



Warrington
Parents & Carers

Annual Working Together Conference

Theme:
INCLUSION

All means all, diversity is a fact, inclusion is an act

March 10th 2026
at Warrington Youth Zone

WARRINGTON
Borough Council 



NHS
Warrington





Welcome to our 2026 Annual Working Together Conference

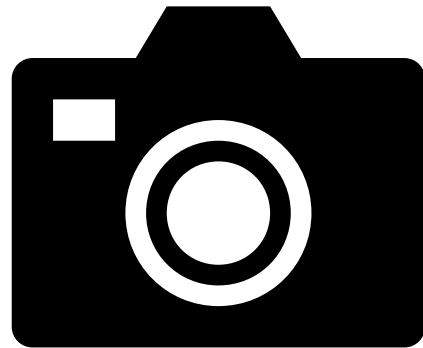


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House Keeping



**No planned fire drills
today**



**If you do not wish
to appear on
Photos, make
yourself known to
the WarrPAC Team**



**Please put your
phones on
silent**



**'Chill IN'
Room Available**

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Working Together Conference Agenda

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08:45	40 Mins	Market Stalls	Various Professional
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Warrington Parent's & Carers (WARRPAC)

Meet the Team

Our Leadership Team



Jean Fitpatrick
WarrPac Char



Gail Hall
WarrPac Vice-Chair



Sharon Wilson
Development Officer



Laura Ridings
Engagement Team Lead

Our Engagement Team



Lorraine Madden



Natalie Dunbabin



Sarah Robinson



Andrea Machin



Gemma Johnson



Lakshmi Narayanan



Lindsey Boorman



Hugh Boorman

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Warrington Parent's & Carers (WARRPAC) is the designated parent/carer forum in Warrington



Parent/Carer Engagement

To enable parent carers to **come together to learn from and support** each other, and **share your Voice**

- Check in and chat sessions @Sandy Lane Family Hub
- Informative events/sessions
- School events e.g. coffee mornings, parent's evenings etc.
- Surveys, polls, social media



Representation of your voice

We use **YOUR voice, your own experiences, knowledge and understanding** of the challenges families with SEN/D face every day to....

- Represent you in local strategic discussions
- Use your voice to impact the design & development of SEND services across Education, Health and Social care in Warrington
- Share your voice with our local partners to become part of the wider parent carer voice nationally that is delivered to the Department for education
 - 152 Forums
 - 110,000 voices

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Working together in co-production means working at the earliest opportunity for change



Purpose of Co-production

- 1 **Ensure services meet the need** for Warrington's children & young people with SEND
- 2 Deliver better outcomes for families living with SEND by **listening to those with lived experiences**
- 3 **Develop a culture of co-production and working together with all partners** including Education, Health, Social care and WarrPAC



Co-production Initiatives

- Toilet Passes
- FAQ Neurodevelopmental pathway (ND)
- Tell it once approach
- Health Passports
- Parent Carer Friendly Graduated Response
- Partnership for Inclusion of Neurodiversity in schools (PINS)

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WARRINGTON
Borough Council

WARRINGTON: A COMMUNITY THAT CARES



Warrington: A community that cares

Sharon Cooper – Director of Children’s Services

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Our children and young people

Social Care

- 57,554 children and young people aged 0-25
- 134 young carers under the age of 25
- 84 children open to a SEND Family Support
- 48 children open a CwD Social Worker
- 320 Children open to CWD Hub for review of short breaks.
- 211 children in receipt of direct payments
- 247 children in receipt of funded short breaks of Westlands



Education

- **5,006 pupils with special educational needs in our schools**
 - 4,129 pupils requiring SEN Support (12.3%)
 - 2,052 pupils in schools with an EHC Plan (4.6%)
- **Plans maintained and most prevalent needs:**
 - ASD 32.3% (Eng av 32.3%)
 - SEMH 18.5% (Eng av 15.5%)
 - SLCN 16.52% (Eng av 19.5%)
 - MLD 13.9% (Eng av 19.5%)
- **135 children in care have an EHC Plan**

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Our Partnership

Warrington council, community and NHS organisations work together for the benefit of children and young people living in Warrington.



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Our Aspirations

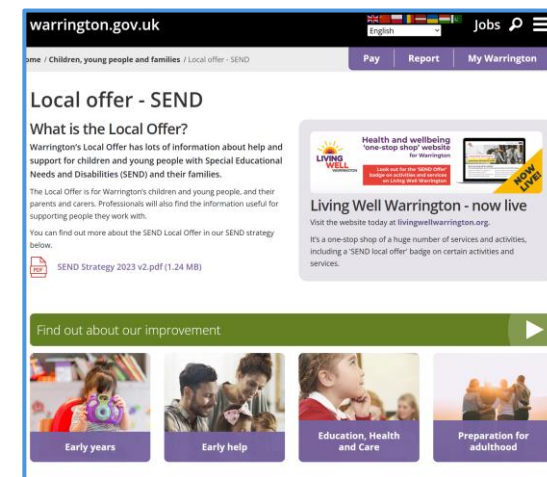


We want all children and young people with SEND to:

- Do their best at nursery, school and college
- Have greater control over the support they receive
- Feel valued and included in their local communities
- Achieve meaningful occupation in their adult lives
- Lead happy and fulfilled lives.

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Our Offer



Guidance
Partnerships for inclusion of neurodiversity in schools (PINS) programme
Published 4 June 2025



Warrington Graduated Response

Our Graduated Response was developed in consultation with schools, settings and support services. This resource aims to provide a tool to support the excellent practice across Special Educational Needs and Disability (SEND) in our educational settings and schools in Warrington, promoting positive outcomes for pupils with SEND.

Emotionally Based School Avoidance (EBSA) Information, Guidance & Resources

Mental Health Support Team in Schools in Warrington

Best start in life



Giving Every Child the Best Start in Life Landmark 10 Year Strategy

Good Level of Development 75% (79%).

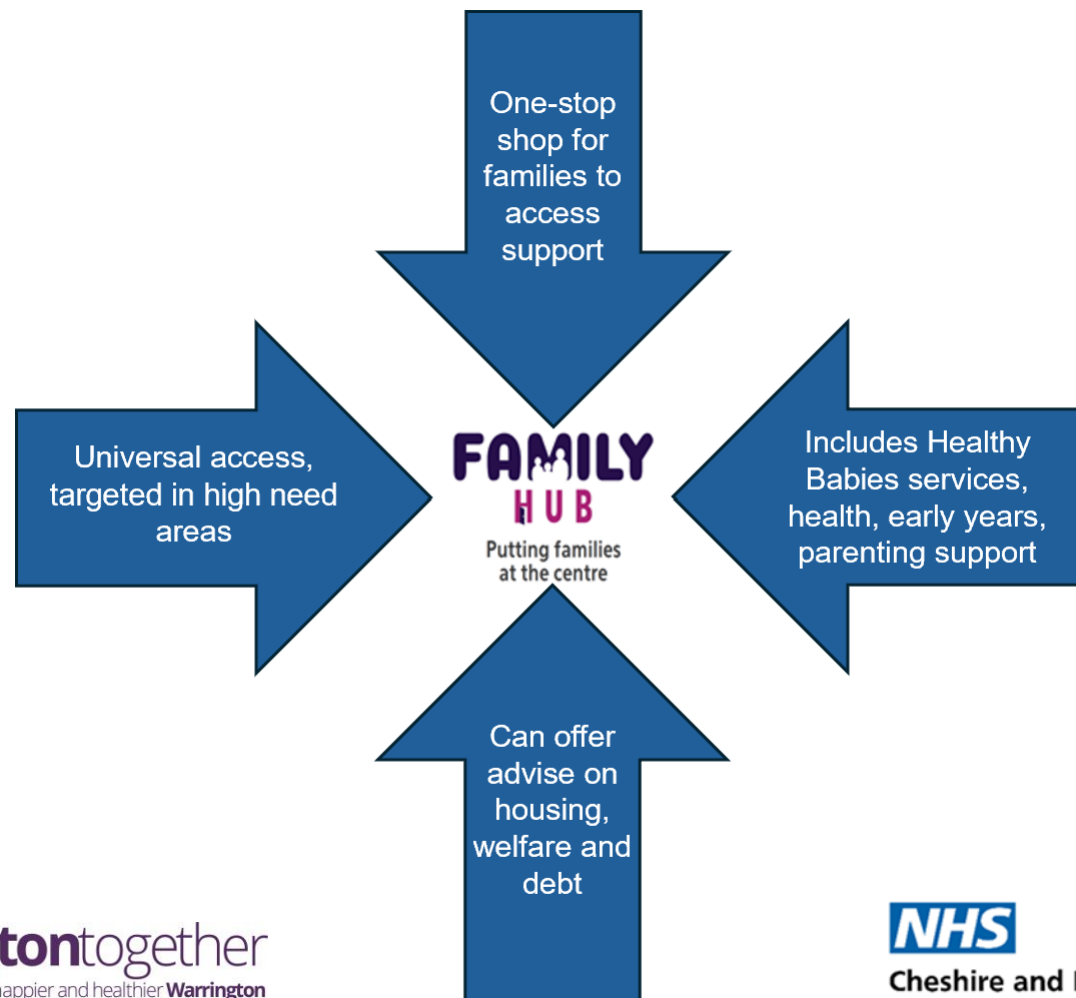
Prime areas of learning are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Mathematics
- Literacy

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What are the 'Best Start In Life Family Hubs'?

