

SEND News Bulletin

Welcome

Dear Colleagues,

Welcome to the first edition of the Worcestershire SEND News Bulletin for this academic year. We hope that you and your school/setting community have enjoyed a smooth Autumn Term so far. We would also like to extend a very warm welcome to all new SENCos taking up their posts this term – please do reach out should you require any further information and guidance.

It was lovely to see so many of you join us for the SENCo Network Briefing on 1 October. We look forward to welcoming you to the series of online and face-to-face events this year - please find details of the events for 2024-25 outlined on page 6. As last year, the majority of events are FREE to attend.

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 half-term break.

Kind regards

Helen Harris

Learning & Teaching Adviser, SEND/Inclusion

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National News & Updates

Curriculum and Assessment Review

The DfE are seeking views from stakeholders to share their perspective on potential improvements to the curriculum and assessment system.

Why your views matter

The call for evidence invites stakeholders to submit proposals on improving the curriculum and assessment system. This step is crucial for the review process, with the gathered material aiding the panel in making its first recommendations next year.

Note, this is not a consultation; we are not seeking views on specific recommendations yet. Instead, we want feedback on what works, what doesn't, and potential improvements.

Professor Becky Francis CBE - review chair

The Review will seek to deliver:

- an excellent foundation in core subjects of reading, writing and maths
- a broader curriculum, with improved access to music, art, sport and drama, as well as vocational subject
- a curriculum that ensures children and young people leave compulsory education ready for life and ready for work
- a curriculum that reflects the issues and diversities of our society, ensuring all children and young people are represented
- an assessment system that captures:
 - the strengths of every child and young person
 - the breadth of the curriculum

The [online survey](#) will close on 22 November 2024.

Access SEND CPD resources from the Universal SEND Services programme

The Department for Education's [Universal SEND Services programme](#) can help you to identify and meet the needs of children with SEND in your school or further education setting earlier and more effectively, helping you to deliver an even more inclusive mainstream system and improved preparation for adulthood.

A number of exciting SEND CPD opportunities are available, including a series of 19 [online SEND CPD units](#) exploring some of the most commonly observed barriers to learning regardless of age, label or area of need.

Unit topics include behaviour, speech, language and communication needs, and sensory differences. Each unit takes under an hour to complete and provides clear guidance on adaptations to help meet the needs of all learners. There is no need to study the units in order, and each can be completed across a number of sessions.

KoothTalks webinars for Families

FAO: Pastoral Leads, Welfare staff, PSHE Leads, Designated Safeguarding Leads, Parents/ Carers, Teachers

Meeting the needs of neurodivergent and Special Education Needs & Disabilities (SEND) young people Children and young people waiting for an assessment or navigating a diagnosis may need additional emotional support. Kooth are offering a webinar this month exploring how the platform meets the needs of neurodiverse and SEND young people.

- KoothTalks for **families**: please share [this link](#) with parents and carers (**11 & 14 November**)

Emotionally Based School Avoidance

The October webinars focus on helping you understand a little more about Emotionally Based School Avoidance (EBSA), hear from a young person's perspective, and explore support strategies with Kooth's Senior Clinical Psychologist.

Parents and carers may also be seeking support for their anxious child avoiding school. They're often juggling work and caregiving, feeling deeply worried while their child remains at home. So we're also offering a webinar for families.

- KoothTalks for **families**: please share [this link](#) with affected families (**3 & 4 December**)

Your local Engagement Lead is on hand to deliver Kooth training to staff and mental wellbeing sessions to young people, tailored to your needs. [Book](#) your free session.

Local News & Updates

What we're doing to improve SEND services: October update

Worcestershire's services for children and young people with SEND were inspected by Ofsted and the Care Quality Commission (CQC) in April 2024. The whole local area partnership was part of the inspection which includes NHS Herefordshire and Worcestershire Integrated Care Board and Worcestershire County Council.

