



SENCO Newsletter
News and information for Bristol SENCOs and SEN staff
Summer 2015 No. 37



Welcome to the final newsletter of this academic year. First of all, a big thank you to all the SENCOs who sent in evaluation feedback. It's great to know that the newsletter is doing its job, but it's also good to have your suggestions on how it could fulfil its duties even better! Bearing these in mind, you'll find a new order of features, with local updates appearing first as requested.

As far as the changing educational landscape is concerned, it's been a year like no other; however, amidst all the upheaval a constant factor remains and that's your tireless dedication. Using the terminology of pupil passports 'What's important *to* SENCOs' is, without doubt, the children in their care. Now, 'What's important *for* SENCOs' at the end of a challenging year is a period of rest, so when the summer break arrives relax and recuperate! We all look forward to working with you again in the new academic year.

All the best,

Jane (Editor – LIS)

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Local Updates

Dates for your Diary

Bristol SENCO Conference: Monday 29 February

Venue: BAWA

Supporting High Quality SEND Teaching in the Classroom

New SENCO Induction: Monday 28 September 2015

Venue: Bridge Learning Campus PD Centre

Please contact Rachael.reeves@bristol.gov.uk or book online at www.tradingwithschools.org

Top up applications: submit by 2nd November 2015 please

The Hope Virtual School SENCO Update

Thanks to all SENCOs who have been working in partnership with their designated teachers (DTs) for Children Looked After or indeed are also the DT. At The HOPE we now have a 'clean' SEND register of children and young people who are on School Support or have a statement or EHCP.

We have a total of 156 statements/EHCPs and 119 pupils on School Support; if you want to check whether your child in care (CiC) has been counted, ask to check the record on the CLA Tracker which shows SEN need. Let me know if I need to change anything or if the pupil's status has changed from School Support to EHCP. My email is mina.patel@bristol.gov.uk, telephone 0117 3773056.

Also, thank you to all SENCOs who agreed to review the Complex Needs PEP with me – I will shortly send out PEP paperwork for you to comment on, offer suggestions and share your amazing ideas. If you want to be involved there is still time to contact me on mina.patel@bristol.gov.uk or telephone 0117 3773056.

Specialist Team News

Congratulations to Annette Jones, newly appointed Service Manager for Additional Learning Needs. **Congratulations** to Jak Lee and Aoife McNally, our new senior educational psychologists.

ASDOT News

The ASDOT training programme for 2015 - 2016 courses has been sent to all SENCOs. If you have not received this, please email sara.goldhawk@bristol.gov.uk. Courses are also advertised on the Trading with Schools website: www.tradingwithschools.org.

ASDOT is also pleased to announce that we have appointed Judith Mountford to cover maternity leave for Katie Steeds. Judith will be starting in September 2015 and we look forward to working with her.

Sensory Support Service

We are in a period of transition between SEB (Standard English Braille) and UEB (Universal English Braille) which means that the Braille code has been changed and much material is now redundant. Why is this happening? It may be a lot of work now but it means that Braille and technology will be compatible and in today's world that is paramount.

Recommended resources

Clear Vision books – <http://www.clearvisionproject.org/> - schools pay an annual subscription and then can borrow 10 books at a time.

RNIB Library - <http://www.rnib.org.uk/services-we-offer-reading-services/rnib-library>

If you have a braille embosser, you can use **Load2Learn** to download books electronically - <https://load2learn.org.uk/> this however, involves editing.

Updates from the SEN Team

Statutory assessment requests

We are currently experiencing very high numbers of requests (76 in May) for statutory assessment. Many of these do not have the required level of evidence of an outside agency advising and reviewing smart targets over time, and many are cases where a Support Plan is more appropriate, and where top up, without a Plan, is applicable. As a result they are being turned down at the statutory multi- agency panel.

SEN have been involved in mediations with parents where we explain that a Support Plan can provide the document they require, without the need for statutory processes. We do not like to say no to parents and schools, and we ask you to use your support services (LIS, BIS, ASDOT, EPS) for advice, should you be thinking of making a request for statutory assessment. Please discuss with parents the uses of a Support Plan, which can give them the reassurance they need.

Mediations are a lengthy and time consuming process and the SEN team ask schools to please consider with parents very carefully why an assessment is being requested, as this is a measure which is applicable only in the most extreme cases, where a special school place is likely to be required.

This will also reduce the numbers of tribunals where parents appeal against the LA decision and where schools need to attend as witnesses. Schools who meet with parents are well placed to have these discussions and to help inform parents of their options and how best to support their children, thus avoiding the situation where parents feel they need an EHCP, when in fact, they sometimes do not.

EHCP review

The intention of the Children and Families Act and the new Code of Practice is that existing statements will convert to EHCPs at the time of Key Stage transfer, and that the EHCP wording in most cases will remain for the duration of that Key Stage.

There will still be annual review and setting of short term targets but in the majority of cases the IEP (or target setting) will change at review, while the EHCP will not. The EHCP will of

course require amending within a Key Stage if the SEN radically changes. It is expected that the main changes to EHCPs will occur when the child/YP is due to transfer Key Stage.

Suzanne O'Kelly

And now... A 'quick' guide to the EHC needs assessment process



What is a Special Educational Need (SEN)?

1. A SEN is a learning difficulty (LD) or a disability that hinders a child or young person accessing education or training.
2. In addition, the C or YP's LD or disability must be significant i.e. much greater than the majority of their peers.
3. In addition, the difficulties they experience are likely to require education or training provision that is additional to or different from what they would normally get to support their SEN in school or college, i.e. they require Special Education Provision.
4. Special Education provision now includes health or social care provision providing this is part of their education or training e.g. training for independent living or rehabilitation training.
5. Having identified that a C or YP has SEN, the school or college will make plans and try to meet their needs from within their own resources. (Schools and colleges have a notional budget of around £6,000 per pupil/student that they are expected to use before asking for additional funding)
6. The EHC needs assessment process is only for a C or YP with SEN (if they don't have SEN then it's not for them, even if they have health or care needs) e.g. a C or YP with diabetes (as their only need) will have health needs but is unlikely to have SEN as they don't require education or training to overcome or help them.
7. The LA has criteria which it applies to determine if the C or YP has SEN and where the LA considers it needs to make SEN provision e.g. where a C or YP needs to be educated in a specialist setting.

8. The criteria can be summarised as four 'rules' to determine whether the LA needs to become involved and *all* the following must apply:

- a. The C or YP must have a recognised LD or disability that hinders their access to education;
- b. The C or YP's LD or the impact of their disability is significantly greater than the majority of their peers;
- c. The school or college must have accessed and allocated all the resources available to them;
- d. The school or college must have taken purposeful action (done their best) to help the C or YP overcome their difficulties; despite this, the C or YP has not made expected progress. The evidenced use of outside agencies/ professionals in target setting and review over time is expected as part of this. If a school does not yet have this, it is better to wait until they have the evidence.

What happens if they meet the four 'rules'?

1. The school or college will have undertaken assessments, involved other agencies, parents etc., set plans and reviewed progress (a graduated approach) – this provides evidence against the LA's criteria.
2. If satisfied that they have done all they can and the pupil or student is not making the expected progress, the school or college may then request that the LA undertake a statutory needs assessment (a parent can make this request and the LA will ask the school or college for the evidence. It is best however, if the school/college and parent/young person collaborate).
3. The LA (a panel of professionals) considers the request by looking at the evidence provided. The LA has a maximum of six weeks to make a decision. They can decide 'no' - the evidence is that the C or YP does not need an assessment or 'yes' the evidence is sufficient to agree to the assessment. This is not an agreement to produce an EHC plan – just agreement to start the assessment.

