

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

(May 2020)

Update from SEND Service Delivery Manager – Simon Wellman

Dear Colleagues,

As we head into half term I know there is much for you to do and consider. The purpose of this newsletter, as always, is to provide an overview of work that has taken place over the last month, list notices, signpost you to key resources and focus on the presenting issues of the day. Regarding the latter I know there are many questions about the management of children coming back into school and I understand further DfE guidance about SEND will be forthcoming! For now I understand that you are considering arrangements in line with the guidance that has already been published, namely:

[Actions for educational and childcare settings to prepare for wider opening from 1 June 2020](#)

[Coronavirus \(COVID-19\): implementing protective measures in education and childcare settings](#)

We will send further briefings as and when guidance is published from the DfE

It was great to 'see' so many SENCo colleagues at the SEND Virtual Briefings that took place last week. Additional briefings have been held for EY and Post 16 settings as well. A key focus of this briefing was to highlight the new SEND duties regarding **reasonable endeavours** that came into effect from 1st May 2020. To clarify, all educational settings must be making reasonable endeavours to provide for children with an EHC plan and the reasonable endeavours being made must be recorded—we advocate the 'plan on a page' template (see page 2). The plan will be dynamic—it will change in light of circumstances. It must be agreed with parents. A number of questions were raised during the briefing about the reasonable adjustment duty. FAQs have been generated in response and can be found on page 3.

As you will see the newsletter this month contains some top tips about transition, which will become crucial next half term. There is also reference to preparing children for when they do return to school. It will seem a very strange place given the adaptations necessary in line with government guidance and a really nice virtual video has been created from a school, outside of Telford. If you have created any resources please do share by sending them to the localoffer@telford.gov.uk

I know many settings will be open for half term but I do hope there is opportunity for a break too, at some point. We definitely need to enjoy this glorious weather!

Best wishes to you all

Simon

Recording 'reasonable endeavours' using a plan on a page.

'Reasonable endeavours' must be made to provide for all children and young people with an Education Health and Care plan at this time. This is a legal duty which came into effect from 1st May 2020. There must be a recording of the plan which needs to be agreed with parents.

Whilst there is no formal template, we advise using the following structure to create the 'plan on a page'.

What?	Securing something different to the provision stated in the plan, e.g.. in relation to availability of staff, availability of technology and any significant risk that may cause harm.
Where?	Location where provision is to be provided may be altered – early years setting, school, college, community setting, home, clinic
When?	Frequency and timing of provision may be altered or modified in the light of available staff and risks that may cause harm.
How?	Method of delivery may be altered, e.g. virtual rather than face-to-face and smaller rather than larger groups for teaching (in line with the guidance on reducing transmission of coronavirus).
By Whom?	Changes to the person delivering the provision, e.g. a learning assistant under virtual supervision rather than a specialist therapist or teacher

Please also ensure there is reference to when the plan was discussed and agreed with parent.

FAQ's on reasonable endeavours duty

1. Do we have to complete a plan on a page for every child with an EHCP?

A record must be kept of the reasonable endeavours being made for each child with an EHC plan. This is a statutory duty.



2. Does the plan on a page need to be submitted to the Local Authority?

No we trust that each setting will undertake the duty to record and deliver the reasonable endeavours duty. We will however, in due course, ask for a plan to be submitted from each setting for moderation. This is to support you to ensure what is being recorded is in line with the statutory duties. We will provide further detail about this in the coming weeks.

3. Do I need a parent to sign the plan on a page? If so how will we do that given the current circumstances?

A parental signature is not required. What matters is that you have discussed the 'plan' with the parent/carer? You should indicate on your plan when the discussion took place and any comments the parent/carer gave.

4. Do I need to complete a plan on a page for years 11 and 13?

Yes

5. When does the plan on a page need to be completed by?

As soon as possible. The duty came into effect from 1st May 2020. Where you have large numbers we would expect that you would initially focus on those rated RED using the risk assessment process, moving to amber and then green.

6. How long will the reasonable endeavours duty last?

This is a temporary modification of the Children and Family Act 2014 and will be reviewed on a monthly basis. At the time of writing this we are awaiting confirmation that the reasonable endeavours duty will remain in place after the 31st May 2020.

FAQ's on reasonable endeavours duty

7. Are schools expected to be holding video learning sessions/support?

A list of possible alternative arrangements were listed by the DfE for consideration by settings when thinking about how to make reasonable endeavours and conducting virtual lessons was highlighted. What is also clear however is the need to consider local factors to determine what is possible. For example the availability of suitable IT in the home would prohibit this method on some cases. Settings should use their judgement about the needs of the child and how best to deliver provision given the presenting context.

8. If children with EHCPs are in school should we be providing individual sessions separate from the activities that other children in the provision are undertaking? Our children are joining in fully with support within our provision.

Many activities will link to children's EHC plans. What is important is you have agreement with the parent about what is being delivered. If you are able to include some intervention work to support and progress learning at this time then that would be a reasonable endeavour.

9. Do children with ISF status and funding need a record?

It is not a statutory function to make a record of reasonable endeavours for children who have ISF funding. It would be good practice but the decision to complete a plan on a page for children with ISF funding is for educational settings to make.



