

SEND NEWSLETTER

Issue 7 January/February 2019

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION FOR PROFESSIONALS, PARENTS/CARERS, CHILDREN AND YOUNG PEOPLE, AND VOLUNTEERS



Welcome to the January/February 2019 edition of the SEND Newsletter. The aim of this newsletter is to keep you up to date with information about special educational needs and disability, especially what's going on in our local area.

This edition contains information on the following:

- P2 Let's Talk – Children's Neuro Stuff! Event
- P3 National SENCO Forum Information
- P4 ELSA News
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- P6 SEND in Schools (Motor Co-ordination Difficulties, Exam Access)
- P7 SEN Support Update
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- P9 Local SEND News in Brief
- P10 National SEND News in Brief
- P11 Local contact information

WOULD YOU LIKE TO SUBMIT AN ARTICLE?

Please contact:

Ellie Gray

SEND Strategic Manager

Email: ellie.gray@eastriding.gov.uk

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Let's Talk – Children's Neuro Stuff!
Thursday, 28th March 2019, 9am – 4pm
The Royal Hotel, 170 Ferensway, Hull

NHS
East Riding of Yorkshire
Clinical Commissioning Group

NHS
Hull
Clinical Commissioning Group

Let's Talk... Children's Neuro Stuff!



A collaborative review of services for children and young people with neurodevelopmental, neurodisability and/or neurodiversity issues in Hull and East Riding of Yorkshire

Thursday 28 March 2019. 09:00 – 16:00
The Royal Hotel, 170 Ferensway, Hull, HU1 3UF



NHS Hull Clinical Commissioning Group is working with key stakeholders including children, young people and their parents to review services for children with additional needs, including Special Education Needs and/or disabilities (SEND). As part of this ongoing work we are looking to develop an integrated service that will support children and young people who have neurodevelopmental, neurodisability and/or neurodiversity issues and their parents/carers.

The need for an integrated service is in response to feedback from parents, carers and those who work with children that includes:



Purpose of the event

This event is an opportunity to:

- Come together and share your views
- Listen to key partners from across the system
- Help to clarify the scope of the service and priorities for action
- Get involved in shaping the future of children's neurodevelopmental, neurodisability and/or neurodiversity services across Hull and East Riding of Yorkshire



- Young people with neurodevelopmental, neurodisability and/or neurodiversity issues
- Their parents and carers
- Health and Care Service Managers/Leads who provide such services and those who support children and families who are accessing those services (including those who refer into neurodevelopmental, neurodisability and/or neurodiversity services such as paediatric medical and/or therapy services)
- Voluntary sector organisation leads



To book a place visit:

<https://letstalkneurostuff.eventbrite.co.uk>

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NATIONAL SENCO FORUM

SENCOs - do you know about the national SENCO Forum?

The SENCO Forum is an electronic mailing list for Special Educational Needs Coordinators and others who are involved in the education of pupils with special educational needs and disabilities. The Forum provides an opportunity to ask questions, discuss issues and share practical advice or help to SENCOs in carrying out their roles. The Forum has a commitment to offering a solution-focused, collaborative and mutually supportive resource.

Members can use the Forum to raise issues important to them and share information. This is a FREE resource and is a fantastic way of getting answers to queries from national colleagues and for sharing your own good practice.

The SENCO forum is an open discussion group; this means that anyone with an interest in this area is welcome to participate in the discussions. It is important to note that anyone with access to the forum can read messages and when you send a message your email address will be visible to other members of the Forum.

The Forum is hosted by the Department for Education (DfE). An Advisory Group that meets three times per year supports the Forum. This Group's function is:

- to monitor the operation and membership of the Forum
- to ensure that message content is of use to SENCOs
- to ensure that the Acceptable Use Policy is observed

You can join the forum at <http://lists.education.gov.uk/mailman/listinfo/senco-forum>

When you become a member of the forum, you can send your messages to this email address: senco-forum@lists.education.gov.uk. Your message then goes to all the members.

