

Parent Partnership Services in England

National benchmarking 2008



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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 fifth year of benchmarking and is based on the work of the National Benchmarking Development Group. The group comprised of representatives of the organisations named above, including:

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Nick Jolly of Kimpton Consultants carried out the analysis of the data. The co-ordination of the National Development Group and the collection of data were carried out by NPPN with funding from the Department for Children, Schools and Families. Nick Knapman was responsible for the commentary.

Thank you to all the of the participating parent partnership services who made this possible.



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Introduction

This is the fifth national benchmarking report on Parent Partnership Services (PPS) in England. The first was published in 2004. This report brings together a range of data that should be useful to:

- 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.

This national summary gives a snapshot of the range of data that has been collected. Additional copies 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 2001 (SENDA) amended the 1996 Education Act (adding section 332A). PPS work with parents of all children with SEN, to provide information and publicity, training, advice and support, to foster networking and collaboration, and to inform and influence local SEN policy and practice. With the development of integrated Children's Services, some PPS are also providing other services to parents and/or are supporting the parents of children 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 Guide¹, published by the Council for Disabled Children in 2004.

The revised SEN Code of Practice (2001)² that supports the legislation sets out minimum standards for PPS (2:18). These cover:

- provision of impartial advice, information and support to all parents/carers of children with SEN
- a role in ensuring that parents' views are heard and understood, and inform and influence the development of local SEN policy and practice.
- the provision (if possible) of Independent Parental Supporters

The Code of Practice (2:21) also lists minimum standards for Local Education Authorities, which include monitoring of services and ensuring adequate staffing and resourcing. Additional work which builds on the minimum standards has already been done by regional parent partnership groups across the country, notably the South West and the West Midlands Regional Networks.

¹ Stone, J. (2004), Parent Partnership Service Practice Guide, Council for Disabled Children

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

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 is included in the SEN Toolkit (2001)³ and the Parent Partnership Services Practice Guide⁴.

In December 2007⁵ the Department for Children, Schools and Families published exemplifications of the minimum standards for Parent Partnership Services. These provide further guidance on how services should meet the minimum standards and ensure that they operate at 'arms length'. The National Benchmarking Report includes, for the first time, an analysis of the extent to which Parent Partnership Services in England are meeting the exemplifications.

Who took part?

Participation in this benchmarking exercise is entirely voluntary.

Table A Returns received by region

<i>Region</i>	<i>No. of services in the region</i>	<i>Percent return in 2004</i>	<i>Percent return in 2005</i>	<i>Percent return in 2006</i>	<i>Percent return in 2007</i>	<i>Percent return in 2008</i>
East Midlands	9	100	100	100	100	89
Eastern	10	90	80	100	100	90
London	32	53	63	65	69	75
Merseyside*	6	67	50	100	-	-
North East	12	67	83	100	100	75
North West*	16	88	69	63	82	73
South Central**	13	62	69	92	-	-
South East**	6	100	83	100	90	95
South West	15	100	93	100	93	87
West Midlands	14	86	57	86	100	86
Yorkshire and Humberside	15	67	67	93	100	100
Overall		77% (55%)	72%	86%	89%	84%

* In 2007 Merseyside and North West Regional Partnerships combined to form a single North East Partnership of 22 local authorities

** In 2007 South Central and South East Regional Partnerships combined to form a single South East Partnership of 19 local authorities

*** Note that in 2004 benchmarking involved the completion of two forms. 77% returned Form 1 (which provided basic information), 55% returned the supplementary Form 2.

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

⁴ See Footnote 2 on page 5

⁵ Department for Children, Schools and Families (2007), Parent Partnership Services – increasing parental confidence. Exemplification of minimum standards for PPS and Local Authorities

Changes for 2008

The National Benchmarking Development Group agreed some changes to the data collection form for 2008, including:

- Additional questions to clarify whether PPS had management responsibility for any budgets or staff that were **not** part of their core service.
- An additional question to ascertain whether any paid PPS staff had attended training provided by an organisation other than the Local Authority.
- An updated list of strategic plans that the PPS might contribute to.
- An additional question to clarify whether service Development Plans specified any targets related to the Children and Young People's Plan and/or the implementation of the Aiming High Core Offer.
- An additional question to clarify whether the PPS has a written policy on impartiality.
- A self-assessment of the extent to which participating PPS are meeting the exemplifications of the minimum standards⁶

Where possible, this report provides some commentary on developments. However it should be noted that, at a national level, direct comparison between years is constrained by the fact that there are differences in which services submitted data (see *Cautionary Note* on page 8). Services that wish to make year on year comparison may use the regional and statistical neighbour charts that are available for each PPS.

How can services be compared?

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 is partly explained by the differences in the size of local authorities (ranging from a 0 - 19 population of 10,800 to 346,800), but also by the history of development of PPS. This variation was also highlighted in the evaluation of PPS carried out on behalf of the DfES⁷. While it is interesting to have evidence of the range of services available, the most useful comparisons are likely to be against a standard denominator.

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) is used in preference to other population figures (such as school or overall population) for the following reasons:

⁶ See Footnote 5 on page 6

⁷ 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

- almost all participating 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.
- 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 December 2008.

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 contributed. 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 percentage of time that PPS staff spend on different types of work may need to be interpreted alongside information on funding and staffing levels.*
- 2. Changes in national data may be the result of differences in the data sets available. 8 additional services contributed data in 2008, compared with 2007. 15 services that had contributed data in 2007 did not do so in 2008.*
- 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.*

The range of services

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 exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that:

- The siting of PPS takes account of the need to comply with the PPS' impartiality and confidentiality policies and to facilitate collaborative working with Children's Information Services and Choice advisers etc (i.e. other relevant parent/carer information services. (page 15)

Local authorities provide the majority of PPS, with staff in their employment. However there is considerable variation in the way in which such in-house services are set up, e.g. whether or not the PPS manager is responsible to an SEN officer, where the service is located, and who is represented on any Steering or Management Group.

Where services are described as 'mixed', the local authority employ some staff (such as a Service Co-ordinator) while the voluntary sector may provide others (e.g. IPS or development workers).

The data for this year shows:

- A slight increase in the percentage of PPS that are fully out-sourced – to 27%. However this may reflect which services submitted returns rather than any national trend.
- 98% of participating services provide for the under 5s, and 96% for 16+.
- 23% of participating PPS share office premises with the Local Authority SEN Team. This arrangement may not meet the minimum practice exemplar⁸ for service location, and is clearly not consistent with the good practice requirements.

Additional information provided suggests that other arrangements include PPS being based:

- with Early Years, Sure Start, or other local authority support services
- in Children's Centres or with other multi-agency teams

⁸ See Footnote 5 on page 6

- in schools
- in Advice Centres, Children’s Information Services or community centres
- at home
- in independent premises, including Citizens Advice Bureaux and buildings used by voluntary organisations.

Chart 1 Type of service (124 returns)

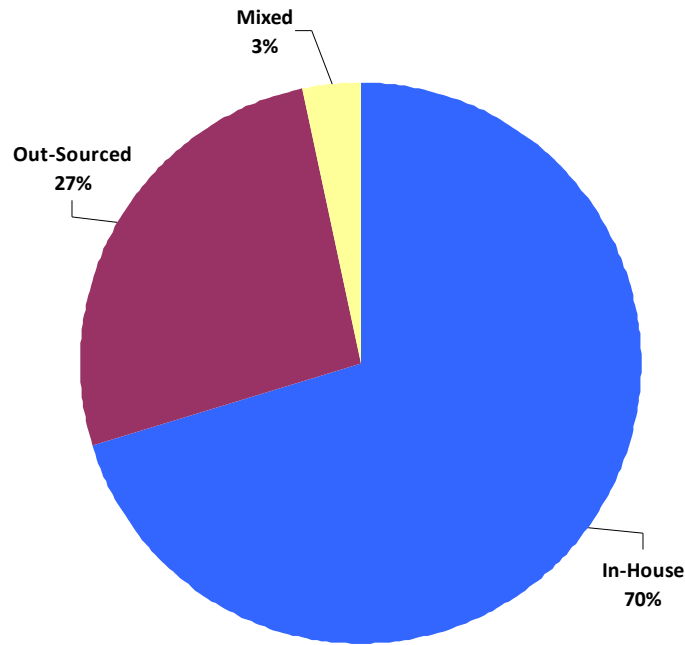


Chart 2 Age range covered by the Parent Partnership Service (124 returns)

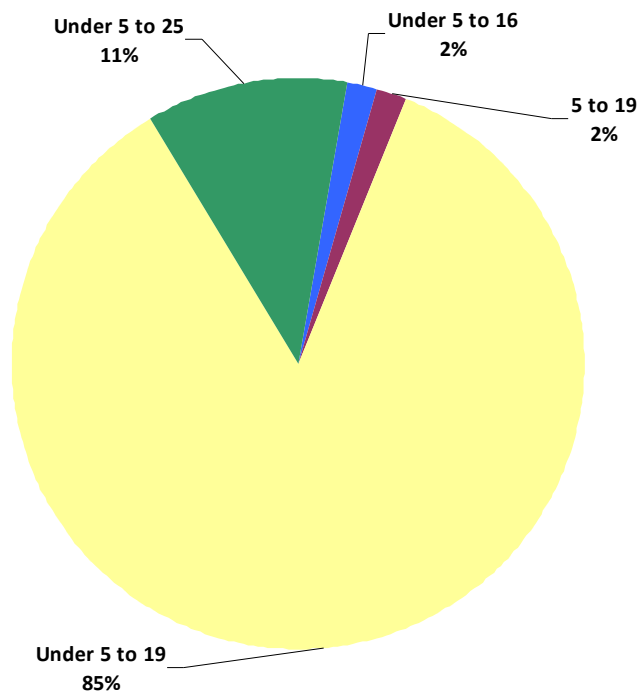


Chart 3 Location of Service – building sharing (121 returns)

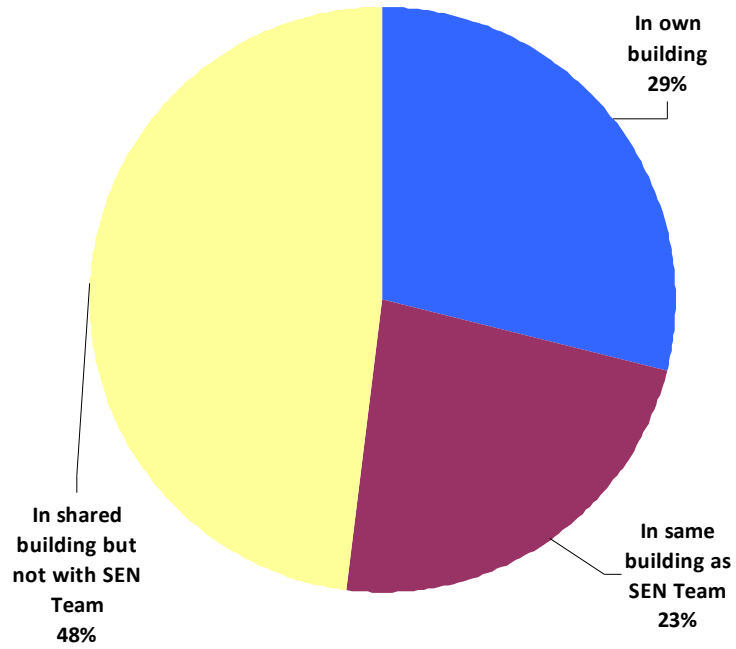
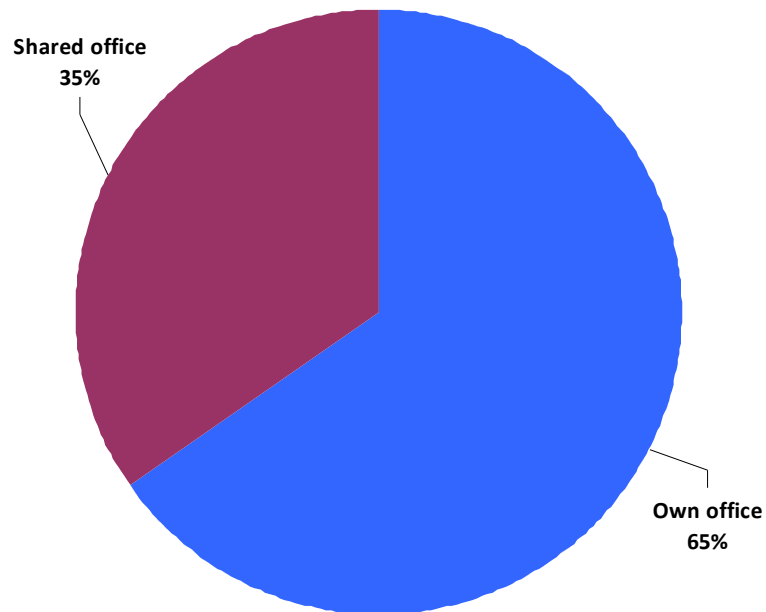


Chart 4 Location of service – office space (118 returns)



Funding and costs

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 exemplifications of the minimum standards for Parent Partnership Services and local authorities state that:

- The local authority provides the support and resources to enable the PPS to provide an impartial and effective service and to be innovative and creative in doing so.
- The budget for the PPS is delegated to the service and ring fenced.

Although services are asked to report their total spend/budget, including potentially 'hidden' elements, it is possible that some PPS may have difficulty in identifying the exact amount of some shared costs (e.g. heating in jointly used premises).

The evaluation of PPS published in 2006⁹ indicated that the *overall* level of funding of a PPS is more strongly associated with the level of service it could provide, than 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 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.

The data for this year shows:

- A small rise in funding compared to 2006-2007, with the national mean and median rising by 4.4% and 2.4% respectively.
- The range of funding per head of population continues to show huge variation - from 36p to £4.44 (compared with 27p to £3.81 in 2007).
- A more significant rise in planned budgets for 2007-2008, with the national mean and median rising by 8.3% and 10.8% respectively.
- A significant proportion of services (35%) now manage budgets that are not part of the core PPS service. The majority of these are for the provision of Choice Advisers, but there are also examples of PPS managing budgets for:
 - disagreement resolution

⁹ See Footnote 7 on page 7

- Excellence Cluster expansion
 - foster carer support
 - pupil advocacy
 - parent carer forums
 - parent to parent helpline
 - Parent Support Advisers
 - Standards Funds used for specific projects
- Charts 10 and 11 illustrate the relationship between the numbers of pupils with SEN (from DCSF: Special Educational Needs in England: January 2008) and the funding received by each PPS in 2007-08. The overall correlation is 0.76. The funding per pupil identified with SEN ranges from £2.62 to £27.98 per head.
 - Chart 12 shows the relationship between the numbers of pupils taking free school meals and the funding received by each PPS in 2007-08. The overall correlation is 0.66.

Table B Total funding for PPS

	2003 - 2004	2004-2005	2005-2006	2006-2007	2007-2008
<i>Returns</i>	107	102	124	125	121
Total *	£9,287,752	£9,140,260	£11,575,167	£11,863,000	£11,984,576
Extrapolated total for 148 services	£11,260,846	£12,617,766	£13,157,614	£13,136,317	£13,935,229
Range *	£8,000 - £370,000	£12,000 - £341,020	£10,400- £370,000	£10,760- £400,220	£11,083- £370,000
National mean	£86,800	£90,500	£93,350	£94,910	£99,040
National median	£65,200	£65,650	£70,220	£78,480	£80,330

Table C Total budget for PPS

	2004 - 2005	2005-2006	2006-2007	2007-2008	2008-2009
<i>Returns</i>	104	101	123	122	118
Total *	£10,289,418	£9,817,000	£12,188,593	£11,949,935	£12,515,894
Extrapolated total for 148 services	£12,475,306	£13,552,518	£13,854,902	£13,232,291	£14,858,760
Range *	£4,000 - £395,500	£12,500 - £335,000	£10,800- £370,000	£11,080- £336,600	£12,000- £370,000
National mean	£98,900	£97,200	£99,090	£97,950	£106,070
National median	£75,500	£75,000	£76,750	£76,810	£85,070

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

Chart 5 Management responsibility for other budgets (124 returns)

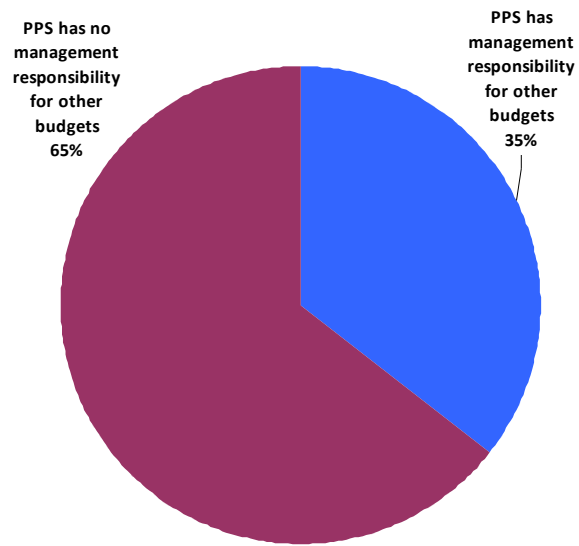


Chart 6 Total funding for PPS in 2007 – 2008 (121 returns)

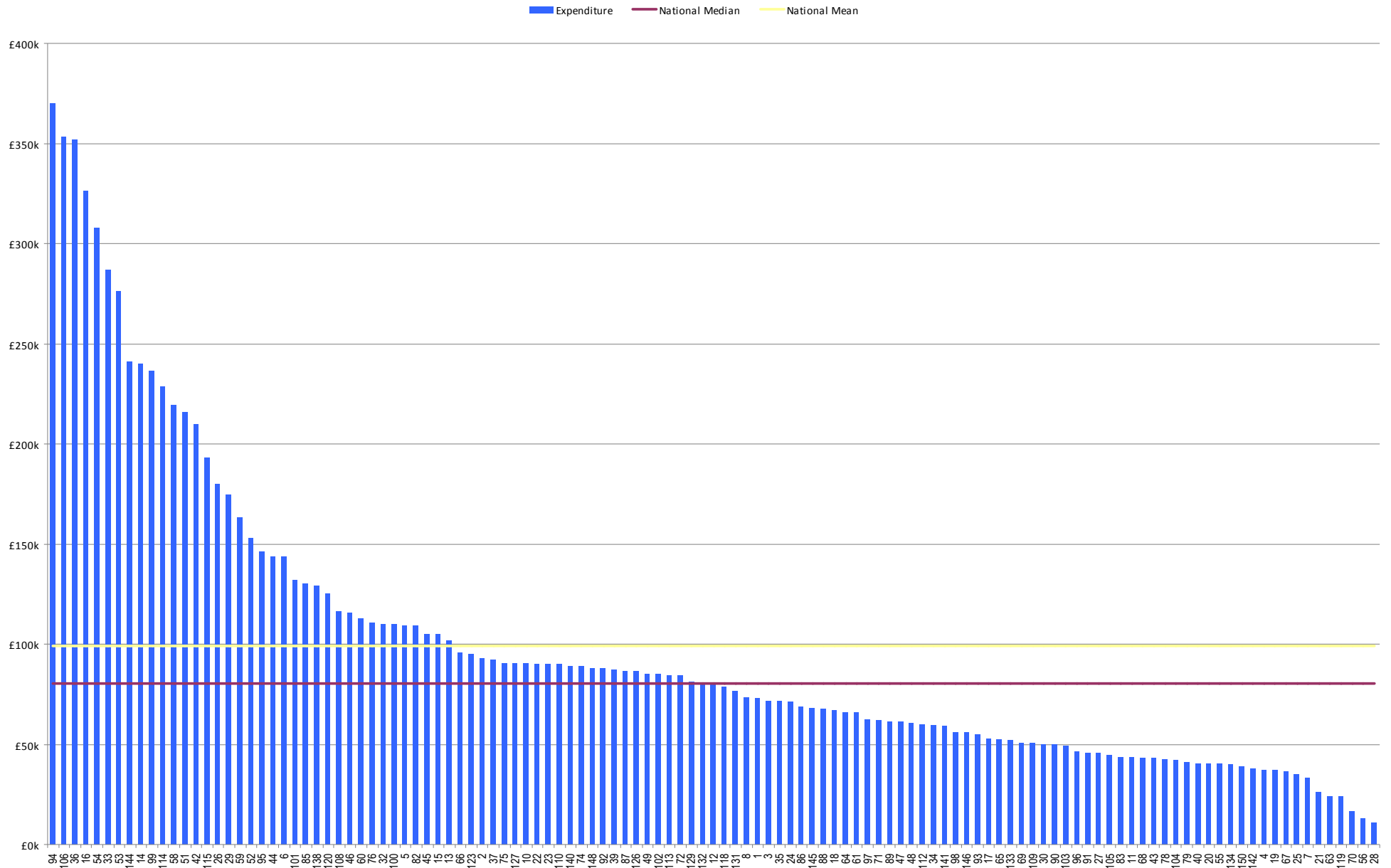


Chart 7 Total budget for PPS in 2008 – 2009 (118 returns)

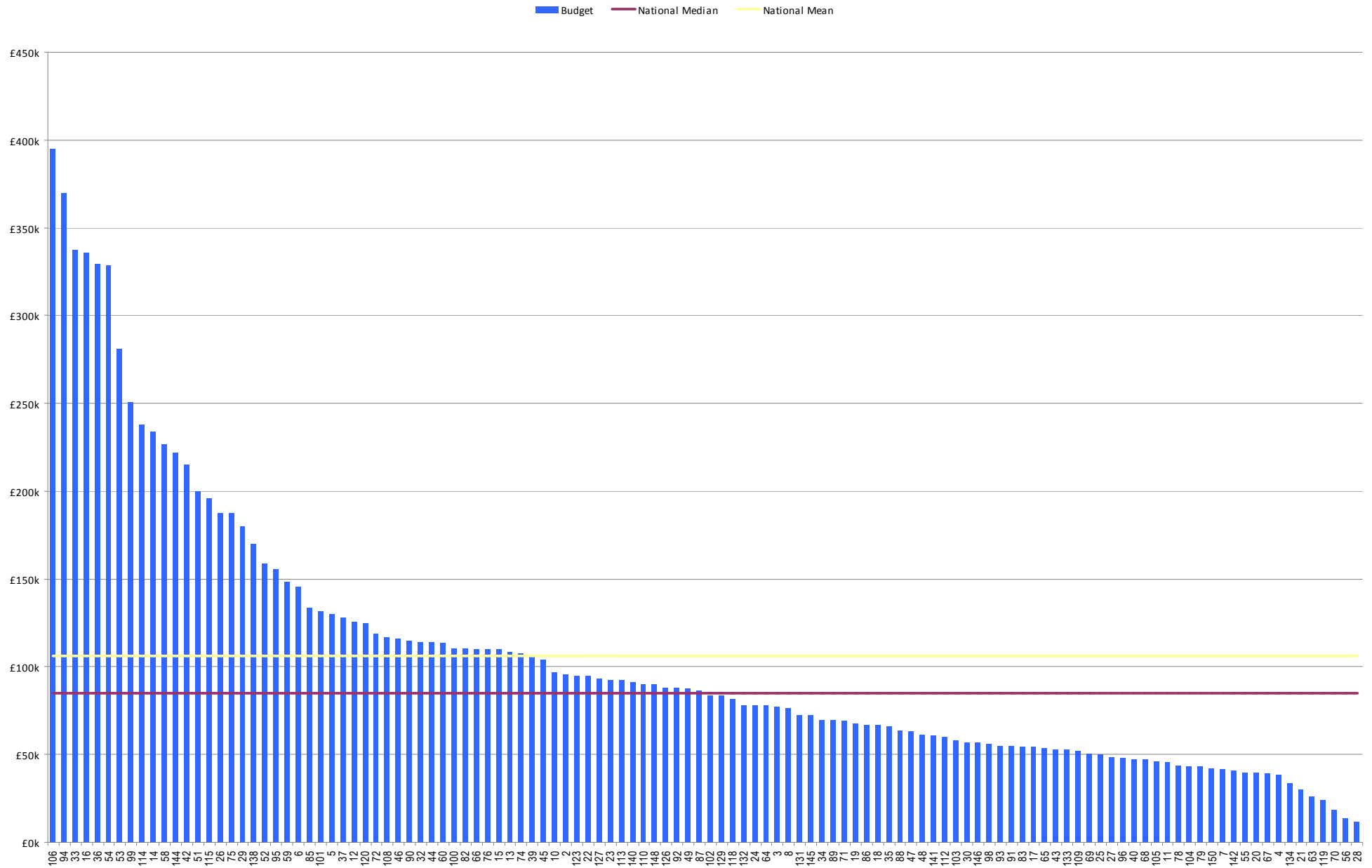


Chart 8 Service funding per head [0-19] (121 returns)

