

# SEND & INCLUSION NEWSLETTER

July 2017

## Update from SEND Service Delivery Manager – Andy Cooke

As we reach the end of another term and the end of another academic year, this provides us with an opportunity to reflect on what has been a monumental period of challenge and change as far as SEND is concerned at the LA.

We believe, and feedback from schools seems to support this, that the move for SEND back into Education has been positively received and that relationships with schools are now stronger than they were. With all of the SEND services coming together, a restructure and key appointments made we now have a team ready to support schools to meet the needs of our young people.

The appointment of Simon Wellman as SEND Group Manager was clearly key, Ofsted (in quoting the response from one school) have described him as a 'breath of fresh air', I'm sure you'll agree that he has had a massive impact in his time with us since November 2016.

Other changes introduced this year include the re-introduction of a SEND Panel to agree whether to proceed to assessment and whether to issue plans. Whilst this has had an impact on ensuring criteria are fairly applied, I know that some schools have seen this as a barrier. In the next academic year we will commit to providing further support for schools, in particular following up on the 'High Quality Graduated Response' workshops.

In terms of challenges this year, the biggest one has been the SEND Local Area inspection by Ofsted and the Care Quality Commission for 2 weeks at the end of May 2017. The report isn't yet published, we hope this will be out by the end of term, however, having seen the draft, we think this will be a fair report, will reflect where we think we are and will recognise our achievements whilst giving helpful advice in moving forward; watch this space. Thank you to all of the schools and settings who contributed towards this.

As is often the case at this stage in the year, it is also time to say goodbye to some members of the team. Sue Burrell, who as SEND Team Leader and Early Years SEND Officer, is a great font of knowledge and expertise will leave a big hole in the team when she retires at the end of term. We wish her a long and relaxing retirement, I suspect I might bump into her in various pubs in north Herefordshire in the future. I would like to congratulate Laura Goodfellow who will step into the Early Years SEND Officer role, initially on secondment for 6 months. I would also like to congratulate Mark Wadhams and Natalie Bevan who will share the SEND Team Leader role for 0.4 each whilst devoting 0.6 of their time to their current roles.

Claire Osbourne has decided to semi-retire, she will relinquish her Behaviour Support Advisory Team Leader post from the end of term, but don't worry, we are not losing her valuable services completely, she will be working as an Advisory Teacher for 2 days per week. I have known and worked with Claire for a number of years going back to the days of the National Strategies and I will miss her calming influence and creative approaches.

In a similar way to Claire; Judith Claes is also changing her role in the Sensory Inclusion Service, she will give up her share of the team leadership and focus on her work as an advisory teacher for young people with visual impairments. Judith's contributions to SIS as joint team leader will be missed, however, it's good to know that she will still be there to support young people.

Diane Jones will also be leaving her role as Senior Inclusion Mentor in the BSAT to take up a role in a school, good luck Di. Jane Cosnett and Jamie Guy have also decided to finish in their roles as Early Years Inclusion Mentors, as has Jackie Lewis in her role as Senior Advisory Teacher within learning support. I wish them all well in new endeavours.

Finally, I would like to thank schools and in particular SENCOs for their continued support, not just for us as an LA but more importantly for the children and young people of Telford and Wrekin. The thing that gets me out of bed in the mornings is the knowledge that there is a great team ethos across the borough and an absolute commitment to supporting our most vulnerable young people. I hope you all enjoy a well-deserved rest over the summer and look forward to working with you all next term.

*Andy Cooke, July 2017*

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## **New 0-25 Emotional Health and Wellbeing Service**

The 0-25 Emotional Health & Wellbeing Service commenced on 1<sup>st</sup> May across Shropshire and Telford & Wrekin, led by South Staffordshire & Shropshire NHS Foundation Trust (SSSFT), in partnership with The Children's Society, Kooth and Healios.

### **Vision**

For children and young people to be resilient and have good emotional and mental health.

Children, young people and the adults around them will be better equipped with tools, techniques and networks to cope with everyday life/life transitions and support their peers. Those who know children and young people or work with them will feel confident and able to promote emotional wellbeing with the children and young people they know. They will be able to identify and support children and young people who have emotional issues. Where assistance for mental health issues is required from more specialist mental health workers, help and support will be provided quickly and easily.

### **Important Factors Within This Vision:**

- ◆ Delivery of a broad spectrum of community-based services, ranging from early intervention through to specialist treatment and crisis resolution for young people with mental health problems.
- ◆ Maximising the effectiveness of community networks, third sector provision and peer support.
- ◆ The delivery of innovative approaches to achieve outcomes as well as evidence based practice.
- ◆ Provide an interface with universal services.

