



WELCOME TO THE PARENT AND CARER ALLIANCE C.I.C.

Conference for Parents and Carers of Children and Young Adults with Special Educational, Health and Social Care Needs



PARENT AND CARER ALLIANCE C.I.C.

LOUISE ARNOLD & LUCY FULLARD
DIRECTORS
ALICE GARDNER & BETH EDMONDS
FAMILY SUPPORT WORKERS



WHO ARE THE ALLIANCE?

Independent organisation of 2 Directors and 4 Family Support Workers who are all parent carers themselves.

Supported by 2 Independent Social Workers and a team of Volunteers

Our Aims are that families:

- Feel less alone, more recognised and supported,**
- Are better prepared and informed, and**
- Are able to champion getting the needs of their vulnerable children met**



WHAT DOES THE ALLIANCE DO?

Over the past 3 years the Alliance has provided:

48 events for 1245 families

Specialist advocacy support for 436 families

Online and telephone advice to 450 families

Arranged free specialist education lawyer advice sessions for 160 families, and

Specialist Physiotherapy support for 33 families.

We support 1572 members in our closed Facebook group, and keep the 883 followers of our Facebook page updated

We work on improvement projects with community organisations and charities, local authority and health providers, and with Professor Luke Clements and Professor Andy Bilson



FEEDBACK FOR THE ALLIANCE

“I love the support and kindness shown to one another by everyone in the Alliance, and the understanding of how hard it is to negotiate the services paid to support us. It means a huge amount, just knowing you aren't alone. And that's before you get into the amazing levels of specific knowledge you can access and the advice given from other people's experiences, too”

“The Alliance has not only helped us to gain more confidence in asking for what our daughter needs but has given us a lot of understanding of how/who to ask and what we CAN ask for. They've helped us gain a better understanding of our daughters needs and identity and the importance of celebrating her”

“The Alliance has made a massive difference, when I was on my own, I felt lost, confused, and frustrated, once the Alliance started helping me, everything felt easier and things that I couldn't say, were finally heard because Alliance gave me my voice back. This saved my mental health and my families wellbeing”



DRIVEN BY OUR COMMUNITY'S NEEDS

Making a positive difference by responding to the issues raised by our community of parent carers and their families

Our involvement in research has included

- Work with the Barnwood Trust and our Young adult focus group which contributed to the short breaks project funding
- Co-working with Professor Luke Clements on research into improvements to Disability Needs Assessments
- Gaining an award for 'Making a positive difference to society'
- New FII and Perplexing Presentation procedures for Gloucestershire Safeguarding Board
- Contributing to the best practise guidance for FII with PANS PANDAS



NEW ALLIANCE SERVICES

All of which have led to new Alliance Services

- EOTAS services
- Short Breaks project
- SEN Support services
- Care at Christmas project



SHORT BREAKS

Discovering You is about giving disabled young people a voice and a choice. It's about recognising and celebrating their different interests, their passions, and their uniqueness.

This project is designed and planned by people who are living the challenges that disability can bring, and who are passionate about making positive, practical, and achievable solutions.

Too often short breaks can be restrictive - Discovering You is about having options for the same life experiences as their peers, with provision tailored to the individual's needs.



SEN SUPPORT SERVICES

Attendance at Mediation

Application for appeal

Refusal to Assess

Refusal to Issue

Contents Appeals (Sections B, F and I)

EHCP/Working Document check

Enhanced EHCP/Working Document check

Professional report check

EOTISC Package

Case Management



SEN SUPPORT SERVICES FEEDBACK

“Parent and Carer Alliance CIC were amazing they took the stress out of my hands and put the complete appeal together for me.

I just didn't have the head space to sort it all alone.

They took the load and pressure off me enabling me to manage my child better. I feel supported and reassured.

I now have mental health support and better knowledge of the system which enables me to fight for my child”



THANK YOU PLEASE GIVE FEEDBACK

PARENT AND CARER ALLIANCE C.I.C.

info@parentandcareralliance.org.uk



Home to School Transport

by

Samantha Hale

Disclaimer: Please note that this presentation has been produced for the Parent and Carer Alliance, 2023 SEN Conference for information purposes only. The contents of it should not be reproduced without consent from HCB Solicitors. If you have a specific legal issue, we would recommend you contact our education law team on 0333 202 7175 or education@hcbgroup.com

What we will cover

- When a local authority has a legal duty to provide home to school transport
- Parental preference in transport cases– what is it and is it legal?
- What is a suitable school for the purpose of transport?
- How do you challenge nearest suitable?
- How to challenge transport decisions?

