

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

February 2019

Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

Welcome back from half term! I hope you all had a great break. So back to it....

As always we had a bumper turnout at the school SENCo network meeting on the 6th February. The feedback provided suggests you really value the updates but also appreciated the time to network with your peers. We discussed many new emerging developments locally regarding SEND, including the reintroduction of a SEND contingency fund to support schools with uneven distribution of need, the development of resource base provision in mainstream schools, increased funding available via the Inclusive School Forum, provision of free training and reestablishing outreach provision from Special Schools. These developments are achievable, in part, due to the additional funding that was announced by the DfE for high needs before Christmas, but also because of the agreement of School Forum who agreed to continue the 0.5% top slice from school block into the high need block in 19/20. We believe we have some real 'tools' now to support our approach; to provide mainstream schools with the capacity, knowledge and resilience to meet increasing complexity of need. We will keep you up to date regarding implementing these new approaches in upcoming SEND newsletters. For those unable to make the SENCo network meeting the presentation is attached to this newsletter.

A further development we considered was the *SEND provision matrix* whereby we collectively set an expectation about the SEN offer within our schools. Enclosed in this newsletter is further information and a feedback form as we are seeking your views to develop this further. Please do contribute as we are hoping to finalise this by the summer term and publish on the local offer.

For those who were unable to make the first session on the SEND self-evaluation review guide in January, a further session has been planned for the 28th February. Details are enclosed later in the newsletter. This was well received by participants and people found it helpful to hear about the WHOLE SCHOOL SEND approach from Nicola Davis. For those coming, see you there.

Thanks to Crudgington, Moorfield, St Peter's, Coalbrookdale and Ironbridge Primary Schools for hosting my visits during January and February. As always a pleasure!

Simon

National Updates

Pre-Christmas there was a flurry of activity from the DfE with regard to SEND. Along with the announcement of additional funds for high needs for 18/19 and 19/20 a range of other measures were announced by the Secretary of State. Those of most relevance to settings include:

- reviewing current SEND content in Initial Teacher Training provision (ITT) and building on our existing SEND specialist qualifications to develop a continuum of learning from ITT, through teachers' early careers and into specialist and leadership roles in support of the upcoming Teacher Recruitment and Retention Strategy,
- holding, in early 2019, an evidence-gathering exercise on the financial incentives in the current arrangements, in particular on the operation and use of mainstream schools' notional SEN budget, which pays for the costs of special educational provision up to £6,000.
- funding the training of increased numbers of Educational Psychologists to reflect increased demand.

Other measures included:

- the establishment and detail of the SEND System Leadership Board, which will work to improve joint working and commissioning in local areas; and establishing regular joint Ministerial roundtables with the Department for Health and Social Care to give providers, users and voluntary sector organisations further opportunities to input their views and insight across the SEND system;
- commissioning SEN Futures, a long-term research package assessing the value for money of SEN provision in England and analysing the impact of current provision on children and young people's outcomes.

Reference was also made to the rising demand for EHC plans for those over 19, and the need for education, health and social care services to agree a shared vision of what good life outcomes look like for an individual, and when it is right to cease an EHC plan. The DfE have commissioned work with 20 LAs to develop and model effective practice on this and share their findings.

Telford and Wrekin are pleased with all measures announced and are pleased to see recognition that the current funding system may not act to incentivise schools to support SEND.

The Secretary of State's letter to local authorities, detailing these announcements, can be found [here](#).

National Updates

In December the DfE also announced a review of its autism strategy to cover children and young people, as well as adults. The review will inform the new joint adults and children autism strategy to be published in autumn 2019.

The review is looking at:

- joining up health, care and education services to address autistic children's needs holistically,
- developing diagnostic services to diagnose autism earlier, in line with clinical guidance,
- improving the transition between children and adult services so that no young people miss out and ending inappropriate reliance on inpatient hospital care,
- improving understanding of autism and all its profiles.

You can find further details here: <https://www.gov.uk/government/news/government-review-to-improve-the-lives-of-autistic-children>.

The Government also responded to the report by the All Party Parliamentary Group on Autism and the National Autistic Society - **Autism and Education in England 2017**. The Government response is attached.

Telford and Wrekin are pleased to see that the Autism Education Trust is highlighted as best practice. If you haven't booked your AET Tier 1 training yet please do speak with your EP or LSAT.



