

# SENCO newsletter



**Spring 2021**

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helps children  
communicate

### **Holy Cross Catholic Primary School receives primary talk supportive level accreditation from children's charity I CAN**

Congratulations to the staff at Holy Cross Catholic Primary School who have just been awarded the Supportive Level of I CAN's highly successful communication and language programme, **Primary Talk**. This is the first school in the Leicester City to do so.

The Primary Talk programme is a whole school approach for staff working with children aged 5-11. Primary Talk can help schools to create an environment that develops speech and language skills for all children, ensures effective school based provision for children with speech, language and communication needs (SLCN) and helps schools to demonstrate the effectiveness and impact of provision for Ofsted.

Schools accredited as offering a 'supportive service' for children's communication meet the standards set for good practice in supporting all children's speech, language and communication development and identification of SLC needs.

During the accreditation process Gail Neill (headteacher) said that the school had identified SLCN as the main barrier to learning which also impacted on the mental health of the children. This was the reason behind them embarking on the Primary Talk process.

I CAN's Primary Talk Accreditation products are designed to help teachers and staff in Primary schools to:

- Create communication rich environments
- Improve their knowledge of communication development and how to identify children with SLCN
- Improve the speech, language and communication skills of the children they work with
- Work collaboratively with speech and language therapists and other support agencies on education plans for individual children
- Provide good information and practical strategies for parents

**If your school is interested in the Primary Talk accreditation, please contact**

**Liz Richardson, team leader of LCI: [liz.richardson@leicester.gov.uk](mailto:liz.richardson@leicester.gov.uk)**

## Early Years Support Team

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### Children who are struggling with anxiety

- If you have children who are struggling with anxiety of not going back to school or indeed going back to school, Relax Kids have created a calm pack and a back to school pack to help them navigate this time. There are exercises and activities for families to try to help support their worries and anxiety. There is also a have a home journal to help them stay positive during lockdown.

Calm pack

[www.relaxkids.com/calm-pack](http://www.relaxkids.com/calm-pack)

Back to school pack

[www.relaxkids.com/calminthechaos](http://www.relaxkids.com/calminthechaos)

Home Journal

[www.relaxkids.com/homejournal](http://www.relaxkids.com/homejournal)

### Early Years Autism Education Trust (AET) training

The Early Years Support Team are now offering the Early Years Autism Education Trust (AET) training. For more details about the AET early years training programme in the city please email [sarah.mounsey@leicester.gov.uk](mailto:sarah.mounsey@leicester.gov.uk)

**To Book – see Training section below**

# Hearing Support Team

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## Meeting the needs of deaf children and young people during spring term 2021

### Face masks and coverings

Teaching is based on being able to communicate clearly to students and clear communication is especially important for deaf children and young people. The use of face masks or coverings will have a very significant impact on the ability of deaf children and young people to communicate. If face masks or coverings are being worn in your education setting, we would ask that reasonable adjustments are made to ensure that deaf children and young people can continue to access learning. These reasonable adjustments may include, for example, wearing clear face masks or shields, increased use of radio aids technology, additional deaf awareness training. Schools and colleges should also be aware of the exemption in place that allows face masks and coverings to be temporarily removed if needed to communicate with someone who relies on lipreading.

To identify which reasonable adjustments will be most effective, it will be important that a discussion takes place with the student, family and a Teacher of the Deaf.

### Top tips for communication in a world with masks

12 things to remember when communicating with people who are deaf or hard of hearing:

[link to poster](#) – free to download

### Youth Get Together

On the 4 March we held our first virtual Youth Get Together which was a great success. We invited secondary students that we have been supporting remotely throughout lockdown. It was great to see them all sharing their experiences, both positive and negative, with each other about life and learning in lockdown. We had time for some fun games and thinking about the future when restrictions are lifted. All the students have valued the support they have received from the Hearing Support Team and schools with their remote learning. We would like to thank schools for implementing our advice to online sessions. We will be holding another virtual meeting after school in the summer term and look forward to holding our normal get togethers in the future. Thank you for your support in this.



### Ways to encourage parents to support with reading

Things are tricky for parents at the moment, often juggling home schooling and work. But we are all aware that regular reading is vitally important for our pupils, especially those in key stage one. But how can you offer support to parents without overloading them? Here are a few suggestions and links that may be helpful to share with parents.

- Think flexibly about reading: it doesn't have to just be your child's reading book from school: comics, magazines, recipes, blogs may all be appealing. Use your child's interests and preferences as a starting point.
- Provide a quiet space for reading – it may only be a temporary space for a few minutes. Throw a couple of cushions in the corner of the room or under the stairs or under the dining table! Join your child there and read yourself, share the reading or read to them – any reading experience has value.
- Pencil in a time for reading and, for reluctant readers, give a timeframe: "After tea let's share this book for 10 minutes." Stick to the time, even if the book isn't finished.
- Reread favourite books. Rereading is a powerful opportunity for children to learn more about how words work and to build fluency, phrasing and expression as they are not preoccupied with decoding the words.
- Listening to books via an app such as audible has value too!
- Reflect on reading – this may not be on every read and there are a range of things to try:
  - ✓ Ask your child to retell a part of the story. Younger children might tell the story to a sibling or favourite toy in their own words.
  - ✓ Ask them to tell you about their favourite part of the story.
  - ✓ Retell the story by drawing quick pictures, you could both do it and then compare – who remembered the most detail?
  - ✓ Ask your child a question or two about the story? This may focus on fact retrieval in younger readers. With older readers you may want to encourage them to think about inferences they can make, perhaps from a character's words or actions.

