



INCORPORATING



SEN Information Report

June 2018

<p>What types of SEN do we provide for?</p>	<p>Both Bidwell Brook School and Ellen Tinkham School belong to the Learn to Live Federation and are local authority funded special schools. All pupils attending have either severe or profound learning difficulties. Many also have physical, sensory or behavioural additional needs.</p> <p>Admission to the School is usually dependent upon completion of a statutory assessment resulting in an Education, Health and Care Plan (EHCP). This identifies the education, health and care needs of the young person. Prospective pupils' EHCPs are sent to the school for consultation. Consideration is given to the child's own needs and the needs of others in the school and the potential impact upon them. The school aims not to exclude. Pupils will have full-time places. Parents of younger children may prefer to agree a staged move towards full-time attendance. They will need to be in full-time attendance the term after their fifth birthday. Transport is arranged directly with parents by Education Transport and is separate to the School.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>How will Federation Schools provide support?</p> <p>At both Bidwell Brook School and Ellen Tinkham School, we see each pupil as an individual. We are very proud of our schools and constantly strive towards providing a stimulating and challenging environment for all our pupils to "be the best that they can be". Our approach is very clear – the voice of each pupil and their family is key. We support this ethos and provide opportunities for families and professionals to engage and provide meaningful outcomes for our students through 'Learn to Live'. Learn to Live is an effective and efficient method for hearing the voice of children, young people and their families in order to inform the decisions about them as individuals and as a school. It is based on a set of rights supported by practical tools and processes.</p> <p>When children first arrive at school, we spend time getting to know them. We work holistically with therapists and other agencies to ensure the needs of the young person are met.</p> <p>As special schools, all the pupils who attend have special educational needs and therefore have significant additional adult support. The support is matched to each individual's needs. If a pupil is deemed to require additional support on a temporary basis this will be provided. The support is usually requested following observations by a range of staff and discussions with therapists, parents and other agencies.</p>

<p>Who is our Special Educational Needs Co-Ordinator (SENCO) and how can he/she be contacted?</p>	<p>As special schools, we do not have a named SENCO. However If you require general information about the school, please visit our websites www.bidwellbrook.devon.sch.uk and www.ellentinkham.devon.sch.uk</p> <p>If you require further information, please contact the schools directly:</p> <p>Bidwell Brook tel: 01803 864120 email: admin@bidwellbrook.devon.sch.uk or Ellen Tinkham tel: 01392 467168 email: admin@ellentinkham.devon.sch.uk</p> <p>If your concern is about the safety of a child, please contact the Designated Child Protection and Safeguarding Officer (Stella Taylor, Deputy Head at Bidwell Brook School or Maggie Blaber, Deputy Head at Ellen Tinkham School). In their absence, please contact Jacqui Warne, Executive Head. All are trained to a Safeguarding Lead level.</p> <p>If you would like to book a visit to see the school, please contact the relevant school office to arrange a mutually convenient appointment.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>We are committed to putting the children at the heart of everything we do, through our holistic approach to education. We know that children learn best when they are in an environment that is responsive to their needs. Our schools are able to meet these needs, providing a positive and stimulating experience unique to each individual that also ensures their full educational entitlement.</p> <p>Federation Schools aim to create and maintain a learning community in which:</p> <ul style="list-style-type: none"> • we are committed to high achievement, effective teaching and learning, and good relationships; • we listen to each other, celebrate each other's strengths, acknowledge weaknesses, and foster a climate of kindness and co-operation; • our pupils are empowered and given opportunities to participate in a more inclusive school, and in the wider community; • staff present a broad and balanced curriculum which promotes pupils' holistic development and enhances their self-esteem; • all staff support and manage pupils effectively and respectfully achieving high standards of work, discipline and courtesy.

How do we adapt the curriculum and learning environment?

