

The Link

- Special points of interest:**
- Personal Safety - How secure is your data?
 - Q & As with a Confederation Manager
 - Supervision update

Welcome back after a strange but lovely April. Sitting here reminiscing over the last four weeks is easier done in a check list.....

Extra days off - ✓, lots of sunshine and barbeque weather - ✓, even if you're not a royalist, a beautiful bride and a handsome groom taking part in a real life fairytale - ✓. It would be hard not to agree that this year's April has been better than average?

Let's hope the optimism and the weather lasts long into the next few months....

A gentle reminder that The Link is your monthly bulletin to share ideas and information with other colleagues across the County. If there is at any time something you would like us to add, please contact any member of the team to discuss things further.

Best wishes

Parent Support Advisory Team

INSIDE THIS ISSUE:

Alexa's Marathon	1
Leavers and Starters	1
Q & As with a Confederation Manager	2-3
Supervision update	3
Personal Safety Awareness	4
Interesting reads	4
Discussion Point - EHE	5-6
Family Learning update	7-8
Dates for your diaries	8
Dear Team	9

Alexa's Marathon update

Well after a few sleepless nights and a week of overloading on 'carbs' the London Marathon finally arrived. My fears of a hot day came true but luckily the consistent water stations and fantastic crowds kept me going. After 5 hours and 9 minutes I crossed the finish line feeling a mix of emotions! People's generosity extended after the event and the total raised for Parents for Inclusion was £2,054. Running 'the London' was everything I imagined, but I am happy to say I have officially retired from running....2 marathons is enough for me!



Alexa Cook
Area Development Officer – South East

Leavers and Starters

A fond farewell to Tash Lewis, HSLW, Redhill, Reigate and Merstham Confederation and Michelle Wells, HSLW, North Runnymede Learning Partnership. We wish them all the best for their future plans.

Q & A with a Confederation Manager

Q1 During your career what has been the most useful in assisting you with this current role and which skills have been most transferable?

- ◆ A solid background in line management (within the retail and telecoms sector) as well as extensive project management experience – thus developing skills which allow me to function within a rapidly changing environment and with an eye for detail and process.
- ◆ Firmly believe in the importance of properly maintained records, robust process / procedure.
- ◆ Really important to be open, approachable and make time for my team as they are doing a very important job - I'm very fortunate to manage a high functioning and resourceful team but when they need me I must make time as it's usually important!

Q2 Due to the role of the HSLW being relatively new to Surrey, what have you found to be different in managing a post that doesn't sit "neatly" within an educational or Social Care setting?

I think we have all been finding our way to a certain extent and shaping provision very much around the needs to the schools. It has been important to listen to schools and families during this process so that we can modify the way we work accordingly. I believe that clear understanding of the role and boundaries are very important. Our success in Surrey Heath has very much been down to a good understanding between schools of the early intervention nature of the FSW role and taking every opportunity to reinforce this so that FSWs are not expected to veer into social care levels of support.

Q3 What do you see to be the main purpose of your role?

- 1) Support though listening
- 2) Route of escalation if necessary
- 3) Signposting / joining up services where possible (being FSW Line Manager and CM has distinct advantages as I can seek out opportunities for expansion / development of the FSW role)
- 4) Practical and day to day support though monitoring case loads, handling referrals centrally and owning the safety of FSWs through robust lone working procedures

Q4 What have you found the most enjoyable part of your job since taking up the role?

Seeing the FSW role grow to become a very trusted resource within schools – we consistently hear really great feedback from schools and families. I take great pride in the FSW team and they have really grown as professionals and individuals which is hugely gratifying.

Q5 If money and time were not an issue, in which direction would you next take the role of the HSLW?

More time and resource to develop parenting support for teens.

Employ another SEN ASD specialist FSW to provide support to the growing number of parents with children who have diagnosis of ASD / Asperger / ADHD.

Q6 If you could turn back the clock is there any decision you would revisit and take alternative action on?

No – we are very pleased with the way things are working but don't rest on our laurels as we are always looking for new ways to work!

