

COVID19 SENCO Newsletter

Issue 6



Department for Children, Adults and Health
Education, Learning and Skills

This is the sixth of our series of newsletters for SENCOs and Headteachers written jointly by ELS and the Inclusion and Behaviour Support Service teams. It includes relevant information from the Education Continuity Newsletter and additional information for SENCOs.

integra.
schools

Collection of Evidence of Reasonable Endeavours – EHCPs

From the Education Continuity Newsletter

In the last newsletter we shared the DfE guidance on the delivery of provision within Education, Health and Care plans and the requirement to make our reasonable endeavours.

Over the next few weeks, the local authority will be contacting schools to discuss the reasonable endeavours that have been made to deliver the provision described within individual Education Health and Care plans.

Consultations

Consultations with schools seeking placements for children with EHCPs continue as usual, but to aid communication you will receive a phone call from your link case officer when a consultation is to be sent to your school.

Reasonable endeavour call - Setting up the conversation

Between now and the end of this month we will be contacting your school via email to set up a telephone call between a member of the LA team and school SENCOs or when more appropriate the head teacher.

The phone call - during this phone call we will be collecting the following information. It would be helpful if you could gather this information before the phone call.

What we will do with the information

We will keep this information as a record of our best endeavours on the individual's record on the LA system. We will also call the parents of children identified as a high priority to seek ways to deliver our best endeavours.

What else are we doing?

In addition to the information gathered from schools we are also gathering information from health services and social care to identify what provision has been made and to identify what further actions may be needed.

DfE Remote Education for Schools

From the Education Continuity Newsletter

The Department for Education (DfE) has been working with schools to develop this guidance based on the current experiences and practices of teachers and school leaders. It outlines some approaches that have worked for schools and includes case studies and information about:

- [supporting pupils' wellbeing](#)
- [adapting teaching practice for remote education](#)
- [adapting the curriculum for remote education](#)
- [keeping pupils motivated and engaged](#)

The schools that have informed this guidance are developing their practice in a variety of different circumstances. Full information can be found [here](#).

Devices for Vulnerable Pupils

From the Education Continuity Newsletter

On Friday we received confirmation from the government that South Gloucestershire will receive 531 devices for vulnerable pupils to support learning at home. This reflects approximately 25% of the total number pupils known to social care and therefore a smaller percentage of all children who may be eligible for a device.

This means that we must now complete a process to identify the children who we consider to be highest priority of all those eligible. To assist us in doing this we are considering asking schools to complete a short survey and therefore would hope to get this out to you within the next two weeks. In any case we will keep you informed via the newsletter of the agreed approach so that we are able to issue the devices in a timely manner.

School name						
Date.....						
Lead person calling educational settings						
SENCOs name (or equivalent)						
Child / young persons (to be pre-populated)	What is provided	When/ how often	Where?	By whom ?	Comments about Review arrangements Discussion with parents Any other issues specific to this CYP	Priority to contact parents 1 – high priority 3 - low priority
James Smith						

A Shared Approach to Transition

From the Education Continuity Newsletter

A comprehensive guidance document and the attachments (which were sent in a separate email) have been developed by South Gloucestershire school leaders for South Gloucestershire school leaders, and for children across South Gloucestershire. These were sent to schools on 7th May. The work is supported by the Local Authority.

The right of every pupil to have a high-quality transition sits at the very heart of this strategy and approach. The experience of the individual pupil sits at the centre of the thinking behind this document, which should ensure that we, as professionals, can all subscribe and commit to it. This document has been supported in its development by educational professionals from across the system, both the maintained and academy sector alongside colleagues from the Local Authority from a wide range of services.

We would like to pay tribute to their input and wealth of ideas. In particular though, we would like to thank Susie Weaver who has been instrumental, Darren Brown and Claire Banks as a sub-group from our Local School Standards Board (LSSB) who have pulled this together. There is a lot contained within this document including research from respected educational professionals and the hope we have is that it will form a guide for leaders and teachers alike. This is a genuinely, highly collaborative piece of work.

We hope you find it a supportive and valuable resource and one that will enable some consistency across the Local Authority for our students.

Preparing for Vulnerable Children Returning to School

Resource from the Education Psychology Team

This is a resource for schools preparing for children returning to school who may be identified as being a vulnerable group. It uses a resilience framework for identifying those children who are most at risk, offering guidance on how to support those children and also advice for specific vulnerable groups, including children with ASD, Learning Difficulties, SEMH needs, and those with other Adverse Childhood Experiences (ACEs). As a group of South Gloucestershire Educational Psychologists, we sought to review and organise this so that adults could access the information they need more readily and also be assured of our views on its quality. We have provided a wide range of links with a short description of each.

