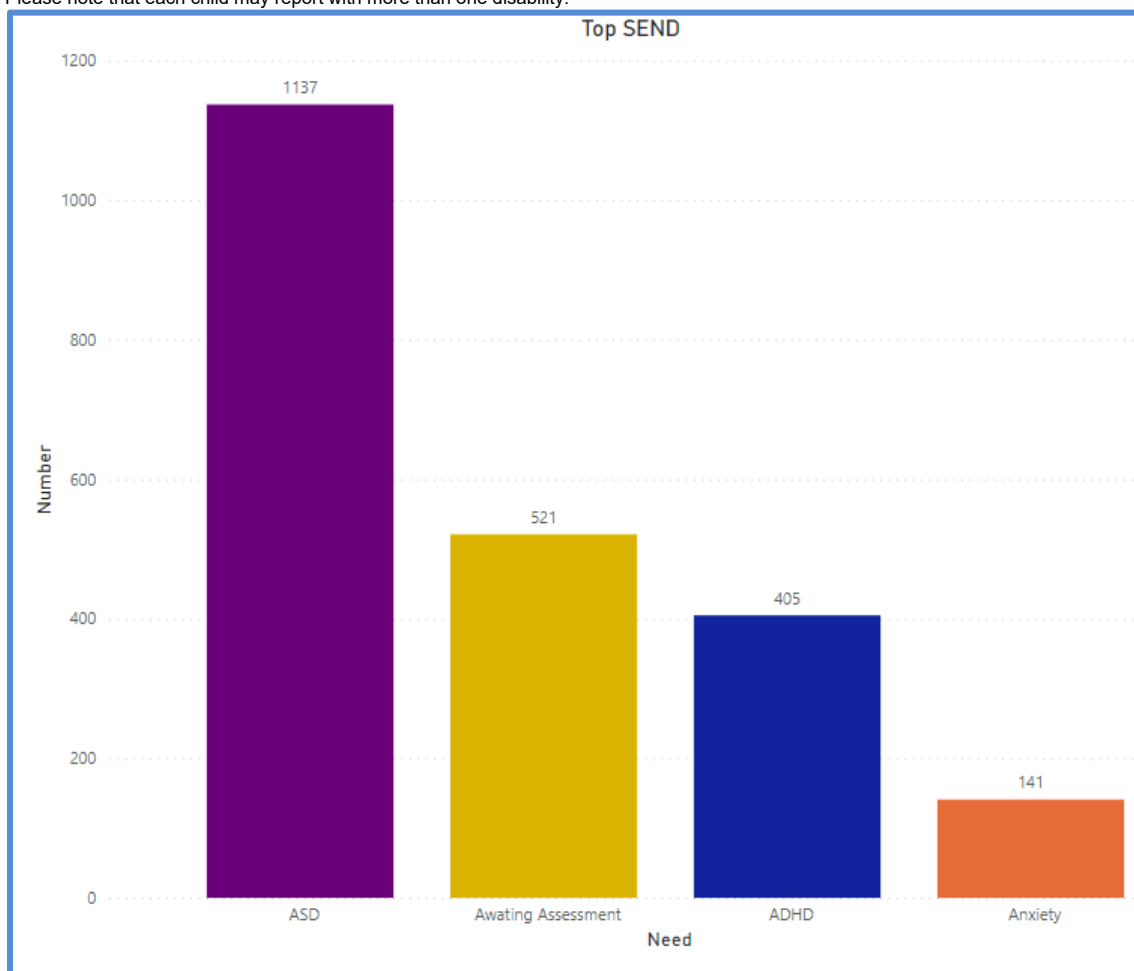
This is based on the total number of recorded disabilities

The largest referral group this academic year are for children and young people with a diagnosis of **ASD, 34.1%**, this is below last year's which was 47.29% (Autistic Spectrum Disorder) and **ADHD, 12.6%** again below last years of 14.68%, (Attention Deficit Hyperactivity Disorder), although referral numbers continue to be high for these groups and continue to make up a significant proportion of our case load, we have seen an increase in referrals where children are on a **pathway for assessments for diagnosis, this year 15.6%** an increase in last year's 6.84%

We have received a consistent number of referrals who have anxiety compared to last year. This is 4.2% of our referrals. We also receive a high number of children who have no diagnosis 5.5%. Unconfirmed SEND where parents have concerns about their child's development, unsure where and what to do and unsure what support is in place.

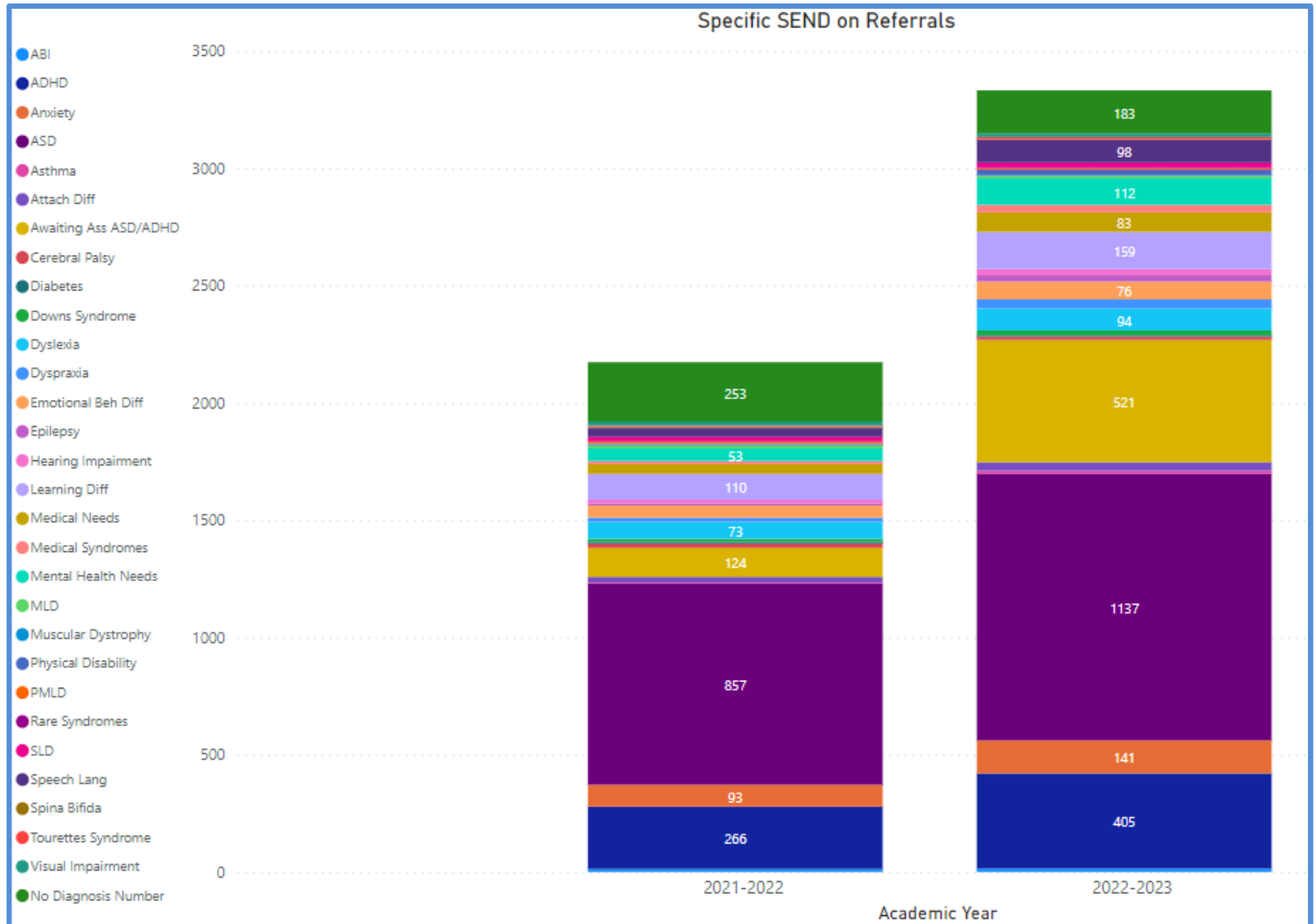
Figure 17: Top reasons by disability 2022-23

Please note that each child may report with more than one disability.



The graph below shows the disabilities we record for children. There may be more than one recorded disability or SEN for a child if they have multiple diagnosis.

Figure 18: Disabilities Recorded for Referrals



5.14 Referrals with health discussions

We record the cases where we have health discussions that relate to a child or young person's education. This is currently showing as 64% of the cases we have been involved with this academic year have had health discussions as part of the information, advice and support given. We also collect the same information for social care discussions which shows 23.65% of conversations have social care element.

Figure 19: Was Health Discussed?

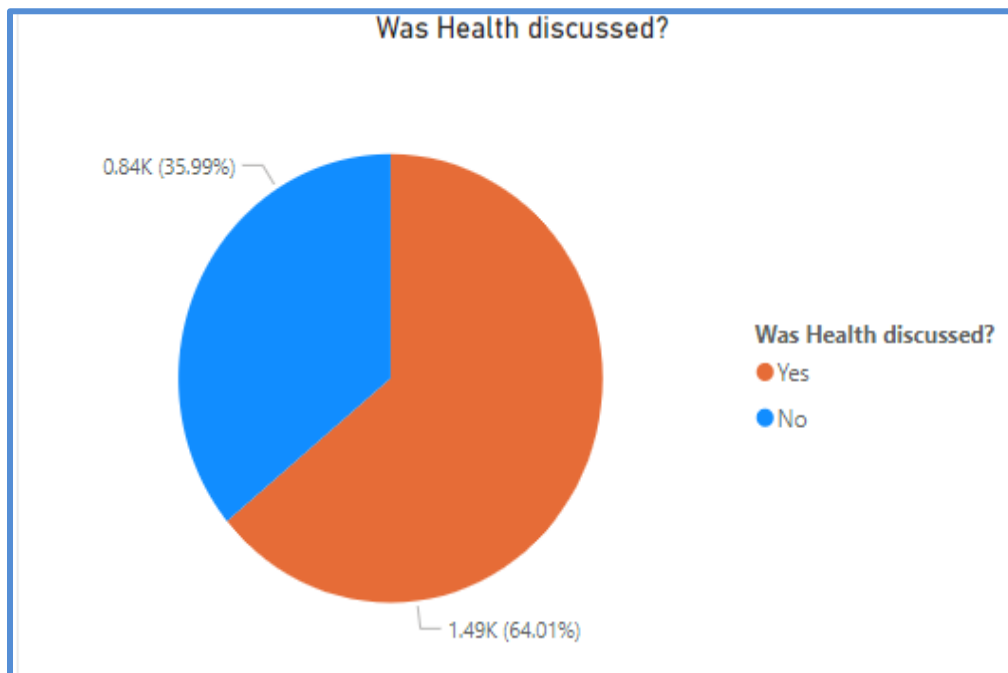
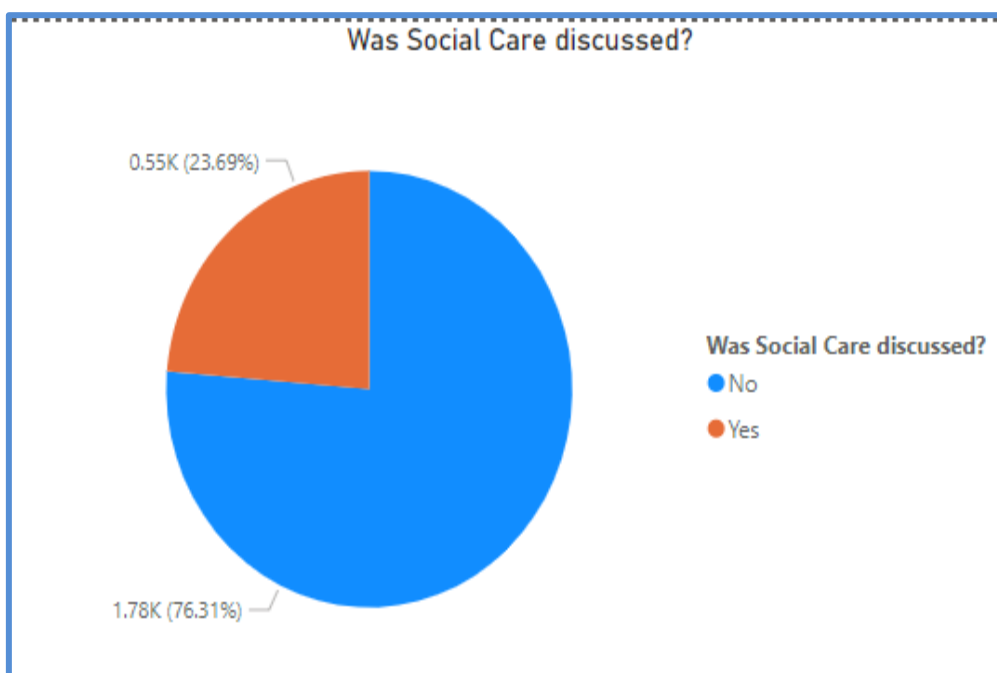


