



BEXLEY SEND IASS

ANNUAL REPORT 2024 – 2025



CONTENTS



NATIONAL CHILDREN'S BUREAU
Part of the family

| | |
|--|----|
| 1. INTRODUCTION | 4 |
| 2. STATUTORY FRAMEWORK | 4 |
| 3. COMMISSIONING, GOVERNANCE & MANAGEMENT ARRANGEMENTS | 5 |
| 4. OVERVIEW OF THE SERVICE | |
| 4.1: Service Aims | 6 |
| 4.2: Resourcing and Capacity | 6 |
| 4.3: Current Challenges | 7 |
| 4.4: Working directly with SEND CYP | 7 |
| 4.5: Engagement with Parent carers of SEND CYP | 8 |
| 4.6: Engagement with statutory partners & voluntary sector | 8 |
| 4.7: Staff training and development | 9 |
| 4.8: Bexley SEND IASS parent carer champions | 9 |
| 4.9: Impact on workforce | 10 |
| 5. PROVISION OF SEND IASS (INFORMATION, ADVICE & SUPPORT) | 10 |
| 5.1: Bexley SEND IASS Intervention Levels | 11 |
| 6. HEADLINE DATA | 12 |
| 6.1 Number of Enquiries | 12 |
| 6.2: Complexity of enquiry | 13 |
| 6.3: Service overview year to date | 14 |
| 6.4: Demographics year to date | 15 |
| 6.5: Enquiries by ward | 16 |
| 6.6: Education enquiries: SEN Support | 17 |
| 6.7: Education enquiries: EHCP | 18 |
| 6.8: Health Enquiries | 19 |
| 6.9: Social Care Enquiries | 20 |
| 6.10: Compliance Enquiries (EHC Stat Process) | 21 |
| 6.11: Compliance Enquiries (LA, Health & Education Provision) | |
| Complaints | 22 |
| 6.12: Exclusion Enquiries | 23 |
| 6.13: Enquiries related to YP | 24 |
| 6.14: Communication issues | 25 |
| 6.15: Outputs | 26 |
| 6.16: Signposts to other organisations | 27 |

| | |
|--|----|
| 7. OUTCOMES | |
| 7.1: Service User Evaluation data | 28 |
| 7.2: The difference IASS has made for our families | 29 |
| 8. WEBSITE AND ACCESSIBILITY | |
| 8.1: Website Traffic | 32 |
| 9. SERVICE DEVELOPMENT | |
| 9.1: Co Production | 34 |
| 9.2: Networking | 34 |
| 10. CONTACT DETAILS | 35 |
| 11. KEY TO TERMINOLOGY AND USEFUL LINKS | 36 |

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 1.4.24 – 31.3.25.

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 provides information, advice, and support for residents of Bexley. We offer confidential and impartial services, operating independently of the local authority to ensure parents, children, and young people can trust the support and information we provide.

Our focus is on education, health, and social care as they relate to special educational needs and disabilities (SEND) for children and young people. The service is available during normal office hours, from 9 AM to 5 PM, throughout the year, including school holidays.

We have a helpline with a voicemail facility and regularly share information about various local and national SEND organisations.

All staff are legally trained to IPSEA Level 3, an accredited training standard.

We provide information, advice, and support to families through various channels, including telephone, email, face-to-face meetings, virtual meetings, group training sessions, workshops, and bookable one-on-one advice sessions, tailored to meet the needs of each service user. More details about our levels of support can be found in Chapter 6.

Additionally, we maintain an information and advice (IAS) website, offering branded publicity, informative toolkits, and downloadable resources for parent carers and young people in a variety 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 SEND IASS Advisory Board 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 Advisory Board relationships to raise awareness of the Service and extend our Service reach. The Advisory Board 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: 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.

4. OVERVIEW OF THE SERVICE

4.1: 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.

We do this by adhering to the Minimum standards: [Minimum Standards for Information Advice and Support Service](#)

The screenshot shows the 'Minimum Standards for SEND Information, Advice and Support Services' document. It is a two-column layout. The left column contains the title, logos for the Department of Health & Social Care and the Department for Education, and the introductory text. The right column contains the '3. Operational Functions' section, which lists 11 numbered points (3.1 to 3.6) detailing the service's provisions, including impartial information, branded materials, a stand-alone website, advocacy support, and training. At the bottom of the right column, there is a contact email: ias@nctb.org.uk.

4.2 Resourcing and Capacity

The Team:

SEND IASS Co Ordinator: 1 FTE

SEND IASS Officer: 0.6 FTE

We continue to see an increase in the number of families seeking Information, Advice, and Support (IAS) services. As a result, we have been drawn away from our strategic initiatives

to focus on supporting the helpline and responding to the rising volume of email enquiries and website self-referrals.

4.3: Current Challenges:

Across the country, all Special Educational Needs and Disabilities Information, Advice and Support Services (SEND IASS) have seen a significant increase in demand and the complexity of enquiries. Consequently, many of these services have implemented triage systems to help manage this demand.

During the financial year 2024-25, the Bexley SEND IASS Service has had to reduce the support options available for families. As a result, we will no longer offer face-to-face or remote appointments, focusing instead on providing assistance through telephone, email, and our website due to capacity constraints. This means we are not fully meeting our statutory duties:

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 operates as an in-house service at an arm's length from the London Borough of Bexley Council (LBB) and the NHS Southeast London Integrated Care Board. This structure allows the service to function independently and impartially, free from any undue influence or control.

4.4: Working directly with SEND CYP

Historically, Bexley IASS has effectively provided information, advice, and support (IAS) directly to children and young people (CYP). Significant co-production work has been done with SEND CYP to enhance service offerings and to develop a dedicated section on the SEND IASS website specifically for CYP.

In response to the outcomes of the SEND Area Inspection in Bexley in 2023, the Bexley Local Area Partnership has created a Priority Action Plan that highlights three key areas for improvement. The first area focuses on how to achieve the desired outcomes for CYP preparing for adulthood across education, health, and social care: [Bexley Local Area Partnership Priority Action Plan Children and Young People with Special Educational Needs and/or Disabilities \(SEND\)](#)

One of our main priorities for 2024/25 was to develop additional content and explore social media engagement as a way for SEND CYP to connect with the Bexley SEND IASS service. Feedback from previous surveys and face-to-face interactions has shown that this method of communication is highly preferred by them.

However, due to the increasing demand for services, we have faced challenges in meeting this need while also fulfilling our statutory obligations to provide IAS directly to SEND CYP.

4.5: Engagement with Parent carers of SEND CYP

Historically, Bexley SEND IASS has been proactive in ensuring that parent carers of SEND CYP have access to IASS advice and SEND training. This has included:

- Training sessions for parent carers delivered by IASS, addressing emerging themes such as Emotional Based School Avoidance (EBSA), SEN support in schools, the Education, Health and Care Plan (EHCP) statutory process, and how to name a school.
- Monthly bookable sessions with an IASS worker at local libraries.
- One-on-one appointments as needed.
- Monthly Coffee Mornings for informal support and discussion.

However, in 2023, we had to extend our response time from three days to five days due to an increase in the volume of enquiries received by the service. This resulted in slower responses to parent carers. More recently, in January 2025, we had to further extend our response time from five to seven working days to manage the rising demand, which has resulted in even longer wait times for parent carers.

This change has placed additional pressure on statutory partners, such as the Bexley Local Offer and the Parent Carer Forum (PCF) – Bexley Voice. They are now fielding enquiries that would typically be directed to IASS. These partners have reported an increase in parent carers seeking advice and information because IASS cannot meet their urgent needs in a timely manner. Consequently, the Bexley Local Offer and the PCF are now documenting complaints from families regarding the delays in responses from IASS.

4.6: Engagement with statutory partners, voluntary sector organisations

IASS have worked hard to establish collaborative working relationships with all stakeholders since the launch back into Borough in 2019.

has dedicated significant effort to building collaborative relationships with all stakeholders. However, we have had to reduce our engagement activities and events throughout the Borough to focus on operational service demands. This reduction includes participation in:

- School and college parent evenings and SEND events
- Events and training offered by the Parent Carer Forum (PCF)
- Regular parent and carer Q&A sessions with visiting professionals at the PCF

- Local Authority and Integrated Care Board (ICB) events and initiatives, such as the launch of Bexley's new family hub and various carers' events.

4.7: Staff training & development

Staff members within the Service attend ongoing Continuous Professional Development (CPD) to enhance their knowledge of Special Educational Needs and Disabilities Information, Advice and Support Services (SEND IASS). This training is designed to better support children, young people, parents, carers, and schools, and is in addition to the mandatory training requirements set by the Local Authority.

Staff training and development is an ongoing focus; however, we have been unable to meet the usual training levels for 2024-2025 due to capacity challenges within the service.

Recent training topics have included:

- Emotionally Based School Avoidance and related practical issues (Department for Education)
- Challenging Exclusions (Equality & Human Rights Commission)
- IPSEA SEND Law refresher courses

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

4.8: Bexley SEND IASS parent carer champions

We highly value the input from individuals who have personal experiences with Special Educational Needs (SEN). We welcome families to partner with us as equal contributors to the creation and ongoing development of our services.

Currently, we have three Parent Carer volunteers who have previously assisted us in co-producing new information toolkits for IASS, as well as SEND information documents, flyers, and promotional materials.

At this time, we are not producing additional promotional materials due to limited capacity.

All of our Parent Carer champions hold a current DBS check through LLB. They are registered with IPSEA and are at various stages of SEND legal training. However, none of the Parent Carer champions are advising parents at this moment, as they have not yet achieved their qualifications to Level 3. Their current role involves promoting the service within the community and in schools.

4.9: Impact on workforce

Staff at Bexley SEND IASS have been under considerable pressure to meet the demands for services consistently. This situation is not sustainable in the long term, given the negative impact on staff's work-related mental health and well-being, as they often work outside of regular hours and on weekends to fulfil service demands.

This has been recognised by Community safety Manager who oversees IASS and Clinical Supervision is now in place.

5. PROVISION OF SEND IAS 2024 - 25

Bexley SEND IASS have moved from a 5 working day response to a 7 working day response to all enquiries in Jan 2025. This has been as a direct result of the substantial increase in numbers of and complexity of enquiries year on year.