What happens if the LA says 'no'?

1. If the LA says 'no' to the assessment they must let the parent or YP know within 6 weeks of the request for an assessment and inform them of the reason and of their right to appeal to the SEND Tribunal. At the same time they are signposted to support through SENDIAS (an independent advisory service for parents) and KIDS. They are also signposted to Global Mediation, which parents must consider before making an appeal to the Tribunal.
2. The LA does not have to consider another request within 6 months of the last one. Any subsequent requests need to contain new evidence.

What happens if the LA says 'yes'?

1. The LA notifies the parent or YP within 6 weeks of the request that they will carry out the assessment.
2. They then write to various agencies for advice e.g. school, Educational Psychology Service, Social Care and Health, as well as any other professionals that the parents request and where it is considered reasonable. The agencies have 6 weeks to provide the advice and parents or YP are also asked for their views.
3. If the professionals e.g. the school, have already submitted all their advice at the point of the request and have nothing more to add then it can be accepted (they don't have to do it all again).
4. Once the deadline is reached an LA officer looks at all the advice and draws up a draft EHC plan.
5. This plan and the advice then go to the LA panel which considers whether or not there is a need for a statutory plan.
6. If 'no', they inform the parents within 16 weeks of the original request and the process is the same as if they said 'no' at the previous stage.
7. If 'yes', the LA senior assessment co-ordinator (previously called inclusion officer) sends the draft plan and meets with the parents and/or YP (around week 12

- following the request) with as many professionals as possible to discuss the draft plan and turn it into an agreed plan.
8. The draft is then revised (if necessary) and sent out to the parents or YP to formally agree. At the same time they send to the preferred school or college, asking if the C or YP's needs can be met.
 9. Parents and the school or college have 15 days in which to respond.
 10. The whole process must take no longer than 20 weeks (see [time scale](#) chart)
 11. If all agree, the EHCP is confirmed as the final plan and will be reviewed 12 months from the date of issue.

What happens if the parents or YP don't agree with the plan?

1. If there is disagreement at an early stage the LA will work with the parents of YP to try to find a way forward.
2. If there is still no agreement then mediation might be considered.
3. If there is still no agreement then the LA will issue the final statement – this is the only way the parents/YP will be able to appeal to the SEND Tribunal and mediation must be considered first.

What happens if the school or college says 'no'?

1. The LA will make every effort to ensure that the C or YP is properly placed and that their needs can be met; however, schools or colleges must admit a C or YP where they are named on the final EHCP and must make reasonable adjustments to enable them to be included (or risk falling foul of the Equalities Act 2010).
2. Schools / colleges cannot appeal against the LA's final decision to name them.

What is the difference between an EHCP and 'top- up'?

1. In Bristol (not all LAs do it this way) schools and colleges can access additional funding without the need for a statutory assessment that might lead to an EHC plan. The reason is that the needs of some C and YP are relatively straightforward i.e. schools know what they need to do but just need some extra funding; social care or health do not need to provide any education or training (i.e. they do not need Special Education Provision provided or funded by social care or health).
2. In such cases, schools can apply for 'top up' funding where needed. This is still a rigorous process (as local authorities have to make sure we are spending public funds properly) and where successful, this process is intended to provide funding to schools more quickly than through a formal statutory assessment, which can take up to 20 weeks.
3. Schools will still have to provide evidence and involve parents in the same way as they would for a statutory assessment. Funding is often agreed for a number of years and can be carried across school phases e.g. from primary to secondary school.
4. Applying and receiving top up funding does not stop a school or parent requesting a statutory assessment where needed.

If there is funding through 'top up', when would a statutory assessment be needed?

Some children and young people have more complex needs, e.g. they may have significant medical and social care needs which call for social care and/or health provision (special education provision) as well as educational needs. Top up funding can still be applied for but it might also be necessary to carry out a statutory assessment to bring all the advice together and look at what the C or YP needs from a multi-agency perspective and to secure provision.

Suzanne O Kelly, SEN Manager (Interim) June 2015

Kids: Conversion Review Support

Dear SENCos



Since starting as Independent Supporters at the end of 2014, we have worked with over 100 Bristol families and young people giving information and support with EHC plans. We are centrally funded by the DfE, but work alongside the Bristol SEN and 0-25 teams, to provide impartial support to families and young people to be fully engaged throughout the EHC process.

During the 2015/16 academic year we will be able to offer families support right from the start of the conversion process from statements to EHCPs. For example, in readiness for term 1 and 2 conversion reviews, we could visit families to explain the SEND reforms and EHC process and support them to compile their parental views.

Please get in touch with us if you have any suggestions about how we could make your families aware of their entitlement to this service and how to access Independent Supporters. We could send you leaflets or some text for inclusion in a newsletter or mail out.

If you have families that you would particularly like to target for support in engaging with EHC conversions, we are happy to make initial contact with them if they have given you permission to pass on their contact details to us.

Please note that we work throughout the school summer holidays, so can be available then to meet with families who may want information or support ready for term 1 review meetings.

Best wishes,

Virginia Roy and Nakita Singh:
Independent Support Practitioners

0117 9476111

IS.SouthWest@kids.org.uk www.kids.org.uk

National News and Updates



Statistical First Release - Statements of SEN and EHC plans: England 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/428744/SFR14-2015_Main_Text.pdf

4,205	The number of statutory Education, Health and Care (EHC) plans in place on 15 January 2015.
235,980	The number of statements of Special Educational Needs (SEN) in place on 15 January 2015.
1,360	The number of new EHC plans issued between 1 September 2014 and 31 December 2014.
25,780	The number of new statements of SEN issued between 1 January and 31 December 2014.
2,765	The number of EHC plans transferred from statements of SEN or Learning Difficulty Assessments (LDAs).

This statistical first release (SFR) publishes 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 local authorities.

In previous years, SEN2 data has been published as part of the Special Educational Needs in England SFR which also includes data from the January school census. The January 2015 school census data is due to be published in a separate SFR in July 2015. The publication of SEN2 data was brought forward in 2015 because it is available sooner than school census data. The 2015 SEN2 return includes data from the 2014 calendar year as well as at the January 2015 census date, meaning the data covers both the previous and new arrangements. Figures show that the combined number of statements and EHC plans issued is lower than in the previous four years.

Looked after children

In 2013 - 14, two-thirds of looked after children (LAC) for whom data were available had SEN (29% of whom had a statement, and 37.6% who didn't).

The DfE has issued the following guidance regarding the reviews and plans:

Q: Do the review of a Care Plan and the annual review have to be one and the same event?

A: Paragraph 1.69 of the Code of Practice states:

For looked after children the annual review should, if possible and appropriate, coincide with one of the reviews in their Care Plan and in particular the personal education plan (PEP) element of the Care Plan.

However, this does not mean that there has to be a single big review meeting that deals with both the EHC and Care Plan reviews. Indeed, it is unlikely that such a meeting would be the most appropriate way to involve the child or to reach the best conclusions

about the way forward. All the Code means is that both social care and SEN professionals should have joined up conversations. Decisions about the child's special educational needs should be made with reference to his/her looked after status and vice versa.

