

SEND News Bulletin

Welcome

Dear Colleagues,

I hope you and your school communities are keeping well. As we approach the end of the academic year, it continues to be an incredibly busy time filled with all the usual summer term activities – residential trips, sports days, report writing, and transition events – many of which have taken place in exceptionally hot weather!

It was a real pleasure to see so many of you at last month's Inclusion Conference. The day was a great success, and the feedback has been overwhelmingly positive, particularly regarding the variety and quality of the workshops. We hope you found the event both valuable and inspiring.

In this bulletin, you'll find the proposed dates for next year's SENCo Network events – please do add them to your diaries. Further information and booking details will be shared in the Autumn Term. You'll also find a range of updates and information from both national and local service providers and support teams. We encourage you to read through and share relevant sections with colleagues in your school. As always, we welcome your feedback.

As the academic year draws to a close, we encourage you to take a moment to reflect on the successes of the past year. Despite ongoing systemic challenges, there is much to celebrate in the experiences and achievements of children and young people with SEND across Worcestershire. Your dedication has been central to these successes – thank you for everything you do. And to those retiring or embarking on new adventures, we send our very best wishes for the future.

Wishing you a restful and enjoyable summer break!

Kind regards

Helen Harris

Learning & Teaching Adviser, SEND/Inclusion

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National News & Updates

Latest national SEND statistics

The latest [data release for Special Educational Needs in England](#) (academic year 2024-2025) was published on 12 June 2025.

This release contains figures on pupils with special educational needs (SEN) including their type of SEN provision, type of need, age, national curriculum year group, sex, ethnicity, English as a first language and free school meal eligibility.

This publication combines information from the January (spring) school census (state-funded schools), school level annual school census (independent schools) and general hospital school census.

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 - 2024/25

Over 1.7 million pupils in England have special educational needs (SEN)

This is an increase of 93,700 (5.6%) pupils since 2024. 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 the trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 5.3%, from 4.8% in 2024.
- The percentage of pupils with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024.

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.

The proportion of pupils with SEN has increased in most school phases

- In nursery, 18.8% of pupils have an EHC plan or SEN support, a decrease from 19.5% in 2024.
- In primary, 18.2% have an EHC plan or SEN support, an increase from 17.1%.
- In secondary, 16.5% have an EHC plan or SEN support, an increase from 15.16%.
- In state-funded Alternative Provision (AP), 83.4% have an EHC plan or SEN support, an increase from 82.2%.
- In independent schools, including independent special schools, 24.1% have an EHC plan or SEN support, an increase from 22.3%.

Primary schools saw the largest increase in the number of EHC plans, with an additional 21,000 pupils with plans since 2024.

The number of pupils with SEN support in state-funded AP schools has increased, however the percentage of pupils with an SEN support has decreased from 58.1% to 57.1%. This is driven by larger increases in the number of pupils in state-funded AP schools with an EHC plan.

The percentage of all pupils with an EHC plan who are in mainstream schools (state-funded primary and secondary) has increased from 54.4% to 56.2% in 2025, which continues the trend since 2018.

DfE 'Creating Inclusive Provision' Toolkit

The DfE have launched a '**Creating Inclusive Provision: A toolkit for providers of wraparound childcare, breakfast clubs and holiday activities and food programmes**', developed in partnership with Mott MacDonald and Nasen. It is an interactive digital toolkit developed to support schools, private, voluntary and independent (PVI) providers, childminders, and local authorities in creating inclusive wraparound provision that is accessible to families of primary aged children with special educational needs and disabilities. This includes breakfast clubs, after school childcare and holiday provision.

You can access the Creating Inclusive Provision (CIP) toolkit [here](#).

Helping Young People Stay Safe on Smartphones and Online

Free Webinars for Parents and Carers

This July, Kooth is delivering a series of free webinars aimed at supporting parents and carers in keeping their children safe online - particularly when using smartphones.

With smartphones being a central part of young people's lives, these sessions will offer practical advice and guidance on how to manage risks, start open conversations, and encourage healthy online behaviour.

These webinars are an excellent opportunity for families to feel more confident about digital safety and understand the tools available to help protect their children online.

