

Essex Parent Partnership Service Newsletter

Steering Group for the Parent Partnership Service

The **Essex Parent Partnership Service** has been drawing together a multi-agency group that will act as a Steering Group for the EPPS.

[full story on page 2](#)

Summer 2010

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Steering Group for the Parent Partnership Service

The **Essex Parent Partnership Service** has been drawing together a multi-agency group that will act as a Steering Group for the EPPS.

The Steering Group will be comprised of a range of professionals across education, social care, health, the youth service as well as parents, reps from the voluntary sector and a young person.

Amongst its activities, the Steering Group will undertake the following:

- Take an active role in promoting and developing the Essex Parent Partnership Service (EPPS)
- Discuss and recommend priorities for EPPS initiatives

- Monitor and review how the aims of the EPPS are being realised in practice
- Provide a forum for discussion of parent/carer issues which will help to:
 - identify and promote good practice
 - raise issues and concerns
 - identify gaps in service
- Ensure the Service is giving parents/carers information about local and national independent organisations to further check the impartiality of advice given.
- Ensure the Service is accessible to all sections of the community in Essex
- Receive relevant reports, discuss issues and make suggestions
- Receive feedback from parents/carers, schools, staff and partner agencies on the effectiveness of support provided by the Service, evaluate and make recommendations to acknowledge good practice or improve policy and practice where appropriate

The first meeting is set for the end of July and we will keep you updated with the progress of this group.

Clare Woodcock
Manager Essex Parent Partnership Service
June 2010



Where our Essex children live is also
your responsibility...

...Private Fostering

What it is
and **why**
You need to
know



Q: When is it private fostering?

A: A Private Fostering arrangement is one where a child under the age of 16, (18 if disabled) stays with someone who is **not an immediate relative, for a period of more than 28 days.** This does not include children who are Looked After in foster care by Social Services.

Q: What is a close relative?

A: This could be a grandparent, brother, sister, uncle, aunt or a step-parent. If the child lives with one of the above it is **not private fostering.**

Why do you need to know about this?

The Children Act 2004 and the The National Minimum Standards for Private Fostering Standard 2 place a duty on local authorities to promote awareness of the notification requirements and ensure that those professionals and members of the public who may come into contact with privately fostered children understand their role in notification.

What do you need to do if you are aware of a child living in such an arrangement?

Notify us by telephoning our free phone line
0800 801530

Corrie Castleman
Team Manager / Private Fostering

Telephone: 01206 266373 / 266395
Internet: www.essexcc.gov.uk



This years event, in partnership with Essex Cares, saw over 120 people come and see and hear what people in Essex are doing to support communication.



Using photographs to explain "How I got here today"

Inclusive communication is about enabling a person with a learning disability to both understand and be understood when communicating.

This includes:

- using speech that is simple, clear and at the right level for the persons understanding
- using body language and gestures
- signing
- using pictures, symbols and graphics to support the spoken and written word.

This is essential as it is generally recognised that 90% of people with a learning disability may have a communication difficulty of some form.



One of the displays 'shared' by services in Essex

During the day there were interactive workshops in which people were given a “hands on” opportunity to think about and learn how to:

- make information simple to understand
- communicate their aspirations in life
- share the best success stories in Essex

Susan Carragher, Director of Adult Community Learning and Libraries, welcomed everyone and talked about the many ways libraries supported people with a learning disability:

- employment in libraries
- employment in the library book rest cafes
- Making job profiles and application forms accessible, including a national first by producing the libraries' customer services assistant job profile in DVD format

The main focus for the day was to 'share' all the good work that is going on throughout the county.

The newly formed 'Essex Cares' demonstrated how their products and services focus on inclusion, and how one young man, Thomas, was supported using inclusive communication to communicate effectively, thus radically increasing his opportunities and abilities.

Both adult and children's services brought along displays of their communication work for all to see. A number of displays exhibited work which had helped the services to achieve high Ofsted ratings during their recent inspections!

