

SENCO Newsletter

March 2019

(SEND SERVICES)



Welcome to the Spring SENCo newsletter

Leicester City Council will operate with creativity and drive for the benefit of Leicester and its people.

Be confident | Be clear | Be respectful | Be fair | Be accountable

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SENDSS

Designated Specialist Provision places



“In December we reported that there were several visits scheduled with schools that had expressed an interest in developing a DSP. Subsequently we have visited 16 schools and had discussions with several others. The overwhelming impression we got from these visits was how hard schools are working to be inclusive, how much they are currently achieving and how enthused they are about the possibility of running a DSP on their school sites. Several schools were already working informal DSP arrangements and want to formalise these to improve the offers to their young people and others. The remainder had spent some time thinking through how a DSP could work in their school, what benefits it would offer to their local community, and the positive impact it could have on all the children on their roll.

We are now collating the information we have collected from the schools and will present our findings to the Leadership Team shortly. Subject to approval, the next step will then be to put together a project plan with timelines that will enable us to have new DSP places available from Autumn 2019, with others to follow over the next three years. Places will be commissioned at primary and secondary schools to ensure that those children that need to can continue their education with appropriate support if needed.”

Vicki Urch
Senior Project Manager
Learning and Inclusion

SENDSS

Health information for EHCP annual reviews

I'm aware schools have a responsibility towards Children and Young people with SEND for updating EHC plans via an annual review process. It has been highlighted that there is a lack of Health information in the updated plans following the Annual reviews.

In order to address this please can you contact:

SENA, NHS (Leicestershire Partnership NHS Trust) nhs.sena@nhs.net

They will provide you with Health information about a child in your school.

Naturally you will require parental consent or consent from the young person if they are over 16 and have capacity.

Referrals to SaLT

The Children's SaLT service accepts referrals from parents and schools with the following details included

- Child's DOB, address, home language
- GP
- School address
- Presenting communication
- Reasons for re-referral
- How the communication needs have changed

This can be done in writing to: Children's SaLT

Bridge Park Plaza
Bridge Park Road
Thurmaston,
Leicester
LE48PQ

OR via the LPT website: fypc.referrals@nhs.net

This means you do not have to go via the GP and can refer more directly.

Paula Vyze, Designated Clinical Officer, Leicester City Leicestershire and Rutland CCGs, 4th Floor, St John's House, 30 East Street, Leicester LE1 6NB

CONGRATULATIONS

Dyslexia friendly schools



Hearty congratulations go to SPINNEY HILL PRIMARY SCHOOL on achieving their Leicester City Dyslexia Friendly Schools Quality Mark last month. The verification visit showed that the initiative had truly permeated through the whole school and that Dyslexia friendly practises were embedded in whole school learning and had improved outcomes not only for pupils with Literacy difficulties but also those with EAL, and language and communication difficulties.

SEND SUPPORT SERVICE EARLY YEARS SUPPORT TEAM (EYST)

Don't miss out! You may be eligible for funding to help with children with SEND in your care.

All early years providers including schools who deliver Funded Early Education (FEEE) places for 3 and 4 year olds (Nursery/F1) are entitled to a one off payment of £615 per year for children in receipt of Disability Living Allowance.

Schools are ultimately responsible for identifying eligible children through a discussion with parents.



This 7-minute film challenging the myths about eligibility for DLA may help if you have children who you think maybe eligible, but their families are not claiming.

- [Video challenging the myths around eligibility for Disability Living Allowance \(DLA\)](#)

This payment is there to support providers to make reasonable adjustments in order to meet the needs of children with special educational needs and disability (SEND) and could be spent on training and /or resources.

For further details please speak to your link teacher from the Early Years Support Team.

SEND SUPPORT SERVICE EARLY YEARS SUPPORT TEAM (EYST)

You may find this useful:

A free downloadable 44 page booklet from Council for Disabled Children about the Equality Act in the Early Years.

- [Disabled Children and the Equality Act 2010 for Early Years](#)



Philippa Stobbs
Council for Disabled Children
March 2015



SEND SUPPORT SERVICE

Hearing Support Team (HST)

Hearing Support Team Primary and Youth Get Together Days

The Hearing Support Team regularly hold days when hearing impaired students get together to learn about their hearing loss, management of equipment, to meet other students with a hearing loss and develop friendships, through a variety of activities.

