Buckinghamshire SENDIAS Online Training coproduced with FACT BUCKS

FACT BUCKS
Parent Carer Forum
A local voice for parent carers of children with SEND

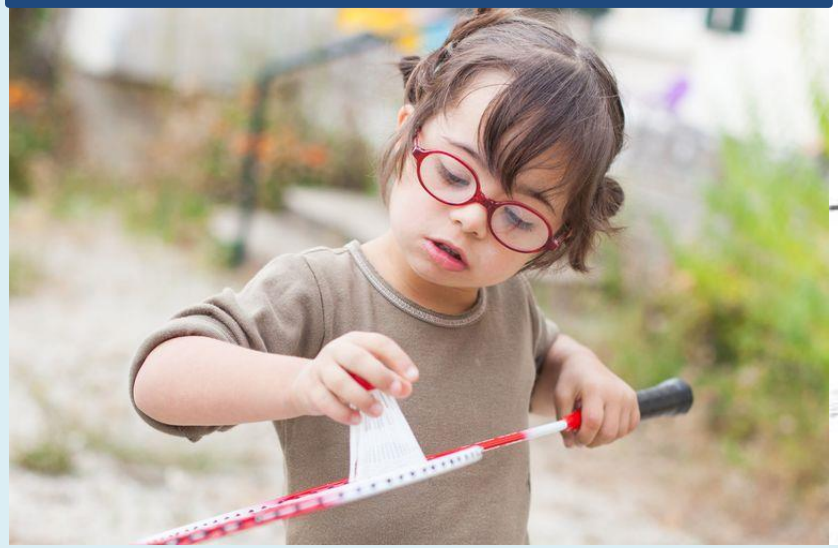
BUCKINGHAMSHIRE
SEND IAS
SERVICE

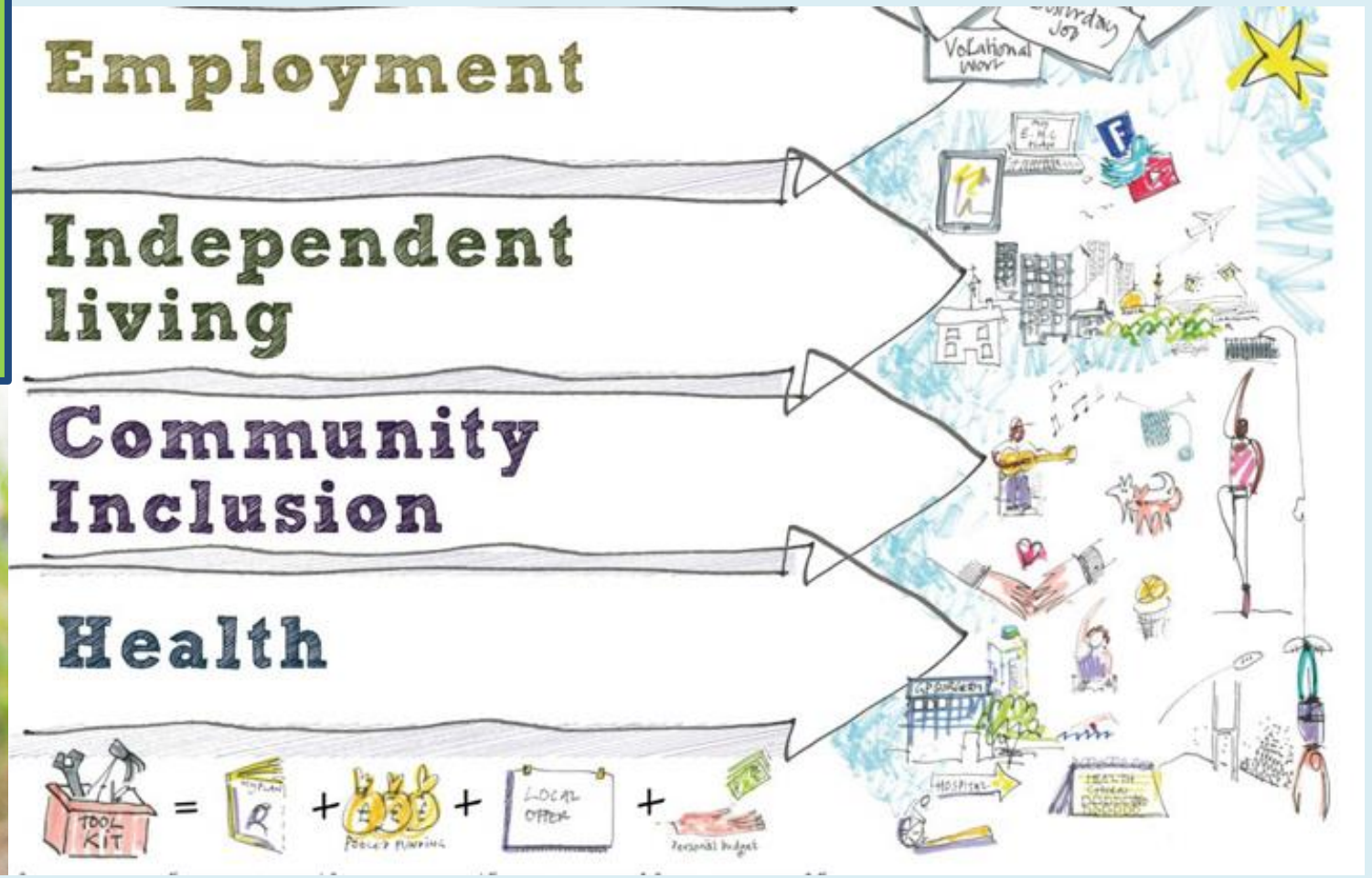
Community Inclusion

Summary: Community Inclusion is participating in community life, building social networks, and accessing local services and activities, face to face and/or virtually, according to preference. This webinar aims to explain the importance of community inclusion for your child or young person with SEND. It will include information on how adults can support SEND children and young people to feel included in their community and to lead fulfilling lives, what to expect at different stages, and resources available here in Buckinghamshire.

