

SEND News Bulletin

Issue: June 2024

Welcome

Dear Colleague,

Welcome to the latest edition of the Worcestershire SEND News Bulletin.

We hope that the Summer Term is going well for you and your school community. It's been great to finally enjoy some sunshine however, the focus on tests, examinations and transitions means that this can be a particularly anxious time for children and young people with SEND and their families.

You'll be aware that Ofsted and the Care Quality Commission visited Worcestershire last month to inspect our arrangements for children with special education needs and disabilities. We would like to extend our sincere thanks to everyone who contributed information or participated in the inspection. Your involvement has been greatly appreciated.

In this bulletin you will find information and updates from a range of national and local service providers and support teams. We encourage you to read and share with relevant colleagues within your school. We hope that you find the information useful and, as always, would welcome any feedback you may have.

Thank you again for your continued hard work, we wish you all a restful and enjoyable half term break.

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Melanie Barnett

Director for All Age Disability (0-25)

WORCESTERSHIRE
CHILDREN FIRST



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NATIONAL NEWS & UPDATES

National Professional Qualification (NPQ) SENCo

On 22 April 2024, the Department for Education (DfE) amended the [Special Educational Needs and Disability \(SEND\) Regulations 2014](#). The changes come into effect from 1 September 2024. Changes to the Regulations include:

- Introducing the new National Professional Qualification for SEN Co-ordinators (NPQ for SENCOs) from 1 September 2024
- Defining the period by which Special Educational Needs Co-ordinators (SENCOs) undertaking the NASENCo must complete this to meet the statutory requirements for the role

Important information for SENCOs

In March 2023, the DfE announced that a new leadership level NPQ would be introduced as the new mandatory qualification for SENCOs. This will replace the existing National Award for SEN Coordination (NASENCo) qualification.

All mainstream schools (including Academies and Free Schools) must have a qualified teacher, or head teacher, designated as the SENCO. The new NPQ for SENCOs will become the mandatory qualification for SENCOs from September 2024, with teaching beginning in Autumn 2024.

The existing three-year window to complete the mandatory qualification upon taking up a SENCO post will remain following the introduction of the NPQ for SENCOs. Schools and SENCOs will need to ensure that, where necessary, they are enrolled on training that will allow them to meet this requirement.

We will continue to update the existing GOV.UK SENCO qualification page to ensure that schools and SENCOs understand the new statutory requirements. Click here for [more information about transition arrangements to the new statutory qualification](#).

Information for the new NPQ for SENCOs

- The introduction of the NPQ for SENCOs will play a key role in achieving our ambition to improve outcomes for disabled children and young people and those with SEN by ensuring SENCOs consistently receive high-quality, evidence-based training.
- NPQs are trusted, transferable qualifications designed to provide high-quality professional development, transform practice and provide the skills and knowledge needed to benefit pupils.
- The NPQ is underpinned by a new content framework which sets out what SENCOs need to know and be able to do to fulfil their role successfully and confidently. The [full NPQ for SENCOs framework can found here](#).
- NPQ scholarship funding will be available to support participants undertaking the new mandatory NPQ for SENCOs in Autumn 2024.

Teachers and school leaders can sign up now to register their interest in taking the NPQ and will receive an email notification when the service opens (summer 2024). [Please register your interest here](#).

Find [further details on the new NPQ for SENCOs](#) or download the NPQ SENCO [communications toolkit](#).

Kooth Update

Last year, the NSPCC reported a 10% increase in young people receiving counselling support for exam stress. And our own data shows that almost 20% of young people visiting Kooth seek help about school/college issues or exam stress.

With many young people preparing for their upcoming exams this term, please let them know that Kooth is here to help with any stress or anxiety they may be feeling. Kooth offers **24/7 instant access** to anonymous and personalised mental health support to your patients, including those who do not meet thresholds or are on a waiting list for CAMHS or NHS Talking Therapies.

Helpful Resources:

- **Support guides for young people:** Share [6 new support guides for young people](#), which offer helpful advice and information on social anxiety, eating difficulties, self-injury, suicidal thoughts, and safety plans, in addition to a young person's experience on Kooth.
- **New social media assets:** Check out brand-new [digital posters and video assets](#), as well as [suggested tweets and templates](#), which you can share on your website and social media channels.

Did you miss any of our KoothTalks webinars? [Click on this link to the Kooth Vimeo account](#) to check out the bank of past webinars from this year.

