

# SEND 0-25



Telford & Wrekin  
COUNCIL



# NEWSLETTER

January 2020

## Update from SEND Service Delivery Manager – Simon Wellman

Dear all,

At the beginning of term we have significant focus, back at the ranch, on phase transition to ensure children with EHC plans moving into school for the first time, between infant and junior and primary to secondary phases are allocated school placements for September 2020. We are on track to meet our statutory deadline of the 15th February and this has only been possible thanks to the support of all schools, mainstream and special, with whom we consult. We know it takes a lot of time to review paperwork, conduct visits, meet with parents and liaise with us so thank you. We work hard to meet parental preferences and the majority of children will be allocated a school place in line with their 1st parental preference—which is a great result all-round. We are also in the midst of consulting with post 16 providers so that our current year 11's with EHC plans have allocated placements by the 31st March 2020. No mean feat given our average cohort of children with EHC plans per year group is 110! The SEND team are on it and are a well oiled machine when delivering this process. I know, because you tell me, that they work really well with you when you raise queries and concerns so thanks to them also!

Our challenge regarding the amount of children in our special schools, when considering their physical capacity, continues and to that end we are looking for further specialist provision hub developments in our mainstream sector. The focus here is on early years and secondary provision and I hope to share some further news about this soon. Our aim, to work with mainstream colleagues to build knowledge, skills and resilience to meet increasing complexity of need, continues too.

For our young people with SEND the Local Authority is about to embark on a review of post 16 provision. We are keen to develop our 'offer' so that the very best outcomes can be achieved. The review will include:

- An overview of the national and local context.
- A needs analysis of our post 16 cohort by age, need, gender, post 16 establishment.
- A review of the current offer (qualifications, outcomes, supported internships, training providers, FE, ISP, support services, length of courses, part/full-time, known gaps).
- A review of best practice in other areas focusing on enablement and independence.
- A review of local information sources (including the local offer).
- Parent and young people's views
- Proposals and opportunities for market development.



# Section One: 0-25

January 2020

A working group will be established to move this activity forward and will include myself, Abi Martin, Headteacher Southall School, Sue Marston, Service Delivery Manager for Skills, Natalie Bevan, Preparing for Adulthood Team lead and a parent/carer rep. We aim to undertake a needs analysis and workshop with parents during the Spring Term, collate findings and produce a report including recommendations during the Summer. We intend to consult on our proposals with all key stakeholders and importantly want to coproduce our future offer with young people and parents. To that end an initial workshop is taking place on 5th March at the Apprenticeship Show. Young People and parents who are already in post 16 provision or due to start are invited to attend. Please find further details about this later in the newsletter. Your help to promote this event is most welcomed.

Finally work on developing our offer to support mental health advances with pace. This work is led by Andy Cooke and I know many schools attended the Anna Freud sessions and found them worthwhile. We know there is plenty of work to do but the conversation has started. My role has been to develop a mental health directory providing detail of support offers for schools, families and young people. Some of you will have seen a first draft at the recent emotional health and well-being network meeting led by Newdale. For SENCos attending the school network meeting this week a copy will be available for review. Once finalised (by Easter) we will share via the SEND local offer website.

All good stuff!

Best wishes

Simon

## Contents:

**Page 3:** [Section One — 0-25](#)

**Page 10:** [Section Two — Early Years 0-5](#)

**Page 13:** [Section Three — Schools](#)

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

## Upcoming SEND Network Meetings

### Early Years SENCo Update Meetings

Wednesday 12th March 2020

Wednesday 11th June 2020

6.30pm-8.30pm

Booking via: [talkingchildcare@telford.gov.uk](mailto:talkingchildcare@telford.gov.uk)

### School SENCo Update Meeting (cross phase Primary & Secondary Schools)

Thursday 4th June 2020

4pm-5.30pm

Course Code: LSAT 227

Booking via: [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk)



## 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](mailto:sendandinclusion@telford.gov.uk) mailbox.

Thank you for your continued co-operation.