Transport – who is entitled?

Children of compulsory school age

- LA has a legal duty to transport ‘eligible’ children.
- Most common grounds for being an ‘eligible’ child is due to the nearest suitable school:
 - a) being over the statutory walking distance from the family home; or
 - b) is within the statutory walking distance but the child cannot be reasonably expected to walk due to their special educational needs, disability or mobility problem.
- There are other grounds for being an ‘eligible’ child
- LA’s also have a discretionary power.

Transport – who is entitled?

Post-16

- **YP aged 16 -18** – LA's must have a policy that sets out the arrangements for transport they consider necessary for facilitating the attendance of persons of sixth form age.
- **YP aged 19 – 25** – LA must make such arrangements for the provision of transport they consider necessary to facilitate attendance of adults receiving education

Parental Preference – what is it and is it legal?

- LA's will sometimes name a school in a EHCP 'at parental preference'.
- This is often done by LA's so that they do not have to provide home to school transport.
- Is this legal? Only if there is a suitable school with a place available that is nearer to the family home.
- There must be an offer of a place for it to be legal - *The Queen (on the Application of H) v The London Borough of Brent* [2002] EWHC 1105

What is a suitable school?

- Home to School Travel and Transport Statutory Guidance for children of compulsory school age defines a suitable school as:

*‘A suitable school for school travel purposes is a qualifying school (see paragraphs 7 to 8 for the definition of a qualifying school) that is suitable for the child’s age, ability, aptitude and any **special educational needs** they may have³. It should also be suitable for the child’s sex, for example a girls’ school could not be considered the nearest suitable school for a boy.’*

- For children with an EHCP:
*‘Where a child has an **EHCP plan**, the school named in the plan will normally be considered to be their nearest suitable school.’*

How do you challenge nearest suitable?

First-tier Tribunal (Special Educational Needs and Disability) ('FTT'):

- Appeal against the school being named at 'Parental Preference'
- It was established that the need for home to school transport was not a special educational need nor could it be special educational provision
- This was established in an appeal to the Upper-Tribunal in a case regarding a young person aged 19 - *Staffordshire County Council v JM* [2016] UKUT 0246 (AAC)
- However subsequent case law has changed this position - *AA v LBH* [2017] UKUT 0241 (AAC); *Birmingham CC v KF* [2018] UKUT 261 (AAC)
- Code of Practice states '*Transport should be recorded in the EHC Plan only in exceptional cases where the child has particular transport needs*'

How do you challenge nearest suitable?

AA v LBH [2017] UKUT 0241 (AAC)

- At an appeal to the FTT the Panel refused to hear submissions on home to school transport which were linked to the child's significant sensory needs.
- There was no dispute that the LA had a legal duty to provide a provision of home to school transport but the suitability of the transport offered.

How do you challenge nearest suitable?

AA v LBH [2017] UKUT 0241 (AAC)

- The UT found the FTT's decision to be wrong stating:

"It is important to note that Staffordshire concerned an adult (age 21 at the time of the Upper Tribunal decision) and that section 508F of the Education Act 1996, which was considered in that decision, applied only to those over 19. The decision of the Upper Tribunal was that there could be no jurisdiction in such a case in the First-tier Tribunal. That decision was not about the case of a child and is not authority (nor does it claim to be) in respect of a child of Adam's age."

"They do not go into jurisdiction. I am unaware of any authority that states in terms that as a matter of law transport needs can never constitute a special educational need and that measures to deal with them can never in any circumstances whatsoever be specified in the plan (or in the forerunner statements of a special educational need)."

How to challenge transport decisions?

- Local Authority appeals process
- First-tier Tribunal (Special Educational Needs and Disability)
- Judicial Review
- Complaint to the Local Authority
- Complaint to the Local Government and Social Care Ombudsman.

How to challenge transport decisions?