Preparing for adulthood outcomes

*To have **friends** to have a good time with, to have a **career** and to be seen as **independent** adults. If planning for good **health** does not happen, none of the other things are possible.*






Do young people with SEND feel included in their community?
Community Inclusion
What do you do in your community?
Has your school supported you to access your community?
How?
How do you think schools should help young people with SEND to prepare for adulthood?
Feeling Safe!
This station is going into workshops and we
SENDIAS & FACT Bucks for parents and pro
They want to hear what young people wi
saying about community inclusio
Georgia will also use what you are sayin
training.
Bring young
Find ways to
the 10 minu

Community inclusion- young people's concerns

Social Isolation

My friend has dropped out of school, there is nowhere she can meet new people.

Expertise of staff in community groups

Scouts and other groups like that can be limited by the expertise and confidence of the staff/volunteers

Police and community relations

I don't feel like the police support us well in the community – someone with SEND process things differently

Public attitudes

Negative attitudes towards SEND in the community, I'll go into shops with my headphones and fidget toy, people tut at me today





Community inclusion- young people's ideas

Inclusive leadership

Sometimes you get a gem of a lead a great approach, a person, a leader makes all the difference.

Training for young people

Social stories and training with peers e.g. shop at a supermarket

Lessons on life skills, housing people talk about jobs, money

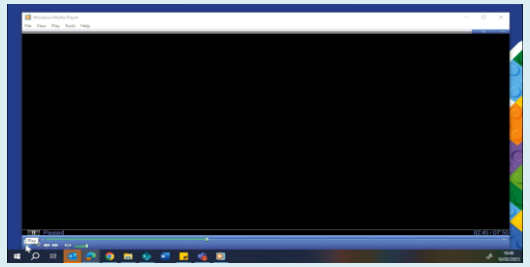


Safety and Accessibility

Maps of communities around - for example where is safe? Where is the police station?

Shout out for SEND

I joined shout out for SEND to make a difference because of my school. Bring back Shout Out for SEND young inspectors



Join us, become a Rep!

Have your voice heard
at Buckinghamshire Council

SHOUT OUT FOR SEND

Aged 12 to 25 with a special educational need or disability? Then become a Rep!
We want your ideas on how we can really help you

- Talk about topics you care about
- Help us with our Young People's Plan
- Meet new people

Reps' meetings

We meet with other young people and talk about what is important to us
Reps meet monthly on a Monday 5.30-7.30pm
in Princes Risborough, food is provided

We also run and **SOfS Workshops** in schools and **Get Active** sessions where we run fun activities so you can get your voice heard

[Shout Out for SEND - About Us - Youth Voice Bucks]



What does Community Inclusion mean to you?

Community inclusion- adult's ideas

Community inclusion should be about their aspirations, whatever that is and listened to.

Person-centred

Longer term thinking

Start in childhood and build positive experiences

I need to know what is available so I can support my daughter to access things.

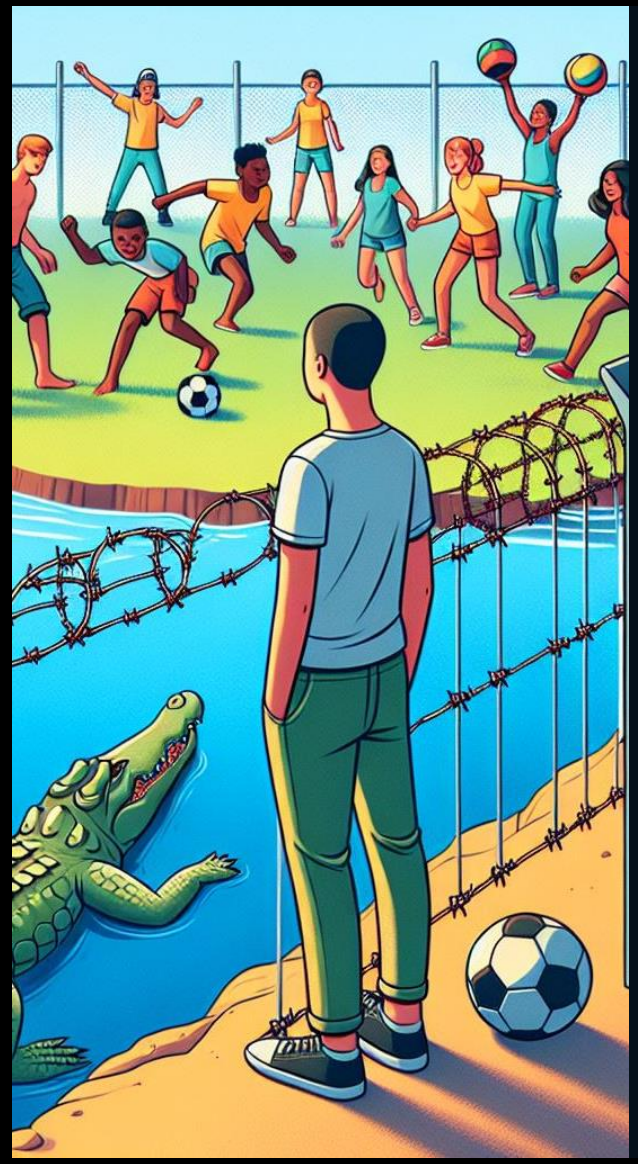
Easy to navigate information

Access to services in your own community

Inclusion is not just about spaces for CYP with SEND, it is broader – all places suitable for anyone