Q: Do personal education plans (PEPs) or health plans for looked after children and their EHC plan have to contain the same information?

A: There is no need to duplicate in the PEP or health plan what is in the EHC plan. Making a cross-reference will be sufficient. The PEP and the health plan (which are about how a local authority, in partnership with others, will carry out its duty as a corporate parent rather than its SEND functions) is likely, however, to cover more ground than the EHC plan.



Special Needs Jungle (SNJ) is now a member of Patient Inform, an organisation providing research and information on a wide range of

conditions. Members of SNJ can access articles free. If a child in your school has a rare condition and information is hard to find, this site might be just the resource you need.

Supporting SENCO Practice

The SEND Reforms – a Summary

Old system	New system
School Action/School Action +	SEN Support
Statement and Learning Difficulties Assessments for 5-19 year olds	Education, Health and Care Plans (EHCPs) for 0-25 year olds (statutory)
Statements produced in 26 weeks	ECHPs produced in 20 weeks
Limited health and social care responsibilities	Significant health and social care responsibilities
Single agency planning	Integrated assessment and person-centred planning

A Quick Checklist for SENCOs

Have you...

Sent your SEN information report and SEN policy website links to sendplus@bristol.gov.uk for inclusion on the Findability site?
Planned to review your SEN information report in conjunction with parents?
Booked conversion reviews in term 1 2015 for pupils transferring from statements to EHCPs during the next academic year?
Reviewed/audited parental engagement and pupil voice and planned for development?
Made/continued links with your SEN governor?



Frequently Asked Questions

Q: What is a non-statutory EHCP?

A: Also known as a support plan, a non-statutory EHCP is issued for children under statutory school age. In Bristol, the format and content of the non-statutory plans is very similar. There is no expectation that non-statutory support plans become statutory when a child begins primary school.

Q: Which documents should I keep to record targets, interventions and progress?

A: If you've been following the 'To IEP or not to IEP' articles in this year's newsletters you'll know that there is no prescriptive answer to this question; nevertheless, whichever decision you make about paperwork, you'll want to be assured that you're fulfilling any recording requirements. All children's progress is recorded through school tracking systems; however, if there is a need for finer detail on aspects of development for pupils at the School Support stage, consider the following:

1. Class support plans for pupils with significant needs who need specific teaching strategies in order to meet their in-class targets.
2. IEPs for targets set by an external agency, for example, a speech and language therapist.
3. Individual provision maps for pupils with significant needs: these can contain targets as well as strategies so you won't need to draw up an IEP in addition.
4. Intervention plans with integral targets and monitoring.
5. Track and record small steps of progress with standardised tests.

It can be tempting (or perhaps that's the wrong word!) to record as much as possible about a child's progress – none of us want to feel that we're leaving any gaps. On the other hand, progress is constantly monitored in all schools and hardworking staff need to avoid any unnecessary duplication. You can discuss these matters and consider the best approach for your school with your LIS consultant at your next core visit.

Q: What are the criteria for applications for statutory assessment?

A: There are four criteria to consider before making an application for a needs assessment – see the 'quick guide' earlier in this newsletter.

The SEN Team has provided this further guidance:

Chapter 9 of the Code of Practice (2015) is applicable. Schools should ask themselves what is to be gained by securing an assessment or a plan that cannot be gained via a non-statutory plan (e.g. a special school place requires a plan). If requesting an assessment, the LA needs to see evidence of need, but also of what has been done at the School Support level, with outside professionals advising school on targets and reviewing targets over time.

Q: Where can I go for advice on pupils in nursery?

A: The Early Years Inclusion Service, based at Bristol Education Centre, can offer information and guidance. Contact Rachael.clelland@bristol.gov.uk.

Not sure who your LIS consultant is? Contact Rachael.reeves@bristol.gov.uk who will put you in touch.

Resources

EAL or SEN?

Guidance for establishing whether children and young people with English as an additional language may also have special educational needs is available at:

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Advice%20and%20Guidance%20for%20Schools.aspx>



Diabetes UK has launched an information pack to help schools support children with Type 1 diabetes.

Diabetes UK's schools pack includes a sample medical conditions policy; information about diabetes and how best to support children and young people who have it; and answers to important questions such as how to store insulin and what training staff might need. Order the pack from

https://www.diabetes.org.uk/About_us/News/New-resources-to-improve-support-in-school-for-children-with-diabetes/ .



The Independent Diabetes Trust has produced a parents' passport for schools to assist school staff. There are sections for child-specific information on times for insulin, hypo and hyper warning signs and guidance on what to do. The passport template is available from

<http://iddt.org/4587/diabetes-parents-passport-for-schools> .



The Communication Trust
Every child understood

may be struggling to develop their speech, language and communication skills and can also be used to track progression of these skills over time or following interventions. The Communication Trust website has video clips to explain the use of the tools as well as top tips and many more resources. Save this one to your favourites – it's well worth keeping up to date with the Trust.

The Communication Trust has now produced a suite of progression tools to be used by secondary practitioners. The secondary progression tools aim to support teaching staff to identify young people who



No Pens Wednesday has been with us for some years now, although most of us haven't yet taken advantage of the event and the free resources on offer. The idea behind the day is to promote speaking and listening skills by putting down pens for a whole day.

No Pens Day Wednesday 2014 reached a total of over 3,600 schools and settings. You can find out more about the impact the day had – just see the website link to evaluation findings and case studies.

The website has free resources for your No Pens Wednesday (which can actually be any day you choose) which stay on all year round.

However, should you be thinking ahead to the autumn already, take a look at what's on offer...

To take part and find out more, just complete a short sign up form to get immediate access to the range of free materials produced for the event across the last 4 years. You'll find lesson plans, activity ideas, homework, information for parents and staff, assembly ideas and much more for a wide range of educational settings.

The web page will soon be updated with more information on the 2015 event - but for now sign up, find out more and make use of the great resources available!

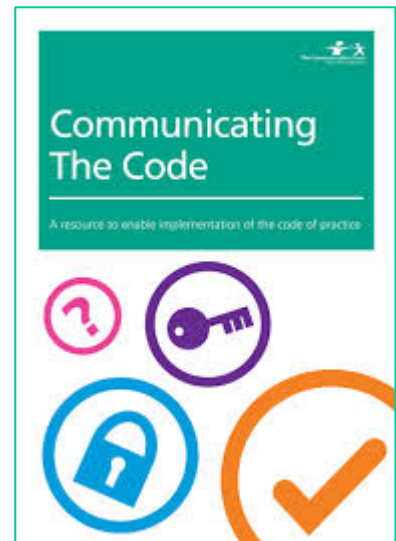
If you decide to participate, please let your LIS consultant know – we'd love to share your successes in the newsletter!

Published by The Communication Trust, **Communicating the Code** is designed to provide additional information specifically in relation to children and young people with Speech, Language and Communication Needs (SLCN) to support practitioners to implement the Code of Practice well, thus ensuring that children and young people's needs are identified and supported as effectively as possible.

Communicating the Code has been written specifically for the children and young people's workforce from early years to post-16 settings.

