SEND News Bulletin

Issue: February 2024

Welcome

Dear Colleague,

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

We hope the Spring term so far is going smoothly for you and your school community, albeit a short term with half-term soon approaching!

In this bulletin you will find information and updates from a range of national and local service providers and support teams. We look forward to seeing you again in person at the forthcoming SENCo Network Locality meetings in March which will provide a valuable opportunity for professional development, collaborative discussion and professional networking. Don't forget to book your place – details can be found on page 4.

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

Thank you again for your continued hard work, we wish you all an enjoyable half-term break.

Melanie Barnett

Director for All Age Disability (0-25)

Helen Harris

Learning & Teaching Adviser, SEND/Inclusion

WORCESTERSHIRE CHILDREN FIRST

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NATIONAL NEWS & UPDATES

Support strengthened for children with SEND

On 19th January 2024 the Department for Education announced that families across England who have children with special educational needs and disabilities (SEND) will soon receive further support with more short breaks, supported internship opportunities and better support for those with Down syndrome. The short breaks innovation programme – which provides a range of unforgettable activities for children with SEND, to help improve their health, education and wellbeing outcomes – will be extended to a further seven local authorities.

Children and young people are being supported to reach their full potential with a pilot introduced to test widening eligibility of the supported internships programme. The work-based study programme for young people aged 16 to 24 is currently for those who have Education, Health and Care Plans (EHCP), and aims to provide support during the transition from education into paid employment. Twelve local authorities are taking part in the pilot of the programme, supporting those who do not have an EHCP but require extra support to gain employment.

From January 2025 the DfE will be collecting new data about the numbers of children with Down syndrome and where they are educated through changes to the School Census. This helps meet their commitment to improving the life outcomes and opportunities for people with Down syndrome, to identify good practice and shape long term services. This follows on from the Down Syndrome Act 2022 aiming to raise the understanding and awareness of the specific needs of people with Down syndrome.

Read Government announcement on strengthened support for children with SEND in full

Kooth Update

As our services are commissioned by your ICB or local authority, they are free to use, completely anonymous, and don't have any thresholds or waiting lists. These features are crucial: our recent report found **97%** of young people surveyed said it was important they could be **anonymous** on Kooth, and **95%** said it was important or very important there were **no long waiting lists** to chat with a practitioner.

Helpful Resources:

- **Support guides for young people:** Share our 6 new support guides for young people, which offer helpful advice and information on social anxiety, eating difficulties, self-injury, suicidal thoughts, and safety plans, in addition to a young person's experience on Kooth.
- **New social media assets:** Check out our brand-new digital posters and video assets, as well as our suggested tweets and templates, which you can share on your website and social media channels.

We'll be running a new KoothTalks webinar programme in 2024! Watch this space for more details on our 2024 webinars, including topics such as **self-harm, eating difficulties, and Muslim faith and mental health.** Did you miss any of our 2023 KoothTalks webinars? Click on this link to our Vimeo account to check out our bank of past webinars from this year.

LOCAL NEWS & UPDATES

Worcestershire SENCo Network

As previously shared, we have made the majority of SENCo Network events **FREE** to remove any financial barriers preventing attendance. There is no longer the requirement for your school or Trust to purchase an SLA.

As always, we try to make these events as accessible to all as possible. The SENCo Network Locality meetings in November were very well received and initial feedback about the new format was overwhelmingly positive. SENCos particularly valued the opportunity to talk, collaborate and problem solve with other SENCos and professionals from specialist support services.

We look forward to welcoming even more SENCos to the SENCo Network Locality meetings in the Spring Term!

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 **"Inclusion 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 Spring Term.

Course title	Overview	Date	Time	Location	Cost	CPD codes
SENCo Network Locality Meeting: Bromsgrove & Redditch	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.	13 March 2024	1.30pm to 4pm	Redditch	Free	CPD code: SCH 10421 / 84390
SENCo Network Locality Meeting: Worcester & Malvern		14 March 2024	1.30pm to 4pm	Worcester	Free	CPD code: SCH 10421 / 84391
SENCo Network Locality Meeting: Wyre Forest & Wychavon		18 March 2024	1.30pm to 4pm	Nr. Ombersley, North Worcester	Free	CPD code: SCH 10421 / 84392

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.	23 January 2024	3.30pm to 5pm	Virtual	Free	CPD code: 10178 / 83866
SENCo Network		7 May 2024	3.30pm to 5pm	Virtual	Free	CPD code: 10178 / 83867

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!

