



SENCo Network Meeting

20th March 2025

Angela Denton

LSAT Team Lead

On the Agenda - Neurodiversity



4:00pm - Welcome: Angela

Communications: Local Offer and Newsletters – Gwen Nutting

4:05pm – BeeU: Amy Morris

4:20pm - Autism Hub: Julie SENDIASS

4:30pm - Workshop activity: working with CYP who are neurodivergent. Q and A

4:45pm - EP Service offers re neurodiversity & inclusion: Dr Jane Park

5:00pm - PINS: Sian Dean

5:15pm - Laura Burns: SENCo St. Matthew's C of E

- Hazel Waterhouse: SENCo Shortwood Primary

5:30pm – Close Laura

Communications Neurodiversity – Gwen Nutting







SEND Family Newsletter March 2025

A newsletter for the families of children and your with special educational needs and disabilities in Wrekin.

SEND SENCO Newsletter March 2025

Search this site

New to SEND

SEN Support

SENCo Space

Early Years Inc

SEND

A newsletter for SENCO's who support children and voung people with special educational needs and disabilities in Telford and Wrekin.

SENCO Network Meeting

Education Noticeboard

13 March 2025

A round-up of news, guidance and key updates for education settings





BeeU service

Amy Morris BeeU service and pathways update

Who are the Team



Roles of the Team

Duty Service
Triage
Pre Assessment Support
Diagnostic Assessments
Report Writing
Feed back to families
Treatment options
Treatment reviews
Signposting
Initial Assessments

Initial Assessment



Change in previous process



Responding to complaints



Responding to feedback



Wanting to change clinical practice



National picture

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National picture

Diagnostic Assessment Tools

ADOS Adi-R DIVA jnr CONNORS QB Testing











Telford children's Autism Hub

Julie Collins
SENDIASS Children's Service Manager







Join the CELEBRATION!

CHILDRENS AUTISM
HUB









Our Offer



Information, advice & signposting



Primary Age Family Fun sessions



RISE Peer Support Sessions for parents/carers



DUGOUT Youth Group for 11 - 18 yrs



1-2-1 Advice sessions with our Autism Specialist Advisor



All Ages Quiet Chess Club



Training Workshops



All Ages Girls Social Group



Autism Champion Training



Elevate Youth Group

Meet The Team



Julie Manager



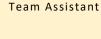
Charlie Team Assistant



Tracey Team Assistant



Julie Team Assistant



Viki Team Assistant



Sam Autism Specialist Advisor



Donna Parent Volunteer























































Keep up the great work, you are making such a huge positive impact on our lives

Words from our families

in these sessions they are an absolute lifeline for the children and their parents .It's so amazing to see the children interact with each other and form friendships in a safe environment.

Big thanks again to everyone involved

We love the TCAH and what is on offer. They have been such a fantastic support to our family.

I think what you offer is so vital and needed for autistic girls.

Thank you.

THE ACTIVITY SESSIONS ALLOW MY
CHILD TO ENGAGE WITH CHILDREN
WITH SIMILAR NEEDS, IN AN
ENVIRONMENT WHERE THEY
WON'T BE JUDGED ON THEIR
DIFFERENCES.

Pre-diagnosis Offer













Children, young people, and families can now access more support, as the Telford Children's Autism Hub is expanding their current offer of post diagnosis support, thanks to additional funding from NHS Shropshire, Telford and Wrekin.

The extra funding means the Hub is also able to offer information, advice and support for families at the pre-diagnosis stage and who are on the pathway awaiting an Autism assessment.

Families can access the service if their child or young person is 0-18 years old and lives in Telford and Wrekin.

The Hub is funded by Telford & Wrekin Council and NHS Shropshire, Telford and Wrekin.











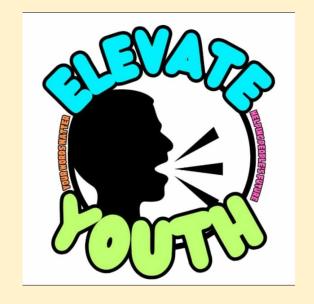


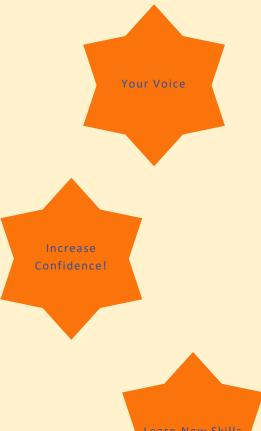
We are ever thankful for any additional services to support families who are undergoing Autism assessments or wanting more information and advice. We're pleased that parent carers voices have been heard in the development of these services"

Jayne Stevens PODS



Elevate Youth Participation Group Young People - Age 14-24 years































Workshop Activity

Challenges and successes when working with children and young people who are neurodivergent.





