

SECTION 16

Child Employment

Child Employment: Some Questions and Answers

At what age can a child begin part-time work?

The child must be 13 years old

Are there any restrictions?

- × Children cannot work during school hours**
- × Children cannot work before 7.00am or after 7.00pm**
- × Children cannot do some jobs**
- × Children cannot work in some places**

Full details are available from any of the address on the last page.

Who is responsible for a child in employment?

It is the employer's responsibility to ensure the health and safety of the child.

The employer must register the child with the Local Education Authority.

How does the child become registered?

He/she should simply contact the LEA (address at back) for a registration form and then return it when complete.

It does not cost anything to register.

What about pay?

There is no minimum wage for children. It is up to the employer.

Children should talk to their parents about what is a reasonable wage.

The law says, " A child assisting in any trade or occupation carried out for profit or gain is deemed to be employed even if he/she receives no reward".

SECTION 17

Children In Public Care (Looked After Children)

An Information Handbook for teachers, social workers and foster-carers with regard to school and education department processes and procedures related to children in public care is in

preparation. It will be published in the autumn term 2002 and should be included in this section of the Reference File. It will contain the following:

Admissions	timescales, appeals, transfer mid term	
Area Behaviour panels	purpose and referral to	
Attendance	monitoring of truancy and lateness	
Complaints/concerns	contacts and process	
Examinations	timescales and results	
Exclusions	fixed term, permanent	
FE/HE entry	process and timescales	
Free school meals	entitlement	
Holidays in term time	rules	
Homework	systems and checks	
IEPs	purpose and review	
National Curriculum	outline of primary/secondary requirements	
Nursery and Pre school	access and entitlement	
Options / Subject choices	secondary school informed choices and timescales	
Paid employment regulations	different ages	
Parent evenings	who to invite	
Parent partnership	how to access	
Personal Education Plans	Details included in the Section on Planning for Individual Children	
Policy for LAC	model policy for school	
PSPs	purpose	
Pupil Reintegration Unit	purpose and referral to	
SATs	timescales and results	
School reports	who should receive	
School trips/visits	payment & permission	
Special Educational Needs Practice		Code of
Statementing	process and responsibilities	
Student loans	contacts and process	
Support services	access to EPs, DISCS, LABSS	
Transport	process for looked after children	

SECTION 18

Travelling Children

Warwickshire LEA is working in partnership with the West Midlands Consortium Service for Travelling Children and schools across the County to increase educational achievement and promote inclusion for Travelling Children in Warwickshire.

The West Midlands Consortium Education Service (WMESTC) supports Travelling families in finding a school place for their children and will support and advise schools with regard to cultural, educational and other issues in order to ensure a smooth transition into school for the Travelling pupil.

The Consortium's team of Advisory Teachers visit schools with Travelling Children on a regular basis, working with classroom teachers and others to provide information and advice and to work with individual pupils where necessary. The Consortium's Senior Field Welfare Officers focus on making contact with roadside families and highly mobile Travellers to ensure their inclusion and access to services. They work closely with the LEA in making visits to sites and in providing a co-ordinated approach to addressing the issues affecting Travelling families.

In addition to this support the LEA, in partnership with schools and the Consortium, also provides support for schools with Travelling Children with a peripatetic team of teaching assistants who work with class teachers to ensure that each pupil's educational needs are being met. In particular they focus on difficulties relating to learning delay due to their mobility and disrupted education.

The LEA recognises the importance of regular school attendance for these children who often have to overcome difficulties of learning delay due to their disrupted schooling. In order to focus further on this aspect of support an ESW with a specific remit to work with Travelling Families is to be appointed shortly.

Increasing efforts are being made by the ESWS to ensure that there is a greater take up of education by Travelling Children particularly in the secondary sector. Emphasis will be given to the age of transition between Years 6 and 7 in order to ensure a smooth transition to secondary school.

