

SHROPSHIRE FOCUS ON SEND

Issue 1 Spring 2017

News, Views and Information from the SEN Team

We are pleased to share with you the first issue of FOCUS ON SEND, a newsletter for education practitioners who work with children and young people with SEND. Our aim is to provide updates and information that will help you to improve outcomes for Shropshire children and young people. In addition, the Local Offer provides children, young people and their families with information across the full range of services available 0 to 25. The Shropshire Local Offer has recently been given a facelift and provides new opportunities to develop better communication and networking including a SENCo spotlight area. We are currently developing these pages and hope to have some content available in the near future – will keep you posted.

Implementation of the SEND reforms continues to be a priority and the Local Area inspections are well under way. Further information about these inspections and how you may be involved as a setting can be found on the Local Offer.

Person Centred Approaches

Following the launch event in November, there has been a very positive response to ensuring person centred approaches become embedded into our practice in Shropshire. The feedback received on the day highlighted the desire by so many people to embrace the initiative because they know it will make a difference to the life outcomes of children, young people and their families in Shropshire – whether they have SEN or not.



Some of the feedback...

“What has been the most useful part of the session?”

Made me think we can be more flexible (in Schools) and put more effort into opening opportunities for CYP

.....implementing the core principles (...of PCA) will benefit all CYP, not just those with EHCPs.

“What do you consider are the next steps to ensure person centred approaches are embedded across Shropshire?”

All service providers to be involved as well as parents. Schools don't need to be the only drivers.

To ensure/encourage schools to get 'on-board' with person centred approaches.

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The training has now begun in earnest with the schools sessions in Shrewsbury and Oswestry being very well attended with primary and secondary colleagues from mainstream, independent and specialist settings all being represented. The first steps have been taken, and I'd like to thank those schools who have attended the training and are using the tools and experience to make a difference in their settings. It's great to hear about your first steps and the positive responses that many of you are having from the children and families that you have been working with. ***Details of further training dates and venues for those schools who have not yet had the opportunity to access the training are attached.***



The first of our person centred training sessions aimed specifically at our early year's providers was also positively received by those who attended, with everyone appreciating the importance of empowering parents and carers to contribute to ensuring their children make the best possible start to achieving positive outcomes.

Further training is currently being planned for a variety of practitioners; including health and social care, parents and specific training for foster carers.

Further Training

Schools (9.00 – 4.00)

- 27 January 2017 Wem Town Hall [63522T](#)
- 15 February 2017 Craven Arms Community Centre [63523T](#)
- 10 March 2017 Severn Centre, Highley [63524T](#)
- 15 March 2017 Riversway Centre, Shrewsbury [63525T](#)

Early Years

- 11 February 2017 Oswestry Cricket Club 09.30 – 13.30 (Course code [63527T](#))
- March 2017 Ludlow/Craven Arms (**details to be confirmed**)

Bookings and further details available through Shropshire CPD team; telephone 01743 254570 or email cpd@shropshire.gov.uk

Are you a new SENCo or are you considering this role in the future?

Still need to do your SENCo qualification, or thinking about SEN as an option to develop your career in teaching? Look no further than Manchester Metropolitan University (MMU). The National Award for SEN Coordination (NASC) remains a mandatory requirement for newly appointed SENCos from 2008. Shropshire Council is working in partnership with MMU to run the NASC course conveniently from Shropshire. The course includes 10 face to face sessions with two days delivered at MMU and the other 8 in Shrewsbury on a monthly basis.

MMU's approach to the assignments is that they are practical and will have a positive effect on the practice within the school. This ensures that you feel that you are not only acquiring a qualification, but improving your practice as you do it. The discussions and support that you get from your tutors and colleagues doing the course is, in my mind, invaluable. It helps build on positive practice, strategies and knowledge on how

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to speak to your head, governors and staff. It covers all you need to do to be compliant with the CoP and is also building a network of understanding with the LA and what is available through different agencies. Although it is a large workload, the course leaders understand that most SENCOs are working fulltime and support and guidance for assignments is reassuring.

Further information can be found at: <http://www2.mmu.ac.uk/study/postgraduate/taught/2016/13361/>. If you have any further questions feel free to email Mike Bertenshaw at MMU on M.Bertenshaw@mmu.ac.uk or Kat Edmunds at outreach@woodlandscentre.org.

