

SEND News Bulletin

Welcome

Dear Colleagues,

Welcome to the latest edition of the SEND News Bulletin. What a long and eventful term it's been, we hope that you and your school/setting community are managing to embrace and enjoy the festivities as we approach the Christmas break.

During my visits to schools and discussions with SENCOs throughout the term, it has been great to hear about and see the ways in which schools are further developing their inclusive policies and practices. Please do let us know about the work you are doing in your school/setting, we would love to showcase more of these positive developments and include a short summary within the 'Shine a Light' section of this Bulletin. We invite you to share your practice and any impactful initiatives more widely through the SEND Bulletin and/or the SENCO Network, please contact me at hharris@worcestershire.gov.uk with any contributions.

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 an enjoyable and fun-filled Christmas break when it arrives!

Kind regards

Helen Harris

Learning & Teaching Adviser, SEND/Inclusion

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National News & Updates

Meeting the Needs of Autistic and Undiagnosed Children

The **Child of the North** report provides powerful evidence on the urgent need to rethink how we support autistic children—especially those waiting for or without a formal diagnosis. The report calls for a needs-led approach, ensuring that support is based on a child’s profile and challenges rather than a diagnostic label.

We know that there are many children who are awaiting diagnosis (often a long time) or will only get one later in life. The report says: “The evidence is equally clear that CYP often do not receive the support they need for many years, exacerbating their needs and causing stress and frustration to the family (often creating associated mental health problems which generates yet further pressure on our systems)”.

Key takeaways for schools:

- **Early Support Matters:** Don’t wait for a diagnosis—simple approaches such as structured routines, visual supports, and sensory-friendly environments can make a big difference
- **Inclusive Practice:** Universal strategies benefit all learners and reduce stress for those with social communication or sensory needs.
- **Equity and Access:** Girls and children from disadvantaged backgrounds are most at risk of late or missed diagnosis—schools play a vital role in bridging this gap.

By acting on these insights, schools can help create environments where every child feels understood and supported, regardless of diagnostic status. Examples of “top tips” from the report:

- 1 Movement breaks could really make a difference to autistic CYP in mainstream schools.
- 2 Primary schools could add an area where people can have a break if they’re feeling stressed.
- 3 A changes board (where changes in routine are recorded) can really help so changes aren’t a surprise.
- 4 Schools could have swings to help if someone is feeling really stressed.
- 5 Make teaching more specific – things are better when everything is clear and easy to understand.
- 6 Regular check-ins with a teacher or staff member are important for autistic people. Everyone should be offered check-ins if they need them.
- 7 Offer a counsellor to help people talk about their experiences. It would help with diagnoses.
- 8 More explanations on social rules that must be obeyed, to help autistic people to understand. People shouldn’t get in trouble for reacting in a non-neurotypical way.
- 9 It’s important for students in mainstream to be taught that autistic people might not understand things that they find straightforward.
- 10 Provide allowances for sensory needs (e.g., allow “fidgets” or students to undertake activities like crochet and doodling).
- 11 Schools should allow autistic CYP the option to choose their own timetable or provide more flexibility about the timetable.
- 12 If a student is feeling stressed, they should be able to ask for help and know that someone will speak to them.

Useful Links:

- [Child of the North Report Series \(N8 Research Partnership\) \[n8research.org.uk\]](https://n8research.org.uk)
- [An Evidence-Based Plan for Addressing the Autism Assessment and Support Crisis \(PDF\)](#)

Inclusion Live Week 2026

Please share with your PE/Sport Leads

The Youth Sport Trust is launching Inclusion Live Week 2026: a free week of accessible virtual CPD funded through the Department for Education's Inclusion 2028 grant. The week will bring together expertise from across the sector to build practitioners' confidence, knowledge, and skills in delivering inclusive physical education, school sport, and physical activity.

