Shropshire Council

SEN Team Updates

June 2022

Shropshire SEND Local Offer

- Local Offer – We now have a video and an easy read document explaining what the local offer is… also other promotional materials here:
- https://shropshire.gov.uk/the-send-local-offer/about-the-send-local-offer/promotional-materials/

- We continue to collect parental feedback on the EHC process and the AR. We used to only provide the links in letters to parents but there is now a feedback section on the SEN Team page of the local offer. Can schools please direct parents to the links and encourage parents to provide feedback at the end of each annual review meeting.

GSP

The SEN team are currently working with reduced capacity and are required to prioritise their statutory responsibilities around EHCPs.

There is therefore a backlog in processing GSP requests.

The SEN team will do their best to clear this backlog as soon as possible.

Funding will be back dated to when the request was presented to panel.

We appreciate your desire for a response but ask that you are patient during this period. Having to respond to additional requests for updates, outcomes etc. adds to the workload and further delays the team's ability to process the requests.

Talkboost

- Collect Talkboost KS1 and KS2 resources from Shropshire Library Services – Shirehall.

- Queries – contact Helen Woodbridge

Paul Dix

Positive relationships, behaviour and personal development (featuring Paul Dix)

A reminder that the Positive relationships, behaviour and personal development session featuring a live streamed session by Paul Dix is now available to book (24 June am, Shrewsbury Town Football Club). It is open to staff and governors from primary and secondary schools. Full details and booking is at https://cpd.ucshrewsbury.ac.uk/catalogue/1891.

Shropshire Council

IDL literacy or Numeracy

We hope you've enjoyed the **Platinum Jubilee Celebrations**. We certainly have, and are continuing to commemorate the event with our Jubilee Campaign - '**Can Jubi-lieve It?**'

SUBSCRIBE TO
IDL Literacy or **IDL Numeracy**
before the **30th June**
GET THE SECOND PROGRAMME FREE

Already have one of our programmes?
Subscribe to the programme that you haven't got before the 30th June for just **HALF PRICE**.

Want to try first?
We can give you and your pupils access to our programmes before making a purchase decision, and show you how to use them via online demonstration.

To request a trial, please click on the link below or for further information contact me directly on **07917 712004**
or at jackie.holding@idlsgroup.com

THE KEYSTONE ACADEMY

Youth Engagement Schools TRUST

Youth Engagement Schools TRUST

Core purpose - to help vulnerable learners to become a success in today's modern world.

SEMH specialists

- 2 Alternative Provisions
- 2/3 SEMH specialist SEND academies

Cheshire / Shropshire

THE FERMAIN ACADEMY

THE Cornerstone ACADEMY

THE AXIS ACADEMY

THE KEYSTONE ACADEMY

THE RAISE ACADEMY

THE KEYSTONE ACADEMY

At Keystone Academy we:

- educate pupils **aged from 4 -16** who have Education Health and Care Plans with identified Social, Emotional, Mental Health **(SEMH) and neurodivergent needs**.
- follow a thematic, broad and balanced curriculum, aiming to inspire lifelong learners who are well prepared for their future beyond school and that enables them to progress towards high quality **destinations**.
- offer a **blended** academic, vocational and therapeutic **curriculum** personalised to the needs of each student.
- have **class sizes** no larger than **10**
- focus on developing **skills for life**, at all ages and stages. This includes:
  - Enabling proficiency in key literacy and numeracy skills
  - Developing resilience and nurturing personal, social and emotional skills
  - Promoting independence
  - Providing a broad curriculum that enables the highest academic attainment to support chosen post-16 pathways

THE KEYSTONE ACADEMY

Placement Criteria and Pupil Profile

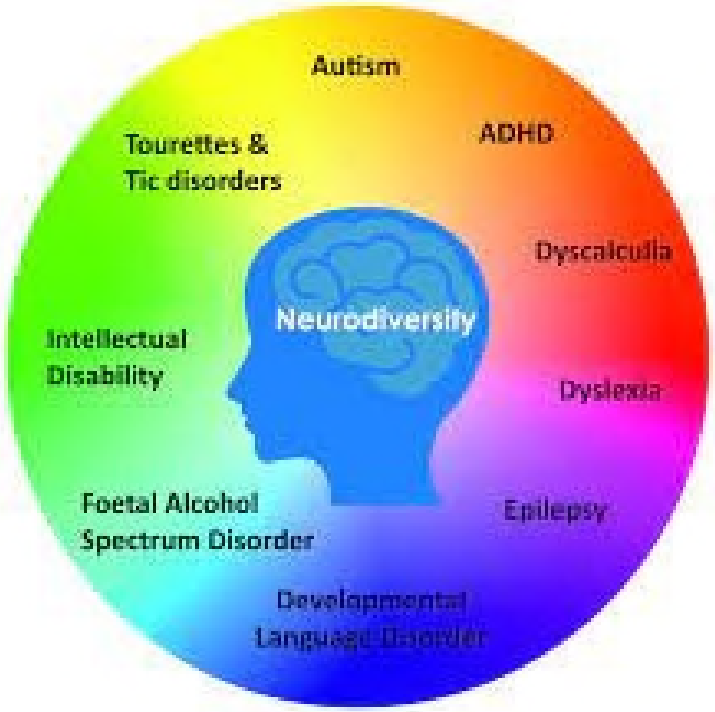
Pupils accessing a placement at The Keystone Academy will have an Education Health and Care Plan with identified social, emotional and mental health need(s) with the addition of neurodivergent needs and / or associated diagnosis.

THE KEYSTONE ACADEMY

Social, Emotional and Mental Health:

- Our pupils can regulate themselves in structured and some unstructured situations with significant effort or adult support
- Some pupils may require specific support to develop their resilience and prevent self-harming or self-destructive behaviours
- Our pupils can be enabled to manage their emotions to maintain socially appropriate behaviour and communication in a range of situations and settings
- Our pupils may have mental health diagnoses such as anxiety and depression.

THE KEYSTONE ACADEMY



Neurodivergent needs:

Our pupils will have neurodivergent needs / diagnoses that impact on their capacity to be successful within mainstream education. These may include, but are not limited to:

- Identified social, communication and interaction needs, including Autism Spectrum Condition
- Other neurological conditions e.g. Tourette's Syndrome / Attention Deficit Hyperactivity Disorder / Attention Deficit Disorder

THE KEYSTONE ACADEMY

Cognition & Learning:

- Our pupils have various neurodivergent learning needs requiring additional support and adapted approaches enabling them to access and engage with the broad and balanced curriculum offer.
- Our pupils are broadly of average cognitive ability
- Some pupils may have specific learning difficulties (SpLD) requiring a differentiated and adapted curriculum to meet their learning need.
- Some pupils may have a diagnosed speech, language and communication need

Physical & Sensory:

- Our pupils are independent regarding their intimate and personal care.
- Our pupils may have sensory need(s) that may require specialist adaptation, support or resourcing.