The DfES has recognised that Travelling Children are at great risk of underachievement and have set targets for increasing achievement and inclusion as follows:

- **Nursery places for a 4 year old Traveller children whose parents want them**
- **0 – 3 year olds to benefit from Sure Start programmes**
- **Increase in number of 11 year olds in school to reach national expectations of level 4 in literacy by 2002**
- **Increase over 3 years in Travelling children regularly attending at KS3 and KS4**
- **Work related leave for all Traveller children who desire it at KS4**
- **Increase in the number of Travelling children participating in further education**

Our aim is to ensure that equal access and opportunities for all children and young people is a reality as well as an aspiration and we are looking forward to further developing our links with Travelling families, schools and others to achieve this aim.

Schools who are admitting or have Travelling Children on roll and who wish for specific advice, information or support should contact the consortium or the LEA (contact numbers below).

**West Midlands Consortium Education Service for Travelling Children:
The Graiseley Centre, Pool Street, Wolverhampton, WV2 4NE.
Tel: 01902 714646. Co-ordinator: Ms Pat Holmes.**

John Sullivan Principal Education Social Worker tel. 01926 412264

**SECTION 19
Elective Education
(Home Education)**

Introduction

In Warwickshire 'Home Educating' is not regarded as an easy option. However, we do appreciate that it is a valid one for certain children. To ensure all children receive efficient, full time education we monitor their education regularly.

Within our monitoring role, we have worked co-operatively with parents toward the common goal of a sound education, and value the relationships built with them and their children.

The ESWS produces a booklet for parents considering Home Education. The text of this is reproduced below.

It is designed to help parents in three ways:

- 1. to address some of the key questions most frequently asked by parents about 'Home Education'.**
- 2. to offer a fair and balanced view of 'Home Education', by highlighting both the possible advantages and the disadvantages.**
- 3. to provide help in planning the curriculum for your child(ren).**

Background

Do children have to go to school?

No. The responsibility of parents is clearly established in the Education Act 1996.

"The parent of every child of compulsory school age shall cause (the child) to receive efficient full-time education suitable to his(her) age, ability and aptitude and to any special educational needs he or she may have, either by attendance at school or 'otherwise'.

In Warwickshire the Local Education Authority (LEA) ensures this duty is being carried out, through an annual visit by an Education Inspector, who provides a written report for parents and the LEA. These visits provide an opportunity for informal advice and feedback through discussions with the LEA, parent(s) and child(ren).

The parent(s) or guardian(s) have a duty to plan and provide a suitable education for their child(ren).

What does compulsory school age actually mean?

At the date of the school term following the 5th birthday of the child, that child must either attend school or receive education other than at school. Term dates are fixed by law as the 1st September, 1st January and 1st April. Although in Warwickshire children may be offered the opportunity to start school earlier than this, i.e. 4 years – however this is not compulsory. Compulsory education continues until the last Friday in June of Year 11. (For example – young people who become 16 in September 2001 or at any subsequent point upto the 31st August 2002, are of compulsory school until the last Friday of June 2002).

Why do some parents choose 'Home Education'?

There are a variety of reasons, cultural, religious and personal. Each decision made is based on individual needs and circumstances. Sometimes parents see it as a long term arrangement (to age 16), whilst others wish to keep their options open and review their decision from time to time.

In most cases, it is quite clear that the decision has been made in the child's best interests, rather than due to other considerations.

Do I need a teaching qualification?

No, but all successful educators have a level of competencies to enable them to provide a balanced education eg:

Commitment:	to the value of a broad and balanced education
Research Skills:	to enable each subject to be taught effectively
Planning Skills:	to plan an interesting and informative curriculum
Enthusiasm:	to provide variety and interest in work set
Flexibility:	to try different resources, styles, new topics
Systematic Approach:	to plan, assess, review, record
Other Contacts:	to allow interaction in work, play, sport, talk

Some of these skills you can build up as you go along, but we believe that the *commitment, research and planning* need to be there from Day One. This means that the initial research and planning of a curriculum, which take time and effort, should preferably be carried out *before* making the final decision to educate your son or daughter yourself.

What Parents Need To Consider.

