

# SEND & INCLUSION NEWSLETTER

May 2017

## Update from SEND Group Manager – Simon Wellman

Dear Colleagues,

We have been busy this half term. Many of you in schools and some from early years settings (and a post 16 provider!) attended the *high quality graduated response to meeting special educational needs workshop* that we delivered. The feedback suggests that they were very well received, the information was clear and that you appreciated the opportunity to network with your peers. We intend to run one further workshop after half term as we appreciate that the second workshop coincided with SATS week. We will send out details of this event soon.

You have probably heard by now that next week OFSTED and CQC will be coming to undertake the SEND local area inspection in Telford and Wrekin. Part of the inspection involves visiting education settings across the borough. When we know which settings have been selected we will get in touch. We welcome the insight that the inspection will bring. We know there are areas where we have made significant progress but we also recognise that there is plenty more to do in order to achieve our ambition that all children and young people, with Special Education Needs in Telford and Wrekin, lead a successful life into adulthood.

Thanks to those schools who have invited me in to look at and discuss your SEND provision. I have been welcomed into Grange Park, St George's CoE and Shortwood Primary Schools and once again seen excellent SEND practice. There are various models of support out there and we need to encourage further opportunity for peer to peer support. On that note I look forward to seeing many of you at the school SENCo update meeting at St Matthew's CofE Primary School on Thursday 18th May (flyer attached).

Best wishes

## Consultation feedback and next steps re proposed changes to EHCNA process

**Please find attached to this newsletter the feedback we received from the consultation undertaking regarding proposed changes to the EHCNA process. There is quite a lot of work to do now, with partners, to move to implementation which we hope will be finalised by September 2017.**

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## **Supporting children with ADHD**

### **Idea's for supporting children with ADHD within a classroom setting**

1. Seat the pupil near the teacher, but include him/her as part of the whole class
2. Place the child up front with his/her back to the class, keeping others out of view
3. Allow him/her to use objects to manipulate when sitting (fidget toys) - aids concentration
4. Surround the child with good role models, preferably those seen as significant others
5. Encourage peer tutoring and cooperative learning
6. Avoid distracting stimuli. Try not to place the child near heaters, doors or windows, or other potential distractions. High levels of background noise can also be a problem
7. Try to avoid changes in schedules, physical relocation or unnecessary transitions. Children with ADHD may not respond well to change or unplanned activities, so monitor them closely on extra-curricular activities, such as educational outings
8. Be creative, produce a reduced-stimuli area or workstation for learners to access
9. Make directions clear and concise and be consistent with daily instructions
10. Make sure she/he understands instructions and what is expected before beginning a task
11. Help him/her to feel comfortable with seeking assistance
12. Ensure that a communication diary is set up between parent and teacher
13. Give one task at a time, monitoring frequently and modify tasks as necessary
14. Develop an individualised learning programme for specific subjects
15. If the pupils is easily distracted by noise, use earphones to minimise triggers
16. Break work tasks down into manageable chunks
17. Encourage controlled movement during class
18. Incorporate 'take ten' and relaxation techniques into your timetable
19. Provide sensory stimulus eg. Weighted, OT ball, exercise drills..
20. Signal pupils attention—say that someone is going to answer a question about what is being said

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## Speech, Language and Communication Needs (SLCN) Conference

### Word Aware

Our 2017 SLCN Conference focuses on vocabulary. The new curriculum specifically highlights the importance of vocabulary, which is vital from early years through to secondary. Vocabulary is essential for reading comprehension, as well as achieving across the curriculum; pupils need to use and understand topic-specific vocabulary whatever their age. Many children enter school with limited vocabulary, and without support, these children fall further and further behind.

**Come along to our SLCN conference to learn how to support the vocabulary development of all children**

**Presenter: Anna Branagan, *Speech and Language Therapist and Author of 'Word Aware'*.**

Word aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the approach is of particular value for those who start at a disadvantage - including children with Special Educational Needs and those who speak English as an additional language. This approach is full of practical and inspiring ideas that can be easily applied by busy classroom practitioners to develop both spoken and written vocabulary.

