

# 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 2019/2020

Information,  
Advice & Support  
Services Network  
for SEND



# Wandsworth Information, Advice & Support Service (WIASS)

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

**Our overall aim is to contribute to better outcomes for children, 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**.





# Introduction

## Role of Information, Advice and Support Services (IASS)

All Local authorities 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.

### Information, Advice & Support Services (IASS) are:

- 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)**:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)



“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 the 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 body (Clinical Commissioning Group (CCG) to decide 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:

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/Commissioning%20Guidance%202018.pdf>



# Standards

## Accountability:

We continue to work within the Dfe, Department of Health & Social Care supported IASS Network Minimum Standards for SEND Information, Advice & Support Services 2018:

[https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/Minimum%20StandardsFINAL%20with%20Dfe%20DH%20logos\\_0.pdf](https://councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/Minimum%20StandardsFINAL%20with%20Dfe%20DH%20logos_0.pdf)

All LA's are expected to ensure that IASSs work towards these standards, which support with planning, implementing, reviewing support provided & drive service improvements.

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 we are meeting our service standards.

We seek formal feedback from CYP & parents (who have been directly supported by the service) via a survey. This includes six questions the DfE require 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:

We provide a direct service to CYP with or may have SEND (aged 0-25) & their parents (with parental responsibility).

Starting 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:

We have 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. One member of staff completed and passed Level 3.

The remainder of the report summarises the service activities, developments, successes and challenges over the financial year 2019 – 2020.



# WASS budget and staffing

## 1 April 2019- 31 March 2020

### Service Budget

The core budget for the service remained at **£105,000.00** which funded the following posts:

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

### Additional Funding

All additional posts were funded by grants from Dfe IASP programme:

<https://councilfordisabledchildren.org.uk/information-advice-and-support-programme>

The value of additional funding obtained this year was: **£45,500**

### WASS Staffing

**From 1 April 2019 – March 2020:**

- WASS Manager- (Monday - Friday)
- Information, Advice & Support Officer (Monday - Friday)
- Information, Advice & Support Officer from September 2019
- Children and Young Peoples Support Officer
- Administration Assistant (Tuesday - Term time only)

### Key Developments and Successes:

#### Ofsted local area SEN inspection:

WASS with local parents and CYP met with Ofsted during the inspection to discuss how the service works within the DfES approved SEND Information, Advice & Support Services Minimum Standards, parents and CYP views of using the service and key issues that the service experiences.

The service also provided Ofsted on request, key summary reports of consultation work carried out with parents and CYP since the SEND Reforms came into effect.

WASS were mentioned positively in the Ofsted Outcome letter published & received by the LA:

“Wandsworth Information, Advice & Support service (WASS) is highly regarded and complements the highly effective work of the local parent carer forum (Positive Parent Action)”

“WASS developed its offer in partnership with parents. More recently, it has sought to do this with young people too. The introduction of drop-ins at a local college and workshops in schools has raised awareness among young people. They now know where to get the information they need to become more independent”

Please follow the link below to access the full letter sent to the Director of Children services in Wandsworth:

Joint Local Area SEND Inspection - Wandsworth  
<https://files.ofsted.gov.uk/v1/file/50137824>

## Key Success and developments linked to the Service Improvement Plan (SIP):

The service has continued to provide a needs led and accessible service to families in a variety of ways by:

- Increasing the number of families supported whose daughter/son is receiving SEN Support
- Expanding its outreach support directly to families in localities & schools - via workshops on SEND Processes:

For example:

### Parent workshops on:

- SEN Support
- EHC Needs Assessments
- Secondary Transfer

### CYP workshops (targeting CYP who require adjustments for hearing and vision):

- SEN Support
- EHC Needs Assessments
- EHC Plans
- Annual Reviews and the Local offer

### SEN Information Sheets:

- Reviewing & updating all our special school lists and Looking for a Secondary School sheet
- New Information Sheets:
  - Preparing for a Meeting
  - SEN Support
  - Annual Reviews
  - Right of Appeal

### Consultation work:

Consulting parents & the local parent carer forum (Positive Parent Action) for comments on all our information sheets.

Consulting CYP on developing an accessible WIASS website page for CYP and improving how we obtain feedback from them.

