



SENCo Network Meeting

4th Feb 2026

On the Agenda

(Please bring a TA: Agenda- Questioning and raising standards)

Today's agenda considers 'Children's Mental Health week' 9-15th Feb 2026 and
Neurodiversity Celebration week 17-23rd March 2026

3:40-4:05pm **Welcome:**

4:05-4:35pm **Ofsted:** latest updates for SENCos. (see separate slide deck)
TA Workshop: Questioning – raising standards.

4:35-4:55pm **Neuro affirming language guide, Secondary ND Outreach & updates:** Educational Psychology service.

4:55-5:25pm **Mental Health support:** for ND Children and young people.



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Angela Denton
Learning Support Advisory Teacher Team Lead



Assistive Technology Lending Library

- Assistive Technology Lending Library - SEND - Local offer

Short term
loans – half a
term

Widgit
licenses

Clicker and
DocsPlus
licenses

Exam Reader
Pens

Laptops

Adapted
switch toys

iPads with
Talking Mats

Voice Pads
and Rainbow
Recorders



SENCos Drop-In Sessions

- As part of our core offer, the LSAT service now offer SENCo drop-in sessions, once a month – at no cost to schools.
- Four SENCos attend each session to offer peer to peer support.
- Takes place over Teams.
- Raise concerns regarding individual children (no names) or more general concerns you have about whole school provision.
- To book a place, please email Angela.Denton@telford.gov.uk.
- Next session is 9th February – 11am to 12 noon OR 3.30pm to 4.30pm.
- Feedback has been positive.
- Future plans - general drop-in sessions plus a session based upon a particular theme.
- If you book a place and then are unable to attend, please let me know.

Coffee mornings

- LSAT present to answer any general questions.
- Parents bring their recent LSAT reports and have time with the LSAT to ask any questions.
- Themes (from the summer term):
 - The importance of reading with your child.
 - The benefits of playing board games.
 - Bringing Maths into the every day.
 - The impact of screentime upon CYP.
- Tips for encouraging attendance:
 - Hold at the end of the day and offer childcare.
 - Hold at 2pm and finish at the end of the school day.



TA Training Offer – summer term

One hour sessions.

One session or several
across the day.

Topics:

Guided Independence

Memory and
Metacognition

Mind Mapping

Retrieval

Adapting Activities for
Children with SEND



Comms: Refreshed Newsletter and sharing on

SEND Local Offer



The screenshot shows the Telford & Wrekin Local Offer website. At the top, there is a yellow header with the SEND logo and the text 'SEND Telford & Wrekin Local Offer'. Below the header, there is a search bar and a 'Send' button. The main content area has a green header with 'Welcome to SEND News', 'New to SEND?', and 'Contact us'. On the left, there is a sidebar with a yellow background containing a list of links: Homepage, Glossary of Terms, You Said, We Did, Feedback and Queries, Local Offer Annual Report, Offered & COC Area SEND Inspection, SEND & AF Change Programme, SEND & Alternative Provision Strategy, and SENCO Space. The main content area features a large image of a speech bubble with the word 'Newsletter' and a 'Read more' button. Below this, there is a section titled 'Welcome to Telford & Wrekin's Local Offer' with a sub-section for 'SENCO Space'.

SENCO Space



The screenshot shows the Telford & Wrekin Local Offer website, specifically the SENCO Space section. At the top, there is a green header with 'SENCO Space'. Below the header, there is a large image of two people shaking hands. To the right of the image, there is a pink box with the heading 'SENCO Network Meetings' and the text: 'Please find the Save the Dates for the 2025/26 academic year. Calendared invitations will be sent in advance.' Below this, there is a 'Read more' button. At the bottom of the page, there is a green footer with links to 'SENCO Newsletter' and 'Education Noticeboard'. The footer also includes the text 'View the Education Noticeboard 18 December 2025'.

Our renewed and refreshed SEND Newsletters are sent out towards the end of each half term. They are filled with up to the minute info and guidance, news and latest support across education, health and social care.