Figure 20: Was Social Care discussed?



5.15 KPI: Number of cases in relation to tribunals

SSENDIAS has seen a significant increase in requests for support in disputes regarding LA decisions. We offer information, advice and support at dispute resolution, mediation, and tribunal. If we attend a tribunal, we are a helper/ advocate/ representative to help them navigate, understand the complex process and to challenge Local Authority decisions where there is a difference of opinion.

We work in partnership to resolve disagreements. A strength of the service is the work and involvement around enabling parents to resolve disagreements with their child's school/setting, the LA when things go wrong, to understand and challenge decisions, or the SEN arrangements made for their child. SSENDIAS also offers support at formal mediations.

The success of reaching an agreed outcome is based upon a wide range of factors but most crucially; parents and young people's understanding of processes and being able to make an active contribution in meetings. SSENDIAS have skills and knowledge within the service and the professional relationship we have with the LA and educational settings to offer parents the information to facilitate this.

This academic year there were **245** tribunals that caseworkers were or are still involved with compared to 67 for the previous academic year. That includes either being a helper or representative for parents. Supporting with lodging the appeal, working documents, case management, JADRs (Judicial Dispute Resolution Hearing) and attending the hearing.

Of the 245 tribunals we were involved with:

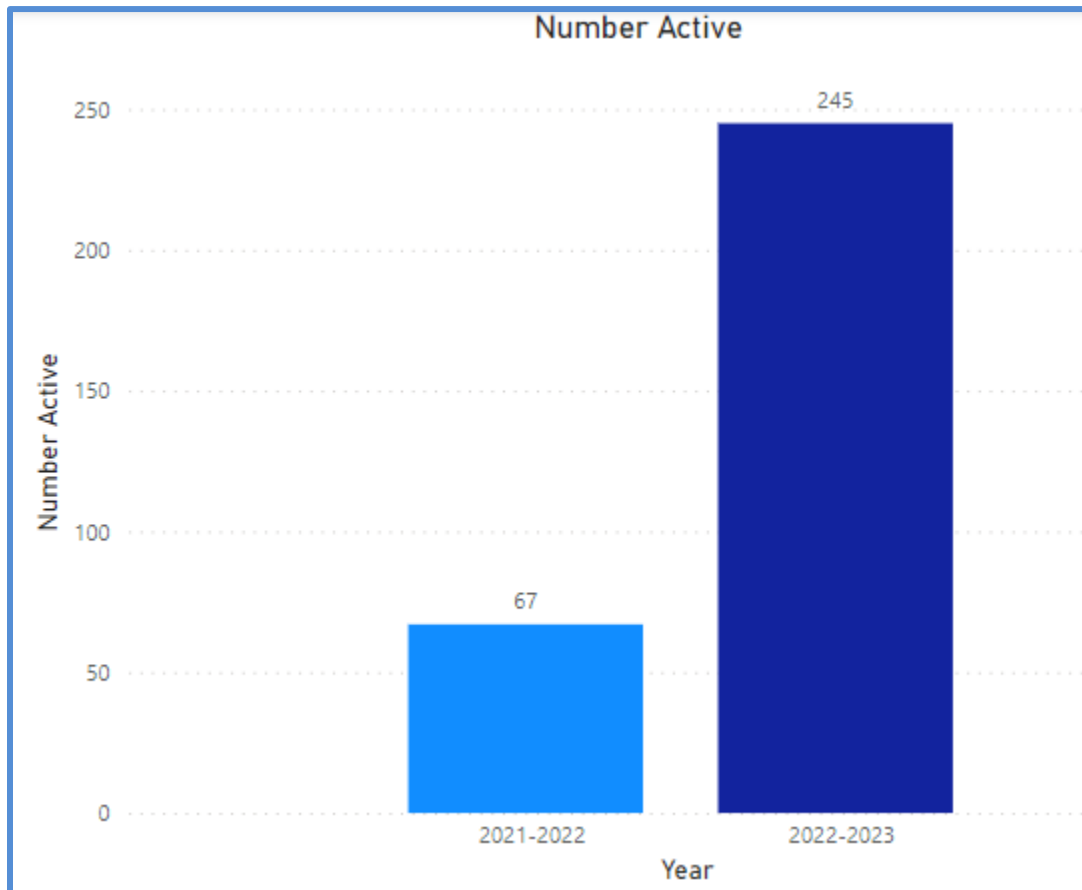
- 76 were conceded by the Local Authority, meaning the Local Authority agreed with parent's appeal prior to the hearing, which is often close to hearing date and the complex work has been fully completed with the family.
- 15 went to full hearing with tribunal ruling for parent's reason for appeal. This may have been placement, content, refusal to issue an EHC Plan or refusal to assess.
- 1 saw a parent withdraw.
- 1 court upheld LA decision.
- 38 parent advice only.
- 114 are ongoing this academic year and outcomes yet to be agreed.

The types of tribunals we were involved with this academic year were:

- 124 placements only (Section I)
- 49 placement and content (Section B, F & I)
- 11 extended tribunals including health and/ or social care (Section B, D, F, I, & H)
- 17 refusals to carry out a needs assessment
- 6 refusals to issue an EHC Plan following a needs assessment
- 38 parents had advice only (5 were DNATA (Do not agree to assess), 3 were DNATP (Do not agree to issue an EHC Plan) and 30 were on content and placement)

We have seen a significant increase of this type of work this year, also following national trends of increasing number of parents seeking resolution through the First-Tier tribunal.

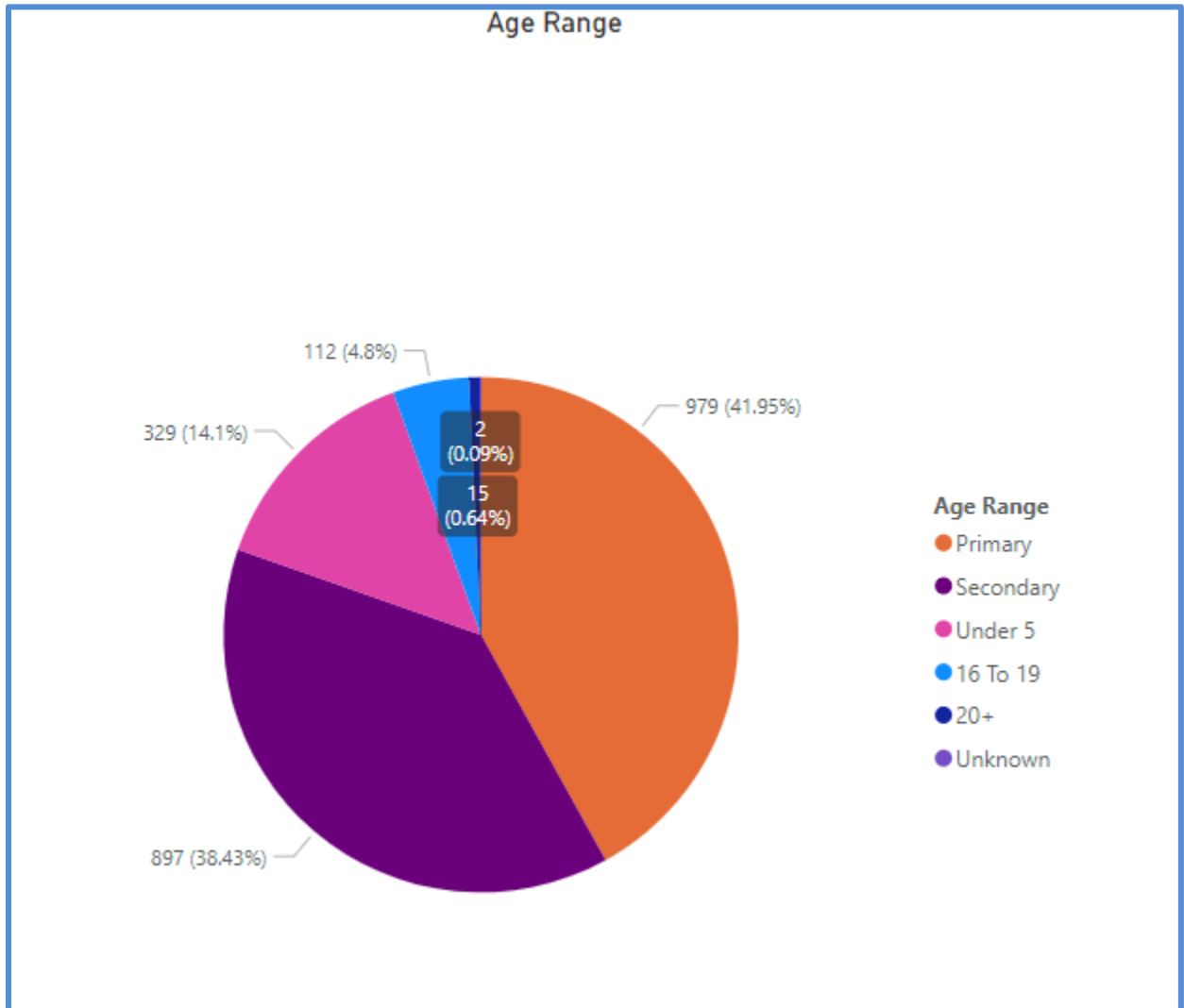
Figure 21: Tribunals active within each year



5.16 KPI: Service users by age range

The majority of our referrals come from statutory school age children in mainstream settings. This is in line with previous year.

