

Parent Partnership Services in England

Survey on the extent to which PPS meet the exemplifications of the minimum standards and additional national data collection

2013



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The following analysis is a result of a national collaboration between Parent Partnership Services (PPS), the National Association of Parent Partnership Staff (NAPPS) and the National Parent Partnership Network (NPPN).

This is the tenth year in which national data on Parent Partnership Services has been collected and analysed. It is also the sixth year in which information has been collated on the extent to which PPS meet the exemplifications of the minimum standards. The National Benchmarking Development Group has led this project; representatives from each of the 9 regional parent partnership networks and NPPN are invited to attend the annual meeting of this group.

Nick Jolly of Kimpton Consultants carried out the analysis of the data. The co-ordination of the National Benchmarking Development Group and the collection of data are led by NPPN with funding from the Department for Education. Nick Knapman is responsible for the commentary.

With the Government introducing changes to the SEN legislation and a new Code of Practice expected to take effect from September 2014 we anticipate that data collection will need to take a different form in future. This 10th national report may therefore be the last one based on the existing data sets and provides a final overview of Parent Partnership Services prior to the changing of statutory requirements on the provision of information, advice and support.

Thank you to all of the participating Parent Partnership Services who have made this possible.



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A brief history

National data collection ('benchmarking') was first started in 2004 – making this the 10th anniversary report!

The rationale for national data collection has always been to promote and support effective practice in delivering information, advice and support to the parents of children and young people who have, or may have, special educational needs.

The project arose out of work started in the south west region in 2001, when Parent Partnership Services (PPS) began collecting and sharing a range of data which led to the development of a set of regional standards. Subsequently, the West Midlands Regional Parent Partnership Network also began to develop a set of service standards. As a result of this the 11 SEN Regional Partnerships collaborated with the National Parent Partnership Network (NPPN) and National Association of Parent Partnership Staff (Napps) to agree a process for collecting information on the funding, staffing and delivery of Parent Partnership Services throughout all the English regions. Since then, undertaking these reports has been made possible through funding from the Department for Education (DfE) as part of the work it has commissioned through the NPPN.

Participation in the national collection of data has always been voluntary. Nevertheless the level of participation has been remarkably high. In the first two years almost 75% of PPS took part. Since 2006 the percentage has never been below 83% and has often exceeded 90%. Furthermore the vast majority of services have participated every year. It is inevitable that with such a high proportion of PPS with less than 1 full time equivalent staff member, illness, unfilled vacancy and reorganisation will mean that a few services are not able to participate each year – but only 1 service has elected never to submit data.

Back in 2004 data collection focussed on:

- the type of service provided
- financial and staffing information
- management arrangements
- how the service was accessed
- the number of service users
- how the service staff used their time
- arrangements for planning, monitoring and evaluation

Following publication of the first edition of the *Exemplifications of the Minimum Standards* in 2007 additional information was collected on the extent to which services considered they met each of the exemplifications. The exemplifications were revised in 2010 and

subsequent reports have included details of each service's self-ratings against the *Best* and *Good Practice* standards.

One of the difficulties in collecting and sharing data has always been to accommodate the very wide range of service models that have existed, and not surprisingly there has been some controversy about the value of every data set. Despite this the annual survey and data collection process has always been very well supported by Parent Partnership Services across every region in the country.

Over the last 10 years the data collected has been used for a wide variety of purposes. At a national level it has been used:

- to analyse trends
- to target support and identify development priorities
- to share and promote best practice
- as evidence for the national evaluation of Parent Partnership Services
- to inform the Lamb Inquiry
- to underpin submissions and bids to the Department for Education
- as a crucial part of the evidence to inform the debate about services for parents and young people within the new SEN framework that takes effect in 2014

At a local level it has prompted debate about service delivery in regional groups and has been extensively used by individual PPS to benchmark against other services, inform the development of information, advice and support for parents and promote good practice.

Introduction to the 2013 report

Since the 2012 report the analysis of the extent to which PPS consider that they meet *Best* or *Good Practice* has preceded other data. This reflects the significance of the *Exemplifications of the Minimum Standards for Parent Partnership Services (PPS) and Local Authorities*¹.

Information about service performance against the exemplifications has been collected since they were introduced in 2007. Collection of a variety of other data on PPS ('national benchmarking') has taken place annually since 2004.

The purpose of both sets of data collection is to provide a range of information that should be useful to:

¹ Department for Children, Schools and Families (2010), Parent Partnership Services – increasing parental confidence. Exemplification of minimum standards for PPS and Local Authorities

- parent partnership officers
- PPS steering and management groups
- local authority (LA) officers responsible for Parent Partnership Services
- all those with an interest in PPS at national, regional and local level
- parents and Parent Carer Forums

The first part of the report summarises the outcomes of the annual survey on **the extent to which PPS meet the exemplifications of best practice set out in 'Parent Partnership Services – increasing parental confidence'**.

The second part of the report provides additional information on a range of issues, including:

- **Type of service provision**
- **Service budget**
- **Staffing**
- **Access to the PPS**
- **Casework and other roles undertaken by the PPS**
- **Involvement in strategic work**

The Department for Education, local authorities and PPS may wish to use the evidence provided in this report to inform their planning of information, advice and support services under the new statutory framework for special educational needs and disability that is expected to take effect from September 2014.

The report also provides a summary of the state of Parent Partnership Services at the end of the era covered by the SEN Code of Practice issued in 2001².

This national summary gives a snapshot of the range of data that has been collected. Copies of this and previous year's benchmarking reports are available on the National Parent Partnership Network's website at www.parentpartnership.org.uk. Every participating Parent Partnership Service also receives this data in a form that enables them to benchmark against their statistical neighbours and within their regional networks.

What do Parent Partnership Services do?

Parent Partnership Services, which had developed over time in many local authorities, became statutory when the SEN and Disability Act

² Department of Education and Skills (2001) SEN Code of Practice

2001 (SENDA) amended the 1996 Education Act (adding section 332A). PPS work with parents of children with SEN, providing them with information, training, advice and support, to foster networking and collaboration, and to inform and influence local SEN policy and practice.

The revised SEN Code of Practice (2001), that supports the legislation, sets out minimum standards for PPS (Chapter 2:21). These included:

- provision of a range of flexible services, including using their best endeavours to provide access to an Independent Parental Supporter for all parents who want one
- provision of neutral advice, information and support to all parents/carers of children with SEN
- training for teachers, governors and local authority staff on communications and working with parents
- a role in ensuring that parents' views are heard and understood, and inform and influence the development of local SEN policy and practice

The Code of Practice (2:18) also lists minimum standards for local authorities, which include monitoring of services and ensuring adequate staffing and resourcing.

In order for PPS to provide impartial information, and for parents to have confidence in this, they are expected to be at 'arms length' from the local authority. Guidance on best practice in providing Parent Partnership Services was included in the SEN Toolkit (2001)³ and the Parent Partnership Services Practice Guide.

With the development of integrated Children's Services, some PPS also began to offer other services to parents and/or support the parents of children who have other additional needs. Further information on the range of services provided, and examples of practice, can be found in the Parent Partnership Services Practice Guide⁴, published by the Council for Disabled Children in 2004.

In December 2007 the Department for Children, Schools and Families (DCSF) published exemplifications of the minimum standards for Parent Partnership Services. These provided further guidance on how services should meet the minimum standards and ensure that they operate at 'arms length'. As part of a wider review on provision for children and young people with special educational needs, the Lamb Inquiry⁵ heard evidence on the role of Parent Partnership Services (sections 3.46 to 3.54). Lamb noted variation in the range, role and

3 Department for Education and Skills (2001), SEN Toolkit

4 Stone, J. (2004), Parent Partnership Service Practice Guide, Council for Disabled Children

5 Lamb Inquiry: Special Educational Needs and Parental Confidence, Department for Children, Schools and Families (2009)

influence of local PPS and made two key recommendations with regard to PPS. These were that:

- *the DCSF re-launches Parent Partnership Services to provide parents with expert, high-quality advice. They should be trained in the statutory framework and their role in advising parents of their rights should be reinforced. (Recommendation 18)*
- *the DCSF commissions the National Strategies to work with local authorities to ensure that Parent Partnership Services are appropriately deployed. (Recommendation 19)*

Lamb also commented on the exemplifications of the minimum standards and noted that:

- *the exemplification materials should give a higher profile to what the legislation requires and the Code advises*
- *there should be a more robust approach to the implementation of the materials*
- *all services should be aiming to reach at least 'good practice.'*

In 2010, following publication of the Lamb Inquiry report, the exemplifications of the minimum standards were revised and re-published by the National Parent Partnership Network. This survey uses the revised exemplifications.

During 2013-14 the Children and Families Bill progressed through Parliament to become the 2014 Children and Families Act. The Act introduces a number of significant changes to the law regarding provision for children and young people with special educational needs. In October 2013 a new draft Code of Practice⁶ was published. The draft Code set out new requirements for the provision of information, advice and support to parents, children and young people that are likely to have a significant impact on Parent Partnership Services.

It is likely that 2014 will be a year of significant change for Parent Partnership Services as the requirements of the new Code come into force. This is therefore likely to be the last report that will be based on the minimum standards for Parent Partnership Services set out in Section 2 of the 2001 Code and the exemplifications of those standards published in 2010.

Who took part?

Participation in this benchmarking exercise is entirely voluntary. In 2013 there was an unprecedented return rate of 94% for both the exemplifications survey and the additional data collection.

This year participation fell slightly. This is likely to be related to the fact that the exemplifications are expected to be superseded in 2014.

⁶ Department for Education (2013), Draft SEN Code of Practice: for 0-25 years

Nevertheless over 87% of services participated again, with over 73% of PPS submitting data every year for at least the last 5 years.

Note that up to 2009 there were 148 services, but from 2010, following some local government reorganisation, this increased to 150.

Tables A and B summarise participation levels over the last 5 years.

Data for previous years can be found in previous benchmarking reports which are on the NPPN website at www.parentpartnership.org.uk

Table A Services contributing to the exemplifications survey

	2009	2010	2011	2012	2013
No of PPS participating	132	133	133	141	131
Percentage of PPS nationally	89%	89%	89%	94%	87%

Table B Services contributing to the additional data collection

	2009	2010	2011	2012	2013
No of PPS participating	134	134	135	141	132
Percentage of PPS nationally	91%	89%	90%	94%	88%

Survey on the extent to which Parent Partnership Services meet the exemplifications of the minimum standards⁷

Background

The exemplifications of the minimum standards for Parent Partnership Services and local authorities were first published by the DCSF in 2007. They focussed on those minimum standards specified in the SEN Code of Practice that concerned impartiality and the provision of an 'arms length' service. The original version of the exemplifications illustrated a range of practice from minimum to best, and built on the cluster model for self-evaluation and development set out in the *Evaluation of SEN Parent Partnership Services in England*⁸. Following the publication of the exemplifications all PPS were invited to complete a self-assessment, with the outcomes being reported as part of the annual benchmarking of PPS.

As part of its report on provision for children and young people with SEN the Lamb Inquiry⁹ recommended that all services should aim to reach at least the *Good Practice* level, and that the exemplification materials should give a higher profile to what the legislation requires and the Code advises.

In 2010, following the Lamb report, the National Parent Partnership Network consulted on and published a revised and extended set of exemplifications¹⁰. The charts in this report therefore only show results for the last 3 years.

Due to the forthcoming changes in the SEN legislation and the new requirement to provide information, advice and support to parents, children and young people with SEN and disabilities it is likely that this will be the last survey based on the 2010 exemplifications of good practice.

How the results are presented

The 34 revised exemplifications are organised under 6 themes. These are:

1. Working with parents
2. Information and publicity
3. Training, advice and support

⁷ See Footnote on page 7

⁸ Rogers, R., Tod, J., Powell, S., Parsons, C., Godfrey, R. Graham-Matheson, L., Carlson, A., Cornwall, J. (2006), *Evaluation of the Special Educational Needs Parent Partnership Services in England*, Department for Education and Skills Research Report 719

⁹ See Footnote on page 9

¹⁰ See Footnote on page 7

4. Networking and collaboration
5. Informing and shaping local policy and practice
6. Management of the PPS

Each exemplification sets out the expectations for *Best Practice* and *Good Practice* – and for *Non-compliance* (i.e. practice that does not meet the minimum standards).

The charts that follow are presented in the same order as the published exemplifications and indicate the percentage of services that judge their practice to meet the expectations set out for *Best Practice*, *Good Practice* – or that fail to meet the minimum standards. In addition the charts show a fourth category - “*Not completed*”. This indicates that the service considered the exemplifications and determined that their current practice for that item did not meet the criteria for *Good Practice* but was not *Non-compliant*. In other words their practice may meet the requirements set out in the Code of Practice but not the higher standards in the revised exemplifications.

It should be noted that ratings against the exemplifications are based on self-assessments by each participating PPS and are not subject to any external validation.

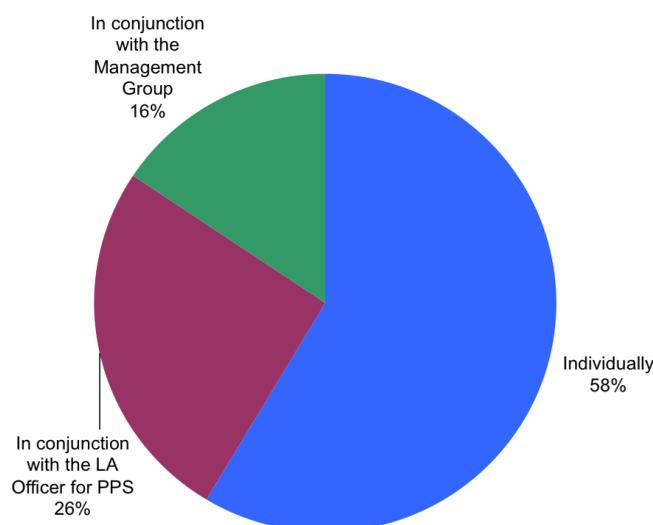
Some PPS complete their self-assessment in conjunction with their management or steering group and/or with the assistance of the local authority officer with responsibility for the PPS. In 2013 the percentage of returns completed in this way rose from 33% to 42%. However individual Parent Partnership Service managers complete the majority of ratings (see Chart 1).

This section of the report summarises the findings from 2013. The self-rating on each exemplification by all participating services is included at the end of the section (Table C); this table also shows whether services rated their practice at the same level as last year, or at a higher or lower level.

Cautionary note

Changes in national data may be the result of differences in the data sets available. 2 services that had not participated in 2012 submitted data in 2013. 11 services that had contributed data in 2012 did not do so in 2013.

Chart 1 Method used in 2013 to complete the self assessment of the extent to which the exemplifications are met (131 returns)



In 2013 45% of participating services rated themselves as complying with all the exemplifications, with 19% rating themselves as achieving *Best* or *Good Practice* standards on every exemplification. 65% of services rated themselves as meeting at least the minimum standard on at least 32/34 exemplifications.

Chart 2 shows the proportion of services that rate themselves as *Non-compliant* on 1 or more of the exemplifications. This year there is evidence that the proportion of services reporting non-compliance has increased. The percentage reporting non-compliance on 1 exemplification has risen by 2% to 13%, while the percentage reporting non-compliance on 3 exemplifications has risen by a similar degree. Furthermore 18% of services rate themselves as *Non-compliant* on 5 or more of the exemplifications, compared to 14% and 20% in the previous 2 years.

The exemplifications are set out under six headings, reflecting different areas of PPS activity. Chart 3 shows that the areas of work in which PPS rate their practice as *Non-compliant* on more than one exemplification.

This year 21% of services reported that they rated themselves as *Non-compliant* on at least two of the exemplifications concerning *Working with parents* – a 3% increase compared to the previous two years. This is primarily due to the proportion of services that do not meet the exemplifications that concern access to and supervision of Independent Parental Supporters (see following section for more detail).

Management of the PPS (16%), and *Informing and shaping local policy and practice* (13%) also both show a slight increase in non-compliance compared to last year. Less than 7% of PPS rate themselves as *Non-*

compliant on 1 or more of the exemplifications that cover *Training, advice and support* (5%), *Information and publicity* (6%), and *Networking and collaboration* (2%).

Chart 4 provides an overview of the self-rated practice levels for each of the 34 exemplifications. Space precludes the inclusion of the headings for the exemplifications, but the numbers on the vertical axis may be cross-referenced with the charts that follow and/or with the revised exemplifications, which are available at www.parentpartnership.org.uk/media/5304/ppsexemplifications2010pdf.pdf

Chart 2 Percentage of Parent Partnership Services that are 'Non-Compliant' on 1 or more exemplifications

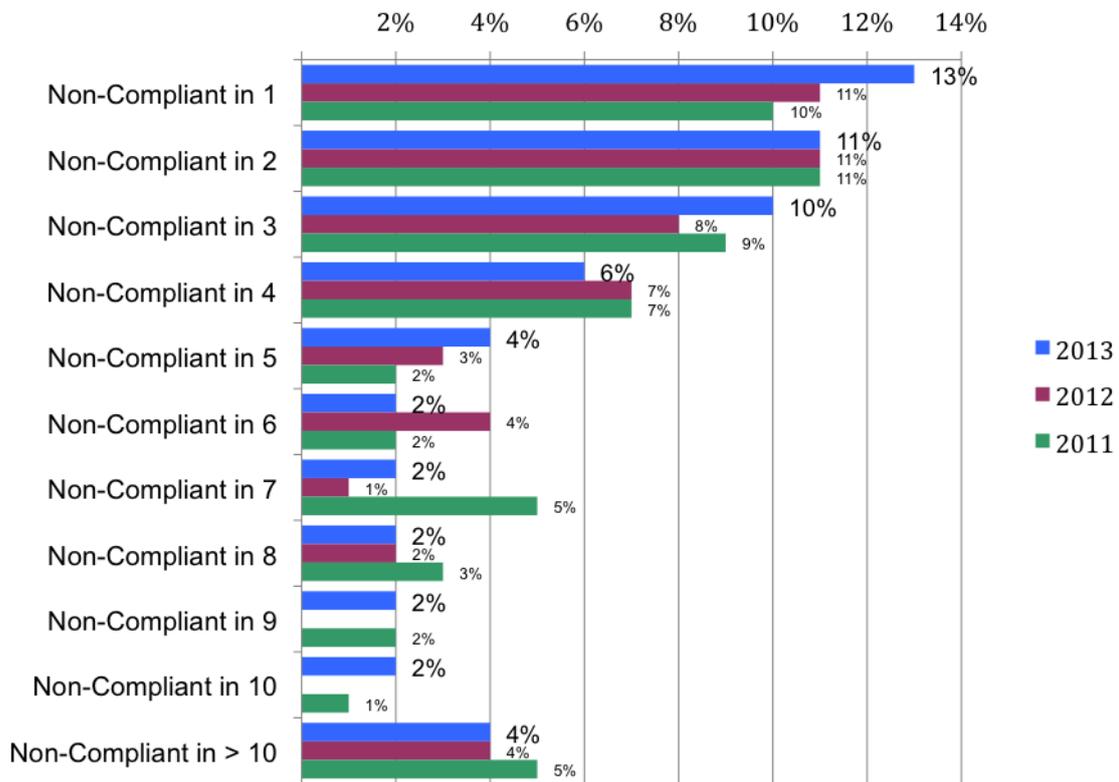


Chart 3 Percentage of Parent Partnership Services that are 'Non-Compliant' on more than 1 exemplification within a single area of work

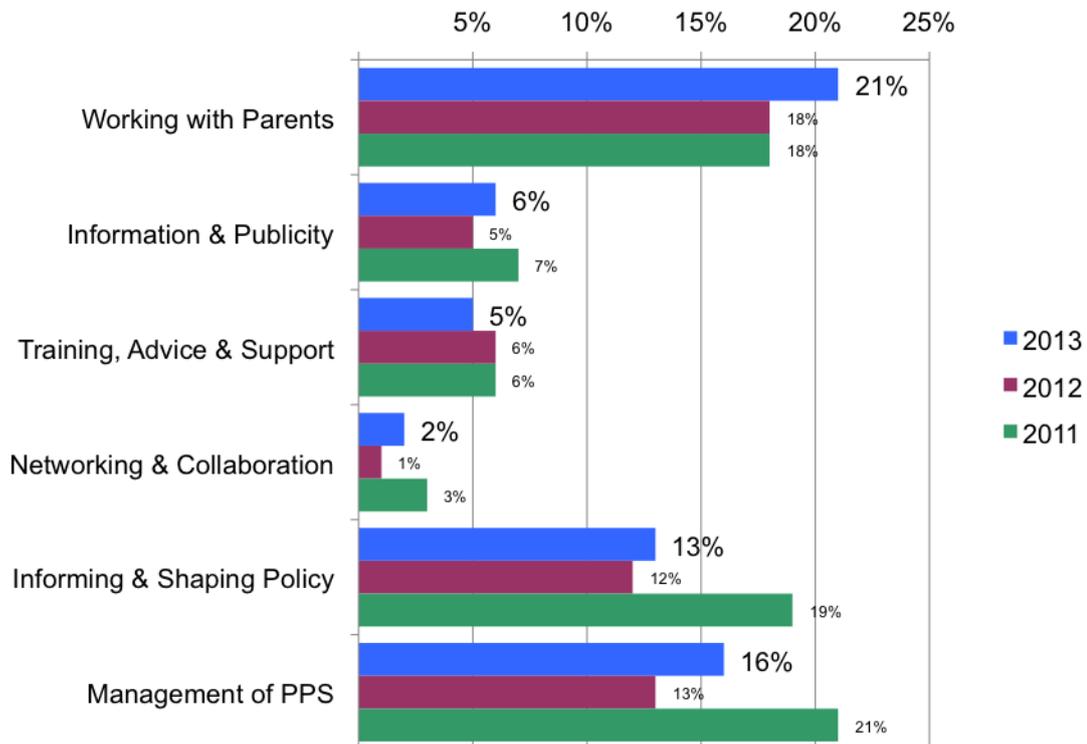
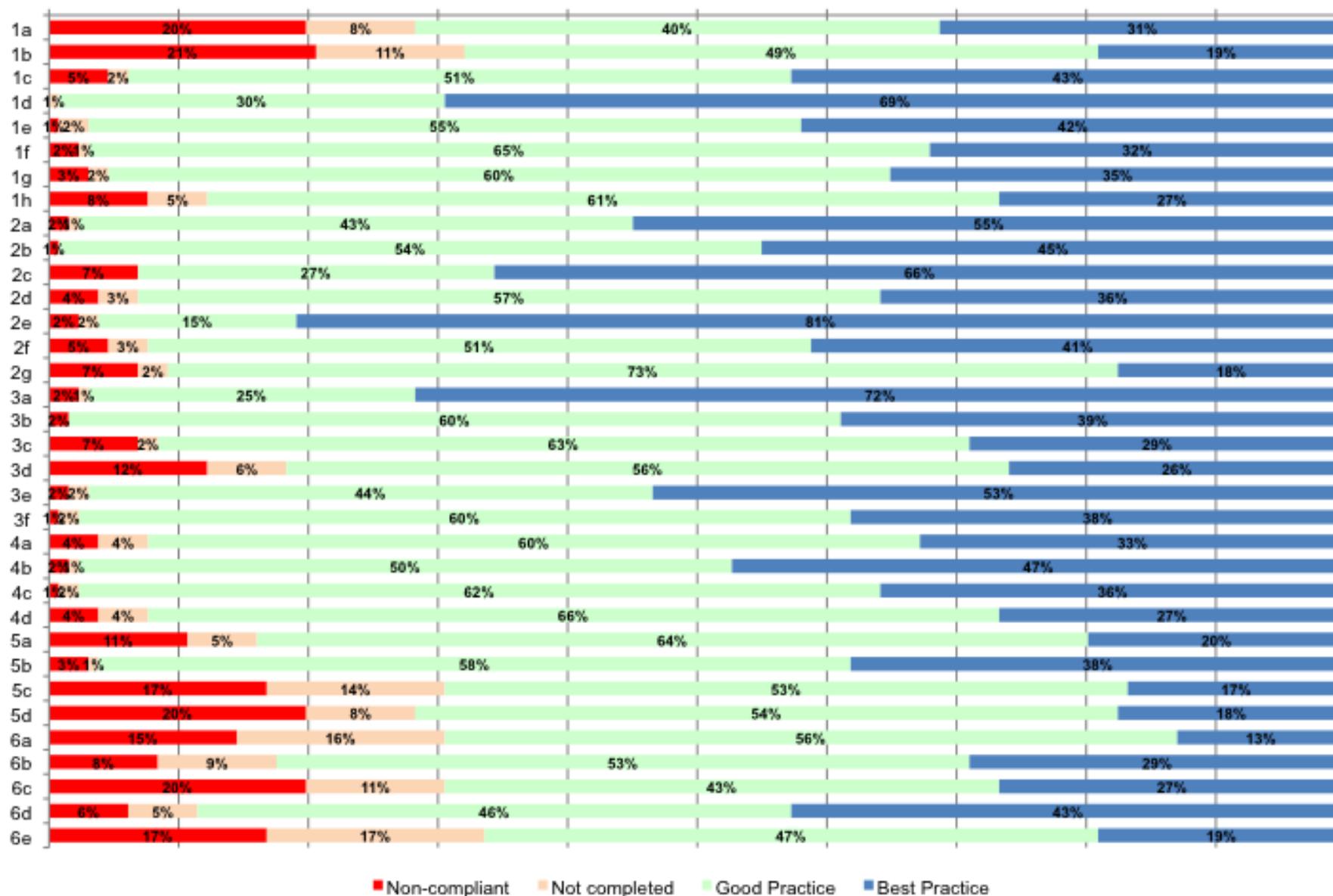


Chart 4 Percentage of services at each practice level listed by exemplification (Percentages are rounded to nearest whole number)



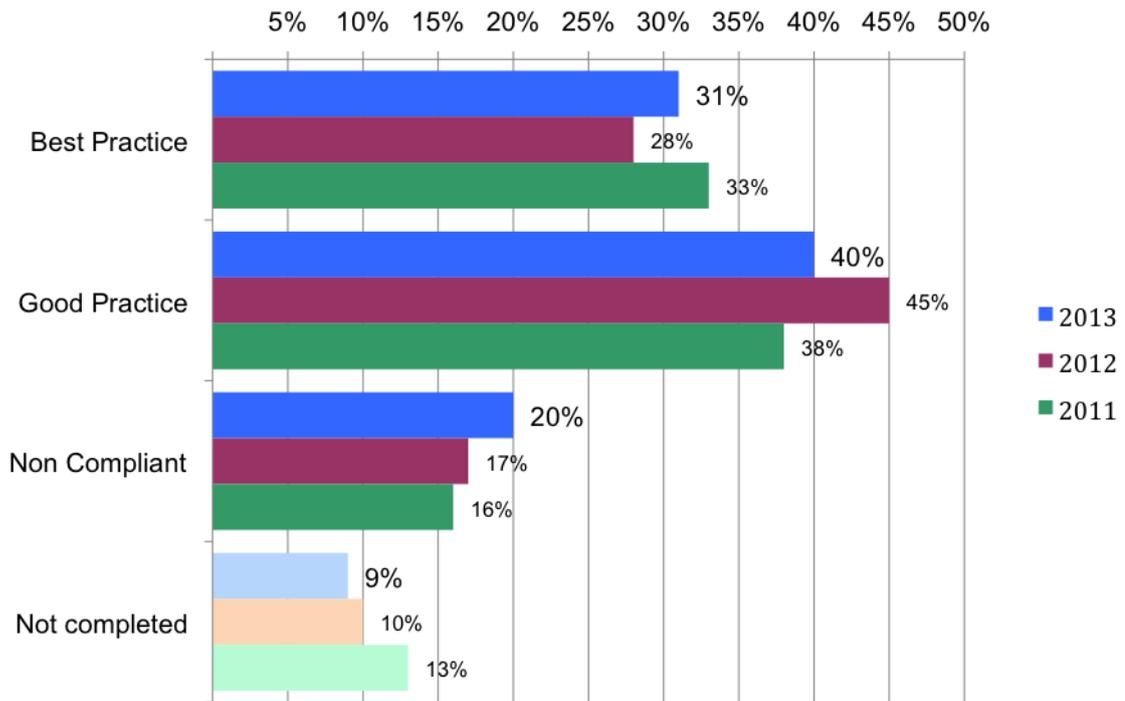
Working with parents

Note that due to rounding numbers some charts may not total 100%. 'Not completed' indicates that the PPS consider their current practice does not meet the criteria for 'Good Practice' but is not 'Non-compliant'.

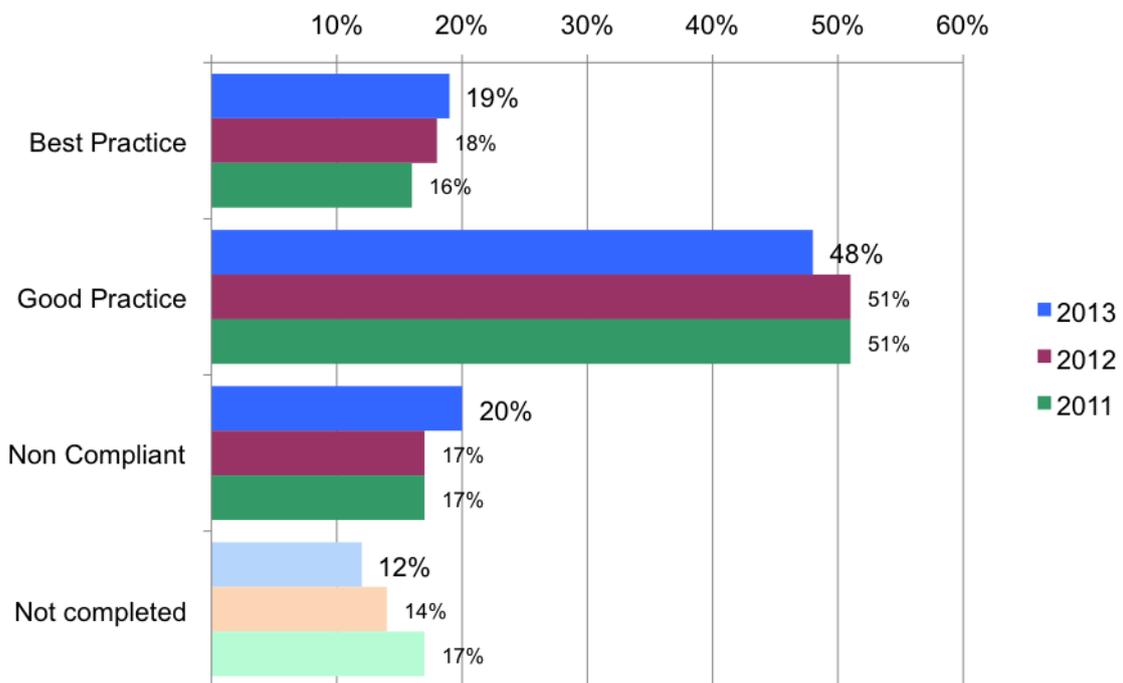
There are 8 exemplifications covering working with parents.

- It should be noted that the first two exemplifications set out the expectations for parents' access to Independent Parental Supporters (IPS) who are trained and supervised. There is no requirement that these IPS should be volunteers. It is therefore possible for PPS whose employed staff act as IPS to meet the *Best* and *Good Practice* expectations.
- The provision of IPS support that meets the *Best* and *Good Practice* standards is currently achieved by 71% of participating services. This is a very similar percentage to the previous two years. As will be seen in the second half of this report, 52% of PPS have no volunteer IPS and a further 9% have only 1 volunteer IPS. This means that the role of IPS in these services may have to be fulfilled by employed staff. Given a median staffing level of 2.0 full time equivalent (FTE) (see **Staffing** section) it is inevitable that some services will struggle to meet the *Best* and *Good Practice* standards relating to access to IPS.
- 7 PPS rated themselves as improving to *Best Practice* in providing access to IPS this year, and a further 2 to *Good Practice*. However a total of 26 PPS (compared with 24 in 2012) rated themselves as *Non-compliant*, with 5 having down-graded their rating compared to last year.
- Where PPS provide access to IPS the monitoring and supervision arrangements usually meet *Best* or *Good Practice* standards. 4 services report that their access to IPS reaches *Best* or *Good Practice* standards, but that their monitoring and supervision arrangements are *Non-compliant*.
- 94% of PPS rate themselves as achieving *Best* or *Good Practice* in providing the full range of services, 99% in publishing a confidentiality policy and 95% or more on exemplifications covering access to support at Tribunal, challenging local authority policy and practice and collaborating with others to promote the consideration of the views of children and young people - with 2% or fewer services being *Non-compliant*.
- 88% of PPS report that they achieve *Best* or *Good Practice* in the seeking of parents' views on PPS confidentiality and impartiality (89% last year), though 8% continue to report that they are *Non-compliant* on this exemplification. 8 of those reporting that they are *Non-compliant* gave themselves the same rating last year. 11 services gave themselves a lower rating this year than last, with 8 reducing their rating from *Best* to *Good Practice*.