Q7 What resources have you found to be the most useful over the last 12 months and why?

- ◆ Children's Centres have been very supportive of the FSW role and we have a very good working relationship with all Surrey Heath Centres.

Q7 cont.

- ◆ Family Links have been extremely supportive to us in getting programmes up and running on a regular basis.
- ◆ STEPS team – linking on transition
- ◆ Talking with other CMs about what works in other areas

Q8 With the economic climate being so uncertain do you have any tips/strategies for efficiency savings within the team?

- ◆ Be very clear about your role and know the handoff points where you interface with other agencies (avoid duplication).
- ◆ Be focussed in your networking – it would be nice to go to all the training and networking opportunities but in reality it is best to select those which you know will have most impact / immediate impact on your role. Where possible, have one member of the team attend then brief others on their return.
- ◆ Try to arrange school and home visits in clusters so as to keep travel costs down and car share when possible – basic but it all counts!
- ◆ Utilise special schools to make resources for families if possible and borrow rather than buy if the option is available.

Q9 If you could improve any area of interagency working what would it be?

Links with Health

Q10 Last but not least if you were stuck on a desert island what would your 3 essential items be?

Photo of my family
Lip balm
My Kindle!

Sarah Sewell
Surrey Heath Confederation Manager

Within the Surrey Heath Confederation HSLWs are known as Family Support Workers (FSWs)

Supervision update

The Supervision model continues to go from strength to strength. All seven confederations in the South East will have a supervisor in place within the next 2 weeks. Six of the eight in the South West are also successfully up and running. In the North of the county there are 4 supervision groups established for both the HSLW and OW workforces. Network meetings are now a regular feature for all to access, which compliment the group and individual supervision sessions.

The ADO's have received positive feedback from both the supervisors and supervisee's about the impact of this model. If you are interested in playing a more active part in the implementation of the model, please read training flyer attached.

Mandy Miles
Area Development Officer - South West

Personal Safety Awareness - How secure is your data?

Are you storing personal and sensitive data on a memory stick/key?

If the answer is yes, you should be using an encrypted memory stick/key. Any data you have stored on a key which is not encrypted needs to now be transferred to a secure workplace PC or an encrypted laptop.

Are you sending confidential emails from a secure email address?

As an individual it is your responsibility to check with the provider of your email address that it is a secure site to send and accept emails internally and externally.

When sending emails are you changing the names of children, YP and families to initials only?

In the event of your email being accessed by unwanted parties this can help to anonymise the family and protect them from undue distress.

Are you leaving paper copies of sensitive data in your car where they may be read through a window or stolen from the vehicle?

Never take information out of your office/base unless you have a business need to do so. Data should stay with you at all times. If at anytime a Line Manager has deemed it appropriate for you to work from home, sensitive data should be stored in a lockable bag/cabinet. If you do not have this facility please do not take files home. Never leave a laptop or official papers in your car overnight.

In the event that security is breached in anyway please take these 3 simple steps

- In the case of theft report incident to the police straight away
- Record and log any data that you now consider to be unsecure
- Make immediate contact with your Line Manager and alert them to the fact that this security breach has taken place, they will advise you on what to do next.

If you are unsure about any of the Q & A's above please feel free to contact your ADO to discuss

Interesting Reads

Howe, D. (2008). *The Emotionally Intelligent Social Worker*, Basingstoke: Palgrave Macmillan.

David Howe is a Professor of Social Work at the University of East Anglia, Norwich. Author of numerous books, including *Child abuse and neglect: Attachment, development and intervention*. Throughout the book the Author clearly demonstrates the deep links between emotional intelligence, the professional relationships and skilled practice.

An introduction to Elective Home Education (EHE)

The Elective Home Education team is a small team within the Inclusion Service, which in turn is part of the Schools and Learning, within the Children, Schools and Families Directorate. Currently the team is staffed by 1 full time Elective Home Education Adviser who is supported by a team of sessional Elective Home Education Assistants.

