

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

July 2019

Update from SEND Service Delivery Manager – Simon Wellman

Dear all,

And so the end of term is here! Hooray!! Many thanks to you all for your commitment and dedication to our children and young people with SEND. Rightly we have much to be proud of in Telford and Wrekin and to celebrate we have included some success stories in this newsletter, written from members within SEND teams, that focus on the achievements of children and young people with SEND. Well done to all of them! It is always important too that we remember what difference you are making as a result of the fantastic provision in early years settings, schools and colleges. A heartfelt thank you from all of us in the local authority.

Over the last 2 months plans for the specialist hubs have been progressing. The provision at Hollinswood and Old Park schools, in partnership with Haughton, will be ready before Autumn half term and the families of our first cohort of children are very excited, which is great to see. Further work to develop hubs into wider age groups are being considered and I will update you about those plans next year!

Last week we also began a 'well overdue' conversation with early years settings focusing on building their capacity, knowledge and resilience to meet increasing complexity of need. We are lucky because we were selected to work with NASEN on this activity. A number of colleagues from across education, health and care teams were joined by parents and early years settings to map our current 'as is' position and then consider next steps. Much discussion focused on developing greater links between health visitors and early years settings and how information and learning can be better shared between the 'MDA' process at Stepping Stones and the wider early years community. We are drafting an Early Years SEND action plan as a result and we will ask for your views so that you can help shape future developments.

Another area of work in need of significant focus we know, is support for mental health needs. As you may be aware there has been a recent focus group, including representation from schools, the LA, BEE U service and Telford CCG to work on our local system for supporting mental health needs in children and young people. More communication will come out about this next term. Clearly our vision must be on creating a whole system approach whereby the existing good practice is shared and more focus is put into early support. To start this work at school level Rachel Cook, in collaboration with other schools, has organised a network meeting for front line practitioners working with children with emotional health needs. A flyer is included in this newsletter. The first meeting takes place on 3rd October 2019. We also had some recent good news because our local area bid for a mental health in school team was successful and the CCG has been awarded funding to now develop this. Whilst we know not all schools will directly benefit from this new team (as it was necessary to select schools based on specific

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demographics) we want to share all learning across the borough! More updates about this new team will be provided in due course.

Finally, to round off the term, Tammy Lockley, HT at Aqueduct Primary, and myself presented at the NASEN live conference last Friday at the Vox Centre (NEC) about the Inclusive School Forum. This has been picked up as good practice and other local areas were keen to hear about our work. Our strength was identified through the forum's peer to peer support model and focus on early intervention. I will share the presentation early next term and some key messages I took away from the conference day.

Just a quick note about what is coming. You will find a 'hold the date' invite for our local SEND conference on the 7th November included in the newsletter. We have a number of keynote speakers already confirmed (and all are highly rated!!). It looks to be a bumper day and I look forward to you all being there.

At the end of this term we will be saying goodbye to some colleagues in the SEND teams. Gina Barre (SIS), Louise Carr (EPS) and Dan Lavell (LSAT) will all be leaving and we wish them the very best for the future. More on this is provided later in the newsletter.

For now please do have that well earned rest—and can I use this opportunity to thank in particular my SENCo colleagues—good job well done during 2019!

Best wishes

Simon

Accessibility Strategy: delay in consultation

Apologies there will be a slight delay in publishing the consultation on our updated Accessibility strategy (as promised during June's newsletter). This will now be issued in the new term.

SEND Parent/Carer Newsletter

Please click the image > to download the summer term edition of the parent newsletter for SEND. Please do distribute this to your parent/carers community to keep them abreast of our developments.





Save the Date: Thursday 7 November 2019 SEND Conference

We are excited to announce a SEND conference in Telford on Thursday 7 November all day.

Join us to hear two keynote speakers, find out about the year ahead for Telford & Wrekin & join in the interactive workshops.

It will be an opportunity to network with colleagues, share good practice and to view good news stories throughout the day.

