

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

(September 2018)

Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

A few weeks into term and I have been out and about at various school forums sharing some key messages. Firstly, thanks to all of those that fed into the consultation regarding the *high need review and strategic plan for SEND* at the end of the summer term. This was the one that proposed the development of resource bases in our schools to ensure we have sufficiency of places for children with complex SEND well into the future. Lots of support for the principle, with colleagues keen to see more partnership between mainstream and special provision, but it is fair to say that plenty of questions were asked about the practicalities. We are working on an interim report that will summarise the feedback received and propose our next steps, which will involve the creation of a focus group, made up of school and parent reps, to visit resource provision elsewhere to see where it is working well. More on this to follow in October's SEND newsletter.

We have also begun a conversation around the principle of 'fair share', recognising that we have skewed distribution of need between settings, even in local areas. At forums we discussed the principle 'every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils.' There is so much fantastic practice out there and we need to foster every schools reputation for meeting the needs of children with SEND. We know that to offer 'first class' SEND provision you will require continued workforce development, access to high quality advice and support and opportunities to network. We will continue to work together to achieve our collective aim: *Every school is a school for pupils with SEND.*

I am also really excited that we are ready to launch AET training to early years settings and schools during this term. Colleagues from the Early Years, EP and LSAT teams are now champions in the AET approach and are able to deliver this important resource. More information about our plans are included within this newsletter.

As always, I really enjoy coming out to settings to see the brilliant work that you do. Thank you to Kate and Rebecca for hosting a visit at St Matthews CofE Primary School last week. I heard about lots of positive developments including the 'Commander Joe' approach to behaviour management <https://commandojoes.co.uk/> and focused learning opportunities that take place in the Garden Room, a small group, curriculum led provision for those with learning needs. Sounds (and looked) a bit like a resource base to me 😊.

Developing our universal offer in Early Years Settings and Schools for children and young people with Autistic Spectrum Condition



Telford and Wrekin Local Authority is now an Autism Education Trust (AET) Hub

We have a licence with the AET to deliver their Schools and Early Years Programmes. These are high quality CPD programmes supported by the Department for Education for professionals working in education settings. Research indicates that autism affects around 1 in 100 children and adults. We are aware through our recently published high need review of SEND, of the increasingly prevalence of the condition within our children and young people in the local area and therefore a need to bolster existing provision within Telford's early years settings and schools. We want to ensure all professionals working in education settings feel prepared to support pupils on the autism spectrum. As a consequence all staff need a basic awareness of autism and the needs of individual pupils.

The AET offers free online resources which can be used at a strategic level to help audit and improve standards of provision and staff competence in schools and settings in relation to autism. We have a team of trainers from Telford's SEND teams who will be able to support you to make effective use of these resources. In addition we are rolling out a modular training programme (Levels 1, 2 and 3) for both early years settings and school establishments.

Level 1: Making Sense of Autism (1 hour 30 minutes)

This is basic awareness training for all staff within early year/school settings, mainstream and special services. This includes teachers, teaching assistants, transport staff, lunchtime staff, senior management, governors and administrators. Training will be delivered within your education setting to all staff.

Level 1 is available for both Early Years Settings and Schools from October half term 2018.

Level 2(a): Good Autism Practice (1 day)

This course provides practical knowledge, hand-on tools and techniques for all practitioners working directly with pupils on the autism spectrum, in both mainstream and special early years/school settings to develop their practice. Relevant professionals from within your setting attend a centrally held course for 1 day.

Level 2(b): Extending Good Autism Practice (half day)

This course will deepen delegates' understanding, including theories of autism through 'good autism practice'. Advancing skills in developing and applying strategies to facilitate progress and achievement, for teachers, teaching assistants and SENCOs working with pupils on the autism spectrum in mainstream early years/school settings. Relevant professionals who have participated in the 1 day 'Good Autism Practice' course can attend a centrally held course for 1 day.

Both Level 2 courses will be available for both Early Years Settings and Schools following February half term 2019.

Level 3: Leading Good Autism Practice (1 day)

This course is for staff who may train or lead other staff in their setting taking a leadership role that includes responsibility for developing provision for early years/school-age pupils on the autism within a mainstream and specialist setting. Relevant professionals who have participated in the level 2 courses will be able to attend a centrally held course for 1 day.

