



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 2021 – 31st August 2022

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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) 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 for IAS services were released in 2018 and supersede The Quality Standards Framework which were put in place for IASSN (The Information, Advice and Support Services Network) following the reforms in 2014 with the Children's & Families Act. These standards are 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

(Minimum Standards 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 is 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, 79% of IASS are joint funded and joint commissioned. This data was taken from the IASSN funding, casework and staffing data. In Sheffield we have a joint commission, but we were not jointly funded this academic year. This has now been agreed to be jointly funded as of November 2022.

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 £246,500 is centrally funded by the local authority to provide 6 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

3 x Caseworkers

Tracey Gillin, FT1.0

Sue James, FT1.0

Linda Wright, FT1.0

3 x Information Officers

Lucy Wilks, FT1.0

Emma Bagshaw, FT1.0

Amy Hunter, FT1.0 temporary Aug 2022 to Aug 2023

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
- 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 in order 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 etc. [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 other 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 \(sheffielddirectory.org.uk\)](#)
- 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)

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-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, SENCOs, 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 city wide:

- Early Help Awareness Training for all LA practitioners
- Family Action ADHD Group
- Autism Hope
- Sheffield Parent Carer Form
- SENCO and Head Teacher training sessions through Learn Sheffield
- Sheffield College and other post 16 providers
- Voluntary and charity parent/ support groups
- Parenting groups
- Healthwatch Information Session's
- 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.

[SSENDIAS Referral Policy pdf](#)

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 SSENDIAS 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 (Parent Carer Forum) 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, and York. This is both offering and receiving peer support.

5. The data for Academic Year September 2021 – August 2022

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.

In September 2021 SSENDIAS changed 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
- 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 made further changes in January 2022; we now offer parent information sessions on FAQ's. 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

5.1 SENDIAS Newsletter

In the Autumn term 2021, we launched a termly newsletter. This includes lots of useful information from SENDIAS and Sheffield for children and young people with SEND and their parents/ carers

- Meet the team
- What's new in SENDIAS
- 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 SENDIAS
- Useful contacts

These are just some of the topics which are themed depending on the time of year.

The newsletter is available through:

- SENDIAS social media and website
[Newsletters — Sheffield SENDIAS](#)
- If registered on the Childrens Disability Register
[Child Disability Register | Sheffield City Council](#)
- If you are signed up for receiving the newsletter
- Sent out to professionals and colleagues within the LA, NHS, Schools and voluntary and charity organisations

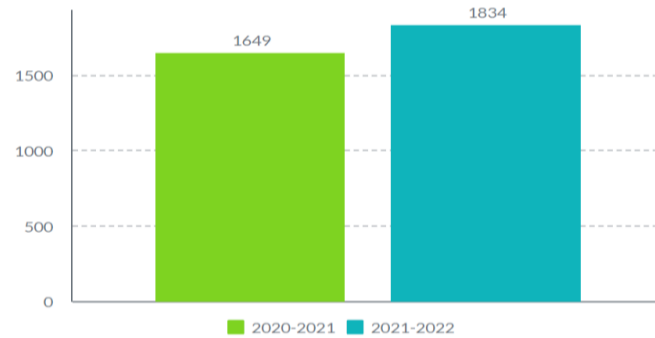
5.2 What Our data tells us

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. SENDIAS 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

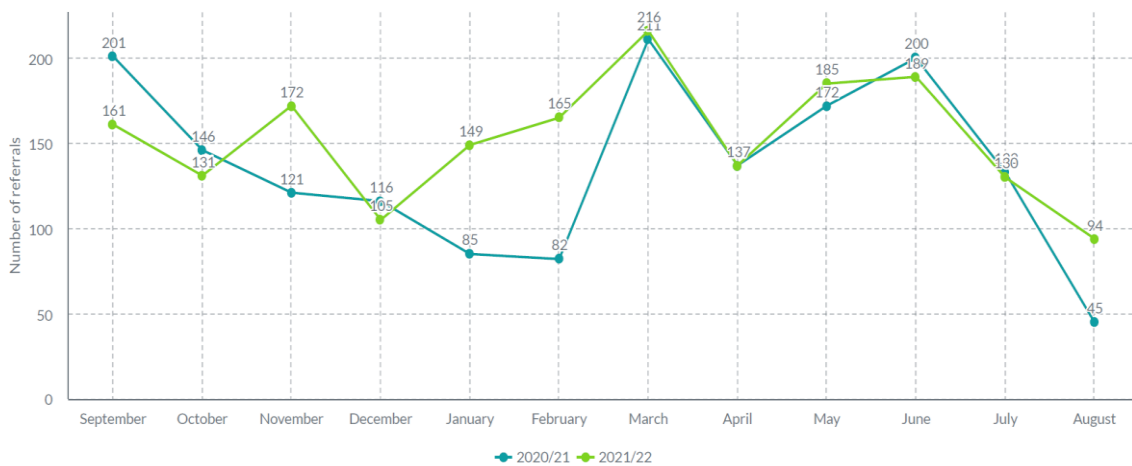
New referrals received in 2021-2022 have increased by 11.2% from those received in the previous academic year, going from 1649 to 1834. New referrals may be from a family that has previously used the service but are contacting for different reasons, such as transition, SEN support in school, a suspension 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

Figure 1: Referrals to service by academic year



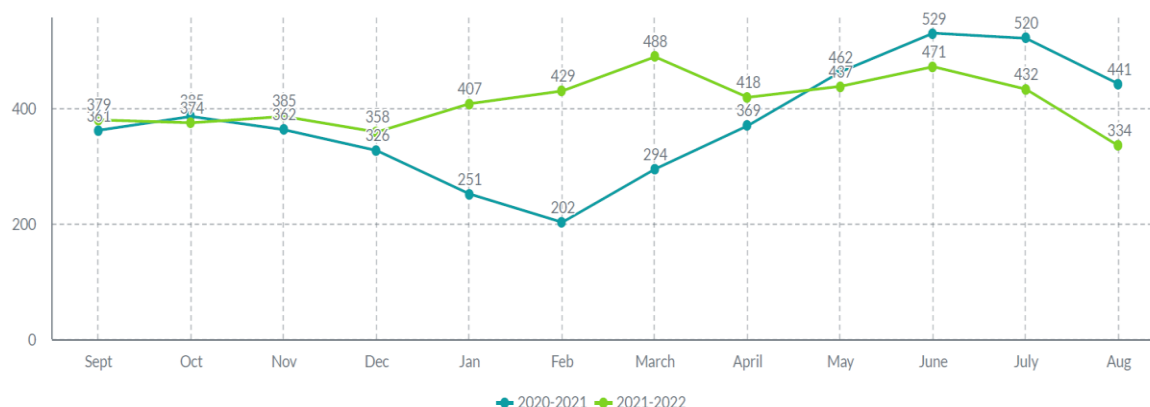
The graph below shows a breakdown of referrals received each month across the academic years 2020-2021 and 2021-2022. This chart demonstrates the way referrals peak at different times throughout the year.

Figure 2: New referrals received by month



This graph demonstrates the level of active referrals in the service across 20-21 and 21-22. During this academic year, due to the changes to using a tiered approach for each new referral, we have also looked at closure of cases. Unless active casework is agreed the case is closed. This has resulted in less cases remaining open. 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



5.4 Referrals, Professional and Anonymous

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

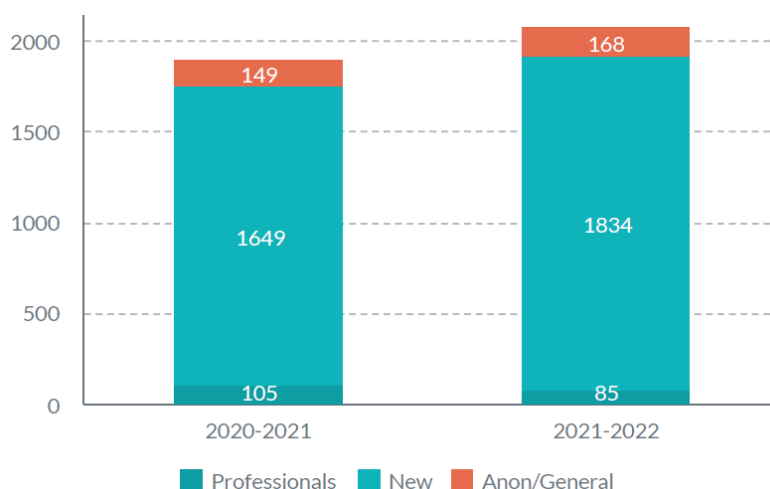
These are "one-off calls" from professionals, educational settings, health, Local Authority and other stakeholders for advice and information. The service does not collect any child's details from professionals due to confidentiality and working at arm's length. We will offer generic advice.

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 2020-2021 and 2021-2022 we have seen a reduction in the number of professionals who have contacted SENDIAS for generic advice but an increase in anonymous one-off calls and referrals.

Figure 4: Referrals, Professional and Anonymous enquiries



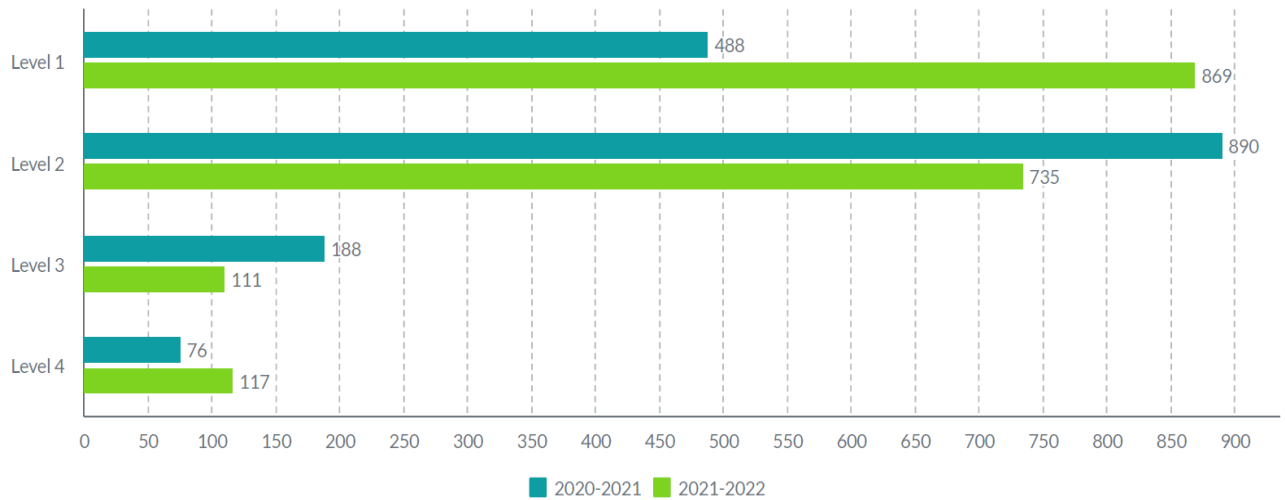
5.5 Intervention Levels

Each referral is categorised into **four levels of intervention** to provide a tiered approach to casework demands. The interventions 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.