Judicial Review

- Unless the matter is urgent can only be pursued after the LA appeal process is completed
- Cannot be pursued if you have made a complaint to the LGO and vice versa
- Must be pursued within 3 months of the date of the decision being challenged unless there is an ongoing failure
- Quite often can be resolved without the need to issue a Judicial Review

How to challenge transport decisions?

Ombudsman Complaint

- Unless the matter is urgent can only be pursued after the LA appeal process is completed
- Cannot be pursued if you have issued a Judicial Review vice versa
- Must be pursued within 12 months of the date of the decision being challenged unless there is an ongoing failure

How to challenge transport decisions?

How to challenge transport decisions?	JUDICIAL REVIEW	LGO
What do they consider?	Unlawful decisions/ process/ policy	Maladministration
Is the decision legally binding?	Yes	No – they make recommendations
Can they award compensation if I win?	No	Yes although this is normally a small sum unless reimbursement
Are they independent from the LA ?	Yes	Yes
Which process is normally quicker?	✓	X
Is Legal Aid available?	✓	X



Thank you

Any questions...?

HCB Solicitors

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Speech and Language Therapy Provision

Myra Pontac BSc (Hons), MRCSLT, reg HCPC

Director, MP Speech and Language Therapy Services

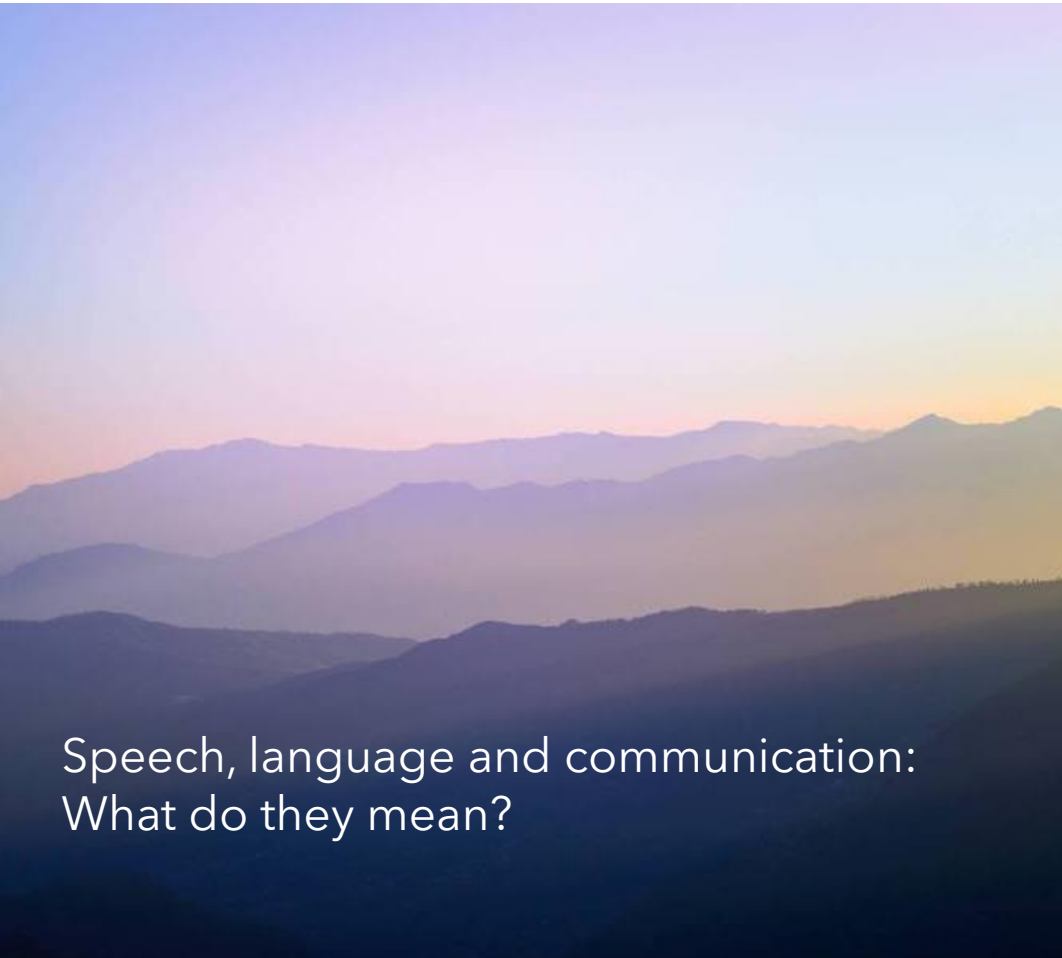


What will I talk about?



