

SEND News Bulletin

Issue: July 2024

Welcome

Dear Colleague,

Welcome to the final edition of the Worcestershire SEND News Bulletin for this academic year.

As we approach the end of term, we would like to take this opportunity to say a huge thanks to you and your wider teams for all your hard work and efforts. Our best wishes also, to those who are retiring or moving on to new challenges.

It was lovely to see so many of you join us for the SENCo Network events this year, please find details of the events for 2024-25 outlined on page 7. We look forward to welcoming you to the meetings next academic year.

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 and commitment to meeting the needs of the children and young people with SEND and their families, we wish you all a restful and enjoyable Summer break.

Helen Harris

Learning & Teaching Adviser, SEND/Inclusion

Melanie Barnett

Director for All Age Disability (0-25)



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NATIONAL NEWS & UPDATES

Kooth Update

Kooth is available throughout the summer holidays - our professional mental health practitioners support young people with whatever's on their mind, from loneliness, family or friendship issues, to body image, self-harm or suicidal thoughts.

[This summer we're also running a campaign called Go Somewhere Good! Please let your young people know!](#)

We're sharing inspiring ideas of good places and things to do over the holiday. Everyone who votes for their favourite idea has the chance to win a prize that might give young people an alternative to spending too much time on their phone - prizes include skateboards, frisbees and £50 book vouchers.

For families, many of whom can't afford to take their children on holiday or to take time off work all summer, we have some resources for you to share:

- Free KoothTalks webinars "*Parenting pressures during the summer holiday and how we can help*" - here's the [booking form](#) for you to email to parents
- [Activity sheets](#) to supplement all the good ideas of things to do that are available on Kooth.

Coming up in September

A nationwide competition to find the KOOOTH FUTURE COUNCIL – a unique opportunity for 16–18-year-olds to win a place on our new youth-powered content team. Winners will get the chance to learn and collaborate with talent from the creative arts, turn their ideas into positive mental health action for young people across the UK, AND learn vocational skills that look great on a college application, CV or UCAS form.

Stay tuned for more information on how your students can enter this creative competition at the start of the new school year!

Support for students experiencing anxiety

We'll be offering online sessions around anxiety management - especially helpful for new Year 7s and those entering exam years:

- For young people (live-streaming to your classroom): KoothKlass: Managing anxiety [Book your free spaces](#)
- For education staff: KoothTalks training: Helping your students manage anxiety [Book your free spaces](#)
- For families: KoothTalks training: Helping your child manage anxiety [Booking form here](#) (please email to all parents and carers)

You can also pre-book an in-person or online Kooth staff training session. Let us know what date you would like me to visit please fill in this form: [Herefordshire and Worcestershire Kooth Booking form - Local Services](#)

New Kooth FAQ

We have developed a new FAQ for anyone with a burning question about Kooth! The FAQ covers everything you ever wanted to know about us, from our clinical and safeguarding approach and features on our platforms, to how we align with the Online Safety Act.

[The Kooth FAQ](#)

Latest national SEND statistics

The latest [data release for Special Educational Needs in England](#) (academic year 2023-2024) was published on 20 June 2024.

This publication combines information from the school census (state-funded schools), school level annual school census (independent schools) and general hospital school census on pupils with special educational needs (SEN).

The publication includes breakdowns by type of SEN provision, type of need, age, national curriculum year group, sex, ethnicity, English as a first language and free school meal eligibility.

Local authority data on EHC plans is published in the [Education, health and care plans publication](#), which includes all children and young people up to age 25 with EHC plans, and includes those not captured in this publication in non-maintained early years provision, further education, home education or not in education, employment or training

Headline facts and figures - 2023/24

Over **1.6 million pupils** in England have special educational needs (SEN).

An increase of 101,000 from 2023. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue a trend of increases since 2016.

- The percentage of pupils with an **EHC plan has increased to 4.8%**, from 4.3% in 2023.
- The percentage of pupils with **SEN (SEN support) but no EHC plan has increased to 13.6%**, from 13.0% in 2023.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs

LOCAL NEWS & UPDATES

Latest staffing news and updates

Please see message below on behalf of Tina Russell.