### Other work

- Discussions with the LA on Joint Commissioning the service and service delivery in line with Dfe IASS Network Minimum Standards.
- Successful bid for external funding from the Dfe backed national Information, Advice & Support Programme (IASP) the value £27,500) - which will continue to fund our CYP officer for another year.





# Activities from 1 April 2019 - 31 March 2020

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** - including meetings at School/College/Training providers
- **Information and advice leaflets and templates**
- **Attendance at local and national events:**
  - Attendance at LA and Positive Parent Action (local parent carer forum) event
  - 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 within the year:

## Number of Families Supported

- During this period **\*481** families were supported compared to **516** the previous year.
- Initial contact by parents continued to be made by phone, followed by email & face to face (at events)
- On average the service provided IAS to **100 – 120** (previous year **120-140**)
- New referrals for this period was **351** (previous year **397**)
- An average of **31 (33** previous year) new referrals per month
- Over **90%** of families were provided with casework support

**\*We saw a steady decrease of families contacting the service from the beginning of February potentially due to the lead up to Lockdown in March 2020.**

### **\*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 (Postcodes):

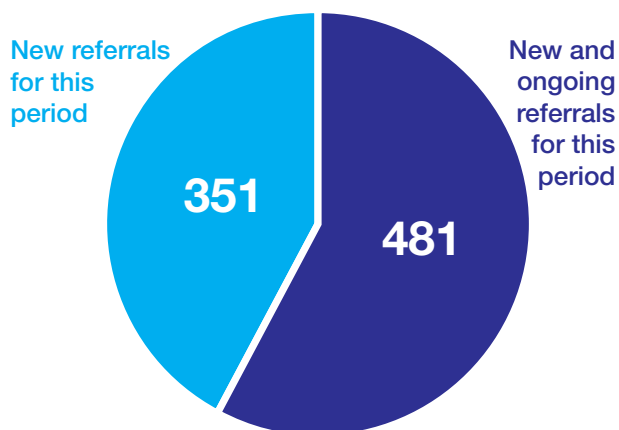
Most of the families lived in the following localities:

- 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\*

## Number of families supported 2019-2020

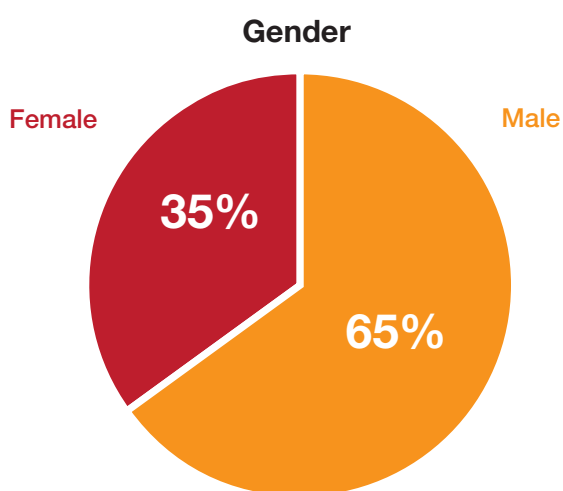




## Gender

65% of all referrals were male CYP - the same as the previous year.

35% of all referrals were female CYP - the same as the from the previous year



## Age Range

We equally supported families of CYP who were of primary and secondary age.

## Education Settings

Most referrals were related to CYP who were attending a mainstream education setting like the previous year.

However, 7% 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.

### Reasons why YP were NEET:

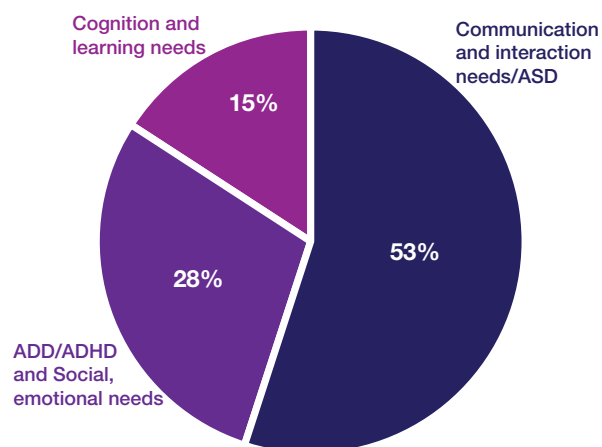
- Anxiety (social or emotional).
- Not meeting the required level/s at the end of the academic year and therefore not being able to move on to the next level.

