



**SENCO Newsletter**  
 News and information for Bristol SENCOs and SEN staff  
*Spring Term 1 2016 No. 40*



**Welcome...**to the 40<sup>th</sup> edition of our newsletter!

I hope everyone's had a good term – a well-earned break is just on the horizon!

February will see our first locality based top-up panel, so look out for key dates within these pages. Thanks as always to all our contributors – the scope of the newsletter is ever-increasing, giving us all a wider picture of developments in the city.

We look forward to seeing you all next term, and in the meantime, enjoy the pages within!  
 Best wishes,  
 Jane

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# Local Updates

## Specialist Team News



### Learning Improvement Service (LIS)

After forty years of service to Bristol, Elaine Davidson is due to retire on March 8<sup>th</sup>. Elaine has worked tirelessly to support pupils with special educational needs and all those who work with them, and we know that many SENCOs will be as sad as her team colleagues to say farewell.

We'll miss Elaine's total dedication, wealth of knowledge and commitment to education, not to mention her sense of humour and that wonderful silken voice! Elaine, we wish you all the best for your new life ahead.

### Educational Psychology Service (EPS)

We are sad to say goodbye and thank you to Sedef Ahmad, educational psychologist, who has worked for Bristol for many years and has now left for a new life in Pakistan. We shall miss Sedef and wish her all the best for the future.

### Learning Improvement Updates

A new commissioning cycle is beginning for the LIS, bringing with it some changes to ways of working. LIS members will no longer attend SENCO clusters, although consultant support can be purchased if SENCOs would like specific input at their meetings.

If you haven't done so already, don't forget to book your annual core visit with your LIS consultant. The visit will be structured to support your graduated approach to SEND with a focus on:

- Personalisation
- The cycle of action (assess, plan, do, review)
- Statutory processes
- Embedding the school based stages of the 2014 SEND Code of Practice.

Contact the LIS on 0117 9031275 or email [Rachael.reeves@bristol.gov.uk](mailto:Rachael.reeves@bristol.gov.uk).

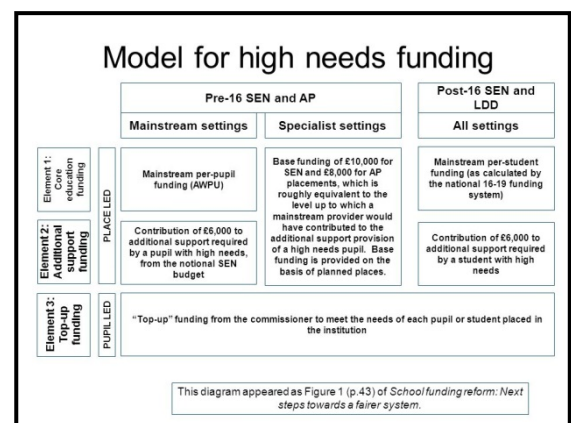
## NEW! February Top-Up Panel Updates

Don't forget that there is an additional panel in February for new applications!

### Dates and venues:

Monday 22 February – City Café, The City Academy  
 Tuesday 23 February – West Town Lane Academy  
 Wednesday 24 February - Stoke Bishop Primary School

The panels will run from 8.30am until 3.00 pm with 30 minutes for lunch.



**Friday 29<sup>th</sup> January 2016** at 4pm is the deadline for the registration of applications. SENCOs will need to complete a simple form for Rachael Reeves with basic details of each application. **This is a strict deadline** as cases need to be logged on a confidential e-system through the SEN team and panels need to be staffed efficiently. Applications that have not been registered with Rachael Reeves by the deadline cannot be considered at the February panels.

The following dates have been set for summer 2016 (formerly known as May panel) as:

- Monday 6<sup>th</sup> June
- Tuesday 7<sup>th</sup> June
- Wednesday 8<sup>th</sup> June

### Venues to be confirmed

**Top-Up Dates for your Diary**  
**2016: June Panel**

Top-up training: Tuesday 12<sup>th</sup> April at Bristol Education Centre 3.30 – 5.00 pm  
Deadline for applications: Friday 6<sup>th</sup> May  
Top-up panels: 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> June

**2016: November Panel**

Top-up training: Tuesday 4<sup>th</sup> October  
Deadline for applications: Friday 14<sup>th</sup> October  
Top-up panels: 15<sup>th</sup>/16<sup>th</sup>/17<sup>th</sup> November

**2017: February Panel**

Top-up training: Tuesday 10<sup>th</sup> January  
Deadline for applications: Friday 20<sup>th</sup> January  
Top-up panels: 20<sup>th</sup>/21<sup>st</sup>/22<sup>nd</sup> February

### SEN Briefings

The Inclusion Service has been commissioned to offer three area-based SEN briefings per year. These will be held in May, October and March of each academic year. The dates for the next series of briefings are:

**2016: May**  
Tuesday 3<sup>rd</sup>  
Wednesday 4<sup>th</sup>  
Thursday 5<sup>th</sup>

**2016: October**  
Monday 17<sup>th</sup>  
Tuesday 18<sup>th</sup>  
Wednesday 19<sup>th</sup>

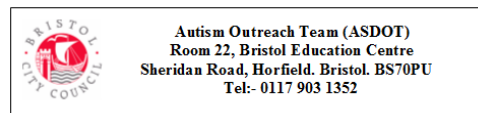
**2017: March**  
Monday 6<sup>th</sup>  
Tuesday 7<sup>th</sup>  
Wednesday 8<sup>th</sup>

**Time: 3.30 – 5.00 pm**

**Venue: to be confirmed**

## Autism Outreach Team Clusters

The Autism Outreach Team runs termly SENCO cluster meetings to discuss various topics around autism and also give SENCOs an opportunity for a Q & A session with the Autism Outreach Team's specialist support teachers.



We run a group in the north and the south of the city. SENCOs are most welcome to attend either group. If a SENCO is unable to attend, schools are most welcome to send a representative from their team. Tea, coffee and biscuits will be on offer on arrival.

The remaining dates for January – July 2016 are as follows:-

### **SENCO North Cluster meetings Jan – July 2016**

**Blaise Primary and Nursery School, Clavell Road, Henbury, Bristol, BS10 7EJ**

**Tel: 0117 377 2424**

Term	Date/Time	Time	Location	Overview
3	Wednesday 3/2/16	3.15pm for 3.30pm start	Blaise Primary School	Attachment and Autism & PDA
4	Wednesday 23/3/16	3.15pm for 3.30pm start	Blaise Primary School	Sensory difficulties
5	Wednesday 11/5/16	3.15pm for 3.30pm start	Blaise Primary School	Social Thinking
6	Wednesday 13/7/16	3.15pm for 3.30pm start	Blaise Primary School	Circle of Friends and discussing diagnosis.

