Welcome to the Autumn SENCo newsletter. For those of you who are new to the role, we complete a termly newsletter. If there is anything you would like to be included, please let us know:

Liz Richardson, Team Leader, LCI Team;
Sandra Cartwright, Admin Support, SENDSS
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<td>29</td>
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You will be aware that the local authority has been converting Statements of Special Educational Needs to Education, Health and Care (EHC) plans as part of the implementation of the Children and Families Act (2014) over the past 3 year period.

The **Autumn term 2017 is now the final term within which schools and settings are able to hold transfer reviews to ensure that any remaining statements are converted to EHC plans before the government deadline of April 1st 2018.**

Guidance and proformas for Transfer Reviews are available from the following link:


According to ONE, there are currently *147 children or young people left with a statement*. The headteachers and SENCo of schools and settings where these children are currently on roll have been contacted by the Special Education Service (SES) and have been asked to confirm that a Transfer Review has been planned in and that the Transfer Review Record will be submitted to SES before the end of the Autumn term. If you have been contacted by SES and where you have not done so already, can you please confirm with me [paul.riddick@leicester.gov.uk](mailto:paul.riddick@leicester.gov.uk) that for any child or young person with a statement that the Transfer Review has been planned in for the Autumn term 2017. Thank you.

**Paul Riddick – Senior Educational Psychologist**
As part of the Implementation Meeting following the issue of an EHC plan, the LA asks schools and professionals to support parents and carers to provide their views about the assessment process. This feedback is important to the LA as this helps us to further develop and refine the assessment process to ensure that children and young people and their families are at the centre of the process. Questionnaires for this purpose are included as part of paperwork enclosed with the standard letter asking schools to convene the Implement Meeting.

We began to seek this feedback in the Summer term 2016 but the rate of returns has sharply dropped off in recent months:

<table>
<thead>
<tr>
<th></th>
<th>Summer 2016</th>
<th>Autumn 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
<th>Autumn 2017 to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of returns</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

Can I please ask that you support parents and carers to complete this questionnaire as part of each Implementation Meeting and return this to SES.

Thank you.

Paul Riddick – Senior Educational Psychologist
The Leicester Context 2016-17

<table>
<thead>
<tr>
<th>Measure</th>
<th>Leicester</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>% SEND</td>
<td>14.8%</td>
<td>14.4%</td>
</tr>
<tr>
<td>EHCP</td>
<td>2.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>In 20 weeks (exception)</td>
<td>72.6%</td>
<td>58%</td>
</tr>
<tr>
<td>Transfer reviews completed</td>
<td>43.7%</td>
<td>34.0%</td>
</tr>
<tr>
<td>Assessments that lead to an IEP</td>
<td>2.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>Personal Budget</td>
<td>15</td>
<td>715</td>
</tr>
</tbody>
</table>

SEND Need 16/17 (% of those with SEND)

<table>
<thead>
<tr>
<th>Need</th>
<th>Primary School</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leicester</td>
<td>National</td>
</tr>
<tr>
<td>PMLD</td>
<td>0.2</td>
<td>0.3</td>
</tr>
<tr>
<td>SLD</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>VI</td>
<td>1.6</td>
<td>1.0</td>
</tr>
<tr>
<td>HI</td>
<td>2.1</td>
<td>1.7</td>
</tr>
<tr>
<td>SEMH</td>
<td>15.7</td>
<td>15.8</td>
</tr>
<tr>
<td>ASD</td>
<td>3.5</td>
<td>6.5</td>
</tr>
<tr>
<td>MLD</td>
<td>30.8</td>
<td>24.0</td>
</tr>
<tr>
<td>SLCN</td>
<td>33.4</td>
<td>26.5</td>
</tr>
<tr>
<td>Not Identified</td>
<td>1.9</td>
<td>4.6</td>
</tr>
</tbody>
</table>
Joe Dawson, Head of Service, SENDSS
SEND REVIEWS

Below are links to two review documents. These are published by the Whole School SEND group who are part of the London Leadership Strategy (LLS- not to be confused with Leicester Learning Services). They work on various SEND projects and aim for a collaborative approach to solving SEND issues across the country, putting Leadership high on the list of priorities. The two documents are a review of whole school SEND provision and a review of the effectiveness of TA deployment. Both documents suggest ways to improve your provision.

