

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

November 2019

Update from SEND Service Delivery Manager – Simon Wellman

Dear all,

I hope you had a good half term break! You may have noticed that there was a lot in the national news about SEND just before we broke up, following the publication of the Education Select Committee Report which can be found here:

<https://publications.parliament.uk/pa/cm201920/cmselect/cmeduc/20/20.pdf>

This lengthy report has been produced following an 18 month inquiry in which over 700 submissions of evidence were made. It recognises that the national SEND system is under significant pressure. I have pulled out a few key messages:

We are pleased that Ofsted's new framework includes a focus on children with SEND.

We recommend that the Department for Education strengthen the guidance in the Code of Practice on SEN Support to provide greater clarity over how children should be supported.

The Department should amend the guidance on Education Health and Care Needs Assessments and Plans to create a clearer and more standard interpretation of the process that should be followed for Education Health and Care Needs Assessments, with the aim of reducing paperwork and simplifying processes for all involved.

If many of the challenges within the system were addressed, such as increased funding for schools, better and more consistent SEN Support, greater access to therapy for all pupils, and easier access to specialist advice for schools, there would be less need for so many children to attend expensive independent schools and more children would be able to remain in mainstream provision.

We recommend that the Department for Health and Social Care, NHS England, and the Department for Education should design an outcomes framework that local authorities and CCGs are held jointly responsible for, to measure the health-related delivery of support for children and young people with SEND.

It is fair to say that there are some hard hitting messages included within the report and we await a response by the DfE. For us in Telford, whilst recognising many of the concerns highlighted, we will continue, in our collective ambition, to develop a fantastic local SEND offer. There have been many positive developments over the last three years and the progress of our children with SEND do well, compared to national indicators, but of course there is much more for us all to do!

I look forward to seeing many of you at our SEND conference on Thursday 7th November!

Best wishes Simon

SEND 0-25



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NEWSLETTER

November 2019

We are pleased to announce a new layout change for the SEND Newsletter starting from this issue of the SEND Newsletter.

You will now find the Newsletter is set out into four sections:

- Section One: 0-25
This section will include information that everyone would like to know about.
- Section Two: Information for Early Years 0-5
Information for Early Years Providers.
- Section Three: Schools
Information for Primary and Secondary schools.
- Section Four: Preparing for Adulthood
Information for Post 16 providers.

We hope that you enjoy reviewing the new format and we would welcome any feedback on the new presentation—bear with us, it may take a little while for us to make sure its right!

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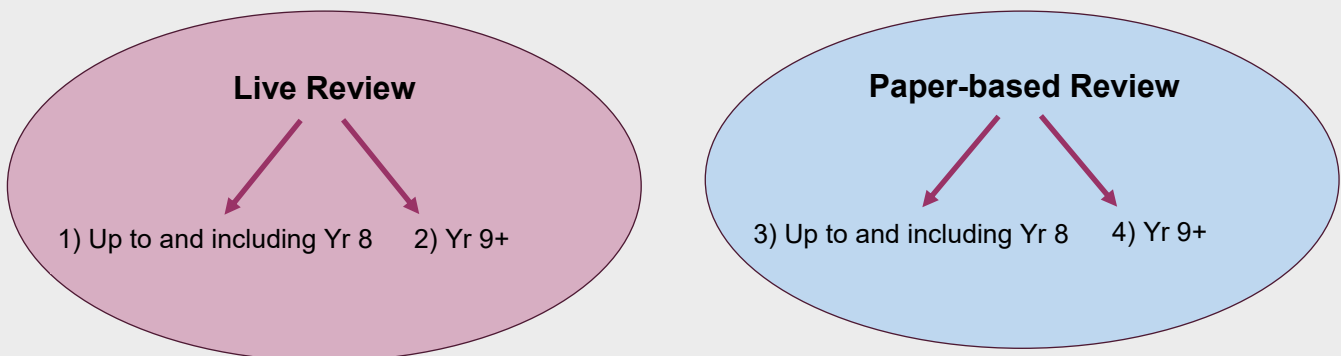
Page 22: [Section Four — Preparing for Adulthood](#)

Changes to the Annual Review Process & Documentation

At the SENCo Update Meeting on 26 September a new Pilot process was launched to support 'Live' Annual Reviews and introduce revised paperwork. This was in light of comments that have been made by schools and settings during the academic year 18/19 that documentation being used was not aligned to the focus on ensuring that Education, Health and Care Plans were updated and amended to contain current information.

The new Annual Review documents, and associated guidance, will be piloted during the 19/20 Autumn Term. During this time settings will be asked to complete an evaluation (that can be found in section 7 appendices, as appendix 7) so that we know what works and what improvements are needed. We will be publishing final documentation for January 2020 based on your feedback.

There will now be two types of review and 4 templates to select from:



The paperwork for Year 9+ now has an additional section to record any Preparing for Adulthood (PfA) information such as careers advice from Future Focus.