SEND Virtual Briefings

Thank you to everyone who attended the SEND Virtual Briefings, the full presentation is attached with this SEND Newsletter.

A few of the highlights:

Two changes to SEND legislation

1. Section 42 of the CFA 2014 (duty to secure special educational provision and health care provision in accordance with EHC plan): the duty on LAs or commissioning health bodies to secure or arrange the provision is temporarily modified to a duty to use 'reasonable endeavours' to do so.
2. The SEND (Coronavirus) (Amendment) Regulations 2020 amend regulations that specify timescales that principally relate to EHC needs assessments and plans. Where it is not reasonably practicable, or is impractical, to meet that time limit for a reason relating to the incidence or transmission of coronavirus, the specific time limit will not apply - the process must be completed as soon as reasonably practicable.

These changes are effective from 1st May 2020, they cannot be applied retrospectively. The s42 modification must be renewed monthly, where the SoS decides it is still appropriate and proportionate. The timescale amendments are in place until 25th September 2020.

What the guidance emphasises

- Only some aspects of the law on EHC needs assessments and plans have changed temporarily.
- Duties in law over EHC plans have not been 'turned off' - all other aspects of SEND law remain in place.
- The ongoing importance of co-production with children and young people with SEND and their parents.
- The impact of coronavirus may mean that the process and provision in place previously may need to change for the time being.
- A heightened need for effective, timely communication between LAs, health commissioning bodies, families and all others involved in EHC needs assessment processes and plans.



SEND Virtual Briefings Continued...

Importance of Co-production

- Having effective co-production and communication, remain key at this challenging time, both at the strategic level and in relation to individual cases.
- Parent carer forums have an important role working with LAs and health commissioning bodies, to gather and feed in parents views on what can realistically be provided to children and young people when the usual ways of working are under such strain.
- Regular briefings for Parent/Carers are being produced and distributed to Parent/Carers to keep them updated about what's happening along with FAQ's to answer questions that they have raised. These have been co produced by PODs (Parents Opening Doors) commissioning and health. They can be viewed [HERE](#)

Reasonable endeavours

- 'Reasonable endeavours' must be used to secure or arrange the provision in an EHC plan.
- Consideration must be given for each child and young person with an EHC plan about what they need to provide during the notice period.
- For some, this will mean the provision specified in their plan can continue to be delivered.
- For others, this may result in a child or young person's provision being different to that which is set out in their EHC plan, for some, or all, of the time that the notice is in force.
- More specific information about reasonable endeavours is available on pages 11-16 of the briefing presentation.

Timescales for EHC needs assessments and plans

- The law is changed only where, in a particular case, it is not reasonably practicable, or it is impractical, for a LA, health commissioning body or other body to discharge its duties for a reason relating to coronavirus;
- The modification is to the timing only. Where it is **not reasonably practicable or impractical to conclude an action** within the statutory timescale – e.g. 6 weeks for a decision whether to make an EHC needs assessment - for a reason relating to the incidence or transmission of coronavirus (COVID-19), the LA or other body to whom that deadline applies will instead have to complete the process either as soon as reasonably practicable or in line with any other timing requirement in any of the regulations being amended.
- More information can be found on pages 21-22 of the briefing presentation.

Annual Reviews of EHC Plans

Annual review requirements remain in place. A review meeting, even if by necessity briefer than usual, can be reassuring for parents, children and young people, through ensuring that their EHC plan is up-to-date.

Where it is impractical to complete an annual review of a plan within the prescribed timescales for a reason relating to coronavirus, then it must be completed as soon as reasonably practicable.

Annual review meetings may need to take a different form, the SEND Team have attended several Annual reviews that have been held virtually though Microsoft Teams with good feedback.

It is important that they continue to ensure that the child or young person is at the centre of the process and can engage with the process in a meaningful way.

Priorities for review

- Children and young people with significant changes of need or circumstance
- Looked after children
- Children and young people in residential provision; and
- Children and young people in out of area provision, especially independent and non-maintained provision.
- LAs must already have completed this year's required transfer reviews for a child or young person moving between key phases of education. Where, exceptionally, completion has been delayed, these transfer reviews need to be finalised as a priority.

Annual review paperwork is available for download on the [Local Offer](http://www.telfordsend.org.uk).



Feedback from the Virtual Briefings

We thought you may like to take a look at some of the positive feedback that we received following the Virtual briefings:

- This has been very useful, good to be able to 'touch base'. Would be useful to do again further down the line.
- SEND team are still on the end of the phone and able to offer good advice
- Plan on a page looks good, simple and straight to the point, easy to complete.
- Thank you. Really good to know where we are up to and where the focus is.
- Really helpful thank you - Will disseminate to my Head.
- Thank you, it was a clear and concise presentation.
- Thank you for the updated information, very helpful.
- Really useful and clear guidance. Thanks.
- That was a very useful briefing, the format was great and clear. Thank you
- Thank you, the virtual chat worked well,
- Really useful and has helped a lot!! Thanks!
- Thank you for leading such an informative session. It is nice to know that we are working well in this current climate and these updates will help us continue to move forward. Stay safe everyone
- Very informative thank you and helpful to have the opportunity to ask questions
- That was great, really useful and think the virtual briefing style worked really well too.
- Found this really useful thank you for putting together
- Really effective and best use of time and resources!
- Thank you - it answered a lot of questions and has given us a useful framework of key points to work on
- Thank you for a good presentation. A good and effective way to deliver the message.
- Thank you - a very useful session, look forward to receiving the information. I made it to the meeting on time - like virtual. Thank you
- Thank you that was very useful and an excellent way to deliver information going forward .