Find out more at: <https://connect.kooth.com/>

Inclusion in Practice – Emerging Insights paper

Convened by Tom Rees, Chair of the Expert Advisory Group for Inclusion, with support from Ambition Institute and the Confederation of School Trusts (CST), Inclusion in Practice brings together promising approaches and useful examples of inclusive practice in mainstream settings. The initiative runs alongside the work of the Expert Advisory Group for Inclusion.

[Inclusion in Practice](#) was introduced at the ASCL Conference in April 2025, with support from the partners above. It invited submissions to a call for evidence from teachers, school leaders, and the wider sector. Over six weeks, 165 submissions were received, with 820 schools represented through trusts and groups and a further 7,600 schools represented by submissions from providers or local authorities.

A team of researchers from ImpactEd Group analysed the responses to produce a range of outputs and content, [including this Emerging Insights paper](#), which highlights common themes and examples from across the submissions. A series of case studies and blog posts are also being published to share more in-depth examples of practice in context.

Local News & Updates

SEND Improvement Updates

The local area partnership is working through the Priority Action Plan and SEND Improvement Plan following the outcome of the 2024 Ofsted and CQC inspection. The local area partnership includes Worcestershire County Council and NHS Herefordshire and Worcestershire.

Please use the following link to the SEND Local Offer website where you will find our latest update about the SEND improvement programme: www.worcestershire.gov.uk/SENDimprovements

Updated on the SEND and AP Change Programme

Updated on the SEND and AP Change Programme

The DfE has confirmed that there will be an extension of the [Change Programme](#) until March 2026. We are currently working with DfE to understand the new areas that we are being asked to test and how we can continue to implement and embed strategies to support and promote Ordinarily Available Inclusive Provision and a 3-tier model of Alternative Provision.

Through Phase 2 of the programme, we began working with the University of Worcester to develop inclusive provision through change making leadership. The DfE are looking to us for practice-based evidence to develop the inclusive provision approach across Local Authorities. 40 school leaders are on a leadership programme that will enable a clear vision for Worcestershire about ordinarily available inclusive provision in our schools. There are two cohorts of system representatives working on this programme, with a view to having an ordinarily available inclusive provision approach shared in September 2026 for all schools in Worcestershire.

Alternative Provision Provider Update

Please be aware that the provider B Brilliant, an Alternative Provision Provider based in Malvern, is currently suspended from the Alternative Provision Dynamic Purchasing System (AP DPS) due to

safeguarding concerns; Worcestershire County Council are not currently placing young people with this provider.

We are working with the provider to improve their safeguarding practices and hope to reinstate B Brilliant on the AP DPS by September 2025.

Please see the [SEND and Alternative Provision Directories](#) for other Alternative Provision providers.

Worcestershire SENCo Network

SENCo Network Events 2025/26

The blended approach of virtual and face-to-face SENCO network events continues to be the preferred format based on the positive feedback received by SENCOs. SENCOs have reported that they appreciate the shared space together to discuss topics pertinent to their role and problem-solve creative approaches to shared experiences and challenges. SENCOs also fed back that information received from a range of partners has provided them with updated information about services, guidance and training opportunities and that they value the sharing of effective practice.

The 25/26 SENCO network will consist of the following events:

Term	SENCO network event
Autumn 1	SENCo Network Briefing (Virtual Meeting) Monday 29th September 2025 3:30 – 5:00pm
Autumn 2	North/South Locality Meetings (Face-to-Face) PLEASE NOTE: These dates and venues are yet to be confirmed: Monday 17th November 2025 1:00-4:00pm Monday 24th November 2025 1:00-4:00pm Wednesday 26th November 2025 1:00-4:00pm
Spring 1	SENCo Network Briefing (Virtual Meeting) Monday 2nd February 2026 3:30-5:00pm
Spring 2	North/South Locality Meetings (Face-to-Face) PLEASE NOTE: These dates and venues are yet to be confirmed: Monday 16th March 2026 1:00-4:00pm Tuesday 17th March 2026 1:00-4:00pm Tuesday 18th March 2026 1:00-4:00pm
Summer 1	SENCo Network Briefing (Virtual Meeting) Tuesday 5th May 2026 3:30 – 5:00pm
Summer 2	Inclusion Conference Wednesday 24th June 2026 Venue TBC

***Schools will be able to book places at the SENCo Network events from 1st September 2025. Please be reminded that schools must 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 engagement and ensure venues are able to accommodate delegates.**

We look forward to you joining us for this series of events in the new academic year!

