

# SENCO Newsletter

News and information for Bristol SENCOs and SEN staff

***Autumn/Winter Term 2 2015 No. 39***



**Welcome** ..to the final issue of 2015!

In this issue you'll find updates on key working and other developments within the city as well as our usual features. This newsletter also contains news from our new Preparing for Adulthood team.

If any training needs have come to light during this term and you're seeking some quality courses, don't forget to have a look within at what the Inclusion Service can offer, and do let us know what might be useful to you in the future.

In the meantime, here's the '3 Rs' holiday homework for SENCOs: Rest, Relaxation and Refreshment!

We look forward to working with you all next term!

Best wishes,  
Jane (Editor – LIS)

## Content

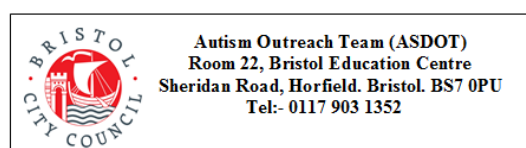
Local Updates .....	2	The Final Pathfinder Report: a Summary .....	10
Specialist team news .....	2	DfE statistics .....	10
Updates from the Preparing for Adulthood (PfA) Team .....	5	Supporting SENCO Practice.....	12
Improving Lives Strategy.....	6	Personalisation .....	12
National Updates.....	6	Supporting young people to participate .....	14
Council for Disabled Children .....	7	Pupil Referral Units in Bristol ....	15
SEND Pathfinder Updates .....	7	A brief guide to key working .....	16
Preparation for Adulthood (PfA) ..	7	Preparation for Ofsted.....	18
EHCPs.....	7	The school census and SEN codes: making sense of the categories .....	20
Outcomes.....	7	Speech, Language and Communication Needs .....	23
SEND and Inspection.....	8	Useful Websites .....	24
Tribunals.....	8	Bristol SEN Glossary .....	26
The impact of the 2014 Code impact statements/EHC plans for looked after children (LAC): advice from the DfE	8	CPD Section.....	28
EHCP FAQs .....	9	Information for Parents .....	38

# Local Updates

## Specialist team news

### Autism Outreach Team

ASDOT are pleased to announce the appointment of Liz James as a new specialist support teacher. Liz will be starting in November and will undertake casework in Primary schools. She is an experienced deputy head teacher responsible for inclusion, was lead of a large inclusion team of SEN teachers and TAs across two schools and has managed a specialist resource base within the school for children with SLI, many of whom also had ASD



Welcome to the team Liz!

### Email database

The Learning Improvement Service (LIS) has recently compiled an up-to-date database of SENCO email addresses. This will ensure that you receive all information regarding key events and dates as well as other matters of interest.



Each SENCOs is responsible for notifying Rachael Reeves ([Rachael.reeves@bristol.gov.uk](mailto:Rachael.reeves@bristol.gov.uk)) and the SEN Team when their email address alters, as the local authority does not receive this information through any other route. If you know a SENCO who is not receiving key dates or newsletter links please pass this message on. Thank you! ☺

## Dates for your diary

### NEW! Top-up panel for new applications only:

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

Watch your inbox on December 14th for further details!

Training for Top-Up Panel – Tuesday 12 January 2016  
3.30 – 5.00 at Bristol Education Centre, Room 17

*This training is for SENCOs who are new to top-up or those who would like a refresher session.*

## **Updates from SEN Team December 2015**

SEN would like to share some of the positive news we've had since September:

- LA performance to issue new EHCP within the 20 week timescale is improving every month. This performance reflects not only the hard work of the SEN and PfA teams but also that of SENCOs, the Inclusion Service and our partners in social care and health in providing advice on time.
- Feedback received from parents of children who went through the new statutory assessment process in the first year of the new legislation showed good overall satisfaction, with 83% reporting that they felt listened to during the process (see data in appendix A).
- 100% of requests are now having decisions issued within the statutory 6 weeks. We would like to thank all school staff who contribute time to come to statutory panels and assist in the decision making process.
- Over 50% of the expected number of conversion reviews have been received.
- 100% of parental preferences for all children who are transferring school in September 2016 have been received. Thank you for your help in getting these in. The deadline for this is set to ensure that efficient planning takes place, including enough time for transition work, but also enough time for a parent to appeal, if that should be the case.
- Through conference feedback, SENCOs requested that Top Up panels be held more frequently and be locality based. We are proposing a trial panel in February and this is being co-ordinated by the Learning Improvement Service (LIS). If you have any rooms and/or administrative time to make an extra panel possible, please contact the LIS. We now have a complete Bristol-specific funding framework in place. The BUDs now cover 0-25 years. Top Up panels went smoothly this November; thank you to all schools and services who contributed.

### **Some gentle reminders**

Statutory assessment requests:

If you need to request a statutory assessment, please consult the quick guide to ensure that you have all the necessary evidence. Make the request as and when it is required rather than waiting for Top Up time. We ask that statutory assessments are not requested at Top Up times as this creates additional pressure for everyone involved.

Conversion reviews:

Please ensure you have carried out a conversion review for all Y-1,2,6,9 pupils and other groups as per the advice sent earlier this year, and Y11+ pupils who are transferring to college by December 1<sup>st</sup>. If we have not received the conversion review by December 1<sup>st</sup> we will need to issue a final statement rather than EHCP by Feb 2016 for pupils transferring to a new school. This is because those pupils need a statutory document naming the new school so that parents know which school is agreed. You have time to plan a good transition and any parent who may want to appeal will have the time to do so before September. If you have missed the deadline we will still require a

conversion review. If parents appeal against the statement issued in February, you should not hold the conversion review.

### **Please note**

- Y-1, 2, 6 and 9 reviews come to the SEN team and Year 11+ to the PfA team. Where there is social care or health involvement, this should be indicated in the paperwork and report(s) attached.

### **Top Up**

High numbers of top-up requests coupled with few SENCOs can affect the timeliness by which decisions are issued. We do ask that schools send members to help with this process. We know that where SENCOs or heads are involved they describe this as the best training in top-up you can have.

### **Next steps**

- We are re-writing our criteria for statutory assessment in order for it to be fit for purpose under the Children and Families Act . It's really important that the criteria fit the new legislation and are clear and transparent. These should be with you shortly and will support you in knowing what evidence is sought by the statutory panels.
- Further work is being done with our advice givers to ensure that we receive advice on time to ensure further improvement in the timescales.
- Top-up decisions are currently being moderated and the SEN team is balancing this with the high demands of statutory work. We are working towards having the decisions logged on the finance system by 10 December and individual feedback given for each case before Christmas. We are grateful for your patience.

All the team at SEN would like to wish you a restful and happy Christmas!

**Suzanne O'Kelly, SEN Manager**

### **Appendix A: Headlines from parental feedback**

- 83% of parents/carers felt they were listened to and involved as a partner.
- 83% of parents/carer felt their child was listened to.
- 83% of parents /carers felt they were fully informed.
- 76% of parents/carers are confident that the EHC Plan meets their child's needs.

### **Some parent/carer quotes:**

- 'Everyone who was at the meeting listened to me.'
- 'Meetings were held locally...which was helpful.'
- 'I always found our coordinator to be helpful...feel confident to contact her again if anything else comes up regarding our son's education.'
- 'I feel my child has been supported throughout this whole process...'

## **Updates from the Preparing for Adulthood (PfA) Team**

### **Conversion reviews**

*Please note an amendment to the SEN process for conversions* – For young people who will be transitioning into a new Post 16 placement after Year 11+, the conversion to from statement to EHCP will still need to be completed. The PfA Team will still expect the conversion paperwork to be submitted within the stated time and will expect schools to prioritise this so as not to disadvantage any of the young people. Individual members of the PfA Team will be in contact with any SENCOs should these deadlines not be met.

### **Positive news**

The PfA and SEN Teams are working collaboratively to ensure that processes and productive relationships with partners continue to evolve. As a result, the PfA Team has experienced an increase in the level of paperwork completed and returned on time and a smoother negotiation of the conversion process.

Also, since September 2015, the PfA Team has been carrying out new statutory assessments from point of request for young people aged 16+. Requests still need to be made to the SEN Team who log these initially before handing them over to be processed.

### **EHCP reviews – Post 16**

A process has now been agreed for the review of EHCP's that were issued during the last academic year for young people in Post 16 provisions.

A form will be sent out shortly which should be completed in advance of the proposed review by date (1 year from the date of the issue of the final EHCP), and as part of an annual review meeting.

The completed paperwork **MUST** be returned to the PfA Team at [pfateam@bristol.gov.uk](mailto:pfateam@bristol.gov.uk) within two weeks of the review meeting. The Code of Practice states: "Reviews **MUST** focus on the [young person's] progress towards achieving the outcomes specified in their EHC plans. The review **MUST** also consider whether these outcomes and supporting targets remain appropriate."

*The PfA Team would like to wish all colleagues a happy holiday and a big thank you for all of your work so far this year.*

## Improving Lives Strategy



As part of the vision for Bristol: A Learning City, this strategy aims to develop an integrated approach across the council, the key aim being to ensure that there are sufficient places in schools and education settings. Many stakeholder events have taken place and full consultation documents are available to read here: <http://bristollearningcity.com/education-capital-strategy>.