### **The Aim Of The Service Is To:**

Provide a service that is available 24 hours a day, 7 days a week in order to promote resilience, prevent mental health crises and respond quickly to the presenting needs of children and young people in relation to mental health.

### **Service Delivery**

SSSFT will be the main delivery provider responsible for delivering clinical services including Learning Disabilities & Eating Disorders.

To complement and enhance the range of services for children, young people and their families we will deliver services in partnership.

The Children's Society will deliver early help support; they will recruit participation leads, scope availability of resources in the community and will work with young people to aid transition to other services.

Kooth will provide an anonymous 24hr online counselling service that offers peer support and self-help and there will be trained counsellors to talk to between the hours of 12pm-10pm (Mon-Fri) and 6pm-10pm (Sat-Sun). Healios will provide digital online psychological interventions with qualified professionals, 7 days a week between 8am-9pm.

### **Access**

- ◆ Currently access to the service remains via Family Connect and Compass, however plans are being developed to look at a single point of access countywide. Timescales for this is September 2017.
- ◆ Young people can refer themselves to Kooth where they can access on-line support including peer support and access to a trained counsellor.
- ◆ Access to Healios for psychological therapies delivered online by qualified clinicians will be following a face to face assessment by the NHS element of the service.
- ◆ Children's society will initially develop two drop in sessions across the locality which will be advertised widely for young people and their families. These will be open in October 2017.
- ◆ All of the partners will be working coherently to provide a seamless pathway for young people where access to face to face and on-line can work in conjunction with each other.

## BSED, BTEC Farm Placements

Lower Bush Farm, in South Shropshire, welcomes a range of students including those from local secondary schools, PRUs, SEN schools, the Shropshire LAC team and adults with learning disabilities. Students learn animal care, woodwork, veg planting, basic forestry, etc. Students can choose to enrol on BTEC qualifications entry - level 2. These qualifications cover a wide range of land-based sectors. Previous students have progressed to vocational college courses and apprenticeships. Most students attend the farm between one and three days each week on day release from their school/PRU for up to two years. This term students are enjoying watching their chicks grow, planting veg, constructing bee hives, finishing the peacock aviary, building rabbit houses and caring for all the animals.

The cost is £50 per student per day, for groups larger than five we can arrange a discount. As well as being a BTEC centre the farm is also an OCN centre, we can teach the Forest School Assistant and Leader courses to adults including school staff, the level 3 leader course is £600. If staff would like to discuss what we can offer students we would be more than happy to discuss over email, phone or arrange a show around.

[www.lowerbush.co.uk](http://www.lowerbush.co.uk), Facebook: Lower Bush Farm, 07734295144, [lowerbush@gmail.com](mailto:lowerbush@gmail.com).



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## SEND Team Successes - 2016-17

### Learning Support Advisory Team

We'd like to celebrate some of the Team's successes this year. In September, we welcomed the EY SEND teachers into the Team and have benefitted from the mutual exchange of expertise and practice. As well as covering the range of SEND, there have also been several new half day courses such as Preparing for SEND Inspection, and Supporting Girls with Autism/Asperger's in the Mainstream School, which have been well attended.

Throughout the year, we have held two mini conferences focusing on autism and speech, language and communication needs, the latter focusing on the teaching of vocabulary across the curriculum. Both featured national speakers and authors. Impact has been seen in some schools as a result of this training, with requests for audits and further CPD. The suite of TA courses which was launched this year, was particularly well received.

We have continued to work cooperatively with our colleagues in health and have successfully delivered joint training with the Speech & Language Therapy Team via two ELKLAN courses and The Earlybird Programme. We also saw 12 HLTAs gaining their qualification and have continued to work in partnership with the Severn Teaching School Alliance, supporting the 'School Direct' teacher training programme.

Results of the surveys carried out with SENCOs, showed success with service delivery in terms of quality and impact. During 2016-17 the Learning Support Advisory Team met with 241 parents (Telford and Shropshire) with many positive outcomes. We look forward to another successful year, working in partnership with schools, supporting children and young people with SEND.

### Sensory Inclusion Service - Hearing Impairment

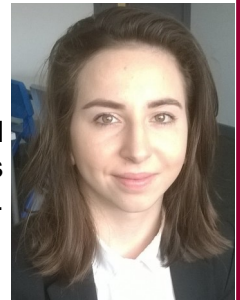
#### **Katie Laffey**

Katie has accepted an offer from University of Bath to do Physical Activity and Health. Katie plans to have a placement year possibly in Australia as part of the degree. After completing her degree Katie would like to work in the field of sports nutrition.



#### **Weronika Wrobel**

Weronika has had several offers to study Interior Design and has now accepted a place at Huddersfield University.