Social Communication & Interaction:

- Our pupils can interact successfully in social situations with significant effort and adult led structure.
- Our pupils, with access to appropriate information and strategies, aspire to be independent, fully functional members of society.

THE KEYSTONE ACADEMY

Timeline

Phase 1 - 2022/23

Location – The Grange School site, Mount Pleasant Road

Pupil Nos – up to 50

Age range – KS2 & KS3

Phase 2 – 2023/24

Location – Squinter Pip Way, Bowbrook

Pupil Nos – up to 90

Age range – potential KS1-4 (TBC)

Phase 3 – 2024/25

Location - Squinter Pip Way, Bowbrook

Pupil Nos – up to 120

Age range – EYFS-KS4

OUTREACH

THE KEYSTONE ACADEMY

Preparing for September 2022

- Transition programme
- Additional SEND consultations
- Final recruitment
- Building refurbishments

THE KEYSTONE ACADEMY

Questions?

THE KEYSTONE ACADEMY

Contacts

Headteacher – Mrs Ali Bellaby

Pastoral Lead – Liz Heynen (07761 510969)

Email: admin@thekeystoneacademy.org

Website: www.thekeystoneacademy.org

Information, Advice and Support Service (IASS)

01743 280019

iass@cabshropshire.org.uk

Who are IASS?

- IASS provide information, advice and support to parents of children aged 0-25, children, and young people aged 16- 25 who have, or may have, special educational needs or disabilities (SEND)

What can we help you with?

- Listen to your concerns
- Provide relevant information, including SEND law
- Explore your options and help you to make informed decisions regarding your child's education
- Support you to prepare for upcoming meetings including annual reviews
- Explain reports written by school or professionals
- Develop positive relationships and improve communication with schools and local authority
- Signpost you to relevant organisations or sources of information

What has changed in the last year?

- Moved from office to working from home-support by telephone, email and online
- Improved our website
- Updated our Factsheets- available on our website
- Used our Facebook page to post relevant and up to date information
- Produced online training packages available to access via website and YouTube
- Virtual meetings e.g. with school, LA, mediation
- Virtual parent meet up
- SEND surgeries
- Local Offer Newsletter

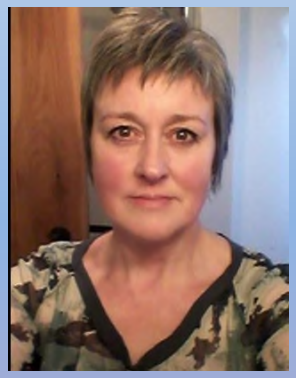
Meet the team

Lesley Perks
IASS Manager

Lorna Crawford
IASS Officer

Rebecca Jackson
IASS Officer

Becki Sheldon
IASS Officer



Lynne Taylor
IASS Youth Worker

Engaging Children and Young People

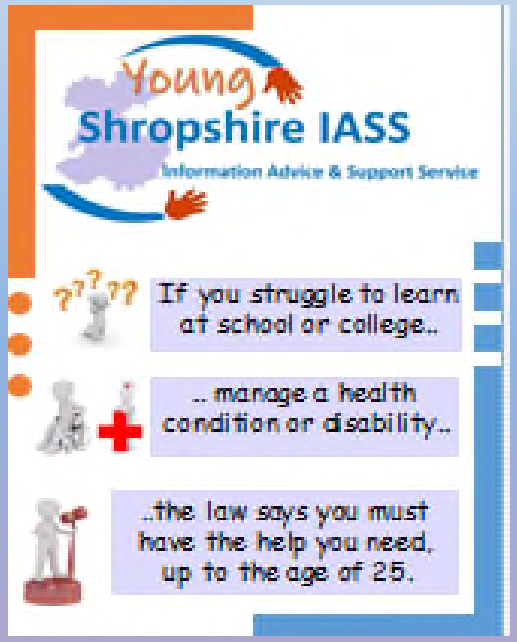
- Support in meetings, individual sessions, workshops, social events, social media
- IASS is happy to attend open days/evenings, advocacy groups and forums, transition events, sports days
- We hope to meet with SENCOs to discuss how we can help

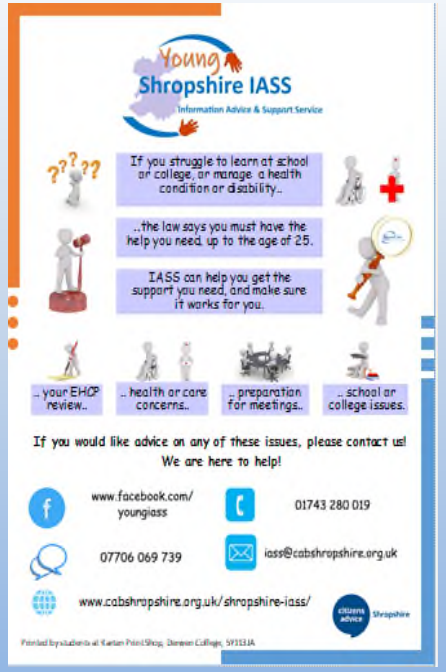
Young Shropshire IASS

Young Shropshire IASS

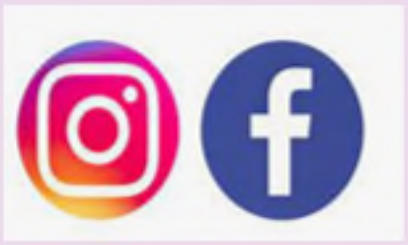
Information Advice & Support Service

For young people with learning differences or different abilities.



