



Welcome...to the final newsletter of this academic year.

You'll all be aware of the recent consultation around high needs block funding and this inside this issue we report back and start to look at ways of making existing funding stretch. Thank you to everyone who's contributed and shared their current practice and thoughts; the discussion will be ongoing throughout next year but we've made a good start.

This is my last newsletter as editor as I'm leaving in August so I want to say a huge thank you for your readership and positive feedback. It's been a real pleasure compiling the newsletter over the last eight years and I shall miss writing for you all!

Meanwhile, the summer holidays are fast approaching and a well-earned rest is calling! Make sure you heed its cry!

Best wishes,
Jane (Editor – Inclusion Service)

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Local Updates

Goodbyes and Hellos

Schools

We say thank you, goodbye and good luck to these SENCOs who are leaving or retiring:

Katherine Field –deputy head and SENCO at Cheddar Grove Primary

Kate Haden – Fromevale Academy

Tracy Kemp - Bristol Technology & Engineering Academy. Tracy will be taking up a permanent post at St George Primary.

Margaret Lacey – Bridge Farm Primary

Ellie Morgan – Luckwell Primary. Her maternity leave will be covered by Jacqui Noble

Kirsten Parton – Victoria Park Primary

Bernie Rowland - St Mary Redcliffe Secondary. Hannah Scott-Mullen will be undertaking the role

Pippa Whittaker – City Academy (maternity leave).



Welcome to:

Sapna Boden – St Werburgh’s Primary

Anita Crawley – Perry Court Primary

Sarah Groves – Bristol Gateway School

Morgan Hardy – Ilminster Avenue Nursery

Kath Senior – Broomhill Infants

Elliot Wood - The Kingfisher School

Charlotte White – Bridge Farm Primary

Specialist Teams

We say goodbye and good luck to these colleagues who are leaving or retiring in August:

Carlos Singh Borel – EMAS

Catherine Brennan (formerly Cranmer) – EMAS

Yasmin Malik - EMAS

You can contact EMAS on optimaedinfo@gmail.com.

Jan Filer – Behaviour Improvement Service

Jak Lee - Educational Psychology Service

Jane Lindsay – Learning Improvement Service

Brian Robathan - Educational Psychology Service

Top Up

The results of the recent consultation on the future of Top-Up (high needs block) funding have now been published. Here we summarise the main points:

- An Inclusion Reference group will be established to oversee inclusion policy, practice and resourcing.
- An inclusion audit will be developed to help promote, monitor and evaluate inclusive practice across the city.
- The Inclusion Reference group will review top-up documentation and guidance.
- Current SENCO clusters should be reviewed and consideration given to the best way to support these groups.
- Top-up bandings have changed to reflect the new financial position, based on BG7 pay grade which has been taken as an average.

Primary Schools

| Band | Total cost (45.4 weeks) | Element 2 | Proposed Top-Up Range |
|--------|-------------------------|-----------|-----------------------|
| Band 1 | £4,352 | £6,000 | £0 |
| Band 2 | £6,972 | £6,000 | £0--£1000 |
| Band 3 | £10,800 | £6,000 | £1001-£5,000 |
| Band 4 | £16,200 | £6,000 | £5,001 £10,000 |
| Band 5 | £19,344 | £6,000 | £10,001 -£13,500 |

Secondary schools

| Band | Total cost (45.4 weeks) | Element 2 | Proposed Top-Up Range |
|--------|-------------------------|-----------|-----------------------|
| Band 1 | £4,352 | £6,000 | £0 |
| Band 2 | £6,972 | £6,000 | £0 |
| Band 3 | £10,800 | £6,000 | £1001-£5,000 |
| Band 4 | £16,200 | £6,000 | £5,001 £10,000 |
| Band 5 | £19,344 | £6,000 | £10,001 -£13,500 |

The government has been seeking views on proposed improvements to the way that high needs funding is distributed, and on other ways to support the administration of funding for pupils and students with special educational needs (SEN) and disabilities, and for those who are in alternative provision (AP). Read more about the consultation at <https://consult.education.gov.uk/funding-policy-unit/high-needs-funding-reform>.

It is now incumbent upon us to consider ways in which we can continue to provide effective support for pupils now that fewer financial resources are available. In the 'Supporting SENCO Practice' section you'll find ideas and materials to consider, and the SENCO briefings for the coming academic year will continue to explore the issue.

Findability



This link takes you to the Findability Guide for Schools and Educational Settings. It provides information and advice for those who provide any education to children and young people with SEND, from birth to 25. http://www.findabilitybristol.org.uk/uploads/ckeditor/attachments/1151/School_s_guide.pdf

Permanent Exclusion Figures

Permanent exclusions so far this academic year: 101
Exclusions prevented: 20

Boys: 66

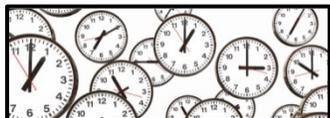
Girls: 35

Updates from the SEN Team

Requests for Statutory Assessment

Any requests for statutory assessment, or annual reviews to be processed should be sent direct to SEN/PfA team.

Top Up applications brought on the day are for the consideration of the Top Up panel only. We regret that we can't accept other paperwork, as there is just too high a risk of delay occurring. Thanks for your understanding.



When the Clock Starts Ticking...

If you are making an application for statutory assessment, the clock starts ticking when **the request paperwork is received by SEN Team**. Please check with the criteria for statutory assessment to ensure that any request is appropriate. All annual review paperwork needs to be sent electronically to the SEN Team within **two weeks** of the review meeting. Any requests for statutory assessment should be sent directly to the SEN or PfA teams, *not* to Top Up panels.

Top Up applications brought on the day are for the consideration of the top up panel only. We regret that we can't accept other paperwork, as there is just too high a risk of delay occurring. Thanks for your understanding.

EHCP Annual Review Forms

Please find attached the slightly amended version of the EHCP annual review form, to be used when reviewing an EHCP.

Reminder: the EHCP is due to be reviewed by one year after it is first issued (12 months from date of the final plan issued following either statutory assessment or conversion from statement). If a revised final plan was issued to name the school at a later date please work from the *original* final date. In subsequent years it is due to be reviewed within 12 months of the previous review.

Thank you,
Suzanne O Kelly, SEN Manager

Guidance to Schools in Conducting a Conversion Review – Statement to EHCP

The conversion review is basically the start of a new statutory assessment, which gives parents a legal right of appeal. It is not simply an annual review of the statement, although it will involve looking at progress, desired outcomes and future provision necessary to meet the outcomes. Having carried out a conversion review, it is not necessary to conduct an annual review of the statement. All statements will be converted to EHCPs in phases and by March 2018 at the latest, unless an EHCP is no longer required.

The SEN team processes the conversions for years 0-10, and the PfA team years 11 and older who are moving to college.

Pre-review meeting

1. The local authority will send you the names of children who must have their statements converted in the academic year 2016-17.
2. Please check that the list is accurate and advise SEN/PfA if there are any discrepancies.
3. Set dates for the conversion review meeting and write to parents, copying the letter to key professionals and your SEN/PfA assessment co-ordinator confirming when and where the meeting will take place. The meeting should take place in term 1, (or the first week of term 2 at the latest) so that time-scales can be met.
4. Invite parents, the child and professionals to make a written contribution to the assessment process. Request new input well in advance of the meeting if you feel that this is required,

e.g. SaLT/OT/EP assessment. Not all professionals will be able to attend, but it is good practice to invite them to attend or make a written contribution.

5. If possible, have a conversation with the child about the things that they find difficult in school (relating to their SEN) and consider together what their hopes/aspirations/desired outcomes could be in those areas in the next key stage.
6. Pre-populate the conversion review form (supplied) as best you can. The form will be the basis of your contribution to the statutory assessment process.
7. If there is any further information you feel the LA needs to know this can be appended to the form, along with the reports from other professionals and the parents and child where possible.

