

# SENCO Network Meeting

## 16th January 2025

Laura Goodfellow  
Interim Service Delivery Manager  
SEND & Personalisation

## On the Agenda:

- National update
- Local Updates
- Statutory updates
- Q and A SEND Team
- EP Updates
- Parent Carer Groups offer
- Change Programme
- LSAT update - Talk for Work Programme
- Good practice Case Study



# National Update

## Children's Wellbeing and Schools Bill – How will this impact on children with SEND?

- New duties for Local Authority (cooperation duty for admissions / greater voice in setting PANS for academies / direction / end of presumption that new schools must be academies).
- More rigour around home education (registers / consent from LA in some circumstances).
- Better oversight / enforcement powers of private schools
- Breakfast clubs / school uniforms
- Strengthen role/voice of education in statutory safeguarding arrangements.
- A single unique identifier for each child – across agencies
- Extended duties on virtual heads to become statutory (i.e. oversight of all children with a social worker and those in kinship care)

# Local Updates

## **Local Offer**

- Refreshing pages of the Local Offer Website for both Parents and Schools.
- Including information on Interventions – as collected at previous SENCO Network
- Recommend that TAs, Nurture staff etc are familiar with Local Offer - Would you be interested in a Local Offer 'tour' from LA?

## **SENCO Buddy Offer**

- Previously had SENCO peer support for new SENCOs – Is anyone looking for Buddy?

## **SEND Officer catch ups**

- Q&A at Network meeting
- Annual Review workshop
- Opportunity to attend any Cluster meetings
- Recommend a half termly conversation with SENCO

## **Working Together Charter**

- Embedding into all partner working.

# Statutory Updates

- **New EHCNAs** – continuing to increase in demand. LA increased capacity within team (short Term)
- **Moving Forward Meetings** – slight change in process whilst demand is high. Every child/family will be offered a Moving Forward Meeting.
- **Annual Reviews** – current focus on Phase Transition. All plans will be finalised on 15th Feb yr6 and 31st March y11, with named setting.
- **Transport – New business support role** – focussing on the transport process and applications. Queries regarding transport can now be sent direct to a new inbox [SENDTransport@telford.gov.uk](mailto:SENDTransport@telford.gov.uk)

# Any Questions?



# **Activity Q and A with SEND Team**

**Early years – Laura and Katie**

**Primary – Kylie and Sharon**

**Secondary – Angela and Jane**

**PfA - Vicki**



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# SENCO Network meeting

Dr Jane Park

Co-PEP TAW EPS

EP Service & Support 24/25



# EP Service Delivery : updates and feedback (1)



## Group Consultation – FAQs

- **Types of work brought for EP perspectives?**
  - Supporting neurodivergent CYP (primary and secondary) largely focussed on supporting regulation and social communication
  - C/YP who are presenting with differences across executive functioning/C&L and how to support their access to learning and engagement
  - C/YP with complex differences across C&I
  - Expanding CYP's relationship circles and supporting emotional, health & wellbeing
- **Record of involvement provided to share with families & for APDR purposes**
- **Consent**
- **Booking? – email team! [EPShadley@telford.gov.uk](mailto:EPShadley@telford.gov.uk), [EPSwrekin@telford.gov.uk](mailto:EPSwrekin@telford.gov.uk) [EPSlakeside@telford.gov.uk](mailto:EPSlakeside@telford.gov.uk)**

A sample 'RECORD OF EP INVOLVEMENT' form from Telford & Wrekin Council. The form includes contact information for the Educational Psychology Service, a header with logos, and a table for recording involvement. The table has columns for Name, Date of Birth (Age/School Year), Date of Group Consultation, Review, and Copies to. The form is marked as 'CONFIDENTIAL' and includes sections for Introduction, Key points from Group Consultation, Agreed next steps & TME, Review Date, and Review consultation. The form is signed by Dr XX, Lead Educational Psychologist – Hadley/Wrekin/Lakeside EP Locality Team, TAW EPS.