Our Dec 2025 edition had a range of MH support offers and a wide range of early years updates.

**Newsletter emails come from
services@comms.telford.gov.uk
subject: SEND Newsletters**



Telford & Wrekin Local Offer Newsletter

SEND Family Newsletter December 2025

A newsletter for the families of children and young people with special educational needs and disabilities in Telford and Wrekin

Telford & Wrekin Local Offer Newsletter



SEND SENCO Newsletter December 2025

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

Contents

SENCO Space

- What's New?
- Year 11 Preferences
- 'Shout' Mental Health Text Service Launch
- Assistive Technology Lending Library Launch
- Inclusive School Forum (ISF) - Transition Funding
- Inclusive School Forum (ISF) - Costed Provision Map

SENCO Network Meeting



Telford and Wrekin Working Together Charter.

is a local partnership strategy that supports the new Ofsted guidance.

(It indicates there is a commitment to building relationships with and working in partnership with parent carers)



Extracts

‘...leaders work closely with parents, taking their views into account and making best use of their knowledge of their children.’

‘Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.’

‘...working closely and effectively with pupils, parents, professionals and staff, and ensuring that pupils’ and parents’ views and aspirations are included in decision-making about support for pupil.’

What's next for Education settings?

- Self-evaluation form available from the Local Offer or Jayne
- Locality peer evaluation option
- Charter Mark award
- Opportunity to evidence support and engagement with parent carers, linked to the new inspection framework



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

Any Questions?



TAs/ HLTA^s

Please move rooms with Angela for
‘Questioning and raising standards’





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

Michelle Bishton – Quality Assurance Specialist



TITLE

CONTENT- Seperate slides





Neuro-affirming language guide & Secondary ND Outreach offer: Educational Psychology Service.

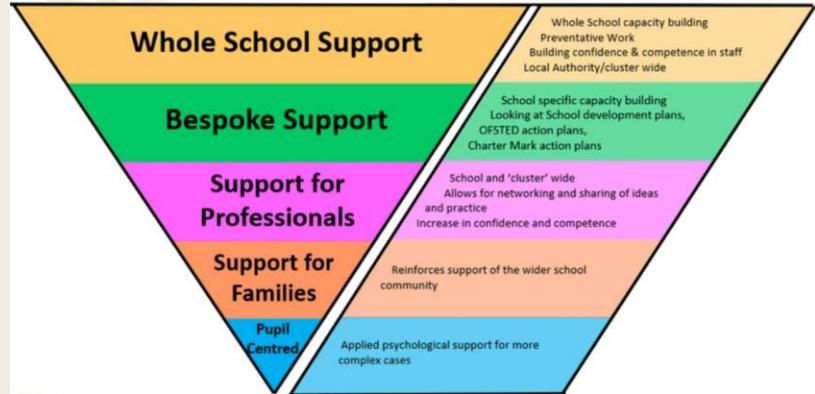
Dr Meryl Newton: Co-Principal EP

Dr Jane Park: Co-Principal EP

Dr Lewis Field: Senior EP

TAW EPS: info give inc. launch of Neuro-affirming Language Guide

- Team staffing updates & SLAs
- Neuro-affirming language guide
 - Via TAW EPS Local Offer page
- ELSA supervision community network ELSA@telford.gov.uk
- Wellbeing Charter Mark w/MHSTs
- EP work with children/young people who are not attending
- Consent practices /SAMs



Link to Neuro-affirming Language Guide: [Educational Psychology Service - SEND - Local offer](#)



Secondary ND Outreach Project: Aims and Objectives

“To improve outcomes for neurodivergent learners in secondary education settings across Telford and Wrekin, addressing current gaps in support offered to secondary schools, by reducing exclusions, improving attendance, and fostering inclusive, neuro-affirming school environments through targeted outreach, consultation and capacity building.”





