

SEND voice

Warwickshire special educational needs and disability news and information

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SEND

Short for Special Educational Needs and Disabilities. There are four areas of SEND: communication and interaction; cognition and learning; emotional, social and mental health; physical and sensory. A child or young person with SEND may have difficulties with more than one of these areas – this is often referred to as having 'complex needs'.

Letter from the editors

Hello to all our readers! There has been a lot happening since Issue 2. We're excited to update you on the Special Educational Needs and Disability (SEND) programme in Warwickshire.

It's Laura Musgrave's first issue as co-editor, she is the new Co-production Officer for the SEND programme. Laura has already been out and about meeting young people across Warwickshire. She has been learning more about how they'd like to be part of designing and improving services they use. This is part of a big focus on children and young people's voices in the SEND programme this year. It all started with our January 2016 workshop with SEND service providers, who came up with some ideas to get us started. Read more about the workshop on page 12.

In this issue, you can find out what the different work streams have been up to. Check out page 10 to find out what co-production is all about and how to take part. You can also tell us what you think of the SEND Voice newsletters so far on page 12. Don't be shy, let us know your thoughts!

Finally, we need to say a big thank you to Hugh Disley, who has now left Warwickshire County Council, and Amanda Burn, who has now moved to a different department. Both worked very hard to make sure co-production was a big part of Warwickshire County Council's SEND service reforms.

Laura and Joanne

Editors



Laura Musgrave is Co-production Officer at Warwickshire County Council



Joanne Eburne is a parent carer and member of Family Voice Warwickshire

Work stream updates

There are 12 work streams that make up the SEND Programme. A work stream is a working group, dedicated to one area of the SEND programme. Each work stream is led by someone from Warwickshire County Council (WCC). The work streams have many projects, and we're always looking for more parents, professionals and young people to take part.

Read on to find out more...

W1: Embedding Co-production



Working together with children, young people and families across the SEND Programme.

Work stream lead: Laura Musgrave, WCC Co-production Officer

After a two month break, Embedding Co-production is back up and running from May 2016. And we have plenty to do! Our biggest project is looking at children and young people's role in the SEND programme this year.

W2: Safeguarding



Making sure all children and young people in Warwickshire have the same access to good safeguarding and child protection services .

Work stream lead: Sarah Harris, WCC Principal Social Worker & Service Manager

The work-stream has met on regular basis and we have agreed our Terms of Reference which sets out the aims of the work stream. We now have a school representative who is a welcome addition to our group. We are busy starting to look at safeguarding policies to ensure children with SEND are appropriately considered. Our milestones so far are:

SEND Social Care now case manage child protection and care proceedings of children and young people who have met the threshold for the specialist SEND Social Care Service.

We have reviewed:

- the SEND protocol for Social Care transfer from children's to adult's services.
- all children and young people receiving a service from Children's Social Care to identify whether they have a disability.
- all children and young people open to Children's Social Care to identify whether a SEND Social Worker should be allocated or provide support.

W3: Information and Advice



Making sure parents, carers and young people can find useful information on support and services in Warwickshire.

Work stream lead: Elaine

Coates, WCC Business Unit Transformation Manager

Since the last issue of the newsletter we have been working on the launch of the 'Getting Involved' section of the Local Offer website. This now includes better information on how you can provide us with feedback, pass on a compliment or make a complaint. This section also gives details of how you can get more involved in development of the Local Offer.

Please go to:

<http://www.warwickshire.gov.uk/sendgetinvolved>

Also, we have added the new SEND Local Offer icon to the relevant entries in the Warwickshire Directory. This means that when you search the directory, the services designed for children and young people with SEND or their families can be easily found.

We are currently gathering families views on the information we provide to help us decide our priorities for development for the next 6 months.

W4: Data and Information & W6: Joint Commissioning



Looking at what we know about children and young people's needs in Warwickshire. Using this information and working together to buy services that meet those needs.

Work stream lead: Kate Harker, WCC Service Manager - Children's Commissioning

These two work streams have now joined together. This means that they will have one meeting with everyone together, and look at both topics.

W5: Personalisation

One size
doesn't fit all.



Making services more personal. Children and young people in Warwickshire have the right to control and choice in the services they use.

Work stream lead: Ann Lowe, WCC Operations Manager

The Personalisation work stream has been busy! Many thanks to those parents, carers and other colleagues who have worked hard to contribute to the Terms of Reference which we hope will be finalised very soon!