As parents or guardians, you have the right by law to provide efficient, full time, suitable education for your child(ren) other than through school. These questions reflect those most often asked about your responsibilities for what is taught and who teaches it:

Do the parents have to do all the teaching?

No. Although it is the parents duty by law to provide a satisfactory education, they can choose who are to carry out the actual teaching. This allows a range of options including, parents, family, friends, paid tutors or shared teaching with other families.

These alternatives may allow you to avoid teaching those subject areas you are least confident about, although you are still responsible for ensuring that the teaching is satisfactory.

If you decide to explore the option of shared teaching with families also educating their child 'otherwise', a word of caution. A group of 5 or more children being taught together for a significant part of each week could be considered a 'school' in its own right, and you could be inspected as such! A regular maths lesson with a group of children however, does not constitute a school. If you are unsure about this, you can raise queries with the Home Education Co-ordinator within the Education Social Work Service (ESWS).

There are advantages and disadvantages for shared and for paid teaching, including issues of parental control, expense, increased personal free time and the need for tutor screening. These are options you can tailor to your needs, but require careful consideration before making decisions.

If my child attends a college course, who is responsible for the education?

You are. Unless the course is full-time and balanced, you will be required to balance the curriculum with other learning programmes and to check satisfactory progress on the course. When you receive a visit by an LEA Inspector, the onus is on you to show reasonable evidence of satisfactory progress, both at college and at home. College reports, college course descriptions and samples of work, for example, would demonstrate clearly both the aims of the college course and progress made.

What is a curriculum?

The curriculum comprises all that is taught: whether it be reading in an English lesson, co-ordination in a swimming lesson or acceptable behaviour in a range of situations. Because it is generally believed that the aim of education is to enable a child to achieve his/her potential as a person, within society, then education can be seen to include all aspects of development:

Academic,	eg.	Language, Numeracy, Science, History
Intellectual	eg.	Problem solving, logic
Physical,	eg.	Co-ordination, fitness, sport, team games, dance
Social,	eg.	Group work, play, discussion, behaviour, awareness
Emotional,	eg.	Personal growth and feelings, feeling for others, Spiritual Awareness of spiritual matters and beliefs
Creative,	eg.	Music, Art, Dance, Drama
Citizenship	eg.	Rights, responsibilities, and roles in society

Clearly, many of these aspects are developed at home as a matter of course. A satisfactory curriculum includes a balance of each of these areas and it would be your choice as to exactly what would form an ideal balance for your child – and how to teach it.

It also follows that a curriculum allowing only academic development may not be seen as balanced, although this type of learning is often the only one remembered by many people at school!

Even more crucially, a curriculum containing only a small number of academic areas (such as English and Mathematics only) would seem very narrow by most peoples standards.

The Government White Paper, Better Schools (1985) summed this up with 4 key words that you may find useful:

Broad - a wide range of knowledge, skills and understanding (eg not just English and Maths)

Balanced – *a fair amount of time allowed for each area taking account of individual aptitude and ability*

Relevant – *relating learning to the child's own experiences, and applying learning to real situation*

Differentiated – *teaching at the right level*

Do I have to teach the National Curriculum? (See Below)

No. As explained earlier, your legal duty is to provide an 'efficient' and 'suitable' education for your child. An 'efficient' education would seem to be one which achieves the learning outcomes planned. This is easily monitored through an assessment and recording process. A 'suitable' education implies an education which enables your child to achieve his/her full potential within society, and therefore a broad and balanced curriculum is essential. This could be based partly or mainly on the National Curriculum – or not at all.

See Appendix for list of current national curriculum subjects.

Should each subject be taught separately?

Most secondary schools do and most primary schools do not. Separate subject teaching allows the child to focus on the specific skills, knowledge and understanding of each subject, whereas integration of subjects within one overall project allows a relevant and meaningful context for learning – and possibly takes less time.

Try a mixture of approaches, as there is no single 'best' way to teach. All children are uniquely different as all good teachers know, and the same child can respond differently on different days – or even at different times of the day!