The time has come for me to formally say a very fond farewell to Worcestershire as I leave the post of DCS on the 30th of June. Having spent the last seven years here in Worcestershire working closely with you as my education partners, particularly through the children's social care improvement journey and in the last three years as DCS and through Covid, I am grateful for your support and very proud of what we have achieved together.

Many of you will know Adam Johnston who, like me, has been with us since 2016 and has played a fundamental part in the improvement journey and the delivery of safeguarding services, so I'm pleased to let you know that Adam will be taking over as DCS on the 1st of July

I can also formally announce, my apologies that some of you will have heard this already through the grapevine, the departure too of our Director of All Age Disability Mel Barnett. We are pleased and proud that Mel has been appointed as a DCS in a new local authority and so will be leaving us mid July. I'm sure you join me in passing on our congratulations and best wishes. Mel has been an exceptional driver for change and improvement and will be hard shoes to fill but filled them we have and I'm very pleased to announce that following a competitive process we have successfully appointed Daniela Carson as the new director of All Age Disability. Daniela will take over from Mel so there will be a seamless handover to Daniela who will lead the All Age Disability and SEND improvement plan going forward.

Daniela will join Adam's senior leadership alongside Emma Brittain, Director for FFD, Early Help and Supporting Families/CIN and Sarah Wilkins Director of Education and Early Years who both continue to bring a great depth of professional skills, knowledge and experience to the leadership team who will lead WCF back into the council and continue to lead the delivery of our services and improvement plans.

A new organisational structure chart will be available for the start of the new term in September.

Worcestershire Local Area SEND Inspection published

An inspection by Ofsted and the Care Quality Commission (CQC) into Worcestershire's approach to special education needs and disability (SEND) has been published.

Ofsted and CQC inspectors felt that there were systemic failings in the Worcestershire local area, with the following 2 priority actions required of the local area partnership.

1. The local area partnership should urgently address the long waiting times for community paediatrics, the neurodevelopment assessment pathway, occupational therapy and physiotherapy.
2. The local area partnership should urgently develop genuine co-production with children and young people with SEND at a strategic level. Children and young people should feel they have fully participated in the process of developing services, improvement strategies and plans that meet their needs

The local area partnership, which comprises of NHS Herefordshire and Worcestershire Integrated Care Board, Worcestershire Children First and Worcestershire County Council, fully accept their findings and recommendations on what needs to improve. Whilst the report recognises that progress has been made in some areas, the Partnership would like to apologise to those children and young people with SEND who have not received the timely support they need.

As a Partnership, we are committed to reducing waiting times and providing better support for those children and young people who are currently waiting. We want children and young people with SEND to feel truly seen and respected as individuals and this will be a key priority for us in further developing our co-production of services.

A monitoring inspection will be carried out within approximately 18 months and the next full reinspection will be within approximately three years. As a result of this inspection, His Majesty's Chief Inspector requires the local area partnership to prepare and submit a priority action plan (area SEND) to address the identified areas for priority action.

[Read Ofsted and CQC report in full](#)

Worcestershire SENCo Network

SENCo Network Events 2024/2525

Feedback received from SENCOs about the blended approach of virtual and face-to-face SENCO network events has been overwhelmingly positive. SENCOs have reported that they appreciate the shared space together to discuss topics pertinent to their role and problem-solve creative approaches to shared issues or experiences. SENCOs also fed back that information received from a range of partners provided them with updated information about services, guidance and met training needs which enabled them to feel confident in carrying out their role.

The blended approach to the SENCO network will continue in 2024/25 with FREE membership for all Worcestershire schools with the slight change that there will be two locality meetings each term for the North and South of the County (rather than 3 locality meetings). This change is based on feedback received regarding travel.

