



SENCo newsletter – Autumn 2019

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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Learning, Communication and Interaction (LCI) Team

AET Autism Progression Framework 2.0 launch

Autism Education Trust launches free DfE-commissioned autism progress tracking tool for education professionals

The highly anticipated update to Autism Education Trust's AET Autism Progression Framework has now been released. The newly updated progress tracking tool and training module can be used in all types of settings: Early Years, Schools and Post 16. The new version is available as a free-to-download document and is compatible with many online progress tracking tools. The update was commissioned by the Department for Education and includes many new features designed to make the resource more user friendly and enable more education practitioners to benefit from it.

The [AET Autism Progression Framework 2.0](#) helps teachers and education professionals to identify learning priorities and measure progress in areas which fall outside the national curriculum. These areas relate closely to autism 'differences' as identified within other AET resources and the impact of these on pupils' social, emotional, independence and learning needs. It is the most comprehensive and complete free assessment tool for pupils on the autism spectrum.

Just like the original version in 2016, the new updated resource has been created for the AET by [Autism Associates](#). It is based on research and consultation with a wide range of practitioners, academics, parents and people on the autism spectrum. Although the new resource is easy and straightforward to use, the AET offers a dedicated training module to enable practitioners to use it to maximum benefit.



No Pens Day Wednesday

Are you ready to put down your pens on 13 November 2019?

ICAN and The Communications Trust are calling on schools and colleges across the country to put down their pens for a day of speaking and listening this Autumn term!

To make No Pens Day Wednesday work for you, we'd love to hear your views. Take our quick survey to ensure we provide the right resources and guidance for you this year.

[Let us know what you need](#)

Would your school be interested in putting down pens and picking up language?

Then why not get involved in **No Pens Wednesday – 13 November 2019**, a national speaking and listening event?

Classes and lessons should be focussed on learning through speaking and listening activities.

The aim is to highlight the importance of speaking and listening skills in children's development- both for education and more generally. This is an exciting day that will encourage good classroom talk and build on these skills in a fun and engaging way. It can also help staff identify and support pupils who have "hidden" communication difficulties.

For more information and activity packs/ lesson ideas etc, go to ICan or The Communication Trust websites

[Spoken language in the spotlight: Identifying pupils with speech, language and communication needs on No Pens Day](#)

If you do get involved, we would love some photos for our newsletter.

Please send to Linda.dawson@leicester.gov.uk

Identification of SLCN:

Statistics published by the Department for Education in July 2019 showed that, based on school data, the most common primary need among pupils with SEN is Speech, language and communication needs (SLCN). Between January 2018 and January 2019, the number of pupils with SEN increased by around 3.3% while the number of pupils with SLCN has increased by almost 6%.

Mary Hartshorne (I CAN's Head of Impact) feels that this increase in SLCN can be viewed in a positive way, as she puts forward the theory that the increase is due to better identification.

There is growing evidence to support the fact that when SLCN is identified early and the right intervention put in place, children with SLCN can do well.

However, it does need to be noted that the DfE statistics show that only 3.2% of all pupils have SLCN identified as their main need. Broken down that's 4.3% in state funded primary schools, and 1.4% in secondary schools. Given the knowledge that 7.6% of children have developmental language disorder (DLD), this suggests that a lot of children are being missed.

In 2018, when I CAN and the Royal College of Speech and Language Therapists led Bercow Ten Years On (a national review of provision for children and young people with SLCN) one of the main findings was concern over children not being identified. In the ICAN survey, just 12% of parents said their child's difficulties were identified by a professional, and half of parents said their child's needs were not picked up early enough.

So why is this? Mary Hartshorne suggests a range of reasons:

- the lack of sensitivity of used
- lack of knowledge or confidence in practitioners
- children's needs mistaken as something else such as a behaviour or literacy issue
- identification may not actually result in action.

There has been a great deal of extra support provided by the Government for children in the 0-5 age range, however the statistics show that some children's needs only become evident at primary or secondary school.