The local area partnership is working through the Priority Action Plan and SEND Improvement Plan following the outcome of the inspection. Key progress includes:

- Recruitment of new SEND Casework Officers to increase capacity in the teams who support the coordination and management of Education Health and Care Plans (EHCPs)
- Recruitment of an Epilepsy Nurse and a procurement process underway to reduce Community Paediatrics waiting times.
- Starting the transfer of up to 250 young people aged 16+ to an independent accredited autism assessment provider with the aim of improving their waiting time.
- Co-production sessions with parent carers around a new care pathway for autism and ADHD diagnostic assessments for children and young people aged 0-18 years, which will eventually replace the Umbrella Pathway.
- Commissioning Dingley's Promise to provide two Early Years Enhanced Provisions in Droitwich and Worcester which will be accompanied by extensive outreach support services, including support to local nursery settings and family support.
- Co-production with parent carers to discuss areas of improvement, particularly on the topics of data/attendance, specialist placements, EHCP timeliness and quality, and CAMHS waiting times.

The full information can be found on the [SEND Local Offer website](#).

New Early Years Enhanced Provisions in South Worcestershire

Worcestershire County Council has commissioned Dingley's Promise to provide two Early Years Enhanced Provisions in Droitwich and Worcester which will be accompanied by extensive outreach support services, including support to local nursery settings and family support. The aims of these provisions are to:

- Provide the best early support for young children
- Help more children join mainstream schools and settings
- Assist families get the right support for their child's needs
- Ensure each child moves to the right school or setting for them

The Family Support Offer is available to all families in south Worcestershire with children aged 0-5 who have SEND or a developmental delay and will include stay and plays, home visits, information sessions as well as 1:1 support. These provisions will be open from January 2025 although some aspects of the service, e.g. Family Support Offer will be available before. For further information visit [Dingley's Promise webpage](#).

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 **SCH 10178**
Tuesday 1st October 2024 3:30 – 5:00pm Virtual Meeting

- Autumn 2 Locality Meetings (North and South) **SCH 10421**
Monday 18th November 2024 1:00-4:00pm (South) – Kings Hawford Prep School
Tuesday 19th November 2024 1:00-4:00pm (North) – Arrow Vale High School

- Spring 1 National and Local SEND updates **SCH 10178**
Tuesday 4th February 2025 3:30-5:00pm Virtual Meeting

- Spring 2 Locality Meetings (North and South) **SCH 10421**
Monday 24th March 2025 1:00-4:00pm (North) – Arrow Vale High School
Tuesday 25th March 2025 1:00-4:00pm (South) – Kings Hawford Prep School

- Summer 1 National and Local SEND updates **SCH 10178**
Tuesday 20th May 2025 3:30 – 5:00pm Virtual Meeting

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

Schools will need to book a place for each individual event via the [CPD Portal](#). This will ensure you receive any recordings and presentations shared. It will also enable us to track membership and ensure venues are able to accommodate delegates.

We look forward to you joining us for this series of events!

Neurodivergence Zone launched on Local Offer website

We have been working with parent carers and our colleagues in health services to create a new Neurodivergence Zone on our SEND Local Offer website. This is a specific section of the website that has information on children, young people and neurodivergence for families and professionals.

Neurodivergent means that the brain functions, learns and processes information differently. The most common types of neurodivergence are:

- Autism
- ADHD
- Dyscalculia
- Dyslexia
- Dyspraxia or Developmental Co-ordination Disorder (DCD)

The Neurodivergence Zone has information about how to support a neurodivergent child including diagnostic pathways, support groups and forums, education support, behaviours that challenge, mental health and information for family members.

[Access the Neurodivergence Zone on the SEND Local Offer](#)

AWM Autism Workshops

NHS Herefordshire and Worcestershire kindly request you share the following details about two new programmes of workshops from Autism West Midlands with colleagues, parents/carers and young people as appropriate.

Autism Parent/Carer Webinars will start on 23 October, be delivered in the day 10am to 12pm, then run weekly until 11 December. These will be delivered via webinar Ninja rather than MS Teams as this allows people to access a recorded version of the webinar for 2 weeks after delivery, so this helps parents/carers who may be working or undertaking caring roles to access it at a more convenient time for them.

Teens Autism Confident Online Workshops will start 4 November and will be delivered in the evenings. This programme is open to young people without a diagnosis who identify as autistic, as well as those who have a diagnosis.

