

SEND News Bulletin

Issue: October 2023

Welcome

Dear Colleague,

Welcome to the latest edition of the Worcestershire SEND News Bulletin.

We hope that you and your school communities have had a smooth start to the school year despite schools feeling busier than ever!

In this bulletin you will find important information about the refreshed design of the Worcestershire SENCo Network. With the exception of the Summer Term Conference, all SENCo Network events will be FREE for schools to attend – our aim is to enable ALL Worcestershire SENCos to join this supportive community and participate in collaborative networking opportunities.

If you haven't yet signed up for the forthcoming events, we would urge you to do so as an integral part of your professional development entitlement.

We would encourage you to read and share with relevant colleagues within your school. We hope that you find the information useful and would welcome any feedback you may have.

Thank you again for your continued support and we wish you all an enjoyable and restful half term break.

Melanie Barnett

Director for All Age Disability (0-25)

Helen Pretty

School Improvement Advisor, SEND/Inclusion

WORCESTERSHIRE
CHILDREN FIRST



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NATIONAL NEWS & UPDATES

Mandatory qualification for SENCOs

On 5 July, the Department for Education published information about the mandatory qualifications special educational needs co-ordinators (SENCOs) must gain within 3 years of taking up their post.

A national professional qualification for SENCOs is replacing the existing qualification, as announced in the [SEND and alternative provision improvement plan](#). Teaching of the national professional qualification will become the mandatory qualification for SENCOs from September 2024 and the requirement to complete training within 3 years of appointment will continue to apply

The NPQ for [SENCOs content framework](#) sets out what participants should know and be able to do after completing the qualification. SENCOs who have successfully completed the NASENCO will not be required to complete the new national professional qualification.

[Read government announcement on mandatory qualification for SENCOs](#)

SEND National Statistics

In June 2023, the latest update of **DFE Special educational needs in England** was published. This includes the following headline information:

- Total number of pupils identified as SEND – 1,572,555 (17.3%)
- SEN Support – 1,183,384 (13.0%) – up by 4.7%
- Education, Health and Care Plan – 389,171 (4.3%) - up by 9.5%

- In primary, 2.5% of pupils have an EHC plan and 13.5% have SEN support
- In secondary, 2.4% of pupils have an EHC plan and 12.4% have SEN support

- 72.4% of pupils with an EHC plan are boys, and 62.8% of pupils with SEN support are boys

- The percentage of pupils with an EHC plan who are in mainstream schools is 52.7% (51.4%)
- The percentage of pupils with an EHC Plan in state funded special schools is 37.9% (39.4%)

- The most common type of need for those with an EHC plan is Autistic Spectrum Disorders (1 in 3) and for those with SEN support, Speech, Language and Communication needs

- 41.1% of pupils with an EHC plan and 37.5% of pupils with SEN support are eligible for free school meals

Listening to Unheard Children

Speech and Language UK has published a new report which reveals a shocking rise in the number of children struggling with talking and understanding words.

CDC worked with YouGov to poll 1,000 teachers across the UK. We aimed to find out more about the challenges facing children, families and teachers.

Our research shows that 1.9 million children are struggling with talking and understanding words. That's a huge increase of 26% over the last two years.

Read report from Speech and Language UK on [a shocking rise in speech and language challenges](#).

Kooth Update

Upcoming live KoothTalks webinars

Kooth and Qwell: suicide prevention and awareness

- Tuesday 21 November, 1-2pm
- Wednesday 29 November, 4-5pm

Please share details of this KoothTalks webinar aimed at parents and carers:

How Kooth promotes and supports staying safe online

Monday 6 November, 12-1pm or 6-7pm

To view a bank of past webinars focused on topics like '**How Kooth and Qwell can support neurodiverse and SEND users**', click on [this link to our Vimeo account](#).

Kooth Podcasts

Join us as we explore compelling stories and share practical techniques to empower young people and adults on their mental health journey.

Our latest podcasts give young people and adults practical techniques to manage anxiety (**Try the STOP Technique for Anxiety**) and shine a light of recognition and understanding for individuals who've experienced being in care (**Pass the Parcel**).

