



# Quality Standards and Service Development Plan 1<sup>st</sup> November 2018

Written 17<sup>th</sup> October 2018  
Under Activities **Blue, current info**  
**Black, previous info**

\* Where a star is present the service has issues with capacity and under resourcing



**Norfolk SENDIASS Steering Group,  
Poplar Room, PDC, Norwich, NR 7 9QL  
Thursday 1st November 2018  
9.30 - 12.15 pm**

- |   |                |
|---|----------------|
| 1. Apologies & Introductions  | 09.30 - 09.40  |
| 2. Minutes of Last Meeting & Matters Arising  | 0.9.40 –10 00- |
| 3. Annual Report  | 10:00 – 10:20  |
| 4. Quality Standards incorporating the Annual report Update and Progress Report /Stats. | 10.20 – 11:00  |
| 5. Coffee Break   | 11:00 – 11:15  |
| 6. Funding opportunities  | 11.15 – 11:45  |
| 7. AOB and date of next meeting   | 11.45- 12.15   |

# Quality Standards for providing Impartial information, advice and support

## Section 1 – Commissioning, governance and management arrangements

**1.1 The Information, Advice and Support Service (IASS) is commissioned in accordance with the SEND Code of Practice, through the joint arrangements LA's and CCGs must have to consider and agree the information and advice to be provided. The commission should secure the provision of impartial, confidential and relevant information, advice and support to: the parents of children and young people between 0 and 25 years who have, or may have, SEN or a disability and children and young people who have, or may have, SEN or a disability – C&F Act Clause 26; SEND Regs 9; SEND Regs Schedule 2 Clause 15; CoP 2.6; CoP 2.7**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<p>•a) Agreed commissioning process based on an assessment of need, specifying what information, advice and support are to be provided by whom, and how they are to be provided.</p> <p>b) A service level agreement with the Local Authority/CCG based on national quality standards setting out the expectations of both the service and its commissioners</p>	<p>Service reach</p>	<p>It is agreed that Chris Snudden is the commissioner for the SENDIAS Service in Norfolk, Chris is the Assistant Director, Children's Services, Education.</p> <p>No agreed commissioning based on assessment of need.</p> <p>No further update</p> <p>National IASS and Children's services are looking at the joint commissioning of services between the LA and health commissioners, CCG's. It would be good to be able to lead on this, see Code of Practice, 2.7.</p> <p>There is no agreement on the social care expectations on the service.</p> <p>CDC were successful with the tender which included National IASS, additional funding of SENDIASS, managing countrywide helpline support links with</p> <p>IAS services</p>	<p>Red</p> <p>Red</p>

**1.2 The IASS has its own identity and branding and is a dedicated and easily identifiable service. it is, and is seen to be, separate from other LA services and functions. CoP 2.4 and CoP 2.5**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•The IASS is located in premises separately from the LA SEN teams, and ideally not in the main LA or CCG premises</li> </ul>	Feedback from service users	Yes	<b>Green</b>
<ul style="list-style-type: none"> <li>•The IASS has a distinct service identity, logo, and style</li> </ul>		Yes	<b>Green</b>
<ul style="list-style-type: none"> <li>• The IASS has a delegated and ring fenced budget</li> </ul>		<p>This is accepted by National IAS for services within the LA.</p> <p>Delegated and partially ring fenced, SENDPIASS budget is under the control of the LA although Janina is the RBO, Responsible Budgetary Officer, for day to day transactions. This is accepted by National IAS for services within the LA.</p>	<b>Green</b>