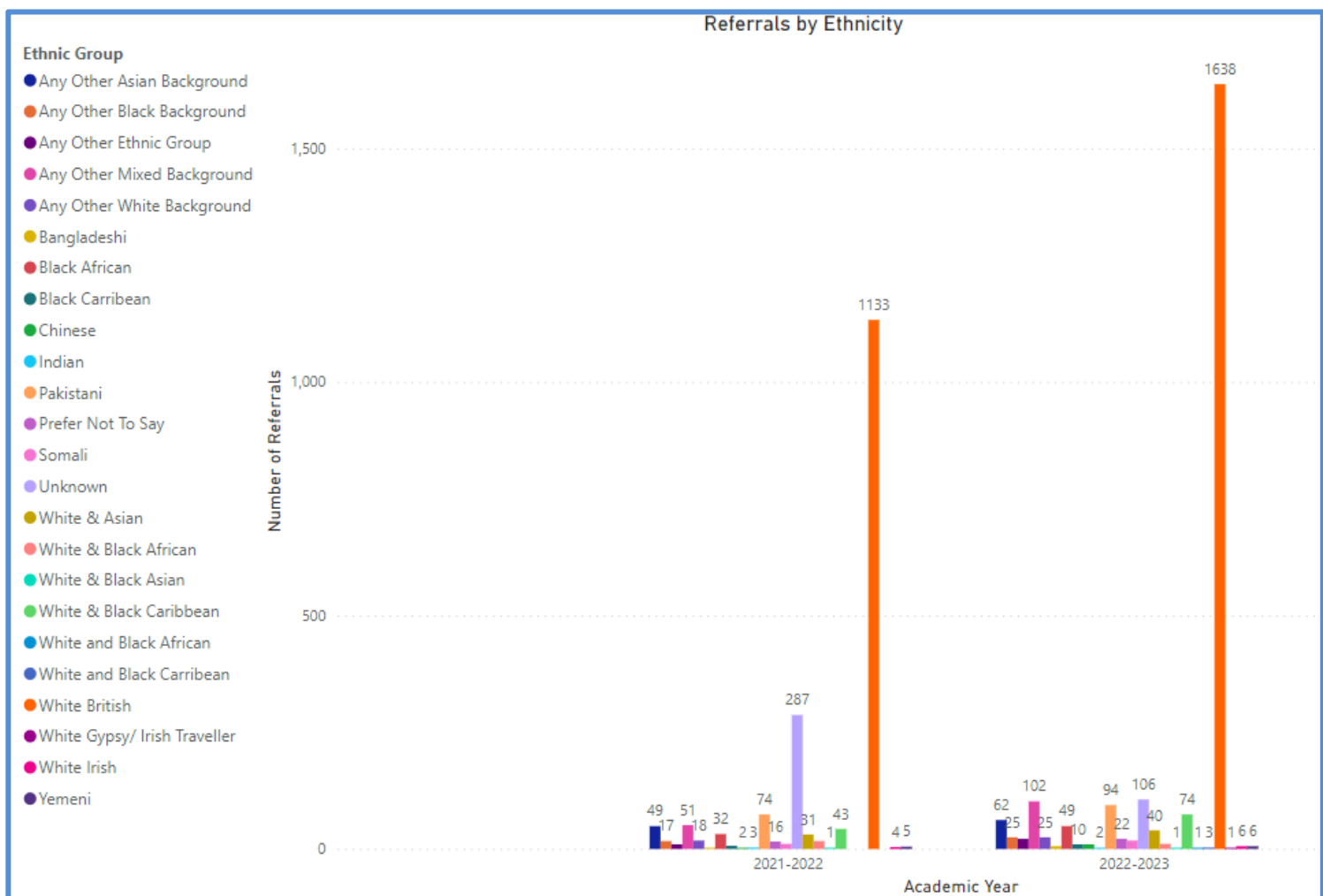
Figure 22: Age range of service users 2022-2023



5.17 KPI: Service users by Ethnicity

We monitor ethnicity to look at where and what communities are accessing our service. This is voluntary and we have a number of parents where they declined to answer this question. As expected, the majority of service users are white British, since monitoring we can show that we receive a broad range of referrals from all ethnicities. When looking at our data in comparison to data for Sheffield children and YP with SEND our referrals are in line with number we would expect, and this is proportionate to the diverse community within Sheffield.

Figure 23: Service users by Ethnicity



5.18 KPI: Service users by school sector

Referrals by Educational settings

The greatest number of referrals concern mainstream primary and secondary school children. However, we do have referrals from all age ranges in all settings including Special schools and integrated resources. There are a number of children who are not a Sheffield school or in a school setting. There are various reasons such as Elective Home Education, recently moved in the area, no school placement, attend out of city due to living close to Sheffield borders or suitability of a school for their needs. We support children who attend schools out of the city and live in a Sheffield postcode. We have the same support from bordering SENDIAS Services, where children and young people attend Sheffield Schools but live in neighbouring authorities. We have referrals across the majority of Sheffield Schools.

Figure 24: Number of referrals from each type of school

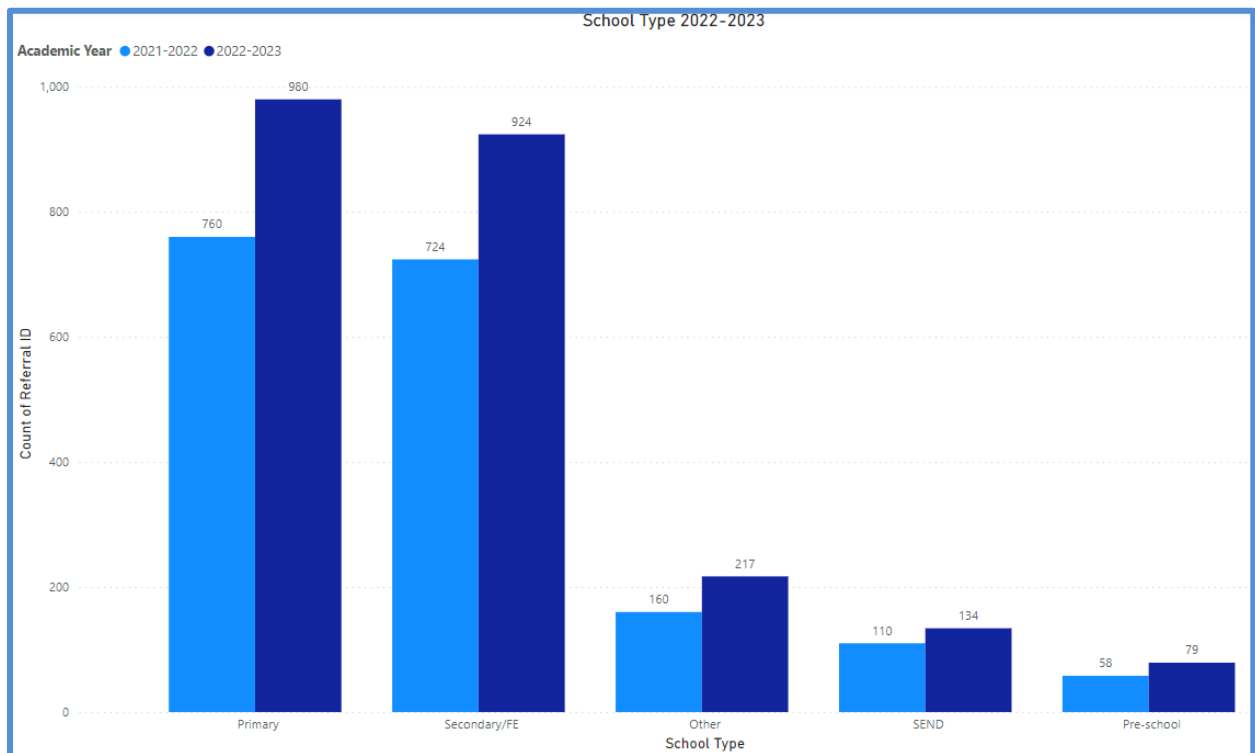
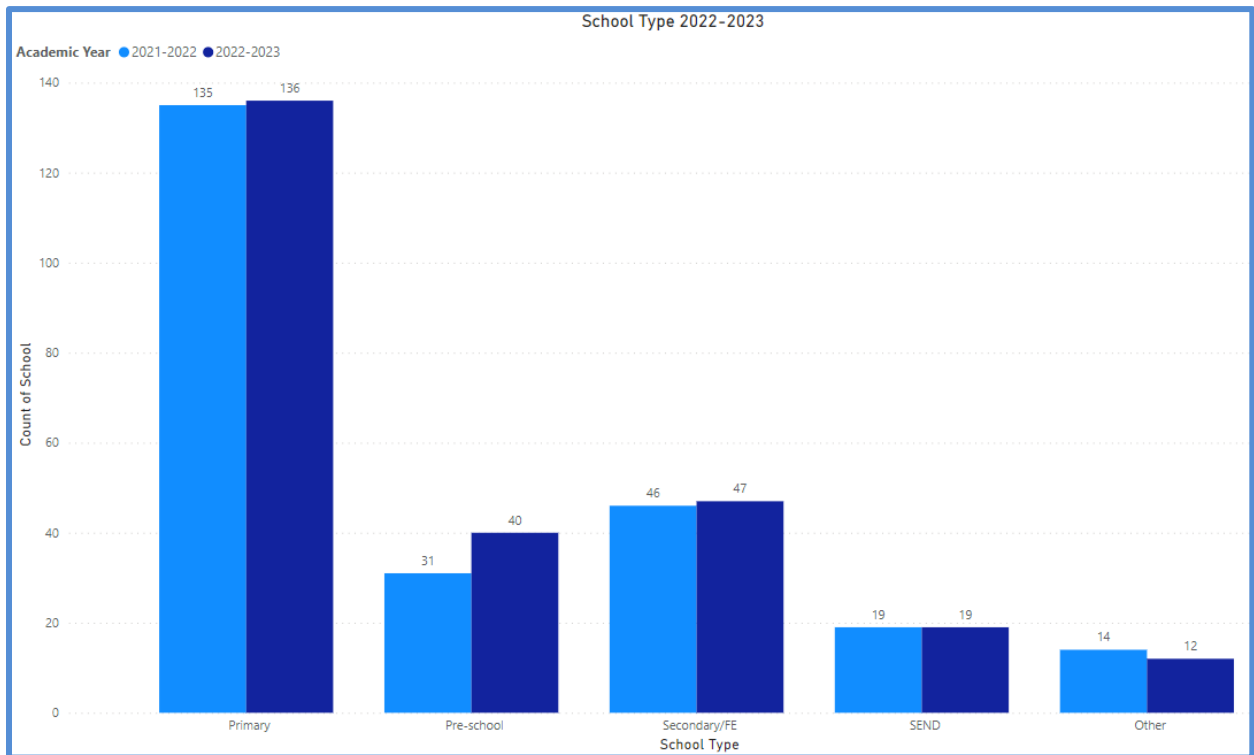


Figure 25: Number of individual settings



Over the years we have a few educational settings where referrals are higher than other schools. This can be for several reasons:

- Greater awareness of SSENDIAS
- Lack of parental confidence in the support their child is receiving
- Concerns with local policies being followed for statutory processes
- Risk of exclusion
- Communication breakdown with education setting and parent/ carers