SEND Services Restructure

We are making some changes to the structure of our SEND Services team. These changes are aimed at improving the way we manage the Education, Health and Care Plan (EHCP) process.

Families and professionals have told us that they can't get in contact with workers when they need to; assessments, plans and reviews are not always completed quickly enough (including within the statutory timescales); and the quality of EHCPs is not good enough.

Key changes that will help us to make improvements are:

- We have an additional 4 EHCP Co-ordinators, 1 Team Manager, 1 Senior EHCP Co-ordinator, 2 Initial Screening and Contact Officers (ISCOs) and a second Complaints Officer.
- We have split the teams into 'Pre-14' and 'Post-14' in different areas of the county - so children and young people will be allocated to a team and EHCP Co-ordinator based on how old they are and where they live.
- Each team will have its own email address and phone number, so if an EHCP Co-ordinator changes or is hard to reach, you can still contact the team for support.
- Casework Officers are now going to be called 'EHCP Co-ordinators' as families reported back to us that they didn't like children being referred to as a 'case'.

We have been moving children and young people to their new teams during June and July and new team contact details are now live and can be found at www.worcestershire.gov.uk/SENDservices. Families can continue to contact their current EHCP Co-ordinator via the usual channels and will be updated as and when things change. The new team structure will be fully in place from 1st September 2025.

If you would like a paragraph to share with families via school newsletters, please see below:

SEND services new structure

Worcestershire County Council is making some changes to the structure of the SEND Services team. These changes are aimed at improving the way they manage the Education, Health and Care Plan (EHCP) process for children and young people with special educational needs and disabilities (SEND).

Families have shared that they can't get in contact with workers when they need to; assessments, plans and reviews are not always completed quickly enough (including within the statutory timescales); and the quality of EHCPs is not good enough.

Key changes to help make improvements include:

- *There are an additional 4 EHCP Co-ordinators, 1 Team Manager, 1 Senior EHCP Co-ordinator, 2 Initial Screening and Contact Officers (ISCOs) and a second Complaints Officer.*
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The new team contact details are now live and can be found at www.worcestershire.gov.uk/SENDservices. The County Council has been moving children and young people to their new teams during June and July. Families can continue to contact their current EHCP Co-ordinator via the usual channels and will be updated as and when things change. The new team structure will be fully in place from 1st September 2025.

Read more about the changes here: [SEND Services Team Restructure | Worcestershire County Council](#)

Update from our Co-production Officers

Chanika and Amy, our Co-production Officers, have had a busy few months visiting schools, youth groups, and family hubs across Worcestershire. In June, they ran workshops in schools to hear directly from children and young people about what matters most to them, what “good” looks like, and what they need to live a happy and fulfilled life. This feedback will help shape the SEND strategy and quality assurance plans to make sure young voices are at the heart of everything.

They've already visited Heart of Worcestershire College, Fort Royal Primary, Perryfields Primary PRU, and Pershore High School, with more visits planned to Kempsey Primary, Pitcheroak, Wyre Forest School, and Christopher Whitehead. They've also visited children in their homes and at family hubs and are excited to hear that some young people are interested in joining the new SEND forum. The SEND forum will be a chance for children and young people to get together regularly to talk about the things that are important to them – the first meeting will be online and is being planned for July.

Chanika and Amy would love to meet more children and young people and will be holding a launch event at The Hive on 7th August. There will be fun activities for children and young people, and information stalls linked to different SEND services in Worcestershire. If you have a plasma screen please download this [plasma screen image about the co-production event](#) for sharing with families.

If you know a young person who would like to take part or find out more, you can email Chanika and Amy at SENDco-productionteam@worcestershire.gov.uk or visit www.worcestershire.gov.uk/SENDcoproduction

Update on Partnership for Inclusion of Neurodiversity in Schools (PINS)

In May, Worcestershire County Council, NHS Herefordshire and Worcestershire Integrated Care Board (ICB) and Worcestershire Parent Carer Forum representatives launched Partnership for Inclusion of Neurodiversity in Schools (PINS) in Worcestershire.

