

March 2021  
Inclusion  
and SEND  
Parent  
Carer  
Newsletter



**If you have any  
comments about this  
newsletter, please  
email me-  
c.hadfield@bury.gov.uk**

### **In this edition**

- Meet the teams
  - Service Updates
  - Return to school
  - Assessment in schools
  - Restorative practice
  - Vaccine roll-out
  - Local Offer update
  - Autism awareness week
  - Easter activities
- and much more

# Update from the Service manager for Inclusion

As schools start to reopen to all pupils, Inclusion service continues to provide as much face to face and virtual support as possible for our children and young people with additional and special educational needs. Although we are still having to work remotely, we are continuing to offer a flexible range of support to schools.

Virtual training events for schools continue throughout the academic year and include Senco network meetings, Inclusion Partnership meetings and other school focused training sessions. These are all working successfully as we become more skilful in virtual working and we have expanded our offer to schools to include events focusing on particular areas of special educational need.

The Inclusion service schools' helpline and the Educational Psychology Service helpline for parents and schools both remain open for calls and Inclusion team members are always on standby to offer advice and support in respect of those pupils who are experiencing difficulty managing anxieties around school.

We have recently updated our section on the Local Offer so that our team information is more comprehensive. This can be viewed at <https://theburydirectory.co.uk/services/inclusion-service>.

We will be adding professional profile documents to our pages for the summer term so that children, young people and their families can find out about the professionals they find themselves working with.

We are looking forward to working with our parent/carer organisations alongside Claire Hadfield, Bury's new SEND Communications Officer, as the year progresses to develop and improve the information available to families through the newsletter.

Stay safe and keep well,

Cath Atherden  
Service manager, Inclusion

# ***Introducing***

**Meet the newest members of Bury's team.**

Jane Case is the new Commissioning Programme Manager for Children at Bury Clinical Commissioning Group.

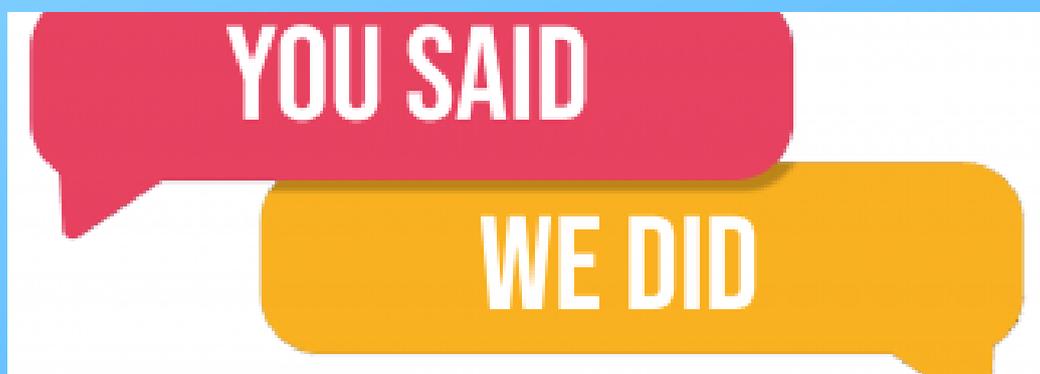
Jane has come from Salford where she headed up the children's transformation programme. This portfolio covered a range of population health programmes to address health inequalities. Further to this Jane was leading on trauma and resilience, which she is still actively working on at a GM level. As well as these, Jane worked on domestic abuse provision, SEND and invest to save models of care. Before that she took some time away from commissioning Children's services and worked for YoungMinds a national charity working to promote children and young people's emotional and mental health. There, Jane undertook a range of consultation activity, including service redesign and co-production with service users.

Throughout her professional career, Jane has held a variety of roles including, working in education with children and young people with SEND and emotional behavioural needs, training Learning Mentors across the North West to commissioning Public Health services and programmes to address health inequalities.