Educational Psychology Team

Dr Jane Park

Co-Principal Educational Psychologist

Rhiannon Skilton

Assistant Educational Psychologist





Bronze opens up about autism & ADHD diagnosis

SEND

Role Models & Representation

Bronze has been capped 129 times by England, making her the Lionesses' joint-sixth top appearance maker. She was part of England's Euro 2022-winning squad and started every game at the tournament as Sarina

Wiegman's side beat Germany in the final at Wembley!







Professional Development







Professional Development

SC

Social Communication

- Spontaneous and functional communication
- Emotional expression
- Secure and trusting relationships

ER

Emotional **R**egulation

- Coping with everyday stress
- Regulation of emotional responses
- Available for learning and interacting

TS

Transactional Support

- Communication style adjustments
 - Environmental modifications
- Tools to enhance learning
 - Individual support





Neurodiversity Outreach

- Informed by the SCERTS model and resources from the AET
- Enhancing the understanding and inclusion of neurodivergent CYP
- Not dependent on a formal diagnosis
- Fostering positive relationships and collaborative working
- Promoting a sense of belonging
- Implementation of neuroaffirming strategies

- Reception age
- Mainstream setting
- Awaiting diagnosis

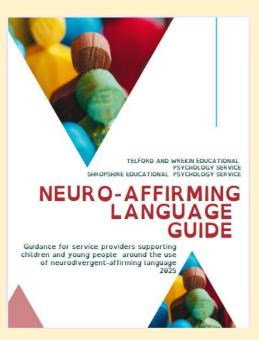
- Year 6
- Mainstream setting
- Existing diagnosis of ADHD

- Year 9
 - Specialist setting
- No existing diagnosis





Neurodiversity Affirming Language Guide



- Currently in development
- Guidance for all service providers supporting CYP around the use of neurodiversity-affirming language
- Informed by lived experience and by the neurodiversity movement/paradigm







https://www.neurodiversityweek.com/resource-hub





PINS Project

Sian Dean

School Improvement Adviser

SEVERN TRAINING & SCHOOLS ALLIANCE

Partnership in Neurodiversity in Schools(PINS)

Sian.deane1@taw.org.uk

What is PINS?

PINS is a joint project between NHSE and the DfE(funded by the DfE) and is an integral part of the Change and AP programme.









NHSE and DfE expectations of a good model

PINS is a joint project between NHSE and the DfE(funded by the DfE) and is an integral part of the Change and AP programme.

- Tailoring to meet school needs.
- Challenge of ensuring that every school's need is met.
- Access to specialists at school level, bringing practitioners back in.
- Funding through ICBS with health and education working together alongside the PCFs.









What does the support look like?

- 8 sessions(half days) of bespoke support linked to the outcomes of the audit, including direct working with specialist professionals, who will model the implementation of strategies and provide guidance and support
- Offer of whole school CPD to upskill all staff linked to the audit areas.
- A full day of neurodiversity training
- A half-day workshops with the Prent Carer Forum
- Bespoke sessions with the Parent Carer Forum to support engagement with parent carers and involve them in co-production of policies and resources to support pupils with SEND
- A suite of professional development sessions to upskill school-based staff.









How the project works across 6 domains working with health and education

- SALT Communication
- Education Psychology Teaching and learning/readiness to learn
- Occupational Therapy The environment
- BSAT Readiness to learn
- Specialist SEND outreach teachers readiness to learning/teaching & learning
- School Nurses sensory
- Children and Young People's Mental Health Services MH
- Autism West Midlands MH

Leadership, Culture and Values underpins all of the above as does the relationship between schools and the PCF.









So what?

- Overwhelmingly positive feedback from all the schools involved.
- Increased subject knowledge and skills.
- Increased staff confidence.
- Positive changes to learning environments to meet sensory needs.
- Changed pedagogical approaches to support all pupils and communication in the classroom.
- Improved communication, engagement and co-production with parent carers.
- Consistent use of visuals across the school.
- Strategies to reduce anxiety in the classroom.
- Understanding that all behaviour is communication.
- Improved understanding of neurodiversity and mental health.
- Understanding and supporting eating in neurodivergent pupils.









Year 2

The 40 schools from Year 1 will have a year to embed and share their good practice.

This will be a light touch offer, currently being scoped by the PINS Team

30 new schools-15 in Shropshire and 15 in T&W

Schools will need to commit to a memorandum of understanding prior to engaging with PINS

Expression of interest

If you would like to be involved in PINS for 2025-2026, please send an expression of interest via e-mail to:

sian.deane1@taw.org.uk March 2025.