We will consider the wider use of virtual briefings moving into the future!

Preparing to welcome children back to school

Following guidance that has been released over the past few weeks, there are a few helpful links on this page and some video ideas to inspire you to share your 'new look' school with Parents/ Carers, children & young people.

Government Guidance:

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Good Practice example video:

Sandon Primary Academy in Stoke have created a video of the School and how it will look when children go back on the 1st June 2020. It shows markings in the hallways for social distancing and what the classrooms will look like and explains how the school will look different when children return.

<https://www.sandonprimaryacademy.com/>

Have you got resources that we could share more widely supporting children's transition back to school? Please send to localoffer@telford.gov.uk



Transition, transition, transition

These are difficult times for children. They have made the transition to home from school initially, and now some children are transitioning back into school again, where everything will look entirely different. From September onwards, we are looking at an even bigger task for young people. Some four year olds will be starting new schools for the first time, and those in year six are making the extra special step into secondary school. This change in circumstance will be even more difficult for those children with Special Educational Needs, or those who are vulnerable.

The Learning Support Advisory Teachers have put together some thoughts on effective ways to support children and young people at this time.

Virtual ways of supporting children moving from Nursery to Primary School:

Photo transition books:

These could include:

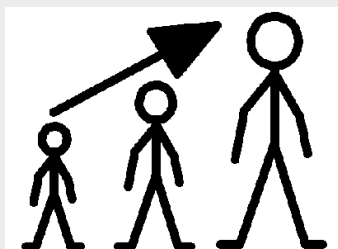
- Photos of the staff in their class plus other key members of staff they might encounter i.e. the Head teacher, office staff, lunch time staff etc.
- A selection of photos of some of the toys that the children will have access to.
- Photos of key areas i.e. the role play area, the hall, the toilets, the outdoor area etc.
- Each child could come and collect their photo book as part of their daily exercise at an allocated time. This would enable them to meet their teacher (at a safe distance) and visit the school building.

Class story time:

- Upload videos of staff reading a story.
- This might also be an appropriate time to introduce the class teddy who could record his/her own message for the children.

Virtual tours

- These can be of the classroom and other important areas and could be uploaded to the school website.



Transition, Transition, Transition... continued

Posting a picture - Ask children to draw a picture of themselves and bring it into school as part of their daily outdoor exercise – post it through the letter box – again, this provides children with another opportunity to familiarise themselves with the walk to school and visit the building.

Direct parents to books they could read at home to help their child:

- I am too absolutely small for school – Lauren Child.
- Starting School – Janet and Allen Ahlberg.
- All My Friends – Gill Lobel
- Knight School – Jane Clarke
- See you later, Mum! – Jennifer Northway.
- Bella Goes to School – Ian Whybrow



If schools and parents have the appropriate software, video chats could also be offered.

Virtual ways of supporting young people from Primary School to Secondary School:

- Pupil/staff passports/posters with key facts
- Using social media for a daily/weekly “hello” and chat from key staff
- Daily story time by teaching staff
- Videos of staff singing and dancing along to a familiar song
- Take photos of extreme reading (e.g. reading in the wardrobe, on the stairs, on the trampoline etc.), encourage children to send their photos in with their parents’ permission
- Teachers/school staff to write a letter or send a postcard to the children
- Post onto social media examples of the next years work, details of trips etc.
- Set up physical challenges, record onto social media (for example: catching and throwing a football)
- A virtual tour of the school led by children still in attendance

In some circumstances normal transition arrangements can be made. We will shortly be publishing more in depth guidance on best practice for SEND transition across the Primary to Secondary settings, however, the advice is applicable to all age groups. At present the advice could also be useful for those returning to school after a long period of absence.

Transition, Transition, Transition... continued

In order to write this guidance, a group of SENCOs from across Telford and Wrekin supported the LSAT team to create a list of strategies and tasks that schools 'Must' do, what they 'Should' do and what they 'Could' do for enhanced transition between settings. The following is a preliminary look at these strategies which we feel would be useful to share now. The guidance booklet coming soon, will contain more details about longer term strategies and the detail and resources linked to this advice.

The MUST SHOULD COULD document is attached with this Newsletter.

Please bear in mind that this guidance has been written for 'normal' circumstances, and any current government advice and social distancing measures should be applied at all times.

We would also like to point you in the direction of the Autism Education Trust Transition Toolkit for those with Autism, which are available on the [AET website](#).

If you would like further advice or guidance, please do not hesitate to contact your link LSAT or Educational Psychologist who will be more than happy to speak to you about your school's circumstances, plans and queries.