Refreshed, revamped SEND Information

The information on the **SEND Local Offer** is now organised by age group to make it easier to navigate and more useful to parents and professionals. Each age-related section has a "What's Next" page so parents can help prepare for the next stage in their young person's life.
You can visit the new site here: SEND Local Offer.

Refreshed **Inclusion in Education Settings** website:
Inclusion in Educational Settings | Worcestershire County Council
This features lots of information to promote and support inclusion and inclusive practice in educational settings, as well as resources for schools.

Attendance and CME Resources and Information

The Attendance and CME web pages continue to be updated with new features and resources for parents, schools and other professionals:
Attendance and CME | Worcestershire County Council

If you have identified attendance information or resources that would be useful for you and are not already included please let us know by emailing: edinvservice@worcschildrenfirst.org.uk

Attendance Helpline - Worcestershire Children First's school attendance helpline is open from 9-12.30 and 1-4.30 every day during term time. Please do give us a call on **01905 844 440** if we can assist with any attendance queries or questions you may have.

GP SEND Handbook

The GP SEND Handbook has now been published and circulated to all Worcestershire GPs.

Purpose of the handbook

- Provide advice on how GP's can help children and young people (0-25 years) with SEND and their families with their concerns and how to access support.
- Outline how SEND support works in schools.
- Quick reference signposting guide including SENDIASS, Families in Partnership and the local offer website.
- Explore the role of GP's in supporting school attendance.
- Outline the GP's role with respect to Annual Health Checks for young people with learning disabilities from the age of 14 onwards.

Underpinning all of this guidance is the desire to promote a collaborative approach between health and education in supporting children, young people and their families.

Available on the local offer website Local Offer website.

Education Health and Care Needs Assessment Panel

Calling all SENCOs – are you able to join us on a Thursday afternoon? We urgently need more school-based members for our EHCNA Multi- Agency Panel.

The EHCNA Panel consists of:

- SEND Assessment Team Manager
- SEND Assessment Team Senior Caseworker
- Senior Educational Psychologist
- Deputy Head Virtual Schools
- School SENCOs
- Designated Clinical Officer
- Team Leader Early Help Family Support
- Team Leader Family Front Door
- Advanced Social Worker Practitioners
- Early Years Inclusion Team Representative

The panel meets online each week 1:30-3:30 via an online meeting. The panel discusses EHC Needs Assessment requests and makes an informed decision based on the evidence presented. The agenda and accompanying documents are sent to panel members on the Friday ahead of the Thursday's panel meeting.

We understand that weekly attendance is difficult. However, if you'd like to know more or are able to commit regularly (fortnightly, monthly) please contact one of the Team Managers hdavis-leech@worcschildrenfirst.org.uk or KSterry@worcschildrenfirst.org.uk.

Starting Well

A reminder on how to refer parents to the **Starting Well Parenting Courses** as part of a school's Early Help Offer:

- Starting Well Partnership | Worcestershire | Starting Well (startingwellworcs.nhs.uk)
- Practice Standards and Procedures - Parenting Support (sharepoint.com)

Hereford and Worcester Dyslexia Association Update

Redefining dyslexia

Dyslexic thinking is recognised as a valuable skill.

https://images.app.goo.gl/okkaUzT2yDTGtDpP8

https://images.app.goo.gl/MPnu2bgFUgsuHfPw9

Free training is available to empower dyslexic thinking in schools: https://learn.microsoft.com/en-us/training/modules/empower-dyslexic-thinking-schools

Made by Dyslexia

Made by Dyslexia's mission is to train every school and workplace in the world on dyslexic thinking.

For free resources, including an assembly pack, see https://www.madebydyslexia.org/

The Dyslexia Show 2024

The Dyslexia Show 2024 is the UK's leading exhibition on dyslexia and neurodiversity and will be held at the Birmingham NEC on 15th and 16th March.