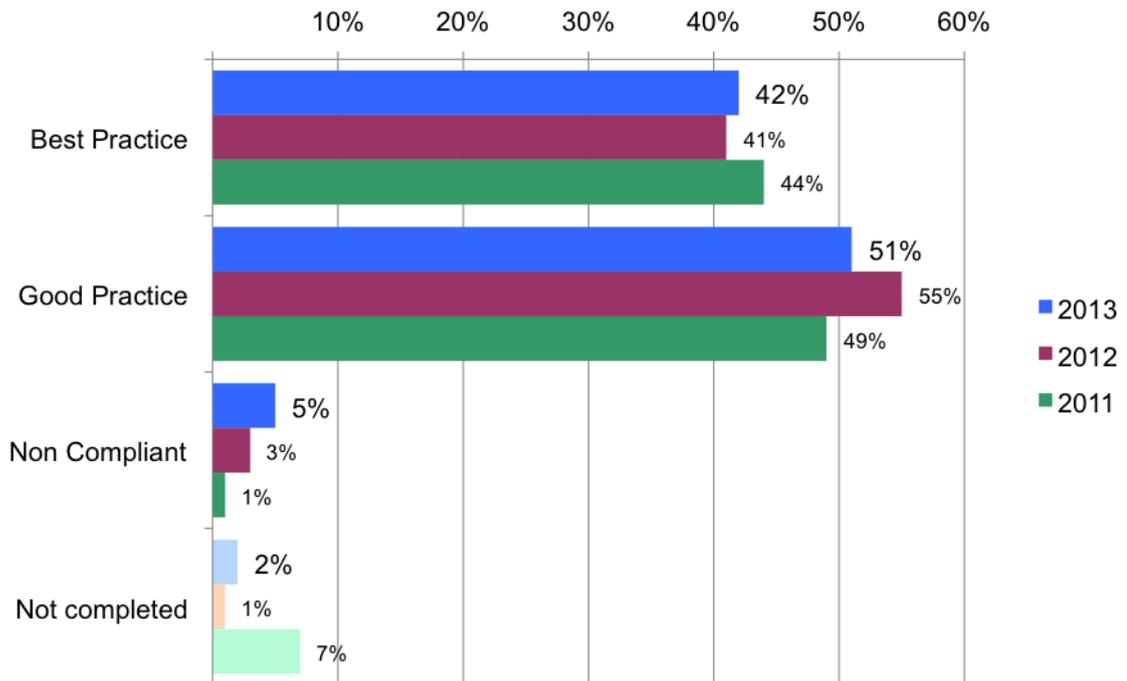
1a Access to Independent Parental Supporters



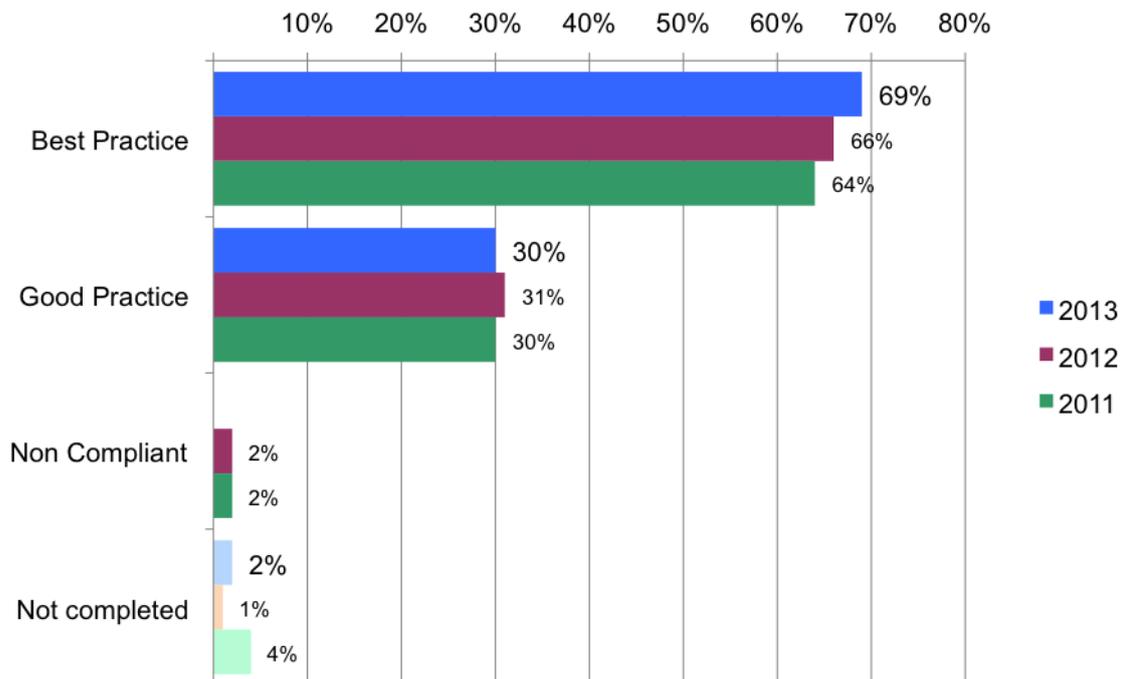
1b Monitoring and supervision of Independent Parental Supporters



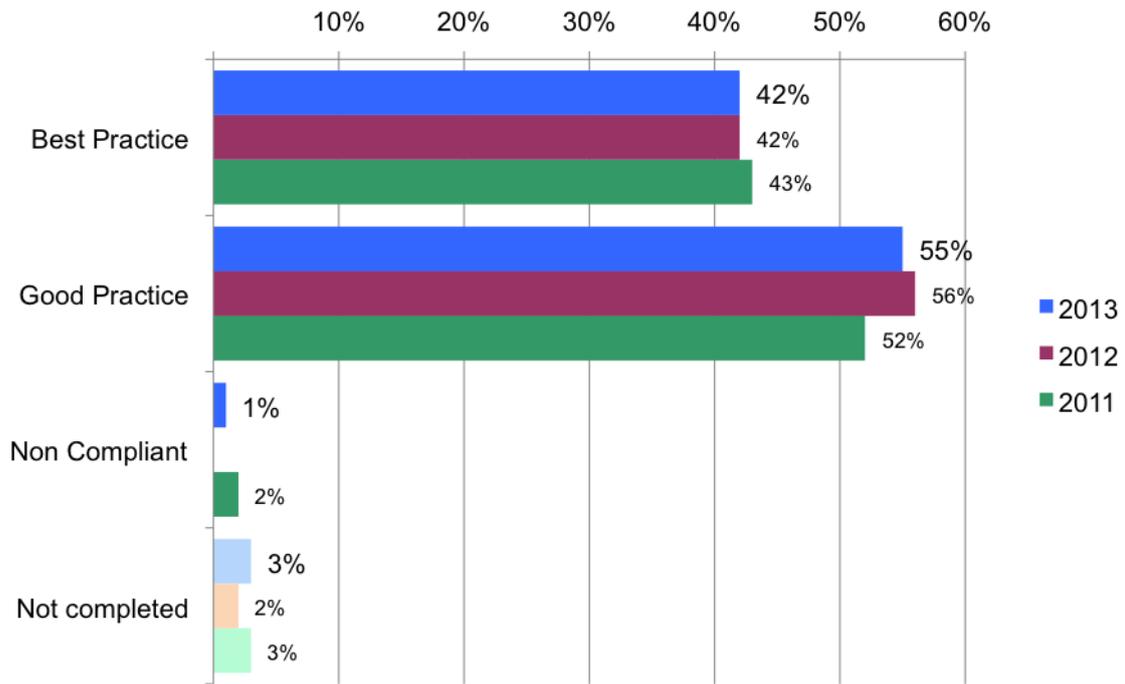
1c Parent Partnership Services provision of the full range of services and practical support for parents



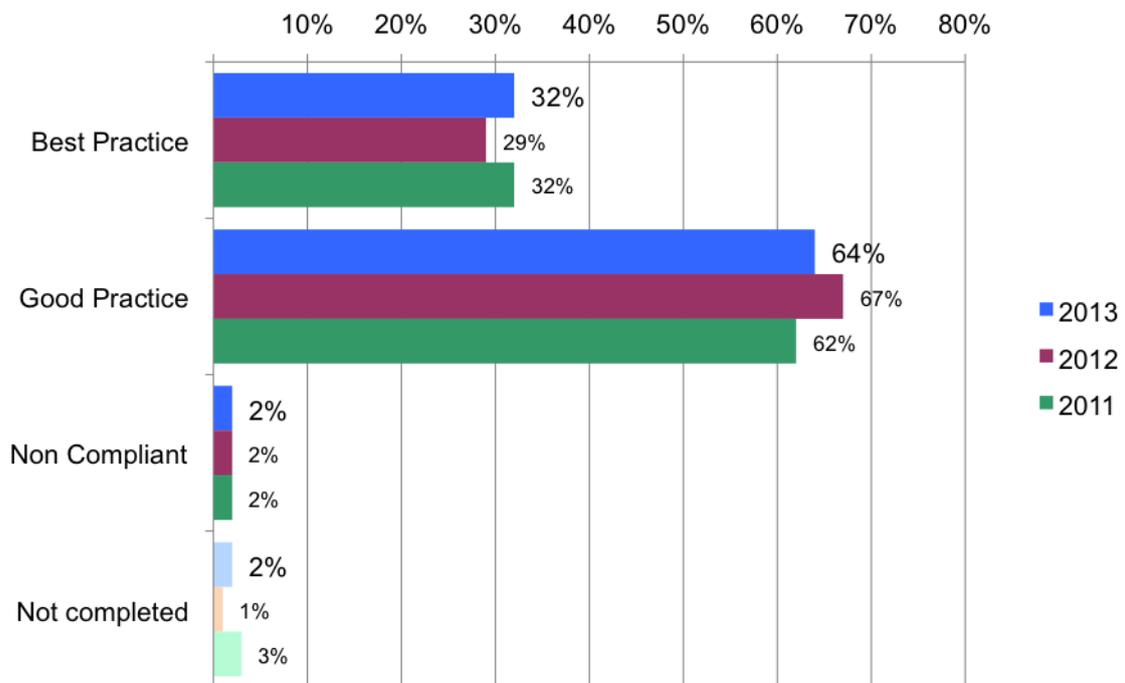
1d Published confidentiality policy



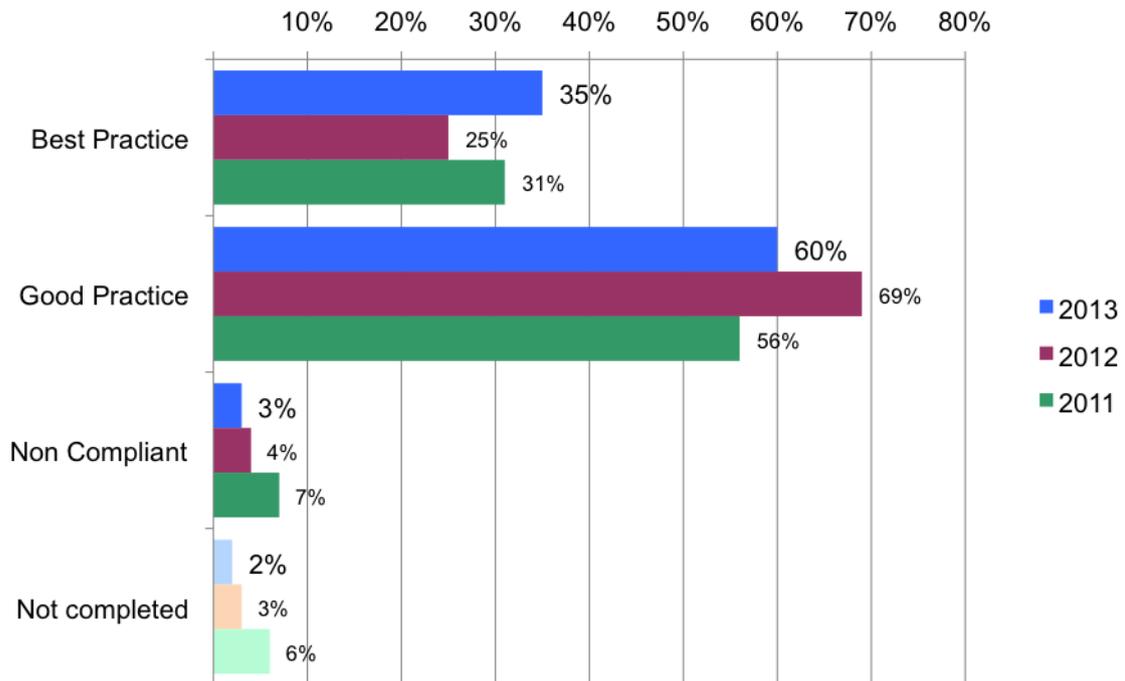
1e Access to support in preparing for SENDIST



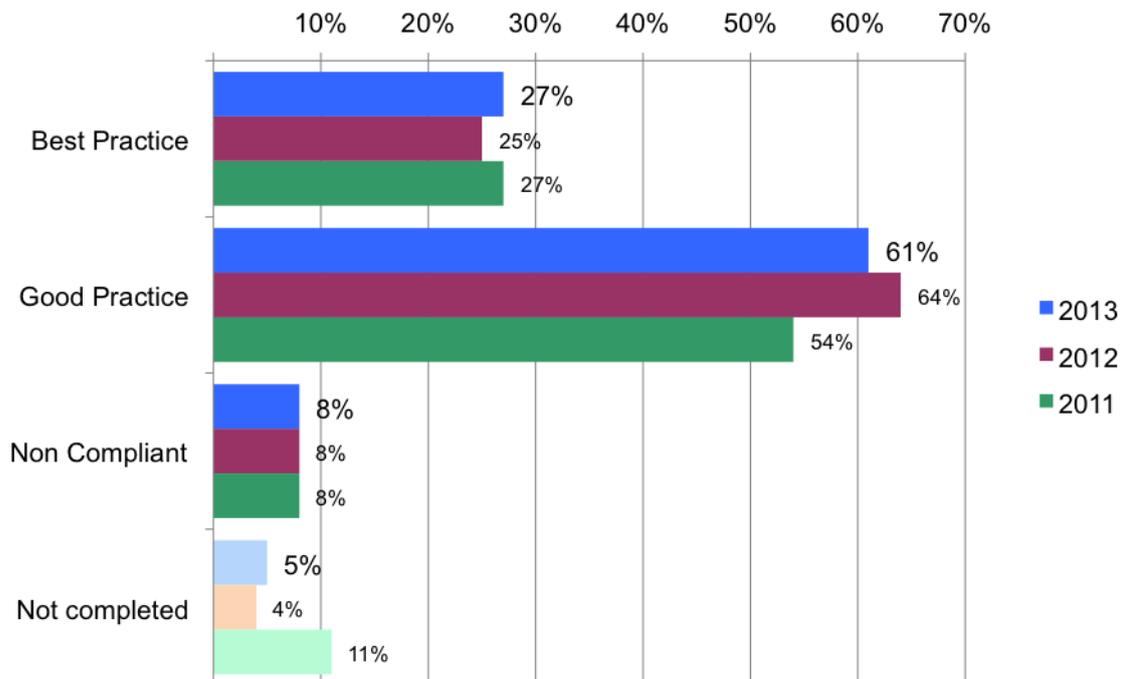
1f Support and empowerment in challenging local authority policy and practice



1g Collaboration with other services to ensure that the views of children and young people with SEN are considered



1h Seeking parents' views on Parent Partnership Service confidentiality and impartiality



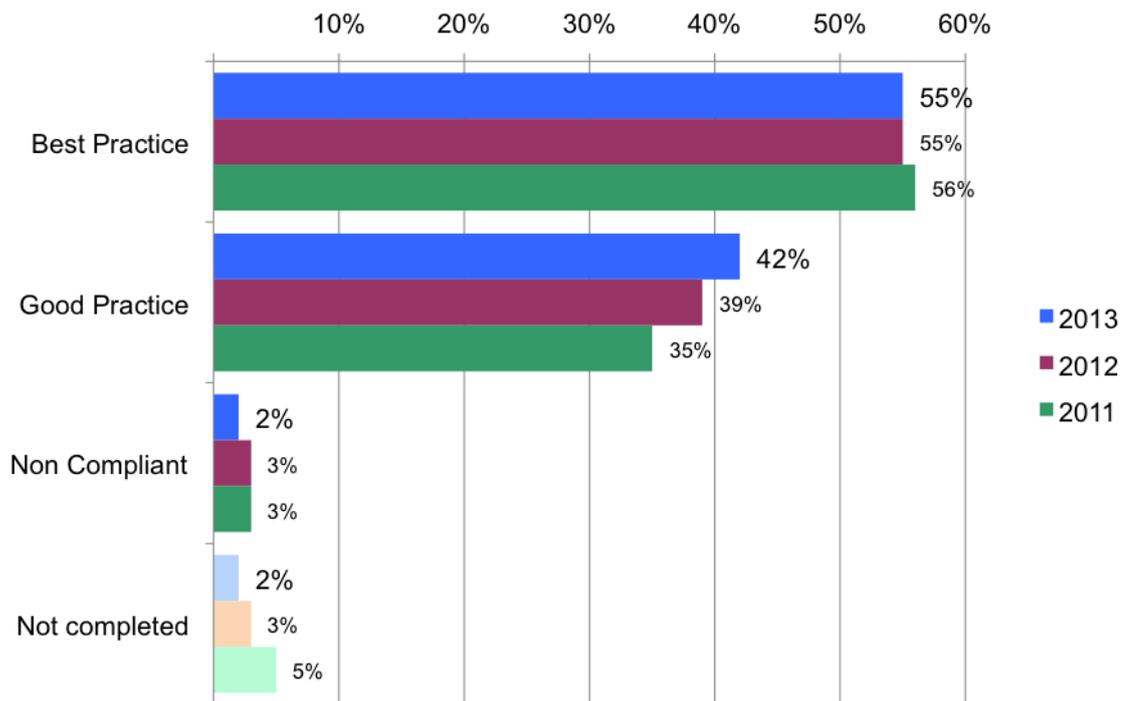
Information and Publicity

Note that due to rounding numbers some charts may not total 100%. 'Not completed' indicates that the PPS consider their current practice does not meet the criteria for 'Good Practice' but is not 'Non-compliant'.

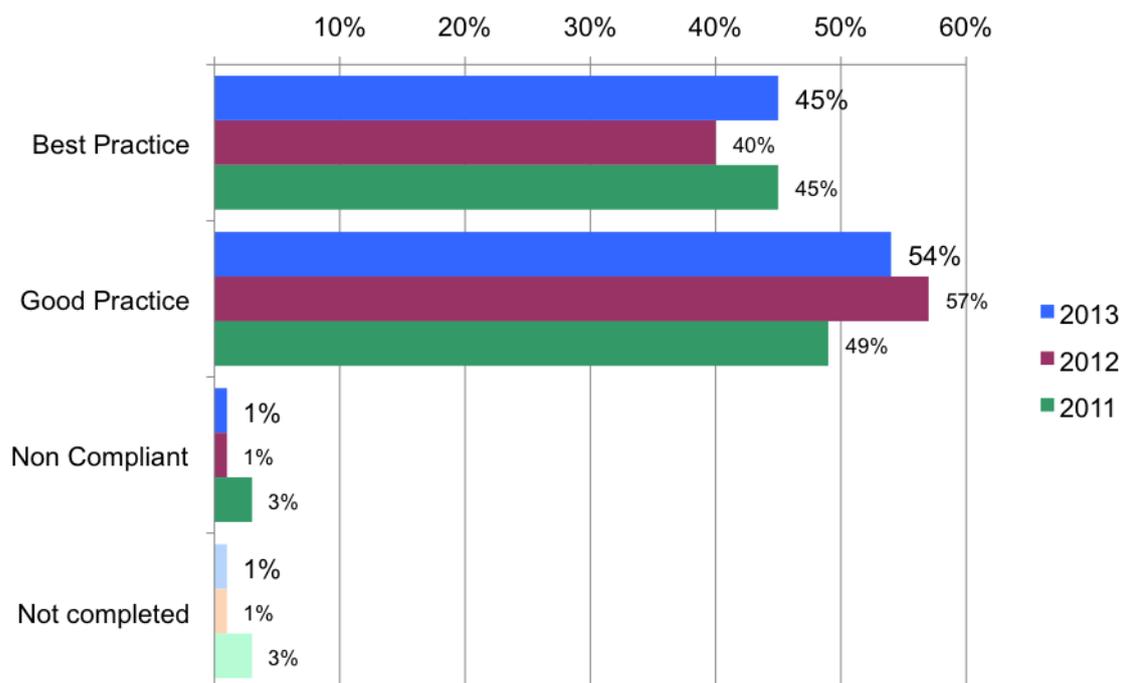
The 7 exemplifications in this section are essential features of the work of PPS as they set the *Best* and *Good Practice* standards for the provision of impartial information and ensuring that parents have easy access to the service.

- The importance that is given to providing impartial information and advice is reflected in the very high percentages of PPS that rate themselves as achieving *Best* or *Good Practice* on the exemplifications in this section – especially those that are related to service impartiality. The vast majority of services appear to give this high priority.
- 97% of services rate themselves as achieving *Best* or *Good Practice* in having a published policy on impartiality, with just 3 services (2%) rating themselves as *Non-compliant*. This is the highest percentage of *Best and Good Practice* since the exemplifications were introduced.
- 99% of PPS rate themselves as meeting the *Best* or *Good Practice* standards in providing a range of impartial information that reflects the statutory framework and SEN Code of Practice. Only 1 service rated itself as being *Non-compliant* this year. This is the highest percentage of *Best and Good Practice* since the exemplifications were introduced.
- 92% of PPS report that they are achieving *Best Practice* in having a distinct service identity, including the ability to determine the wording of its own publications. However 7% consider that their service does not have its own identity, compared with 5% last year.
- 93% of PPS rate themselves as achieving *Best* or *Good Practice* on the exemplifications that cover arrangements for reviewing the impartiality of information and materials. This compares with 92% in 2012 and 89% in 2011.
- 95% of PPS rate themselves as achieving *Best* or *Good Practice* in providing access to the service via direct line, email and website, with 3 services rating themselves as *Non-compliant*.
- 92% of PPS rate themselves as achieving *Best* or *Good Practice* in website provision, with 6 services reporting that they are *Non-compliant*. The percentage reporting *Non-compliance* has fallen from 8% in 2011 to 5% this year.
- 90% of services rated themselves as achieving *Best* or *Good Practice* in the provision of information in community languages, with 9 services reporting that they are *Non-compliant*.

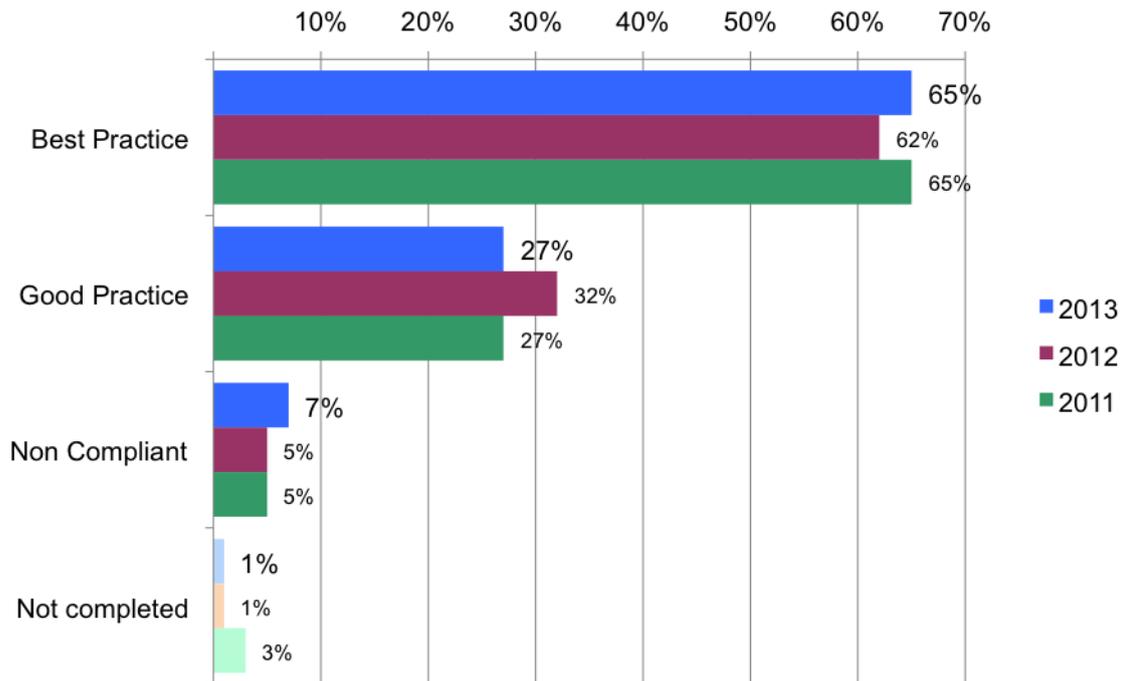
2a Published policy on impartiality



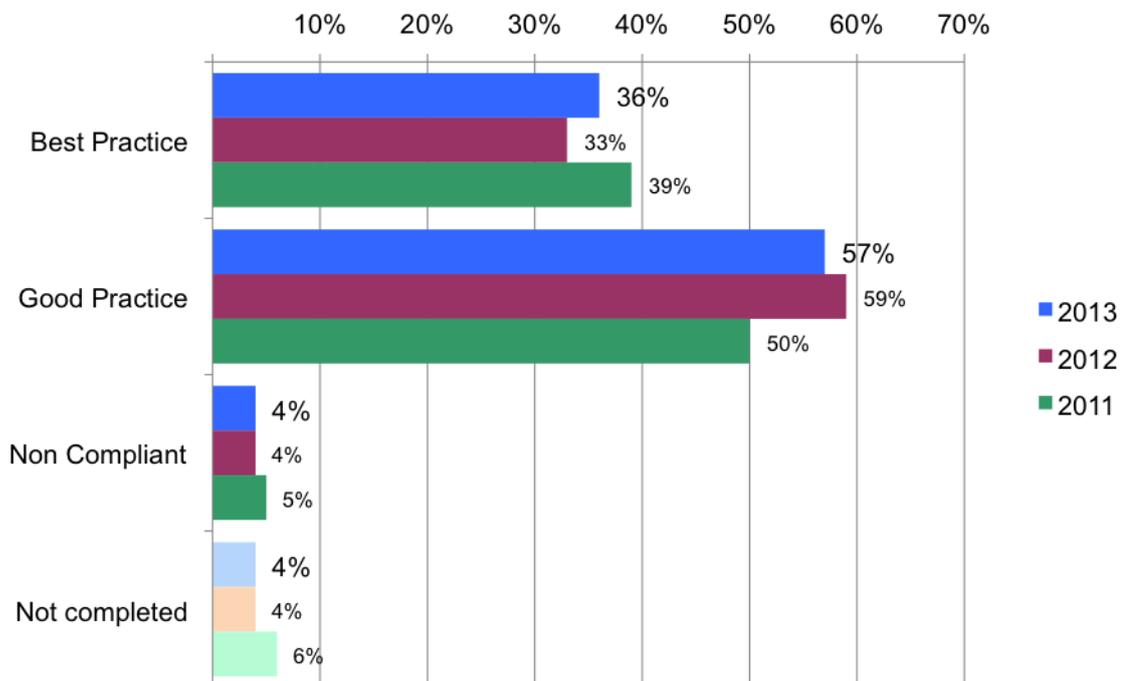
2b Provision of a comprehensive range of impartial information and materials



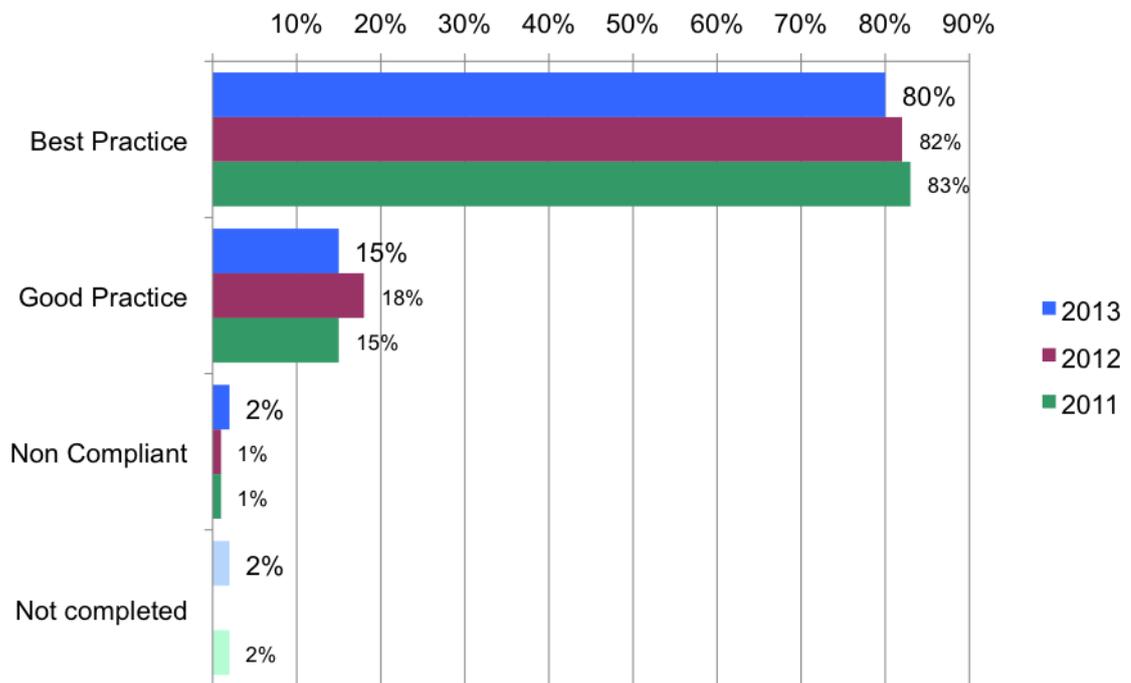
2c Parent Partnership Service identity



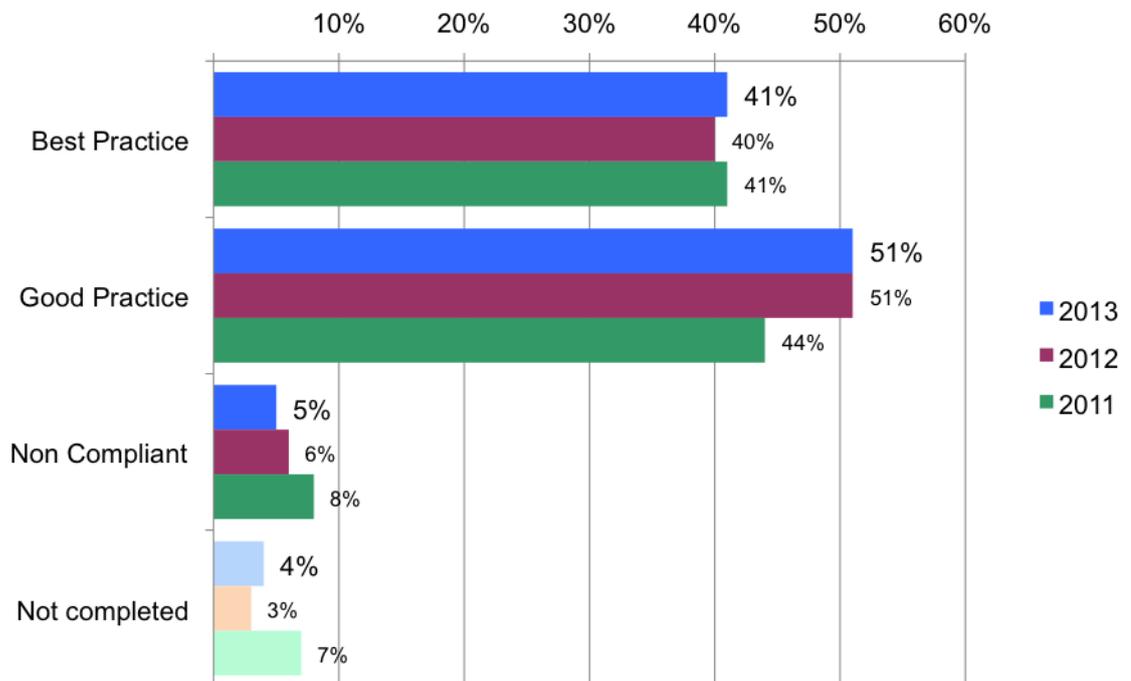
2d Arrangements for reviewing the impartiality of information and materials



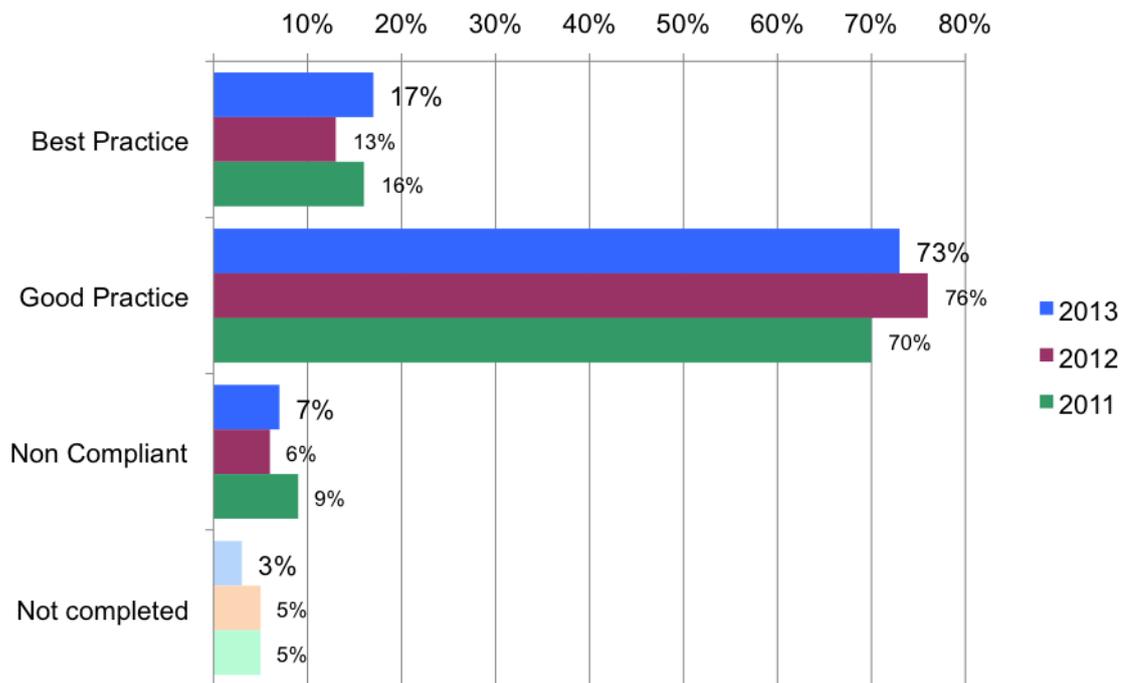
2e Access via direct line, email and website



2f Parent Partnership Service websites



2g Provision of information in community languages



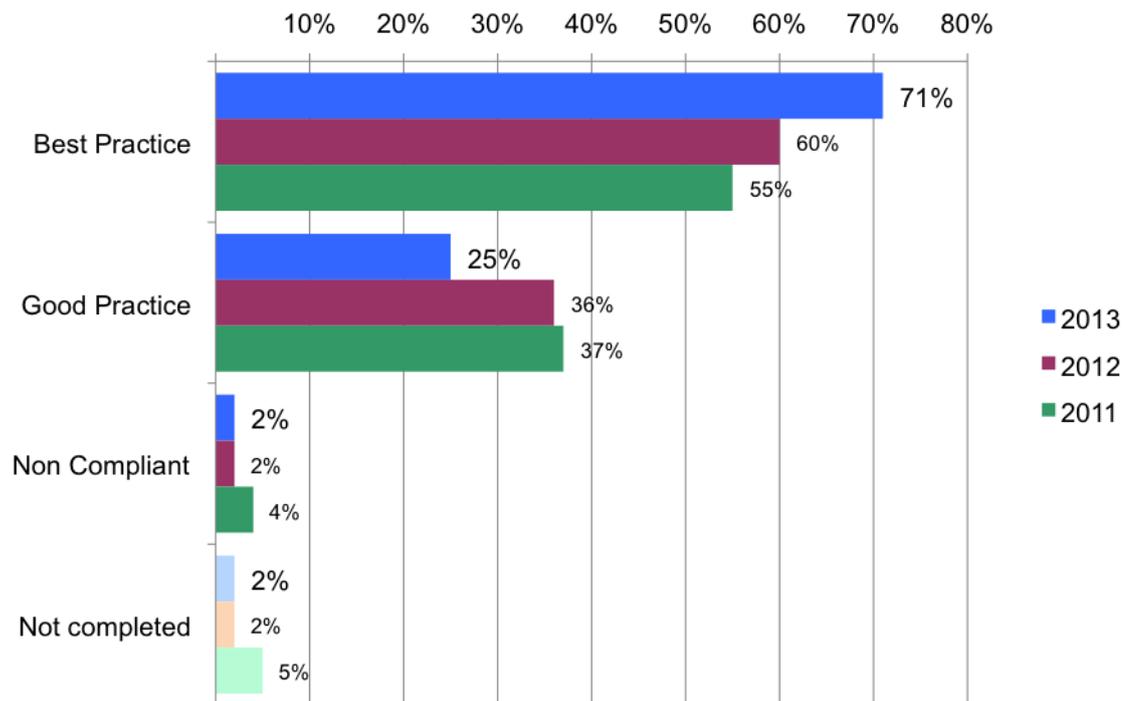
Training, advice and support

Note that due to rounding numbers some charts may not total 100%. 'Not completed' indicates that the PPS consider their current practice does not meet the criteria for 'Good Practice' but is not 'Non-compliant'.

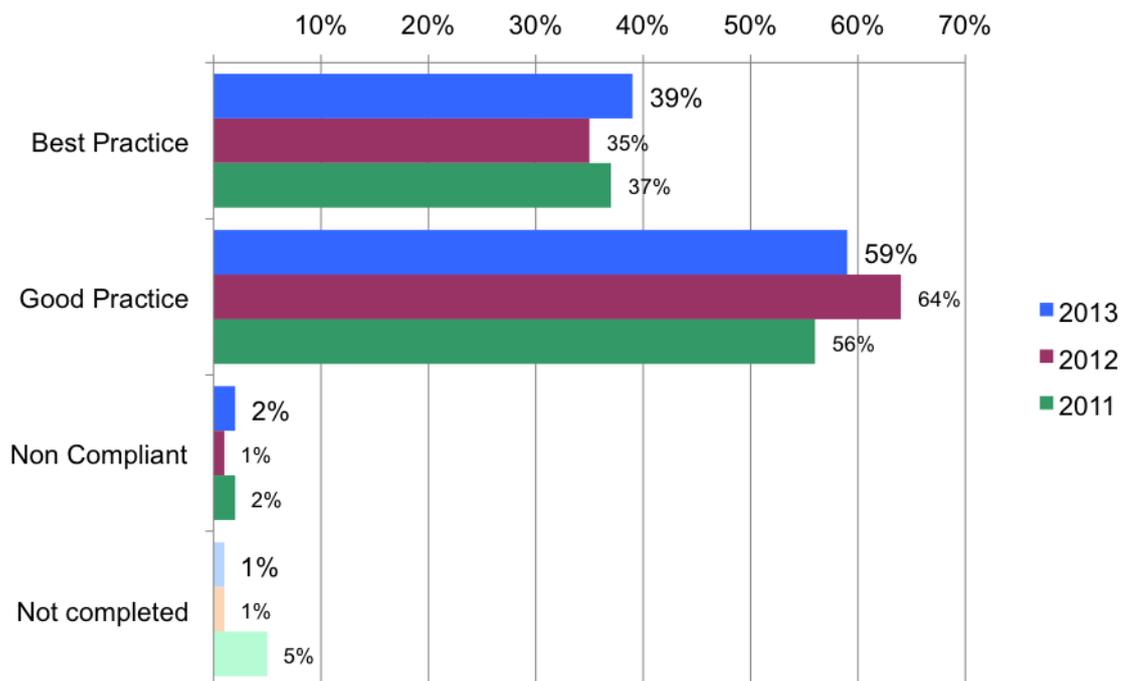
The 5 exemplifications in this section cover the training and continuing professional development of PPS staff and the training opportunities that the PPS may provide for others, including local authority staff, schools, parents and other groups.

- As was the case last year, 96% of PPS rate themselves as achieving *Best* or *Good Practice* in the training of PPS staff. *Best practice* requires that all staff have completed the NPPN SEN Legal Training programme, while *Good Practice* requires that at least 1 staff member has done so. In 2012 the balance had been 36% *Good Practice* and 60% *Best Practice*. For 2013 this has improved to 25% *Good Practice* and 70% *Best Practice*.
- 98% of PPS continue to rate themselves as achieving *Best* or *Good Practice* in identifying and addressing the training needs of staff, with a slight trend towards more PPS rating themselves as *Best Practice*.
- 91% of services report that they achieve *Best* or *Good Practice* in providing training to local authority staff, schools, parents and other groups, compared with 93% last year. The percentage of PPS reporting that they were *Non-compliant* increased to 7% this year – the highest in 3 years.
- The percentage of services rating themselves as achieving *Best* or *Good Practice* in the involvement of parents in delivering training rose from 76% last year to 81% in 2013, while the proportion rating their practice as *Non-compliant* fell from 17% to 12%.
- 96% of PPS make available information and materials that have been developed by other organisations (i.e. they are not restricted to 'in-house' publications). Just 3 services report that they are *Non-compliant*. These figures are similar to last year.
- 97% of PPS rate themselves as achieving *Best* or *Good Practice* in being used by parents, schools and the local authority as a source of information and advice on SEN and disability law. Only 1 service rates itself as *Non-compliant* – and has done so for each of the last 3 years.

