



New referrals: 430 (391)	New enquiries: 469 (324)	Ongoing cases: 720 (636)
<i>Headline figures for March 2017 – end February 2018, previous year's figures in red</i>		

Neutrality rated at least 7/10 83%	Difference we made rated at least 7/10 71%	Satisfaction rated at least 7/10 75%
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79% would recommend our service to others	Number of complaints received: 0
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Quality Standard	Met/unmet
1. Commissioning, governance and management arrangements	Partially met
<p><u>Changes since 2016-17:</u> The SEND IAS Service team leader is now line managed by Lucy Pike, Youth Services Manager, who is based at County Hall.</p> <p>We have the capacity to analyse service users' needs and priorities via our database and service user evaluations – we carried out online surveys of service users in February/March 2018 using questions designed by National SEND IAS Network. In summer 2017, with FACT Bucks we also surveyed parents/carers re the SEND reforms.</p> <p><u>Examples of impact:</u> In 2017-18, steering group advice resulted in the new design of our main leaflet for service users. It also led to information sessions for parents attending Family Resilience parenting training.</p> <p><u>Still to do:</u> We do not currently have a formal service level agreement, based on an assessment of need, or formal terms of reference agreed by stakeholders (including commissioners, service users, and other providers).</p>	

Quality Standard	Met/unmet
2. Strategic functions : informing policy and practice at the LA and CCG level; contributing to practice at regional and national level	Met
<p><u>Changes since 2016-17:</u> Strategy meetings regularly attended include: SEND Youth Forum, SEND Touchdown, transitions steering group; graduated approach; joint therapies' stakeholders. Also met paediatricians, health commissioners, head of children's social care.</p>	

Examples of impact:

Locally: Liaising with FACT Bucks to develop and the SEND Reforms survey and to share results with stakeholders; and to achieve a more representative JSNA

Initiating and hosting the first SEND IAS Preparing for Adulthood Conference which included a q and a session for parents/carers with Sarah Callaghan, Director for Education.

Working with Designated Clinical Officer to influence improvements relating to SEND and health services, such as ensuring legally-compliant and effective health advice is obtained as part of an EHC needs assessment.

Involvement with design and monitoring of BCC SEND IAN project, including suggestions for training and communication.

Critical friend for SEND Local Area Self-Evaluation framework.

Contributing to elective home education policy and process for children with EHCPs.

Regionally: Obtaining free training on deputyships for south east regional IAS network.

Nationally: Pushing for DfE guidance on treatment of Statements of SEN after March 2018 at summer CDC conference and in reports to CDC for Independent Support – very limited guidance has just been published.

Still to do: Influencing improvements relating to SEND and social care services.

Quality Standard	Met/unmet
3. Provision of information and advice	Partially met

Changes since 2016-17: Outreach with parent/carer groups including SPACE, YDA, Chiltern Way Academy, Spurgeons children’s centre, family nurse partnership. Top tips presentation to all the SENCO liaison groups autumn 2017. Training for parents/carers on EHC needs assessments and outcomes, preparing for adulthood, SEN support and the graduated approach, the Local Offer.

Efforts to improve accessibility include:

- Continuing important contribution from our volunteers for office work, face to face advice, training and outreach.
- Increasing use of Facebook and Eventbrite to promote our service and training events.
- Use of realistic timeline expectations on the answerphone message
- Use of template answers to FAQs to streamline responses to information requests
- Monthly email updates to service users including national and local developments re SEND
- More cover during school holidays (funded temporarily via Council for Disabled Children Independent Support funding)
- More information and templates on our webpages. In 2017 as a whole, we had 4742 views of our home webpage.

Examples of impact:

78% of respondents to our recent survey rated us at least 7/10 for helpfulness of information, advice and support.

Feedback from training sessions for young people: ‘I now know ‘What a EHC Plan is;’ ‘I have learnt who to go for help for the EHC Plan’; ‘I know where to go for support’.

Satisfaction rates for range of parent/carer training courses: 88%

Good feedback from information sessions as part of Family Resilience parenting training courses, including parents/carers with reduced levels of literacy.

Service user numbers have increased significantly in the past year, implying that the service is accessible.

72% respondents to survey rated us at least 7/10 for ease of contact.

The increase in referrals from other professionals noted in 2016-17 has continued. We have sought to encourage referrals directly from professionals. For example, we now have a referral arrangement in place with YOS.

We had feedback that our main leaflet was not clear enough. We run a termly steering group of parents and professionals (chaired by a parent) and discussed this with them 15.3.17. We also consulted students with SEND at two workshops at Chiltern Hills Academy in summer 2017. This combined feedback led to a re-design of our leaflet issued in November 2017 (attached), which has been well-received by all

stakeholders.

The difficulties service users describe in getting to grips with complex law and local provision around PfA also led to our first Preparing for Adulthood Conference in November 2017, which attracted over 100 delegates, parent/carers and professionals . 88% of the 23 respondents to our online survey rated the event 'excellent' or 'very good'.

Use of social media has led to much more rapid rates of take up to our events. For example, our recent Preparing for Adulthood session for parents/carers attracted all 17 delegates within 2 days of being promoted on Facebook. Twitter #preparingforadulthoodbucks used to promote the Preparing for Adulthood Conference led to 576 Twitter impressions.

Still to do:

We do not yet have service specific equal opportunity and accessibility policies.

The SEND Reforms Survey found that 'only' 69% of the 88 respondents to that question had used our service. We need to develop new ways of providing IAS to more potential service users where they are, such as county wide informal information sessions, and in more flexible ways.

Quality Standard	Met/unmet
4. Supporting individuals	Partially met
<u>Changes since 2016-17:</u> We have developed flexible procedures for working with children and young people directly, as well as parents/carers.	
<u>Examples of impact:</u> 83% respondents to our survey rated us at least 7/10 for neutrality. We empowered our service users e.g. <i>'Helped me write outcomes for my daughter's EHCP as the school seemed unable to do so.'</i> <i>'Being able to make more informed choices about SEN education. Very useful emails clarifying what was discussed in the telephone call and containing links to resources if we wanted to explore further. The sendias service has given us the knowledge so we feel more empowered to support our son with his SEN needs.'</i>	
<u>Still to do:</u> We are taking steps to comply with the General Data Protection Regulation due to take force in May 2018. Our confidentiality policy will be amended in light of this. Increase the number of children and young people we work with and obtain feedback from them.	

Quality Standard	Met/unmet
5. Professional development and training	Partially met
<u>Changes since 2016-17:</u> We have developed the whole team's capacity to support children and young people directly through group training and shadowing opportunities. This includes widening our knowledge of relevant resources and organisations relating to Preparing for Adulthood including via our Preparing for Adulthood Conference 2017. We have participated in training courses including Early Years and SEND, Exclusions, Annual Reviews, Deputyship, Mental Health, School refusal, Personal Budgets, and IPSEA and Independent Support training.	
<u>Examples of impact:</u> IPSEA training results for advisers – average score 89%. All active VSAs have attended at least 3 training days. <i>'I wouldn't have known what to do without the help of Bucks Sendias. It's an incredibly important service and the quality of advice we were given was extremely high. It's made a real difference to the outcome for our son. Thank you.'</i>	
<u>Still to do:</u> Continue to develop the team's level of knowledge of local provision relating to post 16	

education/training/employment; housing; health and social care.

Continue to focus on providing IAS directly to individual and groups of children and young people.

Overview

SEND IAS continues to highlight at a strategic level the need among all relevant education, health and care professionals for improved:

- Communication
- Person-centred approach/co-production
- Understanding of and adherence to SEND law

These principles are based on feedback from our service users, including via the joint SEND IAS/ FACT Bucks SEND Reforms survey July 2017. The bulk of our case work involves helping our service users to address difficulties caused when these principles are not in place.

A continuing priority for SEND IAS is to deliver (or facilitate delivery of) training directly for children and young people so that they understand their rights and can participate effectively -without the momentum from children and young people themselves, it is unlikely that the SEND reforms will ever be a success.

Appendix A: Workforce

Part-time term time in-house staff team:

Role	Full time equivalent	Experience with Bucks SEND IAS Service
Team Leader	0.84	12 years
Adviser	0.64	5 years
Adviser	0.42	5 years (including one as volunteer)
Adviser	0.36	5 months
CYP Adviser	0.2	3.5 years
Total	2.7	25 years 11 months
Business support	0.5	17 months

Volunteer SEND IAS Adviser (VSA) team:

Role	Number	Average hours/wk/ term time	Experience
VSA	5	5	4 years +
VSA	5	3	3 years +
Volunteer administrator	1	3	4 years
Volunteer administrators	2	2	2
New trainees	3		

Appendix B: Buckinghamshire SEND IAS Service scope

At the 2011 census there were 153,465 children and young people aged under 25 in Buckinghamshire. In 2017, 7928 were registered as receiving SEN Support and a further 3609 had a Statement of SEN or an EHC Plan.

Since September 2014, we have had 1484 new referrals on our database. These figures do not include referrals to Independent Support provided by Adviza.