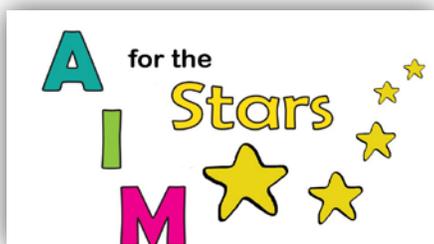
Conducting the meeting

1. A member of school staff will chair the meeting.
2. Although this is not a usual annual review, it is important to look at the current statement and identify what aspects are no longer applicable and where there are any continuing or new needs; particularly in light of transfer to a new school e.g. primary to secondary.
3. Invite parents, the child and other professionals to comment, based on their knowledge or reports.
4. Having 'looked back' at the statement and progress made; 'look forward' to what the child and parents want as outcomes over the next two or three years.
5. Agree short term outcomes and record these.
6. Having identified outcomes, work backwards to identify the steps (the SEN provision that needs to be made) to achieving those outcomes. These must relate to the child's SEN but might include any social care or health provision where there is an element of education or training required.

Post - meeting

1. Complete the form and send back to SEN or the Preparing for Adulthood team within two weeks of the meeting, appending any additional reports.

Findability: Aim for the Stars



The new registration process on **Findability** is now available to complete.

As part of our Local Offer duties from the SEND Reforms we are asking all educational settings to complete our new self-evaluation framework: **AIM for the Stars**.

Once completed, AIM for the Stars will give a snapshot of:

- How physically accessible your setting is – **Accessible Places**
- How inclusive your setting is - **Inclusive Practice**
- How involved children, young people and parent carers are involved in developing your setting - **Meaningful Participation**



To register yourself go to www.findabilitybristol.org.uk and log in or register yourself.

Remember, we are asking you to do this with either a young person or a parent or carer at your school. You can find the AIM for the Stars Framework, and other bits of information on Findability under 'Information for Professionals'.

This year **Bristol City Council** and **NHS Bristol** are carrying out
a
**Special Educational Needs and Disability Baseline
Survey**

This survey will help us to understand what parents, carers and young people think of our services.

There are 5 surveys to choose from:

Early Years - For families with children up to the age of 5.

Primary Survey - For families with children aged 5 - 11 years.

Secondary Survey - For families with young people aged 11 - 18 years.

Preparing for Adulthood Survey - For families with young people aged 19 - 25.

Young Person Survey - For disabled young people and those with special educational needs.

The surveys can be found on **Findability under 'Feedback'**.

These surveys will close on 31st July 2016. In September we will publish the findings in a report that will be available from Findability.

We would appreciate it if you could take the time to distribute the relevant surveys to your families and young people. The more responses we can get the better!





Do you work with children and young people with special educational needs or disability?

Do you support families with children and young people with special educational needs or disability?

Would you like to find out more about what's happening in the SEND sector in Bristol?

Want to join our conversation about what participation is?

**Join our
Local Offer
Networks!**

**Preparing for Adulthood
Network**

For professionals who work directly with young people with SEND (14 - 25 years old).

**Bristol's Local Offer
Network**

For professionals who work with children with SEND and their families.

Our Networks meet three times a year and are a mix of statutory and third sector services across Education, Health and Social Care.

You can find the dates for these networks (and much more) on www.findabilitybristol.org.uk.

Dates for your diary

New SENCO Induction day: Monday 26th September 2016 at
Parkview Office Campus, Whitchurch, Bristol BS14 0TJ

Briefing meetings for September 2016:

Tues/Wed 13th/14th September from 4-5.30pm Venues TBA

Other briefing dates for 2016-17

Tues 17th Oct 16

Wed 18th Oct 16

Thurs 19th Oct 16

Tues 6th March 17

Wed 7th March 17

Thurs 8th March 17

Tues 20th June 17

Wed 21st June 17

Thurs 22nd June 17

Please contact Rachael.reeves@bristol.gov.uk if you can offer a briefing venue or would like to book a place on the New SENCO Induction day.

National Updates

Ofsted and CQC have released the framework and guidance for inspecting the effectiveness of local areas fulfilling their new duties for supporting children and young people with SEND.



The guidance includes the requirements for inspectors to look at local areas' support to children and young people in the SEN support category and also indicates that the inspection should look at joint commissioning arrangements and the local offer. There is also a reference to the role school census data should play to identify possible inconsistencies in the identification of the needs of children and young people's. The framework and guidance also provides clarity about how the inspection outcome will be reported and makes clear that each local area's inspection report (which will be in the form of a letter) will be available publicly after the inspection on the Ofsted, CQC and local authority websites.



The framework can be accessed [here](#) and the guidance can be accessed [here](#).



SEN Statistical Release

The statistical first release provides data from the annual SEN2 data return, which is mandatory for local authorities to complete. The return is the only source of data to report on all statements of SEN and EHC plans maintained by individual LAs. The 2016 publication is the first statistical release to provide data covering a full year of the implementation of the 2014 special educational needs and disability (SEND) reforms.



The latest figures from the Department of Education have been issued, showing that the number of statements and EHC plans continues to increase. In January 2016 there were 74,210 statutory EHC plans and 182,105 statements maintained by LAs. 18.2% of statements in place at January 2015 have now been converted to EHC plans.

Children aged 11 to 15-years-old made up the largest proportion of children and young people with statements (49.7%) and combined statements and EHC plans (43.4%). However, 5 to 10-year-olds made up the largest proportion of EHC plans (31.8%). Children under 5 years of age made up just 1.1% of children and young people with statements but 11.5% of children and young people with EHC plans. This could be because children in this age group are more likely to have entered the system after September 2014, so would have been assessed under the new system for an EHC plan instead of a statement.

<https://www.gov.uk/government/statistics/statements-of-sen-and-ehc-plans-england-2016>

Special educational needs: an analysis and summary of data sources

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/525311/Special_educational_needs_analysis_and_summary_data_sources.pdf



Updated in May 2016, this biannual document provides a combination of analysis and links to the key data sources on children and young people with SEN. The latest figures show a decline in the proportion with SEN since 2010 when 21.1% of pupils had SEN. In January 2015 there was a steeper drop and the number of pupils with SEN decreased from 1.49 million pupils (17.9%) in January 2014 to 1.30 million pupils (15.4%).

In 2015 the proportion of pupils with SEN without a statement/ Education, Health and Care (EHC) plan fell. This may be due to more accurate identification of those with SEN following implementation of the SEN and disability system reforms. The proportion with a statement or EHC plan shows no change.



State of the Nation

See these websites for up-to-date reports on young people's mental health and policy developments.

<http://centreforum.org/live/wp-content/uploads/2016/04/State-of-the-Nation-reportweb.pdf>

http://www.childrenssociety.org.uk/sites/default/files/poor_mental_health_report.pdf

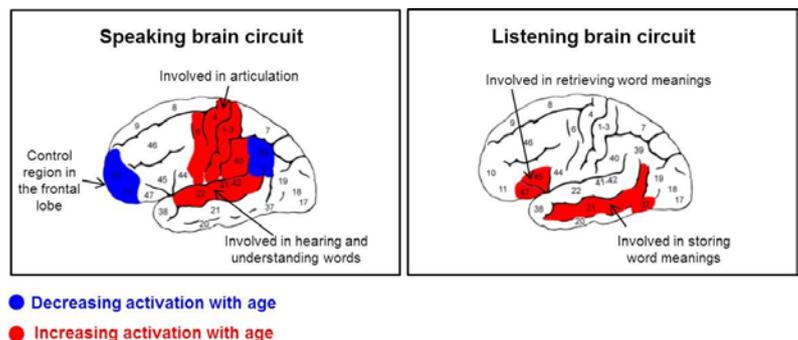
Research

Lighting up young brains: how parents, carers and nurseries support children's brain development in the first five years

Research carried out by Save the Children in conjunction with the Read On. Get On. campaign is summarised in this interesting accessible report. Evidence shows that the language and cognitive development of young children is inextricably linked, with the progress of one supporting the advancement of the other. The report emphasises the importance of the role of the home learning and nursery environments and includes a set of top tips for parents. The final recommendation is for every nursery in England to be led by an early years teacher by 2020.

