



BRACKNELL FOREST INFORMATION, ADVICE AND SUPPORT SERVICE (IASS) FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

ANNUAL REPORT FOR ACADEMIC YEAR SEPTEMBER 2020 – AUGUST 2021

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1. INTRODUCTION

a.) Background – Legislation

The Children and Families Act 2014 Sections 19 (c), 26 (3), 32 and 49 places a statutory duty on Local Authorities to provide impartial information, advice and support (IAS) for children, young people and parent/carers (C, YP & P/C) regarding Special Educational Needs and Disability (SEND) across education, health and social care relating to C & YP's educational outcomes.

The Special Educational Needs and Disability Code of Practice 0-25 years sets an expectation that C, YP & P/C should be involved in the identification, assessment and decision making about the provision to meet special educational needs and/or disabilities.

Access to free, accurate and impartial information and support promotes effective partnership working and recognises the importance of the active involvement of C, YP & P/C in decisions about special educational provision.

The Children and Families Act 2014 and the revised SEND Code of Practice are intended to strengthen the participation of C, YP & P/C. The National IASS network provides a national quality framework with a set of Quality Standards, endorsed by the Department for Education to support the statutory provision of impartial information, advice and support as set out in the legislation and associated guidance. The National IASS network have since produced minimum standards which have also been endorsed by the Department of Education.

b.) IASS Vision

We believe that children, young people and their parents or carers should be involved in the identification, assessment and decision making about provision to meet special educational needs and disability (SEND). Also, that access to free, accurate and impartial information, advice and support, promotes effective partnership working and recognises the importance of the active involvement of children, young people and parents/carers in decisions about special educational provision. Therefore, our vision is that every child and young person in Bracknell Forest with SEND and their parents/carers are aware of our service, understand what we do and know how to contact us. We seek to engage as much as possible with children and young people themselves (as well as parents or carers). Our goal is to always provide timely high quality information, advice and support which is accessible to all. We want all service users to feel empowered with relevant information, advice and support, enabling them to make informed decisions. We aim to make continual improvements to our service through analysing service user feedback and reflecting on best practice.

c.) IASS Mission

We provide information, advice and support to children and young people and their parents/carers about matters relating to SEND, including matters relating to health and social care. We provide a free and confidential service which is run at arms-length from the Local Authority and Clinical Commissioning Groups.

We work to the IASS quality standards and IASS minimum standards. We review our service regularly to ensure compliance with these standards and seek regular service user feedback which we analyse and make service improvements accordingly.

KEY ACHIEVEMENTS THIS YEAR

a) Summary of Achievements

This year, we have focused on ensuring that we continue to provide a high-quality service, comply with the minimum standards and complete the tasks set in our task order with the Council for Disabled Children. Some key achievements have been

- **Expanding the work of our Child / Young person (CYP) officer:** Since her employment in September 2019, she has taken many steps to raise awareness of the service among children and young people. Also developing her leaflet and postcard and other resources after seeking input from CYP. This academic year she has worked with more children and young people than last year, enabling more CYP to express their views to contribute to SEN support meetings, EHC plans, mediations and tribunal appeals.
- **Continuing termly steering group meetings:** From February 2020, we finalised a Service Level Agreement and agreed joint funding between education, health and social care. We have prepared terms of reference and set up and held termly steering group meetings with key members from education, health and social care. We have sent the minutes round and our monthly reports. These meetings have been useful to raise awareness of our service and to seek ways to improve our service. They have also enabled us to have closer links with health and social care, attending East Berkshire SEND meetings and Dynamic Support meetings.
- **Continuing to improve the website:** In March 2020, we set up our own stand-alone website in compliance with the minimum standards and the requirements set out in our task order. This is fully stocked with fact sheets, video clips and other helpful information. We have sought feedback on the website via parent and CYP questionnaires and through a survey sent to professionals. We have been able to make continual amendments to the website to increase accessibility as a result of feedback.
- **Working with volunteers:** Last academic year, we started a volunteer project and now have volunteers who support the service by raising awareness of the service, providing peer to peer support and admin help and helping us to prepare a fact sheet on transport. We have also prepared fact sheets on Preparing for Adulthood and Selecting Schools, health and medical conditions, tribunals and social care and plan to produce more. These steps take the pressure off the existing helpline and email service and enable us to get back to service users more quickly.
- **Starting a Facebook page:** We prepared a business case to have our own Facebook page and followed up with detailed information about our requirements and the need to

have it under the minimum standards. We completed training on social media and read the guidance and sought guidance from our steering group meeting attendees. We subsequently received permission to have our own Facebook page and have advertised it on our email signatures and asked the PCF to refer to it in their newsletter. We post once or twice weekly and the page is being “liked” and “followed”. We use the Facebook page to share signposting resources and to raise awareness of the service.

- **Continuing to provide an effective service whilst working from home:** We have continued to attend meetings remotely and provide a flexible service, working around service demand. We kept up to date with the new legislation and gave detailed advice on a wide range of queries. We found our service was needed even more during these times with families feeling increasingly isolated. We also gathered a lot of useful resources to send out to parents on managing during the coronavirus pandemic. We have also tried to help other services by sharing resources with them.

b.) Working with Server Users Statistics

Service users self-refer to the service. We are aware that they are signposted from a variety of sources. We collect this data so that we can analyse where to focus our raising awareness efforts.

In this academic year, service users were signposted by Autism Berkshire, schools, CAMHS, Youth Worker, Early Help, Education Welfare, Facebook, Early Intervention, friend, family, internet, MASH. Parent Carer Forum, Parenting Special Children, SEN team, social worker, web search, Youth Offending Service and the Wayz.

When a service user self-refers, we explain our impartiality and confidentiality and they are given the option of going on to our confidential software system, CrossData. The majority, but not all of our service users consent to going onto the system. Where an individual opts out we record our case work as an anonymous enquiry.

During the academic year of September 2020 to August 2021, IASS provided information, advice and support to 331 service users, a significant increase on the previous year’s 236. The way in which we have provided information, advice and support is broken down in the chart below.

Type of support	Number academic year 20/21
Home visits	1 due to the pandemic
School Meetings/LA meetings attended with service users	42 plus 7 mediations and 2 tribunal hearings. Less than last year due to school closures.
Service user helpline calls	501 (was 437 last year)
Service user email service	2640 (was 1948 last year)
CYP views sought	19

Given the substantial increase in numbers and contacts, we have prepared a remit document to set expectations of what our service can offer (within the boundaries of the minimum standards). This is now circulated to all new contacts.