## Top Tips: Playing with children who have Autism

These tips were written by year six children (taken from Ambitious about Autism).

- ◇ Be kind and gentle
- ◇ Expect the maximum from your new friend - they can do it!
- ◇ Let them lead you - they know where they want to go and will take you there
- ◇ Don't do the wrong thing in front of them - they might copy you
- ◇ Treat them as you would like to be treated yourself - don't use babyish language
- ◇ Listen to what they have to say
- ◇ Let them feel proud of themselves when they do something amazing
- ◇ If they don't understand your words, try using sign language or gestures
- ◇ Don't ask too many questions - remember to wait for your answer
- ◇ When they've done something good, maybe say "High-5" or "Well done"
- ◇ Don't be too bossy!
- ◇ If you are tall and playing with a little person, bend down so that you are at their level before asking them something

Feel free to share these messages with the children at your school.





# Section One: 0-25

January 2020

## Telford & Wrekin SENDIASS

Telford SENDIASS offer a range of information, advice and support for parents/carers, children and young people from 0-25 years on SEND processes.

We value the importance of supporting parents to engage and have positive communications with the professionals involved with their child's education. Our aim is to increase understanding and confidence to enable full participation in making informed decisions.



### First Point of Contact

Our Referral Line contact point is open Monday to Fridays and we are opening our first point of contact on Thursday evenings 5.00-7.00 pm fortnightly. We are piloting this due to feedback from parents who may not be able to contact during office hours due to other commitments.

### SEND Training Workshops

We run regular workshops both in the day and evening. Topics we cover range from SEN support; Understanding your child's Education, Health and Care plan; Preparing for an Annual Review and we regularly consult with parents to identify areas of SEN where they would like more information.

### SEND Coffee Mornings

We are currently working very successfully with both primary and secondary schools in Telford to facilitate and support schools to engage with their SEND parents through coffee morning sessions. Over the last 12 months we have supported 8 schools to arrange these. Schools will run them at different times and very much based on a school's individual needs. We are hoping over the next 12 months to develop these further within secondary schools. Please contact the service for further information.



### SEND Information Sessions

We provide opportunities for parents/carers to meet on an individual basis with our trained members of staff through our information sessions. Parents can contact the service to arrange an appointment. We currently run them within community venues across Telford including Southwater, Brookside Community Centre and the Glebe Centre, Wellington.

## Telford & Wrekin SENDIASS

### Young People Caseworker

Maria Morgan is our dedicated young person caseworker. She works with young people who access the service in relation to expressing their views, wishes and feelings regarding any SEND related issues. She has drop-in sessions in mainstream secondary schools across Telford and Wrekin including Telford College and Southall School. Young people say how they value the support that Maria can offer them to put forward their views, whether it be to prepare for their Annual Review or to support them to transition from school into college. She also helps them to understand their Education Health and Care Plans. If your school is interested in Maria coming along to talk about her role and helping to set up a drop in, please contact the service for further information.



We have also been involved in joint working with the Local Authority to develop a group for young people with SEND (Shout our for SEND—SOS) to help them, through socialisation and activities, to increase their confidence and understanding of the SEND processes and to consult with them on the things that are going well and not so well for young people living in Telford and Wrekin. They have been participating in the designing of the new IASS young people leaflets and have been asked to express their views on the development of information in relation to the local SEND processes for young people. They

have also been involved in developing information on the Local Offer for young people.

### Future Events

We are strengthening our relationships with other professionals involved in areas of SEND from 0-25 years. We are currently planning an Early Years Information event in Spring of this year, alongside our local parent and carer forum PODs.



We are also running another Transition event with Future Focus in April this year to support parents and young people to access information on moving from school into post 16 options. This is being held in response to a previous event held in 2019 which was extremely successful. This will take place on Friday 3<sup>rd</sup> April 2.00 – 7.00 pm at the Methodist Church Wellington.