SEND Provision Matrix

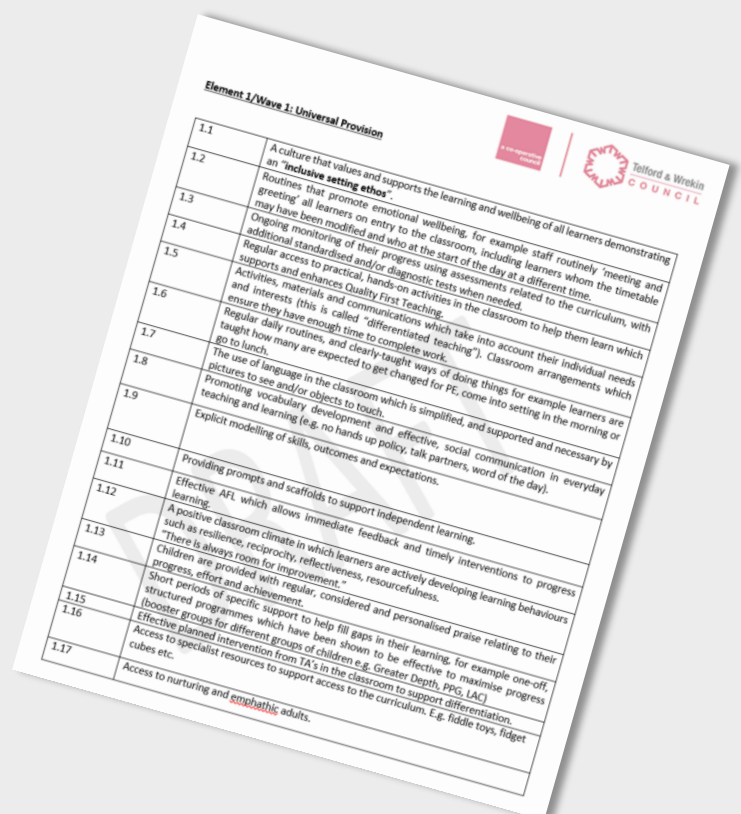
As Simon mentioned previously a working group of schools and LA professionals have met to develop a SEND provision matrix. The purpose of this document is to set a clear consistent expectation of the SEND offer within settings. Once finalised it will be published on the local offer for parents, children and young people to see. It is aimed at mainstream schools initially and we will develop EY and post 16 frameworks in due course. Best practice from across the region has been used and adapted to the Telford context.

The matrix will describe the expected offer in three elements:

- *Universal*—describing the support that is available to all learners
- *Targeted*—describing the additional support offer (for those likely to be at SEN support)
- *High Needs*—describing the extra provision that the minority of learners will require to achieve (i.e. those with Additional Inclusion Funding via the ISF or with an EHC plan)

Our ambition is for the matrix to become an integral part of the graduated approach and support schools to deliver a high quality graduated response to meeting need. We want parents to express more confidence with provision at SEND support and ultimately support learners with SEND fulfil their potential.

The draft framework is attached to this newsletter. Please do take some time to read through the document and provide any feedback using the form provided (also attached). Please send your responses back to SENDandInclusion@telford.gov.uk by the 12th April 2019.



Element 1/Wave 1: Universal Provision	
1.1	A culture that values and supports the learning and wellbeing of all learners demonstrating an 'inclusive setting ethos' .
1.2	Routines that promote emotional wellbeing, for example staff routinely 'meeting and greeting' all learners on entry to the classroom, including learners whom the timetable may have been modified and who at the start of the day at a different time.
1.3	Ongoing monitoring of their progress using assessments related to the curriculum, with additional standardised and/or diagnostic tests when needed.
1.4	Regular access to practical, hands-on activities in the classroom to help them learn which supports and enhances Quality First Teaching.
1.5	Activities, materials and communications which take into account their individual needs and interests (this is called 'differentiated teaching'). Classroom arrangements which ensure they have enough time to complete work.
1.6	Regular daily routines, and clearly taught ways of doing things for example learners are taught how many are expected to get changed for PE, come into setting in the morning or go to lunch.
1.7	The use of language in the classroom which is simplified, and supported and necessary by pictures to see and/or objects to touch.
1.8	Promoting vocabulary development and effective, social communication in everyday teaching and learning (e.g. no hands up policy, talk partners, word of the day).
1.9	Explicit modelling of skills, outcomes and expectations.
1.10	Providing prompts and scaffolds to support independent learning.
1.11	Effective AFL which allows immediate feedback and timely interventions to progress.
1.12	A positive classroom climate in which learners are actively developing learning behaviours such as resilience, reciprocity, reflectiveness, resourcefulness.
1.13	Children are provided with regular, considered and personalised praise relating to their progress, effort and achievement.
1.14	Short periods of specific support to help fill gaps in their learning, for example one-off booster programmes which have been shown to be effective to maximise progress.
1.15	Effective planned intervention from TA's in the classroom to support differentiation.
1.16	Access to specialist resources to support access to the curriculum. E.g. fiddle toys, fidget cubes etc.
1.17	Access to nurturing and empathetic adults.