Lots of materials have been created during Covid. Here are some that might be helpful to share:

- The EEF have created **Top Tips Leaflets** to support with reading at home and they are available in a range of different languages [here](#)
- Actors reading children's story books can be accessed [here](#)

- Oxford Owl offer free [resources](#) for parents and free digital [books](#)
- GetEpic – online books – 30 days free access for parents [here](#)
- Free weekly online edition of ‘First News’ a newspaper for 7-14 year olds, sign up [here](#)
- Audible – children’s audio books available [free](#)
- Jackanory Junior on the [bbc](#)
- The Seesaw Parent and Family app has a Monthly bookshelf that can be accessed for a bedtime ‘read aloud’ story if your school uses See-saw.

## LCI resources recap

A new term is a good time to remind you of some favourite resources with new materials.

### Reading books

[www.phonicbooks.co.uk](http://www.phonicbooks.co.uk) have now published three parallel series of books aimed at older, struggling readers. Highly visual, dyslexia friendly and linked directly to phonics, especially long vowel sounds.

- Talisman – fantasy based
- Rescue Series – strong female heroine
- island adventure - Adventure / nature / Eco slant

All suitable for 8-14+ years. Also available are workbooks to support homework / remote learning / individual support / teaching.

### Trugs

#### [Educational Reading Games - Read Successfully](#)

“The structured decodable card games combine the professional phonics side of learning to decode print with the fun side of playing card games in a hugely, effective and engaging way.”

Simple card games based on known games e.g. Happy Families and Uno support and practise phonics learning from CVC words to silent letters and everything in between.

Also produced are game packs for learning **common exception words**. Joanna Jeffery has developed a **new** flexible way of selling the games so you can now buy complete boxes or simply sets of one game at the level you require. All details on the website.



## Help in the second lockdown

NCETM (National Centre for Excellence in the Teaching of Mathematics) have a wide range of [materials and guidance](#) to help primary and secondary schools adapt maths teaching for pupils learning both in the classroom and at home.

The 180 [primary video lessons](#) produced by NCETM/Maths Hubs Primary Mastery Specialists are still available. They're just as suitable for pupils on their own at home or watched by a small group in school.

[Videos and resources](#) for teaching Key Stage 3 maths topics are also available. Recorded by experienced teachers, these videos offer advice and ideas for colleagues, especially less experienced colleagues such as NQTs, or non-maths specialists, and TAs/tutors teaching small groups.

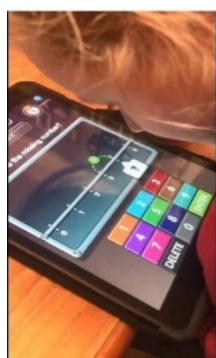
EEF (Education Endowment Foundation) In response to unprecedented closure of schools to most pupils, the EEF has produced a set of resources designed to be used by schools and parents to support home learning. These are all based on the evidence-based recommendations of our guidance reports. For schools, there are helpful planning prompts and other practical tools. There are also useful resources for schools to share with parents who are looking to support their children's learning, from establishing home learning routines to shared reading help to handy tips for supporting maths in the home for younger children.

This is the link: [EEF support resources](#)

## Parent Autism Workshop in Hindi

The LCI team have just completed the delivery of a new 4 week Parent Autism Workshop in Hindi. It was well attended and the feedback was very positive. The workshop was accessible to Parents who speak Hindi, Gujarati, Punjabi and Urdu as they all had an understanding of the Hindi language. As it has been very successful and well received it shall become part of our normal offer to schools each year.

### Inclusion - a mother's perspective



As the mother of a severely visually impaired (blind) child, I know the devastation of realising that your child cannot access or isn't included in certain things. It's even harder to explain to your child that they will face many hurdles in life that have to overcome non-inclusion. I felt pretty alone when I explained to my daughter's teacher that she was getting frustrated with a popular educational app that schools across the UK are using. I was told to just "do your best". But that didn't help my daughter when she had her face so close to the tablet that she'd press the wrong buttons by mistake and not answer the questions correctly. Which meant she wasn't getting very far on the levels. She should be looking at the maths provided to help her learn numbers. I had to physically read out the sums to her. This led her to hate her visual impairment and she called herself stupid. It broke my heart. I confided in my daughter's VI teacher and she asked me to leave it with her. From there, the issue was passed on to the app developers who got me the most amazing results! They wanted to work with my daughter to change the way the app was! This meant listening to her needs and taking into account the disabilities that others might face when attending a mainstream school. If I hadn't of spoken out, this wouldn't have happened! I literally have no words to describe what my daughter's VST team have done throughout the years. They have been amazing. But what they have also done, is given me the confidence and ideas to extend on fighting for the inclusiveness for our children who face difficulties in day to day 'normal' living. Since then, I've communicated with Mattel about their 'inclusive' Barbie range as they don't have a visually impaired barbie with a cane. I have also contacted Nintendo about their animal crossings game. Not only does it have a rating of ages 3 and up, but the language spoken to the player is 'Animalese'. How many children at the age of 3 can read? Let alone children with impairments. 'Animalese' is a made-up language for the characters of the game, which means everyone has to read the text shown. This makes it difficult for my daughter to play this children's game on her own. So, I hope to encourage other parents to do the same and send a short email to a company to ask for a little inclusiveness. Just one message to one company that you believe should include your child could make a massive difference to the world that they grow up in.