## Type of SEN

### The families supported this year (2019/2020):

- 53% were of CYP with Communication and Interaction needs - the majority in this group had a diagnosis of ASD (same as the previous year).
- 28% were of CYP with an ADD/ADHD followed by anxiety diagnosis (although many were identified with SEMH-social, emotional and mental health) needs.
- 15% were of CYP with Cognition and Learning needs.

### Types of SEN

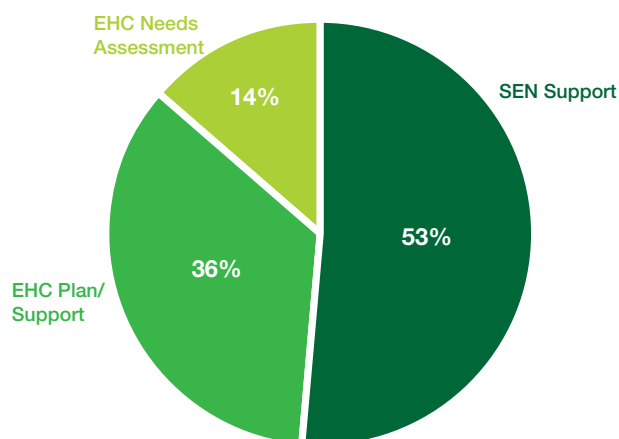


## Stage of SEN Support (type of SEN support CYP were receiving at referral)

### The families supported this year:

- **53%** on SEN Support – a significant increase of **96%** from the previous year
- **36%** of CYP with an EHC plan – a significant decrease compared to the previous year
- **14%** EHC Needs Assessment

Stage of SEND Support



## Reasons for Referrals:

The main reasons the service was contacted at the referral stage where the following (in order of highest):

### 2019/ 2020:

- EHC Needs Assessments
- \*Changing schools/placements or school choice (with or without an EHC plan)
- SEN Support (school/college-based support for CYP without an EHC plan) in school/college
- EHC Plans issues (delivery of provisions in Section F - support) and/or issues with looking through draft EHC plans

- Exclusions
- Annual Reviews of EHC plan - support to prepare for & or support at an AR meeting

\*The main reason for a change of placement (for children with EHC plans was because parents unhappy with the support provided)

### 2018/2019

- 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 with 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 **390** families who consented to provide this information:

- **41%** were ethnic groups other than white British
- **34%** were from white British families
- **24%** were from mixed heritage

## 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 Below is a breakdown of the data gathered to demonstrate how the service met the above standard.

# Breakdown of Case Work Data (Advocacy Support):

## General

### Complexity of cases

The service uses the National \*IASS Network Intervention levels for IASS' to identify and monitor the complexity of case work support provided by the team - monthly and annually.

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

[www.councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/basketwork/Intervention%20levels%20for%20IASS%20August%202016.pdf](http://www.councilfordisabledchildren.org.uk/sites/default/files/uploads/documents/basketwork/Intervention%20levels%20for%20IASS%20August%202016.pdf)

### Case work Intervention Levels break down and comparison to the previous year:

Level	2018-2019	2019-2020
Level 1	35%	41%
Level 2	48%	48%
Level 3	16%	17%
Level 4	1%	4%

The table above shows that **89%** of total families required Level 1 or 2 support during the year compared to the previous year of **83%**.

Cases became complex as they progressed, for example, over the year there was a significant increase in the number of parents who wanted support and representation at tribunal hearing and or complaints regarding the LA meeting it's statutory duties and timescales.

Most **Level 3 and 4 cases** were, where parents or YP had a right of appeal to SENDIST (either refusal to start an EHC NA or when a final EHC plan was issued).

On average the team carried out **451** actions (follow up work) per month compared to the previous year **752** per month (which includes phone calls/emails/attendance at meetings) peaking at **674** in September 2019.

## Meetings

The service met or attended **316** meetings with parents and or CYP which is slightly higher than the previous year.

