

Parent Partnership Services in England

National benchmarking 2009



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



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Introduction

This is the sixth 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 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 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 (2:21). These include:

- 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 Education Authorities, which include monitoring of services and ensuring adequate staffing and resourcing.

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 (DCSF) 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 Reports from 2008 onwards include 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; the return rate is nevertheless very high, with over 90% of services taking part in 2009.

Table A Returns received by region⁶

<i>Region</i>	<i>No. of PPS up to 2006</i>	<i>No. of PPS from 2007</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>	<i>Percent return in 2009</i>
East Midlands	9	9	100	100	100	89	100
Eastern	10	10	80	100	100	90	90
London	32	32	63	65	69	75	88
Merseyside	6	-	50	100	-	-	-
North East	12	12	83	100	100	75	92
North West	16	22	69	63	82	73	73
South Central	6	-	69	92	-	-	-
South East	13	19	83	100	90	95	100
South West	15	15	93	100	93	87	93
West Midlands	14	14	57	86	100	86	100
Yorkshire and Humberside	15	15	67	93	100	100	93
Overall	148	148	77% (55%)*	86%	89%	84%	91%

NB In 2007 Merseyside and North West were combined to form an enlarged NW network and South Central and South East Regional combined as an enlarged SE network.

* Percent completing the supplementary form. From 2006 the two forms were combined.

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

⁴ See Footnote 1 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

⁶ Figures are for the last 5 years. Data for 2004 is shown in the report for 2008.

Changes for 2009

In previous years, the national report has included some comparative data (e.g. on funding, staffing, and the number of parent-carers users) covering every year of benchmarking. However, the National Benchmarking Development Group agreed that problems of space meant that it was difficult to include tables showing more than five years of data. This report therefore shows data, where appropriate, for this year and the previous four years.

The data collection form for 2009 included additional questions to clarify the involvement of the PPS in:

- managing the Aiming High for Disabled Children Parent Participation Group Grant
- running the Aiming High for Disabled Children Parent Participation Group.

The Lamb Inquiry

The Lamb Inquiry⁷ into Special Educational Needs and Parental Confidence published its report in December 2009. The inquiry heard evidence on the role of Parent Partnership Services (see sections 3.46 to 3.54) and noted the variation in the range, role and influence of local PPS; an issue that has been highlighted in previous benchmarking reports. The two main recommendations with regard to PPS are:

- *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)

The DCSF, Local Authorities and PPS may wish to use the evidence provided in this latest benchmarking report to inform their strategies for strengthening the role played by Parent Partnership Services and ensuring that effective and efficient services are available to parents wherever they may live.

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 DfES⁸ and by the Lamb Inquiry. While this is partly explained by the differences in the size of local authorities (ranging from a 0 -19 population of 10,900

⁷ Lamb Inquiry: Special Educational Needs and Parental Confidence, Department for Children, Schools and Families (2009)

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

to 348,000), other factors, such as the local history of development of PPS 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) is used in preference to other population figures (such as school or overall population) for the following reasons:

- 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 November 2009.

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 number of full-time equivalent staff and volunteers may be considered alongside information on funding levels.*
- 2. Changes in national data may be the result of differences in the data sets available. 16 additional services contributed data in 2009, compared with 2008. 5 services that had contributed data in 2008 did not do so in 2009.*
- 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:

- No significant change in the percentages of each type of service.
- 99% of participating services provide for the under 5s, and 100% for 16+.
- 23% of participating PPS continue to share office premises with the Local Authority SEN Team. This percentage is unchanged from 2008, even though this arrangement may not meet the minimum practice exemplar⁹ for service location, and is clearly not consistent with the good practice requirements.

However alternative 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
- in mainstream and in special schools

⁹ See Footnote 5 on page 6

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

Chart 1 Type of service (134 returns)

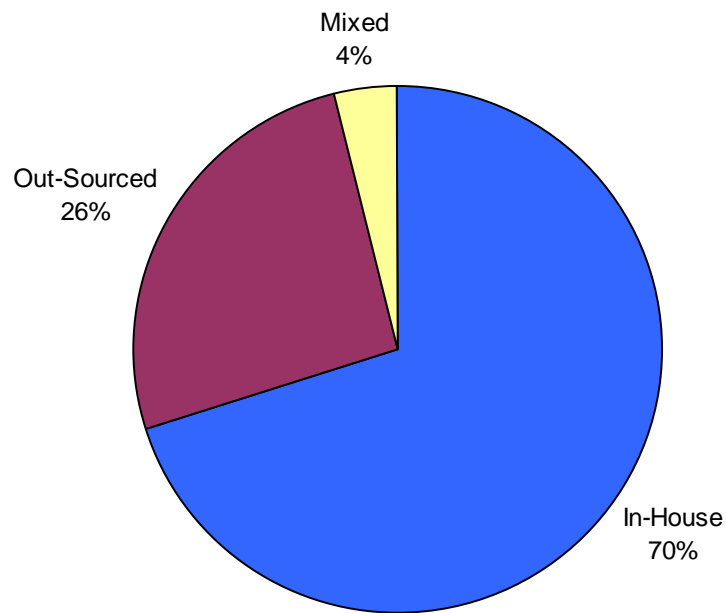


Chart 2 Age range covered by the Parent Partnership Service (134 returns)

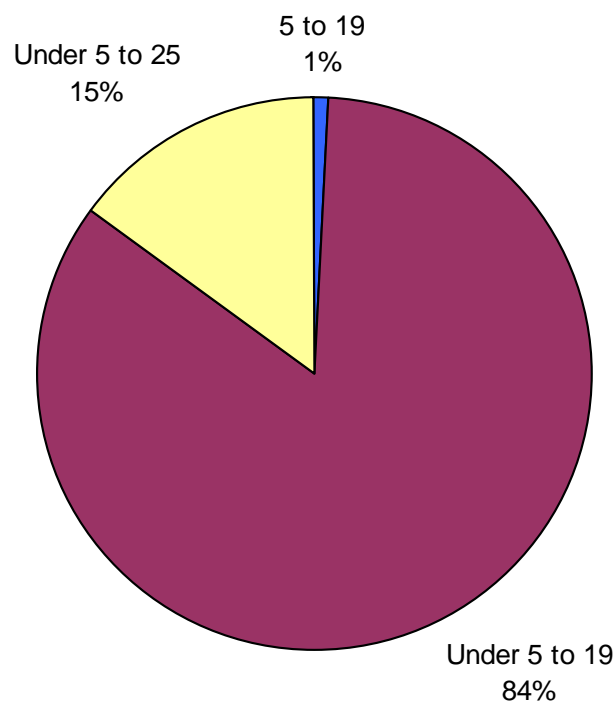


Chart 3 Location of Service – building sharing (130 returns)

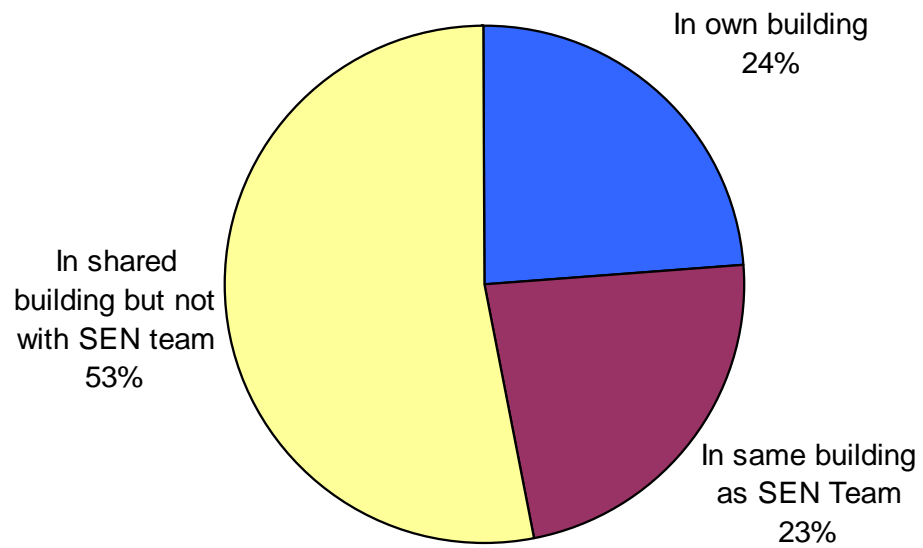
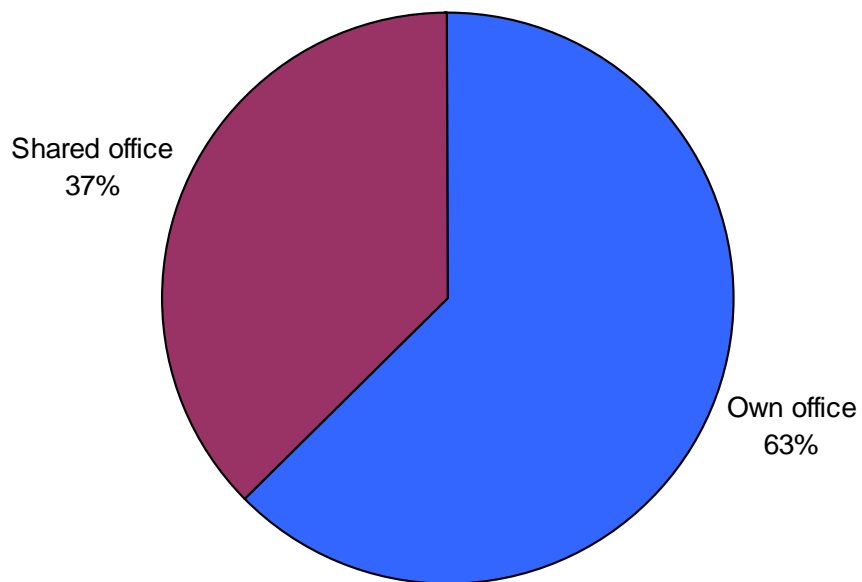


Chart 4 Location of service – office space (123 returns)



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.

A significant minority of PPS now have responsibility for more than the core Parent Partnership Service (see Chart 5). For example, a considerable number of PPS have responsibility for managing the local Choice Advice budget, and there are examples of PPS that now manage a range of additional budgets totalling well in excess of £100,000.

However, in order to enable realistic comparison of PPS funding, services are asked to provide information on the funding that they receive in order to provide the core parent partnership service in accordance with the minimum standards. These are the figures that are used in Tables B and C and in Charts 6 to 13. These figures often differ from the data shown in DCSF Section 52 returns¹⁰ under 'Parent partnership guidance and information' which may include other activities such as disagreement resolution.

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

The evaluation of PPS published in 2006¹¹ 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.

¹⁰ See <http://www.dcsf.gov.uk/rsgateway/DB/STR/d000876/index.shtml>

¹¹ See Footnote 8 on page 7

The data for this year shows:

- An overall rise in funding compared to 2007-2008 of approximately 7.1%. However increases (and reductions) in funding for individual services is very variable; while 66 services reported an increase of at least 1% (and in some cases considerably more), 26 services reported a decrease in funding of between 1% and 34%. The inclusion in the 2008-09 data of one of the highest funded services means that the funding range for this year is considerably wider than last year and this will have had impact on the mean funding level, which has risen by 2.2%. However the median fell by 3.4%.
- The range of funding per head of population continues to show wide variation - from 43p to £5.16 (compared with 36p to £4.44 in 2008). 44 services receive funding of less than £1 per head of population; 14 services receive funding equivalent to over £2 per head.
- Expectations for PPS budgets for 2009-2010 indicate a predicted rise of 4.4%.
- Charts 10 and 11 illustrate the relationship between the numbers of pupils with SEN (from DCSF: Special Educational Needs in England: January 2009) and the core funding received by each PPS in 2008-09. The overall correlation is 0.73. This suggests that about 73% of the variation in funding of PPS may be related to the incidence of SEN, but that other factors also play a significant part.
- The funding per pupil identified with SEN ranges from £3.07 to £30.34 per head.
- Chart 12 shows the relationship between the numbers of pupils taking free school meals and the funding received by each PPS in 2008-09. The overall correlation is 0.72, which suggests that about 72% of the variation may be associated with the incidence of free school meals.
- This year 43% of participating services manage budgets that are not part of the core PPS service (35% in 2008). The two most frequent responsibilities are for Choice Advice and Aiming High Participation Grants. Other budgets managed by PPS include:
 - disagreement resolution
 - Excellence Cluster
 - Learning Disability Development Fund
 - parent champions
 - pupil advocacy
 - parent to parent helpline
 - Parent Support Advisers
- In those instances where PPSs hold responsibility for other budgets this is most often for a single extra funding stream. However, there are a small number of PPS that manage between 3 and 7 funding streams as well as their core budget, reflecting a broader strategic role for these services.

Table B Total funding for PPS

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<i>Returns</i>	102	124	125	121	130
Total *	£9,140,260	£11,575,167	£11,863,000	£11,984,576	£13,162,006
Extrapolated total for 148 services	£12,617,766	£13,157,614	£13,136,317	£13,935,229	£14,922,750
Range *	£12,000 - £341,020	£10,400- £370,000	£10,760- £400,220	£11,083- £370,000	£11,000 - £475,557
National mean	£90,500	£93,350	£94,910	£99,040	£101,250
National median	£65,650	£70,220	£78,480	£80,330	£77,600

Table C Total budget for PPS

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<i>Returns</i>	101	123	122	118	130
Total *	£9,817,000	£12,188,593	£11,949,935	£12,515,894	£13,660,409
Extrapolated total for 148 services	£13,552,518	£13,854,902	£13,232,291	£14,858,760	£15,511,724
Range *	£12,500 - £335,000	£10,800- £370,000	£11,080- £336,600	£12,000- £370,000	£13,800 - £510,585
National mean	£97,200	£99,090	£97,950	£106,070	£105,080
National median	£75,000	£76,750	£76,810	£85,070	£76,068

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

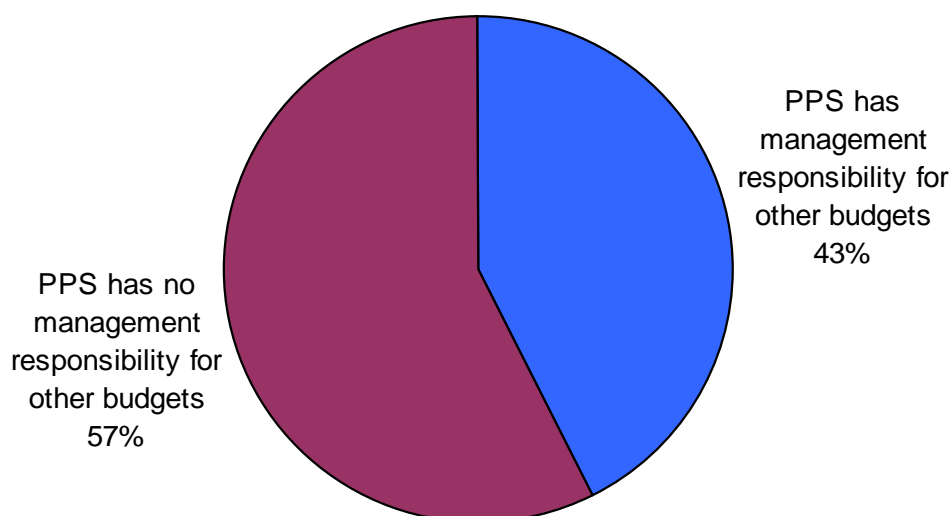
Chart 5 Management responsibility for other budgets (134 returns)

Chart 6 Total funding for PPS in 2008 – 2009 (130 returns)

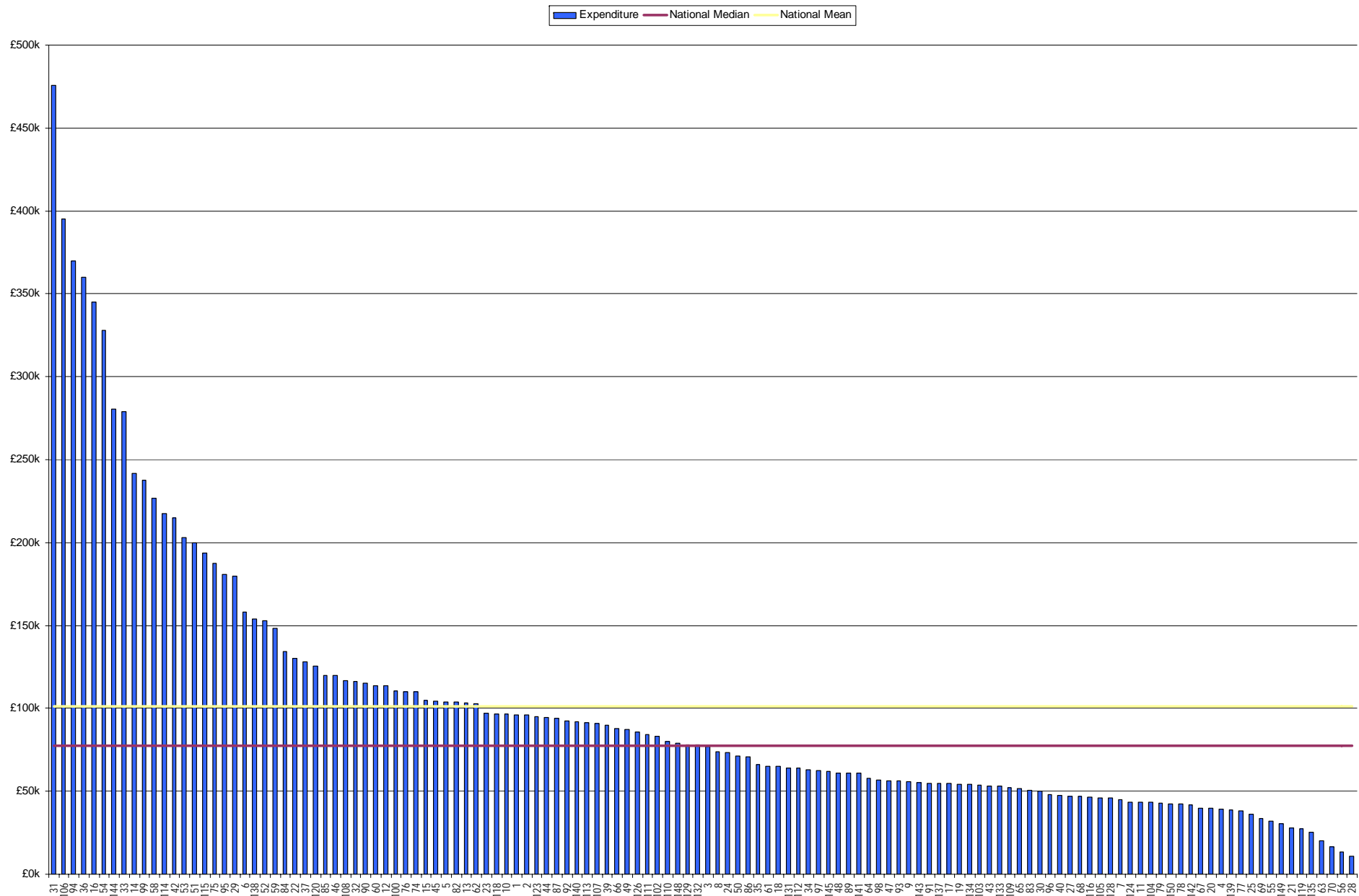


Chart 7 Total budget for PPS in 2009 – 2010 (130 returns)

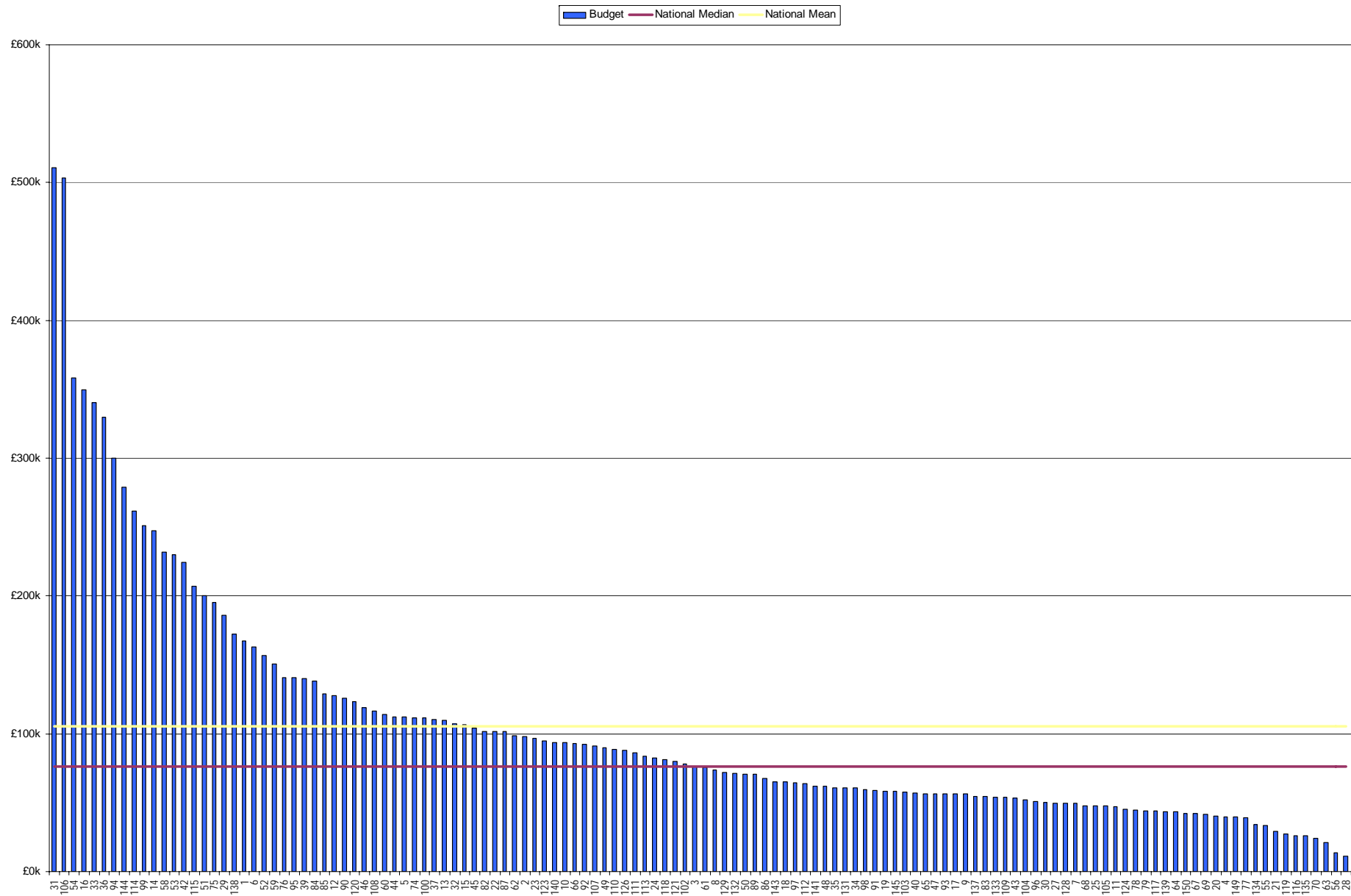


Chart 8 Service funding per head [0-19] (130 returns)

