

## Special Education

Hello everyone! I hope the year has started well and all winter bugs have blown away!

This edition is focusing on education; highlighting changes, celebrating achievements and finding support.



Pages 2 and 3 explain the new Education, Health and Care plans and the services offered by Independent Supporters from Amaze. There is also information on page 2 about SEND Hub Networks.

We were very pleased to hear from one of our younger readers about her experiences moving to her new school - find out what Emily has to say on page 4. I have been thinking back over my own mainstream education experiences, read my thoughts on page 11.

The Dame Vera Lynn Trust School for Parents supports families with babies and pre-school children, more on page 5. Reaching Families are offering summer workshops for parents, find out about these on page 12.

The Koorana Centre in Ardingly is running a new, free drop-in session for parents and carers of young children as well as other groups - details on page 13. Oaktree Farm Care near Horsham offers life skill courses for young adults with learning difficulties, see page 10.

Students at Oak Grove College wrote some fantastic modern fiction stories which they have shared with us on pages 6-8 and on page 9 you can see some of the older students' art work.

We were so pleased to have input from Wellspring readers for this edition. Please do send us any interesting articles or information!



Lizzie Baily

[lizzie@wellspringwestsussex.org.uk](mailto:lizzie@wellspringwestsussex.org.uk)

**WELLSPRING  
WEST SUSSEX**  
**- A regular newsletter  
for children and  
young people with  
disabilities, and their  
parents and carers  
across West Sussex**

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Thanks to **The Henry Smith Charity** for their continued support and funding that has enabled this newsletter to be produced.

# EHC Plans

Some children or young people with more complex educational needs receive support through an Education, Health and Care (EHC) plan.

EHC plans started to replace statements of special educational needs from 1 September 2014, but because the move from the old to new system is gradual statements will still exist for a while longer.

## What is an EHC plan?

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The plan is drawn up by the local authority after an EHC needs assessment. An EHC plan can be issued to a child or young person between the ages of 0 and 25 years.

## Who needs an EHC plan?

EHC plans are for children and young people whose special educational needs require more help than would normally be provided in a mainstream education setting (a college, school, nursery). Although the plan can include

health or social care needs, your child will not get a plan if they only have health or social care needs that do not affect their education. The plan should be written so that everyone can understand it. It should be clear and detailed about the amount and type of support your child will get and how the support will help your child.

## Review of the plan

The plan must be reviewed at least once a year. This is a chance for everyone involved in supporting your child to check how well they are progressing and whether anything needs to be changed. At the end of the review the local authority may make changes to the plan, end it or leave it unchanged.

The plan will remain in place until your child leaves education or the local authority decides that your child no longer needs the plan to help them in their education. If you move to another local authority the plan will be transferred.

More information is available on the Contact a Family website [www.cafamily.org.uk/advice-and-support/sen-national-advice-service/ehc-plans/](http://www.cafamily.org.uk/advice-and-support/sen-national-advice-service/ehc-plans/)

Or call the helpline: **0808 808 3555** to talk to an education adviser.

# SEND Hub Networks

Special Educational Needs and Disabilities (SEND) Hub Networks.

SEND Hub Networks are local partnerships of education providers and partners who are working together to share expertise and develop training to meet the needs of children and young people (0-25 years) who have special educational needs and disabilities (SEND).

SEND Hub Networks are being developed to:

- provide a mechanism for education settings to share expertise and access support for 0–25 year olds with Special Educational Needs and Disabilities (SEND);
- enable the majority of children and young people with SEND to be educated in their local community.

Each SEND Hub Network has its own local governance arrangement and name – please contact each SEND Hub Network directly to find out more on the support it offers.

Further information and links to each Hub Network can be found by searching “SEND Hub Networks” on the West Sussex Local Offer website

[www.westsussex.local-offer.org](http://www.westsussex.local-offer.org)

Contact **01243 777100** for additional information or visit

[www.westsussex.gov.uk/learning/special\\_educational\\_needs\\_sen/local\\_offer/special\\_educational\\_needs\\_and.aspx](http://www.westsussex.gov.uk/learning/special_educational_needs_sen/local_offer/special_educational_needs_and.aspx)

Parent carer representative are key partners at both operational and strategic levels of SEND Hub Network development, the support West Sussex Parent Carer Forum have offered has been invaluable.

# Independent Supporters

## Independent Support for Education Health and Care Plans

It has been over six months since the introduction of the new Education, Health and Care (EHC) plans which replace the Statements of Special Educational Needs. The EHC plan places the child/young person at the centre of the process and draws together all the services working with the family. The local authority will be transferring existing Statements to the new Plans over the next two years.

The EHC assessment process and the final plan differ to the earlier Statementing process. Your input is different and you will be working with the professionals to devise SMART outcomes and investigate personal budgets, where eligible, across education, health and social care. All very positive but not all families will feel confident about this new process.