Types of queries

Most of our information, advice and support falls in the following categories:

In connection with the EHC plan process, including:

- Considering whether to apply and explaining the process
- Submitting views or request letter
- Support at draft planning meetings
- Reviewing draft EHC plan
- Support in looking at school options
- Discussing legal test re: naming a school
- Support with disagreements and appeals (including mediation and tribunal)
- Support with the Annual Review process

In connection with SEN Support, including

- Support to understand the SEND Code of Practice and Children and Families Act
- Support in preparing for school meetings and impartial support at school meetings
- Support to families experiencing school refusal or anxiety and other mental health difficulties
- Support, information and advice in relation to exclusions
- School transport enquires
- Supporting a child's medical needs at school
- Alternative provision for those who cannot attend mainstream school
- Signposting to other services e.g., Berkshire Healthcare, SEND local offer, support groups, Short Breaks, Social care services

We gather statistics on numbers of cases, types of queries, age ranges and take steps to raise awareness and prepare resources as needed.

We reflect on trends and we have regular meetings with the SEN team where we have an opportunity to share our observations and feedback any topics. We also email any comments or concerns and comment on documents, such as the SEN Commissioning plan, SEN Action plan and the Preparation for Adulthood Audit. We additionally feedback to the CCG, where requested.

c.) Raising Awareness of the IAS service

The SEND Code of Practice says that local authorities must take steps to make their information and advice services known to children, their parents and young people in their area as well as schools and colleges. The IAS service, whilst small, places great emphasis on raising the profile of the service. During this academic year, IASS have regularly contacted numerous individuals and services to ensure that they and their staff have enough service leaflets and offered to speak at team meetings. We keep a spreadsheet to ensure that we are keeping in contact regularly.

Amongst those we have contacted, spoken with and emailed are the Child Development Centre, Sensory Consortium, High Close School, Littledown School, Social Care, EAL, Garth Hill College, New Barn School, Sandhurst Hive, EKC Group, College Hall, Edgbarrow School, Bright Horizons Nursery, Witherslack Group, Mental Health Team, Early Help, Meath School, SHaRoN, Ascot Heath, Owlsmoor Primary School, all Head Teachers, Berkshire Speech Therapy, Addington School, GEMS, Eton Dorney School, Green Gables Nursery, Hurst Lodge, Bramley Day Nursery and Pre-school.

Information about our service has been added to the Mencap newsletter.

We also sent details of our service to the Army Families Federation, attended a local coffee morning and then were asked to give a presentation about what IASS can offer at a SEN international study day to professionals.

We additionally gave a presentation about IAS services with Windsor and Maidenhead and Slough IASS to a wide range of health representatives. The presentation was recorded and circulated widely amongst health professionals, including the attendees of the East Berkshire SEND meetings.

The SEN team also send our details out with their letters to parents/carers. We also ensure that our leaflets are included in the annual review packs prepared by Kennel Lane School. We ensure that our leaflet is distributed to the SENCO forums.

We also prepared two digital slides one for general awareness and one aimed at C/YP to be shared with GPs, libraries, schools and colleges.

We have also analysed our ethnic reach and numbers of health and social care cases and raised awareness in these areas, where needed.

We have offered to attend Parent Carer forum meetings and a representative from the Parent Carer Forum attends our steering group meetings, the SEND improvement meetings and the East Berkshire meetings with us.

We are also involved in Bracknell Forest's SEND improvement meetings and attend on a regular basis. We additionally attend the East Berkshire SEND meetings regularly and obtain useful updates and information which enables us to provide a better service. Attending both of these meetings raises awareness of our service.

CYP work

Our CYP Officer has also been very proactive in raising awareness of her role and the service and has contacted Garth Hill College, Birch Hill School and the Chill Out/the Hang Out to offer to attend a drop in session, Our CYP Officer has also sent details of the service, the leaflet and postcard and offered to meet to Nisai, the Family Information Service, Young Minds, Activate Learning, the Educational Psychology service, Home Education Provider, Personal Advisor for SEND, Elevate, Approaching Adulthood and Activate Learning.

Our CYP Officer also created an updated postcard with details of our website.

Our CYP officer significantly increased the number of CYP views collected to 19 and created a CYP video calling policy.

Our statistic demonstrate that this work has significantly raised awareness of the service amongst CYP and resulted in greater contact with this group of service users.

Our CYP Officer has also been attending the IASSN Young Person's network meetings, National CYP meetings, the Youth Justice team meeting, CYP South East meetings and a Digital Participation meeting and gathered useful information.

d.) IASS Staff Training and Development

This year our staff attended the following courses:

- Exclusions training in October 2020
- Social care training in December 2020
- Early Help for Children and Families and Safeguarding for Children online training in December 2020.
- All levels 1-3 Ipsea legal training, including face to face sessions in February 2021.
- GDPR refresher training in May and June 2021 (for all)
- Unconscious bias training in May 2021
- Tribunal Training in August 2021
- Cache 2 Autism Training in August 2021

We keep a training record for all staff so that we can review what training is needed and ensure that all are fully trained.

We were also present at all South East Regional IASS meetings held this academic year, along with other IASS managers where we shared general information and updates. We also shared resources with other IAS services.

We additionally provided a training session to Jennett's Park School on SEN support, as requested.

2. SERVICE EVALUATIONS AND FEEDBACK

a.) Short & Extended Service Evaluation 2020/21

We found that we were getting lower return rates of our evaluation forms due to the difficulties with service users accessing it or them being more overloaded than usual due to the pandemic. We also found that we received less evaluation forms back as we were not having face to face meetings (due to the pandemic). Mid-way through the year, we therefore created electronic survey's via Smartsurvey, which service users can complete via a survey link.

Service users were either sent a short or a long questionnaire, depending on the extent of the support provided. We analyse the feedback to see what improvements we can make. We received very positive feedback. Please see Appendix 1 for full short evaluation form results and Appendix 2 for full extended evaluation form results.

b.) Informal feedback

We receive a lot of feedback informally (usually through emails) and we record this in our monthly reports. All feedback has always been positive. We have included a few examples below:

Your calls are the only time I feel like we are going forward, your notes are priceless and wonderful, yet to the point at the same time.

You were great showing knowledge and empathy which is just what us parents need

You guys are the best thing I ever did for my son, we wouldn't be where we are without you.

Thank you for being my rock in these situations! I can always rely on your calm and clear head.

You have been the biggest help to me out of everyone, it's so nice to talk to someone who understands.

I couldn't have done anything without you, you have really empowered and helped me. You have been amazing.

This is the most support I've had, I feel like I want to cry.

Thank you for all the advice and support I received from you and the team. It was so helpful and invaluable at a really stressful time.

*Please accept our heartfelt thanks for you and your team's support over these last eight months. It has been really stressful at times but it was good to know I could contact you and that you all cared about ***.*

I would like to say a huge thank you for the support you have shown me in getting the best outcomes for my children. You are amazing and have really kept me going.

You are amazing, I can't thank you enough, you are brilliant, the support you provide is overwhelming. We have made so much progress since you have been involved, thank you.

I would just like to say a massive thank you for your help, I do really appreciate it. It was incredibly useful to not only have XXXX's views written down to share with others but also for us as her parents.