If you require any further information on any of the above, please contact us either by

# Shout Out for SEND

Thursday 20th February 2020

3pm-6pm



Are you aged 11-25 and would like to share your views about SEND?

Join us at **Madeley Community Café** when pasta bake and chocolate pudding will be on the menu

We will be working as a team to cook a healthy meal to share, everyone will have a chance to join in and share their cooking skills with the group.

## Sharing Your Views:

- Creating a voiceover for the whiteboard animation about your views on EHCP's.
- All About Me – a guide to writing the perfect one page profile for professionals.

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.



Telford & Wrekin  
COUNCIL

To confirm your attendance, please contact IASS on:

**01952 457176**

or email: [info@iass.org.uk](mailto:info@iass.org.uk)

Telford & Wrekin  
CVS  
Involving, Inspiring, Supporting





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](mailto:SENDandInclusion@telford.gov.uk) to register interest or request further information



**ELSA**  
NETWORK



## 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 Therapists 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.

More information can be found on the Local Offer.

[Early Years Inclusion Panel Referral Form](#)

| 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                |





## SEND Self Review Recall Event

**Did you attend the NASEN SEND Self review workshop on the 11th October 2019?**

**Are you interested in finding out more about completing your own SEND Self Review?**

If so, you are invited to join the SEND Self Review recall event that is being held on:

**Friday 14th February 2020**

**10am-12noon**

- Settings will need to bring their SEND Self Review with them, this can be either fully or partly completed.
- The event will provide settings and the Local Authority the opportunity to reflect upon the positive aspects and challenges of completing a review as well as an opportunity to network with colleagues.
- This is a free event.

Venue: Meeting Point House, Southwater Square, Telford, TF3 4HS

To book your space email: [lisa.seymour@telford.gov.uk](mailto:lisa.seymour@telford.gov.uk)

To find out more about the SEND Self Review for Early Years Settings take a look [HERE](#)



## Upcoming Training Dates

### Are you a new SENCo?

This training is for anyone who is new to the role of SENCo.

12th May 2020 & 19th May 2020 6.30pm-9pm

Delegates will need to attend both sessions

Cost: £60.00 per person

Booking via: [talkingchildcare@telford.gov.uk](mailto:talkingchildcare@telford.gov.uk)

TRAINING



### SENCo 2 Yearly Update

This training session is aimed at anyone who is established in the role of SENCo; it will provide an update to paperwork and legislative changes.

25th February 2020 6.30pm-8.30pm

28th April 2020 6.30pm-8.30pm

Cost: £30.00

Booking via: [talkingchildcare@telford.gov.uk](mailto:talkingchildcare@telford.gov.uk)

### Managing Children's Behaviour and Supporting Emotional Regulation

Thursday 6th February 2020 6.30pm-8.30pm

Delegate Cost: £30.00

Booking via: [talkingchildcare@telford.gov.uk](mailto:talkingchildcare@telford.gov.uk)



## EHCP draft baseline FY2021

We are aiming to forward the draft EHCP baseline listings for FY2021 to schools for checking on Thursday 30<sup>th</sup> January 2020.

Please do keep a lookout for these, as any queries will need to be raised with the SEND team by the end of **Thursday 6<sup>th</sup> February 2020**.

## Recording ISF funding on the census

We have received a small number of queries from settings concerning how to record those pupils who are in receipt of Inclusive School Forum (ISF) or Early Years Inclusion Panel (EYIP) funding on the school census return. DfE guidance advises the following:

*“Usually, but not always, the pupils for whom a primary or secondary mainstream school receives top-up funding are those with an education, health and care (EHC) plan or SEN statement. Sometimes local authorities may also provide support for pupils with code ‘K’ - SEN support. Locally this top-up funding may be called by a different name: in cases of doubt, schools should check with their local authority to make sure that this is recorded correctly for each individual pupil”.*

For the purpose of the school census therefore, pupils who are in receipt of ISF and EYIP funding should be recorded as receiving high needs top up funding but logged as **SEN Support (K)**.