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.

Since the increase in service referrals, the change to our working practices and the introduction of the tiered referral system we are able to signpost and give parents initial advice on their first call into the service, at Intervention Level 1 which have nearly doubled. Level 4 cases have increased, due to the number of complex case work we receive requests for, with continued support at mediation & tribunals, permanent exclusions, statutory work and cases that have been known to the service for an extended period and continual casework has been done.

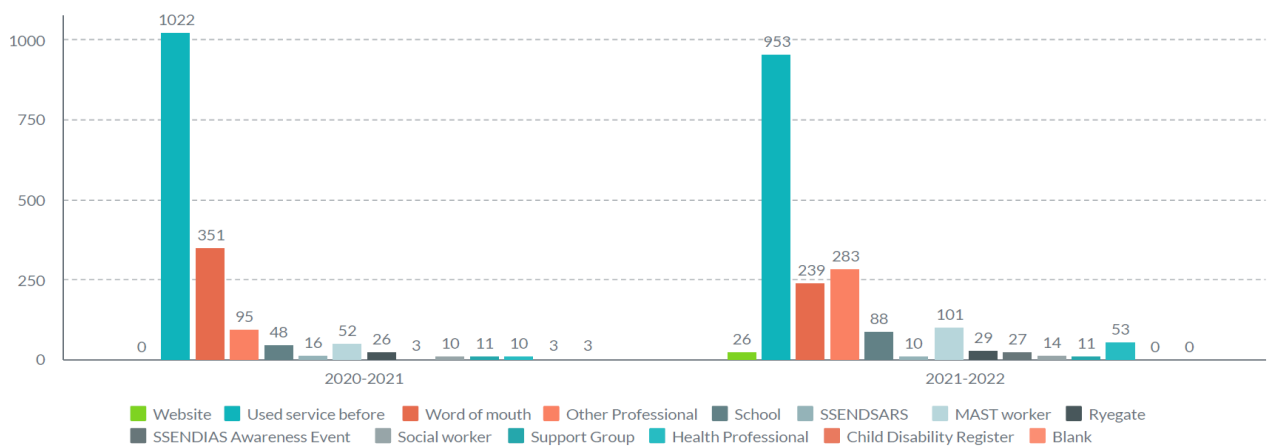
Figure 5: Intervention levels of referrals received in the period.



5.6 How did you hear about SSENDIAS

We track how service users find out about SSENDIAS. We continue to have a number of parents/carers who return to SSENDIAS 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 also signposting to SSENDIAS.

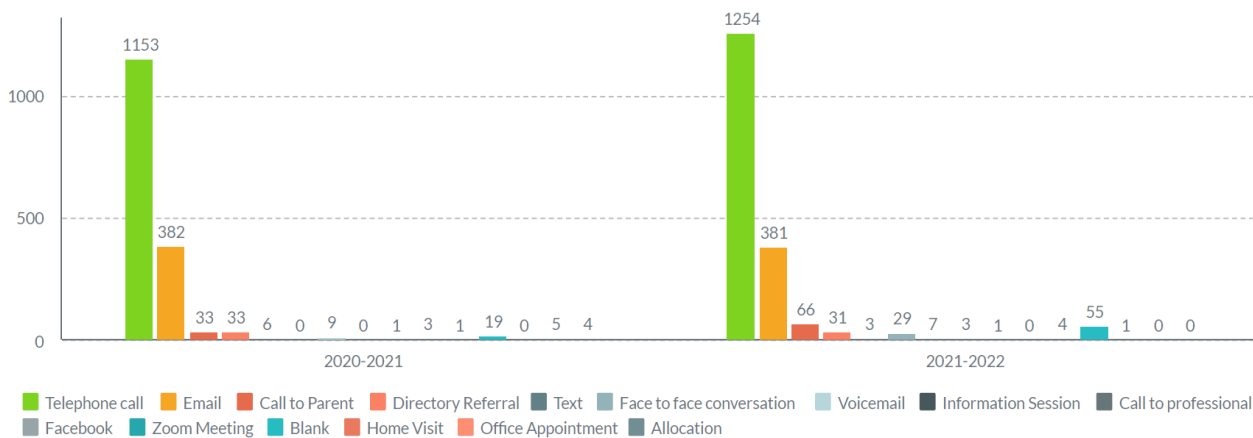
Figure 6: How did you hear about SSENDIAS?



5.7 Contact Method

Telephone is still the preferred method of communication for parents.

Figure 7: Contact method

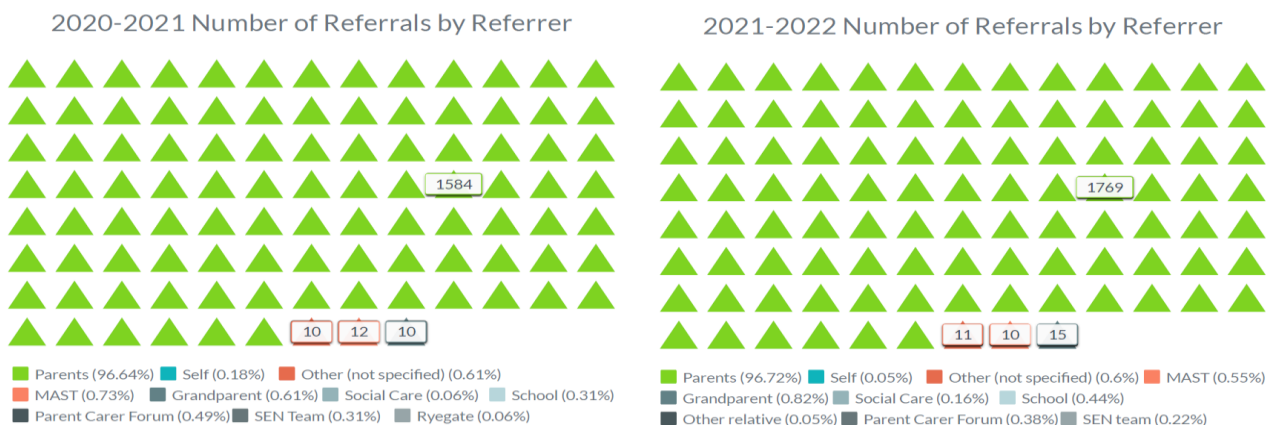


5.8 Number of referrals by referrer

The service only accepts referrals from parents/ carers or young people. Only in exceptional circumstances will we receive a referral from a school or Practitioner. This is when we can ascertain permission has been sought for the referral to be accepted.

[Sheffield SENDIAS Referral Policy and Procedure](#)

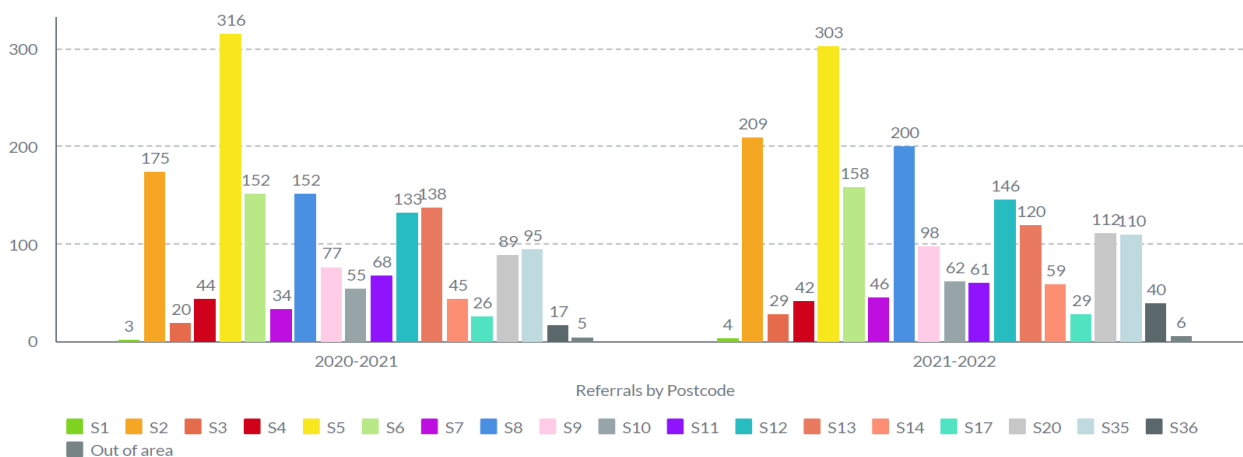
Figure 8: Number of referrals by referrer



5.9 Referrals by Postcode

The increase in referrals has been across the city with the majority of postcodes showing a rise in numbers. SSENDIAS 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.