### Course Details and Booking Information

Tuesday 20th June 2017

9:00am - 12:30pm

Holiday Inn, Telford

Telford and Wrekin Schools - £90, all others - £108

Course Code: LSAT 122

To book a place on this course, please contact

[Bethany.Seymour@telford.gov.uk](mailto:Bethany.Seymour@telford.gov.uk)

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## Early Years Disability Access Fund (DAF)

From April 2017 the government will be introducing a new funding measure for early years providers, the Disability Access Fund (DAF), to provide additional support for children with disabilities or SEN. The DAF aids access to early years places by, for example, supporting providers in making reasonable adjustments to their settings and/or helping with building capacity (be that for the child in question or for the benefit of children as a whole attending the setting).

### Eligibility for DAF

Three and four year olds will be eligible for the DAF if they meet the following criteria:

- the child is in receipt of child disability living allowance (DLA) and;
- the child receives free early education.

**Note: Four year olds in primary school reception classes are NOT eligible for DAF funding. Children become eligible for free early education at different points in the year depending on when they turn three.**

## Helping Your School Age Child

### Tips and Ideas to help listening and talking

Afasic Cymru, building on the success of their 'Help at Home' leaflets, and in response to requests from parents, have produced information leaflets aimed at parents and carers with children of Primary School age. They contain practical advice with ideas for games and activities to help children practise and develop their skills in a fun way.

Helping your school age child information leaflets are available in both English and Welsh and can be **downloaded FREE** from

<http://www.afasiccymru.org.uk/publications/help-at-home/>

- Helping your school age child to listen
- Helping your school age child put words together
- Helping your school age child with speech sounds
- Helping your school age child to understand what you say
- Helping your school age child to understand and use words
- Helping your school age child - Bumpy Talking
- Helping your school age child to interact with others



Bwrdd Iechyd Prifysgol  
Betsi Cadwaladr  
University Health Board

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## **Access Arrangements Updates**

### **Learning Support Advisory Team**

As we are coming up to the exam period, here is a short review of some of this year's access arrangement updates.

**The Learning Support Advisory Team offer assessment for access arrangements;** please do not hesitate to contact us if you have any further queries. **We will also be delivering training following the Sept 2017 updates.**

Assessments can be *completed* by an educational professional who has successfully completed Level 7 (post-grad) course including at least 100 hours in specialist assessment (Sept 17).

**No form 8 is required for Statement/EHCP if enough evidence is present. Evidence required for statement should be on centre headed paper, signed and dated.**

### **The Five Conditions for Evidence**

1. Evidence current difficulties
2. Show how involvement of teaching staff in determining need
3. Confirm that without the arrangement the candidate would be at substantial disadvantage
4. Normal way of working
5. Backed up by evidence

Where access arrangements are concerned the clock ticks from day of application not testing, with two exceptions - 26%-50% extra time and OLM clock ticks from date of test.

With all the access arrangements, **normal way of working is key** and applications should be applied for at the start of the course.

For more information and support please attend the Access Arrangements Updates course on the 7<sup>th</sup> November.

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## **Congratulations!**



From left to right -

Gilbert School) **Joanne Ford** and **Leanna Goodger** (Wrockwardine Wood Infants)

**Tahyer Miles** (Mount

**Congratulations to all the TA's who received certificates, following their attendance at all 10 sessions of the TA induction courses.**

### **Modules included:**

- Role and Context – Working In Partnership.
- Inclusion - Supporting Pupils With a Range of SEND/D in Mainstream Schools.
- Positive Engagement with Learning for Pupils with SEND.
- Supporting Children with Reading Difficulties.
- Ways to Support Maths for Children with SEND.
- From Spoken Language to Written Language – Ways to Support the writing process for Pupils with SEN.
- Differentiation – Helping pupils with SEND to access the curriculum.
- 'All the Dys's' – a general introduction to the range of Barriers to Learning which may be faced by Pupils with SEND.
- The development of Spelling and Handwriting for Pupils with SEN/D and Interventions – an overview of a range of support programmes and approaches.

The suite of courses will be re-run in the Autumn Term or staff may choose any combination.

Details can be found in the CPD manual.

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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.