Putting families at the centre of what we do



Warringtontogether
Together for a happier and healthier **Warrington**

NHS
Cheshire and Merseyside

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SEND Support



Professional Support and Guidance

Trained professionals at family hubs assist families in navigating SEND Services and connecting to tailored support



Inclusive Activities and Resources

Hubs provide inclusive activities and resources and promote development and social interaction for children with SEND



Equity and Inclusion Commitment

The hubs foster inclusive environment ensuring all children have the opportunity to thrive regardless of their needs

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Family Help

Establishing local multi-disciplinary family help service, bringing together early help and child in need provision, to ensure families with multiple needs receive earlier, seamless support.

- Establishment of a CWD Hub
- A single assessment
- Revised Short Break Statement – co-produced with WarrPAC
- Revised short break tool and process – co produced with WarrPAC

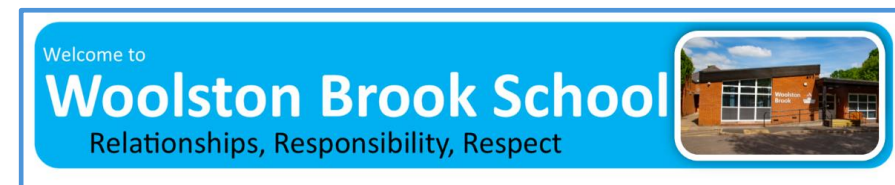


CWD Hub based at Warrington Play & Sensory Centre, Woolston

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SEND Education Provision

	2021	2022	2023	2024	2025
Fox Wood School	108	115	124	133	138
Green Lane School	199	202	221	227	235
Woolston Brook	67	71	58	66	69
Total	374	388	403	426	442



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Designated Provision

We continue to create more places each year

School	2021	2024	2025	2026
Bewsey Lodge	18	24	24	24
Meadowside	18	20	24	32
Dallam	24	32	32	32
Oakwood	28	30	30	30
Woolston CP	16	16	16	16
Gorse Covert	0	16	24	24
Penketh High	16	20	20	20
Padgate Academy	12	16	20	20
St Gregory's	16	16	16	16
Sir Thomas Boteler	14	24	24	24
Bridgewater	25	25	25	25
Birchwood	0	16	16	16
Two new DPs	0	0	16	32
Total	187	255	271	279
Increase since 2021		36%	45%	49%

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Our Future Settings



Visual of the Post-16 SEND provision



Visual of Seymour Academy

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Our Future

Press release

Schools white paper to rewire education transforming life chances

Schools white paper will reform deprivation funding for schools to help halve disadvantage gap cutting the link between background and success.

From: [Department for Education](#) and [The Rt Hon Bridget Phillipson MP](#)

Published 24 February 2026



Live Reporting

Edited by Matt Spivey

17:01 23 February

Government sets out major changes to special educational needs system in England



Hazel Shearing
Education correspondent



GETTY IMAGES

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Our Future

1



2



3



4



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Warrington
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Let's hear from our young people

**Warrington Youth Zone,
Springboard session children**



A video was played here capturing our young people's voices on how they feel about living in Warrington.
We are unable to share this video outside of the conference setting

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Warrington
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Warrington Annual SEND Survey 2025 Results & Action Plan

Natalie Dunbabin
Chrissy Skermer
Steve Tatham
Shelly Gerrard

WarrPac
Education
Health
Social Care

Warrington
Parents & Carers

HEALTH **EDUCATION** **SOCIAL CARE**

Get ready for the 2025 SEND survey.
Your voice can make a difference for
families & young people across Warrington.

YOUR VOICE MATTERS!

NHS **WARRINGTON**
Borough Council

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The Annual SEND Survey amplifies parent carers' voices, turning their experiences into powerful, outcome-driven evidence that shapes and strengthens future services.



Give **parents/carers of children and young people** with SEND a **voice about the services** they use locally within Warrington



Evidenced-based, **outcome-focused** survey findings **guide forward-planning** across education, health and social care



Co-production initiatives actioned, partnering with education, health and social care professional **to drive better outcomes** for children and young people with SEN/D

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Annual SEND Survey Audience



Survey Period

11th November - 19th December 2025

Survey Responses



488

Education



100%

Health



96%

Social Care



90%

(% completion per section)

Diagnosed



64%

With a EHCP



49%

Setting fully meets child's needs

52%

Last 12 months
Accessed
Health Services

66%

Last 12 months
Accessed
Social Care

22%

Covering all Warrington post code area



WA1
11%

WA2
18%

WA3
7%

WA4
28%

WA5
28%

WA13
5%

Other
2%

Response breakdown by age and education setting



	0-4	5-10	11-15	16-19	20-25	Total
Mainstream	20	202	99	18	2	341
Mainstream DP	4	17	18	-	-	39
Specialist IN Borough	4	26	29	8	1	68
Specialist OUT of borough	-	3	6	8	1	18
Alternative provision	-	-	1	1	-	2
Home Educated	-	1	-	2	-	3
EOTAS	-	-	4	1	-	5
Adult/social care provision	-	-	-	1	2	3
NEET	1	1	2	1	4	9
TOTAL	29	250	159	40	10	488

Across Education, Health and Social Care, three clear themes stood out over the last 12 months

Timeliness to access Support/ services

Waiting times remain long to access services and parent/carers share this is to the detriment of their child's development progress and well-being,

Communication between Parent/Carers & services

Parent/carers report that there is **inconsistencies of communication** across services and the **lack of awareness** of progress **updates** regarding their child.

Consistency of delivery

There are **pockets of excellence** across all services, however, there is **lack of consistency** with parent carers sharing **very different experiences**.

A child/YP Masking was highlighted as a huge barrier to access service/support this impacts all 3 areas

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Education Insights from Warrington's Annual SEND survey

Areas For Improvement	Recognised Best Practice
<ul style="list-style-type: none"> ❑ Every child with SEND should have an IEP or learning plan as standard practice. ❑ Increased TA support for early identification of cognitive, learning and dysregulation. ❑ Greater awareness of SEND and masking, and the impact on the child/YP learning and development ❑ Increased awareness of sensory impacts on behaviour and consistent use of reasonable adjustments to support ❑ Increase SEMH support in schools ❑ Parents' concerns to be acknowledge and actioned as required 	<ul style="list-style-type: none"> ✓ Intervention plans are created with parents and school as soon as needs are identified ✓ Interventions are scheduled with additional staff, so they do not impact classroom learning ✓ Meeting with the teacher/SEND lead are available on require and held half termly ✓ Support staff proactively identify early signs of dysregulation and act to minimise impact ✓ IEP's are shared termly with updated on progress and new targets ✓ School works collaboratively with families to address concerns

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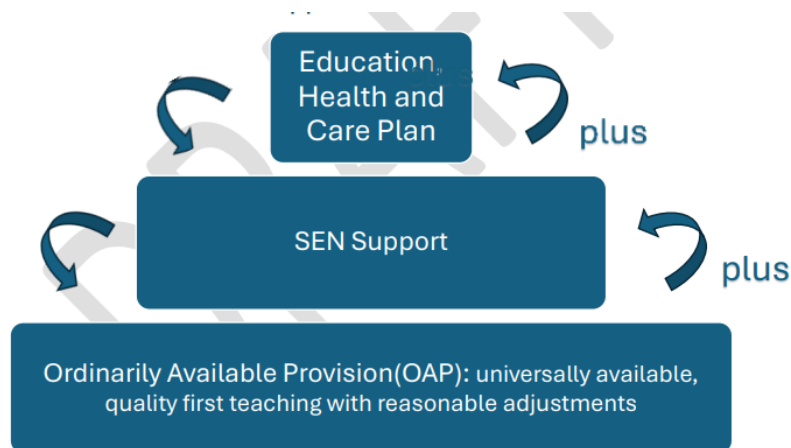


Committing to Inclusion in all settings

What are we doing?

