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# SENCo Network Meeting

6th May 2026

# On the Agenda (Please bring a TA: First look @ the new T&W LISO)



Today's agenda considers the Telford and Wrekin LISO.  
Local Inclusion Support Offer

3:30-3:45pm **Meet and mingle.**

3:45-3:55pm **Welcome**

3:55-4:10pm **Let's talk SEND:** Phased transition and DfE SEND Reform recording

4:10-4:20pm **Therapeutic Classrooms:** creating safe, inclusive and regulating space for all learners.

4:20-4:30pm **Glue Ear:** Hearing Inclusion

4:30- 4:40pm **How we communicate:** SEND Comms and introduction to your LISO

4:40-5:30pm **Workshop:** T&W LISO, your engagement opportunity.



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**Angela Denton**

Learning Support Advisory Teacher Team Lead

**Sarah Holt**

SEND Group Manager



# Let's talk SEND

## Transition – Y6 – Y7 – why do we need an LA approach?

### Secondary Perspective

- The better relationship and links with the primary school the better the information.
- Information from some primary schools was problematic - timing, quality of information, CTF files and paperwork.

### Primary Perspective

- The better relationship and links with the secondary school the better experience for the students - for example - transition days not only in Year 6 but also Year 5, sharing of information.
- Each school had their own information gathering documents and expectations which was overwhelming at times for the primary schools.
- Visits and meeting expectations varied from school to school.

# Sharing of data

- Spreadsheet designed to ensure all necessary information is transferred to the secondary school
- Drop down boxes to reduce workload
- Secondary schools populate it with student information and send it to the primary schools
- Primary schools complete and return to secondary school by Wednesday 3rd June

# Continuing Transition Support

When secondary schools have received their completed spreadsheets, they can access 'the team around the school' support.

Strategic meeting to support with the analysis of the data you have received

Support to ensure needs can be met in September.

If you wish to access this offer, please email [Angela.Denton@telford.gov.uk](mailto:Angela.Denton@telford.gov.uk)

Slides from transition event will be on the Local Offer.

# Transition Guides

Preparation for Secondary School

Guide to SENCo Conversations

Parent Guide to Transition

# Let's talk SEND

Sarah Holt

- Phased transition
- DfE SEND Reform recording (Sarah)

A screenshot of a webpage slide with a light pink background. On the left side, there is a logo for 'Telford & Wrekin Cooperative Council' featuring a red gear-like icon. To the right of the logo is the text 'Telford & Wrekin Cooperative Council' and 'Protect, care and invest to create a better borough'. A dark blue button with the text 'Read more' is centered on the right side of the slide. Navigation arrows (left and right) are visible on the left and right sides of the slide content area. At the bottom center, there are five small circles, with the first one filled in blue, indicating the current slide position.

Local SEND Reform Plan Recording

Click below to access the recording of the Telford and Wrekin SEND Reform Plan meeting for professionals, held on Friday 17th April 2026.

[Read more](#)

# ISF – Y6 applications

- Joint application with secondary school – both schools attend the panel meeting.
- Detail current provision in primary and the future provision in secondary
- Secondary provision should only be costed for the autumn term
- Funding will stop at the end of December.
- Secondary school can submit a review in January for a continuation of the funding.

A horizontal band of colorful paint splashes in shades of blue, red, yellow, and green, with white highlights, creating a vibrant, energetic background for the text.

**Any Questions**



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# Therapeutic classrooms.

## PRINCIPLES, PRACTICE AND IMPACT FOR SENCOS

**Sarah Holt:** SEND Group Manager

SUPPORTING INCLUSIVE LEARNING THROUGH THERAPEUTIC STRATEGIES

# Foundations of therapeutic classrooms



**What is a therapeutic classroom and why it matters.**

## **Purpose of Therapeutic Classrooms**

They prioritise emotional safety, mental health, and regulation to support effective learning and wellbeing.

