



Have you just received your final **EHC plan** or **SEN statement**? Do you agree with it?

- Remember your Plan should be specific (clear) and quantified (how many hours support your child will have)
- Speak to the Education Health and Care Plan (EHCP) Co-ordinator to talk over changes you would like to make to your EHC Plan or Statement; they may agree
- Please phone us to discuss your concerns.

Top Tips if you do not agree with your Final EHC Plan

- The Local Authority must tell you about mediation, your right to appeal and who to contact for initial advice when they send you their decision
- **You must, at least, consider mediation before registering an appeal.** After considering mediation you will be issued with a certificate within 3 working days. You will need this if you want to go to appeal,
- But, you do not have to consider mediation first if the appeal is only about section (I) - the naming of the school, or college; or the fact that no school or institution is named
- **You must contact the mediation service within two months of the Local Authority decision.** (This is the date of the letter sent to you by the Local Authority)
- You can only appeal the SEN needs (B), the Special Education Provision (F) and the school/institution (I) of the final EHC Plan
- If you choose mediation the Local Authority must take part. The meeting will be arranged within 30 days

- Mediation is led by an independent advisor. They will issue a certificate within 3 working days following mediation.
Remember you need this certificate if you still want to register an appeal with the SENDIST 1st tier tribunal
- You need to lodge your appeal with SENDIST 1st Tier tribunal within 2 months of the decision from the Local Authority or within 1 month of receiving your mediation certificate, whichever is the later date
- If you miss the deadline for mediation or want to go to appeal without a certificate the law says you can approach the tribunal to see if they can register your appeal. However there is no guarantee they will, so this should be avoided
- If you are concerned about any letters you receive during the appeals process, please contact us.

Top tips if you do not agree with your Final SEN Statement

This appeals process is different to an EHC Plan.

- Before making an appeal **you may wish to consider mediation** as an alternative way of resolving your dispute
- You must appeal within **two months of the date on the letter** from the local authority giving you their final decision
- You can appeal parts 2, 3 and 4



New Speech and Language Therapy (SaLT) Service to be launched this year



Norfolk County Council and the CCGs for Norwich, North, South and West Norfolk have commissioned East Coast Community Healthcare (ECCH) to deliver a new Speech and Language Therapy service for children and young people aged 0-19 from 4th April 2016.

The new model focusses on supporting children and young people with speech, language and communication needs in their everyday environment such as their school, rather than in clinics. ECCH therapists will be providing specialist support and also training others, including a child's family and teachers, to support their communication development closer to home. There is evidence that this is more effective than traditional methods for meeting their communication needs. This approach is recommended and advocated by the Royal College of Speech and Language Therapists.

The new way of working is based on Marie Gascoigne's **Balanced System Model** and will enable ECCH's therapists to target their specialist skills where they are most needed. A single point of access will be available for referrals seven days a week and an advice line will be set up for service users.

ECCH's Head of Speech and Language Therapy Geraldine Rose said:

"It's about understanding the problems a child has through our assessment procedure and using our knowledge to know what is best for each child and how to target their difficulties. If it's something we know

we can share with other people, that's what we will do. If we think a child needs something a little bit more targeted, a bit more specialist, then we will use our skills to do that - and we will have more time to do that because we will be spending less time with children that other people have the skills to support."

Therapists will go into schools, nurseries and other settings and work with staff to ensure the best outcomes for children.

Claire Taylor, East Norfolk Pediatric Speech & Language Team Leader said:

"This is about partnership working and has a greater emphasis on speech and language therapists working holistically with teachers and schools rather than in isolation. We may need to see children on their own; we may just spend some time in the classroom looking at strategies that teachers can implement on a day to day basis to enable children to develop their skills and to support teachers by understanding the issues in their particular class and making our advice specific to them."