Find this fascinating report at

http://www.savethechildren.org.uk/sites/default/files/docs/Lighting_Up_Young_Brains.pdf .



Supporting SENCO practice

An ongoing challenge for SENCOs and teachers is how to provide effective education and support for pupils with SEND in the light of the reductions in high needs block (HNB) funding.



Creative, collaborative thinking and problem solving will be paramount if we are to devise effective ways to support children and young people within our graduated approach. Nasen has produced a free booklet, 'Collaborative Learning for SEN: the Role of the SENCO', which suggests ways in which SENCOs can support colleagues including coaching, mentoring, lesson studies and many more. The introduction states:

'For teachers to have confidence and develop competence in SEN support arrangements, the SENCO must be seen as the in-school/setting driver for change. This guidance promotes the profile of the SENCO as the in-school SEN specialist, enabling and empowering teachers to actively develop their own understanding of the impact that a special educational need or disability can have on a pupil's learning.'

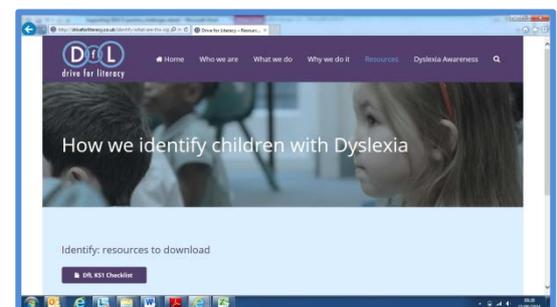
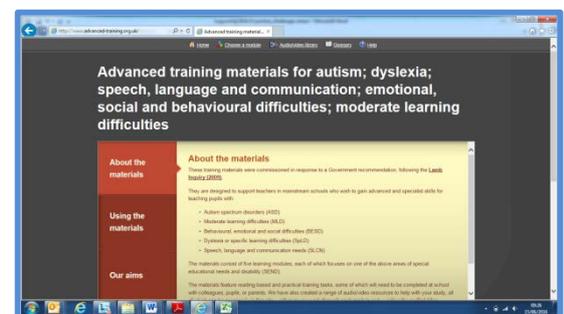
The booklet, which is free to download from the SEND Gateway, provides a good starting point from which to plan future directions and develop high quality teaching for pupils with SEND in the classroom.

<http://www.sendgateway.org.uk/resources.collaborative-learning-for-sen-the-role-of-the-senco1.html>

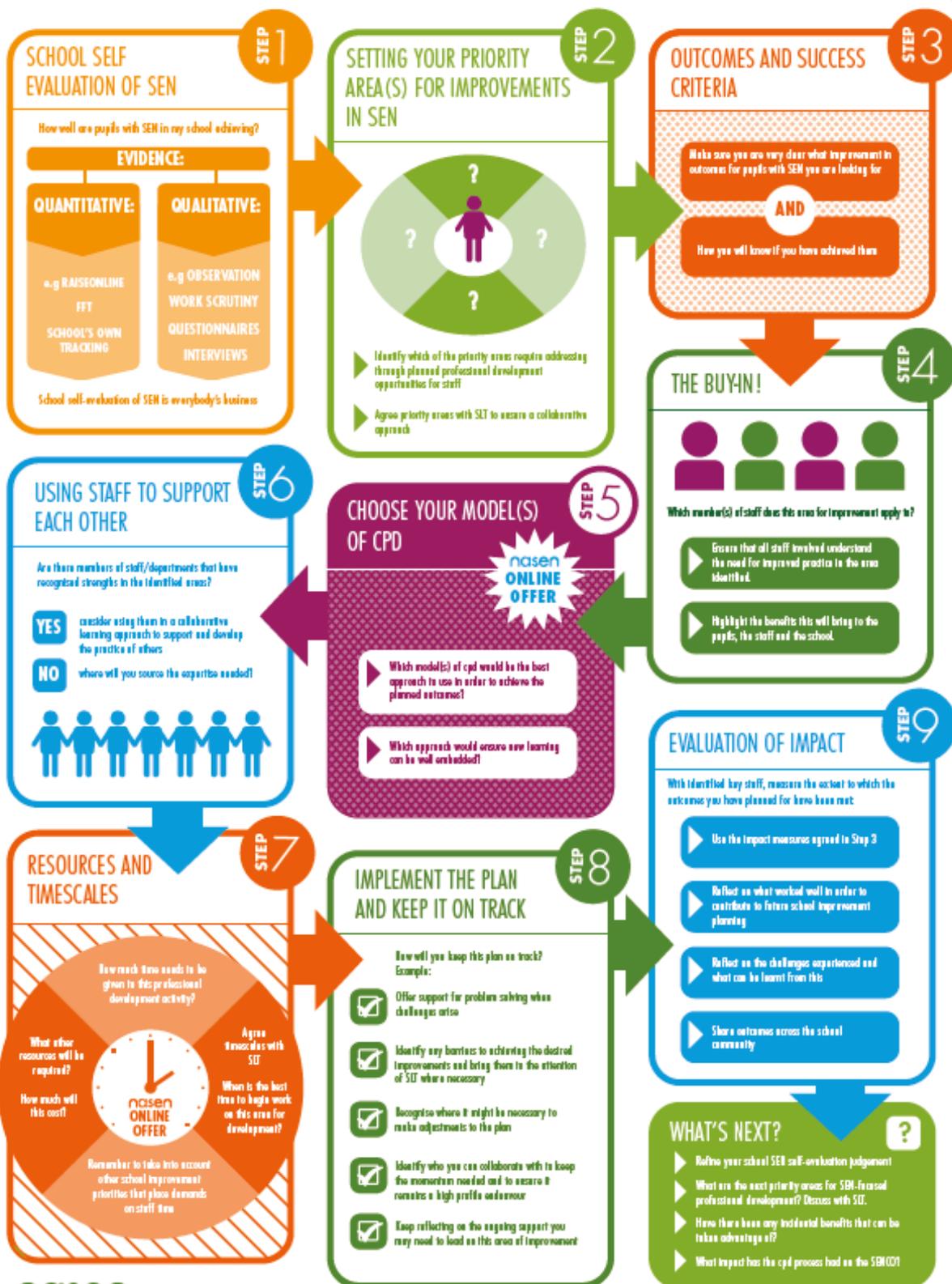
Top Tips for Supporting Staff

As next year progresses we'll develop an increasing number of ways to support inclusion in the classroom. Here's a selection of top tips to start us off:

- Set up a folder of inclusive strategies on your school drive. Staff can access ideas, resources and links to websites without having to always refer to you as the SENCO. Useful websites include:
 - **Advanced Training Materials:**
<http://www.advanced-training.org.uk/>
 - **Drive for Literacy**
<http://driveforliteracy.co.uk/identify-what-are-the-signs/resources-how-we-identify-children-with-dyslexia/>
 - Audit the learning environment: ensure pupils have the resources they needs and know how to access and use them. Discuss this with your LIS consultant at your core visit.