**1.3 The governance arrangements for the IASS are based on clear lines of accountability and promote service user involvement. CoP 2.6; CoP 2.7**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>Evidence of a clear management structure, including, where appropriate, advisory or steering group membership with service user involvement</li> </ul>	<p>Feedback from service users</p> <p>Impact on policy or practice</p>	<p>Now based in <i>Education, Vulnerable Groups, Achievement and Access Service</i> and managed by the head of the service, Mark Adams.</p> <p>There is a clear management structure in place, with a steering group with user involvement although the user involvement could be stronger, no young peoples view currently</p>	<p><b>Amber</b></p>
<ul style="list-style-type: none"> <li>Report– Termly</li> </ul>		<p><b>Yes.</b></p>	<p><b>Green</b></p>
<ul style="list-style-type: none"> <li>Annual Report Yearly</li> </ul>		<p><b>Yes</b></p> <p>.</p>	<p><b>Green</b></p>
<ul style="list-style-type: none"> <li>Examples of service user involvement in planning</li> </ul>	<p>Participation of service users in decision making</p>	<p>Met through Steering group and IPS volunteers who attend meeting who are often parents or grandparents of those with SEND and giving hands on support. Also parents who have used the service are on the group.</p> <p><b>. Objectives</b> Clear management structure, Steering group with user involvement</p>	<p><b>Green</b></p>

**1.4 The IASS is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs. SEND Regs15; CoP 2.7 CoP 2.8; CoP 2.17**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Service level agreement for the IASS, based on an assessment of need</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from service users</li> </ul>	<p>No</p>	<p><b>Red</b></p>
<ul style="list-style-type: none"> <li>•Description of how such services provide access and ensure continuity of support from 0-25 through a “dedicated and easily identifiable service”</li> </ul>	<ul style="list-style-type: none"> <li>•Impact on policy or practice</li> <li>•Participation of service users in decision making</li> <li>•Service reach</li> </ul>	<p>Additional funding will be available to bid for in December this year for services who’s LA appropriately fund them to meet the needs of service users including covering all the quality standards.</p> <p>The service is separate from county hall. The SEND Partnership logo is easily identifiable and is used on all paperwork and training delivered by the service. The service has its own websites, Face book pages, twitter account, phone lines and email address. Employees are trained to deliver a high level service to young people and parents. Volunteers are mentored with 1-1 support.</p>	<p><b>Green</b></p>

**1.4 The IASS is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs. SEND Regs15; CoP 2.7 CoP 2.8; CoP 2.17**

**2**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>Terms of reference agreed by stakeholders (including commissioners, service users, and other providers).</li> <li>Service Development Plan (reviewed annually) with specified improvement targets</li> </ul>		<p>Terms of ref not agreed by social care..</p> <p>Terms of reference are in place agreed by education and health (Mark Gower) and service users.</p> <p><b>Yes</b></p> <p>The quality standards are used as a basis for the service development plan. An Annual report is in place for the Steering group to discuss and steer the team. The specified improvement targets should be set by the Steering group having been taken from this report, the service development plan includes a RAG rating, , Red, Amber, Green.</p>	<p><b>Amber</b></p> <p><b>Green</b></p>



**1.4 The IASS is planned, monitored, reviewed and evaluated, and prompt actions are taken to improve services and meet service users' needs. SEND Regs15; CoP 2.7 CoP 2.8; CoP 2.17**

3

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>Analysis of service users needs and priorities</li> <li>Analysis of staff needs and continuing professional development provided</li> </ul>	<ul style="list-style-type: none"> <li>Service development plan (quality standards)</li> <li>Participation of service users in decision making</li> </ul>	<ul style="list-style-type: none"> <li>A high level of calls about tribunal appeals. We cannot take additional cases for hands on support at this time due to lack of staff capacity.</li> <li>Home education is being mentioned by the LA, suggesting parents may wish to elect to home educate because there is no appropriate placement.</li> <li>Threats about attendance where sometimes the school is not appropriate to meet need or not considering appropriate provision for SEN, 'we will take you to court or you could home educate'. These are often to families who would be unable to deliver this provision and have been told they will get support.</li> <li>EHCP draft planning meetings including SENCO, draft being written to allow for what schools can provide rather than the child's needs and provision to meet those needs.</li> <li>Social Care only being requested for info and advice when there is a safeguarding issue for EHCP needs assessments, <i>Reg 6, Info and advice to be obtained (e) advice and information in relation to social care.</i></li> <li>Child on part time timetable, an annual review held with new reports, LA reasons for not amending, <i>'no new school place agreed'</i>.</li> <li>Exclusions still an issue, often rapidly moving from fixed term to permanent exclusion.</li> <li>The LA are ignoring the 15 day period for school consultation for special schools and sending decisions to be made at panel meetings.</li> </ul> <p>Service concerns, it is reactive to those that contact SENDIASS and cannot meet the needs of those who would benefit from support through additional advertising of the service available.</p>	<p><b>Amber</b></p> <p><b>Green</b></p>