This is part of our Preparing for Adulthood curriculum, building confidence, independence, identity and self-esteem and developing social skills to enable them to access and participate in the wider community outside of school.



Our last get together was an opportunity for our older students to meet and discuss their hearing loss, it's implications and to think about future careers. They met deaf adults and had a chance to talk to them about their careers, education and how they had managed their deafness in their work place. Some of our signing students from Ellesmere College also attended with their sign support workers. In the afternoon the students went to Braunstone Leisure Centre and were able to have fun together, building friendships through sport.



Throughout the year we have held many different days for all our students aged 3 – 18. With our younger children the parents are also encouraged to stay and they have found it very beneficial meeting other parents and hearing impaired youngsters.



We would like to say a big thank you to schools for arranging for our students to be educated off-site. In the summer term we will be holding a joint primary and secondary day when there will be a visit from the fire service and police (PLOD – Police Liaison Officer for the Deaf) to learn about keeping safe and how to contact them if you have a hearing loss. We hope you will encourage all our students to attend.

SEND Support Service

Learning, Communication and Interaction Support Team (LCI)

Literacy interventions

- Which literacy interventions are you using with your lowest attaining KS1 pupils?
- What is the **evidence base** for your choice?
- Does your chosen intervention have **research** proof that **gains in reading and writing last through to GCSE levels**?
- Does research show your intervention helps pupils develop phonic skills to pass the Phonic Screening Check in Year 1? [The case for early intervention: the impact of Reading Recovery on the phonics screening check](#)

New **research** has found that ten years after children took part in one specific literacy intervention they were:

- **More than twice as likely to achieve five or more good GCSEs including English and mathematics (49% vs 23%)** Less likely to leave school with no qualifications (2% vs 7%)
- **Performing only 5% below the national average at age 16 in GCSEs, despite having been in the bottom 10% of readers at age six**
- **Requiring no intensive special educational needs support (a Statement of Special Educational Needs, or an Education, Health and Care Plan [EHC]), while 9% of the comparison group had a Statement or ECH at age 16**

(When compared to a matched comparison group who did not receive the intervention).

- [The impact of Reading Recovery ten years after intervention \(report\)](#)

No other intervention has been proven to make such a long-lasting difference to the literacy skills and life chances of its recipients.

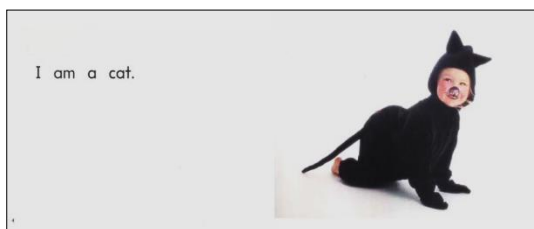
Read on to find out which intervention makes the difference.



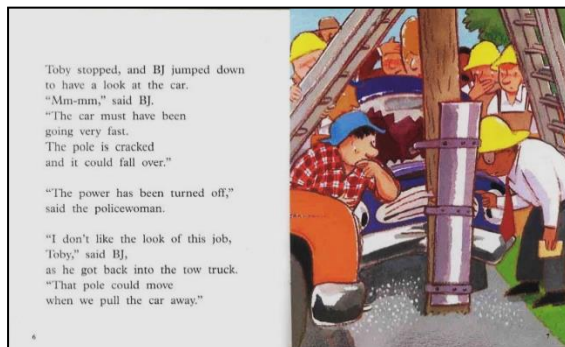
Reading Recovery is the intervention in question.

Through providing Reading Recovery to your struggling year one/two pupils you are offering them the best chance of closing the gap in their reading and writing skills and giving them the opportunity for lifelong success.

Through 30 minutes of intervention every day for between 12 and 20 weeks Reading Recovery pupils move from reading this:



to this.



Some Head teachers suggest Reading Recovery is too expensive, yet every £1 spent on it saves up to £4.30 in future costs for later intervention and support. Financial benefits to society of this intervention are between £940 million and 1.2 billion.

We are offering training for new Reading Recovery teachers from September 2019 or may be able to link you up with a fully trained teacher.

If you would like to find out more about getting Reading Recovery into your school, please contact: Michelle Deeming (Reading Recovery Teacher Leader) michelle.deeming@leicester.gov.uk Tel: 0116 454 4650



World Autism Awareness Week 1-7 April

Our favourite week is back and we're hoping it will be bigger and better than ever and do even more to help create a society that works for autistic people. So, join us and help raise some much-needed cash and awareness in your school.

