

Leading Inclusion

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Welcome to our new-look Leading Inclusion Newsletter which is aiming to provide all leaders of SEND in schools with insights into the national picture around SEND, updates on the LA strategy as well as sharing some of the excellent practice of our Essex Schools in meeting the needs of children and young people with SEND.

On my visits to schools, I am constantly impressed and in awe of the wonderful work that goes on and the imaginative and thoughtful ways staff at all levels work to ensure that our young people make the most progress they can from their starting points. We have the ambition to ensure that all staff in schools are leaders of SEND – I have to say that in many schools this has already been achieved. This year, we need to share this excellent practice, so we can all learn from each other, and really develop our communities of practice around SEND. Please contact us on the email below if you would like to share your work- all contributions are very much welcomed

I am looking forward to working with you in the coming year and to learning more with every visit I make to your schools

Happy 2019!

Ruth Sturdy SEND School Effectiveness Lead

Please contact us at SEN.AchievementSchs@essex.gov.uk if you have anything you would like to contribute to future editions or you have any comments about how this new publication can be improved/ developed to meet your needs.

Self-Regulation coping strategies

Kids Inspire have re-created a print ready version of a self-regulation poster following demand after being shared on social media. The resource is for display, or to be shared for the most effective outcome. A dedicated area on the [Kids Inspire](#) website has been created to upload more resource such as this, as and when they are available.

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Self-regulation coping strategies Students can use at school



To view and download the full poster, visit https://kidsinspire.org.uk/wp-content/uploads/2018/12/self_reg_poster.pdf

Updates

Look out for the **New Ofsted Framework** to be shared in January.

On 16 January, the new Ofsted framework will be publicly unveiled. It will be interesting to hear what you think about the changes and whether you feel it will change the emphasis on SEND in Inspections when it is used by inspectors.



The [#HandsUp4HealthyMinds toolkit](#) is designed to give you a set of bitesize facts and tips to support the mental health of young people aged 8-24. It's filled with practical tips, links and

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downloadable content for parents, schools, colleges, universities, youth organisations and practitioners, as well as some self-care tips for young people themselves



[The Anti-Bullying Alliance's All Together programme](#) has seen fantastic results in reducing bullying and improving the wellbeing of pupils with SEN.

Through the programme, participating schools have access to:

- a responsive audit and action planning tool
- hundreds of resources to support their action plan
- online and face-to-face CPD training

Updates – what's going on nationally?

Ofsted

Ofsted inspectors will not look at a **school's internal performance data** under the planned new inspection regime. The inspectorate has said that instead it wants its inspectors to get as much first-hand evidence as possible from speaking to teachers and pupils, observing lessons and looking at children's work. Matthew Purves, Ofsted's deputy director for schools, said that "data should not be king" during inspections. In a new video published by Ofsted, he said: "Too often a vast amount of teachers' time is absorbed into recording, collecting and analysing excessive progress and attainment data within schools. And that diverts their time away from what they came into the profession to do which is be educators. "And, in fact, with much of that internal progress and attainment data, they and we can't be sure that it is valid and reliable information." He said Ofsted is proposing that from September inspectors will not look at school's own attainment and progress data under the new framework. However, it will continue to look at the school's performance in national tests and exams. See [YouTube](#)

SEND

The DfE has issued "National funding formula tables for schools and high needs: 2019 to 2020, tables showing provisional allocations for the schools, high needs and central school

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services blocks from 2019 to 2020 onwards. See <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs-2019-to-2020> and for 2018-2019, see <https://www.gov.uk/government/publications/national-funding-formula-tables-for-schools-and-high-needs> This is linked to a letter from the Secretary of State to local authorities with an announcement of measures to address high needs pressures. See <https://www.gov.uk/government/publications/letter-from-the-secretary-of-state-to-local-authorities> Damian Hinds announced that councils will receive an additional £250 million over the next two years on top of the £6 billion already provided for the high needs budget this year, to provide support for children and young people with complex SEND. There will also be an extra £100 million investment to create more specialist places in mainstream schools, colleges and special schools, giving more children and young people access to a school or college place that meets their individual needs. On top of this, more special free schools will get the green light, as the Education Secretary confirms he will approve all high quality bids in the current round of special and alternative provision free schools applications. The Government has also confirmed an expansion of the funding to train more educational psychologists. From September 2020 there will be a further three training rounds and an increase in the number of trainees from 160 to at least 206, to help keep up with demand for this specialist advice. See <https://www.gov.uk/government/news/new-funding-to-support-children-with-special-educational-needs> The money isn't new cash from the Treasury. It is simply a redistribution of underspent school funding. The allocation method means that areas with the same number of pupils will get the same amount of money, even if they provide very different levels of SEND support.

Students who were assessed with dyslexia while at school will no longer need a costly second assessment after the age of 16 to receive support at university or at work. Currently, young people need post-16 reports to access support at university and many workplaces, even if they have already been diagnosed with the condition.