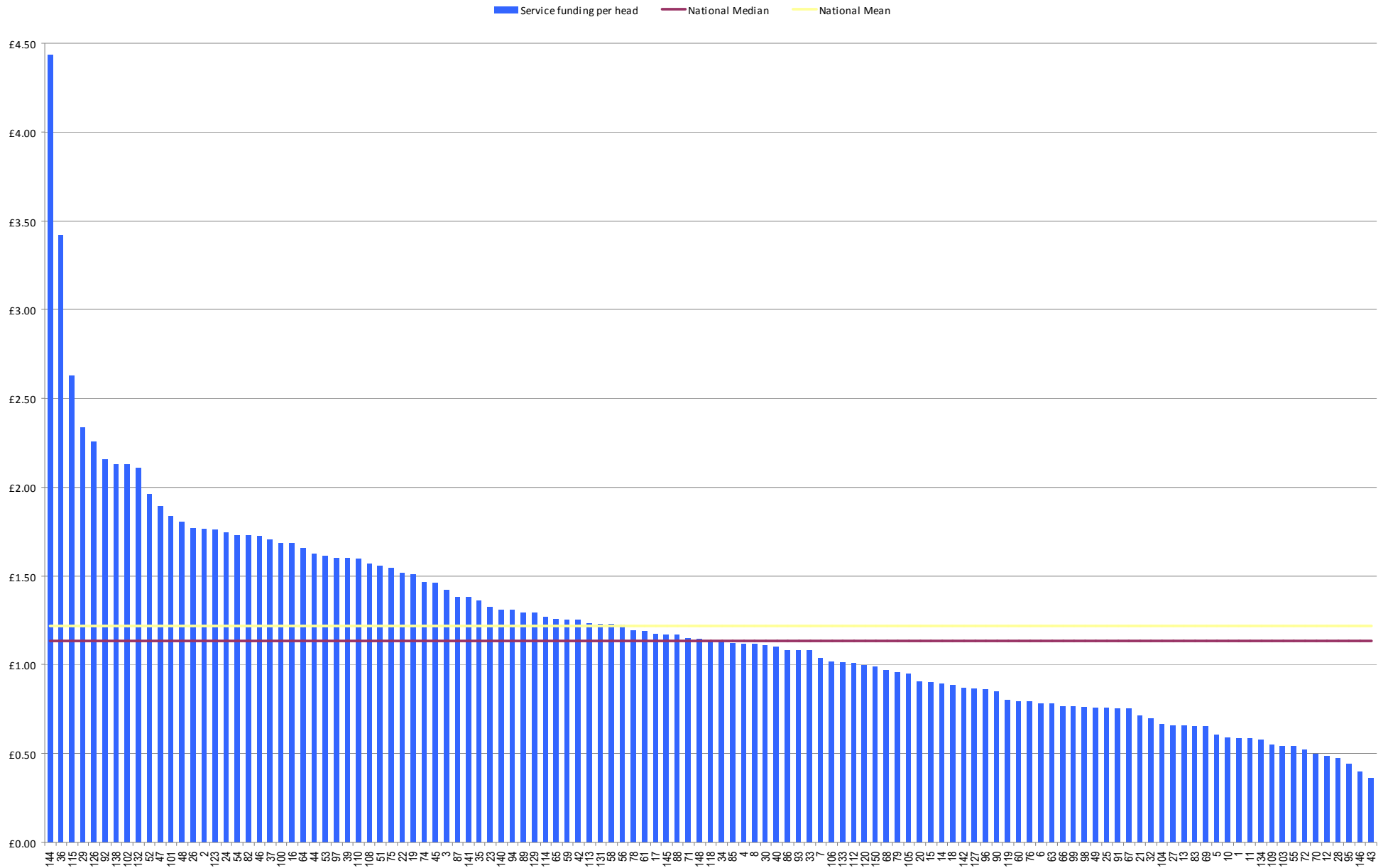


Chart 9 Service funding per parent/carer service user (117 returns)

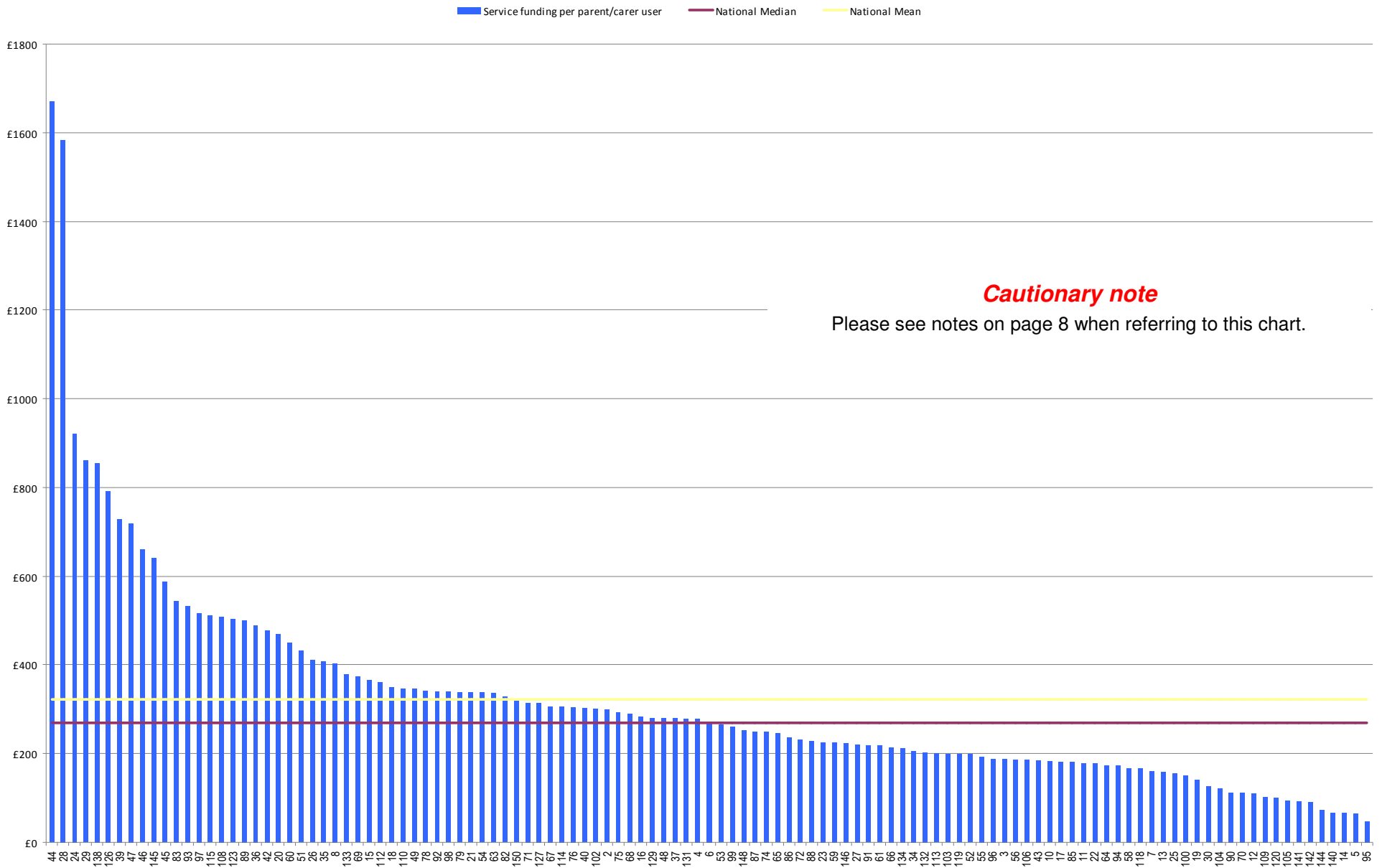


Chart 10 The relationship between PPS funding for 2007-08 and numbers of pupils with SEN (121 services)

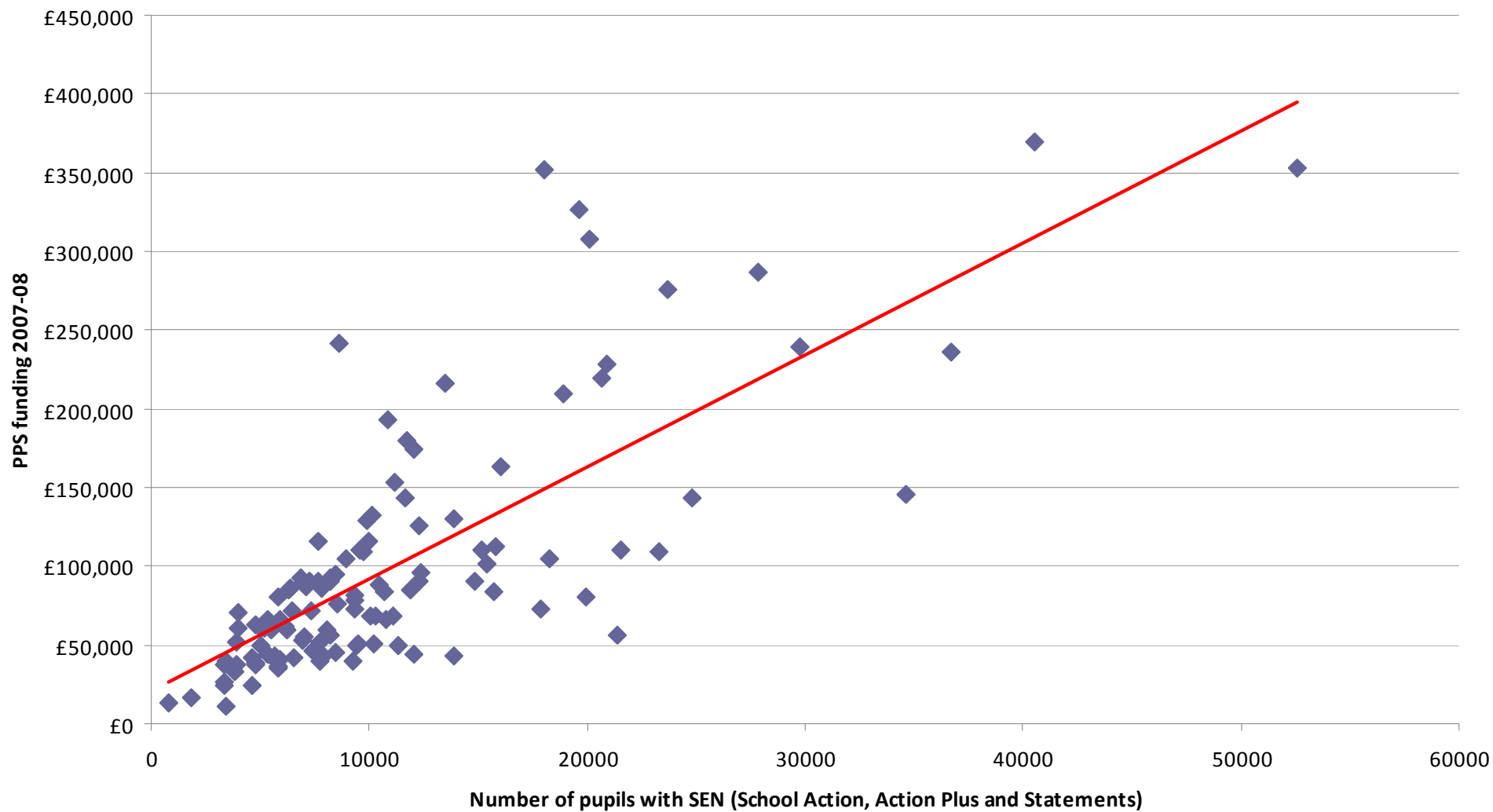


Chart 11 Service funding per SEN pupil (pupils with Statements or at SA or SA+) (120 returns)

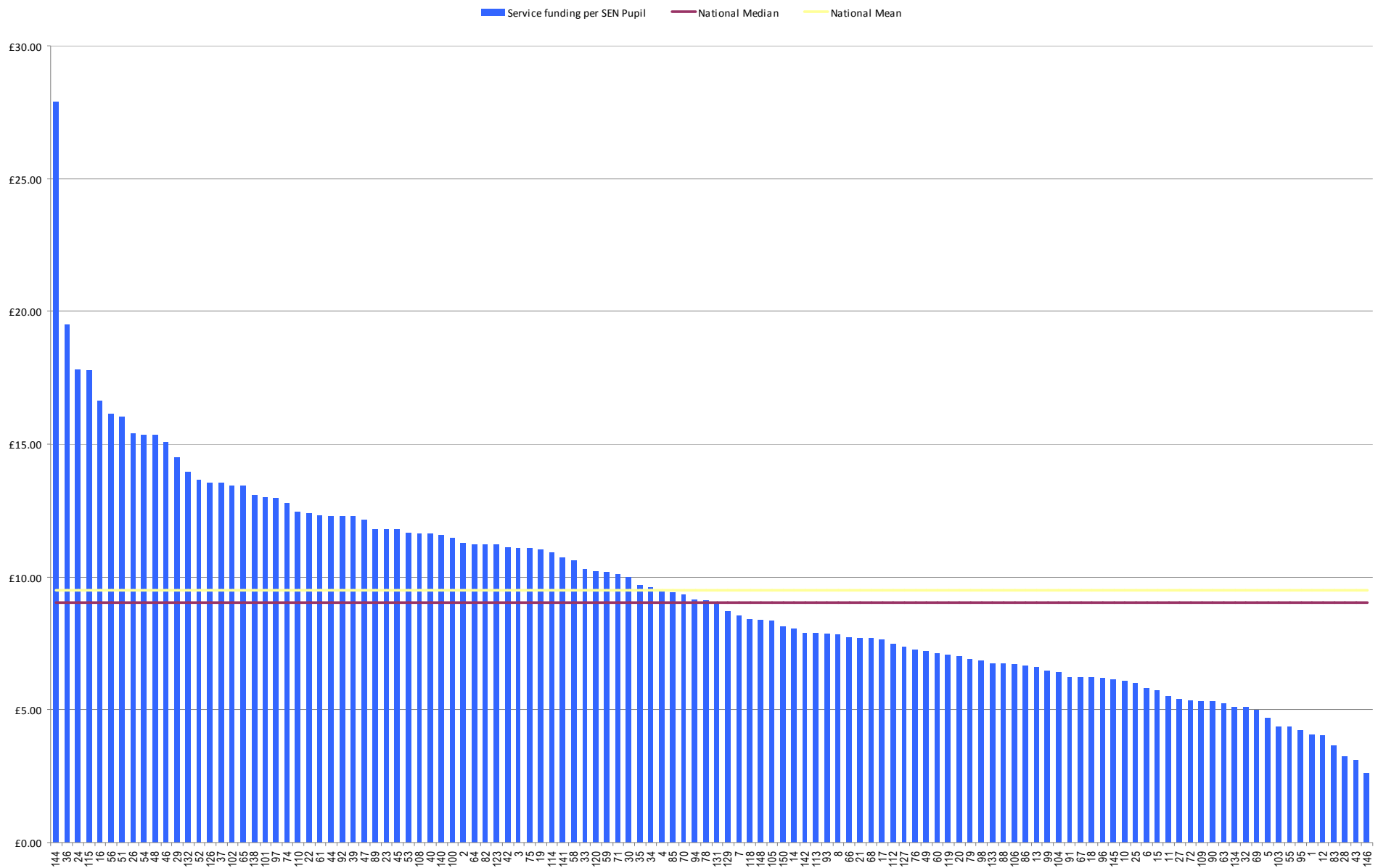


Chart 12 The relationship between PPS funding for 2007-08 and the number of pupils taking free school meals (121 services)

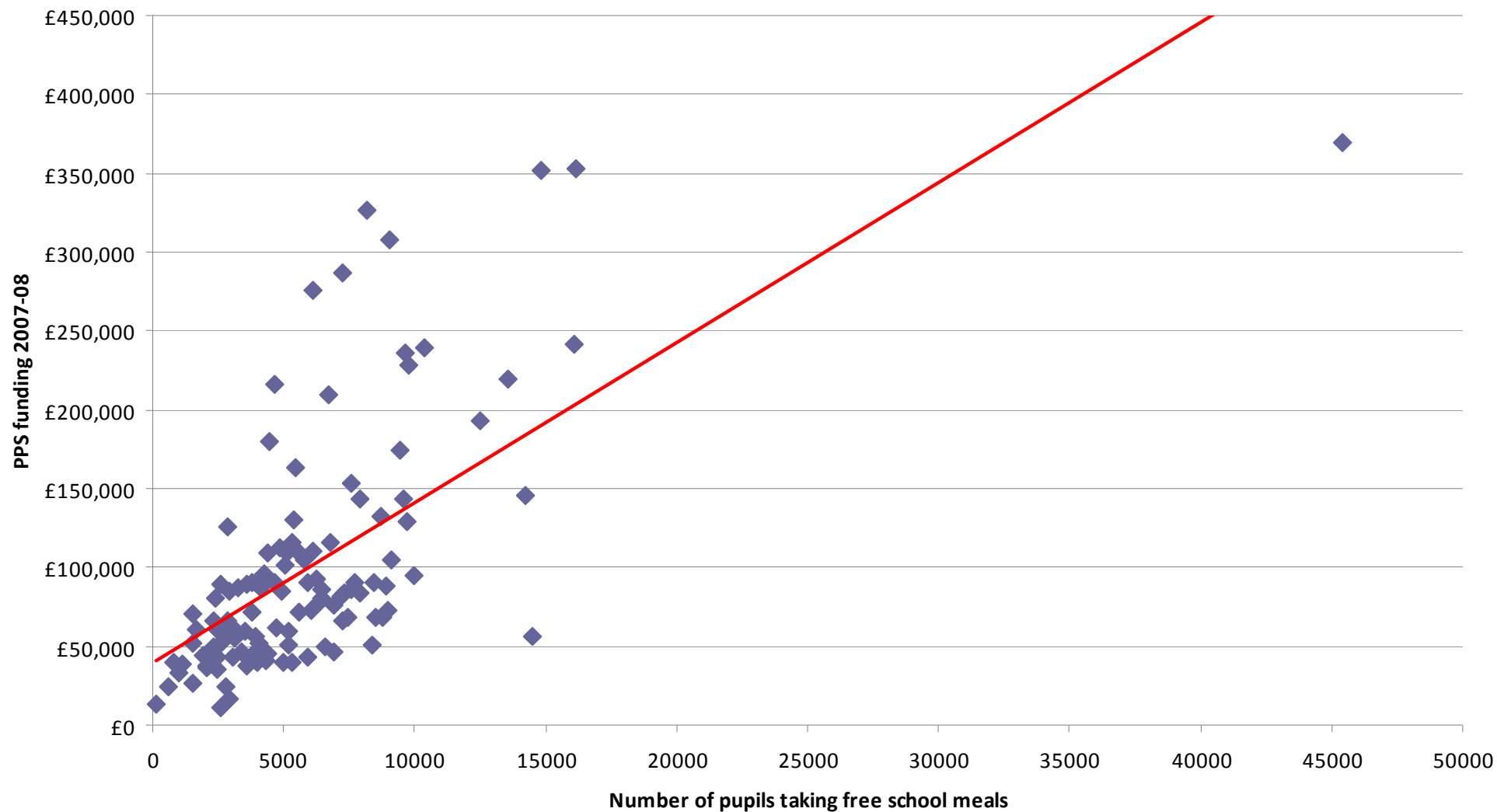
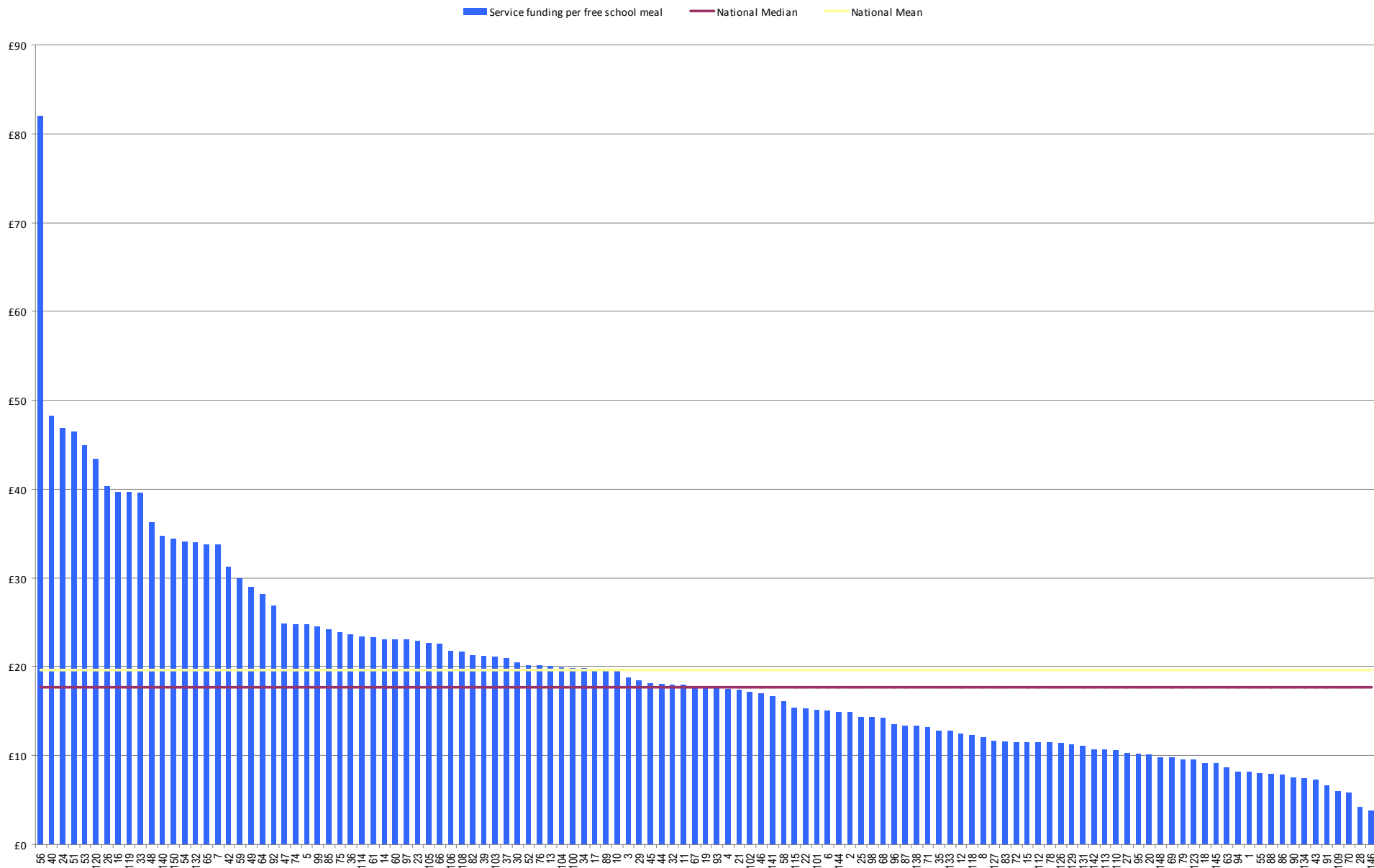


Chart 13 Service funding per free school meal (121 returns)



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 exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that:

- All parents have access to independent parental support when requested.
- PPS staff receive training which enables them to provide accurate and impartial information advice and support.
Staff are also able to facilitate training to volunteers, parents and other groups in accordance with a published service policy on impartiality.
Staff identify and seek to redress their own development needs including, but not exclusively, courses leading to nationally recognised qualifications.
- The PPS provides training for PPS staff and volunteers in accordance with a published service policy on impartiality.

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. 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 the data collection since 2006 distinguishes between volunteers and others who perform similar roles. This means that the charts showing numbers of IPS in 2006 and 2007 are not directly comparable with previous years.

The data for this year shows:

- Paid staff represent approximately 34% of overall staffing. There is very little variation in the number of paid staff employed by PPS from one year to the next.

- 18% of participating PPS use volunteers for other work. This is a similar figure to last year.
- The number of 'active' IPS has fallen by over 20% since 2006-07, and by 29% since 2005-06.
- 43% of participating services have no active volunteer IPS (compared to 42% in 2007 and 39% in 2006)
- 68% of participating services did not train any new IPS, compared with 62% and 50% in the two previous years. Only 4 services recruited new IPS in double figures.
- 88% of PPS have paid staff who attended training provided by organisations independent of their Local Authority in the last 12 months. A very wide range of trainers were used from across the further education, voluntary and independent sectors. Amongst the most frequently mentioned were:
 - ACE
 - IPSEA
 - NAPPS
 - Network 81
 - NPPN
 - TIPPS
- Approximately 1/3rd of PPS now manage staff who are not part of the core service. These non-PPS staff are usually linked to additional budgets managed by PPS and much the largest group is Choice Advisers, though there are also examples of PPS managing:
 - Home-school Liaison Officers
 - Parent Champions
 - Information Support Workers
 - Excellence Cluster expansion
 - staff working on specific projects
- The relationship between the number of FTE paid PPS staff and the numbers of pupils with SEN is shown in Chart 25. The overall correlation is 0.76, which is similar to the correlation between PPS funding and the number of pupils with SEN – this is likely to be because the largest element of most PPS budgets is staffing.

It is notable that the number of IPS has significantly decreased over the last 5 years and that the number being trained has also fallen annually. During this time, there has been no significant change in the number of paid PPS staff although there has been an approximate 14% increase in the number of parents/carers using PPS services.