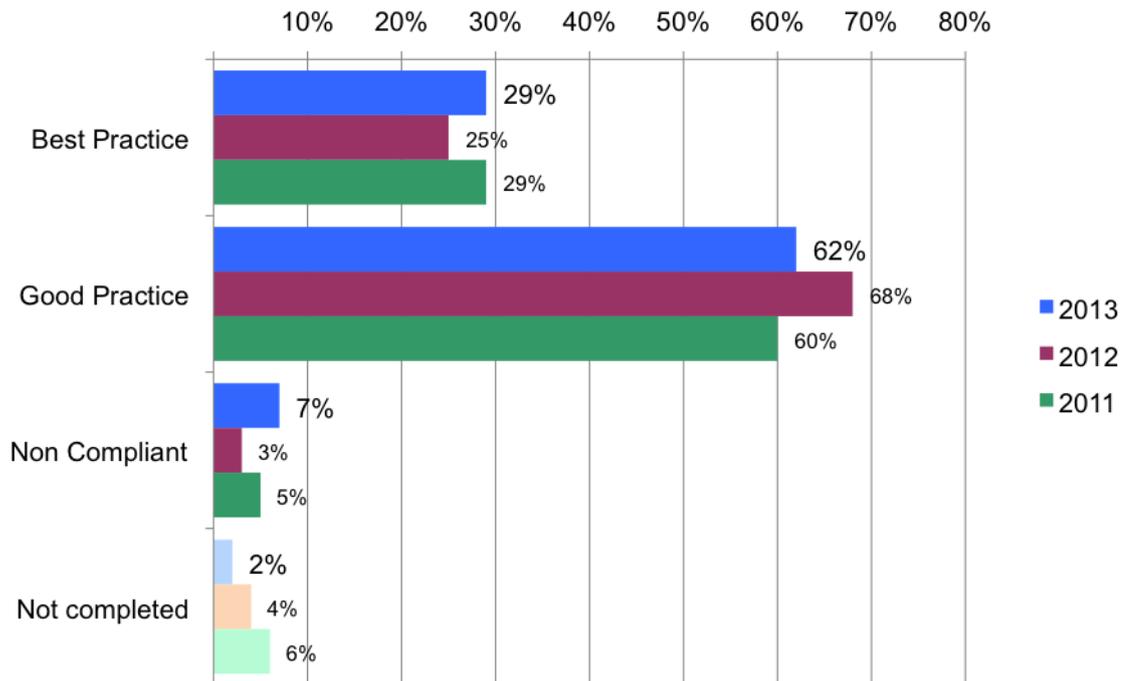
3a Parent Partnership Service staff training, including legal training



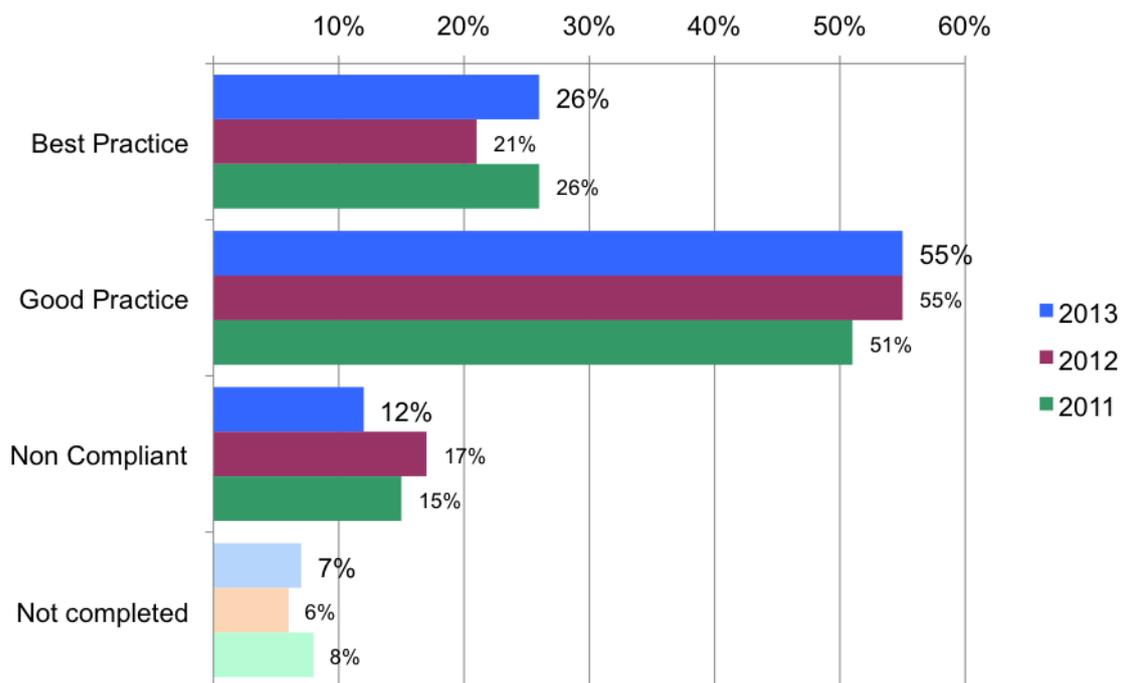
3b Identification of the training needs of Parent Partnership Service staff



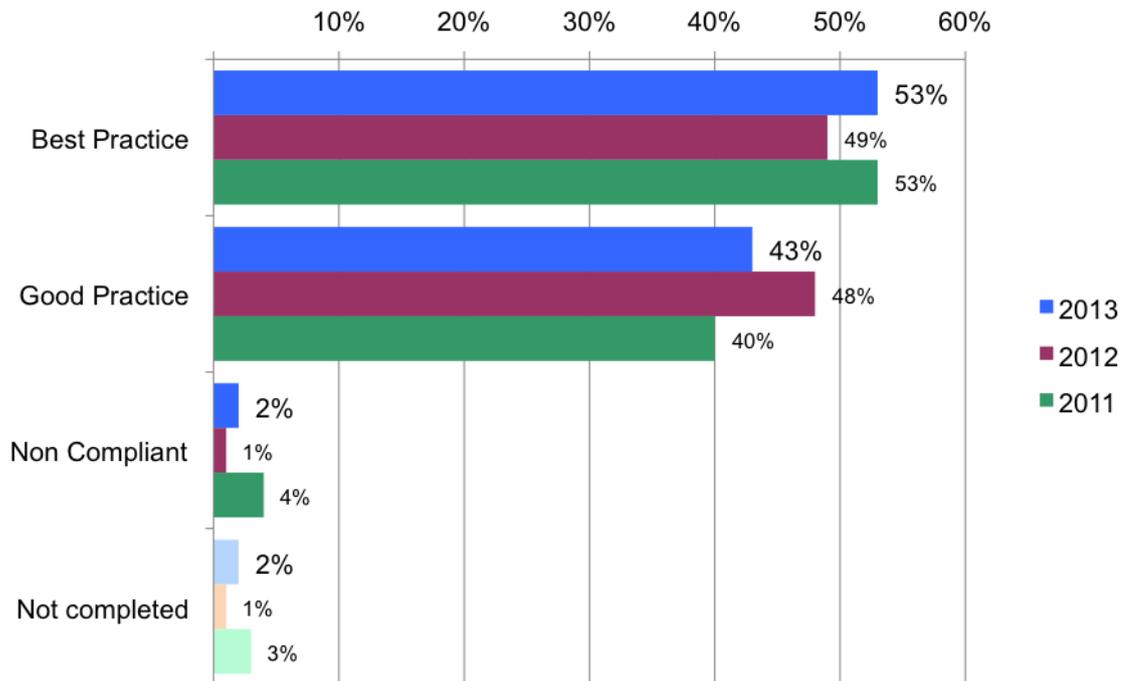
3c Parent Partnership Service provision of training for local authority staff, schools, parents and other groups



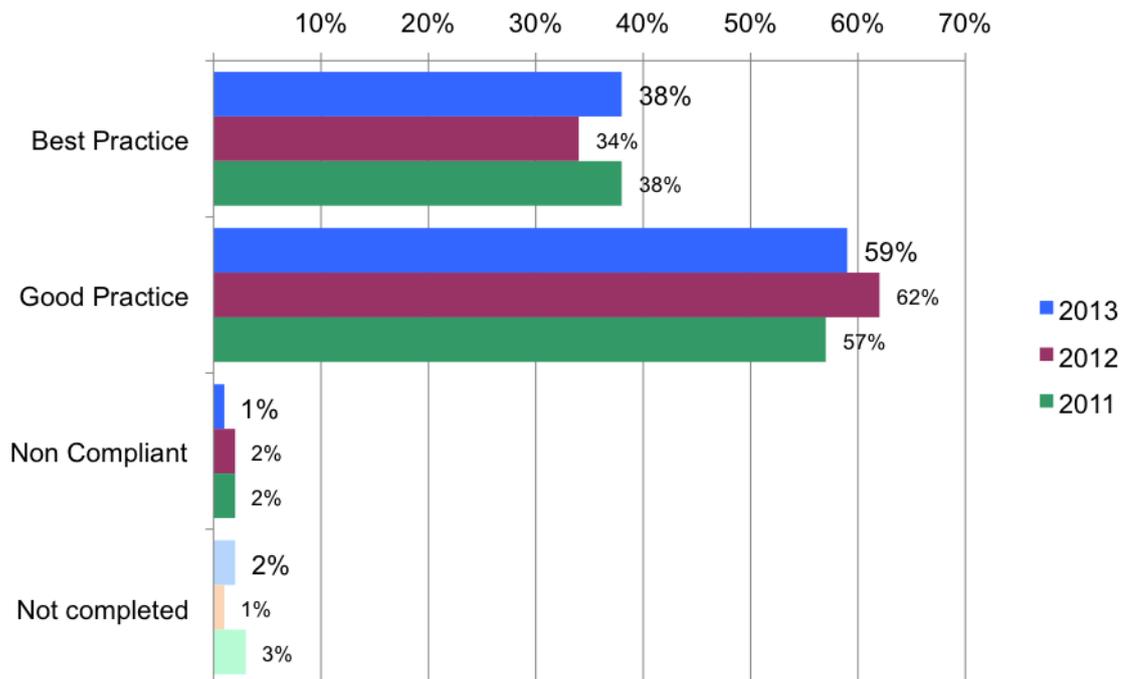
3d Involvement of parent representatives/groups in delivery of training by Parent Partnership Services



3e Provision of materials and information other than those developed by the Parent Partnership Service



3f Use made of the Parent Partnership Service as a source of information and advice on SEN and disability law



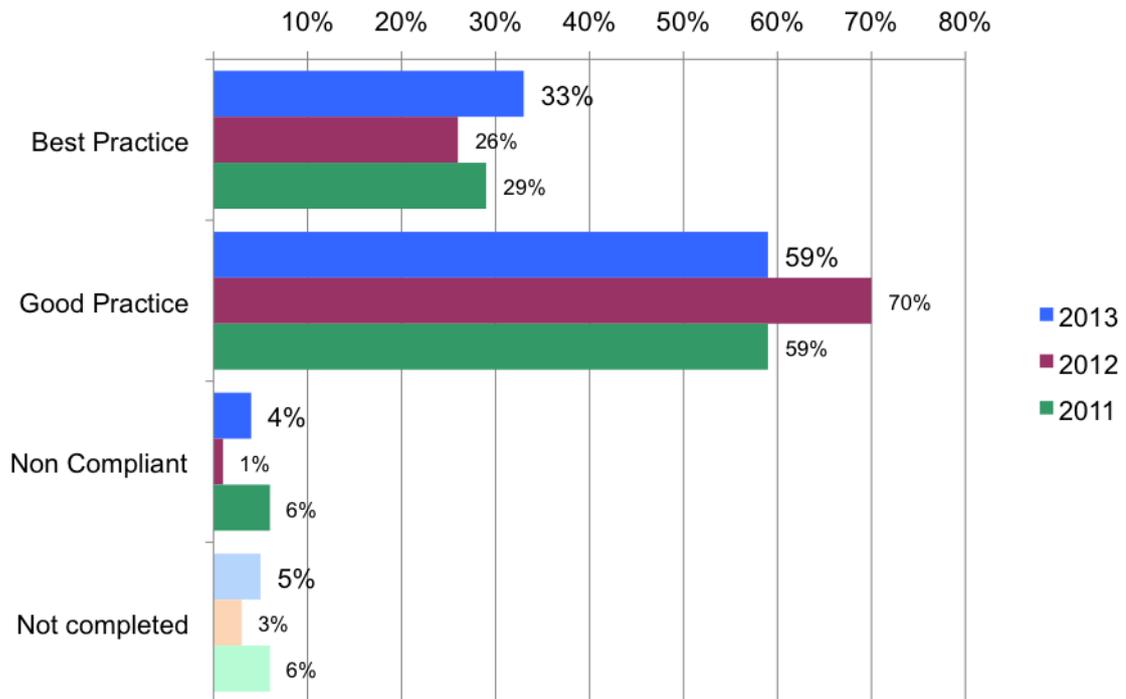
Networking and collaboration

Note that due to rounding numbers some charts may not total 100%. 'Not completed' indicates that the PPS consider their current practice does not meet the criteria for 'Good Practice' but is not 'Non-compliant'.

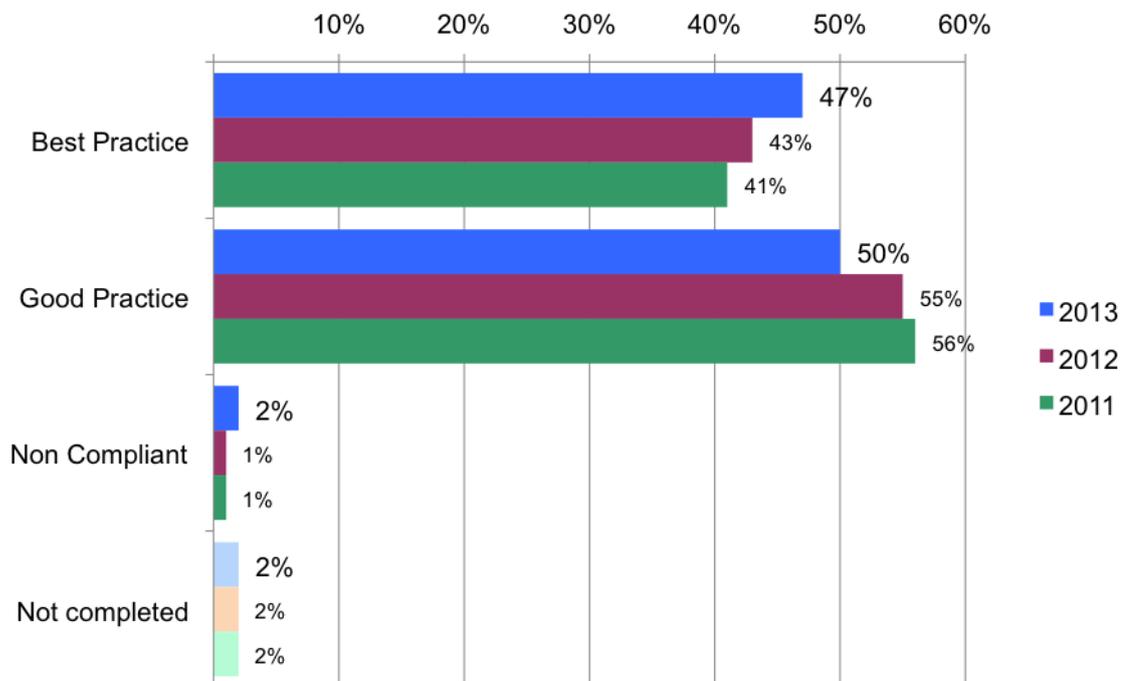
The 4 exemplifications in this section focus on the way in which Parent Partnership Services are expected to link up with other organisations and groups, ensuring that they maintain effective partnerships that reflect their impartiality.

- 92% of PPS rate themselves as achieving *Best* or *Good Practice* with regard to the way in which their impartiality policy impacts on their work with other networks and organisations, compared with 96% last year.
- 97% of PPS rate themselves as achieving *Best* or *Good Practice* in networking. Over 3 years the trend has been for more PPS to rate themselves as achieving *Best Practice* rather than *Good Practice*.
- The vast majority of PPS (97% in 2013) also rate local authority support for involvement of the service in regional and national networks as achieving *Best* or *Good Practice*.
- 92% of PPS report that they achieve *Best* or *Good Practice* in providing information, support and training for schools that complies with the SEN framework and Code of Practice and the PPS impartiality policy. 5 PPS report that they are *Non-compliant*. In 2011 88% had rated themselves as achieving *Best* or *Good Practice*.

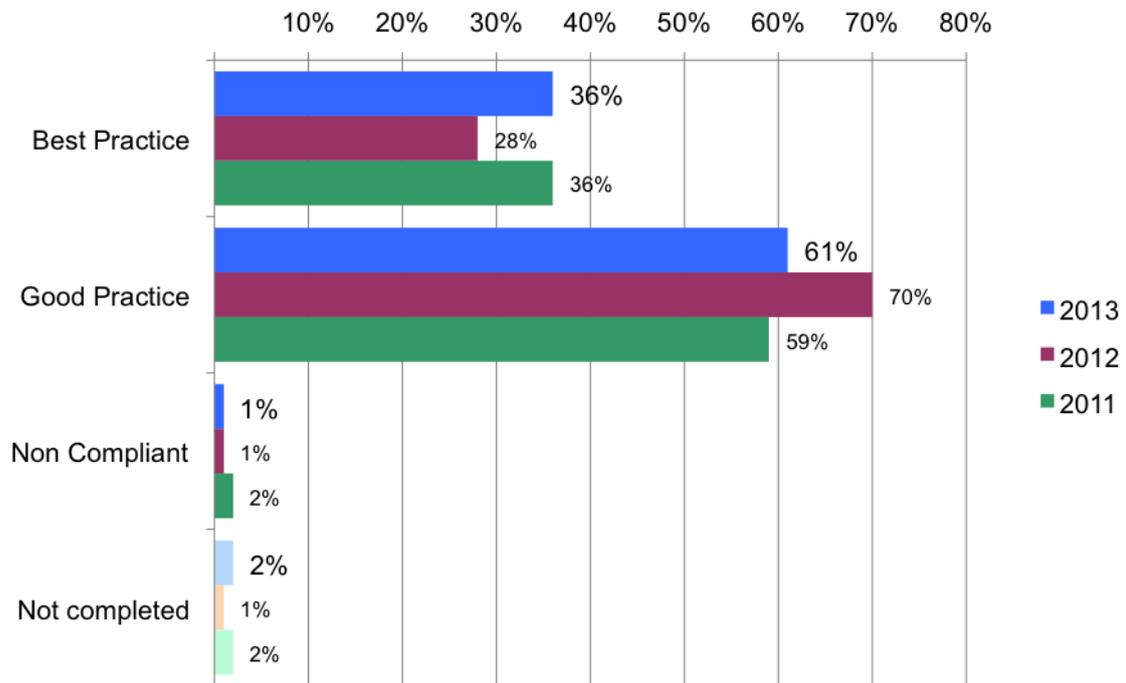
4a Impartiality policy impact on engagement with networks and organisations



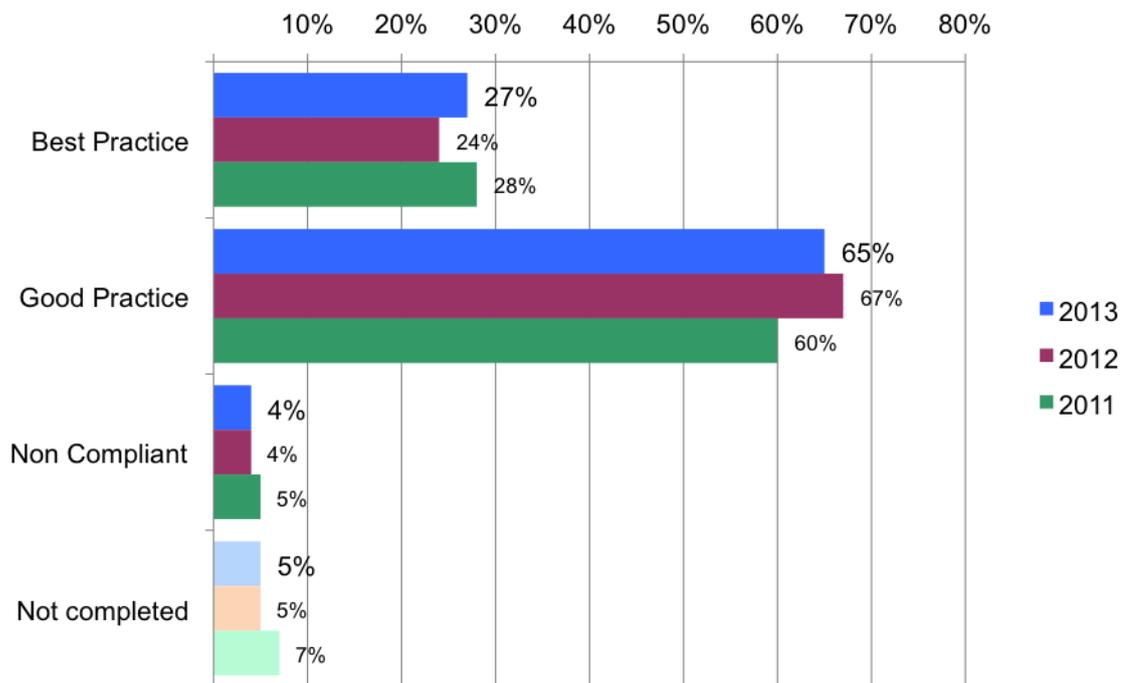
4b Parent Partnership Service involvement in national, regional and local networks



4c LA support for the involvement of the Parent Partnership Service in networking and collaboration



4d Parent Partnership Service provision of information, support and training for schools complies with SEN framework and impartiality policy



Informing and shaping local policy and practice

Note that due to rounding numbers some charts may not total 100%. 'Not completed' indicates that the PPS consider their current practice does not meet the criteria for 'Good Practice' but is not 'Non-compliant'.

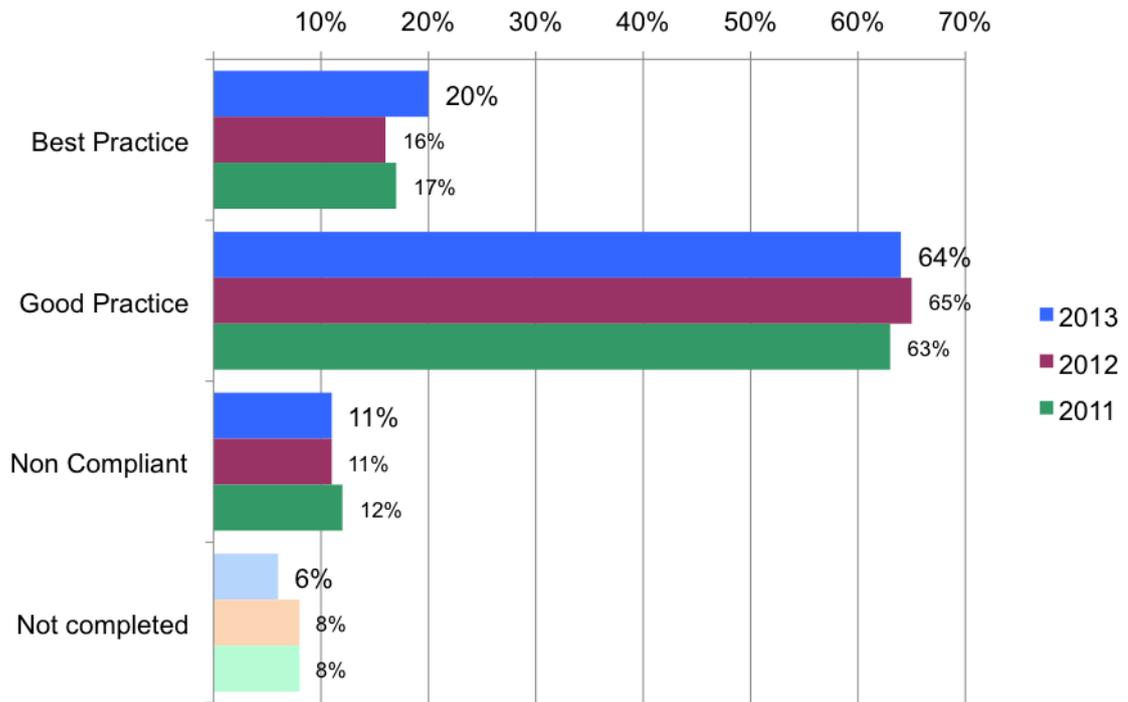
These 4 exemplifications cover the role of the PPS in informing local policy and practice. They focus on a strategic role for the service and for its steering or management group.

On average PPS staff spend approximately 7% of their time contributing to policy and strategy groups (see **Casework and other roles undertaken by PPS**), though this figure can range from less than 1% to over 30%.

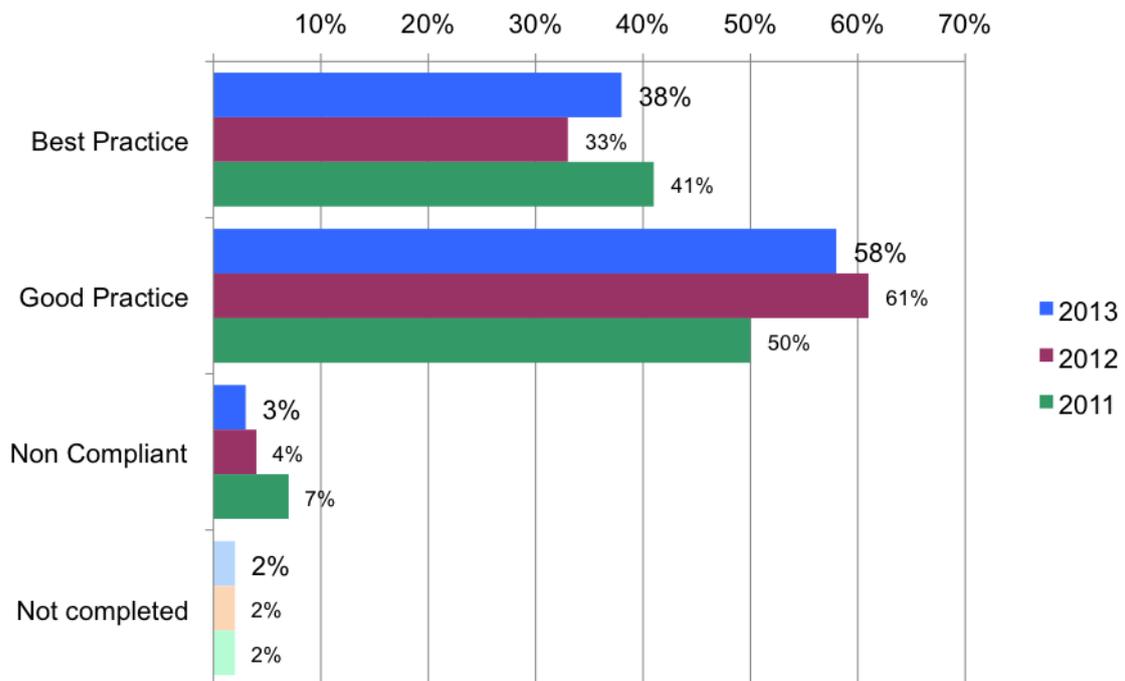
A lower proportion of services report that they achieve *Best* or *Good Practice* on these exemplifications compared to the other 5 areas of work.

- 84% of participating PPS report that they achieve *Best* or *Good Practice* in providing training and support for the active participation of parents and carers in developing and reviewing policy and are routinely consulted about LA policy, with 11% reporting that they are *Non-compliant*. In part this may reflect the fact that Parent Carer Forums also undertake this role.
- 96% of services consider that they meet *Best* or *Good Practice* standards in informing the local authority when it is not meeting its statutory obligations, with 3% reporting that they are *Non-compliant*. In 2011 7% had reported that they were *Non-compliant*.
- Arrangements to review the impact of PPS participation on local authority policy and practice are an issue for 17% of participating PPS, who report that they are *Non-compliant*, with a relatively low percentage (69% in 2013) rating themselves as achieving *Best* or *Good Practice*. However the percentage reporting that they are *Non-compliant* has fallen from 23% in 2011 to 17% this year.
- Similarly a relatively low 71% of PPS report that their management or steering groups achieve *Best* or *Good Practice* in reviewing the PPS' own policies and practice on a regular cycle, with 20% reporting that they are *Non-compliant*, compared to 16% in 2011. In some cases this will be because the PPS does not have a management or steering group (N.B. 20% of PPS report that they are *Non-compliant* with exemplification 6c, which concerns management and steering group arrangements).

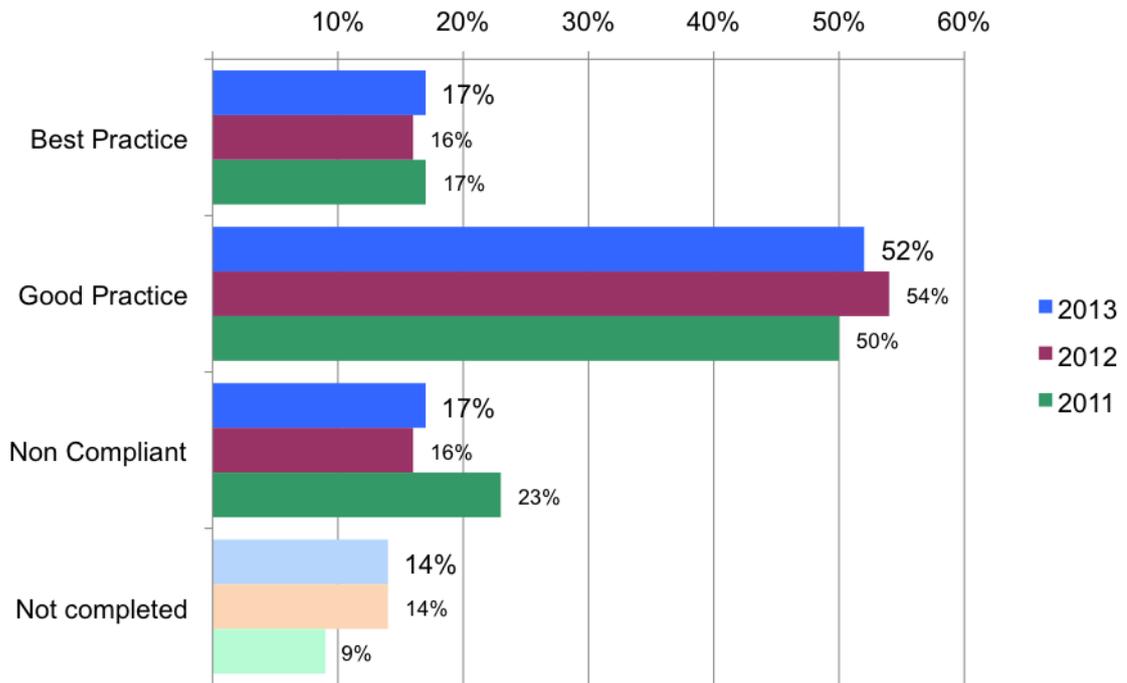
5a Training and support for parents' participation in policy development and review



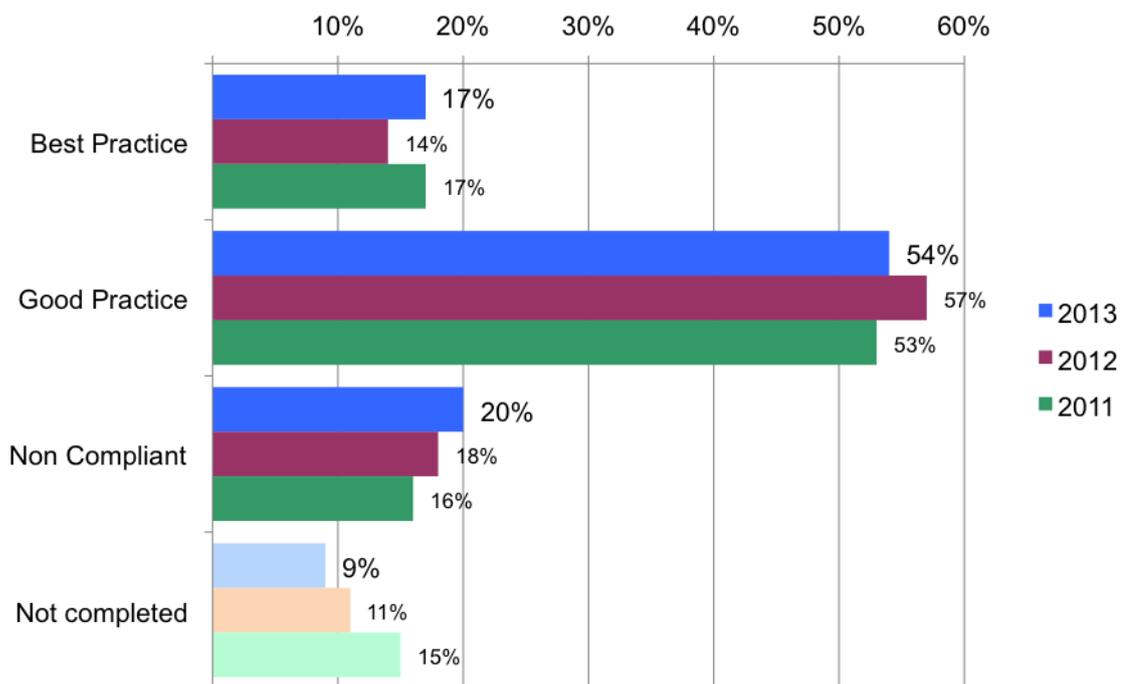
5b Informing the local authority when statutory obligations are not met



5c Arrangements to review the impact of Parent Partnership Service participation on local authority policy and practice



5d Steering/management group review of Parent Partnership Service policy and practice



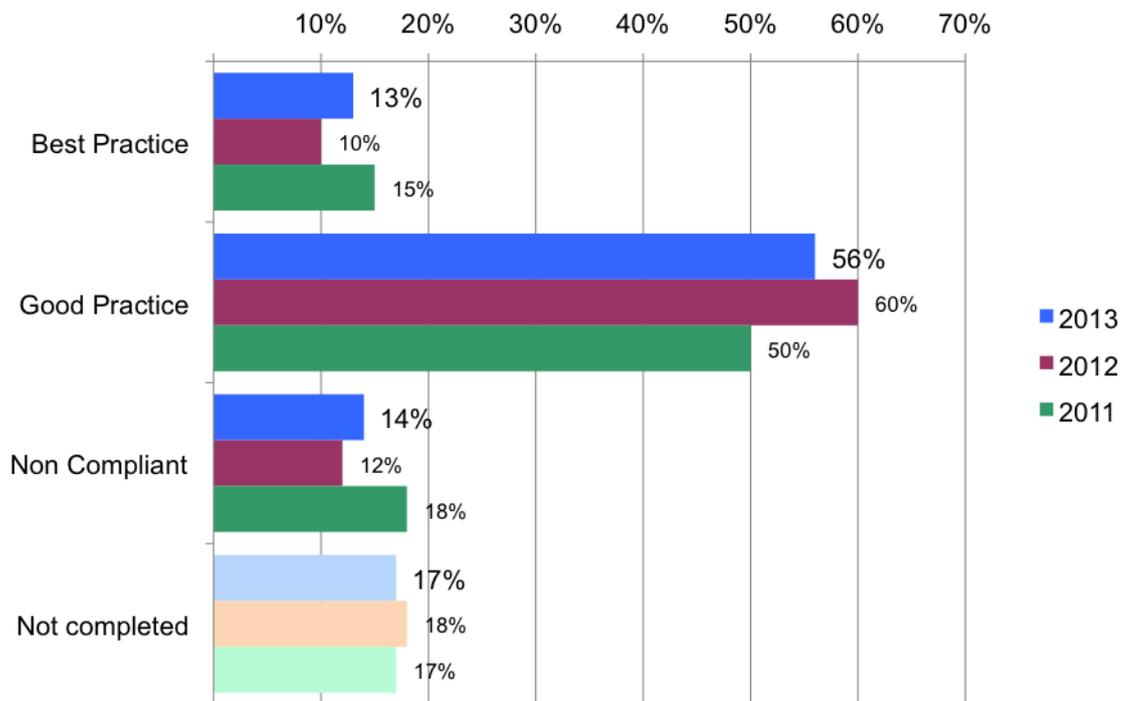
Management of the Parent Partnership Service

Note that due to rounding numbers some charts may not total 100%. 'Not completed' indicates that the PPS consider their current practice does not meet the criteria for 'Good Practice' but is not 'Non-compliant'.

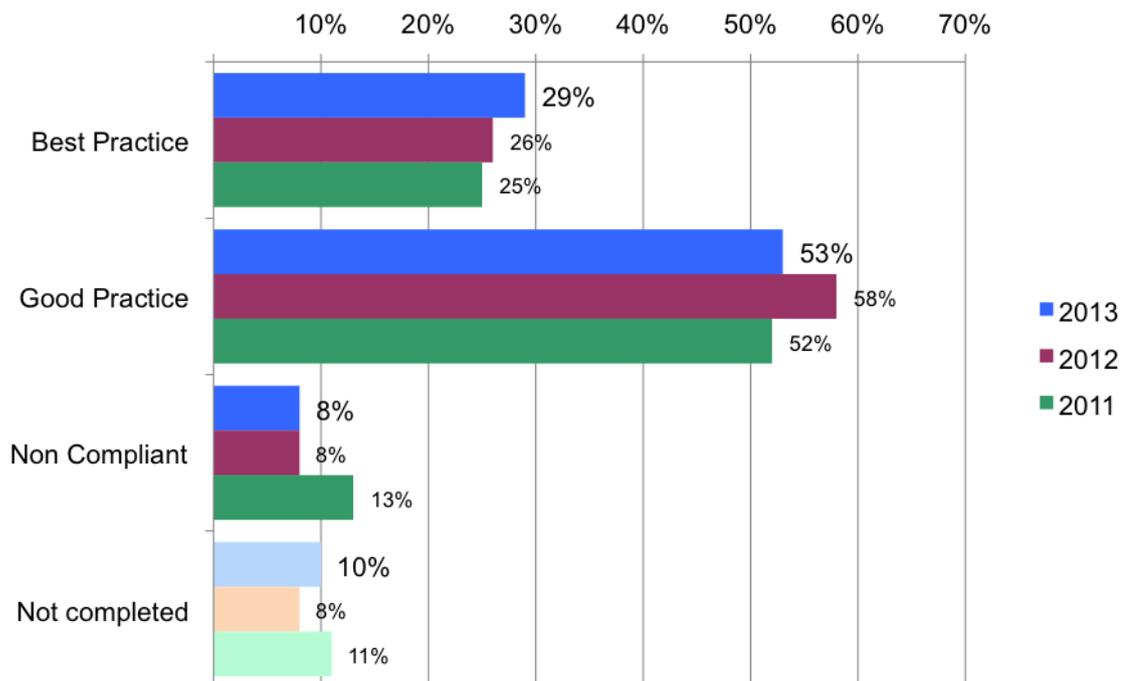
The last 5 exemplifications cover aspects of the management arrangements for the PPS.

- 69% of PPS report that their budget and staffing levels are informed by priorities identified in the PPS Development Plan, compared to 70% last year. The proportion of services that report that they are *Non-compliant* is 14%, compared to 18% in 2011.
- 82% of PPS rate themselves as achieving *Best* or *Good Practice* with regard to the adequacy of the delegated budget in enabling the service to deliver core activities, with 8% reporting that they are *Non-compliant* – i.e. that the local authority holds the budget, it is restricted to basic staffing costs, and staffing levels do not allow the PPS to meet the minimum standards set out in Section 2.21 of the SEN Code.
- 20% of PPS rate themselves as *Non-compliant* on the exemplification that requires the PPS to have a steering/management group, with published terms of reference, broad representation and an 'independent' chair. This compares with 16% last year.
- 87% of PPS consider that they meet the *Best* or *Good Practice* expectations for location, i.e. that the location supports the impartiality of the service and its 'arms length' from SEN teams. 6% report that they are *Non-compliant*. This compares with 91% and 5% in 2011.
- The proportion of PPS that rate themselves as achieving *Best* or *Good Practice* in having a service level agreement or specification, agreed between the local authority, service provider (if all or part of the service is out-sourced) and PPS is the same as last year (66%). 17% report that they are *Non-compliant*.

