

# Welcome to the Essential SENCO Network Summer 2020



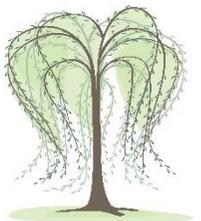
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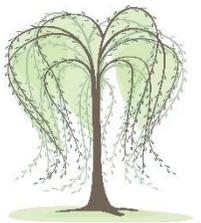


Delighted to host this network for SENCOs and SEN Practitioners which aims to :

- Facilitate a Professional Forum for discussion, reflection and action planning
- Provide regular news and information updates
- 2 CPD Taster sessions:

**Supporting children, families and staff as we adapt to a 'new normal'**  
**A 'new normal' Curriculum**

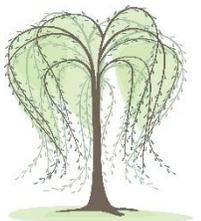
Please nominate your preferred CPD themes...



# News and Information Update

## National Information

- Covid 19 remains the dominant news item across the country and many parts of the world.
- DfE updates published frequently as we all attempt to find a safe way of living and working alongside the threat of coronavirus.
- The link below features the collection of information published by the DfE with regards to actions for schools.
- <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>
- In addition there is specific guidance for supporting learners with SEND available here:
- <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance>
- **The pace of change is so fast that Colleagues are encouraged to raise specific questions or share practice ideas using the electronic forum on the Willow Tree Learning website.**
- The next few slides contain key extracts...

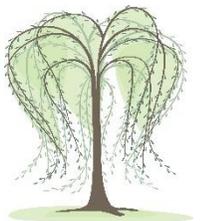


## News and Information Update

“As settings prepare for wider opening, they should continue to offer places to vulnerable children and young people and should look to bring back more children and young people with EHC plans in these target year groups. ***Their return should be informed by their risk assessments***, to help educational settings and local authorities ensure that the right support is in place for them to come back.” DfE 2020

“From 1 June, educational settings and local authorities should continue to offer places to all children and young people with EHC plans whose risk assessment determined that was the right course of action. Settings and local authorities should keep risk assessments up-to-date to reflect any changes in circumstances, including changes to coronavirus alert levels and the wider opening of education and care settings to more children and young people.”

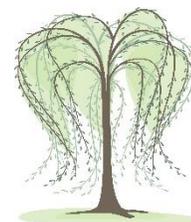
DfE 2020



## News and Information Update

- “Risk assessments may prove useful when planning how best to support the return of individual children and young people with EHC plans. Local authorities and educational settings should ***make their own judgements*** as to whether risk assessments continue to be useful for each child or young person after they have returned. For example, it may be useful to maintain these in cases where the return is initially only part-time.”
- “Our aim is to support a phased and safe transition back to full-time educational provision for children and young people with EHC plans, including those attending mainstream settings, special settings, alternative provision (AP) settings, and those receiving education on hospital sites. Our approach to vulnerable children and young people with EHC plans during the period of partial school closures has been ***to trust professionals*** who know each child and young person to make appropriate risk assessments based on each individual’s needs. We are taking a similar approach in the first steps of transition back to normal provision”.

DfE 2020

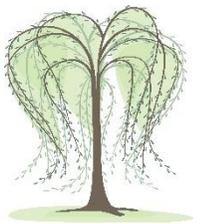


## News and Information Update

“Particular care will be needed in planning for and supporting children and young people with EHC plans to return to their schools and colleges. In the spirit of coproduction, educational settings should contact parents and involve them in decisions about their child who has an EHC plan.”

“As we move towards a phased return to educational settings, local authorities remain responsible for keeping the special educational provision in their areas under review. Due to the unprecedented circumstances presented by coronavirus, section 42 of the Children and Families Act 2014 has been temporarily modified so that local authorities and health commissioning bodies must use their ‘reasonable endeavours’ to discharge the duty to secure or arrange the provision specified in a child or young person’s EHC plan.”

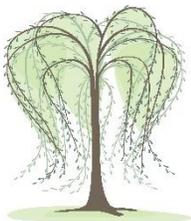
DfE 2020



## News and Information Update

“The guidance on vulnerable children and young people refers to pupils and students attending if it is ‘appropriate’. For children and young people with an EHC plan, ***when a child or young person’s needs can be met as safely or more safely in the educational environment, attendance is deemed ‘appropriate’*** and these children and young people should be strongly encouraged to attend. If their needs cannot be met as safely or more safely in the educational environment, attendance is ‘not appropriate’ at this time and these children and young people should remain at home and be supported through remote education and other services, where possible.”

