

Special Schools

Hello everyone! I hope that 2022 has started well for you all and by the time you are reading this, we will all be enjoying sunny days.

This edition of the newsletter is looking at ways that schools can support children and young people with additional needs. The Autism and Social Communication (ASC) Team (run by West Sussex County Council) work with schools to support staff and families - find out more on page 4. Turn to page 7 to read about how young people can work with WSCC through the Young Voices project. Tools for Schools is a special section of the Local Offer website where there is a wealth of information to support staff - details on page 5, while Coast Bespoke (page 16) can provide training on a variety of topics for teachers and support staff. ABA Autism offer training for parents and teachers, see page 11 for more details. River Beach School in Littlehampton has a Special Support Centre for deaf children and on page 2 you can read about how these children are integrated through the school. We have fantastic articles from two young people about their school experiences; read all about Imogen from Year 6 at River Beach on page 3 and Leo's first year at The Angmering School on page 6. Adam Gellibrand has been running some Wellspring funded music sessions for PACSO and Kingslea Primary School; turn to page 10 to find out more.

The school year seems to be whizzing by and while I have been working on this edition, I have been remembering my own education (photo below of me in 1995!); go to pages 8 and 9 to read more. I really enjoy my work linked with the University of Chichester and on pages 12 and 13 you can read about three of the students who volunteered at Wheely Wonders days last year.



We have had two days so far this year and there is a gallery of photos on page 15!

There was so much to pack into this newsletter that the Special Schools theme will continue in the autumn - please do send in any relevant articles! Have a lovely summer!



**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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Lizzie Baily

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We are extremely grateful to the **Baily Thomas Charitable Trust** and the **Ernest Kleinwort Charitable Trust** for their grants.

We have also received donations from **Midhurst Rother College**, **Sharon Langton** and **Lizzie Baily** which have helped to fund this newsletter.

Thanks also to **ABA Autism** for donating to Wellspring and advertising with us (see page 11).

River Beach School

At River Beach Primary School in Littlehampton there is a Special Support Centre which caters for deaf children from across the south of West Sussex.

'Are you a special school or a mainstream school?'

Well, you can quite understand why so many parents ask that question. When a deaf child attends River Beach Primary School they are part of an ordinary mainstream class with other children their age, but they are supported by a team of specialists who understand deafness, who can sign, who understand the difficulties deaf youngsters and their families can face in the early years.

'Are the deaf children taught in in a normal mainstream class with their own class teacher?'

Yes they are, because all children deserve to have access to the whole range of learning on offer and the opportunity to learn alongside their peers. At River Beach, all staff from the head teacher to the midday meals supervisors have had basic deaf aware training and some teachers have had deaf children in their classes for many years. The library assistant, welfare and office staff also all know the deaf children individually and know how to speak in a way they can understand. Deaf children at this school can take a message independently around the school assured of a safe environment to venture out with their communication skills.

'What if the school lessons are too hard?'

There is certainly a lot of difficult vocabulary and much information that could be hard for deaf children to access. There is plenty of catching up to do and pre-teaching or supporting through the lessons is vital to make sure everyone is included at their own level.

But with a Teacher of the Deaf on site 5 days a week and special support assistants in the classrooms, there is always someone to ensure misunderstandings or tricky topics are followed up quickly and no one falls behind in lessons.

Hearing children and deaf children grow up through the school and become firm friends. As youngsters they see nothing different about deafness because they grow up with each other from an early age.



Head of SSC Mrs Johnan Bannier says

"Having a group of deaf children fully integrated into a mainstream school is a great way for everyone to learn together. As part of the whole school the SSC pupils can be involved in everything on offer. If there are difficulties along the way, the children have a strong system of support around them to boost their confidence and learning. They have class friends and learn what it is to be one of thirty, but when they need a friend who understands the experience of being deaf they also have their own deaf friends to turn to."



Headteacher Mr Dave Ayres says

"I am incredibly proud of our SSC unit and the part it plays in supporting awareness of the deaf community as a whole. To me, the importance of the unit is not just to the 12 children who are in it but also, to the other 650 children who grow up understanding the challenges of deafness. In fact, it was one of the things that attracted me to the school 12 years ago. All of our assemblies are signed and most children will have a deaf child in their class or year group at some point in their journey through the school. It's one of the things that makes River Beach the wonderful place it is!"



Email: office@riverbeach.w-sussex.sch.uk

Dance Star of the Future?

I've always been keen on dance and drama and I used to make up dances myself in my bedroom, playing music on my phone or on Alexa. In lockdown Oti Mabuse from Strictly Come Dancing, did an online dance class and I joined in with that too. Sometimes I'd be dancing in the living room; my family don't mind too much but sometimes they tell me to stop bumping around!

At my infants school I was always in the nativity play at Christmas. I dreamed of being Mary but I usually got a sheep or an angel, then in my last year I finally got to be Mary, just in time. I was so pleased!

At River Beach there are lots of opportunities to explore the Arts. We have our own arts studio and special lessons with Ms Ackerman who teaches us all about different styles and media. I am an Arts Ambassador and I get to look at younger children's work and commend them for really good pieces. We even got awarded the Artsmark Gold this year, I don't think many schools get that.

Over the last six months, I have done drama workshops with Chichester Festival Theatre. Each month different professionals who work in the theatre came into school and we did different acting activities in our groups. It wasn't everyone in the class; we volunteered for the programme if we were interested. At the end we got to go to a real performance at the theatre, which was *Private Peaceful* from a book by Michael Morpurgo. Watching the performance made me think what it would be like to be on the stage. I will definitely go to a theatre again if I can.