Going one step further, education does not need to follow a formal set or plan of 'lessons' or, indeed, a timetable. However, written plans and timetables are helpful to the person designing the curriculum and its time-scale (and enables an LEA inspector to see more easily what is being taught over a period of time).

Do I need to construct a special time-table for our Education at Home programme?

There is no one form of education; children learn in many different ways, at different times and speed, and from different people. Your home education will not necessarily follow a set timetable, but it is expected that written records of plans of work and programmes of study be maintained and clearly dated.

Your plans do not have to be rigid or detailed, but you should be able to show that you are serious and systematic about what you are doing. Remember, it is your own responsibility to develop and carry out your arrangements.

How do I know if my teaching is meeting my child's needs?

You would know the answer to this long before any LEA inspector does. Your teaching timetable, plans or records would show if the curriculum is 'broad' and 'balanced, and any records of tests, assessment or progress checks would show whether learning has taken place. If it has, then the curriculum must have been 'relevant' and 'differentiated'!

Again, this is another reason for recording as you go along. The LEA inspection reports offer further feedback to you (and your child), and informative support where needed.

How do I go about it?

We suggest you need to:

- Research and plan the educational provision for your child, and then
- Inform the school and Warwickshire LEA
- Be prepared to be visited by the LEA Inspector and Education Social Worker
- Be prepared to share your education plan with the LEA

See Appendix 2 for further details

What if my child has Special Educational Needs?

All LEAs work within the framework laid down by the Special Educational Needs code of practice. Special Education covers a whole range of services to help children meet and overcome these problems. If you are concerned about your child's progress contact the Home Education Co-Ordinator who will describe what to do next.

Monitoring By Warwickshire Education Authority And The Education Social Work Service.

As explained earlier, Warwickshire LEA is required by law to ensure that a child of compulsory school age is receiving suitable education. The questions below address the most frequent queries about how we carry out this responsibility. The Education Social Work Service manages this process.

This section does not attempt to include any discussion about the ethics of LEA involvement in parent – provided education, as any detailed debate would seem to lie outside the scope of the booklet. However, most people would agree that the prime motive of any monitoring procedure is the protection of the child(ren)'s rights and best interests.

What kind of 'evidence' will satisfy the LEA?

The LEA has to satisfy itself that you as parent(s) are providing a suitable education. This places the responsibility on you to provide evidence. 'Evidence' is based ideally on a combination of written information, samples of work and discussion with you and your son or daughter.

The overall impression that we would be looking for is one of serious commitment to an efficient, full-time education suitable to his/her age ability and aptitude or special

educational needs. Therefore any written information about the curriculum, programmes of work, assessments, books, educational visits, timetables ... and so on is going to help.

Samples of work are useful, not only to demonstrate progress to an outsider, but also to create opportunities for praise for good work and for review of learning.

The LEA Inspector will write a report on outcomes of the visit which will be sent to the parents/guardian (8 working weeks from visit).

What happens if the LEA is not satisfied?

We will tell you we are not satisfied, and we will explain the reasons why eg work too easy, no evidence. You will be given an agreed period of time to respond and will be encouraged to discuss any problems with us.

What then?

If we are still not satisfied, then an Education Social Worker will advise you to register your child at school. It will only happen if we are convinced that you are not educating your son/daughter according to his/her age, ability and aptitude or special educational needs. Failure to respond may result in the LEA issuing a School Attendance Order* or applying to the court for Education Supervision Order.

If I educate my child at home, how often will the LEA check?

A 12 month cycle of review visits is currently in use, but this is flexible in order to allow for the differing needs of different families at different times. Or in the cases where any doubts had been expressed at a previous visit.

S4 37 (1) of the 1996 Act States "if it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parents requiring him to satisfy within the period specified in the notice that the child is receiving such education.

Entitlements

Is there any funding for equipment, books or visits?

At present, the answer is no. However you can always explore the possibility of group discounts on entry fees for educational visits.

You may find it useful to build up contacts with other parents also educating their children at home.

This also allows you to exchange ideas and resources.

Can my child still enter for external examinations?

