

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

(October 2018)

Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

Many thanks to all school SENCOs that attended our Autumn Term network meeting last week. As always, it was good to see so many of you. Thanks too for the feedback. You have commented that you find the updates useful and information presented is helpful to understand the bigger picture! For those who were unable to attend we have attached the presentation used, alongside this edition of the SEND newsletter. I am looking forward to seeing Early Years and post 16 colleagues at their respective network meetings in November, details of which are provided later in the newsletter.

Yesterday we held our first 'Aiming High' meeting of the academic year. Aiming High is the SEND governance board and provides the basis to share updates, review performance and develop our collective work plans. This meeting is chaired by Heather Loveridge, Assistant Director for Education and Corporate Parenting, and attended by the cabinet member for Employment, Education and Life Long Learning, Cllr Shirley Reynolds. We have refreshed membership and it was brilliant to see all education sectors represented, alongside colleagues from health, care and importantly our parents. We are about to publish a revised SEND action plan and I will include a few highlights in November's newsletter. There are plenty of developments to keep us all busy!

You may have seen that national, SEND has been in the headlines again this week. The Education Select Committee met in Parliament to review funding arrangements and it is fair to say that pressures, we are well aware about in Telford, have been highlighted by multiple groups including schools and colleges. There appears some recognition that although high need funding, provided by the DfE, is at its highest ever level, local areas are finding it increasingly difficult to manage within resources allocated. Whilst recognising these difficulties in Telford I am pleased that we have opportunities with schools, settings and families to discuss what is working well and what needs to improve. I am keen that we continue our dialogue and collaborative work to deliver on our ambition which is for every child to achieve their potential whatever barriers they may face.

Now go and have a fantastic half term!

Best wishes,

Simon

Achievements of children and young people with SEND

Sophie Turner is a young person with a profound hearing loss and a severe visual impairment. She was diagnosed with Ushers Syndrome in 2012 and underwent cochlear implantation in 2016. Her condition is progressive. Sophie, her family and school have all been supported by the Sensory Inclusion Service (SIS) since she arrived in Telford from Kent three years ago and enrolled in Haberdashers Abraham Darby.

In August of this year she passed 7 GCSEs and has now started an Extended Diploma in Health & Social Care – the equivalent of 3 A levels. At the end of year 11 she was nominated by her school for the KS4 special achievement academic award. She has participated at T&W Young Peoples' Forum and is a trained peer mentor for young people with a hearing impairment. Sophie has spoken at multi professional training sessions of up to 100 participants to discuss her dual impairment which helps professionals understand the needs of hearing & visually impaired young people and the reasonable adjustments required to aid inclusion. Sophie has recently acquired part time work at the weekend and is looking forward to her work experience in a special school setting and care home next year.

Sophie is a remarkable young lady. Sophie, her family and SIS are extremely proud of her achievements.



Inclusive School Forum – key changes

New Guidance



- Schools will need to complete an Inclusive School Forum (ISF) request form to access the Inclusive School Forum.
- Where schools seek only advice and guidance Form A (green) should be completed.
- Where access to AIF is being sought Form B (red) should be used.
- Parental views and consent must be obtained for both a form A and form B request.
- When making a request for AIF funding, schools are asked to provide supporting evidence only where it is felt necessary. The ISF panel will expect that a high quality graduated approach has been delivered to support a child's special educational needs and will ask you to detail your approach when you attend the forum. It is for requesting schools to determine the appropriateness therefore of including evidence regarding cycles of Assess, Plan, Do and Review and involvement of outside professionals. Questions from members of the Inclusive School Forum will gauge an understanding about what actions the school have already undertaken to meet a child's needs and seek to ensure that £6000 has already been spent on provision.
- You are however asked to submit provision plans to show how you are using your notional SEN budget and how you propose to use requested AIF funding.
- Where a request for AIF is being made schools (Form B) it is no longer necessary for a school to complete an Inclusive School Provision Plan (ISPP) before attending the ISF. An ISPP will now only be necessary once the school receives confirmation that AIF funding has been agreed.
- All paperwork should be sent to inclusiveschoolforum@telford.gov.uk
- Once the relevant paperwork has been confirmed as complete, schools will receive confirmation regarding the date and time of their presentation to forum.

