

SEND & INCLUSION NEWSLETTER

September 2017

Update from SEND Group Manager – Simon Wellman

Dear Colleagues,

Welcome back and I hope you all had a well deserved break. It definitely feels as though the term has kicked off with a bang and I suspect you are all now back up to full speed.

Many of you have signed up to the SEND conference and I am really glad that the agenda that we have put together has generated your interest. For those who are considering attendance please do sign up soon as possible as spaces are running out. We have a variety of external speakers with huge knowledge in the arena of SEND and we look forward to welcoming them to Telford and Wrekin. Further details about the conference including how to book a place are provided overleaf.

We have been busy over the summer holidays. In the newsletter you will find information about our work regarding EHC annual reviews, the development of the online admission process for those children with an EHC going through phased transition and progress with a new EHC needs assessment form.

As always I am keen to get out and see the real work in action. Thanks already to Old Park and Apley Wood Primary Schools for taking the time to host a visit during the first couple of weeks back. As always I am impressed by the commitment and motivation of staff to do the very best for our most vulnerable children. I was struck by the similarity of ethos between the two schools. Whilst SEND is very much considered everyone's business, responsibility for teaching and learning and progress made by children with SEND remained with the class teacher. This was matched by the expectation that whilst intervention and withdrawal may be required, children spend most of their time in their class with their peers. *And what about the use of 1to1?* Both schools recognised their role as enablers. Children need to be independent learners. It was also clear that both schools have invested heavily into the continuing professional development of teaching assistants. There is a host of internal expertise within our schools and settings that we must tap into and we will need to consider what forums we have to promote this further.

It was also great to hear about the work that Ellen Smith, Deputy Head and SENCo at Apley Wood, is doing through the Severn Teaching School Alliance as a SEND SLE. We absolutely need more synergy between the work of the LA and the teaching school. I'll put that on the job list!

Best wishes

Simon

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SEND Conference

Thursday 12th October 2017 9:15am – 4pm

Open & Welcome

Andy Cooke - Service Delivery Manager – SEND and Inclusion

Key Note Speaker 1 - Dr Rona Tutt - OBE Educating Pupils with SEND: Making Sense of the Latest Changes

- The impact of the SEND reforms
- The effect of wider developments on SEND provision
- Meeting the needs of a changing population
- Sources of support, information and advice

AET

Bob Lowndes - AET Director

- An overview of the Autism Education Trust Programme and how it can support education settings and practitioners in responding to the needs of children and young people with autism.

The Year Ahead for SEND in Telford & Wrekin

Simon Wellman - Group Manager - SEND

Afternoon Sessions

Delegates will have the opportunity to attend the three workshops listed below:

Workshop 1: Person-Centred Approach

A fundamental principle of the SEND Code of Practice is pupil centred planning, which aims to give greater control to children and young people and support better life outcomes. The CYP must become more actively involved in decision making with an assurance that their voices will be heard and their opinions valued. There is a need for systems to be in place which incorporate the views of parent/carers and other professionals so they can best support the CYP to achieve these outcomes.

This workshop aims to explore what is meant by personalisation, with consideration of approaches and planning. We will also look at a range of tools, how to co-produce a personal plan and One Page Profiles.

Workshop 2: The Effective SENCo

This workshop will be led by Denise Rock & Amanda Weaving and will explore Waves of Provision and how pupils with SEND can best be supported. There will be discussion of provision audits and ideas on how to develop inclusive environments. Approaches such as coaching and buddies will be shared.

Workshop 3: Working with Parents

Pat Bullen – East Midlands SEND Reforms Lead/ Raising Achievement Partner. The workshop will look at the need to support CYP with SEND and the child's parents, in order to facilitate the development of the CYP and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Contact Details & Billing Information

Course Code - LSAT 234

Course Cost - £125 per delegate

Target Audience - SENCo and Head Teacher or Governor

To book a place, please contact cpdschoolimprovement@telford.gov.uk or telephone 01952 380861

New admissions procedure for children starting reception, moving to a junior or secondary school in September 2018

As you may be aware school admissions for 18/19 academic year have now opened. This year all applications for residents of Telford and Wrekin must be done using the online admissions system. The school admissions website page contains lots of information around school admissions, together with a link of how to apply and also step by step guidance www.telford.gov.uk/admissions.