- Overview of terms: Speech, language and communication
- How a speech and language therapist works
- Ensuring your child has adequate SALT input
- The EHC plan and appeals: The role of the SALT

Introduction



Speech, language and communication:
What do they mean?

Speech: The sounds we produce with our articulators. What is involved in producing speech sounds?

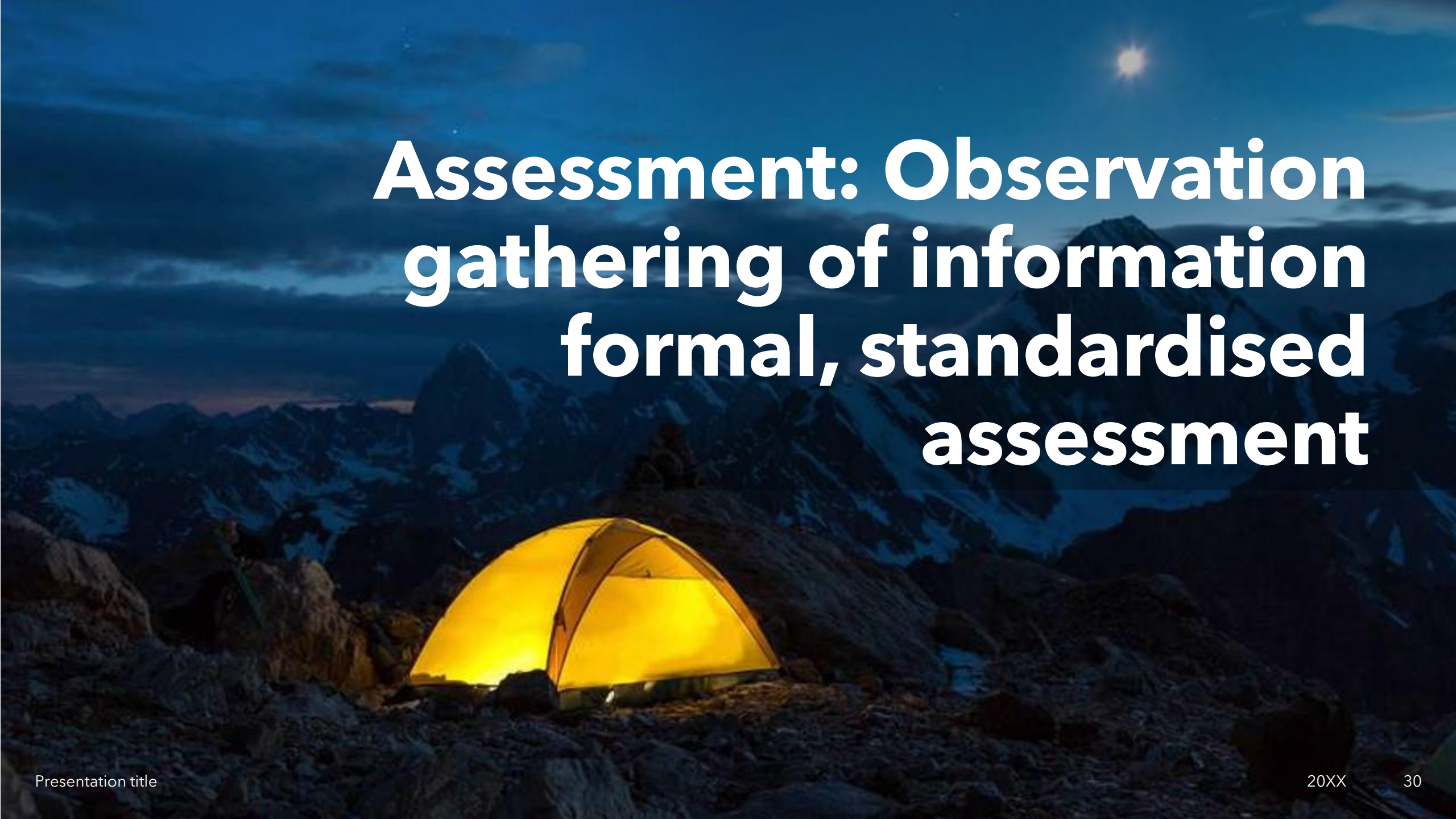
Language: words, sentences, phrases, grammar and semantics/meaning.

