

# SHROPSHIRE FOCUS ON SEND

Issue 5 Summer 2018

News, Views and Information from the SEN Team

Welcome, to our summer edition of Shropshire's Focus on SEND newsletter where you will find information and updates on Sensory Inclusion Service Review, SEND Survey, BEAM, Annual Review Survey Feedback, Autism Education Trust, Supporting Children at SEN Support, Educational Psychology Training and key dates for you diary.

Don't forget to book your place on the autumn SENCo network meetings. These are a great opportunity to network with other SENCos and keep up to date with all things SEN.

Have a lovely summer!

The SEN Team  
Telephone: 01743 254267  
Email: [senteam@shropshire.gov.uk](mailto:senteam@shropshire.gov.uk)



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## **Sensory Inclusion Service (SIS) Review**

You will be aware that Shropshire and Telford and Wrekin local authorities have commissioned a review of SIS. The service is a shared service managed by Telford and Wrekin. The model that is used has remained largely unchanged since Telford and Wrekin became a unitary authority in 1997. Both local authorities are keen to ensure that the service, going forward, remains able to meet the needs of our children and young people with a hearing and/or visual impairment.



It is important that we gain the views of children and young people, parents and schools, so that any changes implemented following the review are based on a sound understanding of the needs of our service users. We want to ensure that the service supports schools effectively to support children and young people to achieve the best possible outcomes, including preparing them for adulthood, and provides good value for money.

If you would like to get involved and have your say please click on the link below to complete a short survey

<https://www.surveymonkey.co.uk/r/DR9ZYX3>

**The survey closes on 20<sup>th</sup> July 2018.**

Search **Local Offer Shropshire:**

Your One Stop Shop for services and information relating to Special Educational Needs and Disability.

<http://shropshire.gov.uk/local-offer/>

## Survey launched to hear the views of children and young people with Special Educational Needs or Disabilities

Children and young people with Special Educational Needs or Disabilities (SEND) and their families in Shropshire are being asked for their views on how they would like to receive information about SEND services, and how they could be more involved in decisions about those services.

The call out from Shropshire's 0-25 SEND Board, which includes representatives from education, health and social care and voluntary organisations, is for local children and young people aged 0-25 with SEND, and their families, to complete the online survey to find out:

- how they would like to receive information
- what information they would like to receive
- how they would like to be involved in the decision-making and planning process for individual support
- how we can involve them in developing and improving services.

The aim of this survey is to put the views of these children and young people and their families at the heart of the process so they can help shape future SEND services and support provided in Shropshire.

To take part in the survey go to [shropshire.gov.uk/get-involved](http://shropshire.gov.uk/get-involved) and search 'Communications of SEND services', or click on the link below;

<http://shropshire.gov.uk/news/2018/06/survey-children-send/>

**The survey closes on Tuesday 31 July 2018.**

Feedback from the survey will help the SEND Board to develop an effective communications and participation strategy for Shropshire. This will help them improve the way they communicate with children and young people and their families, and will help them put together the right information that they need through the communications channels of their choice. It will also help to ensure that children and young people with SEND and their families have a genuine voice in local decision-making and designing their own support.

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**The most fundamental life skill for children is the ability to communicate. It directly impacts on their ability to learn, to develop friendships and on their life chances.**

Bercow 10 Years On 2018

## SPEECH, LANGUAGE AND COMMUNICATION (SCLN) KEY FACTS

More than 1.4 million children and young adults in the UK have long term (SCLN)

Affects 10% of children throughout their lives.

Rising to 50% of children in areas of social disadvantage.

26% of young people with SCLN made expected progress in the Early Years Foundation Stage.

15% of pupils with SCLN achieved expected standard in reading, writing and maths at the end of KS2.

20.3% of pupils with SCLN gained grade 4/C or above in English and maths GCSE.

81% of children with emotional and behavioural disorders have unidentified language difficulties.

60% of young offenders have low language skills.

## Training Course

### Supporting children with speech, language and communication difficulties in class.

Target audience is teachers working in reception or early years classes in school.

**Morning session:** Using Visual supports in your setting

**Afternoon session:** Supporting children with speech and language difficulties in the classroom.

It is not an accredited course.

#### Intended Outcomes

This course is designed to provide you with ideas, information and practical tools on how to use a variety of visual supports/strategies to support individuals and groups with a variety of additional needs e.g. Speech and language delay, EAL, developmental delay, ASD etc.