EPS Neurodiversity Outreach Offer: Key Principles



Needs led, not diagnosis driven

Support will be based on presenting need and observed barriers, not on formal diagnostic labels

Systemic and Cultural change

Support will focus on whole-school inclusive practice, not just individual intervention

Good Practice For All

Strategies that benefit neurodivergent learners often improve outcomes for every student

Recognising breadth and prioritising demand

While acknowledging the full breath of neurodiversity, we anticipate that most requests will relate to learners with autistic and/or ADHD profiles



EPS Secondary ND Outreach: Project Overview

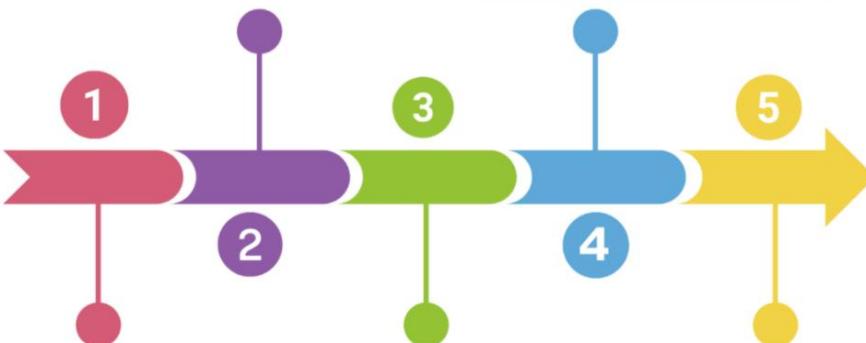
Step 2: Review Current Practice

Establish a clear understanding of the setting's current approach to neurodiversity by:

- Reviewing existing policies around inclusion
- Auditing physical and learning environments
- Gathering stakeholder voice
- Identifying barriers to inclusion
- Examining relevant data to spot patterns/trends

Step 4: Implement Actions

Put the agreed action plan into practice by introducing strategies and resources that promote neuro-inclusive approaches. This may include coaching for staff, delivering bespoke workshops, providing clarity around referral pathways, establishing a pupil forum, and co-developing policies that embed inclusive practices across the setting.



Step 1: Setting the Foundations

Connect with SLT and key stakeholders to build a shared understanding, agree on a lead professional/key contact, and celebrate existing good practice whilst identifying priorities around neuroaffirming and inclusive practice.

Step 3: Defining Goals & Actions

Work collaboratively to agree on the key areas for development based on the review (Step 2). Define clear goals and success criteria, and create an action plan that outlines responsibilities, timelines, and next steps.

Step 5: Observe Impact & Review

Monitor the effectiveness of actions by gathering feedback from key stakeholders, and using data to evaluate impact. Reflect on successes and challenges, celebrate progress, and determine appropriate next steps to ensure embedding of practice.

EPS ND Secondary Outreach Offer: Next Steps

Multi-agency Steering Group

To convene half termly & offer monitoring, guidance & oversight of the project

Identify settings for Spring 2, Summer 1, Summer 2

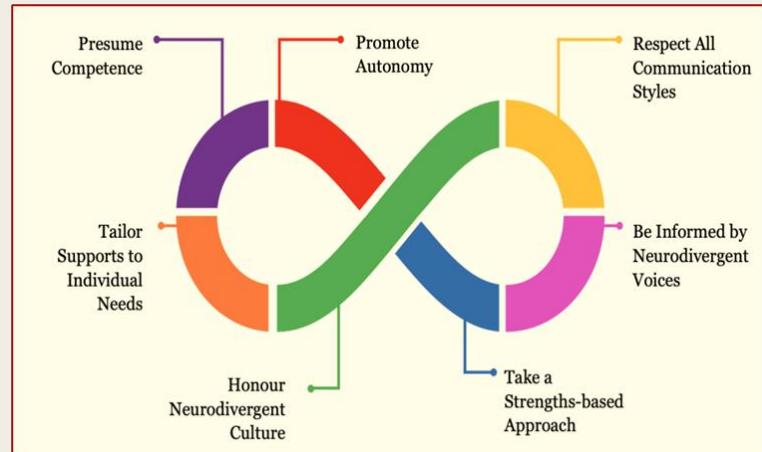
Make links with SLT & identify priorities unique to each setting

Delivery of workshops & coaching

Across academic year 25/26 & into 26/27

Monitor impact

Data sharing reliant on effective data sharing from settings. Impact monitored across the project



What questions do you have for us?