[Resource link](#)

Resources to Support Transition

Supporting post-lockdown education

Using the Six Principles of Nurture, Dr. Chris Moore has a great blog to help you support children and young people at this time of change

<https://www.epinsight.com/>

Helping Children and Young People to Manage Anxiety

This practical guide to supporting pupils and students during periods of disruption is from the Anna Freud National Centre for Children and Families and will be useful for primary and secondary

<https://www.annafreud.org/media/11465/helping-cyp-manage-anxiety-apr2020-v3.pdf>

Toolkit for children and young people's mental wellbeing

Public Health England have created a toolkit for measuring and monitoring children and young people's mental wellbeing for primary, secondary and post 16.

<https://www.annafreud.org/media/4612/mwb-toolkit-final-draft-4.pdf>

Gary Aubin – SEND Matters UK

Tips for SENDcos

This article includes some really good points for SENCO'S working with parents to help a return to school for children with SEN.

There is also a link to a FREE webinar.



Gary Aubin

[@SENDMatt](#)
[ersUK](#)

My tips for SENDCOs working with parents to help a return to school: 1. Be clear & neutral 2. Be communicative 3. Be supportive 4. Be appreciative 5. Be balanced bit.ly/2TgExWf [#inclusion](#) [#schoolsreopening](#) [#ehcp](#) [#send](#) [#SpecialEducation](#) [@Mellow_Pascoe](#) [@CMoiraM](#) [@jw_teach](#)

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SENCo Wellbeing

In the ever changing climate we currently find ourselves in, it is understandable that many of us may be feeling overwhelmed, anxious or stressed. We are well used to juggling many balls but suddenly, many more balls came flying in!

Interestingly, there is a lot of advice for parents, teenagers and school staff in general but not for SENCos and others working in the field of SEN who already have a complex task to fulfil.

Mindful.org has a wealth of information to support with this. The following example 'A Mindful S.N.A.C.K.' is one recommendation.

A Mindful S.N.A.C.K.

The next time you're feeling stressed out, overwhelmed, or unsure, reach for a moment of calm awareness: a mindfulness SNACK. Here's how to do it:

S	N	A	C	K
Stop	Notice	Accept	Curious	Kindness
Just stop whatever you're doing. (Stopping, by definition, requires us to begin again. We can always begin again.)	What is happening within and around you?	This is a tricky one. Whatever it is you're struggling with (time, kids, sleepiness, frustration) acknowledge it for what it is, without judgment.	Ground yourself with questions about your experience and environment: What am I feeling? What do I need right now?	Respond to yourself and others (mistakes and all) with kindness and observe how that helps things get back on track.

By Carla Naumburg, PhD (carlanaumburg.com)

<https://www.mindful.org/how-to-take-mindful-snack/>

Education Support has a range of resources to support school staff with their own well-being during this time, including a free helpline available 24/7. Access these at: <https://www.educationsupport.org.uk/coronavirus-support> Helpline: 08000 562 561.

For some of us, the thought of going back into school may cause stress and anxiety. Mind.org has some very useful information on it's website for keyworkers. In the light of the guidance on reopening schools this might be useful.

<https://www.mind.org.uk/information-support/coronavirus/coping-as-a-key-worker/#collapse40622>

Have you come across any useful advice? Could you share some of the things that have helped you these past few weeks? Email us at jo.briscombe@southglos.gov.uk so we can share them.

CPD Opportunities

Thrive

From the Education Continuity Newsletter



Re-Blended Practitioner Course - Childhood Years

Attached to this newsletter is information regarding e-learning and face to face training for staff members to become accredited Thrive practitioners. Schools across South Gloucestershire choose a range of approaches to support pupils social, emotional and mental health needs. Thrive is one of the approaches that many schools choose to use.

For queries and to book your place please call: Eva Ford 01454 867175

EMAIL: evamarie.ford@ststephensjuniors.org.uk

For more information about the Thrive approach please feel free to call.

Low Arousal Supports Educational Resilience

Studio 111 are offering their LAZER (Low Arousal Supports Educational Resilience) training as a 2 day online interactive webinar package at a reduced price for individuals and groups.



Gareth Morewood, Consultant Educational advisor will be leading the training which supports creating a low arousal classroom environment for children with SEN and Autism.

