

SEND 0 - 25



Telford & Wrekin  
COUNCIL



# NEWSLETTER

April 2018

## Update from Simon Wellman, SEND Service Delivery Manager

Welcome back to the Summer Term. If anyone spots any sunshine then please do let us know! As ever there is much to keep us busy in the world of SEND. Locally you will begin to notice that we have some staffing changes in the SEND team and detail about amendments to school allocations have been sent (and are repeated here in the newsletter). This term we are launching a review of the Sensory Inclusion Service, again further detail about this is provided later in the SEND newsletter. We will let you know how you can contribute to this review in due course. Last week, in collaboration with the Severn Teaching School, teaching schools in Telford and Shropshire local authority we submitted a Strategic School Improvement Fund (SSIF) bid focusing on provision and practice for children with SEND. Should we be successful, we will work with a number of identified schools in Telford and Shropshire but anticipate wider benefits for all. The outcome of our bid will be known by the end of July.

Nationally there is much discussion about funding for SEND and problems local authorities have with regard to balancing their high need block. As many of you know, and has been discussed heavily at schools forum, Telford and Wrekin face a significant deficit this year and work is ongoing to develop a more sustainable budget. In addition parliament (via the Commons Select Committee) has recently announced an inquiry into support for children and young people with SEND. The inquiry will focus on the 2014 reforms, looking at how they have been implemented and what impact they are having. Telford and Wrekin will be submitting a written submission by the deadline of Thursday 14 June and will seek feedback from early years settings, schools and post 16 provision. Settings are also able to submit information themselves. Further information about the inquiry can be found at <https://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news-parliament-2017/special-educational-needs-and-disability-launch-17-19/>

An area we are aware requires attention is school's understanding of their duties under the Equality Act 2010 relating to 'Accessibility Planning' and publication of 'Equality Objectives'. At the last 'Heads and Chairs' meeting I explained that new

PTO



## Continued....

training was coming from the LSAT team this term and a flyer for our first course is included in the newsletter. We have noticed that many of the published Accessibility Plans for Telford schools are over three years old (they must be refreshed every three years) and we couldn't find many published Equality Objectives, but we appreciate that they might be hidden in policy documents. The course will provide schools with all the information they need to meet their duties.

Finally many thanks to those schools that I have visited this year. This includes Telford Priory, Queenswood, Woodlands, Dothill and Teagues Bridge Primary Schools, Lawley Village Academy and The Bridge School. Visiting really helps to understand your school context, how SEND support is organised, what key challenges exist, what you think about the 'SEND offer' from the local authority and how we can better work together. Please do keep those invites coming!

I hope to see you all soon at the next SENCo update meeting on the 17th May 2018 at Abraham Darby.

Best wishes

Simon

## Inclusive School Forum—key dates

The next Inclusive School Forum will sit on the 5th June —please submit your applications by 28th May. All information can be found at

[www.telfordsend.org.uk](http://www.telfordsend.org.uk)

Date of forum	Time	Venue	Papers due in
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

**Dates for the 18/19 academic year will be released in May's edition.**

## Annual Reviews: Early Alert – please start planning now

We are working to provide all settings with accurate lists each term detailing dates when we require annual reviews to be completed by. There are however some key annual reviews that 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:

- **15<sup>th</sup> February 2019** for any child going into reception, year 3 (where there is movement between an infant school to a separate junior school only) and Year 7 in September 2019
- **31<sup>st</sup> March 2019** for young people entering post 16 provision in September 2019

We therefore require annual reviews for the following year groups to be completed during the Autumn Term, please do stagger the reviews throughout the term. The final deadline for these annual reviews to be received by the SEND Team is detailed below:

Year Groups	Please send completed annual reviews to the SEND team by:
Nursery year (aged 3 since 1 <sup>st</sup> September 2018)	16 <sup>th</sup> November 2018
Year 2 pupils (infant school only)	25 <sup>th</sup> October 2018
<b>All Year 6 pupils</b>	16 <sup>th</sup> November 2018
<b>All Year 11 pupils</b>	25 <sup>th</sup> October 2018

We understand that in some circumstances, a full year may not have passed since the last annual review for children in these year groups but their completion is still required by the specified dates.