Jane has over 10 years' experience in commissioning prevention and early intervention services and has strategically led and developed a range of programmes on several themes such as leading the development of Operation Encompass in 2011 in Knowsley which is now a nationwide initiative to Adverse Childhood Experiences and resilience. Jane is passionate about the Children's agenda and is looking forward to getting to know Bury.

Helen Beeley is the recently appointed Team Manager on the Children with Disabilities Team in Bury. She has been working in Bury for over 6 years and has always enjoyed the fact that as one of the smaller authorities, Bury has a positive working culture and offers the chance to develop really positive working relationships with colleagues and other agencies. When Helen qualified as a Social Worker she wanted to work with children and young people with disabilities and so she was delighted to step into the post on the Children with Disabilities Team in January. The team is made up of four social workers and three family support workers. There are some new faces on the team, and they are all passionate about hearing the voice of children and families, working in partnership with colleagues and focusing on strengths and positive outcomes for those they are involved with. Helen feels that 2021 is a key moment for the Children with Disabilities team as there are so many opportunities to move forward into more successful ways of working with, communicating with and talking to children and families, colleagues and agencies to help work in better and more effective ways.

---



### **You Said...**

The Direct Payment system is hard to understand and can be unclear for parents and carers.

### **We Did...**

An online drop in question and answer session has been arranged for parents and carers on Tuesday April 20th at 11:00am. It is planned that a similar session will be run again after a few months to address any further issues that have arisen and to ensure that information can be updated.

If you would like to attend this online session please email [c.hadfield@bury.gov.uk](mailto:c.hadfield@bury.gov.uk).

# Restorative Practices (RP) in Bury 2021

As part of the Early Help Model for Bury we will be investing in training on Restorative Practices to support the work of the Team around the School as we move forwards in 2021. It is a practice that we can use with all of our children from all ages in our schools and beyond.

RP is a social science that works to build social capital and achieve social discipline through participatory learning and decision making.

The use of RP helps to reduce crime, violence and bullying and improve human behaviour as it seeks to repair relationships that have been damaged. It does this by bringing about a sense of remorse and restorative action on the part of the wrong doer and forgiveness by the harmed person. Its aim is to develop community and manage conflict and tensions by repairing harm and building relationships. The focus of RP is about restorative conversations and restorative language which helps to shift the focus away from blame and shame to root cause and repair. RP can be used in any settings and in our schools is a valuable tool for tackling bullying effectively, friendship fallouts and behaviour management. RP practice includes using circles, having restorative meetings and restorative conferences when things have become more complicated. It includes everybody associated with the issue and allows everybody to have their say and to tell their story in a way which is assisted by a trained facilitator and which allows a fair process to take place.

We will keep you posted as we travel this exciting journey

Lesley Davidson

(Emotional Health & Wellbeing Co-ordinator)





# Local Offer Updates

We continue to update the Local Offer page in order to improve its user-friendliness.

The Inclusion Team have updated their team information and staff profiles will be following soon.

<https://theburydirectory.co.uk/services/inclusion-service>.

We have also started to add useful local information and helpful links to pages in the headline sections. Here is an example from the 0-5 section.

<https://theburydirectory.co.uk/categories/0-5-education>

## Return to school update- from the Primary Partnership Lead

After the easing of coronavirus school restrictions, it has been lovely to see children and young people back, happy and engaged in purposeful learning. As an inclusion service we recognise that the past year's events have been difficult for everyone; though particularly for young people with additional needs and their families. We are hopeful that a gradual transition back to a more familiar learning routine will support all of Bury's children. However, we are also mindful that the change may present difficulties. If you are worried about a young person, or as a parent/carer need advice and support for coping with anything, there are different ways to seek help. With this in mind we would like to share with you a directory of the local and national support available to Bury's children and their families.

<https://www.bury.gov.uk/mentalwellbeing>  
Gareth Rennie, Primary Partnership Lead.