Devise a **Warrington IEP (Individual Education Plan) template** to be used across schools for learners who are receiving SEND support.

Individual Education Plan			
Year			
Student Name		Date of Birth	Gr
Date of Plan		Date of review	IEP
Summary of Special Educational Needs & Diagnosed Conditions			
Previous IEP			
Parent views		Student views	



Work together to ensure that **Ordinarily Available Provision (OAP) is standard** across Warrington Schools.

Strengthen the transition offer in schools with an emphasis on Primary to Secondary transition.

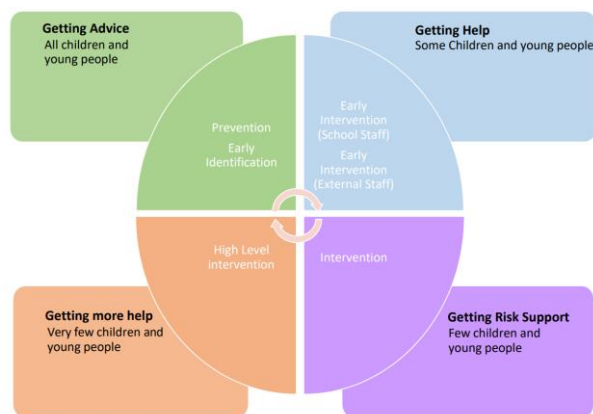


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SEMH Support and Sensory Support What are we doing?

Warrington's SEMH Hub



Warrington Thrive

Updated Graduated Response



EBSA Horizons

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Health Insights from Warrington's Annual SEND survey

Areas For Improvement	Recognised Best Practice
<ul style="list-style-type: none"> ❑ Reduced waiting times to access assessments, diagnosis and/or support from services ❑ Improve accessibility to sensory input for child/YP whilst in clinic reviews ❑ Proactive communication against progress on waiting lists or progress within therapy sessions ❑ Consistent delivery of positive experiences across services ❑ Mental Health visibility around the different level of support offerings and how to access the services ❑ All young people 14+ eligible for an annual health check to be contacted /seen by health professional 	<ul style="list-style-type: none"> ✓ Families report positive experiences once their child/YP accesses clinic appointments or assessments ✓ Health professionals are praised for going above and beyond, offering guidance and truly listening to families ✓ Specialist and community nursing teams are described as invaluable support and “a lifeline” ✓ Good support from the MHST (Mental Health Service Team) in schools who provided 6 sessions, which can be adapted if required ✓ “Annual health check was fantastic! Very thorough, lots of reasonable adjustments put into place, staff was incredible with my child”

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Parent / Carer Survey – Health Response

Key messages

- Comments identify that once your child/YP accesses clinic appointments / assessments, majority of families have a good experience of health services
- Comments also show that there are some excellent professionals within health who go above and beyond for our families, taking the time to listen to parent/carers concerns and offer practical advice, support and guidance to our families
- Wait Times/ Consistency of Offer / Communication
- Education & Training for LD for CYP/Families/Carers
- LD Health Checks good but need to ensure all CYP have an LD Health Check!
- Mental Health – Need to ensure all families are clear of the Thrive offer.
- Clearer offer of support available when either not accepted by CAMHS or when discharged following treatment?
- Proactive and preventative offer
- Long wait times for ND Services & emotional / mental health offer tailored for CYP with Neuro-development needs,

Response

- We are **working to reduce wait times** and increase access across all services
- Communications – **Keeping families informed** needs to be a priority.
- **Build our information, Advice & Training** offer for CYP, Families/Carers around LD.
- Working with Primary Care to ensure **increase in update of LD Health Checks**
- Work to ensure all families / carers are **aware of local Thrive (mental health) offer** included in next slide.
- **Investing and growing our Mental Health in Schools** Team offer in 2026/27
- **MyhappyMind** across our Primary Schools
- **ND profiling tool being piloted.**
- Business case for **increased investment in CYP ND Diagnostic** and Assessment Pathway

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Our Mental Health Offer

Warrington's 'Thrive' offer

Warrington's Happy Ok Sad website and Thrive – Graduated and Whole School Approach to Mental Health

Link here: <https://share.google/EKqhgyGgqc1B2xKk9>

Please visit **Warrington's Happy Ok Sad mental health website** – for local and national mental health advice and service information www.happyoksad.org.uk

You can view and search for the type of mental health support you are looking for via the support directory

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Please visit **Warrington's Happy Ok Sad mental health website** – for local and national mental health advice and service information www.happyoksad.org.uk
You can view and search for the type of mental health support you are looking for via the [support directory](#)
Most of the services listed below will have the hyperlink to Warrington's Happy Ok Sad mental health website and will take you to the service's website.
For urgent mental health support visit [I need help right now](#)

Getting Advice School staffed early identification and intervention activities such as:	Getting Help Early intervention from external agencies in school & outside such as:	Getting Risk Support Intervention from external agencies in school & outside such as:	Getting more help High level intervention from external agencies such as:
<p>School - internal support offered: Pastoral Support including ELSA. School employed mental health worker.</p> <p>Warrington School Health / School Nursing Team Each school has a named School Nurse who is supported by a team to promote health and emotional wellbeing in schools and in the community.</p> <p>Warrington ChatHealth Text Service ChatHealth – free confidential & anonymous advice for young people aged 11-19, parents and carers 0-5 years and 5-19 years</p> <p>Mental Health Support Team in Schools in Warrington The Mental Health Support Team service provides direct mental health support to a range of primary and secondary schools in Warrington</p> <p>Youth in Mind delivered at Warrington Youth Zone, Youth in Mind is a free and discrete drop-in service for young people aged 7-19 (25 with SEND) who are experiencing problems relating to their emotional wellbeing</p> <p>ADDvanced Solutions Community Network ADDvanced Solutions Community Network encourages, supports and empowers the families of neurodiverse children and young people, who may also have specific learning difficulties or associated mental health needs</p> <p>REACH 85258 warrington.gov.uk SHOUT is a free, confidential 24/7 text-based service. To start a conversation, you should text the word 'Reach' to 85258.</p> <p>NSPCC warrington.gov.uk Recognising the signs that a child may be struggling with their mental health.</p> <p>Please go to HappyOKSad for suggestions on Self-Care and looking after your own / or someone's wellbeing</p> <p>C&VP can view a range of support via I'm a child or young person and I need help with... warrington.gov.uk</p>	<p>Warrington School Health / School Nursing Team The School Nursing Team offer secondary schools a weekly holistic drop in/appointment service The service also provides support to young people experiencing a range of emotional health and wellbeing issues.</p> <p>The following two teams work across Warrington Schools and liaise to ensure easy access to the relevant service, schools can contact either service.</p> <p>Schools Link Mental Health Team (SLMHT) work with schools across Warrington and provide low level support and guidance for children with their mental well-being. SLMHT@culnethigh.org.uk</p> <p>Mental Health Support Team in Schools in Warrington The MHST service is available for several Warrington primary and secondary schools. MHST referral to be made via allocated MHST worker within school.</p> <p>Youth in Mind Delivered at Warrington Youth Zone, Youth In Mind is a free and discrete drop-in service for young people aged 7-19 (up to 25 with SEND) who are experiencing problems relating to their emotional wellbeing. 7 days a week</p> <p>Early help and SEND Early Help services support families and professionals with advice, support and interventions.</p> <p>Warrington youth service/ Young People Drug and Alcohol Service Warrington Youth Service offer confidential support around drug and alcohol use to young people 11-19 (25 with SEND).</p> <p>Kooth Kooth.com is a free, safe and anonymous digital mental health service for young people 11-18.</p> <p>Children's Community Medical Services in Warrington. (bridewater.nhs.uk)</p> <p>Educational Psychology Service</p>	<p>Child and Adolescent Mental Health Services (CAMHS) or Tel: 01925 575 904 (9am-5pm, Mon-Fri)</p> <p>CAMHS C&VP Crisis Response Team emergency service (24/7) via duty practitioner: 01744 415640</p> <p>Eating Disorder Service for Children and Young People offers treatment and support for young people aged 8 to 18. Tel: 9am to 5pm, Monday to Friday (Excluding Bank Holidays) 0151 351 8610</p> <p>Early Help and SEND You can complete a MARS if you want to refer for an Early Help service or if you are worried about a child or young person who is vulnerable or at risk.</p> <p>Warrington Safeguarding Partnerships - Thrive Warrington Getting Risk Support Panel.</p> <p>Children's Community Medical Services in Warrington. (bridewater.nhs.uk) Community Paediatrics and Community Therapy Services: Child development centre,</p> <p>Support services Details of local and national support for people who need immediate help, can be found on the urgent help page of the Happy Ok Sad site.</p>	<p>Child and Adolescent Mental Health Services (CAMHS) or Tel: 01925 575 904 (9am-5pm, Mon-Fri)</p> <p>CAMHS C&VP Crisis Response Team emergency service (24/7) via duty practitioner: 01744 415640</p> <p>Eating Disorder Service for Children and Young People Tel: 9am to 5pm, Monday to Friday (Excluding Bank Holidays) 0151 351 8610</p> <p>Social Care/Early Help/MASH Early Help and SEND</p> <p>PAPYRUS (Prevention of Young Suicide) confidential support directly to people under the age of 35 who are experiencing thoughts of suicide through our helpline services HOPELINE UK 0800 068 4141. Please note: This service is not commissioned by Warrington ICB or Warrington Public Health</p> <p>Amparo offers support for anyone affected by suicide commissioned by CHAMPS – the Cheshire & Merseyside public health collaborative.</p>