Timescales

The timescales for holding the EHCP Annual Review Process can be found on page 5 of the guidance document. The LA has 12 weeks from the meeting date to complete the process so it's vital that schools send the paperwork in to the LA within two weeks. There is an introduction of a 4 week decision letter to the Parents, Young Person and School confirming the decision to either maintain, amend or cease the EHCP. Following this the action will be concluded within 12 weeks of the meeting.

Paper-based Reviews

The templates for Paper based reviews has changed and they have a greater focus on what needs to be deleted or inserted into the EHC Plan rather than just completing the Annual Review paperwork. During the meeting it is essential that everyone has a copy of or can see the EHC Plan.

Annotating a Paper Version of the EHC Plan can be used to assist with this can be helpful.

Live Reviews

At the SENCo Update Meetings schools signed up to trial 'Live' Reviews – what is meant by the term 'Live' Review?

A 'Live' review uses a word version of the EHC Plan and suggested amendments are made directly onto the plan using a coding system. Insertion of non-text information such as inserting an amended One Page Profile. More information can be found in the Guidance.

Annual Review Process: Continued

Live Reviews Dos and Don'ts

Do:

- Suggest amendments to the plan in any sections, either deletions or additions;
- Make the plan reflect current needs and then amend Long-term Outcomes to reflect them;
- Amend the provision you are giving to meet the needs and outcome;
- Use professional reports and your own knowledge / data to inform amendments;
- Remember there is no need to change the plan unless there are significant changes to be made. Long-term Outcomes are to the end of the next key stage, not the end of the year.

Don't:

- Delete anything from the plan;
- Change any Social Care or Health advice unless there is a professional from that service area attending the review and agreeing the amendments or you have a report identifying the changes that are required and agreed;
- Agree to a 'wish list' from the parent for what needs to be provided. If you write it in the plan, you need to deliver it and pay for it



Explaining Changes to Parents

The templates for collecting the views of the child, young person, parent or carer have changed slightly. The views template for children and young people from Year 9+ have an increased emphasis on PfA and future aspirations for their education and their future career.

If you have an old EHC Plan template, continue to use this for the Annual Review, the Local Authority will transfer it to the new template when it's returned. However, please inform the parent, carer or young person that this change of template will happen and the draft amended plan that they receive will look different although the information contained will be the same.

The 'introduction' in the EHC Plan will be changed and most of the text will be deleted and replaced by the same three paragraphs. The Local Authority will make these changes but it would be helpful to let the parent, carer or young person know to expect them.

Lastly,

Make sure that you take a look at the full Guidance Document available on the Local Offer and download the new paperwork from the [Local Offer](#).

Or, for more information contact: SENDandInclusion@telford.gov.uk or the SEND Coordinator for your School.

Old Annual Review paperwork will be accepted until the end of October 2019, from the start of November the new Annual Review Paperwork should be used.

Don't forget to share your feedback on the new process and paperwork as this will impact the final paperwork that will be launched in January 2020.



Section One: 0-25

November 2019

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 1 st September 2019)	15 th November 2019
Year 2 pupils (infant school only)	25 th October 2019
All Year 6 pupils	15 th November 2019
All Year 11 pupils	20 th 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.

Whilst we have been working hard at making sure that the data we hold is accurate, we do request that you carefully check through your listing and let us know where there may be inaccuracies by emailing the sendandinclusion@telford.gov.uk inbox with the subject **[school name] ANNUAL REVIEW DATA FEEDBACK.**



Section One: 0-25

November 2019

AET Updates

There have been some changes in the way AET is to be delivered. A new director is in post and AET have been gathering feedback from schools to inform the way in which they offer the service. Reference to 'tiers' is being removed. This reflects a change in thinking about the need for everyone to do one tier of the training before the other.

Making Sense of Autism (previously Tier 1) is still the recommended starting point for all schools,

ensuring that a high majority of staff are trained in this area at any one time, in particular supporting staff such as lunchtime assistants, and of course Governors. It is not a necessity for all staff.

Good Autism Practice (previously Tier 2) is recommended for any teachers or teaching assistants who are working closely with children with Autism, or showing traits of Autism. Again, it is good practice to have a large number of staff trained in this area if relevant to your setting. At present we offer central training for SENCOs, teachers and teaching assistants to attend, with one free place per school. The next training session for this will be 22nd October. However, Good Autism Practice can also be delivered on site in schools. This means it will have an impact on a larger number of school staff within their school, either as part of a Professional Development Day or across Twilight sessions. Schools are also welcome to group together across linked settings to have this training delivered, although there is a maximum of 25 delegates for each session. We will be letting you know more about this in due course, but please get in touch if you think it would be something you are interested in.