We started by thinking about what personalisation means to us and putting together a statement that describes this. Our aim to ensure Personalisation is at the centre of everything in Warwickshire so we are currently seeking confirmation from senior managers in Education, Health and Social Care that this statement will be adopted. We plan to go full steam ahead over the coming months to begin progressing the aims of the work stream and look forward to updating you in future issues.

W8: EHC Planning



Education, Health and Care Plans in Warwickshire.

Work stream lead: Pat Tate, WCC Service Manager - Vulnerable Learners

The SEND Assessment and Review service (SENDAR) went through a review and redesign in late 2015. This review has improved the efficiency and effectiveness of the service. Helen Kendall, Principal Educational Psychologist and SENDAR Manager, now manages SENDAR with two Senior Plan Coordinators appointed in September. The team have been working hard to improve service delivery.

- In January, SENDAR introduced a weekly multi-agency panel to look at and approve the decisions to carry out EHC needs assessments. This has made the process fairer and clearer, as well as speeding up decision making.
- In March, SENDAR introduced the new Annual Review paperwork and process. The current focus, and key to success, is ensuring training is provided for those involved and people are kept updated.
- The biggest and most important task for SENDAR is to change statements to EHC Plans. As 2015-16 is the peak academic year for this job, SENDAR have employed more staff to support and improve the delivery of the EHC Plans. Plans for those students transitioning between settings are being prioritised.
- A questionnaire made by parents and SENDAR team members will be given to parents and young people so that they can give feedback to SENDAR on the EHC assessment process. This will help SENDAR to look at areas for service improvement. The aim is that parent carers will receive this questionnaire, later in the year, by email at the end of the EHCP process.

In order for the SENDAR team to meet timescales, it is working closely with agencies and schools to ensure timely responses to requests for advice and placements.

For more information about any of the work streams, or to find out how to get involved, please contact lauramusgrave@warwickshire.gov.uk

What's happening with W9: Preparing for Adulthood (16-25)?



Making sure the needs of young people aged 16 – 25 years are met in Warwickshire.

Work stream lead: Sarah Bradwell, WCC Post 16 Learning & Skills Manager

Impact Assessment Workshop

Parents, carers, and people from Education, Health and Social Care services took part in an Impact Assessment Workshop on 29th February 2016. The workshop helped us to find a number of important gaps in the transition and support process for young people post 16. Parents had strong concerns about a number of things including:

- health transitions
- the involvement of health in transition & Education Health and Care Plans
- the timely and effective transfer from children's to adult social care support
- support for young people with autism

The workshop also helped to plan the future work of the Preparing for Adulthood work stream and we were able to find three key immediate areas for improvement:

- Transition from Integrated Disability Services (IDS) Children's Services to adult social care:
 - to be clearer in providing relevant information to families and young people
 - to make the responsibilities of Transitions Team and the Learning Disability Team clear.
- To find progression paths into adulthood for young people in terms of education, health & social care (including the improvement of the current transition process post 14 years of age).
- Making sure all the information for young people over 16 on the Warwickshire County Council website is clear and up to date.

More work around improving transition was done at the Preparing for Adulthood work stream meeting in April. This meeting looked at information currently provided by the Transition Team and generated lots of suggestions for information to go on the Local Offer website. Since that meeting, parents have provided a long list of extra questions to help to make the information on the Local Offer better. The hope is that this information will help guide families through this difficult process.

Funding for Warwickshire Colleges

Warwickshire County Council invited mainstream Further Education colleges to apply for funding to help them to provide new learning facilities for young people with SEND. This was in response to requests from the Post 16 SEND Area Working Groups. In May, Warwickshire County Council agreed funding for:

- North Warwickshire and Hinckley College for work on the Nuneaton campus
- Warwickshire College Group for work at the Moreton Morrell campus.

This means over £650,000 of funding to support young people with SEND aged 16 to 25. It will help more young people to access learning close to their own communities and good routes into supported work and independent living.