Last week I took part in Dance House. We went to Alexandra Theatre in Bognor Regis, and there were lots of different schools there

doing dance, including special schools too. It wasn't a competition, more a celebration showing what different schools had done. I thought it was good because the costumes and the dances were all very different.



This week I am performing in *The Lion King* at school. My family and friends are coming to watch. There are three performances in one week! Some of the other deaf children are coming to watch too. I hope I might inspire the younger ones just like I was inspired when I saw Rose Ayling-Ellis in *Strictly Come Dancing*. Deaf people can really do anything.

I am one of the lionesses in our show. We have lots of dancing and two costume changes; sometimes we have to be very quick to change. We also have props like ribbons to dance with. There were some hard parts to the dances at first, like holding a pose for a long time, but I can do it all now and just really enjoy it. There are some things which are a bit harder for deaf people, like if I can't hear a cue to go on, or how long to hold a pose if I can't see the others, but it's easy to



get around those things. One of the adults will make sure I get the cue and as well as listening I'm always able to watch just to check I'm absolutely in time and that we are all moving and dancing in time with each other.

I don't really get nervous now, just excited and confident. I'm pleased that I have had lots of opportunities at River Beach and I hope I will be able to carry on with dance and drama at secondary school. Maybe I will even be on *Strictly*! If other younger kids were thinking of joining dance and drama I would definitely say yes have a go, it's fun, so why not give it a go!

Imogen Mandry

ASC Team

The Autism and Social Communication (ASC) Team works with schools and families to promote the educational, social, and emotional development of children and young people with social communication needs, including autism, in West Sussex.

We are a small specialist team of Advisory Teachers and Learning Support Assistants who enable, challenge, and advise both maintained and mainstream schools and academies to be inclusive, so that the best outcomes are achieved for children and young people with Autistic Spectrum Condition (ASC) and/or Social Communication Difficulties (SCD). The team provides individualised advice, support, and consultation to schools on a termly basis.

The ASCT supports and challenges schools through:

- Consultation and Review Meetings (CARMs).
- Observation visits.
- Bespoke transition support packages.
- A variety of training for school staff including Autism Aware Award, Understanding Autism, Zone of Regulation, Sensory Processing Differences, Practical Classroom Strategies, Autistic Girls, Anxiety, Pupil Voice.
- Training for parents including the National Autistic Society's EarlyBird Plus course, ASCSURE and CUEs training.
- Training for Trainee Teachers and Newly Qualified Teachers.
- Weekly Specialist Learning Support Assistant Advice Surgeries and Weekly Advisory Teacher Advice Surgeries.

As a team we love talking about all things Autism. We embrace people's differences,

celebrate the successes, encourage learning from mistakes and most importantly, learn how to best support autistic people, from our best resource, autistic people.

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Autism and Social Communication Team



Unlocking Potential



west sussex county council

ASCSURE Course Parent Testimonial:

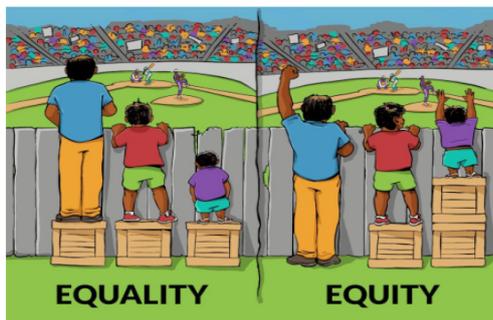
"I should also say, I know I've done quite a lot of campaigning since last summer, but the bit that has always been missing for me is how I can support my daughter every day and that's why the course is so brilliant. It is very hands on in terms of - how can I apply this or that, to my daughter. I honestly think it's the best piece of training I've done and really, really think it should be offered as the next step to when families get a diagnosis

of ASD - maybe even as something people have to opt out of rather than opt into. The team running the training are incredibly

knowledgeable and experienced and really provide hands-on-support with real-life solutions during the course. They contextualise the learning so it's relevant for us parents. It really is making that much a difference.

So, thank you."

Sonya Mallin



"Treating people equally doesn't mean treating people in the same way - but treating them differently to allow equal access. To do otherwise is to discriminate"

Dr Rita Jordon (Autism Cymru 2008)

Autism Schools Project 2021/2022

This year the team have been delighted to be able to be part of The Autism Schools Project; 21 schools across West Sussex are taking part. The project is being led by Jane Crawford

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one of our Advisory Teachers. The project is commissioned by the NHS.