1.6 The IASS complies with current safeguarding children legislation and guidance. All staff, independent supporters and volunteers who may have contact with children and young people are trained in, and have knowledge of, safeguarding children.

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>• Service safeguarding children policy and procedures</li>   <li>• All staff, independent supporters and volunteers who have contact with children and young people are trained in local and national safeguarding procedures</li>   <li>• All relevant Staff have DBS checks.</li> </ul>	<p>Working together to safeguard children (DfE 2013)</p>	<p><b>Yes</b>, during initial training, updated as necessary  <b>Janina</b>, Initial Safeguarding training repeated.</p> <p><b>Yes</b>, all staff, volunteers have enhanced checks.</p> <p><b>Yes</b>, Staff and IPS.  .</p>	<p><b>Green</b></p> <p><b>Green</b></p> <p><b>Green</b></p>

## Section 2: Strategic functions

22.1 The IASS informs policy and practise at the LA and CCG level by working with parents, children and young people , the parent carer forum and local voluntary and community organisations. Cop 1.11 1.12 2.6 2.8

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>• Annual report</li> <li>• Examples of service user views and participation in contributing to LA and CCG policy and practise</li> <li>• Examples of partnership working with parent carer forums and other groups</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on policy and practise Participation of service users in decision making</li> <li>• Examples of the service users working in partnership with other services (e.g. parent carer forums) to influence policy and practise</li> </ul>	<p><b>Yes.</b> The report covers the academic school year and is presented to the Steering group in the first meeting of the new academic year.</p> <p>Links to Consultations and requests for family involvement are displayed on our website, Facebook and on Twitter. We actively encourage parents and young people to take part whenever possible.</p> <p>We send out Family Voice, parent carer forum information and applications with paper evaluations. The team work together with other groups across Norfolk to support parents and young people, taking part in conferences, talks and training.</p> <p><b>Janina. Coffee morning, new IPS, Talk, ADHD group, Gt Yarmouth SEN Support and Assessments . Talk Family Voice committee, SEN Support and Assessments. Advice, Independent Travel Payment. Meeting Kids mediation,.</b></p> <p><b>Lynette, Coffee Morning, new IPS, conference ASD Helping Hands</b></p> <p><b>Bridget. conference ASD Helping Hands</b></p> <p><b>Niamh, conference Mental Health Day, Long Stratton High school and Medical Centre</b></p>	<p><b>Green</b></p> <p><b>*Green</b></p> <p><b>*Green</b></p>

**2.2 The IASS contributes to policy and practice at the regional and national level by working with other providers and relevant stakeholders to share, promote and develop best practice. - CoP 2.4; CoP 2.8**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<p>•Examples of service participation in regional and national groups.</p>	<p>•Impact on policy or practice</p>	<p><b>Yes</b></p> <p><b>Janina</b>, Eastern region SENDIASS meeting, Cambridge x 2</p> <p><b>Janina and Stuart</b> CDC and National IASS, Information Advice and Support Programme (DfE funded), Cambridge</p> <p><b>Amy</b> <i>Mental Health and the law</i>, training, London</p> <p><b>Niamh</b> <i>Young people and Mental Health</i> training, London</p> <p><b>Janina</b>, Eastern region SENDIASS meeting, Cambridge</p> <p>Objectives To continue to participate locally and nationally.</p>	<p><b>Green</b></p>