COLLABORATIVE LEARNING FOR SEN: THE PROCESS



Metacognition

SENCOs will recall the Sutton Trust Pupil Premium Toolkit summary of effective, value for money interventions which included developing metacognition as one of the top two strategies. Given that one of the EEF's recommendations from the guidance report *Making Best Use of Teaching Assistants** is to 'Use TAs to help pupils develop independent learning skills and manage their own learning' it might be useful to consider how any additional adult in the classroom can foster pupils' independence and metacognition. Teaching independence will enable pupils to develop transferable skills which can be employed in many lessons and situations. Encourage pupils to ask themselves the following questions:

- **Why am I doing this?**
- **How does it connect with what I have learnt before?**
- **How will it connect with what I am learning next?**
- **What strategy shall I use?**
- **What's the end product?**
- **How will I know if I'm successful?**

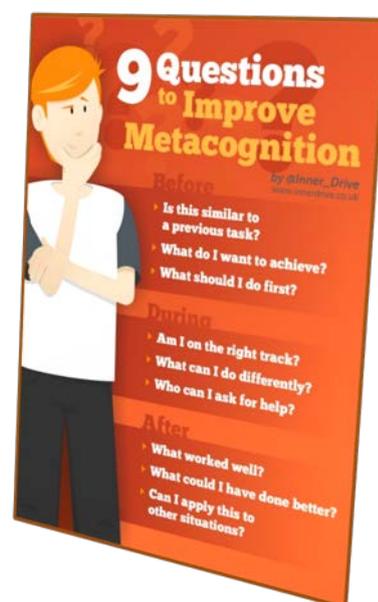
Inner Drive suggests that there are nine key metacognitive questions which fall into three sections:

Before a Task – Is this similar to a previous task? What do I want to achieve? What should I do first?

During The Task – Am I on the right track? What can I do differently? Who can I ask for help?

After a Task – What worked well? What could I have done better? Can I apply this to other situations?

Download the questions on a poster at http://www.innerdrive.co.uk/Release_Your_Inner_Drive/9-questions-to-help-develop-metacognition/ .



More top tips: adapting classroom tasks

- Help pupils make connections with their own experiences, interests and knowledge.
- Consider: does the task need to be broken down into smaller, mini-tasks to be achievable?
- Provide modified reading material.
- Provide visual prompts to support text.
- Identify key vocabulary and display words as they are introduced.
- Provide writing or paragraph frames if necessary.
- Prepare pupils for writing by showing how to use writing frames, vocabulary list, phoneme charts, etc.
- Show pupils an example of the end product: remember 'WAGOLL' - what a good one looks like.

Peer Support

- Have a rolling system of learning buddies for specific subjects
- Talk Partners
- Peer support for task checking, marking and editing

*Recommendations from EEF Guidance Report "Making Best Use of Teaching Assistants" by Jonathan Sharples (Education Endowment Foundation and Institute of Effective Education), Rob Webster (UCL Institute of Education) and Peter Blatchford (UCL Institute of Education)



Top Tips from SENCOs

Sharon Degg, SENCO at The Dolphin and Kingfisher schools kindly shares her practice

Achieving Independence and Inclusion in the Classroom

As a SENCO I am always trying to find ways to support teachers to set up strategies for pupils to be more independent in their learning. Developing resilience and self-confidence as learners is vital if pupils are to reach their full potential.

One strategy that has been very successful, that I discovered from liaising with a school in Swindon, is the implementation of a **Help Me** area in the classroom. This can be as big as a display area or as small as a box labelled **Help Me**. The strategy is that pupils learn to use the resources in this area or box as the first step if they need support to complete a learning task. Pupils are taught to use and then directed to the **Help Me** area or box by classroom staff and use the resources there to find the answer or support they need to continue with their learning. The expectation is for pupils to problem solve using the materials provided to enable them to find the answers themselves to achieve the learning objective. This strategy encourages and develops independent learning skills with less reliance on adults. This also helps pupils to develop self-confidence and resilience to find the answers themselves.

The **Help Me** area can be set up for maths and/or English as well as general resources. Items such as rulers and coloured overlays, word banks, recording devices for writing, triangular pens, dictionaries, thesaurus, number lines and Numicon materials etc., are all useful, as well as topic specific materials which will change according to the learning objective. Pupils must be taught how to use the materials to support their learning and then given access to use it with independence.

Resources that are used to support those learners who may have dyslexic type difficulties are also really useful. Having access to resources as part of general classroom materials means that all pupils have access to the same items and therefore these materials are not seen as anything different. This provides support for those pupils who might be self-conscious when using resources, such as coloured overlays. If all pupils have access to the same materials it is not seen as anything different and pupils don't feel awkward using them.

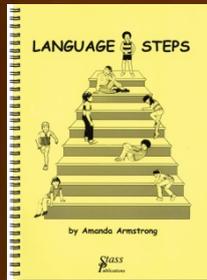
Using this one strategy, setting up a **Help Me** area or box in the classroom, results in numerous benefits for all pupils. Not only are pupils increasing their knowledge and use of materials with independence, they are also implementing a strategy to develop their self-confidence as learners by having a go to solve the difficulties they may be having with a learning task before asking for adult help and guidance. Having a specific space or box to develop pupil's independence is a quick and easy strategy to implement within a busy classroom.

Numeracy Help Me Box at
The Dolphin School Bristol
Many thanks to Sharon for sharing her practice.

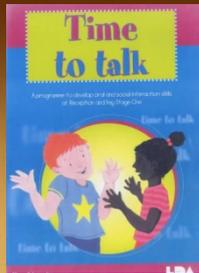


Summerhill Infant School SEND Cupboard of Interventions

Single words to 4 word sentences



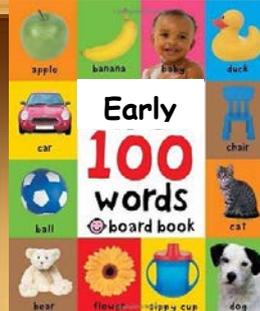
Small group speaking and listening programme



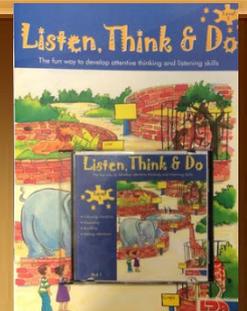
Small group speaking and listening programme



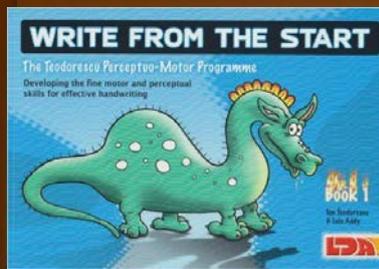
Learning first 100 words



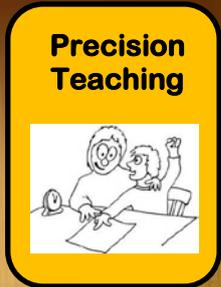
Attention and Listening Skills



Handwriting



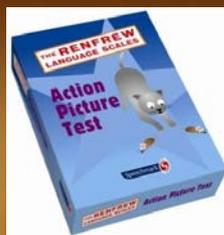
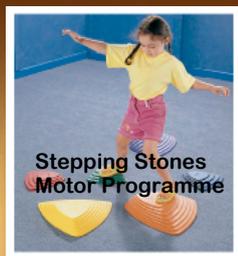
Pencil Fasiirin



Small group or 1:1 phonics



Nessy learning programme reading and spelling

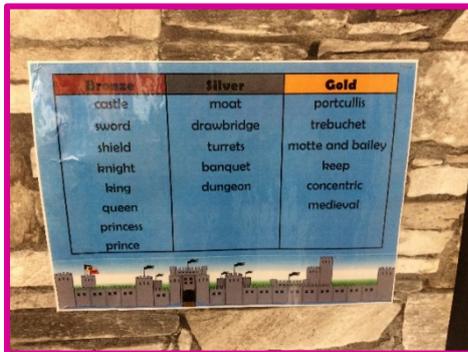


A range of benchmarking assessments for maths, speaking and listening and reading.

‘Virtual’ cupboards

As you can see on the previous page, Sara Pinnock, SENCO at Summerhill Infants has designed a ‘virtual cupboard’ of interventions so that all staff can quickly check the resources currently available. Copying and pasting pictures onto a set of virtual shelves saves all that time-consuming rummaging in cupboards!