### Support is available!

Central government has funded Independent Supporters to work nationally with families going through the EHC assessment process. In West Sussex this service is provided by the charity Amaze. We are proud that the Department for Education has described the work that Amaze Independent Supporters are doing in Sussex as “life-changing special educational needs support”. Our aim is to offer support to everyone who wants it, and extra help to parents and young people who might not be able to be properly involved in their EHCP plan without it.

An Independent Supporter works alongside a parent/carer and/or a young person during the weeks when they are being assessed for an EHC plan, the plan is being written, discussed and then finalised. The support we offer differs for each family and may include:

- Explaining the EHC process and your part in it
- Making sure you feel able to get your views across
- Checking you have the information you need
- Attending meetings about the EHC plan with you
- Ensuring you know when you have choices or decisions to make about the EHC plan
- Helping you check through the draft EHC plan to see if you are happy with it.

Independent Supporters can work with the whole family but young people (16-25) may choose to have their own dedicated Independent Supporter which can be particularly useful during the transition to adulthood. All of the Independent Support team have an enhanced DBS (formerly CRB) check and have completed nationally accredited training. All Amaze Independent Supporters have a great deal of SEND experience and most of the team are parent carers.

### Preparing for the EHC assessment

Talk to your SENCo about the important dates for your child's EHC assessment and the SMART (Specific, Measurable, Achievable, Realistic, Time bound) outcomes you want from the process. Talking to families who already have an EHC plan will be particularly useful. You can access Independent Support at any stage during the EHC assessment.

On a visit to the Amaze head office in March 2015 Edward Timpson, Minister for Children and Families said “Independent Supporters play an incredibly important role in making sure every child and young person with SEND can take full advantage of the government's reforms, and I know from speaking to parents here today how much they value the help given to them and their families.”

### Contacting Independent Supporters

To discuss our service or the request Independent Support parents/carers and young people can phone us on

**0300 123 9186**

Email: [independentsupportWSx@amazebrighton.org.uk](mailto:independentsupportWSx@amazebrighton.org.uk)

Professionals should use the referral form available on our website:

[www.amazebrighton.org.uk](http://www.amazebrighton.org.uk)

*Liam Ryan,  
Independent Support Regional Manager,  
Amaze*



# Emily's New School

Last September I moved to a new school; from a small primary to a much larger middle school. I love my new school and I am really happy but I was a bit scared about changing schools - excited and nervous at the same time! Everyone worked together to help me feel safe about changing schools and that helped because secondary school is very different. We started planning a long time in advance and didn't leave things to last minute - there was so much to think about and do.



My new school SENCo made time to get to know me and ask me important things like 'What did I like? What didn't I like? What did my friends and teachers like about me? What help did I think I needed so that I could learn and be happy at my new school? What was I worried about? What did I want to do most when I started my new school?' These questions were very helpful because I felt I was being listened to and some of the answers were only in my head and not written down anywhere! I had some questions too so I asked those. It was a very good way to start. My mum and dad, and my teachers had lots of information to share with my new school about me; important things that people need to know to help me learn best.

Teachers from my new school visited my old school to know me better. I visited my new school with my whole class as well as doing extra visits with a small group of friends.

Before I started school in September, I knew where all the classrooms were so I was not worried about getting lost. I also got to know my new teachers, helper teachers and other school staff. I couldn't remember everyone's name but I knew their faces and where I could find them if I needed their help. I also practised organising my books, sports kit and using a school locker – things that were all new to me that I was worried about.

My new school gave me a 'welcome book' to read over the summer holiday. This has lots of information about the school day with pictures of the teachers, rooms and classrooms. Joining a club is a really good way to meet people and make new friends and that helped me know more people before I started school. I go to Guides and swimming lessons. I LOVE my after school Drama club! My new school is epic! My favourite things are singing and dancing, Food Tech, ICT, English, Science, RE, Art, DT, PE, going to the library and school discos. I love them all because they are good fun!



I also love Lizzie's Craft Club. I've been before and it's the best. We are making things for Easter and they are lovely, I meet a friend who I don't see often and she is so nice, I love chatting to new people and to Lizzie too. I love it and think you would too.

*Emily Saunders  
aged 11*

# Dame Vera Lynn Trust School for Parents

The Dame Vera Lynn Trust School for Parents provides a specialist service for families of children with cerebral palsy and other motor learning difficulties. We support families with babies and children under five years of age. Parents and children learn daily living skills together using the principles of Conductive Education.

Conductive Education is a system of learning developed by Professor Andras Peto in Budapest, Hungary. It teaches those with movement difficulties to learn actively to achieve purposeful movement which can then be applied throughout daily life and learning. The sessions are carefully planned to increase the child's physical abilities and help with life skills such as sitting, walking, feeding and developing communication skills. Parents are given support and practical advice so they can play a key role in the teaching partnership to enable them to assess and meet their child's needs. They meet other parents and families in similar situations and are encouraged to talk and share experiences.

A highly skilled and professional team help parents to recognise their child's unique qualities and achievements.

In the words of one of our families ...