Find us on Spotify and Apple Music by searching for 'Kooth Podcasts'

Twitter → go.kooth.com/ZgaN

Instagram stories → go.kooth.com/lkjK

Your website or learning portal → go.kooth.com/Mloa

Email to parents and carers → go.kooth.com/YxQb

Dyslexia Awareness Month

Having dyslexia can be a challenging experience but it also brings with it many strengths and qualities that make dyslexic learners unique in many ways that are not always recognised. For further information visit the British Dyslexia Association website: [Dyslexia Awareness Week - British Dyslexia Association \(bdadyslexia.org.uk\)](https://www.bdadyslexia.org.uk) or [madebydyslexia.org](https://www.madebydyslexia.org) where you can find further information and resources to help you to introduce this topic in school. There are activities, posters and some Top Tips that can be shared with parents and carers.

The Dyslexia Show returns to Birmingham NEC on 15-16 March 2024. For further information and tickets, please visit the [Dyslexia Show website](#).

If you think a pupil in your school may have dyslexia, please contact the Learning Support Team for advice. They are able to assess pupils and give a formal identification of dyslexia where appropriate. The process and the paperwork to gather information can be found on their website at: [Learning Support Team | Worcestershire County Council](#).

Please speak to them so that they can ensure that all pupils are receiving the correct support to meet their individual needs as they undertake a process of assessment. They are also able to talk to groups of parents from a school or cluster of schools if they are concerned about dyslexia.

Locally, the Hereford and Worcester Dyslexia Association can provide support to young people and their families. They run weekly workshops in Hereford, Worcester and Bromsgrove and also give advice and provide resources on their website: [Welcome to Hereford and Worcester Dyslexia Association - Hereford & Worcester Dyslexia Association \(hwda.org.uk\)](https://www.hwda.org.uk).

You may also like to follow them on Facebook [HWDA | Facebook](#).

LOCAL NEWS & UPDATES

Worcestershire SENCo Network

We are delighted to announce the SENCo Network events for this academic year. As shared previously, we have made the majority of events **FREE** in the hope that this will enable all SENCos to attend. There is no longer the requirement for your school or Trust to purchase an SLA.

To ensure we are able to maintain an oversight of attendance at both the online and face-to-face locality events, we do require you to **book your place** via the WCF CPD Portal using the link below. You can search each event by the name or course code – please try to attend the Locality Meeting where your school is based where possible.

The virtual briefing sessions will be recorded and made available to SENCos who have **booked a place** but are not able to attend the live session.

The proposed date for the Summer Term **“SENCo Conference” is Tuesday 18th June 2024** so please pop this date in your diary! This will be the only event that will have a cost attached - further details will be shared during the coming months.

Course title	Overview	Date	Time	Location	Cost	CPD codes
SENCo Network Locality Meeting: Wyre Forest & Wychavon	These sessions will include opportunities for CPD (informed by locality requirements), phase specific workshops and facilitated networking. The purpose of these groups will be to facilitate peer-to-peer support through a solutions-focused approach encouraging SENCos to discuss specific cases to obtain ideas from colleagues and other professionals in the room in order to move things forward for the child or young person. The latter will be facilitated by members from WCF services.	27th November 2023	1.30pm to 4pm	Evesham Bengeworth Academy	Free	CPD code: SCH 10421 / 83887
SENCo Network Locality Meeting: Worcester & Malvern		28th November 2023	1.30pm to 4pm	Worcester Oldbury Park Primary	Free	CPD code: SCH 10421 / 83888
SENCo Network Locality Meeting: Bromsgrove & Redditch		29th November 2023	1.30pm to 4pm	Redditch Arrow Vale Academy	Free	CPD code: SCH 10421 / 83889

Course title	Overview	Date	Time	Location	Cost	CPD codes
SENCo Network Briefing	National and local SEND updates to ensure SENCos are aware of latest information and initiatives to support delivery of high quality SEND provision in schools and settings.	03 October 2023	3.30pm to 5pm	Virtual	Free	CPD code: 10178 / 83865
SENCo Network Briefing		23 January 2024	3.30pm to 5pm	Virtual	Free	CPD code: 10178 / 83866
SENCo Network Briefing		07 May 2024	3.30pm to 5pm	Virtual	Free	CPD code: 10178 / 83867

Spring 2 Locality Network Meetings will be held w/c 11th March 2024, 1-4pm (Dates/venues TBC)

(Worcester & Malvern, Bromsgrove & Redditch, Wychavon and Wyre Forest)

Book directly via CPD <https://capublic.worcestershire.gov.uk/LearnCPD/CoursesSearch.aspx> using your specific school login details. Confirmations are emailed directly to the delegate and will provide all venue / virtual joining instruction information.

