

Senco Celebration Conference 2023

Date: Wednesday 24 May

Time: 9am-4pm

Venue: Trailfinders, Vallis Way, W13 0DD

A nourishing and nurturing day for SENCOs.



Agenda

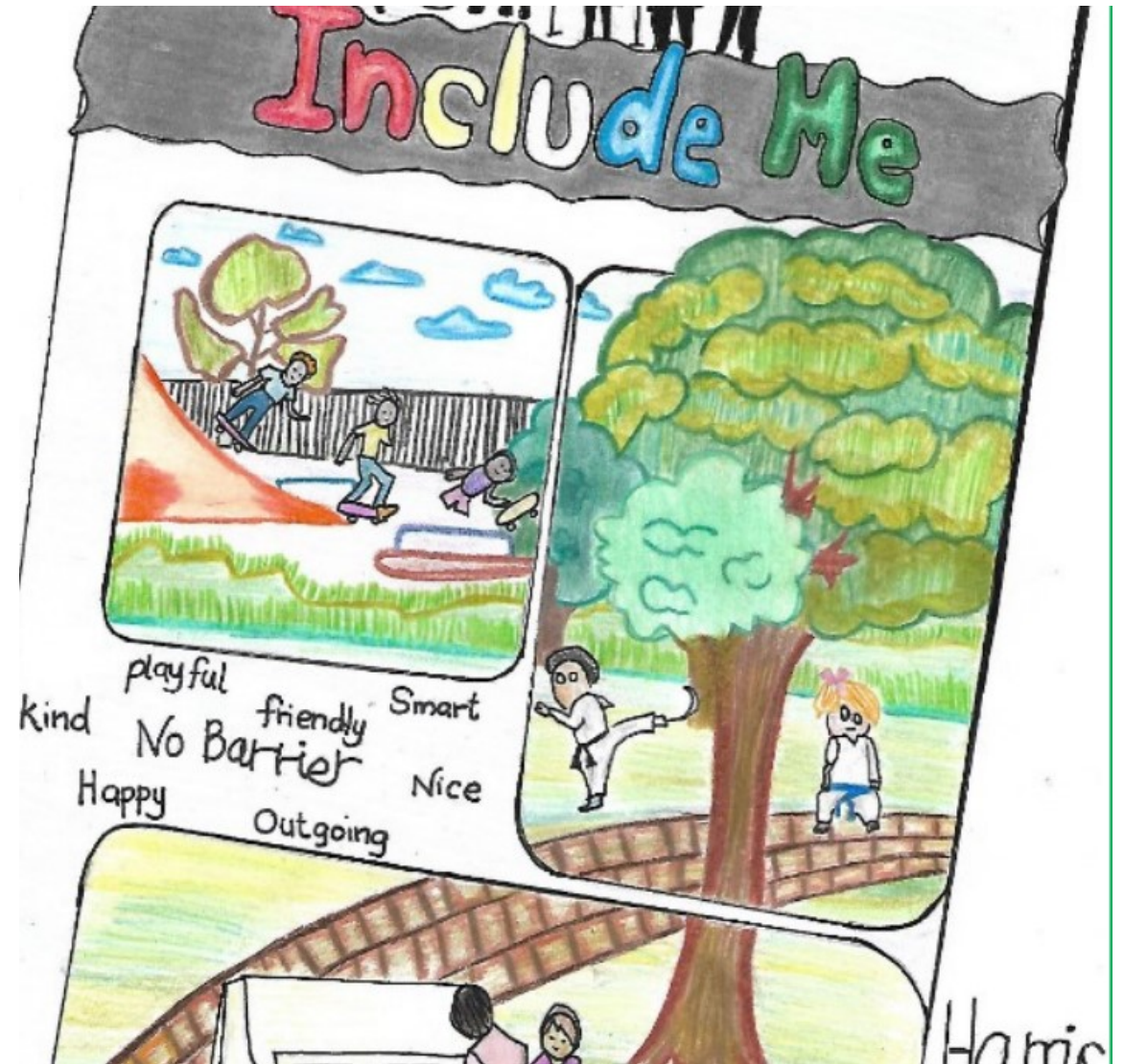
- Welcome from Councillor Nagpal



Ealing's Strategy for Additional and Special Educational Needs, Disabilities and Inclusion 2023-2027

- <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=id0qCPI 4 0&loclofferchannelnew=0>
- You said, We did – Update since last conference

Madhu Bhachu, Assistant Director,
ESCAN,SEND, Inclusion



Ealing additional needs, SEND and inclusion strategy 2023-2027

Report for members March 2023



Ealing SEND executive board – Ealing’s strategy for additional needs, SEND and inclusion 2023-27

- 1. Our vision, principles, strategic priorities and aims**
- 2. Our objectives – why are we doing this?**
- 3. Governance and implementation plan 2023-27**



1. Our vision, principles, priorities and aims 2023-27

Our vision

Every child, young person and their family feels welcome, happy, safe in their community and is included in choices about their lives.

Our principles

- We strive to ensure that all services are inclusive and welcoming to our community
- We commit to equality, accountability, sustainability, and fairness
- We work in partnership with parents, children and young people with additional needs and SEND across their journey from 0-25

Priority 1

To provide guidance, early identification of need and support for children young people and their families, so that schools and settings are supported to welcome every child and young person and set the highest expectations for them.