Outcomes for young people who experience multiple suspensions

The Education Policy Institute have recently published a report on [outcomes for young people who experience multiple suspensions](#). The report explores the relationship between suspensions in secondary school and outcomes for pupils in England, including GCSE grades, type of provision in year 11, the identification of special educational needs and disabilities, and levels of persistent absence. Data on the number of children temporarily excluded at least once during the Autumn Term in Worcestershire can be accessed on [Google Drive](#).

Maximise the use of your National Tutoring Programme funding with holiday tuition

Schools can use the [National Tutoring Programme \(NTP\)](#) to contribute to 50% of tutoring costs until 31 August 2024. This includes using your school's grant to deliver tuition in the holidays. This can help pupils get a head start in preparing for the new academic year, including:

- disadvantaged pupils
- pupils with SEND
- pupils with persistent absence
- pupils working below the relevant test or grade boundary

For more information read the [blog by Harvey Grammar School](#) on how tutoring in the summer had a positive impact on pupils.

Access the [NTP guidance for schools](#) for information on which pupils you should consider for tutoring.

LOCAL NEWS & UPDATES

Early Years Inclusion Notification

My child is in the summer term of their preschool year. Do I need to complete an Early Years Inclusion Notification?

The Early Years Inclusion process has many functions. Some of which are to facilitate statutory duties.

If a child is in their preschool year, and has complex needs, then we request that a notification is made. Where notifications are submitted after 30th April in the child's preschool year, the early years Inclusion process is unable to offer an outcome for child specific work from the Inclusion Support Services. Instead, an outcome of 'No further Action' may be issued.

In those circumstances, the Early Years Inclusion Area SENCo team will continue to offer advice and guidance to support all early year's providers. The new Early Years Inclusion Process has been designed to support the enhanced transition process in several ways:

- Supporting early identification of needs so that targeted provision can be put in place and closely monitored and reviewed over time.
- Additional support from Inclusion Support Services to provide specialist support through the graduated response. If these professionals are involved at point of transition, they will be involved in the transition process.
- Ensuring that children who require an EHC needs assessment have this requested prior to transition.
- From Summer Term 2024 RETA funding is no longer available to settings however, for significant children an individual extended transition may be required. This will need to be initiated by the provider SENCo with the receiving school SENCo as soon as school placement has been confirmed.

Evaluation

We are seeking feedback from providers on the Early Years Inclusion Process. This is anonymous, and can be completed following a visit from the Early Years Inclusion Team.

[Complete provider questionnaire](#)

Inclusion Surgeries with the Area SENCos offer

The Area SENCo Team will be offering surgery support sessions every half term. These are dedicated afternoon surgeries for Early Years SENCOs giving the opportunity for a 30-minute meeting (currently delivered via the telephone). The purpose of the meeting is to discuss more complex Inclusion issues with an Area SENCo.

26th June 2024: 13:30-14:00, 14:15-14:45, 15:00-15:30

Booking is essential as places are limited. To book your place you will need to add your name and number onto our [booking document](#).

SENCO Attendance at Placement and Provision Panel

Each Tuesday and Thursday morning 9-11am the Multi-agency SEND Placement and Provision Panel takes place. The purpose of the SEND Placement and Provision Panel is to ensure there is transparent, consistent, fair and focused decision making, in line with the legislation for the educational placement of children and young people with Education, Health and Care Plans (EHC Plans).

The SEND Placement and Provision Panel is where a decision is made about the type of educational setting that a child or young person requires.

They also make decisions relating to:

- any changes to the level of support
- not to issue an Education, Health and Care Plan following an assessment or reassessment
- cease to maintain an Education, Health and Care Plan
- all requests for a Personal Education Budget or EOTAS package
- any requests that have a financial cost for example requests for a change in banding

More information can be found on the [SEND Local Offer](#).

Each panel is attended by a SENCO who contributes to the decision-making process. If you are a SENCO, in any phase, and would like to be part of the panel process, please follow the link to the sign up spreadsheet below. Once accessed, you will be able to identify the dates that are available and you are able to attend.

 [SENCO Panel Attendance.xlsx](#)

Starting Well Partnership - Parenting and Community Teams

Herefordshire and Worcestershire Health and Care NHS Trust have produced the following poster with details of their various websites and QR codes which provides details of support, advice, courses, groups and workshops available for families and schools.