The primary aim of the show is to **empower** and **provide understanding** to those with **dyslexia**, **Dyscalculia** and **neurodiversity**. It strives to foster a deeper insight into the various ways in which education, parents, the workplace, and individuals themselves can offer support and awareness, with a focus on **creating opportunities** and **sharing best practice**.

Exhibitors include **digital initiatives** and **learning support resources**.

The goal is to build **confidence** and **self-esteem** for those with **dyslexia** and **neurodiversity**.

Co-located at the dyslexia show will be the **Dyscalculia Show**.

Seminars are bookable online at: https://dyslexia.show/

HWDA Events and AGM

The Hereford and Worcester Dyslexia Association will be holding an Open Event on
9th March from 1:30-3:30pm at The Countryside Centre, Worcester.

The **HWDA AGM** with guest speakers, support surrounding dyslexia and family fun day will be held on Saturday 11th May 3:30-6:30pm at the Hereford Workshop at the Belmont Centre.

For further details of these events, information on dyslexia and how to contact them, please visit their Facebook page: https://www.facebook.com/hwdyslexia or their website: https://hwda.org.uk/

Download the latest flyer from HWDA

Dyscalculia Awareness Day - 3rd March 2024

For information and free resources on Dyscalculia Awareness Day please visit:
https://www.dyscalculianetwork.com/dyscalculia-awareness-day-2024/

Dyscalculia is defined by the British Dyslexia Association as a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with maths. Estimates suggest 1 in 20 people in the UK have Dyscalculia, it is as likely to affect females as males. Compared to an estimated 1 in 10 with Dyslexia, with a higher prevalence amongst males.

Common traits can include recognising numbers, estimation, learning number sequences, reading analogue clocks, arithmetic, planning journeys and understanding the value of numbers. Dyslexic learners have problems learning number facts and procedure.

Dyscalculia is lifelong and the impact can be great
Difficulties may include handling money and keeping track of finances. Everyday activities such as driving can be affected, driving too fast or too slowly. Journeys and timekeeping are common difficulties, including following timetables. Phone numbers may be hard to recall. Purchasing a morning cup of coffee may cause immense stress due to difficulties with money transactions and recalling pin numbers, mental arithmetic may be extremely difficult, relying on finger counting and formal calculations.

Other areas of difficulty
Other areas of difficulty can include memorising basic number facts and slow to perform calculations. Addition is often the default operation used. Multiplication and fractions can cause immense difficulties. A poor sense of numbers, that is the oneness of one and estimation accompanies Dyscalculia. Dyscalculia learners lack an intuitive grasp of numbers. A poor understanding of place value makes it difficult to progress with formal teaching methods. The concepts behind word problems may be difficult to grasp. Keeping scores in games and any other application of number, time and sense of direction can be impacted. High levels of anxiety and frustration surrounding maths is common.

Unique Profile
It may not be all areas of maths that are impacted, some individuals may even be good at geometry and algebra. Like all difficulties every person has their own unique profile.

Famous People
There are many famous people reported to have Dyscalculia, these include Robbie Williams, Mick Hucknall, Benjamin Franklin, Cher and Thomas Edison. Strengths associated with having Dyscalculia include intuitive and strong strategic thinking, very creative and a love of words. Individuals with Dyscalculia are more likely than the general population to have co-occurrence with ADHD, Dyslexia and Dyspraxia.

Support
It's important to recognise the difficulties and support children's learning through concrete apparatus, with the need to build conceptual models before internalising. Anxiety surrounding maths can exacerbate the difficulties, with the stress response leading to a shut down, unable to assimilate new learning. Teachers can develop ways to improve retention and learning of number facts through a range of multisensory activities, moving away from worksheets, playing games and demystifying the language of maths by using mathematical language widely. Visualisation, including drawing the problem, song and rhythm are often used.

For adults with Dyscalculia a calculator, handheld or the calculator function on a phone can be hugely beneficial, as well as memory prompts for pin numbers and other areas of difficulty.
For further help and support see the British Dyslexia Association (bdadyslexia.org.uk) and Steve Chinn (stevechinn.co.uk), author of award-winning books on Dyscalculia, including myths, checklists and information on assessment.