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Social Care Insights from Warrington's Annual SEND survey

Areas For Improvement	Recognised Best Practice
<ul style="list-style-type: none">❑ Improve visibility and clarity of criteria for accessing social care support❑ Reduce waiting times to access social/family support workers❑ Increase SEND knowledge for all social care professionals to ensure effective support for children/young people and their families❑ A wider range of respite options is needed, with easier access and better support in finding a PA	<ul style="list-style-type: none">✓ Pockets of excellence among Social care/early help where parent carers felt they received great support from their allocated worker✓ Families shared that support from Early help/social care has reduced stress for their family✓ Parent/Carer shared that TAF (Team around the family) meetings have supported building relationships between parent carers and the education setting, drove reasonable adjustments being implanted in school which positively improved homelife

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Social Care

Visibility and clarity of criteria

- Warrington's Short break statement has been updated and is now available online.
- Children with Disabilities (CwD) Hub representative will be frequent at WarrPAC chat sessions
- CwD Hub will have a page on the local offer.

Reduced Waiting Times

- Capacity and processes in the CwD Hub are being reviewed to reduce waiting times.

Increase SEND knowledge for social care professionals

- Short break training is a regular feature in the training calendar for all Early Help and Social Care practitioners.
- Early Help practitioners have accessed a wide variety of Advanced Solutions training.
- SEND specific parenting training is being sourced for CwD Hub practitioners

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Social Care

A wider range of respite

- Short break opportunities are being explored to increase variety and options available in the community.
- CwD Hub will be identifying services in the community to encourage them to advertise on the Local Offer

Better support in finding a PA

- CwD Hub will be identifying potential sources of new PA's to encourage them to consider joining the profession.



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**Thank you to all our Parent/Carers
who completed the
2025 Warrington
Annual SEND Survey**



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Working Together Conference Agenda

Timings	Duration	Topic	Presenter
08:45	40 Mins	Market Stalls	Various Professional
09:30	15 Mins	Welcome & Introductions	Jean Fitzpatrick
09:45	15 Mins	Setting the local scene	Sharon Cooper
10:00	15 Mins	Young People Voices	Warrington's Young People
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14:15	15 Mins	Your Voice matters	Jean Fitzpatrick
14:30		Conference close	Jean Fitzpatrick

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Recognition Award



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LIFETIME ACHIEVEMENT AWARD



Iain Macdonald

For years of invaluable dedicated SENDIAS support for
Warrington families

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Revisiting the Graduated Approach to SEND

Kathy Sherwen – SEND QA Advisor

Sarah Prall – Specialist Educational Psychologist

Rebecca Duckhouse- Principal Educational Psychologist

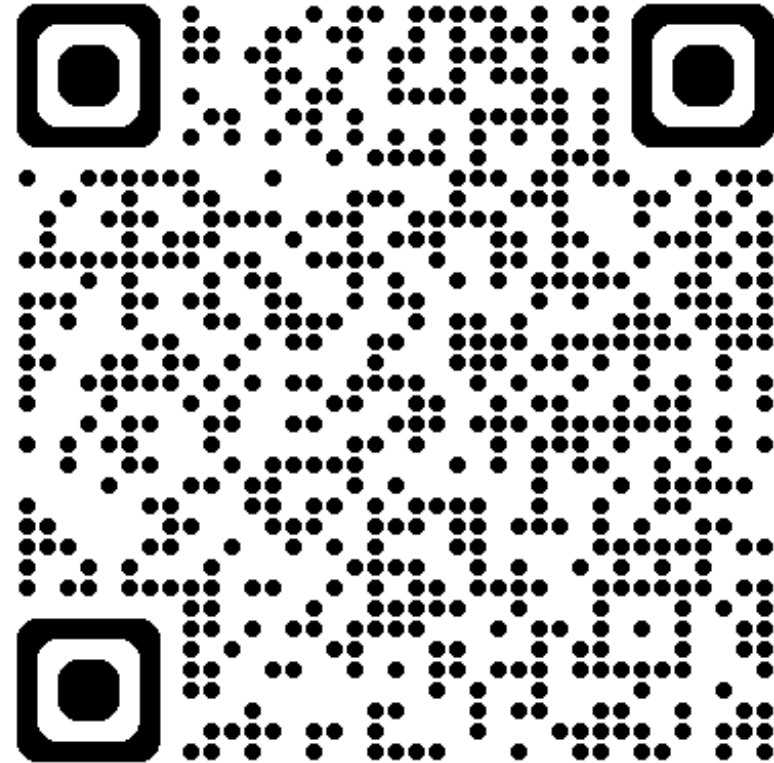
Graduated Approach



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Word cloud

<https://www.menti.com/albmj8vkavh4>



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What to expect...

Key principles of the Graduated Approach

Jargon Busting - creating a shared understanding

Introduce the different levels of the Graduated Approach

Your voice

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Person centred and collaborative

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Difficulties



**Skills we
want to
teach**



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Jargon Buster

SENCo / SENDCo	IEP
PDP	IBP
PHP	PM
SEMH	SLCN
ASC/ ASD	MLD /SLD / PMLD
SpLD	HI / VI
EHCP	AR

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Different levels of the **Graduated Approach**

Education,
Health and
Care Plan

SEN Support

Ordinarily Available Provision(OAP): universally available,
quality first teaching with reasonable adjustments



Graduated
Approach guide
for families

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Assess, Plan, Do and Review cycles



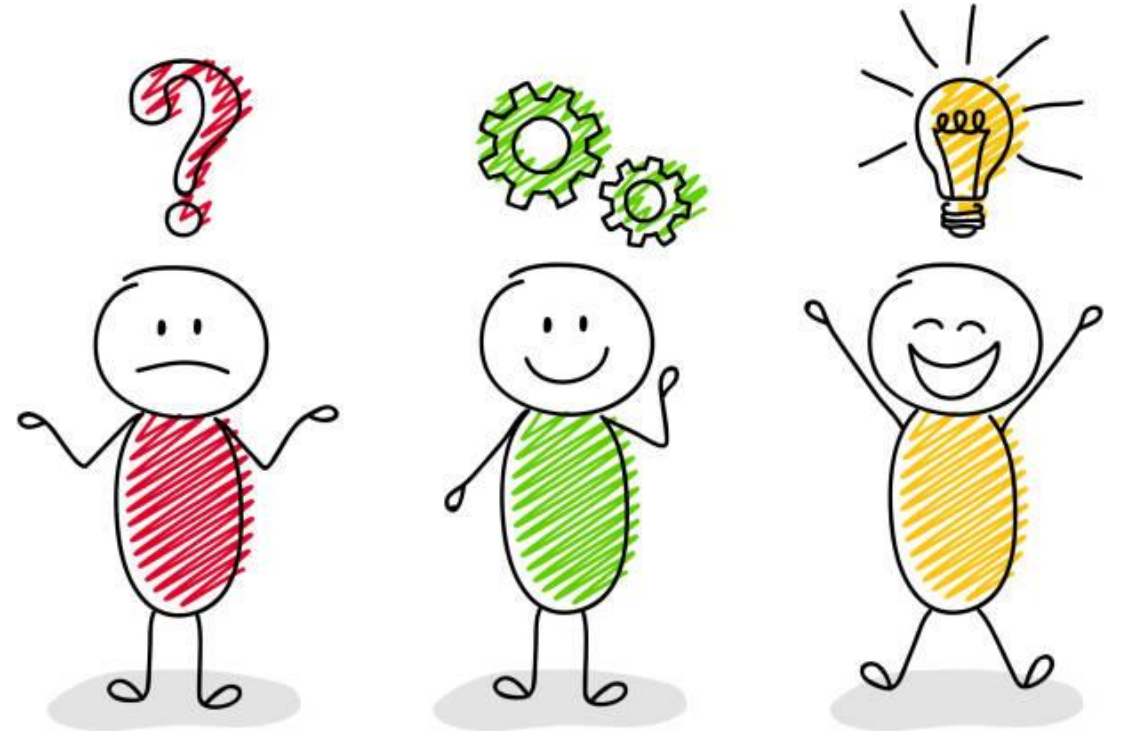
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Thinking caps on.