This data is used to feed into school improvement, raising concerns or championing good practice within a school. As a service we offer parent coffee morningsto schools for 1:1 session, group discussions or training for parents/ carers and professionals

Figure 26: Primary Schools with most referrals across two years

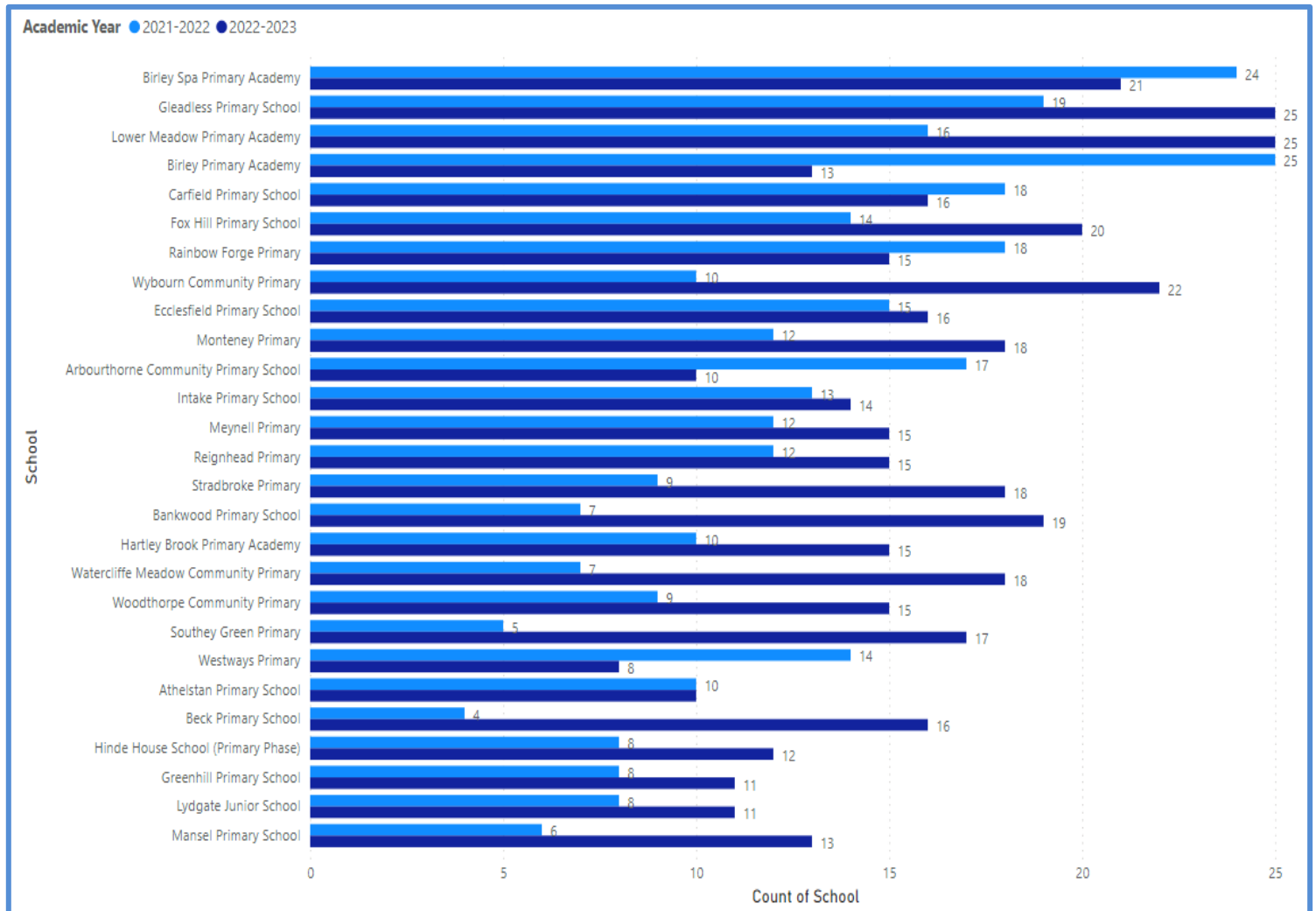


Figure 27: Secondary/FE Schools with most referrals across two years

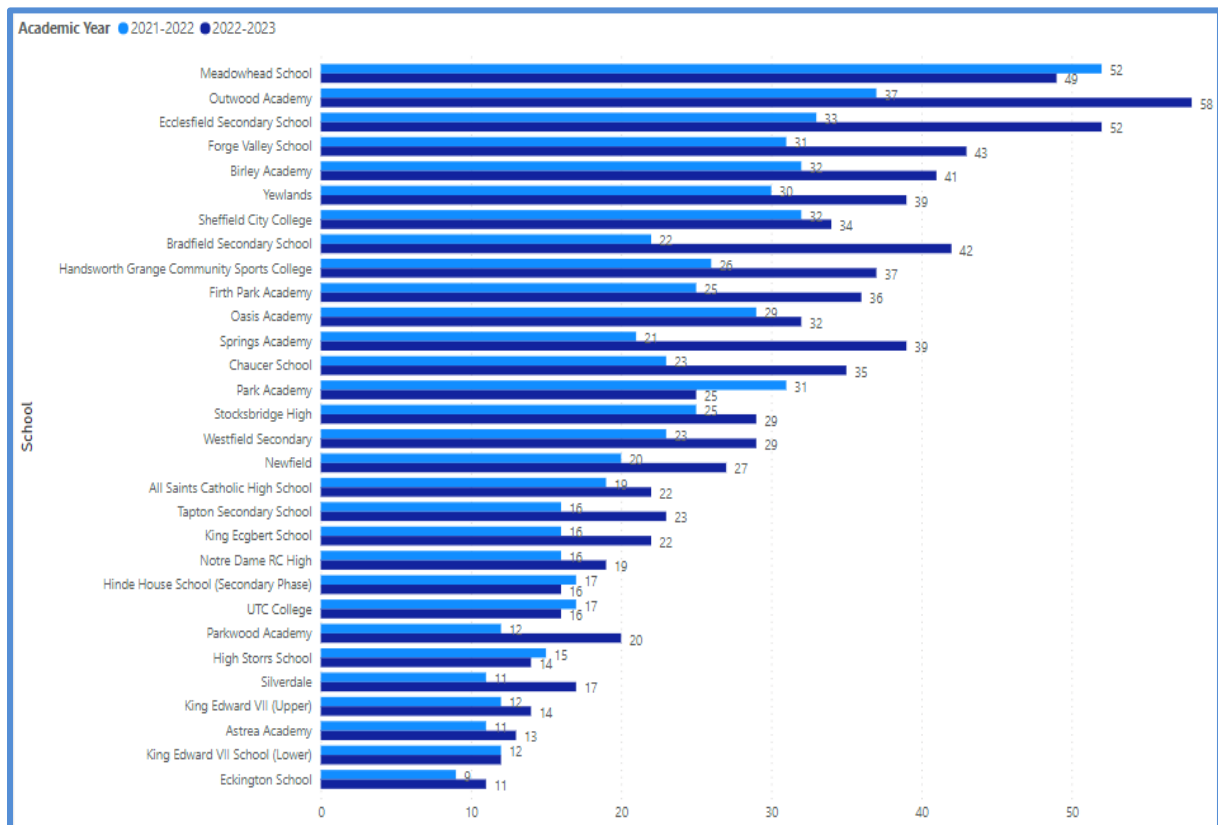


Figure 28: Pre-Schools with most referrals across two years

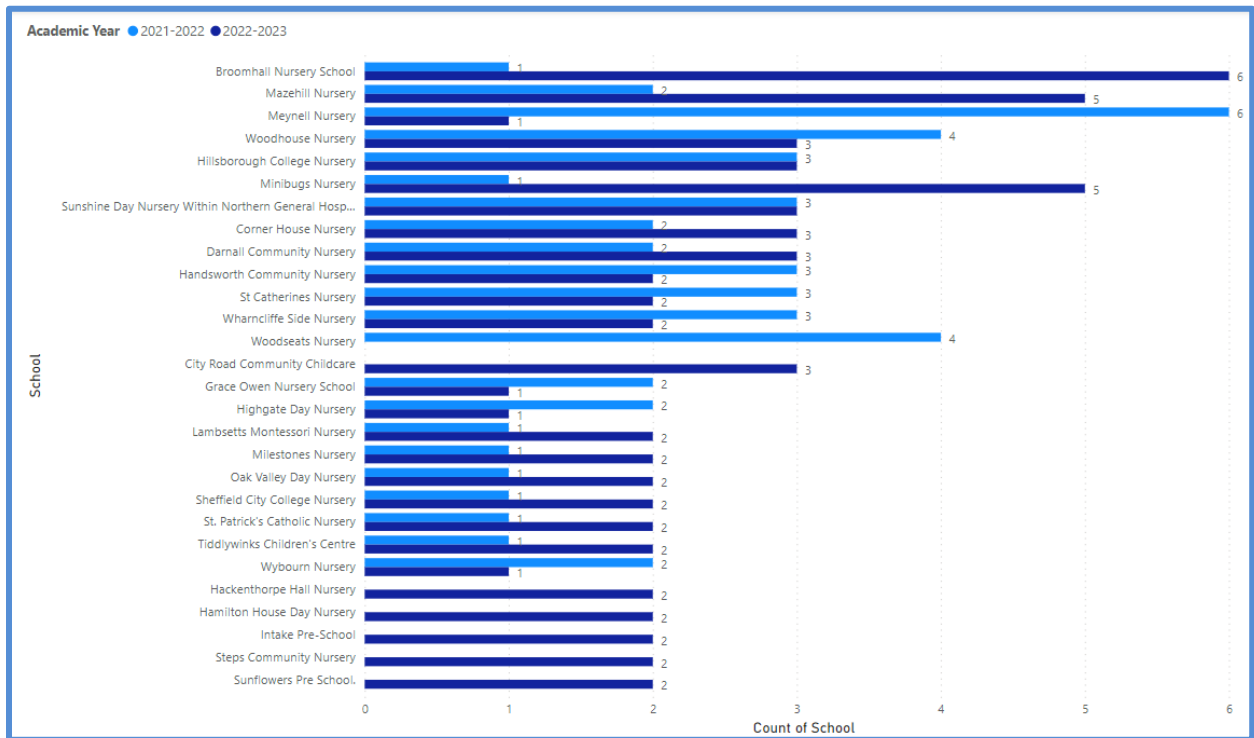


Figure 29: SEND settings with most referrals across two years

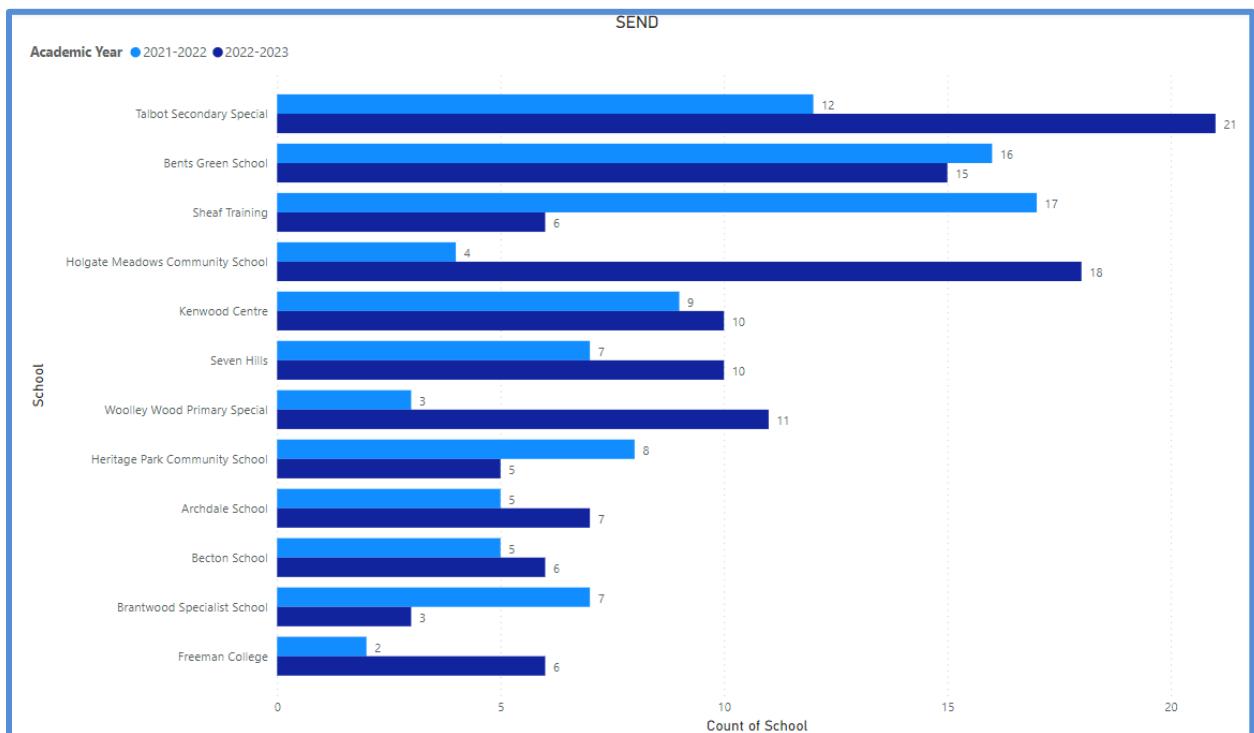
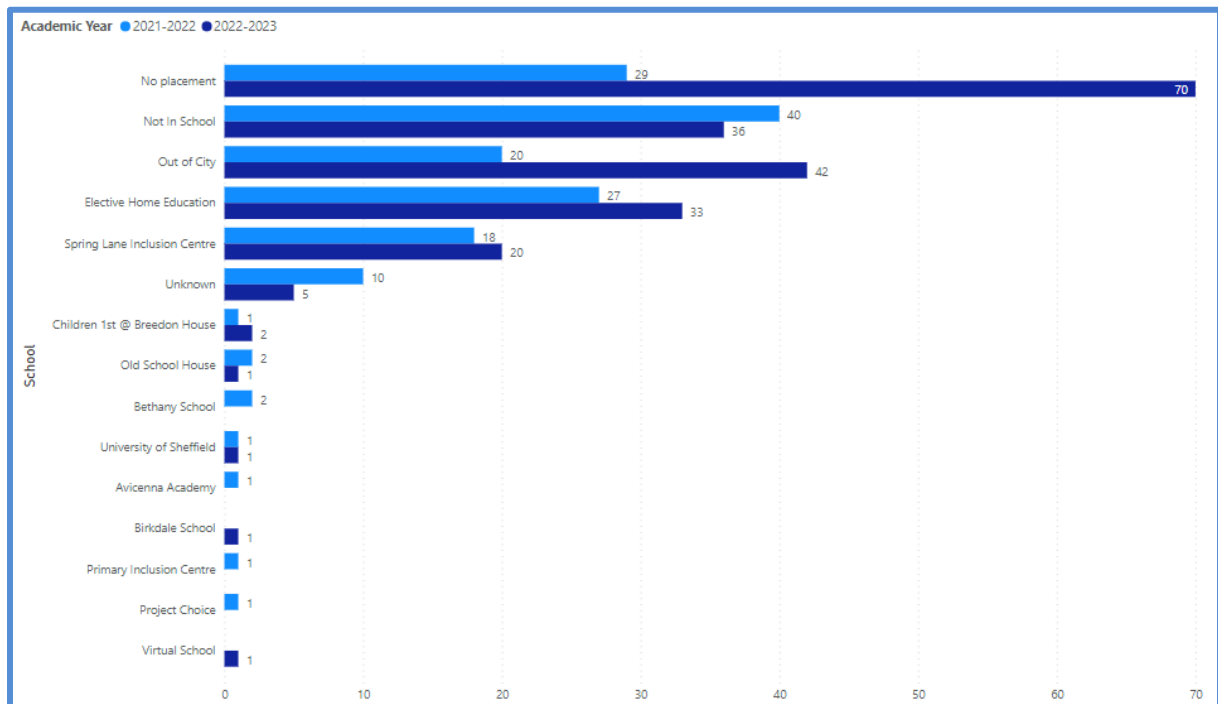


Figure 30: Other settings with most referrals across two years



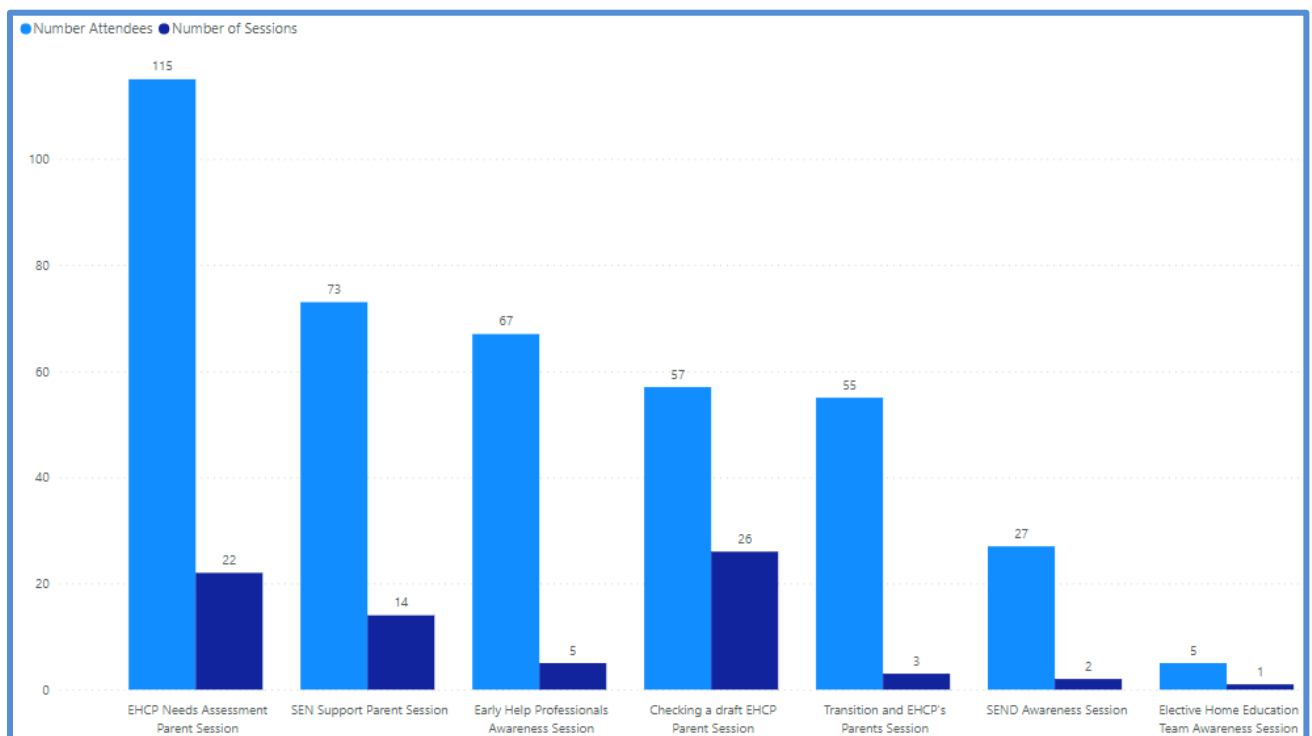
5.19 Events Information