Communication: The way we USE speech and language.

What do speech and language therapists do?

Assessment, Advice, Therapy, Training.
Liaison (This list is not exhaustive!)



A glowing yellow tent is pitched on a rocky mountain slope at night. The tent is illuminated from within, casting a warm light. The surrounding landscape is dark and rugged, with snow patches visible on the mountain peaks. The sky is dark blue with a few stars and a bright moon or star in the upper right.

Assessment: Observation gathering of information formal, standardised assessment

ENSURING YOUR CHILD HAS ADEQUATE SALT PROVISION

WHAT DOES ADEQUATE MEAN?

- It should result in change in a timely manner
- It should empower those around the child to generalise therapy given.
- It should aim to create supportive, communicative environments for children.
- It should provide access to parents to discuss concerns

ADEQUATE VS TO REACH POTENTIAL

- A local authority is only obliged to provide reasonable and adequate provision.
- This is different to the therapy required to reach potential. Education cases are different to clinical negligence cases.

Ways you can help your child get appropriate levels of SALT

Discussion with local services

- Discuss provision with the therapist.
- Discuss with teachers and education providers

The EHC plan

- If your child has needs that require provision over and above what can be provided from within a school's ordinary resources.
- There must be provision in section F to match need in section B
- Therapy provision must be **QUANTIFIED** and **SPECIFIED**
- Flexibility

SEN tribunals

- You can only appeal against a **FINAL** EHC plan.
- The tribunal process changes the contents of an EHC plan in certain sections.
- They are **EVIDENCE** based. The quality of your evidence determines the outcome.



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Thank you for listening!



PHYSIOTHERAPY AND EHCP'S

Kimberly Morris
Advanced Paediatric Neuro-respiratory Physiotherapist

Who needs an EHCP

- An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.
- EHC plans identify educational, health and social needs and set out the additional support to meet those needs.
- Think extra help.
- A request for an Education, Health and Care needs assessment can be made by: **a child's parent/carer**. a young person over the age 16 but under the age of 25. a person acting on behalf of a school or post 16 institution (SENCO and Inclusion Manager)

https://www.gloshomesdirectory.org.uk/kb5/gloucs/gloshomesdirectory/advice.page?id=_sCaAe_0PRU

Standards for your Paediatric Physiotherapists

- Paediatric physiotherapists along with all other clinicians working with children and young people (CYP) with SEND have the responsibility of early identification of need, and must inform the appropriate local authority of any CYP identified under compulsory school age who has or probably has SEND (section 23 of the Children and Family Act 2014).
- The clinician **MUST** give the CYP's parents/ carers the opportunity to discuss their opinion on potential SEND before informing the local authority.
- Health provision should be detailed and specific and should be quantified, for example, in terms of the type of support and who will provide it.
- It should be clear how the provision will support the outcomes, including the health needs to be met and the outcomes to be achieved through provision.

Outcomes are important

- Outcomes
- The benefit or difference made to an individual as a result of an intervention.
- They should be personal and not expressed from a service perspective.

Golden Thread

- What the Golden thread is, is this key link between the child or young persons health needs, health provision, and their health outcomes
- Their provision must link back to the need so there must be some provision to meet a need. They should be child YP centered. You don't want a stock set of outcomes that is put in every plan that isn't relevant to the young person
- Outcomes are not provision. Outcome is not 'review by the community paediatric service every 6 months' that's provision. WHY are they being reviewed by the What is the service going to do, what are we aiming to achieve? Think of it that way.

Health Specific Outcomes

- Example:
- Goal of reduced school absence due to thick secretions/health complications
- What would that look like?
- Is it realistic?
- If so what is the desired outcome
- Reduction infrequency
- To improve compliance with medications by change in delivery
- How
- To improve the child's understanding of their condition so that they are better motivated to comply with medications and advice.