Table D Number of staff employed by PPS

	2003 - 2004	2004-2005	2005-2006	2006-2007	2007-2008
<i>Returns</i>	110	105	127	131	124
Total *	295.69	280.43	325.09	337.55	326.6
Extrapolated total for 148 services	358.39	386.85	369.54	373.77	373.8
Range *	0.2 – 13.0	0.3 – 9.9	0.23 - 11.0	0.33-11.0	0.4-11.5
National mean	2.69	2.67	2.56	2.58	2.63
National median	2.0	2.0	1.9	2.05	2.01

Table E Number of active IPS**

	March 04	March 05	March 06	March 07	March 08
<i>Returns</i>	110	106	127	130	123
Total	830	637	621	585	441
Extrapolated total for 148 services	1006	879	706	648	505
Range	0 – 68	0 – 59	0 - 40	0-44	0-43
National mean	7.5	6.0	4.9	4.5	3.6
National median	3.0	3.0	2.0	2.0	1.0

Table F Number of IPS trained

	April 2003 to March 2004	April 2004 to March 2005	April 2005 to March 2006	April 2006 to March 2007	April 2007 to March 2008
<i>Returns</i>	110	106	125	127	123
Total *	352	248	254	208	177
Extrapolated total for 148 services	427	342	289	230	203
Range *	0 – 20	0 - 17	0 - 14	0-16	0-18
National mean	3.2	2.34	2.03	1.64	1.44
National median	1.0	0.5	0	0	0

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

** From 2005-06, only volunteers acting as IPS are included. Figures from previous years are not directly comparable.

Table G Number of other active volunteers not acting as IPS

	March 2006	March 2007	March 2008
<i>Returns</i>	121	124	122
Total	215	201	199
Extrapolated total for 148 services	244	223	228
Range	0 - 36	0-15	0-22
National mean	1.78	1.62	1.63
National median	0	0	0

Chart 14 Analysis of full time equivalent staffing (124 returns)

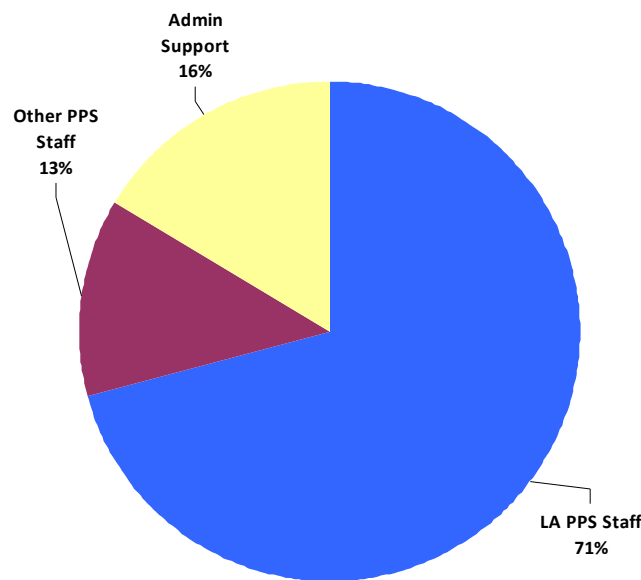


Chart 15 Analysis of paid and volunteer staff (124 returns)

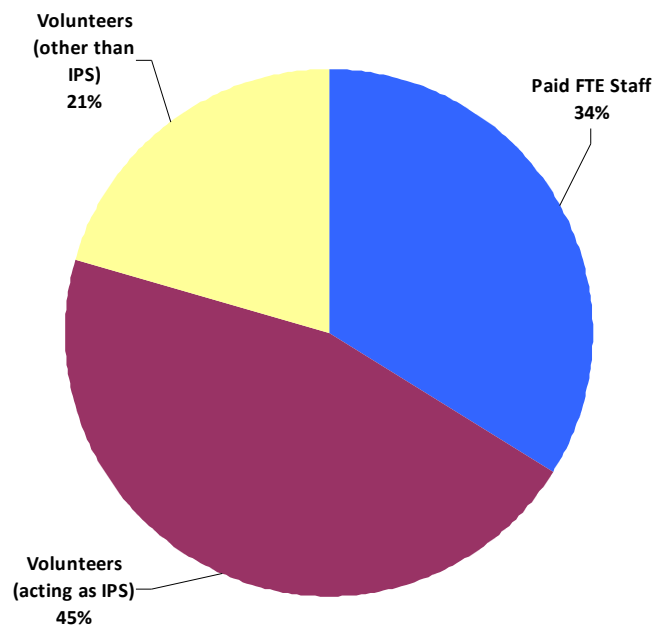


Chart 16 Management responsibility for other staff (124 returns)

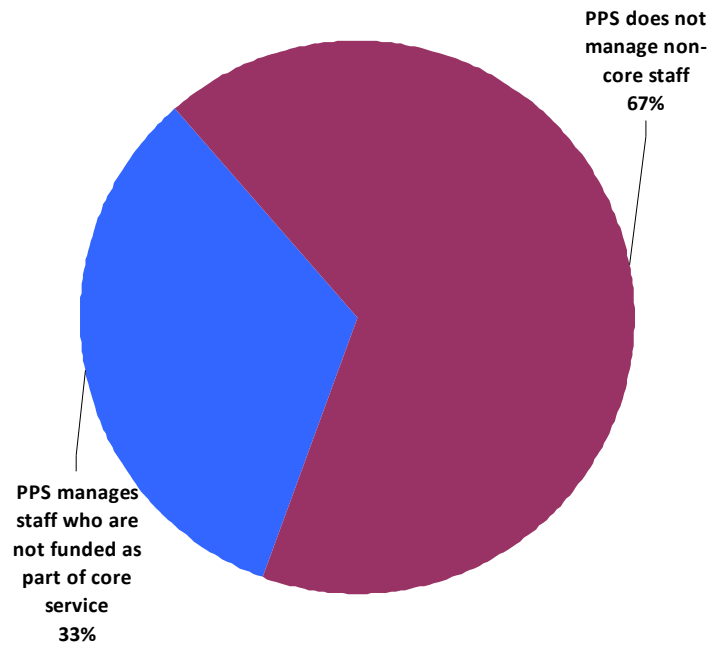


Chart 17 Percentage of PPS whose paid staff attended training provided by an organisation other than the Local Authority in 2007-08 (124 returns)

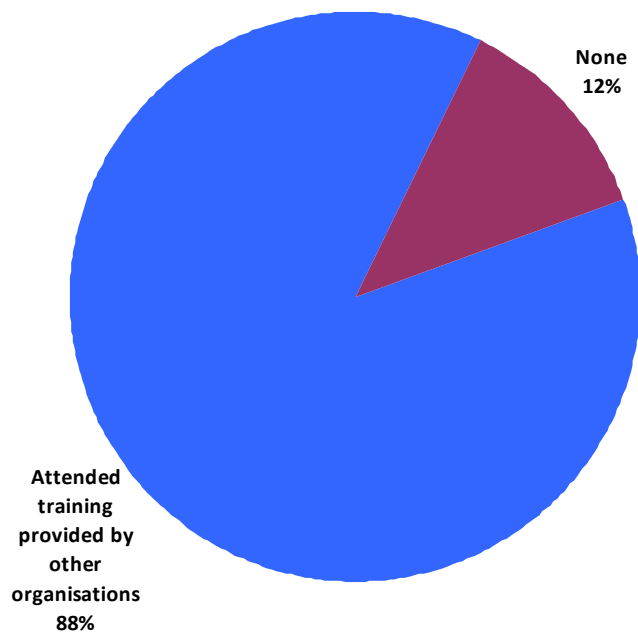


Chart 18 Total fte staff in post at 31st March 2008 (124 returns)

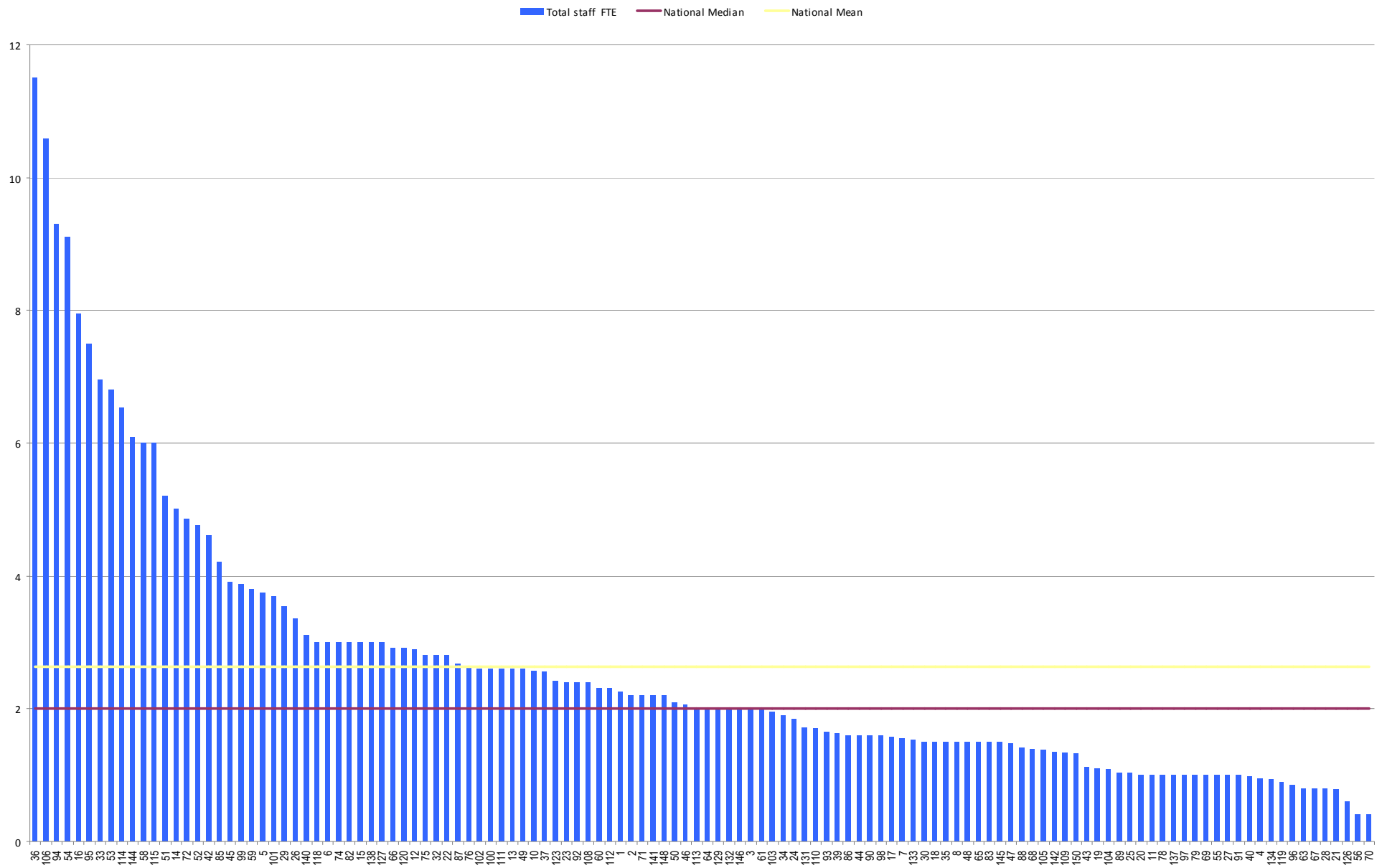


Chart 19 Total employed fte PPS staff per 1,000 population [0-19] (124 returns)

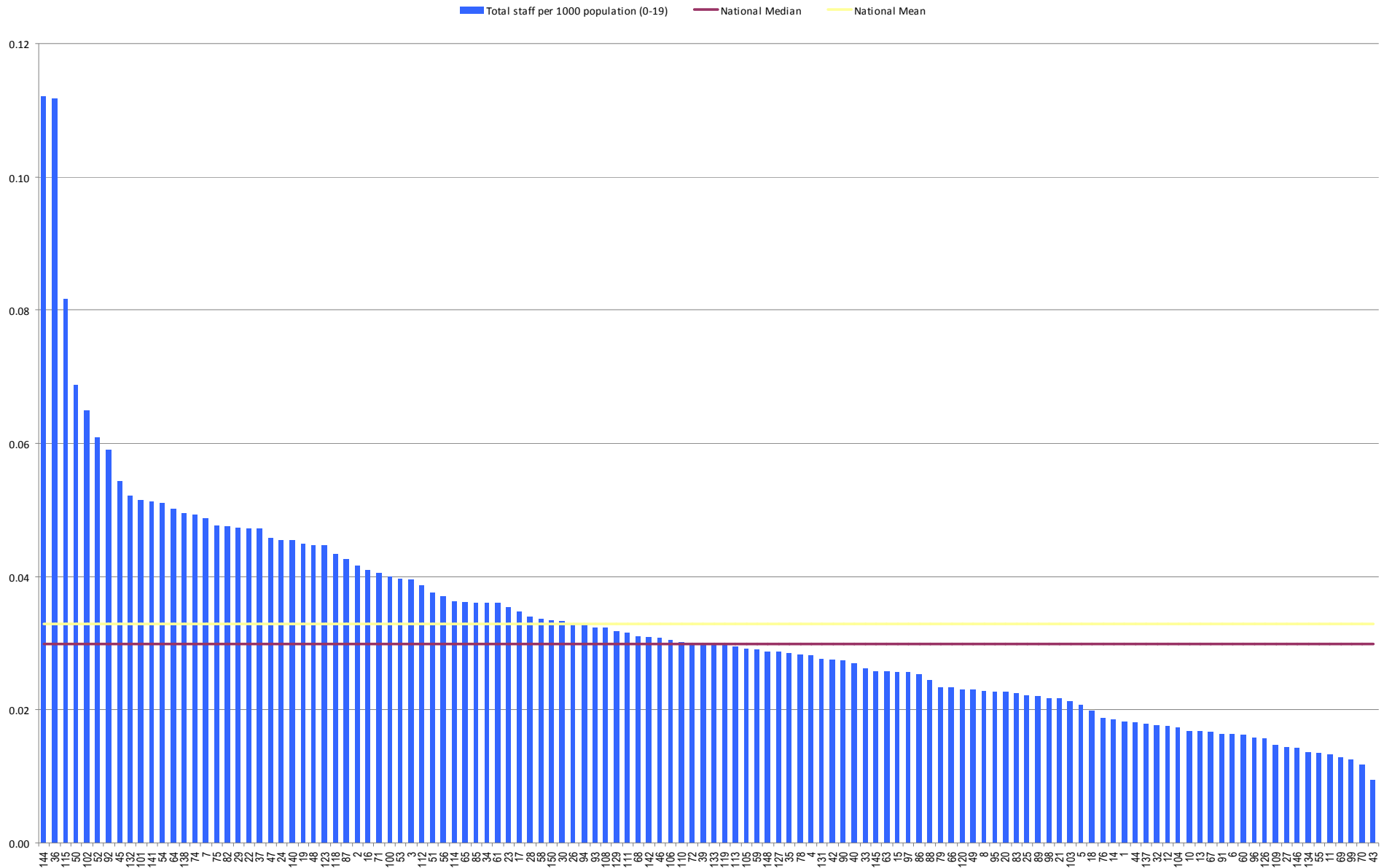


Chart 20 Volunteers acting as IPS actively working with the PPS at 31st March 2008 (123 returns)

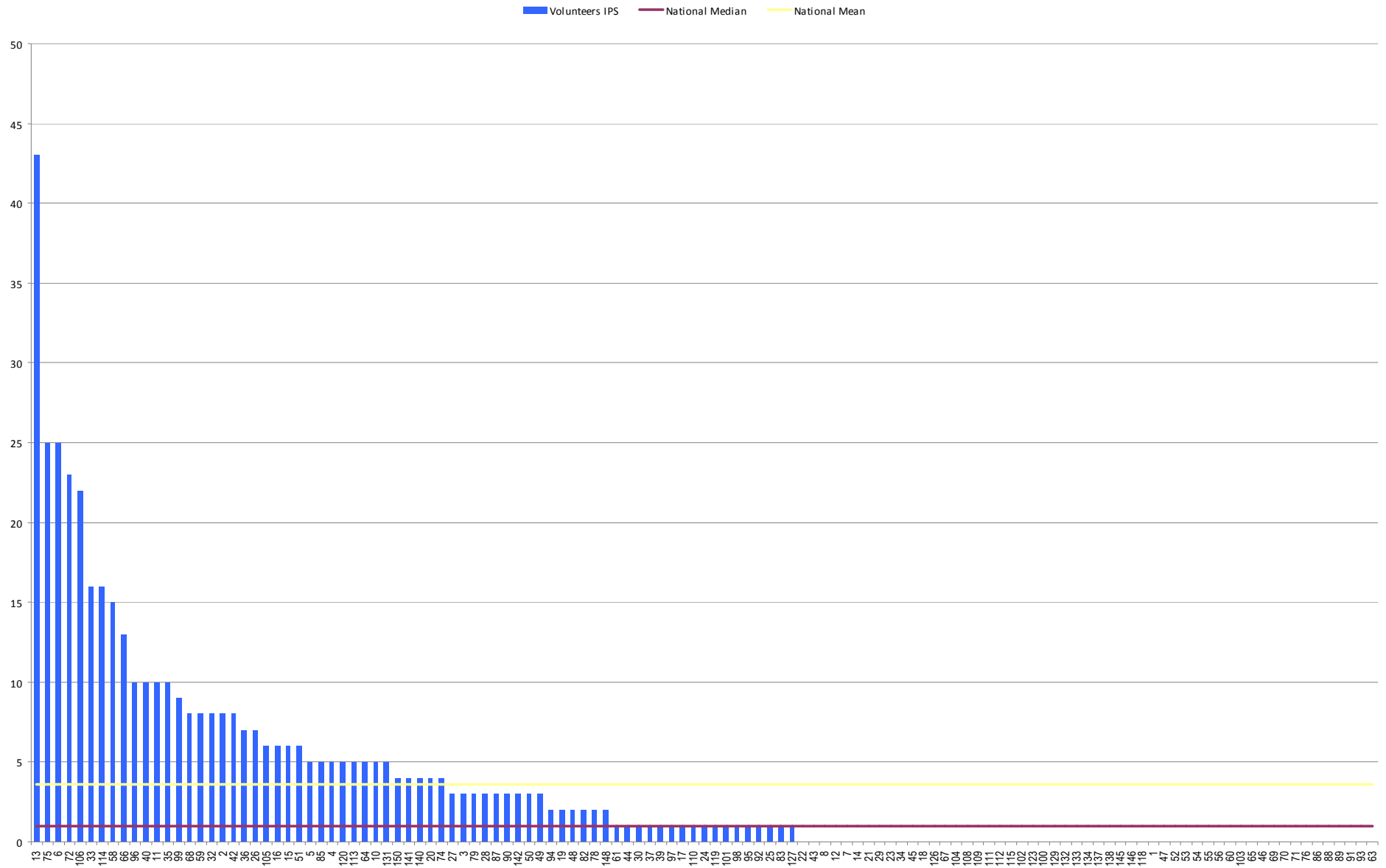


Chart 21 Volunteers actively working as IPS per 1000 population [with minimum of 2 volunteers] (53 returns)

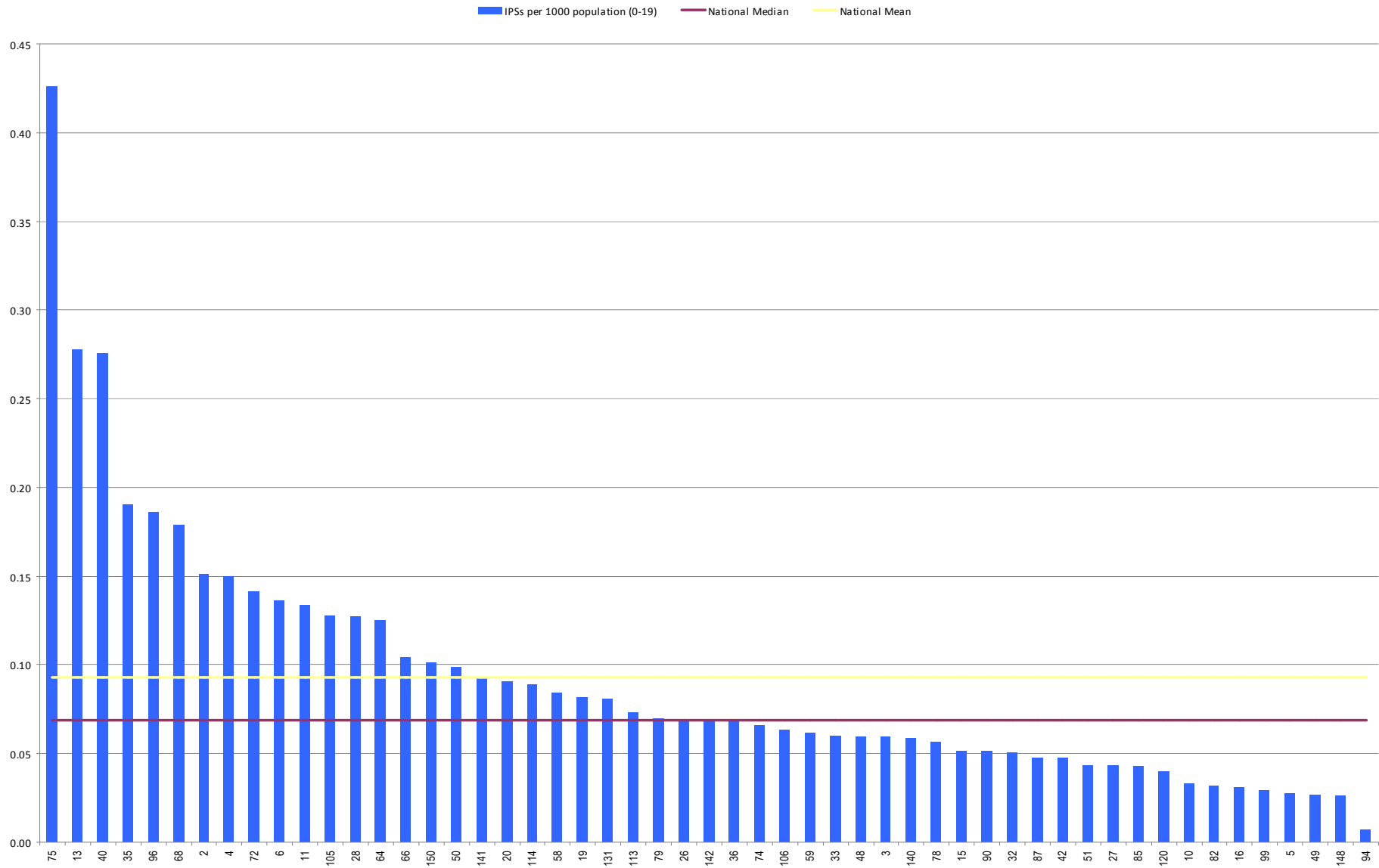


Chart 22 IPS newly trained in financial year April 07 to March 08 (123 returns)

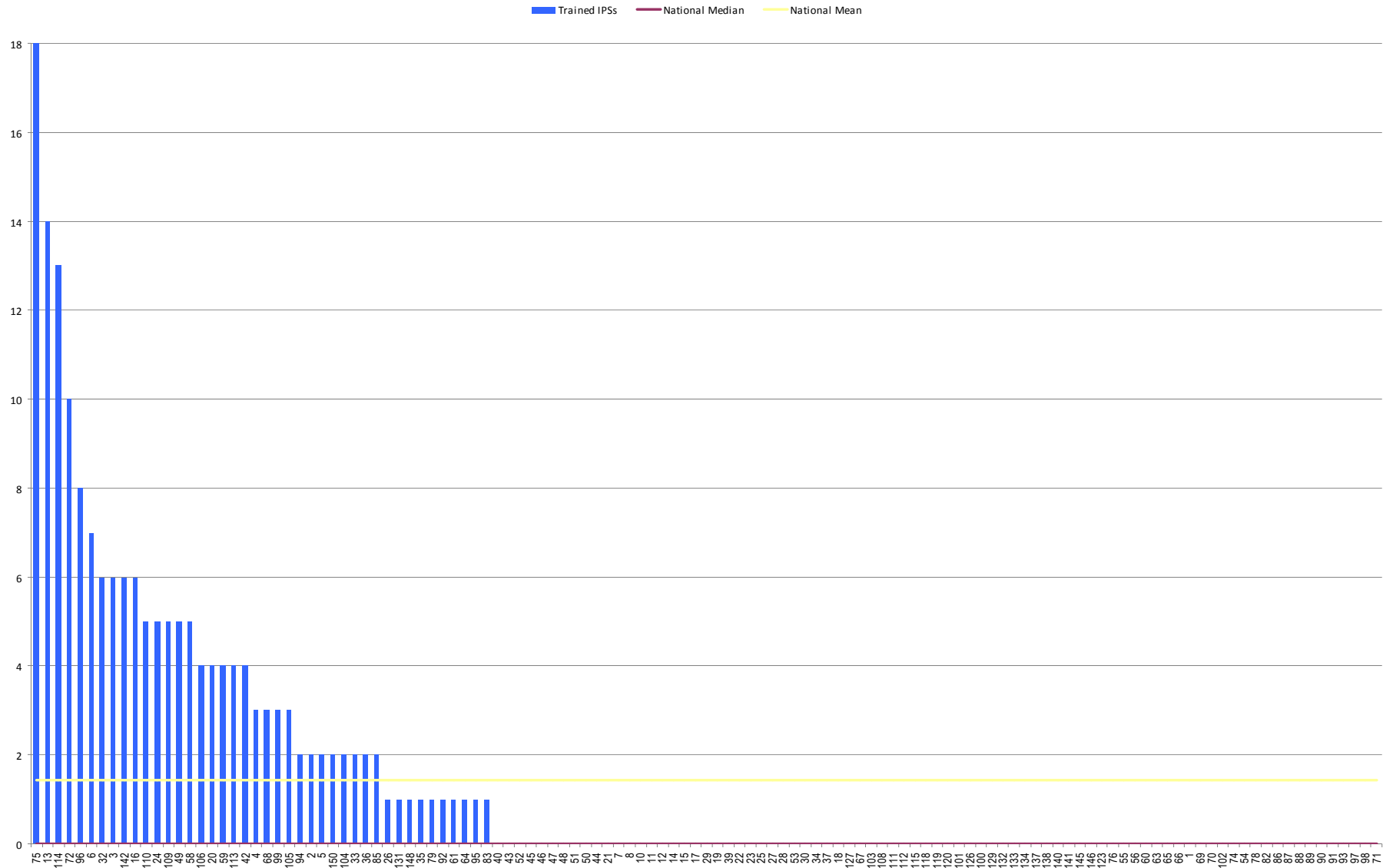


Chart 23 Other active volunteers (not acting as IPS) on 31st March 2008 (122 returns)

