



SENCO Newsletter

Winter 2018

TRADING
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LEARNING CITY

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SENCo Conference:

14th March 2018
BAWA, 589 Southmead Rd,
Filton, Bristol BS34 7RG
9am 4pm

SENCo Briefing:


Monday 19th March 2018
@ City Hall

Please book through TWS
online [here](#)



 tradingwithschools.org

 tradingwithschools@bristol.gov.uk

 0117 922 2444

Welcome

Dear Colleagues

Happy New Year and welcome to the January SENCo newsletter. I am pleased to see so many contributions from different colleagues and I am keen to include information from colleagues in schools, in the future. In particular, I am keen to include any articles that could enable you to work more closely with colleagues and to share good practice across the city. For example, if you wish to host a discussion group on for example, "how to ensure a successful graduated response" or wish to advertise cluster dates and venues, then we could advertise this and report the findings back to all.

If you would like to include an article, please follow the guidance below:

Guidance for articles for the SENCO newsletter

- Articles should be no longer than $\frac{3}{4}$ of a side of A4;
- Articles should include hyperlinks to websites and other documents where necessary;
- Articles should include references and hyperlinks to legislation where appropriate;
- Important dates can be included but please ensure that they are not after the publication date;
- Short updates are also welcome;
- As are any changes in your contact details or team/ school composition (hellos and good byes);
- Once we have received the document they will be saved within the newsletter template which makes any changes very difficult.

Please remember that you are responsible for the content and for proof reading your article so please ensure that you are happy with it prior to sending. The articles you wish to be included need to be sent to TWSonlineadmin@bristol.gov.uk by April 13th 2018.

Following our recent move to City Hall we have needed to rethink the venue and format for SENCO briefings. Following feedback, we are planning to hold one briefing rather than three at City Hall. The briefing will be held on Monday 19th of March 2018 at City Hall in the large conference room on the first floor. We realise that this is close to the SENCo conference, which is on the 14th of March this year but hope you can make both as the content will be different.

For security reasons at City Hall you will need to book onto the course through the trading with schools online course booking system. It is the same process for booking onto the SENCo conference. Please click on this link <http://tradingwithschools.org/> to go straight to the site.

The Inclusion service are always looking for ways to improve their work with schools. In the past this was completed through a paper feedback form and we always received a great number of replies to help us to develop our services. We realise that you must be asked for many survey responses but please do take a moment to complete the survey. Responses will be followed up where necessary by the Senior Educational Psychologists Duncan Gillard and Jenny Maxwell. The survey can be accessed <https://www.surveymonkey.co.uk/r/5T8MWQK>

We look forward to welcoming you at the SENCO conference and briefings.

Best wishes

Vikki Jervis
Principal Educational Psychologist

Message from the Service Director, Education & Skills

Dear Colleagues

I am delighted to have this opportunity to contribute to the Senco Newsletter. I have met some of you on my visits to schools and look forward to meeting more of you in the coming months.

I want to begin by saying thank you to you all for your passionate commitment to supporting children and young people with SEND. As you are only too aware these are some of our most vulnerable young people and they deserve our very best efforts in ensuring that we have the same ambition and expectation of achievement and outcome as we have for our own children.

The recent peer review, which some of you took part in, has been a very positive experience and has guided us through a process of reflection and self-evaluation. There are many strengths in our SEND work in Bristol but we have much further to go in getting it right for every child and young person. Whilst we know that every system requires clear processes we need to review the journey for children and families from identification, through assessment to the more important action that enables better outcomes to be achieved. I suspect we have fallen into a 'trial of process over real practice' and that challenges all of us to reflect on our practices and provision.

The peer review had a clear message that the solution to our improvement lies in our own hands. It lies in strong partnership working, in holding each other to account for our work with children and their families and it lies in a change of culture where we really, consistently, put the child at the centre of our work. We must work together to ensure that we use the resources across our organisations, schools, health, social care and other partners to deliver the very best outcomes for children and young people with SEND.