11 dedicated sessions can be found at the NEC on 15th and 16th March 2024, where the Dyscalculia Show will co-located with this year's Dyslexia Show, the UK's leading exhibition dedicated to dyslexia and neurodiversity.

https://dyscalculia.show/

Dyscalculia is lifelong and it is necessary to support through adaptations. Being aware and understanding the difficulties is key.

Herefordshire & Worcestershire SENDIASS

Herefordshire and Worcestershire SENDIASS provide 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

Free Training for Parents/Carers & Professionals

Herefordshire and Worcestershire SENDIASS offer FREE training to local education, health and social care professionals and parents/ carers to increase knowledge of Special Educational Needs Disabilities (SEND). You can find details of the workshops that they run on their SENDIASS training webpage.

If you would like any of the workshops delivered at your setting or organisation, please contact SENDIASSTraining@worcestershire.gov.uk

Service Leaflet

SENDIASS have a leaflet explaining their service. You can find a link to download it on the SENDIASS How We Can Help webpage or via our Google Drive. 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.

Early Years Inclusion Update

Early Years Inclusion Process

Have you visited the Early Years Inclusion Process webpage yet? On there you will find information regarding the process and frequently asked questions (FAQs).

I submitted a notification for a child, and I did not receive the intended outcome?

Have you submitted a notification to the Early Years Inclusion Process where you have not received the intended outcome? In some cases, the Early Years Inclusion Process may have discharged a child earlier than expected. If this is the case, please re-submit the notification including additional information in the 'Child's Voice' Section https://ehmportal.worcschildrenfirst.org.uk/web/portal/pages/healthprovidernotificationh1#h1

If you have any questions regarding the Early Years Inclusion Process, please contact eynotification@worcschildrenfirst.org.uk and include your name, email address and telephone number along with your query and we will get back to you.

WCF Early Years Inclusion Area SENCo Support

All Ofsted registered early years providers are responsible for putting into place the SEND Code of Practice and the Graduated Response for all children with Special Educational Needs. Worcestershire have a team of Area SENCOs, who are teachers and specialists in SEN and disabilities. They are part of the Inclusion Support Service. The principle focus of their strategic role is to support those Ofsted registered early years providers, to implement the SEND Code of Practice and the Graduated Response.

What will Area SENCo's offer?

The Area SENCOs for each area will offer strategic setting support to all Early Years Providers. This includes:

- Sharing high quality, inclusive practice across providers and schools.
- Providing day to day support, to practitioners and early years SENCos, to put in place the in early identification and interventions for children with Special Education Needs and Disabilities.
- Providing support to all Ofsted registered providers in Worcestershire to monitor their SEND provision.
- Planning and delivering high quality training to teachers, practitioners, and child minders to support children with SEN or disabilities.
- Having an overview of all the providers who claim SEND funding to support and provide guidance.
- Recommending training that is available to further develop skills and knowledge.
- Recommending appropriate funding to claim, with advice on how to spend it to best impact on the child's development. More information on the inclusion funding available to early years providers can be found on the following link: https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/online-inclusion-funding-application-process

We may also be allocated individual children and offer specific support through the Early Years Inclusion Process as part of the Inclusion Support Services.

How do I contact the Area SENCo Team?

You can contact the Area SENCos directly on the details below:

Area SENCOs

Sharon Andrews: Area SENCO (Redditch and Bromsgrove)

- Email: SAndrews@worcschildrenfirst.org.uk
- Telephone: 07511 045590 or 01905 843 881

Caroline Britton: Area SENCO (Wyre Forest)

- Email: CBritton2@worcschildrenfirst.org.uk
- Telephone: 07511 045619 or 01905 846942

Amy Rowley: Area SENCO (South Worcestershire)

- Email: ARowley@worcschildrenfirst.org.uk
- Telephone: 07858 687668 or 01905 643962

Annette Murray: Area SENCO (Droitwich, Wychavon and Redditch)

- Email: AMurray@worcschildrenfirst.org.uk
- Telephone: 07759 523237 or 01905 643643

Inclusion Surgeries

The Area SENCo Team will be offering surgery support sessions every half term. These are dedicated afternoon surgeries for Early Years SENCOs giving the opportunity for a 30-minute meeting (currently delivered via the telephone). The purpose of the meeting is to discuss more complex Inclusion issues with an Area SENCo.