3. FUTURE DEVELOPMENTS – WHERE DO WE GO FROM HERE

We will continue to work with the Council for Disabled Children and the IASS programme regarding our current task order (due to be completed by March '22), ensuring that we comply with all relevant requirements which are to prepare and widely distribute a digital image, increasing the CYP resources online and to create a digital training catalogue and publish it online.

We will prepare case studies as requested, normally approx. two per year. We will continue to comply with all survey requests and information gathering.

We will continue to attend an annual IASS programme managers' workshop each autumn term. We will seek to apply for the maximum amount of funding, if any is available via the Council for Disabled Children. We will also work with Bracknell Forest council regarding our budget, seeking to secure the roles of all current IASS staff.

We will continue our efforts to raise awareness of the service, with a particular emphasis on raising awareness amongst children and young people in Bracknell Forest who have or may have SEN via our CYP Officer. We will keep a record of raising awareness efforts and include in monthly and annual reports.

We will continue to develop our service, by producing more factsheets for parents, ensure that we review and, where necessary improve our policies. As developed, we will put on our website and make reference to on our Facebook page.

We will continue to reflect on our service, reviewed our compliance against the minimum standards and we will review this each year. We will continue to prepare a yearly Service Development Plan and share it with the Steering Group Committee members for input. We will continue to liaise regularly with relevant partners and other services, including education, health and social care.

APPENDICES

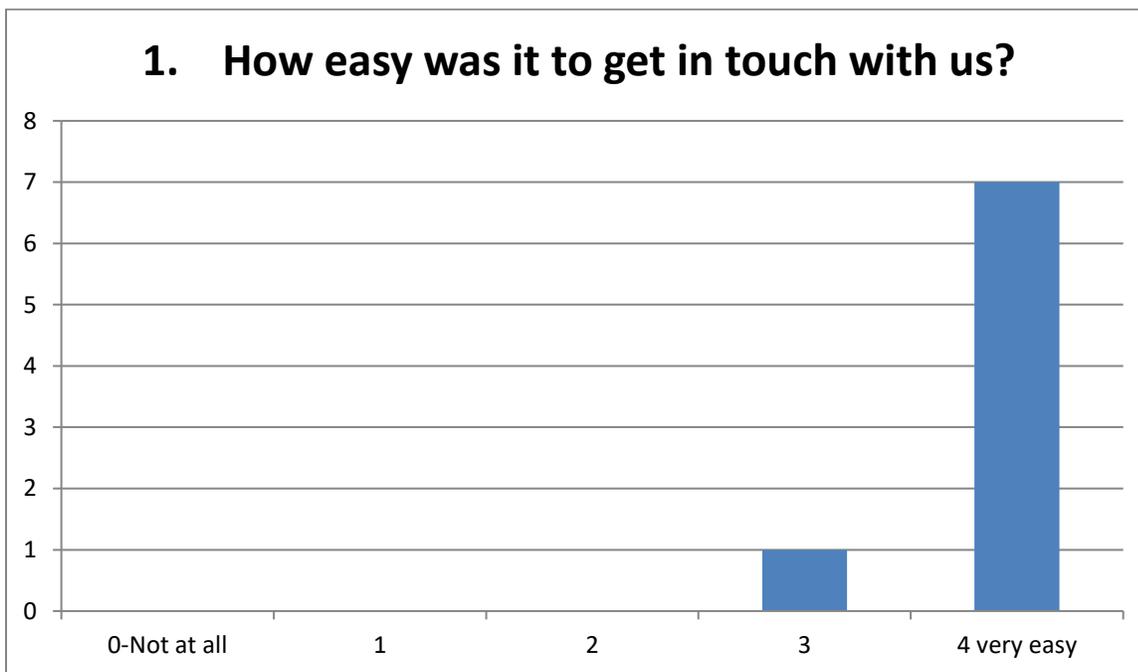
APPENDIX 1

Short Evaluation Form Feedback for academic year 20/21

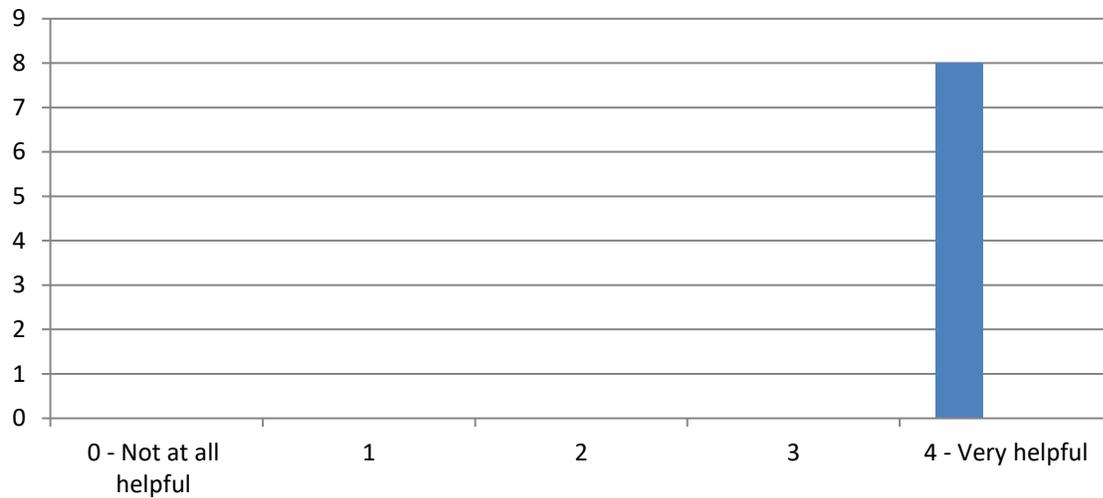
Short evaluation forms were sent to “level 1” service users who had received less than two hours of support and no face-to-face meetings.

