



# PARENT PARTNERSHIP SERVICE

**ANNUAL REPORT  
2007-08**

(Revised 11/08)



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## **PPS “SNAPSHOT” 2007-2008**

- **Contacts to the Service – over 5000**
- **New Cases- 230**
- **Web site hits - 13,123**
- **Parent group contacts - 200**
- **Staffing - 2 x full time (includes Manager)**
  - 1x term-time only**
  - .5 term-time only**
- **Choice Advice initiative – December 2006- April 2008**
  - fulltime (vacant post April 08.....)**
- **6 hours per week administrative support**



## **Parent Partnership Service “new look” Annual Report - 2007-2008**

This last academic year 2007-2008 has seen some significant changes in the requirements and expectations of the work of Parent Partnership Services (PPS) nationwide. The Government focus on increasing parental participation in their children’s education and the design and development of services to families has put communication and consultation with parents top of the agenda for all Local Authorities (LA).

Many of the established working practices embedded in PPS work have been considered by those involved in the writing of Parent Support and Involvement Strategies as required of all Local Authorities by the Department for Children, Schools and Families (DCSF). The National Academy for Parenting Practitioners, launched in 2007, is attempting to ensure that all practitioners working with parents are fully trained to a national standard and have the skills to support parents and the knowledge and understanding of where to signpost or refer parents as required to colleagues who have additional specialist skills.

Thus in order to reflect this change the format of the PPS annual report has been adapted to ensure the impact of new legislation is highlighted and the full breadth of the work carried out by members of this small arms’ length statutory service can be more fully identified. The latter has been done by adding individual team member summaries of the work they have carried out during the year. These summaries also reflect their different responsibilities. Statistical information in the appendices reflects case-information by Area and SEN focus plus service user satisfaction.

### **What do Parent Partnership Services do?**

PPSs work with parents of children and young people with Special Educational Needs (SEN) to provide information, training, advice and support, to foster networking and collaboration and to inform and influence local SEN policy and practice. With the development of integrated Children’s Services, some PPSs are also providing other services to parents and/or are supporting parents of children and young people with other additional needs.

### **The current status of the Parent Partnership Service (PPS) in Cambridgeshire**

#### **1. Historical background**

- Parent Partnership Services became statutory services in 2001. Prior to that some Local Authorities had Parent Partnership Officers funded via Gest and subsequently Standards Fund to support parents of children with statements of special educational need

- The SEN Code of Practice (Revised 2001) clearly set out the minimum standards on which PPSs were to be established and the responsibilities of the Local Authorities in relation to PPSs and in particular to adequate funding.
- The Code emphasised the arms' length location and all this implied as well as the need for confidentiality.
- Funding for the PPS in Cambridgeshire was based on the requirements of the original Minimum Standards (2001). This has not increased significantly over the past seven years despite an annual increase in calls and emails to the Service the resulting case-work and other demands on the Service in relation to increased attendance at meetings with parents, information sessions to a widening range of colleagues, training and the development of additional literature to reflect new guidance of legislation related to SEN.
- The DCSF has recently published exemplified minimum standards (Parent Partnership Services - increasing parental confidence 2007) that indicate amongst other things that PPSs should now be supporting parents through the whole of the Tribunal appeal (SENDIST) process.
- The new standards also indicate the PPS should be adequately funded and resources by their respective Local Authorities in order to meet these standards

## **1. Increasing parental confidence – Exemplification of Minimum Standards (EMS) for PPS and Local Authorities - 2007**

- The EMS document sets out the Government's expectations of good practice in the provision of impartial PPS and increased parental confidence in them.
- The standards are part of the priorities for action 2006-2009 set out in the Government response to the Education and Skills Select Committee on SEN (October 2006)
- The exemplars illustrate a range of practice from the minimum to best practice and build on the cluster model for self-evaluation and development set out in the *Evaluation of the SEN Parent Partnership Services in England (DfES 2006)*. The evaluation had reported that PPSs had developed to meet the minimum standards in the SEN Code of Practice 2001.
- The exemplars provide a range of increasingly effective practice to assist the further development of local PPSs, as well as practice that would be considered "non-compliant".
- As a local service, the quality of PPSs is one aspect of Local Authority inspections and OFSTED will use the exemplars during this process.
- The National Strategies SEN Team will follow up a sample of LAs in the autumn of 2008
- Her Majesty's Chief Inspector of Schools has been asked to review progress in 2009/10 of the key priorities set out in the Government Response to the Education and Skills Committee Report on SEN

(October 2006) and the review will incorporate the views of pupils, parents and carers.

### **3. Every Disabled Child Matters (EDCM)**

In 2007 Cambridgeshire County Council signed up to EDCM thus implying a commitment to ensuring all aspects of County Council work reflects an inclusive and participatory philosophy.

- EDCM outlines a way of working in partnership with parents to be involved with service development and delivery for children and young people with learning difficulties and disabilities
- One of the priority recommendations of EDCM is “**PPSs should be given statutory responsibility and additional funding to support parents on disability discrimination and school exclusion issues**”

### **4. Staffing**

The staffing structure of the PPS is as follows -

- A full -time Service Manager who also carries a 50% Area case-load and fulfills the statutory requirement of Parent Partnership Officer
- A full-time Assistant Parent Partnership Officer (APPO) who is also an Area Case Co-ordinator with a case-load
- A term-time only Area Case Co-ordinator
- A 2.4 Area Case Co-ordinator who carries the other 50% Area case-load
- A vacant post exists for a term-time only Choice Adviser - the previous post-holder resigning at the end of the Spring Term due to funding not having been agreed at the time to extend the post after August 2008.
- There is 6 hours per week administrative support.

### **5. Contacts to the PPS - appendix 1**

- The number of calls and email contacts to the PPS over this academic year is in excess of 5,000 whilst new cases total over 230.
- Analysis of new cases indicates that the highest proportion of cases are related to Cognition & Learning and that within this category Dyslexia is uppermost.
- Communication & Interaction follows closely and within this category Autism and Aspergers are the key areas of concern
- Within Behaviour, Emotional and Social Needs, it is the behavioural issues that constitute the highest number of calls of concern
- Physical Disability and Cerebral Palsy are the main areas of concern in the Sensory and /or Physical Needs category.

- There were seven cases related to medical issues, gifted and talented and non-specific difficulty.
- In relation to the SEN Code of Practice the highest number of cases were related to School Action Plus with Statutory Assessment following.
- Contacts to the Service in relation to the development of parent peer and SEN support groups are now over 200. This is due to increased focus on Area and Locality work and the demand from parents who are feeling isolated and vulnerable to access non-professional led support within an informal group setting
- The number of calls to the PPS related to non-SEN issues, 1743, continues due to both an awareness that an information and support service for parents does exist within the Local Authority plus the extended remit of the PPS to include Choice Advice which is not SEN focused implying that Parent Partnership (Service) is **with** and **for** all parents.
- Statistical information indicates that there is a similar number of new cases coming through from Cambridge City & South and Huntingdon, but half that from Fenland and South Cambs. In terms of staffing this has implications for the work-load carried by the Assistant Parent Partnership Officer who is also the Area Case Co-ordinator for Huntingdonshire and who has a case load identical to his colleague whose post is solely that of the Case Co-ordinator for Cambridge City & South.

Hence it can be seen that the PPS is continuously under pressure to meet the demands on the Service. There is no capacity without additional funding for any new posts to either respond to the Exemplified Minimum Standards requirement for additional support for parents appealing to SENDIST or to respond to SEN exclusions as anticipated by EDCM.

## 6. Breadth of work

As well as the confidential case-work other aspects of the statutory remit of the PPS include -

- developing and distributing reader friendly and relevant information on a wide range of issues related to SEN. During this year all PPS leaflets have been updated and amended to reflect any changes in legislation
- training and information sessions for parents, see Appendix 2. This includes the termly Road Shows which this year had an Anti-bullying theme - in order to support the work of the Anti-Bullying Strategy group in including parents.  
Disappointingly the excellent seminars on Racism & Bullying and Homophobia & Bullying were not well attended. It is impossible to establish for certain why this was but issues relating to parental acknowledgment of the subject matter and/or the change of venue location may all have had some influence on numbers.

- workshops for parents – this year a new workshop for parents developed specifically for the PPS and based on the Conciliation Skills workshop offered by the PPS for practitioners was extremely well received by those parents who attended and will be offered again in the future.
- Positive Handling Course for parents - this was developed for the PPS by Team Teach four years ago. However, although having run a very successful two-day session this year it will no longer be available to offer to parents because of new Team Teach requirements. This has proven to be quite an issue for the PPS and for those parents who contact the Service knowing that it has only been this Service that has offered such a course for parents in the past.
- information sessions on the role of the PPS. These have been delivered to most Locality Teams by the respective Area Case Co-ordinators .
- SENCo induction – these sessions have been presented jointly by the Manager of the PPS and the Case Co-ordinator for Cambridge City & South, who was previously a SENCo. This is a new approach and it is anticipated that it will continue in the future thus enabling the PPS to offer more training sessions for colleagues.
- supporting the development of parent peer and SEN support groups. Each Area Case Co-ordinator has supported the effective development of one or more parent support groups in their Areas.
- attendance at a range of meetings and events to promote the PPS. All staff have attended Locality Team meetings, network lunches and other similar meetings for information exchange and liaison with colleagues in the voluntary and community sector.
- maintaining a parent consultation data-base (PACT). Every parent is now sent a PACT registration form along with an evaluation form when they confirm with their respective Case Co-ordinator that they do not require any more support at the moment. There are now over 60 parents registered for consultation on the PaCT data base and this has been invaluable in supporting the consultation on the new Parental Involvement & Support Strategy
- maintaining a Parents Liaison and Advisory Network (PLAN). PLAN continues to meet once a term and consists of committee members from parent peer support and SEN groups who meet with the Manager of the PPS to discuss issues relating to SEN provision. PLAN is also consulted on PPS policies and future initiatives. PLAN invites other practitioners to their meetings for information updates etc. This year PLAN has had information input from the Choice Adviser, the PSA Co-ordinator, and the Family Learning Manager. It has also been consulted on PPS policies on Confidentiality and Impartiality and new PPS information leaflets for parents.

## 7. Case Co-ordinator reports

The following summaries reflect the work of the Area Case Co-ordinators

- *Assistant Parent Partnership Officer (APPO) and Area Case Co-ordinator for Huntingdonshire - Robert Wilson*

### **Casework**

An increase in the number of complex cases has meant this has been a very challenging year. This is the continuation of a trend noticed in previous years. More complex cases demand much greater time both because of the large numbers of phone calls and emails but also the number of meetings they normally involve.

### **Training**

As co-ordinator of training events I found the low attendance at the Anti-Bullying themed PPS Road Shows by both professionals and parents disappointing. This was very worrying in Areas where there is a known problem. The presenter of the Racist Bullying seminar commented on the amount of time they spent in Fenland dealing with this issue yet only one person wished to attend the seminar in Fenland. This was despite extensive publicity in Fenland and surrounding areas. Organisation, preparation and publicity for all PPS events is time consuming and impacts on other priority areas.

### **Parent Partnership Service Leaflets, Posters and Resources**

A revised version of the SENCo file was produced and distributed to SENCOs in all Cambridgeshire schools. Updated versions of posters about the Parent Partnership Service and the Confidential Advice Line (CAL) were produced and distributed to all schools, educational contacts, Locality Teams, pre-school settings, pre and after school clubs, holiday clubs and relevant voluntary organisations in the county. New and updated versions of the twelve leaflets were produced and distributed to the same organisations.

### **Web site - see appendix 3**

The PPS website has continued to attract a large number of viewers, 13,123, which is extremely encouraging. The web site is regularly updated to ensure it is current and worth revisiting.

### **Parent Partnership Service Newsletter**

The change from four to six pages and the emphasis on more information about changes to policy and practice about special education needs to enable

parents and carers to make informed decisions has been a success. The numbers required have continued to increase with virtually no requests not to receive a copy unless the person has moved out of county or their child has finished education.

### **Parent Partnership Service Environmentally Friendly Policy**

The PPS has implemented a policy of using the most environmentally friendly paper and inks in all our printing. For instance all inks used are Soya based vegetable oils. In addition wherever possible environmentally friendly products are sourced.

### **Parent Group work**

A new group has been set up in St Neots and a parent has volunteered to take on the administration of further meetings. I have attended the Hunts Parent Carer Forum AGM and kept in contact with several others including the re-launched SAID group. I also attend, on a twice- termly basis Wendy's Lunches in Huntingdonshire. This is an information exchange group for practitioners working with parents of children 0-18 years.

I am the PPS liaison with 'pinpoint', a voluntary organisation that offers information to parents and supports consultation.

I am responsible for collating information relating to Fathers Direct and similar support groups.

### **Locality Teams**

I have attended several of the Locality Team meetings in my Area and will speak to the remainder in the next term. It has been very beneficial in both networking but also correcting misunderstandings. One that has re-emerged is that the Parent Partnership Service only works with parents of statemented children which is most definitely NOT the case!

### **Finance**

The PPS was prudently under spent for 2007/08 by a few hundred pounds. For 2008/09 there are now three budgets to maintain and monitor - The Parent Partnership Service budget, the Transition Information Adviser budget and now that the Manager of the PPS is Chair of the Eastern Region Managers' Network there is the Eastern Region Managers' Network budget.

### **Conclusion**

It has been a very challenging year with its usual very varied workload. The extremely high volume of work has as usual meant that jobs must be very carefully prioritised. Whilst the pressure of work in previous years has meant prioritisation of priorities in some areas I have felt this even more keenly

during this past academic year. The requirements of PPS work has always been a balancing act but with the exemplified minimum standards I suspect this will become more difficult to maintain.

**Robert Wilson. July 2008**

- [Area Case Co-ordinator - Cambridge City & South – Peter Dawson \(Term time only\)](#)

Case work forms the vast bulk of my work-load and since September 2007 I have taken or made approximately 700 phone calls related to cases in my Area, received 29 evaluations of which only one was satisfactory in one category, the remaining 28 either very good or good in all categories.

### **Meetings and events**

- I attended Granta Special School parents' evening, CAN Network Lunches and more recently become a member of the Planning Group.
- I have attended a Team meeting of 4 out of the 5 Locality Teams within my area and contacted the remaining Team Manager 3 times to seek an invitation.  
Attendance has enabled me to introduce myself, explain the role of the PPS – including correcting some recurrent misunderstandings (e.g. that the PPS is only for children with Statements), and network with colleagues in different services. I have sent e-mails to Locality Team Managers requesting dates for the next academic year and by the end of the summer term had received 2 positive replies
- I am the PPS contact for Disability Sports.

### **Training**

I have attended a variety of Training Courses:

EDCM workshop;  
Speaking and Presentation skills;  
Disability participation;  
Working with Travellers;  
SAS coffee morning  
First national conference for Choice Advisers;

I have also delivered, in conjunction with the PPS Manager, induction training for SENCos.

### **Parent Groups**

I am involved in helping to advise and support a parent wishing to set up a new parent group in my area (Bar Hill). This has required a number of phone

calls, delivering the PPS Parent group support pack and a face-to-face meeting to discuss the initiative further. This will be an on-going commitment.

## **Resources**

I have responsibility for the PPS resources bank and regularly check the leaflets and booklets to try to maintain stocks, as well as checking they are up to date. To this end I have developed an index of web resources. This is a source of reference material gleaned from Cambridgeshire County Council, National Government and Voluntary Organisations, that are stored on the PPS shared drive and have established a short-cut for colleagues so that items can be found and displayed rapidly. The resources cover in breadth and depth issues which are of direct concern to PPS daily practice e.g. exclusions guidance; medical needs policy; information on a variety of conditions such as Dyspraxia, ASD etc.

## **Transitions Information and Advice-SEN**

As I will have additional responsibility until March 2010 for SEN transitions I have begun to respond to a few cases in order to develop a feel for the additional remit. I have also attended transition events at King's Hedges, Fenstanton and Beaupre Schools as well as Wisbech St Mary Primary and Nene Infant after the end of the summer term.

### ***Peter Dawson. July 2008***

- [Area Case Co-ordinator –Fenland & East Cambs \(P/T\) 50% - Juliet Greer \(January – July 2008\)](#)

As a new Case Co-ordinator for the East Cambs & Fenland Area, this has been a very interesting and challenging first few months. The majority of my time has been spent doing casework, via telephone. The types of queries have been wide-ranging and often quite complex.

In addition to casework, I have visited and supported a parent in Chatteris, who is setting up a new Parent Group (“Little Bears”) for parents of pre-school children with special educational needs or disabilities. This group has benefited from the use of the PPS parent pack and received advice on fliers/posters, finding a venue and so on. I shall continue to offer support to this group next term. I am also hoping to do some work in September with another new group in the Ely area (“Our Space”).

Networking with other agencies and third sector organisations is an important part of the Case Co-ordinator's role. I have attended two Locality Team meetings (in March and Whittlesey) and have another planned for next term (Wisbech). I have benefited from meeting the Manager of the Childcare Information Service and a representative of the Admissions Team, in order to exchange information about our services. I have also attended the Under 5's Forum at Bottisham and the Family Learning Week planning group, which has resulted in the PPS being able to pass on information about this project to

interested parent groups. I have found all these occasions to be very useful, enabling me to find out more about services for parents and referral routes. They have also provided me with an opportunity to promote the work of the PPS.

In order to develop my knowledge and skills further, I have benefited from various training courses during this period. I have attended the County Council Corporate Induction course, which enabled me to put our work in a wider context and meet new colleagues from other departments. I joined a group of parents on a TeamTeach Behaviour course in February, which was very stimulating. I attended the PPS Anti-bullying Road Show in Huntingdonshire, which included some excellent seminars. More recently, I have attended a very useful Conciliation Skills course. Finally, the SENCO conference earlier this month provided me with much food for thought on the subject of "Creating a Learning School".

**Juliet Greer. July 2008**

- [Manager - PPS. Area Case Co-ordinator Fenland & East Cambs – 50% case-load - Sharon Camilletti](#)

Due to lack of funding and hence staffing, as Manager of the PPS I still carry a 50% case-load, sharing the Fenland and East Cambs Area with my part-time Case Co-ordinator. This continues to be an unsatisfactory arrangement none the least because it is not always possible to respond to calls of concern and follow through on cases as quickly as my designated Case Co-ordinators can due to other demands on my time.

All Case Co-ordinators have two-weekly supervisions with me of all of their cases and this ensures both professional support and mentoring for them and quality assurance for both parents and the Service.

As Manager I have continued to attend and contribute to the Anti-bullying strategy group and have found attendance at the regional group where MENCAP gave a presentation especially useful.

The recently convened Every Disabled Child Matters (EDCM) strategy group is a welcome development and should ensure the requirements of Aiming High are worked towards. The PPS has a pivotal role to play in this work as has previously been mentioned.

Due to the vacancy for the Head of Access certain issues related to SEN provision brought to the PPS by parents have as yet not been considered however, these will be raised once a new SEN strategy group is convened.

The PPS being line-managed out of an SEN section, as required by the exemplified minimum standards, does create some pressures but the support from the line-manager in Youth & Participation has brought new and different perspectives to considering the future development of the PPS and is much appreciated.

There has been an expectation during this academic year that as Manager of the PPS I would be significantly involved in the development of the Parental Support and Involvement Strategy. However, the time required to do this effectively has not been protected. Although the opportunity has offered me the chance to meet other colleagues working in the field of support to parents which in turn has influenced my thinking in relation to national and regional PPS practice, it has increased the pressure on my role as Manager of the PPS.