**RECORD OF EP INVOLVEMENT**

**CONFIDENTIAL**

Name:	Date of Birth (Age/School Year):	Date of Group Consultation:	Review:	Copies to:
	(Xy.Xm/Year X)	10.12.2024	TBC	1 Parent 2 School 3 EP File

1. **Introduction**

Educational psychology involvement was sought by XXX. The following is a brief record of EP involvement.

2. **Key points from Group Consultation**

3. **Agreed next steps & TME**

4. **Review Date**

4.1. **Review consultation:**

Dr XX  
Lead Educational Psychologist – Hadley/Wrekin/Lakeside EP Locality Team  
TAW EPS

# EP Service Delivery : updates and feedback (2)

## Professional development updates ('Universal')

Due to popular demand/request we have added...

Social Narratives	This session will support staff to develop an understanding of how and when to use social narratives as well as developing skills and confidence to write bespoke social narratives	Wednesday 22nd January 15:30 - 17:00 MS Teams
An Introduction to SCERTS	This session aims to develop a basic understanding of The SCERTS Model and the different ways in which it can be applied in practice	Monday 10th February 15:30 - 16:30 MS Teams

All 'Universal' P/D can be commissioned from the EP service on dates to suit.

**Booking? – email team!** [EPShadley@telford.gov.uk](mailto:EPShadley@telford.gov.uk) [EPSwrekin@telford.gov.uk](mailto:EPSwrekin@telford.gov.uk)  
[EPSlakeside@telford.gov.uk](mailto:EPSlakeside@telford.gov.uk)

