



SEND 0-25



Telford & Wrekin  
COUNCIL



# NEWSLETTER

December 2018

## Update from SEND Service Delivery Manager – Simon Wellman

Dear colleagues,

We have a bumper edition of the SEND newsletter this month as there is plenty to update you about. Work progresses on the high need review and strategic plan for SEND and I am very much looking forward, with school colleagues, to visit resource base provision in mainstream schools in Warwickshire early next term. We will report back on examples of best practice. We are also ready to share our progress with the SEND REVIEW guide, a self-evaluation tool for schools to review the effectiveness of their SEND provision and plan for developments. Check out the free training events for schools in January. More information about these areas of work are included in this edition of the newsletter.

I am really pleased too that the Autism Education Trust (AET) training has begun to be rolled out. I know that some early year's settings and schools have already received the level 1 awareness raising session and feedback has been very positive. Plenty more settings are scheduled to receive this over the coming months. Please speak to the Early Years Advisory Teachers, LSAT or EP teams if you haven't booked the training for your setting yet.

Recently we have held the early year's and post 16 provider SEND network meetings and it has been good to receive some feedback about our work with 0-5's and 16-25's. I must say a huge thank you to early year's colleagues who came for an update at 6.30-8pm having just finished for the day! We know we need to spend time working with early years and post 16 providers to ensure there is sufficient focus on developing our 'all age' SEND provision offer.

Thank you to those settings I have visited this term. I have been into St Matthews, Lightmoor, Randlay, Hollinswood and the Meadows primary schools. I am determined to get around every school in Telford and by the end of this academic year should have achieved this aim. Thanks too, to those where I have revisited!! Meeting you all in your settings helps to provide so much context and I value the relationships we develop. I do appreciate the time you give and always learn something new, each time I visit.

Talking about learning something new, I must share a comment made by a panel member of the Inclusive School Forum. Having heard about the bespoke support put in place for a child with complex SEMH she said 'It makes you proud of the SEND skill and knowledge that we have in place in Telford'. Yes it does!! (and by the way that is you Wrockwardine Wood Infant School). If you haven't tried the Inclusive School Forum yet then please do – a learning opportunity for us all.

Finally huge congratulations on some great joint working between Telford and Wrekin Local Authority and West Mercia Youth Justice Service. Telford & Wrekin Local Authority were awarded the 'Achievement for All' Quality Mark award at the 2018 *Every Child Included in Education* Conference. The award recognises close collaborative working between the Local Authority SEND teams and Youth Offending Service in order to improve the outcomes for vulnerable young people.

Thanks for all your hard work over the last term. Have a wonderful break during the Christmas holidays.

**Simon**

## Update about the high need review and strategic plan for SEND

During the summer term 2018 we held a consultation regarding proposals to develop specialist provision for school age children in Telford and Wrekin. This was in recognition that our SEND cohort is growing, both in terms of numbers and complexity, and therefore there is a need to ensure sufficiency of provision into the future. The proposals included the development of resource base provision in mainstream schools for primary and secondary aged learners to cater for two areas of need: social communication, including Autistic Spectrum Conditions, and cognition and learning difficulties. In addition there were proposals to develop a specialist resource base to cater for KS2 learners with social, emotional and mental health needs and a highly specialist provision for our most complex children with SEND.

Consultation responses were initially fed back to the Education Strategic Partnership, Primary and Secondary and SENCo forums at the beginning of the autumn term. 33 responses were received, from schools including governors, SENCos and head teachers, health partners and parents, in which a mix of views were gathered. The majority of responses supported the proposals outlined and there was comment that school heads were pleased that provision for SEND is being developed and looked at as a long-term strategy.

With regard to establishing resource bases in mainstream schools some caution was expressed, with particular regard to practicalities around the operation of running bases. There was a call for evidence of where provision is working well and practical questions about space requirements, funding arrangements, training of staff and impact on performance data. We have therefore taken a steer from the feedback received and established a focus group, made up of head teachers and parent reps, who will visit resource base provision in mainstream schools that are already up and running that promotes our understanding of best practice. Those visits are due to take place in Warwickshire in January 2019. Our intention is to initially focus in the primary sector with pilots launched during 2019. There will be a need, soon after, to focus on secondary provision given any new development will require a continuum across the school age.