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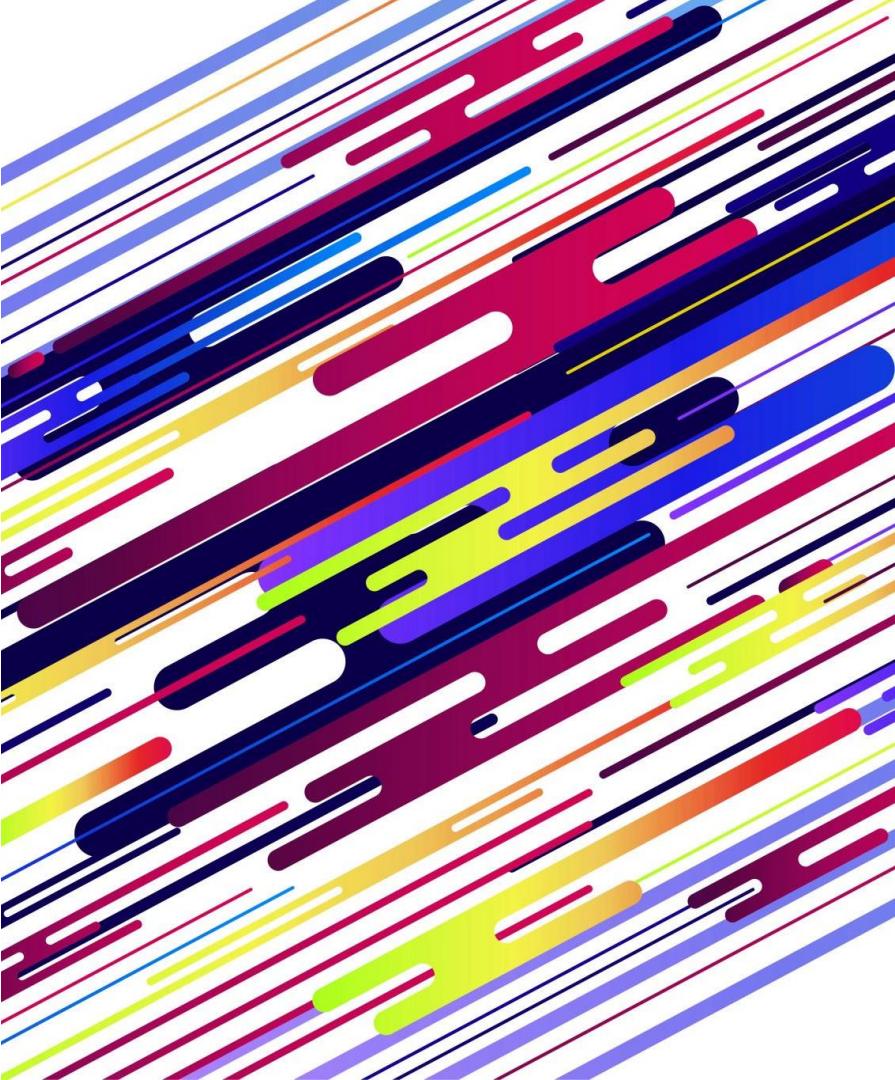


Mental Health support: for ND Children and young people.

