

SEND NEWSLETTER

Issue 8 April/May 2019

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION FOR PROFESSIONALS, PARENTS/CARERS, CHILDREN AND YOUNG PEOPLE, AND VOLUNTEERS



Welcome to the April/May 2019 edition of the SEND Newsletter. The aim of this newsletter is to keep you up to date with information about special educational needs and disability, especially what's going on in our local area.

This edition contains information on the following:

- P2 Pupil Transitions Survey
- P3 East Yorkshire Parent/Carer Forum Activity 2018-19
- P4 TYLER Update
- P5-6 ELSA – Managing Anger guidance
- P7-8 Mental Capacity and Young People's Rights to Make Decisions
- P9 Riverside Special School
- P10 Local Updates
- P11 National SEND News in Brief
- P12 Local contact information

WOULD YOU LIKE TO SUBMIT AN ARTICLE?

Please contact:

Ellie Gray

SEND Strategic Manager

Email: ellie.gray@eastriding.gov.uk

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Pupil Transitions Survey

Pupil Transitions Survey

We would like your help to find out the views of children, young people, parents/carers and school staff about the support for transition between primary and secondary schools and colleges. This will help us to understand if there is anything we can do to enable young people and their families to feel more prepared for transition and the move to new schools and colleges.

A short survey has been produced by the Educational Psychology Service (East Riding of Yorkshire Council) in collaboration with East Riding Public Health, Health Commissioning Team, Consultation East Riding and with the help of Lesley Hawkins, East Riding College, FISH, the Information Group, TYLER and the Pocklington Emotional Literacy Support Assistant Supervision group.

The survey can be accessed by the links below:

Parents/Carers URL: eryc.link/SurveyPupilTransitionParents

Pupils URL: eryc.link/SurveyPupilTransitionPupils

Staff URL: eryc.link/SurveyPupilTransitionStaff

Please can you pass this onto any staff who support transitions in your school for year 6 and year 11 pupils as well as parents with children in years 6, 7, 11 and 12 and pupils in these year groups to be completed by 31st May 2019.

Thank you very much for your support and completing the survey.

If you have any queries or require this survey in another language or format please get in contact via the details below.

EIS Support

Contact Number: 01482 392 254

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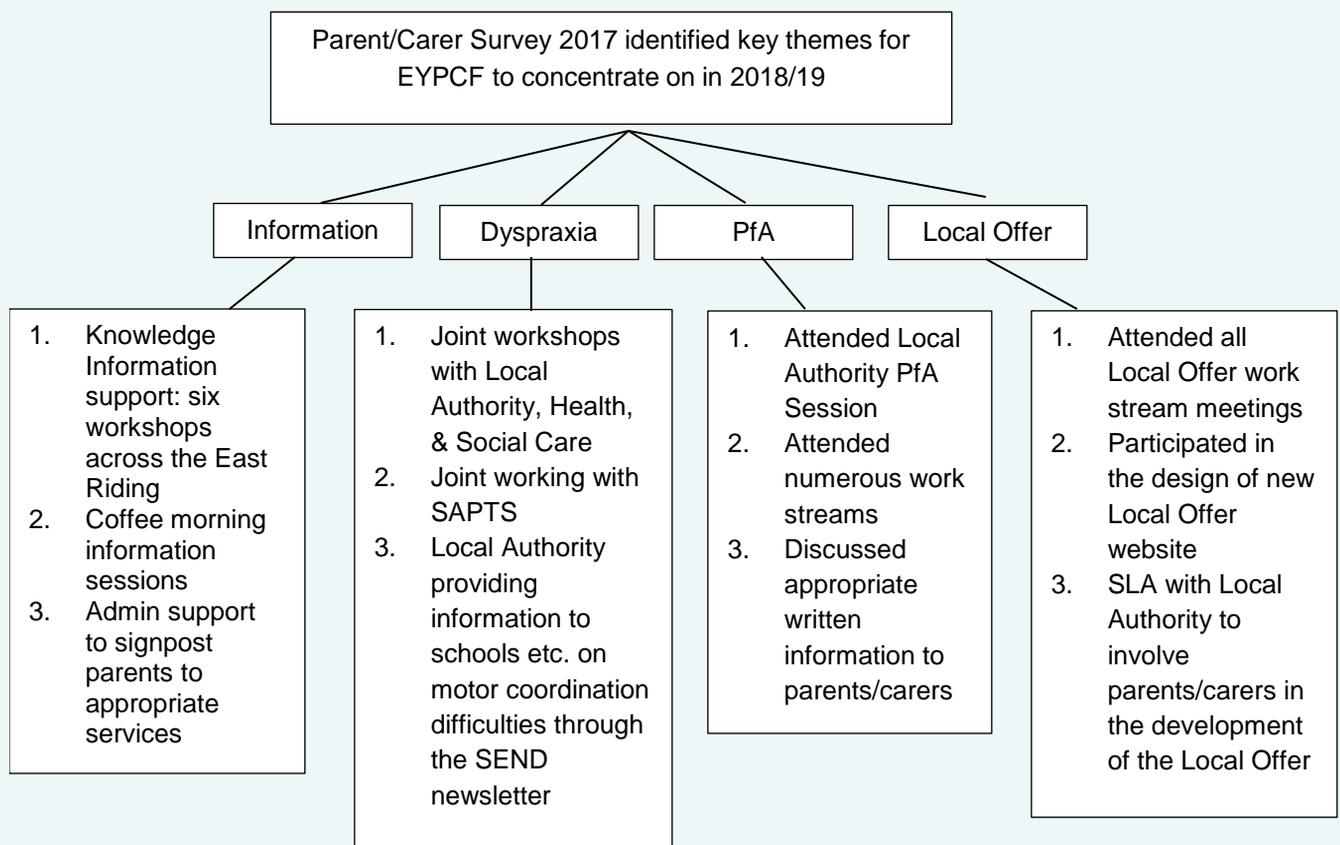
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East Yorkshire Parent/Carer Forum Activity 2018/19

