

# COVID19 SENCO Newsletter

## Issue 7



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

This is the seventh 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. Next week we are taking a break and there will not be a newsletter but this will return on week beginning 1 June.



### Collection of Evidence of Reasonable Endeavours – EHCPs

#### Reasonable Endeavours Conversations

Over the next few weeks we will be calling you to discuss the reasonable endeavours you have made to meet the needs as described in the EHCPs of children in your schools. We gave you details of the information we need to record in the previous email but I'd like to highlight the elements of support below that will have contributed to your endeavours. It is essential to remember that your arrangements need to be considered on a child by child basis and in partnership with parents.

- How were decisions made? – with parents and child.
- The What, Where, How etc.
- Efforts to keep in contact – teachers, peer group etc.
- Plans re transition back to school
- Record keeping and review.

#### Returning to school.

When planning for children to return to school it is vital to gain clarity about parent's views and to make your plans in partnership. This, alongside your risk assessment will inform you planning. For example if parent would like their child to access school but there are significant reservations around whether this can be done safely, it is important to understand what it is that parent wants for their child, are they concerned about their child's learning, their social interaction or are they in need of respite? Once you understand this you can have an honest discussion about how those needs can be met in a way that keeps everybody safe.

#### Annual reviews

Thank you for your efforts and ingenuity in conducting reviews, please continue to do so in partnership with parents and agencies whenever it is possible.

#### Term 6 SEND Online training

In term 5 we trailed the delivery of training packages online. Now this initial pilot has been conducted we are now able to offer training confident that it is of high quality.

The sessions below will shortly be available on CPD online at £20 per delegate. Each delegate will receive the training package, a copy of the presentation in PDF form and any back up materials.

|  |  |
|--|--|
| Dyslexia Friendly Classrooms                                       | 15 June 1-3                                |
| Working Memory Deficits  | 29 June 1-3                                |
| High Quality Teaching for SEND                                     | 22 June 1-3                                |
| Delivering Effective reading Interventions– The Reading Repair Kit | 16 July 1-3                                |
| Maximising the Impact of TAs                                       | 17 June 1-3                                |
| SENCO Book Club Free event   | 22 June and June 15 <sup>th</sup> – 6 July |

#### Attendance Reporting from 1st June

##### From the Education Continuity Newsletter

Parents and carers of eligible year groups, and critical workers/parents and carers of vulnerable children, are strongly encouraged to bring in their children, but they will not face fines or other sanctions if they don't.

Your school will not be held to account for your attendance figures during this time.

You should encourage parents whose children have been invited in to call you each day if they are not coming in as normal, so you understand why and can discuss it with them if needed.

## Preparing for Vulnerable Children Returning to School

We have highlighted a number of resources below that you may find useful in supporting children back in to school.

### Supporting post-lockdown education using the 6 principles of Nurture

Now that schools are planning for the return of children this is just a reminder about using the 6 principles of Nurture to support a child's transition back to school from Dr Chris More's blog EP Insight. He highlights some key aspects to consider. One aspect related to the classroom offering a secure base. Schools are setting up classrooms for children's return.

- He suggests use of a social story,
- Creating structure and predictability through visual timetable and scheduling,
- Creating a sense of belonging through decorating a wall with photographs of child and key staff in each classroom,
- Creating areas of the classroom or "nooks" which can be used for relaxation and calming sensory input.

He suggests considering nurture for wellbeing and self-esteem through:

- Asking parents to share photos and videos of what children have been doing at home
- Finding ways to provide choice and control in a task
- Scheduling time in the new school day for special interests and preferred activities to help children feel competent and successful.
- Considering how you will celebrate their achievements

The whole article can be accessed here.

<https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture>

## Resources to Support Transition

### Emerging Minds Covid-19 Webinars

Emerging Minds in collaboration with Mental Elf have a series of webinars to explore what research can offer to help to support children and young people's mental health. They are free and past webinars are also available to watch. Themes include:

- Back to school after lockdown
- Teen sleep during Covid-19
- Children's mental health during Covid-19
- Teens, screens and quaranteens
- 

- Social isolation and children and young people's mental health
- Managing self-harm in lockdown
- Supporting children and young people with Autistic Spectrum disorder

<https://emergingminds.org.uk/emerging-minds-covid-19-webinar-series/>

### Starting School Booklist

West Sussex Council have created a series of transition picture books for starting school. There are books in a variety of languages. This list is linked to their library catalogue but the books could be sources elsewhere. [Booklist link](#)

### Successful Transitions: Time for a Rethink

#### Achievement for All

This article by Maureen Hunt from Achievement for All considers how best to manage transitions at this time of change and uncertainty around returning to school. It suggests using the four key principles for EYFS will help with the planning process:

- A unique child – all are different and some will need more support
- Positive relationships – parents/carers and professionals working together with parents as active partners
- Engaging environments – taking time to align practice so environments are similar in provision and expectations
- Children learn in different ways and at different rates – consider holistic needs around all aspects of care and learning

Achievement for All is producing a bank of materials to support schools with preparing children for returning to school.

