

SEND 0-25



Telford & Wrekin
COUNCIL



NEWSLETTER

July 2020

Update from SEND Service Delivery Manager – Simon Wellman

Dear all,

This edition of the SEND newsletter had been completed and then we received the new guidance from the DfE! Like you, we are currently considering the implications with a particular focus on children and young people with SEND. I have a further update with the DfE on the 16th July (we did ask if this could be sooner!) and will share any learning with you, although my understanding is that the briefing will summarise key points from the guidance and so we will plan accordingly. I am aware that further discussion will take place with Telford's Education Strategic Partnership Board and briefings from Heather Loveridge will provide further updates over the next weeks as necessary.

Thank you to schools and settings for finding the time to talk to us about refreshed EHC risk assessments. It is obvious, during those conversations, that many of you are 'going above and beyond' to check in on children and their families and consider how best to access learning for those at home. We have also heard about some truly innovative approaches that are being used to support children's transition in particular. We can tell you that feedback from parents has been very positive.

As you will see, there are plans in place, via a risk assessment process, that will enable our professionals to start visiting educational settings again (see page 2), SEND teams will always comply with the setting's arrangements for managing and minimising risk.

Finally there has been a further extension of the temporary duty where 'reasonable endeavours' should be made, until 31 July. Further information can be found at: <https://www.gov.uk/government/publications/modification-notice-ehc-plans-legislation-changes> For information it is anticipated that no further extension of this duty will be applied which will mean a return to the 'full force' of the law thereafter.

Contents:

- Page 2:** [Section One — 0-25](#)
- Page 10:** [Section Two — Early Years 0-5](#)
- Page 11:** [Section Three — Schools](#)
- Page 22:** [Section Four — Preparing for Adulthood](#)



Section One: 0-25

July 2020

Visits to settings from visiting professionals

We have established a risk assessment process that will enable visiting professionals from the SEND team to work within early years providers, schools and post 16 providers. SEND teams will follow a 3 step process which involves:

- 1) Risk assessments for individual staff, where this is required.
- 2) Consultation with educational settings about the risk assessment they have completed and the controls necessary where it has been deemed permissible for professionals to visit.
- 3) Risk assessment of proposed activity.

Careful consideration will be given regarding the necessary controls in order to deliver provision in-house and discussion will focus on the views of settings regarding the appropriateness of the visit. SEND teams will comply with the setting's arrangements for managing and minimising risk.

We know that many teams have used alternative ways of communicating with you and we will continue to enhance our use of technology to deliver services into the future. However we also know that there are some activities that are best conducted face to face. As a result, teams will begin to come back into nurseries, schools and colleges where that is required.

When visits do take place, the way we conduct our work will differ to the norm (as you would expect). Following social distancing guidelines we will adapt our approach and agree the controls necessary. There may be certain activities that are not currently feasible and so we will continue to consider alternative methods of delivery where that is the case. As we know, national guidance keeps changing and so will the way we operate. In order to determine what is possible and what controls are necessary dialogue between the setting and professional will take place before every planned visit.

With two weeks left until the end of term and many teams booked with virtual appointments you may not see your allocated EP, LSAT, SIS, SEND team or Portage member of staff until September. We are all really looking for to seeing you soon.



Section One: 0-25

July 2020

Reasonable Endeavours 'Plan on a Page'

Following the Virtual Briefing sessions, three examples and a template of a 'Plan on a Page' were distributed to aid the creation of 'Plans on a Page'. These show the reasonable endeavours that have been put in place to support delivery of the provisions in a child/young persons EHC Plan at this time.

Reasonable Endeavours or 'Plan on a Page' should provide the following information and be agreed with parents/carers.

- **What?**
Securing something different in relation 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 e.g. 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?**
The 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.

ACTION FOR SETTINGS:

We request that every setting, with a child or young person who has an EHC plan, sends **one exemplar** 'Plan on a Page' to localoffer@telford.gov.uk by July 15th 2020.

We will use these to advise and guide should further information be necessary.

Many thanks in anticipation of your support.

School Name: _____
EHCP Plan on a Page for: XXXX Date: _____

Outcomes:

XXXX will learn from a broad and balanced curriculum.
XXXX will have functional basic skills which he can transfer to other learning, and thus have independent access to the curriculum.
XXXX will have clear speech and language skills.
XXXX will show appropriate comprehension of language both written and spoken.
XXXX will interact with his peers in a mutually satisfying way, making friendships and working and playing with them.
XXXX will fully self-regulate his needs and wants so that he can defer his own desires in order to comply with requests and the expectation to take part in group learning.
XXXX will develop as much independence as possible in his personal care needs.

