

SEND and Inclusion Network Meetings

November 2024

On today's agenda...

- EQA Introductions
- Local Authority Updates
- High Needs top up funding – changes to GSP and EIG
- Training and opportunities
- Feedback activity: what else do you need?
- Networking and refreshments
- SEND and AP Outcomes Consultation
- Consultation – parent carers, CYPs
- Future network meetings and evaluation



Education Quality Advisors (SEND & AP)

Who we are

Heidi White

Emma Simkins

Sarah Court



What we do

- We work within the Education Quality and Safeguarding Team
- Ensure the quality of education for children and young people with SEND is ambitious and consistently high quality.
- Implement a consistent approach to review and quality assure SEND and AP provision including within SEND hubs and mainstream settings.
- Provide advice, guidance and supportive challenge to schools and settings regarding their SEND practice.

Our role doesn't include work with individual children such as observations, BSAT, LSAT and EP assessment work, although we may support with signposting.

SEND and Inclusion Network Events

The purpose

- To improve communication, build supportive networks, disseminate information, share best practice and receive feedback

The proposal

- Half termly network events
- 1st half term: online phase meetings (EY, Primary, Secondary/Post-16)
- 2nd half term: face to face locality events



Shropshire
Council

Local Authority Updates



Updates from the SEND Team

Phased Transfers

Please be aware that all **annual reviews** for pupils who are transitioning to another setting from September 2025 need to be completed by no later than **Friday 20th December 2024**.

Starting school in September 2025

Please encourage your families to explore different local schools when deciding on where they would like their child to go.

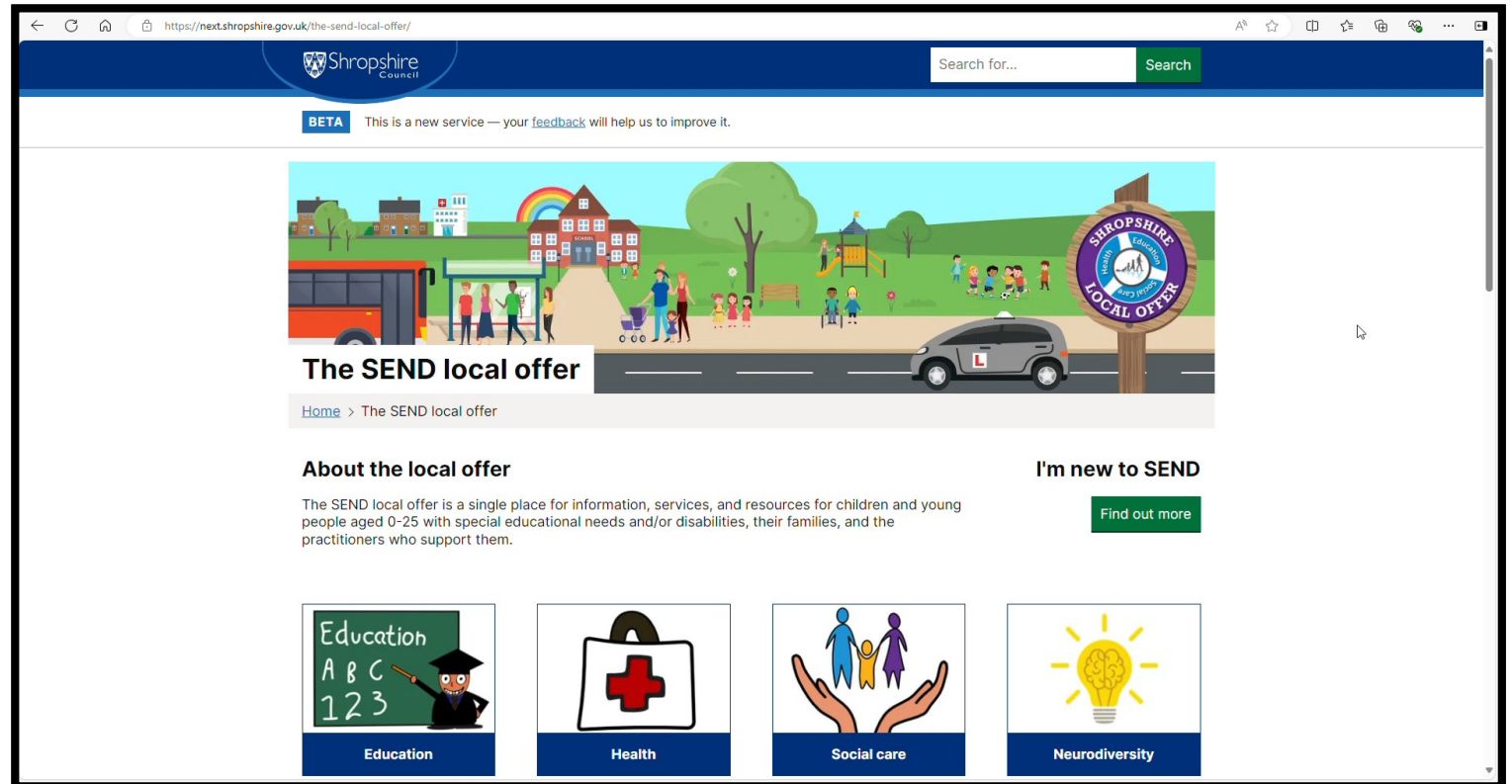
Remember to remain impartial. When they have decided, encourage parent carers to share their choice with you so that a plan for the phase transfers can be made.

