

# SEND 0-25



Telford & Wrekin  
COUNCIL



# NEWSLETTER

July 2018

## Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

We are nearly there—the holidays are just around the corner. Well, what can I say, it has been a fantastic year and as ever plenty has kept us all busy. Here's a bit of a review of the last 11 months.

In September, we implemented the 8 changes to the EHC needs assessment process which included new guidance, clearer forms and the moving forward meetings. Very positive comments have been received about those changes—many thanks! The online admission process was also launched, significantly improving our compliance to name school places by specified deadlines, as determined by law. In October we held a SEND conference, where over 85% of Telford and Wrekin schools attended. During November and December we worked with you to develop the Inclusive School Forum, which began in January. To date 14 schools have taken part and over £20K top up, has been allocated to support the needs of children in mainstream settings. In January we also held a workshop with parents focusing on the graduated approach and launched the proposal to relocate Haughton Special School to the New College Site. In February, we created our first parental SEND newsletter and consulted on proposed changes to the Early Years Inclusion Fund. During March we hit the national deadline to transfer all statements of SEN to EHC plans (whoopee) and in April a restructure began within education and corporate parenting over here in the LA, that placed SEND in a distinct service area, focusing on streamlining education services for those aged 0-25. During May we began the review of the Sensory Inclusion Service, and in June published the high need review and strategic plan for SEND. These are just some of the big hitters, I know I will have missed many more activities that have taken place during the year! That would explain why we all need a holiday! All of this is only possible thanks to the great teams in place across the council and in our schools and settings. Thank you!

For me, it was with great pride that I was recruited into the position of Service Delivery Manager for SEND 0-25. Telford is a brilliant place to work, both within the council

and out there in your schools and settings. Only this week, I visited Newport Infant School and met with Chris Pearce (HT) and Emma Robson (SENCo). Their passion for inclusion shone through. I was really impressed with the tracking and monitoring process for SEND pupils, whereby teachers and TAs review impact on a 3 weekly basis, changing targets, adapting interventions and consolidating progress. The method speaks for itself, as the progress data for children with SEND is immense. All fantastic stuff!

Inevitably as we approach the end of the year it is time to say goodbye to some colleagues in SEND services. Our goodbye messages are shared later in this newsletter but to you all, thank you for your dedicated service for many years. I know you have made a difference to the lives of many children and will be greatly missed by your colleagues. Other staffing changes are also provided later in the newsletter.

So, as we approach the end of the year my thanks to all staff in schools, early years settings, post 16 providers and LA services who work tirelessly to do the very best for children and young people with SEND. I am really looking forward to next year - as you can imagine there is plenty on the horizon.

Best wishes,  
Simon

## Oops - Congratulations (take two)

Our sincere apologies to Nicola as we managed to spell both your name wrong and 'demote' you within our statement of congratulations in June's SEND newsletter. So we will try again. It is with great pleasure that we announce Nicola **Davis**, Deputy Head Teacher at the Bridge School, has been appointed to Whole School **SEND Regional Lead** for NASEN (not DEPUTY!) We are even more impressed now Nicola!



## Speech by Damian Hinds Education Secretary

**On 8th July 2018, the Secretary of State for Education addressed the Association of Directors of Children's Services (ADCS) at their Manchester conference. Provided below is an extract related to SEND but his full speech can be found at:**

<https://www.gov.uk/government/speeches/education-secretary-makes-inaugural-speech-to-childrens-services-sector>

Right now, around 15% of children have special educational needs. These are often the already vulnerable and disadvantaged children who are much more likely to be identified with these needs. Half of children in need are identified with special educational needs.

And, let's be clear, our ambition for these children is exactly the same as it is for all children – we want them to be able to do their best in school and in college and reach their potential, and, afterwards, to find employment and lead happy and fulfilled lives.

Since 2014, we introduced major reforms to support these children – and I want to thank you and your teams for helping to deliver these reforms.

You have now reviewed over 98% of SEN statements, transferring children to Education, Health and Care plans where appropriate. The next step is to focus on driving up the quality of these plans.

And you can see many examples of local authorities, schools and colleges who are taking innovative approaches to working with these children and achieving great results. For example, Ofsted and CQC local area inspections have reported that:

In Gloucestershire, the local authority is successfully developing post-16 internships through strong collaboration with local colleges and employers. As a result, young people who have SEND are increasingly successful in gaining high-quality work experience.