### **SENCO South Cluster meetings Jan – July 2016**

**Holymead Primary School (Junior Site), Wick Road, Brislington, Bristol, BS4 4HB**

**Tel: 0117 903 0377**

Term	Date/Time	Time	Location	Overview
3	Wednesday 3/2/16	3.15pm for 3.30pm start	Holymead Primary	Diagnosis in Bristol Meeting needs – Lucy French SLT
4	Wednesday 23/3/16	3.15pm for 3.30pm start	Holymead Primary	Circle of Friends and discussing diagnosis.
5	Wednesday 11/5/16	3.15pm for 3.30pm start	Holymead Primary	Sensory difficulties
6	Wednesday 13/7/16	3.15pm for 3.30pm start	Holymead Primary	Attachment and Autism & PDA



### **Calling All SENCOs!**

Thanks to all the SENCOs who have notified us of new email addresses. If you know of any SENCO who is not receiving messages, please remind them to contact [Rachael.reeves@bristol.gov.uk](mailto:Rachael.reeves@bristol.gov.uk) who compiles and updates the SENCO email database.

## EAL and SEN

Dear Colleagues,

Some of you will already be familiar with this document which was produced in 2008. Carol Renton and I are exploring the possibility of updating it, so it seems timely to send it round again. We would really appreciate your feedback as follows:

- 1) Are you aware of the EAL/SEN document?
- 2) Have you ever used it? (If can you indicate how often and in what context?)
- 3) Do you have any feedback which could help us to update this advice?



Here is the link to get the EAL/SEN document from the EMTAS website:

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/layouts/15/WopiFrame.aspx?sourcedoc=/SupportForVulnerablePupils/EMTAS/Shared%20Documents/Bristol%20SEN%20or%20EAL%20Guidance%20on%20Effective%20Intervention.doc&action=default>

Please email your feedback to Aoife McNally ([aoife.mcnally@bristol.gov.uk](mailto:aoife.mcnally@bristol.gov.uk)) or Carol Renton ([carol.renton@bristol.gov.uk](mailto:carol.renton@bristol.gov.uk)),

Thank you,

Aoife McNally,

Senior EP

## High Needs Funding and Planning

The High Needs Block funds pupils in special schools and resource bases with income from the Education Funding Agency (EFA). Up until this year, Bristol City Council (BCC) has informed the EFA how many places are needed and the EFA have funded this number.

From next year, however, the January census return will also be used to confirm levels of need. Therefore, in response, the ALN service has developed a process to ensure we provide the EFA with the correct information. Throughout the year we will be analysing occupancy levels and demand for places across settings to ensure that we have accurate data.

In January it is essential that those schools with a resource base provision which attracts place funding, highlight on SIMs those pupils who are placed in the provision. If you are unsure how to do this, contact myself or the SIMs team at BCC to seek guidance. The SEN team will then ensure that the local authority information matches this.

In September we will assess the information including evidence of further demand; we will then determine the level of need and communicate this to the relevant schools and schools forum. Following discussion and feedback we will then submit numbers to the EFA for funding the following year. Where schools disagree with the number of places allocated, they can appeal to the EFA who will then make a judgement.

In determining levels of need we looked at a number of criteria this year. Occupancy levels and consults were the starting point. We determined that an occupancy level of 80% gave capacity to expand but also showed need. We recognised that split site schools could see a

lower occupancy rate and we recognised that location can be a factor, with travel often difficult and therefore a recognised need but low occupancy.

Within the Alternative Learning Provision analysis and commissioning plan we have also identified increased need in certain areas and therefore the funding request reflects this. In particular, the need for increased provision for young people with SEMH and ASC is reflected in pilot proposals and developments to provisions already in place. The EFA will confirm decisions by the end of January.

*Sean Wyartt SSIO SEN*

## **Updates from SEN Team**

**Firstly Happy New Year to you all!**

### **Pupils at risk of PEX:**

For any such pupil who has a statement or Education Health and Care Plan, an Emergency AR *must* be held. This is in order to provide the LA with all the up to date information on the pupil's needs, and to inform the LA of what has been done to meet those needs and the extent to which desired outcomes have been met. We do expect statement /EHCP re-wording as part of this process, so that we have an accurate picture to help decision making. If you are recommending a special school, you *must please* involve an EP, who should give a view on the provisions required to meet the pupil's needs. Equally, the pupil's own views (not of the PEX incident, but of what they would like for the future) and those of his parents are crucial and must be included.

If the pupil is in the year group requiring conversion to EHCP from statement, this review must be a conversion review.

### **Conversion Reviews: The conversion of key groups to EHCP is statutory**

Last June, all schools were sent the names of pupils requiring conversion reviews in 2015/2016, with a deadline of Dec 1<sup>st</sup> for receiving these. Broadly speaking, these are ALL Y-1, Y2, Y6, Y9 and Y11 (going on to college) but also any children moving between mainstream and special or moving out of authority. Please consult the documentation sent in September from SEN for full details. Please note conversion reviews are not just for children moving schools; all children as above must have conversion in this academic year, and so, if you have not met the deadline, you are still required (mainstream, special, all –through schools) to carry out conversion reviews for the above groups this academic year. Please set these dates if the reviews have not yet been held, and save SEN the added job of having to chase you and your head teachers for conversion reviews not carried out. Please also be aware that a priority for Ofsted inspections from May 2016 is to check that pupils are being transferred onto EHCP, according to the DfE regulations, which are the backbone of all the advice that SEN has sent to schools to ensure that schools and LA are compliant.

We are keen to have all social care and health involvement detailed on the EHCP, so please do ask for reports from these professionals if they are involved and then SEN can include these details, thus improving the quality of the document.

***If you have received a consult for a pupil changing Key stage September 2016, please respond as soon as possible and with 3 weeks at the latest. If we have not received a response within 3 weeks we may name your school.***

### **Conversion reviews for next academic year**

Again, it will be the pupils in the above year groups in 2016/2017 that are required to convert to EHCP from statement. Parents must be written to by school giving 2 weeks' notice of the meeting date (cc to your assessment co-ordinator). Paperwork will be due back to the LA within 2 weeks of the review.

