



SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

December 2019

Update from SEND Service Delivery Manager – Simon Wellman

Dear all,

We have a bumper edition of the SEND newsletter for you, which reflects the extensive work that is happening across all age groups for children and young people with SEND in Telford and Wrekin. We have fantastic partnerships and everyone continues to pull together to deliver our ambition, which is to provide the very best services for SEND.

Many thanks to colleagues who attended the SEND conference in November. The feedback was really positive and Dean Beadle certainly did not disappoint! Many delegates also attended the young person's RIPstars workshop in which Jordan gave his personal evaluation of EHC plans, having one himself. His main message was that we need to remember there is an actual child/young person underneath the contents of those plans and he asked do they really enable a young person's voice, opinions, choices and ambitions to be realised? Further reflections about the conference can be found later in the newsletter.

As we approach the end of the Autumn Term, I would like to extend my thanks for all your work. You make a big difference to children and young people with SEND and their families. May you have a restful Christmas and enjoy time off with your family and friends.

See you next term

Simon

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Download the Parent/Carer Newsletter for Winter 2019





Section One: 0-25

December 2019

New AET Resource: The Good Autism Practice Guidance

Be the teacher who understands autism

As the number of **children receiving an autism diagnosis is rising**, autism awareness and support is increasingly becoming an essential aspect of all education professionals work. Autistic pupils have highlighted that having a teacher who understands autism is the main thing that would improve their experience of school, yet many education professionals do not feel confident about supporting autistic children and young people (APPGA, 2017). The new AET Good Autism Practice Guidance helps teachers and school staff understand the challenges autistic pupils and students face. It enables them to **identify adaptations they can make to their classroom environments and teaching to empower autistic children and young people to thrive/**

It empowers them to be the **teacher who understands autism.**



The guidance consists of three documents: the AET Good Autism Practice: Full Report, the AET Good Practice: Practitioner Guide and 8 case studies. These three linked resources present the evidence for, and define and illustrate, eight principles of good autism practice to help education practitioners understand autism and develop effective provision **in early years, schools and post 16 settings.** The case studies serve to illustrate the 8 principles and summarise the ethos, values and practice that should inform inclusive education for all children and young people whilst specifying the distinctive knowledge and teaching approaches required. **The resources are linked to the new Ofsted Framework, the SEND Code of Practice and the Teacher Standards.**

Download the new AET Good Autism Practice



Section One: 0-25

December 2019

SOS: Shout Out for SEND

Shout Out for SEND is a group of 11-25 year olds that meet every school holiday to ensure that they have the chance to have their voice heard and to influence the decisions in Telford & Wrekin SEND and the IASS service.

Each time the group meet we spend some time working on a project area and then we take part in a fun activity, after eating biscuits of course!

Some of the projects that SOS have been working on have included:



- Designing a Mascot to be used on the Local Offer
- Creating a section on the Local Offer specifically for young people, this should be going "live" very soon
- Looking at creating whiteboard animations to explain what having an EHC Plan or receiving SEN support means to them as young people.



At the last meeting we had a visit from Corner Exotics and Simon the owner, brought along a selection of animals and everyone had a great time learning about them and getting better acquainted with some new friends!

Please do take a look at some of our adventures.





Section One: 0-25

December 2019

SOS: Shout Out for SEND Continued

The next group will be meeting on Monday 6th January 2020 where we will be reviewing the Local Offer Young People's pages in readiness for them to go "live" in the new year. We will also be holding a fun 3D printing session on this day, kindly provided by [Telford & Wrekin Libraries](#), which will include the opportunity to design and print keyrings.



If you know a young person who would like to join us at the next group, please contact IASS on 01952 457176 or email: info@iass.org.uk to book a place or find out more information.

We understand that not all young people are able to join the group but we would still like to hear their views on services and share ideas, so we, in partnership with IASS, have created a closed Facebook site for the SOS group. If you are a young person or know a young person who would like to join tell them to search for 'Shout Out for SEND' on Facebook and request to 'Add Group' (young people will need to be over the age of 13 to access this Facebook Group).



Section One: 0-25

December 2019

Staffing changes within the SEND Team

Welcome to **Michael Lane - Senior Educational Psychologist**

I qualified as an Educational Psychologist in 2002 and since then, have worked in various Local Authorities. I was appointed as the senior EP to this team in 2019. I have undertaken various roles and enjoy applying psychology in all scenarios. Experience to date includes working in many school settings and more recently, leadership and management of educational psychologists. I have gained additional qualifications in –

Neuro-linguistic programming (NLP)

Cognitive behavioural hypnotherapy

Life coaching

My interests include –

Eliciting change through conversational strategies

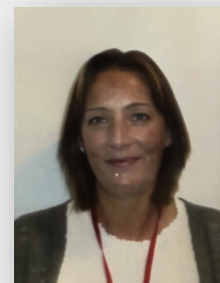
Developing motivation and resilience

I look forward to meeting and working alongside you all.



