

Leading Inclusion

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Welcome to a new edition of Leading Inclusion. Thank you to all the schools who have signed up to the Inclusion Statement. If you are unsure where to send your sign-up forms, please send them to SEN.AchievementSchs@essex.gov.uk.

As ever we are keen to hear from schools who are doing great work in meeting the needs of their pupils effectively. Please send short reports of what you are doing to SEN.AchievementSchs@essex.gov.uk.

We are also keen to hear from children and young people their thoughts about helps them to learn and do well at school. If you know of anyone in your school who would like to write for Leading Inclusion, please send their work to SEN.AchievementSchs@essex.gov.uk

Thank you to all of you for continuing to work so hard to ensure that the children and young people of Essex make great progress.

Have a great half-term!

Ruth Sturdy

SEND School Effectiveness Lead

Updates

[SNAP](#) (Special Needs and Parents) have produced their latest termly magazine.

The link to the magazine can be found below. This is useful to both SENCOs and parents and carers. This terms includes a section on how to regulate emotions.

https://www.snapcharity.org/wp-content/uploads/2019/01/SNAPMatters_Spring2019FINAL.pdf

Council for Disabled Children have published a handy presentation that runs through the statutory duties relevant to anyone working in the early years sector. Download the presentation here:

<http://bit.ly/2FiJpE0>

Leading Edge Groups

Thank you to everybody who has so far agreed to be part of a Leading-Edge group. If you have not yet heard when the one you are interested in joining is meeting, you will in due course. The Autism group has completed their first draft of the “Every School’s Inclusive

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Offer” document which is now being edited; the SEMH group has also completed a first draft which is great. The SpLD group will meet soon – we are just trying to organise a date and the Speech Language and Communication group has begun to meet, but it’s not too late to join any of these groups. Just contact ruth.sturdy@essex.gov.uk

Peer Reviewers Network Meetings

Dates for the next two network meetings are;

27th March, 2 – 4pm, Chelmsford

3rd April, 10- 12pm, North East Essex

More details to follow.

Personal Outcomes Evaluation Toolkit (POET)

A graphic for the Personal Outcomes Evaluation Tool (POET) survey. It features a black and white illustration of an astronaut standing on a moon-like surface with craters. A flag on the left reads 'POET'. In the center, the word 'POET' is written in large, bold, hand-drawn letters, with 'PERSONAL OUTCOME EVALUATION TOOL' written in smaller text below it. The background is a dark space with stars. At the bottom left is the URL 'essexlocaloffer.org.uk/POET' and at the bottom right is the Essex County Council logo and name.

✦ Share your experiences of SEN and EHCP support and help improve services in Essex.

POET
PERSONAL OUTCOME EVALUATION TOOL

essexlocaloffer.org.uk/POET

Essex County Council

Essex is part of a nationwide survey, called the Personal Outcomes Evaluation Tool, or ‘POET’ for short. The POET survey gives children, young people, parents, carers and practitioners the chance to share their views of Education Health Care Plans (EHCPs) and Special Educational Needs (SEN) support and the impact it has had on their lives (or the lives of those they support). The survey helps to build a picture of what is working and what could be better.

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Essex has been running POET for many years but the number of completed survey responses has been low. In particular, the number of families and young people taking part has been very low, with many more practitioners sending their views. This means that our report and feedback has not given a true and balanced view of the support on offer.

We want to be able to use POET to make improvements based on what matters to practitioners and the families they support. However, to really understand what is working well in Essex, more family views are needed. A postal invite to complete POET will therefore be sent to all families in Essex who have a child or young person receiving EHCP or SEN support after the half term. We would be delighted if you could support your families to share their views using POET. This could include:

- Promoting POET online or in your newsletter
- Directing families to the Essex Local Offer (www.essexlocaloffer.org.uk/poet) where they will find more information
- Embedding POET into your pupil and parent/carer voice approach
- Providing opportunities for children, parents and carers to access POET
- Contacting the POET Team (POET@essex.gov.uk) to request alternative formats, such as an easy read version, of the survey when required.

Feedback reports will be published on the Local Offer (www.essexlocaloffer.org.uk/poet) and if we have enough responses, we hope to use this information to help plan our next steps.

If you are keen to know more or would like to be part of the team who receive the POET feedback and look at how we use the information to make changes happen, we would love to hear from you. Our email is POET@essex.gov.uk.

Short Film about Playground Inclusion wins International Acclaim



“Ian” is a short, animated film inspired by the real-life Ian, a boy with a disability determined to get to the playground despite his playmates bullying him. This film sets out to show that children with disabilities can and should be included.

To watch the film, watch it on YouTube:

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<https://www.youtube.com/watch?v=6dLEO8mwYWQ&t=452s>

“Ian” premiered at Cannes in May 2018. The mixed stop-motion and CGI animated film has won numerous awards internationally. “Ian” has also qualified for the Best Animated Short category in the 2019 Academy Awards.

Pre Key Stage standards for Key Stages 1 and 2

The Standards and Testing Agency have produced a video, featuring Diane Rochford and Janet Thompson talking about the pre-key stage standards. To view, follow the below link.