## Disabled Children's Service

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The Local Offer Live 2021 is going virtual. The event will take place the week beginning 24 May 2021. The event will give providers an opportunity to showcase information, advice and support available to parents, carers and young people with SEND. It will give parent carers an opportunity to discover local services, participate in activities, workshops and watch performances.

Here are a few reminders from last year's event, held at Morningside Arena. Parent. The event was well attended. On the day there were live performances from Millgate school and FTM dance, as well as 70 stalls and 6 workshops covering the topics of Sleep, Autism, Sensory Needs, Wills, and Education Health and Care Plans. These were well attended with great feedback from participants. Activities included art and crafts and messy play areas set up by RNIB and Early Years team, additionally Leicester Cobras offered an opportunity to "shoot a hoop".



This year we will be recording the event to enable families to be able to revisit the event. If you would like to take part in this years event and showcase some of the great work happening in your school or some of the amazing journeys the young children have made.

Get in touch at [localofferevents@leicester.gov.uk](mailto:localofferevents@leicester.gov.uk)

For further information about the Live event, please contact [nayna.amlani@leicester.gov.uk](mailto:nayna.amlani@leicester.gov.uk)



## Training

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### ➤ Early Years Support Team

#### Early Years GAP (Good Autism practice) AET 2

During the summer term we are offering Early Years GAP (Good Autism practice) training, with a specific early years focus. All dates half day on Wednesday.

Dates: 14, 21 and 28 April, 5 May

Time: 9:30-12:30

[Book a place](#)

#### Get going with Communication

This universal level course develops practitioners' knowledge and understanding of how children's communication and language skills develop and explores why language is an essential life skill. It provides practical ideas to enable practitioners to promote the language skills of all children and to support children who have speech, language and communication needs (SLCN).

Dates: 15, 22 and 29 April, 6 May

Time: 1-4

[Book a place](#)

#### English as an additional Language (EAL) and Special Educational Needs (SEN)

This universal level course develops practitioners' knowledge and understanding of how children acquire an additional language and how to identify special educational needs that children with EAL may have. It provides practical strategies to support the needs of children who are learning EAL and have SEN.

Dates: 12 and 19 May

Time: 9:30-12:30

[Book a place](#)

#### An Introduction to Down Syndrome

This course raises awareness of the needs of children with Down syndrome, including their strengths and difficulties, and provides strategies to promote effective learning.

Date: 13 May

Time: 9:30-12:30

[Book a place](#)

## ➤ Learning, Communication & Interaction (LCI) Team



### Teaching and Assessing Learners with Specific Learning Difficulties (Dyslexia) – taught at Masters Level

Delivered by LCI, SENDSS on behalf of Derby University

Accredited by the British Dyslexia Association

Open to Teachers and Teaching Assistants and other professionals

### **Year 2: Specialist assessment and teaching of learners with specific learning difficulties. (AMBDA)**

Post Graduate Diploma

+60 M credits

Leading to Associate Member of the British Dyslexia Association (AMBDA).

Qualification will enable the holder to carry out specialist diagnostic assessments, exam access arrangements and deliver specialist teaching programmes to learners up to and including 18 years of age.

### **Entry requirements for Year 2 of this two-year course:**

A degree level qualification (L6) is required as the module will be taught at Level 7 (Post-graduate).

At least two years relevant professional experience teaching/supporting learners of school age (18 years or under) required.

Plus successful completion of Accredited Teacher Status (ATS) or Accredited Practitioner Status (ATS) modules.

This is the second module of a two-year course. If you have already gained Accredited Teacher Status (ATS) or Accredited Practitioner Status (ATS) through another course, you may be eligible to continue your study towards AMBDA by joining us in September 2021.

The course has 8.5 taught days which are planned to take place as blended learning, i.e. largely face-to-face sessions, but with some sessions delivered and/or accessed remotely to add flexibility to the course in terms of study time. This will be dependent upon any government restrictions in place at the time. The venue is to be confirmed.

**Dates (subject to change dependent upon venue):**

**Autumn 2021**

Day 1 Thursday 30 September

Day 2 Thursday 14 October

Day 3 Thursday 4 November

Day 4 Thursday 18 November

Day 5 Thursday 2 December

**Spring 2022**

Day 6 Thursday 3 February

Day 7 Thursday 3 March

Day 8 Thursday 17 March

Day 9 Thursday 12 May

NB: In the event of any teaching day (Sept-March) being postponed due to bad weather/snow, teaching sessions may be moved to include an additional date (Thursday 9 March 2022)

**Cost:** new recruits to Year 2 only £2,800 (different cost applies if you are already studying ATS with us)

You will need access to assessments, including CTOPP 2- you /school may need to purchase this. Current cost is £290.

You will also need to purchase some test papers at an approximate cost of £50.

There may be some additional costs for assessments that you/your school need to purchase after the course finishes in order for you to continue assessing, e.g. the WRIT (approximately £427) and parts of the TOMAL 2 and TOWRE 2.

If you wish to gain your AMBDA certificate from the British Dyslexia Association (BDA) and your Assessment Practising Certificate there will also be a charge directly from the BDA at the end of the course for BDA membership (currently £70). There is a requirement from the professional bodies (the BDA and the Specific Learning Difficulties Assessments Standards Committee (SASC) that, once qualified, practising assessors maintain their 'active' status and renew their membership and certificates as required. There is a charge for the renewal process.