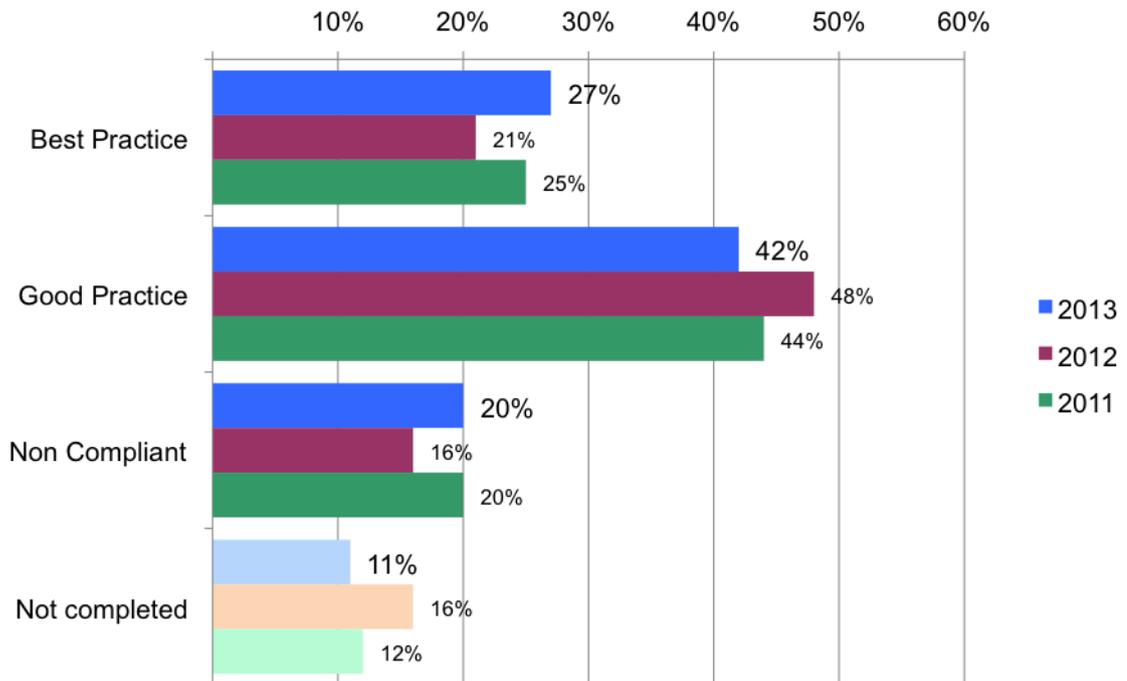
6a Budget and staffing levels influenced by priorities



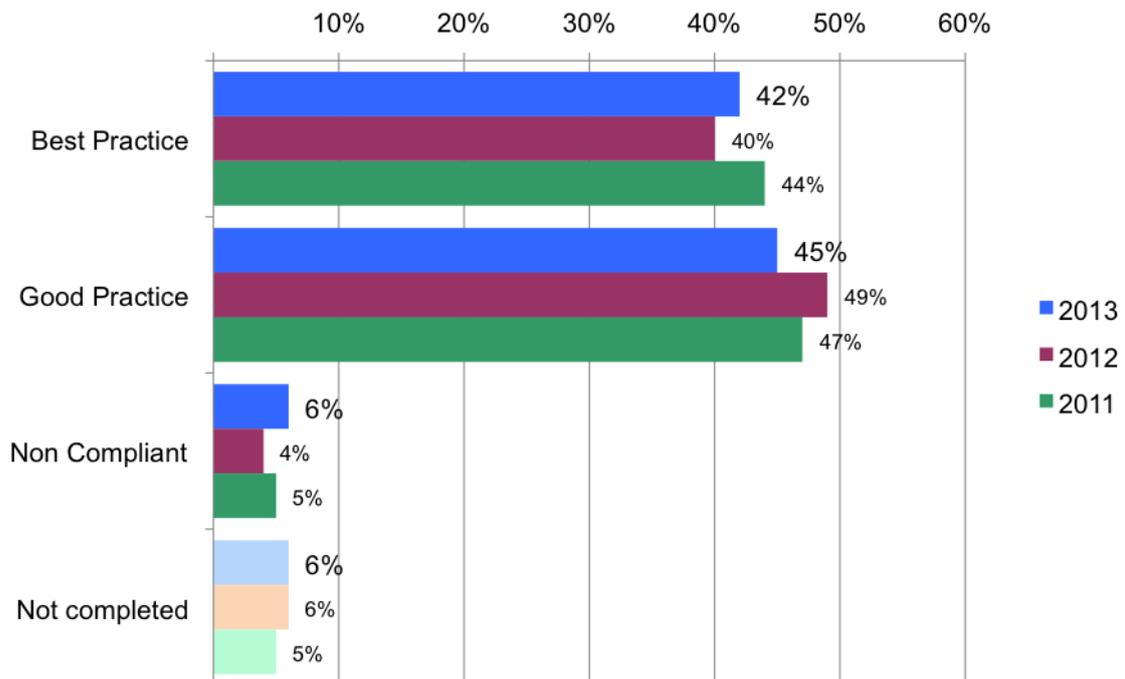
6b Extent to which the budget is delegated and enables the Parent Partnership Service to fulfil its role



6c Parent Partnership Service management/steering group terms of reference and membership



6d Location of Parent Partnership Service



6e Expectations set in Parent Partnership Service service agreement and arrangements for monitoring level

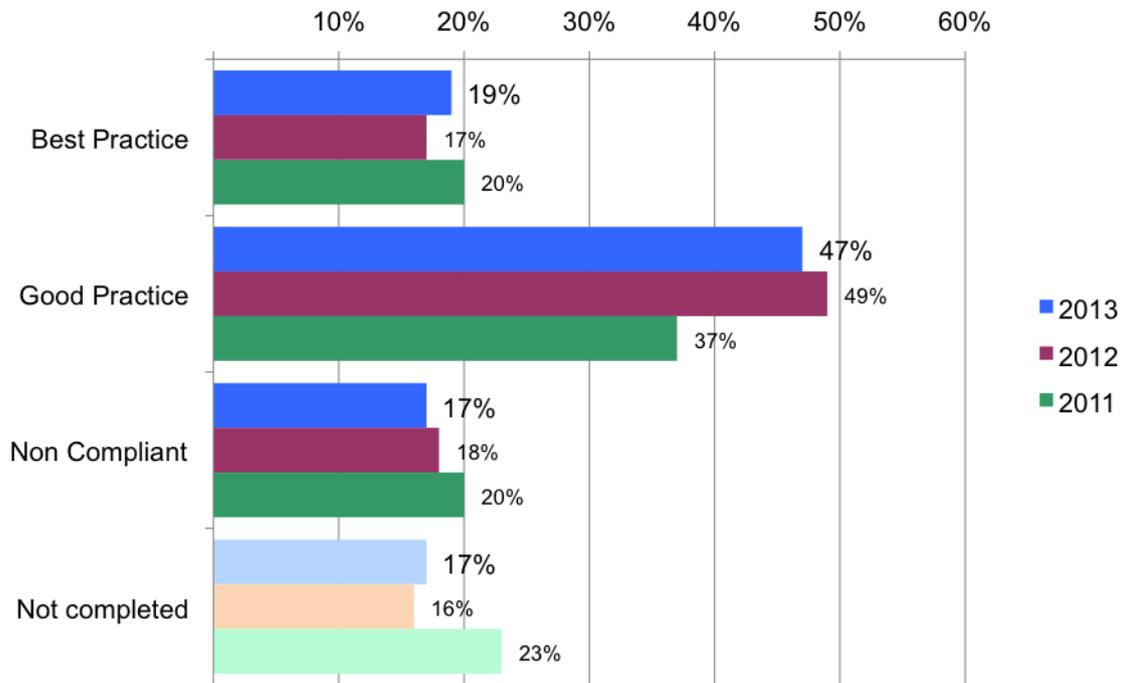


Table C Self rating of each Parent Partnership Service on the exemplifications

Service ID		1	2	3	4	5	6	7	8	9	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1. Working with Parents	a	N	G	B	B	B	B	G	N	N	B	B	B	G	B	B	G	B	G	B	x	G	N	G	G	
	b	N	B	B	B	G	G	G	N	N	G	B	G	B	G	B	B	B	G	G	x	x	N	G	G	
	c	B	G	B	B	B	B	G	G	N	G	B	B	B	B	G	G	G	B	G	B	B	B	G	G	
	d	G	B	B	B	B	B	B	B	G	G	B	B	B	B	B	B	B	G	B	B	B	B	B	G	
	e	B	G	G	G	B	B	G	G	B	B	B	G	B	B	B	B	G	G	B	B	B	G	G	G	
	f	G	G	G	B	B	G	B	B	G	G	B	G	B	B	B	G	B	B	B	G	B	B	B	G	B
	g	x	G	B	G	G	G	B	B	G	G	B	x	B	B	G	G	B	G	G	B	G	B	B	B	
	h	G	G	G	B	B	B	B	B	N	G	B	B	G	G	B	G	G	G	G	N	B	B	N	G	G
2. Information & Publicity	a	B	B	B	B	B	B	B	G	G	B	B	G	B	B	B	G	B	G	G	B	B	B	B	G	
	b	B	B	G	G	B	B	G	B	G	B	B	G	B	B	B	G	B	B	G	B	B	B	B	G	
	c	B	B	G	B	G	B	B	G	N	G	B	B	B	B	G	B	B	B	B	B	B	B	B	B	
	d	B	B	G	B	B	B	G	B	N	G	B	G	G	G	B	G	B	B	G	G	B	B	G	G	
	e	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
	f	G	G	B	B	G	B	G	B	G	G	B	G	G	B	G	B	B	B	G	G	G	B	B	G	
	g	G	B	G	G	G	G	G	G	N	G	B	B	G	G	G	B	G	G	G	G	G	G	B	G	
3. Training, Advice & Support	a	B	B	G	B	B	B	B	B	B	B	B	B	B	B	B	B	B	G	B	B	B	B	B	G	
	b	B	B	G	B	G	B	G	B	G	G	G	G	B	B	B	G	B	G	G	B	B	B	B	G	
	c	G	G	B	B	B	G	G	G	N	G	B	B	B	B	G	N	B	B	G	G	B	G	B	G	
	d	N	G	G	B	B	B	B	G	N	G	G	G	B	B	B	N	B	B	G	x	B	N	G	G	
	e	B	B	G	B	B	B	G	B	G	G	B	B	B	B	B	G	B	B	B	B	B	B	B	G	
	f	G	B	B	B	G	B	B	B	B	G	B	G	B	B	G	G	B	G	G	B	B	B	G	G	
4. Networking & Collaboration	a	G	G	B	B	B	B	G	G	G	G	B	G	B	B	N	B	G	G	G	B	B	B	G	G	
	b	G	G	B	B	B	G	B	G	G	G	B	B	B	B	B	G	B	G	B	B	B	B	B	G	
	c	G	G	B	B	G	B	B	B	G	G	G	G	B	B	B	B	B	G	B	G	B	B	B	G	
	d	G	G	B	G	G	G	G	B	G	G	B	G	B	B	B	N	G	G	B	G	B	G	G	G	
5. Informing & Shaping Policy	a	G	G	G	B	G	B	B	N	G	G	G	G	B	B	B	G	B	G	G	B	B	N	G	G	
	b	G	G	B	B	B	B	B	B	G	G	B	G	G	B	B	G	B	G	B	G	B	B	G	G	
	c	N	G	G	B	N	x	B	N	N	G	B	N	G	G	B	G	G	G	G	G	B	B	G	G	
	d	G	G	G	G	G	G	B	B	N	G	G	G	G	N	G	B	G	G	G	G	G	B	G	G	
6. Management of PPS	a	G	N	B	B	G	x	B	N	G	G	G	N	G	G	N	G	x	G	G	G	G	B	G	G	
	b	G	G	B	B	G	B	B	G	G	B	B	B	B	B	G	G	x	G	G	G	B	B	G	G	
	c	B	G	G	B	B	x	G	B	N	G	G	G	N	G	B	G	x	G	G	B	N	B	G	G	
	d	B	G	B	B	G	B	B	B	N	G	G	G	x	B	G	B	B	G	B	B	B	B	B	G	
	e	B	G	B	G	x	B	G	B	G	G	N	x	G	B	G	G	x	G	G	G	x	B	x	G	
	Self assessment completed by	PPO	PPO + LA	PPO + LA	PPO + LA	PPO + LA	PPO	PPO + LA	PPO	PPO	PPO + MG	PPO + LA	PPO	PPO	PPO	PPO + MG	PPO + MG	PPO	PPO + LA	PPO + MG	PPO		PPO + LA	PPO + LA	PPO	

B – Best practice G – Good practice N – Non-compliant x – Not completed

Green shading indicates a higher self-rating than last year. Orange shading indicates a lower self-rating than last year

		Service ID																				27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	46	47	48	49	50	51
1. Working with Parents	a	Access to IPS	G	G	B	N	G	G	G	B	G	G	N	G	G	G	G	N	B	B	B	N	G	G	x																				
	b	Monitoring & supervision of IPS	G	G	G	N	G	G	N	G	G	G	N	G	G	G	G	G	G	G	G	B	N	B	G	N																			
	c	Provision of full range of services	G	G	G	G	B	G	B	B	G	G	B	B	G	G	B	B	N	B	x	B	G	G	G																				
	d	Published confidentiality policy	G	B	B	G	B	G	B	B	B	B	B	G	B	G	x	G	B	B	B	B	G	B	G	B																			
	e	Access to support re SENDIST	G	B	G	G	B	G	B	G	B	B	B	G	G	G	G	G	G	G	B	x	G	G	B	G																			
	f	Challenging LA policy & practice	G	G	G	B	B	G	G	B	G	G	B	G	B	G	G	G	G	G	G	G	G	G	G	G																			
	g	Collaboration re involvement of young people	G	B	G	G	B	G	B	B	G	G	N	G	B	G	G	G	G	B	B	B	G	G	G	G																			
	h	Seeking parents' views on PPS confidentiality & impartiality	G	G	G	G	G	G	B	G	G	B	G	G	B	G	x	N	B	B	B	G	G	G	G	G																			
2. Information & Publicity	a	Published policy on impartiality	G	B	B	N	B	G	B	B	G	B	G	B	B	G	G	B	B	G	B	G	G	G	B																				
	b	Comprehensive range of impartial information	G	G	G	G	G	G	B	G	G	B	B	G	B	G	G	G	B	G	B	B	G	G	G	G																			
	c	PPS service identity	G	G	B	G	G	B	B	B	B	B	G	B	B	B	G	B	B	B	B	B	G	B	B	G																			
	d	Reviewing the impartiality of information & materials	G	G	G	G	G	G	B	G	B	G	G	B	G	G	G	G	B	G	G	B	G	G	G	G																			
	e	Access via direct line, email & website	G	G	B	x	B	B	B	G	B	B	B	B	x	B	B	B	B	B	B	B	G	B	B	B																			
	f	PPS website	G	N	B	x	N	G	B	G	B	B	B	N	B	x	G	B	G	G	G	G	G	B	B	G																			
	g	Provision of information in community languages	G	G	G	N	G	G	G	G	x	B	N	G	x	B	G	G	G	G	G	N	B	N	B	G	G																		
	a	PPS staff training	G	B	B	B	N	B	B	B	G	G	B	B	B	G	B	B	B	B	B	B	B	G	B	B	G																		
3. Training, Advice & Support	b	Identification of training needs	G	B	G	G	G	G	B	B	G	G	B	G	B	G	G	B	B	B	B	G	B	G	G	G																			
	c	PPS provision of training for others	G	B	B	G	G	G	G	G	G	N	N	G	B	G	B	G	G	G	B	G	N	G	G	G																			
	d	Involvement of parents in delivery of training	G	G	B	G	G	G	G	G	G	G	G	G	B	B	x	G	G	B	G	B	N	G	G	G																			
	e	Provision of materials & information other than those developed by the PPS	G	G	B	G	G	G	B	G	G	B	G	G	B	B	G	G	G	B	B	B	G	B	G	G																			
	f	Use made of the PPS as a source of information	G	G	B	G	G	G	B	B	G	B	G	G	B	G	G	B	G	B	B	B	G	G	G	G																			
	4. Networking & Collaboration	a	Impartiality policy impact on engagement with others	G	G	G	G	G	G	x	G	B	G	G	G	B	x	G	B	B	B	B	x	B	G	G																			
b		PPS involvement in networks	G	B	B	G	G	G	B	B	G	G	G	B	B	G	G	G	B	G	B	G	G	G	B																				
c		LA support for the involvement of the PPS	G	B	G	G	B	G	B	B	G	G	G	B	x	B	x	G	G	B	G	G	G	B	B	G																			
d		Provision of information complies with SEN framework & impartiality policy	G	B	B	G	G	G	G	B	G	G	G	B	G	x	G	G	G	G	B	N	N	G	G	G																			
5. Informing & Shaping Policy	a	Support for parents' participation in policy development	G	G	G	G	G	G	B	G	G	G	G	B	B	x	G	N	B	G	G	N	G	G	G																				
	b	Informing the LA when statutory obligations are not met	G	G	B	B	B	G	G	B	G	B	G	G	G	G	G	G	G	B	G	B	G	B	G	G																			
	c	Arrangements to review the impact of PPS participation on LA policy	G	G	B	B	G	G	G	x	B	G	G	B	x	x	N	N	G	x	G	N	G	x	G																				
	d	Steering Group review of PPS policy & practice	G	N	G	N	G	G	B	B	x	G	N	N	B	G	x	N	G	G	N	B	G	G	G	G																			
6. Management of PPS	a	Budget & staffing levels influenced by priorities	G	G	G	N	G	G	B	G	x	x	N	G	G	G	N	G	N	G	G	G	x	G	x	G																			
	b	Extent to which budget is delegated	G	G	G	N	B	G	B	G	x	x	B	G	G	B	x	B	N	G	G	G	G	G	G	G																			
	c	PPS Steering Group ToR & membership	G	G	G	N	B	G	B	B	G	G	N	N	B	G	x	x	G	G	G	B	G	x	G	B																			
	d	Location of PPS	G	N	B	G	G	G	G	G	x	x	G	G	x	G	G	B	B	B	B	B	G	G	B	N																			
	e	Expectations set in PPS SLA & arrangements for monitoring	x	N	G	G	x	G	B	x	N	G	x	G	G	G	N	N	G	G	G	G	N	G	G	G																			
	Self assessment completed by	PPO	PPO + LA	PPO	PPO	PPO	PPO + MG	PPO	PPO + LA	PPO	PPO + LA	PPO	PPO + LA	PPO + LA	PPO	PPO	PPO	PPO	PPO + MG		PPO	PPO + MG	PPO + MG	PPO	PPO + LA																				

B – Best practice G – Good practice N – Non-compliant x – Not completed

Green shading indicates a higher self-rating than last year. Orange shading indicates a lower self-rating than last year

		Service ID	52	53	54	55	56	57	59	60	61	62	63	64	65	66	67	68	69	70	71	73	74	76	78	79
1. Working with Parents	a	Access to IPS	B	N	B	x	x	G	G	G	G	B	N	G	N	G	N	x	G	x	x	G	N	N	G	G
	b	Monitoring & supervision of IPS	B	N	G	x	x	G	G	G	N	B	N	G	N	G	N	x	G	x	x	B	G	N	G	G
	c	Provision of full range of services	B	G	B	x	G	B	B	G	G	G	G	G	B	G	G	G	G	B	G	G	N	G	B	B
	d	Published confidentiality policy	B	G	B	G	B	B	B	G	B	B	B	G	B	G	B	B	B	B	B	B	G	B	B	B
	e	Access to support re SENDIST	G	G	B	x	x	B	G	G	G	B	B	G	B	G	N	G	G	B	G	G	G	B	B	G
	f	Challenging LA policy & practice	G	B	G	G	B	G	G	G	N	G	B	x	G	G	G	G	G	B	G	G	G	G	G	G
	g	Collaboration re involvement of young people	G	B	G	G	G	B	G	G	G	G	B	G	B	G	B	G	G	G	G	G	G	G	G	B
	h	Seeking parents' views on PPS confidentiality & impartiality	G	G	G	G	G	G	G	G	G	B	B	G	B	G	B	N	G	G	G	B	G	B	G	G
2. Information & Publicity	a	Published policy on impartiality	B	G	G	G	B	B	B	G	G	B	B	G	B	G	B	x	G	B	G	B	G	B	G	B
	b	Comprehensive range of impartial information	B	G	B	G	B	B	B	G	G	G	B	G	B	G	B	G	B	G	B	B	G	B	G	B
	c	PPS service identity	B	B	B	N	B	B	B	G	B	B	B	G	B	B	B	N	N	B	B	B	B	B	G	B
	d	Reviewing the impartiality of information & materials	G	x	G	G	B	B	G	B	G	B	B	G	B	G	B	x	G	G	x	B	G	B	G	B
	e	Access via direct line, email & website	B	B	B	G	B	B	B	B	B	B	B	G	B	B	B	N	N	B	B	B	B	B	B	B
	f	PPS website	G	B	B	x	B	G	G	G	G	B	B	G	G	B	B	G	G	B	G	B	G	B	G	G
	g	Provision of information in community languages	G	G	B	x	G	G	B	B	G	G	G	G	G	B	B	G	G	G	G	G	N	G	G	G
	a	PPS staff training	B	B	B	G	G	G	G	B	B	B	N	x	B	G	B	B	B	B	B	G	B	B	B	G
3. Training, Advice & Support	b	Identification of training needs	G	G	G	G	B	G	B	G	G	B	B	G	G	G	B	B	G	B	G	B	G	B	G	G
	c	PPS provision of training for others	G	G	G	x	x	G	G	B	G	B	B	G	G	G	N	G	G	G	G	G	G	G	G	G
	d	Involvement of parents in delivery of training	G	G	N	x	x	G	G	B	G	B	B	G	G	G	N	N	x	G	G	N	G	G	G	G
	e	Provision of materials & information other than those developed by the PPS	B	G	B	x	B	G	B	B	G	B	G	G	G	B	B	B	G	G	G	G	B	B	G	B
	f	Use made of the PPS as a source of information	G	G	G	x	B	G	B	G	G	G	B	G	G	G	B	B	G	B	G	G	G	B	G	B
	a	Impartiality policy impact on engagement with others	G	G	B	x	B	B	B	G	G	B	G	G	G	G	G	N	N	B	G	G	G	G	B	G
4. Networking & Collaboration	b	PPS involvement in networks	G	B	B	G	G	B	B	G	G	B	G	G	G	G	G	G	B	B	G	G	G	G	G	B
	c	LA support for the involvement of the PPS	G	B	B	G	G	G	G	G	G	B	B	G	G	G	G	G	G	G	G	G	B	G	G	B
	d	Provision of information complies with SEN framework & impartiality policy	G	G	G	x	x	G	G	G	G	G	G	G	B	G	N	G	G	B	G	G	G	G	G	G
	a	Support for parents' participation in policy development	G	G	B	G	G	B	G	G	G	G	G	x	G	G	N	x	N	G	G	N	G	G	G	G
5. Informing & Shaping Policy	b	Informing the LA when statutory obligations are not met	G	G	G	G	B	B	G	G	N	B	G	G	B	G	B	G	G	B	G	B	G	G	G	B
	c	Arrangements to review the impact of PPS participation on LA policy	x	G	G	x	B	B	G	x	N	G	G	x	G	N	N	N	x	G	G	G	N	G	G	G
	d	Steering Group review of PPS policy & practice	G	N	G	x	B	G	N	x	G	G	G	N	x	G	B	N	N	G	x	B	G	G	G	G
	a	Budget & staffing levels influenced by priorities	x	G	B	x	x	G	G	G	G	G	G	G	G	G	N	x	N	G	x	G	N	G	G	G
6. Management of PPS	b	Extent to which budget is delegated	x	G	B	x	B	G	B	G	G	B	B	G	G	B	N	G	N	B	G	B	N	G	G	G
	c	PPS Steering Group ToR & membership	G	N	B	x	B	G	N	x	G	G	B	N	N	N	B	N	N	B	x	B	N	B	G	G
	d	Location of PPS	G	G	B	G	B	G	G	G	G	B	G	G	G	N	N	G	x	B	G	G	G	B	G	B
	e	Expectations set in PPS SLA & arrangements for monitoring	x	G	G	x	B	G	N	G	x	B	G	N	x	N	N	N	N	G	G	B	N	G	G	B
		Self assessment completed by	PPO	PPO	PPO + MG	PPO		PPO + MG	PPO	PPO	PPO + LA	PPO + MG	PPO + LA	PPO + LA	PPO + LA	PPO	PPO	PPO + LA	PPO	PPO + MG	PPO	PPO	PPO	PPO + MG	PPO	PPO

B – Best practice G – Good practice N – Non-compliant x – Not completed

Green shading indicates a higher self-rating than last year. Orange shading indicates a lower self-rating than last year

		Service ID	80	81	82	83	85	86	87	88	89	90	92	93	94	95	96	98	99	100	101	102	103	104	105	106
1. Working with Parents	a	Access to IPS	N	N	G	G	G	N	B	N	G	G	G	B	B	B	B	B	B	x	B	N	N	B	B	B
	b	Monitoring & supervision of IPS	N	N	G	G	G	N	G	N	G	G	B	B	B	G	B	G	G	x	B	N	N	G	G	B
	c	Provision of full range of services	N	G	B	G	B	G	B	G	G	G	B	B	G	B	B	G	G	G	B	G	G	B	B	B
	d	Published confidentiality policy	G	B	B	G	B	G	B	G	B	B	B	B	B	G	B	B	G	G	G	B	B	B	G	G
	e	Access to support re SENDIST	G	B	G	G	G	B	B	G	G	G	B	B	G	B	B	G	G	G	G	G	G	B	G	G
	f	Challenging LA policy & practice	G	B	G	G	B	G	G	N	G	G	B	B	B	B	G	B	G	G	B	G	G	G	G	G
	g	Collaboration re involvement of young people	G	G	B	G	B	G	B	G	G	G	B	B	B	B	B	B	G	N	G	G	G	G	G	G
	h	Seeking parents' views on PPS confidentiality & impartiality	G	B	G	G	B	N	B	N	G	G	B	B	G	B	G	G	N	G	G	B	G	x	x	G
2. Information & Publicity	a	Published policy on impartiality	G	B	B	G	B	G	B	G	B	B	B	B	B	G	B	G	G	G	B	B	G	G	G	G
	b	Comprehensive range of impartial information	G	B	G	G	B	G	G	G	G	G	B	B	B	G	B	G	G	B	B	B	G	G	G	G
	c	PPS service identity	G	B	B	B	N	B	N	B	N	B	B	B	B	G	B	G	B	G	B	G	G	B	B	B
	d	Reviewing the impartiality of information & materials	G	B	G	G	B	N	B	N	B	B	B	B	B	G	B	G	N	G	G	B	G	B	B	G
	e	Access via direct line, email & website	G	G	B	B	B	N	B	G	G	G	B	B	B	B	B	B	B	B	B	B	B	G	B	B
	f	PPS website	G	B	B	B	B	G	B	N	G	G	G	G	B	B	G	B	G	G	B	B	G	G	B	B
	g	Provision of information in community languages	G	G	G	G	G	G	N	G	G	G	G	G	G	B	G	B	G	G	G	G	G	G	G	G
	a	PPS staff training	G	B	G	B	B	G	B	N	B	B	B	B	B	B	B	B	B	G	G	G	G	B	B	B
3. Training, Advice & Support	b	Identification of training needs	G	B	G	G	B	G	B	G	B	B	B	B	B	G	B	G	N	B	B	G	G	G	G	G
	c	PPS provision of training for others	N	B	G	G	B	G	G	N	G	B	G	B	B	B	G	G	G	G	G	G	G	B	B	G
	d	Involvement of parents in delivery of training	N	B	B	N	B	N	G	N	G	G	G	B	B	B	B	G	G	G	N	G	G	G	G	x
	e	Provision of materials & information other than those developed by the PPS	N	G	B	B	B	G	G	G	G	G	B	B	B	B	B	G	B	B	B	B	G	B	B	B
	f	Use made of the PPS as a source of information	G	B	G	G	G	G	B	N	G	B	B	B	B	B	G	G	G	G	B	B	G	G	G	G
	4. Networking & Collaboration	a	Impartiality policy impact on engagement with others	G	B	G	G	B	G	B	N	G	B	B	G	B	G	G	G	G	G	G	G	G	G	G
b		PPS involvement in networks	G	B	G	G	B	G	B	G	B	G	B	B	B	G	B	G	G	G	B	G	B	B	B	
c		LA support for the involvement of the PPS	G	G	G	G	G	G	B	G	G	B	G	B	B	G	B	G	G	B	B	G	G	G	G	
d		Provision of information complies with SEN framework & impartiality policy	G	B	G	G	B	G	G	N	G	B	B	G	B	G	B	G	G	G	G	G	G	B	B	G
5. Informing & Shaping Policy	a	Support for parents' participation in policy development	G	x	G	x	B	N	G	N	B	G	G	x	B	B	B	G	G	G	G	G	G	G	G	
	b	Informing the LA when statutory obligations are not met	G	B	G	G	G	N	B	N	G	B	B	B	B	G	G	G	G	G	G	G	G	G	G	
	c	Arrangements to review the impact of PPS participation on LA policy	N	x	G	x	B	N	G	N	G	G	B	G	B	N	G	G	N	G	G	G	x	G	G	
	d	Steering Group review of PPS policy & practice	N	B	G	G	B	N	G	N	G	B	B	G	B	N	B	G	N	x	N	G	G	G	G	
6. Management of PPS	a	Budget & staffing levels influenced by priorities	G	G	G	x	B	N	B	N	G	B	x	G	B	N	G	G	N	B	B	N	x	x	x	
	b	Extent to which budget is delegated	N	x	G	G	B	G	B	N	G	B	x	G	B	G	B	G	N	B	B	x	G	G	B	
	c	PPS Steering Group ToR & membership	N	B	G	G	B	N	G	N	G	B	G	x	B	G	B	G	N	x	N	B	G	G	G	
	d	Location of PPS	G	N	G	G	x	G	B	N	B	x	B	B	B	G	B	B	G	G	B	G	G	B	B	
	e	Expectations set in PPS SLA & arrangements for monitoring	G	x	G	G	B	N	B	N	G	B	G	G	G	B	G	G	N	G	B	G	G	B	B	
	Self assessment completed by	PPO	PPO	PPO + LA	PPO + LA	PPO + MG	PPO	PPO	PPO + MG	PPO	PPO + MG	PPO	PPO	PPO	PPO	PPO + LA	PPO + LA	PPO	PPO							

B – Best practice G – Good practice N – Non-compliant x – Not completed

Green shading indicates a higher self-rating than last year. Orange shading indicates a lower self-rating than last year

		Service ID	107	108	109	110	111	112	113	114	116	118	119	120	121	124	127	130	131	132	133	134	135	136	137	140	
1. Working with Parents	a	Access to IPS	G	G	B	B	B	G	G	G	N	G	G	B	B	B	N	x	G	G	N	N	N	x	N	G	
	b	Monitoring & supervision of IPS	N	G	G	B	G	x	G	G	B	N	x	B	G	B	N	x	G	G	x	N	N	x	N	G	
	c	Provision of full range of services	N	G	B	B	G	B	G	G	N	B	G	G	B	B	G	G	B	G	G	G	G	G	G	B	B
	d	Published confidentiality policy	G	G	G	B	B	G	B	B	B	B	B	B	B	B	B	B	B	B	B	G	B	G	B	B	B
	e	Access to support re SENDIST	G	B	G	B	G	B	B	B	B	G	G	G	B	B	B	B	G	B	B	B	G	B	B	G	B
	f	Challenging LA policy & practice	N	G	G	B	G	B	G	G	G	B	G	G	G	G	B	G	G	G	G	B	G	G	G	G	B
	g	Collaboration re involvement of young people	N	G	G	G	G	G	G	G	G	B	G	G	G	G	B	G	B	G	G	G	G	G	G	G	B
	h	Seeking parents' views on PPS confidentiality & impartiality	N	G	x	G	B	G	G	G	G	G	G	G	G	B	B	G	G	G	G	G	x	B	G	G	G
2. Information & Publicity	a	Published policy on impartiality	N	G	G	B	B	B	B	B	B	B	G	G	B	B	B	G	B	B	B	B	G	B	G	G	G
	b	Comprehensive range of impartial information	N	G	G	B	G	B	B	B	B	B	G	G	B	B	G	G	G	G	G	G	G	B	G	G	B
	c	PPS service identity	N	G	B	G	B	B	B	B	B	G	B	G	B	B	B	B	G	B	B	N	G	B	G	G	B
	d	Reviewing the impartiality of information & materials	N	G	B	G	B	G	G	G	G	G	G	G	G	B	G	G	G	G	B	G	G	G	G	G	B
	e	Access via direct line, email & website	G	B	B	B	B	B	B	B	B	G	B	B	B	G	B	B	B	G	B	B	B	B	B	B	B
	f	PPS website	N	G	B	G	G	B	B	B	B	G	G	G	G	N	G	B	B	G	x	G	G	B	G	G	B
	g	Provision of information in community languages	N	G	G	G	G	B	B	B	B	B	G	G	G	G	G	G	G	G	G	N	G	G	G	G	G
3. Training, Advice & Support	a	PPS staff training	B	B	B	B	B	B	G	G	G	B	G	B	G	B	B	B	B	B	G	B	B	B	B	B	B
	b	Identification of training needs	N	G	G	B	B	G	G	G	G	G	G	G	G	B	G	G	G	B	B	B	G	G	G	G	G
	c	PPS provision of training for others	N	G	B	B	G	G	G	G	G	G	G	G	B	B	G	G	G	G	G	B	G	G	B	G	G
	d	Involvement of parents in delivery of training	N	B	G	B	B	G	G	G	G	B	x	G	G	B	G	G	G	G	G	G	G	N	G	x	G
	e	Provision of materials & information other than those developed by the PPS	N	B	B	B	B	G	G	G	G	B	G	B	B	B	G	B	G	B	G	G	x	B	B	B	G
	f	Use made of the PPS as a source of information	G	G	G	G	B	G	G	G	G	B	G	G	G	B	B	G	G	G	G	G	G	x	B	B	G
4. Networking & Collaboration	a	Impartiality policy impact on engagement with others	G	G	G	G	G	G	G	G	B	G	G	B	G	G	G	G	B	G	B	G	G	x	G	N	B
	b	PPS involvement in networks	N	G	B	B	B	B	G	G	N	G	G	G	B	B	G	B	G	B	B	B	G	x	G	G	B
	c	LA support for the involvement of the PPS	N	G	G	B	G	B	G	G	G	B	G	G	G	B	G	B	G	B	B	B	G	G	G	G	G
	d	Provision of information complies with SEN framework & impartiality policy	N	G	B	B	G	B	B	B	B	B	G	x	B	B	G	G	G	G	G	G	G	G	G	G	G
5. Informing & Shaping Policy	a	Support for parents' participation in policy development	N	G	G	G	B	G	N	N	G	G	G	G	G	B	G	G	G	G	G	G	x	N	G	G	B
	b	Informing the LA when statutory obligations are not met	N	G	G	B	G	B	B	B	B	B	G	G	G	B	G	G	G	B	B	B	G	B	G	G	G
	c	Arrangements to review the impact of PPS participation on LA policy	N	G	G	G	G	B	G	G	G	G	G	x	G	G	G	G	N	G	G	x	B	G	B	B	
	d	Steering Group review of PPS policy & practice	N	G	G	B	B	B	G	G	G	G	G	G	G	B	N	N	G	G	B	G	B	G	N	G	N
6. Management of PPS	a	Budget & staffing levels influenced by priorities	N	G	x	G	G	G	G	G	G	G	G	G	G	G	G	G	x	G	G	B	x	B	G	B	G
	b	Extent to which budget is delegated	N	G	G	B	G	G	G	G	N	G	G	x	G	B	G	G	B	G	B	B	x	G	G	G	B
	c	PPS Steering Group ToR & membership	N	G	G	B	B	B	G	G	B	G	x	G	B	N	B	x	G	B	B	B	G	N	N	N	G
	d	Location of PPS	G	G	B	B	G	B	B	B	B	G	B	G	B	G	N	G	B	B	B	B	G	B	G	B	B
	e	Expectations set in PPS SLA & arrangements for monitoring	N	N	B	G	G	G	G	G	G	B	G	G	x	G	B	G	G	N	x	B	G	N	N	B	G
	Self assessment completed by	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO	PPO + MG	PPO + LA	PPO + LA	PPO	PPO	PPO	PPO + LA	PPO	PPO + LA	PPO + LA	PPO	PPO	PPO	PPO	PPO	PPO + LA	

B – Best practice G – Good practice N – Non-compliant x – Not completed

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		Service ID	141	142	143	144	145	146	147	148	149	152	154
1. Working with Parents	a	Access to IPS	G	B	G	B	G	B	G	B	x	G	B
	b	Monitoring & supervision of IPS	G	G	G	B	B	x	G	G	x	G	G
	c	Provision of full range of services	B	B	G	B	G	B	G	B	G	G	B
	d	Published confidentiality policy	B	B	G	B	B	B	G	B	G	G	B
	e	Access to support re SENDIST	B	G	G	B	G	B	G	B	G	G	G
	f	Challenging LA policy & practice	B	B	G	B	G	B	G	B	G	G	G
	g	Collaboration re involvement of young people	B	B	G	B	B	B	N	B	G	B	B
	h	Seeking parents' views on PPS confidentiality & impartiality	G	G	x	G	B	N	G	G	G	G	G
2. Information & Publicity	a	Published policy on impartiality	G	B	G	G	B	B	G	B	G	G	B
	b	Comprehensive range of impartial information	B	G	G	B	G	G	G	B	G	G	G
	c	PPS service identity	B	B	N	G	G	B	G	B	G	G	B
	d	Reviewing the impartiality of information & materials	B	B	G	G	B	G	x	B	G	G	G
	e	Access via direct line, email & website	B	B	B	B	B	B	G	B	G	G	B
	f	PPS website	B	B	G	G	G	B	G	B	G	G	G
	g	Provision of information in community languages	G	B	G	G	B	B	G	B	G	G	B
3. Training, Advice & Support	a	PPS staff training	B	B	B	B	B	G	B	B	G	B	B
	b	Identification of training needs	G	B	G	B	G	B	B	B	G	G	G
	c	PPS provision of training for others	G	G	G	B	B	B	G	B	G	B	G
	d	Involvement of parents in delivery of training	G	G	G	B	B	G	G	B	G	B	G
	e	Provision of materials & information other than those developed by the PPS	B	G	G	B	B	B	G	B	G	B	G
	f	Use made of the PPS as a source of information	G	B	G	B	B	G	G	B	G	G	B
4. Networking & Collaboration	a	Impartiality policy impact on engagement with others	B	B	G	G	B	B	G	B	G	G	G
	b	PPS involvement in networks	B	B	G	B	B	G	G	B	B	G	B
	c	LA support for the involvement of the PPS	G	B	G	B	B	B	G	B	G	G	G
	d	Provision of information complies with SEN framework & impartiality policy	G	B	x	B	B	G	G	G	G	G	G
5. Informing & Shaping Policy	a	Support for parents' participation in policy development	B	G	G	B	G	G	N	B	G	G	G
	b	Informing the LA when statutory obligations are not met	G	B	G	B	G	B	x	B	G	G	B
	c	Arrangements to review the impact of PPS participation on LA policy	B	G	x	B	N	B	N	G	G	G	x
	d	Steering Group review of PPS policy & practice	G	B	N	G	G	G	N	x	x	G	x
6. Management of PPS	a	Budget & staffing levels influenced by priorities	G	N	G	B	N	G	x	B	G	x	G
	b	Extent to which budget is delegated	B	N	G	B	G	G	G	B	G	x	G
	c	PPS Steering Group ToR & membership	G	B	N	G	G	G	N	G	x	G	x
	d	Location of PPS	B	B	G	B	G	B	B	B	G	G	G
	e	Expectations set in PPS SLA & arrangements for monitoring	B	N	x	B	G	x	G	x	x	G	x
	Self assessment completed by	PPO + LA	PPO + MG	PPO + LA	PPO	PPO	PPO	PPO	PPO + MG	PPO + LA	PPO	PPO	PPO

B – Best practice

G – Good practice

N – Non-compliant

x – Not completed

Green shading indicates a higher self-rating than last year.