The SEND Portal

You should have all now received an invitation to sign up to the SEND Portal. This is how you will now receive and send all SEND documents.

Gemma Breckell is arranging access for everyone who has signed up – please be patient while this is set up.

Any problems with accessing the portal, please contact:
gemma.breckell@shropshire.gov.uk



The screenshot shows the Shropshire Council SEND Local Offer portal. The page features a blue header with the Shropshire Council logo and a search bar. Below the header, there is a banner with a colorful illustration of a community scene, including a bus, a car, a house, and people. The banner is titled "The SEND local offer". Below the banner, there is a navigation breadcrumb: "Home > The SEND local offer". The main content area is divided into two columns. The left column is titled "About the local offer" and contains a paragraph: "The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them." The right column is titled "I'm new to SEND" and contains a green button labeled "Find out more". Below the main content area, there are four icons representing different services: Education (a chalkboard with ABC and 123), Health (a first aid kit), Social care (hands holding a family), and Neurodiversity (a lightbulb).

Updates from the Sensory Inclusion Service (SIS)

- It is that time of year when settings are ensuring exam access arrangements are in place for pupils. Please remember to check SIS reports for our recommendations around which arrangements should be in place that are pertinent to a pupil's hearing or sight loss. ToDs and QTVIs can also advise when in settings.
- Please note that the main number for contacting Sensory Inclusion has gone back to: **01952 385269**
- You can also continue to contact us on sendandinclusion@telford.gov.uk

Shropshire Educational Psychology Service

OUR VALUES

flexible
empathic needs led curious
non-judgemental compassionate
providers of containment supportive
empowering person centred reflective
trainer relationship builders approachable
promoters of hopeful futures
creative facilitators of positive change
collaborative solution focused researcher
inclusive psychological holistic
consultant evidence based resourceful
co-constructors
child advocate

Who are we



Dr Lisa Taylor
Principal Educational Psychologist
and Preventative Lead



Dr Jennifer Heseltine
Specialist Senior
Educational Psychologist
(Training & Development)



Sheri Wright
Specialist Senior
Educational Psychologist
(Emotional Health & Wellbeing)



Dr Kathryn Morgan
Specialist Senior
Educational Psychologist
(Neurodiversity)



Dr Adele Thacker
Specialist Senior
Educational Psychologist
(Stepping Stones)



Adele Wright
Educational Psychologist



Dr Ella Cowperthwaite
Educational Psychologist



Dr Tim Bunn
Educational Psychologist



Jez Janda
Trainee Educational
Psychologist



Laura Shaw
Trainee Educational
Psychologist



Hannah Land
Trainee Educational
Psychologist



Isabella Lee
Trainee Educational
Psychologist



Ellen Parsons
Graduate Psychologist



Leah Bate
Graduate Psychologist



Helen Vincent, Rachel Tomkinson & Hollie Jones
Neurodiversity Practitioners

What do we do?

Educational psychologists (EPs) have extensive training in psychology and child development. Most of the team now gained a Doctorate in Educational Psychology.