A. In your table groups work together to sort the statements into different stages of the

1. Assess,
2. Plan,
3. Do
4. Review process.

B. What role do you think parents could usefully play at each of the 4 stages of this process? How could you make this happen for your child? Use blank slips to add these ideas.



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Jane Rooney, Head Teacher: The Graduated Approach to SEND at Statham Primary



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What support do schools get to help them implement the Graduated Approach?

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Your voice matters

❖ Awareness, consistency and communication around the **Graduated Approach** and **IEPs/support plans** vary significantly.



❖ Launch new **Graduated Approach** so all schools follow the same four-stage cycle to the same standard.

❖ Lack of involvement and inconsistent reasonable adjustments across settings.



❖ **Parent voice and involvement** is part of the key areas of universal (ordinarily available) provision

❖ **SEND reviews** / peer-peer reviews

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Parent voice

- **Link to parent survey.**
- **If you could tell your teacher one thing to help them understand your child better what would it be?**

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Keynote Speaker Online Safety

Andy Kevan - Cheshire Police



The slides for this session we do not have permission to share

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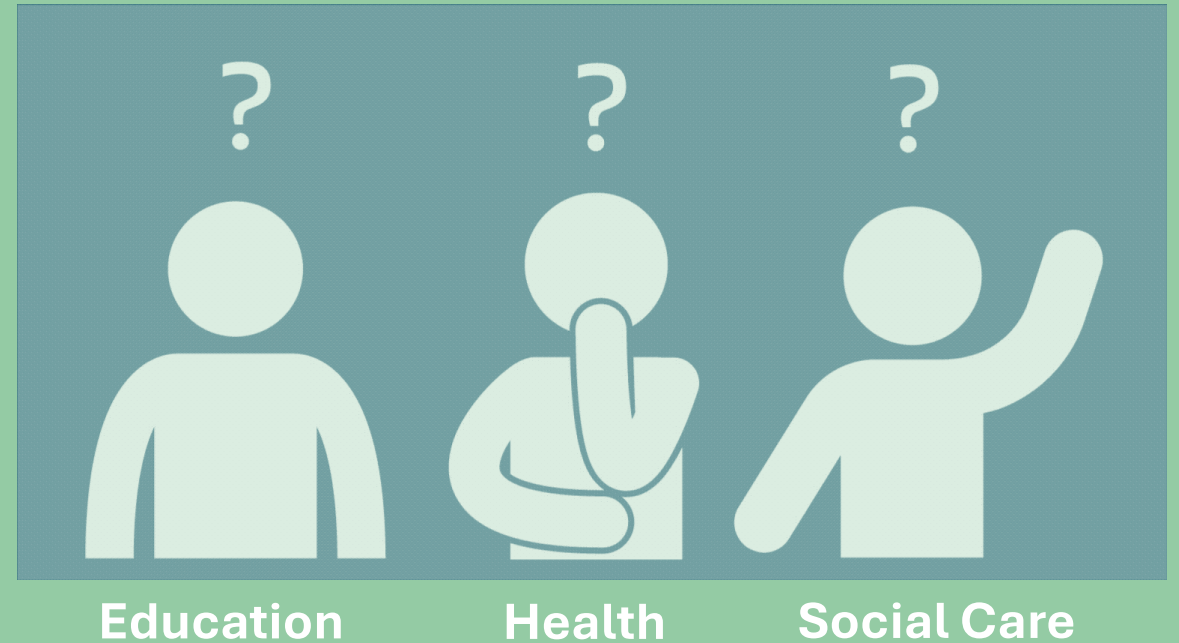
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Q&A Panel

Jean Fitzpatrick	————	WarrPac
Chrissy Skermer	————	Education
Steve Tatham	————	Health
Shelly Gerrard	————	Social Care



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Emotional Support & Mental Health in school workshop



Ross Lawton

Mental Health School Team (MHST)

Linsay Chesworth

School Link Mental Health Team

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Aims of the session

- Understanding emotional regulation
- How to spot the signs that a young person is emotionally dysregulated
- Strategies to support emotional regulation
- Looking after yourself when supporting someone with emotional dysregulation
- Working with school to ensure consistency

If you have an urgent or emergency concern, please call NHS111 and select the Mental Health Option



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Children and Feelings

- Children develop a basic understanding of emotions by around 6 to 9 years old, but it can take much longer to learn how to 'regulate' or control these emotions
- Until they have this, they are likely to show how they are feeling in what they do rather than what they say (their behaviour)
- Children may need support from the adults around them to manage their feelings appropriately



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What is emotional regulation?

The ability to manage your emotions:

- To calm yourself down when you feel upset
- To adjust to change in expectations
- To handle frustration (without an outburst)
- To experience strong emotions without being overwhelmed by these



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Signs of emotional regulation

Dysregulation is linked to the fight, flight, freeze response. This is an automatic response in our brains that sets in to protect us from danger. This results in lots of observable behaviour.

When in **fight** mode, children may react in a way that we see as aggressive:

- Hitting out
- Throwing things
- Shouting
- Swearing
- Hurting self
- Fighting with peers



When in **flight** mode, children may react in a way that we see as avoidant:

- Pleading to leave a situation or walking/running away
- Feigning illness to avoid leaving home
- Escaping to a perceived safe place e.g. the bathroom, bedroom, to a caregiver



When in **freeze** mode, children may react in a way that we see as ignorant or rude:

- Refusing to answer questions/participate in family activities
- Hiding under/behind furniture
- Refusing to get out of the car
- Refusing to leave caregivers