SSENDIAS host parent and professional information sessions on FAQs these include:

- SEN Support in School
- What is a needs assessment for an EHC Plan
- How to look at a draft EHC Plan
- Transitions and resolving SEND disputes
- SEND Awareness sessions for professionals

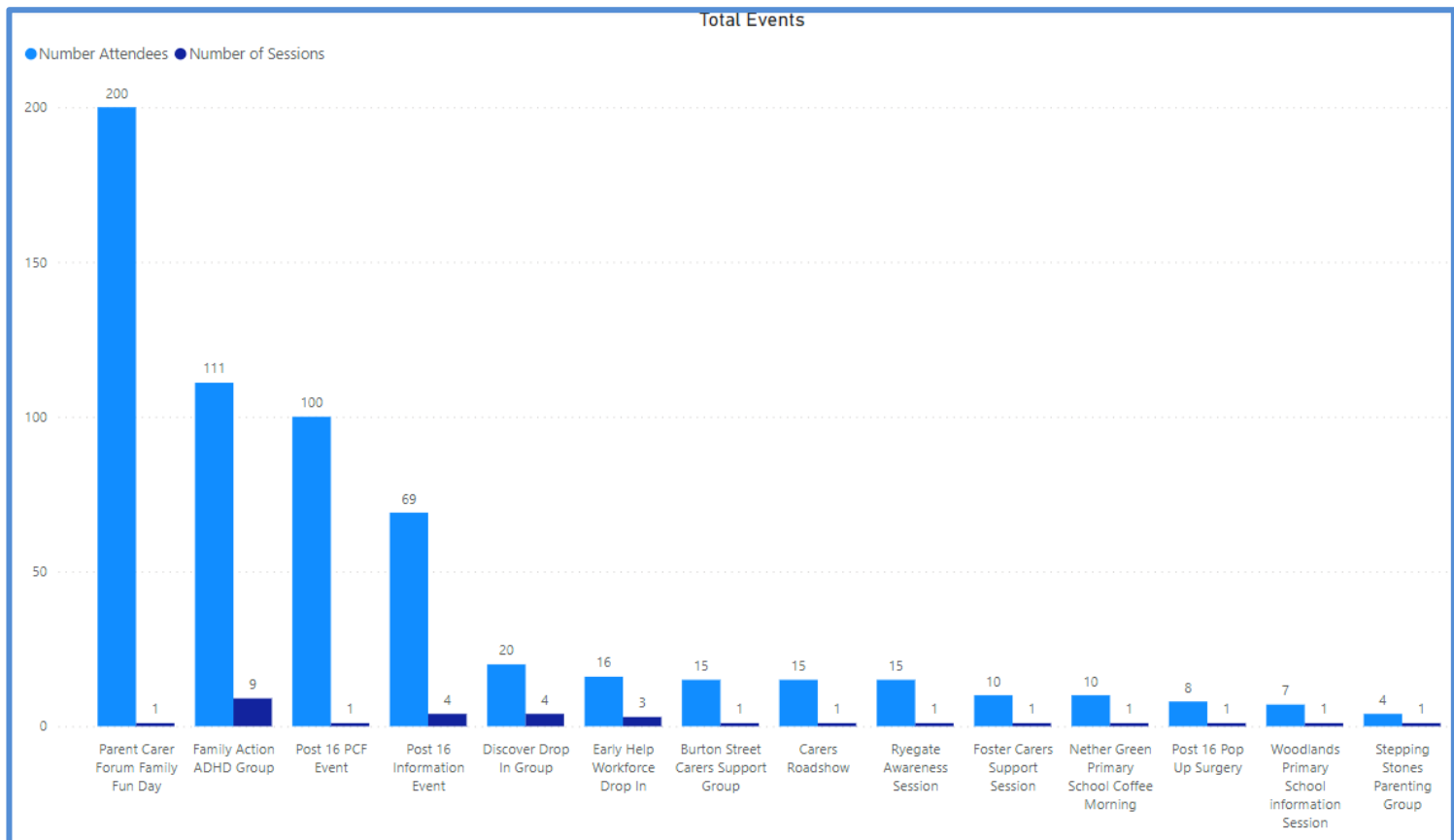
These are held both virtually and in person, and we offer evening and daytime sessions. The parent information sessions have had 300 parents attend over 65 different sessions. The professional awareness sessions we have held 8 sessions and had 99 colleagues from LA and NHS attend them. We continue to advertise the parent sessions through the website, on Facebook, through our newsletter, with local volunteer and charities, and through professionals and colleagues. The professionals training is advertised through the Early Help Partnership Training. We also offer bespoke training to professionals if requested.