In our schools we need to become more confident at identifying and addressing SLCN? Learning Communication and Interaction team trainings can support in both these areas in the form of Let's Talk, Talk Boost KS1 and 2 and Elklan training for TAs (primary and secondary). In addition, The Communication trust produces a number of resources to support identification including their **Progression guidance** documents which range from Early years to Key Stage 4.

Update on Inference Training materials

This year the LCI team are expanding the Inference Training materials. Currently the texts used within the intervention target pupils in KS2 and KS3. However, some secondary schools have expressed an interest in materials that could be used to support pupils during GCSE preparation. In response, we are producing Inference lessons around several GCSE set texts, these include Macbeth, A Christmas Carol, Animal Farm, Of Mice and Men and An Inspector Calls. The texts are being prepared for use within an inference intervention group but could also be adapted for whole class inference lessons. Trials in one secondary school have shown good results, with pupils showing increased confidence using a range of comprehension strategies. We are continuing trials and may be able to offer reduced price training to secondary schools that would like to take part.

During 2020, we are intending to offer these texts as a paid for addendum to the existing 2016 Inference Folder, to schools who have received Inference Training. We will also be putting together a training offer for schools who would like training and access to these materials.

If you would like to be kept informed about the development of these materials; would like to be considered for inclusion in a trial or are interested in receiving Inference training please contact: Michelle.Deeming@leicester.gov.uk

Supporting pupils with sensory differences – how to make reasonable adjustments

Sensory differences can affect each child very differently, and can affect any or all of the senses, making the school environment an often-challenging place to spend time, let alone learn in.

Knowing the child well is the best place to start, so complete a sensory profile with parents and/or a teacher who knows the child well to help you consider what adjustments will help them at school.

Adjustments should be made to not only make it possible for the child to cope but should consider how they can make the school day more enjoyable for them and therefore support them in reaching their full potential.

Here's 10 easy ways to support the child with sensory differences:

- 1) Being flexible about school uniform – some pupils need soft seamed clothing, so they can focus on the lesson rather than the material touching their body.
- 2) Reduce noise levels, e.g. by putting felt pads under chair legs, swap hand-dryers for paper towels, or offer ear-defenders for the pupil.
- 3) Reduce visual stimulation where possible in the classroom and consider where to seat the child to reduce this. Wearing sunglasses and caps all year round is necessary for some pupils.
- 4) Children are good at finding their own ways to help their focus and attention when their sensory environments are distracting; fiddle toys and self-stimulatory behaviour (e.g. flapping hands, body rocking) are important to pupils and should be supported as part of the pupil's journey in learning about self-regulation.
- 5) Support the pupils to take physical activity breaks throughout the day; this could be five minutes of organised exercises or simply doing a job and carrying something to another classroom for you.
- 6) Create a safe place for the pupil to go to when sensory issues become too much (better the pupil can choose to calm themselves rather than head for a meltdown)
- 7) Create a time-out card for the child so they can begin to learn when they need some calming time outside of the busy classroom and not feel that they will be drawing attention to themselves.
- 8) Offer a quieter place to eat dinner – the smells, sights and sounds of the main dining area are particularly overwhelming to many with sensory differences.
- 9) Stagger the start and end of the school day for the pupil (likewise the beginning and end of lessons) – being around crowds of pupils is often overwhelming and increases anxiety.
- 10) Finally, routine and predictability can help many children to cope better with the sensory challenges of the day. Remember to use visual timetables and plan ways to adapt and inform the pupil of particularly noisy or physically interactive lessons for example.

Primary School Social Emotional and Mental Health Team (SEMH)

Theraplay © Informed Practices

Theraplay ® is a child and family intervention to build and enhance attachment; self-esteem; trust in others and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical and fun.