It aims to:

- Summarise a number of areas in the new Code of Practice
- Highlight some key issues for SLCN in the new Code
- Identify some key strategies which may be useful in overcoming these issues
- Suggest some indicators of success
- Identify and signpost to examples



Communicating the Code is divided into sections which can be read separately, or as part of a whole. To go to specific area of interest within *Communicating the Code*, use the links on the first page to skip to the relevant section. Throughout *Communicating the Code* you will see additional information highlighted:

- Text in Blue tells readers a bit more about a term used in the code and adds some background information.
- Text in Orange shows an example of the code in practice. More examples can be found in the Examples Bank.
- Text in Purple refers readers to the research that backs up *Communicating the Code*.

References can be found at the end of each section.

Download the document from:

<http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/communicating-the-code/>



With so many now available it's not easy to choose the best apps for learners with literacy difficulties. Price isn't necessarily a guide to quality and an app that suits one pupil might not be the most useful for

another. However, we need some recommendations to guide our choices so here's a short selection of products endorsed by the British Dyslexia Association (BDA):

Speech to text

It's very frustrating for pupils who enjoy composing narratives or reports but forget their intended sentences due to working memory difficulties. As pupils grow older they become increasingly aware of these difficulties and don't want to appear different to their peers in class. Luckily, there are now many apps available for everyday devices such as iPads, so pupils can avoid feeling singled out by using special equipment.



Newer models of **iPads** offer **speech to text** from the keyboard itself – just press the microphone icon on the keyboard. This requires internet connection and allows approximately 30 seconds of recording each time it is activated. This should be enough for one or more

sentences, although insufficient for a sustained narrative.

Text to speech

ClaroPDF is a useful study tool, enabling any PDF text to be spoken with good quality (Acapela) voices including synchronised text to speech.



PDFs can be annotated with tools that permit highlighting, underlining, freehand drawing and text boxes. Files can be opened and saved using Dropbox and Google Drive. They can also be opened (with annotations) in any other App that supports PDF format. Different languages can also be supported with an additional in App purchase.



ClaroSpeak is a good quality text to speech application offering voices with international accent(s), synchronised text highlighting and word prediction.

The simple interface allows text to be read by word, word trail or sentence. A range of options exist for different fonts, text highlighting and background colour. Text can be exported directly into e-mail or messages and also

uploaded directly into Dropbox or Google Drive or simply copied and pasted.

Any text can be saved as a speech file using the text to speech voice.



If you missed **CALL Scotland's Wheel of Apps** in a previous newsletter, download from http://www.callscotland.org.uk/CommonAssets/ckfinder/userfiles/files/Wheel_of_Apps_V1_0.pdf .

You'll find the apps listed above and many more. See the following page for a newsletter apps review.

Writing

Cricksoft has a suite of apps for early writers - see the comparison chart on page 15. Find out more at <http://www.cricksoft.com/Files/Apps/Clicker-Apps-Comparison.pdf> .



Write Online is now available as an app for iPads, providing an age-appropriate writing tool for secondary school students. Watch the explanatory video and download a pdf with further details at <http://www.cricksoft.com/uk/products/writeonline-app/writeonline-app.aspx>

Apps review



Chimp Fu

This is one of the Nessy suite of apps and teaches syllable division. Pupils who manage the more rudimentary stages of reading sometimes struggle when they encounter

longer words; Chimp Fu provides a video explanation of how to split multisyllabic words and plenty of subsequent practice in chopping them! Get them wrong and the Banana of Pain (yes, truly!) turns fifty shades redder! Get them right and you become a master of Chimp Fu. This is a very reasonably priced and motivating app, available for iPads and Android devices.



Hairy Letters



An award winning app, Hairy Letters teaches letter names, sounds and formation, making it ideal for children who need repetition and plenty of opportunities to develop fine motor skills. After the 'Hairy' demonstrates letter formation, the child can finger trace the dotted letter outline. There's instant feedback if the formation goes awry! Download from the Apps Store.

Hairy Phonics



There are three apps in the Hairy Phonics series, teaching nine consonant digraphs, nine vowel digraphs and nine vowel-r and vowel-e combinations. As these are areas children with literacy difficulties often struggle with, these apps are a welcome addition to teaching resources. Available for iPad and Android devices.

Visit <http://www.nessy.com/uk/apps/> to find out more.

Clicker Writing Apps

The Clicker Apps family consists of a range of writing support tools. With the Clicker writing apps there is appropriate support for every pupil, no matter what stage of literacy they have reached. Each app focuses on one key feature of Clicker 6, to support children to develop their writing skills one step at a time.

Who is it for?



Clicker Sentences

- Emergent writers
- English language learners
- Older children struggling to acquire basic literacy skills



Clicker Connect

- Developing writers
- Struggling writers
- English language learners
- Children moving on from using Clicker Sentences



Clicker Docs

- Primary pupils of all abilities
- Dyslexic pupils
- Struggling spellers



Clicker Books

- Primary pupils of all abilities
- Dyslexic pupils
- Struggling writers

What does it do?

Clicker Sentences supports children to build their first sentences using words from a grid, with options for differentiated writing support.

Clicker Connect scaffolds independent writing skills by offering words and phrases to support children as they build sentences and compose coherent text.

Clicker Docs transforms the iPad into a portable primary word processor and encourages independent writing with the support of word prediction and word banks.

Clicker Books lets pupils create their own talking books, using a range of differentiated support. Teachers can also create reading books for pupils.

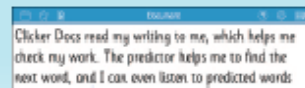
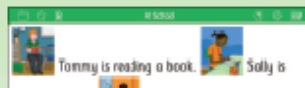
At a glance

- ✓ Speech feedback
- ✓ Model sentences
- ✓ Illustrate writing with pictures
- ✓ Crick Picture Library included
- ✓ Child-friendly keyboard

- ✓ Speech feedback
- ✓ Colour-coded cells
- ✓ Illustrate writing with pictures
- ✓ Crick Picture Library included
- ✓ Child-friendly keyboard

- ✓ Speech feedback
- ✓ Word banks
- ✓ Word prediction
- ✓ Talking spellchecker
- ✓ Child-friendly keyboard

- ✓ Speech feedback
- ✓ Word banks
- ✓ Illustrate writing with pictures
- ✓ Word prediction
- ✓ Talking spellchecker
- ✓ Child-friendly keyboard
- ✓ Sound recorder



Websites: Focus on Mental Health



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

Young Minds provides a wealth of information for young people, parents and professionals on mental health issues, including these key statistics about children and young people's mental health and wellbeing:



- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has risen by 68%
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time
- Nearly 80,000 children and young people suffer from severe depression
- Over 8,000 children aged under 10 years old suffer from severe depression
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society
- 95% of imprisoned young offenders have a mental health disorder. Many of them are struggling with more than one disorder
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s
- The proportion of young people aged 15-16 with a conduct disorder more than doubled between 1974 and 1999.

See http://www.youngminds.org.uk/training_services/policy/mental_health_statistics for more statistics and sources of figures.



<http://www.headmeds.org.uk/medications>

Head Meds, powered by Young Minds, provides clear information for young people on mental health conditions and associated prescription

medications.