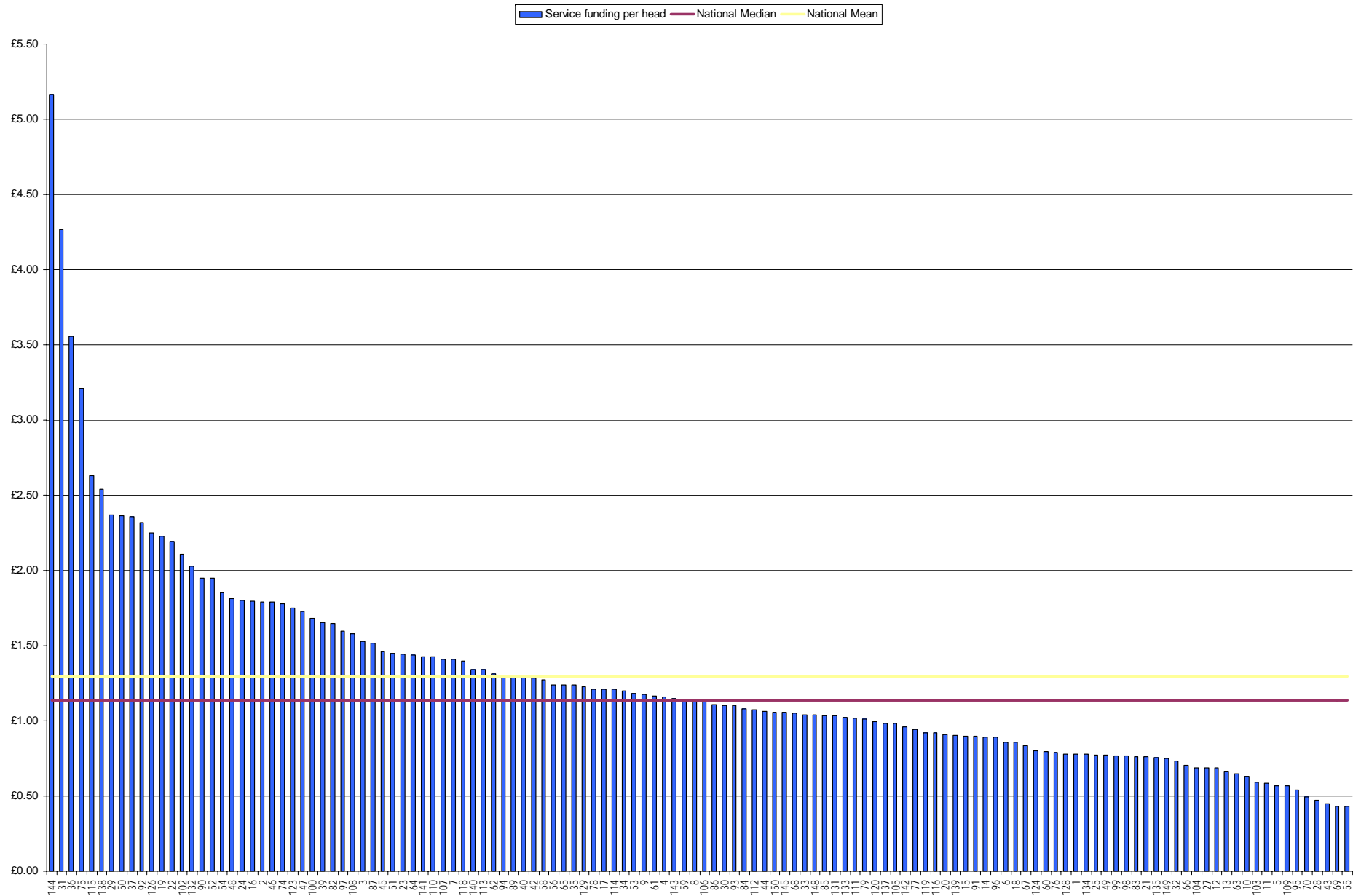


Chart 9 Service funding per parent/carer service user (127 returns)

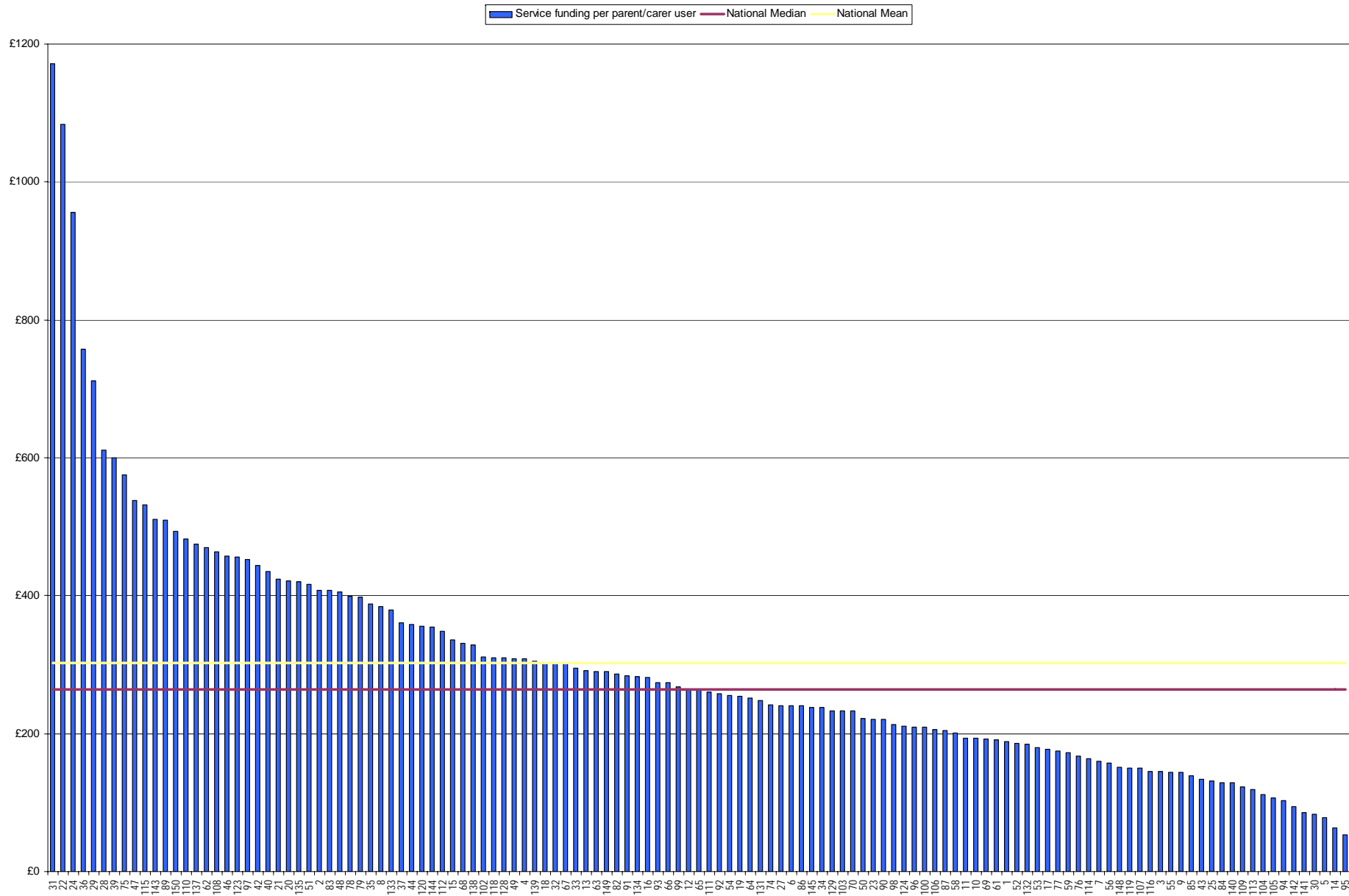


Chart 10 The relationship between PPS funding for 2008-09 and numbers of pupils with SEN (130 services)

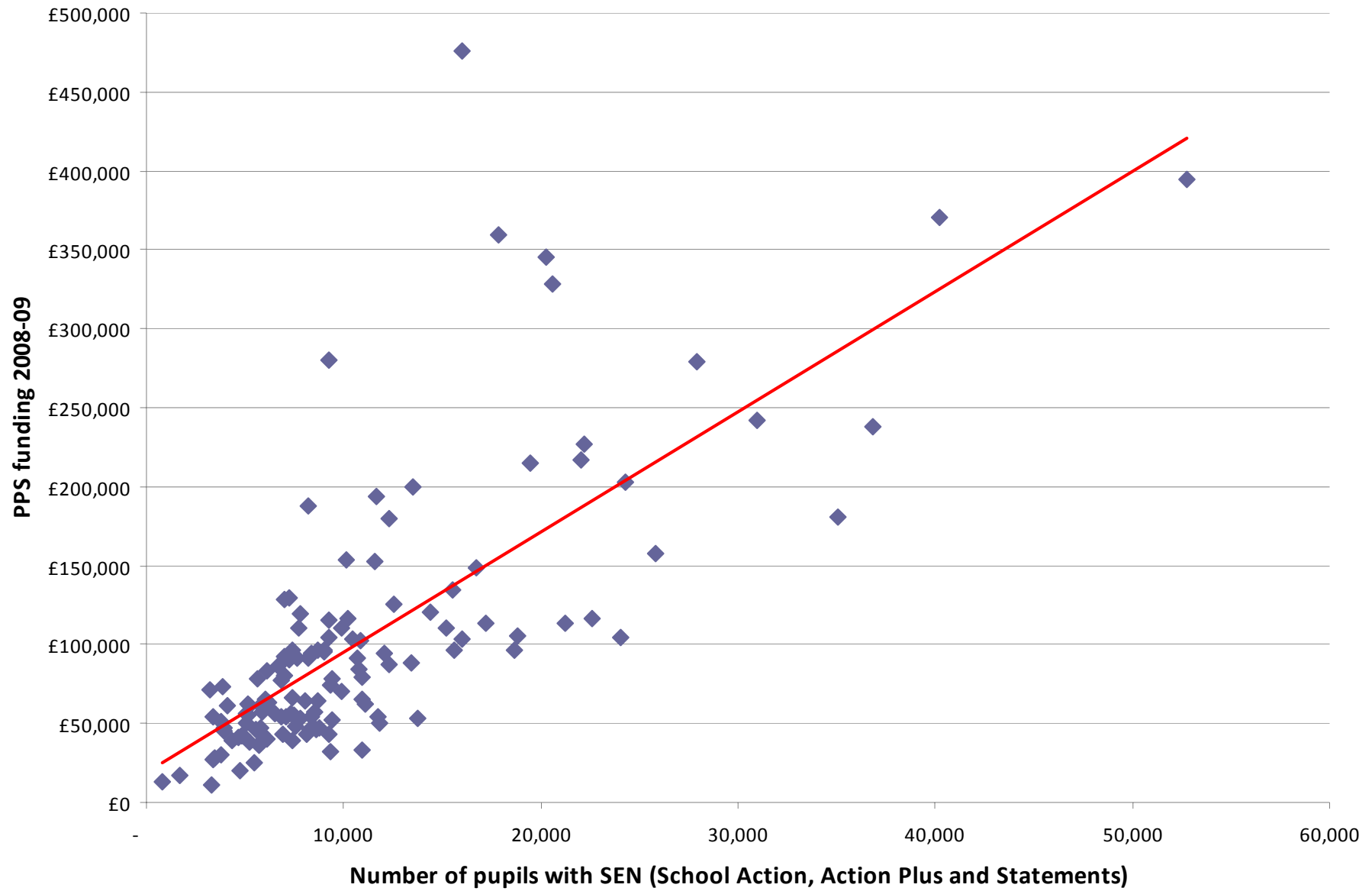


Chart 11 Service funding per SEN pupil (pupils at School Action, School Action Plus and Statements) (130 returns)

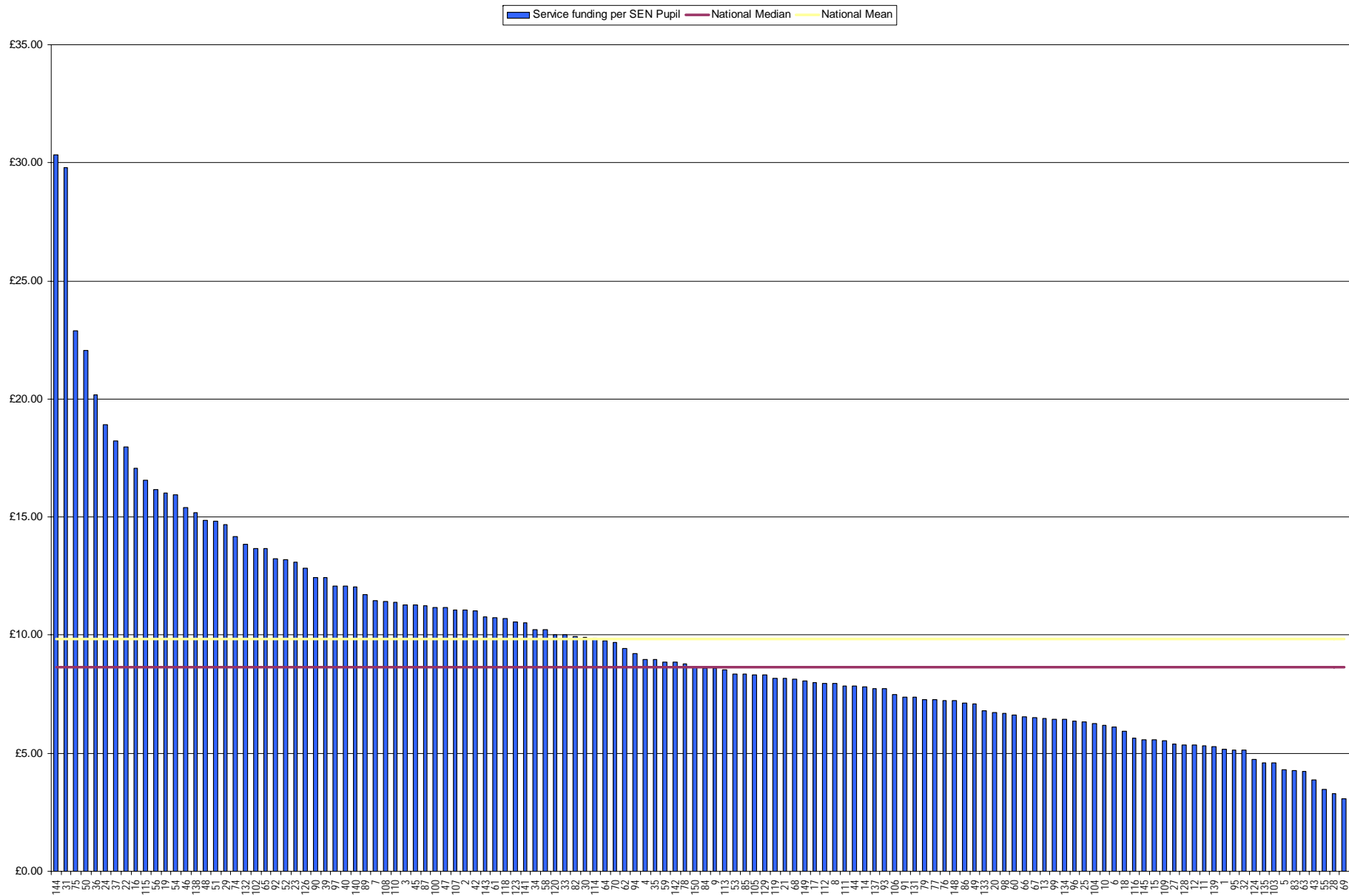


Chart 12 The relationship between PPS funding for 2008-09 and the number of pupils taking free school meals (130 services)

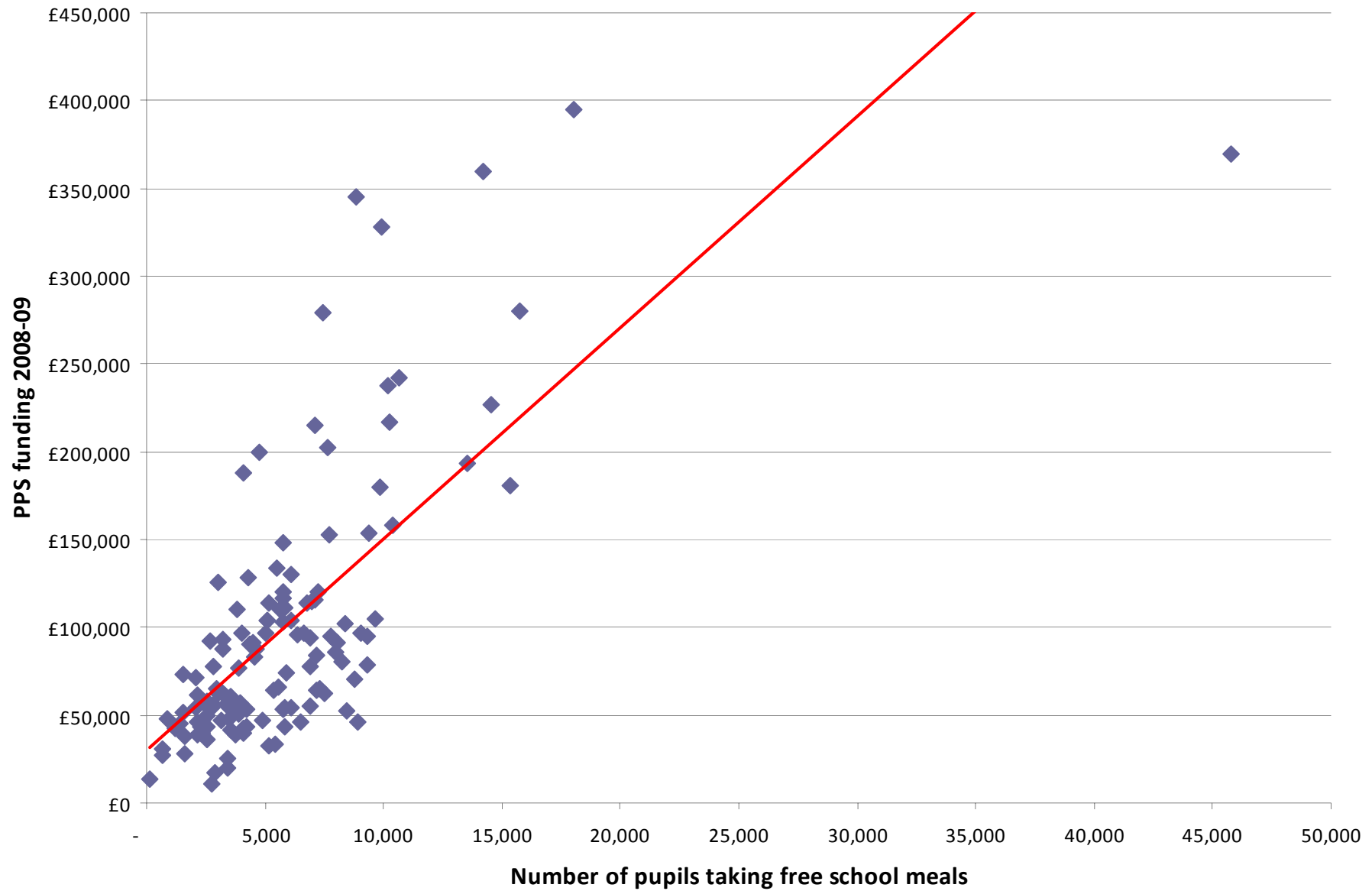
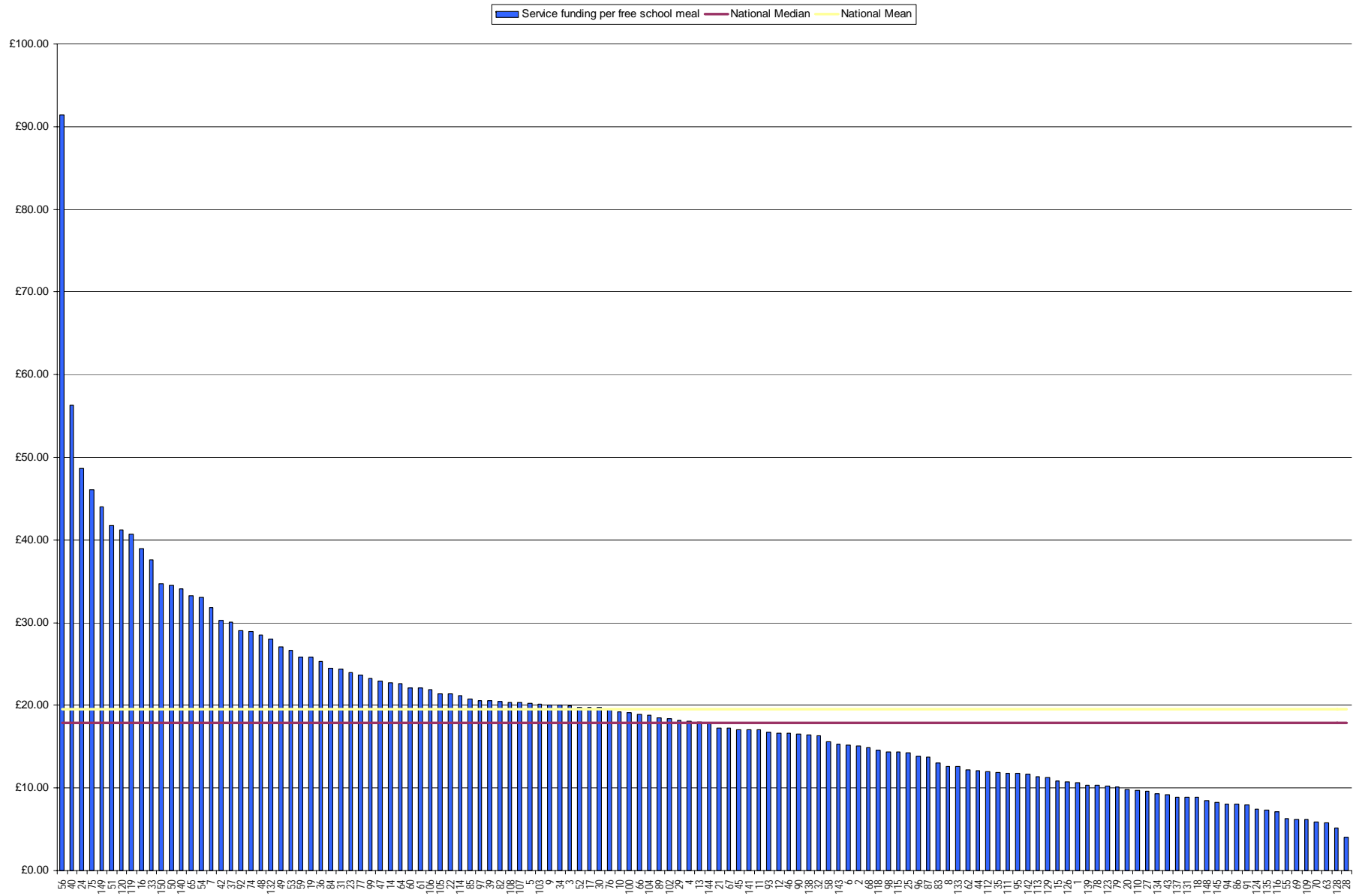


Chart 13 Service funding per free school meal (130 returns)



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 (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 the data collection since 2006 distinguishes between volunteers and others who perform similar roles. This means that the table showing numbers of IPS in March 2005 is not directly comparable with subsequent years.

The data for this year shows:

- The number of paid staff has increased by approximately 7% compared to 2008 – which is similar to the increase in funding over the same period. However this increase in staffing is not evenly distributed, with 17 PPS reporting a reduction in staffing compared to last year.

- An analysis of staffing (Chart 15) shows that the proportion of PPS staff who are volunteers has dropped from 70% in 2007 to 62% in 2009. This is primarily due to the significant fall in the number of IPS.
- The number of active Independent Parental Supporters has fallen by approximately 19% compared with 2008. This is the fifth successive year in which the number of available IPS has fallen, with total numbers reducing by more than 50% since 2004. Half of those services participating in benchmarking have no active volunteer IPS, with a further 10% only having one IPS. Just 11 services have 10 or more IPS.
- The number of new IPS trained over the last year has also fallen by about 10%, with 74% of participating services not training any new IPS in the last year. Chart 22 shows how few new IPS were trained – and this continues the trend over the last 5 years. For the second year running only 4 services recruited new IPS in double figures.
- About 30% of services have volunteers who are active in the service, but are not IPS. They may carry out a number of roles such as developing information leaflets, providing clerical support etc. The number of non-IPS volunteers remains fairly stable. Note that the median number of non-IPS volunteers is 0 because the majority of PPS do not have them.
- 89% 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
 - SENDIST
 - TIPPS
- Approximately 37% 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:
 - Early Years Key Workers
 - Family Action staff
 - Information Support Workers
 - Parent Support Advisers
- 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 0.75, 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.

One of the consistent themes in the annual benchmarking report is the steady reduction in the number of IPS that are available, and in the numbers that are

trained each year. It is clear that the recruitment and retention of volunteers remains a significant issue for PPS. If the current rate of reduction continues it is likely that by 2010 the majority of PPS will be dependent on the relatively small number of paid PPS staff to provide all their IPS support.