[Download Parenting and Community Teams poster](#)

FUNMOVES

Are you concerned about fine and gross motor skills in your school?

The Centre for Applied Education Research is looking for schools with pupils Years 1-6 to take part in a free research project called 'School-based Fundamental Movement Skill Screening (FUNMOVES)' FUNMOVES is an evidence-based FMS screening tool which was co-produced with schools to enable teachers to assess the FMS of their whole class within an hour.

You can [download the flyer](#) to see more information about what is involved. If you are interested please [sign up via the CAER website](#).

Gathering and using CYP voice in educational settings

We are keen to understand how educational settings make use of school councils, or equivalent mechanisms to influence educational systems, and also whether educational settings use this forum to contribute to local or national initiatives for children and young people (CYP).

Please [complete the survey](#) and if you would like to be kept up to date about this work, please enter your email address in the last question.

Ordinarily Available Provision – parent carer voice wanted

There is a new guidance document being produced for Worcestershire education providers and parents/carers on Ordinarily Available Provision. Worcestershire Parent Carer Forum (previously known as Families in Partnership) are looking for 2-3 parent carers from each age group to meet with WCF to provide the parent carer voice and contribute into the guidance.

They are looking for parent carers of a child attending a mainstream provision and on the SEN register, but does not have an EHCP. They are holding online sessions split into the age group of the child:

- Early Years, KS1 and KS2 – Monday 17th June, 6-7pm
- KS3, KS4 and post-16 – Monday 24th June, 6-7pm

If you know of any parent carers who would like to contribute, please download and send the [Ordinarily Available Provision flyer](#).

Representatives needed for Preparing for Adulthood Audit

Last year we completed an audit across Worcestershire Social Care, SEND, Health and other partner agencies to assess how well we were preparing young people for adulthood. This was done by a series of workshops that included parent carer representatives and young people representatives. We are now reviewing this and would like to invite representatives from middle and high schools to contribute to an online meeting on Monday 1st July 1.30 -2.30. If you would like to contribute to this work, please email Louise Oland, Senior Educational Psychologist at: loland@worcschildrenfirst.org.uk

SMHL Training Grant

Secure your grant to improve your school or college's approach to mental health and wellbeing in 2024. Grants of £1,200 are still available to access continuing professional development (CPD) for your school or college's mental health lead. If you haven't already done so, claim your grant this term and join the 15,000 schools and colleges that have already accessed a DfE quality assured [senior mental health lead](#) course, including 74% of schools in Worcestershire. The training will develop your mental health lead's [knowledge and practical skills](#) to embed an effective [whole school or college approach](#) to mental health and wellbeing.

87% of senior leads who completed the training in 2021-2022 said that it enabled them to plan or improve their approach, and 83 per cent said that they would recommend the course to others. The training includes important topics to lead change in your setting, such as:

- Understanding and identifying mental health and wellbeing needs and monitoring the impact of support
- Approaches to plan and lead change aligned to the work of your DSL and SENCO
- Developing your universal and targeted support offer
- Engaging students/pupils and developing positive relationships with parents, families and carers.

Take five minutes to [claim your training grant](#). You can also use the grant to pay for supply cover while leads are engaged in learning and/or to pay for additional training or resources to help with implementing your approach. Choose from over 90 quality assured courses at beginner, intermediate and advanced levels, delivered on-line or face-to-face and tailored to the needs of your settings.

You can now also [claim a 2nd grant](#) if your trained mental health lead left your setting before fully developing your whole school or college approach.

Recently launched:

Access a [new resource hub](#) to help mental health leads embed a whole school or college approach to mental health & wellbeing. This has been developed with Anna Freud, in partnership with education representatives and mental health experts.

A new [targeted mental wellbeing support toolkit](#) is also available. This provides a practical guide and filterable tool to help schools and colleges review, refresh and develop effective targeted support for pupils and learners with social, emotional and mental health needs.

Senior leads tell us about the action they've taken to shape their approach by enabling student voice – read about this [Department for Education Teaching Blog](#).

YourSpace Mental Health and Wellbeing Hubs

YourSpace are mental health and wellbeing hubs for children and young people aged 11-25 available in community locations across Worcestershire.

YourSpace recognises the need for early support to help children and young people cope better with their mental health and wellbeing and prevent escalation to more serious mental health difficulties.