The Learn to Live Federation vision is that:

**EVERYONE WILL BE THE BEST THAT THEY CAN BE
EVERYONE HAS A VOICE
NO ONE IS EXCLUDED**

This drives our teaching and learning. We provide a curriculum that is broad and balanced, personalised, motivating and inspirational, engaging and fun. A curriculum that provides first hand, practical and creative opportunities, that allows for pupil independence and choice, helping pupils to learn the skills, knowledge and attitudes that are necessary for them to live as rich a life as possible. Throughout the school, staff provide a consistently responsive and effective learning environment, within which every learner's ability to communicate is respected, responded to and developed. Everything we do starts with the pupil, a thorough knowledge of them and a determination to meet their learning needs in the most meaningful way. We provide a curriculum tailored to individual strengths and needs, which challenges pupils and encourages aspirations with the development of our vision at its core.

All children are unique and valued. We acknowledge that all children learn in different ways and all children have the right to be taught in a way that maximises their learning potential. We work closely with pupils, their families and other professionals to provide a holistic approach to learning. One page profiles, communication charts, home:school agreements and person centred annual reviews taken from our Core Promise tool kit (see end of document) ensures that teaching is responsive to individual learning styles and all learners.

Our carefully constructed curriculum provides learning opportunities to match the full range of learner's aspirations and capabilities building on prior knowledge and experience.

All of our pupils are dis-applied from national tests, but do receive the full range of National Curriculum subjects and content. The most important aspect of this is ensuring that all pupils can communicate; they each have their right to be listened to, make choices, and be respected and supported.

Descriptions of the curricula can be found by viewing the Prospectus or our Curriculum Policy found on our school websites.

How do we enable pupils with SEN to engage in activities with pupils who do not have SEN?

Both Federation Schools work closely with a large number of schools, including Forest Schools, to provide some of our students with positive inclusion placements with their mainstream peers. Where possible, the inclusion school will be the school local to their home and where their siblings attend. The placements enhance the student's place in their community along with their academic and social skills. Some students may be able to study for qualifications such as a GCSE as part of the placement. Timetables are carefully planned to ensure placements are purposeful and meaningful, each one being closely monitored.

Dedicated staff members support the students with their placements and the Inclusion Manager has regular contact with students, parents/carers, schools and staff.

We encourage inclusive opportunities for mainstream pupils at Federation Schools: our mainstream friends have enjoyed visiting to watch shows and join in with our fetes.

Work Experience opportunities are offered from Key Stage 4, providing opportunities for our pupils to experience the world of work and possible paid opportunities.

How do we consult parents of pupils with SEN and involve them in their child's education?

The school believes parents have a right to be viewed as partners in the education of their child by being given access to staff involved in their child's learning environment – we operate an 'open door' policy. We are continually gathering information on the achievements pupils are making. We do this informally and share information with parents about their child's achievements through informal telephone calls made by the teacher, the home:school diary, termly formal meetings and Person Centred Annual Reviews. In addition, parents are encouraged to make informal visits and contact with the school about issues as they arise.

Parents' Evenings take place in the second full week of each term after school. Parents are invited to attend at their own preferred time. During this meeting (15 minutes), all concerns they may have are dealt with. Home:School agreement targets are written with parents and, where possible, students. Parents may then take away a copy of these programmes for reference and to help with some areas at home. Home visits can be arranged in exceptional circumstances. At the end of term, parents may be asked to help in the evaluation of the programmes.

Person Centred Annual Reviews take place once a year. Families are encouraged to invite family, friends and professionals to attend the Annual Review, to discuss what they like and admire about their child, what's working, what's not working, and formulate an action plan.

	<p>The Home:School diary helps to deal with any issues if and when they may arise, on a day to day basis.</p> <p>Throughout the year we may use questionnaires or organise parent working parties to gather parent's views on pertinent issues involving their child/young person's education. We collate the voice of our parents and pupil's voice in the PCR process and strategically use 'what's working/what's not working sections' to help formulate the overarching themes of our annual Federation Development and Innovation Plan. This is then shared with parents.</p> <p>Parents are also asked to comment on their child/young people's end of year report.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Everything we do in school looks to promote the well-being of all the pupils. The Learn to Live Federation's Pupil Voice is our School Council which embodies one of the most important foundations of our school – putting the child first. The Student Council provides the children and young people with a forum within which to discuss the school and feedback to the Senior Leadership Team and Governors, in order to influence the school and its development.</p> <p>We have a very strong culture of mutual respect and respect for the wider school environment and have well developed systems in place to support pupils who are experiencing emotional and/or behavioural difficulties, whether this be on a temporary or longer term basis. This is addressed systematically through the PSHE part of the curriculum, but also incidentally through the way both staff and pupils conduct themselves at school.</p> <p>The advocacy team works in many different ways across each school, adopting a flexible approach to both individual and group sessions. The aim of the advocacy team is to ensure that the voice of the students is being heard and responded to daily, as well as in bigger changes. We support students to have a voice in decisions which affect them and have an impact on their own lives. We work together regularly to ensure we understand our students' needs, seeking additional, external support where necessary, to support them to have an impact on their own lives through communication. This will ensure their voice is heard, they have a say in their own futures and will 'be the best they can be'.</p>