More information can be found on the website

www.thesendreview.com
http://www.thesendreview.com/review-guide
http://tareview.com/download-guide

TEACHING ASSISTANT DEPLOYMENT REVIEW GUIDE

Teaching Assistant Deployment Review Guide has been produced to help schools evaluate their current practices and processes against the best available research evidence. The framework has been designed to support school leaders to identify areas of strength and areas for improvement in their settings. There is some really useful information in here which I am sure you will all find very relevant to your roles.

http://maximisingtas.co.uk/assets/content/ta-review-guide-final.pdf
This report looks at the effectiveness of support for pupils with SEN in schools and colleges. It is one of three connected DFE documents (link below). The authors looked at over 1000 research papers and based their conclusions on the evidence they found. They were especially interested in pupils with SEND but not necessarily with an EHCP.

The report is divided into the four areas of need in the Code of Practice. They explain that it is relatively easy to find out about interventions and their effectiveness, but harder to establish how well teaching approaches and adaptations are working.

They highlight the following general points that will impact on the effectiveness of any support:

1. The importance of training for staff and the need for them to understand the theory and principles behind the practice.
2. The value of the graduated approach advocated in the COP - that is the need for detailed assessment of the individual pupil and their needs, and then the careful selection/targeting of any interventions/approaches/adaptations, and then the evaluation and review of what is being done.
3. Being explicit with the pupil about what we want to improve - e.g. phonics training interventions will not impact on reading attainment or spelling unless it's linked to books and spelling activities, or a motor skills programme won't automatically improve handwriting skills unless they are linked together - quote, “teachers should be wary of programmes that do not make this link explicit”.

They also mention that physical and sensory is the hardest area to find evidence on, and they found a lot of research from primary, a lot less from secondary.

The remainder of the report goes through the 4 areas and covers various interventions and approaches with a short summary of each area following the more detailed sections. There are links included to other websites and further information. It is long but readable and it's possible to find specific areas of interest quickly. [https://www.gov.uk/government/publications/special-educational-needs-support-in-schools-and-colleges](https://www.gov.uk/government/publications/special-educational-needs-support-in-schools-and-colleges)
INFORMATION FROM THE SENCo FORUM

Please note you will need to sign up for this

It is also worth noting, I think, that the Ofsted-CQC 'one year on' report does not say very much about SENCOs (a single mention). If anything, it takes them for granted.

However, some of the individual reports published during the last year comment positively on the SENCO role in local areas. Here are a few examples:

‘Leaders in the local area have developed good systems to support SENCOs in schools, so that school staff are increasingly adept in recognising the needs of children and young people in their care.’

(Ofsted/CQC Local Area report, December 2016)

‘School leaders value the support and challenge provided to SENCOs through the network of education improvement partnerships, where SENCOs share best practice and moderate their work.’

(Ofsted/CQC Local Area report, December 2016)

‘… coherent support and training for SENCos is well co-ordinated’

(Ofsted/CQC ‘key messages’, January 2017)

‘The special educational needs coordinators (SENCos) located in the settings visited are well qualified; many have benefited from the delivery of the national SENCO award. SENCOs are effective in providing strategic oversight of SEND provision in their schools and this enhances the identification of needs.’

(Ofsted/CQC Local Area report, March 2017)

‘... the recent introduction of the Assessment Panel aims to involve a range of professional in making the decision whether to assess. The panel includes the principal educational psychologist, special educational needs and/or disability advisory service lead paediatrician, social care and school SENCOs. This approach is improving the coordination and timeliness of the process for completing assessments.

(Ofsted/CQC Local Area report, March 2017)

‘Special educational needs coordinators (SENCos) from all educational phases, including post-16 providers, benefit from regular meetings where they receive training, share information and celebrate good practice. Attendance at these meetings is good.