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:

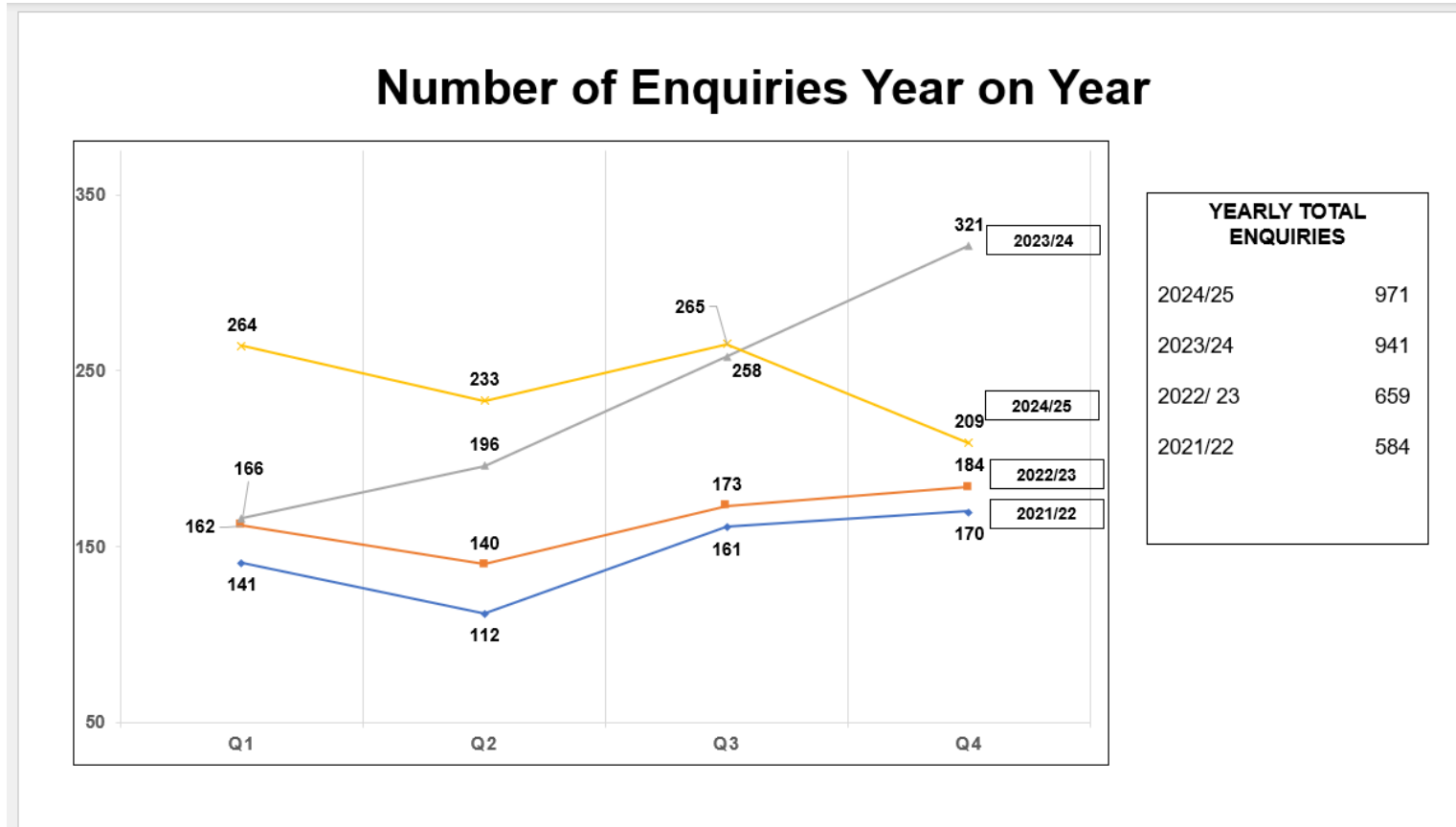
5.1: Bexley SEND IASS Intervention Levels

Bexley SEND IASS Intervention Levels

| | OPERATIONAL DUTY | SERVICE REQUIREMENT |
|---------|--|---|
| LEVEL 1 | <p>Information & advice regarding education, health and social care SEND systems and processes.</p> <p>Example: Understanding SEN Support, EHC NA & EHCP statutory processes, Transport, personal budgets & attendance, MH support in schools, exclusion rights, diagnosis routeway, care / carers assessments, etc..</p> | <p>Contact: Maximum 20 mins on helpline Work encompassing 1 hour for email response (including research)</p> |
| LEVEL 2 | <p>Information & specific advice regarding education, health and social care SEND systems and processes.</p> <p>Example: EBSA, PMOE, Perm exclusions, IHP, healthcare rights, EHE, EOTAS. Liaising with external services, prepping for meetings, understanding reports & stat documents.</p> | <p>Contact: Maximum 60 mins on helpline Work encompassing 2 hours for email response (including research)</p> <p>Returning Level 1 service users needing additional advice.</p> |
| LEVEL 3 | <p>Information, advice & support regarding education, health and social care SEND systems and processes. Needs of the service user impacts their ability to navigate the system.</p> <p>Example: Formal education, health & social care complaints, off rolling, DSR & CETR, Pfa, Post 18 -25. Understanding SENDist process (lodging appeals, bundle, working doc)</p> <p>Liaising with external services, sense checking documents (Draft EHC / NA)</p> | <p>Contact: Over 2 hours individual support. Work encompassing more than 2 days.</p> <p>Returning Level 1 / 2 service users needing additional advice.</p> |
| LEVEL 4 | <p>Information, advice & support regarding education, health and social care SEND systems and processes.</p> <p>Example: Appeals, SEND mediation & Tribunal, LGSCO, DD, JR, understanding judge's directions.</p> | <p>Contact: Ongoing / intensive advice. Work encompassing more than 3 days.</p> <p>Returning Level 1 / 2 / 3 service users needing additional advice.</p> |

6. **HEADLINE DATA:** At the start of the 2024/ 25-year Bexley SEND IASS moved over to Power Bi. The full report is available on request. Following I have included the headline data for the year.

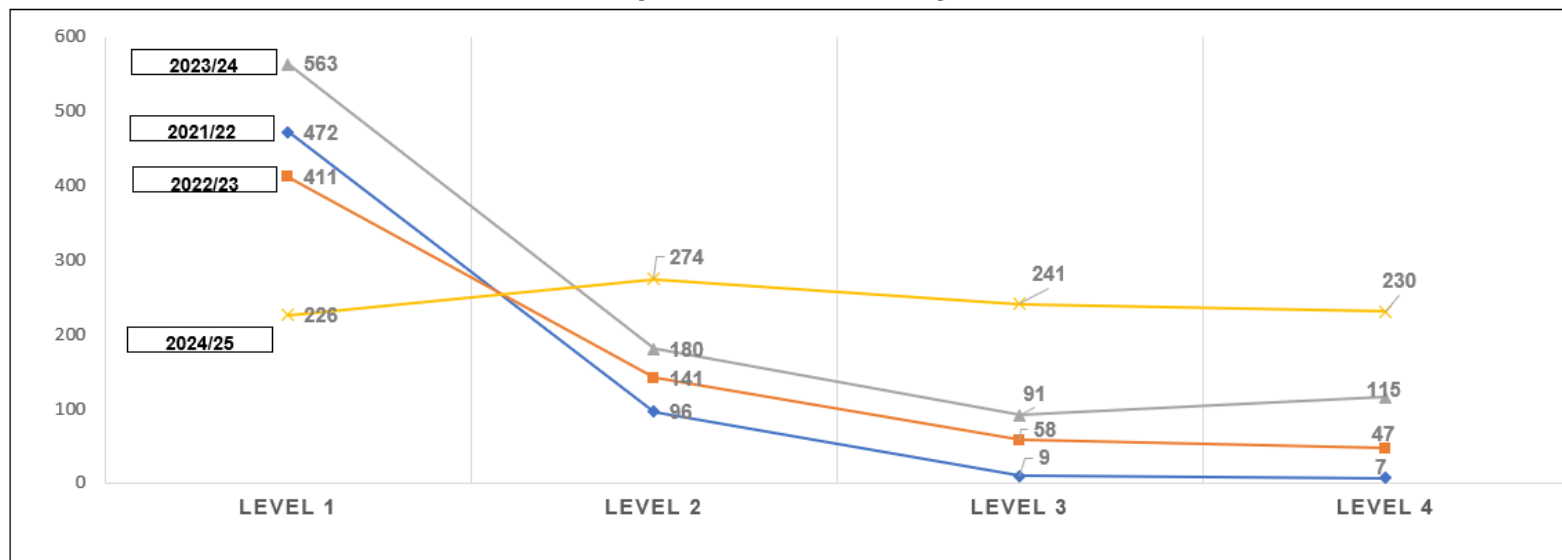
6.1: Enquiries – Provision of Information, Advice and Support: Year on Year comparisons



This data includes the previous reporting years for comparison purposes. There is a 66% increase in enquiries across the years shown her

6.2: Complexity by enquiry by Intervention Level 2024 / 25

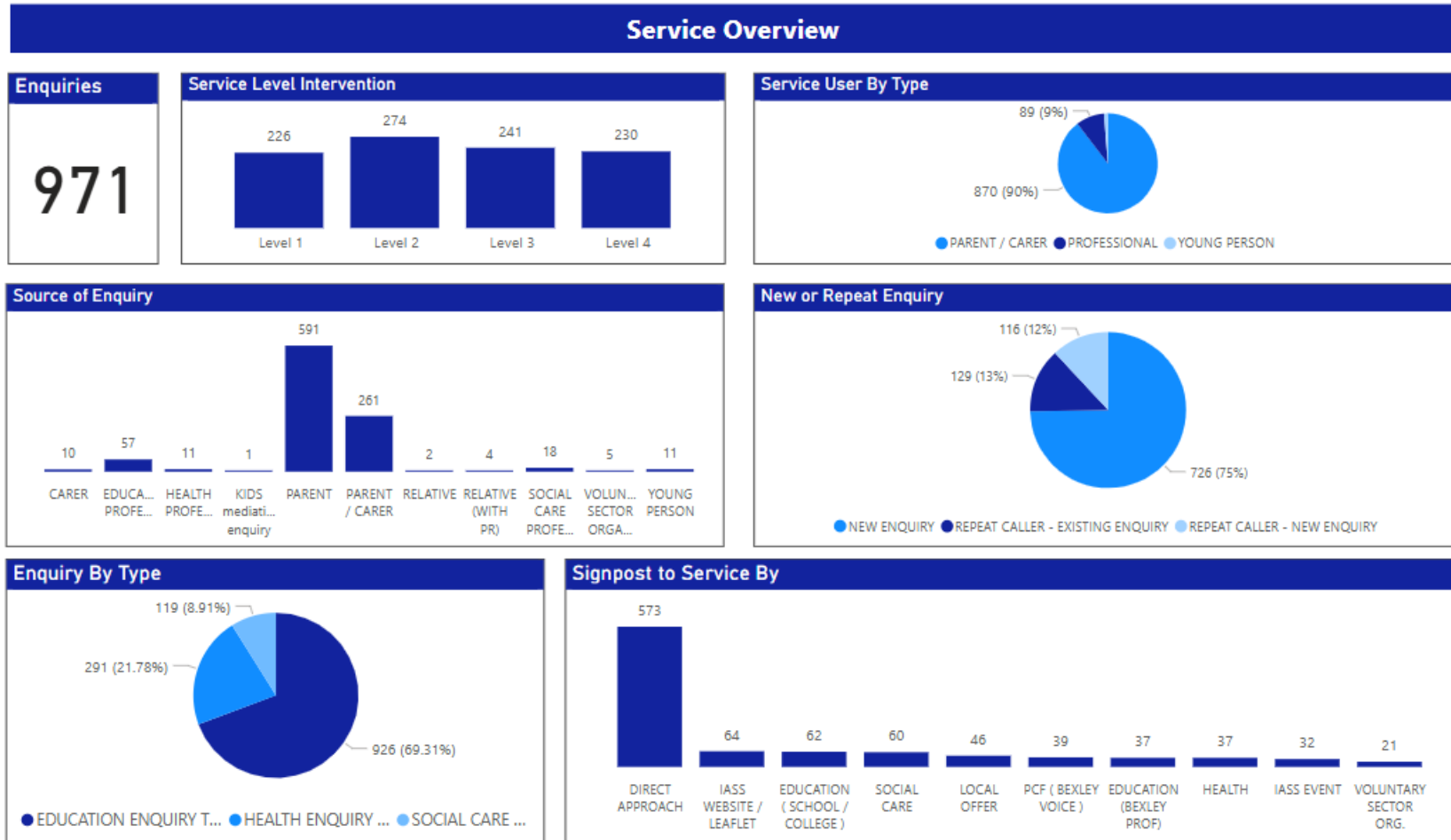
Complexity of Enquiries by Intervention Level (Year on Year)