The Department for Education commit to never censoring a discussion and/or amending messages due to content and/or views expressed, as long as messages comply with the forum rules and the DfE acceptable use policy.

<http://lists.education.gov.uk/mailman/listinfo/senco-forum - use>
<http://lists.education.gov.uk/mailman/listinfo/senco-forum - use>

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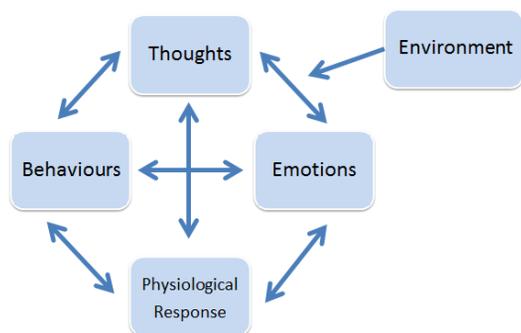
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ELSA News

ELSA: Managing Emotions using a CBT-Based Approach

ELSAs receive training in providing support to children and young people who experience difficulty in regulating their emotions. Through better understanding our emotions, we can learn how to manage them. One taught approach uses a model based on Cognitive Behavioural Therapy (CBT). ELSAs are not therapists and are not expected to carry out therapy, but a CBT-based model can be useful for ELSA work with regards to finding out more about what is happening for a child or young person. The model can provide a useful structure to follow and it can be helpful when unpicking a particular situation as part of an ELSA session.



This CBT-based model demonstrates how thoughts, emotions, physiological responses and behaviours all interact. The interpretation of an event (thoughts) can affect all the other areas of the model (e.g. instead of thinking “he bumped into me on purpose”, thinking “he bumped into me because the corridor is crowded” may change feelings and responses).

We can use this model to find out:

- How well children understand their physiological responses (e.g. body outline activity, offer examples, use characters from books, comics, cartoons or films).
- How well they can recognise and talk (including labelling and scaling) about their emotions (e.g. Bear cards, SEAL photocards, rating scales, Blob People).
- How well they can provide their thoughts (e.g. thought bubbles, role-play, puppets, comic strip conversations, therapeutic stories).



We can use this information to help:

- Environmental triggers (e.g. identify triggers, reduce/remove/avoid triggers).
- Physiological responses (e.g. relaxation activities, mindfulness-based activities, guided meditation, visualisation exercises).
- Emotions (e.g. labelling, rating, emotional literacy, mood-enhancing activities).
- Thoughts (e.g. traffic light thinking, recognising thought errors/unhelpful thoughts).
- Teach new responses and skills (e.g. self-talk, scripts, how to ask for help, opportunities to practise and experience success).

CBT-based resources:

- Cool Connections with Cognitive Behavioural Therapy: encouraging self-esteem, resilience and well-being in children and young people using CBT approaches'. By Laurie Seiler
- 'Think Good – Feel Good: a cognitive behavioural therapy workbook for children and young people'. By Paul Stallard

ELSA News

Please feel free to share this newsletter with ELSAs to support with their CPD. We are still interested to hear from ELSAs and encourage any emails with ideas, suggestions and resource references for future newsletters to Naomi Angel who is a Trainee Educational Psychologist with the Education Inclusion Service: Naomi.Angel@eastriding.gov.uk

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TYLER
Making a Difference



Here are Anya and Ceri at one of our latest coffee catch up meetings

T.Y.L.E.R. – The Young Leaders of East Riding

Do you know someone aged between 14 – 25?

Are they passionate about making a difference to young people's lives who have a disability?

Then T.Y.L.E.R. may be the group for them!

T.Y.L.E.R are a group of young people who want to ensure all children and young people who have a disability, learning difficulty or health needs get their voices heard. T.Y.L.E.R want to ensure that they make a difference to young people's lives.