	<p>All pupils have a 'Listen to Me' book that captures their voice and views either directly through their voice or advocated by staff through observation and their knowledge of the child. Pupils share this information during the PCR process and their voice is used strategically, taken from the 'what's working/what's not working sections' to help formulate the overarching themes of our Federation Development and Innovation Plan. Specific student monitoring statements are in the School development and Innovation Plan and facilitate student involvement and discussion in monitoring impact for pupils.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Accurate assessment is essential to securing and measuring pupil progress. We set ambitious yet realistic individual targets tailored to pupils learning need, style and baseline assessments. Wherever possible, these link to the Home:School agreement targets and annual review action plan. We use our analysis of pupil achievement to identify areas of difficulty within our school or in cohorts of pupils, to indicate interventions or a change in provision or assessment techniques on a termly basis. Information regarding how successful we have been in enabling all our pupils to make progress is communicated to the pupils and their families, all staff and the Governing Body, as well as informing the Federation Development and Innovation Plan. Robust monitoring of teaching ensures that we are providing challenge for all pupils.</p> <p>End of Year Assessments are completed in March each year. Moderation is undertaken on a half termly basis at class team level, phase level, whole school or across the Learn to Live Federation. The analysis of data is one of the tools used to plan for school improvement targets.</p> <p>We welcome the advice and guidance given to us by other professionals, and school staff should meet as often as is necessary to keep informed about other programmes and assessments provided by for example, carers, medical, therapy and sensory service staff. Educational Psychologist services are provided to the school, and arrangements can be made through the Behaviour Support Lead for assessment and advice.</p> <p>All those professionals with relevant information are invited to submit reports and attend each child's Person Centred Annual Review.</p> <p>Person Centred Annual Reviews take place once a year. Families are encouraged to invite family, friends and professionals to attend the Annual Review, to discuss what they like and admire about their child, what's working, what's not working, and formulate an action plan.</p>

<p>How do we support pupils preparing for adulthood?</p>	<p>We support and prepare pupils for Adulthood through our use of Home:School agreements. Home:School agreements are individualised targets agreed with families/carers and therapists, where appropriate. In the lower school, targets are categorised into the Federation’s Six Key Skill Areas of:</p> <ul style="list-style-type: none"> • Daily Living Skills; • Improving my Own Performance; • Working with Others; • Problem Solving & Communication; • Therapy & Help with my Health; and • Physical Orientation & Mobility. <p>In the upper school, those target headings are categorised into the four areas of the Preparing For Adulthood documentation of:</p> <ul style="list-style-type: none"> • Education & Employment; • Good Health; • Community Inclusion; and • Independent Living. <p>Pupils are set targets in areas that are pertinent to the individual and do not have to have targets in each area. Overarching targets are discussed and set during the Person Centred Annual Review Process and these are then broken down into smaller achievable steps by teachers termly. Targets are discussed and reviewed on a termly basis through our termly Parent/Carer & Teacher meetings. Targets are threaded through all aspects of the curriculum at each key stage from Early Years to Key Stage 5.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>As a Federation we are very mindful of the value and importance of the link between physical and emotional wellbeing of children and raising achievement. Learning is a physical activity; when we learn our brains physically change and we know that anxious children simply cannot learn. We have good pupil to staff ratios within classrooms and also have a wider team to help support pupils with their Emotional and Social development. Across the Federation, each school has a Communication & Decision Making Team (CDMT) whose aim is to promote safe, respectful and responsible behaviour right across the school community. By responding to behaviour as communication, we are able to provide support for those communicating primarily through their behaviours.</p>