Inclusive School Forum 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

ISF Paperwork:

The updated ISF paperwork can be accessed via the link below:

http://www.telfordsend.org.uk/localofferservices/info/1/home/68/inclusive_school_forum_guidance_and_procedure

Advantages of Inclusive School Forum

- Simple and easy request form
- Quick decision making
- Where funding is agreed it is received after 10 days not 20 weeks!
- Early support and intervention to get the right provision in place at the right time
- Offer of peer support
- Learn from local best practice
- Signposting to other support services e.g. deployment of medically trained TA for child with complex health need. Impact has been immediate increase in attendance rate
- Agreed flow of funding between primary and secondary to support successful transition

Inclusive School Forum Case Study

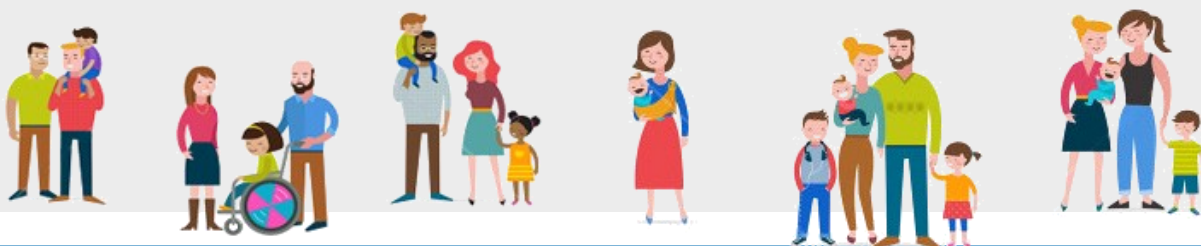
Child J has been at our school since June 2016. When he arrived, he spoke no English and had lived in 3 different countries before coming to England. Child J should have been in our year 1 class however, we decided that he needed to be submerged in a language rich environment which was less structured so we kept him out of cohort in our reception class. As time passed, it became clear that child J was not making the progress we had hoped for from an EAL child. Over the past two years, child J has received many interventions to help him with his English and maths. Although child J is making progress, it is very small steps. As the SENCO, I decided that, due to child J being in a different year group and his needing extra provision, I would begin collecting evidence for an EHCP.



As part of this process, I went to ISF, last month, for support and guidance for child J to make sure that I was going in the right direction. I presented child J to the panel and explained that we were concerned about child J's progress and the amount of support that he was receiving in order to access the curriculum when his level of attainment was over two years below his chronological age.

I was given many different recommendations to help support child J in school, such as, accessing a French lesson in year 3, using SMDS resources to help support child J in his home language, using Google translate to encourage mum to engage with school for support at home. The most useful recommendation was to gather evidence that child J struggled with the same concepts in English as he did in his home language. One member of the panel offered a member of her linguistic team to come and visit child J to speak to him in his home language. This was an invaluable resource that we didn't have access to in school. I received an email from the linguist teacher over the following days and he came in to visit child J last week and is in the process of writing a short report about what he found for my evidence base.

The ISF process has helped me to gather the evidence I need to move forward with child J's EHCP request. It has also given me practical ideas and resources which I can use as a tool for child J at school to support his learning.



New procedure for EHC Panel



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.

FAQ's

Who will be at panel?

The Chair of Panel is Karen Grandison, Principal Educational Psychologist/Manager of the Learning Support Advisory Teachers, other attendees include representatives from Education, Health, Social Care and schools

Why am I attending panel?

To support the LA duties in the 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.

Where is panel held?

Panel is usually held at Darby House. You will receive a calendar invite from the SEND team asking you to attend.

What do I need to say and how long will I have to say it?

There will only be about 5 minutes to provide information, focusing in particular on what action has already been taken to meet the child or young person's SEN (i.e. the graduated approach). There will also be 5 minutes for panel members to ask follow up questions.