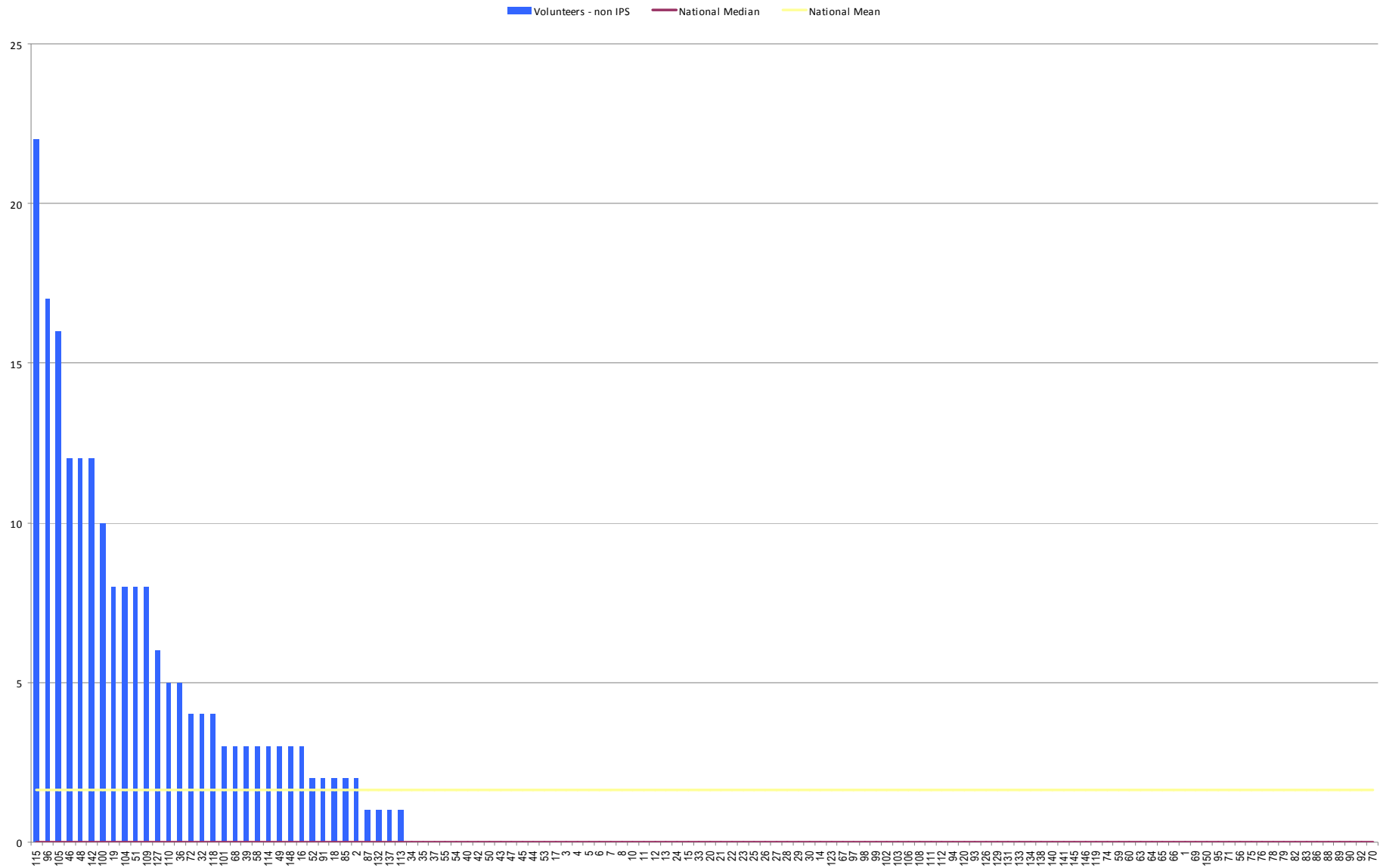


Chart 24 Total FTE PPS staff and volunteers per 1,000 population (0-19) (124 returns)

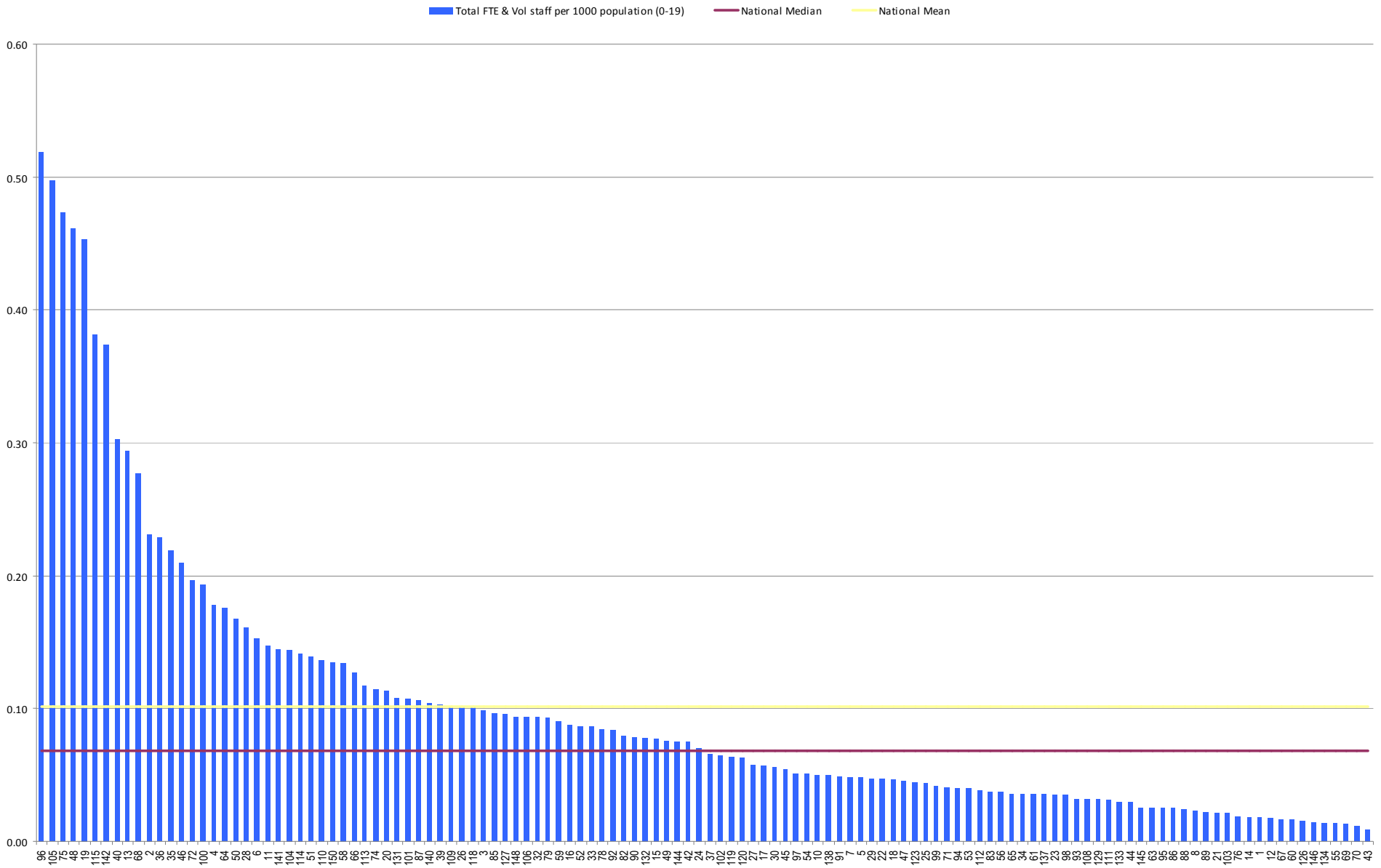
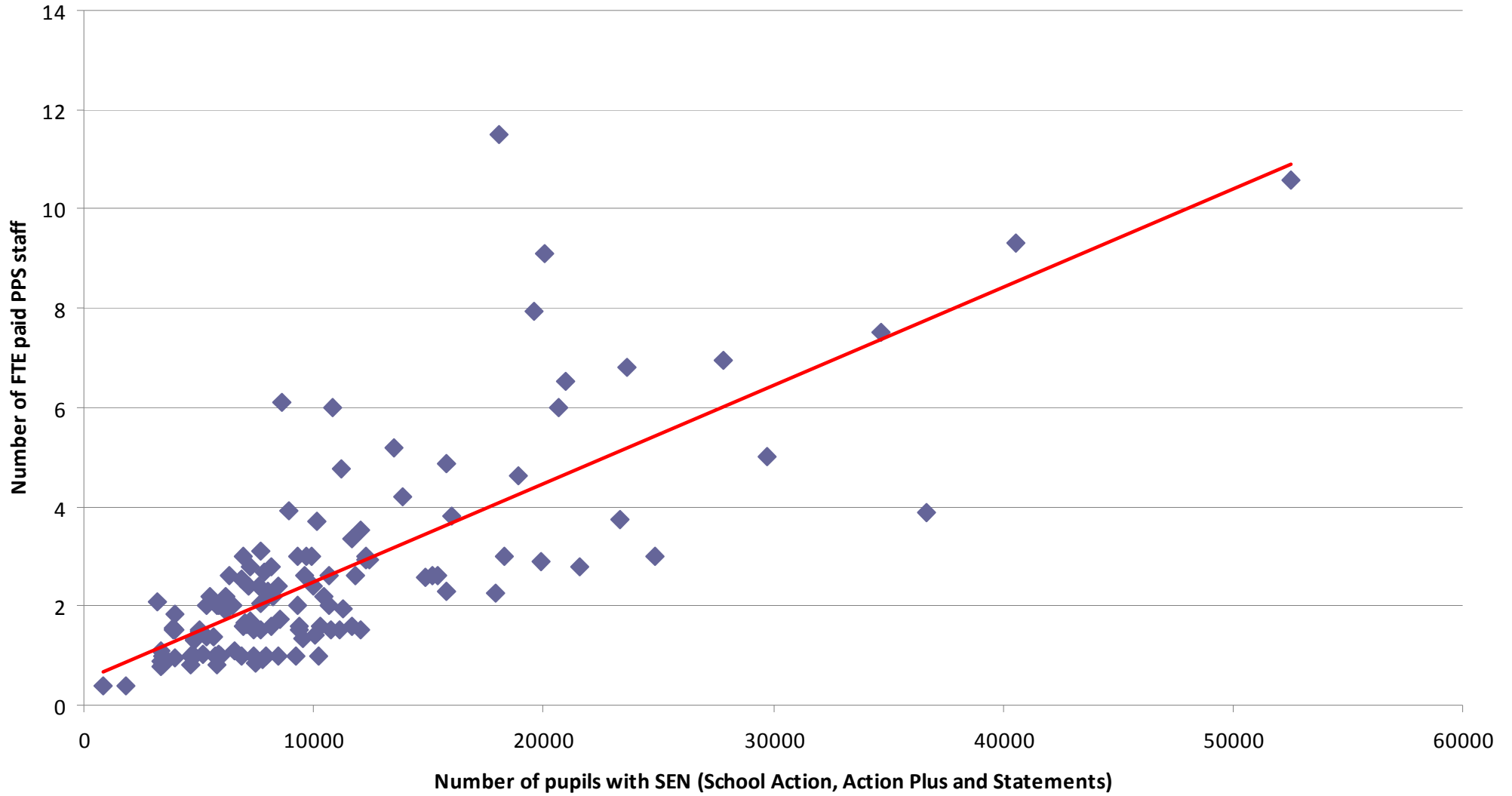


Chart 25 The relationship between the number of FTE paid PPS staff and the numbers of pupils with SEN (124 services)



Management of services

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 appropriate management structures for the service.

The SEN Toolkit Section 2 also suggests that LEAs provide “oversight of the parent partnership work through a management group with representation from voluntary organisations and parents’ groups”.

In addition, the exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that:

- The PPS has an effective multi agency Steering / Management Group.

The data for this year shows:

- A slight increase in the percentage of participating services that have a management or steering group. However 36% are not meeting the minimum standard.
- Of those services that do have a Steering or Management Group almost ¼ meet less than 3 times per year.
- The vast majority of management or steering groups include parents and a local authority representative (who may be an SEN Officer, an educational psychologist or advisory teacher).
- Just under 90% of management or steering groups include representation from the voluntary sector. Of the 44 services that provided additional information, 18 have representation from more than one voluntary organisation. The range includes national and local, and generic and specialist groups.
- 27 PPS provided information on other steering group representatives, including Connexions (3), IPS representatives (2), carers groups (2) and council members (2).
- Approximately 1/3rd of the Steering or Management Group are chaired by the Parent Partnership Officer or a Local Authority Officer. This compares with approximately 1/2 in 2006-07. Best practice in the exemplifications of the minimum standards for PPS and Local Authorities is that the Chair should be independent. However approximately half of PPS management groups are currently chaired either by a Parent Partnership Officer or an employee of the Local Authority.

Chart 26 Management or Steering Group (124 returns)

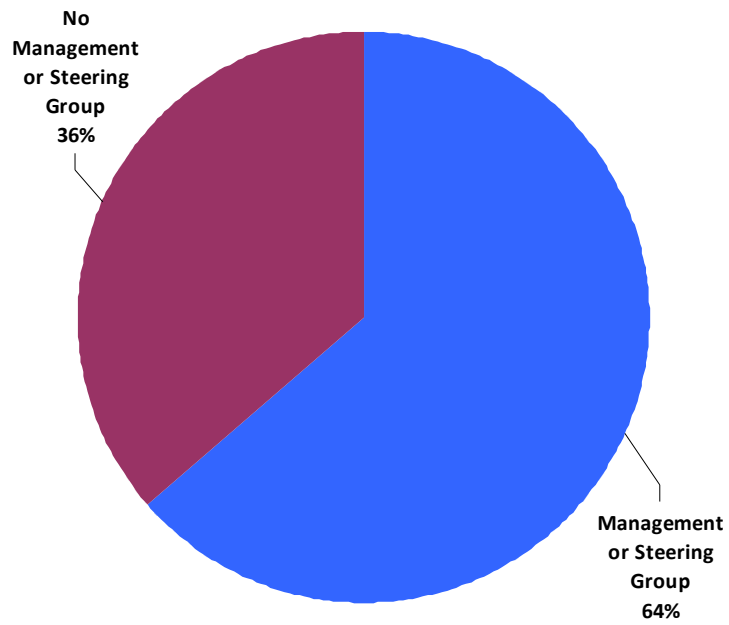


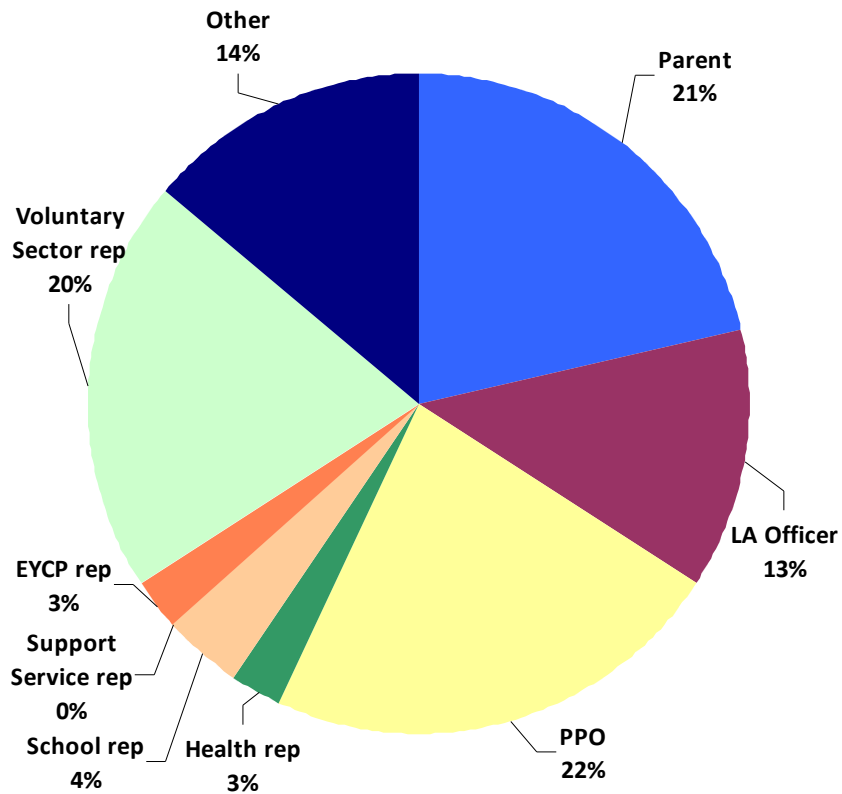
Chart 27 Management or Steering Group - meeting frequency (75 returns)



Table H PPS management or steering group membership (79 returns)

	Parents	Education	Health	Social Care	Schools	EP Service	Advisory Teachers	Early Years	Young People	Voluntary sector	Other
Count	71	57	43	35	45	30	19	31	4	69	28
Percent	90%	72%	54%	44%	57%	38%	24%	39%	5%	87%	35%

Chart 28 Management or Steering Group – role of the Chair (79 returns)



Access to services

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 exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that there should be:

- a published policy on how the PPS acts in an impartial way and provides a comprehensive and balanced range of information for parents.
- procedures to monitor impartiality of information and publicity.
- a PPS service identity including e.g. logo, colour, style, strap line etc and that the Steering / Management Group considers any other issues concerning the identity of the service, which may undermine parental confidence in the impartiality of the service.
- a PPS website.

The data for this year shows:

- As in previous years, most services (currently 84%) respond to 90% or more of enquiries within 2 days; 94% do so within 3 days. However a small number of services continue to report longer waiting times.
- All participating services report that information about their service is available on the internet, many providing a variety of information.
- All but a few services are able to offer a translation service and/or interpreters.
- The provision of information other than in written English or standard formats remains patchy. 60% of the participating services did not offer information leaflets or publications in languages other than English.
- 47% are not able to provide information in a range of formats, although a number of services report that they will do so on request.

Chart 29 PPS response time to enquiries (124 returns)

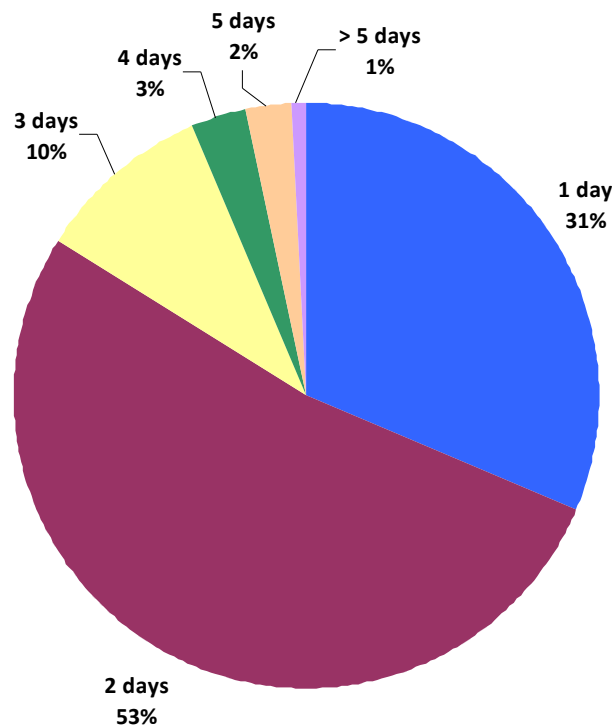


Chart 30 PPS information available on the web (124 returns)



Table I Range of information available on website (124 returns)

	Contact details	Range of services provided	Information leaflets	Impartiality policy	Discussion Forum	News-letter	Links to other sites	Other
Number	124	106	83	33	7	61	73	35
Percent	100%	85%	67%	27%	6%	49%	59%	28%

Chart 31 Availability of translations (124 returns)

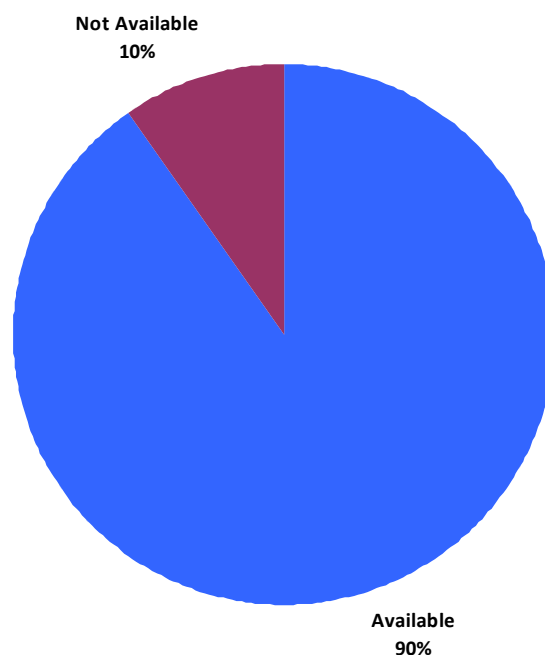


Chart 32 Availability of interpreters (124 returns)

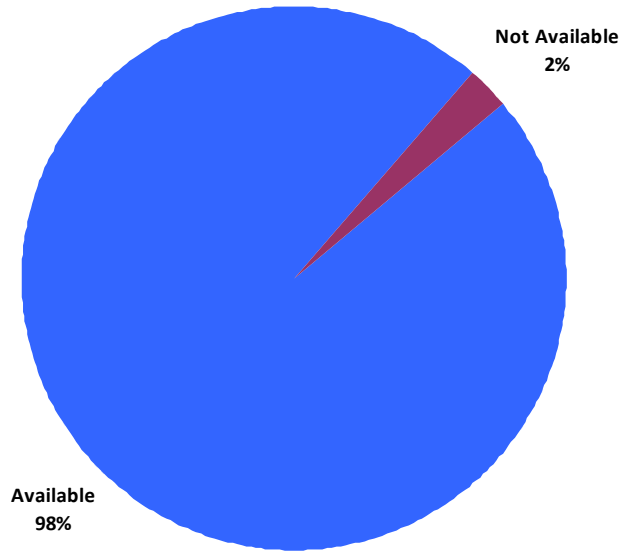


Chart 33 Availability of information in community languages (124 returns)

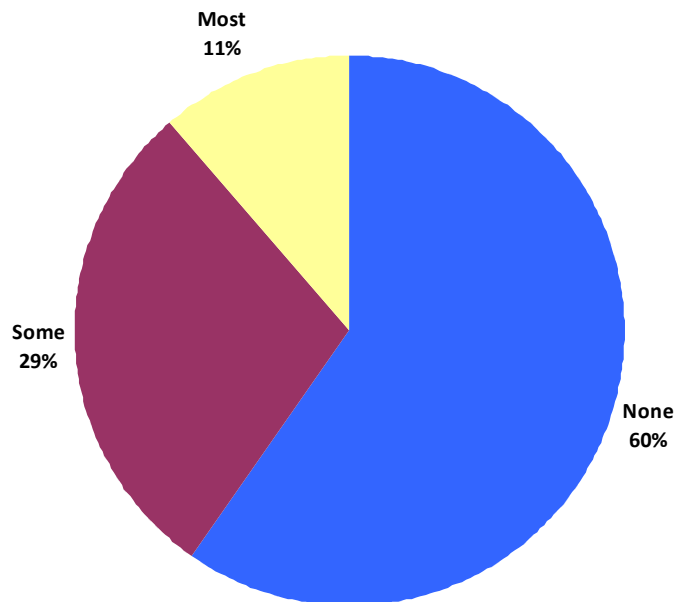


Chart 34 Information published in range of formats (124 returns)

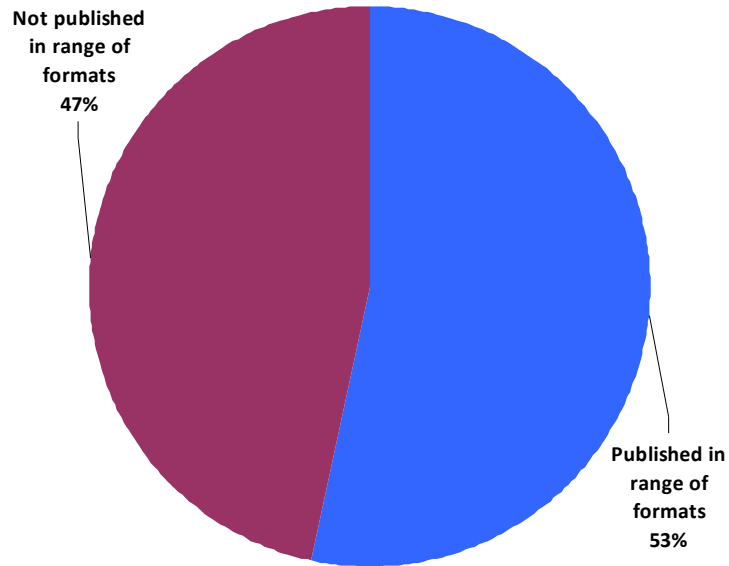


Table J Formats used for publications (124 returns)

	Audio	Large Print	Braille	Video/DVD	Other
Count	39	48	30	16	10
Percent	31%	39%	24%	13%	8%

Casework

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 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 exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that:

- The confidence of parents in the PPS is fostered through an explicit policy on confidentiality.
- All parents have access to independent parental support when requested.
- Parents receive support in preparing for a SENDIST hearing.

Direct work with parents (including provision of information and support, casework and group work) is an important aspect of the work of PPS, but is by no means the only important function. Involvement in strategic planning, ensuring that parents' views are heard, recruitment and training of IPS, providing training for other professionals, etc. are also very significant activities.

In previous years benchmarking returns have consistently shown that about 60% of employed PPS staff time is dedicated to direct work with parents. This will

include travel time for casework, which for some services may be a significant factor. Volunteer IPS time dedicated to casework would be additional to this and will vary widely depending on the use made by services of IPS.

Casework 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 is shown in Appendix 2.

Cautionary note

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.

Table K Number of parent/carer service users

Returns	April 03 to March 04	April 04 to March 05	April 05 to March 06	April 06 to March 07	April 07 to March 08
	96	96	120	128	120
Total *	48,023	50,508	55,420	55,219	54,378
Extrapolated total for 148 services	58,224	69,724	62,996	61,145	66,441
Range *	3 – 2396	33 - 2429	40-2887	9-3021	7-3625
National mean	500	526	462	431	455
National median	295	304	294	280	285

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

The data for this year shows:

- Approximately 60,000 parents and carers received a casework service from their PPS in the last year. The number of service users has been maintained despite the reduction in the availability of Independent Parental Supporters.
- The range of parent/carer service users per 1000 population shows considerable variation, with extreme variation at the top end of the scale.
- There is little change in the proportion of PPS that provide a service to the families of excluded pupils, with just over 50% doing so automatically or whenever requested.
- 109 services provided data on their involvement in cases that were referred to the disagreement resolution service. 45 services had had some involvement, with 25 involved in at least half of the cases that were referred. However 64 services reported no involvement, though in some cases this was because there had been no referrals for mediation. Several respondents commented either on low levels of referral for independent mediation or stated that the

mediation service was little used as disagreements were normally resolved locally.

- 82 services had had involvement in at least one case where an appeal had been lodged with the SEN and Disability Tribunal, with 41% of these involved in at least half the cases.

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 approximately 0.5% of the 0-19 population. As an estimate, this represents approximately 4.3% of the SEN population in schools. These figures are consistent with those reported in earlier years.