Student mental and physical health

The NHS will begin work with schools and colleges, in some areas to make expert **mental health support** available to a population of more than 470,000 children and young people across England. The new mental health support teams will be based in and near schools and colleges in 25 areas and will start giving support in 2019. Each designated team will support up to 8,000 children and young people in around 20 schools and colleges in their 'trailblazer' area. Mental health support teams will:

- build on support already in place from school counsellors, nurses, educational psychologists and the voluntary sector
- support children and young people with mild to moderate mental health issues

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- help children and young people with more severe needs to access the right support, and provide a link to specialist NHS services

The DfE will also fund training for senior mental health leads in schools and colleges to ensure a 'whole school' approach to mental health and wellbeing. The first mental health support teams will begin their training in January 2019 at 7 universities nationwide. The trailblazer sites will be set up in between one-fifth and one quarter of the country by 2023 to 2024. See <https://www.gov.uk/government/news/nhs-and-schools-in-england-will-provide-expert-mental-health-support> For details of the first 25 areas to get school 'mental health support teams', see <https://schoolsweek.co.uk/government-names-first-25-areas-to-get-school-mental-health-support-teams/>

Early Years and Primary

The DfE has issued provisional **2018 key stage 2 results** for pupils in schools in England at national, regional and local authority level. See <https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional> along with revised information on the 2018 key stage 2 assessments and statistics on the performance of state-funded schools in multi-academy trusts, see <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2018-revised>

STA has issued the **2018 national curriculum test handbook**, which contains information on the design, development and delivery of the 2018 key stage 1 (KS1) and key stage 2 (KS2) national curriculum tests, see <https://www.gov.uk/government/publications/2018-national-curriculum-test-handbook>

STA has issued **Key stage 1 and key stage 2 test dates** through to 2021, see <https://www.gov.uk/guidance/key-stage-1-and-key-stage-2-test-dates> It "may be appropriate" for schools to vary their SATs timetables in 2021 because the test week is set to coincide with the Muslim festival of Eid the STA says

STA Assessment Update, 18.12.18, see <https://www.gov.uk/government/publications/sta-assessment-update-18-december-2018>

Whole School SEND – Guidance for Parents/Carers on conversations with Schools

Whole School SEND have recently published a leaflet for parents/ carers giving them questions they may wish to ask schools when they visit or when their children have a place at a school. The questions are far reaching and are ones all schools should be confident they could answer. They include:

- How do you adapt the curriculum whilst ensuring high expectations for all?

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- How do you develop ongoing positive relationships with families and ensure effective communication?
- How do you ensure that you have a well developed understanding of the family and any challenges that they may face?
- How can you reassure the family that you will keep their child healthy and safe

Please [view the SEND Gateway website](#) to see the leaflet – a good way to think about what your school is doing to meet the needs of children and young people with SEND. Link this with the Essex School SEND Review and you will have a very full picture of what you do well and where the next stages of your school improvement journey will go.

Research

Dual And Multiple Exceptionality (DME) The Current State of Play Alison Ryan and Chris Waterman – NASEN publication October 2018

This report, published in Oct 2018 was commissioned by NASEN, is a key part of their campaign to ensure that children and young people with dual or multiple exceptionality (DME) are provided with the support to enable them to realise their full potential. The work was partly inspired by Adam Boddison's work with Stephen Hawking who was a great advocate of developing a national DME offer and probably one of the most famous people with DME.

The definition they use is “additional Learning Needs which contain identified/ unidentified special educational needs (SEN) alongside identified/unidentified High Learning Potential (HLP), as reflected in their formal educational experience” The identification includes but is not limited to

“Asperger Syndrome

ADHD

Dyslexia, Dyspraxia and Dyscalculia

Auditory and visual processing disorders

Sensory processing disorders

Development Coordination Disorder (Dyspraxia)

Non -verbal learning disorder

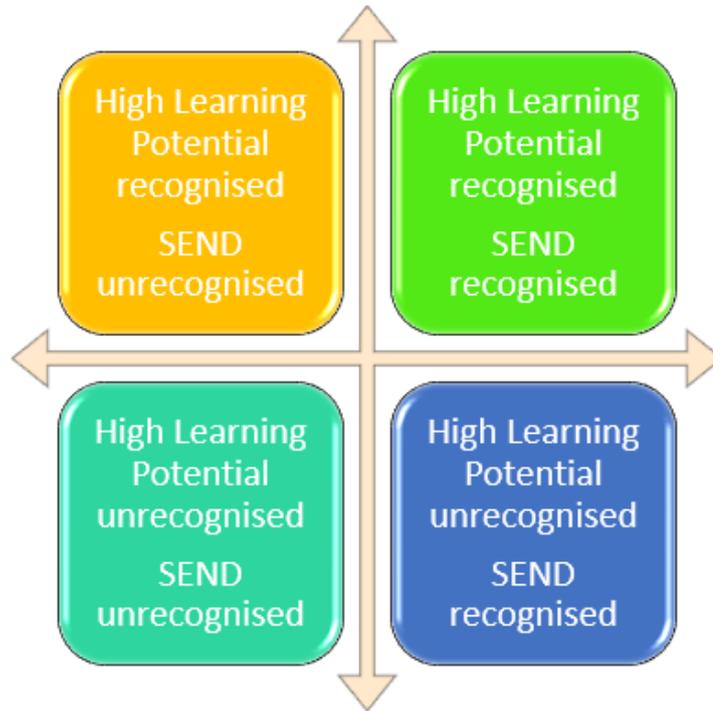
Social, Emotional and Behavioural difficulties”