Orange shading indicates a lower self-rating than last year

Additional national data collection

The second part of this report provides additional data on:

- **Type of service provision**
- **Service budget**
- **Staffing**
- **Access to the PPS**
- **Casework and other roles undertaken by the PPS**
- **Involvement in strategic work**

Each section begins with a statement of the minimum standards from the SEN Code of Practice and links to the relevant exemplifications. This is followed by a brief introduction, a summary of the main changes compared with last year and charts and tables showing the data collected. Each section also includes a brief summary of the similarities and differences in the data collected over the duration of this project.

It should be noted that since 2011 the data collection for this report has taken place in the autumn, rather than in July. As a result some of the charts shown are not directly comparable with charts in the reports before 2011, since they are based on a different 12 month period.

How can services be compared?

Every year the data collected in this exercise illustrates the very wide variation in the size, scope, organisation, funding and use made of Parent Partnership Services. This variation has also been highlighted in the evaluation of PPS carried out on behalf of the DfES¹¹ and by the Lamb Inquiry. While this is partly explained by the differences in the size of local authorities other factors, such as the local history and development of the PPS, also play a part.

In order to facilitate comparison, much of the data presented in this report is analysed by population. Although PPS are set up to provide services for parents, and do not normally provide direct services to children, the 0-19 population figure for each local authority (derived from the Office of National Statistics mid-year estimates for 2012) is used in preference to other population figures (such as school or overall population) for the following reasons:

- almost all PPS provide a service to families of children in both the under 5 and over 16 age range
- although most of the work of PPS is with parents, carers and professionals, young people are the focus of the information and support provided

¹¹ See Footnote on page 11

- the 0-19 figures include those living in the local authority area. School population figures can be distorted by numbers of pupils educated in neighbouring LAs, or where there is a high proportion of pupils educated in private schools

In many of the charts in this report, two kinds of national average are included:

Median – This is the mid point of the data when placed in sequence and is generally less affected by extreme values.

Mean – This is the sum of all the data divided by the number of items.

Local authorities and Parent Partnership Services that wish to compare with their statistical neighbours may use the electronic version of the charts included in this report, which were circulated to PPS in February 2014.

The service key

The key matching services to the numbers shown on the charts in this document is shown in Appendix 1.

Cautionary note

All benchmarking is only as good as the data provided. Every effort has been made to identify obvious data entry errors. Nevertheless caution must be exercised in interpreting some of the charts.

In particular:

1. It is not advisable to look at any one chart in isolation. For example, the number of full-time equivalent staff and volunteers may be considered alongside information on budget levels.
2. Changes in national data may be the result of differences in the data sets available. 2 services that had not participated in 2012 submitted data in 2013. 11 services that had contributed data in 2012 did not do so in 2013.
3. None of the data reported enables any judgement to be made about the quality of a service. One service may be more or less expensive than another, receive more referrals, have more IPS, etc., but this should not be used in isolation to reach a judgement about the effectiveness of the service.

Type of service provision

The SEN Code of Practice states that:

- All LEAs must make arrangements for Parent Partnership Services. (2:17)
- LEAs do not necessarily have to provide a parent partnership service themselves. They may provide an entirely LEA-based PPS if they wish, or 'buy-in' the service from another provider, or they may choose a mix of the two. In establishing PPS, LEAs are encouraged to work with voluntary groups and organisations to deliver services which best meet the needs of parents. Where the service is provided 'in-house' LEAs are encouraged nevertheless to ensure that they are run at 'arms length' to ensure parental confidence (2:18)

In addition, the revised exemplifications for Parent Partnership Services and local authorities set out *Best* and *Good Practice* expectations with regard to:

- PPS provision of the full range of services and practical support for parents (Exemplification 1c)
- Location of the PPS (Exemplification 6d)

Parent Partnership Services have always been organised in a number of different ways, as had been envisaged in the original wording of the SEN Code of Practice set out above. Broadly speaking services fall into one of three categories.

Most PPS are best described as 'In-house provision'. This means that the service is provided by the local authority, which directly employs the staff. Nevertheless there is considerable variation in the way in which such in-house services are set up, e.g. who the PPS manager reports to, where the service is located, who is represented on any steering or management group, the extent to which the service makes use of volunteer Independent Parental Supporters (IPS) and whether a detailed service level agreement is in place.

The second largest group of services are 'out-sourced'. These are organisations which are commissioned by the local authority to provide the PPS on its behalf, usually for a defined period of time and subject to a contract specifying expectations of the service. Typically the service provider will be from the voluntary sector. As with in-house services, there may be considerable variation in the way in which out-sourced services are organised and delivered.

The third – and smallest – group of services have a 'mixed' organisational structure. For example a service co-ordinator may work directly for the

local authority while a voluntary sector provider may supply other services (e.g. Independent Parental Supporters or development workers).

The last 10 years

- Over the decade there has been relatively little change in the overall mix of types of service provision. While some services have changed from being in-house to being out-sourced, this has often been counter-balanced by changes in the opposite direction
- Approximately 70% of participating services have always been 'in-house'. This year the percentage of participating services that are 'in-house' is 69%
- In previous years the percentage of services that have had a mixed organisational structure (i.e. part 'in-house' and part 'outsourced') has ranged between 3% and 5%; this year it is 3%
- The percentage of participating services that are 'outsourced' has varied over the last 5 years between 27% (in 2008) and 25% (in 2010). This year the percentage of out-sourced services is 28%
- These changes remain small, and affect only 1 or 2 services per year - more than 2/3 of services remaining 'in-house'
- Ten years ago approximately 9% of PPS reported that they did not provide a service to the families of children under 5. By 2010 this had fallen to 1%. This year 100% of participating PPS report that they cover the 0-19 age range, with 23% of services extending the range up to 25

Chart 5 Type of service (131 returns)

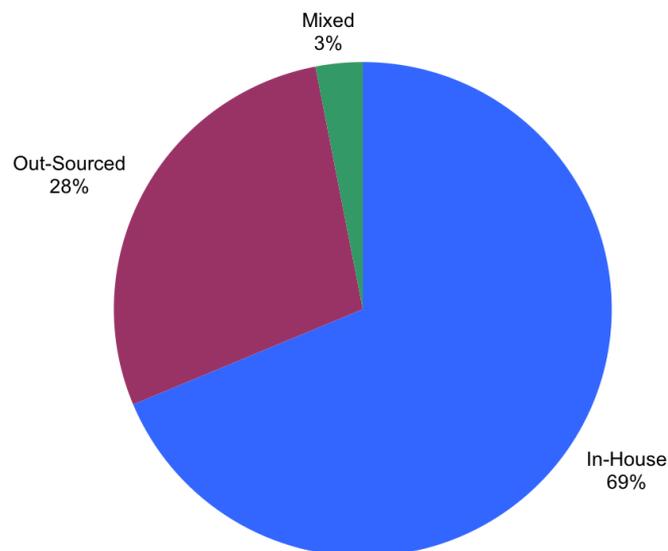
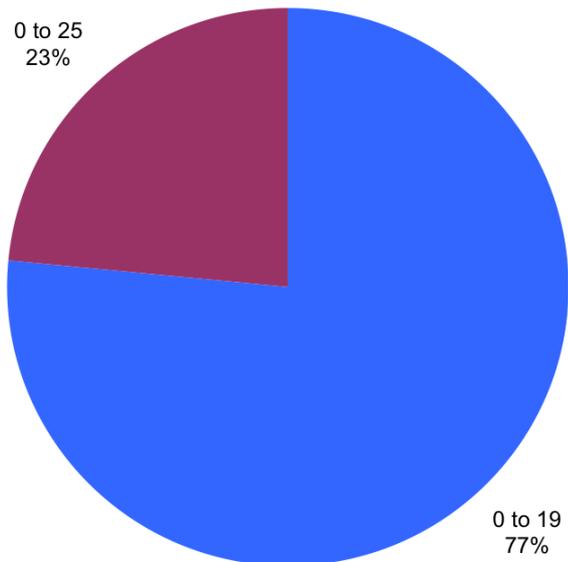


Table D Type of service - changes in the previous 12 months (130 returns)

Change	In-House to Out-sourced	In-House to Mixed	Out-sourced to In-House	Out-sourced to Mixed	Mixed to In-House	Mixed to Out-sourced
Count	0	0	0	0	0	1
Percent	0%	0%	0%	0%	0%	1%

Chart 6 Age range covered by the Parent Partnership Service (132 returns)



Service budget

The SEN Code of Practice (2:18) minimum standards for local authorities in delivering effective Parent Partnership Services state that they are expected to:

- Set out their funding and budgeting plans for the service (where appropriate the budget should be delegated to the Parent Partnership Service)
- Ensure adequate resources and staffing to meet the needs of parents in their area.

In addition, the revised exemplifications for Parent Partnership Services and local authorities set out *Best* and *Good Practice* expectations with regard to:

- Budget and staffing levels being influenced by priorities (exemplification 6a)
- Extent to which the budget is delegated and enables the PPS to fulfil its role

Since 2011 the budget figures collated for this report are for the current financial year – i.e. the PPS budget for 2013-2014 – as the previous financial year figures would be considerably out of date by the time this report is published.

Services are asked to provide information on the budget that they receive in order to provide the core PPS in accordance with the minimum standards. The budget figure should include any potentially 'hidden' elements, (including, for example, overheads, costs of administrative support, internal charges for ICT maintenance etc.). However it should not include expenditure on the provision of disagreement resolution services, choice advisers or other initiatives that are additionally funded and are not part of the core PPS.

The figures used in the tables and charts that follow are based on the budget for PPS for the financial year 2013 - 2014. These figures may differ from the data shown in DfE Section 251 returns¹² under 'Parent partnership guidance and information', as the DfE records include other activities such as disagreement resolution.

¹² See

<http://webarchive.nationalarchives.gov.uk/20130903115029/http://education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/section251/a00214207/la-planned-expenditure-2012/3>

The evaluation of PPS published in 2006¹³ indicated that the *overall* level of funding of a PPS is more strongly associated with the level of service it could provide than with the funding level in proportion to population. In other words, services with smaller budgets are less likely to be able to deliver the same range of services as PPS that have more funds, irrespective of the size of the population. This might suggest that there could be a link between the overall level of funding of a PPS and its self-ratings on the exemplifications (with services that have higher overall funding having a greater number of *Best* or *Good Practice* ratings). However analysis of the data does not show any significant correlation between the two.

This section includes charts that show both absolute funding levels and funding relative to population. It means that local authorities and PPS can compare against common benchmarks.

PPS have also been sent this information in an electronic format that enables them to compare themselves against their regional and statistical neighbours.

Highlights for 2013:

- The total budget for 2013 -14 has fallen again this year, by approximately 2% - following a reduction of approximately 9% in 2012 -13
- 20 services report a budget decrease of more than 2% (with 9 reporting a budget decrease in excess of 10%). However 29 services report an increase in budget of more than 2% (with 15 of these reporting an increase of more than 10%) - see Chart 9
- The range of funding per head of population is from 43p to £4.13. However 42% of participating services receive funding of less than £1 per head of population and only 8.7% receive funding equivalent to over £2 per head. The mean level of funding per head is the same as it was last year at £1.21 - compared to £1.33 in 2009
- Chart 12 illustrates the relationship between the numbers of pupils with SEN¹⁴ and the core budget received by each PPS in 2013 -14. The overall correlation is 0.75, compared to 0.76 last year. This suggests that there is a reasonably strong relationship between funding levels for PPS and the incidence of SEN, but that other factors also play a part
- The funding per pupil identified with SEN is from £3.71 to £30.59 per head, with a mean of £9.97 and a median of £9.32. 75% of PPS are funded within the range £5.50 to £14.50 per pupil identified with SEN
- The correlation between the core budget and the numbers of pupils eligible for, and claiming, free school meals is 0.72 (compared to 0.76

¹³ See Footnote on page 11

¹⁴ DfE: Special Educational Needs in England: January 2013

last year), indicating there is also a reasonably strong relationship between funding levels and incidence of free school meals

- This year the proportion of participating PPS reporting that they are responsible for managing other budgets has fallen to 19%, compared with 25% last year. The budgets most frequently mentioned by PPS are:
 - Parent Participation
 - Parent Carer Forum
 - Choice Advice
 - Disagreement Resolution

There are also a very small number of examples of PPS managing budgets for Family Information Services, foster care support, transition advice, aspects of SEN Pathfinder projects and other local initiatives

- 14 PPS report that they hold responsibility for 1 additional budget, 7 that they manage 2, while only 3 services report that they manage 3 or more additional funding streams

The last 10 years

Comparison of funding levels for 10 years must be treated with some caution as there are some small differences in the way that budget figures are reported.

- In 2004 the overall budget for the 148 PPS then in existence was a little under £12.5 million, with a range between £4,000 and £395,500, a mean of £98,900 and a median of £75,500.
- By 2010 the overall budget for 150 PPS had risen by approximately 25% to over £15.5 million. However, in the last two years the total has fallen back and the overall increase over 10 years has been approximately 12%, or an average of 1.2% per year. Over the 10 year period there has been very little change in overall staffing levels (see **Staffing** section), and it is likely that inflation has absorbed any budget increases for many services.
- 10 years ago PPS funding per head of population (based on school population figures) ranged between 24p and £2.45, with a mean of £1.00 and a median of 90p. In 2013 the range (based on the 0-19 population) is from 43p to £4.13, with a mean of £1.21 and a median of £1.10. (Comparative data on funding compared to the identified SEN population was not started until 2008).
- Since 2010 some analysis of the relationship between budget levels and other factors has been undertaken. This has shown that there is a reasonably strong relationship between funding levels and the incidence of SEN and also with the level of entitlement to free school

meals. Nevertheless this leaves a considerable amount of variation due to other factors, which are likely to include the priority given locally to PPS and historical funding patterns.

- In 2004 85% of PPS were funded entirely by their Local Education Authority, with the remaining 15% joint funded by social services, health and/or other sources. However examples of joint funding fell over the following two years as PPS became absorbed within integrated children's services.
- Between 2008 and 2010 PPS began taking responsibility for managing other budgets as part of a range of national and local initiatives. The budgets that were most likely to be managed by PPS included Aiming High, Choice Advice, disagreement resolution and participation. By 2009 43% of participating services reported that they were responsible for additional budgets. However over the last two years this has fallen to 19% as additional budget streams have come to an end (Chart 7). While these additional budgets were never intended to support the core activities of PPS, it is likely that they provided services with some additional flexibility and economies of scale - their reduction will inevitably have had some impact.

Table E Total budget for Parent Partnership Services

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<i>Returns</i>	<i>130</i>	<i>131</i>	<i>131</i>	<i>139</i>	<i>126</i>
Total *	£13,660,409	£13,718,339	£13,312,582	£13,143,537	£12,019,318
Extrapolated total for all services	£15,511,724	£15,752,529	£15,665,503	£14,287,743	£14,012,589
Range *	£13,800 - £510,585	£14,000-£623,000	£11,000 - £678,000	£11,000 - £540,000	£11,000 - £550,000
National mean	£105,080	£104,720	£101,622	£95,760	£95,940
National median	£76,068	£76,000	£75,000	£73,500	£75,000

* Note that the Total and Range for each year are not directly comparable as the sample is not identical.

Chart 7 Management responsibility for other budgets (132 returns)

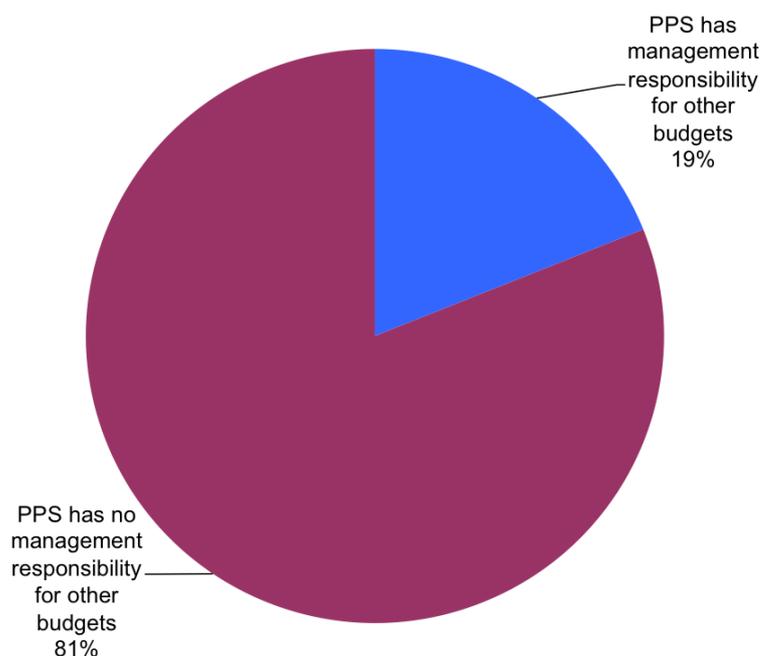


Chart 8 Total budget for Parent Partnership Service in 2013 – 2014 (126 returns)

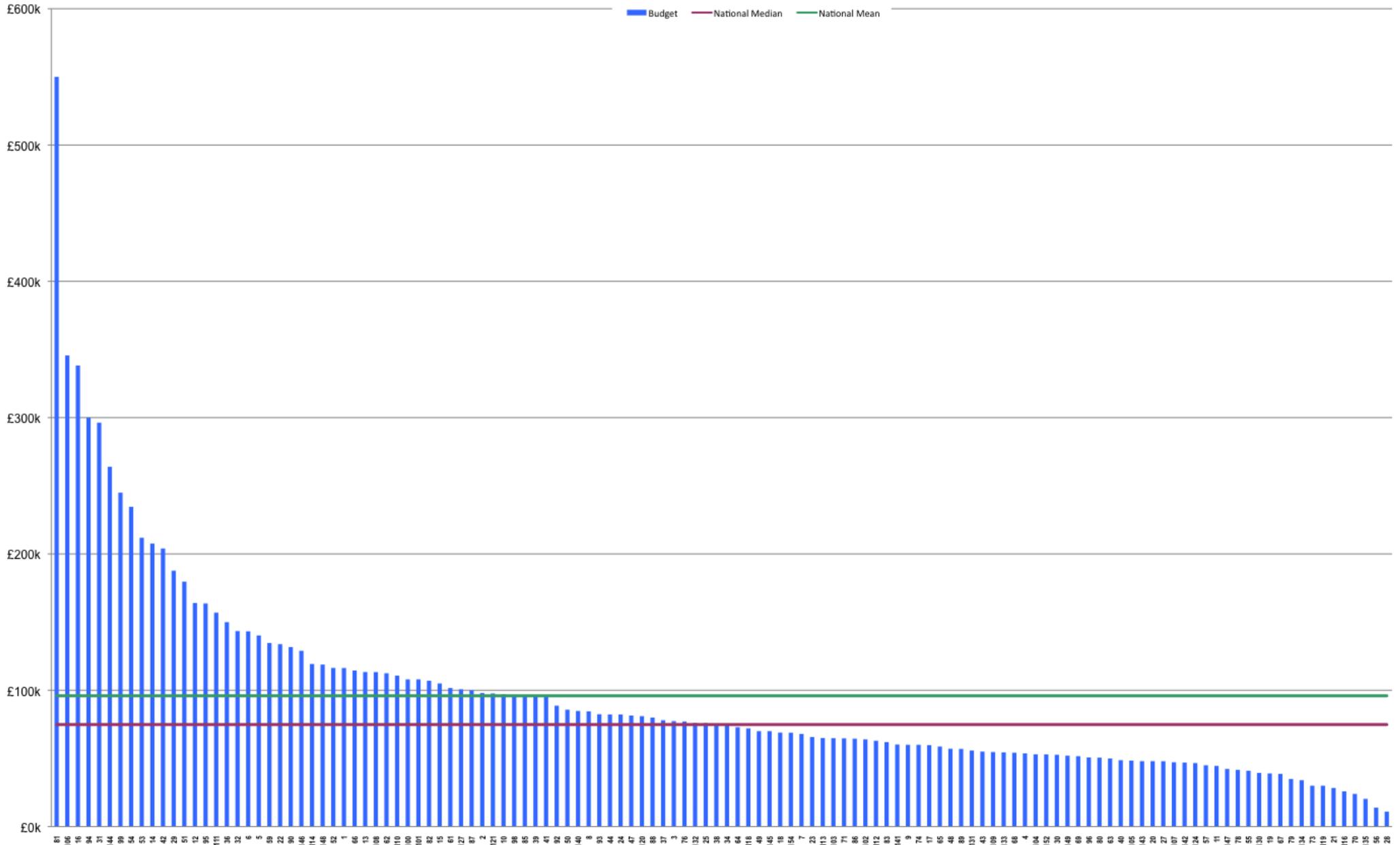


Chart 9 Changes in service budget compared with last year (NB only changes >2% are shown)

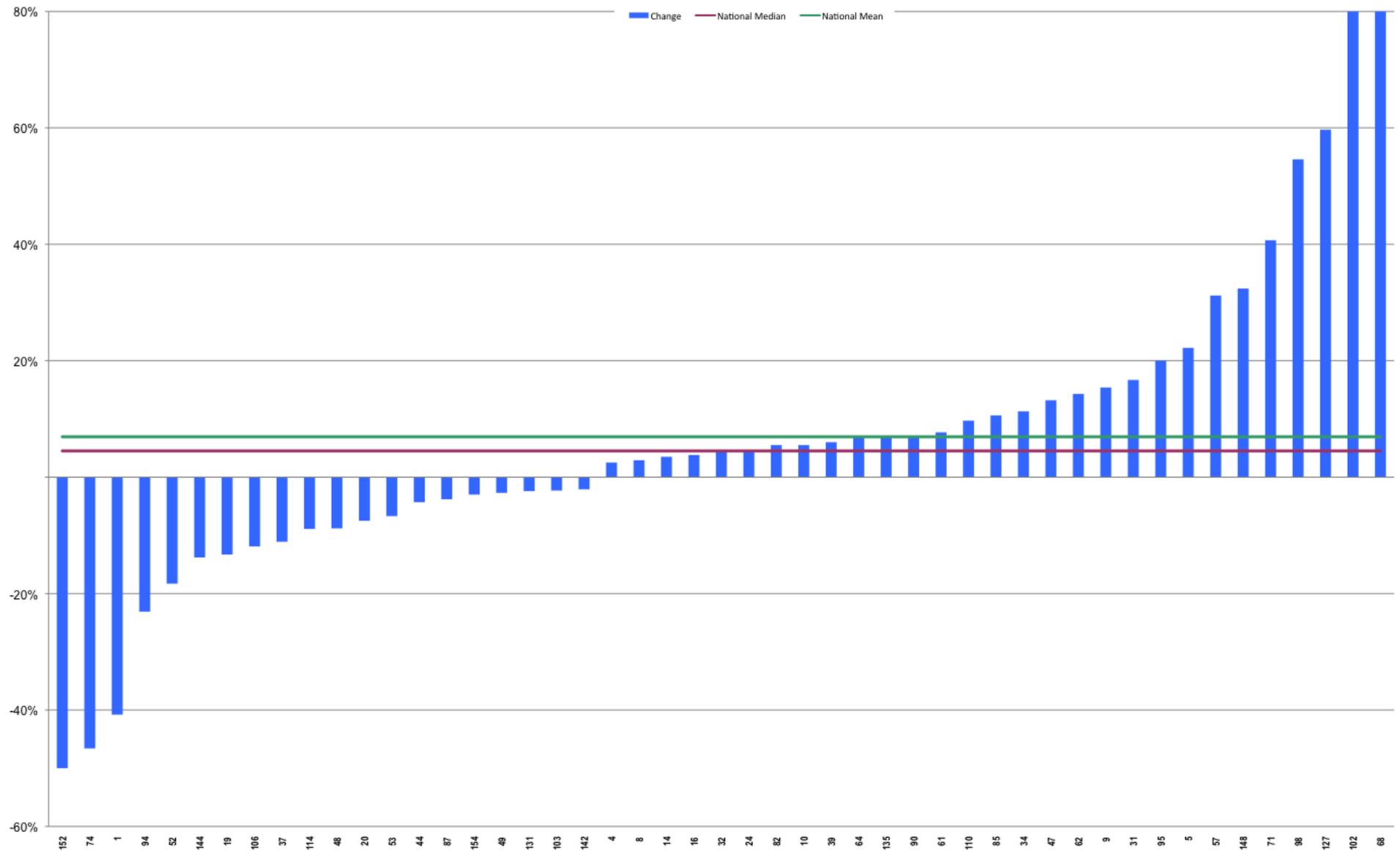


Chart 10 Service budget per head [0-19] (126 returns)

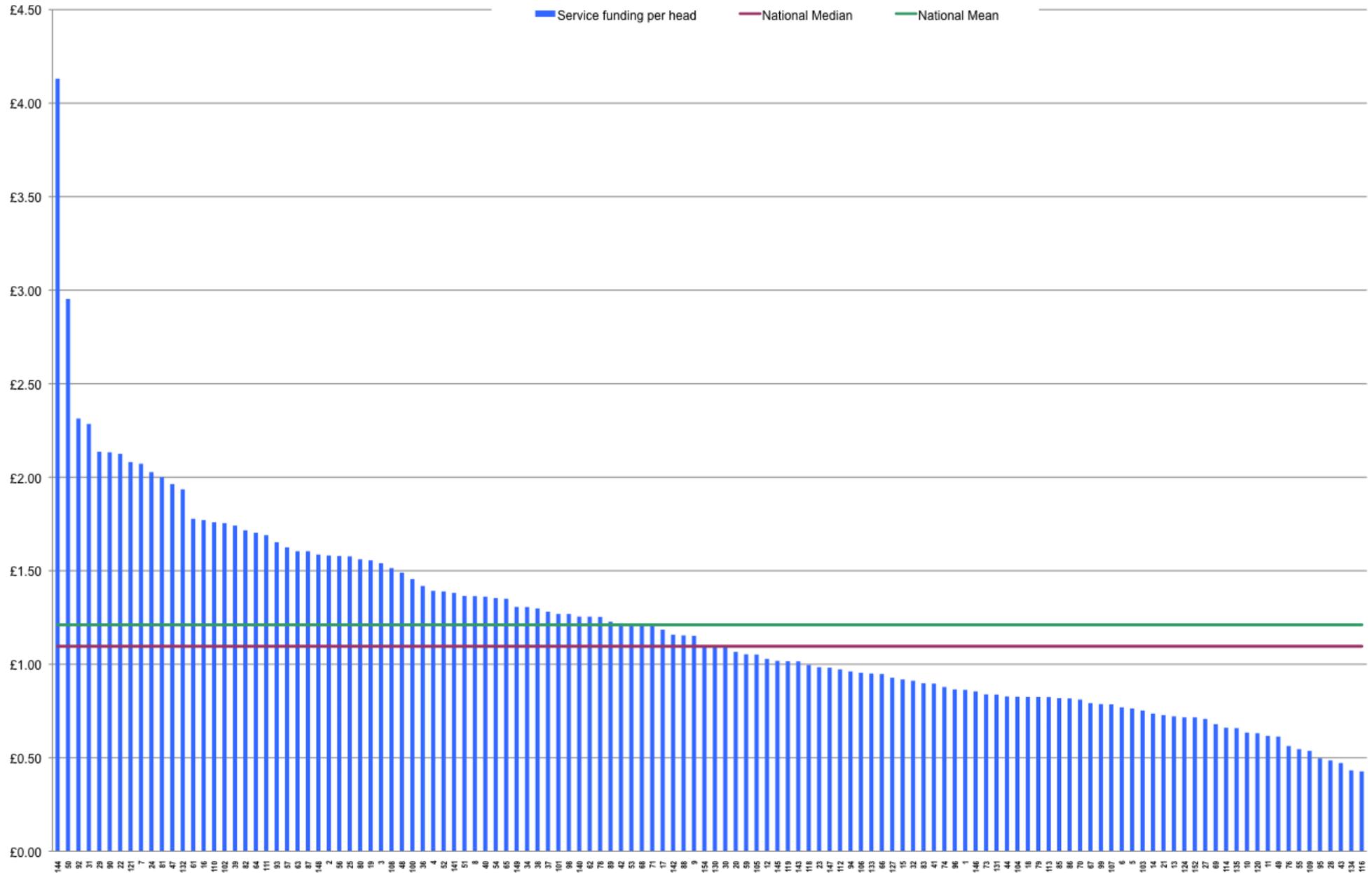


Chart 11 Service budget per parent/carer service user (121 returns)

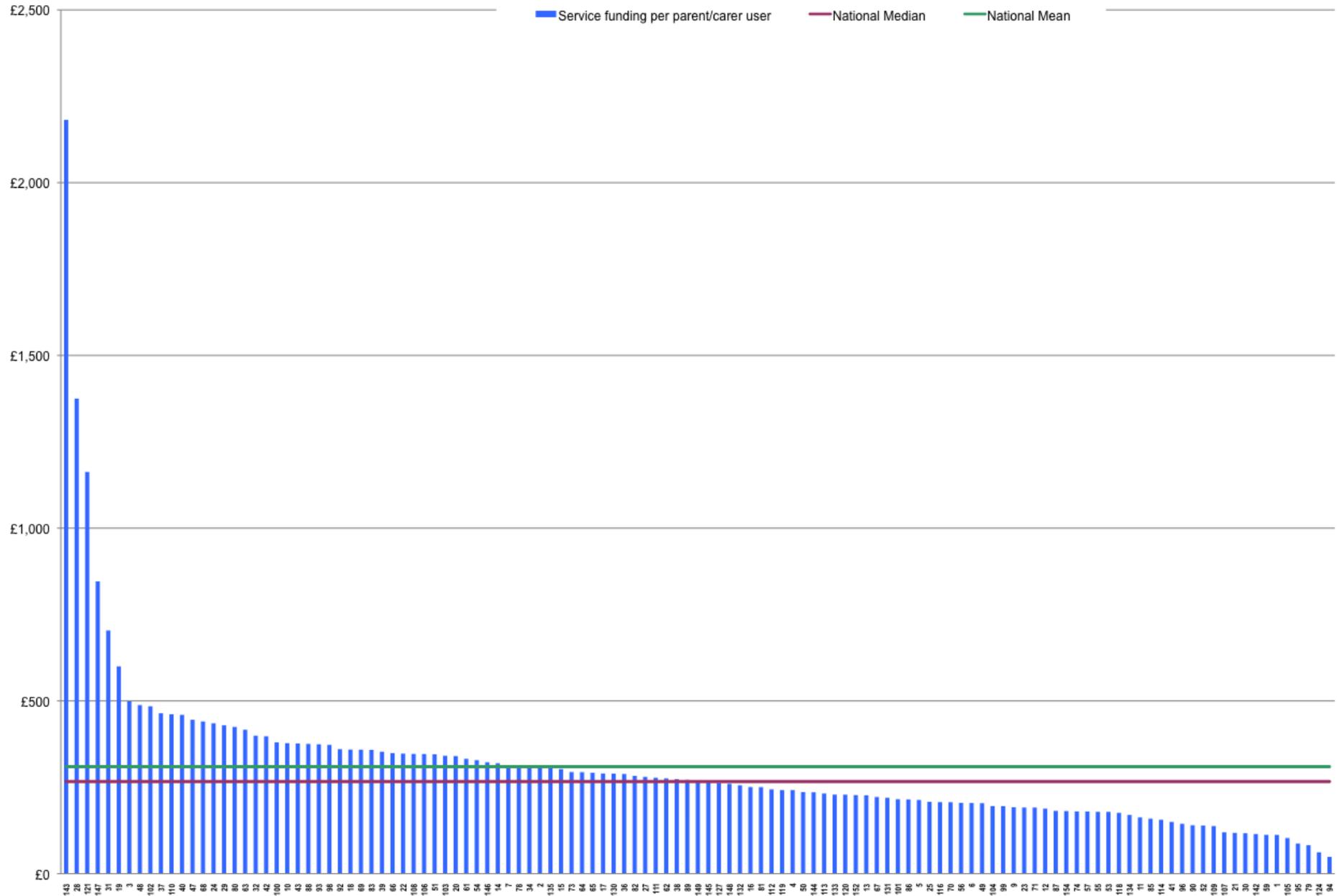


Chart 12 The relationship between Parent Partnership Service budget for 2013-14 and numbers of pupils with SEN (126 services)

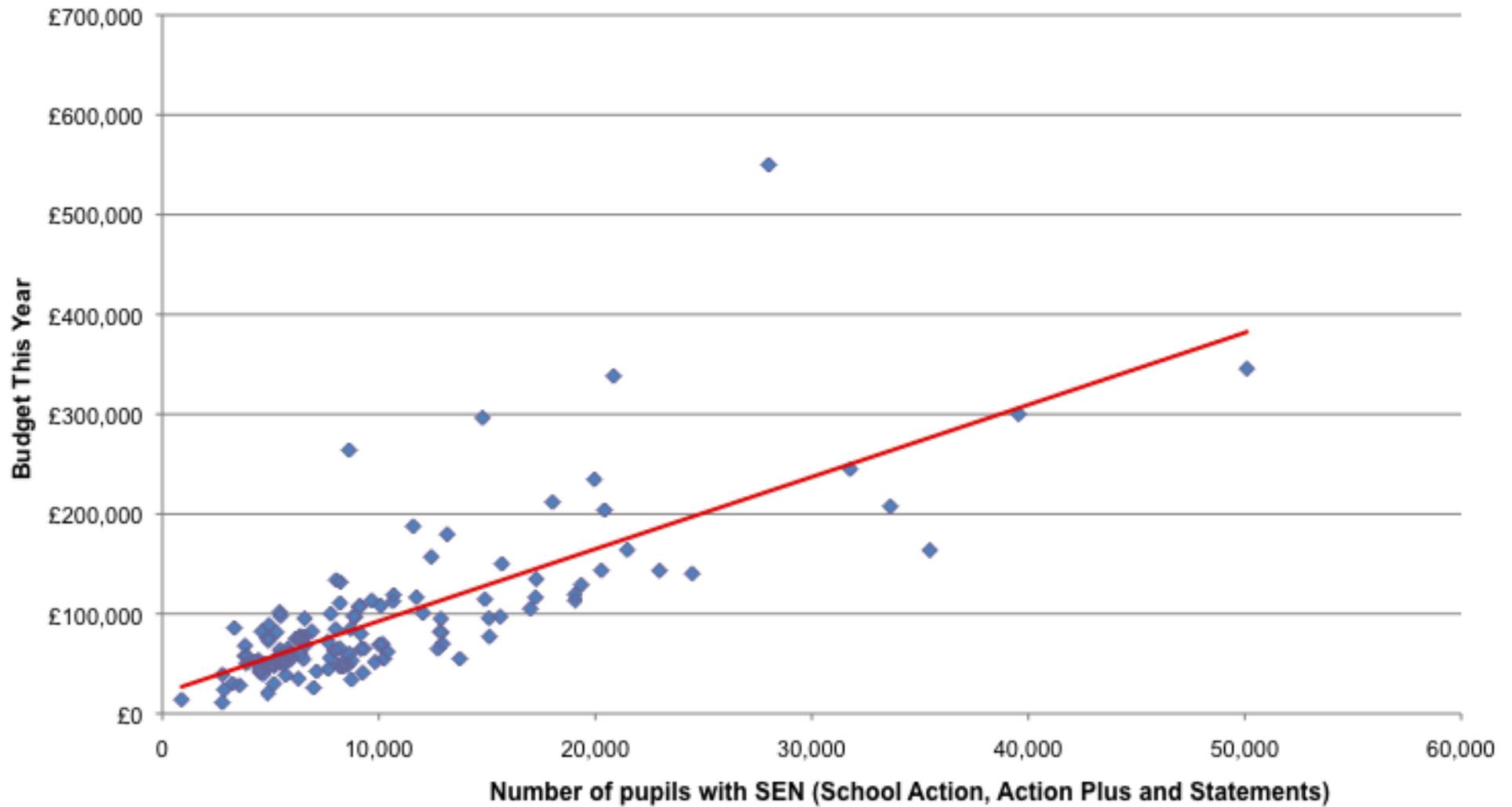


Chart 13 Service budget per SEN pupil (pupils at School Action, School Action Plus and Statements)

