

# SEND & INCLUSION NEWSLETTER

February 2017

## Update from SEND Group Manager – Simon Wellman

Dear Colleagues,

The visits continue and I have enjoyed my trips to Sir John Randall Primary School, where the behavior of children was impeccable; Muxton Primary School where I met a young man who had made brilliant progress throughout KS1 and was now fully included in his KS2 class; Millbrook Primary School whose children in Reception were making some amazing rockets and Newdale Primary School where I met some very passionate staff in the Early Years. I enjoy coming out of the office and seeing the real work in action! Please do continue to invite me.

My visits help me to understand what you think is working well and areas that need improving. They also show me that many of you have heard some of the strategic messages that have started to come out. One area that has surprised me is an interpretation that Telford and Wrekin no longer 'believe' in 1 to 1 support for children. It is true that at the recent Heads and Chairs meeting we discussed some of the dependency problems that continued adult support can create and we also explained that we will move away from stating 'hours' in EHC plans so that resources can be used more flexible to support a child's need. However to reaffirm there is much evidence that shows targeted adult support, delivering evidence based interventions, can and is necessary to support a child/young person's development. The appropriateness of how much support and how often will depend on a child's age and their need. 1 to 1 in the Early Years for example is much more pertinent than a child approaching secondary school provision. Children and young people with visual and hearing impairments needs will often require a more personalised approach. My main message here is that there are no hard and fast rules. Telford and Wrekin Local Authority does not have a 'position' about 1 to 1. Ultimately where a child is provided with Top Up funding a school must be able to show how they have used that Top Up for that child to deliver a personalised, individual package of support. I hope that all makes sense!

In this edition of the newsletter please do check out the description of the SEND teams that work to support you in your settings. Also attached is a **Critical Incident Flyer** from the Educational Psychology Service.

This support is free to all Telford and Wrekin schools. Please do contact the service in the event of a critical incident.

Simon



## **SEND Teams to support Early Years Providers, Schools and Colleges**

Our SEND teams are now working closer together to deliver more coordinated support to Telford and Wrekin's Early Years Providers, Schools and Colleges. Here 's who we are and what support we provide.

### **Sensory Inclusion Service (SIS)**

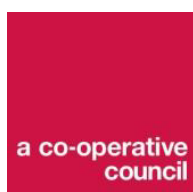
The Sensory Inclusion Service (SIS) is a specialist team which supports children and young people with sensory impairments in educational settings and across local communities. SIS provides information and advice to parents/carers, teachers and other organisations including training for school and colleges. Further information can be found at [www.telford.gov.uk/send](http://www.telford.gov.uk/send)

### **Learning Support Advisory Team (LSAT)**

The Learning Support Advisory Team consists of specialist professionals offering assessments and advice for children and young people with SEND, aged 0-16. This ranges from Early Years observations, planning and monitoring of interventions through to GCSE Examination Access Arrangements testing. The LSAT Team also offers a varied programme of SEND related training. For further details, please contact [cssadmininbox@telford.gov.uk](mailto:cssadmininbox@telford.gov.uk)

### **Educational Psychology (EP)**

Educational Psychology provides professional psychological services for children, young people and families in a wide range of educational settings. We use our expertise of psychological theory and research to develop an understanding of complex situations, addressing a wide range of child and adolescent developmental issues, including special educational needs. Further information can be found at <http://eps.taw.org.uk>



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## **Behaviour Support Advisory Team (BSAT)**

The Behaviour Support Advisory Team is made up of a Team leader and 16 Inclusion Mentors working across key stages EY – KS4. We offer a range of support services to schools ranging from reducing low-level disruptive behaviour and increasing pupils' engagement in learning, to helping schools prepare for Ofsted in relation to behaviour, safety and wellbeing. We support pupils with identified social, emotional and mental health needs and offer coaching to teachers to help develop their classroom skills in creating a positive learning environment. For more information, please visit

[http://www.twccommercial.co.uk/commercialservices/homepage/73/behaviour\\_support\\_advisory\\_team\\_bsate](http://www.twccommercial.co.uk/commercialservices/homepage/73/behaviour_support_advisory_team_bsate)

## **Special Educational Needs and Disabilities (SEND)**

The Special Educational Needs and Disabilities team offer advice and support for parents and schools/settings to enable children and young people with special educational needs to have their needs met in local mainstream settings. We manage the statutory needs assessment process in order to determine whether additional provisions need to be made through an Education, Health and Care Plan (EHCP). We also represent the Local Authority in First tier Tribunal cases. Our SEND team's ultimate aim is to promote the inclusion of children and young people in local mainstream settings.

## **Portage**

Portage is a specialist home visiting service which helps meet the special educational needs of pre-school children whose development is delayed. We use our expertise to empower parents to teach their children new skills at home and we also give settings guidance and advice. Portage uses particular teaching techniques and provides a curriculum of skills to be learnt.

For more information please look on the local offer.



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**SEND Reforms****Legal Parts of the SEND Reforms**

We should all be cognisant with recent legislation and also older regulations which still apply to some pupils, i.e. those with statements. SENCOs need to be familiar with the range of legal documents and know where to source further information as and when the need arises.