Please contact the SEND team on 01952 385399 if you have any further questions.

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. We would be grateful if any annual review paperwork could be submitted to the SEND team on a word document if at all possible. The final deadline for these annual reviews to be received by the SEND Team is detailed below:

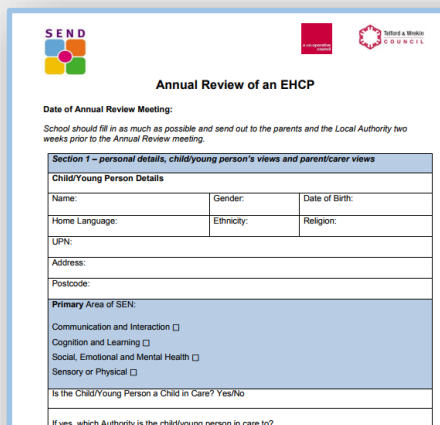
Year Groups

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



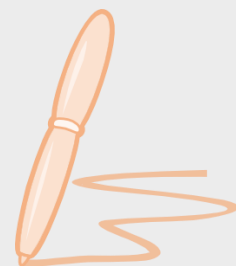
SEND
Telford & Wrekin COUNCIL

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:
LPN:		
Address:		
Postcode:		
Primary Area of SEN:		
Communication and Interaction <input type="checkbox"/>		
Cognition and Learning <input type="checkbox"/>		
Social, Emotional and Mental Health <input type="checkbox"/>		
Sensory or Physical <input type="checkbox"/>		
Is the Child/Young Person a Child in Care? Yes/No		
If yes, which Authority is the child/young person in care to?		



Upcoming SEND Network Meetings:

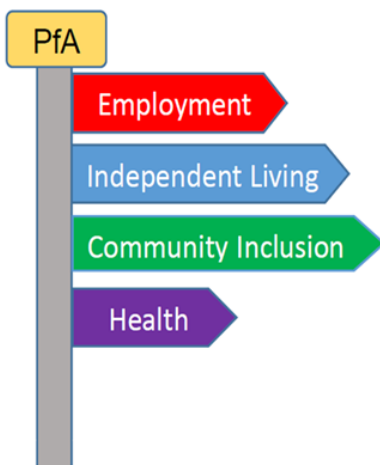
Early Years SENCo Network Meeting

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

School SENCo Network Meeting

6 th February 2019	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
15 th May 2019		
From 4:00 - 5:30pm		

SEND Post 16 Providers Workshop



Monday 12th November 2018
Addenbrooke House
Room G3: 3-4:30 pm

Regular workshops are held for Post 16 settings across Telford & Wrekin. The meetings provide networking and information sharing opportunities for colleagues from all sectors to discuss how we are working together to improve the outcomes for our young people with SEND. The next scheduled meeting is on Monday 12th November at 3pm. Representatives from all Post 16 settings are welcome to attend.

The Sensory Inclusion Service (Hearing Impairment) Training Course Evaluation

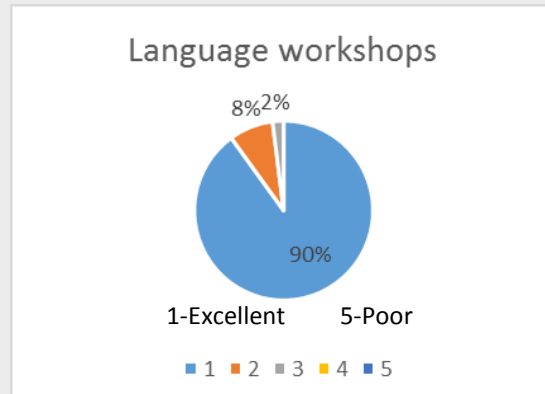
The annual one day course took place at Meeting Point House in Telford on 4th October 2018. Attendance was excellent with 61 delegates representing children and young people with a hearing impairment from Early Years Settings, Primary and Secondary Schools across Telford & Wrekin and Shropshire.