Update about the High Needs Review and Strategic Plan for SEND

Feedback from best practice visit to Warwickshire

In January a working group made up of Telford and Wrekin Head Teachers, SENCo's and LA reps visited resource bases in two mainstream schools in Warwickshire to see how they operate. We were able to see two distinct models. The first, a 'partnership model' involved close collaboration between a mainstream and special school. Under this model children were on roll at a special school but fully included in the mainstream setting, alongside mainstream peers and wearing the mainstream school uniform. A 'partnership teacher' from the special school led oversight of teaching the pupils and supported mainstream class teachers to appropriately differentiate the curriculum. The second model was 'mainstream owned' whereby children were on roll at the mainstream site, had access to specialist teaching within their own class base and opportunity for inclusion with mainstream peers as appropriate. For the working group there were some clear advantages to the partnership model, in that there was opportunity to transfer skill and expertise from special school provision into the mainstream sector.

The visit helped to consolidate our thinking and some clear principles for developing resource base provision emerged as a result:

- The provision is wanted by parents.
- 'It is the right thing to do for children.'
- Schools must not lose out financially but equally this is not about financial gain.
- Outcomes are positive—progress good.
- Access needs to be centrally managed with clear entry and exit criteria.
- Provision needs to be all age. There can't be a cliff edge.
- Agreement with commissioners (i.e. LA) must be clear.

And so for Telford....

We are seeking to pilot resource bases in mainstream school, using a partnership model, whereby children will be taught for some of the day in a base, by the special school partnership teacher, and inclusion alongside mainstream peers will be maximised. We are working towards implementation of two resource base provisions by September, initially primary focused and we will update you about these developments in the coming months.

How to get the best from your Learning Support Advisory Teacher visits

We have a very experienced and skilled team working with schools across Telford and Wrekin and beyond. So I thought I would share some advice on how you can get the best from these sessions, and reach out to as many children, families and teachers as possible.

Communication

Ensure there are regular meetings between the SENCo and LSAT to review the next steps in support. An initial meeting may be longer as this is an opportunity to plan how best they can support you in school. It is vital to discuss each child with your LSAT to identify the best way forward. A planning meeting could save time further down the line, by identifying groups of children for different types of support, this could avoid carrying out lengthy full assessments of children who could be supported in other ways.

SENCo Support

If you are a new SENCo, or even an experienced one, and would like some 1:1 support on how best to improve your role within the school, your LSAT can help you with this. They may be able to identify more efficient working practices, or support you in a specific area of your role.

Training

There are a variety of different areas within SEND and Inclusion that your LSAT can help train your staff in, or they could identify a colleague with a specialism that is most pertinent to your school. Why not put one of the staff meetings or training days aside for your LSAT to come in and boost the skills of the entire teaching and learning team? At the moment we have AET training that is ongoing but we are able to deliver on all aspects of our role, and tailor make it to the needs of your school.

Specific teacher support and coaching

Some teachers may have a group of children that need extra support. Your LSAT can work with them on developing their classroom practice, including advice on the learning environment, resources, or teaching techniques. They can take on a coaching and mentoring role using observation, tracking and moderation to improve practice and confidence.

Whole school improvement

Why not take a walk around the school with your LSAT and gain a new perspective on SEND and Inclusion? This way, you can gain valuable advice on improving the environment for children with extra needs, as well as being able to drop in and observe several identified children in class. Drop ins are useful for identifying children who may not be accessing the lessons as well as you think, or they could be used to look at specific children within the classroom and identify immediate strategies that could support them.

Continued...