Having become the Chair of the Eastern Region PPS Managers' Network and being asked to represent the Parent Commissioner for Cambridge I have had the opportunity to attend meetings at GO EAST in relation to the Government initiative to increase support to parents and encourage those that are "overlooked, under represented or unwilling" to become more actively involved in their children's education and upbringing. This has resulted in meeting a wider range of colleagues both from the DCSF and other local authorities and agencies and enabled me not only to highlight the work of PPSs over the last ten years and more, but to ensure families where there are children and young people with learning difficulties and disabilities are not marginalized. The point has also been made that despite all these new initiatives the actual knowledge and expertise in relation to working with parents already exists within a wide range of LA services but have not until now been required to be co-ordinated or audited to ensure lack of duplication, quality assurance and evaluation by parents. Little is actually new other than now having a Government steer and significantly increased funding via the Parent Support Strategy.

Involvement in offering guidance to Governor Services and subsequently school governors on the new Schools Council initiatives also enabled me to appreciate further the various elements of the Government drive for increased parental involvement.

Working in collaboration with the Parent Support Advisers (PSA) Co-ordinator and developing joint protocols for PPS/PSA work has begun to ensure that there is a better understanding of the arms' length statutory role of the PPS by PSAs. This has resulted in an agreed requirement for PSAs to have an SEN element in their induction training to ensure they are well equipped to support the families they work with and signpost them to the relevant and appropriate services.

Working on proposed structures for implementing the Parent Support and Involvement Strategy with both my immediate line-manager and the Area Director who has been the interim Parent Commissioner has given me another welcomed opportunity to build upon the knowledge and expertise both within the PPS and the LA to offer three possible models that could be adopted depending on the DCSF's final guidance on key posts within LAs for this work to be taken forwards.

***Sharon Camilletti. July 2008***

## **8. Satisfaction surveys - see appendix 4 & 5**

- Parents are now sent evaluation of service forms when it is agreed that the original concern has been resolved and the parent will contact the PPS again in the future should they need to. This has proved far more effective than an annual satisfaction survey as the parent receives the evaluation form soon after their last contact with the PPS whilst the Service input is still fresh in their minds. As well as the grading for PPS input the general and/or specific comments that parents have the opportunity to make are extremely useful for informing policy and practice through the SEN Strategy Implementation Group etc.
- The schools satisfaction survey has continued to be sent out electronically and slowly more schools are responding on an annual basis.

## **9. Independent Mediation Service (IMS)**

- The PPS continues to hold the budget for the required independent mediation service although by doing so the budget allocation for the PPS is skewed as a minimum of £5000 has to be ring-fenced in order to pay for any mediations up to and including the 31<sup>st</sup> March. In theory of course there could be more mediations than £5,000 would cover and this would then result in an over-spend.
- Due to the very low number of mediations in this authority, only two during this last year, a case-by-case contract was agreed with the IMS at the beginning of the last financial year.
- A DCSF evaluation report is pending that may result in an agreement to appoint a regional mediation service in the future.

## **10. PPS Advisory Group (PAG) - Exemplified minimum standards**

- A new PPS advisory group was established in 2007 in response to the EMS 2007
- The constituent members represent parents and LA services
- There is a requirement to have a Chair entirely independent of the LA and this has not yet been achieved.
- Representation from community groups is also yet to be agreed.
- The group however does not have any agreed influence in requesting additional funding for the PPS but key members are able to take issues and concerns from parents or the Service itself to their respective line-managers

## **11. National benchmarking exercise**

- Cambridgeshire PPS took part, once again, in the fourth national benchmarking exercise. The exercise was originally developed in consultation with the then nine Regional Parent Partnership Networks and is a voluntary exercise.
- Cambridgeshire PPS is shown to be in the bottom 25% for total full time staff employed per 1,000 population (0-19) but allocates 60% of its time to working directly with parents. This limits the time available to work with colleagues on enhancing their communication skills in order to minimise the number of misunderstandings between practitioners and parents that result in the breakdown of communication between them.
- Extrapolated totals for the funding of PPSs suggests that there has been no overall increase in 2006-2007 and that budgets set for 2007-2008 year show an increase of less than 1% despite the exemplified minimum standards.

## **12. Choice Advice (CA)**

The Choice Advice "Service" is a Government funded initiative originally funded until August 2008 and extended late in April 2008 until March 2010. The focus was on those parents who for one reason or another do not complete the secondary transfer forms for their children.

Prior to the previous post-holder leaving an evaluation report - December 2006-April 2008 - was produced (available on request) the findings of which showed:

- the target groups of parents for whom the DCSF initiative was originally developed were not those in Cambridgeshire.
- minority ethnic groups, such as Travellers, were already being well supported in completing secondary transfer forms by the Traveller Support Service.
- schools have been identifying and supporting parents whom they felt needed additional help in completing their admissions forms.
- attendance at CA parent information evenings was patchy even where these were done in conjunction with the Admissions Service or where schools were holding other events for parents.
- parents new to the county accessed information via a range of services both county and community based.

However –

- what was established was that both parents and schools indicated that transition information was required for all parents **throughout** their child's school life and not just at secondary transfer.
- what also became apparent from analysis of the calls to the CA was that the highest percentage of calls came from parents of children with sen and disability who either did not have confidence in the transition process offering their child the same or appropriate level of support to meet their identified needs or were wanting their child to go to specialised provision.
- the post holder resigned from the post in March 2008 due to post insecurity and despite best efforts to appoint either as a secondment or permanent fixed - term contract this was not successful.
- this gave the opportunity to review the focus of the initiative and consider in light of the evaluation how best to adapt the post to meet the identified needs of parents in or coming into Cambridgeshire.

## Planning for the future

- A proposal for a Transitions Information Adviser (TIA) post for both sen and universal has been approved. However this is only funded via the DCSF Choice Advice initiative until March 2010 although the statutory requirement to offer arms' length and confidential advice to parents who may have difficulty understanding the admissions process especially on primary-secondary transfer will remain.
- There has been an annual 2% increase in calls to the PPS related to exclusions of children with SEN rising from 11% in 2004 to 15% in 2007. A proposal for an SEN Exclusion Officer based within the PPS has been submitted in response to Every Disabled Child Matters (EDCM).
- The new extended TIA post coupled with that of the proposed Exclusions Officer (SEN) could impact effectively on how parents of children and young people with SEN are supported through the whole process of re-integration or managed moves, impact upon the amount of time an excluded child may be out of school and ensure the relevant support services are quickly and appropriately involved.
- Building on the work already done with Area and Locality Teams further joint working and initiatives for engaging with parents should ensure that issues related to provision and placement will be more rapidly and effectively dealt with.
- New initiatives with voluntary and community based groups for parents will be considered if funding and additional staffing are made available. Funding via EDCM may enable the anticipated parent fora to develop from the already existing parent hub groups in the three Areas.

**and finally .....**

Overall this has been another successful year for the PPS but one that has continued to see even more pressures on the Service.

The involvement at strategic level in the development of services for parents continues to be crucial as the PPS has a remit to ensure parents have a voice in service development and delivery and a pivotal role to play in the implementation of the Parent Support and Involvement Strategy.

***J.S.Camilletti***

**Manager - Parent Partnership Service**

**August 2008**

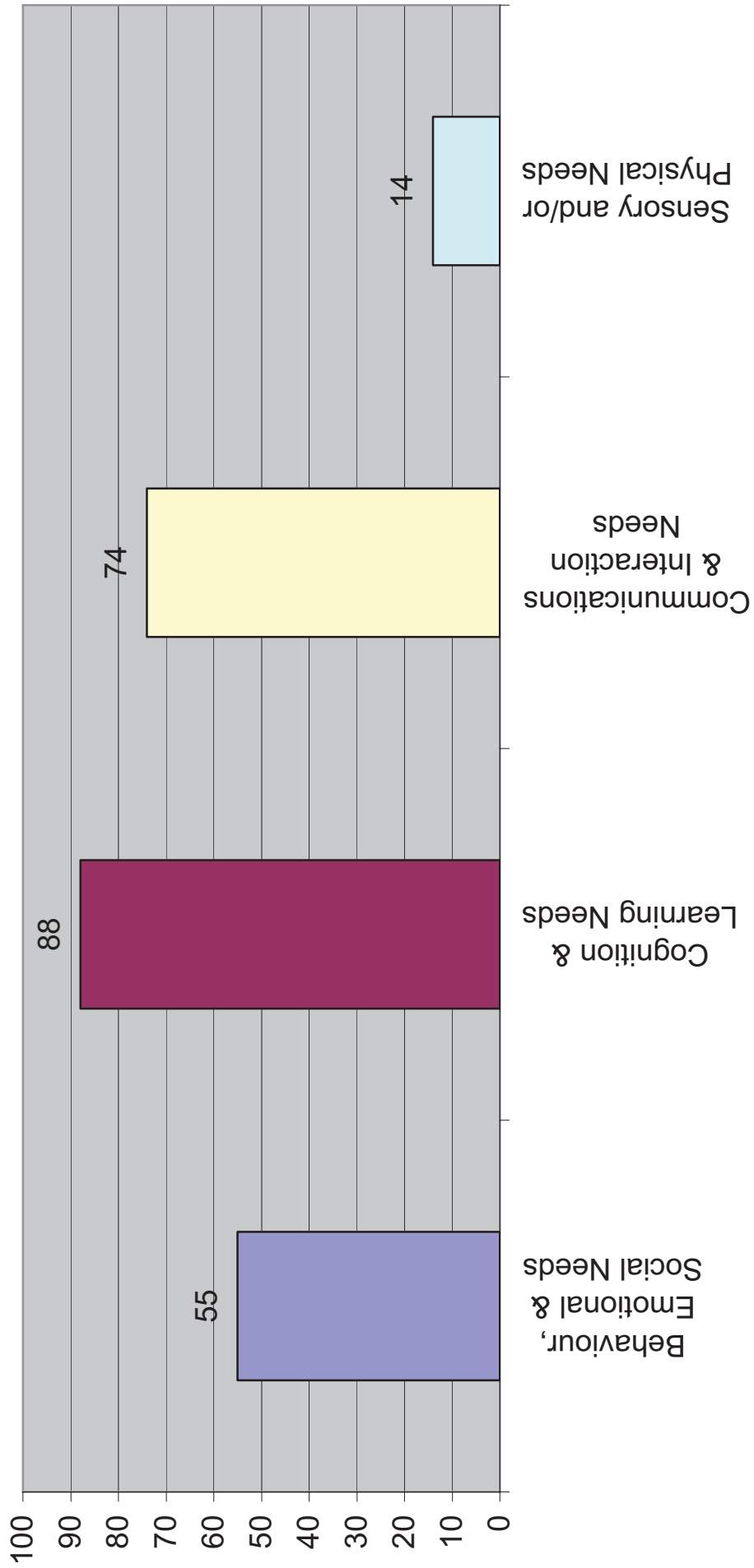




## Parent Partnership Service Calls and e-mails to the Service Academic Year 2007-08 by PPS staff

Term	PPS Staff	New cases		Service Users		Training		Parent Groups		Other		TOTAL
		Phone	Email	Phone	Email	Phone	Email	Phone	Email	Phone	Email	
Autumn	SC	2	1	11	140	0	10	0	5	6	309	484
	RW	37	2	130	76	53	91	8	18	129	268	812
	PD	38	2	84	33	0	0	1	5	6	0	169
	RB	2	2	17	2	0	0	24	1	6	0	54
	<b>Sub total</b>	79	7	242	251	53	101	33	29	147	577	1519
Spring	SC	4	0	13	151	0	0	1	0	24	389	582
	RW	26	2	93	74	71	77	6	31	109	222	711
	PD	27	1	103	69	0	0	0	7	2	0	209
	RB	2	0	8	57	2	0	9	24	7	0	109
	JG	4	0	13	0	0	0	1	0	1	0	19
	<b>Sub total</b>	63	3	230	351	73	77	17	62	143	611	1630
Summer	SC	6	1	12	163	3	12	2	15	18	497	729
	RW	37	2	134	86	40	99	21	39	75	267	800
	PD	28	1	142	79	0	0	1	17	1	0	269
	JG	10	1	15	38	0	0	12	11	25	0	112
	<b>Sub total</b>	81	5	303	366	43	111	36	82	119	764	1910
	<b>Total</b>	223	15	775	968	169	289	86	173	409	1,952	5,059