Evaluation forms returned: 8 (2 via feedback form, 6 via survey link)

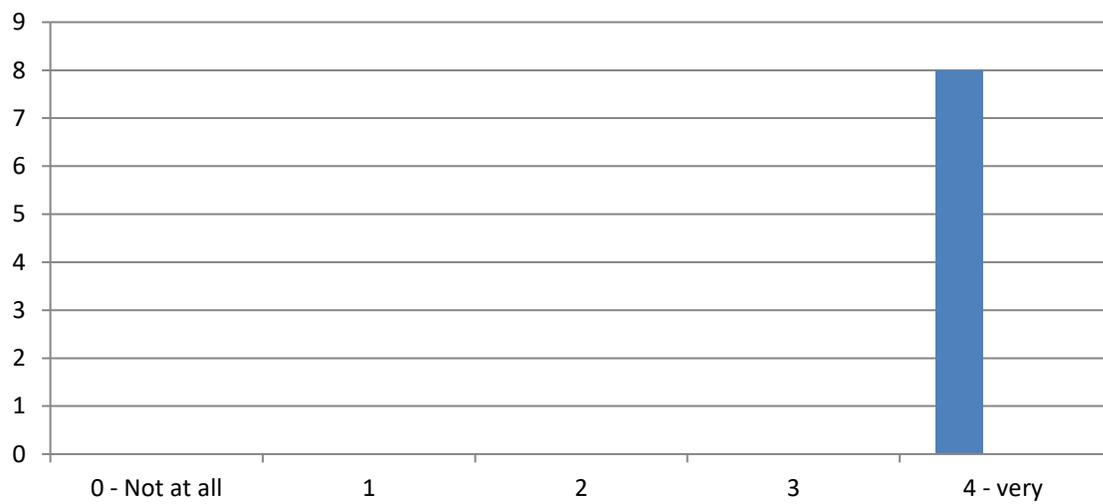
Results



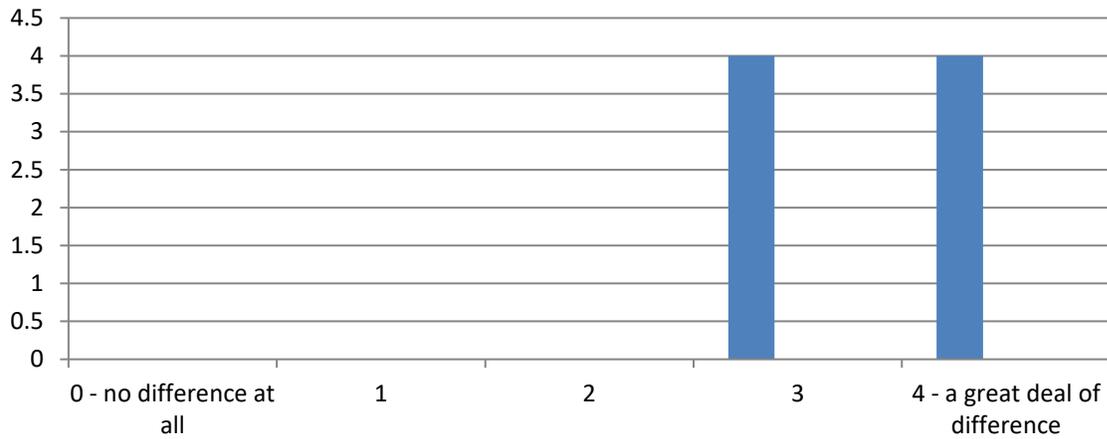
2. How helpful was the information, advice and support we gave you?



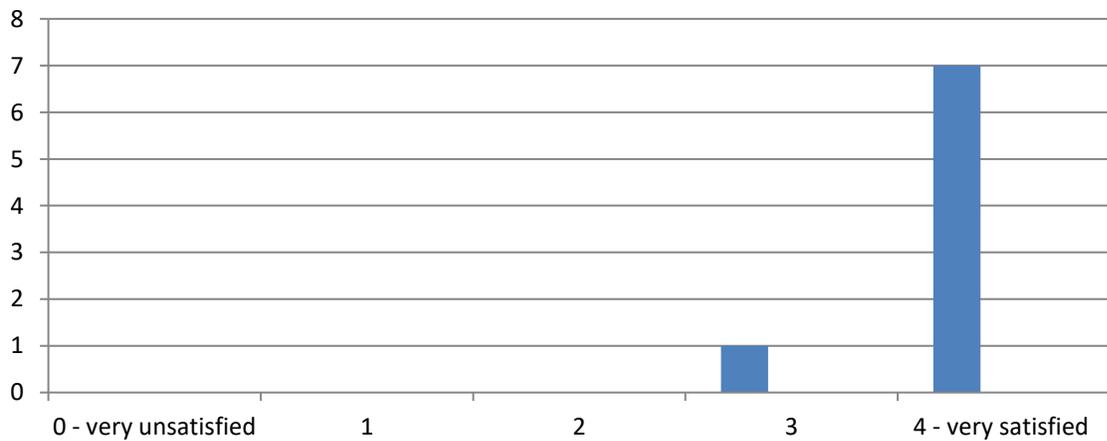
3. How neutral, fair and unbiased do you think we were (did we avoid taking sides)?

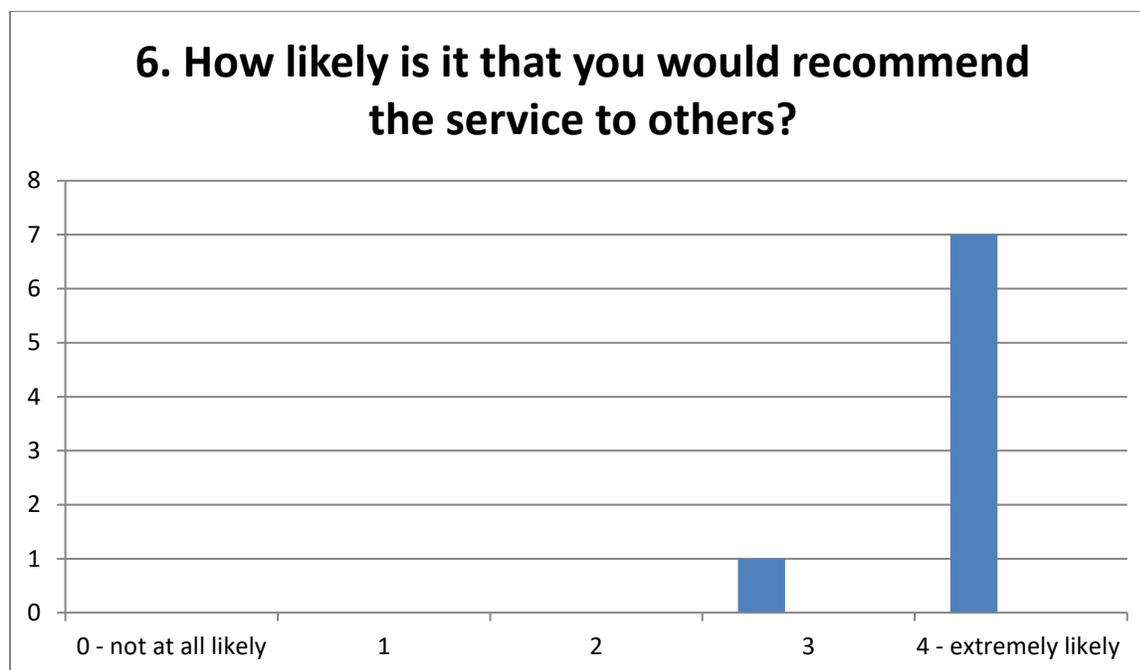


4. What difference to you think our information, advice or support has made for you?



5. Overall how satisfied are you with the service we gave?





6b: Is there anything else you want to tell us about our service:

Consent from service user received to publish their comments on our service:

- *I was very grateful to XX who helped me immensely with the issues with school and her presence at the meetings showed school that we meant business and wouldn't be put off to get the help my daughter needed. I also like the fact she has kept in touch over the last few years just to see if we needed any help to carry on. I would and have recommend your services to many friends who seek advice with schools.*
- *I received accurate information, which is not always the case with IASS services so I was pleasantly surprised. The written information I got was extremely helpful and I really felt I could go back to XX for more help at any time.*
- *Was great to have some advice that was neutral. Just what I needed and XX was such a good listener, felt at ease straight away.*
- *Extremely helpful and reassuring. Thank you.*

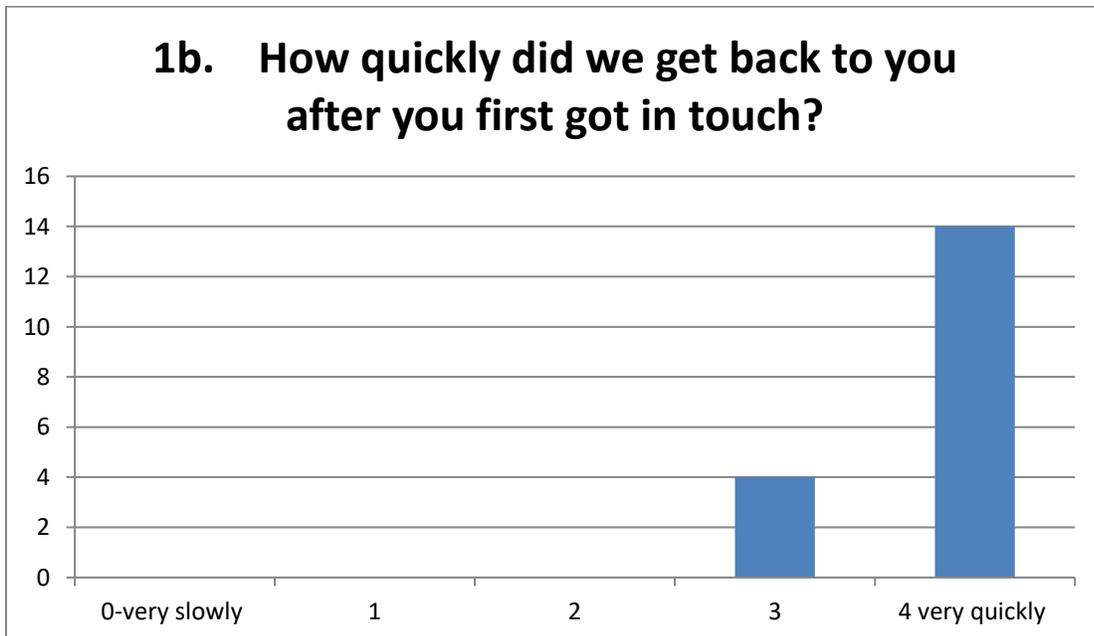
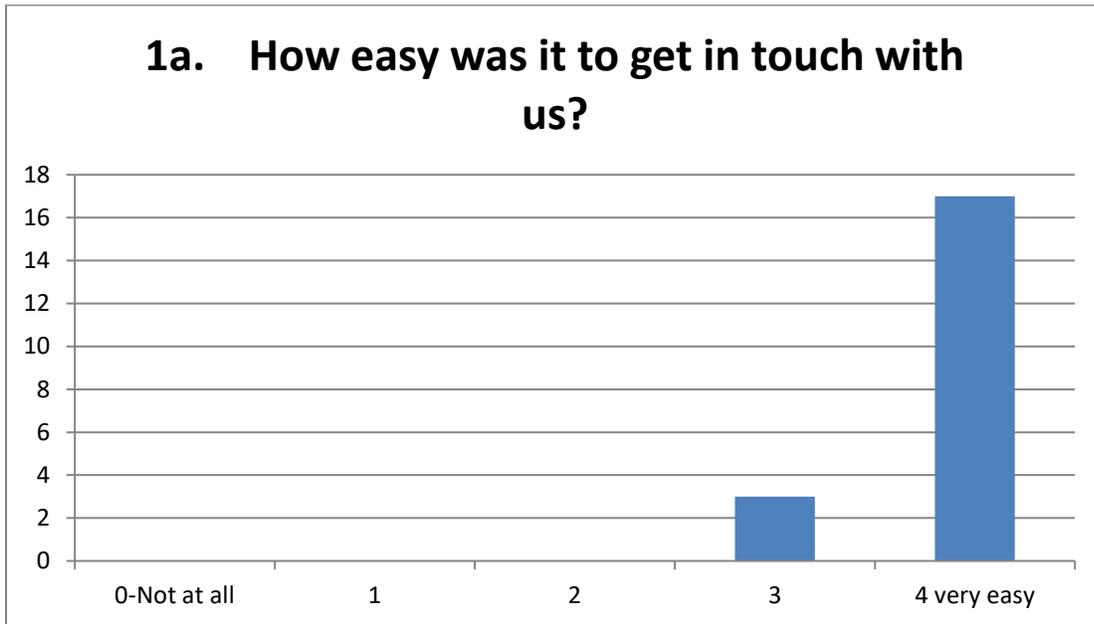
APPENDIX 2

Extended Evaluation Form Feedback for academic year 20/21

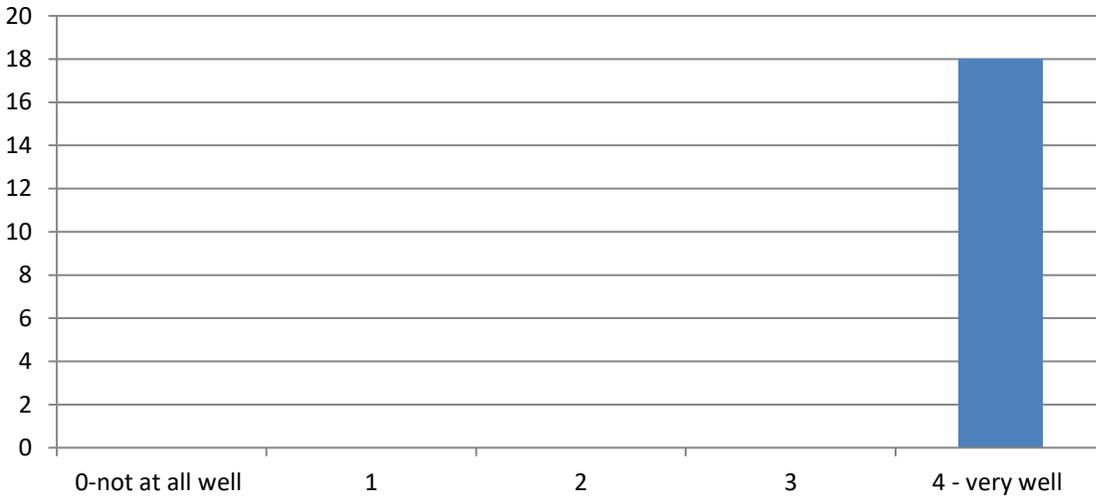
Extended evaluation forms were sent to level 2 + service users who had received more than two hours of support, often with face to face meetings.