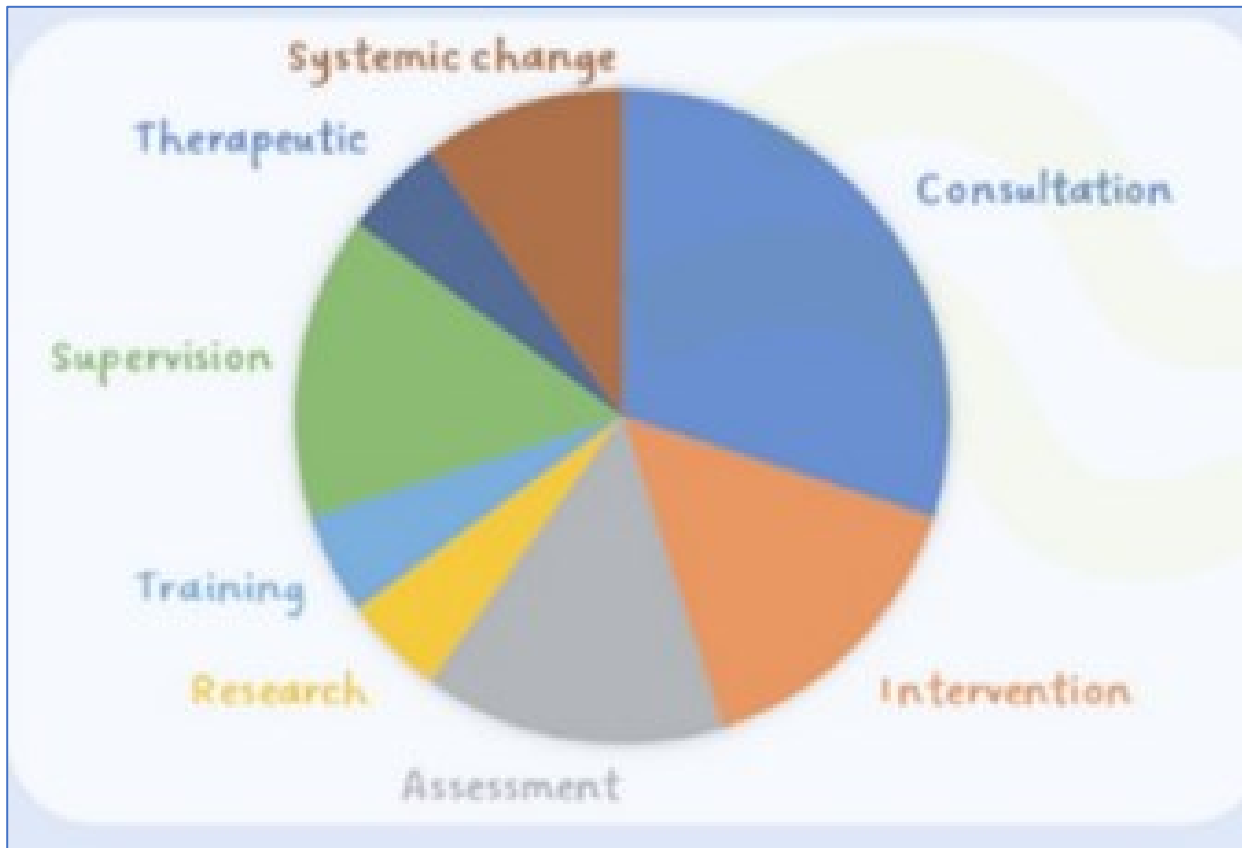
EPs keep up-to-date with best practice, policy and research relating to how children and young people learn, and ensure that this informs local policy and practice.

All our EPs are registered with the Health and Care Professions Council and hold up to date Disclosure and Barring Service (DBS) certificates.

Our work may include:

- Exploring children and young people's strengths and barriers children may experience to their learning.
- Providing advice and training on how schools might help children and young people to learn, develop and thrive.
- Making recommendations, or develop strategies in partnership with schools, to help a child or young person learn more effectively. This may include improvements to learning environments, advice on curriculum materials, teaching approaches, mental health and behaviour support.

What do we do?



Examples of EP work:

- Providing individual and group supervision opportunities for head teachers and school staff.
- Critical incident support.
- Emotional-based school avoidance (EBSA) training programme.
- Training and support for children displaced by war and conflict.
- The embedding of trauma informed approaches.
- Intensive interaction.
- Direct therapeutic sessions with children and young people
- Training emotional literacy support assistants (ELSAs).

Examples of applied psychology

Consultation

Consultation is a collaborative process where a concern is shared and the expertise of all involved are considered. It results in agreed actions to bring about positive change. The process empowers all involved and increases capacity to meet the needs of schools, parents, children and young people.

Dynamic assessment (DA)

DA is an assessment method that measures an individual's performance with the assistance of an experienced adult. DA provides the assessor with information regarding the individual's learning process (Lidz, 2003). During DA, the assessor mediates the interaction (e.g., cognitive and affective prompts and cues) for the specific purpose of optimising the child's performance. As such, DA provides information regarding the child's ability to benefit from these cognitive and affective mediation strategies, including the level and type of support that is needed to facilitate the performance (Pena, 1996).