<https://afaeducation.org/blog/covid-19-blogs/successful-transitions/>

### NLC Communication Friendly Environments

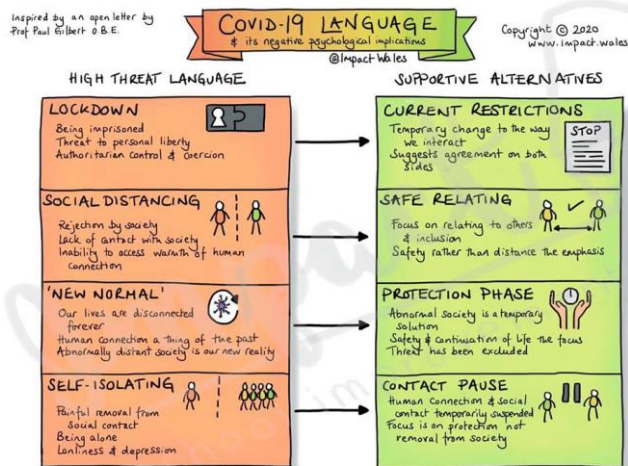
They have updated their blog with resources and visuals to explain social distancing.

Access this on Twitter [here](#).

Access their blog [here](#).

## Covid-19 Language

This graphic inspired by a letter from Prof Paul Gilbert O.B.E. and produced by Impact Wales unpicks some of the negative connotations of the language around Covid. These may be some topics that need to be explored at an appropriate level with children and young people transitioning back into school as the terminology may reinforce anxiety.



## Social distancing visuals

Support children's understanding of what they can and can't do under the social distancing rules

<https://twitter.com/SchoolsNlc>

## Chatterpack

An online hub of SEND information. They have put together an extensive list of resources for all ages and abilities. Transitions included.

<https://chatterpack.net/blogs/blog/resources-list-for-home-learning>

## Bereavement

We hope that children return to school in the context of a happy and healthy family. If you should need to support children or young people where families have suffered a bereavement then we have identified some resources.

## Bereavement – how to support a child who has lost someone they love

Dr. Pooky Knightsmith school mental health expert from Creative Education has been running some excellent free courses recently and Claire Phillips completed one. We have attached the notes which were taken directly from Pooky's course modules and

provide excellent advice and support for practitioners who will be supporting children who are grieving.

You can find a small selection of courses that are available for Free Access at this link. These include a 'Free for a Week' course

<https://elearning.creativeeducation.co.uk/author/pooky/>

## West Sussex Booklist

West Sussex have created a list of books which help children deal with bereavement.

[https://www.westsussex.gov.uk/media/2140/bereavement\\_booklist.pdf](https://www.westsussex.gov.uk/media/2140/bereavement_booklist.pdf)

## Mental health and wellbeing

Just to remind everyone that this week has been [#MentalHealthAwarenessWeek](#) from the [Mental Health Foundation](#). The theme this year is [#KindnessMatters](#). Sign up to [www.kooth.com](http://www.kooth.com) for lots of free and positive ideas and information.

## Mental Health Foundation Website

The website provides a range of support and information with an easy to search A-Z of mental health topics. The theme of mental health week is Kindness and there are a variety of resources including:

- Kindness matters guide
- Kindness research
- Resources and kindness stories

<https://www.mentalhealth.org.uk/>

Stem4 - <https://stem4.org.uk/resources/>

A range of leaflets to download covering many aspects of mental health whilst in lock down. Secondary Level

## How can schools promote positive mental health?

This website gives a resume of the current understanding of the state of mental health in schools, considers some of the main issues affecting CYP and concludes with a section summarising five simple ways in which mental health can be promoted in schools.

<https://www.highspeedtraining.co.uk/hub/promoting-mental-health-in-schools/>

## Every Mind Matters – Looking after your mental health

A comprehensive NHS website which addresses a range of issues. Within a specific Corona Virus and well-being heading, there are four sub-sections, 10 tips to help if you're worried about Corona virus, Looking after children and young people, 7 Simple ideas to tackle working from home and, finally, mental well-being while staying at home. The site is easy to navigate, well-laid out, nicely illustrated and eminently practical. As well as the dedicated Corona virus section, the site also has areas which deal with anxiety, low mood, stress and sleep.

Please see the [weblink](#).

## Flamingo chicks

Flamingo Chicks run inclusive dance sessions in school and also have online resources including well-being sessions.

- This **free relaxation session for parents/carers and support staff** is available here: <https://youtu.be/qkQwI833u1g>. This is a 20 minute session, leading you through some gentle movement, breathing, and then a short body scan exercise, to help manage stress and help create a sense of calm.
- They have launched **NEW 'Inclusion Stories'** themed around dance with brilliant disabled role models. These were written by volunteers, and are read by celebrities, including Ben Shephard and as featured on Good Morning Britain! Find them all here: <https://www.youtube.com/playlist?list=PLexfnAMZeiNnGUSSxnF1nM8mbfRyyIOzY>

## Mental Health and Well-being lessons

Lessons from the PSHE association to support children through this time.