SHIFT IN ENQUIRY COMPLEXITY Year on Year

- 55% DECREASE IN L1 ENQUIRIES BETWEEN 21/22 AND 24/25
- 180% INCREASE IN L2 ENQUIRIES BETWEEN 21/22 AND 24/25
- 2644% INCREASE IN L3 ENQUIRIES BETWEEN 21/22 AND 24/25
- 3143% INCREASE IN L4 ENQUIRIES BETWEEN 21/22 AND 24/25

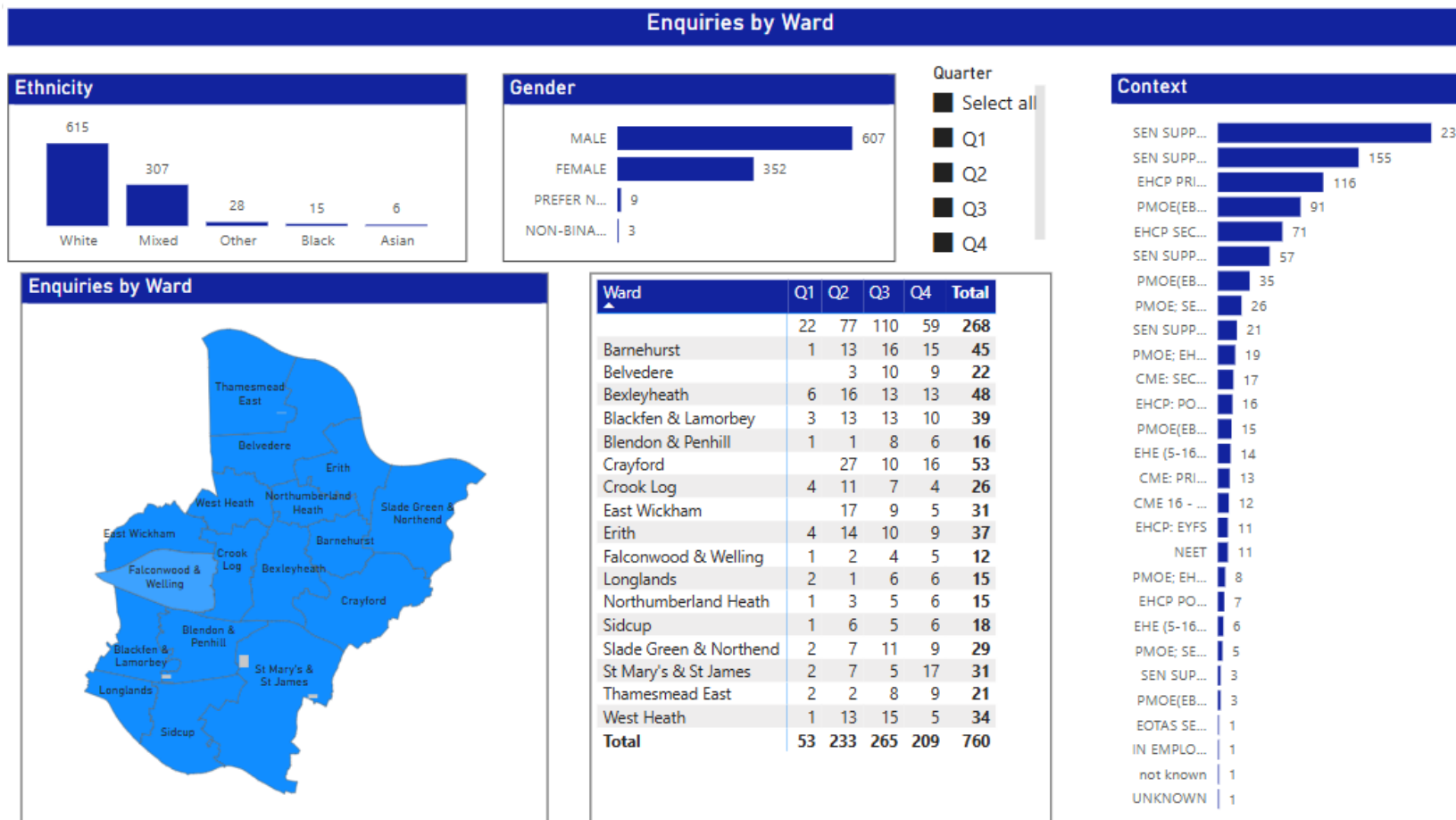
6.3: Service Overview YTD



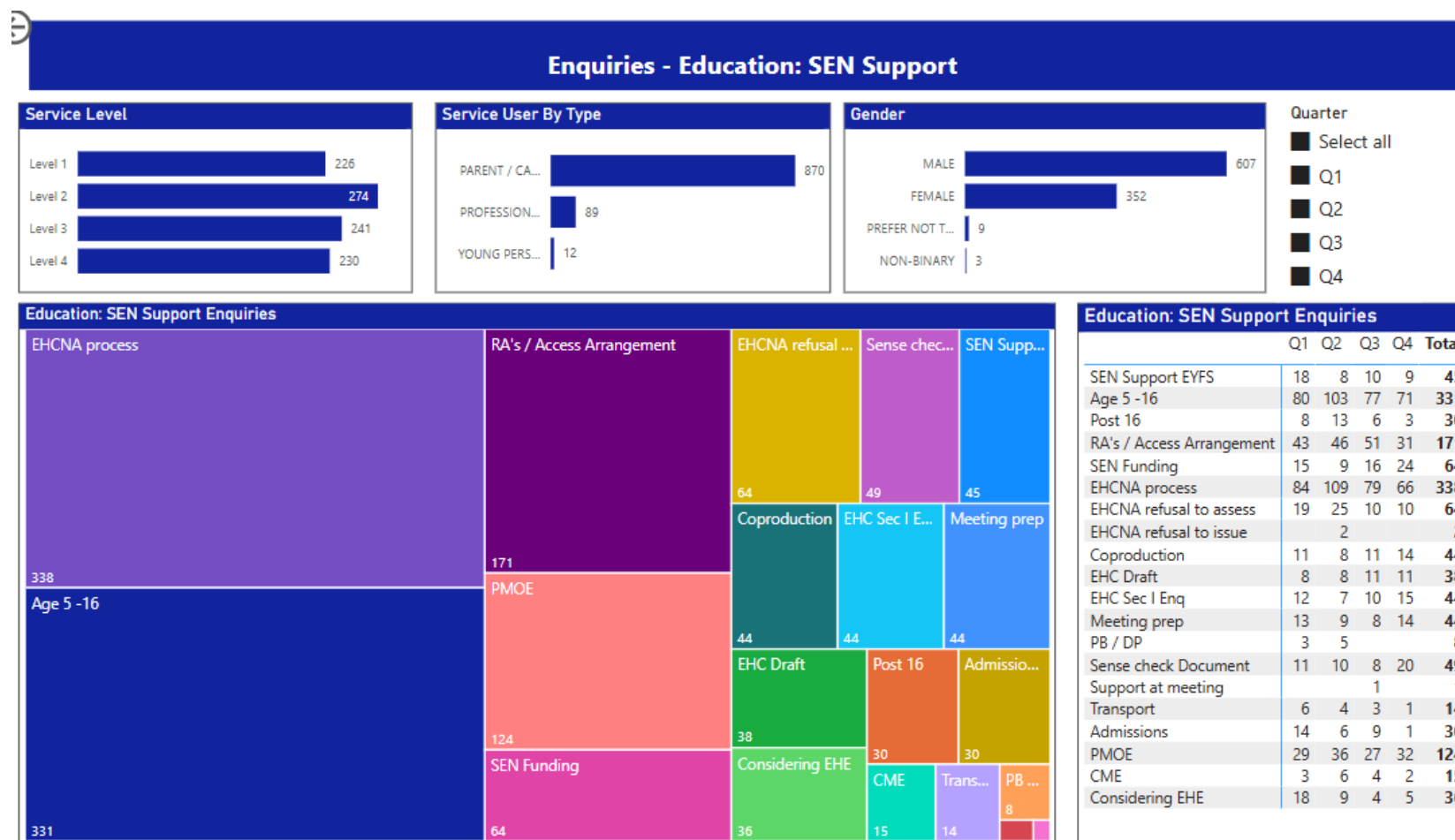
6.4: Demographics – year to date (YTD)