The 24/25 SENCO network will consist of the following events:

- Autumn 1 National and Local SEND updates
Tuesday 1st October 2024 3:30 – 5:00pm Virtual Meeting

- Autumn 2 Locality Meetings (North and South)
Monday 18th November or Tuesday 19th November 2024 1:00-4:00pm Venues TBC

- Spring 1 National and Local SEND updates
Tuesday 4th February 2025 3:30-5:00pm Virtual Meeting

- Spring 2 Locality Meetings (North and South)
Monday 24th March or Tuesday 25th March 2025 1:00-4:00pm Venues TBC

- Summer 1 National and Local SEND updates
Tuesday 20th May 2025 3:30 – 5:00pm Virtual Meeting

- Summer 2 Inclusion Conference (fee payable)
Tuesday 24th June 2025 Venue TBC

Once dates and venues have been finalised, **schools will need to book a place for individual event via the CPD Portal**. This will enable us to track membership and ensure venues are able to accommodate delegates.

Finalised dates, venues and further booking instructions will be provided early in the Autumn Term. We look forward to you joining us for this series of events!

SENCO Survey 2024

Worcestershire Children First are seeking the views of SENCOs from across Worcestershire to help us:

1. Understand your views of what support and CPD is on offer to ensure communication is clear, and getting to the right people
2. Establish what areas SENCOs are/are not engaging with (and why), to ensure we remove barriers to engagement
3. Understand the impact that the support & CPD has had on practice, so that we know that you are equipped to undertake your role, and what we are doing makes a difference for children and young people
4. Identify further areas of support/CPD required to inform our planning and future provision

Please take 10-15 minutes to complete this survey before Friday 25th July 2024.

<https://forms.office.com/r/NUcfa7Dfy1>

Delivering Better Value – update on Workstream 2

Hopefully by now most of you will be aware of the national DfE funded programme **Delivering Better Value** (DBV) working to identify and implement local and national opportunities to improve the outcomes for children and young people with SEND across 55 Local Authorities with a middle-sized High Needs Funding overspend. In Worcestershire the evidence base established last year identified a focus on the 3 Transition points of EYs to First/Primary, First/Primary to Middle/Secondary and Post-16 transition. In the past year Work Stream Two - First/Primary to Middle/Secondary has sought to bring about improvements by working to:

- Identify the factors which risk a child not successfully transitioning from primary to secondary, resulting in an EHC assessment request
- Identify best practice in supporting the goals and aspirations of a child without the need for an EHCP
- Understand how best practice positively impacts upon a child with SEND transition experience from primary to secondary school
- Develop primary to secondary transition templates/training in collaboration with partners, including parent/carers
- Pilot the impact of changes identified.

So where are we now? Myself, Bryn Thomas, Head Teacher of Wolverley CE Secondary School and Rebecca Scully, Executive Head teacher of Abbey Park First and Middle School have been working on a variety of activities to address these objectives including:

- Established a **Steering group** to provide support and challenge around the action plan and monitor the impact of programme
- Begun a **Pilot project** - 2 workshops undertaken with a Secondary School and 7 of main feeder schools in Worcester City to explore the evidence base around effective transition, identify

current good practice and implement a wide-range of initiatives to trial over this term and through over next academic year.

- Organised **Pyramid meetings** across the county to consider Transition and one pyramid already produced new booklet providing guidance to parent carers. Mapped engagement of pyramids and have plans to engage further with cold spots
- Set up networks for **Middle and Secondary Transition Leads** and designed Baseline Survey for Transition Leads to complete this Summer term as well as collated transition resources to share with Transition Leads
- Presented at Wyre Forest FAAP and establishing pilot project with Unity AP to bridge transition from AP to mainstream secondary. Co-planned the roll-out of **trial primary FAAP panels**
- **TAST 5-7 Research Project** with University of Manchester commenced. 10 schools are signed up to a 3 year programme, and as the intervention group, have received training in using curriculum resources with Y5 and Y6 pupils to prepare for transition. The study measures the impact of the resources with a short wellbeing questionnaire over 3 years.
- **CPD programmes:**
 - Voice 21 Oracy project for 6 Secondary schools has now launched and these schools will be working on developing oracy skills with their Y7 pupils across the 4 strands of the Oracy framework – Cognitive, Linguistic, Social and Emotional and Physical
 - University of Worcester ‘New Capabilities Leadership Programme’ focuses on supporting 12 school leaders with leading change using an ‘Appreciative Enquiry’ approach
 - Workshops for Transition Leads that looked at Parental Engagement, Behaviour and PHSE Curriculum resources for Y7 pupils