Every single Senco I have ever met wants the very best for the children in their care. You know your children really well and you all passionately believe in inclusion. The peer review saw this in the schools they visited and we know we need to build on this as we go forward. But inclusion and meeting the needs of CYP is not about sencos, however important you are, it is about the inclusive culture of schools and the ability of all staff within and across schools to find creative and innovative approaches to meeting children's needs by maximising the resources within the system. This cannot be, or ever should be, all about money. This is about the human and physical sharing of resource we have between us to do the right things. I am reminded of a quote about management and leadership: 'Management is doing things right, Leadership is doing the right things'.

I know that together we will lead Bristol towards being a centre of excellence for CYP with SEND. I look forward to working with you and all our partners to make this happen in the very near future.

Sue Rogers
Service Director, Education and Skills

Driving Improvement Through EHCP Annual Reviews

Since moving into post 9 months ago I have been working very closely with teams and services across Education, Health and Social Care to drive necessary improvements in terms of the quality of advice for EHC Needs Assessments, as well as specified and quantified needs, provision and outcomes in Bristol's statutory EHC Plans. This continues to be a significant area for development following the recent Local Authority Peer Review and in part can be addressed through the statutory Annual Review process.

The Annual Review meeting should be held in the style of a Person Centred Planning Meeting (See Early Years & Primary, Secondary and Post 16 PCP attachments from October's SENCO Newsletter) but in whatever form the meeting takes, it must enable full involvement of the parent carer, child or young person and consider their views wishes and feelings especially when making decisions. (CoP 9.166 to 9.168 and Section 19 Principles).

Along with this newsletter will be an attachment of the training slides I delivered to our Special School SENCOs and Deputies in November 2017 – it outlines the statutory duties around this process for all educational settings and services and is information that has also been shared with colleagues in Health and Social Care.

I have also put together some additional guidance around completing the current EHCP Annual Review paperwork – which will also be attached for your information.

Emilie Williams-Jones

Email: Emilie.Williams-Jones@bristol.gov.uk



What's Happening in Bristol?

Workforce Development Survey

The Inclusion Reference Groups Workforce Development Working Group has asked for a survey for SENCOs around what they think the communication is currently like for SENCOs. It's an anonymous survey and will help gather information about what SENCOs think communication is currently like in Bristol and how it could be improved. You can complete the survey here: www.smartsurvey.co.uk/s/senco17/.

November Top Up Panel 2017

We have just completed our November Top Up panel and this year we had some changes to the way we normally distribute the funding. These were:

- Not make any payments until January 2018.
- Carry out any Top Up reviews as normal.
- For new applications we will be allocating the lowest amount of the band applied for except for when the pupil is a Child in Care, Early Years application (if already in receipt of early Years Funding) or has a Physical Disability/difficulty, Hearing Impairment or Visual Impairment.

Of the applications to the November Top Up Panel we spent £475,269. Thank you to all the time SENCOs and Local Authority staff spend at the panels.

Birth to 25 Integrated Service

Most of you will be familiar with the Birth to 25 Integrated Service as a relatively new service formed in response to the SEND Reforms. Three years into the SEND Reforms, with new challenges and a new Strategic Director for Education and Skills (Sue Rogers), the decision has been taken to realign the service. The new structures will include the SEN Team joining the ALP hub, the Education Safeguarding Team and other teams under Annette Jones (Head of the Specialist Education and Access Service).

Local Government Association (LGA) Peer Review

It has been three years since the SEND Reforms were introduced and we're looking to better understand how effective we are as a Local Authority in implementing them. To help us do this we've asked for a LGA Peer Review of SEND in the Local Area. The Review started on the the 8th January 18 and you can find out more from [here](#)

SEND Inclusion Audit

Last year was the first year of the SEND Inclusion Audit. We're asking for the return of your audits by the end of term 3. This doesn't need to be a new audit, it just needs to be the most recent version you're working from. If you've not completed the audit before you can download the [SEND Inclusion Audit from Findability](#).

News

What's happening nationally?

- The Local Government and Social Care Ombudsman has published their report on their first [100 investigations](#).
- Ofsted and CQC have published their report on the first year of the [SEND Local Area Inspections](#).
- 'Good Intentions, Good Enough?' The Lenehan Review into Residential Special Schools has been published.
- NASEN have published a new interactive resource that looks at 'what works' with pupils and students with SEN.