Most importantly new contacts were made, ideas were shared and numerous successes celebrated.

The audience heard from people with learning disabilities themselves. Both Adult Community Learning and 'Crafty Drama' wrote their own productions to demonstrate why good communication is so important to them.

There was also a signed rendition of "Happy Talk" from Crafty Drama!



Photo: Drama production by Adult Community Learning, Maldon

There were also many of the specialist communication equipment providers in attendance who held demonstrations of their equipment throughout the day.

One parent commented that she was "ecstatic that my daughter can get to try out the eye gaze equipment, I'm so glad I came here today!"



The day was closed by Liz Chidgey, Deputy Executive Director: Adults Health and Community Wellbeing, who said that "Essex County Council Adult Social Care is committed to making personalised services a reality for everyone".

She concluded that "Personalisation means helping people make choices....this is a complex process which is dependent on effective communication", and that "Essex County Council recognises this and is committed to supporting Inclusive Communication in Essex"

In the spirit of the day, all the presentations, workshops, speakers and table discussions were recorded visually on a large scale graphic.



The Essex ICE Website

The day also saw the "official launch" of the ICE Resource Service, based at Witham Library.

The service is open to learning disabled people in Essex and everyone including families, carers, and professionals who wants to improve how they communicate with them. It provides information on training, events and equipment and can give advice to anyone who needs help in making their information 'easier to read'.

The library also has lots of resources to lend from communication aids to Easy read guides and DVDs. To find out more, check out the library website or look at www.EssexIce.com



The completed visual graphic of the day by David Parker & Paul Anstee

Essex Educational Psychology Service

'Working with others to help children and young people get the most out of their lives'

A new style educational psychology service for Essex



What are educational psychologists?

Educational psychologists (EPs) are qualified applied psychologists, that is they try to use their knowledge about psychology to help children and young people with their learning and behaviour. All local authorities have an educational psychology service to meet their statutory (legal) responsibility to obtain reports from educational psychologist when a child or young person is undergoing an assessment for a Statement of Special Educational Needs. Many people know that EPs carry out assessments and write reports for statements, but they do many other things too; including some you may not have heard about.

What do Educational Psychologists Do?

EPs work with individual children aged from 0-19, their families, teachers, whole school departments or schools, other professionals like paediatricians, speech therapists and social workers and the local authority. Their work may relate to pupils with special educational needs (SEN) who are not making expected progress, those who might be at an increased risk of developing mental health and emotional difficulties and those with severe and complex needs. The work of educational psychologists falls within the following core activities:

Consultation

The Psychologists are able to use a range of techniques to talk with parents and carers, teachers and others who may have a concern relating to a child's development, their progress with learning, social and behaviour difficulties or their mental health and well-being.

Assessment

Psychologists carry out assessments including observation, play based assessment, dynamic assessment (where we work with a child to see what they can do and judge what the next steps are in their learning); as well as tests that can help us to assess a child's verbal and non-verbal skills, their literacy and mathematical skills and their reasoning abilities.

Intervention

Sometimes psychologists will work directly with a child or a family over a period of time to help bring about change in the area causing concern. On other occasions psychologists will work with school staff and/or parents to advise on strategies and help them to carry them out. EPs will also review how well interventions have helped children and young people to make progress, and help to plan what needs to happen next.

Training

At other times they will train assistant psychologists, teachers, learning support assistants or key workers so that they can carry out an intervention with the support and supervision of a

psychologist. They can also train school staff to use effective approaches that use psychology at a whole school level.

Research

An important area of our work is keeping up to date with what current research says works and sharing this with the local authority, schools, parents and others to ensure the best outcomes for our children. We also carry out our own research in areas that are a priority for Essex (for example the progress of children whose attainments are in the lowest 20% in national tests); and to evaluate the impact of interventions (support that we or others may have put in place.