The programme includes six virtual sessions, co-designed using insights from educators nationwide. Each session offers practical examples, guidance, and signposting to resources. Guest speakers include Swim England, ParalympicsGB, The Football Association, Sport for Confidence, and the Association for Physical Education alongside practitioners in both mainstream and specialist provisions. Sessions include:

Monday 26th January - 15:30-16:30

Inspiring Inclusion through Major Sport Events

Discover how sporting moments can inspire inclusion, engagement, and celebration across schools and communities.

Tuesday 27 January 2026 - 15:30-16:30

Unlocking the power of school swimming for young people with SEND

Discover how school swimming lessons support health, confidence, and curriculum outcomes for young people with SEND.

Wednesday 28 January 2026 - 15:30-16:30

Creating inclusive environments for neurodivergent young people

Practical insights and strategies for supporting neurodiverse young people in PE, school sport, and physical activity.

Thursday 29 January 2026 - 12:15-13:15

Embedding strength and balance in the daily lives of young people

Featuring resources co-created with young people, explore how a collaborative approach enables young people with SEND to achieve the Chief Medical Officer's physical activity guidelines.

Thursday 29 January 2026 - 15:30-16:30

Designing an inclusive PE curriculum for every young person

Learn how to design an inclusive PE curriculum that enables all young people to thrive, supported by case studies and practical strategies.

Friday 30 January 2026 - 12:15-13:15

Creating sustainable enrichment opportunities for young people with SEND

Learn how to align youth leadership opportunities to wider enrichment to ensure more young people with SEND are able to access the opportunities on offer.

If you can spare just 60 minutes a day for your professional development, join us for **Inclusion Live Week 2026!** To book your space, visit the [Youth Sport Trust website](#)

Local News & Updates

Voices Newsletter November 2025

The second edition of the Voices Newsletter is out now. This has been created by young people with additional needs and disabilities.

All of these contributors have chosen to join our forum, Voices United. This is a group with the aim to inform decisions and shape services through sharing their lived experiences.

If you know of a young person, up to the age of 25, who might be interested then please direct them to our [Co-production and how to get involved \(SEND\)](#) webpage; our Facebook page: [Voices United Worcestershire](#); or via email SENDco-productionteam@worcestershire.gov.uk

There are PDF and word versions available to ensure they are accessible to everyone.

[Download Voices Newsletter](#)

Enhanced Early Years Provision Tender

The tender for Enhanced Early Years Provision will be out shortly. If you are interested in this, please keep an eye on our website which will be updated once it is live.

[Enhanced Early Years Provisions | Worcestershire County Council](#)

Trauma Informed Christmas - Christmas in the Classroom: A Trauma-Informed Guide to Supporting Children in Care

Wolverhampton Virtual School and Educational Psychology Service have produced a resource which they have generously given us permission to share with schools, for all staff including designated teachers, with invaluable advice on supporting young people in care during the festive period.

Christmas can be a difficult time for some children and young people in care. For them, and other children who have experienced trauma, loss, or instability, Christmas can bring feelings of grief, anxiety, or isolation rather than celebration. This guide offers practical, trauma-informed strategies to help school staff navigate the season with sensitivity, ensuring that every child feels safe, seen, and supported.

If you have any feedback, then please let Worcestershire Virtual School know and they will pass it on.

[Trauma Informed Christmas](#)
virtualschool@worcestershire.gov.uk
01905 844913

Togetherness Family Health and Wellbeing School Sharing Pack

FOR INFORMATION AND SHARING WITH PARENTS AND CARERS

We're delighted to let you know that the Worcestershire County Council and Health Care Trust are sponsoring Family Emotional Health and Wellbeing learning pathways on [Worcestershire Togetherness](#) so that local parents can access trusted NHS-backed learning and resources – to support their emotional wellbeing completely free of charge using access code **PARENTSROCK**

What is Togetherness?

Togetherness is an online learning platform created by psychologists and health practitioners. It offers easy-to-access courses and resources on **emotional health and wellbeing**, proven to make a positive difference to mental health, behaviour, and family relationships.

Why is this important for schools and families?