*"Together you learn with your child, which is a very bonding experience. You are also with other families in very similar situations and you become more confident together and are able to support each other."*

Families attend one three hour weekly 'small group' session and these follow a clear structure each week which helps the children to feel secure and enables parents to see the connections between the different activities

and the impact on the child's learning. It is very important for families to attend regularly in order to receive the full benefit and ensure skills learned can be transferred into everyday life at home.



The active learning through play approach that parents absorb during sessions enables them to motivate their child to adopt problem solving strategies and to face the challenges and opportunities of daily living. The emphasis is to provide strong practical support for all parents who have

children with additional needs within a mutually sympathetic and encouraging environment.

We currently offer our service to over 50 families and our aim is to be able to provide Conductive Education to all those families who need our help and to ensure everyone is made aware of the existence of our service. We receive no statutory funding from the Government and rely entirely on the support of the community to raise the funds required each year to ensure that this vital and much needed service can continue. We receive support from our local

community, companies, individuals, trusts and foundations as well as putting on our own fundraising events.

Further details can be found on our website [www.dvltrust.org.uk](http://www.dvltrust.org.uk) or by contacting us direct at Trust Office, Ingfield Manor School, Five Oaks, Billingshurst, West Sussex.

Tel: **01403 780444**

Email: [trustoffice@dvltrust.org.uk](mailto:trustoffice@dvltrust.org.uk)

or to speak to Head of Early Years at School for Parents Tel: **01403 782294**



# Oak Grove College

## Story Project

The Year 7 students, all with moderate learning difficulties, communication difficulties and ASC spent the term looking at how to write a piece of modern fiction through a learning journey looking at the layout and reading existing books, walking up a story mountain and down again, writing and editing their ideas and creating bright and colourful illustrations and front covers. The whole class were thrilled with their efforts and all took a book of the stories home to share with their families.

### HEROES OF NEW YORK

#### By Oscar Jury

#### Chapter 1

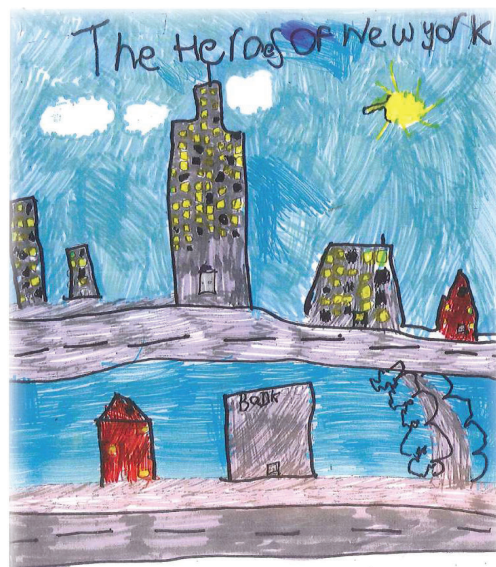
In the beginning

In the city of New York banks were getting robbed so the four heroes came out of the shadows and fought back the robbers from where they came from.

These heroes are Captain C, Mr Disguise and the ninja. The Hidden is the supreme criminal in New York, he's

robbed 12 banks in a month.

One day The Hidden and his crew were going to rob the museum to take the blue crystal the most expensive diamond in the world! That night they went through the vents to steal the diamond. They came down from the vents and saw some laser sensors and saw the diamond. It took two people to pick it up. There was a van waiting for them outside then they crawled back out of the vents.



Author of Oscar Jury  
Illustrator of Oscar Jury

#### Chapter 2

The next morning all the police in New York were at the crime scene. The Chief of Police called on the heroes of New York to go to the crime scene. At the back of the stand instead of the blue crystal diamond there was a bomb! When the heroes arrived the ninja said "what's that ticking noise" ... boom!!

Luckily no one was hurt but the stand and the floor were completely destroyed. "I'm

not paying for that," the ninja said in a serious voice. "I said it was ticking!" "We've got a big problem on our hands," said Mr C. "We have to put them to justice," said Mr Disguise. The heroes decided to look around for any clues and discovered the broken vent the criminals had used to get in. The police used fingerprint dust to identify the men from The Hidden's crew. The Chief of Police said "Maybe the crew are in the North hiding in the abandoned castle, go and see if they are hiding in there, heroes!"

#### Chapter 3

#### The Come Back

So the heroes arrived at the castle and saw all The Hidden's men in there. Mr Disguise said he would disguise himself as one of the crew and go inside to see The Hidden and see if the diamond was there. He went into the castle to try and find The Hidden and the diamond. "This is the one," said Mr Disguise. The Hidden was

in a room with the diamond. He crept back out of the castle and told the heroes where The Hidden was. Captain C called the Chief of Police to send as many men as possible to take down The Hidden and his crew. Half an hour later 11 SWAT vans with 15 officers in each were waiting for Mr Disguise to send up a flare. When everything was ready Mr Disguise headed back into the castle with the plan. He was waiting for Captain C to come into the castle and the rest of the crew distracted by chasing him. As soon as

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they started to run Mr Disguise shot the flare into the sky.