### **Annual Reviews**

Any pupils not in the above groups but who do have statements must have an annual review to consider the wording of the statement. This is due within 12 months of the date of the first statement or the previous review. If you have not held an annual review in the last 12 months for any pupil who has a statement, please advise SEN of the date of the planned annual review. The SEN team will need to write to your head teacher in term 4, with the names of any pupil whose statement has not been reviewed in over a year. If advised of the dates of upcoming reviews we will not need to send you reminders, so again please help us to ensure we are all compliant with legislation. If your student is due an annual review of the statement in terms 5 or 6 but will convert to EHCP next year, please consult with your assessment co-ordinator if you wish to convert any pupils to EHCP early (e.g. In term 5 or early term 6 as opposed to terms 1 or 2 of the next academic year), which may be possible, but only by prior agreement please so that workloads can be managed.

### **Annual review of EHCP**

The Code of Practice states:

9.169 The first review **must** be held within 12 months of the date when the EHC plan was issued, and then within 12 months of any previous review  
Reviews need to firstly ask "does an EHCP remain appropriate, or can the child/Young persons needs be provided for through SEN support?" If the EHCP is no longer required, the review will plan outcomes and provision under SEN support, and request the LA to remove the Plan.

Any pupils issued with EHCP last year require an annual review this year, although in many cases it is anticipated that the EHCP will remain valid for the Key Stage and only in some circumstances (where needs have changed) will require amended wording."

*Suzanne O'Kelly Interim manager – SEN Team*

## Travel to School for Pupils with SEN

As resources continue to be channelled into meeting the needs of our most complex and vulnerable young people, the need to be fair, consistent and transparent in our decision making has become ever more paramount.



Over the past few years, there has been a move towards encouraging more independent, inclusive travel to school, therefore enabling parents and carers to take more of an active role in their children's travel to school and education.

Bristol has approximately 1,100 young people with SEN travelling to school each day at a cost of approximately £5.5 million a year. We therefore have a duty to work together to find more creative solutions to manage our limited resources.

The range of SEN provision within Bristol has increased over recent time in order to meet the increasing complexity of our children's needs; this has given parents and carers more choice when considering a school place for a young person with SEN.

Whatever our role within Bristol, whether school based or part of the LA support services, we need to be clear about the current policies and budget restrictions that are in place.

Parents and carers frequently contact the Home to School Travel Team and SEN Team with regards to their child's eligibility for travel having been advised that they meet the criteria for support with travel. This then causes conflict where the advice that they have received is not in accordance with the Home to School Travel Policy.

The Travel Team welcomes any queries regarding travel, and would encourage colleagues to contact them with questions before giving advice to parents/Carers or discussing travel at a young person's Annual Review. This then gives the Team an opportunity to work with parents, carers and schools in a pro-active way, rather than be in a situation of conflict.

The Travel and SEN Teams have successfully worked with 100s of families and children to enable our young people to travel to school in more creative, inclusive and independent ways.

A taxi to school is always seen as the very last option!

If you have any queries or questions regarding travel, then please email Jacqui Price Tippetts at

[jacqui.price-tippetts@bristol.gov.uk](mailto:jacqui.price-tippetts@bristol.gov.uk)

or email [home.school.travel@bristol.gov.uk](mailto:home.school.travel@bristol.gov.uk)





# Findability

## Bristol's Local Offer



**Findability** is a website that has a lot of information for children and young people with Special Educational Needs or Disabilities and their families (from birth to 25 years old), in Bristol. It is Bristol's Local Offer (from the Children & Families Act 2014).

Findability is currently under review. We have been working with families, young people and services to look at how we can improve Findability.

Below are some of the developments that are due to be launched over the next few months.

### Moving to age ranges

We had feedback that parent carers and young people would prefer information to be arranged by age range rather than services. In response we are looking to reorganise Findability into the following age ranges.

0 – 5 years old **Early Years**

5 – 11 years old **Primary School Age**

11 years old and older **Secondary School Age Adulthood**

14 – 25 years old **Preparing for**



### AIM for the stars

Parent carers gave feedback that when services registered on Findability they were all saying they were 'inclusive' and 'accessible'. This was not helping families to understand what they meant by these terms (for example, did that mean they would have an accessible toilet with an adult hoist?). In response to this we have developed 'AIM for the Stars' which is a self-evaluation framework that will become part of registering on Findability. 'AIM for the Stars' will look at:

#### **Accessible Places**

#### **Inclusive Practice**

#### **Meaningful Participation**

We want it to be used by all services our families would use, including schools. More information will be coming to you soon!

### Young Person's Forum

Over the next few months the Birth – 25 Integrated Service/Collaboration will be creating a Young Person's Forum which will help to develop Findability for children and young people as well as the Birth – 25 Integrated Service/Collaboration. If you have young people who might be interested in joining please get in contact with Nakita Singh at [sendplus@bristol.gov.uk](mailto:sendplus@bristol.gov.uk).

### Schools' information on the Local Offer

Over the next few months our Local Offer Officer, Nakita Singh will be contacting you about your schools information on the Local Offer. She will be asking you to:

- Check your contact details are up to date
- Make sure there is a link to your SEND Information Report
- Make sure there is a link to your Accessibility Plan
- Support you in filling out your 'AIM for the Stars' information

**For more information on these developments and more please look on Findability. We will be launching an 'Information for Services and Schools' section on Findability in February. Please look out for an email over the next couple of months!**

# National Updates

## SEND Reforms

Further government funding to support the implementation of the SEND reforms was announced on 29 January and includes:

- £35.8 million in implementation funding for local authorities in 2016 to 2017, recognising the additional duties placed on them as a result of the transition to EHC plans - an increase of £4 million on last year
- £27.3 million for the Family Fund Trust in 2016 to 2017 to support low income families with disabled children - they provide small scale grants, enabling them to make specific purchases and offering short respite breaks
- £15 million to fund the independent supporters programme in 2016 to 2017, run by the Council for Disabled Children - this is a crucial catalyst for change, helping to support families and young people to navigate the system, and creating overwhelmingly positive experiences for them
- £2.3 million for Parent Carer Forums in 2016 to 2017, who bring parents together to provide invaluable support and advice for families

In addition, the government is also pledging to fund this work for an additional year in 2017 to 2018, to ensure we see through the transition to the new system by April 2018.

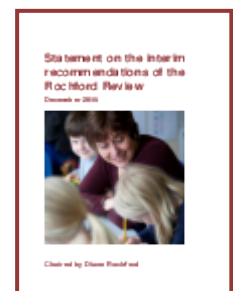
The government has also confirmed that the following funding will continue, increasing in 2016 to 2017:

- adoption support fund that pays for the therapeutic interventions that are so vital in maintaining a loving, stable placement
- staying put grant that forms part of the government's commitment to improving outcomes for care leavers to help local authorities support their young people to continue living with their foster families beyond age 18 to age 21.