It's a relaxed and informal session and it would be good if you were able to bring examples of visual supports that you are already using or at least be able to let us know what you are using.

In the afternoon the course aims to highlight the difficulties faced by children with speech and language impairments and Developmental Language Disorder. It will provide advice on ways to support children in the class and increase their ability to access the curriculum.

There will be a range of practical activities to demonstrate some of the strategies.

**Dates: 26/09/18, 24/10/18, 14/11/18, 23/01/19.**

2 more dates to be confirmed. Venues will be across Shropshire. For more information please contact: Fiona Widger, Specialist Language Teacher, by email; [Fiona.widger@shropshire.gov.uk](mailto:Fiona.widger@shropshire.gov.uk)



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We also ask parents and young people to complete a questionnaire following the annual review meeting. The table below shows the questions we asked parents and young people and the average scores received for the different time periods. The questions were scored from 1 – 5.

1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree

Survey Questions	Average Score				
	April 17 – Aug 17	Sep 17 – Dec 17	Jan 18 – Mar 18	Apr 18 – Present	April 17 - Present
	30 surveys	49 surveys	20 surveys	19 surveys	118 surveys
1. You were informed of where you could access support.	3.8	4.1	4.0	3.9	3.9
2. The information received before the review enabled you to be prepared for the review meeting.	4.0	4.3	4.3	3.8	4.1
3. Child/Young person was supported to contribute to the review meeting.	3.8	4.3	4.1	4.2	4.1
4. All relevant professionals were invited to attend/contribute to the meeting.	3.8	4.1	4.1	4.2	4.0
5. Parental/young person contributions were valued and we are involved in all aspects of planning and decision making.	4.1	4.3	4.6	3.9	4.2
6. The person centred review has resulted in outcomes and actions that are more personal to you/your child.	4.0	4.3	4.4	3.9	4.2

We value this feedback and use the data and comments to help improve our practise. From September 2018 we will be changing the questions in the annual review survey to enable us to collect feedback on the following:

1. The review was arranged for a date/time that was convenient for you
2. You were asked to provide your views and comments in sufficient time prior to the date of the review
3. The EHCP has made a positive difference to meeting the needs of your child/young person
4. Your child/young person has made progress towards achieving the outcomes in the EHCP
5. The EHCP is supporting your child/young person to become more independent

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## Supporting Children at SEN Support

At the end of the first year of SEND local area inspections, Ofsted/CQC reported that;

*“Children and young people identified as needing SEND Support had not benefitted from the implementation of the Code of Practice well enough.”*

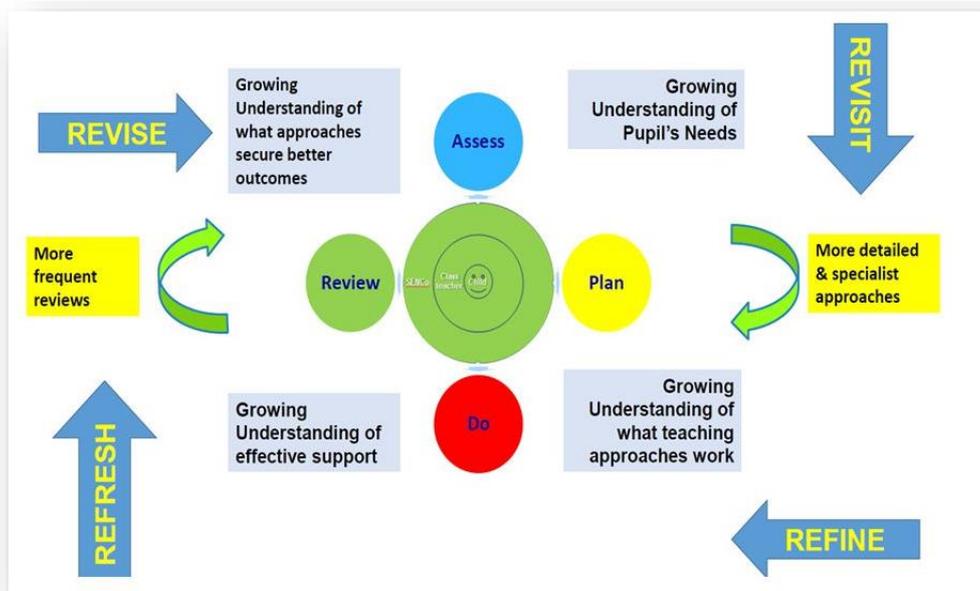
*“Children and young people identified as needing SEND support but who did not have an EHC plan were particularly prominent in exclusions data. Inspectors reported that these pupils were particularly vulnerable to exclusion in mainstream secondary schools.”*

*SEND Local Area Inspections; One year on (Oct 2017)*

Chapter 6 of the SEND Code of Practice (SEND CoP) outlines schools responsibilities towards meeting the needs of children at SEN Support;

***“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.” (SEND CoP 6.44)***

### The Graduated Approach



(More detailed guidance can be found within Chapter 6 of the SEND CoP.)