## SEND Self Review - School Nurseries

Have you heard about the [Whole School SEND](#) self review guide for schools that is available?

To find out more take a look in the [September SEND Newsletter](#).

**Did you know that a new SEND Review has now been created to support School Nurseries?**



[The Early Years SEND Review](#) helps settings to evaluate the effectiveness of their provisions for children with SEND. This review will be of interest to SENCo's whose schools have a preschool or nursery attached. The SEND review should help to ensure that all children achieve their very best and achieve successful transitions.

The review process normally takes 2-3 days in total. This includes the preparatory work, the time needed to collect information during the visit, and the report writing and feedback that takes place after the review. Settings can establish an ongoing relationship with their reviewer who can provide follow up support and advice.

To find out more visit nasen Early Years Training & Resources: [HERE](#)



# Section Three: Schools

January 2020

## SEND in a Nutshell

You may recall that this document was shared at the SEND conference last year. Many SENCOs have expressed their interest in receiving a word copy, in order for them to use in schools. It is a fantastic way to share key SEND priorities with staff, leadership and governors, as well as being a great conversation starter for Ofsted!

I have put together a word document version that you can add to and develop for your own needs, you will find this attached with the newsletter as a separate document. If you have any questions on what to include, then please let me know.

Deborah Carpenter  
Lead Learning Support Advisory Teacher

**Identification**

INSERT: CHART  
E.g. Comparison of SEND broad area of need with National  
Pie chart to show percentage of EHCP, SEND support and No SEN  
Students on SEND Support by year group

**In school support**

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social, Emotional and Mental Health

**Attendance, Exclusions, Outcomes**

**% Fixed Term Exclusions**

|           | SEN Support | EHCP | No SEND |
|-----------|-------------|------|---------|
| 2018-2019 |             |      |         |
| 2017-2018 |             |      |         |

**% Fixed Term Exclusions**

|              | Average Y9 Grade Target | Y10 Progress 8 | Y11 Progress 8 |
|--------------|-------------------------|----------------|----------------|
| All Students |                         |                |                |
| SEND Support |                         |                |                |
| EHCP         |                         |                |                |

**Attendance**

|         | SEND |
|---------|------|
| 2018-19 |      |
| 2017-18 |      |
| 2016-17 |      |

**SEND in a Nutshell**

School

**Key Strengths**

- 
- 
- 

**Key areas for development**

- 
- 
-

## National SENCo Workload Survey

The national SENCo workload survey was a joint project that aimed to explore the impact that SENCo workload has on the school and the professional.

On September 2018, Bath Spa University, nasen and the NEU launched the National Workload Survey. The survey was designed to capture the breadth and depth of the SENCo role, particularly after the 2014/15 SEND Reforms.

Questions focused on how the role was managed, specifically exploring the time and support SENCo's were able to access to facilitate their role.

You can view the full project report and project review: [HERE](#)

### The key recommendations included:

- **Review of SEND Code of Practice in relation to the SENCO role:** SENCOs should have protected time to enable the effective facilitation of their role and it should be a statutory requirement that the SENCO is a member of the school senior leadership team.
- **Review of SEND Code of Practice in relation to provision for children:** The legal definition of SEN should be reviewed in light of the rapid development in sector understanding regarding neuro-diversity, as well as the changing demographic of our school population.
- **Development of consistent, effective SEN provision nationally:** To develop consistency of practice across Local Authorities and reduce administrative demands, a single, national template should be developed for Education, Health and Care plans.
- **Facilitation of SENCO role in educational setting:** The Department for Education should provide sufficient funding for the SENCO role for every school in the country, SENCOs should be given additional administration support and they should be placed on the leadership pay scale.



## SEND pupils and the new school inspection framework

Just when you thought it was safe to go back in the water, because the new school inspection framework (EIF) appears friendlier ...sharks are circling. The sharp-toothed shark 'Ofsted' is looking to 'snap' at the SEND provision in schools. The new inspection framework (EIF) expects all inspectors to evaluate the quality of provision for all SEND pupils.