What	Actions
XXXX is currently at home	
School: Class teacher posts weekly / daily home learning on the school website Y3 class page. Further activities are offered using the Seesaw online learning platform. This reflects the learning that is currently offered in school. A range of PSHE activities are available on the school website class page.	
Home: XXXX has access to a full range of learning opportunities to develop speech and language and self-regulation. He has structure and routine within the course of the day. The opportunity to work within the family unit at home allows XXXX to practise his self-regulation strategies when complying with requests, taking turns, waiting, practising his speech and language.	
Where: XXXX is currently working at home, however, Mum is now thinking about a phased return to school as he needed support to transition across year groups and staff previously, so she feels that this will be beneficial to him.	
When: XXXX is at home and so accessing daily.	Continue to discuss with Mum and plan phased return on 15.06.2020, possibly with half days to begin with.
How: Mum has previously requested work packs which have been sent home from school however she has also purchased work books which are now being used and XXXX has found this structure more beneficial.	
By whom: Home: Mum and Dad School: Staff names	XXXX's phased return will start from 15.06.2020 and prepare for XXXX's check in with Mum. Discuss and prepare for XXXX's phased return to school as agreed on 15.06.2020. Learning Mentor 'safe and well' checks weekly for the whole family throughout.

Race Equality: A Critical Incident

A critical incident is one which has the potential to cause disruption and distress to a school and wider community when members of the school community are affected by a significant loss, event or ongoing situation. The killing of George Floyd in the USA in May has played out on our smart phones, tablets, laptops and TV screens across the UK and our children and young people have seen it.

This event more than 4 thousand miles away has led to a climate in the UK where race inequality is being openly discussed and where demonstrations and some incidents involving conflict are happening. Children, young people and their families across Telford will be affected by this and will be trying to understand what this means for them.

Telford and Wrekin Educational Psychology Service is committed to providing a quality service for all children and young people and their families regardless of background and ethnicity. We are also updating our service offer to ensure we work proactively with schools to help prevent the development of racial prejudice and inequality in our communities.

Schools can receive support from Telford and Wrekin Educational Psychology Service to:

- Help staff and parents understand key aspects of child development including how children develop concepts of race and difference and how racial prejudice operates.
- Help staff and parents understand the concerns and reactions of children and young people to the current climate regarding race and difference.
- Help identify risk factors in the school community.
- Support staff to plan and implement positive interventions to promote race equality and inclusion.

To find out more speak to your link EP or contact
Dr Karen Grandison Principal Educational Psychologist Karen.grandison@telford.gov.uk





Section One: 0-25

July 2020

Mental Health Service Directory

The Mental Health Service Directory is now available to view and download on the [Local Offer](#).

It brings together those services within Telford & Wrekin that are available to support children and young people aged 0-25 with their mental health and wellbeing.

The provisions vary from drop in support services that can be accessed directly by families and community support via charities and organisations, through to training courses for professionals working in schools. Some of the services listed are highly specialised.

The directory is broken down into two sections. The first section details services that can be accessed directly by families, young people and schools. The second section provides information about provisions available to schools only.

How to be included in the directory.

Any services that are focused at helping children and young people who would like to be included in the directory can fill out the [downloadable form](#) and return this by email to the address shown



Travel Assistance for Children and Young People*

Do any of the students in your school or setting use travel assistance?

If so, take a look at the information below to find out if they need to reapply.

Educational settings and parents in Telford and Wrekin that have young people with special educational needs and disabilities who are eligible for travel assistance for September 2020 are being told to apply now.

The council is planning for the scenario that children and young people will return to their educational setting in September.

There is only a need to reapply for travel assistance in instances where children are due to move to a new school in September or if they are moving to a new home address.

However eligible young people who are starting in a post 16 setting or continuing in a post 16 setting must reapply. This includes those staying at their current school and moving into Year 12. This is because travel assistance does not automatically continue between academic years for any young person in post 16 education.

New travel assistance policies are in place and both these and the place to apply can be found at: https://www.telford.gov.uk/info/20466/travelling_to_school/10/home_to_school_transport/3

Applications for school age children should have been made by June 30 and for post 16 children by July 31*. Where applications are outstanding please complete as soon as possible.

Late applications will not necessarily be granted travel assistance for the start of the new school term.

Where children eligible for travel assistance are returning to school during the Summer Term 2020 existing transport arrangements will require adaptation. Strict social distancing requirements have been implemented on school transport and in some circumstances parents are taking their children to school by car.