If you encounter issues when booking, please contact the training team directly on 01905 844 420 or email workforcesupport@worcschildrenfirst.org.uk

We look forward to seeing you at these upcoming events!

Worcestershire SEND Strategy

Our Worcestershire Strategy for Children and Young People with Special Educational Needs and Disabilities (SEND) has been developed, by the Local Area Partnership, for the period of 2023 to 2026. The Strategy was approved at Cabinet on 28th September 2023.

The strategy will drive an ambitious programme of work overseen by the All-Age Disability and SEND Partnership Board to change how we work with children and young people with SEND and their parents and carers.

For more information and to download a copy of the strategy, please visit: <https://www.worcestershire.gov.uk/sendstrategy>

Worcestershire Life Beyond School

We are happy to share the latest issue of Life Beyond School with you. This magazine provides information and guidance on student's next steps in their life beyond school. Our magazine shares uplifting case studies, local, inclusive providers and fun careers activities, to support local schools, students and their families.

Download the magazine: [Choice Magazine - Life Beyond School, Autumn 2023 \(worcestershire.gov.uk\)](https://www.worcestershire.gov.uk/choice-magazine-life-beyond-school-autumn-2023)

The School Level Inclusion Profile

All Worcestershire schools and academies should have received a secure automated email in the week beginning 20th March which includes your School Level Inclusion Profile (for academic year 2022-23). This is addressed to head@... and sent via the Children's Services Portal so please ask your Headteacher to share this with you.

The School Level Inclusion Profile provides SEND information at school level, including funding information to assist you in understanding and planning your SEND provision. In light of the continued actions required to achieve a consistent level of inclusion in all mainstream schools this profile is an important tool for the school and governors to carry out their own evaluation of inclusion. The accompanying glossary provides definitions and the various data sources used.

The School Level Inclusion Profile is also used by WCF teams in order to understand the profile of SEND in your school when providing support and guidance. If you have any queries or questions regarding the School Level Inclusion Profile or **significant** data issues, please email: mnorton@worcschildrenfirst.org.uk.

Positive mental wellbeing in settings: SEMH Route Map Promoting

We have worked with providers across Worcestershire to develop an interactive route map for educational settings that provides them with information on support and services available to promote positive wellbeing in children and young people, from Universal to Specialist. The new route map can be found on the [Inclusion in Educational Settings](#) website under [Professionals' Toolkit](#) or directly at: [Worcestershire Mental Health Route Map for Educational Settings](#).

- **Kooth** offers a free, safe and anonymous online service where you can talk to a trained professional for help, advice and emotional support. <http://www.kooth.com/>
- **Woo** is a free 24/7 confidential, anonymous text support service for all ages. Text "WOO" to 85258 from anywhere in the UK to start a conversation.

Deaf and Hearing Impairment Team Update (DHI TEAM)

In the DHI team we are currently dealing with unprecedented numbers of new referrals through hospital audiology. This is due in part to a National issue affecting some Audiology departments of which Worcester Acute Hospitals is one. The issue relates to children who failed the new born hearing screen and were called for a further follow up test at the time. This further test was in some cases misinterpreted and a significant number of children are now being asked back to Audiology as they were flagged as possibly affected. These families may be amongst your pupils, and whilst it is anticipated that most will be checked and discharged with no further action needed, it may be a worrying time for families.

If a permanent hearing loss is found as a result of the recall, then once families have given permission the DHI Team will contact the family and setting to put in place our support. Whilst the DHI team are dealing with this issue we might visit a little less often than you are used to seeing us, but we are prioritising the new referrals and our children with severe and profound hearing losses.

We can always be contacted should you have any worries or concerns about children who we visit, and your Qualified Teacher of the Deaf will share their contact details with you.

Families who receive hospital letters for extra testing can also be signed posted to the local National Deaf Children's Society group - Worcestershire Deaf Children's Society (WDCS).

<https://www.worcesterdeafchildren.co.uk/>

Reminder - Changes to Community Paediatrics ADHD Referral Pathway

Just before the summer holidays, a transformational piece of work took place to improve and simplify the Community Paediatric ADHD referral pathway.