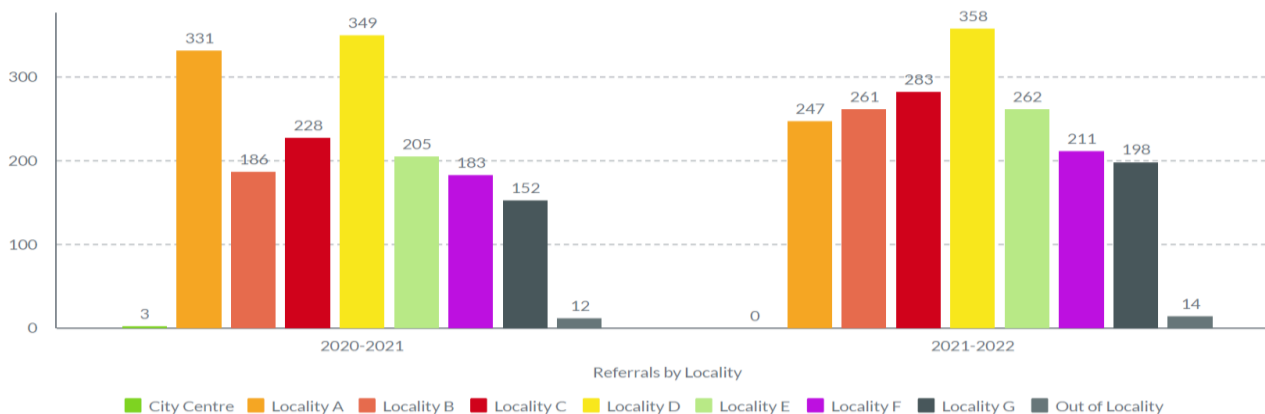
Figure 9: Referrals received by postcode



5.10 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



5.11 Referrals by Gender

The over representations of boys over girls are a historical picture that has been seen locally and follows a national trend. This year we have seen a bigger increase in referrals for girls. This is also in line with national trends, where there has been an increase in number of girls on SEN support with or without an EHC Plan

Figure 11: Referrals received by gender

Referrals by Gender 2020-2021

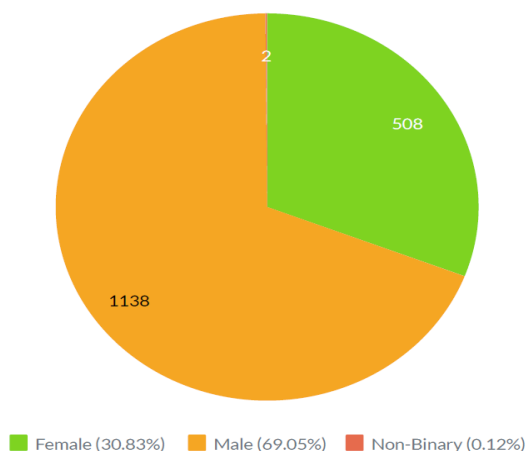
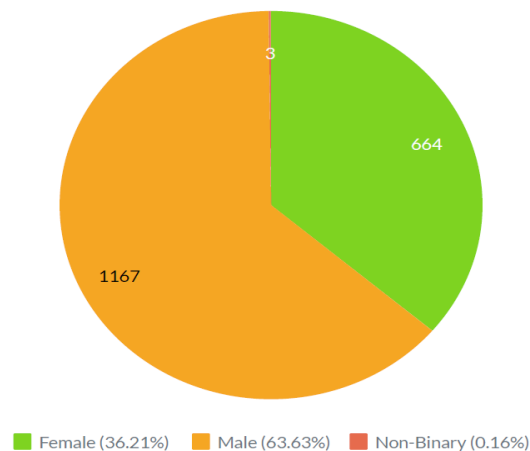


Figure 12: Referrals received by gender

Referrals by Gender 2021-2022



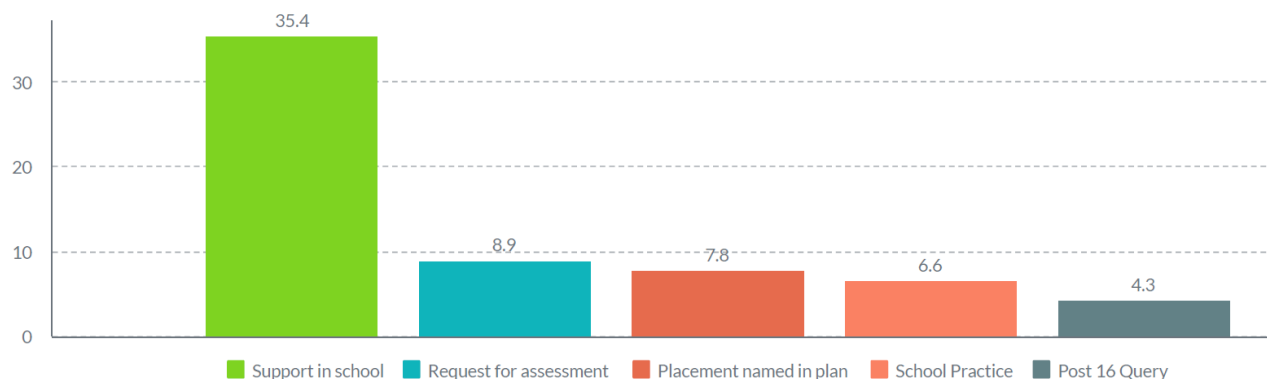
5.12 KPI: Breakdown of reasons for children, young people and their parents contacting SSENDIAS

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 the most 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. This is our highest levels of request for support.

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.

Figure 13: Top reasons for referrals 2021-2022 by percentage of total referrals received



These top 5 reasons combined make up 63% of all referral reasons for the academic year 21-22. This follows the trend from previous years that the most common reasons for parents to contact SENDIAS 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.

Figure 14: Referrals made by category.

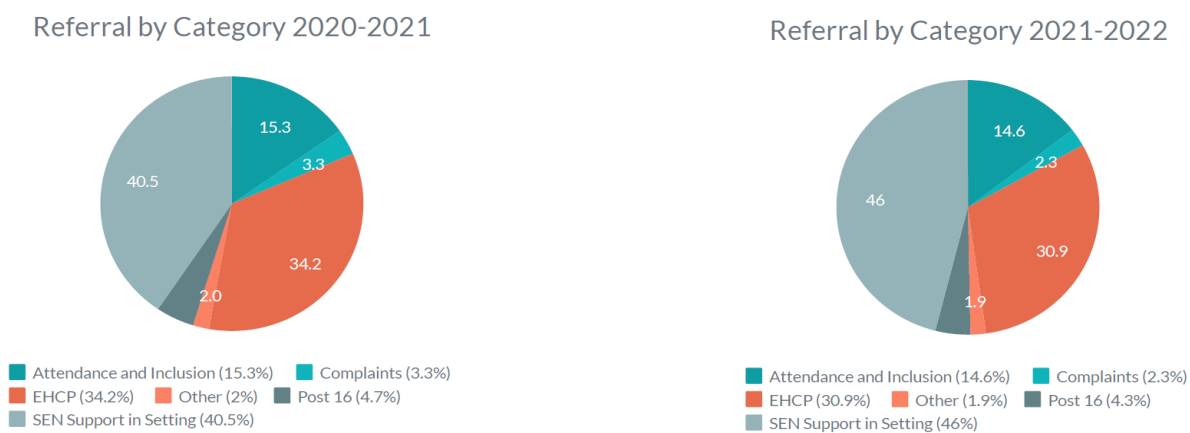
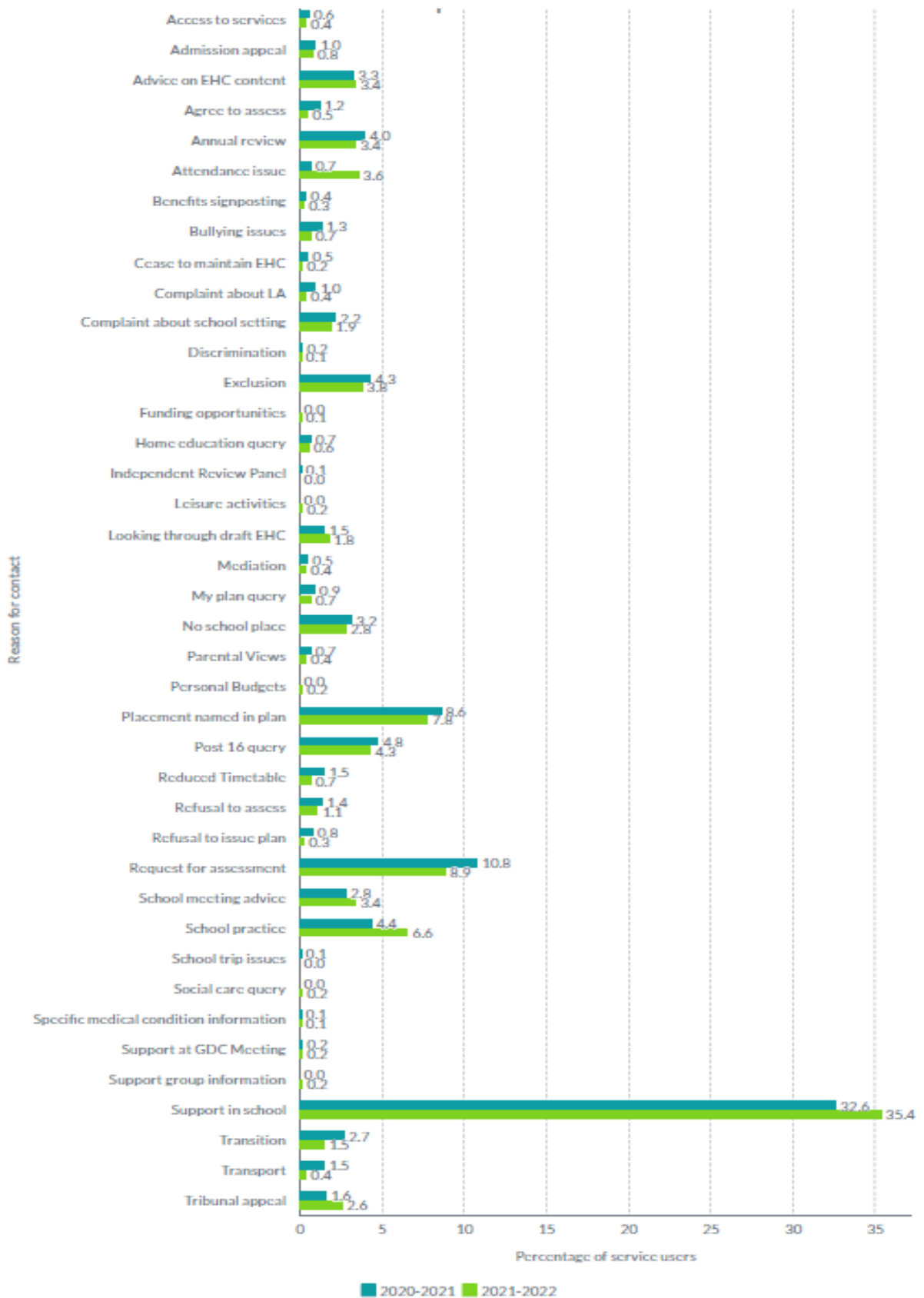


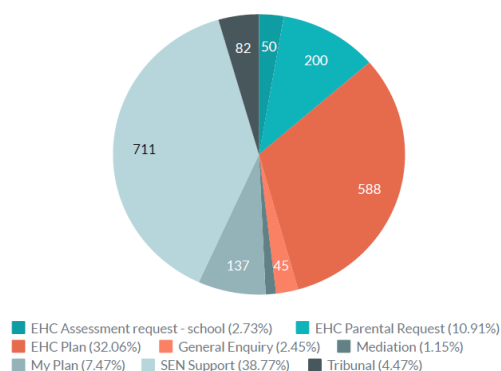
Figure 15: Reasons for referral by percentage of referrals received



5.13 Referral by SEN stage

When a referral comes into SSENDIAS 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 51.32%, who either have an EHC Plan or are going through a statutory process. 46.24% of referrals are children or young people on SEN support or a My Plan at school.