Leading Good Autism Practice (Previously Tier 3) helps school leaders address autism practice from a whole school perspective, and identify their strengths and areas for development in providing an Autistic friendly environment and offering the best form of support for those children that need it. It is not necessary to attend Good Autism Practice before attending this course. In fact, by identifying the gaps in provision, senior leadership will be better placed in identifying the best members of staff to attend the other AET courses. Leading Good Autism Practice needs to be attended by the SENCO and Headteacher ideally (or a member of the leadership team who will be able to bring about change within the school). This training will be held centrally and we are delighted to be able to offer the first of these on 21st November this year.

The Progression Framework is a great AET tool to support individual pupils with Autism. It can highlight progress in a clear way, and provide information for Individual Provision Maps, Inclusive School Funding and Educational Health Care Plan assessments.

We are hoping to launch a training event for this later in the year. Again we will keep you posted.

Of course, we are still working hard at Telford and Wrekin to ensure we have a good pool of trainers to deliver AET programmes and are pleased to have three new members of staff trained in delivery of the materials.

Natasha Locklin from the Early Years team, Deborah Carpenter from the Learning Support Advisory Team and Jane Park from the Educational Psychology service have all recently attended the training so we have increased capacity to support schools and EY settings.





Section One: 0-25

November 2019

SEND Progress & Achievement Dashboards

We are currently collating the updated SEND Progress & Achievement dashboards for our primary settings and hope to forward these to you by mid-November. Please do look out for them.

We will then begin working on the updated dashboards for our secondary settings and will circulate these to secondary Head teachers / SENCO's as soon as possible.



School Name	Number on roll XXX (based on October 2019 Census)	PRIMARY		
		School	Local (T&W)	National
% of pupils with:			0.00%	0.00%
SEN Support			0.00%	0.00%
EHC Plans			0.00%	0.00%
All SEN			0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
SEN Support				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
SEN Support				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
SEN Support				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
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EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
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EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
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EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

cohort	School			cohort	Local (T&W)			cohort	National		
	Reading	Writing	Maths		Reading	Writing	Maths		Reading	Writing	Maths
SEN Support				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
EHC Plans				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All SEN				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%
All pupils				0	0.00%	0.00%	0.00%	0	0.00%	0.00%	0.00%

source: <https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2019>
 KS2 Progress, Attainment & Combined RWM data source: NCER

Climbing Out

During the first week of the summer holidays of 2019, a group of 17 excited hearing - impaired CYP boarded a coach bound for a 5 days of residential outdoor activities run by a charity called Climbing Out, set amid the beautiful country of the Peak District in the Chatsworth Estate. Climbing Out runs 5 day outdoor activity programs aimed at rebuilding confidence and self-esteem in young people who've been through a life changing injury, illness or trauma, with a focus on 'It's not about saying I can't, it's about saying How can I?'. Our group was joined by a young girl who had been a victim of the Ariana Grande bombing in Manchester, plus one or two other young girls facing mental health challenges.

For SIS this was a first residential outing for any group of hearing impaired children: the CYP varied across age group (12-18) and degree of hearing impairment (mild to profound). For many of our young people this was to be a challenging week both in terms of being away from home and taking part in activities that tested their mettle; climbing/ abseiling, canoeing/hiking and team work activities that encourage cooperation and active engagement amongst groups. All rose to the challenge and each and every one came away at the end of the week tired but with a heightened sense of achievement and self - confidence.


All the students loved the whole experience: being residential and sharing rooms and facilities with others, to being responsible for their own kit and organisation. Strong bonds of friendships were forged and everyone realised the value of teamwork and mutual support.

There were many highlights of the trip, one of which was impromptu solo singing by two of our cochlea implanted students to a guitar one evening as the sun set on a warm night. Abseiling from a 100ft drop off a bridge was the extreme physical challenge of the week and I can say that all succeeded in this. Water activities from gorge walking to canoeing on the Chatsworth Lake were also very popular, which was a challenge as no hearing devices were able to be worn.


In the balmy evenings, and amongst the grassy fields of the camp, the young people engaged in wide social groups and were responsible for their own leisure. It was striking how well all the students interacted and how inclusive they were. As one of the adults in charge of the trip, I came away with a greater sense of how well many of our young people are at meeting new challenges and their willingness to 'have a go', though some need more persuasion than others. It was a privilege to watch the change of attitude and increased confidence grow as the week went on.





Climbing Out



'The whole week was full of fun and it has really brought my confidence out.'



'I really enjoyed myself, it was great fun and I would love to go back! I got on well with everyone and made lots of new friends there.'



'All of the activities were all great, canoeing and abseiling were my favourite! I made many new friends and got to do things I wouldn't normally have the chance to.'



Section One: 0-25

November 2019

School audit of 'large pieces' of equipment that aid accessibility for pupils with disabilities.

A big thank you to the 19 schools who sent their audit response in October.

Have you completed and returned yours?

As mentioned in the September issue of the SEND Newsletter we are asking all schools and academies in Telford and Wrekin to complete the questionnaire attached to this newsletter.