Supported Internships

Supported internships are structured study programmes based mainly with an employer. They are aimed at young people aged 16 to 24 who have a statement of educational needs, a Learning Difficulty Assessment, or an Education Health and Care plan. They are planned to help young people to achieve sustainable, paid work. Supported internships teach young people the skills they need for work through learning in the workplace, while getting the extra support they may need. You can find out more at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389411/Supported_Internship_Guidance_Dec_14.pdf

Five of the six Warwickshire special schools with post 16 students and all three of Warwickshire's General Further Education colleges have staff working towards Level 3 Certificate for Supported Employment Practitioners. Feedback from staff involved has been very positive:-

"This has enthused me about how I can support leavers (who want to work) into employment. I would like to look at how we can build on supported employment/internships at school"

"Relevant, realistic, constructive and enlightening"

If you need further information, please contact:
Tim Corkery, WCC Post 16 Planning and Quality Officer,
email timcorkery@warwickshire.gov.uk

What's happening with W11: School-Age SEND Provision?



Making sure the education needs of children and young people with SEND aged 5 - 16 years are met in Warwickshire.

Work stream lead: Jonathan Wilding, WCC SEN Commissioner

Warwickshire's new Special Educational Needs (SEN) provision is starting to open!

Last July, Warwickshire County Council approved funding for a range of new SEN provision. Work stream 11 is using this funding to fill gaps in Warwickshire's SEND Local Offer, developing new SEN Provision within mainstream schools and academies.

Warwickshire is aiming to develop provision that is not narrowly 'labelled' or solely for learners with particular diagnoses. We know that children are not defined by their medical conditions so Warwickshire's provision needs to be flexible enough to meet a complex range of needs.

These new settings are part of Wave 1 (agreed in July 2015):

LOCATION / SCHOOL	OPENING DATE	PLACES	TYPE OF NEED CATERED FOR
Brooke Partnership at Rokeby Primary - Rugby	Jan 2016	7	<ul style="list-style-type: none"> o For primary-age learners o Communication and Interaction (C&I) o Cognition and Learning o Sensory and/or Physical Needs
Brooke Partnership at Harris Secondary - Rugby	Jan 2016	14	<ul style="list-style-type: none"> o For secondary-age learners o Communication and Interaction o Cognition and Learning o Sensory and/or Physical Needs
Coleshill Learning Pod - Exhall Grange - covering North Warwickshire	Service operational from January 2016 Base opening June 2016	6	<ul style="list-style-type: none"> o Year 9 or above o Complex social communication and interaction difficulties and/or has a diagnosis of Autism o Acute and chronic emotional or mental health needs
Peter's Place - Trinity Catholic School - Leamington Spa	April 2016	8	<ul style="list-style-type: none"> o For secondary-age learners with Communication & Interaction needs
Evergreen - Water Orton Primary - Coleshill	May 2016	8	<ul style="list-style-type: none"> o For primary-age learners with Communication & Interaction needs
Lillington Primary - Leamington Spa	Sept 2016	8	<ul style="list-style-type: none"> o For primary-age learners with Communication & Interaction needs
Rugby 'Link' Centre	Planning for Sept 2016	10	<ul style="list-style-type: none"> o Short term intervention for primary-age learners with Social, Emotional and Mental Health (SEMH) needs

We are working with schools and academies to find suitable places for new provision to meet Warwickshire's needs. Plans have now started for Wave 2 of new provision to continue to fill gaps across the County.

Proposed changes to Designated Speech and Language Provisions (DSLSP)

Warwickshire County Council currently runs 6 DSLP bases in primary-phase schools around the County. A review of all services for Speech, Language & Communication Needs was held leading to a public consultation between January - March 2016. Warwickshire County Council have now approved changes to these provisions. These changes are:

1. To offer the respective schools the opportunity to take on management of the settings
2. To change entry criteria to meet a wider range of communication and interaction needs from September 2017
3. Where possible move towards an all-through primary model rather than separate Key Stage 1 (KS1) and 2 models.

The next stage in this process is consultation with Governing Bodies to see if they wish to take on management of the settings, which will happen by the end of June 2016. After this, statutory notices will be published allowing four weeks for comment and feedback. The result will then be reported back to Cabinet for a final decision.

The aim is that there will be:

- A wider range of specialist provision within Warwickshire with flexibility to meet the needs of the most vulnerable learners with SEND
- Mainstream schools will be better able to meet the needs of a wider range of learners
- Increased opportunities for learners with a range of special educational needs to be educated closer to home as part of their local community

If you are part of a parent's group who would be interested in discussing needs or plans in your area, please get in touch with Warwickshire's SEN Commissioner - Jonathan Wilding at: jonathanwilding@warwickshire.gov.uk

SEN support in schools

The majority of children with SEND will have their needs met in a local mainstream school without the need for an Education, Health & Care Plan (EHCP).