NEW this year is the requirement of all parents with children who have an EHC plan/statement of SEN to submit their preference using the online system. This applies to:

- Children starting school for the first time for a primary place to start in September 2018.
- Current year 2 applying for an infant to junior school place to start in September 2018.
- Current year 6 pupils applying for a secondary school place to start in September 2018.

Importantly the closing date for applications, for all children with an existing EHC in all year groups is 31st October 2017. Telford and Wrekin LA is required to amend a child's Statement of SEN or EHC Plan by 15 February 2018 and name the secondary school the child will be attending from September 2018. Parents of children with an existing EHC plan must therefore ignore all other applications dates provided by general admissions.

NEW this year: Parents are able to make preferences for a mainstream school or a special school using the online admissions portal.

Where a request is for a special school this must have been discussed at the child's last Annual Review meeting which must have involved outside agencies. The annual review report must have been sent to the Local Authority's SEND Team, and it must clearly provide evidence that the child meets suitability criteria for the preferred special school that has been named. The number of places in special schools are limited, which means that it may not always be possible to allocate the child a place at a parents preferred school.

If the child currently attends a mainstream school it is important that where a parents first preference is a special school then a mainstream school is also provided for the second and third preferences. This is to increase the chance of a child being allocated a school that the parent has considered. In the circumstances that the Local Authority does not consider that a special school is suitable, where a mainstream school has not been named in the preferences, the Local Authority will consult with the closest appropriate mainstream school to the home address to secure a placement.

If the child currently attends a special school/nursery and the preference is to transfer to another special school then parents must still apply for a place, even where a special school is all age (for example parents of children in the Bridge School at year 6 must still apply for a place at the Bridge School in year 7, where that is the preference). We welcome your support to reinforce these messages to parents of children with an existing EHC plan. Further detail about SEND admissions is provided within the school admission booklets (page 31) that can be found at www.telford.gov.uk/admissions.

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EHC Annual Reviews

We have been working on completing annual reviews over the holidays, and the good news is that we have nearly cleared all of the 200 plus reviews that we had received. As a result, we have now reached the point whereby we are able to issue schools with a list of EHC plan reviews. This will be sent to settings by Friday 15th September 2017.

Whilst we have been working hard at making sure that the data we hold is accurate, we are aware that there are still some system issues which we would appreciate your help in resolving. Please may we request that you carefully check through your listing and let us know where there may be inaccuracies by emailing the SENDandInclusion@telford.gov.uk inbox and with the subject **[SCHOOL NAME] ANNUAL REVIEW DATA SHEET FEEDBACK.**

Phased Transitions

There are some key annual reviews that we require completing 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. Please do stagger the reviews throughout the Autumn Term.

Year Groups	Please send completed Annual Reviews to SEND team by:	Statutory deadline for finalising EHC plans:
Nursery year (aged 3 since 1 st September 2017)	17 th November 2017	15 th February 2018
Year 2 pupils (infant school only)	23 rd October 2017	15 th February 2018
All year 6 pupils	17 th November 2017	15 th February 2018
All year 11 pupils	8 th December 2017	31 st March 2018

Transfers of Statements to EHC Plans (deadline for completion of all transfer reviews 31st March 2018)

You will have already received correspondence from our Transfer team regarding those children/young people with Statements in your setting.

In line with DfE guidance, all transfers must be completed and final EHCPs issued by the 31st March 2018. We require all transfer reviews to have been held by the October half term in order to ensure we meet this deadline. If you have any queries regarding the transfer process please contact either Gemma Steinert, Transfer Co-ordinator gemma.steinert@telford.gov.uk or Natalie Hesbrook, Transfer Support Services Assistant natalie.hesbrook@telford.gov.uk

Y11 Pupils

We have a statutory duty to name a post 16 provider in Year 11 plans by the 31st March 2018.