Yes. You would need to contact individual examination boards in order to find out the precise way in which they handle private candidates. There may be a problem regarding coursework, a form of continuous assessment normally marked and moderated by teachers. If so, you may wish to explore examinations containing no coursework. Correspondence courses are also available.

You may wish to plan each examination course as a 2 year course as at school. A placement at a College of Further Education is another option, depending on college funding for under sixteen year old students and current college policy. See Appendix 3 Examination Board Details.

Would my child still be entitled to Work Experience?

Yes. You can explore various placements according to the individual interests of your child with due regard to his/her personal insurance. Schools usually arrange a placement over one fortnight and spend some time on follow-up work. Any record of such an experience is likely to be invaluable to prospective college interview panels or employers. (contact the local connexions office for further advice).

Would my child still be entitled to Careers advice?

Yes. Years 10 and 11 pupils (15 – 16 years) are automatically passed on to the Connexions Office, who then contact you.

Future Options

You have the right to alter the method and balance of your child's education. This can be in response to a change in your child's needs or your needs as parents. Education provided by tutors, other parents and colleges has been outlined, or you may decide at some point in the future that school is the best option..

Can I keep my options open about returning my child to school?

Yes. However, a place will not be reserved for your child unless you have an arrangement with the Head Teacher.

The Law allows each school to remove your child's name from the school roll when the proprietor of the school has received written notification from the parent(s) that education is being provided at home. This means that you may not be able to return your child to that school if you change your mind after starting to provide an education yourself. Places may only then be available at schools further away or not to your liking.

If your child's name is not on a school roll and you decide that you wish him/her to return to school, you would be able to contact the school(s) of your choice and inquire about a placement. If you experience any difficulty with this then contact the Home Education CO-ordinator for information.

You may also wish to consider how to keep your options open in several ways. For instance:

Maintaining contact with local children and parents would reduce anxiety in your son or daughter about returning to school;

Basing at least some teaching on the National Curriculum used by schools would significantly reduce possible difficulty with his/her re-integration into school and allow you to pass on a clear record of exactly where your child is in each subject;

And of course the more confident your child is in groups of other children, the less worrying the prospect of learning in groups at school.

Finally, please:

DO:

- **Think long and hard about it.**
 - It is a great responsibility, demanding a lot of commitment, energy and time.
- **Plan your child's curriculum before making a final decision.**
 - Go out and research a range of subject areas (eg what else does maths include apart from number work?) Explore local sports facilities.
- **Look at the costs involved.**
 - Include books, paper, equipment, educational visits, exam entries, also think about the 'cost' of not going to work if that applies to you.
- **Plan opportunities for social contact with other children.**
 - Think about whether you would like to explore the idea of shared teaching.
- **Think about any other school age children you have at home.**
 - How would they react to their sister/brother receiving extra attention? Would they also be educated at home? What is in their best interest?
- **Keep your options open.**
 - Your child's needs may change at different ages and stages. This may affect how you discuss the idea of 'school' with your child and what subject areas you decide to include.
- **Make the most of all support and information available.**
 - This can include the Education Social Work Service (ESWS), other people also 'educating otherwise' and support groups.

DON'T:

- **Take your child out of school before you have researched and planned the education that you intend to teach.**
- **Take your child out of school simply because of a disagreement with the school or a teacher.**

Talk to the teacher concerned, or the Head Teacher if appropriate. Consult the Education Social Work Service if you think it necessary, and consider other local schools as a further option.

But if you decide to go ahead, we at the Education Social Work Service will be happy to discuss any queries or concerns you may have.

Other Useful Information.

What is the National Curriculum and does it apply to me?

Section 352 of the Education Act 1996 states that every maintained school is obliged by law to provide a basic curriculum consisting of religious education and sex education for secondary school pupils. The basis curriculum also includes for pupils of compulsory school age, the National Curriculum.