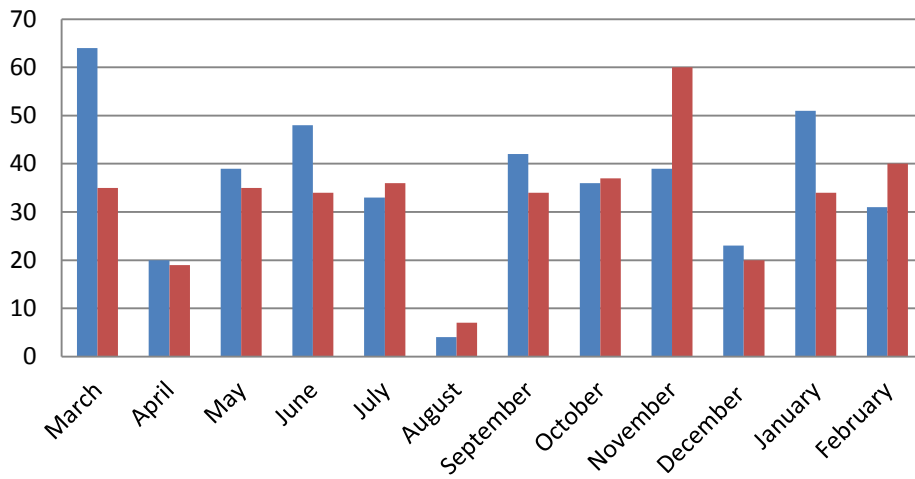
In 2017-18, we dealt with 720 ongoing cases including 430 new referrals to our SEND IAS, SEND IAS CYP or SEND IAS Independent Support projects. This compares with 636 ongoing cases and 391 new referrals 2016-17.

In all tables

Blue columns on left relate to 1.3.17-28.2.18

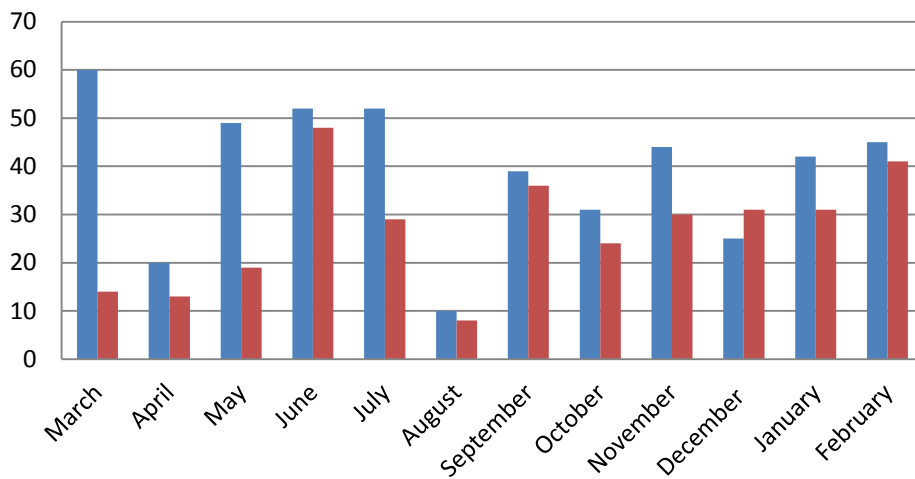
Red columns on right relate to 1.3.16-28.2.17

New referrals



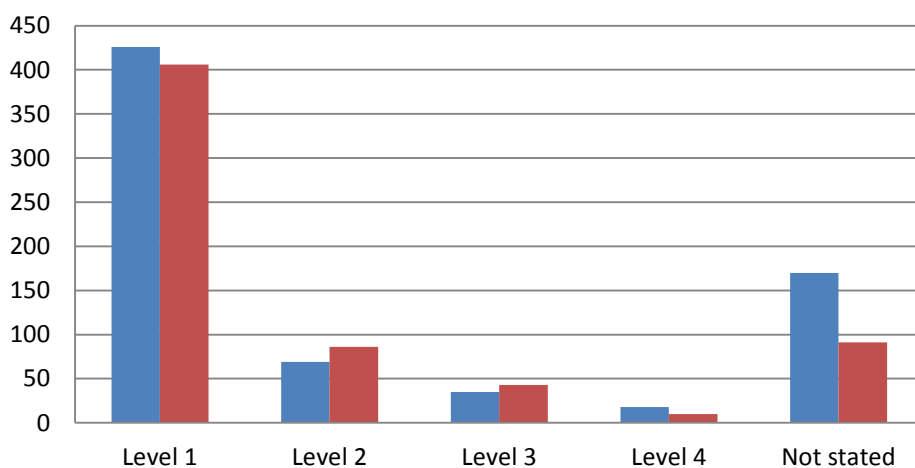
The number of new enquiries has risen significantly to 464 compared to 324 in the previous year:

New enquiries



We deal with cases ranging in complexity, and operate a **case management** system to ensure the most effective use of our resources, level 1 is the least complex, level 4 is the most: One is signposting, Two is straightforward work including attendance at annual review and other meetings, Three is for more complex work e.g. permanent exclusions, Four is direct involvement in tribunals.

Case management levels

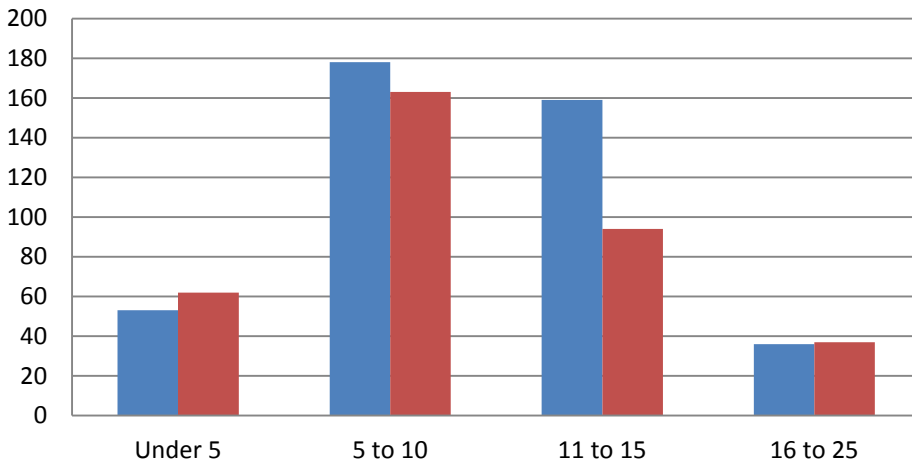


Age range of cases

Oldest young person referred to us in last year was 22.

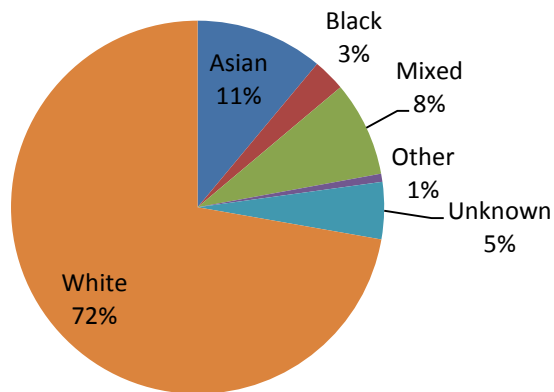
Youngest was less than 1 year old.

Age range - new referrals



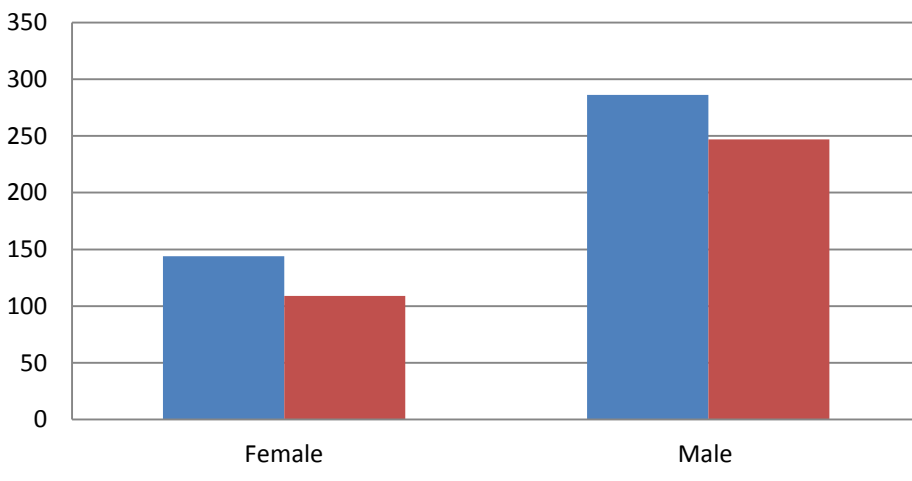
Ethnicity of these children and young people:

Ethnicity new referrals



Approximately 23% of these children and young people are from a non-white ethnic background, above the average for Buckinghamshire in the 2011 census (13.6%).