There is still quite a lot of confusion about how therapeutic provision should be provided to a CYP who has an EHCP.

When a provision is recognised as a Special Educational Provision it is placed into Section F of the EHCP. The LA, not health, is responsible for Section F. This is important for two reasons:

- It is the LA that is responsible for, and funds, the provision in Section F.
- If the provision is not made available, discussion should take place with the LA.



The importance of section F

- **Section F**
- The provisions set out in this section must be detailed, specific and quantifiable.
- It must clearly state who, what, where, when and for how long. This means detailing the type of support, the expert needed to deliver that support, the experience and training that the expert must have, the number of hours per day needed and how frequently

Section F continued

- The section should not use woolly or wish-washy language and should clearly state what the child or young person 'requires' and 'receives' as provisions.
- The section needs to state minimum values. For example, the child should receive 'at least' or 'a minimum' of 2 hours of speech therapy per day / week. It should not use language like 'up to' 2 hours per day / week.
- Equipment can be listed as an educational provision (e.g. wheelchair) but it should also include who will provide training for the use of that equipment and who will maintain, service and update the equipment.
- The plan can list strategies such as modifications or exclusions from the National Curriculum, request a certain peer group, class size or modifications to the school or other educational environment.
- The provisions should not be left open or kept vague to allow for interpretation, modification, or adjustment by those providing the service. If things change necessitating an amend in the level of provision, then a review should be held sooner than each year.

Section Examples

- **Section B Special Educational Needs**

- Rebekah needs to stand in a standing frame daily to maintain muscle length and ability to weight bear

- **Section F-Provision**

Two members of school staff to be available to transfer Rebekah in and out of her standing frame once a day.

Section F-Physio aspects

30 minute assessment and adjustment to standing frame every half term.
1 hour of training from a Paediatric Physiotherapist, per annum, at the start of the school year for school staff using the standing frame with Rebekah

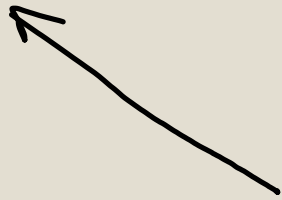
Section G- Physio aspects

30 minute assessment and adjustment to standing frame every half term.
1 hour of training from a Paediatric Physiotherapist, per annum, at the start of school year for school staff using the standing frame with Rebekah



UL Botulinum and impact

Would be on outcomes in EHCP



Fatigue.



Autism and issues with behaviour
limiting input at home/community



Section F- Physio Aspects

6 Sessions of Physiotherapy 45 minutes duration to progress
mobility, improve range of movement, balance and walking
Pattern following management with Botulinum toxin injections



Risk of not having the input might
Affect mobility within school and
treatment needing more carers



Input needed would involve inpatient
management or long journey to clinic for
treatment/time off school could be
argument for it to be within section F to aid
school attendance

Direct or Non-Direct Input

- **Direct:**

- Hands on treatment
- Measurement of outcomes/reassessment
- Attend Meetings

- **Indirect:**

- Monitoring of Equipment
- Provision of equipment
- Safety checks
- Report writing
- Liaison (Parents and professionals)
- Devising programmes
- Supervision and overseeing of support staff who deliver the daily programme

Points to note

Aspiration:

- Wishes of the child and family, they do not need to be realistic!
- Gives an idea about what motivates the CYP/family

Need:

- Essential or very important
- Not just something which is desirable

Outcome:

- SMART –need to be able to measure whether it has been achieved.
- Build on something they are good at and need, or can realistically do in the future.
- Long (in next year), Medium (by end of key stage) and short (by end of school day).
- Include outcomes for home, school and the community

Points to note

Provision:

- Service or resource
- Training
- Equipment
- Direct Therapy
- Utopian? Gold Standard? Reasonable? Service Led?

Points of note

Physiotherapy reports for EHCP consideration:

- Detailed
- Comply with CSP Standards
- Written in collaboration between CYP and the family
- Clear and concise recommendations
- Explain terms and outline the child's needs/areas of difficulty
- Be specific as far as able/ Stay within your remit.
- Completed within the specified timescales.

