



AUTUMN 2022

SEND briefing

Louise Barrell, Felicity Nichols, Natalie Fogden, Becky Rothwell

PLAN FOR THE SESSION



Welcome and introduction

National updates

Local area news and developments

Useful resources



HOUSEKEEPING



NATIONAL UPDATES

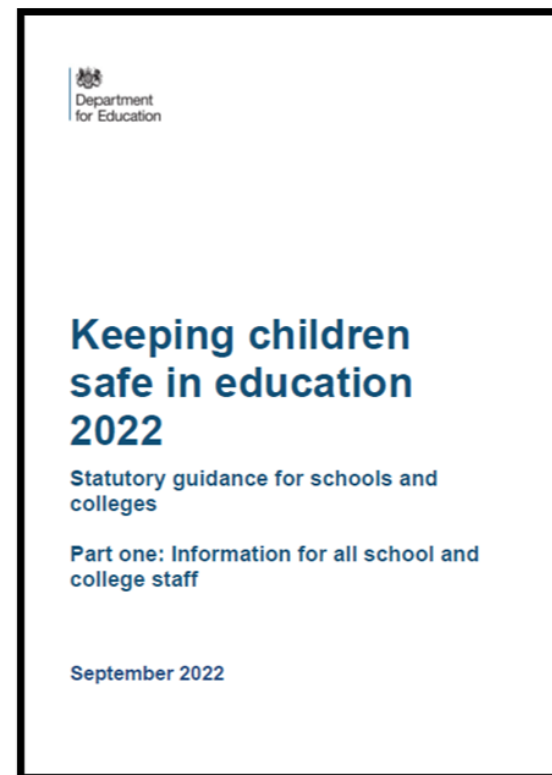
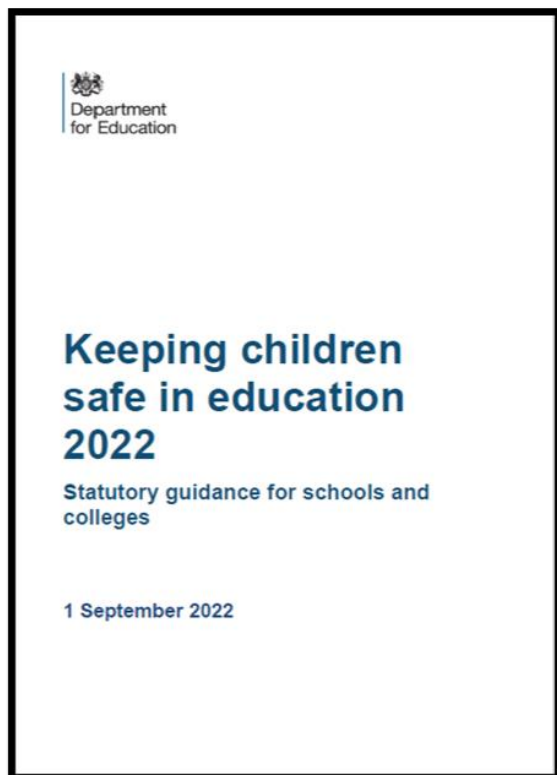


SEND REVIEW ...?



- Published in March 2022
- National SEND and alternative provision delivery plan due to be published 'later in 2022'

SAFEGUARDING AND SEND



SAFEGUARDING AND SEND

- **Disclosure:** includes a new paragraph setting out that children may not feel ready or know how to tell someone they are being abused or recognise their experience as harmful. This should not prevent staff from having a 'professional curiosity' (Part 1)
- **Equality legislation:** sets out the significance of the Equality Act 2010 to school safeguarding

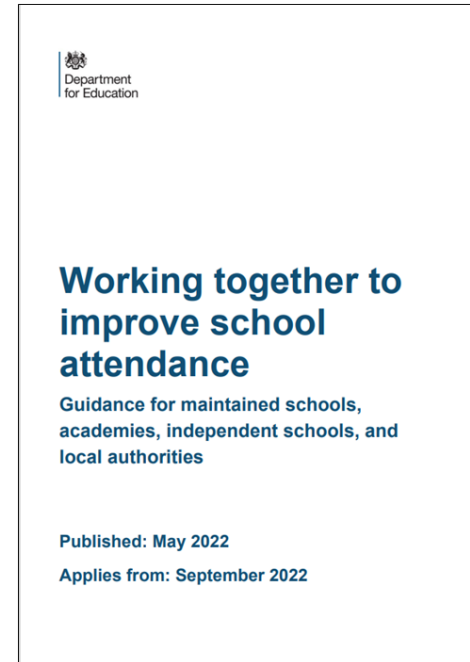
SAFEGUARDING AND SEND

- **SEND:** cognitive understanding included as an additional challenge/barrier when recognising abuse and neglect in this group of children
- Advice on Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021) has been merged into Keeping children safe in education 2022. The term “child-on-child abuse” rather than “peer-on-peer abuse” is used throughout the updated guidance.