Keynote Speaker: Natalie Packer

Natalie is an educational consultant who specialises in training, support and advice on SEN and School improvement.

Theme: How to be the perfect SENCO!

Keynote Speaker: Dean Beadle

Dean is a unique speaker who gives thought provoking accounts based on his own experiences living with Autism.

Theme: Autism, Social and Emotional needs. Looking at how to meet the needs of autistic students

Workshop One:

Preparing for Adulthood

Skills Builder Partnership
Developing young peoples skills to prepare for all aspects of their future lives.

Workshop Two:

Bullying & SEND

Anti-bullying Alliance
A whole school approach to reducing bullying of disabled children and those with SEN

Workshop Three:

Engaging with Young People

More information coming soon...

More information about how to book and the venue will be released in the next Newsletter.

The conference will be of interest to SENCO's, Head Teachers and Lead Governors.

We look forward to seeing you there!



Inclusive School Forum (ISF)

As a follow up to the information provided in June's newsletter about ISF, we thought it might be helpful to provide further information around our collective aims for ISF as well as some examples of feedback on pupils outcomes and the schools experience of ISF.

Our collective aims

- ✓ Staff in schools will be more able to meet the needs of children and young people with
- ✓ Schools will increase their confidence so that children and young people with SEND are included and can achieve to their highest potential.
- ✓ There will be increased participation and achievement for children and young people with SEND.
- ✓ Schools will build their own expertise through wider workforce development leading to better outcomes for all.

We need high quality SEN support across all schools.

We want children with SEND in our mainstream schools.

We need to share good practice and learn from each other.

We want to know what other services are out there and how to access them.



Telford & Wrekin Schools

We need a less bureaucratic way of accessing additional resource so we can intervene and make a difference early and quickly.

Pupil outcomes from ISF

Pupil voice
evidences that he
is much happier
at school.

The pupil is now
fully accessing
our curriculum.

He plays
alongside
his peers
now.



Additional support has
meant that routines and
structure is consistent
and he copes with any
changes presented to
him.


The bespoke support
we have been able to
provide has enabled
him to build positive
relationships with his
peers.

She has made
accelerated
progress in
some areas.

ISF... What schools said

Everyone had lots
of ideas that I
wouldn't have
thought of

Professional panel
with a wide range
of experience



*What schools said about
Inclusive School Forum*

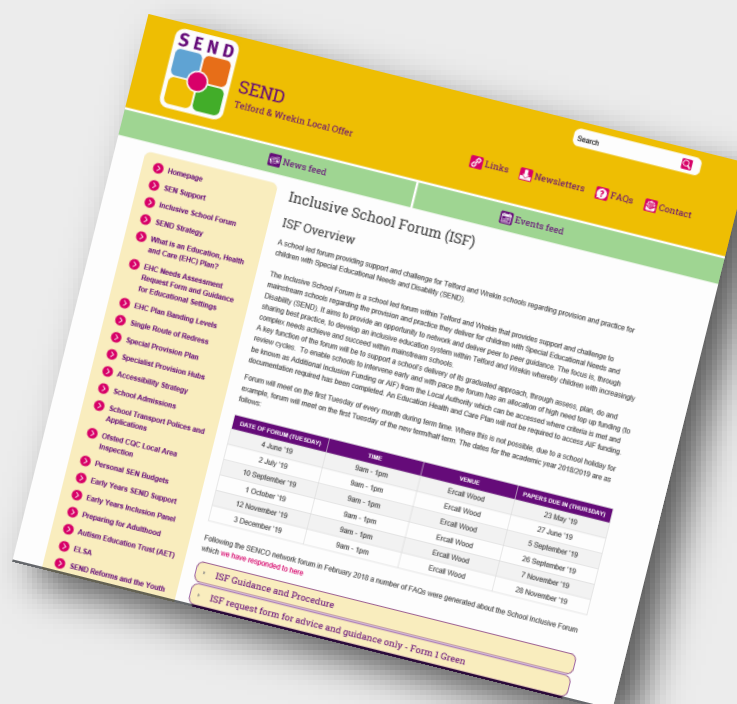
It was great to
see a range of
roles represented
on the panel

It was useful to hear
the experience and
plans of others
which could
potentially inform
my own practice

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

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



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 continued support.