For an informal discussion regarding the course, call Lowri John on 01743 254286, or email her at lowri.john@shropshire.gov.uk Lowri has 14 years experience working in both mainstream and special educational needs education and is working for the SEN team transferring statements to EHCPs, supporting person centred approaches and monitoring annual reviews and the SEN content of school websites. She is currently completing the NASC course with MMU as a member of the 2016/17 cohort.

Shropshire Transition Support

Each year Shropshire Council arranges additional transition support for pupils who are considered to be more vulnerable than their peers when moving to their new secondary or junior school. This support is provided by Woodlands Outreach transition team and includes two additional visits to the new school, activities to develop independence and confidence, opportunities to discuss and share worries or concerns and to meet key staff and other new pupils. In 2016, 262 children from 59 Primary schools took part in the transition support held at 21 secondary schools across the county.

In October 2016, the Woodlands Transition team revisited these pupils to gather feedback and find out about the benefits they and their school believed that the transition support had provided:

"It gave the children more confidence. They all came back to school happy and eager to return" (School SENCo)

"It was a very positive experience for both pupils and staff" (School SENCo)

"Pupils felt secure and confident; often far more prepared than the rest of the class!" (School SENCo)

"I learned to stay calm and that there were other people who were also feeling anxious" (Pupil)

"Listening to other people's worries helped me see I wasn't being silly by worrying" (Pupil)

"We got to have fun while we were learning" (Pupil)

"I got to learn where things are and how to do things here" (Pupil)

"Packing the bag helped me understand how to organise myself a bit better" (Pupil)

If schools are interested in developing their knowledge and understanding of Transition they may wish to attend **Transition Through a Child's Eyes** (63508T) a new course bookable through Shropshire INSPIRE and being held in Shrewsbury on March 10th 2017.

If you are aware of a child in your setting that would benefit from this support please contact the Woodlands Transition Team to request further details outreach@woodlandscentre.org.

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Annual Review Paperwork

Can colleagues please use the most recent annual review paperwork which is available on the 'Local Offer' and ensure that the paperwork is returned to the SEND Team within the **2 weeks**. An acknowledgement will be sent out from the SEN Team upon receipt of the paperwork.

We are currently reviewing the process and beginning to monitor the paperwork. Areas that we will be looking at are:

- Ensuring outcomes are SMART,
- Progression is shown,
- Effectiveness of interventions,
- Involvement from all agencies that are identified within the EHCP,
- A detailed costed provision map which reflects the interventions used to achieve outcomes
- Use of person centred practices
- Parental input.
- One Page Profile

The One Page Profile should be updated each year and will be an appendix to the EHCP. This will show the progress and any changes in aspirations, interests or support that the child or young person values. As an appendix it will sit alongside the EHCP without the need to amend the plan at each annual review unless there is a change in provision or a significant change in need.

We are in the process of putting together a tutorial for the Annual Review paperwork which will be available to access on the Local Offer soon. If you have any questions, please don't hesitate to contact me, Lowri John at lowri.john@shropshire.gov.uk.

School SEN Website Monitoring

We are currently monitoring the SEN content of the school websites. This is part of the Local Authority's duty to ensure that the SEN Information Report is compliant with the Code of Practice and that information relating to SEND such as the school's Accessibility Plan is easily accessible. The information that should be reported by each school is set out in 6.79 of the CoP. It states that 'information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible'. It would be good practice to update the SEN Information Report each time you have participated in training, invested in new interventions or accessed additional expertise. It is also important that the following are included in your SEN information:

- The name and contact details of your SENCo
- The name of your SEN Governor and their role
- Accessibility Policy
- Medical Policy
- Equality Policy
- Link to the LA Local Offer

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As there are many more things to include please check your CoP. It's a good idea to have the CoP saved onto your desktop. For a quick check up you can press 'Ctrl F' to do a search of the document to get the information that you need. The monitoring is intended to support schools in keeping up-to-date with everything needed and will help to ensure that families are able to find the information easily. Again if you have any questions, please don't hesitate to contact me, Lowri John at lowri.john@shropshire.gov.uk.

Independent Travel Training

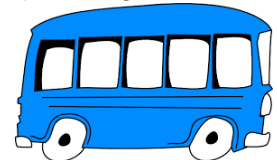
As part of a wider Specialist Transport redesign which has been created to give more options and flexibility to parents and students with special educational needs (SEN), Shropshire Council has been working closely with Enable to design, organise, maintain and produce travel training for eligible students with a statement of SEN or an Education, Health and Care Plan (EHCP).

