

# SEND & INCLUSION NEWSLETTER

March 2017

## **Update from Inclusion Service Delivery Manager – Andy Cooke**

I am delighted to let you know that the new Strategy for SEND 2017-2020, “Belief is Everything”, is finally ready for publication and I include a copy of the document with this newsletter. As you know the strategy has been developed in consultation with parents, children and young people, early years settings, schools and Academies and colleges. Our partners in health and social care are aware of our ambitions and we will work together in partnership to deliver better outcomes for Telford and Wrekin’s children and young people with SEND.

Please do spend some time reading through the document and sharing it wider within your staff groups and forums. Further briefings, raising awareness of the strategic direction for SEND will be provided in various forums over the coming months.

## **An overview of the SEND Strategy 2017-2020, *Belief is Everything***

### **Our Vision**

We want children and young people, aged from 0 to 25, with SEND across Telford and Wrekin to make excellent progress; to achieve the best possible outcomes, to open doors for their own future and thus enable them to become active citizens within their community

### **Our Principles**

Collective responsibility

Early Support and Intervention

Co-production

Inclusion

Localisation

Personalisation

Partnership

Culture Change

### **Our Priorities**

**Priority 1** – To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.

**Priority 2** – To engage with children, young people and their families to promote early identification and support that meets need.

**Priority 3** – To develop smooth progression to adulthood for all young people with SEND.

**Priority 4** – To create robust governance structures and effective partnership across key agencies that ensure services meet the needs of children, young people and their families.

## **Proposed changes to the way in which EHCNA's are completed.**

The Local Authority, in collaboration with health colleagues, is proposing to make some changes to the way in which new education, health and care needs assessments (EHCNA) are carried out. Attached is the proposal document.

### **In brief:**

**Change 1:** We will ask a professional who is already working with a family to complete a one page profile rather than using a caseworker from Children and Family Service (a social care team).

**Change 2:** We will ensure an EHCNA includes contact with Children's Services where a family is not already known to Local Authority social care services.

**Change 3:** We will introduce a new health questionnaire as part of the request for an EHCNA.

**Change 4:** We will introduce a new 'co-production' meeting with parents/carers to discuss the contents of a draft EHC plan where one is issued.

**Change 5:** We will introduce the use of one EHC template.

**Change 6:** Where children have received a multi-disciplinary assessment at the Child Development Centre an EHCNA will be triggered where it is deemed appropriate.

**Change 7:** We will amend the EHCNA request form so that settings are better able to demonstrate how a child, young person meets the published criteria for assessment and how to evidence a high quality graduated response to meeting need.

**Change 8:** We will remove hours from EHC plans and replace them with banded level to indicate the available resource to support implementation of provision specified in part F of a plan

We would welcome feedback from parents, early years settings, schools, colleges health and care and LA education colleagues about these proposals Please use the form attached and return to [SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk) by 31st March 2017. We are planning to implement changes at the beginning of the summer term 2017.

### **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)



## **The SEND Team**

The SEND Team have been working really hard on all of the requests for assessment and writing (and finalising) Education, Health and Care Plans. We are delighted that our figures are now at 100% for issuing plans within the 20 week timescale.

Our next large project is the amendment of all the Plans for the Year 11s who will be transferring into Post 16 provision in September 2017. There are 125 cases altogether. We have begun the process by consulting with the Post 16 providers as to whether they can meet the needs of the young people. The SEND Officers have time booked out in their diaries in order to write amendment notices to parents and then to amend all of the plans. It will be a very busy few days and they will not be readily available for meetings with parents and schools during those days. All of the EHCPs for the Year 11s have to be finalised by 31st March 2017.

When Review meetings are being conducted can I remind SENCo's that the Local Authority must be provided with a copy of the paperwork 2 weeks prior to the meeting, with the completed paperwork being sent in 2 weeks after the meeting. Please be very clear whether the Statement/Plan needs to be maintained, amended, ceased or a re-assessment is being requested.

## **Transfer Review Process**

As part of the transfer review process it is important that parental views are captured, as well as the views of the child/young person.

Please remember Independent Support can support your parents to do this, taking the pressure away from SENCO's and school.

We are completely independent and free, and can make sure that parental views are captured ready for the new EHCP process.

If you have any families that would benefit from this support, please do not hesitate to get in touch on: 01952 457 176 or by email: [info@iass.org.uk](mailto:info@iass.org.uk)



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## STAR Toolkit

Childnet's STAR toolkit contains practical advice and teaching activities to help explore e-safety with young people with Autism Spectrum Disorders in KS3/4.

Developed in partnership with Leicester City Council's **Building Schools for the Future Programme**, the toolkit aims to support their learners to use the internet safely and positively.

Each of the four sections which make up the STAR programme, have been developed from information gathered by teaching practitioners who work directly within this sector and they key areas of concerns they imparted.

