

WIAS&S



Wandsworth Information, Advice & Support Service

Providing an Impartial Service to Children and Young People (aged 0-25)
with Special Educational Needs or Disabilities and their Parents



Annual Report 2018/2019

Information,
Advice & Support
Services Network
for SEND





Introduction

Role of Information, Advice and Support Services (IASS)

All local authorities (LAs) have a duty to provide information, advice and support to children and young people, with Special Educational Needs or Disability (SEND) aged 0-25, and their parents.

IASS include:

- Statutory- (there must be one in every local authority)
- Free, Impartial and Confidential
- Work at arm's length from the LA and Clinical Commissioning Group (CCG)

The obligations and expectations of IASS are set out in **Chapter 2 of the SEND Code of Practice (2015)**: www.gov.uk/government/publications/send-code-of-practice-0-to-25

“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 or disabilities, including matters relating to health and social care”

“Local authorities must take steps to make these services known to children, their parents and young people in their area; head teachers, proprietors and principals of schools and post-16 institutions in their area, and others where appropriate” **SEND Code of Practice 2015, DfE**

Commissioning responsibilities for IASS

Section 26 of the Children and Families Act 2014, places duties on local authorities and their partner commissioning bodies (Clinical Commissioning Group (CCG))to make arrangements to **jointly** commission and secure provision for children and young people with special educational needs (SEN) or disability and their parents.

The IASS Network Commissioning Guidance can be found following the link below:

www.councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Commissioning%20Guidance%202018.pdf





Wandsworth Information, Advice & Support Service (WASS)

WASS believes that children and young people (CYP) will achieve their potential if everyone (parents, children & young people, education settings and professionals) work together, and the family is actively involved and is at the centre of decision making.

Our overall aim is to contribute to better outcomes for children and young people and their parents by:

- **Providing confidential, impartial information, advice and support** to children and young people (aged 0-25) with SEND and their parents who are residents in Wandsworth, to make informed decisions.
- Providing Information, advice and support that is at **arm's length** from the LA and CCG.
- Ensuring the information, advice and support offered is **accurate** and in formats that are **accessible** and responsive to service user needs.
- Staff providing information, advice and support **work in partnership** with children, young people, parents, LA, CCG and other relevant partners/services.
- Ensuring provision of information, advice and support **promotes independence and self-advocacy** for children, young people, and their parents.
- Working with **young people/youth and parent carer forums** to ensure that the views and experiences of children/ young people & parents **inform local policy and practice**.

Accountability:

The service continues to work towards the DfE, Department of Health and Social Care supported IASS Network Minimum standards for SEND Information, Advice & Support Services 2018: www.councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/Minimum%20StandardsFINAL%20with%20DfE%20DH%20logos_0.pdf

All LAs are expected to ensure that IASS work towards these standards, which support with planning, implementing, reviewing support provided and drive service improvements.

WASS Advisory Group:

The WASS Advisory Group met once in 2018/2019 due to a decrease in the number of parent members and issues in recruiting new members). The Advisory Group is made up of parents and SEND professionals. Please see the link to the group's Terms of Reference: www.wandsworth.gov.uk/media/4106/terms_of_reference.pdf

A yearly service improvement plan is written which is linked to the minimum standards and feedback received from CYP and parents.

Improvement priorities are set on a termly basis and reviewed by the team.

Performance Indicators are also set to drive service improvements and to ensure the service is meeting service standards.

The service seeks formal feedback from CYP and parents (who have been directly supported by the service) via a survey. This includes six questions the DfE requires all IASS to obtain feedback on. The feedback responses are reviewed on a regular basis and annually including any follow up action required.

Service users:

The service provides a direct service to CYP with or may have SEND (aged 0-25) and their parents (with parental responsibility).

From where there may be a concern about progress and learning (Education), Social and Health needs or where a CYP has been identified with SEND and is receiving SEN Support (support from an education setting's resources) or via Education Health Care plan; or a Health Care plan.

Referrals:

The service has a self-referral policy. Parents and CYP can contact us directly or they can be signposted, with their permission by others, for example, family members, schools, colleges and other professionals/services.

Independent Training on Law and Guidance:

All staff who work directly with parents and CYP must complete and pass the IPSEA delivered Legal Training (accredited by the Bar Council). Levels 1-3

This year one member of staff completed and passed Level 1

One member of staff completed and passed Level 1 and 2.