Wishing you luck!

Deborah Carpenter
Lead Learning Support Advisory Teacher



From Lockdown to School - How to Use Psychology to Aid Transition

The current global health crisis is leading to us all experiencing unprecedented challenges as we strive to 'stay safe'. Following the Prime Minister's broadcast on 10/5/20, there is the beginning of an exit strategy and we, as parents, carers and educationalists, need to be prepared for the transition from lockdown to a 'new normal'. Many children and young people can find transitions unsettling and stressful. It is likely that many children and young people will experience similar feelings when they return to school once social isolation ends, especially those who are vulnerable, have special educational needs, or are moving to a new school. The T&W Educational Psychology Service is ready to offer support and has been actively researching and developing materials and approaches to support children, young people, their families and schools in making the transition out of isolation. A staged support model will be released imminently and this has been based upon applying psychological research. We advocate a sharing of underlying psychological principles with you in order to support the deeper understandings of child development and the impacts of such events upon their internal workings. We are, if you like, about to share a 'psychological first aid' approach which will assist school staff to consider their 'universal, targeted and higher needs' provisions. Yet we are also mindful of the large amount of people working in conjunction with families and wish to engage in multi-agency planning to ensure T&W families are supported through the transition.

What are some of the main areas of psychology to be considered?

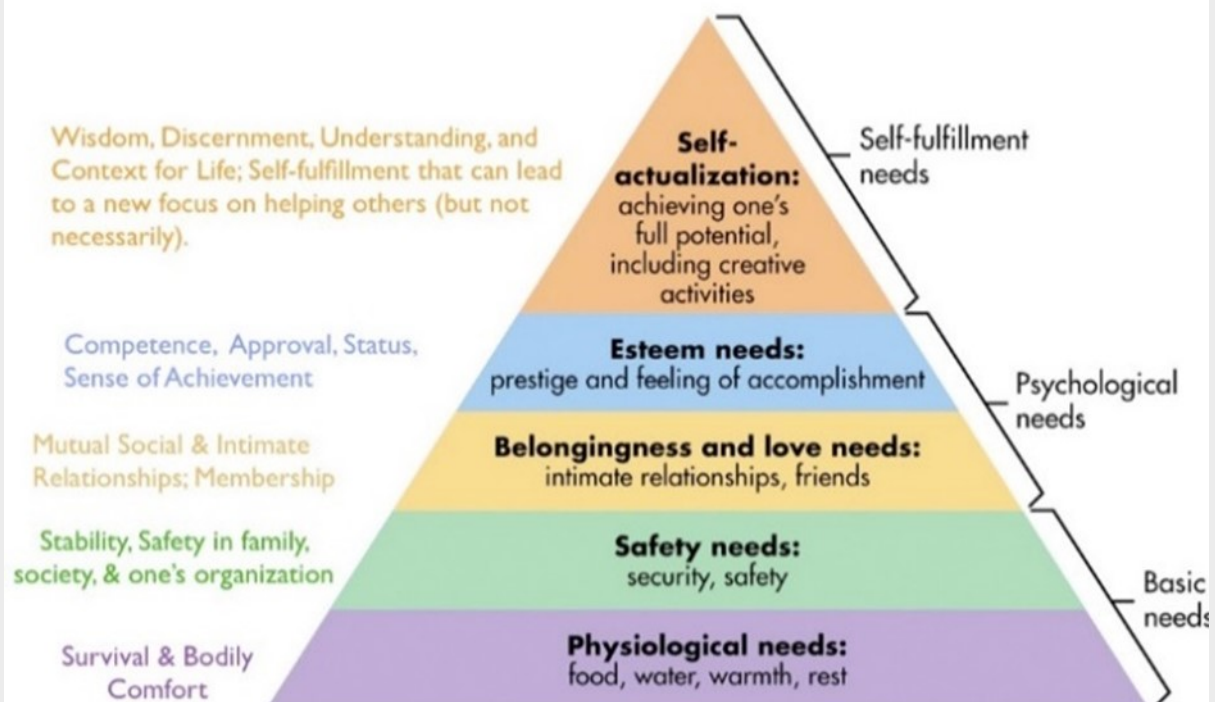
For the benefit of this article, I will select a few key areas and any member of the EPS will be able to expand upon these as well as share additional applications of psychology.

A general overarching model from psychology that could assist with the transition is Maslow's Hierarchy of Need. The model below contains good descriptors which support schools to consider their whole school, small group and more individualised approaches to assist all young people, including the most vulnerable. Key areas to highlight are those leading up to, and including 'Belongingness and Love' because they assist a young person to feel safe and secure; key internal states to assist them to draw upon their strengths and abilities when reengaging with their environment, peers and staff. Many schools have established practices which address Maslow's stages but I would strongly highlight the lower stages as areas to revisit in order to prepare for the return.



From Lockdown to School - How to Use Psychology to Aid Transition Continued...