Training for all to ensure that those with SEND can follow their dreams not just go where special provision has been created. Grow awareness that inclusion benefits the whole community

Training and awareness



Accessibility of services

- Provision of reasonable adjustments/ accessibility of the environment outside the home
- Accessibility of suitable transport options
- Provision of inclusive paces for everyone
- Communities providing connections through local community groups to online networks, offering guidance, understanding and a sense of belonging
- New avenues for friendships and support
- Online groups and initiatives
- Robust support networks for families
- A collective environment to improving lives and ensuring everyone has access to the support they need to thrive.



Examples of Community Inclusion within each age phase:

- **Early Years – aged under 5 years**
  - Making friends
  - Social interaction
  - Visits and day trips
  - Exploring different cultures

- **Reception - Y2 – aged 5 – 7 years**
  - How to work as a team/team playing
  - After school clubs
  - Weekend activities
  - Developing friendships
  - Interacting with members of the public

- **Y3-Y6 – aged 8 – 11 years**
  - Youth and after-school clubs
  - Learning to be safe on and offline
  - Knowing the local area
  - Walking short distances alone
  - Friendships
  - Understanding bullying
  - Managing change

Y7 – Y11 – aged 11 – 16 years

- Making decisions about how to spend free time
- Managing social media and other technology
- Online gaming and staying safe
- Belonging to different groups
- Friendships and relationships
- Understanding the bigger picture and building resilience

Year 12 and 13 – aged 17 – 18 years

- Developing new friendships
- Personal Budgets
- Managing your time
- Being safe on the streets
- Understanding alcohol and drugs
- Volunteering
- Understanding the criminal justice system
- Knowing where to go for help and how to use the emergency services

Post year 13 – aged 19 years and over

- Accessing adult social care post-18
- Maintaining friendships outside of an education setting

COMMUNITY INCLUSION • Participating in society including :

- having friends and developing supportive, safe relationships
- participating in, and contributing to, the local community

PfA-Outcomes-Framework.pdf

Buckinghamshire SEND Outcomes Toolkit

Early years – aged under 5 years

Making friends

- Playdates
- Inclusive playgroups
- Buddy systems

Social interaction

- Role-playing games
- Story-telling
- Visual supports

[Activities for developing Turn Taking skills - SALT Luton and Bedfordshire]

Visits and day trips

- Sensory-Friendly Locations
- Routine and Preparation

Exploring different cultures

- Cultural Events
- Books and media
- Cooking together

[Access card online]
[The Rough Guide to Accessible Britain | Motability Scheme]
[Special Needs Library] [Home | AccessAble]
[Ableize Disability and Mobility Directory]
[CEA Cinema Card]
[Autism-Alert-card.pdf]
[What is the Hidden Disabilities Sunflower?]

[Activities for babies and toddlers | Family Information Service] includes search engines to find a very wide range of activities across Buckinghamshire for under 5s.
[Activities for SEND | Family Information Service] is the directory for 0 – 25 year olds.

✓ Part of SEND local offer

Reception - Y2 – aged 5 – 7 years

1. How to work as a team/team playing

- Group games
- Sports
- Collaborative projects

2. After school clubs

- Special interest clubs
- Inclusive sports clubs
- Dance and drama

3. Family outings

- The great outdoors
- Visits to museums, zoos and aquariums

4. Developing friendships

- Playdates
- Social skills groups
- Community events
- Library visits

5. Interacting with members of the public

- Online and offline safety
- Shopping trips
- Social stories

Youth Sports Trust School Games Organiser SEND Inclusion Toolkit

Activity alliance resources for inclusive sports clubs

Discounts for young people with SEND | Family Information Service

Events at Buckinghamshire Libraries

4-7s | CEOP Education

Comprehensive child safety guide | NSPCC

Activities for SEND | Family Information Service is the directory for 0 – 25 year olds.

✓ Part of SEND local offer

Learning about money

1. How to teach kids about money | MoneyHelper

- **Talk, Learn, Do - Money Helper's guide for children aged 3 - 11 - Download (PDF, 2MB)**

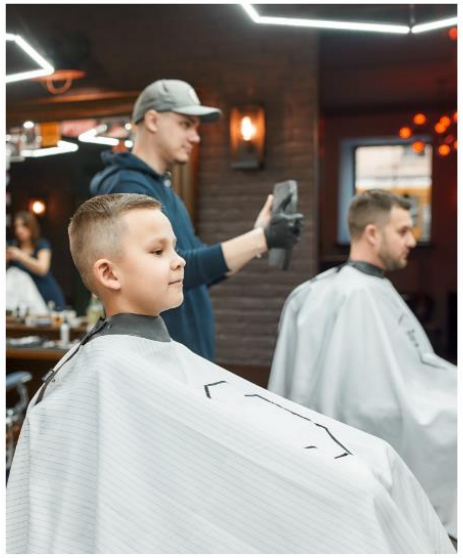
2. MoneySense – a free financial education programme for 5-18s

3. Helping young people with learning disabilities to understand money - ARC England

- **Toolkit - Helping young people with learning disabilities to understand money**



I might hear hair dryers.