Get your free school resources

We've got films, assemblies and tutor time and follow-up activities. Former *Love Island* contestant, Niall Aslam, talks about his autism and time at school for secondary schools. And you can meet the Trummies – six colourful characters who help celebrate difference for primary pupils. And, for early years, we have a circle time film and activities.

Fundraising packs

Full of fun, easy ways to raise money and help create a society that works for autistic people. It includes a Spectrum quiz from Anne Hegerty and a sweepstake poster from Chris Packham.

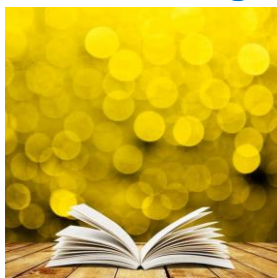
Win a visit from Ann Hegerty

She may have left the jungle, but you could win a visit to your school from our favourite *I'm a Celebrity* hero and star of the game show *The Chase*.

- [Get your free learning resources for World Autism Awareness Week \(National Autistic Society\)](#)

SEND SUPPORT SERVICE Vision Support Team (VST)

FREE reading resources for students



Here are some suggestions for your 'print-disabled learners', which include visually impaired young people and those with difficulties with reading.

Overdrive



This library app is available on laptops, phones or tablets (App Store, Google Play, Microsoft) and allows the reader to access eBooks and audiobooks from Leicester City libraries. Students will need a Leicester City Council library card and pin number. The reading app will allow changing font and size of text.

You can choose from an expanding range of fiction, non-fiction, teenage and children's eBooks and eAudiobooks and they are all free.

Ulverscroft eAudiobooks



Again, an app available on all platforms. Using the Leicester City library number and pin, students can play and download audio books.

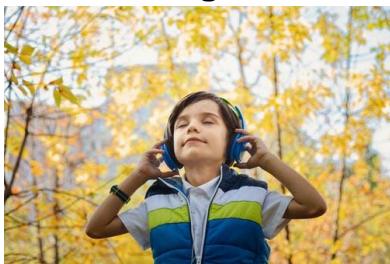
Ulverscroft eAudiobooks are available for 21 day loans or they can be returned early. There are no overdue fines because eBooks and eAudiobooks automatically return when the loan period ends. You can listen to sound clips before downloading your chosen title.

A collection providing files of textbooks and materials to support the UK curriculum. They offer a range of accessible formats that can be read electronically or adapted to suit the personal reading needs of learners.

- Listen to books with high quality text-to-speech voices
- Hear and see highlighted words on screen
- Read with digital braille or enlarged fonts
- Create physical braille or large print
- Read directly from your Internet browser

You will need to sign up for this and read the copyright information carefully, as files can be used only for students with a 'print disability'. Each book or file needs to be assigned to a specific student. However, it is a useful source of books, particularly secondary text books, including GCSE revision guides. In the VS Team we use files to copy the text and print out modified versions of texts. Students can have their own log in and customisable reading pane.

RNIB Talking Books



Students can sign up to the RNIB Talking Book Library either by phone 0303 123 9999 or by filling in a form, downloadable from <https://www.rnib.org.uk/talking-books-service>

This service is available to all with a visual impairment and those who are 'print impaired'.

This is a great service in that you can have high quality, unabridged recordings sent in one of three ways:

- Talking Books by Digital Download (RNIB Overdrive, EasyReader)
- Talking Books on DAISY CD
- Talking Books on USB Stick.

RNIB Overdrive, or EasyReader can be downloaded on to a phone or tablet for children and young people to access independently. You can sign up to receive a regular flow of books by letting the system know your interests, e.g. animal stories, magic and fairytales, great for younger readers. A 'wishlist' can be created to send specific books, e.g. secondary English readers. I have found the system to be quick and efficient. If students choose to use the USB stick, the RNIB have a really simple USB player (Sonic) for sale that works brilliantly.

Tracy Pearce – Vision Support Team

DISABLED CHILDREN'S SERVICE

Local Offer Update

The Local Offer Live Event was on 23rd January 2019 at The Curve Theatre. This year the Parent and Carer Forum led and managed the event. The Curve shared the event was well attended with approximately 2000 people attending. On the day there were live performances from the schools in the studio, as well as approximately 60 stalls. An art and crafts area had also been set up. It was an opportunity for stall holders to gather information, respond to consultations and questionnaires as well as share information and promote their service with Parents, Carers, Professionals and Young People.

