

SEND voice

Warwickshire special educational needs and disability news and information

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SEND stands 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'.

A Spotlight on.... Inclusion

Bridging the gap between mainstream and specialist provision



There can be a sense that there are only two models for schools - special school or mainstream, however this should not be the case. Warwickshire's SEND and Inclusion Strategy sets out to bridge the gap between mainstream and specialist provision and one school is already making great strides to turn this ambition into a reality.

Rokeby Primary School, a maintained school in Rugby, has been working in partnership with their local special school, Brooke School.

Read the full article on page 8.

www.warwickshire.gov.uk/send

Letter from the Editors

Hello and welcome to the 2020 summer edition of SEND Voice!

We never envisaged that we would be sending this edition of the newsletter out under such unusual circumstances, as we all adjust to new routines and ways of life during the global Coronavirus pandemic.

While we have included some links to support available for families during this crisis below, this newsletter will focus on sharing good news and updates from before the virus. We're thrilled that two young people have allowed us to share their personal journeys with you where, with the appropriate support, they have gained the confidence to lead more independent lives - see Rhiannon's story (page 5) and James' story (page 13).

We also have a feature on carers in this edition and more about Warwickshire's commitment to create an increasing number of employment opportunities for young people with SEND in Warwickshire.

Every ending is a new beginning

Under the current circumstances we have regrettably been unable to publish this edition of the newsletter in printed format. However, it was always intended that this would be the last edition of SEND Voice that we publish (printed or digital).

We are taking steps to develop our digital content in other ways to help support all families in Warwickshire. We see this as an excellent opportunity to link up with the content provided through the online Family Information Service newsletter and to bring some consistency across our social media channels. For more information about how you can sign up to receive updates from the Family Information Service see page 16.

By doing this, we can connect with more families and have the added advantage of being able to get news stories and information of interest out to you quickly and more regularly.

We really hope that you have enjoyed reading our content over recent years and that you will continue to engage with us in different ways so that we can carry on celebrating our successes and sharing developments that will support children and young people with SEND in Warwickshire.

A huge thank you to each and every one of you who has read and enjoyed our newsletter or has contributed over the last four years.

Support for families during the Coronavirus

We understand that the current situation may be causing lots of uncertainty for families, with life for many being turned upside down, usual routines out of the window and people having to find new ways of adapting to the changing guidance and measures being put in place by Government.

We would like to reassure you that Warwickshire County Council (WCC) has been working hard to keep as many services running as possible during the Coronavirus outbreak, even if in some cases these may be operating a little differently to the way they did before.

We are continuing to provide a whole range of support to families during this difficult time. Below you will find some helpful links to further information, advice and guidance available from WCC and from other trusted sources.

- View information for children and families during coronavirus from WCC [here](#)
- View information about education and schools in Warwickshire [here](#)
- View information about how WCC can support your health and wellbeing during coronavirus [here](#)
- View national Government advice for parents and carers looking after children with special educational needs and disabilities (SEND) during coronavirus [here](#)
- Visit [cwri.se.com](https://www.cwri.se.com) where you will find lots of Covid-19 mental health and wellbeing resources for children and young people and parents/carers

You can check our website for the most up to date information about council services during the pandemic and follow our social media channels for the latest advice, guidance and support:

 warwickshire.gov.uk/coronavirus

 [@Warwickshire_CC](https://twitter.com/Warwickshire_CC)

 [@WarwickshireCountyCouncil](https://www.facebook.com/WarwickshireCountyCouncil)

Ridgeway and Round Oak Schools amalgamation approved

Following a public consultation earlier this year, Warwickshire County Council has approved the amalgamation of two existing special schools in Warwick - Ridgeway School and Round Oak School.

It brings central Warwickshire in line with other parts of the county by joining the primary and secondary schools together to create one all-through special school.

The **Evergreen School**, as it will be known from September 2020, will be situated on the two existing sites, with primary aged pupils mostly based at Deansway and secondary aged pupils at Brittain Lane.

The school's newly appointed headteacher, **Nick Evans**, who is excited by the new challenge said:

"Our focus is on developing an outstanding all age curriculum framework that meets the individual needs of the pupils as outlined in their EHCPs, that can be delivered over the two sites. I am eager to support the Council's vision in supporting SEND provision in mainstream schools and resource bases, building on the outreach support that Ridgeway School has been able to offer over the last 12 months.