Author: Nakita Singh

Email: nakita.singh@bristol.gov.uk

ALP Hub and Exclusions Update

The ALP Hub said goodbye to Clare Dudley at the end of December. Clare had worked for the LA with Bristol Schools and parents as Education Inclusion Manager since 2010. Schools can contact the local authority (Bristol City Council) for advice about any potential permanent exclusion or enquiry about alternative learning provision:

Email: alphub@bristol.gov.uk

If you need to contact individual members of the ALP Hub team:

Natasha Spence	Secondary	natasha.spence@bristol.gov.uk	Mob: 07983 464615
Kassim Hanid	Primary	k.hanid@bristol.gov.uk	Mob: 07469 413285
Julie Ley	Business & Admin	julie.ley@bristol.gov.uk	Mob: 07469 413280
Chris Davies	Headteacher	chris.davies@bristol.gov.uk	Mob: 07341 338540

The ALP Hub team are relocating to City Hall, College Green, Bristol BS1 5TR from 11th January. Please contact any of the team by email for our postal address.



EWS Update

A city-wide attendance strategy – how you can help

The EWS is currently developing an attendance strategy with the aim of supporting schools to improve attendance, and will be working closely with schools and other colleagues over the coming weeks.

We are aware that there is a wealth of good practice within Bristol schools working with pupils and parents on a daily basis, and hope that this can be shared across the city. The EWS is keen to hear about schools' good practice, and to take this into consideration when developing the city's school attendance strategy. The EWS is particularly keen to hear about good practice which has led to a school's increased attendance levels, or which may have been highlighted by Ofsted. If any schools are able to share their expertise, and/or copies of documents such as attendance flowcharts, attendance policies, school letters or meeting templates, they can be emailed to fiona.lightwood@bristol.gov.uk. Fiona is also keen to speak to attendance leads from schools, and she can be contacted on 07464 983526.

Author: Vanessa Davies

Email: vanessa.davies@bristol.gov.uk

POST 16 Update

Mayor opens new education residential training facility.

An exciting event took place in September when The Mayor, Marvin Rees officially opened The Brislington Centre: a new residential training facility which will support young people with Special Education Needs and Disabilities (SEND) to live independently as part of their college course.

The centre, is the result of an initiative known as Project Rainbow which has been developed as part of a collaboration between Bristol City Council, City of Bristol College, Bristol parents and young people. The new facility has seven bedrooms to accommodate students on a flexible basis ranging from daily access to the house and overnight visits through to weekly stays as part of the Progression into Independence course run by City of Bristol College.

Marvin said: "Our aspiration as a Learning City is for Bristol to be a place where everyone gets a good start in life and no student is left behind. This project is a great example of how working together we can improve the opportunities available to our young people.

News

We have partnered with City of Bristol College, students and parents to help design an environment that encourages independence, while simultaneously providing the knowledge and skills to secure employment in a wide range of areas."

For more information on the event please go to <https://www.bristollearningcity.com/>



The Brislington Centre Open Morning

All professionals are invited on 6th February 2018 to The Brislington Centre, School Road for their first open morning. Between 9.30am and 1pm there will be the opportunity to look around the property, discuss with staff the curriculum on offer, how students can apply and also discuss other pathways into City of Bristol College. This is a great opportunity to see what the city has to offer for Post 16 young people with education health and care plans so that all professionals can advise and support young people and parent/ carers with transition plans; to ensure that all our young people become as independent in adulthood as they can possibly be. For more information then please contact Adam Metcalfe, Centre Manager on 0117 377 1990.

The Brislington Centre

Open morning for professionals to visit The Brislington Centre:
City of Bristol Colleges first independent living training centre

Meet staff and look around!
This will provide an opportunity to understand what is now available at CoBc and support your young people's transition into adulthood

Any additional information contact:
adam.metcalfe@cityofbristol.ac.uk
0117 377 1990

Tuesday 6th February 2018
9:30 – 13:00
Address: 40 School Rd
Brislington
Bristol
BS4 4NN



The image contains logos for City of Bristol College, Bristol City Council, and Bristol Learning City. It also features four photographs: a group of people in a hallway, a sign for The Brislington Centre, a group of people holding a large key, and a map of the location.