And in Wiltshire, the proportion of 19-year-olds with SEN support with qualifications at level 2 including English and mathematics is rising, and an increasing number of young people who have SEN and/or disabilities are getting and sustaining paid employment.

However, the experiences of children and their parents is clearly inconsistent across education, health and social care – with too many parents still saying it's a fight to access services for their child.

Ultimately, the gap in outcomes between children with SEND and other children is still far too wide. In particular, when they leave school, young people with an EHC plan are still twice as likely to be out of education, employment and training.

This needs to change. And I do recognise here that both Local Authorities, schools and colleges are feeling the pressure when it comes to budgets.



While we had record investment in the education for children with complex SEND at £6 billion this year – it's clear that budgets are under pressure. And, frankly, this is difficult - I can't say today that I have all the answers. But I am listening to your concerns.

And, today, I want to set out some key ways I believe we can work together, in terms of both addressing the pressure on budgets and delivering the best for children with SEND.

Firstly, on the role of mainstream schools in meeting special educational needs.

We know there has been a steady movement of children with special educational needs out of mainstream schools and into specialist provision, alternative provision and home education.

At the same time, rates of exclusion have begun to rise after a period of having calmed down.

And I hear too many stories about off-rolling, with schools finding ways to remove pupils, outside of the formal exclusions system. And of what is, essentially, pre-emptive exclusion, where parents looking at secondary schools are actively or in some way subtly discouraged from applying to a particular school for their child.

And I want to be clear right now: this is not okay. SEND pupils are not someone else's problem. Every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils.

And all schools and colleges – alongside central and local government – have a level of responsibility here, it cannot just be left to a few.

Nor should we forget that a significant consequence of this trend away from mainstream schools into specialist provisions is extra pressure on council's high needs budgets.

Children, young people and parents should – and do – have a strong say in all of this, and I am clear that specialist provision can be the right choice for those with more complex needs.

But mainstream schools and colleges – with the right support and training – should also be able to offer strong support for many more children and young people with EHC plans, as well as high quality SEN Support for those without plans.

So I want to both equip and incentivise schools to do better for children and young people with SEND.

This includes working with Ofsted to make sure our accountability system sufficiently rewards schools for their work with pupils who need extra support, and to encourage schools to focus on all pupils, not just the highest achievers.

Second, I want to look at how my department, working with the Department for Health and Social Care and NHS England, can support local authorities and NHS Clinical Commissioning Groups to more effectively plan and commission SEND provision.

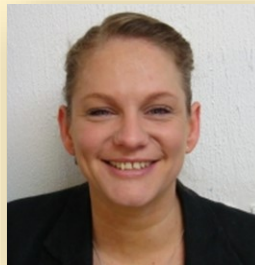
In addition, I will be asking Ofsted and the Care Quality Commission to design a programme of further local area SEND inspections to follow the current round, due to conclude in 2021; and for their advice on further inspection or monitoring of those areas required to produce a 'Written Statement of Action'.

And thirdly, I want to increase our efforts to help young people with SEND access opportunities that will help them find employment – building on the work we’re already doing such as the supported internships programme.

SEND is a huge priority for my department – and we’ll be saying more about all of this in the coming months.

## Confirmation of new(ish) recruits into SEND services

We have appointed Natalie and Mark into the permanent position of the **SEND Team Lead** from September.



**Natalie Bevan**



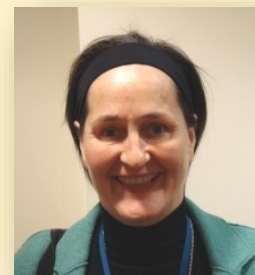
**Mark Wadhams**

We have also recruited Jamie, currently an apprentice into the role of **Local Offer Implementation Coordinator**.



**Jamie Hayward**

Following Jayne’s departure in the **Sensory Inclusion Service**, we are pleased to let you know that Graham Groves and Theresa Robinson will take over **leadership of both the HI and VI teams** from the start of the new academic year. This is an interim arrangement up until 31st December in the first instance.



