

# SEND 0-25



Telford & Wrekin  
COUNCIL



# NEWSLETTER

June 2019

## Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

There was plenty to keep us busy over the last (very short) half term. Plans continue to progress, with pace, regarding the specialist hubs at Old Park and Hollinswood Schools in partnership with Haughton. A big thank you to colleagues in those schools who are working hard to ensure the hubs are ready to open in the Autumn Term. A new information page has now been created on the local offer and can be [found here](#). This includes a leaflet for parents so that they understand more about the new provision.

Last week we had a visit from OFSTED/CQC who came to evaluate the way in which they undertook the SEND inspection process back in May 2017. A range of stakeholders took part including early years settings, schools, post 16 providers and parent/carers - thank you to those who participated. They were not here to re-inspect us, rather it provided an opportunity for us to give a view about what worked well and what might have been better during the inspection week. The purpose of this work is for OFSTED/CQC to determine the national arrangements for the next cycle of SEND inspections that will take place from 2021. So they will be back! (as anticipated)

Thanks to all colleagues who attended the SENCo network meeting on 15th May. It was good to see so many of you there. For those unable to make it I have provided the presentation slides. A key theme of our meeting was transition and along those lines I attended the secondary heads forum meeting last week. Here we shared data about the distribution of children with EHCPs/SEN support across our secondary schools and a skew continues to exist towards a few settings. An agreed action was for us to generate a 'protocol' that provides key messages for primary schools that aid discussion with parents about secondary provision for children with SEND. In essence this will reinforce the following key principles:

- Every school is a school for children with SEND.
- All schools are on a journey to develop high reputations for meeting the needs of pupils with SEND.
- As far as possible, children should attend their local schools.

We aim to publish the protocol by September. Watch this space...

PTO

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# NEWSLETTER

June 2019

In other news we have been reviewing some of the Inclusive School Forum procedures. The guidance is being updated (for the 19/20 academic year) and can soon be [found here](#). We have reviewed some of the EHC needs assessment requests and have wondered why a request for Inclusive School Funding has not been made instead. We are picking up on some confused messages about ISF so I hope that the following is useful:

- ISF funding can continue for as long as the child needs it—it is not temporary OR only provided for 1 year. This can include phase transition points (so where ISF funding has been agreed for a year 6 child in a primary school, then this will travel up with them into year 7). We do ask for ISF funding to be reviewed each year (as is funding for a child with an EHC plan at their annual review) but it won't cease where provision and support is still required.
- Colleagues within secondary schools are aware of ISF funding. Children who have been supported with ISF in primary schools do not need an EHC plan to ensure that support continues into secondary. Discussions, as part of normal transition planning, should be held between settings so that secondary colleagues are aware of which children currently receive ISF funding.
- ISF funding should form part of your high quality graduated approach. We created ISF so that a forum existed for peers to support each other and for funding to be released quickly into the mainstream sector where it is required. ISF funding can be used to support recommendations from visiting professionals (i.e. LSAT, EP, BSAT teams) where additional provision is over the £6K threshold. Where required and following an ISF review, an EHC needs assessment might be considered appropriate where progress continues to cause concern.
- Please consider when is the most appropriate time to request an EHC assessment if there is consideration that a child may require a special school placement. For example a recent request for an EHC assessment was made for a child in year 1, as it was felt a special school place might be needed when they transfer at secondary age. In this scenario we would suggest support is initially funded via ISF. It is not until the child enters late KS2 (i.e. year 5) that an assessment for an EHC plan, in order to access a secondary special school, should be considered.

Please do use the Inclusive School Forum initially to access high need funding. This will maximise early intervention and provide support for children as quickly as possible.