Evaluation forms returned: 18 (9 feedback forms + 9 Smart survey)

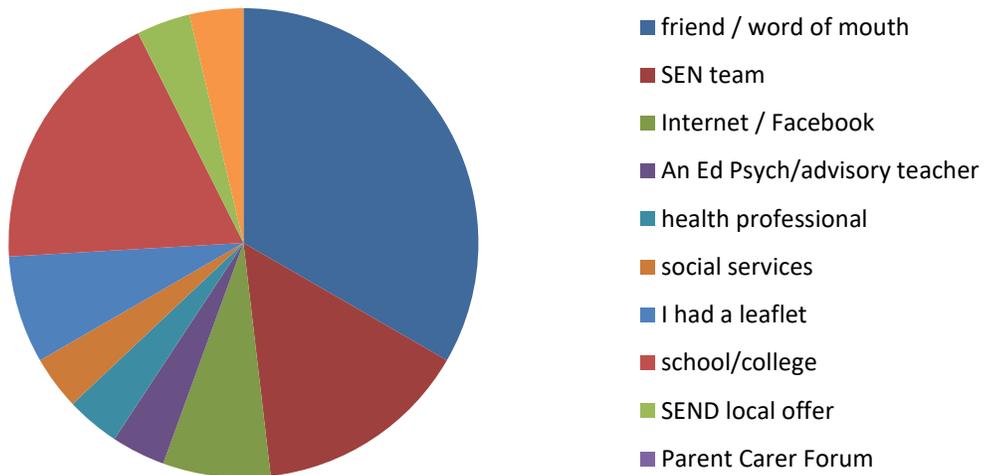
Results



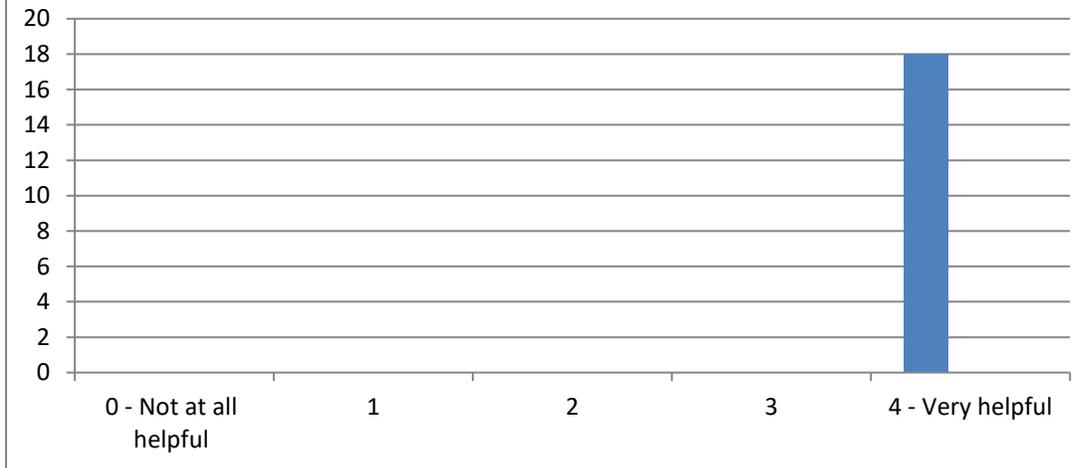
1c. How well do you think we understood your questions or concerns?



1d How did you hear about us? (Select all that apply)



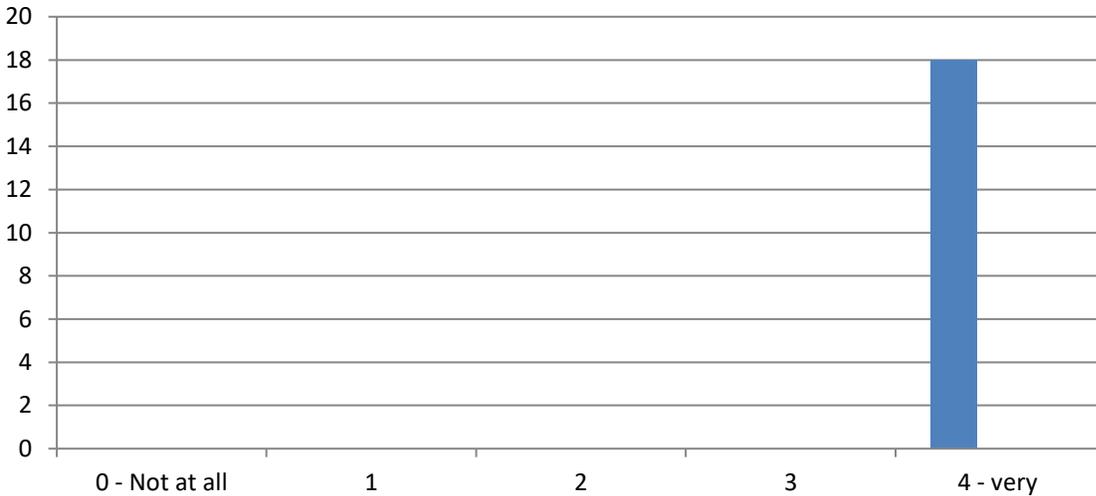
2a. How helpful was the information, advice and support we gave you?



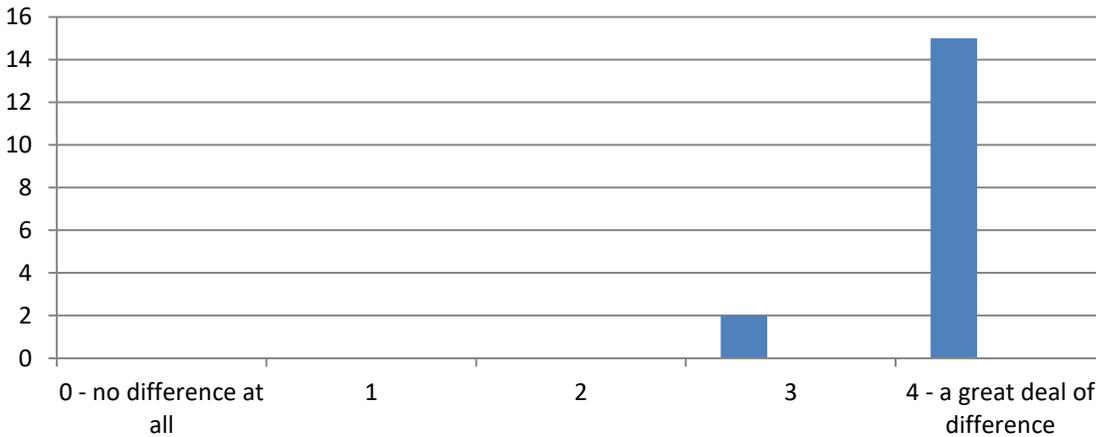
2b When you asked us to help did we (select all that apply):

