



BEXLEY SEND IASS

ANNUAL REPORT 2023 – 2024



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1. INTRODUCTION

Welcome to Bexley's Special Educational Needs & Disabilities Information, Advice & Support Service (Bexley SEND IASS) Annual Report. This report summarises the activities and evaluation of the service for the year 1.4.23 – 31.3.24.

New legislation came into force on 1st September 2014 and a new Special Educational Needs and Disability Code of Practice (SEND CODE) in January 2015 which affected the processes and policies which support children and young people with SEND and their parents and carers. Local authorities must now arrange for children and young people with SEND, as well as their parents or carers, to be provided with information, advice and support about matters relating to their special educational needs and disabilities, including where health and social care provide support related to SEND. The information, advice and support should be made through a dedicated and easily identifiable service. This is Bexley SEND IASS.

2. STATUTORY FRAMEWORK

The Children and Families Act 2014 Part 3, Section 32 states:

(1) 'A local authority in England must arrange for children and young people for whom it is responsible, and the parents of children for whom it is responsible, to be provided with advice and information about matters relating to the special educational needs of the children or young people concerned.'

(2) 'A local authority in England must arrange for children and young people in its area with a disability, and the parents of children in its area with a disability, to be provided with advice and information about matters relating to the disabilities of the children or young people concerned.'

Bexley SEND IASS provide the information, advice, and support service for Bexley Council residents. We provide confidential and impartial information advice and support and operate at arm's-length from the local authority to ensure parents/children and young people have confidence in the impartiality of the support and information provided by the service.

The Bexley SEND IASS focus is on education and health and social care as it relates to the child/young person's special educational needs and disabilities.

The service operates during normal office hours, 9am to 5pm and throughout the year, including school holidays.

The helpline has a voicemail facility and the service regularly sign posts and provides information about a range of local and national SEND organisations.

Staff are legally trained to IPSEA Level 3, which is accredited training.

Information, advice and support is provided to families in various ways: by telephone, email, face-to-face and virtual meetings, group training sessions, workshops & bookable 121 advice sessions and varies according to the needs of the service-user.

We explain more about our levels of support in chapter 6.

The service has its information and advice (IAS) website and provides branded publicity, informative toolkits and downloadable information for parent carers and young people in a range of accessible formats.

3. COMMISSIONING, GOVERNANCE & MANAGEMENT ARRANGEMENTS

The [SEND IASS Minimum Standard \(1.1\)](#) states:

'The IASS is jointly commissioned by education, health and social care in accordance with the CFA 2014. A formal agreement is set out in writing which refers directly to these Minimum Standards, whilst also considering the need for continuity and stability of the service.' (1.1)

Bexley SENDIASS is an in-house service which is commissioned by the Local Authority. IAS services should be jointly commissioned across education, health and care funders. Currently the service is funded by the local authority with additional contribution from health through the Integrated Care Board (ICB) covering Bexley.

Bexley SENDIASS Governance:

IASS Minimum Quality Standards states (1.7):

'The Governance arrangements outline a clear management structure, encompassing a strategic manager within the IASS and a steering group or advisory body which includes representatives from service user groups and key stakeholders from education, social care and health.'

Governance is provided by the Bexley SEND IASS Steering Group with members representing Parent carers, SEND young people, Voluntary organisations, Schools & Colleges, Early Years Settings and Officers from the Local Authority. We also have representatives from Health and Social Care Services.

The Steering Group meets termly throughout the year. The meetings which have all been virtual; have been well attended as we will organise the meeting to suit the needs of our staff in education settings, parent carers and YP.

SEND IASS have utilised the steering group relationships to raise awareness of the Service and extend our Service reach. The Steering Group also provides an opportunity for stakeholders to update us on any changes within their Service.

Additionally, we provide Quarterly data to the LBB SEND Board, the Council for Disabled Children (CDC) & National Children's Bureau (NCB).

Policies: Bexley SENDIASS have reviewed and updated their policies. These include the service [Confidentiality policy](#), [Impartiality policy](#), [Accessibility Statement](#) and [Complaint's procedure](#). These have been uploaded onto the Bexley SENDIASS website and Easy Read version of all policies are available.

Moving forward:

We are currently reviewing the Steering Group Membership and TOR to ensure the [Bexley Local Area Partnership Priority Action Plan Children and Young People with Special Educational Needs and/or Disabilities \(SEND\) April 2024](#) remains the focus of the SEND IASS service over the next 18 months and beyond, with particular focus on PfA.

The Bexley SEND IASS Service would like to thank the Steering Group for their time and commitment to attending meetings and supporting the management of the service.

4. OVERVIEW OF THE SERVICE

Nationally all SEND IASS services have seen a significant increase in both demand and complexity of enquiries.

Increasing services have chosen to put triage systems in place.

Over the financial year 2023-24, the SEND IASS Service has successfully continued to operate on a full-time blended face to face and remote basis via telephone, email and website support.

The Service has offered virtual meetings (Zoom/Microsoft Teams) and have continued to offer face to face meetings and bookable 121 information sessions for our service users if required.

Bexley SEND IASS has continued to increase knowledge and raise awareness of the Special Educational Needs & Disabilities Information, Advice & Support Service (SENDIASS) across Education, Health & Social Care and continues to network with our stakeholders and neighbouring SEND IASS Services.

Bexley SEND IASS is an in-house Service which is run at “arm’s length” to London Borough of Bexley Council (LBB) and also the NHS Southeast London Integrated Care Board (SELDONICS).

This means the Service is able to act and is seen to act independently and impartially with no undue influence or control.

4.1 Resourcing and Capacity

The Team:

SEND IASS Co Ordinator: 1 FTE

SEND IASS Officer: 0.6 FTE

4.2: Bexley SEND IASS parent carer champions:

We value the input from people who have lived experiences of SEN and/or services, and welcome families to become equal partners in the creation and ongoing development of our service.

We have 5 Parent Carer volunteers who support us currently in organising IASS Training workshops for parents carers, attending IASS coffee mornings and co producing all new IASS information toolkits, SEND information documents, flyers or promotional literature we may produce.

They all hold a current LBB DBS check.

4.3: Staff training & development

Staff members within the Service attend ongoing Continuous Professional Development (CPD) to expand their SEND IASS knowledge to help support children, young people and parent / carers and schools. (this is in addition to the LBB mandatory training requirements) These have included the following:

Staff training & development is ongoing. There are 1.6 FTE staff at Bexley IASS, the IASS Officer (IPSEA qualified at L3 in SEND law) has recently re-joined the team following Maternity Leave the team and she has completed the following training when she returned (August 2023). This is in addition to the Local Authority training requirements.

- Training on Emotionally Based School Avoidance and related issues in practice (DfE)
- Challenging Exclusions (Equality & Human Rights Commission)
- Vicarious Trauma (CDC)
- Deputyships (Rook, Irwin & Sweeney)
- IPSEA SEND Law refresher courses

Training provided to IASS workers by CDC, IPSEA and DfE is free of charge

Bexley SEND IASS parent carer champions volunteering with the service are all registered with IPSEA and are at various stages of the SEND legal training. None of the Parent Carer champions advise parent carers at this stage as they have not passed their qualifications to Level 3, they promote the service in the community and in schools.

Moving Forward:

Due to the significant increase in families coming to the service for IAS this year we have been pulled away from more strategic work to support the helpline and respond to increasing numbers of email enquiries and website self-referrals.

Working directly with SEND CYP:

With an increase to service capacity, we would be able to explore the best ways to engage with SEND CYP to provide Information, Advice and Support (IAS) directly.

Following the outcomes of the SEND Area Inspection in Bexley, the Bexley Local Area Partnership Priority Action Plan April 2024 has identified 3 key areas for action.

Area 1 of the Priority Action Plan being to identify how to meet the CYP preparing for adulthood outcomes across education, health and social care: [Bexley Local Area Partnership Priority Action Plan Children and Young People with Special Educational Needs and/or Disabilities \(SEND\)](#)

Historically substantial co production work has been done in 2022/23 with SEND CYP in Bexley to develop a PfA section of the SEND IASS CYP website pages providing IAS.

A key area of focus for us 2024/25 is to develop additional content, including an opportunity to explore Social Media engagement as an additional method for SEND CYP to engage with the Bexley SEND IASS service.

CYP have expressed to us previously through surveys and face to face engagement that this is a preferred method of communication for them.

Additional Information & Advice resources for SEND CYP:

We have an ongoing commitment to producing additional Easy-Read information where needed for our SEND CYP. Whilst we have produced many Easy Read documents for our service users in 2023 such as:

[RESOURCES LIBRARY | Bexley SEND IASS](#)

We recognise that there is more work to do here to support engaging directly with SEND CYP providing more accessible methods of receiving information and advice from us to meet their needs.

The CDC committed to provide Bexley SEND IASS with an Easy Read licence through 2023 enabling us to produce Easy Read documents free of charge to the service. We are currently waiting to hear whether they will commit to this in 2024/25.

With an increase to service capacity, we would be able to provide the time and expertise this work requires.