"The school is now full for September, which is fantastic news. We are planning ahead for the start of the autumn term and developing a new website which we hope to launch soon."

New special school for Warwickshire

Earlier this year Warwickshire County Council bought a special school building in Ash Green, Exhall. The school used to be the Pears Centre for Specialist Learning and is purpose-built for students with Special Educational Needs and Disabilities. It includes five bungalows for residential or overnight provision and is located on Wheelwright Lane, near to Wheelwright Lane Primary School and Exhall Grange Specialist School.



The aim is to create a specialist provision with 80 additional places for children and young people with Autism (ASD) and/or Social, Emotional and Mental Health (SEMH) needs. The age range of pupils would be from Year 5 to Year 14 (9-19 years old). The planned opening date is September 2021.

This purchase means that more vulnerable young people will be able to attend a school in the county meaning less disruption and shorter travel times. It will also help to keep students' health and social care more closely linked with their education.

Currently, there are 261 learners in specialist provision, and it is forecast that a further 259 places will be needed by 2023. This new school builds on the Council's commitment to increase specialist provision in Warwickshire and helps to meet the need for more places.

This follows on from the opening of two other specialist settings in recent years in Warwickshire - the Discovery Academy in Nuneaton (opened in 2015) and the Quest Academy in Rugby (opened in 2017).



Social, Emotional and Mental Health

Flexible Learning - Rhiannon's Journey

Rhiannon has a diagnosis of 'high-functioning autism'. During her time at secondary school, she suffered with severe social anxiety and struggled to attend school due to something known as Emotionally Based School Refusal (EBSR).

When Rhiannon came to the attention of the Flexible Learning team in October 2014, she described her anxiety as 'crippling' and was unable to reintegrate into secondary school.

The team began to build trust through sessions in cooking therapy and understanding relationships. Low level cognitive behaviour therapy was also used alongside support from CAMHS although it took time for Rhiannon to feel able to use these strategies. Rhiannon went on to take a beauty therapy course after identifying this as an interest. She did this through a combination of online and home learning and was enabled to complete face-to-face elements of the award with a tutor at home.

In 2017, Rhiannon was supported by the Flexible Learning team to study at home for her GCSEs. Although this was a challenge, it gave Rhiannon something to 'get her teeth into' and in 2018 she achieved GCSEs in English Language (grade 9), English literature (grade 8) and maths (grade 4). She also completed an accredited make-up artistry course and was able to do some work alongside her tutor at three wedding parties.

Since gaining her GCSEs, Rhiannon has also achieved an AS level in English literature and is currently working towards her English language A2 component alongside a GCSE in psychology.

During this time, Rhiannon developed the confidence to apply for a part-time job at her local pub and restaurant which, she says, was a 'huge stepping-stone' for her. She felt accepted and able to develop adult relationships, both personally and professionally. She says it became a 'very big part of my life and a special place for me'.



She left this job after a year to concentrate on her studies but later, took on a new position. This time, she had a very different experience and didn't feel accepted in the same way. However, she was able to use her successful first experience to understand the differences and rationalise her emotions. She knew she had experienced some 'bad times' at her previous employment but always felt she belonged and was able to work through them. This time she knew it was different and was able to make the decision to leave this employment.

Rhiannon's experience in the workplace has had a hugely positive impact on her social and emotional development and helped her to deal with setbacks in a more positive way.

Looking forward Rhiannon, now 19, feels that she is a different person to the isolated and unhappy young girl she was at 14. She volunteers at a local drama club and has given talks to share her experiences with parents attending the Teenage Autism Support Programme (TASP) run by Act for Autism. She has lots of ideas for the future and is content with the feeling that she has the time to develop her interests and find out what she would like to pursue further.

Rhiannon's journey has given her a sense of herself now as a "normal teenager, doing all the things a normal teenager does: driving, working, going out. Doing all the things I never thought I'd do and dealing with all the stuff other teenagers deal with". She explains that she still struggles, and some things will

always make life harder or more difficult for her. The difference is that she now has a growing confidence in her ability to deal with her self-doubt. She feels able to take up new opportunities in the hope that they will turn out well.