Things we are learning that:

- there is a lot of really good work going on in the County and we can disseminate this more widely.
- support for the transition of pupils with EHCPs is being undertaken with rigour and care by SENCOs
- that many First/Primary schools offer a significant amount of implicit and informal support through their ethos/ways of working/scale etc to pupils who do not have an EHCP but are more vulnerable at transition and not so ‘secondary ready’. We are exploring ways of identifying these pupils further ‘upstream’ and what are effective ways of scaffolding their transition through to their next schools.
- there is a real appetite for dialogue and shared understanding between phases of schools
- exploring better ways to engage with parents and address their anxieties around transition is a priority

And...we are very happy to engage and explore with SENCOs who are interested in getting involved in the programme too!

Lisa Bradbury – School Improvement Lead

Early Years Inclusion Supplement Funding – Apply now for September 2024

Early Years Inclusion Funding Supplement deadline, for any new children for Autumn Term 24/25 applications, was 27th June 2024. If you have missed this, please do not worry. Please continue to submit up until 26th September 2024. We aim to give you confirmation of any funding awarded in advance of the term as soon as possible following your applications. All providers who have already applied, should now have received confirmation of inclusion supplement awarded for September.

[Access all Inclusion Supplement Applications online](#)

This funding is applied for once an academic year for children who receive NEF and once a term for any children who are too young to receive NEF. Payments received begin the term which you have applied for, and will continue for subsequent terms, until the end of that same academic year (unless you are completing the termly application). Payments will be received at the end of each term, in line with your NEF payments for each term, and will be shown on your NEF statements.

[Access Inclusion Funding Criteria](#)

The providers must:

- For both GR4 Challenge and Exceptional funding applications, the providers **must return the termly** Inclusion Supplement Monitoring form. There is no exception.
- The document is an online forms document only. No other version will be accepted without prior authorisation.
- These forms are **only available within a window each academic year.**
 - Autumn Term: 1st – 15th November
 - Spring Term: 1st – 15th February
 - Summer Term: 1st – 15th June
- [Access monitoring forms online](#)
- The aim of the monitoring process is to monitor the impact of the funding upon the child's progress in the **same term** of which you are completing it.
- **Failure to submit your monitoring form will result in funding being withheld.**

Exceptional Funding

Please note: We have had an increased number of providers choosing 'Exceptional Funding' when submitting their NEF 'Actuals', who have not applied and / or met criteria for Exceptional funding. Please be aware that exceptional funding requires an application form and criteria must be met. There are no exceptions. Failure to do so will result in no funding being awarded.

Any questions regarding Inclusion funding, please contact eyinclusion@worcschildrenfirst.org.uk
Please give us your name, email address and telephone number for us to answer your queries.

WCF Early Years Inclusion Team Provider Website Feedback

We are updating our website and any feedback about the current website is welcome so that we can use this to help us build our new one.



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

Your WCF EAL (English as an Additional Language) Service is changing

From September, all schools who request support will receive a half term package of intensive weekly language support from our Specialist Practitioner including a cognitive assessment for multilingual learners which might help identify any additional needs. Following the initial intensive programme, the team will offer a monitoring visit in the next half term and each term thereafter, for the remainder of the academic year, to facilitate embedding of skills and capacity building for EAL learners. All our learners will now receive a report of assessment findings and recommendations to meet their individual needs. EAL audits are still available either via online consultation or a one hour in-person visit.

This service is free to maintained schools or can be purchased via the eStore for academies. Please email eal@worcschildrenfirst.org.uk for more details or to make a request for involvement, and look out for a range of training opportunities coming in the next academic year.

Hereford and Worcester Dyslexia Association (HWDA)

Please download the latest edition of the HWDA Newsletter from [Google Drive](#).