Parents who are taking eligible children into school are able to claim for Personal Travel Expenses (PTE). This can be claimed from March 23 but is only paid for the days a child attended school.

To apply for a PTE or to discuss a young person's transport requirements, contact the transport team directly on transport.contracts@telford.gov.uk

*** This information has previously been released informing parents and schools of the deadline dates.**



Independent Travel Training (ITT)

What is ITT?

Independent Travel Training is a service that teaches children and young people how to travel safely, independently and confidently. It usually involves the use of public transport to get to school, college or a work placement.

TravelTelford



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 safely and independently.

Those who undertake Independent Travel Training become less reliant on parents or carers. Training provides children and young people with important life skills which can open up new areas of social, education or employment opportunities.

Who is eligible?

To qualify for Independent Travel Training you must:

- Be aged 11+
- Live in the Borough of Telford & Wrekin (or be in placement provided by Telford & Wrekin)
- Travel, or be eligible to travel, on Telford & Wrekin Council provided transport
- Live no more than 1 hour and 15 minutes from school using public transport

How does it work?

The travel trainer will meet with the student and their family to explain how ITT works.

The travel trainer will support the student throughout their training.

At the beginning the trainer will travel with them door to door. The trainer will set outcomes and tasks to help the student develop the skills and knowledge needed to travel with confidence on their journey.

As the student gains more confidence and independence, support is gradually reduced until the student is able to complete the journey safely, confidently and independently.

When the student is ready to become an independent traveller, a different travel trainer will observe the student on their journey and sign them off if they feel they have met all the required outcomes.

Should the student's journey involve bus travel the student will be provided with a bus pass so they can continue to travel at no cost to themselves.

For more information visit the [Local Offer](#).

Please note: Our approach to delivering ITT will adapt in light of the current circumstance surrounding COVID-19 and there may be a delay in implementation. When delivering ITT, risk assessments will be completed and necessary controls put in place as required.



Section One: 0-25

July 2020

AET: Good Autism Practice

We are now offering AET Good Autism Practice module (formerly known as tier 2) as a virtual training course for schools.

Good Autism Practice (GAP) is aimed at all school staff (teachers and teaching assistants) who work directly with autistic children and young people on a daily basis. This could be your whole staff team!

GAP will help participants:

- Understand the key areas of developmental difference experienced by autistic pupils
- Understand the individual pupil and how to profile their strengths and developmental needs
- Understand the importance of building positive relationships with and around the pupil
- Know how to adapt the curriculum to meet the needs of the pupil
- Know how to make the environment more accessible to autistic pupils
- Develop practical strategies and techniques in promoting effective teaching and learning

This virtual course is delivered remotely via Microsoft Teams in 4 twilight sessions (1 hour 30 minutes each).

Remember: Good Autism Practice is good practice for all!

GAP virtual training is offered at the special promotional cost of £600

To express an interest in this course please contact SEND and Inclusion at SENDandInclusion@telford.gov.uk or speak to you LSAT or EP



Wheelchair Service: Update

The service are continuing to address urgent issues only, avoiding face-to-face assessments. The 'urgency' of any situation can only be assessed on a case by case basis as the intervention required will be very dependent on a variety of circumstances, so clinicians here are triaging any referrals to ascertain the status and address any issues either by a telephone call, or the use of video consultation.

Repairs are being carried out, but we request that the equipment is delivered here to the service so social distancing can be maintained, or if no transport is available for the user/carer that the equipment is left securely outside the property for the repair engineers to work on.

The Trust is not advising us to reinstate the service until NHSE guidelines are available.

www.shropscommunityhealth.nhs.uk



Updated guidance for parents & carers on educational settings during the Coronavirus (COVID-19) Outbreak

Updated guidance for parents and carers has been released on what they need to know about early years providers, schools, and colleges during the coronavirus (COVID-19) outbreak to align with policy announcements already made, for example, the flexibility for primary schools to welcome back additional pupils where they have the capacity to do so. The layout of the page has been changed in response to user feedback to help parents and carers navigate to the information they need.

The guidance can be found here:

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak>



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 the 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
Monday 5th October	Monday 28th September 2020
Monday 7th December	Monday 30th November 2020



Supporting Teachers to Support Parents

‘How you can help your child manage anxiety during this Pandemic’

“A lot of anxiety is rooted in worrying about the unknown and waiting for something to happen – Coronavirus is that on a macro scale” (Rosie Weatherley: Mind)

Anxiety is an uncomfortable feeling of fear or impending disaster. We feel anxiety in a psychological and physical way when we feel that we cannot manage an event or situation. How can you help your child to stay safe in this Coronavirus climate and simultaneously ensure that their anxiety doesn't spiral out of control?