Mind, the mental health charity, produces booklets and information for young people. Visit

[http://www.mind.org.uk/information-support/guides-to-support-and-services/children-and-young-people/booklets-](http://www.mind.org.uk/information-support/guides-to-support-and-services/children-and-young-people/booklets-for-young-people/)

[for-young-people/](http://www.mind.org.uk/information-support/guides-to-support-and-services/children-and-young-people/booklets-for-young-people/)



LIS CPD Offer for Terms 1- 4

Course	Date	Venue
Numicon Intervention Programme	14 September, 29 September - ½ day, 12 October- ½ day, 11 January 2016- ½ day	Sea Mills Children's Centre
New SENCO Induction	28 September	Bridge Learning Campus PD Centre
Dyslexia Awareness	13 October (half day)	West Town Lane Academy
Supporting learners with SEND in the primary classroom (NQTs)	02 November (half day)	Sea Mills Children's Centre
Planning and provision for pupils and students with Down syndrome	10 November (half day)	Sea Mills Children's Centre
Planning and provision for pupils and students with Down syndrome	08 December	Sea Mills Children's Centre
Talking Partners @ Primary Day 1	TBC	
Talking Partners @ Primary Day 2	TBC	
NEW! Talking Partners @ Secondary Day 1	TBC	
NEW! Talking Partners @ Secondary Day 2	TBC	
NEW! Differentiation and independence for pupils with SEND	TBC	
Supporting learners with SEND in the primary classroom (NQTs)	08 March 2016	Sea Mills Children's Centre
Dyslexia Awareness	15 March	
Supporting learners with SEND in the primary classroom (NQTs)	19 April 2016	Sea Mills Children's Centre

Book online at <http://www.tradingwithschools.org/Training/> or contact Rachael.reeves@bristol.gov.uk .



Are you seeking superb staff skills in speech, language and communication matters?

Are you looking for accredited courses? **Look no further!**

The LIS can offer 10-week Eiklan courses accredited through APT learning. Support staff from Bristol secondary, primary and special schools have already qualified, with teaching assistants from Notton House being the latest group to complete the 11-16s course.

For more information contact Tracey Nairn tracey.nairn@bristol.gov.uk or Jane Lindsay jane.lindsay@bristol.gov.uk.

Closing the gap in reading

2015 - 16

Early intervention; expert teachers with specialist knowledge who make learning visible; rigorous monitoring of children's progress; quick intervention with thorough evaluation of its impact; adjustment of provision based on progress of child.

Course	Dates	Audience	Details
Reading Recovery Initial Professional Development Course <i>Y1 and Y2 lowest attainers in literacy</i>	Sept 2015 – July 2016	Teachers	An in-service course leading to accreditation with UCL Institute of Education
Boosting Reading @ Primary <i>KS1 KS2 and KS3 struggling readers</i>	17 th Sept and 1 st Oct 14 th and 28 th Feb 21 st and 28 th April	Teachers, TAs, business and community volunteers, parents	2 days 9.15 – 2.45 pm
Inference Training <i>KS2 and KS3 children who decode accurately but fail to read with meaning and enjoyment</i>	2 nd and 9 th Oct 2015 22 nd and 29 th Jan 2016 15 th and 22 nd April 2016	Teachers, Teaching Assistants	2 mornings 9 am – 12 am
A to Z Programme <i>Reception, Y1 or EAL children who are not yet able to read book band pink level books</i>	5 th Oct 22 nd Feb	Reception and Y1 teachers, TAs, SENCos	1 afternoon 1.00 – 4.00 pm
Running Record and Benchmark Training	Sept 24 th	Teachers, NQTs	9 – 12 am
Help! I'm in charge of the library	Sept 25 th	School librarians, teachers	9 – 3.30
Great library but where are the children?	Nov 6 th	School librarians, teachers	9 – 12
English Best Practice Network	Oct 13 th	English subject	

For more information and to book go to the TWS website <http://tradingwithschools.org>

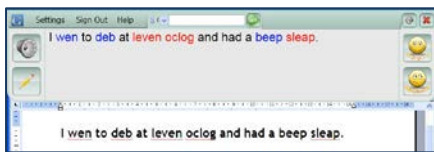
Business support: Helen Laban 0117 9031353

Specialist Teachers' Section



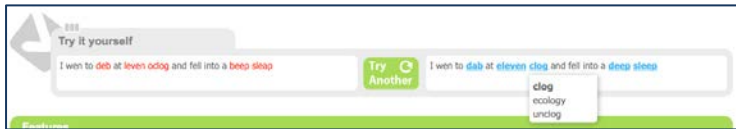
CALL (Communication, Access, Literacy and Learning) Scotland

With so much technology now available to support learners with literacy difficulties, selecting the best products can be a tricky business! The BDA website has useful information (see page 13 in this newsletter) and another reliable source of tried and tested resources is CALL Scotland <http://www.callscotland.org.uk/Home/>. Based at the University of Edinburgh, this excellent organisation provides up-to-date reviews and comparisons of programmes and devices, including AAC (augmentative and alternative communication).



Spellcheckers

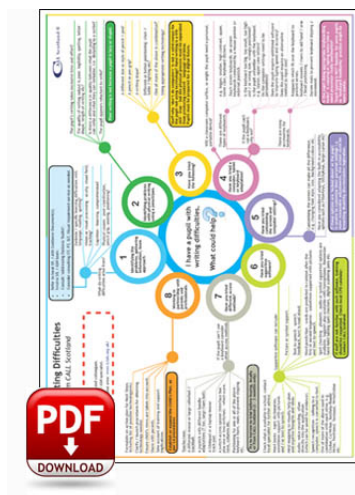
You'll find a thorough exploration of three spellcheckers on the site: Ghotit, Ginger and Oribi Verispell. There are screenshots of key features in all three programmes and clear explanations of functions. Each product has been put through its paces and results collated in tabular format,



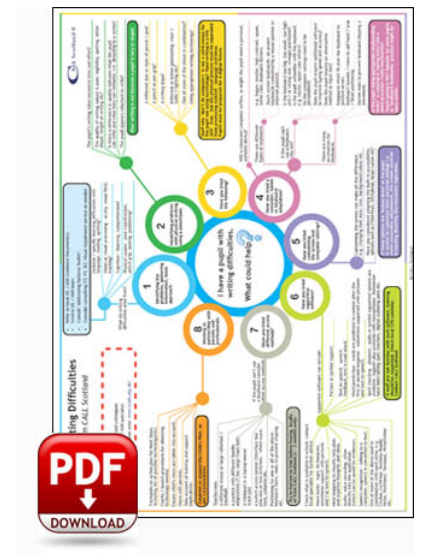
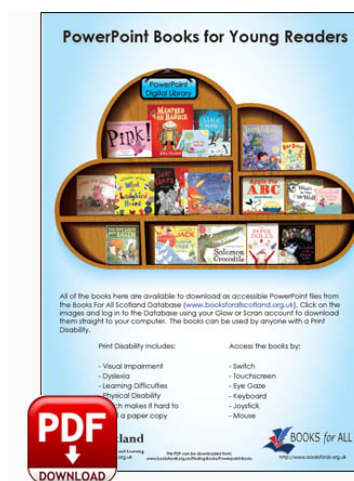
together with those derived from Read and Write Gold, Microsoft Word and Claro Read. This is definitely a go-to place if you're looking for assistive technology advice. And which spellchecker was best? Unearth the conclusions at <http://www.callscotland.org.uk/Common-Assets/quick-guides/QG-1408350622.pdf> !