Finally many thanks to those schools I visited last half term including Lilleshall, Church Aston Infants, Wrockwardine Wood Infant and Sir Alexander Fleming Schools. As always it is good to hear about the excellent work going on in our schools and settings! Simon

## AET Materials

The Autism Education Trust (AET) has produced some useful guidance materials for parents and carers, the links to which are given below. The guidance documents focus specifically on finding a school for your child with autism along with an AET autism guide for parents/carers around working together with your child's school. The documents can also be accessed via the AET website - [www.Autismeducationtrust.org.uk](http://www.Autismeducationtrust.org.uk)

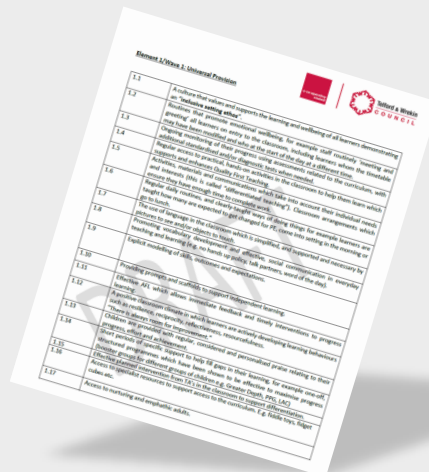
[AET Autism guide for parents and carers - Working together with your child's school](#)

[AET - Finding a school for your child with autism](#)



## SEND Matrix Consultation

The T&W SEND Matrix has received an overwhelming number of positive feedback both in the evaluations returned and via face to face verbal feedback. The sensory inclusion team have kindly offered some feedback to ensure that this document includes the needs of the population of children that they support. Vicky Price (LSAT) and Severine Thompson (EP) will now make the final minor adjustments to the document which will be ready for publishing by the end of the summer term 2019. Thank you all for your support.





 **autism**  
education trust  
schools programme

## Good autism practice

Supported by:



Department for Education

**1**  
Day

### TIER 2

**Gain practical knowledge, and discover hands-on tools and techniques to support pupils with autism in your setting.**

#### Who is this training for?

This session is suitable for practitioners working with school-age pupils on the autism spectrum in both mainstream and specialist services. This includes:

- teachers
- senior management
- teaching assistants
- any other practitioner

**Must have Tier 1 completed to attend**

#### What will you learn?

- To develop your knowledge and understanding of good autism practice.
- To reflect on and improve your practice through guidelines and activities.
- How to use the schools autism competency framework to evaluate and develop how you work.



Developed by  
leading autism  
specialists



Up to date  
with the latest  
research



Enhances  
your CPD



Free resources  
and frameworks  
linked to Ofsted



Optional  
certification

|                 |   |
|-----------------|---|
| <b>HUB NAME</b> | Telford & Wrekin Council  |
| <b>Date</b>     | Friday 28 <sup>th</sup> June 2019   |
| <b>Time</b>     | 9:30am - 3:30pm   |
| <b>Address</b>  | Meeting Point House,<br>Southwater Square,<br>Town Centre,<br>Telford,<br>TF3 4HS |



#### BOOK YOUR TRAINING NOW:

**Email us at** [SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk)

**Call us on** 01952 381045

#### COST

1 MEMBER OF  
STAFF FREE

per school

For more information and free resources visit:  
[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

## nasen Live 2019 12th July 2019 - The Vox Conference Centre

### **nasen Live 2019 – it's back!**

This one day event promises to provide you with the opportunity to network with other SEND professionals, explore latest SEND developments and update your knowledge, as well as hear from a group of key figures from within the sector and meet with a range of award winning exhibitors.

### **Get your ticket**

Ticket prices for nasen Live start from £149 for nasen members and £199 for non-members.

This will get you access to any of the seminars, allowing you to choose which ones you are most interested in seeing. Some seminars will also be live streamed throughout the event.

Ticket prices also include lunch and light refreshments throughout the day.

### **Gold members go for FREE**

Don't forget – gold members can attend for free, and if you have an organisational gold membership with nasen, you can even turn it into a team day out, with access to 3 tickets per organisation!

Not a gold member? Don't worry, it's really simple to upgrade your membership. Call one of our recruitment administrators today on 01827 311500 or e-mail [membership@nasen.org.uk](mailto:membership@nasen.org.uk).

**Tickets can be bought from our website:**

<http://www.nasen.org.uk/nasenlive/>





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

As you are aware, we are working to provide all settings with accurate lists each term detailing dates when we require annual reviews to be completed by. There are however some key annual reviews that require completing in the Autumn Term to link annual reviews with the phase transition process.