## The Rochford Review

In July 2016, the government appointed Diana Rochford, head of a special school in east London, to lead a review into methods of recording the attainment and progress of pupils working below the levels of national curriculum (NC) tests.

The review has now published recommendations for an interim statutory solution at pre-key stage 1 and pre-key stage 2, following consultation with representative stakeholders. Schools will use this interim statutory solution in 2016 to assess pupils working below the standard of national curriculum tests and above the performance scales (P scales).



In early 2016 the group will review current assessment methods for these pupils and produce a final report on their proposed long term solution. The DfE will consult on the proposed solution in 2016.

Many of the pupils working below the level of the NC tests and interim teacher assessment frameworks have SEN, and those with the most severe and complex needs will have their outcomes reported using the P scales.

## **Interim solutions for 2015-15**

Although P scales were developed to align with the previous NC, these will remain in place for this academic year. The review group is currently considering whether the P scales remain for purpose in the context of the new curriculum.

The interim solution comes in the form of additional pre-key stage standards within the interim teacher assessment frameworks. There is one additional standard at KS1 and three at KS2.

At KS1, the statements within the additional standards reflect those areas of knowledge and understanding that the review has identified as core developmental milestones for progression into the standards defined by the existing interim frameworks.

At KS2, some of the statements in the additional standards are based on those elements of the KS1 curriculum that remain relevant for pupils who have not completed the key stage 2 programme of study. They sit alongside some additional statements which define expectations appropriate for pupils working at that standard and reflect the core knowledge and skills that this group needs to progress.

## **How to use the standards**

Deciding on the right means of assessment at the end of key stages 1 and 2 depends on a pupil's standard of work.

A simple rule of thumb is:

- If the pupil does not consistently meet all the statements in the lowest standards in the interim teacher assessment frameworks *or*
- the school has decided not to enter the pupil for a test

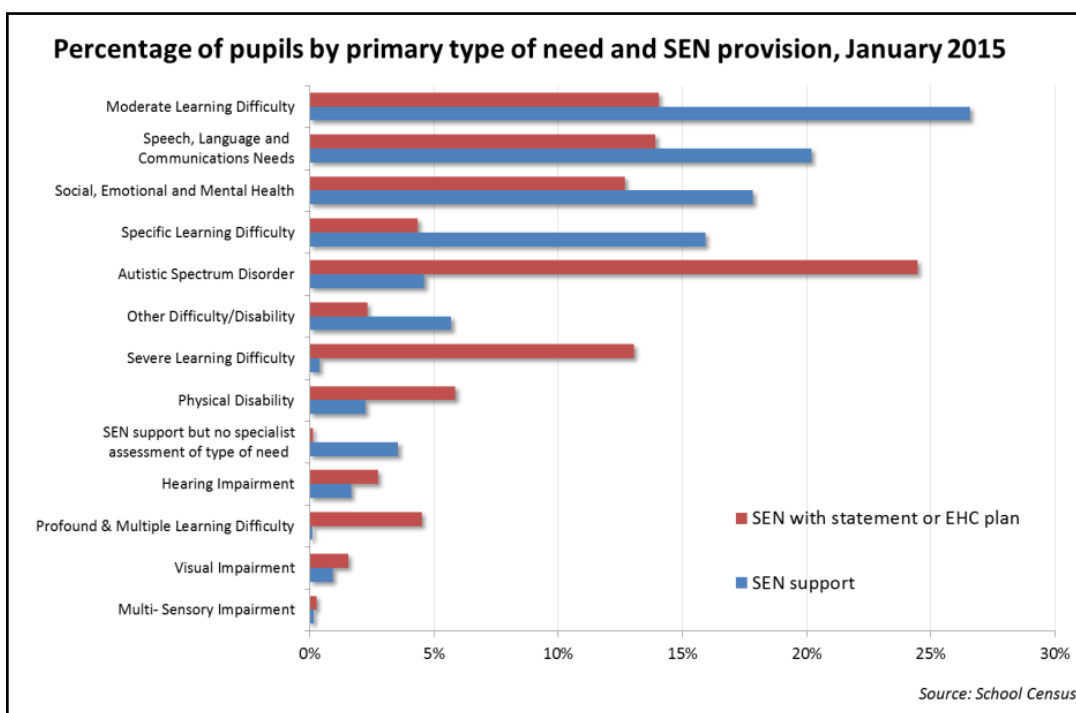
the interim pre-key stage standards should then be used to provide an assessment for the pupil.

Read the full interim review at <https://www.gov.uk/government/publications/rochford-review-interim-recommendations> .

## **SEN Statistics**

Each year, the government gathers and analyses statistics about the prevalence and characteristics of SEN. Some of the key trends from the most recent (November 2015) analysis are as follows:

- The percentage of pupils with SEN has fallen from 21.1% in 2010 to 15.4% in 2015. The current figure equates to 1.30 million pupils.
- In 2015, the percentage of pupils with SEN *without* a statement/EHCP fell.
- In 2015, the percentage of pupils with SEN *with* a statement/EHCP did not change.
- MLD is the most common need type.
- ASD/ASC is the most common need for those pupils with a statement/EHCP, accounting for almost a quarter of statements/plans issued.
- SEN is more prevalent in boys.
- Pupils with SEN are more than twice as likely to be eligible for free school meals than those without SEN.



Read the full report at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/472575/Special\\_educational\\_needs- an analysis and summary of data sources.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/472575/Special_educational_needs_-_an_analysis_and_summary_of_data_sources.pdf) .

## Supporting SENCO Practice

### Embedding the Code: Person Centred Approaches

**Continuing our series on personalisation, this term the newsletter looks at ways of encouraging pupil participation and promoting pupil voice**

Being heard and feeling that their opinions matter can have a profound effect on the wellbeing and progress of children and young people at school. This idea is nothing new; educators have long advocated methods to enhance engagement in learning such as pupil conferencing, and many of us will already be using such strategies. Personalisation originates from work in the US with disabled adults in the 1960s which promoted individualisation and self-advocacy. This has become known as Person Centred Planning (PCP).

The benefits of person-centred approaches are demonstrated by a sound evidence base. Although early testimony indicated the benefits of PCP, the evidence tended to be

qualitative, partly due to the difficulty of evaluating and comparing individualised, and possibly disparate, outcomes. However, more recent longitudinal studies by Holburn et al (2004) and Roberts et al (2005) reported statistically significant positive outcomes for adults with learning disabilities after the introduction of PCP.