Parents who are concerned their child or young person might have ADHD, are encouraged to speak to professionals at school to discuss if the concerns are pervasive to the school setting. If school professionals do not share the same concerns as the parents, a period of monitoring within school may be required prior to making a referral.

Before a parent/ carer can complete a referral, they will be asked to have attended at least one of the free courses provided by the Starting Well Partnership.

Following completion of the chosen course(s) the strategies should be implemented over a period of at least 10 weeks to determine whether the child's behaviour has responded to the strategies offered.

The child's progress should be monitored and recorded throughout this time, making note of any change. If after this time, the parent/ carer has not seen a change in the child's behaviour, then it may be appropriate to refer for an ADHD assessment.

The referral process is split into two sections:

- **Section 1** – For completion by the child's parent/ guardian, allowing a parent/ guardian to self- refer their child for suspected ADHD
- **Section 2** – For completion by the child's school or education setting

Parents/carers will need to inform the school or education setting that they are intending to submit a referral to the ADHD Pathway and have completed section 1 of the referral process. Parent/carers will then need to request that section 2, is completed by the school or education setting. Both sections of the referral need to be completed, otherwise the referral will not be reviewed.

The referral forms are available to be completed digitally via the [Community Paediatrics ADHD webpages](#).

For parents/carers unable to access the referral form online, paper copies can either be downloaded and printed from the website or obtained from Schools and GPs and once completed posted to: Community Paediatrics Service, Covercroft Centre, Colman Road, Droitwich, WR9 8QU.

A leaflet and flyer have been created to help explain the new pathway to parents/carers. Schools can also download and print the referral forms to give to parents who are unable to complete the forms online.

[Download ADHD leaflet, flyer and referral form](#)

The Early Years Inclusion Process (EYIP)

Over recent months Worcester Children First alongside Stakeholders have been reviewing the functions of the Pre-School Forum (PSF) (the information sharing and advice relating to health and education). As a result, a new Early Years Inclusion Process has been co-developed.

The Early Years Inclusion Process has the following purposes:

- Achieve positive outcomes for Early Years children and their families, ensuring needs are identified early and provision is in place to meet these needs.
- Monitor and collect information to inform the strategic development of services across Worcestershire; to inform commissioning arrangements and to help address emerging service developments and provision planning.
- Exercise the Local Authority and Health Authorities' responsibility to ensure that children's Special Educational Needs or Learning Difficulties and Disabilities are identified and addressed. This is done through its oversight and monitoring of notifications and of provision and services being delivered by multi-agency teams.
- Ensure the effective operation of the multi-agency collaborative teams in working alongside children with Special Educational Needs or Learning Difficulties and Disabilities and their families.

The initial notification will be made by a Health professional, but any health, educational or social care professional involved with a child can bring to the Local Authority's attention that a child may have a Special Educational Need by submitting a notification to the Early Years Process. The notification should always be discussed with the parent/carer prior to being submitted and parent/carers can submit their views.

Each month notifications submitted will be discussed by a multi-disciplinary team and dependent on presenting need several outcomes may result:

- No further action required at this point as SEN needs can be met by EY provider (with universal support from Early Years Inclusion Team).
- Additional support will be provided by the Inclusion Support Service.
- Additional provision is required.

If needs change over time further notifications and updates can be made to the Early Years Inclusion Process to ensure that the right support and services are in place to meet needs. After a notification has been submitted and discussed by a multi-disciplinary team, parents will be notified of outcomes.

WCF Inclusion Support Services is made up of specialist teaching services and the educational psychology service. Each teaching service has its own area of specialism, and these are:

- Early Years Inclusion Team
- Complex Communication Needs and Autism Team
- Learning Support Team
- Sensory Impairment Service

More information about these teams can be found on the [Inclusion Support Services website](#).

Worcestershire Children First

Early Years Inclusion



Practitioners have identified possible SEND needs.

Implement graduated response



Limited/no progress made.

Submit Early Years Inclusion Notification

Inclusion Support Service support graduated response



No additional support is required. The needs of the child can be met through quality first, universal provision

The child is making some progress, further short-term support is required.



The child is making limited/no progress.
Review through EYIP for further support/provision

If the child has complex needs and continues to make limited progress a request for an Education, Health and Care Needs Assessment (EHCNA) can be made.



We expect that the vast majority of children will have their needs met within a mainstream environment with little or no adaptation and adjustment. However, we do recognise that some children will benefit from provision that is different from or additional to what may be ordinarily available in settings.