- **For parents:** Practical strategies to support children's emotional development, manage behaviour, and strengthen family bonds.
- **For schools:** Happier, more settled pupils, improved home-school relationships, and resources that complement your PSHE and wellbeing work.

What's included?

- Courses on understanding your child's behaviour, emotional health, and parenting through different life stages.
- Support for mental health and resilience for both parents and children.
- All content is NHS-approved, evidence-based, and completely free for local families.

You'll receive these updates twice per term. If there's anything else you'd like to see, or if you're interested in teacher training or additional resources, please email: togetherness@uhb.nhs.uk or slawlor1@worcestershire.gov.uk

Please share the latest wellbeing update from the Togetherness team with all parents and carers.

[Togetherness Newsletter for Parents and Carers - December 2025](#)

Suggestions how schools can make the most of this newsletter:

- **Share widely with parents/carers:** please forward the newsletter to your parent mailing list or include a link in your school newsletter. Alternatively, you can share it on your school website.
- **Highlight in parent events:** mention Togetherness during parent evenings or wellbeing sessions. You can also print and display the newsletter on noticeboards or in reception.
- **Embed in your wellbeing strategy:** Use Togetherness resources to complement PSHE and mental health initiatives. Encourage staff to explore teacher training options available through Togetherness.
- **Provide feedback and ideas:** Let us know what works best for your families or what extra support you'd like to see via email at: togetherness@uhb.nhs.uk

Update from Early Years Inclusion Team

We continue to wait for the updated Schools White Paper which will set out the government reforms to the special educational needs and disabilities system (SEND). This is now expected in early 2026.

In the meantime, if you'd like to read the full report published on Thursday 25 September 2025 please follow the link below:

[Special Educational Needs: Support in England
SEND Review Summary document](#)

A reminder – if you have a child with an EHCP in your Early years setting, children under five need their plan reviewing every 6 months as a minimum. You can find help and guidance on the following page:

[EHCP Annual Reviews | Worcestershire County Council](#)

Scroll down to the bottom of the page to find out about Early Years processes.

Schools Guide to Submitting an EHC Assessment Request

Please download our [Schools Guide to Submitting an EHC Assessment Request](#) to assist you in using the online portal when making a needs assessment request.

[EHCP Request Forms](#)

Help Shape the Local Inclusion Support Offer (LISO)

We're inviting SENCOs to contribute to the development of the LISO – a new '*one-stop shop*' web-based system designed to make it easier for you to find the resources, forms, and support you need.

Your input is vital! Tell us what will work best for you and help us create a tool that truly meets your needs.

Date: Wednesday 14 January

Time: 2:30pm – 3:30pm

Join our online session by booking your space via [CPD online](#).

Hereford & Worcester Dyslexia Association

The [HWDA December 2025 Newsletter](#) is now available to download from our Google Drive or by visiting the [HWDA website](#). Please share as widely as you can.

SENDIASS launches new programme of support in Wychavon

FOR INFORMATION AND SHARING WITH FAMILIES IN WYCHAVON

Our [SENDIASS](#) team have launched a new community-based programme, *SENDIASS Connects Wychavon*, designed to make Special Educational Needs and Disabilities information, advice and support easier for local families to access.

Running from January to March 2026, the programme will offer free training workshops, specialist advice drop-ins for parent carers, and youth drop-ins for children and young people with SEND. Sessions will take place in community venues across Pershore, Evesham and Droitwich.

SENDIASS recognises how important it is for families to receive support locally, and this pilot aims to bring guidance, information and practical help directly into communities. It is hoped that similar programmes will be rolled out across other districts in the future.

Full details, including booking links for all sessions, are available at: www.worcestershire.gov.uk/SENDIASSconnects

Please share this information with families who may benefit.

