

SENCO Newsletter

June 2019
(SEND Services)



Welcome to the Summer 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 Professional Portal Pilot

Introduction

Following the Ofsted SEND Local Area Review, one of the areas of weakness identified was Education, Health and Care Plans and the lack of input from professionals. To combat this, the LA have purchased a Professional Portal which aims to directly improve the quality of EHC Plans and the way advice given by professionals is collected.

What is it?

The Professional Portal is an online portal created by Capita ONE. As with any online application, the Professional Portal requires users to first register to create a login and then use that information to gain access to the portal, it can be accessed through any device if the professional has internet connection. The portal has the advice forms for Health, Social Care and Education uploaded to it which professionals can fill out and submit to the Special Education Service team. The portal also has a “message” tab which will store any messages sent to professionals from the SES team asking to fill out a form, or if their submitted form has been accepted.



How does it work?

Instead of emailing or posting advice for EHC plans, professionals can now fill out and submit the advice online from any place with an internet connection. At the first login, professionals will not be able to see any child information attached to their account, the child information will appear once the SES team has authenticated the professional against a particular child. The professional will then incrementally be linked to more children as and when they are required to provide further advice.

When the professional needs to submit advice, they will receive an email notifying them to check their messages on the portal that will show which form they need to fill out for a particular child. Once a form is started, it can be closed and saved as a draft form to complete later or it can be deleted if a wrong form was started by accident. After the form has been completed, the professional will be shown a “review” screen with all their advice prior to submitting it.

Once the form has been submitted, if the professional or the SES team feel more information needs adding, the professional can edit the submitted form with the

appropriate information and then resubmit; the information from the new form will now over write the old form once it is accepted.

After a form is accepted, other authenticated professionals will be able to view the completed form. More importantly, parents will also be able to view the forms on a separate “Citizens Portal”. The functionality for professionals and parents to view other forms where they have been authenticated will be present for all documentation submitted to the portal, this includes draft and final EHC plans. Being able to view the plans electronically reduces the wait for EHC plans to be posted or emailed, they will be viewable as soon as they are uploaded to the portal. In most cases plans will no longer be posted or emailed to recipients.

When will the portal be in use?

The Professional Portal is currently in its pilot phase. It is being piloted by the North East team which includes a range of teachers, SENCOs, Health colleagues, Social Care and Education professionals. The pilot group have received their training and are currently testing and providing feedback on the portal; they will be going “live” with the portal from 20 May 2019. The portal will continue to be amended and further forms added or deleted throughout the pilot phase. If successful we plan to go live with the portal for all professionals and EHC Plans throughout Leicester City by September 2019

Azmat Nazim
Project Officer
Learning and Inclusion



Awarded by LCI: a BDA verified service

Leicester City Dyslexia Friendly Schools Quality Mark

Congratulations to Beaumont Lodge Primary School and Overdale Junior Primary School on retaining their Dyslexia Friendly Schools status. On recent reinspection, both schools showed assessors that they had sustained the required standards since their previous verification and showed ongoing commitment to the needs of students with Dyslexia and also to inclusive practise as a whole.

Assessors were impressed how both schools had remained committed to reducing the barriers to learning for all students and in particular those with Literacy difficulties. This showed in ongoing staff training, increased resources, and this was reflected in the academic and emotional achievements of the pupils.

Send Support Service Early Years Support Team (EYST)

Disabled Access Funding (DAF)

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

The process for claiming DAF has changed slightly and we are asking schools who want to claim or will want to in the future to sign up to the provider portal. Please note if you are already offering 30 hours FEEE you may be already signed up to this. Please contact karuna.bennett@leicester.gov.uk for further information.



SEND Support Service

Learning, Communication and Interaction Support Team (LCI)



AET offers face-to-face training programmes and practical resources for all those working with children and young people on the autism spectrum in early years, schools and post 16 settings up to the age of 25.

Developed by autism education specialists, the AET training programme is delivered by a network of training partner 'hubs'.

Following our successful delivery of the AET schools training programme **LCI** has not only secured a licence to continue to deliver AET schools programme but to also extend training for Early Years, and post 16 settings from September 2019

We will be advertising new courses at
<https://www.autismeducationtrust.org.uk/events/>

ICAN AND THE ROYAL COLLEGE OF SPEECH AND LANGUAGE THERAPISTS RELEASED THE FOLLOWING STATEMENT A YEAR ON FROM THE BERCOW -TEN YEARS ON REPORT

Bercow: Ten Years On – 1st Anniversary Update March 2019

The *Bercow: Ten Years On* report, published in March 2018, reviewed support for children and young people with speech, language and communication needs (SLCN) in England and found an inequitable and inaccessible system. The report made 47 recommendations to national leaders. One year on, significant progress has been made, but there is much more still to do.