All of the police came from behind the trees to raid the castle. Whilst the SWAT team were dealing with the crew the heroes tried to arrest The Hidden who fought back with his strongest men who had stayed back from the run. The Hidden ran off, but was soon caught by the police as he was trying to carry the blue crystal all on his own. When everyone was arrested and in jail and the diamond was at the museum with extra security. The Chief of Police spoke to the heroes "Good ruse heroes, you deserve a Medal of Honour for your bravery. The city of New York is safe and we thank you."

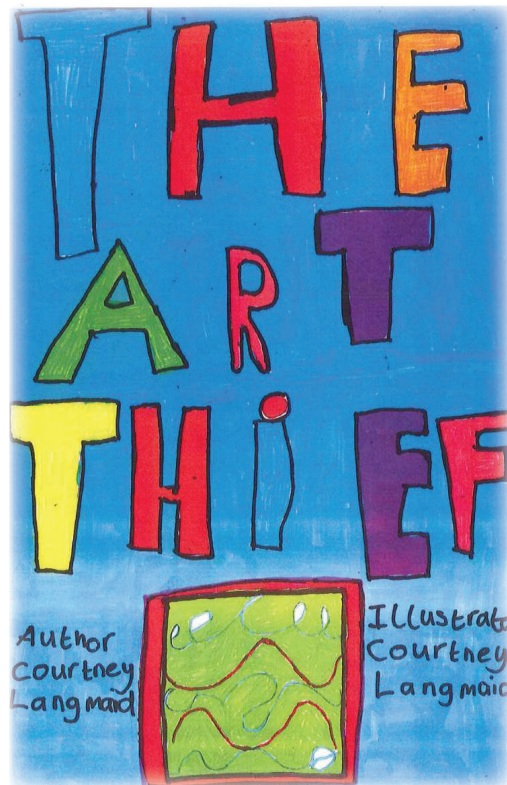
The heroes returned to their hideout to wait for the Chief's next call.

The End.

## THE ART THIEF By Courtney Langmaid

### Chapter 1

One day Courtney went to the art gallery and had a look around. Suddenly more people came to have a look at the art work. Whilst looking at art Courtney bumped into her school friend Ella. "Hi Ella," said Courtney. "Hello," replied Ella. "I'm viewing the artwork for a class project! I love the art here, it's very interesting, and what are you doing here?" she asked Courtney. They then walked around having a fabulous time discussing different art, hours went by. And Courtney and Ella decided to go and get a drink.



### Chapter 2

After they had a drink, they decided to go to the toilet. As they were washing their hands there was a huge bang followed by a terrified scream from a woman. Courtney and Ella quickly looked around to see what was going on. They saw two robbers trying to take the artwork! They had huge guns, making the other people panic. Courtney called the police and said "There's some robbers in the Worthing Art Gallery and they are trying to take the art pieces."

### Chapter 3

The police said they would be on their way. Courtney and Ella hid in the toilet cubicles so they wouldn't become hostages. Ella whispered "Courtney, stay hidden" as they heard footsteps approach the toilet door... Courtney peeked under the cubicle door intrigued as to who was approaching. The loud bang of the door being kicked open by a man wearing heavy-looking boots made Courtney jump and she took in a deep gasp of air.

### Chapter 4

Just as the man's attention focused on Courtney, the police arrived and tackled the robber to the floor. His eye locked with Courtney's under the cubicle door, and the police took him away. They listened as the police told them they could be in prison for 20 years! The policeman pushed open the cubicles and said "Hi, I'm PC John, I'm guessing you're Courtney? Thanks for phoning, we got here just in time! They had their van loaded up ready to escape! We've been trying to catch these guys for ages." So from that day on they lived happily ever after.

The End.

## FOOTBALL'S FUNNIEST MOMENT

By Ashton Warner

Ashton, Liam, also Joe are playing football. More people came along, they asked if they could play football with the boys, that's when the fun started.

They all had fun playing football, they played football for an hour and a half! All of a sudden Joe slipped over the ball and fell into a muddy puddle face first! He wasn't hurt, Ashton was laughing loudly, and it was funny really sweet.

Ashton managed to get it on film, because he had put a camera on the grass before they started to play. All the boys found it so funny that we fell over and really started laughing. Joe was covered in mud so he walked away feeling annoyed. Ashton was happy so happy because it was so cool, it was the funniest thing that had ever happened. I decided to put it on the internet, but Joe wanted the camera back but Ashton ran all the way home and wrote to all his friends telling them about how Joe had fallen in a muddy puddle. They absolutely loved it! The school football team was even laughing!



However, when Ashton was sleeping Joe sneaked in and stole his computer! When he woke up he looked around and realized his computer was missing. Ashton was feeling so angry that he shouted and screamed at everybody telling them to "get here now!"

After he had finished screaming and shouting at his parents, he decided to go to school but started shouting at his parents instead! Liam went up to Ashton and told him that Joe had stolen his computer in the night. So Ashton went to search for Joe, he found him in the hall looking sad. Joe told Ashton about what he had done, Ashton was furious but he then calmed down and asked if he could speak with Joe.