(Ofsted/CQC Local)

Here is an Ofsted-CQC summary review of Local Area SEND inspections ‘one year on’:

The DfE’s consultation has finished and has resulted in new exclusion guidance which was published in September 17. This new guidance contains some changes around provision for SEND pupils.

Page 6 gives a summary of the document’s key points.

Pages 9-11 make links to SEND issues and exclusion (esp. paragraphs 19, 23-25)

In particular there is a greater emphasis on the need to recognise that ‘Disruptive behaviour can be an indication of unmet needs’ (DfE, 2017). To look at early intervention to address the underlying causes of disruptive behaviour. Also, the need for multi-agency solutions and preventative measures to reduce exclusions for SEND and LAC children.
Send Support Service
Early Years Support Team (EYST)

The Children’s bowel and bladder charity, ERIC has launched a resource outlining minimum standards on continence care in schools and early years settings.

‘ERIC's Guide to Managing Continence in Schools and Early Years Settings’ enables school staff, healthcare professionals and parents to work through the issues surrounding toileting problems in a practical way.

Practical information

The guidance includes information on the development of common childhood bowel and bladder problems, how to create a continence policy and individual health care plans, how to promote bladder and bowel health in schools and ways to support children with special needs who have continence issues.

It highlights the need for schools, health agencies and parents to work in partnership to ensure that childhood continence issues are managed effectively - and where possible, to help the child achieve continence.

More children having toileting accidents in schools

The resource was developed in response to the results of a survey by ERIC and the Association of Teachers and Lecturers (ATL) in early 2012. A short leaflet is also available for download or in hard copy.

The research highlighted that 62% of primary school staff in the UK have noticed an increase in the number of children wetting or soiling themselves during the school day over the past five years, which increased to 71% among those working with three to five year olds.

Worryingly, around 4 in 10 (38%) also stated that their school has no written policy for dealing with childhood continence problems.

Follow both these links for more information:

https://www.eric.org.uk/toileting-best-practice-at-school

https://www.eric.org.uk/right-to-go
The National Deaf Children’s Society (NDCS)

The NDCS is a leading charity dedicated to creating a world without barriers for deaf children. It is free for parents and professionals to join and has a wealth of information and resources for free. On the website you can also access the latest research that the charity has had involvement with.

A recent research project carried out by the Deafness Cognition and Language Research Centre (DCAL) at University College London makes for some interesting reading.

The research looked at deaf children aged 6-11 years with a range of communication modes and the links between Executive Function (EF) and language. The term EF is used to define the cognitive processes such as planning, working memory, attention, problem-solving and many more which enable us to coordinate mental processes and manipulate information, problem solve, sequence information, and create new strategies to achieve goals in a flexible way. Children in school use EF in multiple ways throughout the day, e.g.

- when changing from one lesson to the next
- during independent tasks to plan the order of approach and the timings to spend on each
- when trying to attend and focus in class and ignore distracting information
- by remembering and using new information learnt in one lesson and applying it in another
- generating new ideas within lessons and the motivation to get on.

Executive Function develops over childhood, and problems with this can become apparent at any age but can often be more noticeable during the school years. EF is crucial for success in school and also leads to good behaviour and emotional wellbeing and has an impact on adult life. Research has demonstrated that adults with difficulties in EF have more mental health issues, social problems and unemployment and higher levels of criminal activity.

The researchers outline some simple ideas for supporting deaf children in the areas crucial for developing EF skills. A summary of the research and the findings can be found at:

http://www.ndcs.org.uk/professional_support/external_research/#contentblock2
We would like to thank all schools who sent teachers and TA’s on our training days. We had lots of very positive comments:

“Very informative…enjoyed both sessions – gained lots of knowledge.”

“Absolutely brilliant.”

“Brilliant knowledge. Ready to answer any questions.”