Please complete and return to sendandinclusion@telford.gov.uk by 29 November 2019

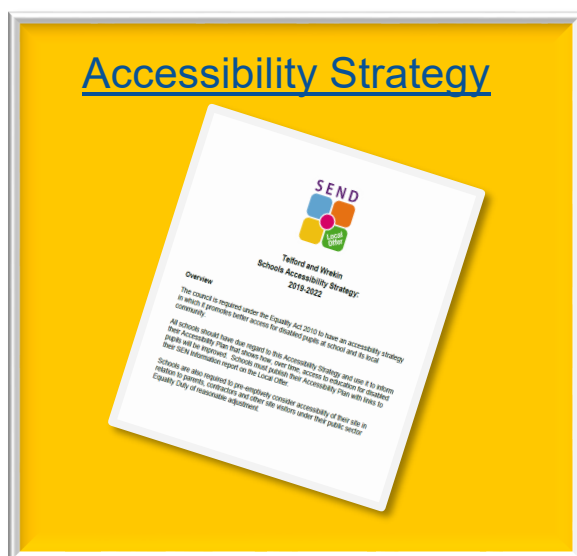
If you do not have any equipment then that will also be useful information!



Accessibility Strategy: Published on Local Offer

The consultation closed on 11 October 2019.

The Accessibility Strategy is now finalised and available to view on the [Local Offer](#) or via the link below





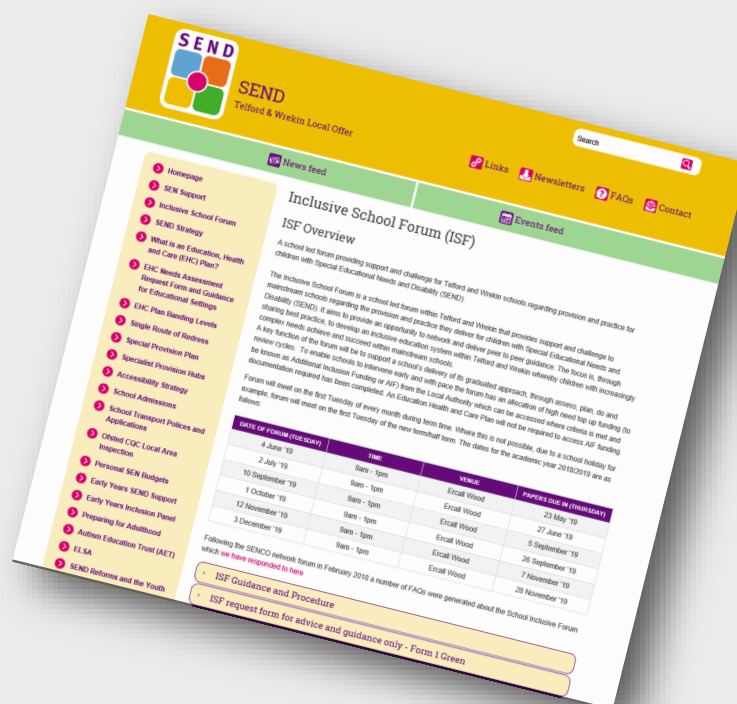
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Inclusive School Forum (ISF) - Upcoming Dates

Date of Forum	Time	Venue	Papers due in
12th November '19	9am-1pm	Ercall Wood	7th November '19
3rd December '19	9am-1pm	Ercall Wood	28th November '19
14th January '20	9am-1pm	Ercall Wood	9th January '20
4th February '20	9am-1pm	Ercall Wood	30th January '20

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





Section One: 0-25

November 2019

Telford and Wrekin SENDIASS Service

The Service offers impartial information, advice and support to

- Parents/carers
- Children and young people 0-25 years

We provide accurate, up to date information on special educational needs and disabilities which cover health and social care to enable parent/carers and young people participate more fully and are able to make more informed decisions.



The Team

Our Team are all independently trained in all aspects of SEND and consist of a Service Manager, admin assistant, two dedicated SEND Caseworkers who provide support for parents/carers and a dedicated young people worker.

Families can access information through a variety of ways including:

Our Young People Worker

Maria Morgan our young people caseworker specifically supports young people to enable them to express their views, wishes and feelings, and increase their confidence in having a voice around aspects of their education. Maria holds drop ins in a number of secondary schools and colleges where young people can access the appropriate support to enable them to participate more fully in their education.

Coffee Morning Sessions

We are currently developing links with both primary and secondary schools who may be interested in setting up a SEND coffee morning to support them to engage with the parents in their schools who have or may have a child with a special educational need. We can support by offering to meet with school initially and help in how they would like to develop these. We can provide access to our workshops for parents and work alongside other organisations including our local parent/carer forum (PODS) and Beam to ensure parents are signposted appropriately including information on The Local Offer.