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

The service does not agree to attend every meeting requested due to capacity issues and all IASSs are required to support parents and CYP to self-advocate by providing the necessary information, advice and support. The service must also ensure that the telephone service is provided and the necessary follow up work for the families is carried out.



## Direct work with parents

### Meetings

One to One Meetings with Parents	2018-19	2019-20
General i.e - to discuss concerns about CYP progress or questions/prepare for annual reviews or school meetings/transport applications)	61	44
Go through Section A for an EHCNA or Annual review (views, wishes & feelings)	14	17
Support to write EHCNA Request Letter	9	17
Go through a draft EHC plan 1:1	5	25
<b>Total</b>	<b>89</b>	<b>103</b>

Attendance at Meetings with Parents	2018-19	2019-20
EHC assessment and or EHC plan (TACs)	46	28
School meeting to discuss SEN Support	28	38
Annual review of the EHC plan	24	9
School visits	17	2
School meeting to discuss EHCP Support	9	9
<b>Total</b>	<b>124</b>	<b>79</b>

Meetings & attendance at tribunal hearings were the parents had a right of appeal to SENDIST (Refusal to assess or content of an EHC plan)	2018-19	2019-20
Appeals (SEN hearings)	3	*0
Complete a SENDIST appeal form and lodge	4	17
Independent Mediation	4	0
Informal Disagreement Resolution (meeting, email and phone)	2	15
<b>Total</b>	<b>13</b>	<b>32</b>

### Outreach work

#### Parent workshops on Secondary Transfer for children with EHC plans, SEN Support & EHC Needs Assessments:

The service continued its Parents workshops programme by delivering **8** workshops.

A total of **46** parents attended the workshops on SEND processes.

### Appeals work

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

The service provided IAS to **72** parents who were given a right of appeal to Special Educational Needs & 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)

\*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 CYP with ADHD, Learning & Cognition and Social, Emotional, Mental & Health (SEMH).
- **50%** were families of primary aged pupils (Year 6-Secondary transfer ) - the parents did not agree with the name of the secondary school named in Section I of the EHC plan.
- **17** parents were supported to \*lodge an appeal.
- **17** parents were supported directly with their appeal case management and prepare for their tribunal hearing. Most of the parents supported were because they found it difficult to understand the process and or could not access support from other external agencies due to limited fluency and understanding of English.
- On average the minimum number of hours spent on per appeal case from start to finish took 72 hours and where a parent required an interpreter the time spent took on average of 100 hours of the officer's time. All appeal case management was undertaken by the WIASS Manager.

- **\*No** parent was supported at a tribunal hearing because all the cases that the service supported bar one was resolved before the tribunal hearing date by working with the parent and the LA to resolves these via informal resolution meetings, by email or phone within the legal framework.

#### **Of the parents who were not supported to lodge an appeal:**

- **3** parents were supported to resolve informally where they decided instead not to lodge an appeal.
- Parents were signposted to external agencies i.e. IPSEA and Legal Aid.
- **3** parents were able to gain support with their appeal via Legal Aid or IPSEA.

#### **Exclusions**

The service continued to provide parents with information & advice on their rights, responsibilities and procedures which schools and the LA must follow regarding a CYP's exclusion.

Parents were also sent a copy of the WIASS Exclusion Information leaflet and an offer to liaise with the SEN team in Wandsworth where a CYP had an EHC plan.

The service unfortunately is still unable to directly support with challenging exclusions including attendance at Governors or Independent Review Panels (IRP) meetings. However, the service continued to signpost parents to external organisations that may have had the capacity to do so.

Below is a breakdown summary of data collated on the exclusions work carried out with **39** familie over the years.

## Exclusions and Managed Moves work

### Exclusion and Managed Moves - Data Summary

	Under 5s	Primary	Secondary	Post 16
Key stage	7	13	18	1
Fixed terms	5	8	15	3
Permanent	0	0	2	0
Unlawful (being sent home without formal procedures being followed)	2	2	2	0
<b>*Types of SEN</b>				
Cognition and learning				3
Social, Educational and Mental Health (SEMH)				10
Sensory/Physical				1
Medical				1
<b>Stage of SEN Support</b>				
EHCP				13
SEN Support				18
Not Known				7
EHC Assessment				2
<b>Gender</b>				
Male				82%
Female				18%
<b>Ethnicity</b>				
81% were from other than White groups				

\*Please note: Not all CYP had been formally identified with SEN.

