

SEND AWARE

Volume 3 Issue 2

March 2015



Round-up.
Slim new look



A National scandal...

Contact a Family, the nationwide charity organisation, surveyed over 3,500 individuals and families in 2014. Their report "*Counting the Costs*" makes hard reading. They discovered that 33% of families with disabled children are going without heating-up from 21% in 2012. The number going without food has doubled from 16% in 2012 to 31% today. 22% of those are in debt and say that their child's health has worsened as a result. 64% say they have also suffered ill-health. A third of those surveyed say that they are worse off as a

result of benefit changes-nearly half by £1560 per year-and 60% see this situation only getting worse through 2015. Many of these families incur significant additional costs directly related to their child's disability. This can often be as much as £300 or more every month. This cost is usually directly related to energy costs.

In an inclusive society can it be right that the most vulnerable among us face an even bleaker future?

http://www.cafamily.org.uk/media/805120/counting_the_costs_2014_uk_report.pdf (for full report)

EARLY SUPPORT CARE CO-ORDINATION

The ESCO group works alongside children and young people with a disability and their families, providing timely support and care coordination that places families at the heart of decision-making about their child.

Parents do not need a referral or report from anywhere to be able to contact and ask for support from ESCO. It allows parents to make decisions about what is needed, how much more support might be necessary and where this support can be accessed, through designated workers assigned to families, who coordinate the support and liaise with all professionals involved. They can be contacted on 01522 782111 or by e-mail to esco@lincolnshire.gov.uk

INSIDE THIS ISSUE:

- Contact a Family Counting the Costs report information
- ESCO details
- Building resilience-time to reflect
- Feedback-we want to hear from you

CONSIDERATION AND RESPECT

Problem-solving is the single most important skill for youngster to develop, whether in a classroom, in the wild outdoors, or in a tricky conflict situation. Too many children go through school thinking of everything merely as a competition rather than an opportunity—the golden opportunity, to make mistakes, to experiment, to explore and, most importantly of all, to share this experience with their peers and significant adults.

For children, learning in a group can be exciting, diverting and embracing, but it can also be exposing and frightening. The child who thinks they have the answer, the child who cannot remember their response, the child who hasn't a clue but puts up a hand anyway—how we address these scenarios plays a crucial part in the resilience-building that must take place in a busy classroom and a nurturing school environment.

When we, as teachers, feel that children are not listening, we may be tempted to stop, to remind them not to chat, not to fiddle or fidget. Too often what the child does, is to stop answering questions altogether.

Feedback

I have listened to constructive feedback and responded. The new-look newsletter is intended to be quicker to read, easier to navigate and have content designed to encourage the reader to search for more of the same.

I have also given some thought to what else you would like to see in future newsletters and would like to invite you to let me know.

What would you like to know more about?

What do you feel would help you to do your job better, more efficiently, with greater understanding of SEND?

Please give me feedback on these questions so that the newsletter continues to address what you want.

Almost all of the adults with dyslexia that I have ever worked with regarded school as a battlefield, a place of torment and high anxiety (my own husband included). As children they avoided the challenges they faced, absented themselves from the difficult situations, and opted out of the very opportunities that would have helped them to develop better responses and ultimately improved outcomes as adults.

Do we think about the consideration that we, as adults, expect, and ensure that we apply these to the eager, terrified individuals that we are privileged to work with? I'm sure we do—but it doesn't hurt to reflect on it every once in a while.

<http://www.apa.org/helpcenter/resilience.aspx>

<http://www.parentingideas.co.uk/Parents/resilience>

http://www.barnardos.org.uk/what_works_in_building_resilience_-_summary_1_.pdf (great book if you have the time over the Easter break).

Need more advice? Want to know more? Come and see DB!



The whole purpose of education is to turn mirrors into windows
Sydney J Harris