Open to: All Ofsted Registered, Early Years SENCOs/practitioners working with children aged from birth to five years old whether in a day nursery, pre-school or with an EY childminder.

24/01/24 13:30-14:00 14:15-14:45 15:00-15:30
13/03/24 13:30-14:00 14:15-14:45 15:00-15:30
15/05/24 13:30-14:00 14:15-14:45 15:00-15:30
26/06/24 13:30-14:00 14:15-14:45 15:00-15:30

Booking is essential as places are limited. To book your place you will need to add your name and number onto this booking document. Once you have booked your surgery session, a member of the Area SENCo Team will call you at you allotted time, so please ensure you are available.

Early Years Inclusion Team Contact Details

The Early Years Inclusion Team offer an Inclusion Helpline. Every Tuesday & Thursday afternoon (term time only) between 1pm – 3pm there will an Inclusion Officer able to take your phone calls.

The remaining times within the week, someone may answer or we ask that you leave a voicemail for us to get back to you.

Inclusion helpline and answer machine: 01905 843099
Inclusion helpline email: eyinclusion@worcschildrenfirst.org.uk

Early Years Inclusion Supplement Funding

All Inclusion Supplement Applications are online and can be found at: https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/online-inclusion-funding-application-process

This funding is applied for once an academic year. Payments received begin the term which you have applied for, and will continue for subsequent terms, until the end of that same academic year. Payments will be received at the end of each term, in line with your NEF payments for each term, and will be shown on your NEF statements.

Criteria is available in the 'Inclusion Funding Criteria' at: https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/online-inclusion-funding-application-process

The providers must:

- For both GR4 Challenge and Exceptional funding applications, the providers **must return** the **termly** Inclusion Supplement Monitoring form. There is no exception.
- The document is an online forms document only. No other version will be accepted without prior authorisation.
- These forms are only available within a window each academic year.
    - Autumn Term: 1st – 15th November
    - Spring Term: 1st – 15th March
    - Summer Term: 1st – 15th June
- These forms are available at : https://www.worcestershire.gov.uk/worcestershire-children-first-education-services/support-services/improving-schools-and-settings/early-years/early-years-inclusion/online-inclusion-funding-application-process
- The aim of the monitoring process is to monitor the impact of the funding upon the child's progress in the **same term** of which you are completing it.
- **Failure to submit your monitoring form will result in funding being withheld.**

Exceptional Funding

Please note: We have had an increased number of providers choosing 'Exceptional Funding' when submitting their NEF 'Actuals', who have not applied and / or met criteria for Exceptional funding. Please be aware that exceptional funding requires an application form and criteria must be met. There are no exceptions. Failure to do so will result in no funding being awarded.

Any questions regarding Inclusion funding, please contact eyinclusion@worcschildrenfirst.org.uk Please give us your name, email address and telephone number for us to answer your queries.

Paediatric Occupational Therapy

We have a revised criteria and referral form on our website - Make a referral into one of our children's therapy services | Herefordshire and Worcestershire Health and Care NHS Trust (hacw.nhs.uk)

There is lots of information available on our website, Facebook page and YouTube Channel - Paediatric Therapy - Information, advice and resources | Herefordshire and Worcestershire Health and Care NHS Trust (hacw.nhs.uk)

We also have an advice line available on Wednesdays from 9am -12pm and Thursdays from 1pm – 4pm.
OT advice line: 07562 436633

Exploring the Experiences of Culturally Deaf Parents and Hearing School Staff

Ruby Noble is a Trainee Educational Psychologist currently on placement with Worcestershire Children First and a postgraduate researcher at the University of Birmingham. Their doctoral research is exploring the experiences of culturally Deaf parents and hearing school staff of collaborating with one another. Ruby is aiming to conduct online interviews with school staff to explore their experiences of interacting and collaborating with culturally Deaf parents (i.e. parents who are Deaf and whose preferred method of communication is British Sign Language) of children in their schools. This would take place on Microsoft Teams and would last for around one hour. The date and time would be agreed at a later point depending on the availability of those involved. The interview would be recorded using the Teams function so that I can transcribe it, but the video would be deleted once transcription is complete. The transcription would be anonymised.