Level 3 will be available for both Early Years Settings and Schools from the Summer Term 2019.

This term we are piloting both the Early Years and schools level 1 programme: Making Sense of Autism. Be one of the first to have your staff trained!

For schools, if you have an SLA with the LSAT service you can use half a session for delivery of this training at no additional cost. Alternatively the session can be delivered to your whole school team for £120.

Interested? Speak to your LSAT or contact SEND Team at: sendandinclusion@telford.gov.uk
Tel: 01952 385216 to find out more.

For early years settings please contact Lisa Seymour on 01952 385424 to discuss arrangements and costs for the early years programme level 1 Making Sense of Autism training.

Please note delegates are expected to have attended level 1 training before accessing level 2 and 3 training modules.

Karen Grandison

Principal Educational

Psychologist



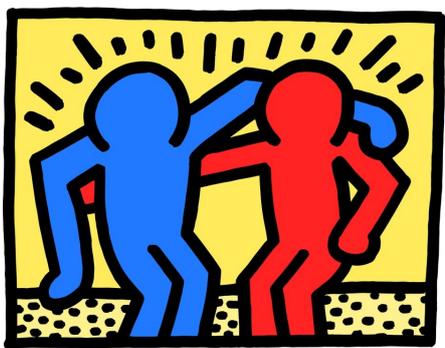
Changes to the EHC assessment pathway – early alert!

From October all educational settings who submit a request for an EHC assessment will be asked to attend the EHC assessment decision making panel and provide a brief overview with regard to their application. The person who wrote the request (usually the SENCo) will be invited to attend. We have made this change to support the LA duties in this decision making process as we want to make sure that we have the most up to date information to hand to help determine when an EHC assessment is required. Where we receive a parental or young person request, a rep from the educational setting (usually the SENCo) will again be asked to attend panel, again to provide information about the request received. This will be alongside the written information that you will continue to be asked to provide. We are currently creating an information sheet (FAQs) that will be sent out to all so that you know what you will need to do at panel. There will only be about 5 minutes to provide information, focusing in particular around what action has already been taken to meet the child or young person's SEN (i.e. the graduated approach). There will also be time for panel members to ask follow up questions.

Please don't worry about coming to panel –we are all very nice! We do feel that by taking part you will better understand the procedures that are in place. We very much appreciate the time it will take for you to attend but welcome your increased participation in this process.

More information will follow at all SENCo network meetings and further detail will be provided in October's SEND newsletter.

Peer Mentoring Scheme for SENCos



We have set up a peer mentoring scheme which has been working well. The scheme matches those with existing knowledge and skills in the SENCo role with colleagues who have recently taken up post or feel that they would benefit from a buddy.

Please contact us if you would be willing to act as a 'SENCo buddy' or if you would like us to find you a buddy by contacting:

SENDandInclusion@telford.gov.uk

Changes in staff in the SEND team

Dear Colleagues

There has been a need to make some staffing changes within the SEND Team which will take effect from 1st October 2018. These changes will have an impact on the Officers allocated to some localities. We have tried to minimise these changes to reduce the effect on schools/settings wherever possible.

The SEND team continues to be divided into 5 locality areas; Early Years, Hadley, Wrekin, Lakeside and Preparing for Adulthood (PfA). All locality areas are staffed by a SEND Officer, supported by a SEND Coordinator.

Following the appointments of Mark Wadhams and Natalie Bevan as Joint SEND Team Leads, on 0.5fte contracts, it has been necessary to reallocate the Officer duties covered by Mark to ensure that there is still full time Officer allocations to each locality. Therefore, as from 1st October 2018, the following arrangements will be in place:

Early Years Locality – This will remain unchanged with Laura Goodfellow as the Officer and Jamie Sault as the Coordinator.

Hadley Locality – This will remain unchanged with Kerry Ruston as Officer and Sharron Owen as the Coordinator.

Wrekin Locality – There will be changes to this locality.

