

SEND & INCLUSION

NEWSLETTER

November 2017

Update from SEND Group Manager – Simon Wellman

Dear Colleagues,

I am very excited that we are launching the new Inclusive School Forum (ISF) that will sit for the first time in January. I say 'we' but actually the forum will not be led by the LA, it will be managed and chaired by you, Telford schools. My thanks to all contributors who have met over the last half a term to get things up and running in preparation for the new year. The guidance and forms required are all attached, alongside this newsletter. Please do take some time to read through the material and make yourself familiar. We have some new acronyms to learn which will all become second nature very soon I am sure; 'ISF', 'AIF', 'ISPP'! For those working on a graduated approach and considering a request for an Education, Health and Care Assessment please consider using the ISF instead! AIF (Additional Inclusion Funding), where agreed, will be much quicker to access and, I am told, the paperwork is not as cumbersome!

Out and about I have enjoyed visits to Madeley Nursery School, a fantastic environment where so much thought is being put into early development with fantastic results. Thanks too to Charlton School where we had an honest discussion about the ongoing challenge faced by both the improvement and inclusion agendas, appreciating that they can compete rather than act to compliment one another. This month I have also popped into John Fletcher of Madeley and had a tour of the school. It was my first visit to the Language Unit, which was great because I had heard a lot about the significant impact it has on the language skills of the children who attend. All good stuff!

(Hang on in there—not long now until the end of term!)

Best wishes

Simon

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www.telfordsend.org.uk



Inclusive School Forum

Key highlights

A school led forum providing support and challenge for Telford and Wrekin schools regarding provision and practice for children with Special Educational Needs and Disability (SEND).

The focus is, through **sharing best practice**, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

2 Key Functions:

Advice and Guidance
Support and challenge
Signposting to services

Access to Additional Inclusion Funding (AIF)
Criteria determined by quality of graduated approach

Who are the forum members?

Forum will be chaired by Head Teachers and members include SENCOs, Head Teachers and senior leaders from across Telford and Wrekin schools. There will be representation from mainstream, primary, secondary and special maintained schools and academies.

Key dates

Date of forum	Time	Venue	Papers due in
Tue 9 th Jan 18	9am-1pm	Telford Park School	Tue 2 nd Jan 18
Tue 6 th Feb 18	9am-1pm	Telford Park School	Mon 29 th Jan 18
Tue 6 th Mar 18	9am-1pm	Telford Park School	Mon 26 th Feb 18
Tue 17 th Apr 18	9am-1pm	Telford Park School	Tue 29 th Mar 18
Tue 1 st May 18	9am-1pm	Telford Park School	Mon 23 rd Apr 18
Tue 5 th Jun 18	9am-1pm	Telford Park School	Mon 28 th May 18
Tue 3 rd Jul 18	9am-1pm	Telford Park School	Mon 25 th Jun 18

How do I apply?

Guidance and forms are attached to this newsletter or visit www.telfordsend.org.uk

Working with the new Emotional Health and Wellbeing Service

As many of you are aware, following updates at the recent SENCo network meeting, the Local Authority has held discussions with some of the new NHS providers (SSSFT and Helios) involved in developing the new Emotional, Health and Wellbeing Service (CAMHS). There has been much activity over recent months to reduce a significant waiting list and there is appreciation that some messages have become confused.

Areas discussed included:

- The request for an LSAT or EP report to be included when making a CAMHS referral.
- The recommendation of an Education, Health and Care Assessment following an assessment from CAMHS.
- The recommendation of a special school place following an assessment from CAMHS.

The Local Authority was clear in that there was no expectation that an LSAT/EP report should be necessary before referring into CAMHS. It was explained that outside professionals are commissioned by schools to support their graduated approach to meeting SEND. The Local Authority agreed that where information was available it could be included but LSAT/EP involvement cannot act as a pre-requisite. The Local Authority understands that CAMHS are working on new threshold information and guidance to support referrals into the new service and that detail about a new referral pathway will soon be announced.