Ruby is looking to recruit hearing school staff (either teaching staff or pastoral staff) who are currently working with Deaf parents in a school setting or have worked with Deaf parents in a school setting in the last five years.

An information sheet for school staff is available for download. We would very much appreciate it if you could pass these on to colleagues in your school. If people are interested in exploring participating in this study, please advise them to contact Ruby via email at rxn110@student.bham.ac.uk. Many thanks in advance.

Download Participate Information Sheets - Google Drive

TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NASEN SEND CPD Units

NASEN have launched four more online SEND CPD units in partnership with Real Group Training.

Funded by the Department for Education as part of the Universal SEND Services programme, the new units explore the following themes:

- Understanding executive function
- Memory for learning
- Developing Maths skills
- Person centred working

They enhance the existing portfolio of 13 units which addresses aspects of Safety and Belonging, Language and Communication, SEMH, Sensory Processing and Physical Needs. The earlier releases have since been accessed by almost 12,000 professionals, with consistently positive feedback.

Life for everyone in schools and colleges is busier than ever, so NASEN have made these units as easy to access as possible by working with a range of leading specialists from the sector, condensing many years of experience and understanding into these bite-sized modules.

- Each unit takes just 20 minutes to complete
- Units give clear guidance on adaptations to teaching to help meet the needs of all learners
- There's no need to complete units in order - you can pick a choose to suit your needs
- Partially completed units can be saved, so there's no fear of 'losing' work

For anyone wanting to contextualise their learning further, NASEN offer live online discussions in the shape of our Specialist Spotlights. These often involve the specialists involved in the development of the units and are a great space in which to build on learning, to share experiences and seek advice.

EXPLORE THE NEW UNITS

LEARN MORE ABOUT SPECIALIST SPOTLIGHTS

EXPLORE UNIVERSAL SEND SERVICES

WCF Training – Power Hours

Power Hours focussing on the EEF 'Five-a-day' evidence-informed approaches to support all pupils, including those with SEND:

SCH 10413 - Flexible Groupings
20/02/2024 16:00 - 17:00, Virtual Delivery

SCH 10414 - Metacognition and self-regulation
05/03/2024 16:00 - 17:00, Virtual Delivery

SCH 10415 - Use of technology
19/03/2024 16:00 - 17:00, Virtual Delivery

Cost: £28 + VAT per person per session

If you would like to find out more or book a place, please visit CPD (opens in new window) and enter the course code.

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 (opens in new window) or download the Schools Training Directory from our Training Website (opens in new window)

- 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.

The Solihull Approach - Understanding your child's behaviour

Do you have a child aged 2-10 years? FREE One-off sessions available to parents and carers

1 x 2 hour session on Microsoft Teams -Digital session (Book for one of the workshops below)

Thursday 22nd February 2024 (Evening) 6:00-8:00pm
Tuesday 5th March 2024 (Lunchtime) 12:30-2:30pm

How to book: Simply scan the QR code which will link you to the bookings page, visit website https://www.trybooking.com/uk/

Or call **01905 827391** to book your workshop.

Supporting Children's Emotional Health and Wellbeing in the Classroom

This course is aimed at teachers and teaching assistants, in helping to support children who are experiencing difficulties accessing the school day. There is an increase in children who are struggling with their emotional wellbeing, which is impacting them and all those around them.

During the 90 minutes, we will be looking at everyday practical strategies, that can be easily implemented and used, to help not only those children who dysregulate, but all children in the classroom. The strategies will help adults to support those children who require a different approach, in order to make their school day more successful and a positive experience. It is important that children are emotionally regulated and understand their emotions, which in turn will not only positively impact their educational experience but will also help support a productive classroom environment.