They provide a single point of early access, without the need for an appointment to both one to one and group support for children and young people. No referral is required for anyone over 16 years but those under 16 will need a parental/professional referral with parental consent.

YourSpace can help children and young people facing a range of issues including:

- Low mood, anxiety and stress
- Improving self-esteem, confidence, and building resilience
- Managing emotions
- Support with relationships, family, friends, bullying and boundary setting
- Self-care, exercise, sleep, routines and motivation
- Difficulties in school and college
- Online safety
- Housing and benefits

YourSpace may also facilitate access to more intensive support and interventions.

Where you can find YourSpace:

- [The Old Needleworks, Redditch](#) - Mondays, 12noon to 7pm
- [Malvern Cube](#) - watch this space!
- [The Hive, Worcester](#) - Wednesdays, Thursdays and Fridays, 12noon to 7pm
- [Riverside Health and Wellbeing Hub, Evesham](#) - watch this space!
- Redditch - watch this space!
- [Droitwich Wellbeing Hub](#) - watch this space!

Further information on YourSpace including a flyer, postcard, briefing note and press release can be downloaded from [Google Drive](#).

Cranstoun Here4YOUth in Worcestershire

Cranstoun Here4YOUth in Worcestershire provides drug & alcohol support for young people. Cranstoun's young people services are designed with young people in mind and their Worcestershire service is for young people (under 18) who need alcohol or drug support.

They also offer support to young people, family and carers who are affected by someone else's drug or alcohol use. Everyone needs different support, and they work alongside people to achieve their unique goals. Their free and confidential support could include:

- one-to-one support in a safe space
- information about alcohol & drugs
- setting goals for positive change
- harm reduction advice and how to stay safe
- health checks, screenings & links to sexual health support
- clinical support appointments with a nurse
- group sessions & peer mentoring
- job and career support
- lifestyle advice
- signposting to other services
- family and carer support

Cranstoun also supports people in Worcestershire affected by a loved one's drinking or drug use. They offer advice, support and guidance for family members and friends to cope with someone else's substance use through their Family Support Service. Alcohol and drug use can greatly impact individuals, families and communities. Their service is for both young people (under 18) and adults.

You can access both the Here4YOUth Service and Family Support Service on 0300 303 8200 or by visiting their website at: www.cranstoun.org.

Please download and share their [service flyers](#) with parents and carers. A copy of their referral forms are also available to download from our [Google Drive](#).

Hereford and Worcester Dyslexia Association (HWDA) Update

[Find the latest newsletter from HWDA here.](#)

For further information about the new definition of dyslexia, please visit the [Patoss website](#).

The Emotional Impact of Dyslexia – Letter from Katrina Kear-Wood, President of HWDA

Children with dyslexia are at higher risk for intense feelings of sorrow and pain.

Anxiety is the most frequent emotional symptom reported by children and adults with dyslexia. Anxiety is a normal, adaptive human response intended to protect us from danger. It often results in the typical reactions of fight, flight, or freeze when encountering an adverse situation. This response can interfere with day-to-day functioning and children become fearful because of their constant frustration at school. The anticipation of possible failure when asked to read or spell, which may apply to many new situations, can result in anxiety. Anxiety can cause avoidance. This can then be misunderstood and misinterpreted as laziness or bad behaviour.

Another emotional response is anger, out of frustration with school or social situations. Anger is a common manifestation of anxiety and depression. In addition to the obvious difficulties in a school environment, children and young people with dyslexia often find school a challenge. Dyslexia can affect memory, organisation, time - keeping, concentration, multitasking and communication. It is not uncommon for the levels of frustration and anxiety to wax and wane, frequently correlating with the level of understanding and support our children are provided with. Consistent support and encouragement is needed. Other strategies include listening, providing a clear understanding definition of dyslexia, incorporating the appropriate language, so the child or young person understands their unique profile, their strengths and weaknesses, what a 'spiky profile' means to them.

Celebrate strengths associated, including reference to famous people with dyslexia, refer to organisations and charities such as Made by Dyslexia, the British Dyslexia Association, the Dyslexia Show and the Hereford and Worcester Dyslexia Association, championing the amazing strengths and increasing awareness of dyslexia.

