



## **Update from SEND Group Manager, Simon Wellman**

Dear Colleagues,

Over the last month I have continued to find my way around Telford and Wrekin. My thanks to Mount Gilbert, Burton Borough, Haughton and Telford Langley Schools for taking the time to meet with me. This month we had a visit from Steve Huggett, DfE advisor for SEND, who was pleased to hear about the progress we are making. Positive comments were made about the refresh of the Local Offer (which can be found at [www.telfordsend.org.uk](http://www.telfordsend.org.uk)) and our recovery plan that aims to improve the timeliness of completing EHC plans. The SEN teams, and all advice providers, are working hard to get this particular activity back on track and you will notice, over the coming weeks, that many more plans are finalised. His judgement was that we are heading in the right direction given some of the recent changes that have been implemented to the organisation of SEND services that put schools, alongside children and young people, at the centre of our thinking.

I have also had the opportunity to meet with the Primary Head Forum, along with Andy Cooke, which we found really helpful. Here we heard concern about the challenge of meeting increasing complexity of need. We shared some early thinking about creating more flexibility in our high need funding system (which seemed to be of interest!) and I will keep you all posted on any plans ahead.

As we approach the end of what is always a very long term my thanks to you for all your exceptionally hard work and I hope you have a great Christmas.

Simon

## **Learning Support Advisory - Team online survey.**

The LSAT Team are currently collating feedback on the service from schools. It would be much appreciated, if SENCos would kindly complete the survey, which is to be released on Monday, 5<sup>th</sup> December.

<https://www.surveymonkey.co.uk/r/37PG53H>

## **Discrimination and Disability Duties**

The SecEd website has published this short article written by Philippa Stobbs that explains key aspects of disability law and how they apply to school.

<http://preview.tinyurl.com/jdeesqp>

## Future in Mind

Telford and Wrekin, Severn Teaching School Alliance and NHS England, working in partnership, launched a conference on November 24<sup>th</sup> 2016 which was attended by representatives from all schools in T+W. Schools have made a commitment to promote, protect and improve our children and young people's mental health and wellbeing.

The local Child and Mental Health transformation plan includes the offer and commitment to provide high quality professional development once each term to all professionals working with children and young people based on NHS England Transformation Plan and Future in Mind.

The project includes:

- A termly support network meeting for professionals to share good practice based NHS England Transformation Plan and Future in Mind
- All resources used and shared during the professional development sessions provided
- Emotional health and wellbeing themes identified locally will be addressed through the professional development sessions
- A gap task following each professional development session; using the materials and strategies shared to aid implementation across the organisation
- Slides from the presentations to be shared so that the emotional health and wellbeing lead can disseminate to organisations and teams
- Ongoing support from the Severn Teaching School Alliance with the option to buy additional sessions from Advisers to support dissemination

For further information, please contact [sue.stoddart2@taw.org.uk](mailto:sue.stoddart2@taw.org.uk)

## Mindfulness

I am trained to teach **.b which** is a fun, engaging and useful ten-session mindfulness course for young people, adapted from the adult courses Mindfulness-based Stress Reduction and Mindfulness-based Cognitive Therapy. It has been evaluated positively by the University of Cambridge and Oxford Brookes, and can be used in a wide range of contexts and age ranges.

**.b** aims to give students mindfulness as a life-skill.

Students use it:

- to feel happier, calmer and more fulfilled
- to get on better with others
- to help them concentrate and learn better
- to help cope with stress and anxiety
- to perform better music and sport.



Dr Martina Boshell  
Specialist Inclusion Mentor & .b Mindfulness Teacher  
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## Teaching Pupils with Sensory Difficulties

Teaching children with autism sensory difficulties can provide specific challenges for classroom teachers. Kristina Symons breaks down some of the most common sensory barriers that these pupils can face.

<http://preview.tinyurl.com/gsd4xs2>

## Sensory Poster

Curriculum for Autism have produced a helpful poster of sensory strategies which aim to raise awareness of the action that may be taken to promote the success of pupils with autism. It is downloadable from the TES Resources website.

<http://preview.tinyurl.com/gvtfc4x>

## The Difference Between Sensory Processing Issues and ADHD

A useful table that identifies the similarities and difference in these two conditions written by Peg Rosen.

<http://preview.tinyurl.com/hjp8yta>

## LSAT 106 - SLCN – Developing Social Interaction Skills Through The Use of Functional Language

Friday 02<sup>nd</sup> December 2016

9.15am – 12noon

£90/£108

### Course Content

All children / students need opportunities to develop appropriate language for a range of audiences and in a range of contexts. Some pupils will need to be taught these skills as they do not acquire them incidentally. This may be related to a pervasive condition or social factors.

The course will concentrate on positive interaction and in particular the development of good pragmatic skills, often an area of challenge for those pupils with an Autism Condition.

### How to book

To book a place or request further information please email

[bethany.seymour@telford.gov.uk](mailto:bethany.seymour@telford.gov.uk) or [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)