The Local Authority also raised concern whereby practitioners in CAMHS, having completed an assessment, recommended a child would benefit from an Education, Health and Care Assessment and/or a special school place with limited reference to the criteria or threshold used by LAs, as determined in law, for an EHC assessment/placement at special school. We discussed the potential consequence of frustrated parents assuming schools will be able to make a request but facing the reality that their child may not meet criteria.

There is much work planned regarding the development of the new service and the Local Authority has offered to support development initiatives including training staff on the graduated approach to meeting SEND.

For those wondering what to do where you have received a letter from CAMHS asking for an LSAT/EP report you are advised to wait for further information about the new single point of access when more detail will be provided about the referral process.

Further updates will be provided as they are released by the new service.

Additional information is attached to this newsletter about the 'hub' provided by the Children's Society which is free for children and their families. They just need to turn up! The hub happens every Monday 1.30-6pm at Hollinswood Neighbourhood Centre, 7 Downmead, Hollinswood, Telford, TF3 2EW.

Phase Transitions

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

7 working days left

Thanks to those who have submitted their Y11 review reports. To remind, the deadline for sending completed Y11 annual reviews to the SEND team is **8th December 2017**.

Educational Psychology Service Survey: How are we doing?

Over the past year we have made changes to the way Educational Psychologists work with you with the aim of delivering a high quality, effective services to schools, children and families. We want to know how well we are doing and where we need to improve.

Please complete our short survey. It should take about 10 minutes to do and will contribute to future developments.

Many thanks!

<https://www.surveymonkey.co.uk/r/H3YMHM6>

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Schools In Mind at the Anna Freud National Centre for Children & Families, London

By Dr Jane Park, TWC Educational Psychologist

Schools In Mind is a free network for school staff and allied professionals which shares academic and clinical expertise regarding the wellbeing and mental health issues that affect schools. The network provides a trusted source of up-to-date and accessible information and resources that school leaders, teachers and support staff can use to support the mental health and wellbeing of the children and young people in their care.

As an independent charity the Anna Freud Centre brings together leading clinicians and researchers dedicated to improving the quality, accessibility and effectiveness of support and provision. All materials are based on rigorous evidence and have been thoroughly evaluated in schools.

Through Schools In Mind you can access:

- Resources to support your school to measure and monitor the wellbeing of your pupils
- Innovative new approaches to support the mental health and wellbeing of children and young people
- Training for school staff in new, effective techniques and interventions
- Opportunities for your school to take part in ground-breaking research
- Ideas to support school staff wellbeing and mental health
- Opportunities to network with dedicated staff from other schools who lead on mental health and wellbeing

By signing up to the network education professionals can access a range of events, resources, training and consultation to better support the mental health and wellbeing of their school communities.

For further information, resources and to sign up, go to <http://www.annafreud.org/what-we-do/>



Communication Innovation Bank

Below are some of the great ideas we've heard from schools about different ways to encourage and support good communication skills in the classroom and throughout school. We know there are lots more creative ideas out there, so let us know yours!

- ⇒ Create a 'communication corner' or 'talk stop', similar to a buddy bus stop on the playground, a place where students can go to have a chat at playtime or when there is free time in the classroom.
- ⇒ Have a 'communication pack' in every classroom, with ideas and tips for how teachers and support staff can encourage and support good communication throughout the day.
- ⇒ Hold a workshop for older pupils about the importance of good communication skills, inviting parents in to speak about how communication has been essential in their jobs.
- ⇒ Hold an INSET day on the role of effective communication and how everyone in school can help support communication skills and contribute to creating a communication-friendly environment.
- ⇒ Run sessions for parents on the importance of good language and communication skills, and how they can develop and support their children's skills at home.
- ⇒ Give teachers and support staff tools such as the Communication Supporting Classroom Observation Tool to help them audit their language environment.
- ⇒ Have a 'top tips' board in a prominent location in school like the foyer, with ideas for how staff and parents can support good communication skills.
- ⇒ Select a 'talk topic' every week for teachers and pupils to discuss in school and at home.