Please note places need to be booked in advance. They will also be re-running the courses in Spring. They are also in the process of planning workshops around ADHD.

[Download Autism Parent/Carer Webinars Flyer](#)

[Download Teen Autism Confident Online Workshops Flyer](#)

Lumi Nova: New free App to support children (7-12) with anxiety, fears and worries

Herefordshire and Worcestershire NHS have partnered with BFB Labs to offer children and young people in Herefordshire and Worcestershire free access to Lumi Nova.

Lumi Nova: Tales of Courage is a digital therapeutic mobile game supporting children with fears, worries and anxiety. Designed for children aged 7-12 years, Lumi Nova helps children to reflect on their feelings, build resilience, and learn lifelong skills to self-manage their worries in a fun intergalactic adventure.

Lumi Nova is now accessible to families by visiting <https://luminova.app/handw>

Spread the Word: Check out the [Lumi Nova Resource Kit](#) for resources to support you to share Lumi Nova with other professionals and families. Resources include:

- Intro emails and information sheet for parents
- Intro emails for your team and colleagues (incl. an invitation to a Lumi Nova Discovery Webinar)
- Social media and website assets
- Workshop for young people

Stay connected: Subscribe to the Lumi Nova Newsletter and follow them on social media for new resources and updates that you can share with your community.

- [Lumi Nova Newsletter](#)
- [Facebook](#)
- [Twitter](#)

If you would like to order posters/leaflets or have any questions, please reach out to the Lumi Nova team at luminova@bfb-labs.com

Flexi-Schooling Guidance

Flexi-Schooling is an arrangement between parent and school where children of compulsory school age are on roll at a school but where the provision is split between attendance at school and home education arranged by the parents or carers. The [pupil attendance and welfare guidance](#) provides some more detail and recommendations for schools, parents and carers.

Transforming Literacy Leadership for Disadvantaged Children

FAO Senior Leaders, Pupil Premium Leaders, English Leads

Worcestershire County Council has worked in collaboration with the EEF, the Research Schools Network and local school leaders to co-construct a two-year partnership for Worcestershire schools. [Please download the flyer for more information.](#)

Drawing upon local expertise and research evidence, the partnership has been designed to enable leaders to create and communicate a clearly defined vision for literacy across the curriculum, ensuring that all children are equipped to achieve.

The programme, which will launch in December 2024, and will provide two high quality, evidence-informed training pathways, one for school leaders and another complimentary pathway for literacy leads in Worcestershire schools.

We are now looking to recruit **60 schools** to this partnership, with representation from across all phases and districts.

The EEF is contributing funding to support the delivery of the partnership. However, we are asking schools to contribute £250 per year to support with the delivery of bespoke implementation support.

To support engagement, small schools in Wychavon can apply for a bursary to cover the costs of supply.

[Sign Up](#) to one of our Headteacher webinars for more information about the partnership.

Thursday 24 October at 3:00 pm

Wednesday 6 November at 8:00 am

Tuesday 12 November at 3:00 pm

For more information, please email Lisa Bradbury (LBradbury@worcestershire.gov.uk) at Worcestershire County Council or Karl Rogerson (k.rogerson@billesleyschool.co.uk) at Billesley Research School.

CHOICES - Transition into Higher Education (SEND)

The Skills and Investment Team have created an informative magazine for those learners with EHC Plans who aspire to go to University. The magazine explains what steps to take, and how to access support. There is also a case study from one young person who explains their journey. Please take a look and distribute to young people and their families as appropriate.

[CHOICES - Transition into Higher Education \(SEND\)](#)

It sits with our other CHOICES magazines on our website, which cover a range of information to support young people in planning for their next steps:

[Choices careers and advice magazines and booklets | Worcestershire County Council](#)

Further information you may find useful to support learners with EHC Plans moving on:

- Brand new Life Beyond School Booklet issue 5 [CHOICE - Life Beyond School \(worcestershire.gov.uk\)](#)
- Routes into employment booklet [Worcestershire Inclusive Employment: Your Pathways](#)
- Your future opportunities website [Your Future Opportunities | Worcestershire County Council](#)
- SEND careers area [Career guidance for those with SEND, SEMH, and EHCP \(Education and Health Care Plan\) | Worcestershire County Council](#)

Early Years Inclusion Update

Enhanced Provision

Dingley's Promise have been commissioned to provide two enhanced provisions in central Worcester and Droitwich. <https://dingley.org.uk/>

Follow this page for any updates:

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/news-updates-and-feedback>

Timings of the EHCNA

Worcestershire County Council are asking for the EHCNA's to be in by half term October 2024 for children who may need a specialist provision when they are school age.

