

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

April 2019

Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

I am delighted to let you know that our plans, created in partnership with schools and parents, to develop specialist provision resource hubs in mainstream schools, have been approved and we are now able to move to 'implementation phase' with a focus on opening the provisions during the Autumn Term 2019. On pages 2 and 3 of this newsletter I attach a press release, issued earlier in March that provides an overview of these developments. You can find the report that went to cabinet [HERE](#) in case you are interested in the finer detail!

At this point I am also able to let you know that the mainstream schools involved will be Hollinswood Primary School and Nursery and Old Park Primary School who will both work in partnership with Haughton School. Further information about the entry criteria, age range and pathway into the hubs is provided from page 3 of this newsletter. More formal admission guidance will be produced by September 2019.

Whilst recognising that we need to develop further provision for children with complex SEND, nearly all stakeholders have commented on our continued need to provide mainstream schools with the capacity, resilience and knowledge to meet increasing complexity of need. Our focus on early intervention and securing a robust offer at SEN support across all schools is a must.

In other news, a big thank you to schools for your support during the annual phase transition process. 100% of children with EHC plans were provided with a school allocation for September by the statutory 15th February deadline. A huge team effort and, if I may, a big well done to the SEND team for processing over 100 plans! We are also on target to meet the 31st March deadline for further education placements.

Since the last newsletter I have visited Wombridge, Donnington Wood Infants and Newport CE Juniors. In addition I had the opportunity to take part in our young people group—Shout Out for SEND—and met some fantastic children who had lots of great ideas! Their main focus was on developing the role of pupil voice in planning their futures. We will update more about their work in future newsletters.

The development of new school provision for children with Special Educational Needs and Disabilities.

Telford & Wrekin Council is to develop a partnership arrangement between special schools and a number of mainstream schools to broaden the range of provision for children with Special Educational Needs and Disabilities.



Recommendation to develop specialist provision hubs in mainstream schools that cater for children with social communication needs, including those with Autism and associated cognition and learning difficulties have been approved. This development provides an inclusive option which bridges the gap between special and mainstream schools, offering greater choice for parents and means children with more complex SEND are educated alongside their mainstream peers.

Over recent months, Telford & Wrekin Council has been focusing on building the resilience and capacity of mainstream schools to meet increasing complexity of need and schools have been responding to this.

In 2017, the Department for Education announced special provision capital funding for local authorities to invest in new places and/or improvements to facilities for pupils with high needs. Telford & Wrekin Council's current allocation amounts to £848,837 over three years and the funding is primarily intended to create new places and improve facilities at existing sites. It can also be used to support the establishment of the units in a small number of mainstream schools and to support the creation of new places for specialist provision. Local authorities are required to develop and update a plan every year that shows how the funding will be invested in order to release the money.

The report to cabinet recommended that two mainstream primary schools are identified to work with a special school to operate a partnership model. It is envisaged that this will start from autumn term 2019 and that a secondary school offering resource provision should open at some stage in the academic year 2019/2020.

It is also recommended that specialist resource provision is commissioned as a satellite of the pupil referral unit at the Linden Centre to meet the increasing needs of children with social, emotional and mental health. They are already operating a "mini school" in Dawley and this will be formalised by being given cabinet approval with the opportunity to expand it as necessary.



Development of specialist hubs continued

Between now and the end of the 18/19 academic year the local authority will work with the schools involved to implement the specialist resource hubs. This involves recruitment of staff, redesign of the space and contract development. Below provides an outline of FAQs to aid your understanding about the provision. We will add to these as further clarification is sought.

Where will the specialist provision hubs be located?

To begin, primary hubs will be developed at Hollinswood Primary School and Nursery and Old Park Primary School. Whilst these schools will host the hubs, they will be managed in partnership with Haughton Special School. During 19/20 'hub provision' for secondary aged pupils with complex SEND will be sought.

Where will be the hubs be located in the schools?