The 2014 Code of Practice is underpinned by person-centred principles, and enshrines the duty of schools to involve pupils in their own learning and decision making. How then, should we act on the principles of PCP in schools to elicit pupil voice and promote greater engagement for our learners with SEN? Pupils should be able to understand, as far as possible, their personal strengths and needs and be able to communicate their wishes and goals for the future.

Person-centred methodology is not divorced from approaches we are probably already fostering in the classroom. For example, if your school is currently focusing on the promotion of metacognition, it is clear that through encouraging pupils to reflect on their own learning and become aware of the strategies which work for them you are developing highly personalised practice.

As part of ongoing reflection, SENCOs may find it useful to audit the current ways in which pupil voice is sought in their schools. The following checklist may help indicate areas for development:

<b>Do we:</b>	
Elicit pupils' views on their strengths and needs: - On school entry? - When SEN is first identified?	
Include pupils in the formulation of support plans?	
Include pupils when determining short-term targets and long-term outcomes?	
Help pupils identify their personal goals?	
Help pupils monitor their own progress towards targets and outcomes?	
Hold pupil conferences to ascertain pupils' views on their learning?	
Include pupils when reviewing and revising targets and related support?	
Enable pupils to contribute to, and participate in, annual reviews in ways chosen by them?	
Have a member of School Council with SEN?	
Take account of pupils' views when revising the SEN policy?	
Ensure staff feel confident to seek the views of pupils with SEN?	

*If you would like discuss developing personalised approaches, please contact your LIS consultant.*



**Are you buried under a bundle of SEN paperwork? Are you wondering whether you should have IPMs, IEPs, OPPs or all of them?**

**If so, this article is for you!**

With so many recording formats now available it can be hard to decide on the most helpful method to record and track progress for pupils with SEN. It's also easy to feel that you need to supplement your existing formats with newer ones, for example adding one page profiles to the IEPs you already have. However, unless both your existing and new documents lead to greater pupil progress and enhanced support there's a high chance that compiling them will just add to a bureaucratic burden. As former SENCOs, the LIS consultants are all too aware of how difficult it can be to design systems and formats for recording that aren't overly onerous to maintain and which actually support everyone involved. With that in mind, we have devised a system which suggests which types of paperwork might be useful at each stage of a graduated approach.

At the initial level, differentiated approaches and access strategies can be planned by class teachers and recorded on their planning. Pupils who need to catch up with their peers may require a small group intervention, and these programmes can be planned by the teacher in conjunction with literacy and numeracy leads and learning mentors where appropriate. The SENCO may also be involved in an advisory capacity at this stage; for planning and recording, a group intervention record can be used.

Pupils who require additional and different provision are recorded at the SEN Support stage. These pupils may access a group intervention where their progress can be tracked using the proforma mentioned above. They will also need an additional document to record their strengths and needs, targets and supportive strategies. At this stage an IEP could be used, but a pupil or learning passport could provide a helpful alternative here. A passport should be compiled with the pupil and parents/carers, and can be used in the classroom to remind the learner of their targets and staff of helpful strategies. Monitoring against targets can be kept in whatever format is most useful, and passports should be reviewed and targets and approaches revised as part of the assess-plan-do-review cycle. It's important to ensure that pupils and parents are part of this review; it's also motivating for pupils to be part of the ongoing process of target monitoring, whether this is through having their own attractive monitoring sheet to keep or having a short, regular conference time with a teacher.

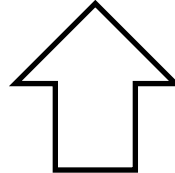
Pupils who are at the SEN Support stage and who also have external agency involvement will have needs of greater significance, and a different, more detailed plan better suits their needs. This holds true for pupils at this stage who have additional high needs block (HNB) funding, and for those with statements and EHCPs. An individual provision map (IPM) or individual support plan (ISP) can record planned annual outcomes, short term targets, provision, strategies and progress reviews. There is no need to have IEPs in addition, as all targets can be included on the document and revised on the same sheet throughout the year to show progress towards annual outcomes. Pupils with statements/EHCPs and / or HNB funding need an increasingly personalised approach, and will benefit from the process of compiling a one page profile (OPP) with family and staff. (Please see the previous newsletter for further details on OPPs.)

When making decisions on recording systems, the best question to ask is 'How will this help?' If our current systems create additional work and show little positive impact for pupils, maybe it's time to consider an overhaul. If you'd like to discuss this further, do contact your LIS consultant – we're always here to help.

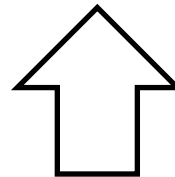
### Planning and Recording Provision

<b>SEN SUPPORT</b>	EHCP / Statement: IPM/ISP and OPP or PP as appropriate					
	Pastoral support plan (PSP)	Costed Individual provision map (IPM) or Individual support plan (ISP) *	One page profile (OPP) *	Pupil passport (PP) *	Pupil inclusion plan	Intervention record(s) 1:1 / 1:2

\*As appropriate



<b>SEN SUPPORT</b>	<p><b>Intervention planned for evidence based / practice based programme(s) Learning Passport (and monitoring)</b></p> <p style="text-align: right;">(1:4 group ratio)</p>
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Class teacher Intervention Records	<p>Literacy/numeracy co-ordinators Group intervention record to lead on intervention planning at this stage</p> <p style="text-align: center;"><u>High Quality Teaching</u></p> <p style="text-align: center;">Intervention planned for specific group work / targeted pupils</p> <p style="text-align: right;">(1:6 group ratio)</p>								
Class teacher Intervention Records	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Appropriate differentiation matched to needs</td> <td style="width: 33%; text-align: center;">Aft</td> <td style="width: 33%;">Effective deployment of TA workforce</td> <td style="width: 33%;">In class targets correlate to abilities</td> </tr> <tr> <td style="text-align: center;">Access Strategies</td> <td></td> <td>Pupil progress clear meetings next steps</td> <td style="text-align: center;">Class profiles</td> </tr> </table>	Appropriate differentiation matched to needs	Aft	Effective deployment of TA workforce	In class targets correlate to abilities	Access Strategies		Pupil progress clear meetings next steps	Class profiles
Appropriate differentiation matched to needs	Aft	Effective deployment of TA workforce	In class targets correlate to abilities						
Access Strategies		Pupil progress clear meetings next steps	Class profiles						

## A GRADUATED APPROACH

Increased personalisation with continual pupil/parent carer participation



### Problem Page

If you have a query about any SENCO matter, contact the Learning Improvement Service on 9031275 or email your LIS consultant.

