

SEND 0-25



Telford & Wrekin  
COUNCIL



# NEWSLETTER

May 2018

## Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

We have had another busy half term and I hope you are looking forward to your break next week! It was great to see so many colleagues at the SENCo update meeting at Abraham Darby. I very much welcome the opportunity it provides for networking between peers. The presentations used are attached to this newsletter for those colleagues who were unable to attend. As always we had a lot of updates to get through and we are having a think about the structure of next years SENCo network sessions. Whilst we want to make sure you all know what is happening we also want to deliver items that support your CPD—watch this space!

We also really listened to your feedback regarding the ISF process—in particular the paper filling. Again thinking caps are on and we will look to see how we make the process of applying for funding less bureaucratic. For now please do continue to use what is there and we will send updates in due course.

I seem to have been ‘stuck in’ the office for most of this term—too many meetings! It is always a pleasure to receive an invite to come and visit an early years setting or school so please do keep inviting me. I have visited Telford College this week in preparation for the expansion of my role in September, which will include oversight of our fantastic cohort of young people aged 16-25 with SEND. Plenty of work to do here but our main focus is how we enable independence and opportunity for successful transition into adulthood. The old theme of ‘over dependence on support’ raised its head again during discussions with the college. We also need to better coordinate the support mechanisms used with children and young people throughout their education journey so that transition between phases are more seamless. I know I am already talking to the converted.

For now have a good break.

Simon

## SEND Team Structure

Following the release of the new structure chart for the SEND team last month, there have been a few queries about who is leading the team. To confirm the SEND team lead position is currently being shared between Mark Wadhams and Natalie Bevan. Below provides further information about their role and responsibilities and how to contact them.

### Mark Wadhams

Interim SEND Team Lead  
&  
Lakeside Locality SEND Officer



I have oversight of the Hadley, Wrekin and Lakeside locality teams. I am also the SEND Officer for Lakeside.

Please contact the SEND Officer allocated to your school for any queries. If you need to raise issues further then please call me on **01952 384458** or email **Mark.Wadhams2@telford.gov.uk**

### Natalie Bevan

Interim SEND Team Lead  
&  
SEND Project Lead



I have oversight of the Early Years and Preparing for adulthood (PfA) locality teams. I am also the SEND Project lead.

Please contact the SEND Officer allocated to your setting for any queries. If you need to raise issues further then please call me on **01952 567364** or email **Natalie.Bevan@telford.gov.uk**

These arrangements are in place until 31<sup>st</sup> August 2018 by when recruitment into a permanent leadership role will be shared.

**Natalie Bevan**

**Mark Wadhams**

**Early Years Locality**

SEND Officer - Laura Goodfellow  
SEND Coordinator - Jamie Sault

**Hadley Locality**

SEND Officer - Kerry Rushton  
SEND Coordinator -  
Sharron Warren

**Preparing for Adulthood**

SEND Officer - Joy Simpson  
SEND Coordinator - Kylie Bull

**Wrekin Locality**

SEND Officer - Kylie Bull &  
Rebecca Lancaster  
SEND Coordinator - Gill Kinson

**SEND Project Team**

Quality Assurance and  
Implementation Officer - Jane Cook  
ICT Apprentice Local Offer -  
Jamie Hayward

**Lakeside Locality**

SEND Officer - Mark Wadhams  
SEND Coordinator - Lisa Baitey

**The SEND team can be contacted on 01952 381045**

Schools assigned to each locality area can be found at:

[http://www.telfordsend.org.uk/localofferservices/info/6/  
all\\_ages/43/send\\_team](http://www.telfordsend.org.uk/localofferservices/info/6/all_ages/43/send_team)

## Inclusive School Forum (ISF) Dates

The dates for the academic year 2017/2018 are as follows:

DATE OF FORUM	TIME	VENUE	PAPERS DUE IN
Tue 5 June '18	9am - 1pm	Telford Park School	Mon 28 May '18
Tue 3 July '18	9am - 1pm	Telford Park School	Mon 25 June '18
Tue 11 September '18	9am - 1pm	Telford Park School	Fri 7 September '18
Tue 2 October '18	9am - 1pm	Telford Park School	Mon 24 September '18
Tue 6 November '18	9am - 1pm	Telford Park School	Thu 25 October '18
Tue 4 December '18	9am - 1pm	Telford Park School	Mon 26 November '18
Tue 15 January '19	9am - 1pm	Telford Park School	Mon 7 January '19
Tue 5 February '19	9am - 1pm	Telford Park School	Mon 28 January '19
Tue 5 March '19	9am - 1pm	Telford Park School	Mon 25 February '19
Tue 2 April '19	9am - 1pm	Telford Park School	Mon 25 March '19
Tue 7 May '19	9am - 1pm	Telford Park School	Fri 3 May '19
Tue 4 June '19	9am - 1pm	Telford Park School	Fri 24 May '19
Tue 2 July '19	9am - 1pm	Telford Park School	Mon 24 Jun '19

All information and 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](http://www.telfordsend.org.uk/localofferservices/info/1/home/68/inclusive_school_forum_guidance_and_procedure)

## Inclusive School Forum FAQs

Following the SENCO network forum in February 2018 a number of FAQs were generated about the School Inclusive Forum which are attached to this newsletter. They have also been published on the local offer website

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



## Designated Clinical Officer for SEND

My name is Catherine Smith and I am the Designated Clinical Officer for SEND. The role is part of the SEND reforms and is a key role within health. It has a broad remit so is developing differently around the country.

Since starting in the post last September the initial focus has been on developing an oversight of the different health teams and their contributions to the EHC process, in particular the health advice in EHC plans and supporting the LA teams including schools to understand medical conditions. A key element to the role is attending EHC panel and assuring health contributions in the plans. It also includes participating in the quality assurance process.

I am also the Children's Continuing Care assessor and have links with the Designated Nurse for Looked After Children and we are working to ensure processes are in place and we start to coordinate / align those health assessment processes. I am starting to work on any improvements we can make to the Local Offer and how services are reflected in the offer.

The role sits alongside the Children's Commissioners in health (i.e. CCG) so that they are aware of how services can better support children's outcomes. The role is very much concerned with quality improvement and assurance all of which must be done with children, young people and family participation and engagement to inform strategic development.

Direct support to schools is to answer any queries and support them to work alongside health professionals to ensure the correct support is in place to manage health needs in schools. This may include ensuring the right questions are asked to ensure the correct individual health care plans are in place. If indicated via health professionals I will undertake a continuing care assessment where the needs are very significant.

**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**



## Do you know about Telford & Wrekin's ELSA training?



ELSA is a nationwide preventative initiative, originally developed by Educational Psychologists in Southampton and now rolled out in numerous local authorities across the UK. ELSA gives school staff in-depth training and on-going support to develop the social and emotional well-being of Telford & Wrekin pupils. 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.

*Emotional Literacy Support Assistants (ELSAs)* are Teaching Assistants or Learning Support Assistants who receive six days of additional training from Educational Psychologists on key aspects of emotional literacy, including social skills, emotional self-regulation, friendship, relationships, anger management, self-esteem, security, anxiety and worries and motivational interviewing.

Once trained, ELSAs will be able to provide high quality emotional health and wellbeing intervention support with pupils who have social, emotional and mental health needs. As part of their training, ELSAs receive ongoing supervision from TWC Educational Psychologists once every half term in a local network group of ELSAs.

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.