The reminder report summarises the service activities, developments, successes and challenges over the financial year 2018-2019.



WASS budget and staffing

1 April 2018- 31 March 2019

Service Budget

The core budget for the service remained at **£101,000.00** which funded the following posts:

- WASS Manager (full time),
- Information, Advice & Support officer (full time)
- Administration Assistant (one day, term time only).

Additional Funding

All other posts were funded by grants from the DfE Independent Supporter Scheme and IASP programme. Please see link for more information www.councilfordisabledchildren.org.uk/information-advice-and-support-programme

WASS Staffing

From 1 April 2018 – March 2019:

- WASS Manager- (Monday - Friday)
- Information, Advice & Support Officer (Monday - Friday)
- Information, Advice & Support Officer (Monday - Friday - Term time only) till December 2018
- CYP Independent Supporter (Monday - Friday)
- Administration Assistant (Tuesday & Friday - Term time only)

Key Developments and Successes:

- Continuing to provide a needs led accessible service to families
- Outreach work- via workshops to parents and CYP on SEND processes
- Delivering a twice weekly confidential Information, Advice and Support Young People's Drop in at South Thames College (Wandsworth site)
- Successful bid for external funding from the DfE backed national **Information, Advice & Support Programme (IASP) the value of £45,000** -which will continue to fund the CYP officer for another year and partly fund one of the IASS officer posts.



Activities from 1 April 2018 - 31 March 2019

The service provided the following core services during this period:

- **Telephone and email service** - Advice Line (three slots a week) and a Call Back Service
- **Casework Support** - including support with SEND appeals and support at tribunal hearings
- **Face to Face meetings with CYP and/or Parents**
- **Outreach work:**
 - Attendance at LA, school/college meetings with CYP and or parents
 - Twice weekly Drop in at South Thames College (Wandsworth site)
- Secondary Transfer workshops for Year 5 and 6 parents (SEN and mainstream schools)
- CYP workshops on Information, Advice & Support and SEND Process(mainstream schools)
- **School/College/Training providers visits**
- **Information and advice leaflets and templates**
- **Attendance at the LA and Positive Parent Action (local parent carer forum) events**
- **Attendance IASS Network Regional and national meetings/training events**



Key Referral Data for the Year

Below is a breakdown of key data collected and analysed when parents or CYP made their first contact or returned to the service:

Number of Families Supported

- During this period ***516** families were supported compared to **441** the previous year. A **17%** increase from the previous year.
- Initial contact by parents continues to be by phone, followed by email and face to face (at events).
- On average, the service provided IAS to **110-140** (previous year **80-100**) families per month. Peaking at 163 in September 2018.
- The number of new referrals for this period was **397** (previous year **361**).
- An average of **33** (**29** previous year) new referrals per month - peaking at **63** (previous year **52**) in September 2018.
- Over **90%** of families were provided with casework support.
- The number of CYP supported directly was **94** compared to **45** in the previous year. Increase of over a **100%**. Within this increase, a **4%** increase in the age group 16-25 from the previous year. This is partly attributed to YP self-referring at the local college Drop ins.

*New referrals and ongoing cases:

A **new referral** is when a family has contacted us for the first time or contacted the service after six months of their last contact. **Cases are considered ongoing** when case work support has been provided (i.e. follow up/attendance at a meeting) outside of the month of referral.

How Families heard of WIASS:

The three main ways parents/CYP found out about the service were;

- They had used the service before or were informed by another parent

- The LA or other services/ professionals including schools
- Internet

Service Reach(Post codes):

The majority of the families live in the following localities:

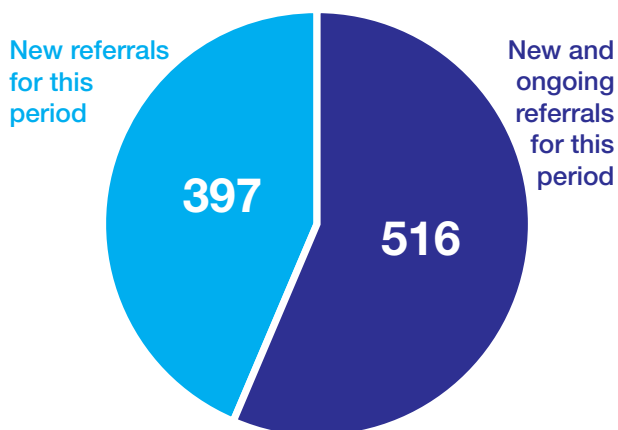
- Battersea
- Roehampton/Putney
- Wandsworth/Southfields
- Tooting

However the service continues to have a low uptake from families living in the following post codes:

- SW12
- SW16
- SW8

The service will continue to look at ways to increase referrals from these post codes through targeted actions.