Welcome to **Nikki Coombes - Teacher of the Deaf**

Hi I'm Nikki and I'm delighted to have started working with the Sensory Inclusion team in September. I am a teacher of the deaf, joining Telford and Wrekin from Walsall, where I worked on a Resource Provision for deaf children. I have over 20 years of experience working predominantly with profoundly deaf learners across the age ranges, who use sign language as a first or preferred language. I am also a sign language interpreter. This new role offers an exciting opportunity for me to work with children from across the Local Authority who have a wide range of hearing loss and communication needs.



Farewell to **Catherine Wilson - Teacher of the Deaf**

At the end of this term Catherine Wilson will be leaving the Sensory Inclusion Service. Catherine joined the team in 2015 working as a Teacher of the Deaf. During her time with SIS, she underwent training to support children with Multi-Sensory

Impairment across Telford and Wrekin and Shropshire. Her work has largely been focussed within special schools across the area. Within these settings she provided support to some of our most

vulnerable children and young people. Catherine has secured a role with SENSE which is the national charity for deaf blind children. We wish her the best in her new role and will miss her skills locally. We are hoping to appoint in the new year for a new Teacher of the Deaf to work within the Sensory Inclusion Service.

Good Luck - Catherine





Upcoming SEND Network Meetings

School SENCo Network Meeting

Thursday 30 January 2020

4 - 5.30pm

Course Code: LSAT277

Booking via: cpdschoolimprovement@telford.gov.uk

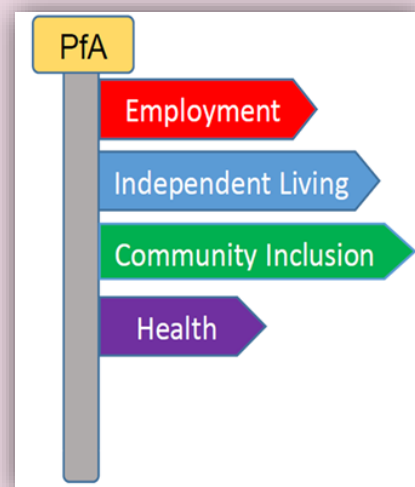


Post 16 Network Meeting

Thursday 16th January 2020

3.30-5pm

Booking Via: PfA Team 01952 388682





Section One: 0-25

December 2019

Phase Transition Dates – Final Reminder

As you are aware the Local Authority is required to abide by statutory dates and 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

The deadline dates to complete annual reviews for Nursery and Year 6 pupils have now passed however a number of these reviews are still outstanding. With urgency please send any outstanding reviews to the sendandinclusion@telford.gov.uk mailbox.

Finally, please can we remind you that the final date for the Year 11 pupil annual reviews to be received by the SEND team is **20th December 2019** and this should include the young person's post 16 placement preference form.

Thank you for your continued co-operation.





Section One: 0-25

December 2019

‘Live’ Annual Review Updates

This term the LA has produced new guidance for Annual Reviews and also updated the Annual Review paperwork templates to support educational settings when carrying out reviews.

This is in light of comments made by schools and settings that the previous Annual Review documentation was not fully focused on ensuring that all sections of the Education, Health and Care plan were amended in light of progress made by children and therefore plans continued to contain outdated information.

The new guidance and review documents can be found on the Local Offer using the following link:
[Annual Review Process Guidance](#)

The new review paperwork has also been separated into a template for pupils up to Year 8 and a different template for those who are Year 9 and above. The Year 9 and above template contains a section which focusses on preparing for adulthood, including the parental and child/young person's aspirations for the future, such as college or work and what support they may require to achieve these aspirations.

The LA is piloting a new ‘Live Annual Review’ process with a number of settings including mainstream primary and secondary, special schools and Post-16 during the Autumn Term 2019. During this time settings are asked to complete an evaluation of the process (that can be found in the guidance, Section 7 appendices, as appendix 7) so that we know what works, what we need to change and what else may need clarifying. The local authority intends to publish final documentation for January 2020 based on feedback received. The LA very much appreciates the support that settings are giving through this pilot.

At this point we are able to provide some additional clarification around ‘Live’ reviews and the submission of paperwork;

There is some confusion about what paperwork needs to be completed and returned to the LA following a ‘live’ Annual Review meeting. Schools should send in the ‘Word’ version of the EHC plan on which the suggested amendments have been made so that these amendments can be reviewed by the SEND Officer.

The LA must also receive, the completed Annual Review paperwork (templates are available to download) which has been signed by the parents and the school. The LA is unable to process the review unless this paperwork is completed and signed.

The paperwork for a ‘live’ Annual Review is shorter than the non-live review template. It does not contain a section in which the school complete the personal details of the child and parent/s such as the address and phone number. This is because, as part of the ‘Live’ review, any changes to these details should be amended using the strikethrough / italics notation as set out in the guidance. Please can you ensure that these details are reviewed and updated as part of the review to ensure that they remain correct.



Section One: 0-25

December 2019

Useful Hints, Tips & Links

Articles from the National Autistic Society

Andrew Cutting, Specialist Exclusions & Alternative Provision Advice Coordinator at the National Autistic Society, discusses what reasonable adjustments schools should take to reduce the impact of sensory differences experienced by autistic pupils.

[Reasonable adjustments for autistic pupils sensory differences.](#)

Joan Love, Senior Lecturer on Interior Architecture and Design at Leeds Beckett University, sets out some recommendations on good design for autistic school pupils, based on her research with local SEND schools.