**Further course content enquiries please contact Deb Perkins LCI**

[deborah.perkins@leicester.gov.uk](mailto:deborah.perkins@leicester.gov.uk)

**Please send admin enquiries to [Geoff.hadley@leicester.gov.uk](mailto:Geoff.hadley@leicester.gov.uk)**

Admin & Business Support Officer, SEND Support Service





Is your school looking for the most effective way to spend your Catch-up Premium? Are you looking for a highly effective evidenced based intervention to support literacy development in your lowest attaining KS1 pupils? Do you need a Reading specialist who can support all staff across school? Have you thought about Reading Recovery?

### **Why Reading Recovery?**

Reading Recovery (RR) has significant evidence of high impact - over 200 research studies document benefits for students and schools. A recent meta-analysis<sup>1</sup> found an effect size of 0.59 which the EEF cites as 'high impact'<sup>2</sup>. A study of GCSE attainment of children 10 years after receiving RR<sup>3</sup> demonstrated RR gains were sustained. RR impacts phonics<sup>4</sup>. RR is highly rated by numerous independent organisations e.g. What Works Clearinghouse<sup>5</sup>, the Early Intervention Foundation<sup>6</sup>, the Institute for Effective Education<sup>7</sup> and the Education Endowment Foundation<sup>8</sup>. Pro Bono estimated potential economic benefits of RR demonstrating value for money<sup>9</sup>.

In the last complete school year, 5142 children received individual teaching in RR and around 40% of those children were disadvantaged based on FSM indicators. In 2019, 99% of children entering RR had standardised reading ages of less than 4 years 10 months, indicating that they were the lowest attaining in their cohort and over 80% were accelerated to average levels after their RR programmes.

Deficits in oral language development and literacy development coincide with social disadvantage. A trained RR specialist teacher in your school carries out initial assessment in reading, writing and language, then shapes a series of lessons based on each individual child's starting point. The RR specialist can also guide small group learning; advise and support class teachers; contribute to strategic mapping of literacy needs and provision; and develop partnership working with parents to support home learning.

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

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<sup>1</sup> D'Agostino & Harmey (2016) included RCTs and high-quality quasi-experimental studies.

<sup>2</sup> The EEF places 0.59 in the range of 'high impact' <https://educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/attainment/>

<sup>3</sup> Hurry & Fridkin (2019)

<sup>4</sup> Children who received RR scored higher than 60% of control/comparison groups on measures of phonological encoding, phonological awareness, word reading, decoding, and letter identification (Harmey & Bodman, 2020).

<sup>5</sup> <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/420>

<sup>6</sup> <https://guidebook.eif.org.uk/programme/reading-recovery>

<sup>7</sup> <https://the-ief.org.uk/2018/04/11/e4i-focus-on-reading-recovery/>

<sup>8</sup> [https://www.ucl.ac.uk/reading-recovery-europe/news\\_and\\_media\\_coverage](https://www.ucl.ac.uk/reading-recovery-europe/news_and_media_coverage)

<sup>9</sup> [Assessing the impact of the Reading Recovery programme \(assets.kpmg\)](#)

Reading Recovery Europe (RRE) has a well-established track record in design and quality assurance of training literacy specialists. Regional Teacher Leaders provide this training.

**The Leicester City Reading Recovery Training Package offer:**

- 20 half day training sessions for your chosen teacher, with lesson observation; in-depth assessment; detailed analysis of teaching and learning and practical advice and training
- equivalent of 4 half day visits from a UCL/IOE Reading Recovery Teacher Leader
- data tracking and reporting
- Reading Recovery manuals for assessment and teaching
- equivalent of 1-day assessment training for your intervention manager

**Cost: £2,800 (Recommended UCL/IOE charge £2,940)**

In the current climate, some of the training will be online but will be fully quality assured to enable accreditation as a Reading Recovery teacher upon completion.

A trainee Reading Recovery teacher will need to:

- Be a qualified teacher with recent KS1 experience
- Be able to teach 4 pupils on a 1:1 basis every day (minimum 0.5FTE for Reading Recovery)
- Have access to Book Banded books
- Be able to be released for the training outlined above

To find out more, or to ask any questions, book your place in a 30-minute informal Teams chat. Slots are available at the following times, but a 1:1 call can also be arranged at a time to suit you.

Wednesday 17 March: 8:30-9am

Friday 19 March: 4 - 4:30pm

Thursday 25 March: 8:30 - 9am

Thursday 25 March: 4 - 4:30pm

**To book** your slot or to confirm that you wish to train a teacher in September, please contact the Reading Recovery Teacher Leader, Michelle Deeming via:

Email: [michelle.deeming@leicester.gov.uk](mailto:michelle.deeming@leicester.gov.uk)

Phone: 0116 454 4650



## Transition Training for Teaching Assistants who support pupils in Year 6 and year 11

The training offers techniques for effective transition planning for young people on the autism spectrum who are going to Secondary School or College.

Date: Tuesday

Time: 11 May 1 - 3pm

[Book a place](#)

## ➤ SENDSS

### Wellbeing for education return workshops

Following the delivery of the DfE's 'Wellbeing for Education' programme which aimed to support staff working in schools and colleges to respond to the additional pressures some young people and staff may be feeling as a direct result of the pandemic. Attendees highlighted they would benefit from further opportunities for reflection and discussion on requested topics. We are therefore offering the following free workshops:

#### **How does it work?**

Sessions will take place using Microsoft Teams and will be facilitated by a member of the Educational Psychology Service, Learning Communication and Interaction team (LCI) or SEMH team.