Word Aware: developing children’s vocabulary at Summerhill Infants’ School



SENCOs may remember a short article on ‘Word Aware’, a publication by two speech and language therapists, which describes an approach to developing children’s vocabulary in the classroom. After hearing Jean Gross’s endorsement of the book at a SENCo conference, Sara was inspired to implement the method at her school.

The method for teaching is called STAR: Select, Teach, Activate and Review. Teachers compile a word list for the topic they are about to teach and then divide these words

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). Words are then chosen to reinforce or introduce for every topic lesson. Sara reports that this has impacted positively on their vocabulary acquisition; children are using new vocabulary in their play and it has improved their use of language in their writing. Staff are also using this method for the literacy text the class are working on each week - having identified children’s spoken vocabulary as in need of expansion, she introduced Word Aware in a staff INSET and the results speak for themselves.



Thanks to Sara and staff for sharing their practice.

Conversion Reviews: Updates from the SEN Team

Thank you for sending in the conversion reviews (CRs) as they are carried out. Please look out for the email giving you the names of pupils up to and including year 10 who require conversions in 16/17, along with the guidance, the CR paperwork and the sample letter to send to parents. Please find attached the guidance, early years, primary and secondary plans for each year, a summary table showing all year groups in 16/17 and their conversion years. Please discuss with the Preparing for Adulthood team which Y11s and older will require a conversion in 16/17.

Reminder: pupils who may be moving between mainstream and special, who may be moving to a new local authority, or for whom you are requesting an alternative learning placement, will ALL require conversion reviews if they have a statement.

And lastly: if you have any current year -1,2 6 or 9 who have not yet converted, please advise your assessment co-ordinator of the date you have set for the conversion. If you are having difficulty reaching families we recommend you ask KIDS (www.kids.org.uk) for support in doing this.

Pre School

| | 2014-2015 | 2015-2016 | 2016 -2017 | 2017 - 2018 |
|--|---|---|---|---|
| Actions needed by pre-school or schools | <p>If statement of SEN or non-statutory EHCP AND they are transferring to school in September 2015 ensure that an annual review (conversion review) is held.</p> <p>If statement of SEN and NOT transferring to school hold annual review of statement.</p> <p>Continue to identify children with SEN through graduated approach and request statutory EHC needs assessment, where they meet the criteria.</p> | <p>If statement of SEN AND they are transferring to school in September 2016 ensure that an annual review (conversion review) is held in Term 1 – September 2015. Invite parents/carers and relevant professionals.</p> <p>Return all transfer review papers to the SEN Team within 2 weeks of meeting and by 1st December 2015 at the latest.</p> <p>All EYs to school transitions must be converted from statement to EHCPs this academic year.</p> | <p>All pre-school to school conversions should have been completed. If not please let SEN know and proceed as for 2015-16 – holding a transfer/conversion review in Term 1 of 2016</p> | <p>All conversion review will have been carried out.</p> <p>New EHC assessments ONLY.</p> |
| Actions by local authority | <p>SEN Team identify all pre-school children with statements due to transfer to school in September 2015 and send out letters to parents and pre-school settings, informing them that the setting will start the transition review process. SEN to receive transition review papers by 1st December 2014</p> | <p>July 2015 - SEN Team identify all pre-school children with statements due to transfer to school in September 2016 and send out letters to pre-school settings asking them to start the transition review process in September 2015. SEN to receive transition review papers by 1st December 2015 Consider an LA officer attending the review meeting.</p> <p>A final EHCP will be issued by 15th February 2016</p> | <p>All EY to school conversions should have been completed</p> <p>If not (e.g. mover in) proceed as for 2015-2016.</p> <p>New EHC needs assessments ONLY</p> | <p>New EHC needs assessments ONLY</p> |

Primary

| | 2014-2015 | 2015-2016 | 2016 -2017 | 2017 - 2018 |
|-----------------------------------|---|--|--|--|
| Actions by primary schools | <p>If Y2 or Y6 with statement of SEN or non-statutory EHCP AND they are transferring to a different phase of education (or moving between special and mainstream) in September 2015 ensure that an annual review (conversion review) is held.</p> <p>If statement of SEN and NOT transferring to another phase of education hold annual review of statement.</p> <p>Continue to identify children with SEN through graduated approach and request top up or EHC needs assessment where they meet the criteria.</p> | <p>If Y2 or Y6 with statement of SEN AND they are transferring to a different phase of education (or moving between special and mainstream) in September 2016 ensure that an annual review (conversion review) is held in Term 1 – September 2015. Invite parents/carers and relevant professionals.</p> <p>If statement of SEN and NOT transferring to another phase of education hold annual review of statement as usual.</p> <p>Return all conversion review papers to the SEN team within 2 weeks of meeting and by 1st December 2015 at the latest.</p> | <p>All children in Y2 or Y6 with a statement of SEN (or children from other year groups who may be moving between special and mainstream) ensure that a conversion review is held in Term 1 – September 2016. Invite parents/carers and relevant professionals.</p> <p>Other children: hold annual review of statement as usual.</p> <p>Return all conversion review papers to the SEN team within 2 weeks of meeting and by 1st December 2016 at the latest.</p> <p>These conversions can also be held in terms 5 and 6, 2016 when the identified children are in Years 1 or 5.</p> | <p>For ALL remaining statements of SEN ensure that an annual review (conversion review) is held in Term 1 – September 2017. Invite parents/carers and relevant professionals.</p> <p>Return all review papers to the SEN team within 2 weeks of meeting and by 1st December 2017 at the latest.</p> <p>All conversions from statements to EHCP must be completed by 31st March 2018</p> |
| Actions by local authority | <p>SEN Team identify all Y2 or Y6 children with statements due to transfer to school in September 2015 and send out letters to parents and schools informing them that the school will start the transition review process.</p> <p>SEN to receive transition review papers by 1st December 2014</p> | <p>July 2015 - SEN team identify all Y2 or Y6 children with statements due to transfer to new KS in September 2016 and send out letters to schools asking them to start the annual review (conversion review) process in September.</p> <p>SEN to receive conversion review papers by 1st December 2015. Consider LA officer attending transfer review Issue EHCP by 15th February 2016.</p> | <p>June 2016 - SEN Team identify all Y2 or Y6 children with statements and send out emails to schools asking them to start the conversion review process.</p> <p>SEN to receive transition review papers by 1st December 2016</p> <p>Assessment co-ordinators will attend some meetings. Issue EHCP final by 15th February 2017.</p> | <p>June 2017 - SEN Team identify all remaining primary children with statements and send out letters to schools asking them start the transition review process.</p> <p>SEN to receive transition review papers by 1st December 2017</p> <p>Consider LA officer attending review meeting. Issue EHCP by 15th February 2018.</p> |