Author: Mary Taylor
Email: mary.taylor@bristol.gov.uk

Safeguarding in Education Update

Although the internet provides children, staff, parents and the whole school community with opportunities to learn in different and creative ways, as well as offering access to an extensive range of resources, consideration needs to be given to the safeguarding component of any online activity.

Keeping Children Safe in Education (KCSIE) 2016 identifies that:
The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm (KCSIE, 2016, p.61). [Here](#)
Whilst any child or young person could be the subject of safeguarding concerns related to online activity, some groups and individuals are more vulnerable than others and this includes pupils identified with Special Educational Needs and Disabilities (SEND).

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News

KCSIE (2016) goes on to identify that:

An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate (KCSIE, 2016, p.61).

Although the issues may be complex and challenging in relation to online activity, it is important that Special Education Needs and Disabilities Coordinators (SENDCOs) develop strategies for safe internet use as part of individual learning plans. If settings identify individual learners with specific online safety concerns, it may be appropriate, if applicable, to incorporate these into their Education, Health and Care (EHC) plans.

To support this work in schools and colleges, Childnet International provides online safety advice for all settings as well as specialist resources for teachers and professionals working with SEND pupils, for example:

- STAR SEN toolkit - Practical advice and teaching activities to help educators explore online safety with young people with autism spectrum disorders in Key Stage 3 and 4
- Know IT All for Teachers – a range of resources including British Sign Language advice for parents, carers, pupils and staff
- Be Safe and Smart – a set of resources that have been created in partnership with The National Deaf Children’s Society. They are designed to help and support deaf young people and their parents, carers and teachers to help and remind them how to stay safe online

To explore these and other resources provided by Childnet International, please visit their website at <http://www.childnet.com/resources>

Author: Lesley O’Hagan

Email: lesley.o’hagan@bristol.gov.uk



THE HOPE Virtual School for Children in Care Update

We have had a very busy start to the Academic year here at THE HOPE Virtual School in Bristol and have recently said goodbye to Adam Glover our KS2 Education Advocate who is taking up a new role in a Somerset school. We are hoping to induct a new member of the team to his post in the near future. If you require SEND advice for KS2 CiC during this period please call THE HOPE on 0117 903 6282 or email rebecca.harrison@bristol.gov.uk.

Currently we have 190 CiC recorded on our SEND register from Year 1 to 11. Of these 74 have EHCPS and 44 are still recorded as with statements. We have 17 with Top Up and 53 are school support.

As the Statement conversion deadline is at the end of March 18 please can all SENCO's ensure THE HOPE is informed when you have completed this process and an EHCP has been issued. We can then amend our data accordingly.

All CiC with SEND are eligible for Pupil Premium plus (£1900). This funding is additional to the core offer SEND spending that schools are required to provide for all children regardless of circumstances. It should be separately planned for and spent with particular attention being paid to how it can be used to raise achievement and progress for SEND CiC.

Reminder to use our updated complex needs SEND PEP form

The HOPE has revised the PEP forms for young people with complex special educational needs and disabilities (SEND) in response to requests from our special schools to ensure they are in line with the New SEND Code of Practice. The 2 new PEP forms cover both Primary and Secondary age groups and also includes a new section for Post 16 students.

The updated PEP forms are on our web pages ready to be used. There is also an exemplar Secondary Complex needs PEP form available to see. [Forms are here](#)

Author: Rebecca Harrison

Email: rebecca.harrison@bristol.gov.uk



Supportive Parents Update

New Development:

We held our inaugural Bristol Support Group in September. Dr Simon Claridge, Principal Education Psychologist was our guest speaker. He answered parents' questions and explained how the inclusion service works with schools. One parent commented afterwards: ""Thank you for a really informative and helpful meeting. I learnt so much".

Save the dates: we have two more dates planned **Thursday January 25 and Tuesday March 20 from 12 'til 2**. Venue: Royal Oak House Ground Floor Meeting Room.