Programme overview

Pershore – Pershore Riverside Centre

- EHCP Training: 14 January, 10.30am–12.30pm
- Guide to SEND: 11 February, 10.30am–12.30pm
- Transitions Training: 12 March, 10.30am–12.30pm
- Advisor Drop-ins: 20 January; 25 February; 16 March (10am–2.30pm)
- Youth Advice Drop-in: 19 January (10am–2.30pm)

Evesham – Evesham Library

- EHCP Training: 23 January, 10.30am–12.30pm
- Guide to SEND: 26 February, 10.30am–12.30pm
- Transitions Training: 19 March, 10.30am–12.30pm
- Advisor Drop-ins: 27 January; 3 March; 26 March (10am–2.30pm)
- Youth Advice (YPA) Drop-in: 9 February (10am–2.30pm)

Droitwich – Droitwich Library / Workpays (Victoria Square)

- EHCP Training: 30 January, 10.30am–12.30pm
- Guide to SEND: 6 February, 10.30am–12.30pm
- Transitions Training: 6 March, 10.30am–12.30pm
- Advisor Drop-ins (Workpays): 2 February; 23 February; 11 March (10am–2.30pm)
- Youth Advice (YPA) Drop-in: 18 March (10am–2.30pm)

SENDIASS launch brand new FREE SEND Webinars for parent carers

As part of the Worcestershire Partnership for Inclusion of Neurodiversity in Schools (PINS) project, [SENDIASS](#) will be delivering three brand new FREE webinars for ALL local parent carers.

The new webinar topics requested by Worcestershire Parent Carer Forum include:

- A Guide to SEND
- How to have an effective meeting
- Introduction to dyslexia

These webinars will run throughout January and February 2026 and will include a daytime and evening session for each. Places are already available to book here: [Partnership for Inclusion of Neurodiversity in Schools \(PINS\) | SENDIASS](#)

All SENDIASS training workshop and webinar dates for the spring term are available here: [SENDIASS Training and Events](#)

SENDIASS Resources

The build-up to Christmas can be a tricky time for a child with additional needs with heightened excitement, changes to routine and the possibility of sensory overload.

SENDIASS have produced some information about coping with Christmas.

You can read it here: [Coping with Christmas SENDIASS](#)

SENDIASS Christmas Opening Times

The SENDIASS adviceline will be closed from 4pm on Friday 19th December 2025 and will reopen at 8.30am on Monday 29th December 2025. The adviceline will also be closed from 4pm on Wednesday 31st December and will reopen from 8.30am on Monday 5th January 2026.

Callers will still be able to leave a message on their 24hr answerphone service and one of their advisors will get back to them as soon as possible after their return.

Merry Christmas from everyone at [SENDIASS](#)

Support your student's fears and worries with Lumi Nova

FOR INFORMATION AND SHARING WITH SENCOs, PASTORAL LEADS & CLASSROOM TEACHERS

Since launch, **over 1500 families** have accessed Lumi Nova in Herefordshire and Worcestershire to support their child to self-manage their fears and worries! Thank you to all the schools that have promoted the offer widely to families.

They are seeing really positive engagement from schools implementing Lumi Nova, with one school in Worcestershire saying: "The idea that we can support young people through gaming is brilliant, as we are supporting children who may not realise they are in need of some support for their worries."

Another shared that "Our school does a lot to support children and families and Lumi Nova is now able to be part of our toolkit."

Information to share before Christmas

For some children, winter can be a tricky time. New year transitions, busy shopping days, or festive gatherings can all bring a bit of worry. Lumi Nova helps children face these moments with confidence! Use the transition and winter themed assets to remind parents that Lumi Nova can be used over the winter holidays.

[Download a resource pack](#)

New to Lumi Nova?

Watch this short, animated video to learn more: [Lumi Nova Introduction Video](#) or join a [Lumi Nova Discovery](#) (45-minute webinar).

Lumi Nova is accessible to families free by visiting www.luminova.app/handw

Worcestershire Children's Therapy Services – Autumn update

FOR INFORMATION AND SHARING WITH STAFF

Herefordshire and Worcestershire Health and Care NHS Trust are excited to share the first Children's Therapy Services quarterly newsletter, providing updates from Children's Community Occupational Therapy, Physiotherapy, and Specialist Play Services across Worcestershire.