PINS is a national programme for 2025/26 which aims to work in partnership with primary schools, parent carer forums and local services to develop inclusive provision and improving learning environments to better meet the needs of all pupils and improve outcomes for children with neurodiverse needs.

First, Primary and Middle schools were invited to make an expression of interest, and we can confirm that we have made offers to 35 schools across the Local Authority. The full list will be published on the SEND Local Offer website in due course.

We're looking forward to an exciting fast-paced few months working in partnership with schools and their parent carers delivering a core and bespoke package of neurodiversity training and parent carer coproduction events.

Neurodiversity Themed Teachmeets

We are looking to share some of the amazing practice that happens across Worcestershire, with teachers sharing classroom ideas directly with teachers! We are looking at putting on a number of Teachmeets in Worcestershire to allow the supportive sharing of ideas.

A Teachmeet is an organised (but informal) meeting where participants are offered a variety of nano (three-minute) or macro (six-minute) presentations on a particular theme.

Participants can be actively involved as presenters or can simply relax and listen to all that will be on offer. It usually takes place in a hall or similar (depending on numbers) and there is a running order of who is presenting what (time scales are kept too tightly!). The idea is that attendees will listen to a load of ideas (usually around 20 to 25 strats) that are practical and useable in the classroom around a particular need.

We are looking to run 3 teachmeets a year for High Schools (one a term) in the North for and three in the South.

We are also looking to run 3 teachmeets a year for Primary Schools (one a term) in the North for and three in the South.

WCC will handle the bookings and planning of these sessions (who is presenting, time keeping etc) BUT we need venues! We would need high schools and primary schools in the North and South who would be willing to be a venue for the evening (Teachmeets are likely to run 6pm to 7:30pm (to be confirmed!). Coffees and tea would also be most welcome!

A key aspect of the Teachmeet is that they are FREE and an encouraging space for any teacher to attend (in fact, it is likely that other school staff would benefit from it too).

We are looking at having the 3 Teachmeets around supporting neurodiversity/neurodivergence and so it is likely that themes for a Teachmeet might include: sensory, transitions, planning, executive function etc.

If your school is interested in hosting one, please email Stephen Fessey at: sfessey@worcestershire.gov.uk and we can look at dates and times. Emailing does not commit you at this point.

Hereford and Worcester Dyslexia Association Update

The Bromsgrove Workshop is seeking new (salaried) tutors and HWDA is keen to recruit a Chairperson and a Vice President in a voluntary capacity.

[Download Bromsgrove Tutor Flyer](#)

[Download Chair and Vice President Advert](#)

You can also see their latest July newsletter here: [News - Hereford & Worcester Dyslexia Association](#)

Early Years Updates

Self-Evaluation Tool for Inclusion in the Early Years

The Early Years Inclusion Team are pleased to share with you the [Self-Evaluation Tool for Inclusion in the Early Years](#), now available to download.

This tool has been created in response to the growing number of children being identified through the Early Years Inclusion Process (EYIP). Its aim is to help settings strengthen their ordinarily available provision and promote high-quality, inclusive practice and environments for all children.

By embedding inclusive practices into everyday routines, we can ensure that fewer children require formal identification through the EYIP - reserving additional support for only the most complex needs, addressed through a graduated response via the Inclusion Support Services.

What we'd like you to do:

- Use the tool to evaluate your current practice.
- Reflect on your inclusive offer and identify areas of strength and development.
- Then, get in touch with your Area SENCo or eyinclusion@worcestershire.gov.uk to arrange a visit, either virtually or in person. This will be a great opportunity to:
 - Showcase your work
 - Share areas you're working on
 - Co-develop a plan for further support and guidance

Thank you for your ongoing commitment to inclusive early years practice.

Autumn term Early Years SENCo Cluster meeting:

Have you booked on yet?

This is where you'll hear about important updates and find a CPD slot.

Our next meeting is on [7th October 2025, 4:00–5:30pm.](#)

We have several guest speakers planned! We're also always looking for practitioners to share best practice with us. If you have something you'd like to share, please contact your Area SENCo, and we'll be happy to book you a slot!

