

NEWSLETTER

January 2018

Update from SEND Group Manager – Simon Wellman

Throughout January we have been working on various projects. These include the

- High need review and development of proposals to ensure sufficiency of places for SEND pupils in Telford and Wrekin.
- Parental workshop on the graduated approach—attended by over 40 parents.
- Preparation for the national trial of redress—regarding the Special Educational Needs and Disability First Tier Tribunal (see separate article).
- Embedding the Inclusive School Forum.
- Development of a SEND newsletter for parents.
- Consideration of changes to how the Early Years Inclusion Fund operates.
- Development of a banded funding system with special schools.

With regard to the high need review we are nearly ready to share the work that has been completed. It will come as no surprise that our data shows a growth in need, growth in demand for special school places and significant pressure on the high need block of the DSG. We will share proposals during February and March 2018 that consider how we may collectively meet those demands in a sustainable and inclusive way.

During February we will also publish a consultation about proposed changes to the Early Years Inclusion Fund. The document is not quite ready so apologies that we have not been able to distribute it alongside January's edition of the SEND newsletter.

The parent workshop that we held at the end of the month was really helpful. Our key aim was to build knowledge in SEND support and the graduated approach. We had lots of positive comments mixed with some tricky issues to consider. We are planning to publish our presentation and the materials used, alongside the FAQs asked by our parents, on the Local Offer so that everyone has the information to hand—we will let you know when the materials have been placed online.

PTO

Update continued

One area that did surprise during the session, was limited parental awareness of their school SEN information report and accessibility plan. Please do highlight how parents can find the link to your SEN information report and accessibility plan in your communication with them.

During the month I was also able to visit Donnington Wood Junior School and their mini-school provision, which is a learning resource base led by the teacher/SENCo, that operates each morning. It was clear to see the impact of this provision on both the learning and behavior of some vulnerable pupils. However the underlying principle that struck me was while there was recognition that those pupils required a smaller, structured environment for some learning tasks, the ultimate goal was to reintegrate them back into 'mainstream' as quick as possible and this was actively encouraged through support pathways between mini-school and a child's mainstream class. There was recognition that children require an 'enabling' agenda and the need to prevent support that stifles independence. I know there are many examples out there of how schools are seeking to develop children's (with SEND) independence, particularly as they prepare for secondary transition and any good practice that you want to share would be welcomed. In fact—please do invite me. Invites have dried up a bit and there are too many settings in Telford that I have not yet visited!

My last 'shout out' is to promote the use of the Inclusive School Forum. A number of schools have now attended panel—and it has even allocated out some funding! Some comments have been provided, in a separate article in this newsletter, about the experiences of those that have attended and how it has helped. Most have come simply seeking advice and guidance. Where you are considering an EHCNA please do consider accessing funding via the Inclusive School Forum. Where criteria is met and funding agreed it is provided within 10 days of attending panel!

I look forward to seeing you soon at the next SENCo update meeting on the 8th February.

Best Wishes,
Simon

INCLUSIVE SCHOOL FORUM

What your SENCo colleagues said after they attended the
Inclusive School Forum...

Well organised, supportive and
great for sharing experiences
and ideas.

It was useful to have
advice from people in
the same role who
understand.

Advice was given that I
hadn't thought about.

It was helpful to present your
child alongside other schools
because you can hear similarities
and bounce ideas of each other.

All paperwork for the Inclusive School Forum can be found at:

http://www.telfordsend.org.uk/localofferservices/info/1/home/68/inclusive_school_forum_guidance_and_procedure

**Date of next forum is 6th March 2018. Papers to be sent to
Inclusiveschoolforum@telford.gov.uk by 26th February 2018**



Special Educational Needs and Disability (SEND) & The First-Tier Tribunal

The Government are trialling extending powers of the First-tier Tribunal (SEND) to make non-binding recommendations about the health and social care aspects of LA and CCG decisions regarding Education, Health and Care (EHC) plans as part of a special educational appeal. The trial will apply to decisions made from 3 April 2018 and will run for two years.

Currently appeals can only be made to the Tribunal over the educational aspects of LA decisions regarding EHC plans, and the trial will give parents and young people the ability to appeal associated health and social care issues via a single route.

An evaluation process will run alongside the trial, looking at implementation, outcomes for families and commissioners and costs and will inform a decision on its continuation.

Role and Responsibilities

LA SEND teams must inform parents/young people of their new rights through decision letters and the local offer, provide evidence to the Tribunal from health and social care bodies as required and bring witnesses to the hearing where required.

Health and social care commissioners must respond to requests for information as required by the Tribunal, attend the hearing as required and respond to families with confirmation of what they will/will not do following recommendations of Tribunal.

Families may wish to be clear about whether there is a health or social care issue, receive support through Information Advice and Support Services (IASS).

IASS should disseminate information on the trial, communicate the new rights to parents and young people and provide support.

Whilst early years settings, schools and further education colleges need to be aware of these new duties placed upon LAs and CCGs, there are no direct responsibilities on them as a result of these changes. As we approach April 2018 further information will be supplied about how we have prepared for implementation.

EHC Annual Reviews

Gentle reminder to all schools to please forward your completed annual reviews to sendandinclusion@telford.gov.uk

We are planning to issue schools with an updated list of review dates for those children with an EHC plan or statement of SEN after February half term. This will show any outstanding review that we have not received alongside those that are within timeframe.

