

# NEWSLETTER

March 2018

## Update from SEND Group Manager – Simon Wellman

Are you all looking forward to the end of term? You don't need to answer that. We have all galloped through this very short Spring term (yes I did say Spring, shame the weather has not noticed) and much has been achieved. I am particularly pleased with the feedback received from those who have attended the Inclusive School Forum which indicates they have found the process positive and useful. Colleagues have welcomed the advice and guidance provided from their peers and it has been reported that this has impacted on practice back at the ranch. Other successes include our completion of transfers from statements of SEN to EHC plans. Forgive us as we do a little flag waving here, but this is a massive achievement. Thank you too for your help and contribution to the transfer process.

With the completion of the transfer activity there are some changes to staffing within the SEND team. Gemma Steinert (SEND Coordinator), Natalie Hesbrook, (Admin) and Sarah Ansell (SEND Officer) will be leaving the SEND team. All have new opportunities in the council and we wish them the very best in their new roles. Kylie Bull who previously worked in the transfer team has been appointed as SEND Officer/Coordinator alongside Rebecca Lancaster, SEND Officer, and Joy Simpson will return to her substantive post as SEND Officer. We are currently in the process of allocating locality teams to colleagues which we will implement by the 1st May 2018. We will let you know beforehand who will be the allocated officer and coordinator for your setting.

With regard to other staffing changes Angela Bale from the Sensory Inclusion Service is retiring at Easter having worked in the VI team for over 15 years. Good luck and thank you! We also have a new starter in the LSAT team, Daniel Lavell, who will be joining us from Sandwell where he has worked in their Communication and Autism team. Finally my position is changing from the 1st April as I will become Service Delivery Manager for SEND 0-25. The Group Manager role will not be filled but rather Karen Grandison will take over as Principal Educational Psychologist leading both the EPS and LSAT teams. Further information from Heather Loveridge about the changes in Education and Corporate Parenting are provided overleaf. I look forward to our continued efforts to refresh our collective approach for children and young people with Special Educational Needs and Disability. I do want to say a huge thank you to Andy Cooke for his guidance since I arrived 18 months ago who established the SEND development journey and set the foundations for improvement.

Now go and enjoy all those chocolates. Best wishes, Simon.



## Changes in Education and Corporate Parenting

Dear Colleagues,

I am writing to advise you of a slight change in the structure of the Education & Corporate Parenting Management Team.

As you will know, the statutory duties relating to the Children and Families Act 2014 are extensive but we have made significant and extensive progress over the last year in terms of implementing these reforms and developing the service. Indeed, we have had excellent feedback from our SEN Adviser in the DfE in terms of our overall performance. However, there is still much to be done and I have therefore appointed Simon Wellman as a dedicated SEND Service Delivery Manager. He officially takes up this role on 1 April 2018 to allow a complete handover of all the SEND responsibilities.

In making this appointment, it will allow Andy Cooke to step back from the SEND work and focus specifically on the group of services that are best described as 'Pupil Support Services' which include the Behaviour Support Service, Virtual School Head and Team, Student Engagement Programmes, PRU provision (Linden Centre KS2 and KS3), Fair Access and AP generally. These services, which support children outside of mainstream education will be subject to a consultation and review exercise due to be launched at the conference on 'Vulnerable Learners' to be held on 20 April 2018. You will have received an email from me earlier this week about this.

The third SDM in the structure is Liz Smith and Liz continues to hold the portfolio for School Performance and Governance, Early Years, Multicultural Development, School Organisation, Admissions, Safeguarding, EHE and Attendance Monitoring.

Some time ago, I did say I would circulate a 'Service Contact List' which provided Heads with an up to date list of key officers. There are some further minor changes to be made and once this is complete I will issue the up to date list.

Best wishes

Heather Loveridge

Assistant Director: Education & Corporate Parenting

## Inclusive School Forum - key dates

The next Inclusive School Forum will sit on the 1st May—please submit your applications by 23rd April.