#### **Who is it for?**

Colleagues who attended the original DfE Training. SLT members, Mental Health or Pastoral Leads, SENCo's and Additional Needs Coordinators

#### **Areas covered**

This is a great opportunity to access free 1½ hour workshops.

- Meet with colleagues from across Leicester City
- Provide opportunity to have time to reflect and share experience and practice linked to the topic area
- Raise awareness of agencies that can support children and young people in Leicester City

Only **one** member of school/college staff are able to access each session due to limited numbers.

#### **Workshops: all sessions 3:30 – 5pm**

15 March

[Supporting children and young people with ADHD](#)

18 March

[Supporting children and young people who have experienced trauma](#)

25 March

[Supporting children and young people returning to school following home learning](#)

22 April

[Supporting children and young people with ASD](#)

26 April

[Supporting \*\*staff wellbeing\*\*](#)

28 April

[Supporting children and young people who have experienced \*\*bereavement and/or loss\*\*](#)

5 May

[Supporting children and young people's \*\*emotional resources and resilience\*\*](#)

6 May

[Supporting children and young people with \*\*learning difficulties\*\*](#)

13 May

[Supporting \*\*school leaders\*\*](#)

20 May

[Supporting children and young people who are \*\*vulnerable\*\*](#)

27 May

[Supporting children and young people who have experienced \*\*anxiety and stress\*\*](#)

## ➤ The National College



### Webinar: Adapting your remote education provision for children with SEND

Whilst remote education has affected school life for everyone, the impact is likely to have been felt most by children with SEND. The disruption to normal routine and ongoing uncertainty means that it's important for teachers to be able to develop lessons that continue to accommodate different and complex needs so that children with SEND do not get left behind.

In response, The National College have partnered with experienced SENCo, senior leader and education trainer who has taught in a range of challenging and diverse schools, Amjad Ali, to deliver the below webinar. The webinar will explore how teachers can support children with SEND during remote education, what learning opportunities they can provide and how they can still aim to achieve the best possible outcomes.

**For:** Headteachers, SENCos, Subject Leads, Teachers and Teaching Assistants within Primary, Secondary and Special Schools.

**Cost:** £50+ vat

**Access:** Online, on any device

**Expert:** Amjad Ali, experienced SENCo, senior leader and education trainer who has taught in a range of challenging and diverse schools.

**Available from:** Wednesday 17 February 2021, 2pm (Please note: All participants, whether they can attend on this date or not, will receive a recording of the webinar in the learning hub to watch at their convenience)

**About:** This webinar will provide headteachers, SENCos, subject leads, teachers and teaching assistants with practical advice and guidance on teaching children with SEND as part of their remote education provision.

[Link to book](#)

#### Learning Objectives:

- Understanding how to implement remote teaching and learning for children with SEND that continues to provide equal opportunities to learn for all children.
- Recognising the obstacles and challenges that teaching children with SEND brings during remote education and learning in a different environment.

- Identifying best practice tools and techniques that teachers can use and implement to deliver lessons that accommodate for mixed abilities and conditions.
- Understanding the importance of supporting parents and communicating regularly with them in order to deliver an effective remote education provision.
- Recognising the role of different staff during remote education, including the role of TAs, and how progression and attainment can still be monitored.

**Please note** - *If you are already a school member of The National College, you will receive this webinar as a part of your current membership. If you are not a member and would like some further information regarding our school membership, please [click here to book a call](#) with one of our advisors and we will be more than happy to help.*

## General information

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### Guidance on making a referral to SEND Services

Schools can make a referral to the following teams:

- Early Years Support Team
- City Psychology Service
- Hearing Support Team
- Learning, Communication and Interaction Team
- Social, Emotional and Mental Health Team
- Vision Support Team

[Link to the joint online referral](#)

School will need to register for a 'My Leicester account' prior to making a referral and information about how to do this is available on the weblink above.

Once you have registered and are ready to make a referral you will be taken to the SEND Services Referral front page. Follow the drop-down menus and directions as directed. Please complete all sections

- Permissions for referral and information sharing
- Child or young person's details
- Parental responsibility
- School/setting details
- Information about the child or young person
- Referrer details
- Additional information
- Summary

It is important that you make clear:

- Which team you are wishing to refer to
- Whether this is a request for traded work
- Whether you have discussed and agreed the referral with SEND Services professionals. Please include the names of the SEND Services professionals with whom you have had this discussion.

It is essential that you include additional information where relevant:

- Exclusions
- Physical interventions
- Pupil Tracking Data (including EYFS 2 year progress check/Foundation Stage Profile where applicable)
- Individual Education Plan/ Provision Map
- Interventions (including dates and outcomes)
- External agency reports including diagnosis

- Minutes of reviews and /or other meetings (i.e., Early Help, Pastoral Support Plans, Personal Education Plan, etc)
- School assessment including standardised testing/checklists/observations
- Attendance and exclusion data
- Behaviour records

Please ensure that attached documents are not password protected.

Referrals that do not include relevant additional information will be returned with a request for further information. This will obviously delay the referral. Information will need to be returned within 90 days. After the 90 days, the referral is automatically deleted from the system and it will be necessary for the referral to be re-submitted.

### Element 3 (re)application

When submitting an Element 3 (re)application please submit them as one document with all additional and supporting documents at the end, preferably in pdf format. Include a timetable of support if appropriate and no documents / assessments over 2 years old.