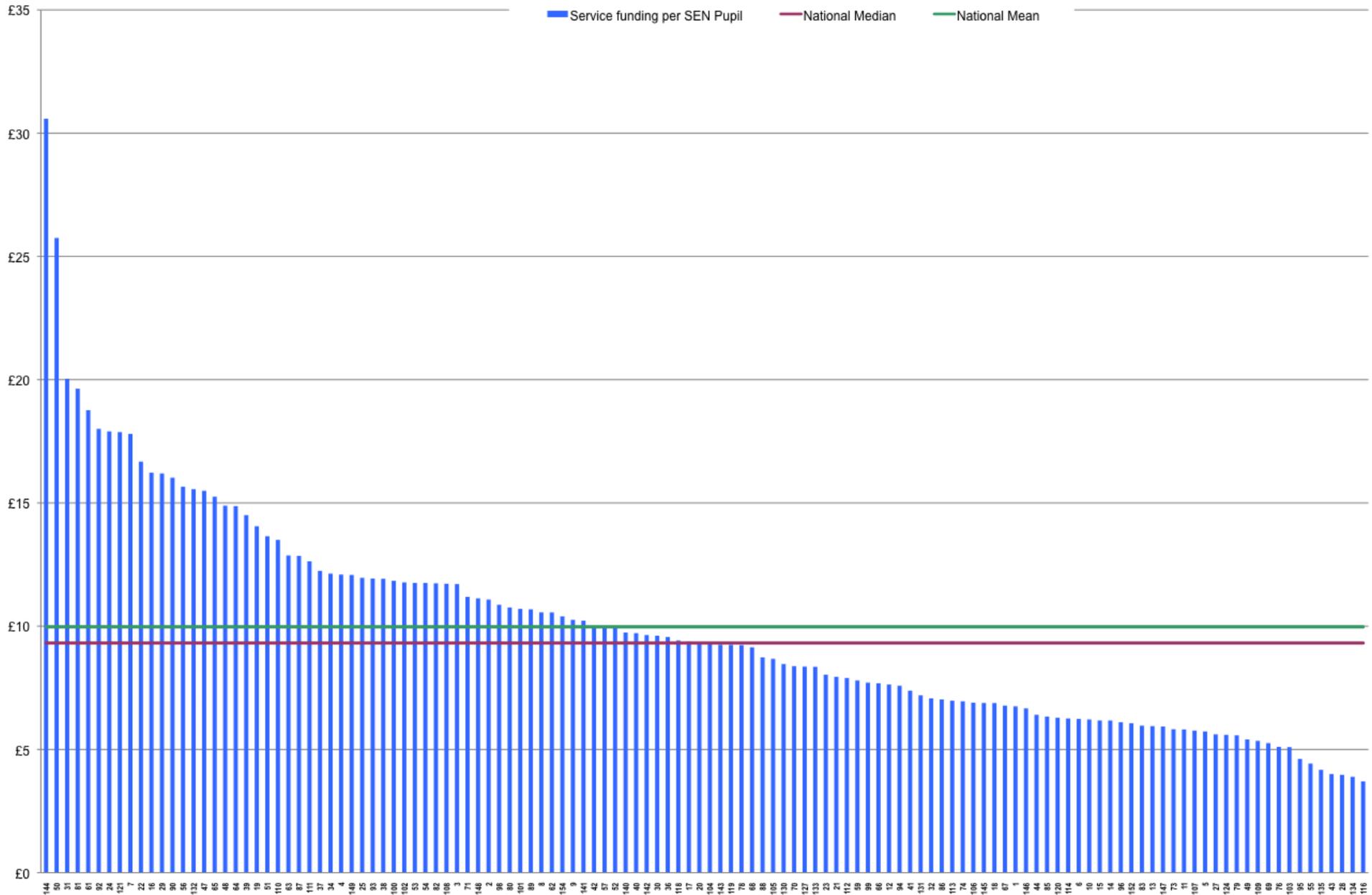


Chart 14 The relationship between Parent Partnership Service budget for 2013-14 and the number of pupils taking* free school meals(126 services) "Number of pupils known to be eligible for and claiming free school meals" January 2013

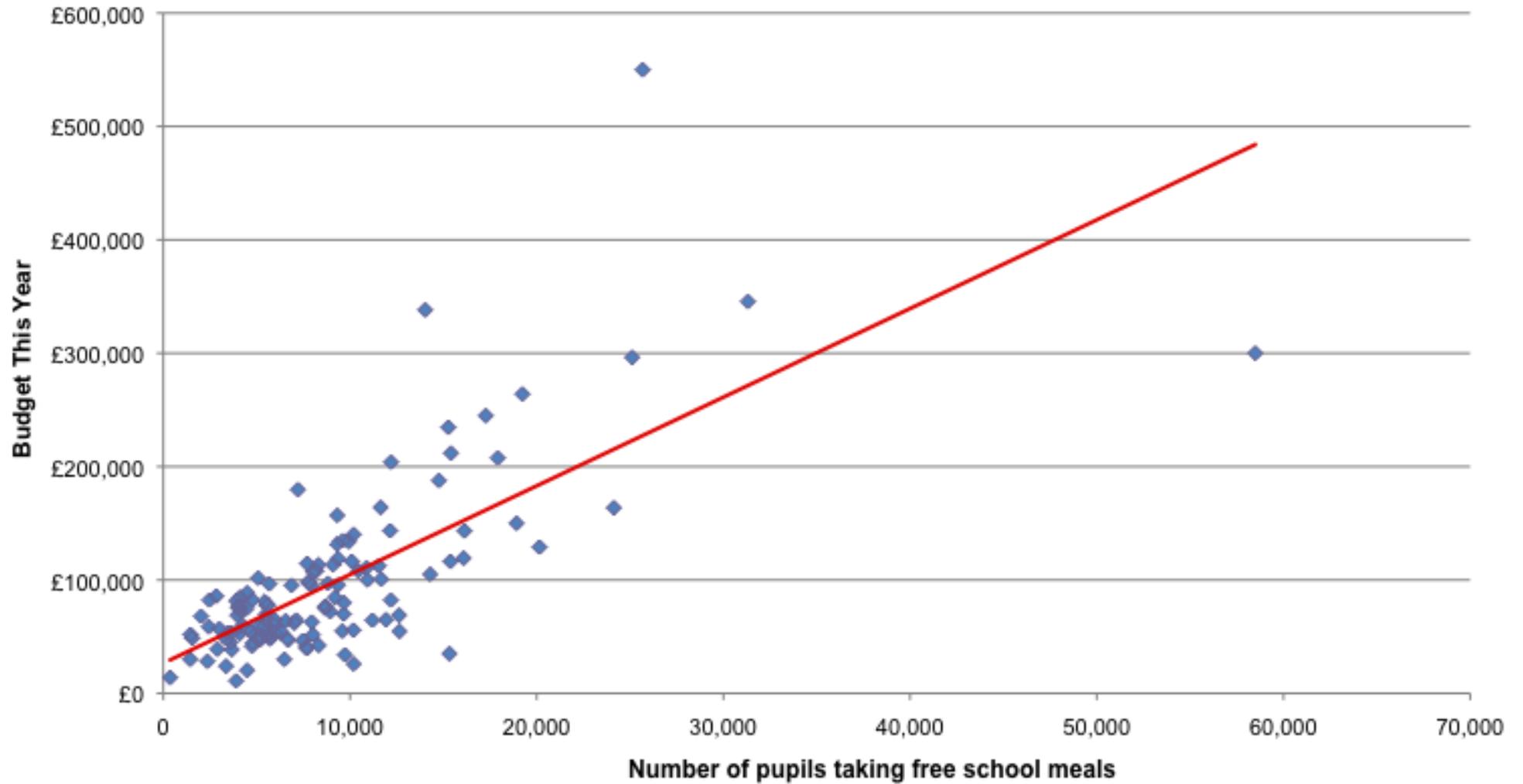
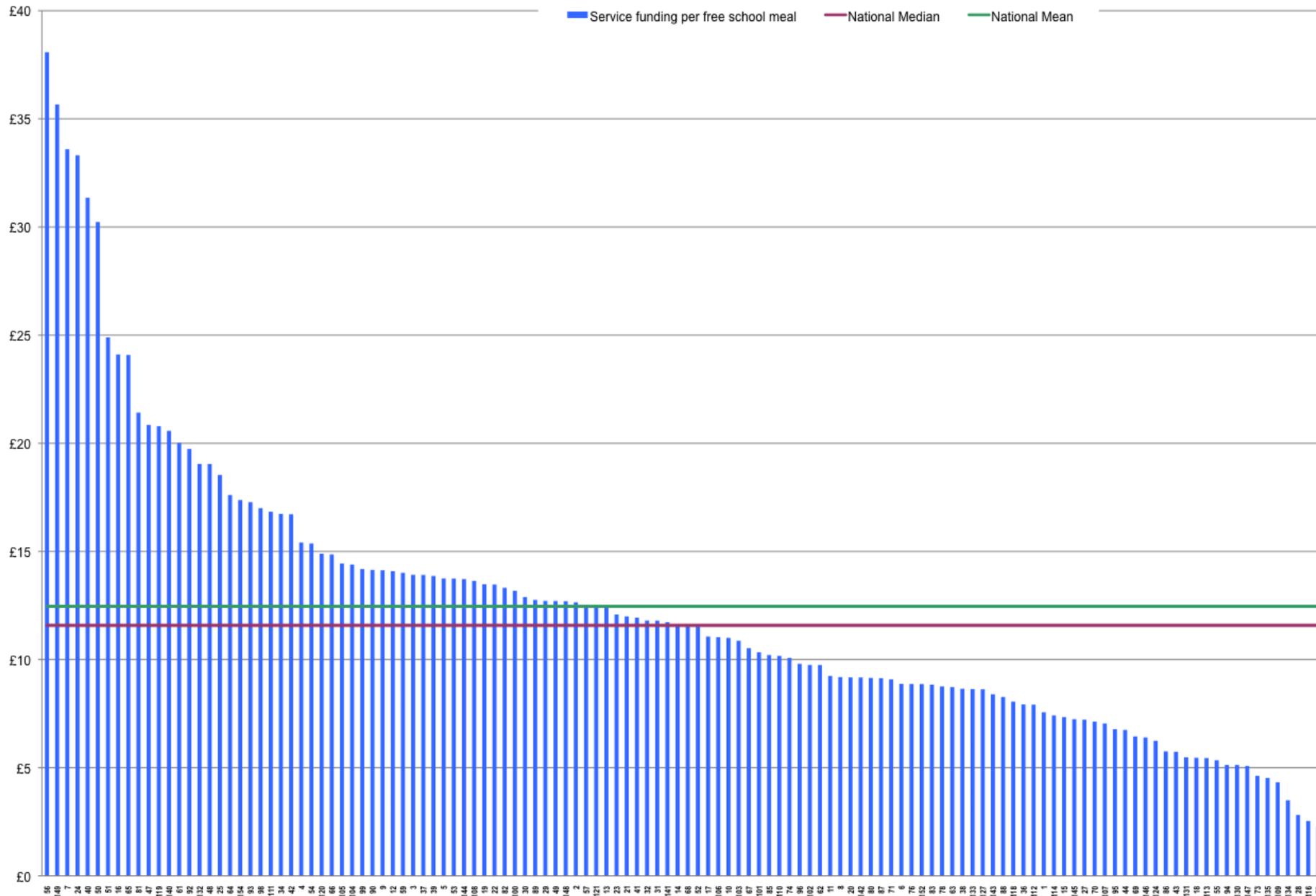


Chart 15 Service budget per free school meal (126 returns) ("Eligible for and claiming free school meals" January 2013)



Staffing

The SEN Code of Practice (2:18) minimum standards for local authorities in delivering effective Parent Partnership Services state that they are expected to:

- Ensure adequate resources and staffing to meet the needs of parents in their area.

The minimum standards for Parent Partnership Services (2:21) state that services should ensure:

- They use their best endeavours to recruit sufficient Independent Parental Supporters to meet the needs of parents in their area, including arrangements for appropriate training, ensuring that they are kept up to date with all relevant aspects of SEN policy and procedures so that they can fulfil their role effectively.

In addition, the revised exemplifications for Parent Partnership Services and local authorities set out *Best* and *Good Practice* expectations with regard to:

- Access to IPS (exemplification 1a)
- Access to support in preparing for SENDIST (exemplification 1e)
- PPS staff training, including legal training (exemplification 3a)
- Identification of the training needs of PPS staff (exemplification 3b)
- Use made of the PPS as a source of information and advice on SEN and disability law (exemplification 3f)
- Budget and staffing levels influenced by priorities (exemplification 6a)

The majority of services comprise a mix of employed staff and volunteers, with both groups undertaking a variety of roles. Staff may be employed by the local authority or by an out-sourced provider, and may include managers of services, other staff paid to carry out PPS work and administrative support staff. Volunteers may also carry out a variety of functions, including acting as Independent Parental Supporters (IPS). Note that the figures for employed staff are for full-time equivalents, while IPS are actual numbers.

In order to clarify the extent to which PPS are dependent on the use of volunteers data is collected on the number of volunteers who act as an IPS and on the number of volunteers who support PPS in other ways.

Until 2011 PPS reported on the number of full-time equivalent (FTE) staff and volunteers on the 31st March (i.e. at the end of the previous financial year). Since 2011 PPS have provided the numbers of staff and volunteers on 1st September in order that this information ties in with

the current budget data. The dates used to report on the number of newly trained IPS were also changed from the previous financial year to the current school year. This means that the staffing data is now more up-to-date than in earlier benchmarking reports, but the date changes also need to be taken into account if comparing the last three years with data from previous years.

Highlights for 2013:

- In 2013 overall staffing for participating PPS is very similar to last year – although it had fallen in the previous two years.
- The median number of full-time equivalent staff (including any administrative support) is 2.0, with a mean of 2.45. While two thirds of participating PPS have between 1 and 3 FTE staff, 28 services (22%) have 1 or fewer FTE staff.
- 28 services experienced a decrease in staffing of more than 2% (with 15 services seeing a decrease of over 10%). However this was balanced by 28 services that report an increase of greater than 2% (22 of these seeing an increase of over 10%).
- The proportion of PPS that manage staff who are not funded as part of the core service as fallen again this year and is 21%, reflecting the reduction in the number of other budgets that PPS manage (see service budget).
- Once again there is no significant change in the overall balance between paid staff and volunteers – although this does vary enormously across services.
- The number of volunteers acting as Independent Parental Supporters fell by approximately 3% compared to 2012.
- The availability of volunteer IPS has always been variable. This year 52% of participating PPS have no active volunteer IPS and a further 9% have only one. Only 9% of PPS have 10 or more volunteer IPS.
- 69% of the 124 PPS that submitted data did not train new volunteer IPS in the last 12 months, 23% trained between 1 and 5 volunteers and just 4% trained 10 or more.
- 176 volunteers carry out duties other than as an IPS – which is a similar figure to last year. 36% of participating services use volunteers for other duties, with approximately one third of these having just 1 volunteer.
- The relationship between the number of FTE paid PPS staff and the number of pupils with SEN is shown in Chart 27. The overall correlation is 0.74. This is consistent the correlation between PPS funding and the number of pupils with SEN.

The last 10 years

- In 2004 there were approximately 366 FTE staff working in PPS, with a median of 2.0 and a mean of 2.67. The range was between 0.2 and 13. By 2009 the overall number had risen to 408, though the average number of FTE had only changed a little. This year the figures are very close to the numbers recorded in the report for 2004.
- The mean and median levels of FTE staffing per 1000 school population shows no significant change over the last 10 years. In 2004 and 2013 the median and mean were both 0.03 FTE per 1000.
- Between 2008 and 2010 many PPS became responsible for managing other budgets (see **service budget**) and this was often linked with a responsibility for managing additional staff, such as choice advisers. However these were never part of the core PPS service. Although 21% of PPS do continue to retain a responsibility for managing non-PPS staff, this proportion has fallen steadily since 2009-10 when 37% of PPS did so.
- The availability of volunteer IPS has always been variable. Direct comparison of numbers prior to 2006 is not possible because for the first two years of data collection paid staff working as IPS were also included. However in the 2006 report the number of volunteer IPS was 706. Over the next 3 years numbers declined significantly, falling to 411 by March 2009. For the following two years numbers increased as a relatively small proportion of PPS recruited and trained new volunteers. However since 2011 the numbers have fallen by approximately 16%, with the extrapolated total for 2013 being 387 volunteer IPS.
- Over the last 5 years, an average of 194 volunteer IPS have been trained each year, though on average only 27% of services have trained any IPS over this period of time.
- In each of the last 5 years approximately half of all PPS have had no active IPS volunteers, with a further 10% having only 1 active volunteer.
- The proportion of services using volunteers for other duties has remained fairly static over the last 5 years, averaging 36% of PPS.
- When the analysis was first carried out in 2007, 30% of national PPS capacity was provided by paid staff, 52% by volunteer IPS and 18% by other volunteers – although, as noted above, the use of volunteers varied widely. By 2013 overall PPS staffing capacity had fallen (primarily because of reductions in the number of volunteer IPS), with 38% of national capacity provided by paid staff, 43% by volunteer IPS and 19% by other volunteers.

- In summary, the overall number of FTE paid PPS staff has hardly changed over 10 years and the availability of IPS has reduced. This means that overall staffing capacity has declined.

Table F Number of staff employed by Parent Partnership Services

	2008-2009	2009-2010	Sept 2011	Sept 2012	Sept 2013
<i>Returns</i>	133	134	134	141	131
Total *	358.2	364.1	337.4	341	315
Extrapolated total for all services	398.6	408.6	382.5	355.8	353.4
Range *	0.4-12.6	0.4-16.6	0.4 – 19.6	0.3 – 13.0	0.3 – 13.0
National mean	2.7	2.8	2.5	2.4	2.5
National median	2.0	2.0	1.8	1.9	2.0

Table G Number of active volunteer Independent Parental Supporters

	March 09	March 2010	Sept 2011	Sept 2012	Sept 13
<i>Returns</i>	133	129	134	140	128
Total	370	387	405	385	352
Extrapolated total for all services	411	430	463	400	387
Range	0-39	0-40	0-40	0 – 30	0 - 40
National mean	2.8	3.0	3.0	2.8	2.8
National median	0	0	1.0	1.0	0

Table H Number of Independent Parental Supporters trained

	April 2008 to March 2009	April 2009 to March 2010	Sept 10 to Aug 11	Sept 11 to Aug 12	Sept 12 to Aug 13
<i>Returns</i>	129	127	133	126	124
Total *	160	183	159	201	176
Extrapolated total for all services	183	203	182	209	194
Range *	0-21	0-23	0-20	0-45	0 - 25
National mean	1.3	1.4	1.2	1.6	1.4
National median	0	0	0	0	0

* *Total and Range for each year are not directly comparable as the sample is not identical.*

Table I Number of other active volunteers not acting as Independent Parental Supporters

	March 2009	March 2010	Sept 2011	Sept 2012	Sept 2013
<i>Returns</i>	130	128	128	137	126
Total	208	233	147	174	160
Extrapolated total for all services	235	259	168	181	176
Range	0-21	0-20	0-20	0-23	0-24
National mean	1.6	1.8	1.2	1.3	1.3
National median	0	0	0	0	0

Chart 16 Analysis of full time equivalent staffing (131 returns)

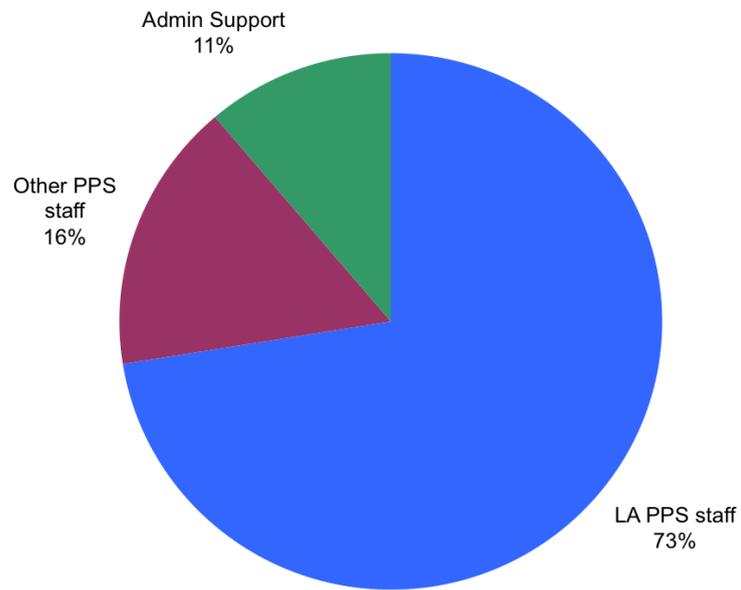


Chart 17 Analysis of paid and volunteer staff (131 returns)

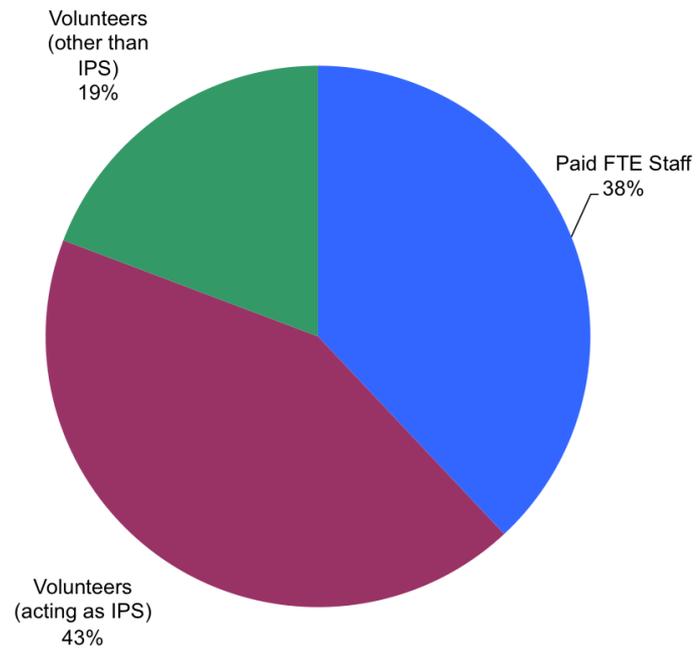


Chart 18 Management responsibility for other staff (132 returns)

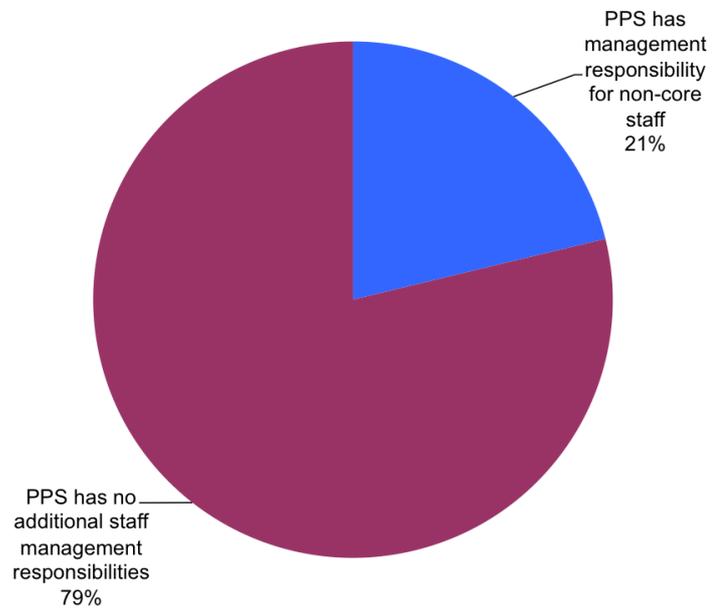


Chart 19 Total full time equivalent staff in post at 1st September 2013 (129 returns)

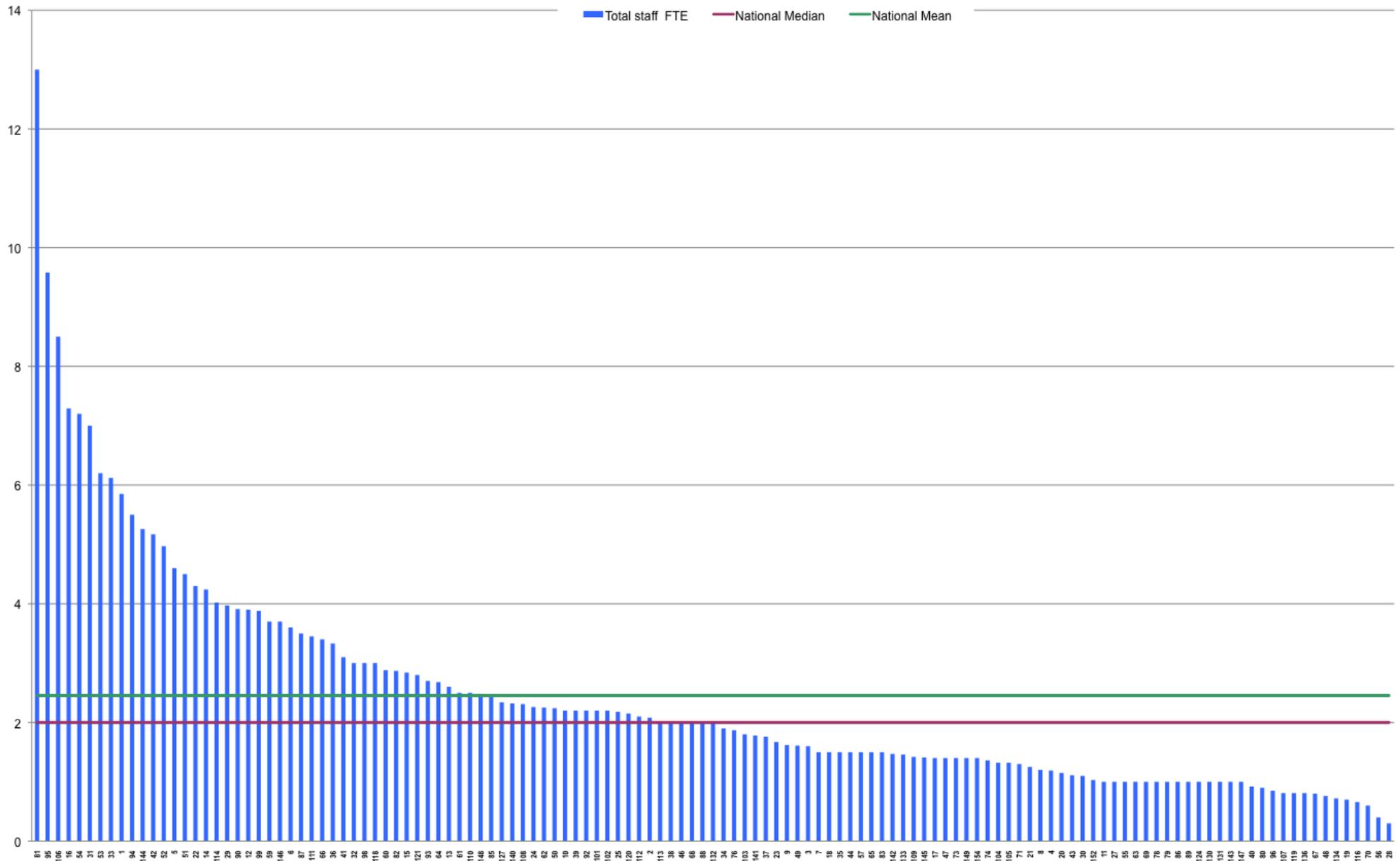


Chart 20 Changes in numbers of staff in post on 1st Sept 13 compared with 1st Sept 12 (NB only changes >2% are shown)

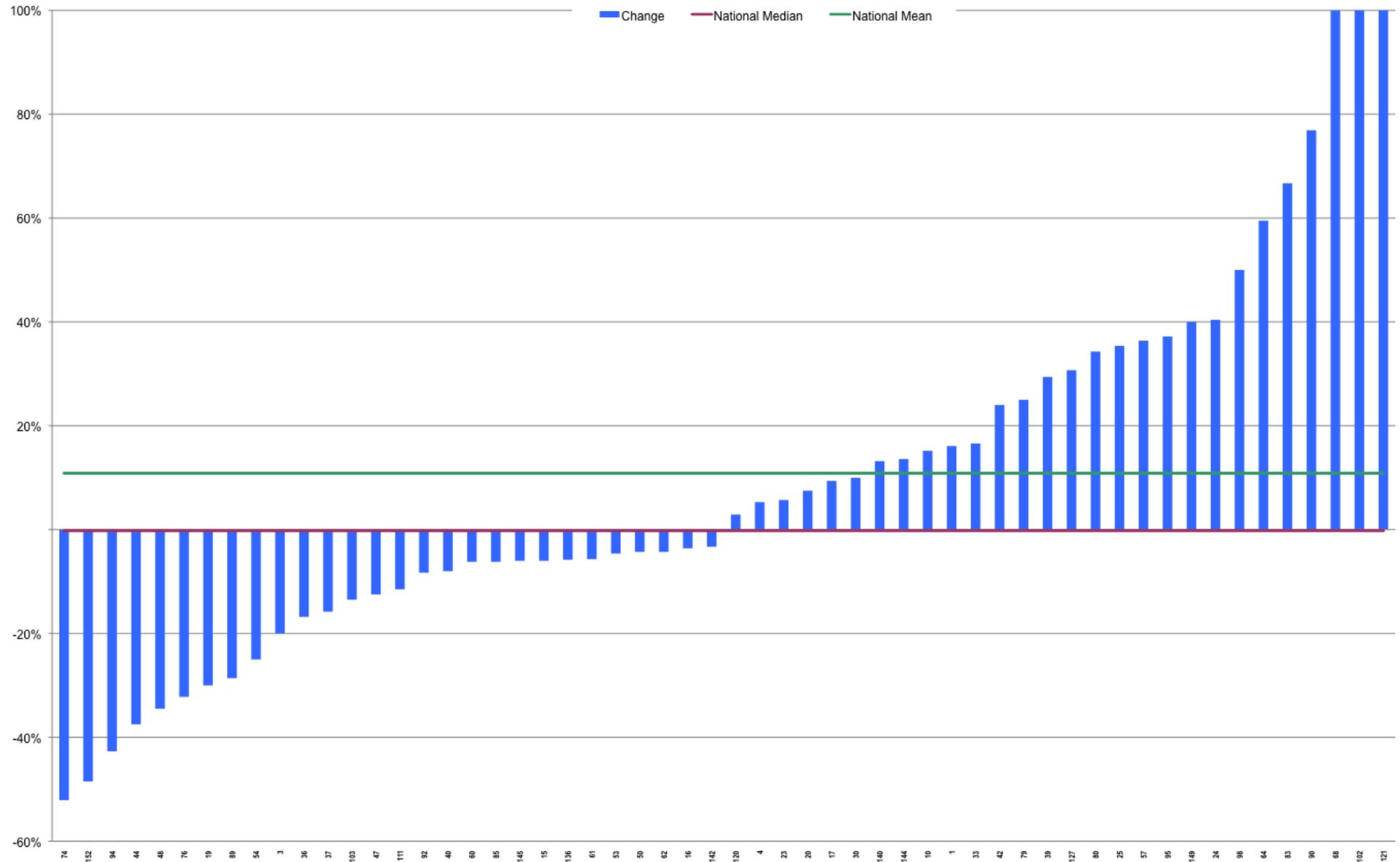


Chart 21 Total employed full time equivalent Parent Partnership Service staff per 1,000 population

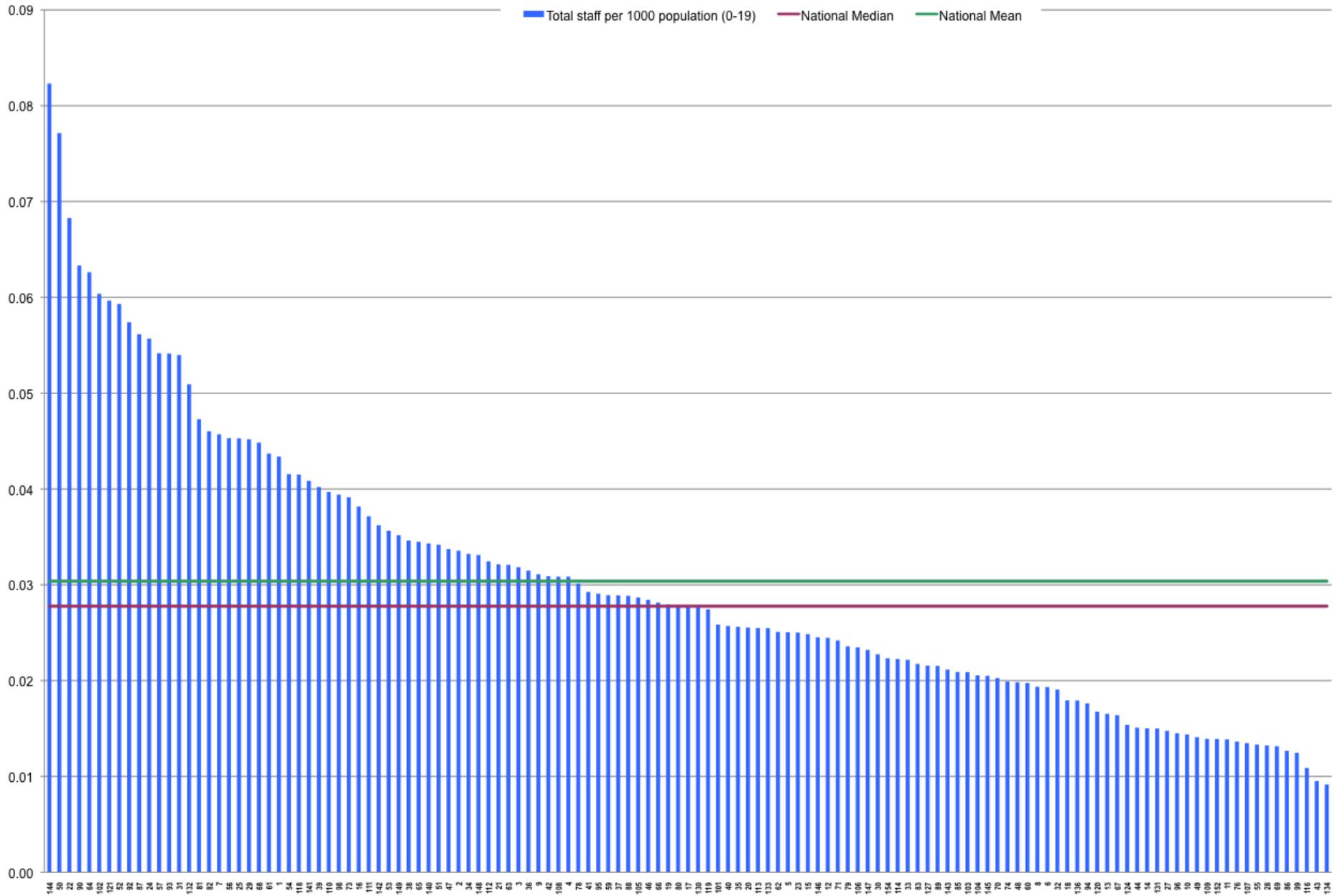


Chart 22 Volunteers acting as IPS actively working with PPS at 1st September 2013 (128 returns)

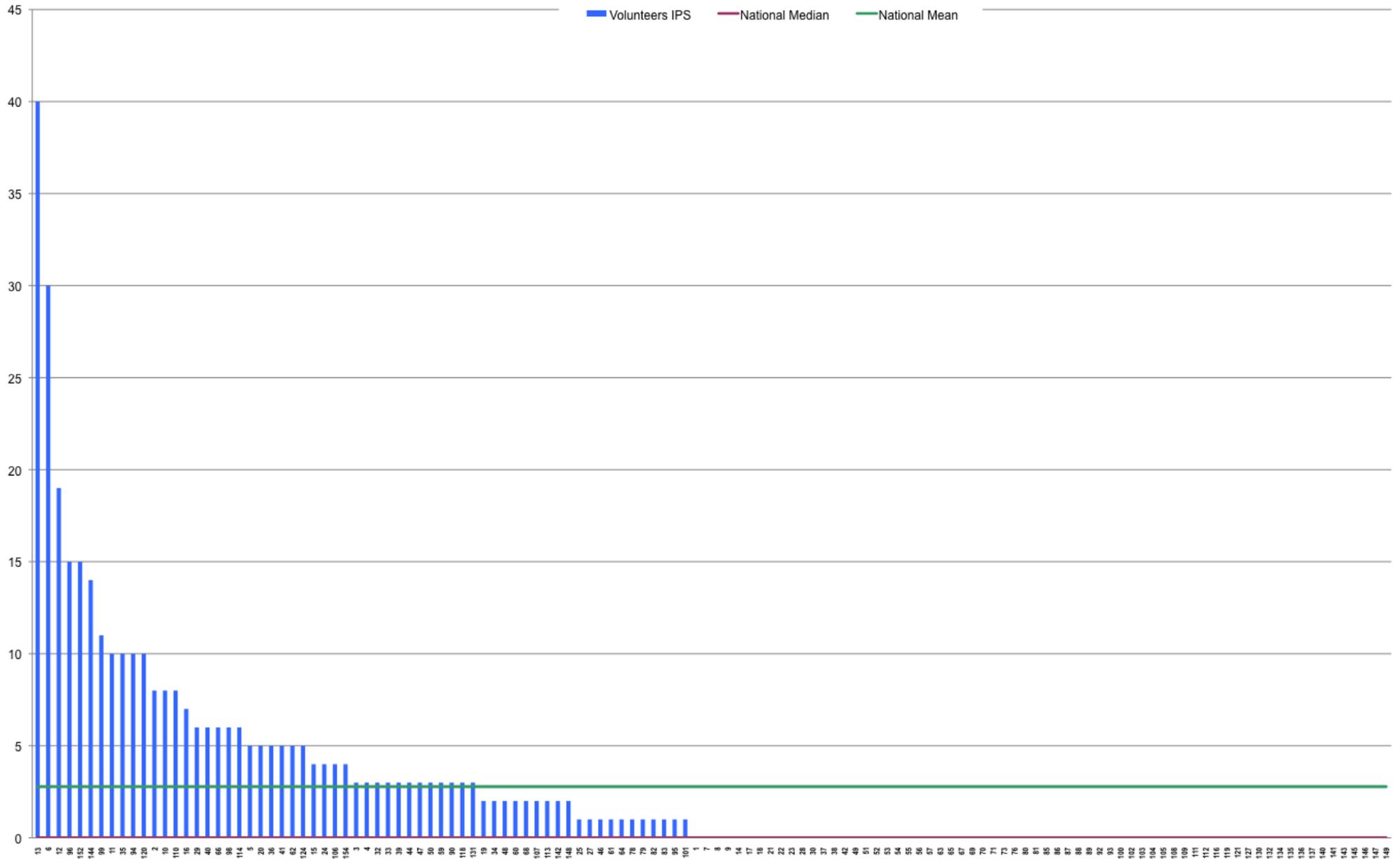


Chart 23 Volunteers actively working as Independent Parental Supporters per 1000 population [with minimum of 2 volunteers] (51 returns)