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In order for any intervention to be effective it needs to be implemented consistently as an integral part of the child's learning. This should be detailed in an individual learning plan so that all teachers and support staff who work with the pupil should be made aware of their needs, outcomes sought, the support provided and any teaching strategies or approaches that are required.

Children should, where possible, be taught within the classroom and remain the responsibility of the class or subject teacher;

***“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.”***

**(SEND CoP 6.52)**

SEN Support pupils account for 10.4 % of the pupils in Shropshire. In order to better meet their needs, and ensure they have improved outcomes, we need to accurately assess their barriers to learning and implement a robust and structured graduated response to monitor the effectiveness of the provision we are putting into place. In Shropshire additional funding can be requested through the Graduated Support Pathway (GSP). This can be made available when a school has evidenced; through detailed records of the 'Plan, Do, Review' process, the individual learning plan, provision maps and any other evidence; that they have implemented effective and appropriate interventions, where the cost has exceeded the resources normally available to the school.

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*“...SEND pupils are not someone else's problem. Every school is a school for pupils with SEND; and every teacher is a teacher of SEND pupils”*  
*(Damian Hinds; July 2018)*

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Further guidance on meeting the additional needs of children and young people with SEND (Provision for SEND – A Guide for Mainstream Schools') and details of requesting funding through the Graduated Support Pathway and can be found on Shropshire Local Offer for SEND.

<http://shropshire.gov.uk/the-send-local-offer/>

Search **Local Offer Shropshire:**

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## Meeting the needs of children with Autism



The All Party Parliamentary Group for Autism report 2017 identifies that “children on the autism spectrum are still being let down by the education system”. The report describes,

***“...that children often have to fail before support is provided, and that schools often do not make the adjustments that children on the autism spectrum need in order to succeed.”***

In order to better meet the needs of children with autism the report makes a number of recommendations. The second of these recommendations is:

***“Autism understanding should be embedded in the education system, with autism for all teachers, including head teachers, and ongoing funding for the Autism Education Trust.”***

Shropshire is committed to meeting the needs of children, young people and their families with autism and have bought into the Autism Education Trust (AET) modular training programme. Shropshire Council have funded the Schools based Tier 1 training, ‘Making Sense of Autism’ to ensure that all schools in Shropshire will have received this training by the end of academic year 2018/19. At present 85 of our 152 schools have received this training (56%). We have extended our training license so that we are able to roll out the Early Years programme and some ‘Post 16’ training from September.

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The local authority have commissioned Woodlands Outreach to deliver the Tier 1 'Making Sense of Autism' training 'Free' to all Shropshire schools.

This training is aimed at all staff within schools and provides basic autism awareness training within school-age education settings. This includes teachers, teaching assistants, transport staff, lunchtime staff, senior management, governors and service staff such as administrators.

All participants will be able to:

- ✓ Identify the four key areas of difference that need to be taken into account.
- ✓ Know the importance of understanding the individual pupil and their profile of strengths and areas for development.
- ✓ Identify the key areas to help pupils on the autism spectrum build positive relationships with staff, peers, families and people in their community.
- ✓ Develop an awareness of the sensory and communication differences that pupils may experience.