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## ELSA in Telford & Wrekin: Pilot Cohort - Longitudinal Evaluation, April 2018

Following the delivery of six full days of ELSA training to T&W's first cohort of twelve Primary ELSAs by Dr Jane Park and Dr Louise Carr (Educational Psychologists) from September to October 2017 and half-termly EP-led supervision sessions, longitudinal data was collected in March 2018 to establish the longer-term impact of the ELSA training and how well ELSAs have been able to embed the role into their practice. ELSAs gave feedback on the following areas:

- \* confidence in understanding of the issues that impact on children and young people's emotional health and well-being (EHWB)
- \* recognition of when a pupil is experiencing difficulties relating to EHWB e.g. needs around self-esteem, anger management, emotional self-regulation, social communication skills, attachment, bereavement
- \* knowledge about where to seek information, advice and support on EHWB issues
- \* ability to employ a range of effective intervention strategies to support pupils with needs relating to Emotional Health and Wellbeing (EHWB)
- \* confidence and skills to work with both individuals and groups of pupils experiencing difficulties relating to EHWB.

The increases which were noted across all questions in the immediate post-training evaluation (October 2017) were largely maintained or further increased at the 5-month follow-up point (March 2018). This suggests that the majority of the trainee ELSAs' personal understanding and professional practice had been sustained, and in some cases further strengthened, during the course of the post-training period throughout the latter half of the autumn term 2017 and the full spring term 2018.

Additional qualitative feedback indicated that ELSAs felt they were growing in confidence and skills all the time and that they felt hopeful for the future in terms of their schools' capacity to support EHWB issues effectively.

The first training cohort for secondary phase ELSAs will take place in September and October 2018, with a third cohort for primary phase ELSAs scheduled for January-February 2019.

## ELSA Coffee Morning

A Coffee Morning information session will be held at Darby House on **Friday 22nd June 2018, 9:00-10:30am** — all schools interested in ELSA training are warmly invited to attend. There will be focus on the secondary ELSA training, but representatives from primary settings are equally welcome.

Please contact Telford & Wrekin Educational Psychology Service to register your interest: [SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk)

For further information on the ELSA initiative please visit [www.elsanetwork.org](http://www.elsanetwork.org)



## Consultation feedback and implementation regarding changes to Early Years SEND Inclusion Funding

Please find attached to this newsletter the feedback we received from the consultation undertaking regarding proposed changes to the Early Years SEND Inclusion Funding. The LA are now working on implementing all of these changes and updating the EY Inclusion Fund pages on the Local Offer by September 2018.

**Change 1: To introduce a clear model for allocating and reviewing the Early Years Special Educational Needs Inclusion Fund across Telford and Wrekin.**

**Change 2: To offer support from the Early Years Inclusion Fund to Early Years Settings and preschool classes only. Early years Inclusion Fund will finish at the end of the preschool year.**

**Change 3: To introduce a banded funding mechanism that offers appropriate allocations of support, with final decisions supported by a multi-disciplinary decision panel.**

**Change 4: Proposed funding allocations.**

**Change 5: A local response will be adopted to managing the '30 hours' extended childcare entitlement .**

**Change 6: The 'offer' provided by the Early Years Teachers/SENCOs will become traded to schools**

**Change 7: The 'offer' provided by the Early Years Inclusion Mentors will become traded to EY settings and schools.**



## Emotion Coaching for SEND

### **Emotion coaching (EC) is:**

Based on the work of John Gottman (1996), who emphasised the importance of considering the emotions which underlie particular behaviours, “in the moment” before dealing with limit setting and problem solving.

### **6 Steps to Emotion Coach a young person:**

#### **Step 1: Understand how you deal with feelings** - it is important that you first

understand your own approach to emotions as this can influence the way in which situations are dealt with. E.g. some adults may be uncomfortable with children’s negative emotions and attempt to ‘fix’ the problem to make the negative emotions go away.