The Lamb Inquiry

In 2008 the government asked Brian Lamb to lead an inquiry to find out how confident parents are in the Special Educational Needs (SEN) systems in their local authorities. They published the findings in November 2009, followed by an Implementation Plan in February 2010. The good news was that most parents were happy with the SEN system; but some were not and some had experienced significant difficulties. The Lamb Inquiry and the Implementation Plan are available online at www.dcsf.gov.uk/lambinquiry. They include the recommendation that different models of EP service delivery be explored to see if they can improve parental confidence in the SEN system.

'The Inquiry looked at the potential benefits of different models of educational

psychology service provision on parental confidence - for example where services are line managed by different parts of the local authority, operate a mixed economy by charging schools for additional services, or work at arms length of the local authority. The Inquiry was also impressed by the potential of models which allow parents direct access to educational psychology services. In doing so, the Inquiry recommended that an innovative project be funded which develops a service at arms length of the local authority and that an evaluation of different educational psychology service models be carried out.'

Lamb Inquiry: Special Educational Needs and Parental Confidence DCSF

Improving Parental Confidence in the special educational needs system: An implementation plan DCSF (2010)

The Essex Educational Psychology Service is really pleased to have made a successful bid to work with Brian Lamb and the Department for Education to pilot a model for an 'arms length' educational psychology service. We want to work with Essex parents and carers to create a service that parents will value, and that will increase parents' overall confidence in the SEN system in Essex.

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What does 'arms length' mean?

Local authority EP services are typically located in the SEN department alongside the statutory assessment service. There is often some overlap in their work, for example in Essex EPs have sometimes been seen as the 'gatekeepers' to statutory assessment (getting a Statement) or resources (for example, how much teaching assistant time a child might get). Brian Lamb has recommended that EP services should be 'arms length' meaning that any advice or reports that an EP gives to the LA should contain recommendations that reflect what research says works, rather than recommending provision (what a school or LA needs to do to meet a child's needs) that the local authority already has in place. EPs have a role to play in providing a professional opinion to advise statutory assessment officers who then make decisions about statutory assessments; but they should not be making the decision themselves. Similarly EPs may go to tribunals as professional witnesses but will not be the local authority representative in tribunals anymore.

In Essex we are currently exploring how we might move the EP service out of the Special Educational Needs and Children with Additional Needs (SENCAN) Service from April 2011.

How can parents and carers get involved?

We want to work with parents directly, through the Parent Partnership Service and through the various parent support groups in Essex to get your views.

1. We want to know how you would like us to consult with you. Do you like online surveys or face to face conversations? Written questionnaires or a phone call? We will listen to what you tell us and try to make sure that anyone who wants to contribute can do so in a way that is convenient for them.
2. We want to find out how confident you are in the SEN system in Essex, particularly in relation to the statutory assessment process. We will be contacting all parents of children who have had a statement issued in this school year to see what they say, and we will be repeating this next year to see if there is a change.
3. We want to know how confident parents are in the professional independence of the reports that Essex educational psychologists write as part of the statutory assessment process; and what we need to do to increase that confidence.
4. We want to know what services you would like to get from the Essex Educational Psychology Service in the future. In our annual feedback survey last

year parents and carers expressed a desire for the Educational Psychology Service to be more accessible to them and to broaden its work with parents. From September 2010 we plan to introduce a Parent Telephone Helpline and Parent 'Drop-in' meetings. Please tell us what else you would like to see.

5. If you would be interested in taking part in a local or county meeting to share your views do let us know. We want parents to be involved in the planning and the on-going evaluation of our service.

If you would like to find out more, share your views or get involved in any way please contact me:

Elaine White
Principal Educational Psychologist
Essex Educational Psychology Service
SENCAN
E2 County Hall
Market Road
Chelmsford
Essex CM1 1LD

Tel: 01245 376389

e-mail:
elaine.white@essex.gov.uk

Independent Special Education Needs Mediation



Q: What is an independent mediation service?

A: The independent mediation service offers a special educational needs dispute resolution service which is impartial and independent of the local authority.

Q: How can mediation help?

