

# Special Educational Needs and Disabilities (SEND) Newsletter

Welcome back to our redesigned termly SEND newsletter! We hope that you are all looking forward to the summer holidays and that you find some useful and fun ideas in here.

In this newsletter, we have included quotes from children and young people with SEND from a Barnet primary school about their year, their hopes for the summer and what they are looking forward to about next year (interviewed by Barnet primary school pupils).

## Introduction to Linda Orr, Head of SEN Assessments

As the newly appointed Head of SEN Assessments and Placements, I look forward to working with many of you as the work of supporting children and young people with Special Educational Needs and Disabilities [SEND] requires a collaborative and multi-agency/multi-disciplinary approach.

The SEN team supports children and young people aged 0 - 25 with Education, Health and Care (EHC) Plans. The team co-produces EHC Plans, finds appropriate school provision and ensures funding is passported to the school. The team also monitor all EHC Plans for children and young people, currently over 2400 in Barnet.

I have over 20 years' experience in SEND. I led the Nursing Team for a Child Development NHS Service in Ayrshire, Scotland in the 1990's before relocating with my family to Berkshire. Transferring my skills into the education arena I initially managed Wokingham's SENDIASS Service before becoming the Head of SEN in Wokingham, and then Cambridgeshire before joining Barnet in March 2019.



My interests include reading, travel and attending the theatre and concerts. I recently combined visiting Frankfurt with seeing the Blue Man Group in Concert, check them out. For wellbeing, I jog a little, walk my dog - an eager Beagle - and meditate daily.  
'Om Shanti'

*"In Barnet, I really enjoy going on dog walks with my dog and playing at home. In the summer holidays, I like going to have ice creams and going to the park. This year at [school], I have loved all the workshops. Next year, I will enjoy a new beginning at secondary school and having a gym at my new school."*

## Upcoming SEND Events

### 3<sup>rd</sup> Annual SEND Conference

Thurs 20 June 2019, 9:30 - 14:30pm

Venue: Ariana Centre (N11 1GN)

### SENCO Conference – SEN and Anxiety

Weds 26 June 2019, 9:00 - 17:00

Venue: PDC @ Claremont

## Coming soon to the Local Offer website!

- SENCO Zone
  - Young People's Zone
- Expected June/July 2019

## Please send us your views!

We want to make the Local offer website, newsletter and all local services as useful as possible for children and young people.

Please tell us what you think we are doing well, or what we could do better by:

- using the QR code
- visiting the [Local Offer website](#)
- using this direct [link](#)



The survey will run from 13 June to 21 July 2019.



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## Barnet-based ideas for the holidays!



### Learn to cycle as a family

[Cycle Confident](#) offers free adult and family cycle skills courses, including over the summer holidays.



### Belmont farm

Although there is a cost, it comes highly recommended from parents and carers of C/YP with SEND:  
[www.belmontfarm.co.uk](http://www.belmontfarm.co.uk)



### See a film at a sensory sensitive cinema screening

Dimensions provides details of autism friendly screenings on their website and via a regular autism friendly newsletter: [www.dimensions-uk.org](http://www.dimensions-uk.org)



### Have a picnic

Make the most of any nice weather and enjoy a picnic in the park. AccessAble provides accessibility information for shops, parks, railway stations, and others:  
[www.accessable.co.uk](http://www.accessable.co.uk)



### Make homemade slime

You can use the recipe provided in this newsletter, created by a young person with SEND, and explore the science behind slime using the [BBC Science link](#).



### UNITAS Youth Zone

Unitas is a new Youth Centre opening on 23 June in Burnt Oak. It offers activities for young people aged 8-25 with a disability: [www.unitasyouthzone.org](http://www.unitasyouthzone.org)

## Relationships and Sex Education (RSE): What it means for pupils with SEND

RSE will become statutory in September 2020. The Department for Education (DfE) have updated their [draft guidance](#) to clarify messages relating to children and young people with SEND:

- RSE is for all pupils, including those with SEND and those in special schools, hospital schools and alternative provision.
- Schools have existing duties to provide access to high-quality teaching through a differentiated curriculum.
- New wording is included to clarify the right to withdraw and details how the decisions should take into account SEND and be recorded.

The DfE have confirmed their commitment to supporting schools through training, advice and **sharing of best practices from early adopter schools**.

The department is looking for schools to act as [early adopters](#) of this curriculum and begin teaching the new subjects from September 2019.

## Slime recipe! By [Anna], age 14

1. Squeeze PVA into a shallow pot – just use the amount of glue that you want to play with.
2. Add ready mix paint or food colouring until you get the colour you like.
3. Mix in a teaspoon of bicarbonate of soda.
4. Slowly add the contact lens solution (from Superdrug) a few drops at a time – keep stirring it with a lolly stick and keep adding the solution until it turns into slime.
5. The more you play with it the better it is.

You can keep it in the fridge in a zip lock bag or take away container. It's not got very accurate measurements but I love the trial and error – add a bit/ mix a bit etc.!

