

SENDIASS Intervention Levels Guidance

In August 2016 the IASS Network published Intervention Levels for Information, Advice and Support Services to describe the range of casework support that IASS may provide. In 2022 IASSN convened a group of SENDIAS service managers to update the Levels to better reflect the type of work services do and how they do it. All services have seen a significant increase in both demand and complexity of need while acknowledging that still too many potential service users are not accessing the service because they either are unaware it exists or are unable to access it due to the service not having the capacity to respond in a timely fashion.

Increasingly services have chosen to put triage systems in place to ensure that case work support/advocacy are provided to those who need them while information and advice are widely and easily available for service users able to self-advocate. While we absolutely recognise that managing the SEND system remains hugely challenging for everyone, it is not possible for the majority of SENDIASSs to provide advocacy and/or case work support for everyone who would benefit from it. Some services have the resource to support volunteers or can signpost to local support who can accompany parents to meetings, take notes, offer telephone support etc and all will be able to provide details of national sources of IAS.

Since the Intervention Levels were published in 2014 some services have used them to change the way they manage and record casework. Where it has been agreed that support is needed, an agreement is set up between the service user and the service detailing the issue and the support to be offered (the intervention) i.e. writing and submitting an EHCNA, attending a school meeting about possible SEN, advocating at a CETR etc. When the intervention is complete it is closed, an evaluation form sent and the level recorded. The same service user may well come back the next day/week/month with either a continuation of the same issue (request refused, another meeting to assess progress) or a different issue (exclusion, short breaks etc) but this will be a new intervention and may be allocated to a different caseworker.

It is important to note that the expectation is that most children and young people who independently access the service or who, after using the service with their parents subsequently wish to, will be supported at a Level 3 or 4. There will be exceptions to this and it is the service managers responsibility to decide how their service allocates and records its work.

Level 1	Service user need	Information	Outcome
1. Information	<p>Information and advice about education, health and social care SEND system and processes. Inclusive of initial concern up to appeals.</p> <p>Service user is able to express their needs and those of their child. They need information and generic (not tailored to specific CYP) advice to make an informed decision/better understand the system.</p>	<p>Provision of information and signposting (including links, fact sheets, forms etc) which could be via:</p> <ul style="list-style-type: none"> • Helpline • Email • Website downloads • Presentations • Delivery of Training & workshops • Representing/promoting the service at events 	<p>Parent/YP is empowered to independently manage their situation and make informed decisions.</p> <p>The service has met need in a timely and efficient way without the need for tailored advice or case work support.</p> <p>The service is able to increase its reach and to evidence this. The service may also want to look at website hits and social media followers/imprint when measuring reach although these are not included in the levels.</p>
<p>Time (for individual contact) Up to 20 minutes on the helpline Maximum 1 hr for email response, to include research etc</p>			<p>There is no need to open a case/intervention or to take any identifying information.</p> <p>Services may usefully gather postcode/placement/reason where possible, i.e. helpline call/targeted training sessions. Services may</p>

	<p>choose to not routinely evaluate each contact but will want to ensure they get feedback periodically.</p>
--	--

Level 2	Service user need	Information and tailored advice	Outcome
2. Information & Tailored Advice	<p>Information and specific advice about education, health and social care SEND system and processes. Inclusive of initial concern up to appeals.</p> <p>Service user is able to express their needs and those of their child. They need more tailored information and/or advice specific to their individual need or circumstance than is available at Level 1.</p> <p>May be a returning Level 1 who needs additional advice at the next stage.</p>	<ul style="list-style-type: none"> • Phone call/virtual meeting with fully qualified (IPSEA level 1 minimum) casework officer/adviser • Exchange of emails • Providing more complex/high level information i.e. cost considerations at Tribunal 	<p>Parent/YP is empowered to independently manage their situation and make informed decisions.</p> <p>The service has provided tailored advice and support.</p>