**Parent Partnership Service Cases Academic Year 2007/08**  
**SEN category (major)**

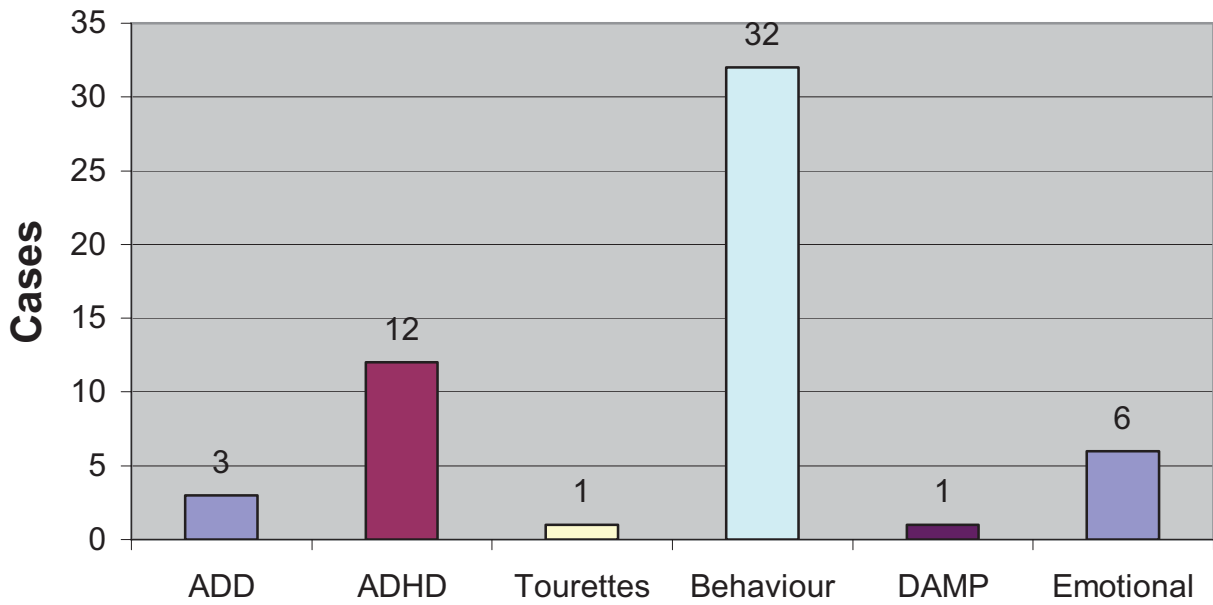


**NB** The seven Medical Hours, Gifted and Talented and Non SEN cases are not shown.

**231 cases**

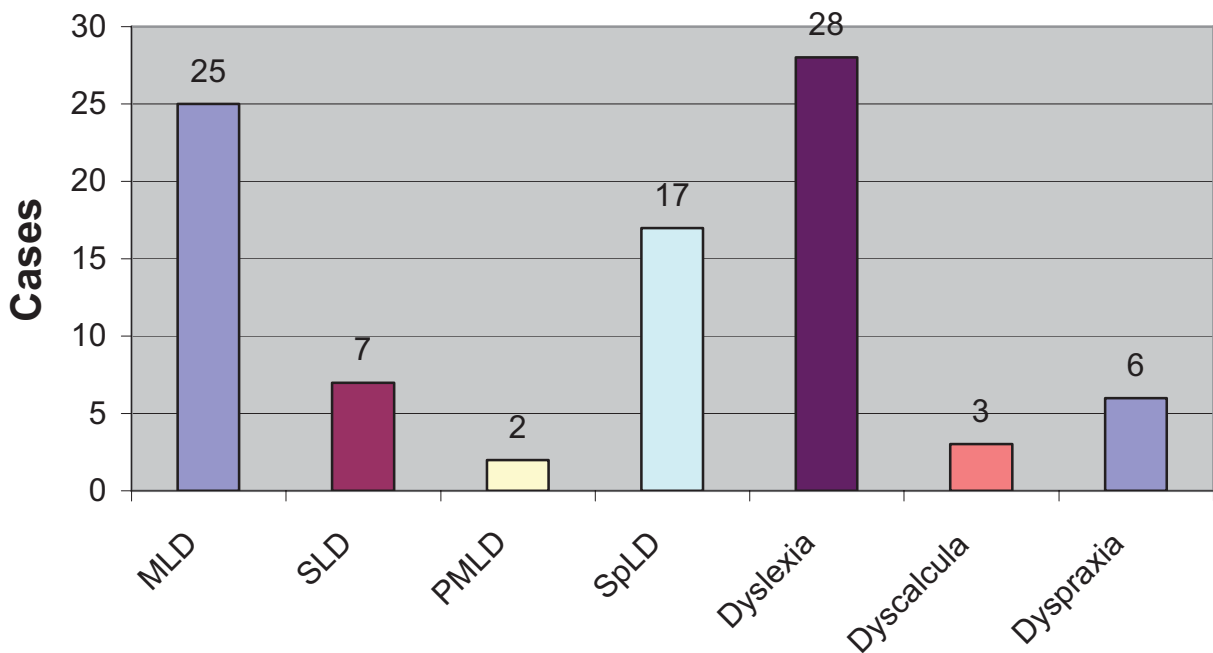
Appendix 1

**Parent Partnership Service cases Academic Year  
2007/08 - SEN Category Behaviour, Emotional and Social  
Needs**



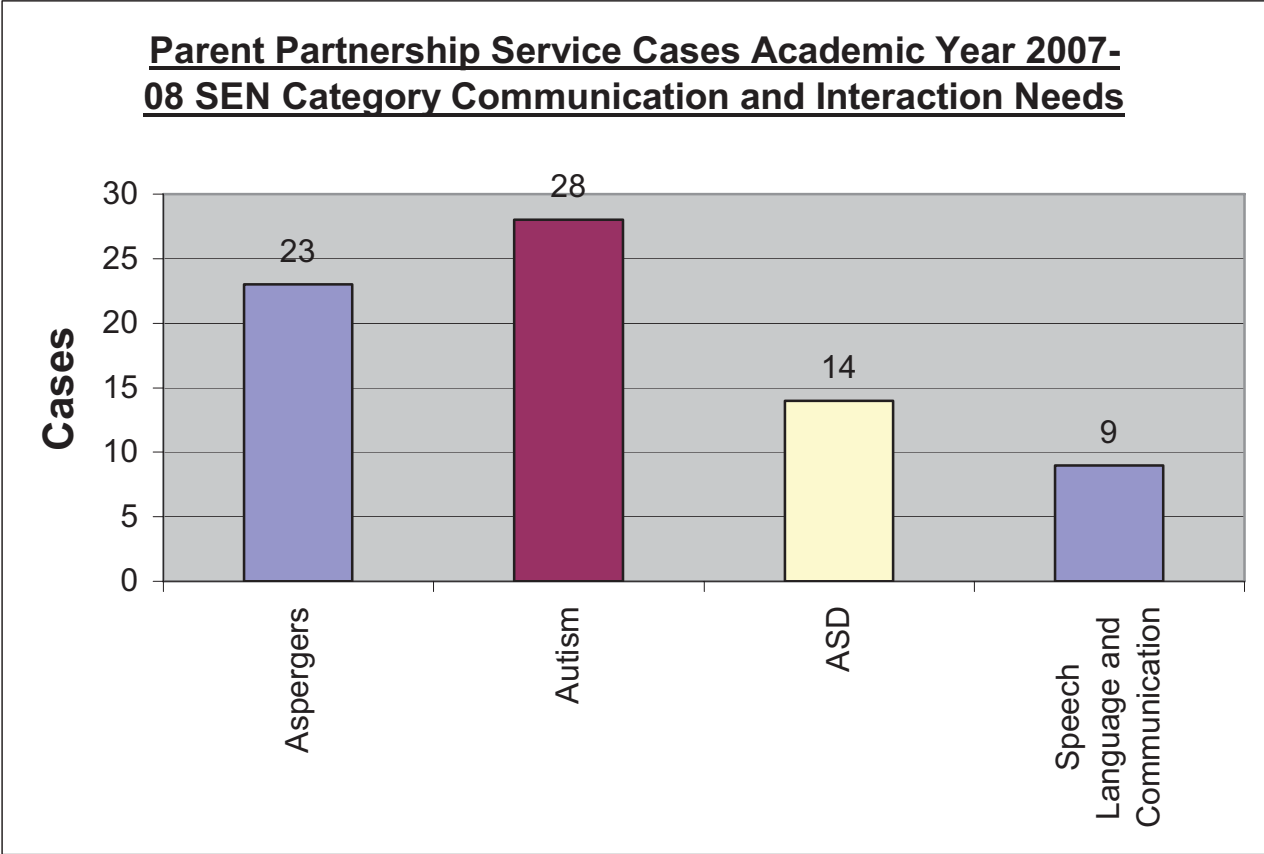
55 cases

**Parent Partnership Service Cases Academic Year  
2007/08 - SEN Category Cognition and Learning Needs**

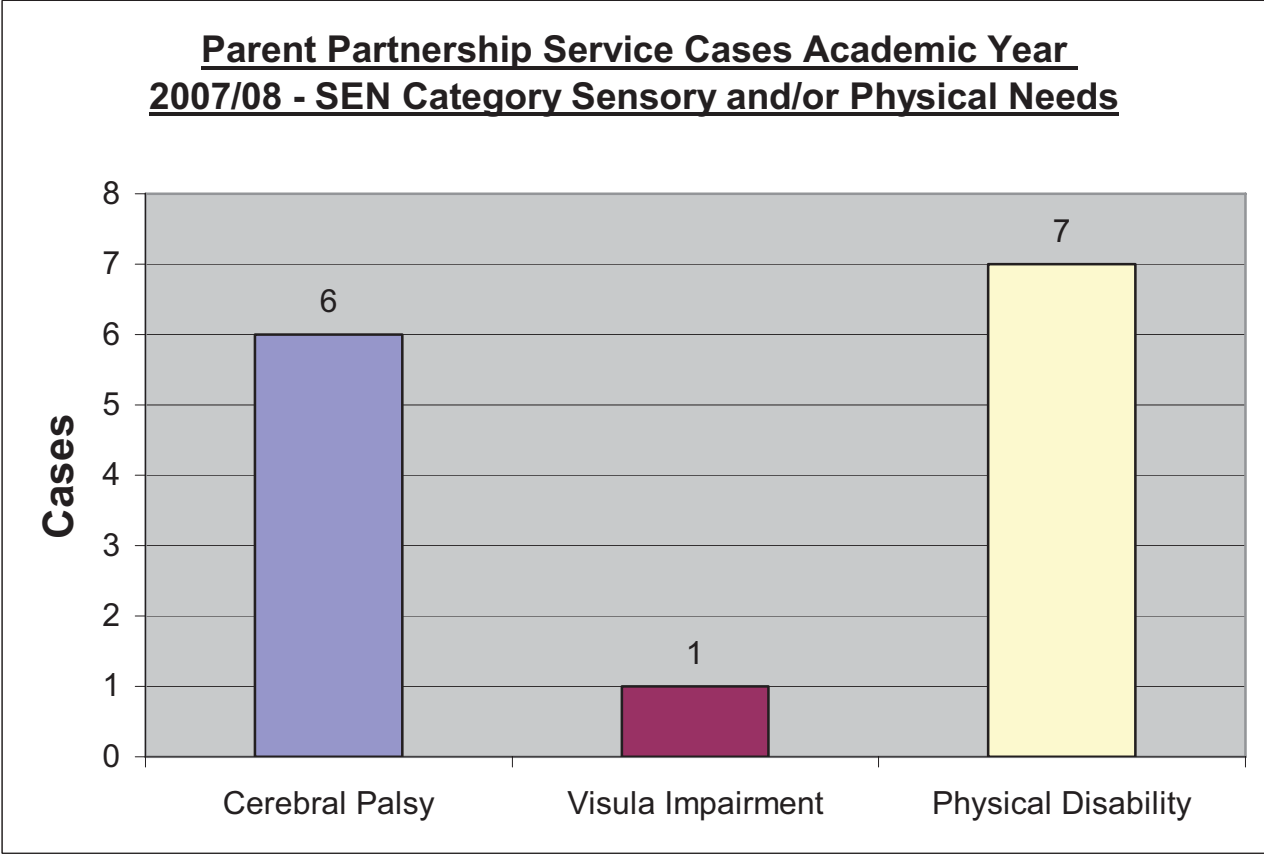


88 cases

Appendix 1

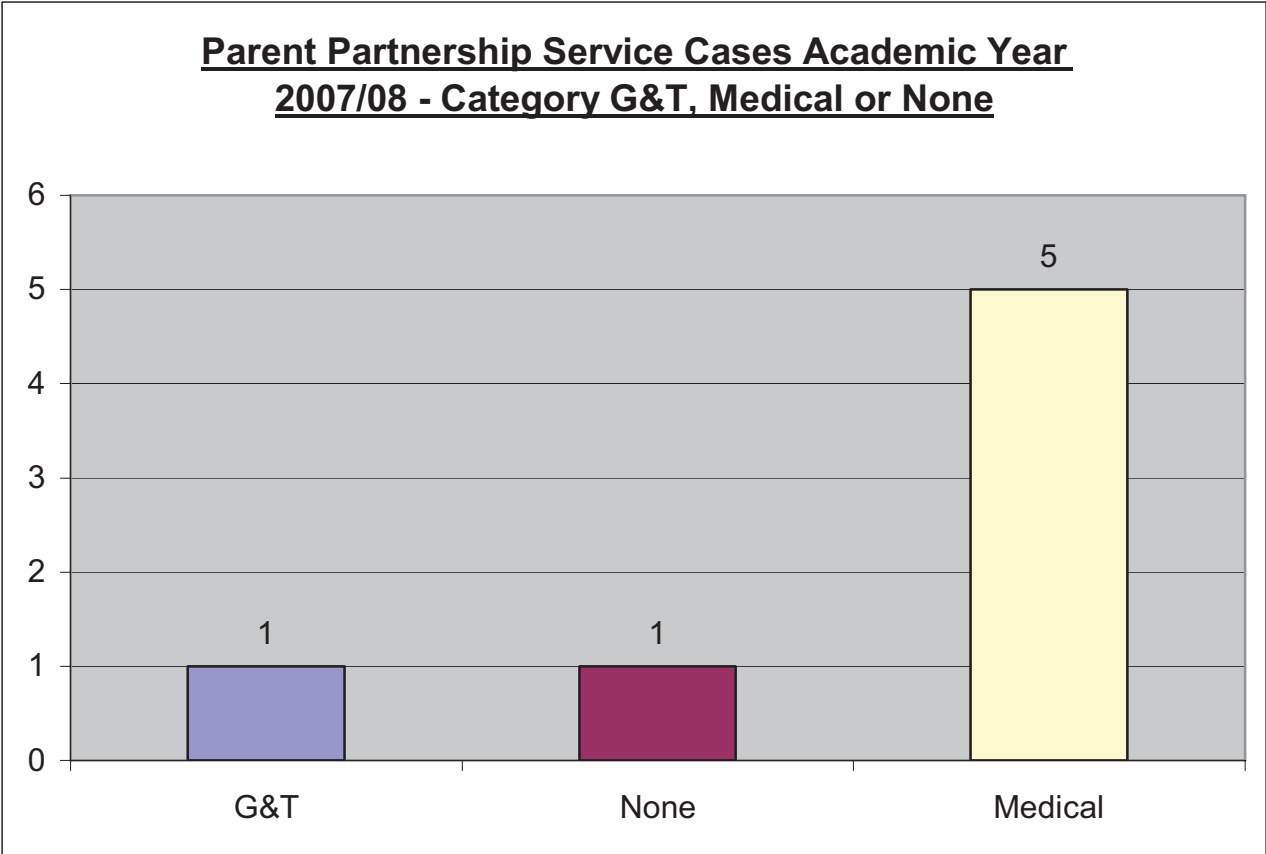


74 cases



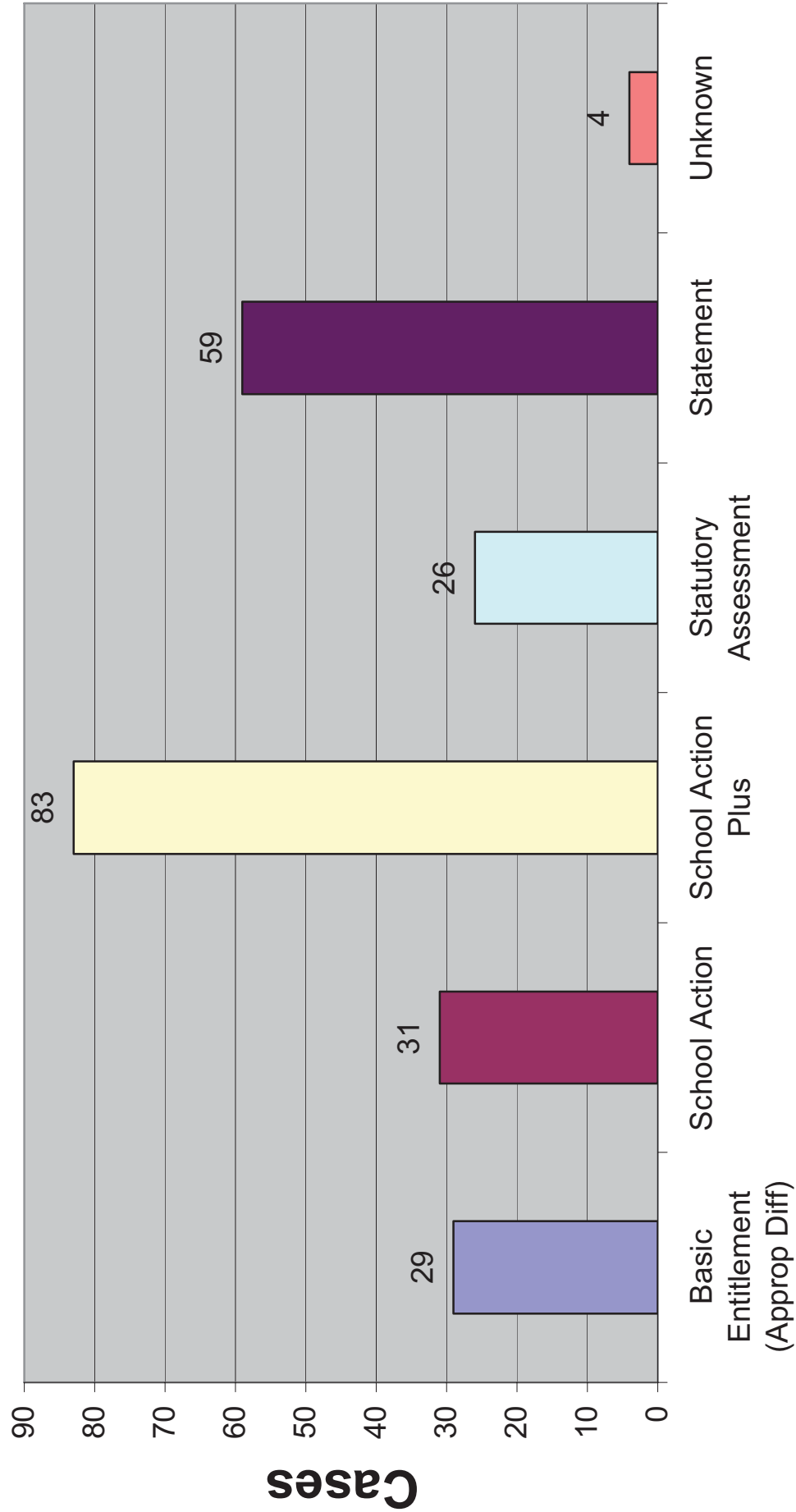
14 cases

Appendix 1



**7 cases**

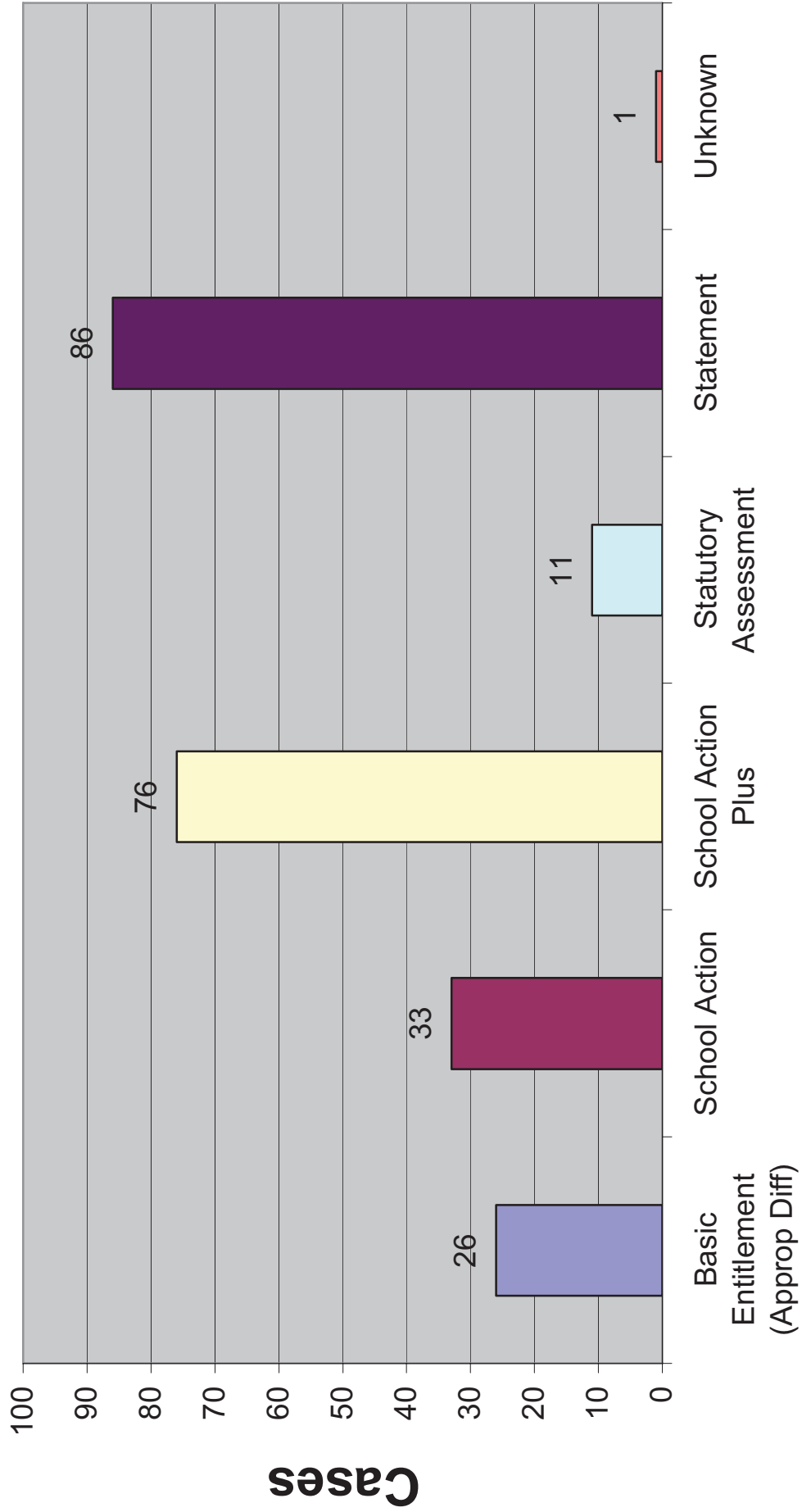
**Parent Partnership Service**  
**Cases Academic Year 2007-08 Code of Practice Stage - at referral**



**NB** The six Medical Hours and Non SEN cases are not shown

**232 cases**

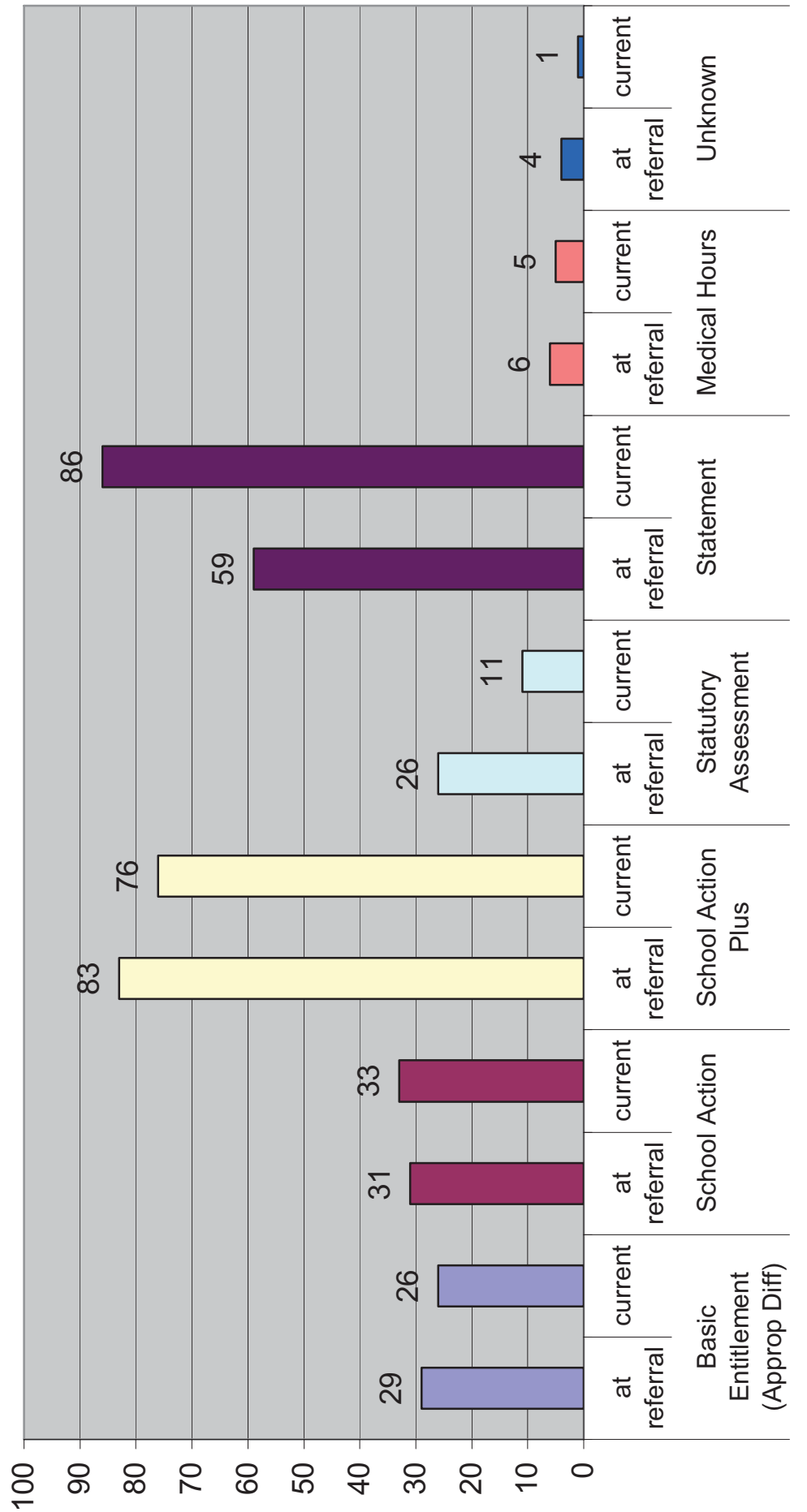
**Parent Partnership Service**  
**Cases Academic Year 2007/08 Code of Practice - currently**