Informative talks in the morning covered audiological management of hearing devices in educational settings including Post Aural Hearing Aids, Bone Anchored Hearing Aids, Cochlear Implants and FM Systems. Seven practical, bespoke workshops related to each individual child represented were led by Qualified Teachers of the Deaf. Delegates were provided with information about the child's hearing loss, hearing devices and as well as hands on practical support with the devices.

The afternoon session began with a presentation on 'Language Acquisition and the Hearing Impaired Child'. The focus of the afternoon was on language development and curriculum access related to hearing impaired pupils. Group workshops took place led by Teachers of the Deaf with content related directly to children and young people represented.

Lynne Mottershaw (SENCo—Haberdasher's Abraham Darby Academy) presented 'The School's View' of supporting hearing impaired children.

The highlight of the day was when two hearing impaired teenagers honestly and openly talked about their experiences about going through the school system with a hearing impairment. They provided delegates with an inspirational and emotional talk about the challenges they face (and continue to face) on a daily basis.



Some comments from participants

- I feel more prepared and confident to work with the student
- Gave me practical ideas that will make a difference
- Very useful and practical information
- Lots of information in a variety of formats
- A very powerful reminder at the end as to why we do the job we do
- Very useful in clarifying expectations and supplying practical advice from experienced practitioners

- It really opened my eyes to ways I need to change my teaching
- Fantastic eye opener
- Enabled me to re-consider teaching practise
- What inspirational young ladies at the end
- Detailed, enjoyable and very personalised to our student
- I have come away with many relevant and useful practical ideas to share with colleagues

The Sensory Inclusion Service (Visual Impairment) Training Course Evaluation

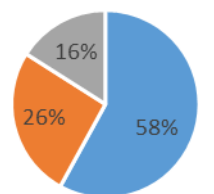
Twenty four delegates attended our one day course 'The Child/Young Person with a Visual Impairment in Your Setting' on 26th September 2018. Early years, primary, secondary and FE settings were invited from Telford & Wrekin and Shropshire. The course included information on curriculum access issues, the importance of vision, eye conditions, social and emotional issues, low vision aids, practical simulation exercises, modification techniques and the role of the Sensory Inclusion Service.

Providing empowerment through knowledge and support to families of children and young people (CYP) with visual impairment is a vital INSET role for the Sensory Inclusion Service. This begins at referral and is then a continuous and ongoing process. When working in settings or homes, QTVIs provide continual advice and support to enable all children with visual impairment to develop to their full potential, as they would have done if they did not have a visual impairment.

All pre-school settings, schools and colleges are offered in-situ INSET in a wide variety of tailored packages. In cases where CYP have a profound or severe impairment, INSET is offered to all teachers and teaching assistants. In less severe cases, INSET is offered to staff working directly with the CYP. In addition, a one day course is delivered annually.

Evaluation from delegates was very positive.

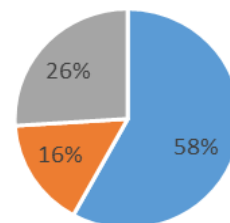
Relevance of content to your setting



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

1-Highly relevant 5-Not relevant

Structure of day



■ 1 ■ 2 ■ 3 ■ 4 ■ 5

1-Highly relevant 5-Not relevant

Some comments from participants

- * Information was pitched at just the right level
- * I liked the interactive nature of the workshops
- * Lots of information to take back
- * A lot of valuable information
- * Very informative day
- * Made me think about some things relevant for my setting
- * Really informative
- * Sophie was inspirational
- * Glasses simulation was brilliant

Multicultural Development Team

Who we are

We are part of Telford & Wrekin's School Performance and Development Service. We also serve Shropshire schools and provide training and support for a number of other educational providers.



MDT provides specialist English as an Additional Language (EAL) teaching and assessment, and bilingual TA support. We also provide training, support, guidance and resources for schools in:

- Working with pupils who have English as an additional language, including those who are newly arrived from overseas and more advanced EAL learners
- Raising the attainment of minority ethnic pupils who are at risk of underachieving
- Tackling racism and promoting equality of opportunity for all pupils
- The promotion of all pupils' spiritual, moral, social and cultural development.