Amy Morris: BeeU Service Manager

Mental Health Support

What is a Needs Led Service





— Needs Led

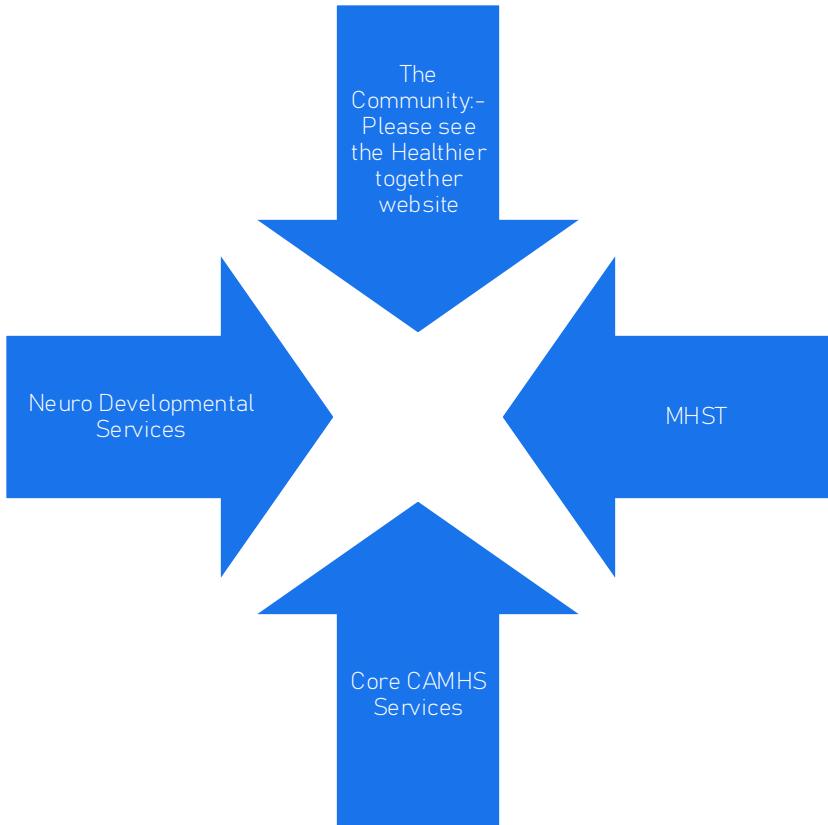
Needs Led:- Support is based on the child or young persons needs, it is not dependant on any diagnostic criteria.

Support is timely:- By working in a needs led way you are able to provide the right support at the right time

Reduces Barriers:- By focusing on the current need and identify how the need can be supported it reduces barriers to care



Where is support available ?





Healthier Together

SMS Share - Click to send this page by text

About Us • Feedback • Resources •

Improving the health of babies, children and young people throughout Shropshire, Telford and Wrekin

Choose a topic   Search this website...

Pregnant/New Baby • Parents/Carers • Professionals • Health for Young People

Parents/Carers | Neurodiversity

Neurodiversity

 What is Neurodiversity?

 Autism

 Attention Deficit Hyperactivity Disorder (ADHD)

 Tics and Tourette's Syndrome

 Fetal Alcohol Spectrum Disorder (FASD)

 Making sense of your senses

 Support for neurodivergent children and their families

 Neurodiversity national organisations and useful websites

Cookie options Show accessibility tools 



Getting Help



Childline

Childline is a free, private, and confidential service where young people can talk about anything. Calls are free and confidential.

Calls are not recorded, and its number won't show up on any phone bills. Call 0800 1111 (24 hours a day, every day).

[Visit the Childline website](#)



Kooth (online)

Children and young people can directly access Kooth without the need for a referral being made.

Kooth is an online emotional well-being community for children and young people aged 11 to 25 where they can access free, safe, and anonymous support.

[Visit the Kooth website to sign up](#)



Mental Health Helpline (phone)

Children and young people seeking mental health support can call 0808 196 4601, MPFT's Freephone helpline available 24/7. You will be able to speak to specially trained mental health staff and discuss your mental health care needs.

[Call the Mental Health Helpline](#)



YoungMinds

YoungMinds is a mental health charity for children and young people.

