

SHROPSHIRE FOCUS ON SEND

Issue 2 Summer 2017

News, Views and Information from the SEN Team

Only a week to go before a well earned rest for all of you who work in schools. 2016/17 has been a very busy and exciting year for SEND in Shropshire starting with the launch event for Person Centred Approaches and ending with an Inclusion Conference.

The conference was very successful, we were fortunate to be supported by a number of inspiring speakers who shared very clear messages whilst keeping us entertained. Katie Buckingham and Dean Beadle both provided great insight into some of the difficulties faced by autistic children and young people attending school. We are planning a similar event next year and will let you know the date and details as soon as these are finalised.

2017/18 is set to be another busy year with Autism Education Trust (AET) training being launched in September as well as the Graduated Pathway which will provide a more timely and efficient way of providing high needs funding to schools for some children. We will also be updating the SEN information for schools on the Local Offer to provide you with more guidance to help you to identify and support children with SEN.

Autism Training

The **Autism Education Trust** (AET) is a partnership between Ambitious about Autism, the Autism Alliance and the National Autistic Society (NAS). It is supported by the Department for Education (DfE) and provides a modular training programme for professionals in education.

*“Any understanding of autism should not be approached from a position of ‘deficit’, but rather from a position of ‘difference’. Autistic people are not neuro-typical people with something missing or something extra added on. They are different. If we are serious about **equality and inclusion** within any area, we must first of all understand that difference.”*

Christine Breakey (2006); The Autistic Spectrum: A Guide to Good Practice.

Shropshire has recently purchased a licence to deliver face-to-face training for professionals working across all education settings for school aged pupils. The training will be delivered by staff from Woodlands Outreach team in partnership with Shropshire SEN team from

September 2017, and uses a range of teaching tools including video, case studies, problem-solving scenarios, presentations and practical resources and activities.

There are several progressive training modules available;

	Overview	Duration
Tier 1 Making Sense of Autism	Basic autism awareness training for all staff within school-age education settings; mainstream and specialist services. This includes teachers, teaching assistants, transport staff, lunchtime staff, senior management, governors and service staff such as administrators.	90 mins

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Shropshire's Graduated Pathway

From September 2017 we are introducing a graduated pathway in Shropshire. This will allow greater flexibility when meeting the additional needs of Shropshire children and young people with SEN.

The key aims of the pathway are:

- To improve outcomes by identifying which agencies need to be involved at an early stage
- To allow schools access to timely funding without the necessity to request an Education Health Care Needs Assessment (EHCNA).
- To provide the opportunity to be more flexible and creative in the way that support is delivered
- To support inclusion and equality of opportunity
- To ensure more efficient use of high needs funding by reducing the cost associated with administering the statutory process

Current provision for children and young people with SEN is funded through the following pathways:

- Universal
 - This is what is available to all children
 - Element 1 funding
- Targeted (SEN Support)
 - this is additional support and/or intervention that is put in place to meet need and that will be identified within a plan (PCP) that is personalised to the learner,
 - Element 2 funding
 - **(Element 3 funding for higher levels of targeted support – from Sept 2017)**
- Specialist (EHC plan)
 - this is where a child or young person requires specialist support that would not normally be available in a mainstream school or specialist support from another agency following an assessment
 - Element 2 and 3 funding

Shropshire will introduce a process, from September, whereby schools can request additional top up funding to support children and young people whose special educational needs can be met within a mainstream setting, at SEN Support, but who may require targeted support that would cost more than that which could be provided by element 1 and element 2 funding. The graduated pathway will allow settings to request financial support for an identified provision or intervention that may be time limited or on-going until the end of a keystage. The application can be made without the need for an Education, Health, Care Needs Assessment (EHCNA) and can therefore secure a more timely response whilst also reducing the time and cost associated with administering the statutory process.

Final details and documentation will be shared with settings for September 2017.

Person Centred Approaches

Following the person centred approaches training that has been accessed by many settings in Shropshire, it is pleasing to receive feedback from both families and settings that it is making a difference. I have received many anecdotal reports from a variety of individuals informing me of the good practice that is being carried out in many settings and the positive impact it is having on those involved.

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In order to gauge the impact of the person centred training a project was commissioned from the Business Design team:

Parents/carers are asked, following an Annual Review, to complete a questionnaire rating their experience, as indicated below;

Strongly Agree 5
Disagree 2

Agree 4
Strongly disagree 1

Neither agree or disagree 3

Question	Average Score /5
1. As a parent/carer you were informed of where you could access support.	3.9
2. The information you received before the review enabled you to be prepared for the meeting?	4.1
3. Your son/daughter was supported to contribute to the review meeting	3.7
4. All relevant practitioners involved in your child's review were invited to attend/contribute to the meeting?	3.7
5. Overall, did you feel the Annual Review was carried out in a person centred way?	4.0
6. The person centred review has resulted in outcomes and actions that are more personal to you/your child	4.1

We have received a total of 18 responses and the average scores, out of 5, are detailed in the table above. The responses are largely positive, with the majority of parent/carers agreeing that schools are implementing the advice shared at the training, and attempting to ensure the child or young person and their family are empowered to contribute to their review and that schools are adopting an inclusive, person centred approach.

The feedback does highlight, through the disparities in total scores, that not all schools managed to attend the training and that there is a need to provide further training to ensure that person centred practices are embedded in **all** settings across Shropshire.