Catherine Smith - Designated Clinical Officer for SEND

Dear all,

I am the Designated Clinical Officer (DCO) for SEND in Telford and Wrekin CCG. I work 2 days per week in this role and am also the Children's Continuing Care Assessor. Since coming into post in September I have been visiting and getting to know the health and education teams. Currently I am establishing the priorities for 2018 based upon the inspection and current work with the SEND and health teams such as the Quality Assurance process. The role involves:

- supporting health care providers to fulfil their requirements for SEND including the EHCP processes
- being a point of contact for local partners including education colleagues on health matters including transition issues
- working alongside the children's health commissioner with regards health provision.
- I look forward to working with everyone and meeting those of you I have not had chance to meet as yet.

My contact details are:

Catherine Smith

Senior Practitioner Children and Young Peoples Continuing Care and Designated Clinical Officer for SEND, Telford and Wrekin CCG

Halesfield 6,

Telford TF7 4BF (for sat nav use TF7 4LN)

Tel: 01952 580470

Main office: 01952 580349 ext 2470.

Mobile: 07966865735

Email: catherine.smith41@nhs.net



Emotional Literacy Support Assistants (ELSA) - training and supervision for TAs in Telford and Wrekin Schools.

Telford and Wrekin Educational Psychology Service are pleased to be able to announce that, following a successful pilot in September 2017, we are beginning to roll out our ELSA scheme to **all Telford primary schools**. ELSA is a preventative initiative giving your staff in-depth training and on-going support to develop the social and emotional well-being of your students. Once trained, TAs (ELSAs) will be able to provide intervention support with pupils who have social, emotional and behavioural needs.

You may have already heard of ELSA as this is a national initiative running in numerous authorities across the country. It has an excellent evidence base for its effectiveness, and there is a national online support network which ELSAs can link up with to share resources and ideas, in addition to termly supervision meetings and an annual resource fair.

Provisional plans are in place to train a cohort of Secondary ELSAs in the Autumn Term 2018 — watch this space!

We would like to invite one representative from your primary school to an information-sharing coffee morning to be held at **Darby House** on **Friday 8th December** from **9.30am—11am** in order to find out more about the ELSA initiative, costs and commitments and to register interest in taking part. The six training days will be scheduled for the Spring Term 2018.

Places on the ELSA training are limited. Please RSVP by 5th December 2017 to let us know you'll be attending the coffee morning (or sending one representative) to SENDandInclusion@telford.gov.uk

Yours faithfully,

Dr Jane Park, Dr Chloe Bissell and Dr Louise Carr
TWC Educational Psychology Service

See overleaf for further information



ELSA Training

ELSA is coming to Telford in 2018!



ELSA training gives support staff the knowledge and skills they need to plan and deliver individualised programmes of support to vulnerable children.

What will the school gain from participation?

- * 6 full days of training for TAs around social and emotional well-being.
- * Support with planning and delivering interventions.
- * Ongoing supervision support from qualified, registered Educational Psychologists.

What impact does this initiative make for schools?

There has been consistent feedback from schools across the UK that the introduction of ELSAs has:

- * Made a significant positive impact on the emotional wellbeing of children and young people
- * Supported staff development, with ELSAs frequently commenting on the impact training has had on them, personally as well as professionally
- * Helped young people become more self-reflective and better at expressing their needs
- * Helped young people to build more positive relationships, both with peers and adults, leading to improved self-esteem and greater success in terms of learning outcomes.