There was representation from all sectors, public, private and voluntary sector sharing expertise in the areas of health, social care, education, and information on services available to support families with SEND. There were stall holders that were local to the City, Leicestershire and further afield, as well as attendance from both the City and County.

It was fantastic to see the young people from the schools and the Big Mouth Forum participating in the event. There was a buzz in the air, parent's, carer's, young people and professionals were all saying that it was a good and useful event, with most of the parents having found the information they were looking for. Feedback from the stall holders was that it was a good event and they had spoken to parents that were unknown to their services. Parents and Carers from the Parent Carer Forum voluntarily dedicated time on the day to ensure smooth running of the event. The success of Local Offer was a reflection of the partnership working, the celebration of success and sharing of expertise.

The Local Offer Website is also being reviewed and updated. Part of this process has been participating in a peer review with neighbouring regions. This has helped to highlight what works well and recommendations for changes with the site. The Local Offer website was recently reviewed By Charlie Palmer from the DFE who said the accessibility aspects were the best in the country. A Local Offer Poster is currently being designed to help promote the Local Offer.

If you have any suggestions for the Local Offer, please email
nayna.amlani@leicester.gov.uk

GENERAL INFORMATION

An innovative use of technology is being trialled by Leicester's Children's Hospital School.



The Children's Hospital School were part of a successful bid with 9 other partners and No Isolation, a Norwegian start-up company. The project is to support the education of children suffering from long-term physical and mental illness through the introduction of AV1 ROBOTS, which would enable the children to virtually attend school, socialise with classmates and remain connected to their home schools and communities. This will be the first large scale research investigation in this area and is at the cutting edge of new technology. Stephen Deadman, head teacher of Leicester's Children's Hospital School states 'It is very exciting to be part of this innovation and for young people in our area to be piloting an approach that could benefit other young people with medical needs across the country'.

When a child is unwell, and cannot go to school, it is not just their academic studies that can suffer. It will impact on their attendance, their friendships, mental wellbeing and future prospects. The telepresence robot, AV1, will ensure that the child remains an active part of their school community, even if they are being treated outside of their home county, easing the transition of the pupil back into full-time education wherever possible. The children who we anticipate will benefit from this approach, may be affected by a variety of conditions such as leukemia, chronic fatigue syndrome, anxiety disorders and recovering from transplants: they will now have the opportunity to participate in school even if they are unable to physically attend.

The Children's Hospital School has paired with No Isolation to capitalise on the use of technology to support children and young people's returning to school after absence due to long-term illness. The Children's Hospital School aims to support the education of children suffering from long-term physical and mental illness through the introduction of AV1 robots, which would enable the children to virtually attend school, socialise with classmates and remain connected to their home schools and communities.

The initiative utilises a £522,142 grant from the Alternative Provision Innovation Fund from the Department of Education, to provide continued education to children absent from school due to long-term illness

In addition to improving attendance, the collaboration also aims to minimise the impact that school absence can have on a child's friendships, mental wellbeing and future prospects. Using AV1 will ensure that the child remains an active part of their school community, even if they are being treated outside of their home county, easing the transition of the pupil back into full-time education wherever possible.

The project's aim is to provide children in key stages 1-5, with No Isolation's AV1 telepresence robot to allow them to continue 'attending' school throughout their treatment. The children, affected by a variety of conditions such as leukemia, chronic fatigue syndrome, anxiety disorders and recovering from transplants, now have the opportunity to participate in school even if they are unable to physically attend.

Those participating in the project will use AV1 to virtually attend school for as long as they are unwell, with assessments and evaluations taking place throughout this time. Children's Hospital School will liaise directly with the child's home schools to ensure that the child or young person gets the support they need to use AV1. Cath Kitchen, the project lead, has been involved with alternative provision for over 18 years, serving as the chair of the National Association for Hospital and Home Teaching for over ten years. During this time, the evaluations conducted by Hospital and Outreach Education consistently showed that pupils ranked lowest when asked how well they stayed in touch with their school and friends. This finding is further backed up by 2018 research by University College London, which discovered that digital technology played a key role for pupils in medical alternative provision by allowing them to stay connected.