It is through coping with her challenges that Rhiannon has developed a strong sense of herself and others alongside the understanding that change takes time but will happen. She has these parting words for others who feel in a similar situation:

"Trust your instincts and that burning belief you have in the pit of your stomach that you will achieve what you want to be. You don't have to be a prisoner of your mind. You don't need to strive for perfection: what is do-able at any stage is okay; it is a part of you not a definition. You may have added struggles but you are not isolated: there is a place for you and you can be stronger and better."



Dimensions health and wellbeing tool updated to be more user-friendly

In the last edition of SEND Voice we looked at the Dimensions Tool of Health and Wellbeing. This is a free and interactive online tool that helps to give an overview of a person's health and wellbeing needs and enables people to access information and local resources from a trusted source all in one place.

How can the tool help?

Individuals, parents and carers can use the tool to record information for up to 28 different dimensions for themselves or their child and print off an individualised report that will highlight areas of most need and provide self-care information on those areas. By looking at the whole person, including both their strengths and challenges, the tool aims to empower people to access support for themselves or their child from local organisations, websites, apps, videos and/or books.

Recent updates

Since the tool was first launched in 2017, neurodevelopment practitioners have been working hard to make it more user-friendly. Updates include new links to resources and local services, both within and outside the NHS, and a new video and infographic guide on how to use the tool.

If you used the tool before 7 January 2020, it is important that you re-generate any reports you have for the most up-to-date information. The links in any pre-existing reports will no longer work.

Reviews from a parent and SEND coordinator

Robyn Dorling is a parent who has used the Dimensions Tool to help her with challenges her child was facing. She said:

"I like the positive focus on the issues I am dealing with, without relating to a label or diagnosis my child might have. The Dimensions Tool took me straight to the advice I really needed, which wasn't about autism, but about eating and sleep."

Laura Newell is the Assistant Head and Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Inclusion Lead at St Nicholas C of E Primary School in Alcester.

Laura said:

"The Dimensions Tool is good for starting a conversation with parents and carers of children with special educational needs or challenging behaviour. The tool empowers both us as professionals, but also parents and carers, to find ways to help ourselves and the children in our lives, by providing us with easily accessible, trusted information and local support. It can also be accessed at a time to suit the parent or carer; this might be in the evening after the child has gone to bed, for instance."



Dimensions developers: L-R Heather Moran, Dawn Nicholls, Gemma Cartwright

Further information

To find out more and to try the Dimensions Tool, please visit <https://dimensions.covwarkpt.nhs.uk/>

You can also find out more about self-help for children's mental health at www.cwrise.com

A Journey with Rise



Rise and Dimensions have put together some helpful leaflets for parents and young people to explain the support offered through Rise. Rise is a family of NHS-led services that provides emotional wellbeing and mental health services for children and young people in Coventry and Warwickshire. You can access the leaflets [here](#).

Putting inclusion at the heart of Rokeby Primary School

There can be a sense that there are only two models for schools - special school or mainstream, however this should not be the case. Warwickshire's SEND and Inclusion Strategy sets out to bridge the gap between mainstream and specialist provision and one school is already making great strides to turn this ambition into a reality.

Rokeby Primary School, a maintained school in Rugby, has been working in partnership with their local special school, Brooke School. Headteacher, Jen James, describes in her own words the impact this has had on the pupils receiving support and on the whole school community:

"Does it matter?" I must have asked myself and my staff that question more times than I care to remember over the last few years. Does it matter if she isn't sitting down? Does it matter if he needs to chew on his sleeve? Does it matter? In many ways, these few words have completely changed how we plan provision for children with SEND.

"Headteachers and leaders are often faced with moral dilemmas - it is no easy task to balance needs and standards and the challenges are becoming more complex.

"Only recently, we have taken a child with very complex medical needs on to our school roll. We were concerned about how we would be able to manage his oxygen and his tube feeding but now he is here, settled and thriving. It was a challenging time for everyone, but we believe we are doing what is right by the children and

families; providing an opportunity to access mainstream education for as long as possible.

"Our partnership with Brooke School has enabled children who are on their school roll to attend our setting anywhere from half a day to five days



a week. If we manage to fully integrate some of these children into mainstream school, what other children could benefit from this? Over the last 18 months we have seen a shift occur and staff have begun to expect more from themselves and what they can achieve for children with SEND.

"I am not saying that this is easy – the hard work and dedication of our team to get to where we are now is not to be underestimated. Every member of our school community has had to make a real commitment to this partnership to maximise its potential. All staff are trained in Makaton, communicate in print, nurture philosophy and many other areas to enable every corner of our provision to be accessible to all pupils.

