



All schools buying into our service should now be in receipt of their schools usage reports detailing the percentage of service they used for the Autumn Term.

We also included some tips on 'How to get the best out of SWHP' which included; referring cases where you think tangible outcomes can be met, working towards using 1/3 of your hours termly, consider what can be done in school prior to referral. We understand the need to be flexible with our schools dependent on need and are continually looking at how we provide our service in a variety of ways with 1:1 work, coffee mornings and workshops.

As some of you look to set your new school budgets, we recommend you look at your schools usage over the past and previous years and consider your schools needs as a result of COVID. We can provide you with historic usage if required to help aid any decisions.

We are already receiving requests from some of our schools (especially our smaller schools) to buy in an additional amount this year. Whilst we will always try to accommodate these requests we encourage you to do this at the start of the year so that our staffing capacity can meet your demand.

Details on our charges for our 22-23 service will be communicated after our next Executive Board meeting in March and our Senior Management team would welcome the opportunity to come and discuss the service we can provide you with in more detail.

### Evaluations

We have revised and updated our evaluations this year to make it more user friendly to complete via Google Forms. We are already receiving some great feedback as detailed on page 2. We encourage you to complete this short survey sent to you by your family worker when a case closes to help us evaluate and make further improvements to the service.



Calendar of events can now be found as a separate document with your newsletter email so that you can send out to families.

It is also detailed on our website:  
[www.southwesthertspartnership.org.uk](http://www.southwesthertspartnership.org.uk)

### Voucher Scheme for families

We are currently in the process of issuing further vouchers from the HCC, Household Support Fund to the families we identified as benefiting over the Christmas period plus any new families we are working with.

Each family will receive a £15 voucher for the February half-term.

Further vouchers of £30 will be issued over the Easter period.



### Welcome back!

For those that haven't previously met me, my name is Kelly Shaw and I am back with South West Herts Partnership as one of their School Family Workers.

I previously worked in this position with the partnership during 2018/2019 having left to pursue another opportunity. I am currently studying for a BA HONS degree in Special Education as a distance learner and during my time away from the partnership I also gained a CACHE Level 2 - Understanding Children and Young People's Mental Health and SEND Diploma Level 2, 3, & 4—the complete SEND diploma.

I am now very excited to be back and looking forward to seeing many of you again and meeting new faces.

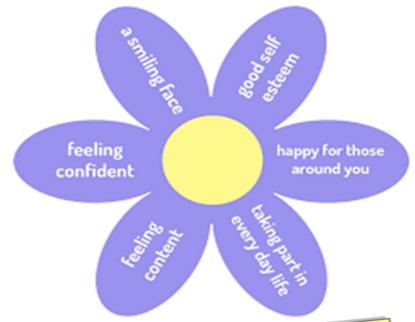
The schools I will be working with are Bournehall, Breakspeare, Meadow Wood, Little Reddings, St. Paul's, The Grange Academy and Parmiter's.

**Kelly Shaw**  
School Family Worker  
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# SWHP ANXIETY & EMOTIONAL WELLBEING WORKSHOPS



*"I like how we learnt about strategies and the tree. I learnt how things can help me and more about ways that my emotional wellbeing works."*

Many of our schools are seeing an increase in students who are struggling with anxiety and are in need of some additional support to help them manage this.

Danielle Simeone and Caroline Vine-Lott, recently ran an Anxiety & Emotional Wellbeing Workshop in Parmiter's School in which they looked at how to recognise and understand what anxiety is and strategies & tools to help them when they felt anxious. The sessions were split into 2 x1 hour sessions with approx. 12 students in each group.

*"I enjoyed being able to talk about my feelings, and understanding anxiety and different emotions."*

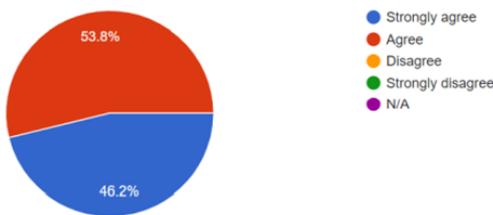
*"Thank you very much. I have enjoyed coming the past 2 weeks. It is very interactive. I like the amount of options we had. Good to talk about personal experiences."*

We received some extremely positive feedback from the students who attended as can be seen.