<https://www.pshe-association.org.uk/content/home-learning-resources>

## Litfilmfest Wellbeing Resources

Designed to improve mental well-being, 5 literacy lessons (KS1-4) guide your class to write, perform and video their explanation of the benefits of mindfulness and then performing a short meditation. This is perfect for self-reflection and awareness at times of potential stress whilst informing others of its benefits.

<https://litfilmfest.com/shop/breathe/>

## Supporting Students with Mental Health Issues

A useful overview of ways to support students with mental health issues; full of practical advice, tips, and information. The website also includes Information to help identify students with mental health problems, academic provisions that can be made, how to empower students, and how to make a positive learning environment.

<https://www.mytutor.co.uk/schoolsblog/2017/07/21/student-mental-health-problems/>

## Wellbeing: Supporting schools with free webinars from expert UK Wellbeing Consultants

These webinars look at the implications of school closure from a wellbeing and mental health perspective during the COVID-19 crisis, and include contributions from Lord Jim Knight, Emma Thomas, Nicola S. Morgan & Jo Morton-Brown. Guest appearance from Jerome Flynn (Game of Thrones). The 1 hour webinars address how to overcome the implications of school closures on wellbeing, mental health and mindfulness.

<https://pages.classcharts.com/webinar/>

## Contact the Inclusion and Behaviour Teams

Our teams can help with supporting children back into school.

|                  |  |
|------------------|--|
| Jackie Muggleton | <a href="mailto:Jackie.muggleton@southglos.gov.uk">Jackie.muggleton@southglos.gov.uk</a>                                       |
| Claire Phillips  | <a href="mailto:Claire.phillips@southglos.gov.uk">Claire.phillips@southglos.gov.uk</a>   |
| Sara Tanner      | <a href="mailto:Sara.tanner@southglos.gov.uk">Sara.tanner@southglos.gov.uk</a>   |
| Linda Boyce      | <a href="mailto:Linda.boyce@southglos.gov.uk">Linda.boyce@southglos.gov.uk</a>   |
| Louise O'Rourke  | <a href="mailto:Louise.O'Rourke@southglos.gov.uk">Louise.O'Rourke@southglos.gov.uk</a>   |
| Alison Little    | <a href="mailto:Alison.little@southglos.gov.uk">Alison.little@southglos.gov.uk</a>   |
| Eleri Sears      | <a href="mailto:Eleri.sears@southglos.gov.uk">Eleri.sears@southglos.gov.uk</a>   |
| Jo Briscoombe    | Inclusion & Behaviour Services Team Leader<br><a href="mailto:Jo.briscombe@southglos.gov.uk">Jo.briscombe@southglos.gov.uk</a> |



### Supporting children with Bereavement

Range of courses for supporting children including.

- 2 June – bereavement practical ideas for one to one and small group work
- 16 June – supporting bereaved children who have special educational needs

<https://elearning.creativeeducation.co.uk/courses/supporting-students-with-bereavement/>

### Webinar – The Next Steps for Autistic young People

You may be interested in attending this webinar – although it is during half –term and costs £6.98! Great speakers – good value.

- Dawn Brown – Supporting children back to Special School
- Dean Beadle – Autism, Anxiety and Me – an autistic personal insight
- Sarah-Jane Critchley – Back to School – or not? Deciding whether to home educate.
- Sally Glossop – Children's voice - how we support autistic children back into education
- Lynn McCann – The Big Transitions – going to a new school for autistic CYP

Book a place on Eventbrite – <https://tinyurl.com/yanm4rwa>

### Sheltering in place

Support for young people around COVID-19 and the need to stay at home, ideas for well-being etc. Symbol support,, quizzes to check understanding etc. KS4 and SEN.

<https://www.tes.com/teaching-resource/sheltering-in-place-coping-with-covid-19-12274783>

### 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](mailto:Faye.bertham@southglos.gov.uk)

Inclusion and Behaviour Teams at

[Jackie.muggleton@southglos.gov.uk](mailto:Jackie.muggleton@southglos.gov.uk)  
[Jo.briscombe@southglos.gov.uk](mailto:Jo.briscombe@southglos.gov.uk)

### My Autism Passport – All About Me

This Autism Passport may be useful as a model for upcoming transitions or for the coming school year. EY, Primary, Secondary

<https://www.autism-anglia.org.uk/autism-passport>

### Postgraduate certificate in Autism

Starts 8<sup>th</sup> June 2020 The course, is the only qualification of this kind that has run since 2003 bi-annually for UK based delegates, and annually for international delegates. Run by Sheffield Hallam Uni – Dr. Luke Beardon For SENCoS or anyone who has a first degree.

[Weblink](#)