Nick Gilroy, Funding and Grants Manager  
Commissioning and Performance  
Tel:0116 454 4715  
Email: [nick.gilroy@leicester.gov.uk](mailto:nick.gilroy@leicester.gov.uk)

## Addressing Annual Review delay

This is to address the delay in the processing and actioning of annual reviews that has been brought to our attention by schools over the past few weeks. Between September 2020 and February 2021, we have received approximately 350 transfer reviews and over 500 further annual reviews. We are currently working through the current transfer reviews as they are the existing priority and are working extremely hard to log and process the additional reviews we have coming in. To help with this process can you please ensure when returning your annual review paperwork that it is sent to the following annual review inbox at SES (Special Education Service) [ehcp.annualreview@leicester.gov.uk](mailto:ehcp.annualreview@leicester.gov.uk) as this is where annual reviews are monitored and picked up on a daily basis. Can we also ask that amendments made to plans are carried out and returned on a Word document and not as a PDF/scanned document as this too causes delays in amendments being made, if you require Word copies of plans then please email the address above and these will be sent out to you as soon as possible.

Finally, please be assured that we as a team are working as fast as we can to ensure that any paperwork returned to you is being addressed and processed as quickly as possible.

### **Advice Reminder to Schools:**

This is a polite reminder to Schools and Colleges in regard to the advice that is required from professionals as evidence to support recommendations made within an annual review. It is a requirement for schools to obtain this advice where necessary and return with the annual review paperwork. Since the beginning of term we have received approximately 850 reviews including both phase transfer and annual reviews. To help ensure the quick and effective turnaround of these reviews it would be really helpful if any advice needed to support recommendations is sent alongside the annual review paperwork as this will prevent the delay caused by SES having to chase professional advice and waiting for it to be returned to us.

Caitlin Smith, Annual Review Coordinator  
Special Education Service, SENDSS



## Completing the independence checklist for transitions

This checklist is a tool that can be used to provide a snapshot of a young person. It was designed to enable a smooth transition for young people requiring transitional support into adult services. The aim of the form is to capture the needs of the individual and identify early on whether a full assessment of need will be required under the Care Act 2014. The form enables the allocated worker to support the young person with their set outcomes and goals. By capturing the young person's needs and future aspirations we can then support them in the Transitions Team to access appropriate services for adulthood. By completing the checklist, it can be used by the support staff working with the young people to set independent living skills goals which can be reviewed during EHCP'S meetings. The facilitator or the class teacher is the best person to be completing the checklist with families and other professional involved in the EHCP process. This checklist should ensure that we as a department provide a seamless service for the young person so that they do not fall through the gaps and be left without appropriate services when they turn 18 years of age. The ongoing agenda for Adult Social Care is the promotion of strength base practice and this should be instilled in all areas and needs to be applied prior to the young person reaching 18. Building on the young person's strengths and aspirations is vital and by embedding this early will only deliver greater positive outcomes for the young person. We recommend that this checklist is incorporated in the young person's EHCP from 14 years of age.

Once the form is completed the form needs to be emailed back to the following address:

[asctransitions@leicester.gov.uk](mailto:asctransitions@leicester.gov.uk)

Once the checklist has been received this is uploaded onto the adult social care records for the young person by the Admin or the Team Leader. This information will later be used to inform further assessments.



## AET Resources

**The AET has developed outstanding, evidence-based resources to support you in your practice. Specific tools, research articles, films, strategies and more...**

### **Bite Size Learning Resource**

Learn something new about autism every day, find short, easily accessible extracts from popular resources; practical tools, videos, and one page PDF's will enable you to better support CYP.

- The 8 Principles of Good Autism Practice
- Supporting Anxiety
- Exploring Sensory Profiles
- Pupil Passports
- Supporting Transitions
- What is SCERTS (Social, Emotional and Transactional supports)
- School Exclusion

Also available:

- videos to support **Understanding Diagnosis** for professionals, parents and CYP.
- **KIDS ZONE** videos designed for KS1 and 2 children to understand autism
  - What is Autism
  - Bullying
  - My brother or sister has autism
  - My friend has autism
  - Trusted adults
  - Special abilities
  - Speaking out



Finally, don't forget **World Autism Awareness week 29 March – 4 April 2021**

Find a suite of [FREE resources link](#) for all age groups to help your CYP learn about autism and better understand their classmates.

## Contact – for families with disabled children

### **Do you work with parents & carers of children with send?**

Early identification and access to networks of support make a crucial difference to parents of disabled children, and for parents struggling to come to terms with concerns about their child's development.

Our accessible and jargon-free courses will give you practical ideas about how you can support disabled children and their families, and skill you up to understand parents' concerns and how best to help them.

Our free virtual workshops take place via Zoom.

Our full Spring schedule and how to book:

### Workshop programme

**It is not unusual for workers to feel out of their depth and unskilled when approaching parents, so we will address clear pathways of support for all concerned.**

#### **Our workshops aim to help professionals:**

- Increase understanding of disability, including hidden disability
- Increase awareness of the effect of disability on the family
- Enable more effective communication with parents
- Enable a better start to a working relationship with parents of children with SEND.

### Workshop dates for the diary

Thursday 11 March at 10-12:30pm [Register on Eventbrite](#)

Thursday 18 March at 10-12:30pm [Register on Eventbrite](#)

**For more information please contact [bookings@contact.org.uk](mailto:bookings@contact.org.uk)**

## Leicester's SEND Local Offer

**Grants for SEND** - There are many organisations that offer grants to families. This is just a starting point of where to begin looking for information. The details were correct at the time of compiling the information and may be subject to change.