Mailing List

Would you be interested to receive regular information about our service? We are refreshing our contact list. Please email us at admin@supportiveparents.org.uk to join our email share.

Work with Parents, Carers of children and young people with SEND, and direct with children and young people with SEND

Requests for information and support have ranged from asking for help to prepare a contribution to an annual review, to write down questions for a meeting with school, to put together an appeal or complaint, or to write views for the Governors' meeting following their child's exclusion from their education setting. Some callers have asked for a bit of help to write a letter, or, just need to talk something through.

We Support the work of the Parent Carer Forum: Bristol Parent Carers

After many years of service, the people leading the Bristol parent carer forum have stepped down. Nick Flaherty, has succeeded Caroline Temple Bird as the new chair.

Caroline Temple Bird and I were invited to contribute to the Care Quality Commission Thematic Review to answer their questions about mental health support for children and young people in Bristol, looking at what is working and what is not. Bristol is one of ten areas chosen for the review, the findings from which will be developed into a new Green paper on children and young people's mental health.

Strategic work with the Local Authority

Bristol team recently attended a useful morning on education health and care plans, led by Emilie Williams Jones, Head of the SEN team. It involved the people who write the plans, with colleagues from health and social care who provide advice. The Minister for Children and Families has written to the Directors of Children's Services across England about the roll out of a single route of redress to tribunal from March 2018. You can read more [Here](#). From March, tribunal will be able to make recommendations on health and social care elements of EHC plans.

Author: Kathryn Mason

Email: kathryn.mason@supportiveparents.org.uk

Code of Practice Focus on Employment

What is the Meaning of Employability in the SEND Code of Practice?

Is there is a common set of skills that are considered important for employment?

Such a question presupposes that there is something intrinsically valuable about employment. Having a job can facilitate engagement in society because a wage gives money to expend. Employment can also provide a framework by which some might measure social value, suggesting that having a paid job provides both monetary gain and also social status.

But is employment in mind when a teacher teaches? Is thinking about employability just 'one more thing' to consider? Or does considering employment give the framework to any teaching occasion?

The following skills reflect those desirable for successful employment, as evidenced by a review of the literature (full published article*):

- Number skills
- Language skills
- IT skills
- Problem solving skills
- Collaborative working/social skills
- Understanding specifics of a business
- Motivation to be employed
- Time management skills
- Self-awareness of skill level

The skills are functional and personal and it is the latter that have been found to be indicators of employment success, particularly where a young person has additional learning needs.

Whilst the above skills are generic to employment, it could be argued that the relative importance of specific employability skills might differ if one has a learning difficulty; perhaps the lack of cognitive (thinking) skills may require additional social skill competence. In other words, an individual who has significant learning needs but well developed social skills may be seen as more employable by an employer than a similar individual with learning needs who lacks social skills. Thus social skills (which include working collaboratively, following instructions etc.) are an important skill.

Having **motivation** to gain employment is also key, especially for those with additional learning needs. A study found that staff assessment of client motivation on entry to a 26-week support programme was a significant predictor of employment outcome.

It is important to be **aware of one's skills and development areas** as poor awareness has been associated with poor employment outcomes or difficulties with employment. Young people need to be aware of what they find tricky, what helps and importantly how to ask for help when they need it.

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Code of Practice Focus on Employment

Work experience is central to developing these personal skills in addition to motivating pupils to engage with learning in school and possible employment in the future. Increasing the awareness of staff in a school or college of skills that are important for employment is key. The table below is provided as a reference for considering employability skills of young people.

Skill	Assessment Question
Motivation to be employed	Does the young person (YP) have an aspiration to work?
Time management skills	Does the YP know days of the week, months? Can the YP tell the time? Does the YP have an awareness of how long a known task should take (minutes, hours etc.)? Does the YP understand the importance of punctuality?
Problem solving skills	Can the YP think creatively to solve a problem? Can the YP reflect on their learning? Is the YP a flexible thinker?
Collaborative working/social skills	Can the YP work with others (even if they don't like them)? Can the YP speak clearly to others? Can the YP listen to answers? Is the YP aware of their skills?
Understanding specifics of a business	Does the YP understand the specifics of a job and how their own skills can be used?
Functional number skills	Assess number skills in relation to desired job (measuring, calculating, recording, understanding quantities)
Functional language skills including reading	Can the YP communicate through writing?
Functional IT skills	Can the YP use current technology?
Work experience	What work experience opportunities have the YP had? Are they wide and varied (and in areas of the YP's interest)?