Table D Number of staff employed by PPS

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
<i>Returns</i>	105	127	131	124	133
Total *	280.43	325.09	337.55	326.6	358.2
Extrapolated total for 148 services	386.85	369.54	373.77	373.8	398.6
Range *	0.3 – 9.9	0.23 - 11.0	0.33-11.0	0.4-11.5	0.4-12.6
National mean	2.67	2.56	2.58	2.63	2.69
National median	2.0	1.9	2.05	2.01	2.0

Table E Number of active IPS**

	March 05	March 06	March 07	March 08	March 09
<i>Returns</i>	106	127	130	123	133
Total	637	621	585	441	370
Extrapolated total for 148 services	879	706	648	505	411
Range	0 – 59	0 - 40	0-44	0-43	0-39
National mean	6.0	4.9	4.5	3.6	2.8
National median	3.0	2.0	2.0	1.0	0

Table F Number of IPS trained

	April 2004 to March 2005	April 2005 to March 2006	April 2006 to March 2007	April 2007 to March 2008	April 2008 to March 2009
<i>Returns</i>	106	125	127	123	129
Total *	248	254	208	177	160
Extrapolated total for 148 services	342	289	230	203	183
Range *	0 - 17	0 - 14	0-16	0-18	0-21
National mean	2.34	2.03	1.64	1.44	1.28
National median	0.5	0	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	March 2009
<i>Returns</i>	121	124	122	130
Total	215	201	199	208
Extrapolated total for 148 services	244	223	228	235
Range	0 - 36	0-15	0-22	0-21
National mean	1.78	1.62	1.63	1.63
National median	0	0	0	0

Chart 14 Analysis of full time equivalent staffing (134 returns)

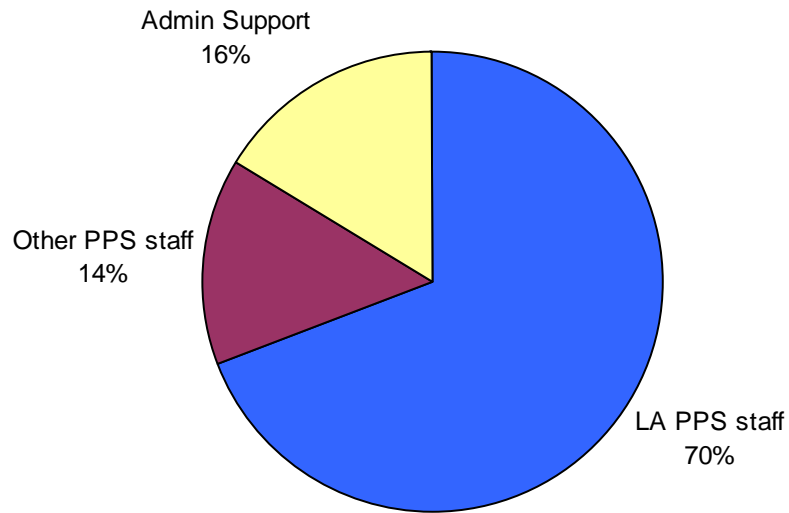


Chart 15 Analysis of paid and volunteer staff (134 returns)

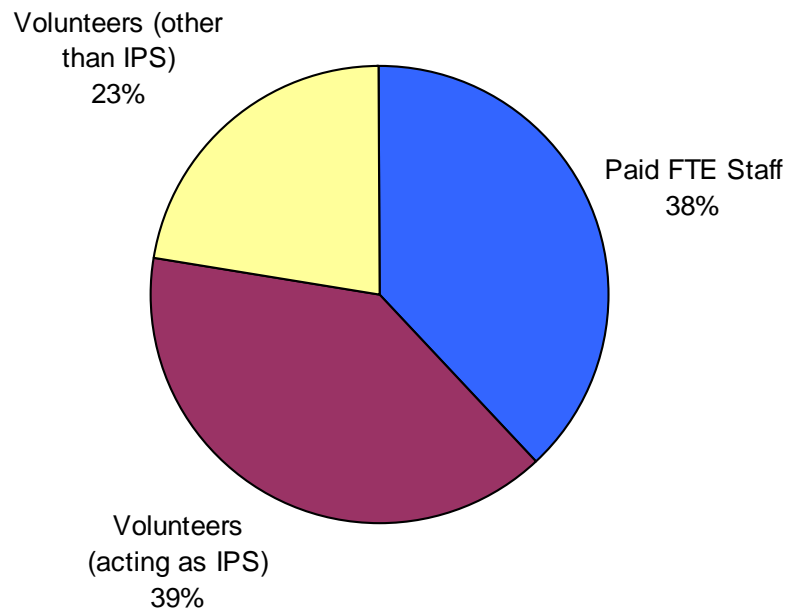


Chart 16 Management responsibility for other staff (134 returns)

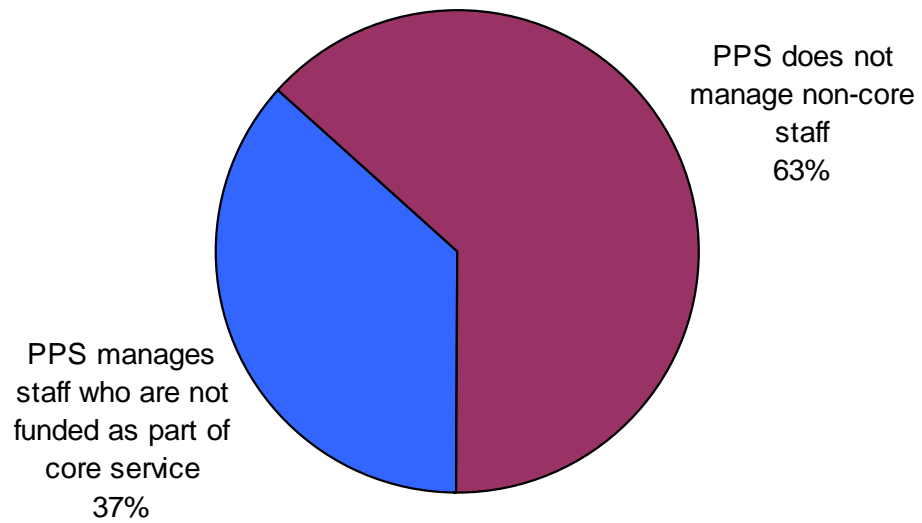


Chart 17 Percentage of PPS whose paid staff attended training provided by an organisation other than the Local Authority in 2008-09 (131 returns)

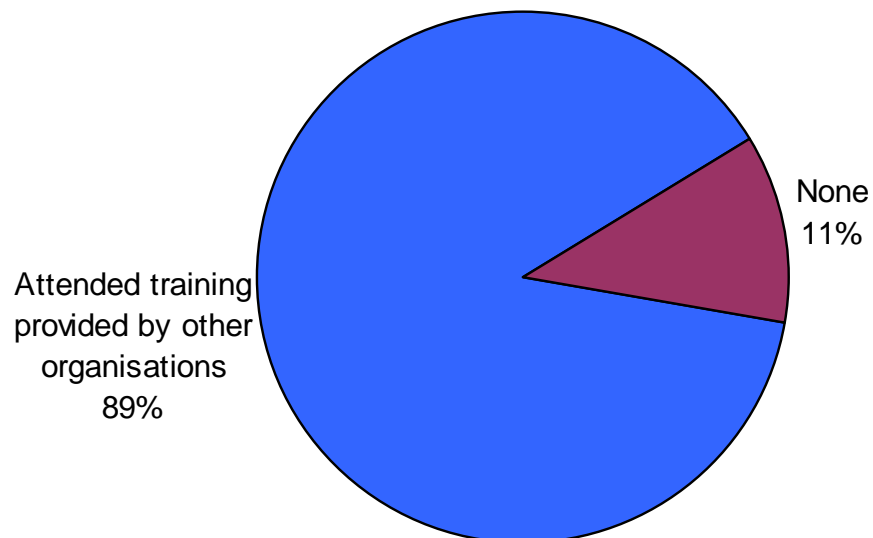


Chart 18 Total fte staff in post at 31st March 2009 (133 returns)

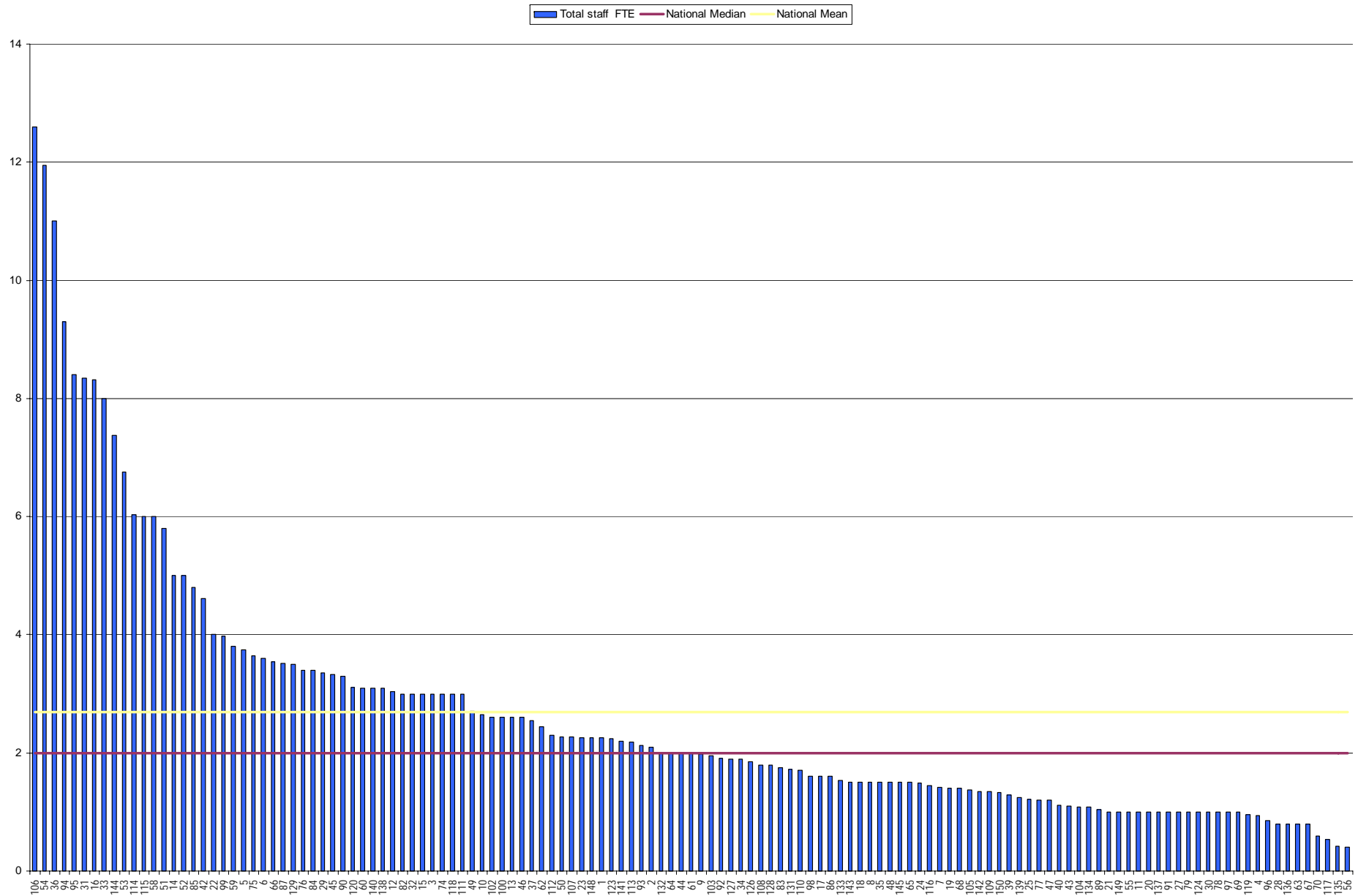


Chart 19 Total employed fte PPS staff per 1,000 population [0-19] (133 returns)

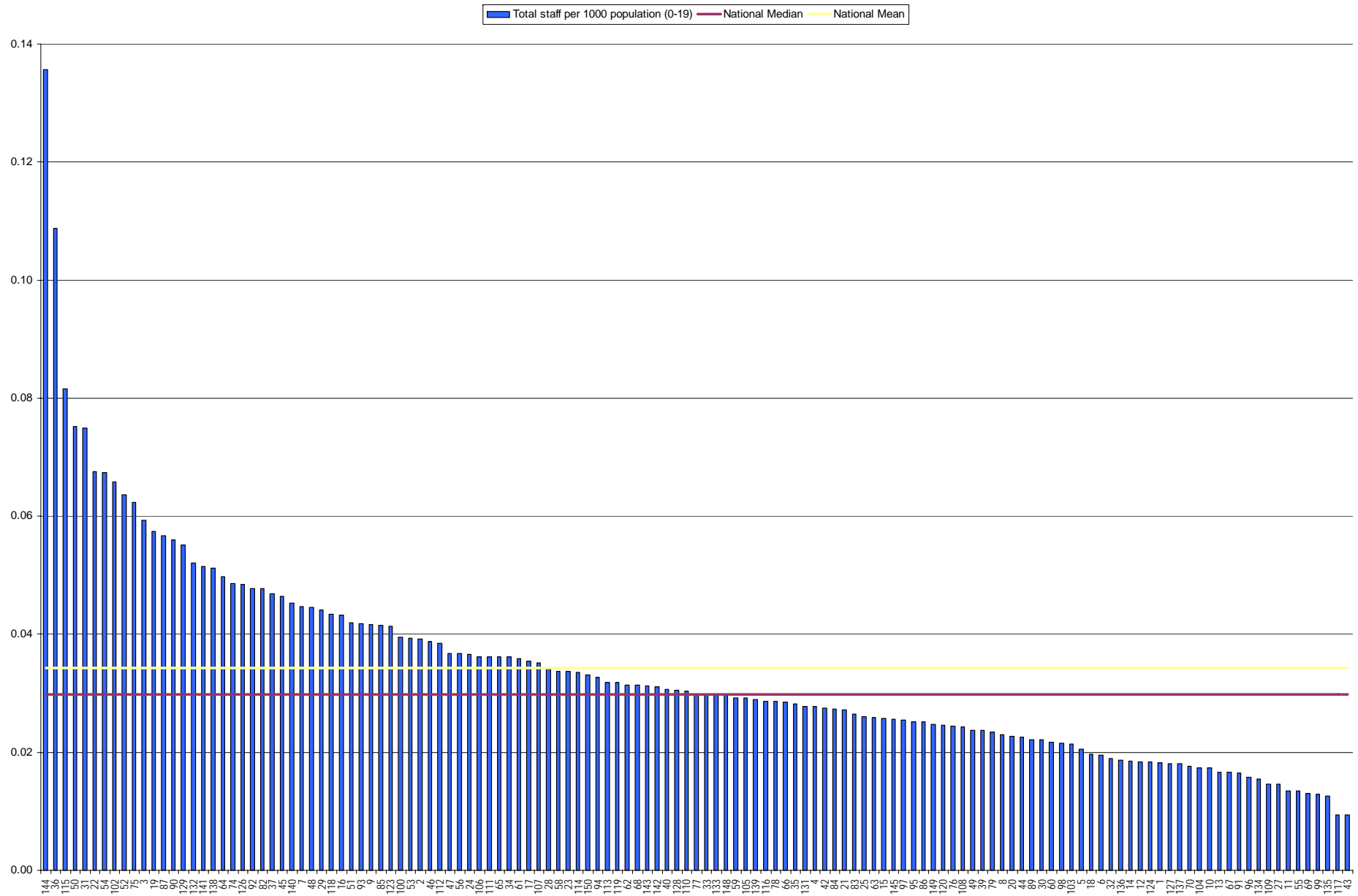


Chart 20 Volunteers acting as IPS actively working with the PPS at 31st March 2009 (133 returns)

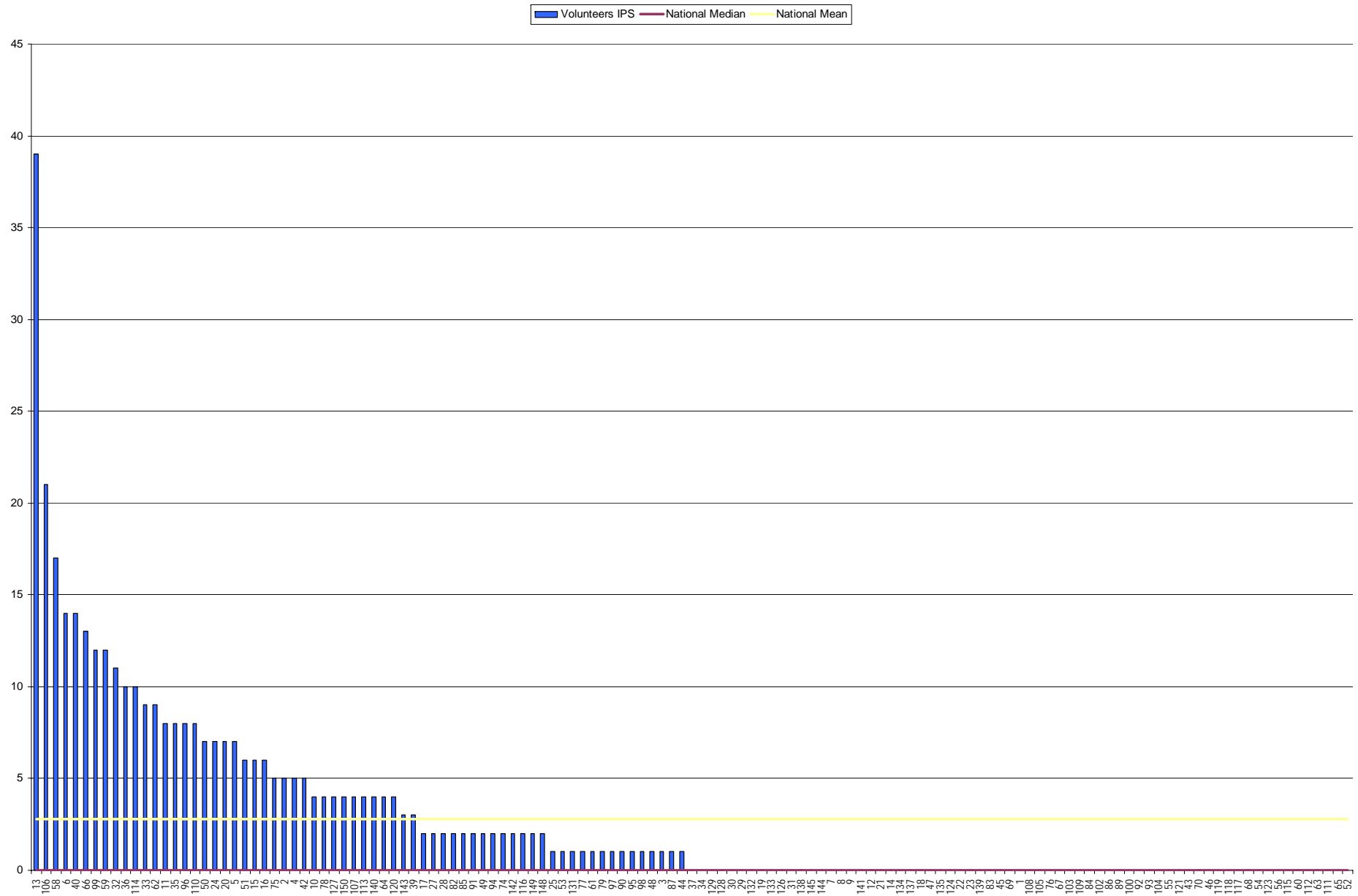


Chart 21 Volunteers actively working as IPS per 1000 population [with minimum of 2 volunteers] (52 returns)

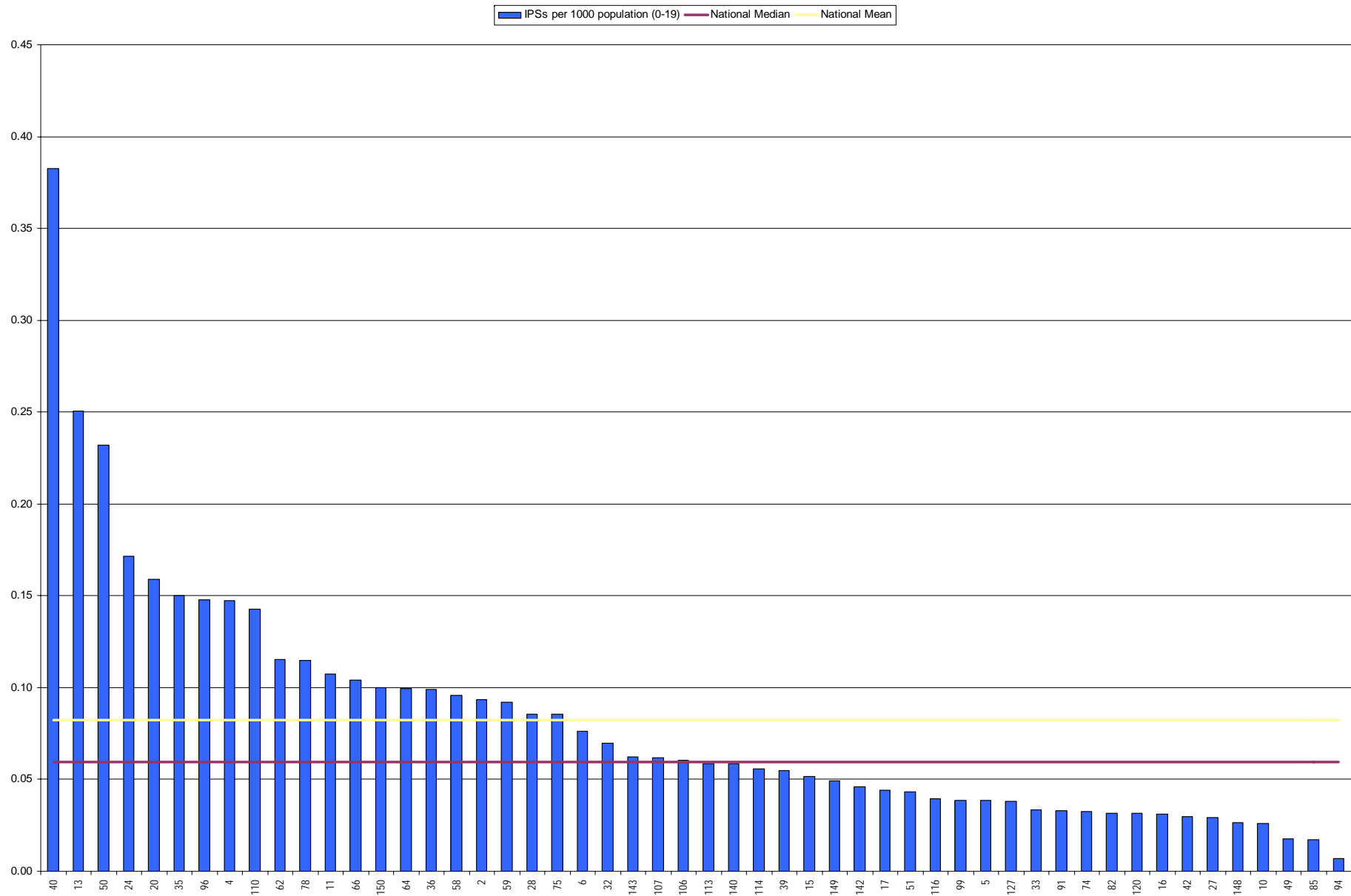


Chart 22 IPS newly trained in financial year April 08 to March 09 (129 returns)