The annual reviews of all other year groups should occur within 12 months of their previous annual review.



## Review of SIS (Sensory Inclusion Service)

As you are all aware Telford & Wrekin Council hosts the Sensory Inclusion Service that supports children and young people with hearing and vision difficulties under a joint arrangement between Shropshire and Telford & Wrekin Local Authority (LA) areas. The service operates on a 'shared service' principle. Both local authorities are committed to ensuring the best outcomes for children, now and in the future. This means that children get the right support at the right time and from the right agency, in a coordinated and holistic way. The two local authorities have commissioned an external review of the Sensory Inclusion Service which begins in May 2018, to consider all aspects of provision across SIS. The external review will focus on a number of areas:

1. The current and future needs of children with hearing and visual impairment.
2. How well the service meets the needs of children and young people and their families now and what outcomes are being achieved.
3. The options for developing this service to ensure that it can continue in the current context of reduced resources and keep pace with foreseeable developments in the future.

This information will be used to implement a service model from 1 January 2019, which demonstrates that:

- Children's needs are identified appropriately.
- Children's needs can continue to be met, now and in the foreseeable future.
- Interventions are carried out efficiently, effectively and by the right staff.
- The service supports children to prepare for their life as an adult, this includes preparing children to:
  - Live independently
  - Enter paid employment and/or access higher education
  - Participate in their community
  - Be as healthy as possible
- The service has sufficient resources, is sustainable and represents value for money
- The service can build capacity in educational settings and the family home.
- The service can work equally effective in each of the local areas, according to local context.

Part of this process will be a consultation with all stakeholders including families and schools. When the scope and process of this consultation is clear, more detail will be passed through to all relevant groups including how and who to respond to. We felt it was important to alert all our stakeholders at the earliest opportunity and will be in touch with more information as soon as possible.

## Changes in staff in the SEND team

Dear colleagues

### **RE: Changes in staff in the SEND team and setting allocations**

Following the completion of the transfer activity (i.e. from statements of SEND to EHC plans) there are some changes to staffing within the SEND team. Gemma Steinert (Transfer Coordinator), Natalie Hesbrook, (Transfer Support Services Assistant) and Sarah Ansell (SEND Officer) have now left the 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.

The SEND team is now divided into 5 locality areas; Early Years, Hadley, Wrekin, Lakeside and Preparing for Adulthood (PfA). The latter is a new locality area focusing on those young people with SEND aged 16-25. This is currently an interim locality funded initially for 1 year, with a remit to coordinate our statutory duties for young people with SEND as we prepare them for adulthood. All locality areas are staffed with a SEND Officer who is supported by a SEND Coordinator.

Alongside our new members of staff it has been necessary to make some adjustments to personnel in our locality teams. We understand that settings prefer consistency and we have tried to keep these changes minimal.

For schools, please do check the locality team that covers your setting, using the attached allocation list, as it might not feature where you expect. This has been necessary to support workload distribution across the SEND team. To remind, the Early Years locality area supports all children in Telford and Wrekin aged 0-5 pre-entry into school. At the point of a child's annual review after they have entered school, they are transferred to the school's allocated locality team. For colleges and training providers the Preparing for Adulthood locality area will be your initial contact point, although due to the project based remit of this area team, annual reviews, for example, will be processed by other locality areas based on the home postcode of the young person's address.