As you know we have some statutory dates by which we need to finalise EHC plans with a named September placement where a child/young person is moving between phases:

- 15th February 2020 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 2020
- 31st March 2020 for young people entering post 16 provision in September 2020

We therefore require annual reviews for the following year groups to be completed during the Autumn Term, please do stagger the reviews throughout the term. The final deadline for these annual reviews to be received by the SEND Team is detailed below:

| <b>Year Groups</b>                                    | <b>Please send completed annual reviews to the SEND team by:</b> |
|---|--|
| <b>Nursery year (aged 3 since 1st September 2018)</b> | <b>15th November 2019</b>  |
| <b>Year 2 pupils (infant school only)</b>             | <b>25th October 2019</b>   |
| <b>All Year 6 pupils</b>                              | <b>15th November 2019</b>  |
| <b>All Year 11 pupils</b>                             | <b>25th October 2019</b>   |

We understand that in some circumstances, a full year may not have passed since the last annual review for children in these year groups but their completion is still required by the specified dates.

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

## Thinking of requesting an EHC assessment?

### Please now wait until September 2019

The SEND team respectfully request that you now wait until the Autumn Term before submitting an EHC needs assessment request. As you can imagine the summer holiday creates a problem given children are not available for assessment. Should an EHC needs assessments be submitted an exemption to the 20 week timescale will be applied and so ultimately there is no difference in applying for an EHC needs assessment now or waiting until September 2019.

**Thank you for your support.**

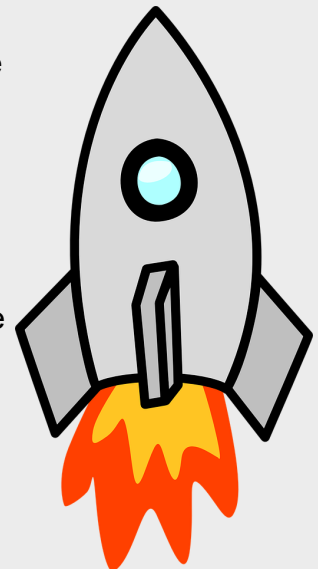
## Accessibility Strategy Consultation - Launching Soon

We will shortly be launching the Schools Accessibility Strategy consultation on the Local Offer website, along with a short questionnaire (8 questions in total), and would be most grateful if you could take a few moments to read the strategy and provide feedback as appropriate.

### **Just as a brief reminder:**

#### **The key aims of the accessibility strategy:**

1. Increasing the extent to which disabled pupils can participate in the school curriculum.
2. Improving the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by schools.
3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.



**We will send through further detail of the consultation when it goes live!**

## Travel Assistance Online Applications

Just a reminder to share with your teams that the council now only considers online applications for Travel Assistance. This system has been in place for around 18 months now and is working well.

So, a plea from us, please not to share any old hard copy forms at your open evenings or in your parent packs as they will not be processed. Do, however, feel free to provide the following link to the webpage that takes parents through the eligibility questions and explains where they can apply online. It also provides a travel checklist for any children with a EHCP

[http://www.telford.gov.uk/info/20025/school\\_information/10/home\\_to\\_school\\_transport](http://www.telford.gov.uk/info/20025/school_information/10/home_to_school_transport)

The closing date for applications for this year is 30th June

The council is reviewing all of the home to school policies over the coming months and will be in touch shortly to invite you all to be part of the consultation process.

If you do have any questions at this time please do contact the Transport Team via [Transport.contracts@telford.gov.uk](mailto:Transport.contracts@telford.gov.uk)





## Planning Meetings academic year 2019/20

At the SENCO Network meeting, planning meetings were mentioned very briefly. These are a great opportunity to strategically plan your support from Telford and Wrekin agencies for the term or year. Below is a copy of the handout that was provided, with more information. If you have any queries about planning meetings, please speak to your Learning Support Advisory Teacher or Educational Psychologist.