Therefore, a request for an Education, Health and Care Needs Assessment (EHCNA) will need to be made sooner.

Families in Partnership Website

Families in Partnership (FiP) are pleased to announce their newly launched stand-alone website. This contains all you need to know about the forum and how Parent Carers can become a member.

The resource section is currently work in progress however it will aim to make this a useful SEND tool and urge all the professionals to signpost to them when they can.

www.fipworcs.org.uk

Parent Carer Engagement Toolkit

With the new academic year in full swing, the Parent Carer Engagement program has begun again.

FiP offer consultations and visits to Early Years and Education Providers across the county. Using the co-produced Engagement Toolkit as a starting point, this document provides framework of understanding how important the engagement with Parent Carers.

They encourage staff and parent carers to reflect on current practice and consider what they can improve on or try something new.

The toolkit can be found on the [SEND Local Offer](#).

FiP is also encouraging you to have a look and book the following...

Families in Partnership (FiP) continue to offer support and advice for your provision to plan and develop your Parent Carer engagement.

Maree, Participation and Engagement Officer at FiP is a Parent Carer herself as well as a School Governor. Her skills and knowledge can help promote positive communications for you and your SEND families.

To book this free consultation onsite or online please contact Maree directly on: mareefip@carersworcs.org.uk or text message on **07427 476852**.

For more information please download their [Parent Carer Forum leaflet](#).

Early Help Partnership Update

Harmony at Home



Harmony at Home is Worcestershire's approach to the Reducing Parental Conflict (RPC) initiative in partnership with the Department for Work and Pensions (DWP) and organisations from our multi-agency Reference group.

Parental conflict, which can range from a lack of warmth and emotional distance, right through to swearing and shouting, is known to be a risk factor for poor child outcomes, particularly when conflict is frequent, intense and poorly resolved. There is growing understanding and awareness of the need to address and reduce parental conflict that sits below a domestic abuse or violence threshold.

Harmony at Home understands all relationships can experience challenges, difficulties and breakdown, especially with the pressures of being a parent.

Conflict is natural within relationships and our [Harmony at Home webpage](#) on our [Virtual Family Hub website](#) has been designed specifically to support families with advice, tips and information for parents and carers who may be together, separating, divorced or co-parenting.

The Early Help Partnership Team can offer colleagues free training which can be booked through the [Early Help Guidance for Professional website](#).

Virtual Family Hub

Our [Virtual Family Hub](#) is the one-stop-shop to give you a range of different types of resources to help support local families and includes:

- Parenting, health, housing and relationships support;
- Get Safe;
- Group activities for young people;
- SEND support and guidance;
- Family Health resources.

Early Help Professional Guidance

Our Early Help professional guidance pages [Early Help guidance for professionals](#) website is there to provide information and guidance for Early Help agencies so they can support families to make positive change.

From here you can submit an Early Help Assessment which is a working tool to assist any professional who is working with children, young people and their family in Worcestershire. This will enable WCF to report on, recognise and understand the Early Help being provided by all agencies/services across Worcestershire to our children and young people.

Worcestershire's Early Help Partnership believe that families who are identified as needing Early Help are best supported by practitioners who are ready working with them alongside other agencies and services including the voluntary sector within their local community. Early Help means providing support to a child, young person or their family as soon as it is identified that they need additional help and support. This could be at any point in a child or young person's life through to 18 years of age (25 years of age for some SEND children).

This page also gives information on:

- Harmony at Home
- Team around the Family
- Ready Steady Worcestershire (HAF)

You will also find information on the page about the free training that the Early Help Partnership Team offers quarterly. You can book onto a session via: [Early Help training and events](#).

Training offered includes:

- What is Early Help?
- Completion an Early Help Assessment
- Holding a Team around the Family (TAF) meeting
- How to creatively gather the child's voice.

TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NASEN online CPD Units

NASEN have created a series of online SEND CPD units, helping those who work with children and young people in schools and further education settings to develop inclusive practices.

The free-to-access units take just 20 minutes to complete and provide users with the information and skills required to build a holistic understanding of individual learners' personal characteristics and context, and offer clear guidance on adaptations to teaching across the age-range with the aim of meeting the needs of all learners.

The first 8 units including one on creating a physically safe environment can be accessed [here](#).