Since the launch of the project on a trial basis back in September 2015 the scheme has proven popular and has been very successful, reaching a number of students in urban and rural areas across the county to nurture and develop their independence and confidence in using the public transport network.

Training is delivered through Enable's dedicated team and aimed at students aged 11 and older. They must be attending an eligible secondary school or college and will be in need of support with using public transport. The objective is to help build up the students confidence and knowledge, allowing them to become familiar with their route to school or college. The training delivers a positive approach to independent living and is tailored to each individual's needs.

The benefits of the scheme are widespread and include individuals, families, carers, Local Authorities and other organisations associated with the individual concerned. Increased independence, confidence in their own abilities, increased access to education opportunities at colleges and universities, local services and leisure activities, increased opportunity to gain employment, participation in activities, pursuing hobbies as well as ongoing support from Enable for as long as needed.

Independent Travel Training has proven to take as little as one month for some students to be fully confident to travel alone. This course can help individuals learn their route to school or college, giving them the independence to communicate with the public, deal with the exchange of money as well as providing them with the freedom to travel without relying on anyone else.



Reuben is one such success story, he was keen to start training in order to use the bus to get to college instead of using a taxi. Reuben was supported by trainers in every aspect of his journey, including: the walk to the bus stop, identifying the correct bus, getting off at the right stop and safely crossing the roads to get to college. The travel trainers helped Reuben gain road safety awareness and taught him to tell the correct time to leave college to catch his bus. Gradually support was reduced at a pace that suited Reuben, whilst ensuring he was implementing everything he has learned. Reuben is now travelling independently and his confidence has grown so much that he is now learning his route by train. Through this, Reuben's chances of employment are increased for the future.

Another student who has completed the training successfully had been asked to provide feedback, here is what he had to say:

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“Made me feel independent/grown up. Should have been doing this when I was 12. Now I can catch a bus to town and to my mate’s house” - Aaron, Shrewsbury (17).

A parent has informed us of the following:

“I was nervous about my son starting this but it has been so good for his confidence, he goes to college by himself and even goes to the cinema to meet friends at the weekend, his behaviour at home has also improved as he feels good about himself” – Parent

If you would like more information on the scheme or you know someone who may benefit from it please call Chris Royle on 01743 258975 or email chris.royle@shropshire.gov.uk.

Early Help Support in Shropshire

An Early Help assessment (Family Webstar) should be undertaken if you believe that a child or young person that you are supporting has additional needs. There are a wide range of early help services available to children, young people and families in Shropshire, with further information and training details available on the Local Offer web-site <http://new.shropshire.gov.uk/early-help/practitioners/>. If you are still unsure of which service would be the most appropriate to meet the needs of children, young people and families, please book a consultation with an early help social worker to discuss further by calling 0345 678 9021.

TaMHS Training Programmes

For more information and training opportunities regarding Targeted Mental Health Support in Shropshire visit the Early Help practitioner’s pages on the ‘**Local Offer**’.

Schools and partner agencies are all invited to attend centrally based multi-agency core training on issues such as self-harm, suicide prevention, loss and bereavement. This training increases the knowledge base of staff on how to recognise early signs and symptoms of need, how to respond to emotional needs of young people and what to do and say following identification of need. Intervention based training provides resources and structured programmes which staff can deliver within the school setting to support a variety of emotional needs.

Early Years Preferred Providers

Every child deserves the best possible start in life and the support that enables them to fulfil their potential’ (Statutory Framework for Early Years Foundation Stage, para 1).

In Shropshire we recognise that ‘Person Centred high quality teaching’ is key to children’s learning and development and forms the basis for any additional or different provision for children with Special Educational Needs and / or a Disability (SEND). High quality teaching is based on the highest expectations for individual children, draws on what parents, carers and staff know about children’s learning and development, is differentiated for individual children and uses a range of teaching approaches.

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In Shropshire we have a number of children aged 0-5 who are accessing their Early Years (EY) education at specialist provision in Shrewsbury. We would like to be able to offer children the opportunity to access their EY education within their local community (or somewhere fairly close). This will reduce the necessity for lengthy journeys for very young children and will allow parents direct contact at each session the child attends so ensuring opportunity to share and plan regularly. In addition, children with complex SEND will be able to mix with their peers locally and families will be able to experience the relationships that others cultivate through meeting at local nurseries/childminders/playgroups. This will strengthen communities and remove barriers by enabling communities to work together to support children.

