

SEND & INCLUSION NEWSLETTER

June 2017

Update from SEND Group Manager – Simon Wellman

Hi all,

Wow that was intense. I must admit although I have worked in the context of OFSTED throughout my career in education, as an LA employee in SEND this has been my first direct contact given the introduction of the SEND Local Area OFSTED/CQC inspection only last year. You really do need a bit of resilience don't you! I want to repeat our thanks to all those that supported us both during the week leading up to the inspection and the inspection week itself. As we have described before we have some 'trickiness' with feedback as the inspection team made it clear that information they provided was confidential until 'the letter' is published. We are hopeful that publication should be before September. Whilst the process was exceptionally rigorous and challenging it did provide an opportunity for us to take stock. Whilst recent progress has been made there is plenty more to do and we now need to push ahead with further developments.

To that end there are some key priorities for us as we approach the end of term which include:

- Resolving some final September placement issues—particularly around special schools.
- Implementing the 8 proposals regarding changes to the EHCNA process.
- Starting the high needs review.
- Developing the 5—16 School Inclusion Panel.
- Recruiting staff into various SEND teams.

More detail about many of these priorities are given throughout this newsletter. Please note there is further workshop on the graduated approach for those schools who were unable to make the first two dates. Please do sign up if you have not attended already. Our aim is for all schools in Telford to hear the key messages about what makes a high quality graduate approach to supporting SEND.

Also included in the newsletter:

- A request for you to consider 'holding off' submission of an ECHNA now until the new Autumn Term to support us with our ability to keep to the 20 week timescales (we hit 90% on time last month!!)
- Early direction regarding key annual reviews that require completion during the Autumn term to make the transition between key phases (for example primary to secondary school) much smoother.

Plenty to keep us busy then!
Simon

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WORKSHOP: High Quality Graduated Response 5th July 2017

This course is for SENCo's / SEND leads in Primary and Secondary Schools/Academies

Course leads: Simon Wellman, SEND Group Manager and Team leads of T&W SEND services.

Following the very positive feedback received from participants we are running this course for those schools/academies who were unable to attend the first two dates.

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.

A **high quality** graduated approach will involve:

'Waves' of support that intensify as required

Initial support using the settings own skill and knowledge base

Cycles of Assess: Plan-Do-Review

Tracking progress over time against SMART targets.

Evidenced based interventions

Use of external and appropriately qualified professionals (where appropriate)

Implementation of recommendations from those professionals

The need to evidence a high quality approach when requesting Education, Health and Care assessments is paramount. By attending this workshop you will receive clarification about amendments that will be made to the ECHNA referral paperwork so that settings more effectively evidence a high quality graduated approach. There will be presentations from relevant professional groups about how you can use them to support your high quality graduated approach.

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 date

Wednesday 5th July 1pm-3pmt Ramada, Forge Gate, Telford TF3 4NA (Ref: SEND0405R)

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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Requests for Special Schools

Over the summer holidays we will develop a clearer pathway to request a special school place. However there are some musts that might help you understand the current process.

- **All children must have a statement/EHC plan to access special school provision.**
- **All requests must go to the special school panel meeting where criteria is used to determine appropriateness.**
- **The special school requested must have space to accept children.**
- **There are two routes via which a request for a special school is made. The first is during the 20 week EHC assessment. The second is via an annual review. The LA will expect involvement from outside professionals via either route over time and how they have supported a graduated approach before a request for a special school place is made.**
- **The criteria for entry into special schools is currently on their websites.**

All special schools in Telford are full for September 2017 and this has included expansion to meet demand. As part of the high need review (see separate article) we will seek to determine requirements for 2018 however for the foreseeable future we face difficulty with any further admission. As a consequence there is a need for us to work together to avoid frustration, disappointment and escalation into tribunals.

We know because mainstream schools have told us that they want more resource to be placed in mainstream settings to build further knowledge, skill and resilience to meet increasing complexity of need. However in reality requests for special schools continue which means that more funding is being diverted away from mainstream into specialist provision.

There is a need to hold an honest and open conversation regarding the implications of continued requests for special school places. The high need block, and as a result the overall DSG budget, faces a deficit next year so there is a need to rebalance by making some difficult decisions. More on this when we regroup in September.

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High Need Review

All Local Authorities in England have been provided with a grant to carry out a strategic review of their high needs provision. The reviews should ensure that services and provision of offer meet the needs of children and young people in their area, whilst making best use of their allocated high needs budget.

Proposals for Telford and Wrekin's review of high need provision:

- To undertake a needs analysis of the SEND population and how we compare with regional and national colleagues.
- To undertake a review of special schools in order to maximise the existing estate.
- To review criteria and thresholds for entry into special.
- To identify different models or provision that support greater inclusion into mainstream provision where additional capacity is required.
- To describe current SEND provision within secondary school provision and identify any gaps.
- To develop a SEND quality mark framework focusing on developing provision at SEN support (early intervention).