Maslow's Hierarchy of Needs



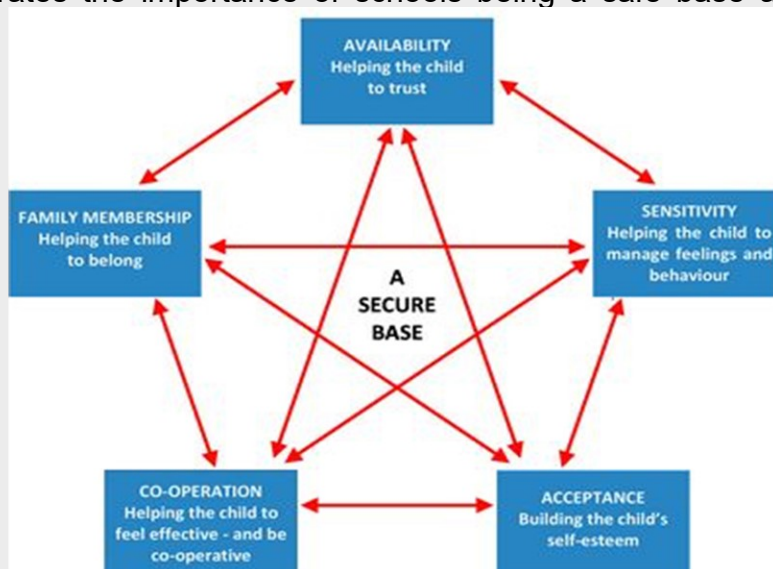
Attachment

Many young people will be enjoying their time within their families and will equally be looking forward to returning to school and reengaging with their friends and school staff. However, there are some young people who will be experiencing challenges in their relationships as well as experiencing anxieties about leaving their families and returning to school.

We know, from research, that transition can prove to be difficult, even when children have secure and stable 'backgrounds', reinforcing the need to use attachment informed principles, universally, for all students. Additionally, the uncertainty of the coronavirus and the impact that this has had, such as routines being disrupted and/or family members being ill, may cause anxiety for children upon their return to school. An attachment (emotional/relational) informed approach will also ensure that provision is appropriate for those children who do not possess 'secure attachments'.

From Lockdown to School - How to Use Psychology to Aid Transition Continued...

It is important that relationships with staff are re-established for all children. The school setting, as well as the adults that care for children and young people, need to be safe and secure bases, in order for them to be emotionally able and ready to learn. The following diagram demonstrates the importance of schools being a safe base and how this can be achieved:



Children need experiences of being and feeling calm; believe that they are lovable and are loved; that others want to connect and interact with them; that others are interested in them and their thoughts/ideas; that they can be curious and make mistakes; that they are safe and that they can trust others to meet their needs.

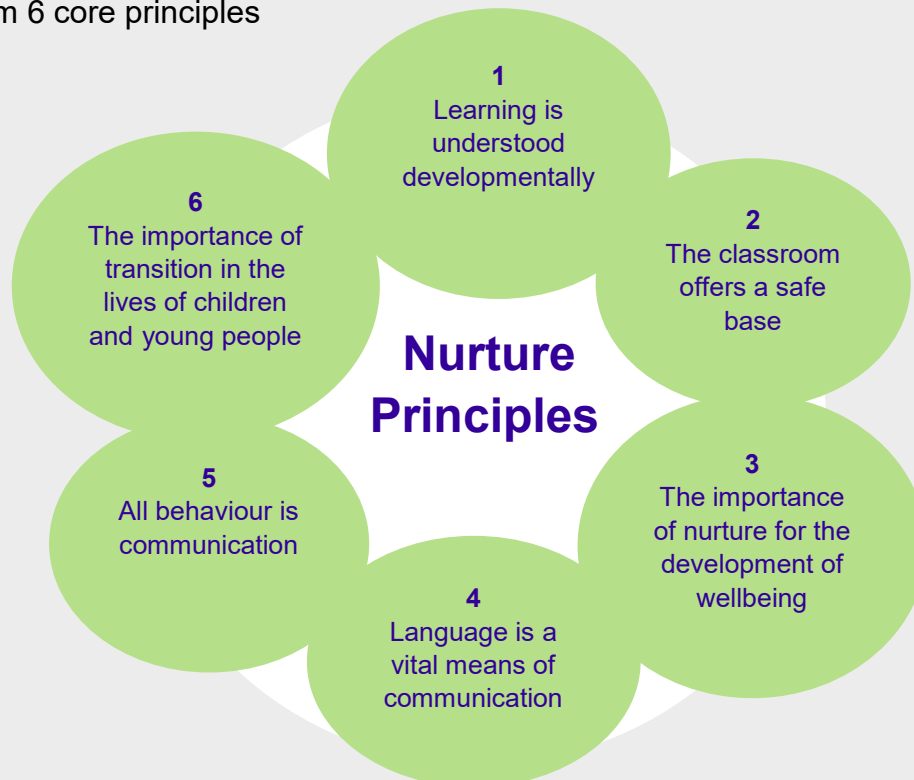
Key principles from attachment literature, which promotes positive attachments (relationships) include (but are not limited to);

- Staff to welcome and reassure children to ensure and sustain connections with them.
- Tuning in to them and their feelings; acknowledging behaviours, as a form of communication and 'wondering aloud' to translate behaviours to understand their emotional need.
- Communicate empathy with them and acknowledge that for some children, the impact of the coronavirus has been difficult (as it likely has been for staff).
- Differentiating the way we interact with them – be explicit about what they need to do, in order to carefully re-assert and remind them of boundaries and expectations.
- Ensure that they know what is happening and how the environments that they knew and were familiar with have changed (depending on social distancing measures being stipulated)

Your link EP will be happy to work with you should this area of psychology be of particular interest to you.