What are the key points in the report?

- Screening for SEND in early years is complex and involves many professionals and is therefore not as joined up as it might be- as a result there is little focus beyond the “obvious” and so DME is potentially missed
- At the start of school initial assessments are mainly informal and a highly complex identification process is again disjointed and further hampered by a narrowed curriculum
- The co-existence of SEN and HLP mean that there is an even greater level of complexity in identifying needs

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- NASEN and Potential Plus UK have identified four DME profiles to illustrate and support understanding of the issue:



- The profiles highlight the challenge in education of identifying the complex mix of needs which can in many cases make some of the HLD less visible.
- Potential Plus (<https://www.potentialplusuk.org/>) have identified the following signifiers of possible DME
 - Written work and verbal work out of synchronisation
 - Tries to cover up difficulties e.g. messing about in class
 - Issues with homework – poor standard of work compared to verbal answers in class, misinterpreting what is being asked for
 - Test results at odds with knowledge of subject
 - Vast knowledge about a subject or area of interest outside of school where there is no pressure to perform
 - Extreme frustration or anger with self when they can't get something right
 - Very low self esteem
 - Shows flashes of brilliance
 - Good problem solver
 - Thinks conceptually
 - Poor self- control
 - Disorganised

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- Niehart (2011) identified the “twice exceptional gifted” children with SEND as having a heterogenous profile with anxiety and depression as common in the group during adolescence
- Research shows that parents were quick to see both the disabilities as well as abilities of their children and sought out support for developing their talents when they felt professionals did not give them the support they needed.
- It is key that teachers, leaders and support staff have an understanding of DME and that the identification of a Special Educational Needs does not mean that aspirations and abilities are curtailed or go unnoticed.
- Staff need training and understanding about DME if they are to identify it and then ensure that the potential of these children and young people is met.

So what are the report’s recommendations?

Next Steps

As the literature search makes clear, there is no “public” language that adequately describes DME and many teachers, who are very much at the front line in identifying pupils with DME, are not familiar with the term.

Phase 1

As a precursor to any public strategy, a steering group should be set up, comprising representatives of groups and organisations with a special interest in DME, together with a small number of experts in the field.

This group would agree a common definition of DME and a vision or mission statement. It would also agree to set up a website, containing basic information about DME and including a vision

Phase 2

Produce a plain English explanation of DME, which is accessible, in terms both of language and availability, to parents, teachers, education professionals and other professionals who work with children and young people.

To establish an awareness of DME, a simple ‘brand’ should be established, which can be used to promote wide recognition of DME. A distinctive single word, for example **“REALISE”** with the strapline ‘People with Dual and Multiple Exceptionalities’ would be one way of embedding DME in the public and professional perception.

Design and deliver the DME presentation at appropriate conferences – possibly as a ‘fringe’ event.

Produce a training strategy for ITE and CPD for staff students and staff in schools, with appropriate materials.

Phase 3

Establish a DME ‘Centre of Excellence’ to act as a resource hub and training provider.

Establish a national training programme for teachers, education psychologists, parents/carers

and other stakeholders to improve DME identification and provision

Establish an All-Party Parliamentary Group to promote and maintain the visibility of DME

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To read the full article go to the [NASEN](#) web-site and follow the link (it's available to all – members and non- members)

CPD

EYFS Conferences

A practical approach to the EYFS: Developing your knowledge and skills to support every child.

In spring 2019, the Workforce Development team will be facilitating two conferences; one is aimed at the private, voluntary and independent sector and reception teachers (Wednesday 13 March 2019), the other is aimed at childminders (Saturday 30 March 2019).

These conferences will provide opportunities to network and share best practice and visit market stall holders sharing guidance and strategies. After an introduction from Sandie Leader, EYFS team leader, delegates will also attend four interactive workshops:

Communicating sensitive information with parents

'Closing the 'word gap' – improving home speech, language and communication experiences for vulnerable families'

Assessment and observation in the EYFS

Developing emotional resilience in young children - top tips for Early Years practice.

Cost per delegate is £55 but confirmed bookings before 25 January 2019 will be eligible for an early bird discount. More information and details on how to book are available in this [conference flyer](#).