Further Information

- **ONLINE PHYSIOTHERAPY CONSULTATION**

- This service is for Carers living in GLOUCESTERSHIRE, who need one session of advice to
 - understand the impact/prognosis of a diagnosis/injury/operation for the person that they care for,
 - to know what to look out for, and
 - to safely provide care within their own physicality
- <https://info.parentandcareralliance.org.uk/physiotherapy-service/onlinephysio>

Further Information

- **INDEPENDENT PHYSIOTHERAPY SERVICE**

- <https://info.parentandcareralliance.org.uk/independentspecialist/physio>

- **EMERGENCY PHYSIOTHERAPY**

- This service is for Carers living in GLOUCESTERSHIRE, who have developed pain or injury as a result of their caring role and whose condition is not so severe as to need urgent investigation.
- <https://info.parentandcareralliance.org.uk/physiotherapy-service/emergencyphysioferral>

Lasting Powers of Attorney and Deputyship Orders

What are they and how can they help?

Nicole Boon - Solicitor at Langley Wellington LLP

Lasting Powers of Attorney

What are Lasting Powers of Attorney?

Who can be my Attorney?

Life Sustaining Treatment?

What other information do I need to know?

Deputyship Orders

What is a Deputyship Order?

How do I apply? What do I need to know?

What happens once I have the Court Order?

How long will it take?

Is a Deputyship Order only for Finances?

When should I start future planning?

Lasting Powers of Attorney and Deputyship Orders

If there is no deputyship order in place for Finance & Property matters, there would be no one able to deal with the financial affairs of the person who lacks capacity
Residential homes may refuse entry to that person without formal documentation in place to manage their finances and ensure that any bills are paid
Provides a child who lacks capacity with financial stability
Can also ease the minds of parents/guardians, knowing that bills can be paid and finances discussed

But remember....

Lasting Powers of Attorney and Deputyship Orders

Whilst these documents can be completed online/in person, it is always wise to seek independent legal advice before taking on such a role
It is always wise to be fully aware of all implications, should anything go wrong
Attorneys and Deputies can be investigated for any alleged misuse of funds or misuse of their position - this could potentially lead to criminal sanctions
So please always know what you are agreeing to before signing any paperwork!

What happens next?

Questions...?

Lasting Powers of Attorney and Deputyship Orders

Nicole Boon - Solicitor at Langley Wellington LLP

Email: nicole.boon@langleywellington.co.uk

Sarah Drake Independent Social Worker

Working alongside the Parent and Carer
Alliance C.I.C



Who am I?


Sarah Drake is celebrating her 27th year as a qualified Social Worker in 2023!

Sarah has worked as a Team Manager in Adult Services in South Wales. She is registered with Social Work England (SW49732) and Social Care Wales.

Over her career, Sarah has worked with Adults with physical and learning disabilities both in a social work and provider capacity.

She has worked as a Social Worker and Senior Practitioner, in hospitals, physical rehabilitation and Intermediate Care, Adults' and Children's Services, in an 18 – 25 Disabilities Service, and as a Team Manager within Adult Safeguarding, Duty and Intake Teams.





How do ISWs differ?

- ▶ As we are independent, we work for you and your family so your needs are paramount.
- ▶ We focus on needs and not resources.
- ▶ We consider the person in a wider family context not as a stand alone individual.
- ▶ We recognize the stress you experience as parents and carers and the difference between these roles.
- ▶ We advocate on behalf of you and your family.

What do we do?

We provide independent assessments, information and support.



We will tell you the truth in a realistic way.



We break down law, process and language in an accessible and user-friendly way.



Work alongside professionals to get the best outcomes for you.



Signposting to other services/resources.

What we
don't do.



Judge you.



Blame you.



Provide funding or services.

What can we offer

Independent assessments of your needs as a family.

Advocacy.

Assist with complaints.

Support with report and statement writing.

Other tasks as needed with agreement.



Are you wearing
the correct hat?

All too often parent carers of children with additional needs tell us that their experience of being assessed by social workers (or other social care workers) is poor.

Worse still, some tell us that they feel undermined, ignored, belittled, and all too often blamed for their children's difficulties. We hear reports of parent carers being told their children's anxieties are caused because of their own anxieties; of parents exaggerating or even fabricating their children's symptoms; of parents being not willing to listen to the advice of professionals; of seeking second opinions; of undermining professionals through complaints; and much, much more.