Area	Organisation and description
Winter Fuel	<p><a href="#">Find how much you can get, and how to claim</a> on GOV.UK</p> <p>The Winter Fuel Payment is an annual one-off payment to help you pay for heating during the winter. You can usually get a Winter Fuel Payment if you were born on or before 5 October 1954.</p>
Cold Weather Payments	<p><a href="#">Cold Weather Payments</a> on GOV.UK.</p> <p>One-off payments to help you pay for extra heating costs when it's very cold. You'll get a payment each time the temperature drops below a specific temperature for a set period of time. You'll only be eligible if you already get:</p> <ul style="list-style-type: none"> <li>• Pension Credit</li> <li>• Income Support</li> <li>• income-based Jobseeker's Allowance</li> <li>• income-related Employment and Support Allowance</li> <li>• Universal Credit</li> </ul>
Warm House Discount Scheme	<p><a href="#">Warm Home Discount Scheme</a> on GOV.UK</p> <p>You might be able to get £140 off your electricity bill if you're either:</p> <ul style="list-style-type: none"> <li>• getting the guarantee credit part of Pension Credit</li> <li>• on a low income</li> </ul> <p>Check with your supplier to see if they offer the Warm Home Discount - not all suppliers are part of the scheme. If you've applied for the Warm Home Discount but you switch supplier before you get the payment, you will have to apply again with your new supplier. Your new supplier might have different rules about who gets the discount. This doesn't affect you if you get the discount automatically, without having to apply.</p>
Grants for energy debts	<p>The following energy companies offer grants and schemes that are <b>open to anyone</b> - you don't have to be a customer:</p> <ul style="list-style-type: none"> <li>• <a href="#">British Gas Energy Trust</a></li> </ul> <p>There are also companies who offer grants specifically <b>for their customers</b>:</p> <ul style="list-style-type: none"> <li>• <a href="#">npower Energy Fund</a></li> <li>• <a href="#">Scottish Power Hardship Fund</a></li> <li>• <a href="#">Ovo Debt and energy assistance</a></li> <li>• <a href="#">E.on Energy Fund</a></li> <li>• <a href="#">EDF Energy Customer Support Fund</a></li> <li>• <a href="#">Bulb Energy Fund</a></li> <li>• When you apply for a grant, you'll have to provide detailed information about your financial situation in your application. It could take a while to complete, and it</li> </ul>

Area	Organisation and description
	might be worth getting help from a friend or family member.
Severn Trent	<p><a href="#">Help with a medical condition or disability   Help when you need it   My Account   Severn Trent Water (stwater.co.uk)</a></p> <p>Priority Register, Support for those with medical learning disabilities. Provide advance warning of supply interruptions</p> <ul style="list-style-type: none"> <li>• move your water meter if it's difficult for you to access</li> <li>• make sure you have an alternative water supply during outages</li> <li>• schedule work to the supply around medical treatments like home dialysis</li> <li>• wait longer for you to answer the door if we know you need more time to get around</li> <li>• give you accessible bill formats to help with visual impairments, dyslexia and other conditions</li> <li>• help you appoint a nominated person for us to contact if you're unable to deal with your own account</li> <li>• communicate with you in another language if English is not your first language</li> <li>• use a doorstep password to help protect you from bogus callers</li> <li>• Watersure, Big difference scheme, Severn Trent Trust Fund, Water Direct and Payment Options</li> </ul> <p><a href="#">Help with paying your bill   Help when you need it   My Account   Severn Trent Water (stwater.co.uk)</a></p>

Area	Organisation and description
Family grants	
Fred Foundation	<p><a href="#">The Fred Foundation</a> Support with ABA funding</p>
Family Fund	<p><a href="https://www.familyfund.org.uk/">https://www.familyfund.org.uk/</a> <a href="https://www.familyfund.org.uk/help-and-support-coronavirus">https://www.familyfund.org.uk/help-and-support-coronavirus</a> disabled or seriously ill children, young people under the age of 17, lived in UK for 6 months or more, in receipt of benefit (list on website)</p>
CEA Card	<p><a href="https://www.ceacard.co.uk/">https://www.ceacard.co.uk/</a> Card allows carer to attend with disabled person free Criteria 8 years and above, in receipt of certain benefits Cost £6, photo and proof of eligibility needed</p>
Roald Dahl	<p><a href="http://www.roalddahl.com/charity/family-grants">http://www.roalddahl.com/charity/family-grants</a> Marvellous Family Grants are for families facing financial hardship while caring for a child with a serious illness. They provide support to help families cope, from funding specialist equipment and creative therapies to hospital travel expenses. Referrals made by Health or Social Care Professionals. Eligibility criteria on website. Grant of up to £1000</p>

Family grants	Organisation and description
Fashion and Textile Children's Trust	<a href="https://www.ftct.org.uk/grants">https://www.ftct.org.uk/grants</a> Our grants help the children of UK fashion and textile families who are struggling financially. To apply for an FTCT grant, one parent must work <i>OR</i> have recently worked in the UK fashion and textile industry, for at least one year within the last nine years.
3H Helping hands for holidays	<a href="http://3hfund.org.uk">3H – Helping Hands for Holidays   Help provided for people with disabilities and carers have a break away with their families or on supported group holidays. (3hfund.org.uk)</a>
Children today	<a href="http://children-today.org.uk">Children Today   How We Help</a> Children Today was created to help children and young people with disabilities up to the age of 25 years old across the UK by providing grants for specialised equipment.
New life Foundation	Grants for essential medical equipment
Nihal Armstrong Trust	<a href="http://nihal-armstrong-trust.org.uk">Grants Available from The Nihal Armstrong Trust</a> Grants for children with cerebral palsy under 18 for equipment, communication or specific services their local authority do not provide
Leicester Children's Holidays	<a href="http://leicesterchildrensholidays.org.uk">Leicester Children's Holidays – Every Child Needs a Holiday</a> Help disadvantaged children in our region by providing free respite breaks to youngsters aged 8 to 11 who may face difficulties at home.
Family Action	<a href="http://family-action.org.uk">Family Action's Grants Service: Financial support since 1869 (family-action.org.uk)</a> Offer welfare and educational grants