Theraplay ® Informed Practice Interventions focus on four essential qualities found in parent-child relationships:

- Structure
- Engagement
- Nurture
- Challenge

The sessions create an active, emotional connection between the child, parent/caregiver or staff member, resulting in a changed view of the self as worthy and loveable and of relationships as positive and rewarding.

Currently the SEMH team offer sessions that include:

- Child and Staff
- Child and Parents/Carers
- Group Theraplay © Sunshine Circles
- Parent Groups

Inglehurst Junior School welcomed in the SEMH team to help support their parent group and introduce Theraplay © Informed Practices for parents to use at home, parents talked about how they had used some of the activities successfully with their children and it had helped build connections and create a positive atmosphere in the home and even on the journey home. A Year 6 boy and his parents attended sessions at New Parks House and they laughed and had fun together. Braunstone Frith School had training around Sunshine Circles which they now regularly provide this to their some of their children. When delivered with a Teaching Assistant feedback was that there was an improvement in their relationship with the child and that the child was more able to accept touch and ask for help when needed.



Electronic Physical Intervention form

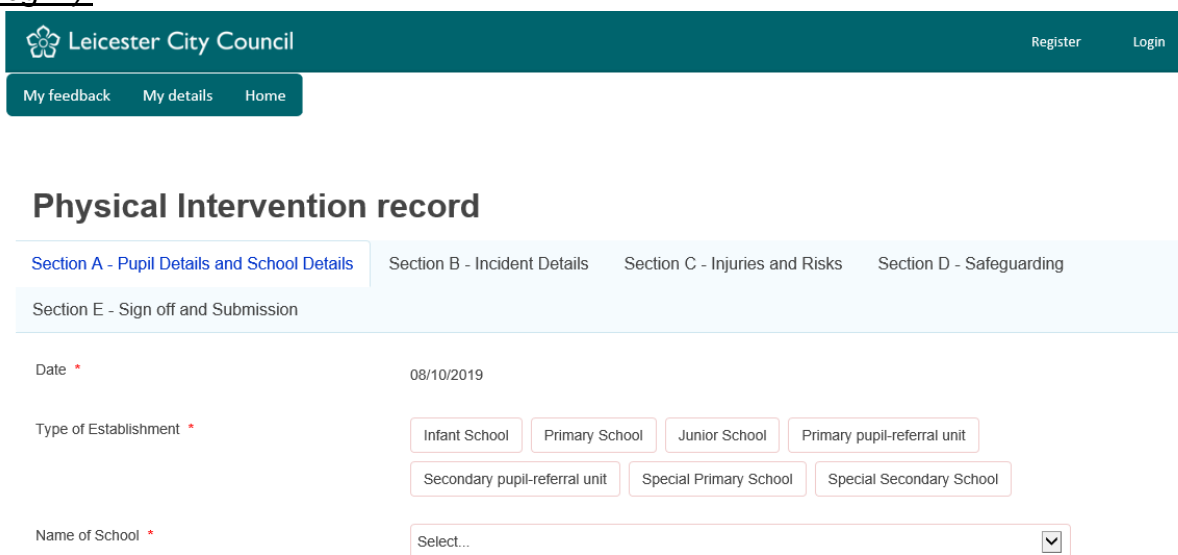
The way we record Physical Interventions is changing. You may have been aware of this through colleagues, training or speaking to your Social, Emotional & Mental Health Team link teacher who should have shown a school leader (e.g. SENCo) how the form works.

As of 31 October, all physical interventions MUST be reported electronically. Your 'pink book' should be kept for historical records.

When we hold children (use a physically restrictive intervention) we have the legal duty to:

Report and Record

This can now be done electronically, via the link below, which brings you this an online Electronic Physical Intervention Form. (N.B: *There is no need to register or login!*).



- There are 5 pages (sections A-E) to complete, at the end of which the form is **automatically emailed** to the SEMH Team when 'submitted'
- There is also the option to add in email addresses of school leaders and DSLs
- You can print hard copies of the form for school files or save it as a PDF to an electronic file
- The responsibility of the school, to maintain their own records, will remain a legal requirement.