A: If a parent and Local Authority or school have been unable to reach agreement about a child's special educational needs, mediation offers the chance for an independent person to become involved to help find a solution.

Q: Who can contact an independent mediation service?

A: Parents/carers, the Local Authority, the school and anyone involved with the child's education.

Q: What can mediators do?

A: They can talk to parents, the Local Authority and school staff, to find out what has been happening and what the problems are.

They can arrange a meeting between the parties where everyone's views can be heard.

This meeting will take place in a neutral venue away from home, the Local Authority's office or the child's school.

Q: Who are the mediators?

A: They are people with experience of listening and seeing a problem from all sides.

They are trained in mediation skills and have a good understanding of special educational needs issues.

Q: When can an independent mediation service be contacted?

A: At any time. Most issues can be sorted out by talking with the school or Local Authority. However, if you are not able to reach agreement in this way, mediation is there to help.

Mediation can only take place if everyone agrees to it.

The mediators will not make decisions, nor tell parents/carers, the Local Authority or the school what to do.

The service is there to help both sides to express their views and enable them to come to an agreement.

Q: What if no agreement can be reached by mediation? Can I still appeal to the Special Educational Needs and Disability Tribunal (SEND)?

A: Using mediation at any stage in the process does not affect the right of appeal to tribunal. Mediation can work alongside the appeal process.

Some situations when mediation can work:

- Refusal to assess by Local Authority.
- Disagreement over what the statement says.
- Placement.
- Dissatisfaction with the delivery of the statement.
- Disagreements with the child's school.

An independent mediation service can be contacted via the Essex Parent Partnership Service

Tel: 01245 436036

Email: parentpartnership@essex.gov.uk

The Special Educational Needs Code of Practice requires the Local Authority to provide a disagreement resolution service.

Essex County Council is committed to supporting the provision of an independent mediation service



Parents 4 Parents

Q: Who is Parent4Parent for?

A: **P4P** is for parents, carers and families of school age children or young people experiencing social communication difficulties. Some will have a diagnosis of autism or Asperger's Syndrome, dyspraxia, ADHD, ODD, dyslexia, PDD etc. and others will have no diagnosis.

Q: What does Parent4Parent do?

A: **Parent 4 Parent** in Dunmow is not a parenting course but the chance for parents / carers to join a mutually supportive group and to overcome the isolation that may be experienced where there is a child with social communication difficulties in the family. The aim is to share experiences and to find ways forward for individual families.

The group is supported by a range of professionals including an educational psychologist, working for Essex Local Authority. There is input on techniques, strategies, resources and signposts to other support services and other relevant support that the group requests.

To enable group members to feel confident, participants are asked to commit to treating the information shared in the group as confidential unless expressly agreed otherwise.

Professionals who would like to share expertise with the group or sit in on a session as an observer are also welcome to contact us.

Q: Do parents have to come from South Uttlesford?

A: This is a service set up in South Uttlesford as an intervention initiated from the Educational Psychology Service for the local community but we will not turn away those nearby who are not served by a similar group.

Q: When?

A: The group meets from 10 - 12 on the first Friday of every month. This may change where such a date falls within a school holiday when you should ring to confirm. See below for phone numbers.

Q: Where?

A: Dunmow Youth Centre,
North Street, Dunmow CM6 1AZ

Q: Do parents need a referral?

A: Parents do not need a referral; you can just turn up but it is recommended to phone first to check details. Phone 01279 404502 (ask to speak to the Parent Partnership Officer), 01279 433117 (Caroline Pringle) or email one of the following:

- Jules Wallis (Parent4Parent member)
p4p2008@btinternet.com

- Julie Chase (Educational Psychologist)
julie.chase@essexcc.gov.uk
- Michele Kemp (SEN Caseworker)
michele.kemp@essexcc.gov.uk
- or June Fleming (Parent Partnership Officer),
june.fleming@essexcc.gov.uk

Julie, Michele and June are based at SENCAN, Goodman House, Station Approach, Harlow CM20 2PN

Q: Is there a website?