For teachers and parents, the [BBC Science website](#) explains the scientific background to slime.

*"In Barnet, I enjoy going to Snakes Lane to play football and doing taekwondo.  
In the summer holidays, I like playing sports in my garden and going out to dinner with my family.  
This year at [school], I have loved our science investigations and playing on the iPad.  
Next year, I will enjoy the clubs in my new school, the school trips, D.T, Art and Sport."*





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*"In Barnet, I enjoy going to parks and playing football.  
In the summer holidays, I like going to the park and riding my bike with my dad and big sister.  
This year at [school], I have loved playing with my friends and working hard. Next year, I will enjoy playing in the field."*

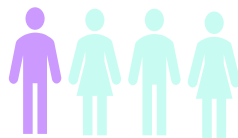
## Q: What is Barnet's position regarding part-time timetables for a child with SEND?

Part-time timetables should be used in rare or exceptional circumstances and only when all other options have been explored and exhausted. They should not be viewed as a strategy and or implemented simply because a child or young person has identified SEND...

The full answer can be found in the Barnet [SEND Frequently Asked Questions](#) on the Local Offer.

## Bullying – DfE funded support for schools, parents and professionals

One in four children report being bullied



Children with SEND are **twice** as likely as children without SEND to be bullied

The All Together Programme is funded by the DfE and delivered by the Anti-Bullying Alliance with support from Contact and Achievement for All. Schools can access this [free anti-bullying programme](#).

The anti-bullying alliance offer an [interactive anti-bullying information tool](#) for parents and carers.

The anti-bullying alliance offers a suite of free online [CPD-approved training](#) for anyone that works with children and young people, including health professionals.

## SEND data comparison tool

There is a [Special Educational Needs and Disability \(SEND\) tool](#) that has been developed by the Local Government Association (LGA) in close cooperation with the UK Department for Education. This online tool allows anyone, including parents and carers, to compare the performance of local areas, statistical neighbours and national averages. It aims to help promote evidence-driven decision making and improve data transparency.

The tool includes information on:

- Local area SEND information
- Implementation of the reforms
- Attainment of pupils with SEN
- Preparation for adulthood
- Experience of the system.

## School inspection framework

You may be aware that Ofsted will be using a new school inspection framework from September 2019.

The [School Inspection Handbook](#) includes sections clarifying how the Education Inspection Framework will be applied to different types of settings for pupils with SEND, including:

- Special and mainstream
- Pupil Referral Units and Alternative Provision

## Consultation on the review of level 3 and below qualifications (excluding A levels and GCSEs)

This [consultation](#) is the first stage of the Government's review of post-16 level 3 and below qualifications (excluding T Levels, A Levels and GCSEs). It asks for views on the high-level principles and outlines proposals for the removal of funding for unreformed qualifications.

Closing date: 10 June 2019

## NELFT therapies update

NELFT have published an update on their service delivery proposals on the [Local Offer website](#). NELFT will be represented at the SEND conference on 20 June 2019.



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## SEND Development workstreams

We have started 9 collaborative working groups with representatives from education, health, social care and the parent/carer community to look at some priority areas over the next year. More detail can be found on the [Local Offer website](#).



### Autism

Clarify the provision and support available  
Explore new options for support



### Education Health and Care Plans (EHCPs)

Improve EHCP and annual review processes  
Make processes clearer



### Local Offer

Develop Local Offer website in response to consultation  
Raise awareness of the Local Offer website



### Social Emotional and Mental Health (SEMH)

Provide support and guidance to reduce fixed term exclusions  
Clarify provision and support available



### Joint Commissioning

Review diagnostic pathway for Autism  
Improve the therapies offer, including speech and language therapy and occupational therapy



### Early Years

Offer more short term strategic intervention  
Monitor and improve early intervention and identification



### Post-16 education and training pathways

Increase range of options for, and access to education, employment and training pathways



### Transitions

Make processes for transitions clearer  
Ensure there is no "cliff edge" at age 18 or 25



### SEN support

Support schools to monitor, track and evaluate pupil outcomes  
Improve consistency of SEND identification

*"I really enjoy going to Chicken Shed in Barnet and acting in plays there. In the summer holidays, I go to many interesting parks to take my dog for long walks.*

*This year at [school], I have loved learning lots of new and exciting things and performing in the nativity play. Next year, I am looking forward to going on our residential trip and learning more."*

## Transitions passport

Children and young people have told us that transitions are an important, exciting, and sometimes nerve-racking times in their lives. We worked with young people in our Barnet Development Team Youth (BDTY) group to develop a Transitions Passport.

Here is what the group have said about the passports and why they wanted to be involved in the project:

*"I enjoyed it because I know what I need support with and what I'm good at."*

*"Helps people transitioning from different schools to help young people get what they need."*

*"Passports have different things mentioned that I need to help me get what I need."*

*"It gives young people an opportunity to express our feelings and it tells Barnet and others what's important to us."*

The transitions passport template and examples will be available on the [Local Offer](#) later this term.