Early Years

We are keen to develop our links with early years providers across Telford and Wrekin as we are aware that families may not have access to our information at the earliest opportunity. As part of our awareness raising, we have been asking providers to contact the Service for further information and we would be happy to visit the setting to provide further information on the Service.

If you require any further information on any of the above please contact the team on the following:

Tel: 01952 457176

Email: info@iass.org.uk

Julie Collins
Telford and Wrekin SENDIASS Service Manager



Telford & Wrekin
CVS

Involving, Inspiring, Supporting

Upcoming SEND Network Meetings



Early Years SENCo Network Meeting

Tuesday 19 November 2019

18.30 - 20.30

Venue: Meeting Point House

Booking via: cpdschoolimprovement@telford.gov.uk

School SENCo Update Meeting

Thursday 30 January 2020

4 - 5.30pm

Venue: TBC

Course Code: LSAT277

Booking via: cpdschoolimprovement@telford.gov.uk



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November 2019

Useful Links



Help Sheet: Managing Oppositional Behaviour

Our Clinical Team have created a series of help sheets offering advice and guidance for parents and carers who look after children, young people and adults with autism.

To view the help sheet, please [click here](#) and feel free to forward this information on to anyone who you feel will benefit from it.



Supporting young people with epilepsy A guide for schools

Epilepsy free guide for Schools

This guide is for people who work in schools or other educational settings. It provides information on supporting young people with epilepsy to ensure they are safe and included in all aspects of school life.

Schools should ensure each young person with epilepsy has an Individual Healthcare Plan (IHP) and that the school has a policy on supporting pupils with medical conditions.



Good communication between the school, parents and the young person plays a key role in ensuring the right support is in place. All staff working with a young person with epilepsy should also be trained to understand the young person's condition and its impact on their life at school.

If you're a [young person](#) or [parent](#) please take a look at [Young Epilepsy's main website](#)



Introducing the Early Years Action Plan

Back in the SEND July Newsletter we shared some exciting information with you regarding an Action Planning event that was held in association with NASEN to develop an Action Plan for Telford & Wrekin SEND to develop their early year's provision. We are pleased to announce that the finalised Action Plan is now available to download from the Local Offer.

The new Action Plan prioritises six key areas for development, these are then split into subsections which will be RAG (Red, Amber, Green) rated to show the progress that has been made. The main six areas have also been included on the SEND Action Plan that is reported to Aiming High (Strategic Board).

A Whole System Approach to SEND for Early Years: Action Plan

Telford & Wrekin SEND are committed to the principle 'every child matters' this means that the child is kept central in everything we do. To achieve this we know that making sure effective communication through the SEND Team to managers and staff in Early Years settings and to partner organisations in Telford is a priority. We believe that the needs of the child should be kept central with each setting maintaining the value to build a whole setting approach to SEND, along with their commitment to continue to empower their staff to build knowledge and skills to ensure that 'every child matters'.

'Every Early Years Setting in Telford & Wrekin should be confident to say that they are a setting for SEND.'

- To establish a shared data set for Early Years including those at SEND support for education, health and social care.
- Identify, develop and describe pathways to Early Years providers and ensure these are communicated effectively through a range of means.
- Improve Consultation, Feedback, Training and development for Settings and Parents/Carers
- To increase the profiles of Partner Organisations in early years settings.
- To publish clear information of how parents/carers and settings can access services from health and social care on the Local Offer.
- Develop a clear protocol for early year's providers and parents/carers that outlines the statutory duties in line with the code of practice and supports positive transition into education.
(Transition to School: Nursery-Reception-Year 1)

[Click here to download the
Early Years Action Plan](#)

Aiming High Representation

Recent feedback from Early Year's Providers is that you would like a more consistent way to communicate information through to Aiming High the strategic steering group for SEND. To do this we would like to introduce you to one of the two members that currently sit on the Board for Early Years Providers.

Penny Hustwick
ABC Day Nursery Ltd
01952 502785
penny@abc-daynursery.co.uk

The members who give representation would like to assure you that they would be happy to receive feedback from providers who would like to share or report information to Aiming High.

What feedback can be shared?

Anything! Feedback can be about almost anything. It could be around the support that is received, changes & improvements that you would like to see made, training that you would like provided or even that a success has been achieved.

Once the meeting has been attended then any information that has been received from the meeting will be shared to providers through the Early Years Network Meetings.





Early Years Inclusion Panel

The Early Years Inclusion Funding Panel is a meeting of Local Authority and Health Professionals including Advisory Teachers, Speech and Language Therapist and Portage Home Visitors who have expertise in special educational needs within the Early Years. It has been developed for all Early Years settings in Telford and Wrekin in order for them to access additional funding to support children who attend their settings with special educational needs. Settings work with parents, carers and young people in a person centred way, including parents in the application and review process.

Which children can be discussed at the Early Years Inclusion Fund Panel?