Key Successes

17 of the 47 recommendations have been achieved. Key successes include:

- Experts in speech, language and communication have worked with the Department for Education and Public Health England on closing the word gap.
- Government are developing clear messages and information for parents about supporting early language development.
- Ofsted and the Care Quality Commission have been asked to design a further programme of local area SEND inspections, and inspectors have been trained in SLCN.
- The Government's SEND System Leadership Board will focus on joint commissioning.
Public Health England has commissioned a training programme for health visitors which will include information on identifying and supporting SLCN.

But more needs to be done

This significant progress is welcome. But much more needs to be done to improve the life chances of the 1.4 million children and young people in the UK who have speech, language and communication needs.

Five key areas: Urgent action is required in five key areas:

- **Joint commissioning:** This is key to ending the postcode lottery for children with SLCN; national leadership and increased accountability are needed to ensure joint commissioning happens on the ground.
- **Support for long-term speech, language and communication needs:** While the Government has taken welcome steps to support early language development, there has been little action for children with long-term SLCN who need support during and well beyond their early years.
- **Professional development of those working with children and young people:** School and college staff need to be supported to know how to develop

children's language and communication skills, as well as how to identify pupils with SLCN.

- Incentivising schools: Schools need to be supported to give speech, language and communication the priority it deserves, through guidance and in the inspection framework.
- Vulnerable groups: All practitioners working with children and young people at higher risk of communication needs need to receive training, and speech and language therapy services should be specially commissioned for these groups of young people.

Speak up for communication and speech, language and communication needs

We all have a role to play in speaking up for children and young people with speech, language and communication needs, their families and the professionals working with them.

The dedicated Bercow: Ten Years On – 1st Anniversary Update web page includes a range of resources to support you: <https://bit.ly/2TVHnxS>

#SpeakUpForSLCNwww.bercow10yearson.com**#SpeakUpForCommunication**

SEND Support Service

Social, Emotional and Mental Health Team (SEMH TEAM)

Nurture groups are on the up

As a city, we have had three new Nurture Groups open in our primary schools this academic year and a further two schools that the SEMH Team are in consultation with. Mayflower, Taylor Road and Avenue Primary are already seeing the positive impact that Nurture Groups can have on children with Social, Emotional & Mental Health (SEMH) needs and they are obviously keen to continue with their provision next academic year too.

It is also great to see a growing national consensus around ending school exclusions through in-school nurturing interventions and whole school approaches.

A recent parliamentary debate saw MPs emphasising the benefits of nurture as an early intervention providing children with the necessary social and emotional skills to succeed and preventing more severe mental health problems later in life.



The Timpson Review (an independent review of School Exclusions) also recommended further funding from the government for Nurture Groups (alongside other programmes), recognising them specifically as “...an effective approach in reducing children’s social, emotional and behavioural difficulties whilst strengthening their academic performance.”

If you would like more information/training on either Nurture Groups or Whole School Nurturing Provision, please contact Heather Smith within the SEMH Team.

Heather.Smith2@leicester.gov.uk

General Information



New Help Sheet:

Developing Early Handwriting Skills for Children with Autism.

Our Clinical Team have created a series of help sheets offering advice and guidance for parents and carers who look after children, young people and adults with autism.

This month's help sheet written by Caroline McHugh, Occupational Therapist and Christine Walenn, Teacher at Hillingdon Manor School, is about developing and supporting early handwriting development for children with autism.



[View our full series of help sheets](#)

We have also started to produce a series of help sheets about supporting children with Social, Emotional and Mental Health needs.

The National Award for SEN Co-ordination Postgraduate Certificate 2019/20

Do you want to achieve a nationally recognised award as a Special Educational Needs Co-ordinator (SENCo)?

Completion of the course has been mandatory for the teachers designated as the SENCo since 2009. New SENCos must gain this qualification within three years of taking up their SENCo post. It may also be relevant for those aspiring to be SENCos or those who were already in the post of SENCo prior to 2009 and wish to pursue accredited professional development in this area. Completing the course entitles candidates with 60 credits which can be used towards an MA in SEN and Inclusions. The programme is taught by experienced senior lecturers from the Faculty of Education and Humanities alongside local authority and teaching school partners who have expertise in Special Educational Needs. This programme is endorsed by NASEN.

Training will take place at local venues across the East Midlands following an induction day at the University of Northampton's Waterside Campus on Saturday 12th October 2019.