With regard to the specialist resource base for KS2 SEMH needs, there is a current pilot of provision led by the Linden Centre. The 'mini-school' has a number of children attending, all of whom have been identified through the EHC needs assessment process as requiring specialist SEMH provision. A review and consideration of next steps of this provision will take place over the coming months. Further work is required to consider how we develop highly specialist provision for our most complex children with SEND (our final proposal in the high need review) and discussions will take place with our special schools to consider this further.

Other themes that arose from the consultation included our collective need to continue building the resilience of mainstream schools to meet increasing complexity of need. Any new developments, as proposed above, will only succeed by complimenting the advance of SEND provision across all schools. To this end there were repeated requests to consider mechanisms that would promote outreach support from special schools for the purpose of upskilling mainstream settings. In addition the principle of 'fair share' was also raised and this has been discussed across various forums since September. Discussions here have focused on reinforcing the expectation that every school is a school for SEND pupils.

We will continue to update you regarding developments. Schools who are interested in joining our high need focus group (we are seeking secondary schools in particular) can find out more by contacting Simon ([Simon.Welman@telford.gov.uk](mailto:Simon.Welman@telford.gov.uk)).



## SEND Action plan (September 2018 – December 2019)

### SEND Action plan (September 2018 – December 2019)

We have refreshed the SEND Action plan that provides a framework highlighting our development activities over the next 18 months. The Action Plan is regularly reviewed by the SEND governance board *Aiming High* and focuses on the progress of key areas raised during the OFSTED/CQC inspection, that took place May 2017, and known issues based on feedback from educational settings, parents and children and young people with SEND.

The plan involves a variety of stakeholders. As we know SEND is everyone's business and therefore the involvement of health and care, alongside education features heavily. The plan has 4 key themes and a number of task and finish groups have been established to complete the work. Ultimately our goal is to develop our whole SEND system to positively impact on the outcomes of children and young people with SEND. Below are some highlights of key delivery objectives.

Themes	Example Delivery Objectives
To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.	<ul style="list-style-type: none"> <li>To create a localised 'provision matrix' for mainstream schools and early years settings focusing on SEND Support.</li> <li>To create transition guidance for schools and settings covering key transition points for C/YP with SEND.</li> <li>To create a broader continuum of provision including enhanced resource bases in mainstream schools that support young people with different aspects of SEND, working in partnership with specialist providers to share best practice across the borough.</li> </ul>
To engage with children, young people and their families to promote early identification and support that meets need.	<ul style="list-style-type: none"> <li>To strengthen child and young person voice by creating a young person forum for SEND and create consultation routes to collect meaningful representation.</li> <li>To publish clear pathways showing how parents and young people access particular health and social care services. (For example continence services, health visiting, CHC assessment, meeting medical needs.)</li> <li>To pilot a 'section L' in EHC plans - that aims to recognise parental contribution in delivering outcomes for children.</li> </ul>
To develop smooth progression to adulthood for all young people with SEND.	<ul style="list-style-type: none"> <li>To describe pathways, that are available on the local offer, out of the EHC process focusing on successful exits into employment, further study, supported internships, community involvement and independent living.</li> <li>Develop and pilot a 16-25 EHC template focusing on PFA outcomes.</li> </ul>
To create robust governance structures and effective partnership across key agencies that ensure services meet the needs of children young people and their families.	<ul style="list-style-type: none"> <li>To create a contract monitoring framework/dashboard across health providers to include KPIs relating to SEND and customer satisfaction.</li> <li>To improve the quality of Education, Health and Care Plans through a rigorous QA process that involves representation from key partners, learning from feedback and planning training opportunities around what constitutes a good plan.</li> </ul>

The full plan can be found on the [Local Offer here](#)