Kylie Bull has been appointed as a fulltime SEND Officer for this locality and will work alongside Gill Kinson as the Coordinator. She will take over as Officer for any schools currently allocated to Rebecca Lancaster.

Lakeside Locality – There will be changes to this locality.

Mark Wadhams and Rebecca Lancaster will be the Officers working alongside Lisa Baitey as the Coordinator. Schools have been distributed between Mark and Rebecca and an updated allocation list will be sent out to you confirming which schools will be supported by each Officer. Rebecca will continue to work 3 days per week (Tuesdays, Wednesdays and Thursdays). Schools allocated to Rebecca are requested to try and arrange meetings which require her attendance, wherever possible, on one of her normal working days. However, please rest assured that between Mark and Rebecca, advice and/or support can be accessed throughout the week.

PfA – There will be changes to this locality.

Joy Simpson will continue to be the Officer, however, due to Kylie's move to the full time Officer position within the Wrekin Locality, there will be a new Coordinator. In addition to this we also have a vacancy for a new SEND Officer to support the functions of the PfA team. These vacancies are currently being advertised and we will notify you of who is appointed to this post as soon as the interview process is completed.

Just to remind you, 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.

If you have any queries please contact the SEND Team on 01952 385216 or visit [SEND Locality Working](#)



Admissions process now open for children starting reception, moving to a junior or secondary school in September 2019

As you may be aware school admissions for 19/20 academic year have now opened. This year all applications for residents of Telford and Wrekin must be done using the online admissions system including those with an Education, Health and Care (EHC) plan. The school admissions website page contains lots of information around school admissions, together with a link of how to apply and also step by step guidance www.telford.gov.uk/admissions.

Importantly the closing date for applications, for all children with an existing EHC is 31st October 2018.

Telford and Wrekin LA is required to amend a child's EHC Plan by 15 February 2019 and name the school the child will be attending from September 2019. Parents of children with an existing EHC plan must therefore ignore all other applications dates provided by general admissions.

Parents are able to make preferences for a mainstream school or a special school using the online admissions portal.

The Local Authority is committed to inclusion and will endeavour to support children in mainstream schools wherever possible and appropriate. The majority of children who attend a mainstream nursery setting will transfer to a mainstream primary school. Likewise the majority of children who attend a mainstream primary school with an Education Health and Care Plan will transfer to a mainstream secondary school.

Where a request is for a special school this must have been discussed at the child's last Annual Review meeting which must have involved outside agencies. The annual review report must have been sent to the Local Authority's SEND Team, and it must clearly provide evidence that the child meets suitability criteria for the preferred special school that has been named. The number of places in special schools are limited, which means that it may not always be possible to allocate the child a place at a parents preferred school.

If the child currently attends a mainstream school it is important that where a parents first preference is a special school then a mainstream school is also provided for the second and third preferences. This is to increase the chance of a child being allocated a school that the parent has considered. In the circumstances that the Local Authority does not consider that a special school is suitable, where a mainstream school has not been named in the preferences, the Local Authority will consult with the closest appropriate mainstream school to the home address to secure a placement.

If the child currently attends a special school/nursery and the preference is to transfer to another special school then parents must still apply for a place, even where a special school is all age (for example parents of children in the Bridge School at year 6 must still apply for a place at the Bridge School in year 7, where that is the preference). We welcome your support to reinforce these messages to parents of children with an existing EHC plan. Further detail about SEND admissions is provided within the school admission booklets (page 20) that can be found at "Apply for a school place" page via www.telford.gov.uk/admissions.