Planning has included consideration of in-depth data projections which demonstrate a significant growth in numbers of children with social, emotional and mental health (SEMH) needs, autistic spectrum conditions (ASC), speech, language and communication needs (SLCN), and complex needs and multi-sensory impairment (MSI). As a result, the current 'maintained' capacity is already full, and by 2019 there is a projected shortfall of 128 specialist places (12%) across all need types and ages. Whilst adequate places are currently provided, this is mostly due to the addition of costly commissioned places. There is therefore a need to increase local authority operated provision across primary, secondary and post-16 provision and reduce commissioned places.

At the same time there is a need to address an uneven distribution of places, with particular shortfalls in the east and central areas of Ashley, Easton and Lawrence Hill. Children with SEMH needs are the largest growing group, with permanent exclusions growing year on year and pressures set to increase to 2019. To address this, there is a plan to increase maintained SEMH special school provision in Key Stages 2 and 3 and focus newly commissioned alternative learning provision (ALP) at Key Stage 4.

Post-16 specialist provision across the city will be increased in a new unified strategy that will also address the potential to develop on-going support for post-19 independent living and employment. A review of resource bases, creation of assessment units and re-commissioning of ALP across the *whole system* will support joint working and celebrate diversity, whilst supporting equality of access across the city.

*Thanks to Annette Jones and Jo Olivier*

## National Updates

 Department for Education

### Inclusion Development Programme

The Inclusion Development Programme (IDP), initially produced under the DCSF, is part of the government's strategy to improve outcomes for children with special educational needs and was first outlined in

Removing Barriers to Achievement. There are several online modules on various aspects of SEN which SENCOs can use for staff CPD. <http://www.idponline.org.uk>

## Council for Disabled Children



In September 2014 most of the provisions in the Children and Families Act that relate to children and young people with SEN and disabilities came into force. CDC have worked with nasen and the SEN leaders' programme to produce a briefing on:

- what the reforms mean for schools one year on;
- who has responsibility for what;
- what support is available for schools.

Schools may want to use the briefing to check how they are doing:

<http://www.councilfordisabledchildren.org.uk/resources/what-do-the-sen-and-disability-reforms-mean-for-schools>



### SEND Pathfinder Updates

The Final Impact Report of the SEND pathfinder programme (reference DfE RR471) was published in July 2015. While it was very positive about families' experiences of EHC assessment and planning, the report also noted that only a minority in both the pathfinder and comparison groups had

heard about, and looked at, the local offer. Ensuring increased uptake remains a priority, so to help with this, EPIC, the young people's advisory group, has produced a new resource for local authorities outlining ways in which they would like to work with LAs on the local offer. EPIC write monthly blogs about the reforms: find out more at

<http://councilfordisabledchildren.org.uk/epic/news/july-december-2015/epic-blogs-1-conrad-will>

### Preparation for Adulthood (PfA)

A toolkit has been developed to help local areas use the local offer to improve outcomes for young people with SEN or disabilities. The resource is available at:

<http://www.preparingforadulthood.org.uk/resources/all-resources/developing-the-preparation-for-adulthood-section-of-the-local-offer>

### EHCPs

From September 2015, local authorities starting transfer reviews of statements of SEN will now have an extra four weeks to complete the process.

The process for transfer reviews for statements commenced on or after 1 September will be:

- a minimum of two weeks' notice of the date of the start of the transfer review
- a maximum of 18 weeks from the notified start date.

### Outcomes

The Delivering Better Outcomes Together consortium has produced a new resource to support the development of good quality outcomes in Education Health and Care Plans (EHCPs).

The resource includes the following sections:

1. Key things to consider when developing outcomes
2. What aspirations, needs, outcomes and provision are in relation to an EHC plan
3. Illustrative examples of aspirations, needs, outcomes and provision for two children and two young people
4. Other resources to use and refer to

Download at: <http://www.sendpathfinder.co.uk/delivering-better-outcomes-together>.

## **SEND and Inspection**

In October, Ofsted and the Care Quality Commission launched a public consultation on proposals for inspecting local areas' effectiveness in identifying and meeting the needs of children and young people who are disabled and have special educational needs. The consultation is available online at: <https://www.gov.uk/government/consultations/local-area-send-consultation>. It closes on 4 January 2016 at 11:30pm.

A young people's consultation is also available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/467242/QUESTIONS\\_Local\\_Areas\\_young\\_people\\_FINAL\\_2015\\_10\\_12.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/467242/QUESTIONS_Local_Areas_young_people_FINAL_2015_10_12.pdf).

Independent inspection, combined with local and national accountability measures, will show how the SEN and disability system is performing: which parts are working well and less well, and whether outcomes are improving for children and young people. Find out more at [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416347/Accountability\\_Publication.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416347/Accountability_Publication.pdf).

## **Tribunals**

The latest quarterly tribunal data was published by the Ministry of Justice in September at <https://www.gov.uk/government/statistics/tribunals-and-gender-recognition-certificate-statistics-quarterly-april-to-june-2015>.

The release contains data up to the end of June 2015 and shows that:

- The number of appeals registered in the latest quarter (April-June 2015) was 890, 31% lower than the same period 12 months earlier (there were 1,282 appeals registered between April and June 2014).
- Following an upward trend over the last 2 years, the last four quarters have shown a flattening off followed by a downward trend.

The next data release on SEN appeals will be in December 2015. See the spring newsletters for an update.

## **The impact of the 2014 Code impact statements/EHC plans for looked after children (LAC): advice from the DfE**

The position is that the LA in which a child is normally resident, for example an LAC with a statement living with foster parents, is responsible for administration and management of the statement / EHC plan. The LA in whose care the child resides, remains financially responsible.

Generally, for looked after children placed out-of-authority, where it becomes necessary to conduct an assessment of their special educational needs, the local authority in which they are 'ordinarily resident' will be the authority responsible for undertaking the assessment. If this assessment results in an EHC plan, then that authority will maintain it. For existing



statements, where a transition review is required, that authority would need to manage it. Paragraph 10.8 of the Code supports this.

## **EHCP FAQs**

The DfE has received a number of queries over recent weeks about post-16 EHCPs and EHCPs for looked after children. Some of the most frequently asked questions are answered below:

**Q. If a student has an EHCP and has just started attending the college named on his or her plan, what happens if that student decides they want to go somewhere else after all? Can young people change their mind once an institution is named in a plan?**

A young person can change their mind, even after a college or other provider is named in an EHC plan. Ideally, good careers advice, and good person-centred planning of the transition to a new college will mean that young people make good choices, they are well prepared for the transition to college, and the college is well prepared to support them. But if a young person changes their mind, they can request the local authority to change the provider named in an EHC plan, and the local authority must consider that request. The young person doesn't have an automatic right to a place at another institution of their choice, but the local authority must consider the young person's preference in the same way they did when the EHC plan was originally drawn up, and make a decision whether to name an alternative provider (with the alternative provider also being given the 15 day consultation period to respond to the local authority's request to name them).

**Q. Can LAs consult more than one college at a time given that the young person will have named one?**

Yes, local authorities have an obligation to consult the college requested by the young person, however they can also consult other colleges at the same time if they so wish. When consulting a college they should share the draft EHC plan and should allow 15 days for the college to respond.

**Q. Does the college have to respond in 15 days?**

Yes. Given the timescales for the process as a whole, colleges are expected to respond within this timescale unless there are extenuating circumstances.

**Q. If a young person undertakes an FE course at a university, does that mean they cannot have an EHC plan?**

No. If a young person attends an FE-level course at a university, their placement would be funded by the Education Funding Agency (EFA) in the same way as if they were attending a further education college, as long the placement meets the EFA's eligibility criteria. That is to say that the placement is for a course at Level 3 or below which meets the usual requirements for 16-19 study programmes.

The Children and Families Act 2014 does not allow Higher Education Institutions (HEIs) to be named in EHC plans. Different funding arrangements apply for students on Higher Education courses. However, although they cannot be named in EHC plans, local authorities may still commission placements for further education provision within HEIs, in the same way as they would for placements at further education colleges. Instead of naming the HEI, the EHC plan would describe the type of provision the young person would be expected to attend.

Disabled students studying Higher Education courses can apply for Disabled Students' Allowances (DSAs). DSAs are available to help with the additional costs that a disabled student is obliged to incur in order to access their studies, because of their disability. Information on DSAs that are available for students applying for the English package of support is available at <https://www.gov.uk/disabled-students-allowances-dsas>.

In addition to this, Higher Education providers have a legal duty to make reasonable adjustments for all disabled students. Any prospective student with a disability wishing to undertake a course of study at a Higher Education provider can contact the institution to find out what support is available.

## The Final Pathfinder Report: a Summary

Data suggest that overall, families felt more satisfied with SEN processes. However, there remain a number of areas where improvements need to be made. The findings very much reflect those of 2013-14, indicating that initial progress has been sustained but not developed.

Some of the key points are listed below:

- The same percentage of families disagreed with decisions
- There is little evidence of significant improvements in parental outcomes or in either children's health or quality of life
- Families often referred to outcomes in terms of access to services rather than a change in the receipt of services leading to improved wellbeing.

Nasen suggests that the lack of positive findings around outcomes may reflect issues of timing, as it will take time for the changes to lead to outcomes. However, despite changes to the system, if much of the support offered remains the same, outcomes are unlikely to alter.