What do I need to do now?

1. Share https://my.leicester.gov.uk/service/Physical_Intervention_Record with staff
2. Click on the link (in step 1) to record a physical intervention
3. Make a new short-cut on their desktops OR save the link somewhere they can access it / keep the email to hand

TECHNICAL SUPPORT

If you do find any difficulties with completing this form or require technical support, please email team.teach@leicester.gov.uk or speak to your SEMH Link Teacher

When completing the form, it is important to remember that it is a **legal document** and that completing all the fields is necessary, especially the child's name.

There will opportunities to click more than one 'box' for several questions

Anti-Bullying Week: Change Starts with Us

11 – 15 November 2019 www.anti-bullyingalliance.org.uk

The theme for this year's Anti-Bullying Week is **Change Starts with Us**

“Small change. Big difference.

Whether it is verbal, physical, online or in-person, bullying has a significant impact on a child's life well in to adulthood. By making small, simple changes, we can break this cycle and create a safe environment for everyone. Because together, we can challenge bullying. Change starts with a conversation. It starts with checking in. It starts with work together.

Change starts here. Change starts now. Change starts with us.”

- [Anti-Bullying Week is Change Starts with Us](#)

Ofsted

The 2019 School Inspection Handbook states that:

“The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils...”

Factors include:

“A positive and respectful school culture in which staff know and care about pupils.

An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted.”

Positive Peaceful Places (PPP) – Leicester City's Anti-Bullying Award

Launched last academic year, PPP has been developed to support schools in evolving peaceful practices in all its forms. The award looks at how schools can develop structures, policies and systems but also to develop justice, fairness, a shared ethos and the building of healthy relationships – all of which links to the 2019 Ofsted Handbook.

With this in mind, we have collated a selection of books, resources and activities that could be used during anti-bullying week to grow peace through developing kindness and understanding of difference.



Ideas for books

The following books all have a theme of kindness and/or celebrating difference that could be read during anti-bully week or used as a starting point for discussions. The books could be used with a variety of year groups depending upon the choice of questions/discussion points.

Book cover	Title and Author	Possible Big Question/ Discussion Point
	<p>The Smartest Giant in Town by Julia Donaldson</p>	<p>What would you want to say to the giant?</p> <p>Discussion point: It is more important to be smart than it is to be kind.</p>
	<p>Mr Big by Ed Vere</p>	<p>Who do you think the other animals' thought was playing the music?</p> <p>Discussion Point: My Big would rather be called Mr Small.</p>
	<p>Mixed by Arree Chung</p>	<p>Why did the colours want to be separated?</p> <p>Discussion Point: Leicester City could be described in the same way as the colour city – ‘full of colour. It wasn’t perfect, but it was home.’</p>
	<p>Dogs Don't Do Ballet by Anna Kemp</p>	<p>Select a picture. If Biff (the dog) could talk, what would he be saying?</p> <p>Discussion Point: Boys don't do ballet.</p>
	<p>Frog and the Stranger by Max Velthuis</p>	<p>How did the animals feel about Rat? (Plot their changing feeling throughout the book)</p> <p>Discussion Point: Pig was scared.</p>
	<p>The Lion and the Mouse by Jerry Pinkney</p>	<p>Look at the pictures throughout the book, how is lion feeling at different points.</p> <p>Discussion Point: Mouse was Brave</p>
	<p>We're All Wonders by RJ Palacio</p>	<p>How do you think people could change the way they see?</p> <p>Discussion Point: We're all wonders.</p>



Goodnight Stories for Rebel Girls
by Elena Favilli and Francesca Cavallo

Stories for Boys who Dare to be Different
by Ben Brooks

These books contain short biographies about women and men who are 'different'. Each is accompanied by portraits by different artist. Many are available online. Rebel girls also has a website with podcasts of some of the stories.