**NB** The five Medical Hours cases are not shown

**233 cases**

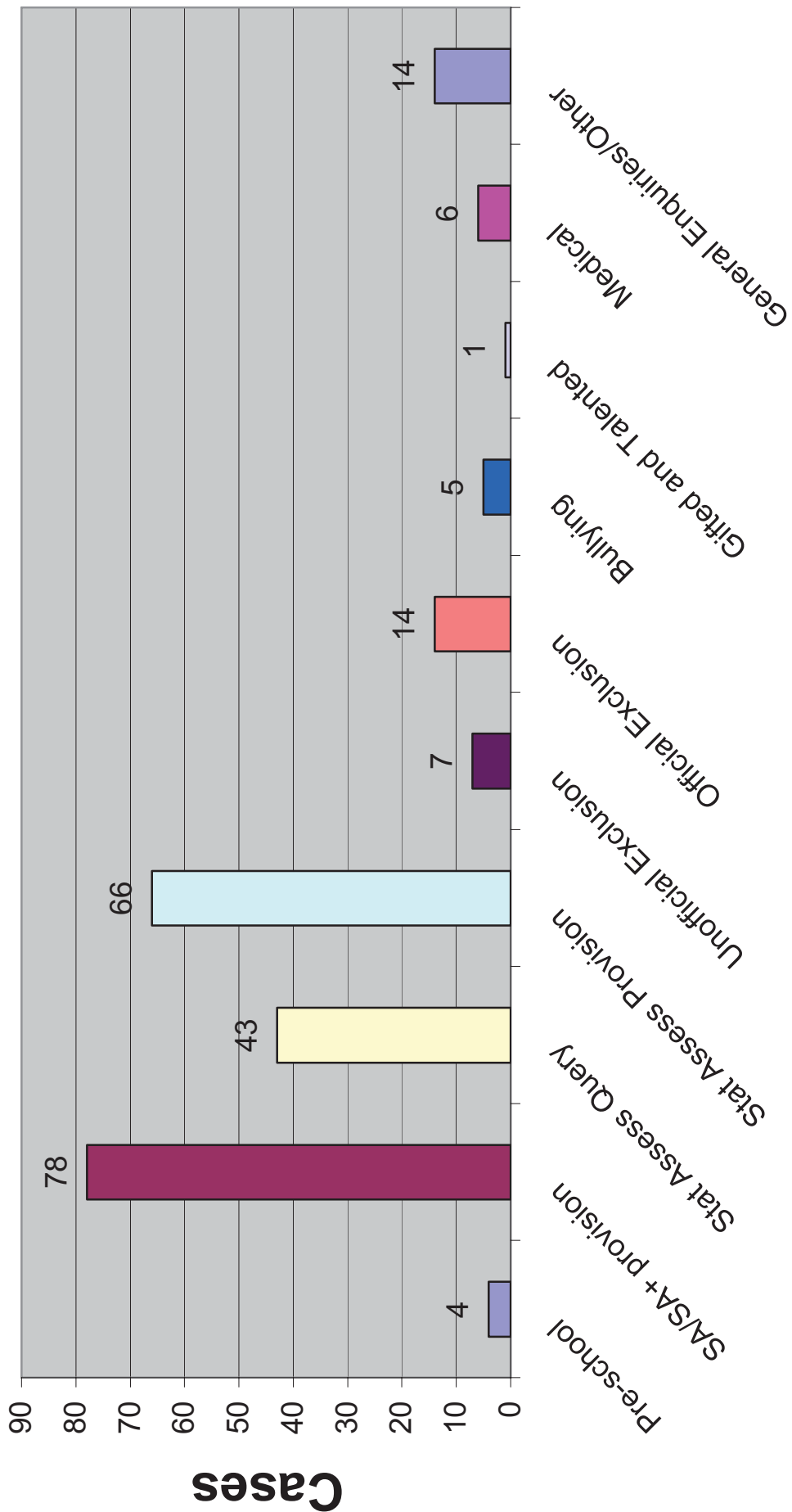
**Parent Partnership Service Cases Academic Year 2007/08 Comparison of SEN Stage after PPS involvement**



**NB Medical Hours though not an SEN Stage are included to give a complete picture**

**238 cases**

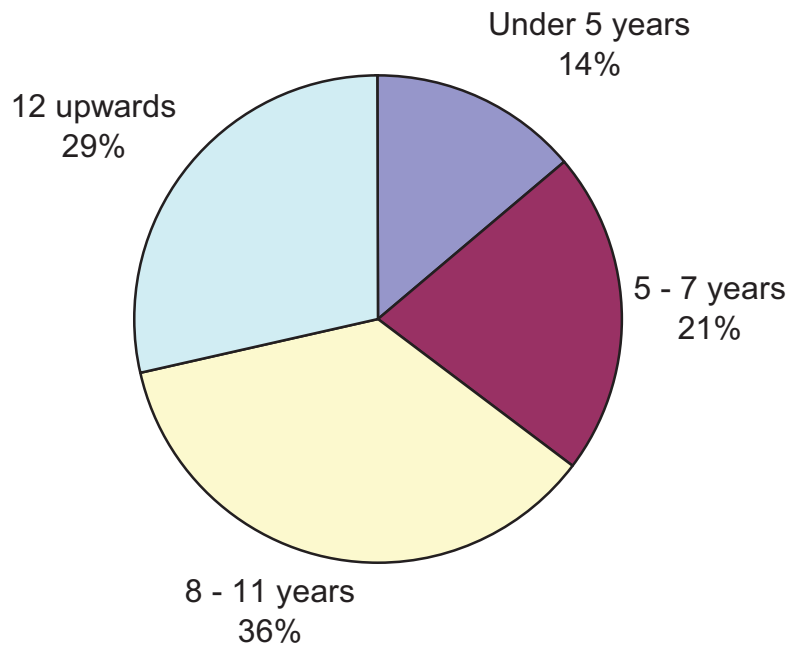
**Parent Partnership Service**  
**Reasons for referral Academic Year 2007-08**



238 cases

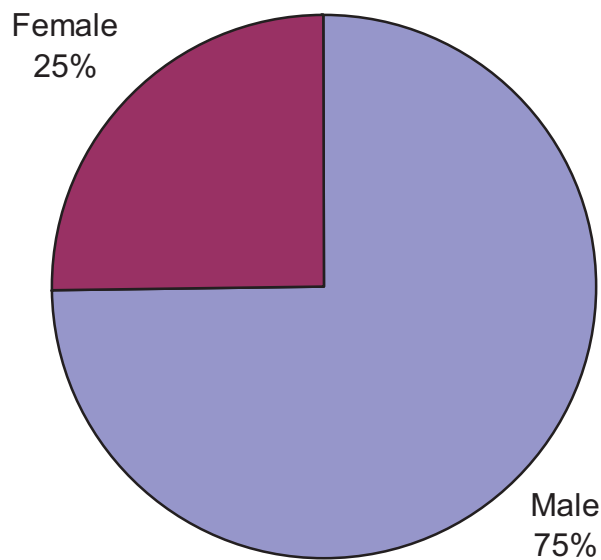
Appendix 1

**Parent Partnership Service**  
**Cases Academic Year 2007/08 - by age**



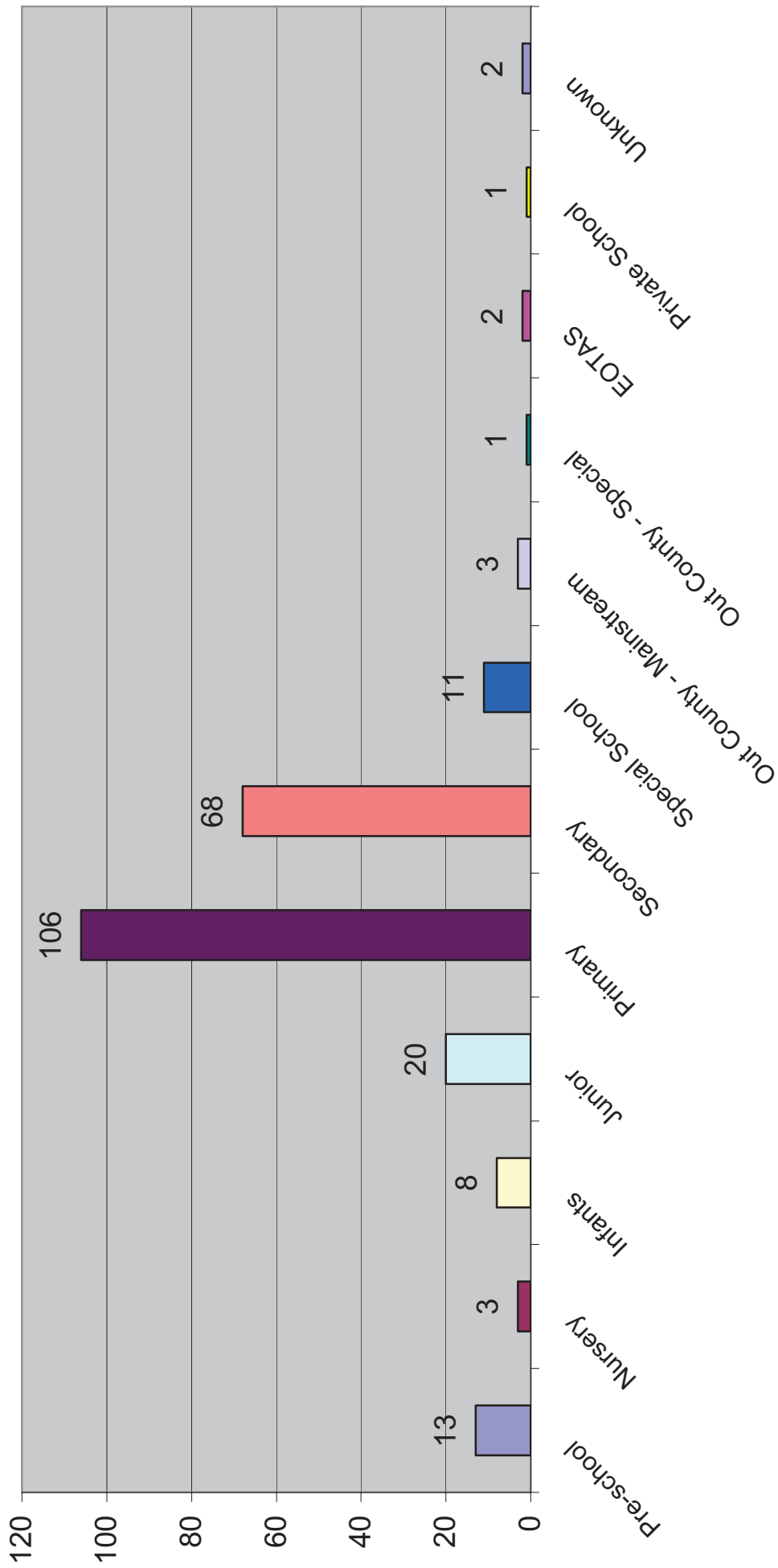
238 cases

**Parent Partnership Service**  
**Cases Academic Year 2007/08 - Gender Breakdown**



238 cases

**Parent Partnership Service Cases Academic Year 2007/08 Type of School**



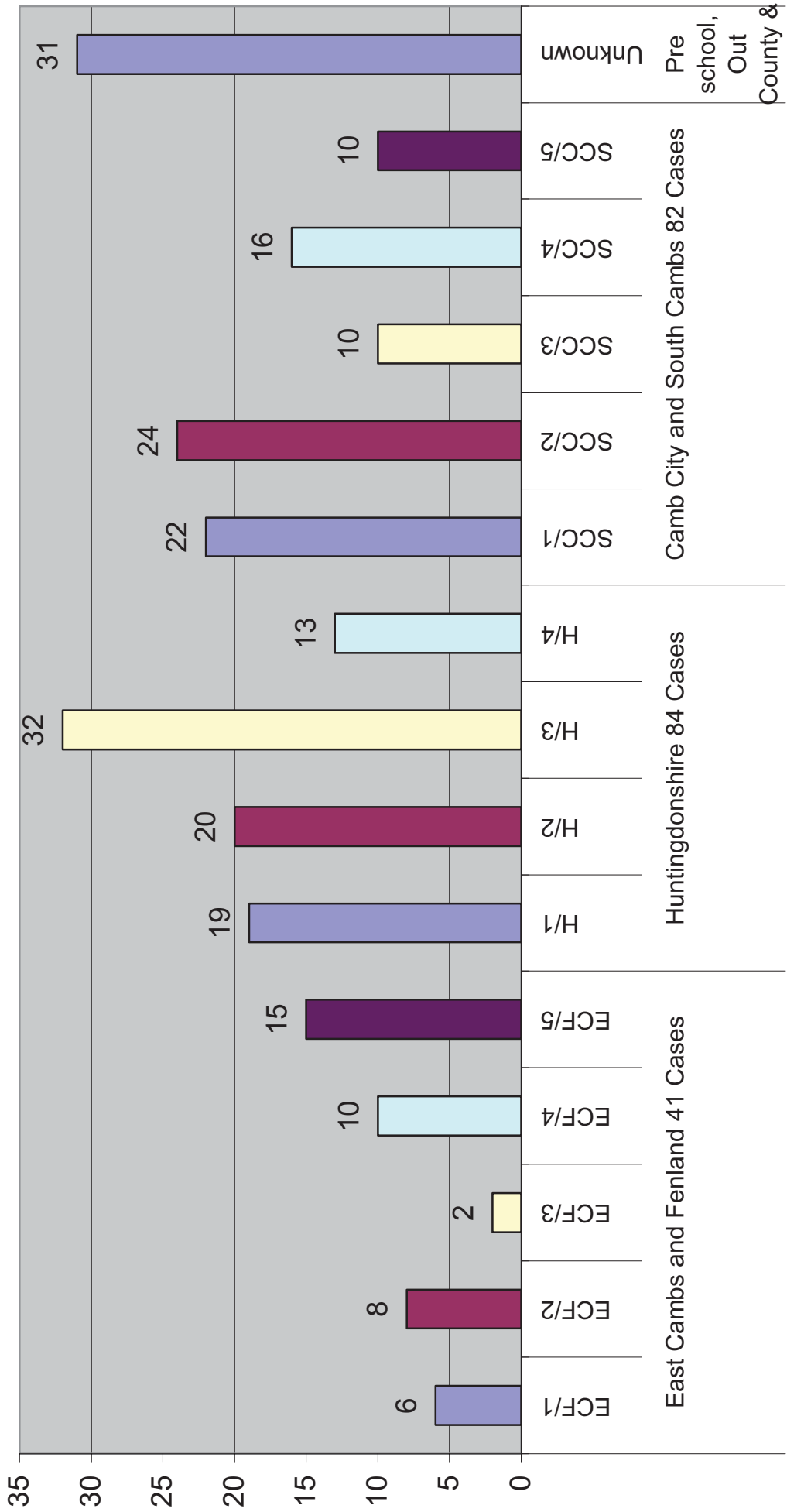
238 cases

### **Key to Areas and their constituent Localities**

Due to space constraints it is not possible to put the Locality names on the following Area and Locality reports. The Localities are identified using the agreed abbreviation ie ECF/1 for the Wisbech. The key below lists all the abbreviations and their respective Localities.

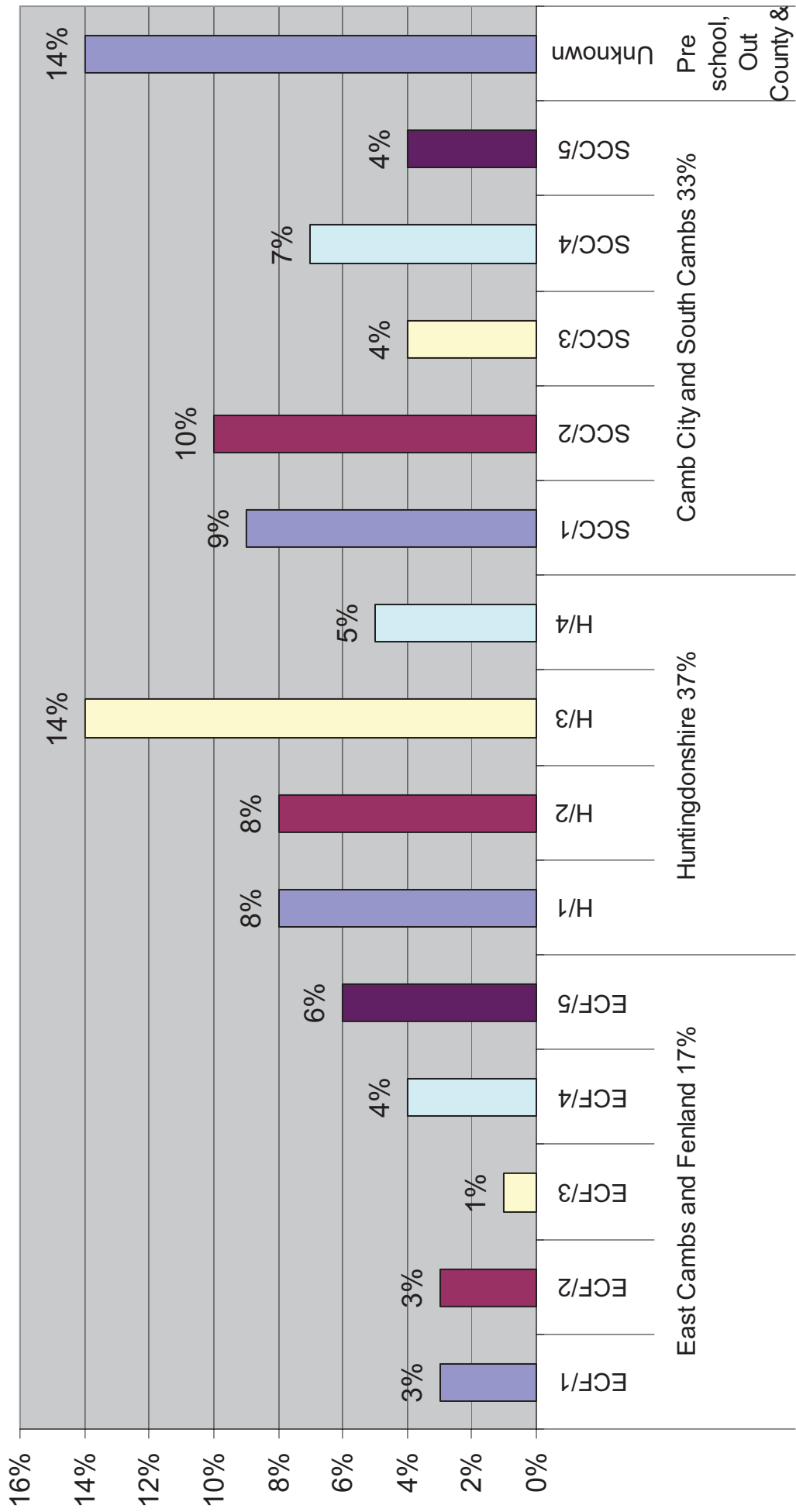
ECF/1	Wisbech
ECF/2	March & Chatteris
ECF/3	Whittelsey
ECF/4	Ely, Littleport & Witchford
ECF/5	Bottisham, Burwell & Soham
H/1	St Neots
H/2	Huntingdon
H/3	Ramsey, Sawtry & Yaxley
H/4	St Ives
SCC/1	Cambridge North
SCC/2	Cambridge South
SCC/3	Sawston & Linton
SCC/4	Bassingbourn, Melbourn, Comberton & Gamlingay
SCC/5	Cottenham & Swavesey