One of the purposes of the hubs is to provide opportunity for children with complex SEND to be included in a mainstream environment alongside their peers. Therefore the 'hubs' are adapted classrooms within the existing school buildings. The ethos of the hubs is for the children who attend them, to be included within mainstream activities as far as possible. How much time a child spends in the 'hub' as opposed to a mainstream class will be dependent upon the child's needs and their response to inclusion opportunities.

Where will children be on roll and what uniform will they wear?

Children will be on roll at Haughton School but will attend the hub provision in the mainstream school settings. Children will wear the uniform of the mainstream settings, again promoting the ethos that they are part of the school in which they attend.

What is the age range of the hubs?

To begin the hubs will focus on KS2 pupils, as this is where current demand for specialist provision is at its greatest, under exceptional circumstances children at upper KS1 (i.e. year 2) may be considered but this will depend on the needs and age range of other children already at the setting. Consideration will be given to the development of KS1 hubs in due course.

What is the entry criteria into the hubs?

The hubs will cater for children with complex social, communication needs, including Autism and associated cognition and learning difficulties. Further detail about entry criteria is provided in table 1, page 5 of this newsletter.

What is the pathway into a specialist resource hub?

All children will require an Education, Health and Care (EHC) plan to access this provision. Parents will be encouraged to select a preference for placement at the hub provision closest to their home to avoid lengthy travel between home and school. Although consideration will also be given to numbers and the needs of the cohort who will attend the provision.



Development of specialist hubs continued

What is the pathway into a specialist resource hub?

Discussions about a child's placement in the hubs can be conducted with parents as part of the EHC assessment or annual review processes and a request for placement should be made to the local authority SEND team. Upon receipt of the request the local authority SEND team will consult with Haughton School, where the children will be on roll, and the host mainstream school that has been requested. Observational visits will be completed by the hub mainstream school in partnership with Haughton and discussions will take place with parents. This information will be fed into the half termly specialist provision pathway meetings, that are led by the local authority, and a decision as to placement will be made. Decisions are made in partnership with schools but for the purpose of disagreement resolution, should issues arise, the local authority is the ultimate decision maker.

When will the hubs open?

The hubs will open during the 2019/20 Autumn Term. Teaching staff and teaching assistants are being recruited to begin in September 2019. It is anticipated that children will start to attend the setting by 2019 Autumn half term at the latest.

How many children will attend the hubs?

Each hub will have between 8-12 children. It is anticipated that the hubs will start with much lower numbers and grow over time.

Is there an opportunity for children who currently attend a special school to move into a hub provision?

This is possible but a lot of discussion and work will happen between the special school and parent if this is being considered. Children will not be moved without agreement from parents. Provision for children with an EHC plan is reviewed each year through the annual review process.

As a mainstream school we have already developed our own 'hub' provision. Does this new provision replace what I am doing?

Absolutely not. The development of formal hubs at Hollinswood and Old Park Schools is to help build sufficiency in our specialist provision and should not replace any of the excellent work mainstream schools are doing to support children with SEND. The majority of children with SEND are appropriately placed in mainstream and have their needs well met. The Children and Family Act 2014 is clear and presumes every child, regardless of need, will attend a mainstream school. We need to ensure all schools are continually developing their internal SEND provision to reduce the need to create further specialist provisions.

Where can I signpost parents to, so that they are aware of hub provision?

We are currently working on some leaflets for parents that will be available on the local offer after the Easter break. More to follow on this.

Development of specialist hubs continued - Entry Criteria

To support your understanding of the profile of needs that specialist hub provision will cater for, please find below a pen-portrait of a child that may attend this setting.

Specialist provision hubs are for children and young people who have communication and interaction needs, including those with Autism and associated needs such as cognition and learning difficulties.

Most children who attend the hub provision will show elements of both indicators below. Some may demonstrate significant complexity with communication and interaction needs (i.e. indicator 1) but are accessing a 'mainstream' curriculum.

Indicator 1 – Communication and Interaction needs, including those with Autism

Due to their communication and interaction needs children will require a personalised education programme that is likely to include short supervised tasks, a visual timetable and other strategies and interventions. They may have obsessive behavioural routines and limited awareness of danger that requires adult supervision or intervention. They will experience significant difficulty in tolerating social interaction and have a limited understanding of others' emotions. Children may be in a high state of anxiety as a result of sensory factors in the environment. Consequently all aspects of a child's day will need to be structured. Children may have a diagnosis of Autism. They may also have additional needs including ADHD and Tourette Syndrome.