The Psychology of 'Nurture'

The concept of 'nurture' was harnessed and developed into 'Nurture Groups' by Marjorie Boxall. The psychology underpinning a nurturing approach centres around immersing students in an accepting and warm environment which helps develop positive relationships with both teachers and peers. It goes 'hand in hand' with an awareness of the psychology of attachment and seeks to assist young people to feel a 'sense of belonging'. The underlying features of Nurture Groups are derived from 6 core principles

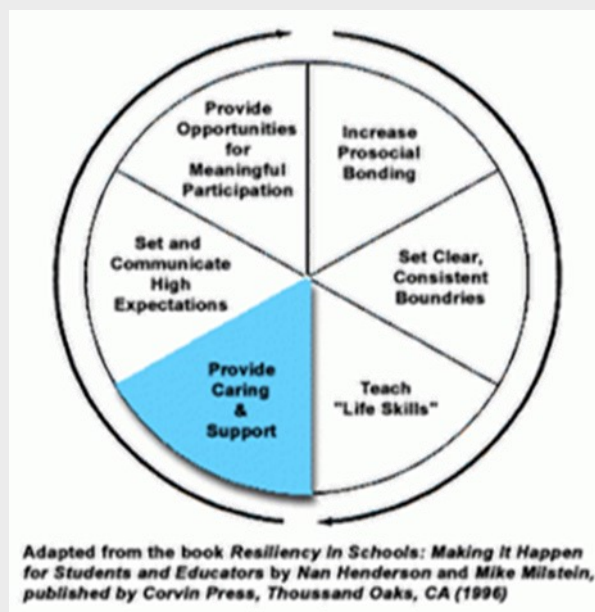


These principles of adapting a nurturing approach can also be implemented within a classroom, such as providing children and young people with a feeling of being safe and secure, as well as thinking that the transition back to school may be a difficult move for some children and a range of activities to meet their emotional and social interaction needs should be foremost to ensure that they are ready to learn when the focus moves to a more formal curriculum. However, first and foremost, nurturing principles focus on having the child or young person form attachments to loving and caring adults at school who can provide support giving clear structures and boundaries, responding to their needs. A whole school approach is more likely to have a positive impact on both staff and pupils.

The EPS can provide further support for staff, if requested.

Resilience

Resiliency can be described as a person's capacity to handle environmental difficulties, demands and high pressure without experiencing negative effects. Resilience is not a trait. Resilience is a capacity that involves behaviours, thoughts, and actions that can be learned by and developed in us. Being resilient involves tapping into resources such as personal strengths and the support of others. Resilience should be seen as a dynamic process that involves interactions between individuals and their environment and not as something that represents a personal characteristic. Therefore, resilience is learnable and teachable. As we learn we increase the range of strategies available to us during hard times.



One way of promoting resilience in school is to use the Resiliency Wheel which identifies six major approaches to promoting resilience along with specific strategies. Research shows that these six factors are critical factors in fostering resiliency. The Resiliency Wheel can be used in building resiliency in individuals, groups or within a whole school approach.

The wheel shows the importance of establishing positive relationships to feel safe and connected. The reason why 'provide caring and support' part of the wheel is highlighted is that is because it is the most critical element to develop resilience. It can be argued that it is impossible to overcome adversity without the presence of a caring person. This does not have to be family, having a caring person in your life is critical for support and consequently academic success.

Trauma Informed Practice – what is it?

It is important to recognise that for many children, going back to school will be a welcome return. However for other children, this will be a time of anxiety. It is important to remember that each child will have had their own experience. Whilst there has been discussion in educational and psychological circles about the need for 'trauma informed practices,' it is essential to highlight that trauma is a response not an event. All staff, children and families have experiences of the impact of COVID 19 on our lives; not everyone will present with trauma. A wide spectrum of emotional needs and responses should be expected.

It will take time for children to re-establish and re-learn routines and expectations in schools. It will be important to respond to what children have learnt, not what we expect them to have learnt, and what they may have forgotten. It could well be over-whelming and frightening to be amongst groups of children and adults, especially given the concentrated time spent in the home environment because of 'lockdown'. Children will have become used to being with their parents and immediate family for an extended period. This will be a potential source of anxiety for young children.

Teachers and other adults who listen with empathy perform an important therapeutic function, without being therapists. Some children may be carrying a large emotional burden and school might be their only place to talk about this.

Therefore a number of key principles can be applied when thinking about how to support all pupils upon their return to school. Your EPS will be able to deliver **Trauma Informed Practice** training and assist you to have a confident grasp of the underlying psychology upon which you can draw in order to deeply understand your young people. It is important to remember that 'trauma is a response' and therefore, 'a one size fits all' approach is not appropriate. By understanding a young person, you will confidently draw upon your own skills and resources to meet their needs.