A: There is a Facebook page. Go to <http://www.facebook.com/Parent4parent>

Q: What do social communication difficulties look like?

A: This is what the parents who have come to the group tell us about their children and the picture of social communication difficulties:

- Your child may or may not have received input from the Speech and Language Therapy Service. They may or may not have a medical diagnosis.
- She or he may experience particular difficulties in making and sustaining friendships with other children and socialising amongst peers. Your child may or may not be a 'loner'.
- They may find break times at school 'difficult' and may rely on the presence of adults to cope.
- There may be behaviour difficulties at home or at school or difficulties following the process of the day at school or in understanding or with concentration.
- Your child's use of language may or may not seem immature or unusual in some way.
- Your child may or may not have other difficulties, such as problems with some movements or coordination.
- Your child may have particular sensory needs such as under or over sensitivity to sounds, textures or smells. They may seek out movement or constant physical stimulation through vigorous activity.
- Your child may or may not be supported at School under Essex School Action or School Action Plus or might have a Statement of SEN (special educational needs).

JOB VACANCY

SEN & Children with Additional Needs Parent Partnership Officers

25 Hours per week
Band 3 to mid point
£16,830 – £19,124 (f.t.e.)

We are looking for a highly motivated and dedicated individual, who is committed to working in partnership with parents/carers.

SEN & Children with Additional Needs is looking to recruit two Parent Partnership Officers: one in Braintree and the other in Colchester. The post-holder will work with parents and carers of children with special educational needs within the Local Authority's framework of Parent Partnership and the context of the Essex Strategy for Special Educational Needs and Additional Needs.

We are looking for someone who has knowledge of SEN legislation and procedures and who is committed to developing partnership with parents. You should have excellent communication skills and will be able to work effectively with a wide range of people and also as part of a team. Competent administrative skills and experience of databases would be an advantage.

Flexibility, initiative, organisation and a sense of humour will be essential qualities. You will need a current driving licence and use of a car or access to transport and a driver. For applicants with a disability the scope for reasonable adjustments will be explored.

For an informal discussion please telephone Clare Woodcock or Janet Hill, Parent Partnership Managers on (01245) 436236

To download further information and to apply for these posts please access via **workingforessex.com**

Job Nos: WE-ECO8404 (Colchester area)
and
WE-ECO8405 (Braintree area)

Closing date for applications:
Friday 30 July 2010 Interviews to be held:
Colchester – Tuesday 17 August 2010 or
Braintree – Wednesday 18 August 2010

The Wave Approach

The National Strategies recommend a systematic approach to teaching based on three '**waves**' of tailored support. Schools use this approach to plan, design and tailor effective and appropriate provision.

The '**waves**' model is a useful tool for planning intervention systematically.

Wave 1 - Tailored teaching in classes

Wave 1 teaching is high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted on all pupils' needs and prior learning. It derives from schemes of work that are designed to ensure that all pupils make good progress.

Effective Wave 1 teaching anticipates the needs of pupils based on good use of yearly transition data and information that translates into curricular targets.

The most important element in securing progress for lower-attaining pupils is ensuring inclusive, interactive and varied teaching strategies in mainstream lessons. The National Curriculum statutory statement of inclusion 2000 set out three key principles:

- setting suitable learning challenges (learning objectives)
- responding to pupils' diverse needs (teaching styles and strategies)
- overcoming potential barriers to learning.





Wave 2 - Targeted intervention support programmes

Wave 2 consists of additional, time-limited, appropriately targeted intervention support programmes (over and above Wave 1).

Wave 2 support is designed to:

- increase rates of progress and secure learning for groups of pupils putting them back on course to meet or exceed national expectations
- take the form of tight, structured programmes of small group support, carefully targeted and delivered by teachers or appropriately skilled teaching assistants to help pupils achieve their learning objectives
- support whole class lessons, or be built into mainstream lessons as part of guided work.

Critically, pupils must have opportunities to consolidate and apply their Wave 2 learning in mainstream lessons.