Number of families supported 2018-2019



Gender

65% of all referrals were male CYP compared to **70%** the previous year.

35% of all referrals were female CYP -therefore a slight increase from the previous year

Age Range

We equally supported families of primary and secondary aged pupils families - **36%** each. For secondary aged pupils this was a **13%** increase in comparison to the previous year.

17% of the families supported were of YP aged between 16-25. A **4%** increase from the previous year partly attributed to YP self-referring at the Drop ins.

Education Settings

87% of referrals were related to CYP who were attending a mainstream education setting. A **17%** increase from the previous year.

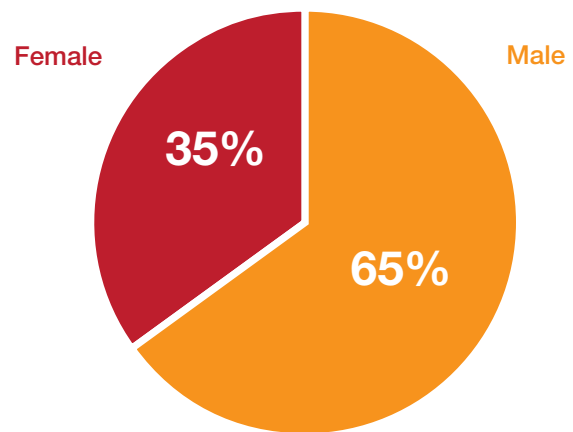
However **8%** of the families we worked with the CYP, were out of school or withdrawn (compulsory school age aged 5-16) or NEET (Not in Education, Employment or Training-aged 16 or over).

Reasons for children being out of school or withdrawn were:

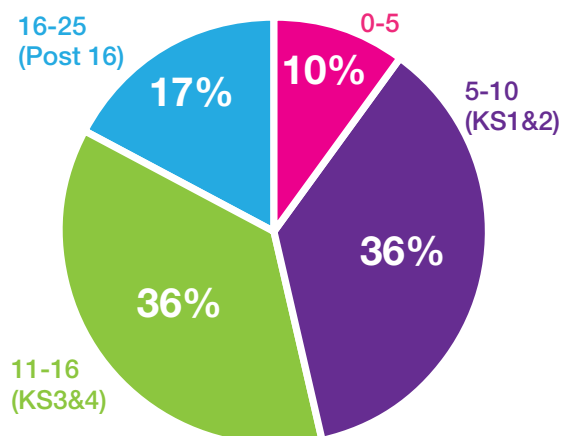
- Parents had decided to Electively Home Educate because they felt their child's needs were not being met or for safety reasons.
- The LA had not named their parental preference in the EHC Plan.
- Parents were being informed that their child would be permanently excluded if they returned to school -related to disciplinary issue.



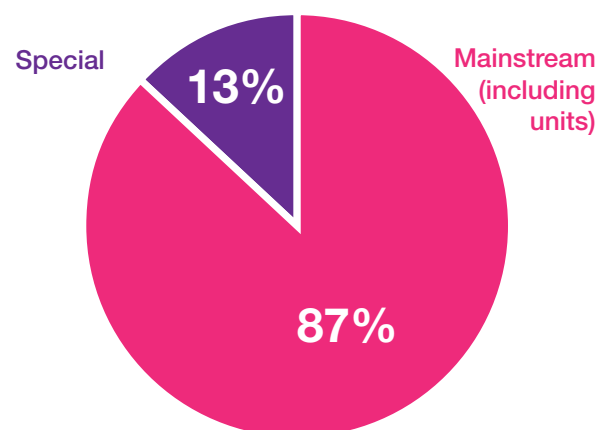
Gender



Age range



Types of education settings



Reasons why YP were NEET:

- Anxiety (social or emotional).
- Not meeting the required level/s at the end of the academic year and therefore not being able to move on to the next level.
- Refusal to attend the education setting.
- Unsure of what they want to study.
- Exclusion.