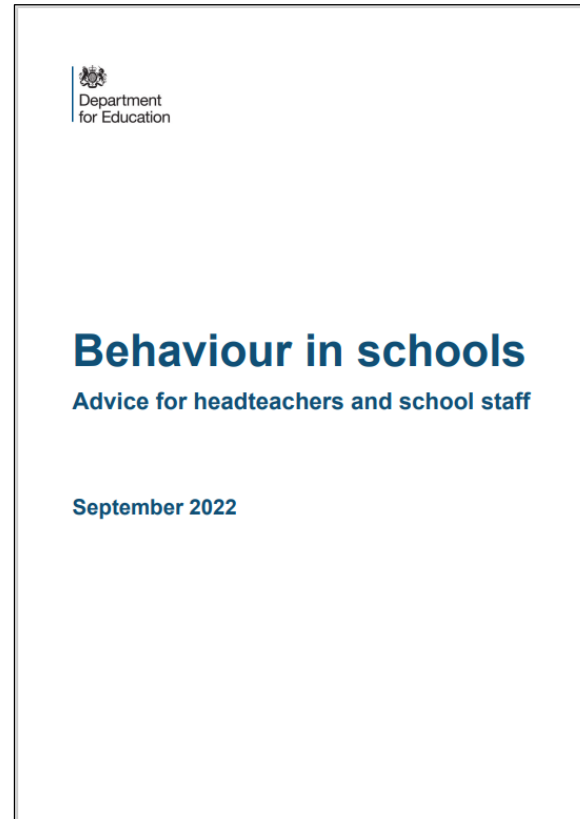
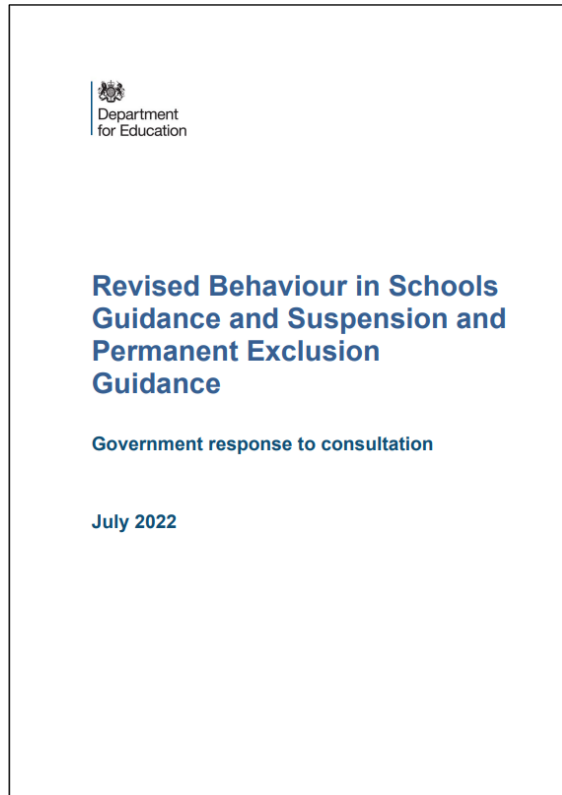
ATTENDANCE GUIDANCE UPDATED

This guidance is designed to:

- Help schools, trusts, governing bodies and the local authority maintain high levels of attendance
- Summarise the support that should be provided for families
- Provides details of legal interventions where support does not work



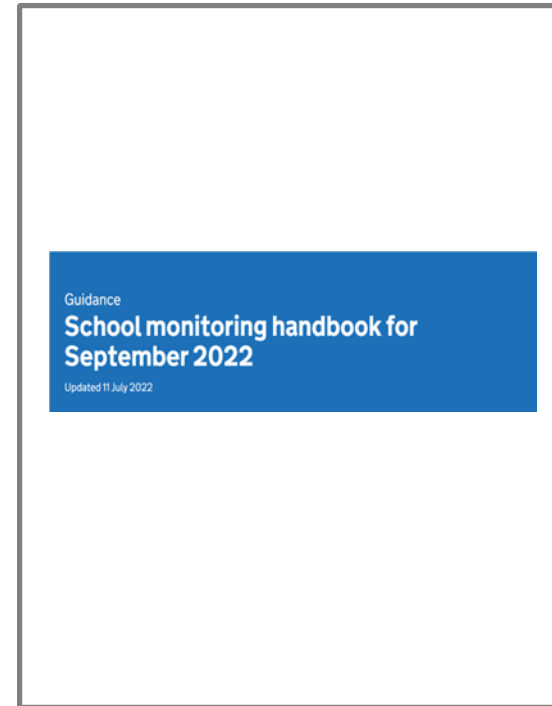
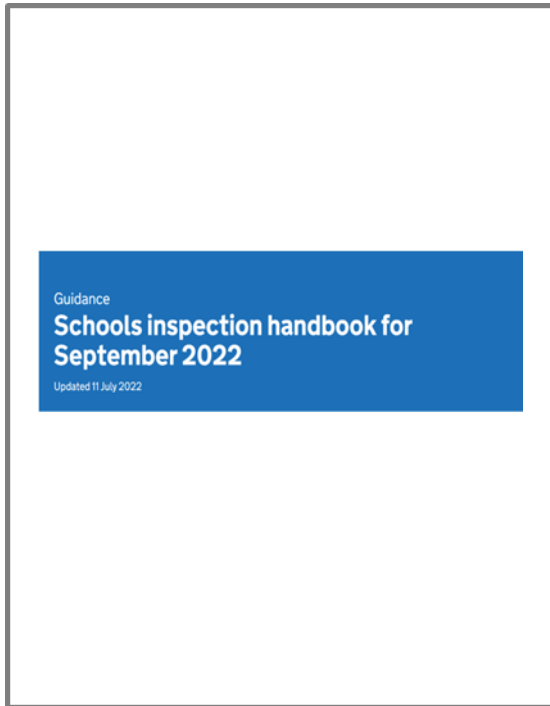
BEHAVIOUR GUIDANCE UPDATED



SUSPENSION & EXCLUSION GUIDANCE



REVISED SCHOOL INSPECTION HANDBOOK



DIVING INTO READING



Supporting secondary pupils who are behind with reading



Thousands of year 7's struggle with reading

Guidance
**'Now the whole school is reading':
supporting struggling readers in
secondary school**
Published 31 October 2022

'Reading is the gateway to the curriculum'

PRIMARY AGE CHILDREN WITH ADDITIONAL NEEDS

- A small study across primary schools, alternative provision (AP) and 1 SEMH school
- Helping Ofsted to understand the rise in primary aged pupils in AP

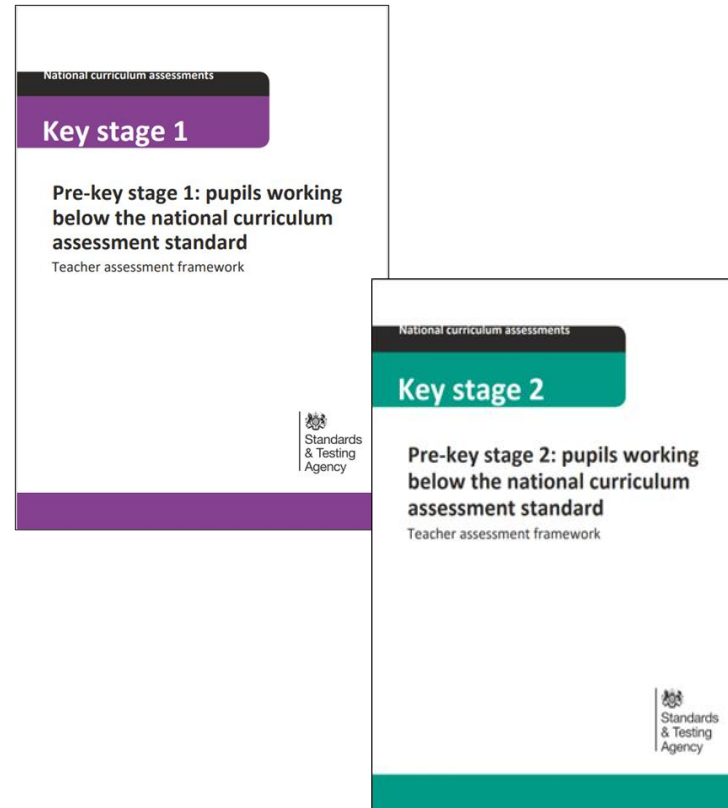


WHAT IS EDUCATION LIKE FOR YOUNG PEOPLE WITH SEND?