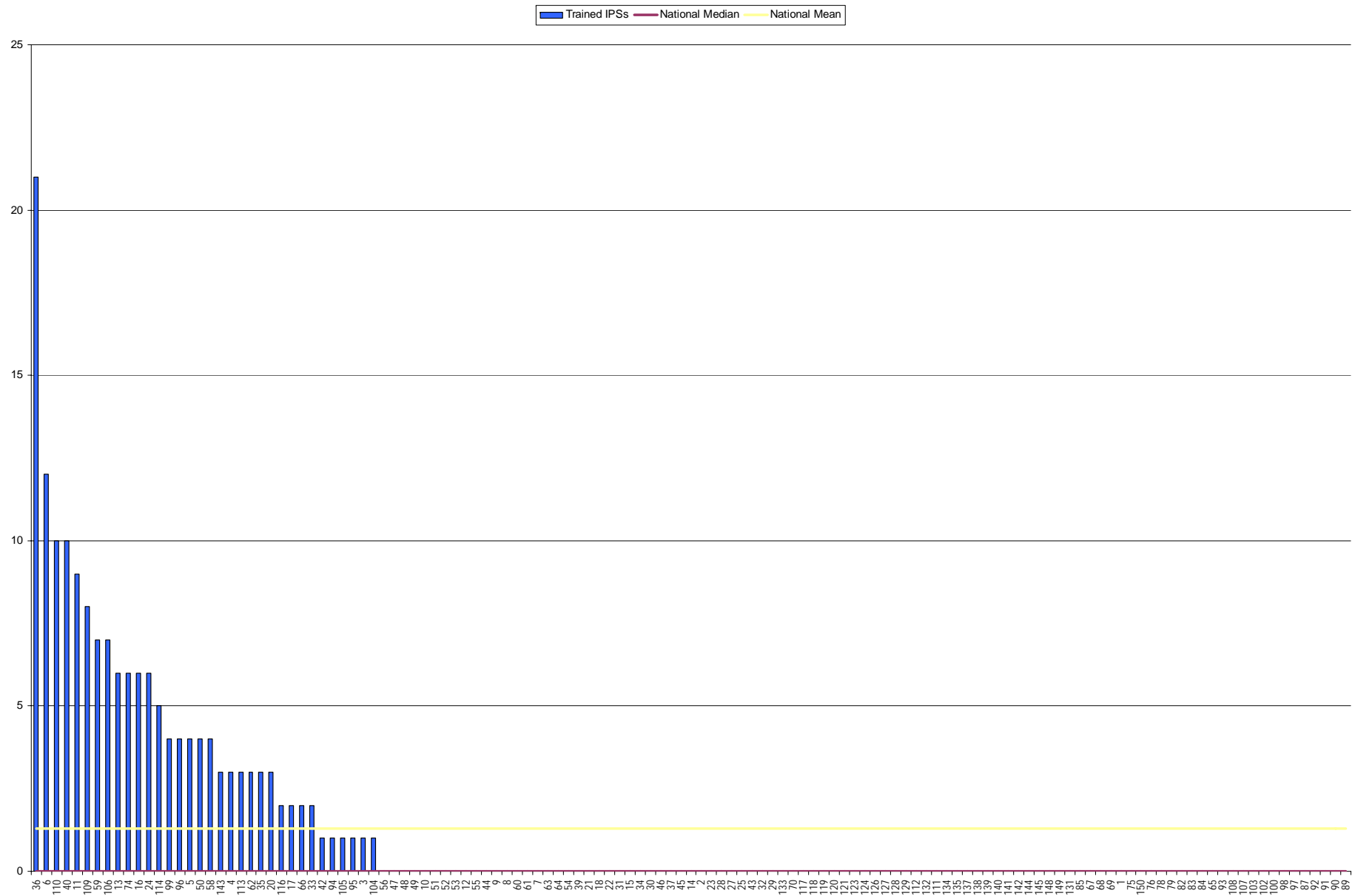


Chart 23 Other active volunteers (not acting as IPS) on 31st March 2009 (130 returns)

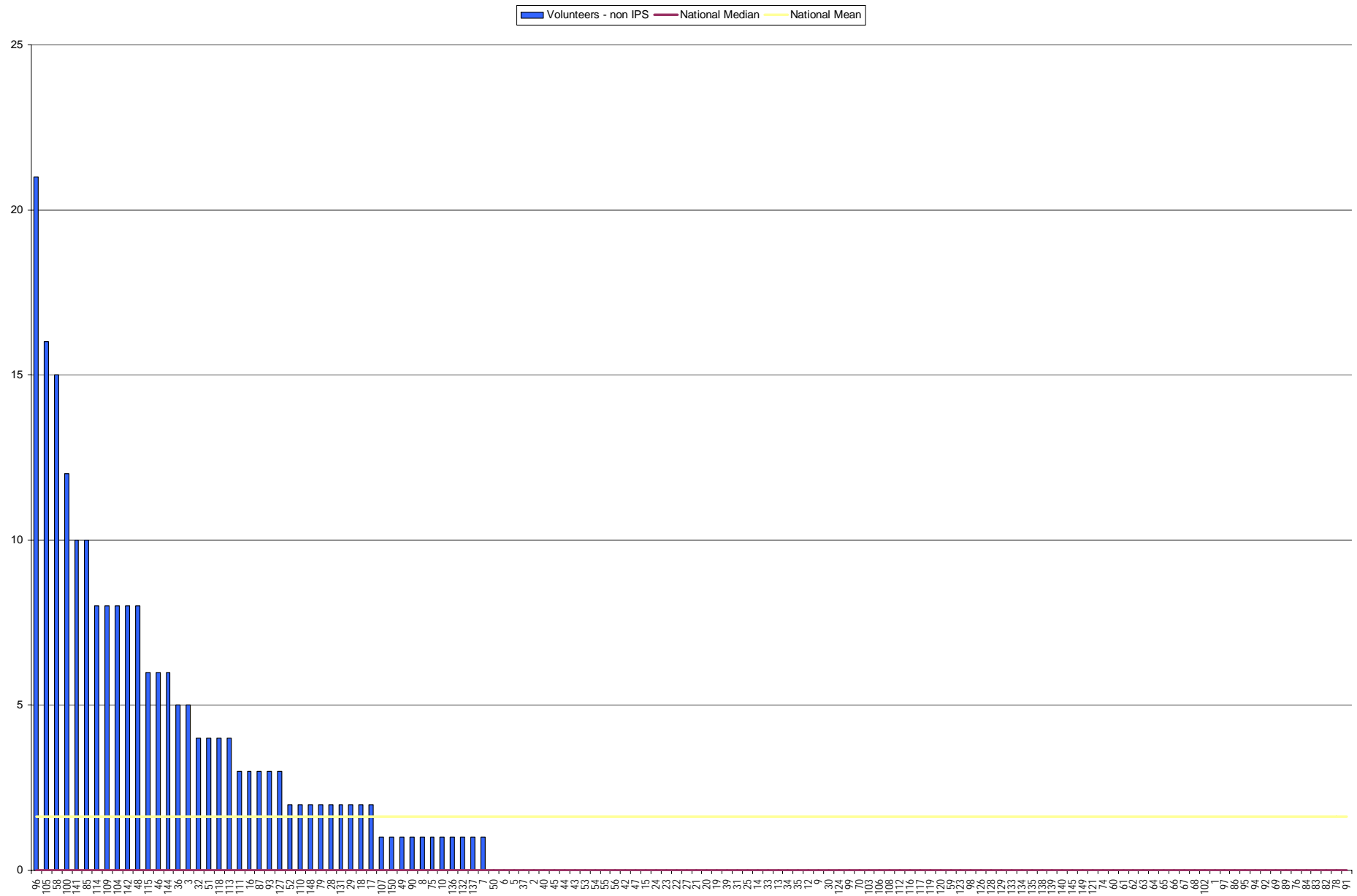


Chart 24 Total FTE PPS staff and volunteers per 1,000 population (0-19) (133 returns)

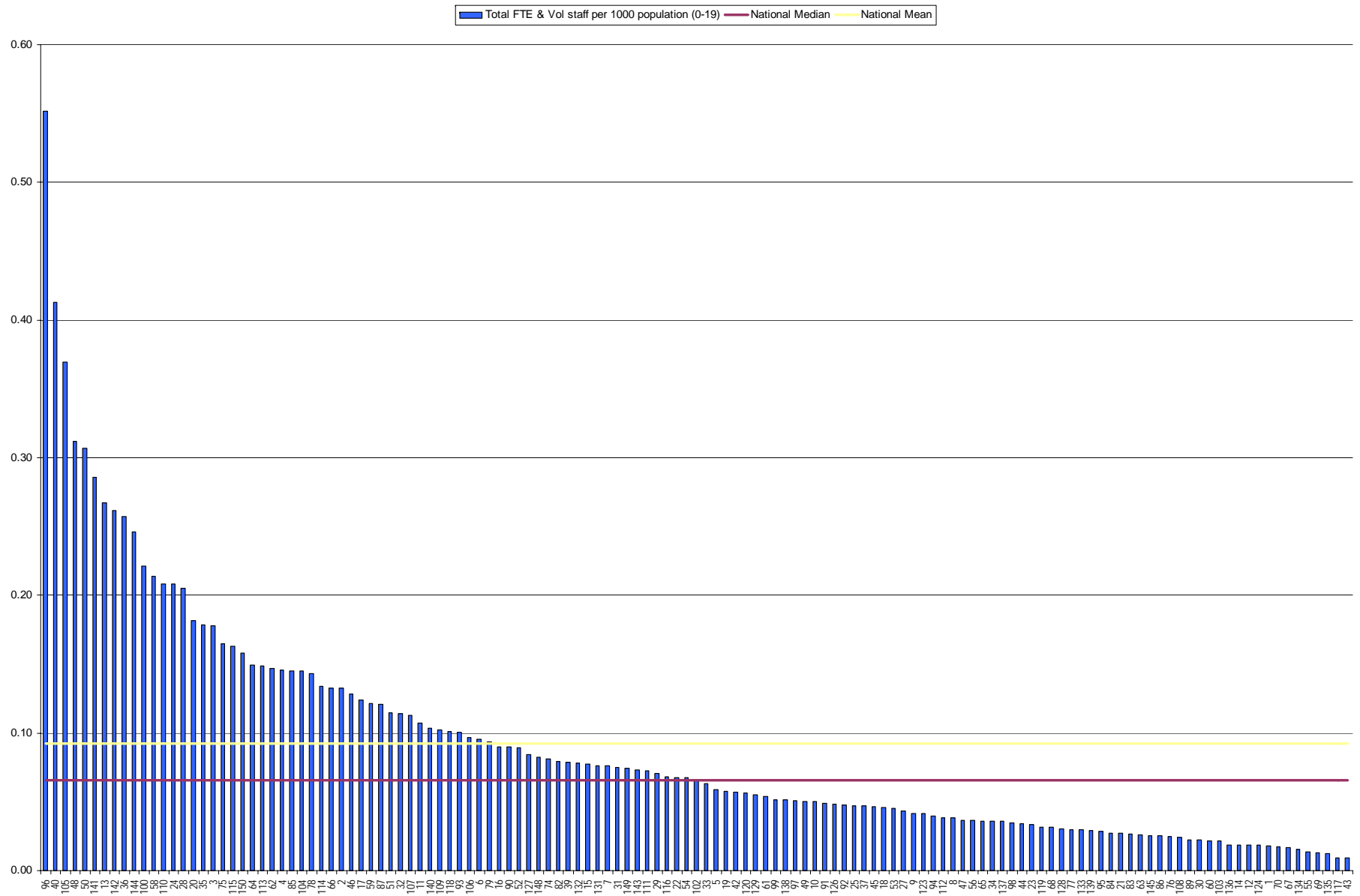
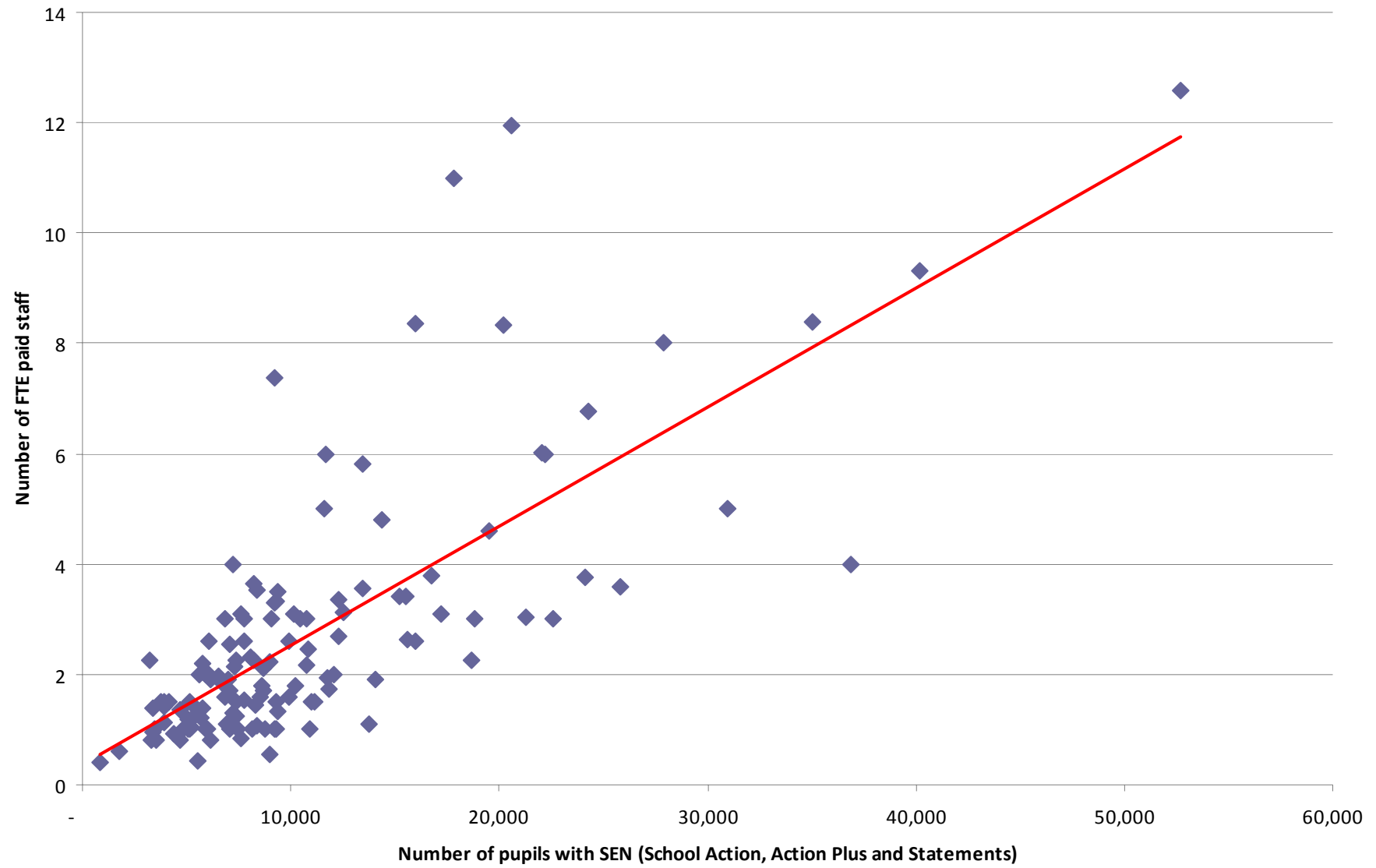


Chart 25 The relationship between the number of FTE paid PPS staff and the numbers of pupils with SEN (130 services)



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 further increase in the percentage of participating services that have a management or steering group – up from 64% in 2008 to 72% in 2009. However 28% are not yet meeting the minimum standard.
- Of those services that do have a Steering or Management Group 30% meet less than 3 times per year – compared to 23% in 2008.
- The composition of management or steering groups has changed little, although a slightly higher percentage include parents (up from 90% in 2008 to 95% in 2009).
- The vast majority of management or steering groups include representation from the voluntary sector. Of the 47 services that provided additional information, 19 have representation from more than one voluntary organisation. The range includes national and local, and generic and specialist groups.
- 35 PPS provided information on other steering group representatives, with the most frequently mentioned groups being elected members (5), governors (5), IPS representatives (4), parent group representatives (4), Family Information Service (4), and Connexions (3).
- The trend is for Steering or Management Groups to have an independent chair (i.e. someone other than the Parent Partnership Officer or a Local Authority Officer); this is in line with the best practice exemplar¹². This was the case for 70% of participating services in 2009, compared with only 50% in 2007. Parents themselves are now the single largest group (27% of all Chairs).

¹² See Footnote 5 on page 6

Chart 26 Management or Steering Group (134 returns)

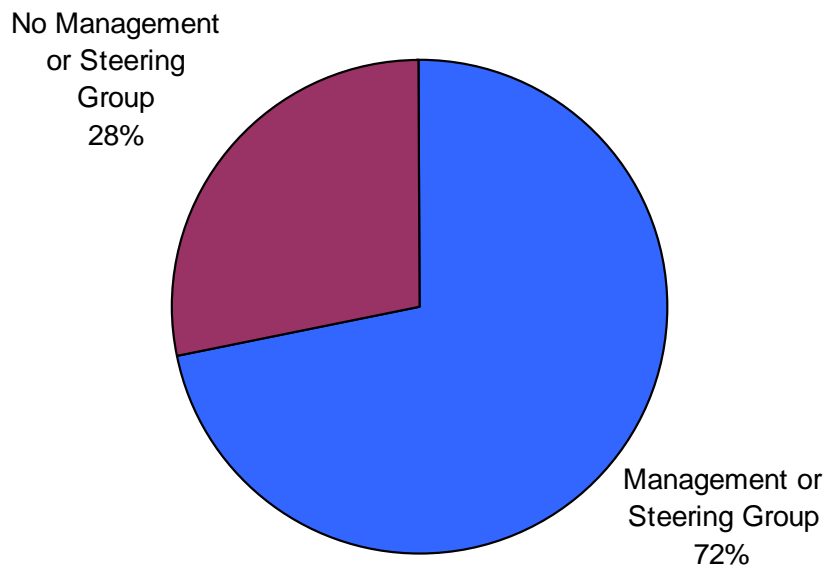


Chart 27 Management or Steering Group - meeting frequency (92 returns)

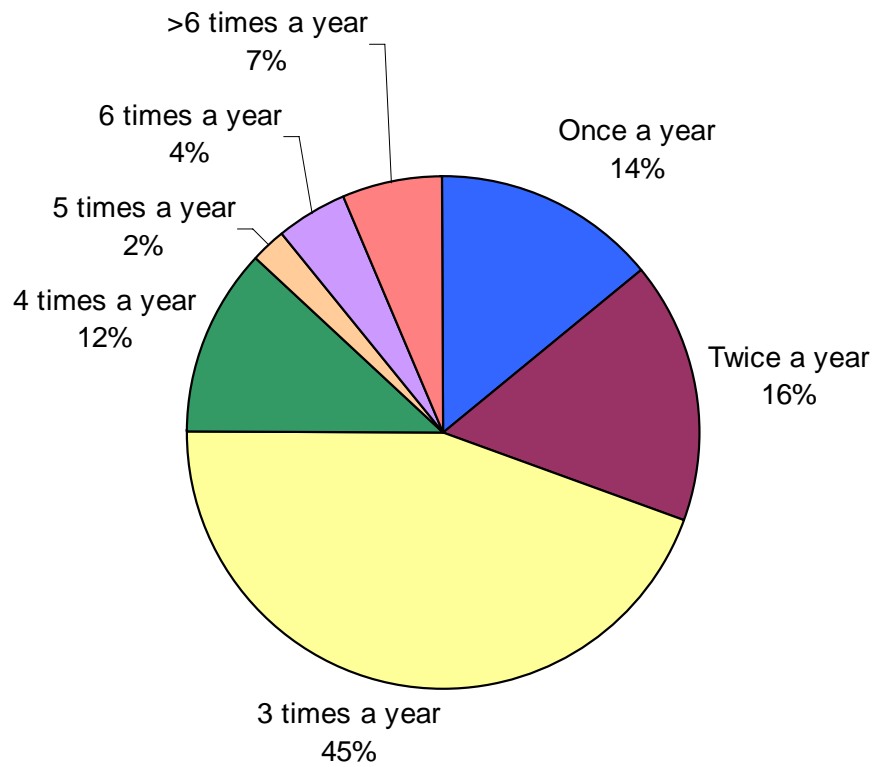
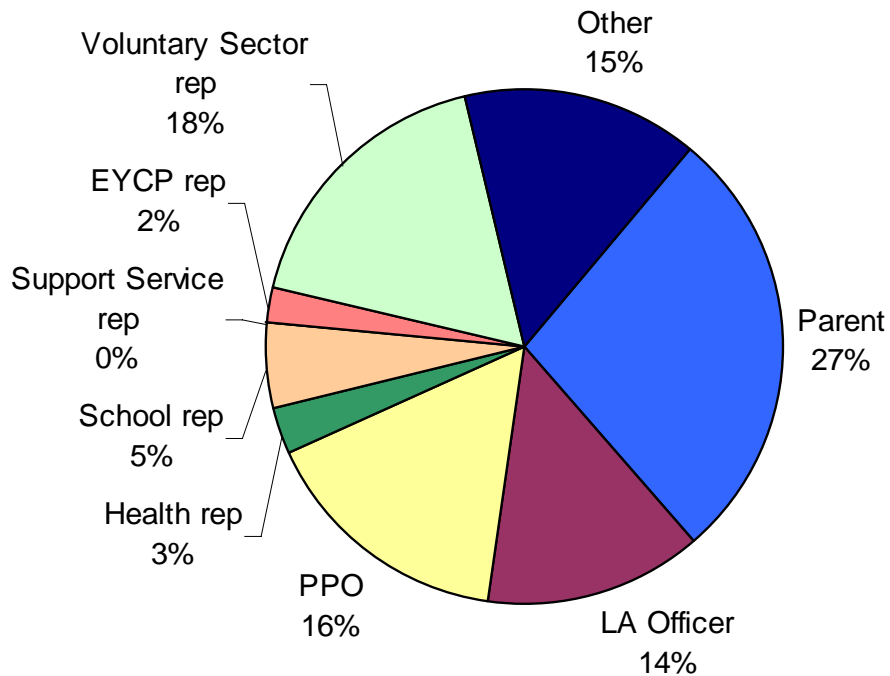


Table H PPS Management or Steering Group membership (96 returns)

	Parents	Education	Health	Social Care	Schools	EP Service	Advisory Teachers	Early Years	Young People	Voluntary sector	Other
Count	91	72	51	42	57	47	30	37	3	78	35
Percent	95%	75%	53%	44%	59%	49%	31%	39%	3%	81%	36%

Chart 28 Management or Steering Group – role of the Chair (96 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]

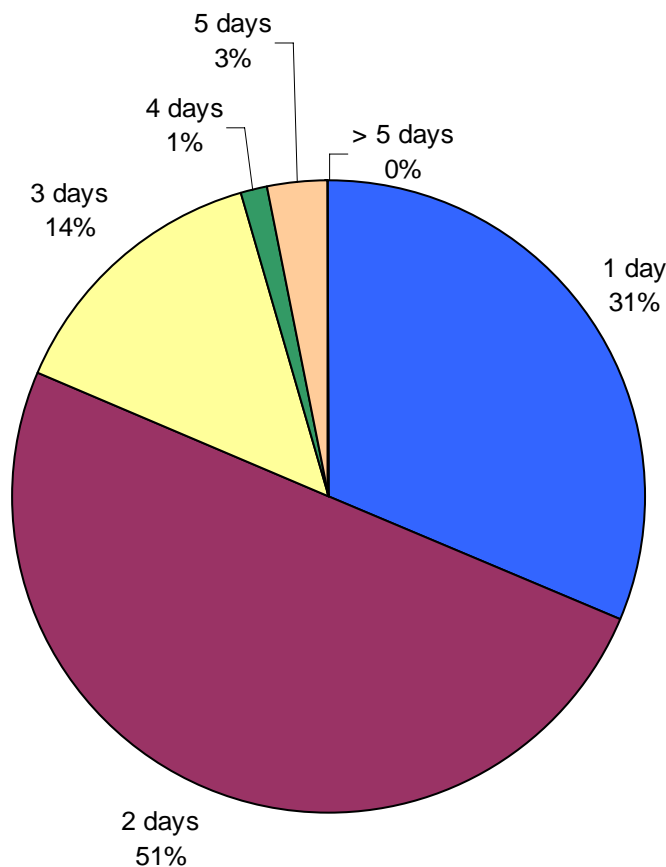
In addition, the exemplifications of the minimum standards for Parent Partnership Services and Local Authorities state that there should be:

- 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:

- Most services (82%) continue to report that they respond to 90% or more of enquiries within 2 days. However 18% of services continue to have response to enquiry times of three days or more.
- 3 out of 134 participating services report that no information about their service is available on the internet. However most services provide a variety of information. The most significant change in web based information is that the percentage of PPS providing information on their impartiality policy has risen from 27% in 2008 to 47% this year, reflecting the impact of the exemplars of the minimum standards¹³.
- 90% of participating services continue to offer a translation service and 98% can provide an interpreter.
- There is little change evident in the provision of information other than in written English or standard formats, with more than half of the participating services unable to offer information leaflets or publications in languages other than English.