If you are unable to attend the cluster meetings, they are recorded and can be found on our Early Years Inclusion website, under the [A-Z of resources](#) (look for 'C' for cluster), or on our [YouTube channel](#).

Early Years Inclusion Funding

For any queries regarding Graduated Response/SEND funding please continue to email or call the Early Years Inclusion Team:

01905 843099

eyinclusion@worcestershire.gov.uk

Remember that the Challenge and Exceptional funding deadline for Autumn Term 2025 is 22nd September 2025.

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

CAMHS and under 5s referral

The Under-Fives' Clinic is part of CAMHS (Child & Adolescent Mental Health Service). It has been set up for families where there are young children who have difficulties that have not been improved by the strategies and advice offered by primary health care professionals.

These children may suffer from difficulties around sleeping or eating, or have problems in relationships with parents or siblings. They may have experienced trauma around the time of gestation or birth and difficulties in bonding with their mother, or been very ill as a baby or toddler. For some children their troubles are linked to parental conflict or separation, or they are fostered/adopted.

Contact Details

Referral process: online at: www.hacw.nhs.uk/specialist-camhs

You can contact CAMHS prior to a referral to check if it is suitable by making contact with your district below on:

Worcester Under-Fives' Clinic Aconbury North, Charles Hastings Way, Worcester Royal Hospital, Worcester WR5 1JG

Tel: 01905 681961

Email: whcnhs.worcestershirecamhs@nhs.net

Redditch and Bromsgrove Town Hall, Walter Stranz Square, Redditch B98 8AH Tel: 01527 488650

Email: whcnhs.worcestershirecamhs@nhs.net

Wyre Forest Under-Fives' Clinic Kidderminster Health Centre, Bromsgrove Street, Kidderminster, DY10 1PG

Tel: 01562 514549

Email: whcnhs.worcestershirecamhs@nhs.net

The service operates Monday to Friday: 9.00am - 5.00pm

Do you support prematurely born children appropriately?

Check out these resources to support best practice with pre-term babies:

[Prem Aware Award – The Smallest Things](#)

[Preterm Birth Information for Education Professionals](#)

[Supporting prematurely born children and their families in the preschool years'](#)

Help your pupils build confidence over the summer holidays!

The summer holidays are a great opportunity for parents/carers to use Lumi Nova to support their children with common worries during this time.

Whether it's the start of a new school year, transitioning to a new school / class or making new friends, Lumi Nova offers a wide range of goals to support children build confidence.

Use the transition and summer themed assets to remind parents that Lumi Nova can be used over the summer holidays. The pack includes:

- Posters for newsletters or display
- Social media images for your school's page
- Parent letter / newsletter content

Why also not schedule some Back-to-School Assets to be shared with families as the new school year starts!

[Download the Transition / Summer Resources from Google Drive](#)

To request a physical pack of free resources to hand out at the end of term, please contact the team at luminova@bfb-labs.com.

GP SEND Handbook – updated version

A new version of the GP SEND handbook has been released.

It is available on the SEND local offer website:

[SEND health and wellbeing | Worcestershire County Council](#)

The direct link to download is:

[Worcestershire GP SEND Handbook V10 for publication 2025](#)

GP Learning Disability Register

We would appreciate the support of all SENCOs in discussing and promoting the GP Learning Disability Register with families of any children in your settings who have a Learning Disability. The GP Register is a list maintained by GP practices that identifies individuals with learning disabilities. Anyone on an LD register aged 14 and up can access an annual health check which may help identify health problems early. Please find some information about this in the [presentation slide pack](#) and in the [LD Register Inclusion Tool](#).

They key messages for SENCOs are:

- Be aware of the LD register and use conversations with families and EHCP reviews to explore eligibility.
- SENCOs don't need to wait until the young person is 14 to investigate eligibility for the LD register with appropriate families.
- CYP don't require a formal diagnosis of Learning Disability to be on the LD register (e.g. children identified with GDD can be placed on the GP LD register).
- Children with Moderate, Severe, or PM Learning Difficulty indicated on their EHCP may already have a formal diagnosis of Learning Disability (or could well be considered for one). Work is ongoing in Herefordshire and Worcestershire to review the pathway for formal diagnosis.