## FREE TRAINING for Schools: SEND Review Guide

For some time the local authority and the Severn Teaching School Alliance have been working collaboratively on the development of a SEND review guide, for the purpose of providing a framework that can be used by schools to self-evaluate their SEND provision and consider action points for development. A working party was established and many SENCo colleagues in Telford collated best practice examples. Our intention had been to publish a Telford and Wrekin tool, but we have become aware of national guidance produced by WHOLE SCHOOL SEND that includes a SEND review guide. As you may know Nicola Davis, from the Bridge School/Severn Teaching Alliance, is the West Midlands regional lead for WHOLE SCHOOL SEND and so we are in a unique position to champion the approach throughout Telford schools. To this end, we intend to use the WHOLE SCHOOL SEND REVIEW GUIDE as our local tool for self-evaluation. To support local implementation of the process we plan to provide a free visit from a SEND specialist to all schools. Our local work will not be lost as we also intend to compliment the WHOLE SCHOOL SEND GUIDE with *Telford and Wrekin best practice examples*. Both the WHOLE SCHOOL SEND REVIEW GUIDE and *Telford and Wrekin best practice examples* will be free for schools to download and use.

Schools are invited to attend a FREE training session led by Simon Wellman and Nicola Davis about how to use the SEND REVIEW GUIDE and our approach to implementation across Telford on either

**Wednesday 16<sup>th</sup> January 4-5pm**

**Monday 21<sup>st</sup> January 4-5pm**

Additional information about WHOLE SCHOOL SEND will also be provided. Nicola is on a mission to sign up all Telford schools to WHOLE SCHOOL SEND which is a growing national community of SEND practice. Further information about [WHOLE SCHOOL SEND can be found here](#)

To book a place on this course please use the following code **CPD 618** and send your completed booking form (see separate attachment) to [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk). Venue will be confirmed.







## Every Child Included in Education



## 2018 Conference

On the 17<sup>th</sup> October 2018 Ann Jukes, Alison Ellis and Debbie Stokes attended the every child included in education conference hosted by achievement for all. The conference was well attended and certainly inspirational.

**Achievement for All** is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need. This organisation is also involved in a number of 'specialist programmes' which includes the Youth Justice SEND project, which West Mercia Youth Justice Service is part of.

Key speakers at the conference included:

Professor Sonia Blandford, CEO, Achievement for All

Anne Longfield OBE: Children's Commissioner for England

Sam Butters: Fair Education Alliance

Joan Deslandes OBE: Headteacher, Kingsford Community School

James Bowen: Director, NAHT Edge

Dr. Carol Shanahan, Co-Chair, Stoke-on-Trent Opportunity Area Partnership Board

### Key messages

The importance of being kind, (I can, I do, I have, I am)

Early identification of support needs of all children.

Inclusion of all young people - being able to meet the needs of child with SEND within mainstream settings. Reduction / elimination of school exclusions - grey exclusion, Ofsted looking more in-depth at 'off rolling'.



*Joy Simpson and Ann Jukes*

Within the Youth Justice section of the conference, Marius Frank discussed the Youth Justice SEND project which aims to, 'secure better outcomes for children and young people with SEN in the youth justice system'. At the end of this session it was with great pleasure that Ann Jukes and Debbie Stokes were able to accept the Achievement for All Quality Mark award on behalf of Telford Local Authority and West Mercia Youth Justice Service, as Joy Simpson (the driver behind this project) was unable to attend.



## Joint statement from Telford and Wrekin and Shropshire Councils regarding the review of the Sensory Inclusion Service (SIS) undertaken by SEND4Change

During the summer of 2018, Telford and Wrekin and Shropshire carried out a review of the Sensory Inclusion Service (SIS) that provides provision across both local areas for children and young people with hearing and visual impairment. The review was facilitated by SEND4Change, an external company with experience in SEN arrangements and a particular interest and knowledge of sensory services.

The review involved a detailed analysis of the service offer, its affordability, the views of service users and its effectiveness. Whilst recognising that the service is held in high regard, the review has suggested recommendations for a programme of change surrounding areas in need of improvement. Telford and Wrekin and Shropshire Councils have welcomed the insight provided and will, in the coming months, consider next steps to take, including implementation of any key recommendations.