## **Foundations in Neuroscience and Trauma**

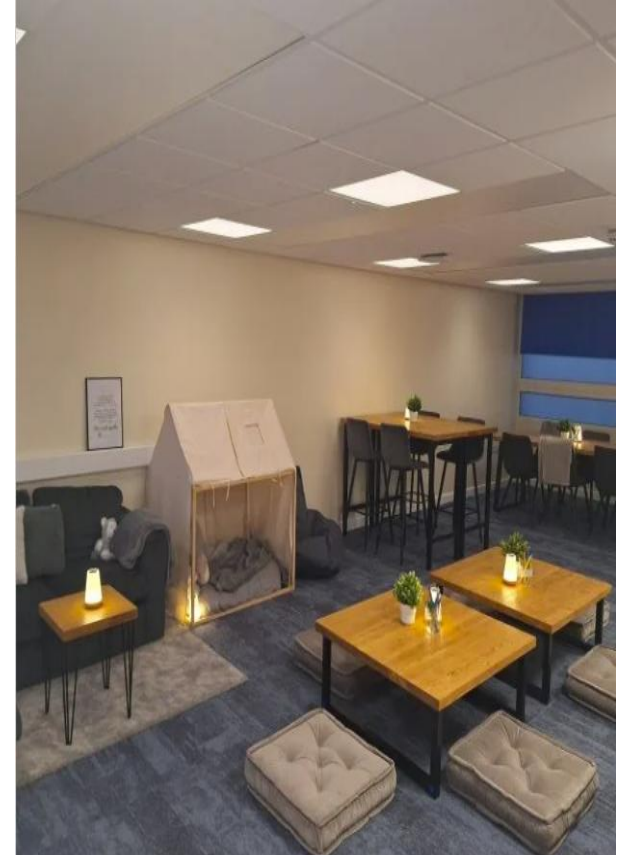
Grounded in neuroscience, attachment theory, and trauma-informed practice to reduce stress and improve regulation.

## **Benefits for SEND and All Pupils**

Therapeutic environments help children with SEND and support overall inclusion and wellbeing for all students.

## **Proactive and Preventative Approach**

Supports SENCOs by complementing interventions and reducing dysregulation in schools.



# The Neuroscience and Trauma-Informed Rationale

## Impact of Stress on Brain

Stress and trauma keep children's nervous systems alert, limiting access to reasoning and attention areas in the brain.

## Designing Therapeutic Classrooms

Therapeutic classrooms reduce perceived threats through safe, predictable, and nurturing physical spaces.

## Supporting Emotional Regulation

Calm environments with reduced noise and autonomy support children's emotional regulation and self-awareness.

## Benefits for Staff Wellbeing

Therapeutic classrooms help reduce staff burnout by fostering calm, responsive, and emotionally supportive environments.



# DESIGN AND SETUP OF THERAPEUTIC CLASSROOMS

## What therapeutic classrooms look like in practice

### Calming Environment Design

Therapeutic classrooms use neutral colors and decluttered walls to reduce visual overwhelm and promote calmness.

### Flexible Seating Options

Furniture includes sofas, beanbags, and wobble stools, allowing children to choose comfortable seating for sensory needs.

### Zoned Learning Areas

Classrooms are divided into zones for focused learning, self-regulation, and quiet reflection supporting clear transitions.

### Supporting Self-Regulation

Regulation spaces contain weighted items and sensory tools to help students manage emotions and behavior positively.



[Sharing her vision for classrooms with the children](#)

# How to Set Up a Therapeutic Classroom Step by Step

## Assessing Pupil Needs

Begin by understanding sensory profiles, emotional needs, trauma histories, and learning barriers of pupils.

## Creating a Calm Environment

Declutter the space and remove bright colors and excess furniture to minimise overstimulation.

## Implementing Flexible Seating and Zoning

Introduce flexible seating gradually and zone classroom into areas for learning, calming, and movement.

## Staff Training and Pupil Involvement

Train staff in trauma-informed practice and involve pupils in design to foster ownership and emotional literacy.



# IMPACT AND EVIDENCE

## Research Evidence and Measured Impact

### Positive Pupil Outcomes

Therapeutic classrooms reduce dysregulated behaviour and barriers to learning, improving engagement for pupils with diverse needs.

### Improved Emotional Regulation

Calm and predictable environments help pupils transition from survival to learning-ready states by reducing environmental stressors.

### Staff Wellbeing Benefits

Therapeutic classrooms reduce emotional labour and foster positive teacher pupil relationships, supporting staff wellbeing.

