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SENCo Network Meeting

5th November 2025

Welcome

Sharon Sandhu

SEND Team Lead

On the Agenda

4-4:15pm **Careers Hub:** update on careers hub work

4:15-4:30pm **Tribunals:** 'What to expect in a tribunal'

4:30-4:40pm **New support docs:** .gov.uk

4:40-4:55pm **Ofsted:** latest updates for SENCo's

4:55-5:05pm **Working together charter:** initiative aimed at enhancing services for families of children and young people with SEND



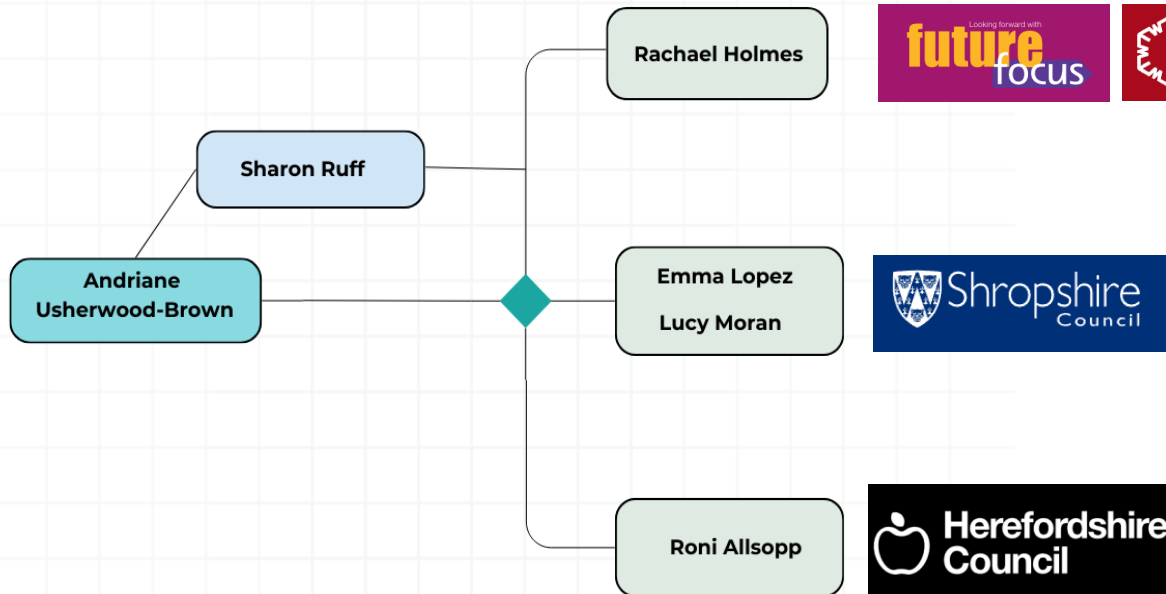
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Careers hub

Sharon Ruff

Marches Careers Hub and lead on SEND and Inclusion



MARCHES CAREERS HUB

WHO WE ARE AND
WHAT WE DO

2 x Priorities

1. Continuous Improvement
2. Experiences of Workplaces (strengthening Education-Business Links)



Newly updated for 2025

Gatsby Benchmark

1

A stable careers
programme

Gatsby Benchmark

2

Learning from labour
market information

Gatsby Benchmark

3

Addressing every
pupil's needs

Gatsby Benchmark

4

Linking curriculum
learning to careers

Careers programmes which
are differentiated and
tailored to need

Accessible Careers, pathway
and labour market
information

Careers provision as a tool
to address disadvantage

Personalised and targeted
support based on data.

Collaboration Careers
teams and SEND specialists.