5. THE SERVICE AIMS

Our aims are:

- To provide in an accessible and timely way free, impartial, accurate and confidential Information, Advice & Support to children and young people with Special Educational Needs and/or Disabilities.
- To enhance the participation of children and young people and their parents in decisions that will affect them.
- To improve outcomes for children and young people with Special Educational Needs and Disabilities (SEND).
- To positively influence London Borough of Bexley Children's Service's SEND policy and practice.

6. PROVISION OF SEND IASS

Bexley SEND IASS have moved from a 3 working day response to a 5 working day response to all enquiries in Sept 2023.

This has been as a direct result of the substantial increase in enquiries 2023/34.

Enquiries are triaged and dealt with in date order unless the matter is urgent e.g. a safeguarding concern or a request for support with a permanent exclusion/ off rolling.

Helpline and ongoing support (individual IAS provided):

Bexley IASS follows an empowering model and as such we do not accept referrals from other professionals.

We prefer our parent carers and young people to contact us directly for advice, information and support on matters relating to Special Educational Needs and / or Disabilities (SEND) and we hope to make this process as accessible as possible.

There will be rare exceptions to this rule of course when a parent carer or young person needs the support of another professional to access IASS such as a language barrier or a learning difficulty.

We deliver information, advice and support on matters relating to Special Educational Needs and / or Disabilities (SEND) working within the eligibility criteria and the IASS intervention levels:

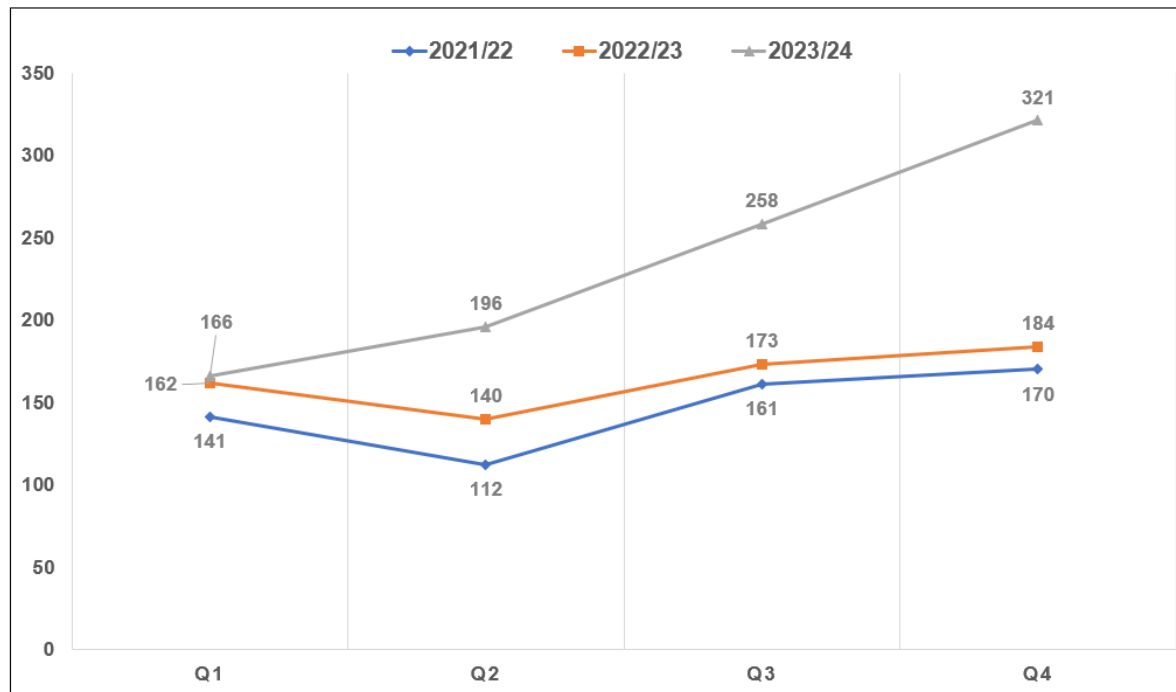
[Bexley IASS eligibility and referral criteria.](#)

[Bexley IASS Intervention Levels](#)

7. HEADLINE DATA:

7.1: Enquiries – Provision of Information, Advice and Support: Year on Year comparisons

Number of Enquiries Year on Year



Total Enquiries

2023/24 941

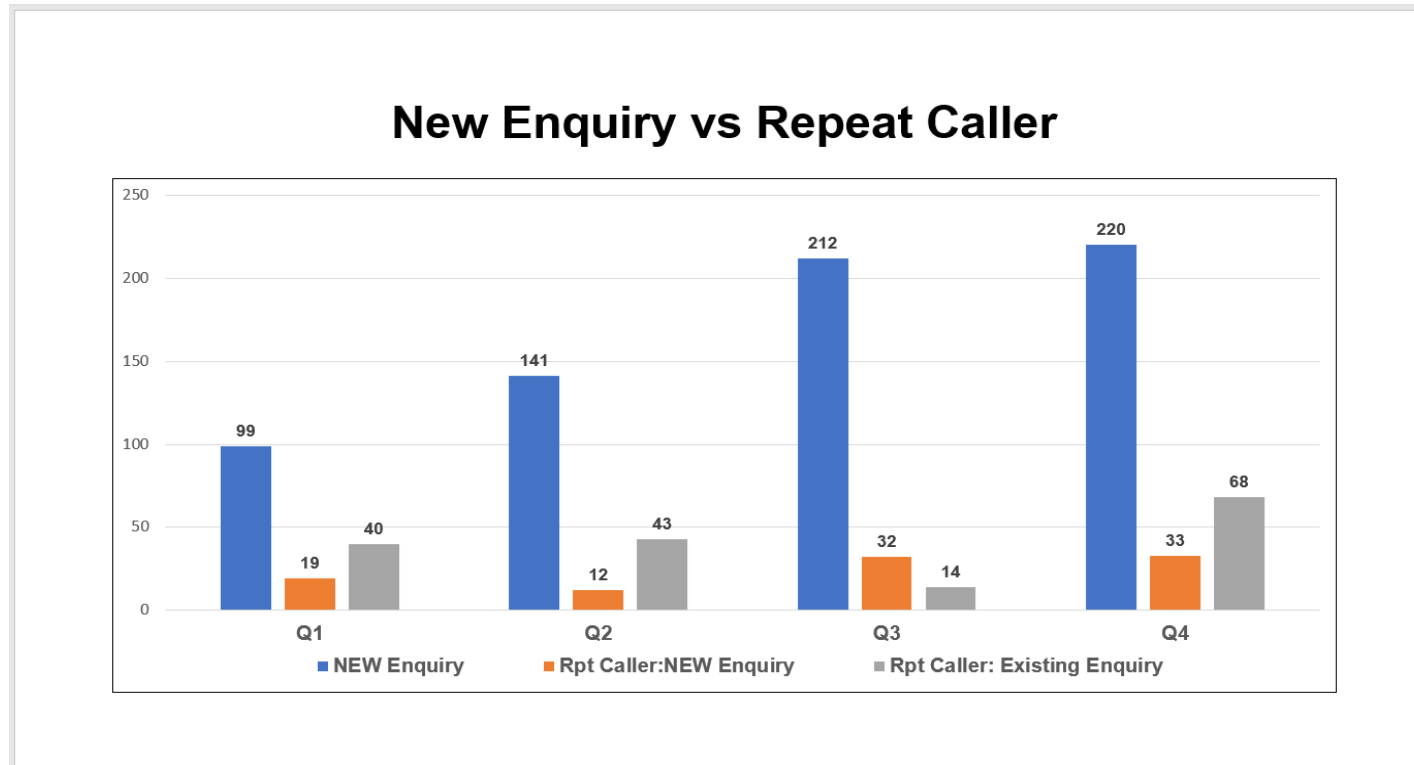
2022/23 659

2021/22 584



This data includes the previous two reporting years for comparison purposes.
There is a 61% increase in enquiries across the years shown here.

7.2: Repeat Caller or New Enquiry to the Service



The increase on the more time-consuming Level 2, 3 & 4 enquiries has been impacted by the number of existing service users coming back to IASS this year for additional support & advice as their case progresses.