**Parent Partnership Service Cases Academic Year 2007/08 - Cases by Area & Locality**



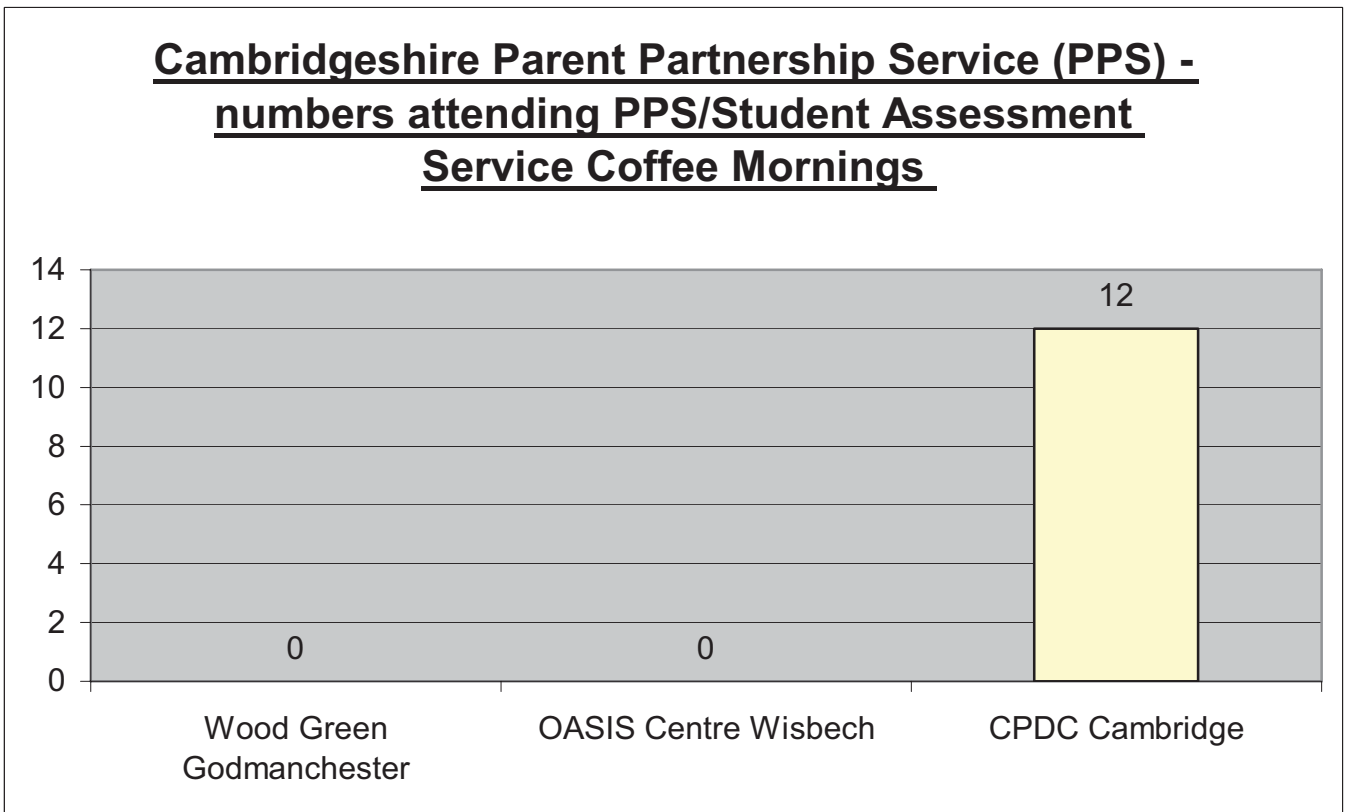
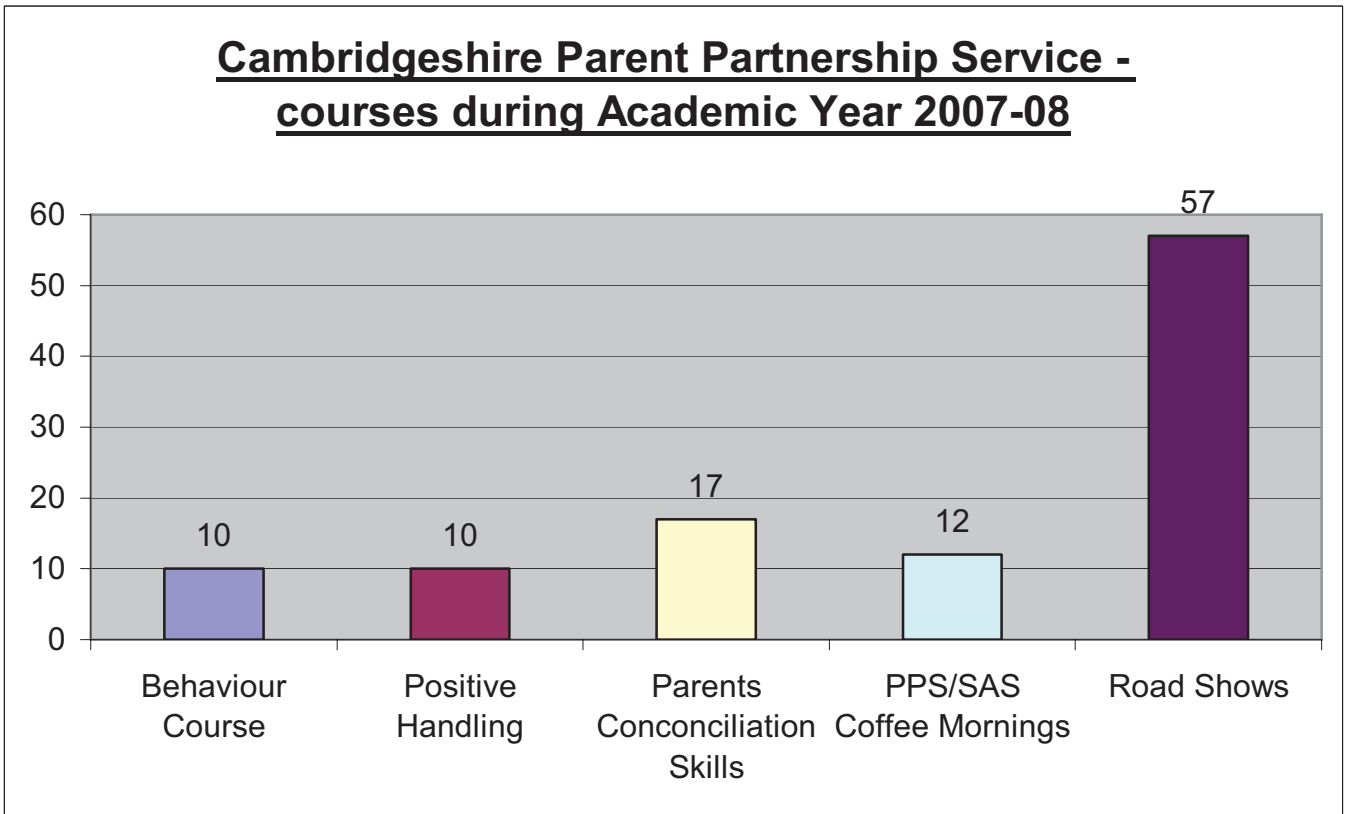
238 Cases

**Parent Partnership Service Cases by Academic Year 2007/08 - New Cases as a percentage by Area and Locality**



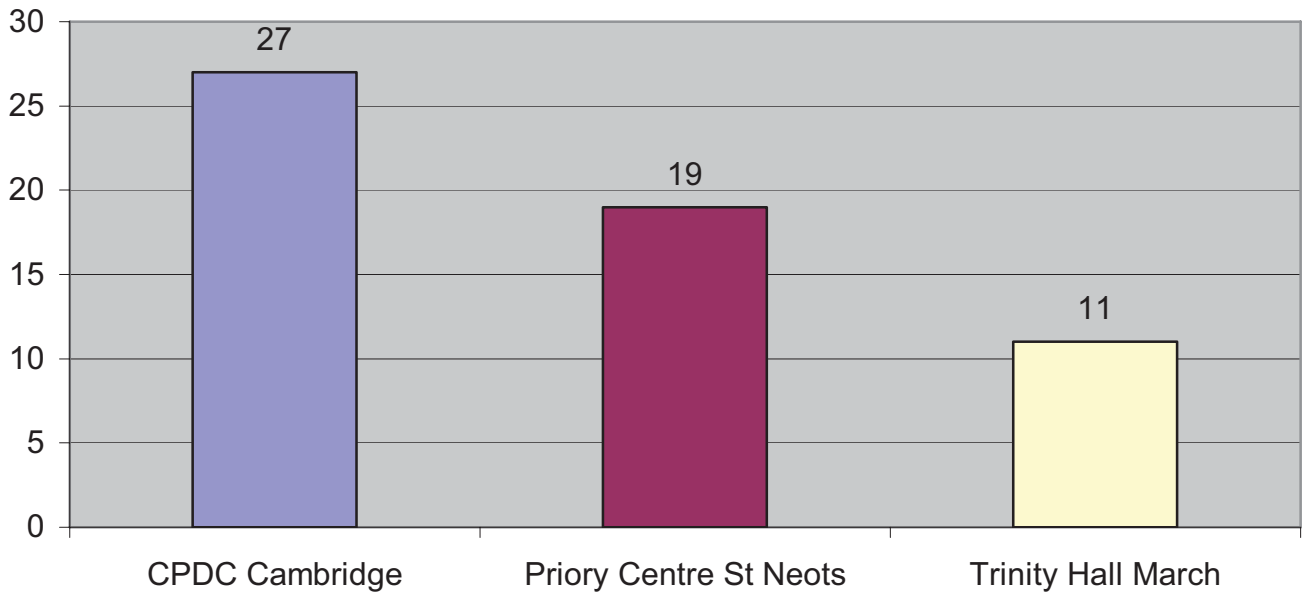
238 Cases

Appendix 2

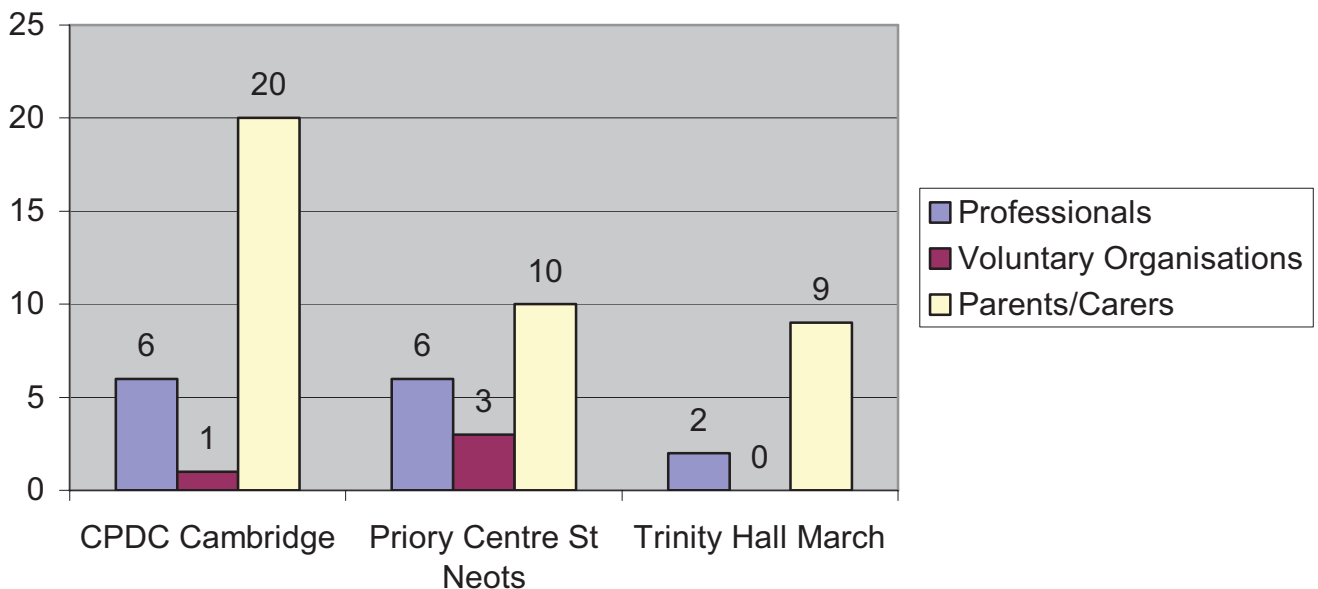


**NB** PPS/SAS Coffee Mornings at Wood Green, Godmanchester and OASIS Centre, Wisbech were cancelled due to insufficient numbers.

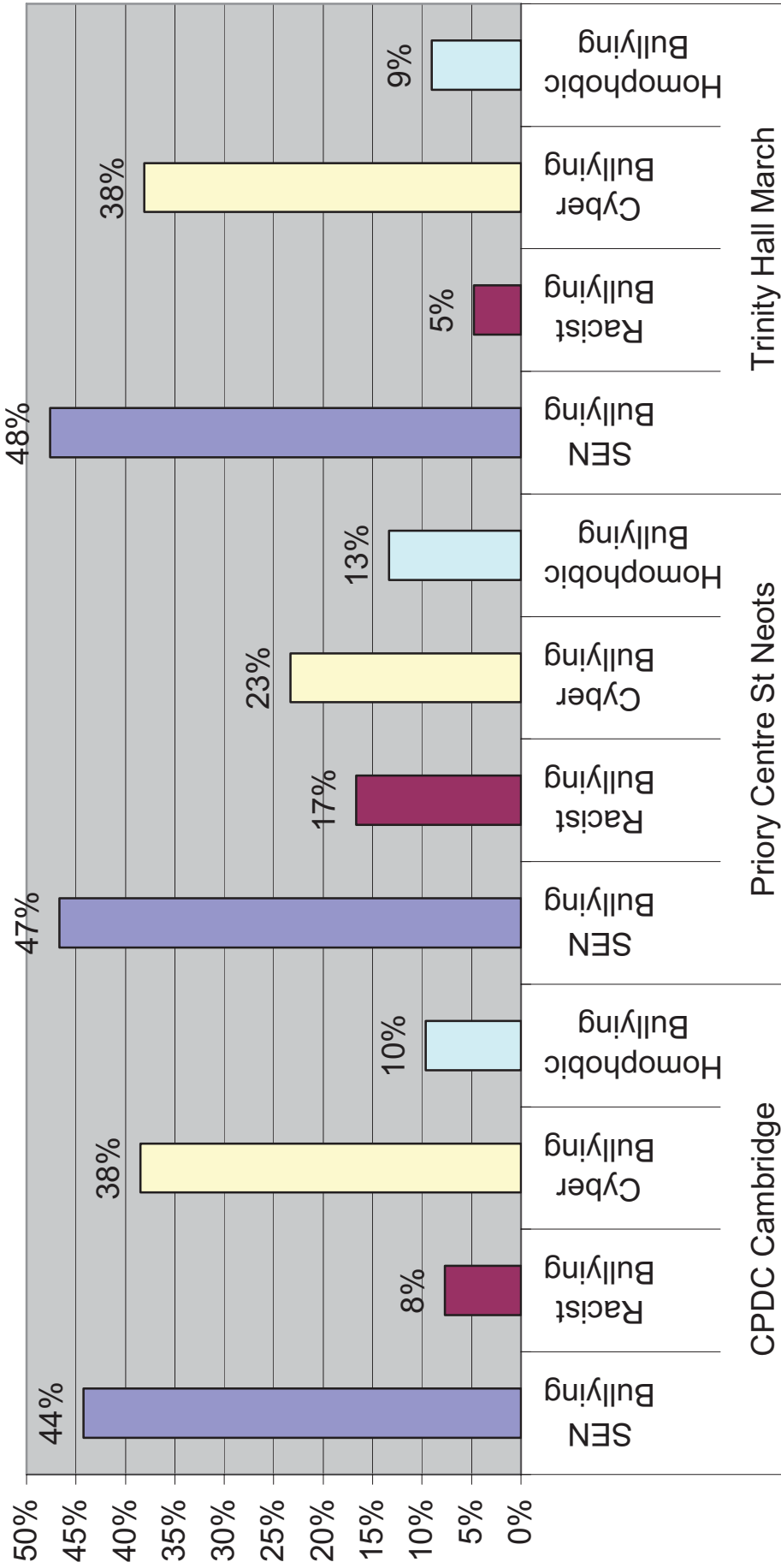
**Cambridgeshire Parent Partnership Service - numbers attending Road Shows**