Chart 29 PPS response time to enquiries (134 returns)



¹³ See Footnote 5 on page 6

Chart 30 PPS information available on the web (134 returns)

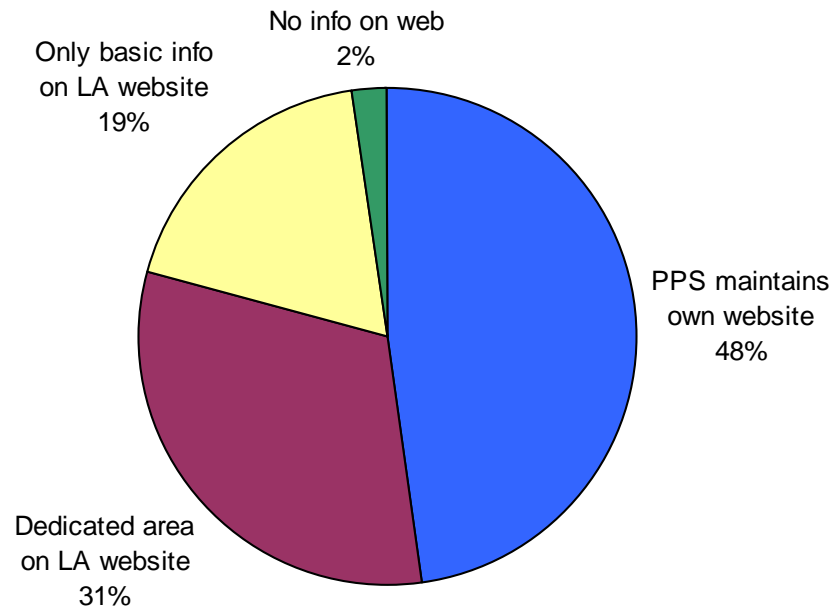


Table I Range of information available on website (131 returns)

	Contact details	Range of services provided	Information leaflets	Impartiality policy	Discussion Forum	News-letter	Links to other sites	Other
Number	131	124	93	63	7	66	95	42
Percent	98%	93%	69%	47%	5%	49%	71%	31%

Chart 31 Availability of translations (132 returns)

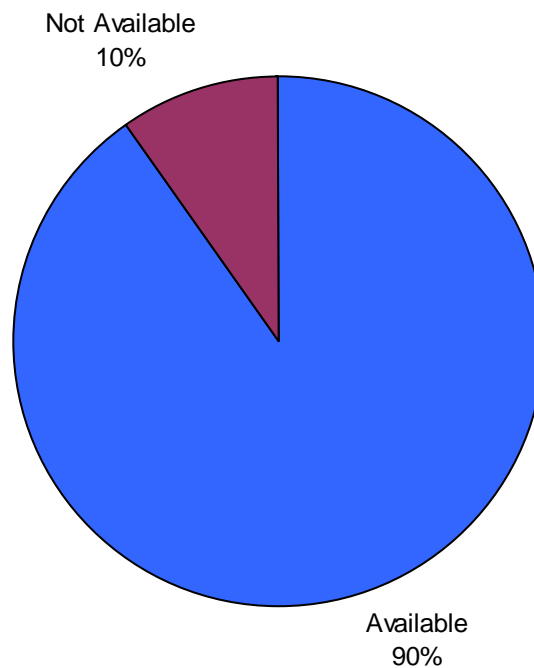


Chart 32 Availability of interpreters (132 returns)

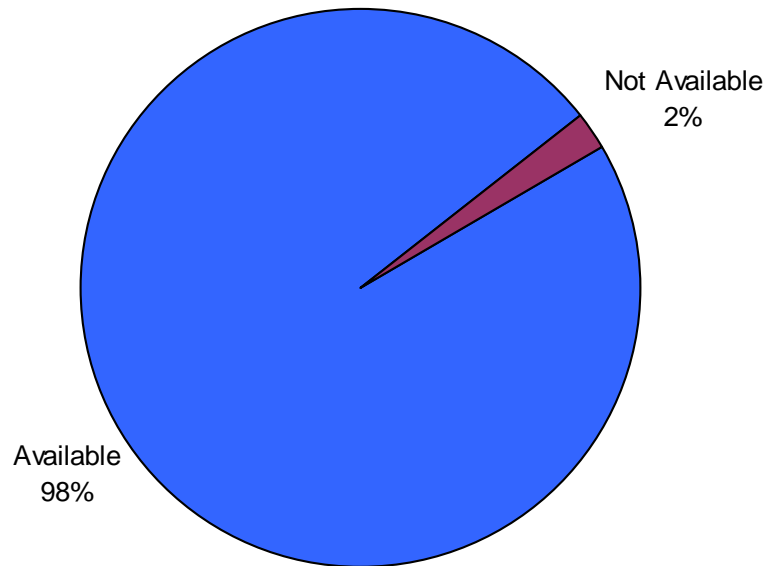


Chart 33 Availability of information in community languages (134 returns)

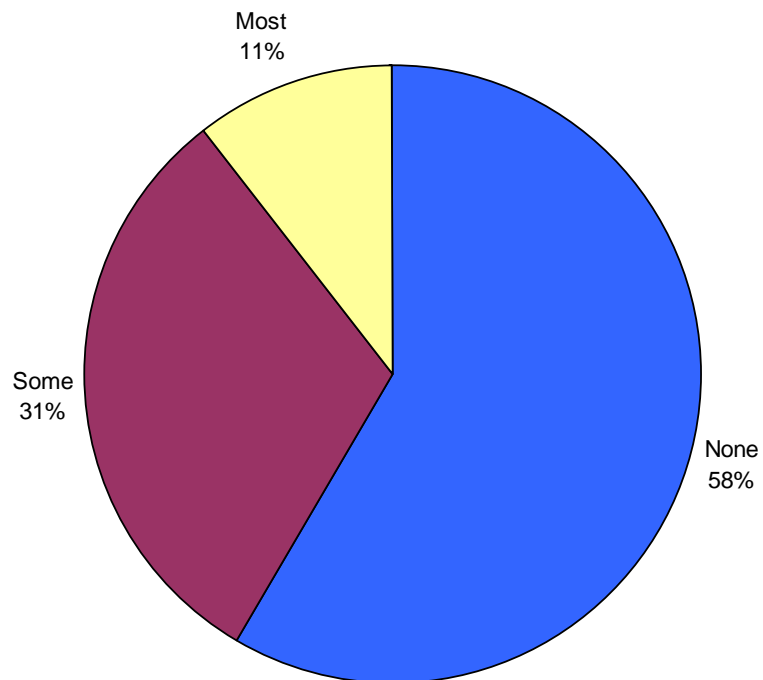


Chart 34 Information published in range of formats (130 returns)

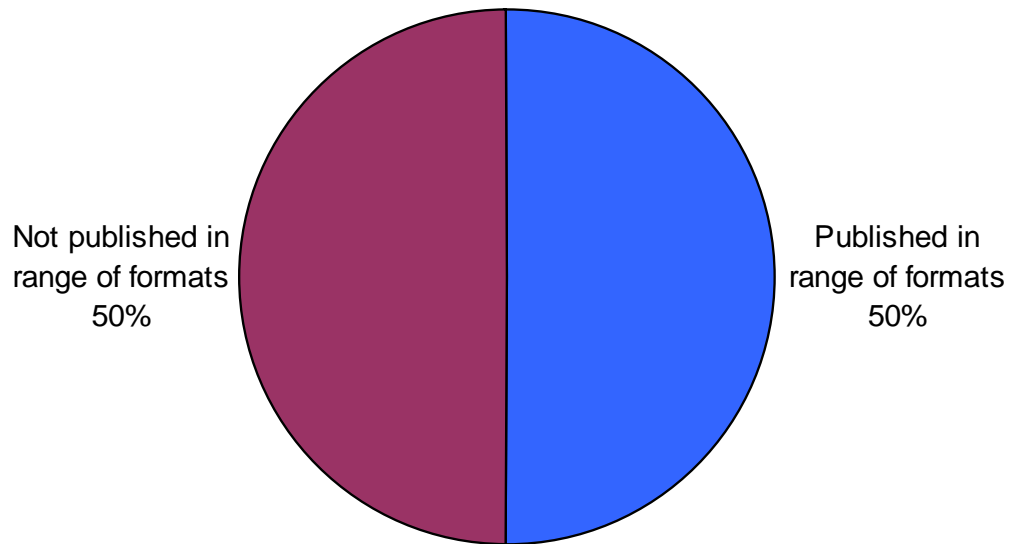


Table J Formats used for publications (134 returns)

	Audio	Large Print	Braille	Video/DVD	Other
Count	38	55	29	15	15
Percent	28%	41%	22%	11%	11%

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

	April 04 to March 05	April 05 to March 06	April 06 to March 07	April 07 to March 08	April 08 to March 09
Returns	96	120	128	120	129
Total *	50,508	55,420	55,219	54,378	58,610
Extrapolated total for 148 services	69,724	62,996	61,145	66,441	67,091
Range *	33 - 2429	40-2887	9-3021	7-3625	18-3800
National mean	526	462	431	455	454
National median	304	294	280	285	294

* 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:

- A rise of approximately 1% in the number of parents and carers receiving a casework service from their PPS compared to last year. As there has been a reduction in the availability of Independent Parental Supporters, this suggests that there has been a further increase in the proportion of casework being undertaken by employed PPS staff.
- For those services that do have IPS, the mean and median number of parent/carer service users to IPS (Chart 39) has also risen since 2008.
- A similar proportion of PPS report that they provide a service to the families of excluded pupils as in previous years, though the percentage that offer this service when requested (rather than 'automatically' or 'in some circumstances') shows a slight increase. The most frequent condition placed on this service is that the child has special educational needs.
- 118 services provided data on their involvement in cases that were referred to the disagreement resolution service, with 34% having had some involvement (compared to 41% in 2008). Only a small number of PPS have had active

involvement with the majority of cases that are referred for disagreement resolution.

- 93 services had had involvement in at least one case where an appeal had been lodged with the SEN and Disability Tribunal. More services had active involvement prior to the appeal being lodged in a higher proportion of cases than was the case in 2008.

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. These figures are consistent with those reported in earlier years.

The January 2009 DCSF statistics show that approximately 20.5% 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 could receive support from PPS currently do so.

Chart 35 PPS involvement in providing a service to the families of excluded pupils (134 returns)

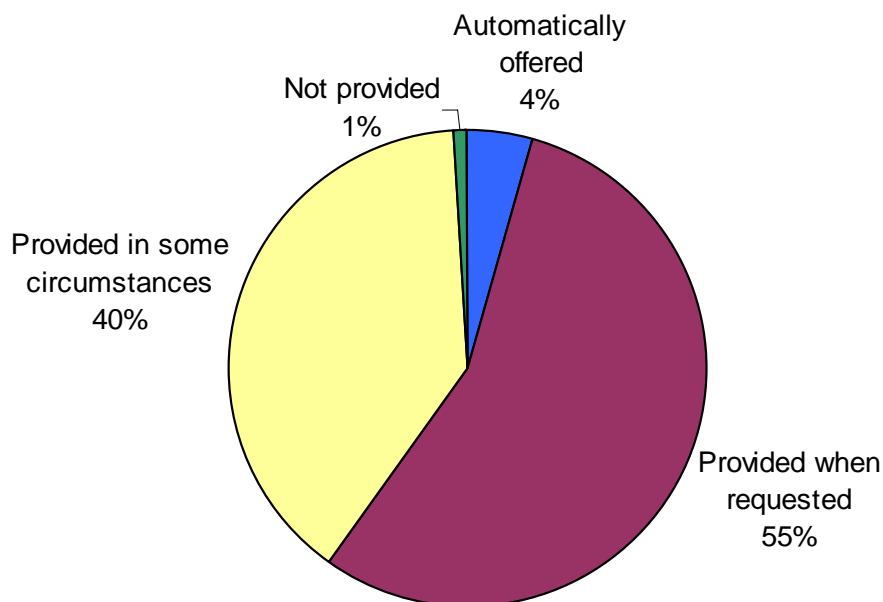


Chart 36 Parent/carer service users – financial year April 08 to March 09 (129 returns)

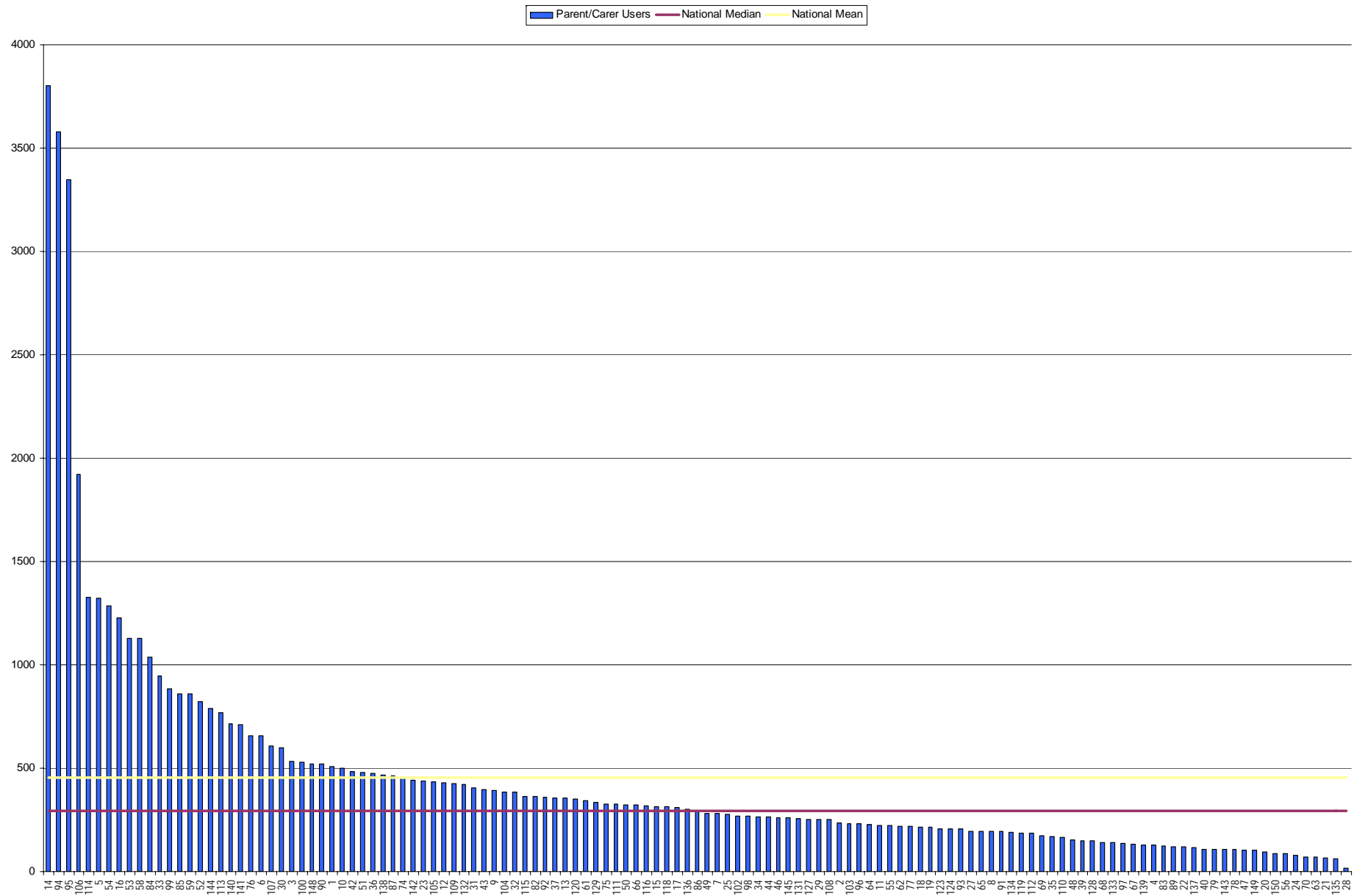


Chart 37 Parent/carer service users per 1,000 population [0-19] (129 returns)

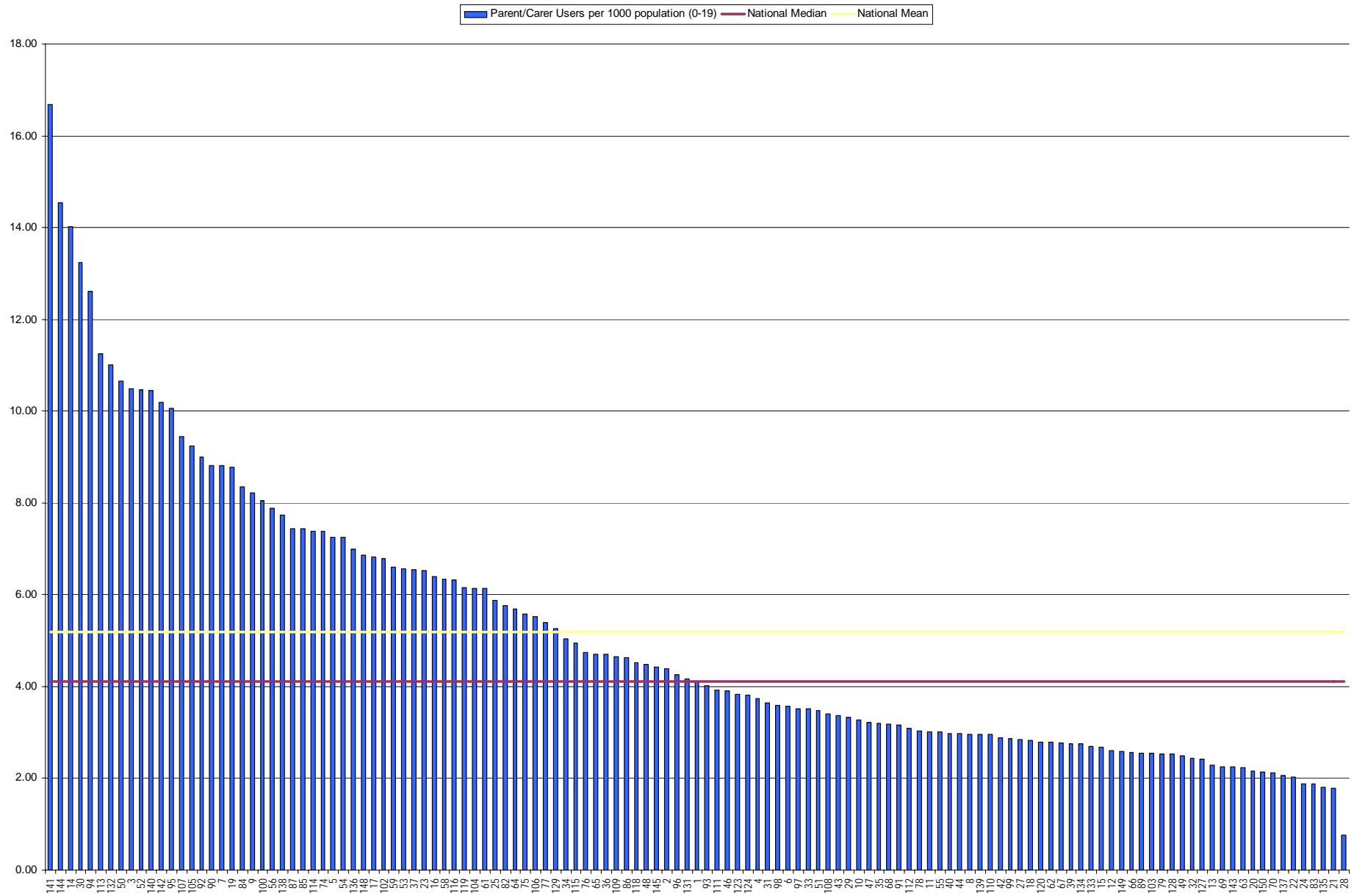


Chart 38 Parent/carer service users to total employed FTE PPS staff (129 returns)

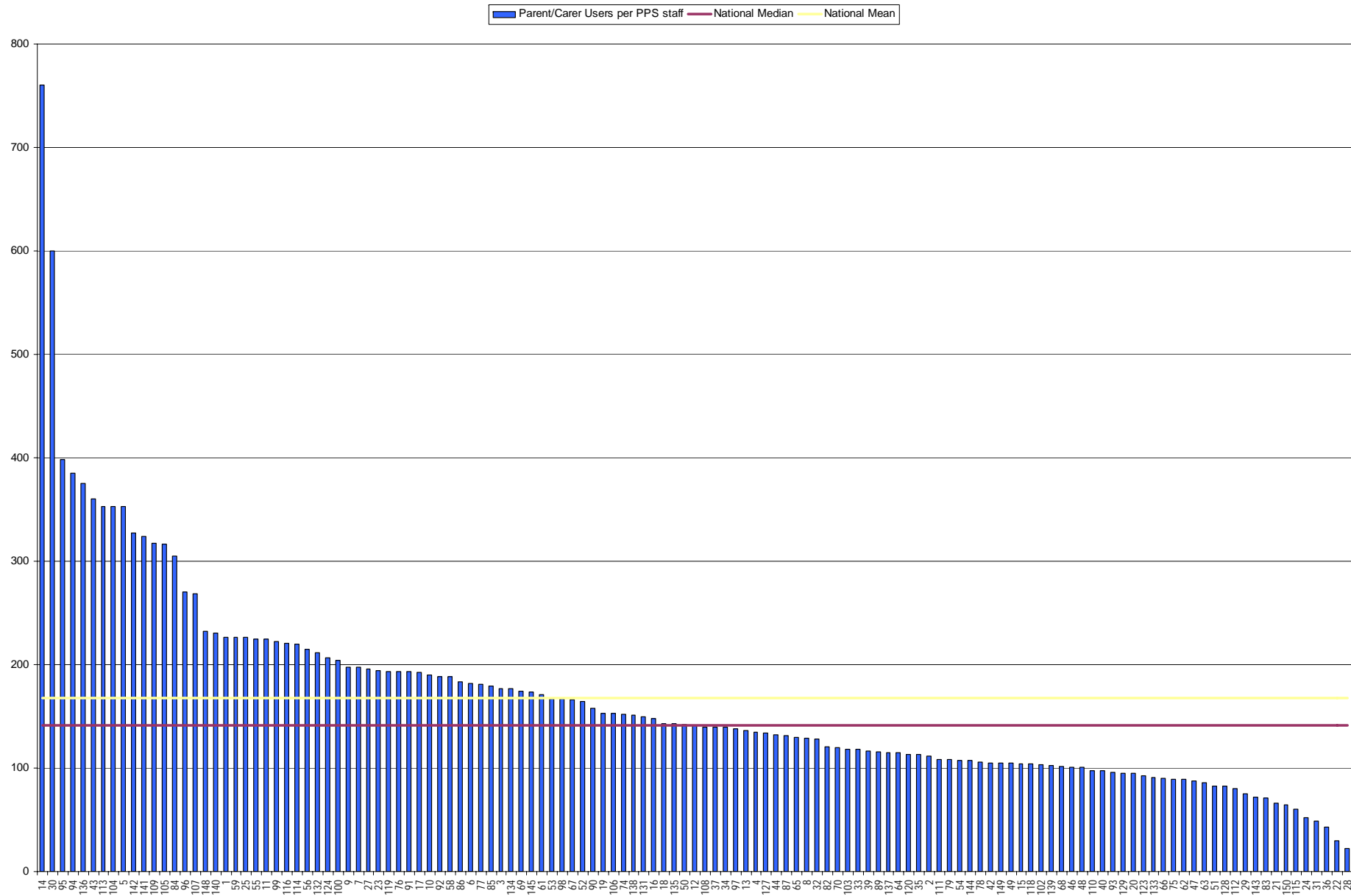


Chart 39 Parent/carer service users to volunteers actively working as IPS on 31 Mar 09 (66 returns)