Telford and Wrekin and Shropshire Councils are committed to working with all stakeholders, including children, young people and parents/carers in developing a future change management programme to deliver a service model that demonstrates:

- Children and young people's needs continue to be identified appropriately
- Children and young people's needs are met now and in the foreseeable future
- Interventions are carried out efficiently, effectively and by the right staff
- The service supports children and young people to prepare for their life as an adult
- The service has sufficient resources, is sustainable and represents value for money
- The service can build capacity in educational settings and the family home

Our immediate priorities are to:

- Improve the range of online resources and information available to children, young people families and education settings
- Build the capacity of our education settings to meet the needs of children and young people with sensory impairment by developing a traded offer of service delivery
- Deliver efficiencies through low risk change activities that have been identified by the service itself.

Where any changes are proposed in the future we will ensure to communicate our intentions with parents and families.

For further information, you can download the full [SEND4Change report](#) available on the SEND local offers of both Telford and Wrekin and Shropshire at

[Sensory Inclusion Service \(SIS\) – Telford and Wrekin Council](#)

[Sensory Inclusion Service \(SIS\) Review | Shropshire Council](#)

Please note that the report constitutes the findings of work completed by SEND4Change. Careful consideration will be given regarding the implementation of recommendations that have been made.

Should you require further information please contact either Simon Wellman ([Simon.Wellman@telford.gov.uk](mailto:Simon.Wellman@telford.gov.uk)) or Julia Dean ([Julia.Dean@shropshire.gov.uk](mailto:Julia.Dean@shropshire.gov.uk)), SEND leads for Telford and Wrekin and Shropshire Councils.

## Shout Out for SEND (SOS)

Over the past 5 months, Telford and Wrekin SEND team and IASS have started and continued to run a CYP forum from the Visitors Centre at Telford Town Park. We had a small group attend the first session, but we have had an increase in numbers since then.

During the sessions, we have discussed “What is SEND”, “Who are IASS”, “What is Consultation” and asked what they would like from us as a Local Authority.

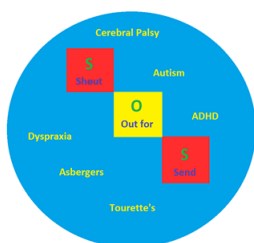
Our young people put their heads together and came up with the name of “Shout Out for SEND” at our first meeting.

All young people attending the forum were asked to create a logo design that would represent Shout Out for SEND.

The young people requested that the final logo was selected at an Aiming High meeting rather than within the group. All of the logo designs were brilliant and it was really hard for the board to pick one. After a very close run vote the winning logo was selected (see below). The Aiming High Board wished to express their thanks to all of the young people for their hard work and for participating in the process to design the logos.

The young person who created the chosen design will now be asked sit down with the Telford and Wrekin design team and bring their logo to life with professional software.

The Shout out for SEND Logo will be used on all paperwork, flyers, leaflets and the Local Offer.



**The Winning Design!**





## Local Offer Updates

We thought it would be beneficial to provide an overview of recent updates made to the Local Offer following feedback from schools which suggested that if they know the information is on there they will look to seek the information independently and share with colleagues.

Recent updates include:

**“Ask us a question”** A feedback button has been added to all document pages on the Local Offer. If someone cannot find the information they want, they can email the Local Offer Implementation Coordinator (Jamie Hayward) who will try to find the answers or signpost them to the right place!

**School Admissions:** As you are all aware parents and carers have had many questions about admissions into school and those moving on from Year 11 to post 16. To help we have added the information link onto the Local Offer to save parents having to use both sites to get information for SEND pupils.

[School Admissions information page](#)

**Single Route of Redress:** Historically parents and carers were only able to appeal the educational aspects of the EHCP. From 3<sup>rd</sup> April (as part of a two year trial), parents can now also request recommendations about the health and social care needs and provision specified in EHCP's in addition to the educational aspects when making a SEND appeal. More information can be found here:

[Single Route of Redress Information](#)

Changes have been made to the **ISF paperwork** and the paperwork has been on a diet! It's now only 2 pages long for advice and 4 pages to request additional funds. For more information visit:  
[Inclusive School Forum Guidance and Inclusive Funding documents have been added to the Local Offer. This includes FAQs](#)

Telford and Wrekin have a **quality Mark for SEND and SEND Youth Justice System**. To understand more about what this looks like and how we work together please visit:

[SEND Reforms and the Youth Justice System Information page](#)

The following online documents have been reviewed and amended:

[EHC Panel Terms of Reference](#)

[Parental EHCNA Request](#)

[EHCNA Guidance Documents](#)

From this point forward, please use the latest documents which can be found on the Local Offer (links above)





## Help Needed!!!

### Transition to post 16 placement for Year 11 pupils with an Education Health and Care (EHC) Plan

As you are aware letters were sent out in September to all young people in year 11 with an EHC plan, asking them to express their preferences for their post 16 placement with the request that the preference forms were returned to the **SEND team by 29<sup>th</sup> October 2018.**

Unfortunately by that date we were still awaiting the return of a number of preference forms. On November 26th we sent a list to schools showing outstanding preferences and asked for your help to chase pupil preferences. Many thanks as we received a number of responses as a result.

By **Monday 17th December** we will be sending a further listing to schools detailing preferences that continue to be outstanding. If we may ask for your help again can you please chase these up and where a young person provides you with their form please return it to the SEND team via the [sendandinclusion@telford.gov.uk](mailto:sendandinclusion@telford.gov.uk) inbox as soon as possible. There is a statutory duty on the local authority to begin consultation with post 16 providers in early January so that the deadline for naming placements is met by the 31st March 2019.

**Once again, thank you for your continued support**





## Key Reminders and Key Dates

### Key reminders

Inclusive School Forum (ISF) Spring Term Dates:

Date of Forum	Time	Venue	Papers due in
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

You can find more information and paperwork regarding ISF on the [Local Offer](#)

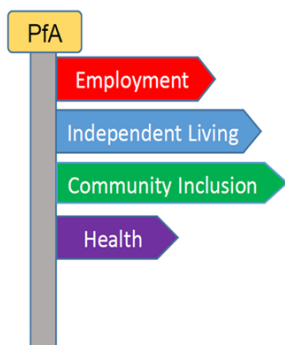
### Key dates

#### Early Years SENCO Network Meetings

14h March 2019 13th June 2019 6.30 - 8.30pm	Venues TBC	Please book via: <a href="mailto:talkingtraining@telford.gov.uk">talkingtraining@telford.gov.uk</a> using the booking form attached
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#### School SENCO Network Meetings

6th February 2019 15th May 2019 4:00 - 5:30pm	Venues TBC	CPD Code: <b>LSAT 227</b> Please book via: <a href="mailto:cpdschoolimprovement@telford.gov.uk">cpdschoolimprovement@telford.gov.uk</a> using the booking form attached
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**Tuesday 29th January 2019**  
**Telford College 3:00 – 5:00pm**



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. Representatives from all Post 16 settings are welcome to attend. Please book your place via [Natalie.Hesbrook@telford.gov.uk](mailto:Natalie.Hesbrook@telford.gov.uk)

## Impact

Impact is a local charity, we offer confidential counselling & psychotherapy for anyone aged 5+ in relation to emotional well-being, relationships, behavioural problems, mental health issues and addiction.

We work with: Individuals, Couples, Families, and Children & Young People.

Therapy offers a safe place where underlying issues can be explored either through talking or play.

Address - Impact, The Peoples Centre, High Street, Madeley, TF7 5AS

Telephone - 01952 223165

Email - [info@impactaas.co.uk](mailto:info@impactaas.co.uk)

Website - [www.impactaas.co.uk](http://www.impactaas.co.uk)

Facebook - @ImpactTelford



## Welcome to the Team!

### Deborah Carpenter – LEAD LSAT



My name is Deborah Carpenter and I have been appointed as the new Lead Learning Support and Advisory Teacher for the SEND 0-25 service. I am a qualified Primary School Teacher and have a post graduate diploma in Leadership and Management in Education. I have a broad knowledge of Special Educational Needs from working in Special Educational Needs Schools in both Bilston and Shrewsbury. I worked as an Advisory Teacher in Enfield for three years and I have also owned my own nursery. I am looking forward to supporting the team in their role, and helping them find new ways of working in order to meet the needs of schools and families across the borough.