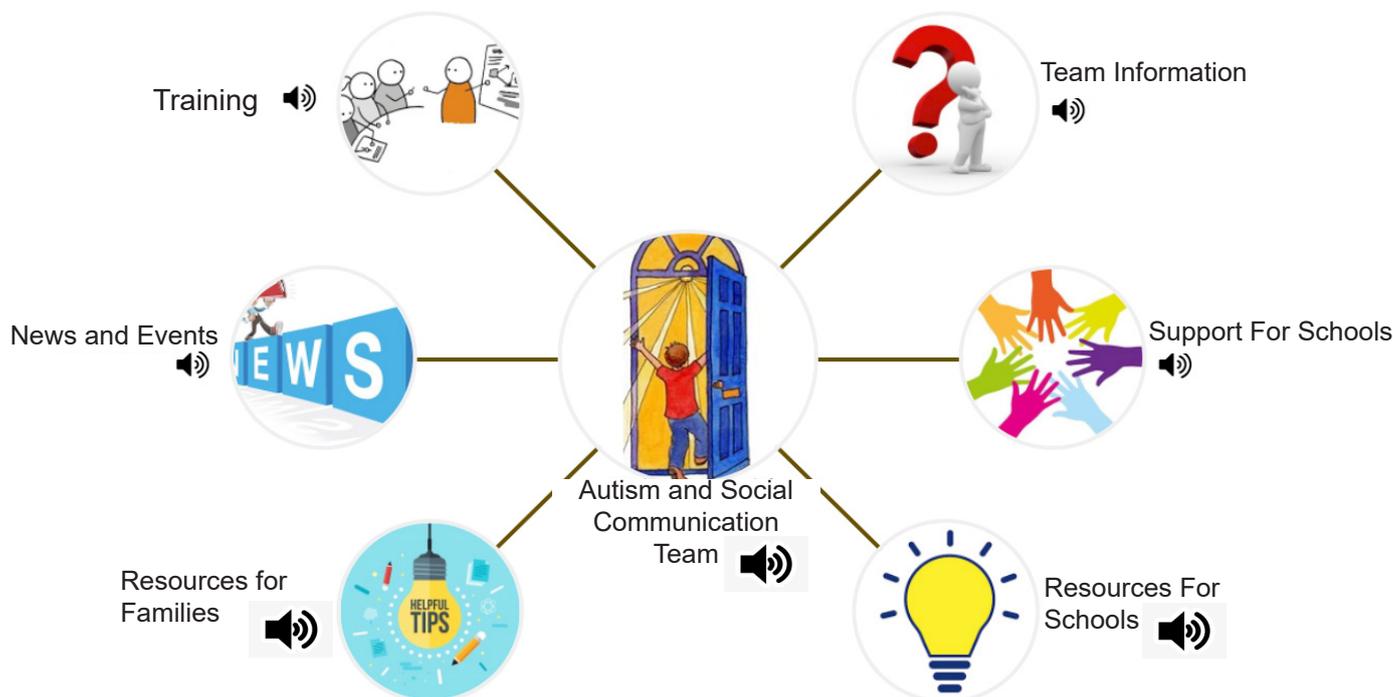
The project aims to:

- **Build relationships and networks of support** – including setting up mini parent carer forums in participating schools and linking education, health and social care professionals.
- **Create learning opportunities for schools and parent carer forums** – including training and alternative CAMHS support in schools.

- **Develop Autism self-awareness and skills development in autistic children and young people and ensure their voices are heard** - including small group work with autistic children and young people and their families.

For further information about our team and useful resources for parents, carers and schools please visit our WIKI:

<https://wiki.rixwiki.org/west-sussex-mmm/home/asc-team-wik>



Tools for Schools

The Tools for Schools, Inclusion Framework and Ordinarily Available Inclusive Practice guide (OAIP) have been co-produced with schools, early years, post 16 education providers, parent carers and other education, health and social care colleagues through a series of task and finish groups.

The three resources were then piloted by schools and settings throughout the 2020–2021 academic year and have been updated for countywide use from September 2021.

Inclusion Framework – a whole school self-evaluation tool

The aim of our West Sussex Inclusion Framework is to facilitate useful and constructive discussions to highlight good practice and inform whole school and setting development. The Inclusion Framework is designed to be used flexibly, in a way that is relevant to a school or setting and will best support its development journey. The framework is also aligned to the Ofsted Education

Inspection Framework and we hope it will prove a powerful tool to support colleagues at any stage in their inspection cycle.

Ordinarily Available Inclusive Practice – a mainstream guide

The aim of the Ordinarily Available Inclusive Practice (OAIP) guide is to help every member of staff in mainstream education settings understand the types of everyday support and adaptations that can be made as part of normal teaching practice. The term 'ordinarily available' originates from the SEND Code of Practice and refers to the support that mainstream schools or settings should be able to 'ordinarily' provide through their agreed funding and resource arrangements.

Tools for Schools website

'Tools for schools' is a website that has been developed to provide schools and education settings with easier access to reliable and useful information to support those with additional needs. The website concept originated from schools and settings and the site has been developed in partnership with The Local Offer. For further information on any of these resources:

Email: toolsforschools@westsussex.gov.uk

<https://schools.local-offer.org/>

Leo @ LNC

Hi, I'm Leo and I recently started my new secondary school. I am severely sight impaired or visually impaired. This means that I need to use a cane or stick to move about and I also need to use Braille instead of text to be able to read and write. I live with my mum and dad and not one, not two, but four other siblings.

My secondary school is called Angmering School or The Angmering School. I get there by taxi, that takes a really long time; precisely it's an hour, then an hour back. So that means two hours in a taxi per day, five days a week.

I visited Angmering while I was still in my primary school, so that I could walk around it and get to know the school. I call this "mind mapping". I felt kind of nervous on the first week of school but on the transition days, I met a new friend, Sid and he really helped me get around, because sometimes your mind maps don't always help you a lot. Before I started I didn't actually know anyone at Angmering, not until I was actually doing lessons.

I just wanted to point out that this school is a special school, because as well as being a mainstream secondary school, there's also this section of it called the Lavinia Norfolk Centre, or LNC for short.