Children with dyslexia may also be perfectionists, the setting of clear and obtainable goals/ targets to show that progress has been made may be beneficial. Ensure consistency, allowing for scaffolding and chunking of activities and ensuring reasonable adjustments are in place, as well as understanding by those supporting and teaching.

It is essential that self-esteem is nurtured, incorporating positive reinforcement, celebrating successes, in and out of the classroom. Encouraging activities children and young people can shine in will foster a more positive sense of self-worth, external achievements can boost wellbeing and have a positive emotional impact within the classroom. Practitioners can mirror this sense of achievement by supporting and praising activities the child or young person thrives in, helping them feel good about themselves.

It is essential that our children and young people are given a voice and share their experiences at school, including their frustrations and what helps them reduce anxiety to promote a positive self-esteem and improve their wellbeing.

On our website under the parents' area there are lots of resources and signposts for emotional support and promotion of wellbeing, including organisations and videos, which you might like to look at and share as appropriate with your children and young people. We will be presenting on the Emotional Impact of Dyslexia to raise awareness and we will be sharing some of our children's experiences, what has or would help, so our children and young people can influence and impact. The HWDA strives to promote understanding and awareness of dyslexia.

Herefordshire & Worcestershire SENDIASS

Free Training for Parents/Carers & Professionals

[The Herefordshire and Worcestershire Special Educational Needs/Disability Information, Advice and Support Service \(SENDIASS\)](#) offer a range of FREE SEND training workshops and webinars for parent carers and professionals. There are still spaces available for the upcoming summer term workshops. SENDIASS would appreciate your help in informing the families that you support about the following opportunities. [Download a flyer for you to distribute to families or share in your newsletters.](#)

Workshops currently available for **Parent Carers**:

- [Autism and Me \(developed by autistic young people\)- HW SENDIASS](#)
- [What does a good Education Health & Care Plan \(EHCP\) look like? – HW SENDIASS](#)
- [How to check a draft Education Health and Care Plan \(EHCP\)-HW SENDIASS ONLINE WORKSHOP](#)
- [What you need to know if your child has an additional need/ disability- HW SENDIASS ONLINE WORKSHOP](#)
- [Who are SENDIASS and how can they support me? - HW SENDIASS Online Information Session](#)

Workshops currently available for **Professionals**:

- [Autism & Me \(Developed by Autistic Young People\) Workshop for Professionals- HW SENDIASS](#)
- [Herefordshire and Worcestershire SENDIASS Online Information Session for Professionals](#)
- [Special Educational Needs \(SEN\) Support and The Graduated Response in Schools Workshop for Professionals- HW SENDIASS](#)
- [What Does a Good Education Health and Care Plan \(EHCP\) look like? Workshop for Professionals- HW SENDIASS](#)

All sessions are interactive, enabling participants to ask questions.

If you have any questions about the workshops or would like to host a session at your setting, please contact SENDIASSTraining@worcestershire.gov.uk for more information.

SENDIASS Leaflets

If you would like hard copies of the [SENDIASS service leaflet](#) or the [SENDIASS Training Poster](#) (poster also available as a JPG) to display in your setting, please contact SENDIASS@worcestershire.gov.uk and they will arrange to send them out to you.

Contact SENDIASS

For free, impartial information, advice and support on matters relating to children and young people who have or may have SEND, contact SENDIASS on 01905 768153 Monday-Friday 8.30am-4pm or email sendiass@worcestershire.gov.uk

For regular Special Educational Needs/Disabilities (SEND) updates, sign up to the SENDIASS mailing list by clicking the sign-up link on their [SENDIASS Contact page](#) or follow them on social media:

- [Facebook-HWSENDIASS](#)
- [X-HWSENDIASS](#)
- [Instagram-HWSENDIASS](#)

Graduated Response to Preventing Exclusions

Following consultation, we are pleased to launch Worcestershire's 'Graduated Response to Preventing Exclusions'.

Thank you to everyone who contributed feedback and suggestions to refine this document.

The 'Graduated Response to Preventing Exclusions' outlines Worcestershire-specific actions, interventions and support in promoting inclusion at a universal, targeted and specialist level.

The 'Graduated Response to Preventing Exclusions' can be found on the Inclusion in Educational Settings webpages via the following link: [Exclusions and fair access | Worcestershire County Council](#)

TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NPQ SENCo

Rivers Teaching Alliance have partnered with The National Institute of Teaching to offer the new fully funded SENCO qualification from Autumn 2024. We feel very privileged to have been involved in writing the materials for this qualification alongside local and national SEN specialists.