Following a survey undertaken by the EYPCF in 2017, analysis highlighted four key themes raised by parent/carers. As a result, the EYPCF steering group agreed that, in 2018/19, they would focus activity on those four key themes. The diagram below shows the four priorities and the activities undertaken by the EYPCF to progress them.



In addition to the above activities relating to the key themes, the EYPCF also undertook the following activities in 2018/19:

- Forum Steering Group training with external consultant
- Steering Group planning meetings – 6 sessions
- Professional/EYPCF meetings – 6 sessions
- Joint events/workshops – 4 sessions
- Coffee morning/information dissemination – 8 sessions
- Knowledge, information and support workshops – 6 sessions
- Regional meetings and national conference – 6 sessions
- Forum attendance at work stream meetings with Local Authority/Health – 180 sessions
- Consultations for Local Authority/Health
- Strategic Planning, e.g. SEF and Co-production
- Attendance at interview panels
- Regional SEND Conferences

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The Young Leaders of East Riding

T.Y.L.E.R is a group of young people who want to ensure all children and young people who have a disability, learning difficulties or health needs get their voices heard!!

T.Y.L.E.R'S AIMS AND PRIORITIES are to:

Gather views of young people across the East Riding about services available to them

Engage with professionals to improve services and outcomes for children and young people with additional needs

Feedback views to professionals about education, bullying, activities available and much more

Give young people a chance to build a social network

T.Y.L.E.R meet every month and we also hold relaxed drop in sessions! For more information please contact (01482) 396469 or if you would like to join **T.Y.L.E.R** and be part of our group please go to our website and click on the 'Join Us' tab. www.tylermakingadifference.co.uk

We are always looking for new members!

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ELSA: Managing Anger

One area identified by ELSAs in our recent questionnaire was supporting children and young people in managing their anger. The models discussed in this newsletter can be used to support the understanding of the adults around the child or young person and may also be used with children and young people to develop understanding of their experiences. ELSAs may refer to these models when working with those who experience emotional outbursts as a result of their difficulty in regulating anger, anxiety or stress. When supporting children and young people in managing strong emotions such as anger, it is important this work is undertaken when they feel ready to change their behaviour, when they are in a calm state, that trust has first been built, and with the understanding that anger is a normal emotion but we need to learn how to keep ourselves and others safe.

This model is known as the Assault Cycle and was developed by psychologist Glynis Breakwell. When using it with children and young people, it may be helpful to refer to this model as the Escalation Curve.

(A) Trigger Stage

This is the stage when intervening will most likely be successful in defusing situations. Identify triggers and reflect on and learn from past experiences.

(B) Escalation Stage

This is the stage to use calming strategies. Reflect on what has been helpful and unhelpful in previous situations. Practice a variety of new strategies when calm.