Statistics available from Nasen indicate that the new EHCP system is more costly than the old statementing procedure:

- The average net additional cost per case is calculated at £254
- The survey of Pathfinder families found that around 8% reported that their experience of the process had improved
- Setting this against the additional costs of delivery suggests a **cost per additional satisfied family of £3,175.**

Other statistics show an increase in applications for statutory assessment, with the majority of LAs seeing a significant increase in new assessments for 0 –5 year olds, and by those for children and young people with autism. Other profiles around new requests include:

- Requests relating only to care or health needs
- A small increase from the 19-25 sector
- High levels of referrals for autism and social, emotional and mental health (SEMH)
- Increases in younger children with complex conditions and health needs
- An increase in requests from parents
- An increase in behaviour, emotional and social difficulties (BESD) and autistic spectrum disorder (ASD) profiles, particularly in early years and Key Stage 1
- More requests for post-16, with a number of these being for young people with mental health needs.

## DfE statistics

Thanks to Special Needs Jungle (<http://bit.ly/SNJ-senfig15>) for the following infographic which highlights key points from the DfE's November 2015 SEND analysis and summary of data sources. To read the full document visit:

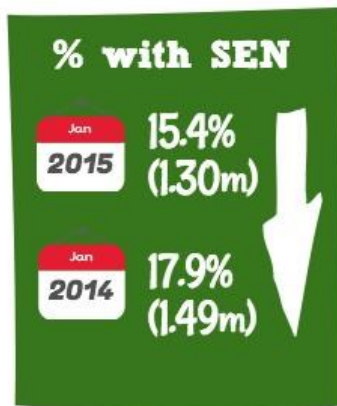
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/472575/Special\\_educational\\_needs- an\\_analysis\\_and\\_summary\\_of\\_data\\_sources.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/472575/Special_educational_needs- an_analysis_and_summary_of_data_sources.pdf).

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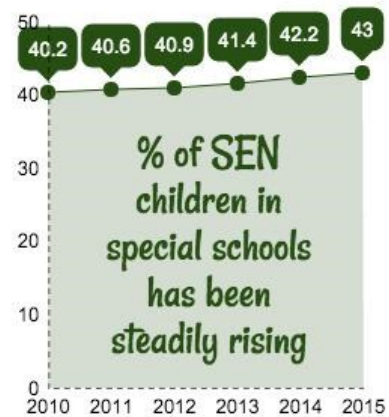


# An SNJ Infographic of the latest SEN statistics in England

SPECIAL  
NEEDS  
JUNGLE



Proportion with a statement of SEN or an Education, Health & Care Plan



## Exclusions 2013/14



Children with a statement/EHCP who have an Autism Spectrum Condition



79.1%

61.5%

## BEFORE reforms introduced in Sept 2014

79.1% of all statements were completed within 26 weeks in 2014.

## By Jan 2015, AFTER reforms introduced

61.5% of all statements were completed within 20 weeks by Jan 2015.

Note

Transfer timescales have now been extended

SNJ

# Supporting SENCO Practice

## Personalisation

The 2011 Green Paper, Support and aspiration: [A new approach to special educational needs and disability](#), outlined proposals to give greater control and support better life outcomes for children and young people, and these aims are now enshrined in the 2014 Children and Families Act. It is incumbent upon us, as educators, to develop person-centred practice within school so that all children and young people can become actively involved in the decisions that are made concerning their education and long-term goals and determine, as far as possible, their future lives.

First, let's define some of the terms we often hear:

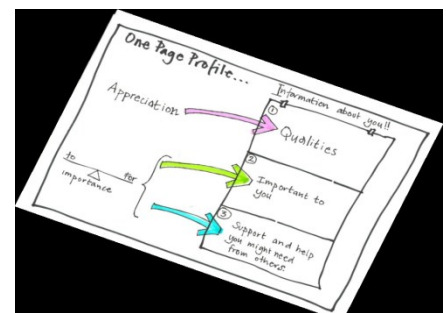
- **Person-centred approaches:** A way of working that puts children, young people and families at the centre, advocating that everyone has the right to exercise choice and control in directing their lives and support.
- **Person-centred thinking:** A range of skills and tools that help to focus on the person, their gifts and skills, what is important to them and what provides good support for them. Person-centred thinking is the foundation of person-centred planning.
- **Person-centred planning:** A continual process of listening to what is important to the person now and in the future with the support of family and friends and creating action or changes based upon this.



There are a range of resources available to support person-centred thinking. However, we need to bear in mind that it is the process or the way in which we use these tools to involve children, young people and families, that is the essential factor in the development of more inclusive, personalised practice.

## Person-centred thinking tools

Person-centred thinking tools are essentially methodical ways to ensure that education is meeting the needs of each child and young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions. Many schools are now developing person-centred practices, and use a variety of resources including one page profiles and learning passports.





The *Personalising Education* website ([www.personalisingeducation.org](http://www.personalisingeducation.org)) is a useful source of information and offers a helpful summary:

[illegible]

**‘Appreciation’** – what people appreciate about the pupil, their character, gifts and talents

**‘How to support’** – the ‘expertise’ from family, teachers and other staff about how to get the best out of the pupil (and the pupil themselves of course).

However, there's a word of caution here; as stated above, the process of compiling and co-producing one page profiles with parents and pupils is highly valuable, but what happens next to the document needs to be thought through. We should be mindful that profiles need to be used in the classroom to support our work with pupils, not consigned to files or cupboards where they may gather dust. As we're all aware, this was the fate of many an IEP! So, when we're considering possible moves away from IEPs, we need to think realistically about what sort of documentation would really enable us to offer a greater level of personalisation in a form that would support teaching and learning.

- <http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>
- <http://onepageprofiles.wordpress.com>
- <http://www.personalisingeducation.org/one-page-profiles/>
- <http://www.helensandersonassociates.co.uk>



13



## Supporting young people to participate Using person - centred reviews to look at what's working

Long-term readers of the newsletter will know that for some time now, New Fosseway School has used a person-centred approach to annual reviews. At the new SENCO induction day in September, Jo Robertson, assistant head, came to talk to the group about student participation.

Jo began with Helen Sanderson's definition of person-centred planning or PCP:

*'...a process of continual listening , and learning: focused on what is important to someone now, and for the future; and acting upon this in alliance with their family and friends.'*

(Sanderson, H., 2000)

PCP is nothing new; it was developed in the USA over thirty years ago as an approach to organising help for people with learning disabilities. Firstly, it considers the hopes and capabilities expressed by the individual or those speaking for them rather than focusing on their disabilities. Secondly, it tries to organise and include the individual's family and outside agencies. Thirdly, PCP stresses the importance of providing the support required to achieve goals, rather than limiting the goals to the support or services that are available already.

### How students at New Fosseway prepare for a person-centred annual review

Students are involved in their annual reviews from the very beginning. For their contributions, students can prepare a PowerPoint presentation or a paper document using Communicate in Print symbols. They decide who they would like to invite: attendees can include family members and a friend or two, each of whom receive a personalised invitation. Once this is decided, the important matters of which snacks and drinks will be on offer can be attended to! Students choose the refreshments and also the music that will be playing as everyone enters the meeting room.

On the meeting day, a flip chart is placed in the foyer with a photo of the student and the heading 'What is the best thing about me?' Everyone can write a comment as they arrive which sets the review off to a great start. The student then shares their presentation which further establishes the very person-centred tone.

The room is set up with four flip charts, the headings of which explain the structure of the discussion. The first to be celebrated is 'The best things about me', closely followed by 'What I have done well'. Within this positive ambience, discussion then turns to possible next steps, listing future intentions on the 'What could be better' chart. Jo reports that because the review meetings create such a positive atmosphere from the very beginning, by the time the conversation reaches this point, students are ready to take on and make suggestions for improving their learning or behaviour.

The final discussion centres on what is important for the student, now and in the future and an action plan is drawn up indicating who will do what and when. This format for person-centred annual reviews gives students at New Fosseway a voice in planning their education and future. 'I felt independent' was one student's comment on the process, and for all our pupils and students this is surely what we strive for – a voice in their future and as much autonomy and choice as can be available.



Preparing for Adulthood

*Thanks to Jo for her presentation and information for this article.*

## Pupil Referral Units in Bristol



There are two pupil referral units (PRUs) for young people aged between 11 and 16 in Bristol. Both can be accessed by other schools as well as the local authority. They are St Matthias Park Education Learning Community, located in East and Central Bristol, Fishponds and Lansdown Park Specialist Provision, located in Stockwood in the south of the city. It's worth noting that parents cannot directly place children into either pupil referral unit, although they can request that the school their child is on roll with considers approaching the PRU to make some provision, if it is felt to be in the best interests of the young person.

**St Matthias Park Pupil Referral Unit** is a small secondary provision based in the East and Central locality of Bristol. This PRU is a 'revolving door' provision for pupils who have experienced difficulties in mainstream school and whose educational and learning experiences have left them feeling disillusioned and negative about education.

St Matthias Park provides a personalised learning journey for its pupils to develop academic success and the confidence and skills to enable young people to achieve and grow. Pupils attend the PRU after a permanent exclusion from mainstream or through school referrals into the exclusion prevention programmes it offers. St Matthias can be an alternative to mainstream while an EHCP is underway in order to support the pupil in a specialist setting. As a revolving door provision, St Matthias Park aims to ready its pupils to move on to a full time and suitable school roll. Supported by a dedicated, skilful and committed staff team young people successfully move on from St Matthias Park. You can visit St Matthias Park's website or read their most recent Ofsted report at: <http://www.st-matthias.bristol.sch.uk>.