## Changes in staff in the SEND team (2 of 3)

The new structure of the locality areas is therefore as follows:

Locality Area	SEND Officer	SEND Coordinator
Early Years	Laura Goodfellow <a href="mailto:Laura.Goodfellow@telford.gov.uk">Laura.Goodfellow@telford.gov.uk</a>	Jamie Sault <a href="mailto:Jamie.Sault@telford.gov.uk">Jamie.Sault@telford.gov.uk</a>
Hadley	Kerry Ruston <a href="mailto:Kerry.Ruston@telford.gov.uk">Kerry.Ruston@telford.gov.uk</a>	Sharron Owen <a href="mailto:Sharron.Owen@telford.gov.uk">Sharron.Owen@telford.gov.uk</a>
Wrekin	Rebecca Lancaster (Tuesday – Thursday) <a href="mailto:Rebecca.Lancaster@telford.gov.uk">Rebecca.Lancaster@telford.gov.uk</a> 01952 380679  Kylie Bull (Monday & Friday) <a href="mailto:Kylie.Bull@telford.gov.uk">Kylie.Bull@telford.gov.uk</a> 01952 383025	Gill Kinson <a href="mailto:Gill.Kinson@telford.gov.uk">Gill.Kinson@telford.gov.uk</a>  01952 385393
Lakeside	Mark Wadhams <a href="mailto:Mark.Wadhams2@telford.gov.uk">Mark.Wadhams2@telford.gov.uk</a>  01952 384458	Lisa Baitey <a href="mailto:Lisa.Baitey@telford.gov.uk">Lisa.Baitey@telford.gov.uk</a>  01952 385390
Preparing for Adulthood	Joy Simpson <a href="mailto:Joy.Simpson@telford.gov.uk">Joy.Simpson@telford.gov.uk</a>	Kylie Bull (Tuesday – Thursday) <a href="mailto:Kylie.Bull@telford.gov.uk">Kylie.Bull@telford.gov.uk</a>

Whilst this structure will come into effect from Monday 23<sup>rd</sup> April 2018 it is important that we maintain our work and avoid any gaps in our statutory functions, particularly with regard to EHC need assessments. It may be necessary therefore for you to liaise with personnel outside of your locality whilst we handover activity between areas.

As a general principle the table below explains the activities that will transfer on the 23<sup>rd</sup> April 2018 and those where transfer will happen over time.



## Changes in staff in the SEND team (3 of 3)

Activity	Transfer point to new locality area
NEW Education Health and Care Needs Assessments requests submitted.	These will be processed within the new locality area from the 23 <sup>rd</sup> April 2018.
EHC needs assessments under way prior to 23 <sup>rd</sup> April (i.e. those in the 20 week process).	For EHCNAs under 6 weeks they will be transferred to the new locality team on the 23 <sup>rd</sup> April.  For EHCNAs over 6 weeks the assessment will be completed by the previous locality officer. If it is decided to issue an EHC plan following completion of the assessment process, responsibility for the finalised EHC Plan will transfer to the new SEND locality team
Children with a finalised Education Health and Care Plan	All children will move to the new locality area from 23 <sup>rd</sup> April 2018.

Finally, to confirm the team's management arrangements, both Mark Wadhams and Natalie Bevan are joint team leads. Mark oversees the Hadley, Wrekin and Lakeside locality areas alongside his duties as Lakeside SEND Officer. Natalie oversees the Early Years and PfA locality areas alongside her duties as SEND Project Lead. These are interim positions until 31<sup>st</sup> August 2018, at which point the new structure, following the current Education and Corporate Parenting restructure process in the local authority, will take effect. I will write to you again therefore, to confirm arrangements for the new academic year.

If you have any queries please do not hesitate to contact the SEND Team on 01952 385399.