Free posters to download

Addressing reading difficulties

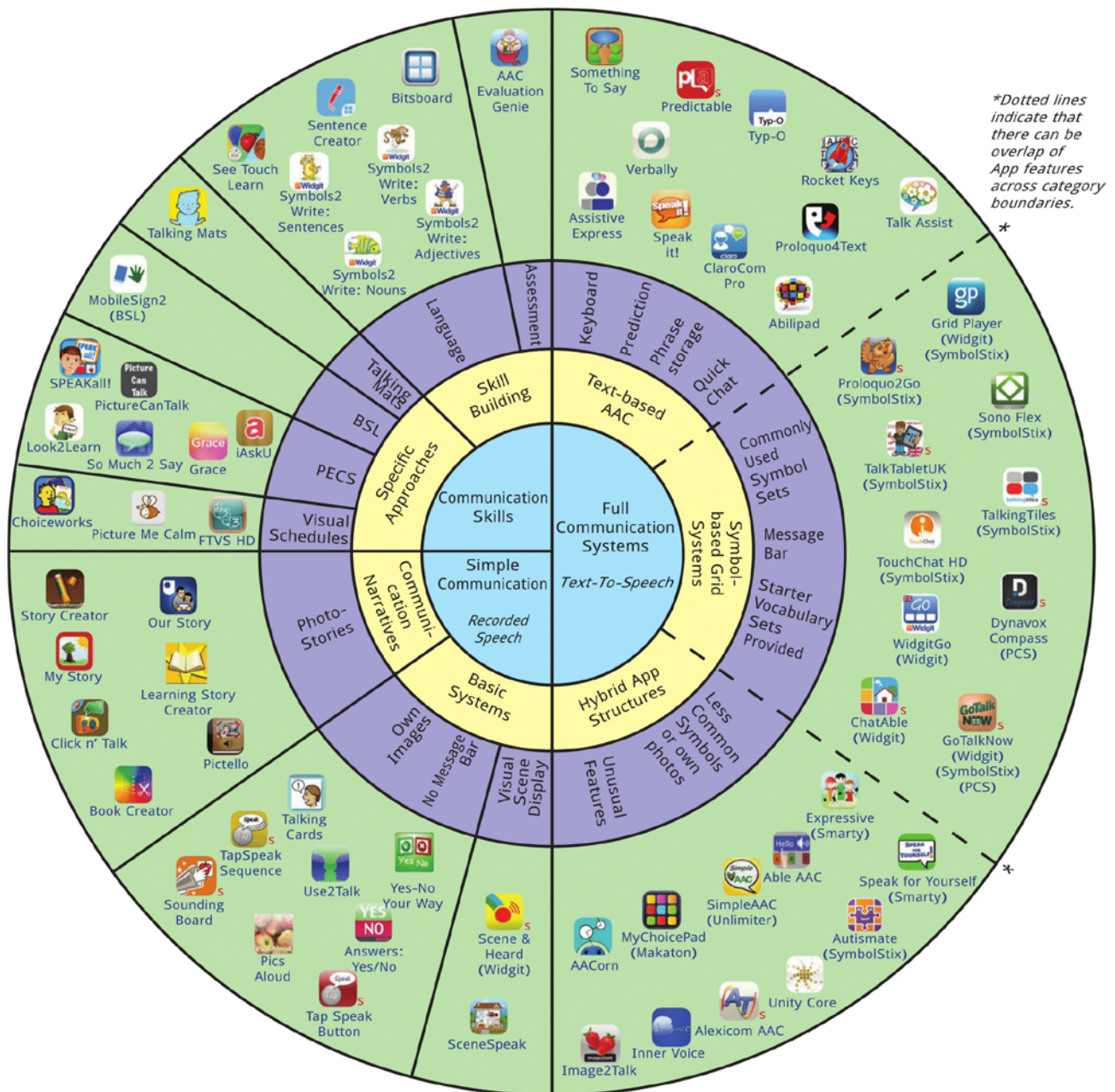


PowerPoint books for young readers



**Supporting writing
difficulties**

iPad Apps for Complex Communication Support Needs: Augmentative and Alternative Communication (AAC)



Identifying Suitable Apps
 This wheel does not include every App available in each category. There are hundreds of AAC Apps and many hundreds of combinations of features. This wheel includes Apps that CALL broadly finds reliable and useful and/or that stand out in their category.
 For a useful, comprehensive and regularly updated listing of AAC Apps, see www.janefarrall.com
And also... AAC Ferret
 This is a very valuable App developed by Spectronics that allows you to search for AAC App by keyword and/or by specific feature(s) e.g. App types; type of voice output; visual representation; vocabulary features; vocabulary display; access; customisation; message sharing; support features.



An electronic version of this chart can be downloaded from <http://bit.ly/CALL-AAC-App-Wheel>
 App names are 'clickable' links, taking you to information about the individual App on the iTunes site for the UK.

Switch Access
 Switch access may be necessary for some users, usually requiring a bluetooth switch interface and switch(es) tailored to the individual user. Previously, very few Apps were designed specifically for switch access. Although things have moved on since then, these Apps tend to be the ones that offer the widest range of useful scan options and functions, and may still be the 'safest' choice for switch users. These are marked in this wheel with small red 's' (beside app icon).
 From iOS7 and above, new Accessibility settings built-in to the iPad itself mean that almost any/all Apps (and the iPad itself, desktop, and all functions) can be operated by one or two external switches (or by using the screen as a switch, or even head movements). iOS8 has further enhanced the range of accessibility settings. Many AAC Apps that were not specifically designed for switch access will run satisfactorily under 'switch control' in iOS7 and above accessibility settings. But be careful! A few do not work at all – or not well – with iOS switch control. So if you know you are going to need switch access, never buy an App without checking which type of switch it uses and which switch interface is needed, what settings are available and - if possible - perhaps via a specialist centre such as CALL Scotland - whether it actually works or not!

Parents in Partnership

For your parents' noticeboard...

Organisations offering independent support and advice

Kids

Telephone - 0117 9476111

Email - IS.southwest@kids.org.uk

SENDIAS (formerly Supportive Parents)

Email – support@supportiveparents.org.uk

Website – www.supportiveparents.org.uk/contact



Bristol Parent Carers

Email: rosie@bristolparentcarers.org.uk

Information for parents



The Council for Disabled Children produces a wide range of resources including information leaflets on the SEND reforms. Key information for your noticeboard appears below.

The SEND reforms: what parent carers need to know and what they need to do

What is happening?

The Children and Families Act will change the way in which children and young people with Special Educational Needs and disabilities are supported at school and in the community. The Act will be implemented in stages, starting in September 2014.

What is in the Act?

The Act responds to concerns parents carers have raised about the SEND system over the last few years. It includes some key principles to improve parent carers experiences. These include:

- **More Participation:** The Act includes new responsibilities on local authorities and others to make sure parent carers and young people are much more involved in decisions that affect their lives. It also makes clear that local authorities and health partners should work with parent carers and young people to improve services across their local area for example through the parent carer forums.
- **Better Outcomes:** The Act requires education, health and social care services to look at how they support children and young people in a way that improves progress and supports the outcomes they want and need in their lives.

- **Better joint working:** The Act requires services that families use, in particular education, health and social care to work more closely together and commission services together. This should improve the experiences of children, young people and their parent carers.

What does this mean in real life?

Education, Health and Care Plans will replace Statements of Special Educational Needs and Learning Disability Assessments (LDAs). From September 2014, no new statements or LDAs will be available. In stages, over the next few years, children with an existing statement will have their statement transferred to an Education, Health and Care Plan. There will be agreed procedures for the changeover and parent carers and young people will have a say in these. Existing rights, for example rights of appeal, will continue during the transfer.