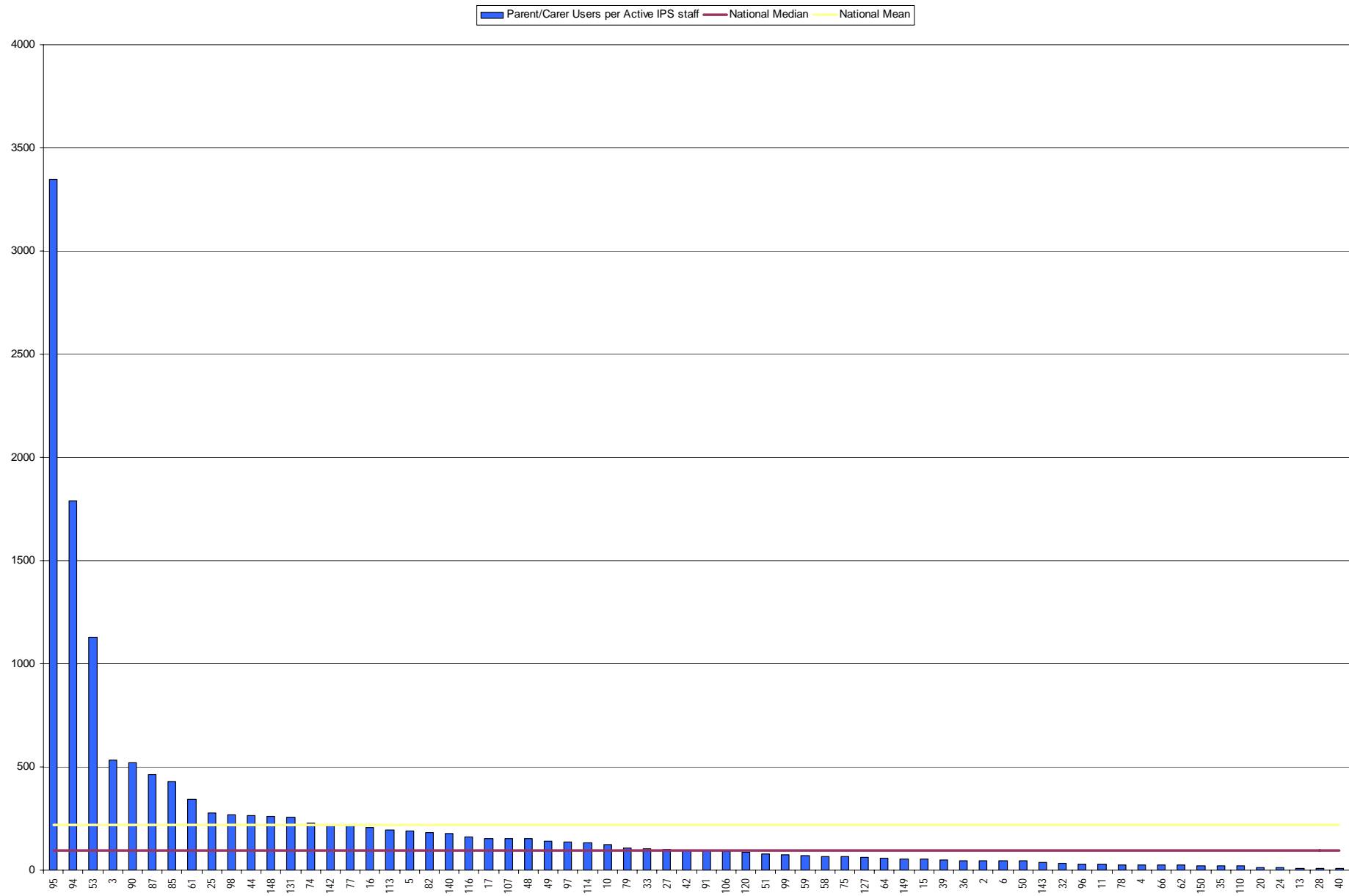


Chart 40 Number of cases referred for disagreement resolution with active PPS involvement in 6 months previous to referral (118 returns)

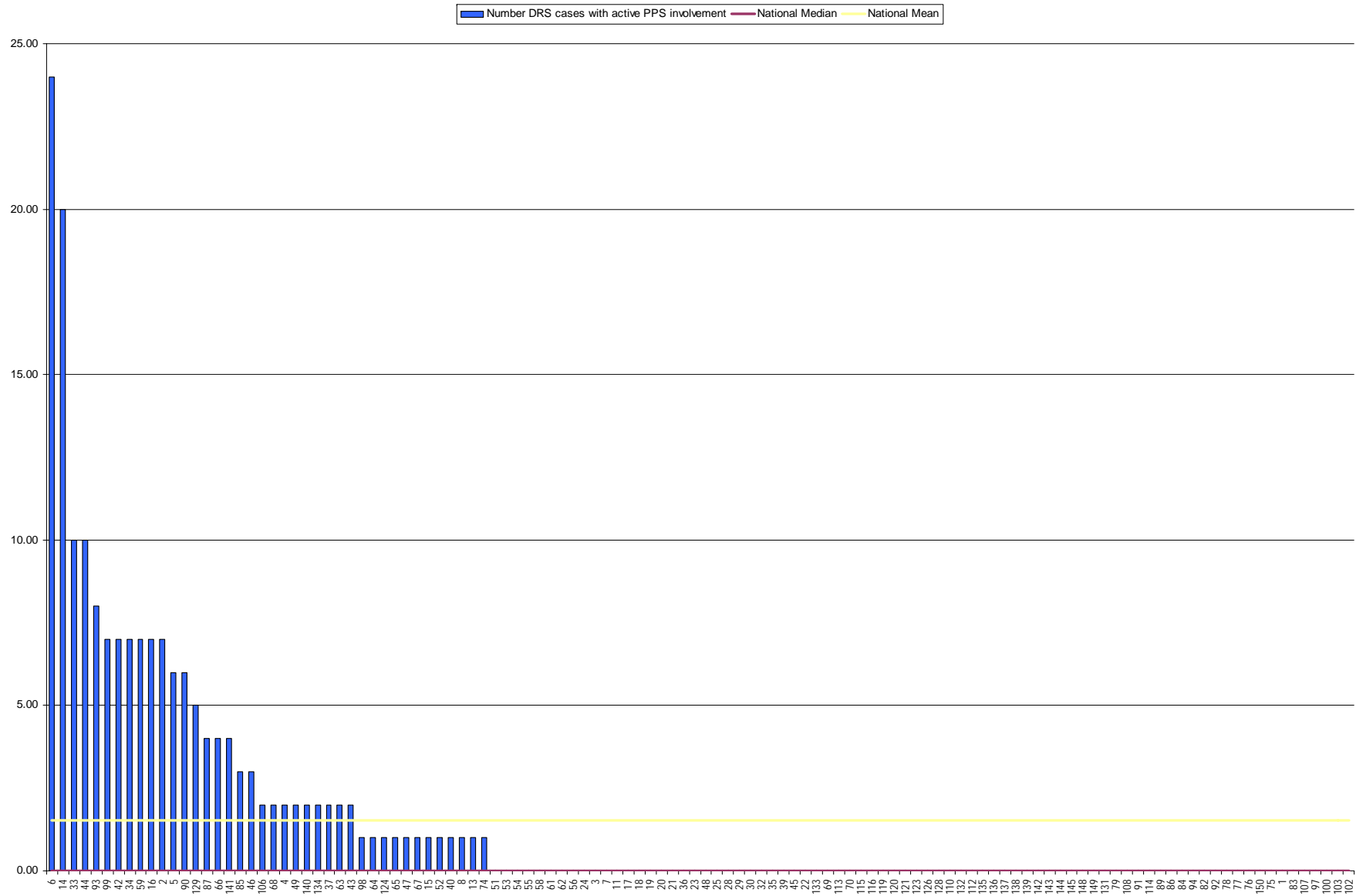


Chart 41 Percentage of cases referred for disagreement resolution with active PPS involvement in 6 months previous to referral (64 returns)

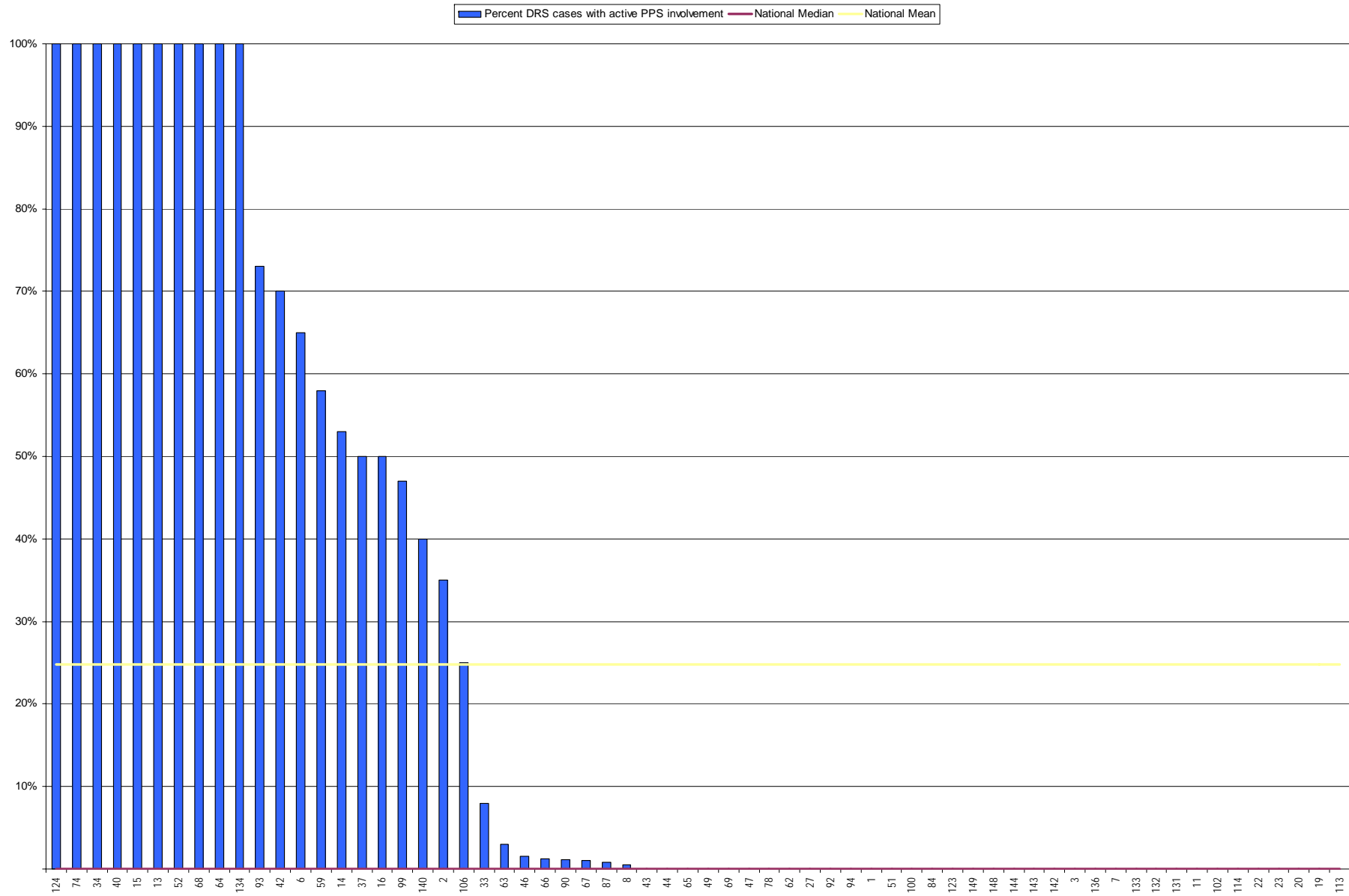


Chart 42 Number of appeals lodged with SEN & Disability Tribunal with active PPS involvement in 6 months (119 returns)

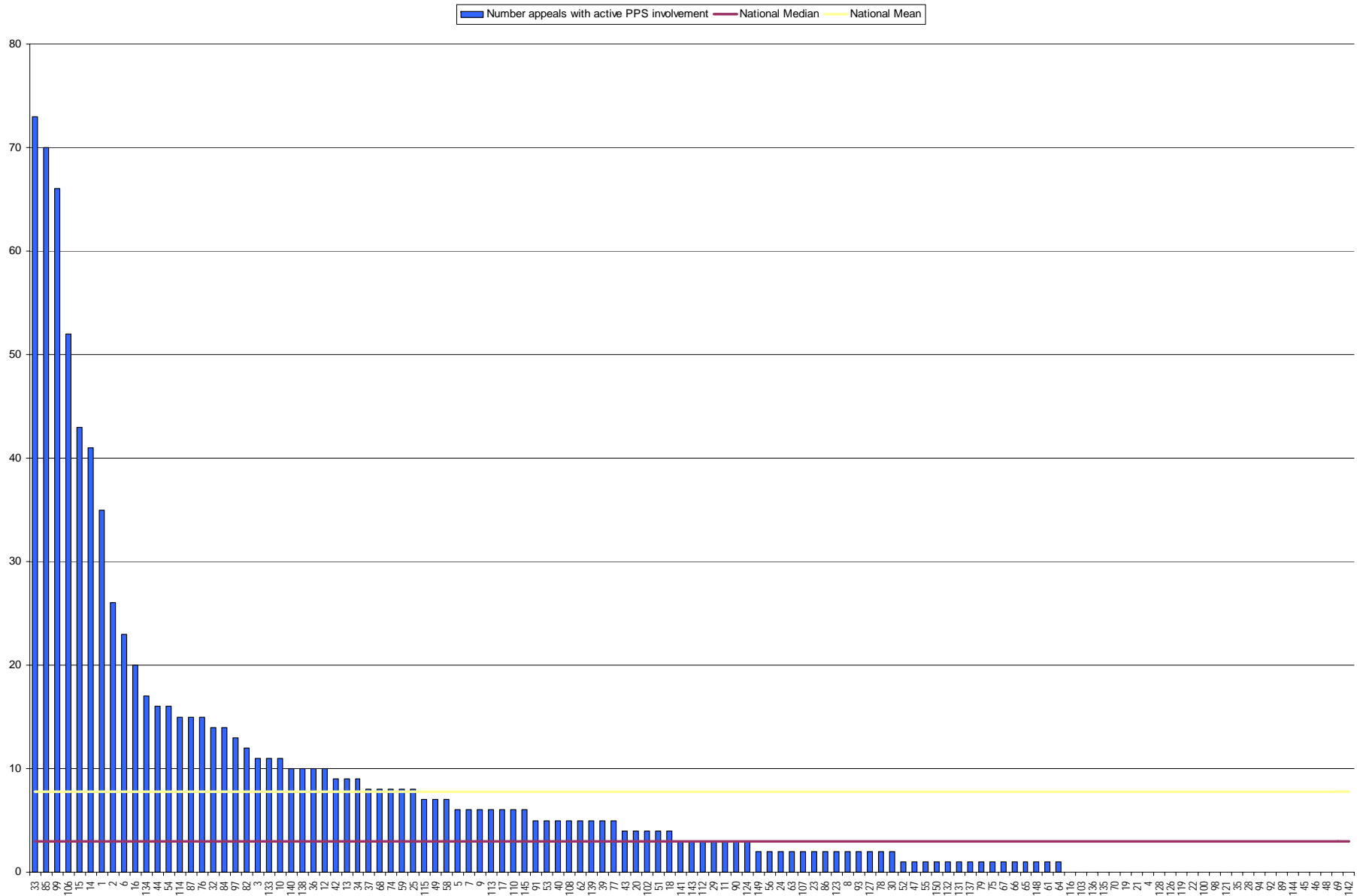
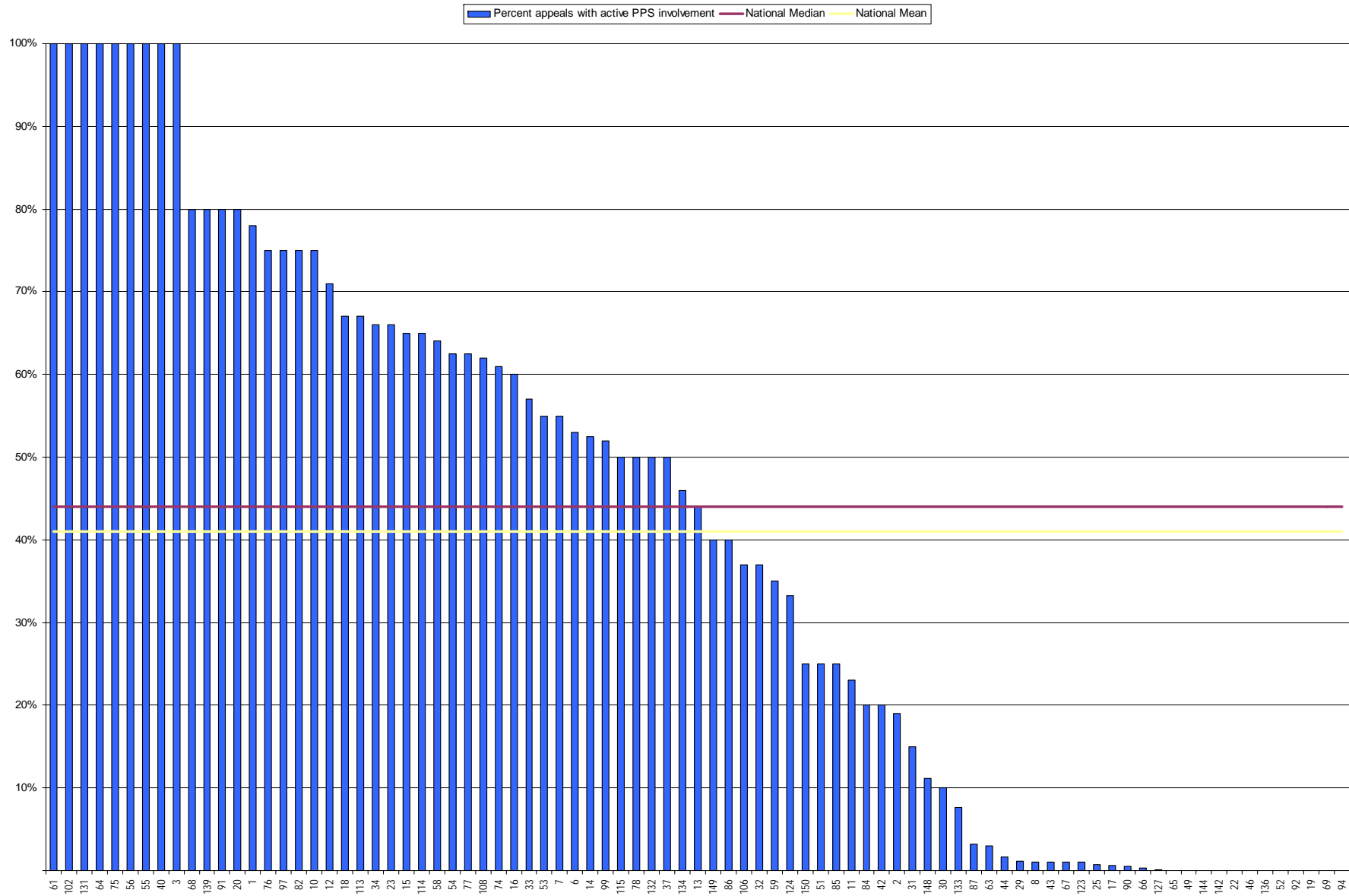


Chart 43 Percentage of appeals lodged with SEN & Disability Tribunal with active PPS involvement in 6 months previous to lodging (85 returns)



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.

The data for this year shows:

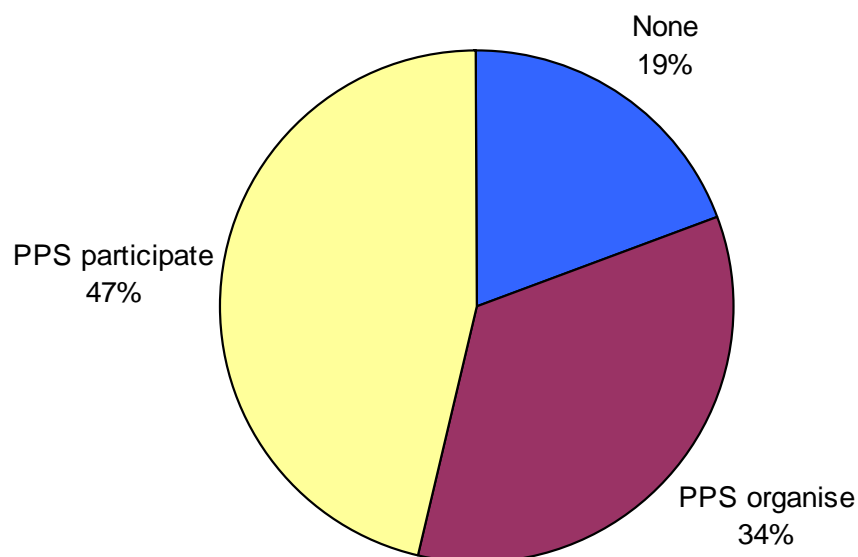
- The majority of PPS contribute to a number of strategic plans or groups, most notably the plans for Children and Young People and for Aiming High. In 2008 27% of PPS contributed to the latter; this has risen to 57% in 2009. There is overall a greater probability of out-sourced or mixed services contributing to strategic plans than is the case for in-house services.

- 13% of PPS report that they have no involvement in strategic planning.
- In addition to the plans listed in Table L, some PPS contribute to a range of other local strategies, including:
 - Anti-Bullying Strategy
 - ASD Strategy
 - Behaviour Support Plan
 - Parenting Strategy
 - SEN Plan
 - Transition Plan
- The percentage of PPS that have an active involvement in a Parent Carer Forum has risen from 71% last year to 81% of participating services in 2009.

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	CAMHS	Children's Fund	Healthy Schools Programme	Play Strategies	Connexions Partnership	Childcare Sufficiency & Parenting Support	Accessibility	Disability Equality	Aiming High Core Offer	Other
Count	23	71	36	7	48	14	6	5	11	7	9	17	18	48	28	28	76	35
Percent	17	57	23	5	36	10	4	4	8	5	7	13	6	36	21	21	57	26

Chart 44 Parent/Carer Forum Involvement (134 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 guidelines¹⁴ on monitoring and evaluation arrangements, which were revised and redistributed to all services in England in 2007. The Parent Partnership Services Practice Guide¹⁵ also gives examples of arrangements made by services to plan, monitor and evaluate their work.

The data for this year shows:

- The vast majority of PPS have a development plan. However approximately 5% do not yet have one.
- In 2008, only 40 services reported that they included targets related to Aiming High and/or the local Children and Young People's Plan in their development plan. In 2009, 90 services have such targets.