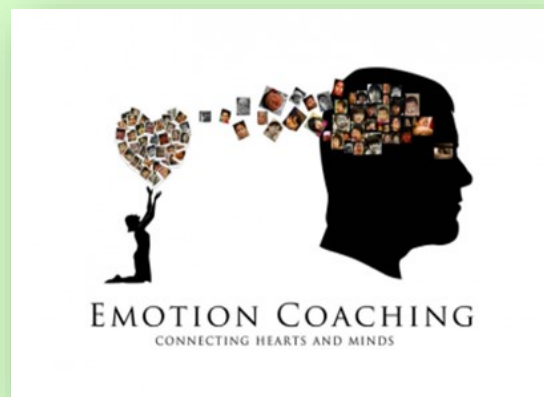
**Step 2: Believe that children’s negative emotions are an opportunity for building connections and teaching** - when young people feel understood by adults, they become more open to receiving guidance and support.

**Step 3: Listening with empathy and understanding** - in understanding young people, it is important to place yourself in their shoes. Empathetic listening is the heart of emotion coaching.

#### **Gottman (1997) shared that empathetic listeners:**

- Use their eyes to identify physical evidence of young people’s emotion.
- Use their ears to hear the underlying messages behind what the individual is saying.
- Use their imagination to put themselves in the young person’s shoes to understand how they are feeling.
- Use words to reflect back what they hear, see and imagine in a soothing, non-judgemental manner. Your words help the individual to label the emotion.
- Use their hearts to feel what the young person is feeling.

**Step 4: Label and validate emotions-** the simple act of labelling an emotion has a soothing effect on the nervous system, which helps children recover more quickly from an upsetting experience.



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**Step 5: Set limits (if necessary)** - although it's important to validate young people's feelings, you are not required to validate their actions. Set a limit on inappropriate behaviour and its consequence, follow through and be consistent.

*For example, a teacher might say, "You're mad that Danny took that ball away from you. I would be, too. But it's not okay for you to hit him. What can you do instead?"*

### **Step 6: Support with problem-solving**

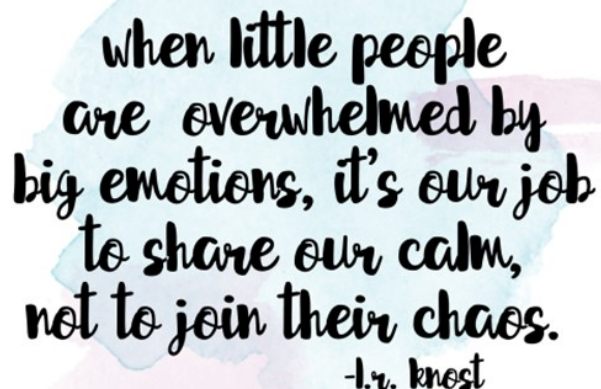
- Identify goals- what were you trying to achieve/ accomplish?
- Think of possible solutions- allow the young person to think and suggest solutions to a problem situation before you offer suggestions. Don't shoot down young people's solutions if they are not workable, instead, ask questions to help them see the outcome of their solutions:  
*E.g. Is this solution fair? Will this solution work? Is it safe? How are you likely to feel How are other people likely to feel?*
- Help the young person to choose a solution to try going forward!

For more information on emotion coaching, check out *Raising an Emotionally Intelligent Child: The Heart of Parenting* by John Gottman.

For more information on how to support parents to listen with empathy and validate their children, signpost them to *Between Parent and Child*, by Haim Ginott.

#### Additional Books:

- Gottman, J. (1997) *Raising an Emotionally intelligent Child*. Simon & Schuster, New York.
- Gottman, J. M., Katz L.F., & Hooven, C. (1997) *Meta-emotion: How families communicate emotionally*. Psychology Press.
- Siegel, DJ & Byrson T.P. (2012) *The Whole-Brain Child*, Constable & Robinson, London.



when little people  
are overwhelmed by  
big emotions, it's our job  
to share our calm,  
not to join their chaos.  
-l.r. knost