As parents we can role-model a **tolerance of uncertainty**. We do not always know the answers and solutions to situations. It is important to manage our own search for answers which might not be there and our intake of information about Coronavirus and how much information we pass on to our children. Obviously our children need to know the facts and the rules regarding social distancing for example but we should try to limit their exposure to unreliable information and balance the uncertainty of not knowing with some focus on the certainty of things they do know and which continue: the birds still singing outside, the post which is still delivered and their bedrooms which still get messy and need tidying up (occasionally).

As parents we need to signal to ourselves and to our children that we are still safe in these somewhat threatening times. Small everyday routines can help us feel settled and safe. It is also important to strike a balance between having a routine and making sure that each day has some variety.

Encourage your child to keep connected. Keeping personal relationships active through communication is crucial in maintaining perspective, elevating mood and allowing distraction away from their worries. Maintaining friendships is particularly important for older children who need to be part of a social group and are very attached to and reliant upon their relationships with peers. Support your children in whatever way is possible to maintain their relationships with their peers.

Appreciate that teenagers enjoy some independence – it is the time in their lives when they are learning to become more independent. Right now they are at home with their parents 24/7 and they do need time to be separate from you. Don't smother them with too much of your time.



Supporting Teachers to Support Parents: Continued

The coronavirus has taken children away from their normal social activities and young people are spending more time on their own with their families and are getting less reward from their daily social lives. To keep children's moods elevated it is important that they still do some things with a feel good factor. These must be activities that matter to them and which are not prescribed by others. Help your children to identify what matters to them and what will provide them with a feel good factor.

Move away from the narrative of your children having to "catch-up", have "extra lessons" and fears of "falling behind". This view has been reflected in the media and puts a high level of pressure on children. Instead focus on a narrative centred around enjoyment of and motivation for life-long learning and acknowledge new skills your children might have learned and their adaptability and resilience in these changed times.

Encourage your children to exercise – access nature and sunlight wherever possible. Exercise helps your child by reducing any excess adrenaline build up associated with anxiety. Purposeful regular deep breathing breaks can also help your child to reduce anxiety-induced hyperventilation and shallow breathing.



Anxiety UK suggests the **APPLE** technique to deal with high levels of anxiety. As parents you can teach this technique to your children and practise it with them.

Acknowledge – notice and acknowledge the anxiety and uncertainty as it comes to mind.

Pause – Don't react as you normally do. Don't react at all. Pause and breathe.

Pull back – Tell yourself this is just the worry talking, this need for certainty is not helpful and not necessary. It is only a thought and thoughts are not facts.

Let Go – Let go of the thought or feeling. It will pass. You don't have to respond to it. Imagine it floating away in a bubble or cloud.

Explore – Explore the present moment – because right now – in this moment all is well. Notice your breathing. Notice the ground beneath you. Look around and notice what you see, what you hear, what you can touch, what you can smell. Right now. Then shift your attention to something else – what you need to do, or what you were doing before you noticed the worry or do something else, mindfully, with your full attention.



Learning Support Advisory Teacher Update

The LSAT team would like to thank schools for engaging with new ways of working over the last few weeks. We appreciate how difficult it is without face to face contact, but it has been great to see LSATs and schools breaking down those barriers and using virtual and remote strategies to continue to support pupils, teachers and SENCOs.

Some of the ways in which LSATs have been able to work with schools are as follows:

1. Training: We have offered training to schools in lots of different ways. We can do a virtual training session via teams, or prepare and send out training materials for teachers and/or TAs to read, with follow up tasks or phone calls for questions and queries. Alternatively, some LSATs are preparing training sessions now, for delivery next term.
2. We are currently helping some schools with their one-page plans, by offering support in writing them or carrying them out. In some schools, LSATs are supporting parents of children with EHCPs by providing advice, games and support over the phone, with follow up sessions over the next few weeks. This is particularly helpful for schools who have purchased a large number of sessions, and contributes to the support offered through reasonable endeavours.
3. LSATs have been helping schools compile handouts to be sent to parents with different themes pertinent to them, e.g. reading, mental-health, general study, games for younger ones etc.
4. Primary schools are asking us to support them in preparing transition plans, as are secondary schools. Secondary schools are being supported by LSATs collating information on the children due to attend in September and Primary schools have asked us to support in creating one page profiles for those children.
5. We are doing teacher consultations in many schools. These are for teachers who may have children with particular needs in their class next year, or perhaps will have a cohort of children with a range of needs.
6. Evidence gathering for assessments is another possibility. We will accept consent through email, if the consent form has been sent to parents for reading. We can gather information from SENCOs, Teachers and parents in order to provide advice, or in preparation for our return to schools and carrying out individual assessments. We understand there are some difficulties speaking to teachers throughout the day, so we can be flexible on timing of these, or receive information via email.