LSAT Evaluation

Hopefully, all Special Educational Needs Coordinators will have now received an Evaluation form to complete. As a team, we are keen to improve our service and all feedback is welcome. The forms can either be completed with your LSAT or sent to SENDandInclusion@telford.gov.uk

The evaluations will be used by the team leader to inform future practice. Any concerns raised, or private names and confidential school information will not be shared without additional consent.

We are hoping to use the numerical feedback to show progress over time, so the evaluation form will be sent out at the same time next year in order to compare results.

If you have not yet received the evaluation form, [here is a link to the word document:](#)

Thank you for your assistance in this, we are very excited to be working closely with schools in developing our service.



As we approach the end of the academic year we thought it would be a wonderful opportunity to celebrate and reflect upon the impact of SEND services on our children and young people. To this end we have included a number of case studies from SIS/Portage/LSAT and EPS which can be seen over the following pages.

Additional success stories can be found in our Parent/Carer Newsletter.

Success Stories

Educational Psychology Success Story: ELSA

Many schools across Telford and Wrekin now have an ELSA (Emotional Literacy Support Assistant), some have more than one! ELSAs work directly with individuals or groups of students to support their social, emotional and mental health needs. ELSA is a national programme, originally developed in Hampshire by Sheila Burton; it is well researched and evidence-based. Telford and Wrekin Educational Psychology Service is a member of the national ELSA network and provide ELSA training and supervision. Once trained ELSAs are able to plan and deliver support programmes for pupils in their schools. ELSAs receive ongoing regular supervision and support from the Educational Psychology Service and will be able to attend the forthcoming ELSA conference.

Below is one example of the impact ELSA has made for a young person:

This case study relates to a 5 year old girl currently in year 1 was showing signs of selective mutism. We will call her Sarah. After a long period of absence, Sarah struggled academically and found it hard to complete work independently. She rarely communicated verbally and will not talk to her peers during group work, often not participating in group work at all. She struggled to build friendships as

Continued overleaf >

Success Stories

Through ELSA ice breaker games, Sarah and I (the ELSA) began to build a relationship. Creating opportunities to have 1 to 1 conversations between the 2 of us was difficult for her because she found it awkward with the attention focused on her alone. After a while I asked if she would like to bring a friend along. Sarah was very keen and chose a girl from her class.

From then on, our sessions were more successful as she grew in confidence, verbalising more and more. Sarah began with a singular word, building up to small phrases and then actually offering information and instigating a conversation for a response in return.

Apart from a variety of 'quick makes' and activities, we worked through the ELSA 5 Day Self Esteem Challenge which opened up many chances to talk, especially as we could include Sarah's friend and make it a 3-way conversation. Sarah began to show her sense of humour and even a little bit of cheekiness!

Confident she had the ability to communicate better with her peers, we transferred the final sessions back into class, supporting small group work during maths, encouraging her to contribute to the task and verbalise.

Sarah has completed some work independently now although this still requires regular and targeted encouragement from her teacher.

She has made a few more friends and will approach me on the playground to say hello or give a big wave and a smile when passing in school.

Sarah will be transitioning to her new class, teacher, T.A.'s and classmates in September but I plan to show her that I am still about as a familiar adult.