#### **Q: Do I still need a whole-school provision map?**

**A:** The Code of Practice advises:

6.76 Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

6.77 Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all pupils as the most effective approaches are adopted more widely across the school.

#### **Q: How can busy teachers find the time to meet with parents of pupils with SEN? What are the guidelines?**

**A:** The Code suggests:

6.65 Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

6.69 These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.



So, rather than having to arrange many separate meetings which may be difficult for teachers and parents alike, providing longer slots at your usual parents' evenings is a perfectly acceptable way to ensure that you are complying with the Code.

## **Special Schools, Resource Bases and Alternative Learning Providers in Bristol**

There is a growing number of resource bases and alternative educational settings in the city; SENCOs may find this overview helpful, but bear in mind that the picture is ever-changing!

Setting/service	Type of provision (i.e special school, resource base, outreach, alternative provision)	Contact Details
Hospital Education	The Hospital Education Service is for pupils who miss school because of severe or chronic ill health, including serious mental health. The service also helps students who frequently need hospital treatment followed by periods at home or in school.  Pupils are referred to us by health professionals	Bristol Hospital Education Service, Redhouse Centre, Heggard Close, Bristol, BS13 7SE  Tel: 0117 377 2377
HOPE Virtual School	The HOPE is the name of Bristol's virtual school for children in care and is a structure to improve the education of CiC. It enables the attainment, progression, attendance, exclusion and out of school hours learning of children in care to be monitored and tracked to enable support to be put in place where needed. The HOPE is led by the head teacher, Rachael Thomas.	<a href="http://www.bristol.gov.uk/schools-learning-early-years/children-in-care-education">www.bristol.gov.uk/schools-learning-early-years/children-in-care-education</a>
Briarwood	Special school (ASC and PMLD)	Address: Briar Way, Bristol BS16 4EA Phone:0117 353 2651
Kingsweston	Special school (ASC and PMLD)	Address: Napier Miles Road, Kingsweston, Bristol, City of Bristol BS11 0UT Phone: 0117 903 0400
New Fosseway	Special school (and outreach)	Address: New Fosseway School, Bridge Learning Campus, Teyfant Rd, Avon, Bristol BS13 0RG Phone:0117 903 0220
Claremont	Special school (and outreach)	Address: Henleaze Park, Bristol, Avon BS9 4LR Phone:0117 353 3622
Knowle-DGE	Special school (SEMH)	Address: Leinster Ave, Bristol BS4 1NN

		Phone:0117 353 2011
Bristol Gateway	Special school (SEMH)	Address: Long Cross, Bristol BS11 0QA Phone: 0117 377 2275
Woodstock	Special school (SEMH)	Address: Rectory Gardens, Bristol, Avon BS10 7AH Phone:0117 377 2175
St Matthias Park	PRU	Address: Alexandra Park, Avon, Bristol BS16 2BG Phone:0117 903 1320
Lansdown Park	PRU	Address: Stockwood Rd, Avon, Bristol BS14 8SJ Phone:0117 903 8071
Oasis Academy Longcross ASC Resource Base	Resource base	Address: Long Cross, Bristol, City of Bristol BS11 0LP Phone:0117 903 0081
Oasis Academy Brightstowe	Resource base	Address: Penpole Ln, Bristol BS11 0EB Phone: 0117 316 7330
Knowle Park Resource Base	Resource base	Address: Queenshill Rd, Knowle Park, Bristol, Avon BS4 2XG Phone:0117 377 2678
ASDOT	Outreach	Telephone: 0117 903 1388
Oasis New Oak	Resource base	Address: Walsh Avenue, Hengrove, Bristol, BS14 9SN Phone: 01275 894570
Merchants' Primary and Resource Base	Resource base	Address: Gatehouse Ave, Bristol, Avon BS13 9AJ Phone:0117 301 5000
Venturers' Academy (special free school 4-19) opening September 2016	Special school	-
Long Cross	Specialist Children's Centre	Long Cross Specialist Children's Centre, Lawrence Weston, Bristol, BS11 0LP Telephone: 01179 030 770
St Werburgh's	Specialist Children's Centre	Address: Glenfrome Rd, Saint Werburghs, Bristol, Avon BS2 9UX Phone:0117 903 0323
Ilminster Avenue	Specialist Children's Centre	Ilminster Avenue Specialist Children's Centre, Bristol, City of Bristol BS4 1HR
Hop Skip and Jump	Respite care for children and YP with complex SEN and disabilities	Address: Grimsbury Rd, Bristol, Avon BS15 9SE Phone:0117 967 7282
Education 1 <sup>st</sup>	Alternative education provider (primary)	<a href="http://www.education-1st.org.uk">www.education-1st.org.uk</a>
Include	Alternative education provider (secondary)	Julie Catanach, Headteacher 07825 346513 <a href="mailto:julie.catanach@include.org.uk">julie.catanach@include.org.uk</a>  Klaire Rowland

		<p>6-7 Dean Street, St Pauls, Bristol BS2 8SF 0117 9422221</p> <p>Ronnie Zarycka 150-154 East Street, Bedminster, Bristol BS3 4EW 0117 9665427</p> <p>Rosy Castle Southmead Youth Centre, Ullswater Road Southmead, Bristol BS10 6AS 0117 9509518</p> <p>Gary Hardwick-Bishop Ruthven Road, Filwood, Bristol BS4 1ST 07825 536506</p> <p>Andrew Holliday 54 Moravian Road, Kingswood, Bristol BS15 8ND 07585 952072</p>
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## Free Resources

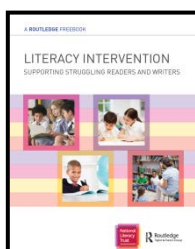


### What's New on the SEND Gateway?

#### Pupil Aspire

SENCOs may be interested to explore this free online tool, designed to help school staff hold structured, solution-focused conversations with pupils and parents.

Find out more at <http://www.sendgateway.org.uk/resources.free-online-tool-to-capture-the-pupil-family-voice.html> .