Personal Construct Psychology (PCP)

PCP purports that everyone holds unique mental framework from which they see the world. Peak techniques help to elicit belief systems and explore whether they are helpful or unhelpful to the individual. Understanding our belief systems and where they come from can help with positive change and with truly understanding another person's perspective. This model is particularly helpful for eliciting child voice.

Solution-Focused Approaches

Solution-focused therapy is a goal-directed, collaborative approach to psychotherapeutic change that is conducted through observation of responses to a series of precisely constructed questions. It incorporates positive psychology principles that help others construct solutions, rather than focusing on problems.

Research examples

A thematic analysis was conducted on data obtained from questionnaires completed at a Shropshire Inclusion Day on the theme of neurodiversity. The responses were analysed, from which super-ordinate and sub-ordinate themes were identified for each question. The findings from this research has informed the actions of the Neurodiversity Training Steering Group.

Feedback

From Training:

- "I just wanted to say how much I enjoyed the 'No Worries' course. I'd say it's one of the best courses I've ever been on." *Staff member 2024*
- "The whole training was fantastic, it has really changed my whole approach in my role at school as a TA. I incorporate it into every part of my role. On a personal basis it has been life changing." *Staff member, ELSA training 2024*

From Assessment:

- "Knowledgeable EP. Good questions. Good time management in meeting. Willingness to include outside agencies. Careful listening. Good report which accurately reflects the child and their needs - one of the best reports we have ever read. Reflects professional's views and has not taken everything parent says as gospel but instead been evidence based." *Staff member following EHCNA assessment by Locum EP*
- "Life with an SEN child is always difficult but one of the ups is some of the professionals you meet along the journey. The EP's manner was first class" *Parent of child following assessment by Shropshire EP*

APPROX 10 MINS
COMPLETION TIME

CALLING ALL SENCOS

Are you a **SENCo** that has previously requested a **social, emotional mental health needs assessment** from an Educational Psychologist?
We want to hear from you!

A group of Year 2 Trainee Educational Psychologists at the University of Manchester are **exploring SENCo experiences of seeking and receiving Educational Psychology support for children and young people's social, emotional and mental health (SEMH) needs.**

We would be grateful if you could complete our questionnaire if you are a currently practising SENCo working within an educational provision in England, thank you.

Questions? Contact Us:
philippa.henstock@postgrad.manchester.ac.uk
helen.dermody@postgrad.manchester.ac.uk

Access here:



All data is anonymous



The SEND and AP Change Programme

- The SEND and AP Change Programme is a national programme designed to test a number of policy changes to systems and processes for children and young people with SEND, and those accessing alternative provision in the UK.
- Now in the second year and there is more of a focus on Inclusive Practice: ELSEC and AP
- Monthly updates are posted here: [SEND and Alternative Provision Change Programme September update | Shropshire Council](#)
- Julie Johnson is the SEND and AP Change Programme Partnership senior lead for Shropshire Council. If you have any questions or feedback you can email: julie.johnson@shropshire.gov.uk

ELSEC Updates



Early Language Support for
Every Child
Shropshire, Telford and Wrekin

Newsletter Autumn 2024

What is ELSEC?

ELSEC is a pilot programme exploring different ways of promoting Speech Language and Communication in Early Years and Key stage 1.

The focus is on coproduction—joined up working between Health, Education and Parents.



ELSEC are using Talk Boost to support children who have delayed language development who would not usually qualify for specialist help.

ELSEC updates

- We have completed talk Boost trackers for whole cohorts of children in EYFS and Year 1 in the 16 pilot schools.
- Communication Audits are well underway in the pilot schools.

On average, children make five months' progress after a 10 week TB

Useful links:

[The SEND local offer | Shropshire Council](#)

SEND Local Offer in Telford - www.telfordsend.org.uk

[Home - Speech and Language UK: Changing young lives](#)

Did you know?

children who struggle to talk and understand words, are:

- ⇒ six times more likely to be behind in English at age 11
- ⇒ eleven times more likely to be behind in maths at age 11
- ⇒ have more mental health problems
- ⇒ twice as likely to be unemployed

Top Tip!

Use props e.g. storyboards and symbols which have visual prompts for different steps of an activity (e.g. making a sandwich) or story (e.g. who, where, what happened).



Spotlight on Storytelling

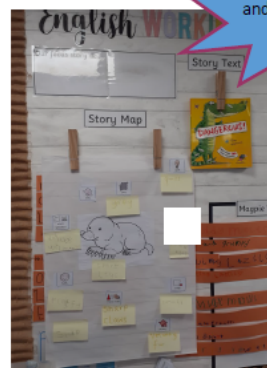
Wilfred Owen Nursery use props and widget symbols to support story time.