"Our school has become more than I could have imagined – a community joined by a shared vision and passion for ensuring **inclusion is at the very heart of what we do.**"



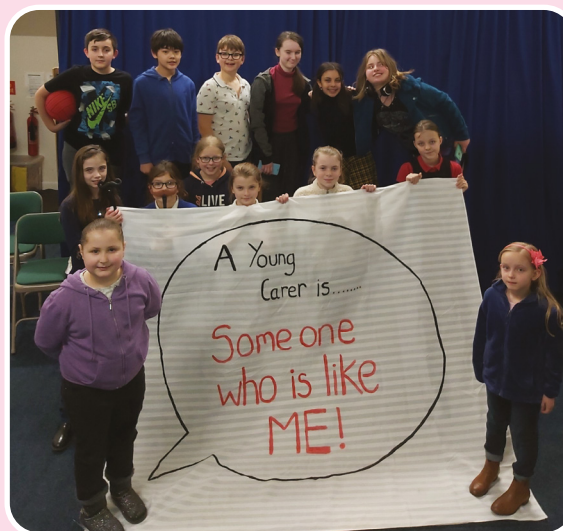
Support for carers

Raising the profile of young carers in Warwickshire

Warwickshire Young Carers strive to raise public awareness of young carers in Warwickshire and encourage a wider recognition of their contribution to society. At the same time, they provide carers with information and support to assist them in their caring roles and to enable them to fulfil their own needs as individuals.

A young carer is a young person who lives with someone who has an illness, disability, poor mental health or substance addiction and who takes on responsibilities that would normally be expected of an adult.

As an organisation, we are always keen to celebrate and raise awareness of young carers and encourage other professionals to do so and earlier this year, we joined the Young Carers Awareness Day campaign, led by the Carer's Trust. This is an annual campaign aimed at recognising and raising awareness of young carers across the



UK. This year it took place on 30 January and called on compulsory education providers to support young carers with the theme 'Count Me In'.

The campaign was a big success with young carers being talked about far and wide by many, including schools, universities, other young carers services, youth support services, MPs, local councillors, charities, the police, businesses and the

County Council. It helped to raise awareness of the fantastic job that young carers do, and also the struggles they face, and we are incredibly grateful to everyone who got involved.

More information about Warwickshire Young Carers and the support available can be found on their website:

warwickshireyoungcarers.org.uk

Foster carers looking after children with Special Educational Needs

Many children entering care can experience difficulties in their education often caused by their experiences outside of school. The needs of these children can be extremely complex and stem from a combination of neglect, low expectations, low self-esteem, developmental difficulties and emotional and behavioural difficulties.

They may have poor school attendance or lack of parental support with homework which has left them struggling in school tests and has had a detrimental impact on self-esteem. If they have lived in an environment in which they have been put down, or there has been negative communication about school, they may not have

positive expectations of what school can offer them or of their own contributions within school. Perhaps they have been too hungry or too tired to learn effectively.

In addition, some children struggle at school due to underlying cognitive and/or physical health difficulties. These children may have a specific educational difficulty or a learning disability. Across Warwickshire, there will be children in care who have special educational needs. These needs vary and each child or young person will be supported to achieve their best potential.

A nurturing environment within a foster care placement can have a great impact and allow

a child who has been struggling to thrive at school.

Every fostered child should have a Learning Plan that outlines their learning goals each year. Some children will also need the support of an Education, Health and Care Plan (EHCP).

An EHCP is for children and young people who have a special educational need and/or a disability. It is for those who need more support than is available at their school or college. An EHCP describes a child or young person's special educational needs (SEN) and the help they will get to meet these needs. It also includes details about any health and care provision that is needed. Further information about SEND and EHCPs can be found on the SEND Local Offer: www.warwickshire.gov.uk/send

What is different for Children Looked After?

Children Looked After (CLA) must attend health assessments regularly. For children under the age of five this is every six months and for children aged five and over this is once a year. Each health assessment gives a lot of information about the child or young person in foster care and should include some discussion about progress at school. This should include whether the child or young person has special educational needs and if they are supported by an EHCP.

The law states that if a young person in foster care is referred for an education, health and care needs assessment (which may result in the need for a plan), their looked after status and information from their health assessment should be taken into account. It should also be written into the EHCP, if one is issued.