# Unpaid Carers Vaccine Rollout

Unpaid carers who are not known to health and care services and therefore have not been called forward for the COVID-19 vaccine now have a route to check whether they are eligible and apply for a vaccination appointment.

Unpaid carers are currently being called forward for their first COVID-19 vaccinations as part of cohort six in the national vaccine roll-out.

Eligible carers for the vaccine include those who are eligible for a carer's allowance, are identified as a primary carer by their GP, or are receiving support following a Carer's Assessment by their local council or from a local carer's organisation.

These carers known to Government and health and care services are already being contacted about booking an appointment.

Now, a route for unpaid carers over the age of 18 who are not in contact with formal services has been set up for them to check whether they are eligible for an appointment and book a vaccination.

The national charity Carers UK is encouraging carers to check their eligibility and contact the National Booking Service at [www.nhs.uk/covid-vaccination](http://www.nhs.uk/covid-vaccination), or by ringing 119, to complete a short application process to determine if they are eligible to book their vaccination appointment.



# Statutory Assessment in schools in summer 2021

## Primary Schools

In January 2021, the department for education confirmed that there will be no statutory testing in primary schools in the summer term. This includes Key Stage 1 teacher assessments, the Phonics screening check (Years 1 and 2) and Key Stage 2 tests and teacher assessments. In addition schools are not required to complete the Early Years Foundation Stage profile this summer.

These arrangements apply for this academic year only with the department for education stating “the department is planning for a full programme of primary assessments to take place in the 2021-22 academic year.”

## Secondary Schools

This summer’s examinations for GCSEs, AS levels, A levels and other equivalent qualifications have been cancelled.

Simon Lebus, the Chief Regulator from Ofqual, the examinations regulatory body, stated

“As a result of the disruption students and learners have faced due to the pandemic, the government has said that many exams and assessments cannot be held this year in a way which is fair.”

In late February, Ofqual published its response to the consultation on how qualifications should be awarded this summer. The full response can be found [here](#).

Grades will be awarded based on teacher assessments. Teachers will assess the standard at which students are performing based only on what they have been taught. Judgements will be made on a range of evidence gathered throughout the period of study for each qualification.

The exam boards will be providing support materials which can be used to support the evidence base for teacher assessment. The exam boards also have a role in quality assuring arrangements to make sure that consistent judgements are being made.

Ofqual has produced a poster for students which parents may find helpful:



# How GCSEs, AS and A levels will be awarded in summer 2021

ofqual

Ofqual/21/6751/G

Working out your grade	Evidence	Results and appeals
<ul style="list-style-type: none"><li>Graded by teacher judgement</li><li>Not graded by an algorithm</li><li>School and college assessments can continue</li><li>You'll only be assessed on what you've been taught</li><li>Your teacher will tell you what evidence is used to grade you</li><li>Private candidates to work with a school, college or exam centre to provide evidence for them to be graded</li></ul>	<ul style="list-style-type: none"><li>Mocks, tests and work already done can be used as evidence</li><li>Non-exam assessment should continue</li><li>Non-exam assessments can be used as evidence even if incomplete</li><li>Art &amp; design grade based only on your portfolio</li><li>Teachers can use question banks provided by exam boards if they want to</li><li>Results will be based on completed and future work, so keep doing your best</li></ul>	<ul style="list-style-type: none"><li>Results days AS and A level 10 August GCSE 12 August</li><li>If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college.</li><li>You can find out more details from your school, college or exam board, or by visiting the Ofqual website</li><li><a href="http://www.gov.uk/ofqual">www.gov.uk/ofqual</a></li></ul>

This year, students will have face to face teaching from March 2021, hopefully uninterrupted by COVID-19, allowing for further in-school assessment opportunities over the coming weeks and months. This summer's teacher assessed grades will be subject to robust and rigorous in-school processes, with quality assurance by the examination boards.