Further details can be found on their website and Facebook page.

<https://hwda.org.uk/>

<https://www.facebook.com/hwdyslexia>

Update from CAMHS re CAST

Herefordshire and Worcestershire CAMHS services offer advice and consultation through their SPA telephone line in Worcestershire and the CAMHS telephone line in Herefordshire. Parents and professionals can contact Worcestershire CAMHS SPA clinicians on 01905 520520 for advice on services available, signposting and support with the referral process.

The CAST service which provided 60-90 minute consultation in schools within Worcestershire is currently on pause whilst we review capacity, demand, and clinical safety within the wider CAMHS service. The Wellbeing and Emotional Support Team (WEST) continue to provide school based activities and consultation in selected schools across Worcestershire. For the list of the schools WEST support please visit [Wellbeing and Emotional Support Teams in Schools | School Mental Health \(hacw.nhs.uk\)](#).

We recognise the valuable resource that the CAST service is, however, we need to ensure as a service we are focusing our clinical capacity with those children and young people who have the highest level of need, whilst we have a number of vacancies that we recruit too.

We encourage professionals and parents to contact SPA should they need advice and to also visit our website which provides advice on local services available. If professionals or parents have a serious and urgent concerns about a young person, please visit: [Urgent help for children and young people | School Mental Health \(hacw.nhs.uk\)](#).

Wellbeing & Emotional Support Teams (WEST)

As of January 2024, Herefordshire and Worcestershire Health and Care NHS Trust's Wellbeing & Emotional Support Teams (WEST) now provide services to 118 schools and colleges across Herefordshire & Worcestershire. Please download the latest [WEST newsletter](#) for your information.

Update from Worcestershire paediatric ADHD service

On behalf of Herefordshire and Worcestershire Health and Care NHS Trust, please see message below regarding a change to referrals into the Worcestershire paediatric ADHD service. On Monday 3rd June 2024, a minor change was made to the way in which parents/carers and schools/educational settings complete a paediatric ADHD referral.

Previously, our referral process required two separate forms, one for completion by parents/carers and the other by the child's school/educational setting. We have now streamlined the process by combining these into a single referral form, to be completed collaboratively by parents and school staff.

To assist parents and carers who can't complete the referral form digitally, we kindly request that schools provide printed copies available for collection. The new referral form is available for download on their website: <https://www.hacw.nhs.uk/community-paeds-adhd>. If you have any questions about this change, please contact the Community Paediatrics Team - whcnhs.access.commpaeds@nhs.net.

Herefordshire & Worcestershire SENDIASS

Free Training for Parents/Carers & Professionals

[The Herefordshire and Worcestershire Special Educational Needs/Disability Information, Advice and Support Service \(SENDIASS\)](#) have released dates for their Autumn Term **FREE SEND Training Workshops and Webinars** for parent carers and professionals.

SENDIASS would appreciate your help in informing the families that you support about the following opportunities. **Please download their [training 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 Young Person Advisor Leaflets

SENDIASS Young Persons Advisers join the Careers Worcs Youth Hub in The Hive in Worcester, one day per month, to be available to meet with young people with SEND to offer careers guidance and impartial information, advice and support.

Young people can book an appointment with the SENDIASS Young Persons Advisors on the [Careers Worcs booking page](#) by clicking the 1-1 careers support tab.

Please download their latest [flyer](#) to promote this service to your families.

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](#)

Touch Screen Cinema

An accessible, sensory cinema experience where audiences are invited to touch, smell and feel their way through a collection of short films based around a theme. For each short, audience members will be provided with an object or prop to engage with whilst they watch the film.

Whether that's wooden blocks to mimic clicky high heels or strawberry and mint to bring the smell of delicious ice cream right to your noses.

These sessions last for approximately 50 minutes and have a maximum capacity of 15 participants per session (20 to include support staff/carers).