Activity Ideas

Kindness paperchain

Provide pupils with access to strips of paper. If they see another child in the class doing or saying something kind to another child or adult, write it on the strip of paper.

Use these strips to make a paper chain of kindness.

How long can you make it?

Get caught being kind

Give staff (and selected pupils) raffle tickets that they hand out to pupils who they have 'catch being kind'.

Tickets get put together in a draw to receive a prize at the end of the day/week.

Chatterbox

Make a 'chatterbox' with compliments under the final flaps.

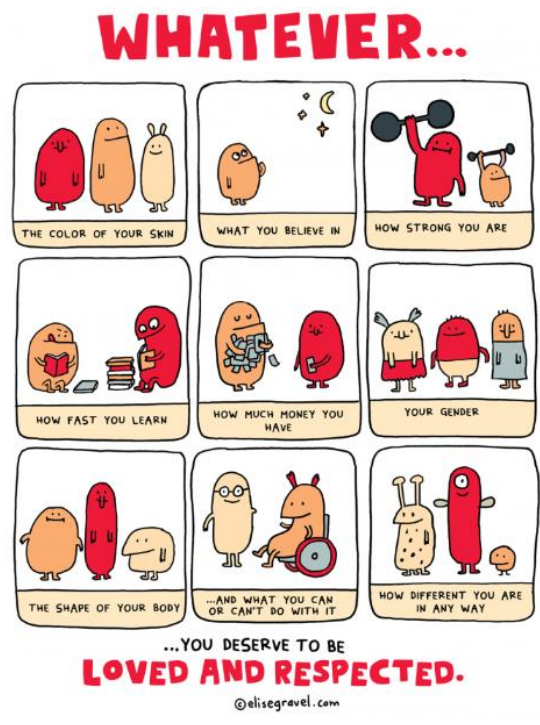
Grateful

Encourage children to identify 3 little things at the end of each day that they are grateful for.

Pass the Peace

Have an object (e.g. stone, squishy, soft toy) that can represent 'peace'.

Whoever has the object must do something peaceful and kind for another adult or child and then pass on the 'peace'.



These and other posters suitable for discussion starting points are available to print from Elise Gravel – author / Illustrator

Get in touch

For more information, including details of the Positive Peaceful Places Award, please contact:

Social Emotional and Mental Health (SEMH) Team (0116 454 4650)

- Beth Pope (bethan.pope@leicester.gov.uk)
- Jo Lockley (joanna.lockley@leicester.gov.uk)

City Psychology Service (0116 454 5470)

- Bhavin Pathak (bhavin.pathak@leicester.gov.uk)

Disabled Children's Service

Course title	Independent Travel Training
<p>Target participants:</p>	<p>Independent Travel Training produces a “win-win” situation for young people and adults, the personal gains for young people and adults are enormous including: personalised support, increased self-esteem, self-confidence and social skills. The favourable long-term effects include increased potential to access education, employment and leisure opportunities.</p> <p>The training is aimed at staff / support workers / team leaders / parents / carers who have the opportunity to support young people / adults develop their skills through targeted training and support.</p> <p>Day 1, you will be learning the theory and then practise a travel route as part of the training. Day 2, more theory work and you will work with a Consultant Learner and practise the same route as day 1. The consultant learner will help you learn / train, as this will be part of the training. Day 3 is the follow up day, this will be explained on day 2.</p> <p>Staff note: Please bring your bus fare / bus pass for the practical exercise and wear comfortable footwear and clothing.</p>
<p>Course Training Venue:</p>	<p>Course (3-day course) 1 October 2019 9am – 1pm 2 October 2019 9am – 1pm Follow up day: 12 November 2019 9am – 1pm</p> <p>Leicester City Council City Hall 115 Charles Street Leicester LE1 1FZ Parking at City carpark pay & display or pay on exit, or bus.</p>
<p>Contact:</p>	<p>Please phone or e-mail with your names and dates. Forward this brochure to staff / colleagues that would benefit from attending the training. Talvinder.flora@leicester.gov.uk Talvinder Flora Service Coordinator Disabled Children's Service Tel: (0116) 454 4710</p>

If you are not able to attend the dates, and your organisation is interested in attending an ITT course we can offer alternative dates and times, (including evenings) for up to 12/14 people (minimum of 8 people).