## Dates and booking details for this training:

### Early Years Programme

To discuss bookings for Tier 1 training contact Judith Pilkington ([Judith.pilkington@shropshire.gov.uk](mailto:Judith.pilkington@shropshire.gov.uk))

Early Years Programme	
Autumn 2018	
Programme	Date
Tier 2 (Core) Good Autism Practice	9 <sup>th</sup> Nov
Spring 2019	
Tier 2 (Core) Good Autism Practice	5 <sup>th</sup> Feb 2019
Tier 3 Leading Good Autism Practice	29 <sup>th</sup> March
Summer 2019	
Tier 2 (Core) Good Autism Practice	10 <sup>th</sup> May
Tier 2 (Ex) Extending and Enhancing Good Autism Practice	12 <sup>th</sup> June
Tier 3 Leading Good Autism Practice	5 <sup>th</sup> July

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## Schools Programme

Schools Programme	
<b>Autumn 2018</b>	
<b>Programme</b>	<b>Date</b>
<b>Tier 2 (Core) Good Autism Practice</b>	19 <sup>th</sup> Oct
<b>Tier 2 (Ex) Extending and Enhancing Good Autism Practice</b>	15 <sup>th</sup> Nov
<b>Tier 3 Leading Good Autism Practice</b>	7 <sup>th</sup> Dec
<b>Spring 2019</b>	
<b>Tier 2 (Core) Good Autism Practice</b>	25 <sup>th</sup> Jan 2019
<b>Tier 3 Leading Good Autism Practice</b>	1 <sup>st</sup> March
<b>Summer 2019</b>	
<b>Tier 2 (Core) Good Autism Practice</b>	8 <sup>th</sup> May
<b>Tier 3 Leading Good Autism Practice</b>	7 <sup>th</sup> June

To book whole school **Tier 1** training please contact:  
[outreach@woodlandscentre.org](mailto:outreach@woodlandscentre.org) Tel: 01939 236181

To book **Tier 2 and Tier 3** training please contact:  
[cpd@shropshire.gov.uk](mailto:cpd@shropshire.gov.uk) Tel: 01743 254570

For Post 16 or other general enquiries please contact:  
Garry Dean [garry.dean@shropshire.gov.uk](mailto:garry.dean@shropshire.gov.uk) Tel: 01743 254285

More details and free downloadable resources are available on the Autism Education Trust website:

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

A copy of the APPGA Autism report can be accessed at:

<https://www.autism.org.uk/get-involved/campaign/appga/highlights.aspx>

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## **Educational Psychology Service - Training**

### **Attachment and Dyadic Developmental Practice**

#### **Attachment and Early Developmental Trauma**

##### **Level 1 Training**

Attachment training provides an understanding of early child development and the importance of nurture on the developing brain. It focuses on how to support teachers and key adults in understanding challenging behaviours and provides strategies to support children to regulate and manage their emotions more effectively. The training offers advice on establishing a key attachment relationship.

#### **Emotional Co-Regulation**

##### **Level 2 Training**

Following on from the attachment training, this course provides staff with strategies to support children to regulate and manage their emotions more effectively. It uses the principles of Emotion Coaching and attachment theory.

#### **Therapeutic Working for Key Adults (DDP)**

##### **Level 3 Training**

This training is based on Dyadic Developmental Practice (DDP). It is focused on facilitating the child's ability to establish a secure attachment with their key adult. The programme actively communicates playfulness, acceptance, curiosity and empathy (PACE). This training is aimed at key adults working with traumatised children. There is a requirement to have completed levels 1 and 2 prior to this training.

#### Training Dates

11 <sup>th</sup> October 2018	1.30 – 4.00	North Shropshire College, Oswestry	Level 1
18 <sup>th</sup> October 2018	1.30 – 4.00	Mascall Centre, Ludlow	Level 1
8 <sup>th</sup> November 2018	1.30 – 4.00	STDC	Level 1
29 <sup>th</sup> November 2018	1.30 – 4.00	STDC	Level 2

21 <sup>st</sup> January 2019	1.30 – 4.00	North Shropshire College, Oswestry	Level 1
12 <sup>th</sup> February 2019	1.30 – 4.00	Mascall Centre, Ludlow	Level 1
7 <sup>th</sup> March 2019	1.30 – 4.00	STDC	Level 1
28 <sup>th</sup> March 2019	9.00 – 3.00	STDC	Level 2

For more information or to book on to any of these training courses please contact Donna Price on 01743 258414 or email [donna.price@shropshire.gov.uk](mailto:donna.price@shropshire.gov.uk)

[Educational Psychology Service Website](#)

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# Understanding and supporting children and young people who may have experienced early developmental trauma or attachment difficulties