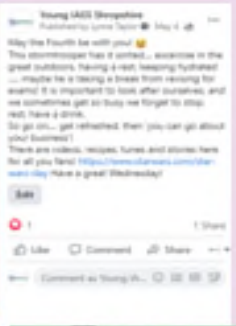


Social Media



https://www.facebook.com/IASSShropshire

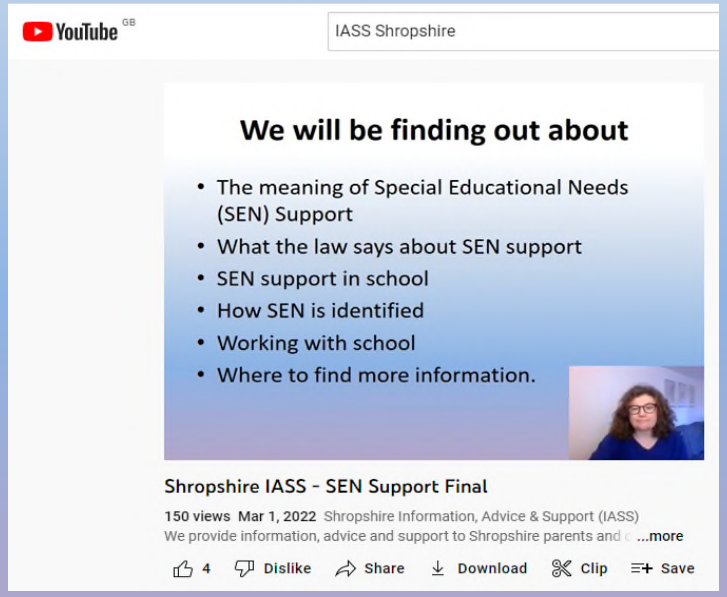
https://www.facebook.com/youngiass

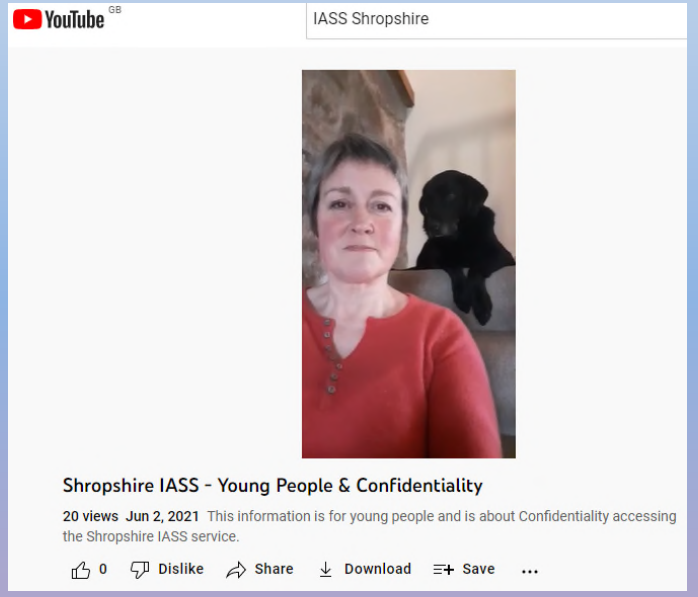


Online Training

SEN Support
SEND in Early Years
Preparation for Transition
Understanding and reviewing a draft EHCP
Elective Home Education
Young People and Confidentiality

https://www.youtube.com/results?search_query=IASS+Shropshire





How Can you contact IASS?

Shropshire IASS is based at Citizens Advice in Shrewsbury.

Please leave a message for IASS on the Citizens Advice Answerphone

01743 280019

or email us directly at
iass@cabshropshire.org.uk

our Admin Team will get back to you and take further details.

Our website may have have the information you need. Have a look at our Factsheets and Resources at

http://https://www.cabshropshire.org.uk/shropshire-iass/

SEND Review

March 2022

We propose to:

review and **update the SEND Code of Practice** to ensure it reflects the new national standards to promote nationally consistent systems, processes and provision

The review has identified 3 key challenges facing the SEND and alternative provision system.

1. Navigating the SEND system and alternative provision is not a positive experience for too many children, young people and their families.
2. Outcomes for children and young people with SEND or in alternative provision are consistently worse than their peers across every measure.
3. Despite the continuing and unprecedented investment, the system is not financially sustainable.

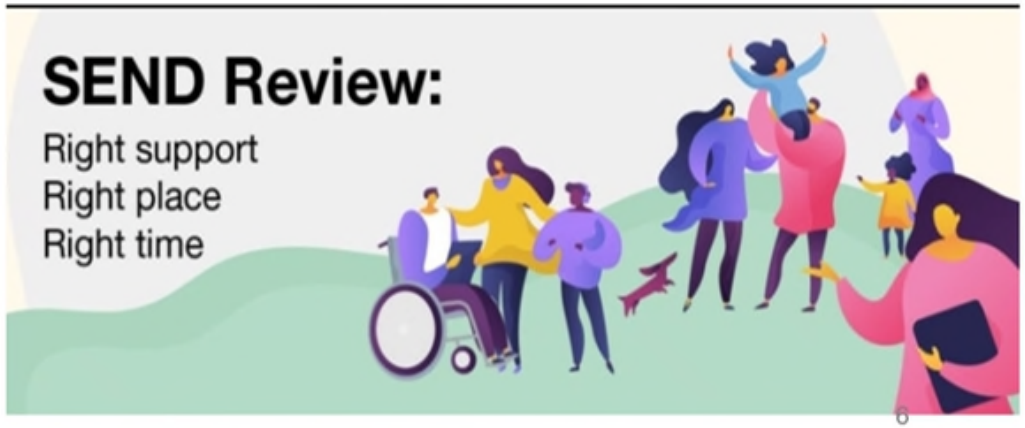
"…the review has identified there is significant inconsistency in how needs are met. Decisions are too often made based on where a child or young person lives or is educated, not on their needs."

Despite an increase of 41% in HN funding over the last 3 years children with SEN are not receiving delivering a consistently good quality provision.

There isn’t ‘one’ reason for the continued challenges – very much a shared responsibility across multiple agencies.

Our overall aim is to:

Create a more **inclusive education system** with excellent local mainstream provision which will improve the experience and outcomes for children and young people with special educational needs and those who need alternative provision.