**Theresa Robinson**



**Graham Groves**



## Goodbye messages

### Jayne Bowen, VI team lead, Sensory Inclusion Service (SIS)

At the end of the summer term, I will be leaving the Sensory Inclusion Service, having worked for the service for 11 years and a term. I will miss my job and my colleagues, but I have decided that I want to spend more time with my husband, my family, friends and all my animals. I am an absolute 'anorak' when it comes to all things equine and I am finding that as my job becomes more demanding, I just don't have enough time left to devote to hobbies that I feel so passionately about. It has been a privilege and a pleasure to work with colleagues in the schools that I have supported over the years. With best wishes to all, love from Jayne.

Jayne will be much missed as a valued member of the team, whose work with children and young people with VI difficulties has been exceptional. All the very best to you Jayne and enjoy all those hobbies!

### Maggie Edmunds, Habilitation Specialist, VI team, SIS

Maggie is retiring at the end of the term having worked in the SIS team for 14 years. Maggie joined the team as an Access Support Assistant, before undertaking a period of retraining which enabled her to take on the role of Mobility Officer, now known as a Habilitation Specialist. It was within this role that Maggie supported young people with their mobility and independence. Those of you who know Maggie, will fully appreciate how rewarding she has found this role. We would like to take a moment to wish Maggie a very happy, healthy and fulfilling retirement; Maggie you will be sorely missed by us all.

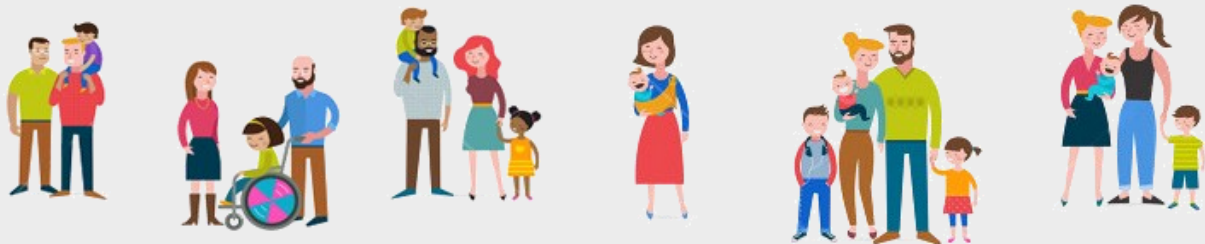
### Sue Carroll, Teacher of the Deaf, SIS

Sue is retiring at the end of this term. She began work with SIS 18 years ago and never left! Sue is a skilled practitioner who is a highly valued member of the team. The outcomes of the children she has supported are a testament to her skills as a teacher of the deaf and her work in the field. Sue had the additional responsibility for exam access arrangements for CYP across SIS, ensuring that children with hearing loss were not disadvantaged in any assessment situation. Many thanks Sue for your work and we hope you have an enjoyable and fulfilled retirement. You will be greatly missed by all of the team and the children, young people and families you have supported.

## SEND Parent/Carer 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 second 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](http://www.telfordsend.org.uk) where it is also available.



## Reminder—High Needs Review

### Consultation on the High Need Review and Strategic Plan for SEND

**1 WEEK TO GO**

Many thanks to those who have already submitted a response to the high need review consultation. We are keen to get as many replies as possible so please complete the proforma attached to the 'high needs document' by 23rd July 2018 and return to

[SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk).

This week on the 19th July (9.30am-12.00) PODS (Parents Opening Doors) will be holding a workshop to discuss the proposals with parents. This event will be held at the Park Lane Centre, Park Lane, Woodside, TF7 5QZ. All parents are invited to attend. More information about how to book a place can be found by following the link below:

<https://www.facebook.com/events/231939710966834/>

## Overview of Telford and Wrekin's High Needs Review and Strategic Plan for SEND

Nationally there is recognition that the population of children with SEND is growing.

In March 2017 the DfE committed funding across local authorities to review their specialist provision and services. The work we commissioned has resulted in the high need review and strategic plan for SEND.

At this time the DfE also announced capital funding for local authorities to invest in new places and/or improvements for pupils with EHC plans. Telford and Wrekin received £616K (2018-21).

The local authority has developed a concise plan, available on the local offer at [www.telfordsend.org.uk](http://www.telfordsend.org.uk), to show how it intends to invest capital funding focusing initially on the relocation of Haughton Special School.