The following National Curriculum subjects are compulsory in all schools for all pupils aged 5-16 years:

- ❖ Religious education (unless parents exercise their rights to withdraw their child)
 - ❖ English
 - ❖ Mathematics
 - ❖ Science
 - ❖ Technology
 - ❖ History
 - ❖ Geography
 - ❖ Art and design
 - ❖ Music
 - ❖ Physical Education
 - ❖ A modern foreign language (from age 11)
 - ❖ Citizenship
- 1st, 2nd & 3rd Key Stages
- 3rd & 4th Key Stages

Children acquire their learning in many different ways; in the primary school the curriculum will possibly not be taught as separate subjects but will be delivered through integrated, and whole-curriculum activities. In secondary schools it is most likely that the subjects will be taught separately. This results in a deeper knowledge base which is an essential part of the older child's educational programme.

When a child is educated at home it is the decision of the parent as to what to teach (or leave out) and how their child learns. The National Curriculum does not have to apply when educating a child at home.

However, it is essential to consider and remember that in the event of a future decision to enter or re-enter a child to the state education system, this step will be made easier if the requirements of the National Curriculum have been taken in account.

Note:- some children drop National Curriculum subjects at key stage 4 – age 14 –16.

Getting Started

1. Initial research and Planning

This is the appropriate time for in-depth research and initial planning of what you intend to teach, and how. A record of your chosen curriculum and its organisation would support you throughout the year (eg a timetable, programme of work, books, schemes, people involved in teaching). These would also provide useful information for the LEA's visits.

2. Informing people

If your child is of pre school age, or has already left a school roll:

You do not need to do anything – although it would help considerably if you were to write to the Home Education Co-ordinator.

Your intention to educate your child at home and reasons why;

Name of child(ren)

Date of Birth

Address and Telephone Number

Starting Date

If you are withdrawing your child from school, and they are of statutory school age (5-16 yrs): Simply write to the Head Teacher of the school your child is on roll. It would be helpful if you were to forward a copy to the Home Education Co-ordinator. Your child's name will be taken off the school roll.

It would be very helpful at this stage to compile any details of your chosen curriculum and its organisation (eg a timetable, programme of work, books, schemes, people involved in teaching). These would provide useful information for the LEAs visit.

3. Visits By the Education Inspector

Once you have informed the LEA an Education Inspector will arrange to visit you on occasions accompanied by an Education Social Worker. This will happen within one term of your notification . Their brief is to check that:

An education is being provided suitable to the age ability and aptitude of the child.

They will not attempt to tell you how to educate your child nor try to make you change your mind.

The following questions are examples of those most frequently asked, and allow discussion in an informal setting. You may find these helpful – but there are no right and wrong answers:

Planning

- ❖ How are you planning to ensure that your child is offered a curriculum that is broad, balanced, relevant, differentiated?
- ❖ What are your short-term/long-term plans?
- ❖ Who is going to carry out the teaching?
- ❖ Have you thought about linking together other subjects?
- ❖ How is the work organised?

Recording and Assessment

- ❖ How are you recording your child's progress/difficulties?
- ❖ How do you find out whether your child has learned what you have planned?

Physical and Social Education

- ❖ How are you providing for your child's physical education?
- ❖ How do you arrange for your child to meet and play with other children?

Future Plans

- ❖ Are you going to keep your options open about possible return to school?
- ❖ Will your programme allow access to further/higher education, if desired later on?
- ❖ What about public examinations, such as GCSE, GNVQ, RSA options?
- ❖ Will a wide range of career opportunities be available?

The Education Inspector will need to understand how you intend to fulfil your duties under the Education Act in providing a 'suitable' and 'efficient' education. The LEA inspector will produce a report for each child indicating their findings. If the LEA feel that the education provided is not suitable, then this will be indicated in the report. A copy of the report will be forwarded to you.