Indicator 2 – Cognition and learning needs

Children will be working significantly below age related expectations and follow a modified curriculum in most subjects that ensures appropriate access for learning. They may learn in whole class, smaller group and/or individually in a setting that provides specialist and intensive tuition. The characteristics of children may include difficulties maintaining attention for short periods of time on a required activity. They may be able to work successfully on specific tasks which are matched to individual needs in all subject areas but require specific strategies, with an adult sharing organisation of resources.

Contra-indicators

Specialist provision hubs are not intended to cater for pupils with a combination of Autism, severe learning difficulties and challenging behaviour.

This provision is not for children with a primary need of social, emotional, mental health (SEMH).

Children **may** display behavioural challenges as a result of the difficulties they have faced accessing the curriculum and engaging with school activities or those that arise from the social communication needs (for example as a result of sensory needs).

Development of specialist hubs continued - Entry Criteria

Specialist Provision Hub



For children with complex communication and interaction needs, including those with Autism, and associated cognition and learning difficulties.

Key Principles:

- The provision is designed to promote and support the successful inclusion of children with complex communication and interaction needs, including those with Autism, with associated learning and cognition difficulties in mainstream schools, wherever possible.
- The entry criteria offers clarity about how the hub provision fits into the overall continuum of provision for children with SEND.
- Attendance within hub provision will support the achievement of a child's outcomes as set out in their EHC Plan.
- The panel will always aim to allocate a place in hub provision closest to the child's home.
- Children will enter a hub in a planned way, through regular specialist provision pathway meetings held by the LA.
- There is an exit criteria so that it is clear what evidence is required where placement in a hub is no longer needed or appropriate.

Entry Criteria

1. Communication and interaction, including those with Autism, with associated cognition and learning difficulties must be the priority needs as judged on the basis of the available evidence.

- Admission to the hub will be considered in Key Stage 2
- Exceptional admissions, in year 2 of Key Stage 1, would require a coordinated, individualised provision arranged and managed in conjunction with other agencies.
- The child has an EHC Plan which indicates that C&I needs are the primary need.
- If unmet needs exist within the child's wider context, admission to a hub must be considered alongside other holistic, multi-agency interventions e.g. support from Strengthening Families.
- The provision is not suitable for children with a primary need of SEMH. If the child has behavioural needs relating to aggression/violence, provision will only be considered where this has been triggered by debilitating levels of anxiety associated with their communication and interaction/cognition and learning needs.

2. All reasonable steps have been taken to meet the child's needs in a mainstream setting.

- There needs to be clear, demonstrable evidence that all reasonable steps have been taken to meet the child's needs in their current setting as recommended in the SEN Code of Practice (i.e. the graduated response) and in line with their EHC Plan.
- It is expected the school will have followed, monitored and adjusted as necessary, highly specialist interventions advised by multi-agency professionals.

Development of specialist hubs continued - Entry/Exit Criteria

3: Learning levels and curriculum needs

- The child must be able to progress towards accessing mainstream sessions for at least 50% of their time in school and benefit from inclusion.
- The child can access the curriculum in a mainstream setting but it may need to be presented in a highly specialised and flexible way with opportunities for consolidation.
- The provision is not suitable for children who have severe learning difficulties and/or extremely limited functional cognitive ability.

4: Sensory and Environmental Factors

- Evidence to indicate that with intensive support a child can develop strategies to cope with the everyday sensory demands of a mainstream class.
- The child does not use absconding as a typical response to anxiety.

5: Voice of the child

- Children have a right to express an opinion and to have that opinion taken into account in any matter affecting them. Their views will be given due weight according to their age, maturity and capability by the specialist provision pathway panel.
- It is clear how attending the hub will support the outcomes the child aspires towards.

6: Parent views

- The parent's/carer's views about their child attending a hub are very important and will be taken into account, unless it would not meet the needs of the child, be incompatible with the efficient education of other children, or be an inefficient use of resources.