With this in mind we have developed a '**preferred provider**' list, this is a group of educational settings – schools, nurseries, preschools and childminders etc. who have committed to attending further training, accept help, advice and support to enable them to improve outcomes for the children they work with. The provider list is not a quality assurance group rather it is a group of settings who want to improve services for early years children in their own community. We have 28 providers across Shropshire who have requested to be part of this group which is absolutely fantastic.

Further information and a list of these providers is available on the Local Offer or contact sue.carroll@shropshire.gov.uk.

Questions raised by providers –

'Will this mean we will be a hub for children with SEN?'

- the answer is 'no'. The intention is that the children who access your service as a provider are the children who live locally, many who you may already be working with.

'Will children with complex needs stay in mainstream at reception and year 1?'

- as with any child, parents can request a place at a local school, this will not change. In the situation that a child requires specialist schooling, they will apply for a place as per normal through 'special school placement panel', supported by EP advice and parental information. The plan is for children in the early years, wherever possible, to access education in their local pre-schools.

Local Area inspections

Ofsted and CQC have been commissioned to jointly inspect local areas to see how well they fulfil their responsibilities for children and young people with special educational needs and/or disabilities. The inspection will review how local areas support these children and young people to achieve the best possible educational and other outcomes, such as being able to live independently, secure meaningful employment and be well prepared for their adult lives. Therefore, although these inspections are designed to hold local areas to account, they also intend to assist local areas in improving and developing their processes and support systems in order that local areas become more effective and deliver better outcomes for children and young people. The local area includes the local authority, clinical commissioning groups (CCGs), public health, NHS England for specialist services, early year's settings, schools and further education providers.

For further information click the link below to the relevant page on the Local Offer.

[SEND local area inspections – Shropshire Council](#)

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Behaviour and Exclusions

Whilst acknowledging that good discipline in schools is essential and that head teachers can use exclusion as a sanction where it is warranted, the decision to exclude a pupil must be lawful, reasonable and fair.

Figures from the DfE SFR (2016) highlight the disparities which exist regarding exclusion rates for children with SEN and those with no SEN. In the majority of cases the reason is for persistent disruptive behaviour. The DfE exclusion guidance identifies that this may be due to shortcomings in the provision in making the necessary adjustment:

“Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil’s behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil’s educational need.”⁽¹⁾

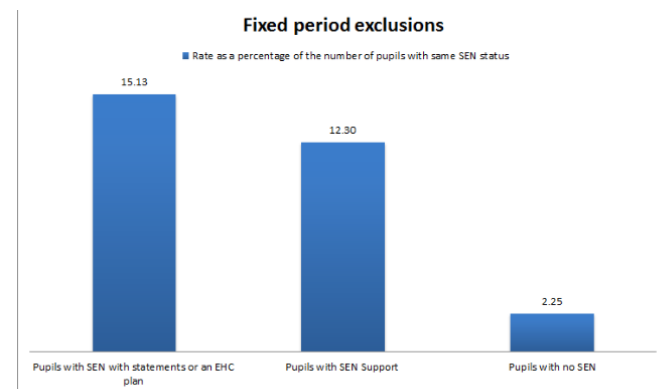
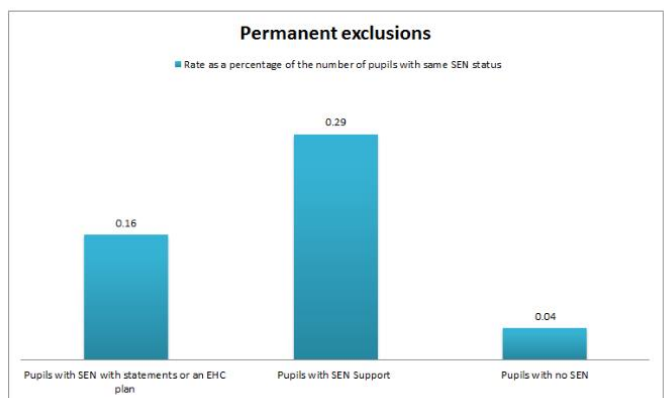
It is therefore important that there is effective communication between the headteacher, pastoral leads and the SENCo and other agencies including the Education Access Team when dealing with individuals who are at risk of exclusion. As with all children with additional needs an Early Help Assessment (Family Webstar) should be completed as soon as possible in order to gain a holistic understanding of the needs of the child/family so that appropriate targeted support can be put in place.