## Level 1 Training

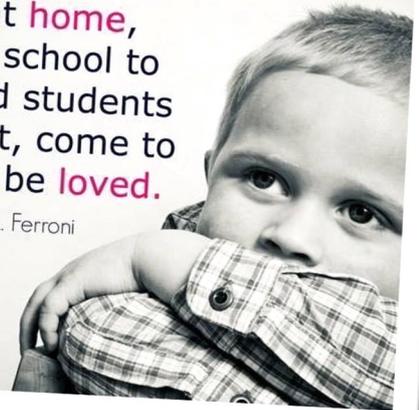
Training delivered by experienced Educational Psychologists

This training will provide delegates with an understanding of the theory and neuroscience behind early child development and the importance of nurture on the developing brain. It focuses on how to support teachers and key adults to interpret and understand the children and young people's behaviours through an early developmental lens and explore strategies to support the pupils they work with. The aim of the session will be to empower school staff to feel able to support these pupils through the power of relationships and providing a safe and secure place for these children and young people to be educated.

"Students who are loved at home, come to school to learn, and students who aren't, come to school to be loved."

~Nicholas A. Ferroni

WE are TEACHERS  
www.weareteachers.com



### • Whole School/ Staff Training

½ day (2.5 hours)

£500

This will include the general training described above and will be made bespoke to the school's cohort of pupils or can be personalised to particular pupils in school.

### • Emotional Co-Regulation - Level 2 Training

1 day (6 hours)

£1000

Following on from the attachment training, this course provides staff with strategies to support children to regulate and manage their emotions more effectively, using the principles of Emotion Coaching and attachment theory.

• Bespoke training that advances on from the Level 1 and 2 training programmes can be provided for a setting that can focus on individual pupils in school and how to implement personalised strategies to support them or how to develop the setting at an organisational level into an attachment aware school.

Contact us to discuss your requirements [eps@shropshire.gov.uk](mailto:eps@shropshire.gov.uk)

## APPLYING PSYCHOLOGY TO MAKE THE DIFFERENCE

hpcp health & care  
professionals  
council

Inspire  
to learn

Shropshire  
Council

Shropshire Educational Psychology Service

Shirehall, Abbey Foregate, Shrewsbury, Shropshire SY2 6ND

Tel: 01743 258414 Fax: 01743 340034 E-mail: [eps@shropshire.gov.uk](mailto:eps@shropshire.gov.uk) EPS Website

## VIRTUAL SCHOOL ATTACHMENT TRAINING



### **Building Resilience for looked after children The Shropshire EPS Model of Attachment Training**

Our model of Attachment training has grown in response to an ever increasing LAC population. Shropshire is a large rural county and whilst we have around 350 LAC, we also have around 900 LAC from other parts of the country. This makes catering for the needs of this large and highly vulnerable population very challenging.

Our model of training promotes inclusive practice by empowering the school system and giving teachers a different perspective in looking at children's behaviours. It builds empathy and teachers are therefore better advocates for the children as they have a greater understanding of needs. Children gain in terms of resiliency as they feel better understood, their emotional needs are better met and their education is more inclusive.

The model consists of 3 levels, which are cumulative and need to be undertaken in order. Level One provides delegates with an understanding of the theory and neuroscience behind early child development and the importance of nurture on the developing brain. It focuses on how to interpret and understand behaviours through an early developmental lens.

Level Two provides staff with strategies to support children to regulate and manage their emotions more effectively, using the principles of Emotion Coaching and Attachment theory.

Level Three is based on Dyadic Developmental Practice and uses the principles of PACE (Playfulness, Acceptance Curiosity and Empathy).

Whilst current feedback is extremely positive we are going to undertake a large research study into the effectiveness of these courses and the impact for children and young people. We also hope to develop a kite mark for attachment aware schools.

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## VIRTUAL SCHOOL ATTACHMENT TRAINING



Date and time	Venue	Topic	Lead
<b>11<sup>th</sup> October 2018</b> 1.30pm – 4.30pm	Walford College Oswestry	<b>Attachment Training Level 1</b>	Jessica Swire
<b>18<sup>th</sup> October 2018</b> 1.30pm – 4.30pm	Bishop Mascall Centre, Ludlow	<b>Attachment Training Level 1</b>	Jessica Swire
<b>8<sup>th</sup> November 2018</b> 1.30pm – 4.30pm	Shrewsbury Training & Development Centre	<b>Attachment Training Level 1</b>	Jessica Swire
<b>29<sup>th</sup> November 2018</b> 9am – 3.00pm	Shrewsbury Training & Development Centre	<b>Emotional Co- regulation Level 2</b>	Jessica Swire
<b>31<sup>st</sup> January 2019</b> 1.30pm – 4.30pm	Walford College Oswestry	<b>Attachment Training Level 1</b>	Jessica Swire
<b>12<sup>th</sup> February 2019</b> 1.30pm – 4.30pm	Bishop Mascall Centre, Ludlow	<b>Attachment Training Level 1</b>	Jessica Swire
<b>7<sup>th</sup> March 2019</b> 1.30pm – 4.30pm	Shrewsbury Training & Development Centre	<b>Attachment Training Level 1</b>	Jessica Swire
<b>28<sup>th</sup> March 2019</b> 9am – 3.00pm	Shrewsbury Training & Development Centre	<b>Emotional Co- regulation Level 2</b>	Jessica Swire