EYFS Early Support Tracking document

We are pleased that the new national EY SEND Assessment tool has now been launched through the DfE and Dingley's Promise and is live on their websites.

Help for early years providers: SEND assessment guidance and resources (education.gov.uk)

We are currently looking into the best way of working with this and we will inform you as soon as we know of the launch date, so watch this space...

In the meantime, continue with Early Support Tracking document

Resources to check out [Resources for Educators - Dingley's Promise](#)



Early Years Inclusion Funding dates

Deadlines for Funding applications:

Spring Term 2025 - 21 November 2024

Spring Term 2025 - 23 January 2025

Summer Term 2025 - 13 March 2025

Summer Term 2025 - 24 April 2025

Monitoring Form Return deadlines:

Autumn Term 2024 - between 1 to 15 November 2024

Spring Term 2025 - between 1 to 15 February 2025

DON'T FORGET TO APPLY FOR CHALLENGE and EXCEPTIONAL THE CHILD MUST BE KNOWN TO THE EYIP

EYIT Autumn/Spring Term 24 Training Courses

Some courses to look out for:

Autism in the Early Years

11 December 2024, 6.30pm to 8pm, virtual delivery, course code: 10003 / 90160

5 February 2025, 4pm to 5.30pm, virtual delivery, course code: 10003 / 90161

2 April 2025, 6.30pm to 8pm, virtual delivery, course code: 10003 / 90162

ELSA (Emotional Literacy Support Assistant)

5 Sessions course code 10497

14 Jan 2025, 30 Jan 2025, 11 Feb 2025, 25 Feb 2025, 11 March 2025 • 09:30 to 15:30

How to complete an EHCNA

18 November 2024, 7pm to 8pm, virtual delivery, course code: EY 10495 / 90064

4 February 2025, 5pm to 6pm, virtual delivery, course code: EY 10495 / 90065

IPMs and Smart Outcomes

8 October 2024, 7pm to 8pm, virtual delivery, course code: EY 10494 / 90062

1 April 2025, 5pm to 6pm, virtual delivery, course code: EY 10494 / 90063

SCERTS: Social Communication Emotional Regulation Transactional and Support

Course code on CPD: 10462 – please only request Stage 1 for your lead SENCo / manager within your setting or school, it is their responsibility to share with the team

Inclusion Surgeries with the Area SENCos offer

Inclusion Surgeries will continue this year. (The purpose of the telephone meeting is to discuss more complex Inclusion issues with an Area SENCo).

Our surgeries this term will be on: 22 October and 10 December 2024, 1:30pm to 3:30pm

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

Further sessions will be available during the Spring term 2025

The Early Years Inclusion Team Inclusion Helpline

Every Tuesday & Thursday afternoon (term time only) between 1pm to 3pm there will an Inclusion Officer able to take your phone calls.

The remaining times within the week, someone may answer, or we ask that you leave a voicemail for us to get back to you.

- Inclusion helpline and answer machine: 01905 843099
- Inclusion helpline email: eyinclusion@worcestershire.gov.uk
- Follow us on Facebook for updates <https://www.facebook.com/WorcsEarlyYears>

[Early Years Inclusion | Worcestershire County Council](#)

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

Hereford and Worcester Dyslexia Association Update

[Please download the latest edition of the HWDA Newsletter](#)

Tutor vacancies

Are you passionate about teaching children with dyslexia?

Would you like to support and tutor at a wonderful, child-friendly teaching workshop?