Department for Education

Improved provision – lead to a rise in expected standards

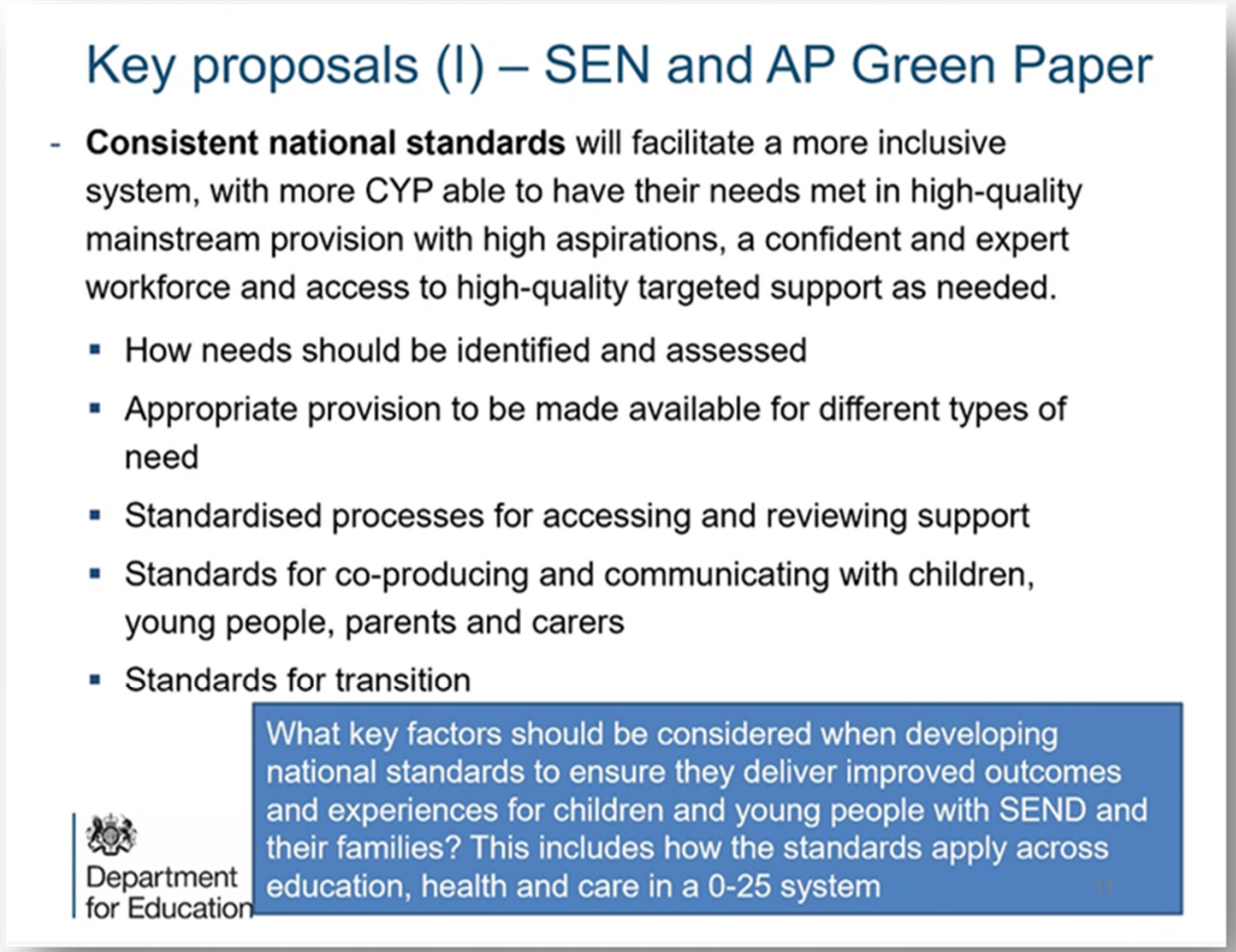
An inclusive education system - The Schools White Paper

- A vision of the school system in which every CYP can fulfil their potential, supported by an excellent teacher, high standards of curriculum, behaviour and attendance, backed by high-quality targeted support for those that need it.
- "*We believe that, with excellent teaching and improved identification of need in **inclusive educational settings**, fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom.*"

Department for Education

Emphasised that the **National Standards** are central to the proposals within this Green Paper

Ensuring greater consistency across local areas also acknowledges local variation in outcomes



New local SEND partnerships to create, own and implement inclusion plan

Key proposals (II) – SEN and AP Green Paper

- Establish new **local SEND partnerships**, bringing together education, health and care partners with local government to produce **a local inclusion plan** setting out how each local area will meet the national standards for provision, processes and systems

How should we develop the proposal for new local SEND partnerships to oversee the effective development of local inclusion plans whilst avoiding placing unnecessary burdens or duplicating current partnerships

Department for Education

Particularly beneficial for schools close to borders/LAC who may be dealing with EHCP's from different LA's

Key proposals (III)

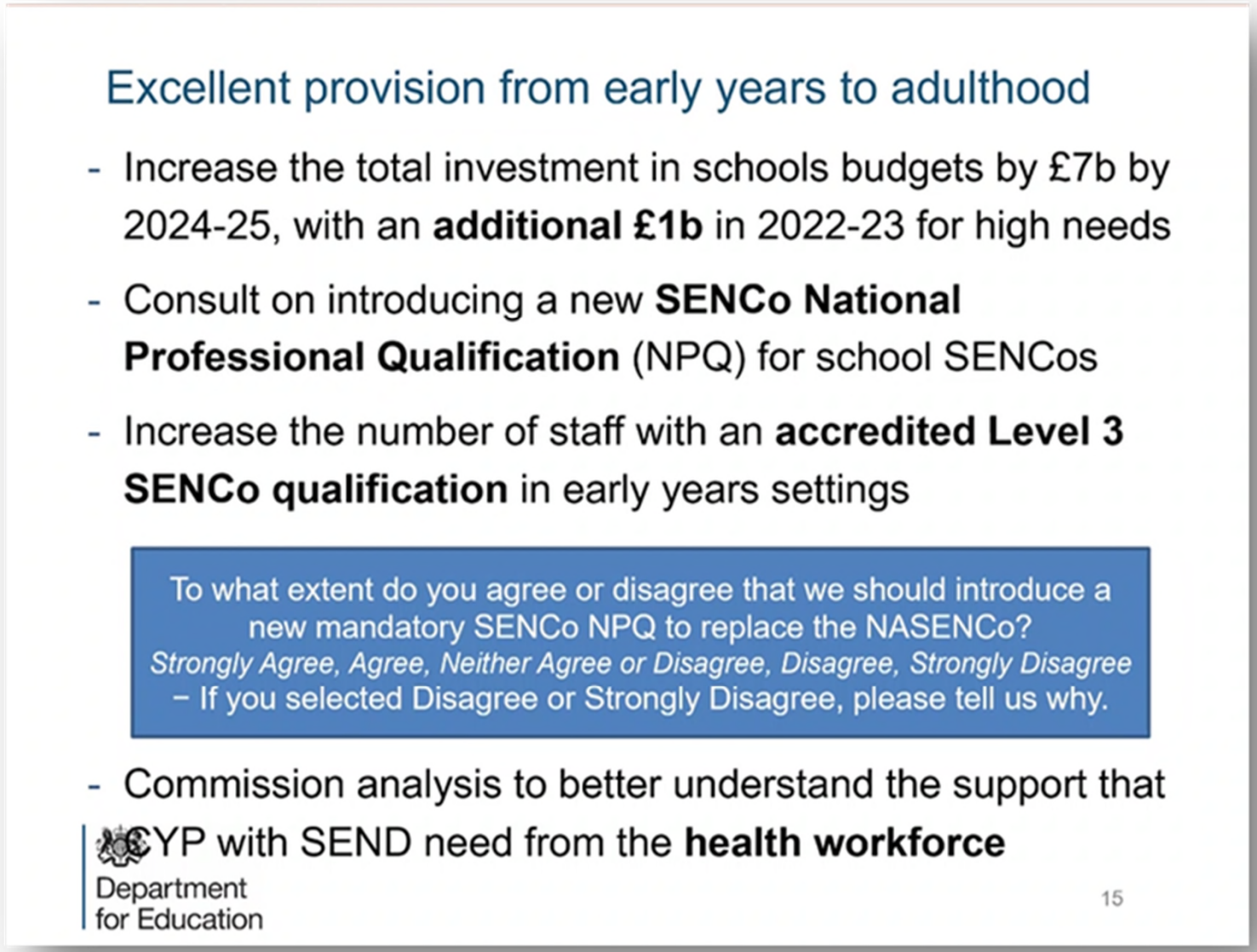
- Mandating the use of **local multi-agency panels** in the EHC needs assessment process
- **Standardising EHCPs** to ensure consistent access to specialist provision
- **Digitising EHCPs** to reduce bureaucracy

What components of the EHCP should we consider reviewing or amending as we move to a standardised and digitised version?