It's a unit specially designed for physical disabilities, vision loss and hearing impairments. In terms of support, as well as having a mentor, I also have some TAs that have been specially trained to read Braille and know how to use some of my special equipment that I use in school.

I use lots of equipment, and it would probably take me like a decade to explain all of it!

One of the main things that I use is called an Orbit Reader that allows you to type documents in Braille and then it will Bluetooth connect to a screen such as an iPad or a phone, and you'll be able to write stuff in Word or Notes. I also use

something called a Perkins Braille, or braille, which is basically a mechanical version of that, that Brailles on paper... Kind of sounds like a typewriter when you're using it. Sometimes I do use QWERTY keyboards though or my iPad just by itself. And the way I do this is two ways - one, I use a screen magnifier to make everything BIG! And two, I use this thing, and it varies what it's called, depending on make - for Apple it's VoiceOver, for Samsung it's TalkBack. Basically, it reads stuff under your finger so you know what it does.



My favourite subjects would probably be...well, actually, I like all of my subjects. But if I had to choose one or two, to just go with, I would probably say, I like maths a lot, because I have a really fun teacher. And I also like tech, just because I use it so much.

Have I made lots of new friends? Of course I have. What we like doing together is kind of hard to answer because all my friends like different things and I like to try and do the things that they would like to do, not the things that I would like to do.

Quite a few of my friends are in my classes, because, well, in secondary school, you have many different classes. But the good thing about the LNC is that all the disabled students can go there and just be together. It's sort of like, hmm, like a playground for us...actually, that's a bad example, more like a hub.



The best thing about my school...
EVERYTHING! Specifically, I feel really independent and that's because I'm getting lots of support and help and then from that I can start to do more things by myself.

After school, I've been doing a sport called Goalball and with my family, I've attempted horse riding and kayaking. Currently I have two hobbies, maybe a few more. But the two main hobbies, are music and being a YouTuber. I like uploading videos and recording and creating music. I just realised that those sort of merge

because then you can upload the music to YouTube! My other hobby is that I play piano - I am now on grade two. I got a distinction in my grade one, which I'm very happy about.



I can picture myself being Tech Support in the future. I can just see myself doing that and it being a good job for me.

Thanks for reading all about me! An audio version of this is available on the Wellspring website:
www.wellspringwestsussex.org.uk/newsletter.html

Young Voices

Young Voices is about young people having a say, and working with services as the experts on their own lives. There are lots of different ways to take part; from online surveys, to our Youth Ambassadors Forum.

Who is it for?

We embrace all areas of additional needs, disability, neurodiversity and inclusion. Not everyone wants a 'label', and this is something we are respectful of.

Everyone is an individual; many young people who have taken part in our projects would not describe themselves as having 'SEND' (Special Educational Needs and Disability). You do not need to have a diagnosis or Education Health Care Plan to take part.

What about access needs and other ways to take part?

If you have access needs that aren't catered for by what we have on offer, please do contact us. We also have a Wiki micro website www.rixwiki.org/west-sussex-mmm/home/youth-participation-1/ you may find useful, as it presents information in a visual and accessible way. It is very important to us to remove barriers to young people taking part, and we are always happy to learn from you

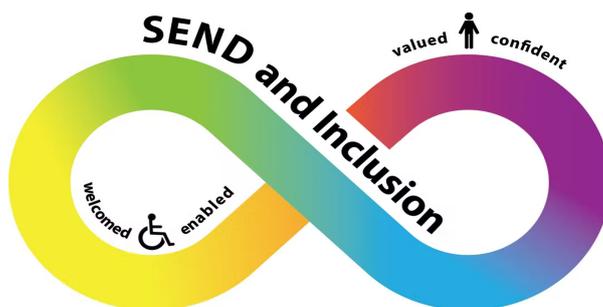
about what works and what doesn't.

You certainly don't have to be able to speak and/or write to have something to say!

Perhaps you, or someone you know, communicates non-verbally, or communicates best through pictures, signing or symbols? We have virtual 'scrap books', and a sensory story project you might be interested in. You can take a look at some examples on the links online. If you'd like to be able to edit and add to our books, please use the form on the website

to request access to the project.

If you feel that having a peer 'buddy' would support you to take part in our projects, please use the form online to express your interest in this, and we will get back to you.



Who do I contact if I need help?

Email:

Rachel.Sadler@westsussex.gov.uk

for more information, to discuss any access needs you might have, request information in different formats or anything else we can help you with.

Visit <https://yourvoice.westsussex.gov.uk/young-voices>

Lizzie's Educational Journey

In 2015, I was asked by one of my former tutors to go back to the University of Chichester to talk to students as she had just introduced a new course, the BA (Hons) Education, Special Needs and Disability. It was brilliant to meet the students and talk to them about my life as well as answering questions they had prepared for me.

I was absolutely delighted when I received a letter from the university in 2019 informing me that I had been awarded an Honorary Master in Education and it has been such a pleasure to work with the staff and students on various courses since then. I am very grateful to them all for their voluntary support, especially at Wheely Wonders. When I visit the university in person or virtually, I start by sharing my experiences of education. My PowerPoint presentation on this topic it is on our website here:

www.wellspringwestsussex.org.uk/lizzies-articles.html

I started nursery school aged 3 while my family were living in Berlin. It was a mainstream nursery but I had my own helper. After moving back to Surrey, I started 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. In my class there were three or four other children with special needs but we all shared a helper. A lot of the time I was able to be independent which helped me feel the same as all my able bodied friends! I was always happy at school and loved playtimes in my small electric wheelchair, especially when I was a bit older and looked after the younger children, some of whom also had special needs!