If you are an experienced teacher or have a background in education and an interest in training as a dyslexia specialist, Hereford and Worcester Dyslexia Association would like to hear from you. They have vacancies for [Primary and Secondary Specialist Tutors for their Worcester Workshop](#) which takes place in the Woodland Room at Worcester Woods Country Park on term-time Saturday mornings from 9am to 12:30pm.

There is also a vacancy for a [Senior Tutor at Bromsgrove Workshop](#) which takes place Fridays after school during term-time between 4:30pm to 6:45pm. As Senior Tutor you would oversee a specialist team of tutors and work alongside them to provide high quality and professional tuition for pupils of school-age who are experiencing difficulties with literacy or numeracy and to support study skills.

For more information or to apply contact Katrina Kear-Wood: president@hwda.org.uk

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

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

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

WCC EAL (English as an Additional Language) Service

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@worcestershire.gov.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.

Herefordshire & Worcestershire SENDIASS

HW SENDIASS is the Special Educational Needs/Disabilities (SEND) Information, Advice and Support Service covering Herefordshire and Worcestershire.

HW SENDIASS have a dedicated team of trained advisors offering legally based and easily accessible information, advice and support on all matters relating to children and young people (0-25) who have or may have SEND.

The service is **FREE, impartial, and confidential**.

They can help families if:

- They would like to know more about the local support available for children with SEND and their families
- They would like to know more about Worcestershire's SEND policies and procedures
- They need information and guidance on the Education, Health and Care Plan (EHCP) process (including Needs Assessments and Annual Reviews)
- They need help understanding SEND law
- They need help to gather, understand and interpret information and apply it to their own situation

If you identify children in your setting with SEND, you can signpost them and their families to SENDIASS for free information and support. **Please download their [latest flyer](#) to distribute to families or share in your newsletters.** If you would like hard copies of these please contact SENDIASS using the details below.

SENDIASS can also provide general information, advice and support to professionals working with families of children/young people with SEND.

Contact SENDIASS

Call: 01905 768153 Monday-Friday 8.30am-4pm (24hr answerphone service)

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](#)

HW SENDIASS also have lots of useful information on their website www.hwsendiass.co.uk and provide FREE training for families and professionals with dates still available for the Autumn Term.

[SENDIASS Training for Parents/Carers](#)

[SENDIASS Training for Professionals](#)

Training And Professional Development Opportunities

Annual reviews and preparing for adulthood

SENCOs from all settings will understand how to start planning for adulthood from the earliest years for those CYP with EHC Plans, and how to use person-centred approaches for their Annual Reviews. The co-constructed toolkit for annual reviews, which includes a focus on how to support Year 9 reviews onwards, will be shared and explored. There will be time for networking and sharing of good practice to enable settings to start planning person centred annual reviews for their children and young people with EHC Plans. The session will be interactive, and refreshments will be provided

Cost: Free – funded via the DBV grant

- 27 February 2025, 9.30am to 12.30pm, Worcester, course code: 10526 / 90738
- 24 March 2025, 9.30am to 12.30pm, Worcester, course code: 10526 / 90739

Understanding and Supporting Sensory Processing Differences in the Classroom

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

4 and 18 November 2024, 4pm to 5pm, virtually delivery, course code: SCH 10426 / 90175

Educational Psychology training available during 2024-25

Coming Autumn Term 2024:

- 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 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

Nurturing the Developing Nervous System

Advanced Training for Early Childhood Educators

Empower your practice with insights from the latest neuroscience and child development research! Join us for a transformative training that bridges theory and practice, offering valuable strategies for supporting young minds and bodies.

Date: Choose from 12 October, 9, 16 November or 7 December

Time: 12:00pm - 2:30pm

Location: Bradley Green Village Hall, Redditch

What You'll Gain:

- Understand early nervous system development
- Discover new ways to support children's emotional well-being
- Practice simple yoga and mindfulness techniques for co-regulation

Key Features:

- Led by a clinical psychologist and certified yoga instructor
- Evidence-based interventions
- Practical, hands-on learning that you can use right away
- Food and refreshments provided

Cost: FREE (Funded by Inclusive Communities and Nurture Families) Limited places available. [Book your place today!](#)

Book your place via: <https://nurturefamilies.org.uk/resources-for-professionals/events-for-professionals/nurturing-the-developing-nervous-system>

What is the SCERTS Approach for EYFS / Reception?