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## No Worries

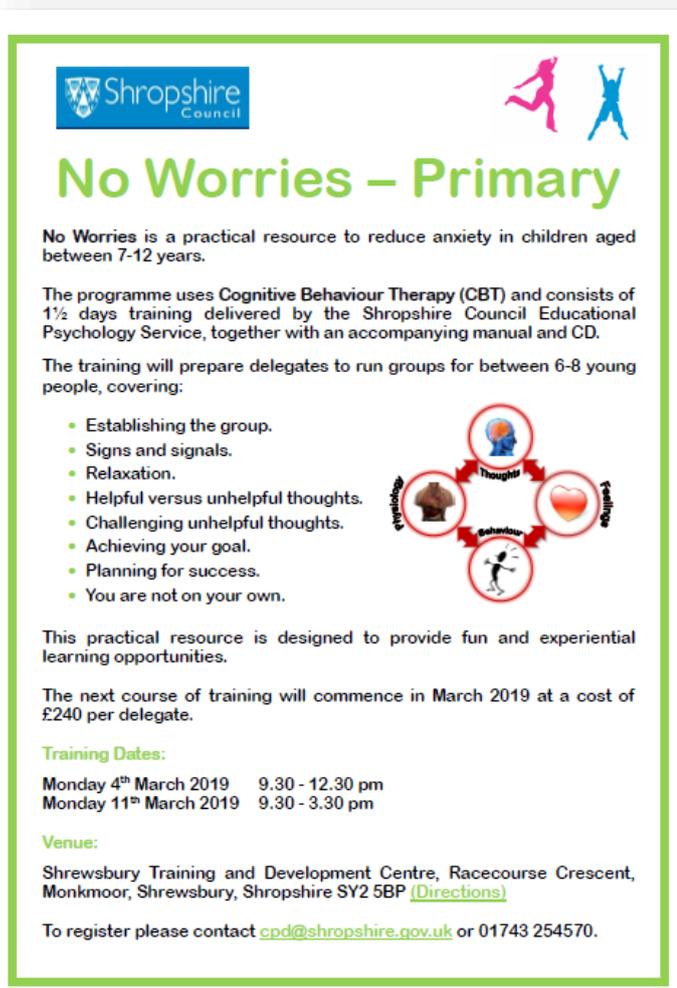
**No Worries** is a group programme for reducing anxiety, based on **cognitive behaviour therapy (CBT) principles**. No Worries – Primary is designed to be run by trained facilitators in schools with children aged 7 – 12 years. It uses practical, fun activities, with an easy to follow manual and CD for the facilitator. It teaches skills and encourages strategies for life, including relaxation, cognitive reframing and courageous behaviour. It is an 8 week programme with sessions lasting approximately 1 hour. There are 2 follow up session after 3 months.

This programme was written in 2014 by [Kim Jeffries](#), Assistant Principal EP and [Sheri Wright](#), Specialist Senior EP from Shropshire Educational Psychology Service, at the request of Targeting Mental Health in Schools (TaMHS).

There is also a secondary version for those aged 11-25 and into adulthood. This has been adapted for use with adults in Children's Centres across Shropshire and is a significant intervention within Shropshire's early help offer. No Worries' facilitators in Shropshire schools have reported the programme as "easy to deliver, enjoyable and effective". No Worries has become a regular feature of support for children and young people's mental health and emotional well-being across Shropshire.