Examination Board Addresses

AQA Stag Hill House Guildford Surrey GU2 7XJ Tel: 01483 506506 E-Mail: www.aqa.org.uk	EDEXCEL Adamsway MANSFIELD Notts NG18 4NL Tel: 01623 467467 E-Mail: www.enquires@edexcel.org.uk .	OCR 1 Hills Road CAMBRIDGE CB1 2EU Tel: 01223 553998 E-Mail: www.helpdesk@ocr.org.uk
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Useful contacts

Principal Education Social Worker – 01926 412264

Home Education Co-ordinator – 01926 412853

Education Social Work Service

22 Northgate Street

Warwick

Warwickshire

CV34 4SP

Education Otherwise local advisory representative – Sue Cardus – 024 76 543801

Home Education Advisory Service – 01707 371 854

PO Box 98

Welwyn Garden city

Herts

AL8 6AN

HMSO Bookshop – 0121 236 9696

Open Learning Centre – 01267 235 268

24 King Street

Carmarthen

SA31 1BS

SECTION 20

Inter-Agency and Cross-Divisional Partnership Working

The LEA and the SEN Division is committed to working in partnership with all agencies, services and statutory organisations which promote and support the needs and interests of pupils with SEN and their families. Such bodies include

Social Services Department

Health Services

Connexions

LSC

YOT

DAT

Managers in the Division attend Joint Section and Inter-Agency meetings as follows:

Beryl Lockwood

- Area Child Protection Committee
- Children and Young Persons' Officers Group
- West Midlands Regional SEN Partnership
- Early Years Chairs' Panel
- 14 – 19 Strategy Group
- Welfare to Work
- CAMHS Strategy Group
- County Social Inclusion Group
- Pregnancy Strategy Group
- Rouncil Lane Management team
- Kenilworth Road – Leamington Spa Liaison group
- Lutterworth Road – Nuneaton Management team
- YOT/Education Working group
- YOT Advisory Group
- County Behaviour Management Group

John Truman

- Children and Young Persons' Officers Group
- Children's Services Plans Steering Group
- Services for children with Disabilities Steering Group
- West Midlands Regional SEN Partnership Benchmarking Group
- Health Trusts/Special Schools/SEN Services liaison meetings
- Termly meeting with SEN Voluntary Organisations
- West Midlands Advisory Council for SEN
- Corporate Disability Group
- Corporate Race Equality Group
- TELAC Management Group

Jane Carter

- ACPC Education group
- **EBD Placement Group / Placement Identification meetings**
- **County Behaviour Management Panel**
- **Joint Funding Panel for residential placements**
- **Out County Working Group**
- **ASD Strategy Group**
- **Voluntary Organisations Forum**
- **Speech and Language Therapy Commissioning meetings**
- **Liaison meetings with Speech and Language Designated Provision**
- **YOT Education Working Group**
- **Assessment Framework Steering Group**
- Partnership Board (Planning For Life group)

Peter Allen

- EBD Placement Group
- TELAC Steering Group
- County Behaviour Management Group
- Area Behaviour Management Panels (primary and secondary)
- New Start Steering Group
- Special Schools' Head Teachers' meetings
- SEN Training Strategy Group
- LEA Managers' Group
- Wider Management Group
- liP Steering Group

Dave Browne

- Representing SEN at the Early Years Development and Childcare Partnership
- School Access
- Speech and Language Therapy / LEA Commissioning Group
- Heads of Special Schools meetings
- Health Trust / Special Schools / SEN services liaison meeting
- ASD Review working and strategy groups.
- Early Years liaison with Curriculum Advisory Teachers.
- Liaison with Parent Centre co-ordinators
- Parent Partnership / SEN Voluntary Organisations.
- Liaison with Head of Designated Schools
- Pre-school Conferences for professionals from Education Health and Social Service

David Prior/Pat Tate

- County Behaviour Management Group
- Area Behaviour Management Panels (primary and secondary)
- Parent Partnership Forum
- SEN Training Strategy Group
- ASRS Wider Moderation Panel
- Performance Management Steering Group

John Sullivan

- County Community Safety Group
- Various ACPC Groups
- Carers County Group
- Taking Care Project
- Mental Offenders Group
- County Behaviour Management Panel
- TELAC Steering Group
- Out of School Group
- Midland Principal ESW Group
- Training Advisory Group ESWS

SECTION 21

Glossary

To Follow.