The January 2008 DCSF statistics show that approximately 20% of children and young people in school have special educational needs. It does not follow that 20% of families have a child with SEN; some families will have more than one child with SEN, while some children with SEN will have more than one family. Nor will all families who have a child with SEN need support from their PPS; some may obtain information from their PPS but do not need support, while others seek support from voluntary organisations, friends and family. Nevertheless the evidence suggests that only about 4% of families who might actively receive support from PPS currently do so.

Chart 35 PPS involvement in providing a service to the families of excluded pupils (123 returns)

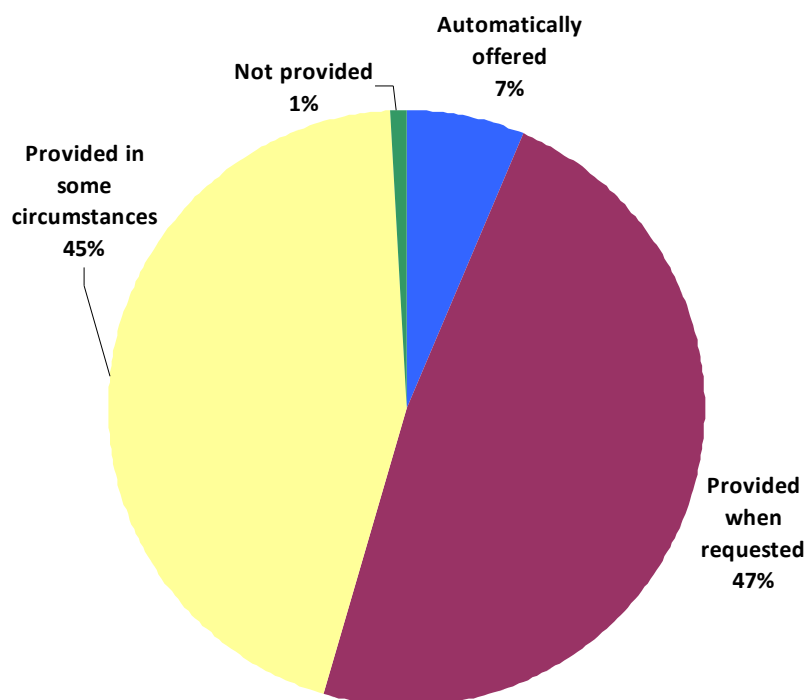


Chart 36 Parent/carer service users – financial year April 07 to March 08 (120 returns)

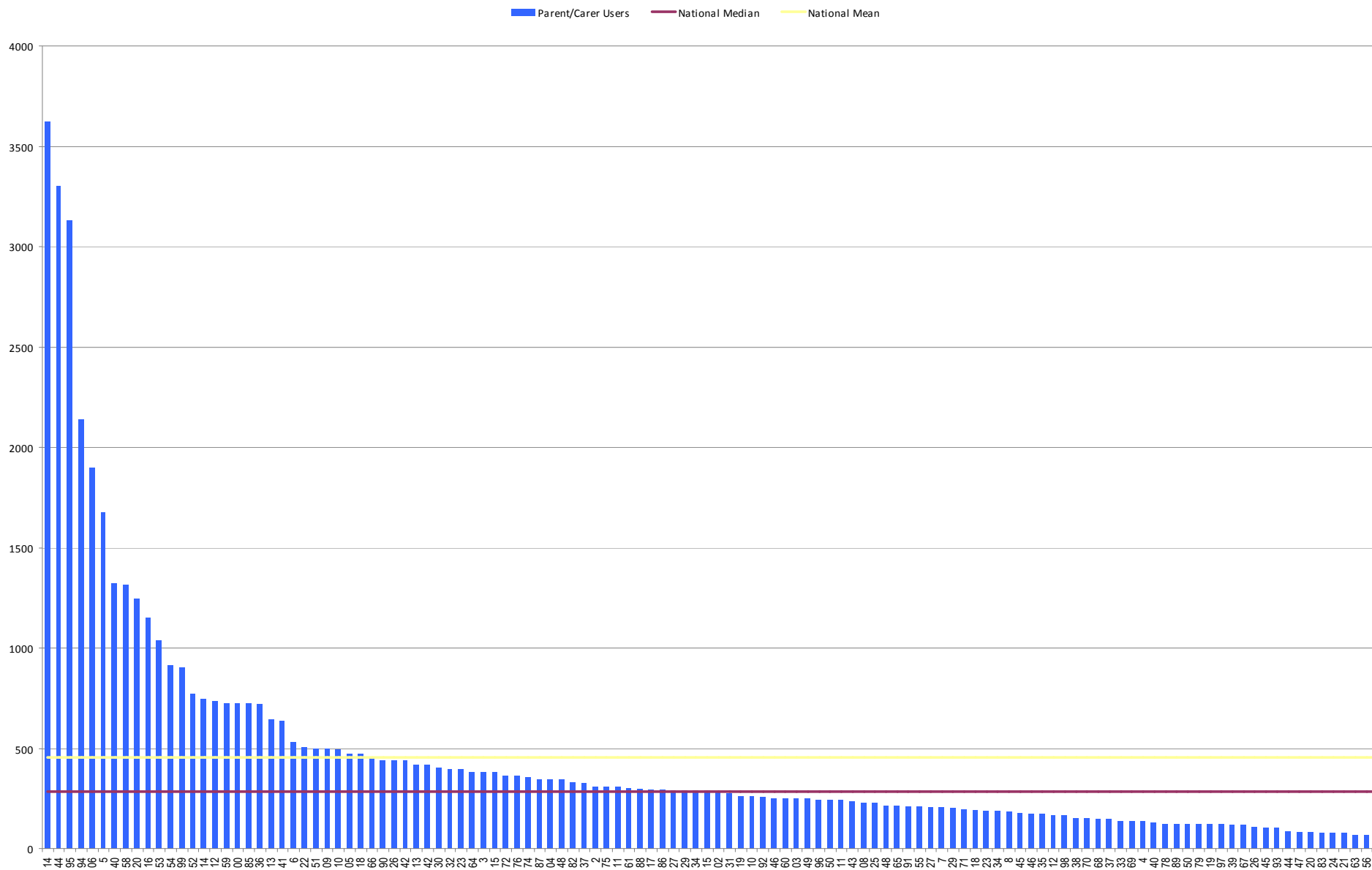


Chart 37 Parent/carer service users per 1,000 population [0-19] (120 returns)

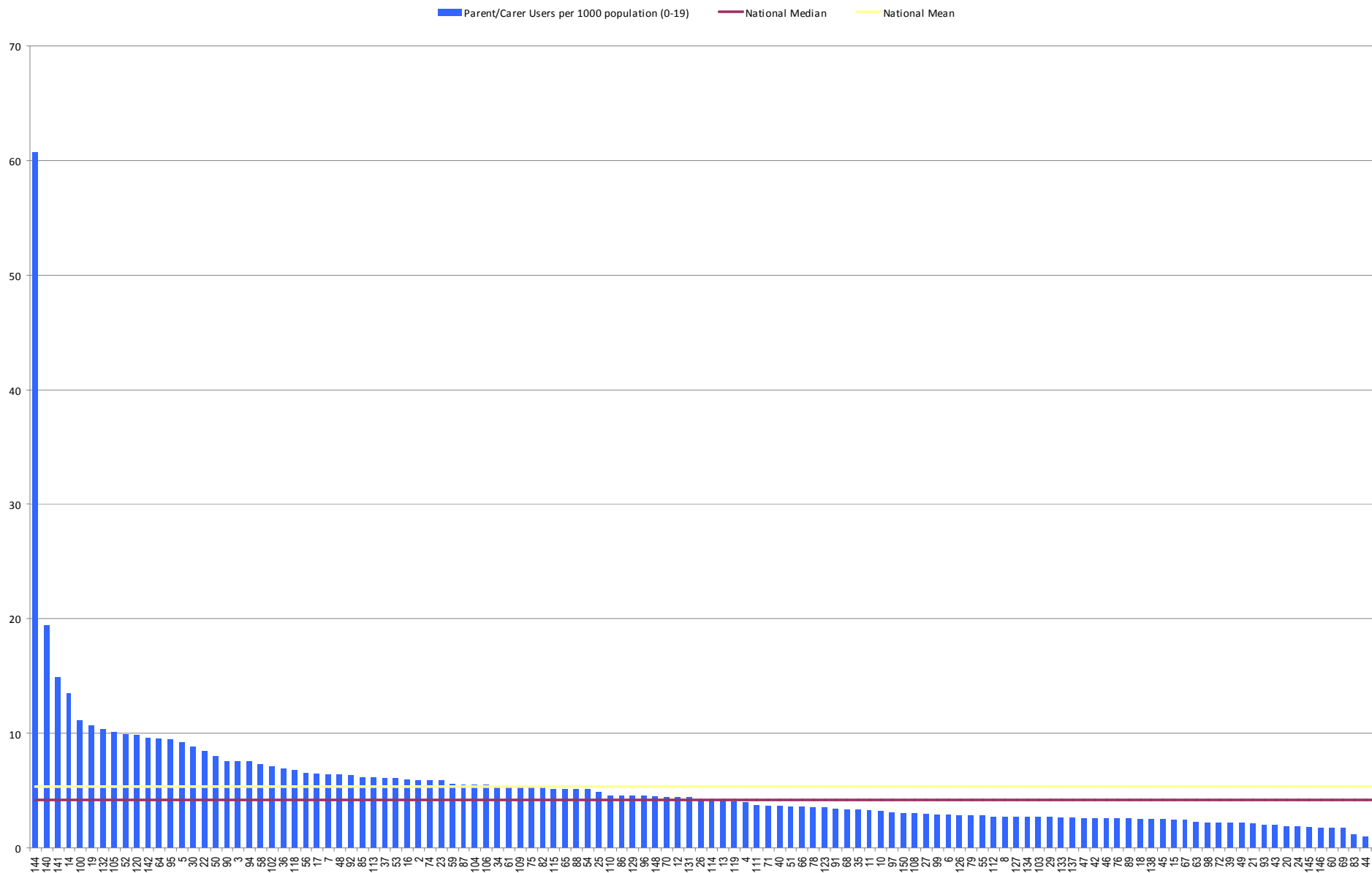


Chart 38 Parent/carer service users to total employed FTE PPS staff (120 returns)

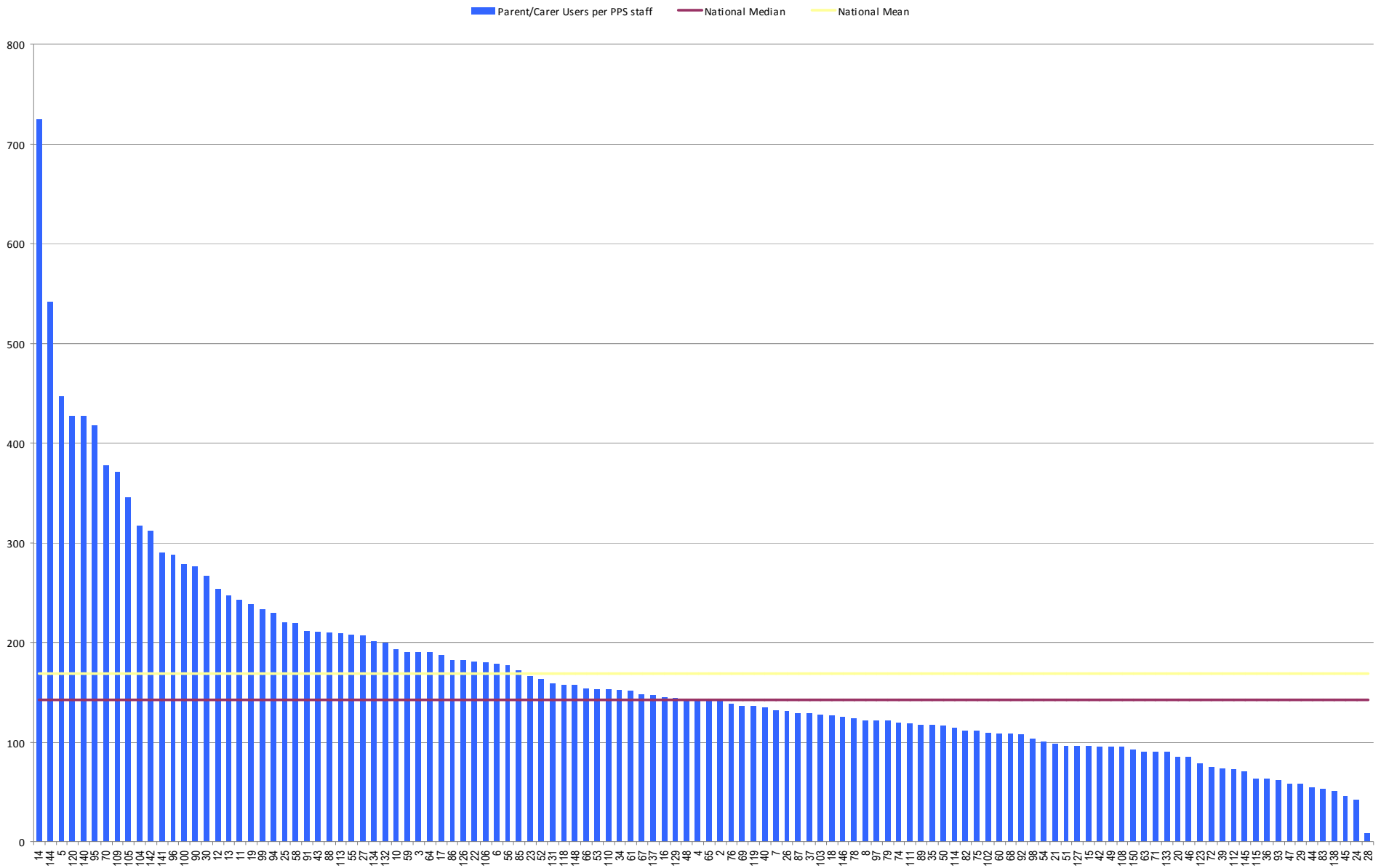


Chart 39 Parent/carer service users to volunteers actively working as IPS on 31 Mar 08 (67 returns)

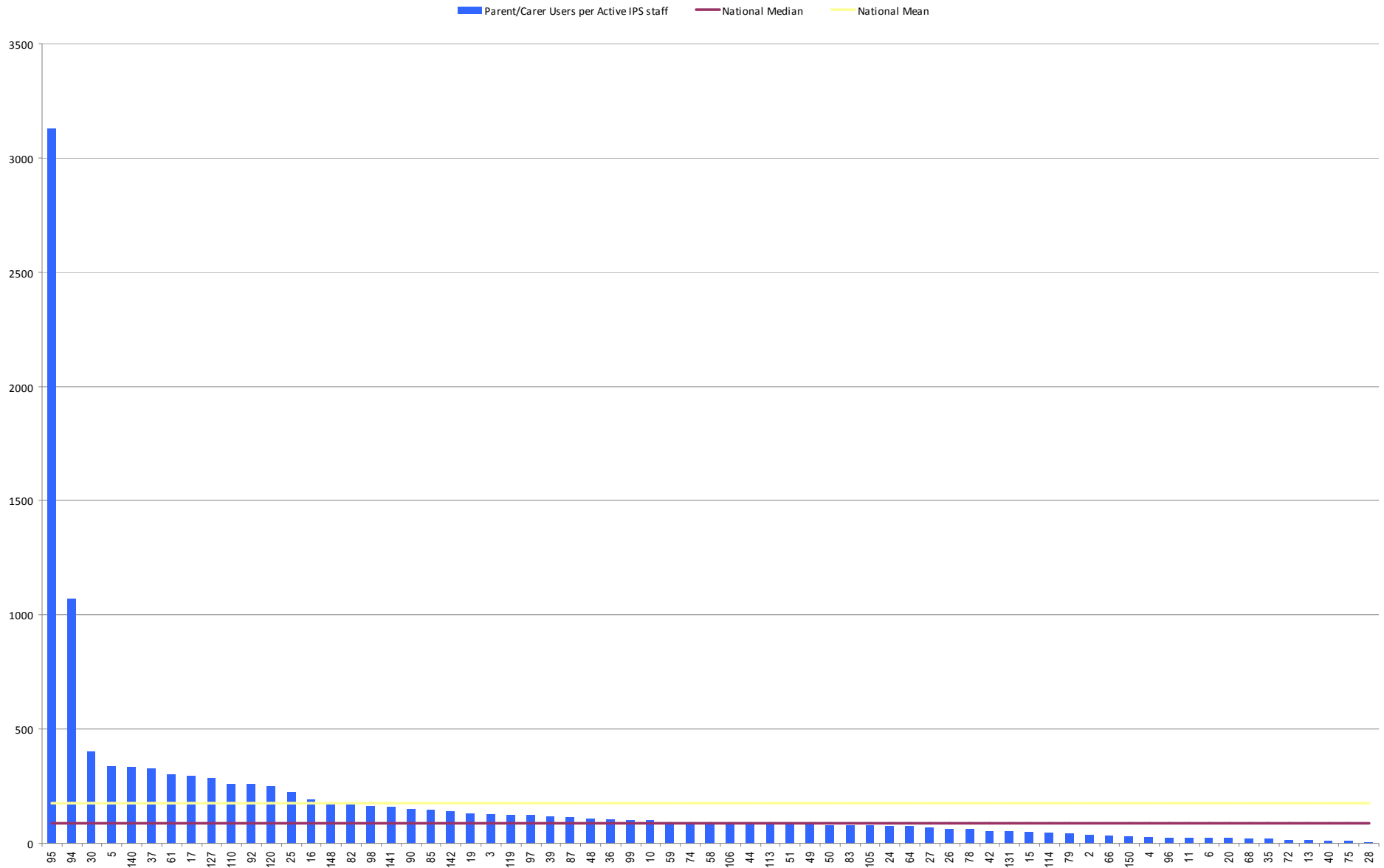


Chart 40 Number of cases referred for disagreement resolution with active PPS involvement in 6 months previous to referral (109 returns)

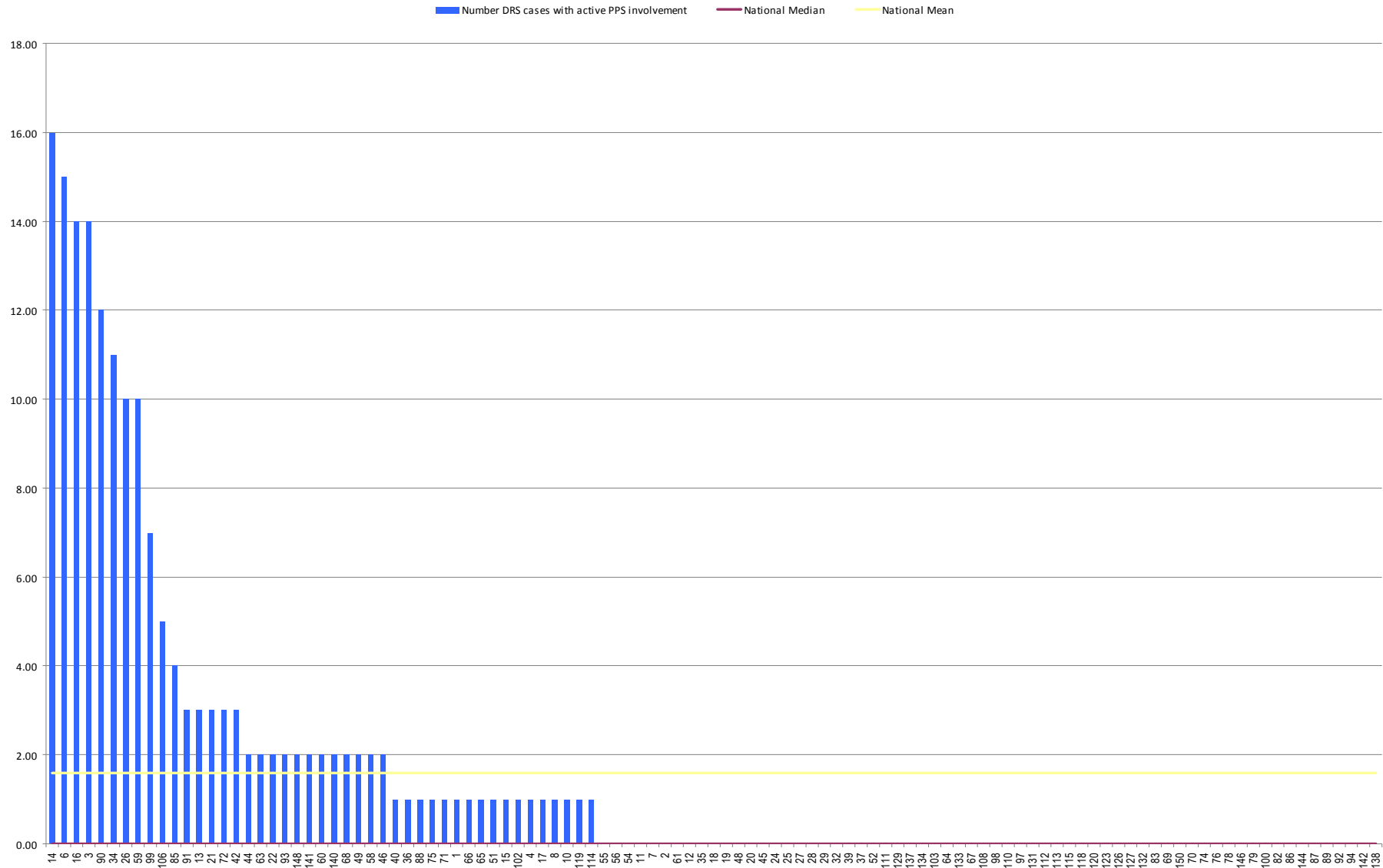


Chart 41 Percentage of cases referred for disagreement resolution with active PPS involvement in 6 months previous to referral (68 returns)

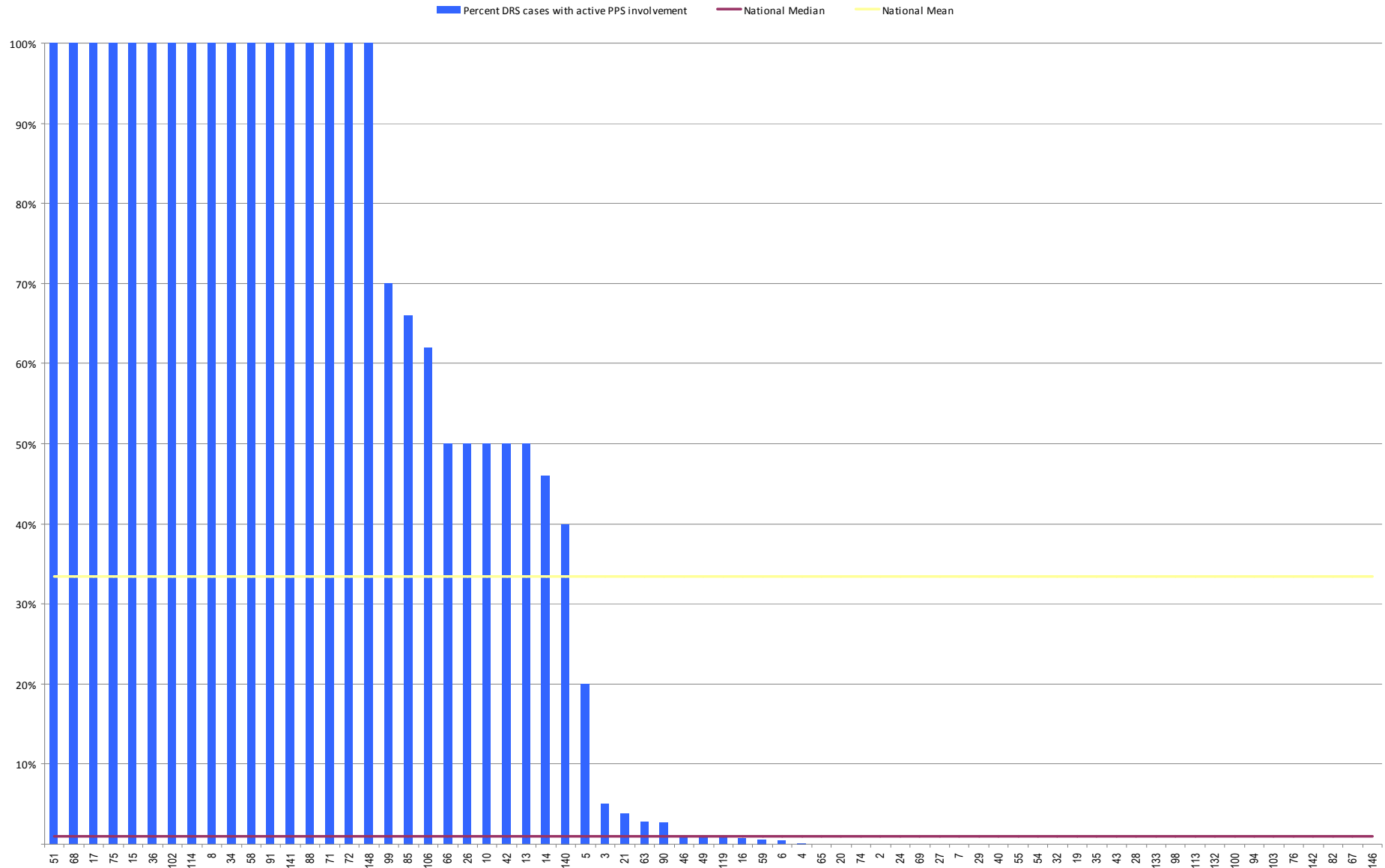


Chart 42 Number of appeals lodged with SEN & Disability Tribunal with active PPS involvement in 6 months (101 returns)