The next ELSA training course is planned soon

Contact the Educational Psychology Service at SENDandinclusion@telford.gov.uk to register your interest

Case Study supplied by Soo Bowdler, ELSA

Success Story from the Learning Support Advisory Teachers (LSATs)

A key stage two child from Woodlands primary school received a screening and further tests for specific learning difficulties during last year. Since then the information gathered has been used to develop relationships with his parents, and to gain their support in working with the child at home. The information and discussions also led to an agreed decision for the child to access specialist SEND provision within the school for literacy and numeracy. A private tutor began working with the child, using the LSAT information to plan weekly support. However, the tutor was only needed for one term due to the progress seen within school. After receiving two terms of Fresh Start KS2 phonics and accessing a year 2-3 curriculum for maths, he had made so much progress that he is now working alongside his regular class for lessons. He is more confident and independent after achieving accelerated progress in both subjects. His learning behaviour has also seen an improvement and strategies are firmly in place

Success Stories

Emily and Oliver Hulland : Sensory Inclusion Service success story

Emily and Oli are a brother and sister who moved into the county as pre-schoolers. They attended Newport Infant and Junior Schools and then progressed to Adams and Newport Girls. Emily is now undertaking her A Levels at Haberdashers Adams alongside her brother. They both have had hearing loss since birth.

Despite the challenges they have faced as bilateral hearing aid wearers, they have thrown themselves into their academic studies with outstanding GCSE results (an almost clean sweep of A*s) and are heading for outstanding A level results. Emily has faced great challenge with A Level French oral and listening tasks but her determination resulted in an A grade in internal exams. Oli has secured an unconditional offer to Lancaster University but, if previous results are anything to go by, he will easily meet any set entry requirements.

Both siblings have followed their interests undeterred by hearing loss. Emily has been awarded sports colours and is now the school netball captain whilst also balancing this role and her studies to play in a local U19 Elite squad. Her school team won the regional championships and went through to the nationals. She is a house prefect, a maths mentor and is currently learning to drive (hot on the heels of her brother who passed his test first time!)

Oli has also been awarded Colours both for his contribution within CCF Cadets and for contributions within the school community. In his role as Cadet Warrant Officer, he led the school team in the RAF CCF Air Squadron Trophy Competition - they came 4th nationally - the highest position achieved by the school team. He was nominated for the Sir John Thompson Memorial Awards (CCF RAF award for the top cadet in the country) and finished in the top 10 cadets nominated. He has completed the Air Cadet Leadership Course and as part of this gained the ILM Level 2 Award in Leadership and Management.

Everyone who knows them is proud of these achievements but the greatest pride lies in the sheer determination it took to throw off self-consciousness, self-doubt and reserve and to undertake these challenges. It did not always come easily but it is testimony to the belief of their family that nothing is beyond their reach and that hearing loss is an obstacle, not an insurmountable barrier! Huge congratulations to both and best wishes for a very bright future!

Success Stories

Portage - A Child's Success Story

T is little boy with nemaline myopathy. T has very little muscle tone and is dependent on his parents for all of his needs.

In July 2018 I started working with T and his parents, they had researched his condition and were very knowledgeable, proactive with his care, learning and development. Parents were confident T would be able to communicate and were very positive about his understanding. It didn't take long before I could see this too.

Although T cannot move his mouth or tongue to form sounds, he has learnt to make sounds to communicate his emotions. T cannot support his own body weight and therefore relies heavy on mum's support. This includes supporting his arms so as he can have some free movement of his hands and fingers.

We have worked as a team to find ways of accessing what T can understand and have looked at ways of helping him to communicate his wants and needs. We have done this by using objects of reference, which he grasped really quickly and then we were able to move onto photo and symbol visuals. We played listening games and introduced eye pointing activities and modelled and encouraged him to use sounds as responses.

He responded extremely well to the interventions and within a few weeks we introduced T to a big mac button to help support his communication. This device opened up a whole new world for T and he loved it! But soon he wanted to say more. By the following week we were introducing a second big mac button. Then he was able to make choices. But again, this was not enough.

T was so keen to communicate, alongside his parent's enthusiasm to push him forwards, T was given a step by step/switch button. T is now confidently using auditory scanning techniques to communicate and able to make requests and choices with little to no adult prompt or support.