I moved to a convent junior school (with a helper employed by the County Council) when I was 8 and was able to spend some of my class time without my helper. I loved break times when I used my new Turbo chair which enabled me to play freely, and to lower myself to ground level or up to standing height. I made good friends from my own year group as well as older and younger



girls. In Year 5, I had a challenging time as my teacher expected me to work hard! By then, my writing was getting slower and I needed more time to complete homework. However, through being in her class I learned useful skills such as being confident to ask for extra support for tasks such as ruling lines in maths and to push myself to do my very best – I think this is something I have carried

forward through my life! The headmistress was a wonderful nun who was so kind and even stepped in to help me when my helper was off sick. My favourite memories from those years were playing a newsreader (narrator) in our leavers' production of The Evacuees. Drama was one of

my favourite lessons and I loved the feeling we all had from working together on this musical!

When I was 11, I moved to the senior school on the same campus, but there were more hazards such as big slopes and several floors. My helpers pushed me around in my manual chair, moving rooms for most lessons. This made me feel restricted, but I was still able to be in some classes on my own where I could sit next to friends rather than at a separate desk with a helper. My favourite subjects were Art and Technology and I still have all the things I made, including a triangular mirror which I have recently restored! I also designed a wooden panel with flashing LED lights that could sit on my manual wheelchair tray to alert people I was coming along the crowded corridors, but really I wanted to be independent in my electric chair and tooting my horn! I was becoming quite uncomfortable sitting in my manual wheelchair all day in one position so the end of Year 9 was a good time for a change.



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 electric wheelchair in school! The teachers made me feel more grown up and responsible for

my own work! I had regular meetings with the SENCo and had a designated support teacher who made sure everything was going smoothly for me and helped me with time management and study skills. When I was in Year 10 we had to do two weeks work experience and my class teacher helped me to get a placement working at Sidlesham Primary School.

I did some work in the school office but mostly helped children with computer work and reading as well as chatting to them at playtimes. This really helped me to see what I could do after I left school – I had always wanted to be a teacher! I joined the Wellspring team when I was 16 and enjoyed the committee meetings which were held at school; I felt my experiences were really valued.

After my GCSEs I moved to Chichester College for my A Levels in French, German and Art. One of my school helpers continued onto college with me for some days but when she didn't come with me I travelled in by taxi and was dropped off at the front entrance. I would drive to find my helper in the 'Study Centre'. I always 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 go smoothly through the automatic doors! I loved the buzz in the refectory and the campus shops! The support I received was excellent and whenever I had a problem it was soon sorted out. I became good friends with my personal tutor and one special helper who I am still in touch with. I became the Wellspring Chair and Editor while I was at college, and I will always remember the first time I had to run a meeting and realised I was in charge! After my AS levels I did a month's voluntary work back at Sidlesham School which helped my confidence; I knew that I really wanted to work with children.

My personal tutor at college supported me with my UCAS applications and helped me find courses I was interested in. I looked at two other universities where some staff told me things I wouldn't be able to do due to my disability. I decided that Chichester was the perfect choice as the Childhood Studies staff at an open day were very welcoming and supportive. Luckily my school and college helper agreed to continue with me through to university which made my transition process much less stressful; I was able to discuss any queries with her and we sorted them out together. During my first year, I did a 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 encouraging and this helped me see that this was something I could continue to do after my degree. I volunteered to do another month of work

with the same class at the end of my second year, then after I finished my degree, I wrote to the school to see if they were able to offer me a job.

In September 2005 I started a part-time job there and by the end of my first year, I was working three afternoons a week. I currently work with children from the junior classes for comprehension support, but in the past have worked with children throughout the school in small groups and on a one to one basis with literacy, speech and language work as well as doing projects and craft activities with children who had additional needs.

I have a personal assistant with me while I am at work and she supports me with all the administration and fetching the children from the classrooms. In 2006 I started running my Craft Club from the art studio in my garden and some children have now returned as helpers and I love hearing what they are achieving at school and in their spare time.

In 2013 I was chosen to be part of the government's Disability Confident campaign to encourage employers to have disabled people in the workforce. A film was made about me and my work (available on YouTube). I was invited to the launch of the campaign in London and I was one of the Role Models who was chosen to meet the Prime Minister, David Cameron. The film was shown on a big screen; it was lovely to see the children I worked with (in the film), when I felt I was in such a different world that day!

Due to Covid-19, I haven't been able to work in school for two years, but have been teaching via Microsoft Teams; my PA goes into school to make sure the laptop is working there as well as supporting the children.

I've been so impressed at how easily the children adapted to this new way of working and it has been wonderful seeing and hearing them grow in confidence with their reading! Through the comprehension worksheets, I have learned lots of new things that I didn't know when I was at school! This year we have some new staff and in the first week I discovered that one of the newly qualified teachers had met me virtually as she heard me talk in a conference, where I gave my presentation for the University of Chichester last spring! It feels really great to now work with her every week and share notes on the children's progress. I am really looking forward to getting back to school properly and seeing the children and staff in 3D again!



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Lizzie Baily
lizzie@wellspringwestsussex.org.uk

Adam's Music Workshops

I have had the pleasure of running more inclusive music sessions for Wellspring West Sussex this year with funding from the **Ernest Kleinwort Charitable Trust**. So far we have worked with PACSO for a full day of music making at QM Studios and I have run some electronic music sessions at Kingslea Primary School in Horsham for students with additional needs.