	<p>We enable students to access and use more socially appropriate methods of communication. Students may be anxious, under stress or emotionally vulnerable and need individual support pathways. These pathways can re-establish, or indeed establish, that interaction with another person can be a positive thing.</p> <p>Whilst we create an environment within which children are healthy and safe, we acknowledge the need to provide children with the knowledge, skills, language, strategies and dispositions to gradually share and eventually take over these responsibilities for themselves, to whatever extent possible. Some children may never be able to take complete responsibility for their lives. However, they do have a right to learn and understand as much as they are able about the issues covered within our PSHE curriculum.</p> <p>Our ethos focuses on how we model and teach young people the values, language, strategies and skills to develop the supportive relationships that are essential for a physically and emotionally safe learning culture. We teach the strategies and skills young people need to ask for help for themselves or others.</p> <p>A comprehensive, progressive PSHE education programme is at the heart of the curriculum, promoting wellbeing and the entitlement of every child. We have devised an assessment system that measures impact of how pupils manage their feelings, their self-confidence and how they are able to make relationships.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>At both Federation Schools, we have access to Speech & Language Therapy services, Occupational Therapists, Physiotherapists, a Music Therapist, an Aromatherapist and a Play Therapist who work across our school sites to provide personalised learning programmes for pupils as necessary.</p> <p>The school has a Specialist Community Public Health Nurse and a Nursing Assistant. They work closely with parents, carers and staff to assist in promoting the health and well-being of our pupils with complex nursing needs. We also have visiting specialists such as the Orthoptist who looks after the children's eyes. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, bladder and bowel specialists, dentists and the Immunisation Team who all run clinics at the school.</p>

All staff at the school have a continual programme of training, which is focused on supporting the pupils. All of our staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally.

As a Teaching School, we are outward facing, open and honest. We work with our alliance to ensure we are building on the best that every school within our alliance has to offer, learning from each other. We are able to identify our strengths and areas for development and therefore ensure training is pertinent. We offer trainee teachers placements at our schools, we develop leaders and support other schools. Specialist Leaders of Education (SLE's) will be appointed, allowing us to develop leaders who can safeguard the profession and the quality of Education in the future.

We work closely with any agencies involved with our pupils so that a multi-agency approach can further our work. There are trained safeguarding officers on all sites to ensure that pupils are effectively protected from harm. Safeguarding across our school is considered everyone's responsibility and as such our school aims to create the safest environment. We recognise the contribution it can make in ensuring that all young people who use our school feel that they will be listened to and appropriate action taken. We do this by working in partnership with other agencies in accordance with 'Working Together to Safeguard Children' (2018) and seeking to establish effective working relationships with parents, carers and other colleagues to develop and provide activities and opportunities that will help to equip our young people with the skills they need. Safeguarding is not just about protecting young people from deliberate harm. For our school it includes such things as child safety, bullying, racist abuse and harassment, visits, intimate care, internet safety, etc. It is the responsibility of the Designated Safeguarding Leads on all sites to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency.

<p>How will we secure specialist expertise?</p>	<p>Specialist training and support needed to meet pupils' needs are identified through EHCP analysis by a commissioner who ensures this is in place, either by externally purchasing support or incorporating training into the Federation staff training plan. Being a Federation, we also have access to a wide range of staff with specialist knowledge and qualifications eg Visual Impairment, Speech & Language, Sensory Integration, Behaviour Support, Advocacy, Autism and others. As members of a Teaching School Alliance, we have access to Specialist Leaders of Education from across the alliance. We also have a development programme which will enable support staff to obtain an in-service degree, with modules tailored specifically to meet the needs of our sector.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>As special schools, the resources we have available to us are focused on pupils with special educational needs. All our school buildings are fully accessible. We also look to enable the environment to be supportive of pupils' communication and sensory needs. Each school uses its own budget to provide the majority of resources and facilities that are needed. Some specific resources come via other agencies ie equipment such as standing or walking frames etc.</p> <p>Sometimes the schools will secure resources through making applications to charitable organisations.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>At both Federation Schools, we work closely with any agencies involved with our pupils so that a multi-agency approach can further our work. We have access to Speech & Language Therapy services, Occupational Therapists, Physiotherapists, a Music Therapist, an Aromatherapist and a Play Therapist who work across our school sites to provide personalised learning programmes for pupils as necessary.</p> <p>Both schools have a Specialist Community Public Health Nurse and a Nursing Assistant. They work closely with parents, carers and staff to assist in promoting the health and well-being of our pupils with complex nursing needs. We also have visiting specialists such as the Orthoptist who look after the pupils' vision. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, bladder and bowel specialists, dentists and the Immunisation Team who all run clinics at the school. The school is well supported by the Children's Disability Team, the VI, HI and MSI services and Children's Safeguarding Services to meet pupil's needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school.</p>