The next 5 units will explore SEMH, Sensory Processing and Physical Needs. Register interest [here](#) and be among the first to get access.

NASEN also run a series of [live online discussions](#) to complement the unit content. Throughout the Autumn Term, the discussion will be joined by a range of specialists including speech therapists and educational psychologists.

WCF Autism Training

The Autism training for October 2023 to July 2024 is now available for schools to book and includes several NEW and FREE courses for this academic year. If you would like to find out more either visit [CPD](#) or download the [Schools Training Directory from our Training Website](#)

- An introduction to Emotional Regulation for Autistic Learners
- Autism and Puberty
- Autism with Demand Avoidance caused by Anxiety
- Girls and Autism
- How to make scripts to help in social situations
- Masking and autism – **NEW AND FREE**
- Primary Schools: Creating an autism-friendly classroom - **Free**
- Secondary Schools: Creating an autism-friendly classroom – **Free**
- Understanding and Supporting Sensory Processing Differences in the Classroom - **NEW AND FREE**
- Using visual tools to reflect on social situations.

Herefordshire & Worcestershire SENDIASS

Free Training for Parents/Carers & Professionals

[Herefordshire and Worcestershire SENDIASS](#) offer FREE training to local education, health and social care professionals, children, young people, and parents/ carers to increase knowledge of Special Educational Needs Disabilities (SEND).

SENDIASS would appreciate your help in informing the families that you support about the following opportunities. **We have attached a flyer for you to distribute to families or share in your newsletters.**

SENDIASS run FREE daytime and evening, face to face workshops and online information sessions for parents/carers and professionals in Worcestershire.

Workshops currently available for **Parent Carers:**

- [What you need to know if your child has an additional need/ disability- HW SENDIASS](#)
- [What does a good Education Health & Care Plan \(EHCP\) look like? – HW SENDIASS](#)
- [Who are SENDIASS and how can they support me? Online Information Session- HW SENDIASS](#)
- [Autism and Me \(developed by autistic young people\)- HW SENDIASS](#)

Workshops currently available for **Professionals:**

- [Autism & Me \(Developed by Autistic Young People\) Workshop for Professionals- HW SENDIASS](#)
- [Herefordshire and Worcestershire SENDIASS Online Information Session for Professionals](#)
- [Special Educational Needs \(SEN\) Support and The Graduated Response in Schools Workshop for Professionals- HW SENDIASS](#)
- [What Does a Good Education Health and Care Plan \(EHCP\) look like? Workshop for Professionals- HW SENDIASS](#)
- [Parent Carer Engagement in Schools Workshop for Professionals \(Worcestershire\)- HW SENDIASS](#)

All sessions are interactive, enabling participants to ask questions.

Find dates and book online using the links above or follow [HW SENDIASS Training-Eventbrite](#).

If you have any questions about the workshops or would like to host a session at your setting, please contact SENDIASSTraining@worcestershire.gov.uk for more information.

New Service Leaflet

SENDIASS have a new leaflet explaining their service. You can find a link to download it on the [SENDIASS How We Can Help webpage](#) and a copy is attached.

If you require hard copies for your setting or to distribute to families, please email sendiass@worcestershire.gov.uk detailing how many copies you would like and the address of your setting.

Contact SENDIASS

For free, impartial information, advice and support on matters relating to children and young people who have or may have SEND, contact SENDIASS on 01905 768153 (Monday-Friday 8.30am-4pm) or email sendiass@worcestershire.gov.uk.

For regular Special Educational Needs/Disabilities (SEND) updates, sign up to the SENDIASS mailing list by clicking the sign-up link on their [SENDIASS Contact page](#) or follow them on social media:

- [Facebook-HWSENDIASS](#)
- [X-HWSENDIASS](#)
- [Instagram-HWSENDIASS](#)

Adaptive Teaching

We are all still getting our heads around what is meant by adaptive teaching, and how and why it is more effective than differentiation to meet the needs of our pupils with SEN or additional needs.

The EEF has published some information and research in this area. One article which I found particularly helpful is by Jon Eaton: [EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF \(educationendowmentfoundation.org.uk\)](#)

He refers back to The Early Career Framework and also includes links to other helpful documentation. It is a good starting point for a discussion in school and pinpoints the principles that are behind this approach.

Helen Davies, Learning Support Team.

Adaptive Teaching - What, Why and How?