[Tips for creating autism-friendly school environments](#)

Skills Builder Organisation: Toolkits for Preparing for Adulthood

Downloadable Toolkits to build essential skills for Preparing for Adulthood. Available for Primary Schools, Secondary Schools, SEN Schools, Colleges, Teachers, Employers and Organisations.

[Skills Builder Toolkit](#)

Communication Cookbook

Essential ingredients of successful speaking and listening for 4-6 year-olds.

[Communication Cookbook](#)





Section One: 0-25

December 2019

An update from the BeeU service

Recruiting substantive medics

The reliance on locum doctors has been eliminated by MPFT, with substantive recruitment completed.

We also have two doctors on rotation sourced through a partnership with the army of Pakistan.

Building the multi-disciplinary team

BeeU has recruited three new occupational therapists who will provide group interventions as well as working closely with the local councils, schools and the 0-19 service who can provide sleep therapy. BeeU staff will work with children and young people already in the service to reduce the use of sleep medication (Melatonin). This complements the work already started to reduce the use and reliance on medication. MPFT is also looking at e-prescribing but this is still in the early stages.

A new cognitive behavioural therapist has also been recruited substantively.

All clinical posts are now filled.

Mental Health Support Teams for Schools (Trailblazers)

Following a successful bid for national money, BeeU received funding to recruit two teams to work with schools in South Telford, Shrewsbury and Oswestry. Each team will support approximately 20 schools and colleges. They will enable earlier intervention and have the opportunity to work with schools to more appropriately manage mild to moderate emotional health needs. This should reduce the number of children and young people being referred to specialist services.

Recruitment has started. Staff will undertake a specialist training programme from January 2020. The teams will be fully operational by December next year.

Addressing the waiting list for ASD

Commissioners and providers have worked together to find a solution for the ASD pathway waiting list.

For children under the age of 11, who have been waiting longer than 12 months for an assessment, MPFT will conduct the assessment.

Secondary school age children, aged over 11 years will be assessed by Emotional Health and Wellbeing Services.

A sustainable solution continues to be developed.

Alongside ASD, work is progressing on the ADHD pathway.





Section One: 0-25

December 2019

An update from the BeeU Service

Working with Schools

For children and young people suspected of having ASD or ADHD, emotional health and wellbeing multi-agency panels are being established and the first has met in Telford & Wrekin. Work is ongoing to establish a Shropshire panel. 50% of current referrals to the specialist mental health teams are not meeting the criteria.

The panels represent a partnership approach to reviewing children and young people presenting with Neurodevelopmental issues and will determine appropriate support needs, as well as those requiring a full assessment.

The panel will then make the referral to the specialist mental health service and are the only route through which referrals will be accepted for this pathway in Telford.

The panels will meet monthly and comprise head teachers, education psychologists, social care professionals, the systemic behaviour support team, early help, BeeU service manager and the 0-19 service provided by Shropshire Community Health NHS Trust.



Waiting times being met

All waiting times are currently within the referral to treatment targets, except ASD which is being addressed.

Crisis/emergency referrals: patients are being called within hour hours

Urgent referrals: patient is contacted the same day as the referral or the next

Routines: being seen within 15 days.

The Children's Society is recording 600 people a month attending their drop-in sessions. They describe this as footfall and it includes all the people who attended. If one young person brings three people with them, this is counted as four for the purpose of footfall. Those receiving 1:1 support range between 120 and 150 a month.

For more information about the services provided by BeeU

<https://camhs.mpft.nhs.uk/beeU>





Section One: 0-25

December 2019

Top Tips - Supporting Mental Health & Wellbeing

“Children’s mental health and wellbeing should be a core thread running through all school activities and should clearly link with whole-school priorities”



- ⇒ Provide clear leadership, vision, strategy and plans for improvement. This should include governors, the senior leadership team and mental health support from the local authority if applicable. Consultation with pupils, parents and carers is the best way to identify areas for improvement.
- ⇒ Ensure there is a school policy for mental health and wellbeing, which is reviewed regularly to respond to changes within the school. The policy should be short, well promoted and easily accessible. Ensure other policies reflect the school’s vision on mental health and wellbeing, including safeguarding.
- ⇒ Create and maintain a warm and supportive environment so that children know they belong to the school and have trusting relationships with adults and peers alike. Schools leaders have an important role to play in developing the ethos of the school by modelling best practice. Celebrations of success, respectful language and positive and open relationships with parents and carers are a good starting point.
- ⇒ Build a culture where mental health can be spoken about openly. This includes children, parents, carers and staff.
- ⇒ Understand and build on the link between good mental health and good physical health.
- ⇒ Have the flexibility to understand and work with children who cope with challenging situations differently.
- ⇒ Have clear lines of communication where pupils and staff know who to talk to if they need support. Clear signposting through posters or assemblies can help promote openness.
- ⇒ Weave PSHE topics through the curriculum, with a focus on developing children’s social and emotional skills, as well as academic skills. Find opportunities within this to boost children’s self-esteem and resilience. A clear strategy as to how this will be delivered across the school can help with staff confidence and consistency.