Speak to your LSAT if you wish to discuss any of the above, or if you feel we can support you in other ways.

Deborah Carpenter
Lead Learning Support Advisory Teacher
deborah.carpenter1@telford.gov.uk



TOP TIPS: Supporting Parents

As there is a vast amount of learning happening at home at the moment, we thought that our top tips this month would be aimed at parents. SENCOs can share these tips with parents and provide support for using them.

Top Tips for parents supporting children with SLCN at home:

Research shows that for children with poor language / highlighted speech, language and communication needs (SLCN), a slower speaking rate helps them to process spoken information.

Pause time:

Take 2 - 6 seconds after asking questions for your child to think of an answer. They should be quiet during this time to give them chance to think about their response. Maybe this is something you could try with the whole family, see what other responses are?

Slowing down the rate of speaking:

Slow down speech by 25%: A slower rate of speaking help students with SLCN to process spoken language. It's a balance to speak slowly enough to support understanding without sounding patronising. You can try out how this feels by taking a passage of text, time yourself reading through it and mark where you get to in 20 seconds. Then read through again but aim to get to the same point in 25 seconds.

Simplify teacher talk:

Lengthy sentences are harder for students with SLCN to process. Break down sentences into chunks and give instructions one at a time.

Simplifying adults' language involves:

- Reducing the amount of talk, creating space for more dialogue.
- Breaking down instructions into a series of separate sentences (chunking) and / or using visual support to help sequence them. Visual support can be a series of doodles in cartoon frames representing a series of instructions, or more simply, a brief sequence of instructions.
- Try to structure your sentences in the order in which the actions need to be taken, e.g. 'before you start the worksheet, complete the report' is harder to understand than: 'Complete the report, then start the worksheet' which puts key words in the order of doing them.
- Repeat key information and when using higher level language, link it to simpler forms for example: use the word 'investigate' alongside an explanation: 'which means finding out about'.



Return to School & Transition Videos

Here are some of the videos that have been created by local schools to support Transition and to help students to understand the changes when they return to school.

Little Dragons Nursery

<https://littledragonstelford.co.uk/virtual-tour/>

Aqueduct Primary School

<http://www.aqueductprimary.co.uk/our-school/reception-intake/>

Telford Priory School

https://m.youtube.com/watch?v=m9_PJ8xwOaw

Returning Back to School - Telford & Wrekin Council

https://www.telford.gov.uk/info/20698/schools_and_nurseries_-_covid-19_service_updates



SIS: Supporting Sensory Impaired Children during Transition

The Sensory Inclusion Service has been looking at how to support hearing impaired young people in year 6 through their transition into secondary school in light of the current lockdown period. Year 6s would normally attend a SIS Transition Day in June, where they have the opportunity to meet their year 6 peers alongside a group of year 7 mentors. These meetings give the Year 6 students the chance to talk about any worries they may have about starting secondary school and to ask the year 7 students questions such as, "Did you make friends?" and "Where did you go to when your hearing aid batteries need changing?"

With the Transition Day being cancelled the year 6s are instead being offered an online opportunity to meet an older hearing aid wearer from the school they are due to attend in September. The first meeting went ahead last week and DT (year 6) and AG (year 7 from Charlton school) met virtually via Teams. DT asked questions such as, "What do I do if I miss the bus? Did you get lots of homework? Did anyone ask you why you wore hearing aids? And most importantly, what food do they serve at lunchtime!?" AG was able to put DT's mind at rest and feedback from mum was really positive, saying DT felt much happier about the transition to his new school.



Moving Beyond Lockdown

Support from the Educational Psychology Service to assist with the transition back into school

Telford Educational Psychology Service: SENDandInclusion@telford.gov.uk

The transition from 'lockdown' to 'ways of working' is now being mapped out by the UK government and currently includes proposed summer term returns for primary schools and smaller elements of secondary age students. A recent EPS article in the SEND Newsletter May 2020 highlighted possible challenges likely to be faced by educationalists and other support agencies linked to young people and their families, alongside our colleagues and referenced key models of psychology. There will be many people who will transition without the need for EP intervention; however, we also need to be prepared as an educational community to support those young people, families and colleagues who need us.