For those schools who purchase Careers IAG from FutureFocus the advisor allocated to that school will conduct a 1:1 careers meeting with each SEN pupil prior to the EHCP review and complete an action plan, intended destination preference form and post 16 application forms (where requested) prior to the annual review. The Action plan can be found at http://www.telfordsend.org.uk/localofferservices/downloads/download/38/future_focus_careers_action_plan

For the schools that do not purchase Careers IAG through FutureFocus the school has the duty to provide this service and complete relevant paperwork (action plan, intended destination preference form and post 16 application forms) prior to the EHCP review.

FutureFocus will be forwarding the intended destination preference paperwork (in the form of a carbon copy pad) for you to use. If you have any queries relating to this please contact your Future Focus Careers Advisor on 01952 388988 or future.focus@telford.gov.uk

We would like to say a huge thank you for your continuing support.

Would you like to come and observe EHC Panel?

SENCOs are invited to come and observe EHC panel to see how the LA makes its decisions regarding requests for EHC assessments please contact SENDandInclusion@telford.gov.uk with the subject "Request to Observe EHC Panel". The terms of reference for the EHC panel can be found at www.telford.gov.uk/send

New EHC Assessment Guidance and Request Form

The new guidance and EHC assessment form, to support educational settings when requesting an EHC needs assessment, is nearly ready. You will receive a copy during the week beginning 18th September 2017. It has been produced in light of training that was delivered to settings by the local authority during the 16/17 academic year from which concerns were raised that the current EHCNA request form used by settings and professionals in Telford and Wrekin was not fit for purpose and was not aligned to the focus on delivering a high quality graduated approach. The new EHC assessment form, and associated guidance, will be piloted during the 17/18 Autumn Term. During this time settings will be asked to complete an evaluation so that we know what works, what we need to change and what else may need clarifying. The local authority intends to publish final documentation for January 2018 based on feedback received.

It is highly recommended that all settings use the pilot EHC needs assessment form from September 2017 to make a request. It has been designed so that professionals are better able to evidence a graduated approach which is a key element of the criteria used by the local authority to decide on how to proceed.

The Local Authority will continue to accept requests using the previous EHCNA request form until Friday 27th October 2017. Any request received using the old proforma after that date will be returned and settings will be asked to use the pilot EHC assessment form.

Please note these changes only apply to professionals and educational settings who are making a request for an EHC assessment. Parents and young people should continue to use current documentation and guidance which is available on the Local Offer at www.telfordsend.org.uk if they are considering making a request for an EHC assessment.

Early Years Support for Early Years Providers

Following the departure of Alison Lamputt at the end of the Summer term, I would like to update you with some changes to the Early Years and Childcare Team. My role will now be as team leader, the Early Years and Childcare Consultants and Funding Consultant posts all remain and business is as usual. I am pleased to welcome Jayne Robinson, Sam Evans, and Lorraine Nutt the Early Years Learning Support Advisory Teachers to the team, their role will continue to support SEND practice and inclusion within your settings. Please continue to make contact with them as before. A full update will be shared at the next Early Years PVI SENCO Network meeting on the 14th November 2017.

Lisa Seymour
Early Years & Childcare Consultant Team Leader

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Schools Accessibility Strategy

The Council is required under the Equality Act 2010 to have an accessibility strategy in which it promotes better access for disabled pupils at school.

The Council has published a draft strategy which requires consultation with key stakeholders, including schools, parents, children and young people and council services. Consultation will include representation from disabled people.

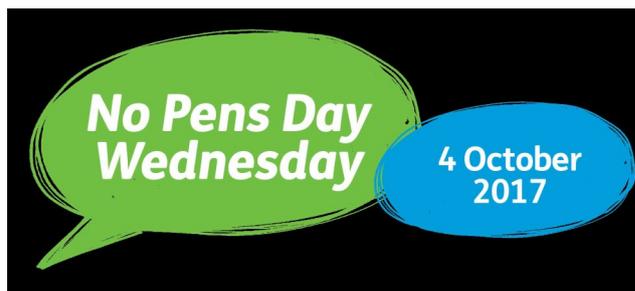
All schools should have regard to this draft Accessibility Strategy and use it to inform their Disability Equality Scheme and Accessibility Plan that shows how, over time, access to education for disabled pupils will be improved. Schools must publish their Disability Equality Scheme and Accessibility Plan with links to their SEN Information report that are available on the Local Offer.