- Children of Preschool age attending private, voluntary & maintained early years settings including childminders
- Children in the toddler phase of nursery who access Talking Twos Childcare offer.
- Where funding is being requested for a child they must attend a setting in Telford & Wrekin
- The child will have significant barriers to learning that require support above what is already allocated through the settings universal offer.
- Funding is allocated to the individual child, if the pupil moves setting the funding is transferred if appropriate.
- If a child has an Education, Health and Care plan in place then they cannot be discussed at the panel.

For more information about the Early Years Inclusion Panel please see the Early Years Good Practice Guidance for SEND available on the [Local Offer](#)

[Early Years Inclusion Panel Referral Form](#)

Inclusion Panel Dates

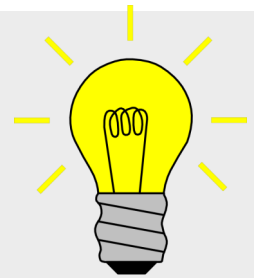
Applications must be submitted 1 week before the panel date

Monday 9 December 2019	Monday 11 May 2020
Monday 3 February 2020	Monday 6 July 2020
Monday 30 March 2020	

Top Tips for Developing Talk

Whilst most language development happens in the early years, it is vitally important to support children of all ages to develop, use and feel confident in their talking abilities. These top tips apply to children and young people of all ages.

Get their attention! This is best achieved by using their name, as opposed to a group name or a reference to the whole class. Make sure they have heard and are looking at you before you speak.



Vocabulary. Words children should know become increasingly more difficult and complex as they get older, and it's easy to assume they know what you're talking about. Teaching specific vocabulary can be a huge help, particularly if done through a multi-sensory approach and with plenty of repetition. This approach can make lessons such as Science much more enjoyable, and much easier for pupils to follow.

Build on what they say. Help them take their language to the next level by providing extra words they could use, or by teaching speaking and listening as a separate entity. Use their interests. Open questions related to their favourite hobby or interest can be really motivating for children.

Keep questions to a minimum. A lot of questions can be overwhelming for some children, a comment or a prompt might be a better way of continuing the conversation.

Show them. Rather than pointing out any mistakes, just repeat back what they have said, but correctly. They will pick up on how things should sound.

Make it fun. Children of all ages enjoy playing with words, and awareness of wordplay is an essential skill for reading. Rhyming, alliteration and syllable games can all be entertaining.

Time. It is important to allow children time to listen, process and decide how to respond. Show you are listening and that they don't have to rush.

Check. Encourage children to ask if they haven't understood, taking ownership of their learning in this way is great for children in both primary and secondary schools. Alternatively, you could ask them to repeat the instruction or information back to you.

Practice conversations. Communication is a skill that needs to be learnt and practised. Pupils will learn and benefit from conversations with both their peers and other adults.

Reference: [The Communication Trust 2019](#)



SEND Training Courses: November/December

Course Code	Course Title	Date	Time
EPS 104	Autism or Attachment Disorder? How to tell the difference	Tuesday 5 November 2019	1.15pm - 4pm
LSAT 405	Ready for Learning: Supporting the Social and Emotional Needs of Children with SEND	Tuesday 12 November 2019	9.15am - 12noon
LSAT 302	New SENCo: Establishing Yourself as a SEND Leader	Wednesday 13 November 2019	9.15am- 12noon
LSAT 212	Governors with Responsibility for SEND	Wednesday 13 November 2019	5pm-7pm
LSAT 406	Numicon: Breaking Barriers (cross phase)	Tuesday 19 November 2019	9.15am - 12noon
EPS 107	AET: Leading Good Autism Practice (cross phase)	Thursday 21 November 2019	9.30am - 3.30pm
LSAT 401	Practical Approaches to Supporting SEN across the Curriculum	Tuesday 26 November 2019	9.15am - 12noon
EPS 003	Precision Teaching: refresher and mop up training (part 1)	Wednesday 11 December 2019	1pm - 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](#)



Section Three: Schools

November 2019

Emotional Health and Wellbeing Panel

Over the last 18 months, as we have been consulting with schools and other partners, it has become clear that the Mental Health needs of young people across the borough are significant. This is displayed in many ways from heightened anxiety through to extreme behaviours. The range of needs covers a range of conditions from neurodevelopmental disorders such as autism, through to mental health disorders including self-harm and eating disorders. One of the biggest needs for our young people is around Attachment, the behaviours of a young person with attachment disorder can display in a very similar way to a young person with autism, although these are two very different conditions with different approaches needed.

Additionally, there is also a significant waiting list for the BeeU services (CAMHS) particularly around ASD diagnoses. It can take many months between a referral being made and the young person being seen. In a high proportion of cases, there is no formal diagnosis made and therefore no further support identified.