All information can be found at [www.telfordsend.org.uk](http://www.telfordsend.org.uk)

Date of forum	Time	Venue	Papers due in
Tue 1 <sup>st</sup> May 18	9am-1pm	Telford Park School	Mon 23 <sup>rd</sup> Apr 18
Tue 5 <sup>th</sup> Jun 18	9am-1pm	Telford Park School	Mon 28 <sup>th</sup> May 18
Tue 3 <sup>rd</sup> Jul 18	9am-1pm	Telford Park School	Mon 25 <sup>th</sup> Jun 18



## Transfers of Statements to EHC Plans Celebrating Success!

Just to say a huge thank you and well done to the Transfer Team for completing the transfer of Statements of SEN to EHC Plans by 1<sup>st</sup> March 2018, nearly a month before the DfE deadline date of 31<sup>st</sup> March 2018. To add some perspective to the team's achievement, on the 1<sup>st</sup> September 2014, the local authority were maintaining a total of 1058 Statements of SEN.

The hard work and commitment shown by the Transfer Team to complete this task was also recognised by Robert Goodwill MP in his letter to Clive Jones, Director of Children's Services dated October 2017 in response to the local area SEND inspection. Mr Goodwill noted that the Inspection Team had identified the progress that had been made in transferring Statements of SEN but also recognised that the LA were well placed to complete the transfers within the timeframe of March 2018.

Well done team!

## Full Spectrum Awareness

The National Autistic Society has produced the 'Full spectrum awareness' - a toolkit for helping secondary school students to understand autism. It includes a range of practical exercises which can be adapted for your school and activity sheets to test what students have learnt.

Please follow the link below for more information and to download the complete toolkit:

<https://www.autism.org.uk/get-involved/campaign/england/young-campaigners-group/our-resources/full-spectrum.aspx>



### Full spectrum awareness

A toolkit for understanding autism  
for secondary school students

Created by The National Autistic Society's  
Young Campaigners' Group

Accept difference. Not indifference.

#### > Section one:

##### **A window into our world:**

An animation illustrating how young people overcome anxiety and stress.

#### > Section two:

##### **Hidden emotions:**

A play on the difficulties of expressing your feelings and communicating with others.

#### > Section three:

##### **Exercises in sensory**

**experience:** How you can recreate some of the sensory challenges people with autism face every day.

## Autism Support Available

Queensway have for some time been offering guidance for local schools to support and advise in relation to possible strategies to aid the behaviour, teaching and learning of the Autistic children at your school.

**Half termly Professionals Meetings** are held with the next ones due on:

Friday 23<sup>rd</sup> March - 9:15am

Friday 18<sup>th</sup> May - 9:15am

Friday 13<sup>th</sup> July - 9:15am

All meetings are held at the Queensway North site and last around an hour to an hour and a half.

Please call the school (**388555**) or email Sam Moore on  
[Samantha.moore@taw.org.uk](mailto:Samantha.moore@taw.org.uk) for further information.

The meetings provide an opportunity for schools to discuss and exchange ideas which may prove beneficial in supporting the children in our care.

We look forward to meeting and working with more new schools.



## Learning Support Advisory Team (LSAT) Offer - Update for 2018/19

### LSAT sessions and how they can be used

LSAT sessions are purchased for the financial year (April 2018 to March 2019). A session comprises 3 hours, morning or afternoon (typically 9 – 12 am or 1 - 4 pm) and is tailored to meet your school's requirements. Sessions can be used in the following ways and we will negotiate how best to meet your specific requirements:

- Planning and delivery of staff training or meetings, teacher days or twilight sessions.
- Individual pupil work to identify need, suggest interventions and/or quality first teaching approaches. This may include: pupil observation and direct 1:1 assessment for learning work, discussions with teaching staff, and discussions with parents/carers.
- Screening of pupils (for example, dyslexia, language, EYFS)
- Access arrangements assessments (year 6 SATs and GCSEs)
- Audits/learning walks for specific areas of SEND (speech and language, autism, dyslexia)
- SENCo support including: implementing the SEND Code of Practice, supporting the graduated approach and SEN support, writing and reviewing personalised learning plans as part of the assess, plan, do and review process, writing and reviewing policies, drop-in sessions for staff and support for monitoring, tracking and analysis to action plan.