Figure 31: Training Sessions 2022-2023



In addition to the parent and professional information sessions, we also attended 30 events with a reach of 600 parents. These sessions were to raise awareness of SENDIAS and answer queries for parents with some having appointments and 1:1 discussion with a caseworker or information officer. These sessions were held at various venues with Burton Street, Discover, schools, post 16 events, Parent Carer Forum events, parenting groups, and support groups, such as Family Action ADHD group and Foster Carers.

Figure 32: Events Attended 2022-2023



5.20 Social Media and Website information

We have continued to increase our social media and website usage to help offer self-service information for parents/ carers and young people. Our aim is to connect with as many parents, carers and young people in Sheffield as possible and to offer alternative methods of seeking support and advice with regards to SEND matters.

These are promoted during awareness sessions, on our newsletter and through Facebook, also via other service users and stakeholders. Depending on the subject area the reach of posts on social media varies in line with popularity. We continue to regularly post throughout the week.

Figure 33: Facebook followers by month

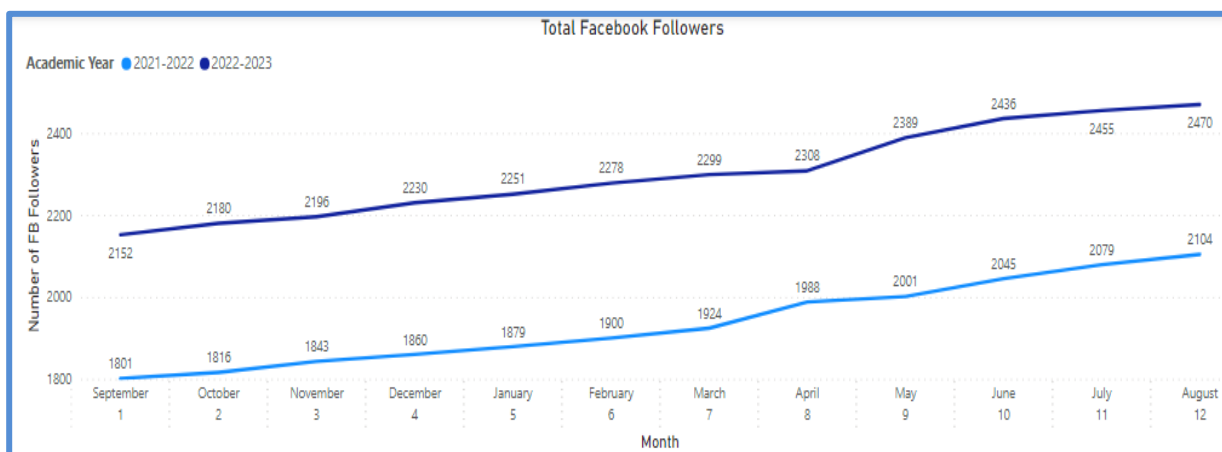


Figure 34: Average reach on Facebook by month

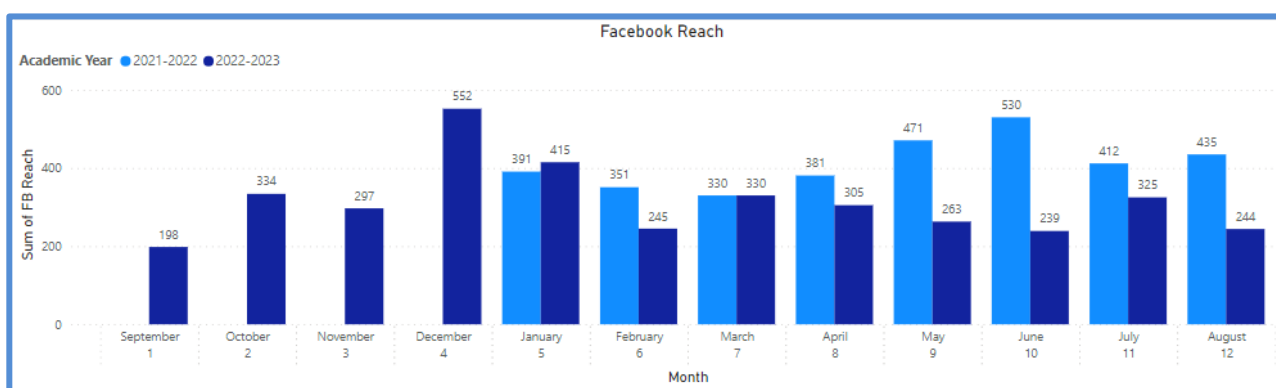
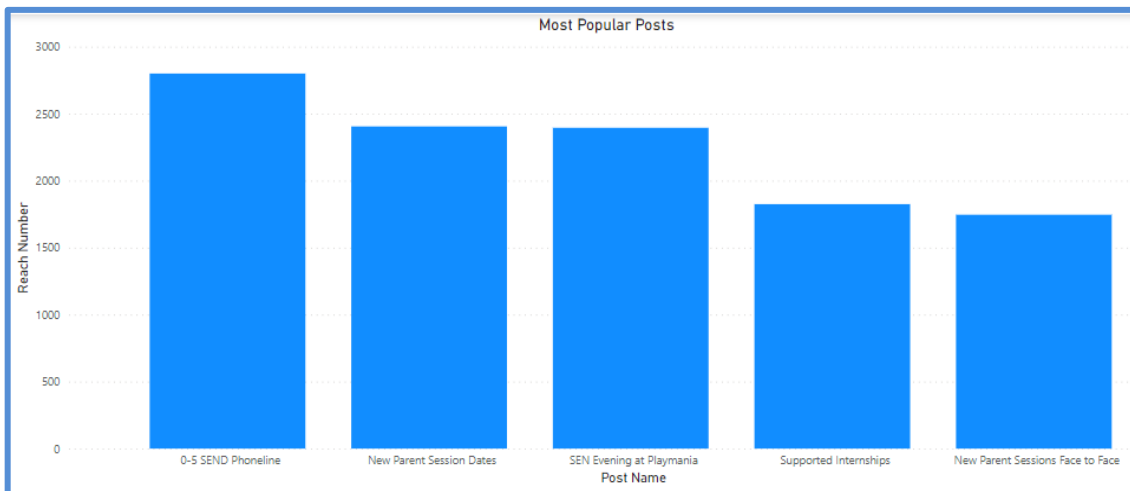


Figure 35: Top successful posts on Facebook by reach in 2022-2023



The website is stand alone and arm’s length from the Local Authority. It is a source of useful information, SEND laws and processes, ways to refer to our service, links to Sheffield Local Offer and training & events SSENDIAS are hosting.

We continue to add to our website, this year we have added new webinars on the training & events page and new information leaflets on the service policy & leaflet page. [Sheffield SENDIAS - Special educational needs and disability advice and support](#)

Figure 36: Monthly visitor numbers to the SSENDIAS website

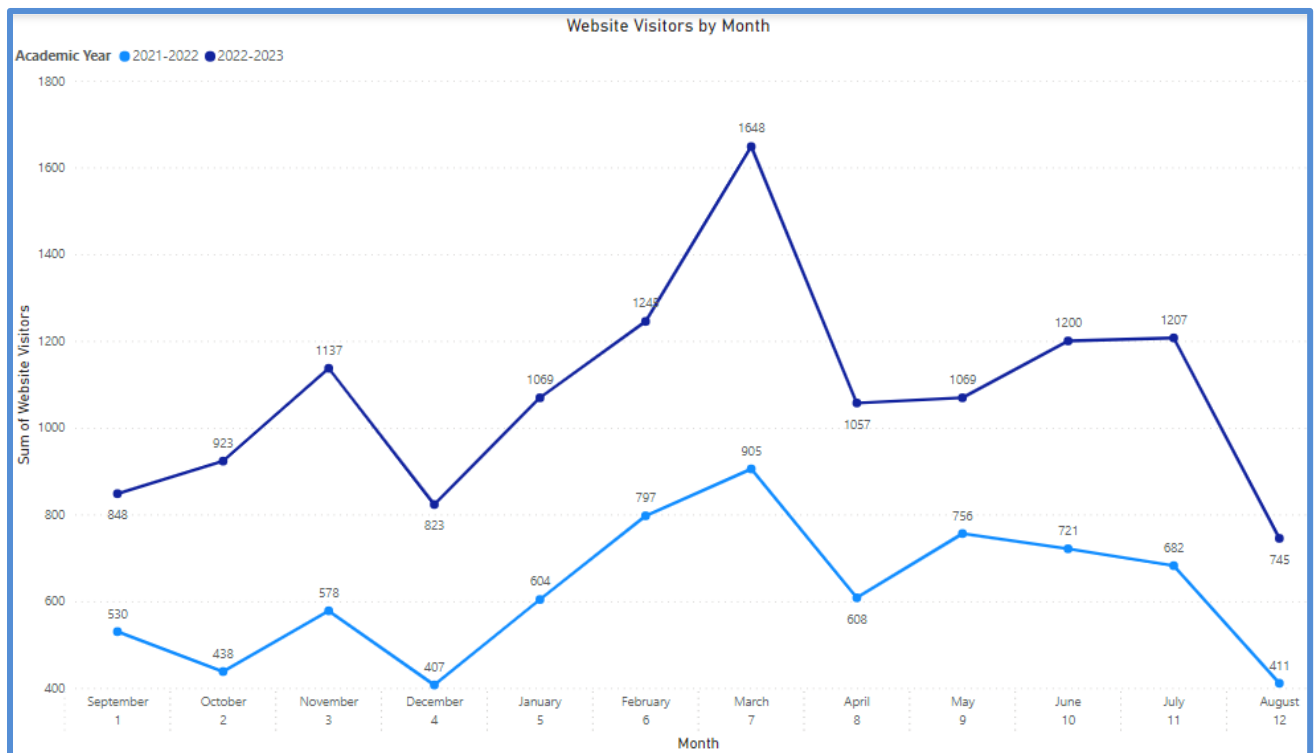


Figure 37: How did users find the website?