T&W EPS has undertaken considerable time and research to develop a psychological offer to assist in the successful transition and reintegration of all our staff, children and young people. We have carefully selected relevant evidence based applications of psychology that will help schools and settings to facilitate positive outcomes.

We firmly believe in and promote the 'human' element of the return out of lockdown. For that reason, the underlying and No1 factor we advocate is that of 'relationships'. There are many examples of intervention and support that could be shared but without 'the human touch', they are insufficient. With that in mind it is essential that schools continue to use relational, strength based approaches such as nurture, emotion coaching, trauma informed practice (your EP can provide information on these and other approaches)

As an EPS, we are proud of the strength of relationships we have with our schools. Your link EP will work closely with you through the stages. We are all familiar with the 'graduated response' laid out within the SEN legislation and the EP transition offer is similar, working at 'universal', 'targeted' and 'specialist' levels.

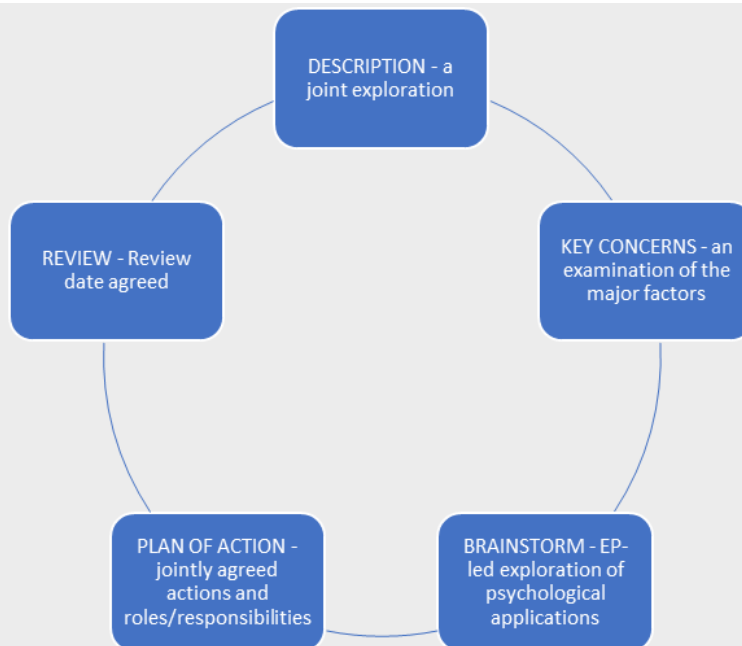
If you don't have an EP package it may still be possible to purchase one; please contact the team using the email address above to find out more.

UNIVERSAL

CONSULTATION APPROACH

Your link EP will begin the process of collaborative problem-solving by consulting with key members of staff. Initially, these will need to be staff who have the authority to elicit change in the school, for example, members of the SLT, SENCos and Mental Health Leads. The consultation process is not predetermined; rather it is flexible and adaptable to the unique strengths and development needs of each school or setting. Therefore a problem-solving model could be utilised as follows:

Moving Beyond Lockdown Continued...



Model of Psychological Consultation - Building confidence, competence and capacity in schools

A recent review of research literature (Dudley EPS May 2020)-emphasised the need for mobilising existing resources from within schools. Therefore, in order to build upon existing good practices in schools, the consultation process draws upon existing knowledge and skills within your staff teams and combines this with psychological research and applications such as:

- Nurture
- Attachment
- Resilience Wheel
- Growth Mindset
- PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Mental health challenges such as 'anxiety'

EMOTIONAL LITERACY SUPPORT ASSISTANTS (ELSA)

ELSAs are trained in a wide range of skills that may be utilised at a Universal level.

Note: In response to demand, TAW EPS is offering further ELSA training in September 2020 which is now open for registration. Your staff will be trained by the October half term.

The universal stage of psychological consultation will result in whole school action plans that address the needs of all staff, young people and their families. However, there will be some people who will require more targeted support. Your EP can work with you to assist with the identification and support of more vulnerable children or groups.



Moving Beyond Lockdown Continued...

TARGETED

Using the relational approach, your EP will assist you, via psychological consultation, to identify young people, families and staff, who may require deeper support.