Figure 16: Referral by SEN Stage



5.14 Top Reasons Cased by Disability

The largest referral group this academic year are for children and young people with a diagnosis of ASD, 39.8%, this is a reduction on last years of 51% (Autistic Spectrum Disorder) and ADHD, 12.1% again a reduction on last years of 16.4%, (Attention Deficit Hyperactivity Disorder), referral numbers continue to be high for these groups and continue to make up a significant proportion of our case load, however we have seen an increase in referrals where children are on a pathway for assessments for diagnosis.

We also receive a high number of children who have no diagnosis. Unconfirmed SEND where parents have concerns about their child’s development, unsure where and what to do and unsure what support is in place. Our role is to link parents with professionals and services at the early identification of the child’s SEN. The service continues to play a key role in brokering discussions between families, educational settings and services to open discussions. Parents report that the child cannot have support because their child does not have a diagnosis.

We continue to see children and young people who have anxiety and mental health.

Figure 17: Top reasons cased by disability 20-21 by percentage of referrals received

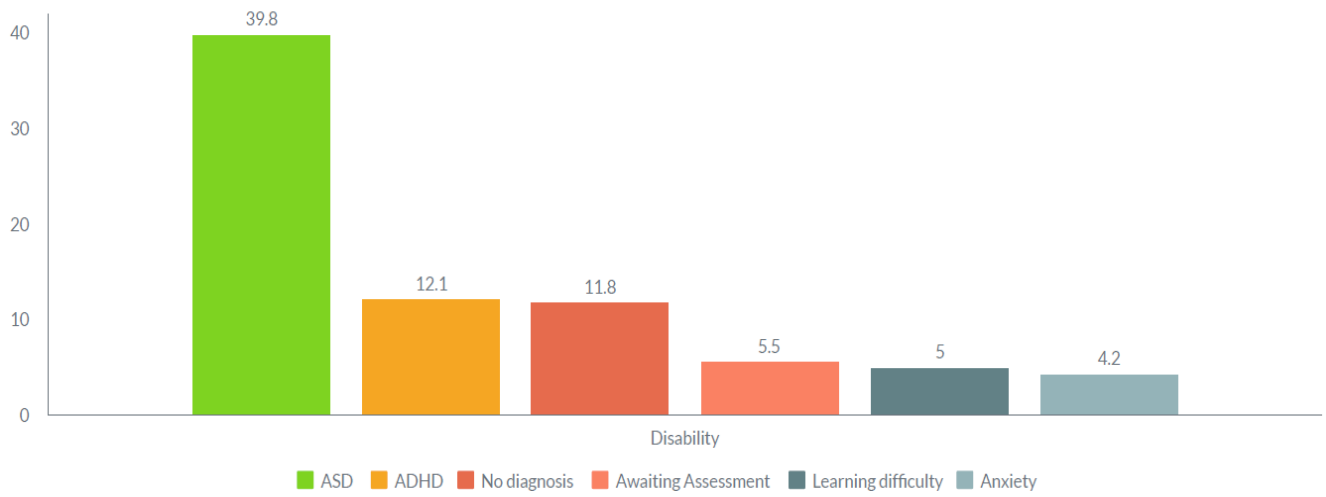
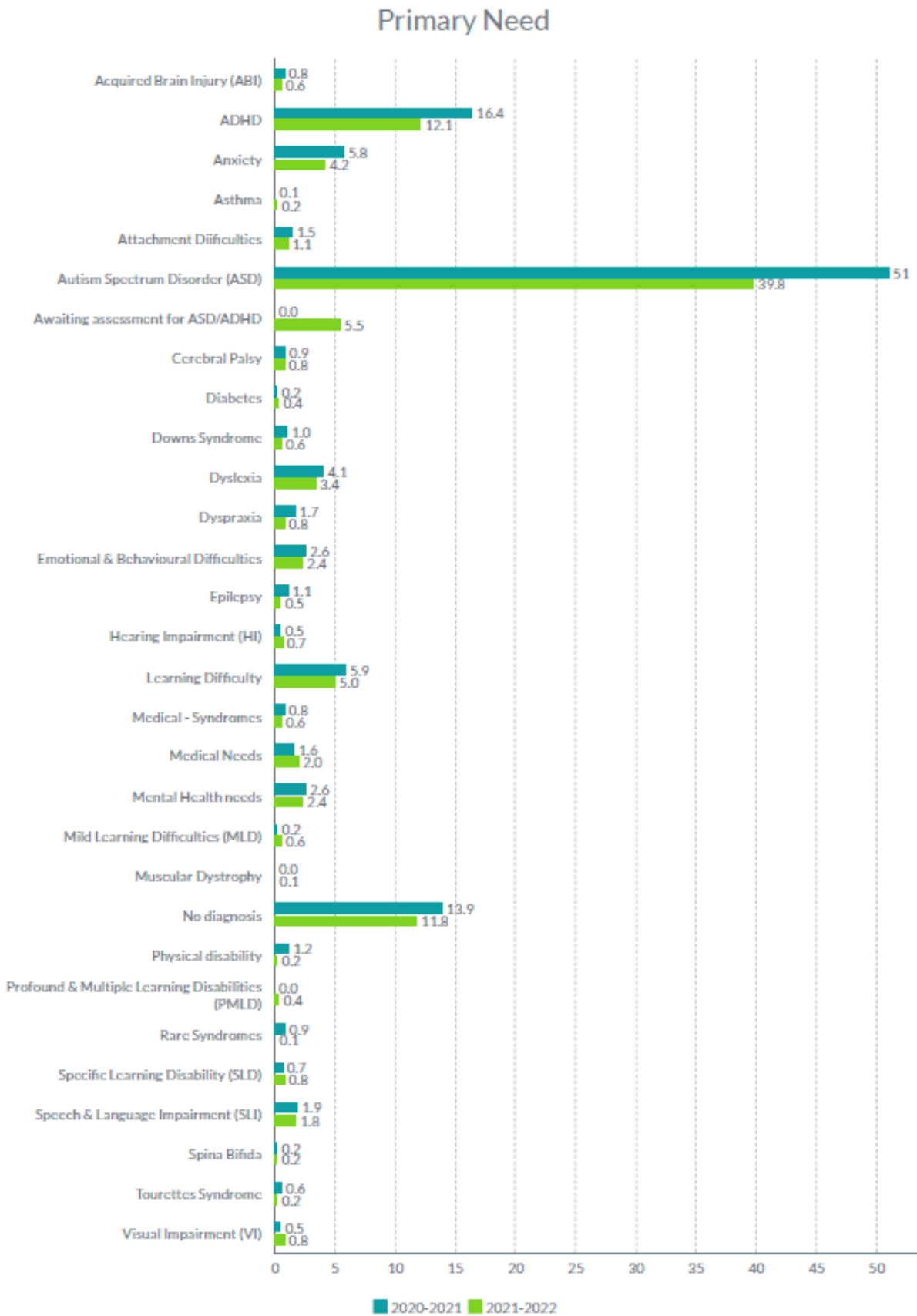


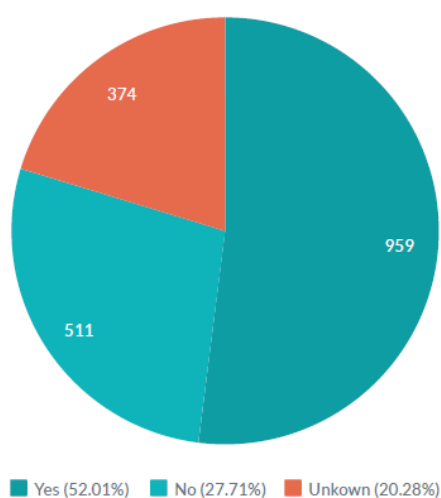
Figure 18: Referrals by disability by percentage of total referrals received



5.15 Referrals with health discussions

In January 2022 we started to record the cases where we have health discussions that relate to a child or young person’s education. This is currently showing at least 52% 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 still have a number of unknowns in the data, in the next academic year we will have complete set of data, we estimate at least 75% of our cases have health related issues as part of our discussions. From September 2022 we will also be collecting the same information for social care discussions.

Figure 19: Was Health Discussed?



5.16 KPI: Number of cases in relation to tribunals

SSENDIAS continues to support parents/ carers and young people in tribunals attending as 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 which is an option for parents/carers and young people to take.

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, support in making an active contribution in meetings and the skills and knowledge within the service and the professional relationship we have with the LA and educational settings.