Aims and Priorities –

- Gather views of young people across the East Riding about services available to them
- Engage with professionals to improve services and outcomes for children and young people with additional needs
- Feedback views to professionals about education, bullying, activities available to and much more
- Give young people a chance to build a social network

The group are always looking to gain new members if you are aware of any young people who would like to join the group please signpost them to complete the join us form on their website or alternatively you can contact Aneliese Woodmansey – aneliese.woodmansey@eastriding.gov.uk.

www.tylermakingadifference.co.uk

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SEND in Schools

Children and Young People with Motor Co-ordination Difficulties

Motor Coordination Difficulties can manifest in a number of ways. Some children may have a diagnosis of Developmental Coordination Disorder (DCD) or dyspraxia, some may have a motor coordination difficulty as a result of another type of special need such as Autistic Spectrum Disorder (ASD) or global developmental delay, and some children may experience mild difficulties with their gross motor skills, such as struggling to perform large movements, including balancing, negotiating steps and engaging their core strength to complete tasks such as sitting in a chair to write. Other children may experience difficulties specifically with their fine motor skills. For example, difficulties doing fastenings on clothing, threading beads or using small peg boards, or they may experience significant difficulties holding a pencil/mark making tools.

If you have a pupil who displays dyspraxic-type tendencies (whether they have a formal diagnosis or not), the Sensory and Physical Teaching Services (SaPTS) Physical Disability team can support schools with the implementation of strategies to develop motor. This may include the implementation of interventions such as a motor skills group, or a targeted handwriting intervention as appropriate.

The 'dyspraxia checklist' can be a useful indicator to determine whether a child is displaying dyspraxic-type tendencies. The website www.dyspraxiafoundation.org.uk provides a range of advice and resources for parents/carers and professionals working with children with DCD.

For further information and guidance on supporting children with gross and fine motor coordination difficulties, please contact the SaPTS PD team on 01482 394000. Our role is to provide guidance to schools about how best to support pupils with physical difficulties.

Exam Access Arrangements (EAA)

All secondary schools will be aware of the increased need to provide evidence of a history of need and provision for those students for whom they will be making formal requests for exam access arrangements at the end of Year 9.

JCQ demand evidence to support qualifying test scores and inspectors will expect this evidence to be available for inspection when visiting schools.

It might be worth reminding teaching colleagues that internally the provision of exam access arrangements is at the discretion of the teacher who can make whatever arrangements are most appropriate to assess learning in their subject area and that these internal arrangements will contribute to the body of evidence required to support future applications for formal exam concessions at GCSE and A level.

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UPDATE ON SEND SUPPORT

SEND STRATEGIC PRIORITY – SEN SUPPORT

- a) National Research Schools (NSR) have sponsored a pilot study: New Pasture Lane and Bridlington Schools have agreed to: 1) design a SEN Support (SENS) Toolkit based on good practice that results in no gap for SENS progress in KS2 and KS4, and 2) research the impact of this on two groups of schools in the East Riding compared to control schools. Two meetings have taken place with Huntington Research School Network, and support has been provided by the NSR for a planning meeting in September.
- b) SENS is a new priority for the Improvement and Learning Service (ILS) in their interactions with schools, and support will include Autumn Term visits and focussed visits to SENS underperforming schools.
- c) Educational Psychologist Area Seniors, and Improvement Partners will visit identified schools – one initial visit to identify areas for improvement, one follow up visit to address action points, and possibly a final SEN review. This initiative started in October 2018.
- d) Using the October census, it has been possible to rank all schools (Nursery, Primary and Secondary) for the number of children in their cohorts who have EHC Plans, SENs and No SEN. This data will be used in conjunction with the Inspection Data Summary Report (IDSR) and will highlight the next group of schools to be targeted for diagnostic reviews.
- e) All areas within Children's Services will be contributing to the actions to improve outcomes for SENS as agreed at the last Vulnerable Children and Young People's Group meeting. The group will consider the success rate of SENS pupils in primary schools, and identification of those schools who are the lowest performing for those pupils
- f) The first SENCO Induction Programme has now been completed, with 12 new SENCOs attending the course. It is expected these SENCOs will now move on to the NASENCO qualification. We will be evaluating the feedback from the course in order to inform the next programme.
- g) NASENCO qualification course - the LA have brokered the NCTL Award for SEN Co-ordination with Best Practice Network and Bath Spa University. There are 23 SENCOs attending the course.