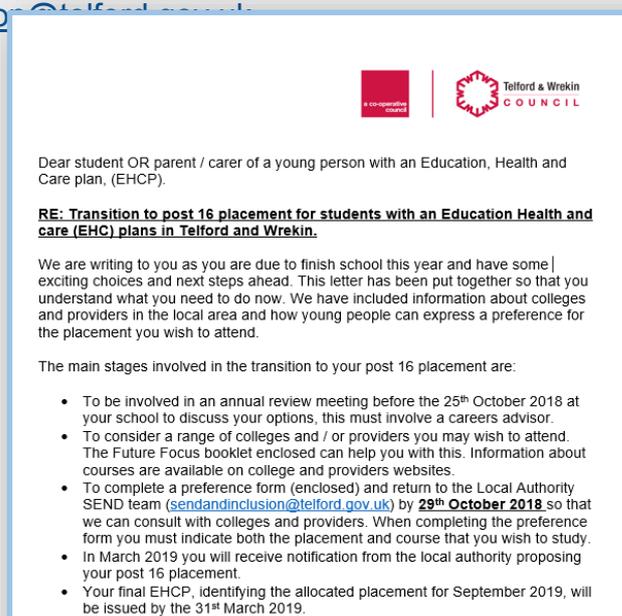
Transition to post 16 placement for year 11 pupils with an Education Health and care (EHC) plan

During this month the SEND team sent a letter to all young people with an EHC plan in Year 11 asking them to express preferences for their post 16 placement which is due to begin September 2019. We have attached a copy of the letter that has been sent that outlines the steps young people need to take. Importantly their **preferences need to be sent back to the SEND team by 29th October 2018**. Each young person has a stamped addressed envelope to send the form back to us.

We appreciate that asking young people for preferences by the 29th October 2018 seems early, however this is a result of the Children and Family Act 2014 which specifies that local authorities must identify a post 16 placement for a young person leaving school with an Education Health and Care plan by 31st March 2019. There are statutory deadlines that local authorities, colleges and providers must meet to undertake consultation and amend EHC plan in light of annual reviews. The aim of identifying a placement by the March deadline is to support a positive transition between school and the post 16 placement.

We understand that young people may change their mind about their post 16 placement and / or course that they wish to study after the preference form has been submitted in October. We are encouraging young people that where this happens they must contact the local authority SEND team and they will work with the young person to consult with colleges and providers based on your new preference.

If you have any questions about this please contact the SEND team on 01952 385399 or email sendandinclusion@telford.gov.uk



Notification for Post 16 colleges and settings about the process of formal EHCP consultation

When a child or young person (C/YP) has undergone an Education, Health and Care Needs Assessment that has resulted in issuing an EHC Plan, the Local Authority will formally consult with the setting identified as parental preference to confirm whether or not they can meet the needs of the C/YP as described in the EHC Plan.

Response to a formal consultation is really important. A setting has 15 days from the date of the consultation letter in which to respond. If the Local Authority does not receive a response within that 15 days they may name the setting on the C/YP's EHC Plan without further correspondence, and the setting will be legally obliged to admit the C/YP.

A setting may decide that they cannot meet a child/young person's needs without clarifying the level of provision that they feel is necessary to meet those needs. The formal response to the consultation is the mechanism with which to open up that discussion with the Local Authority.

If a C/YP's parent makes a request for a particular nursery, school or post-16 institution the Local Authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

Further guidance on the Code of Practice can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

All settings are required to make reasonable adjustments under the Equality Act 2010. If a setting specifies that they are unable to meet a child or young person's needs due to their disability please provide explanation as to what reasonable adjustments cannot be made.

Further guidance about the Equality Act 2010 and how it applies to settings can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Settings are under a duty to make arrangements to support pupils with medical conditions. If a setting considers it is unable to meet needs based on the medical needs of a child please refer to guidance that can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

If you have a new person attending your school, college or setting and have not received our formal consultation documents and a copy of the person's EHCP then please contact the SEND PfA team on 01952 385399.



Key Dates - Reminders

Annual Reviews:

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:
 15th 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
 31st 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 st September 2018)	16 th November 2018
Year 2 pupils (infant school only)	25 th October 2018
All Year 6 pupils	16 th November 2018
All Year 11 pupils	25 th 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 within 12 months of their

other year groups should occur previous annual review.

SEND
Local Offer

Annual Review of an EHCP

Date of Annual Review Meeting:
 School should fill in as much as possible and send out to the parents and the Local Authority two weeks prior to the Annual Review meeting.

Section 1 – personal details, child/young person's views and parent/carer views

Child/Young Person Details

Name:	Gender:	Date of Birth:
Home Language:	Ethnicity:	Religion:
UPN:		
Address:		
Postcode:		

Primary Area of SEN:

Communication and Interaction
 Cognition and Learning
 Social, Emotional and Mental Health
 Sensory or Physical

Is the Child/Young Person a Child in Care? Yes/No

If yes, which Authority is the child/young person in care to?