We are therefore working with partners to create an 'Emotional Health and Wellbeing Panel' (EHWP). The aims of this are to support schools and young people, by providing advice to schools, to signpost services and to ensure the students with the appropriate level of need are referred to BeeU. This should mean that the young people get the help they need in a timelier manner and that with only the appropriate cases being referred on to BeeU, we should start to reduce the waiting list.

This panel will meet on the first Wednesday of each month, at 9am, starting on 6th November. Schools will need to complete the referral form and submit this at least a week in advance of the meeting. We will then hear cases in groups of three so that the presenters from each school can gain the experience of hearing about other young people with different needs. The panel will be led by representatives from schools and will also have support from a range of professionals including Social Care, Specialist Nurses, Educational Psychology, BeeU, Beam, Behaviour Support, Student Engagement Programme and the Clinical Commissioning Group.

This EHWP should complement the support provided through the Inclusive Schools Forum and the Fair Access Panel. Schools will need to make a decision as to which of these would be most appropriate for the needs of the young person rather than referring to more than one of these panels.





SEND Conference

Thursday 7 November 2019

On Thursday 7 November Telford & Wrekin will be hosting a SEND Conference 2019 for SENCO's, Head teachers and Lead Governors of SEND.

This is an exciting opportunity to join us for a full day of talks and interactive workshops delivered by independent organisations. There will be time to network with colleagues and share good practice.

A range of external and internal organisations and companies will take place in the market place where you will be able to browse products that support SEND in schools.

Keynote Speaker: Natalie Packer

Theme: How to be the perfect SENCO!

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

Keynote Speaker: Dean Beadle

Theme: Autism, Social and Emotional needs. How to meet the needs of autistic students.

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

Workshop One:

Preparing for Adulthood

Skills Builder Partnership

Developing young peoples skills to prepare for all aspects of their future lives, from the early years to

Workshop Two:

Bullying & SEND

Anti-bullying Alliance

A whole school approach to reducing bullying of disabled children and those with SEND.

Workshop Three:

Engaging with Young People

RIP:STARS

A session led by young people who will let you know what they think about how they are being listened to!

Registration 9:00 and close 16:00 Lunch provided

Please complete the booking form to confirm attendance & your choice of two workshops.

Cost: £150 per delegate,

A 10% discount is available for more than one delegate from the same school.

Bookings Returned to: cpdschoolimprovement@telford.gov.uk

Course Booking Code: LSAT 410



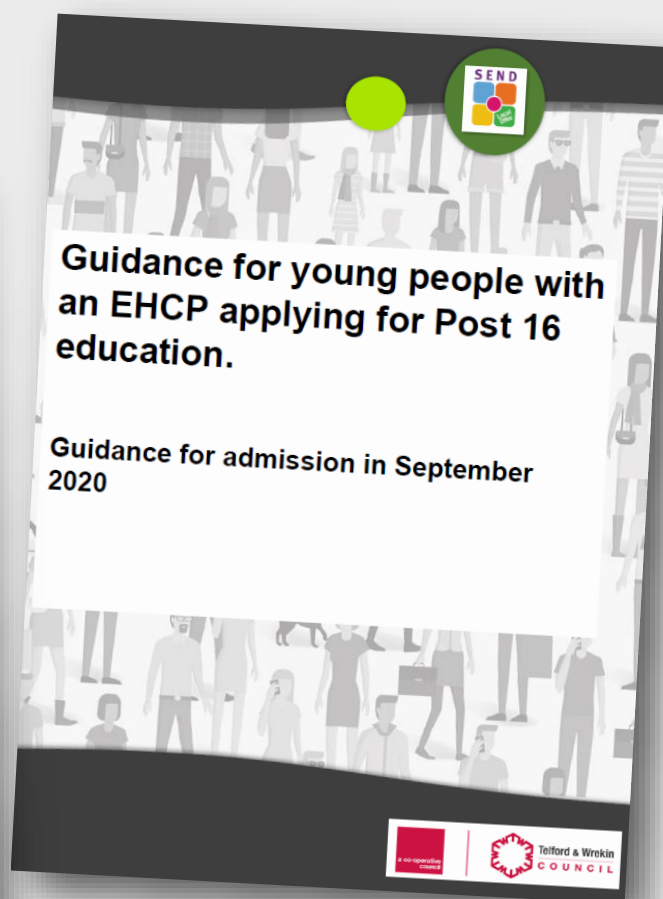
Section Four: Preparing for Adulthood

November 2019

PfA Guidance

We have designed this guidance for all young people who have an Education, Health and Care Plan who live in Telford & Wrekin to help them plan their Post 16 transition and consider their future career prospects. Included is information about educational settings in our local area and an explanation of how young people can express a preference for the setting they wish to attend.

You can download the full guidance [here](#) or visit the [Local Offer here](#) which has the guidance broken down into information pages, which may be more accessible to those using a mobile device.