ELSAs have a range of strategies and approaches that could be applied at the targeted level, including (but not exclusively) :

- Small group or 1:1 support around grief, loss and bereavement
- Social stories to support young people with transition, including those with previously identified mental health concerns and/or autism/social communication needs
- Emotional self-regulation strategies and support
- Small groups to promote friendships and 'coping skills'

Your EP will also be able to support suitably skilled pastoral staff such as Inclusion Mentors and Mental Health Leads to assist with empowerment and seek to 'mobilise existing resources' within schools. These may include exploring strategies and programmes built upon psychological research such as techniques from CBT (cognitive behavioural therapy) or materials from the Wellbeing Toolkit. Your school may have access to relevant previous school programmes such as Social Emotional Aspects of Learning (SEAL). Your EP will be able to assist you to draw upon current resources, signpost to additional resources and to offer further training and support to staff.

Beyond targeted support, there may be a few people who require more specialised support. Your EP will be able to work closely with you at the Specialist level.

SPECIALIST

We anticipate that there will be some staff, young people and families who will require more specialised, bespoke, support. This could be offered through pastoral/ELSA trained staff supported by personalised EP supervision or consultation-based 1:1 work with school staff members; we know support is sometimes more effective when provided by someone known to the young person who they see on a day to day basis. You may jointly agree with your EP that the EP delivers the 1:1 work. Alternatively you may agree to refer on to another professional in which case your EP will advise and signpost to an appropriate specialist.

TRAINING

The EPS offers training to support staff. This ranges from whole school to specific staff groups. All our training is based upon evidence based approaches and we ensure that you understand the psychology underpinning each package. Relevant training may be:

- Trauma Informed Practice (EPS/BSAT joint design and delivery)
- Therapeutic approaches
- ELSA
- ACE
- Attachment
- Resilience
- Growth mindset

Inclusive School Forum (ISF) - Success Story

“We have recently attended ISF for a second review for two of our children. These children both have significant learning needs, working a number of years below their chronological age and parents have been very cautious and reticent to pursue what they deemed to be the long term, more formal, EHCNA process. The ISF process has given us funding and advice to be able to implement specific targeted support which has had a huge impact. The yearly review has given us time to implement actions and adapt the provision to meet their next steps. Returning to the panel to review for the second year, it was so lovely to be able to talk about the positive achievements that have been a direct result of the provision implemented due to the additional funding and advice we have received over the last two years. Without the ISF process, I believe these children would have been lost in their classrooms, present, but not engaged as we wouldn't have been able to provide the personalised support they require, whereas now, they are involved and supported within their year group, engaging alongside their peers. It has made such a difference to them!”

Ellen Smith

Headteacher

Apley Wood Primary School





Inclusive School Forum (ISF) - Upcoming Dates

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
7th July 2020	9am-1pm	2nd July 2020

Dates for academic year 2020/2021

Date of Forum	Time	Papers due in
15th September 2020	9am-1pm	10th September 2020
6th October 2020	9am-1pm	1st October 2020
10th November 2020	9am-1pm	5th November 2020
1st December 2020	9am-1pm	26th November 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 1st July 2020	9am	Wednesday 24th June 2020
Wednesday 15th July 2020	9am	Wednesday 8th July 2020

Dates for academic year 2020/2021

Date of Forum	Time	Papers due in
Wednesday 9th September 2020	9am	Wednesday 2nd September 2020
Wednesday 7th October 2020	9am	Wednesday 30th September 2020
Wednesday 4th November 2020	9am	Wednesday 28th October 2020
Wednesday 2nd December 2020	9am	Wednesday 25th November 2020

Post 16 Transition Support

Telford College

Telford College have created an interactive Virtual Open Event and Campus Map that is available on their website (alternatively it can be accessed by following the link below).

<https://www.telfordcollege.ac.uk/virtual-open-event/>

You can send questions using the forms on each page and apply using the links provided. Explore each department and discover how your college course could lead into your dream career.