The provisional dates we have scheduled are **Thursdays: 19th September, 17th October and 21st November**. Each date will have 3 different time slots: **10:00am, 11:30am and 1:30pm**. These will be hosted at Malvern Theatres in Studio One and facilitated by Sarah Hamilton Baker. These sessions are designed for school age young people (aged 4-16) and their support staff/carers who are in easy travelling distance to the theatre. The cost is **£3 per active participant**.

If you are interested in this opportunity for your school/group please email autumn@malvern-theatres.co.uk for more information. If there are any barriers preventing you from being able to engage with this opportunity, let us know and we can advise further.

Promoting and supporting integration and wellbeing of refugee children in schools

To mark World Day of Migrants and Refugees, the charity Caritas, in partnership with the Caritas Social Action Network, will be hosting a national webinar aimed at supporting schools as they welcome refugee children into their community.

The webinar will take place on Wednesday 25th September at 4pm.

The 'Welcoming classrooms: Promoting and supporting integration and wellbeing of refugee children in schools' online event will seek to equip school leaders, teachers and other staff with the knowledge, skills and resources to effectively support children who are refugees or seeking asylum.

Book your place at: https://us02web.zoom.us/meeting/register/tZYvd-arpjogGdDrSMYVpUh8Xj_sf3Qrko-k

TRAINING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

SENCo Leadership Development Programme

Our leadership programme has been designed and developed around the SEN Code of Practice, Ofsted Education Inspection Framework and evidence-based research to ensure schools are meeting their statutory duties and provide highly effective support for children and young people with SEND.

The programme will equip participants with skills to develop a more strategic approach to leading SEND/Inclusion. Participants will be encouraged to reflect on current practices and consider how approaches can be adapted to greater influence the quality of provision and develop a wholly inclusive culture.

This programme has been designed to provide practical support to SENCos/Inclusion Leaders in their role, to gain:

- a secure understanding of their leadership role and influence in developing whole school policy, practice and culture
- leadership knowledge, skills and confidence to engage purposefully with school leaders and wider partners and provide support and challenge to staff
- access to a range of practical tools, approaches and resources to implement the Graduated Response and monitor and evaluate the impact of provision on pupil outcomes
- an understanding of how the SENCo can drive improvement to address the local and national agenda to ensure high quality education for all

The Leadership Programme is designed to cater for all levels of experience, whether you are a member of the Inclusion Team, an aspiring SENCo, newly appointed SENCo or more experienced SENCo looking for a refresher course.

Cost: £350 + VAT per delegate

- **6 sessions:** 25 September, 7 October, 22 October, 5 November, 19 November and 3 December 2024
- Times: 9am to 12pm
- Location: Worcester
- CPD course code: 10287

Fully funded Early Years Educator with SEND Qualification

BeReady have announced the launch of the first ever **fully funded Early Years Educator with SEND Level 3 programme**.

BeReady works with over 150 MATs and more than 4200 schools, delivering transformative results in recruitment, retention, and staff development, enabling both individuals and organisations to grow. BeReady's tailored content, developed with specialist partners, addresses the unique needs and challenges of the education industry.

Early Years Educator with SEND

The fully funded Early Years Educator with SEND Level 3 qualification equips Early Years educators with the knowledge and tools to recognise and support SEND requirements from the outset, ensuring every child reaches their full potential. Developed by industry professionals, it seamlessly blends theory with practical application, drawing from BeReady's expertise to prepare learners for the workplace.

Tailored to meet the growing demand for professionals skilled in supporting children with Special Educational Needs and Disabilities (SEND), BeReady's flexible programme ensures all participants gain essential skills for providing top-quality care.

The programme is being developed in conjunction with industry experts and is delivered 100% online, allowing your staff to participate without leaving their setting.

Express your interest [here](#).

Supporting Children Who Cannot Attend School: A WCF Multi-Disciplinary Training

This is an exciting new approach to our previous Emotionally-Based School Non-Attendance Training (EBSN) with a broader focus on Children Who Cannot Attend School (CCAS).

This training will be predominantly delivered by the Educational Psychology Service over two days with guest speakers from a range of different teams involved in supporting children with a variety of needs that prevent them from attending school full-time or regularly, as well as those children who might be in school but still struggling to access all of the opportunities available within school.