So what do you need to know in order to have a positive inspection of SEND under the new framework? In the past both schools and inspectors have relied too much on the lack of national comparators for the different groups of pupils with special needs and disabilities to have objective evidence about SEND pupils' achievement.

Having reviewed recent national inspection reports some indicate that leaders did not have an accurate enough view of the effectiveness of their provision in the teaching and learning of SEND pupils. Curriculum provision was questioned for not allowing those pupils with SEND to gain a 'deep' enough knowledge of the subjects they were studying. In addition there was too much variance in the way that SEND pupils' lessons were taught compared to other pupils in the school. School leaders did not check on all areas of pupils' development well enough, and this lack of relevant information meant that leaders were unable to make timely decisions about these pupils. Consequently, governors and trustees did not have sufficiently robust evidence to question the provision of both teaching and learning and the curriculum for SEND pupils.

In the school inspection handbook, published November 2019, the overall effectiveness judgment on page 39 states that inspectors '...before making the final judgement on overall effectiveness will evaluate the extent to which the school's education provision meets different pupils' needs including pupils with SEND'.

Under the new inspection framework there is no longer a judgement of pupils' outcomes. Instead it is about the 'quality of education'. Inspectors are expected to take a rounded view of the 'quality of education' that the school provides for all its pupils, including both the disadvantaged and pupils with SEND.

The key question is:

Does the work given to SEND pupils, over time and across the school, consistently match the aims of the curriculum? Is it coherently planned and sequenced so that sufficient knowledge and skills are ascertained for future learning and employment?







# Section Three: Schools

January 2020

In the new EIF the inspection of the curriculum has a much higher profile, and therefore greater impact, on the outcomes of the inspection. It is one of two golden threads, including safeguarding, that run across all the work that inspectors will carry out.

Inspectors will evaluate the extent to which the school's curriculum sets out the knowledge and skills all pupils will gain at each stage of their education – the 'intent'. They will consider how the curriculum is developed or adapted, and how it is being taught and assessed, in order to support all pupils in gaining knowledge, and in applying it - which is referred to as 'implementation'. Finally inspectors will consider the outcomes all pupils achieve as a result of the education they received, the 'impact' - the 'so what' question.

As part of a school's 'intent' staff will be asked whether there is equally high academic/vocational/technical ambition for all pupils and whether the school offers disadvantaged or pupils with SEND a full curriculum (p41). Therefore any special provision for SEND pupils will be evaluated in terms of how it enables the curriculum 'intent' to be put into practice, so that SEND pupils are not limited by a narrowing of the curriculum which will lead to a limiting of their choices post 16, for further study, training or careers which may result in SEND pupils being 'NEET' (not in education, employment or training).

When evaluating 'implementation' of the curriculum inspectors will look at how the curriculum is taught at subject and classroom level. Teachers are expected to have expert knowledge of the subjects they teach. If they do not, it is expected that they are effectively supported to address any gaps in their subject knowledge so that pupils are not disadvantaged by ineffective teaching. Teachers are expected to enable all pupils to understand key concepts, presenting information clearly and encourage appropriate discussion. Teachers must also effectively check all pupils' understanding and swiftly identify and correct misunderstandings. They must ensure that all pupils embed key concepts in the long term memory and apply them fluently. The subject curriculum should be designed and delivered in a way that allows all pupils to transfer key knowledge to long-term memory. The sequence of new knowledge and skills should build on what has been taught before to enable all pupils to successfully work towards clearly defined endpoints.

Leaders are expected to ensure the national curriculum is followed in maintained schools. In academies the curriculum needs to be of similar breadth and ambition. Leaders need to have thought about the endpoints that the curriculum is building towards and what pupils will be able to know and do up those endpoints and how they've planned the curriculum accordingly. Leaders need to ensure that the curriculum is sequenced to enable pupils to build the knowledge and skills required to reach agreed end points, as well as ensuring that the subject curriculum contains content that is most useful, has a logical progression, is taught systematically and is sufficiently explicit for all pupils to acquire the intended knowledge and skills.