Type of SEN

Of the families supported this year:

- **43%** were of CYP with Communication and Interaction needs - the majority in this group had a diagnosis of ASD (same as the previous year).
- **29%** were of CYP with a ADD/ADHD followed by anxiety diagnosis (although many were identified with SEMH (social, emotional and mental health) needs.
- **19%** were of CYP with Cognition and Learning needs.

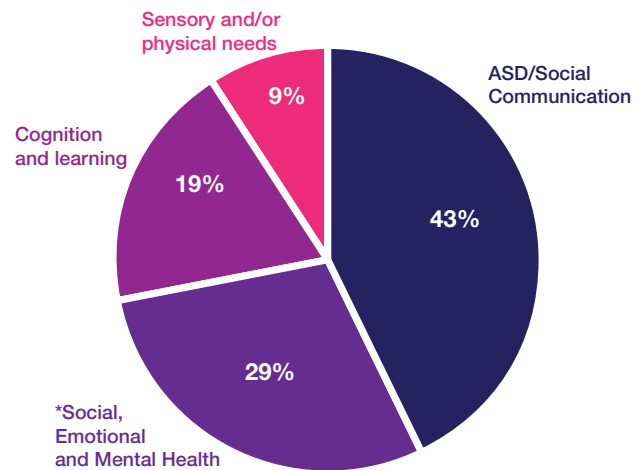
Stage of SEN Support (type of SEN support CYP were receiving at referral)

Of the families supported this year:

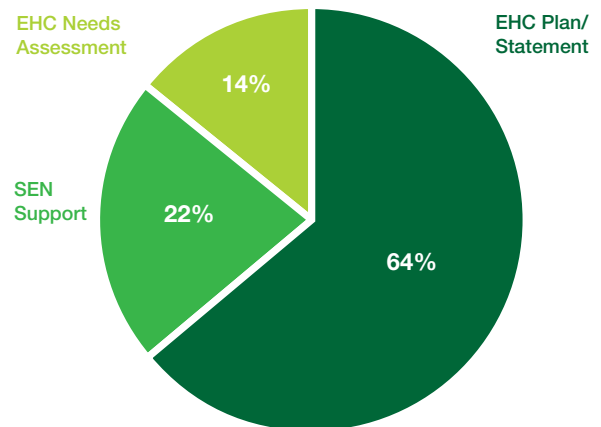
- **64%** of CYP with an EHC plan – An increase of **22%** compared to the previous year
- **22%** on SEN Support
- **14%** EHC Needs Assessment

From analysing data we believe that the increase in the number of families asking for support of children with EHC plans was due to issues with delays and decisions being made by the LA and education settings and other services (ie, health) providing the support described in the EHC plan.

Types of SEN



Stage of SEND Support



Reasons for Referrals:

The service was mainly contacted at the referral stage for the following reason (in order of highest):

- EHC Needs Assessments & EHC plans advice
- SEN Support(school/college based support for CYP without an EHC plan) in school/college
- Changing schools (with or without an EHC plan)
- Secondary Transfer (with EHC Plans)
- Exclusions
- Child out of school
- Appealing(Refusal to start and EHC NA or contents of an EHC plan-mainly school named)

Ethnicity:

Of the **426** families who consented to provide this information:

43% were from ethnic groups other than white British

39% were from white British families

Provision Information, Advice and Support

All IASS are expected to work towards providing advocacy support to individual CYP and their parents that

“Empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including exclusion, complaints, SEND process and SEND appeal” - IASS Network -Minimum standard 3.4

The next section is a breakdown of the data gathered to demonstrate how the service met the above standard.



Breakdown of Case Work Data:

General

Complexity of cases

The service continues to use the National *IASS Network Intervention levels for IASS' to identify and monitor the complexity of case work support provided by the team.

The IASS network intervention levels document provides a descriptor for each level (1-4) with Level 3 and 4 being the most complex:

Please see link

www.councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/iassnetwork/Intervention%20levels%20for%20IASS%20August%202016.pdf

Case work Intervention Levels break down for 2017-2018 and 2018-2019:

Level	2017-2018	2018-2019
Level 1	31%	35%
Level 2	38%	48%
Level 3	25%	16%
Level 4	5%	1%

The table above shows that **83%** of total families required Level 1 or 2 support during the year compared to the previous year of **63%**.