(C) Crisis Phase

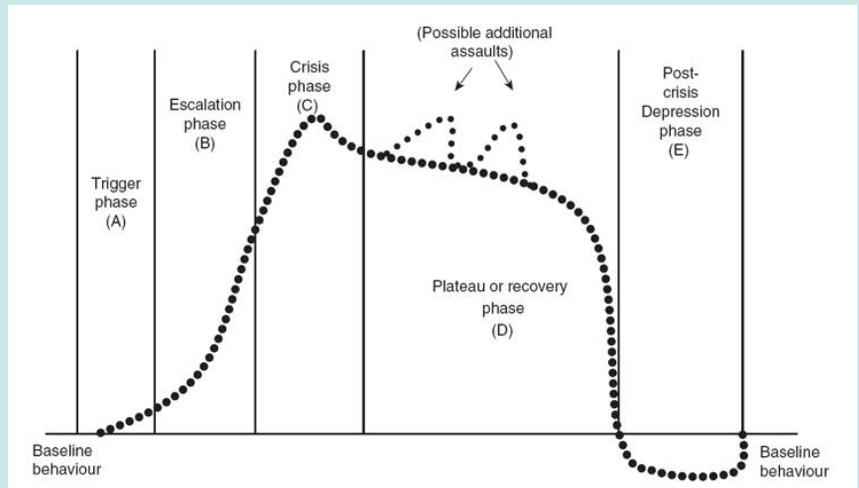
There may be little or no recollection of behaviour at this stage due to being in a state of high arousal. However it may be helpful to explain the responses from adults to support their understanding e.g. actions intended to keep everyone safe.

(D) Plateau/Recovery Phase

Use the model to show how long this stage may take and the length of time increases with age. Reflect on what has been helpful in the past to calm down e.g. accessing a quiet, safe space. Reflect on what has been unhelpful and caused further outbursts e.g. a lack of space, looks or comments from others.

(E) Post-crisis Depression

Feelings of guilt, shame, fear or anxiety can occur at this stage. Reflect on the positive methods and ways of communicating that can be used by others to give them reassurance and show acceptance. Create a shared plan to manage similar situations in the future and to avoid repeating crisis behaviours.



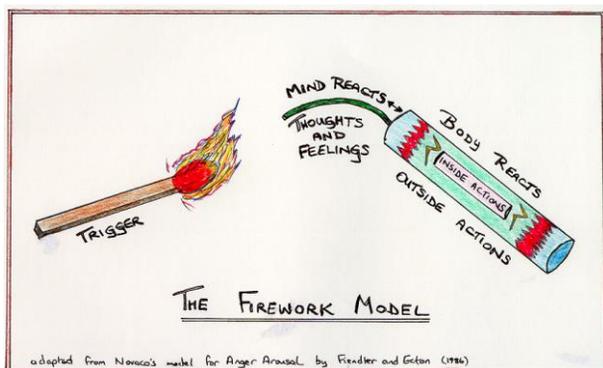
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ELSA: Managing Anger (Contd)



The Firework Model can be used with younger children as an analogy for anger: the lit match is the trigger, the fuse is their thoughts and feelings, and the explosion is their bodily responses and behaviours. Calming strategies need to be developed with the child with opportunity to practise them in different contexts. Once the stages of the model are understood, it can be used to reflect on specific incidents.

Activities to support reflective conversations:

Check the child/young person's ability to express their feelings and re-visit emotional literacy if needed e.g. can they recognise and name a range of emotions in themselves and others – see SEAL Photocards: http://www.lancsnqfl.ac.uk/curriculum/pshe/index.php?category_id=184 (Primary)
https://webarchive.nationalarchives.gov.uk/20110812104502/http://nsonline.org.uk/downloader/sns_ssealphotos0004307.pdf (Secondary)

Use the 'Good Day/Bad Day' activity to support talk about what is important for the child/young person to enable more good days and fewer bad days – see Helen Sanderson Associates: <http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/good-daybad-day/>

Use an emotional/feelings thermometer or rating scale to support conversations with the child/young person about how and when their feelings can change – see Twinkl: <https://www.twinkl.co.uk/resource/t-m-506-display-feelings-thermometer>

SEAL Fireworks activity sheet (see Theme Two Resources, Yellow): http://www.lancsnqfl.ac.uk/curriculum/pshe/index.php?category_id=184

Resources:

Book: Coping with Aggressive Behaviour by Glynis Breakwell

Book: Emotional Wellbeing: An Introductory Handbook (Second Edition) by Gillian Shotton and Sheila Burton

ELSA News

New training on supporting children and young people with anxiety will be added to the existing ELSA training which will re-commence in the next academic year. Over the summer term, Educational Psychologists will be delivering training on anxiety to ELSAs who are currently practicing as part of their supervision. The duration of the training session will be 3 hours. ELSAs, please discuss your ability to attend with your ELSA line manager. Your school will be contacted regarding the training date and venue. We appreciate this is a very busy time of year for schools and we thank you for your assistance. Please ensure this newsletter is shared with ELSAs to support their CPD. We encourage emails from ELSAs with suggestions for future newsletters to Naomi Angel, Trainee Educational Psychologist with the Education Inclusion Service: Naomi.Angel@eastriding.gov.uk

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Mental Capacity and Young People's Rights to Make Decisions

SEN4You have prepared a list of frequently asked questions to provide a summary of the key duties on local authorities following the introduction of the Children and Families Act 2014. They have indicated that these are not to be treated as providing legal advice and should be used as a guide only. The FAQs are reproduced here for information, but can be found at www.SEN4You.co.uk

Is the local authority required to obtain the views of young people and parents in making decisions?

Local authorities must ensure that children, young people and parents are provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their support. This should include information on their rights and entitlements in accessible formats and time to prepare for discussions and meetings.

Does the local authority have to liaise with young people aged 16 or over, or their parents?

The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them.

At 16, what rights does a young person have?

The specific decision-making rights about EHC Plans which apply to young people directly from the end of compulsory school age are:

- The right to request an assessment for an EHC Plan (which they can do at any time up to their 25th birthday);
- The right to make representations about the content of their EHC Plan;
- The right to request that a particular institution is named in their EHC Plan;
- The right to request a Personal Budget for elements of an EHC Plan;
- The right to appeal to the First-tier Tribunal (SEN and Disability) about decisions concerning their EHC Plan.



Should the local authority just rely on the views of the child's parents or the young person?

Local authorities must not use the views of parents as a substitute for young people's views, particularly where the young person is 16 and over. Young people will have their own perspective and local authorities should have arrangements in place to engage with them directly whatever their age.

Whose views will the local authority use if the child/young person has different views to those of their parents?

Legally, it is the young person's decision which prevails, subject to their capacity to make decisions. Where there are disagreements, staff should work impartially and separately with both the parents and the young person to ensure that any decision is taken with the best interests of the young person in mind.

Can a young person make decisions on their educational placement contrary to the wishes of their parent/carer?

The rights of young people to make decisions will be subject to their capacity to do so, as set out in the Mental Capacity Act 2005 (MCA).

Can a young person ask the local authority to liaise with a parent, friend or advocate?

A young person can ask a family member or friend to support them in any way they wish, including, for example, receiving correspondence on their behalf, and filling in forms, attending meetings, making telephone calls and helping them to make decisions.

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Mental Capacity and Young People's Rights to Make Decisions (Contd)

What happens if the local authority is concerned at the capacity of a young person to make decisions?

The local authority will consider whether some young people may require support in expressing their views, including whether they may need support from an advocate (who could be a family member or a professional). The local authority should set out clearly in their Local Offer where advocacy services can be obtained. Such services could be funded through the personal budget. If the local authority is concerned about the young person's capacity to make decisions then they may refer to the Mental Capacity Act (MCA) and the accompanying Code of Practice which outlines the steps that should be taken. A mental capacity assessment will need to be undertaken and this should be undertaken by appropriate staff who have received training in mental capacity.

Who does the Mental Capacity Act apply to?

The Act applies to anyone aged 16 or over in England and Wales. It protects people with mental health difficulties as well as people with dementia, learning disabilities, a stroke or brain injuries. The underlying philosophy of the MCA is that any decision made, or action taken, on behalf of someone who lacks the capacity to make the decision or act for themselves must be made in their best interests. The MCA applies in England and Wales. It affects anyone whose mental capacity to make decisions is affected by (what the MCA refers to as) "an impairment of, or a disturbance in the functioning of, the mind or brain."

Are there any circumstances where the Act would apply to young people under 16?