How to get the best from your Learning Support Advisory Teacher visits

Support and Intervention groups

Very often, schools will have a group of children with similar needs. These children could benefit from small group sessions that form part of the graduated approach. We can help set up these groups. Or even transform some dead space in the school into an accessible, safe space for children who need it. We could help establish visual communication methods for these children, or train support staff in delivery of key targets.

Working with parents

We can help with advice on how you work with parents, or support you in delivering difficult messages where necessary, as long as these are planned within the session allocation. Parental involvement is key to the success of support for children with Special Educational Needs, and we are committed to supporting you on building these relationships.

Transition

Do you need support in helping children through key transition points? For example, in their movement from Nursery to Reception, or Key Stage 1 to Key Stage 2? Can we help settle children who have just moved into Key Stage 3 and are finding the transition particularly difficult? We are here to talk through ideas and help set up ways to improve transition across all phases and are currently setting up a working group to specifically address this.

Tests and Screening

Not all children require further tests and screening, when simple steps can identify ways of helping them in the classroom. However, if required, your LSAT can also carry out further tests to identify specific areas of needs and more targeted interventions and advice if needed. This can be done with a full assessment for more complex cases, or screening sessions can be set up to enable us to work with more than one child in a session.

Evidence gathering

LSATs can help gather evidence for a variety of different reasons. Many schools already have our support in gathering evidence for extra time in end of key stage assessments. However, we can also help in gathering evidence for other purposes. Whether it be to analyse your current situation with regards Special Educational Needs children, or evidence needed to show progress and achievement for Ofsted.

If you would like more information of New Ways of Working with your LSAT, please email me at Deborah.Carpenter1@telford.gov.uk, or speak to your current Learning Support Advisory Teacher directly.

NB: It is important that you use all your sessions before the end of the financial year, sessions for 2018/2019 should be complete by the end of March 2019.

Contact your LSAT to discuss this if there are any difficulties.

SEND Parent/Carer Newsletter

We have been working with our parent / carer forum POD's and the Independent, Advice and Support Service (IASS) to create a termly SEND newsletter for our parents / carers of children and young people with SEND. The newsletter provides information and messages, similar to those in our monthly newsletter for professionals and schools, in a parent friendly way. The third edition is included alongside this newsletter.

Please feel free to share the newsletter with parents and carers or direct them to the Local Offer: www.telfordsend.org.uk where it is also available.



Education, Health and Care Plan Review Listings

An updated listing detailing those reviews which we think may be overdue along with those that will be due during the forthcoming academic year was forwarded to you week commencing 21st January 2019.

Please may we request that you carefully check through your listing and let us know where there may be inaccuracies or indeed if you have any queries regarding this listing by emailing the SENDandinclusion@telford.gov.uk inbox and using the following title in your email **[SCHOOL NAME] ANNUAL REVIEW DATA SHEET FEEDBACK**

Many thanks for your continued co-operation.

Inclusive School Forum (ISF) - An overview of 2018

As we look forward to 2019, we thought it might be useful to provide a brief overview of the types of requests received by the Inclusive School Forum (ISF) in 2018.

Over the course of 2018 we received 11 requests for advice and 21 requests for additional inclusion funding, with 16 of the additional funding requests being approved.

Some examples of requests for advice included:

- How to access support from Anne Flynn, the medical needs TA
- Transition from nursery to school for pupils with complex needs
- How to access IT applications such as Nessie / Clicker 7
- Visiting other schools to support behaviour management techniques
- Advice around English as an additional language

Examples of requests for additional inclusion funding included:

- To support transition to different phases
- Personalising the curriculum to settle and support children and young people
- Supporting reintegration to school or class

Next Steps:

To review the impact of ISF over the last 12 months.

Key Reminders and Key Dates

Key reminders

Inclusive School Forum (ISF) Spring Term Dates:

Date of Forum	Time	Venue	Papers due in
Tue 5th March '19	9am-1pm	Telford Park School	Mon 25th February '19
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](#)

Key Reminders and Key Dates continued...