## Section 3: Provision of information and advice

### 3.1 Potential service users are aware of the IASS and what it can offer them. C&F Act Clause 30; C&F Act Clause 32; SEND Regs 15; CoP 2.1; CoP 2.2; CoP 2.3

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Publicity and Promotional materials</li> <li>•Website range of leaflets</li> <li>•Presence in range of settings (including schools and colleges, children's centres, libraries, health centres, etc)</li> <li>• Local Offer</li> </ul>	<ul style="list-style-type: none"> <li>• Service reach</li> <li>• Logo to be instantly recognisable, advertising and information to reach those who need us</li> </ul>	<p>Yes, Bugs, pencils, highlighters, pens, penguin banner etc.</p> <p><a href="#">17 Booklets now online, Disability Discrimination completed, waiting for final checks.</a></p> <p>New website now live. This gives us the ability to manage it ourselves. 15 Booklets now in print and online</p> <p>Twitter account</p> <p><a href="#">Janina. Talk to parents, Kings Park Infant, Garveston and Beeston Primary (near Dereham).</a></p> <p><a href="#">Janina. Training, Annual reviews and report writing, St Eds alternative provision.</a></p> <p>To strengthen links with CCG, community centres and similar family focused centres. Proving very difficult, due to lack of manpower and links which can only be put in place appropriately with additional staff..</p>	<p><b>Green</b></p> <p><b>Green</b></p> <p><b>Green</b></p> <p><b>*Amber</b></p> <p><b>Green</b></p>

### 3.2 The IASS is accessible to all potential service users. CoP 2.4; CoP 2.9

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>• Equal opportunity and accessibility policies,</li> <li>• The number of service users as a percentage of the SEND population.</li> <li>• Analysis of service use</li> <li>• Range of access options (including working hours, location, contact arrangements, response times, information formats)</li> </ul>	<ul style="list-style-type: none"> <li>•Service reach evaluated through Charity Log</li> </ul>	<p><b>Yes</b></p> <p>Norfolk children and young people at SEN Support, EHCP/Statement of SEN.  <b>18000 2017/2018</b>            16926 recorded, service use at 19.31%</p> <p>See Cross data information</p> <p><b>Advice Clinic, Janina, Lynette and the team, three clinics, two with IPS volunteers. All places booked, evaluated with the advice line.</b>            The phone is answered from 9 – 5, often until 6, from Monday until Friday except the week following Christmas through to New Year. We are located In Norwich, we have no across county bases nor staff to provide that service. We can be contacted in writing, by phone, email. Our information is aimed at being reasonably easy to understand in appropriate formats and colours.</p>	<p><b>Green</b></p> <p><b>*Green</b></p> <p><b>Green</b></p> <p><b>*Amber</b></p>

**3.3 The IASS provides impartial, accurate and up to date information and high quality advice relevant to the service users' needs. CoP 2.5; CoP 2.8; CoP 2.9; CoP 2.17**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>• Publicity and promotional materials</li>   <li>• Analysis of service users' needs and priorities and service use</li>   <li>• Analysis of service users' perceptions of relevance and impartiality</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from service users</li>   <li>•Participation of service users in decision making</li> </ul>	<p>Newsletters, website, booklets, Facebook, twitter, advertising, radio interviews, giveaways.</p> <p>Online Evaluation, now just one which branches off depending on the answers given.</p> <p>Evaluation returns at 12% despite moving from paper to email evaluations. This is a drop in an already low return. Considering how to increase the return rate.</p> <p>Steering Group, evaluations, in person</p> <p>Evaluations and discussions</p> <p><b>Objectives</b> To continue to analyse service reach and change with the needs of our service users</p>	<p><b>Green</b></p> <p><b>Amber</b></p> <p><b>Amber</b></p>