Should your setting require further information or support in considering the employability skills of young people or how to enhance such skills, additional training can be tailored to meet your needs (please contact mary.stanley-duke@bristol.gov.uk).

***Full article: Stanley-Duke & Stringer (2017), What is the meaning of 'employability' and how can educational psychologists' involvement at Post 16 embrace it? Debate, 164, p9-16**

Author: Mary Stanley-Duke
Email: mary.stanley-duke@bristol.gov.uk

SENCo Conference

Bristol SENCO Conference

Wednesday 14th March

BAWA - 589 Southmead Rd, Bristol BS34



Every year Bristol hosts a SENCO Conference, giving SENCOs the opportunity to:

- Be inspired and reinvigorated
- Network, share views, expertise and resources
- Develop new skills and knowledge.

This year the them is: 'Partnership and Participation – hearing directly about what really counts'. Delegates will look at ways of doing what is really effective and sharing SEN responsibilities more widely.

Key note speakers include:

- Hearing directly from parents and young people about what really mattered for them
- Hearing from Keith Thompson for the DfE about how the implementation of the Code of Practice is going and what are the upcoming DfE directions
- Hearing from Alison Wilcox of NASEN about practical ways to develop partnership and participation.

There will be a choice of workshops with themes such as:

- How parents, pupils and schools can work together to reduce anxiety for children and young people on the autism spectrum
- How to develop participation in your school meetings and practices
- What parents value, and delivering this
- How to do your Local Offer brilliantly

As well as others workshops and opportunity to hear how services across the LA can support you.

Useful Information

Other Children and Families Newsletters

Children's Emotional Health and Wellbeing

www.bristolccg.nhs.uk/your-health-local-services/help-and-support/young-peoples-emotional-health/

Early Years Bulletin

Distributed via email

Findability

www.findabilitybristol.org.uk/blog_articles

East Central Early Help

Distributed via email

North Early Help

Distributed via email

South Early Help

Distributed via email

Hope School/Children in Care

www.bristol.gov.uk/schools-learning-early-years/resourcesprofessionals/news-from-the-hope

Bristol Safeguarding Children Board

Will be accessible via the website once it goes live

Learning City

bristollearningcity.com

Learning Ambassadors

bristollearningcity.com

Head Teacher Bulletin

Distributed via email

Museums

Distributed via email

Sustainable Learning

Distributed via email

Training Journal

www.tradingwithschools.org/Communication

SENCo Newsletter

www.tradingwithschools.org/Communication

Schools' ICT Newsletter

www.tradingwithschools.org/Communication

Governors' Newsletter

www.tradingwithschools.org/Communication



Let us know what you think of our newsletter and any questions or issues you'd like us to address @ twsonlineadmin@bristol.gov.uk

Dates for your Diary

SENCo Newsletter - 2018

Month	Date for Submissions	Date on TWS online	Date to put on Findability
April	13th	May 1st	May 1st

SENCo Briefings - 2018

Month	Date	Area	Venue	Start/Finish Time
March	19th	South - Central & East & North	City Hall	3:30 - 5:00pm
June	TBC	South - Central & East & North	City Hall	3:30 - 5:00pm

Upcoming CPD Opportunity

Title: Interventions for Mental Health and Wellbeing

Venue: TWS Training Room City Hall College Green Bristol BS1 5TR


Trainer: Ellen Cook, Education Psychologist


This course introduces a range of approaches to developing wellbeing in your setting. With a focus on identification, assessment, intervention and evaluation.


Participants will:

- Learn about different approaches
- Learn how to match approaches to needs
- Develop a range of strategies to use back in settings

To book

 tradingwithschools.org

 tradingwithschools@bristol.gov.uk

 0117 922 2444

Last Note:

31st March 2018 is the final date for transfer reviews of statements of SEND to be completed.