<http://www.childnet.com/resources/star-toolkit>

## Top techniques to develop children's speech and language

### A guide for Early Years practitioners

Useful downloadable wall chart produced by I Can that highlights the key factors in promoting language development. Valuable for early years and KS1 classrooms



<http://preview.tinyurl.com/jdobje3>

**Local Offer**  
for Special Educational Needs and Disability

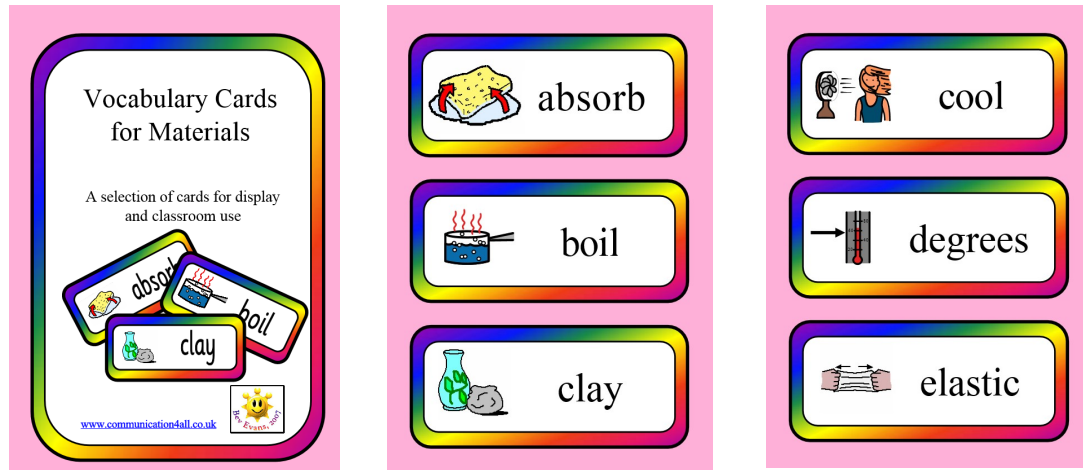
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**Science Vocabulary Cards**

A useful and free to download science vocabulary resource for KS2 from bebevans22 and available via the TES Resource website. Provides a selection of brightly coloured cards for display or classroom use. 3 cards per A4 sheet. Sassoon infant font throughout. A symbol accompanies each word to prompt recall. <http://preview.tinyurl.com/zonzv8t>

**Webcasts for SEN**

These webcasts and accompanying resources are on the Patoss website were produced through the Dyslexia SpLD Trust with funding from the DfE in collaboration with Patoss and Helen Arkell.

They include:

- Action planning and moving forward (24 minute webcast plus accompanying materials)
- Simple view of reading (22 minute webcast plus four accompanying publications)
- Understanding dyslexia and other literacy difficulties (24 minute webcast plus four accompanying documents)
- Dyslexia and the simple view of reading (14 minute webcast plus accompanying documents)

<http://preview.tinyurl.com/htam7wx>

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## Exploring Autism

### A communication conference

### Looking into theories and practical support for children and young people with Autistic Spectrum Condition

**Tuesday 21st March 2017**

**1pm – 4pm**

**Holiday Inn Telford**

#### Contact Details &

#### Booking Information

**Course Code – LSAT123**

**Course Cost – T&W  
Schools - £90, other £108**

To book a place on this course,  
please fill out the attached  
booking form and return to:

[cpdschoolprovment@telford.gov.uk](mailto:cpdschoolprovment@telford.gov.uk)

or telephone

01952 380861

#### Key Note Speaker 1:

**Belinda Sherlock – Senior Advisory  
Teacher** - Early Bird and Primary Support

**Georgina Roycroft – Senior Advisory  
Teacher (ASC)**

- Autism, condition or disorder?
- Supporting ASC in Secondary Schools

**Victoria Honeybourne – Senior Advisory  
Teacher (SLCN)**

- Flyer under the radar
- supporting girls on the autism spectrum in the mainstream school

#### **Coffee and Exhibits**

Information regarding the Exhibits will follow at a later date.

#### Key Note Speaker 2:

**Glenn Major – ICAN Communications  
Advisor**

- underpinning theory and practical advice about supporting ASC in the classroom

### Glenn Major – ICAN Communications Advisor

Glenn Major is a teacher with many years experience in both mainstream secondary schools, and special school settings. This includes a period at I CAN's Dawn House School supporting pupils across the age range with communication difficulties, including many with ASD

Glenn is currently part of I CAN's Communication Advisor secondary team. In this role he has designed and delivered programmes (e.g. Secondary Talk) to help schools support all pupils' language skills, and programmes (e.g. Talk about Talk) enabling older students with SEN to make a successful transition to the workplace.

In his presentation, Glenn will provide an update on the underlying neurology associated with ASD, alongside implications of this for practical support in classrooms.

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### 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.