An additional training session has been arranged for the autumn term. This will be offered **free** of charge with **£200 available to schools towards the cost of teacher cover**.

Person Centred Approaches Training

Venue: Shrewsbury Training and Development Centre

Date: 29th September Time: 9.00 – 4.00

To book a place contact:

CPD Team on 01743 254570 or email cpd@shropshire.gov.uk

Transferring from Statements of SEN to Education Health and Care Plans

The SEND Service has been working for almost 3 years on the conversion of Shropshire Statements into EHCPs and the entire process must be completed by 31st March 2018.

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In order for statutory deadlines to be met, the Transfer Review meeting for all children who still have a Statement of SEN, predominantly those in Years 5 and 9, must be held by 24th November 2017 in order for the final EHCP to be issued by 31st March 2018. SENCOs are also requested to check their records to ensure that there are no pupils from other year groups who have not yet gone through the conversion process.

The Conversion Team has endeavoured to attend as many Transfer Review meetings as possible in order to facilitate the process and contribute to a personalised approach to meeting the needs of pupils with SEND. The final 6 months of the process will be very demanding and therefore, officers will have to prioritise which meetings they are able to attend. Please continue to notify the Conversion Team of all TR dates at least 2 weeks before, so that we can closely monitor progress.

If SENCOs anticipate that EP or any other professional advice will be needed to inform the EHCP, please request the assessment or other reports as soon as possible so that the process is not delayed.

If you have any questions, please contact the Conversion Team on 01743 254365

Woodlands – Acorns (Bishops Castle)

Shropshire are supporting Woodlands school to develop a specialist provision for 12, key-stage 1 and 2, children who are unable to maintain a placement within a mainstream setting and have a SEN associated with social, emotional and mental health. The hub will be a satellite of the Woodlands School, similar to the Acorns provision located in Oswestry. The proposed development will be located on the site of Community College, Bishop's Castle and will be opening in September 2017.

Children will be placed at the setting following a referral through the established specialist placement panel.

You can find out more about this provision at <http://www.woodlandscentre.org/>

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SEN Statutory Requirements

Schools have a duty to keep the SEN content of their website compliant and conforming with the guidance described in the SEND Code of Practice. The information that should be reported by each school is set out in Ch 6.79 – 6.83 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'.

An overview of the requirements are:

- **Information Report**
The information required is set out in the SEND regulations 2014 and must:
 - Be easily accessible on the school website
 - Include information about the kinds of SEN that are provided for
 - Include policies for identifying Children and/or Young People (CYP) with SEN and assessing their needs
 - Name and contact details for SENCo
 - Include arrangements for consulting with, and involving, parents
 - Include arrangements for assessing and reviewing CYP's progress towards outcomes
 - Include arrangements for supporting CYP in moving between phases of education and in preparing for adulthood
 - Include information about the approach to teaching CYP with SEN
 - Include information about how adaptations are made to the curriculum and the learning environment of CYP with SEN
 - Include information about the expertise of staff and how specialist expertise will be secured
 - Include information about evaluating the effectiveness of the provision made for CYP with SEN
 - Include information about how CYP with SEN are enabled to engage in activities available with CYP in the school who do not have SEN
 - Include information about the support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of CYP with SEN and measures to prevent bullying.
 - Include information about how the school involves other bodies, including Health and Social care bodies, local authority support services and voluntary sector organisations, in meeting CYP's SEN and supporting their families.
 - Include information about arrangements for handling complaints from parents of children with SEN about provision made at the school

- **Local Offer** - Contribution
- Link

- **SEN Policy** (Could be integrated with SEN Information Report)
- **Equality Policy** – Equality Act 2010
- **Accessibility Policy/Plan** – to be reviewed every three years
- **Medical Provision**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

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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>

Dyslexia Resources

Dyslexia is defined as a learning difficulty that affects the literacy skills, such as writing, reading, and spelling. Those who are diagnosed with dyslexia often find it difficult to see or hear a word and break it down into separate sounds to associate to each sound and letter that make up the word. Though, aside from that, people with dyslexia also struggle in other areas, such as the ability to concentrate, short-term memory, personal organization, time management, and the ability to differentiate left from right.

The website below is a useful resource for anyone wanting to find out more and is aimed at parents and practitioners:

<http://dyslex.io/>

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Nasen Membership

nasen (National Association of Special Educational Needs) is a charity organisation who have been operating since 1992.

They support thousands of practitioners, by providing relevant knowledge, training and resources required to enable staff to meet all pupils' needs. Working with dedicated education professionals, nasen aims to ensure that practice for special and additional needs is both effective and current.

nasen is committed to providing an excellent range of professional development opportunities by offering the latest news and information, to support practitioners in identifying and meeting the needs of children and young people.

There are 3 tiers of membership, Bronze, Silver and Gold, offering various packages of support and advice. The **Bronze membership is FREE** to schools and well worth signing up to. The nasen connect magazine and webinars are also very informative.

Did you know in England Pupil Premium can be used to pay for nasen membership?

For more information regarding nasen visit their website:

<http://www.nasen.org.uk/about/>

Key Dates/Events

Secondary SENCo network meetings		
Date	Time	Venue
19 th October	13.30 – 16.00	STDC

Primary SENCo network meetings		
Date	Time	Venue
5 th October	13.30 – 16.00	Mascall Centre, Ludlow

11 th October	13.30 – 16.00	STDC
12 th October	13.30 – 16.00	STDC
12 th October	16.30 – 18.00	STDC

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