PACSO

We are very proud to offer music sessions on behalf of Wellspring at QM Studios in Horsham and when PACSO visited everyone had a great time! The 10 young people with additional needs were able to explore different musical instruments at the studio, including electronic drums, electronic percussion, the Skoog, DJ Decks plus lots of other cool professional instruments.



chance for the young people with additional needs to access the studios and use the amazing kit there. We saw the group really come alive with music as they shared the experience together. Building confidence, gaining new tech skills and having fun with their friends...and us!

Here are some quotes from the guys at PACSO, sent to us by Emma Kennedy (CEO):

"That was epic", "That was a great day", "I don't want to go home!"

Everyone had a great time in the vocal booth too! Practising singing to their favourite songs and then recording on to Logic Pro recording software to create a masterpiece!



"Brilliant day for our young people - hanging out, making friends, learning new skills and building confidence. We can't wait to come again! Thank you!"

The PACSO sessions were a

KINGSLEA PRIMARY SCHOOL

Delivering Wellspring's sessions at a mainstream school is a first for me and something that I have discovered is really worthwhile, as some students with additional needs at non SEN specific schools can find life challenging.

I worked with 5 students who had additional needs from Year 5. We had great fun recording an audio comedy; an idea that the students came up with. We recorded using a portable vocal booth onto a laptop running Logic Pro, with the students making tracks, editing and arranging the project. We were all laughing at the corny 'Dad Gags'! I also brought along my Handsonic

to the sessions, which we used to trigger sound FX. The Handsonic is an amazing electronic percussion pad. The students find it really accessible and love to get creative with it.



I ran 5 short sessions with the group and had some great feedback from Alexis Conway, Head Teacher:

"Adam ran a series of fantastic lunchtime session for five Y5 children across a number of weeks. The aim of the sessions

was to develop the children's confidence, creativity and team work whilst using music tech equipment. This led to the group improvising on the electronic instruments and creating their very own audio joke book!

Most of the children who took part have an Education Health Care Plan due to their additional needs and can find aspects of school life quiet challenging. They loved coming to the sessions and gained in confidence in their ability to succeed at something that was out of their comfort zone. The children will then be showcasing what they

have produced in front of 240 children in an assembly which will raise their profile amongst the student body. We would love to have more sessions."

The "Friday Cheese Club" created by the students is available to listen to on the Wellspring website:
www.wellspringwestsussex.org.uk/adam.html

It's such a privilege to work with these groups and we have more sessions lined up for the rest of the year. Music and creativity are for everyone to enjoy in their own way, and so crucial for children and young people's development. A huge thank you to Wellspring for making the sessions possible. Not only is it a chance for the young people who have additional needs, but also an opportunity for myself, assistant workshop leaders and volunteers to work within a creative musical environment.



If you are interested in finding out more about Wellspring funded music workshops, please get in touch!

Adam Gellibrand
Music Workshop Leader
Email: apgellibrand@hotmail.co.uk

ADVERTORIAL ABA Autism

About ABA

Applied Behaviour Analysis (ABA) is an evidence-based study of human behaviour. It uses scientifically derived strategies & principles to increase skill repertoire and reduce barriers to learning.

How does ABA work?

ABA therapy includes many different strategies. All of these techniques focus on antecedents (what happens before a behaviour occurs) and on consequence (what happens after the behaviour).

Positive reinforcement is one of the main strategies used in ABA.

Why ABA?

- Early learners learn through play-based activities, whilst various developmental domains are targeted.
- Increase in skill repertoire.
- Success in increasing cognitive, social and language abilities.
- ABA can decrease barriers to skill acquisition that can limit social interaction, communication and cognitive ability.

We Offer:

- Individualised ABA programmes
- BCBA led
- Experienced tutors
- Early learner play-based programmes
- Parent Home and school-based programmes
- Workshops and training
- Staff training
- Trainee supervision programs
- One off assessments undertaken
- Home and school based



Why Choose Us?

- '....helped me find my son's Special educational needs, his strength, developmental areas with serenity and consciousness.' (Ms SH, 2021, solicited)
- 'I highly recommend any parent to get in touch with Clare who feels the need to have more tools to face the challenges that life inevitably presents, both personally and professionally. She's super and a wizard in her domain and full justice with the tasks in hand' (Ms SH, 2021, solicited).



For more information contact Clare Mangan at ABA Autism. Tel: **07792 900405**
Email: contactautismaba@gmail.com www.autism-aba-uk.com

Meet the Students

My name is Sarah Cannons, I'm in the second year of the BA (Hons) Education, Special Needs and Disability degree at the University of Chichester.

Where did my journey begin?... After I finished my A Levels back in 2018, I was in a situation where I was unsure what I wanted to do - I knew I wanted to go down a route in Health, Education and Social Care but was unsure of the route to take. After applying to study Early Childhood Studies at the University of Chichester in September that year, I decided mid through August that university at this moment in time was not for me. During the summer holidays in 2018 I was approached and asked if I wanted to apply for a job at a local Special School for pupils aged 3–19 with neurological motor impairment such as cerebral palsy and other additional needs like visual impairments, hearing impairments and more complex medical needs. I was very interested in this opportunity so applied for the job despite this being the first time I had worked with children and young adults with Special Educational Needs and Disabilities, but I thought I would give it a try...little did I know I would find my passion in life!