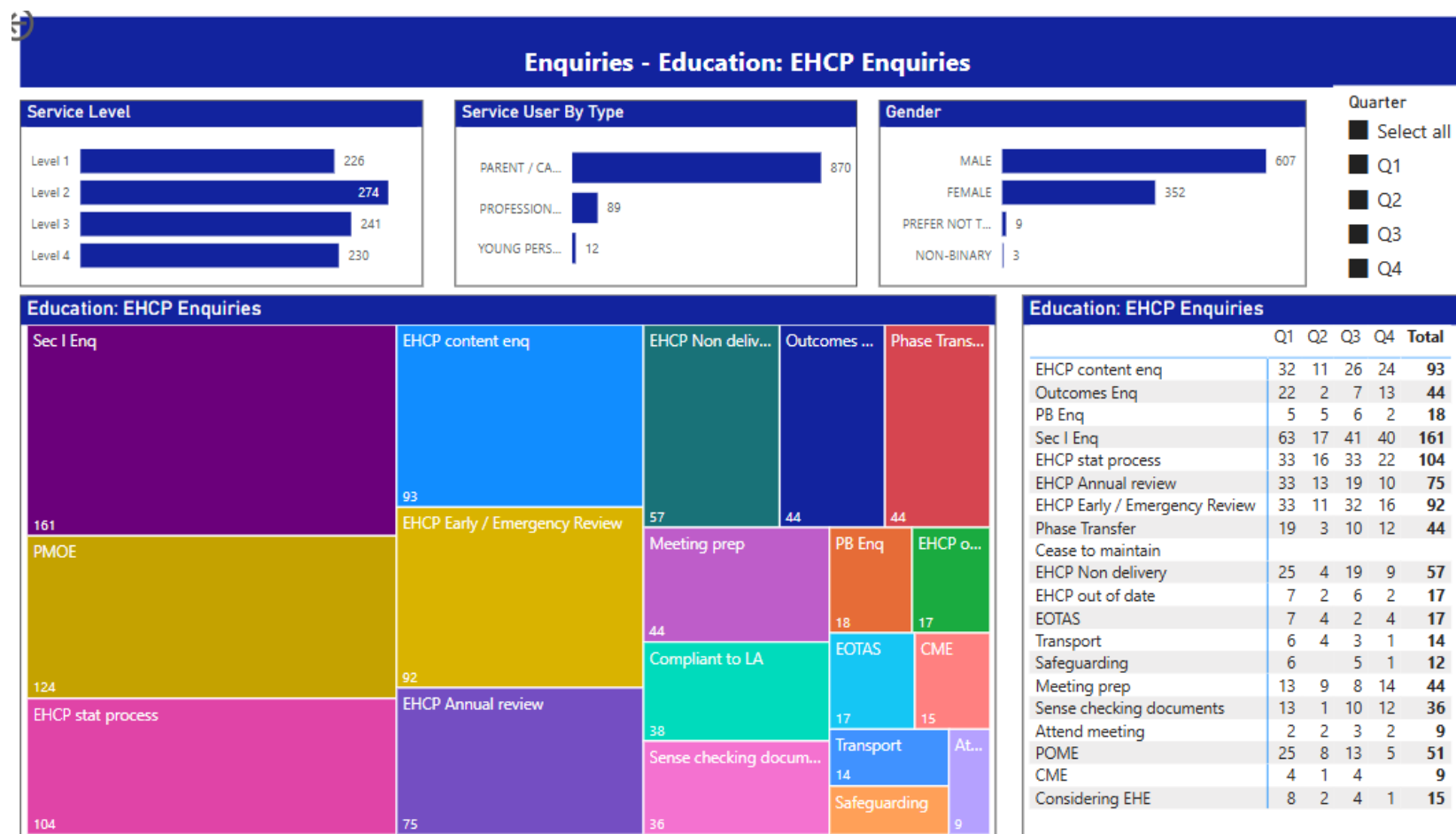
6.5: Enquiries by Ward



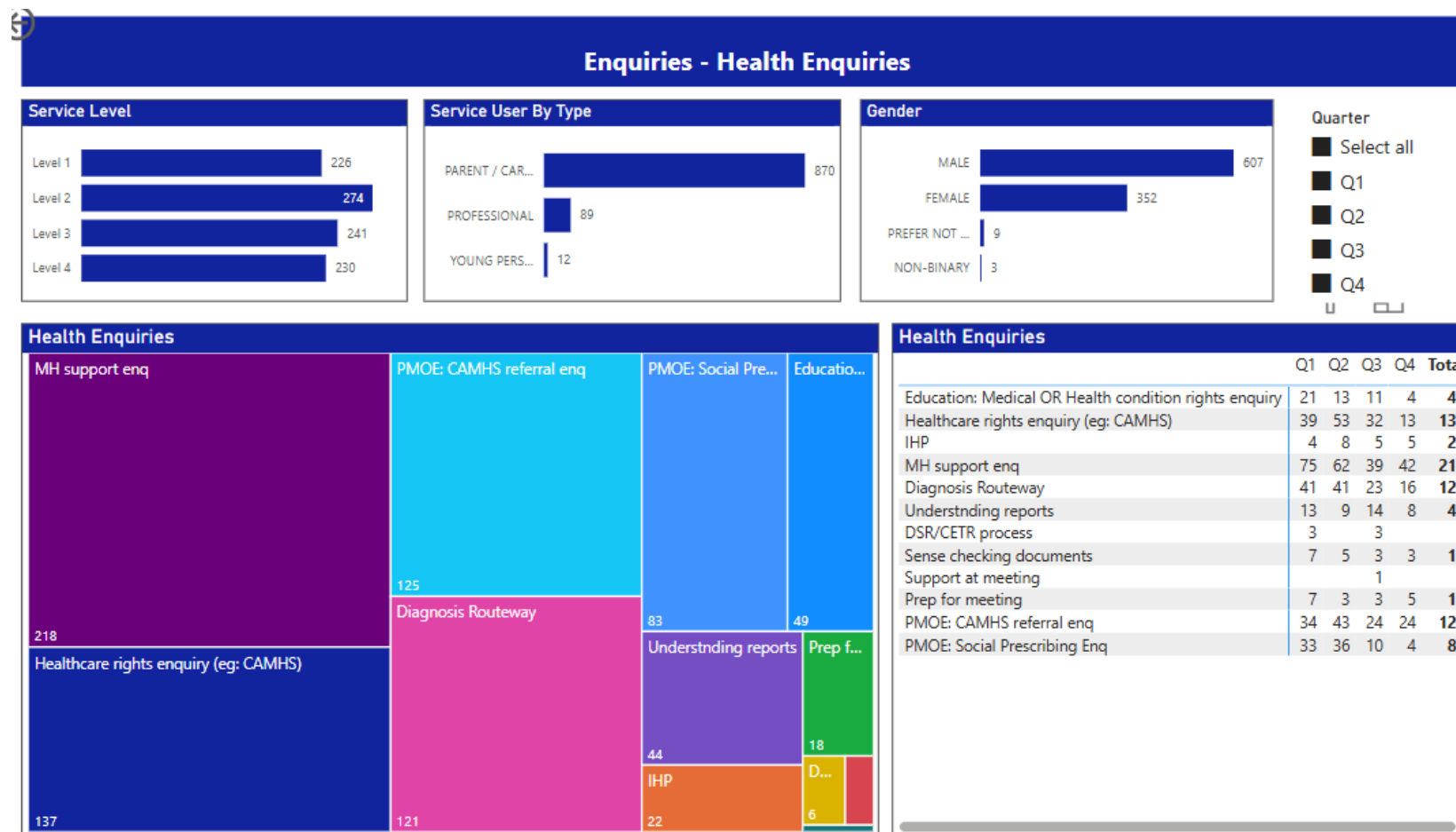
6.6: Enquiries regarding Education: SEN Support in schools



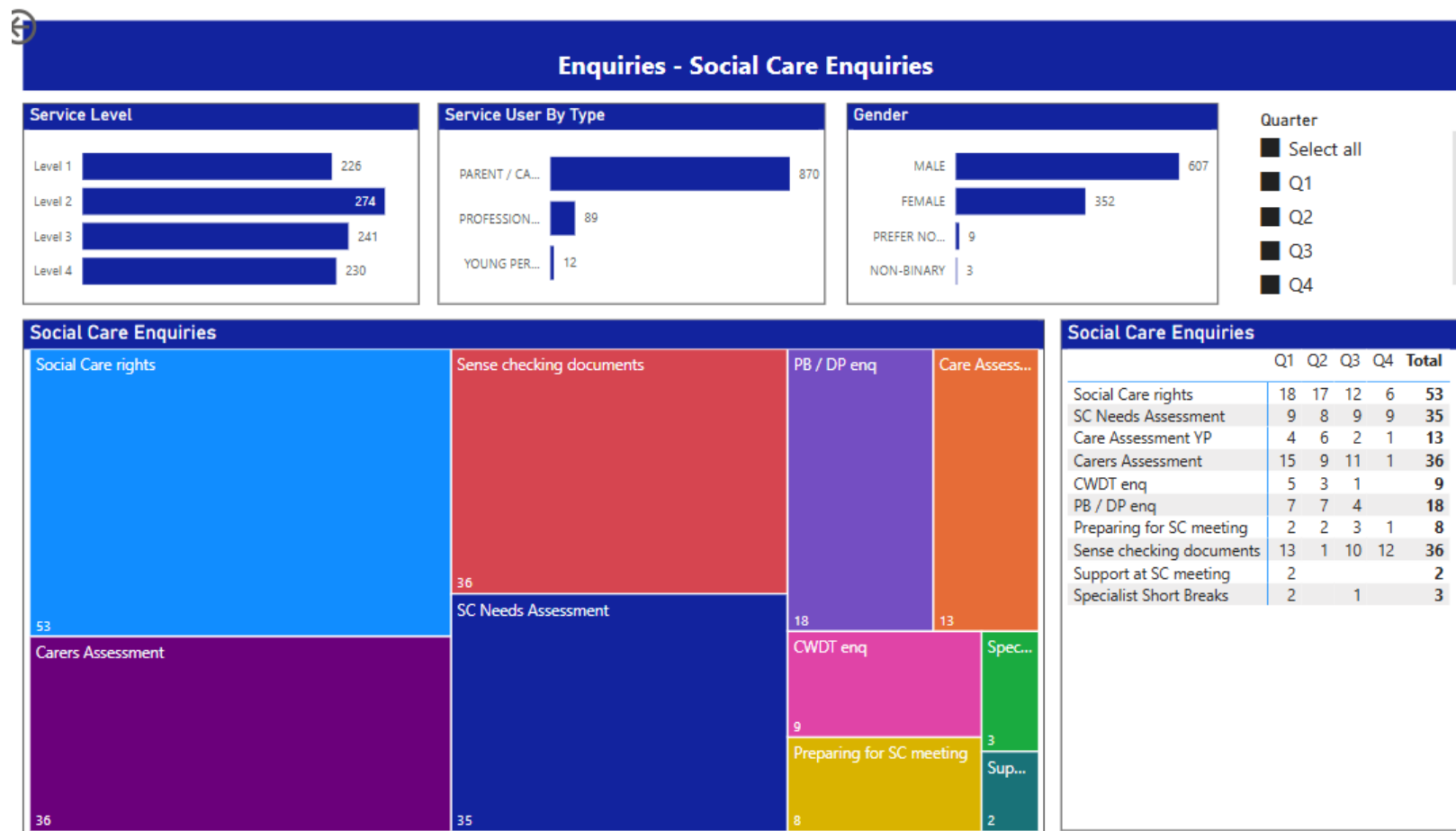
6.7: Enquiries regarding Education: EHCP