Gatsby Benchmark

5

Encounters with
employers & employees

Gatsby Benchmark

6

Experience of
workplaces

Gatsby Benchmark

7

Encounters with further
& higher education

Gatsby Benchmark

8

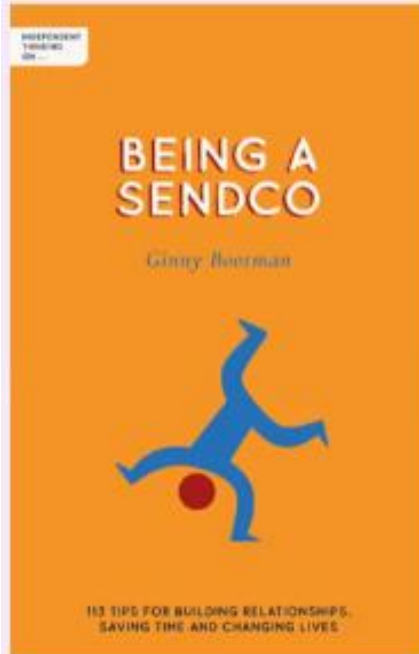
Personal
guidance

Context

- **Gatsby Benchmarks updated for academic year 25/6**
 - **New Careers Statutory Guidance published May 2025**
 - **Post 16 and Skills White paper published Oct 2025**
- 

How to link all this to SEND and inclusion...

- Collaborative evaluation and review
- Targeted activity
- Personalised activity
- Differentiation
 - careers lessons
 - careers events
 - experiences of workplaces
 - personal guidance
 - support for parents



A SENDCo is :

- A manager
 - A leader
- A strategist
- An advocate
- A problem solver
 - A campaigner
 - A constant
- A counsellor
 - A mentor
- An early starter
- A late finisher
- A peacekeeper
- An encyclopaedia
- An innovator
- An accountant
- A navigator
- A keeper of promises
- A multi-tasker