The SEND Code of Practice says all schools **must**:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN Co-ordinator or SENCO
- Inform parents when they are making special educational provision for a child

Schools should also tell parents and young people about the SEND Information, Advice and Support service (SENDIAS)



What is SEN support?

Every child with special educational needs should have SEN support. This means help that is additional to or different from the support generally given to other children of the same age.

The purpose of SEN support is to help children achieve the outcomes or learning objectives set for them by the school. Schools should involve parents in this process.

SEN support can take many forms, including:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment



- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children work with your child, or play with them at break time
- helping your child with physical or personal care, such as eating, getting around school safely, toileting or dressing.

Schools may also involve specialists to advise them on effective support and interventions.

Who decides what SEN support my child has?

Teachers, supported by the SENCO, should make regular assessments of progress for all pupils. These assessments should identify pupils who are making less than expected progress.

The school should then decide if your child needs SEN support and teachers should talk to you and your child about this.

Sometimes you may be the first to be aware that your child has some special educational needs. If you think your child may need SEN support you should talk to your child's teacher or to the SENCO.

A graduated approach

When your child is identified as having SEN, the school should use a graduated approach based on four steps. These are:

Assess

Teaching staff should work with the SENCO to assess your child's needs, so that they give the right support. They should involve you in this and, wherever possible, seek your child's views. The SEND Code of Practice says that 'schools should take seriously any concerns raised by a parent'. Sometimes schools will seek advice from a specialist teacher or a health professional. They should talk to you about this first.

Plan

If the school decides that your child needs SEN support it must tell you. The school should talk with you about the outcomes that will be set, what help will be provided and agree a date for progress to be reviewed.

Do

Your child's class or subject teacher is usually responsible for the work that is done with your child, and should work closely with any teaching assistants or specialist staff involved. The school should tell you who is responsible for the support your child receives.

All those who work with your child should be made aware of:

- their needs
- the agreed outcomes
- the support being provided
- the teaching strategies that are required

Review

The school should review your child's progress, and the difference that the help your child has been given has made, on the date agreed in the plan. You and your child should be involved in the review and in planning the next step.

The SEND Code of Practice says that 'schools should meet with parents at least three times a year'.

Sometimes it helps to involve other professionals in further assessment or to support planning the next steps. If your child has not made reasonable progress it will be important to agree with the school what should happen next.

SEN Information Report

Every school must publish an SEN information report about the SEN provision the school makes. You can find this on the school's website. You can also ask your child's teacher or the school's SENCO for information on the SEND provision made by the school.



Where can I get more information, advice or support?

You can find out more about SEN Support by:

- looking at Warwickshire's SEND Education Provision Matrix (School Age SEN01). This document is a guide to the different types of support that schools can provide to learners with SEND. The document can be found at **www.warwickshire.gov.uk/sendocs**
- looking at the Local Offer – **www.warwickshire.gov.uk/send**
- reading Chapter 6 of the SEND Code of Practice which can be found at **www.gov.uk/government/publications/send-code-of-practice-0-to-25**
- contacting the SEND Information, Advice & Support service (SENDIAS)

 Tel: 024 7636 6054

 Email: wias@family-action.org.uk



Thomas' Story

My Year 11 review and leaving school

I had my year 11 review at Higham Lane School in December 2015. This was a very important review because my Statement was being transferred to an Education Health and Care Plan. It was also important as we needed to discuss what my options were for next year as I will be leaving school.

My year 11 review was a Person Centred Review, there were lots of people there; some staff were from school and some staff were from Integrated Disability Services and some from Warwickshire County Council. This was really good because everybody had chance to speak including me. Everybody spoke about how well I am doing at school, and how hard I try to do my best. Everybody's comments were written down on a flipchart.

At my review, one of the main things we talked about was what I could do after I finish at Higham Lane School. The three main things we discussed were my local mainstream college, special school sixth form and Specialist College. The staff at the review all talked about how they could help me to visit all these three colleges and school so that I would have a better idea what they were like, which would help me make my final decision. After making my visits with support from school staff I have decided to apply for special school sixth form.