Due to T's motivation to communicate we have unlocked a hidden level of his understanding. T has now trialled a high tech eye gaze and is the youngest person to have done this. It worked really well for him and parents are now in the process of fundraising so as they can buy one for him.



Staffing changes within the SEND Team

Gina Barre - SIS

At the end of this term we will sadly be saying goodbye to Gina as she moves on to pastures new. Gina joined the Sensory Inclusion Service in January 2000 as a Qualified Teacher for the Visually Impaired following a career in primary education. She has been an immeasurable asset to the team because she has expertise in so many areas. She has worked

with babies and their families, toddlers in pre-school settings and children and young people in primary through to FE mainstream education, providing advice and support to meet visual needs and promote positive outcomes. She has supported staff and pupils at The Bridge School for many years, carrying out functional vision assessments and planning visual stimulation programmes. Gina has always looked at visual impairment in the context of the whole child and her multi-disciplinary approach has been highly valued by everyone.



Marianne Everett: SEND Project Lead

My name is Marianne and I have recently started as the new Project Lead in the SEND Team. I have had a busy start to the role supporting the NASEN Early Years Review project that we have ongoing at the moment. Along with starting to arrange a SEND Conference for November with some exciting speakers and workshops – make sure you take a look at the save the date flyer to see more information. There are so many great projects that I am looking forward to working on and I look forward to meeting you all at the SENCO Network Meetings.



Staffing changes within the SEND Team

Louise Carr - Educational Psychologist

Louise Carr, educational psychologist is leaving to take up a new position after 10 years working in Telford and Wrekin. Louise joined the Educational Psychology Service (EPS) in September 2009 as a trainee EP and then took up a position as a qualified EP in 2011. At that time the EPS served both Shropshire and Telford and Wrekin so Louise has seen many changes during her time here. She has a special interest in autism and has played a leading role in developing strategy and practice in this and other areas. She is a skilled professional and has also worked closely with multi-agency colleagues in the CDC and with many schools across Telford and Wrekin. Louise will be greatly missed and I am sure you will join us in wishing her all the very best for the future.



Daniel Lavell - Learning Support Advisory Teacher

We are saying goodbye to Daniel Lavell, learning support advisory teacher. He joined the LSAT team in April 2018 having previously worked for Sandwell Council. During his time in Telford Daniel has made a strong contribution to the schools, children and families with whom he has worked. Please join LSAT colleagues in sending very best wishes to Daniel as he moves on to pastures new.





EY SEND Partnership - A Whole Setting Approach to SEND

Telford & Wrekin SEND have been successfully accepted to work alongside NASEN to improve and develop a whole setting approach to SEND with early years settings. During the first week in July a workshop style event that included early year's settings, professionals and support services all contributed to an Action Learning Session and developed an Action Plan to follow looking at the following outcomes:

- Raise awareness of the partnerships that we develop for Early Years.
- Raise awareness and understanding of SEND in the Early Years.
- Explore how Early Years settings can provide a whole setting approach to SEND.
- Look at how Early Years settings can approach SEN and Disability collaboratively.
- Development of a local Action Plan.
- Improve inclusive practice within settings to improve access and outcome for children with SEND.



This event will be followed up by Early Years Reviewer training for Settings in October, so that settings are equipped with the tools and skills to conduct Early Years SEND review, leading to improvements in practice and outcomes for children with SEND. We know that settings have already signed up for this and currently the training is fully booked. We are trying to find out if more places will be made available and will let you know if this happens. This project will continue to improve services for Early Years, so keep a lookout for more information and the completed Action Plan over the next few months.

Health Visiting Service Single Point of Access

The Health Visiting Service now has one single contact number, further details available through the following link :

www.shropcommunityhealth.nhs.uk/health-visiting



Shropshire Community Health
NHS Trust

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:

Year Groups	Please send completed annual reviews to the SEND team by:
Nursery year (aged 3 since 1st September 2018)	15th November 2019
Year 2 pupils (infant school only)	25th October 2019
All Year 6 pupils	15th November 2019
All Year 11 pupils <u>Please note change of date</u>	20th December 2019

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.