The draft accessibility strategy can be found at http://www.telfordsend.org.uk/localofferservices/info/1/home/65/schools_accessibility_strategy

No Pens Day Wednesday - 4th October 2017

'Put down your pens and pick up your language!'

No Pens Day Wednesday runs this year on 4th October and is a national speaking and listening event run by the Communication Trust. It's a great opportunity for all early years, primary and secondary settings to focus on speech, language and communication – skills which are essential for academic success, inclusion and independence.



All settings are invited to hold a 'No Pens Day Wednesday' in which students are encouraged to put down their pens and focus on speaking and listening activities instead. Activities could include taking part in debates, discussions or role plays, making a human graph in Maths, carrying out practical activities and many more.

It's easy to take part and The Communication Trust provides resources including ready-made lesson plans, activity ideas, assembly plans and posters to advertise the day. Sign up for free to receive access: <http://www.thecommunicationtrust.org.uk/projects/no-pens-day-wednesday/sign-up-for-no-pens-day-wednesday/>.

An overview is also available at: https://thecommunicationtrust.org.uk/media/556741/no_pens_day_wednesday_2017_activity_pack_final.pdf.

We would love to know what your ideas are and what is going on in the authority to promote children and young people's language and communication skills. It would be great to get as many settings involved as possible. Please do let us know if your setting is going to take part by filling in the short form attached – we

The Council for Disabled Children

The Council has produced a new guide for children and young people to participate in their EHCP, the guide was co-developed with disabled children and young people and those with special educational needs. It is a detailed but easy-to-read document containing lots of useful ideas.

https://councilfordisabledchildren.org.uk/help-resources/resources/top-tips-professionals-support-children-and-young-people-participate-their-ehc-plan?mc_cid=99d219b496&mc_eid=d85636b6f5

SENCo Forum E-Discussion Group

We are asking local authorities to bring the National SENCo Forum to the attention of schools, settings and SENCos (Special Educational Needs Co-ordinators). The Forum, now in its twenty first year of operation, provides an opportunity for SENCos and other SEN professionals to discuss issues and share information and practical advice. The Forum offers independent, solution-based support in a collaborative and mutual way to both new to role and experienced SENCos. Advice provided is based on the direct experience of SEN professionals, relevant research evidence and national/local policy guidance.

More information about the Forum and joining instructions can be found at: <http://lists.education.gov.uk/mailman/listinfo/senco-forum>

Questions about using the Forum to disseminate information about SEN focused research, policy and practice can be addressed to the SENCo Forum Advisory Group Chair, Christopher Robertson at: robertsoncml@gmail.com

Voice Box Joke Competition for Schools

Voice Box – the joke competition for schools – returns this autumn to fill classrooms across England, Scotland and Wales with the sound of laughter.

Run by the Royal College of Speech and Language Therapists (RCSLT) in partnership with NAHT and supported by The Communication Trust, the competition reminds people that all children need support to build their communication skills and confidence and some need additional specialist help to speak and/or understand what is being said to them.



Hundreds of pupils took part in the 2016-17 competition. Finalists comprised children from both mainstream and special schools, who used a variety of means, including sign language, to tell their jokes to a packed audience of politicians and parents.

Over the years, Voice Box has given schools and speech and language therapy services the opportunity to engage with local MPs and the media, increasing awareness of how communication difficulties impact on people and the valuable role that speech and language therapists play in supporting them.

The competition will run from 2nd October to 1st December 2017 and the grand final will take place in London in Spring 2018.

If you would like to get your local school involved, go to the Communication Trust website for more information.