If a child or young person in your care is being assessed for an Education, Health or Care Plan (EHCP), then it is important that you share with the Plan Co-ordinator from SENDAR any relevant information, especially anything discussed during their Looked After Health Assessment. This will ensure that the child's health needs are taken into consideration and included in the final EHC plan.

Warwickshire Carer Wellbeing Service

This service is run by the Heart of England Carers Trust. Their website includes information on getting a wellbeing check and finding local support groups. They also run free training courses for carers and parent carers.

 carerstrusthofe.org.uk/warwickshire-carer-wellbeing-service/

Mind Coventry and Warwickshire

The CW Mind website includes a support for parents/carers page. Here you can find information and signposting to other supportive organisations in Coventry and Warwickshire.

 cwmind.org.uk/websites-and-support-for-parents-carers/

They also have lots of resources available to support young people. These are not specifically for young carers but have been recommended by young people themselves who live in Coventry or Warwickshire.

 cwmind.org.uk/websites-apps-and-local-activities-for-young-people/

YoungSibs and Sibs

YoungSibs offers support to young people who may be a brother or sister of a disabled child or adult. Their website has lots of information and advice for young carers. Siblings can also 'Ask a sibling advisor' any questions they have in confidence and can use the YoungSibs chat to talk to others who may be going through a similar experience.

 youngsibs.org.uk

Sibs is a companion site for adult siblings. It also has information and advice on supporting young siblings.

 sibs.org.uk

Warwickshire children and young people receive 'outstanding' care by South Warwickshire NHS Foundation Trust

South Warwickshire NHS Foundation Trust's (SWFT) Community Children and Young People's services has been awarded the highest rating by the Care Quality Commission (CQC), the independent regulator of health and adult social care in England.

The rating follows the inspection of a number of clinical services across the organisation's acute hospital and community services, which also included inspections of how well led the organisation is and how well they use their resources. All areas inspected received 'Outstanding' ratings, which resulted in the whole Trust also being judged as 'Outstanding'.

Many examples of exemplary practice were identified across the Trust's services and inspectors were extremely complimentary in their observations of the culture of the organisation.

Commenting on the Trust's Community Children and Young People's service, the Inspection Report stated:

- *"There was a fully embedded culture of continuous learning, improvement and innovation throughout the community service for children and young people."*
- *"Staff treated patients and their families with great compassion and kindness, respected their privacy and dignity, and took account of their individual needs."*
- *"Staff routinely empowered children and young people to have a voice and ensured a family centered approach and went above and beyond to support them."*
- *"There was compassionate, inclusive and effective leadership at all levels. Leaders had the skills and abilities to run the service and deliver high-quality, child and family-centered care."*



- *"People could access the service when they needed it, in a way and time that suited them and received the right care at the right time."*
- *"Staff worked collaboratively with others in the wider system and local organisations to plan care and improve services."*
- *"There was a proactive approach to understanding the needs and preferences of different groups of people and to delivering care in a way that met those needs, which was accessible and promoted equality."*

SWFT is the only general acute and community provider in the West Midlands region, and one of only ten nationally to receive the prestigious 'Outstanding' rating. It confirms that the care provided to local people, including children and young people, is amongst the very best in the NHS.

Trust Chief Executive, Glen Burley, said:

"I have always been proud to be the CEO of this Trust but reading the CQC's report I feel prouder than ever. I want to congratulate and thank our entire workforce because fantastic achievements like this are only possible through real team work. The inspection team picked up on this collaborative approach in addition to many other aspects of the unique culture we have at SWFT. Together we have developed a national reputation for being one of the best providers in the world's best healthcare service, our great NHS, and this rating cements it."

"Although we are now officially 'outstanding', we are aware that we are not perfect. I want to reassure our patients and partners that we will continue to strive to be even better, using this as a catalyst to be more innovative."

Travel training helps young people in Warwickshire to gain independence

Warwickshire County Council began working with Lift Training (part of National Star College) to deliver Independent Travel Training (ITT) in October 2017.

The training is available to young people in Warwickshire with an Education, Health and Care Plan (EHCP). It is delivered by three travel trainers to students between the ages of 12-25 across the county, to enable them to travel independently on public transport to and from school and college. At the end of the training students also have an opportunity to gain an EdExcel qualification.

A recent exercise was carried out to gain a better understanding from the participants of what has been working well, any areas for improvement and the difference it has made to their lives since completing the course.