I might see other people their getting their hair cut.



There may be lots of noisy people at the grocery store.

Kidmunicate Autism Picture Schedule © 2017

Social stories

- Social stories and comic strip conversations – NAS
- Visual supports – NAS
- Manchester University Hospitals social stories 2019
- Videos - What? Why? Children in Hospital
- Hetty's Hospital app
- Social Stories for Autism & Learning Difficulties - Free Social Work Tools and Resources: SocialWorkersToolbox.com

Y3-Y6 – aged 8 – 11 years

Youth and after-school clubs

Activities for SEND | Family Information Service is the directory for 0 – 25 year olds.

✓ Part of SEND local offer

Youth Sports Trust School Games Organiser SEND Inclusion Toolkit

Activity alliance resources for inclusive sports clubs

Learning to be safe on and offline

- Sexual abuse safety
- Calling emergency services

Buckinghamshire Safe Place Scheme

How to make a call to emergency services - BBC Teach

Let's talk PANTS with Pantosaurus! | NSPCC

PANTS guides and resources | NSPCC

Knowing the local area

- Walks/ buggy rides
- Scavenger hunts
- Bus/train trips
- Maps

Discounts for young people with SEND | Family Information Service



Walking short distances alone

- Road safety
- Social stories
- Tracking apps

Carol Gray - Safety Wherever I Go

Virtual Road World road safety app

Teaching road safety skills to children with additional needs

BISS Services



Slash the Rubbish Scavenger Hunt - Let's keep our Earth Clean!

Here's what you need:



Gloves	Tweezers (something to pick up the **rubbish**)
Rubbish bag	Scavenger hunt list

(EARTH FRIENDLY TIP: Let's continue to save the planet! Instead of printing this list, just take a picture of this list on your phone or tablet!)

Enjoy a walk around your neighbourhood while searching for rubbish to slash! Earn one point for each item your find on the list. Try to earn more points each time you take a Slash the Rubbish walk!

Scavenger hunt ideas

[Scavenger Hunt Ideas | Learning Resources UK]

NSPCC tips for supporting your child to walk short distances alone

[Keeping children safe at school | NSPCC]

- Make sure they know their address and your telephone number by heart, in case they get lost or have to navigate home from somewhere new.
- If they have a mobile phone, remind them to fully charge it before leaving the house, and make sure they have all your contact numbers saved.
- Talk to them about road safety. They should always look both ways before crossing the street, and never be on their phone whilst crossing a road.
- Remind them never to accept a lift from someone they don't know, or let a stranger into the house. They should never give personal information away – in real life or online.
- Remind them that if they feel unsafe or uncomfortable at any time, they can call you or a trusted adult.
- If they ever feel like they're in immediate danger, they should call the police straight away on 999.

Y3-Y6 – aged 8 – 11 years

Friendships

- Sleepovers/camps/ parties
- False friends/mate crime

Working in partnership with parents and carers | Scouts

Friendships | Tips and Advice | Mental health | YoungMinds

Friend-or-Fake-Booklet.pdf

Understanding bullying

- Being bullied
- Bullying

Anti-bullying alliance bullying prevention toolkit for parents/carers

SEN & Disability - Anti-bullying alliance

CEOP Who are we online safety for 8 – 10 year olds

Managing change

- Find out about the change
- Describe the change
- Use visual supports
- Involve the right people
- Moving from one activity to the next
- Be aware of anxiety

Dealing with change, a guide for all audiences –NAS

How to move up to secondary school – Family Support Hub course

Activities for SEND | Family Information Service is the directory for 0 – 25

✓ Part of SEND local offer

Y7-Y11 – aged 11 – 16 years

Making decisions about how to spend free time

1. Your child's views
2. Making decisions
3. Options for free time

Capturing your child's views:
watch our webinar about capturing your child's views
- **download the capturing your child's views slides (PDF, 1.93 MB)**

Managing social media and other technology

1. Account security and privacy settings
2. Posting online
3. Talking to people online

Staying safe on social media (Easy Read) | Mencap | Easy Read

Free Cyber Training Resources | Talkback | Cyber Films and Books

Online gaming and staying safe

1. Benefits and risks of online gaming
2. Privacy settings

Online gaming safely - supporting children with SEND | Internet Matters

Gaming Safety | MindJam

Tips to stay safe in online games as a neurodivergent teen by Internet Matters - Flipsnack

CEOP Who are we online safety for 11 – 18 year olds

Activities for SEND | Family Information Service is the directory for 0 – 25

✓ Part of SEND local offer

Encouraging your young person to make decisions

The more young people get involved they will learn gradually to make decisions. Young people need to be encouraged or it will be scary when they turn 16."

Young person, EPIC

- Support in expressing their views
- Opportunities to make choices
- Support with decision-making
- Opportunities to think about what went wrong when a decision doesn't turn out well, opportunities to make and learn from mistakes.
- Opportunities to take risks when and where safe to do so
- Practise, practise, practise
- If you notice progress, you can change and even reduce the support you give towards as much independence as possible.