After 2+ years in the job and having met some incredible people and gaining many experiences along the way such as my Makaton training to Level 6, first aid training, seizure training, communication technology training and so many more, I soon knew that this was the type of route I wanted to pursue. So, began researching different Universities where I could pursue this. The University of Chichester and the BA (Hons) Education, Special Needs and Disability course, soon stuck out from the rest. Reasons being for the placement/trip opportunities it provided, the Forest School experience I could gain (one of my interests), and the more traditional assessment methods rather than exams, as having Processing Dyslexia myself, exams were not my strongest point, and now in my second year I am loving every single minute and have met some amazing individuals, learned new knowledge and made some amazing memories.

Whilst at university I have received some amazing support for my Processing Dyslexia which has certainly helped me along the way. For example some of the support I receive is assistive technology (Read and Write, Dragon Software and Mind View), coloured overlays and 1-1 dyslexia support

sessions every week for 1 hour where I am able to have support in areas such as understanding my modules, planning my essays, processing what I want to say onto paper and so much more. The support I have received has been amazing and so helpful.

There have been so many favourite parts to this course so far; some these have to be the inspirational individuals (guest speakers) I have met, the trips we have been on, the Forest School module where we were educated through hands on learning in the outdoor environments, the placement opportunity we were given where we could choose where we wished to go and finally the opportunities and experiences I have been given along the way, for example 'Wheely Wonders' where I was able to volunteer and put my love for Forest School into action and see how it can be incorporated and adapted to individuals of all abilities as well as the opportunity to hear and meet many other lovely individuals and hear their stories.

On this course I have attended one placement so far, where I worked in a Special Educational Needs school. I was able to choose the placement myself - I chose a school with this specific area as I had previous knowledge and experience in the disability sector and I wanted to expand this.

Whilst on my placement I was able to learn new knowledge and face many new experiences. For example I was given the opportunity to observe many therapy sessions from Lego Therapy to speech and language therapy, observe the Forest School sessions they offer and how they offer this in education. I even had the opportunity to watch the children play in the school's very own sensory circuit; I was able to witness first-hand how attention, body stimulation, balance/co-ordination and reducing anxiety can be incorporated through free play.

The course and the placements I have undertaken have most certainly provided many special moments and these have helped me grow and learn new knowledge. Each day I have learnt something new and met some lovely individuals all of whom have helped me along my journey. Every day certainly brings its special moments and I most certainly can't wait to keep on learning and gaining new opportunities!



After I finish my course and graduate my ultimate dream would be to start up my own Forest School which is adapted to include children and adults with special educational needs and disabilities. Having grown up in scouting and being a more outdoors creative/hands on learner myself, this has always been a goal of mine and having seen whilst on my courses the limited adapted Forest Schools in the UK, I soon knew that this was the route and the goal I wanted to achieve. However, I am only in my

second year of my uni course so the more I learn and new experiences I gain this could still change, but at this moment in time this is my goal. Throughout my course, I have met so many individuals and I can honestly say that everyone I have met including the guest speakers, my peers and my lecturers have all inspired me through their stories and have educated me and helped me be who I am today, and I am so thankful for every single one of them .

My name is Eleanor Holley and I am in my 3rd Year of the BA (Hons) Primary Teaching with Special Educational Needs and Disabilities at Chichester.

able to put my knowledge into practice and provide support and guidance to these children and receive subsequent feedback from mentors.

I chose this course for a myriad of reasons. Firstly, my ambition is to become a primary school teacher and a primary teaching degree seemed to be the best way to achieve this. Secondly, I have worked with children, prior to university, with a diagnosed SEND, or with children who are presenting in line with an SEND and, after providing care and observing professionals support these children, I realised just how many children in education have a diagnosed or undiagnosed SEND. This affirmed my decision to enrol on this course as I was able to choose a specialism with one of the options being special educational needs and disabilities.

On my placements I have learnt a vast amount. I have learnt about the importance of parent-teacher conversations as these are imperative when meeting the needs of each individual. There have been a few challenges across the placements; the most prominent one was a conversation with a parent that resulted in a lot of frustration.

Within one of my placements, there was a child with autism who was incredibly bright. Many of the staff in the school described the child as rude and invasive but upon first meeting this child, it was

clear that they had been severely misunderstood. Throughout the placement, I developed a professional relationship with the whole class and learnt a lot about this child. I discovered that they thoroughly enjoyed maths and I made sure to keep a stack of maths questions near me in case the child was having

a challenging moment. At the end of the placement, the child gave me a hug and that was a massive step as they did not like physical touch

One of my siblings has a diagnosed SEND and I have been there to support their social, emotional, mental, and educational journey. Alongside this, I have supported a weeklong residential camp for children with SEND to provide them with a safe holiday environment and also allow the parents and/or carers to enjoy a week to themselves.



One of my favourite parts of the degree course is learning about a variety of teaching techniques and then applying them in our teaching practice and seeing first-hand the positive effects they have on children. I also thoroughly enjoy working through case studies within my SEND specialism as this allowed me to explore the wide variety of needs that are within mainstream education and provided me with a deeper knowledge and understanding of how to support these children.

My first placement mentor has been one of the biggest inspirations for me. She encompassed everything I believe a teacher should be; having her as my first mentor, allowed me to develop my own teaching methods in line with what I believe to be the most effective. It was very clear that the pupils admired and looked up to her and her teaching strategies were incredibly effective, and I still use those strategies now.