Information about Foundation Courses can be found using the link below:

<https://www.telfordcollege.ac.uk/courses/full-time/foundation>

Landau

Landau – getting its sites ready for returning

<https://www.landau.co.uk/video-landau-is-getting-its-sites-ready-for-returning/>

Landau – training and enterprise centre getting ready to come back

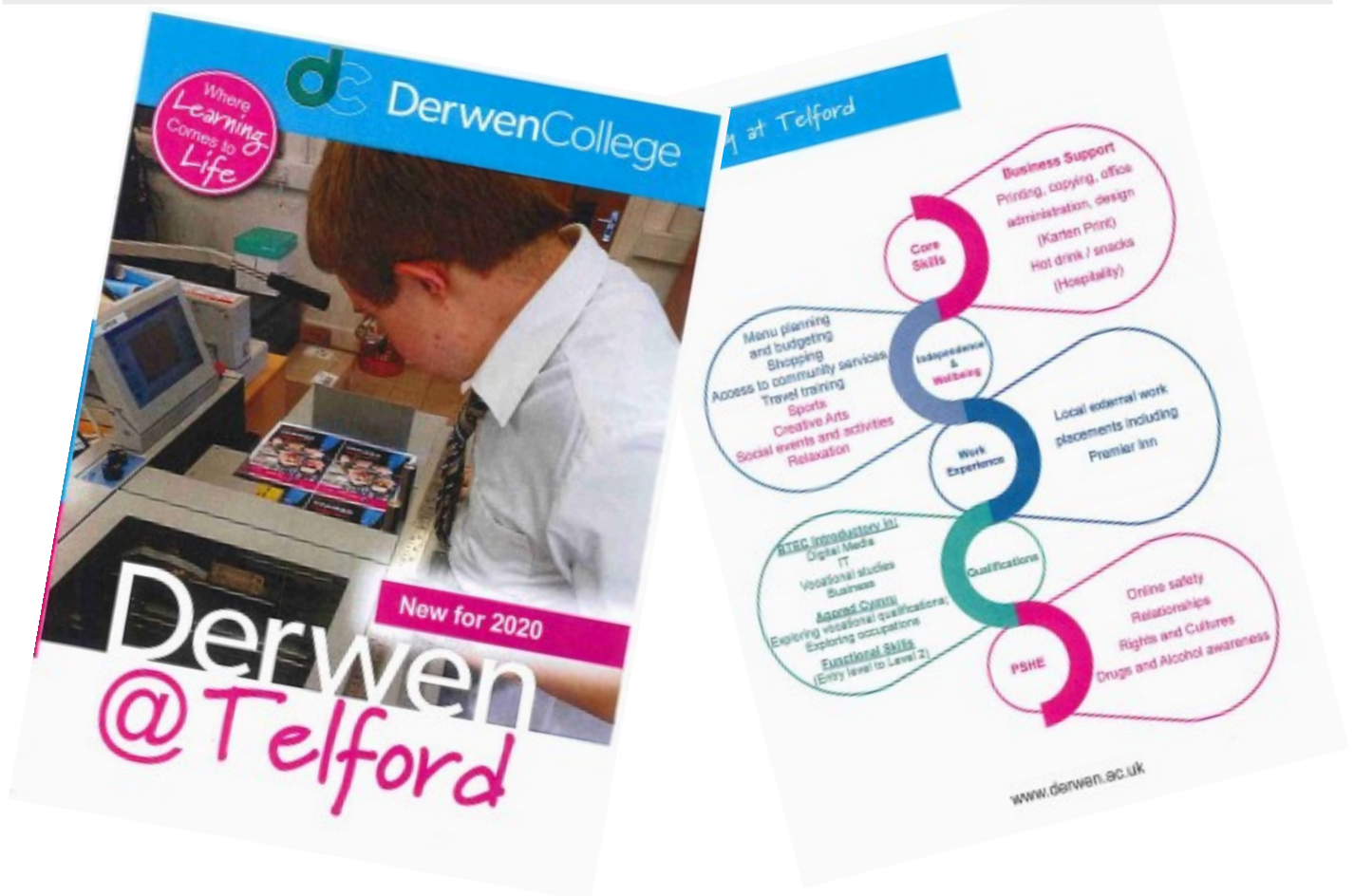
<https://www.landau.co.uk/video-landau-training-enterprise-centre-getting-ready-to-come-back/>



Derwen College

From September 2020 Derwen College, a well-established further education provider for young people with special educational needs and disabilities (SEND), will open a satellite site in Telford. For the first year a limited number of places will be available (15) to those leaving school in Summer 2020. Young people eligible for the provision will be working at Entry level (including pre-entry, level 1 and 2) and have an Education, Health and Care Plan. The college will offer curriculum pathways focusing on business support and hospitality whereby a range of work based placements and preparation for adulthood activities will take place. For September 2020 a number of young people have been recommended for this provision from their schools. With the agreement of those young people and their parents, assessments are being carried out by the College to assess suitability. Further information about Derwen College at Telford can be [found here](#).

For enquiries please contact the Preparing for Adulthood SEND team on 01952 381045.





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.