#### Free e-book!

Routledge and the National Literacy Trust have co-produced a free book for school staff containing practical advice. Download *Literacy Intervention: Supporting struggling readers and writers* at:

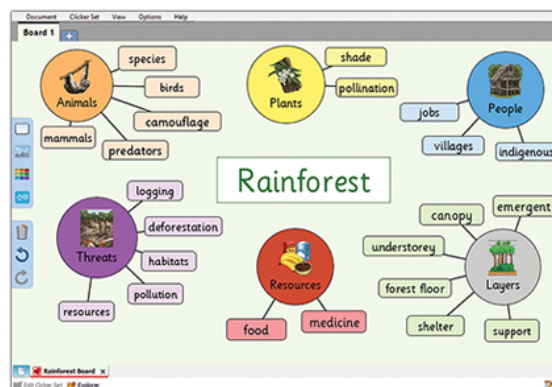
[https://www.routledge.com/education/posts/4852?utm\\_source=www.routledge.com&utm\\_medium=cms&utm\\_campaign=sbu2\\_rlj\\_2pr\\_8cm\\_2edu\\_oth15\\_nlt\\_x](https://www.routledge.com/education/posts/4852?utm_source=www.routledge.com&utm_medium=cms&utm_campaign=sbu2_rlj_2pr_8cm_2edu_oth15_nlt_x)

### Organise and Plan Writing with Clicker Board

Organising ideas is a vital first step in the writing process. New for Clicker 7, Clicker Board provides pupils with a built-in planning tool to help them prepare for writing.

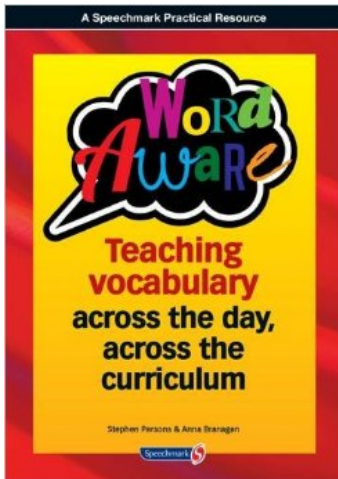
Pupils can manipulate and link any combination of words, pictures and sounds on their Clicker Board; it's so intuitive, they'll be able to get started straight away!

To add text, just drag in a shape from the objects palette and start to type. Drag and drop pictures straight onto the board from your files or via your web browser. You can also select any of the 3000 curriculum pictures in the CrickPix library, or create your own images using the painting tools. Children even have the option of adding their own Voice Notes to their Clicker Board – a powerful recording alternative for pupils who are strong verbal communicators but struggle to write their ideas down.



### Transform plans into structured documents

Ready to start writing? Once a Clicker Board has been created, it can be instantly transformed into a word or picture bank that will sit at the bottom of the document as pupils write, providing instant point-and-click access to key words, phrases and/or images. The bank will mimic the structure of your board, helping pupils to organise their paragraphs and transfer their ideas to the page in a logical order. [www.cricksoft.com](http://www.cricksoft.com)



## Resource Review

### **Word Aware: Teaching vocabulary across the day, across the curriculum**

*Stephen Parsons and Anna Branagan Published by Speechmark*

Endorsed by Jean Gross, former government Communication Champion, this is an essential guide to developing the foundation of language: vocabulary. As the forward states:

*'Vocabulary levels are strong predictors of later literacy skills. They predict not only how well children will develop reading comprehension, but also their phonological awareness and phonic knowledge. Vocabulary level at age five has been found to be the*

*single best predictor of whether a child brought up in poverty will escape poverty in adult life.'*

The statistics are startling: five year olds with the lowest vocabulary levels need to learn 20 new words every day for three years in order to attain an average level.

Word Aware offers practical, researched strategies to introduce and reinforce vocabulary in the classroom. All are suitable for primary aged pupils and KS3 and can be selected as appropriate. The book also has a chapter on involving parents.

The principles of vocabulary teaching are as follows:

1. Make words a priority
2. Make a sustained effort
3. Link oral and written vocabulary
4. Analyse word components
5. Use a range of methods
6. Go with the child (at the right rate)
7. Use multiple exposures
8. Teach words in context
9. Teach strategies

Let's look at some vocabulary facts and figures:

\*The size of the average adult vocabulary: 30k (Clark, 1993)

\*The number of words the average child learns per year: 2-3k (Clark, 1993)

\*The strongest factor impacting on long-term vocabulary is the ability to read.

As children learn to read they encounter increasingly complex and diverse vocabulary and books become a major source of new words. Nation (1990) points out that in order to have full understanding of a word, they need to have it in both oral and written vocabulary. Word Aware suggests a range of enjoyable methods to help children do just this, along with advice on how to choose vocabulary and promote independent word learning strategies. The approach is called STAR: Select, Teach, Activate and Review. The authors advise compiling a topic word list and then dividing it into three categories: anchor (everyday) words, 'Goldilocks' words (not too easy, not too hard but just right) and 'step on' words (words likely not to be encountered again). The advice is then to choose one 'Goldilocks' word for very lesson topic that is taught. Staff who have undertaken Eklan training may recognise this approach as similar to word 'tiers'; both are tried and tested methodologies based on solid research findings.

If you would like to see Word Aware, please contact your LIS consultant on 0117 9031275.

## TwS Inclusion Service - CPD Training Courses 2015-2016

Title	Aims of course	Provider	Date	Time	Venue
Talking Partners @ Primary Schools Speaking and listening programme which can be used KS1-KS3	The 2-day training will include: <ul style="list-style-type: none"> <li>• Observation of lessons</li> <li>• Discussion and analysis of how pupils learn</li> <li>• The opportunity to try the range of activities in the programme</li> <li>• How to plan activities and find resources</li> <li>• How to record pupils' progress</li> </ul>	Learning Improvement Service	18.01.16 & 25.01.15 (attend both days)	9.15-15.30	Eden Grove, Horfield
Talking Partners@ Secondary Schools	This 2-day course introduces each aspect of the intervention along with opportunities to try the range of activities. <ul style="list-style-type: none"> <li>- Talking Partners@ Secondary is delivered to a small group of learners over a period of 10 weeks.</li> <li>- Delegates will be equipped to run and monitor the intervention with small groups of students in their own settings.</li> </ul>	Learning Improvement Service	19.01.16 & 26.02.16 (attend both days)	9.15-15.30	Fonthill Primary
Annual Bristol LA SENCo Conference – supporting high quality SEND teaching in the classroom.	The Keynote speaker is Gareth Morewood – Director of Curriculum support and specialist leader of education at Priestnall School & Jane Fiswell NASEN	Learning Improvement Service	29.02.16	9.00-15.45	BAWA
Dyslexia Awareness Training – introductory course	A half day course which is an introduction to: <ul style="list-style-type: none"> <li>• the current definition of dyslexia</li> <li>• identification</li> </ul>	Learning Improvement Service	15.03.16	9.15-12.15	West Town Lane

to Dyslexia and literacy difficulties	<ul style="list-style-type: none"> <li>• strategies to support pupils at wave 1</li> <li>• best practice guidelines for schools</li> </ul>				Academy
Cooling Meltdowns: how to manage the impact of adverse childhood experiences	<p>This workshop gives practitioners an opportunity to learn how to create the psychological and emotional space and the atmosphere in which children can develop and learn.</p> <p>At the end of the course you will:</p> <ul style="list-style-type: none"> <li>- Have an understanding of developmental trauma and its impact on children's behaviour</li> <li>- Understand the importance of the attached relationship and a secure learning environment</li> <li>- Know the difference between temper tantrums and emotional meltdowns</li> <li>- Have developed and shared practical ideas for managing trauma-related behaviour</li> </ul>	Behaviour Improvement Service	03.02.16	9.30-12.30	Eden Grove