# Any Questions?





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# SENCO Network meeting

**Julie Collins (IASS)**  
Working in partnership with schools.

# Meet the Team



Julie Collins

Service Manager



Maria Morgan

CYP Worker



Michelle Sands

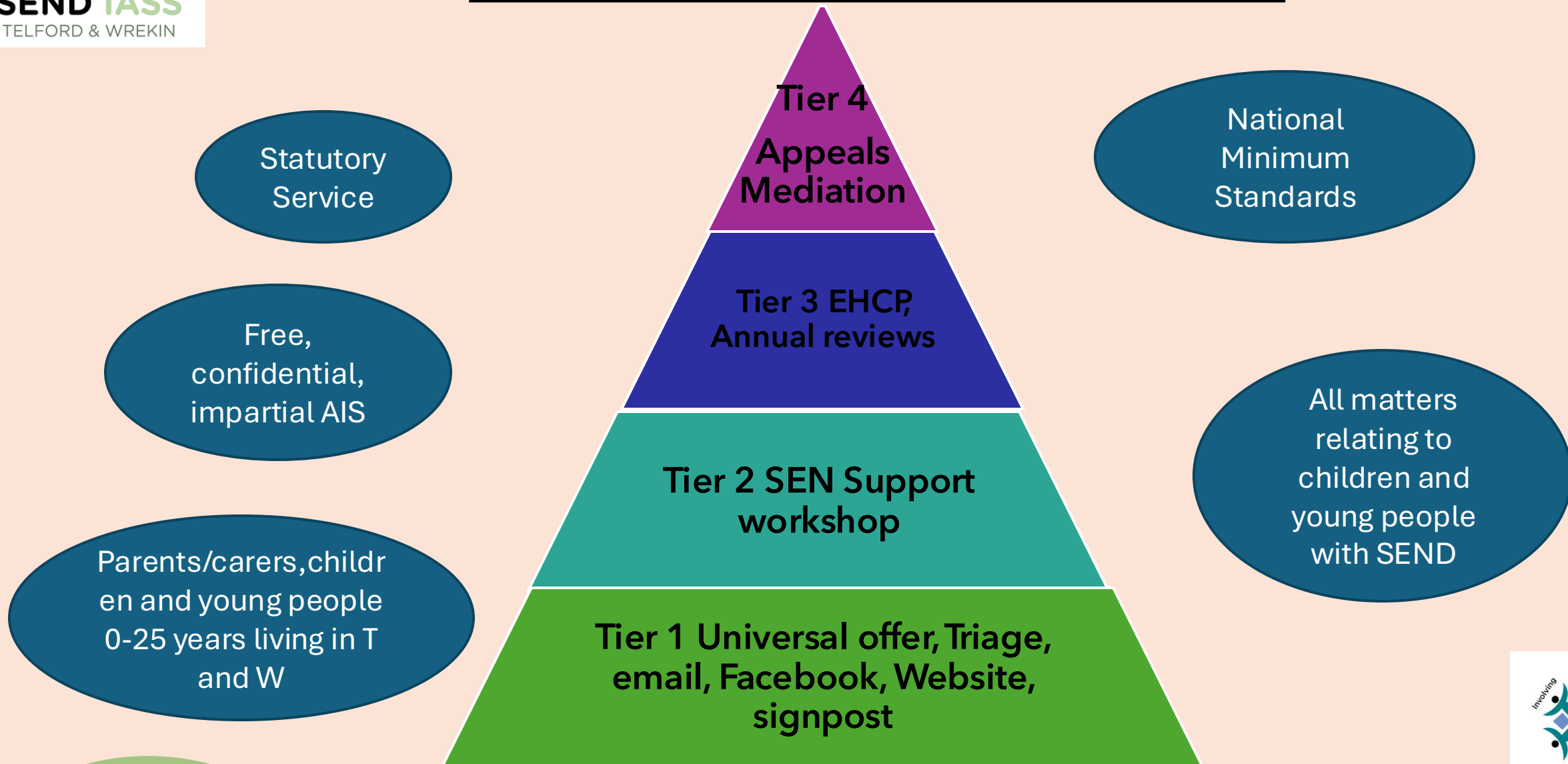
Parent/carer Worker



Anna Jones

Team Assistant

# Telford and Wrekin SENDIASS



# How We Can Support your School?

- We can be a guest at your Coffee Morning Sessions
- Facilitate SEND Information Group Sessions for parents and Carers
- Help facilitate targeted sessions on SEND topics including EHCPS, Annual Reviews, Transition
- Facilitate young people group sessions with our CYP dedicated worker
- Joint visit with other CVS projects including Childrens Autism Hub, young carers.
- Our SENDIASS School offer information leaflet



# Working in Partnership with Schools

## The Process

- Service Offer sent to all school SENCOS
- Invited to meet with SENCO
- Attend SEND Coffee Morning
- Created advertising for the school if required and promoted on social media if permission given

## Developing the Relationship

- Anna held discussions with the SENCO and re-visited the Service Offer
- Workshops were arranged depending on needs of parent/carers and school
- The most popular is SEN Support Workshop. We have had requests for Understanding Annual Reviews and Young People EHCP Transition into Post 16



## Feedback from the Events

- *This has helped our families understand SEN Support and the work involved thank you.*
- *Over the last year, Holmer Lake has built a positive relationship with SENDIASS. It started by inviting them to one of our coffee mornings where Anna could informally meet some of parents with SEND concerns or questions. We received positive feedback from this as it helped our parents gain a wider understanding of SEND as a whole. From this, SENDIASS held a SEN Support workshop to support our families in understanding what it means for their child/children to be on the SEND register and the support that their child might get in school and how parents can support this and manage their expectations. Again, parents found this useful and developed a better understanding of how they could work alongside school support their child. Our next step, is to invite SENDIASS along to our parents evening in Spring Term so parents have opportunity to speak to someone to discuss any concerns they have.*
- *"Excellence in inclusion is hard to achieve! We benefit from the support and friendship of SENDIASS to ensure that our children are supported and enabled to aspire, grow and flourish. When agencies work together, amazing things can happen! We look forward to continuing to invite SENDIASS to our children's progress evenings and SEND coffee mornings."*



# What our SENCO's are saying.....

We recognised that SEND in school was an area that parents always wanted more information on. With this in mind, we then looked at providing informal coffee morning sessions for SEND where any parent could drop in for more information or to just answer queries. By this time Anna was working for SENDIASS. We arranged for both SENDIASS and Telford Autism Hub to attend these sessions alongside the SENDCO. These sessions were well attended and feedback from parents was extremely positive. We feel this model has been invaluable in hearing our parent voice and planning future events to support need."