Gender new referrals



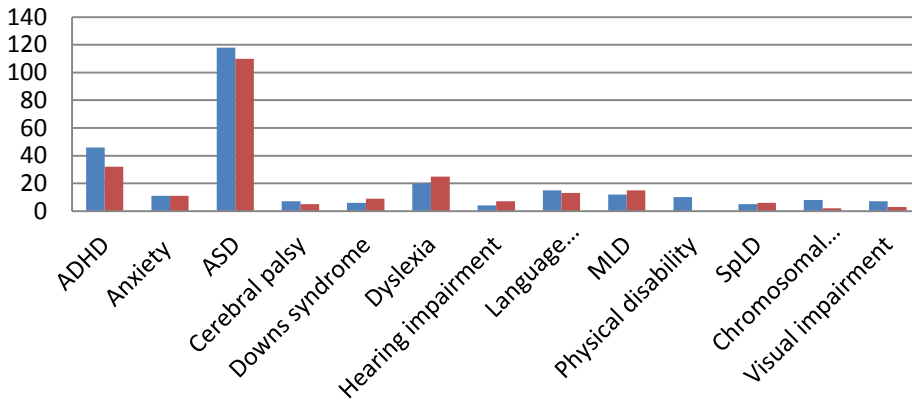
Female: 144

Male: 286

This is in line with national expectations.

Main **disability** of these children and young people:

Main disability (if known) new referrals

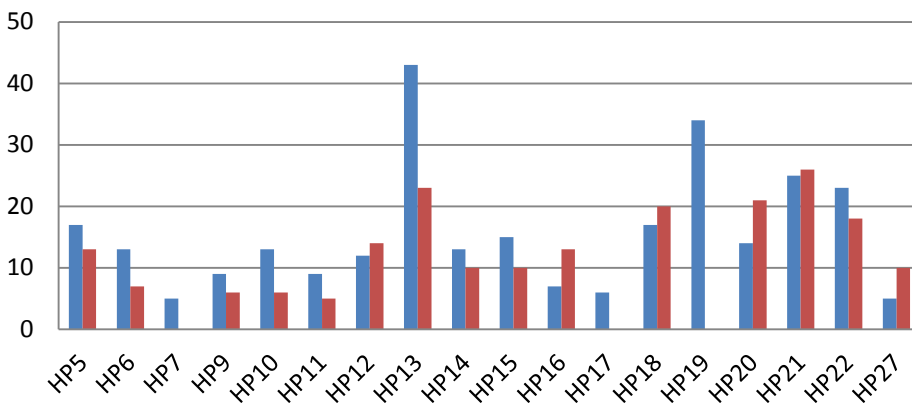


Comparison with national and local data:

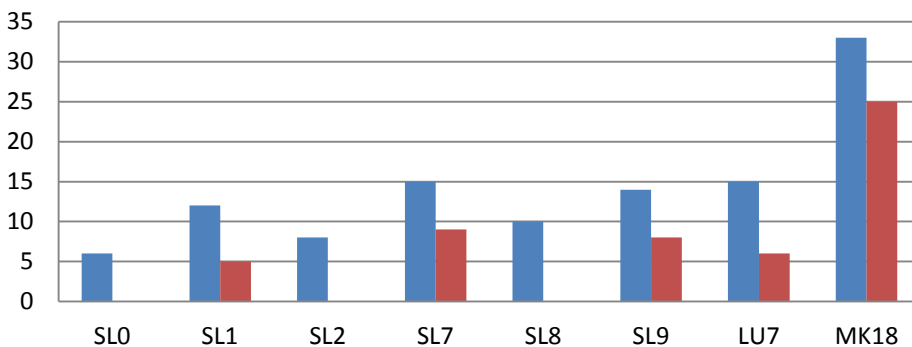
In July 2017 BCC maintained 892 Statements/EHCPs for CYP whose primary need is ASD. (JSNA 2018)

Geographical reach:

Consent giver HP postcodes New referrals



Consent giver SL, LU and MK postcodes New referrals



*Excludes postcodes with less than 5 referrals

Postcodes with the most referrals are:

1st: HP13 – High Wycombe (Downley, Totteridge)

2nd: HP 19 – Aylesbury (Berryfields, Buckingham Park, Fairford Leys, Prebendal Farm, Quarrendon, Watermead)

3rd: MK18 – Buckingham

We have had a marked increase in referrals from Buckingham and South Bucks. Referrals generally have risen everywhere except HP12 High Wycombe (Booker, Sands), HP16 Great Missenden, HP18 Waddesdon, Ickford, HP21 Bedgrove, HP27 Princes Risborough.

See https://en.wikipedia.org/wiki/HP_postcode_area for information on HP postcodes.

See https://en.wikipedia.org/wiki/SL_postcode_area for information on SL postcodes.

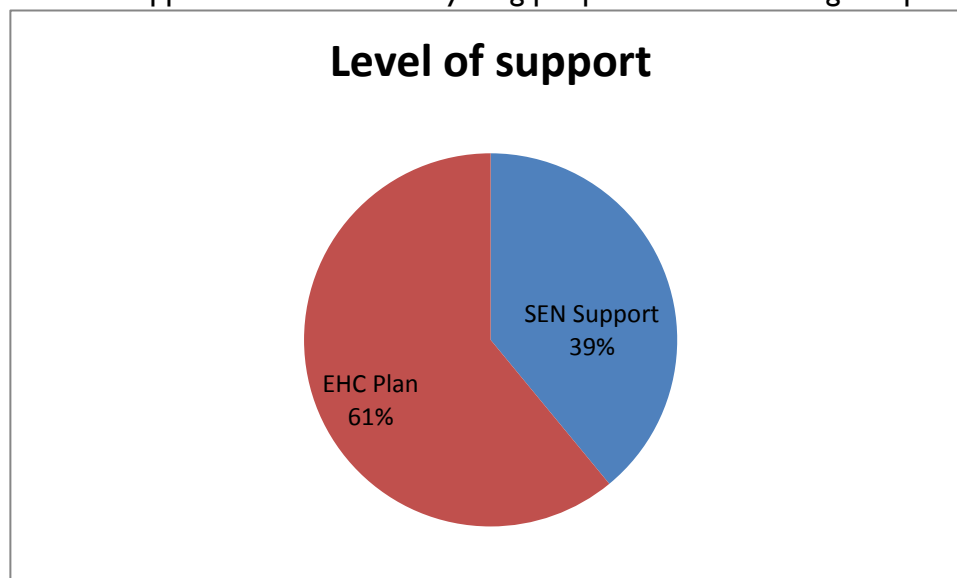
See https://en.wikipedia.org/wiki/MK_postcode_area for information on MK postcodes

EHC needs assessments: We have recorded involvement 35 times on our database in this period compared to 83 times last year – this is under-recorded. This includes giving verbal and written advice about the process and helping to check draft plans.

Disputes: We have recorded involvement in resolving disputes 73 times on our database in this period, compared to 111 in the last period. This is under-recorded. Most of these related to SEND statutory assessment, but 3 related to disability discrimination. Actions include advising about refusal to assess, refusal to issue a plan, content of the plan, mediation, tribunal. We empowered service users to speak at meetings, made suggestions about paperwork, liaised with professionals and attended way forward meetings and mediations. For the majority of cases, we are not aware of the result of the dispute. In 90% of cases for which we do have records, the local authority conceded after a way forward meeting, mediation, or during or as a result of the tribunal process. In this period, we have been involved with at least 11 tribunals. Only two led to a hearing – we attended one as an observer and provided intensive support prior to another. This compares to involvement with 13 tribunals 2016-17 and 2-3 in 2015-16. This increase reflects the above national average increase in Tribunals in Buckinghamshire (LAIT 2018)

Exclusions: We have recorded involvement with fixed term and permanent exclusions 10 times on our database in this period - a sharp reduction with 2016-17 (37). Actions included helping with paperwork, attending governors' meetings. We have not attended any Independent Review Panel. The governors did not overturn the head teacher's decision to permanently exclude in any of the cases we were involved with.

Level of support for children and young people recorded during this period:

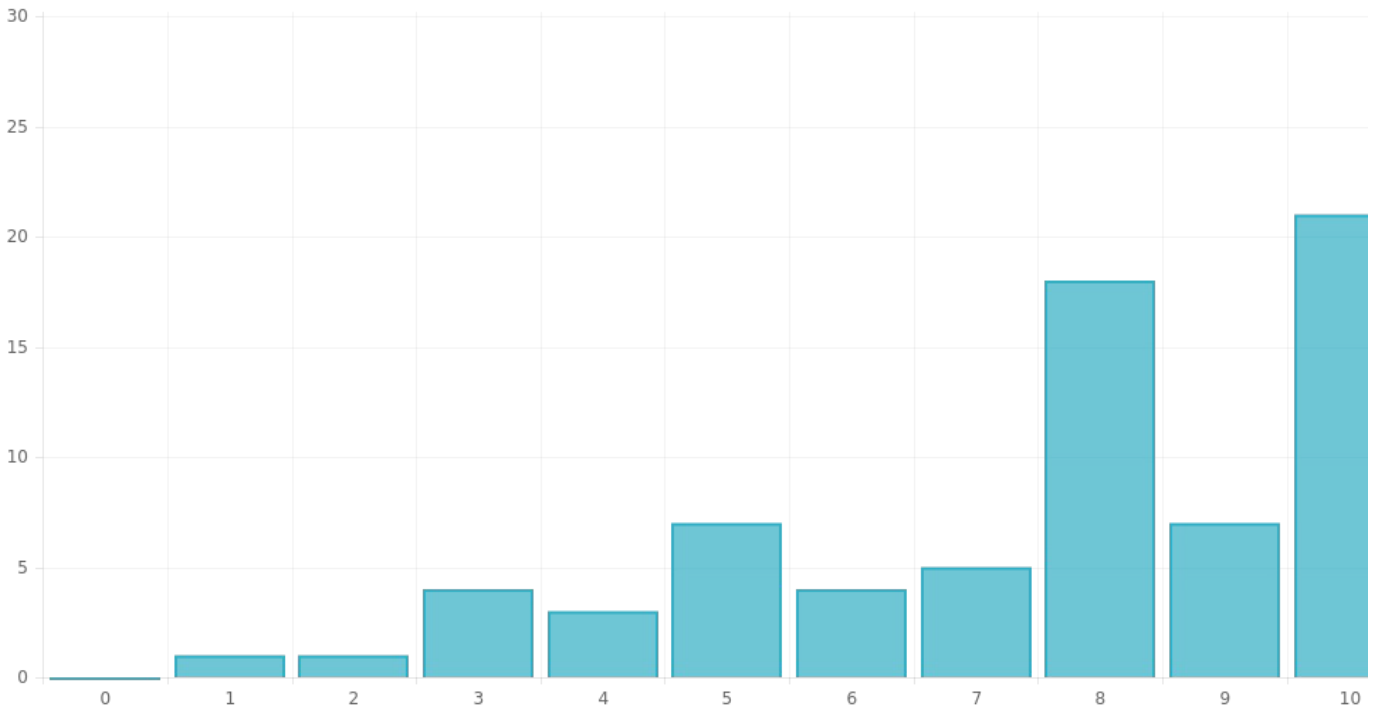


In Buckinghamshire in 2017 3.1% children had a Statement or EHCP compared to 2.8% nationally. 8.6% were on SEN Support compared to 11.6% nationally. (LAIT 2017)

Appendix C: Buckinghamshire SEND IAS Service feedback

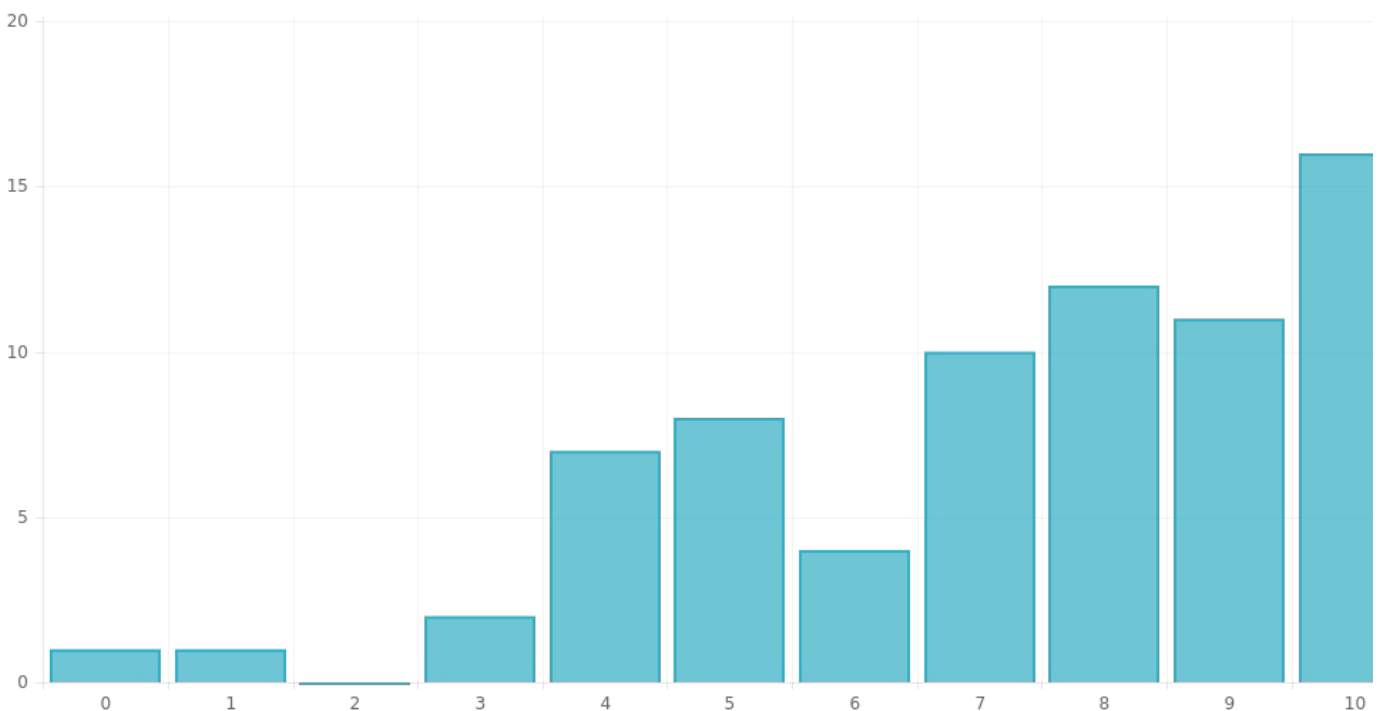
How easy was it to get in touch with us?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Not at all easy - Very easy	0 (0%)	1 (1%)	1 (1%)	4 (6%)	3 (4%)	7 (10%)	4 (6%)	5 (7%)	18 (25%)	7 (10%)	21 (30%)	6.56	71	7.58 / 10



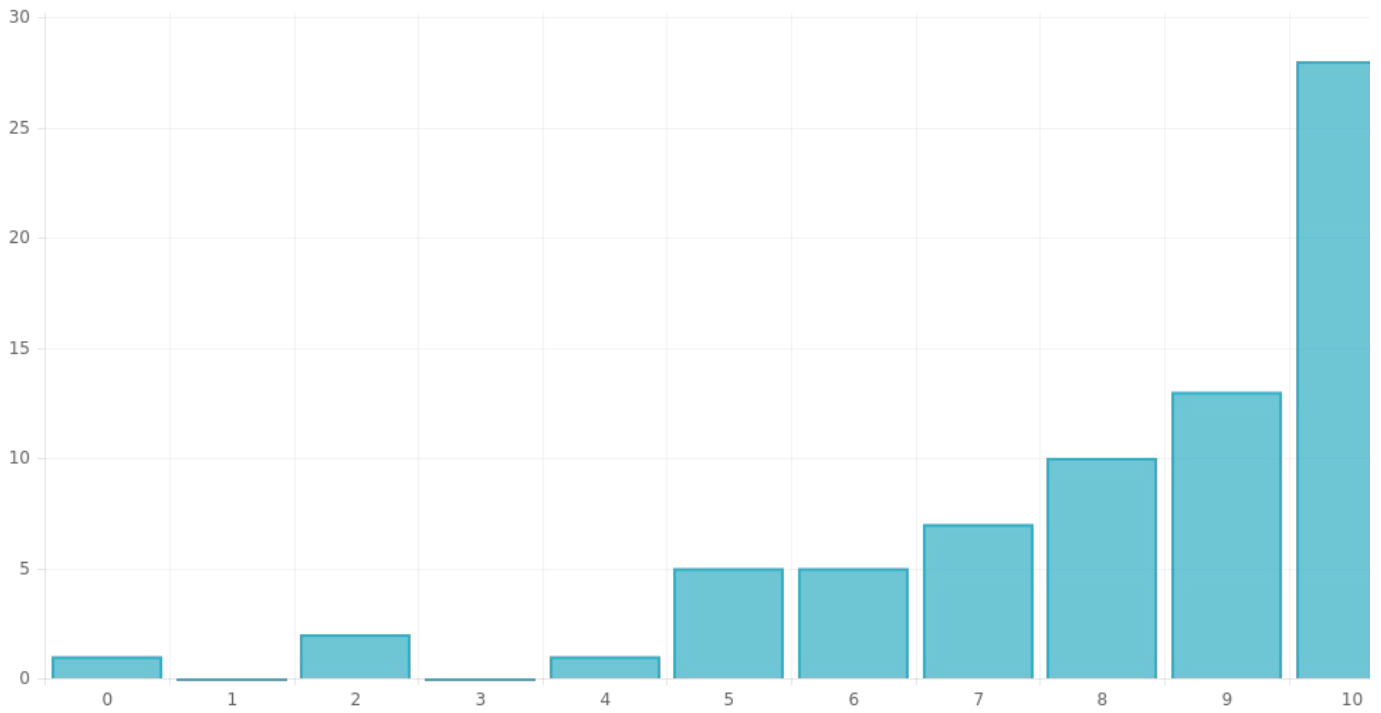
How quickly did we respond?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Very slowly - Very quickly	1 (1%)	1 (1%)	0 (0%)	2 (3%)	7 (10%)	8 (11%)	4 (6%)	10 (14%)	12 (17%)	11 (15%)	16 (22%)	5.09	72	7.28 / 10