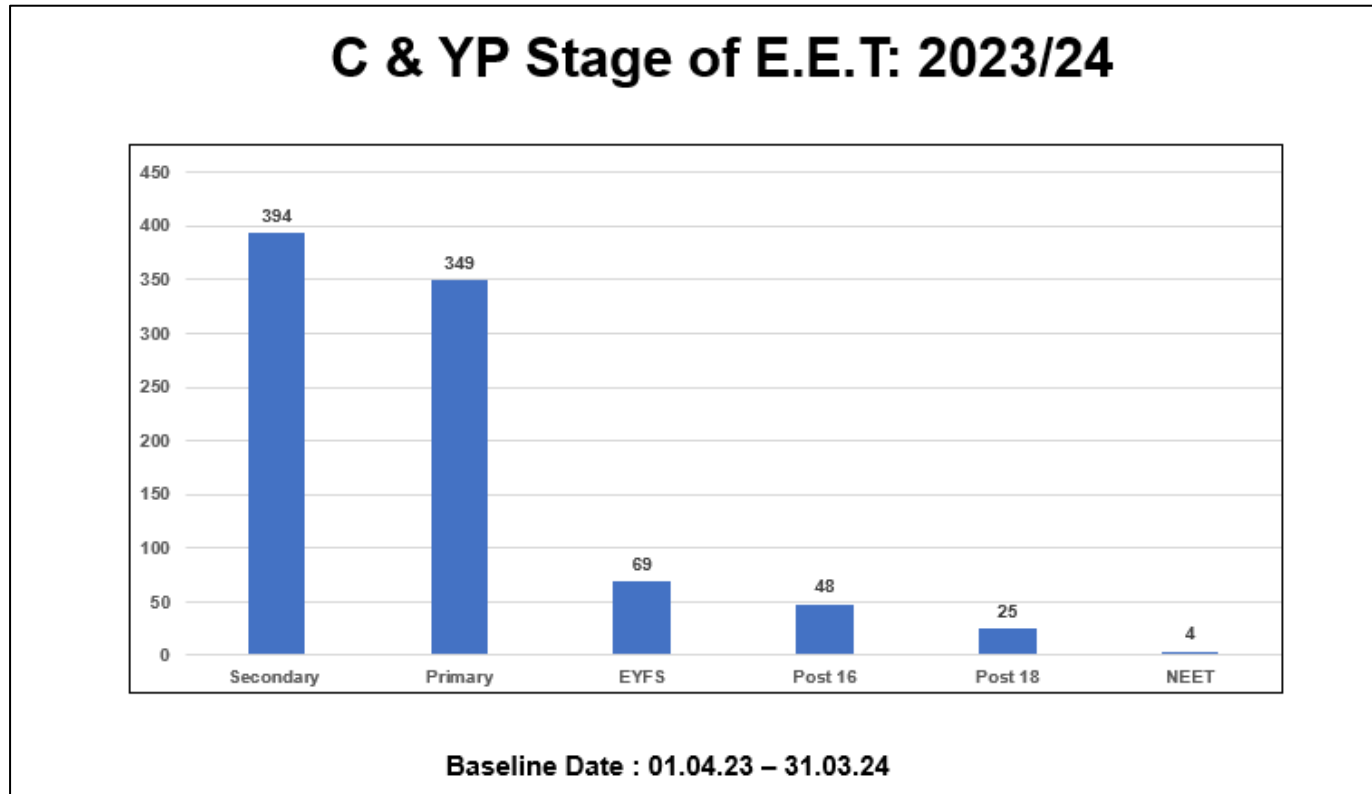
For new enquiries to the service we have seen an increase of 53% from 2022/23 year. (672 enquiries this year/ 440)

For those returning to the service but with a different enquiry we have seen an increase of 66% from 2022/23 year. (96 enquiries this year / 58)

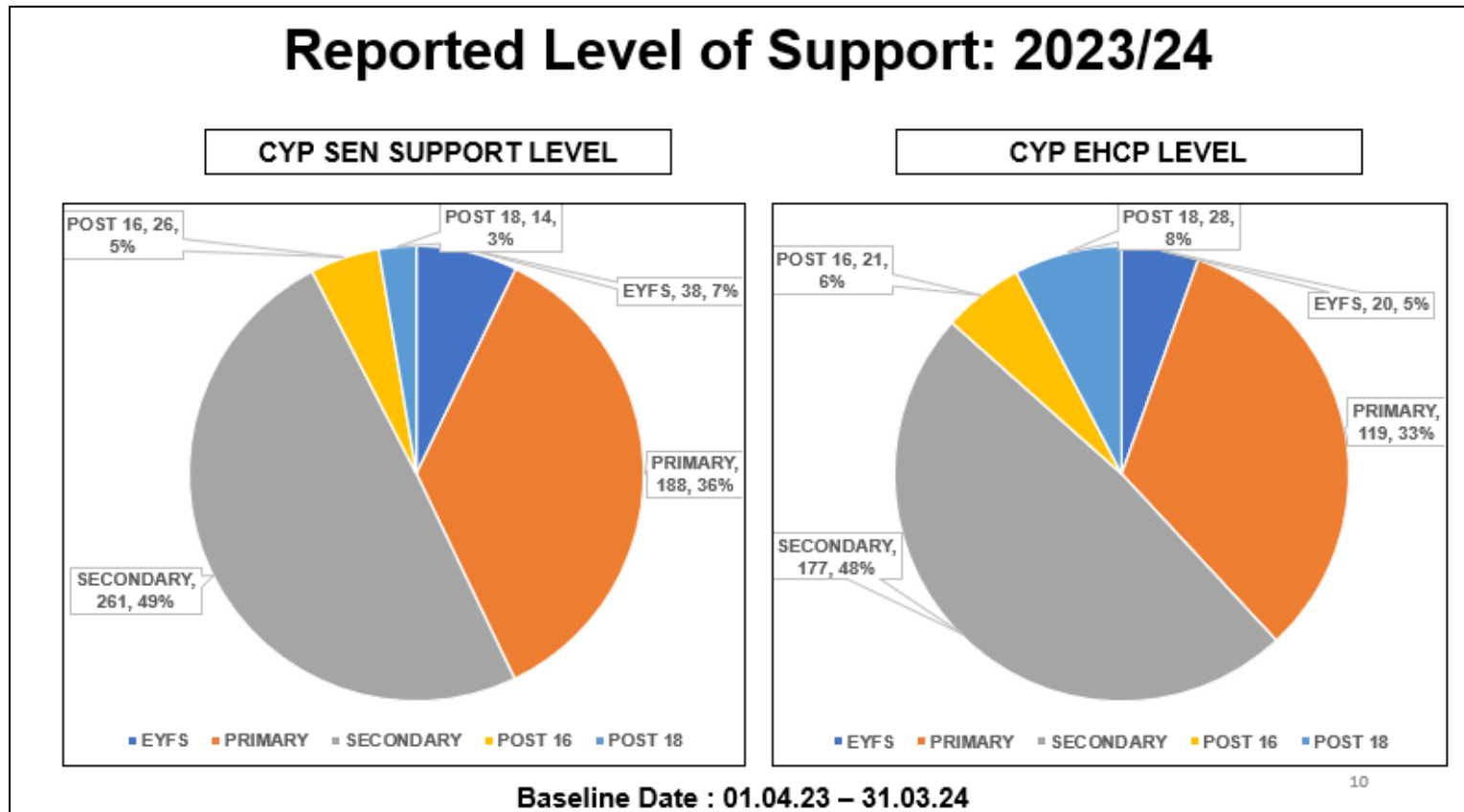
For those returning to the service with additional issues on the same enquiry, we have seen an increase of 120% from 2022/23 year. (165 enquiries this year / 75)