Teachers and TA’s enjoyed learning how to troubleshoot problems with hearing aids and radio systems. They looked at audiograms and hearing levels and how to support children with a hearing loss in school.
THE COMMUNICATION TRUST WEBSITE

www.thecommunicationtrust.org.uk

The website is regularly updated with new resources and information. There is now a section on assessing and identifying SLCN problems in pupils which you may find useful. We haven’t trialled it but if anyone does we would be grateful for your opinions on it.

http://www.thecommunicationtrust.org.uk/projects/identifyingslcn

There is also access to online training that they provide. We would always recommend that training is best if done face to face but there may be things you could find helpful on the site.

A SUMMARY OF THE GOVERNMENT RESPONSE TO THE ROCHFORD REVIEW SEPTEMBER 2017

The Rochford Review of statutory assessment arrangements for pupils who are working below the standard of national curriculum tests produced recommendations which underwent consultation and the Government have now published their response to them.

The headlines include the removal of P scales in favour of the, currently interim, pre-key stage standards, which will be made permanent and the trial of the use of 7 areas of engagement for assessing cognition and learning for pupils not engaged in subject-specific learning.

A summary of key points:

1. **P levels are being removed**
   The Government will remove the requirement to assess pupils engaged in subject-specific learning using P scales from the 2018 to 2019 academic year onwards; teachers should continue to assess these pupils using P scales in the 2017 to 2018 academic year. Pupils who are currently assessed using P scales but are engaged in subject-specific learning (broadly those currently working at P4 to P8), should only be assessed using the pre-key stage standards from the 2018 to 2019 year onwards, once the additional standards proposed by the Review have been introduced.
2. **The interim pre-key stage standards will be made permanent**
   The interim pre-key stage standards are made permanent and **extended** to cover all pupils engaged in subject-specific learning (P4 upwards). This recommendation will take effect from the 2018 to 2019 academic year onwards.

3. **The pre-key stage standards will remain interim for a further year whilst they are reviewed.**
   This review will also encompass the two additional standards that were proposed by the Review in their final report (‘emerging’ and ‘entry’) to ensure that the standards can cover all pupils engaged in subject-specific learning. These additional standards will be introduced from the 2018 to 2019 academic year onwards. Following the review, the Government will publish final pre-key stage standards, including these additional standards, for use for all pupils who are engaged in subject-specific learning but not working at the **standard of national curriculum tests**, from the 2018 to 2019 academic year.

4. **Potential peer-to-peer approach for moderation in 2018**
   In the Government response to the ‘Primary assessment in England’ consultation they have set out their intention to pilot a peer-to-peer approach to moderation in the 2017 to 2018 academic year where schools work together in local clusters to moderate each other’s work, overseen by an external moderator.

5. **Pupils not engaged in subject-specific learning will continue to be assessed using the P scales until the academic year 2019-2020.**
   The Review’s recommended approach to assessing pupils not engaged in subject-specific learning (focusing on cognition and learning using the 7 areas of engagement) will be undergo a pilot in 2017-2018, with removal of the P scales not possible until 2019.

6. **Statutory assessment results for pupils not engaged in subject-specific learning will not be collected by the DfE if the outcome of the pilot (above) supports the Review’s recommendation to use the 7 areas of engagement to assess cognition and learning.**

**Summary of statutory assessment arrangements for summer 2017- 2018**
Schools will be required to use P levels up to P8 and the Interim Pre-Key Stage Standards to assess children at the end of Key Stage.
Summary of statutory assessment arrangements for summer 2018-2019
Schools will use the Pre-Key Stage Standards for all pupils who are below the standard of national curriculum test for pupils engaged in subject specific learning, broadly P4 upwards. (The Pre-key Stage Standards will then have two additional standards – ‘emerging’ and ‘entry’). Pupils at P1-P3 will continue to be assessed using P levels.

DYSLEXIA FRIENDLY SCHOOLS NEWS

CONGRATULATIONS

Huge congratulations are due to Whitehall Primary School for gaining their Leicester City Dyslexia Friendly Schools Quality Mark in the summer term 2017. Assessors were impressed by the whole school approach and by the way classes were equipped with dyslexia friendly resources. There has been a great commitment to enhancing the whole school curriculum by using multi-sensory learning opportunities and resources which not only supported those with possible Dyslexia but has enriched the curriculum for all pupils.