*"Good. Really nice people. Easy to talk to. They know what they are talking about. Good at listening and reassuring."*

**If you are interested in running one of our workshops, please speak to your allocated School Family Worker for more information.**

School Family Worker Involvement has provided a positive change for this family

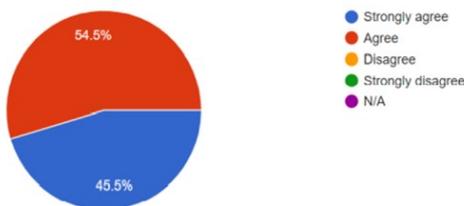


## EVALUATION RESULTS AUTUMN TERM

I feel better about myself



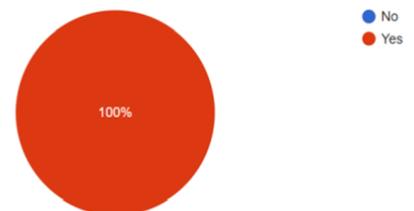
Since Participating, I know of more places to get help and support for my family needs



*"My School Family Worker was very helpful, it was nice to have somebody listen and advise me and help out where I needed support. I'm super grateful and feel 100 times better today. Thank you!"*

Parent

I would recommend the SWHP Family Support Service to others



**"Excellent Service as always" School**

Debbie Greenfield, School Family Worker

I attended 'Tics and Disorders and How to Support' Webinar given by Seonaid Anderson – Psychologist and Freelance neurodiversity Consultant. Tics are a Neurodiverse Condition and Tourette Syndrome (TS) is a type of tic disorder.

We discussed the myths about Tourette Syndrome and the stigmas around TS. Many people believe that people with Tourette's swear and behave badly. In fact only 15 – 20% of people with TS have these traits. Tics can be repetitive head and shoulder movements or sounds that can be quite random. They are more common in children than adults. Tics are more prevalent in boys than girls, the average ratio is 3/1. The onset age is usually 6/7 years old, but can be later in life. There is a high chance of children with SEND having tics and TS. Tics are not behavioural or defiance.

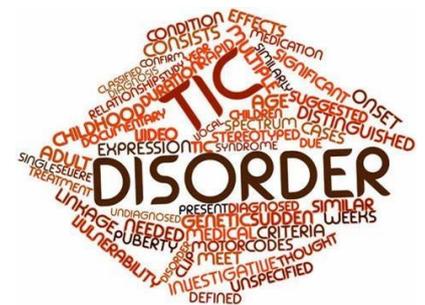
Tics interfere with daily life, school work and socially. This is a lifelong condition but can reduce as the child reaches adulthood. Tics increase with stress, anxiety and excitement. **Intelligence is not affected.**

Tics can be suppressed but not always. Parents often report that their child's tics are worse when they get home from school because they have suppressed their tics all day. This can also be the other way, around, if a child is stressed at school the tics can be worse. Suppressing tics can impact a child's attention and concentration. It takes a lot of energy to suppress tics. COVID has highlighted an increase in tics, such as coughing, sniffing and spitting. Tics are the 'Tip of the Iceberg'.

There are usually more challenging co-occurring conditions such as ADHD, ODD, sleep issues (which affect concentration), SPD, OCD, Anxiety depression, and anger difficulties. Behavioural Therapy and medications have been found to help.

## Strategies

- Get to know the child so that you can identify the bad behaviour from the tics.
- Recommended that homework be reduced, but not necessarily the difficulty.
- To be flexible where possible.
- Don't respond to Tics, punish or single out.
- Set up a pupil passport for all staff including lunchtime supervisors.
- Training for the staff where required.
- Allow breaks during the day for the child to be able to tic if required.
- Are we meeting the child's needs?



## Mental Health

TS affects Mental Health, confidence and self-esteem. Encourage the child to talk about their TS, and share with friends.

There is an increased suicide rate for anyone with TS/tics.

Tics are not the child's fault.