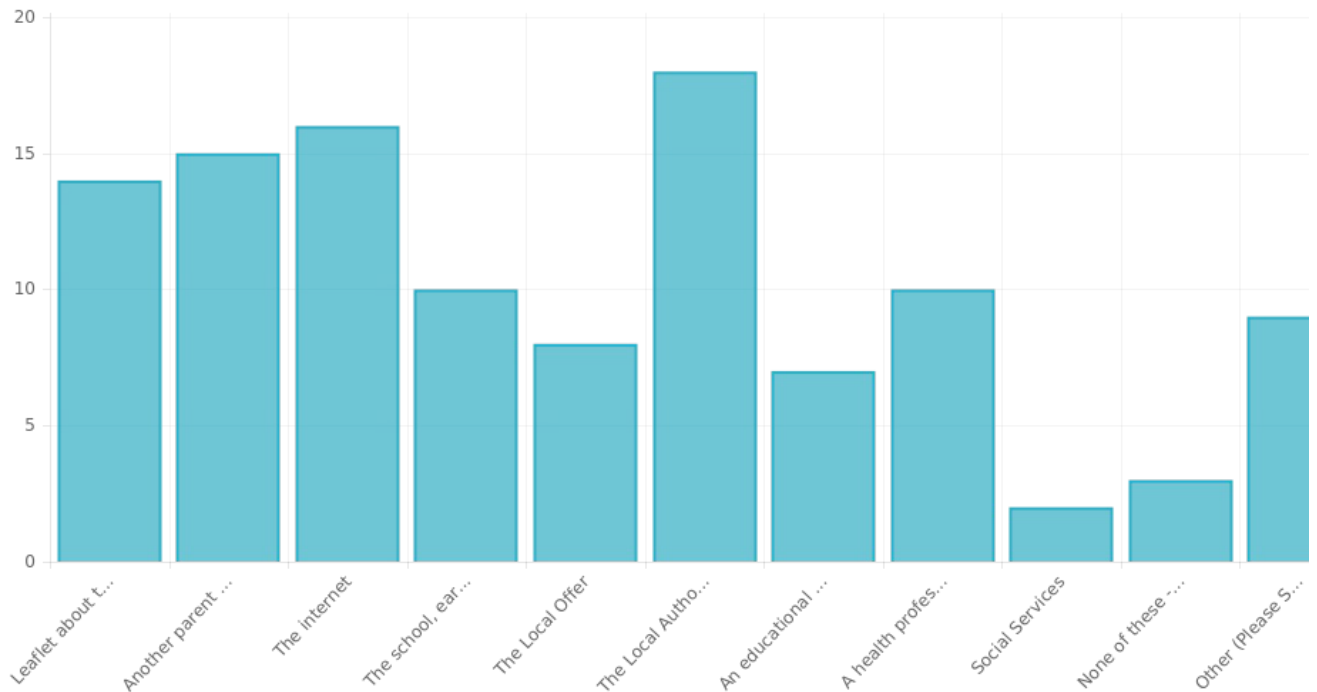
How well do you think we understood your questions or concerns?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Not at all well - Very well	1 (1%)	0 (0%)	2 (3%)	0 (0%)	1 (1%)	5 (7%)	5 (7%)	7 (10%)	10 (14%)	13 (18%)	28 (39%)	7.9	72	8.18 / 10



How did you hear about us? (Please indicate all that apply)

	Leaflet about the service	Another parent or friend	The internet	The school, early years setting or college	The Local Offer	The Local Authority's SEND team	An educational psychologist or Advisory Teacher	A health professional	Social Services	None of these - please specify below	Other (Please Specify)	Responses
All Data	14 (19%)	15 (21%)	16 (22%)	10 (14%)	8 (11%)	18 (25%)	7 (10%)	10 (14%)	2 (3%)	3 (4%)	9 (13%)	72

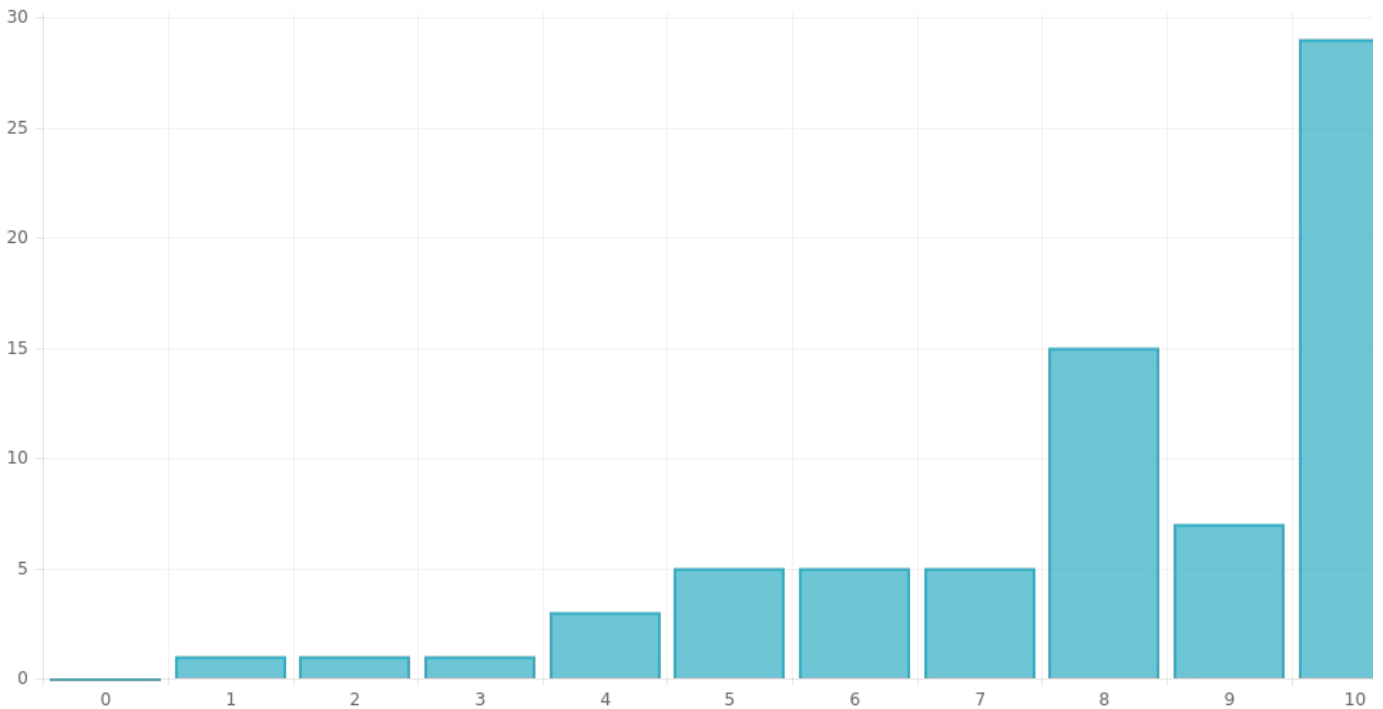


Text Responses

- parent forums
- Stepping stones programme
- HAVE used device in the oast
- Resilience worker
- SPACE support Chesham
- Family resilience service
- Early bird course
- family member involved in SEN

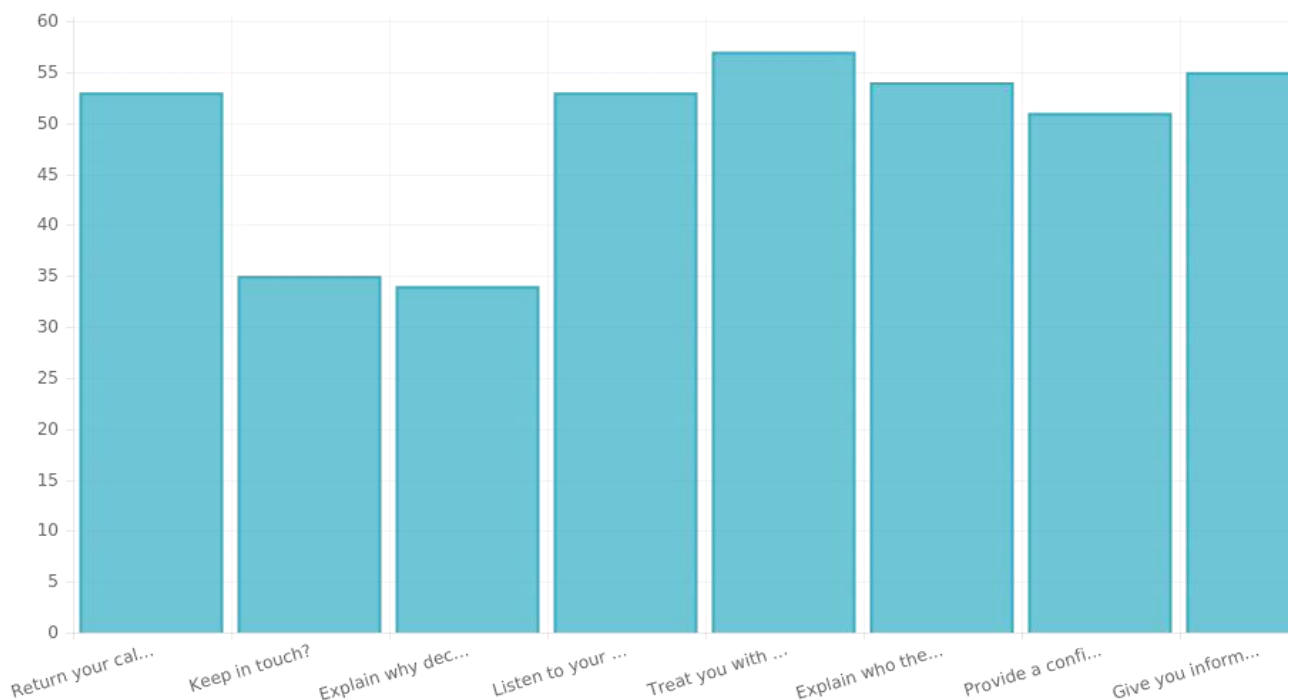
How helpful was the information, advice and support we gave you?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Not at all helpful - Very helpful	0 (0%)	1 (1%)	1 (1%)	1 (1%)	3 (4%)	5 (7%)	5 (7%)	5 (7%)	15 (21%)	7 (10%)	29 (40%)	8.15	72	8.07 / 10