This edition introduces The Balanced System®, a proven approach that strengthens collaboration with schools and early years settings to improve support for children and families. The newsletter also includes practical updates and resources to help families and enhance access to services.

The newsletter is available as an interactive PDF and easy-read version on their website: [Children's Therapy newsletter - Autumn 2025 | Herefordshire and Worcestershire Health and Care NHS Trust](#).

You'll also be able to pick up a printed copy at one of their outpatient clinics.

They welcome your feedback to help ensure future editions work for our patients, their families and colleagues across Worcestershire.

To give feedback, visit: [Worcestershire Children's Therapy newsletter - Autumn 2025](#)

Training And Professional Development Opportunities

Adaptive Practice for Learners with SEND in Mainstream Primary Classrooms

A collaboration between the WCC School Improvement Team and University of Worcester.

This two-part CPD programme is designed to support Inclusion Leads/ SENDCos/ Teaching and Learning Leads in Primary age settings (inc. First/Primary/Middle schools) in developing inclusive, sustainable approaches to meeting the needs of learners with SEND.

Delivered across two morning sessions with a structured gap task and an online supportive check-in / catch-up, the training provides practical tools, reflective space, and collaborative dialogue to strengthen classroom provision within each school's unique context.

Participants will engage with an adaptive practice toolkit, explore evidence-informed strategies, and co-develop models for implementation that are locally relevant and sustainable.

By the end of the training, participants will be able to:

1. Develop a shared understanding of inclusive principles and current challenges in meeting the needs of learners with SEND across primary settings.
2. Analyse their own school context, identifying strengths, gaps, and priorities in SEND provision through structured discussion and collaborative reflection.
3. Apply key strategies from the toolkit to enhance inclusive practice, with a focus on adaptive teaching and needs-led planning.
4. Critically reflect on current practice, using case-based dialogue and peer feedback to identify opportunities for improvement and innovation.
5. Design a locally relevant implementation model that integrates inclusive strategies into school systems, with clear intentions for sustainability and impact.
6. Strengthen professional networks, fostering ongoing collaboration and shared accountability for improving outcomes for learners with SEND

Cost: £135 + VAT per delegate

- Delivered over three dates
 - Session 1: 24 February 2026, 9am to 12pm, Worcester
 - Session 2: 25 March 2026, 3.30pm to 4.30pm, virtual delivery
 - Session 3: 28 April 2026, 9am to 12pm, Worcester

CPD course code: 10655

Girls and Autism

A 90-minute opportunity which covers:

- 'Typical' presentations of girls with autism
- How to support "masking" behaviour
- How to support girls with autism in your classroom
- How to support girls with autism with their self-esteem

Cost: £28.50 + VAT per delegate

Discount for January 2026 course: Send additional delegates for £13 + VAT

- 14 January 2026, 4pm to 5.30pm, virtual delivery, course code: 10078 / 92018

Using visual tools to reflect on social situations

A 60-minute opportunity which covers:

- Overview of autism and its impact on a young person's social skills
- What tools are available to reflect visually on social situations?
- When to use these tools
- How to make these tools effective

Cost: £21 + Vat per delegate

Discount for January 2026 course: Send additional delegates for £9 + VAT

- 21 January 2026, 4pm to 5pm, virtual delivery, course code: 10175 / 92041

TIAAS training Programme for 25/26 new webcast added to the Level 1 offer

How do we engage families through trauma informed practices webcast?

During this 45-minute webcast we will explore meaningful family engagement through the lens of trauma-informed practices. Participants will learn how to effectively engage families and foster investment in their child's success using a trauma-sensitive approach.

The webcast will also include exploration of frameworks created to provide a trauma-informed approach, practical real-world strategies to support and discussions around our own biases as practitioners.