The aim of the EHE team is to respect the right of parents to provide education for their children and to provide impartial advice relating to EHE and to also recognise and appreciate the full range of approaches taken by home educating families and, if required, provide opportunities for the sharing of ideas, resources, contacts etc. For many families, elective home education can be very beneficial.

Current statistics as of April 2011 show 584 children registered for EHE in Surrey

- ◆ 118 in North West,
- ◆ 182 in South East
- ◆ 144 in North East
- ◆ 140 in South West
- ◆ 25% are from a Traveller background

At this time there is no guaranteed way of knowing how many 'un-registered' children and young people are currently being home educated. National research suggests this could be as many as double the number of registered children.

The Law Relating to Elective Home Education

The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not. Under Section 7 of The Education Act 1996, it requires parents of children not registered at school, to ensure their children receive efficient full time education suited to their age, ability and aptitude, and to any special educational needs, either by regular attendance at school or otherwise.

Unfortunately Local authorities (LA) have no statutory duties in relation to monitoring the quality of home education on a routine basis. LA's can however intervene under S 437 (1) of the Education Act 1996, if it appears that parents are not providing a suitable education.

Children with Special Educational Needs (SEN)

- ◆ Where a child has a statement of special educational need and is home educated, it remains the local authority duty to ensure that the child's needs, as defined in the statement, are met.
- ◆ Where parents of a child at a special school elect to home educate, the consent of the Local Authority must be sought. Before allowing this the local authority must be satisfied that the child will have its special educational needs satisfied through home education. The Local Authority may not withhold consent unreasonably
- ◆ The Local Authority has a duty to maintain the statement and review it annually following procedures set out in the Code of Practice and agreed by the SEN team working with elective home education.

Duties of Parents and Schools

- ◆ There is no statutory requirement for families to contact the LA when their child becomes 5 if the intention is to home educate.

- ◆ For children who are already on the roll at a school, parents are required to notify the school, in writing, of their intention to home educate.
- ◆ Schools must always inform the pupil's LA before deleting the pupil, in order to allow the authority to put the appropriate systems in place. It is best practice for schools to pass the information to their local authority when they receive verbal notification rather than wait for the written confirmation from parents
- ◆ On receipt of such written notification the school will then delete the pupil's name from the admissions register

Duties of Local Authority

- ◆ Where a parent contacts the LA - EHE will send an EHE booklet and request clarification of whether they decide to home educate or not
- ◆ Where school notifies the LA - EHE team will contact the family to offer immediate advice/support by way of welcome letter
- ◆ EHE registers pupil on the EHE pupil database
- ◆ EHE sends a further letter offering a menu of options including home visit or meeting at another venue

Parents who home educate

- ◆ Do not have to follow the national curriculum
- ◆ Do not have to follow school terms or school days
- ◆ Do not have to provide a number of specific hours of education

Other issues for HSLW to be aware of

- ◆ EHE cannot monitor provision on a regular basis. Following the initial contact an annual consultation is offered.
- ◆ The family do not have to physically see the team and may choose only to submit evidence to support their provision.
- ◆ If EHE do successfully meet with the family they have no rights to see the child.

Parents need to be made aware that:

- ◆ The application and process of obtaining a statement of special needs is made considerably more difficult if Parents withdraw their child from school.
- ◆ Access to all the support and help their children receive in school will be withdrawn
- ◆ Parents will be solely responsible for all financial aspects of their child's education.
- ◆ Parents need to be aware that they will need to finance any public examinations, plus examination centres and sometimes invigilators. Also finding examination centres can be difficult.

The EHE team consists of myself, Gwen Crossan, Senior Elective Home Education Advisor and Angela Lee, Senior Service Support Assistant. If you are aware of a family considering home education please suggest that they contact us through the Contact Centre or email us. Also if we can provide you with any information please contact us. We would like the opportunity to speak with the families before they formally notify the school in writing.

Contact details

Gwen Crossan	01483 518160	gwen.crossan@surreycc.gov.uk
Angela Lee	01483 518156	angela.lee@surreycc.gov.uk
Contact Centre	03456 009 009	



Family Learning is working with Surrey Wildlife Trust to provide fully funded learning activities to engage with your parents and their school aged children.