To book on one of these courses go to: [www.tradingwithschools.org](http://www.tradingwithschools.org)

Telephone: 0117 9222444



**Online Training are offering 40 FREE training course places!**

**SEND solutions 2016**

**Equipping your SEND Team to deliver high quality provision**

To support the second year of implementation of the SEND Reforms, OnLineTraining Ltd are giving away 40 FREE course places to teachers, TAs, SENCOs and governors (primary, secondary, special) through a prize draw. Courses include Motor Co-ordination Difficulties, Speech, Language and Communication Difficulties and many more. <https://oltinternational.net/competition.asp>

## Every Child a Reader (ECaR)



**An invitation to observe and discuss a Reading Recovery lesson behind the one way screen**

**Title descriptor:**

An opportunity for Senior Leaders and English Subject Leaders to understand how Reading Recovery could support raising attainment in reading in their school

**Venue:** Sea Mills Primary School

**Trainers:** Jan Armstrong and Debbie Miles,  
Reading Recovery Teacher Leaders

**Dates:** Wednesday 2<sup>nd</sup> March 2016

**Time:** 1.15 – 3.00

**Cost:** Free

**To reserve a place, please contact:**

Helen Laban  
Telephone : 0117 9031  
e-mail: [helen.laban@bristol.gov.uk](mailto:helen.laban@bristol.gov.uk)

## Bristol University Research Project: Schools Wanted!

My name is Danielle Colenbrander and I am a researcher on a £200,000 Nuffield intervention study comparing two different kinds of training for children with reading difficulties. We are hoping to recruit a number of schools in the Bristol area to participate in our study. Participating schools would receive free training for two teaching assistants at each school, and access to training materials and computer programs that the schools could continue to use after the study is completed.

Please contact Danielle at:

School of Experimental Psychology  
University of Bristol  
12a Priory Road  
Bristol BS8 1TU, UK  
Landline: 0117 3310541  
Mobile: 07870 837008



## Parents' Page

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

This guide explains how the system that supports children and young people with special educational needs and disability (SEND) works.

It covers:

- the law and guidance on which the system is based
- places to go for help and further information
- details about changes to the system from 1 September 2014



It may also be useful for staff dealing with the parents and carers of children and young people with SEND in:

- schools and colleges
- early years education settings

The guide should be used alongside the 'Special education needs and disability code of practice: 0 to 25'.

You may also find the easy-read version of this guide for parents and carers and for children and young people useful.

### Useful Websites for Support and Advice

#### National Helpline

<http://www.cafamily.org.uk/advice-and-support/sen-national-advice-service/>



#### Independent Advice and Support Services Network (IASS)

<http://www.iassnetwork.org.uk/>



#### National Network of Parent Carer Forums

<http://www.nnpcf.org.uk/>





**Supportive Parents: Please see the latest newsletter below at initially published in December 15, but still very current!**

<http://tinyurl.com/z9jxruu>

 <p><b>Bristol Parent Carers</b> Shaping the future together</p> <p><b>Independent Voice For families of children &amp; young people with disabilities, special needs &amp; life-limiting conditions</b></p>	<p><b>Participation Forum</b> Working in partnership with BCC and NHS Bristol to design better services for our children</p> <p><b>Run by parent carer volunteers, for parent carers</b></p> <p>Website: <a href="http://www.bristolparentcarers.org.uk">www.bristolparentcarers.org.uk</a> Email: <a href="mailto:rosie@bristolparentcarers.org.uk">rosie@bristolparentcarers.org.uk</a> Tel: 0117 9396645 ext 204, Mon, Tues &amp; Thursdays 0845 642 0124 (Answer machine) c/o Phoenix Social Enterprise, 5 Russell Town Avenue, BS5 9LT</p> <p> <b>Bristol Parent Carers</b>  <b>@BRSParentCarers</b></p>
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Dear SENCO,

Bristol Parent Carers is pleased to announce its:-

**2016 Participation Day – Meeting Your Child’s Needs!**  
on **Thursday 10<sup>th</sup> March 2016**  
at the Trinity Centre, Trinity Road, Old Market, Bristol, BS2 0NW

For the first time, to accommodate parent carers and staff who work and cannot attend during the day, we are running the event twice – **choose a daytime slot (10-2.30) or an evening one (6-9pm)!**

We would appreciate your help in spreading the news to the parents and carers of the pupils on your register who have disabilities, special educational needs, chronic or life-limiting conditions (0-25 years), and who live in Bristol.

Bristol Parent Carers works with Bristol City Council, NHS Bristol and other parent organisations to improve services for our children and ourselves. **Our Event will provide an opportunity to understand the new SEN Support, EHC needs assessment and plans, and to discover a new multi-media way for families to share their child's information with a range of professionals.** It also enables us to report back on achievements in the past year, and set priorities for the coming year.

**We attach a poster advertising the event as well as a welcome letter for parent carers. Could you kindly distribute these for us to the parent carers of pupils on your register who are on SEN Support or have a statement/EHC Plan, before half-term please?**

We would be grateful if you could use the book bag (or equivalent system), or any have other ways of getting this information out to parents such as e-mail, text messaging, newsletters, your website's parents' pages, or parents' noticeboards.

**Please consider coming along yourself to represent your SENCO cluster/locality group.** More details and booking can be obtained from <http://tinyurl.com/hywdgry>.

Thank you for your help and kind regards

Caroline Temple-Bird, Chair of BPC's Management Committee

## Pupils

### EPIC

EPIC stands for Equality, Participation, Influencing, Change. EPIC are a group of 16 disabled young people from across the country who are supported by the Council for Disabled Children to advise the Department for Education on changes to the special educational needs and disabilities (SEND) system as part of the Children and Families Bill.

<http://www.councilfordisabledchildren.org.uk/epic>



**If you, or your school, has something to share in the newsletter, please don't hesitate to get in touch!**

Contact [jane.lindsay@bristol.gov.uk](mailto:jane.lindsay@bristol.gov.uk)

**Look out for the next newsletter at the end of term 4!**