Section One: 0-25

December 2019

Top Tips - Supporting Mental Health & Wellbeing

- ⇒ Know how to support at-risk and vulnerable children. Have a clear way of identifying and supporting these young people. Some strategies could include peer-mentoring, nurture groups, recruiting role models to speak in school, assemblies, access to school nurses or individual and group-based counselling.
- ⇒ Make it the responsibility of all staff to be able to support children who need it. Ensure they are confident enough to spot the signs that a child may be struggling, know the types of mental health issues that a child may have, and understand what the school can offer to support these children.
- ⇒ Work with families and communities to raise awareness, destigmatise and support. Families are often key to helping children who are struggling.
- ⇒ Support staff as well as children. Consistent and happy teachers have a positive effect on the health and wellbeing of children.



Coming Soon - Mental Health Service Directory

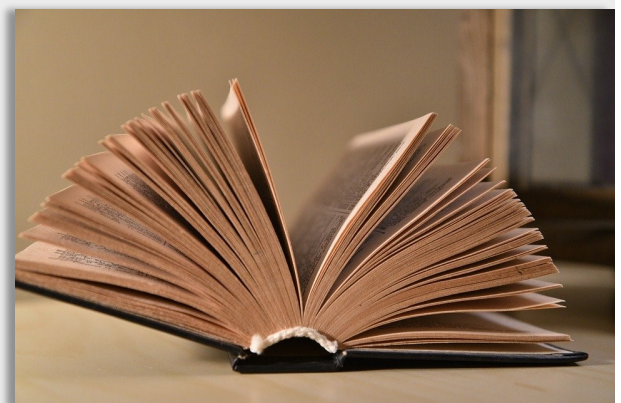
A new service directory around Mental Health Support for children and young people in Telford is currently in development. The directory will list all the Mental Health support that is available in Telford and will give information on how the services can be accessed both by schools and parent/carers.

If you are aware of a service or maintain a service that you would like to be included in the directory please request a form to fill in from:

Marianne Everett
SEND Project Lead

SENDandinclusion@telford.gov.uk

(Please mark your email for the attention of Marianne)



Telford & Wrekin EPS
present our inaugural

ELSA CONFERENCE

A CPD / NETWORKING EVENT TO
SUPPORT THE WORK OF OUR ELSAS

Weds 10th June 2020
9.30am – 2.30pm

The ELSA Conference will be an exciting day of sharing effective practice, with CPD provided by the T&W EP Service and opportunities to discover new resources.

The morning will feature case studies from ELSAs and training from T&W EPS on techniques from Motivational Interviewing, led by Dr Jane Park.

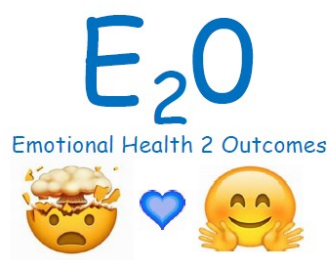
The afternoon will comprise a resource fair and opportunities for networking.

**Don't miss out on the next round of
ELSA training!**

ELSA training begins on January 8th 2020. Contact
SENDandInclusion@telford.gov.uk to register interest or
request further information



ELSA
NETWORK



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

NEXT MEETING: Thursday 16th January 2020 1.00 pm – 3.00 pm

Location: Captain Webb Primary School

Agenda

- ◇ All you need to know about the Emotional Health and Wellbeing Panel including - *Location, frequency, paperwork and some examples of previous entries with outcomes* - Mandie Haywood Headteacher Old Park Primary school and panel member.
- ◇ School setting case study dissection! – E2O attendees wrote down their most challenging case for us to problem solve as a group!
A 'typical' case has been selected that appears to have common themes apparent in lots of our schools.
Groups to brainstorm possible actions and points for consideration.
- ◇ Time to look through the new Directory of Services – a 'go to' for services that will support families and professionals in supporting mental health concerns.
- ◇ Creating an environment that supports Emotional Health and Wellbeing – Burton Borough style! Karen Heins Mental Health and Wellbeing Lead and Engage Manager.
- ◇ Something funny to end! (which will link to the next E2O!)
- ◇ Any other business and future agenda items including news that Darren Lennon (Behaviour support and advisory team leader) will be speaking at the next one!
- ◇ Date for next meeting: Proposed... Thursday 26th March 1 p.m. – 3 p.m. Captain Webb Primary School.
- ◇ **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.**

AMENDED BEAM CHRISTMAS 2019 OPENING



Monday	23 rd December **Reduced service**	OPEN at 9 Market Square, Wellington	Open: 12pm Close: 4pm
Tuesday	24 th December Xmas Eve	CLOSED	
Wednesday	25 th December Xmas Day	CLOSED	
Thursday	26 th December Boxing Day	CLOSED	
Saturday	28 th December	CLOSED	
Monday	30 th December	CLOSED	
Tuesday	31 st December NYE	CLOSED	
Wednesday	1 st January New Years Day	CLOSED	
Thursday	2 nd January **Reduced service**	OPEN at Palmer's café, Shrewsbury	Open: 2pm Close: 5pm
Saturday	4 th January	OPEN at 9 Market Square, Wellington	Open: 11am Close: 4pm

AskBeam@childrenssociety.org.uk

Positive Me!