The overall aims of the course are to:

- Develop inclusive teaching approaches and co-ordinate provision for pupils with SEN and/or disabilities in their schools
- Apply methods to identify additional needs and monitor the progress of pupils with SEN and/or disabilities
- Instigate evidence-based strategies approaches when deploying, supporting and managing other teaching and support staff
- Establish networks and partnerships with other SENCos and local partners

The programme includes:

- Two modules each worth 30 Level 7 credits at Master's Level
- Face-to-face taught sessions (seven days in total spread across the academic year)
- Online support – discussion groups, networking
- Access to university support and services
- Mentor support

For information and applications, email: senco@northampton.ac.uk

Website: <http://www.northampton.ac.uk/study/courses/the-national-award-for-sen-co-ordination/>

Programme Lead: julian.brown@northampton.ac.uk

Cost £1975

Duration: 1 year, part time

Closing date for application: 26/9/2019



Autism Associates present

A one day course for education professionals

Collaborative Approaches to Learning for pupils with Pathological Demand Avoidance (PDA)

Date: Tuesday 9 July 2019

Venue: Trent Vineyard Conference Centre, Nottingham, NG7 2PX

Cost: £175 per delegate (includes lunch and refreshments)

Book: contact jm.gray5954@gmail.com or info@autismassociates.co.uk

Drawing on work carried out within a range of diagnostic and educational settings the course provides practical strategies to support children who often do not respond to approaches typically advocated for children on the autism spectrum and who find the demands of school particularly challenging.

Based on the rationale and approaches detailed in the new book, available from JKP.com, the day will focus on promoting an understanding of developmental pathways and educational needs of some of the more complex children within the autism spectrum, particularly those who fit the Pathological Demand Avoidance profile.

Sessions will include

- Distinctive profiles of children with a diagnostic profile of PDA
- Implications of teaching and learning for children with PDA
- Key strategies of Collaborative Approaches to Learning
- Promoting emotional wellbeing
- Personalising the curriculum and demonstrating progress

About the presenters:

Phil Christie is a Consultant Child Psychologist with extensive experience in autism diagnosis, assessment and school leadership.



















Ruth Fidler is an Education Consultant specialising in complex autism, interactive approaches and emotional wellbeing.

Suzanne Farrell is a SEND curriculum specialist and Project Leader for the Autism Progression Framework commissioned by the Autism Education Trust (AET)

Ruth Fidler and Phil Christie
**COLLABORATIVE
APPROACHES TO
LEARNING
FOR PUPILS
WITH PDA**
STRATEGIES FOR EDUCATION
PROFESSIONALS



PECS Level 1 – 2 Day Training (Picture Exchange Communication)

I want		I see		thank you	
 drink	 biscuit	 apple	 cake	 crisps	 banana
 book	 sand	 bricks	 pens	 farm	 puzzle
 shoe	 jumper	 trousers	 coat	 sock	 hat

Dates & Times

Wednesday 30 October 2019 / 9am - 4.30pm
Thursday 31 October 2019 / 9am - 4.30pm

Venue

Hall at New Parks House, Pindar Road Leicester LE3 9RN

Course outline

PECS – PICTURE EXCHANGE COMMUNICATION

Is well known evidence based practice.

It provides an immediately useful method of requesting things, actions and people in a way that requires and promotes social interaction.

The training will be delivered by Pyramid Educational consultants and is suitable for all practitioners in mainstream and special schools who are supporting children who have social communication difficulties and developmental disabilities.

Cost

£250 per person

How to apply

To book your place use this link: lls.leicester.gov.uk

Full terms and conditions can be found on the website



SEND Support Service

Introduction to TEACCH

A two-day course on using the TEACCH programme

Delivered by: National Autistic Society

Dates and Times

Thursday 4 July 2019 / 9.30am - 4pm and Friday 5 July 2019 / 9.30am – 4pm

Venue

New Parks House, Pindar Road, Leicester LE3 9RN

Course content

Introduction to the autism spectrum

Communication and behaviour

Exploring the potential differences for autistic people and those who support them

Overview and key principles of TEACCH

TEACCH visual communication systems and schedules. Structuring the environment

The TEACCH programme in practice.

Who should attend

The course is suitable for those with little or no prior knowledge of autism or those who already have some knowledge and wish to develop this further. This course is for those who wish to develop their understanding of using the TEACCH programme to support individuals on the autism spectrum.

Why attend?

Be aware of how to develop skills by means of education and modifying the environment for autistic people

Have an awareness of parent collaboration

Understand assessment for individualised programmes

Understand structured teaching

Be more confident in identifying emerging skills through assessment and focusing upon these

Understand the principles of cognitive and behaviour therapy underlying the TEACCH approach

Understand that professionals in the TEACCH system are trained as generalists who understand the whole child.

Cost: £210 per person

How to apply: To book your place use this link

[Introduction-to-teacch-2-days-4th-july- & 5th-july-2019](#)

Full terms and conditions can be found on the website.

Dates for Diaries 2019-2020

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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