Mencap Supported Internships

This year Telford & Wrekin SEND were offered the opportunity to provide five placements for Post 16 students to take part in a pilot project in partnership with Mencap. It's based on a national project called Interns and Outcomes that offers young people with a learning disability aged 16-24 the opportunity to get a practical work-based learning experience, thus providing a smooth transition from education to paid employment or further study. It provides the opportunity to be part of a Supported Internship in a business based within the Telford area.

The Internship programme offers a range of benefits, it can help to raise aspirations, build skills and confidence, better understand employment and progress towards paid work. Any young person can find the world of work challenging so being able to provide support to the young person can help them to transfer skills that have been learnt in classroom to the world of work. It can help employers to see past the young person's disability and helps the young person to learn valuable skills in a real work setting which can help to overcome any barriers that the employer may have.

Each programme is tailored to the individual needs of the young person and their career aspirations:

- It is a full time study programme
- Offers a long-term work experience placement
- Enables individuals to learn the skills they need for work through practical on the job learning,
- They will be supported by a job coach
- A flexible provision and can be delivered as an accredited or non-accredited provision.

The young person's needs are always kept centre on the programmes goals, parents and carers are involved throughout the process and lots of support is provided to make the programme work. The success of this project is based on the young person moving into paid employment, the skills and confidence that they gain and that they thrive with a new found independence.

To find out more information about this project:

<https://www.mencap.org.uk/interns-and-outcomes>

Or, if you know a Young Person who would be interested in an opportunity for a Supported Internship

contact: SENDandInclusion@telford.gov.uk



Useful Links

16-17 Saver Railcards

This is available for everyone aged 16-17 years of age and young people will benefit from 50% off most rail fares for just £30.

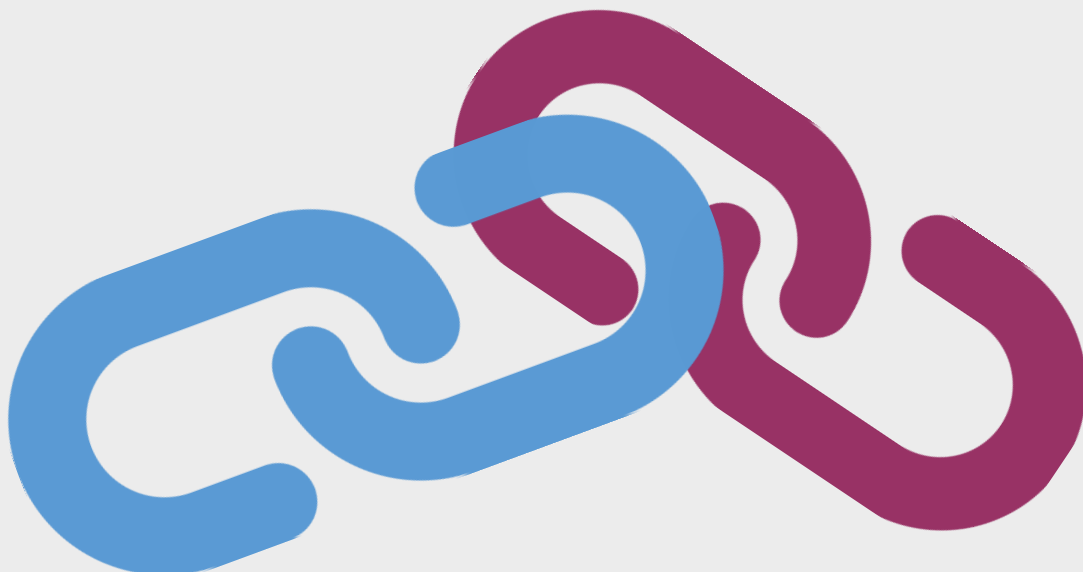
For more information take a look [HERE](#)

My Future Choices

My Future Choices is a free magazine for disabled young people, their families and people who support them.

It gives a voice to disabled young people and gives them the chance to show that they have the same goals, dreams and aspirations as non-disabled young people. In each issue are stories on health, education, employment, friends and activities. All the stories are written by young people themselves and gives an opportunity to share with other young people how they have successfully transitioned into adulthood.

To Download the latest issue take a look [HERE](#)





OPEN EVENT

Come along and find out about:

- Apprenticeship Opportunities
- Study Programme and Traineeship Courses
 - GCSE English and Maths Retakes
- Work Experience in a career of your choice
- Vocational Pathways in Customer Service and Childcare

Drop in and see us on:

Wed 30th October 2019 2-6pm, Sat 11th January 2020 10-2pm,

Sat 14th March 2020 10-2pm or call us to make an appointment.

We look forward to seeing you on the above three dates.

For more information please call Stuart on 01952 299016,

text on: 07940 465435 or email stuart.lilley@junipertraining.co.uk



Juniper

9 Hawksworth Road,
Central Park, Telford,
TF2 9TU

 Junipertraining

 @juniperCSS



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.

