

SEN bulletin June 2025

I hope you had a restful half-term break. I'm pleased to share that we have confirmed the date for our Annual SEND Conference – Wednesday 12 November 2025 – please save the date!

We are looking for a few SENDCOs to support with planning the conference. If you would like to be involved, please email Sam or me by 13 June, and we will set up the first planning meeting.

The primary SENDCO clusters have worked so well this year that it has been agreed to continue them into the next academic year. I have to say, these sessions and our networks really do bring me joy – I hope they help you feel supported and connected too. The Secondary SENDCO Cluster pilot has also begun, which is very exciting, and we have our second secondary seminar this month too.

Sam and I are currently planning the SEND events calendar and will share the dates in the next bulletin so you can get them in your diary. We are aiming for a good balance of face-to-face and online sessions. The calendar is now open to book your SEND and Inclusion Visit for next year – please do email me if you would like to secure a date at bhachum@ealing.gov.uk

Here is the [SENCO network 7 May 2025 presentation](#)

ELP occupational therapy

Here are [15 tips for a sensory friendly classroom](#) (pdf)

Speech and language therapy

Ealing speech and language therapy transition tips

Whether it's a new class, school, or setting, transitions are a big change, and can contribute to big feelings. Here's how you can help support communication during this time:

1. Use a communication passport - Share key info about a young person's communication (made by the young person wherever possible) with their new team. Here are 2 versions that you can choose from:

- [Communication Passport doc 1](#)
- [Communication Passport doc 2](#)

2. Refer to our SLT transition group - Our 6-week [SLT secondary transition group](#) is designed to support young people with communication differences.

3. Add Visuals - Timetables, photo books, and social stories help young people understand what's changing—and what's staying the same.

4. Arrange Pre-Visits - Help young people build familiarity with their new space, staff, and routines. Bring visual supports (Such as those listed above) along to reinforce learning.

5. Talk About It Early - Start conversations early. Involve the young person where you can—this aims to build confidence and reduce anxiety.

Autism Education Trust: this month's resource

Message from Dawn:

I know that many schools are considering their environment when they are thinking about the inclusion of autistic young people. The [AET 'Autism Design Principles for Schools'](#) document can help practitioners to support autistic learners' wellbeing and access, by considering how they can create inclusive spaces.

Access and Inclusion news *new*

Thank-you to Aretha Banton, Assistant Director SEND and Inclusion at Ealing LA, for sharing this information directly with SENCOs.

Children missing out on education

It is a requirement for schools to notify the Local Authority of any pupils who are on a reduced timetable, attending an Alternative Provision or receiving distance learning (Academy 21, EdClass etc.) for more than two weeks. Plans must be reviewed at minimum every six weeks. Please ensure you have completed any outstanding reviews by Friday 6 June 2025.

Please see the links below for guidance on reduced timetables, alternative provisions and how to complete the Gateway forms:

- [Pupils on reduced timetables and in alternative provisions or remote education](#)
- [Arranging Alternative Provision - guide for LAs and schools](#)
- [Alternative educational provision - directory | Ealing Grid for Learning](#)
- [Risk assessment for pupil on a reduced timetable, remote learning or AP plan.docx \(docx\)](#)
- [Step-by-step guide to completing embedded Gateway form CMOE.pptx \(pptx\)](#)

Health improvement team

Ealing Educational Psychology team, led by Aoife Jenkins, has created a concise and impactful 12-minute webinar on Emotional Based School Non-Attendance (EBSA). This essential resource explains what EBSA is, signs for staff to look out for, and practical steps to support pupils experiencing high anxiety. Featuring Dr. Pooky Knightsmith's "3 Rs" framework, the webinar provides tools to help open meaningful conversations with children about their school-related worries, including 'push' and 'pull' factors influencing attendance. We encourage all school staff to watch and benefit from this webinar, with SENCOs playing a key role in sharing the resource and answering any questions.