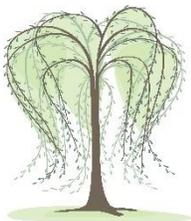
“Vulnerable children and young people are expected to attend, if it is appropriate for them (for example where there are no shielding concerns for the child or young person or their household, and/or following a risk assessment for children or young people with an EHC plan). This is so they can access the educational and wellbeing benefits of attending. Vulnerable children and young people – regardless of year group – who have not been attending in the recent period are expected to return to nursery, early years, school or college provision if it is now appropriate for them to do so.” DfE 2020



## News and Information Update

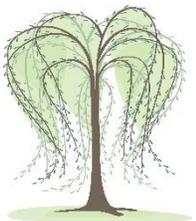
“Due to the unprecedented circumstances presented by coronavirus, the section 42 Children and Families Act 2014 duty to secure the provision within an EHC plan has been ***temporarily modified so that local authorities and health commissioning bodies must use their ‘reasonable endeavours,’ to discharge this duty.*** This means that local authorities and health bodies must consider what they need to provide for each individual child or young person with an EHC plan during the period that the modified section 42 duty is in force. For some children and young people, the provision specified in their plan will continue to be delivered, but for others, ***the provision may need temporarily to be different*** to that which is set out in their EHC plan.”

DfE 2020



## News and Information Update

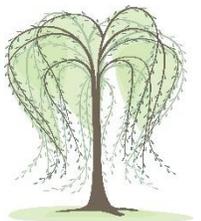
- “Educational settings should ensure that pupils and students who are not attending settings full time in person continue to engage in learning as far as is possible (for example through remote education), and that an increasing focus is put on preparing the way for their return.”
- Most schools and settings are doing a tremendous job at facilitating remote learning.
- When time and opportunity allows, it will be good to hear your reflections on this...
- ***Could we continue to ‘scaffold’ learning for children with SEND in this way even when they return to school? Perhaps with homework or as part of the graduated approach?***
- ***What are you doing now, that could still be helpful and transferable ‘after’ this initial period?***



# News and Information Update

## Local News

- Norfolk Ofsted and CQC Local Area SEND inspection letter published
- Joint inspection completed between 2nd and 6<sup>th</sup> March 2020.
- The letter identifies main findings, strengths and areas for development.
- This should help to inform further review and strategic priorities in the local area.
- Essential reading....
- <https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/news-views-and-reviews/news/local-area-send-inspections>



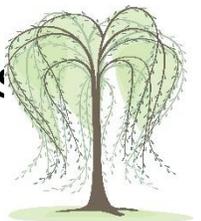
# News and Information Update

## Local News

### Extract from the published letter:

#### Main Findings

- Too many children and young people with SEND in Norfolk have not benefited from the disability and special educational needs reforms.
- Until 2018, there was no coordinated response by leaders to ensure that the spirit and substance of the 0 to 25 SEND code of practice (2014) was enacted in Norfolk.
- Over time, long waiting times for diagnosis, poor access to services, and a lack of confidence in some schools have led many families to lose confidence in leaders' ability to help their children.
- There remain chronic weaknesses in how leaders are meeting the statutory timelines for completion of education, health and care (EHC) plans and annual reviews. These weaknesses are the root cause of angst and frustration for many families and professionals.

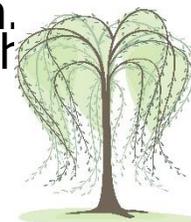


## News and Information Update

### Local News

#### Extract from the published letter: Main Findings

- Provision for young people aged 18 to 25 years is poorly planned and uncoordinated. Young people and their families are not supported well enough to live fulfilled lives as they transition into adulthood. A lack of information, advice, guidance and timely support means that families face a 'cliff edge' as their children approach adulthood.
- Not enough is being done to seek out the views of those under-represented in giving their voice, especially families who have children with SEND but are not in receipt of an EHC plan. Although there are some examples of high-quality co-production, leaders do not know enough about what families want and need. This weakness means that joint commissioning is not informed well enough by the views and experiences of parents and carers.
- Leaders do not know enough about the outcomes for children and young people with SEND who are not in receipt of an EHC plan, those who are on part-time timetables, and those placed in independent provision and/or in out-of-county schools.
- Frontline professionals are not being consistently empowered by leaders to explain to parents and carers what is being done to address problems in provision for children and young people with SEND, or where families can get help. Consequently, families receive incomplete, unhelpful or contradictory information. This often means that families feel as though they are being bounced around services with little or no