Feedback from Participants has been extremely positive. School staff and parents report:

**"She is a completely different child (she used to fight and argue with others)"**  
**"Her confidence has soared through being part of the group"**



The flyer for 'No Worries – Primary' features the Shropshire Council logo at the top left and two stylized human figures in pink and blue at the top right. The title 'No Worries – Primary' is in large green font. Below the title, it states: 'No Worries is a practical resource to reduce anxiety in children aged between 7-12 years. The programme uses Cognitive Behaviour Therapy (CBT) and consists of 1½ days training delivered by the Shropshire Council Educational Psychology Service, together with an accompanying manual and CD. The training will prepare delegates to run groups for between 6-8 young people, covering:'. A bulleted list follows: 'Establishing the group.', 'Signs and signals.', 'Relaxation.', 'Helpful versus unhelpful thoughts.', 'Challenging unhelpful thoughts.', 'Achieving your goal.', 'Planning for success.', and 'You are not on your own.'. To the right of the list is a circular diagram with 'Thought' at the top, 'Feeling' on the right, 'Behaviour' at the bottom, and 'Situation' on the left, with arrows connecting them in a clockwise cycle. Below the list, it says: 'This practical resource is designed to provide fun and experiential learning opportunities. The next course of training will commence in March 2019 at a cost of £240 per delegate. Training Dates: Monday 4th March 2019 9.30 - 12.30 pm, Monday 11th March 2019 9.30 - 3.30 pm. Venue: Shrewsbury Training and Development Centre, Racecourse Crescent, Monkmoor, Shrewsbury, Shropshire SY2 5BP (Directions). To register please contact [cpd@shropshire.gov.uk](mailto:cpd@shropshire.gov.uk) or 01743 254570.'

No Worries training is available for both primary and secondary aged children. Details of training dates are:

### Secondary:

Half day 21<sup>st</sup> January 2019,

Full day 28<sup>th</sup> January 2019 at STDC

### Primary:

Half day 4<sup>th</sup> March 2019,

Full day 11<sup>th</sup> March 2019 at STDC,

For further information or to make a booking contact:

Tel: 01743 258414

[donna.price@shropshire.gov.uk](mailto:donna.price@shropshire.gov.uk)

[Educational Psychology Service Website](#)

[2017-18 Inspire to Learn CPD Training Brochure](#)

## **Listening Books**

Listening Books is a national charity providing an audiobook library service to children and young people who struggle to read or hold printed books due to an illness, disability, mental health issue or learning difficulty. They have recently received funding to offer a number of **FREE memberships to people living in Shropshire** who would like to join the service but would find the membership fees a barrier to joining (usually £20 to £45 per year).

Audiobooks are a wonderful resource for children and young people who struggle to read in the usual way, offering all the comfort and relaxation a great story can bring.

They have **1000s of wonderful audiobooks for children** in their collection including popular authors and bestsellers such as JK Rowling, David Walliams, Jacqueline Wilson and Roald Dahl. They also have a Sound Learning collection of study guides and set texts supporting the National Curriculum which are unavailable in audio format elsewhere. Titles are easily available to **download** and **stream** through their website or app, or on **MP3 CD** sent through the post (no postage costs or late fees).

To request leaflets or further information, you can contact Joanna by phone on 020 7407 9417 or email ([jcord@listening-books.org.uk](mailto:jcord@listening-books.org.uk)). You can also visit their website where they can register online: [www.listening-books.org.uk/why-join.aspx](http://www.listening-books.org.uk/why-join.aspx) Please don't hesitate to get in touch if you have any questions.

***“My daughter is really enjoying the service... She is now able to join in at school when they talk about books that are at her level. Many thanks for such an amazing service!” Mother of member***

**Jo Cord**  
**Membership & Recruitment Administrator**  
Listening Books  
Tel: 0207 407 9417  
Web: [www.listening-books.org.uk](http://www.listening-books.org.uk)



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# SHROPSHIRE FOCUS ON SEND

Issue 5 Summer 2018

News, Views and Information from the SEN Team



Beam is run by The Children's Society, a national charity that works with the most vulnerable children and young people in Britain today.

**We listen. We support. We act.**

## Beam – Updates

I'm sure those who attended this terms SENCo network meetings will have gained an insight into the wonderful work the team at Beam are doing with many children, young people and families in Shropshire. Their drop –in sessions continue to be popular with high numbers of individuals benefitting from the support and advice that is available.

If you are aware of children, young people or families who will benefit from this service please sign-post them towards a drop-in session.

The Beam team are moving into new premises and are expanding the service that they are able to offer with new times, and a new venue. Please see the new details below.