Cases became complex as they progressed, for example, over the year there was a significant increase in the number of parents who were wanting advice on making complaints - which were mainly related to LA not meeting its statutory duties and timescale for children in relation to the EHCN, EHC plan and Annual Reviews of EHC plans. Where possible and with parents permission these issues were raised with the LA.

The majority of the Level 3 and 4 cases were related to where parents or YP had a right of appeal to SENDIST* (either refusal to start an EHCNA or when a final EHC plan was issued)

On average the team carried out **752** actions (follow up work) per month compared to the previous year **575** per month (which includes phone calls/emails/attendance at meetings) peaking at **1186** in July 2018.

Meetings

Overall the service met or attended **276** meetings with parents and or CYP.

The main aim at meetings is to understand and provide parents and CYP with IAS, to provide their views and ensure they are at the centre of decision making.

This year the service was able to increase the number and types of meetings attended by **38%** compared to the previous year. This was only made possible with the recruitment of two new Information, Advice and Support officers and increasing our direct offer to CYP in particular via the service YP Drop In at the local college.

The service is not able to attend every meeting request because the service is required to support parents and CYP to self-advocate by providing the necessary information, advice and support. The service has to also ensure that the telephone service is provided and the necessary follow up work for the families is carried out too.

* Special Educational Needs and Disability Tribunal (SENDIST)

Direct work with parents

Meetings

One to One Meetings with Parents	
General i.e - to discuss concerns about CYP progress or questions/ prepare for annual reviews or school meetings/transport applications)	61
Go through Section A for an EHCNA or Annual review	14
Support to write EHCNA Request Letter	9
Go through a draft EHC plan 1:1	5
Secondary transfer (prepare for, or understand the process)	4
Total	93

Attendance at mMeetings with Parents	
EHC assessment and or EHC plan (TACs)	46
School meeting to discuss SEN Support	28
Annual review of the EHC plan	24
School visits	17
School meeting to discuss EHCP Support	9
Total	124

Meetings and attendance at tribunals where the parent had a right of appeal to SENDIST (Refusal to assess or content of the EHC plan)

Appeals (SEN hearings)	3
Complete a SENDIST appeal form	4
Independent Mediation	4
Informal Disagreement Resolution	2
Total	13

Please note: Other parents were supported to complete the forms via email or over the phone.

Appeals work

All IASS services are expected to offer impartial information, advice & support (IAS) before, during and after a SEND tribunal as outlined in the IASS Network Minimum Standards 2018.

The service provided IAS to **88** parents who were given a Right of Appeal to Special Educational Needs and Disability Tribunal (SENDIST) for the following reasons:

- Refusal to start an Education, Health Care Needs Assessment (EHC NA)
- Contents of the EHC Plan (Section B, C**, D**, F, G**, H** & I)

There was a **5%** increase of families wanting this support compared to the previous year.

A summary report has been written of the work carried out, trends and parent feedback. Please contact the services for a copy of the report.

** This included the new **SEND Tribunal: single route of redress national trial**: the trial gives parents and young people (aged 16-25) new rights to request recommendations about the health and social care needs and provision specified in EHC plans, in addition to the educational aspects, when making a SEND appeal.

Below are key data and trends for the appeals work carried out:

- The main reason for appealing was the contents of the EHC plan (Section B, F & I)
- **40%** of the CYP had a diagnosis of ASD - specifically Asperger's and anxiety. Followed by ADHD, Learning & Cognition and Social, Emotional, Mental & Health (SEMH)
- **50%** were families of primary aged pupils - where secondary transfer appeals (regarding the name of the school) being the highest reasons for contacting the service
- **30*** parents were supported to *lodge an appeal
- **13** parents were supported directly with their appeal case management and prepare for their tribunal hearing

- **3** parents were supported at the tribunal hearing
- The service attended **4** independent mediation meetings (including supporting parents to prepare for these).

Parents who did not lodge an appeal:

16 parents were supported to resolve informally where they decided not to lodge an appeal

Most were resolved to the parents satisfaction.

**This includes advising parents on what information goes into which section of the appeal form, support with completing the form, looking through what parents have completed etc.*



Exclusions and Managed Moves work

Exclusions

All parents who contacted the service were provided with information and advice on their rights, responsibilities and procedures that schools and the LA must follow regarding their child's or young person's exclusion or managed move. They would have also been sent a copy of the service exclusion leaflet and an offer to liaise with the SEN team in Wandsworth where a CYP had an EHC plan.

