

SEND & INCLUSION NEWSLETTER

April 2017

Update from SEND Group Manager – Simon Wellman

Is it me or has this been an exceptional long term? Well the Easter holidays are finally here and we can all look forward to a couple of weeks of recuperation. This term I have made plenty more visits to schools. Thanks to Redhill, Aqueduct, Ladygrove, Holmer Lake, Wrekin View and St Patrick's Catholic Primary Schools and Holy Trinity Academy. This week I also had the opportunity to meet with Early Years colleagues at their SENCo update meeting. Thanks to the Early Years LSAT team for organising this event that was well attended.

Further thanks to all that have fed back regarding the proposed changes to the way in which the LA completes ECHNA's. About 20 schools participated in the drop in session held at Ercall Wood and the feedback was that it provided a good opportunity to network. We will let you know the outcome of the consultation and what our next steps will be, probably in the next SEND newsletter.

For now let's enjoy the next two weeks. Thank you for all your hard work and don't overindulge on all those chocolates (as if!)

Peer mentoring scheme for SENCOs

We recognise that there is some work to do to so that new SENCo's in Telford and Wrekin feel supported in their role.

To get us going we would like to set up a peer mentoring scheme where those with existing knowledge and skill in the role are paired with a colleague who has recently taken up post or feels that they would benefit from a buddy.

Please contact us if you would be willing to act as a 'SENCO buddy' or if you would like us to find you a buddy by contacting:

sendandinclusion@telford.gov.uk

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Discover everything you need to know about education, health and care services in your local area for children and young people with SEND 0-25yrs at...

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Educational Psychology Update

In Educational Psychology we have been reviewing our service offer and the way we engage with schools and settings. As a service we are committed to applying psychology creatively to support the wellbeing and progress of children and young people. You may be aware that a number of factors including restructure, changes in personnel, trading and of course the SEND reforms have had an impact on the way we work. Despite these challenges, Telford and Wrekin Educational Psychology Service is successfully meeting statutory timeframes for providing psychological advice as part of the Education, Health and Care Needs Assessment (EHCNA) process. This is not the case across all Educational Psychology Services nationally. Furthermore, at a time of national shortage of qualified Educational Psychologists, we have successfully made two recent appointments which will increase our capacity.

There are two main strands to the Educational Psychology Service offer: Core and Traded.

Our **Core** offer includes providing psychological advice to contribute to EHCNAs. Other core work delivered by the Educational Psychology Service includes:

- **Looked After Children – via consultation with the virtual school.**
- **Early Years—via consultation with the early years LSAT team.**

All other work is delivered through the **Traded** offer whereby schools, colleges and other settings purchase packages of Educational Psychology time which can be used in a variety of ways to address individual, group and whole school issues. In addition to consultation, we also offer bespoke training and project work as well as therapeutic interventions.

Consultation refers to a way of working where the educational psychologist works in collaboration with key adults around a child or young person or a situation and applies psychology to agree next steps or to identify solutions.

We will be replacing Form 1s shortly and aim to provide consultation which will have a stronger than ever focus on the graduated approach and the assess, plan, do, review cycle as described in the SEND Code of Practice 0 – 25 (2014).

Watch this space for further news or speak to your link Educational Psychologist.

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SEND Workshop

SEND High Quality Graduated Response Workshop

Aimed at:

**SENCo's, SEND Leads of Early Years Providers, Schools and
Post 16 Providers**

**Lead By: Simon Wellman - SEND Group Manager and Team
Leads of T&W Services**

The SEND Code of Practice 2014 is clear. There must be a graduated response to meeting the needs of children and young people with special educational needs and disabilities.

This **free** workshop is therefore a must for any leaders of SEND in educational settings who support Telford and Wrekin's children and young people with SEND.

Workshop dates (You only need to attend 1 date)

**Thursday 4th May 10am-12 at Ramada, Forge Gate, Telford TF3 4NA
(Ref: SEND0405R)**

OR

**Monday 8th May 2-4pm G3/G4
Addenbrooke House, Ironmasters Way, Telford TF3 4NT (Ref: SEND 0805A)**

Max 50 per session.

**To book a place on this workshop, please contact:
cpdschoolimprovement@telford.gov.uk quoting the relevant reference.**

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Rochford Review Report

'The Rochford Review: Final Report, Review of Assessment for pupils Working Below the Standard of National Curriculum Tests' was published on 19th October 2016.

Its recommendations include removing the requirement to report using P scales at the end of Key Stages One and Two, The use of the engagement scales for pupils not working in subject-specific areas, and the promotion of school-to-school support.

See the full report on <http://tinyurl.com/z9h7h3k>

The report has generated much discussion within both the mainstream and special sectors. Many of the recommendations have been positively received, and others remain controversial.

The Rochford Review: final report

Review of assessment for pupils working below the standard of national curriculum tests



Developed by Steve Rochford
October 2016

Dyslexia

Dyslexia Scotland

provide access to a range of downloadable leaflets aimed at supporting pupils with dyslexia in school.

<http://dyslexiascotland.org.uk/our-leaflets>



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Speech, Language and Communication

Factsheets for supporting pupils with speech, language and communication needs

I CAN downloadable factsheets provide information in areas that include:

- * Supporting children learning English as an additional language
- * Visual timelines for practitioners;
- * Using Apps to support speech, language and communication;
- * Top 10 Toys for the development of communication skills;
- * Speech, language, communication and literacy;
- * Tips for a communication supportive Primary School;
- * Tips for a communication supportive Secondary School;
- * Vocabulary learning in the Early Years;
- * Vocabulary learning in the Primary Years;
- * Communication supportive environments for practitioners;
- * Language and emotions;
- * Scaffolding;
- * Language and mental health.

<http://preview.tinyurl.com/hhlc4h3>

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Foetal Alcohol Spectrum Disorders

A downloadable teacher's tool kit that includes a range of resources to support increased awareness of FASD in school from NOFAS-UK

<http://preview.tinyurl.com/z2ewdeq>



Medicines in Early Years

DfE Clarification on medicines in Early Years (EY's) settings

Foundation Years website includes some useful clarification regarding administration to pupils in EY settings. The original publication was taken to mean that all medicines administered by EY's staff had to be prescribed by a doctor: the clarification identifies this was not in fact the intention. Instead non-prescription medicines can be administered but only where written permission has been obtained from the child's parent or carer.

<http://preview.tinyurl.com/j2tyd7w>



FOUNDATION YEARS
Great early years & childcare

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Key features...

- Search for clear and accessible information, advice and sources of support.
- Explore leisure, fun and short breaks activities.
- Find out about specialist services and education health and care plans.
- Learn how schools support special educational needs.
- Use the interactive map showing what is available near to where you live.
- Have your say through our online feedback form.