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

July 2019

EarlyBird programme

EarlyBird



Shropshire Community Health



NHS Trust



The EarlyBird programme has been designed by the National Autistic Society in order to support parents and schools in facilitating an autistic child's "social communication and appropriate behaviour in their natural environment." It allows parents to learn how to manage distressing times for their child and allows them to better understanding the world of autism. It is also a fantastic opportunity for parents to connect with other parents who are working through the same worries.

EarlyBird sessions are delivered over a three month time frame, and will work with 4-6 families at a time. Teachers and Nursery workers are also invited to the sessions so messages are consistent across settings. The programme also includes home visits to support working with the child at home.

[EarlyBird Information Flyer](#)

[EarlyBird Application](#)

EarlyBird Plus

EarlyBird Plus is a similar programme for parents whose child has received a later diagnosis of an autism spectrum disorder and is aged over four and under ten. Visits are in school, as opposed to in the home environment. This programme addresses the needs of both the home and the school, and again, includes an invite to professionals who work with the child on a regular basis. We aim to encourage a partnership between parents and schools in supporting the child in the best way possible.

[EarlyBird Plus Information Flyer](#)

[EarlyBird Plus Application](#)

Feedback

Feedback from parents and professionals on the value of these courses is always very positive, and most families find there is an immediate impact on their lives and their relationship with their child.

Accessing the courses

If a child has a diagnosis of Autism already, then a referral can be made via any of the following routes:

Paediatrician

Speech and Language Therapist

School

Learning Support Advisory Teacher

Educational Psychologist.

If a child is still waiting on a diagnosis, then the referral can come from a Paediatrician or as an expression of interest from the parents. More information can be found [here](#)

Post 16 Information Event - 2nd October

What is the event for?

Post 16 Education and Training providers will be all together under one roof for one night, which makes this a great event for finding out more about what opportunities will be available and the support that they provide post 16.

This is a drop in event and you can arrive at any time between 6.00pm and 8.00pm

As well as post 16 Education and Training providers, there will also be those who can provide support, information and guidance about any questions you might have about your son or daughter moving on from school. Organisations that can support young adults into work after they have completed a college course and/or training will also be attending.

This is for pupils in years 9, 10 and 11 attending Queensway North and Southall and for year 11 pupils in mainstream schools.

Date 2nd October 2019

Time 6 - 8.00pm

Where Southall School Sports Hall

If you would like to discuss this further please contact:

Karen Carter (Future Focus Careers Advisor) on 07976 100547



Upcoming SEND Network Meetings

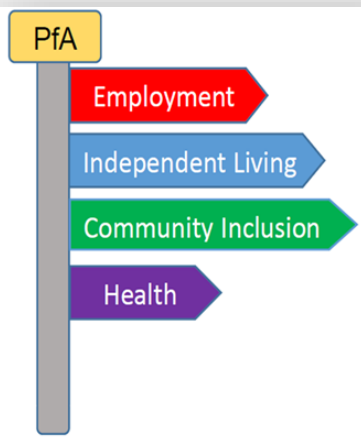
Early Years SENCo Network Meeting

19th November - 6.30 - 8.30pm Meeting Point House

School SENCo Network Meeting

<p>26th September 2019 30th January 2020 4th June 2020 From 4:00 - 5:30pm</p>	<p>Venue for all dates TBC</p>	<p>Please book via: cpdschoolimprovement@telford.gov.uk Or contact school governance on 01952 380808</p>
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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