Yours sincerely

Simon Wellman  
SEND 0-25 Service Delivery Manager

# SENCo Network Meeting

17<sup>th</sup> May 2018

4:00 – 5:30pm

CPD Code – LSAT 227

**Abraham Darby Academy,**  
Ironbridge Road,  
Madeley,  
Telford,  
TF7 5HX

## Proposed agenda:

- SEND Updates – Simon Wellman
- Inclusive School Forum – FAQ feedback - Inclusive School Forum Panel Members
- Meet the Designated Clinical Officer (DCO) – Catherine Smith CCG
- Developing Telford & Wrekin as an Autism Education Trust (AET) Hub – Karen Grandison

**Please book via –**

**[cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)**

**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)**





# School Duties under the Equality Act 2010 and how to write an effective Accessibility Plan

5<sup>th</sup> June 2018

9.15am – 12 £90 per delegate

**NEW  
TRAINING**

## Schools duties under the Equality Act 2010:

- Is your accessibility plan up to date (i.e. refreshed every three years) and cover the 3 areas of access to the curriculum, physical environment and information?
- Do you know who you must consult with regarding your accessibility planning duty?
- Have you published Equality Objectives in line with new requirements?

## Aims of the training:

*Participants will gain an understanding about:*

- A schools duties around accessibility planning and equality objectives with regard to the Equality Act.
- The local authority's duties regarding accessibility planning.
- Who is responsible for compliance with the accessibility duty in school.
- The duty to make reasonable adjustments and best endeavours.
- How schools should consult and with whom.
- What school must publish and where.

## Target audience:

Senior leaders and governors in school with responsibility for Equality / SEND.



Telford & Wrekin  
COUNCIL

To book please contact School Governance on:

**01952 380 808** or email:

**[cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)**

**k** (CPD code LSAT 236)



# SEND Governor Training

14<sup>th</sup> June 2018

5-7pm

**REFRESHED since  
January 2018**

- Does your governor for SEND have up to date knowledge of the SEND agenda?
- Would your governor like to develop their skills as a critical friend?

## This course provides:

- an understanding of the national picture and why SEND and inclusion is so important in schools.
- a review of governor responsibilities and how to challenge schools on their approach / budget and inclusion.
- information about statutory requirements including a school's duties under the Equality Act, accessibility planning and the need for an SEN information report and link back to the Local Offer website.
- signposting to resources and support that already exists that can be used to enhance a school's SEN offer.
- guidance about what questions governors can ask the SENCo to get a better understanding of your schools approach.
- an outline of the formal EHC consultation process and how to respond in line with the SEND Code of Practice.

## Feedback from previous courses

- The objectives of the session were clear
- The facilitators were knowledgeable and it helped that one was actually a SEND governor
- Resources provided were really useful

## Some of the key messages Governors took away:

- *'I need to find out what the SEN budget is and how it is being deployed.'*
- *'I need to ensure our school has an SEN information report.'*
- *'I understand my role as a critical friend. Check and challenge'*
- *'I have a set of questions that I can now ask my SENCO.'*
- *'I understand more about the SEND Code of Practice and our duties as a school.'*

**To book: (CPD Code – LSAT 212)**

Contact school governance on **01952 380808**  
or email

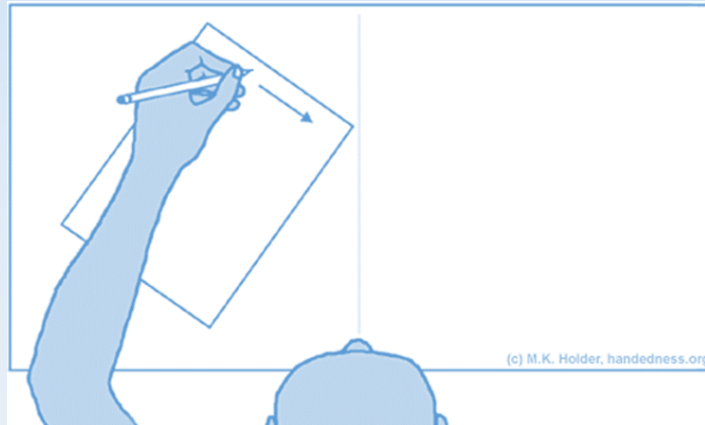
**[cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)**



## Teaching left-handed writers

### Position of paper in relation to the desk and writer

The correct position for left-handers is with the paper to the left of the body and inclined. Thus, at the end of the first line of writing, the pen will still be slightly to the left of the mid line. The cramped position caused by the arm necessarily moving towards the body (because we write from left to right) is thus partially eliminated. So is the backward slope and the tendency to smudge.