The review will take place during the summer and Autumn Term of 2017 and involve consultation with schools as key stakeholders. There is a proposed timeframe below regarding implementation of the development of any alternative models of specialist provision (i.e the idea of enhanced resource bases in mainstream schools to cater for complex SEND needs).

Timescale – Developing alternative models of specialist provision.

Summer
Term 2017

Undertake
Review

October
2017

Publish High
Need Review /
Proposals

Nov/ Dec
2017

Consult

January
2018

Publish final
proposals

February
2018

Invite
Expressions of
Interest

September
2018

Implement

Thinking of requesting an EHC assessment? Please now wait until September 2017

The SEND team respectfully request that you now wait until the Autumn Term before sending in an EHCNA request. You will recognise the huge effort that we have put in this year to improve the timeliness of our EHC assessments and the majority are now finalised within 20 weeks. We would like to sustain our improvement and your support would be much appreciated. As you can imagine the summer holidays creates a big problem where children are not available for assessment and our professionals take their holidays too. Where EHCNAs are submitted we will apply an exemption to the 20 week timescale and so ultimately there is no difference applying for an EHCNA now or waiting until September 2017.

'Simon says', with regard to the discussion held at the graduated response workshops about piloting a new EHCNA form (proposed for the second half of the summer term –i.e. now) this activity has been delayed until the new term as a result of the OFSTED/CQC inspection.

School Inclusion Panel (5-16) Seeking Head Teachers to support lead the developments

The Local Authority is proposing to develop a School Inclusion Panel (for children aged 5 to 16). A school led forum to provide support, challenge and access to high need funding (without an EHC plan) for children with complex SEND.

We are seeking a Head Teacher(S) to lead the process (in collaboration with LA). (Their role will be to lead the working group and chair the Inclusion Panel).

The working group will initially determine the make up of panel, frequency of panel meetings, referral route and criteria to access high need funding. The LA will determine high need budget available.

Proposed functions of panel:

Support

Advice and guidance about interventions
Signposting
'Come and see'

Access to high need funding

Criteria to be determined
Specific bands will be available
Support graduated approach

Challenge

'We would try this first before escalating'
We manage that need at SEN support by.....

Timescale

HT led working group to develop process May – July
2017

Implementation September 2017

For Head Teachers who would like to work with us please contact SENDandInclusion@telford.gov.uk or Simon Wellman directly.

**Annual Reviews: Early Alert—
Please start planning now.**

Our next area to focus on in terms of timeliness is the completion of annual reviews of EHC plans. We have begun to look at our data and we recognise that we have some big gaps. We are working to provide all settings with accurate lists each term of when we require annual reviews to be completed by and we hope to start this from September 2017.

There are however some key annual reviews that we require completion in the Autumn Term to link annual reviews with the phase transition process. As you know we have some statutory dates by which we need to finalise EHC plans with a named September placement where a child/young person is moving between phases. 15th February 2018 for any child going into reception, year 3 (where there is movement between an infant school to a separate junior school only) and year 7 in September 2018 and 31st March 2018 for children entering post 16 provision in September 2018.

Whilst the LA met these deadlines during 2017 the description of need and provision in EHC plans were not necessarily up to date because annual reviews had not been completed in time. Therefore we require annual reviews for the following year groups to be completed during the Autumn Term. Please do stagger the reviews throughout the Autumn Term. The final deadline for these annual reviews are as follows:

Year Groups	Please send completed Annual Reviews to SEND team by
Nursery year (aged 3 since 1st September 2017)	17th November 2017
Year 2 pupils (infant school only)	23rd October 2017
All year 6 pupils	17th November 2017
All year 11 pupils	8th December 2017

We understand that in some circumstances a full year may not have passed since the last annual review for children in these year groups but there completion is still required by the specified dates.

The annual reviews of all other year groups should occur within 12 months of their previous annual review.

All statements of SEN will be transferred to EHC plans by the 31st March 2018. All annual reviews of statements are being treated as transfer reviews and the schedule of when they occur is determined by the SEND transfer team.

The Sensory Inclusion Service

Our Purpose

'To promote and support the successful Educational and social inclusion of Children and Young People with sensory impairments in all contexts'

Who are we?

The **Sensory Inclusion Service (SIS)** is a specialist team which supports children and young people (CYP) with sensory impairments in educational settings and across local communities. It is staffed by trained Teachers of the Deaf (TODs), Qualified Teachers of the Visually Impaired (QTVIs) and many other specialist staff who aim to provide a seamless service from the point of diagnosis until the CYP leave education. It supports CYP and their families, colleagues in health, education and other multi-agency contexts to meet the needs of CYP with sensory impairment

How can I access the service?

We accept referrals primarily from health agencies but also from parents/carers, schools and other agencies but always with reference to medical advice regarding hearing and/or visual loss

What do we offer?

Information on how to refer children for assessment for hearing or vision testing.

Clear information about which children are seen by SIS and why.

Information and advice to parents/carers, teachers and other organisations including training for school and colleges.