CAREERS ADVISER

MASTER OF MANY HATS



GUIDE



LISTENER



EDUCATOR



RESEARCHER



MOTIVATOR



COUNSELLOR



PLANNER



DETECTIVE



PROBLEM -
SOLVER



COMMUNICATOR



NAVIGATOR



FUTURIST



CHAMPION



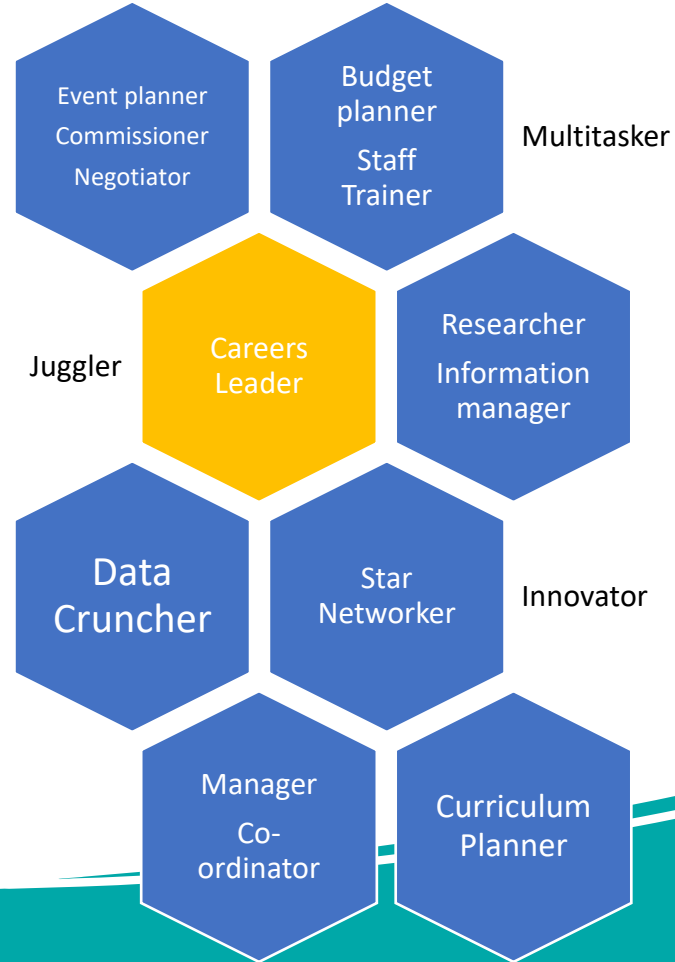
NETWORKER



ADVOCATE



LIFELONG
LEARNER



Modern Work experience national briefing

<https://youtu.be/vsxnzKt3cTc?si=PdPkx34WXs5nnczO>

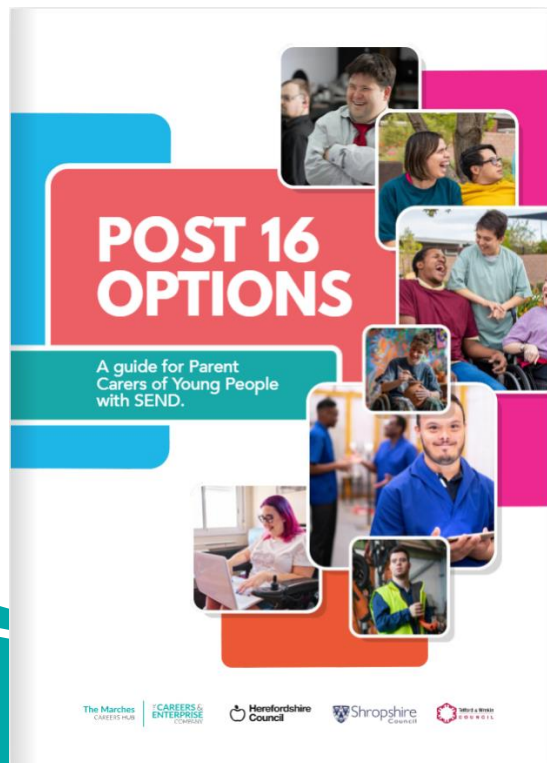
Modern Work experience pilot

Selected schools – disadvantage/undeveloped current offer

Tools and Resources

- **SEND/Inclusion Careers Hub Community of Practice**
Email sharon.ruff@shropshire.gov.uk to receive direct invites.
- **Careers Live broadcasts**
- **Suite of Flipbook and pdf resources (SEND logbook)**
- **SEND in Mainstream Toolkit (Liverpool City Region Careers Hub)** [SEND in Mainstream Toolkit - Liverpool City Region Careers Hub](#)

Tools and resources continued



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The Marches
CAREERS HUB | CAREERS &
ENTERPRISE COMPANY

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- Page 4 - What is Post-16 Education
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- Page 7 - Getting the most out of EHCP review meetings
- Page 8 - What is a local offer?
- Page 9 - Transition from one setting to the next when your child has an EHCP
- Page 10 - What is a Study Programme?
- Page 11 - What types of Post-16 education & training are available?
- Page 12 - Types of Courses
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- Page 15 - Vocational Technical Qualifications (VTQs)
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This guide was produced in partnership with RESOURCEFUL CAREERS

What is preparing for adulthood?

Young people with Special Educational Needs and/or Disabilities (SEND) are supported to think about what they want to do long-term from the earliest age possible. Working with families and professionals, **Herefordshire, Shropshire, and Telford & Wrekin Councils** encourage young people to think about the following:

Employment (and the right education to get there)