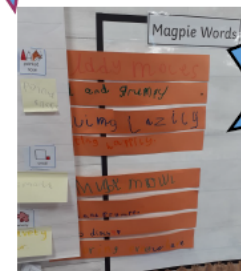
Did you know?

Using visuals, such as who/what/when/where narrative frameworks, provide a structured format for pupils to organise their thoughts.

Ludlow use props and word maps!



Pretend play is an import precursor for story telling



Contact the team
gillian.hackett@nhs.net

Updates from Health

What involvement would you like from Health at future network meetings?

❖ **Information?**

❖ **Signposting?**

❖ **Training?**

❖ **Which services do you want to know more about?**

Please submit your ideas using this MS form – *this form closes on 20th December.*

<https://forms.office.com/e/qPikhU9gME>

New support for families from Early Help

Early Help Updates

Coffee & Chat

How can we help you?

Come along to:
Weston Rhyn Primary School, 3 Station Rd,
Weston Rhyn, Oswestry SY10 7SR
(your child does not need to attend the school)



2nd Tuesday of each month, starting from 12th November. 9AM - 11AM



Free information, advice and support around;

- Family Life
- Domestic Abuse support
- Housing and Finance support
- Special Educational Needs and/or Disabilities (SEND) support
- Parenting support
- Little Stars - Baby Bank/ school uniforms
- Training and Employment support and much more

Supporting families with children aged 0-19 years (up to 25 years for young people with special educational needs and disabilities)
We aim to make it easier for you to ask for help and get support when you need it.



Please share these with your families, there are venues around the county.

[Early help news | Shropshire Council](#)

Proposal - Integrated processes support Inclusion 24-

Jo Kelly

Key questions

- What will happen to IAF after Christmas?
- How is the LA going to support schools with Targeting Support Meetings? (Working Together, August 2024)
- How will schools access TMBSS primary, S19 and medical places?





PROPOSAL:

IAF & Targeted Attendance – include in Integrated Consultation Panels

- Build on current offer that is working well - multi-disciplinary integrated practitioner teams in localities
- Schools can access advice and support – often more complex than 1 agency
- Rising EBSA, increased attendance focus from Working Together Guidance
- Includes elements of Targeted Support Meeting offer

- build strong relationships and work collaboratively.

- identify, discuss, and agree action plans and joint approaches for pupils with SA or PA (where they do not already have a plan in place and multi-agency response needed).

- agree which agency will act as lead practitioner, which will be the school in most cases, but can be a local authority or partner team where there are multiple needs if they are the most appropriate service

- Include EBSA advice and process (see EBSA Toolkit)
- Reduces potential risk with right support at right time

Would need:

- Revised TOR
- LA Attendance reps
- Time for discussion
- Independent settings would need to be included in the offer re attendance

- Anything else?



Proposed TMBSS pathway – Primary, S19 and Medical

- Triage by EAS Manager prior to...
- Weekly LA Pathway meeting with TMBSS for timely support
- Call in SEN / Inclusion CW / EWO if needed for further info
- ECHNA / EHCP – use SEN pathway, but exceptions can be considered
- Consider request for primary / medical place in context of evidence re graduated support, interventions, level of need and/or medical advice etc



Next steps

- Went to HT briefings
- Your views – put in chat or email EAS inbox with title ‘**Inclusion & Attendance Proposal**’ by 22nd Nov
eas@shropshire.gov.uk
- If decision is to progress...collaboration with Early Help & partners, building in school feedback
- TOR & process adjustments
- Communication
- Aim is January start for both
- Review





Changes to accessing High Needs top-up funding

Graduated Support Pathway

- Upcoming changes to GSP funding – from summer term 2025
 - Access to high needs top of funding
 - 12 months of funding granted as the norm
 - Funding follows the child if they move to a different school
 - Can be given again the following year, following a review
 - Part of the graduated response
 - Must have already spent the notional budget or evidence planning to do so.

- Present cases in person via Teams, to allow the opportunity for full discussion of needs and to gain advice and guidance
- Separate panels for primary and secondary
- Panels will be held monthly
- 15 min slot – each school can present up to 2 cases

- Pilot GSP panels will run in the spring term
- **Request for panel members:** experienced SENCOs and senior leaders with SEND knowledge and expertise
- We would like a pool of around 15 panel members so that they can attend on rotation

If you are an experienced SENCo or senior leader and would like to be considered as a GSP panel member, please email EQA@shropshire.gov.uk to express your interest.