Unfortunately, due to staffing capacity the service is still unable to directly support with challenging exclusions, including attendance at governors or Independent Review Panel (IRP) meetings. However the service signposts parents to external organisations that might and have capacity to do so.

The number of parents who approached the service was the same compared to the previous year.

Exclusion and Managed Moves - Data Summary

	Under 5s	Primary	Secondary	Post 16
Key stage	2	4	16	4
Fixed terms	1	3	6	3
Permanent	0	0	6	-
Unlawful (being sent home without formal procedures being followed)	1	0	4	0
Managed Moves	0	1	2	1

SEND Information

Types of SEN	
Cognition and learning	14
Social, Educational and Mental Health (SEMH)	10
Sensory/Physical	2
Medical	1

Stage of SEN Support	
EHCP	14
SEN Support	7
Not Known	3
EHC Assessment	2

Gender	
Male	70%
Female	30%
Ethnicity	
71% were from other than White British groups	

Complaints work (Informal and Formal)

Type of complaint	
Informal	27
Formal	29

School stage	
Under 5's	4
Primary	23
Secondary	22
Post 16	7

Gender	
Male	70%
Female	30%

*Types of SEN	
Communication and Interaction	19
Social, Educational and Mental Health (SEMH)	15
Cognition and learning	9
Sensory/Physical	5

*Stage of SEN Support	
EHCP	27
SEN Support	16
EHC Assessment	8

Main reason for complaining formally or informally

- Delay in naming school a school/education setting in an EHC Plan
- Lack of SEN Support provided in an education setting
- Safeguarding concerns

Type of support provided by WIASS

- Information on how to raise concerns and complaints to the education settings and LA.
- *Support with trying to resolve concerns before getting to a formal complaint (meeting with parent and CYP to discuss and look at ways forward). Liaising with schools and LA.
- Providing template letters/email to raise concerns, complaints and support with drafting letters.

* Where this information was provided.

Outreach work

Parent workshops on Secondary Transfer for children with EHC plans:

The service delivered **5** workshops to Year 5 and 6 parents at a local SEN and mainstream school respectively.

A total of **17** parents attended the workshops.

The workshop delivery model was co-produced with local parents during a focused group run by WIASS in 2018.

Direct work CYP

The SEND Code of Practice 2015, Chapter 2 and IASS Network Minimum Standards clearly states that IASS must provide a direct IAS directly to CYP with SEND with or without their parents.

The service has continued to expand its direct offer to CYP with or independent of their parents especially the 16-25 age group.

Below is a summary of work carried out

The CYP Independent Supporter has continued to support CYP in a variety of meetings. The most common reason for attending meetings with CYP was to support them to give the views on school.

Most meetings were held at the CYP setting followed by the Town Hall and Home visits.

The data below does not include the direct contact with YP at WIASS Drop Ins at South Thames College.

Total number of meetings from April 2018 to 31 March 2019 outside of YP Drop Ins

Type of meeting	Number of meetings
Section A (Some are contributions to the EHC Request)	12
Annual Reviews / EHC TAC (Prepare / write views and/or attend)	9
SEN support (Prepare and / or attend)	4
Meet to write CYP school views / general views	11
School / college / social activities visits	3
Go through and identify amendments to the Draft plan / Go through EHCP	5
EHCP requests	0
Total	44

WIASS YP People Drop Ins (South Thames College)

From October 2018 the service was able to start delivering a confidential and impartial YP Drop In at South Thames College (Wandsworth) in collaboration with the Learning Support and Education Support services team based at the college.

Key Highlights from YP Drops In sessions:

The aim of the twice weekly drop-in sessions was to provide direct confidential and impartial information, advice and support to YP who have or may have SEND.

Autumn term – Start date and end date:	6 November to 20 December
Spring term – Start date and end date	7 January to 4 April 2019
Day of week and times delivered	Tuesday 9am to 12:30pm, Thursday 12:30pm to 4pm
Number of sessions delivered for Autumn Term	16
Number of sessions delivered for Spring Term	24
Number of YP who have used the Drop in Service	19 and 1 parent
Stage of SEN	55% EHC Plans; 45% on SEN Support
Gender	50% female and 50% male
Age range	16-25

All YP self-referred and were mainly provided IAS independent of their parents.