Young people aged 11 to 16 years with SEND, their parents, carers, and school staff share their experiences of education in England . Includes what they feel is going well and suggestions for improvements.

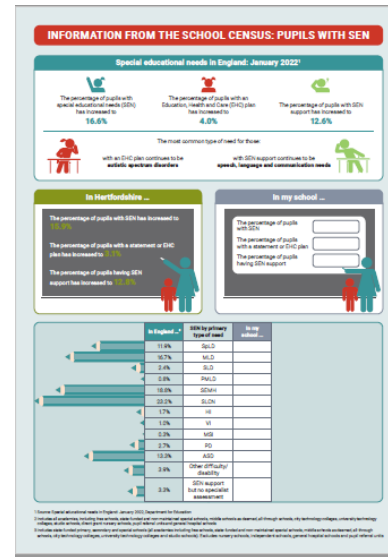
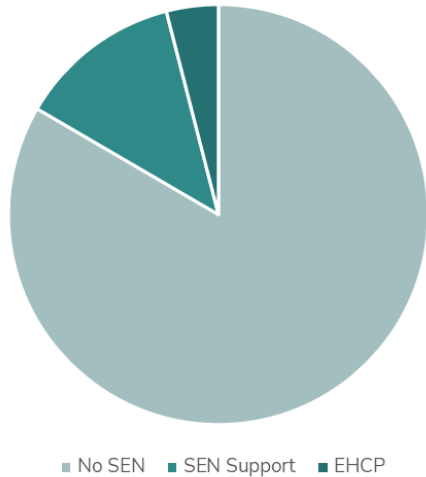


2022-23 KS1 AND KS2 GUIDANCE PUBLISHED



DATE FOR THE DIARY: SCHOOL CENSUS

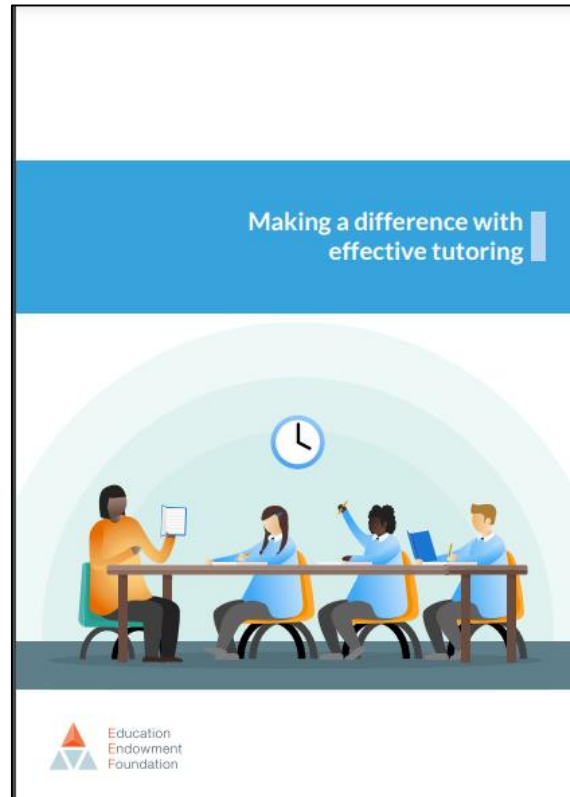
Special educational needs in England
January 2022



School census 19th January 2023

What do you need to do this term so your census data will be accurate?

EDUCATION ENDOWMENT FOUNDATION




LOCAL AREA NEWS




**Created by Ary Prasetyo
from the Noun Project**




Overview from Jennie Newman Head of Integrated Services for Learning



Our key priority for all ISL services this year is on collaborative working , along with supporting quality outcomes for children and young people as part of our contribution to delivering [our SEND Strategy](#) and ensuring that we are ready to respond to the changing landscape following the [SEND and Alternative Provision Green Paper](#) and the new Ofsted Inspection framework. SEND and Inclusion continue to be a focus for all schools and settings, and in ISL we want to ensure we can respond to the increasing demands you are experiencing with children and young people with both SEND or additional needs.



All services within ISL are under pressure to meet statutory duties with increasing numbers of requests for EHCP needs assessments, support needed for children and young people at risk of exclusion, those on part time timetables, those accessing support from our medical absence service (ESMA) as well as an increase in requests for specialist and alternative provision.



Our Educational Psychology, SEND Advice and Support, Statutory SEND, Graduated Response, Access and Inclusion and Shared Services will all be providing you with updates on the work they are doing and what the support offer from them will be for the year ahead. Alongside this work, we continue to work closely and collaboratively with our DSPL areas and our Outreach services to ensure we are joined up with our support for schools, settings, families and young people.

Educational Psychology Service and ISL Strategic Lead Role Updates

Autumn Term 2022


Dr. Naina Cowell and Melanie Flay

Educational Psychology Service

- ❑ The Service is having to prioritise the significant number of EHCNA's
- ❑ Currently at 45% in terms of staffing capacity
- ❑ ELSA roll out for primary schools is starting after half term. Good sign up for this. ELSA for secondary schools is now in the supervision stage
- ❑ Consultations are being offered via DSPLs and there is a high take up for these

ISL Strategic Lead Role

- ❑ Good feedback from schools regard the use of Goal Based Outcomes in AR's. An Action Research project is now underway at a school in the East
- ❑ Five Educational Psychologists are working collaboratively with Herts Community NHS Trust in supporting the Autism Diagnostic Pathway.



Our new Graduated Response Service has launched the ASK SALI helpline for SENCOs and we hope this will be a real opportunity to ensure we can offer early intervention and support to schools.