Secondary

| | 2014-2015 | 2015-2016 | 2016 -2017 | 2017 - 2018 |
|-------------------------------------|---|---|--|--|
| Actions by secondary schools | <p>If Y11 with statement of SEN AND they are transferring to college or training (or moving between special and mainstream) in September 2015 ensure that an annual review (conversion review) is held.</p> <p>If statement of SEN and NOT transferring to college or training (e.g. staying at 6th form) hold annual review of statement.</p> <p>Continue to identify children with SEN through the graduated approach and request top up or EHC needs assessment where they meet the criteria.</p> <p>Return all transfer review papers to LA (Preparing for Adulthood Team) within 2 weeks of meeting and by 15th March at the latest.</p> | <p>If Y9 with statement (or moving between special and mainstream) in September 2016 ensure that an annual review (conversion review) is held in Term 1- September 2015 (and follow process below).</p> <p>If Y11, Y12 or Y13 with statement of SEN AND they are intending to transfer to college, an apprenticeship (with college element) or training (or moving between special and mainstream) in September 2016 ensure that an Annual Review (conversion review) is held in Term 1 – September 2015. Invite parents/carers (if Y12 or Y13 with the students agreement) PfA advisor and relevant professionals, including preferred FE college/s if known.</p> <p>If statement of SEN and NOT transferring to college</p> | <p>Y9 with statement of SEN (or any year pupil who may be moving between special and mainstream/moving to new LA or requesting alternative package) conversion review is held in Term 1 2016. Invite parents/carers and relevant professionals.</p> <p>If Y11, Y12 or Y13 with EHCP hold annual review of EHCP invite parents and relevant professionals and preferred FE college, if known/applicable. If intending to move to college, apprenticeship or training invite PfA adviser.</p> <p>Any outstanding Y11, Y12 or Y13 with statement of SEN AND they are intending to transfer to a college or training (or moving between special and mainstream) in September 2017 ensure that an annual review (conversion review) is held</p> | <p>All remaining statements of SEN - ensure that an annual review (conversion review) is held in Term 1 – September 2017. Invite parents/carers and relevant professionals.</p> <p>Return all Y9 conversion review papers to SEN within 2 weeks of meeting and by 1st December 2017 at the latest.</p> <p>For Y11 or older with an EHCP hold annual review of EHCP invite parents and relevant professionals and preferred FE college, if known. If intending to move to college, apprenticeship or training invite PfA adviser.</p> <p>Return review papers on any year 7-10 to the SEN team and any Y11-Y13 to the PfA team within 2 weeks of the meeting and by 1st December 2017 at the latest.</p> |

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|-----------------------------------|--|---|--|--|
| | | <p>or training (e.g. staying at 6th form) hold annual review of statement and send to SEN department.</p> <p>Return Y9 conversion review papers to SEN or Y11, Y12 & Y13 to PfA team within 2 weeks of meeting and by 1st December 2015 at the latest.</p> <p>NB: All students with statements transferring to post 16 must be completed by 31st March 2016</p> | <p>in Term 1 – September 2016. Invite parents/carers (if Y12 or Y13 with the students agreement) and relevant professionals. Ensure PfA advisor is invited.</p> <p>Statements of SEN in other year groups - hold annual review of statement and send to SEN department.</p> <p>Return Y9 conversion review papers to SEN & Y11 or older to PfA team within 2 weeks of meeting and by 1st December 2016 at the latest.</p> <p>NB: All students with statements transferring to post 16 must be completed by 15th February 2017</p> | <p>Other EHCPs hold an annual review of the EHCP</p> <p>NB All students with statements transferring to post 16 must be completed by 15th February 2018</p> |
| Actions by local authority | PfA Team identify all Y11 Young People with statements due to transfer to college or training in September 2015 and send out letters to parents and schools informing them that | July 2015 - SEN Team identify all Y9 children with statements and send out letters to schools asking them to start the transition review process in September. | June 2016 - SEN Team identify all Y9 children with statements and send out letters to schools asking them to start the annual review (conversion review) process. | June 2017 - SEN Team identify all remaining Y7-10 children with statements and send out letters to schools asking them to start the annual review (conversion review) process. |

| | | | | |
|--|---|--|---|--|
| | <p>the school will start the transition review process.</p> <p>PfA team to receive transition review papers by 15 March 2015</p> <p>Complete transfer review process by 31st May for transition into post 16</p> | <p>June 2015 – PfA Team identify all Y11 Y12 & Y13 children with statements intending to transfer to college or training In September 2016 and send out letters to schools asking them to start the annual review (conversion review) process in September.</p> <p>June/July 2015 PfA adviser to visit schools to discuss individual students and intended destination.</p> <p>SEN (Y9) or PfA team (Y11, Y12 & Y13) to receive transition review papers by 1st December 2015</p> <p>Y9 EHCP issued by 15th February 2016</p> <p>Post 16 EHCP issued by 31st March 2016</p> | <p>June 2016 - PfA Team identify all Y11 & older Young people with statements and send out letters to schools asking them to start the annual review (conversion review) process if the young person may be moving to college.</p> <p>June/July 2016 PfA adviser to visit schools to discuss individual students and intended destination.</p> <p>SEN (Y9) or PfA (Y11, and older) to receive transition review papers by 1st December 2016</p> <p>EHCP finals issued by 15th February 2017</p> | <p>June 2016 - PfA Team identify all Y11, Y12 & Y13 children with EHCP <u>intending to move to college or training</u> and send out letters to schools asking them to start the annual review process in September and invite them to the meeting.</p> <p>June/July 2016 PfA adviser to visit schools to discuss individual students and intended destination.</p> <p>SEN (Y9) or PfA (Y11 and older) to receive review papers by 1st December 2017</p> <p>EHCP finals issued by 15th February 2018</p> |
|--|---|--|---|--|

Exam access arrangements: a quick guide

If you need help or advice for students who need exam concessions, Alison Carmody of the Learning Improvement Service is the person to ask! As well as her consultant role in the LIS, Alison is also a specialist dyslexia teacher in a secondary school and carries out many exam access arrangements (EAA) each year, both in her own and other schools.



Alison has kindly provided the latest guidance:

Each academic year, new guidance is published by the Joint Council for Qualifications. This year's guidance can be found at: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2015-2016>

We await the guidance for 2016-17.

If SENCOs have any specific queries, exam centres (but not parents) can contact JCQ directly at centresupport@jqc.org.uk. JCQ are very helpful; queries are promptly addressed and clear guidance given.

The published JCQ guidance always contains deadlines for submitting applications online for access arrangements and modified papers for GCSE and GCE qualifications; for example, for this **May/June 2016** the deadlines were:

- **Modified papers: 31 January 2016**
- **All other access arrangements: 21 March 2016**

(Note how early the modified paper's deadline is.) This year's round of inspection by the JCQ inspector has begun and awareness of the key changes in the 2015-16 regulations is vital.

Some key changes this year:

- Assessment for EAA must be carried out by those who hold a post-graduate qualification in individual specialist assessment at or equivalent to **Level 7** and this must include training in key areas (detailed on page 82 section 7.3.4. of the guidance). Copies of the assessor's certificates must be readily available for inspection.
- Documentation supporting applications made for EAA must be presented by the SENCO to the JCQ inspector.
- Form 8 must be used to record information about a candidate's access arrangements and be presented for inspection; centre equivalents are no longer acceptable.
- If a pupil has complex needs a Form 8 is not necessary. This year 'Social, Mental and Emotional Needs' has been added, but there must be a letter or file note written by the SENCO (which actually needs similar information to that required by a Form 8) plus supporting documentation e.g. see page 26 (section 5.2.3) in the guidance for clarification around an application for 25% extra time in such a case.
- There is a new Form 8 with only three sections in part A.

Form 8 is available from: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>

- The Form 8 must be stapled and the candidate's name must be on every page.
- Check you have the up to date format for the data protection notice that pupil signs; this form may be downloaded from the JCQ website:

<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online/data-protection-notice>

If you need assessments for EAA for some of your students, please email Alison at Alison.carmody@bristol.gov.uk.

Speech, Language and Communication Needs



They're back!

Based on the iconic television show, *Clangers Magazine* is packed with activities for three to five-year-olds to read, make and do, all designed to help develop early language and communication skills. Covering all areas of the Early Years Foundation Stage, the magazine takes young readers on an intergalactic journey as they help the Clangers on their latest adventure. Contact the National Literacy Trust to subscribe contact@literacytrust.org.uk.



Save the Children has released a briefing paper reporting findings from the Millennium Cohort Study undertaken by the UCL Institute of Education. Findings convey the link between early language development (age 5) and primary school attainment in English and Maths (ages 7-11).

Key findings include the fact that one in four children who struggled with language at age five do not reach the expected standard in English at the end of primary school, compared with one in 25 children

who had good language skills at age five. The analysis also shows that one in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five.

These findings re-emphasise the need for good quality early years services and support for parents, so that every child has the basic skills they need to succeed at school.