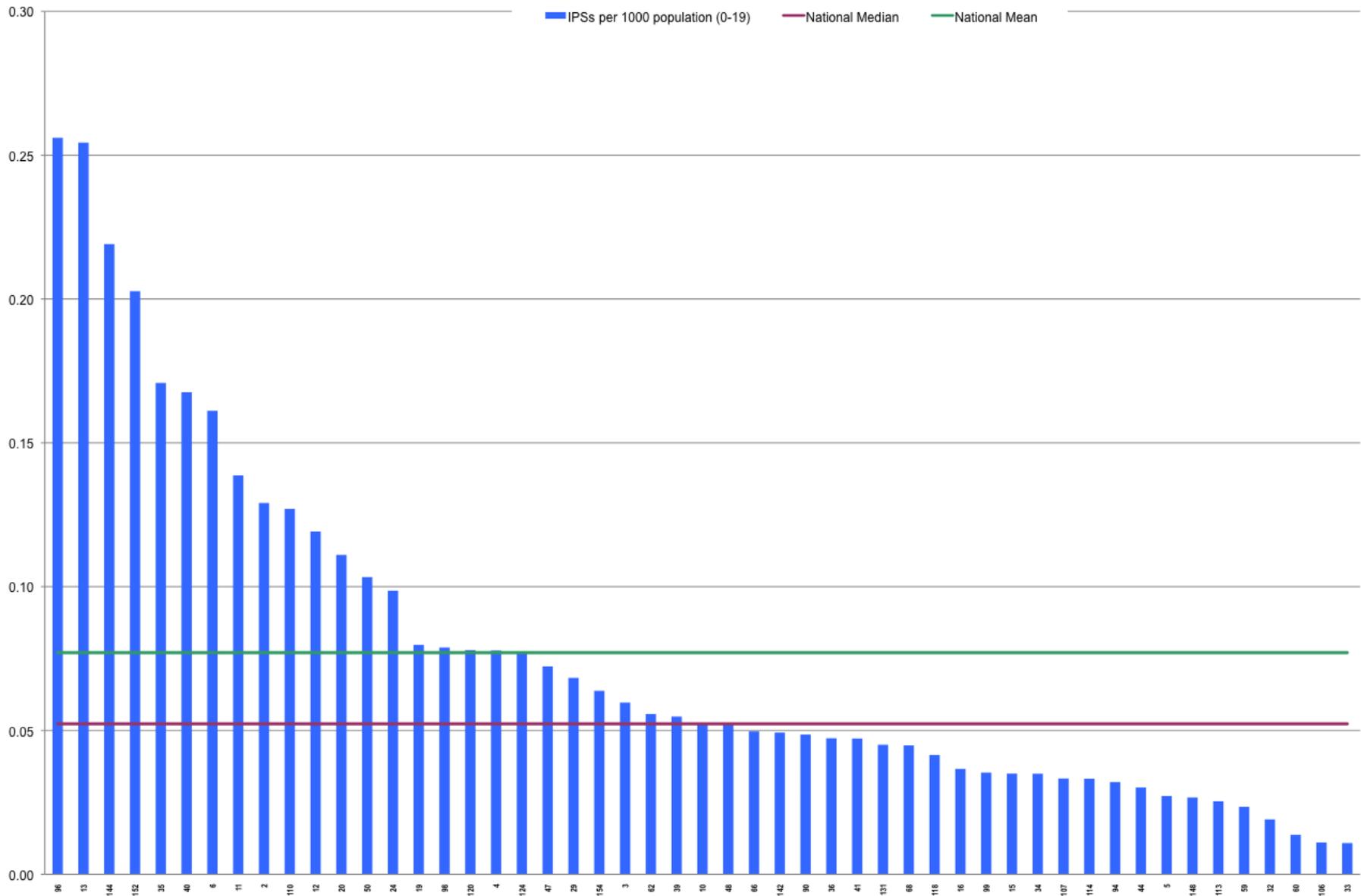


Chart 24 Independent Parental Supporters newly trained between 1st September 2012 and 31st

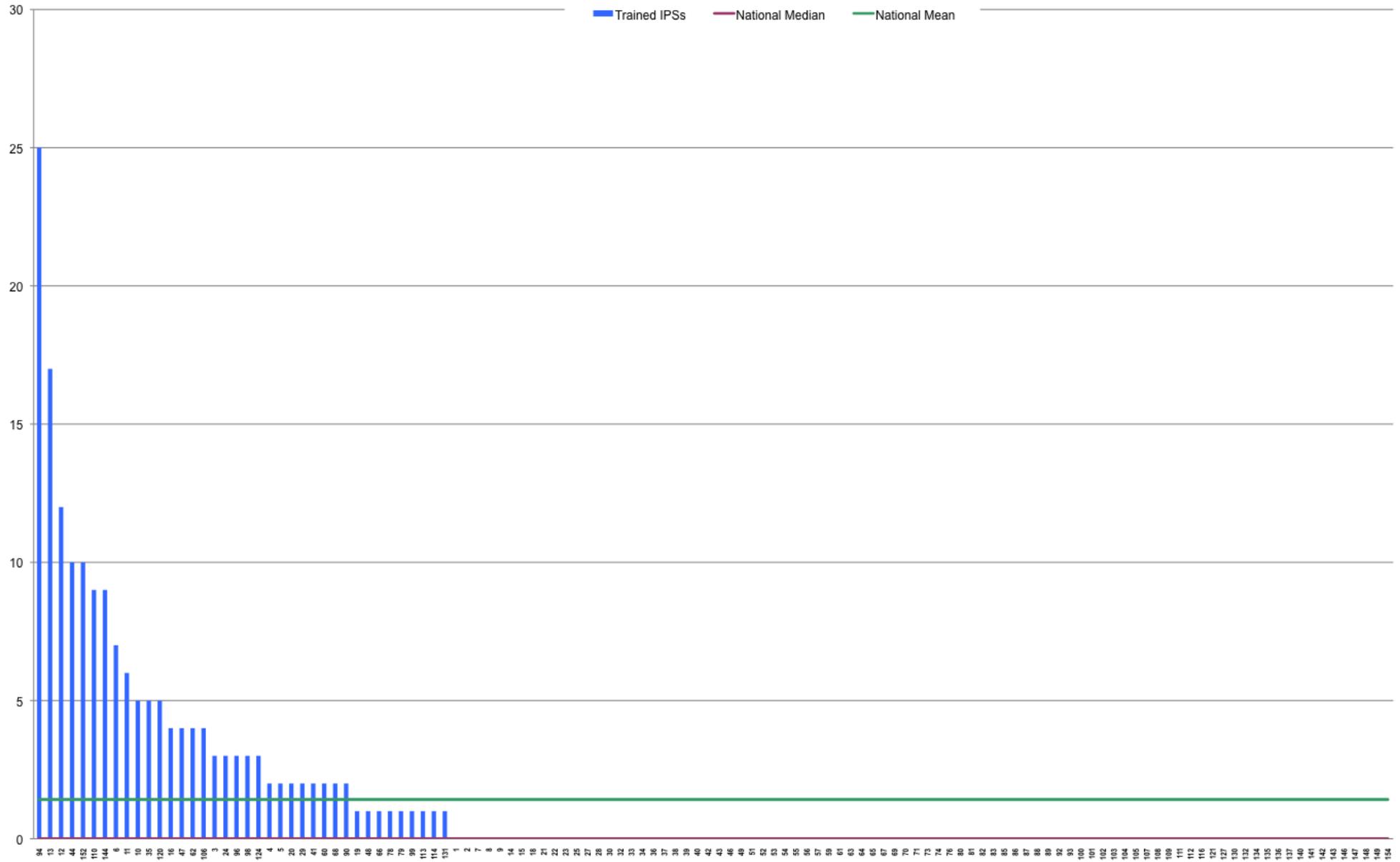


Chart 25 Other active volunteers (not acting as IPS) on 1st September 2013 (126 returns)

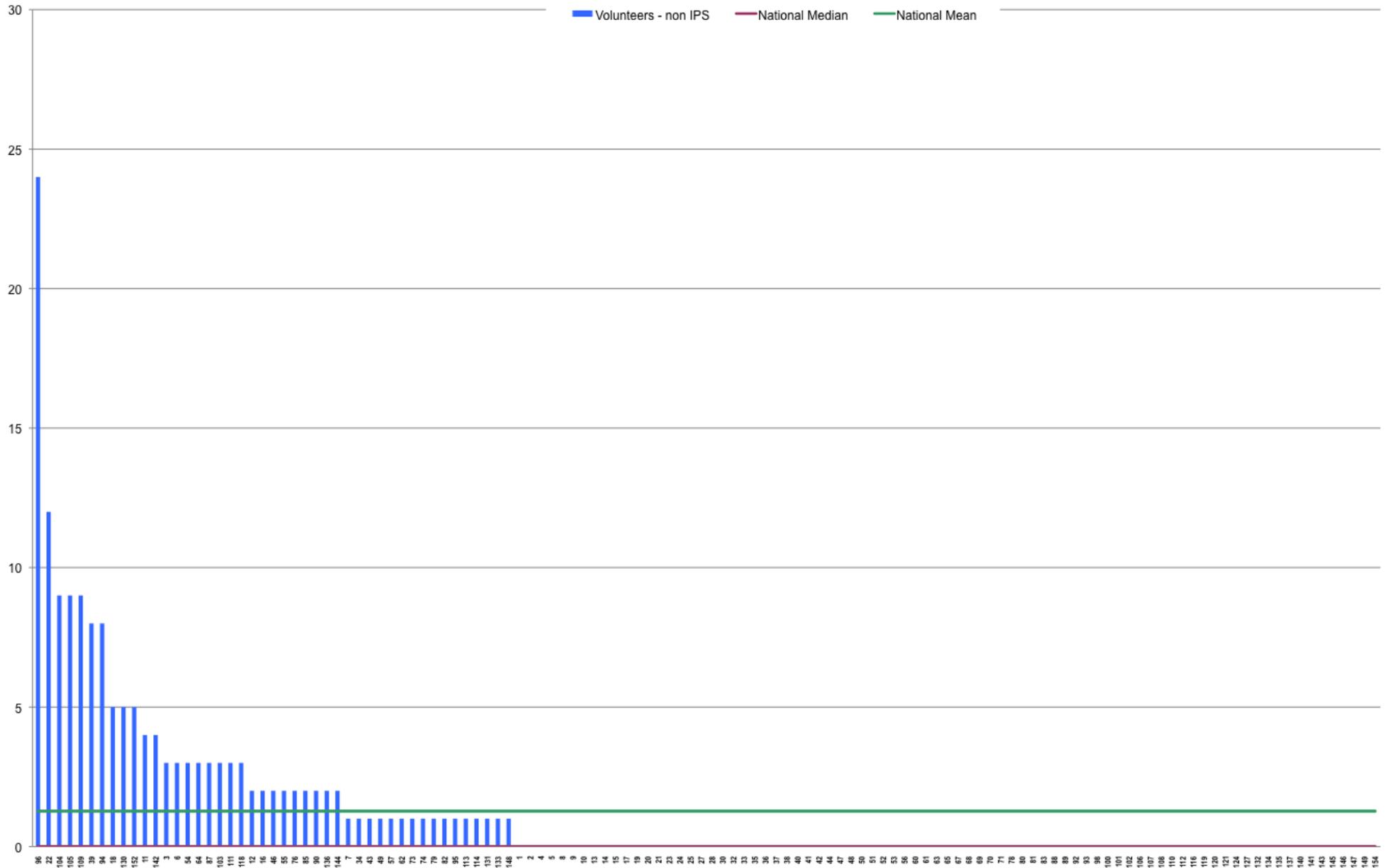


Chart 26 Total full time equivalent Parent Partnership Service staff and volunteers per 1,000 population (0-19) (128 returns)

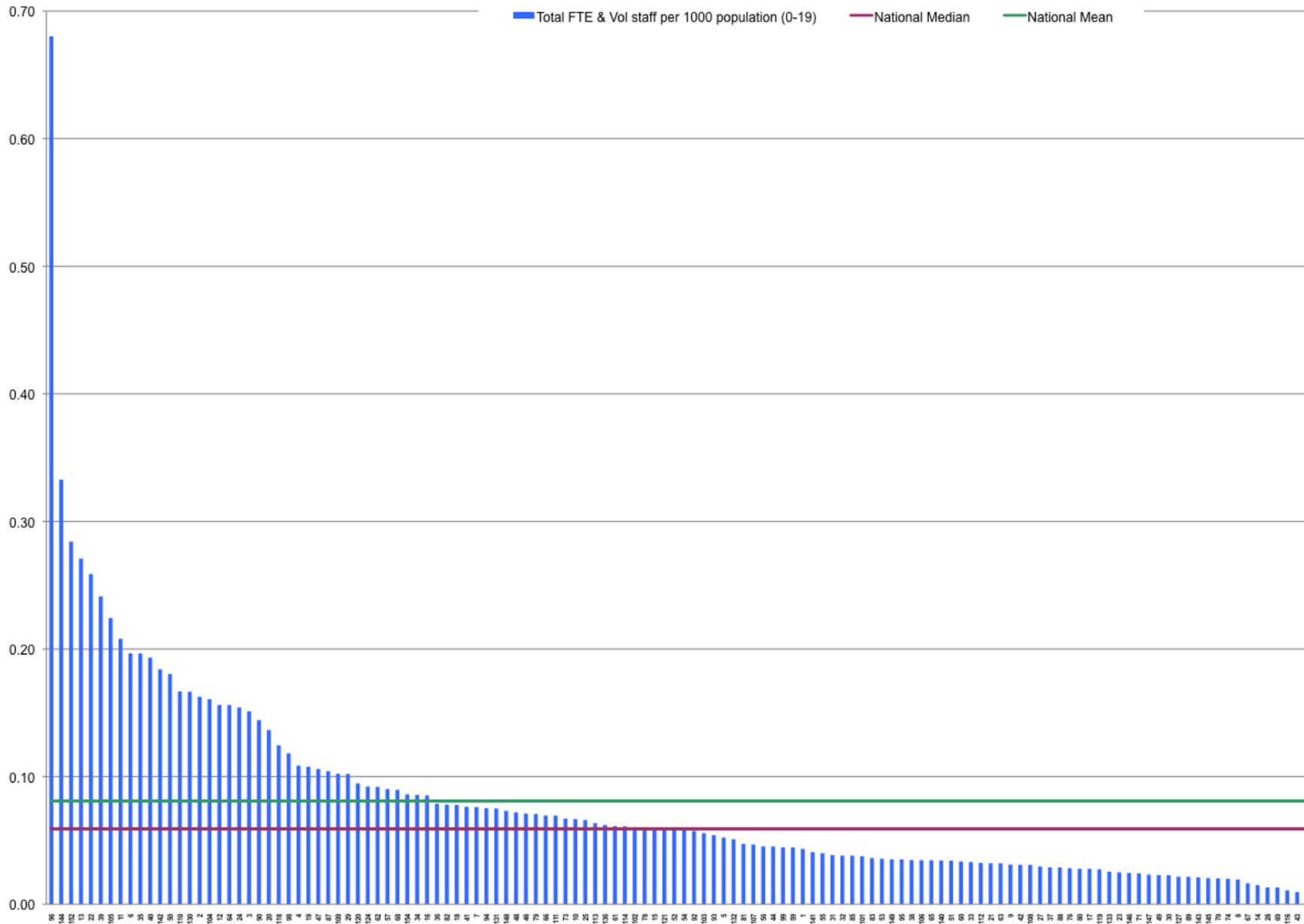
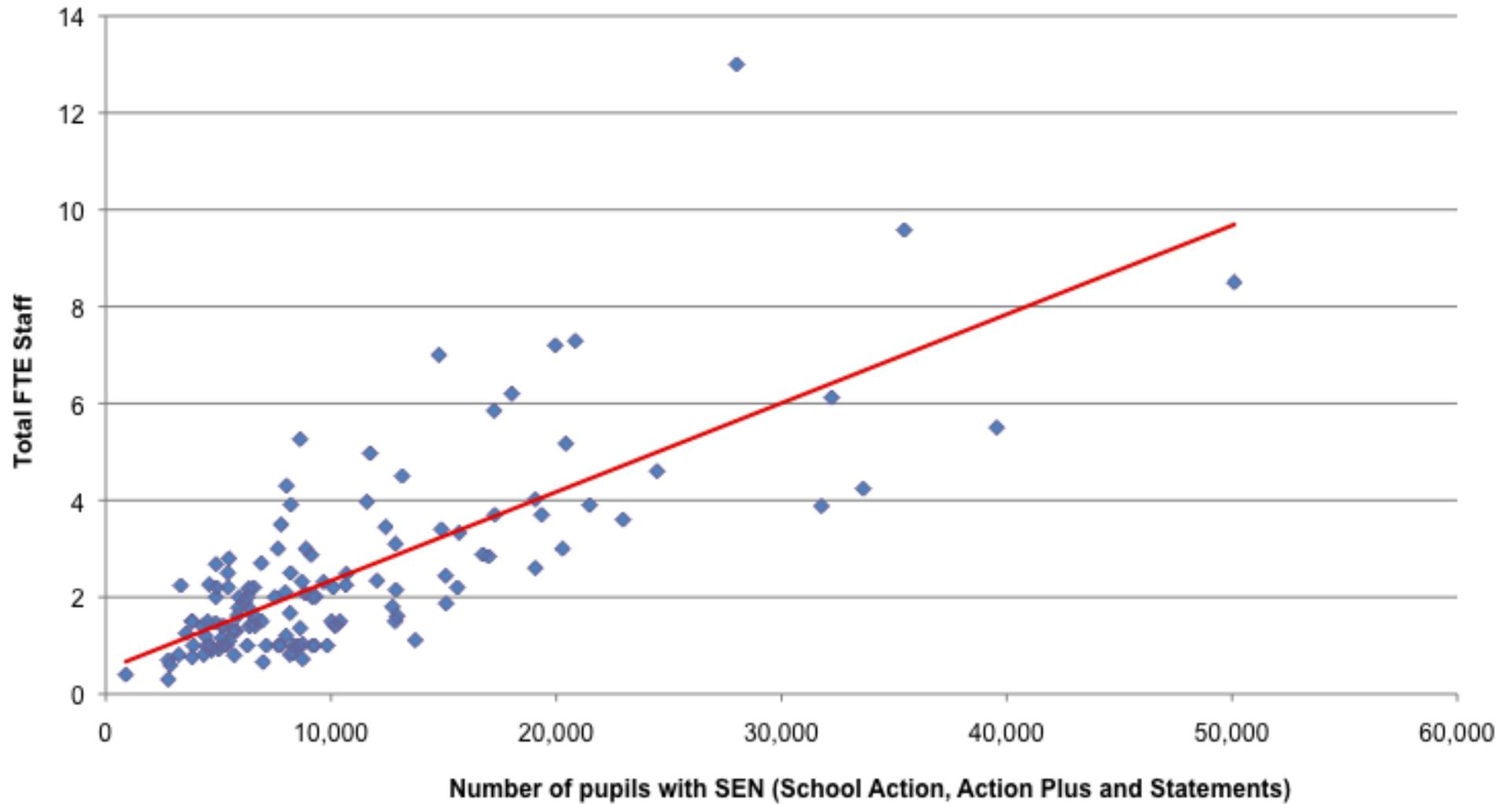


Chart 27 The relationship between the number of full time equivalent Parent Partnership Service staff and the numbers of pupils with SEN (129 services)



Access to the Parent Partnership Service

The SEN Code of Practice (2:18) minimum standards for local authorities in delivering effective Parent Partnership Services state that they are expected to:

- Ensure adequate resources and staffing to meet the needs of parents in their area
- Ensure that the service is flexible and responsive to local changes
- Ensure that parents and schools are provided with clear information about the PPS, and about the various other sources of support in their area, including statutory and voluntary agencies

The minimum standards for Parent Partnership Services (2:21) state that services should ensure:

- That parents are provided with accurate, neutral information on their rights, roles and responsibilities within the SEN process, and on the wide range of options that are available for their children's education
- That parents are informed about other agencies...which can offer information and advice about their child's particular SEN
- That information about the available services is publicised widely in the area using a variety of means
- The provision of neutral, accurate information for parents on all SEN procedures as set out in SEN legislation and the SEN Code of Practice
- The interpretation of information published by schools, LEAs and other bodies interested in SEN
- That a wide range of information is available in community languages, and to parents who may not be able to gain access to information through conventional means
- That advice on SEN procedures is made available to parents through information, support and training

[See also paragraphs 11-13 and 21-24 of the SEN Toolkit Section 2]

In addition, the revised exemplifications for Parent Partnership Services and local authorities set out *Best* and *Good Practice* expectations with regard to:

- PPS provision of the full range of services and practical support for parents (exemplification 1c)
- Published confidentiality policy (exemplification 1d)
- Seeking parents' views on confidentiality and impartiality (exemplification 1h)

- Published policy on impartiality (exemplification 2a)
- PPS service identity (exemplification 2c)
- Access via direct line, email and website (exemplification 2e)
- PPS website (exemplification 2f)
- Provision of information in community languages (exemplification 2g)
- Provision of materials and information other than those developed by the PPS (exemplification 3e)

Highlights for 2013:

- More than two thirds of services report that they respond to at least 90% of enquiries within 2 working days and 92% do so within 3 working days. 2% of participating services are not able to respond to 90% of enquiries within 5 working days.
- This year 95% of participating PPS report that they are able to offer information in other languages. Two thirds of services can do this on request, i.e. they have arrangements in place to provide information or publications in other languages, but these need to be specifically ordered or obtained. 28% of PPS report that they hold in stock and have immediately available, information in at least some alternative community languages.
- Table J shows the number of community languages in which information is available by those services that hold stocks, i.e. services in the Most and Some categories shown in Chart 29. This is broadly similar to last year.
- Chart 29 shows that approximately 63% of PPS can provide alternative formats on request. 25% do so as a matter of course and 12% have no provision for offering alternative formats. These figures show a 6% increase in the percentage of services reporting that they publish information in a range of formats compared to last year. Table K provides further information on which formats services make available.

The last 10 years

- The speed at which PPS are able to respond to enquiries has not changed much in the last 10 years. The great majority have always reported that they respond to at least 90% of enquiries within 3 working days, but the percentage taking longer than that has increased this year to 8% this year.
- Over the decade there has been an increase in the percentage of PPS that report that they are able to offer information in other languages. In 2004 58% of services could do so; by 2013 this had risen to 95%.

- Similarly the proportion of services able to offer information in a variety of formats has increased from 52% in 2005 (the first year that this data was collected) to 88% this year.
- In the early years of data collection a variety of other information was collated. This included data on how enquiries were received (e.g. by phone, email, etc), the range of information available on the website, and the availability of translations and interpreters. By 2010 there had been improvement in these areas and the decision was taken to stop collecting these data sets, especially as many were now covered by the *Exemplifications of the Minimum Standards*.

Chart 28 Response times to enquiries

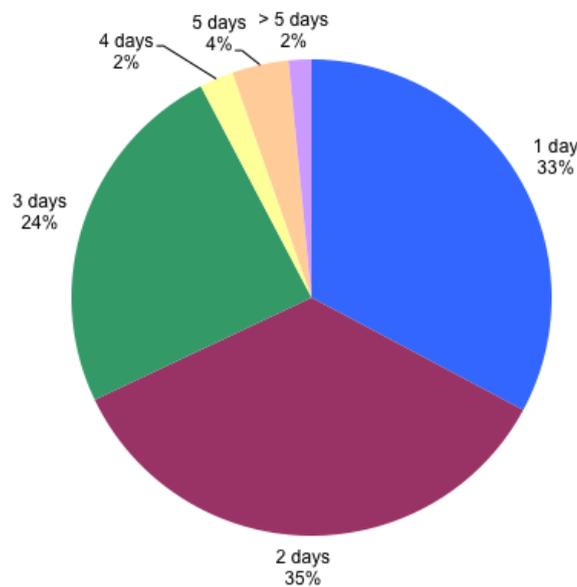


Chart 29 Availability of information in community languages (132 returns)

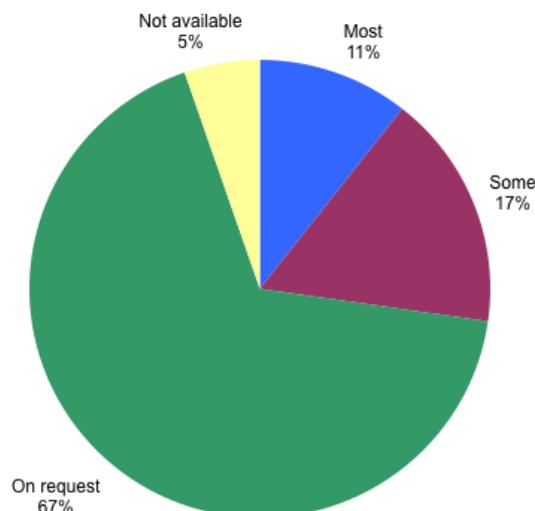


Table J Number of community languages provided (35 returns)

Number of community languages provided	1	2	3	4	5	6	7	8	9	10	11	12
Number of services	2	1	4	4	6	6	4	5	1	2	0	0
Percent	5%	3%	11%	11%	16%	16%	11%	13%	3%	5%	0%	0%

Chart 30 Information published in range of formats (132 returns)

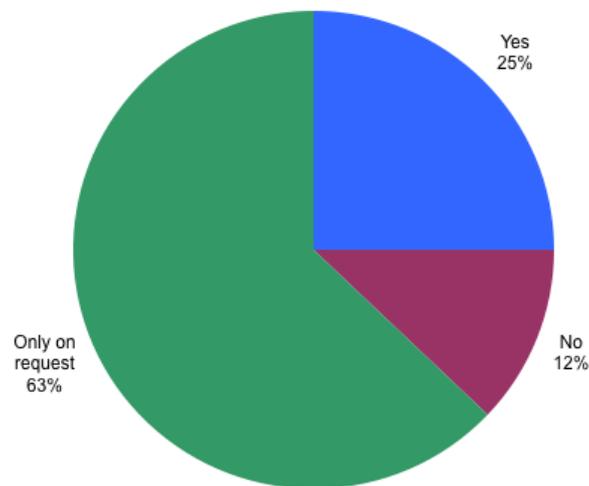


Table K Formats used for publications (112 returns)

	Audio	Large Print	Braille	Video/DVD	Other
Count	50	95	53	23	25
Percent	45%	85%	47%	21%	22%

Casework and other roles undertaken by the Parent Partnership Service

The SEN Code of Practice (2:18) minimum standards for local authorities in delivering effective Parent Partnership Services (PPS) state that they are expected to:

- Ensure adequate resources and staffing to meet the needs of any parents in the area
- Ensure that parents and schools are provided with clear information about the PPS, and about the various other sources of support in their area, including statutory and voluntary agencies

The minimum standards for Parent Partnership Services (2:21) state that services should ensure:

- The provision of a range of flexible services including using their best endeavours to provide access to an Independent Parental Supporter for all parents who want one
- That practical support is offered to parents, either individually or in groups, to help them in their discussions with schools, LEAs and other statutory agencies
- That parents are provided with accurate, neutral information on their rights, roles and responsibilities within the SEN process, and on the wide range of options that are available for their children's education
- That parents are informed about other agencies, such as health services, social services and voluntary organisations, which can offer information and advice about their child's particular SEN. This may be particularly important at the time the LEA issues a proposed statement
- That advice on special educational needs procedures is made available to parents through information, support and training.

[See also paragraphs 14-20 and 25-29 of the SEN Toolkit Section 2]

In addition, the revised exemplifications for Parent Partnership Services and local authorities set out *Best and Good Practice* expectations with regard to:

- Access to IPS (exemplification 1a)
- Provision of the full range of services and practical support for parents (exemplification 1c)
- Access to support in preparing for SENDIST (exemplification 1e)
- Support and empowerment in challenging local authority policy and practice (exemplification 1f)

- Use made of PPS as a source of information and advice on SEN and disability law (exemplification 3f)
- Provision of information, support and training for schools complies with SEN framework and impartiality policy (exemplification 4d)

Parent Partnership Services have always undertaken a wide range of roles in order that the requirements set out in the SEN Code of Practice are met. One of the key roles is individual casework with parents. The Notes of Guidance that are issued to PPS in order to assist them in completing the data collection return states that individual casework with parents may include:

- Providing support, advice and information tailored to the identified need
- Assistance with writing letters, submitting parents' views, etc
- Supporting parents at meetings
- Home visits
- Other casework that is specific to one family/parent

However other forms of direct work with parents are also important. These may involve:

- Provision of a helpline and dealing with initial general enquiries
- Provision of a range of information (e.g. staffing a display stand at a parents' evening, distributing information leaflets to parents groups, etc)
- Drop-in sessions
- Training and/or group work for parents
- Organising or facilitating support groups

While direct work with parents is a major aspect of the work of PPS, it is by no means the only important function. Contributing to policy and strategy groups, ensuring that parents' views are heard, providing training for other professionals, training and supervision of IPS, and engagement in a range of other activities that may facilitate parental involvement and empowerment are also significant activities.

The National Benchmarking Development Group decided in 2010 that more information should be collected on the allocation of PPS time to the range of activities listed above, in order that the full extent of PPS practice is better understood. Given the diversity of PPS and difficulties in defining discrete work areas it was agreed that this information could only be based on approximations of time within broad categories of work and that it should be limited to the time available from employed members of PPS. It was agreed that time spent by volunteers working for PPS should not be included, partly because the availability of volunteers is so varied, but also because it is not common practice for such volunteers to have to account in detail for

their time. Further information on the six categories of work that have been identified by the National Benchmarking Development Group are shown in Appendix 2.

Casework service user data is based on information about the number of parent/carer service users, which gives an indication of the use made of the PPS by families in respect of individual children. It is a measure of the total level of ongoing casework, rather than new demand. The definition used for the purposes of benchmarking is shown in Appendix 3.

Cautionary note

Since 2011 the time period used for reporting data on the number of parent/carer service users is 1st September to 31st August, rather than the financial year. This means that Table L does not include data that covers the period from April to August 2010. However each column of this table does represent a 12-month period and some cautious comparison is therefore possible.

In using the charts in this section please note that quantity should not be confused with quality! For example, a service that emphasises involvement in strategic work and/or produces high quality and extensive information for parents may work directly with a smaller number of parent/carer service users.

PPS have also been sent this information in an electronic format that enables them to compare against their regional and statistical neighbours.

Highlights for 2013:

- Chart 31a shows the overall percentages of time allocated to the six categories of work by the 132 services that provided information. This is an approximate figure as almost all respondents provided a 'best estimate', based on experience, and informed by any available record. However 6% of respondents were able to use actual service time allocation records to provide this information.
- The percentages in each work category are very similar to last year. However these averages inevitably disguise individual variation between services. Charts 31b and 31c therefore show the breakdown of time for each participating service.
- Direct work with parents, including provision of an individual casework service, dealing with enquiries, providing information, offering training and facilitating support groups for parents, accounts for approximately three quarters of employed PPS time. It should be noted that this does not include the time given by volunteers. For services that make use of volunteer IPS the proportion of time spent on direct work with parents may be significantly higher.

- Other significant areas of work for many services involve supervision (including of IPS) and service maintenance activities, and contributing to policy and strategy. The latter may include:
 - Input to local strategic groups
 - Contributing to Parent Carer Forums
 - Working with voluntary organisations
 - Work with regional groups, e.g. regional PPS networks
 - Representation on national groups, e.g. Napps, NPPN
- The overall number (extrapolated total) of parents and carers receiving a casework service over the last 12 months shows an increase of 3.7% compared to last year.
- The number of parent carer service users per 1,000 0-19 population varies widely – the range this year is from 0.4 to 19.8, with a median of 4.1 and a mean of 4.9. However for 84% of services the range is between 2 and 8 service users per 1,000.
- The majority of PPS provide a service to the families of excluded pupils. 58% offer this service either automatically (13%) or if requested (45%), with approximately 42% of PPS offering a more limited service (e.g. conditional on the child having special educational needs; a very small number of PPS limit this service to those children who have a Statement).

The proportion of families 'reached' by Parent Partnership Services

During the 12-month period covered by this benchmarking exercise the number of parents/carers actively using services represents 0.48% of the 0-19 y.o. population, an increase of 0.3% since the previous year.

The January 2013 DfE statistics show that approximately 19% of children and young people in school have special educational needs. It does not follow that 19% of families have a child with SEN; but the evidence suggests that only a small percentage (approximately 4.1%) of families who could receive support from PPS currently do so. The figure for last year was 3.8%.

The last 10 years

- Analysis of the percentage of time that employed PPS staff spent on different areas of work was included in the annual reports between 2004 and 2007. These consistently showed that, on average, PPS staff spent approximately 60% of their time on direct work with parents. Data collection was resumed for 2011, but some changes to the categorisation of work were made (see **Appendix 2** for further information). Over the last three years the percentage of

time given to each area of work have been very consistent, with direct work with parents now accounting for 76% of time.

- These overall figures have always disguised a wide variation between PPS on how each service uses its time – as shown in Charts 31b and 31c. This year, for example, the percentage of time given to individual casework ranged from 30% to 91%, while time given to training ranged from 0% to 20%. Part of this variation will be due to the differing use of volunteer IPS (which may result in a service spending a higher proportion of time on supervision and service maintenance). However variation may also be due to the priority given to different areas of activity.
- Prior to 2011 data on the number of parent-carer users receiving a service was based on the financial year; more recently it has been based on the school year. This means that some caution must be exercised in comparing data over the full 10 year period. Nevertheless the evidence is that the numbers of parent carer users of PPS has not varied a great deal from an average of 63,600 per year. The lowest figure reported was 58,224 in 2004, with the highest being 69,724 the following year. In the last 3 years the figure has ranged from 60,777 to 62,979.
- Every year a comparison is made between the number of parent carer service users and the national data on 0-19 and SEN populations (see ***The proportion of families 'reached' by Parent Partnership Services***). This is intended to give some idea of the proportion of families that use PPS for direct casework. Over 10 years the number of parents/carers actively using PPS for casework support represents on average 0.49% of the 0-19 population or 4.03% of the SEN population.
- Although the overall figure does not change very significantly there can be a wide variation between PPS in the extent to which they provide a service to more, or to fewer, parents from one year to the next. When the year-on-year variation is significant, services are asked to verify that they have provided the correct figure as data entry problems do sometimes occur. The reasons for significant changes can include budget or staffing issues, amendments to recording procedures, or changes in service priorities. This may lead to an increase or decrease in casework activity of 20% or more – though such large swings do not typically affect more than 10-15% of services.
- Over the 10 years of data collection the mean and median ratios of parent carer service users to FTE staff has been 176 and 144 respectively. This year the mean and median are 181 and 154. This is the highest mean figure recorded and the second highest median figure. It reflects the fact that staffing levels have not grown in proportion to casework demand. In addition it should be noted that

many PPS report that there has been an increase in the complexity of casework.

- Every year more than half of all participating PPS report that they provide a service to the families of excluded pupils either automatically or if requested. This year 58% of services do so – the lowest percentage being 47% in 2005. The remaining PPS provide a service to excluded pupils under specific circumstances, the most common being that the pupil has special educational needs – though a small number specify that the pupil must have a Statement.