The panel will be expected to provide advice and guidance so experience in supporting children with a wide range of SEND is desirable.

Relaunch of Early Years Inclusion Advice and Funding Panel

- Evaluation of current processes and procedures with EY team, budget holder and EQA.
- Inform settings of plans to relaunch from April 2025

- Test and Learn panels with selected number of settings using new paperwork and attending panel meetings, providing feedback

- Early Years Inclusion Advice and Funding Panel launched

September/
October
2024

December
2024

January/
February
2025

March
2025

April
2025

- EIG request paperwork refreshed in line with GSP paperwork, to include supporting documents that show clear A-P-D-R response and graduated response
- Invite professionals to panel to ensure panel able to provide good advice to settings

- Review paperwork, procedures and processes reflecting on feedback
- Finalised processes, procedures and paperwork, share in EY Network and SENCo meetings



Shropshire
Council

Training and Opportunities

The Local Offer

- We are starting to refresh the Local Offer so that it remains up to date and is the first place to go for SEND information for professionals and practitioners.

BETA This is a new service — your [feedback](#) will help us to improve it.



The SEND local offer

[Home](#) > The SEND local offer

About the local offer

The SEND local offer is a single place for information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

I'm new to SEND

[Find out more](#)



CPD

With the withdrawal of University of Chester in Shrewsbury, the LA are looking to further develop our CPD offer to ensure we provide training that is needed, valuable and provides impact.

We are moving towards using Eventbrite for booking training. Details of training events will be advertised through:

- Local Offer Practitioner page
- SEND and Inclusion newsletter
- Education Updates e-mail

CPD

Nasen

- [Online Learning | Nasen](#)



Fully Funded Programmes:

SEND Teaching Assistant Level 3 Programme

This comprehensive programme equips teaching assistants with the essential knowledge, skills, and behaviours needed to support all students effectively. With a focus on Special Educational Needs and Disabilities (SEND), learners will learn to recognise diverse disabilities, develop personalised support plans, and collaborate with education professionals, fostering an inclusive learning environment.

Early Years Educator with SEND Level 3 Programme

This new programme will equip Early Years educators with the knowledge and tools to support Special Educational Needs and Disabilities (SEND) requirements from the outset, ensuring that every child reaches their full potential. Combining theory with practical application, the programme is designed to help educators identify and support SEND early in a child's life, paving the way for their success in education and beyond.

Wellbeing Champion Level 3 Programme

The Wellbeing Champion Programme is designed to promote the wellbeing of staff and pupils. A resilient and happy workforce is crucial for a successful school environment. This programme covers cultural awareness, the impacts of wellbeing on staff and pupils, and alignment with Ofsted criteria, ensuring that your school is a place where everyone can thrive.

SENCo Buddies

We are keen to develop networks within the county and provide mechanisms to enable solution focused peer support.

Having a 'SENCo buddy' can be an informal way of talking through issues, sharing ideas and gaining some support.

Would you like to have a buddy or could you be a buddy for someone else? Please register your interest here and we will support with matching you up: <https://forms.office.com/e/PxU3YuKeJu>



SEND Solution Circles



Within education a circle approach has been trialed in several research studies* (sometimes as a Circle of Adults, sometimes as Solution Circles.)

The approaches have been shown to provide colleagues with opportunities to meet with others from different settings/ schools. The value of this is that schools and settings are able to support each other.

Solution Circles are suitable for discussing a wide range of concerns with participants from different contexts who may not be directly involved in the matter being discussed.

Once familiar with the approach, an 'expert facilitator' is not needed so this could be set up with clusters of schools within localities for regularly first level support.

*References: Laura Grahamslaw & Lisa H. Henson (2015) Solving problems through circles, Educational Psychology in Practice, 31:2, 111-126, DOI: 10.1080/02667363.2014.981251; Sue Evans (2005) The development of a group consultation approach to service delivery, Educational Psychology in Practice, 21:2, 131-146,

SEND Solution Circles



- A circle approach is a non-hierarchical group, where all members' views and opinions are listened to and treated equally;
- the circle group has a shared focus and unified purpose;
- the aim of the circle is cooperative and collaborative problem-solving;
- the circle creates a cohesive group identity, rather than being a collection of individuals;
- the circle process aims for a “ripple” effect whereby the impact of the group is experienced beyond the discussions that take place within the circle;
- the circle provides social support in a safe climate to those taking part.