Department for Education

HN **and** School budget increases.

Inline with other NPQ's



Improve mainstream provision through excellent teacher training and development

- **Initial Teacher Training (ITT) -** framework sets out a minimum mandatory entitlement for all trainee teachers with mentoring in supporting pupils with additional needs
- The **Early Career Framework** includes training on identifying pupils who need new content further broken down
- A reformed suite of **National Professional Qualifications** (NPQs) for teachers and leaders, designed to help the teaching profession ensure they support all pupils to succeed in both mainstream and specialist settings
- Establish an **Institute of Teaching** which will become England's flagship teacher development

Excellent provision from early years to adulthood

- Fund up to than 10,000 **additional respite placements** through an investment of £30m
- £82m to create a network of **Family Hubs**
- Invest **£2.6 billon to deliver new places** and improve existing provison for CYP with SEND or who need AP
- Invest £18m over the next 3 years to build capacity in the **Supported Internships** Programme
- Improve transitions at FE by introducing **Common Transfer Files** alongside piloting the roll out of adjustment passports

Department for Education

"…take the support to the child rather than taking the child to the support."

83% of children within AP have SEN

A reformed and integrated role for alternative provision (AP)

- Local SEND partnerships to deliver an AP service
- Focus on early intervention
- LAs to create an alternative-provision-specific budget
- A bespoke performance framework for AP, focused on progress and re-integration into mainstream
- A clear, tiered package of support from AP
  1. **Targeted support** for children in mainstream;
  2. **Time-limited placements** in AP with a return to original school;
  3. **Transitional placements** for children to transition to a different school or to a suitable post-16 destination.
- A call for evidence on the use of unregistered provision
- More children and young people will remain in mainstream schools, improving their experience, wellbeing, and outcomes

Department for Education

New SEND inspection Framework 2023

Accountability, system roles, funding reform (I)

- Deliver **clarity in roles and responsibilities** with every partner having a clear role to play, and having the levers to fulfil their responsibilities
- **DfE's new Regions Group** to take responsibility for holding LAs and MATs to account for delivering for SEND
- Provide **statutory guidance to Integrated Care Boards** (ICBs) to set out clearly how to discharge their SEND statutory responsibilities
- Ofsted/CQC to deliver an **updated Local Area SEND Inspection** Framework

Department for Education

Delivering change for children and families

- Publish a national SEND and AP delivery plan – setting out our response to this Green Paper and how reforms will be implemented
- Establish a new National SEND Delivery Board to bring together national delivery partners across education, health and care and hold them to account

What will make the biggest difference to successful implementation of these proposals?

What do you see as the barriers to and enablers of success?

Department for Education

Summary - An inclusive education system: The Green Paper

- The Review has heard that we need a more inclusive system in order to ensure that CYP with SEND are set up to thrive and are prepared for adulthood.
- We will set out a well-designed delivery programme with a clear roadmap for improvement that stabilises the system in the immediate term and delivers the necessary culture change to build an inclusive system in the longer term.
- Our proposals respond to the need to restore families' trust and confidence in an inclusive education system with excellent mainstream provision that puts children and young people first.
- We aim to ensure that children and young people receive the Right Support, in the Right Place, at the Right Time.

Department for Education

Consultation Deadline

Overview

The government has published a green paper on the future of the special educational needs and disabilities (SEND) and alternative provision (AP) system and is undertaking a public consultation on the green paper's proposals.

Supporting resources

There are resources available to help you understand the proposals on GOV.UK, including:

- A British Sign Language (BSL) version of the green paper
- An easy-read version of the green paper summary
- A guide to help children and young people with SEND or those in alternative provision

Read the SEND review: right support, right place, right time and send us your views.

Closes 22 Jul 2022

Opened 29 Mar 2022

Contact

SENDReview.CONSULTATION@EDUCATION.GOV.UK

SEND Review: Right support, right place, right time - Department for Education - Citizen Space

NSPCC

The NSPCC Schools Service

Supporting you to keep children safe

Kate Warner Schools Coordinator
Shropshire

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Overview

- Summary of our ***Speak out. Stay safe.*** **online programme,** including our pre-recorded online assemblies and supporting resources
- ***Speak out. Stay safe.*** **SEND programme**
- Updates on services, advice and resources.

Speak out. Stay safe' programme

The UK wide and local picture

In February 2020, we reached our goal of delivering *Speak out. Stay safe.* into 90% of primary schools across the UK.

Since the programme launched in 2011, we have reached 21843 schools at least once across 215 LEAs.

In 2019-20 we reached 1.67m children across 7, 391 primary schools (UK wide) with our programme.

In 2021 -22, our virtual Speak out. Stay safe programme reached a total of 894,184 children with delivery in 3,823 schools

Speak out. Stay safe. online

We have created an online programme that can be accessed and delivered in the classroom.

Our programme helps children:

- understand abuse in all its forms and recognise the signs of abuse.
- understand that abuse is never their fault, and they have the right to be safe.
- know how to get help, and the sources of help available to them, including our Childline service.

Links to Relationships / Health Education:

- Relationships
- Feelings & emotions
- Rights & responsibilities
- Healthy lifestyles
- Keeping safe

Speak out. Stay safe. online

There's an online assembly for:

- **KS1**
- **KS2**
- There are BSL & subtitled versions available as well.

To support with the delivery of the online assemblies we have a webpage which hosts:

- An introductory film talking through the resources.
- A summary document of assembly content.
- A letter for parents/carers.
- Feedback surveys.
- Supporting resources to use *before* the online assemblies (KS2 only) and *after* for both key stages.

NSPCC Learning

News | Key topics | Research and resources | Training | Services | Search | Sign in

You are here: Home » Services » Speak out Stay safe online resources

Share

Speak out Stay safe online resources

- Introduction
- Getting started
- Online assemblies
- Supporting resources
- Additional resources

Thank you for your interest in our Speak out Stay safe online programme

This page provides you with everything you need to run the Speak out Stay safe programme in your school using our online resources. The programme links directly to the curriculum and is an effective way to support your school's safeguarding duties.

Please do not share this webpage externally to your school setting. If you're on this page and are yet to register for these resources – register now by emailing schools@nspcc.org.uk

Please note that our Speak out Stay safe online programme content is not suitable to be used as home learning as it needs school staff present face-to-face to ensure it's being received well and is understood by pupils. We therefore ask that it's not used for this purpose.