Inclusive School Forum (ISF) upcoming dates

DATE OF FORUM	TIME	VENUE	PAPERS DUE IN
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

All Information and paperwork for the Inclusive School Forum can be found here:
[ISF Local Offer](#)

The Inclusive School forum continues to grow and develop. Feedback from those who attend include:



"Good advice and guidance"

"The forum was useful and everyone was friendly"

"It was great to hear other ideas from different schools"

"Great to receive suggestions"

"Reassuring to explore provision for children's needs by seeking advice and funding from peers"



If you have yet to attend then please do. We are starting to get repeat visits from colleagues, which is great, who have appreciated the quick access to support and funding that it provides.

Hope to see you soon

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



SEND 0-25

(September 2018)

SENCo Network Meeting

17th October 2018

4:00 – 5:30pm

CPD Code – LSAT 227

Venue:
Holy Trinity Academy

Proposed agenda:

- Welcome Back!
- Key updates
- Update from the Bee U service
- New EHC Process
- ISF has been on a summer diet
- Future SENCo network meetings – what would you like?

Please book via: cpdschoolimprovement@telford.gov.uk

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for Special Educational Needs and Disability

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www.telfordsend.org.uk



Upcoming SENCo Network Meetings:

15th November 2018	Meeting Point House (Autumn) Venue for later dates TBC	Please book via: cpdschoolimprovement@telford.gov.uk Or contact school governance on 01952 380808
14th March 2019		
13th June 2019		
6.30 - 8.30pm		

School SENCo Network Meeting

17th October 2018	HTA (Autumn) A venue for both dates will be confirmed at a later date	CPD Code: LSAT 227 Please book via: cpdschoolimprovement@telford.gov.uk Or contact school governance on 01952 380808
6 th February 2019		
15 th May 2019		
From 4:00 - 5:30pm		

Post 16 SEND Network Meeting

12th November 2018	Room G3 Addenbrooke House	For further info please contact the SEND Preparing for Adulthood team on 01952 383538
3.00 - 4.30pm		
Spring and Summer dates TBC		



Brain Gym Activities

Brain Gym is made up of simple and enjoyable movements and activities that are used with pupils to enhance their experience of whole brain learning. These activities make all types of learning easier but are especially effective with academic skills.

Some brain gym activities can be easily done in the classroom while those that require more room are ideal to do in a hall or on the playground (weather permitting).

Adults leading sessions are advised to not have a routine but rather mix up the exercises. Not every exercise has to be performed every time. Watch out for exercises that children may struggle with or report that they do not like – these may be the very exercises that will be the most beneficial to them.

LAZY 8

You can do these with a pencil on paper taped to a wall or just in the air. Do three times with each hand, then three times with both hands together.

DOUBLE DOODLE

Drawing with both hands at the same time, 'in', 'out', 'up', and 'down'. Keep arms and eyes relaxed and notice what interesting shapes you make.

ALPHABET 8's

Try to fit each letter into its place in the lazy 8.

ARM ACTIVATION

Hold one arm next to your ear. Exhale gently through pursed lips while pushing the arm against the hand in 4 directions (front, back, in and away). This will release the shoulder, do the other side.

CROSS CRAWL

Crawl on a mat or carpet putting your left hand/right knee forward and then your right hand/left knee forward.

BELLY BREATHING

Good for tension or nervousness. Rest your hand on your belly. Blow out all the old air in short, soft little puffs (like trying to keep a feather airborne). Take a slow, deep breath, filling up gently like a balloon. Your hand will rise softly as you inhale and fall as you exhale. Arch your back to get a deeper inhalation.

THE GROUNDER

Start with your legs comfortably apart. Point your right foot towards the right. Keep the left foot pointed straight ahead. Now bend the right knee as you exhale and, then, inhale as you straighten the right leg. Keep your hips tucked under. Repeat three times and then switch legs.