Whether you want to understand more about how you're feeling and find ways to feel better, or you want to support someone who's struggling, Young Minds can help.

[Visit the YoungMinds website](#)



Neuro Developmental Service FAQs

The Neuro Developmental Service have developed a series of frequently asked questions (FAQs) relating to their service, covering topics such as referral queries, assessment, support whilst waiting, reasonable adjustments and training, and transition queries.

[View the Frequently Asked Questions](#)



Neuro Developmental (ND) Referral Form

Any Health, Social Care or Education professional can refer children and young people to the Autism and ADHD assessment pathways. For more information, please see the 'Getting more help' section below.

[Click here to view the ND referral form](#)

 As a neurodiversity-affirming service, we recognise and respect the wide range of ways in which people experience and interact with the world. We view neurodivergence, including ADHD and autism, as natural variations in human cognition and behaviour that are not inherently disordered or deficient.

The Neurodevelopmental Assessment referral form contains language from the DSM-5 and ICD-11 diagnostic manuals. These manuals use clinical, medicalised, and often deficit-focused language to meet formal diagnostic criteria. While this language is necessary for assessment, it does not reflect our values or the strengths-based, neurodiversity affirming understanding we bring to our work.



MHST (low intensity work 6-8 sessions of CBT)

- Consultation 20 minutes to talk through a case (does require parental consent)
- What are the YP's needs
- Identify support
- Identify Mental health concerns (will refer to CORE if above low intensity thresholds)
- Interventions can be adapted for SEND cyp.



Info: 9-year-old with additional learning needs, cognitive delay and suspected ADHD/ASD.

When considering their individual needs, I adapted their treatment, by using visual aids and analogies as they provide a simple way to understand new concepts introduced within treatment (Grave & Blisset 2004).

Using an intervention: graded exposure, I utilised the 'monster' analogy which was used a visual primary scale of measurement within her sessions, to hold up and show me if her monster (fear) was disappearing.

Visual aids were also used when explaining their decided exposure tasks to ensure they understood what the step was, with supporting images and simplified language to suit their age and individual needs (Hulme et al., 2014)

Further sessions were granted to allow time to practice and consolidate understanding for different exposure tasks due to their age and cognitive ability.

Supporting parent resources (Cathy Cresswell) as a suggested read to continue their progress after completing treatment. Using these adaptations, the YP was able to access the sessions and make positive progress towards each exposure.





Core Mental Health Services Support

Anxiety

Low Mood/
Depression

DSH

Suicidal
Thoughts

Hearing
Voices

Trauma



Who Provides the support?

Mental Health Practitioners :- 1:1 interventions, care planning, risk assessing

Psychologists:- Formulation of care, Psychological Interventions, supporting staff

Consultants:- Formulation of care, medication management

Therapists- Offering CBT for a range of conditions. EMDR Therapists, Family therapists and Art Therapists



Neuro Developmental Services

01

This is a diagnostic Pathway (For Autism and ADHD)

02

The pre and post diagnostic support is provided in the community

03

The clinicians do not carry out Mental Health Interventions:- These are provided in the CORE Team

How to Access the right support



Being aware that there are separate Pathways for Mental Health support and Diagnostic Assessments



You should not wait for the outcome of a diagnostic assessment if Mental Health Concerns are present



By being aware of the community support available and giving appropriate sign posting advise



Informing Team of need- Timely access, right support at the right time, reduces delays linked to the diagnostic services waiting list

Any Questions?



Upcoming meetings:

Online:

Wed 4th March 4-5pm. Teams. Agenda TBC.

Wed 22nd April 4-5pm. Teams. Transport Workshop.

Face to Face:

Wed 6th May 3:40-5:30pm. Southall School.

Thank you for attending





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10:00

Start

Stop

Reset

mins: 10

secs: 0

type: None



Breaktime for PowerPoint by Flow Simulation Ltd.

Show Settings