The new model will be introduced over a six month period. Regular progress will be reported via the **East Coast Community Healthcare website:**
www.ecch.org

Clare Weller
ECCH Communications



YoungEyes aims to provide support, friendship, advice and fun activities for vision-impaired children and young people under 18 years old and their families in Norfolk.

We are pleased to be part of the support network in Norfolk and work very closely with the Virtual School Sensory Support and other local organisations. We share training and

ideas, working together on projects and events.

Our quarterly newsletter goes to all children and their families that are known to us with invitations to exhibitions/information events, social events and special fun days.

YoungEyes is based in The Bradbury Activity Centre at NNAB, Beckham Place, Norwich. NR3 3DZ



Rainbow Sparks

This is our special group for under 5s and meets on the fourth Thursday of each month to offer fun, music and a chance to use the Rainbow Sensory Room which has a variety of sensory stimulation equipment and toys.

Plus there is always coffee and cake for the adults.

To find out more about YoungEyes and the events we organise go to our website; www.nnab.org.uk where there is a page for Children and Families.

Or contact:

**Dorothy Bowen – YoungEyes
Coordinator,
Norfolk and Norwich Association
for the Blind
01603 629558
dorothybowen@nnab.org.uk**

**Coming soon in the next newsletter :
What is the role of the Designated Clinical Officer
(SEND)?**



An Inclusion Barometer for Norfolk

We want:

- to encourage and help every child and young person in Norfolk to discover his or her own strengths and to achieve the best that they can
- all children and young people to feel that they belong to and can play a full part in the day-to-day life of their early years setting, school or college
- all children and young people to enjoy and have fun with their learning
- all parents and carers to be able to trust and have confidence in the support that their child gets.



Unfortunately, we know that this is not always the case, particularly where children and young people have special educational needs, are looked after by the local authority or economically disadvantaged.

Becoming truly inclusive requires commitment, leadership and hard work from

us all. The local authority is working together with partners from early years settings, schools, colleges, Family Voice and SENDIASS to design a tool that all education settings can use to help them become more inclusive – an **Inclusion Barometer**.

The Inclusion Barometer will describe good and outstanding inclusion practice and help to inspire high expectations for all children and young people. Education settings will be able to use the Barometer to help them assess how inclusive they are, how well their children with additional needs achieve and what they need to do to improve.

The Inclusion Barometer will help the local authority to know how inclusive education settings are in Norfolk and where it needs to offer support or challenge them to do better.

The Inclusion Barometer demonstrates a commitment from everyone involved to work together to make Norfolk more inclusive. We hope to test a version of the Barometer during the summer term and to begin to roll it out more widely during the autumn term.



SENDIAS Social Media



Follow us on Facebook or Twitter @NorfolkSENDP and keep up with all the SEND news and events happening in Norfolk.

You may also like to look at our website which has lots of information and advice for parents/carers of children with special educational needs (SEND) and young people with SEND (16yrs - 25yrs).

If you are involved in a local support group you may wish to add the details of this group to Norfolk's Local Offer so other families can find you.

If you prefer the more traditional way of communicating do ring us during office hours (or leave a message on our answerphone) or email.



We are happy to answer your queries and if we cannot deal with them ourselves we will signpost you to the relevant group or person.

Copies of this newsletter are available at all schools and on our website and Facebook. If you would like to go on our email distribution list, please let us know.

Norfolk SEND Partnership is an 'arms length service' funded by Norfolk County Council, working with the voluntary sector and other professionals to support young people and parents/carers of children with special educational needs and disabilities.

Restorative Approach



Restorative Approaches are a type of approach used to build and maintain relationships instead of blaming or punishing people. They also can be used to prevent conflicts and wrongdoing.

Building and maintaining positive relationships in our lives is very important. Sometimes these relationships become strained or break down when conflicts arise. We all make mistakes with our behaviour therefore it is crucial to learn to accept responsibility for them, learn from them and put them right, and this is how Restorative Approaches can help.