Support for children and young people in their educational settings, this may include individual teaching/in class or in small groups.

Support for families within the home.

Work with other groups to ensure sensory impaired children's needs are met effectively.

Assessment of children's hearing/vision in all environments to decide support levels.

Assessment of language, communication and educational attainment using different tests and assessments.

Advice on how to communicate with children and young people with hearing loss.

Specialist advice to Local Authority as part of any assessment process such as Education Health and Care Plans.

Advice and support for the use of specialist equipment to ensure the inclusion of sensory impaired children.

Modification of materials into appropriate formats to allow full visual and linguistic access.

Individual support for modifications for external examinations.

Teaching of Braille to educationally blind children and young people.

Support for children and young people in accessing activities within their community and offer opportunities for sensory impaired children to meet together.

Learning Support Advisory Team

Ways in which the LSAT team can work in your school

In an effort to consider other ways of working with schools, SENCo's may wish to consider the following;

Audits - Whole school/classrooms/EYs learning environments in terms of being 'friendly' re communication, Autism, Dyslexia, Sensory

Look at the physical and learning environments

Observations of classroom practice. Learning walks, noting what is working well / what isn't

Model approaches/interventions for staff eg. Use of visual timetables, social stories, Now/Next/Then boards

Model how group sessions may be run eg. Language groups, Dyslexia groups

Coaching approaches - which will benefit other children in the class too

Help to establish intervention groups eg. baseline assessments, training of staff, modelling intervention, monitoring delivery, reviewing of progress

Screening of small groups eg. Language, as part of Assess > Plan > Do > Review cycle. This way LSAT's can work with several children rather than one child. Staff can be trained to deliver the intervention, deliver it, review pupils (6 months or 6 weeks pre-school)

Training - a range of centrally run courses or tailor made for schools

Consultation sessions with parents - a surgery system. Advice could be provided as part of early intervention

Support schools to strategically implement SEND changes - reviewing with staff, pupils, parents, the SEN Information report, policy, offer etc.

Offer shadowing to the SEND Governor

Consultation with staff (rather than long written reports) to include verbal feedback and notes of the meeting

Team Offers - what they can provide in terms of support to schools

Consider a September planning visit between schools and SEND teams eg. Educational Psychologist's, Learning Support Advisory Team, Behaviour Support Advisory Team, Special Education Needs Coordinator's, Heads etc so that the most appropriate professional can be matched to the needs of the child and avoid duplication

SENCo support

Transition meetings with SENCo's of receiving schools

SEN and disability in the Early Years: A toolkit

•Co produced by 4Children and Council for Disabled Children

•Funded by DfE

•Input from 12 events held across England

•Freely available

•Links to other resources and sources of information

In one place.....

•Provides accessible information on statutory requirements of EYFS (2014), Equality Act (2010) and SEND Code of Practice (2015) and implications for early years

•Sign posts to trusted sources of information and support

•Suggestions for reflection and development

Available:

The Foundation Years Website

<http://www.foundationyears.org.uk/2015/06/sen-and-disability-in-the-early-years-toolkit/>

How can the toolkit help...

•Support for whole setting development

•Whole staff CPD

•Targeted staff CPD

•Development of individual staff

•Information for Induction

•Information for parents/carers

•Staff resource folder to be added to and developed....

Contents:

1. Question and answer

2. Statutory Requirements

3. Universal inclusive Practice

4. First concerns and early identification

5. SEN Support in the Early Years –A Graduated Approach

6. The role of the Early Years SENCO

7. Involving Parents and Carers

8. Working with other professionals and other sources of information

9. Education, Health and Care Needs Assessments and Plans

10. Transitions for children with SEN and disabilities



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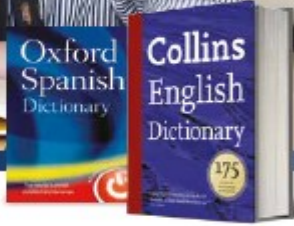
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SEND

Local Offer



FREE Breakfast Seminar

Ironbridge Breakfast Seminar

Wednesday 21st June 2017

Best Western Valley Hotel Ironbridge

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TF8 7DW

We 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. 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 above

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- **Have refreshments and pastries on us!**

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Alternatively call 01604 671 691 or email 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 the event date.**

Future In Mind

Emotional Health and Wellbeing Leads / Headteachers / Managers

The next network session is on 29th June, at the Park Inn

EHWB Leads will be offered a range of strategies to support children and young people with loss and grief.

Debbie Llywelyn-Simms will attend the training session, as the lead for EHWB 0-25 to share this information.

in association with  The National Autistic Society

the autism show

The National Event for Autism

London	Birmingham	Manchester
16-17 June 2017	23-24 June 2017	30 June-1 July 2017
ExCeL	NEC	EventCity

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Happy Retirement!

Mike Baker

Learning Support Advisory Team



**We wish you all the very best for a
happy and healthy retirement**



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Key features...

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- 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.