**Lansdown Park Pupil Referral Unit** is situated on the south eastern outskirts of Bristol. Students come from all over the south of the city. Lansdown Park provides a nurturing environment for secondary age students who have experienced difficulties in mainstream schools and whose educational and learning experiences may have left them feeling disillusioned and negative about education.

Lansdown Park offers a range of qualifications, opportunities and experiences. The specialist provision delivers personalised packages of support whilst assessing any individual support needs. Lansdown Park's aim is to enable students to re-engage with learning by improving their behaviour, raising their self-esteem and developing their confidence in order to allow them to experience academic success. It is expected that students will leave Lansdown Park fully prepared and equipped to ensure the best possible outcomes for them. Staff engage with a range of professionals to access specialist support and advice for students.

A range of provisions is offered which include a revolving door 12 week assessment placement where the students remain on the roll of their school during this time. We would normally expect students to return to their school at the end of their placement.

## A brief guide to key working

### What is the aim of key working?

The overall aim of key working is to ensure the provision of holistic care and support to meet the individual needs of the child or young person and their family. Every child, young person and family who would benefit from key working support should have access to it.

### What is key working?

Key working is:

- A way of enabling effective support, underpinned by the Early Support principles, that helps build strong and resilient children, young people and families.
- Defined by a set of functions.
- Based on person centred thinking and partnership approaches to working.
- Family focused as well as child or young person focused.
- Underpinned by an approach that enables open, equality promoting and supportive relationships.
- A way to facilitate the coordination of an integrated package of support for children, young people and families.

### Who is key working for?

Key working is for children and young people who have additional needs, from birth to adulthood and their families.

### What are the key working functions?

- Providing emotional and practical support as a part of a trusting relationship.
- Enabling and empowering for decision making and the use of personal budgets.
- Coordinating practitioners and services around the child, young person and family.
- Being a single point of regular and consistent contact;
- Facilitating multiagency meetings.
- Supporting and facilitating a single planning and joint assessment process;
- Identifying strengths and needs of family members.
- Providing information and signposting.
- Advocating on a child's, young person's and/or family's behalf;
- Facilitating clinical and social care seamlessly, integrated with specialist and universal services in an equality promoting approach.



### Who can undertake key working?

The person providing key working support:

- May come from health, social care, education or the voluntary, community or private and independent sector (or it may be provided by the parent/carers or young people themselves).
- Should be selected according to the specific needs of the child or young person and their families: 'Parents with disabled children are likely to face higher levels of stress and they value the practical and emotional support of key working'.

*Source: Support and Aspiration: A new approach to special educational needs and disability (DfE 2011)*

- Is likely to be someone from the team working with the family, who is identified in discussion with the family, who has the skills, training, time and support to ensure that key



working is effective and that the family are the pivotal part of all discussions and decision making.

- May undertake all of the functions required by a family themselves; OR they may facilitate some of the required functions to be fulfilled by other members of the team working in partnership with the family.

### **Does every family need every function all of the time?**

No! The level, intensity, frequency and number of the key working functions that children, young people and their family may require is determined by a number of things, including the complexity of the package of support and the family's resilience and support networks. This is likely to vary over time.

□□ **For families requiring a moderate level of support** the person providing key working support may only deliver a few of the functions (for example, single point of contact; coordinating; empowering decision making). Key working is likely to be light touch, short term and just part of the way that a practitioner works.

□□ **For families requiring a high level of support, who require services from a number of agencies** the person providing key working support is likely to ensure that more of the functions are undertaken at a higher level of intensity. In the early stages ensuring frequent and regular proactive contact may be essential, but the intensity should quickly reduce. The key working practitioner could be any member of the team around the family and should be the one who is 'best placed' in terms of the needs of the family and the individual's skills, capacity and relationships. After discussion with the family, the key working practitioner may undertake all of the required functions or facilitate another person from the team around the family to fulfil some of the functions (for example, someone else undertakes advocacy).

□□ **For families requiring an intensive level of support, who require services from a number of agencies, including extensive specialist input, and complex packages of support**, these families will probably have a statutory Education, Health and Care Plan and access to a personal budget. The person providing key working is likely to need to ensure that most (possibly all) of the functions are undertaken, at a high level of intensity and possibly over an extended period of time. It is likely that the key working practitioner will come from a specialist service and could dedicate a significant amount of their time, at least in the early days or at times of crisis. After discussion with the family, the key working practitioner may undertake all of the required functions themselves or facilitate another person from the team around the family to fulfil some of the functions (for example, someone else facilitates clinical care).

### **What local structures need to be in place?**

To enable and support a key working approach, each area will need to consider:

- Accountability structures
- Joint commissioning
- Information sharing agreements
- Supervision and management
- Professional development
- Awareness raising.

**For more detail** on each of these areas, as well as more on the evidence that supports key working, please refer to the paper *Key working: improving outcomes for all - Evidence, provision, systems and structures*, available from:

<http://ncb.org.uk/early-support/key-working>



## Preparation for Ofsted

**In its 2010 report into the teaching of pupils with special educational needs, A statement is not enough, Ofsted noted that too many pupils identified with SEN were not receiving high quality, inclusive teaching.**

The outcomes of the report led to an increased focus in the 2012 Ofsted framework on the quality of provision and outcomes for pupils with SEN and disabilities. Following on from this, the 2014 SEN CoP now affirms that every teacher is a teacher of special needs, requiring classroom practitioners to have a high level of knowledge and skill to support SEN pupils.

Across all the settings Ofsted visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision. High aspirations and a focus on enabling pupils to be as independent as possible led most reliably to the best achievement.



School Data Dashboard



### Before an inspection

During inspection, Ofsted will seek evidence of pupil progress, a focus on outcomes and a rigorous monitoring and evaluation of any SEN support provided. Prior to visiting the school, inspectors will look at various data and information sources including RAISEonline, the Data Dashboard, the SEN information report, key stage and exam results. This externally available information will be compared with the school's own internal assessment information to ensure parity and accuracy. Inspectors will be mindful when data are derived from very small groups within the school; paragraph 17.5 of the Ofsted Framework states: 'It will not be possible to draw conclusions about trends in relation to very small groups. Equally, it will be misleading to compare national rates of progress and attainment with progress and attainment rates for very small groups or for groups that have high proportions of pupils with special educational needs arising from their low cognitive abilities.'

### What will Ofsted look for during inspection?

- The progress of pupils with SEN relative to their starting points - evaluation of achievement according to a pupil's type of disability or special educational need, or their stage on the Code of Practice.
- Whether the gaps in performance between various groups are being narrowed. This will also be compared to national data.
- The accuracy of the school's analysis of outcomes for different groups: are pupils with a particular need achieving differently from other groups?
- The school's SEN identification processes: are children identified as having a special need when they may be underachieving?
- The attendance of pupils with SEN: are frequent or prolonged absences contributing to lack of progress?
- The progress of pupils receiving intervention: is this sustained and even accelerated?
- Pupil case studies.

### How should SENCOs prepare?

The previous inspection report will provide a touchstone for question setting for each new inspection, so ensure that you're familiar with the findings and gather evidence of what you have done to address them and what the outcomes have been.

Make sure you're confident with your school tracking system and also be prepared to explain the methods used to record any very small steps of progress for some of the pupils on your SEN record. These may include standardised assessments, criterion-referenced tests or other structures such as those employed in some special schools. If you'd like to explore these options further, do contact your LIS consultant who will be happy to advise.

### Know your school's SEN profile: questions to consider

- Is there a high or low percentage of pupils with SEN? Has this changed over time? Can you give reasons for this?
- What is the profile of SEN across the school? For example, is SLCN the most significant need?
- Are there any overlaps with other potentially vulnerable groups, e.g. pupils receiving free school meals, traveller children, etc.
- For SEN pupils, is there a difference in attainment in core subjects, for example, are pupils making better progress in maths than reading? Does this pattern apply to all year groups?
- Are pupils with SEN making progress in line with expected levels?
- What evidence is there of the impact of targeted provision /intervention for pupils with SEN?
- Has this additional support impacted on progress in class?

*Knowing your RAISEonline data will enable you to evidence your answers, so scamper swiftly to that scattergraph!*

**RAISE**  
online

### Other key questions and sources of evidence

Question	Evidence
How do support staff contribute to the progress of pupils with SEN?	Learning walks Intervention monitoring Lesson observations Intervention observation for quality assurance
Pupil X is not making expected progress. Do you have evidence of achievement to explain this?	Case studies Record keeping and methods to track very small steps of progress Attendance information: it may be that pupil X has spent periods of time in hospital and this has affected outcomes.
How does the school safeguard pupils with SEND?	Record and analysis of safeguarding incidents for pupils on SEND register. Case studies
How do governors ensure accountability for SEN provision?	Record of meetings with SEN governor. Record of learning walks on behalf of pupils with SEN taken with link governor. Annual SEN report to governors.