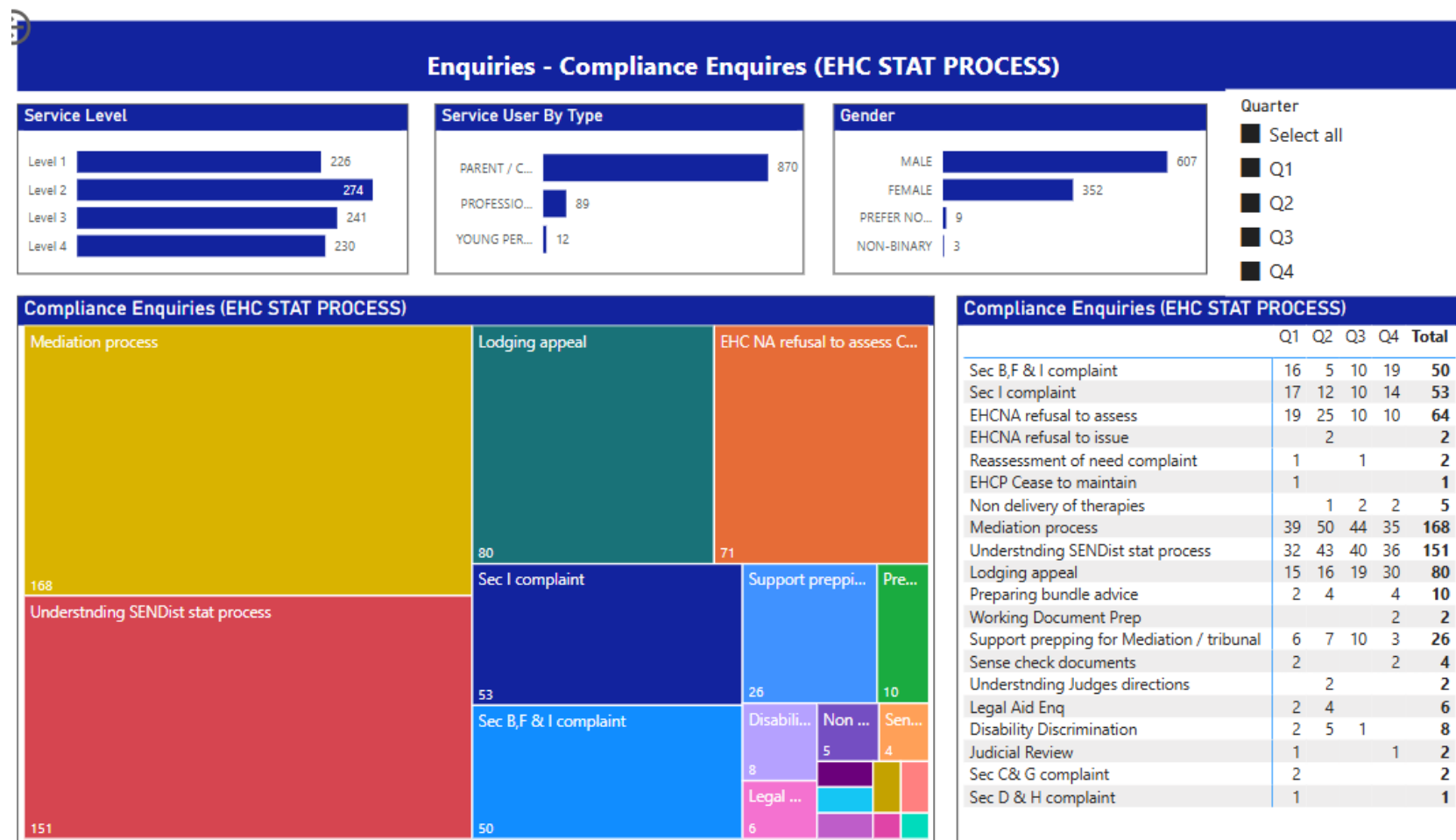
6.8: Enquiries regarding Health



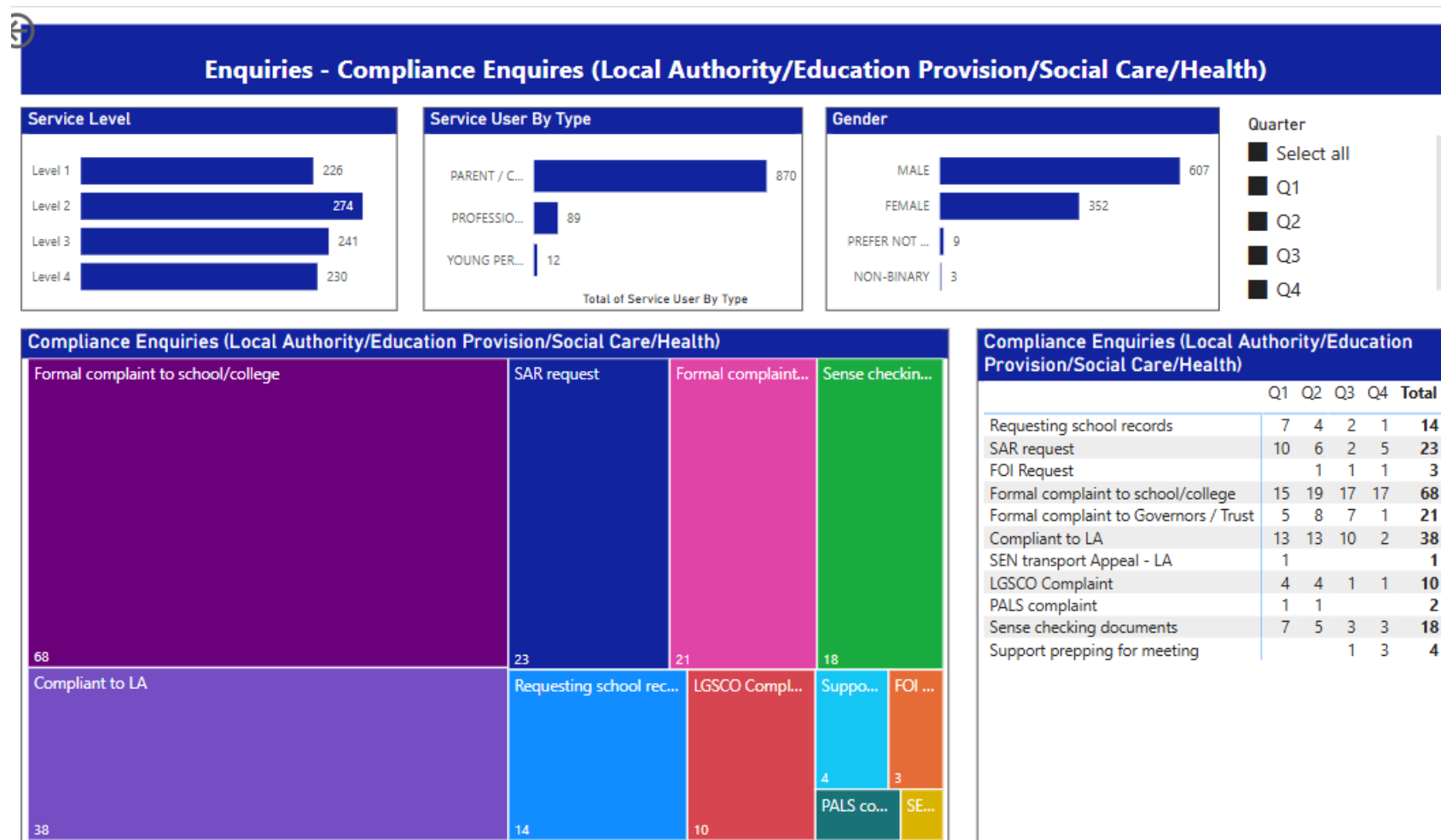
6.9: Enquiries regarding Social Care



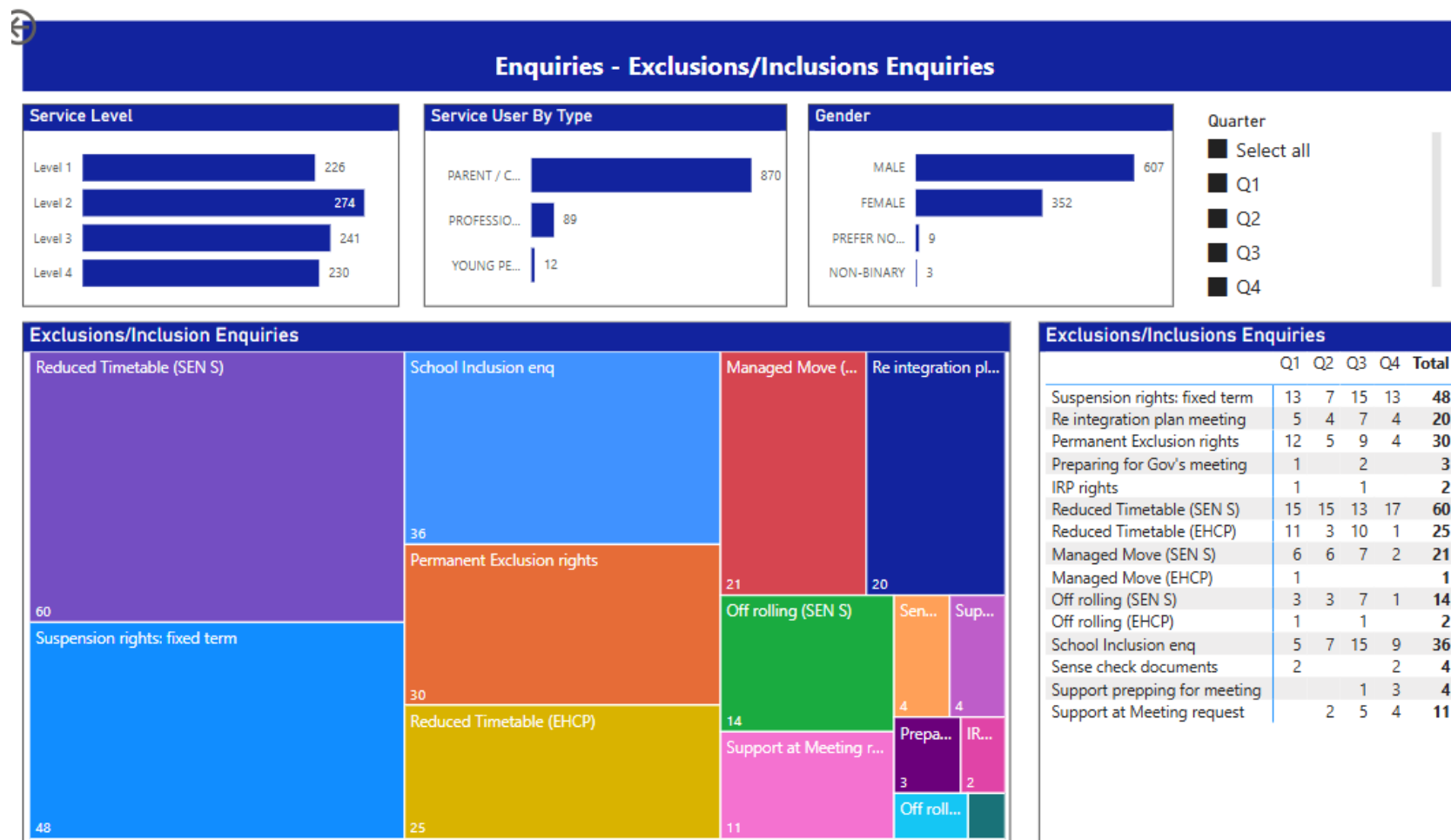
6.10: Enquiries related to Compliance (EHC Stat Process)