Wave 3 - Increasingly individualised programmes

Wave 3 is Wave 1 plus increasingly individualised programmes.

Wave 3 support is aimed at accelerating and maximising progress and minimising performance gaps for pupils with special educational needs. This will involve one-to-one or very small group support via a teacher – often the SENCO, highly trained teaching assistant or academic mentor, to support pupils towards the achievement of very specific targets.

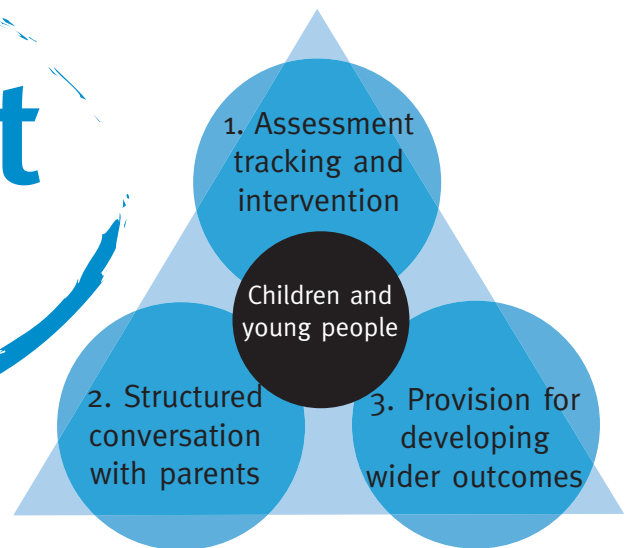
Examples of Wave 3 intervention are:

- pupils working individually with a teacher, teaching assistant or mentor
- using the Reading Challenge, Writing Challenge, Mathematics Challenge materials.

Further information about the **Challenge programmes** can be found in **Secondary Intervention Extras** at <http://nationalstrategies.standards.dcsf.gov.uk/intervention/extras.html>

For instance: Progression Maps - This web-based material is designed to be a tool for teachers seeking to improve the progress of underachieving pupils who are attaining below the level expected for their age. It also contains advice for parents, carers and mentors who are supporting these children. Teachers can identify the point where a pupil or a group of pupils is situated on the map and from there, by navigating the website, access a range of materials designed to help them focus their teaching on the critical next learning steps for these pupils.

Achievement for All



Achievement for All is an exciting project that supports schools and local authorities to provide the very best opportunities to make sure that children and young people with special educational needs and disabilities (SEND) fulfil their potential. It helps schools to reflect on existing successful strategies and practice and provides capacity to strengthen this provision.

The project started in September 2009 and it lasts for two years. Ten different local authorities are involved in the project (this means 460 schools across England). We are pleased that Essex is a part of this project. This means that there are 42 Essex schools involved (32 primary schools, 8 secondary schools and 2 special schools).

The Essex Achievement for All team is working closely with other services in Essex, including Parent Partnership Service, Educational Psychology Service and Families Acting for Change - Essex (FACE).

In the first year of the project, children with SEND in years 1, 5, 7 and 10 are targeted. In the second year of the project, children with SEND in years 1, 2, 5, 6, 7, 8, 10 and 11 are targeted. The aim is that there will be improved outcomes for children with SEND as well as bringing wider benefits for all learners.

The hope is that after the two years, Achievement for All will roll out to all schools and local authorities in England.

There are three strands of Achievement for All:

1. Assessment, tracking and intervention
2. Structured conversations with parents
3. Provision for developing wider outcomes

One of the aims of Achievement for All is to improve the engagement of parents and carers of children and young people with SEND with their schools. This is supported through Strand 2 - Structured Conversations.

Why do we need Structured Conversations?

- We all know that “parental engagement promotes achievement” - Harris & Goodall (2007).
- Brian Lamb's Enquiry (2009) found that:
 1. Parents needed to be listened to
 2. The system needs to be more ambitious for their children, with a clearer focus on outcomes.