**3.4 Service users have the information and advice they need to make informed decisions about provision made by education, health and social care. SEND Regs: 15 - Cop 1.9; CoP 2.8; CoP 2.10; CoP 2.11; CoP 2.12; CoP 2.13; CoP 2.14; Cop 2.15; CoP 2.16; CoP 2.17; CoP 2.18; CoP 2.19; CoP 3.39**

<b>Standards, Description and Link to SEND Framework</b>	<b>Evaluations</b>	<b>Activities</b>	<b>RAG Rating</b>
<ul style="list-style-type: none"> <li>• Website, range of leaflets and other information</li> <li>• Individual case studies</li> <li>• Feedback on Local Offer</li> <li>• Analysis of comments, compliments and complaints</li> </ul> <p><b>Objectives</b>            To use evaluations from parents, carers and young people to support appropriate information, advice and support.            To work closely to support the LA in implementing a lawful and useful resource for children, young people, parents/carers and professionals. Use website, twitter and Facebook to promote useful information.</p>	<ul style="list-style-type: none"> <li>•Feedback from service users</li> <li>•Impact on policy or practice</li> <li>• Increased involvement of service users in decision making, (70% return rate expected on evaluations)</li> </ul>	<p>SEN Support document now completed and ready to go onto our website and the Local Offer.</p> <p>Very few case studies written recently due to time pressures</p> <ul style="list-style-type: none"> <li>• We now have a growing bank of anonymised case studies</li> <li>• Service users involved in Steering group, participation in Local Offer group</li> </ul> <p>Evaluations will no longer be anonymised so we can monitor problems and follow up, all low scores will be automatically flagged up. Also to try to get a higher response rate through follow up requests</p> <p>Evaluations analysed and individual cases considered when information available.            Lynette, Letter going out with evaluations asking if parents or young people would like to have the opportunity to speak to OFSTED when they assess LA SEND compliance.</p>	<p><b>Green</b></p> <p><b>*Amber</b></p> <p><b>*Green</b></p> <p><b>*Amber</b></p>

## Section 4 - Supporting individuals

### 4.1 The IASS offers confidential support to service users.

CoP 2.5; CoP 2.8; CoP 2.13; CoP 2.15

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>Compliance with data protection law (GDPR)</li> <li>Service confidentiality policy</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from service users</li> </ul>	<p><a href="#">Kelly, GDPR leaflet to be found online soon.</a></p> <p>LA Training completed by all staff and Open University short course by Janina. Leaflet to be written explaining what we store and how we use the information we keep etc. opt in Email sent to all parent/ carers and young people for general info and newsletters.</p> <p>Yes, SENDPIASS has its own data protection policy for volunteers and day to day use as well as LA policies for staff</p>	<p><b>Green</b></p> <p><b>Green</b></p>
<ul style="list-style-type: none"> <li>Provision of confidential phone line</li> </ul>		<p>Yes, for volunteers and staff. LA confidentiality policies for staff as well.</p> <p>Yes, although with no free space for visitors so parents can only visit if there is a meeting room available.</p> <p>Privacy boards now in place between advisors and support advisor desks.</p>	<p><b>Green</b></p> <p><b>Amber</b></p>

**4.2 The IASS offers impartial support tailored to the individual (up to and including SEND Tribunal), which may include: casework support; representation; an independent supporter; key working - CoP 2.19; CoP 2.20; CoP 2.21**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Service impartiality policy</li> <li>• Availability of independent supporters and volunteers</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from service users</li> <li>•Impact on policy or practice</li> <li>•Service reach</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, for volunteers and staff</li> </ul> <p>13 volunteers on the list of which 10 are active. New training cohort attended day 1, 10 applied, 8 passed the interview, 5 now working on IPSEA level 1, 1 yet to start. 3 day intense training mid November.</p> <p>Lack of volunteers leading to lack of support, now recording including type of case.</p> <p>Niamh has seconded into the role of IS until the end of March 2018</p>	<p><b>Green</b></p> <p><b>Amber</b></p>
<ul style="list-style-type: none"> <li>•Individual case studies</li> </ul>		<p><b>Niamh and Amy</b>, IS online and 2 day training.</p> <ul style="list-style-type: none"> <li>• We now have a small but growing bank of anonymised case studies</li> </ul>	<p><b>*Amber</b></p>