Education, Health and Care Plans can continue to support young people up to the age of 25 if the local authority considers that the young person needs more time to complete their education or training.

SEN support will replace School Action and School Action Plus. Schools will still be required to identify children who need additional support, involve parent carers and children and young people in planning how to meet these needs and call on specialists from outside the school when they need to.

Local offer From September 2014 every local authority will be required to have a “local offer” which informs parent carers and young people with SEN or disabilities what is provided in their local area, including what to expect from local early years providers, schools, colleges, health and social care. In addition, it will include information on how decisions are made about how services are allocated, how to request a personal budget, how to access more specialist support and how to complain or appeal. Local authorities must involve parent carers, children and young people in developing their local offer.

Information and advice Local authorities already have to make information and advice available to parent carers about SEN, through parent partnership services. From September, local authorities must make information and advice available that also covers disability, health and social care and is also available directly to young people as well as parent carers - building on the services (like parent partnership services) they already have in place.

Families with children or young people going through a statutory assessment leading to an education, health and care plan may also be able to get help from an **Independent Supporter** – someone who doesn't work for the local authority who can help parents and carers, and young people, through the process.

Other changes There are lots of other changes, but these are some of the main ones. There are also things that are not changing, for example the disability discrimination duties in the Equality Act are the same as they were before the SEND reforms started.

How can I find out what early years providers, schools, colleges, social care and health should do?

A new **SEND Code of Practice** was published in 2014. It set out how decisions should be made for children and young people with Special Educational Needs or disabilities. This is statutory guidance and early years providers, all schools, colleges, local authorities and health partners **must** have regard to it when they decide what to do.

How can I get involved?

Parent carers can get involved in planning for these changes in their local area. Their local parent carer forum is involved in working strategically with the local authority and health partners. Parent carers can join their local parent carer forum and can make a real difference by sharing their ideas and thoughts. It is always up to you how you participate in your forum – it may be just by being a member, or you may want to get more actively involved and make sure those who are making decisions know what parent carers think. You can also talk to the SENCO at your child's school or the person responsible for SEND support at your college and ask them what they are doing to prepare for these changes.

What can I do if I am worried about how this will affect my child?

If you are worried about your individual child, please contact your local Parent Partnership Service for advice and support. You can find details of your local Parent Partnership Service here: <http://www.parentpartnership.org.uk/>

You can also call the Contact a Family SEND freephone helpline 0808 808 3555 (9.30 – 5pm Mon-Fri) email: helpline@cafamily.org.uk

There is a range of “mythbusters” that have been produced to help clarify concerns parent carers may have, or have been told might result from the changes. You can find them here: <http://www.councilfordisabledchildren.org.uk/childrenandfamiliesbillmyths>

and at <http://www.councilfordisabledchildren.org.uk/childrenandfamiliesbillmyths-ehcps>

Parent Carer Forums have put a number of questions forward about the changes. [You can read these questions and the answers from the Department for Education here.](#)

When is this going to happen?

The law required changes to the arrangements to begin in September 2014. It will take some time for local areas to make all of the changes that are required, so these will take place over a number of years.

Glossary

SEN: special educational needs

SEND: special educational needs and disabilities

Children and Families Act: Part 3 includes new laws on SEN and disability, which came into force from 1 September 2014.

SEN Code of Practice: This is statutory guidance for people and organisations who have duties towards children and young people with SEN. The current Code continues to apply until September 2014 and some parts of it will continue after that. A new Code will be issued in 2014 under Part 3 of the Children and Families Act.

Statutory guidance: Where statutory guidance applies to someone, they cannot ignore it and they must have a good reason for doing something different from what the guidance tells them.

Parent Carer Forum: A parent carer forum (PCF) is a group of parents and carers of disabled children who volunteer their time and work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. In England there are parent carer forums in almost all local authority areas. You can find out more about parent carer forums, and details of your local forums here. www.cafamily.org.uk/parentcarerparticipation and www.nnpccf.org.uk

Parent Partnership Service: Parent Partnership Services (PPS) offer advice and support to parents and carers of children and young people with special educational needs. They are statutory services; this means there has to be one in every local authority. They are free, impartial and confidential services. You can find out more about PPSs here. <http://www.parentpartnership.org.uk/>

School Action / School Action plus: Under the former Code of Practice, schools support children with SEND, but no statement, at School Action or School Action Plus, depending on the level of support needed and whether specialist expertise is being provided from outside the school. Under the new Code of Practice, School Action or school Action Plus has been replaced with 'SEN support' and, in discussion with parents, schools will be expected to provide the right level of support and seek external advice whenever it is needed.

This document has been written collaboratively by [CDC](#), [Contact a Family](#), [NNPCF](#) and [NPPN](#).

Findability Bristol is the home of Bristol's local offer: local information, help and support for children and young people with special educational needs or a disability (SEND).

The information on the site is intended to ensure that children/young adults, parents, carers, support and advocacy agencies, and service providers are as informed as possible about what is available to support and assist them. This site is being developed with the support of parents / carers and it will change over time.

Parents/carers can use this site to find information and services to support a child and maximise their independence and inclusion. www.findabilitybristol.org.uk



Local and Regional SEND Support Organisations

(Listed by Lou Paget, Bristol Parent Carers, 1st July 2015)

Bristol Parent Carers

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

<http://www.bristolparentcarers.org.uk/index.php/contact-us/register> (registration form)

Bristol's parent participation forum, a volunteer-run organisation run by parent carers for parent carers. Offers parent carers the opportunity to feedback their experiences and views, using this input to influence and co-design local statutory service provision. Also offers signposting, engagement opportunities, training and a support group.

Contact: 0117 9396645 (ask for BPC), bristolparentcarers@gmail.com

Judy Porter, Carers' Support Centre

Judy, an ex-MacMillan nurse (and, thus, unshockable) is the parent carer support worker for Bristol. She has extensive information about funding organisations, support networks and will offer personalised support over the phone, in person and during home visits. Particularly good for parents in or approaching crisis point.

Contact: 0117 9375621 (Mon, Tues, Weds), judyp@carerssupportcentre.org.uk

Caudwell Kids

<http://www.caudwellchildren.com/>

A national charity offering families with disabled children a wide range of support including crisis intervention, equipment and therapy funding, and much more. Particularly useful for families who may be approaching (or recovering from) loss, difficult diagnosis, parental break-up or hospital stays.

Contact: Katie Hedger, 07964 757284, katie.hedger@caudwellchildren.com

Cerebra

<http://w3.cerebra.org.uk/>

A national charity offering families of children with "neurological conditions" (a deliberately vague, catch-all term) a huge range of service from bespoke equipment to training, workshops, information, a sleep service, sensory training and equipment, one-to-one support, home visits and much more. It's actually very hard to sum up in a paragraph what they do – essential to the lives of many families.

Contact: 07771 353739, kathf@cerebra.org.uk

Bristol Autism Independence

<http://www.autism-independence.org/>

A parent-led, Bristol-based community aiming to support and inform families of children with ASD. They will contact and try to support Somali families with other conditions, but autism is the group's shared experience.