¹⁴ 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

¹⁵ See Footnote 1 on page 5

- The impact of Aiming High on PPS is also reflected in Charts 47 and 48 as well as by the increased level of involvement of PPS in strategic planning for the Aiming High Core Offer (see previous section).
- The same proportion (59%) of participating PPS published an annual report as did last year, although 69% of these are now in the public domain, compared to 62% in 2008.
- There has been a further increase in the number of PPS with a written policy on confidentiality. Only 1% of participating services do not have a confidentiality policy either in place or in development.
- There has also been a significant increase in the percentage of PPS with a written policy on impartiality. This has risen from 58% in 2008 to 85% in 2009, with a further 14% reporting that a written policy is being developed.
- There is little change in the arrangements that PPS make to monitor their work - with many using a variety of measures - or in the monitoring that 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 (134 returns)

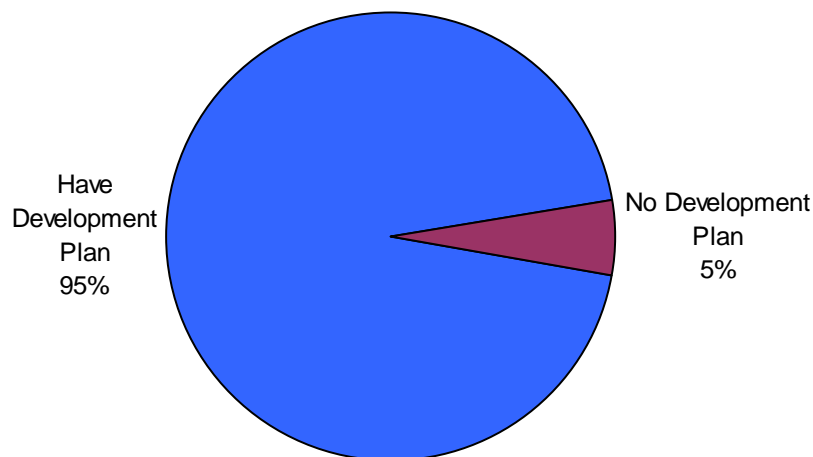


Chart 46 Targets included in the PPS Development Plan (134 returns)

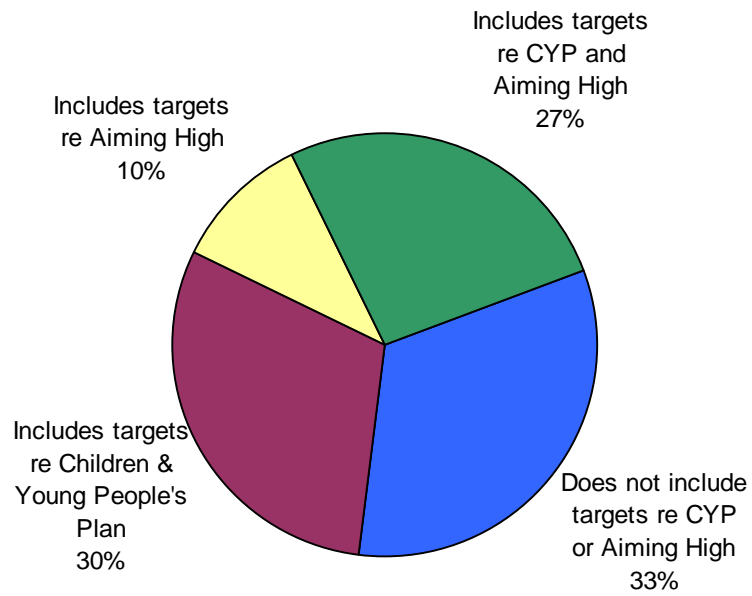


Chart 47 PPS manages the Aiming High for Disabled Children Parent Participation Group Grant (129 returns)

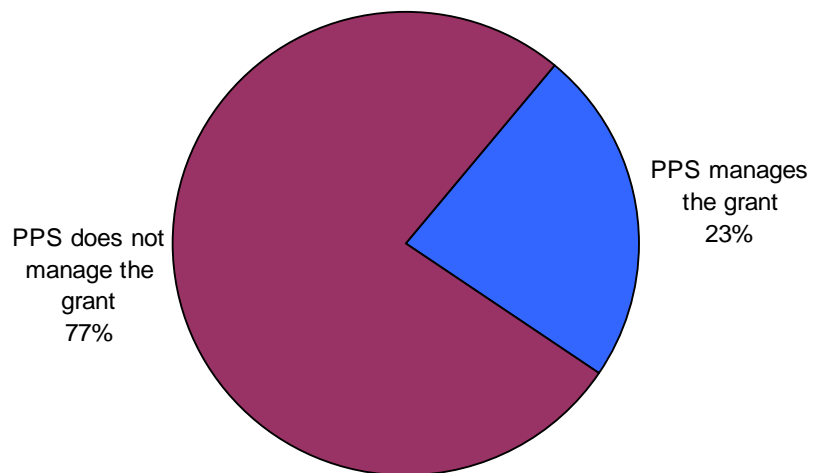


Chart 48 PPS involvement in the Aiming High for Disabled Children Parent Participation Group (131 returns)

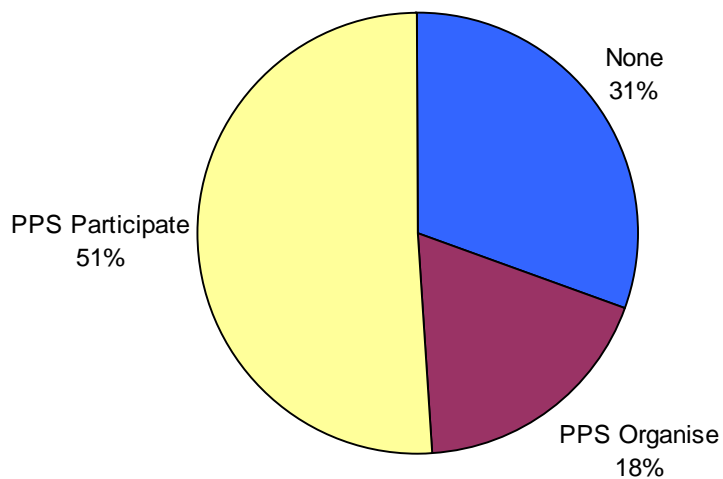


Chart 49 Annual report published by PPS (133 returns)

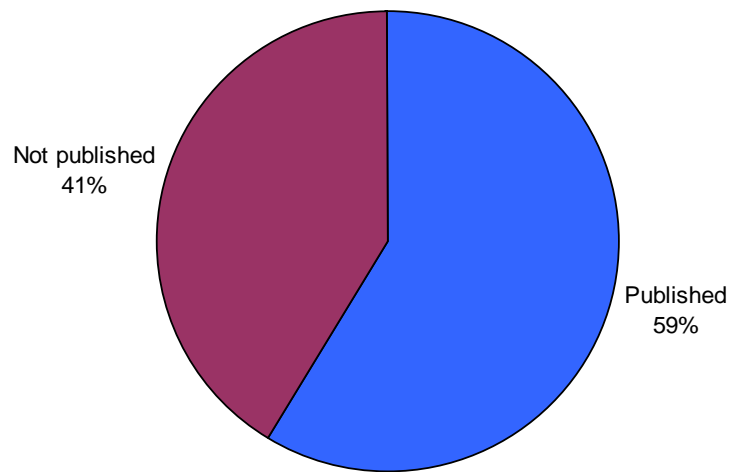


Chart 50 Annual report published in public domain (78 returns)

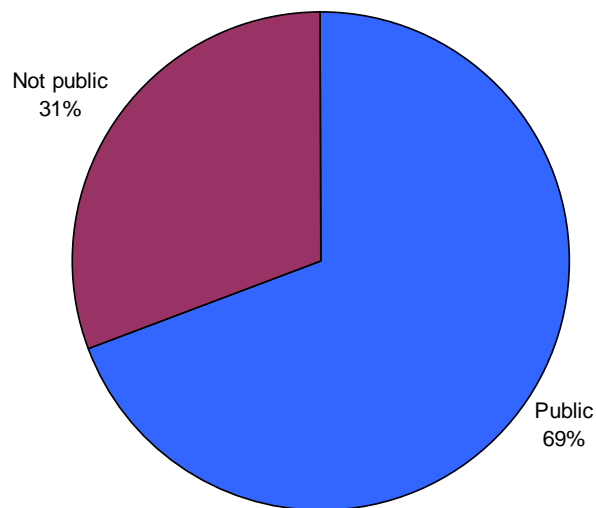


Chart 51 Written policy on confidentiality (134 returns)

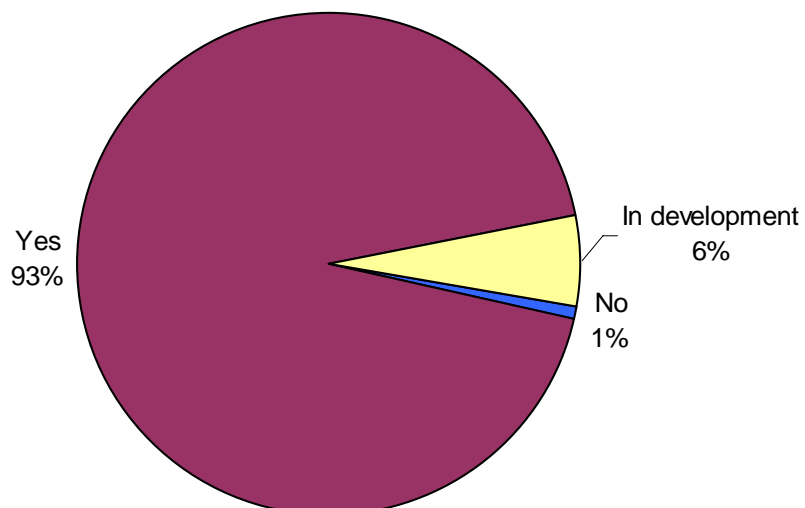


Chart 52 Written policy on impartiality (134 returns)

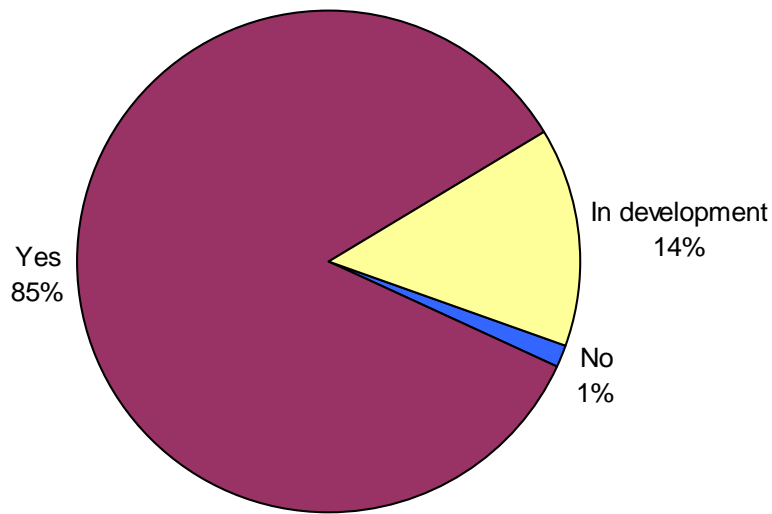


Table M Issues monitored by the Parent Partnership Service (133 returns)

	How found out	Ethnic diversity	Response time	Website use	Casework details	Type of support	Client satisfaction	Complaints	Parental Involvement	Service Impact	Other	None
Count	122	77	101	44	122	115	127	113	38	40	17	0
Per-cent	92%	58%	76%	33%	92%	86%	95%	85%	29%	30%	13%	0%

Table N Issues monitored by the LA (134 returns)

	Regular meetings	Questionnaire	N/A	Other	None
Count	115	12	6	23	3
Percent	86%	9%	4%	17%	2%

Using the benchmarking data

This report forms one part of the analysis of data submitted by Parent Partnership Services in 2009. 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

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.

As a result of the Lamb Inquiry¹⁶ the DCSF, Local Authorities and PPS may also wish to use the evidence provided in this latest benchmarking report to inform their strategies for strengthening the role played by Parent Partnership Services and ensuring that effective and efficient services are available to parents wherever they may live.

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**).

¹⁶ See Footnote 7 on page 7

PPS may also wish to use this data alongside information derived from their own monitoring and evaluation arrangements. The National Development Group has previously 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 evaluation¹⁷ 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

¹⁷ See Footnote 14 on page 58

Survey on the extent to which Parent Partnership Services meet the exemplars of best practice set out in 'Parent Partnership Services – increasing parental confidence'¹⁸

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 Practice¹⁹ that concern impartiality and the provision of an 'arms length' service.

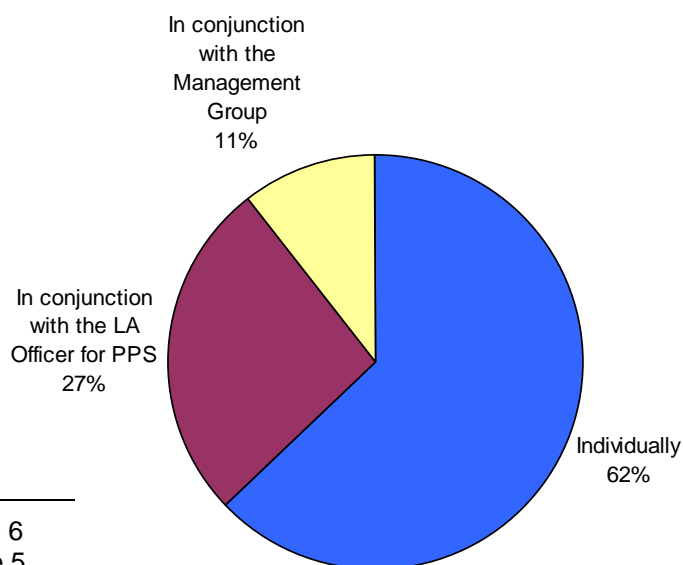
The exemplars illustrate a range of practice from the minimum to best practice and build on the cluster model for self-evaluation and development set out in the *Evaluation of SEN Parent Partnership Services in England*²⁰. It should be noted that the recent The Lamb inquiry²¹ recommended that all services should aim to reach at least the 'good practice' level.

As part of the 2008 benchmarking exercise all PPS in England were invited for the first time to complete a self assessment using the exemplars. This self-assessment was not subject to any external validation. 122 PPS took part, representing 82% of services nationally and 98% of those submitting benchmarking data.

In 2009 PPS were once again invited to self assess against the exemplars of the minimum standards. 132 PPS completed returns, representing 89% of services nationally and 98.5% of those submitting benchmarking data.

This section of the benchmarking report summarises the findings from both the 2008 and 2009 surveys. Figures are shown as percentages of each year's returns in order to enable comparison to be made. Due to limitations on space the returns for individual services are not included, but they have been circulated electronically to all PPS.

Chart 53 Method used in 2009 to complete the self assessment of the extent to which the exemplars are met (132 returns)



¹⁸ See Footnote 5 on page 6

¹⁹ See Footnote 2 on page 5

²⁰ See Footnote 8 on page 7

²¹ 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 percentage 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.

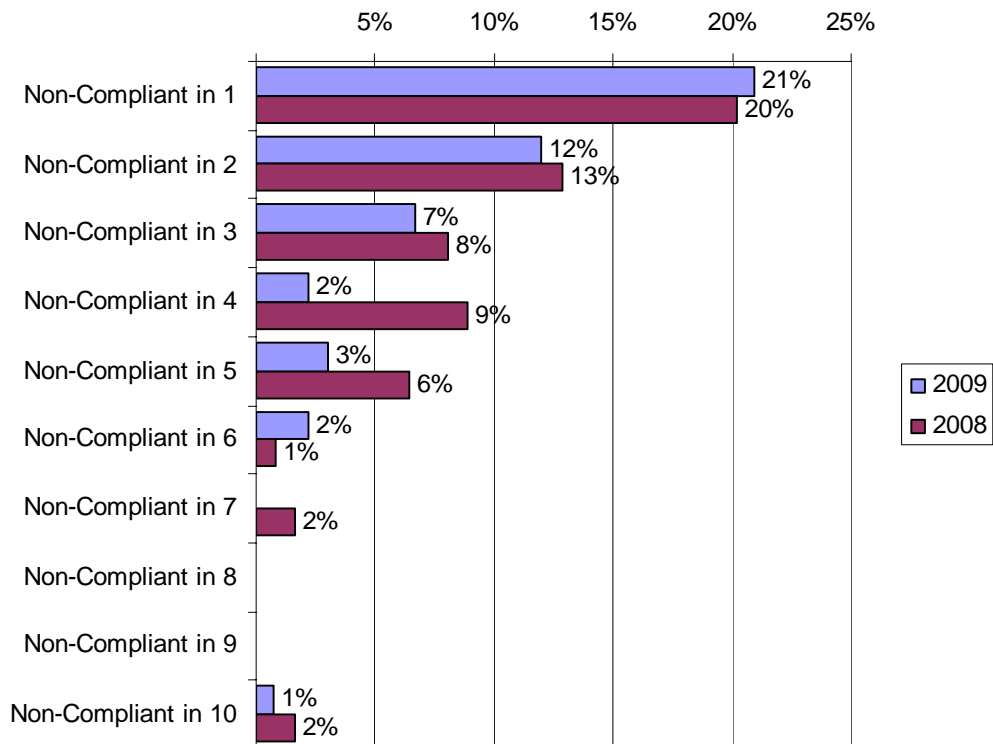
Comparing 2009 against 2008:

- The percentage of services rating themselves as achieving at least the *Minimum Standards* in all 17 of the exemplars has increased from 39% in 2008 to 52% this year. 15% are failing to achieve more than 2 of the standards, compared to 41% last year.
- The highest levels of ‘non-compliance’ are:
 - The service has an effective multi-agency Steering Group (28% non-complaint)
 - All parents have access to an IPS when requested (12% non-compliant)
 - PPS has its own service identity (11% non-compliant)
 - PPS facilitates the involvement of parents/carers in informing policy and practice (11% non-compliant)
- The lowest levels of ‘non-compliance’ are:
 - Parents receive support in preparing for a SENDIST hearing (1% non-compliant)
 - PPS staff receive training which enables them to provide accurate and impartial information advice and support (1% non-compliant)
 - The PPS is involved in networking and collaboration (0% non-compliant)
 - PPS impartiality is maintained when working with other voluntary and statutory agencies (1% non-compliant)
 - LA supports the role of PPS as an impartial service in networking and collaboration (1% non-compliant)
- The most significant improvements in achieving at least the *Minimum Standards* are:
 - The PPS has a published impartiality policy (92% compliant, compared to 78% in 2008). It should be noted that this figure is slightly higher than that reported in benchmarking (see page 62) – though both show improvement compared with 2008.
 - The service has an effective multi-agency Steering Group (72% compliant, compared to 66% in 2008)
 - The LA provides the support and resources to enable the PPS to provide an impartial and effective service (93% compliant, compared to 86% in 2008)
 - The budget for the PPS is delegated to the service and ring fenced (92% compliant, compared to 86% in 2008)

- PPS provides training for PPS staff and volunteers in accordance with a published policy on impartiality (96% compliant, compared to 91% in 2008)
- Procedures are in place to monitor the impartiality of information and publicity (94% compliant, compared to 89% in 2008)
- The confidence of parents in the PPS is fostered through an explicit policy on confidentiality (95% compliant, compared to 90% in 2008)
- The percentage of PPS self rating as achieving either *Best Practice* or *Good Practice* has risen by at least 10% for the following exemplars:
 - The service has an effective multi-agency Steering Group (49% compared to 39% in 2008)
 - The PPS has a published impartiality policy (64% compared to 46% in 2008)
 - Procedures are in place to monitor the impartiality of information and publicity (53% compared to 38% in 2008)
 - PPS facilitates the role of parents and carers in informing policy and practice (62% compared with 52% in 2008)
- The percentage of PPS self rating as achieving either *Best Practice* or *Good Practice* has risen by at least 5% for 7 out of 13 the other exemplars.

These returns indicate an overall improvement in the proportion of PPS that currently reach the minimum standards - and in the percentage that achieve the good or best practice exemplifications.

Chart 54 Number of PPS that are 'Non-Compliant' on 1 or more exemplars



Funding/Budget

Chart 55 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

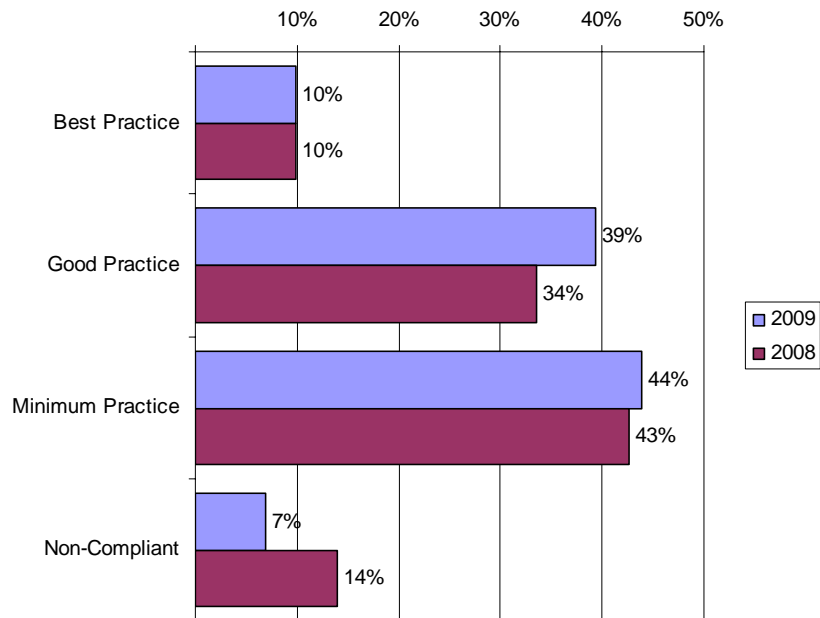
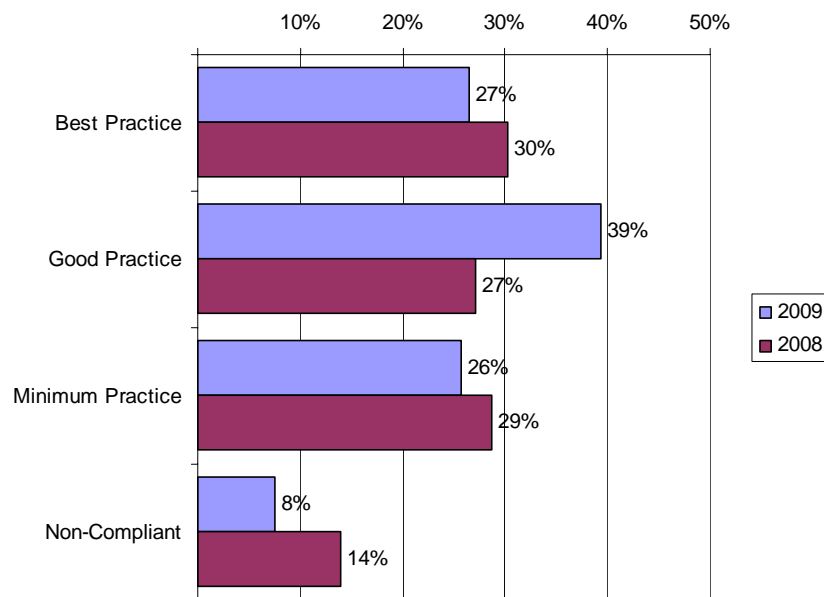
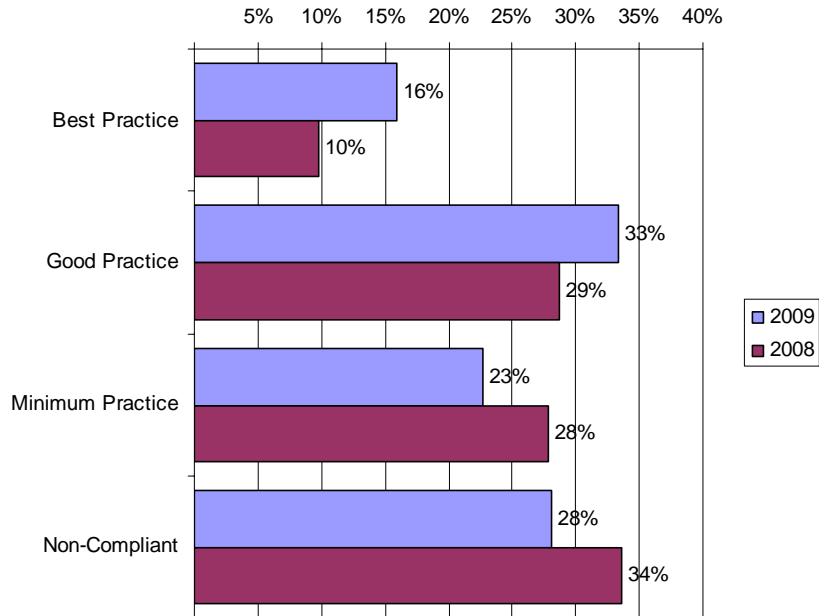