Solution Circles

- Example of format:

1. Participant Case synopsis including presenting issue
(6 mins)

2. Reflection – presenter/ then other participants from circle
(6 mins)

3. Analysis/ Discussion
(6 mins)

4. Next Steps/ potential actions
(6 mins)



Solution Circles



- Three dates have been set to trial this approach with colleagues within the Early Years sector – maintained nurseries, PVI's and Childminders all invited to attend. Details of these will be published on the SEND Local offer, SLG and go out in the EY Newsletter.
- They will be monthly Eventbrite bookings for a maximum of 6 participants but will be cancelled if fewer than 3 participants are booked on.
- Reflection of these three test and learn sessions will be undertaken after which if there is interest from schools and college settings further sessions will be planned




SEND Self-Reviews



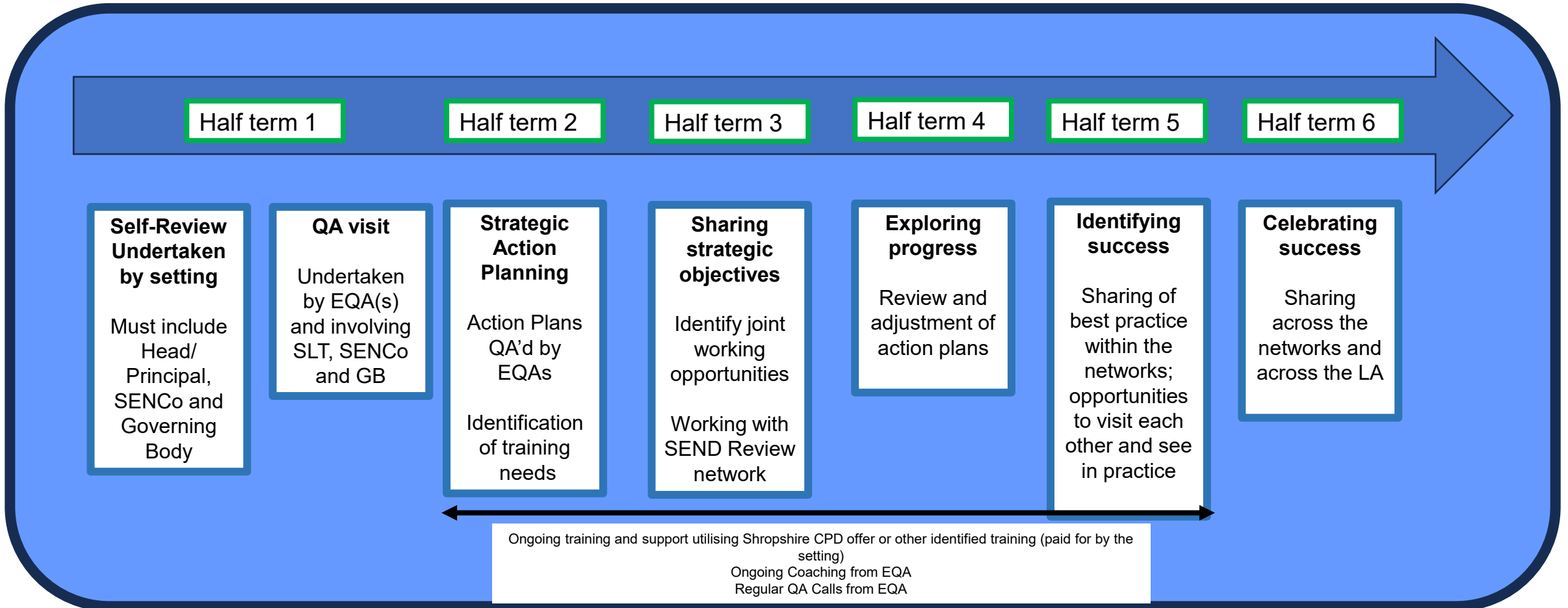
The SEND review is a model that will support schools and settings to:

1. Review their own provision and practice for pupils with SEND
2. Identify priorities and develop action plans
3. Work with a small group of local schools to drive forward change

A SEND Review IS	A SEND Review IS NOT
✓ Free 😊	Scary
✓ A guided self-review using the Whole School SEND Framework	Judgemental
✓ Supportive	Graded
✓ Challenging	Published
✓ Affirming	
✓ Empowering	



SEND Self-Reviews



To request a SEND review or for an informal chat to find out more, please e-mail EQA@shropshire.gov.uk