7.3 Demographics of the CYP

CYP stage of Education, Employment or Training at time of enquiry 2023/24

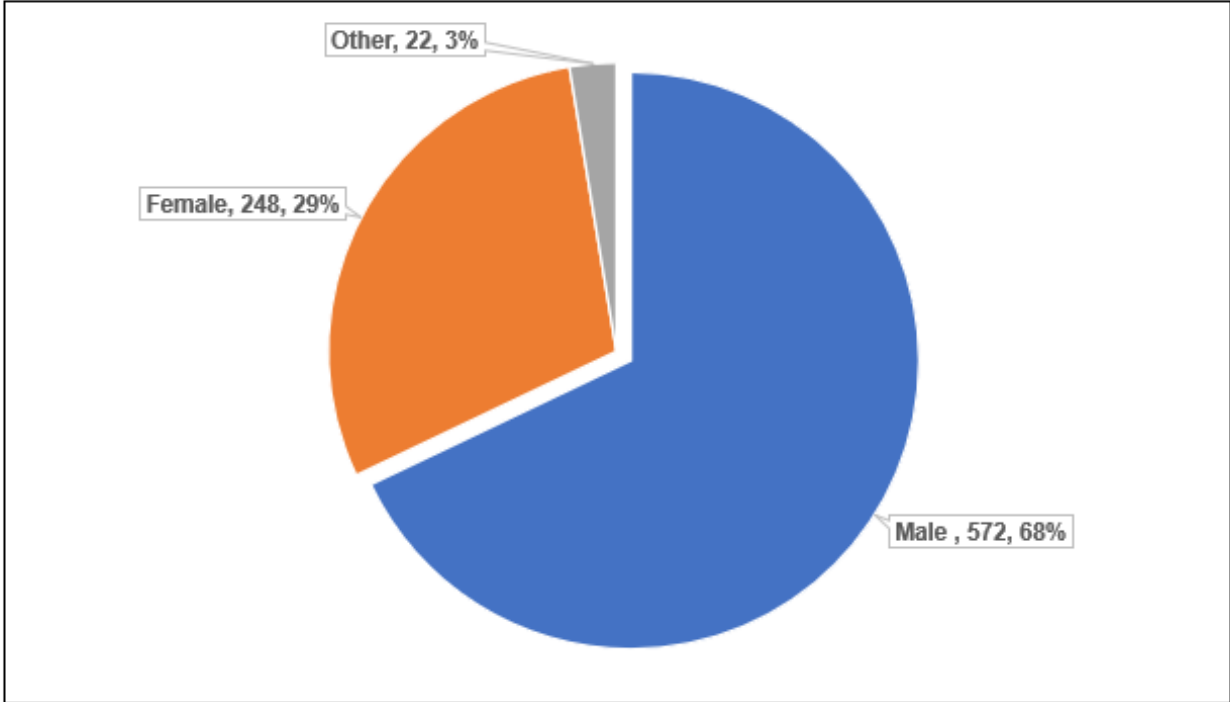


7.4: Reported level of support



7.5: Gender

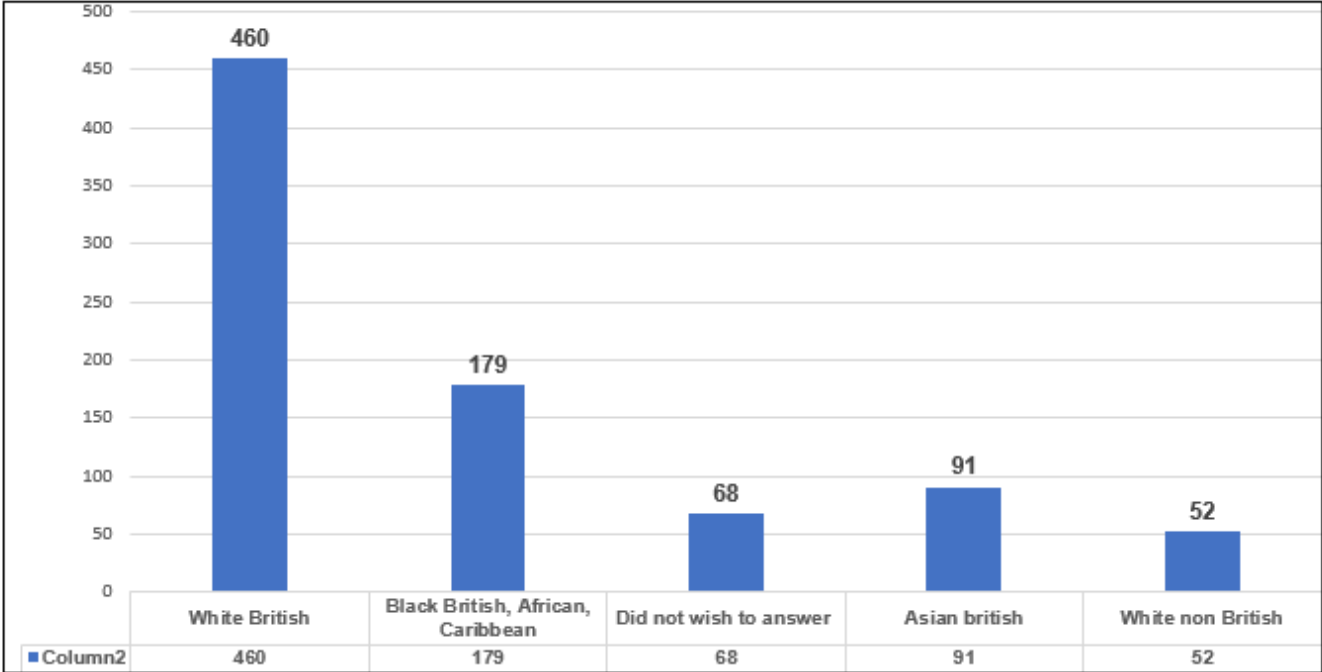
C & YP Gender 2023/ 24



Baseline Date : 01.04.23 – 31.03.24

7.6: Ethnicity

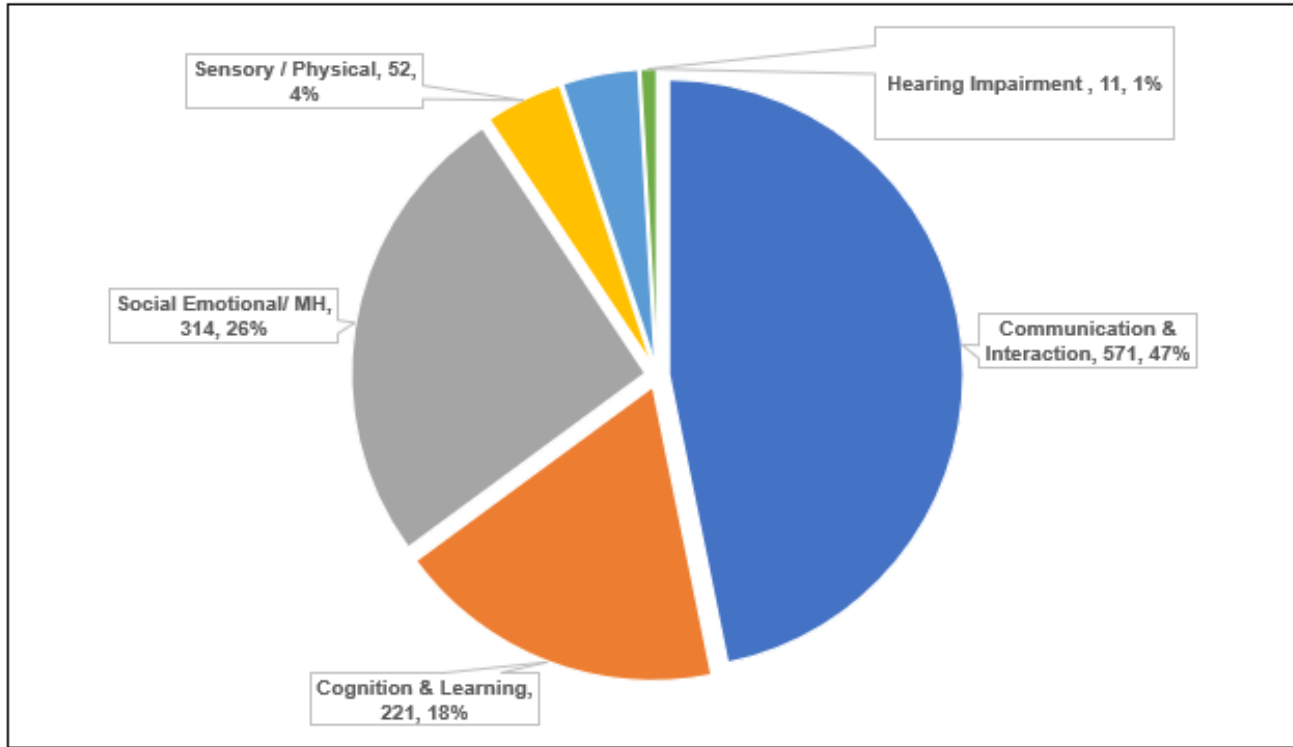
C & YP Ethnicity 2023/24



Baseline Date : 01.04.23 – 31.03.24

7.7: Reported primary need