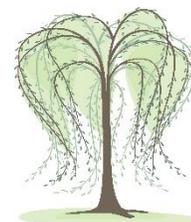


# News and Information Update

## Local News

### Extract from the published letter: Main Findings

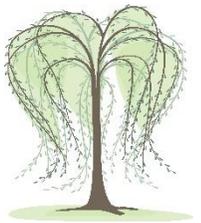
- Organisations such as Family Voice and the SEND information advice and support service (SENDIASS) have not shied away from confronting area leaders about the needs of families and the problems they face. Despite strong new leadership, SENDIASS struggles to meet the demands on the service. Equally, not enough families know about the existence or the differing roles of a range of other organisations that are available to help them.
- On their arrival two years ago, the executive director of children's services and accountable officer for the clinical commissioning groups (CCGs) faced chronic and wide-ranging inadequacies in universal systems and services. They have refused to adopt quick fixes, as they recognised that this will not resolve the crisis facing them. They have worked systematically to create a far-reaching, ambitious, well-planned and securely financed transformation plan to address the weaknesses in provision. However, this plan is very new in its implementation.
- Councillors and senior executives have supported the transformation plans. There is a significant investment for the large-scale building of specialist provision across the length and breadth of Norfolk to become an imminent reality.



### Local News

#### Extract from the published letter: Main Findings

- Leaders, councillors and senior executives have brought much-needed capacity at senior leadership level, most notably in the creation of strategic teams and jointly commissioned posts. These teams are starting to address the weaknesses.
- A culture of joint working among leaders is now palpable. Together, leaders have an insightful understanding of the weaknesses in their systems. Joint strategic planning, so long absent in Norfolk, is now a reality. Leaders collectively agree on the areas of strength, areas of challenge and areas requiring ongoing development. However, the late start of this work means that too much is not yet having an impact on the lived experience of families and their children. Leaders and those in governance recognise that the pace of improvement needs to be accelerated if they are to be successful in meeting the needs of children and young people with SEND in Norfolk.
- The work of many individual professionals in social care, health and education is of high quality. There are individual cases where the lives of children and young people are better for the work of these professionals.
- Norfolk has many confident and articulate children and young people with SEND who are aspirational about what they want from their future. Increasingly, joint work across services is helping children and young people to achieve their ambitions. However, much of this work is new and as a result, it is yet to have an impact on the outcomes that children and young people with SEND achieve.



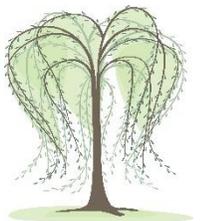
# News and Information Update

## Local News

- Where possible, share the Ofsted/CQC letter with your Senior Leaders and Governors, as it is essential that we all have a shared understanding of the local context so we can support the development.
- The letter acknowledges the recent positive changes to joint working and strategic planning within the local area.
- We must continue to support and shape these developments.

## Willow Tree Learning Website

- As many of you may have seen our website has been refreshed and now includes an electronic forum.
- This is 'free' but you are asked to 'join' (by providing an email address) in order to post.
- Please use this as a shared resource for asking questions and sharing observations and reflections.
- The website continues to provide resources and a notice board, plus an area for the Essential SENCO Network
- You can even join the network for next year via the website...
- When time allows please do take a look!
- [www.Willowtreelearning.co.uk](http://www.Willowtreelearning.co.uk)



## Relevant MI Sheets for Norfolk SENCOs:

[MI Sheet 28/20](#) : 2020/21 Budget Share

[MI Sheet 37/20](#) : **IMPORTANT - Ofsted SEND Inspection in Norfolk**

[MI Sheet 47/20](#) : **Statement re ECCH Children's Speech and Language Therapy Service 20.3.20**

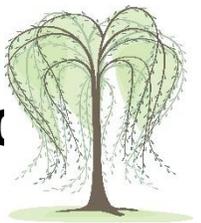
[MI Sheet 48/20](#) : **School and Pupil Census Summer 2020 = Cancelled**

[MI Sheet 63/20](#) : **Update on TITAN Services 19/20**

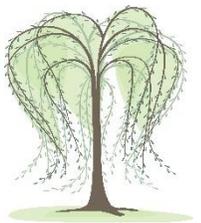
[MI Sheet 64/20](#) : **Element 3 High Needs Funding (High Needs SEND top up funding): Arrangements for Autumn 2020**

[MI Sheet 69/20](#) : **Supporting Vision Impaired students as lockdown eases**

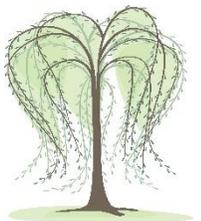
[MI Sheet 67/20](#) : **Updated Element 3 Funding arrangements for the Autumn term 20**