The NHS website offers invaluable guidance for parents grappling with the question, "Is my child too ill for school?" This resource provides clear advice on when children should stay home due to illness and when they can safely attend school, even with minor symptoms. Covering common conditions like colds,

chickenpox, and conjunctivitis, the site also addresses concerns about anxiety-related school avoidance, offering practical tips to support children. It emphasizes the importance of communication between parents and schools, ensuring children receive the right care and support.

Sharing this resource, school staff can empower parents with reliable information, helping them make informed decisions about their child's well-being and attendance. This guidance not only supports children's health but also fosters a collaborative approach between families and schools. You can explore the resource [here](#).

Attendance

Phase	Ealing figures up to Easter	National up to Easter
Primary	94.0%	94.8%
Secondary	92.2%	91.7%
Special	88.7%	87.1%

Whilst overall data is broadly in line with or higher than the most recent National figures, we still see some disproportionality between our identified underserved groups.

Please ensure you refer children to the Attendance Team in a timely manner via Gateway where you have applied your escalation processes but there has been no improvement

Safeguarding

We are continuing to promote the monthly Safeguarding Conversations Hub amongst all professionals to bring cases for networking opportunities, discussion and signposting to resources that might prove helpful. Please join online for a camera on session and bring a case you are having trouble resolving or need a fresh perspective on. Our social care, health and police colleagues are invited too, and we look forward to working together and to support you as you support pupils and their families. Next session Friday 6 June 9.45 – 10.30 and again on Friday 4 July 9.45 – 10.30. Join the next [safeguarding conversation hub](#) on MS Teams

DSL Hub Padlet

Contains a wealth of information and current resources to support all professionals in a safeguarding lead role. It also contains the notes to the weekly Safeguarding Lighting Briefings that are held every Friday during term time from 9.30–9.45am. Please join us to keep up to date with all things safeguarding related in Ealing. [Weekly Lightning Briefing on MS Teams](#)

SEN Governors

Here is the presentation from the [SEN governors network meeting](#) in May. The next meeting is at 6:30 on Tuesday 14 October 2025.

Upcoming training and networks

Preparing for September 2025

Join our series of workshops for mainstream teachers supporting children with different developmental levels. New training session we are offering next half term in response to request from schools:

- [KS1 Preparing for September 2025 | Ealing CPD Online](#)
- [KS2 Preparing for September 2025 | Ealing CPD Online](#)

EYFS:

- [Preparing for SEND in your EYFS cohort \(part 1\) | Ealing CPD Online](#)
- [Preparing for SEND in your EYFS cohort \(PART 2\) | Ealing CPD Online](#)
- [ARP & SRP network | Ealing CPD Online](#)
- [Joint secondary SENCO and inclusion leads seminar | Ealing CPD Online](#)
- [ELP secondary SENCOs network | Ealing CPD Online](#)

NASEN

Don't forget when planning staff SEND CPD the NASEN Universal SEND Services programme. The cornerstone of the programme is a suite of Online SEND CPD Units exploring 20 of the most common barriers to learning, and providing clear, specialist-led guidance on effective adaptations to teaching across the age range. Each one of the units has been developed with leading specialists in SEND; takes less than an hour to complete and is flexible & accessible, so you can learn at your own pace. These are free DfE funded training units so do encourage all staff to sign up to NASEN and explore.

SEN in the news

[DfE to set out plan for SEND system next year | Tes](#)



Support research in SEND

Emily Keeler from UCL is involved in a study examining how educators evaluate the effectiveness of SEND interventions – Seeing SEND. She is interested in the views of any staff who have been in role for longer than one year - SENCOs, other members of SLT, teachers and support staff.

The link to the survey is here: https://qualtrics.ucl.ac.uk/jfe/form/SV_2ntd3P2Q59c8omO

Did you know?

This June will be the first time that census data includes the information on where pupils with Down Syndrome are being educated.

Contact:

- **SEND consultation line:** sendline@ealing.gov.uk

Was this page useful?

- [Yes](#)
- [Neutral](#)
- [No](#)

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