Cost: Free as this is part of Level 1 of the Virtual School TIAAS training programme

Schools / settings can either book per person or the main lead and then share links accordingly.

To find the course on CPD search 10657

Certification: Confirmation of watching the webcast will be updated at the end of each half term to provide data to Virtual School

Early Years Inclusion Training

We are bringing back our face-to-face training for some of our more practical sessions. Checkout Visual Support and Strategies and Resources to support children with SEND. You will have the chance to see and handle resources and ask questions. Sessions will be held at Worcestershire Cricket Club.

EY 10610 - Visual Support in the Early Years

To become more aware and confident in using appropriate visual support consistently to provide an inclusive communication environment for all children.

Audience: Early Years Staff / practitioners / SENCOs

Cost: £22 + VAT per delegate

Session code: 91987

3 March 2026 7pm - 8pm

EY 10611 - Strategies and resources to support interaction with SEN children

To be confident in identifying and understanding individual needs and using various strategies and resources to facilitate communication and social skills.

Audience: Early Years Staff / Practitioners / SENCO's

Cost: £22 + VAT

Session code: 91988

19 May 2026 7pm – 8pm

Autism and Play in the Early Years

A look at play development in relation to autism, with specific reference to some of the challenges that autistic individuals may face, particularly in the Early Years, and some of the strategies that can be used to develop their play skills.

Cost: £28.50 + VAT per delegate *Special offer - £20 + VAT per delegate for January course*
21 January 2026, 4pm to 5.30pm, virtual delivery, course code: 10617 / 90244

Transition in the Early Years

An overview of the issues impacting autistic children as they transition to Reception This 60-minute delivery covers:

- Key issues for transition
- The importance of transition planning
- Strategies to support the 5 elements of a good transition plan
- Resources such as the Transition Plan Template and the EY Transition Pack.

Each delegate will develop the confidence to implement a robust transition.

Cost: Free

11 December 2025, 4pm to 5pm, virtual delivery, course code: 10168 / 92028

For further Information please visit the CPD page and the Early Years Directory:

[Early Years Training Offer](#)

Book your place on the above training via [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@worcestershire.gov.uk

Training Opportunity- Become a Young Evaluator

What is it?

- It will be 6 sessions each lasting 2 hours
- 8 attendees with a facilitator (similar to a teacher). If the group is bigger than 8 then there will be 2 facilitators. (every 8 young people needs 1 facilitator).
- Can be face to face or online. And we can swap but the meetings cannot be hybrid. For example, you might have 2 in-person sessions and 4 online.
- Delivered by NDTi- a not-for-profit organisation working to promote inclusion and equality for all. Learn more: [National Development Team for Inclusion \(NDTi\) | A world where everyone matters](#)
- Facilitators are highly experienced in working with young people, including those with additional needs and disabilities, and introducing evaluation and research in an accessible way.

Possible Sessions Plan (can be adjusted)

1. Introduction – getting to know you and what are we trying to find out
2. Being an ethical evaluator
3. Method 1. (for example, surveys)
4. Method 2. (for example, interviews or creative methods)
5. Making sense of what it means (words or numbers – to be agreed depending on methods selected)
6. Sharing what you found out

[View menu of choices for sessions](#)

When

All workshops are 5pm – 7pm.

1. Thursday 15th January
2. Thursday 29th January
3. Thursday 12th February
4. Thursday 26th February
5. Thursday 12th March
6. Thursday 19th March

Where

- A mix of online and face-to-face sessions (likely in Worcester).
- Venue suggestions are welcome!

Who

- Typically for young people aged 14 and over, but we're flexible if someone younger is keen.
- Co-production officers will be attending. Lauren from NDTi and 2 representatives from the University of Worcester.
- You should aim to attend all sessions (excusing illness etc.).

Resources

New Resource for Parents: Autism Tooth Care Website

Hygiene and tooth cleaning can be a challenge for autistic children, so we're sharing a new resource for families – **Autism Tooth Care**. This website has been specially designed to support parents and carers of autistic children with practical advice and tools for oral health.