Your EPS

The EPS remains open and your EP is contactable using the usual avenues. The approaches within this article, and those to be released imminently, are evidence-based, psychological models, tools and strategies that can be explored with your link EP and be used at universal, targeted and specialist levels.

Michael Lane

Senior Educational Psychologist



SOS Group—Young People Voice

The Shout Out for SEND group or as they like to be known the SOS Group have shown their resilience and helpfulness by continuing to share their ideas and innovations during this time. Just before the outbreak they were planning a workshop that would be led by RIP:Stars, a group of disabled young researchers, to learn more about engaging with young people to share their views about SEND services, education and more. Unfortunately this project has had to be put on hold until we can meet face to face once more.

However, in the meantime the SOS group have continued to want to meet up and share their thoughts and ideas with us. Instead of meeting just once in the school holidays the group have been meeting fortnightly. They are enjoying planning their sessions, sending out invites to the groups and making sure that everyone gets to join in. After a short catch up about college and school work, they get around to looking at some work with us, the most recent being redesigning the front cover of EHC Plans to make them more young person friendly.

After all the hard work is complete, they start to have some fun! Over the last couple of sessions they have enjoyed a Quiz, played Bingo and have lots of ideas on what to do next!

The group would be happy to welcome new members, so if you know a young person aged between 11-25 who would like to share their views about SEND and join in the interactive activities, please contact Telford & Wrekin IASS Service on: 01952 457176 or email: info@iass.org.uk.

To join the closed Facebook Group to find out more about what the SOS group get up to: search for Shout Out for SEND on Facebook and request to 'add group'



Click image to download ELSA Newsletter



OUR 1ST ELSA CONFERENCE!

GOOD NEWS: THE ELSA CONFERENCE HAS BEEN POSTPONED... NEW DATE IS 6TH JAN 2021 😊

Our first ELSA CPD Conference will go ahead in January 2020.

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

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

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

BOOKING INFO

Cost: £60 per TAW ELSA, £72 per non-TAW ELSA.

10% discount for 2+ ELSAs.

Places are limited and offered on a first-come, first-served basis!

To book your ELSA a place, email: CPDSchoolImprovement@telford.gov.uk

You can find out more about ELSAs at www.elsanetwork.org

ELSA GOOD NEWS!

DR JANE PARK (TAW EP AND ELSA CO-ORDINATOR)

ELSAs are trained in the creation of bespoke social and therapeutic stories. But what are the differences and how can they help?

SOCIAL NARRATIVES (SOCIAL STORIES™)

- Initially devised for use with autistic children and young people
- A way to develop children's understanding of situations that they find difficult (by helping to explain what happens and to help them to understand things from other peoples' point of view).
- A way of communicating to the child what the expectations are (i.e. how to behave in social situations)
- Not designed to change a child's behaviour but to increase their understanding in the hope of encouraging more appropriate responses to their environment (The Gray Center, 2011).
- An effective way of preparing pupils for change, i.e. transition.
- Helpful for any child who finds change unsettling.
- Often include pictures or photos to enhance their understanding.

THERAPEUTIC STORIES

- Help young people to better understand their difficulties or worries, through creating a narrative about what might be happening (gives worrying/ unpleasant/ scary things some order).
- Allow the child to look at difficulties/ worries more objectively i.e. to see a different point of view/ a different way of thinking about their feelings.
- Use metaphor to explore different solutions to their difficulties or worries i.e. what are the possible outcomes?
- Present hope and possibility for the child by suggesting healthier, more creative coping mechanisms and ways of being.

RESOURCES FOR ELSAS TO USE

Here are two links to example social narratives and therapeutic stories that are relevant to the current coronavirus lockdown situation.

"The Little Elf Who Missed His Birthday Party" – a therapeutic story to support primary-aged children in exploring strong emotions linked to the coronavirus pandemic. Accessible via <http://www.em-edsupport.org.uk/coronavirus-eps>

<http://www.starsteam.org.uk/coronavirus-resources> including social narratives relating to understanding social distancing and why schools are closed. They may need to be edited so that they are personalized for the child you are working with.

Have a look and compare the differences in style!

TRAINING OPPORTUNITIES

- We are pleased to be taking bookings for cross-phase ELSA training which will take place in September/ October 2020
- Given the current restrictions to working practices at the time of writing, we may need to be flexible regarding exact dates for ELSA training
- Bookings being taken NOW: email CPDSchoolImprovement@telford.gov.uk

NEWSFLASH: For schools and settings newer to ELSA and interested in knowing more about the training, Jane and colleagues are running an information-sharing virtual 'coffee morning' (bring your own ☺) on 04.06.2020 at 10am via MS Teams for SLT and SENCOs to find out what the ELSA commitment is and what benefits ELSA can bring. Email jane.park@telford.gov.uk for an MS Teams invitation.