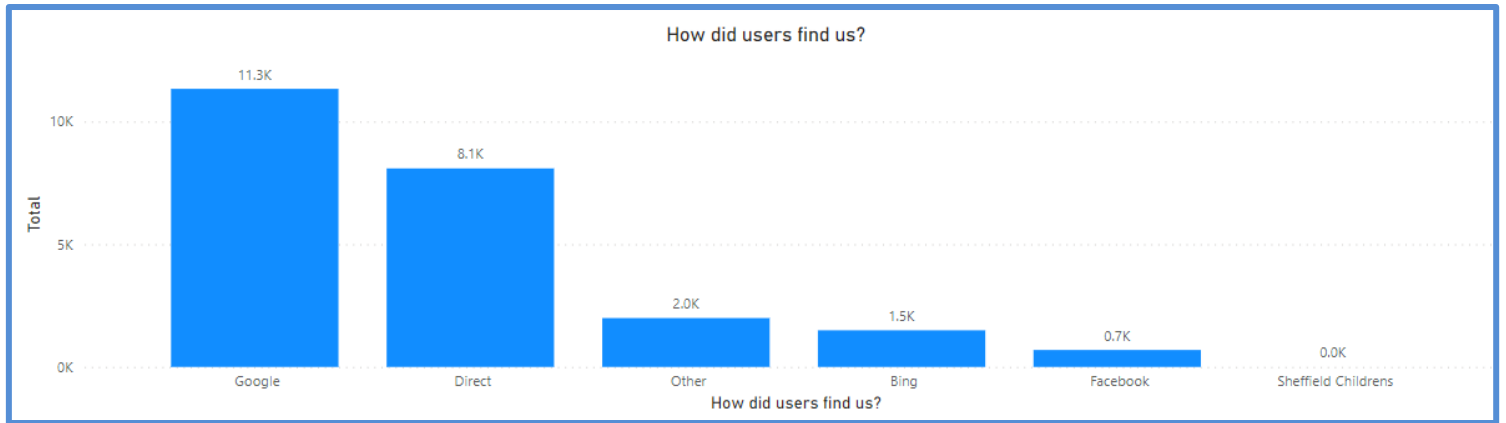
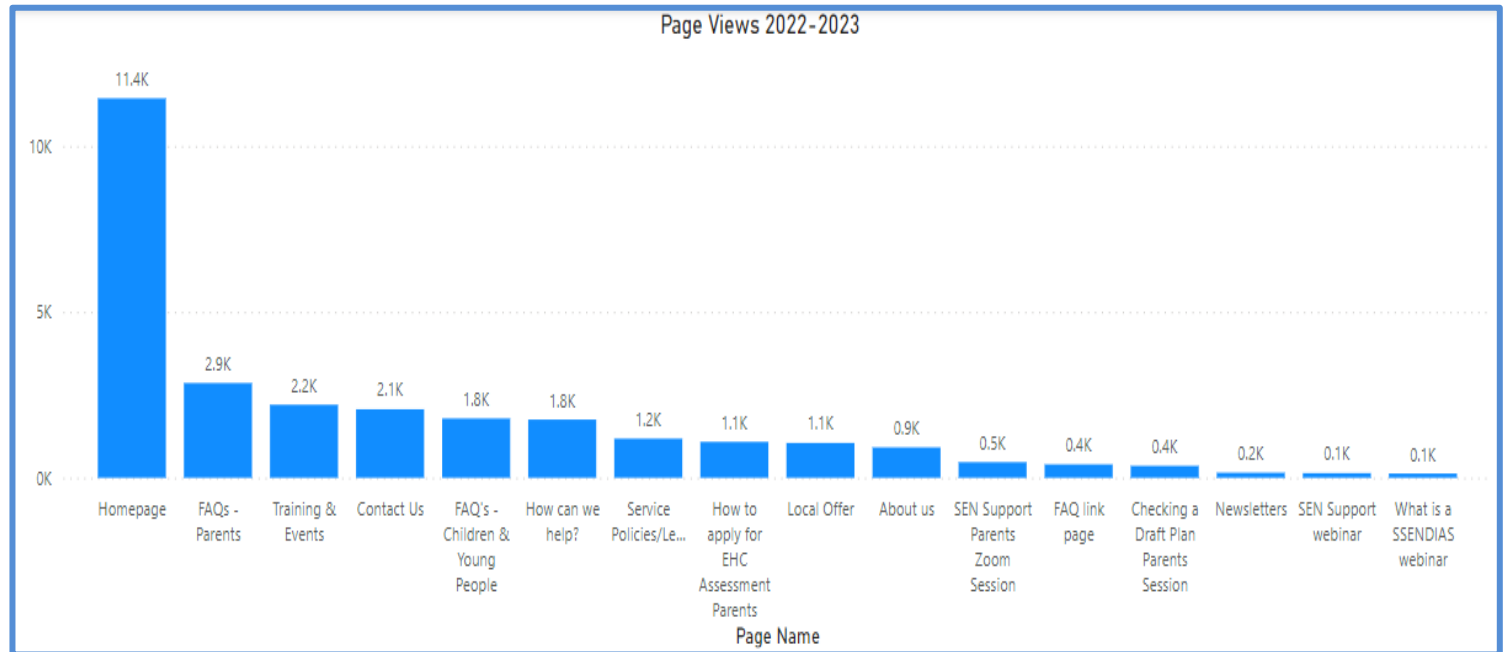


Figure 38: Number of page views



5.21 Service Users Evaluation Data

We send out evaluations to service users when a piece of work has been completed, the outcome parents/ carers or young people contacted our service for has been achieved or information has been sent. These are sent out fortnightly as a case closes. When a case closes, we have an open-door policy where a service user can come back to SENDIAS at any given point in their child/ young person's education (0-25) when further information, advice or support is needed.

We ask questions to find out the views and experiences of service users. Feedback is used in part as a self-review on how the service is delivering the information, advice and support responsibilities as required by the Children and Families Act 2014 and the SEN Code of Practice 2015. It also assists the future planning of the service and understanding the impact the advice and support may have had. We value all types of feedback; we will listen and resolve any disputes or complaints.

Whilst looking at the feedback there have been an increase in scores of 1 in a score of 1-5 where 1 is the lowest score. As these are anonymous evaluations unless service user leaves contact details we cannot follow up on the scores. However, the comments left by some give an indication that the reasons for this are mostly due to:

- Unable to attend meetings.
- Parents/ carers feel there is a lack of staff available to support.
- We are slow to respond to calls and emails.
- Having to wait for a number of weeks to speak to a caseworker.

We are using this feedback to feed into commissioners and working with them to try to resolve.

The questions included in the survey are designed by the Information, Advice and Support Network (IASSEN) and are sent out as part of a wider national survey of participating IAS services in England to benchmark their performance. The evaluation response is low in comparison to the numbers sent out and different ways of gathering the data are being looked at.

Figure 39: Evaluation responses by postcode 2022-2023

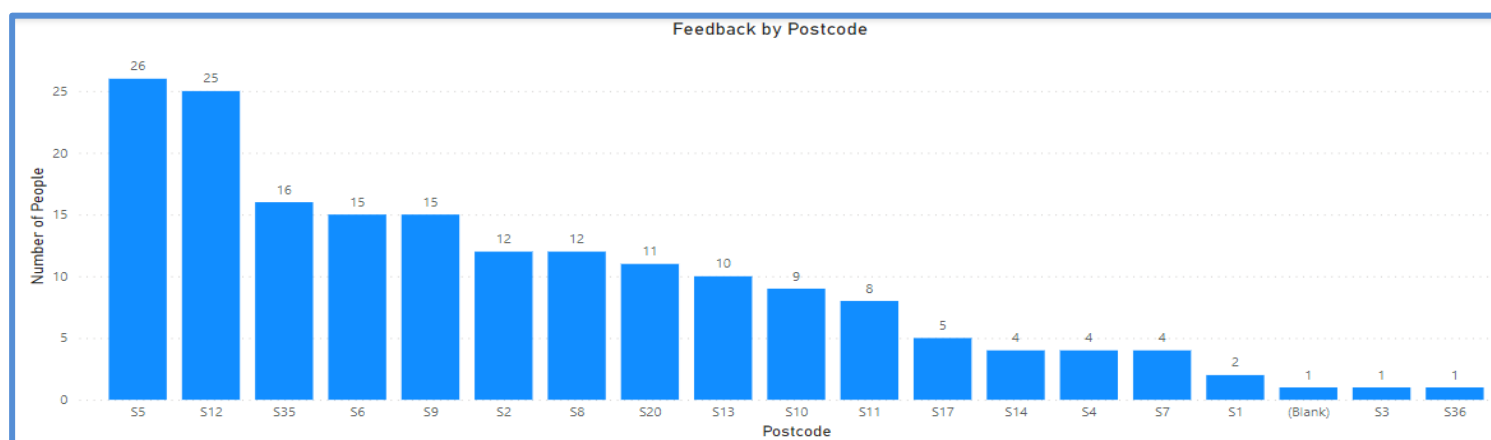


Figure 40: How easy was it to get in touch?

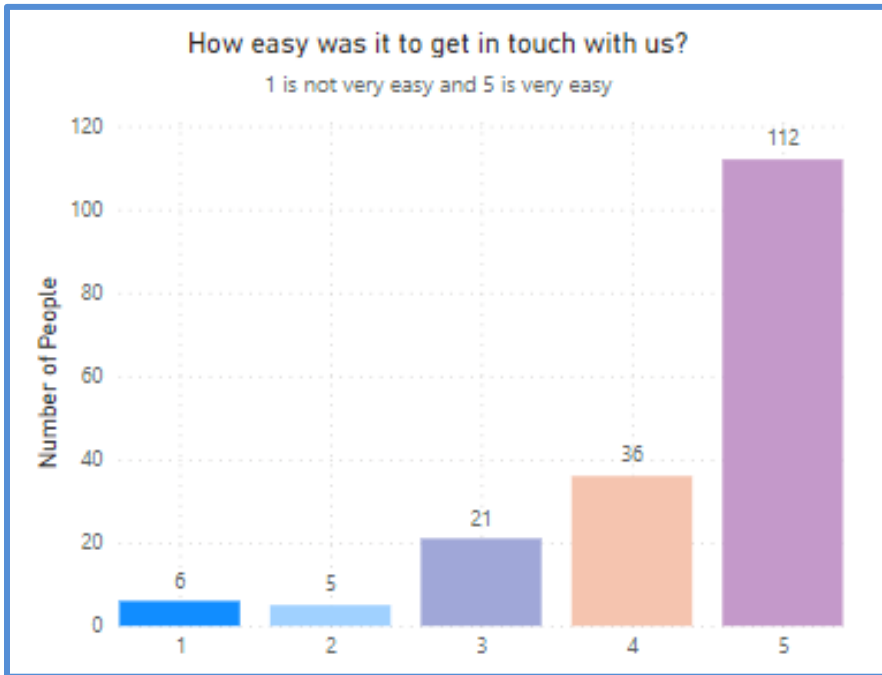


Figure 41: How helpful was the information, advice and support we gave?