## 4.3 The IASS builds upon service users' skills, knowledge and confidence to promote independence and self-advocacy. CoP 2.8

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Feedback from service users and other stakeholders</li>   <li>•Individual case studies</li>   <li>•Training evaluations</li> </ul> <p><b>Objectives</b>            To use evaluations from parents, carers and young people to support appropriate information, advice and support.            To work closely to support the LA in implementing a lawful and useful resource for children, young people, parents/carers and professionals. Use website, twitter and Facebook to promote useful information.</p>	<ul style="list-style-type: none"> <li>•Feedback from service users</li>   <li>•Impact on policy or practice</li> <li>•Participation of service users in decision making</li> <li>•Service reach</li> </ul>	<p>We are finding parents are calling back as schools etc are not acting on information given by us.</p> <p><b>Yes</b>, we now have a small but growing bank of anonymised case studies</p> <p><b>Yes</b>, Evaluations used to update future training.  <a href="#">Lynette</a>, <a href="#">IPS support group</a>, <a href="#">Hayley Goodson</a>, <a href="#">Fair Access Protocol and Admissions</a>, <a href="#">Louise Hodgson</a>, <a href="#">Exclusions Officer</a>. evaluations, very highly scored, comments reflecting more time needed for case discussion.  <b>IPS training</b>, Positive, high scores, no issues.</p> <ul style="list-style-type: none"> <li>• Training is evaluated and used to improve future courses</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To enable service users to gain in confidence and understanding so they can become independent and able to support themselves. Knowing where to find the information they need and having had the support to use this knowledge appropriately.</li> </ul>	<p><b>Amber</b></p> <p><b>*Amber</b></p> <p><b>Green</b></p>

## Section 5 - Professional development and training

**5.1 Staff, independent supporters, and volunteers are trained (including independent training) and have accurate and up to date knowledge of: education, social care and health law related to SEN and disability; national and local policy and practice in meeting SEN and disability: CoP 2.11; CoP 2.15; CoP 2.20**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role)</li> <li>Numbers of staff, independent supporters and volunteers completing relevant national legal training</li> <li>Attendance at national, regional and local training events</li> </ul> <p><b>Objective,</b> Well trained staff who have completed the SENDPIASS 8 day course and legal training provided by IASS Network and other external bodies. Volunteers who have completed the SENDPIASS 8 day course and who have access to additional training as supplied by SENDPIASS.</p>	<ul style="list-style-type: none"> <li>Feedback from service users</li> <li>Impact on policy or practice</li> <li>Service reach</li> </ul>	<p>.  <a href="#">Bridget</a>, online IPSEA levels 1 and 2 passed, 3 in process, face to face training early 2019.            Current volunteers are able to take up IPSEA online training but it is currently their choice and I am unaware of this happening.</p> <p><a href="#">Amy</a>, Online IPSEA level 3 training passed.  <b>Amy</b>, level 1 and 2 IPSEA training completed and passed            Yes, 8 day training course for volunteer IPS. IPSEA and other appropriate national courses for Officers and advisors, online and face to face.</p> <ul style="list-style-type: none"> <li>Volunteers have the opportunity to take online IPSEA training</li> </ul>	<p><b>Green</b></p> <p><b>Amber</b></p> <p><b>Green</b></p>