By 26th















PINS Project good practice case study

Laura Burns

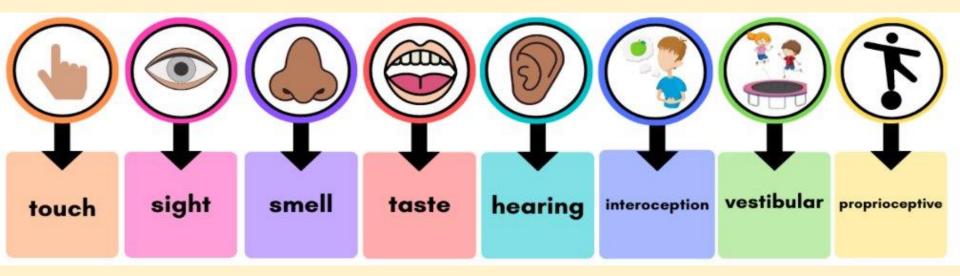
St Matthews C Of E Primary School SENCo

Hazel Waterhouse

Short Wood Primary School SENCo

Interoception – 8 Senses





Working with OT to develop:



- Sensory & physical environment audits.
- •Developing current support in place for neurodiverse children and ensure consistency across school.

Outcome

•For staff to better understand the impact of the sensory and physical environment on neurodiverse children and their ability to engage in education.

Training provided to 12 teaching assistants:

- Early Years
- •KS1
- •KS2
- Inclusion Team

Sensory Processing in the educational environment

 Following on from this training we reviewed resources available to children across school





<u>'Sensory Processing'</u> is the organisation of sensations which attributes meaning and allows us to respond appropriately.

Our brains require a variety of sensory stimuli to develop and function effectively, but they also need to integrate this information effectively.



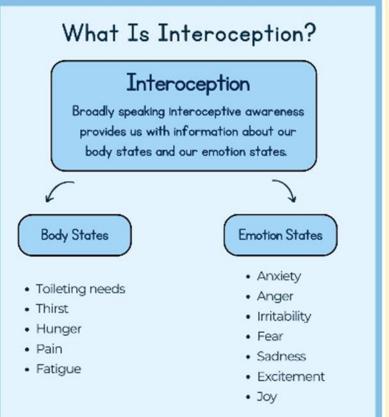


Resource available to share with parents, colleagues.

Introduction to sensory processing - Childrens
Occupational Therapy Team - YouTube

Environmental Audits – Interoception.

Interoception is the sensory system that provides information about how our body is feeling. Interoception: The New Topic in Autism



Interoception is Present from birth- baby feels comfortable Lifelong for all.



Self Regulation: Difficulties in interoception make it difficult to self-regulate our emotions, attention, and behaviour. It can cause eating, toileting, and other physical difficulties.

Emotional Regulation: If you don't know you are stressed/ angry until you are dysregulated, then it isn't easy to control that emotion!

Health and Wellness:

Hydration: lack of thirst awareness, many forget to drink water resulting in dehydration. **Temperature regulation**: trouble perceiving body temperature can lead to coldness or overheating.

Nutrition: weak hunger cues

Pain and injury awareness: can lead to a delay in seeking medical treatment

How can we help children?

Strategies

- 1) Use 'Interoception Talk': Label the way your various body parts feel during daily activities (e.g. "My hand feels warm when you hold it; My cheek feels wet when you kiss it; My breathing feels fast when I run with you.").
- 2) Encourage your child's 'Interoception Attention': Encourage your child to notice how various body parts feel during daily activities (e.g. "How do your hands feel when you are holding a glass of ice water?; How do your eyes feel at bedtime?; Look at the goosebumps on your skin; Put your hand on your chest and feel your heart beating fast.").

 Research shows that interoception can be improved. There are many easy strategies that can be incorporated into your daily routines that can improve your child's interoception.

Links for strategies will be shared in the next newsletter.



Any Questions?





What would you like to see in future meetings?

Please email us on localoffer@telford.gov.uk

Laura Goodfellow
Interim Service Delivery Manager
SEND & Personalisation

Next meetings:

SEND

Professionals Transport Workshop 10th April 2025 4-5pm via Teams

Parent Carer Transport Workshop*
28th April 2025 4-5pm via Teams

SENCo Network Meetings (face to face) 26th June 2025 4-5.30pm Venue TBC



Please let us know if you could host a SENCO Network Meeting.

*Parent carers can email localoffer@telford.gov.uk if they would like to join this transport information meeting