FACT Bucks SENDIAS Independent Living webinar
Download the Independent Living slides (PDF, 2.87 MB)

How To Use Visual Support video - Now and Next Board Newham

Talking mats video

Involving young people in decision making - 3 minute video

Y7-Y11 – aged 11 – 16 years

Belonging to different groups

- Finding your tribe and building up a social network

Friendships and relationships

1. Understanding Relationships
2. Consent
3. Staying Safe
4. Communication

[Relationships and Sex and Learning Disability | Mencap]

[Sexual Health | Health for Teens]

[Be Safe Have Fun Google Store Sexual Health App]

[An autistic guide to healthy relationships]

Understanding the bigger picture and building resilience

1. Thriving at school
2. Coping with stress, anxiety and feeling low
3. Building confidence and self-esteem

[Help for young people in Buckinghamshire | Family Information Service]

[Youth Support Buckinghamshire - My Future Self Matters]

[Mentoring at MyFutureSelf matters - video]

[Lead the Way: Empowering Students with Coaching Skills and Confidence – LEAP]

[Home - LEAP]

[Activities for SEND | Family Information Service] is the directory for 0 – 25

✓ Part of SEND local offer

Year 12 and 13 – aged 17 – 18 years

Developing new friendships

- Staying safe
- Understanding consent
- LGBTQ+

Activities for SEND | Family Information Service is the directory for 0 – 25 year olds.

✓ Part of SEND local offer

Helping You To Stay Safe | Stay OK

A Cup of Tea and Consent - Thames Valley Police

Young Stonewall

Personal Budgets

1. Definition and Purpose
2. Types of Personal Budgets
3. Advantages
4. Eligibility and Rights

Personal-budgets.pdf (contact.org.uk)

https://www.each.org.uk/app/uploads/2021/09/together-for-short-lives-young-people-39-s-guide-to-personal-budgets-in-england-min.pdf

Managing your time

1. Create a Routine
2. Prioritise Tasks
3. Use Timers and Alarms
4. Break Tasks into Smaller Steps
5. Visual Schedules

Planning and time management | Disability charity Scope UK

Being safe on the streets

1. How to stay safe
2. Planning journeys
3. What to do when things go wrong
4. How to use a cash machine

Staying safe when out and about | Stay Ok

NAS Travelling by train or bus

Transport for people with a learning disability | Mencap

Tap SOS app for non-verbal emergency calls

A cup of tea and consent video



A Cup of Tea and Consent - Thames Valley Police

I want help to manage finances – personal budgets

Type of personal budget	EHC plan required	Purpose	Further information
SEND or Education personal budget	YES	For delivery of help in section F of the EHC plan	Personal-budgets.pdf (contact.org.uk) Personal budgets short video - Kids
Social care personal budget	NO	For help in the home, support to access the community, short breaks	Personal-budgets.pdf (contact.org.uk)
Personal health budget	NO	For children on Continuing Care or young people over 18 on Continuing Healthcare to have control over their support e.g. choice of Personal Assistant-–	What is a personal health budget? - NHS (www.nhs.uk)
Personal wheelchair budget	NO	For wheelchair users to have choice over their wheelchair	NHS England » Personal wheelchair budgets
Transport personal budget	NO	Families of pupils/students with SEND who are eligible for transport can apply for a Personal Transport Budget, which supports travel to and from the educational setting	Personal Transport Budgets for eligible children and young people with SEND | Family Information Service (buckinghamshire.gov.uk)

Bucks SENDIAS - EHC plans and annual review including personal budgets

What to do when you do not feel safe

STAY OK



If someone shouts things at you that you do not like, keep your head down and walk on.



If someone tries to steal your phone or money give it to them. If you don't give it to them, they may hurt you.

- What to do when you do not feel safe | Stay Ok

Year 12 and 13 – aged 17 – 18 years

Understanding alcohol and drugs

- Dealing with peer pressure
- Drinking responsibly
- Giving up smoking
- Understand your medications

[Here4YOUth, Buckinghamshire - Cranstoun]

[Feeling pressured to take drugs? Here are 10 ways to deal with it | FRANK]

[Better Health – NHS]

[Drink and Drugs | Legal & Illegal Drugs Facts & Information | The Mix]

Volunteering

- Gaining new skills
- Building confidence
- Keeping active
- Having a purpose

[Volunteer Bucks | Volunteer Bucks]

Understanding the criminal justice system

- Age of criminal responsibility
- Rights and support

[How you should be treated if you are taken in by the police - Easy Read]

[If you are a victim of crime - Easy Read]

[Getting ready for court video]

[Elfrida Hate Crime awareness video]

Knowing where to go for help and how to use the emergency services

- Be informed
- Let others know you could need support
- Make a plan
- Know what to do if the power goes out

[Emergency Services Day – Buckinghamshire Railway Centre]

[Advice for disabled persons and carers - Prepare]

Post year 13 – aged 19 years and over

Accessing adult social care post-18

- Rights
- Involvement in decisions

Factsheets | Care Advice Buckinghamshire

Adult social care | Mencap

Home | Buckinghamshire Adults Care Services Directory

Maintaining friendships outside of an education setting

- Having and keeping your own social network
- Join local clubs and groups including support groups
- Volunteer
- Use online platforms
- Attend local events

Sing, dance and practise vital life skills with Dan Blaze

Home | Relate

Cuckooing Video and Training Booklet | Talkback

Friends, Relationships and Community Inclusion

Young people say...