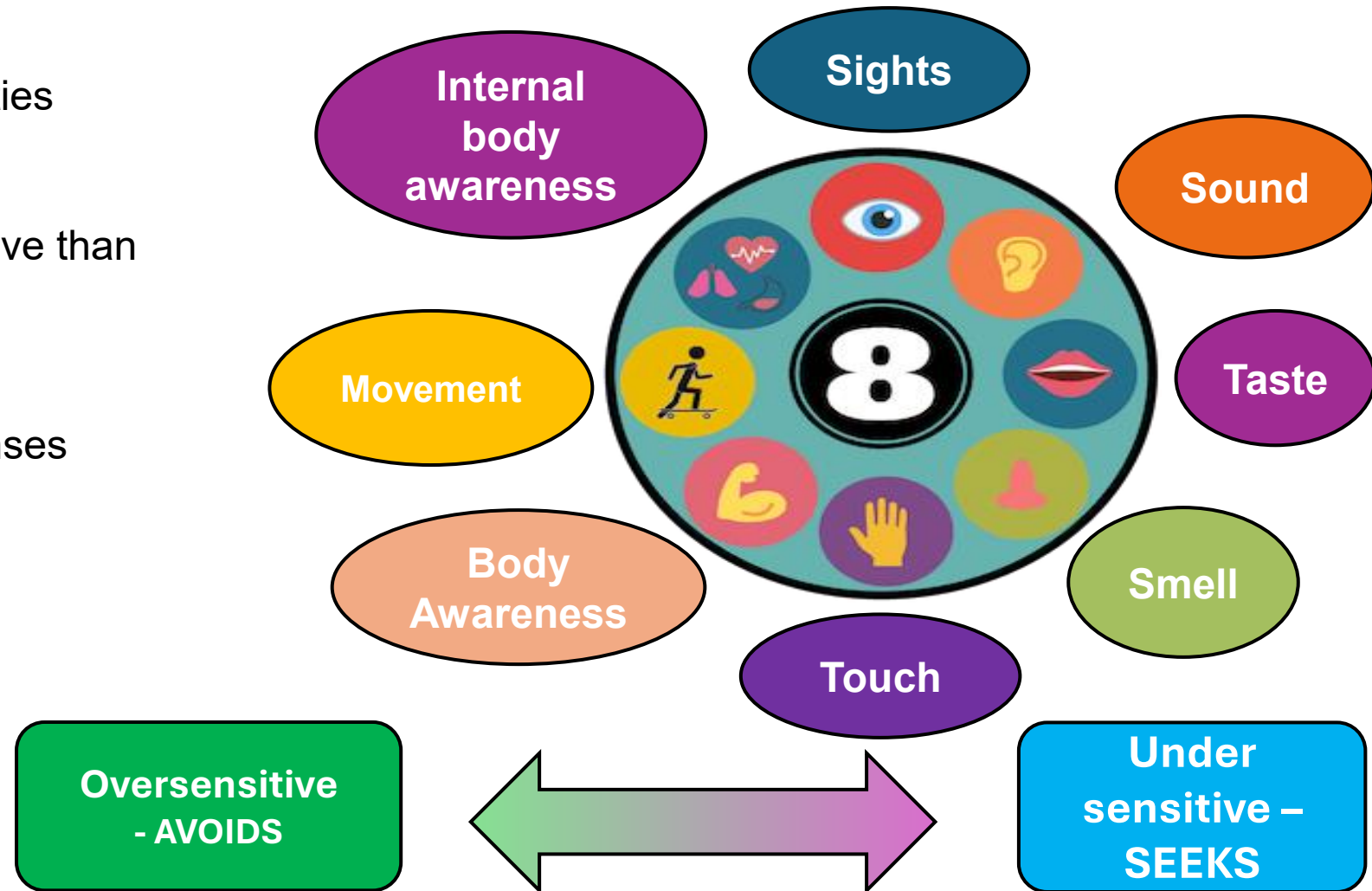
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Sensory Systems

We ALL have sensory sensitivities

Some children are more sensitive than others

When we are stressed, our senses become heightened



Supporting Sensory Needs

If we try and keep children calm all the time, this will not work. Children go up and down their window of tolerance naturally. They need access to both **'alerting'** or exciting activities, as well as **'calming'** or soothing activities.

Oversensitive - AVOIDS

If your child over responsive, they are avoiding sensory (they NEED less):

- Calming activities
- Breathing exercises
- Variety of activities to slowly increase comfort levels

Under sensitive – SEEKS

If your child under-responsive, they are seeking sensory (they NEED more):

- Brain breaks
- Fidget toys
- Heavy bag/weighted blankets
- Sensory toys to stimulate

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Self Soothe box

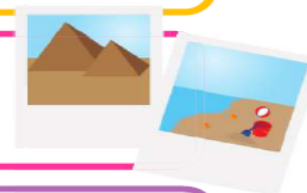
A self-soothe box is a useful tool to use when you are feeling lots of emotions including sadness, worry and anger. It is personal to you!

Here are some ideas of what to include in this box...



Sensory Items; e.g. fidget cubes/spinners or stress balls. These items can help restlessness.

Photos; of loved ones/pets etc. These can help to remind you of your close relationships and who is around to support you.



Hobby items; e.g. music, colouring, books. These can help to relax and distract you.

Bubbles; These help to support relaxation and help regulate your breathing.



Relaxation; breathing and other relaxation techniques, that you may have found useful.

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The Three R's – Dr Bruce Perry

Heading straight for the 'reasoning' part of the brain with an expectation of learning/understanding will not work well if the child is dysregulated and disconnected from others.

Step 1: Regulate

We must help the young person regulate their emotions and calm their fight, flight, freeze response.

Step 2: Relate

We must relate and connect with the young person.

Step 3: Reason

We can support the young person to reflect, learn, remember and articulate themselves.

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The Three R's – How to Support

Step 1: Regulate

- Giving time and space
- Reduce language
- Reduce further demands
- Remain calm yourself
- Breathing techniques
- Give options for time out/safe space
- Name things you can see, smell, hear feel and taste

Once calm, move to step 2

Step 2: Relate

- Name their feelings *“you look angry/sad/worried”*
- Empathy *“that must be really difficult/tough”*
- Reassure them *“I’m here for you when you are ready”*
- Share your own experiences *“I get really angry when I find something difficult too”*

remember – although a little calmer, their brains are still processing

Once they are back to their green zone, move to step 3

Step 3: Reason

- Social stories or “scripts” to support understanding
- Discussions of alternatives for angry behaviour – use visuals as reminders
- Come back to the zones of regulation chart
- Praise positive behaviours
- Teach/practice self-regulation strategies

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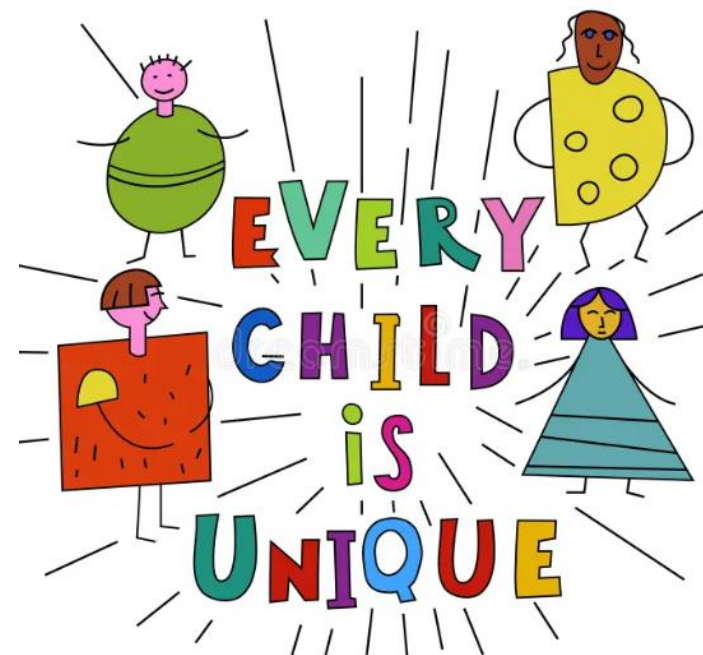


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What if my child is Neurodiverse or Disabled?

Neurodivergent young people can be susceptible to mental health problems and can sometimes find it more difficult to regulate. Managing as a parent can be challenging

Parenting a neurodiverse or disabled child can be stressful, so looking after your own mental health is vital. You can also worry about what your child's future will look like. Feeling guilt, anger, or exhaustion is normal - getting support helps you cope and feel less alone.

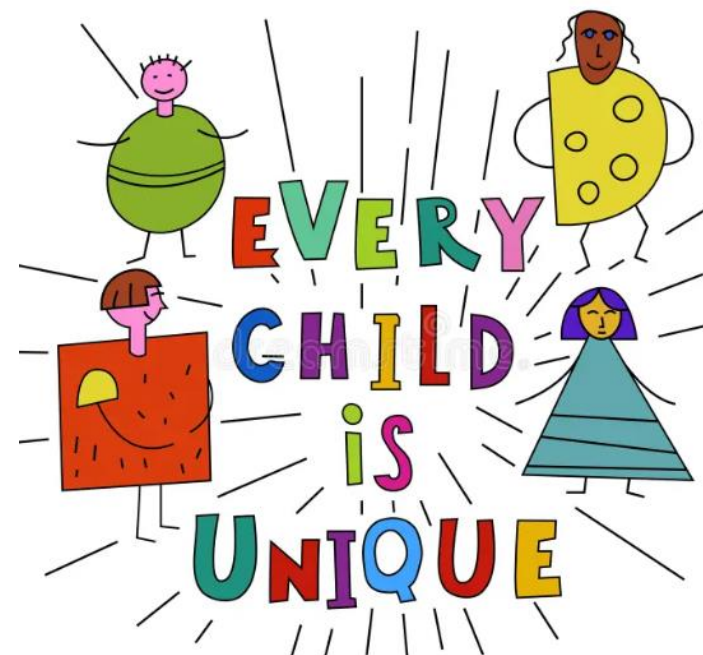


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What if my child is Neurodiverse or Disabled?

Find Support

- **Connect with other parents:** Join local forums or online groups. Try the National Autistic Society's parent to parent service or the Young Minds Parent Helpline
- **Talk to someone you trust:** Share worries with friends, family, or your partner
- **Reach out to professionals:** Speak to your GP or call a mental health helpline (more in this webinar)
- **Ask for a referral to Talking Therapies in your area**



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Support your child and yourself

Manage sensory needs: Understand what helps your child feel calm.