What's included?

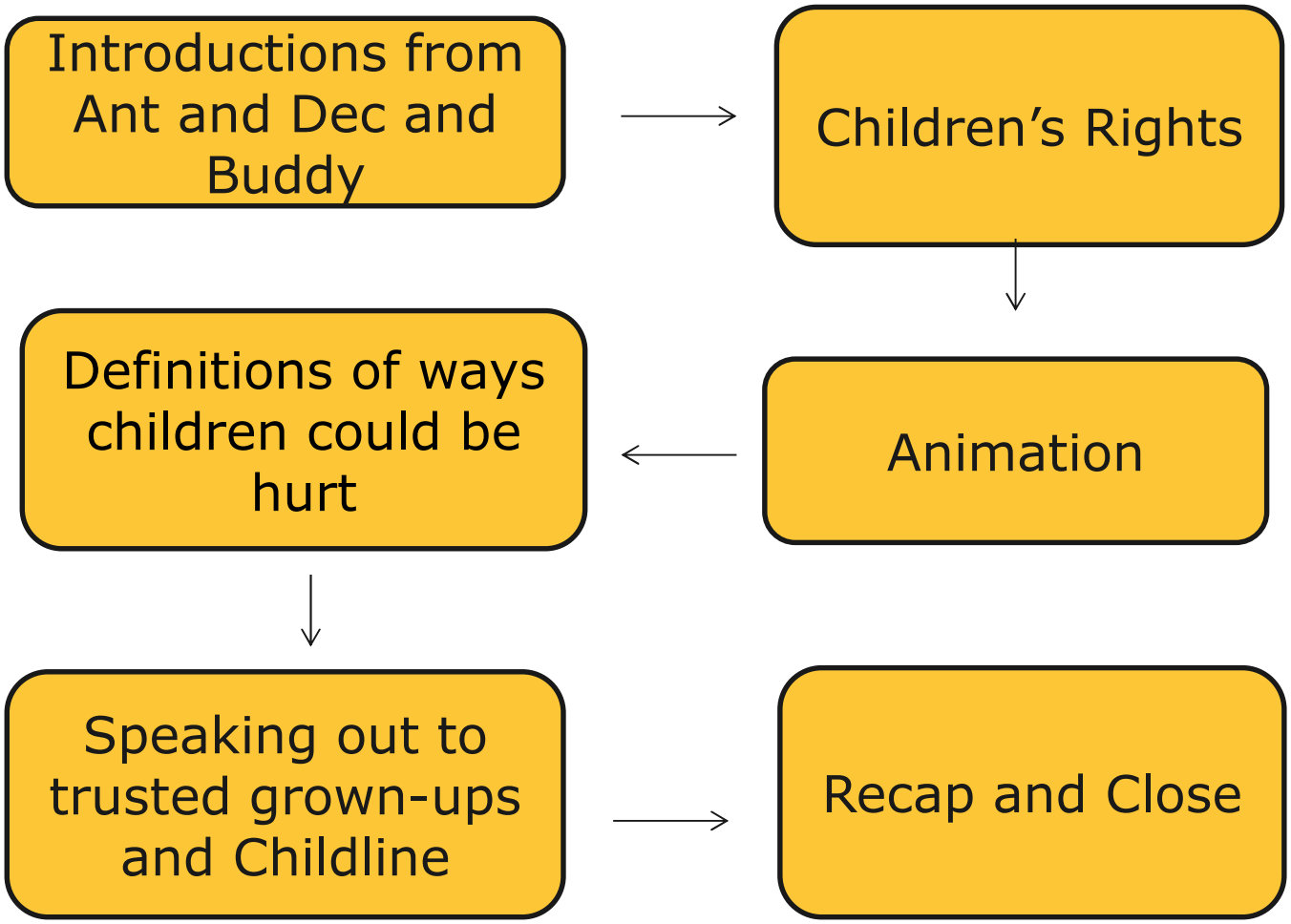
Contact the Schools Service

If you have any questions please contact your local Schools Service Schools Coordinator or email schools@nspcc.org.uk

Monthly education updates

Subscribe to

Online assembly content (KS1)



Pre-online assembly presentation pack

A session to do with pupils in Key Stage 2 ***before*** the online assembly.

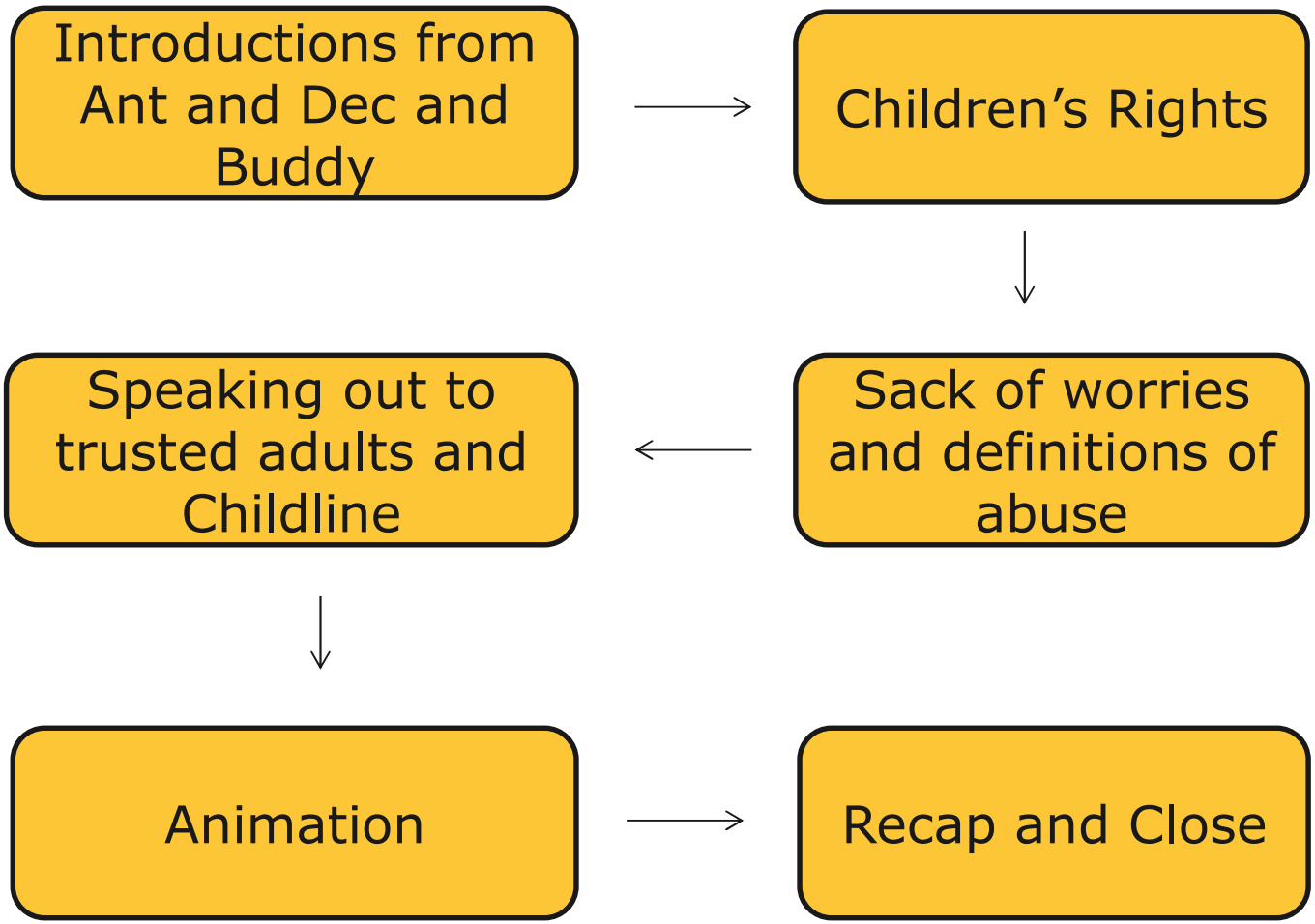
Created with **Twinkl**, this resource creates a foundation on which the online assembly builds. It includes a session with:

- Teaching guidance
- Teaching notes
- A PowerPoint presentation
- Display posters

The session covers:

- Information about the NSPCC
- An overview of Childline
- Introduction to Children's Rights

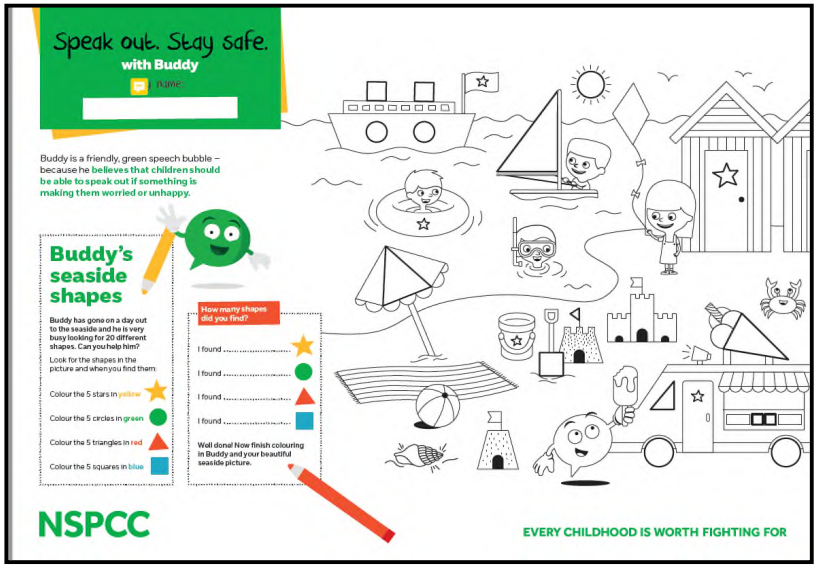
Online assembly content (KS2)



Teaching guidance and lesson plans

To be used ***after*** the online assembly by staff and there's separate documents for each age group:

- **Teaching guidance for delivering the lessons**
- **Detailed lesson plans**

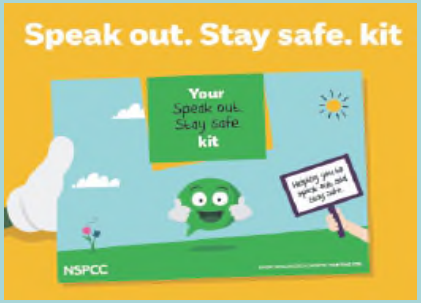


Year 5&6 workshops

Autumn term pilot: to get our volunteers back in to schools to deliver the 1 hour, classroom-based Year 5&6 workshop in follow up to the KS2 online assembly

Blended model was well-received

Slow return as we have a new way of working – volunteer-led workshops



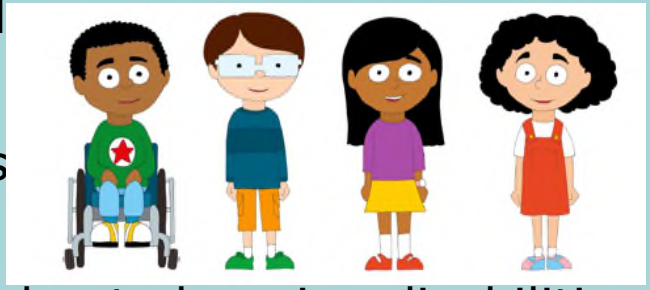
Content of workshops:

- Recap from the KS2 assembly
- OK / Not OK (sexual abuse) activity

- Neglect activity
- Speak out. Stay safe kits
- Recap and close

Speak out. Stay safe. SEND programme for Year 5 upwards

6 session flexible programme to help your pupils understand what abuse is and provide them with strategies to keep themselves safe - including trusted adults