How to improve children's sleep

Vicki Dawson is CEO of the Children's Sleep Charity and is also a parent of a child with additional needs. Prior to setting up the charity, Vicki was a teacher and worked with children with additional needs in a variety of settings. www.thechildrenssleepcharity.org.uk

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Selective Mutism Training



This training is for school staff and parents/carers who are working and living with a young person diagnosed with Selective Mutism.

Delivered By

Jane Ball, MSc., BSc (HONS), MRCSLT, HCPC
Speech and Language Therapist

What Are The Aims Of This Course?

School staff and family/carers will:

- Train together to gain a better understanding of how to support the child they are working and living with.
- Develop a deeper knowledge and understanding of Selective Mutism.
- Adapt their own communicative style to support their child to talk more freely.
- As a 'team' devise a functional behavioural programme they can put into action at school and home.
- Problem solve Selective Mutism issues related to their child.
- Feel more confident to progress the behavioural programme they devise for their child.
- Have the opportunity to learn from other attendees as well as a specialist in this field.
- Feedback to other school staff and family members to inform them of ways to adapt the child's environment and their own communicative style appropriately.

Format Of Training Sessions

Two morning sessions (9:15am - 12:30pm):

- Friday 20th October 2017
- Friday 17th November 2017

Part power-point presentation, discussion within the 'team' and between all attendees, anecdotes from clinical experience, viewing DVDs and plenty of opportunities for questions to be asked throughout.

Venue

Shrewsbury, Plenty of free parking available.

Cost

£275 per 'team' of up to 4 adults attending related to one child.

This includes hand-outs of the power-point presentation, activity sheets, tea and coffee.

Contact

For more information, please contact Jane Ball, Speech and Language Therapist, at jane@kmunik8.co.uk.

Applications can be made by completing the attached form and e-mailing it to Jane. You will be notified by email whether your application is successful and how to make payment.

If the course is oversubscribed further dates will be offered. No more than 4 'teams' per course.

LSAT Courses—September/October 2017

Please see below the LSAT courses for September and October. Please contact Beth Seymour on Bethany.Seymour@telford.gov.uk or 01952 380861 to book or for more information.

Red - For TAs only

Course Code	Course Title	Date	Time	Tutor
LSAT 228	Positive Engagement with Learning for Pupils with SEND	Tuesday 12th September 2017	1pm - 3pm	Georgina Roycroft
LSAT 201	Inclusion - Supporting Pupils With a Range of SEND in Mainstream Schools	Monday 18th September 2017	9:15am - 11:45pm	Bev Porter
LSAT 202	Preparing the Mainstream Early Years Environment for Children with Special Needs	Tuesday 19th September 2017	9:15am - 12noon	Angela Denton
LSAT 203	Early Years SENCo Training (Part 1)	Wednesday 20th September 2017	1pm - 4pm	EY LSAT
LSAT 204	Introduction to Speech, Language and Communication Needs What Are We Talking About?	Wednesday 20th September 2017	9:15am - 12noon	Bev Porter
LSAT 205	Speech, Language and Communication Needs: Communication Friendly Environments	Monday 25th September 2017	9:15am - 12noon	Victoria Honeybourne
LSAT 203	Early Years SENCo Training (Part 2)	Wednesday 27th September 2017	1pm - 4pm	EY LSAT
LSAT 229	Ways to Support Maths for Children with SEND	Wednesday 27th September 2017	9:15am - 11:45am	Julie Hofland
LSAT 206	Preparing for SEND Inspection	Tuesday 3rd October 2017	9:15am - 12noon	Bev Porter
LSAT 207	Dyslexia & Dyscalculia Course	Wednesday 4th October 2017	9am - 3pm	Vicky Price
LSAT 208	Supporting Children with Reading Difficulties	Thursday 5th October 2017	9:15am - 11:45am	Bev Porter
LSAT 209	An introduction to the Numicon Approach for Maths	Tuesday 10th October 2017	9:15am - 12noon	Wendy Gregory
LSAT 234	SEND Conference	Thursday 12th October 2017	9am - 4pm	
LSAT 210	Early Years Cool Kids Programme	Friday 13th October 2017	1pm - 4pm	Jane Robinson

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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.