Re-verification

Several schools are now due to complete the re-verification procedure to continue being one of Leicester City’s Dyslexia Friendly Schools. Information has been sent to all relevant schools. Applications for both new and re-verifying schools are due in on the 31st October 2017 to Jeanette.wright@leicester.gov.uk

OTHER NEWS

Catch up programmes


This paper reviews catch-up strategies and interventions which are intended for low-attaining pupils in literacy or numeracy at the end of key stage 2. This includes interventions which have been trialled with low-attaining year 7 pupils, or interventions which have been trialled and proved successful with younger or older pupils that may be applicable to low attaining year 7 pupils. Further, this paper only includes programmes where independent analysis has provided an assessment of their effectiveness.
Summary

- Writing interventions appear to show consistently good results. In particular, where trips are used as topics for pupil’s to write about.
- Reading comprehension interventions generally have a positive effect on pupil’s attitudes towards reading;
- Computer-based interventions appear effective, and some one-to-one methods have substantial positive results on pupils’ literacy progress.
- Inconsistent evidence around how effective phonics approaches, Summer and Saturday schools, and blended interventions are as a catch-up strategy for low-attaining year 7 pupil’s. It should however be noted that phonics has been consistently shown as an effective approach for younger readers (aged 4 - 7).
- The few numeracy interventions which have been trialled with year 7 pupils have not proven to be effective. Nevertheless, there is promising evidence from interventions trialled at primary schools which could be applicable to older low-attaining pupils, including one-to-one and group programmes.

Further information about identifying students for Year 7 catch up programmes and how to spend the money can be found at: https://www.gov.uk/guidance/year-7-literacy-and-numeracy-catch-up-premium-guide-for-schools
DOES YOUR SCHOOL NEED A READING EXPERT?

- An expert in reading development with the ability to support struggling readers across school and close the attainment gap in reading.
- An advisor for the school team on early reading development; reading strategies; reading assessment and book levelling.
- An advocate of reading for pleasure and promoter of parental engagement.

Free training for the Reading Recovery Teacher and Teaching Assistant in BRWP and Inference Training.

**EARLY BIRD OFFER** 🍦

Sign up by 31st March 2018 and receive the package for:

- £1,900 (LCC maintained)
- £2,400 (Academies and non-LCC maintained)

*You will be invoiced a 10% deposit to secure your place.*

**Please note:** On 1st April 2018 the cost will increase to:

- £2,200 (LCC maintained schools)
- £2700 (academies and non-LCC schools)

*This remains substantially lower than the UCL recommended cost of £2,940*

**Contact:**
Linda Dawson / Michelle Deeming
linda.dawson@leicester.gov.uk
michelle.deeming@leicester.gov.uk
(0116) 454 4650
Reading Recovery Awards: Friday 7\textsuperscript{th} July 2017

University College London was the venue for the prestigious Reading Recovery Awards, 2017. Awards were presented to successful Reading Recovery schools, teachers and pupils by actress Gillian Anderson, author Pie Corbett, who are both Reading Recovery Champions.

A number of Leicestershire, Coventry and Warwickshire schools who have been supported by Leicester City Reading Recovery Teacher Leaders, Michelle Deeming and Linda Dawson, received awards:

**Stacey Buckby**, Highly Commended Reading Recovery teacher
Broom Leys Primary School, Coalville

**St. Anne's Primary School**, Coventry
Reading Recovery School of the Year
Our success at the Awards highlights the effectiveness of both the Reading Recovery implementation and the support offered by Leicester’s Reading Recovery Teacher Leaders. We look forward to another successful year with many more applications for the Awards in 2018, including from our Leicester City schools.

If you would like to know more about Reading Recovery or train a Reading Recovery teacher for your school in 2018-19, please contact Michelle Deeming or Linda Dawson on 01164544650.
The I CAN Primary Talk School Toolkit is a resource to support school development.