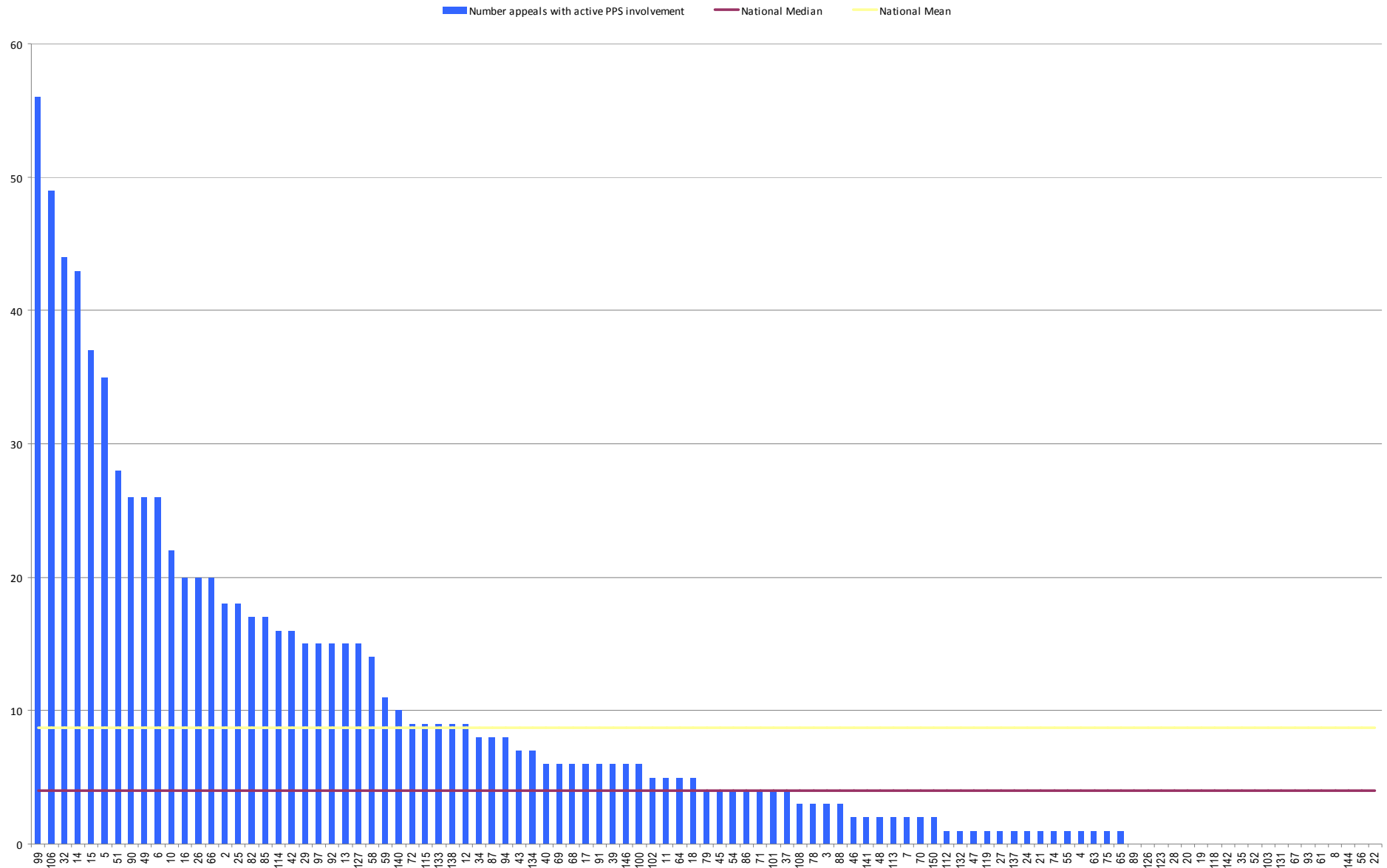
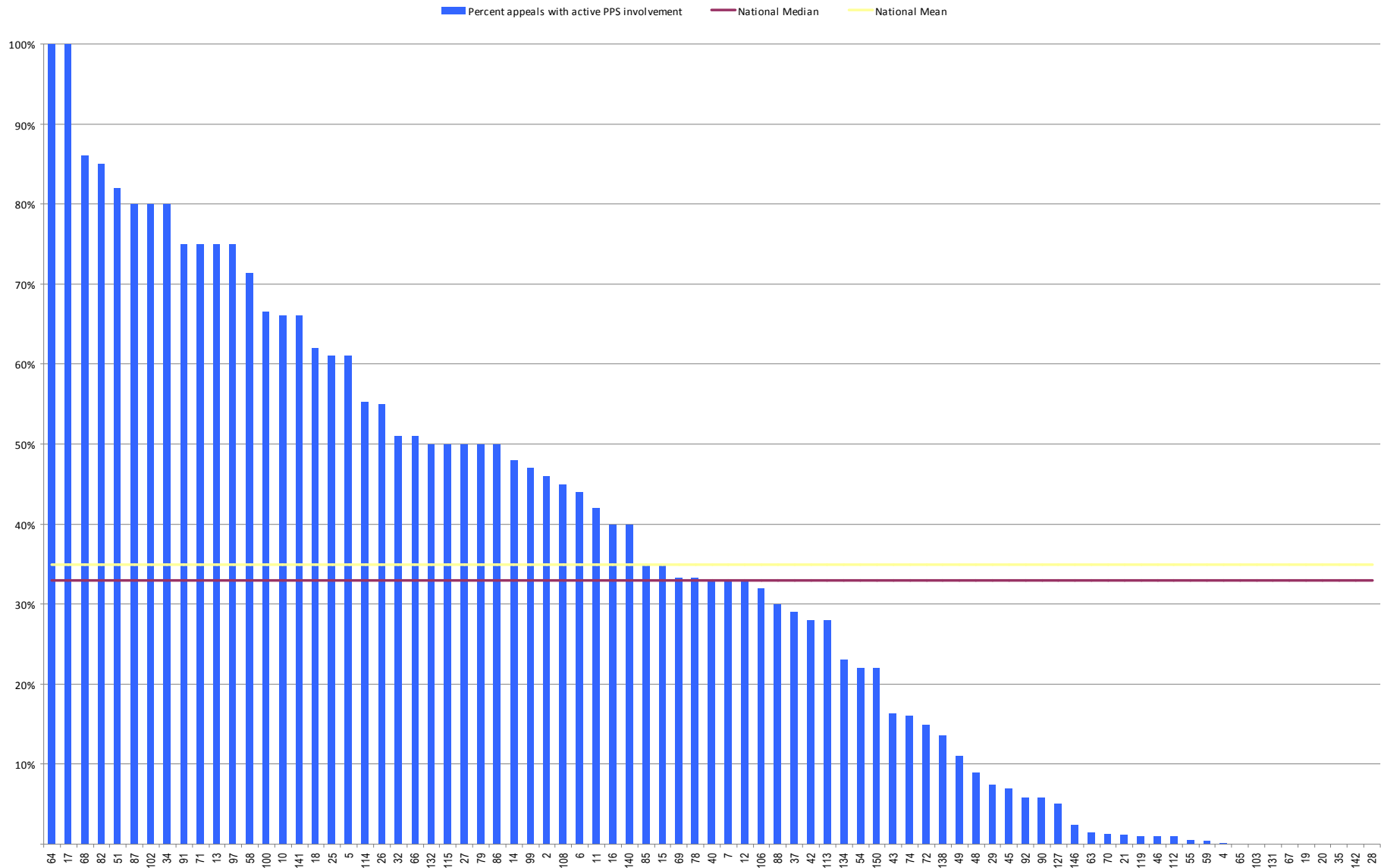


Chart 43 Percentage of appeals lodged with SEN & Disability Tribunal with active PPS involvement in 6 months previous to lodging (81 returns)



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 exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that:

- The PPS facilitates the involvement of parents and carers in informing policy and practice. The PPS seek feedback from parents and carers about the impact of parents' and carers' participation. The LA and PPS regularly review the effectiveness of PPS participation.
- PPS impartiality is maintained when working with other voluntary and statutory agencies.
- LA supports the role of PPS as an impartial service in networking and collaboration at national, local and regional level in the context of Every Child Matters.

PPS have always been expected to play a part in informing and influencing policy and practice. With the increasing emphasis on parent consultation and involvement in the planning and delivery of Children's Services as part of Every Child Matters, they have a crucial role in helping local authorities to take account of parents' views.

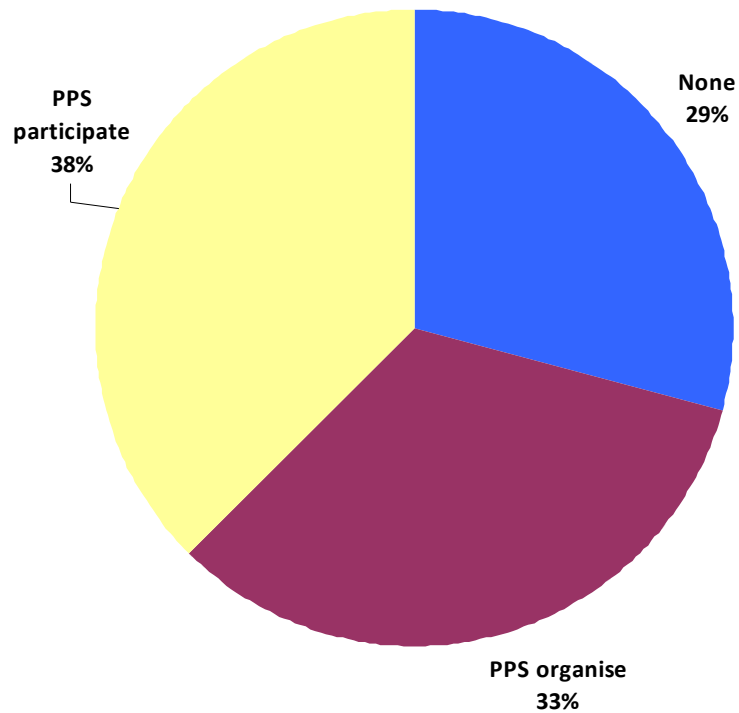
Some PPS continue to report that they have no involvement in strategic planning, but the majority do contribute to a number of strategic plans or groups, sometimes in collaboration with parent/carer forums.

While there is no evidence of further growth in the engagement of PPS in parent/carer forums over the last 12 months 6 PPS reported that a forum is either under consideration or has recently been set up.

Table L Involvement in strategic planning (124 returns)

	Strategic Partnership	Children & Young People	Children's Trust	Community Strategy	LA Operational Plan on Education	LA Operational Plan on Social Care	Primary Care Trust	Learning & Skills Council	GAMHS	Children's Fund	Healthy Schools Programme	Play Strategies	Connexions Partnership	Childcare Sufficiency & Parenting Support	Accessibility	Disability Equality	Aiming High Core Offer	Other
Count	24	71	20	6	43	10	10	3	14	13	5	15	6	36	22	23	33	37
Percent	19	17	16	5	35	8	8	2	11	10	4	12	5	29	18	19	27	30

Chart 44 Parent/Carer Forum Involvement (123 returns)



Planning, monitoring and evaluation

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 that the service has a development plan which sets clear targets and is regularly reviewed: such plans should specify short, medium and long term strategies and arrangements for evaluation and quality assurance
- have, irrespective of whether it is out-sourced or provided in-house, appropriate arrangements for overseeing and regularly monitoring and reviewing the service, taking account of best practice both locally and nationally.

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

- the regular review of the effectiveness of the service they provide, for instance by seeking feedback from users.

[See also paragraphs 9 and 10 of the SEN Toolkit Section 2]

In addition, the exemplifications of the minimum standards for Parent Partnership Services and Local Authorities expect that:

- The confidence of parents in the PPS is fostered through an explicit policy on confidentiality.
- There are procedures to monitor impartiality of information and publicity.

The National Parent Partnership Network and National Association of Parent Partnership Staff agreed guidelines¹⁰ on monitoring and evaluation arrangements, which were revised and redistributed to all services in England in 2007. The Parent Partnership Services Practice Guide¹¹ also gives examples of arrangements made by services to plan, monitor and evaluate their work.

The data for this year shows:

- All but a small number of PPS (6% in 2007-08) now have a development plan.
- Approximately 2/3rds of the 71 services commenting on the targets included in their development plan reported that they do include targets relating to the Authority's Children's Plan or the Aiming High Core offer.
- Approximately 59% of participating PPS published an annual report, 62% of these plans are in the public domain.

¹⁰ National Parent Partnership Network (2007), Guidance on monitoring service delivery and assessing the impact of Parent Partnership Services for Parent Partnership Services and Local Authorities

¹¹ See Footnote 1 on page 5

- Over ¾ of PPS already have a written policy on confidentiality, with a further 16% reporting that this is in development.
- A lower proportion (58%) already have a written policy on impartiality, with a further 30% reporting that this is in development.
- All services make some arrangements to monitor their work, with many using a variety of measures. Client satisfaction is monitored by most services; however service impact is monitored by less than 1/3rd of PPS.
- Although some monitoring is carried out by most local authorities, this is usually limited to regular meetings/reports by the PPS Co-ordinator to a local authority officer.
- Many services may need to give further consideration to the NPPN/NAPPS Guidance on Monitoring and Evaluation in order to meet best practice expectations.

Chart 45 Development plan (123 returns)

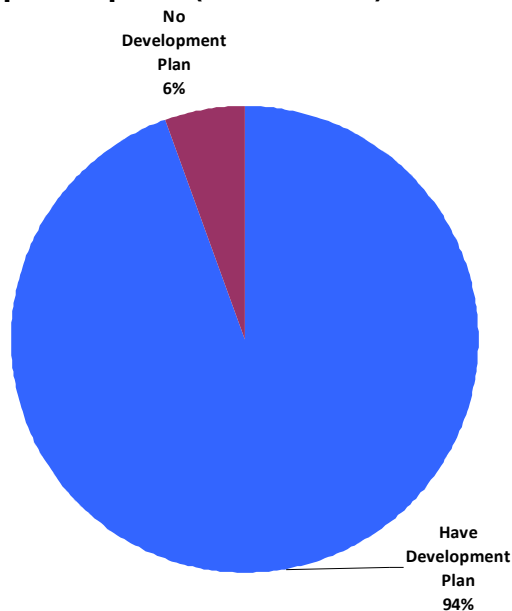


Chart 46 Targets included in the PPS Development Plan (71 returns)

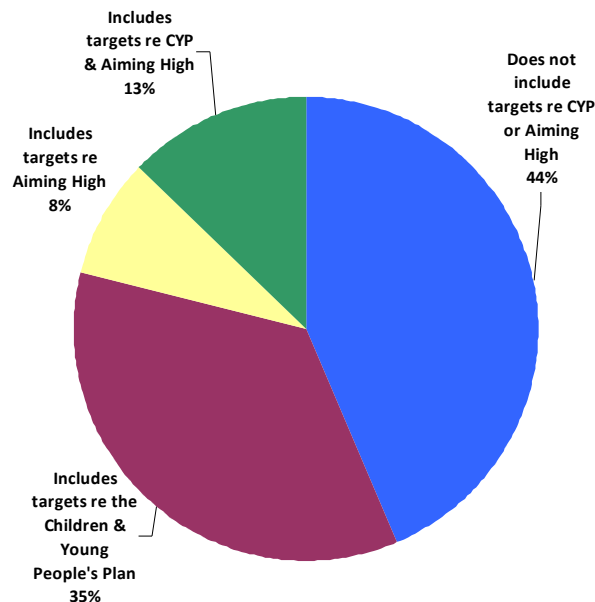


Chart 47 Annual report published by PPS (122 returns)

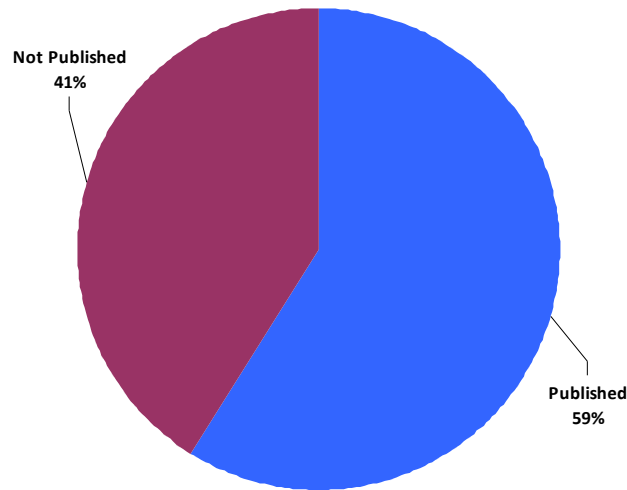


Chart 48 Annual report published in public domain (72 returns)

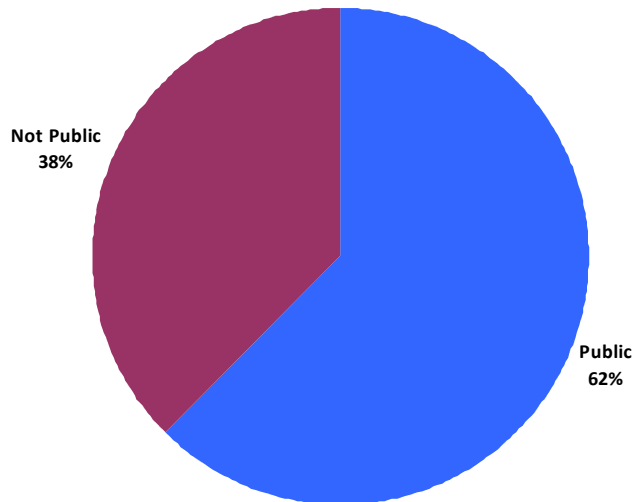


Chart 49 Written policy on confidentiality (123 returns)

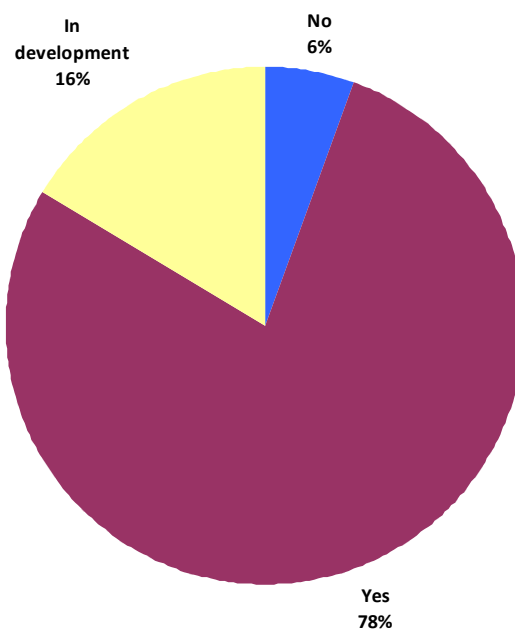


Chart 50 Written policy on impartiality (121 returns)

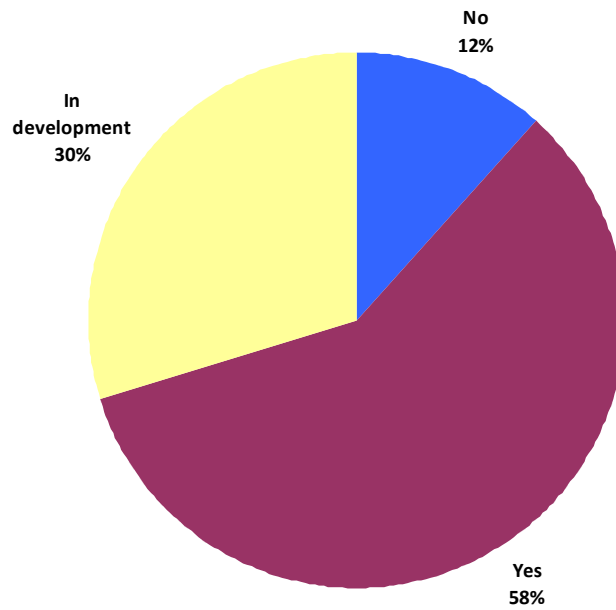


Table M Issues monitored by the Parent Partnership Service (123 returns)

	How found out	Ethnic diversity	Response time	Website use	Casework details	Type of support	Client satisfaction	Complaints	Parental Involvement	Service Impact	Other	None
Count	112	74	84	35	114	104	113	101	29	37	8	0
Per- cent	91%	60%	68%	28%	93%	85%	92%	82%	24%	30%	7%	0%

Table N Issues monitored by the LA (123 returns)

	Regular meetings	Questionnaire	N/A	Other	None
Count	100	10	6	24	2
Percent	81%	8%	5%	19%	2%

Using the benchmarking data

This report forms one part of the analysis of data submitted by Parent Partnership Services in 2008. 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
- Provide data that may inform Annual Performance Assessments and Joint Area Reviews
- Note changes year on year
- Inform service development

In addition, 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 to ensure that the minimum standards are met.

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 Development Group has already published 'Guidance on monitoring and self-evaluation', which is available from the NPPN.

Future development of benchmarking

The National Benchmarking Development Group has led this work on behalf of Parent Partnership Services. In addition to benchmarking, the group also developed guidelines on monitoring and evaluation¹² which the National Parent Partnership Network and the National Association of Parent Partnership Staff have endorsed.

The National Development Group would welcome feedback on this report, particularly:

- How the report has been used
- How it could be improved
- What other information might be included in any future benchmarking of Parent Partnership Services
- Whether this data should be collected annually or less frequently.

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

¹² See Footnote 11 on page 57

Survey on the extent to which Parent Partnership Services meet the exemplars of best practice set out in ‘Parent Partnership Services – increasing parental confidence’¹³

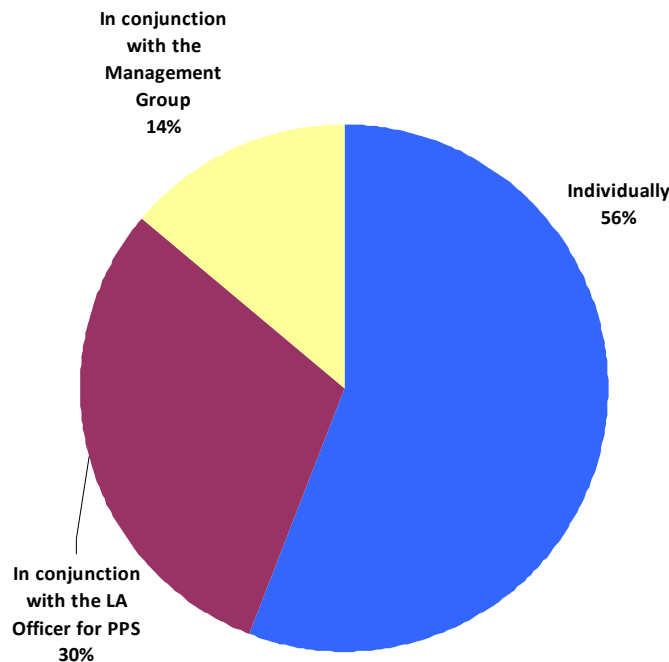
In 2007 the DCSF published exemplifications of the minimum standards for PPS and Local Authorities. These exemplars focus on those minimum standards specified in the SEN Code of Practice¹⁴ that concern impartiality and the provision of an ‘arms length’ service.

The exemplars illustrate a range of practice from the minimum to best practice and build on the cluster model for self-evaluation and development set out in the *Evaluation of SEN Parent Partnership Services in England*.¹⁵

As part of the 2008 benchmarking exercise all PPS in England were invited to complete a self assessment using the exemplars. This self-assessment was not subject to any external validation. However 14% of respondents completed it in conjunction with their Management Group, and a further 30% in conjunction with the Local Authority Officer responsible for the PPS.

122 PPS took part in the survey; this represents 82% of services nationally and 98% of those submitting benchmarking data. This section of the 2008 benchmarking report summarises the findings from this survey and provides the first national overview of the extent to which PPS are achieving the levels of practice set out in the exemplifications.

Chart 51 Method used to complete the self assessment of the extent to which the exemplars are met (122 returns)



¹³ See Footnote 5 on page 6

¹⁴ See Footnote 2 on page 5

¹⁵ See Footnote 7 on page 7

The exemplars are organised under 8 themes. The charts that follow are presented in the same order as the published exemplars and indicate the number of services that judge their practice to meet the expectations set out for best practice, good practice or minimum practice – or that fail to meet the minimum standards.

The great majority of PPS report that they meet the minimum standards in most of the exemplars, with many assessing their performance as reaching good or best practice standards in a number of areas. Indeed 47 of the 122 services completing the self-assessment report that they reach at least the minimum standards on all the exemplars.

Areas of strength, where more than 80% of respondents rate their service as meeting either best or good practice exemplars, are:

- Parents receive support in preparing for SENDIST hearing (Chart 58)
- PPS has own service identity (Chart 61)
- The PPS is involved in networking and collaboration (Chart 65)

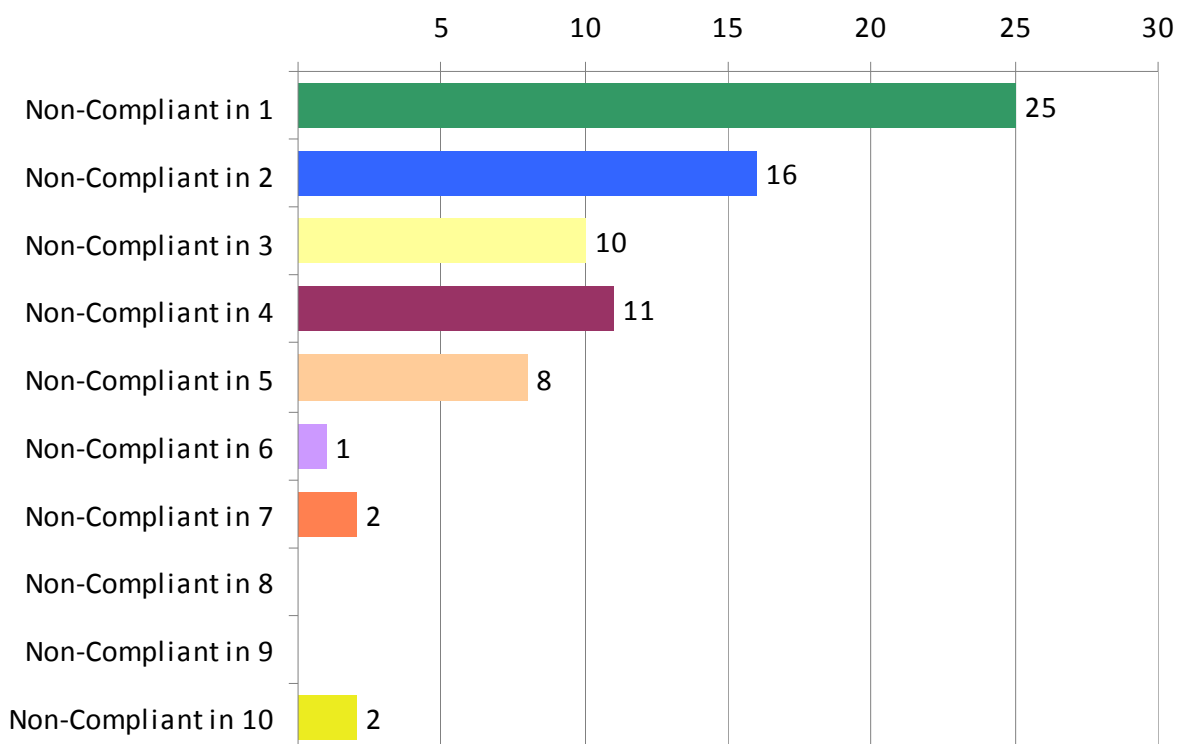
However, for all but two exemplars, there are some services that do not meet the minimum standard. The two exceptions are under *Networking and Collaboration*, where all reporting services are compliant.