### Research and Practice Alignment

Evidence from neuroscience and attachment research supports the impact of therapeutic environments on learning and behaviour.



# Practical Outcomes for Pupils and Staff

## Improved Pupil Wellbeing

Therapeutic classrooms help pupils regulate emotions, increase engagement, and improve attendance, especially reducing school avoidance.

## Supportive Environment

Flexible environments meet sensory needs without stigma, supporting inclusion and reducing adult intervention.

## Staff Benefits

Staff experience reduced stress, stronger pupil relationships, and better behaviour management confidence.

## Collaborative School Approach

Therapeutic classrooms promote teamwork among SENCOs, teachers, therapists, and pastoral staff enhancing inclusion.



# Key Takeaways and Strategic Considerations



- **Therapeutic Classroom Purpose**
  - Therapeutic classrooms are strategic and evidence-based approaches supporting SEND, wellbeing, and inclusion effectively.
- **Implementation Essentials**
  - Successful use requires school-wide alignment, staff training, and consistent relational practices beyond environmental changes.
- **Strategic Planning Focus**
  - Planning must include reviews, pupil and staff input, and impact measurement for sustainability.
- **Broad Community Benefits**
  - Therapeutic classrooms improve outcomes for pupils with needs and benefit staff and the wider school community.

# Any questions for us?





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# Glue Ear

Hearing Inclusion Team

Ruth Lawton – Lead Teacher of the Deaf

[SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk)

Please have a look at our page on the Local Offer

# Did you know that this week is DEAF AWARENESS week?

- Same time every year – first week in May
- Great opportunity to have an assembly about deaf awareness
- What about a cake sale or mufti day to raise funds for the Shropshire Deaf Children's Society?

# Glue Ear

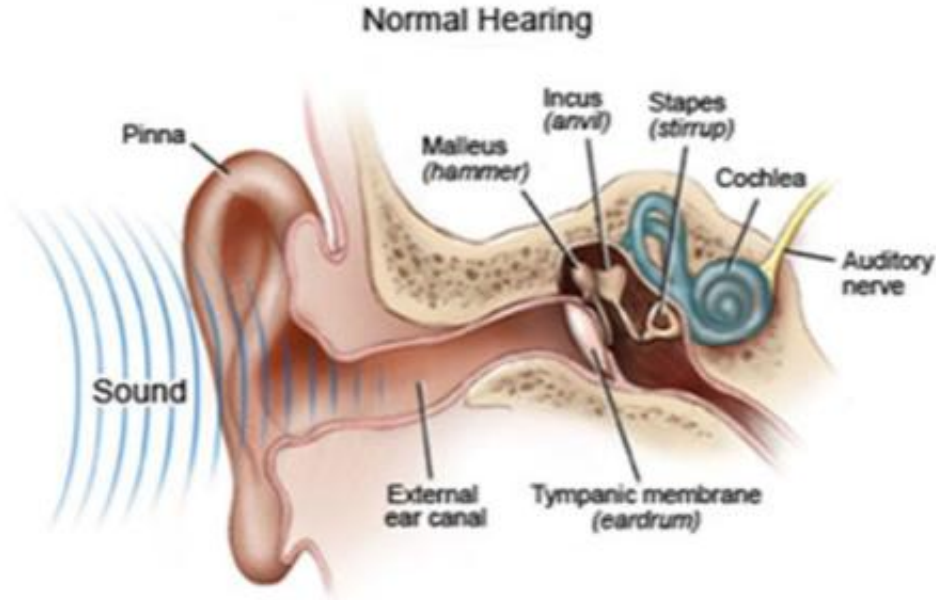
We will cover – what is glue ear?

how is it treated?

how do you know if a child in your classroom has glue ear or another type of hearing loss?

Did you know 8 out of 10 children experience glue ear before the age of 10 (NDCS 2026)?