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UPDATE ON CO-PRODUCTION

SEND STRATEGIC PRIORITY – CO-PRODUCTION

SEND input at GP event

On 31 January 2019, representatives from the Clinical Commissioning Group, Local Authority and East Yorkshire Parent Carer Forum (EYPCF) delivered a joint presentation to around 350 health professionals including GPs, Practice Managers and Practice Nurses. The presentation which included information on the SEND reforms, Designated Clinical Officer (DCO) role, and the role of the parent carer forum was well received. This event at which the presentation took place is mandatory for GPs across the East Riding (not the Pocklington area) to attend. GP practices will now have a pack of information about SEND which includes information about the Local Offer and plans are in place to continue to provide SEND information to GPs.



Co-Production and working with parents in schools

Under Section 19 of the Children and Families Act 2014, local authorities must have regard to the wishes of the young person and their parents and that parents must be involved in relevant decision making whilst being appropriately supported; a standard that is reiterated as one of the key principles of the revised Code of Practice (2014).

Schools are involving parents in a variety of ways and current good practice includes the following:

- Termly SENCo surgeries
- Parent workshops designed to encourage effective home support for school based interventions and also to support self-help strategies with regard to such issues as organisation
- Open door policies that encourage joint working
- School based parent training sessions for common needs e.g. Autism.

Schools are encouraged to share ideas which promote collaborative working with parents either through their SENCo partnership cluster groups, the SENCo Forum or through the SEND Newsletter.

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Local News In Brief

Behaviour Support Team – update

The Behaviour Support Team have been busy delivering a variety of training sessions to maintained primary and nursery settings throughout the East Riding. In January alone we have delivered:

- Attachment training to 6 schools,
- Managing Challenging Behaviour Training to 7 schools
- Lunchtime Supervisor Training to 8 schools.

Since the beginning of this academic year Behaviour Support Team has delivered Team Teach Training to over 225 of our school based colleagues.

Remember, all of this training is provided at no additional cost to maintained primary settings and we can offer a high level of support to Academy and Secondary settings through an SLA.

Comments from recent evaluations include " The knowledge and passion of the trainers in helping children to achieve their potential was excellent" and "Useable ideas, relevant and practical".

For further information on accessing any of the above training or advice around more specific needs, please speak to your named Advisory Teacher or contact the team on 01482 394000.

The Right Help at the Right Time

We are making some changes to strengthen our well established and valued Early Help and Safeguarding Hub (EHaSH).

We know how important it is for children and young people to get the right help at the right time when there are concerns for their safety, welfare or well-being. In order to help us with this we are introducing (from Monday 25th February) an Interactive Voice Response (IVR) which will help direct telephone contacts to the most appropriate person.

Our new system will give the option for either a discussion with a social worker (where there are concerns for the safety or welfare of children and young people) or a discussion with a family support practitioner if the child/ young person is in need of early help.

We will continue to work hard with partners to improve the quality of our services. Your support during these ongoing developments is appreciated.

If you have any queries about the IVR or general comments about EHaSH then please e-mail the following inbox and mark for the attention of Jonathan Connell (Strategic Manager Front Door Services).

E-mail: irt@eastriding.gcsx.gov.uk

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National News In Brief

Changes to the education inspection framework: consultation

Ofsted is consulting on proposals about how schools, early years settings and further education and skills providers in England are inspected, to take effect from September 2019. The consultation closes on 05 April 2019. Ofsted has also published the research evidence underpinning the education inspection framework. This includes summaries of research on creating a positive culture; bullying and discrimination; self belief, resilience and character; and physical and mental health.