Self-esteem workshop for young people aged 10+ held over 5-weeks in January & February 2020

These workshops will be held in our Wellington and Shrewsbury venues as follows:

Beam in Wellington

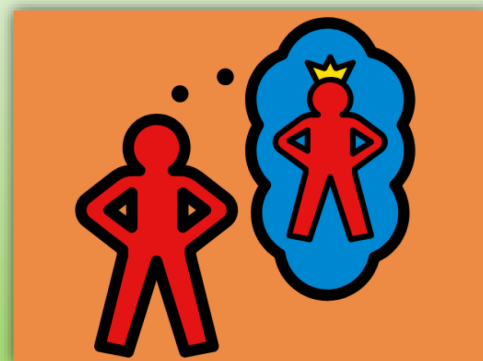
Mondays 4.30-5.30pm

13th, 20th, 27th January 2020 and 3rd & 10th February 2020

Palmer's Café

Thursdays 4.30-5.30

16th, 23rd, 30th January 2020 and 6th & 13th February 2020



Booking not required. First come first served. Max. 6 participants. Workshop will not run with less than 2 young people.

AskBeam@childrenssociety.org.uk

Early Years SEND Review

At least 20 Early Years settings in Telford have signed up to complete the Early Years SEND Review. This has been developed by AfA and nasen, as part of the Early Years SEND Partnership and supports leaders in Early Years settings to review their settings practice for children with SEND.

More information can be found on the nasen website: [HERE](#)



Useful Link: Early Years



Do2Learn provides thousands of free pages of activities to support social skills, behavioural regulation, activities and guidance. There are songs to learn, games, communication cards, academic material and transition guides.

Take a look [HERE](#)

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 and funding for support has already been provided.

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

Inclusion Panel Dates	Applications need to be received by:
Monday 3rd February 2020	Monday 27th January 2020
Monday 30th March 2020	Monday 23rd March 2020
Monday 6th July 2020	Monday 29th June 2020

[Early Years Inclusion Panel Referral Form](#)

Early Years Funding Allocations

The SEND Team have received queries from settings regarding the funding that is allocated through the Early Years Inclusion Panel. In order to be clear about how much is allocated and when you will receive the funding it is recommended that you refer to the **Provision Listing Form** that you receive each month (following EYIP). This clearly shows the amounts that you will receive throughout the year.

SEN PROVISION

SCHOOL: XYZ Nursery

Full School Listing for October for the year of 1920

(* Denotes other LEA funding)

This box details Payments to and Recoveries from Settings / Schools during the financial year

School Funding

Payment	Date	Baseline	Extra
EYIP EYIP April 2019	13/05/2019	£0.00	£1,803.28
EYIP EYIP July 2019	06/08/2019	£0.00	-£1,267.76
EHCP EHCP July 2019	06/08/2019	£0.00	£3,070.79
		£0.00	£3,606.31

Note 1
Note 2
Note 3
Note 4

Child's Name	Baseline						Confirmed position						Unconfir med High Needs	Balance to/from School
	Band	From	To	High Needs Funding Block	School Funding Block	Total	Band	From	To	High Needs Funding Block	School Funding Block	Total		
Child X, 01/05/2016	EIFB	01/04/2019	24/02/2020	£1,803.28	£0.00	£1,803.28	EIFB	01/04/2019	07/07/2019	£535.52	£0.00	£535.52	£0.00	-£1,267.76
Child X, 01/05/2016				£0.00	£0.00	£0.00	0005	08/07/2019	31/03/2020	£3,070.79	£0.00	£3,070.79	£0.00	£3,070.79
			BaselineTotal	£1,803.28	£0.00	£1,803.28			Current Totals	£3,606.31	£0.00	£3,606.31	£0.00	£1,803.03

[CLICK TO DOWNLOAD FULL DOCUMENT AND NOTES](#)

Funding Summary	
Baseline payment to school	£0.00
Total High Needs predicted for 1920	£3,606.31
Additional payments made	£3,606.31
Balance (+ is owed by the school, - is owed to the school)	£0.00

Note 5
Note 6

Please note that the provision listings details funding amounts for the financial year (1st April 2019 to 31st March 2020)

As an early years setting you may get funding for:

Setting not part of a school:

Early Years Inclusion Panel (EYIP)

Education and Health Care Plan (EHCP)

Nursery who is part of a school -The report shows funding for both the Nursery and the School:

Early Years inclusion Panel (EYIP)

Education and Health Care Plan (EHCP)

Inclusion Funding (AIPP)

Early Years Inclusion Panel Funding Bandings:

EIFA = £1,000 for a full Calendar Year

EIFB = £2,000 for a full Calendar Year

EIFC = £3,000 for a full Calendar Year



Upcoming Training Dates

TRAINING



Spring Term 2020



New SENCo Training

Part 1 Thursday 23rd January 6:30 – 9:00pm

Part 2 Thursday 30th January 6:30 – 9:00pm

Venue: Meeting Point House

TRAINING



Spring Term 2020



Managing Children's Behaviour and Supporting Emotional Regulation

Thursday 6th February 6:30 – 8:30pm
Meeting Point House

TRAINING



Spring Term 2020



SENCo 2 – Yearly Update (Developing the Role)

Tuesday 25th February 6:30 – 8:30pm
Meeting Point House



Overview of the SEND Conference 2019

On Thursday 7th November 2019, SENCo's, Head teachers, Lead Governors, partner organisations and members of the SEND Team all met together for the 2019 SEND Conference. Some of the conference highlights included:

How to be the Perfect SENCo!