Why is this important?

Dental care can be challenging for many autistic children due to sensory sensitivities, anxiety, and communication differences. Autism Tooth Care provides clear, parent-friendly guidance to make toothbrushing and dental visits less stressful and more successful.

What's on the site?

- **Step-by-step strategies** for introducing toothbrushing routines
- **Visual supports and social stories** to help children understand what to expect
- **Tips for managing sensory challenges**
- **Advice for working with dentists** to create positive experiences

This resource is free and easy to access. Please share the link with parents and carers in your school community: www.autismtoothcare.com

Early Years Inclusion Supplement Funding

Our criteria for applying for GR funding has recently been updated. Please follow the link to find out more.

[Funding criteria, deadline dates and monitoring forms | Worcestershire County Council](#)

We are currently reviewing our Self Evaluation Toolkit for Inclusion in the Early Years to ensure it covers all the aspects that link to the new Ofsted Inspection Framework and toolkit. If you are using the Worcestershire inclusion tool kit, ensure you are cross checking against the Ofsted EY inspection toolkit until we have completed our review.

Links for both can be found below:

- [Self-Evaluation Tool for Inclusion in Early Years | Worcestershire County Council](#)
- [Early years inspection toolkit](#)

Sensory Activities

Do you have a child who likes to explore different textures by mouth? Take a look at these sensory activities with edible resources. Edible Alternatives – see ideas below

These are best for younger children or situations where ingestion is a concern, a reminder that supervision is still necessary.



Crushed Cereal: Blend plain cereal (like Cheerios) or crackers to a sand-like consistency.

Moon Sand: Mix flour or cornflour with cooking oil, adding food colouring for effect. This can be moulded and doesn't dry out. [Moon Sand Recipes](#)



Oats: Larger grains than sand, oats are safe if tasted and can still be scooped and poured. Why not colour them for added interest?

Edible Dirt: Cocoa powder, flour and oil. Dry crumble mixture can be used in sensory trays inside and outside. It can be especially useful for children who like to explore mud! [Edible Dirt - Raising Wild Things Sensory](#)



For more ideas: [Edible Sensory Play Activities - Early Years 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](#)

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.

Please email sread2@worcestershire.gov.uk if your SENCo/Inclusion Leader has a change of email address to ensure your school's details are updated. Thank you.

Shine A Light - Sharing Effective Practice

Claire Bradnock (Senior QTVI in the Vision Support Team) had the privilege of speaking in Parliament on Thursday 20th November. She has been involved in the creation of The Guide Dogs Eye Care Pathway over a two-year period and spoke about her role as a QTVI, how she supported it from her perspective and how this document will help families navigate their eye care journey.

[Eye Care Support Pathway for Children & Young People | Guide Dogs UK](#)

The eye care support pathway for children and young people with a vision impairment in England is a new framework for families, health and social care professionals, commissioners and charities. It is designed to ensure children and young people get the support they need.

The pathway provides a clear outline of what support children, young people and their parents can expect on their journey from initially noticing a possible eye condition, through to living well with vision impairment. It brings together the NHS healthcare support journey in England with wider social and educational services, aiming to empower families with the knowledge and confidence they need to access support.

For health, education and social care professionals and commissioners, the pathway provides an overview of what good practice care and support looks like, supporting the provision of integrated care.

This guidance was developed in collaboration with health, education and social care professionals, children and families, and experts from across the charity sector. It's designed to sit alongside the Eye Care Support Pathway for adults and the Curriculum Framework for Children and Young People with Vision Impairment.



From left to right the speakers at the launch of Guide Dogs, Eye Care Pathway for Children held in the Churchill room in the Houses of Parliament: Andrew Lennox (CEO Guide dogs), Rachel Bone (parent), Claire Bradnock (Senior QTVI Worcester Vision Support Team), Marsha De Cordova (MP), Shockat Adam (MP and officer of the eye health and visual impairment APPG).

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 with 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.