How do we evaluate the effectiveness of our SEN provision?

The schools have robust monitoring in place to evaluate its effectiveness through a variety of processes. Teaching & Learning is discussed weekly during Teaching & Learning Senior Leadership meetings. Senior Leaders discuss provision and Assistant Heads in all settings regularly partake in informal 'dip-ins' ensuring that as Senior Leadership, we are very present on the ground and aware of what is working/not working in the classrooms. A Teaching & Learning monitoring cycle is in place that is ongoing throughout the year. The cycle includes gathering all stakeholders' views on pupil learning and achievement through governors meetings; parent questionnaires, attendance at school council meetings as well as informal 'dip ins'. Through this robust monitoring process, Senior Leaders are able to triangulate planning, teaching & learning and learner progress. Furthermore, through 'dip-ins', Assistant Heads are able to signpost teachers and/or teaching assistants to models/areas of good practice; highlight complacency or poor performance and provide support as and when necessary with our team of UPS teachers – continually aiming to address any in-school variation. Good practice seen by Senior Leaders is shared within staff meetings and/or on an individual basis as deemed most suitable. Lesson observations are followed up with work scrutiny, assessment data etc ... and result in a Key Stage discussion.

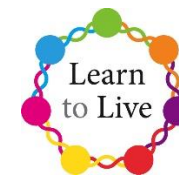
Data is gathered termly and scrutinised by both senior and middle leaders. Data collection is followed by professional conversations with teachers to ensure that there are realistic yet challenging expectations for pupils and that needs are being met.

All stakeholders are involved with the development of the Federation Development and Innovation Plan. Parent and pupil voice is paramount in its development and taken from 'what's working/what's not working' elements of the Person Centred Review process. Governors then monitor the developments through their monitoring cycle. The Executive Head also reports to the Governors each term and the Governing Body monitor and challenge what they have been informed about and/or have seen as evidence in practice. The Federation also purchases external monitoring to provide Governors with an independent view of both schools and the Executive Head's performance.

We are also part of a Triad monitoring group across the SENTient Trust, facilitated by a Babcock Advisor. This 'critical friend' approach provides support, challenge and sharing of best practice.

The schools are also subject to an Ofsted inspection every 3-5 years. We also update our Self-Evaluation Framework (SEF) on an annual basis.

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>There is an opportunity for all parents/carers to raise concerns about their child's provision at any time through contact with either the class teacher or any member of the Senior Leadership Team. A parent/carer might also contact a Governor. If a concern is more formal, the parent/carer would be directed to the Complaints Policy and Procedure which can be found on both school websites. We would hope that through early intervention, any complaints would be resolved quickly.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Pupils may raise a concern with their class advocate, their teacher or indeed any adult with whom they may have a good relationship. Parents may wish to address the class teacher directly or take their concern directly to a member of the Senior Leadership Team.</p>
<p>What support services are available to parents?</p>	<p>Within both schools, we have a Support Services team who act as liaison between the school staff, families and all other agencies such as social services, educational psychologists, Careers South West and many more. The team also sets up and administrates the Annual Review of EHCP meetings for all pupils in the school. As a Federation, we have strong links with the Integrated Children's Services and Adult Social Services teams who work with our pupils and their families. Our Support Services team can also advise parents/carers on what services are available, and support as necessary. Both schools also have a Specialist Community Public Health Nurse and a Nursing Assistant. They work closely with parents, carers and staff to assist in promoting the health and well-being of our pupils with complex nursing needs. We also have visiting specialists such as the Orthoptist who looks after pupils' vision. Children who may have additional sensory impairments will receive input from the Authority's peripatetic services for the Hearing Impaired (HI) and Visually Impaired (VI). We also work closely with other professionals such as paediatricians, bladder and bowel specialists, dentists and the Immunisation Team who all run clinics at the school.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>For information relating to SEN, please see Devon's Local Offer: https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer As a Federation, we are actively involved in the SEND Improvement Strategy through participation at Board Level. We take a lead on the SEND Engagement strand and our young people are members of the 'Champions for Change' group. This group will be taking a key role in the roll out of the 'Ask Me First' campaign, designed to support young people's right to be involved and included in decisions being made for and about them.</p>