The DfE provides additional statutory guidance on the exclusions of pupils with SEN and looked after children:

“As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of SEN (or EHCP) and looked after children. Head teachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN (EHCP) or a looked after child.”⁽²⁾

Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability (including SEN) or race. The Equality Act (2010) makes it clear that the ‘blanket application’ of school policies may be unlawful and that schools must be aware that the behaviour that led to the exclusion may have arisen from the nature of the child’s impairment. If this is the case then the exclusion may amount to discrimination arising from disability. All schools have a duty to make reasonable adjustments so that disabled pupils are not at a substantial disadvantage.

3. Pupils with SEND support were more than seven times more likely to receive a permanent exclusion than other pupils in 2014-15



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Schools need to give regard to the necessary legislation prior to excluding a child and be particularly aware of their exclusion rates regarding vulnerable groups and those children with special educational needs (including SEN Support).

(1) and (2) – DfE 'Exclusion from maintained schools, academies and PRUs in England' (2012)

Free SEND Training

With funding from the DfE, nasen has developed an offer of **free online CPD** for all mainstream settings across England. This offer called 'Focus on SEND' is based on sound principles, identified by various research, of what constitutes good CPD.



Focus on SEND heralded a new sphere for nasen: interactive e-learning. The course was developed to support education professionals' understanding of some of the key principles of the SEND code of practice and to develop high quality inclusive teaching. Keen to reach as many professionals as possible with this free training, after 6 months they have had 3300 users from all phases of education.

The CPD takes a practice led, enquiry-based approach and consists of approximately 9 hours of learning which will be available 24 hours a day. Six modules are planned, the first 5 of which will have knowledge based content, practical activities for the learner to work through in their setting and guidance for reflection in order to support the practitioner in consolidating their learning. Learners will record their reflections in a virtual learning log which could be used as part of their performance management process.

- See more at: <http://www.nasen.org.uk/newsviews/newsviews.free-send-training-for-all-practitioners.html#sthash.ljmg4lQh.dpuf>

Key Dates/Events

Secondary SENCo network meetings			
Date	Time	Venue	Course Code
2 nd March 2017	13.30 – 16.00	STDC	62217N
14 th June 2017	13.30 – 16.00	STDC	72205N

Primary SENCo network meetings			
Date	Time	Venue	Course Code
1 st March 2017	13.30 – 16.00	Bishop Hooper Primary	62231N
8 th March 2017	13.30 – 16.00	STDC	62232N
16 th March 2017	13.30 – 16.00	STDC	62233N
16 th March 2017	16.15 – 18.00	STDC	62234N
7 th June 2017	13.30 – 16.00	Bishop Hooper Primary	72211N
12 th June 2017	13.30 – 16.00	STDC	72212N
15 th June 2017	13.30 – 16.00	STDC	72213N
15 th June 2017	16.15 – 18.00	STDC	72214N

The primary network meetings this term will provide a focus on working with children with selective mutism. Jane Ball, a speech therapist working within the CAMHS team will be providing some free training on this little known social anxiety disorder.

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Educational Psychologists

Consult with an Educational Psychologist in one of our clinics. We can offer further verbal advice following a discussion of plan, do and review data and your provision map. Each clinic is 1 hour long offering consultation on a maximum of 3 children at a cost of £100 or 2 credits (a saving of £20).

These clinics are available to offer advice around children who may benefit from, or are currently on, SEN Support and who may not meet criteria for an Education, Health and Care Plan. For further information see the Local Offer. Bookings to be made through the CPD team; telephone 01743 254570 or email cpd@shropshire.gov.uk

Date	Time	Venue	Course Code
13 th March 2017	15.00-16.00 or 16.00-17.00	STDC	62515T / 62516T
27 th March 2017	15.00-16.00 or 16.00-17.00	STDC	62517T / 62518T
8 th May 2017	15.00-16.00 or 16.00-17.00	STDC	72501T / 72502T
3 rd July 2017	15.00-16.00 or 16.00-17.00	STDC	72503T / 72504T

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