Inclusive School Forum (ISF)

The Inclusive School Forum will continue throughout the summer term. We are conducting these virtually using Microsoft Teams. All members of the ISF panel take part and schools are invited, through Microsoft Teams, to provide an overview of the children they bring to panel. Advice and guidance is given and requests for funding considered.

We are strongly advocating use of the Inclusive School Forum where you feel a child requires additional provision due to their special educational needs. Where funding is agreed it will begin once schools are fully back up and running.

As a local area we want to make sure that children receive support as early as possible, so if you have been planning to come to ISF and or need a quick route to funding please don't wait until we are back up and running. We want children to get the support they need from the moment our schools re-open to all.

Further information about the Inclusive School Forum and referral paperwork can be found on the [Local Offer](#).

Date of Forum	Time	Papers due in
2nd June 2020	9am-1pm	28th May 2020
7th July 2020	9am-1pm	2nd July 2020



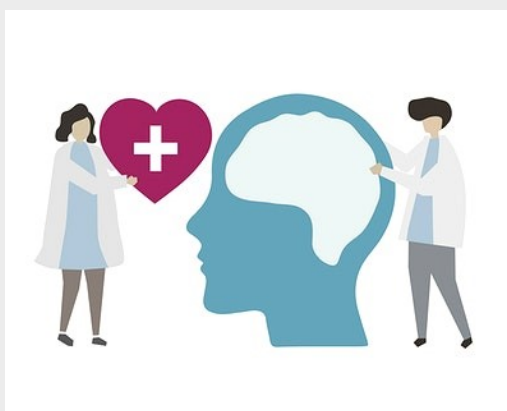
Emotional Health and Wellbeing Panel

The Emotional Health and Wellbeing Panel (EHWP) aims 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.

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

Date of Forum	Time	Papers due in
Wednesday 3rd June 2020	9am	Wednesday 27th May 2020
Wednesday 1st July 2020	9am	Wednesday 24th June 2020



More information can be found on the [Local Offer](http://www.telfordsend.org.uk).

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.

We know transition this year between nursery and reception will be tricky and therefore we will continue EY inclusion panel funding for all children who are currently in receipt of it, who are heading into their reception year at school. This will continue until the end of the Autumn Term 2020. This aims to provide schools with funding required to support a child's needs upon their entry and where longer term funding is required, the time to submit an application for ISF funding.

The EY Inclusion Panel will continue to sit this term (6th July) and will consider new children who may benefit from this funding alongside all other applications. Criteria for EY Inclusion Funding remains the same and can be found on the [Local Offer](#) along with the referral paperwork.

The Local Authority will inform schools about children currently in receipt of EY Inclusion funding to support transition arrangements.

[Early Years Inclusion Panel Referral Form](#)

Inclusion Panel Dates	Applications need to be received by:
Monday 6th July 2020	Monday 29th June 2020



Government Announcement: £37 million to support children with complex needs

The multi-million-pound settlement will help low-income families with seriously ill or disabled children with the cost of equipment, goods or services.

Children with special educational needs and disabilities in England will benefit from £37.3 million of direct support in 2020-21, which is expected to help more than 75,000 families in England.

Families with children that have complex needs and disabilities will receive grants for vital equipment to make their lives easier while implementing social distancing measures, including computers, specialist equipment and educational toys.

£10 million of the total has been committed specifically in response to the unique difficulties presented by the coronavirus pandemic, helping parents educate and look after disabled or critically ill children who are staying at home more than usual.

The multi-million-pound settlement for [Family Fund](#), detailed today by Children and Families Minister Vicky Ford, will help low-income families with seriously ill or disabled children with the cost of equipment, goods or services - from washing machines and refrigerators to sensory and educational equipment that they might not otherwise be able to afford. The grants are typically worth £400 to £500 per family, but vary depending on need, and aim to improve their quality of life by paying for a wide range of items that can ease the daily pressure. Families in England can find out more and apply for grants from Family Fund directly.

To see the full press release: [LINK](#)



Coronavirus Publications

[EHC needs assessments and plans: guidance on temporary legislative changes relating to coronavirus \(COVID-19\)](#)

[Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#)

[Coronavirus \(COVID-19\): SEND risk assessment guidance](#)

[Coronavirus \(COVID-19\): guidance on isolation for residential educational settings](#)

[Coronavirus \(COVID-19\): guidance for children's social care services](#)

[Coronavirus \(COVID 19\): list of online education resources for home education](#)

[COVID-19 guidance for educational settings](#)



Online Training, Webinars & Resources

SENCO Survival: Supporting SENCo's with free webinars from
expert UK SEND Consultants

Live Webinars: Every Tuesday & Thursday at 10am

<https://www.provisionmap.co.uk/webinar/>



Advice for Parents and Carers Looking after Children with SEND

- [online education resources for children with SEND](#)
- [coronavirus educational resources](#) from The Sensory Projects
- [SEND-specific resources for learning from home](#) from Tech Ability
- [advice on supporting children with a learning disability or autistic spectrum disorder \(ASD\)](#) (CDC)
- [recommendations on special educational needs](#) (Education Endowment Foundation)
- [resources for under 5s](#) (Early Years Alliance).





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.