Our new launched Statutory SEND Service is working hard to respond to the huge increase in statutory work and Mim will be outlining progress being made regarding communication with the service which I know been a concern for many of you.

The Graduated Response

As County Lead for the SEND Graduated Response Sally Glossop's role is to ensure that we are meeting the needs of children with SEND appropriately and that we work together to develop good inclusive practice following clear pathways that involve Assess Plan Do and Review

This means ensuring we're working to the same purpose with a focus on practice not process and clearly defining who what and when



Early Intervention

- We are in a time when Statutory Processes are almost defining SEND – making SEND about paperwork not practice
- Which leads to frustration that we can't support early intervention in the way we want
- Working together we want to develop a culture of acceptance



Understanding what is Ordinarily Available

- We need to be sure that we identify children with SEND as early as possible and we have the right support at the right time
- Timely identification and well planned support is essential if we are to work together to secure the best outcomes for our children and young people with SEND.
- Quality first teaching, close working with families and clear cycles of evaluation are all important components to ensure our education offer is fully inclusive and the majority of our learners can thrive within their local mainstream setting.



Who are they?

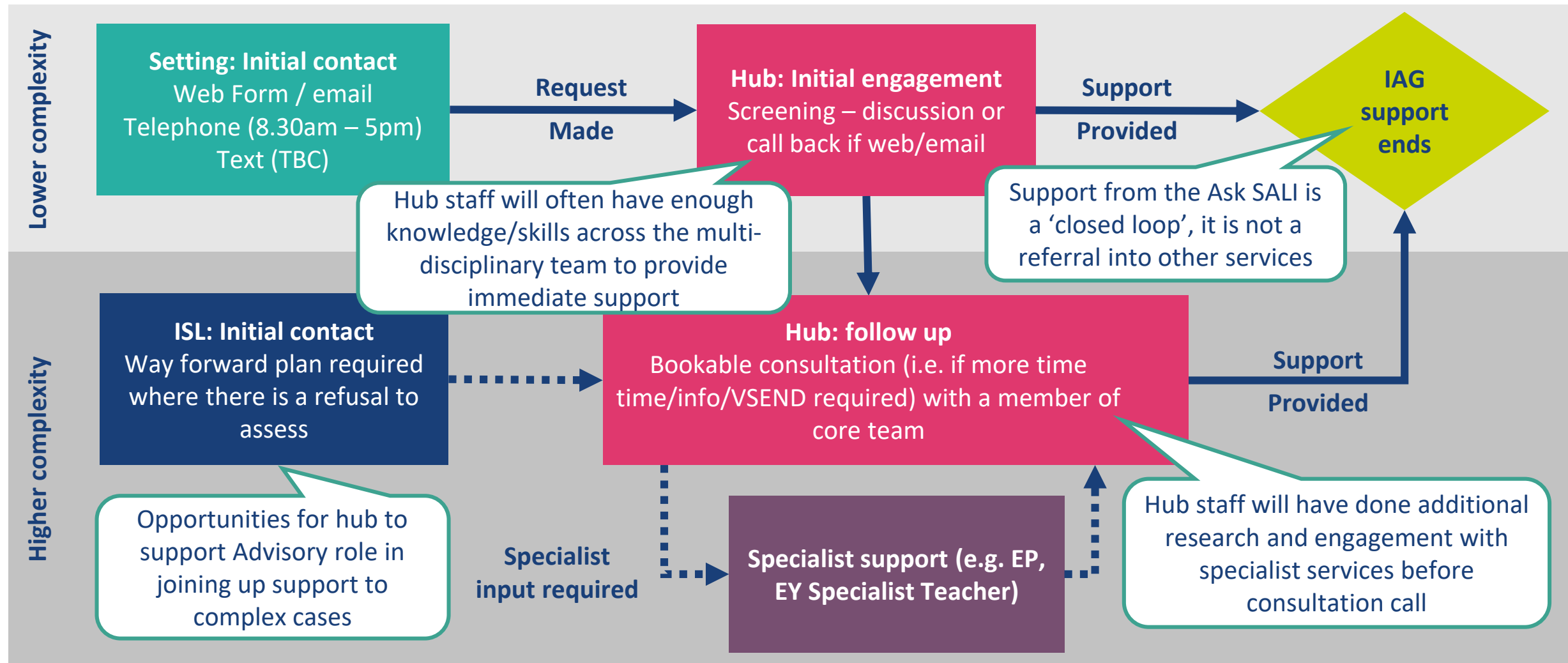
- Katie Alexander -A primary senco with extensive knowledge of SEND in a mainstream setting
- Sarah Wainwright -A former SENCO and physiotherapist to create a link with health
- Latoya Newman -A former manager of children's homes with SEMH experience who has worked as a SEND officer and understands the pressures of paperwork and statutory deadlines



What will they do?

- To start the focus will be on the implementation of the ASK Sali phone line
- Two or three days on the Ask SALI line and two or three days a week out in schools and the community
- Each Friday morning will be safeguarded for review time where trends and practices will be shared
- They will attend DSPL SENCO meetings and aim to build strong relationships with SENCOs
- Answering questions however simple and walking beside you to find solutions to more complex challenges

Ask SALI (SEND Advice Line for Inclusion) Update



Get In Touch

ASK Sali – 01438 843310

asksali@hertfordshire.gov.uk



The phone line is open from 9 – 5 every day please note it is not term time only
There is an opportunity for bookable appointments from 8.30 as we recognise the challenges for SENCOs who teach

SEND Implementation Support Officers – Who Are They



What will they do?

- Support with the implementation of section F and implementation and intervention following requests for needs assessments
- Promote good inclusive practice
- Put the child at the centre of SEND
- Challenge schools to include children
- Ensure Standard 5 is embedded in practice
- Work as a bridge for schools and the statutory SEND service
- Communicate with families to build relationships and support





Statutory SEND

Mim Kendrick

County Lead for Statutory Assessment and Review



www.hertfordshire.gov.uk/localoffer



Structure of the statutory team

Assessment and customer care

This team look after all children and young people who are currently in the assessment process or awaiting their first annual review.

Provisions, outcomes and placement

This team look after reviews for EHC plans, which includes processes relating to placement or additional support requests.

Resolution and reconciliation

This team step in when there is an issue that hasn't been resolved, for example a complaint, mediation or appeal.