[www.tourettes-action.org.uk](http://www.tourettes-action.org.uk)



## Emotionally Based School Avoidance

Most of the team recently attended the EBSA (Emotionally Based School Avoidance) run by DSPL9 and provided by the Educational Psychology (EP) Team. Following the pandemic, we are finding many young people are suffering with EBSA and the need for support is greater than ever.

The course covered;

- Anxiety and school attendance
- Link between Special Educational Needs and School Avoidance
- Why it is important for the parents and school to work closely
- What school can do to help the child
- What parents can do to make the child feel good about going to school

As a team it reassured us that we are promoting effective strategies and also gave us some things to consider. We look forward to the next training session.

Please find a **parent guide** for schools to send to their families as attached with this newsletter.



## Voice of the Child

Caroline Vine-Lott, School Family Worker recently attended 'Voice of the Child' training from HCSB. It focused on getting the best outcome from any conversation with a child. One of the strategies was around language used with children. For instance the word **Disclosure**

What's the problem with 'disclosure'?

1. It assumes that the child has something to tell, and that something has happened. It may be that neither is true.
2. It makes 'telling' sound like a one-off, one-way event, where the adult is a passive recipient of words that a child says.
3. Disclosure has a specific legal meaning in relation to evidence sharing

What can we say instead of 'disclosure'?

She has said something  
He has made an allegation  
She has told her friend something  
He has shown very concerning behaviours  
She has made possibly worrying comment.

The clear simple strategies given can be used in everyday practice to support children and families communicate.

# Meet the SWHP Team

## Business & Senior Management Team



**Carly Maddison**  
Business Manager

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**Ella Young**  
Partnership Co-ordinator

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**Dave Bell**  
Senior School Family Worker

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**Allocated Schools**

Bushey Heath  
Queen's



**Ella Deanus**  
Senior School Family Worker

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**Allocated Schools**

Fair Field  
Rickmansworth Park  
Rickmansworth School  
St John's C of E

## School Family Workers



**Alison Barnes**  
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07872 991559

**Allocated Schools**

Eastbury Farm	Field Junior
Little Reddings	Newberries
The Reach Free	
The Grange Academy	
Watford Field Infants	



**Baljit Chhina**  
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**Allocated Schools**

Ascot Road	Central Primary
Chater Infant	Chater Junior
Holywell	Kingsway Infants
Kingsway Junior	Holywell



**Caroline Vine-Lott**  
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**Allocated Schools**

Greenfields	Sacred Heart
Lanchester	St. Joseph's
St. Meryl	Watford Boys
Watford UTC	Woodhall

# School Family Workers



**Danielle Simeone**  
**School Family Worker**  
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 07872 991571

**Allocated Schools**

Ashfield	Coates Way
Merry Hill	Parmiters
The Grove	Watford St John's



**Debbie Greenfield**  
**School Family Worker**  
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 07872 991561

**Allocated Schools**

Arnett Hills	Christ Church
Croxley Danes	Harvey Road
Holywell	Little Green
Malvern Way	The Russell
Yorke Mead	



**Debbie Wingfield**  
**School Family Worker**  
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**Allocated Schools**

Bournehall	Maple Cross
Parkgate Infants	Parkgate Junior
Rickmansworth Park	Shepherd
St Clement Danes	St Joan of Arc
St John's Catholic	St Peters



**Kelly Shaw**  
**School Family Worker**  
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**Allocated Schools**

Bournehall	Breakespeare
Meadow Wood	Little Reddings
Parmiters	St Pauls
The Grange	



**Rebecca Lathwell**  
**School Family Worker**  
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**Allocated Schools**

Futures Academy	Knutsford
Nascot Wood Infants	St Anthony's
St Catherine of Sienna	St Paul's
The Grove Academy	



**Sam Ward**  
**School Family Worker**  
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**Allocated Schools**

Alban Wood	Ashfield
Bushey & Oxhey Infant	Bushey Manor
Cassiobury Infant	Cassiobury Jnr
Futures Academy	Holy Rood
Nascot Wood Junior	The Grange
The Orchard	