## Top Tips for a Dyslexia Friendly Classroom

### Speaking and Listening

- Help develop listening skills by keeping speech simple and allow plenty of thinking time.
- Teach the art of visualisation so children don't have to remember words.

### Settings Tasks

- Provide multi-sensory opportunities for learning
- Provide handouts where you can to avoid children having to copy things down
- Again, allow thinking time and extra time for activities

### Spellings and punctuation

- Concentrate on high frequency words when marking spellings, and provide children with a personal checklist for commonly used words.
- Use colour to highlight areas, and draw children's attention to things.
- Display high-frequency spelling around the classroom and write new words on the whiteboard so they can be seen.

### Reading

- DO NOT ask children to read aloud unless they want to. Reading silently may work better.
- Frequent paired reading (little and often) can really help.

### Classroom layout/resources

- Sit children within the peripheral vision of the teacher so they can pick up on non-verbal communication.
- Mark resources with pictures as well as words
- Use a pictorial timetable.
- Have an alphabet strip on each desk and a number square on each table to cut down on memory work. Times tables may help as well for older children.
- Display the topic, keywords, date and day on the whiteboard.
- Display an analogue and digital clock side by side for reinforcement. The digital clock is easier to read but does not help the child understand time.
- Keep visual clutter away from the child's vision when they need to focus (i.e. put all busy displays behind them!)

### Useful Equipment:

- Triangular pens/pencils or pencil 'grips';
- Line trackers, bookmarks, overlays as appropriate;
- Handwriting paper and 'guidelines'.
- Alphabet strips/arcs, with vowels shown in red (showing both upper and lower case);

### Worksheets:

- Use bold headings and clear print – well spaced, not too small!
- Make sure they are at an appropriate reading level
- Use less writing, more diagrams and/or pictures;
- Cut out unnecessary detail;
- Consider use of coloured paper to ease visual stress (ie pale blue, cream etc).



## Educational Psychology Service



## Emotional Literacy Support Assistant (ELSA) Training (*primary phase*)

### Who is it for?

- Teaching Assistants or support staff who would like to develop skills that will help pupils in their school who are experiencing temporary or longer term emotional needs.

### Course Tutor

Dr Louise Carr, Educational Psychologist and Cheneiss Bonitto, Educational Psychologist in Training.

### Course content

ELSA is a preventative initiative giving school staff in-depth training and on-going support to develop the social and emotional well-being of all pupils. Sessions cover the following areas: Social skills, emotional self-regulation, loss and bereavement, friendship, self-esteem, anxiety management, anger management, thinking skills and supporting children with Autism Spectrum Conditions.

### Key outcomes

- 6 full days of training around emotional literacy and social and emotional well-being.
- Support with planning and delivering individual and group interventions.
- Ongoing clinical supervision from qualified, registered Educational Psychologists.

### Date, Cost, Venue and Contact information

**Dates:** 16.01.19, 23.01.19, 30.01.19, 06.02.19, 13.02.19, 27.02.19 (delegates will need to attend all 6 sessions).

**Cost per delegate:** T & W Schools and Academies— £600

**Venue:** National Farmers' Union, Southwater Way, Telford

**To book, please contact:** [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk): **Course code** EPS 005

**Please direct any queries to Dr Meryl Newton, Educational Psychologist.** [meryl.newton@telford.gov.uk](mailto:meryl.newton@telford.gov.uk)

## Educational Psychology Service



### Implementing Precision Teaching as part of the graduated response

#### Who is it for?

Teachers, Teaching Assistants and SENCOs who are looking for an evidence based intervention aimed to accelerate progress for a pupil who has difficulty acquiring basic literacy and numeracy skills.

#### Course delivered by:

Dr Severine Thompson (Educational and Child Psychologist)

#### Course content:

This course will enable staff to implement Precision Teaching (PT) programmes to support the Assess, Plan, Do, Review cycle. Part one of the course trains staff to use accuracy assessment probes to establish a baseline, set SMART targets and implement PT programmes in reading and number. A spelling programme, following the principles of PT, will also be introduced. In part two, staff will learn how to accurately review and monitor progress.