Contact us

Multicultural.development@telford.gov.uk

01952 380828

www.mdt.taw.org.uk

Office and resource/ training base:

Hollinswood Primary School site

Dale Acre Way

Telford TF3 2EP



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

(October 2018)

Top SEND Tips

FREE Webinar: BDA Quality Mark, a sign of good practice! Schools and Further Education Colleges



WEBINAR

Thursday 22nd Nov - Thursday 22nd Nov

Time: 7.30pm - 8.30pm

CPD certificate provided

The BDA is proud to present a free webinar with Jo Gregory, BDA Quality Mark Manager. BDA Dyslexia Friendly Quality Mark for Schools and FE will be explored.

This session will present some of key issues about the BDA's Quality Mark and how it celebrates and encourages good practice. Jo Gregory will highlight the journey towards Quality Mark, making reference to some examples of good practice and the positive impact of this process on learners and educators alike.

There will be a chance to ask questions too!

A full set of standards for the BDA Dyslexia Friendly Quality Mark Award for organisations are available on the [BDA website](http://www.bdadyslexia.org.uk)

If you would like any further information please contact: Joanne Gregory, Quality Mark Development Manager, BDA, joanneg@bdadyslexia.org.uk

Still got questions? Message the team at conference@bdadyslexia.org.uk

<https://www.bdadyslexia.org.uk/events/view/name/free-webinar-bda-quality-mark-a-sign-of-good-practice-schools-and-further-education-colleges>

Relaxed pantomime performance – Cinderella!

Cinderella has always dreamed of meeting a handsome prince. After the announcement that Prince Charming will be holding a royal ball, she may get her wish after all!

Oakengates Theatre will be accessible to a wider audience with a special 'relaxed performance' for children and adults who may not be comfortable in a traditional theatre setting.

Relaxed theatre performances are open to all but have been specially designed to welcome families and groups who would benefit from a more relaxed environment, including people with an Autistic Spectrum Condition, sensory and communication disorders, or a learning disability.

Saturday 5th January 2019

Book tickets here:

<http://theplacetelford.com/whats-on/all-shows/cinderella-relaxed-performance/1704#tickets>





LSAT 304 - Schools' Duties Under the Equality Act 2010 & and How to Write an Effective Accessibility Plan

Who is it for?

SENCo's, Head Teachers & SEND Governors

Course Content

The SEND Code of Practice requires schools and settings to publish an accessibility plan which 'sets out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information'. Schools are also under a duty to publish equality objectives.

This course will look at what constitutes an effective accessibility plan and equality objectives and support delegates in developing information that meets their duties under the Equality Act 2010.

Key Outcomes

Delegates will know what constitutes a good accessibility plan and equality objectives will have the skills to publish information that meets their duties under the Equality Act 2010.

Date, Cost, Venue and Contact information

Date: Wednesday 24th October 2018

Time: 9.15am - 12noon

Cost: T&W LA Schools & Academies: £90

Non T&W Schools: £108



Promoting Positive Behaviour - time to replace the sticker charts!

Who is it for?

Teachers and Teaching Assistants

Course Tutor

Dr Chloe Bissell & Sasha Simon

Course content

The purpose of this training session is to enable school staff to identify the multiple functions of challenging behaviours. In doing so we will consider a range of very practical strategies to support children and young people who display challenging behaviour. Throughout the training session school staff will be provided with the opportunity to reflect upon their own experience and practice.

Key outcomes

Delegates will:

- be able to monitor behaviour using functional behavioural analysis
- develop their skills and confidence in promoting positive behaviour
- develop an awareness of the communicative functions of pupil behaviours

Date, Cost, Venue and Contact information

Dates: 21st November, 9.15-12.15pm OR June 19th, 9.15—12.15pm

Cost per delegate: T &W Schools and Academies—£90 (non-T&W Schools—£108)

Venue: Ramada

To book, please contact: cpdschoolimprovement@telford.gov.uk - School Improvement Service (6A Darby House), Telford & Wrekin



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

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.