**5.2 All staff, independent supporters, and volunteers are trained and competent in providing impartial information and advice for all service users. CoP 2.8; CoP 2.14**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role)</li>   <li>•Numbers of staff, independent supporters and volunteers completing relevant independent national legal training.</li>   <li>•Attendance at national, regional and local training events</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from service users</li>   <li>• Participation of service users in decision makers</li>   <li>•Service reach</li> </ul>	<ul style="list-style-type: none"> <li>•Yes, 8 day training course for volunteer IPS and new staff.. IPSEA and other appropriate national courses for Officers and advisors, online and face to face.</li>   <li>•Volunteers have to complete and pass the SENDPIASS course to become an IPS</li>   <li><b>Janina,</b> Eastern region SENDIASS meeting, Cambridge 2 day course on two year SENDIS Tribunal trial, recommendations on Health and Social Care.</li> <li><b>Lynette</b> London , Personal Budget training, CDC</li> </ul>	<p><b>Green</b></p> <p><b>Green</b></p> <p><b>Green</b></p>

**5.3 Some staff, independent supporters, and volunteers have completed accredited legal training and are competent in supporting all potential service users in meetings, through statutory processes and at SEND tribunal. CoP 2.19 2.20**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to role)</li>   <li>•Numbers of staff, independent supporters and volunteers completing relevant independent national legal training.</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from service users</li>   <li>• Involvement of service users in decision making</li>   <li>•Service reach</li> </ul>	<p><b>Belinda, Niamh, Bridget, Amy and Janina. Accredited OU course in <i>Communicating Effectively with Vulnerable Children and Young People</i></b></p> <p>Current volunteers are not legally trained. Niamh and Belinda, 8 day IPS initial training course.</p> <p>See 5.1 Concerns as volunteers bring different skills and abilities and only some are competent in supporting all users in all areas. IPS volunteers have the option of taking the IPSEA online training but it is not obligatory.</p>	<p><b>Green</b></p> <p><b>Amber</b></p>

**5.4 The IASS offers to early years settings, schools, colleges , statutory and voluntary agencies training on:**

- Working with parents, children and young people
- The law relating to SEN and disability, as it applies to education, health and social care.
- CoP 2.8

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Range and number of people trained</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from those attending training</li> <li>• Impact on policy or practice</li> </ul>	<p><b>Janina, Training</b>, Annual reviews and report writing, St Eds alternative provision. 20 approx</p> <p><b>Lynette</b>, 30 Eastern Region SENDIASS staff in Cambridge and 28 Norfolk parents on ‘Preparing for and attending an SEN Tribunal’</p> <p><b>Janina</b> , 120 SENDIASS staff from across the country on Supporting to prepare for and attend a SENDIST tribunal. London, Manchester and Birmingham.</p>	<p>*Amber</p>



**5.5 The IASS offers training to parents on: working with professionals; involvement in decision making; the law relating to SEN and disability, as it applies to education, health and social care; in collaboration with parent carer forums, contributing to strategic developments - CoP 2.8; CoP 2.16**

Standards, Description and Link to SEND Framework	Evaluations	Activities	RAG Rating
<ul style="list-style-type: none"> <li>•Number of parents trained</li>   <li>•Range of training offered</li>   <li>• Staff and volunteer basic training programme and Continuing Professional Development Plan (differentiated according to Role</li>   <li>• Number of staff, independent supporters and volunteers that have completed accredited legal training</li> </ul>	<ul style="list-style-type: none"> <li>•Feedback from those attending training</li>   <li>•Involvement of service users in decision making</li> <li>•Examples of partnership (e.g. with parent carer forums)</li> <li>•Feedback from those attending training</li>   <li>•Involvement of service users in decision making</li> <li>•Service reach</li> </ul>	<p><b>Objectives</b> To work with parents in groups to support their knowledge and understanding of SEND</p> <p>Yes All staff work through level 3 levels of IPSEA legal training. All IPS and IS volunteers pass SENDPIASS gateway assured training and . are offered online law training. All IS complete accredited IS training. <b>Amy</b>, level 1 and 2 online training completed, now also completed face to face training.</p> <p><b>Objectives</b> High level training for appropriate staff, training differentiated according to need.</p>	<p>*Amber</p> <p>*Amber</p> <p>Green</p> <p>Amber</p>