### Grip of pen

For left-handers the grip should be at least an inch and a half from the point. This ensures that the hand is well clear of the stems of the letter, so that the child can see what he is writing and avoid smudging. The grip should not be too tight, for this increases tension and fatigue – it will not be necessary if the nib moves easily across the page.

### Seating

Where a left-hander is sitting next to a right-hander, care should be taken that both children have their writing hands on the outside of the pair. Otherwise, both children will have difficulty in writing freely.

*(These suggestions are freely adapted from "Lefthandedness" by H. M. Clark,  
Published by University of London Press Ltd.)*



## Making the most of the accessibility features of an iPad when working with pupils who have SEND

When the built in accessibility features of an iPad are used as a matter of routine, they may have the potential to prevent the pupil's difficulties becoming a barrier to learning.

All iPads come with the accessibility features built in, so there is no need to download or add anything.

The accessibility features can be accessed through the Settings icon, then General. They are grouped in a number of headings – the table below provides a brief overview of what each of the features can do.

Full details of the accessibility features on iPads are available at:

[www.apple.com/accessibility](http://www.apple.com/accessibility)

It would be beneficial for teachers to explore the features listed, as they may have benefits for pupils with other needs that are not shown.

Main area	Option	Features
Vision	<ul style="list-style-type: none"> <li>Voice over</li> <li>Zoom</li> <li>Invert colours</li> <li>Greyscale</li> <li>Speech</li> </ul>	<ul style="list-style-type: none"> <li>Speaks all items on the screen.</li> <li>A magnifier opens which can be moved around the screen to focus on specific items. The magnification can be adjusted.</li> <li>The iPad can be used as a high contrast device.</li> <li>The screen is displayed in shades of grey.</li> <li>Speak selection</li> <li>Speak screen - use Speak Screen to read your email, iMessages, web pages, and books. Turn on Speak Screen and swipe down from the top of the screen with two fingers, or just tell Siri to Speak Screen and have all the content on the page read back to you. You can adjust the voice's dialect and speaking rate, and have words, sentences, or words within sentences highlighted as they're being read.</li> <li>Speak autotext</li> </ul>

(Continued)



# SEND 0 - 25



April 2018

Text	<ul style="list-style-type: none"> <li>• Larger text</li> <li>• Bold text</li> <li>• Button shapes</li> <li>• Increase contrast</li> <li>• Reduce motion</li> <li>• On/off labels</li> </ul>	<ul style="list-style-type: none"> <li>• A slider allows all the text on the screen to be enlarged</li> <li>• Text appears bolder</li> <li>• Places a grey frame around areas of the screen where buttons/links can be clicked</li> <li>• Options provided include reducing transparency, darkening colours and reducing white point</li> <li>• Reduces the motion on screen</li> <li>• Rather than a simple slide switch, this also adds the electrical signs for on and off to the buttons</li> </ul>
Interaction	<ul style="list-style-type: none"> <li>• Switch control</li> <li>• Assistive touch</li> <li>• Touch accommodations</li> </ul>	<ul style="list-style-type: none"> <li>• Allows the iPad to be controlled by highlighting items on screen that can be activated through an adaptive accessory</li> <li>• Allows the iPad to be used if you have difficulty touching the screen or use an adaptive accessory</li> <li>• Settings can be adjusted to change how the screen responds to touch</li> </ul>
Hearing	<ul style="list-style-type: none"> <li>• Hearing aids</li> <li>• Mono audio</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing aids can be paired with the iPad using Bluetooth</li> <li>• Allows a mono output when earphones are being used</li> </ul>
Media	<ul style="list-style-type: none"> <li>• Subtitles and captioning</li> <li>• Audio descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Closed captioning or subtitles can be displayed</li> <li>• Will play audio descriptions when available</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Guided access</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps the iPad in a single app and allows the teacher to control which features are available. This can be accessed by means of a triple click on the home button</li> </ul>

Although not within the accessibility settings, the dictation function would also be very beneficial to those who have difficulty with a variety of aspects associated with writing. Tap the microphone button on the keyboard, say what you want to write, and your iPad converts your words (and numbers and characters) into text.