Teach emotional regulation: Use tools like deep breathing or naming feelings.

Acknowledge challenges: Masking can cause exhaustion—offer support.

Celebrate strengths: Focus on talents to build confidence.

Trust your instincts: You know your child best.



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Why your can feel overwhelmed

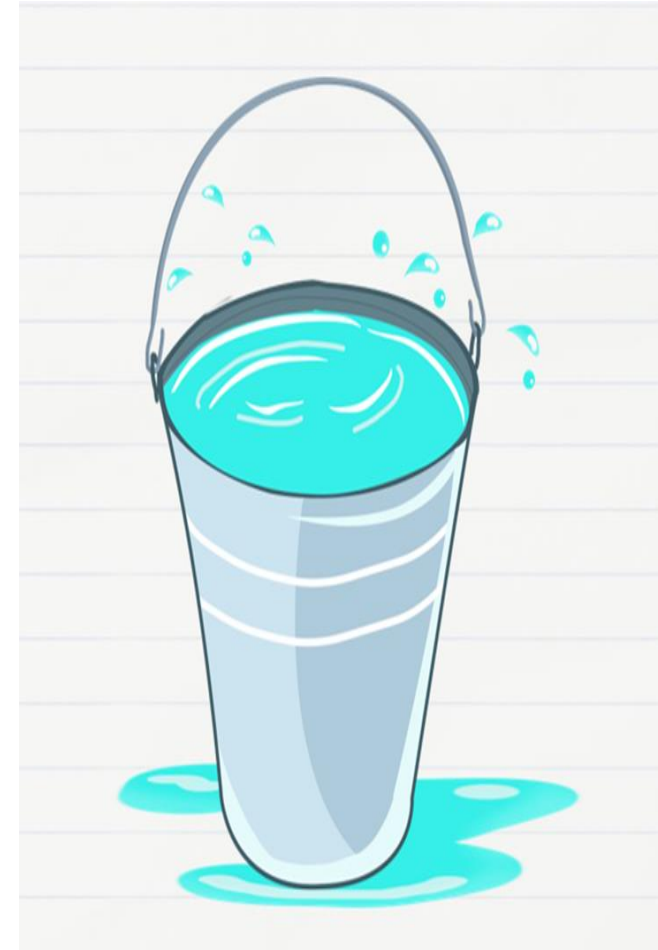
Life events fill your “stress bucket.”

When it overflows, even small stressors feel overwhelming.

Trauma, loss, and major changes add significant weight.

Without processing these experiences, the bucket fills,

leading to anxiety, depression, or feeling stuck.



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What if I lose my temper?

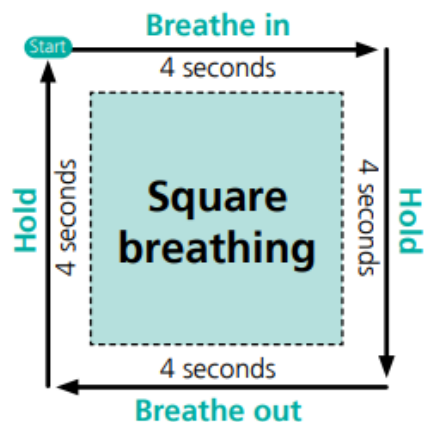
Practical ideas to help yourself and your child in the moment

Here are some **ideas to help you regulate your emotions when you feel you are losing control**. Some may work better for you than others and this is fine. Give them all a try and you can then choose your favourite.

These are also strategies your child can use.

REMEMBER to share with school your child's favourite so that they can use in school and encourage consistency.

Square breathing

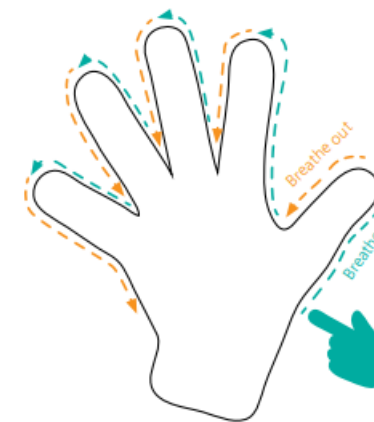


Grounding

Grounding is an exercise to focus on our senses.

-  5 things I can see
-  4 things I can hear
-  3 things I can touch
-  2 things I can smell
-  1 thing I can taste

Finger breathing



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Working together with your child's school



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Start with a conversation

Ask for a meeting with your child's class teacher, SENCO, or pastoral/wellbeing lead.

In the meeting, you can:

Share what you notice at home (triggers, behaviours, what helps, what doesn't).

Ask what school sees during the day.

Agree on a shared understanding of your child's needs.

This creates a joined-up plan that helps your child feel supported in both places.



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Agree on shared strategies

Children make progress fastest when home and school use similar approaches.

You can discuss:

- Calming strategies your child responds to (breathing, movement breaks, quiet spaces).
- Routines that help your child feel safe.
- Ways adults will respond to big emotions, so your child gets consistent messages.
- A simple plan your child understands ("When I feel overwhelmed, I can...").

Ask school what they already use—many have zones of regulation, emotion check-ins, sensory tools, etc.



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Ask about support the school can offer

Most schools can provide:

- Emotion check-ins
- Pastoral support / nurture groups
- ELSA sessions (Emotional Literacy Support Assistant)
- Calm corners or sensory tools
- Social-emotional interventions
- Extra adult support at tricky times (mornings, transitions, unstructured times)

You can ask if any of these are available for your child.



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Share helpful information from home

Let school know:

- Routines that work
- Strategies that calm your child
- Any changes at home that might affect emotions
- Words/phrases your child responds well to

This helps staff respond in a way your child feels comfortable with.

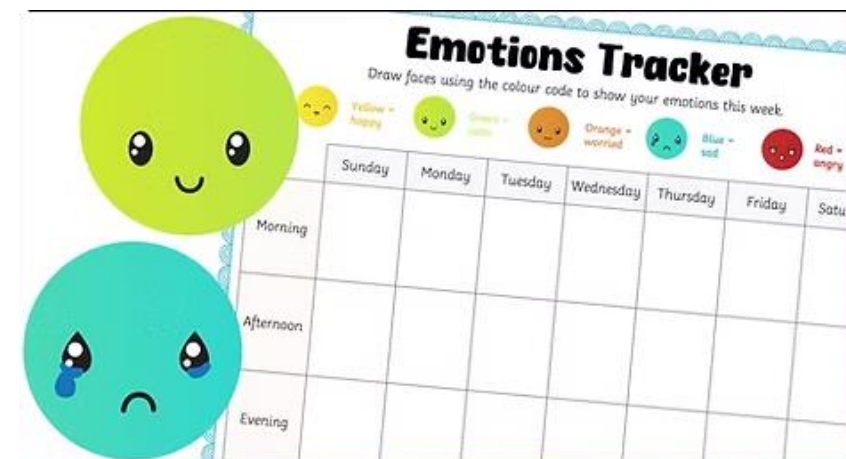


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Create a communication system

Agree on a simple way to keep in touch:

- A home–school book
- Weekly check-ins
- Quick emails
- A behaviour/emotion tracker



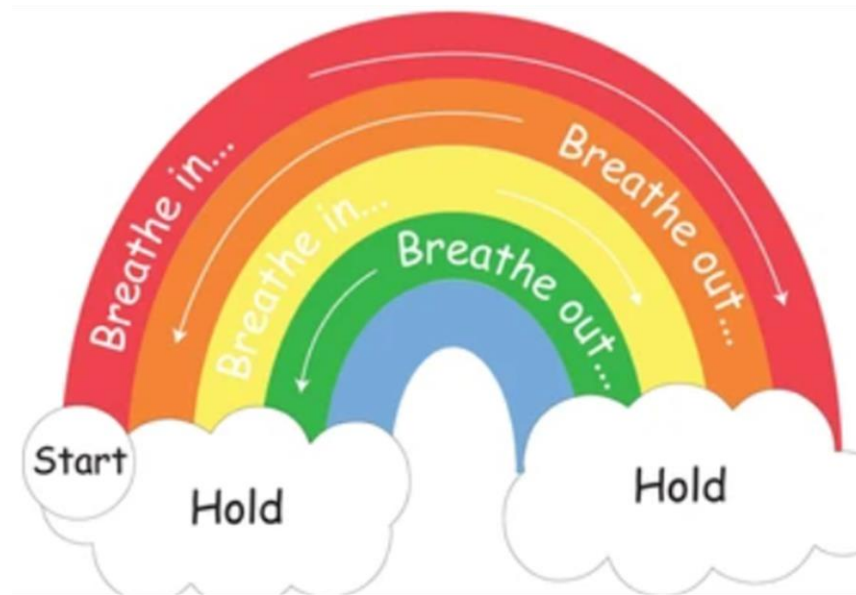
This helps you celebrate progress and adapt strategies quickly.