### Supporting Parents with Complaints (Informal and formality):

In total **89** families approached the service where they were not satisfied with how the LA or education setting duties towards their daughter/son.

The table below shows a breakdown summary of the data collated around the support provided to families when they wanted to make a complaint.

### Peaking at 16 in April and February 2020.



## Complaints work (Informal and Formal)

Type of complaint (that parents submitted)	2018-19	2019-20
Informal	27	9
Formal	29	24
School stage	2018-19	2019-20
Under 5's	4	5
Primary	23	59
Secondary	22	45
Post 16	7	0
Types of SEN	2018-19	2019-20
Communication and Interaction	19	19
Social, Educational and Mental Health (SEMH)	15	15
Cognition and learning	9	9
Sensory/Physical	5	5
Stage of SEN Support	2018-19	2019-20
EHCP	27	47
SEN Support	16	10
EHC Assessment	8	24
Gender	2018-19	2019-20
Male	70%	70%
Female	30%	30%
Main reason for complaining formally or informally		
<ul style="list-style-type: none"> <li>• The LA exceeding statutory timescales related to draft EHC Needs Assessments and naming school a school/education setting in an EHC Plan</li> <li>• Communication issues with the LA</li> </ul>		
Type of support provided by WIASS		
<ul style="list-style-type: none"> <li>• Information on how to raise concerns, ways to resolve and complaints to education settings and LA</li> <li>• Support with trying to resolve concerns before getting to a formal complaint (meeting with parent and CYP to discuss and look at ways forward.</li> <li>• Liaising with schools and the LA</li> <li>• Provision of template letters/emails to raise concerns/complaints and support with drafting concerns.</li> </ul>		

## Direct work CYP

The SEND Code of Practice 2015, Chapter 2 and IASS Network SEND IAS Minimum Standards clearly states that all IASSs must provide Information, Advice & Support directly to CYP with SEND with or without their parents.

The direct work is carried out by the WIASS's CYP Support Officer since 2017.

This post continues to be funded by external grant funding from the Dfe backed IASP Programme which will cease from 31 March 2021. The hope is the LA and CCG within its statutory duty will jointly commission WIASS and fund this post otherwise it will not be viable to continue to provide a direct service to CYP.

This year the number of CYP provided with IAS directly was **163** compared to **94** in the previous year which is a **77%** increase. This increase reflects the WIASS's commitment to proactively reaching out directly to CYP in a variety of ways and the local area's awareness of the direct service provided to CYP and signposting to WIASS. 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 within this period:

The CYP Support Officer has continued to provide IAS to CYP in a variety of ways and locations.

This year the most common reason for attending meetings with CYP was to support them to give the views to their education setting and/or LA.

These meetings were mainly held at the CYP's setting followed by the Town Hall and home visits.



Children & Young Peoples Support Officer: Louisa Jaouadi

The table below shows direct work with CYP outside of the STC College Drop In's.

Total number of meetings from 1 April 2019 to 31 March 2020 outside of CYP Drop Ins	
Type of meeting	Number of meetings
Section A (Some are contributions to the EHC Request)	9
Annual Reviews / EHC TAC (Prepare / write views and/or attend)	6
SEN support (Prepare and / or attend)	10
Meet to write CYP school views / general views	31
School / college / social activities visits	2
Go through and identify amendments to the Draft plan / Go through EHCP	5
EHCP requests	9
Issues with placements/change of placements	10
<b>Total</b>	<b>79</b>

## YP People Drop in at South Thames College

- Continued YP Drop in at South Thames College - was Wandsworth site

The aim of the weekly drop-in sessions continued for the service to provide direct confidential and impartial Information, Advice and Support to YP with SEND.

<b>Day of week and times delivered</b>	Thursday's 11am to 4pm
<b>Number of sessions delivered for Summer Term</b>	11
<b>Number of sessions delivered for Autumn Term</b>	14
<b>Number of sessions delivered for Spring Term</b>	9
<b>Number of YP who have used the Drop in Service</b>	42
<b>Stage of SEN Support</b>	55% EHC Plans; 45% on SEN Support
<b>Gender</b>	30% female and 70% male
<b>Age range</b>	16-25

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

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

The IAS provided was for several reasons - from understanding SEND process, giving their views, employment, training & Higher education.