# How the ear works



## 3 main parts of the ear

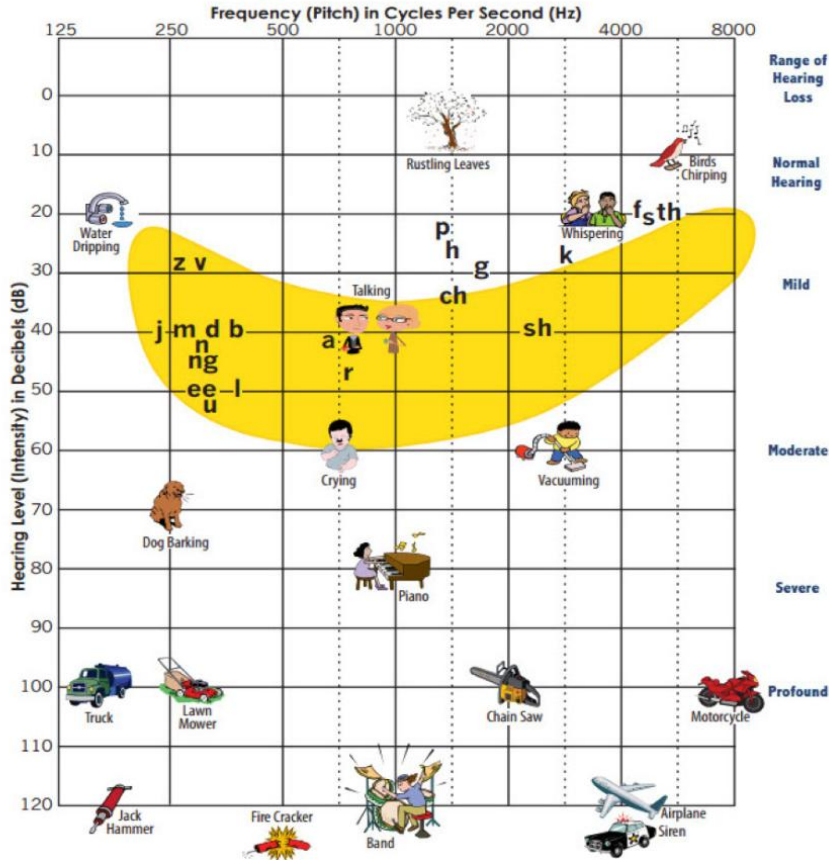
## Types of hearing loss:

Conductive (temporary or permanent)

Sensori-neural (cochlea)

Conductive overlay

# Audiogram of Familiar Sounds



[| Audiology / Otolaryngology |](#)  
[Head and Neck Surgery | At UCSF](#)

# Bone Conduction Hearing Aid (BC Aid)



# What are the signs?

## **Some signs of glue ear:**

Not being as responsive – do they turn when you call?

Making use of a louder voice than usual

Behaviour changes

Being more tired than usual

Getting frustrated

Not being able to concentrate

Challenges when communicating with peers

# General strategies to support a child with glue ear.

See last half terms Newsletter for this information



## Sensory Inclusion Service

6<sup>th</sup> Floor Darby House Lawn Central  
Telford TF3 4JA  
Tel: 01952 385269

e-mail: [SENDandInclusion@telford.gov.uk](mailto:SENDandInclusion@telford.gov.uk)



### **How to support a child with Glue Ear in your setting**

- ❖ Due to the nature of glue ear, hearing levels can fluctuate. Pass on any concerns or observations about the child's hearing to their parent/carer.
- ❖ Child should be sat towards the front of the classroom, to one side, so that they have a clear view of their teacher/the speaker and their peers. They may use lip-reading to support their listening, so will need a clear view of lip patterns.
- ❖ Before talking to the child, make sure they are looking at you and that they have a clear view of your face.
- ❖ Be careful not to stand in front of a light source (e.g. a window) as this will put your face in shadow and could obscure your face/make it hard to lip-read.
- ❖ Some sounds may be more difficult for the child to hear. Use visual cues to support understanding:  
*For example, when teaching phonics, show the written representation of the sound. Also make sure the child is looking at the lip pattern and repeat the sound in quiet conditions. Speak clearly but do not shout/exaggerate the sound as this will distort the sound and could change the lip pattern.*
- ❖ Reduce background noise where possible. Background noise is not always children talking it could be: noise from outside an open window; noise from a fan or projector; noise from shuffling of seats or tapping of pens.
- ❖ When involved in group work, the child's group could work outside of the classroom in a quiet room or area.
- ❖ Repeat other children's contributions during class discussions so that the child can hear and access these via the teacher.
- ❖ The child may benefit from opportunities to work in a quiet room or area for intervention work.
- ❖ Check understanding regularly by asking open questions.