The publication of the high need review and strategic plan for SEND, is our next step that will help to determine our longer term strategy which aims to secure sufficient specialist provision well into the future.

The focus of the review is currently on provision for school aged children whereby sufficiency issues are of significant concern. Early Years and Post 16 provision will be considered at a later date.

4 proposals and a number of delivery options (see overleaf) are suggested to ensure Telford and Wrekin has sufficient provision moving forward.







# SEND 0-25

July 2018

Future proposal	Delivery options
<p><b>Proposal 1</b> – To develop specialist resource base provision in mainstream schools for primary and secondary aged learners with social communication issues including Autistic Spectrum Conditions.</p>	<p><b>Option 1</b> – Delivered by a mainstream – school where the learners are on the roll of the mainstream school with the base managed and staffed by that school.</p> <p><b>Option 2</b> – Delivered via a partnership model where the base is operated as a satellite of a special school but is located on a mainstream ‘host’ school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school.</p>
<p><b>Proposal 2</b> - To develop specialist resource base provision in mainstream schools for primary and secondary aged learners with cognition and learning difficulties.</p>	<p><b>Option 1</b> – Delivered by a mainstream – school where the learners are on the roll of the mainstream school with the base managed and staffed by that school.</p> <p><b>Option 2</b> – Delivered via a partnership model where the base is operated as a satellite of a special school but is located on a mainstream ‘host’ school site, where the pupils are on-roll at the special school and the base is managed and staffed by the special school.</p>
<p><b>Proposal 3</b> - Developing specialist resource base provision at a designated site for primary aged (KS2) learners with social, emotional, mental health needs.</p>	<p>Delivered as a satellite of a) a special school or b) a pupil referral unit and is located at a designated site, where the pupils are on-roll at the special school/pupil referral unit and the base is managed and staffed by the special school/pupil referral unit.</p>
<p><b>Proposal 4</b> - Developing highly specialist provision to cater for our most complex children with SEND.</p>	<p>Delivered via highly specialist resource hub provision within existing local special schools. <i>and/or</i> Delivered via special free school – dependent on successful application. Likely to require regional collaboration. <i>and/or</i> Delivered via external providers (i.e. independent special schools) via regional commissioning and procurement framework.</p>

# TELL SOMEONE

Sexual exploitation can happen to any child, anywhere

Worried about how  
someone is treating you  
or someone you know?

Help and advice are available

[www.tell-someone.org](http://www.tell-someone.org)



Call police on 101 (other support agencies are  
listed on website), or 999 in an emergency.

## Key Dates—Reminders

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

As you are aware, 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
All Year 6 pupils	16 <sup>th</sup> November 2018
All Year 11 pupils	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.

## Thinking of requesting an EHC assessment? Please now wait until September 2018

The SEND team respectfully request that you now wait until the Autumn Term before submitting an EHC needs assessment request. As you can imagine the summer holiday creates a problem given children are not available for assessment. Should an EHC needs assessments be submitted an exemption to the 20 week timescale will be applied and so ultimately there is no difference in applying for an EHC needs assessment now or waiting until September 2018.

Thank you for your support.

## Save the Date!

Next Years SENCO network meetings are scheduled for:



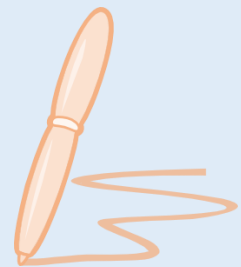
17<sup>th</sup> October 2018

6<sup>th</sup> February 2019

15<sup>th</sup> May 2019

From 4:00 - 5:30pm

Venues TBC



## Inclusive School Forum (ISF) Autumn Term Dates

DATE OF FORUM	TIME	VENUE	PAPERS DUE IN
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

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)