The National Institute of Teaching programmes are informed by research and designed in schools with a focus on being respectful of colleagues' time. As with all of our NPQs at Rivers, the face to face sessions will be led by current, specialist practitioners with relevant classroom and leadership experience.

Please [download the information sheet](#) for more details.

Expressions of interest for the course are now open via the [National Institute of Teaching Website](#) (choose South and West in the drop-down menu).

An expression of interest is not a confirmed place on the course but, as places are likely to be limited nationally, we would recommend filling this in so that when they do open, you are already on the list.

Please do get in contact via the website for further information. [National Professional Qualifications \(NPQs\) | The Rivers CofE Multi Academy Trust](#)

- *The NPQ for SENCOs is mandatory for all practising and aspiring SENCOs*. They will need to complete this qualification within their first three years in the role.*
- **Please note that SENCOs who have already obtained the NASENCO qualification do not need to complete the NPQ for SENCOs, as well as SENCOs appointed before 1 September 2009.*

Haybridge Teaching School Hub

New CPD SEND events for the Summer term

Haybridge Teaching School Hub have once again collaborated with the Albright Learning Centre to bring you another fantastic selection of CPD SEND events taking place over the Summer. These events are FREE* to attend and you will receive a certificate of attendance, for your records.

Places are limited, so please book quickly to avoid disappointment.

For more information and to book your place, please use the QR code below or view the [collection on Eventbrite](#).

SUMMER FREE SEND CPD


1 hour online sessions, 4-5pm, no limit to places


Course title	Date	Course provider
Papyrus: Prevention of Young Suicide	Tuesday 16th April	Papyrus
SLCN and Mental Health	Tuesday 23rd April	Claire Westwood BCU
An Introduction to Autism	Tuesday 4th June	Ormiston Forge Academy
Independence and Resilience in the Classroom	Monday 10th June	Georgina Durrant
An Introduction to ADHD	Monday 17th June	The Westminster School
Decoding and Implementing an EHCP	Wednesday 26th June	Wodensborough Ormiston Academy
An Introduction to ODD and PDA	Wednesday 3rd July	Sarah Johnson

In person sessions, refreshments included, limited places

Course title	Date and time	Course provider
Experience day	Monday 13th May	The Royal National College for the Blind
Experience day	Tuesday 21st May	Sycamore Short Stay

Access our booking page on Eventbrite using the QR code





*Experience Days will incur a £50 charge to your organisation for non-attendance without at least 48hours (business days) notice, unless in extreme circumstances.

Inclusion Conference

Develop your strategic oversight of SEND: by supporting the leadership and development of an inclusive culture, to achieve an ethos that enables your pupils and teams to thrive.

At our 2024 Worcestershire Inclusion Conference we aim to inspire everyone, with keynote speakers, workshops and the opportunity to discuss and reflect with others in schools/settings across Worcestershire. Hear from two inspirational Keynote speakers.

During the day delegates will attend three workshops which include: Using the revised dyspraxia pathway to support pupils in school, Everyday transitions: What makes a school day challenging for autistic children and how can we help? and Intensive Interaction.

This conference is aimed at SENCOs, Inclusion Leads, Senior Leadership Teams and all those working in educational environments, with a role and passion for supporting all those in their community to achieve their aspirations.

[Book your place on Inclusion Conference](#)

Effective deployment of Teaching Assistants

This is a practical, 2-part course designed for Teaching Assistants to enhance their inclusive practices within the classroom and beyond. The aims of the course are to:

- Understanding the role of the TA using evidence informed approach.
- Exploring ways of working effectively in and beyond the classroom to maximise support for all pupils.
- Exploring ways to promote independence in children's learning.
- Providing opportunities for self-reflection and auditing skill set - Promoting collaboration and sharing practice, what works well?

Cost: £100 + VAT

24 June and 8 July 2024, 9am to 12pm, Worcester

Course code: SCH 10406 / 83747 (please note this is the re-arranged date and was originally taking place in March 2023)

[Book your place on Effective Deployment of Teaching Assistants](#)

What is the SCERTS Approach?

SCERTS: Social Communication Emotional Regulation Transactional and Support

SCERTS is an evidence-based framework for assessing children who need support with their social communication and emotional regulation skills, including autistic children. Transactional support is the support given to children to reach their goals and achieve their potential.