The attached LD Register Inclusion Tool is intended for GPs but SENCOs might find it a helpful prompt to understand whether any families you are working with could be eligible for inclusion on the LD register. Families can be signposted to raise this with their GP Practice and GPs will decide whether to add individuals to the LD register. At the moment, all GP practices in Worcestershire offer LD annual health checks from the age of 14 which is a great reason to explore eligibility in any children you work with.

For more information about the register and LD Annual Health Checks, [please have a look at the ICS Webpage on Learning Disabilities](#). Please contact Hannah Jeffery hannah.jeffery6@nhs.net as the DCO for Worcestershire if you have any questions about this.

Herefordshire & Worcestershire SENDIASS

FREE SENDIASS Training at your setting

SENDIASS provide FREE SEND Training Workshops and Webinars for parents/carers and professionals. SENDIASS training workshops can help build knowledge and skills for families with a child or young person with SEND and any professionals that support them.

They are now able to offer their workshops for free in your settings. This could be as part of a SEND coffee morning or drop in for your families or part of staff training.

Further information about the workshops that they provide can be found on their webpage: [SENDIASS Training delivered at your venue](#)

If you would like them to deliver one of their workshops at your setting for free, please complete their [Training Request Form](#)

SENDIASS also provide regular Training Workshops from their Training Room in Worcester and online webinars. These are available for parents/carers or professionals to book, and spaces are still available for the Summer term. Further information about their available workshops can be found here:

[SENDIASS workshops for parent and carers](#)

[SENDIASS workshops for professionals](#)

SENDIASS Resources - Preparing for Adulthood

SENDIASS have created a Preparing for Adulthood Checklist. This checklist is designed to support parents and carers to help their young person with SEND to prepare for adult life, by breaking the process down into manageable steps.

The checklist can be downloaded from the [SENDIASS preparing for adulthood webpage](#)

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

CATCH: Children and Trauma Community Hub

Worcestershire Virtual School are offering a fully funded annual subscription to [CATCH: Children and Trauma Community Hub](#). This online support platform provides high-quality tools and e-learning courses to support children who have experienced early life trauma and are now under Adoption, Special Guardianship Order, or Child Arrangements Order. The resources available for educators include:

- **Education toolkit for schools**
- **Trauma in the curriculum**

- **Trauma and attachment in the classroom**
- **E-Learning courses:**
 - Attachment for education professionals covering:
 - Secure attachment
 - Insecure attachments
 - The impact of trauma
 - Shame
 - Empathy
 - Supporting behaviour changes from an attachment-based perspective.
 - Behaviour interventions
 - Goodbyes and transitions
 - Primary school: The importance of play
 - Trauma Informed Pedagogies
 - Introduction to Trauma Informed Pedagogies
 - Introduction to Polyvagal Theory
 - Trauma and Attachment Informed Educational Practices
 - Retributive and Restoration Behavioural Approaches
 - Neuropsychology and Executive Functioning
 - Neurodiversity and Inclusion
 - Trauma Informed Roles
 - The Role of Play
 - Applying Trauma informed Practice – Roles, Environment & Curriculum
 - Trauma Informed & Responsive Systems
- Upcoming webinars include:
 - Introduction to Emotionally Based School Non-Attendance (EBSNA) - neurodiversity based
 - Introduction to EBSNA - attachment and trauma based
 - Introduction to EBSNA - emotional/anxiety based
 - How schools can support children with EBSNA

If you would like to take advantage of this offer, please email Jade Busby (Previously Looked After Children Advisor): jbusby@worcestershire.gov.uk

Delivering a whole school emotional wellbeing learning package (first/primary schools)

If your school does not have a whole school package for teaching and learning about emotional wellbeing and would want to deliver the Skills for Life Programme: [Home | Partnership for Children](#)

Please email ccharlton@worcestershire.gov.uk to express interest which involves training for up to 6 staff members on 14th October (3.30-5pm) as there are a small number of places still available.

Happy Healthy Holidays for Teenagers - Parents & Carers Guide 2025

Action for middle and secondary schools: Please circulate widely and promote to parents and carers before the end of term

Following the successful launch of this guide in 2023, Public Health have reviewed and updated the guide for 2025.

You can download it from the [Google Drive](#).