Why have Structured Conversations?

The structured conversation is intended to support a relationship that develops around the shared aim of improving the educational achievement of children with SEND; this will allow the free and open exchange of information and views; the development of supportive teaching and learning strategies and clarify learning objectives.

Schools are receiving training about structured conversations where teachers can learn and practise skills to help them carry out effective structured conversations, such as active listening, focusing and questioning.

Benefits of the Structured Conversation

- Parents can express their aspirations
- Parent and teacher can share any concerns
- They can set clear targets for the child and decide how to achieve them
- It clarifies responsibilities of everyone involved
- An effective relationship is established

Linda Chesworth,
Adviser for Narrowing the Gap
Achievement for All
(June 2010)

Comments from Parents involved in the Achievement for All Project:

“I know exactly what type of support my son is receiving and what his targets are so that I can help him more too.”

“I feel listened to and really valued in the structured conversations.”

“My child has made so much progress this year and he is far more confident at school.”

“I enjoyed the extra bit of time in the structured conversations - I think we managed to cover everything. All of my niggles went away, even the tiny ones.”

“My son is now more confident, he interacts better, he is learning more and he feels better about himself. He used to really struggle and was so clingy with me”

“I feel more comfortable coming into the school now even though I have not felt like this before. I used to hate school when I was a kid. I feel confident now when I help my daughter with her reading.”

BUDS summer scheme 2010

BUDS Special Needs Play scheme is running their summer scheme from Monday 9th August to Friday 13th (The Friday will be our family outing).

Anyone interested in this can contact Linda on 01371 810542 for more details. Also, many thanks to all our parents who have been supporting BUDS with donations of Sainsbury's & Tesco's vouchers.



Helping to Represent the views & experiences parents/carers of disabled children- enabling them to have a voice about services they receive in Essex.

It is vital to our work that all families with a disabled child have their say on issues relevant to them. To become involved at a level suitable to you please contact:

Tracey Dartnell

Email: info@face-essex.org.uk or
chair@face-essex.org.uk

Mob: 07910 883337

Practical Workshops for Parents of Children with Special Needs

Essex Forum and Parent Partnership Service have been working with SENCAN (Special Educational Needs and Children with Additional Needs) to organise workshop days for parents/carers of children with special needs. The next workshop will take place on 25th November at the Latton Bush Centre, Harlow. Further information will be available soon.

EssexWorks.

For a better quality of life

Essex Parent Partnership contact details:

Parent Partnership Managers

Janet Hill and Clare Woodcock (County Hall)
Telephone: 01245 436236

Parent Partnership Helpline:

Telephone: 01245 436036

Write to: Essex Parent Partnership Service

SENCAN, Essex County Council,
E2 County Hall, Chelmsford, Essex CM1 1LD

Parent Partnership Officers:

Mid SENCAN, (Current vacancy)
Crossman House, Station Approach,
Braintree, Essex, CM7 3QA
Telephone: 01376 555615

North East SENCAN

, (Current vacancy)

Park Road, Colchester, Essex, CO3 3UP
Telephone: 01206 711134

South SENCAN

, Maggie Caley,

The Knares, Basildon, Essex, SS16 5RX
Telephone: 01268 632321

West SENCAN

, June Fleming

Goodman House, Station Approach, Harlow.
CM20 2ET. Telephone: 01279 404500

Parent Partnership Business Support Assistant

Vicky Torr (County Hall)
Telephone: 01245 436326

email: parentpartnership@essex.gov.uk

web: www.essex.gov.uk/parentpartnership

How are we doing?

We would welcome your feedback if you have any comments or ideas for future articles, please let us know. You can call Parent Partnership on the helpline: 01245 436036 or email us at parentpartnership@essex.gov.uk

Or write to us at:

Parent Partnership, SENCAN, E2 County Hall, Chelmsford. CM1 1LD

The information contained in this newsletter can be made available in alternative formats: large print, braille, audio tape or disk. We can also translate this information into other languages.