**If you haven't yet taken up your annual core visit offer from the Learning Improvement Service and would like to discuss your SEN provision and practice, please contact [rachael.reeves@bristol.gov.uk](mailto:rachael.reeves@bristol.gov.uk) .**

## The school census and SEN codes: making sense of the categories



The DfE guidance on changes to the school census includes the following key points:

- The 2014 SEND code of practice removed the requirement for separate 'school action or early years action' and 'school action plus or early years action plus' categories –these were replaced by a single 'SEN support' category (code 'K').
- The Children and Families Act 2014 replaced 'SEN statements' with 'Education, Health and Care plans' (EHC plans). The exception is where a child has an existing statement and has not completed a transfer review to an EHC plan, in which case the 2001 code continues to apply.
- During the transitional period -to April 2018-schools will be able to record pupils as having either 'S' (statement) or 'E' (EHC plan). Schools may have some pupils with statements and some who have already moved to EHC plans but no individual pupil can have both. An EHC plan is not just the rebadging of a statement. To ensure that EHC plans are person-centred and focused on outcomes, an EHC plan must only be issued following a 'transfer review' –an EHC needs assessment. Where a pupil has an existing statement ('S'), they must not be recorded as EHC plan ('E') without first completing such a review.

**For further information see the statutory guidance in chapter 6.**

- Code 'S' may be retained for existing pupils up to April 2018 (please remember that exclusions are two terms in arrears to this date).

Please note: Where an SEN review was started prior to 1 September 2014, the child may have a statement –code 'S' OR an EHC plan –code 'E'.

However, assessments begun after 1 September 2014 may only result in an EHC plan -no new statements can be issued.

**The above information will be familiar to most SENCOs. What might be less straightforward to clarify are the different types of SEN which sit within each of the four categories of the Code. Let the newsletter elucidate...**

Category of Need	Includes:	In a nutshell...
<b>Communication and interaction</b>	<b>ASD / ASC</b> Autistic spectrum disorder/condition  Asperger's syndrome	Pupils with ASD have a 'triad of impairments'; *Language and communication difficulties *Flexibility of thought *Social and emotional difficulties  Cognitive ability amongst pupils with ASD may vary. <a href="http://www.autism.org.uk/about-">http://www.autism.org.uk/about-</a>

		<a href="#">autism</a> .
	<b>SLCN</b> Speech, language and communication needs (Including specific language impairment - SLI) *NB: SpLD does not stand for speech and language difficulties – please see below.	Pupils may experience difficulty with: *Speech production *Expressive language (struggling to say words or sentences) *Receptive language (difficulty understanding what is being said) *Pragmatic language (using language in social situations). For some pupils, SLCN can be transient. For a small percentage, difficulties persist. <a href="http://www.ican.org.uk">http://www.ican.org.uk</a> .

Category of Need	Includes:	In a nutshell...
<b>Cognition and learning</b>  *NB Pupils with Down syndrome are likely to experience needs with this category	<b>ADHD</b> Attention deficit hyperactivity disorder	Pupils with ADHD have difficulty concentrating, sitting still and be easily distractible.
	<b>MLD</b> Moderate learning difficulties	Pupils MLD will be working well below age related expectations. They may also experience difficulty with communication and developing social skills.
	<b>SLD</b> Severe learning difficulties	Pupils with SLD have significant cognitive impairments and may also need support with communication and self-help skills.
	<b>PMLD</b> Profound and multiple learning difficulties	In addition to very severe learning difficulties, pupils with PMLD have other significant difficulties such as physical disabilities, sensory impairment or a medical need. They are likely to work within P levels 1-4 during their school lives.
	<b>SpLD</b> CoP 6.31: Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia	*Please see above - SpLD never stands for speech and language difficulty
	<b>Dyslexia</b>	Pupils with dyslexia may have difficulties with: * phonological awareness *verbal memory *verbal processing speed.  Difficulties may be experienced in reading, spelling or both areas.

		<a href="http://www.bdadyslexia.org.uk">http://www.bdadyslexia.org.uk</a> .
	<b>Dyscalculia</b>	Pupils with dyscalculia have difficulty acquiring mathematical skills and concepts and lack an intuitive grasp of numbers, or numerosity. <a href="http://www.ncld.org/types-learning-disabilities/dyscalculia">http://www.ncld.org/types-learning-disabilities/dyscalculia</a> .
	<b>Dysgraphia</b>	Dysgraphia is a neurological disorder, characterised by a difficulty with handwriting. It results from poor fine motor skills and poor information processing (working memory).
	<b>Dyspraxia</b>	Dyspraxia affects fine and gross motor skills, balance and sometimes articulation. <a href="http://www.dyspraxiafoundation.org.uk">http://www.dyspraxiafoundation.org.uk</a> .

Category of Need	Includes:	
<b>Social, emotional and mental health</b>	<b>Attachment disorder</b>	Pupils with attachment disorder have difficulty forming social relationships and functioning well in the social world when bonds to caregivers have not been able to form at an early age.
	<b>Anxiety disorder</b>	There are a range of anxiety disorders including generalised anxiety disorder (GAD) and social phobia. <a href="https://www.anxietyuk.org.uk/">https://www.anxietyuk.org.uk/</a> .
	<b>OCD</b> Obsessive compulsive disorder	Pupils with OCD may show persistent compulsions such as repeated hand washing or counting. They may need to check certain things repeatedly. <a href="http://www.ocduk.org/childrens-ocd-guide">http://www.ocduk.org/childrens-ocd-guide</a> .

Category of Need	Includes:	
<b>Sensory and/or physical</b>	<b>HI</b> Hearing impairment	HI includes four categories: mild, moderate, severe and profound. Pupils with HI will need hearing aids or modifications to the environment or teaching strategies to enable them to access the curriculum.

	<b>VI</b> Vision impairment	VI can range from partial sight to total blindness. Pupils will need adapted materials (e.g. very large print) or resources produced in Braille.
	<b>MSI</b> Multisensory impairment	Pupils with MSI have impaired hearing and vision. They may have other, additional complex needs.
	<b>PD</b> Physical disability	This category includes conditions such as cerebral palsy, muscular dystrophy and hydrocephalus.

## Speech, Language and Communication Needs

The Trust is working with Professor Sue Roulstone and colleagues at the Bristol Speech and Language Therapy Research Unit and the University of the West of England to explore the experiences of children and young people with speech, language and communication needs (SLCN) and their parents, regarding their involvement in decisions about their individual needs and in-service development, especially within the context of the reformed SEND system.

As part of this research, parents of children and young people who have SLCN are invited to take part in the online survey which can be accessed [here](#).

The final completed research report will be released in 2016.



### Afasic – new resources for professionals

Afasic has recently produced some new information downloads for professionals which focus on where to find the right SLCN resources and training. The downloads can be found on the new [FAQs for professionals and students page](#). The resources are aimed at professionals in teaching, speech and language therapy, youth work, social work or anyone involved with children who have speech, language and communication needs.

### There's an insight into selective mutism on Special Needs Jungle:

<http://www.specialneedsjungle.com/selective-mutism-when-anxiety-shuts-down-the-power-to-speak/>

Visit SMIRA (Selective Mutism Information and Research Association) for more information:  
[www.smira.org.uk](http://www.smira.org.uk)





## Useful Websites

**British Dyslexia Association** <http://www.bdadyslexia.org.uk/parent/bda-services-parents>

**Cornwall Dyslexia Association**

<http://www.cornwalldyslexia.org.uk/viewUsefullInfo.php?id=27>

**Nessy** <http://www.nessy.com/uk/teachers/phonological-dyslexia/>

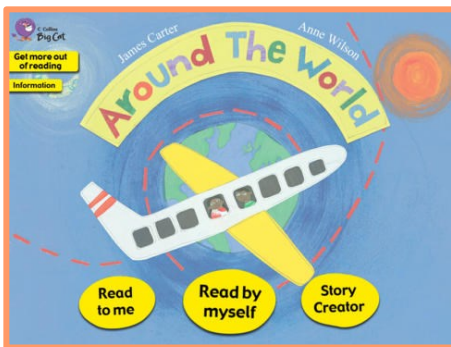
**Iansyst** <http://www.iansyst.co.uk/technology/top-products>



If your school has had dyslexia awareness training from the Learning Improvement Service, staff will have experienced the wide variety of resources available in the strategies workshop. Further resources to support dyslexic learners in the classroom can be found on the **Drive for Literacy** website. Materials include spelling sheets, proofreading checklists and top tips for

classroom staff. <http://driveforliteracy.co.uk/>

## Awesome Apps



**Collins Big Cat apps**

<https://itunes.apple.com/gb/app/collins-big-cat-around-world/id485306015?mt=8>

There are eight free apps in this collection which include the facility for pupils to record their speech.

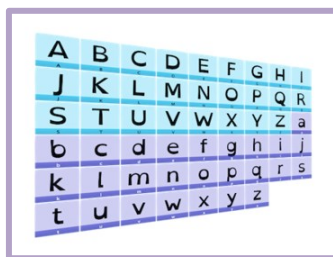


**The Sounds of English**

Recommended by [www.senteacher.org](http://www.senteacher.org), this free BBC Skillswise app introduces phonics to older learners.

Download from

<http://www.senteacher.org/download/86/Phonics.html>.