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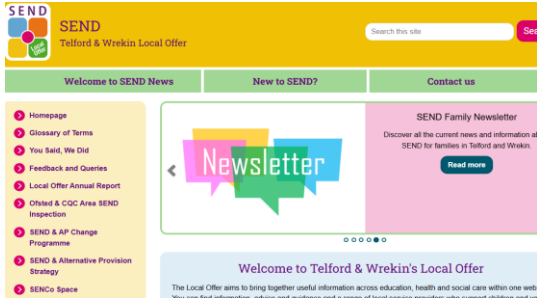
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# How we communicate.

SEND Project Lead.  
Gwen Nutting

# Comms: Refreshed Newsletter and sharing on SEND Local Offer



## SENCo Space

SENCo Space



[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.

Newsletter emails come from [services@comms.telford.gov.uk](mailto:services@comms.telford.gov.uk)  
subject: SEND Newsletters



### 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



### 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

#### 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](#)

#### Contents

SENCO Network Meeting

# National and Regional Update

## National Context:

Nationally, the SEND system has faced significant pressure over recent years:

- Increasing demand and rising EHCP numbers
- Inconsistency in support across areas
- Long waiting times, particularly for health services
- And families often feeling they must enter adversarial processes to secure support

In response, the Department for Education published the Schools White Paper: *Every Child Achieving and Thriving*, setting out a long-term programme of reform in order to build a more inclusive, consistent and financially sustainable SEND system.

# What Is Changing Nationally?

## Key national themes include:

- Stronger mainstream inclusion, with clear expectations of what is ordinarily available
- Earlier identification and intervention, reducing reliance on EHCPs
- A layered model of support:
  - Universal support
  - Targeted support
  - Targeted-plus support
  - Specialist provision for the most complex needs

## The SEND White Paper also introduces:

- Greater clarity through national standards
- Increased access to professional expertise

# SEND and AP Change Programme



To ensure these reforms work in practice, the DfE established the SEND and AP Change Programme—a national “test and learn” programme.



Telford and Wrekin has played a leading national role, acting as the lead local authority for the West Midlands Change Programme Partnership, alongside:

Shropshire  
Herefordshire  
Worcestershire



Learning from this work is directly shaping national policy

# In Telford

Building capacity in schools through training and advice

Closer collaboration across education and health

A focus on whole-setting approaches, not just individual pupils

# What is the Local Inclusion Support Offer (LISO)?

- The Local Inclusion Support Offer sets out what support is available to mainstream settings.
- Brings together education and health support in one coherent offer.
- Strengthens early identification and response to need.
- Equips schools with practical strategies, advice and training.

**The LISO sits alongside the Local Offer for families, while acting as a practical working tool for professionals**

# LISO SharePoint

- The LISO will be communicated and accessed through a dedicated SharePoint site which will be for schools only.
- This SharePoint space will develop over time and will be the primary point of reference for professionals, ensuring that the LISO remains a live, practical tool rather than a static document.

# Workshop

6 table – facilitators

**LISO demonstration**

# Colourful Questions

- What would a good LISO look like for you?
- What are the top 3 things you would want to use the LISO for?
- What would it take to make you open the LISO every morning when you start the day.

# Table tasks

## Activities

- Homepage navigation structure
- Key page layout and design Overview
- Professional discussion forum



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# Discussion and Feedback

## What is working well and next steps

Angela Denton – LSAT Team Lead

# Upcoming meetings

Online (slight adjustment to enable us to provide latest updates)

Wed 1st July 4-5pm. Teams.

**Next academic year** we have been asked to consider varying the venue, if you have any suggestions/ offers, please do let us know.

Thank you for  
attending

A graphic with a light pink background and the text 'Have a GREAT summer' in a red, cursive font. The word 'GREAT' is in all caps and larger than the other words. A red underline is positioned below the word 'summer'.

*Have a  
GREAT  
summer*