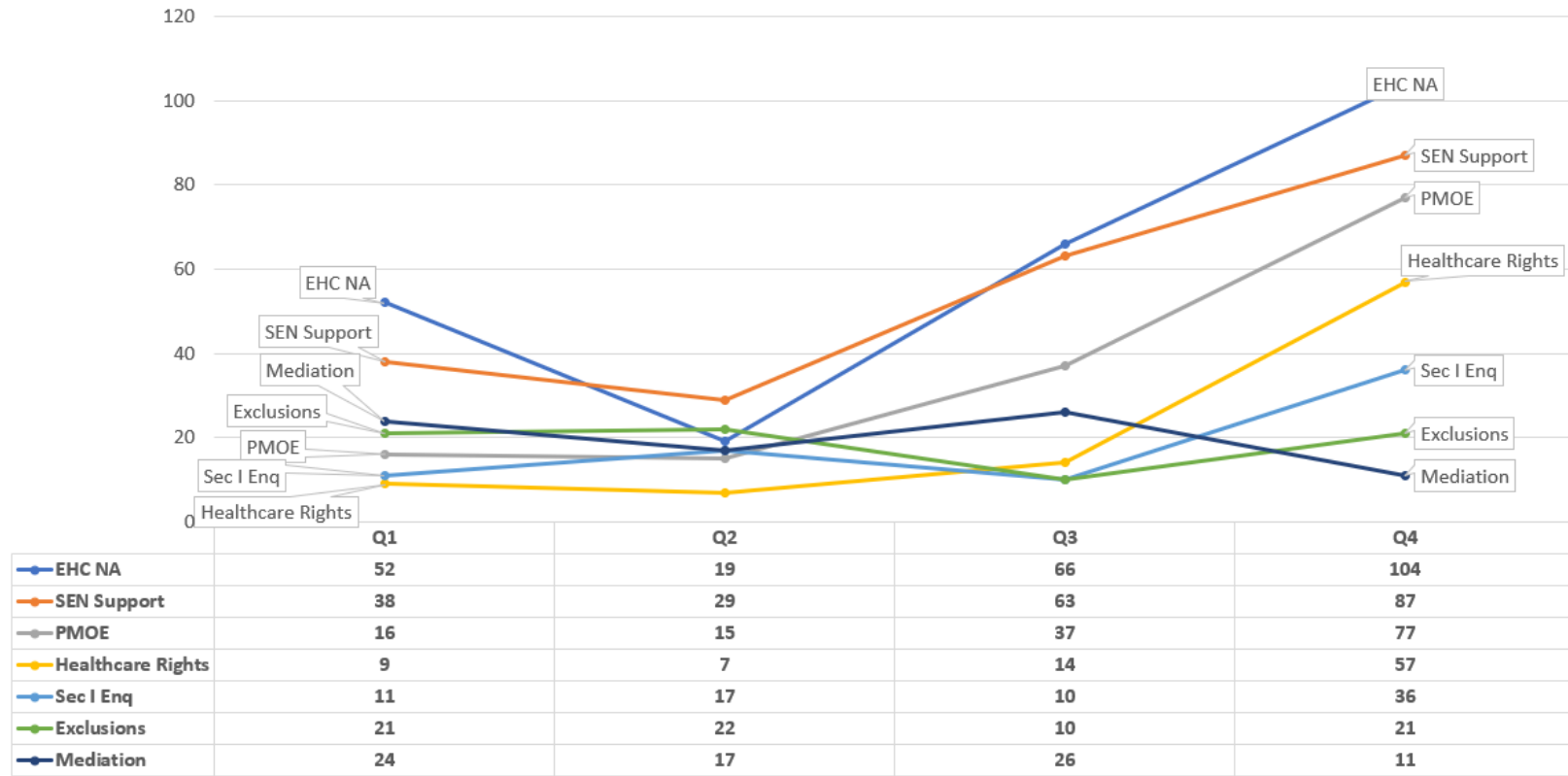
C & YP Reported Primary Need 2023 / 24



Baseline Date : 01.04.23 – 31.03.24

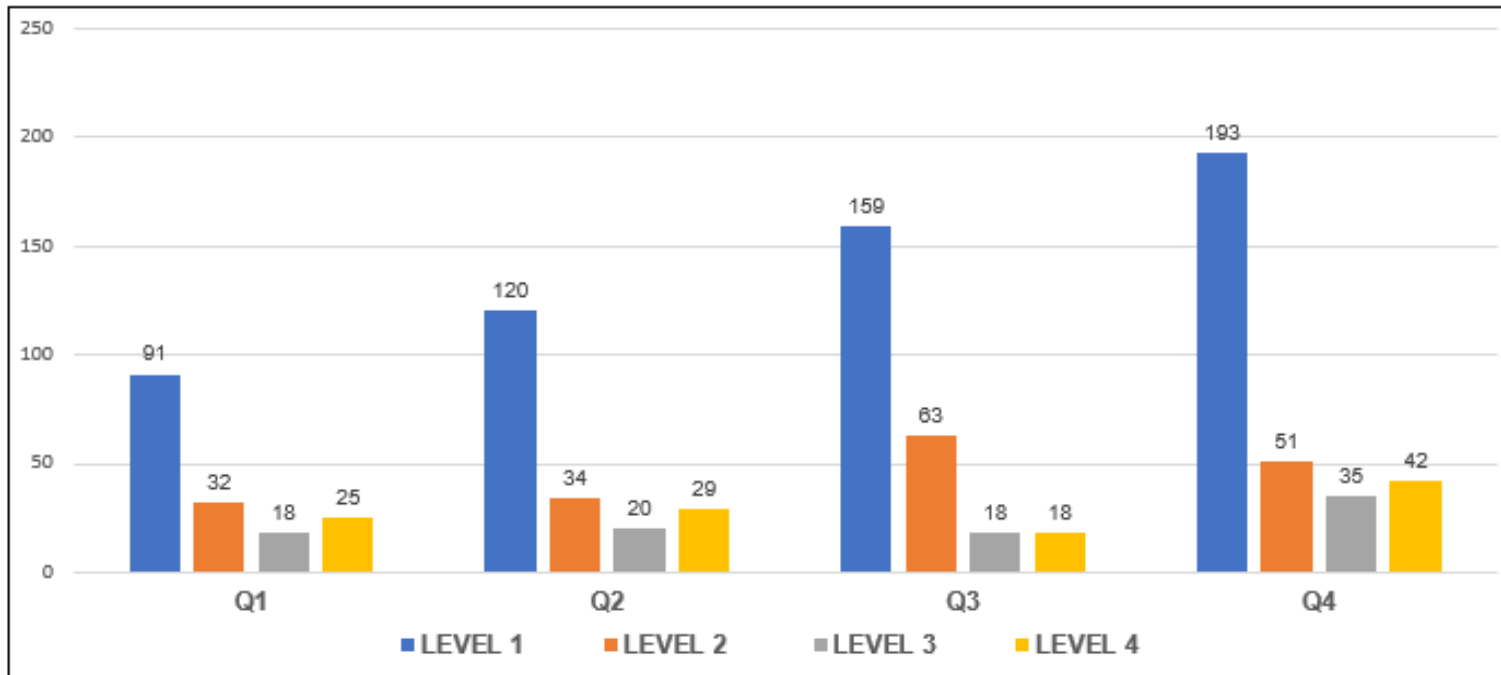
7.8: Top enquiries 2023 / 24

Top Enquiries 2023/24



7.9: Enquiry by Intervention Level 2023 / 24

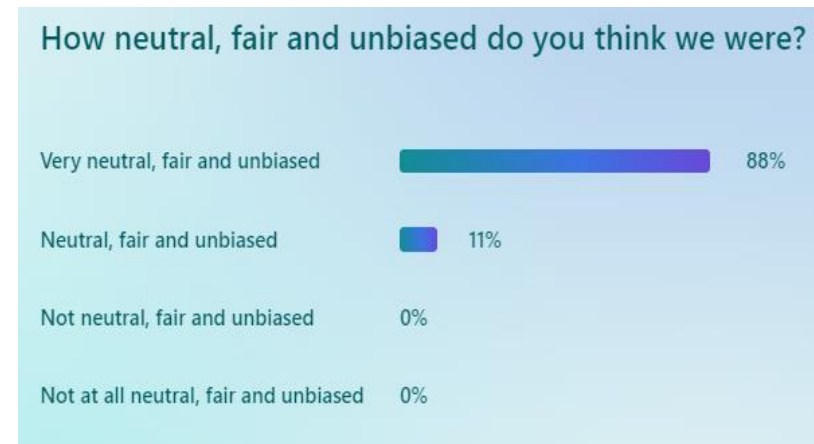
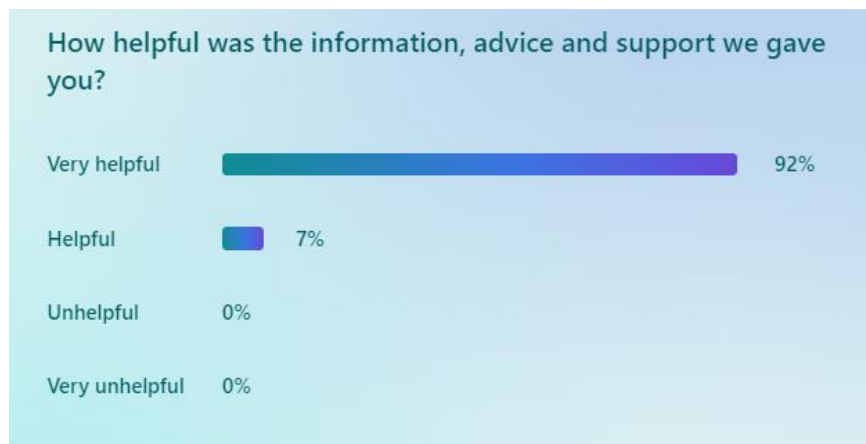
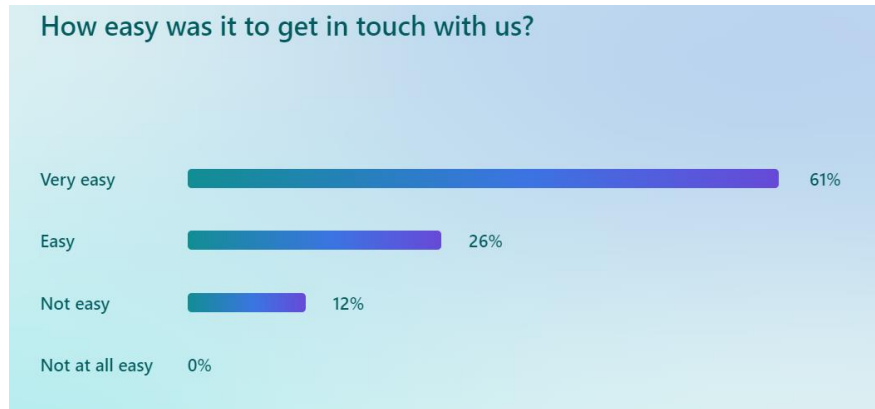
Intervention Levels by Quarter 23/24