## Top tips for supporting working memory



- **Recognise working memory failures** – is the child forgetting some or all of the words in a sentence? Are they struggling to follow instructions or forgetting part of the instruction? Are they missing out chunks of a task? Are they giving up on the task completely?
- **Monitor the child** – look out for warning signs of memory overload. Ask the child what they are doing and what they are planning to do next?
- **Evaluate the working demands of learning activities** – are too many demands being placed on the child? Are we expecting them to remember sequences of three or more numbers or unrelated words? Are we expecting them to remember lengthy instructions or sentences?
- **Reduce working memory loads if necessary** – reduce the amount of information to be stored, increase the meaningfulness of the material to be remembered, reduce processing demands, re-structure multi-step tasks into separate independent steps, use memory aids (useful spellings on whiteboards, number lines, printed notes, Dictaphones).
- **Frequently repeat important information** – frequently repeat general classroom instructions, task specific instructions and content needed for a particular activity.
- **Encourage the use of memory aids** – number lines, counting devices, cards, Dictaphones, personalised dictionaries with useful spellings, teacher notes on whiteboard, wall charts. *Remember to give children time to practice the use of memory aids in situations with minimal working memory demands!*
- **Develop the child's use of memory-relieving strategies** – encourage the child to develop strategies for overcoming memory problems, i.e. use of rehearsal to maintain important information, use of memory aids, use of organisational strategies and asking for help.

Information taken from 'Understanding Working Memory – A classroom guide' – Professor Susan E. Gathercole & Dr Tracy Packiam Alloway (available to download for free online).



## Top Tips for a Visually Friendly Classroom

1. Appropriate seating is essential, usually front centrally or to the side of the poorer eye as recommended by the QTVI (Qualified Teacher of the Visually Impaired).
2. Provide the child/young person with their own copies of resources as it often very difficult to share materials if you have a visual impairment.
3. Maintain an evenly, well-lit environment which reduces glare in the classroom.
4. Never discourage an unusual viewing distance, posture or angle as the child/young person will adopt this for their own visual comfort.
5. Avoid asking, 'Can you see?' Ask the child or young person to find some specific detail in a printed resource for you instead.
6. Avoid the use of red or green ink on boards as this cannot be seen easily. Use black or navy ink instead.
7. Allow more time to look at printed materials in class as scanning speed will likely be slower.
8. Encourage the child/young person to write in bold black pen or 2B pencil, both of which will provide better contrast in their work.
9. Use A4 for any enlarged resources as A3 sheets are too cumbersome to scan effectively for information. (Cut copies in half if necessary).
10. Use a VI friendly font, such as Verdana or Comic Sans MS, for resources and interactive whiteboard work.

(JB, SIS VI, May 2018.)

## How to Identify a Visual Impairment

With visual impairment, you may observe a persistent occurrence of one or more of the following factors, having first ruled out other reasons for the difficulty.

- Eye turn, squint, or closure/covering one eye to look
- Eyes appear crusted, red-rimmed, sore or swollen
- Uncontrolled eye movements, misshapen pupils or drooping eyelids
- Rubbing eyes in discomfort or screwing up eyes to view
- Aversion to glare/bright light
- Unusual head posture/tilt
- Holding printed materials at an odd distance/angle
- Facial grimaces during close work with complaints of blurring, nausea, dizziness, headache
- Reading problems especially small print in textbooks and diagrams
- Clumsiness (movement and location of items)
- Note-taking problems
- Large or 'spidery' handwriting
- Losing place in text
- Rapid fall-off in attention, confidence or standard of work
- Tiring more quickly

If you have a concern about a child or young person with a possible visual impairment talk to your SENDCo, who can then discuss the situation with Sensory Inclusion Service.

**Jayne Bowen, Team Leader, Sensory Inclusion Service,  
Visual Impairment**



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

9:15am – 12:00pm on 5<sup>th</sup> June 2018

£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)?
- Does your plan cover the 3 areas of access to the curriculum, physical, environmental and information?
- Do you know who you must consult with regarding your accessibility planning duty?

## Aims of the training:

To understand:

- 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 / Disability.



Telford & Wrekin  
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To book please contact School Governance on:

**01952 380 808**

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

(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 you can ask your 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 themselves
- 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)**





## 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.