Somewhere to live



Having friends and being part of their community



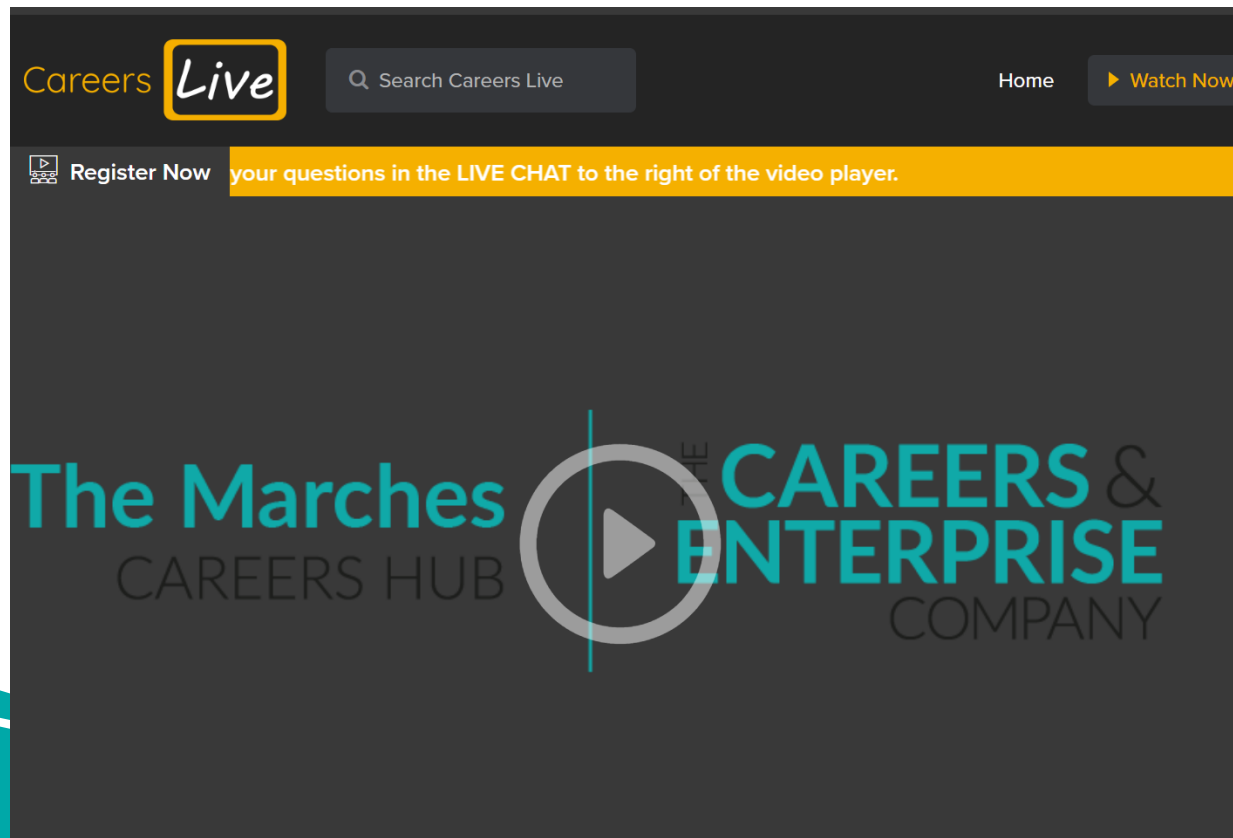
Being happy, healthy, safe and confident about their future



Tools and resources continued

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Broadcasts:

Apprenticeships

Labour Market

Information for parents

SEND post-16 Choices for
parent carers of young
people with SEND

Industry focused episodes

Essential Skills

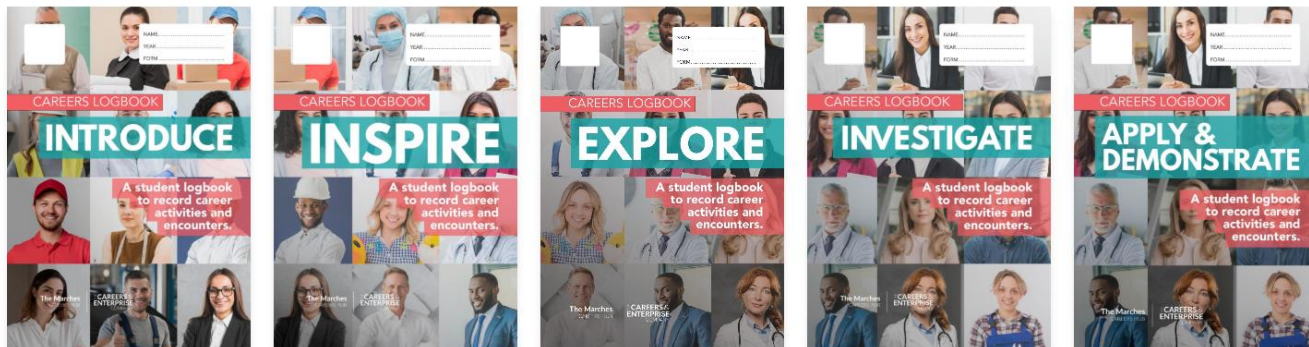
Tools and resources continued

Careers Journey Logbook (KS3 - KS4)

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CAREERS HUB

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COMPANY

Careers Journey Logbook (KS3 - KS4)



Tools and Resources continued.....