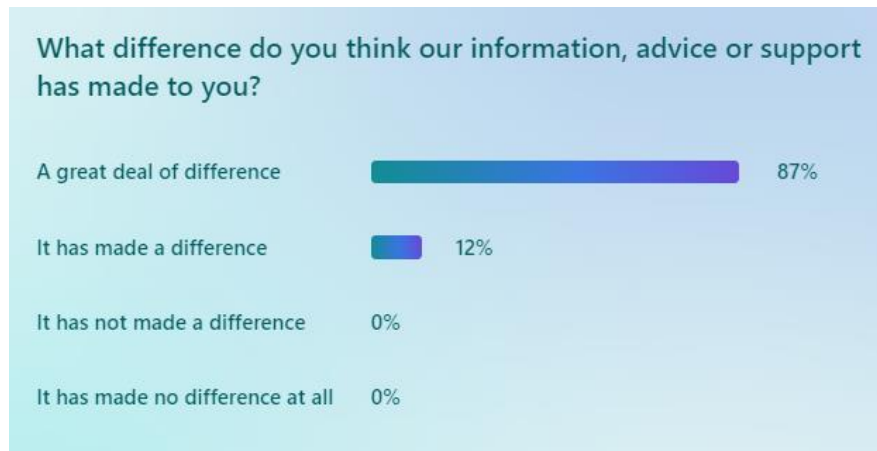


8. OUTCOMES:

8.1: Service User Evaluation data

Our service users are invited to complete an online survey about the service provided throughout the reporting year. A sample of the questions asked are shown below with the responses received during this period of reporting:





Our service users have said:

" Bexley IASS really empowered me with the information I needed to meet with the school and not feel like I am a failing parent, you're help and advice was invaluable to me and my family "

"I attended the EBSA workshop and it was great to connect with so many other parents struggling as we are. "

"Thank you IASS, a game changer for parent carers!!"

"Its changed our lives, my daughter is getting the support she needs at school and things are so much more relaxed at home"

"They heard me! my son has been out of education for over a year and no one is supporting him. IASS explained my options. thank you "

"My daughter is school refusing, and we are broken as a family. I met IASS at a training session at GOTS and I feel now like I have options. I know what to speak to the school and the LA about."

"IASS have been amazing! my son has gone from refusing to go to school for months to having an EHCP now and a new school. He loves it and he is so settled. "

"I think that being able to speak with someone helped enormously."

"My son is out of education and still waiting to see Camhs. I called IASS for advice and have never spoken to another professional who understands so much. They gave me information about social prescribing - ive never heard of this ! my daughter has been referred by the lgp - thank you so much IASS"

"you helped me to understand what a managed move was., The school made me feel like i didn't have a choice. I know what my options are now, thank you so much"

"Honestly from the bottom of my heart I couldn't thank IASS enough. My son is in isolation at school and has been for 4 months with no work being provided! IASS have helped me in opening up communication with the school to understand his SEN needs. "

"I was getting the run around from social care. All i want is to understand the support i can get as a carer and support for her as a disabled child. One contact with IASS and it was all explained! I understand now the process and what i need to do "

"Navigating the LA, social care and Health isnt easy to access basic support for my child. I now know my rights / options and what my child should be able to access in the borough. Its been an education! "

"I spoke to xxx. She was really nice and explained everything over the phone, i have learning difficulties too so she asked what reasonable adjustments i needed. No one has asked me that before!"

"I now understand my rights starting an apprenticeship after school"

"I am kinship carer to 4 children ans IASS have spoken to me several times regarding all children and their individual rights in education, health and social care. I now understand what to do to support each in their various stages of education. i cant thank IASS enough. "

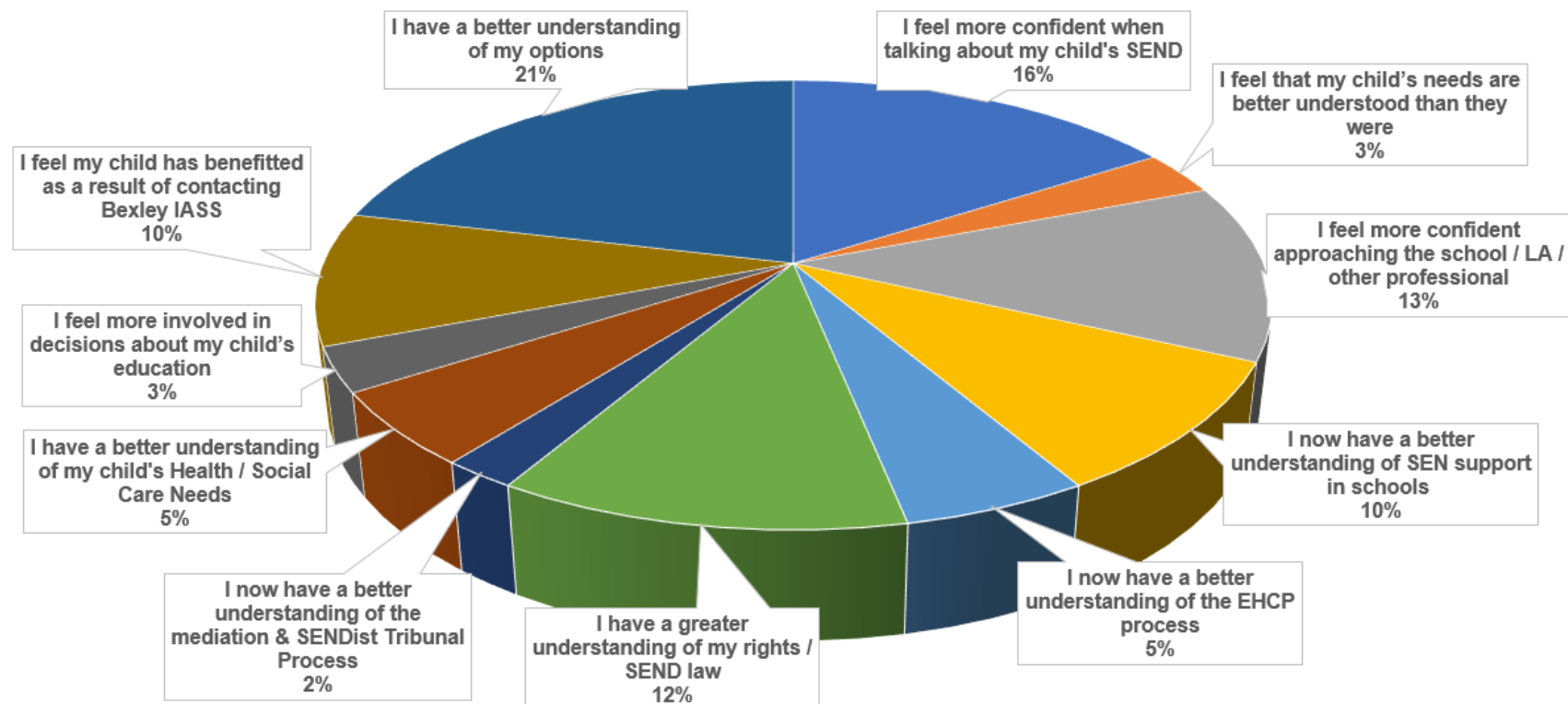
"It has made me have hope, I have been listened to and given me a way forward. I feel a lot relieved that I am not alone in this journey. I'm glad I contacted IASS"

"Having knowledge is positive difference"

"My child would still be on an ongoing Part time timetable with no SEN Support is IASS hadn't got involved. He is now moving back into full time school day. Cant thank you enough"

"I didnt understand the implications of the school pushing me to remove my child from the school. IASS explained everything. I am so glad I spoke to them and so angry at the school! Thank you IASS for making everything more understandable. "

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



9. WEBSITE & ACCESSIBILITY:

The Bexley SENDIASS website is promoted within LBB and partner publicity and communication channels. It has grown since launch in Sept 2019 to over 100 pages of information and advice for service-users to access and is a valuable reference resource for the team.

It is a helpful tool to guide service-users to specific information and the service has received comments that the website has helped them understand SEND processes and participate in discussions about support.

Bexley IASS believe very strongly in empowering Parents, Carers, Children and Young People to have a voice and to be able to participate fully in decisions affecting education, health and social care.

Our website has grown substantially since its launch in 2019, providing 100+ pages of information, videos, toolkits, and downloadable resources relating to SEND needs in Health, Education and Social Care.

We have developed a Digital Resources Library to support the most common questions we are asked by Parents, Carers and Young People. Providing a “go to” section on the website for service users, full of accessible information and downloadable resources.

This section of the SEND IASS website is proving to be the most popular with 971 hits on that page vs 322 hits in 2022/23, a 201% increase year on year.

