Welcome to this issue of the SENCO Bulletin. This week we focus on:

- Essex Transition Plan
- Developing ‘One Planning’ practice
- INSET News
- The Importance of Resilience
- Preparing for Dyspraxia Awareness Week
- Reasonable Adjustments
- Speech and Language support for secondary school pupils

**Essex Transition Plan …**

The Essex Transition Plan has been published, showing the programme for the transfer of statements to Education, Health and Care plans, as required by the new arrangements for SEND.

All young people with a Learning Difficulties Assessment and parents of children with a statement of SEN will be receiving a letter confirming the transition arrangements.

**Developing ‘One Planning’ practice …**

One Planning is based on the principles of Early Support - with person centred review meetings taking the form of a 'Team around the Child' (TAC).

The One Planning approach has been informed by the work of a number of leading organisations in the field of person centred planning. These organisations include:

- Helen Sanderson Associates
- Personalising Education
- Families Leading Planning
- Family Footings

Helen Sanderson Associates has been a strategic partner to the Department for Education for the SEND reforms, with a particular focus on Preparing for Adulthood. This organisation has been working throughout the UK, supporting schools, local authorities and other key agencies on developing person centred planning methods, tools and resources. There are many resources on the website and YouTube which give an insight into person centred practice.
In the *One Plan – information, guidance and resources* page of the Essex Schools Infolink we have begun to upload examples of how some of the person centred tools have been used.

- Molly's communication chart
- Learning log for Jack

We have also shared some examples of *One Page Profiles* on the *Good Practice* page. Typically One Planning starts with the development of a One Page Profile.

One Planning will feature as part of the **SENCO update meetings** and **Secondary SENCO conference**, and information on a series of dedicated training sessions scheduled to commence during the second half of this term will be announced shortly. See Events and INSET in the column on the right for details and booking.

**INSET News …**

The INSET team and the Assistant Educational Psychologists had a really good planning session for the **Secondary SENCO Conference** – lots of ideas and views exchanged on ‘one planning’ and how to make these personalised planning processes work in a secondary setting. Meanwhile, the senior EPs have been planning a session on the Provision Guidance materials with members of the Standards and Excellence team. The materials are very detailed and have the potential to be a great source of information to support teachers to meet the needs of many children (not just those with SEN), and would also be a useful resource for improving the quality of teaching. We see the Secondary SENCO conference as an ideal opportunity for you to get involved and express your views on how to make the most of the person centred approach and the guidance materials. We will provide updates on other aspects of the Code of Practice. The requirement for schools to publish their SEN Information Report seems to be a causing a bit of a stir. SENCOs are invited to bring along their SEN Information Report to share with colleagues in other schools - a ‘show and tell’ session that should reassure SENCOs that they are on the right lines.

The **Primary SENCO update** meetings will focus on the Provision Guidance materials and explore how they can be used to enhance the quality of teaching and to achieve
positive outcomes for pupils with SEN. We will spend some time on ‘one planning’ and there will be an opportunity to share your SEN Information Report with colleagues – don’t forget to bring it with you.

**OFSTED Compliant Provision Review**

The INSET team ran a very successful half day guidance session (25 September) for SENCOs/SLT on the updated Provision Review paperwork. The document includes references to the new Code of Practice and the up-dated OFSTED framework. Viv Rosier, Lead for INSET, reported that feedback from delegates was overwhelmingly positive. When asked what worked for them, delegates said:

- Unpicking the SEN provision review tool was excellent
- Working through the document together
- Good to have time out to discuss the different sections
- Provision review document gives indication of direction of travel and which questions to ask along the way
- My head teacher coming along with me so that we could discuss content/implications
- Excellent – action plan section gave me a good idea of priorities
- Liked going through it section by section
- Has made me think of SEN provision more strategically
- Highlighted which information was relevant to other colleagues in school (not just a SENCO job)
- Signposting to resources, documents and toolkits
- Clarification of terms
- Information broken into manageable chunks

“We are intending to put on a second guidance session during the second half of this term or the first half of next term … as soon as we have secured a venue. We are running other courses during the second half of this term for those of you who want to extend your knowledge on aspects of the provision review.” Details right.

“We ran the first day of the National Award for SEN Coordination on 29 September. This is Cohort 8 and we have 93 SENCOs registered on the course. This beats our record of 78 SENCOs who were in Cohort 7. It is wonderful to know that so many people in Essex know about SEN and how to be a SENCO. Essex runs this course in collaboration with the Eastern Leadership Centre, Hertfordshire University and other local authorities in the Eastern Region. We have a great success rate and have high hopes for our new cohort.”

- Let’s get reading and writing
- Include me in – Down syndrome
- Identifying pupils with memory difficulties
- Include me in – Social and Emotional Difficulties

Using the P Scales to (im)prove progress
14 and 28 November
2 half day sessions
Chelmsford City FC

A Class Act: the SENCO’s role in developing the quality of teaching
24 November
half day session
Chelmsford City FC

Softly, softly: using qualitative evidence to show progress
11 December
half day session
Chelmsford City FC
The Importance of Resilience …

Why is it that some people ‘bounce back’ from adversity and others do not?