# Supporting children, families and staff as we adapt to a 'new normal'

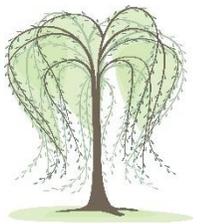


- Covid 19 has been described and experienced as ‘unprecedented’ times.
- The historical significance of this pandemic are huge and will be reflected on for decades as a specific point in time where the world as we knew it, literally ‘stopped.’
- Each of us have lived through this same ‘moment’ yet our experiences will be different according to our circumstances.
- For some, shielding or staying home may have felt traumatic, frightening, endless, threatening and uncertain? For others, it may have provided invaluable time with the family, to play, learn, laugh and to reconnect? Or as Keyworkers, a time of increased pressure and risk? The likelihood is that for many, it has been a ‘mixed bag’ of moments of joy, anxiety and frustration.
- And somewhere in the mix of all of this are our children and families.
- A child I met recently described lockdown as “spectacular” as he has enjoyed playing on his X-box and another child described it as “awful.”
- Everyone’s experience is individual, and it is these individual experiences that we will be bringing back to school...



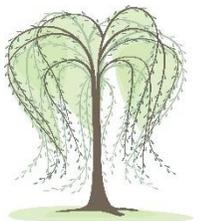
Take a moment to reflect on what you have seen so far and what you anticipate you may see as more children and young people return to schools and settings....

- What are the positives that they are talking about?
- What are the negatives to them?
- How do they feel about being 'back?'
- How do they feel about the 'virus?'
- Are children more aware of 'risk' now?
- How are they managing this?
- How do they feel about themselves as learners?
- Do they perceive that they were 'successful' learners at home or not?



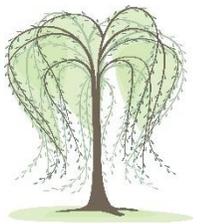
## Supporting Children, Families and Staff

- You are absolutely best placed for supporting children, families and Staff at this time.
- (It might not always feel like it, but you are!)
- Support during anytime of change is eased by:
  - Honesty and transparency
  - Connection and Relationships
  - Humour
  - Consistency and routine
  - Reminder of own strengths and resiliency
  - Celebrating Success
  - Sharing anxiety or worries
  - Developing a plan (even if it changes!)
  - Small steps
  - Positive belief in the future



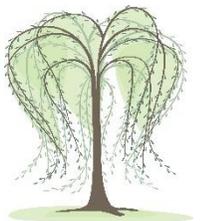
## Practical Application of this?

- **Keep talking** – communication is essential. Share feelings, hopes, plans, disappointments, worries...they are there so name them!
- **Acknowledge and 'notice'** success and achievements – compliment each other and value the small steps
- **Plan and re-plan!** – Remember assess, plan, do and review and 'live it.' Modifying the plan is not a failure.
- **Listen** – Really listen to children, families and staff and check out what you are hearing.
- **Identify your own priorities** – Consider what is really important to you as a community right now.
- **Socialise at a safe distance** – encourage discussion, play and activity amongst children and ourselves. Adhering to safe social distancing is a physical separation, not an emotional or human separation.
- **Look forward** – reschedule cancelled events or missed opportunities, even if it is a generic rescheduling such as 'after Easter we hope we will..'
- **Use positive language** - "when we can we will..."
- **Rest and Relax** – Encourage children, families and ourselves to find a way to 'rest' and to find a peace in the uncertainty. *(When you know how to do this please let me know!)* Lockdown is not the same as a 'holiday.' A holiday is an active choice. It is not about a destination, but rather choosing to take time out.
- **Connections** – broker connections between staff, children and families. Identify national and local networks for support. Stay in touch!

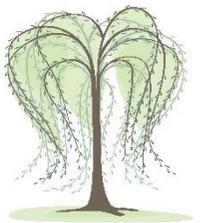


## Useful Resources

- EPSS have developed some great resources in response to COVID 19. Take a look at their website: <https://www.norfolkepss.org.uk/information/schoolsacademies/covid-19/>
- Nasen have produced frequently asked questions: <https://nasen.org.uk/news/covid-19-important-information-and-faqs.html>
- Young Minds: <https://youngminds.org.uk/find-help/looking-after-yourself/coronavirus-and-mental-health/>
- Anna Freud centre have useful information for young people and parents: <https://www.annafreud.org/coronavirus-support/coronavirus/>



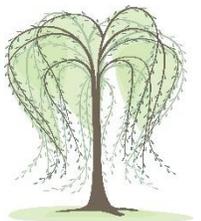
# A 'new normal' Curriculum...