We both appreciated and valued the partnerships with parents and wanted to develop this even further. We started by working together to produce a Parent Flyer which contained basic information about SEND that we could give out to new parents joining the school.

I have always been proactive in signposting parents carers to IASS. I have always found the service supportive to parents and school

Love the support we have from SENDIASS, always signpost parents.



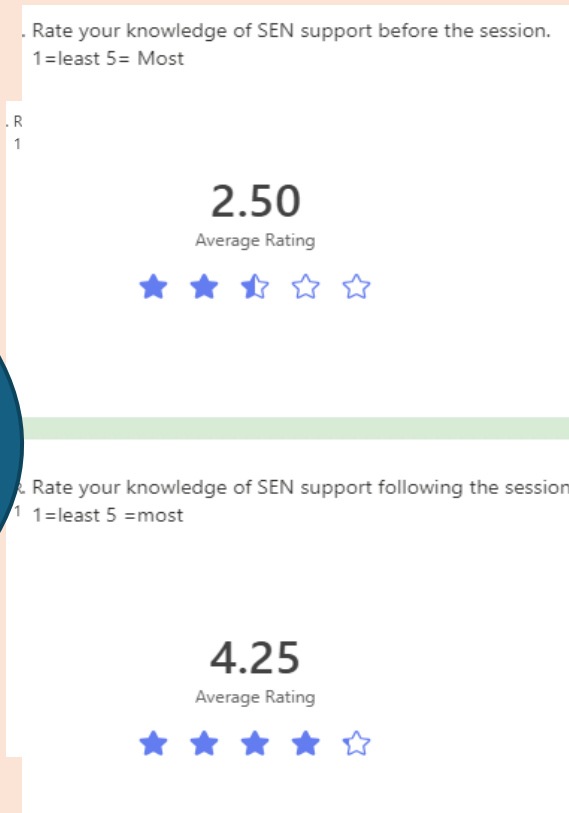
# Parent feedback

“Thank you for your support”

“Its nice to talk to parents who are going through or gone through the same as myself “

“I have found the service so helpful and informative. Lots of information sent for me to read and feel more confident to discuss with my child’s school”

“An excellent and informative session. My understanding has improved significantly thank you! Thank you also for the additional information via email all very helpful”



# Contact Details

- IASS Referral Line 01952 457176
- Email [info@iass.org.uk](mailto:info@iass.org.uk)
- Website <http://www.telfordsendiass.org.uk/>
- Facebook Page Telford IASS
- Address – SENDIASS, Telford & Wrekin CVS, Suite 12 & 15 Hazledine House, Central Square, Town Centre, Telford, TF3 4JL

# Any Questions?





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# SENCO Network meeting

## Jayne Stevens (PODS)

Working together charter



## Working Together Charter





## **Co-producing services with families for children and young people with special educational needs and disabilities at every stage.**

By signing this charter we commit to embed co-production principles at the heart of our services. We agree to build trust, listen to lived experience, accept innovative ideas from families and partners to shape and improve long time outcomes for children and young people with SEND across Telford & Wrekin.



## Feel valued and included

To ensure families and partners feel valued and included:

- Celebrate children and young people as they are.
- Empower all to have a voice.
- Care for and care about families lived experiences.
- Promote a more holistic understanding of where families are on their journey.

## Feel welcomed and cared for

To ensure families and partners feel welcomed and cared for:

- Make sure that everyone is an equal partner at every stage.
- Make sure that all partners are involved and accountable.
- Invest the time needed for working together.
- Make sure that regular feedback is heard and demonstrate the impact using the 'You Said, We Did' approach.