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.

This is specifically for those working with EYFS children in Settings / Reception Classes and School ran nurseries can access this webcast.

When booking via [CPD](#) search course code: 10462. 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. When your school / setting is ready to access Stage 2 of SCERTS please contact the training team by emailing workforcesupport@worcestershire.gov.uk.

Haybridge Teaching School Hub - SEND CPD Events

The Haybridge Teaching School Hub works with a number of specialist provisions to bring a wide range of CPD sessions to our colleagues. All of the sessions below are free to attend, simply download the [information flyer](#) which includes details how to sign up.

SEND online events – 4pm to 5pm

- October 7th - Moderate Learning Difficulties in the classroom
- October 21st – Using AI to support Adaptive Practice
- October 23rd – Support Surgery – Developing a Relational Policy
- November 11th – Using child development stages for Early Identification of Needs
- November 20th – Approaches to De-escalation
- November 28th – An introduction to Phonics for SEN

Please follow this link to view a collection of our SEND events:

[Haybridge TSH SEND CPD Autumn 2024 events | Eventbrite](#)

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 22 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

Chawson First School receive Centre of Excellence award for Oracy

A huge congratulation to Chawson First School who have received the prestigious Oracy Centre of Excellence award from the national oracy charity, Voice 21, for its work developing students' speaking and listening skills.

Voice 21 work with more than 1,000 schools nationally, and Chawson First School was one of only eleven to have their oracy achievements recognised in the most recent round of applications.

The Voice 21 Oracy Centre of Excellence award certifies and celebrates schools who are changing the way they educate by supporting students to find their voice - and as a result are transforming their learning and life chances. To secure its recognition, Chawson 1st School had to demonstrate the quality of oracy education being provided across five areas of school life: their school's vision, culture, curriculum, learning and impact on students.

As a Voice 21 Oracy Centre of Excellence, Chawson First School will support other schools in the community and across the country, showcasing how oracy teaching can impact their students' future education and employment opportunities.

In its 2021 report '[Speak for Change](#)', the Oracy All-Party Parliamentary Group highlighted the importance of oracy education to improve academic performance, underpin literacy and vocabulary, support wellbeing and confidence, and enable young people to access employment and thrive in life beyond school.

Emotional literacy support assistants

This September, another group of school staff across first, middle, primary and high schools began their ELSA training.

These individuals will complete 6 days of training delivered by Educational Psychologists whereby they learn theoretical and practical skills including supporting young people to understand/manage their emotions, build social skills, develop their sense of belonging and cope with loss and bereavement. ELSAs also learn how to write Social Stories and therapeutic stories.

Those who have completed the ELSA course over the last few years have shared their positive feedback:

"A course I wish didn't have to end!!"

"I found the discussions with other trainees within the group to be very useful and gained lots of knowledge from their experience as well".

"I thoroughly enjoyed participating in the ELSA course. It was delivered well and I have taken away lots of valuable information and looking forward to putting it into practice. Thank you"

"This has been an excellent training opportunity and experience. The knowledge I have learned and developed will be invaluable and I am looking forward, in the new year, to putting it in to practice"

“Excellent range of psychologists who led sessions. It was great to have the variety and a range of delivery styles but all engaging. Great content and interaction. I learnt a lot and felt confident to be able to deliver this to children but know where to get support to ensure I’m providing best sessions for children I work with”.

Alongside this, current ELSAs have continued to attend ongoing group supervision. This is an essential requirement for ELSAs to continue to practice in this role as it supports their well-being and further develops their knowledge.

Our ELSAs have shared that they value this time as it allows them to meet with others in the same role to share knowledge, problem solve, discuss their honest thoughts and feelings, and receive emotional support. The ELSAs described the sessions as ‘mental health first aid’ and stated that supervision helps to look after their well-being whilst working with children with complex needs.

If you would like your school to have a nationally recognised ELSA please contact the CPD team who will put you on the waiting list for the next course.

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.

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@worcestershire.gov.uk to ensure your school’s details are updated. Thank you.