Natalie Packer

Based on Natalie's book of the same title, we looked at a whole school approach to SEND, at how good leadership and management is needed to support the role and how having an overall view of the strategic level can help to build enthusiasm for SEND in the school. A link to the Whole School SEND Self Review was discussed along with the benefits of signing up. For more information on Whole School SEND and to sign up please take a look [HERE](#).



Autism, Social & Emotional Needs Dean Beadle

Dean presented his speech in such an inspirational way that most of the audience went away enthused to look at their approach to children with Autism in their classrooms. Highlights included rules around 'Social Toilets' and understanding the challenges and rewards of communication. The ability to teach social knowledge instead of focusing on skills is essential and helping autistic students to demystify the socially illogical world. Dean talked about Alexithymia, the difficulty in identifying your own feelings and the importance of students having social breaks.

The afternoon session consisted of workshops that included sessions from [Skills Builder Partnership](#). Tom presented their framework to support children of all ages to Prepare for Adulthood, which is based on the skills that underpin success at every stage of life to ensure that young people are fully prepared for the independence of university and college to empower them to achieve.

The Anti-Bullying Alliance workshop covered the wide area of Bullying & SEND, based on the [All Together: whole school anti-bullying programme](#). Nicola helped to identify bullying behaviour and then showed how children with SEND are more likely to be bullied and how this can be prevented, along with steps to effective reporting and to having an effective response to bullying.

In a workshop entitled Engaging with Young People we were joined by [RIP: Stars](#). Using his personal experience Jordan explained how the views and opinions of a young person are so important when it comes to delivering quality EHCP's.



Section Three: Schools

December 2019

SEND Conference 2019 Information Stands

The conference also hosted a variety of information stands, all of which provided services and products that can support SEND within a school environment, for example:

SEN Books – a specialist bookshop with books and materials for students, teachers and parents. Titles on Dyslexia, Dyspraxia, ADHD, Dyscalculia, Asperger's syndrome and many more are available.

Rhino Sensory UK – provide multi-sensory solutions, they brought a sensory tent along to the conference, hurricane tower as examples of equipment that can be used in sensory rooms and in a classroom environment.

RDA Cavalier Equestrian Centre – as part of the Riding for the Disabled Association, Perry RDA offer the opportunity for children and young people to experience the therapeutic benefits of horse riding, carriage driving, vaulting and horse care.

Scanning Pens – provide reading aids including exam reader pens and more.

SENTinel – provide SEN tracking software that gauges and demonstrates SEN pupil progress for internal and external inspections.

SpeechLink – provide packages to identify and support children with developmental speech sound difficulties. It can help identify children who may need to be seen by a Speech and Language Therapist and those at risk of literacy difficulties.

IDL – provide software to improve the lives of children with Dyslexia, they also have packages to help with numeracy and have asked us to pass on the following message:

A message to All SEND Conference Delegates from IDL Software:

If you attended the **Telford & Wrekin SEND Conference**, but didn't get the chance to request a **FREE** trial of IDL for up to half a term, but would like one, then please contact Jackie Holding on **07917 712004** or at Jackie.holding@idlsgroup.com. IDL are offering delegates the opportunity to trial their programme/s for up to half a term with an unlimited number of students for **IDL Literacy** and **IDL Numeracy**.

(If you would like to find out more then please speak to your LSAT)

Congratulations to Lawley Village Academy winners of the IDL Prize Draw held on the day!

Other stands included partners from Health, Beam, Early Years Advisory Teachers and teams from within SEND.

Inclusive School Forum (ISF) - Upcoming Dates

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND).

It aims to provide an opportunity to network and deliver peer to peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

A key function of the forum is to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed. An Education Health and Care Plan will not be required to access AIF funding.

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

Date of Forum	Time	Venue	Papers due in
14th January '20	9am-1pm	Ercall Wood	9th January '20
4th February '20	9am-1pm	Ercall Wood	30th January '20
3rd March '20	9am-1pm	Ercall Wood	27th February '20
7th April '20	9am-1pm	Ercall Wood	2nd April '20
5th May '20	9am-1pm	Ercall Wood	30th April '20

SEND Training Courses: January/February 2020

Course Code	Course Title	Date	Time
EPS 101	Promoting Positive Behaviour: Ordinary Magic by Ordinary Magicians	13th January 2020	9.30am-12noon
EPS 105	Inclusion of Children with Down's Syndrome in Mainstream Schools	13th January 2020	1.15pm-4pm
LSAT 403	SEND: Building Capacity in Your School	14th January 2020	9.30am-3.30pm
LSAT 406	Numicon: Breaking Barriers	21st January 2020	9.15am-12noon
LSAT 303	The Graduated Response	4th February 2020	9.15am-12noon
LSAT 401	Practical Approaches to Supporting SEN Across the Curriculum	5th February 2020	9.15am – 12noon
LSAT 405	Ready for Learning: Supporting the Social and Emotional Needs of Children with SEND	10th February 2020	9.15-12noon
EPS 103	AET: Good Autism Education	13th February 2020	9.30am-3.30pm