As part of an Ofsted inspection, inspectors will talk to subject leaders and teachers about the programme of study as well as pupils from the lessons they've observed. This will always include a group of SEND pupils.

Teachers should effectively use assessment to check all pupils' understanding in order to inform next steps in learning. Teachers should help pupils embed and use knowledge fluently through developing their understanding, and pupils should not simply memorise disconnected facts. Ofsted identified learning as an alteration in long-term memory; therefore, if nothing has been altered in long-term memory, nothing has been learnt.

However transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils must connect new knowledge with existing knowledge. The ability to develop fluency and unconsciously apply the knowledge and skills to new situations must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts.



When inspectors evaluate the impact of the curriculum they will focus primarily on what pupils have learnt. Ofsted considers that a well-constructed, well taught curriculum will lead to good results because those results reflect what pupils have learnt. Ofsted also believes that there is no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests. Pupils with SEND should acquire the knowledge and cultural capital they need to succeed in life; therefore all pupils should be well prepared for the next stage of education training or employment. Inspectors will consider whether pupils actually are ready by the point they leave the school or the provision they attend. Are your SEND pupils effectively prepared for their next stage of education and their adult lives?

Comments from recent national OFSTED reports indicate that some pupils with SEND did not have a curriculum which was as well developed as other pupils in the school. Another comment was that care should be taken when developing SEND provision so that it does not limit opportunities. For example where pupils with SEND do not study as many subjects as other pupils. The message however is not that everyone needs to do the same but rather all require a rich, diverse, broad, high quality educational experience that maximises positive life chances



*Information provided by:*  
Michelle Parker  
Quality Assurance Specialist  
School Performance and Development



## 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).

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

| Date of Forum    | Time    | Venue       | Papers due in     |
|------------------|---------|-------------|-------------------|
| 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    |

## Revised Annual Review Paperwork

The new Annual Review paperwork has been revised and contains "Version 2" in the footer. We made a small amendment in order to put back a section on Current Attainment Levels (School based and from other professional reports such as LSAT/EP) which we had removed from version 1. This has been requested by schools as it has been difficult for schools receiving children with EHC plans (for example between primary and secondary) to gauge the levels of a child from version 1 Annual Review Paperwork

You can find the new Annual Review documents [here](#)

**Please use VERSION 2 of the new Annual Review paperwork from now on**

**Thank you!**





## SEND Training Courses: February/March 2020

| Course Code | Course Title  | Date               | Time            |
|-------------|---|--------------------|-----------------|
| 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   |
| LSAT 408    | AET: Good Autism Education (cross phase)  | 17th March 2020    | 9.30am-3.30pm   |
| LSAT 408    | Coaching Skills for SENCOs (cross phase)  | 17th March 2020    | 9.15am-12noon   |
| LSAT 212    | Governors with Responsibility for SEND  | 26th March 2020    | 5pm-7pm         |

All course bookings and confirmations are administered through the CPD Booking Form, or  
**Email:** [cpdschoolimprovement@telford.gov.uk](mailto: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](#)



## Emotion Coaching: Helping children to regulate their emotions

### Who is it for?

Teachers, Teaching Assistants, SENCOs

### Course Tutor

Dr Karen Grandison, Dr Katie Caddick and Dr Severine Thompson (Educational Psychologists)

### Course content

This course focuses on 'how to' support children's emotional regulation for positive changes in their behaviour through Emotion Coaching. The course aims to enable practitioners to use Emotion Coaching (a tried and tested evidence based approach) to help pupils recognise, experience and regulate their emotions. Throughout the training session school staff will be provided with the opportunity to learn how enabling environments are created.