Return your calls, emails or texts quickly?	100%
Keep in touch with you so you knew what was happening?	100%
Explain why decisions were made and what would happen next?	100%)
Listen to what you wanted to say and how you were feeling?	100%
Treat you with respect?	100%
Explain who people were and what their role was?	100%
Provide a confidential service? (In other words, if you told us something did we always check with you that it was ok for us to tell other people what you had said)	100%
Give you the information and advice that you wanted?	100%

3. How neutral, fair and unbiased do you think we were (did we avoid taking sides)?

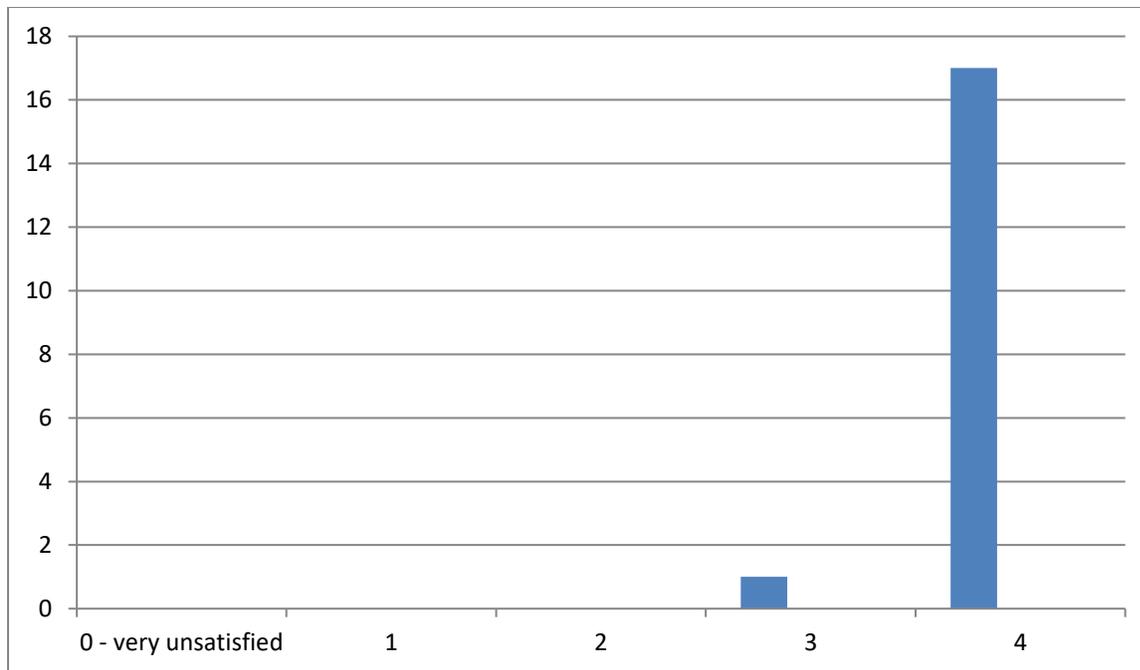


4a. What difference do you think our information, advice or support has made for you?



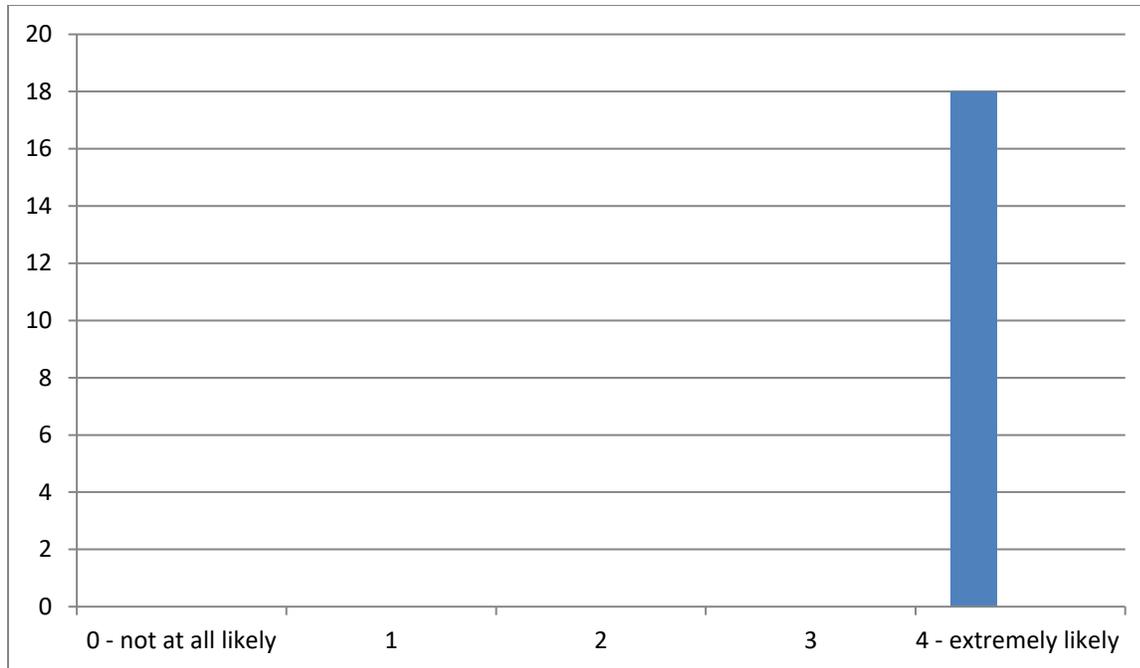
4b. Can you tell us more about the difference(s) we made for you? (Select any that apply)

I feel that my needs and concerns are better understood than they were	67%
I now get on better with staff at my/my child's school or college	17%
I now get on better with staff who work for the Local Authority	22%
I feel more confident	67%
I have a better understanding of the Special Educational Needs and Disability Code of Practice and the arrangements that should be made for children and young people with SEN	83%
I feel more involved in decisions about my/my child's education	50%
I am happier / less worried about my future	28%
I feel that things have got better for me/my child because of the help I have had from the Information, Advice and Support Service	56%
<p>Other Comments:</p> <ul style="list-style-type: none"> • <i>Has given me the confidence to go ahead</i> • <i>CYP Officer was brilliant and understanding as she took a report from my anxious child. She was friendly and put him at ease which a lot of people can't.</i> • <i>SENDIASS provided support and going into meetings with a representative on my side gave me confidence. You know you have someone there that will be neutral and ensure that the SEN Code of Practice will be followed. Thanks for everything you have done.</i> • <i>XX has given me the knowledge which has enabled me to express my views and concerns accurately which I am very grateful for.</i> • <i>I felt someone listened to me</i> 	



5b Was there anything we could have done better?