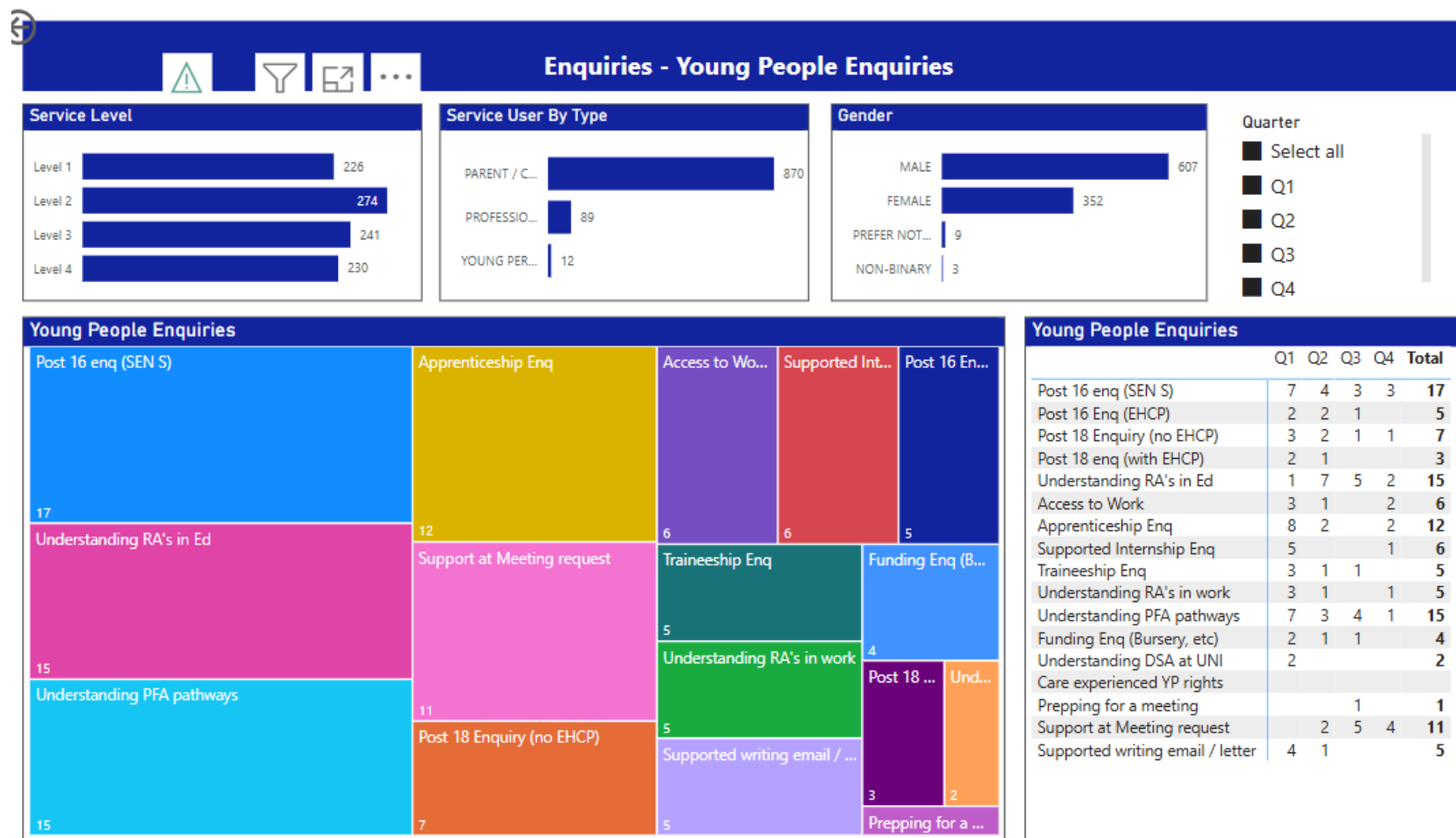
6.11: Enquiries regarding Compliance (LA complaints, Education provision and Health)



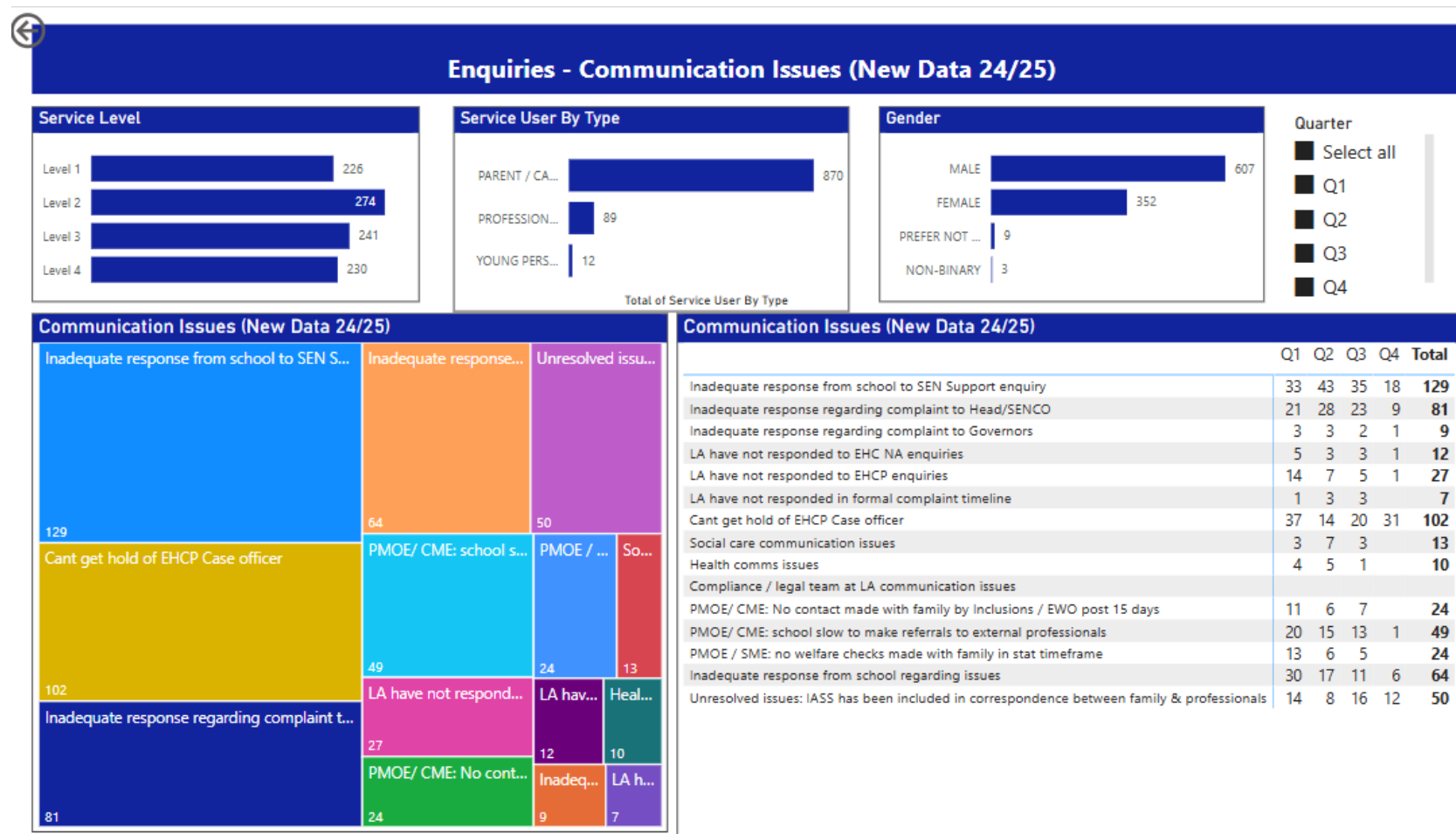
6.12: Enquiries regarding Exclusions / Inclusion