Contact: Nura Aabe, hello@autism-independence.org

Supportive Parents

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

Part of the SENDIAS (Special Educational Needs and Disabilities Independent Advice and Support) network, Supportive Parents have been helping families (and schools) with education, advice and support. Parents must self-refer, but can access support via a helpline, email and in person by appointment. Can advise on accessing the EHCP process, but once on that track, families will be referred to KIDS (see next entry)

Contact: Helpline 0117 9897725, support@supportiveparents.org.uk

KIDS

www.kids.org.uk

KIDS is an organisation which supports families currently in the EHCP / transfer process. They can offer very hands-on support, including paperwork review and meeting attendance. They also offer home visits and telephone advice.

Contact: Helpline 0117 9476111, IS.southwest@kids.org.uk

Contact-a-Family

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

A national support and campaigning charity with a very strong presence in Bristol. Offers families a large array of services including information and training days, benefits support (via telephone) and a number of other information and support information. Also has a huge range of e-learning tools, possibly useful for staff as well as parents.

Contact: Sarah King, 07920 654866, sarah.king@cafamily.org.uk



SHORT BREAKS COMMISSIONED BY BRISTOL CITY COUNCIL & NHS, SUMMER 2015 - 2017



CATEGORY	PROVIDER	TYPE OF ACTIVITY	AGE (YRS)	LOCATION OF ACTIVITY	DURATION/TIMING
Befriending Scheme	Time2Share	Offering regular 1-1 out and about visits	5 - 18	Bristol-wide	To suit family
BME Specific Breaks	Khaas	Saturday sessions	5 - 18	Easton, families picked up/ dropped off city-wide	8 hours (includes transport time), weekly
		Holiday sessions	5 - 18	Easton & trips, families picked up/dropped off city-wide	8 hours (includes transport time), 2-3 per week in holidays
Breaks for Autistic Spectrum Disorders	NAS	After-school clubs	8 - 13, and 13 - 18	St.Paul's	1.5 hours, Thurs evenings, throughout year
		Saturday club	8 - 18	Southmead	3 hours fortnightly 24 per year
		Holiday activities and trips	8 - 18	St.Paul's, and city-wide activities	3 hours, day or evening, 8 times a year
		Holiday Stay & Play sessions with family	5 - 8	St.Paul's	3 hours 4 times a year
	Bristol Autism Project	Holiday Family activities and trips	5 - 11, and 11 - 18	City-wide activities, and trips further afield	3 hours, 3-4 per week, in holidays
	Barnardos/Playbus Kingsweston Playscheme	Holiday activities for own pupils	5 - 18	Kingsweston Special School and Resource Bases	2 days per week, in holidays
Breaks for ASD and/or LD	Action for Children	Residential Independence Skills, arts & drama weekend	15 - 18	Manchester	2 nights, August
Breaks for	Playbus	Sensory Truck 1-1 sessions	5 - 15	City-wide, at families' home	1 hour, to suit family
		Let's All Play sessions	5 - 15	Southmead	4 hours, Sat or Sunday, monthly
	Barnardos/Briarwood Playscheme	Holiday activities for own pupils	5 - 18	Briarwood Secondary Special School	2 days per week, in holidays

Complex needs or Multiple needs	Barnardos/Claremont Playscheme	Holiday activities for own pupils	5 - 18	Claremont Primary and Secondary Special Schools	2 days per week, in holidays
	Action for Children	Residential Activity Holiday	5 - 18	Calvert Trust, North Devon	3 nights, Easter hols
		Residential Holiday	5 - 18	Unity Farm, Brean	2 nights, Oct half-term



SHORT BREAKS COMMISSIONED BY BRISTOL CITY COUNCIL & NHS, SUMMER 2015 - 2017



CATEGORY	PROVIDER	TYPE OF ACTIVITY	AGE (YRS)	LOCATION OF ACTIVITY	DURATION/TIMING
Breaks for Any & Every Condition	Playbus	Let's All Play sessions	5 - 15	St Pauls, Easton Southmead North – to be confirmed	4 hours, Sat or Sunday, Once a month in each location
	WECIL	Saturday clubs	13 - 18	Hartcliffe, Hillfields	6 hours, fortnightly in each location
	WECIL & Time2Share	Independence Skills	15/16 - 18	Barton Hill	2 hours, Friday after-school, monthly
	Time2Share	Dinner Club	12 - 18	Barton Hill	3 hours, Friday evening, monthly (follows Independence Skills above)
		Holiday Day Trips	8 - 18	Coach pick up points: Horfield Leisure Centre, and South Bristol Sports Centre	6 hours, 8 per year in holidays
		Holiday Family Outings	5 - 18	City-wide and further afield	2.5 hours, 7 per year
	Khaas & Playbus	Holiday sessions	5 - 18	Easton, families picked up/ dropped off city-wide	8 hours, (includes transport time), 9 per year in hols, weekdays
Barnardos/New Fosseway Playscheme	Holiday activities for own pupils	5 - 18	New Fosseway Special School	2 days per week, in holidays	

	Action for Children	Residential Activity Holiday	5 - 18	Barton Camp, Winscombe	3 nights, June half-term
		Residential Activity Holiday	5 - 18	Goblin Coombe, Cleeve	2 nights, August
	Specialist Children's Centres	Holiday Stay & Play sessions with family	Birth - 10	Knowle Lawrence Weston St.Werburgh's	4 hours, weekly in all school holidays
	Access Sport	Sporting activities	Varies, 7+	City-wide	Varies
Support	Inclusive Play Project & Bridging Workers	Help children access universally available activities	5 - 18	City-wide community-based play and leisure activities	To suit family
	Personal Budgets / Direct Payments	Help families access personal assistants and resources	Birth - 25	Bristol-wide	To suit family

Goodbyes and Hellos



We say goodbye and thank you to these SENCOs who are leaving or changing post at the end of term 6:

Fay Bailey – Wansdyke Primary
Victoria Bowen – Glenfrome Primary
Melody Cole – Holymead Junior
Rebecca Earnshaw – St Nicholas of Tolentine Primary
Marie-Noelle Evans – The Dolphin School

Helen Faulkner – St Werburgh's Primary
Kathryn Hill – Headley Park
Philippa Hodder – St John's CE Primary
Tracy Kemp – Bristol Cathedral Choir School
Shelley Kent – Hareclive Primary Academy
Irene McGoldrick – Southville Primary
Jane Sawyer – Henbury Court Primary Academy
Marion Sorrell – Bannerman Road
Mark Sutton is now permanent SENCO at Woodstock Special School
Lauren Tresize – Colston's Girls' School
Emilie Williams-Jones – Oasis Academy Connaught (leaving end September)



...and welcome to our new SENCOs:

Lauren Bagnall – Waycroft Primary Academy
Sophie Charnaud – Colston's Girls' School
Sharon Degg - The Dolphin School
Tyne Grant-Rafter – Hareclive Primary Academy
Alice Hall – Wansdyke Primary

Richard Harrison – Henbury Court Primary Academy
Jenny Harvey – Minerva Primary Academy
Lorraine Hawkins – St Nicholas of Tolentine Primary
Becci Love – St. Werburgh's Primary
Lara Mairs – Bannerman Road EY
Esther Messinger – Bristol Cathedral Choir School
Jo Phillips (acting SENCO at Holymead Junior)
Gemma Thomas – Glenfrome Primary
Tony Weir – St John's CE Primary

**Very best wishes to all our super SENCOs for a happy holiday –
we look forward to seeing you all again in September!**