- *No (under the circumstances of covid-19)*
- *No, you in general and XX in particular have been perfect in the support, follow up, feedback you gave my son and me.*
- *No, I kick myself I never knew about you before as I could have done with your help before. It meant I didn't have the help I needed at the time*
- *Nothing could have been done better. XX spent hours over the months to help me. She went above and beyond with information etc. whilst remaining impartial*
- *No. Excellent team, nice people and very professional. Couldn't ask for more. Wish more services were like this*
- *Not that I am aware of.*



6b Is there anything else you want to tell us about the service?

- *I want to thank XX for her constant support and huge knowledge of the process and timelines. Your support and guidance before and during meetings with the school have helped me stay on track and flag up issues that I may have not identified without your help. You are always available to answer my questions and you follow up to make sure I don't miss important deadlines. You are my go-to person when I feel the school is not listening as it should. I can't thank you enough, but I'll thank you once more anyway!*
- *XX was helping in my sons appeal, I strongly feel that without XX help and advice I would not have been confident enough to have gone through the appeals process, as I had no understanding of procedures and was totally clueless. With XX's help not only have I gained confidence but also gained a little bit of knowledge to my rights and procedures of the local Authority and the legal rules and regulations that are in place. I felt XX was not only there for support and advice but understood my concerns as a parent and was always ready to listen and support me.*
- *Have recommended you to others. You are invaluable and I wish I had met you sooner.*
- *We are truly grateful for XX and all she has done to support our family. She has given me the confidence and knowledge to make sure our son has the support he needs and has made an overwhelming difference.*
- *I had so much help and support. XX helped me understand the EHCP process, mediation and appealing which I could never have done on my own.*
- *Just want to say a big thank you to the team for all your help and advice which has helped me navigate my son through education and into a job. My daughter is next but I'm far more prepared this time thanks to you. Can't thank you enough for your support/advice, professionalism and just being nice. I wish all services were this good.*
- *Very friendly, supportive and understanding service. Thank you for your continued support.*

- *I have been so grateful for all the help I have received over the last year or so. I felt I was listened to and my worries were understood and useful advice was given.*

APPENDIX 3: IASS Development history to date

Established 1999

Bracknell Forest Parent Partnership Service was established in 1999, with one part-time member of staff. In line with the 2014 SEND reforms, it was decided to build on this existing Parent Partnership service and work began in the summer of 2014 to highlight the gaps in service provision and to establish a way of developing the service. In October 2014, the service became Bracknell Forest Information, Advice & Support Service (IASS), with a new logo, service leaflets and a web presence on Bracknell Forest's Local Offer.

SEND Reforms Oct 2014 – Independent support contract through the IASS network

In 2014, nationally IAS services were given the opportunity to apply for funding from the Council for Disabled Children (CDC) to provide Independent Support (IS). IS was a service for parents/carers and young people who were transferring from Statements of Special Educational Needs to Education Health and Care Plans (EHC plans) or those who were requesting an EHC plan for the first time. Later the remit of IS extended to cover Annual Reviews of existing EHC plans. In October 2014, Bracknell Forest IASS were successful in securing a bid for IS work in Bracknell Forest.

Voluntary organisations were also given the opportunity to apply for funding to carry out IS work. Adviza were successful with their bid to provide IS across Berkshire. IASS worked closely with Adviza to write a Memorandum of Understanding in order to work collaboratively to ensure that Bracknell Forest parents/carers, children and young people could access IS. We regularly met to discuss best practice and developments.

The IS funding was to be used to develop the IAS service as well as to provide IS. The funding allowed the service to employ two additional part time members of staff to support the service. It also enabled us to purchase the software system, CrossData to keep service users and case work information in one secure online location and to allow more in-depth analysis of service needs, demands and source of referrals.

April 19-March 20 – New IASS programme contract

In July 2018, the Independent Support contract ended. IASS worked with Adviza to ensure that there was a handover process. IASS would now deal with all SEND related queries in Bracknell Forest. With the Independent Support programme ending in July 2018, an opportunity arose nationally for IAS services to tender for a new contract with the Council for Disabled Children and funding bids. In June 2018, we submitted our tender application and in July 2018, we received confirmation that our tender had been successful.

The next step was to prepare a detailed self-review document. We reviewed our service compliance in line with the SEND Code of Practice and IASS Quality Standards and draft new minimum standards. In June –September 2018 we asked for feedback about our service from service users and a wide range of other professionals, we set up face to face meetings, email questionnaires and telephone interviews to collect the feedback. From our own review and feedback, we prepared a detailed self-review document, which was submitted to the Council for Disabled Children in September 2018.

In December 2018, we submitted a detailed operational development plan, including operational plans for the next two financial years and a risk register, to the Council for Disabled Children. We also applied for the maximum funding available across five separate funding bids (totalling £45,900). We received confirmation in February 2019 that we were successful in all our five funding bids and the new IAS contract commenced in April 2019. We were subsequently sent a task order setting out the funding conditions and completed a statement of engagement. We completed an updating report on our progress with the requirements in the task order in Summer 2019 and a further report in Autumn 2019.

April 20 to March 21

In February 2020, we applied for additional funding and sent an operational plan. We were successful in our application and received the full amount. We have also produced case studies, as requested. We receive very positive feedback on our reports and case studies from the Council for Disabled Children. One of the case studies was sent to the DofE and published in the IASSN newsletter. We have fully complied with the requirements set out in our task orders and accordingly, received the full amount of funding.

In November 2020, we reported on our progress and received confirmation that we could invoice for the full amount again. We prepared a Continuity and Sustainability Plan in January 2021 and received news that further funding would become available.

April 21 to March 22

The maximum financial amount of funding available from CDC was reduced to £10,000. Because of this we used our underspend of funding from 2014 in its entirety in order to keep existing staff to meet service demands and meet the minimum standards. In March 2021, we prepared a report and case study and received confirmation that we could invoice for the entire amount. In the same month, we prepared an Application and Operational Plan for further funding. In April 2021, we received confirmation that our application for funding had been successful and we were sent a new contract and task order which included requirements to create and share a digital image, improve our CYP resources and create a digital training catalogue on the website.

There has been a reduction in funding from the Council for Disabled Children nationally and we have therefore prepared a business case in order to try and retain all of the current staff.

The service during this academic year comprised of four part-time members of staff:

Senior IASS Co-ordinator (job-share) - 24 hrs pw term time only

Senior IASS Co-ordinator (job-share) – 20 hours pw term time only

Administrator – 18.5 hours pw all year round.

Children and Young Person's Officer funded by CDC 18 hours pw all year round