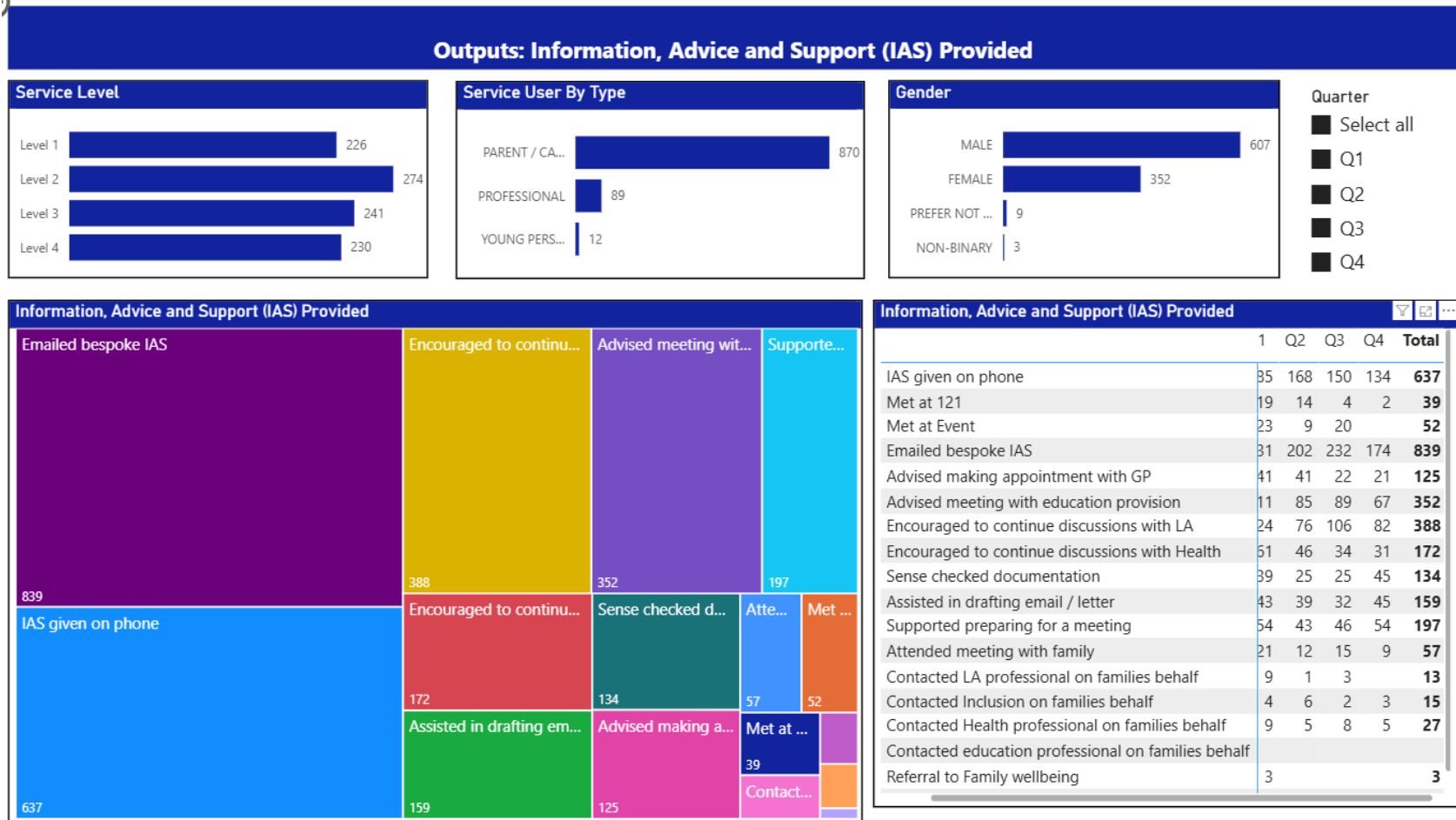
6.13: Enquiries related to Young people



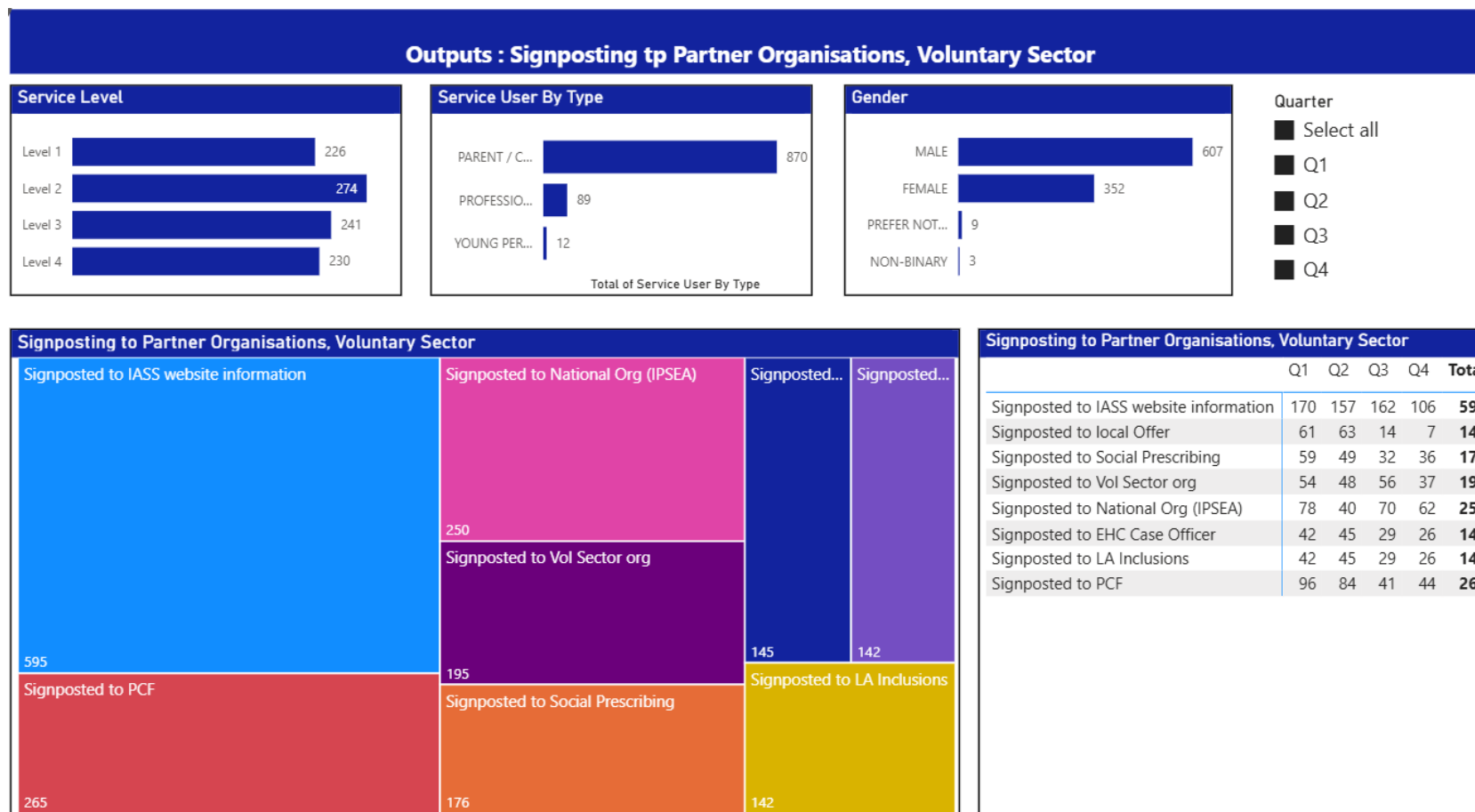
6.14: Enquiries related to Communication Issues



6.15: Outputs: IAS provided



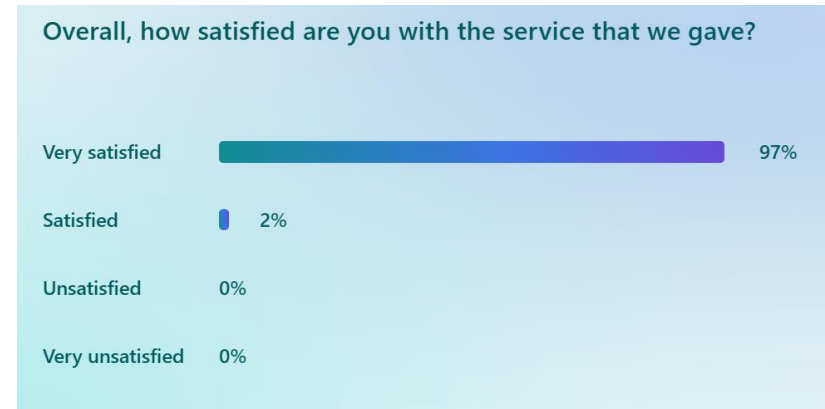
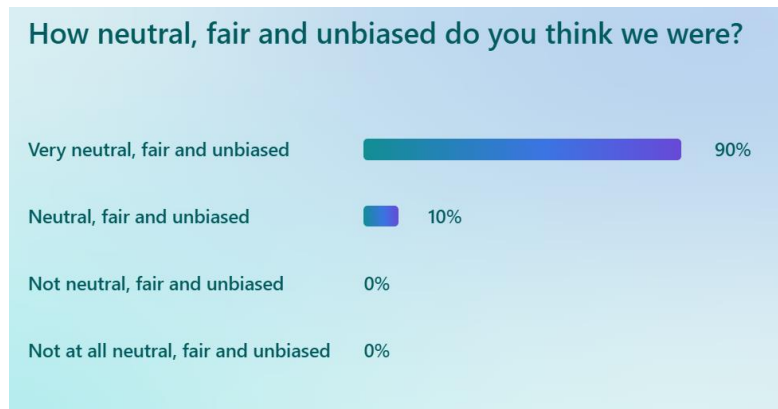
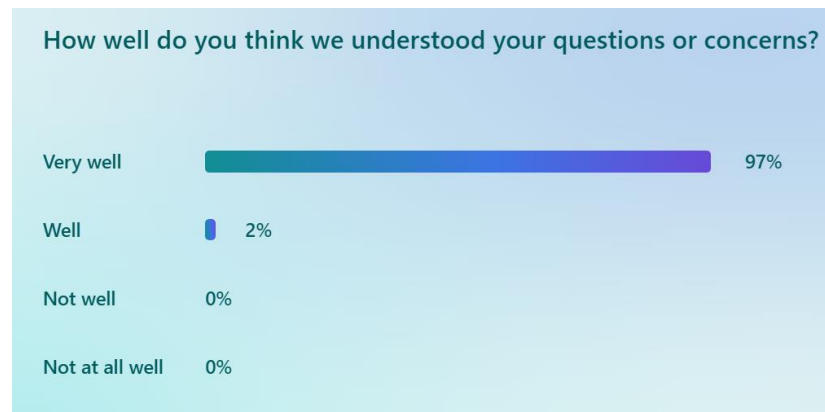
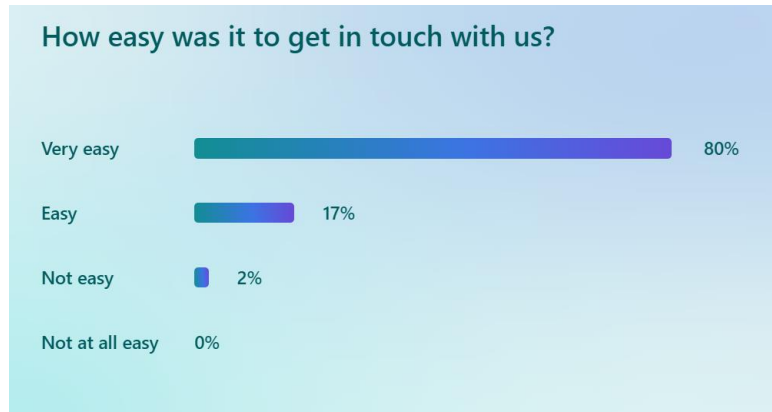
6.16: Outputs: Signposted by IASS



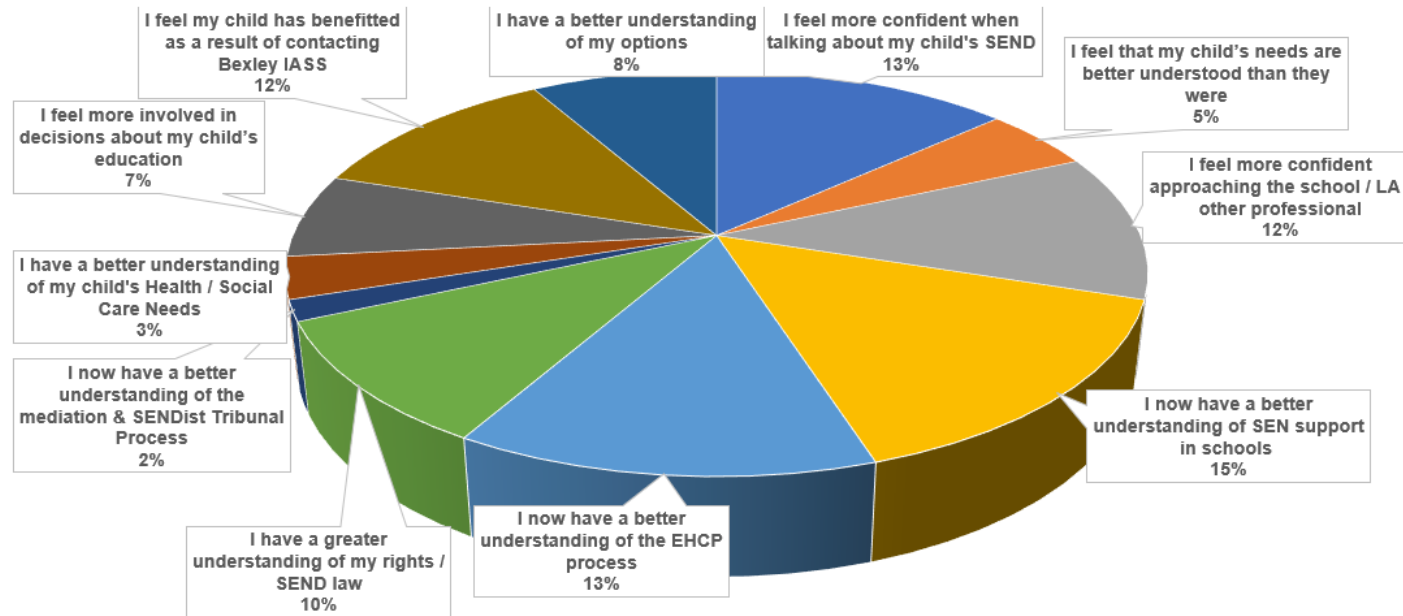
7. OUTCOMES:

7.1: 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:



Can you tell us a little more about the difference(s) we made for you 2024/25



7.2: The difference IASS has made

SERVICE OUTCOMES: WHAT OUR SERVICE USERS HAVE TOLD US 2024 / 25

From my last two contacts with Bexley IASS, you have made me more aware and improve my understanding about processes that need to be in place to adequately support my son. You have also made me identify those gaps and be confident to question professionals / LA and especially the school involved in providing my son's Special education needs. thank you

I spoke to a lovely lady who actually understood and listened. This was a first for me as I all seem to be doing at the moment is fighting to be heard and my child is diagnosed!. Great advice which i have acted on already and I have a meeting with my daughters teacher next week

Understanding service, so helpful in breaking down difficult processes for us

I feel so reassured there is a organisation we can go to for information- thanks iass

Bexley IASS has help me understand the law / legislature about my son's rights especially for his education.