Many people will behave and work in a restorative way without realising it. This is because the main restorative principles are included in many different practice models. Restorative practices are always voluntary, which means that everyone involved would need to agree to take part.

What type of problems Restorative Approaches can help with?

Restorative Approaches can be used to resolve problems when they occur between family members, friends, colleagues, neighbours or any other people. In criminal justice (when a crime is committed) we use a type of approach called Restorative Justice. This can be used to respond to wrongdoing after it occurs.

Restorative practices have also a potential to make schools safer and more caring places where pupils and school staff members are encouraged to solve conflicts in a positive way for the benefit of everyone involved. They can be highly effective in dealing with bullying. Also, far less children are removed from these schools because Restorative Approaches help the children to change their behaviour.

Facts

Restorative practices teach children to resolve arguments in a positive way. Everyone is encouraged to talk about the problem first and then all decide how to move forward. This process involves talking and understanding each other's point of view.

What we also know is if we use Restorative Approaches early enough, before problems get out of hand, we have a better chance of keeping young people out of trouble. Restorative Approaches can teach children to understand other people's feelings and more importantly how to talk and respond appropriately when they find themselves in a difficult situation. If we teach children to use these skills when they are still young, they will be able to take them into adult life.

Practice restorative conversation

Restorative conversations are usually quick unprepared chats to enable to resolve a conflict and find a solution. This can be a great tool when a parent has to deal with an argument or fight between siblings or whenever friendship problems occur at school.

Try asking simplified restorative questions, especially useful when dealing with younger children:

What happened?

How do you feel?

How can we sort it out?

Restorative Approaches in Norfolk

Norfolk County Council recognises the power of Restorative Approaches and that is why we are working to make them part of our everyday work with children, young people and adults.

If you would like to find out more, please contact Patrycja Salbut-Jezior (Restorative Approaches Manager) on 01603 679125 or email: patrycja.salbut-jezior@norfolk.gov.uk.



**Do you like helping others? Are you a good listener?
Could you support young people and parents of children
with special educational needs and disabilities as a volunteer?**

**We are holding FREE training in the Norwich area next Autumn 2016.
The course runs for 9 weeks (excluding school holidays) one day a week,
9.30am to 3.30pm
If you are interested we look forward to hearing from you.**

**Make a real difference to young people and parents of children with SEND
For more information call us on**

Do I need a diagnosis?

A question we are often asked but there is not an easy answer. It depends:

For additional support in nursery, school or college? For additional support a diagnosis is not needed. Children and young people should be supported depending on their needs with the graduated response: **Assess, Plan, Do, Review**. In college this may have a different name but it is a similar process. See the **“SEN Support in Mainstream Schools”** leaflet on our website: www.norfolksendpartnershiass.org.uk

For other services? For some services it is only possible to use them if you have a diagnosis and this can be frustrating, particularly if you are waiting for an assessment from a professional. Look at the Local Offer www.norfolk.gov.uk/send to see if there is an alternative service you could request. It is worth putting a comment on the Local Offer if you cannot find a service which meets your needs so the local authority are aware

there is a gap in services.

To request an Education Health and Care Plan? **No** but if you already have a diagnosis you should send it in as evidence. An EHCP assessment is considered when despite the nursery, school or college putting in additional support and using advice given by professionals, the child or young person is still not progressing.

To attend a maintained complex needs school, a local authority special school?

No - unless it has a particular specialism, e.g. autism, and has this diagnosis as part of its entrance criteria, but you will need a Statement of SEN or an EHC Plan. Some other types of Special Needs schools and Independent Schools may have a diagnosis as a criteria, you should find this information on the Local Offer.



Norfolk SEND Partnership IASS

148 Woodside Road, Norwich, NR7 9QL

Tel: 01603 704070 Fax: 01603 704072

Email: sendpartnership.iass@norfolk.gov.uk



www.norfolksendpartnershiass.org.uk



**Please let us know if you would like large print
copies or if translations would be useful.
Now available in Portuguese and Polish**