Local Offer Update

As the process for applying for a school place for a young person with an EHCP is different to those without, the Local Offer has been updated to share information. The tile called “School admissions EHC plans” shares information on the transfer process from primary school to secondary school, with useful tips. Different types of provision available and offers the option for parents to be able to search for a school. There is a link from the admissions page to the Local Offer and vice versa.

The Local Offer should be co-produced and hence if you feel there is information missing or you are aware of a service whose information needs to be added please contact Nayna.Amlani@leicester.gov.uk

Thank you to all the schools who have linked to the Local Offer website pages from their school websites. Please can you check the link is working.

For those who wish to link to the pages the link is <https://families.leicester.gov.uk/send-local-offer/>

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Local Offer Live Save the Date

Parent and Carer Forum will be leading the next Local Offer Live event. The event will take place at the Morningside Arena on January the 31st 2020. The event will give providers an opportunity to showcase the Information, Advice and Support available to parent carers and children and young people with SEND and will give parent carers an opportunity to talk to the providers directly about their services. This year we would like to showcase success stories. We are also kindly requesting for stalls to be accessible and if possible interactive to encourage conversations and curiosity. if you would like to know further information or book a stall please contact info@lcpf.net



Department for Work & Pensions

Department for Work and Pensions – Schools' Advisers

Our team is made up of three advisers that cover all of Leicestershire and Northamptonshire spanning over 80 schools, including SEND schools.

Advisers provide support to schools to help them in their statutory duty to deliver independent, high quality and impartial career information to students aged 12 to 18.

All of our services are completely free to the school and there is no limit on how many times we can visit.

Our offer is demand-led by schools, responsive and flexible, and could include any sessions that are employability related, such as information on apprenticeships and traineeships, CV workshops, career fairs, employability programmes for SEND Schools, sourcing employers for sector awareness talks and mock interviews.

If you would like to arrange a conversation about how we may be able to assist you, please get in touch.

Rebecca Leadbetter

rebecca.leadbetter@dwp.gov.uk



National Citizen Service (NCS) is a programme for all 15 to 17 year olds in the UK (15-24yrs if young person has an Education Health and Care Plan). It aims to help young people develop into active citizens, by taking them through several phases of personal, social and professional development. NCS believes in the power of young people to change the world if only given the right tools and opportunity. NCS supports young people's transition in to adult life by developing their strength of character and life skills, which enables them to contribute to society with purpose and integrity. NCS runs throughout the Summer Holidays and in the spring and autumn half terms. Over the last 7 years, young people on NCS with LEBC have **completed over 350,000 volunteering hours, and have raised over £322,000 for local charities and organisations.**

To find out more and book your place please visit www.NCSyes.co.uk

General information

Leicester College Transitions Event

The Transitions Event is for secondary school SENCOs and Colleges from Leicester City and Leicestershire. The main aims of the event are:

- To develop strong links between schools and colleges to enable smooth, successful transitions for young people
- To share support plans and develop holistic transition programmes for individual students
- To increase understanding of the post-16 offer
- To ensure that support offered by colleges matches need

This event is **free** to attend and will take place at **Leicester College, Freeman's Park Campus on the 8 November 2019**. Refreshments will be available throughout the day.

The following Colleges will be represented at the event:

Brooksby Melton College

Gateway College

Homefield College

Leicester College mainstream provision

Leicester College Supported Learning (discreet) provision

Loughborough College

North Warwickshire and South Leicestershire College

Stephenson College

Booking:

Please indicate which colleges you need to meet with and the number of students you need to discuss with each college. Appointments will be based on slots of 15 minutes per student.