**PTO**





Once a school visit/training session has been booked with an LSAT we require a minimum of 10 working days' notice to cancel the session unless this is due to notification of an OFSTED inspection. We will attempt to find a mutually agreeable new date. Should it be necessary for an LSAT to cancel a visit a replacement date will be offered.

## Feedback and Reporting

LSATs are pleased to provide verbal feedback on their work if agreed and convenient within the session.

Written reporting will usually comprise a short individual report (typically 1-2 pages) sometimes including a table where assessments and reviews have taken place. This report will include identification of needs and strengths together with recommendations.

In the case of training then a copy of the presentation will be provided as a minimum, in many cases handouts will also be given.

Where a full and detailed report is required following an initial assessment then writing time needs to be factored in from your service level agreement (SLA). Please advise your LSAT if this is required so that time can be agreed and allocated.

Schools who have bought an LSAT SLA will receive notification of their allocated advisory teacher by March 29<sup>th</sup> 2018. Whilst we recognise that continuity is important and that schools often like to maintain established relationships, it has been necessary to amend some LSAT allocations to schools.

For those schools who have yet to buy back you are still able to do so. Please contact Services for Schools for more information ([servicesforschools@telford.gov.uk](mailto:servicesforschools@telford.gov.uk) or **01952 380137**). We strongly advise you to purchase sufficient sessions in advance as there is limited capacity to provide pay as you go LSAT sessions.



**Branches in the Park**  
A Mental Health Awareness Festival

Activities and events for all the family



Headlining main stage:  
**Savannah**

Support acts:  
Ska Burst - The Remedy - Last October - Steel Monkey

- Bouncy Castle - Rides - Arts and Crafts Activities -
- Mindfulness and Mental Health First Aid Tent - Wrekin Open Mic Tent -
- Food Stalls -

**Telford Town Park Arena**  
May 6th 2018  
11am to 6pm







## LSAT Courses - May / June 2018

Please see below the LSAT courses for May/June 2018. Please contact Beth Seymour on: [\*\*Bethany.Seymour@telford.gov.uk\*\*](mailto:Bethany.Seymour@telford.gov.uk) or **01952 380861** to book or for more information.

**Course Code:** LSAT 205

**Course Title:** Speech, Language and Communication Needs: Communication Friendly Environments

**Phase:** Cross Phase

**Target Audience:** Support Staff

**Date:** Tuesday 15th May 2018

**Time:** 9:15 am—12 noon

**Course Content:** Children who have a speech, language or communication difficulty or delay, often find it hard to make sense of what is being asked of them / the expectations of school. Communication Friendly Environments can support this by enabling children to develop their social, emotional and academic potential by reducing or removing barriers to communication.

**Course Code:** LSAT 227

**Course Title:** SEND Update meetings

**Phase:** Cross Phase

**Target Audience:** SENCOs or Senior and Middle Leaders with responsibility for SEND

**Date:** Thursday, May 17, 2018

**Time:** 4pm - 5.30pm

**Course Content:** A termly meeting looking at national legislation and local updates and initiatives. The aim is to support good practice within schools for pupils with AEN/SEND.

**PTO**



**Course Code:** LSAT 224

**Course Title:** Autism in the Early Years

**Phase:** Primary

**Target Audience:** This session is aimed at Early Years SENDCOs, Early years practitioners, EY teachers

and teaching assistants working with children in voluntary and independent settings

**Date:** Wednesday, June 13, 2018

**Time:** 1pm - 4pm

**Course Content:** This course will offer insights, information and practical support strategies for engaging children on the Autism spectrum and those with similarly presenting, atypical, learning and behavioural profiles. It will include a brief introduction to autism; raise awareness of the child's strengths and needs and help address difficulties with some practical strategies to take away.

**Course Code:** LSAT 212

**Course Title:** Governors with responsibility for SEND

**Phase:** Cross Phase

**Target Audience:** Governors with responsibility for SEND

**Date:** Thursday, June 14, 2018

**Time:** 5pm - 7pm

**Course Content:** This training will aim to explore the role of the Governor, understand the reforms implemented since September 2014 and raise awareness of the various legislative requirements.

There is also an intention to look at how the changes in SEND have impacted on school practice. The training will include the role of the SENDCO, the provision and monitoring of pupils with SEND and the progress they make.



## 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](http://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.