<https://www.sta-videos.co.uk/video/play/738dc9b9-a6db-44f4-80ed-e13d5f7dd7d1/>

This is definitely worth a look and may be a useful resource for staff development.

In the News

In the TES 1.2.19

Talking Point Article

“It’s vital to work in tandem with special schools”

This is a really interesting and thought-provoking article in the form of a conversation between Mark Enser Head of Geography and research lead at Heathfield Community College, East Sussex and Simon Knight joint headteacher at Frank Wise School, Oxfordshire.

The discussion focusses on what is the same and what is different and what is the same about the two sectors and is there any benefit and purpose to better collaboration between them? Are the differences real or perceived? Could all benefit from sharing conversations and planning

The article is a useful summary of the debate around working together collaboratively across the sectors. It is great that in Essex some of our special schools are developing a collaborative approach as members of SLIS partnerships or as members of a MAT. We also have our four autism leads working from special schools supporting the ASC provisions in mainstream schools and working with other schools in their quadrant to support schools and develop good practice for autism. Is the current topical area of curriculum an area where there is genuine benefit to sharing and learning from each other?

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SEND Tribunal: single route of redress national trial newsletter

If you are interested in the latest on this, please follow the link below:

[Single route of redress](#)

Partnership SENCO Training Day

Some of our Essex Partnership SENCOs met for a training day with a focus on leadership. During the morning they focussed on and used Andy Buck's FED (Future, Engage, Deliver) model of leadership to consider their work and how they can develop their influence across the schools in their partnership groups.



In the afternoon their focus turned to how best to promote their work. They also worked on a Headteacher Guide to Questions to ask about SEND which is the start of some work which was discussed at the recent Headteacher Roundtable.

It is an absolute privilege to work with such an enthusiastic, knowledgeable and all -round great SEND practitioners who are a constant inspiration.



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Free Resources and information

If you haven't seen it yet, please look at the SEND Gateway for resources, research and the opportunity to share your good practice.

Follow the link to join the community of professional practice which is developing nationally around SEND.

[NASEN SEND Gateway](#)

If you are going to share your practice on this site, please send a copy to [Leading Inclusion](#) so we can include it here too.

Attention Autism Programme - it's not just about the 'bucket'!

I first came across this group intervention when I watched Gina Davies present at Birmingham University back in 2014. Gina is a Speech and Language therapist who has developed the Programme through many years experience of working with children with autism and other SEND. That day in Birmingham she had the entire lecture theatre transfixed and it left me inspired to look more into this amazing intervention. I had a hunch this would equally enthuse and engage the many young children I was working with at the time as a Pre-school Specialist Teacher.

Four years later, as Senco at Tanglewood Nursery School, I was lucky enough to have the chance to work with Gina to gain a licence to become an Advanced Practitioner in the Attention Autism Programme. So what is it all about?

The Programme is a four staged approach targeting children's attention and listening skills, engagement in learning, spontaneous communication skills, social skills of joint attention and turn taking. It targets Executive Functioning skills including organisation, planning, managing feelings and self-regulation of emotions. Through fun and laughter it aims to build happy memories for children to develop their intrinsic motivation to engage with lead adults in a group.

So where does the bucket fit in? Many of you may have heard about 'the bucket intervention' - the bucket is only a small part of Attention Autism as it is the initial attention grabbing stage of the Programme. The next three stages target children's abilities to shift and re-focus their attention and listening skills through highly motivating, often sensory activities using everyday resources on a large scale. It builds to children following a task independently.

At Tanglewood, we have used the Programme as a daily intervention group for the last two years. As Senco, I plan the groups and my team of LSAs deliver it daily with both morning

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and afternoon children who have social communication difficulties. We have seen children who start with no capacity to focus and attend for any length of time at all, to children who take themselves independently to the group area and sit on a chair and wait for adults to come along to start. Some children begin to use more spontaneous noises or words, some manage to sit on chairs for 15 minutes fully engaged in an activity and all of them love being invited to take a turn - and cope with the disappointment of not getting a turn. Watching them build happy memories with adults and their peers is testament to the effectiveness of the Programme.

So after two years, in our quest to develop all our children's communication and attention and listening skills we have rolled the Programme out into our mainstream classrooms. I think it is fair to say that initially the class teachers and nursery nurses were nervous and perhaps a little sceptical about how it would work. So work was needed to skill up staff through staff meetings and invite classroom staff in to watch the intervention groups. I modelled the stages in the classrooms and staff were brave enough to be video'd for us to critique together. I am so proud of the whole staff team for giving it a go and being open to change.

The results have been amazing; children are adopting strategies they have seen modelled, their attention and listening in whole groups has improved and best of all, some children with autism who would usually go out to a group are staying in the classrooms to access the intervention. Children are writing for purpose more having seen adults draw and write regularly on whiteboards, their behaviour has improved in group times and staff have reported how easy it is to deliver core curriculum themes in literacy and numeracy.

If you would like more information about delivering the Programme in your school or nursery I am running training on 1st and 4th March at Tanglewood Nursery School. Further details about times and cost can be found on our Facebook page or email me at senco@tanglewood.essex.sch.uk Alternatively, please visit Gina Davies' Attention Autism website

Anita Bartram

SENCO Tanglewood Nursery, Chelmsford