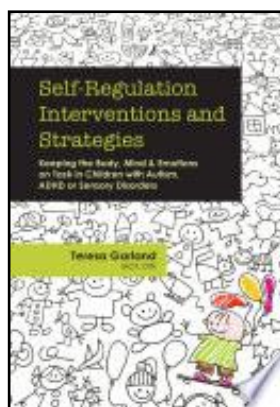
For more information and to book onto the training please visit their website:

<https://www.studio3.org/laser-online>

Book Corner

Self – Regulation Interventions and Strategies: Keeping the Body, Mind & Emotions on Task in Children with Autism, ADHD or Sensory Disorders

by Theresa Garland



This very accessible guide provides parents and professionals with practical strategies to help children of all ages, who experience dysregulation. There are chapters devoted to specific aspects of sensory modulation issues such as Autism, Executive Function and ADD/ADHD and others which focus on specific issues common to many diagnosis such as:

- Sensory Modulation: What the senses are, strategies and adaptations, how to create a sensory-rich life
- Staying Calm and Alert: Understanding the nervous system and techniques to support the child
- Eating, Sleeping, Bowel and Bladder
- Emotions and Emotional Regulation
- The Self-Regulated Child

The book is easy to dip in and out of, and provides examples of the strategies used through Case Studies. There is also a bank of resources to help plan and review interventions. It would be useful to share with parents and is a handy guide for SENCOs and TAs.

Integra home learning website

Our website gives parents advice and support at <https://www.integra.co.uk/home-learning/>

This includes learning activities, but also information on how parents can support their child's wellbeing and manage the situation at home.

We have included a special area called SENSational learning to help parents support the needs of their child at home.

All our past parent newsletters are on the website highlighting simple ideas for parents.

Our website also includes an area highlighting competitions.

Contact the Inclusion and Behaviour Teams

Our teams are here to support you.

Email contacts for inclusion and behaviour support. Contact your usual support person or if urgent ring Julie Cole who can ask them to ring you back.

Jackie Muggleton	Jackie.muggleton@southglos.gov.uk
Claire Phillips	Claire.phillips@southglos.gov.uk
Sara Tanner	Sara.tanner@southglos.gov.uk
Linda Boyce	Linda.boyce@southglos.gov.uk
Louise O'Rourke	Louise.ORourke@southglos.gov.uk
Alison Little	Alison.little@southglos.gov.uk
Eleri Sears	Eleri.sears@southglos.gov.uk
Jo Briscoombe	Inclusion & Behaviour Services Team Leader Jo.briscombe@southglos.gov.uk

DfE School Case Study

Supporting the wellbeing of primary pupils with special educational needs and disabilities (SEND). A special school for primary pupils with SEND shares its approach including use of Class DoJo. Published May 5th 2020

<https://www.gov.uk/government/case-studies/supporting-the-wellbeing-of-primary-pupils-with-special-educational-needs-and-disabilities-send>

Some Links from Supporting Vulnerable Children EP Document

- [The SG Anxiety Resources](#) document has a "Worries and Strength Prompt Sheet" on pp22-23 which might provide a useful basis for creating an intake questionnaire
- [You Tube Video](#) This teacher uses a basic rating system to allow children to communicate how they are feeling at the beginning of each day. This would be a way of keeping track of vulnerable children who are consistently reporting low ratings
- The [Schudio TV](#) website is highly recommended. Once you have signed up (it's free) you can access a series of modules on preparing children with ASD and SEND to go back to school. It takes a person centred approach. If you look at all the modules it takes about an hour, but feels time very well spent.

Chatterpack

Free resources for SLCN, OT and SEND for families and schools. A list of free speech and language, occupational therapy and SEND resources for learning and fun. Suitable for use by young people with a range of disabilities - including visual and hearing impairments. Primary and Secondary

[Blog Link](#)

Links for SENCos

In South Gloucestershire, we are keen to share innovative ideas for supporting SENCos.

We will disseminate these ideas to all schools.

Please email your ideas to our School Improvement Team at:

Faye.bertham@southglos.gov.uk

Inclusion and Behaviour Teams at

Jackie.muggleton@southglos.gov.uk
Jo.briscombe@southglos.gov.uk

Perkins Learning

A website to support those working with family or pupils who are visually impaired. Resources to inspire and support inclusion, CPD through online classes, training and video presentations etc. Based in the US but very useful advice.

<https://www.perkinselearning.org/>

ni.gov.uk

This resource file provides information for teachers to help extend further their skills and understanding.

Topics include: understanding memory, maths for children with SEN, ICT for Inclusion, physical disability and Sensory.

<https://www.education-ni.gov.uk/publications/resource-file-schools->