We are working on a separate project for EHC plans that require review in post 16 providers.

The SEND Reforms and the Youth Justice System: Telford and Wrekin's role

The Children and Families Act (C&F Act) 2014 transforms the system for disabled children and young people and those with SEN. Part 3 of the C&F Act places significant responsibilities on local authorities and other services in relation to children and young people with special educational needs (SEND) who are detained in youth custody. These young people are some of our most vulnerable learners.

The DfE funded a project to help secure better outcomes for children and young people with SEND in the Youth Justice System (YJS). Telford and Wrekin are working with other professionals across a number of agencies to work towards that shared goal. The prevalence of CYP with SEND in the youth justice system appears to be greater than statistics may indicate. Possible reasons are thought to include:

- Exclusion for poor behaviour (primary and secondary)
- Persistent absence from school (and moving schools) making "graduated response" and building a case for/identifying SEN extremely difficult
- 'Camouflaged' SEN Some young people have developed a set of sophisticated (and at times, not so sophisticated!) ways of hiding learning needs
- Inappropriate home education agreements

A large graphic consisting of numerous overlapping circles in various colors (pink, blue, orange, yellow, grey) of different sizes, creating a 'bubble' effect. The text 'The SEND Bubble' is written in white on a large pink circle on the left side.

The SEND Bubble

The SEND Bubble is an on-line learning platform to enable settings to offer free training to every professional involved in the Youth Justice System. It provides access to a bank of resources available via an organisationally shared log-on delivered by a series of Modules. Each module contains stand alone Module Units focused on related topics. The focus is centred on achieving better outcomes for young people in the YJS who have SEND.

For more information on the SEND Reforms and the YJS and/or The Send Bubble, contact

Joy Simpson on **01952 383538** or at

joy.simpson@telford.gov.uk



Children's Mental Health Week 2018



Children's Mental Health Week is 5-11 February 2018, run by school-based children's mental health charity, Place2Be. This year's theme is 'Being Ourselves', recognising that children and young people struggle with low self-esteem and teachers can play a crucial role in helping them recognise that they are unique, with their own strengths, qualities and interests that make them who they are.

Supporting children and young people to develop a positive view of themselves can help them to feel valued and build their resilience to cope with life's pressures, both inside and outside of the school gates.

You can encourage your pupils to understand the importance of 'Being Ourselves' by:

- Having a class discussion about what 'Being Ourselves' means—using school staff as examples, highlighting that every person is unique in their own way.
- Point out your pupils positive qualities when you notice them—trying hard at a subject they've found difficult, showing kindness to a friend or developing an interest in a new activity—help them understand that being unique isn't always being the best at something .
- When working in a group or team— remind pupils that they are all different
- Model positive self-talk—don't forget that you are unique too! Sharing your positive qualities with pupils will help them to start noticing their own.

Find more information and resources on the website: <https://www.childrensmentalhealthweek.org.uk/>





Primary/Secondary SENCo Update Meeting

Thursday 8th February 2018

4:00pm - 5:30pm

The Telford Langley School

Duce Drive, Dawley, Telford, TF4 3JS

CPD Code - LSAT 227

SEND Updates including the high need review - Simon Wellman

Inclusive School Forum

- What makes a good referral?
- FAQs

SEND Quality Mark Update - Nicola Davis

Please book via - cpdschoolimprovement@telford.gov.uk

Typing Skills

Keyboard Awareness and Typing Skills

Popular programs:

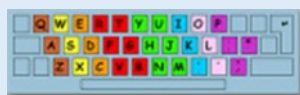
BBC Dance Mat (free online), Doorway touch typing (free online), Type with Tizzy, Type To Learn, English Type Junior, KAZ, Adventures in Typing, Nessy Fingers, 2Type, Touch-Type Read & Spell.

Typing Programs:

Some of the portable writing aids, such as the Neo2 range, have a typing program available for use on their product (e.g. KAZ, Ultra Key). These are available from Renaissance Learning or see the suppliers details below.

BBC Schools website offer a free online typing skills program as part of their Dance Mat series (Dance Mat not required), suitable for children from 7 to 11 years approx.

Doorway Touch Typing also offers a free online typing skills program that would be suitable for KS 2 and beyond.



English-type Junior

For those users still struggling to type text at speed or write clearly, see also the **Writing Page** (BDA website) for information on intelligent and flexible spelling prediction tools, onscreen word banks, digital pens and voice recognition software.

Good sources of a range of Typing Programs are:

- REM
- iANSYST Ltd.
- See also iANSYST comparison article about typing tutor programs.

Parent/Carer SEND Newsletter

We have been working with our parent / carer forum POD's and the Independent, Advice and Support Service (IASS) to create a termly SEND newsletter for our parents / carers of children and young people with SEND. The newsletter provides information and messages, similar to those in our monthly newsletter for professionals and schools, in a parent friendly way. The first edition is included alongside this newsletter.

Please feel free to share the newsletter with parents and carers or direct them to the Local Offer: www.telfordsend.org.uk where it is also available.





Local Offer for Special Educational Needs and Disability

Discover everything you need to know about education, health and care services in your local area for children and young people with SEND 0-25yrs at...

www.telfordsend.org.uk

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.