Free training from The Careers & Enterprise Company

- ★ Understand all pathways available for young people
- ★ Develop the confidence to have impactful careers conversations with young people
- ★ Access a range of resources to support young people



THE CAREERS &
ENTERPRISE
COMPANY

THE CAREERS &
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COMPANY

Free online modules for
teachers, SENCOs and the
wider education workforce

Develop the confidence and knowledge to
have impactful careers conversations with
young people.



www.careersandenterprise.co.uk



@CareerEnt



The Careers & Enterprise Company

[The Careers & Enterprise Academy | The Careers and Enterprise Company](#)

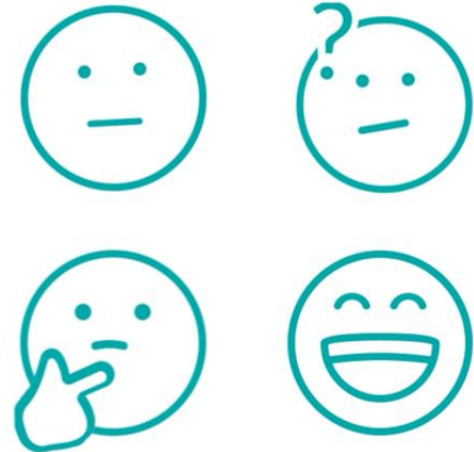
Tools and Resources continued.....

The Future Skills Questionnaire is a set of questions that have been designed for young people in schools and colleges to help you think about your skills, strengths and what you might like to do in the future.

THE CAREERS &
ENTERPRISE
COMPANY



FSQ Learner engagement animation



Making connections.....

SEND/Inclusion Careers Hub Community of Practice

- 18th November - Evaluation/Student Voice; Careers Guidance
- 18th March – Inclusive approaches to work experience
- 18th June 2026 – Topic tbc
- Email sharon.ruff@shropshire.gov.uk to join.

Thank you. Any Questions?





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What to expect in a Tribunal

Oliver Nicholas

Solicitor Adult Social Care. Policy & Governance

Tribunals – What to expect!

- **What is a Tribunal** and what decisions it can/will make?
- **How the process works:** orders and directing what the parties have to do
- **How evidence is brought in for the case** (documents and statements) and what the statement achieves
- **How to do a statement** – ways to start it, phrasing it, ensuring it has detail
- **A good statement** reduces the number of questions that will be asked of a witness
- **What a witness can do and say** (being prepared is the key – read the bundle, understand what the Tribunal is about and understand the school's position)

Any Questions?





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Cross-cutting Themes: Summary and SENCo Implications

DfE Research Reports

Angela Denton

LSAT Team Lead

DfE Research Reports

Identifying and supporting with:

- Cognition and learning needs
- Sensory or physical needs
- SEMH needs
- C&I needs

Identifying and supporting

- the needs of autistic children and young people

Supporting

- stammering speech and language needs in the early years.



SEND Cross-cutting Themes: Summary and SENCo Implications

Key insights and impacts for special educational needs coordinators

Overview and Introduction

Purpose and Scope of the Review



Focus on Cross-Cutting Strategies

The review highlights strategies applicable across multiple SEND types rather than individual categories.

Emphasis on Early Identification

Early identification and holistic assessment are crucial for effective SEND support in mainstream settings.

Collaborative Practices

Collaboration among educators, families, and professionals ensures comprehensive SEND support.

Addressing Provision Gaps

The review identifies gaps such as limited specialist resources.

Main Findings

Identification and Assessment



Early Recognition and Collaboration

Early identification of SEND relies on teacher observations supported by collaboration with families and specialists.

Diverse Assessment Methods

Using classroom observations, family history, and both formal and informal assessments builds a holistic learner profile.