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

Of the 67 tribunals we were involved with:

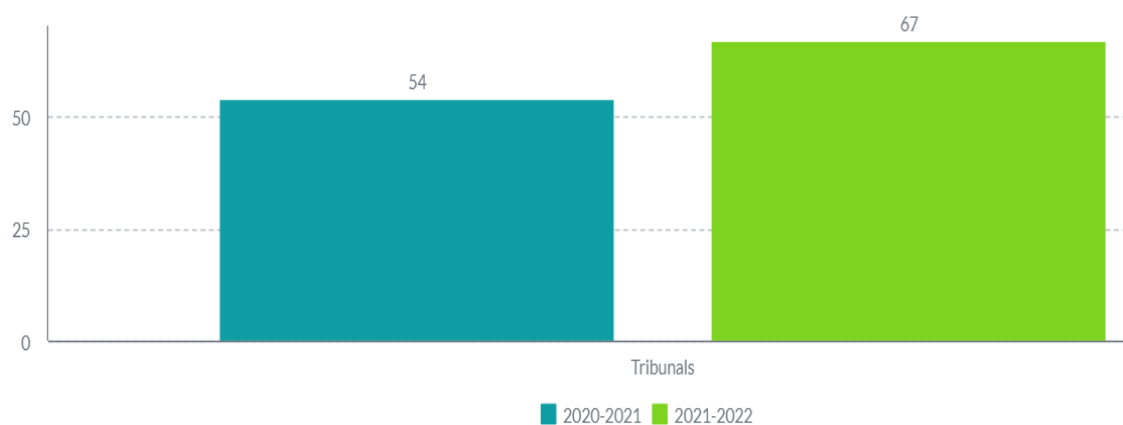
- 32 were conceded by the Local Authority, meaning the Local Authority agreed with parent's appeal prior to the hearing, which is often close to hearing date and the complex work has been fully completed with the family.
- 13 went to full hearing with tribunal ruling for parent's reason for appeal. This may have been placement, content, refusal to issue an EHC Plan or refusal to assess.
- 22 are ongoing this academic year and outcomes yet to be agreed

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

- 39 placement only (Section I)
- 15 placement and content (Section B, F & I)
- 7 extended tribunals including health and/ or social care (Section B, D, F, I, & H)
- 1 refusal to carry out a needs assessment
- 5 refusals to issue an EHC Plan following a needs assessment

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

Figure 20: Tribunals heard within each year



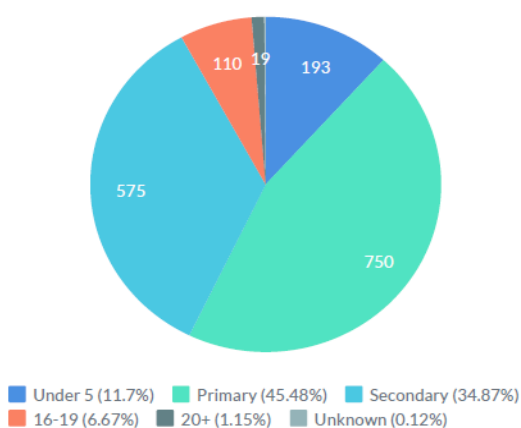
5.17 KPI: Service users by age range

The majority of our referrals come from statutory school age children in mainstream settings. This is in line with previous year. The numbers of referrals for children in age ranges 11-16, with secondary school age children being the largest increase.

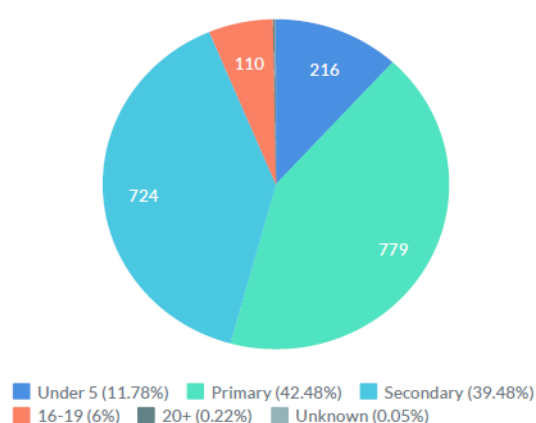
Figure 21: Age range of service users

Figure 22: Age range of service users

Age Range of service users 2020-2021



Age range of Service Users 2021-2022



5.18 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

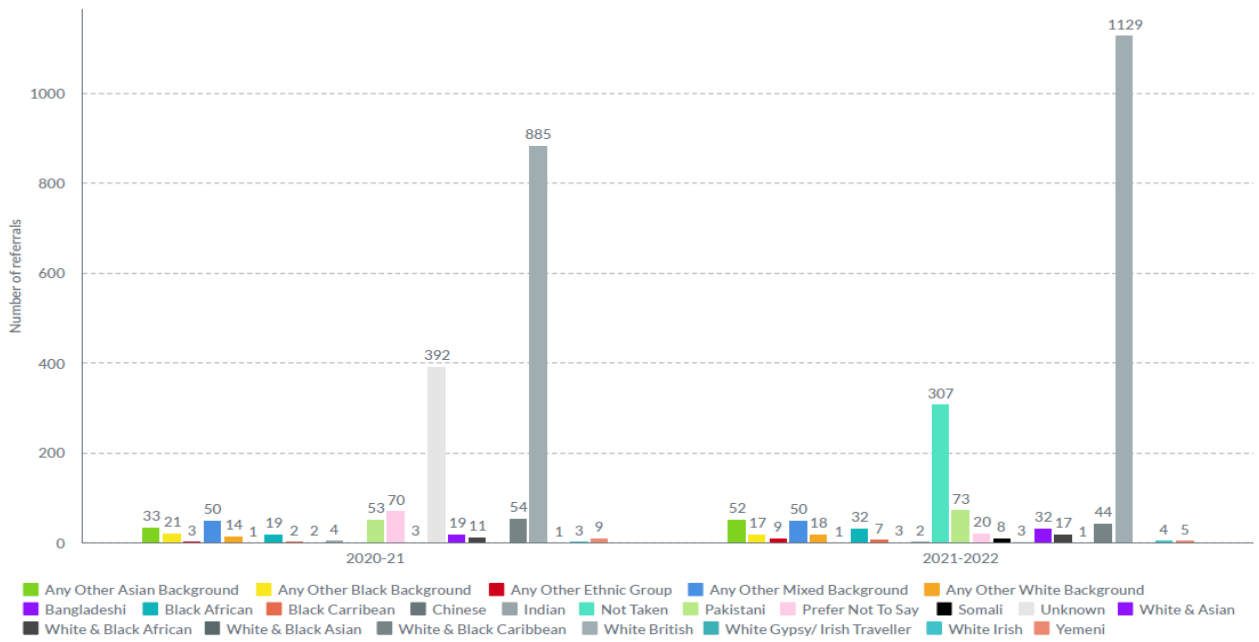
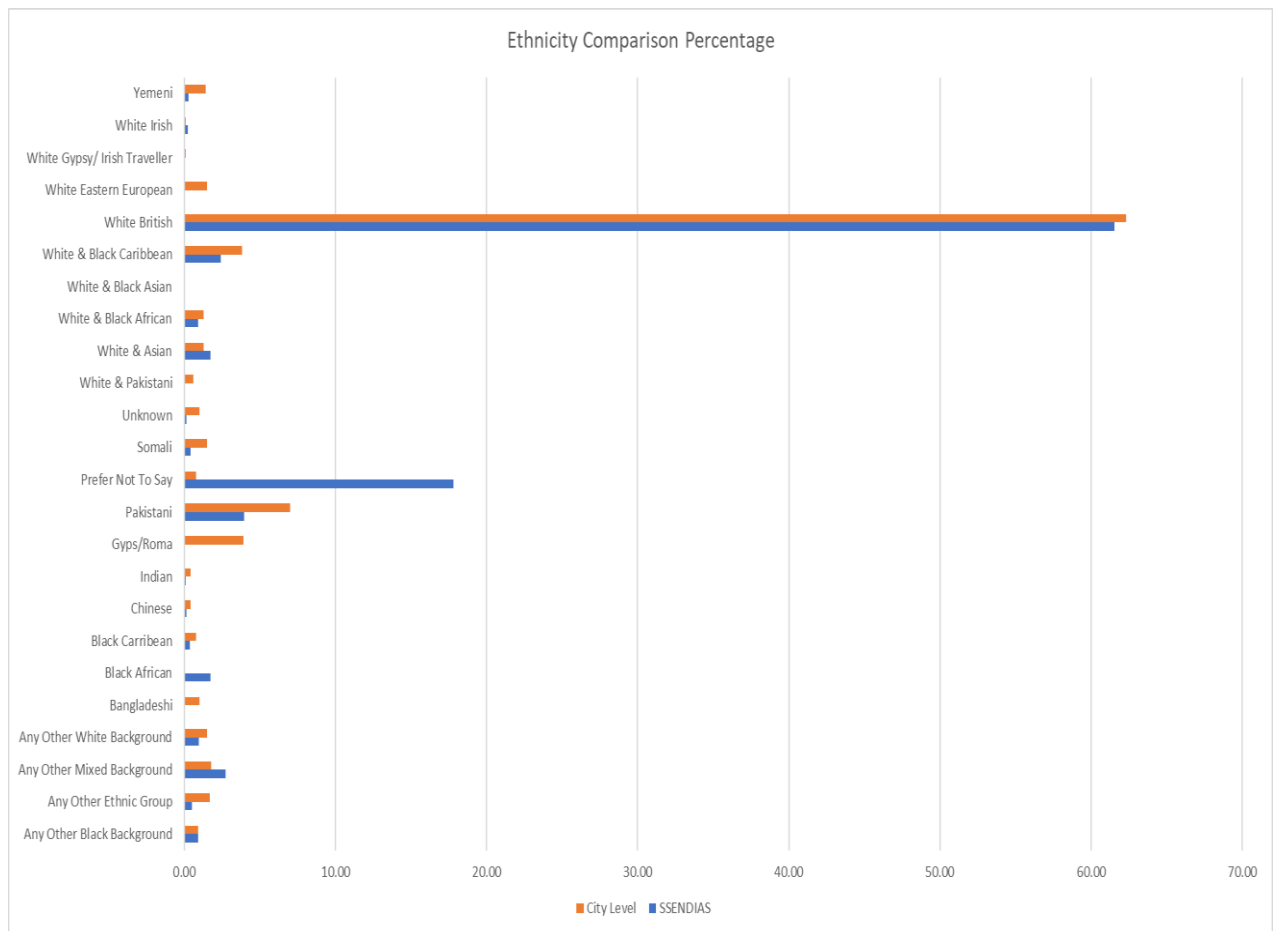


Figure 24: Comparison of Ethnicity



5.19 KPI: Service users by school sector

Referrals by Educational settings

The greatest number of referrals concern mainstream primary and secondary school children, with the largest increase from the 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, attending independent schools, 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 Service, where children and young people attend Sheffield Schools but live in neighbouring authorities. We have referrals across the majority of Sheffield Schools.