Preparing for Adulthood

So far, it has proved to be a really positive experience for the young people who have completed it (23 to date) and we thought we would include a few of the comments shared during the exercise here:

What I liked about the training:

- *"I can be more focused. I have more confidence and I like the trust in me. I was glad to be picked for it. I learnt how to have patience when the bus is late."*
- *"I got to walk and not sit on the bus. Fresh air in morning from exercise wakes you up"*

Now I can:

- *"I could have crossed the road before having the training. I go on long walks with my family so I'm used to it. But I couldn't have walked to school without sitting on the bus. I have more time chatting to friends than waiting in queues."*
- *"Do times and timing, so when the bus is meant to be here and not meant to be here. I can get over my frustration if the bus doesn't come when I think it should. I can speak to friends without getting distracted. I have used the training to get into town on my own."*

Case study:

How the training has helped James to travel with confidence

One student who completed his training during the summer term of 2019 is James. Here is his story:

James was 15 when he started the training. He attended a local special school for children with moderate learning difficulties. He travelled to and from school on transport provided by the Council and only used public transport with support from another adult. James' parents contacted Lift Training in March 2019 to refer him for travel training, hoping this would help prepare him for attending college later that year.

The travel trainer started by working with James on morning journeys. They then moved to afternoon journeys before progressing to whole days. This was done over two transition weeks organised by

James' school. This worked very well; James developed his confidence on the route and learned all the skills he needed to make the journey independently.

James completed the course and gained independence in July 2019. Over the summer, the bus company made changes to the bus route. The travel trainer offered some extra sessions at the beginning of the autumn term to help James manage these changes, which he did with increasing self-assurance.

When asked to give feedback on the usefulness of the Travel Training, he said that it was "very useful for confidence and independence." James is now able to manage his travel with confidence and independence to and from college.

If you are, or you know, a young person with an EHCP who would be interested in taking part in this scheme, please call **07976 231 383** or email **lift-warwickshire@nationalstar.org**

Alternatively, visit the Warwickshire section on the National Star website for more information about the training programme and an online enquiry form:



nationalstar.org/learning-programmes/prospectus/lift-training/warwickshire/

Supportive Employers come together to create employment opportunities for young people with SEND



The Supportive Employers Inc. Forum is a partnership between Warwickshire County Council (WCC) and the Careers and Enterprise Company in Coventry and Warwickshire (CEC). The partnership aims to bring businesses together to create more employment opportunities for young people with SEND in Warwickshire.

One of the ways the Forum aims to do this is through Supported Internships. They have set a target of placing 100 people with SEND in supported internships and other employment opportunities in Warwickshire by September 2020.

Three forum events have now been held bringing a range of companies and training providers together to share ideas and best practice on providing internships and valuable work experience to learners at Warwickshire's special schools and colleges. The next event will give some of the young people already in supported internships an opportunity to attend and promises to be an amazing day.

You can read more about the last Forum event in the [Warwickshire Means Business newsletter](#).

Supported Intern shares feedback from SEND and Inclusion Conference

We are committed to providing more employment opportunities for young people with SEND at Warwickshire County Council and, in September 2019, we welcomed three Supported Interns to work with us. These placements have helped the young people gain meaningful work experience alongside learning at college or school. The aim is to equip young people with the skills they need for sustainable paid employment.

One of the interns, **Conor Ayton**, worked with Business Support in the Education Services Team. He showed great enthusiasm for his role and took part in the planning and organisation of the SEND and Inclusion Conference, held last year. Afterwards, he wrote his account of the event for publication which you can read here:

The conference was attended by almost 60 people despite the flooding. It was attended by parents and representatives from health, schools, colleges, Impower, Mencap, Barnardos and many WCC employees working in different areas of SEND.