The Primary Talk School Toolkit has been designed to assist primary schools in developing their provision for speech, language and communication (SLC) across the curriculum, for the benefit of all children, including those with speech, language and communication needs (SLCN). SLC skills are an essential part of learning and development, and are best addressed through a whole school approach. The Primary Talk School Toolkit will support schools in developing this approach.

Come along to the Primary Talk Toolkit launch event on 5th February 2018 to find out more or contact the Liz Richardson at the Learning Communication and Interaction Team for more information.

The Primary Talk School Toolkit consists of:

- Audit of provision
- Action plan
- Do - then review actions
- Optional award
- Return to audit & repeat
Physical Intervention Update

The majority of Leicester City Council’s schools are trained in Team Teach (accredited by the Institute of Conflict management ICM). As a team we continue to review the way can best support schools with the use of Physical intervention. We work alongside the Health and Safety Department, to support the use of reasonable force in Primary, SEN and Secondary schools. We have been advised to flag up to all schools the Local Authority Guidance on the use of physical intervention. This can be found on the schools extranet, in the Health and Safety Bulletins. Please refer to this policy so you are fully aware of the legal responsibilities in risk reduction and risk management.

Although the vast majority of pupils in settings will never require any form of physical intervention, many staff in these settings deal on a day to day basis with some pupils who exhibit challenging behaviours. In these cases it is advised that these settings carry out a suitable and sufficient risk assessment and have suitable training.

Things to consider…

- Does your behaviour policy include the use of reasonable force?
- Does your behaviour policy fall in line with corporate policy?
- Do all staff have the appropriate knowledge, attitude and skill in the area of physical intervention?
- Are positive handling plans shared with parents and children?
Changes to Key Stage 1 and 2 SATs Procedures for Modified Papers.

As of this year, the team will no longer be modifying SATs papers for schools; this will remain the responsibility of your school. Under the Equality Act, all children have a legal right to a modified exam paper in a font size as recommended by their specialist teacher. The team will be on hand to offer advice and SENCos with children on caseload will be contacted by our team advising them of possible options.

A reminder:

**Modified large print (MLP)/Braille** test papers should be ordered through NCA Tools by the end of November. MLP papers are produced in print size 18 on B4 size paper. Braille papers are produced in fully contracted Unified English Braille (UEB). In addition to a MLP/braille paper, additional access arrangements may be required. These can include:

- Braille papers
- Modified large print papers
- Early opening for further modification
- A scribe
- A transcript
- Use of a word processor
- A reader
- Rest breaks
- Apparatus in the mathematics test

Students who use a MLP/braille paper will automatically be entitled to up to 100% extra time. This does not have to be applied for. However, it is important that any extra time required by the student is applied to practice tests using modified versions.

For past modified large print test paper(s) for practice purposes, please contact the STA modified test helpline on 0300 303 3019 or modifiedtestshelpline@pia.co.uk.
SEND SUPPORT SERVICE
Vision Support Team

Please see below the training on offer to support your CYP with a visual impairment. All courses are bespoke to attendees and their CYP. Alternatively, bespoke training packages can be offered in schools:

15 November
IT Solutions for a CYP with a VI
(1-4:00pm)

24 January
Using IT to promote inclusion for a CYP with a VI
(9:30-3:30pm)

12 March
Habilitation & Mobility Skills for a CYP with a VI – Preparing for Adulthood
(9:30-3:30pm)

16 May
The Social & Emotional aspects of VI – how to promote inclusion and Preparing for Adulthood
(9:30-3:30pm)

27 June
IT Solutions for a CYP with a VI
(1-4:00pm)
Please Support ADHD Solutions

As you all know ADHD solutions provides a valuable service to children, schools and families. They are currently trying to gain votes in the Aviva Community Fund. They are competing against 204 projects in their category and funding level. Top 8 with most votes go through to be judged with 2 getting the funding.

Every vote matters!
So please vote if you can.

The link for voting is https://community-fund.aviva.co.uk/voting/project/view/17-4306.

Thanks for your support & please share if you can.