Formal Feedback was also sought from YP who attended the Drop Ins'.

### SEND Process Workshops:

The CYP Support Officer delivered 3 workshops directly to CYP at two local mainstream schools and South Thames College - Wandsworth site.

A total of **45** students attended these workshops.

### The topics covered were

- What is SEN Support?
- What is an EHC Plan? Including the different sections.
- What is an annual review? (Including who will be there and what will be discussed)
- How they can be involved in the annual review process?
- How do young people give their views and who to?
- Wandsworth Local Offer
- **15** CYP took part from schools
- **30** from the college
- The CYP were either on SEN Support or had and EHC plan



## Consultation Work

This year the CYP Support officer carried out two consultations directly with CYP to seek their views on:

- How they wanted to provide feedback on the IAS provided to them
- WIASS website and information sheets on SEND processes for CYP

The first consultation took place in the Summer Holiday's as a Picnic at King Georges Park attended by six CYP.

The second consultation took place with students from Southfields Rowan Centre and Linden Lodge regarding what should be in a standalone WIASS website page for CYP including how to make it accessible for them and other CYP.

Responses from the first consultation have already been implemented. Feedback from the second consultation will be used when work begins on the design of the new WIASS standalone website in the new financial year.

## CYP feedback responses: Total 13

- **6** via post (1 was a STC drop in Questionnaire)
- **7** online responses (Can be seen by following the link below)

<https://forms.office.com/Pages/DesignPage.aspx?origin=OfficeDotCom&lang=en-GB&route=ApplItems#Analysis=true&FormId=rPXT2QP4vkmUnxSnB010p-ph3ZJu0cpAkU1OI-YefqIUMDNBNlkwNE1UOTc5MFdRWENFTU03OUiIWC4u>

Below is a summary of feedback provided by CYP on the IAS provided to them.

How easy was it to get in touch with us?	<ul style="list-style-type: none"> <li>• <b>13</b> CYP said very easy</li> <li>• <b>2</b> said easy</li> </ul>
How helpful was the information, advice and support we gave you?	<b>13</b> said very helpful
How impartial (neutral, fair and unbiased) do you think we were?	<b>12</b> said impartial
What difference do you think our information, advice or support has made for you?	<b>13</b> said made a big difference
Overall, how satisfied are you with the service we gave?	<b>13</b> were satisfied with the overall service
How likely is it that you would recommend the service to others?	All <b>13</b> said they would be extremely likely to recommend the service to others.

## Quotes from CYP:

I learnt about the website Local Offer

It was good to know about the EH plan, I didn't know about it before

# Performance Indicators

Every year the service sets Performance indicators which are linked to the Service Improvement Plan (SIP).

Below are is a summary of the key Performance Indicators and how we did:

Service Performance Indicators	Update
<b>100</b> parents in 2019-2020 provided formal feedback on the information, advice and support (IAS) received.	<b>114</b> of the total number of parents who used the service in 2019-2020 provided formal feedback on the information, advice and support (IAS) received.
<b>10</b> CYP provide formal feedback on the information, advice and support (IAS) received.	<b>13</b> Received
<b>Total Number of formal feedbacks received</b>	<b>127</b>
All service users' calls (for IAS) during Advice line times in 2018-2019 are answered straight away by IAS officers.	<b>*92%</b> of all service users' calls (for IAS) during Advice line times in 2019-20 are answered straight away by IAS officers. * 100% was not achievable due to a vacant post for the first 4 months and high volume received during advice line.
<b>100%</b> of all service users' messages (phone/email) left (for IAS) during Advice Line times are returned on the same day by 5pm.	<b>100%</b> of all service users' messages left (for IAS) during Advice Line times are returned on the same day by 5pm.
<b>100%</b> of all calls left on the Call Back service message outside of service Advice line times are returned within 2 working days.	<b>100%</b> of all calls left on the Call Back service message outside of service Advice line times are returned within 2 working days.
<b>50%</b> increase in the number of CYP provided with IAS from service (with or without parents/carers) compared to 2018-2020 which more than the increase for that year.	<b>163</b> compared to <b>94</b> in 2018/2019 <b>Over 50% increase</b>