Upcoming SEND Training Courses

<u>Course Code</u>	<u>Course Title</u>	<u>Date</u>	<u>Time</u>
LSAT 401	Practical Approaches to Supporting SEN Across the Curriculum	Tuesday 17 September (1 of 3)	9.15 - 12 noon
LSAT 302	New SENCo: Establishing Yourself as a SEND Leader	Wednesday 18 September	9.15am - 3.30pm
LSAT 402	Supporting Pupils with Characteristics of Dyslexia through a Multisensory Approach to Teaching and Learning	Wednesday 25 September	9.15 - 12 noon
EPS 102	Girls, Autism and Education - tailoring educational provision for girls on the spectrum	Thursday 26 September (1 of 2)	9.15am - 3.30pm
EPS 101	Promoting positive behaviour: Ordinary magic by ordinary magicians	Monday 16 September	9.30am - 12 noon
EPS 003	Implementing precision teaching as part of a graduated response	Monday 16 September	1.15pm - 4pm
SIS 001	The Visually Impaired Child In your Class	Tuesday 24 September	9am - 4pm

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](#)

Local Offer
for Special Educational Needs and Disability

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SEND 0-25

July 2019

E₂O

Emotional Health 2 Outcomes



Emotional Health Network meetings for frontline staff working with and supporting vulnerable children and families across Telford.

Outline

E²O Network will meet six times over the academic year at Captain Webb Primary School.

Facilitated by Rachel Cook (Headteacher at Newdale Primary School) and Amy Newport (Safeguarding Lead at Newdale Primary School).

Each meeting will include a CPD focus and importantly plenty of opportunities to problem solve and share effective practice already in place at different settings.

Session content will be discussed at meeting 1 and be bespoke to the needs that staff face in their setting. Possible themes may include:

- Strategies to cope with low level/high level behaviour disruption.
- Strategies to support children suffering with mental health issues.
- Strategies to cope with continual playtime behaviour disruption
- Partnership working with parents of children with behaviour issues.

A local primary school is sharing some case studies linked to mental health in session 1!

You may feel that you would like to share your practice in an area where you have received further training and we would welcome your input.

Date:

Session 1 Thursday 3rd October 2019

Time:

It will run from 1pm until 3pm (unless the group decide on a more convenient time after session 1)

Cost:

Captain Webb have kindly offered the room for free and have even offered to supply tea and coffee! The intention is that is a free network for frontline staff and that costs would only be incurred if speakers were to attend at any point.

If you are interested in sending colleagues to this event please inform john.griffiths@taw.org.uk specifying which school and how many will attend.

So You Want to be an Educational Psychologist?

What work experience do I need?

What does an Educational Psychologist do?



What should I study?

How do I apply for Educational Psychology training?

Come to a careers information session at

**Telford & Wrekin
Educational Psychology Service**

Darby House, Lawn Central, Telford TF3 4JA

(Based in Telford Town Centre, 5 mins from bus/rail links and parking)

Led by experienced Educational Psychologists

**Tuesday 23rd July 2019
11.00am-1.00pm**

**To register your interest and receive further information,
please contact us:**

Tel: (01952) 385216

Email: SENDandInclusion@telford.gov.uk

<http://eps.taw.org.uk/>

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SEND 0-25

July 2019

Shout Out for SEND (SOS)

Thursday 25th July 2019

2pm – 4pm

Ages – 11 - 25



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. We will be electing a chair and discussing what this role involves.

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

Telford & Wrekin
CVS
Involving, Inspiring, Supporting



Shout Out for SEND (SOS)

Have your say through our Facebook Group



Are you a young person in Telford and Wrekin who would like to have a say on how SEND services are developed?

We have a meeting in every school holiday, however if you don't want or cannot come then you can still have your say by joining our Facebook group!

If you would like to join our Facebook Group, please follow the points below:

- 1) Go to "Groups" in Facebook
- 2) Search for "Shout out for SEND"
- 3) Request to "add group"

It will ask you a few questions before agreeing for you to join the group. Don't worry this information only goes to the admin of the group!

What will you get for joining?

An opportunity to feedback on SEND services

Know when the next meetings are planned

Meet or talk to new friends

Website / leaflet development

For more information, please contact IASS on:

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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.