All course bookings and confirmations are administered through the CPD Booking Form, or

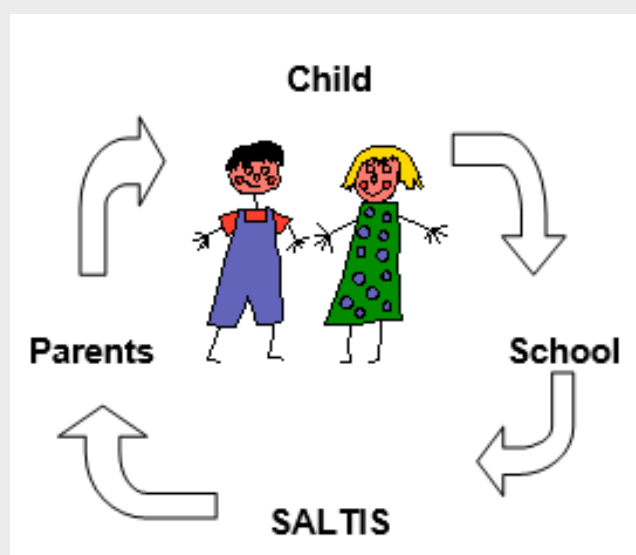
Email: cpdschoolimprovement@telford.gov.uk or **Fax:** 01952 (3)85000

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](#)

Speech and Language Therapy Inclusion Service



The Speech and Language Therapy Inclusion Service (SALTIS) is funded by Telford and Wrekin Council and operates across schools in Telford & Wrekin.



It is included in the Telford and Wrekin SEND local offer, within the Speech and Language Therapy section.

The SALTIS Therapists work for Shropshire Community Health Trust (SCHT) and link closely with the Core Speech and Language Therapy service. SALTIS provides a more intensive level of involvement with Schools than the core Speech and Language Therapy service.

The service is for children in Reception and Year 1 classes who show significant delay in receptive or expressive language, this may include children where these difficulties are the most significant part of an overall profile of developmental delay.

SALTIS achieves positive outcomes for children and teaching staff. SALTIS supports a sustainable use of resources and knowledge, to maximise the learning potential and promote the development of speech, language and communication skills amongst young children.

Speech and Language Therapy Inclusion Service

Aims of the service

SALTIS provides an opportunity for schools, Speech and Language Therapists and parents to work together more closely and effectively to:

- Help children develop their attention and listening skills and their ability to understand and use spoken language.
- Help children learn from the National Curriculum and take part in classroom activities.
- Share ideas of different ways to focus on speech, language and communication targets during the school day and to help Parents to support this learning at home.

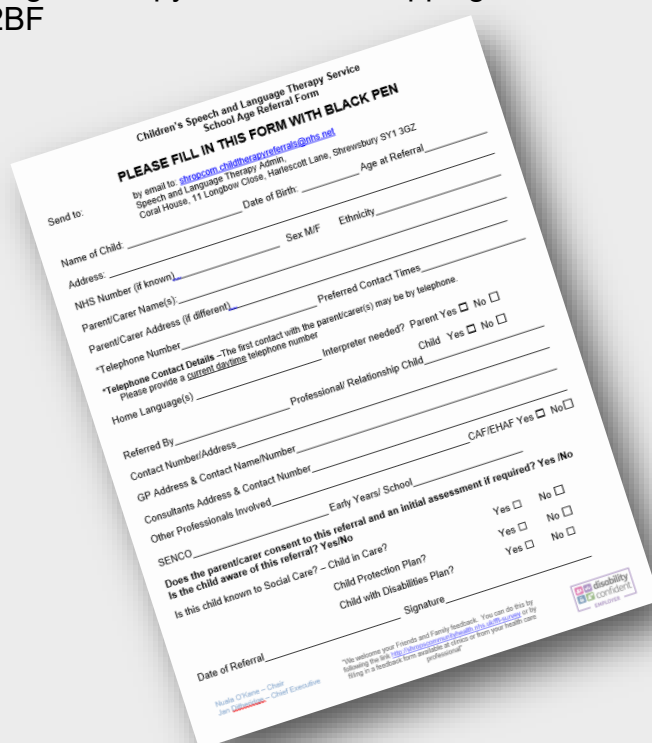
School staff should complete a [SCHT Speech and Language Therapy Referral Form](#) and state why they would like a child to be considered for input from the SALTIS team.