The day will commence at 10.00 and the last appointment will be at 15.15. Places will be allocated on a first come first served basis, therefore if you can notify me asap that would be helpful.

To book please contact Jo Keogh Email: jkeogh@leicestercollege.ac.uk

Autism Associates are very pleased to announce that a new suite of Autism Progression Framework materials are now available from the AET - see below for full details.

An introductory training course on using the new materials is taking place at Fountaindale School, near Mansfield on 19 November 2019 at Fountaindale School, 9:30am -12noon.

To book go to:

[Eventbrite Introduction to the AET Progress framework](#)

Alternatively contact Autism Associates to book a training session in your setting or local area.

Suzanne Farrell
AET Progression Framework lead
Tel: 0115 974 5957
Autism Associates
www.autismassociates.co.uk

Strictly Come Dancing: The Live Tour 2020

(in association with the National Autistic Society) will include a special Relaxed Performance.

We've supported the show to make small technical adaptations, but perhaps more importantly is the work we do to train performers, crew and venue staff to ensure that you'll be met with people who understand autism throughout the experience. There will be quiet spaces on the day, a relaxed audience etiquette and additional information and visual guides beforehand to prepare you for the day out.

Matinee performance will be at the Nottingham Motorpoint Arena on Wednesday 5 February 2020 at 2pm.

Tickets are now on sale: 0808 164 4616 or [book online](#)



Leicester Family Support Hub

Venue: Thorpe Astley Community Centre, Larkin Drive, Leicester, LE3 3RU

Meets: Every third Saturday of the month, 10am to 1pm

Dates for 2019/2020

- 19 October
- 16 November
- December TBC
- 18 January
- 15 February
- 21 March
- 18 April
- 16 May
- 20 June
- 18 July
- 15 August

The hub is a regular meeting point for families affected by autism. There are activities for children, people and families can gain support, advice and meet with other. These are free drop-in sessions and the whole family are welcome to attend.

For more information [Autism East Midlands](https://www.autismeastmidlands.org.uk) or contact enquiries@autismeastmidlands.org.uk



Leicester Hospitals Autism standards

The following is a link to the Autism pages on the UHL website, it links directly to the patient passport which can be used when visiting the hospital.

www.leicestershospitals.nhs.uk/childrens-autism

The pages share information on Autism standards, preparation resources, Autism Champions, Sensory rooms and photo stories as well as the patient passport which shares useful information with medical staff.

SENDIASS Leicester

From 1 October 2019 our **new contact information** will be:

SENDIASS Leicester, 1st Floor Alliance House, 6 Bishop Street, Leicester, LE1 6AF

Tel: 0116 482 0870

info@sendiassleicester.org.uk

Choice Advice Tel: 0116 482 0862

choiceadvice@sendiassleicester.org.uk

The websites, Facebook and Twitter remain the same.

Menphys has been supporting Leicestershire children and young people with disabilities since 1970.

Based at the Menphys Hub, Bassett Centre, Bassett Street, South Wigston, Leicestershire LE18 4PE, Menphys offers Saturday youth groups, parent groups, toddler clubs, activities and days out for disabled children, young people and their families.

We also run two Saturday Clubs - Spark Club for 8-16 years and Fusion Club for 16-25 years - at the Barleycroft Community Centre, Malham Close, Beaumont Leys, Leicester. The clubs run from 10.00am until 1.00pm every Saturday during term time and offers the opportunity for children and young people with a range of disabilities to meet in a friendly and supportive environment to socialise and have fun.

If you have any families that you think would benefit from the services of Menphys then please contact either Jessica Buckley, Service Delivery Manager (jessica.buckley@menphys.org.uk) or Janice Billington, Project Co-ordinator (janice.billington@menphys.org.uk) on 01455 323020 or by email.



Future Dates

2020

Spring Term

19 March 2020	SENCo Briefing	1pm-3:30pm
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Summer Term

18 June 2020	SENCo Update Day	9am to 4pm
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