Source: [Ofsted](#) **Date:** 16 January 2019

Further information: [The education inspection framework \(PDF\)](#)

[Education inspection framework: overview of research \(PDF\)](#)

Elective home education

The Office of the Schools Adjudicator (OSA) for England has published its annual report for the period September 2017 to August 2018. The report includes statistics on the number of children local authorities reported as being electively home educated. Figures show that 52,770 children across all 152 local authorities in England were electively home educated on 29 March 2018. The report points out that parents are not required to register their children as electively home educated so this number is likely to be an underestimate. Reasons given for parents choosing to educate their children at home include: failure to secure a place at their preferred school, children's unhappiness at school - often related to bullying - and older students' anxiety about going to school.

Source: [OSA](#) **Date:** 17 January 2019

Further information: [Office of the Schools Adjudicator annual report: September 2017 to August 2018 \(PDF\)](#)

[Guardian](#)

Children and young people's mental health: NICE consultation

NICE is consulting on a draft guideline on identifying and managing depression in children and young people aged between 5 and 18 years. Recommendations include: offering digital cognitive behavioural therapy (digital CBT), group therapy or mindfulness as a first-line treatment for children and young people with mild depression. The consultation closes on 20 February 2019.

Source: [NICE](#) **Date:** 23 January 2019

Further information: [Depression in children and young people: identification and management: NICE consultation](#)

[Depression in children and young people: identification and management: draft for consultation \(PDF\)](#)

Online abuse and the experience of disabled people

The House of Commons Petitions Committee has published a report, following an inquiry and consultation, looking at the level of abuse that disabled people, including disabled children, receive online. Recommendations include: the government and social media companies must directly consult with disabled people on digital strategy and hate crime law; the government needs to challenge stereotypes and prejudices about disabled people, particularly among children and young people; the law on hate crime must give disabled people the same protections as those who suffer hate crime due to race or religion.

Source: [UK Parliament](#) **Date:** 22 January 2019

Further information: [Online abuse and the experience of disabled people \(PDF\)](#)

Read more on NSPCC Learning: [Safeguarding d/Deaf and disabled children](#)

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LOCAL CONTACT INFORMATION

Children's Commissioning and Quality Monitoring Team

County Hall, Cross Street, Beverley, HU17 9BA

For EHCP enquiries:

Telephone: (01482) 392163

Email: send.enquiries@eastriding.gov.uk

For commissioning and contract enquiries:

Telephone: (01482) 392254

Email: childrens.commissioning.team@eastriding.gov.uk

0-25 SEND Team

The Hub and Specialist Services,

Springhead Lane

Anlaby Common

Hull

HU5 5YJ

Telephone: (01482) 394000 Email: 0-25.enquiries@eastriding.gov.uk

Family Information Services Hub (FISH)

Free, impartial service for children, young people, parents/carers and the people who support them:

Telephone: (01482) 396469

www.fish.eastriding.gov.uk

SEND Information, Advice and Support (SENDIASS)

SENDIASS offers impartial, confidential information, advice and support for parents and carers of children and young people (aged 0-25) with special educational needs or disabilities and those who support them;

Telephone: (01482) 396469

Email: sendiass@eastriding.gov.uk

East Yorkshire Parent/Carer Forum (EYPCF)

East Yorkshire Parent Carer Forum (EYPCF) works with the East Riding Council and health partners to help improve services for parents and carers of children and young people with special educational needs and disabilities. They consult with parents and carers all across **the East Riding about what works well and any issues they may have.**

Tel: (01262) 678283,

Mobile: 07813676941 ,

Email : admin@eypcf.co.uk

KIDS 16-25 SEND Information, Advice and Support Service

A young people's information, advice, support and advocacy service.

The information and support enables young people to participate in decisions about their future and is impartial, confidential and accessible.

Telephone: (01482) 467540 (Office)

Email: enquiries.yorkshire@kids.org.uk