7: Additional considerations

- The host school agrees they can meet the needs of the child in the particular year group/Key Stage
- To offer a place is in line with the efficient use of resources and effective education of the child and other children.

Exit Criteria

The hub place is reviewed on an on-going basis (at least annually) in line with statutory requirements. The following circumstances would always lead to a placement review:

- If a child has progressed to such an extent, they could thrive in mainstream classroom on a full-time basis, with appropriate support
- Change of Key Stage
- If, after a period of time, the child is not making progress in being able to access the mainstream learning environment on a regular basis.
- If attendance drops below 80% an interim review will be required
- If a child or parent requests a review of the provision.
- There is a consensus view that the priority need could be best met elsewhere
- The child's behaviour is a threat to the health and safety of staff and/or other children

Autism Education Trust (AET) Tier 2 Training

AET Tier 2 Training: Schools Programme: Good Autism Practice

This 1 day training module is suitable for school staff working directly with pupils on the autism spectrum who have completed tier 1 training. It offers practical knowledge and hands-on tools and techniques to support pupils with autism in your school.

AET Tier 2: Good Autism Practice will

- develop your knowledge and understanding of good autism practice
- enable you to reflect on and improve your practice by providing guidelines and activities
- help you use the autism competency framework to evaluate and develop how you work

*Delegates should have completed AET Tier 1: Making Sense of Autism training

Dates:

- Wednesday 22nd May 2019
- Friday 28th June 2019

Venue: Meeting Point House

*Further dates will be offered through the School Improvement Service CPD booklet 2019-20

One Free Place per School additional places will be at a cost of £120

Places are limited on these dates so book early!

To book your place:

Email: SENDandinclusion@telford.gov.uk

Inclusive School Forum (ISF) - Upcoming Dates

Date of Forum	Time	Venue	Papers due in
Tue 2nd April '19	9am-1pm	Telford Park School	Mon 25th March '19
Tue 7th May '19	9am-1pm	Telford Park School	Fri 3rd May '19
Tue 4th June '19	9am-1pm	Telford Park School	Fri 24th May '19
Tue 2nd July '19	9am-1pm	Telford Park School	Mon 24th June '19

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

Post 16 Network Meetings



Regular workshops are held for Post 16 settings across Telford & Wrekin. These meetings are to:

- Network with other post 16 providers
- Understand what others do, what they provide
- Discuss new developments in post 16 – new paperwork, processes, toolkits
- Looking at the national updates
- Understanding our young people coming through school and what their needs are
- Supported internships
- Best practice – shouting about positive examples and case studies of where things have worked well.

Date of Forum	Time	Venue
Tue 30th April '19	16:00 - 17:30	TBC
Thu 6th June '19	15:30 - 17:00	TBC
Thu 24th October '19	15:30 - 17:00	TBC

To book a place please call the PfA team on:
01952 388682

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

April 2019

Telford & Wrekin Virtual School Conference

Colleagues

Please see details below and attached for the first Virtual School Conference which is taking place **Thursday 4 July 2019**.

Each school is currently guaranteed two places upon application. Please note the initial booking deadline of **30 March 2019**, after which any reserve places will be allocated.

If you have not already done so, please secure your school's places by completing and returning the attached booking form to cpdschoolimprovement@telford.gov.uk

Telford & Wrekin Virtual School Conference (CPD 620) Thursday 4 July 2019

£30 per delegate for the full day, including all refreshments and lunch

Featuring key note speakers

Tim Hill HMI, West Midlands Region

Stuart Guest, Headteacher, Colebourne Primary School, Birmingham

Dr Sarah Taylor, author of The Calm Brain

Telford & Wrekin Virtual School is pleased to announce its first full day Conference, is taking place Thursday 4 July 2019 at a central Telford venue which will be confirmed in the joining instructions two weeks before the event.

The conference will commence at 9.15am and finish at 4pm, with registration and refreshments from 8.45am. Full details can be found on the attached flyer.