Cost: 94.50 + VAT per delegate

- 23 October and 20 November 2024, 9.30am to 3.30pm, Worcester, course code: SCH 10502 / 90282

Educational Psychology training available during 2024-25

Coming Autumn Term 2024:

- ELSA: Emotional Literacy Support Assistants, September 2024, Course code: 10351
- On Wednesdays we wear pink: October 2024: Course code 10357.
- Using Solution-Focused approaches with children and young people: November 2024: Course code 10358

Coming Spring Term 2025:

- Person Centred approached and planning: February 2025, Course code: 10467
- An Introduction to the Zones of Regulation curriculum and framework: February 2025, Course code 10288

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 via email at: workforcesupport@worcschildrenfirst.org.uk or call on 01905 844 420

RESOURCES

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](#)

NASEN - SEND Teacher Handbook

On 22nd January 2024, nasen published an updated version of the SEND Teacher Handbook which is available for free download. This handbook has been developed as a resource for teachers to use over time as they embed inclusive practice in their classrooms: it is not intended that it is read cover-to-cover. It has been written for both primary, secondary and specialist colleagues: teaching assistants, teachers, senior leaders and headteachers. The handbook includes whole-school and whole-class approaches as well as subject-specific and condition-specific guidance.

It brings together practical examples of high-quality teaching - placing focus on removing barriers to learning, getting to know and understand individual learners, and bringing to life the graduated approach. With three completely new subject-specific chapters for History, Geography and Religious Education, it offers a wealth of ideas and information about the following key areas:

- Planning inclusive lessons
- Creating including environments
- Curriculum considerations for KS3 and 4
- Strategies to scaffold learning
- Vocabulary retentions
- Supporting learners who need additional conceptual understanding

Download the [Teacher Handbook | Nasen](#)

SHINE A LIGHT - SHARING EFFECTIVE PRACTICE

The Beacon Primary PRU, Redditch

Congratulations to all pupils, staff, governors, parents and carers at The Beacon PRU, Redditch on your OPAL Platinum award. This is a significant achievement and recognises The Beacon's outdoor play provision as some of the very best in the country.

“Congratulations to all pupils, staff, governors, parents and carers at The Beacon PRU, Redditch on your OPAL Platinum award. This is a significant achievement and one that everyone should feel very proud of. It marks The Beacon's outdoor play provision as some of the very best in the country.

The OPAL team have worked with great dedication and ambition on behalf of all of their pupils. They have found more time for play within the school day, successfully sought funding and training, invested in new exciting resources, and polished their teamwork and practice to make the most of this important part of the day. Throughout the programme they have made sure that pupils have had their say and been influential decision-makers.

The small playground is a dynamic environment - each time I have visited the unit it has been completely different; a race track, a pirate ship, an adventurous gym to name a few. During my play observation pupils were digging in the sand pit, leaping from raised gym equipment, adeptly using parallel bars, wonderful sensory squishing in the water-bead hand spa and experimenting in the bubble station. There were moments of concentration, of success, adventure and relaxation and some moments of pure delight! Hand crafted seagulls fluttered overhead and the new playground seat-planters were full of bright flowers.

The atmosphere in the playground is inclusive and joyful. School values are lived on the playground and there is a strong sense of community. It has been a pleasure supporting this school on their OPAL journey. A special mention to working party members Julie Wynne, Holly Jervis and Luke Spencer, supported by governor Mike Chalk. Congratulations to the whole school community!”

Should you wish to learn more about The Beacon Primary PRU’s OPAL journey or visit the setting, please contact The Beacon directly via office@thebeacon.worcs.sch.uk

For more information about OPAL and how they can help schools, please visit the [Outdoor Play And Learning website](#).

If you would like to share effective inclusive practice and ‘shine a light’ on what is working well, please email Helen Harris at: hharris@worcestershire.gov.uk. We know that SENCos find this peer support extremely valuable so please get in touch to share your positive experiences, case studies or effective strategies or resources that have proven successful in improving the experiences and outcomes for children and young people with SEND.

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.