Professional Development Needs

Ongoing training is needed as many assessment tools require specialist knowledge for effective SEND identification.

Progress Monitoring Importance

Regular monitoring is essential as children's needs and profiles can change over time with interventions.

Support and Intervention



Tiered Framework for SEND

Support starts with universal teaching and advances to targeted and specialist interventions based on needs.

Instructional Strategies

Techniques like explicit instruction, scaffolding, and visual aids reduce cognitive load and increase engagement.

Motivation and Self-Regulation

Incorporating praise, goal-setting, and autonomy enhances motivation and academic success for SEND learners.

Peer-Mediated Instruction

Class-Wide Peer Tutoring and Peer-Assisted Learning promote academic engagement and social inclusion.

Collaborative Practices



Models of Collaboration

Collaboration models include multi-level service delivery and knowledge-exchange partnerships.

Family-School Partnerships

Trust, shared goals, and flexible communication strengthen family-school partnerships for better engagement and outcomes.

Inclusive School Culture

Whole-school approaches, leadership support, and professional development promote inclusive cultures and teacher confidence.

Implications for SENCos

Strategic Actions for SENCos



Early Identification Leadership

SENCos lead early identification by training staff in observation and assessment techniques for SEND learners.

Inclusive Teaching Practices

Promoting explicit instruction and scaffolding reduces reliance on individual interventions in schools.

Collaboration and Communication

SENCos facilitate respectful collaboration with families and external professionals for inclusive education.

Resource Advocacy and Monitoring

Advocating for resources and monitoring data supports responsive interventions and systemic change.

Conclusion

Summary and Call to Action



Needs-Based Inclusive Approach

Focus on inclusive teaching and contextualised assessment rather than diagnostic labels to support SEND students effectively.

Whole-School Commitment

Effective SEND provision requires leadership and embedded daily practices across the entire school community.

Role of SENCOs

SENCOs guide staff development, facilitate partnerships, and advocate for SEND resources within schools.

Call to Action for Schools

Schools should integrate evidence-based strategies into planning to create inclusive environments for all learners.



The renewed Ofsted framework – The role of the SENCo on inspection

Michelle Bishton – Quality Assurance Specialist



Inspections which look and feel different for everyone.

- Removal of deep dives
- Removal of section 8 inspections
- Removal of the 'handbook' and replaced with the 'toolkit'
- New 5-point grading scale, including the new 'exceptional' grade.
- A wider range of evaluation areas
- Inspection findings to be grounded in a clear understanding of each provider's unique circumstances.
- Increased inspector tariff
- Key thread of inclusion through all inspections
- Introduction of a 'nominee'
- New report card
- Narrative explanations accompanying evaluation areas
- A new online insights platform - 'Ofsted – Explore an Area'

Inclusion

Achieve, belong and thrive.

- socioeconomically disadvantaged pupils (those eligible for the pupil premium)
- pupils with SEND; this means pupils receiving special educational needs (SEN) support, and those with an education, health and care (EHC) plan
- pupils who are known (or previously known) to children's social care, such as children in need and looked-after children
- pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic





How the inspection will be structured: Day 1

- Single central record will be checked early on day 1.
- Gathering first-hand evidence of pupils' experiences through:
 - discussions with pupils at the start of the day and social times
 - learning walks with leaders (including discussions with pupils and looking at their work)
 - considering, in detail, the experiences of pupils identified for case sampling.
- Dedicated reflection meetings with leaders.
- Focused leadership meetings, including safeguarding.



Learning walks

Inclusion - evidence about the outcomes and experiences of disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who face other barriers to their learning and/or well-being.





Securing strong foundations for all pupils



Word reading



Spelling



Handwriting



Early
mathematics



High-quality
interactions



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Case sampling

- Planning call
- Who to sample
- Reviewing pupils' work





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Inclusion

- Identifying, assessing and meeting needs, and reducing barriers.
- Supporting disadvantaged pupils.
- Supporting pupils with SEND.
- Supporting pupils who are known (or previously known) to children's social care.