## Top 10 tips for SENCOs at the start of the academic year

1. Ensure that all staff are aware of who their SEN pupils are, what interventions are in place and what additional support is available and offer support and advice where necessary.
2. Establish a SENCO Surgery – a specified time during the week when staff can meet with you to discuss SEN issues – try and reduce the number of “on the hoof” questions and queries.
3. Read the recently published DfE advice “**Transition to the new 0-25 special educational needs and disability system**”. Although this advice is targeted at LAs, it will give you an understanding of their duties and what you need to do to support the processes. Continue to work with your local authority but be clear about duties and responsibilities – say NO if you think you are being asked to undertake tasks that you are not accountable for.
4. Produce a timeline for all of your annual reviews and circulate to all the relevant people. Have a timeframe for reports and evidence to be completed so everything is ready in good time.
5. Continue to develop good relationships with parents especially of new children and young people coming into your school for the first time. Make parents aware of the dates of annual reviews so they can attend any meetings and gather their evidence. For those parents of pupils on SEN Support, ensure that there are three pupil progress meetings per year planned and teachers are aware of these.
6. Undertake an audit of the skills and expertise within the school workforce and an audit of the needs of the pupils. This will enable you to effectively
7. Work with SLT to ensure sufficient funding is available to support SEN across the school. Review your whole-school provision map to determine the effectiveness of the spend to date.
8. Arrange to meet with your SEN Governor to discuss the review of your SEN Information Report and SEN Policy. Set up a focus group of staff, parents and pupils to support this review process.
9. Primary SENCOs analyse the results from the Baseline Assessments (if your school is taking them this year) and the Phonics Screening Check from the end of Year 1 to identify pupils who may need additional support. Work with teachers in Year 2 and Year 6 to ensure that there is a clear understanding of the implication of the new KS1 and KS2 tests in 2016 for pupils with SEN.  
  
Secondary SENCOs read the JCQ document “**Adjustments for candidates with disabilities and learning difficulties**”. The SENCO has a much wider remit within this guidance. Review all those pupils who require access arrangements – ensure that their “normal way of working” is embedded in all lessons where required.
10. Develop good relationships with external professionals – know who to contact. Think outside the box and begin to develop your own team of experts in school, share expertise across schools and link with your local special school to establish a comprehensive team that you can seek support and advice from.

Source: GL Assessment published September 2015



## SEND Training Courses - September 2018

Course Code	Course Title	Date	Time
EPS 003	Implementing Precision Teaching as part of a graduated response	Thursday, September 06, 2018	1pm – 4pm
LSAT 301	Effective Provision Maps that Evidence the Graduated Approach	Wednesday, September 12, 2018	9.15am – 12noon
EPS 004	Emotional Literacy Support Assistant (ELSA) Training (secondary phase - part 1)	Wednesday, September 12, 2018	9am – 3pm
EY 101	The Early Years Graduated Response - in practice	Tuesday, September 18, 2018	1.15pm – 4pm
LSAT 302	New SENCOs: Policy and Practice	Wednesday, September 19, 2018	9am – 12noon
EPS 004	Emotional Literacy Support Assistant (ELSA) Training (secondary phase - part 2)	Wednesday, September 19, 2018	9am – 3pm
EPS 001	Understanding Attachment - and what to do about it in the classroom	Wednesday, September 26, 2018	9.15am – 12noon
EPS 004	Emotional Literacy Support Assistant (ELSA) Training (secondary phase - part 3)	Wednesday, September 26, 2018	9am – 3pm

All course bookings and confirmations are administered through the:

**School Improvement Service**  
**Telford & Wrekin Council**  
**Darby House (6A), Lawn Central**  
**Telford, TF3 4JA**

To book a place on a course, please complete the **CPD Booking Form**, and either:  
**Email:** [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) or **Fax:** **01952 (3)85000**

## And finally, what's coming in 2018/19?

### **SEND Self Review Tool**

Working in alliance with the Severn Teaching School, the Local Authority will publish a SEND Self Review Tool, early in the Autumn Term. This has been designed to help schools reflect, evaluate and improve SEND practice. The tool will be free, as will, a supportive visit from a SEND expert to help you complete your evaluation or develop an action plan. The STS and LA are also developing a SEND quality mark scheme which schools will be able to apply for using evidence gathered as part of their self evaluation. More to come next term.

### **AET training for schools and early years settings**

During the summer term colleagues from across the LSAT, EP and Early Years teams have been trained as champions in Autism Education Trust principles and practice. As many of you know, AET is a national programme aimed at developing the skills and confidence of schools to meet the needs of children with Autistic Spectrum Conditions.

As a consequence we will be ready to train schools and early years settings from next term. Look out for information in September's SEND newsletter about how you can access this training.



## 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.