He then made a deal with Joe, he said "If I take the things off the internet, will I get my computer back?" The boys stuck to the deal and they both were happy, Ashton got his computer back and the video got taken off the internet. Joe and Ashton shook hands and were friends again. Next time the boys were playing football Joe fell over again but this time Ashton ran over and helped Joe up rather than laughing.

The End.

## Useful Books

### Choosing a School for a Child With Special Needs by Ruth Birnbaum

From drawing up a list of possibilities and setting up a school visit, to asking the right questions and recording your opinions in order to make an informed decision, this guides you through this complex and stressful process with confidence and ease.

### Dignity & Inclusion - Making it work for children with behaviour that challenges

Edited by Amanda Allard, Jeanne Carlin  
& Jan Delamore

Aims to ensure that children whose behaviour is challenging as a result of either a severe learning disability or autism can access education and childcare.

### Guiding Your Teenager with Special Needs through the Transition from School to Adult Life - Tools for Parents by Mary Korpi

Shows how families can adapt everyday routines to develop young adults' life skills. Provides information on support services, and stresses the importance of devising an effective transition plan.

### Sensory Stories for Children and Teens with Special Educational Needs - A Practical Guide

by Joanna Grace

Effective tools for teaching and communicating with children with PMLD, autism, and other special educational needs. Explains how sensory stimulation can aid development and provides a wealth of resources for using Sensory Stories at home, in the classroom, and advice on adapting and creating new stories.

### Special Needs and Legal Entitlement - The Essential Guide to Getting out of the Maze

by Melinda Nettleton & John Friel

Explains the new system of Education, Health and Care Plans which replaces the Statement of Special Educational Needs. Provides essential information for parents about how the system works, what they can expect, and how they can appeal.

All titles are available from Jessica Kingsley Publishers  
[www.jkp.com](http://www.jkp.com) Email: [hello@jkp.com](mailto:hello@jkp.com)  
Tel: 020 7833 2307

# Oak Grove College

## Art Work

Oak Grove College is a generic special needs school for students aged 11 to 19yrs in Worthing. It was awarded specialist arts status in 2008 and although funding has changed in the last few years, the arts and creativity continue to be an important part of life at Oak Grove.

Art is a popular subject and students get to learn about a whole range of different artists and techniques as part of the curriculum. Each year we host an art exhibition to share and celebrate the creative achievements of our talented students, below are just a few examples from the last exhibition at Worthing Museum.



*Many thanks to Oak Grove College for their contributions to this edition of the newsletter.  
If your school/college or club has done something interesting, please share it with us!  
Details of how to get in touch are on the back cover*

# Oaktree Farm Care

Oaktree Farm, in Copsale, near Horsham is a rural based dedicated day service for young adults with learning difficulties. The purpose of Oaktree Farm Care Day Service is to support our customers in improving their quality of life. The day service assists our customers to lead an independent and fulfilling life, help them maintain a healthy lifestyle, and to promote and enhance effective personal support networks. It is Oaktree Farm's commitment to help our customers to live safely and independently, and be socially included within their local communities. We support all our customers to take greater control of their own life and encourage them to remain as independent as possible within their own home, the community, and in their future direction.



The customer is at the centre of all decisions about how they are supported. Oaktree Farm Care endeavours to provide a service that enables the customer to feel secure, confident and included in all decisions regarding the service provided to them. Our aim is to assist the young adults with all aspects of work and social skills.



Oaktree Farm Care offers three differing sessions each day. All options are displayed on wall boards with both written and visual prompts. The activities offered are "hands on" through our "Let's Get 2 Work Scheme". This builds on existing strengths and offers the opportunity to gain work experience in new skills. Our LG2W scheme runs many of the sessions in a work like environment encouraging customers into a structured daily routine. Our staff members bring their individual areas of speciality that marry the sessions offered within each department. Each customer is offered a free "taster" day to ensure that this is the place they wish to attend before entering into a contract with Oaktree Farm Care.

The day service is operated from an 8000 square foot converted barn set in 33 acres of pasture including over half a mile of stream,

two miles of hedges and a quarter of a mile of Down's Link "disused railway line". This enables Oaktree Farm Care to offer the following on site skill based sessions:

- Carpentry
- Horticulture
- Countryside Management
- Vehicle Maintenance
- IT and Media Skills
- Cooking and Baking Skills
- Nutrition awareness and Hygiene, including dietary management
- Maths and English skills - BBC Bitesize Program
- Arts and Crafts
- Recreational Pursuits

Our few off site sessions include:

- Horse Riding
- Stable Management
- Swimming and Fitness Sessions
- Community projects in partnership with local businesses.

Oaktree Farm is in the enviable position of being adjacent to the "Down's Link" enabling customers to utilise a selection of bicycles, including three wheelers to cycle along the miles' safe pathways. The "Down's Link" path also enables access for our travel training scheme as it links Southwater with regular public transport to both Horsham/ Crawley and Worthing.

The service is offered to school leavers until "Mid Life". The services offered at Oaktree Farm Care are aimed at customers on the Autistic Spectrum and customers with a range of Learning Difficulties. We understand that customers have individual budgets, we therefore operate a tiered pricing system to suit each individual.