To access the full paper, see

http://www.savethechildren.org.uk/sites/default/files/images/early_language_development_briefing_paper.pdf.

Resources

The **National Deaf Children's Society** have joined forces with Childnet International to create a set of e-safety resources that aim to encourage deaf children and young people aged 11–16 to stay safe online. The NDCS have created lesson plans for secondary school teachers on safe social networking, cyberbullying and sexting, as well as providing a helpful webpage for parents and an information flyer for young people.



Deaf children can miss out on informal learning, such as playground talk about internet and social media use, and often have lower literacy levels than other children their age. This means that they might need extra help to use the internet safely, especially as information on privacy and safety features can be difficult to understand.

http://www.ndcs.org.uk/family_support/technology_and_products/safe_online/online_safety.html

Clicker 7 training videos

New videos will teach you how to use **Clicker 7** in easy to follow, bitesize chunks. Topics include:

- How to edit, print and save Clicker documents
- How to personalise the settings to each pupil's individual requirements
- How to create your own Clicker Sets, including Sentence Sets, Word Banks, Talk Sets and Clicker Boards
- How to use the eye gaze and SuperKeys accessibility options.

Find all these and other free training materials at <http://www.cricksoft.com/uk/training/clicker-7-training/90-second-videos.aspx>



Engage Therapeutic Services

Engage Therapeutic Services offer a range of therapy and clinically held therapeutic key working delivered by experienced and qualified professional (BACP /FHT) endorsed therapists. Our offer includes outreach therapy, play therapy, art psychotherapy, integrative counselling, coaching and holistic therapy and family therapy.

We are solution focused and strive to support clients' independence and develop sustainable emotional health, wellbeing and connection. Our holistic teams teach individuals relaxation skills and stress management tools to support this. Therapists provide opportunities for relational skills work and emotional regulation and strive to repair developmental skills deficits that may have been caused by adverse childhood experience, breaches in attachment or trauma.

We work primarily 1 to 1, but also with parents and children together, and for secondary age children in small creative emotional exploration groups. Our work is usually medium to long term based on therapeutic assessment. All our work is clinically supervised and case managed. We have extensive experience of working with children who have multiple disadvantages and are able to provide support and training and strategies to professionals working in this area if required. We also offer group supervision to support individuals and teams working with children. We deliver psycho-educational support packages and training to children and professionals.

At key stages 1 & 2 we provide assessments and reports for EHCP and evidence in support of top up funding. Our primary team are trained as school attachment leads and are able to support schools in the development of and supervision of attachment teams.

Contact Theresa: 0752 399 56 96

CPD Section

When planning CPD for the year, SENCOs will want to reflect on the following points, suggested by nasen:

- What is most relevant to staff at the moment?
- What are the particular needs of our pupils?
- What does our monitoring tell us the needs are?
- Has anything been raised by parents or other stakeholders?
- What do staff feel concerned about?

Time is also an issue; there are many priorities for staff meetings and INSET days, all of which involve face-to-face delivery. Sometimes online training can be a useful option as staff can fit this in when it's convenient for them.



Nasen has issued a suite of training materials, funded by the Department for Education, aimed at teachers and practitioners working with children and young people aged from 0 -25.

The modules explore:

- high quality practice and what this means for pupils with SEND;
- participation of children or young people and of their parents and families;
- identifying needs and assessment;
- the process for arriving at meaningful outcomes;
- meeting needs and how the cycle of *assess, plan, do, review* can be used to best effect.

The sixth module involves research in practice.

Focus on SEND training offers both online content and opportunities to carry out practical activities in your own setting. The completed course can be downloaded as a pdf, along with a printable certificate and can comprise evidence of CPD. For more information, see <http://oln.nasen.org.uk/>.



**Do you have a pupil with Down syndrome (DS) in your class?
Will you be having a new pupil with DS in September?**

The Learning Improvement Service is offering three workshops for teachers and TAs on planning and provision for pupils with Down syndrome:

| | | | |
|---|--------------|---------------------------|-----------------------|
| Workshop 1: Learning profiles Oct 12 th a.m | 9.00 – 12.00 | Parkview training room | £210 for 3 w'shops |
| | “ | “ | |
| Workshop 2: Language and literacy Nov 8 th a.m | “ | “ | |
| Workshop 3 Maths and behaviour Dec 7 th a.m | | | |

Previous course participants have said:

'Inspirational, thank you both. Love the down to earth approach, realistic expectations, feels do-able'

'Thank you, really helpful and informative'.

You can book places online at www.tradingwithschools.org.

TwS Inclusion Service - CPD Courses Sept – Dec 2016

| Title | Course Outline/ Description | Lead colleague | Date | Times | Venue | Cost |
|--|--|--|--|---|--|---------------------------|
| Mindfulness in Schools for Staff and Children/Young People | This course is an introduction to mindfulness: its background, a chance to enjoy and experience mindfulness practice and hear about interventions for children, young people and staff. | EPS Duncan Gillard | Monday 17 th October pm 2016 | 1.15 – 3.30 | Parkview training room | £70 |
| Planning and Provision for Pupils and Students with Down Syndrome (3 workshops) | Workshop for class teachers and LSAs to enable the progress of pupils/students with Down Syndrome. The first workshop will cover general learning profiles. The second will cover language and literacy development. The third will cover numeracy provision, behaviour and transition. | LIS Tracey Nairn and Alison Carmody | Workshop 1 – Oct 12 th am Workshop 2 – Nov 8 th am Workshop 3 – Dec 7 th am | 9.00 – 12.00 “ “ | Parkview training room “ “ | £210 for 3 w’shops |
| New SENCO Induction | An information day and opportunity to network for SENCOs/INCOs new to post in Bristol. | LIS Tracey Nairn and EPS | Mon 26 th Sept 2016 | 9.00 – 3.30 | Parkview training room | Free - funded by LA |
| Numicon Intervention Programme (5 sessions) | An individualised intervention targeting gaps in mathematical understanding as identified by detailed diagnostic assessment. A number of people from each setting need to attend the course to effectively embed this intervention. | LIS Alison Carmody and Carol Wells | Mon 19 th Sept Tues 11 th Oct pm Mon 31 st Oct pm Tues 29 th Nov Mon 30 th Jan pm | 9.15 – 3.15 1.15 – 3.15 1.15 – 3.15 - 1.15 – 3.15 | Parkview t. rm Parkview t. rm Parkview t. rm School visit Parkview t. rm | £250 per person |
| Developing Attachment Aware Practice | A course aimed at primary school staff looking at attachment theory, nurturing principles, models | BIS Helen Wright | Tues 27 th Sept 2016 | 9.15 – 3.15 | Parkview training room | £130 |

| | | | | | | |
|---|--|---|--|--------------------------------|--|--|
| | and strategies for developing emotional literacy and sensory regulation | | | | | |
| LEGO Build to Express in Nurturing Schools (Introduction and twilight follow-up) | BuildToExpress encourages pupils to express their thoughts and ideas symbolically, which is a more playful, creative and hands-on way of engaging pupils of all abilities. Lego BuildToExpress is an exciting and practical course for teachers, TAs, and nurture group staff. The course reflects Ofsted's emphasis on building learning behaviour and inspiring children to learn. | BIS Helen Wright Plus external provider | Tues 4 th October 2016 – am Tues 7 th Feb 2017 – follow-up twilight | 9.00 – 1.00 4.00 – 5.00 | Parkview training room Parkview training room | £180 for 2 inputs and specialist lego kit to take away |