The main things that I remember about my year 11 review that made it really good are:

I was able to speak a lot at the review, I was able to tell everyone how pleased I was with the progress I had made at school, especially cooking, what my favourite lessons are, and what I hope to do when I leave school.

We talked about what I would like to be doing when I am an adult.

I liked it that all the comments were written down on a flipchart.

It was good that everybody sat in a circle and that we had tea and biscuits.

Thomas Blount

Year 11 Higham Lane School, Nuneaton.

Ethan's Story

Leaving primary school and finding the right secondary provision

When I went to secondary school everything fell apart because it was busy and noisy and I didn't have enough work to do when I wasn't in class. Lessons were too difficult because there were people making lots of noise. I didn't want to be at school but Mum wouldn't let me stay at home so I just did two and a half hours a day. In the morning when I arrived it was very noisy and loud.



In January, Mum and Dad looked at another school and Mum said it was really nice; but when I went to have a look around Mum got upset because it looked loud and busy. I felt I

wouldn't make friends because the students weren't like me. It really depressed me; I've been depressed over the last couple of years.

When I first heard about Peter's Place at Trinity I felt confused because I didn't know what was happening. Now I know there will only be eight students at Peter's Place and when I arrive in the morning I can sit outside on the bench and it's quiet. Now I'm really happy because it's been such a long time since I've been happy. I hated life and I wanted to die.



Designed by Microvector - Freepik.com

Now I'm happy and I feel I can enjoy life, I feel like I have a future.

The two things I'd like to do in the future.....
.....I really like sea life (but I can't swim!), and I'm interested in computers.

Feedback from Mum:

'It has been a very difficult couple of years, seeing Ethan struggling so much. Since starting Peter's Place he has been much happier and it is wonderful to hear him being positive about going to school.'

Ethan, Year 8

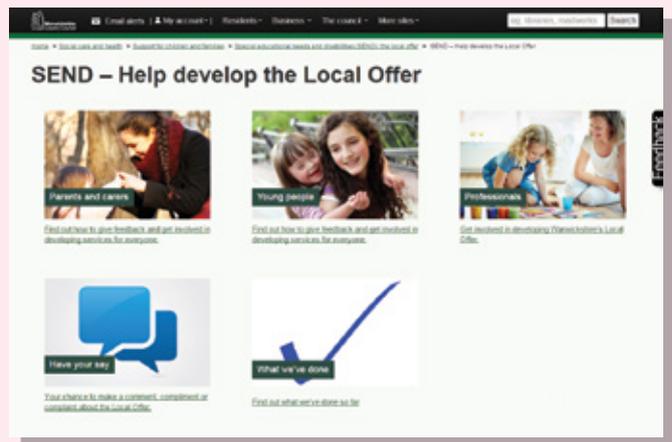
First new pupil to join Peter's Place at Trinity Catholic School, Leamington Spa.

Leo Berry

Lead Consultant Teacher, IDS Autism Team
Local Authority Lead for Peter's Place at Trinity.

Working Together Co-production

There's a new What We've Done page on the SEND Local Offer website! This is where we'll share what we've worked on together. You can find it under Help develop the Local Offer. All our past newsletters and workshop reports are on the new page. Find out more at www.warwickshire.gov.uk/send



New Facebook & Twitter pages

Have you seen our new Facebook and Twitter pages yet? A big thank you to the young people at Wacky Forum and Project Nirvana who have been working with Laura to:

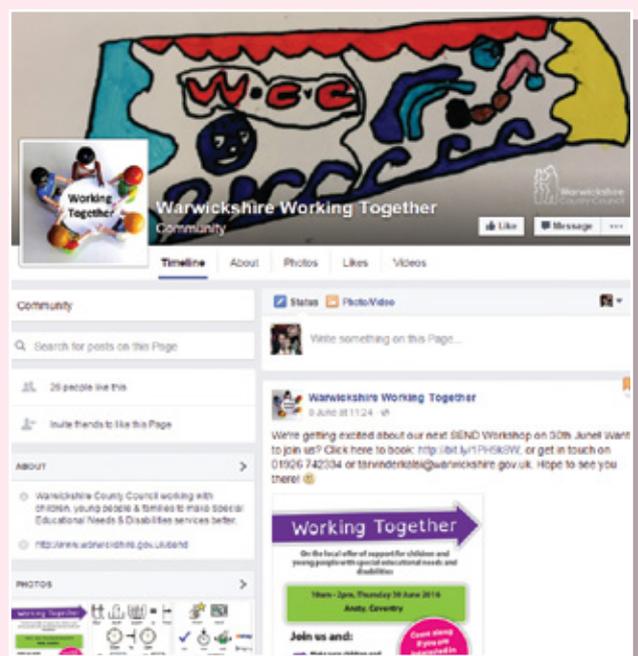
- Choose the page names
- Design the logo
- Design the cover photo
- Come up with ideas for the introduction on each one
- Have their say on what information they'd like to see