If you would like to contact us to find out further information or would like to arrange a visit please contact Amanda Churcher.

Tel: **01403 732230**

Email: [amanda.oaktreefarm@gmail.com](mailto:amanda.oaktreefarm@gmail.com)  
[www.oaktreefarmcare.yolasite.com](http://www.oaktreefarmcare.yolasite.com)

# Lizzie's Mainstream Education

I started at my First School aged 4 in a class of children with special needs, in a 'unit' alongside the rest of the main school. My teacher was doing her MA researching how children related

to each other in school. She asked me who my friends were at playtime and I named children who were not in my class. When she talked to other children in the school, she found that friendships crossed over the 'unit' and other classes. After this, all the special needs children were moved into the main school. I was so happy every day at school and loved playtimes in my small electric wheelchair,

especially when I was a bit older and looked after the younger children with special needs! I moved to junior school when I was 8 and was able to spend most of my time without my helper, and at break times I continued to use my new Turbo chair which enabled to lower myself to ground level, or up to standing height. I made good friends from my own class as well as girls from higher and lower classes. I had a wonderful headmistress who was so kind and even stepped in to help me when my helper was off sick. My favourite memories from those years were the two day trips we did to the Isle of Wight. We went by coach to the ferry from Southampton – we all loved our chips on the voyage! Then we spent the afternoon on Sandown beach and even the teachers went in the sea!

When I was 11, I moved to the senior school on the same campus. We had to change classrooms for nearly every lesson and I couldn't use my Turbo in school any more, so my helpers had to push me around in my manual chair. This made me feel less independent but I was still able to attend some classes on my own where I could sit next to friends rather than at a separate desk with a helper.

Before I started in Year 10 my family moved to Sidlesham and I attended Manhood Community College (now The Academy, Selsey). I was free again as I was able to use my Permobil in school! It was such a different school from

my previous one as the teachers made me feel much more grown up and responsible for my own work! I had regular meetings with the SENCo and also had a designated support

teacher who made sure everything was going smoothly for me.

After my GCSEs I moved to Chichester College for my A Levels. I travelled in by taxi and after being dropped off at the front entrance, I would drive to find my helper in the 'Study Centre'. I often felt as if I was in a dream, or a film when I did this; it was such an amazing feeling to be part of such a big crowd and just move through it smoothly!!

Again the support was excellent and whenever I had a problem it was soon sorted out.

I took one of my helpers through my GCSEs and A Levels, and luckily she agreed to continue with me through to university, doing my Childhood Studies degree. This made my transition process much less stressful as I was able to discuss any queries with her and we sorted them out together. During my first year, I did a work placement in a nursery school.

I found it difficult to gain the attention of the small children as they were in a 'free play' nursery where they could move around and choose their own activities. I did enjoy spending time with them but I decided that I would prefer to work with older children. My second year placement was in a Year One class where I was

given specific tasks to do with small groups or individuals. The class teacher was extremely encouraging and this helped me see that this was something I could continue to do after my degree.

It's nearly 10 years since I graduated and I am working as a part-time Learning Support Assistant in the same school! I absolutely love my work and I now teach children from all year groups. I really enjoy getting to know the children and seeing them progress through the school. The children who I helped during my placement finished school last summer!



*Lizzie Baily*

*[lizzie@wellspringwestsussex.org.uk](mailto:lizzie@wellspringwestsussex.org.uk)*

# Level Water Swimming Lessons

**Free swimming lessons for disabled children in Haywards Heath and Burgess Hill**



Level Water is offering free swimming lessons for disabled children. These lessons are for primary-aged children with a physical disability or sensory impairment. We do not currently work with children who have learning or behavioural difficulties.

behavioural difficulties.

## Why free swimming?

Swimming is a great sport for these children, but it can be ineffective or unsafe for them to learn in mainstream groups. Level Water

**level water.**  
Getting disabled kids swimming

provides small group and one-to-one lessons until they are ready to join a mainstream class or competitive club.

## How does it work?

We work in partnership with PFP Leisure at pools like The Dolphin, Haywards Heath and The Triangle, Burgess Hill. The teachers receive specialist disability training from the Amateur Swimming Association. They will then deliver your lessons as normal, but we cover the cost until your child is ready to progress.

1. Email: [contact@levelwater.org](mailto:contact@levelwater.org) with your child's home postcode, age and disability.
2. We will send you a full application form to complete.
3. If we can provide funding, the pool will contact you directly to book your lessons. For further information visit [www.levelwater.org](http://www.levelwater.org)



# Reaching Families

## Summer Workshops 2015

### Changes in Education

Learn how your child will be supported, including new code of practice, Education, Health & Care Plans and the Local Offer.

**3rd June 9:45am-12pm**

Venue: **The Charis Centre, Crawley**

### Understanding DLA & Recent Changes to Benefits

Understand Disability Living Allowance and the move to Personal Independence Payment (PIP) at 16.