Most contacted the CYP independent supporter either in person or emailed, texted or by phone to book in a slot at the Drop In.

The IAS provided was for a range of reasons - from understanding SEND processes, giving their views, employment, training & higher education.

Formal feedback was also sought from YP who attended the Drop ins.

For more detailed information on the support provided at the Drop in sessions please ask the service for a copy of YP Drop ins Summary Report October 2018-March 2019.

SEND Process Workshops:

The CYP independent supporter delivered four workshops directly to CYP at two local mainstream schools (including Hearing Provision services).

- **10** CYP took part from both schools

- The CYP were either on SEN Support or had an EHC plan
- Formal feedback was sought.

The topics covered were

- What is SEN Support?
- What is an EHC Plan?
- What is an Annual Review?
- How they can be involved in the annual review process?
- How do young people give their views?
- Who do young people give their views to?
- Wandsworth Local Offer
- **10** CYP took part from both schools
- The CYP were either on SEN Support or had and EHC plan
- Formal feedback was sought.

For more detail information of the workshops carried out please call the service for a copy of the Evaluation Reports.

Performance Indicators

Every year the service sets Performance Indicators which are linked to the Service Improvement Plan.

Below is a summary of the services's performance measured against the key Performance Indicators:

Performance Indicator	Update
100% of the total number of parents who used the service in 2018-2019 provide formal feedback on the IAS received. .	99% of the total number of parents who used the service in 2018-2019 provided formal feedback on the IAS received.
16 of the total number of CYP who are provided with direct IAS in 2018-2019 provide feedback on the information, advice and support (IAS) received.	9 provided formal feedback
80% of all service users' calls (for IAS) during Advice Line times in 2018-2019 are answered straight away by IAS officers.	80% of all service users' calls (for IAS) during Advice Line times in 2018-2019 are answered straight away by IAS officers.
100% of all service users' messages left (for IAS) during Advice Line times are returned on the same day by 5pm.	100% of all service users' messages left during Advice Line times were returned on the same day by 5pm.
100% of all calls left on the Call Back service message outside of service Advice Line times are returned within two working days.	100% of all calls left on the Call Back service message outside of service Advice Line times were returned within two working days.
40% increase in the number of CYP provided with IAS (with or without parents/carers) compared to 2017-2019	94 compared to 45 in 2017/2018 Over 100% increase
10% increase in the number of service users accessing WIASS webpage on WBC and Local Offer website compared to 2018-2019	40% increase in the number of service users accessing WIASS webpage on WBC and Local Offer website compared to 2018-2019

Training	Update
To deliver a minimum of three parent workshops on SEND processes in identified localities.	2 delivered: Secondary Transfer (Special School) Southfields Locality 2 delivered: Secondary Transfer (Mainstream School) Tooting Locality

Service Evaluation

Parent Feedback

Parents are asked for formal feedback using a survey.

The survey includes six questions the DfE expects all IASS to ask when obtaining feedback from parents and CYP:

Please note: The variation in percentage reflects that not every question on the survey was answered.

How easy was it to get in touch with us?	73% of parents were able to access WIASS easily on first contact in 2018/19.
How impartial (neutral, fair and unbiased do you think we were?)	77% of parents agreed the service provided was impartial.
How helpful was the information, advice and support we gave you?	85% of parents agreed that information advice and support was very helpful.
What difference do you think our information, advice or support has made for you?	75% of parents agreed that IAS provided made a difference to their situation (see Summary Report for examples of the difference the service made).
Overall how satisfied are you with the service we gave?	82% of parents were satisfied with the service provided to them.
How likely is it that you would recommend the service to others?	92% of parents would recommend the service to others.

Parent comments:

Has helped my daughter to speak more openly and tell her college where they are failing her

Easier to access - follow up, continuous service, reliable service. Parent support with Council - no other service like it.

Really good. Help families in difficult situations - with the legal side. Without you we would be in a blind tunnel

Efficient - speedy from the first point of contact. Email to phone

Very friendly, listened and understood. Explained everything eloquently, easy to understand/emailed too. Brilliant, fantastic. Really appreciated help.

Parent Secondary Transfer Workshops:

- **100%** of the parents found the workshop useful.