**Open Dyslexic Font**

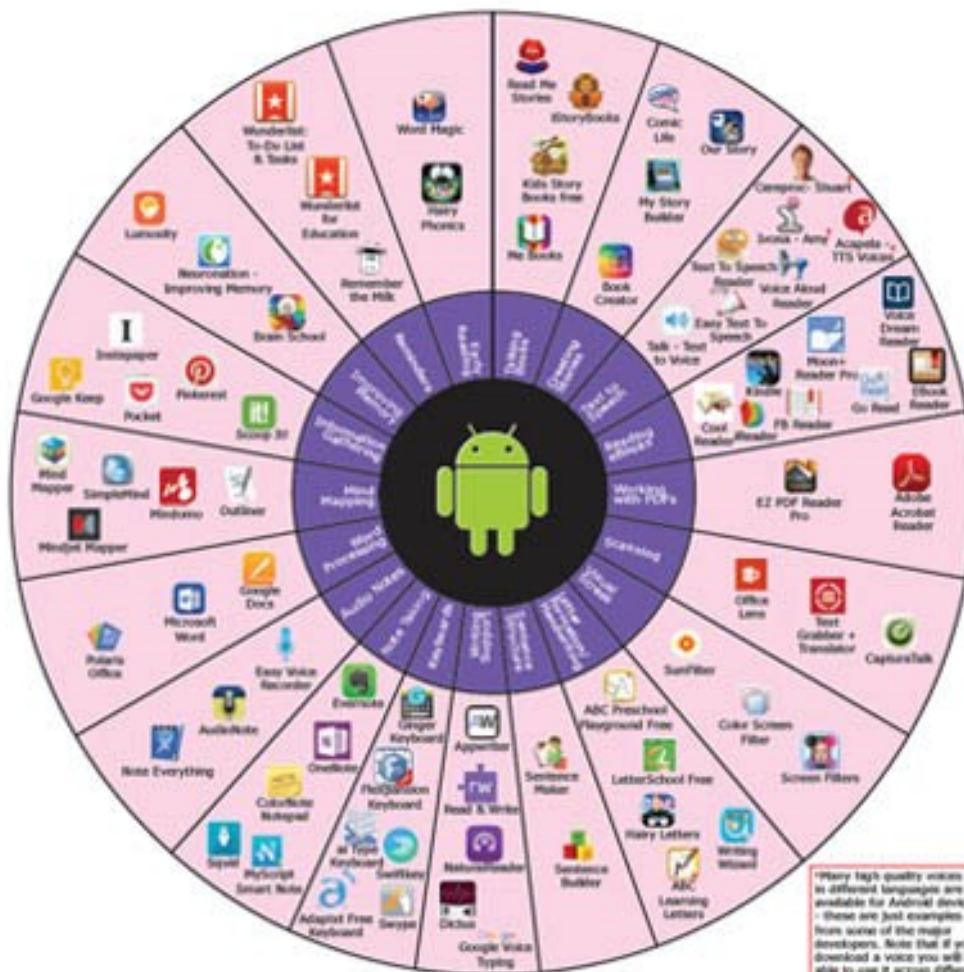
This font features letters which are weighted at the bottom, increasing readability for some dyslexic learners.

Download from

<http://www.senteacher.org/download/77/DyslexiaFont.html>.



# Android Apps for Learners with Dyslexia/ Reading and Writing Difficulties



\*Many high quality voices in different languages are available for Android devices - these are just examples from some of the major developers. Note that if you download a voice you will be able to use it across different apps on your Android.

This is the third in a series of 'App Wheels' produced by CALL Scotland, following on from our two iPad wheels. This focuses on Android Apps to support reading and writing. Note that some apps address a range of difficulties, but in order to save space, we have decided not to place individual apps into multiple categories. Links on the electronic version are 'clickable', taking you to information in the Google Play Store.

This is not a comprehensive list, but an attempt to identify relevant, useful apps and to categorise them according to some of the difficulties faced by people with dyslexia. Unlike the iPad, there is little consensus on the 'best' Android apps for education, so we would be happy to receive suggestions for inclusion in future versions. Email suggestions to [call.scotland@ed.ac.uk](mailto:call.scotland@ed.ac.uk).

**iPad versus Android**

The iPad is well established as an educational tool, but Android tablets (and smartphones) are becoming increasingly popular.

- Android tablets are generally less expensive than iPads.
- There are more educational apps available for the iPads, than for Android devices.
- There is less 'quality control' over Android apps so some don't work properly, or perform in unexpected ways.
- Many Android devices cannot be upgraded to the latest version of the operating system so some apps won't work on them.
- The Android operating system is less tightly controlled than the Apple iOS, so some apps, e.g. voices and screen filters can work across most apps in an Android device, unlike the iPad where there are no general screen filters and voices have to be downloaded separately for each app.



Version 1.0, October 2015 CALL Scotland, The University of Edinburgh.  
CALL Scotland is part funded by Scottish Government.  
A PDF version of this app wheel (and other posters) can be downloaded from  
<http://www.callscotland.org.uk/downloads/posters-and-leaflets>



## **Bristol SEN Glossary**

**ACM:** Annual consultation meeting with the school's educational psychologist. A needs analysis is undertaken with each setting and this is where interventions for vulnerable children are suggested and interventions are monitored. Two mini review ACM conversations happen each year.

**ALP - alternative learning providers:** The LA has a team which monitors alternative learning provision.

**ALN:** Additional Learning Needs

**ASDOT:** The Autistic Spectrum Difficulties Outreach Team is a local authority team which is part of the 0-25 service. This team works with children and young people who have a diagnosis of ASD.

**BIS (Behaviour Inclusions Service):** Four specialist teachers who work as part of the Inclusion Service.

**Bristol BUDs:** Bristol Universal Descriptors. These are the funding bands used to allocate additional funds to children in mainstream and specialist schools. In Bristol additional funding is separated from EHCPs. There is a version for early years referred to as the early years BUDs.

**CIC:** Children in care

**Client managers:** Client managers meet with schools to discuss Trading with Schools orders, contracts, and any difficulties with the service provided.

**Core offer:** This is work commissioned by the local authority on behalf of schools, young people and families. You can find a summary in the TWS catalogue.

**De-delegated funding:** Maintained schools decided to top-slice their budget to provide funds for different centrally retained services such as the Educational Psychology and Behaviour Improvement Services.

**Early years' panel:** A panel held on the second Wednesday of each month which decides on additional funding for children using the early years' BUDs.

**EMAS:** Ethnic Minority Achievement Service.

**Hope Virtual School:** This is the service for looked after children. It is a virtual school rather than being a physical establishment and has a head teacher and SENCo.

**LACCO:** Local authority core commissioned offer.

**LIS (Learning Improvement Service):** Five specialist teacher consultants who work as part of the Inclusion Service.

0-25 service: The multi-agency health and education service for children aged 0-25.

OOA: Out of authority – this applies to pupils who live in one LA but are educated in another.

PEX: Permanent exclusion

Provision map: A way of planning and outlining additional provision for pupils with SEN in schools.

Schools forum: A panel that makes decisions on behalf of schools. Schools forum decide whether schools will continue to delegate funds.

SEN panel: A panel that runs every Tuesday morning and once a month on a Thursday.

Top up: High needs block funding for pupils with significant needs which is allocated by panels that are held three times a year. The BUDs are used to decide on the banding (bands 1-7) which informs the amount of additional money allocated to support interventions for children and young people.

Traded work: Work undertaken by the Inclusion Service, often consisting of early intervention work for children and young people as part of the school based stages of the CoP. This work is commissioned by schools.

TWS Trading with Schools: [www.tradingwithschools.org](http://www.tradingwithschools.org)

The Training Journal: A paper published bi-monthly by TwS to update schools on pending courses.

TwS Inclusion Service - CPD Training Courses 2015-2016

Title	Aims of course	Provider	Date	Time	Venue
<b>Mindfulness in schools for staff and children/young people</b>	<p>This course is an introduction to the topic, and aims:</p> <ul style="list-style-type: none"> <li>- To introduce mindfulness- definition and background</li> <li>- To provide information about mindfulness interventions for adults and children, and their evidence base</li> <li>- For you to experience a variety of mindfulness activities, both personally and to deliver with children</li> <li>- For you to consider the next steps- personally; with children; and as a school</li> <li>- To be enjoyable.</li> </ul> <p>It is aimed at school staff and education professionals at all levels. No previous experience of mindfulness or meditation is expected.</p>	Educational Psychology Service	09.11.15	9.00-12.00	Fonthill
<b>Solution focused approaches to working individually with young people</b>  <b>Parts one and two</b>	<ul style="list-style-type: none"> <li>- Understand the theoretical basis behind solution focused approaches</li> <li>- Have learnt and practiced a selection of solution focused approaches which they will be able to use directly with young people to motivate change</li> <li>- Have an opportunity to reflect upon their developing skills following an experience of practical application of these skills.</li> </ul>	Educational Psychology Service	12.01.16 & 16.02.16 (attend both mornings)	9.00-12.00	Fonthill
<b>Planning and provision for pupils and students with</b>	<p>This workshop will cover language and literacy development. Participants have opportunities to share best practice and exchange information based on current</p>	Learning Improvement Service	10.11.15	9.00-12.00	Fonthill Primary