Welcome to “Learn To Live”

“Learn to Live” is the name of a movement promoting a Self Direction Model for children, young people and families. Through this model, a “Listen to Me” plan can be created, providing the means to ensure self directed, person centred planning that will have a positive impact on lives and life chances. The Model can be used to design universal as well as targeted and highly specialised responses because it provides a new way of thinking about service design, not only keeping families and children at the centre, but ensuring they are key in the planning and service construction process.

This means giving children and young people – and their families – more control over their learning and their lives, by saying what will make a difference to them.

“Learn to Live” provides the vehicle for families and multi-agency professionals to work coherently together to design cost effective services that have impact. It does this by giving families a voice and professionals a framework to listen and respond.

This framework supports and enables Systemic Advocacy, the requirement that the system, having listened, changes and realigns in a person centred way. Three threads of systemic advocacy structure this response. They are Family engagement and empowerment, Toolkit development and Leadership. The tools, models and methods contained within this “Learn to Live” framework ensure systemic advocacy is well planned and retains the integrity of responding to family and child voice.



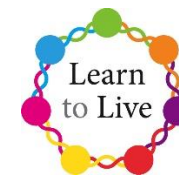
The “Learn to Live” movement is driven by its vision statement:

Everyone will be the best that they can be
Everyone has a voice
No-one is excluded

The model is based around a set of 7 rights that we call the Core Promise. All of these rights must be honoured and respected, and incorporated into the single “Listen to Me” plan via the “Learn to Live” framework.

The Core Promise encapsulates the following:

1. The means to generate an effective person centred plan, ensuring all relevant information is gathered through one simple, central process and is used effectively (**Personal Plan**)
2. The means to exercise the human right of effective communication (**Communication System**)
3. The means to exercise the right to be an individual and to be respected for that, through the development of an accurate personal profile (**Personal Profile**)
4. The means to make preferences, choices and decisions and to know the difference (**Decision Making Process**)
5. The means to generate meaningful targets between the family, child/young person and service, that will make a difference to life quality and chances (**Home:Child:Service Agreement**)
6. The means to create specific service responses that inspire the child/family to be the best that they can be (**Inspire Me**)
7. The means to effectively and efficiently identify, plan and allocate the resources to make sure it all happens (**Resource**)



To turn the Core Promise into a planning model, we take each element of the Core Promise in turn and ask four questions:

1. What is **Motivation and Involvement**?
 - What engages the child/family in this?
 - What is it that really interests them and makes them want to learn/take part?
2. What **Personal Advocacy** is needed?
 - What does this child/family need in order to take part and have their voice heard?
3. What is the **Impact Measure**?
 - What does success look like for this child and their family?
 - What does the family/child want to happen as a result of the targets being set?
4. What **Systemic Advocacy** is needed?
 - What does the system/service need to do to respond to what this child and their family is saying?
 - How can the service show that it listens to what each child and family need in order to have the impact they have identified, to include the things that motivate the child and to provide the services they need in order to be heard?
 - In other words – can this service meet the needs of this child and family and also – very importantly – respect their dreams and aspirations too?

A handwritten signature in black ink that reads 'Jacqui Warne'.

Jacqui Warne
Executive Head