Key dates

Early Years SENCO Network Meetings

14th March 2019	Venues TBC	Please book via: talkingtraining@telford.gov.uk using the booking form attached
13th June 2019		
6.30 - 8.30pm		

School SENCO Network Meetings

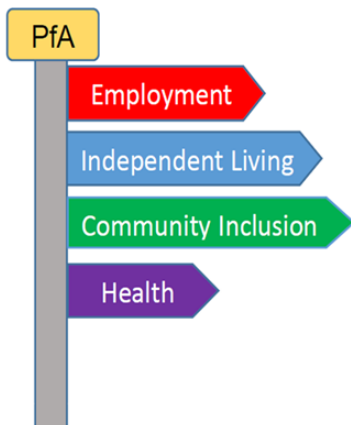
15th May 2019	Venues TBC	CPD Code: LSAT 227
4:00 - 5:30pm		Please book via: cpdschoolimprovement@telford.gov.uk using the booking form attached



SEND Review Guide:



An additional date of **28 February at 4 - 5.30pm** has been added for those of you who were unable to attend the 1st session. Please book via (course code **CPD 618**)
cpdschoolimprovement@telford.gov.uk



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.

Top tips for working with parents

1. Ensure parents are kept within the loop at all times, they will be pleased that you are trying your best to support their child.
2. Be clear about what you want or what you want to achieve – ensure you have meaningful conversations and talk about shared goals and aspirations.
3. Start with the end outcome of what you want to achieve and then look at the steps to success. The best person to give you the information about this is the child, and parents will appreciate you involving their child and listening to them.
4. Get a sense of what other people need to ACHIEVE and help them achieve it. Shared aspirations and goals are essential. There is little point in working together if we are not all heading in the same direction. That said there are often a number of different priorities for families, communities and the various organisations, which need to be discussed and respected.
5. Be open and honest and build a relationship of trust. If we are going to work together, we need to learn to trust each other.
6. Don't be afraid to say you don't know the answer, just be clear that you will do your best to find it! It is okay not to know all of the answers and it is equally okay to ask for help.
7. Allow parents to air their views, possibly before you air yours. Sometimes they need to get things off their chest before they are able to take in the information you are giving them.
8. Avoid jargon and technical terminology. If you have to use it, explain it.
9. Provide a contact number or email where they can ask further questions with ease. They may need time and space to think of these outside of any meetings.
10. Don't be afraid to try new things and if they are tough...KEEP GOING!

Upcoming SEND Training Courses

<u>Course Code</u>	<u>Course Title</u>	<u>Date</u>	<u>Time</u>
CPD618	SEND Self Review Guide	Thursday 28th February	4pm—5pm
LSAT212	SEND Governor Training	Wednesday 20th March	4pm—6pm
LSAT304	Schools Duties under the Equality Act 2010 and how to write an effective Accessibility Plan	Wednesday 10th April	9.15am—12 noon
EPS003	Implementing Precision Teaching	3rd and 10th May	1.15pm - 4pm

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

SEND 0-25



SEND Governor Training

This course provides:

- An understanding of the national picture and why SEND and inclusion is so important in schools.
- A review of governor responsibilities and how to challenge schools on their approach / budget and inclusion.
- Information about statutory requirements including a school's duties under the Equality Act, accessibility planning and the need for an SEN information report and link back to the Local Offer website.
- Signposting to resources and support that already exists that can be used to enhance a school's SEN offer.
- Guidance about what questions you can ask your SENCo to get a better understanding of your schools approach.
- An outline of the formal EHC consultation process and how to respond in line with the SEND Code of Practice.

Wednesday 20th March

4pm to 6pm

Venue TBC

To Book: CPD Code—LSAT 212

Contact school governance on 01952 380808 or email:

cpdschoolimprovement@telford.gov.uk

SEND 0-25



SEND Review Guide: A self evaluation tool for schools.

The local authority and Severn Teaching School Alliance have been working 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. This training session will train schools in the use of the WHOLE SCHOOL SEND tool which is national guidance on how to undertake SEND self review. As you may know Nicola Davis, from the Bridge School/STSA, 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 (mainstream and special, primary and secondary).



Feedback from participants who attended previous courses:

'This looks like an excellent tool to reflect on our SEND provision'.

'This will help me to refresh my SEND policy'.

'The visit from a SEND specialist sounds very supportive'.

Schools are invited to attend a FREE training session led by Simon Wellman, SDM SEND 0-25, and Nicola Davis about how to use the SEND REVIEW GUIDE and to learn about our approach to implementation that will include a free visit from a SEND specialist to all schools.

Thursday 28th February 2019 4-5pm

To book a place on this course please use the code CPD 618 and send your completed booking form to cpdschoolimprovement@telford.gov.uk. Venue will be confirmed.

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

February 2019

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: 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



Learning Support Advisory Team



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



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.