Cath Kitchen, National Leader of Education, comments: ***'Having been involved with alternative provision for nearly two decades, I know first-hand the impact that absence from school can have on a child's education and mental wellbeing. I hope that the findings from this project will pave the way to providing equal access to education for students with medical and mental health difficulties, enabling them to fulfil their potential. I hope that every child, already suffering from the impact of a long-term condition, will not have to suffer further by feeling lonely and socially isolated from their school and their friends. I feel that No Isolation's AV1s, supported by the fund and the partner organisations, and backed by evidence based research, will illustrate how technology can be used positively to support this vulnerable group of learners and enhance their educational experiences during their period of illness.'***

No Isolation will set up the robots, providing 24/7 technical support to the pupil, their family and/or carers, as well as the relevant training for each of the participating schools.

Speaking on No Isolation's involvement with the project, Karen Dolva, CEO and Co-Founder of No Isolation, comments: ***'Our overarching goal is to end involuntary isolation, making sure that no one, irrelevant of age, gender, ability or socio-economic status, ever feels alone. To be part of this project is incredibly important to us - seeing our first product used in a government scheme in order to improve education and provide chances to children and young adults, cannot be expressed in words. We have no doubt that the two-year project will prove to be a success. The perfect result for us would be to raise awareness of the benefits that warm technology can bring, with more schools using AV1 and with every child who needs one, having access to one without delay. Our end goal is to end all isolation and reducing isolation while improving the education of young people is the perfect place to start.'***

For international media enquiries please contact:

Kristina Bassett / Viktoriya Ilyukhina

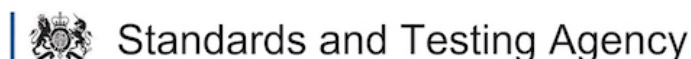
kristina@deliberate-pr.com / viktoriya@deliberate-pr.com

0044 7496 597 422 / 0044 20 7221 1540

Are you a member of the Whole School SEND consortium?

If not sign up using this link as you will have access to current research, FREE resources and training. They are currently developing a free SENCO Induction Pack and the first SEND Index report will be coming soon.

- [SEND Gateway Whole School - Join our Community of Practice](#)



Pre-Key Stage Standards - New Video Released

Are you trying to get your head around the Pre-Key stage standards? Then have a look at the new video released by the Standards and Testing Agency.

The Standards and Testing Agency have produced a video on Pre Key Stage (PKS) standards for Key Stages 1 and 2, featuring Diane Rochford and Janet Thompson.

Please follow the link:

[Understanding the new pre-key stage standards in primary school \(video\)](#)

Pre-key stage standards moderation in Y2 and Y6: Reading, writing and maths

Primary

Date: Wednesday 27 March 2019

Time: 1:30pm – 4pm (light refreshments will be provided)

Venue: Oaklands School, Whitehall Road, Leicester, LE5 6GJ

Audience: For teachers and / or SENCOs from mainstream and special schools

Course:

Pupils below the level of the ‘test’ in Y2 and Y6 will still need teacher assessment judgements submitting for reading, writing and mathematics at the end of June. The new pre-key stage standards must be used to form these judgements.

- Familiarisation with the new pre-key stage standards
- Opportunity to moderate with other teachers / schools
- Table discussions to identify next steps in teaching and learning

Please bring: examples of work for children that are working below the standard of the tests in reading and maths and below the assessment criteria (WTS) for writing.

Course Leaders:

This course will be led by Hannah Cooper, KS1 Moderation and Assessment Manager and Melanie Hendy, KS2 Moderation and Assessment Manager

Cost:

Leicester maintained Schools: **£25 per delegate**

All Schools: **£50 per delegate**

Please note: Places on this course are limited to 2 per school initially with additional spaces offered nearer the course date if available

Looking forward to seeing you!

To book your place, register at

<http://primary.lls.leicester.gov.uk/courses>

by Wednesday 20 March 2019

Please see the website for full terms and conditions

DATES FOR DIARIES 2019-2020

Summer Term 2019

13 June	SEnCo Update Day	9am - 4pm
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Autumn Term 2019

23 October	SEnCo Briefing	1pm - 3pm
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Spring Term 2020

19 March	SEnCo Briefing	1pm – 3pm
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Summer Term 2020

18 June	SEnCo Update Day	9am – 4pm
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