**Cambridgeshire Parent Partnership Service - analysis of delegates attending Road Shows**

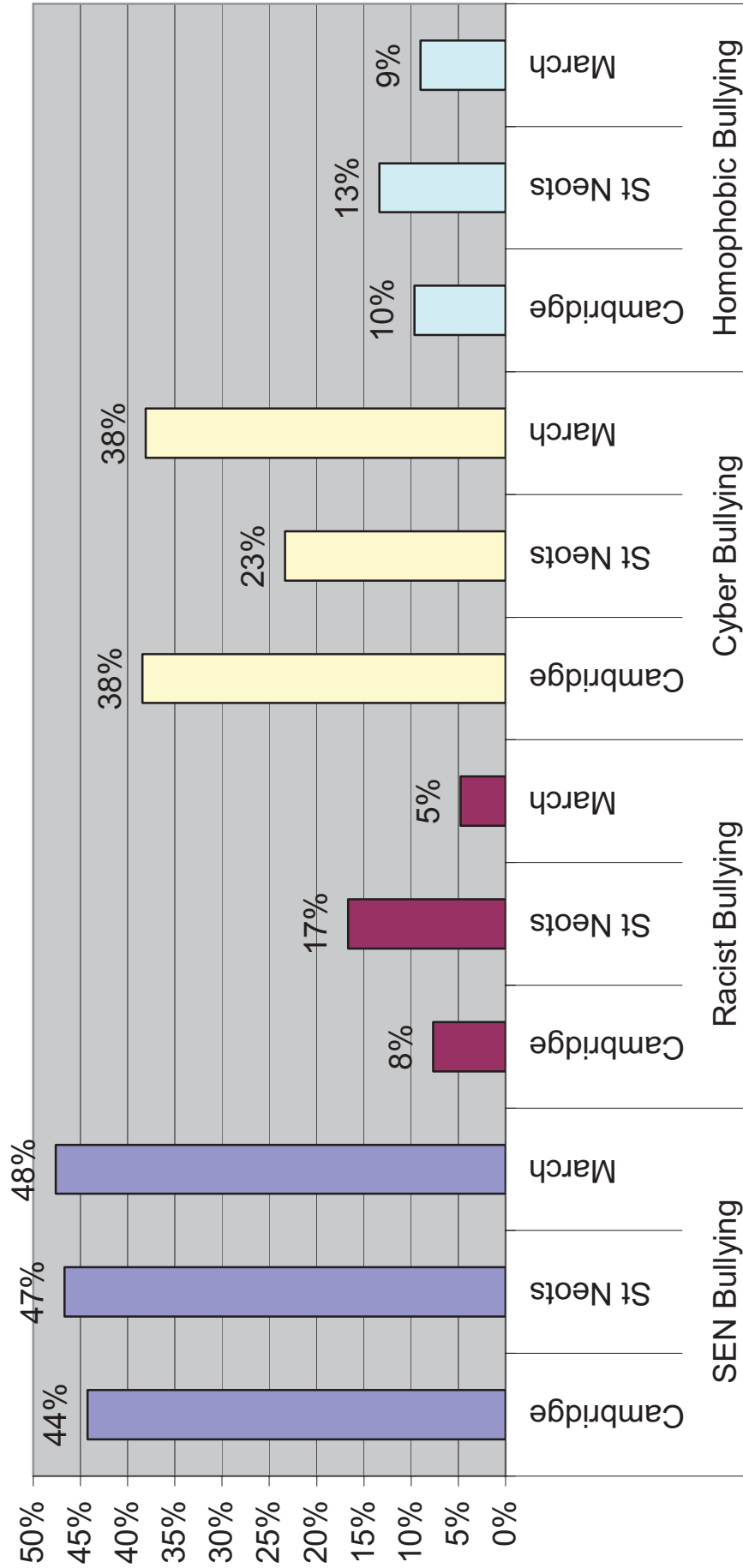


**Cambridgeshire Parent Partnership Service Road Show Academic Year 2007/08 - Areas and seminars**



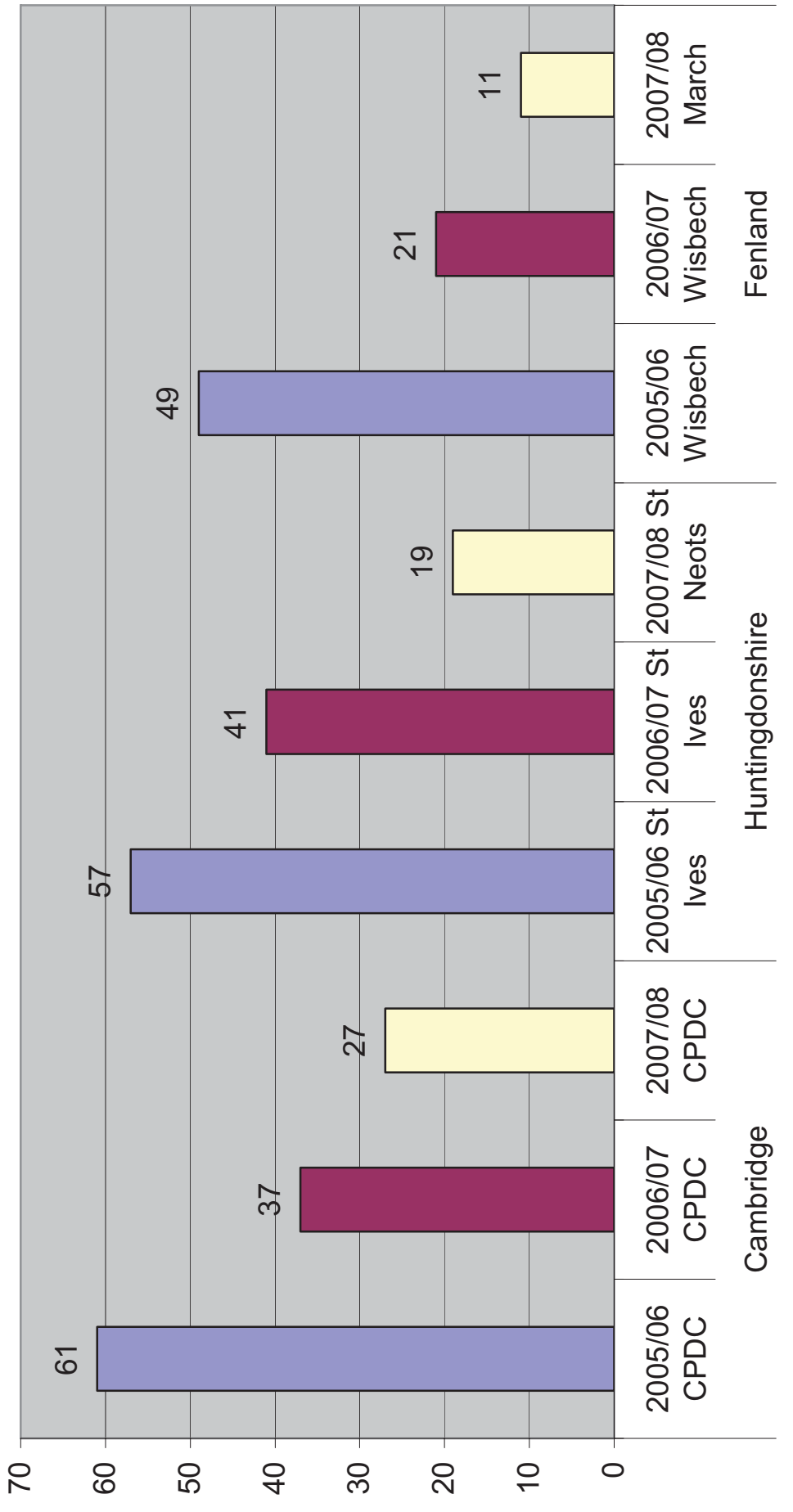
**NB** The figures for each seminar are the percentage of people who attended that seminar out of the total number of seminar places for that Road Show

**Parent Partnership Service Road Show Seminars Academic Year 2007-08 Seminars and Area attendance**



**NB** The figures for each seminar are the percentage of people who attended that seminar out of the total number of seminar places for that Road Show

**Road Shows 2005/06 - 2007/08**



**Parent Partnership Service – CCC Website**  
**Number of times sections of website viewed Academic Year 2007/08**

Month	Home	About	Courses	Newsletter	Leaflets	Help	Websites	Have your say	Parent Groups	PiL	Total for month
September	250	99	56	56	82	20	370	10	99	20	1062
October	281	132	113	88	80	32	449	15	193	22	1405
November	266	83	68	39	161	24	399	16	152	13	1221
December	157	49	45	44	47	20	351	16	105	15	849
January	285	134	57	95	77	29	814	26	187	43	1747
February	268	93	82	73	40	26	574	23	120	37	1336
March	242	77	47	77	51	29	509	23	150	24	1229
April	278	141	81	106	65	31	517	35	191	23	1468
May	286	144	95	112	50	24	493	19	191	29	1443
June	317	149	96	94	40	17	407	17	202	24	1363
July											
August											
Totals	2630	1101	740	784	693	252	4883	200	1590	250	13123

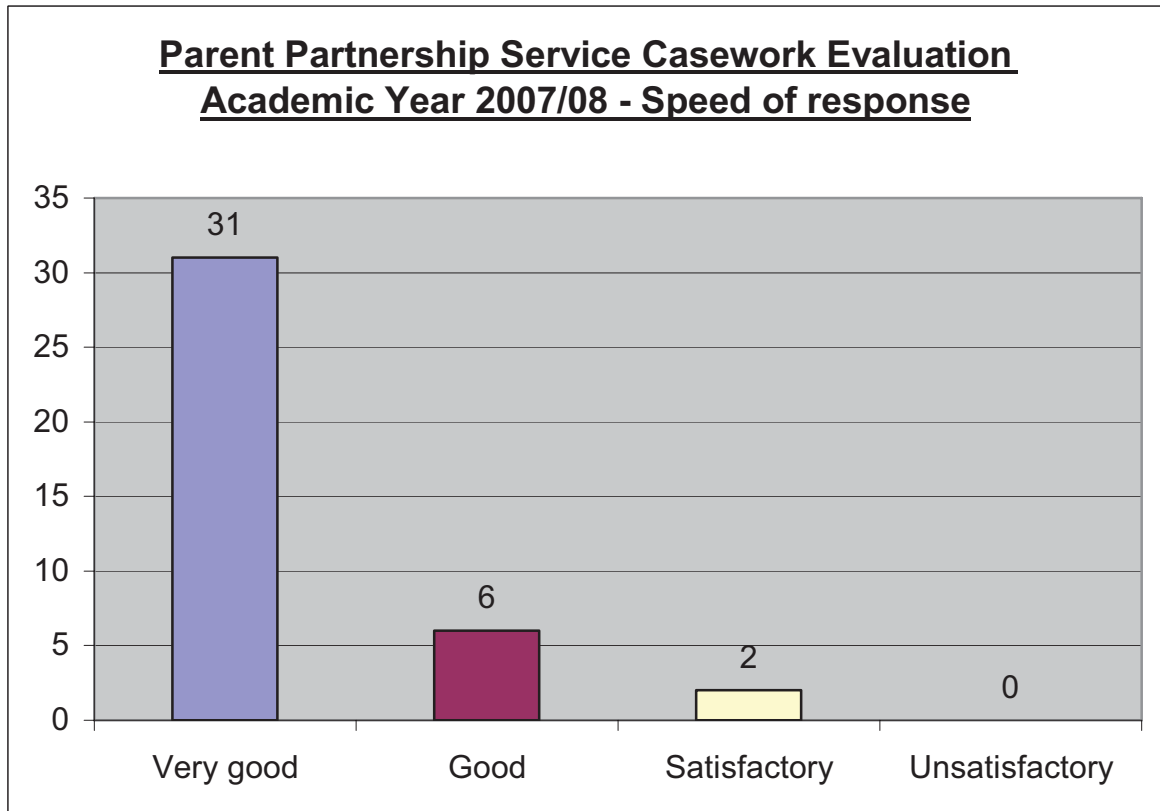
**Parent Partnership Service - Portal**  
**Number of times sections of website viewed Academic Year 2007/08**

Month	Home	About	Courses	Help	Leaflets	Newsletters	P/Groups	Web sites	Short URL	A-Z Services#	Total
September	1	-	-	-	-	-	-	-	-	-	1
October	11	6	1	-	-	2	2	5	2	3	32
November	15	5	-	-	-	1	2	6	1	4	34
December	12	11	-	1	1	-	5	3	3	5	41
January	15	15	-	-	1	-	1	4	8	9	53
February	13	13	2	1	1	4	5	7	4	11	61
March	13	7	-	-	-	1	3	6	3	10	43
April	36	19	1	1	-	3	7	7	7	14	95
May	18	10	1	-	-	-	4	7	9	4	53
June	16	4	-	2	-	-	4	5	4	7	42
July	25	13	-	-	-	1	4	4	3	10	60
August											
Totals	175	103	5	5	3	12	37	54	44	77	514

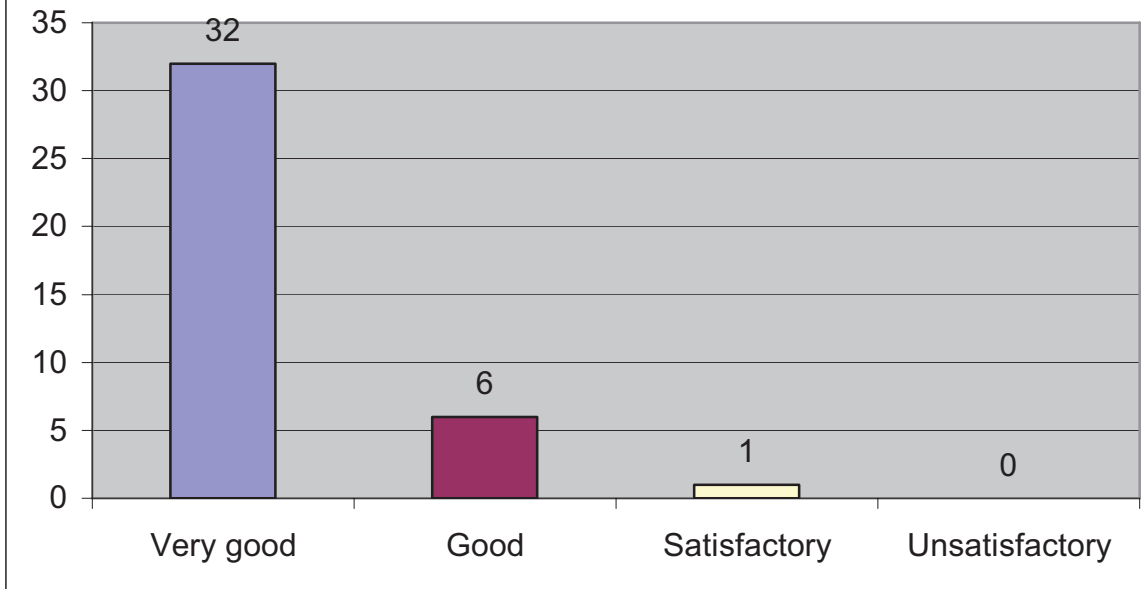
**NB** Data provided on a weekly bases so some months will have data from several days from another month  
# The PPS has a separate entry under the A-Z of Education Services ie separate from our main website

**Parent Partnership Service – Choice Advice Website**  
**Number of times website viewed Academic Year 2007/08**

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Total
<b>Number of Views</b>	383	432	248	94	185	143	193	183	130	127			2118



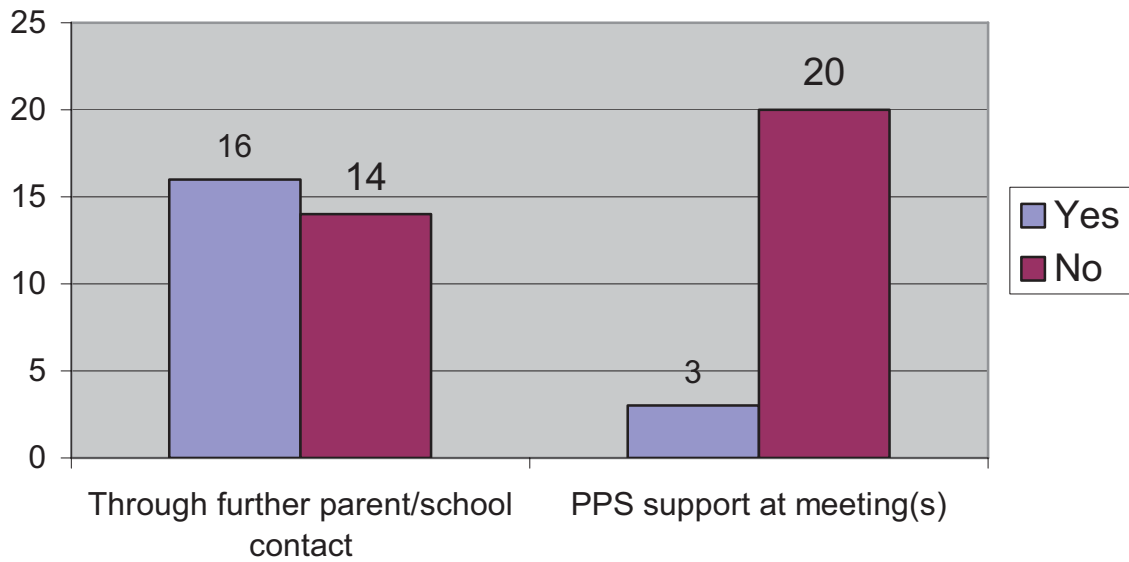
**Parent Partnership Service Casework Evaluation**  
**Academic Year 2007/08 - Sensitivity and**  
**understanding**



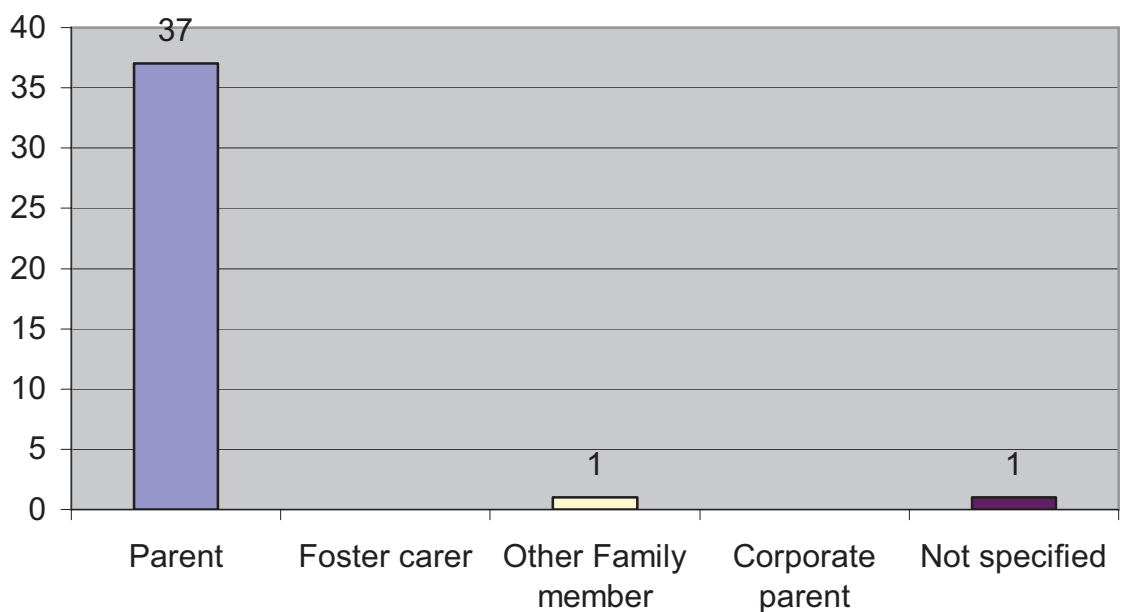
**Parent Partnership Service Casework Evaluation**  
**Academic Year 2007/08 - Usefulness of information**  
**provided**