Areas of weakness, where more than 20% of respondents rate their service as not meeting the minimum standard (i.e. are 'non-compliant'), are:

- The PPS has an effective multi-agency Steering/Management Group (Chart 55)
- Published policy on how the PPS acts in an impartial way (Chart 59)

75 services – representing 62% of returns – report that they do not currently meet all the minimum standards. Chart 52 shows the number of PPS that do not meet the minimum standards for one or more exemplars.

Chart 52 Number of PPS that are 'Non-Compliant' on 1 or more exemplars



Funding/Budget

Chart 53 The local authority provides the support and resources to enable the PPS to provide an impartial and effective service and to be innovative and creative in doing so (122 returns)

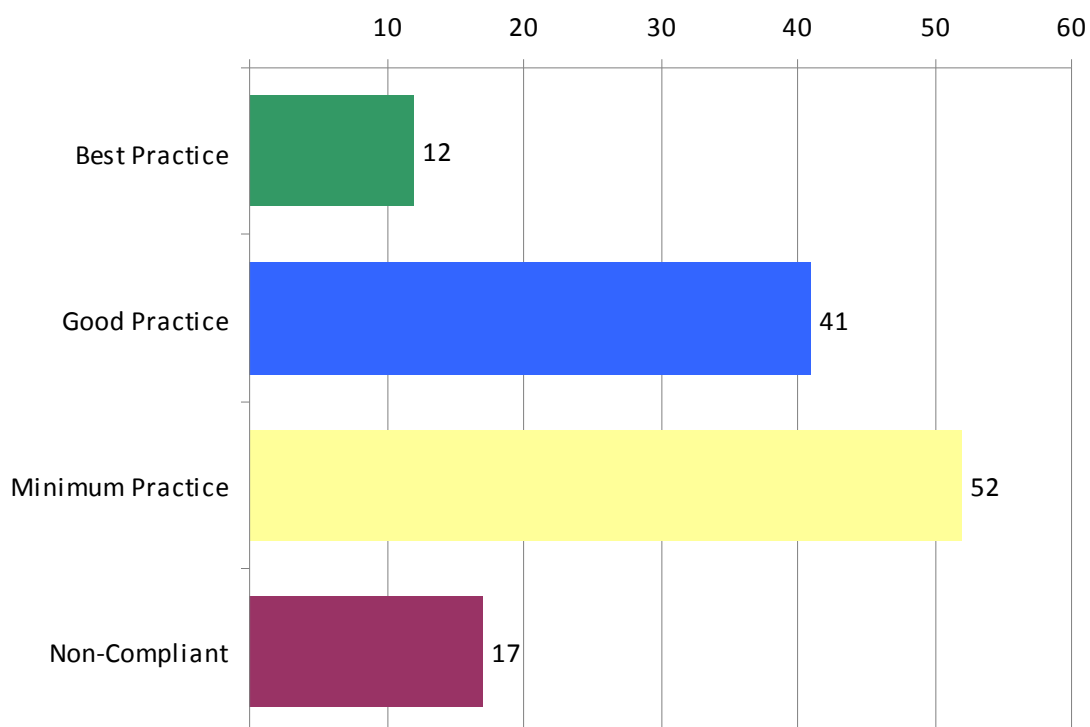
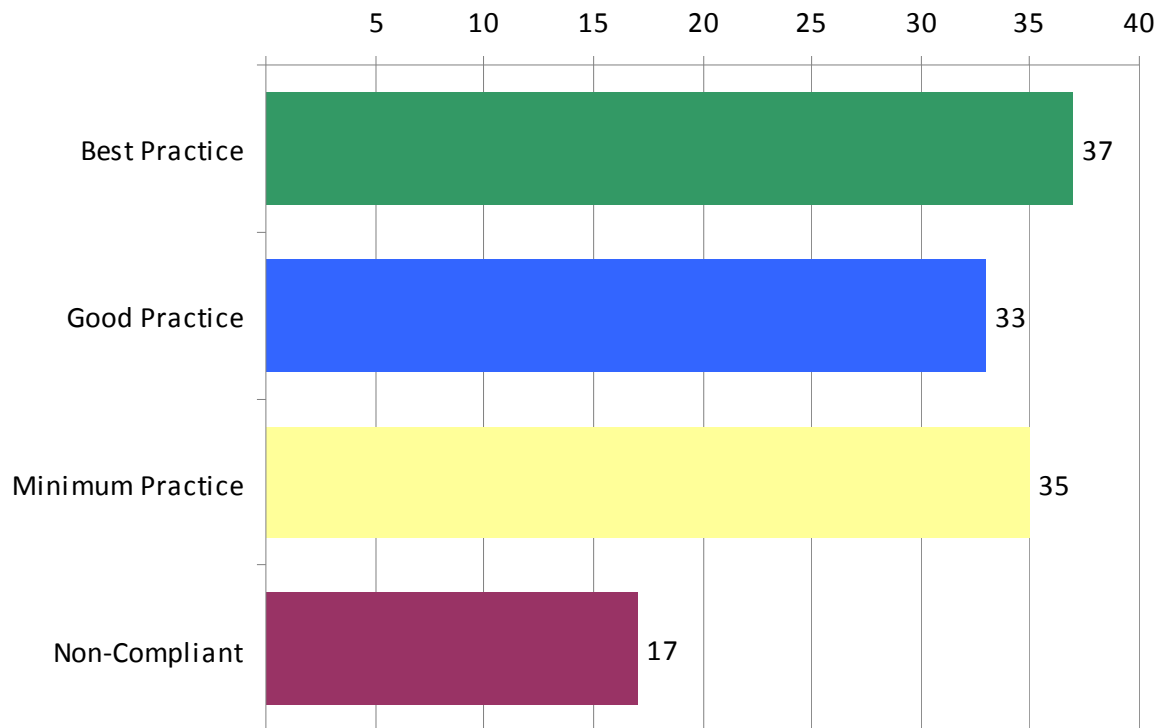
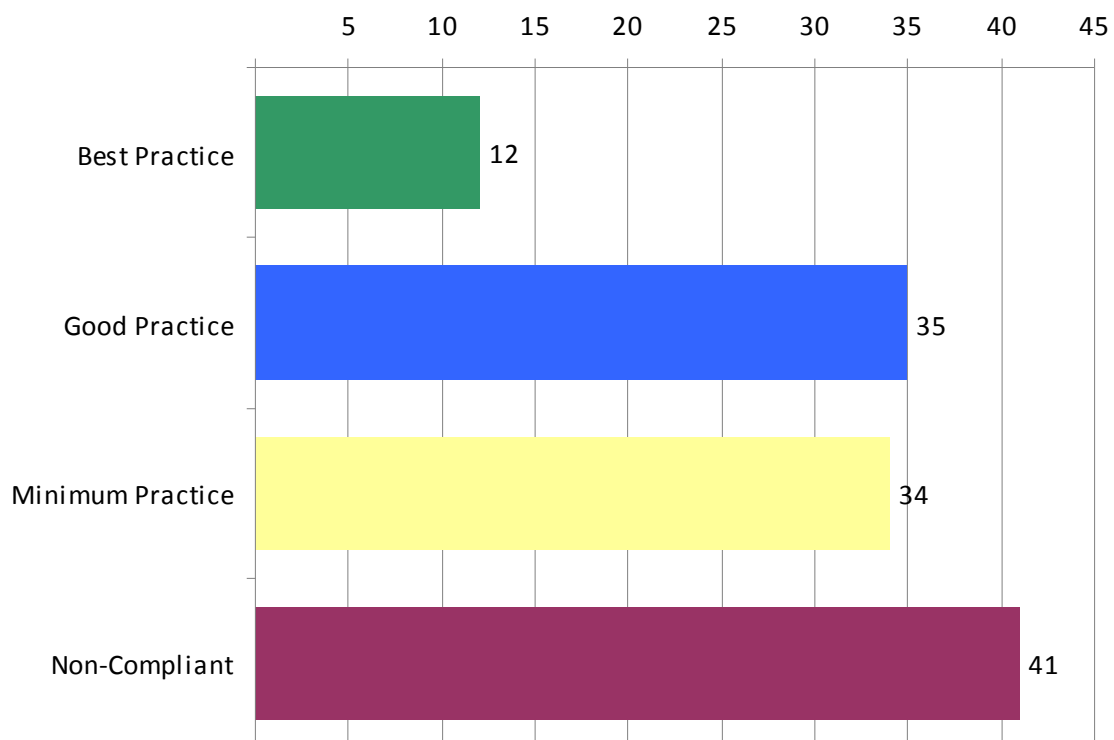


Chart 54 The budget for the PPS is delegated to the service and ring fenced (122 returns)



Management

Chart 55 The PPS has an effective multi agency Steering / Management Group (122 returns)



Working with parents

Chart 56 The confidence of parents in the PPS is fostered through an explicit policy on confidentiality. The handling of information that parents provide complies with the requirements of the Data Protection Act and is not shared with anyone outside of the PPS unless they have given permission for it to be shared or there are strong public interest concerns, i.e. child protection (122 returns)

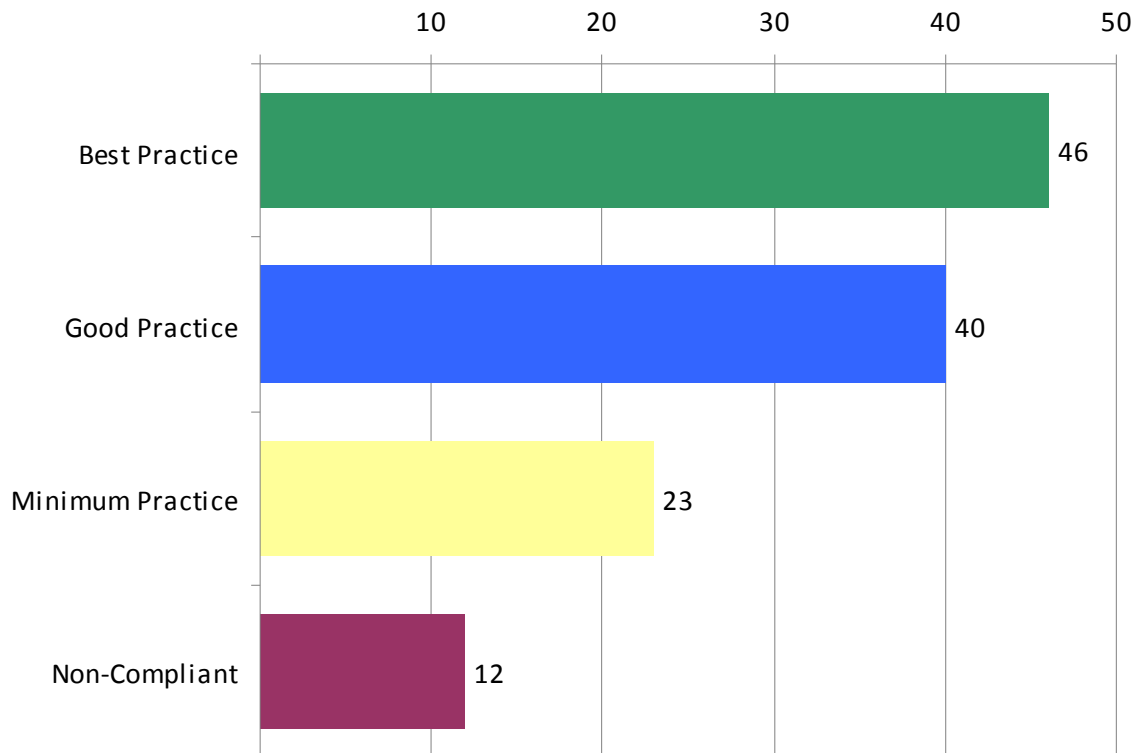


Chart 57 All parents have access to independent parental support when requested (122 returns)

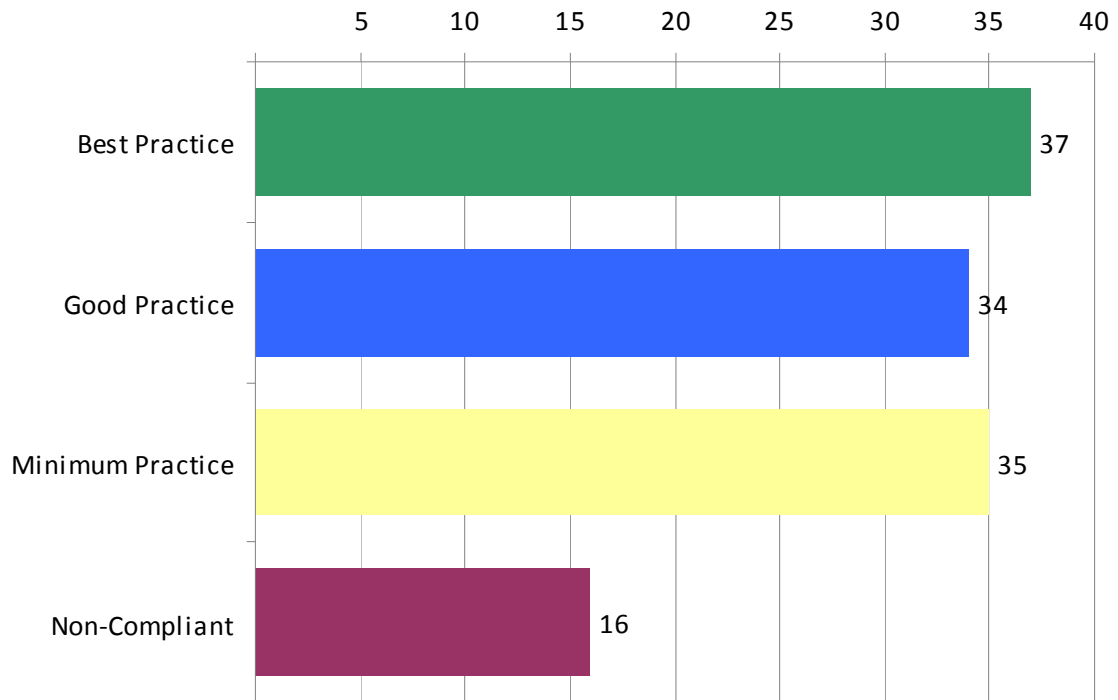
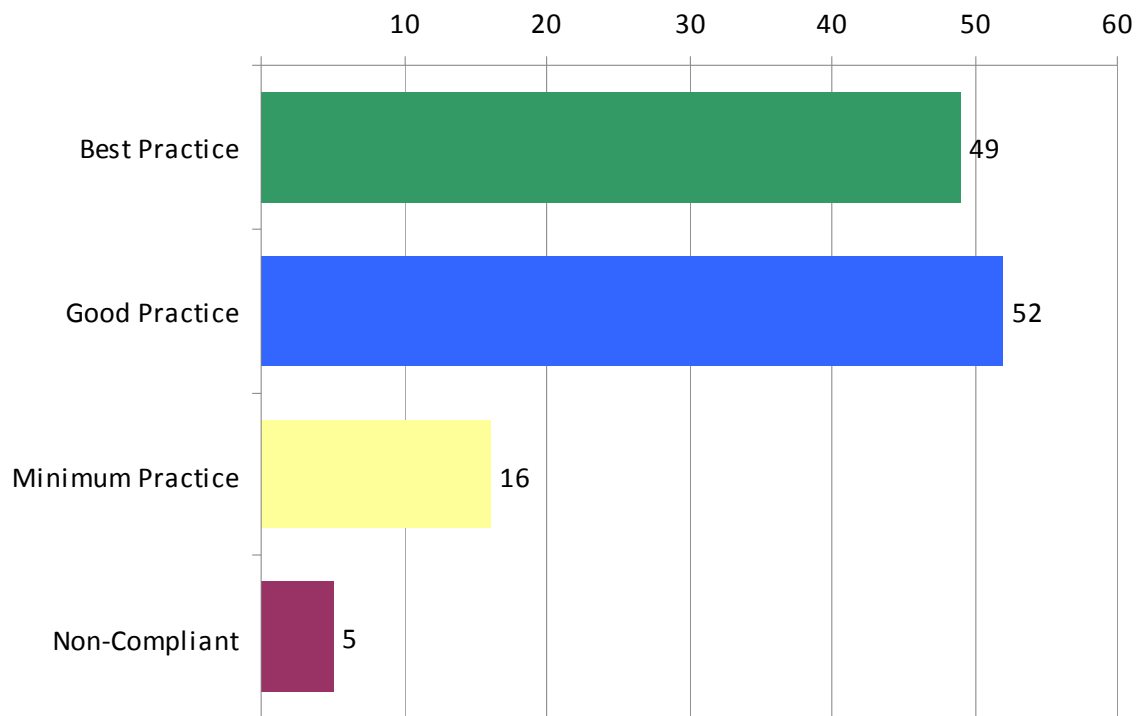


Chart 58 Parents receive support in preparing for a SENDIST hearing (122 returns)



Information and publicity

Chart 59 Published policy on how the PPS acts in an impartial way and provides a comprehensive and balanced range of information for parents (122 returns)

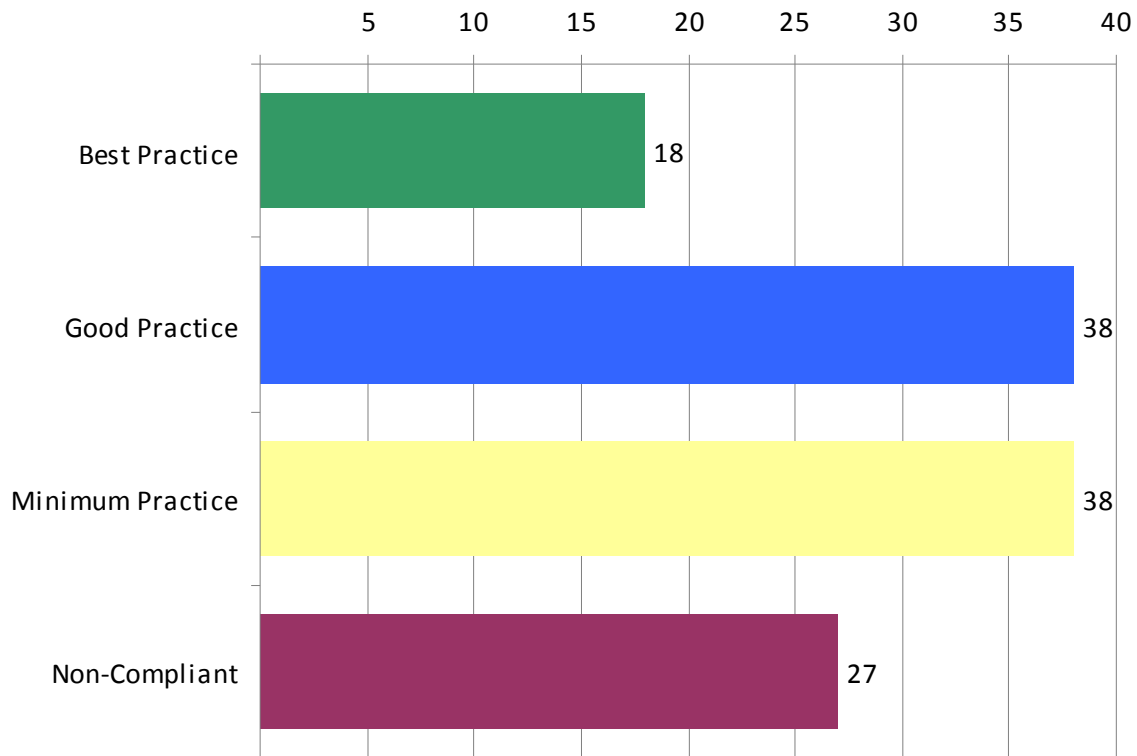


Chart 60 Procedures to monitor impartiality of information and publicity (122 returns)

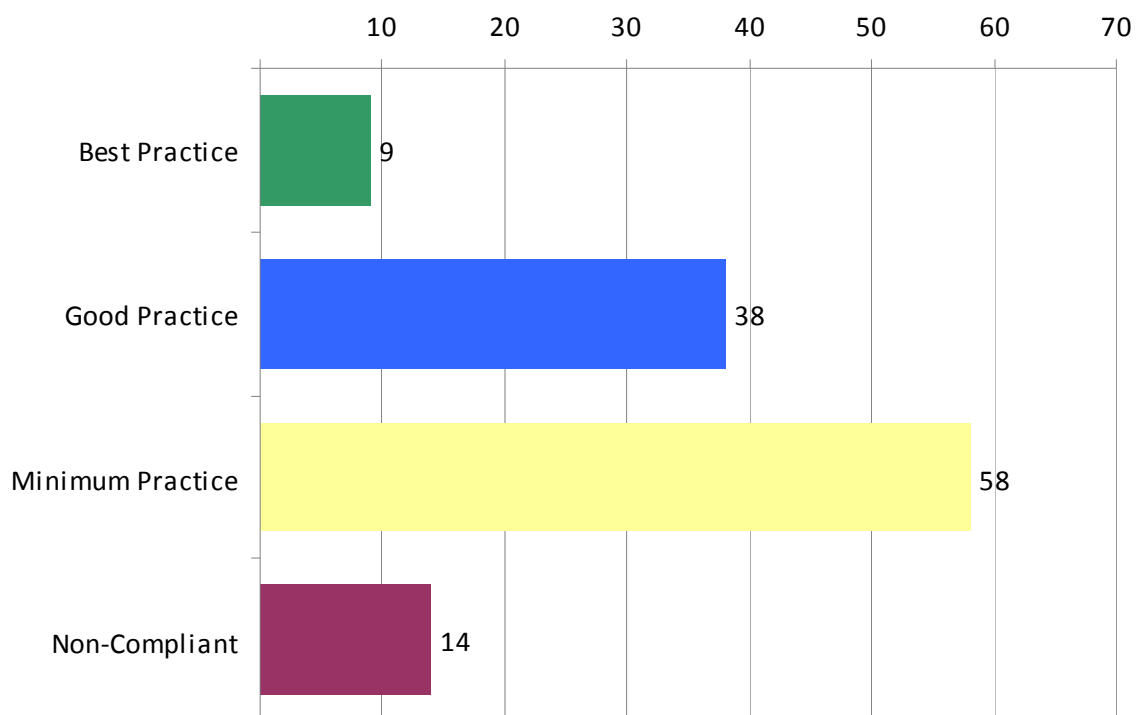


Chart 61 PPS has own service identity including e.g. logo, colour, style, strap line etc and the Steering / Management Group considers any other issues concerning the identity of the service, which may undermine parental confidence in the impartiality of the service (122 returns)