### Key outcomes

Delegates will:

- Learn about the background in which Emotion Coaching is set (supported by recent findings from neuroscience) and acquire practical skills to put emotion coaching in practice

### Date, Cost, Venue and Contact information

**Date:** Tuesday 24th March 2020, 9:15am —4:00pm

**Cost per delegate:** T &W Schools and Academies—£90 (non-T&W Schools—£108)

**Venue:** Ramada

**To book, please contact:** [cpdschoolimprovement@telford.gov.uk](mailto:cpdschoolimprovement@telford.gov.uk) - School Improvement Service (6A Darby House), Telford & Wrekin



## Live Well Community Hubs

The Live Well Hubs offer free, friendly advice about help at home or equipment to help make daily life easier. No appointment is needed, just drop in and have an informal chat with people from Adult Social Care for advice, support and information as well as help to access local support groups, community groups, clubs and activities.

[Find a Hub](#)

## Leavers Lounge Timetable

The Leavers Lounge is for care leavers aged 16+. It supports young people as they leave the care system, by providing a safe place to meet, with mentoring support and 'Leavers Lounge' events.

Some of the events include wellbeing sessions, a music club, financial advice, pamper sessions and anything else to help meet the needs of those being supported.

The Leavers Lounge is based at Meeting Point House, Southwater Square, Telford Town Centre, TF3 4HS.

Drop in sessions are held Monday - Friday between 10.30am-12.30pm.

## Consultation on Post 16 Education Travel Policy

A consultation for the Post 16 Travel Assistance Policy launched on Friday 10th January 2020. We think it may be of interest to you or your organisation and people who use or are potentially going to use, travel assistance to reach your setting.

Information about the changes and the new policy is available at:

[www.telford.gov.uk/travelassistance](http://www.telford.gov.uk/travelassistance)

Several of the elements of the Post 16 education travel assistance policy and adult social care travel assistance have been reviewed and updated.

Travel Assistance would like your views on how this could affect you, your service users, clients and people who use your services.

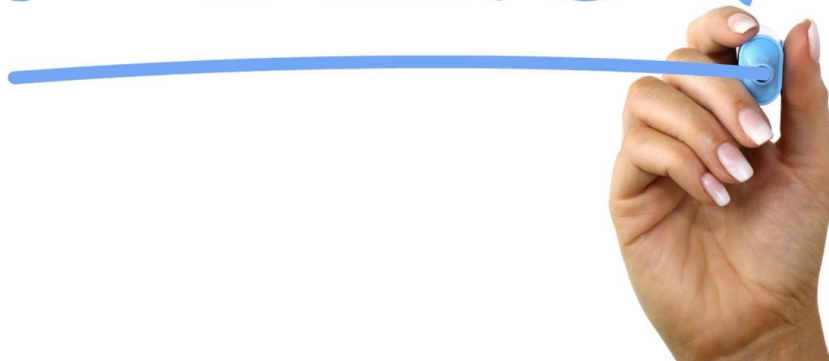
Please feel free to share this information with anyone who may be affected.

You can do this by completing the online questionnaire, which is available [HERE](#)

The closing date for the consultation is: **Monday 3rd February 2020**

For more information, to share additional views or to ask any questions please email:  
[travelassistancepolicy@telford.gov.uk](mailto:travelassistancepolicy@telford.gov.uk)

# POLICY



# 16-25 Years Mental Health Peer Support



New 16-25's Peer support group starting 29th January.

This group is aimed at young adults who may be struggling with their mental health, including ASD and/or mild to moderate learning difficulty.

## Time and Date

This support group runs on a Wednesday 4-5.15pm

## Self-referral via:

Please contact:

[talk2@telford-mind.co.uk](mailto:talk2@telford-mind.co.uk) to self refer in to this group

[telford-mind.co.uk](http://telford-mind.co.uk)  
Registered charity no. 516444







## Local Offer for Special Educational Needs and Disability

Discover everything you need to know about education, health and care services in your local area for children and young people with SEND 0-25yrs at...

[www.telfordsend.org.uk](http://www.telfordsend.org.uk)

### 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.