Figure 25: Number of referrals from each type of school

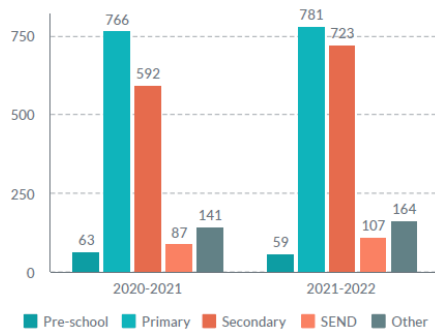
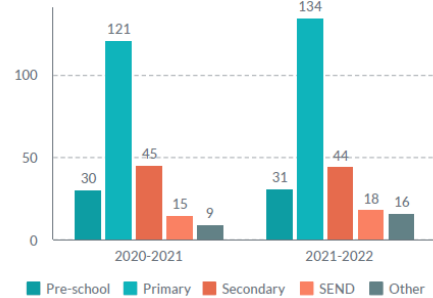


Figure 26: Number of individual settings



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 SENDIAS
- 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 may also offer parent coffee mornings to schools for 1:1 session, group discussions or training for parents/ carers and professionals

Figure 27: Primary Schools with most referrals across two year

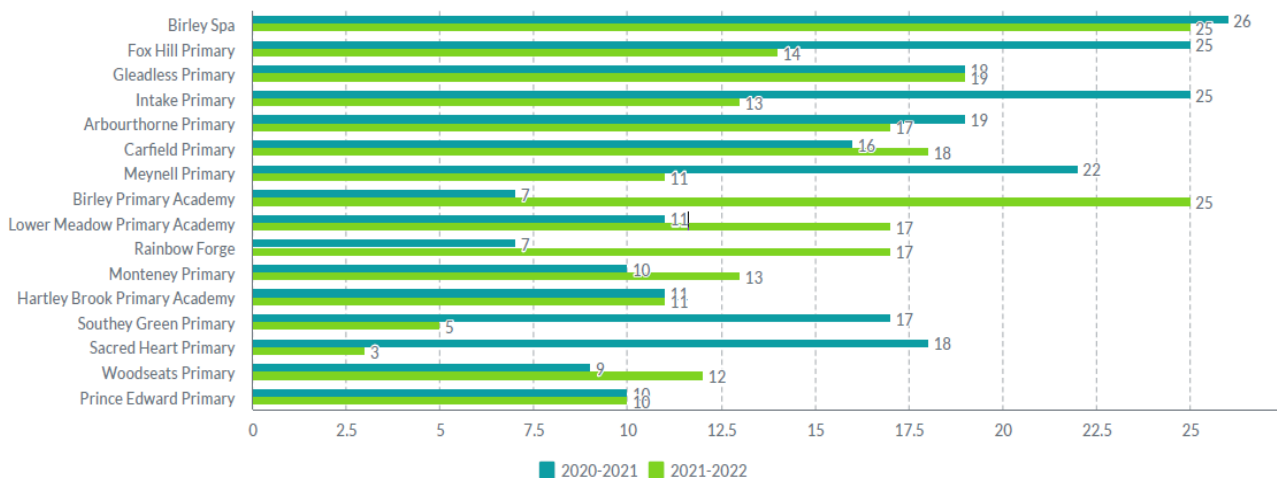


Figure 28: Secondary/FE Schools with most referrals across two years



Figure 29: Pre-Schools with most referrals across two years

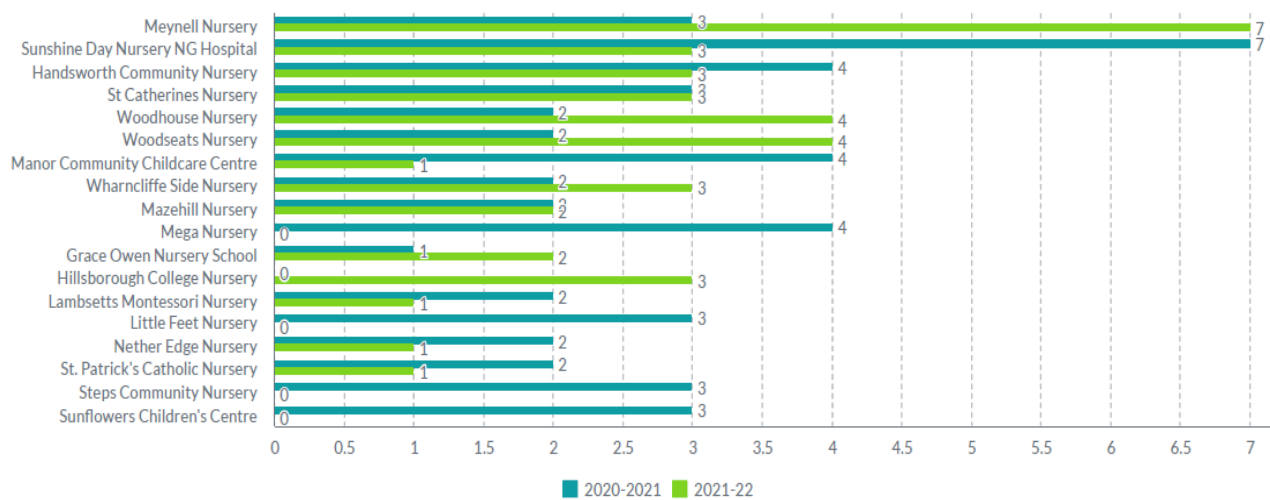


Figure 30: SEND settings with most referrals across two years

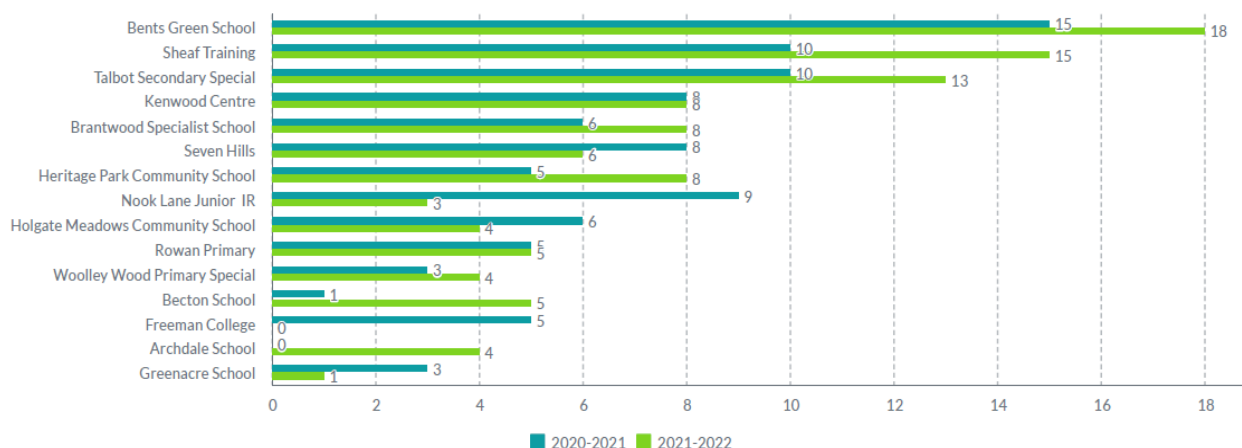
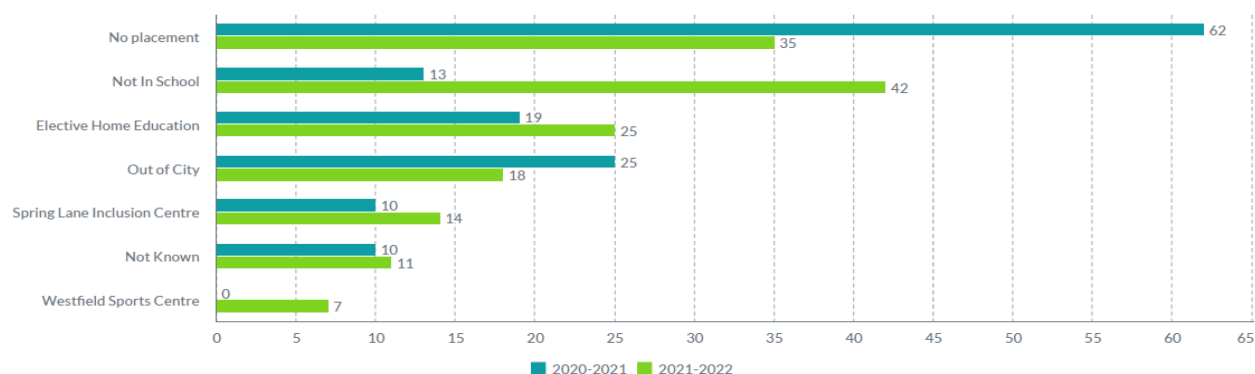