#### **Lauren Vickers**

Lauren Vickers has received a scholarship from Aberystwyth University in the first year and an unconditional offer. Lauren hopes to become a Teacher of the Deaf.



### Educational Psychology Service

It's been a challenging year for us in the Educational Psychology Service with staffing shortages probably being the most pressing issue. The great news is that we have successfully recruited to our vacancies and will start the new academic year fully staffed. Severine Thompson and Chloe Bissell are two new EPs and Karen Grandison is now confirmed as Senior EP. We will also have the benefit of trainee EPs working with us which brings something fresh and helps keep us updated on new approaches. The other good news worth celebrating is that we have changed the way we engage with schools and have adopted a consultation approach and early feedback indicates it is going down well.

## Too Much Information



The National  
Autistic Society

TOO MUCH INFORMATION



The National  
Autistic Society

**Autistic people can get overloaded by everything around them.** It's like all the senses are firing, all at once. Like there's no filter. Like they're getting too much information.

Over 99% of people have heard of autism, but only 16% of autistic people feel the public understand them. That's why the National Autistic Society (NAS) have created Too Much Information.

With that in mind, NAS created their first film, featuring 11-year-old Alex Marshall, to help launch their campaign. The first film went viral – over 56 million people viewed it on social media, with over one million also sharing it.

For the second year of the campaign, NAS want people to understand that autistic people need extra time to process information. Sometimes, it can feel like everything's building up. Like your brain is too crowded – and about to explode. And that makes the world a terrifying, isolating place. But it doesn't have to be like this. One small change from you could help to reduce the overload.

So, a change as simple as using clear language, having a bit of patience, or avoiding last minute changes can really help. Throughout the campaign's second year, NAS will continue to encourage everyone to understand autism, the person, and the change you can make.

For more information please visit <http://www.autism.org.uk/get-involved/tmi.aspx> or contact the LSAT team on 01952 380861.



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SEND



## Literacy and Specialist Dyslexia Intervention



### **Multi-Sensory**

IDL uses sight, sound, touch, and voice to improve reading and spelling. Links are made between the visual, auditory and tactile pathways.

### **Individually Tailored**

IDL is automatically tailored to each individual. Pupils choose the colours they feel the most comfortable with.

Lines of text are in different colours, making tracking and finding your place easier.

### **Independent Learning**

Pupils can work independently, allowing for larger intervention groups.

The cloud is used to store pupil progress so they can work from any location - picking up where they left off.

### **Simple To Use**

IDL is very simple to use for both pupils and teachers. Words are repeated, often with missing letters, to develop visual memory.

Teachers will find it easy to monitor progress.

### **Brilliant Results**

Our schools confirm increases in reading and spelling ages of up to 2 years, with an average of 10 months, after only 26 hours' use.

One of the most notable improvements is with pupils' self-confidence, as their new skills are transferred to their classes and other areas of school life.

*IDL is developed by:*  
Ascentis  
Lancaster Business Park  
Caton Road  
Lancaster  
LA1 3SW

01524 580 665  
[www.idlcloud.co.uk](http://www.idlcloud.co.uk)

## Farewells and Congratulations



**Jackie Lewis**  
**Learning Support Advisory Team**  
We wish you all the very best for a happy and healthy retirement

**Judith Claes**  
**SIS - VI Team Leader**  
Best wishes with your retirement



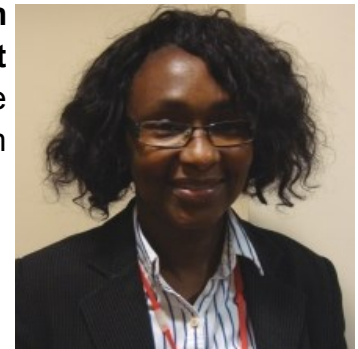
**Claire Osbourne**  
**BSAT Team Leader**  
We will be sorry to see you leave, but wish you the best of luck in your new advisory role

**Diane Jones**  
**Senior Inclusion Mentor**  
Best wishes in your new role, we are sorry to see you leave



**Laura Goodfellow**  
**Early Years LSAT**  
Congratulations on your success and best wishes in the new role

**Karen Grandison**  
**Senior Educational Psychologist**  
Congratulations on securing the role, we are pleased to be keeping you in the team



**Mark Wadhams**  
**SEND Officer**  
Congratulations and best wishes For the new role

**Natalie Bevan**  
**SEND Project Leader**  
Congratulations and best wishes for the new role



**Sue Burrell**  
**SEND Early Years Officer/Team leader**  
Wishing you a happy retirement and all the best for the future

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- > 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.