**17th June 9:45am-12:30pm**

Venue: **Maybridge Children & Family Centre, Worthing**

### Understanding Sensory Issues

Learn about sensory difficulties and ways to support your child.

**24th June 9:45am-12pm**

Venue: **Lancing Parish Hall**

### Managing Sleep Difficulties

Learn about strategies that could help your child sleep better.

**6th July 9:45am-12pm**

Venue: **Brighton Road Baptist Church, Horsham**

To book a place on any of the workshops please call our Outreach & Training Co-ordinators:

Rosemary Hudson: **07704 037664**

Email: [rosemary@reachingfamilies.org.uk](mailto:rosemary@reachingfamilies.org.uk)

Charlotte Linington: **07864 599474**

Email: [charlotte@reachingfamilies.org.uk](mailto:charlotte@reachingfamilies.org.uk)

We regret that we cannot accommodate children at any of the workshops so we kindly ask that you make alternative childcare arrangements. There is no charge for our workshops however we welcome donations to contribute to the costs of running the sessions. We suggest a donation of £3.00

**Reaching Families**

# Koorana Centre

## Would you like to meet other parents and carers of young children and feel more supported?

Parenting can be quite an isolating experience, especially if you have chosen to step out of a job and dedicate yourself to time at home. Maybe there is also distance between yourself and your family or friends, so you may lack a strong network of support and people you could turn to when you need help.

The Koorana Centre in Ardingly is creating a new monthly drop-in session for parents and carers of young children. It's a free session to attend and donations are welcome towards the children's charity Kangaroos.

The aim of this session is to provide a regular activity that can be enjoyed by many people from the community of mid Sussex. It is an opportunity for parents and carers to make friends with like-minded people and the children can enjoy playtime and craft activities. Children with special needs will be very welcome.

Anna Ashley works from the centre and runs Baby Calm and Toddler Calm parenting sessions. She will be on hand to provide support to anyone that may be interested in finding new ways to cope with the demands placed upon parents and carers. The 'gentle parenting approach' can help with all sorts of challenging situations, especially issues around sleep and how to manage some of the more difficult changes in behaviour as children become toddlers and then move onto school.

Gabrielle Anya Rafello supports a variety of people with relaxation classes and can provide tips on how to stay balanced and let go of tension and stress. As the founder and director of the Koorana Centre she helps people to connect with teachers and therapists that lead activities in its wellbeing programme. As a practitioner, she specialises in supporting highly sensitive children and young people and connects with a number of families who care for young children with specific learning needs.

Stacey Renphrey teaches the Relax Kids programme. Relax Kids is a unique 7 step programme which takes children from a

high 'fizzy' energy to calm and relaxed in a fun and creative way. It has programmes for children from pre-school all the way through to teens.

These three ladies will occasionally be joined by others that work from the centre who offer information on a wide variety of subjects from homeopathy to cranial sacral therapy, baby massage, the latest guidance on vaccinations and safe sleeping, how to support children nutritionally and other areas where parents and carers feel they need support.

The monthly session takes place on the third Wednesday of each month from 1-2.30pm. There is free parking directly outside in Street Lane. No need to book in advance, you can just turn up. Tea and biscuits are provided for adults, please bring drinks for the children.

For further information you are welcome to telephone the centre on **01444 810295**  
Email: [info@thekooranacentre.com](mailto:info@thekooranacentre.com)  
[www.thekooranacentre.com](http://www.thekooranacentre.com)



# Duchenne Alert Card

The alert card has been developed by the Muscular Dystrophy Campaign's Bridging the Gap project. This new card will mean that families will have the security of knowing they can easily inform emergency health care professionals of the vital and specific issues that affect people with Duchenne muscular dystrophy.

The Duchenne muscular dystrophy alert card was produced by a team of people living with Duchenne muscular dystrophy, leading neuromuscular specialists and partner charities to ensure that it is an effective information tool for families and health care workers. The card also includes important contact information on a person's specialist neuromuscular, respiratory and cardiac consultants which will ensure expert advice will be much easier to access.

The alert card, which has been developed alongside TREAT-NMD, Action Duchenne

and the American organisation Parent Project Muscular Dystrophy, is conveniently shaped to fit inside a wallet and outlines key recommendations and precautions that a non-specialist clinician would need to know during a time of worsening health.

Anyone can receive the card by emailing [info@muscular-dystrophy.org](mailto:info@muscular-dystrophy.org) or by calling the Muscular Dystrophy Campaign freephone helpline on **0800 652 6352**.



The Duchenne alert card is the first in a line of new condition specific alert cards and care plans that are being worked on by the Muscular Dystrophy Campaign and partner charities. We are developing information care plans and alert cards for people living with spinal muscular atrophy (SMA), Charcot-Marie-Tooth disease (CMT), and myotonic dystrophy. We will then develop similar resources for other neuromuscular conditions.

## South East Coast Muscle Group

The South East Coast Muscle Group is a great opportunity to get involved, meet people and their families in the region affected by muscular dystrophy or a related condition and share information and advice through peer to peer support.

The group also fights to strengthen neuromuscular services in the region and help ensure that patients get the support they need.