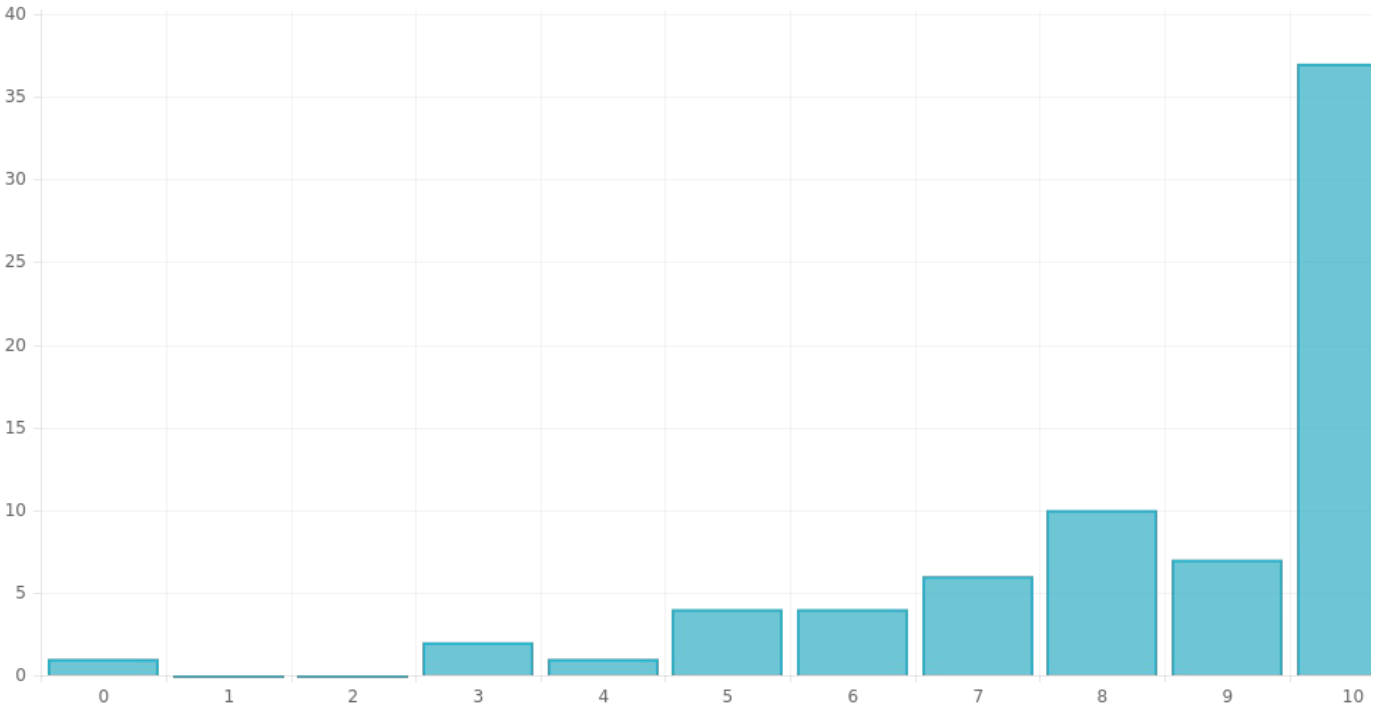
Did Bucks SEND IAS Service help you in these ways? (Please indicate all that apply)

	Return your calls/emails promptly?	Keep in touch?	Explain why decisions were made and what was happening?	Listen to your views?	Treat you with respect?	Explain who they were and what their role was?	Provide a confidential service?	Give you information and advice that met your needs?	Responses
All Data	53 (75%)	35 (49%)	34 (48%)	53 (75%)	57 (80%)	54 (76%)	51 (72%)	55 (77%)	71



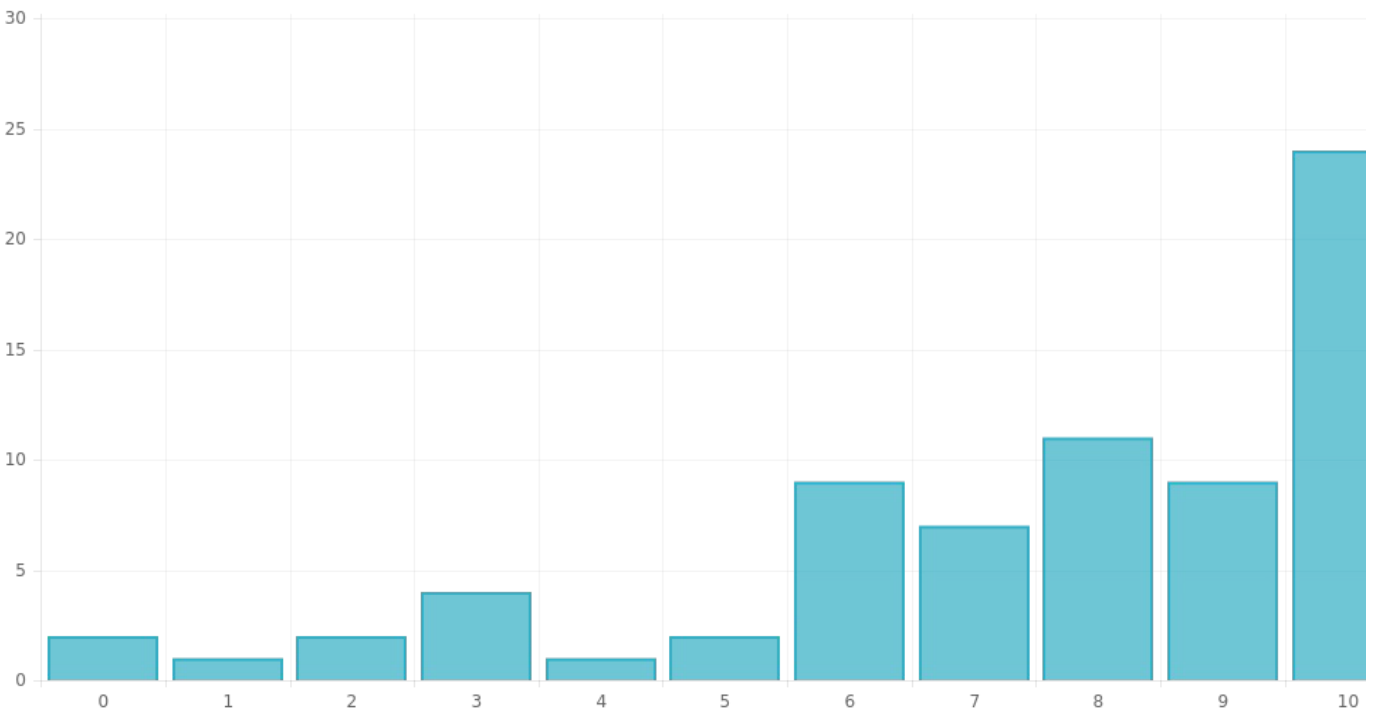
How neutral, fair and unbiased do you think we were?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Very biased - Very unbiased	1 (1%)	0 (0%)	0 (0%)	2 (3%)	1 (1%)	4 (6%)	4 (6%)	6 (8%)	10 (14%)	7 (10%)	37 (51%)	10.09	72	8.46 / 10



What difference do you think our information, advice or support has made for you?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
No difference at all - A great deal of difference	2 (3%)	1 (1%)	2 (3%)	4 (6%)	1 (1%)	2 (3%)	9 (13%)	7 (10%)	11 (15%)	9 (13%)	24 (33%)	6.51	72	7.54 / 10



Can you tell us more about the difference(s) we made for you?

Text Responses

You gave more information on the which I needed although some of the information was beyond your knowledge Helped me write outcomes for my daughter's EHCP as the school seemed unable to do so.

Being able to make more informed choices about SEN education. Very useful e-mails clarifying what was discussed in the telephone call and containing links to resources if we wanted to explore further. The sendias service has given us the knowledge so we feel more empowered to support our son with his SEN needs.

developing learning strategies

I understand more how an EHCP works and what the different sections are, and I have more of an idea of what I need to do to try to secure the provision that my son should be receiving in his plan.

The help that was provided to me at a very stressful time before I was about to deploy with the military was simply amazing. The team went out of their way to provide emergency assistance and I am indebted to them.

Supported decisions I was making. Attended meetings. Clarified processes.

I received pertinent advice at a time when I felt concerned, overwhelmed and uninformed. The service sent me relevant information having listened to my request and it made a huge difference to my confidence in being able to cope with my son's SEND and seeing a way forward with his education.