<p>Time</p> <p>Booked call/virtual appointment 20 mins – 1hr</p> <p>Total time spent, including email exchange, research etc - 2hrs</p> <p>Keep in mind that this level is low need/low complexity</p> <p>* The evaluation questions 1-6 refer to the IASSN template which can be found here: http://councilfordisabledchildren.org.uk/testing/effusion3.dh.bytemark.co.uk/information-advice-and-support-services-network/iass-members-area/strategic-resources/iass-service-user-feedback</p> <p>Services may have a range of ways in which they get feedback from service users.</p>	<p>Individual case record opened/maintained.</p> <p>Intervention agreed and recorded.</p> <p>Following the intervention, the intervention may be closed (if the service is working in this way, see page 1 para 4).</p> <p>Service user can then be asked for feedback</p> <p>Evaluation questions 1 to 6*</p>
--	--

Level 3	Service user need	Support	Outcome
3. Support	<p>Information, advice and support about education, health and social care SEND system and processes. Inclusive of initial concern up to appeals.</p> <p>The needs of the individual service users and/or the complexity of their/their children's circumstances significantly impacts their ability to independently navigate the system</p> <p>They are a child or a young person who need/want information, advice or support separate from that given to their parent/carer</p>	<p>Can include:</p> <ul style="list-style-type: none"> • Allocation of a Case Worker/Adviser • Support agreement completed • Advocacy in line with the Minimum Standards • Liaising with other education, health and social care agencies/professionals (sometimes called keyworking) • Virtual and face to face meetings/ home visits • Attendance and support at meetings with other professionals/services, virtual or face to face • Support with writing letters, filling in forms, giving views, preparing appeals 	<p>Agreed support has been delivered</p> <p>Parent, child or young person feels they have been supported to navigate the system</p> <p>Parent child or young person feels they have been able to make informed decisions, exercised their rights and express their views</p>

Time

Over 2 hours

Services will organise their casework as they see fit – some with agreed interventions, others with ongoing caseworker support. These should be reviewed regularly but we do not think it is appropriate or possible to set a maximum time allocation for case work support.

Keep in mind that this level is either Low Need / High Complexity or High Need / Low Complexity

Individual case record opened/maintained.

Intervention agreed and recorded.

Following the intervention, the intervention may be closed (if the service is working in this way)

Service user is asked for feedback.

Questions 1 to 6.

Level 4	Service user need	Support	Outcome
4. Intensive Support	<p>Information, advice and support about education, health and social care SEND system and processes. Inclusive of initial concern up to appeals.</p> <p>The needs of the individual service users and/or the complexity of their/their children's circumstances means they are not able to independently navigate the system and/or access justice.</p> <p>They are a child or a young person who need advocacy/representation separate from or instead of their parent, this includes CYP who are looked after, those who are in residential schools and those in YOIs.</p>	<p>Can include all of the support detailed in level 3 but must also involve</p> <ul style="list-style-type: none"> • Representation* for parent, child or young person at meetings, appeals, mediation and CETRs • Ongoing and intensive casework/advocacy that includes representation 	<p>Agreed support has been delivered</p> <p>Parent, child or young person feels they have been supported to navigate the system</p> <p>Parent child or young person feels they have been able to make informed decisions, exercised their rights and express their views</p>

<p>Time</p> <p>Over 2 hours</p> <p>Services will organise their casework as they see fit – some with agreed interventions, others with on-going caseworker support. These should be reviewed regularly but we do not think it is appropriate or possible to set a maximum time allocation for case work support.</p> <p>*Representation means attending meeting with parent/YP where you may need to speak their views for them if they feel unable.</p> <p>Keep in mind this level is High Need / High Complexity</p>	<p>Individual case record opened/maintained.</p> <p>Intervention agreed and recorded.</p> <p>Following the intervention the intervention may close (if the service is working in this way)</p> <p>Service user is asked to provide feedback</p> <p>Questions 1 to 6</p>
--	---