**What WILL Beam do?**

- We can provide brief, therapeutic support.**  
For example, strategies to manage anxiety or challenging behaviour. 
- We promote psycho-education.**  
We can provide information on mental health conditions, as well as advice on how to improve emotional wellbeing. 
- We give practical support and suggestions.**  
For example, signposting to other services, as well as ideas for additional support. 
- We listen, trying our best to ensure you feel heard.** 
- We adapt: we know there is no such thing as one size fits all.** 

### WE HAVE A BRAND NEW VENUE SO OUR DROP IN'S ARE CHANGING!

For the weeks commencing 9th July, 16th July & 23rd July, our drop ins will run as follows:

Monday's	2pm—6pm	@ Hollinswood Neighbourhood Centre, Telford TF3 2EW
Tuesday's	12pm—7pm	@ 9 Market Square, Wellington, Telford TF1 1BP
Thursday's	2pm—7pm	@ Upstairs at Palmer's Café, Claremont Street, Shrewsbury SY1 1QG
Saturday's	11am—4pm	@ 9 Market Square, Wellington, Telford TF1 1BP

From 30th July, our weekly drop in schedule will be:

Monday's	12pm—7pm	@ 9 Market Square, Wellington, Telford TF1 1BP
Tuesday's	12pm—7pm	@ 9 Market Square, Wellington, Telford TF1 1BP
Thursday's	2pm—7pm	@ Upstairs at Palmer's Café, Claremont Street, Shrewsbury SY1 1QG
Saturday's	11am—4pm	@ 9 Market Square, Wellington, Telford TF1 1BP

Beam is an emotional wellbeing drop in for children and young people aged 0—25, their parents and carers.

There is no need for an appointment—just drop in!

If you have any questions, please contact us:

**AskBeam@childrenssociety.org.uk**

## **Autumn SENCo Network Meetings – Mental Health**

Following the publication of the Department for Education summary report on ‘Supporting Mental Health in Schools and Colleges’, we are focussing on how we are able to better support the mental health and well-being of Shropshire children and young people. Mental health is a whole school priority and not just for pupils with special educational needs (SEN). However, whilst the agenda hasn’t yet been finalised for the Autumn 2018 SENCo network meetings there will be a focus around meeting the mental health needs of children and young people in our schools.

Two Specialist Senior Educational Psychologists, Sue Pickering and Sheri Wright, will be outlining the mental health support which is available from the Educational Psychology Service. This will include discussing how staff in school can be trained to help children and young people in school, as well as detailing the range of therapeutic interventions delivered directly by Educational Psychologists, which can be accessed by schools.

I am aware that in many schools the responsibility for mental health doesn’t necessarily sit with the SENCo. I would therefore like to invite Mental Health leads to join us at the autumn term SENCo network meetings to listen to the support and advice that is available. I would appreciate schools booking onto the course in the usual way so that I can have some indication of attendance numbers.

The dates are:

### **Primary**

4 <sup>th</sup> October 2018	Ludlow Mascall Centre	1.30 – 4.00
10 <sup>th</sup> October 2018	Shrewsbury STDC	1.30 – 4.00
11 <sup>th</sup> October 2018	Shrewsbury STDC	1.30 – 4.00

### **Secondary**

18 <sup>th</sup> October 2018	Shrewsbury STDC	1.30 – 4.00
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To enquire or book onto any of the sessions please contact the CPD Team on 01743 254570 or email [cpd@Shropshire.gov.uk](mailto:cpd@Shropshire.gov.uk)

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## Key Dates/Events

Primary SENCo network meetings		
Date	Time	Venue
4 <sup>th</sup> October 2018	13.30 – 16.00	Mascall Centre, Ludlow
10 <sup>th</sup> October 2018	13.30 – 16.00	Shrewsbury Training & Development Centre
11 <sup>th</sup> October 2018	13.30 – 16.00	Shrewsbury Training & Development Centre

Secondary SENCo network meetings		
Date	Time	Venue
18 <sup>th</sup> October 2018	13.30 – 16.00	Shrewsbury Training & Development Centre

Primary TA Network Meeting		
Date	Time	Venue
22 <sup>nd</sup> November 2018	13.30 – 16.00	Shrewsbury Training & Development Centre

Sen Governor Training		
Date	Time	Venue
23 <sup>rd</sup> October 2018	17.30 – 19.00	Shirehall

To enquire or book onto any training please contact the CPD Team on 01743 254570 or email [cpd@Shropshire.gov.uk](mailto:cpd@Shropshire.gov.uk)

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