At the point when I contacted SEND IAS I was struggling with my son's school and getting any support. I was given access to an advisor for a one to one meeting and ongoing help and also was able to make use of the information provided to talk more confidently with my son's school. Since then he has gone from having no support to working towards an EHCP, having our referral to paediatrics supported and they have started giving their teaching staff extra training.

Recommendations on how to deal with BCC send team, clarified the process and who should do these tasks and time frames. General reassurance and a human being to talk to is invaluable when the system is complex and does not seem to cope with individual circumstances.

I was able to understand mine and my children's legal rights, the legal obligations of the school and council and what to do when hitting brick walls. They helped me secure an statement and school for my eldest child and are now helping me secure appropriate education for my youngest son. I recommend Bucks SENDias to everyone I come across having difficulty with schools and County. They are one of the very few services really helping to navigate the system in educating a child with specific needs. They provide hope when all seems lost and impossible or you are just too exhausted to battle it out any more. I cannot thank this service enough.

Gave important advice about what to include in our EHCP request.

You helped us through meetings when my son was being forced out of schools that were refusing to meet his needs. You helped me to understand my/ his rights and helped me fight for those at a time when my head was not clear. You were also a voice to talk to at the end of the phone whenever I needed. A kind, friendly, understanding voice of reason.

Gave me confidence about process

Came to two meetings at my daughter's school and helped me fight to get the equipment she needed to access the curriculum.

I felt much stronger and better able to cope! Als I was so glad of the support! And it is so reassuring to know that I wasn't on my own. And also it is very helpful that sendias know the format about all things related to my child's case.

You helped me write a request for an echp and It became succesful.

I found that children with border line difficulties had less support. ADD support groups need to be different to ADHD as the difficulties are different. I struggled

It made me aware of my rights

the help didn't continue past initial signposting, the service could be brilliant but I presume the staff's remit isn't to follow through.

made the atmosphere in the annual review more tolerable and staff behave in a more respectful manner, made me feel confident nothing would be missed and not afraid to ask questions

Empowered parent

Confirmed that as a parent I wasn't wrong, I know my child best

The max card application was very helpful and the emails were prompt.

None

Attended EHCP course & 1 to 1 session about EHCP. I wouldn't have understood outcomes in particular without SENDIAS support.

Having an impartial professional view/observation and advice helped guide me and have a better understanding of what I could be doing as a parent and what the school should be doing and information about the law elements of children and education rights

Your support was invaluable in helping me get the support I needed at the time for my child

Our concern is that budget rather than our child's future is of the greatest concern to Bucks county council. They are making decisions entirely on a financial basis and ignoring all advice about the suitability of a placement from current setting, their proposed setting and our experts. This remains the case

Gave me confidence to deal with school issues knowing I wasn't being unreason

You helped me prior to an important meeting with the school, to ask the right questions.

Very helpful offering advice and knowledge when applying for EHCP for our son

Understanding the process of the EHCP

Gave me confidence to go into my 12yo school and ask for SEN assessment.

I wouldn't have known what to do without the help of Bucks Sendias. It's an incredibly important service and the quality of advice we were given was extremely high. It's made a real difference to the outcome for our son. Thank you

I needed advice for my asd son about school. Very informative, advice given was supportive and helped me. Thank you

I feel that I now have support moving forward and I now know the right questions to ask people regarding my daughters difficulties.

Gave me the knowledge and confidence to take the next steps in supporting my son.

No one had explained anything to me from my sons education setting so having people to call who could explain what was going on and what would happen next was a godsend

Attended a school meeting with me which was immensely helpful.

I would have never know about DLA or what rights me and my son had regarding education

Providing Olga's course on EHCP's was so helpful in the first instance. Then knowing there was a source of information and support

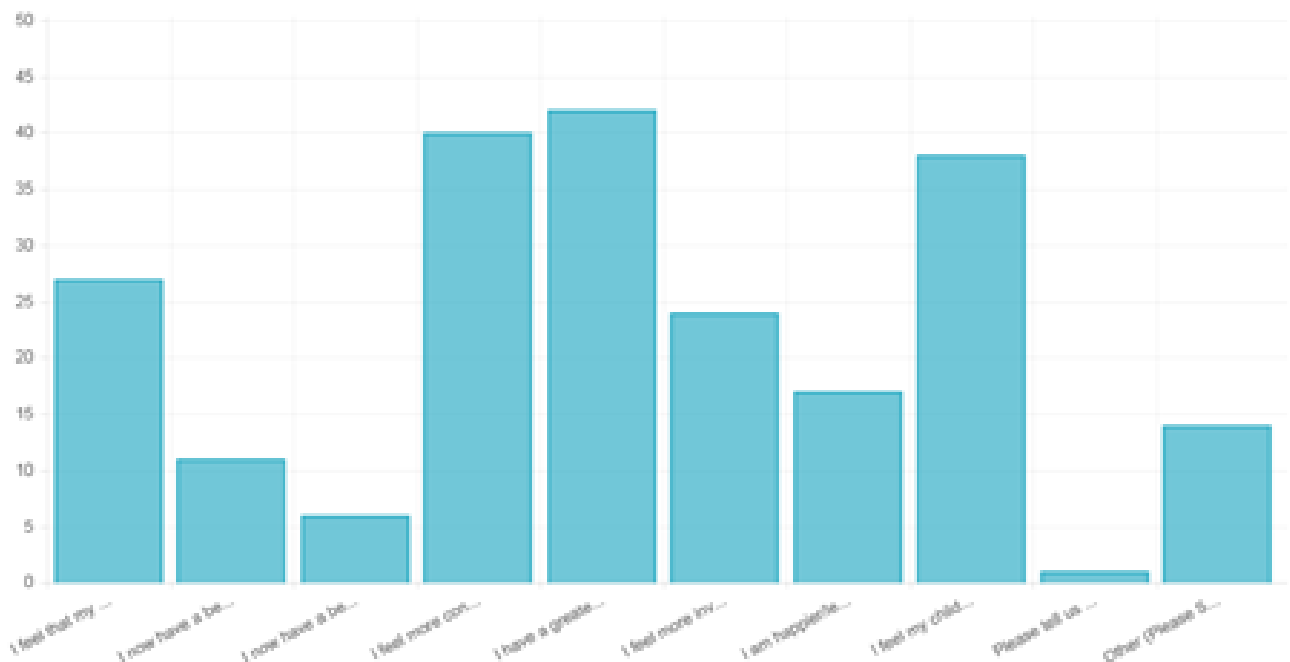
Valuable support with knowing what to do, what rights and information access as well as being encouraging with their support .

Explained the process clearly

You helped me to understand and compile my sons ehcp

Please choose any of the following that are true for you:

	I feel that my child's needs are better understood than they were	I now have a better relationship with my child's school or setting	I now have a better relationship with the Local Authority	I feel more confident	I have a greater understanding of law and guidance relating to SEND	I feel more involved in decisions about my child's education	I am happier/less worried about my child's future	I feel my child has benefitted as a result of the SEND IAS being involved	Please tell us of any other differences that SEND IAS has made:	Other (Please Specify)	Responses
All Data	27 (42%)	11 (17%)	6 (9%)	40 (62%)	42 (65%)	24 (37%)	17 (26%)	38 (58%)	1 (2%)	14 (22%)	65



Text Responses

It is hard for parents to have a better relationship with the LA since they do not want to listen to parents and professionals about needs, aspirations and provision of children and young persons.

I have a clearer idea of what I need to do next to secure my son's provision

It is a continuous battle striving to get the correct procedure followed, particularly for Annual reviews. Both my daughter and I feel that the college do not offer any advice on best options for the student, their expertise is purely based on their college objectives.

Provided hope and direction when there seemed to be none. Provided guidance regarding what was available and how to get it. Made me feel less guilty that my child was having difficulties. Never gave up.

Short term fix as still had to move my child as other parents concerned for my child's welfare. This is a very valuable service.