Chart 56 The budget for the PPS is delegated to the service and ring fenced



Management

Chart 57 The PPS has an effective multi agency Steering / Management Group



Working with parents

Chart 58 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

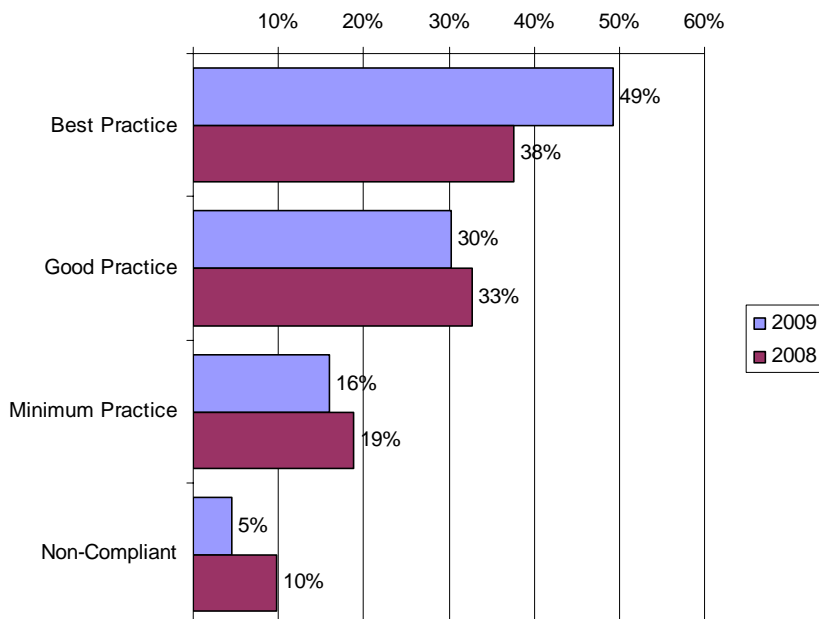


Chart 59 All parents have access to independent parental support when requested

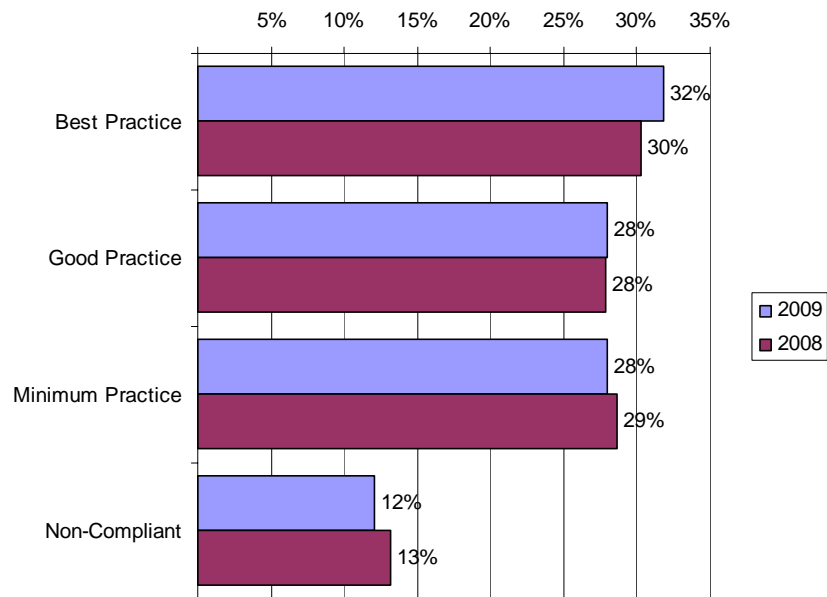
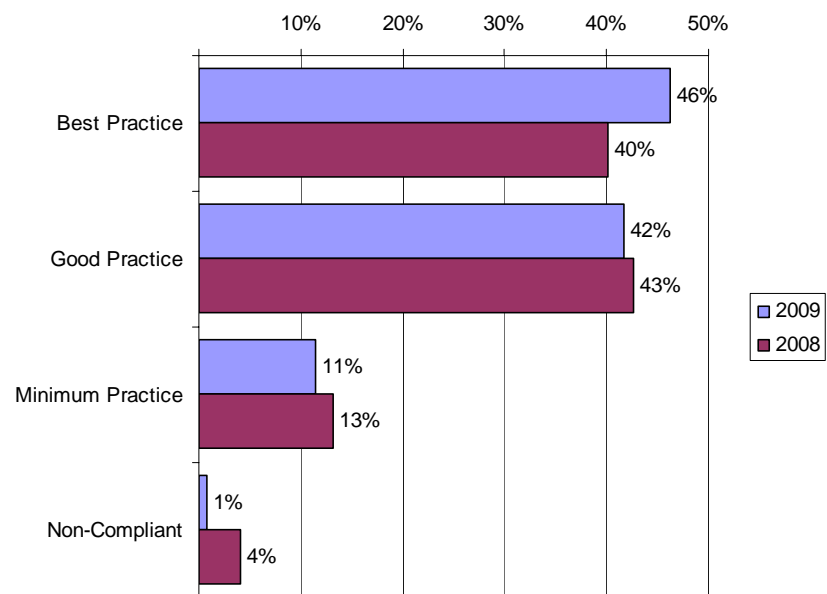


Chart 60 Parents receive support in preparing for a SENDIST hearing



Information and publicity

Chart 61 Published policy on how the PPS acts in an impartial way and provides a comprehensive and balanced range of information for parents

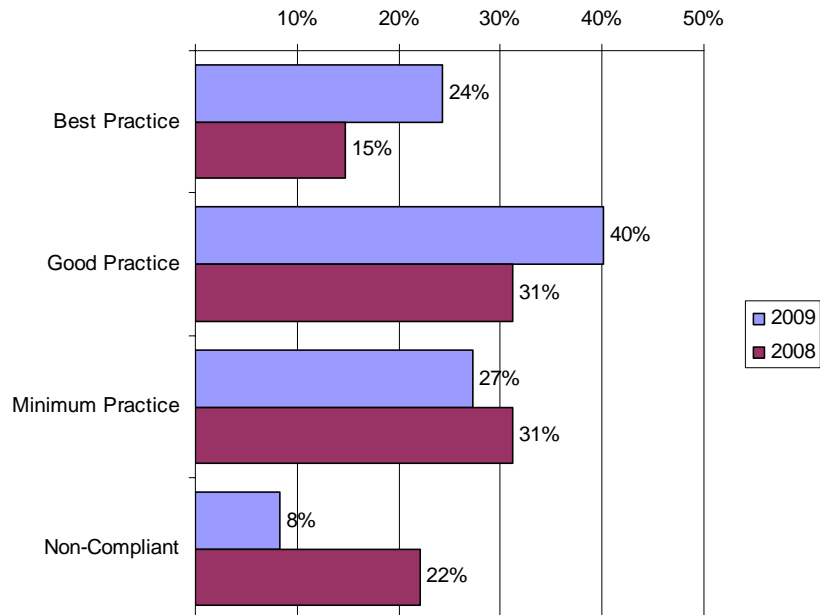


Chart 62 Procedures to monitor impartiality of information and publicity

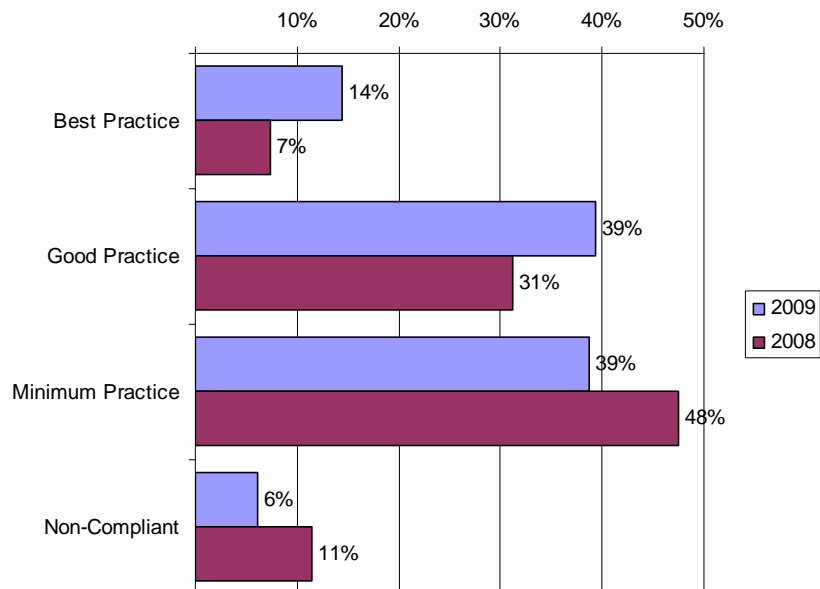


Chart 63 PPS has own service identity including e.g. logo, colour, style, strap line etc and the Steering / Management Group considers any other issues concerning the identity of the service, which may undermine parental confidence in the impartiality of the service

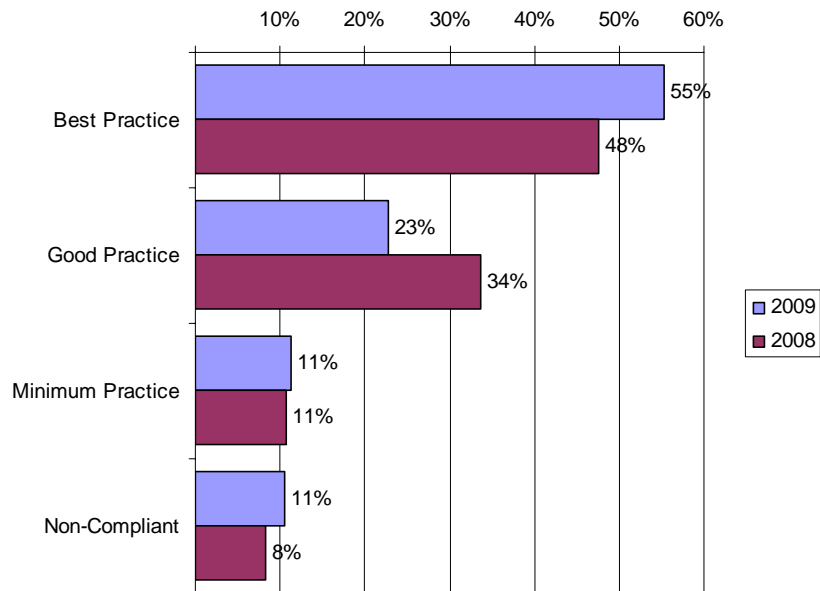
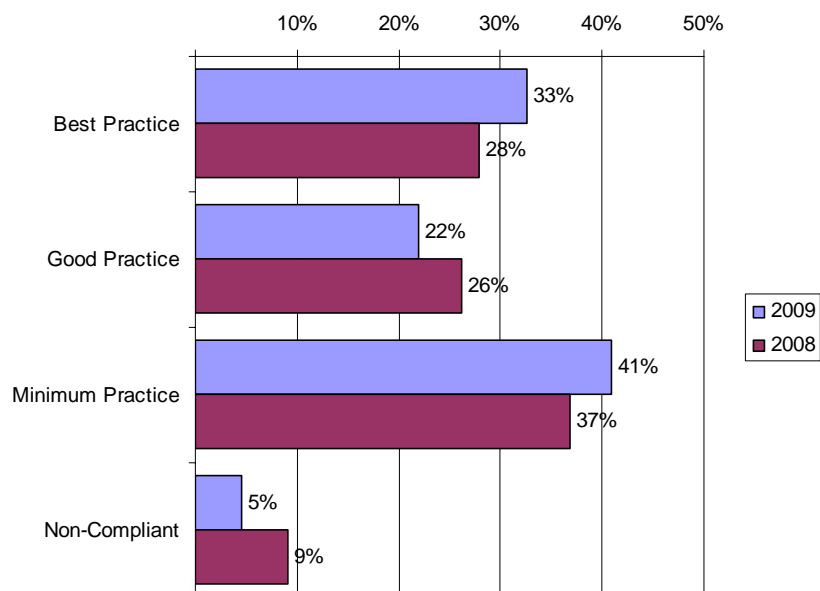


Chart 64 PPS website)



Training, advice and support

Chart 65 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

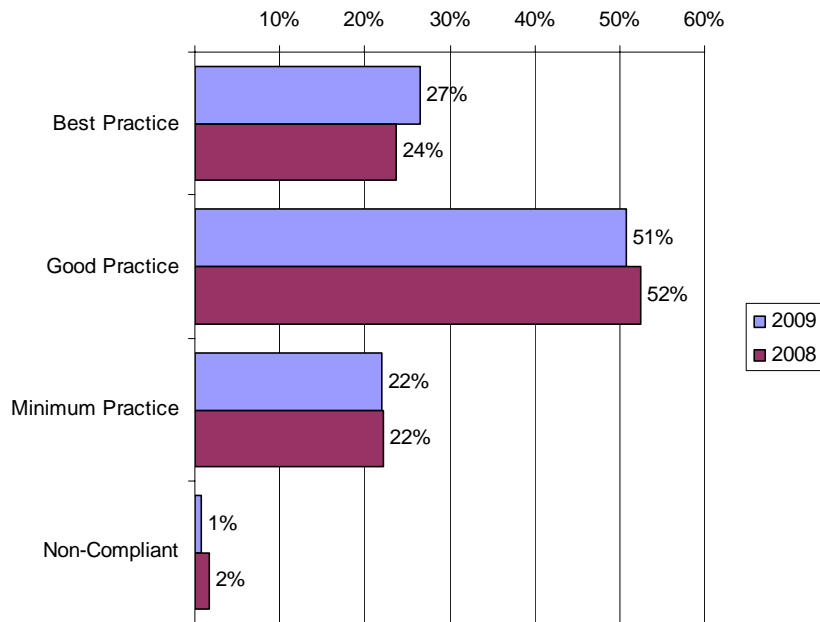
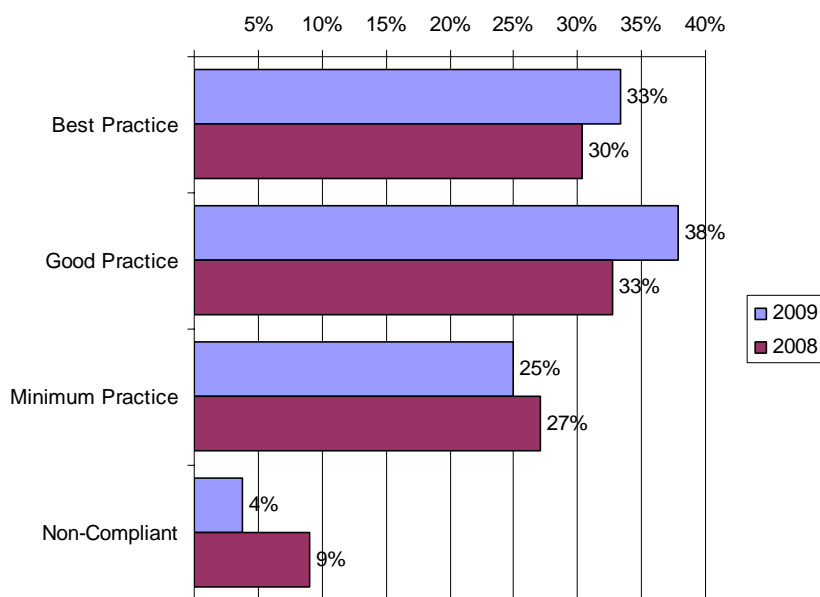


Chart 66 The PPS provides training for PPS staff and volunteers in accordance with a published service policy on impartiality



Networking and collaboration

Chart 67 The PPS is involved in networking and collaboration (locally, regionally and nationally) in order to develop and sustain a high quality and impartial service

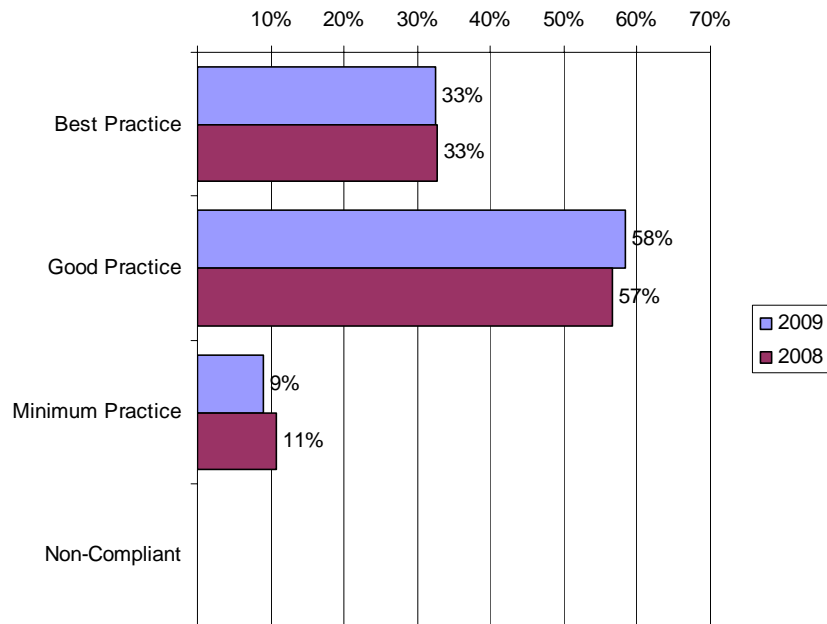


Chart 68 PPS impartiality is maintained when working with other voluntary and statutory agencies

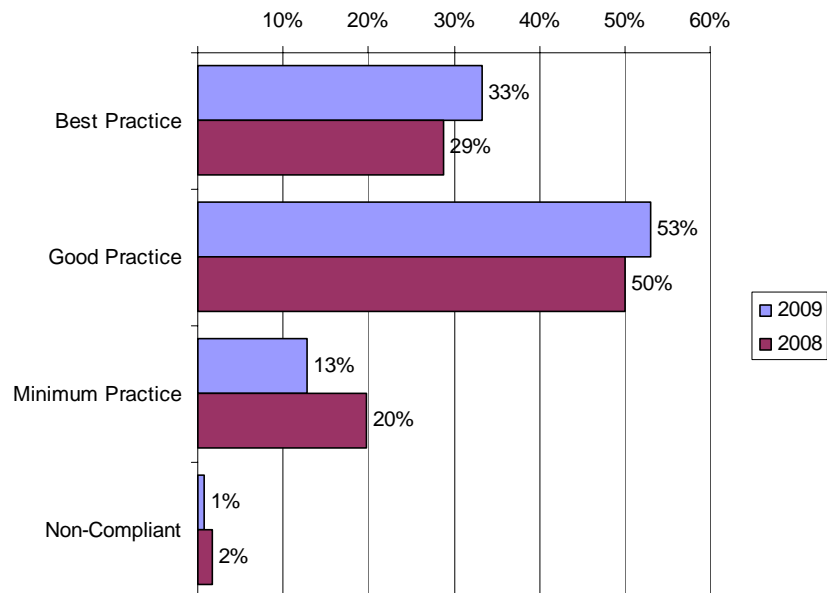
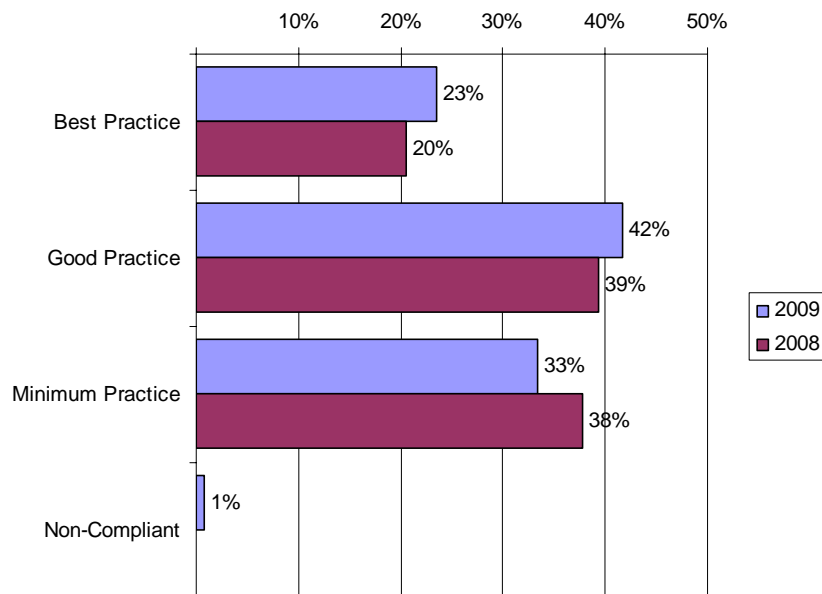
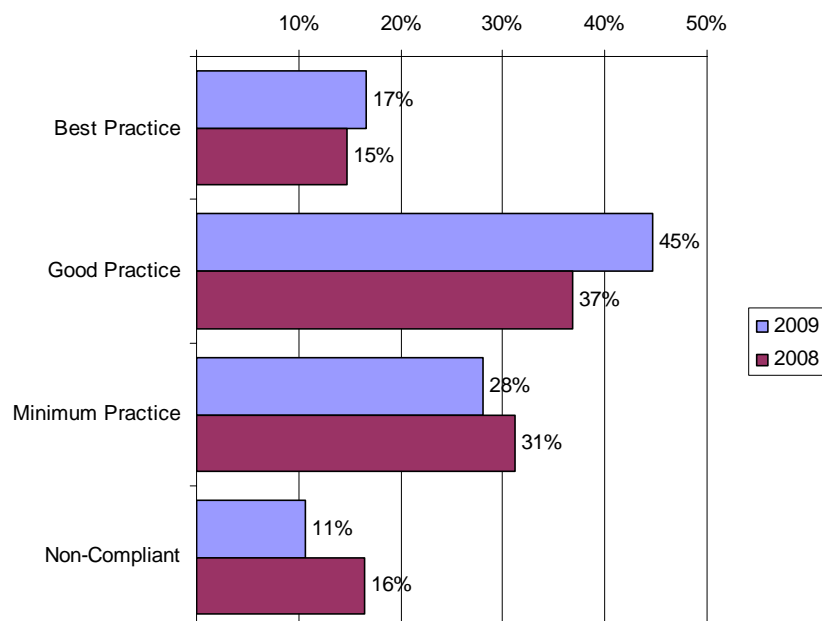


Chart 69 LA supports the role of PPS as an impartial service in networking and collaboration at national, local and regional level in context of ECM



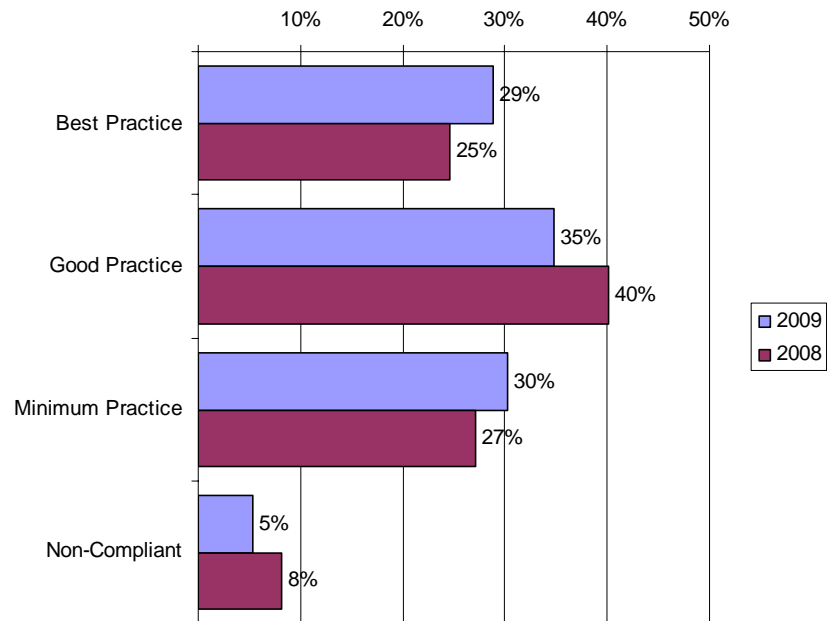
Informing and shaping local policy and practice

Chart 70 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



Location

Chart 71 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)



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
- 90 Stoke-on-Trent
- 91 Oldham
- 92 North East Lincolnshire
- 93 Solihull
- 94 Birmingham
- 95 Essex
- 96 Brighton & Hove
- 97 Southend
- 98 Bromley
- 99 Hampshire
- 100 Hillingdon
- 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
- 139 Peterborough
- 140 Shropshire
- 141 Telford & Wrekin
- 142 St. Helens
- 143 Stockton-on-Tees
- 144 Tower Hamlets
- 145 Waltham Forest
- 146 Bradford
- 147 Westminster
- 148 Wirral
- 149 Wokingham
- 150 West Berkshire

APPENDIX 2

Definition 'Parent/carer service user'

Number of parent/carer service users in financial year April 08 to March 09

The number of 'parent/carer service users' is a measure of the level of 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.

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 users who have received a casework service between April 2008 and March 2009

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