Context of the statutory team

- We have a lot of very new staff. 25% of the team have been with us for less than 6 months and we are coming out of a period of very high vacancies (between 50 – 75% staffing since April).
- We work hard to balance adherence to the legal framework with person centred approaches – this balance is not always obvious or easy!

Contact details:

All teams can be contacted via:
01442 453300

**Assessment and
customer care**

ehcneedsassessment@hertfordshire.gov.uk

**Provisions,
outcomes and
placement**

annualreviewseast@hertfordshire.gov.uk
annualreviewswest@hertfordshire.gov.uk

Anything else!

ehcp@hertfordshire.gov.uk

HCC Statutory SEND Communication Policy

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Introduction:

Strong and purposeful communication with internal and external partners is an essential part of the success of the Statutory SEND service. The service is required to manage a significant volume of communications through a range of methods including electronic, telephone and face to face. The Hertfordshire [Professional Promise](#) outlines the expectations of all staff working in with families in SEND in relation to communication and working together.

This communication policy is intended to support the day-to-day implementation of the Professional Promise in statutory SEND, whilst also supporting the service with the breadth and complexity of the communications that are received. The policy promotes SEND credibility as a publicly accountable organisation, focused on the best possible outcomes for children and young people with special educational needs.

Schools with more than 15 children with EHCP's on roll will have regular meetings with a named EHC coordinators.

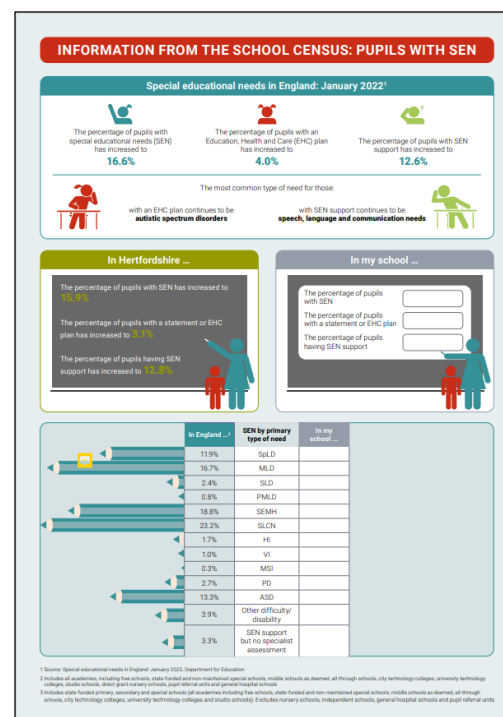
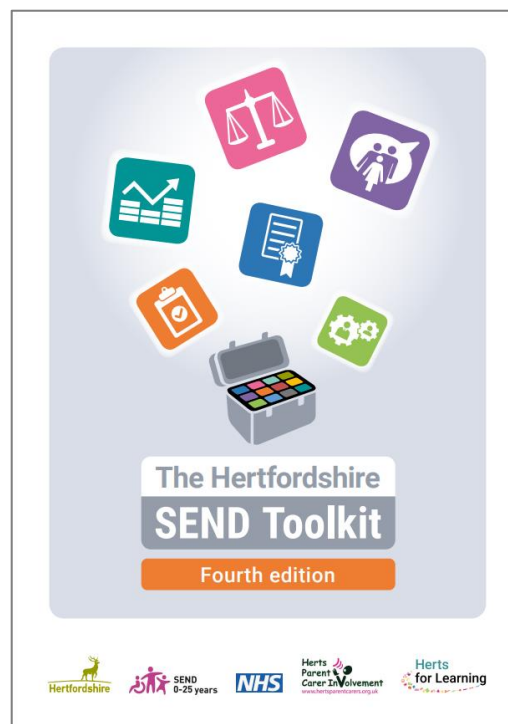
Those with less than 15 are asked to engage with their DSPL lead initially who will be meeting regularly with the EHC coordinator for the area.

The background of the slide features a dark blue gradient. On the left side, there are two overlapping circles in lighter shades of blue, creating a modern, abstract design.

ISL looks forward to working with you all in the year ahead and supporting you with improving the outcomes for children and young people with SEND and additional needs. I know how hard you are all working and do not underestimate the challenges. Thank you all for your continued commitment to supporting our most vulnerable children.

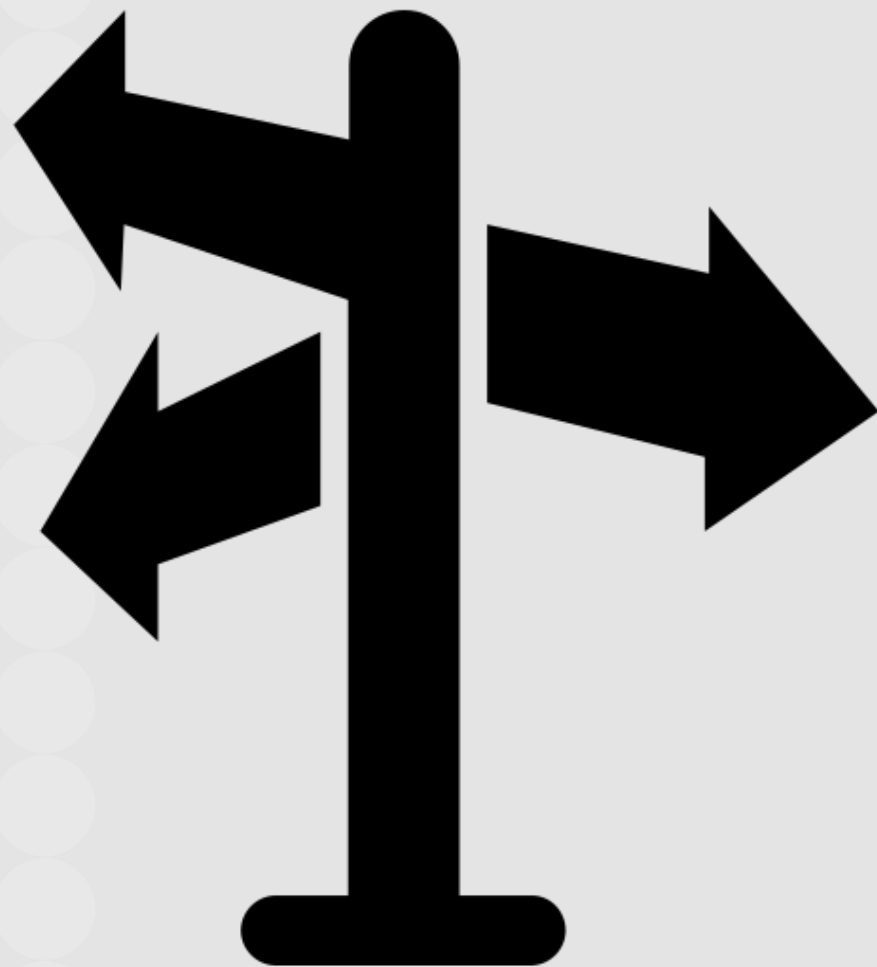


THE HERTFORDSHIRE SEND TOOLKIT



- Fourth edition now available
- Includes new, updated information and links to new resources