It's important to be with my friends

It's important for me to communicate. I speak to people, I chat with my gaming friends on-line and I send text messages

I like being with people my own age

I'd like to have a social life out of school and support with my life at home

Section B

Rachel finds it difficult to communicate verbally and it can be difficult to understand what she is saying unless you know her well. This means it can be difficult to make friends and to make herself understood both at college and in the community.

Kirsty is 14 and finds it easier to talk to adults but is quite nervous of young people her own age. She would like to have more friends of her own age.

Andrew can sometimes say hurtful and inappropriate things without realising that he is upsetting or offending people. He takes things very literally and often misinterprets situations and language.

Section C

Dennis has complex (whole body) cerebral palsy and uses a wheelchair. This makes it difficult for him to use public transport and community facilities. He needs help with all his personal care tasks at all times.

Andrea experiences seizures related to epilepsy at least twice per week which makes it difficult for her to use community facilities without support. Following a seizure she may continue to experience headaches and may appear confused.

Section D

Louise has experienced bullying since starting college and is very isolated and withdrawn. She lacks confidence and is resistant to trying anything new.

Nathan has limited understanding of risk and is particularly vulnerable in the community due to his tendency to be too trusting and compliant with strangers.

Community inclusion in an EHC plan

[EHC Exemplar yr 9 and beyond - Final Draft.pdf]

Section E

Peter will have 2 new college friends by the end of the year.

By the end of the second term **Amber** will take part in ballroom dancing lessons once a month outside of college with her friend Peter.

John will attend a music festival with at least 1 friend during the summer holidays.

Katy will go on a weekend away with her 2 close friends on the Easter bank holiday weekend.

For many young people this will be one of the aspirations they value most.

It is important to consider how they are supported to develop and maintain healthy friendships and relationships across a range of settings.

Young people should be encouraged to participate in age appropriate activities that build on their strengths and interests.

Section F

Amy will receive a 30 minute session twice per week focussed on developing social language to help her communicate better with her friends. The sessions will be delivered by a trained teacher with support from Amy's Speech and Language Therapist (SLT). Amy's SLT will review progress on a termly basis.

Mike will be supported by his LSA for 1 hour per week to plan curriculum related activities that will increase his confidence, independence and his ability to engage fully in his classes.

Section G

The community nurse will provide appropriate continence products for **Fred**. This will allow him to feel confident and be independent when seeing friends in college and the community.

Section H1

Ryan will have a PA to support him to access facilities at the local leisure centre with 2 of his friends for 2 hours per week.

Section H2

Melissa (aged 20) will have overnight stays at Treebourne Road for one weekend (2 nights) each month. Her stays will be organised to ensure she is with the same small group of young people to support them all to build and maintain friendships and to see each other outside of Treebourne.



Community inclusion at annual review

Community Inclusion
Does the young person have a circle of friends inside and outside of school/college?
Is it clear what is being done to support the young person's friendships inside and outside of school/college?
Have options for more community activities been explored and followed up?
Are there any ways that the young person can contribute to their community and become better known? E.g. volunteering opportunities



What does the law say? – right to community inclusion

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD):

Human Rights Act 1998



What does the law say?

Equality Act 2010

- Protection from discrimination
- Public Sector Equality Duty
- Reasonable Adjustments
- Positive Action



What does the law say?

S.19 Children and Families Act 2014

The Local Authority must have regard to:

- the views, wishes and feelings of the child and their parent, or the young person;
- the importance of them participating as fully as possible in decisions
- the importance of them being provided with the information and support necessary to enable participation in those decisions;
- the need to support them, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes



What does the law say? S.35 Children and Families Act 2014

(1)This section applies where a child with special educational needs is being educated in a maintained nursery school or a mainstream school.

(2)Those concerned with making special educational provision for the child must secure that the child **engages in the activities of the school together with children who do not have special educational needs,** subject to subsection (3).