By Dr Severine Thompson
(Educational and Child Psychologist)

SEND Training Courses - October 2018

<u>Course Code</u>	<u>Course Title</u>	<u>Date</u>	<u>Time</u>
EPS 004	Emotional Literacy Support Assistant (ELSA) Training (part 4)	Wednesday, October 03, 2018	9am - 3pm
LSAT 303	The Graduated Approach including pathways of support	Friday, October 05, 2018	1pm - 3.30pm
EPS 004	Emotional Literacy Support Assistant (ELSA) Training (part 5)	Wednesday, October 10, 2018	9am - 3pm
LSAT 212	Governors with Responsibility for SEND	Monday, October 15, 2018	5pm - 7pm
LSAT 227	SENCO network	Wednesday, October 17, 2018	4pm - 5.30pm
EPS 004	Emotional Literacy Support Assistant (ELSA) Training (part 6)	Wednesday, October 17, 2018	9am - 3pm
LSAT 304	School Duties under the Equality Act 2010 and how to write an effective Accessibility Plan	Wednesday, October 24, 2018	9.15am - 12noon

All course bookings and confirmations are administered through the **CPD Booking Form**, or **Email:** cpdschoolimprovement@telford.gov.uk or **Fax:** 01952 (3)85000

Looking for some CPD in supporting children experiencing difficulties with Maths?

Have a look at the BDA WEBINAR – Some Thoughts on Teaching Maths to Students who find Maths Difficult.

Thursday 27th September 2018
Time: 7.30pm – 8.30 pm

In association with Professor Steve Chinn.

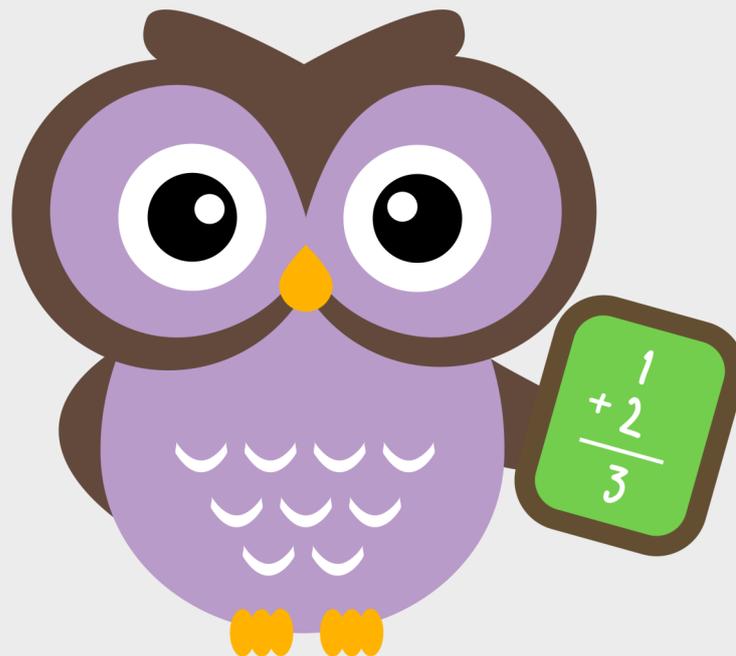
Overview: This webinar will explain some of the many factors that contribute to making maths difficult, such as poor recall of basic facts – especially ‘times – tables’ and levels of anxiety that demotivate learners.

It will illustrate how maths builds and how you can learn to use what you know to work out what you don’t know by using a consistent, developmental approach.

There will be a chance to ask questions at the end and a CPD certificate is provided.

Cost for standard attendance with CPD Certificate (PDF) £11.03.

Go to www.bdadyslexia.org.uk to find out more details.





SEND Governor Training

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.

Monday 15 October

5pm to 7pm

Venue TBC

To Book: CPD Code—LSAT 212

Contact school governance on 01952 380808 or email:

cpdschoolimprovement@telford.gov.uk



EAL & SEND (cross phase)

Who is it for?