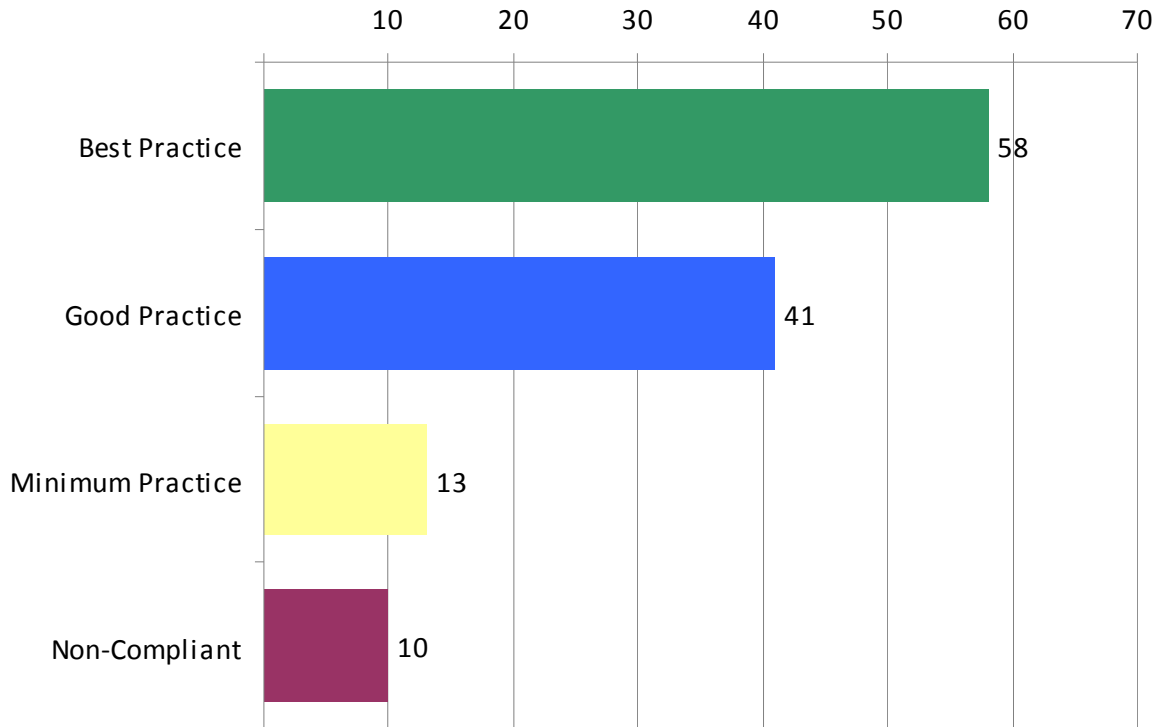
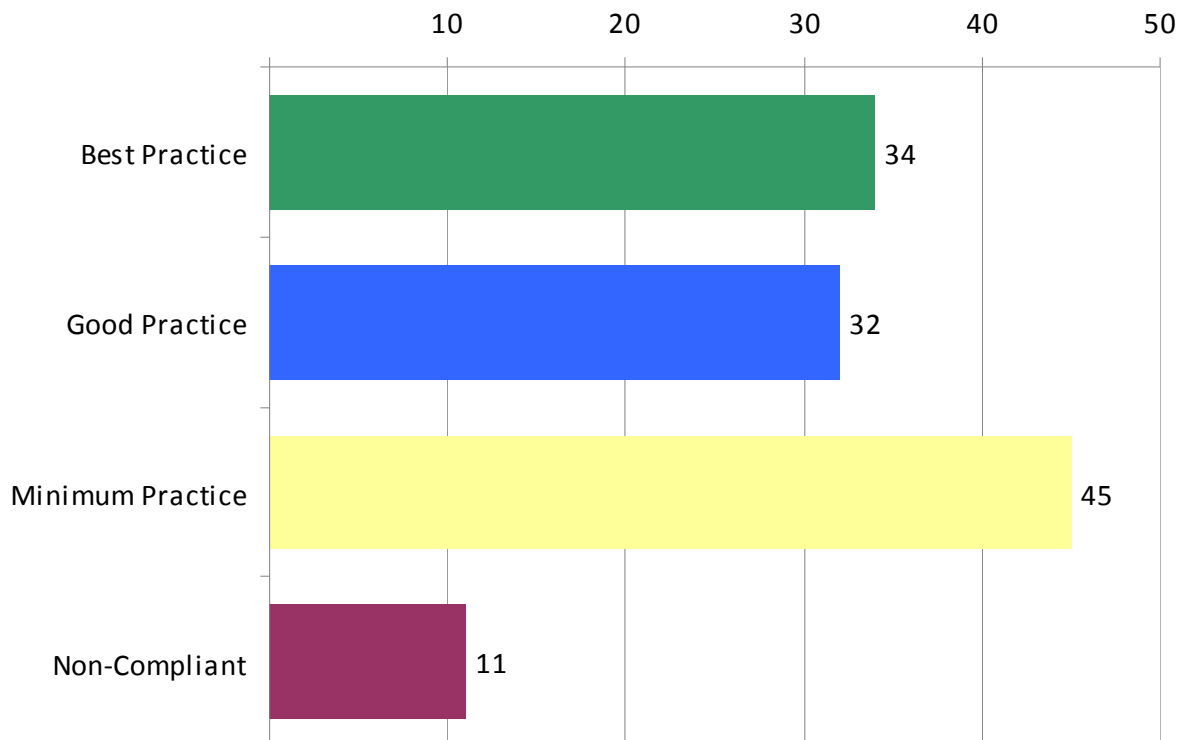


Chart 62 PPS website (122 returns)



Training, advice and support

Chart 63 PPS staff receive training which enables them to provide accurate and impartial information advice and support. Staff are also able to facilitate training to volunteers, parents and other groups in accordance with a published service policy on impartiality. Staff identify and seek to redress their own development needs including, but not exclusively, courses leading to nationally recognised qualifications (122 returns)

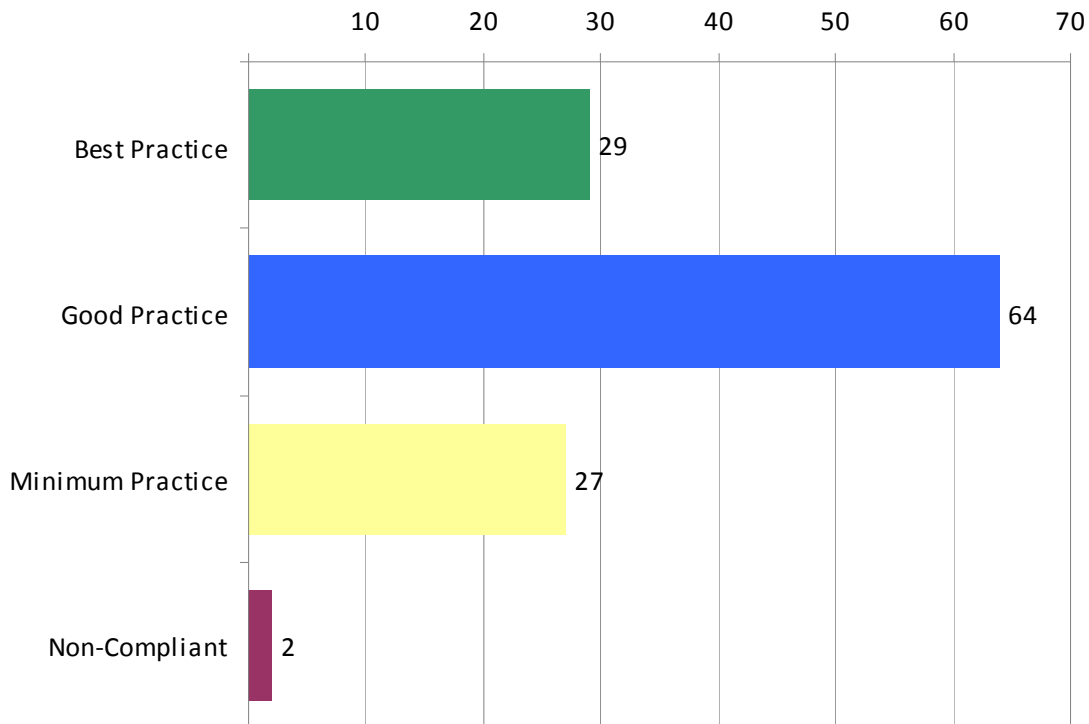
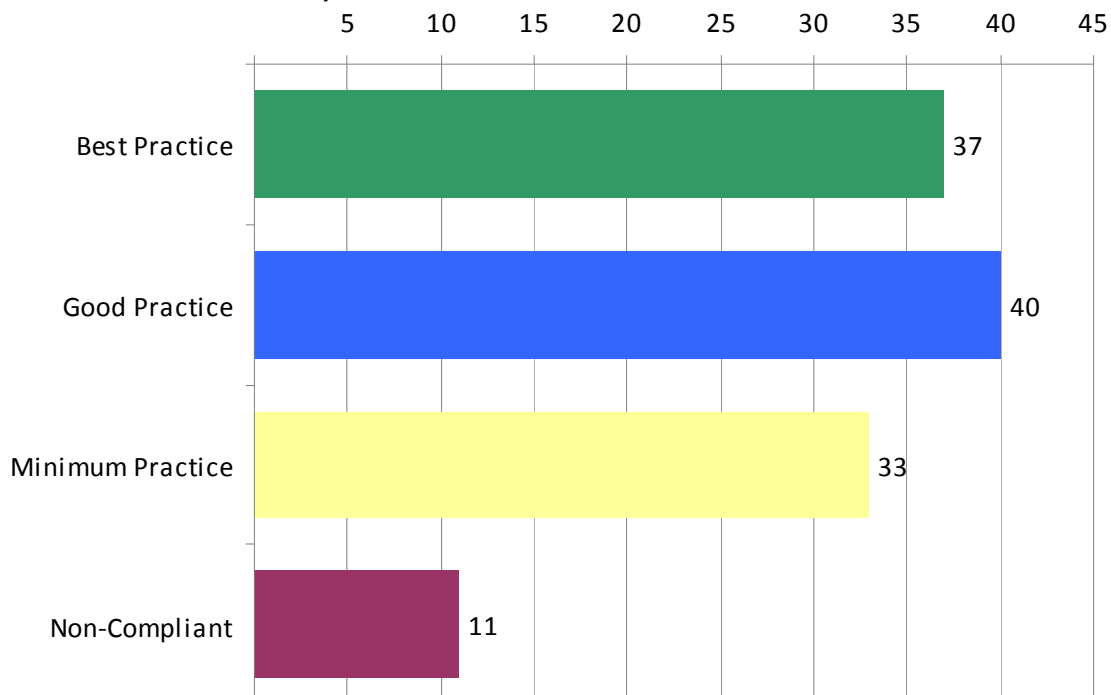


Chart 64 The PPS provides training for PPS staff and volunteers in accordance with a published service policy on impartiality (122 returns)



Networking and collaboration

Chart 65 The PPS is involved in networking and collaboration (locally, regionally and nationally) in order to develop and sustain a high quality and impartial service (122 returns)

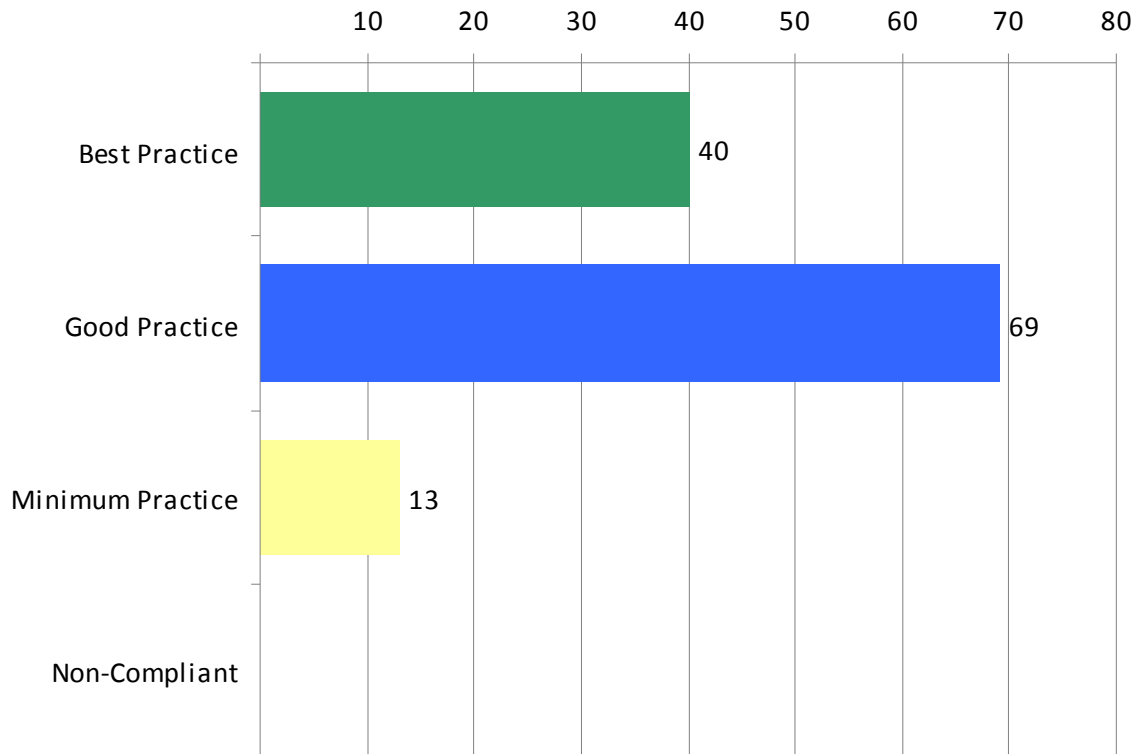


Chart 66 PPS impartiality is maintained when working with other voluntary and statutory agencies (122 returns)

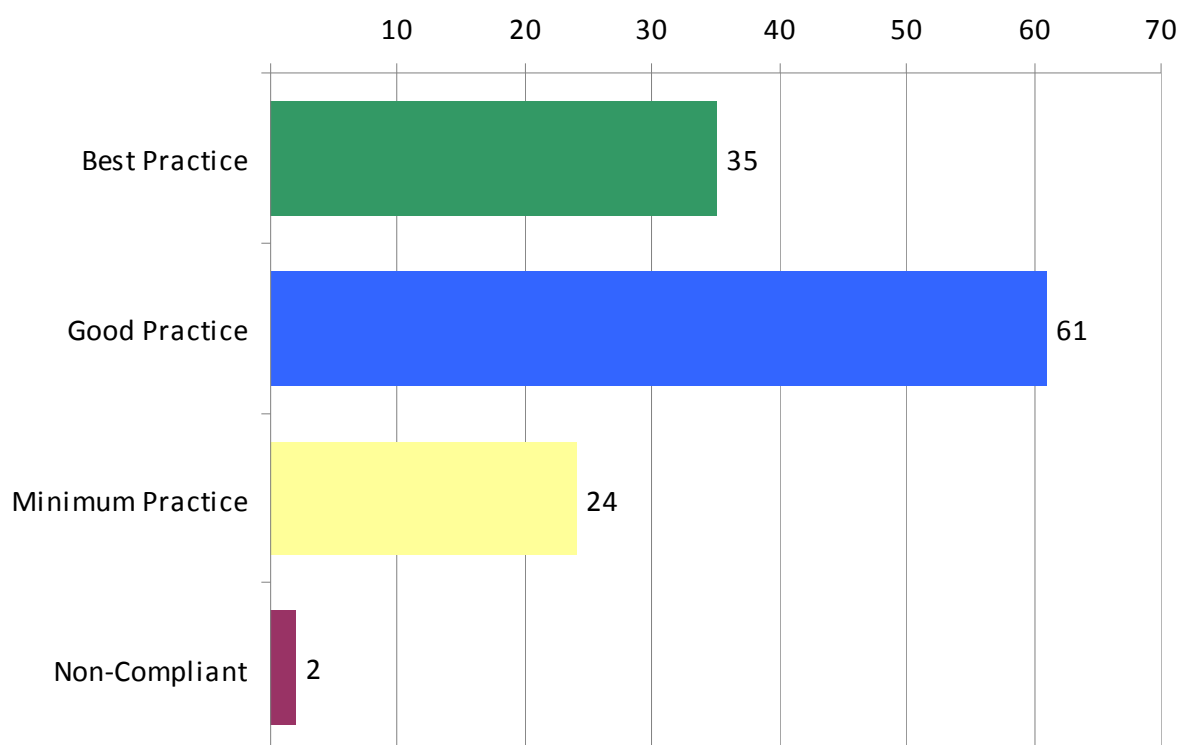
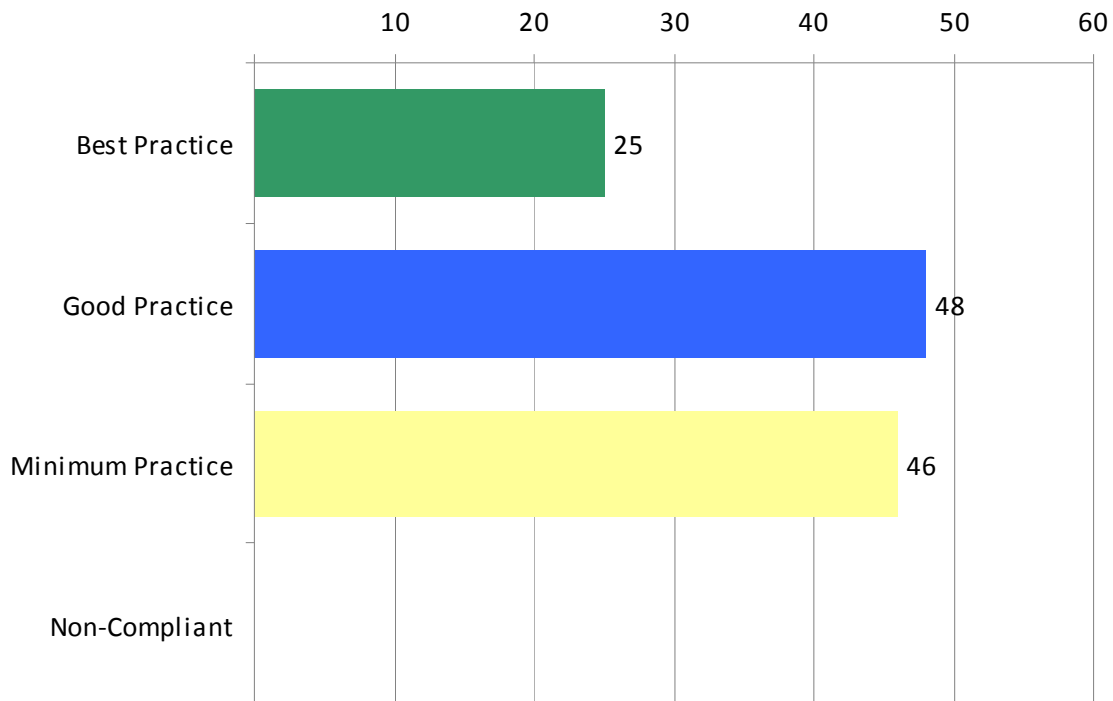
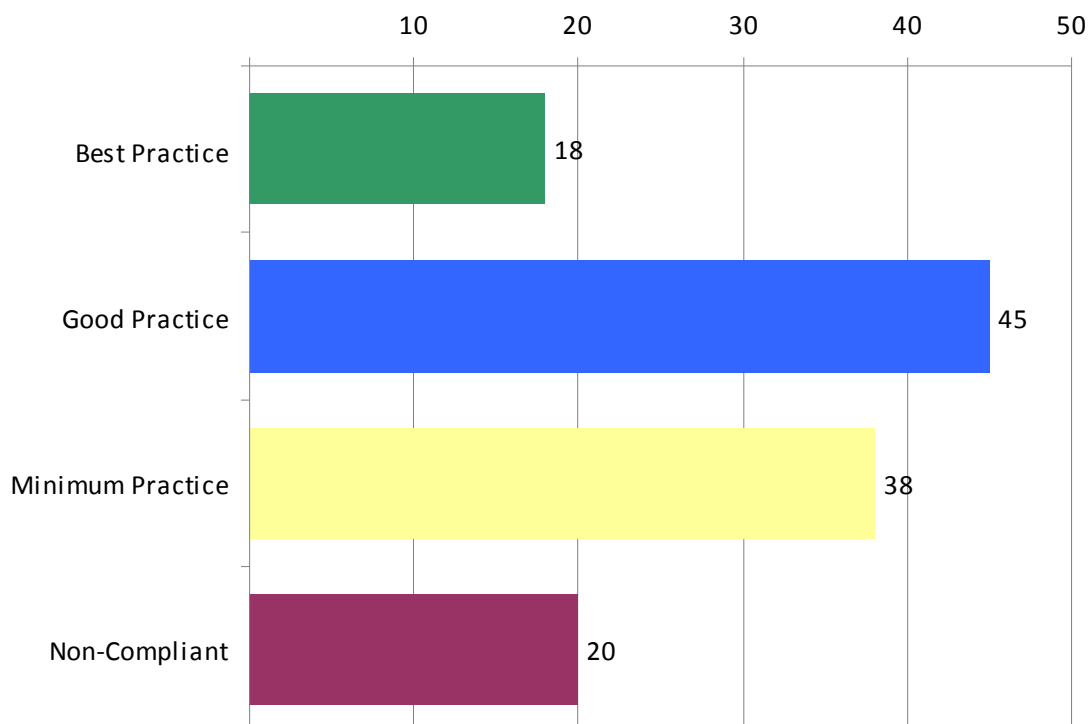


Chart 67 LA supports the role of PPS as an impartial service in networking and collaboration at national, local and regional level in context of ECM (122 returns)



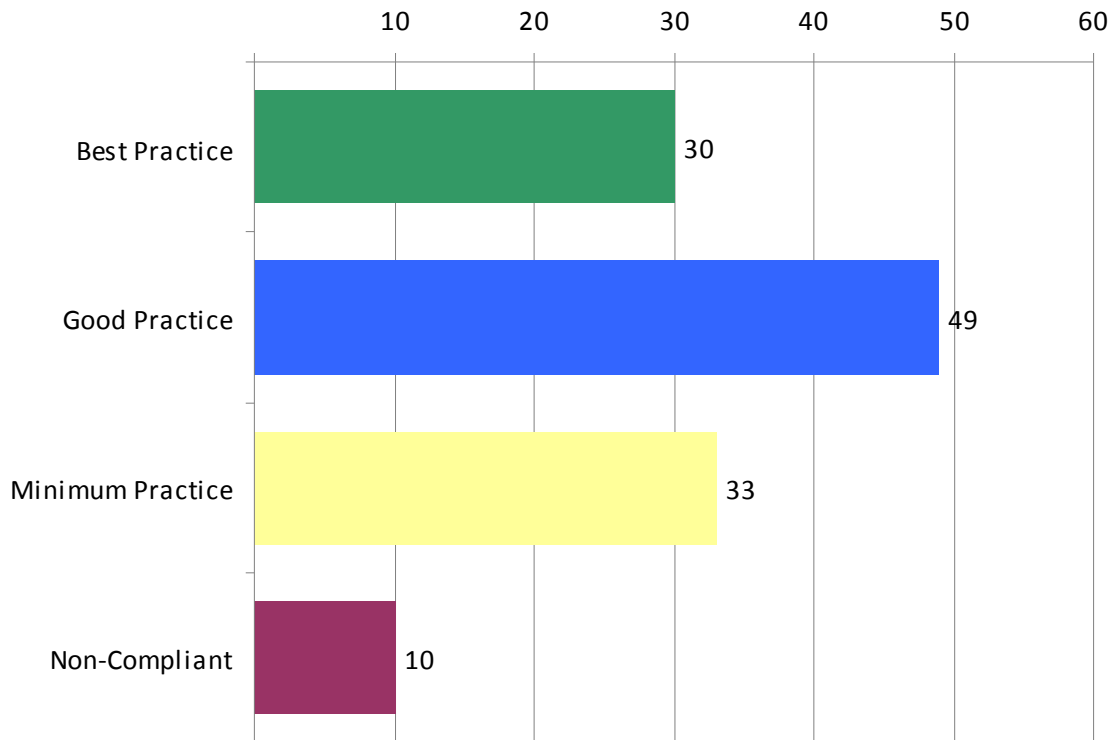
Informing and shaping local policy and practice

Chart 68 The PPS facilitates the involvement of parents and carers in informing policy and practice. The PPS seek feedback from parents and carers about the impact of parents' and carers' participation. The LA and PPS regularly review the effectiveness of PPS participation (122 returns)



Location

Chart 69 The siting of PPS takes account of the need to comply with the PPS' impartiality and confidentiality policies and to facilitate collaborative working with Children's Information Services and Choice Advisers etc (i.e. other relevant parent/carer information services) (122 returns)



APPENDIX 1

Key to service numbers

1	Sheffield	45	Doncaster
2	Wandsworth	46	Walsall
3	Calderdale	47	Slough
4	Reading	48	Bournemouth
5	West Sussex	49	Wiltshire
6	Norfolk	50	Isle of Wight
7	Poole	51	North Yorkshire
8	Sunderland	52	Coventry
9	Swindon	53	Northamptonshire
10	Leicestershire	54	Derbyshire
11	East Riding	55	Wigan
12	Devon	56	Rutland
13	Oxfordshire	57	Torbay
14	Hertfordshire	58	Leeds
15	Durham	59	Worcestershire
16	Staffordshire	60	Cambridgeshire
17	Portsmouth	61	Havering
18	Sandwell	62	Leicester City
19	Darlington	63	Halton
20	Gateshead	64	Thurrock
21	Kingston-upon-Thames	65	York
22	Wolverhampton	66	Somerset
23	Stockport	67	Warrington
24	Bath & NE Somerset	68	North Tyneside
25	Sutton	69	Wakefield
26	Bedfordshire	70	Kensington & Chelsea
27	Northumberland	71	Tameside
28	Hartlepool	72	Cheshire
29	Enfield	73	Hammersmith & Fulham
30	Merton	74	Milton Keynes
31	Manchester	75	Plymouth
32	Lincolnshire	76	Gloucestershire
33	Surrey	77	Herefordshire
34	Trafford	78	South Tyneside
35	Luton	79	Blackburn with Darwen
36	Liverpool	80	Blackpool
37	Harrow	81	Lancashire
38	Salford	82	Rotherham
39	Barnsley	83	Medway Towns
40	Windsor & Maidenhead	84	Warwickshire
41	Cumbria	85	East Sussex
42	Suffolk	86	Brent
43	Cornwall	87	Kingston Upon Hull
44	Croydon	88	Greenwich

- | | | | |
|-----|-------------------------|-----|------------------|
| 89 | Bury | 139 | Peterborough |
| 90 | Stoke-on-Trent | 140 | Shropshire |
| 91 | Oldham | 141 | Telford & Wrekin |
| 92 | North East Lincolnshire | 142 | St. Helens |
| 93 | Solihull | 143 | Stockton-on-Tees |
| 94 | Birmingham | 144 | Tower Hamlets |
| 95 | Essex | 145 | Waltham Forest |
| 96 | Brighton & Hove | 146 | Bradford |
| 97 | Southend | 147 | Westminster |
| 98 | Bromley | 148 | Wirral |
| 99 | Hampshire | 149 | Wokingham |
| 100 | Hillingdon | 150 | West Berkshire |
| 101 | Ealing | | |
| 102 | Knowsley | | |
| 103 | Dorset | | |
| 104 | South Gloucestershire | | |
| 105 | North Somerset | | |
| 106 | Kent | | |
| 107 | Sefton | | |
| 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 | | |
| 132 | North Lincolnshire | | |
| 133 | Southampton | | |
| 134 | Redbridge | | |
| 135 | Redcar and Cleveland | | |
| 136 | Richmond-Upon-Thames | | |
| 137 | Rochdale | | |
| 138 | Southwark | | |

APPENDIX 2

Definition 'Parent/carer service user'

28	Number of parent/carer service users in financial year April 07 to March 08
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'Number of parent/carer service users' gives an indication about the use made of the PPS by families in respect of individual children. It is one measure of the total level of ongoing casework.

A parent/carer 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.

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

Some parent/carer users will remain active on the caseload from one year to the next. Parent/carer users should be considered as part of the active caseload if a service has been provided within the previous 6 months.

The number of parent/carer users will therefore include new referrals since the beginning of the financial year and ongoing cases.

Note that the time period used for this data is the **financial** year. This is consistent with most of the other data being collected and will enable service cost to be calculated more accurately.

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