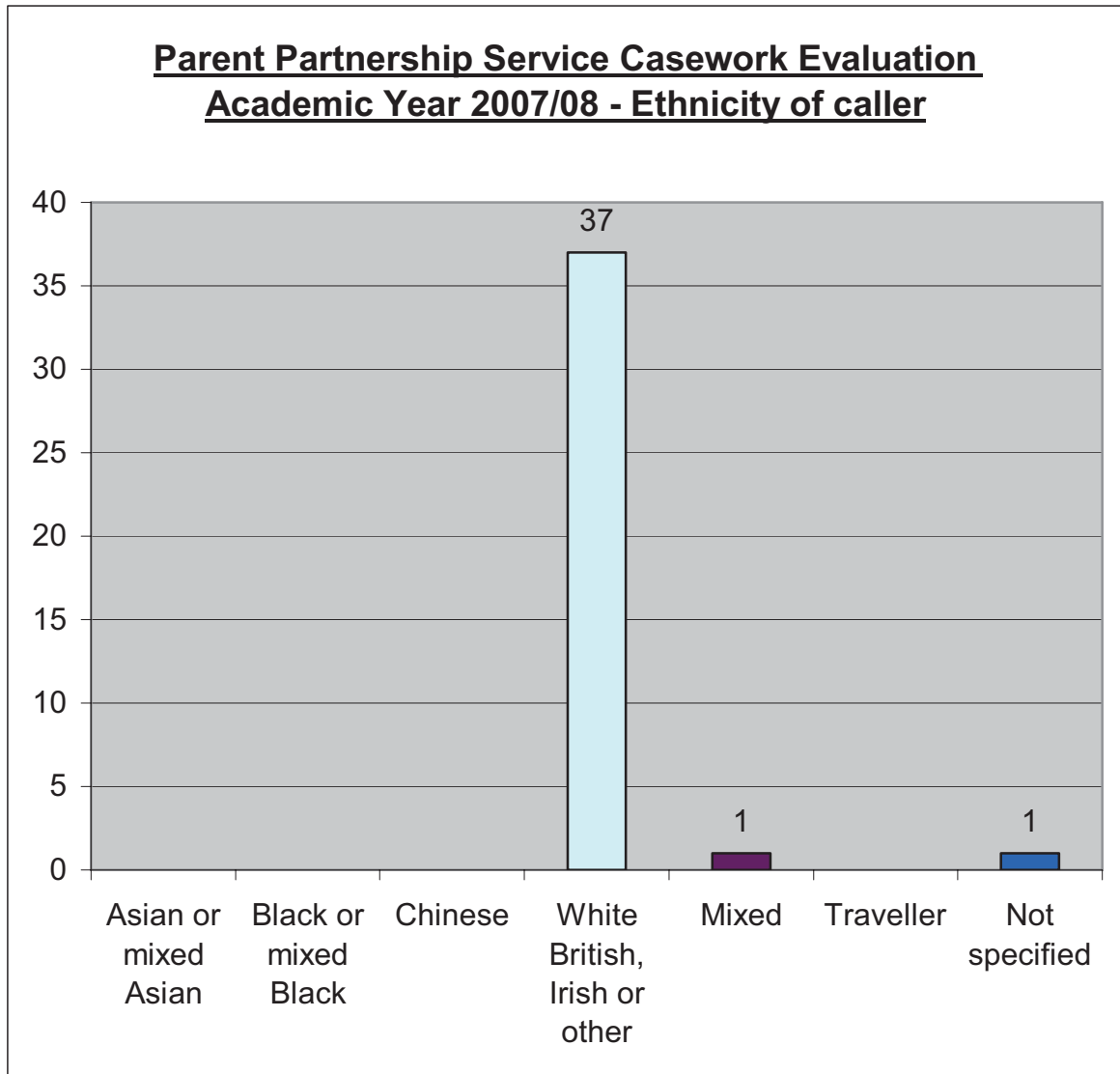


**Parent Partnership Service Casework Evaluation**  
**Academic Year 2007/08 - How was the concern**  
**resolved?**



**Parent Partnership Service Casework Evaluation**  
**Academic Year 2007/08 - Type of parent**

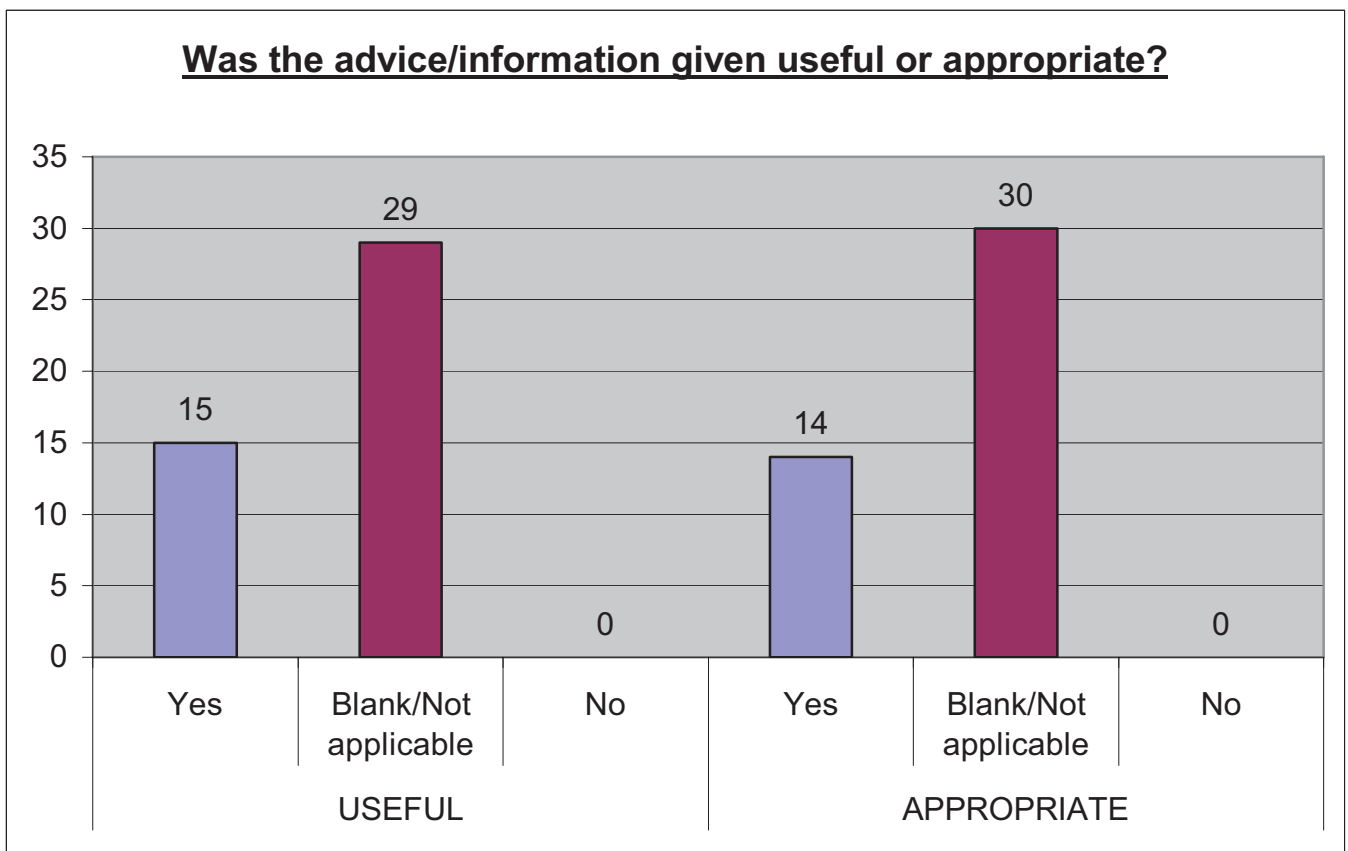
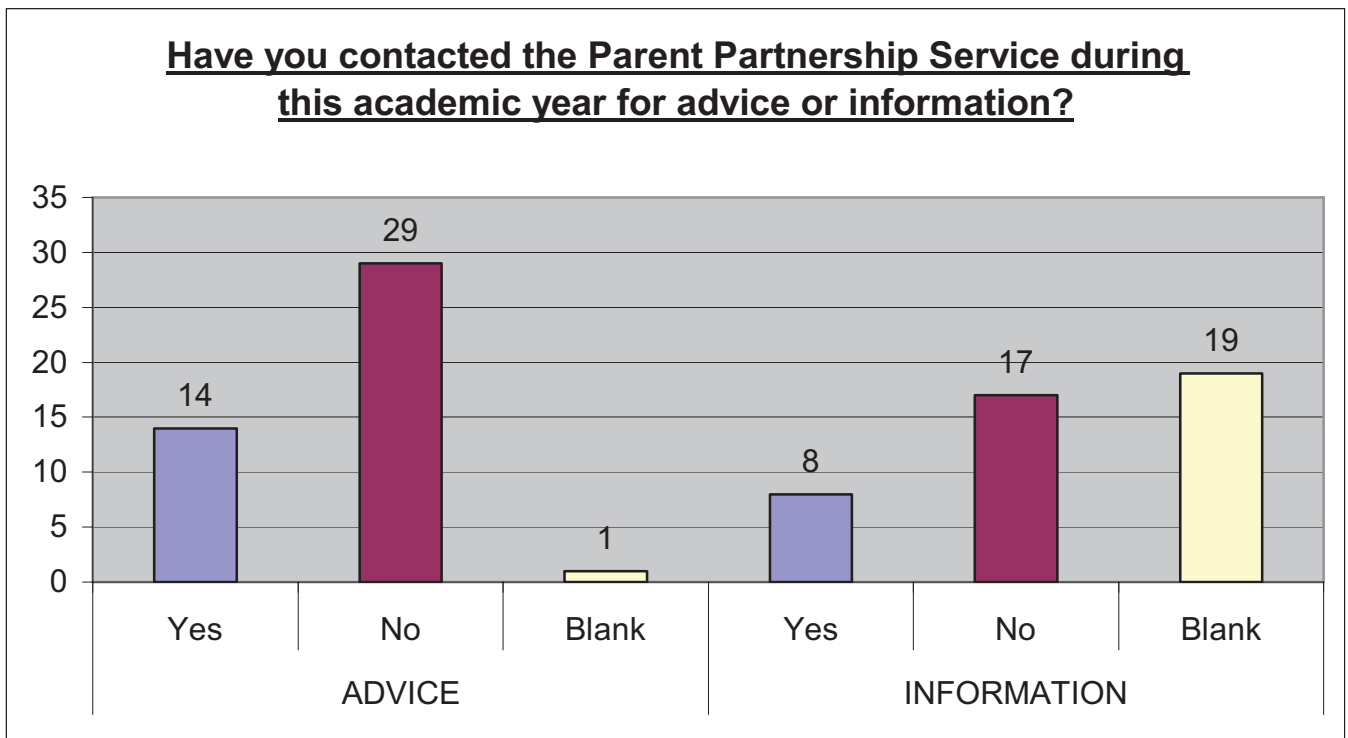




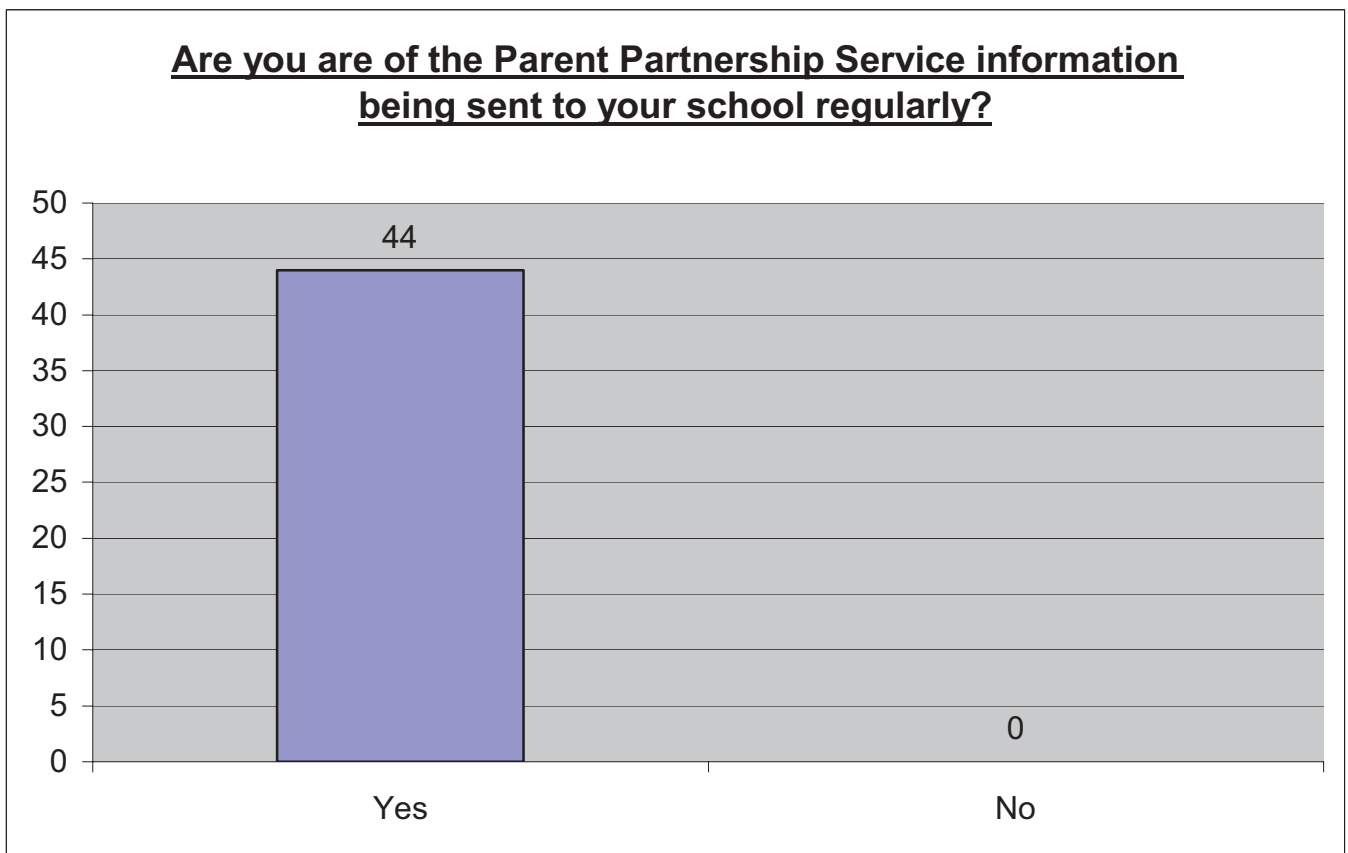
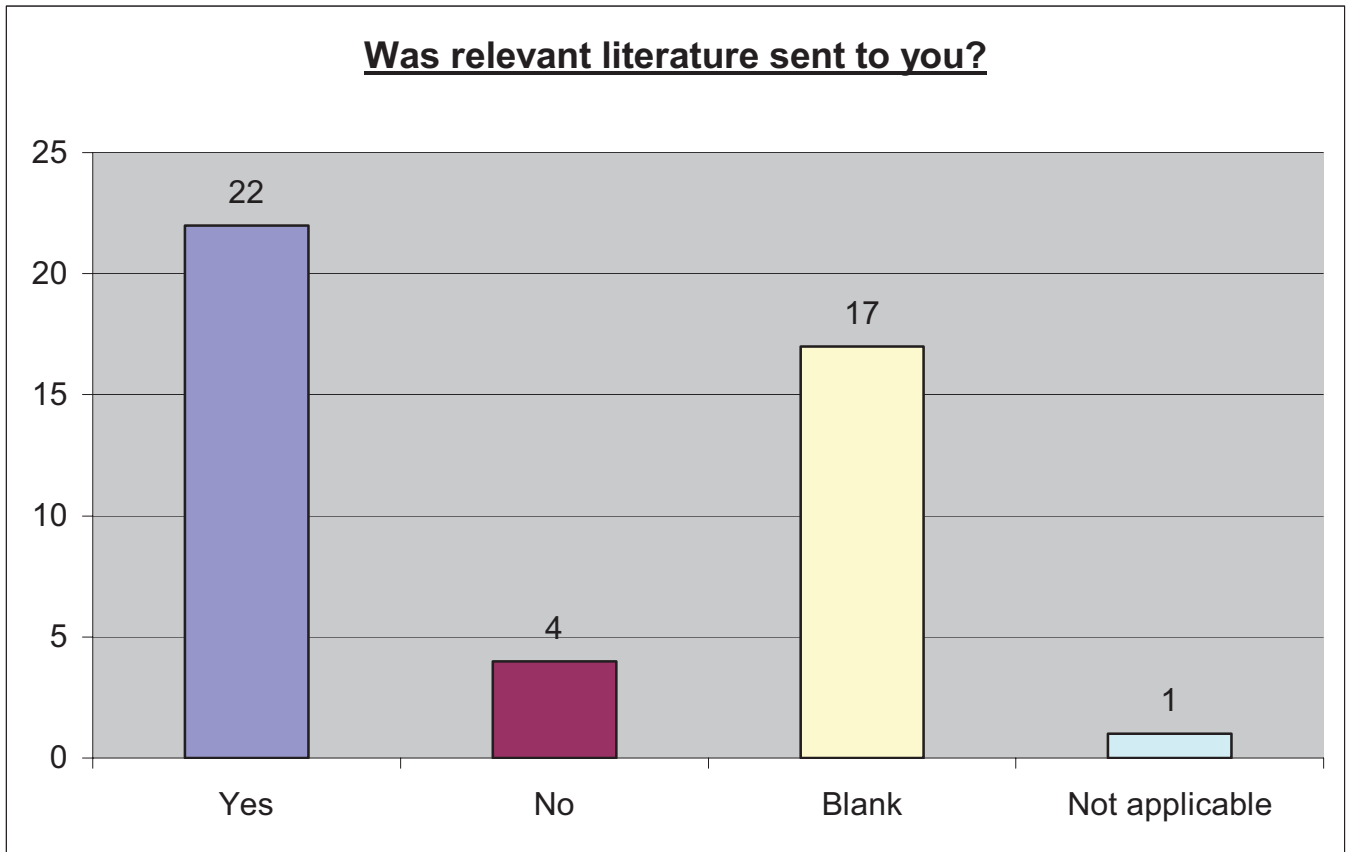
## **Background Information**

- 44 (18%) of the 249 forms were sent returned within the time limit
- 1 form was returned after the time limit and was not able to be included in the analysis
- Parents contacted the Parent Partnership Service about 132 'schools' – not all calls resulted in the PPS contacting the school. In cases where the parent obtained the knowledge and confidence from the PPS to progress the matter themselves a call was not required.