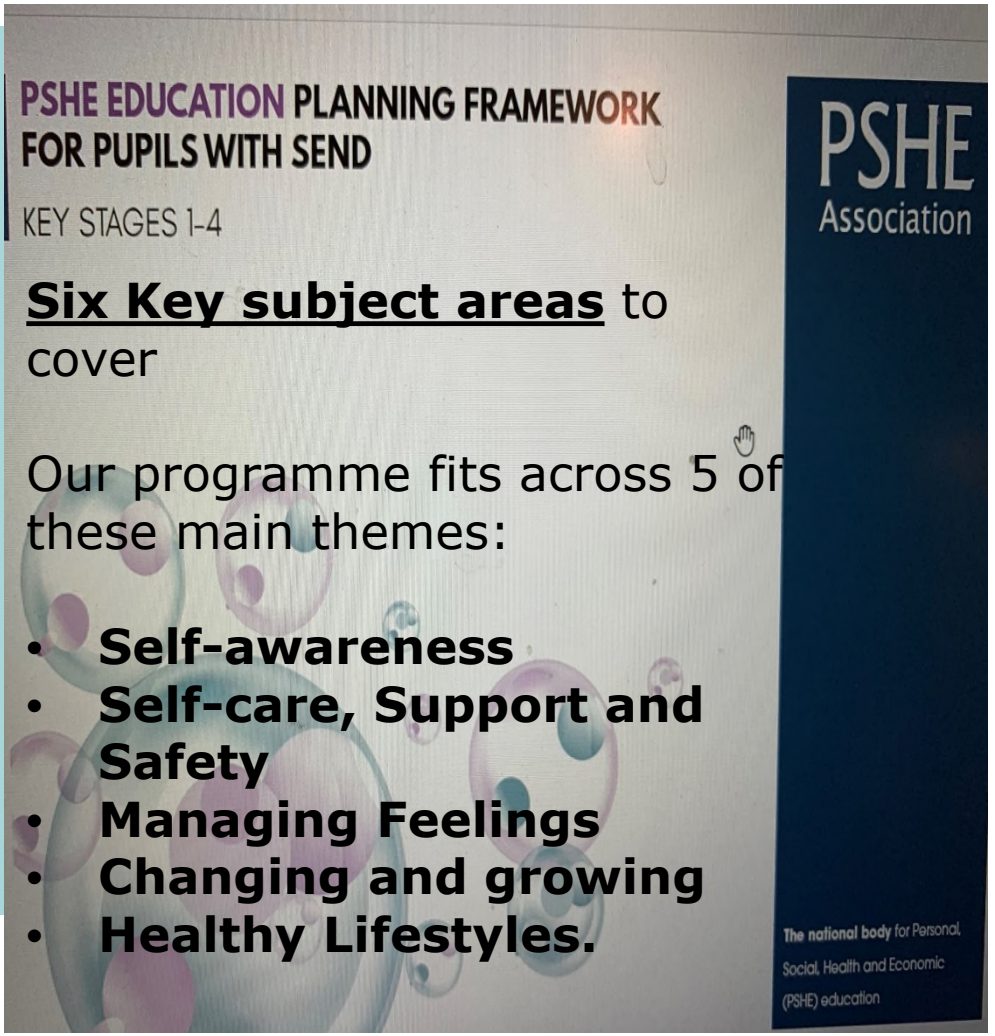
- Materials intended for children with moderate learning disabilities, autism spectrum conditions or other additional learning needs
- Schools with pupils with severe, complex and profound disabilities have successfully adapted and delivered the programme
- Programme is delivered by school staff with our support

PSHE Association

Each session has a summary sheet with overall learning outcomes, a lesson plan with session aims and objectives, a power point, a list of resources, scripts for stories and additional activities to support learning.

The programme fits with the PSHE SEND framework.

You can also use our online Speak out. Stay safe assemblies to support this programme.



Speak out Stay safe SEND/ASN/ALN programme resources

Introduction

Getting started

The sessions

Films for school staff

Thank you for your interest in the Speak out Stay safe programme for children with special educational needs and disabilities (SEND), additional support needs (ASN) and additional learning needs (ALN)

This page provides a variety of resources to help you run the programme in your school.

Please do not share this webpage externally to your school setting. If you're on this page and are yet to register for these resources – register now by filling in our form.

Please note that our Speak out Stay safe SEND/ASN/ALN

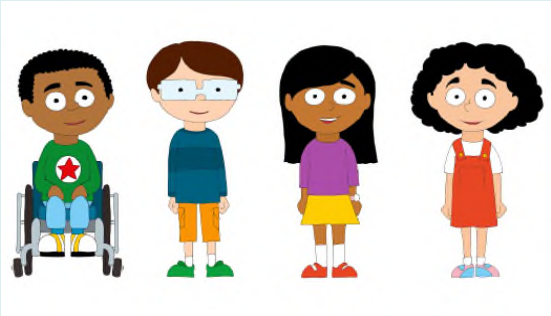
Contact the Schools Service

If you have any questions please contact your local Schools Service Schools Coordinator or email schools@nspcc.org.uk

Request

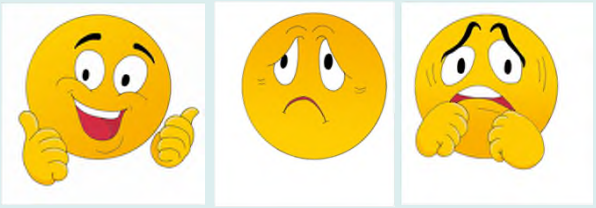
Session 1: Meet Buddy and start on key themes

- **Introducing Buddy** (inflatable Buddy)
- Children's rights.



- **Good or bad ground rules game.**
- Safe circle poster.

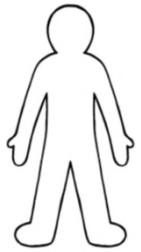
- **Feelings vocabulary games:**
- Identify feelings through acting games
- Sort feelings to match drawings.



- **Introducing the child characters.**
- Small group work to explore ground rules and discuss the questions the characters have about the group.

Session 4: Ali's story sexual abuse.

- **Recap – Strong No and feelings** around bad touch.



- **Theme:** '**Explaining Public/Private parts of the body** Hand pointer' game.
- **Rules:** " Ask before you touch" or " No that's private" "No pictures/videos, no looking, no touching".

- **Colouring areas of the body** – Green / red
- **Ali's story -** Speaking out.
- **Speak out role play** with character masks and mini Buddy cards.

- **Good and bad touch** slides.

Schools Service also provides ....

Lesson plans and activities including:

- **Talk PANTS:** Helping you to keep primary aged children safe from sexual abuse.
- **RSE:**

  It's Not OK (11+) Teaching resources about positive relationships, how to recognise concerning or abusive behaviour and what to do about it.

  Love Life (11 -25 y.o) Films and activities to help young people with special educational needs and learning disabilities learn about emotions, relationships and identity.
- **Online Safety: E-safety for schools**
  Online safety support and resources for schools and colleges.

  To find out more please visit:

  https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans

  https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources

Training and Consultancy

Child protection and online training packages for schools including:

- Child protection in schools
- Online safety
- Safeguarding children with SEND/ASN/ALN
- Safer recruitment in education
- Designated safeguarding lead/officer training

Find out more here: **https://learning.nspcc.org.uk/training**

Consultancy packages:

Tailored to suit your setting. Find out more here:

https://learning.nspcc.org.uk/services/child-protection-consultancy

Supporting the NSPCC

- We rely on the support and generosity of the general public & schools to keep our school-based resources free

- Many schools choose NSPCC as their **charity of the year**

- We have **one key fundraising event per term** for schools which supports those schools wishing to fundraise through a specific, national event. The event for summer term is the NSPCC's Childhood Day taking place on **10th June 2022** and registration is now open.

Supporting the NSPCC

- You can also choose to do your own fundraising event. For more ideas please visit: https://www.nspcc.org.uk/support-us/events-fundraising/do-your-own-fundraising/schools-fundraising-ideas/

We still need your help.

Next Steps

- You can find out more about *Speak out. Stay safe.* here:

nspcc.org.uk/speakout

- A school can request the Speak out. Stay safe online or SEND programmes by visiting the registration page:

Speak out Stay safe programme | NSPCC Learning

- To find out more about our other services, please go to

https://learning.nspcc.org.uk/

NSPCC

Thank you

Any Questions?

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EVERY CHILDHOOD IS WORTH FIGHTING FOR