COUNCIL FOR DISABLED CHILDREN
Link to September 2017 newsletter

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
<th>Officer</th>
<th>Target group</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 17th November 2017</td>
<td>10am – 2.30pm</td>
<td>Sports hall Athletics</td>
<td>Crown Hills CC</td>
<td>KS3</td>
<td></td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Friday 24th November 2017</td>
<td>10am – 2.30pm</td>
<td>Sports hall Athletics</td>
<td>Aylestone LC</td>
<td>KS4/5</td>
<td></td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Friday 1st December 2017</td>
<td>10am – 2.30pm</td>
<td>Sports hall Athletics</td>
<td>Aylestone LC</td>
<td>KS2</td>
<td>City schools</td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Tuesday 5th December 2017</td>
<td>10am – 2.30pm</td>
<td>Sports hall Athletics</td>
<td>Aylestone LC</td>
<td>KS2</td>
<td>County schools</td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Friday 8th December 2017</td>
<td>10am – 2.30pm</td>
<td>Sports hall Athletics</td>
<td>Aylestone LC</td>
<td>Level 3 KS3 and 4/5 Qualifying schools only</td>
<td></td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Thursday 1st March 2018</td>
<td>12.30pm – 2.30pm</td>
<td>Cross country Festival</td>
<td>Aylestone Recreation Ground</td>
<td>KS3/4/5</td>
<td></td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Thursday 8th March 2018</td>
<td>12.30pm – 2.30pm</td>
<td>Cross Country Championships</td>
<td>Maplewell Hall School</td>
<td>KS3/4/5</td>
<td></td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Thursday 3rd May 2018</td>
<td>10am – 2.30pm</td>
<td>Athletics Championships &amp; Festival</td>
<td>Saffron Lane Athletics Stadium</td>
<td></td>
<td>11+ athletes (secondary age – adult)</td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
<tr>
<td>Friday 22nd June 2018</td>
<td>10am – 2.30pm</td>
<td>Primary Athletics</td>
<td>Saffron Lane Athletics Stadium</td>
<td>KS 2</td>
<td></td>
<td>For more information please contact: Dan Hewins <a href="mailto:dan.leicestersport@gmail.com">dan.leicestersport@gmail.com</a> or Charlie D’Silva <a href="mailto:charliedsilva14@gmail.com">charliedsilva14@gmail.com</a></td>
</tr>
</tbody>
</table>
Inclusive events

Brogan Jones

Contact
Position:
Brogan Jones - Secondary School Games Organiser

Based at:
Crown Hills Community College
Gwendolen Road
Leicester
LE5 5FT

Phone: 0116 249 1029
Mobile: 07881 851 943
Website: http://www.leicestercityssp.org

Charlotte Spencer

Contact
Position:
Charlotte Spencer - Primary School Games Organiser

Based at:
The Lancaster Academy
Knighton Lane East
Leicester
LE2 6FU

Phone: 0116 274 5283
Mobile: 07730 035 774
Website: http://www.leicestercityssp.org
GENERAL INFORMATION

SENDING INFORMATION FROM SCHOOLS VIA ANYCOMMS+ TO SEND SUPPORT SERVICE- NEW PARKS HOUSE

AnyComms+ (secure file transfer)
AnyComms+ is a secure file transfer website which facilitates the secure transfer of files between schools and the local authority.

(QUICK GUIDE)
• Log into AnyComms+
• Upload file to organisation
• Choose your file (browse)
• Recipient Organisation (drop down list)

1. Look for ‘other’
2. Select SEND Support Service (New Parks House) as per screen shots below.

• ‘Description’: FAO ‘team’ : (SEMH, VS, HS, LCI, EYST)

• Click on ‘upload a file to the Local Authority’
• Select ‘Other’ for File Type & ‘SEND Support Service’.

If you cannot see SEND Support Service on the drop down, please email anycommsplus@leicester.gov.uk who will be able to add us to the list. Thank you.

Please disseminate to the member(s) of staff responsible for sending documents via AnyComms+
DATES FOR DIARIES:

2018

Spring Term:
14th March  SENCo Briefing meeting  1-3:30pm

Summer Term:
5th June  SENCo Update Day  9:00am-4:00pm