### Who?

- \*SENCOs
- \*Learning Support Advisory Teachers and Educational Psychologists (Sensory Inclusion Service if applicable).
- \*Head teachers/Teachers/Inclusion managers

### What?

- \*A joint meeting between all parties to plan the support of the team across the next term or academic year. Approximately 1.5 hours (half a session).
- \*A chance to clarify what we can offer the school and for important SEND information to be shared with us.
- \*The opportunity to plan strategic work such as training, policy work, projects and departmental strategies.
- \*Identify individuals who can be grouped together for consultation/support, allowing us to reach out to a greater number of teachers, parents and children.
- \*Prioritise those pupils who school wish to request outside agency involvement to support them in refining plans for their provision, therefore need more in depth 1:1 consultation.

### When?

At the beginning of the academic year. The planning meeting may need to be repeated if all work has been addressed within a term. For those buying a smaller number of sessions, the planning meeting may encompass the whole year.

### Why?

- \*Save on duplicating work across the two teams.
- \* To ensure productive use of time for consultations (i.e. an agreement around teachers to be released, parents/carers to be invited, how informed consent will be obtained).
- \*Have a strategic approach to support the whole school or whole classes as well as individuals (this can be children and teachers/TAs/ ELSAs etc).
- \*Prioritise workload for schools, LSATs and Educational Psychologists.
- \*Enable us to support schools in a way that enables them to meet the needs of all of their children.
- \*Forward planning so teachers can be released, consent forms can be signed and parent meetings can be arranged in advance. The benefits are on increased efficiency, effectiveness and value for money for schools.

## Inclusive School Forum (ISF) - Upcoming Dates

| Date of Forum      | Time    | Venue       | Papers due in  |
|--------------------|---------|-------------|----------------|
| 2nd July '19       | 9am-1pm | Ercall Wood | 27th June      |
| 10th September '19 | 9am-1pm | Ercall Wood | 5th September  |
| 1st October '19    | 9am-1pm | Ercall Wood | 26th September |
| 12th November '19  | 9am-1pm | Ercall Wood | 7th November   |
| 3rd December '19   | 9am-1pm | Ercall Wood | 28th November  |
| 14th January '20   | 9am-1pm | Ercall Wood | 9th January    |
| 4th February '20   | 9am-1pm | Ercall Wood | 30th January   |
| 3rd March '20      | 9am-1pm | Ercall Wood | 27th February  |
| 7th April '20      | 9am-1pm | Ercall Wood | 2nd April      |
| 5th May '20        | 9am-1pm | Ercall Wood | 30th April     |
| 2nd June '20       | 9am-1pm | Ercall Wood | 28th May       |
| 7th July '20       | 9am-1pm | Ercall Wood | 2nd July       |

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



## Upcoming SEND Network Meetings

### Early Years SENCo Network Meeting

Meeting dates for next academic year will be confirmed shortly

### School SENCo Network Meeting

|  |                                |   |
|--|--------------------------------|---|
| <p>3rd October 2019<br/>30th January 2020<br/>4th June 2020<br/>From 4:00 - 5:30pm</p> | <p>Venue for all dates TBC</p> | <p>Please book via:<br/><a href="mailto:cpdschoolimprovement@telford.gov.uk">cpdschoolimprovement@telford.gov.uk</a><br/>Or contact school governance on<br/>01952 380808</p> |
|--|--------------------------------|---|

## 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 |
|----------------------|---------------|-------|
| Thu 24th October '19 | 15:30 - 17:00 | TBC   |