The funding is aimed at parents who have low academic achievements and would, in normal circumstances be reluctant to come into school or get too involved in their child(ren's) learning

The activities should be targeted and are run jointly in small group – up to 9 parents and children (min 6 parents and children) Usually one parent one child. (5- 13 years)

Family Learning & Surrey Wildlife Trust WILDLIFE EXPLORERS

Your children and parents/carers can work together using science, geography, literacy , numeracy and citizenship to understand their school grounds and local green spaces. All sessions can be adapted to meet the needs of your families.

Choose a 2, 6 or 10 hour session (parents and children should commit to all weekly activities for the hours allocated)

Choose a Taster Session

PLANT DETECTIVES

Aims

1. To identify 3 species of trees and 3 other plants
2. To recognise the parts of a plant and understand how they help a plant to grow
3. To estimate the age and height of trees

Or

MINIBEAST SAFARI

Aims

1. Identify 3 species of invertebrates that live in your locality
2. Describe 3 features of minibeasts
3. Examine how the animals survive in their natural habits



Choose a longer 6 hour or 10-hour activity

Site investigation

Aims - Work with your child /Parent, to be able to:

1. To learn how to use a compass and follow a course around the school grounds
2. Draw the route on a plan of the school grounds
3. Describe the main features of the school grounds and places of environmental interest

Homes for wildlife

Aims: Work with your child / Parent, to be able to:

1. To identify 3 important habitats for animals in the school grounds
2. Describe two or three ways you could provide an improved habitat in your garden for wildlife

- To make an item to feed or protect an animal

Visit to local green space

Aims: Work with your child / Parent, to be able to:

- To walk safely to local park
- To identify 3 animals and 3 plants in park
- To identify 2 ways to improve park for wildlife



family.learning@surreycc.gov.uk
Cheryl Brown: 01932 794539

Dates for your diaries



Limited places available on:

Working with Children Affected by Domestic Abuse

Two day training taking place on 30th June and 1st July, 9:30 - 16:30, Quadrant Court, Woking, GU22 7QQ. Please fill out the SSC training application form attached to your email and email it back to ssctraining.enquiries@surreycc.gov.uk

Lone Worker Personal Safety *

Tuesday 24th May 9:30 - 16:30 (9:15 refreshments)

Queen Elizabeth's Foundation, Leatherhead Court, Woodlands Road, Leatherhead, Surrey. KT22 0BN

Three day Supervision training *

Wednesday 25th May, Thursday 26th May and Thursday 9th June 9:30 - 16:30 (9:15 refreshments)

Queen Elizabeth's Foundation, Leatherhead Court, Woodlands Road, Leatherhead, Surrey. KT22 0BN

** Please note lunch requirements are the responsibility of the participant. Only tea and coffee refreshments will be provided.*

Please email anna.linehan@surreycc.gov.uk
or call 01483 519175 to express an interest.

ID badges – Surrey Safer Staffing

Outreach Workers: There is an opportunity for you to now access Surrey Safer Staffing ID badges. Please find dates below. If you have any queries relating to securing an ID badge, please contact anna.linehan@surreycc.gov.uk or call 01483 519175.

11th May - Fairmount House, Bull Hill, Leatherhead, KT22 7AH	8:30-11:00
12th May - Runnymede Centre, Chertsey Road, Addlestone, KT15 2EP	8.30-11:00
17th May - Quadrant Court, 35 Guildford Road, Woking, GU22 7QQ	8:30 - 11:00
18th May - Colebrook, St Anne's Drive, Redhill, RH1 1PT	10:30 - 12:30
24th May - AO2 East Surrey Area Office, Lesbourne Rd, Reigate, RH2 7JA	11:00 - 13:00

Please remember to email Julia Bennett julia.bennett@surreycc.gov.uk prior to attending with date and estimated time of arrival. These sessions are no longer running as "drop in" sessions. You will need to bring all your relevant documentation with you i.e. current CRB, passport or photo driving license, proof of current address, utility bill.