#### Key outcomes:

Staff will be able to use assessment probes to establish baseline measures and write SMART targets. They will be able to plan a PT programme for children with literacy and numeracy difficulties, implement and review it.

#### Date, Cost, Venue and Contact information

**Dates:** 10<sup>th</sup> January 1pm-4pm & April 4<sup>th</sup> 1pm-4pm OR May 3<sup>rd</sup> & May 10<sup>th</sup> 1.15pm-4pm (\* this is a course delivered over two sessions - delegates are encouraged to attend both sessions).

**Cost to delegate:** £90 Telford & Wrekin Schools

**Venue:** Ramada Hotel, Telford town centre

#### To book, please contact:

[cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) — COURSE CODE: **EPS 003**



## Educational Psychology Service



## Understanding Attachment - and what to do about it in the classroom

### Who is it for?

Teachers, Teaching Assistants, Learning Mentors, SENCOs

**Course Tutor:** Dr Louise Carr

### Course Content

This half-day course provides an understanding of attachment theory, and how children with developmental trauma and disrupted attachment styles present emotionally and behaviourally. It will look at strategies to support these children in the school environment.

### Key Outcomes

Delegates will have:

- A sound understanding of the psychology underpinning disordered attachment
- Knowledge of a range of practical strategies
- Resources to support children showing attachment related behaviours and wellbeing

### Date, Cost, Venue and Contact information

Dates: (Wednesdays) 23rd January 2019 or 15th May 2019 — 9.15am till 12 noon

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

Venue: Ramada Hotel, Telford town centre

To book, please contact:

[cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) — COURSE CODE: **EPS001**

## Learning Support Advisory Team



## Practical Approaches to Developing Maths Skills in Children with SEND

### Who is it for?

Teaching Assistants. Primary

**Course Tutor:** Julie Hofland

### Course content:

This course looks at the role of teaching assistants in the teaching and learning of mathematics. It covers different ways of calculating and how to teach children to calculate mentally. There is a focus on what works to support children who have gaps in their mathematical understanding.

### Date, Cost, Venue and Contact information

Date: Wednesday 9th January 2019. 9.15-11.45am

Venue: Ramada Hotel Telford.

Cost per delegate: T+W schools £90.00. Non T+W schools £108.00

To book, please contact [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) Course Code LSAT 305



## Learning Support Advisory Team



## Person Centred Planning (PCP)

### Who is it for?

SENCOS, Head teachers and SEND  
governors.

### Course content:

The SEND reforms became law in 2014 and  
require us to put children and young people at  
the centre of their education journey. Person  
Centred Planning (PCP) has been adopted by  
many local authorities and settings as a way of  
doing this. This course will explore values of PCP  
and introduce practical tools to support PCP in  
your school.

### Date, Cost, Venue and Contact information

**Date:** Monday 14th January 2019. 1.00pm—3.30pm

**Venue:** Ramada Hotel Telford.

**Cost per delegate:** T+W schools £90.00. Non Telford and Wrekin schools £108.00

**To book,** please contact [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) Course Code LSAT 306

## Learning Support Advisory Team



## The Graduated Approach including pathways of support (cross phase)

### Who is it for?

SENCO's, Senior Leaders, Inclusion Mentors, SEND Governors

### Course Tutor

Belinda Sherlock

### Course content

Meeting the needs of children with Special Educational Needs involves a graduated approach. This course is a refresher for schools and is the training that was initially delivered during 2017. Schools will understand more about:

- The assess, plan, do and review cycle
- How to evidence a high quality graduated approach
- How to use outside agencies
- What the expectations are regarding request for Education, Health and Care Needs Assessment

### Key outcomes

Delegates will be able to:

- Understand how the EHC panel is making its decisions
- Begin to understand how to effectively evidence a graduated approach
- Understand the key ingredients of a high quality graduated response
- Think more creatively about how to use professionals from outside agencies in a way that supports a high quality graduated approach

### Date, Cost, Venue and Contact information

Date: 8th February 2019 1pm - 3.30pm

Cost per delegate: T&W Schools £90—Non T&W Schools £108

Venue: TBC

To book, please contact: [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) COURSE CODE: **LSAT303**





## 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>





## 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.