[BEXLEY SEND IASS Digital resources library](#)

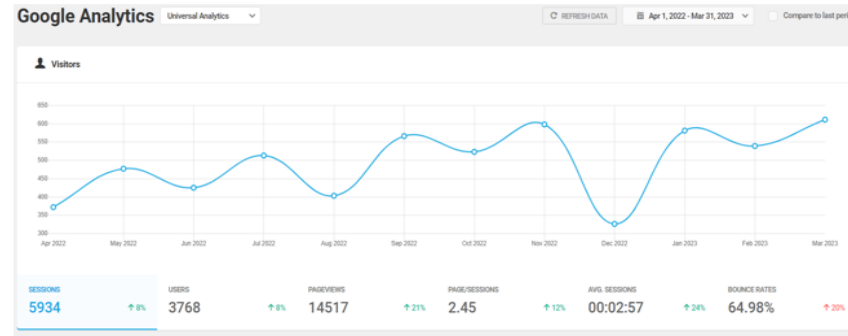
9.1: Website Traffic

Website Traffic

April 2023 – March 2024



April 2022 – March 2023



We would like to thank the Bexley SEND IASS parent carer Champions for providing their valuable feedback and assisting in the co production of all our website work, training packages, workshops and toolkits for professionals, parent carers and YP.

Moving forward:

Website design, maintenance and content: Bexley SEND IASS have responsibility for the day to day management the website, maintenance, designing and writing content.

It is Bexley SEND IASS responsibility to ensure the website is compliant with the Gov. Accessibility regulations.

WCAG 2.1 AA accessibility standards

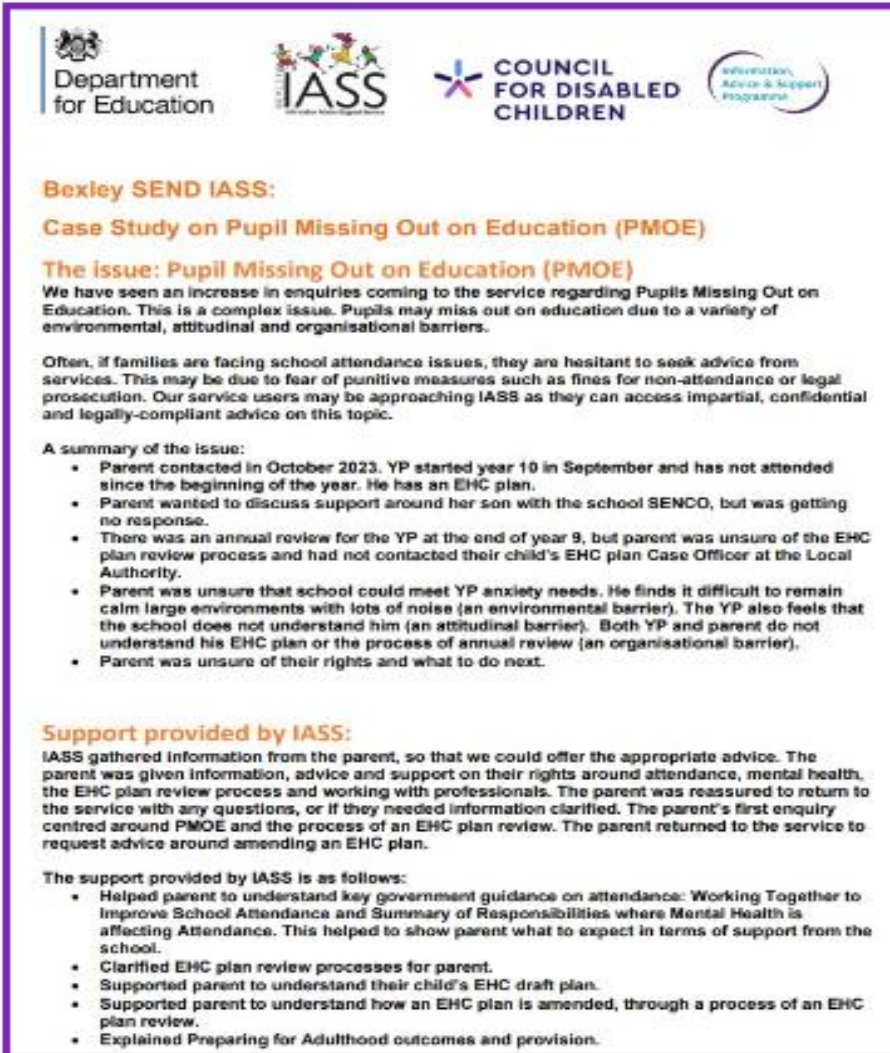
Due to an increase in demand on the service this year, capacity has not allowed for IASS to make updates to the website as frequently as we would like in line with changing SEND themes in the Borough.





With an increase in capacity we would hope to be able to further develop our CYP section of the Website focusing on PfA and ensure the rest of the website is updated to reflect the changing need in the Borough.

10. BEXLEY IASS CASE STUDIES

Please press Control & Click on the images below to access Bexley SEND IASS Case Study examples.

This case involves a pupil missing out on education (PMOE):



Bexley SEND IASS:
Case Study on Pupil Missing Out on Education (PMOE)

The issue: Pupil Missing Out on Education (PMOE)
We have seen an increase in enquiries coming to the service regarding Pupils Missing Out on Education. This is a complex issue. Pupils may miss out on education due to a variety of environmental, attitudinal and organisational barriers.

Often, if families are facing school attendance issues, they are hesitant to seek advice from services. This may be due to fear of punitive measures such as fines for non-attendance or legal prosecution. Our service users may be approaching IASS as they can access impartial, confidential and legally-compliant advice on this topic.

A summary of the issue:





- Parent contacted in October 2023. YP started year 10 in September and has not attended since the beginning of the year. He has an EHC plan.
- Parent wanted to discuss support around her son with the school SENCO, but was getting no response.
- There was an annual review for the YP at the end of year 9, but parent was unsure of the EHC plan review process and had not contacted their child's EHC plan Case Officer at the Local Authority.
- Parent was unsure that school could meet YP anxiety needs. He finds it difficult to remain calm large environments with lots of noise (an environmental barrier). The YP also feels that the school does not understand him (an attitudinal barrier). Both YP and parent do not understand his EHC plan or the process of annual review (an organisational barrier).
- Parent was unsure of their rights and what to do next.

Support provided by IASS:
IASS gathered information from the parent, so that we could offer the appropriate advice. The parent was given information, advice and support on their rights around attendance, mental health, the EHC plan review process and working with professionals. The parent was reassured to return to the service with any questions, or if they needed information clarified. The parent's first enquiry centred around PMOE and the process of an EHC plan review. The parent returned to the service to request advice around amending an EHC plan.

The support provided by IASS is as follows:

- Helped parent to understand key government guidance on attendance: Working Together to Improve School Attendance and Summary of Responsibilities where Mental Health is affecting Attendance. This helped to show parent what to expect in terms of support from the school.
- Clarified EHC plan review processes for parent.
- Supported parent to understand their child's EHC draft plan.
- Supported parent to understand how an EHC plan is amended, through a process of an EHC plan review.
- Explained Preparing for Adulthood outcomes and provision.

This Case involves an EHC Needs Assessment rejection.



Bexley SEND IASS:

Case Study on Education, Health and Care Needs Assessment Request Rejection

The issue: EHC Needs Assessment Request Rejected

A theme which features in our top enquiries each quarter is the topic of an EHC Needs Assessment Request rejection. Service users often come to us feeling frustrated and disappointed, wishing to understand their rights. Frequently, service users do not understand the Special Educational Needs Support process in nurseries, schools and colleges. Sometimes, service users believe that their child needs a medical diagnosis in order to access support within a school setting. Occasionally, service users express great concern as they have been informed that their child must have an EHC plan in order to access any support within an educational setting.

A summary of the issue:

- Parent contacted in September 2023. Parent concerned as EHC needs assessment request for her son (Child O) was rejected. Currently in year 5. Child O has a diagnosis of Autism Spectrum Disorder (ASD).
- Child O was working at above age-related expectations in all key subjects but was struggling with the classroom environment. He often ran out of the classroom and tried to exit the school building.
- Child O said that he “hated” school and would frequently go straight to sleep after the school day as he found the experience to be overwhelming.
- Parent was concerned that her son was isolated at school. He said that he “had no friends”.
- Parent said that they had tried speaking to the school about her sons support but that the school were not “listening” to their concerns. Parent was also worried that he would get into “trouble” because he would repeatedly exit the classroom throughout the school day.
- Child O was not known to the Early Intervention and Specialist Advice Service or the Advisory Service for children on the Autism Spectrum.

Support provided by IASS:

IASS gathered information from the parent, so that we could offer the appropriate advice. The parent was given information, advice and support on their rights around special educational needs support, requesting reasonable adjustments, mediation, appeals and working with professionals. The parent was reassured to return to the service with any questions, or if they needed information clarified. The parent received support via a telephone conversation, email and our website.