No difference really, I didn't really understand what they were saying

Not very supported, but lucky had fabulous teachers in school

as above

None whatsoever

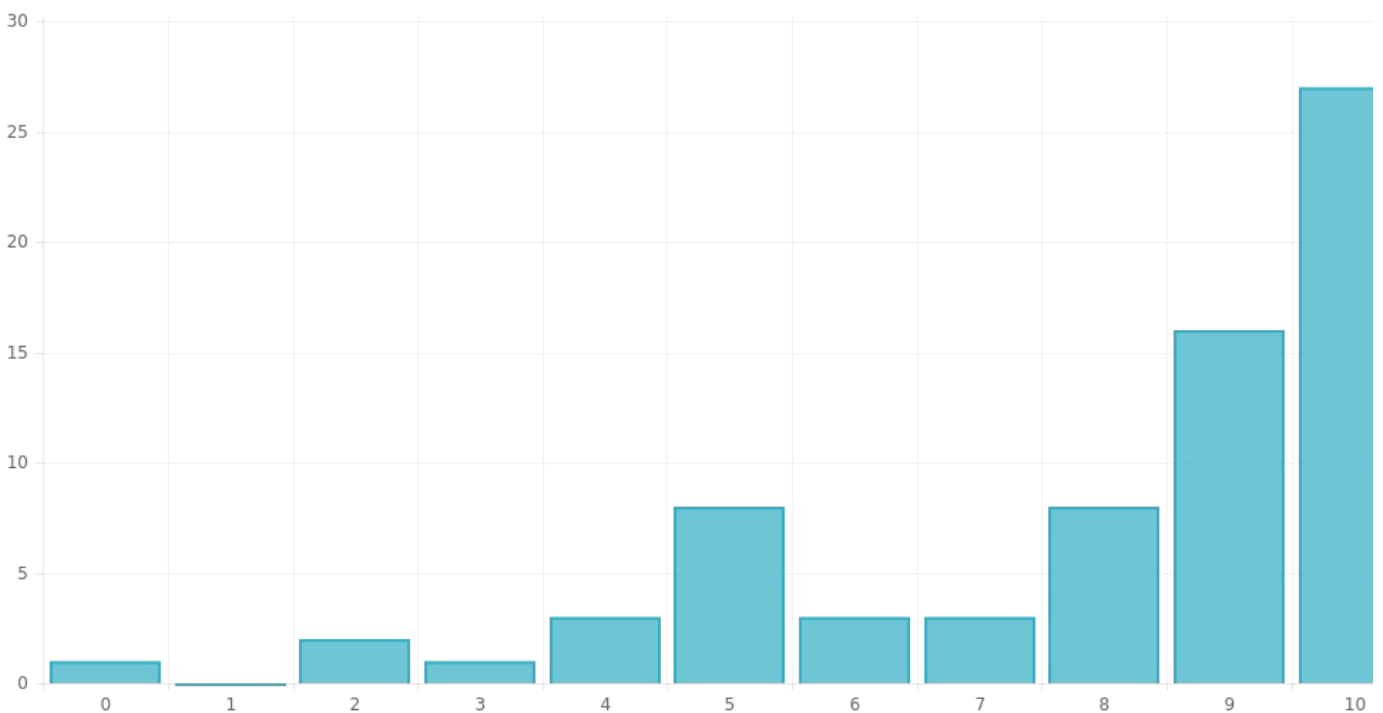
Action is happening although a long and slow process

training on EHC plans very helpful

None yet

Overall how satisfied are you with the service we gave?

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Very unsatisfied - Very satisfied	1 (1%)	0 (0%)	2 (3%)	1 (1%)	3 (4%)	8 (11%)	3 (4%)	3 (4%)	8 (11%)	16 (22%)	27 (38%)	7.83	72	8 / 10



Was there anything we could have done better?

Text Responses

You do your best

Liaised with the school so they properly understood and signed up to the outcomes - I fear that they will not be properly planned or achieved

Nothing. .

I understand that some parents take a member of Sendias with them to annual reviews / meetings at the school. I could have really benefited from this at my son's recent review, but don't know how to access this.

I think the information you provide is very useful I just think that schools need more practical support and advice. Their practice does not always adhere to the information in the code of practice.

Not really

No, the advice and information provided was spot on at the time.

No. SEND IAS and particularly Della Holmes and Ruth Phillips were an absolute godsend.

Contacted me back faster, was left a few weeks during a crucial time waiting!

NO

No

No, you were great.

Hard to get any support in Bucks. Teachers need some basic training. We have so far to go before disabled children in our county get treated with kindness and understanding. Physical and emotional abuse should not be tole

No

Maybe involve parents with lesser difficulties in separate groups as their needs are not as severe but still need help

The only downside is the wait from the initial point of contact

No because there is a lack a funding which is not related to the people working in the depart
been more available and seen the project through.

Don't tell stressed parents how busy you are and cancel at the last minute meetings.

Maybe a callback to see how everything is

No.

Been honest and actually supported the family. It was all about covering up and bullying parents and supporting the schools rather than the child or family.

Great service

I know you are limited with funding shortages but it feels like a long time to wait when you leave a voicemail for your call to be returned and availability to attend meet

More people to answer the telephone enquiries as you are overstretched and sometimes when you are in distress you just want someone to talk to and it can be difficult to get to speak to someone initially

Although I fully understand the reasons, it is frustrating not to be able to access an advisor the same day. Often by the time a call is scheduled the crisis has passed and we later find out we dealt with it incorr

No

More staff, your role is key to parents but there isn't enough of you to go around and when time is key it can be frustr

Explain the roles of all the different stakeholders - school, County SEND, individual contacts.

No. I'm extremely happy.

N/A

Attended TAF meeting at school.

No

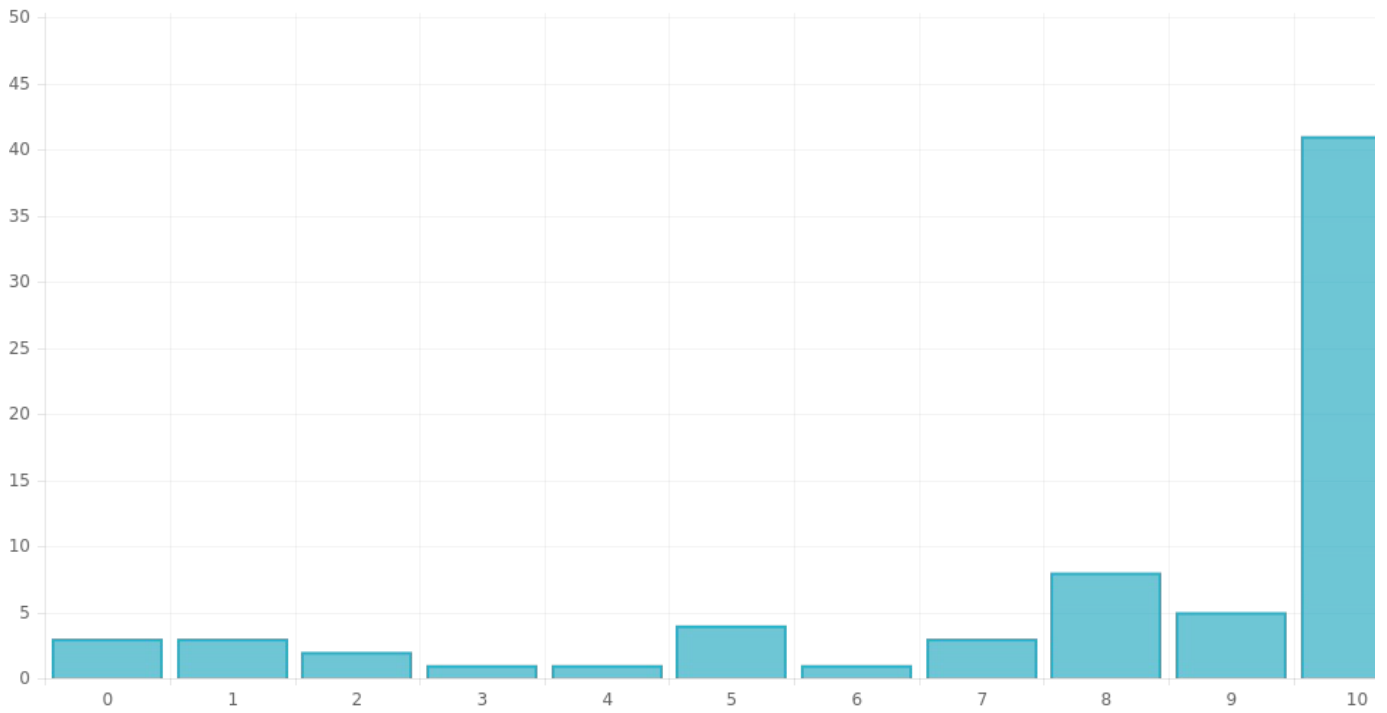
No

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

	0	1	2	3	4	5	6	7	8	9	10	Standard Deviation	Responses	Weighted Average
Not at all likely - Extremely likely	3 (4%)	3 (4%)	2 (3%)	1 (1%)	1 (1%)	4 (6%)	1 (1%)	3 (4%)	8 (11%)	5 (7%)	41 (57%)	11.07	72	8.06 / 10



Do you have any other comments about our service?

Text Responses

No

We can't thank the service enough for supporting us through a very difficult time trying to find the right support for our son. Thank you for the support and help that you give.

Maybe follow up phone calls to find out what is happening for families where advice has been given and continued involvement where necessary.

You are AMAZING!!

Essential service for parents and often very useful for settings also.

Thank you for the support - it genuinely made a huge difference to have an independent source of information and advice.

Send IAS has always been brilliant at offering support and advice over the full period of my daughter's education years.

Thank you.

Just one big thank you. I wish the organisation could expand to help more people.

Extremely valuable service. I know of lots of families that the service had made a significant dif

Thank you for your help.

no

Very grateful!

Found them over the years to be informative, approachable and knowledgeable. Have recommended many times and will continue to!

Excellent service

It should be independent.

I have already recommended SENDIAS to other parents.

The service has been very helpful and I'm grateful for the help I did receive it would help the service if you had more funding to employ more staff to man the phone lines and attend meet

Reluctant to recommend the service to other users as inevitably this will make it harder for us to access the service

Please continue with your good work. Super knowledgeable advisers!

I'm very happy that the service was recommended to me. I would happily recommend it to other parents who like myself may be struggling.

An excellent support service not just at the required time but with ongoing advice and support. Thank you.

Very helpful and informative. Helped me to understand EHP process

Very helpful and understanding thank you

Thank you for your help. If you are happy to discuss your comments about our service may we contact you?

	Yes	No	Standard Deviation	Responses
All Data	34 (53%)	30 (47%)	2	64