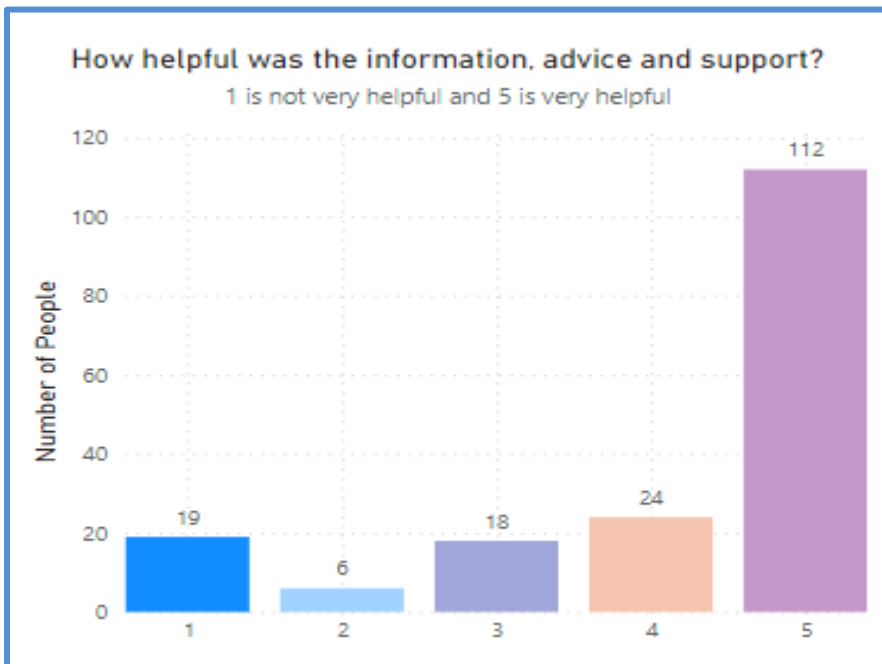


Figure 42: How neutral, fair and unbiased do you think we were?

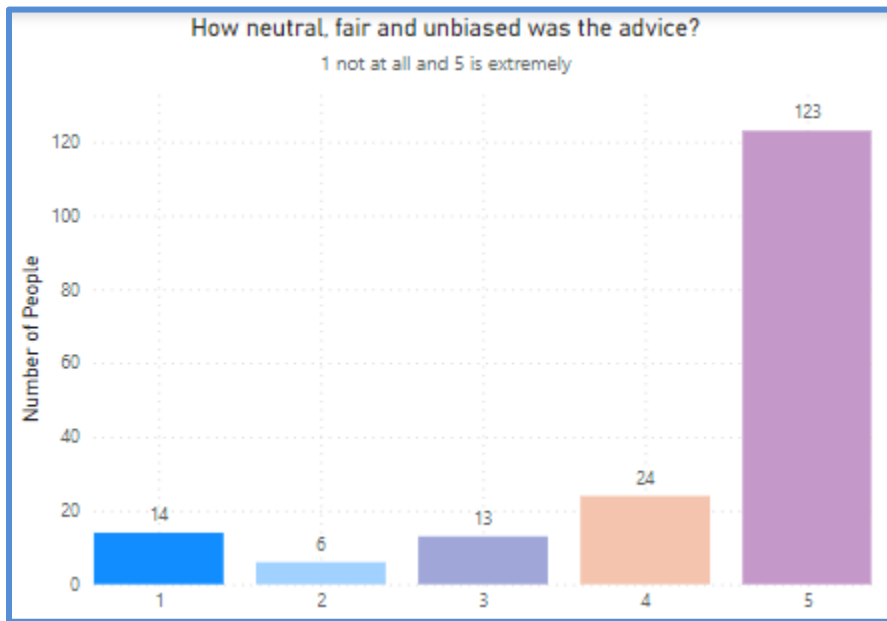


Figure 43: How likely is it that you would recommend the service to others?

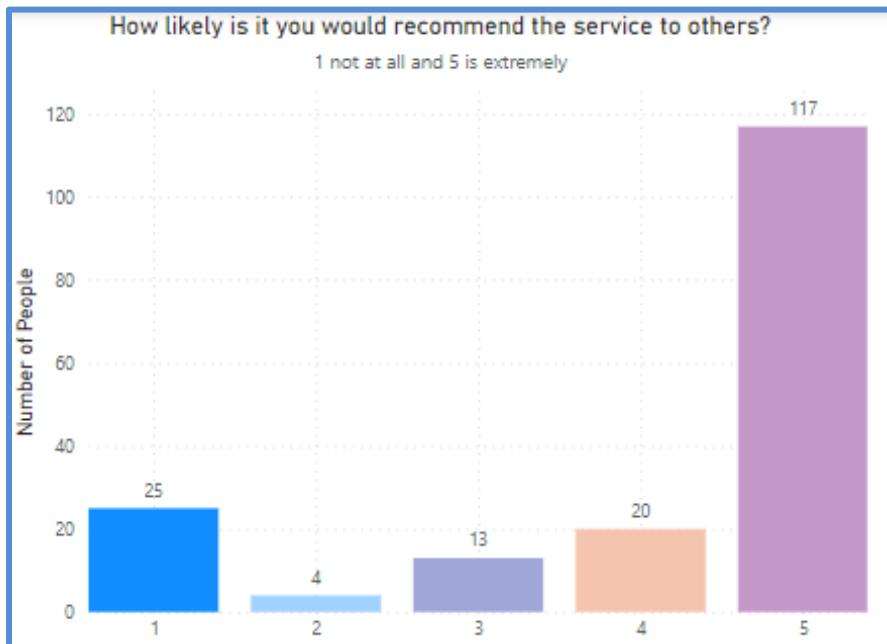


Figure 44: What difference do you think our information, advice or support has made?

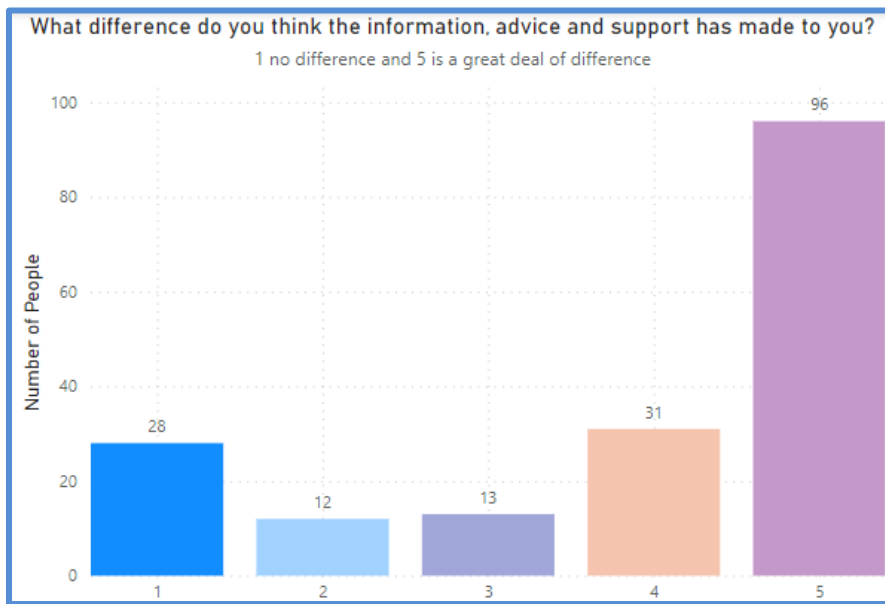
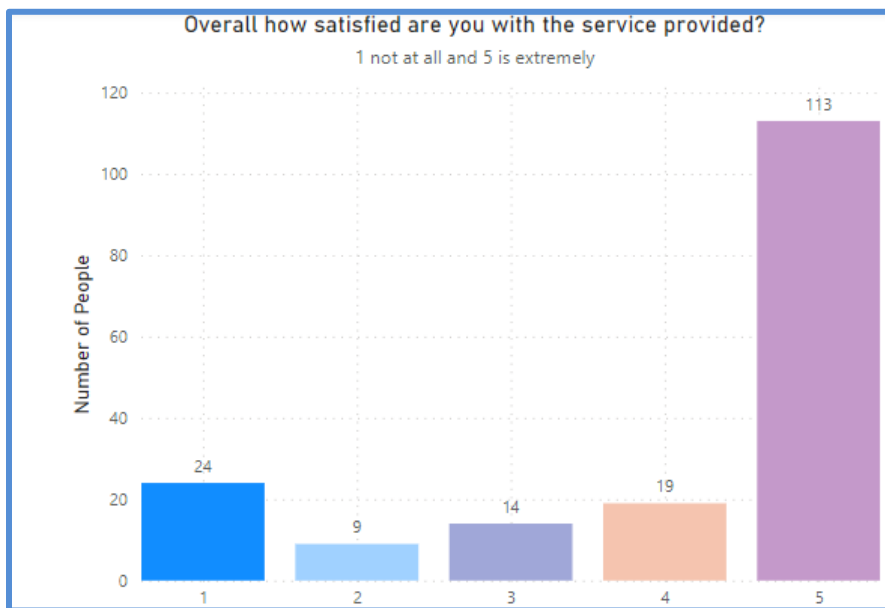


Figure 45: Overall, how satisfied are you with the service we gave?



Fantastic support for parents and unbiased advice

Amazing keep up the good work

Really good service and helpful we need more places like this for support

Conclusion

Sheffield SENDIAS has continued to have another busy year with referrals increasing year on year. These are from parents/ carers, young people and professionals who continue to use the service. We have supported an increasing number of parents who are new to SSENDIAS.

We are always looking at ways to improve the service, both ways of working and ensuring that parents/ carers and young people are aware of SSENDIAS and what we do.

In this academic year we introduced an appointment system. When a referral is escalated to tier 2 an appointment is made with a caseworker. This has ensured parents know when to expect the call and reduced the number of repeat calls into the service asking when the caseworker will be calling. The majority of parents are available at the agreed time. Referrals for statutory work is prioritised for a response within the legal timescales.

SSENDIAS has been working part time at home and part time in the office. We will continue to be hybrid working. We still ask for some meetings to be virtual; this supports increasing capacity for caseworkers. There have been an increased number of face-to-face meetings in schools this academic year. Unfortunately, we are not always available to support at meetings but if we cannot attend a call is offered to discuss with a caseworker prior to the meeting being held.

To further improve our offer, we have recently developed a Young Peoples Involvement Officer role and Hazey Wareham started in August 2023. This role is for referrals received from Y11 onwards. With the purpose to work with young people to ensure their voices are heard in all decision made in relation to their education into post 16 and preparation for adulthood. To be an advocate for young people but also empower them to feel confident to be an advocate for themselves.

We ensure we provide accurate information, advice, and support by keeping up to date with legislative changes. This is through continual personal development and training.

To improve further we work with our steering group with close links to parent/carers and young people and key stakeholders to develop a sustainable service for the future. We also discuss this with commissioners from the Local Authority and ICB (Integrated Care Board). This is to ensure Sheffield SENDIAS can continue meeting the minimum standards and local need.