**The Children and Families Act (2014)** is the basis of the Code of Practice (CoP). The Act covers many matters including adoption, family justice, child welfare, the work of the children's commissioner for England, childcare and parents' rights as well as SEN and disability. From the Children and Families Act came the SEN and disability regulations, and from these came the new CoP.

**Which parts of the SEN and Disability Regulations should SENCOs be most aware of?**

The regulations cover the following:

- Part 1: Introduction
- Part 2: EHCP (assessments, etc)
- Part 3: Duties on schools
- Part 4: Local Offer
- Part 5: Approval of independent special schools and special post-16 institutions
- Part 6: Parents and young people lacking capacity

**-Schedule 1:(Regulation 51):** Information to be included in the SEN information report

**-schedule 2:(Regulation 53):** Information to be published by a local authority in its local offer

**-Schedule 3:(Regulation 64):** References to a young person in the Act that are to be read as references to both a young person and an alternative person.

**Schools need to be aware of the overall regulations and, in particular, the duties described in Part 3. These include:**

- The prescribed qualifications and experience of **SENCOs**
- Appropriate authority functions and duties relating to the **SENCO**
- The prescribed information that must be included in **SEN information report**
- The manner of publication of the report.**

The following link to the Children and Families Act (Section 69) has details of the SEN Information Report requirements:

<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>



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**SEND Reforms continued..****\*\* Reminder \*\***

**Since September 2014, all schools have been expected to:**

- Initiate a review of their SEN policy, engaging governors and staff, parents and young people
- Review and refresh their process for the early identification and assessment of SEND to follow the graduated approach
- Review and refresh their procedures for effective engagement, so that children, young people and parents are involved in decision-making and planning
- Review how they support pupils with SEND with their transition to post-16 education and prepare them for adult life
- Publish information on their provision as set out in the Special Educational Needs and Disability Regulations 2014 (‘the SEND Regulations 2014’)
- Engage with local authorities in particular on the development of the Local Offer and the process for transferring from statements of SEN to Education, Health and Care (EHC) plans
- Review pupils currently at SEN Support, engaging the child and parent in Decision making and planning and being clear about the extra support that They need what impact the school expects support to have and by when
- Ensure their SENCO has the right qualifications (or is working towards them) and explore how the SENCO fits into strategic management of the school
- Have arrangements in place to support pupils with medical conditions tell parents about the reforms and explain how the transition will happen
- **Carry out staff training on the new arrangements, ensuring that teachers are clear about their role and accountability for the progress and development of pupils with SEND in their class**
- Ensure there is a governor identified as having a responsibility for SEN.



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**Assessment and Reporting Arrangements****2017 Key Stage 2**

<http://preview.tinyurl.com/hx43e5s>

- **Access Arrangements** section of **NCA tools** opens for applications for additional time, early opening, compensatory marks and timetable variations on **30th January 2017**
- Publication provides brief info on access arrangements (page 19 &20) and link to relevant document (February 2016)  
<http://preview.tinyurl.com/jm52ao3>

**2017 Key Stage 1**

<http://preview.tinyurl.com/gqbmfgt>

This publication provides brief information on access arrangements (page17) and link to relevant document from March 2016. This can be found at

<http://preview.tinyurl.com/hder39k>

**Early Years**

**Communication Supporting Classroom Observation Tool** aims to help Year reception, Year 1 and Year 2 staff to audit their language environment.

<http://preview.tinyurl.com/jg2jvc4>

**Every Child a Talker: Guidance for early language practitioners. DCSF 2008**

- Includes audit to self evaluate present performance;
- Identifying priorities and training needs;
- Features of a communication friendly setting;
- Supporting children with English as an additional language;
- Engaging parents etc.

<http://preview.tinyurl.com/hja7qh7>

ICan factsheet: Ideas for the development of communication skills.

<http://preview.tinyurl.com/hja7qh7>



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**Clicker 7 FREE Breakfast Seminar**

**Clicker 7 are hosting a FREE breakfast seminar** in your region on improving reading and writing with Clicker 7, our award-winning literacy support tool. We really hope that you will be able to attend.

From planning, to writing, to proofing - Clicker includes all the tools your pupils need to succeed. New for 2016, Clicker 7 builds on previous versions of this much-loved software to provide the ultimate cross-curricular literacy toolkit.

**The seminar is from 8:15am to 10:00am** and the details are below:

**Telford Breakfast Seminar**

Wednesday 8th March 2017

Park Inn by Radisson Telford, Forgegate, Telford, Shropshire,  
TF3 4NA

**Seminar attendees will also be able to:**

- Find out about our significant upgrade discounts for Clicker 6 users
- Reserve exclusive special offers only available to attendees
- Have refreshments and pastries on us!

If you would like to book a place, please complete the online registration form on our website at [www.cricksoft.com/seminars](http://www.cricksoft.com/seminars). Alternatively call 01604 671691 or email [seminars@cricksoft.com](mailto:seminars@cricksoft.com) with your details.

As places are limited, only two delegates per school are permitted.

Confirmation of your booking will be emailed to your school nearer to the event date.



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