Needs attention	Expected standard	Strong standard
Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: ■ Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being. ■ Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils. ■ Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being.	Inclusion meets the 'expected standard' when all the following apply: Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being. Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach. Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.	Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions. Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.



Key Takeaways

- Inclusion = Achieve, Belong, Thrive.
- Learning walks.
- Focused leadership meetings and learning walks.
- Case sampling not case studies
- Focus on identifying and reducing barriers for disadvantaged and SEND pupils.
- Inspection findings grounded in each provider's unique context.



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Working Together Charter

Co-produced by Telford & Wrekin Council, Shropshire & Telford Integrated Care Board (NHS) and PODS Parent Carer Forum.

Introduced by Gwen Nutting SEND Project Lead

Jayne Stevens

PODS PARENT CARER FORUM

Strategic Lead

**PARENTS
OPENING
DOORS**
PARENT CARER FORUM



Introduction to the Telford and Wrekin Working together Charter

- We're pleased to reshare this Working Together Charter initiative aimed at enhancing services for children and young people SEND - the cornerstones of which are highly relevant to our work here in Telford & Wrekin.
- The Charter was co-produced by Telford & Wrekin Council, Shropshire & Telford Integrated Care Board (NHS) and PODS Parent Carer Forum.
- It sets out a shared commitment to improving participation, communication, and collaboration across all SEND services — values that resonate strongly with our own priorities in Telford & Wrekin.

Key Commitments;



...within the charter include helping families develop trust in local systems by:

- 🌟 Feeling valued and included
- 🗣️ Open communication that works both ways
- 🤝 Being welcomed and cared for
- 🧩 Working in partnership to find shared solutions

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.

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.

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.

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.

Levels of Participation

Co-production

is where everyone works together, using their skills, knowledge and experience to create better outcomes through shared decision making



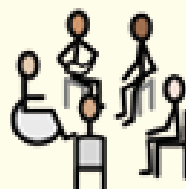
Co-design

is working together with children, young people and their families to share their experience and including their ideas in the outcomes



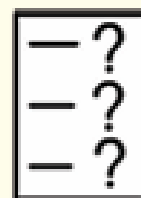
Engagement

is asking children, young people and their families about their experiences and discussing ideas



Consultation

is asking the opinions of children, young people and their families about changes being considered



Information

is giving children, young people and their families the information they need about services and changes



WTC supports the NEW OFSTED Guidance (Evidences engagement with Parent Carers)

1. Clear Communication Before Inspections

Schools are legally required to notify all parents when an inspection is scheduled.

Parents receive a letter with details on how to share their views, including a link to Ofsted's Parent View questionnaire.

2. Parent View Questionnaire

This online tool allows parent carers to give feedback on their child's school during inspections.

Responses help inspectors understand the school's strengths and areas for improvement from a parent's perspective.

3. Inspectors Consider Parental Feedback

Inspectors are required to take parent views into account during full inspections.

Feedback influences judgments on leadership, safeguarding, and overall school culture.

4. Judging School Engagement with Parents

Inspectors assess how well school leaders engage with parents and carers.

Schools are expected to communicate transparently, respond to concerns, and involve parents in ways that support pupils' education.

What's next for Education settings?

- Self-evaluation form available from the Local Offer, from end of next week and jayne@podstelford.org
- Locality peer evaluation option
- “Charter Mark” award
- Opportunity to evidence to support inspection framework

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.





Contact -
Jayne Stevens
Strategic Lead
PODS Parent Carer Forum
0777 534 2092
jayne@podstelford.org

Questions



Next meeting:

Wednesday 4th February 2026

Face to Face Southall School 3:40pm

Thank you for attending





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Thank you for attending

Any Questions?

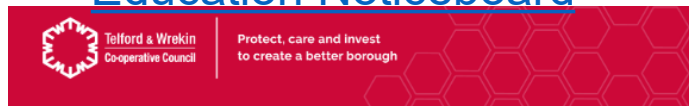


Communication

SEND Local Offer



Education Noticeboard



Education Noticeboard 9 October 2025

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



SEND News – Local Offer



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TITLE

NAME

ROLE

TITLE

CONTENT