This is a practical, 2-part course designed for SENCos/Inclusion Leaders/Senior Leaders and will be delivered in a 'train the trainer' style. This will enable leaders to work with colleagues back in school to further enhance inclusive practice in the classroom.

Aims:

- To develop a secure understanding of adaptive teaching and what this looks like in practice.
- To understand how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- To know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively.

Cost: £100 + VAT

- 20 November and 04 December 2023, 9am to 12pm, Worcester, course code: SCH 10405 / 83746
- Book via [CPD \(opens in new window\)](#) using your school CPD Leader login details

Action for Children Triple P (Positive Parenting Programme)

Please make your families aware of this FREE one-off session available to parents and carers with children 2-10 years old:

Dealing with disobedience

Monday 13th November 9:30-11:30am

Oasis HUB

Please contact Oasis Hub, Oasis school or Tracy Duncan via tracyjayne.duncan@actionforchildren.org.uk to book your space.

The Solihull Approach - Understanding your child's feelings

For parents or carers, who find themselves wanting to understand their child, and child's feelings, the FREE ['Understanding your child's feelings' course](#) can help.

This short course provides an introduction into understanding your child, their feelings and how to nurture their emotional development.

Parents can access this course for FREE by visiting [In Our Place website](#) and using the access code **PARENTSROCK**

Signs4Life

Signs4Life can offer workshops and accredited courses on deaf awareness and sign language for your staff and volunteers. Their programmes are delivered by Deaf tutors and can be hosted virtually via Zoom and Microsoft Teams or delivered to you face-to-face on-site.

Additionally, due to the success of this year's Deaf Awareness Week, they have launched a NEW accredited programme, which is a longer work-based BSL program for your sector.

They also run regular refresher programs through the year, free of charge, so that service providers can continue practising and using BSL, and maintain their skills and knowledge.

Their workshops can assist you in meeting the legal requirements of the Accessible Information Standard (AIS), the new BSL Act (2022), as well as meet CQC (person centred care, dignity and respect).

For more information please download the [Signs4Life flyers](#).

RESOURCES

SEND Podcast

The SENDcast is a weekly podcast focusing on Special Educational Needs and Disability (SEND).

It is an effective way to keep up to date with policy changes, best practice and to improve your knowledge around SEN. The weekly podcast features a different guest or guests talking about a specific topic related to Special Educational Needs.

[Listen to SENDcast](#)

Early Years Resources

The Council For Disabled Children (CDC) have highlighted some key resources below that relate to early years and education which you may find useful.

[Changing places in the early years](#) is a transition resource to support young children with speech, language and communication needs. It includes an example of a communication passport and information on how families, early years practitioners and local authorities can support transition.

[Entry Exit Pathway](#) - managing change can be challenging for disabled children and those with Special Educational Needs (SEN), and their families, especially in the early years when moving from a home environment to an education setting. This resource supports children, families and settings through an 'Entry Exit Pathway'.

[Disabled Children and the Equality Act 2010 Early Years](#) is designed to help early years providers understand the legislation and how it applies to their work with disabled children. It draws on examples of practice that may amount to discrimination or that may help early years providers to avoid it.

[Building early learning journals on parents' views](#) - this resource will support early years settings to think about how they can find information from parent carers to support their tracking of children's speech, language and communication development

CONTACTS

SENCo Contact Details

Please ensure that we have the current email address (school/work based) for your school's SENCo/Inclusion Leader to enable them to receive ongoing communications including updates, information, Bulletins, and training opportunities.

If your SENCo/Inclusion Leader has a change of email address, please email sread@worcschildrenfirst.org.uk to ensure your school's details are updated. Thank you.

****Shine a Light**** – sharing effective practice

We would like to use the SEND Bulletin as a platform to share effective inclusive practice and 'shine a light' on what is working well within Worcestershire schools and settings to improve the experiences and outcomes for children and young people with SEND.

Please get in touch with Helen Pretty via email at hpretty@worcestershire.gov.uk should you wish to share a positive experience, a case study, an effective strategy or resource that has proven successful. We know that SENCos find this peer support extremely valuable!

Get involved

If you are interested in either of the following:

- Being a SENCO representative on the placement and provision panel (Tuesday or Thursday mornings 9-11)
- Being a SENCO representative for multi-agency EHCP audits

Please email Louisa Jones (ljones14@worcschildrenfirst.org.uk) stating which one (or both).