(Consent from parents is required for the referral, and the initial appointment may be offered in the local community clinic)

If you would like further information please contact:

The SALTIS Speech and Language Therapy Team, The Stepping Stones Centre, Brunel Road, Malinslee. Telford. TF3 2BF

Telephone: 01952 567300



Children's Speech and Language Therapy Service
School Age Referral Form

PLEASE FILL IN THIS FORM WITH BLACK PEN

by email to: chsc@telford.gov.uk
Speech and Language Therapy Admin.
Coral House, 11 Longbow Close, Halescott Lane, Shrewsbury SY1 3GZ

Send to: _____ Date of Birth: _____ Age at Referral: _____

Name of Child: _____ Sex M/F _____ Ethnicity: _____

Address: _____

NHS Number (if known): _____ Preferred Contact Times: _____

Parent/Carer Name(s): _____ Parent Yes ☐ No ☐

Parent/Carer Address (if different): _____ Interpreter needed? Parent Yes ☐ No ☐

*Telephone Contact Details - The first contact with the parent/carer(s) may be by telephone.
Please provide a current valid telephone number

Home Language(s): _____ Professional Relationship Child: Yes ☐ No ☐

Referred By: _____ CAF/CHAF Yes ☐ No ☐

Contact Number/Address: _____

GP Address & Contact Number: _____

Consultants Address & Contact Number: _____

Other Professionals Involved: _____

SENCO: _____ Early Years/ School: _____

Does the parent/carer consent to this referral and an initial assessment if required? Yes ☐ No ☐

Is the child aware of this referral? Yes ☐ No ☐

Is this child known to Social Care? - Child in Care? Yes ☐ No ☐

Child Protection Plan? Yes ☐ No ☐

Child with Disabilities Plan? Yes ☐ No ☐

Signature: _____

Date of Referral: _____


*We welcome your Feedback and Family Feedback. You can do this by
filling in the form at the bottom of the page and returning it to the
professional.

Nicola O'Neil - Chair
Jan Williams - Chair Executive

disability
confident
services


Employment Conferences: Sharing the Learning

On Wednesday 27th November a representative from the SEND Team and a representative from PODs (Parents Opening Doors) attended the Employment Conference in Coventry presented by Preparing for Adulthood. The Conference explained how employment is the central pathway for Preparing for Adulthood in the SEND reforms, and how there is a strong social and economic case to improve opportunities for young people with SEND to leave education with jobs and sustainable careers. As well as there being significant benefits for young people themselves, there are clear benefits for employers and for society as a whole.



Employment Conferences: Sharing the Learning

Coventry, London, Manchester & Exeter



#SEND @PfA_tweets
www.preparingforadulthood.org.uk

If you would like an opportunity to find out more - [WATCH THIS SPACE](#) as two more conference dates are due to be released in early 2020!

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



Section Four: Preparing for Adulthood

December 2019

Post 16 Transition Audit Tool

The Post 16 Transition Audit Tool is designed to support Local Authorities and Health partners in CCGs areas across education, health and care to evaluate how they are doing in preparing young people with SEND for their adult lives.

The audit tool is available to download [HERE](#) should you wish to find out more about it.



Local Offer: Preparing for Adulthood

Don't forget that the guidance that's available for young people and their families in Telford & Wrekin is on the Local Offer. The preparing for adulthood section has all the information that is needed to help them plan their post 16 transition and consider their future career.

Click [HERE](#) to find out more

PfA

Employment

Independent Living

Community Inclusion

Health

The screenshot shows the SEND Telford & Wrekin Local Offer website. The main heading is 'Guidance for Young People applying for Post 16 Education (with an EHCP)'. Below this, it states: '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.' It then lists the stages in the process: 1. Young people /parents attend an EHC Plan Annual Review meeting to discuss Post 16 options. 2. Opportunities to attend open days and apply to colleges. 3. Completion of a preference form to let us know your wishes and consult with providers. 4. A draft EHC Plan with the proposed placement is prepared. 5. A final EHC Plan that identifies the allocated placement is issued. 6. A final EHC Plan that identifies the allocated placement is issued. (DfE direct Local Authority's that it must be issued by: 31 March 2020)

Coming soon in the New Year...

We are currently developing a new section on the Local Offer for Young People designed by the SOS Group, it will include sections on health, money and independence.

Independent Travel Training

Independent Travel Training is a service that teaches children and young people with special educational needs how to travel safely with independence and confidence. It usually involves the use public transport to get to school or college.

Training is tailored to individual needs but the aim of the training remains the same; to build confidence, self-esteem and journey knowledge to empower individuals to be able to travel to school or college independently.

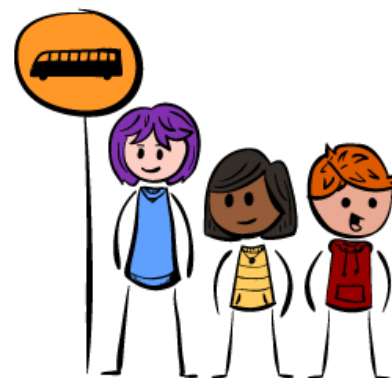
Those who undertake Independent Travel Training become less reliant on parents or carers. Providing the children and young people with an important life skill can open up new areas of social, education or employment opportunities now and in the future.

To qualify for Independent Travel Training you must:

- Be aged 11+
- Live in Telford & Wrekin
- Travel on Telford & Wrekin Council provided transport
- Live no more than 1 hour and 15 minutes from school or college using public transport

To find out more about Independent Travel Training or if you would like to know how to recommend a young person please contact:

SENDandInclusion@telford.gov.uk





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.