The Act does not generally apply to people under the age of 16 but there are two exceptions:-

- 1) The Court of Protection can make decisions about a child's property or finances (or appoint a deputy to make these decisions) if the child lacks capacity to make such decisions and is likely to still lack capacity to make financial decisions when they reach the age of 18;
- 2) Offences of ill treatment or wilful neglect of a person who lacks capacity can also apply to victims younger than 16.



How will a local authority approach concerns about a young person's capacity to make decisions?

The Mental Capacity Act (MCA) is governed by five core principles. These can be summarised as follows:

- Presumption of capacity (section 1(2) MCA). Every adult has the right to make their own decisions if they have the capacity to do so. Family carers and healthcare or social care staff must assume that a person has the capacity to make decisions, unless it can be established that the person does not have capacity;
- Maximising decision making capacity (section 1(3) MCA). People should receive support to help them make their own decisions. Before concluding that someone lacks capacity to make a particular decision, it is important to take all possible steps to try to help them reach a decision themselves;
- Right to make unwise decisions (section 1(4) MCA). People have the right to make decisions that others might think are unwise. A person who makes a decision that others think is unwise should not automatically be labelled as lacking the capacity to make a decision;
- Best interests (section 1(5) MCA). Any act done for, or any decision made on behalf of, someone who lacks capacity must be in their best interests;
- Least restrictive option (section 1(6) MCA). Any act done for, or any decision made on behalf of, someone who lacks capacity should be the least restrictive option possible.

Further information can be found on the Local Offer, or through the SEN4You website on www.sen4you.co.uk

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Riverside School

Riverside School

New logo, new building, new designation



The long awaited extension of Riverside School in Goole is now well underway with the opening of the new two floor purpose built extension in September 2018 and major restoration work currently being undertaken on the original building which will be ready for September 2019.

In addition to new classrooms with state of the art IT equipment, additional sensory areas and a wonderful hydrotherapy pool, we now have classrooms with specialist equipment such as hoists designed for children with profound and multiple learning difficulties who require bespoke pieces of equipment. Whilst historically the majority of pupils attending Riverside have had moderate learning difficulties, the school now has a new designation of *Severe and Complex Needs* and the new building has been carefully designed with this in mind.

The school, which previously catered for children between 5-16 years of age, has already opened a Post-16 provision and plans are underway for an Early Years provision, making the age range that can be accommodated by the school 2-19 years with a greater number of school places than could be offered before.

Whilst our Post-16 provision continues to have an ongoing emphasis on developing basic skills in English, Maths, Computing, Life Skills and Independent Travel Training, pupils also work towards AQA Unit Awards around e.g. budgeting skills and food preparation. We have links with the local College and Leisure Centre and pupils spend one day each week on a local Work Experience project.

As a way of marking the dramatic and welcomed changes, the school has launched a new logo (above) with many staff sporting this on their new staff uniform.



Riverside School welcomes parents who may want to seek a place for their child at the school through the review of their Education, Health and Care Plan (EHCP) or during the assessment process for an EHCP to attend a 'Prospective Parents' morning. These are scheduled as follows for the academic year 2018-2019:

Thursday 6th June

Friday 28th June

Please contact the school on 01405 763925 or via email at riverside.special@eastriding.gov.uk should you require further information or visit our website www.riversideschoolgoole.com

Riverside School

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Local Updates

Co-Production Update East Yorkshire Parent/Carer Forum

Many of you will know the East Yorkshire Parent/Carer Forum is the recognised Parent Carer Forum in the East Riding. Known as EYPCF for short, they were previously called East Riding Voices In Partnership (ERVIP).

EYPCF members sit on all the SEND subgroup meetings (0-25 SEND Board, Preparing for Adulthood, Quality Assurance and Data, Training and Development, Information and Access, and Young People's Participation and Engagement) to represent parent/carers views. The EYPCF also work in co-production across a range of projects with numerous professionals in Education, Health and Care.

To ensure co-production is developed further across the East Riding, a dedicated task and finish group has been set up to focus on this area of work. The group has agreed on the following definition of co-production: "Co-production is working together as equals to make positive change"

If you are interested in joining the co-production task and finish group, please contact Shirley Pethick or Sheena Withers (EYPCF co-chairs) at sheena@eypcf.co.uk.