The guide provides parents and carers with information, advice and guidance to support their teenagers to have happy and healthy holidays and includes topics such as:

- Being active
- Food and nutrition
- Sleep
- Sun and water safety
- Summer infection risks
- Online safety
- Socialising
- Mental health and wellbeing

Training And Professional Development Opportunities

SENCo Leadership Development Programme

Our SENCo 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 well informed about their statutory duties and how best to provide highly effective support for children and young people with SEND.

The programme will equip participants with skills to develop a 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, pupil outcomes 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, providing support within an accountability framework
- 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 your school's Inclusion Team, an aspiring SENCo, newly appointed SENCo or more experienced SENCo looking to reflect on current practices.

The Programme is focused on the practical and dynamic nature of the role and compliments the National Award for SEN Coordination qualification and NPQ SENCo. Time is allocated within each session for professional discussion and sharing practice with colleagues.

Cost: £362 + VAT per delegate Dates / Times:

- 6 sessions: 23 September, 6 and 21 October, 11 and 25 November and 9 December 2025
- All sessions are 9am to 12pm
- Worcester
- CPD Code: 10287

ELSA: Emotional Literacy Support Assistants

The Educational Psychology Service are excited to be able to continue to offer ELSA (Emotional Literacy Support Assistants) training and supervision for practitioners working in Primary / First / Middle Secondary schools across Worcestershire.

The ELSA programme has been widely adopted as an evidence-based early intervention for children and young people in over 100 local authorities in the UK. ELSAs attend training days and group supervision sessions led by Educational Psychologists. They will be trained to plan and deliver individualised programmes of support for children to develop their emotional literacy, within a range of different areas. The initial training is a mix of psychological theory and application of theory to support children and young people. The training involves discussion, activities and sharing of helpful resources. Resources to support work as an ELSA are shared and all delegates will be provided with a copy of the book "Emotional Wellbeing: An Introductory Handbook" within the price of the course.

The initial training covers the following areas of emotional literacy:

- Day 1 – An Introduction to ELSA and emotional literacy: **please note: The line-manager or headteacher will be required to join their ELSA(s) for the morning of Day 1.**
- Day 2 – Security and affiliation (sense of belonging)
- Day 3 – Self-esteem, motivation and developing feelings of competency and self-efficacy
- Day 4 – Loss and bereavement
- Day 5 – Managing emotions and social/friendship skills
- Day 6 – Active listening, therapeutic stories and measuring outcomes

Cost: £630+ VAT per person and includes two supervision sessions in Spring 2026.

- Date: 23 September, 07 October, 21 October, 11 November, 25 November and 08 December 2025.
- Time: 09:30 to 15:30
- Location: Worcester - lunch is provided please ensure any dietary needs are included at the point of booking
- Course code: 10351

RISE Training: New Sensory Processing e-Learning

This new e-learning introduces sensory processing: what it is and why it matters and is intended to be used by a wide variety of practitioners, especially those working directly with disabled children and young people and those with special educational needs. This course was originally developed as training by the Early Years SEND Partnership and has now been re-purposed to create this e-learning that is now delivered through the RISE (Research and Improvement for SEND Excellence) Programme, a contract funded by the DfE. The course covers the following topics:

- Sensory systems and sensory processing differences
- Practical application of the theory and where to go for support
- Sensory environments

To view and complete the e-learning, please follow the instructions [on this link](#). This course should take around 90 minutes to complete, including making notes in the accompanying learning log document that you can access through the course.

Webcast: Taking a person-centred approach to preparing for adulthood

A free 25-minute webcast looking at Taking a person-centred approach to preparing for adulthood. By the end of this webcast, you will understand:

- SEND Code of Practice expectations in relation to Preparation for Adulthood
- Person-centred approaches to use with children and young people

Audience: All educational settings, especially secondary schools, high schools and Post 16 section

- Cost: Free
- Duration: 25 minutes
- CPD Course code: Search 10540

WCC Autism / Complex Communication Needs Training Courses 2025-26

We are pleased to confirm that the 2025/2026 Autism / Complex Communications training is now available to book via [CPD booking site](#), simply search the CPD code for further information and date.

This academic year the team have added in three new training courses, all are available in the Autumn term.