**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)



# SEND 0 - 25

April 2018

## the transition event

#TransitionEvent

PRIZE DRAW

FREEBIES

STADIUM TOURS

Thursday 17th May 2018

Ricoh Arena, Coventry CV6 6GE

Bring your students to The Transition Event's **FREE** exhibition for useful information, services and guidance.

Plus free **STADIUM TOURS\*** and **SUPPORTED LOVING WORKSHOP** exclusive to young people and their supporters. \*Booking required.

### Building the best future for young people with additional needs

**Moving into adulthood** (or transition) can be exciting but challenging for young people and their families. This innovative conference and **FREE** exhibition provide information and inspiration to navigate the journey.

**Teachers** – book onto the informative conference to hear about Education, Health and Care Plans, policy, education, housing, employment and more.\*

\*£49.95 + VAT

Organised by   
[www.myfamilyourneeds.co.uk](http://www.myfamilyourneeds.co.uk)

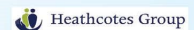
### Want to know more?

Tel: 01223 206953 • Email: [events@myfamilyourneeds.co.uk](mailto:events@myfamilyourneeds.co.uk)

Principle sponsor:



Sponsors:





## OMGDPR



As I am sure you are all aware on 25 May 2018 the General Data Protection Regulations (GDPR) will replace the Data Protection Act 1998.

GDPR introduces a number of new requirements for schools to comply with and a 20 million euro fine for when you get it seriously wrong! One significant requirement of GDPR is that all schools need to have a Data Protection Officer (DPO) who is expert enough in data protection to fulfil their duties. Your DPO is the individual who should be ensuring your schools are compliant.

The Council is offering to be the school's DPO for a fee. If you wish to take up this offer or find out more about GDPR please contact [IG@telford.gov.uk](mailto:IG@telford.gov.uk)

## GDPR Countdown

**24**  
Days left

Will you be ready?

## Schools challenged to take up the Telford Big Bridge Challenge

Unique prizes are up for grabs for the borough's primary and secondary school pupils from today with a new bridge building challenge.



Unique prizes are up for grabs for the borough's primary and secondary school pupils from today with a new bridge building challenge aimed at encouraging Science, Technology, Engineering and Mathematics (STEM) learning and is being organised by Telford & Wrekin Council as part of the Telford 50 celebrations.

The 'Telford Big Bridge Challenge' encourages pupils to build a bridge as a team and as a separate individual challenge, to get their thinking caps on and come up with a name for the new bridge.

Cabinet member for Transport, Infrastructure & Broadband, Councillor Angela McClements said: "With the 'Year of Engineering' under way Telford & Wrekin Council wanted to join in with the celebrations to encourage STEM education in the borough.

RAF Museum Cosford, Enginuity Science Museum, Jacobs and Balfour Beatty have all supported the competition with some fabulous prizes including whole class STEM workshops for primary pupils. Secondary pupils' prizes include a trip to the British Airways i360, a magnificent feat of engineering with one of the most slender towers in the world and an RAF cockpit experience.

Winners of the naming challenge will also be rewarded with a number of prizes including an iPad, invitation to the official opening ceremony later in the year and own a small piece of the town's history by way of signed architectural drawing by the new bridge's architect - Professor Ric Russel.

Only schools in Telford & Wrekin can enter the challenge, full details can be found [here](#).







## 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.