 www.twitter.com/WarksCoPro

 www.facebook.com/WarksCoPro

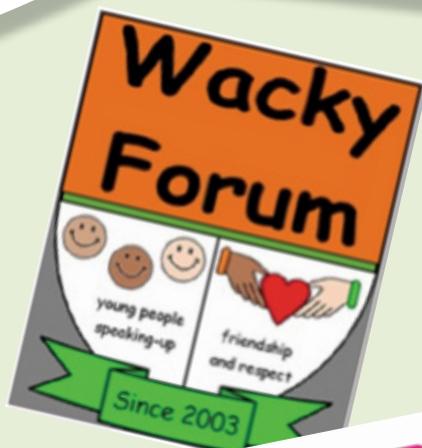


Before



After

Children and young people



PROJECT NIRVANA
No Judgements. Everyone's Equal.

In May 2016, Laura began working with children and young people to find out their thoughts and ideas. By working together, we hope to find a new way for children and young people to be part of improving services they use.

Laura has already visited the Wacky Forum and Project Nirvana, looking at different ways they like to share ideas. We looked at ways to do this using Facebook, Twitter, Youtube and more. There were some great ideas!

If you would like to take part, please let us know:

 @WarksCoPro

 www.facebook.com/WarksCoPro

 lauramusgrave@warwickshire.gov.uk



FAMILY VOICE
WARWICKSHIRE
parents and carers working together

On 12th April Family Voice Warwickshire hosted a Transition to Adulthood Workshop Event at Kings Hill Nurseries Coventry, where we meet for monthly forums. The day was to help parents and Warwickshire service providers make sense of the SEND reforms and the process of moving towards adulthood.

Our guest speaker was Sarah Woosey from Irwin Mitchell legal team who spoke about legalities of Transition and Deputyship. Dawn Rowley from SENDIAS (SEND Information, Advice & Support) discussed and answered questions with regard to EHCplans.

There were a number of information stands from local service providers. The day was really well attended and there has been very positive feedback.

We look forward to hosting many more events.

Please keep a look out on our website and facebook for upcoming forum meetings.

 @FvoiceWarks

 Search Family Voice Warwickshire

 www.familyvoicewarwickshire.co.uk/

Service Provider Workshop

In January 2016, we held a workshop for SEND services who work with people aged 0 – 25. We wanted to look at ideas for getting children and young people involved in working together on the SEND programme.

The group came up with 3 great ideas to get us started:



Face to face meetings



Online communication – email, Facebook, Youtube, Snapchat, Skype, ... and more!



Warwickshire County Council visiting youth groups and services already running

Designed by Patrickss - Freepik.com

The service providers also told us that they wanted to be involved too. We are now looking at the next steps for this together, so please stay tuned!

P.A.U.S.E

Promoting Awareness Understanding, Support & Equality

We are a group of parents who have children and young people with a range of Disabilities.

We offer training to professionals which is based on our lived experiences and expertise as parent carers. Our 3 hour sessions are designed to give an awareness of and show the impact that disability has on children, young people and their families.

We have delivered 2 very successful training sessions this year for IDS Social Care teams in Warwickshire and hope to have further opportunities to work with members of the Multi-agency Safe-Guarding Hub (MASH).

If you would be interested to find out more or to discuss bespoke/inhouse training please contact **familyvoicewarwickshire@hotmail.com**

What do you think of SEND Voice?

This is now Issue 3 of the SEND Voice newsletter and we want to know what you think so far!

What's your favourite feature?

Do you like the paper or electronic version best?

Is there anything you'd change?

Your feedback will let us know what YOU want to see in the future.

Have your say!

Please take our survey at <http://bit.ly/sendvoice> or get in touch in one of these ways -

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