All of us experience major disruptions at certain points in our lives and think that sometimes we’ve been pushed to the edge and are almost about to blow. In fact, this is an expected and predictable hallmark of the human condition. For some, these hard times come frequently – the impact of the trauma is overwhelming and recovery, if it comes at all, can be painfully slow.

Others show resilience and are able to glide through these times fairly easily, bouncing back to a normal life again quickly.

“Resilience in childhood is defined as typical development in the face of adverse circumstances that propel others to deleterious outcomes.”

Deater-Deckard, Ivy, & Smith, 2005

Family problems, school problems, health issues, poverty, violence, peer rejection, and crises are all examples of types of adversity that can undermine a child’s mental health and interfere with learning. A resilient child has the ability to bounce back from these adversities and the ability to move forward.

The good news is that research indicates that the level of resilience in a pupil isn’t static - it can change dependent on the people and circumstances surrounding them. We can have a profound impact on whether and how a pupil develops resilience.

School experiences affect resiliency in two ways:

- The knowledge, thinking skills and academic abilities gained at school contribute to children’s resiliency assets.
- School presents many challenges and how well we help children deal with them is one of the ways they learn to cope with challenges in life.

What can teachers do?

- Create safe and supportive learning environments
• Provide consistent guidelines for behaviour
• Model appropriate responses and behaviours
• Provide opportunities for goal setting, success, failure and reflection

Want to find out more?

You can refer to the Social, Emotional and Mental Health section of the Provision Guidance Toolkit, and the following might also be of interest to you:

• **A Guide to Promoting Resilience in Children: Strengthening the Human Spirit**

• **Promoting Resilience: A Review of Effective Strategies for Child Care Services - Summary**

• **Young Minds in Schools: Supporting the emotional wellbeing of children and young people in schools**

• **How to help young children to flourish**

If you need specific advice, for example about an individual pupil, you can also seek advice from the Educational Psychology and Specialist Teaching (Social and Emotional Difficulties) teams.

---

**Preparing for Dyspraxia Awareness Week …**

Did you know that next week is Dyspraxia Awareness Week (12 to 18 October)?

The Dyspraxia Foundation is promoting a [Funky Fun Friday](#) event for 17 October.

Interested in dyspraxia?

Keep a look out for next week’s bulletin for some information and support strategies recommended by our Specialist Teachers for Physical and Neurological Impairment.
Reasonable adjustments …

With SENCOs working hard to update their policies in line with the new Code of Practice, we have been asked several questions relating to the support of pupils with disabilities (the D in SEND!)

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995) and, from October 2010, under the Equality Act 2010. Since 1 September 2012 the reasonable adjustments’ duty for schools and education authorities has included a duty to provide auxiliary aids and services for disabled pupils.

In addition to broad duties to prevent discrimination, to promote equality of opportunity and to foster good relations, schools and education authorities have the specific duty ‘to take such steps as it is reasonable to have to take to avoid the substantial disadvantage’ to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

It is important to note that these duties are anticipatory ie schools are expected to identify where problems may arise and make reasonable adjustments to avoid this happening. Schools may also be unaware that the definition of disability provides a relatively low threshold and includes more children and young people than many realise.

One highly effective way to check your understanding of, and compliance with, this duty is to look at the exemplars and case studies in the document from the Equality and Human Rights Commission called ‘Reasonable adjustments for disabled pupils’. You may also find it useful to refer to ‘Supporting pupils at school with medical conditions

Speech and Language support for secondary school pupils …

The Communication Trust Secondary Progression Tools – do you want an opportunity to be involved in the testing phase?
The Speech, Language and Communication Progression Tools aim to support non-specialist teaching staff to find out more detail about the speech, language and communication skills of individual students. They aim to provide a quick way of determining where children and young people are against where they should be for their age and provide more information about how these vital skills are progressing. The Tools are not a diagnostic tool, but will provide information to help teaching staff decide whether children would benefit from a targeted intervention or whether they need specialist assessment and support.

Based on extensive feedback to date, the Communication Trust have updated the age 4, 5-6, 7-8 and 9-10 Tools available online. Currently they are drafting Tools for those working with ages 11-12, 13-14 and 16-18.

The Communication Trust is currently developing the content for these Secondary Progression Tools and over October is looking for a number of people who work in secondary schools to review the content and test them with a number of students. For more information and to register your interest, please email Amy Harker aharker@thecommunicationtrust.org.uk, indicating which age range is most relevant for you.

In return for your input, you will receive one free copy of the Tool you feedback on, once produced.

**USEFUL WEBSITES**

**SEND Gateway**
The Nasen online portal

**Council for Disabled Children**
The SEND strategic reform partner to the Department for Education

If you have any enquiries or comments, please contact the **SENCO Bulletin Team**.

We would welcome any contributions from SENCOs to the SENCO Bulletin.

---

**Chris Perkins**  
Service Manager  
Specialist Teaching and Preschool Service  
6 October 2014

**On behalf of the SENCO Bulletin Team**  
SENCO.Bulletin@essex.gov.uk