WASS Right of Appeal Work with Parents:

- **12** parents provided formal feedback on the support they were provided when they got their right of appeal to SENDIST:

Below is a summary of the feedback provided:

The majority of parents who responded had

- A right of appeal because the LA had refused to start an EHC NA or contents of the EHC plan
- Were provided with the following support:

Helped me understand all my available options(e.g. appealing, mediation, submit additional information)

Help with understanding the appeals process

Completing the appeal form and getting all the documents needed together

Different aspect of support once the appeal was registered or to resolve before appealing

Received the information, advice & support they needed (All 12)

- Fed back that the difference the information, advice & support provided by WASS made to them and or their daughter and son was the following:
- Understanding what appealing meant and their rights
- Felt less overwhelmed by the process.
- Were happier/less worried about their daughter or son's future.
- Understood how to appeal and the steps to take
- Were able to challenge the decision made by the LA
- Their daughter or son's needs were now better

understood by the education setting and the child was happier at school

Comments:

It would be good to have a WASS information leaflet up in every Wandsworth School/Nursery/College noticeboard. It can be difficult to find help, and SENCO do not give information to parents about WASS. This is just an idea based on our personal experience.

WASS helped me to correct the mistakes and anything I did not agree with.

The Mandarin interpreter was very helpful.

They provided help with a letter to the LA to re-consider an assessment.

My daughter now skips off to school.

You already offer an excellent service.

You were brilliant, blinding!

The support was great!

I am very pleased with the help that I received with WASS and I would like to give a big thank you, personally to the team.

You could not have done anything better.

The support was great!

Comments:

Would you recommend WIASS?

Would recommend WIASS to other parents who needed support with appeals.

Yes, great help!

Without a doubt, you are a God Send! Special thanks.

I would definitely recommend you!

I have recommended you already.

I am a part of an adoption group and I always tell everyone about WIASS.

Conclusion

Overall, the responses received have been positive with parents being provided with the information, advice and support required. They found the service made a positive difference to them and or their children and would recommend WIASS to other parents who had a right of appeal.

CYP Feedback:

General

9 CYP responded to the formal feedback

How easy was it to get in touch with us?	100% of CYP (responses to survey) able to access WIASS easily on first contact.
How helpful was the information, advice and support we gave you?	89% (8/9) of CYP (response to survey) found the service helpful.
How impartial(neutral, fair and unbiased) do you think we were?	89% (8/9) of CYP (response to survey) found the service impartial.
What difference do you think our information, advice or support has made for you?	89% (8/9) of CYP (response to survey) thought the information, advice & support made a difference to their situation.
Overall how satisfied are you with the service we gave?	89% (8/9) of CYP (response to survey) were satisfied with the service we gave.
How likely is it that you would recommend the service to others?	89% (8/9) of CYP (response to survey) would recommend the service to others.

WASS Young People's Drop In - South Thames College:

Formal Feedback from YP: 4 Received in total:

- Felt that the CYP Independent Supporter was easy to talk
- Would recommend the service to other YP
- Found Thursday afternoon session more helpful than a morning slot
- Would recommend the service to other young people
- Said the room used was confidential

WASS SEND Processes workshop delivered at two local secondary schools (Feedback):

- All 10 students said they enjoyed the SEN workshops sessions
- All 10 students understood why they had been invited to take part in the SEN workshop
- All 10 students said they had learned something new
- 9 out of 10 students felt more confident in giving their views
- All 10 students liked the way the information was presented to them
- All 10 students said they would like to do something similar again

It was good to know about the EHCP and I didn't know that much, before whereas I do now.

Always there when needed.

What SEN stood for-Special Education Needs.

I learnt about the website called the Local Offer and you can join clubs.

Final comments from the WASS Manager

I would like to thank the team again for ensuring the service maintained and delivered IAS to families. Also to thank the families for their support and making the time to provide us with feedback.

Again we hope, as a service, we have contributed to better outcomes for the families we have worked with.



How to contact us:

 **Advice Line: 020 8871 5237** (school term time only)

Monday: 10am -1pm

Wednesday: 1.30-4.30pm

Friday: 10am-1pm.

 **Call back service: 020 8871 8065**
(24 hour answer machine)

 **Email: wiaass@wandsworth.gov.uk**

 **Web: www.wandsworth.gov.uk/wiaass**