- Cost: £27.50 + VAT
- 5th March 2024, 4pm to 5.30pm, Worcester, course code: 10350 / 81579
- Book via CPD (opens in new window) using your school CPD Leader login details

Communication Champion Training from the Speech & Language service

Following the success of our previous Communication Champion training and Communication TA training we are pleased to offer further free training for all early year's settings in Worcestershire. Training will be delivered by the Worcestershire NHS Speech and Language Therapy team working in these districts. The training will focus on a new speech and language topic each term. All training will involve a service update followed by practical strategies and activities to support children's speech, language, and communication needs.

The focus for this term will be: 'Supporting Reluctant Speakers'
Thursday 22nd February 16:00 – 17:30

All practitioners working in early years settings across Worcestershire are welcome to join our Communication Champion training. Please email WHCNHS.SLTBromsgrove@nhs.net to register your named Communication Champion. A link will then be sent to the given email address before the training takes place.

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

NASEN - SEND Teacher Handbook

On 22nd January 2024, nasen published an updated version of the SEND Teacher Handbook which is available for free download.

This handbook has been developed as a resource for teachers to use over time as they embed inclusive practice in their classrooms: it is not intended that it is read cover-to-cover. It has been written for both primary, secondary and specialist colleagues: teaching assistants, teachers, senior leaders and headteachers. The handbook includes whole-school and whole-class approaches as well as subject-specific and condition-specific guidance.

It brings together practical examples of high-quality teaching - placing focus on removing barriers to learning, getting to know and understand individual learners, and bringing to life the graduated approach.

With three completely new subject-specific chapters for History, Geography and Religious Education, it offers a wealth of ideas and information about the following key areas:

- Planning inclusive lessons
- Creating including environments
- Curriculum considerations for KS3 and 4
- Strategies to scaffold learning
- Vocabulary retentions
- Supporting learners who need additional conceptual understanding

Download the Teacher Handbook | Nasen

New Toolkit for Targeted Mental Health Support in Schools and Colleges

Anna Freud Mentally Healthy Schools has produced a new interactive library of targeted support options that schools and colleges might offer. It is designed to help you to identify forms of evidence- based targeted support to meet the needs of your students that other schools and/or colleges have demonstrated can be effective. The tool outlines forms of targeted support and associated evidence using the most recent evidence reviews published by NICE. Targeted support: Mentally Healthy Schools guide and toolkit can be used as part of your whole school approach to mental health.

The toolkit provides:

- A guide to help schools and colleges develop effective targeted mental wellbeing support. This includes topics such as:
    - Understanding your setting
    - Identifying appropriate targeted support
    - Introducing targeted mental wellbeing support
    - Evaluating, sustaining and adapting targeted support

- A targeted support tool:
    - Includes filterable evidence-based tools by relevant categories (e.g., educational phase, age, outcomes, delivery method).

The toolkit is well worth exploring to support the work you are delivering in school.

SHINE A LIGHT - SHARING EFFECTIVE PRACTICE

Emotional Literacy Support Assistant (ELSA)

The Educational Psychology Service have trained over 30 ELSAs who support the emotional development of children and young people in schools. The ELSA programme has been widely adopted as an evidence-based intervention in over 100 local authorities in the UK and can help to lower exclusion rates, promote emotional wellbeing and improve academic outcomes.

ELSAs are trained across six full days and receive half-termly supervision from an Educational Psychologist. They are trained to plan and deliver individualised programmes of support, including awareness of own and other people's emotions; management of stress, grief, anger and conflict; development of social interaction skills; and promotion of a realistic self-concept and self-esteem.

Recent evaluations and case studies have shown a positive impact for children and young people in schools, including a child coming into school daily and confidently after showing reluctance to attend and having needed a high level of transitional support; also, two children who reported difficult interactions with one another building a strong friendship after intervention around communication styles, friendship skills and building resilience.

Based on evaluations and positive impact we will be running this course again in September 2024 – details of which can be found on the CPD portal.

If you would like a copy of the full evaluation, please email fhingley@worcschildrenfirst.org.uk

If you 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.

Email Helen Harris at: hharris@worcestershire.gov.uk 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!

CONTACTS

SENCo Contact Details

Please ensure that we have the current email address (school/work based) for your school's SENCo/Inclusion Leader or SEND Team 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.