The SCERTS approach is not a prescriptive curriculum, and it works alongside practice in settings and home. Designed to be collaborative and to value the contributions made by settings and families to a child's development, setting goals to reflect what the child can do with the right support. A strengths-based approach, so it starts with what a child can do instead of what they can't do.

To find out more about SCERTS access Stage 1 of the programme a free webcast. Once your setting / school has watched Stage 1 you can progress onto Stage 2.

We are soft launching "What is the SCERTS Approach" therefore from 15 April 2024 until 12 May 2025 those who are working with EYFS children in Settings / Reception / School ran nurseries can access this webcast.

Only one member of staff needs to be booked to get all the Stage 1 information, as once you have the webcast it can be shared amongst your EYFS team. [Book on to the SCERTS training here.](#)

Stage 1 schools / settings can access Drop-In Sessions and if they have questions and wish to progress onto Stage 2 and access the full training please contact the training team by emailing: workforcesupport@worcschildrenfirst.org.uk

Understanding and Supporting Sensory Processing Differences in the Classroom

The Autism & Complex communications Team are pleased to announce that an additional course for Understanding and Supporting Sensory Processing Differences in the Classroom has been planned before the end of the Summer Term to meet demand. This fantastic two-hour course is currently being offered free to Local Authority / Academy and Free Schools.

Understanding and Supporting Sensory Processing Differences in the Classroom is a 2-hour course delivered over two parts and will cover:

- Key sensory processing differences in autistic children and young people and how this may present in a school setting.
- The importance of sensory differences in the DSM V Criteria.
- Strategies and tools to gather information and make reasonable adjustments.

Cost: FREE to Worcestershire Local Authority / Academy and Free – Schools max: 2 places per school
Cost: Independent Schools and other settings: £35 + VAT per delegate

- 17 June and 8 July 2024, 4pm to 5pm, virtually delivery, course code: SCH 10426 / 85165

TIAAS Network Meeting

An opportunity to come together, share what's working well and co-construct the Worcestershire TIAAS (Trauma Informed Attachment Aware settings) Pathway.

Open to all schools / settings regardless of whether they attended the Introduction to Worcestershire TIAAS Pathway or not.

Cost: Free and a maximum of two delegates per school / setting

- 17 June 2024, 3.45pm to 5pm, virtual delivery, course code: 10444 / 84823

Book your place on any of the above training via [WCF:CPD](#) using your school CPD leader login details. Confirmations are issued at the point of booking and go to the delegate email provided. If your school requires support when booking, please contact the training team on 01905 844 420 or email workforcesupport@worcschildrenfirst.org.uk

RESOURCES

Sensory Audit Tools

A reminder from the CCN Team – particularly pertinent in preparing for transition, moving classrooms etc. Our sensory audits, cowritten with NHS OT colleagues, can help settings to consider their sensory environment. Support can be accessed from CCN in implementing these. You can access the audit tools in the last section of this page:

[Physical and sensory | Worcestershire County Council](#)

Exam stress – useful resources for teachers, parents and pupils

We are aware that exams have the potential to exacerbate feelings of anxiety and stress amongst young people. That is why it's important that whilst pupils should be encouraged to work hard, this should not be at the expense of their wellbeing.

There is a range of advice and guidance for students and parents to help alleviate or lessen the anxiety they have about sitting exams, including:

- [NHS Help your child beat exam stress](#)
- [Anna Freud: How to identify the signs of academic stress, and ways to help](#)
- [Student Minds – resources, tips and blogs about exam stress](#)
- [Ofqual: Coping with exam pressure – a guide for students](#)

SEND Podcast

The SENDcast is a weekly podcast focusing on Special Educational Needs and Disability (SEND). It is an effective way to keep up to date with policy changes, best practice and to improve your knowledge around SEN. The weekly podcast features a different guest or guests talking about a specific topic related to Special Educational Needs. [Listen to SENDcast](#)

CONTACTS

SENCo Contact Details

Please ensure that we have the current email address (school/work based) for your school's SENCo/Inclusion Leader or SEND Team to enable them to receive ongoing communications including updates, information, Bulletins, and training opportunities.

If your SENCo/Inclusion Leader has a change of email address, please email sread2@worcschildrenfirst.org.uk to ensure your school's details are updated. Thank you.