<b>Down Syndrome - Workshop 2</b>	research.				
<b>Planning and provision for pupils and students with Down Syndrome - Workshop 3</b>	This workshop will cover numeracy provision, behaviour and transition. Participants have opportunities to share best practice and exchange information based on current research.	Learning Improvement Service	08.12.15	9.00-12.00	Fonthill Primary
<b>Talking Partners @ Primary Schools Speaking and listening programme which can be used KS1-KS3</b>	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
<b>Talking Partners@ Secondary Schools</b>	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
<b>Annual Bristol LA SENCo Conference – supporting high quality SEND teaching in the classroom.</b>	Speakers include Gareth Morewood(keynote) – director of curriculum support and specialist leader of education at Priestnall School & Jane Friswell of NASEN	Learning Improvement Service	29.02.16	9.00-15.45	BAWA
<b>Dyslexia Awareness Training – introductory course to Dyslexia and literacy difficulties</b>	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> <li>• strategies to support pupils at wave 1</li> <li>• best practice guidelines for schools.</li> </ul>	Learning Improvement Service	15.03.16	9.15-12.15	West Town Lane Academy
<b>Inside I'm Hurting Training Level 1 - aimed at mainstream</b>	A wonderful opportunity for staff in mainstream schools to come together and listen to an experienced teacher and trainer. Explore, discuss and develop understanding and	Behaviour Improvement Service	20.11.15	9.30-16.00	Engineer's House (TBC)

<b>schools with associate Louise Bomber</b>	<p>strategies to support our most vulnerable pupils.</p> <p>This workshop provides understanding of the problems these children can face in school and offers strategies to support children to settle, learn and make the most of opportunities that schools can offer.</p>					
<b>Cooling meltdowns: how to manage the impact of adverse childhood experiences</b>	<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



# Bristol SENCo Conference 2016

TRADING  
WITH  
SCHOOLS

‘Supporting High Quality SEND Teaching in the Classroom’

**Monday 29<sup>th</sup> February 2016 09:00 – 15:30**

(refreshments available from 08.30)

**BAWA Conference Centre, Southmead Road, Filton BS34 7RG**

The 2016 conference is delighted to welcome highly acclaimed speakers:

The keynote speech will be delivered by:

**Gareth Morewood**

**Director of curriculum support and specialist leader of education at Priestnall School**

- Develop a clear understanding of the barriers to learning faced by pupils with SEND
- Practical ideas and strategies for supporting the learning of these pupils
- Create an evidence-based, whole-school inclusive system

Following the keynote, delegates will attend three sessions:

**‘Preparing for Ofsted’ from a SEND perspective: Jane Friswell**

- An overview of the common framework for inspection
- How do the new ways of working for SEND relate to inspection?
- Whole school response to inspection requirements for SEND – how do we achieve this?

**How TAs can deliver better outcomes for pupils: Chris Cheal and Sue Griffiths**

- An overview of the training delivered to TAs to help close the gap in writing
- Continual in-house professional development for TAs
- Target setting to enable TAs to help children reach next steps in their learning
- Impact on outcomes for children



### **A local perspective: Suzanne O’Kelly/Bristol SEN Team**

- Implementation of legislative reform – an update
- Reminders of statutory processes and timescales
- Statutory assessment criteria and decision making
- Conversion reviews – plans for 2016-2017

## **Speakers’ Profiles**

**Gareth Morewood** has been the director of curriculum support (SENCo) at Priestnall School in Stockport since September 2002. During this time he has shaped provision not only at Priestnall but also in a number of other schools and local authorities across the UK through support, research, training and consultancy. Gareth also regularly supports parents/carers with SEND legislation and provision, as part of his wider interests in equality and opportunity for all.

As a passionate advocate for inclusive education, Gareth has written extensively on his philosophy of inclusive education and provision and regularly speaks at national conferences.

**Jane Friswell**, previously chief executive of Nasen, the National Association of Special Educational Needs, is now an independent consultant and advisor for SEND who works with a range of international government and ministerial teams advising and developing education policy for SEND.

Jane has worked extensively within the SEN sector for the last 30 years. She has over 15 years’ experience of headship and senior leadership experience within primary special schools and SEND support service sectors and extensive experience of teaching and leading within special and mainstream schools.

She was the lead consultant and trainer for nasen’s “Whole School Approach to Improving Access, Participation & Achievement”, funded by the Department for Education; co-author of national SENCO training materials for Primary Schools and author of nasen’s ‘Preparing for Ofsted Inspection: A Guide for SENCOs & Whole School Staff’ (nasen, 2012, 2nd Edition 2014) along with range of additional publications published by nasen.

Jane has written extensively for nasen and other publishers and continues to represent that organisation across the UK in an advisory capacity. Jane chairs and delivers keynote presentations and workshops at educational events both nationally and internationally.

**Chris Cheal** is assistant head teacher and English leader at Bartley C of E Junior School and a specialist leader of education for the ETC Alliance in Hampshire. In January 2013, Chris was appointed as a KS2 moderator for Hampshire which has seen him work in partnership with the county and schools to help develop writing.

Chris has implemented a number of new initiatives at Bartley which have helped raise the progress in reading and writing for all abilities, across the school. These initiatives include objective and progress setting within lessons, the introductions of a new assessment framework across the school; the implementation of new systems for developing marking and feedback as well as the rigorous monitoring and evaluations of all areas of literacy.

He has led a steering group on curriculum and more exciting task design in English. He has also been asked to share and work alongside other schools across the county. Alongside a colleague Chris has been working on a project which involves training teaching assistants to close the gap in writing and presented at the Catch Up Conference in 2015. Since then they have gone on to develop the training for closing the gap in mathematics.



**Sue Griffiths** has been deputy head teacher of Bartley C of E Junior School for four years. Since becoming deputy, Sue has overseen the implementation a new tracking and assessment system, designed to monitor and track pupil progress across the school and provide accountability for staff and the senior leadership team. A significant focus of the system was to track the most vulnerable children to ensure intervention programs could be implemented. This assessment system helped guide the school through its recent, successful OFSTED. Sue is also heavily involved in the performance management of staff at Bartley, driving up teaching standards for all stakeholders in the school through feedback and coaching sessions.

Alongside a colleague Sue has been working on a project which involves training teaching assistants to close the gap in writing and presented at the Catch Up Conference in 2015. Since then she has gone on to develop the training for closing the gap in mathematics. Sue has also worked with the local teaching alliance on projects with cluster schools and has worked on a project to develop transitional writing between years 6 and 7.

**Suzanne O'Kelly** has been working in education for many years and Bristol SEN for over 11 years; 9 years as north inclusion manager and then since June 2014 as interim SEN manager, overseeing the SEN team and its statutory work during the period of legislative reform which began in September 2014.



**Facilitators:**

**Learning Improvement Service,  
Bristol Education Centre, Sheridan  
Road, Horfield, Bristol BS7 0PU**

**Cost: £150 per person**

**Please book online at:**  
[www.tradingwithschools.org](http://www.tradingwithschools.org)

**or e-mail**

## **TWS EMAS CPD courses to support pupils who are new to English**

Places on our next 2 sessions focussing on **new arrivals** are filling up fast and we would be delighted to welcome inclusion co-ordinators and class teachers to join us; teaching assistants are also welcome. The 2 sessions are:

**TWS EMAS CPD: New Arrivals Session 5 – Engaging Parents & Carers of New Arrivals  
(9.15-12.15, Tues 19<sup>th</sup> Jan 2016 at Fonthill Primary)**

**TWS EMAS CPD: New Arrivals Session 6 – EAL Resources: ICT and more (9.15-12.15,  
Tues 15<sup>th</sup> March 2016 at Fonthill Primary)**

Attendance at these courses is free of charge for LA schools and provides a good opportunity to hear about and share good practice in different schools. If you would like to book a place, please email EMAS Consultants Catherine Cranmer ([catherine.cranmer@bristol.gov.uk](mailto:catherine.cranmer@bristol.gov.uk)) or Carlos Singh Borel ([carlos.borel@bristol.gov.uk](mailto:carlos.borel@bristol.gov.uk)) and we can arrange this for you – thank you.

# Talking Partners

Talking Partners is a speaking and listening programme devised in Bradford and now used nationally. It can be used from KS1 to KS4 and helps to develop the following skills:

- Attention and Listening
- Relevant questioning
- Responding to others
- Joining in discussion and role play
- Retelling and generating stories
- Reporting back

Pupils also show increased content and control of structure in writing.

The Learning Improvement Service are offering Talking Partners@Primary training on 18 and 25 January 2016 at Upper Horfield Community Centre, Eden Grove, Horfield, Bristol BS7. Both days must be attended.



The 2-day training will include:

- Observation of lessons
- Discussion and analysis of how pupils learn
- The opportunity to try the range of activities in the programme
- How to plan activities and find resources
- How to record pupils' progress

Cost: £260 pp for both days (up to 3 members of staff can attend, one of whom must be a SENCo/teacher to manage the intervention) plus £45 pp for Talking Partners @ Primary training manual.

\*Schools will need to purchase the Renfrew Action Picture Test prior to the training

For further information please contact Jane Lindsay or Tracey Nairn, Learning

Improvement Consultants, 9031275

To book places, please either book online at [www.tradingwithschools.org](http://www.tradingwithschools.org) or e-mail Rachael Reeves ([rachael.reeves@bristol.gov.uk](mailto:rachael.reeves@bristol.gov.uk)) with the names of the delegates, job titles and e-mail addresses.

talkingpartners@secondary



*Students who aren't good at listening, have a limited vocabulary and struggle to contribute to a discussion cannot learn well in the classroom. They are at a serious disadvantage in the labour market too. In an increasingly service-driven economy, employers regularly rate communication skills as key to employability. And yet we still do too little in schools to promote language development. Speaking and listening are learned first in a child's life, used much more than reading or writing in adulthood, but taught least. Reading and writing, by contrast, are learned later, used less but taught most." (Jean Gross, CBE, 2013.)*

**talkingpartners@secondary** has been developed as an intervention programme to address specific aspects of language and social communication skills with an expected positive impact upon learner behaviour, self-esteem and general emotional well-being.