I have completed four placements throughout my time at university – my cohort missed a placement due to COVID-19. I have experienced and taught years 6, 5, 4 and a mixed 2/3 class. Across these placements I have observed expert intervention with regards to children with SEND and children with undiagnosed needs; in most cases, I have been

I am very excited about becoming a primary school teacher. I am aiming to complete my two Early Career Teacher years and then continue my teaching journey. I am undecided as to whether I will work in a special educational needs school, but I am ready to utilise my knowledge and understanding of SEND within mainstream education.

My name is Jessica Ruff I am currently in my third year studying BA (Hons) Education, Special Needs and Disability at Chichester.

I chose this course because I wanted to understand fully the legislations around disability and to be able know how to make a classroom inclusive. Some of my family come under the category of SEND and because I am the older child I have had to babysit them. Also, I used to go to church where there was a child with SEND that I used to work with when in the church service.

I have enjoyed all parts of my course especially being able to understand the theory. Also learning about the different barriers for individuals that have disabilities and having strategies to remove these barriers the best that I can. Additionally, being able to go onto placement has given me a different insight which I have also enjoyed.

As a part of my course, I was supposed to do two placements however due to COVID-19 I was only able to carry out one placement in a mainstream school. There were some children that have EHCPs in the school and it was interesting to see how the teachers had met their needs. I have learnt more of the demands from a teacher's



perspective. I was able to see some of the strategies to make a classroom inclusive used in the school setting which has been eye-opening. I found one of the challenges is that this is very time consuming for this job role.

Some of the special moments were just seeing my theory that I have learned in my lectures actually put into the lessons. I was in awe for the whole of my placement, and I am still volunteering there as it was such an amazing school, really making every child feel valued.

I have always wanted to be a teacher although I feel I may want to continue my career by becoming a SENCO. I am still not sure, however I will be doing my post graduate course in

September for Primary Education.

My teachers in college and lecturers at university have inspired me by challenging me to be the best possible student that I can be. I will be able to use the skills that I have learned in the future. My family have been my main inspiration for giving me the opportunities to follow my dreams and helping me achieve them; for who I am today I have them to thank.

Wheely Wonders Spring 2022

We held our first two Wheely Wonders days in April and May. These have been funded by the **Baily Thomas Charitable Trust**. In April we had 13 children and 6 of these were new. There was an Easter egg hunt in the morning as well as Forest School activities and at Craft Club Easter decorations were made. All the children enjoyed seeing the animals, especially our new donkey Angela. They met the newborn lambs and were able to get up close to Yellow who is being bottle fed.

In May we welcomed 3 new families with 19 children attending. Sheep on sticks were created in the morning. They planted sunflower seeds and did some leaf printing. In the afternoon we got ready for the Jubilee by decorating crowns and designing flags. Yellow the lamb loved being with everyone for the afternoon and watched the magic!



Both days were rounded off by Chris North, and in May all the children and parents were given the opportunity to take part in a special "royal pageant" using stomp rockets, bubbles, stilts and juggling balls to music from The Greatest Showman!

Huge thanks to Jen, Sam T and Sam K at Woodland Wonders Forest School as well as Chris North, Carole Beaty, Heather Green, Josie Maitland and Celyn Hind for supporting the days. Also thank you to Jaime, Lucy and Rosie from the University of Chichester and Emily Snow from The Academy, Selsey for volunteering and helping into make Wheely Wonders such a great experience for everyone!

We are delighted to have 55 families on our contact list and hope to see as many as possible this year! Please get in touch if you would like to be added to the list.

Lizzie Baily
lizzie@wellspringwestsussex.org.uk

Wheely Wonders Gallery



Coast Bespoke

Coast Bespoke has been delivering personalised training for teachers and support staff within a range of educational settings within the South East for over 5 years. Training workshops are designed to enable the staff attending to develop strategies and resources in order to support children with the challenges they face in school. Topics covered can include supporting maths and literacy development, specific learning & behaviour challenges and mental health and wellbeing needs.



What we do:

- Workshops are personalised to the needs of the school or locality schools and are tailored to meet the needs of those attending the workshops at any one time.
- Training can be for an individual school or for a group of locality schools and can be delivered in a variety of time formats to meet the needs of the school(s) and at a time to suit the school - during the school day or after school and on inset days.

- Examples of workshops include supporting pupils with anxiety and resilience or with challenging behaviour, developing memory skills, supporting mathematics and literacy, supporting children with specific learning needs such as dyslexic traits.
- Training is usually delivered face to face and hosted within a school setting.
- Helen has been delivering training for adults within education across Sussex for over 20 years. She has extensive experience of working with staff in Early Years and Primary settings both as a trainer, assessor and verifier.

Our users say:

"We have all found the sessions really useful and it has given us a good insight into memory retention and how the brain works."

"Fantastic practical ideas which are easily applied to everyday life in the classroom."

For more information Tel: **07366 350 300**
Email: helen@coastbespoke.com

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A full page advertorial costs £50. You will then get a half page in 2 further editions of the newsletter plus your details on our website for a year.

For £25 you will have a half page and a smaller notice in 2 more editions plus listing on our website.

Wellspring West Sussex has a website and Facebook page!

www.wellspringwestsussex.org.uk

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The next edition will be *Special Schools - Part 2*

If you would like to contribute any articles, stories or images to this edition, please send or email to us by 23rd September 2022

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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

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