As well as discussing experience of services, group meetings also focus on other topics important to people affected by muscle-wasting conditions. For example, we recently had an information workshop on changes to disability benefits and support

and we plan our forthcoming meetings to be on adjustments and adaptations.

If you would like to attend upcoming meetings please do get in touch with Maddy Rees at the Muscular Dystrophy Campaign on

[m.rees@muscular-dystrophy.org](mailto:m.rees@muscular-dystrophy.org) or **020 7803 4845**.

**Muscular Dystrophy UK**  
Fighting muscle-wasting conditions



# Advice & Support

## IPSEA

IPSEA provides free and independent online resources to help resolve common issues with getting the right educational support for children and young people with all kinds of special educational needs and disabilities. IPSEA's trained volunteers give free, legally based independent advice and support in England to help get the right education for children and young people with SEN/disability. You can also get help by looking at the website resources, using the online information service or by contacting one of the following (please check website for opening times of these services).

[www.ipsea.org.uk/contact/advice-and-support](http://www.ipsea.org.uk/contact/advice-and-support)

Advice line: **0800 018 4016**

Tribunal helpline: 0845 602 9579

## Network 81

Network 81 Aims :

- To advance the education of children with special needs
  - To educate the parents of such children about all matters relating to the education of their children
  - To link up and support groups and individual parents of children with special educational needs
  - To raise awareness and publicise good practice in inclusive education
  - To encourage parents to take their rightful place in education policy-making
  - To promote parent-professional partnership
- Offers help in a variety of ways.

[www.network81.org](http://www.network81.org)

Helpline: **0845 077 4055** weekdays 10am-1pm

## Advertisements

### Just Wills

If you have a child with a disability there may be times when you have wondered about what to do to secure your child's future if anything happens to you. You may know what you want to happen but don't know which way to go about doing it.

#### The right will and trust can help

Writing Wills can be very simple. I can make it as easy as possible for you and guide you through the process. Planning for the future gives a real sense of peace of mind.

Consultation includes advice on:

- Guardians - who would look after your children until they are 18
- Executors - who would sort out your estate
- What you want to go to whom and when
- Protecting assets
- Special needs/disabled trusts
- Family protection Wills
- Lifetime trusts
- Funeral wishes
- Inheritance tax
- Lasting Powers of Attorney

Included at no extra charge:

- Consultation and advice in your home

My name is Phillip Henke and I have a disabled son who is now 24 years old. I understand the complexities involved with special needs and specialise in protecting assets. Having been a carer myself, I will always offer carers the very best prices that I can.

Tel: **01243 542189**

or **07777 664663**

Email: [phenke@justwills.co.uk](mailto:phenke@justwills.co.uk)



### KnowledgePower Ltd

KnowledgePower provides advice about website accessibility and support for improving your website's usability.  
Contact **george@knowledgepowerltd.com** with your website address for jargon-free suggestions.

The guide is free to view online or download in PDF/docx here:  
**www.knowledgepowerltd.com/jargon**

#### Free Digital Marketing Jargon Guide

Are you working on your organisation's website and getting mystified by all the jargon about online marketing?

KnowledgePower, a digital marketing agency based in Havant, has just published a useful and lighthearted glossary to help you understand the most common jargon.



### The Digital Marketing Conversation... ...Jargon Overload Hazard

Doing SEO and PPC?

First, the CMS CSS needs work

Let's use the CRM for retargeting



Er, yeah, no, definitely, I mean ... what?

Wellspring West Sussex has a new look website!  
Visit **www.wellspringwestsussex.org.uk**  
and let us know what you think!

You can "Like" Wellspring West Sussex on Facebook and keep up to date with events coming up!

Please support us through **www.easyfundraising.org.uk** - every time you shop on Amazon and many other sites, a percentage will be donated to us! You can make a donation to us via Localgiving **www.localgiving.com/wellspringwestsussex** - £5 pays for 5 copies of the newsletter to be printed!



Please confirm that you would like to receive future copies of the newsletter in printed format or whether you are happy to be notified when the next newsletter is available to view on the website above. Send your Name, Postal address and email address with your preference to the address below or email

**lizzie@wellspringwestsussex.org.uk**  
**Thank You!**



### The next edition will be **Money Matters**

If you would like to contribute any articles or letters to this edition, please send or e-mail to us by 31st August 2015.

#### Please write to us at:

Wellspring West Sussex,  
c/o 26 Goldsmith Road,  
Worthing  
West Sussex  
BN14 8ER

**info@wellspringwestsussex.org.uk**

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Wellspring West Sussex has a child protection policy in operation and copies can be made available on request. Any disabled child or young person in West Sussex who expresses concerns about what may be happening to them will be encouraged to contact one of the nominated agencies for help. This policy is also available on the website [www.wellspringwestsussex.org.uk](http://www.wellspringwestsussex.org.uk)

*The information here is for your guidance and is not a recommendation by Wellspring West Sussex. Comments expressed within Wellspring West Sussex do not necessarily reflect those of the committee or the funding agencies.*