SEND Inspection Readiness Update - East Riding SEND Peer Challenge

During the first week in April, East Riding hosted an SEND Peer Challenge. The peer challenge team were on site for 3 days, undertaking a series of meetings with senior leaders, officers, parents/carers, and children and young people, as well as site visits to settings. The focus for the challenge team was to look at our progress in relation to Preparing for Adulthood, Co-Production and SEN Support. On the third day, the team gave informal feedback to senior leaders from the local authority and the CCG, and highlighted a number of areas of strength as well as areas for development. The peer challenge was an extremely useful process and will be invaluable in terms of helping us continue to improve our SEND services, and will support our SEND inspection readiness preparations.

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National News In Brief

Students' mental health

The National Education Union (NEU) has published findings from a survey of teachers, school leaders and support staff on students' mental health in the UK. Findings include: 83% of 8,674 school staff surveyed confirmed they had seen an increase in mental health problems since 2017; 59% of teachers reported that their school had learning support assistants; and only 12% said they had a trained mental health first aider.

Source: [NEU](#) **Date:** 17 April 2019

App for children in care

Action for Children has partnered with Mind of My Own to launch apps for children in care in the UK which enable them to share worries and concerns directly with their social worker. The apps are being rolled out to fostering services across the UK as well as some residential services in Wales. Two apps are being used; one allowing any child to express their feelings and another that makes it easier for younger children and children with learning disabilities to talk to their social worker.

Source: [Action for Children](#) **Date:** 15 April 2019

Safer recruitment in schools

The NSPCC has published a blog on safer recruitment in schools. The blog gives information on recruiting the best people for schools and keeping children safe.

Source: [NSPCC Learning: Safer recruitment - it's a win-win situation](#) **Date:** 01 May 2019

Read more on NSPCC Learning: [Safer recruitment in education training for schools and colleges](#)

Exploring relationships with young people with SEND

The NSPCC has published a blog on Love Life, the NSPCC's teaching resources for exploring relationships, emotions and identity with 11- to 25-year-olds with learning disabilities. The blog looks at how Love Life was developed and the importance of the flexibility of the resources.

Source: [NSPCC Learning: Exploring emotions and relationships with young people with SEND](#) **Date:** 24 April 2019

Unexplained pupil exits

The Education Policy Institute (EPI) has published new research on unexplained exits from schools in England. The report uses data on children who reached year 11 in 2016/17, 2013/14, and 2010/11 and is the first report on pupil exits to take into account exits due to family reasons. Findings include: approximately one in three pupils in contact with the social care system experienced an unexplained exit; around one in four pupils with social, emotional or mental health needs experienced an unexplained exit; and roughly one in eight pupils with Black or mixed Black and White ethnic backgrounds experienced an unexplained exit. The EPI is seeking feedback on the analysis of this data until 18th May 2019.

Source: [EPI](#) **Date:** 18 April 2019

Further information: [Unexplained pupil exits from schools: a growing problem? \(PDF\)](#)

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LOCAL CONTACT INFORMATION

Children's Commissioning and Quality Monitoring Team

County Hall, Cross Street, Beverley, HU17 9BA

For EHCP enquiries:

Telephone: (01482) 392163

Email: send.enquiries@eastriding.gov.uk

For commissioning and contract enquiries:

Telephone: (01482) 392254

Email: childrens.commissioning.team@eastriding.gov.uk

0-25 SEND Team

The Hub and Specialist Services,

Springhead Lane

Anlaby Common

Hull

HU5 5YJ

Telephone: (01482) 394000 Email: 0-25.enquiries@eastriding.gov.uk

Family Information Services Hub (FISH)

Free, impartial service for children, young people, parents/carers and the people who support them:

Telephone: (01482) 396469

www.fish.eastriding.gov.uk

SEND Information, Advice and Support (SENDIASS)

SENDIASS offers impartial, confidential information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities and those who support them;

Telephone: (01482) 396469

Email: sendiass@eastriding.gov.uk

East Yorkshire Parent/Carer Forum (EYPCF)

East Yorkshire Parent Carer Forum (EYPCF) works with the East Riding Council and health partners to help improve services for parents and carers of children and young people with special educational needs and disabilities. They consult with parents and carers all across **the East Riding about what works well and any issues they may have.**

Tel: (01262) 678283,

Mobile: 07813676941 ,

Email : admin@eypcf.co.uk

KIDS 16-25 SEND Information, Advice and Support Service

A young people's information, advice, support and advocacy service.

The information and support enables young people to participate in decisions about their future and is impartial, confidential and accessible.

Telephone: (01482) 467540 (Office)

Email: enquiries.yorkshire@kids.org.uk