New courses for 25/26

- An introduction to meeting significant communication and interaction needs in a mainstream Early Years/Key stage 1 classroom – search CPD code 10615
- Meeting significant communication and interaction needs in a mainstream Early Years / Key Stage 1 classroom drop in – search CPD code 10616
- Autism and Play in the Early Years - search CPD code 10617

Additional courses for 25/26

- Girls and Autism search CPD Code - 10078
- Primary Schools - Creating an autism-friendly classroom – search CPD code 10116
- Autism in the Early Years – search CPD code 10003
- Early Years Transition – Search CPD code 10168
- Understanding and Supporting Sensory Processing Differences in the Classroom (2 Part Delivery) – search CPD code 10426
- Masking and autism – search CPD code 10424
- Autism with Demand Avoidance caused by Anxiety - search CPD code 10005
- An introduction to Emotional Regulation for Autistic Learners - search CPD code 10075
- How to make scripts to help in social situations - search CPD code 10083
- Using visual tools to reflect on social situations - search CPD code 10175

Trauma Informed Parents' Journey: 6-week course for parents

All First/Primary Trauma Informed schools can apply to deliver this new, innovative and exciting course for parents.

To express interest in attending a 2.5-hour staff training course in 2025/26 (Sept, Jan, Mar), please register here: <https://forms.office.com/e/52BYQausKL>

Schools will receive an electronic and physical training resource pack plus a small library for parents to borrow whilst attending the course.

Or, to find out more please [join the 30 minute webinar](#) on Tuesday 18th November at 4pm.

Autism and Parent Blame

One of Worcestershire Parent Carer Forum (WPCF) reps, Anne, recently coproduced and delivered a training session for 30 social workers on autism and parental blame. It was based on her family's experience of parental blame and the recent Autism and Parental Blame research undertaken by West Midlands ADASS in collaboration with the University of Birmingham, and commissioned by NHS England. Their report was called '[Blamed instead of Helped](#)'.

[WPCF has published an article about the training.](#)

Parent carers' reaction to hearing the training has taken place has been excitement and relief. The second reaction has been, 'when are you training school leaders?'. Further information and details of upcoming briefings for education providers will be shared shortly.

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

Resources

Explore the EEF's updated SEND pages

Creating a truly inclusive school starts with designing support for pupils with SEND from the ground up.

The EEF has pulled together everything you need to support pupils with SEND into one easy-to-navigate space on their website, including:

- Practical resources for school leaders, SENCos, and teachers
- The popular five-a-day tool, plus resources to support this approach
- Actionable insights from the EEF's guidance on SEND in mainstream schools – linked to implementation and professional development

[Explore the 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.

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.

Shine A Light - Sharing Effective Practice

Autism/CCN Team Spotlight

Introducing “Energy Meters” from Autism Level UP!—Supporting Learners’ Self-Awareness & Regulation

Meeting the sensory and emotional regulation needs of neurodivergent learners is a crucial step toward meaningful inclusion. We’ve had success with schools, using the powerful, *free* resource:

Energy Meters from [Autism Level UP!](#), developed by Dr. Jacquelyn Fede and Dr. Amy Laurent.

These visually engaging tools help students understand, identify, and communicate their current energy levels—whether too high, too low, or just right. But the real magic lies in how they can be used collaboratively to develop **individualised regulation plans** that respect and reflect each learner’s preferences, needs, and autonomy.

Here’s how Energy Meters can be used in your school:

- **Build individual profiles:** Co-create energy maps with students to identify patterns across the day or week.
- **Develop consent-driven strategies:** Let learners choose sensory or movement-based tools that help them regulate energy when they feel dysregulated.
- **Embed into routines:** Use Energy Meters as part of daily check-ins, lesson transitions, or regulation breaks.
- **Empower student voice:** Promote interoception and emotional literacy by encouraging learners to notice and communicate how they feel on their own terms.

The Energy Meters are fully downloadable for free and come with guidance to help staff implement them flexibly and effectively across age groups.

Rather than behaviour management, we want to empower students and develop a culture of co-regulation, self-awareness, and partnership.

If you would like to share effective inclusive practice and ‘shine a light’ on what is working well, please email Helen Harris at: hharris@worcestershires.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.