Figure 31: Other settings with most referrals across two years



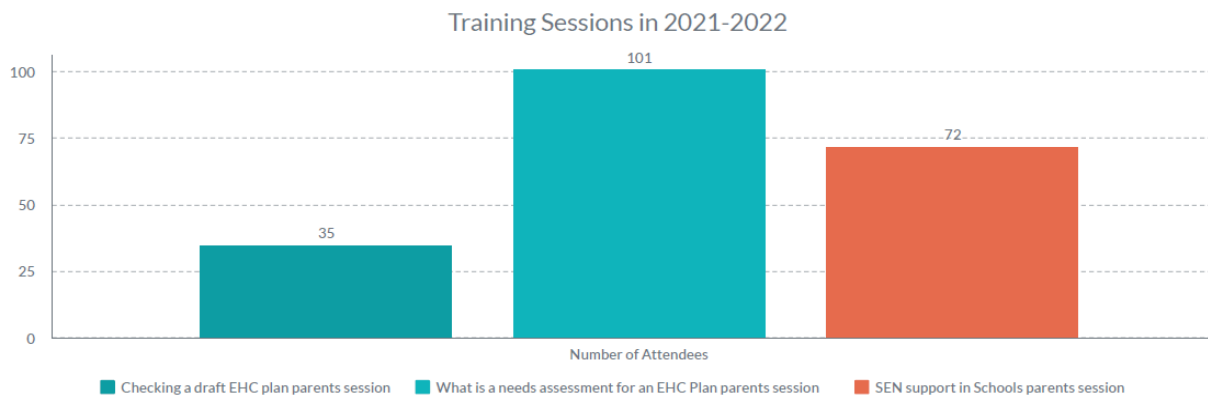
5.20 Events Information

SSENDIAS host parent 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

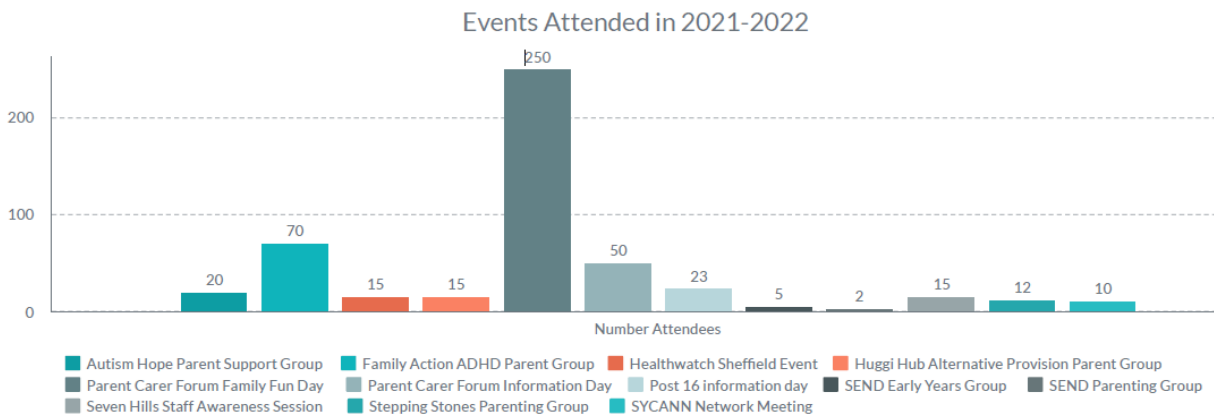
These are held virtually, and we offer both evening and daytime sessions. SSENDIAS started to offer these in January 2022 and since then we have held 60 different sessions and had 208 parents access them. We continue to advertise these sessions through the website, on Facebook, through our newsletter, with local volunteer and charities and through professionals and colleagues. We also offer bespoke training to professionals if requested.

Figure 32: Training Sessions



In addition to the parent information sessions, we also attended 24 events with a reach of 487 parents. These sessions were to raise awareness of SENDIAS and also 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 early years providers, school, post 16 events, Parent Carer Forum events, Healthwatch, parenting groups, and support groups, such as Autism Hope, ADHD group and SY CANN.

Figure 33: Events Attended



5.21 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 but 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 34: Facebook followers

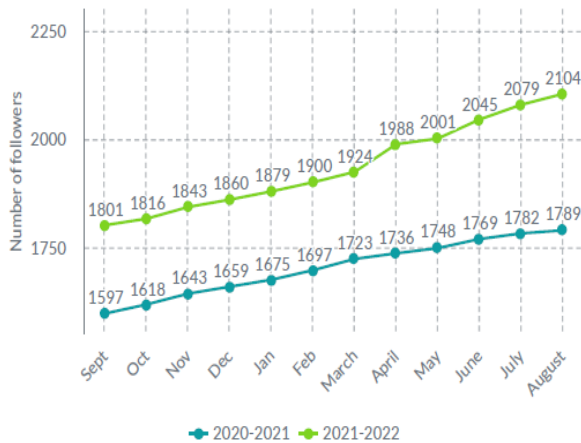


Figure 35: Average reach on Facebook

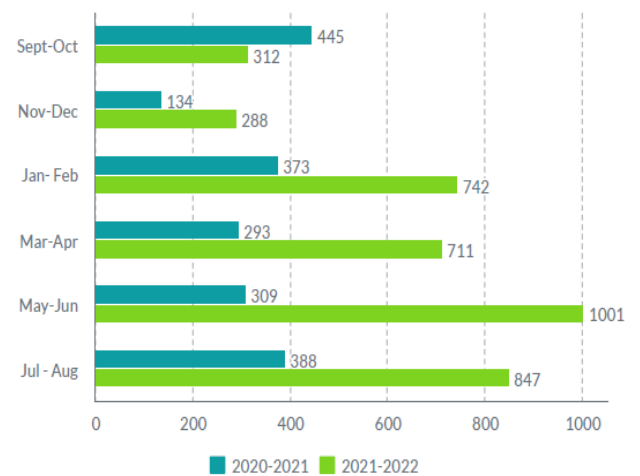
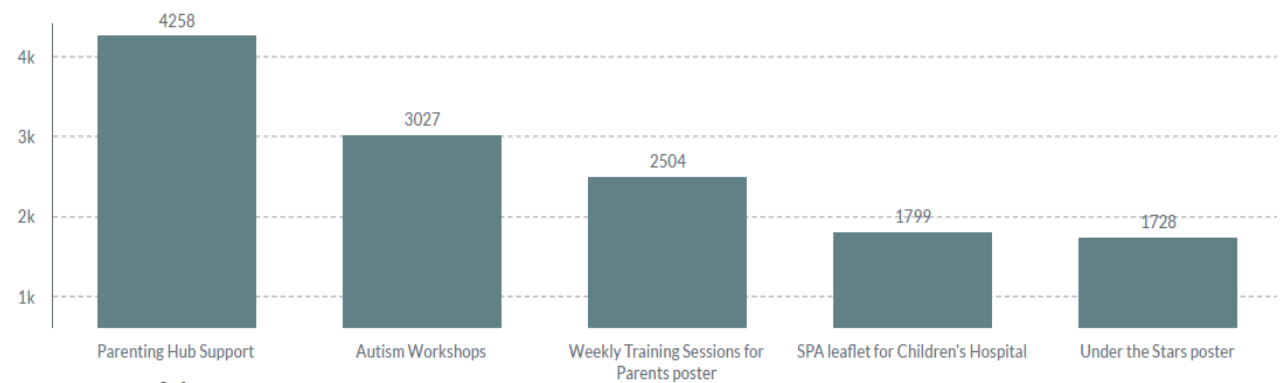


Figure 36: Top successful posts on Facebook by reach



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 have videos and webinars on: Who is SSENDIAS? and what can we do to support? for both parents/ carers and young people.

Webinars on the training and events page for:

- Awareness session for Sheffield SSENDIAS.
- What is SEN support in schools
- How to complete a SEND 35 form for the First Tier Tribunal

We continue to add to these, the next proposed ones will be 'What is a needs assessment for an EHC Plan' and 'Checking a draft EHC Plan'

Figure 37: Monthly visitor numbers to the SENDIAS website

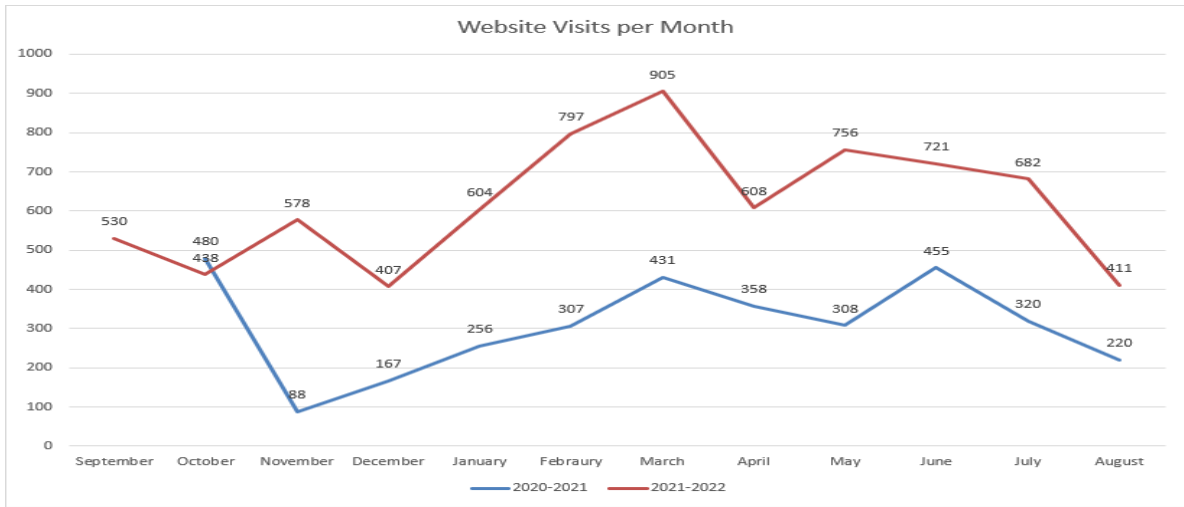


Figure 38: How did users find the website?