People at the conference spoke about successes including:

- Hereward College has the smallest Premier Inn which is used to train Supported Interns who then go on to work at the hotel chain
- Supported Interns have successfully moved to employment with National Grid
- Warwickshire College Group has increased the number of Supported Interns from two in 2017/18 to 30 in 2019/20
- Integrated Commissioning arrangements for young people and adults. We are the only area in the country to do this
- Increased number of SENDCos attending network meetings, now 95% of secondary schools are participating

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- Transforming Care Programme has led to a decrease in inpatient numbers
- SENDIAS are working hard to get resources updated
- The Transition Guide which has come from a lot of cooperative work. This is being printed and will be distributed soon
- Continuation of Children and Families Centres and other services. Parents said the family picnic was a great success this year for the health and wellbeing of parents
- Inclusion in mainstream of a child with complex health needs and growing SEND numbers in a mainstream school. There were lots of examples of success stories of children in mainstream schools and inclusive practices including an Ofsted Inspector moved to tears
- Compliments from service users to the ASD team in SALT saying, 'if it hadn't been for you, my child wouldn't still be in school'
- Exploring use of Social Media including merged SEND and FIS Newsletter to get a broader audience

Warwickshire Parent Carer Forum



Warwickshire Parent Carer Forum is a group of parents from across the county. They come together to listen and support other families caring for a child or young person with additional needs. Together with Entrust Care Partnership they hope to encourage new parents to join in this vital work helping children to thrive.

The Forum works closely with Warwickshire County Council who greatly value the voice and contribution of the Forum in helping to shape and improve Warwickshire's SEND services.

Your voice is really important. No one else can walk in your shoes. As a parent, you are your child's expert and so can help the Council's provision of SEND services to be the very best they can be.


Please consider joining the Forum. There are different ways to get involved. It could be as simple as two minutes sharing your email address so we can keep in touch. Two hours a month is all it takes to be part of the Committee. Get involved by speaking on behalf of other parents. Or be a representative alongside other parents and professionals to focus on a specific strand such as:

- Early Years
- Transport
- Preparing for Adulthood
- Improving Health and Social Care

Please email Helen or Dannii to find out how you can make a real difference.

Be an influencer today!!!!

Email: ppw@entrustcarepartnership.org.uk

 www.warwickshireparentcarerforum.co.uk

Autism Voices on Film

Following the success of their first film, the Autism Voices project, led by Act for Autism, has now produced a second film: **Autism Voices #2: Slashing the Stereotypes**. Their first film showed the difficulties students with autism may experience in the classroom, focusing on the sensory challenges they face in their school environment.

This second film seeks to challenge further some of the common myths associated with autism. It offers advice to others to help them understand the condition and ways in which they can communicate to make life a bit easier.

You can watch the film here: actforautism.co.uk/info/films/

Updates from the Family Information Service



Warwickshire's Family Information Service (FIS) is an information, advice and guidance service for families living in the area. They offer information, including one-to-one support, on a wide range of subjects from family relationships to finance, housing, Special Educational Needs and Disabilities (SEND), parenting support and childcare.

The Service sends out an e-newsletter regularly to keep parents and carers updated on the latest advice and resources available to support them. Currently, the FIS newsletter is being sent out twice weekly, to provide ongoing support and advice about the Coronavirus (Covid-19) for families across Warwickshire. Under usual circumstances it is sent out fortnightly.

Sign up to the FIS newsletter [here](#)

You can find further information about services available to children and families online and follow the FIS social media channels for more advice and support:

 warwickshire.gov.uk/fis

 [@WarwickshireFIS](https://www.facebook.com/WarwickshireFIS)

 [@WarksFIS](https://twitter.com/WarksFIS)

The Family Information Service can be contacted on:

Tel: **01926 742274**

Email: **fis@warwickshire.gov.uk**

Transitions Guide

The '14-25 Transitions Guide' has been developed by the Warwickshire Parent Carer Forum to help support young people on their journey to adulthood. It includes advice around education, health and social care, as well as transport and travel, benefits, finances and legal matters.

View the Transitions Guide [here](#)

SEND LOCAL OFFER

What is the SEND Local Offer?

The **Local Offer** provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care. All local authorities must have a Local Offer.

View a poster from The Council for Disabled Children explaining the Local Offer [here](#)

View Warwickshire's current Local Offer [here](#)

Give us your feedback

We are in the process of reviewing our Local Offer so that it is easy to use and you can find the information you are looking for in the right place.

Help us improve our Local Offer by sending your feedback [here](#)

Warwickshire SENDIASS

Warwickshire SENDIASS (Special Education Needs Information Advice and Support Services) provides free, confidential and impartial support to parents and carers of all Warwickshire children with special educational needs and disabilities, from 0 - 25 years of age. They produce a termly newsletter to keep parents and carers in Warwickshire updated on the latest advice, support and developments.

Find out more about SENDIASS and view the newsletters online [here](#)