Technology Grants	Organisation and description
	<a href="https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19</a> Support to access laptop and broadband

Grants Search engines	Organisation and description
Citizen Advice	<a href="http://citizenadvice.org.uk">Grants and benefits to help you pay your energy bills - Citizens Advice</a> Webpage shares info and links to winter payments, warmer houses, various energy providers support and priority services register
Sky Badger	<a href="https://skybadger.co.uk/help/finances/">https://skybadger.co.uk/help/finances/</a> Shares information on grants and benefits
Disability Grants	<a href="https://www.disability-grants.org/grants-for-children.html">https://www.disability-grants.org/grants-for-children.html</a> Shares grant information for disabled children, access to bikes, funding for medical treatments, dreams and wishes, grants for autism and young people. Can search for charities using the areas or the A-Z directory



## Kooth - Wellbeing Support for Farming Families

We are delighted to announce that Kooth Plc is working in partnership with the Royal Agricultural Benevolent Institution (RABI) to deliver mental health and wellbeing support to farming families across England and Wales. Kooth and Qwell are available to all farmers and farming family members over the age of 10 with no referrals, waiting lists or thresholds to meet. Services are completely anonymous and can be booked ahead of time.

Kooth (CYP 10-18) and Qwell (18+) can be accessed by visiting [www.rabi.org.uk/kooth](http://www.rabi.org.uk/kooth).

Kooth and Qwell provide a safe, secure means of accessing help via the internet. By accessing these services, you can benefit from:

- A free, confidential, anonymous and safe way to receive support online
- Out of hours' availability. Counsellors are available from 12 noon to 10pm on weekdays and 6pm to 10pm at weekends, every day of the year, on a drop in basis
- Online Counselling from a professional team of BACP qualified counsellors trained to understand the farming community, is available via 1-1 chat sessions or messaging on a drop-in basis or via booked sessions
- Discussion Boards which are all pre-moderated allow young people to access peer to peer support
- Online Magazine full of moderated articles, including farming specific content, many of which are submitted by users offering advice and guidance on a huge range of topics
- No referral is required. You can register for Kooth and Qwell independently at [www.rabi.org.uk/kooth](http://www.rabi.org.uk/kooth)

Farmers face a unique set of circumstances that may negatively impact their emotional wellbeing including financial pressures, policy uncertainty, unpredictable weather conditions and long, isolated workdays. These factors can contribute to mental health problems such as anxiety, stress, depression and suicide. According to the Office for National Statistics, (ONS), on average, more than one agricultural worker commits suicide each week in the U.K.

The online nature of Kooth and Qwell means that more people can access help in a way that is most suitable for them, at a time that is convenient for them 365 days of the year.

To support a farmer or farming family member to access support you can signpost to [www.rabi.org.uk/kooth](http://www.rabi.org.uk/kooth).

**For further information please contact [kooth@rabi.org.uk](mailto:kooth@rabi.org.uk)**

## The Carers Centre – self-advocacy groups for carers

**The Together We Care Groups** are open to any carer to join. There are two groups, one for carers of adults and one for parent/carers of children/young people 0-25.

The Together We Care Groups are led by Carers Centre Workers and there is always time to ask questions, reflect and relate the information to your own situation.

### Adult carers group

#### **Our weekly groups are:**

- Currently every Friday at 11-1pm
- Relaxed, friendly & welcoming
- Kept small so that everyone can join in
- Delivered online via Zoom (We can talk you through how to use Zoom if it is new to you)

#### **Some of the issues the group talk about have included:**

- Gain skills and develop confidence to deal with some of the challenges you may face
- Find out about what services there are for you and your loved one and how to get them
- Learn how to be taken more seriously and get your point across in meetings or appointments with professionals
- Meet others who are taking care of someone, to share experiences and ideas
- Find out how to look after yourself and stay well whilst caring for someone

### Parent/carer group

#### **Our weekly groups are:**

- Every Tuesday at 10:30-12pm (except during half terms)
- Relaxed, friendly & welcoming
- Kept small so that everyone can join in
- Delivered online via Zoom (We can talk you through how to use Zoom if it is new to you).

#### **Some of the issues the group talk about have included:**

- health and wellbeing
- how to be assertive
- how to access children and young people's services in education, health and social care (0-25 years)
- how to get a carer's assessment
- planning for an emergency
- benefits, welfare and financial information



People in the group decide what they want to talk about, so please do tell us if you have any suggestions.

**To find out more, please contact us on 0116 251 0999**

**email [enquiries@thecarerscentre.org.uk](mailto:enquiries@thecarerscentre.org.uk)**



## SENCO Briefings – future dates: 2021-22

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### 2021

SENCo Update Day	16 June	9-4:00
SENCo Briefing	13 October	1-3:30

### 2022

SENCo Briefing	10 March	1-3:30
SENCo Update Day	14 June	9-4:00
SENCo Briefing	11 October	1-3:30

**Not all dates are available to book at present**