**talking partners@ secondary** is delivered to a small group of learners over a period of 10 weeks. Maximum efficacy is achieved with a ratio of 1:3 and the programme being delivered by teacher or TA4. The programme consists of an hourly taught group session and 1 or 2 follow up sessions each week to consolidate the taught skills (this could be on an individual basis).

An important aspect of the programme is the use of visual 'frameworks' to support learners with formulating ideas, sequencing, structuring and delivering their talk. Although it was originally written to support students in KS3, the programme has also been used effectively with those in KS4. Students with a range of needs have benefitted from taking part in the programme including those with ASD, SLCN, C&L, EAL.

## Visual frameworks



**talkingpartners@secondary** supports the development of speaking and listening skills in the following contexts:

- Reporting
- Listening and thinking
- Comparing, analysing and inferring
- Exploring language
- Describing
- Communicating effectively

This is an exciting opportunity now that our 2 Talking Partners trainers are able to offer the Secondary intervention. The Talking Partners at Secondary training is taking place on Friday 19<sup>th</sup> and Friday 26<sup>th</sup> February 2016 at Upper Horfield Community Centre, Eden Grove, Horfield, Bristol BS7 0PU. The cost will be £305 pp for both days. This includes a set of Talking Partners at Secondary resources.

To book places, please either book online at [www.tradingwithschools.org](http://www.tradingwithschools.org) or e-mail Rachael Reeves ([rachael.reeves@bristol.gov.uk](mailto:rachael.reeves@bristol.gov.uk)) with the names of the delegates, job titles and e-mail addresses.

## Looking for support with language in the classroom?

LIS can offer a package of up to four 1-hour workshops, each charged at £200, focused on: Attention, listening and memory, promoting vocabulary development, receptive and expressive language, linking language with literacy and maths. Contact us if you would like the complete package as an INSET.

## Developing Attachment Aware Schools

**Author: Behaviour Improvement Service, TwS Inclusion Service**

*When schools are able to provide safety, security and stability, research shows children and young people becoming more settled within themselves and able to access and enjoy their learning*

Recent advances in neuroscience have led education and health professionals to a greater understanding of the relevance and importance of attachment theory in their practice.

At a national level, local authorities are exploring ways to embed this work, not only at an individual level but also within a whole school systemic approach.

In response to the increasing number of fixed term exclusions in Key Stages 1 and 2, Behaviour Improvement specialist support teachers have been working with head teachers and schools across the city, to use this learning to improve outcomes for children and young people.

Schools are continuing to extend their range of in-school provision to meet the emotional and mental health needs of children in their school communities. One evidence-based model of good practice is the provision of nurture groups. The Nurture Group Network's 6 principles encapsulate nurture groups' theory and practice:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self esteem
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

The Behaviour Improvement Service is continuing to provide support and guidance to schools with nurture groups and those planning this provision.

There are 22 schools with nurture groups in Bristol which have been recorded as part of the National Nurture Group Census 2015. At least two well established groups are now working towards the National Quality Mark Award. From the recent three day accredited training, there are 4 new groups planned.

In Badock's Wood Primary School, there is a Nurture Classroom which is being used effectively as an intervention for two nurture groups; Key Stage 1 children participate in the morning and Key Stage 2 children in the afternoon.

"Our nurture groups have had a positive impact on school. Children who have returned to their classes are making good academic progress. Data from our tracking systems show this positive outcome for children attending nurture groups. More importantly, we have noticed that their resilience as demonstrated by their personal and social interactions during play and lunch times has significantly improved. Children are now interacting with their peers in more positive ways and showing empathy towards each other."

Deputy Head - Badock's Wood Primary

Schools are using the Boxall Profile Assessment Tool to provide a way of assessing a child/ young person's needs, planning intervention and measuring success.

Each Profile consists of 2 sections:

- Developmental Strands, which assess 'The organisation of experience and 'The internalisation of controls';
- Diagnostic Profile, which assesses 'Self-limiting features', 'Undeveloped behaviour' and 'Unsupported development'.

Together these identify areas of strength as well as difficulty and provide robust data for tracking purposes.

In a recent review of a Bristol Primary school it was observed that:

“Pupils with very challenging behaviour are well managed so that their behaviour continues to improve and does not impact on other children. Behaviour Incidents have been falling over time and there have been no exclusions in the last 2 years.”

The practice was reported in the Ofsted Report for Hannah More Primary School in Bristol:

“Additional support from the well trained Nurture Team for the pupils exhibiting behavioural, emotional and social difficulties enables them to learn effectively”.

The Behaviour Improvement Service lead termly city- wide Nurture Network meetings.

These are well attended and hosted by schools. Areas of interest have included policy development, curriculum planning and, more recently, Attachment Aware Indicators.

Colleagues enjoy sharing good practice and support each other in discussing concerns, sharing resources and celebrating successes.

Meetings are positively evaluated and at the last meeting a new member wrote about her first time experience:

“I enjoyed it immensely. Lots of positive talk and sharing of ideas.”

There are numerous opportunities for schools to develop their understanding of attachment theory through Trading with Schools. The Behaviour Improvement Service consistently offers Continuing Professional Development Conferences and courses led by highly acclaimed National Trainers.

You can email [tradingwithschools@bristol.gov.uk](mailto:tradingwithschools@bristol.gov.uk) if you would like:

- more information;
- to arrange a discussion around the subject of attachment awareness;
- to join us at the next Nurture Network meeting;
- to book places on our conference or training courses.

You can also find complete listings of the Behaviour Improvement CPD offer by visiting [www.tradingwithschools.org/training](http://www.tradingwithschools.org/training).

### **SEN Training for NQTs**

The Learning Improvement Service is offering two sessions for newly qualified teachers on

- Tuesday 8<sup>th</sup> March: Working with Others – Parents and TAs
- Tuesday 19<sup>th</sup> April: Supporting Language, Literacy and Maths

Please book online at [www.tradingwithschools.org](http://www.tradingwithschools.org)

For further information, please contact the Learning Improvement Service on 9031275.

## **Information for Parents Education Health and Care Plans**

### ***What information and support is available?***

Whether you are starting a new Education, Health and Care plan or converting from a Statement or Learning Difficulty Assessment to an Education, Health and Care plan, support is available for you and your family. This information sheet is designed to help you decide where to get support from.

### **I'm not sure what an Education, Health and Care plan is, who can explain it to me?**

You could call Supportive Parents or KIDS Independent Support for information over the phone (both organisations can also offer home visits) or have a look at [www.findabilitybristol.org.uk](http://www.findabilitybristol.org.uk).

### **I would like help writing my Parent Views/ Young Person Views**

KIDS Independent Support and Supportive Parents can offer you information and support over the phone on any questions you have about writing your views. Both organisations can offer a home visit, to help you and/or your young person to put down the information that is important to you.

### **I have an Education, Health and Care meeting to discuss my plan and I would like some support**

Supportive Parents and KIDS Independent Supporters can offer you information and support before, during and after your Education, Health and Care plan meeting. KIDS Independent Supporters can help you to prepare for your meetings and may also be able to attend with you too.

### **I need support understanding my draft plan**

If you have questions about what's in your draft plan you can call KIDS or Supportive Parents for information, advice and support. We can both offer information and support over the phone and if necessary a follow-up meeting at our office or a home visit to look through your plan.

### **I'm not happy with what is written in my final plan (including the type of educational setting)**

If you are not happy with an element of your final plan you should call Supportive Parents for advice on what you can do next.

### **I have ideas and views on Education, Health and Care plans and the process that I would like to feedback.**

Bristol Parent Carers can offer you the opportunity to feedback your experience of the Education, Health and Care plan process, as well as any other issues that affect Parent Carers. By joining Bristol Parent Carers you will be able to participate in the shaping of the Education, Health and Care plan process, as well as the strategic planning and development of other services in Bristol.

### **Now I have an Education, Health and Care plan, I'm not sure what happens next**

Supportive Parents can help you with any educational issue including understanding how an Education, Health and Care plan should guide planning and provision in schools and colleges.

## For your parents' noticeboard

### **Supportive Parents**

0117 989 7725 /

[support@supportiveparents.org.uk](mailto:support@supportiveparents.org.uk)

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

Information Advice and Support line open 10am - 2pm

Monday, Wednesday & Friday

(term time)



### **KIDS Independent Supporters**

0117 947 6111 / [IS.SouthWest@kids.org.uk](mailto:IS.SouthWest@kids.org.uk)

[www.kids.org.uk/independent-support](http://www.kids.org.uk/independent-support)

Information and Support line open 9am—5pm, Monday – Friday



### **Bristol Parent Carers**

0117 939 6645 /

[bristolparentcarers@gmail.com](mailto:bristolparentcarers@gmail.com)

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

Open Monday, Tuesday & Thursdays