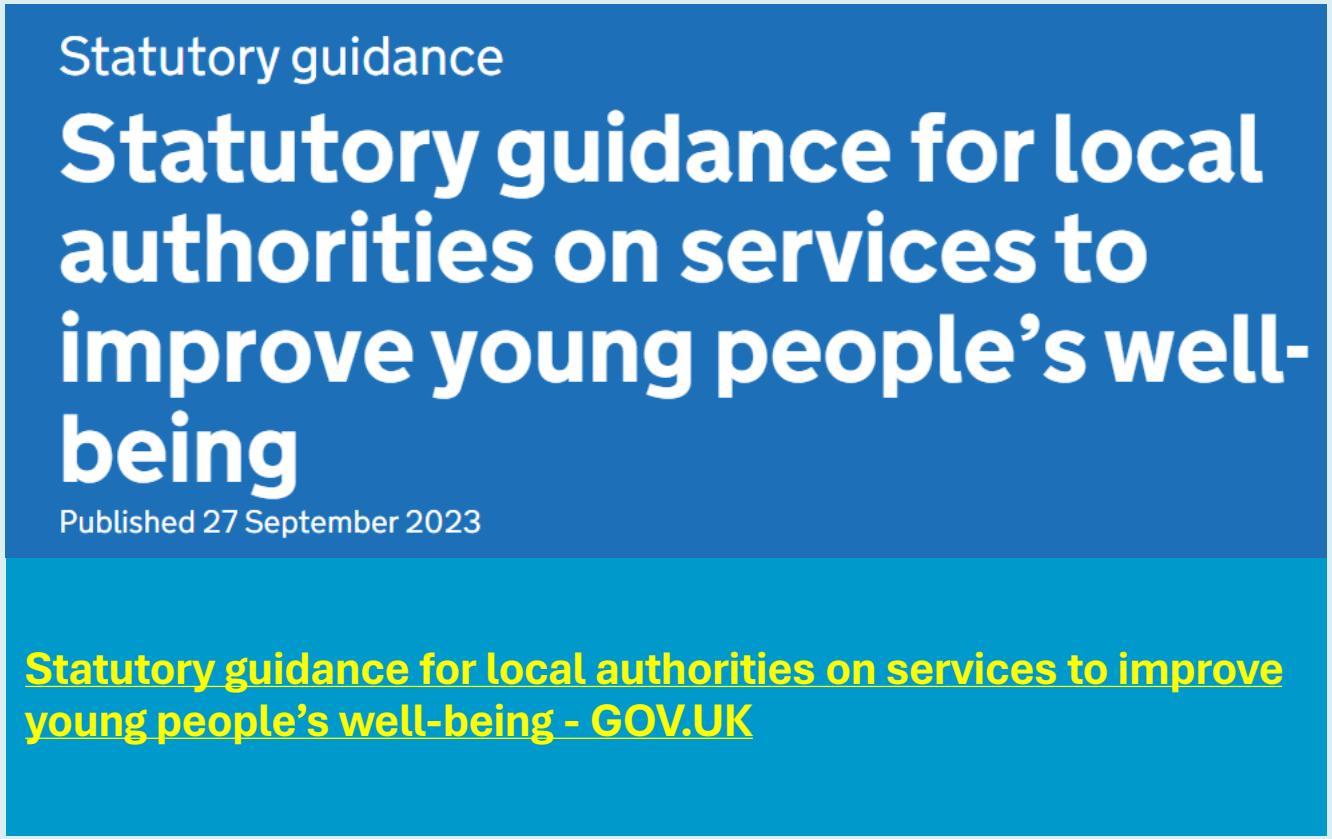
(3)Subsection (2) applies only so far as is reasonably practicable and is compatible with— (a)the child receiving the special educational provision called for by his or her special educational needs,
(b)the provision of efficient education for the children with whom he or she will be educated, and
(c)the efficient use of resources.



What does the law say?

Care Act 2014

- Promoting Wellbeing
- Preventing Needs for Care and Support:
- Information and Advice
- Market Shaping and Commissioning
- Personal Budgets and Direct Payments



[Statutory guidance for local authorities on services to improve young people's well-being - GOV.UK]

Guidance

Special educational needs (SEN) and disabilities: guidance for school governing boards

Updated 3 February 2025

Special educational needs (SEN) and disabilities: guidance for school governing boards - GOV.UK

Equality Act 2010 and disabled pupils FINAL.pdf

Accessibility plans: schools put in writing an accessibility plan that shows how the school is going to:

- increase the participation of disabled pupils in the curriculum;
- improve the physical environment to increase disabled pupils' access to education and the benefits, facilities and services provided or offered by the school; and
- make information more accessible to disabled pupils.

Schools must recognise the need to resource the plan adequately. A plan is for a three-year period. During that time, schools must keep their plan under review and revise if needed. Schools must publish information about their accessibility plan in their *SEN Information Report*.

The Public Sector Equality Duty (PSED)[16,17]: requires a wide range of *public bodies*, including state-funded schools[18], to have *due regard* to certain needs. In relation specifically to disabled pupils, this means having due regard to the need to:

- eliminate discrimination, harassment, victimisation and other *prohibited conduct* toward them;
- advance equality of opportunity between them and pupils who are not disabled; and
- foster good relations between disabled pupils and pupils who are not disabled.

To note: the PSED applies to all *protected characteristics* and all public bodies; our focus here is on disability and pupils in schools.

Promoting inclusion in your community as a parent/carer

- Join the Parent Teacher Association
- Participate in surveys and consultations
- Engage with school governors or trustees
- Join FACT Bucks

Getting your voice heard - SENDIAS Bucks | Buckinghamshire Council

Parents communicating confidently
This webinar is to help you to be as effective as possible when dealing with SEND professionals and paperwork, for your own child and if you want to get involved on parent dialogue groups and strategy groups.

- **watch our webinar about parents communicating confidently**
- **download the parents communicating confidently slides (PDF, 1.74 MB)**

Promoting inclusion in your community as a young person



[Shout Out for SEND - About Us - Youth Voice Bucks]

[SEND Youth Projects | Family Information Service]

[Being Seen, Being Heard: Empower Young People in the Disability Rights Movement - ALLFIE]