Performance indicators	2019-20	2018-19
Average number of incoming calls picked up during advice line hours	92%	91%
Total voicemails received	43	59
Two Day Call back	100%	100%
Advice Line Slot Voicemail returned on same working day	100%	100%
IT Data		
Total Incoming Calls	2678	1181
Calls that were not answered immediately and did not leave a voicemail	575	605
Percentage of calls that were not answered immediately and did not leave a voicemail	21%	51%

Emails Enquiries Year 2019-2020					
	Summer	August	Autumn	Spring	Total
Monday	16	5	15	15	<b>51</b>
Tuesday	12	3	20	9	<b>44</b>
Wednesday	6	4	23	13	<b>46</b>
Thursday	8	5	13	13	<b>39</b>
Friday	11	7	15	10	<b>43</b>
<b>Total</b>	<b>53</b>	<b>24</b>	<b>86</b>	<b>60</b>	<b>223</b>
<b>%</b>	<b>24%</b>	<b>11%</b>	<b>39%</b>	<b>26%</b>	

# 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 parent answered each question on the survey sent to them.

**Out of 114 parents, the following was fed back**

Did WIASS	2019-20	2018-19
Listen to your views?	100%	97%
Treat you with respect (where we polite)?	100%	97%
Explain who we were and what our role was?	99%	97%
Provide a confidential service?	100%	97%
Give you information, advice and support (help) that met your needs?	97%	97%
Do everything we agreed to do?	97%	97%

<b>How impartial (neutral, fair and unbiased do you think we were?)</b>	<b>77%</b> of parents agreed the service provided was impartial.
<b>How helpful was the information, advice and support we gave you?</b>	<b>85%</b> of parents agreed that information advice and support was very helpful.
<b>What difference do you think our information, advice or support has made for you?</b>	<b>75%</b> of parents agreed that IAS provided made a difference to their situation (see Summary Report for examples of the difference the service made).
<b>Overall how satisfied are you with the service we gave?</b>	<b>82%</b> of parents were satisfied with the service provided to them.
<b>How likely is it that you would recommend the service to others?</b>	<b>92%</b> of parents would recommend the service to others.






* What difference do you think our information, advice or support made?	2019-20	2018-19
I feel that my child's needs are better understood than they were	9%	12%
I feel my child is getting support and doing better at nursery/school/college as a result of the service being involved	5%	14%
I feel my child is happier at nursery/school/college as a result of the service being involved	4%	9%
I now have a better relationship with my child's nursery/school/college	8%	7%
I now have a better relationship with the Local Authority (council) or services working with my child	8%	7%
I feel more confident about giving my views to the Local Authority/School/College other services	21%	19%
I have a greater understanding of my child and my rights, the law and the support that should be made for children and young people with SEND	63%	46%
I feel more involved in decisions about my child's education	38%	43%
I am happier/less worried about my child's future	21%	14%
I feel less confused or overwhelmed	18%	0

### Quotes from parents:

I would like to thank WIASS - I was aware of my rights and what the law states. Overall, I was pleased and happy with the help I got.

Overworked - more staff. Caseload massive, but get back to you, openly and honestly

Very helpful, straight forward advice. Just what I needed - comfort



Only that it would be good if the Service could be more widely known - and Service users directed to it earlier.

The WIASS team is very supportive and helping parents/carers like myself. I can now say thank you for your support over the years. You are doing an excellent job

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## Final comments from the WIASS Manager

I would like to thank ...

The team once again for ensuring that the service continued to deliver a needs' led service in a variety of ways alongside working on service improvements.

All the parents and CYP who made the time to provide us with feedback on various areas that we wanted to develop especially the information we provide via our website and information sheets. We very much appreciated your support.

By the end of next year, we are very much hoping that the service will be able to secure permanent funding to ensure local families continue to get impartial and confidential IAS they need to improve outcomes for the children and young people of the borough.

Stay safe and well



## How to contact us:

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



**Email: [wiaas@wandsworth.gov.uk](mailto:wiaas@wandsworth.gov.uk)**



**Web: [www.wandsworth.gov.uk/wiaas](http://www.wandsworth.gov.uk/wiaas)**