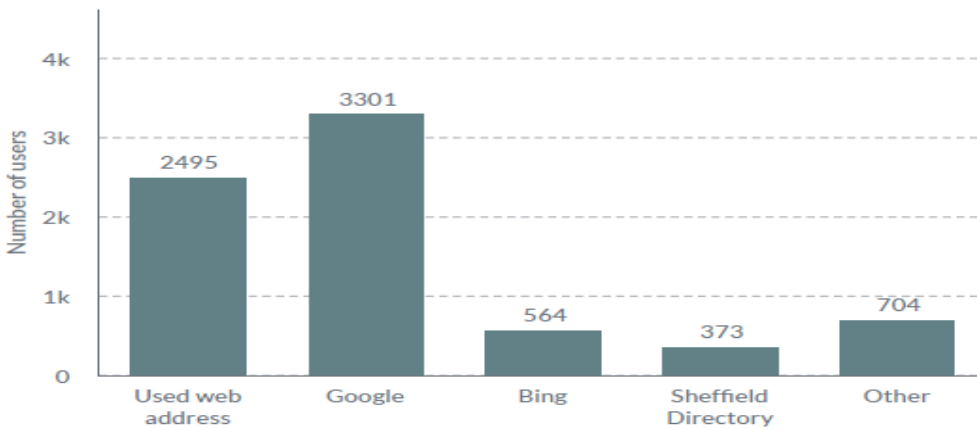
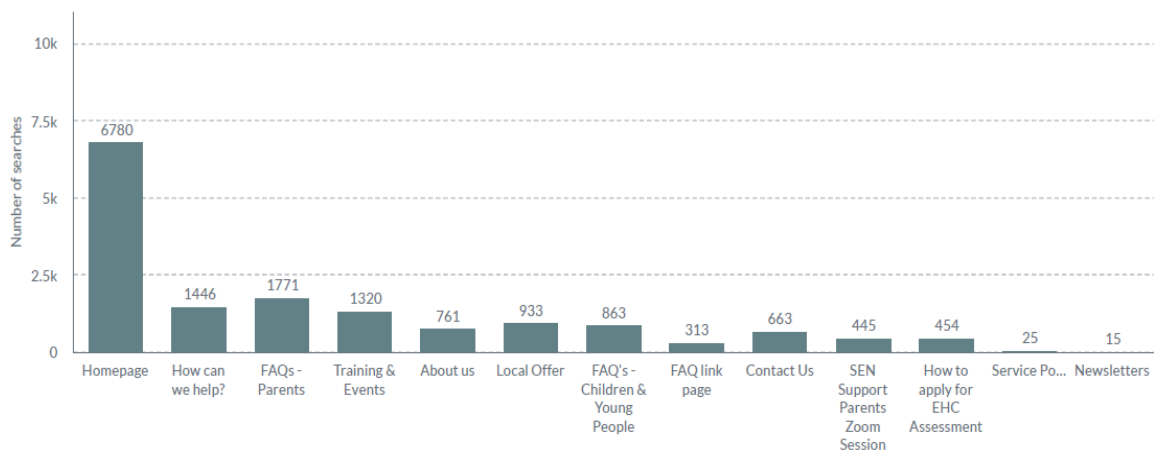


Figure 39: Number of page views



5.22 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 SSENDIAS 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.

Ways we have improved the service in response to the feedback received are:

- To ensure that all initial calls or emails into the service are responded to in 3 working days. This has been done by further training for the team to answer queries at point of contact through signposting, parent information sessions, information leaflets and through the website.
- If the query requires further action, then an appointment will be made with a caseworker. This is to be introduced in September 2022
- Any additional training and updates to law and guidance is done through continuous personal development of the whole team to ensure parents/ carers and young people are given up to date, accurate advice and guidance.
- Accessibility to the service improved though additional outreach in schools and with other services and support groups.

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. We are looking at using a text messaging service for evaluations.

Figure 40: Evaluation responses by postcode 2021-2022

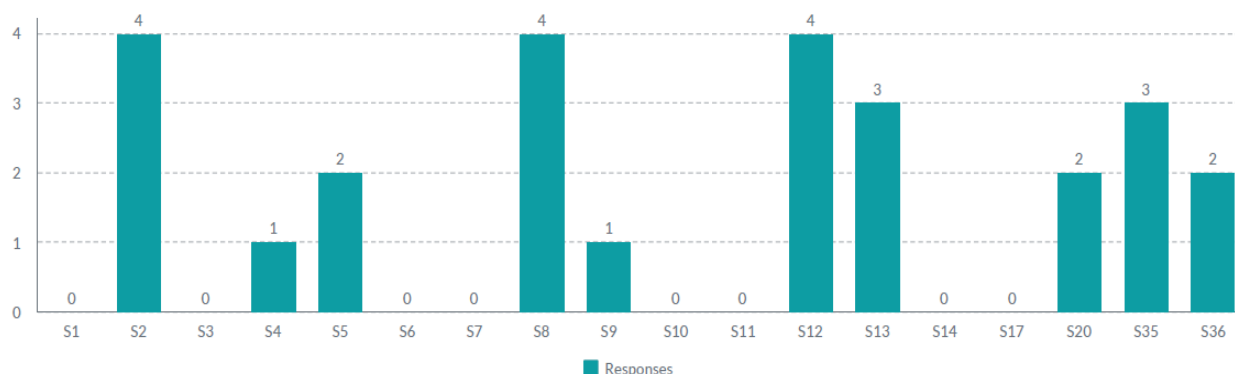


Figure 41: How easy was it to get in touch?

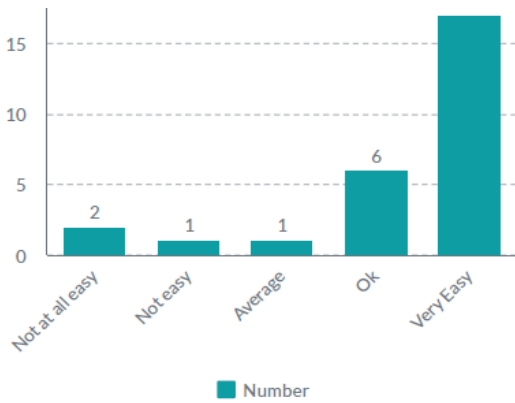


Figure 42: How helpful was the information, advice and support we gave?



Figure 43: How neutral, fair and unbiased do you think we were?

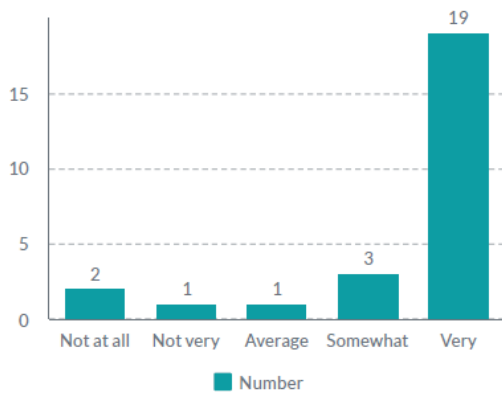


Figure 44: What difference do you think our information, advice or support has made?

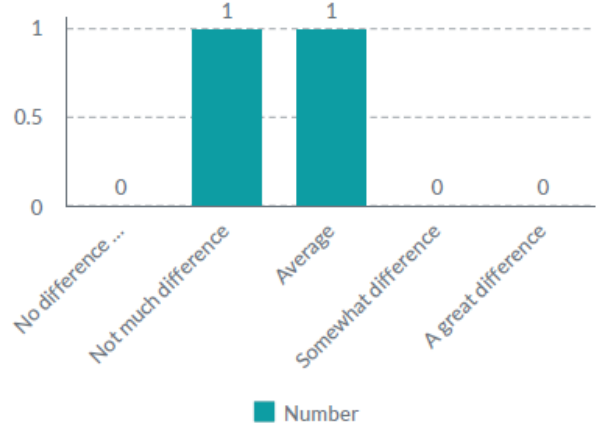


Figure 45: How likely is it that you would recommend the service to others?

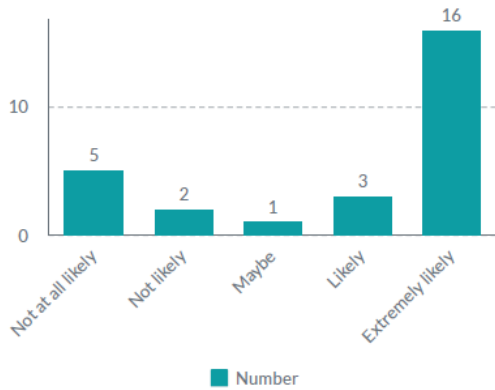
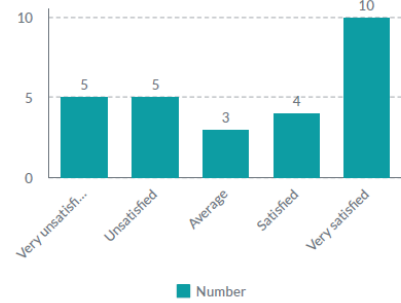


Figure 46: Overall how satisfied are you with the service we gave?



"Really helpful service, thank you."

"My case worker was really understanding and helped me through a difficult time"

"I have always found SSENDIAS very helpful with the families I work with. The workers are very knowledgeable and supportive of helping parents to understand the processes and provision."

"I really value the support I've been given."

"A fantastic service which I have already recommended to other SEND parents"

"Really helpful and friendly service. You really know the ins and outs and are very thorough in the services you offer"

"Support worker was extremely helpful and explained everything in a way I could understand it"

"Everyone I have spoken to have been so lovely and helpful. They have given me some invaluable advice and helped me through the whole process which is quite daunting"

Conclusion

We have continued to have another busy year in Sheffield SENDIAS with continued increasing numbers of referrals, from parents/ carers who have used the service before and who are new to us.

The service is always looking at ways to ensure parents/ carers and young people know about SENDIAS and what we do. We do this by ensuring we have a rolling programme of awareness and training that is reviewed regularly. We also look at ways of working to ensure all people who contact the service will receive the information, advice or support needed to improve outcomes for their child or young person.

As stated in last year's annual report we implemented a tiered approach to how calls are handled, this started in September 2021. We also started the parent information sessions in January 2022. They have been successfully implemented into our ways of working. We continue to improve on what we do to make the service more accessible, so in the coming academic year 2022/ 2023 we will be introducing appointments being made with a caseworker for tier 2 level referrals. The initial referral is taken within 3 working days and a response to that enquiry is within 4 weeks. Referrals for statutory work is prioritised for a response within the legal timescales.

We will be adding to the webinars on the website and looking at other FAQs to add new parent information sessions. The webinars will be for 'What is a needs assessment for an EHC Plan', 'Looking at a draft plan' and 'Exclusions'. We will also be looking at webinars for Young People to understand their rights and the support they should received from their education setting. These will be designed with young people and be available on the website.

SENDIAS have still been working from home during this academic year and will be hybrid working from September 2022, with 20% of the week in the office. 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.

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.