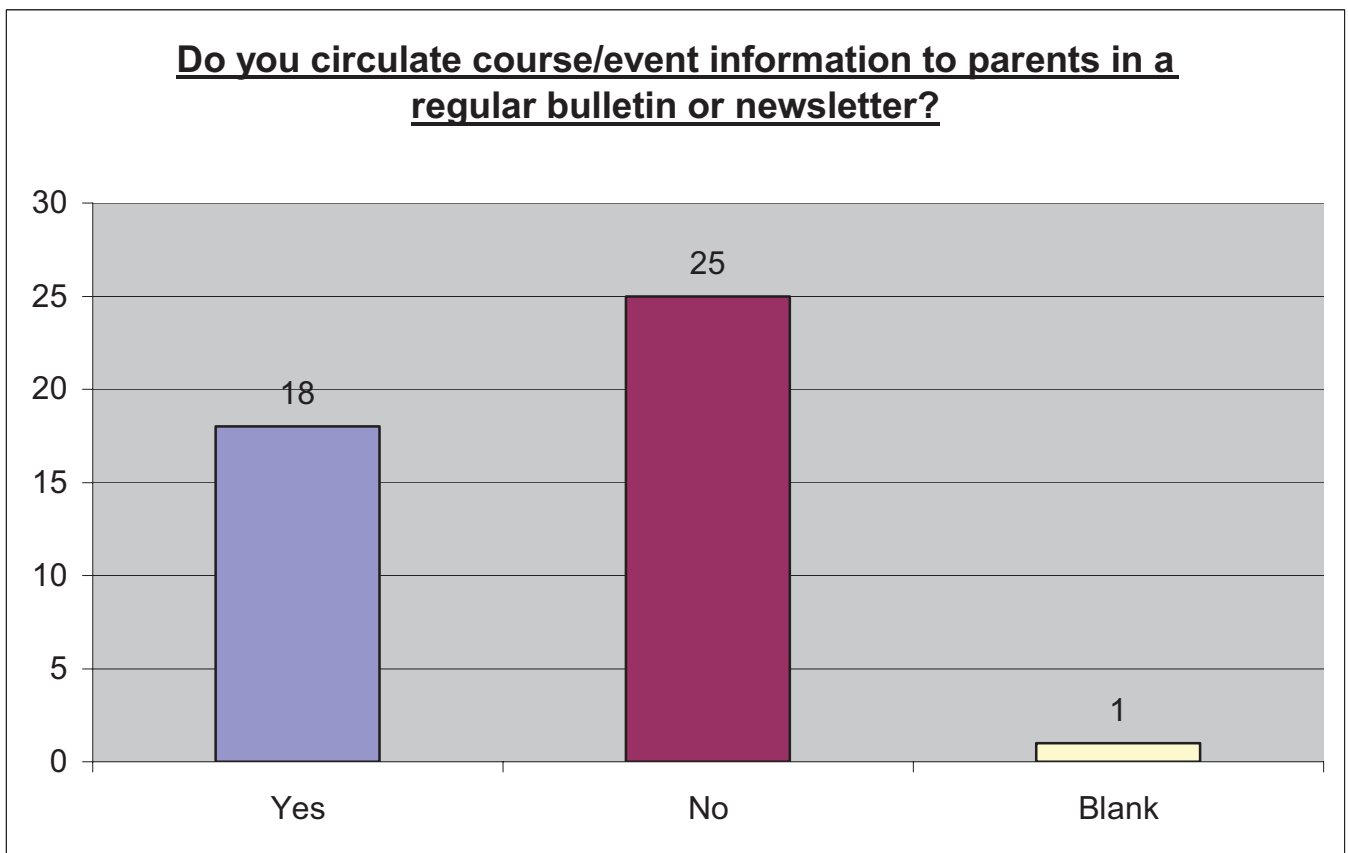
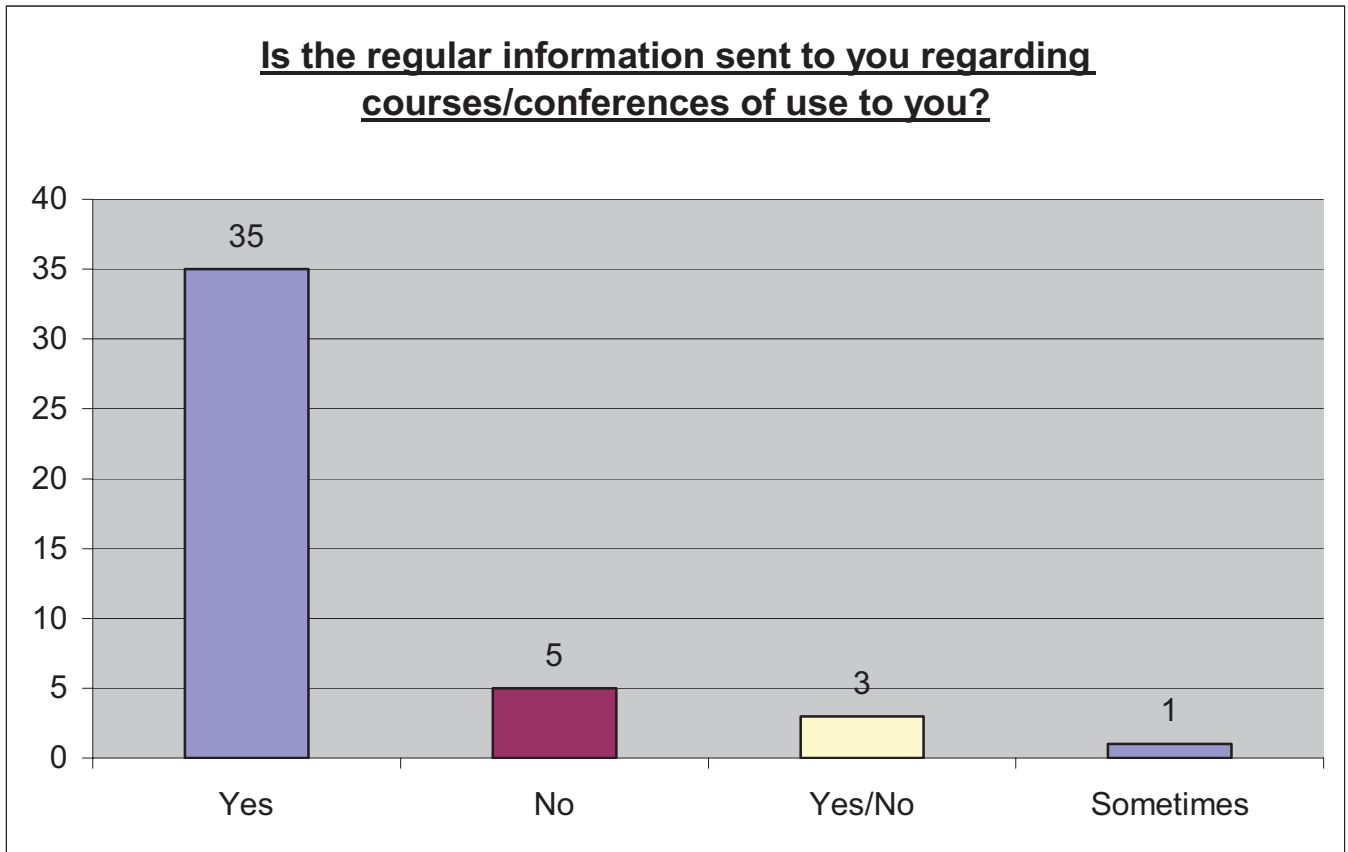
**Satisfaction Survey - Schools**



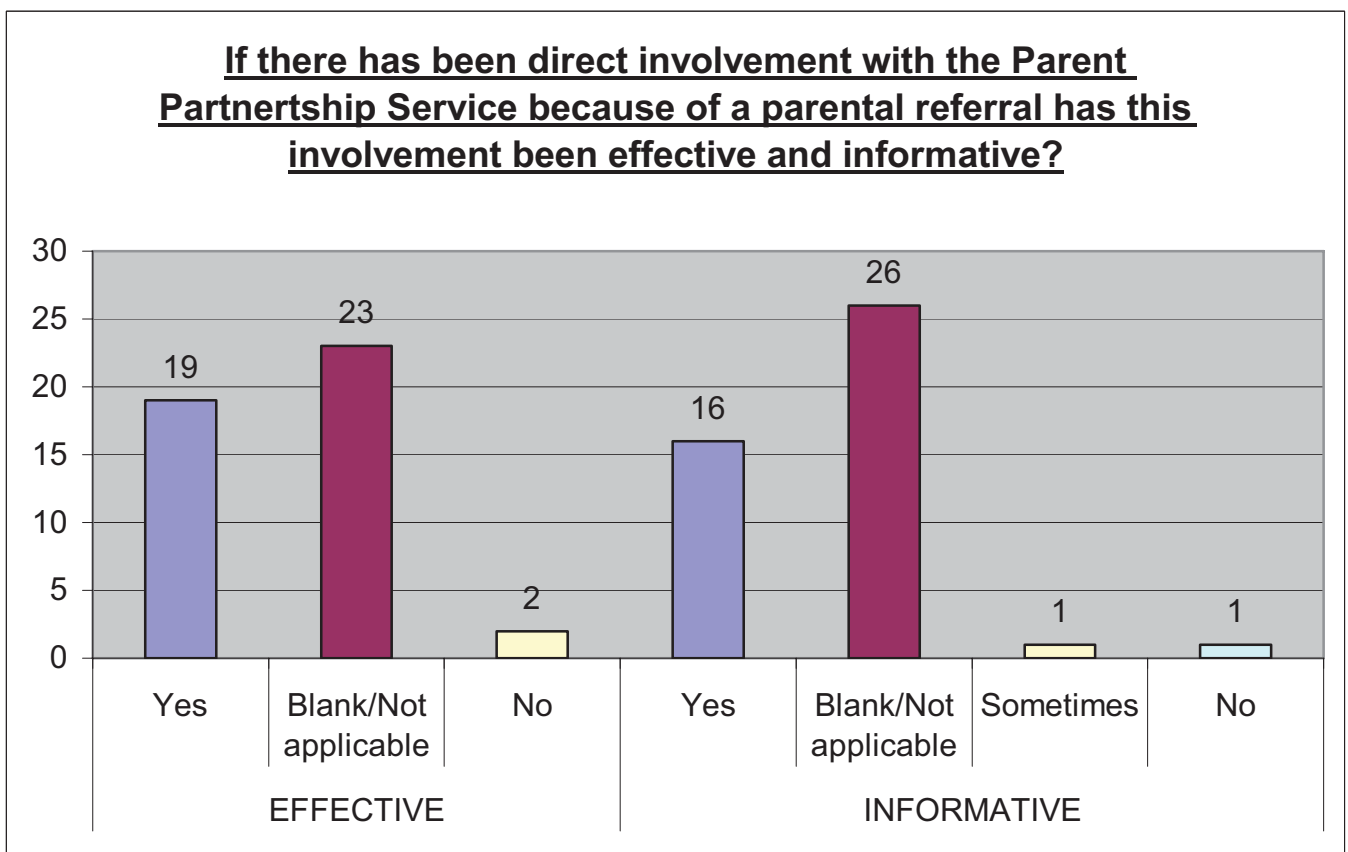
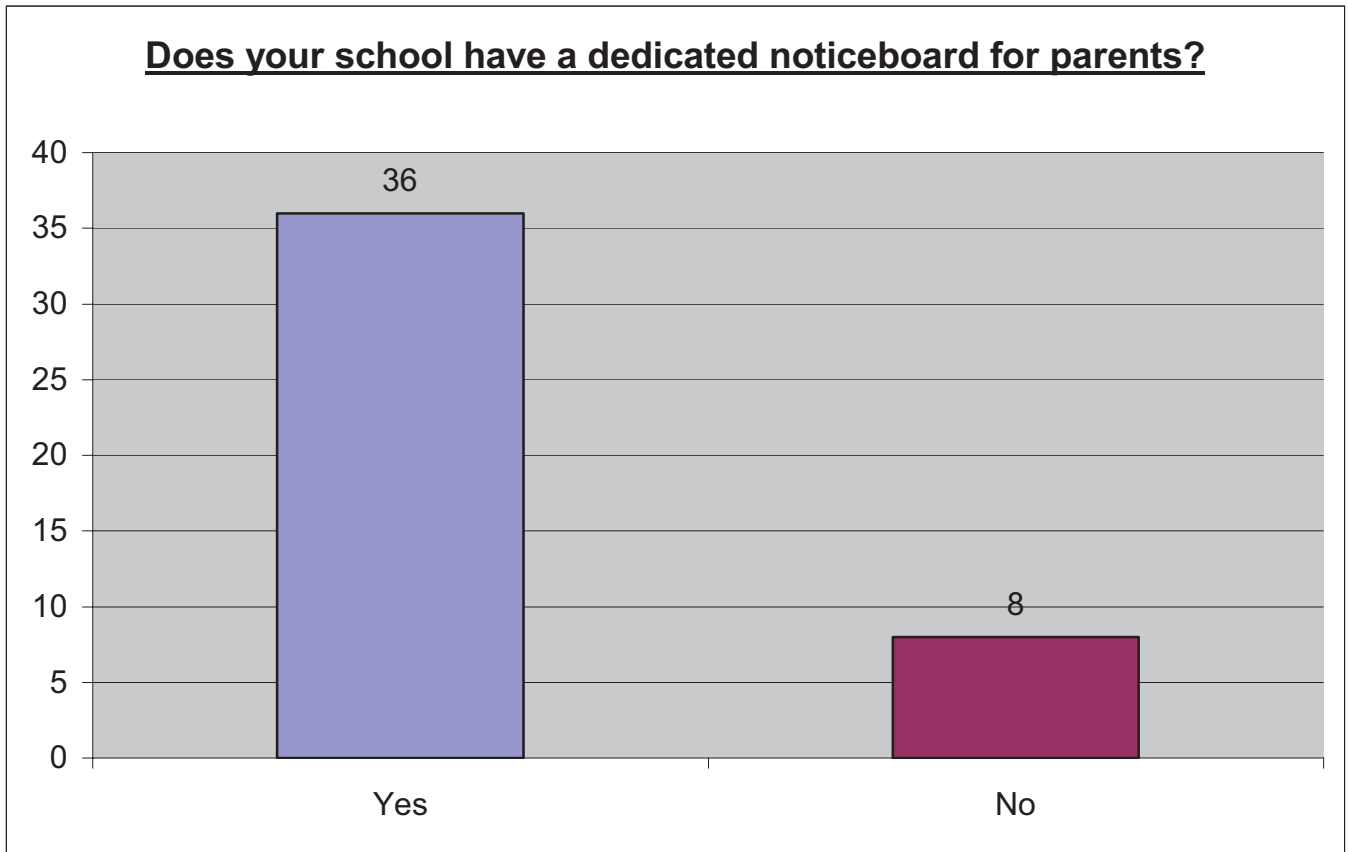
**Satisfaction Survey - Schools**



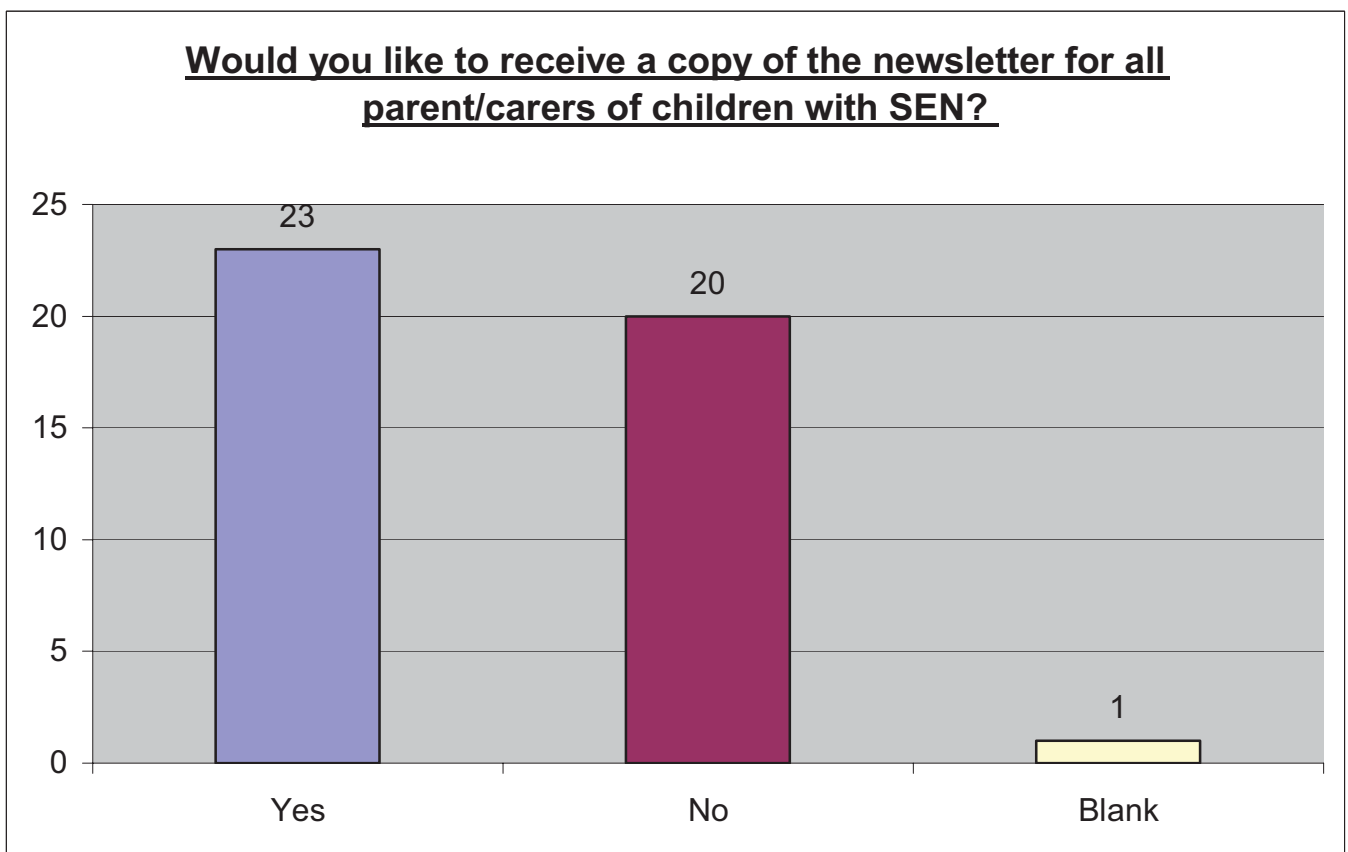
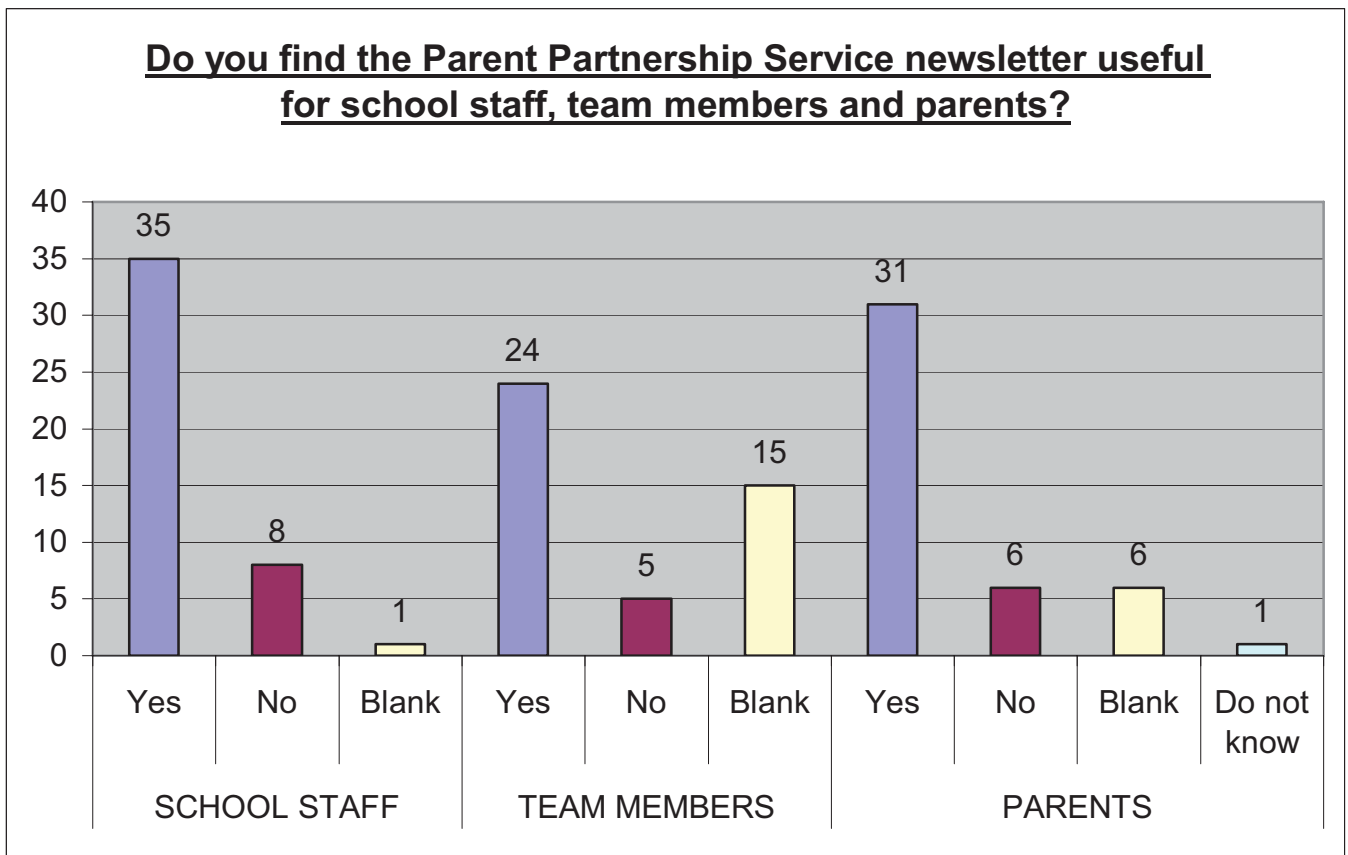
**Satisfaction Survey - Schools**



**Satisfaction Survey - Schools**



**Satisfaction Survey - Schools**



Satisfaction Survey - Schools

How do you make parents aware of the contact details of the Parent Partnership Service?