- The social, emotional and economic impact of COVID 19 is huge.
- The impact on disadvantaged groups is deemed to be even higher.
- The educational attainment gap is also anticipated to be vast.
- So how do we respond?

Please reflect on the following...

- Can we expect children to 'pick up' from where they were?
- Are we in the same place?
- Is our priority curriculum attainment and exam preparation?
- Have our children developed additional skills in lockdown?
- Can we utilise these?



## The Recovery Curriculum – Barry Carpenter

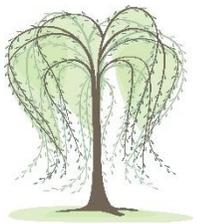
- The Recovery Curriculum offers a 5 Levered approach
- It defines itself as a systematic, relationships-based approach
- It was originally written as a ‘think piece’ to encourage professional dialogue and reflection

The following are extracts from:

<https://barrycarpentereducation.files.wordpress.com/2020/04/recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic.pdf>

**Lever 1: Relationships** – We can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

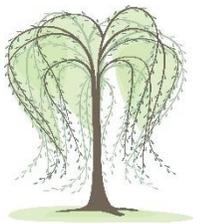
**Lever 2: Community** – We must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.



**Lever 3: Transparent Curriculum** – All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4: Metacognition** – In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5: Space** – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.



## **Dimensions Curriculum Ltd –**

A Recovery Strategy: COVID-19 Back to School

### **3D PSHE “Let’s Begin Again!”**

- Dimensions Curriculum responded to the Barry Carpenter ‘think piece’ with a revision and expansion to PSHE
- They are ‘selling’ materials for KS1 and KS2 that promote...

#### **1. A Sense of Community**

Helping pupils reconnect as a school community, recognising the important part each individual plays.

#### **2. Rebuilding Relationships**

Refocusing on friendships and positive relationships within school.

#### **3. Re-establishing Routines**

Ensuring people settle back into school life, adjusting well to necessary changes.

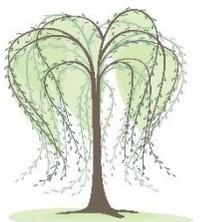
#### **4. Respecting Space and Social Distancing**

Establishing a ‘new normal’ in relation to proximity and personal space.

#### **5. Experiencing Loss**

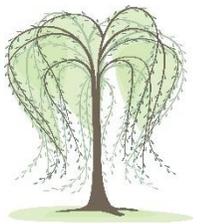
Supporting pupils as they struggle to understand their emotions.

- <https://www.dimensionscurriculum.co.uk/a-recovery-curriculum/>



As you think ahead...

- Avoid the perceived necessity to ‘purchase’ the right curriculum package to ‘top up’ or structure your response to COVID 19. Instead, allow yourselves as a school community to reflect and refine the curriculum for yourselves.
- Identify the priorities for your children, families and staff and trust yourselves.
- Be brave and courageous!
- Ensure that you prioritise the learning required for your children and students.
- Remember pre COVID, Ofsted were (and still are) focusing on the rationale and purpose of your curriculum.
- What is your offer and why?
- It is even more important to personalise learning and build on the recent skills acquired by us all.

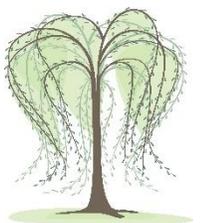


## Final Reflections...

Could you...

- Continue to use zoom type meetings for reviews or to contribute to governor meetings?
- Encourage children and young people continue to access youtube, bbc bitesize and other resources at school?
- Maintain learning hubs to help scaffold understanding of homework tasks?
- Maintain the diversity of recording for all learners? Video, voice recording writing, typing, working with a scribe?
- On occasions work at home, to 'protect' time for SEND strategic planning or reviews?
- Continue to develop and structure your own SEND CPD learning platform?

**Please share your thoughts, comments and questions on our electronic forum**



It has been the strangest of times...unprecedented as they say!

Our way of working has changed and although we look forward to returning to the familiar, let us not lose sight of the new skills we are developing.

The Essential SENCO Network will offer termly socially distanced face to face sessions AND a live (or recorded) virtual meeting

Please re-join the network for 2020-21

£75 annual membership

Members will receive the annual programme in the first week of the autumn term

Join at [www.willowtreelearning.co.uk](http://www.willowtreelearning.co.uk)

Or email [Judith.carter@willowtreelearning.co.uk](mailto:Judith.carter@willowtreelearning.co.uk)

Thank you for your continued support. Have a safe summer!