Too many parent carers tell us they have asked for help meeting their children's needs and end up being dragged through child protection procedures, it is not possible to overestimate the impact this experience has on parents and their families.

Parent carers tell us that this is because they are being assessed by social workers who are looking for weaknesses in parenting and the risk of harm to the children.

The social workers approach this work wearing a safeguarding hat.

Most social workers live, breath and work as if safeguarding is their life blood, you can hear it in the way they speak and see it through the decisions they make.

This is entirely appropriate when you are working with children who may be at risk of significant harm.

This is completely inappropriate when dealing with parent carers whose children have additional needs and where no safeguarding concerns have been raised.

The approach to assessing children with additional needs has to be done differently, working in partnership with parent carers, viewing them as the experts of their children, listening to and acting on their accounts of their children's wishes and feelings, standing in the parents' shoes in order to gain insight and empathy with their experience bringing up their children.

On top of the usual trials that parenting brings, these parent carers have the extra worries of dealing with children who may not be meeting original expectations, who may have complex and life threatening medical issues, whose behaviour is dysregulated, and who do not fit with the more 'normal' view of childhood.

Family life may be very different from what was expected when decisions to have children were taken. At times of reduced public services, parents are left advocating strongly for their children and may come into conflict with practitioners from different agencies.

Children with complex medical issues may be living longer than previous generations, because of improvements in medical care; they may be presenting with symptoms and behaviours that have not been previously understood.

Parents may be concerned about the impact on their other children, their homes may need adapting as their children grow, in ways that may not have been predicted.

One or both may have given up work, putting themselves and their families under greater financial insecurity. This is in addition to the pressures and stresses of poverty, poor housing, discrimination, mental health and social isolation that many parent carers in the modern world face.

Through the guidance developed with Professor Clements we are asking for social work assessors to view these assessments very differently from how they may be used to.

It is asking that they 'wear a different hat' when working with these families.

What difference have we made with our new hat?

Through listening to and working with families we have achieved a holistic approach.

Advocated for individuals so they understood the systems, felt listened to and empowered to continue to challenge and stand up for their rights.

Helped people feel less alone.

Brought together multiple agencies to achieve joined up plans.

Successfully advocated for services, assessments and with complaints.

Planning for the future

Start planning early.

Working towards transitions to adulthood together.

Wider criteria for adult services.

Need to have an awareness of Mental Capacity Act and DOLS.

You don't have to accept the same package of care as to when they were a child.

Although beware! Some services do not transfer over.


Change on a National Scale

We recently designed a care needs assessment that is specifically aimed at disabled families.

This assessment was endorsed by Professor Luke Clements and here is what a family who trialled this process had to say, comparing it to the current single assessment.

Top tips

- ▶ Don't be discouraged if you are told your child is not disabled enough. There are strict criteria, but we can challenge these.
- ▶ Push to have your needs as a family recognized and not just those of one child.
- ▶ Request carer's assessments. You are eligible for services/a personal budget in your own right.
- ▶ Ask for what you need. Not what you think you will get.
- ▶ Always have a rationale for your request.
- ▶ There is help available.



If you would like an
Independent Social worker report,
please speak to us at the Alliance stand!
These reports can be used for
Tribunal purposes.



Any Questions for our morning speakers?



LUNCH BREAK

Please visit our Exhibitors



UPCOMING EVENTS

COFFEE MORNINGS

- 9th November 11:00 to 13:00 National Star, Ullenwood, Cheltenham
- 21st November 10:30 to 12:30 Highfield Garden World, Whitminster

CARE AT CHRISTMAS

- 15th November 18:00 to 20:00 and
- 16th November 10:00 to 12:00 Dursley Tabernacle Church

CARERS CHRISTMAS LUNCH

- 4th December 12:00 to 14:00 Toby Carvery, Over, Highnam

WEBINAR – HUMAN RIGHTS DAY FOCUS ON GLOUCESTERSHIRE CIN AND CP FIGURES FOR DISABLED CHILDREN

- 7th December 11:00 to 12:30 and 19:00 to 20:30