## Open communication

To ensure open communication with families and partners:

- Actively listen at the earliest opportunity to ensure families receive the correct support or service.
- Ensure everybody's voice is heard.
- Be transparent and clear.
- Be open, honest and respectful in all communications.

## Working in partnership

To work in partnership families and partners:

- Involve, include and agree outcomes together.
- Agree on what each partner will contribute.
- Be open to different views and perspectives.
- Ensure that all contributions are heard and valued equally.



## **Leadership and management**

Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services

are open and transparent, sharing information with others and actively seeking expert advice when required

receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review.

actively seek and listen to the views and experiences of learners, staff and parents, taking prompt but proportionate action to address any concerns, where needed.

# What's next?

- Self-evaluation (form available)
- Opportunity to evidence to support inspection framework:
- Self and Locality peer evaluation
- “Charter Mark” (3 years)

# Contact

**Jayne Stevens**  
**Strategic Co-ordinator**  
**PODS Parent Carer Forum**  
**0777 534 2092**  
**[jayne@podstelford.org](mailto:jayne@podstelford.org)**

# Any Questions?



# SENCO Network meeting

**Natalie Bevan**

Strategic Lead

West Midlands SEND & AP Change Programme

**Abi Martin**

Change Programme, Secondary Inclusion Specialist – T&W



West Midlands  
**SEND and AP**  
Change Programme

 On track

 Pause on Further feedback

# January updates

Local Area  
Inclusion Plans

SEND and AP  
data Dashboard

EHCP  
Standardisation

Strengthened  
Approaches to  
SEND Mediation

Advisory  
Tailored Lists

Multi-Agency  
Panels

Bands and  
Tariffs

Alternative Provision  
Reform – 3-Tier Model

Early Language  
Support (ELSEC)

Partnerships &  
Inclusive  
Provision

# Inclusive practice in mainstream settings

## Test and Learn



- Trial and test of AI technology in reducing teacher workload
- AI for EHC plan writing.
- Develop roles of Inclusion Leads to work with SEND and School Improvement
- Deep Dives of the journey for Early Years children and children accessing High cost out of county provision
- Focus on transition and being “school ready” “post 16 ready” and preparation into Adult services, where appropriate.
- Clarity and process to bring in support / accountability from Health
- Importance of looking internally first – mapping for services in Telford and Wrekin.
- What services are out there with resources that schools / settings find useful. (Whole School SEND)
- Learning as Local Systems from wider colleagues in the West Midlands

**Challenge we have** of provision V’s resource and sustainability

# Secondary Specialist Inclusion Lead

## Abi Martin

Met with all Secondary Schools apart from one to look at enablers and barriers to Inclusive Mainstream Provision.

### Key Themes:

- Training / Mentoring
- Networking
- External Agencies
- Local Offer
- Recruitment and Retention
- Leadership Capacity
- Multi academy trust – support and advice
- Curriculum
- Parental Engagement
- Child's life

Area's to focus on short term and long term:

Short term:

- An induction guide to the authority
- An induction guide to other services including Health
- Creation of a Secondary SENCO Network to focus on the development of the Inclusion work
- Joint secondary / Primary focuses day to focus on transition from Year 6 – 7.
- Looking at Range of curriculum offers, including Entry level and vocational pathways.
- Understanding the value and how to access Outreach from Specialist specific to secondary.
- Enhanced training for new or current heads / SEND Leads in schools on SEND legislation
- Use of AI in our schools
- Understanding what other agencies can support with ( Charities, DfE Funded programmes)












VISIT OUR LOCAL OFFER WEBPAGES FOR MORE  
INFORMATION -  
[SEND AND AP CHANGE PROGRAMME - SEND -  
LOCAL OFFER \(TELFORDSEND.ORG.UK\)](https://www.telfordsend.org.uk)



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Telford & Wrekin Local Offer





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 [SEND & Alternative Provision Strategy](#)

 [SEND & AP Change Programme](#)

 [SEND Working Together Charter](#)

## SEND and AP Change Programme

### West Midlands Change Programme

Telford and Wrekin have been selected as the Lead Local Authority for the West Midlands Region, working alongside Shropshire, Herefordshire and Worcestershire.