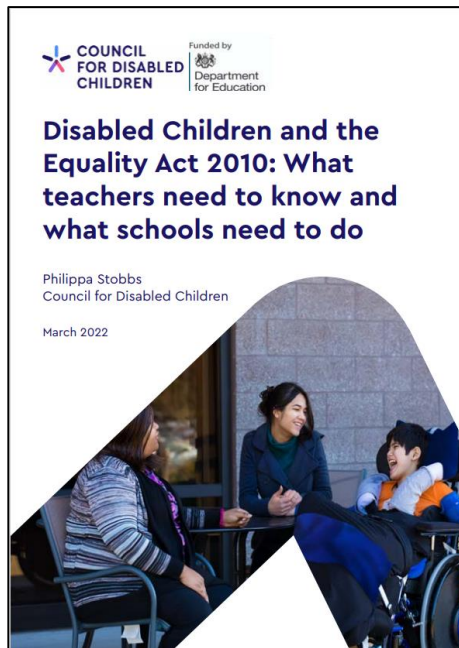
USEFUL RESOURCES



Created by parkjisun
from the Noun Project



DISABILITY EQUALITY



- A guide designed to help teachers understand how the Equality Act (2010) legislation applies to their work with disabled pupils in their school.
- It explains what the Equality Act requires of schools and of governors, trustees and others who are the 'responsible body' for the school.





- New free CPD course from the Anti-Bullying Alliance
- Delivered through 4 pre-recorded interactive videos
- Supports schools to reduce the risk of bullying for their pupils with SEND





KNOW YOUR FRIENDS WITH JOSH AND SUE



- An animated film aimed at young people aged 11-13 who have learning disabilities
- Includes supporting lesson plan.
- Available in two versions, one for moderate learning disabilities and one for severe levels of need.



STAR SEND TOOLKIT



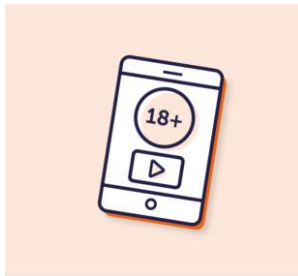
- An online safety teaching toolkit for schools to deliver with young people aged 11-16 with SEND
- Explores online safety through films and a range of ready-made teaching resources



SUPPORTING YOUNG PEOPLE WITH SEND ONLINE



Healthy online
relationships



Online
pornography



Digital
Wellbeing

- Advice for parents and carers of young people aged 11 and over with SEND
- Resources cover healthy relationships, digital wellbeing, online pornography
- Part of the Thrive Online resources.



BUILDING HEALTHY RELATIONSHIPS AND CREATING POSITIVE CULTURES

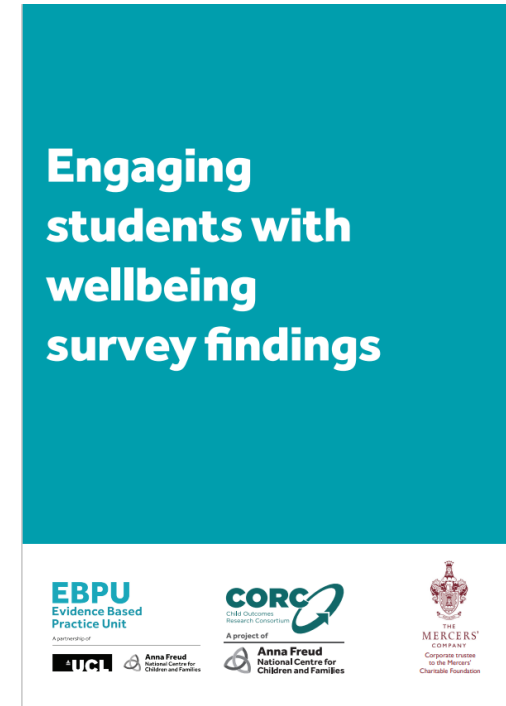


- A set of resources designed for young people aged 12-14
- A set of 8 lesson plans and 5 short films to develop better understanding of healthy relationships and how to challenge unhealthy relationships, both off and online
- Lessons designed to be embedded in relationships and sex education curriculum

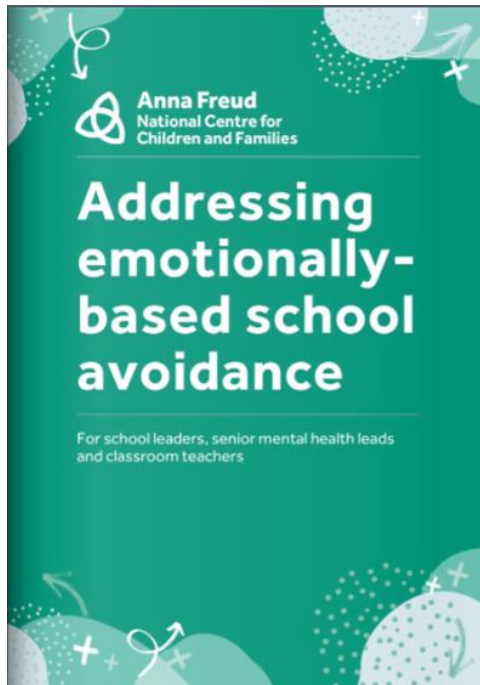


ENGAGING STUDENTS WITH WELLBEING SURVEY FINDINGS

- New guidance to support education providers to gain valuable insights from their students.
- Introduces ways to share complex information in an accessible way and gather students' responses.
- Adaptable session plans included.