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

## Early Years Free Training

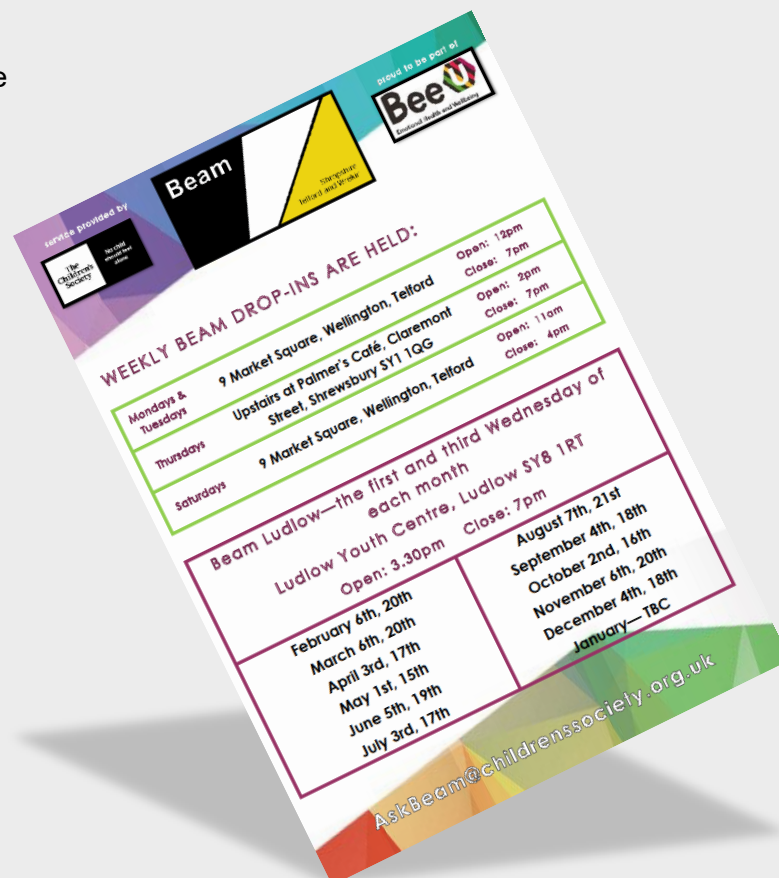
The Early Years Team will be offering free “Be Ready for the new Education Inspection Framework” training for Early Years settings on the 6th August 10.00am to 12 noon and 18.30 until 20.30 at Meeting Point House and again on the 12th September 18.30 until 20.30.



Places can be booked via [talkingchildcare@telford.gov.uk](mailto:talkingchildcare@telford.gov.uk)

## BEAM Workshops

Click image to enlarge



service provided by  
The Children's Society  
Local Offer

Beam  
Temporary  
Telford and Wrekin

Bees to be part of  
Bees to be part of  
Bees to be part of

**WEEKLY BEAM DROP-INS ARE HELD:**

| Day                | Location  | Open       | Close      |
|--------------------|---|------------|------------|
| Mondays & Tuesdays | 9 Market Square, Wellington, Telford                            | Open: 12pm | Close: 7pm |
| Thursdays          | Upstairs at Palmer's Café, Claremont Street, Shrewsbury SY1 1GG | Open: 2pm  | Close: 7pm |
| Saturdays          | 9 Market Square, Wellington, Telford                            | Open: 11am | Close: 4pm |

Beam Ludlow—the first and third Wednesday of each month  
Ludlow Youth Centre, Ludlow SY8 1RT  
Open: 3.30pm Close: 7pm

| Date                | Time |
|---------------------|------|
| February 6th, 20th  |      |
| March 6th, 20th     |      |
| April 3rd, 17th     |      |
| May 1st, 15th       |      |
| June 5th, 19th      |      |
| July 3rd, 17th      |      |
| August 7th, 21st    |      |
| September 4th, 18th |      |
| October 2nd, 16th   |      |
| November 6th, 20th  |      |
| December 4th, 18th  |      |
| January—TBC         |      |

AskBeam@childrenssociety.org.uk

## Top Tips - Transition

A group of teachers and Special Educational Needs Coordinators from local primary, secondary and special schools recently met to talk about transition. Whilst the focus was based mostly on transition of children with Special Needs between years 6 and 7, some common threads arose from the conversations. Here are some of the top tips for transition across any phase, based on these discussions:

- Good communication between all parties is paramount! Make sure you have a key person to speak to from the phase a child is moving from, or the phase the child is moving to.
- For children with Special Educational Needs, it may be appropriate to provide a smaller environment to move to initially, with the opportunity to get used to a larger setting gradually.
- Make opportunities for parents to be involved at each stage, it may be that a parent's anxieties need to be managed as much as a child's. It is also important that parents know of the new protocols and systems, so they know who to talk to if they need help or information.
- Highlight the important pieces of paperwork that need to be read by those involved. Try and limit the paperwork so it is focused and useful.
- Make time for discussions about individuals, these can sometimes be more informative than paper based information.
- Children with Special Educational Needs often benefit from more transition visits than other children, a lengthier transition period is advisable.
- Ensure important information from outside professionals is shared with those that need it. If the opportunity arises, allow for members of each setting to be present at key meetings concerning a child.
- Include children in events at their new setting that are not standard for the school year, for example Summer School, or Sporting events.
- Use PSHE lessons to support children through the transition process.
- Ensure that classroom teachers have access to all the transition information, and are able to refer to it as they need to throughout the year.
- Make sure that appropriate time is given for transition information to be read and digested by the new settings, or for previous settings to prepare effectively.
- Provide opportunities for a consistent member of staff or key person to be present during transitions, if they are able to move between settings, then this is a bonus!
- Joint moderation between phases can allow for more consistent expectations to be maintained.
- Involve older pupils in transition arrangements, can they visit the primary school to explain what secondary is like? Can they be buddies for new children, particularly those coming into reception?

Involve pupils, ensure they know what transition is and have time to explore and ask questions relevant to them. It is not just a process done to them, but an exploratory (and exciting) time that they are part of. Based on our work, there will be new resources coming your way before the end of the year, and a chance to explore good transition even further. Look out for additional information, including pupil profiles and support for vulnerable pupils.



## SEND Training Courses

| <u>Course Code</u> | <u>Course Title</u>   | <u>Date</u>         | <u>Time</u>    |
|--------------------|---|---------------------|----------------|
| 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](mailto: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](#)

## Autism friendly holidays

Author: Consultant Clinical Psychologist & Clinical Lead at Options Barton – Dr Andrew W. McAnespie



### Introduction

What do you think about when you consider a holiday from school or work? ... Days out, visiting new places, travelling on an aeroplane, staying in a hotel, meeting new people, and trying new foods... lots of exciting change?

Unfortunately, any kind of change, even seemingly small ones, could cause distress and discomfort for a person with autism. Change removes the predictability and reliability that people with autism like and is a source of stress, making them feel vulnerable and scared. Holidays from school or work can be a cause of anxiety for a person with autism due to the break from their predictable routine.

The best way to ease a person's anxiety about change and transition is to provide as much predictability and consistency as possible and support them to understand what is happening and what will happen next.

In this issue we offer advice and guidance for parents and carers who look after children, young people and adults with autism, so that holidays can be a more enjoyable and less stressful time for all involved.

### Ease into the holidays

Preparation is fundamental to easing into the holidays and making the transition less stressful for a person with autism.

- A visual calendar to count down the days until the holidays commence allows the person with autism time to process and envisage when the change is going to take place, how long the holidays will last for, and when they will be over and they will return to their normal routine.
- Looking at photos from previous holidays helps the person with autism to process what will be happening, what activities they may do, and help to remember things they have enjoyed from former vacations.
- Making an "All About Me" profile can help reduce anxiety in the person with autism as this allows them to express their likes, dislikes, needs and wants – allowing them choice; and it can also be given to people they will interact with during the holidays.

[Click image for more information](#)

# Shout Out for SEND

Thursday 25<sup>th</sup> July 2019  
2pm – 4pm



Telford & Wrekin in partnership with the Information Advice and Support Service (IASS) have created a young people with SEND group, to ensure that you have the chance to have your voice heard and influence decisions in Telford and Wrekin and IASS.

## We are always looking for new attendees!

If you are thinking of joining our group, please do get in touch and give this session a try.

We are planning on having a fun activity session, as well as discussing what support you can get in school/college. You can bring a family member or friend with you if you don't want to come alone.

See you soon ☺



Telford Town Park Visitor Centre  
Hinkshay Rd  
Telford  
TF3 4EP

To confirm your attendance, please contact IASS on:

**01952 457 176**

or email: [info@iass.org.uk](mailto:info@iass.org.uk)

Telford & Wrekin  
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**IASS**  
Information Advice Support Service

Click image to enlarge





## 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.