KATY IS SO KNOWLEDGABLE AND PATIENT!

Cathy was absolutely amazing. We left there feeling listened too and understood. Cathy was kind and cared about what our concerns was. We was given ample information.

Really helped put my mind at ease ahead of a house move out of Bexley.

Releaved that im not going crazy and theres a service and kind people who can help me fight for what my children should be getting

I feel I get a quick response which is really helpful I get a better explanation from IASS then other professionals I seem to get there opinion rather then the correct answer I use IASS as a back up when I'm unsure or think I'm given the wrong advice by other professionals. IASS has been a real nice experience in this situation

Honestly I couldn't have done it without the help of BEXLEY IASS! The service is beyond amazing! I have learnt so much and now feel confident in speaking up for my child. Thank you very much 🌟

As a professional facilitating TfL SI's i had heard of IASS. I had a family in Bexley who really needed some support to ensure the YP could access our SI so i contacted Bexley IASS. Superb support for this family who are single parent with SEN needs trying to support the YP also with SEN needs. Will definitely be signposting families to IASS from now on!

Some feedback specific to EBSA cases

Thank you for your help in mid-November. It really helped frame the conversation with the school around EBSA and away from behaviour and attendance and also made me much more confident speaking to the Senco.

The school have listened, and my daughter has not received any detentions since the meeting and the teachers have changed their tactics, encouraging her to enter the form or classrooms where she is meant to be and asked if she is okay rather than shouting or telling off. She has also been allowed to take part in PE in her uniform (as she didn't like getting changed at school and instead would truant and be issued with a detention) which has meant she has attended and been in engaged in her PE lessons.

Her attendance is at best 80 percent a week, but her Dad and I are pleased and relieved with this improvement and she is attending more lessons when in school rather than hiding in the toilets. Her struggles / dislike for school haven't gone away but seem more manageable than at the start of the school year. Overall, she is just below 15 days of absence.

We do not think a reduced timetable would work for her as it is the core subjects she dislikes and likes the subjects she has chosen for her options.

She has also been seeing the autism specialist at school and talking through her diagnosis which has been very positive for her.

The school have sent us some consent forms to complete in respect of the Bexley EBSA pilot and we have a meeting to go through the forms with the Senco and attendance and welfare officer on 6th January.

My daughter is out of education and has been for some time due to anxiety, school have threatened to off roll her due to this. I called IASS and they helped to contact the right people in the LA to support us, they explained health support available. It's made a huge difference for us to know there is someone who can advise us as we were really struggling

I felt I had to write to you to thank you and your team for all the help you gave me, my daughter and my granddaughter.

Initially, I spoke to you for help with regard to my granddaughter, who was then 13. She was very unhappy at school and was "school refusing". I had experience with working with young people, but I had used up all the tricks in my box to try and cajole her into school. She had been refused on a managed move she had been given and the whole family was not in a good place.

After speaking to you, you advised me to try and attend a workshop on EBSA, which I did.

The workshop was brilliant, and I wished I had known about it earlier. The lady who spoke made everyone feel they weren't on their own and that there were lots of young people and families going through the same thing. This, on its own, made such a difference. She also explained what our rights were as parents/grandparents and also ways in which we could support my granddaughter.

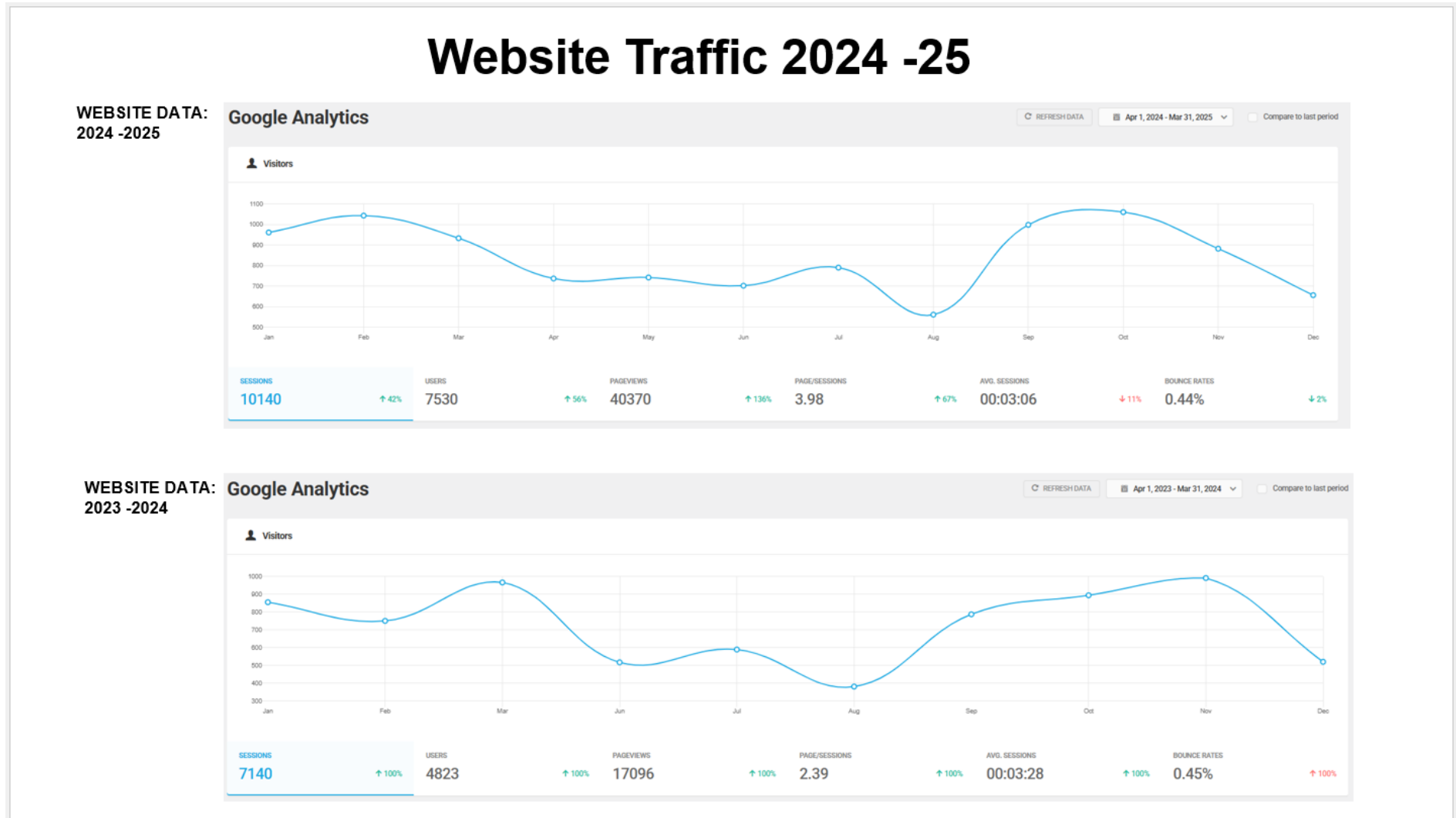
It was because of this that I felt confident enough to act on her behalf. I contacted the Council and her old school, who were in fact quite supportive. Eventually, she was given another managed move, and she is now so settled and happy in her new school. She attends every day and has made lots of new friends.

So, thank you so much for all the advice and reassurance; you were brilliant! and thank you to your team and the lady who delivered the workshop that day. She really turned my granddaughter's life around.

I had never heard of social prescribing, but IASS explained how it might help my daughter (out of education due to EBSA) and the GP did a referral. Really helpful advice about this and EBSA support in the Borough 🙌

8. WEBSITE & ACCESSIBILITY:

8.1: Website Traffic



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 IASS to make updates to the website as frequently as we would like in line with changing SEND themes in the Borough.

Despite this, we have seen an 136% increase in page views year of year.

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.

9. SERVICE DEVELOPMENT

We are committed to providing an accessible service that engages with families, fostering trust and confidence in the impartial nature of Bexley SEND IASS.

Regarding the 2025/26 IASS Operational Plan, it will be finalised through the SEND IASS Advisory Board after the ongoing discussions about additional funding arrangements have concluded.

9.1: 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:

LBB: who have invited IASS to be part of the SENCO training programme for all new SENCOs in the borough. Training package for SENCO's 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. The IASS / Local Offer EHC Needs Assessment Application Toolkit for parent carers: **[Education, Health and Care Plans: EHC Needs Assessment Requests in Bexley | Bexley Local Offer](#)**

9.2 Networking

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

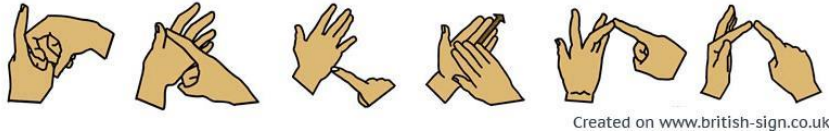
- Wellbeing Partnership C&E Accessibility Group
- Carers Partnership Board
- CYP Emotional Wellbeing and CAMHS transformation oversight group
- Autism Partnership Board
- SEND Operational Board
- CYP Task & Finish Group
- EBSA Working party
- Pan London regional SEND IASS Group (CDC)

10. 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](#)



K

A

T

H

I

E

The Bexley IASS Team

SEND Information, Advice and Support Service

Tel: 020 3045 5976

Team Mailbox: bexleyiass@bexley.gov.uk

Website: www.bexleyiass.co.uk

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.

KEY TO TERMINOLOGY AND USEFUL LINKS

| | |
|---|---|
| Service User | Someone who contacts the service for information, advice or support. They might be SEND children, young people, parents, carers or practitioners. |
| IASS | Information, advice and support services |
| (LBB) | London Borough of Bexley Council |
| NHS SEL ICB | NHS South East London Integrated Care Board |
| Joint Commissioning | Commissioning and funding for IAS services should be shared between Education, Health and Social Care partners |
| IASS Minimum Standards | National set of standards IAS services comply with |
| IASS Intervention Levels | <p>IASS intervention levels were developed to help IAS services across England differentiate between the levels of information, advice, and support that parents, carers, and young people may receive.</p> <p>These were developed by the Council for Disabled Children with IAS Services Nationally.</p> |
| Impartiality | 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. |
| Confidentiality | 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 | <u>Special Educational Needs and Disability Code of Practice</u> |
| CFA 2014 | <u>Children & Families Act 2014</u> |
| CARE ACT 2014 | <u>The Care Act 2014</u> |
| EBSA | Emotionally Based School Avoidance (EBSA) refers to a situation where a child or young person experiences difficulties attending school due to emotional or mental health reasons, rather than a deliberate choice to skip school. |