Wendy Jackson  
Service Lead: Quality Standards and Performance

We would like to hear your feedback and comments about the newsletter.

Please email  
[c.hadfield@bury.gov.uk](mailto:c.hadfield@bury.gov.uk)



# Autism Awareness Week: Events and Resources

Hi! It is Andy here, the Inclusion Ambassador/ SEND Advocate at Bury Council. I thought it would be useful to share some useful events and resources that are available for Autism Awareness Week (though I would prefer the term 'Autism Acceptance').

## Talking to young people about autism: How to do it right

I am running a free webinar/ Q&A on Friday 2nd April 13:00-14:30 to share the best ways to tell young people they are autistic, and how to help them to properly understand and accept their differences.

You can book on here: <https://www.eventbrite.co.uk/e/146855475681>

## For young people: What is autism?

Spectrum Gaming is running a 1 hour session for autistic young people, which aims to explain to them what autism is and share some useful support strategies. This will be a webinar so young people cannot be seen, but can type in the chat and ask questions. Book on here:

<https://www.eventbrite.co.uk/e/146855878887>

## Umbrella Gang Comic Volume 2

Next week volume 2 of the ADHD Foundation Umbrella Gang Comic is going to be released. The Umbrella Gang comic is a comic for neurodivergent young people to promote acceptance of their differences. Volume 2 is focused on understanding and supporting the transition from primary school to high school – I was personally involved with creating the comic and I am really looking forward to it being released! It will be shared on the ADHD Foundation website when it is ready to launch:

<https://www.adhdfoundation.org.uk/>

## Amazing Things Happen Video

This video is a few years old, but is a great resource for explaining autism to young people: <https://www.youtube.com/watch?v=RbwRrVw-CRo>

## Aukids Magazine

Whereas previously you had to pay a subscription to access Aukids Magazine volumes, all volumes are now available for free on their website:

<https://www.aukids.co.uk/>

# Easter events/ activities

In addition to preparing for Autism Awareness week, I have been collating some activities/ events for SEND young people to take part in. Here are the details:

## Phoenix Centre Youth Club

The Phoenix Centre in Prestwich inclusive youth club is returning soon, with more equipment and resources. We have worked together to put lots of support in place, including a quiet room, a traffic light system for social interaction and more. Any families who are interested in attending future sessions can get in touch at [activitiesmanager@phoenixcentreprestwich.org](mailto:activitiesmanager@phoenixcentreprestwich.org)

## The Sunnywood Project

The Sunnywood Project has plans for a lot of projects for young people, including wellbeing hikes, map navigation classes and more. You can find out more information and keep up to date by visiting their website: <https://www.thesunnywoodproject.co.uk/>

## Spectrum Gaming

Spectrum Gaming is launching lots of new groups/ activities for autistic young people as lockdown restrictions ease, including:

- A social running club in partnership with Radcliffe Athletics Club
- Forest school at Heaton Park (there are some more spaces available) - The forest school is focused on supporting autistic young people who dislike or are ashamed of their diagnosis to change their perspective.
- Walking group for autistic people and their family members
- Social group for autistic girls and their family members

# Easter events/ activities

## Rammy Men

When lockdown restrictions ease, Rammy Men is running a club for young people who are interested in content creation. You can email [Andrew.smith@bury.gov.uk](mailto:Andrew.smith@bury.gov.uk) to express interest in this, or stay up to date via their website/ social media channels:

<https://rammymen.org/Home.php>

## The Therapeutic Forest

The Therapeutic Forest is running a free 5 week online course for to introduce SEND teenagers and young adults to nature photography. You can sign up here: <https://thetherapeuticforest.podia.com/certificate-in-beginners-nature-photography-for-teenagers-with-send>

## Z-Arts

Z-Arts has a lot of art related events/ activities for young people to sign up to. They recently ran some activities specifically for SEND young people, and I believe they have some more planned over Easter. You can find more information via their website: <https://www.z-arts.org/>