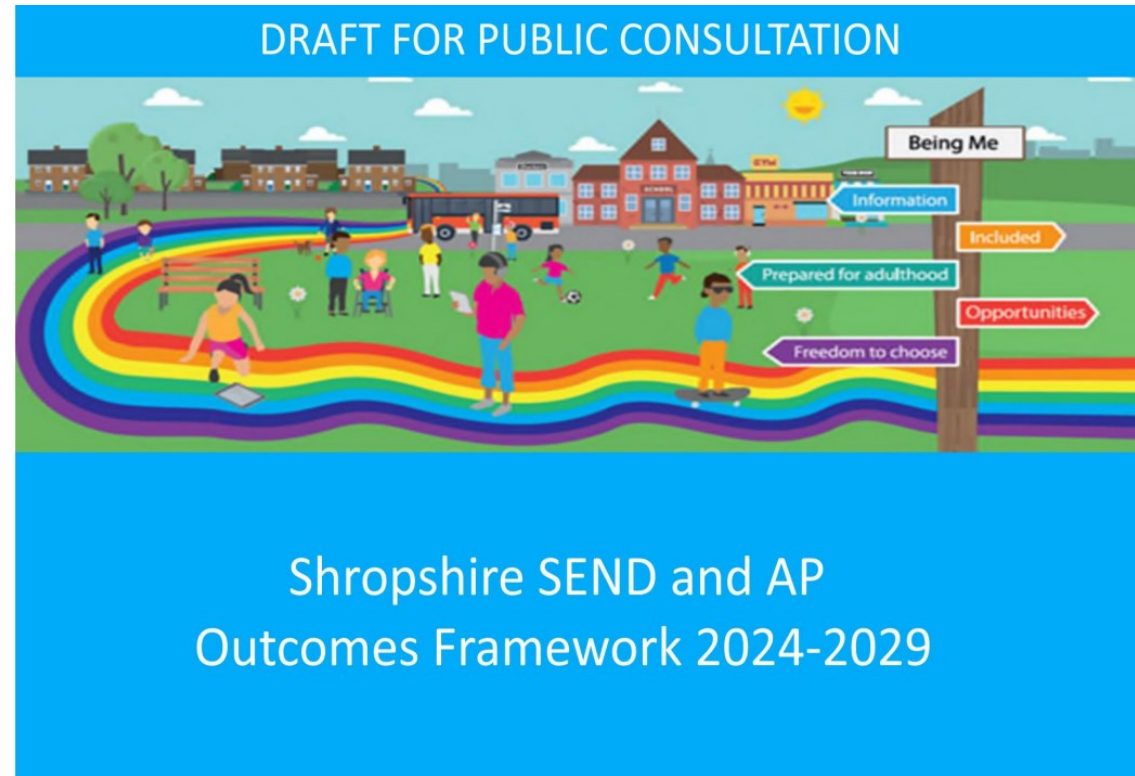
And finally...

Alternative Provision

- The EQA team are currently working on some guidance to support with the Quality Assurance of Alternative Provision.
- As we do this, it would be helpful to know which APs you use on a regular basis. Please let us know by completing this form:
<https://forms.office.com/e/V6hGqP7fNA>

This form closes on 20th December.

SEND and AP Outcomes Consultation



<https://www.shropshire.gov.uk/get-involved/send-and-alternative-provision-ap-draft-strategy-and-outcomes-framework-2024-2029/>

Call for evidence

Curriculum and
Assessment
Review

Supported by

Department
for Education

“...there is much to be done to ensure that all children and young people gain the foundational and advanced learning that sets them up to achieve, thrive, and foster a lifelong love of learning. Through this review we’ll focus on the most significant areas for improvement, with particular concern for supporting children and young people who are from socioeconomically disadvantaged backgrounds, those with a special educational need or disability (SEND) and those who are otherwise vulnerable.”

- [Curriculum and Assessment Review - Department for Education - Citizen Space](#) *consultation closes 22nd November*

Online event: 28th November

- [Register - Contact Details](#)

Feedback

Feedback on the
SOAP

How can the LA
usefully engage with a
broad range of parent
carer groups,
individuals and CYP
with respect to SEND?

What training and
development
opportunities
relating to SEND
would your staff
benefit from?

Suggestions for future
network meetings,
including frequency,
location and content
suggestions.

Any other
thoughts,
comments,
suggestions or
questions you
would like to
share.

SEND and Inclusion feedback
survey



If you were unable to attend the network meetings in person, please use the MS Form (link below or QR code above) to provide your ideas and suggestions to help shape support going forward:

<https://forms.office.com/e/b4Hg6EZ>
EHE

If you attended one of the network meetings in person, please complete this short evaluation:

<https://forms.office.com/e/NkcTt46qP6>

SEND and Inclusion Evaluation
Survey