The support provided by IASS is as follows:

- Helped parent to understand the special educational needs support process in schools. Explained key terminology such as the 4 broad areas of need and differentiation.
- Addressed parent’s concern that because Child O was exceeding academically, they would not be able to access support. Referred directly to the Special Educational Needs Code of Practice i.e. ‘5.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.’
- Clarified how to request reasonable adjustments under the Equality Act 2010.

This Case involves support given to a young person regarding SEN Support and PfA:



Bexley SEND IASS: Supporting a young person to understand SEN Support in Schools and Pathways to Adulthood.

The Issue:

- Young Person (YP) contacted us directly via our Website Self-Referral form in May 2023.
- A diagnosis of Autism, Anxiety Disorder and Selective Mutism.
- YP was 17 years old and believed she had been issued with an EHCP whilst she was in Year 9 or 10 but was concerned as she had never had an annual review or seen the document.
- YP reported she had tried to speak to various staff members at school including the SENCO but felt frustrated that no one was listening or answering her questions on her future options.
- The YP had approached Bexley SEND IASS directly via our website referral form as she was concerned, she wasn't getting the support she felt she needed to continue with A' levels to secure a place at university or college to study Performance Arts/ Drama.
- She had lots of questions on the form on pathways for disabled YP into University, College, work, funding, grants and was keen to understand alternative options if she didn't obtain the University or college grades but, wanted to focus on understanding her EHCP document first.
- YP had little support at home as parent has disabilities and a mental health condition so the YP cares for her parent alongside her older sister who also lives in the home. The YP was assured by both mother and older sister that an EHCP was in place to support her at school.
- Due to her anxiety and caring responsibilities, the YP's attendance was sporadic and below 80%.

Support provided by IASS:

We offered the YP any reasonable adjustments she may need to enable her to feel comfortable communicating with us and building trust with the SEND IASS Service.
She made it clear she wanted to communicate via email, not phone, not virtually or face to face as she is too anxious with new people, and it takes her a long time to get telephone ready.
SEND IASS started to gather information from the YP via email.

Once we had gathered the information, we needed we gained the YP's consent to discuss her case with other professionals:

- We contact the Statutory SEN Service to see if / when the EHCP had been issued and to obtain a copy of the Plan.
- We contacted the SENCO at the school to see if the YP was in receipt of any additional SEN Support currently or if a SEN Support plan had been put in place previously.

LBB Statutory SEN Service responded quickly to inform IASS that the YP did not have an EHCP in place, the school had made an application some time ago (Year 9) but the EHC NA was rejected.

The YP was unaware this had happened. As the EHCP NA rejection was some time ago, the YP has lost the right to appeal the LA's decision.

11. SERVICE DEVELOPMENT

We continue to work in providing an accessible service, reaching out to families, additional funding arrangements building trust and confidence about the arms-length impartial nature of Bexley SEND IASS.

Bexley IASS have a small and dedicated team of parent carer volunteers who support in the co production of written resources, supporting the Bexley SEND IASS weekly Library drop in sessions for Parent Carers and our with the development / re branding of the digital offer, namely the Bexley IASS Parent Carer Champions.

With regards to the 2024/25 IASS Operational Plan, this will be agreed through the Steering Group when we have confirmation regarding the additional funding arrangements.

11.1: Co Production

Co production continues to be at the heart of what we do. We value the input from people who have lived and lived in experiences of support needs and/or local services, and welcome families to become equal partners in the creation and development of our service.

With every piece of work IASS undertake, we co produce the work with IASS parent carer Champions and SEND YP prior to a second stage of co production with our voluntary sector or, LBB partners.

Some examples of this work this year have included:

- *All workshop presentations, leaflets and training tools have been co-produced with our parent carers and YP.*

Bexley Voice: Bexley Parent Carer Forum: Who we have worked closely with to develop workshops for Parent Carers on EHCP statutory process, understanding SEN Support in schools, EBSA, etc....and we provide 121 support sessions at the monthly Tea and Talk for parent carers.

GOTS: Girls on the Spectrum Group – Who we have worked with to produce Training workshops in SEN Support in schools and the statutory EHCP process for parent carers and we support their evening sessions as attending professional to answer parent carer enquiries.

SHIELD/ Bexley Moorings:

Bexley SEND IASS have been delivering EBSA workshops for Parent Carers through 2023/24.

LBB: who have invited IASS to be part of the SENCO training programme for all new SENCOs in the borough. Training package designed and co-produced by parent carers.

Bexley SEND Local Offer who we work with very closely to ensure all families receive a rounded understanding of their SEND rights, options, methods for redress and what is available locally for children and YP up to the age of 25 years.

BVSC: Bexley Voluntary Services Council - who are currently co-producing the EBSA toolkit with Bexley IASS.

Active Horizons: who are currently co-producing the revised NRPF Toolkit with Bexley IASS.

Met Police: One example of using a creative approach to initiate change, resulted from a notable spike for IASS in exclusions and clear evidence of unfair and disproportionate response to school incidents.

IASS approached the lead Met Police Sergeants for Metropolitan Police Schools Officers to offer IASS training workshops on exclusion law, the importance of partner relationships with all health, education and social care professionals working with the CYP and, the rights of the SEND CYP.

The officers were keen to gain a better understanding of SEND rights and exclusion law. IASS also approaching Greenwich and Lewisham IASS services to collaborate on the workshops, IASS developed a training session for Police Schools Officers across Bexley, Lewisham and Greenwich, co-producing with specific families that have been impacted.

Proposed Session Plan:



Met Police_SEND
IASS Training Session

11.2: Additional Resources, Workshops and Training packages

Bexley IASS continue to developed resources and toolkits for our service users in response to our emerging themes:

Additional resources developed are continually added to the Bexley IASS resources Library: [RESOURCES LIBRARY | Bexley IASS](#)

IASS have also worked with the Community Safety Team in co producing their Hate Crime literature in Easy Read and their Modern Slavery information leaflets.

Redesigned Publicity and information leaflets:

There are a range of service publicity leaflets available for families and these have been developed with the parent carers and SEND YP input on design in line with the rebranding of the website. Links to the PDF versions are below:

[Bexley SEND IASS Parent Carer Information leaflet](#)

[Bexley SEND IASS YP Information Leaflet](#)

[Bexley SEND IASS Information Leaflet in Easy Read](#)

11.3 Networking

We have continued to seek out networking events and other opportunities to raise awareness of the service, SEND events, voluntary sector organisation events school and college events, coffee mornings and parent groups locally.

We continue to establish links across the local community, and we will continue to expand our reach and awareness of the service. Informing and influencing local policy and process.

Bexley IASS are now active participant on the following Health & social care Groups / Boards:

- Wellbeing Partnership C&E Accessibility Group
- Carers Partnership Board
- BVSC Bexley Health & Social care Network
- CYP Emotional Wellbeing and CAMHS transformation oversight group
- Autism Partnership Board
- PfA Strategy Action Plan Working Group
- SEND Improvement Board
- CYP Task & Finish Group
- PfA Task & Finish Group
- EBSA Working party
- Pan London regional SEND IASS Group (CDC)

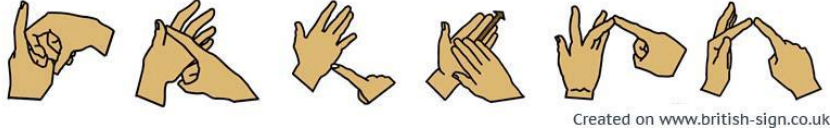
We would like to take this opportunity to thank our partners for the work they have supported us with this year, for providing guidance and expertise on governance issues and for giving up their valuable time to extend and improve the SEND IASS service offer to families across the whole borough.

12. CONTACT DETAILS

Any question you may have on this report can be directed to:

[KATHIE CANAVAN](#) (*kah-thee kah-nuh-van*)

(She, her / hers) [why this is important](#)



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The Bexley IASS Team

SEND Information, Advice and Support Service

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KEY TO TERMINOLOGY AND USEFUL LINKS

| | |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Service User | Someone who contacts the service for information, advice or support. They might be children, young people, parents, carers or practitioners. |
| <u>IASS</u> | Information, advice and support services |
| (LBB) | London Borough of Bexley Council |
| NHS SELDONICS | NHS South East London Integrated Care Board |
| <u>Joint Commissioning</u> | Commissioning and funding for IAS services should be shared between Education, Health and Social Care partners |
| <u>IASS Minimum Standards</u> | National set of standards IAS services comply with |
| IASS Intervention Levels | |
| <u>Impartiality</u> | This means that the information, advice and support that IASS offer are firmly based in the law and the SEND Code of Practice. Unbiased information and advice about the local authority's policies and procedures and about the policy and practice in local schools and other settings. |
| <u>Confidentiality</u> | Confidentiality means keeping your information private unless given consent to divulge that information to a third party |
| SEND | Special Educational Needs and Disability |
| Outcomes | They are a snapshot assessment of the result of the IAS provided e.g., how were the needs of the service-user met during contact with us |
| Outputs | The long-term impact made for the Service user |
| SEND CODE 2015 | Special Educational Needs and Disability Code of Practice |
| CFA 2014 | Children & Families Act 2014 |