Chart 31a Percentage of time allocated to each work area by employed Parent Partnership Service staff (132 returns)

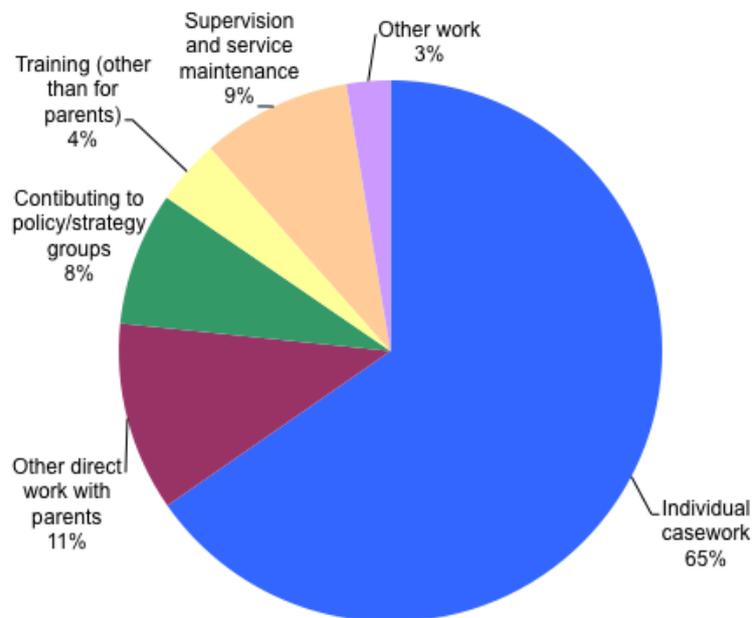


Table L Number of parent/carer casework service users

	April 08 to March 09	April 09 to March 10	Sept 10 to Aug 11	Sept 11 to Aug 12	Sept 12 to Aug 13
Returns	129	131	128	137	127
Total *	58,610	54,792	51,674	56,804	54,914
Extrapolated total for all services	67,091	64,735	61,894	60,777	62,979
Range *	18-3,800	26-3,869	5-2,773	6 – 5,836	8 – 6,200
National mean	454	418	406	417	435
National median	294	291	284	268	297

** Note that the Total and Range for each year are not directly comparable as the sample is not identical.*

Chart 31b Percentage of time allocated for each area of work by employed PPS staff – Services 1 - 70

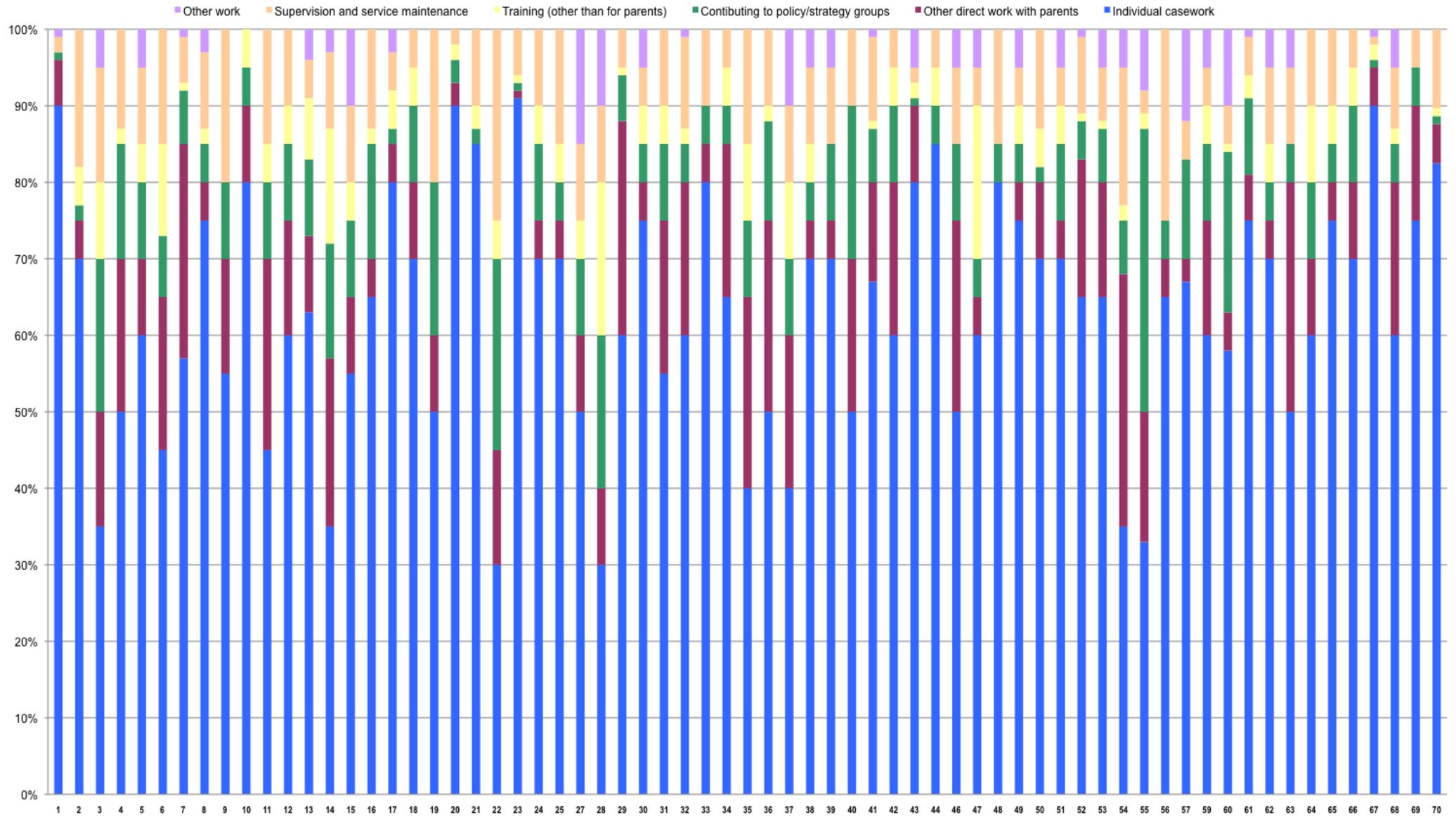


Chart 31c Percentage of time allocated for each area of work by employed PPS staff – Services 71 – 154

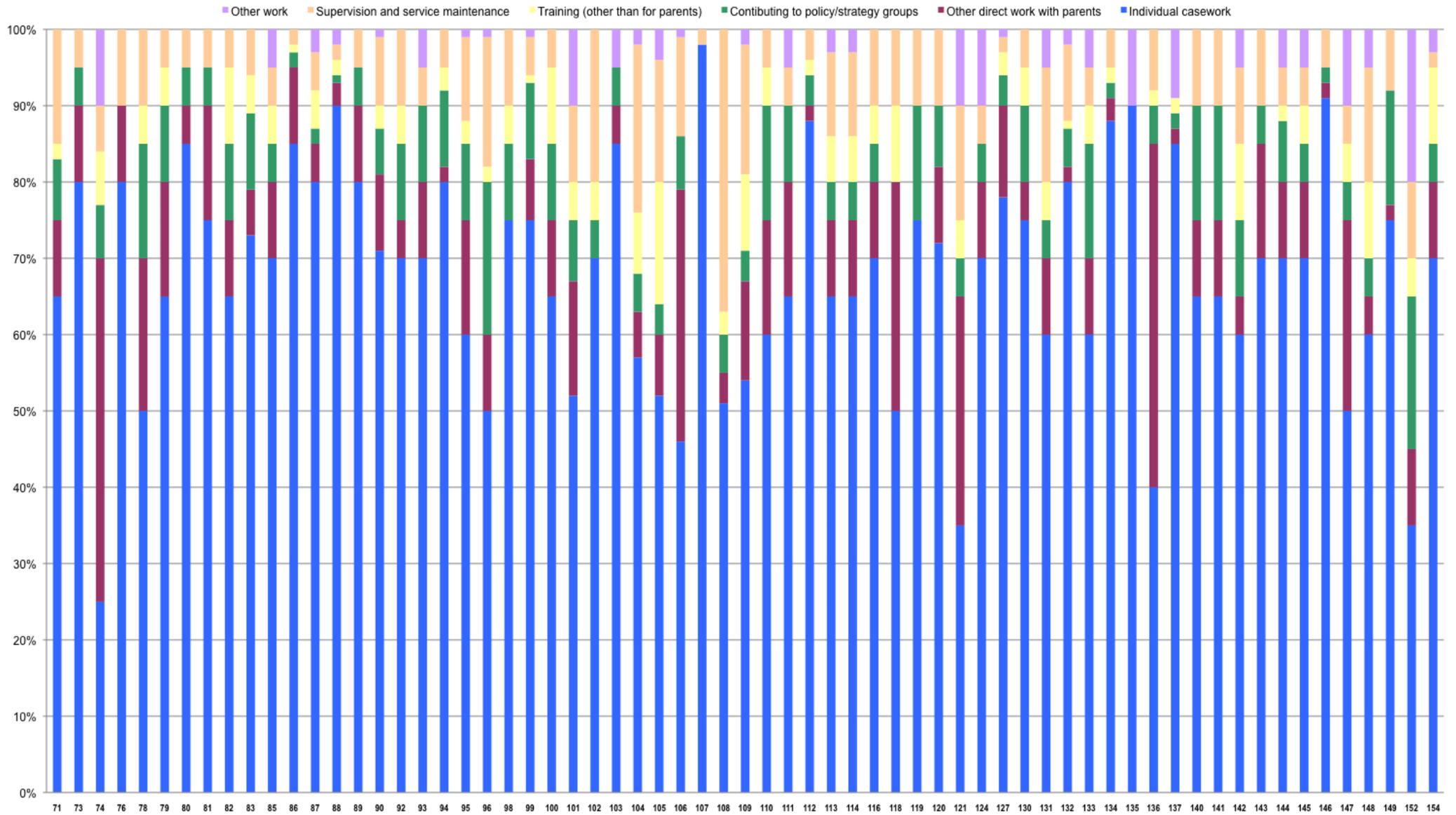


Chart 32 Parent/carer casework service users – 1st September 2012 to 31st August 2013 (127)

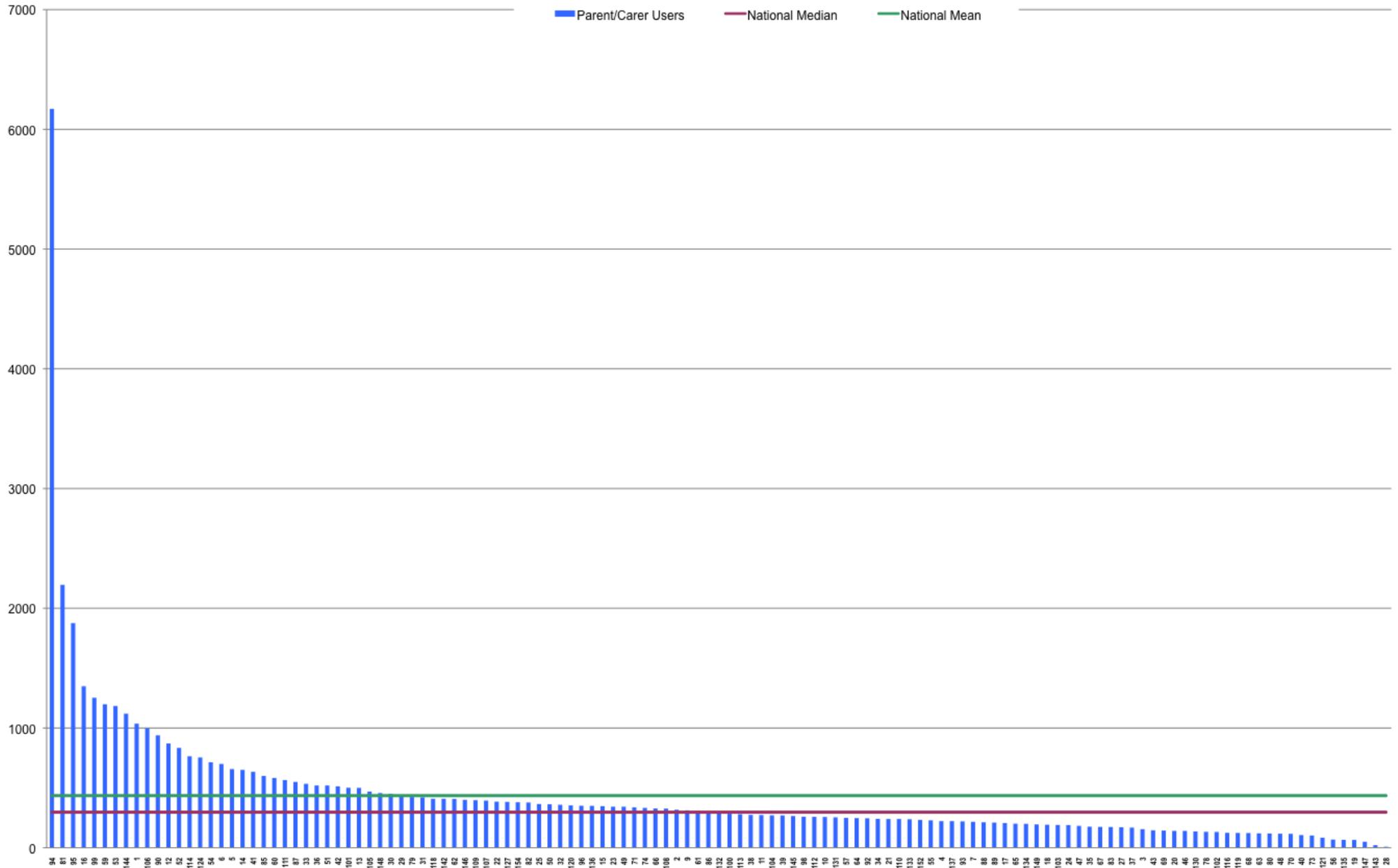


Chart 33 Parent/carer casework service users per 1,000 population [0-19] (127 returns)

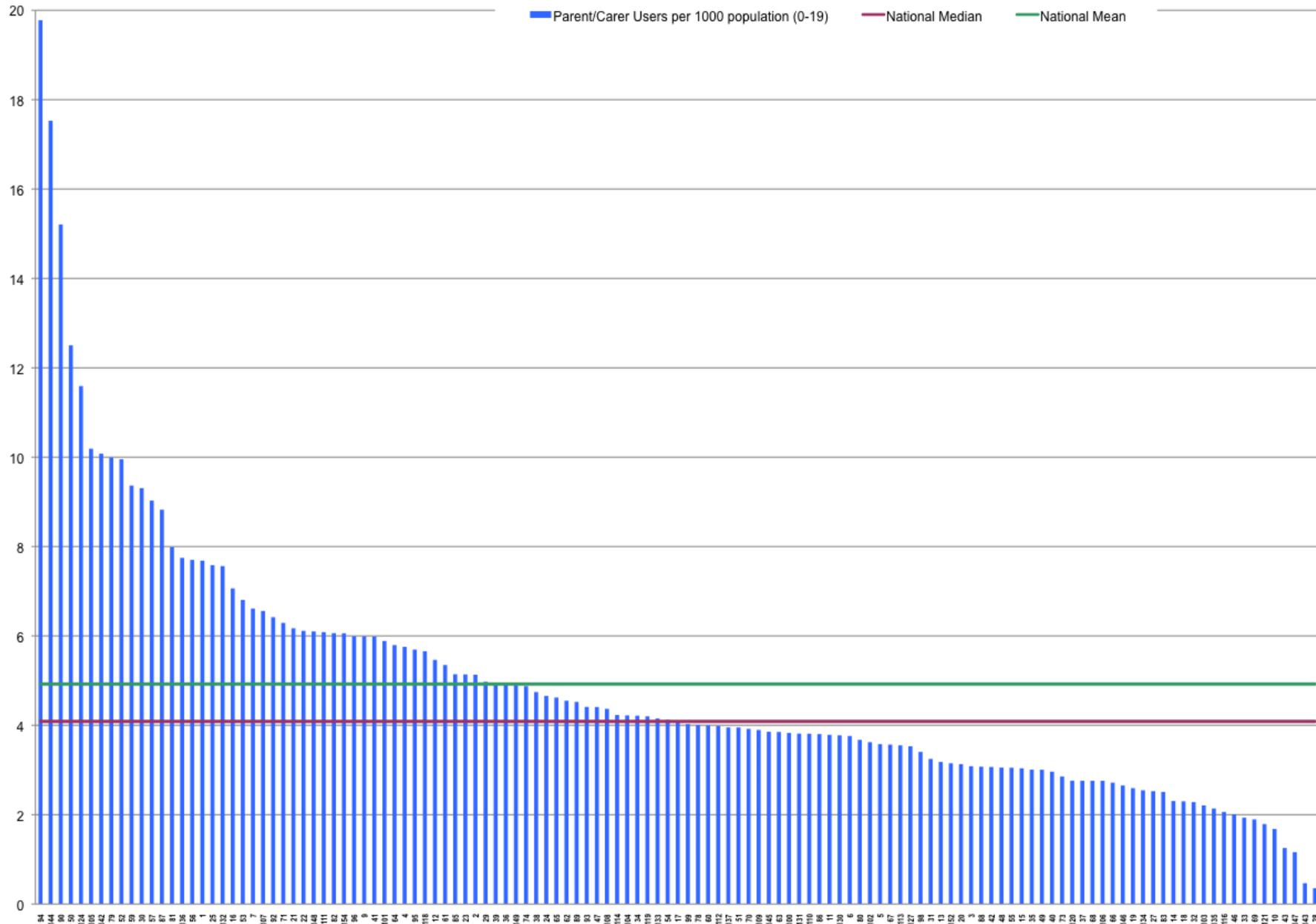


Chart 34 Parent/carer casework service users to total employed full time equivalent PPS staff (124

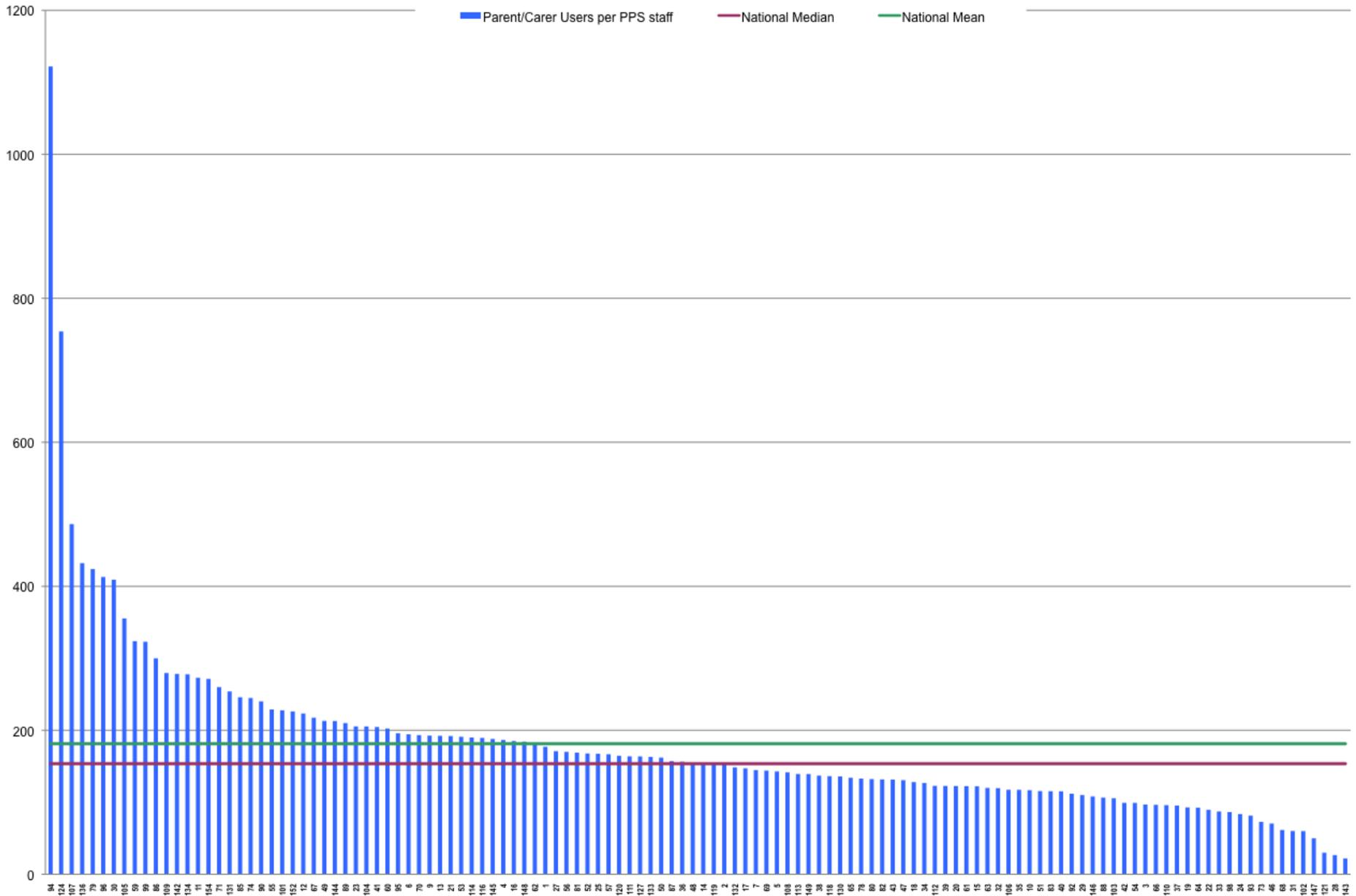


Chart 35 Parent/carer casework service users to volunteers actively working as Independent Parental Supporters on 1st September 2013 (61 returns)

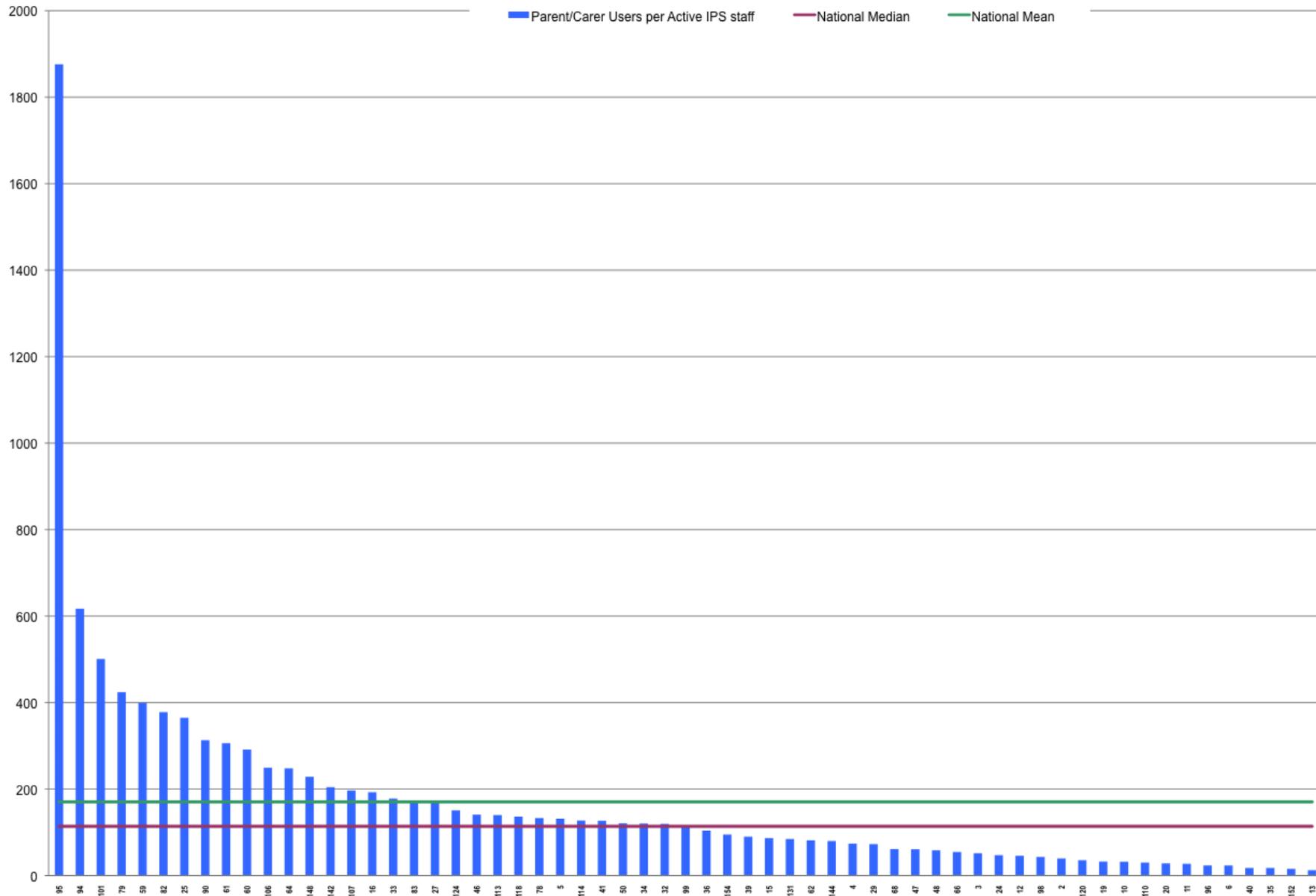
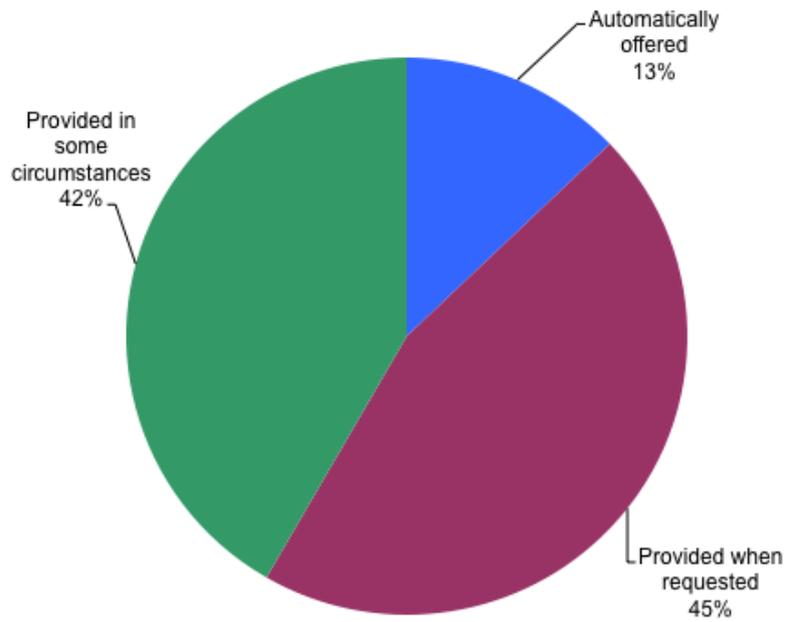


Chart 36 Parent Partnership Service involvement in providing a service to the families of excluded pupils (132 returns)



Involvement in strategic work

The SEN Code of Practice (2:18) minimum standards for local authorities in delivering effective Parent Partnership Services state that they are expected to:

- Promote and facilitate arrangements for the service to work in partnership with other agencies such as health and social services, using local planning structures such as the Education Development Plan, Early Years Development and Childcare Plan, Connexions Plan and Children's Plan.
- Actively seek feedback from the service and service users to inform and influence decisions on SEN policies, procedures and practices in order to improve communications and minimise the potential for misunderstandings and disagreements.

The minimum standards for Parent Partnership Services (2:21) state that services should ensure:

- That parents' views are heard and understood, and inform and influence the development of local SEN policy and practice.

In addition, the revised exemplifications for Parent Partnership Services and Local Authorities set out *Best* and *Good Practice* expectations with regard to:

- Collaboration with other services to ensure the views of children and young people with SEN are considered (exemplification 1g)
- Use made of the PPS as a source of information and advice on SEN and disability law (exemplification 3f)
- Impartiality policy impact on engagement with networks and organisations
- PPS involvement in national, regional and local networks (exemplification 4b)
- Training and support for parents' participation in policy development and review (exemplification 5a)
- Informing the local authority when statutory obligations are not met (exemplification 5b)

PPS have always been expected to play a part in informing and influencing policy and practice, and in helping local authorities to take account of parents' views. Chart 31a shows that employed PPS staff typically spend approximately 8% of their time contributing to policy and strategy groups.

A number of the exemplifications (including those shown in the blue box above) involve work at a strategic level. For example, PPS have a role to play in facilitating the involvement of parents in responding to consultations and having a direct involvement in the planning and delivery of Children's Services. The extent to which this is achieved is covered by exemplifications 5a, 5b and 5c, and further details may be found in the earlier section of this report that describes the extent to which services meet *Best* or *Good Practice* exemplifications.

This year 87% of participating services have some involvement in Parent Carer Forums, compared to 85% last year.

The last 10 years

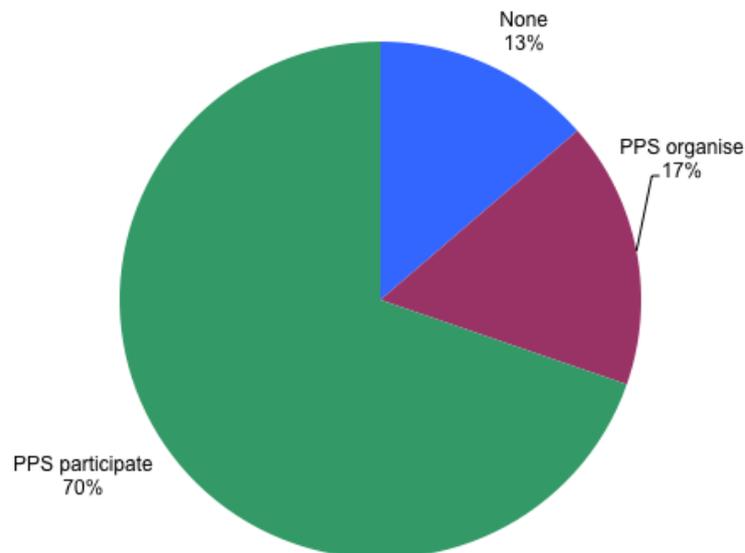
- Involvement in contributing to policy and strategy has consistently accounted for approximately 7% - 8% of PPS time (for employed staff), though this can vary significantly between services. Charts 31b and 31c show that this year the variation was between 0% and 37% (high percentages are often associated with PPS that have fewer FTE staff). This work may include:
 - Input to local strategic groups
 - Contributing to Parent Carer Forums
 - Working with voluntary organisations
 - Work with regional groups, e.g. regional SEN strategic groups and PPS networks
 - Representation on national groups, e.g. Napps, NPPN
- When national data collection began in 2004 almost half (49%) of PPS had no involvement with a local Parent Carer Forum (PCF). 40% of participating PPS took the lead role in organising the forum and 11% participated in a forum run by local parents. Over the years there has been a steady growth in the involvement of PPS in PCFs, and a shift away from taking a lead role in organising the forum to being an active participant. By 2013 the proportion of services reporting that they contributed to their local PCF had grown from 51% to 87%. At the same time the proportion of PPS taking a lead role in organising the forum had fallen from 40% to 17%. These shifts reflect the expansion in the role of PCFs and a greater level of collaboration between PPS and PCFs, as reflected in the ***Together is Better*** report.¹⁵
- Since the publication of the revised *Exemplifications of the Minimum Standards for PPS* in 2010 less additional data has been collected on strategic working and on planning, monitoring and evaluation – as these issues are covered in the survey of the exemplifications. The

¹⁵ NPPN and Contact a Family (2013) *Together is Better - joint working between PPS and parent carer forums* available at www.parentpartnership.org.uk/media/16483/together-is-better-report.pdf

most notable changes related to the expectation that every PPS should have written policies on confidentiality and impartiality.

- In 2007 63% of participating PPS had a written confidentiality policy, 18% reported that it was in development and 19% had no written policy. By 2010 97% reported that they had a written policy, with a further 2% still in development and just 1% with no policy.
- The first year that information was collected on impartiality policies was 2008. At that time 58% had a policy in place, 30% were developing their policy and 12% had none. By 2010 97% had a written policy, with 1% still developing it and 2% had no written policy.

Chart 37 Parent Carer Forum Involvement (132 returns)



Using the benchmarking data

This report forms one part of the analysis of data submitted by Parent Partnership Services in 2013. Participating services can also benchmark against regional and statistical neighbours using reports provided for each service.

Parent Partnership Services and their LAs may use the information in this national summary and in the statistical and regional neighbours' summaries to:

- Make comparison between their service and national trends and averages
- Make comparison against statistical neighbours
- Note changes year on year
- Inform service development

The National Parent Partnership Network, the National Association of Parent Partnership Staff and regional Parent Partnership Networks may use the data to prompt and inform discussion about a variety of aspects of service delivery, including what action may need to be taken as part of future service development.

The Department for Education, Local Authorities and PPS may also wish to use the evidence provided in this latest report to inform the future provision of impartial information, advice and support under the revised legislation that will come into force in September 2014, in order to ensure that effective and efficient services are available to parents, children and young people wherever they may live.

Please note: *Benchmarking data should be used to generate questions and hypotheses rather than to make judgements. In particular, this benchmarking data should not be used to make judgements about the quality of a service.*

Useful questions may include:

- How does our service differ from national/regional averages?
- How does our service differ from our statistical neighbours?
- What may lie behind such differences?
- What lessons can we learn from others?
- How can we use this information to improve what we do?

When considering what lies behind differences services may utilise a range of other contextual information (see **Introduction**).

PPS may also wish to use this data alongside information derived from their own monitoring and evaluation arrangements. The National Benchmarking Development Group has previously published 'Guidance

on monitoring and self-evaluation', which is available from the NPPN website www.parentpartnership.org.uk.

The future of the annual survey and national data collection

With a new Code of Practice expected to take effect from September 2014, the National Parent Partnership Network has begun the process of identifying what data should be collected in future to support the development and provision of effective services for information, advice and support.

The experience gained over the last 10 years of collecting, sharing and using a range of data on the delivery of Parent Partnership Services will inform this process.

Any comments should be sent to Daisy Russell, Senior Development Officer for the National Parent Partnership Network, at drussell@ncb.org.uk

APPENDIX 1

Key to service numbers

1	Sheffield	43	Cornwall
2	Wandsworth	44	Croydon
3	Calderdale	45	Doncaster
4	Reading	46	Walsall
5	West Sussex	47	Slough
6	Norfolk	48	Bournemouth
7	Poole	49	Wiltshire
8	Sunderland	50	Isle of Wight
9	Swindon	51	North Yorkshire
10	Leicestershire	52	Coventry
11	East Riding	53	Northamptonshire
12	Devon	54	Derbyshire
13	Oxfordshire	55	Wigan
14	Hertfordshire	56	Rutland
15	Durham	57	Torbay
16	Staffordshire	58	Leeds
17	Portsmouth	59	Worcestershire
18	Sandwell	60	Cambridgeshire
19	Darlington	61	Havering
20	Gateshead	62	Leicester City
21	Kingston-upon-Thames	63	Halton
22	Wolverhampton	64	Thurrock
23	Stockport	65	York
24	Bath & NE Somerset	66	Somerset
25	Sutton	67	Warrington
26	Bedfordshire (until 2009)	68	North Tyneside
27	Northumberland	69	Wakefield
28	Hartlepool	70	Kensington & Chelsea
29	Enfield	71	Tameside
30	Merton	72	Cheshire (until 2009)
31	Manchester	73	Hammersmith & Fulham
32	Lincolnshire	74	Milton Keynes
33	Surrey	75	Plymouth
34	Trafford	76	Gloucestershire
35	Luton	77	Herefordshire
36	Liverpool	78	South Tyneside
37	Harrow	79	Blackburn with Darwen
38	Salford	80	Blackpool
39	Barnsley	81	Lancashire
40	Windsor & Maidenhead	82	Rotherham
41	Cumbria	83	Medway Towns
42	Suffolk	84	Warwickshire

85	East Sussex	132	North Lincolnshire
86	Brent	133	Southampton
87	Kingston Upon Hull	134	Redbridge
88	Greenwich	135	Redcar and Cleveland
89	Bury	136	Richmond-Upon-Thames
90	Stoke-on-Trent	137	Rochdale
91	Oldham	138	Southwark
92	North East Lincolnshire	139	Peterborough
93	Solihull	140	Shropshire
94	Birmingham	141	Telford & Wrekin
95	Essex	142	St. Helens
96	Brighton & Hove	143	Stockton-on-Tees
97	Southend	144	Tower Hamlets
98	Bromley	145	Waltham Forest
99	Hampshire	146	Bradford
100	Hillingdon	147	Westminster
101	Ealing	148	Wirral
102	Knowsley	149	Wokingham
103	Dorset	150	West Berkshire
104	South Gloucestershire	151	Cheshire East
105	North Somerset	152	Cheshire West and Chester
106	Kent	153	Bedford Borough
107	Sefton	154	Central Bedfordshire
108	Dudley		
109	Bristol		
110	Hackney		
111	Barnet		
112	Derby		
113	Nottingham		
114	Nottinghamshire		
115	Newham		
116	Barking & Dagenham		
117	Bexley		
118	Bolton		
119	Bracknell Forest		
120	Buckinghamshire		
121	Camden		
122	City of London		
123	Haringey		
124	Hounslow		
125	Isles of Scilly		
126	Islington		
127	Kirklees		
128	Lambeth		
129	Lewisham		
130	Middlesbrough		
131	Newcastle-upon-Tyne		

APPENDIX 2

The range of work for Parent Partnership Services – guidance on categories

What percentage of time do employed members of the Parent Partnership Service spend on each area of work?

PPS were asked to provide information on the percentage of time employed members of the Parent Partnership Service spend on each area of work. In providing this data PPS were given the following guidance:

“The purpose of this section is to provide some information on the balance between different areas of work. *Unless a service already has a system in place for recording that uses these categories, it will be necessary to estimate these figures.*

You should only include posts listed in Sections 5 and 6, i.e. paid PPS staff. **Do not include** unpaid volunteers or administrative and clerical support staff.

You will need to allocate all the work of the Parent Partnership Service between the six categories listed on the form. Use the definitions below and your best judgement to do this. The total for the six categories should add up to 100%! On the macro version there is a red box which shows the total entered.

Since many services may not keep records on how time is used please use the drop-down list to explain how you have calculated the percentages. This will help us understand the limits on the accuracy of this information. The options are:

- Best approximation – i.e. an estimate based on experience and informed by any available record (e.g. a 4 week diary analysis)
- Service time allocation records – select this option **only** if your service maintains records that you have been able to use to derive the information required. If you use the different headings to record service time, please use your judgement to apportion time using the 6 headings listed on the form.

For each category below, **include** associated travel time.

Individual casework with parents

Time spent by paid PPS staff working directly with parents and carers on individual casework, including:

- Providing support, advice and information tailored to the identified need
- Assistance with writing letters, submitting parents’ views, etc
- Supporting parents at meetings

- Home visits
- Other casework that is specific to one family/parent

This may be on the phone or face to face. Include time spent writing up notes etc. where this directly supports the work with parents.

Other direct work with parents

Time spent by paid PPS staff, including:

- Provision of helpline and dealing with initial general enquiries
- Provision of information (e.g. staffing a display stand at a parents' evening, distributing information leaflets to parents groups, etc)
- Drop-in sessions
- Training and/or group work for parents (including preparation time)
- Support groups

Contributing to policy/strategy groups

Time spent by paid PPS staff, including:

- Input to local strategic groups, such as those listed in Section 27
- Contributing to Parent Carer Forums
- Working with voluntary organisations
- Work with regional groups, e.g. SEN Hub, regional PPS networks
- Representation on national groups, e.g. Napps, NPPN

Do not include time spent on the PPS Steering/Management Group

Training (other than for parents)

Time spent by paid PPS staff, including:

- Training for schools, other local authority staff etc. (including preparation time)
- PPS input to conferences etc (but only if this is actual input, rather than e.g. providing a display stand)

Do **not include** time spent on training of parents. This should be included under 'Other direct work with parents'.

Do **not include** time spent on the professional development of paid PPS staff (e.g. attendance on training courses, conferences, etc.); this should be included under 'Supervision and service maintenance'.

Supervision and service maintenance

Time spent by paid PPS staff, including:

- Professional development – own and with team
- Supervision of staff – including supervision of IPS
- Appraisal/performance management

- Monitoring and evaluation of the service
- Service development planning
- Attendance at PPS Steering/Management Group and work associated with this
- Personal training
- Record keeping
- Administrative tasks (except where included in any of the other categories).

Other work

Include in this section any time that is not accounted for in the other 5 categories. This might include:

- Participation of young people
- Work with schools, other than training

If there are significant (in terms of PPS time used) areas of work to be included in this category please provide additional information in Section 30."

APPENDIX 3

Definition 'Parent/carer casework service user'

Number of parent/carer casework service users between 1st September 2012 and 31st August 2013

The number of 'parent/carer casework service users' is a measure of the level of casework as described below – **this is not necessarily the same as the number of referrals received, and will almost certainly be significantly lower than the number of enquiries.** A parent/carer casework service user may be a family or one parent/carer to whom a **casework service** is provided. A family counts as one parent/carer user if they are all receiving the same service in respect of one child. However, if there are 2 children with SEN where a casework service is provided, count this as 2 parent/carer users.

Where parents or carers from the same family require a separate service (e.g. because they live apart and both request their own IPS) count this as 2 parent/carer users.

A **casework service** may range from guidance given over the phone to ongoing support. It could include:

- a single intervention that involves considerable input (e.g. making a home visit to provide information on SEN provision)
- a series of interventions (e.g. providing an information pack, involving a family in a parent support group)
- allocation of an IPS
- the provision of information and/or guidance that is specific to the individual case.

An enquiry is not a casework service. A single phone call would constitute a casework service only if it involved 'considerable' information and advice (i.e. equivalent to having a meeting). A brief phone call (e.g. re-directing a parent to another party) or responding to a request for a leaflet (with no other intervention involved) would be an enquiry but **not** a casework service.

Requests from professionals for training, involvement in working parties etc. should **not** be counted as parent/carer users.

Only include parent/carer casework service users who have received a casework service between 1st September 2012 and 31st August 2013.

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