ELSA Training Days (Spring 2018)

Day 1 (31.01.18) - Emotional literacy in schools and raising emotional awareness

Day 2 (07.02.18) - Raising self-esteem; active listening and communication skills

Day 3 (14.02.18) - Emotional self-regulation & anger management

Day 4 (28.02.18) - Autism Spectrum Conditions; social narratives; social skills

Day 5 (07.03.18) - Friendship skills; therapeutic stories

Day 6 (14.03.18) - Grief, bereavement and loss; ELSA programme planning

Portage Update

The Portage Service, working with pre-school children and their families, are pleased to announce they have a new member of the team who will be working with families living in Telford and Shropshire.

We have been reviewing how we can support children on our waiting list and our aim is to try and offer 6-weekly home visits to children as they progress up the waiting list and to those who are reaching an age where they potentially no longer meet our criteria.

In addition to this, the Portage Team, Specialist Nursery Nurses and SLT at the Child Development Centres have been working together to look at how we can offer joint support to families already attending the Friday morning groups and also encourage attendance to those on the waiting lists. As a result of this, the Portage Team Leader is trialling attending the Friday Morning Groups on a monthly basis and the Portage Home Visitors are also supporting these groups when a child on their caseload attends the sessions.

The aims of this, and it is still a work in progress, are:

- * Children and families will benefit from the joint working as interventions, approaches and strategies will be shared and used between both teams.
- * Progress will be monitored and reviewed with the family; both teams recording this on a tracker which is based on the EYFs. This is in readiness for the child's Multi-Disciplinary Assessment
- * Continued ongoing progress will be added to the tracker after assessment and shared with the settings alongside usual reports and assessments
- * Portage activities practiced in the home with the child can be extended into the group sessions, enabling the children to generalise these skills
- * Interventions and strategies already identified and being worked on by CDC staff will be shared with the Home Visitors so these can be included in their Portage programme
- * Children on the Portage waiting list can be seen in groups and offered support earlier

While home visiting is our main focus, we also offer bespoke programme support and advice for families and their children with SEND. We continue to visit children on our caseloads in settings on a half-termly basis to offer support, advice, share resources and most importantly to share the child's experiences and to celebrate their successes!

SEND Virtual Cupboard of Interventions



The above image is of a 'virtual cupboard' of interventions. This was originally designed by Sara Pinnock, a SENCO in Bristol at Summerhill Infants, to enable all staff to quickly check the resources currently available. This is a great idea, especially as copying and pasting pictures onto a set of virtual shelves saves all that time-consuming rummaging in cupboards!

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Identifying Speech, Language and Communication Needs



A one-stop-shop of information, tools and resources to support **identification**, **quality referrals** and **timely support** for speech, language and communication needs.



What tools can I use to help me decide if a child or young person has a speech, language and communication need?

Universally speaking
Whole school approach: Communication Commitment

Progression Tools
Online Short Course

How do I know if a child or young person with SLCN warrants a referral?



NHS SLT Referral Criteria
ASLTIP

I CAN Help



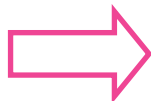
How can I increase my knowledge?



TCT CPD Learning Pathway



What to consider when commissioning?



EY Commissioning Guidance - Coming Soon!
Schools Commissioning Guidance



What are my roles and responsibilities?



Communicating the Code
Cracking the Code For Primary
Cracking the Code For Secondary

Cracking the Code For Post 16

Cracking the Code For Parents

LSAT Courses - December 2017

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

COURSE CODE	COURSE TITLE	SUGGESTED DATE	TIME	TUTOR 1
LSAT 219	Developing Social Interaction Skills Through The Use of Functional Language	Monday, December 04, 2017	9.15am - 12noon	Bev Porter
LSAT 232	The development of Spelling and Handwriting for Pupils with SEN/D	Thursday, December 07, 2017	9.15am - 11.45am	Bev Porter
LSAT 220	Teaching digital natives to read and write: literacy acquisition and development in the digital age	Monday, December 11, 2017	9.15am - 12noon	Victoria Honeybourne

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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.