All Local Authorities in the West Midlands Region will work with the Department for Education (DfE) to pilot the SEND and AP Change Programme, sharing practice and learning from the other 8 regional areas nationally.

This is a two-year programme.

REACH NEWSLETTER 16 MAY

# REACH

Reaching Excellence and Ambition  
for all Children

Dear <<First Name>>,

Welcome to the May edition of the REACH newsletter. In this edition, you will find:

- [Latest activity](#) from across the Change Programme Partnerships (CPPs)
- A [guest blog](#) from Julie Killey at Yorkshire and Humber CPP
- [Information](#) on 'The journey so far: Early learning from the SEND and AP Change Programme' virtual conferences
- [Details](#) for how to sign up for the Leading Change in SEND and AP leadership programme.

Best wishes,

# Any Questions?





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# SENCO Network meeting

Angela Denton  
LSAT Team Lead

Talk for Work Programme

# What is Talk for Work?



A group intervention



Prepares students to  
co-deliver workshops



**Talk for Work Profile**

Completed before and  
after the intervention to  
track progress



**Student Handbook** and  
individual targets to record  
and track learning

**Speech and  
Language UK**   
Changing young lives.

# Overview of the Talk for Work Course

**Phase 1:** Communication skills – What are they?  
(Lessons 1 - 4)



**Phase 2:** Preparing for the Practice Workshop  
(Lessons 5 - 8)



Delivering the Practice Workshop in school



**Phase 3:** Preparing for the Employers' Workshop  
(Lessons 9 - 12)



Delivering the Employers' Workshop  
Reviewing learning

**Speech and Language UK**   
Changing young lives.

# Practice Workshop

Stage: Time	Activity
1: Less than 5 minutes	<b>Introductions</b> <b>Learning outcomes</b> One presenter or each young person passing to the next?
2: 5 minutes	<b>Explain the communication chain</b> What can happen if there are difficulties at particular stages?
3: 5 minutes	<b>League table of communication difficulties</b> Which parts of communication do young people find most difficult?
4: 10 minutes	<b>Communication breakdown films</b> After the films, the audience points out what could have been done better to avoid difficulties
5: 5 minutes	<b>Quiz</b> Why do we need to think about communication skills?
6: 30 minutes in total	<b>Thanks to the audience</b> <b>Finish</b>

**Speech and Language UK**   
 Changing young lives.

# Talk for Work Employers' Workshop

**Phase 3** of the intervention teaches this

- For up to 20 staff in organisations providing work experience and employment opportunities
- In teams seated 'cafe style' competing for points
- Assumes beginners' level knowledge of communication difficulties in participants
- Aims to show that a reasonable level of support for communication difficulties can be achieved using basic awareness, common sense and empathy
- 80-90 minutes long

**Speech and  
Language UK**   
Changing young lives.

# Costs and Dates

**Date:** tbc – end of summer term.

**Cost:** to be funded by the Change Programme.

Each school will receive a follow up visit during the intervention process.

Flyer will be e-mailed directly to secondary SENCOs.

**Speech and  
Language UK**   
Changing young lives.



# Any Questions?



# SENCO Network meeting

**Jo Jenks** (role)

Good practice case study (Sensory needs)

Donnington Wood Jnr School

# Any Questions?



## **Next meetings:**

### **APDR Workshop**

6th March 2025 4-5pm via Teams

### **SENCo Network Meetings (face to face)**

20th March 2025 4 -5.30pm

Haberdashers' Abraham Darby

26th June 2025 4-5.30pm

Venue TBC



**Please let us know if you would like to  
host a SENCO Network Meeting.**