ADDRESSING EMOTIONALLY BASED SCHOOL AVOIDANCE



- A resource for schools all about emotionally-based school avoidance (EBSA).
- The resource introduces the topic, explores some of the potential risk factors, and provides strategies and tips to help staff tackle the issue.

INCLUSIVE PE HUB LAUNCHED

- Self-assessment of inclusion for pupils with disabilities in PE and school sport
- Access to all essential resources for inclusive PE in one place



Department
for Education

**activity
alliance**
disability
inclusion
sport



YOUTH
SPORT
TRUST

A decorative graphic on the right side of the slide consisting of a thick yellow curved line, a dark blue circle, and a teal circle containing the text 'HFL'.

HFL

THE CUSTOM EYES PROJECT



Tailor-made, large print books
for children and young people

[Guidedogs.org.uk/customeyes](https://guidedogs.org.uk/customeyes)
customeyes@guidedogs.org.uk

0345 143 1000



LISTENING BOOKS

Sign pupils in your school up to Listening Books for a small annual fee.

What are the benefits of audiobooks? At Listening Books, we believe in the power of audio! Listening to audiobooks can; <ul style="list-style-type: none">• Increase students' enjoyment of reading and writing• Improve reading comprehension by removing the need to decode print• Give struggling readers access to more difficult, age-appropriate books• Allow readers of differing levels to enjoy stories together• Support young people's wellbeing	What we offer and how to join From just £100 a year, you can give 10+ students access to thousands of audiobooks which they can listen to both at school and at home! Step 1 - Join our service at listening-books.org.uk/join Step 2 - Grant your pupils instant access to our audiobook collection through the Listening Books Teacher Dashboard Step 3 - Watch as benefits of audio transform your students' literacy skills and love for reading! Our Teacher Dashboard contains lots of extra audio goodies which we update regularly, such as: <ul style="list-style-type: none">• Access to thousands of newspapers and magazines at no extra cost• Printable achievement certificates• Suggested reading lists• Audiobook journal templates	Our Educational Sound Learning Titles As well as thousands of titles that children and teenagers can listen to for pleasure, we are also very proud to offer a wide range of educational audiobooks, many of which we produce and publish in-house to support the National Curriculum. These include: <ul style="list-style-type: none">• GCSE and A-Level English Literature set texts and study guides• Fun non-fiction e.g. Horrible Histories• PSHE and wellbeing titles
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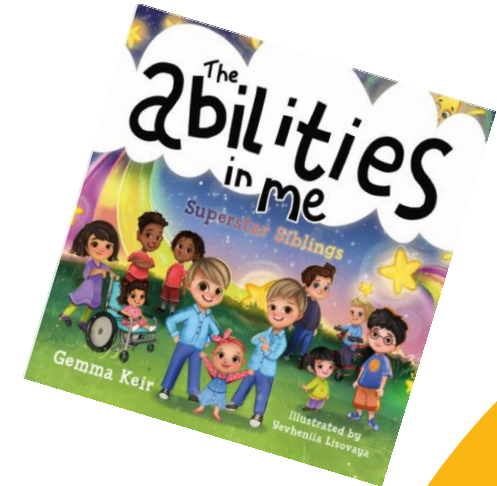
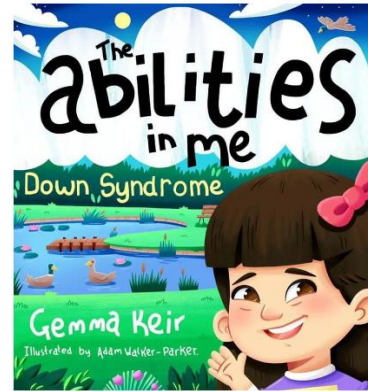
<https://www.listening-books.org.uk>
info@listening-books.org.uk
0207 407 9417

RECOMMENDED READING



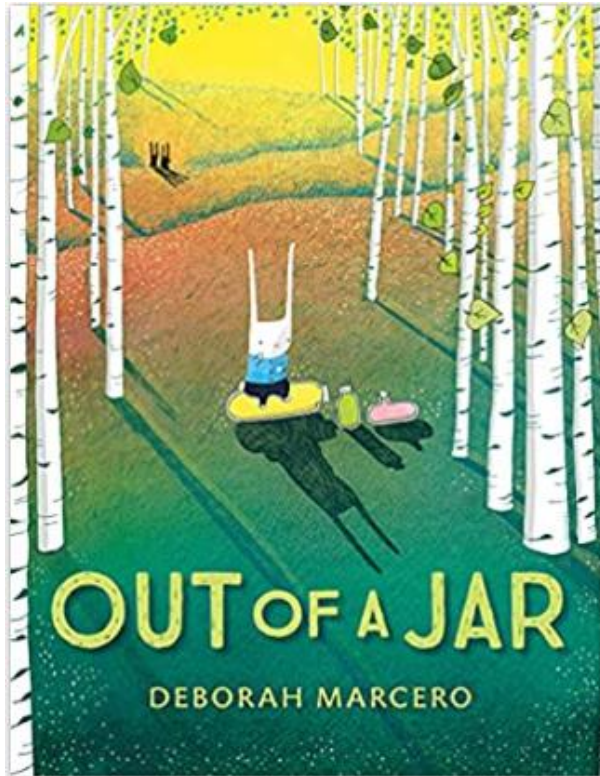


THE ABILITIES IN ME SERIES

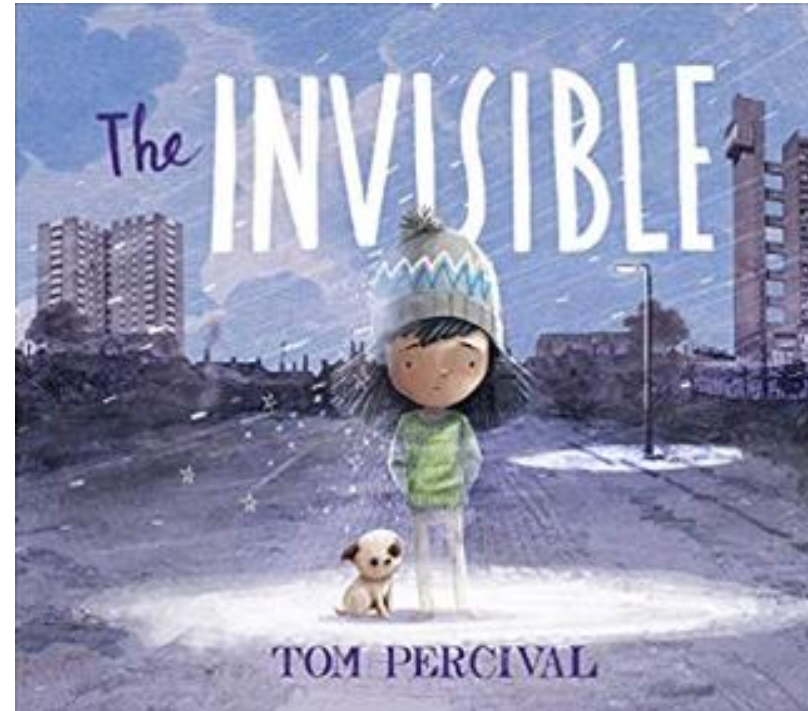


Created by Gemma Keir.