This course will be run jointly by MDT and the LSAT Team. It will focus on pupils learning EAL who may also have SEND. The course will:

- consider the process of additional language acquisition and expected benchmarks including patterns of progression
- differentiate between barriers to learning as a result of EAL and those related to SEND
- explore the process of unpicking EAL factors from SEND through case study material
- discuss the impact of cultural norms and understandings of SEND when working with families

Delegates will gain knowledge and skills to pinpoint and differentiate between EAL and SEND factors in those pupils where both may impact on their learning.

Date, Cost, Venue and Contact information

Wednesday 3 October 2018

9am - 12 noon

T&W LA Schools and Academies **£90**

(Schools which buy into the MDT core package receive 50% discount)

Non T&W Schools **£108**

Multicultural Development Resource Base, Hollinswood Primary School, Dale Acre Way TF3 2EP

To book a place on this course, please contact Jenny McBride:

jennifer.mcbride@telford.gov.uk Tel: 01952 380828



“The Hearing Impaired Child in your Class” 2018-2019

Hearing and Hearing Aids

Aims to give an overview of the causes and implications of a hearing loss and how this will affect the pupil in your class. To give teachers and teaching assistants the opportunity to learn about hearing aids, cochlear implants and associated technology through talks and practical workshops.

Language Development and Curriculum Access

Looks at language development, how this is affected by hearing loss and ways to maximise the hearing impaired pupil's inclusion into mainstream schools.

This course is designed for Class Teachers and Teaching Assistants who have pupils with hearing Impairment in their class and for Headteachers and SENCOs who have pupils with hearing impairment in their school.

The course fee has been kept to a minimum at £50. Lunch and refreshments will be kindly provided by the Shropshire Deaf Children's Society. Supply costs remain the responsibility of the setting.

Please reserve your place as soon as possible by completing the slip below and hand to your visiting Teacher of the Deaf or send to:

Rachel Atkin, Sensory Inclusion Service, Floor 6, Darby House, Lawn Central, Telford TF3 4JA
or e-mail for the attention of Rachel at SENDandInclusion@telford.gov.uk

Date, Cost and Venue

Venue: Meeting Point House, Telford Town Centre TF3 4HS

Thursday 4th October

8.30 am – 4.00 pm

Cost: £50

Tel: 01952 385269

All cancellations of course bookings must be made via email. Unfortunately a phone call cannot be accepted as a means of cancellation. All bookings will remain on our system until written confirmation is received.

The full course fee will be charged for any delegate/s who do not arrive for a course for which a place has been booked and not cancelled.

Updated BEAM Service Information

[What is Beam and who is it for?](#)

[Breaking down Beam](#)

[Anger workshop Telford](#)

[Anger workshop Shropshire](#)

[Creative writing flyer](#)

[Body image](#)

[Christmas Opening](#)



Workshops:

	VENUE	DATES & TIMES	WHO IS IT FOR?
CREATIVE WRITING <i>Using writing to express emotions and thoughts</i>	9 Market Square, Wellington TF1 1BP	Mondays, 4-5pm Runs for 8 weeks from 10 th September – 29 th October	Suitable for ages 14+
WHAT'S BUGGING YOU? <i>Anger and how to manage it</i>	9 Market Square, Wellington TF1 1BP	Tuesdays, 4-5pm Runs for 6 weeks from 18 th September – 23 rd October	Suitable for ages 13 – 18
WHAT'S BUGGING YOU? <i>Anger and how to manage it</i>	Palmer's Café, Claremont Street, Shrewsbury SY1 1QG	Thursdays, 4-5pm Now running until 27 th October	Suitable for ages 13 – 18
ARTS AND CRAFTS CLUB	9 Market Square, Wellington TF1 1BP	Saturdays, 1-2pm Runs fortnightly from 15 th September	Age 11 and under
ARTS AND CRAFTS CLUB	9 Market Square, Wellington TF1 1BP	Saturdays, 2-3pm Runs fortnightly from 15 th September	Age 12 and above
BODY IMAGE	9 Market Square, Wellington TF1 1BP	Wednesdays, 4-5pm Runs for 5 weeks from 26 th September – 24 th October	Girls aged 13+ (we will be offering a boys Body Image workshop in future)



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

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- Explore leisure, fun and short breaks activities.
- Find out about specialist services and education health and care plans.
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- Use the interactive map showing what is available near to where you live.
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