Work on skills at home too

You can support your child by practising:

- Naming feelings (“I feel frustrated...”).
- Breathing or grounding exercises.
- Problem-solving together.
- Creating calm routines (bedtime, homework, mornings).
- Modelling how YOU cope with emotions.

Children learn emotional regulation by seeing it, practising it, and feeling supported.



Review Progress Together

Agree to meet again after a few weeks to talk about:

- What's working
- What needs adjusting
- Any new triggers
- Any successes (big or small!)

This shows your child that adults are working together to help them, not punish them.



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Digital Workbooks and Webinars



Managing
your low
mood

View this
workbook >

Managing
anxious
feelings

View this
workbook >

Staying
mentally
healthy

View this
workbook >

Mental Health Apps for Children

Mental health apps for children,
young people and families

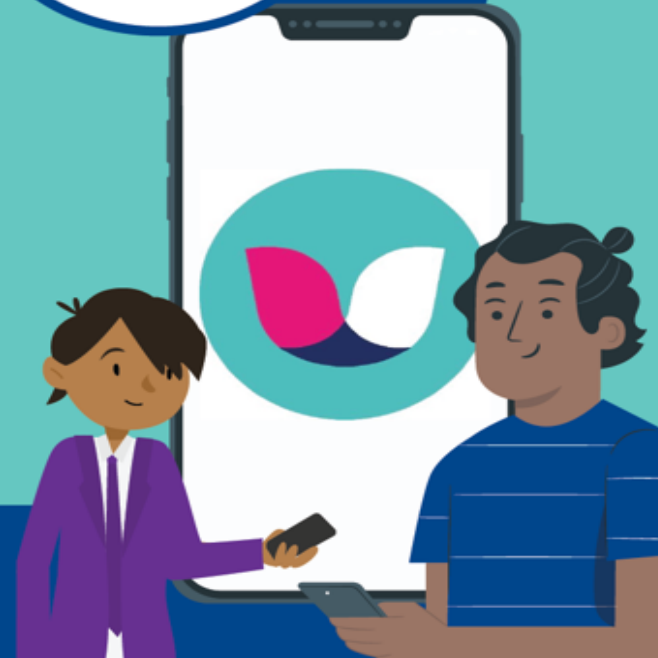
Are you feeling stressed, anxious or low?

Explore our online library of safe, approved apps
covering anxiety, low mood, sleep, eating
disorders, support for neurodivergence and more.



Scan the QR code to find out more

Mental health
apps can help,
but which one
should you
choose?



Where can you get support



If you have an urgent or emergency concern, please call NHS111 and select the Mental Health Option

**School staff – Pastoral, Form Teachers,
Mental Health Support Team (*that's us!*)
– *speak to your school.***



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Useful websites and numbers

- Hopeline
- The Mix
- Listening Ear
- Kooth
- Samaritans
- Childline

Useful websites and numbers

HOPELINE247
0800 068 41 41

Are you, or is a young person you know, not coping with life?

For confidential suicide prevention advice contact HOPELINE247.

Call: 0800 068 41 41
Text: 07860 039 961

www.papyrus-uk.org

THE MIX
Essential support for under 25s

Essential support for under 25s. Get advice about sex, relationships, drugs, mental health, money and jobs.

0808 808 4994

4pm to 11pm Monday to Friday

One to one chat and message, visit
www.themix.org.uk

 **LISTENING EAR**
someone to talk to

A charity to help those who've been bereaved, suffered loss or experienced separation.

0151 488 6648

www.listening-ear.co.uk

kooth

www.kooth.com

SAMARITANS

116 123

YOUNGMINDS
fighting for young people's mental health

www.youngminds.org.uk

childline

0800 1111

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Working Together Conference Agenda

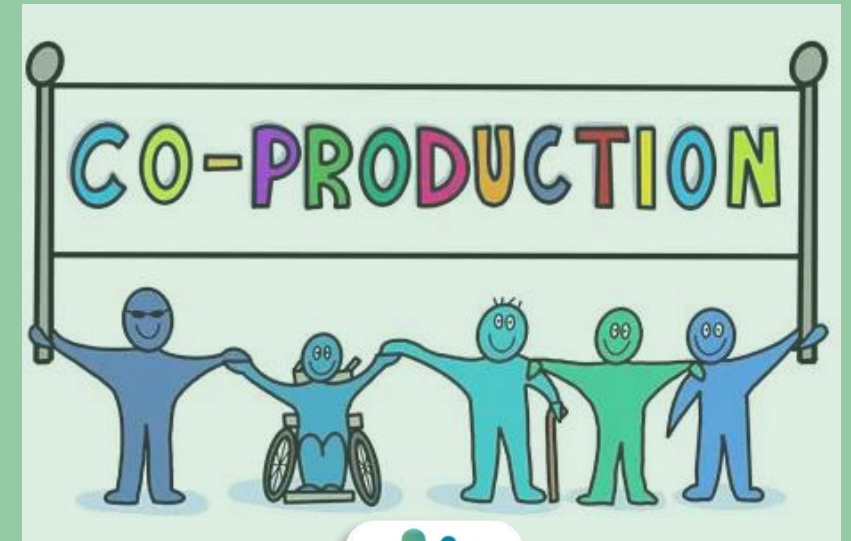
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Your Voice Matters



It Drives Change



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Please keep sharing your voice



Check-In & Chat Sessions

Take part in our Surveys

School coffee mornings

Warrington Parents & Carers

HEALTH EDUCATION SOCIAL CARE

Get ready for the 2025 SEND survey. Your voice can make a difference for families & young people across Warrington.

YOUR VOICE MATTERS!

NHS WARRINGTON Borough Council



WarrPac Social Media/ Website

Warrington Parents and Carers - Warrpac

1.9K likes · 2.2K followers

Who cares? WE do!!!

Community

Home | About Us | News | Events | Signposting | Get Involved | Contact

Warrington Parents & Carers

MAKE A DIFFERENCE

Our overall aim is to improve the quality of life for children and young people with disabilities and additional needs.

Warrington Parents & Carers CHECK-IN AND CHAT

For parents and carers of children and young people with Special Education Needs and or Disability aged 0-25
No diagnosis necessary.

SESSION DATES 2026

- Monday 26th January
- Monday 9th February
- Monday 30th March
- Friday 24th April
- Monday 11th May
- Friday 22nd May
- Friday 12th June
- Monday 22nd June
- Friday 3rd July
- Monday 13th July

SUMMER - WINTER

- Friday 11th September
- Monday 21st September
- Friday 9th October
- Monday 19th October
- Friday 6th November
- Monday 23rd November
- Friday 11th December

Your voice matters!

Professional's in attendance will be released closer to the time. Please keep a look out on our website and social media for updates

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Timings	Duration	Topic	Presenter
08:45	40 Mins	Market Stalls	Various Professional
09:30	15 Mins	Welcome & Introductions	Jean Fitzpatrick
09:45	15 Mins	Setting the local scene	Sharon Cooper
10:00	15 Mins	Young People Voices	Warrington's Young People
10:15	30 Mins	SEND Survey Results 2025	Natalie Dunbabin
10:45	15 Mins	Recognition	Jean Fitzpatrick
11:00	60 Min	Graduated Approach to SEND workshop	Rebecca Duckhouse & Team
12:00	45 Mins	Lunch	
12:45	30 Mins	Keynote speaker 'Online safety'	Andy Kevan - Cheshire Police
13:15	15 Mins	Q&A Pannel - Education, Health & Social Care	Jean Fitzpatrick
13:30	45 Mins	Emotional Support & Mental Health in school workshop	Ross Lawton/Linsay Chesworth
14:15	15 Mins	Your Voice matters	Jean Fitzpatrick
14:30		Conference close	Jean Fitzpatrick

All means all, diversity is a fact, inclusion is an act



Warrington
Parents & Carers

Annual Working Together Conference

Thank You

WARRINGTON
Borough Council 



NHS
Warrington