Empowering young people with Combat Academy



How do we best support children and young people to get active? - LEAP

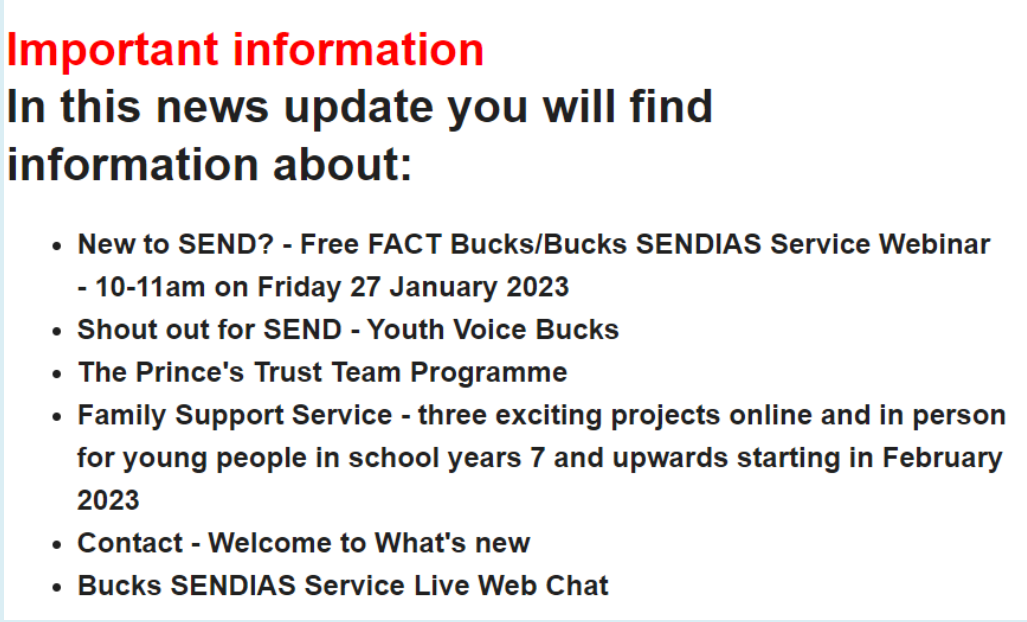
Bucks SENDIAS/Bucks College Group short films



Bucks SENDIAS Service

- If you require further information to help you please first refer to the SENDIAS webpages: **Bucks SENDIAS service | Buckinghamshire Council** and if necessary contact SENDIAS using the **clickable Bucks SENDIAS Contact Form**

- Sign up for our email updates
- Live webchat:
  Mondays 1-3pm and Fridays 10am- 12 noon
- See our recorded webinars
  and slides with clickable links



Important information

In this news update you will find information about:

- **New to SEND? - Free FACT Bucks/Bucks SENDIAS Service Webinar - 10-11am on Friday 27 January 2023**
- **Shout out for SEND - Youth Voice Bucks**
- **The Prince's Trust Team Programme**
- **Family Support Service - three exciting projects online and in person for young people in school years 7 and upwards starting in February 2023**
- **Contact - Welcome to What's new**
- **Bucks SENDIAS Service Live Web Chat**

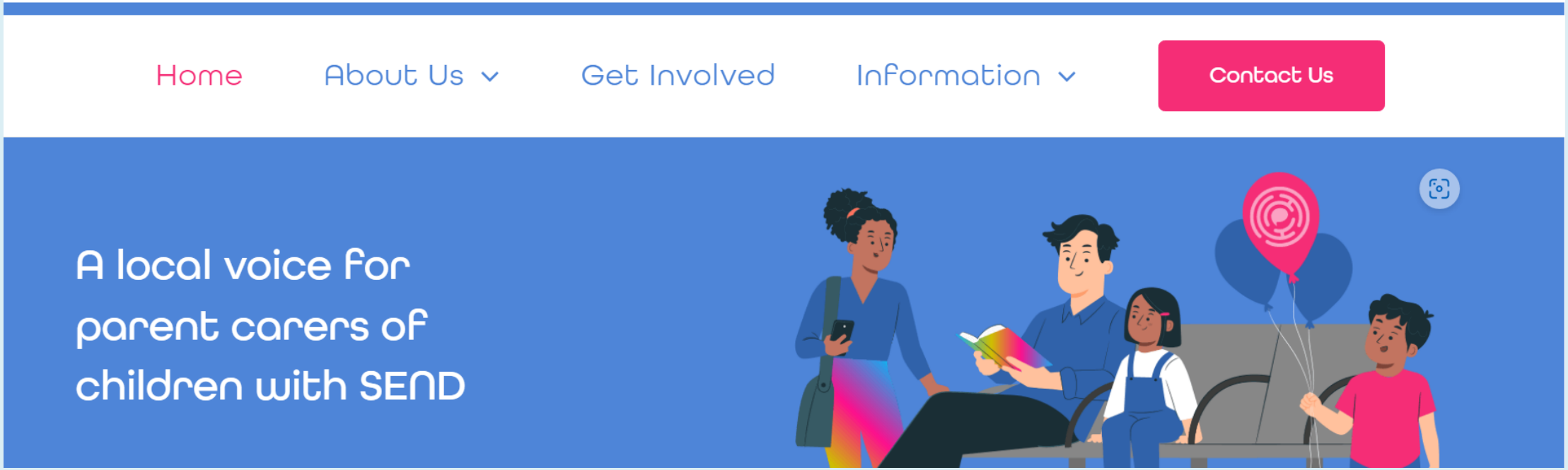
FACT BUCKS
Parent Carer Forum

A local voice for parent carers of children with SEND

FACT Bucks
https://www.factbucks.org.uk/

FACT Bucks | Facebook

FACT Bucks - Families and Carers Together in Bucks (@FACTBucks)





Questions and Answers?

Feedback



Further feedback to

sendias@buckinghamshire.gov.uk

lucy@factbucks.org.uk

BUCKINGHAMSHIRE SEND IAS SERVICE

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