GOOD READS....



Out of a Jar
By Deborah Marcero



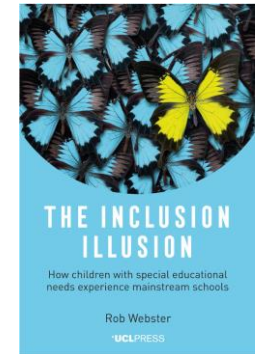
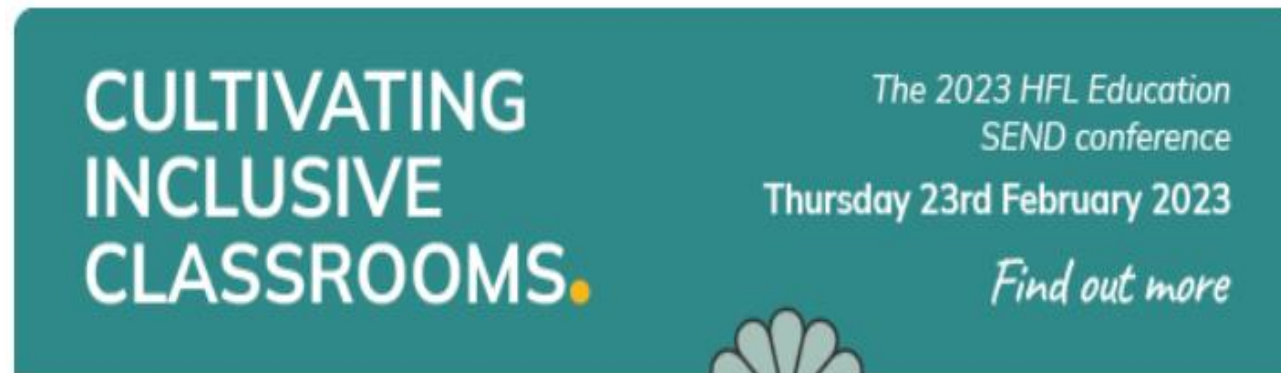
The Invisible
By Tom Percival

HFL ANNUAL SEND CONFERENCE

Thursday 23rd February 2023



Daniel Sobel
Inclusion Expert



Rob Webster
The Inclusion Illusion



SEND.

spring term 2023
training

CULTIVATING INCLUSIVE CLASSROOMS.

The 2023 HFL Education SEND conference

Thursday 23rd February 2023

Online

The SEND team is delighted to be delivering a range of webinars to support school leaders and all staff working with children and young people with special educational needs (SEND).

CONFERENCE				
TITLE	DATE	VENUE	COST*	EVENT CODE
Cultivating Inclusive Classrooms: The 2023 HFL Education SEND conference	Thursday 23rd February 2023	Online	£155	CON23/96/A

This event will explore the importance of cultivating a classroom environment that enables inclusivity and ensures all learners with SEND feel a sense of belonging. SENDOs and school leaders will have a valuable opportunity to explore, discuss and reflect upon key messages, current research and thinking to strengthen practice in their own setting. This year's conference reflects on how developing an inclusive learning environment for all learners can meet the needs of most children and young people with SEND. For further details, please click here.

LIVE EVENTS				
TITLE	DATE	VENUE	COST*	EVENT CODE
Apps, iPads and SEND learners - exciting tools and ideas for teaching support staff	Wednesday 15th March 2023	Online	£55	COM23/110/P
Assessment tools for SENCOs	Monday 27th March 2023	Online	£75	SEN23/36/A
Induction for new SENCOs - session 1	Tuesday 17th January 2023			
Induction for new SENCOs - session 2	Thursday 2nd February 2023	Online	£345	SEN23/34/A
Induction for new SENCOs - session 3	Wednesday 1st March 2023			
SEND briefing	Monday 13th March 2023	Online	£55	SEN23/37/A

*Please note: all prices are subject to VAT

Book at: cpd.hertsforlearning.co.uk
Email: training@hfleducation.org Call: 01438 544 477

01438 544 464
Visit our website

KEY: All phases Primary phase Secondary phase

SPRING TERM TRAINING OVERVIEW

SEND.

spring term 2023
training

LIVE EVENTS				
TITLE	DATE	VENUE	COST*	EVENT CODE
Special educational needs and disabilities... ready for Ofsted?	Tuesday 7th February 2023	Online	£135	SEN23/95/A
Special school training programme for early career teachers (ECTs) in their first year of induction - day 2	Wednesday 8th February 2023	Hertfordshire Development Centre		
Special school training programme for early career teachers (ECTs) in their first year of induction - day 3	Thursday 22nd June 2023	Online	£120*	ECT22/353/A

*£120 for ECTs registered with the Hertfordshire Appropriate Body Service, £170 for ECTs not registered with the Hertfordshire Appropriate Body Service.

ON-DEMAND TRAINING				
TITLE	AVAILABLE FROM	AVAILABLE TO	COST*	COURSE CODE
Supporting maths learning for pupils who have SEND	Now	31/07/2023	£165	HFL 22/073
Using SIMS to manage SEN	01/01/2023	31/03/2023	£99	HFL 22/165

*Please note: all prices are subject to VAT

Book at: cpd.hertsforlearning.co.uk
Email: training@hfleducation.org Call: 01438 544 477

01438 544 464
Visit our website

KEY: All phases Primary phase Secondary phase



Thank you for joining us today

louise.barrell@hfleducation.org



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