Conferences

| Title | Intended Outcomes | Lead colleagues | Date | Times | Venue | Cost to delegate |
|---|---|---|---------------------------------------|--------------|----------------------------------|-------------------------|
| Annual Bristol LA SENCo Conference | A day designed specifically for SENCos; enabling SENCos to hear national speakers and network with those in the same role. Local SEND updates will be shared. | Learning Improvement Service | Tuesday March 21 st 2017 | 9.00 – 4.00 | BAWA | £150 |
| “Inside I’m Hurting” Level 1 Attachment Training | Participants will end the day with a greater understanding of attachment theory and practical ideas and strategies to put in to practice within their schools and classes | Behaviour Improvement Service with Clare Langhorne (Associate of Louise Bomber) | Friday November 18 th 2016 | 9.00 – 4.30 | Gloucester County Cricket Ground | £150 |
| Wellbeing Conference | Keynote speakers and workshop facilitators will present on cutting -edge research and practice around how best to promote, enhance and support the psychological wellbeing of children and young people. Keynote speakers: Professor Katherine Weare and Dr Paul Flaxman The theme of this conference also extends to the wellbeing of staff and the wider school community. Research has shown that optimising staff effectiveness in the workplace is best addressed by enhancing staff wellbeing. | Educational Psychology Service | Tuesday 17 th January 2017 | 9.00 – 4.00 | Gloucester County Cricket Ground | £150 |



Closing the gap in reading 2016-17

| Course | Dates | Audience | Details | Cost |
|--|--|--|---|-------------|
| Reading Recovery Initial Professional Development Course <i>Y1 and Y2 lowest attainers in literacy</i> | Sept 2016 – July 2017 | Teachers | An in-service course leading to accreditation with IOE, UCL | £3000 |
| Running Record and Benchmark Training | 4 th Oct | Teachers, SENCos | 1.00 – 4.00 | £70 |
| Boosting Reading @ Primary <i>KS1 KS2 and KS3 struggling readers</i> | 15 th and 22 nd Sept 3 rd and 10 th Nov 12 th and 19 th Jan 16 th and 30 th Mar 27 th Apr and 4 th May | Teachers, TAs, SENCos, English subject leaders, business and community volunteers, parents | 2 days 9.15 – 2.45 pm | £140 |
| Inference Training <i>KS2 and KS3 children who decode accurately but fail to read with meaning and enjoyment</i> | 30 th Sept and 7 th Oct 3 rd and 10 th Feb 9 th and 23 rd May | Teachers, SENCos, English Subject Leaders, Teaching Assistants | 2 mornings 9.00 am – 12.00 am | £170 |
| A to Z Programme <i>Reception, Y1 or EAL children at Book Band 1 (pink)</i> | 10 th Oct 23 rd Jan | EYFS leads, Reception and Y1 teachers, TAs, SENCos | 1 afternoon 1.00 – 4.00 pm | £70 |
| Switch – on Literacy <i>KS2 and KS3 struggling readers</i> | 6 th and 20 th Oct 2 nd and 9 th Feb 11 th and 18 th May | SENCos, English Subject Leaders, support teachers, teaching assistants | 2 days 9.15 – 3.15 | £330 |
| English Subject Leaders Network | 19 th October 7 th March | English subject leaders | 9.00 – 12.00 | |
| Help! I'm in charge of the library | 21st Oct | Teachers, librarians | 9.15 – 3.00 | £130.00 |
| Great library but where are the children? | 24th Feb | | 9.00 – 12.00 | £70.00 |

For more information and to book go to the TwS website <http://tradingwithschools.org>
Twitter @TradingWithSchools

Parents and Carers



Impartial, free and confidential information advice and support for parents, children and young people around all aspects of Special Educational Needs and Disabilities from Supportive Parents - The SEN and Disability Information Advice and Support (SENDIAS)

Service for Bristol.

Telephone – 0117 9897725 Monday, Wednesday and Friday, 10am – 2pm during term time (reduced service in the holidays)

Email – support@supportiveparents.org.uk

Website – www.supportiveparents.org.uk

Independent Support



KIDS Independent support – now with added Social Media!

In February the DfE announced the continuation of funding for Independent Support up to 2018 to assist parent/carers and their disabled children and young people understand and have their voices heard in the EHCP process. KIDS provide a free, impartial Independent Support service for Bristol, South Gloucestershire and North Somerset.

KIDS will support the family themselves to apply for an EHCP assessment or if the application has been made by school. KIDS also support when the child has a statement which is being converted to an EHCP. Families can self-refer or be referred to KIDS to help them through the process.

In particular, KIDS Independent Supporters help children, young people and families with expressing their views for Section A of the EHCP. However, they also help them gather evidence, think about outcomes and ensure that their views are represented at meetings and in the draft and final documents. The support KIDS offer is flexible to meet families' individual needs during the assessment. KIDS provide support through home visits, email and telephone advice.

SENCOs have found that this support improves the experience for everyone and we hope it will lead to the best outcomes for children and young people. We welcome you to contact KIDS to receive leaflets for families – both in paper or electronic versions – or if you'd like further information on what we do.

KIDS are currently expanding their social media presence and will be providing lots of useful information and engaging content through Facebook and Twitter. We would love you to connect with us to help develop our support network!

Independent Support email: IS.Southwest@kids.org.uk

KIDS South West Facebook: www.facebook.com/KIDScharitySW

KIDS South West Twitter: www.twitter.com/KIDScharitySW or @KIDScharitySW

KIDS website: www.kids.org.uk

| | |
|---|--|
|  <p>Bristol Parent Carers Shaping the future together</p> <p>Independent Voice For families of children & young people with disabilities, special needs & life-limiting conditions, 0-25 years</p> | <p>Participation Forum Working in partnership with BCC and NHS Bristol to design better services for our children</p> <p>Run by parent carer volunteers, for parent carers</p> <p>Website: www.bristolparentcarers.org.uk Email: rosie@bristolparentcarers.org.uk Tel: 0117 9396645 ext. 204, Mon -Thurs or 0845 642 0124 (local rate)</p> <p> Bristol Parent Carers  @BRSParentCarers</p> |
|---|--|

Dear SENCOs,

Bristol Parent Carers is pleased to announce that the *Let's Go! Bristol* Short Breaks Transport Scheme has received further funding - so we're open for bookings!

This scheme helps parent carers who struggle to access transport for short breaks with their family. Perhaps they can't drive, don't own a car, don't have an adapted vehicle large enough for family and friends, or need to support their child on the trip.

To be eligible a family must live in the Bristol City Council area, have a child/young person with a disability, special educational need, or life-limiting condition, who is 0-25 years old. All details are in the attached leaflet. Parent carers can book as follows:-

Telephone: 07954 473953, Tuesdays & Thursdays, 9.30am - 1pm

Online: www.bristolparentcarers.org.uk

Email: letsgo@bristolparentcarers.org.uk

Please can you, before the summer hols, share the leaflet with any parent carer that fits the description. Please consider through the coming year any families that would benefit from the scheme. For example, some school family link workers have contacted the scheme to help a SEND pupil access an after-school club.

Thank you
Caroline Temple-Bird
Chair

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Language and ASD – schools wanted for study

The University of Liverpool is undertaking a study commencing in September 2016, the aim of which is to look at the language difficulties experienced by high-functioning children with Autism Spectrum Disorder. The idea we are testing is that one area of language that is particularly affected is meaning. For example, children with ASD might describe an action where “Wendy was kicked by Bob” as “Bob was kicked by Wendy” - i.e., the sentence is “grammatical”, but the meaning is reversed. To test this theory, we will ask children, aged between 6 and 9 years of age, to describe cartoon animations shown on a laptop. We will also give the children an IQ test, to allow us to check whether they make more of these

language mistakes than children without ASD matched for IQ. The experiment would be run by pairs of students and take about an hour per child (split up into sessions on different days). We don't require a member of staff to be present - all we ask is a quiet corridor/corner/library etc. to run the study, and help with sending out the parent letters and consent forms (we will print and supply these).

For more information please contact John Cross on 07714713322



Happy holidays to all!

Appendices to this newsletter:

- Annual review forms (EHCP)
- Bristol Parent Carer leaflet