To book your delegate place/s, please complete the attached booking form and return to cpdschoolimprovement@telford.gov.uk as soon as possible*

*Please note: each Telford & Wrekin school is guaranteed two places, with priority being given to the Designated Teacher and Nominated Governor for Children in Care. A third place can be requested and will be allocated after the initial booking deadline of 30 March 2019.

Kind regards

Sue Dyson

Cancellation policy: Please refer to the School Improvement CPD Booklet for the full cancellation policy. In summary, 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.

For this event, the full cost of £30 per delegate will be charged if a place is cancelled within 5 working days of the event, or if a delegate fails to attend on the day not having previously cancelled their place. This is to cover venue, catering and administration costs. Cancellations outside of the 5 day period will not incur any charge.

Early Years: Upcoming Courses and Useful Resources

Did you know that NASEN have LOADS of FREE SEND resources, webcasts, mini guides and some training locally specifically for early years? All you need to do is register.... That's free too!

For more information visit their www.nasen.org.uk/early-years-send-resources/

Training

EYSEND Partnership: Meeting the needs of every child: SEND for managers in PVI's – Hartlepool

EVENT - 9:00 AM - 4:15 PM, 15 May 2019

BOOKING now available for the FREE one-day course. The course offers information and resources for supporting all children with SEND in PVI settings, including the role of the SENCO and effective inclusive practice, and then focuses specifically on speech, language and communication needs (SLCN). It will enable managers to offer training in SEND to their staff teams. This training day may also be relevant to leaders in Nursery and Reception classes (EYFS 1 & 2) in schools. This course is jointly delivered by nasen and ICAN, the children's communication charity, through the EYSEND Partnership. We can subsidise up to £40 travel for each manager attending this training, meaning that travelling a little further afield can be made easier.

www.nasen.org.uk/professional-learning/events-listing.eysend-partnership--meeting-the-needs-of-every-child--send-for-managers-in-pvis-hartlepool.html

Toolkit for SEND in the early years!

Each section of the toolkit provides a briefing on a particular aspect of the SEN and disability reforms as they apply to early years providers. Each section is based on the statutory requirements and the guidance from the early years, the SEN and the disability frameworks, and draws on a range of relevant practice guidance and other materials to provide an accessible guide to SEN and disability in the early years, there is some material that is relevant to more than one section. Where this is the case, that material appears more than once.

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/early-years-toolkit-merged.pdf>



SEND Training Courses

<u>Course Code</u>	<u>Course Title</u>	<u>Date</u>	<u>Time</u>
LSAT304	Schools Duties under the Equality Act 2010 and how to write an effective Accessibility Plan	Wednesday 10th April	9.15 - 12 noon
LSAT233	Interventions: An Overview of a Range of Support Programmes and Approaches	Thursday 2nd May	9.15 - 11.45 am
EPS003	Implementing Precision Teaching	3rd and 10th May	1.15 - 4pm
EPS001	Understanding Attachment - and what to do about it in the classroom	Wednesday 15th May	9.15 - 12 noon
LSAT212	SEND Governor Training	Monday 10th June	5 - 7pm
LSAT306	Person Centred Planning: Keeping the Child's Voice at the Centre	Tuesday 11th June	1 - 3.30pm
EPS002	Promoting Positive Behaviour - time to replace the sticker charts!	Wednesday 19th June	9.15- 12.15 pm
LSAT304	Schools Duties under the Equality Act 2010 and how to write an effective Accessibility Plan	Wednesday 26th June	9.15 - 12 noon
LSAT301	Effective Provision Maps that Evidence the Graduated Approach	Wednesday 10th July	9.15 - 12 noon

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

To view details of future courses and conferences in the School Improvement CPD booklet, and for information about all Services for Schools, please click on to the [Commercial Services Website](#)



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.

To book, please contact:
CPDschoollimprovement@telford.gov.uk

Date, Cost, Venue and Contact information

Date: Wednesday 10th April

Venue: TBC

Time: 9.15 - 12 noon

Cost: T&W LA Schools & Academies: £90

Non T&W Schools: £108



Telford & Wrekin
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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: 3rd & May 10th 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—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.