Aim

Ensure best practice is common practice to provide the right support at the right time.

Priority 2

Every child and young person are prepared for the transition to a purposeful adulthood with opportunities for training and meaningful employment.

Aim

Young People are at the centre of decisions about their future.

Priority 3

Ensure parents, young people and professionals work together to assess, review, meet needs and improve the quality and timeliness of Education Health and Care Plans through co- production.

Aim

Co-production is at the heart of what we do.

Priority 4

Ensure sufficiency and quality of provision in settings, schools, and services so that children and young people can have their health, social care and educational needs met and feel part of the wider local community.

Aim

Embed a sustainable offer based on the graduated response.

Priority 1 Making best practice common practice

Aim: Ensure best practice is common practice to provide the right support at the right time.

We are committed to tackling inequalities experienced by our children and young people with additional needs and SEND.

We know that the first 1,001 days of a child's life has a significant impact on their development and their life chances; including relationships, achievement at school; future job prospects and their overall health and wellbeing. We know children and young people with additional needs and SEND are more likely to have fewer opportunities than their peers.

As well as working with schools and settings, we will work with services that wrap around our families to make sure they have easy access to information, advice and support in a timely way. This includes services such as midwifery, health visiting and parenting support; and enabling families to access early help and advice.

We will:

Ensure full-time appropriate education for all children and young people with specific focus on children's **social emotional and mental health needs**.

Develop a high quality training programme to develop our workforce in schools and settings to help meet identified needs earlier.

Provide advice and guidance to support assessment, identification and support for children in a timely way.

Develop high quality support services tailored for universal, targeted and specific needs.

Build strong evaluative systems to ensure we have good quality provision in schools, settings, Additionally Resourced Provision and special schools.

Improve children and young people's experience, participation and parental confidence in developing universal and targeted services.

Priority 2 Preparing for adulthood

Aim: Young People are at the centre of decisions about their future.

Children and young people should feel that they belong and that they are valued. They should be confident in the Local Authority's planning for their future including periods of transition including transition from school to further education colleges and transition to adult social care.

The [SEND code of practice](#) (2015) sets out the **four pathways** that we should support:

- **Education and Employment** - education, training and employment options
- **Good Health** - being as healthy as possible in adult life
- **Independent Living** - travel, accommodation and living arrangements along with available support
- **Friends, Relationships and Community Involvement** - opportunities for participating in and contributing to the local community as well as how to stay safe

We will:

Develop our independent advice and guidance offer by co-producing information, communication and engagement events with young people

Create a joined-up plan for the delivery of the pathways that puts young people's voices at the centre of design.

Promote independence through ensuring that travel training is widely available to improve access to work and leisure (Healthy Lives)

Build stronger transition arrangements for health commissioning for young people by improving links between Ealing Adult social care, schools and colleges.

Develop a needs-led approach to commissioning by bringing together multi-agency data to develop Post-14 pathways.

Relationships Commissioners will develop a good network of providers and safe spaces in Ealing so young people can engage in a range of activities locally.

Priority 3 Improving co-production and quality

Aim: Co-production is at the heart of what we do

Ealing is committed to improving the quality of Education Health and Care Plans (EHCP) and Annual Reviews based on clear measurable outcomes and increasing confidence in the local system for SEND.

Over the last two years, Ealing has developed stronger co-production of plans and reviews through our digital parent portal. Ealing has been a pioneer in the utilisation of information and communication technology to improve communication, information sharing and intelligence-led decision making.

We must now identify and build on good practice to drive forward a consistent approach across our professional partnerships to improve timeliness of assessments.

We will:

Assess children and young people's **education, health and social care needs in a timely manner.**

Improve the quality of co-production and communication during our EHC assessment and planning process so that parents and young people **consistently express that their views have been considered throughout**

Strengthen the multi-agency quality assurance framework and monitoring process so that it is sufficiently rigorous to drive improvement

Develop our digital offer so that progress towards outcomes for children and young people with an EHCP is monitored within the context of the annual review process.

Develop a more consistent approach to the allocation of resources to enable greater transparency and consistency in decision making.

Priority 4 Developing our graduated response

Aim: Embed a sustainable offer based on the graduated response

Ealing has a track record of proactively developing joined-up services, including an integrated commissioning service, all-age strategies for learning disability and autism and a co-located 'one stop shop' for services for children with additional needs (ESCAN).

We understand that to build a graduated response to meeting the needs of our children, young people and their families, we must provide strong multi-agency oversight of planning and delivery of services from 0-25. We will focus on engaging our partners in co-design, service design, commissioning, procurement and delivery.

Many services required by children, families, schools and settings are commissioned from other providers, both commercial and not-for-profit, and we will work with these organisations to ensure that the services they provide are high quality.

Over the next four years we want to create new opportunities to deliver our services in innovative ways that take into account the changes in society and ensure best value for the public purse. As demand and external forces change, it is necessary to review and reposition Ealing's integrated delivery arrangements to ensure continuous improvement in delivery and outcomes.

We will:

Increase the number of Specialist SEND placements locally.

Improved access to autism assessments.

Develop an integrated SEND commissioning strategy so Partners can assess impact of commissioned services, identify gaps and areas for improvement.

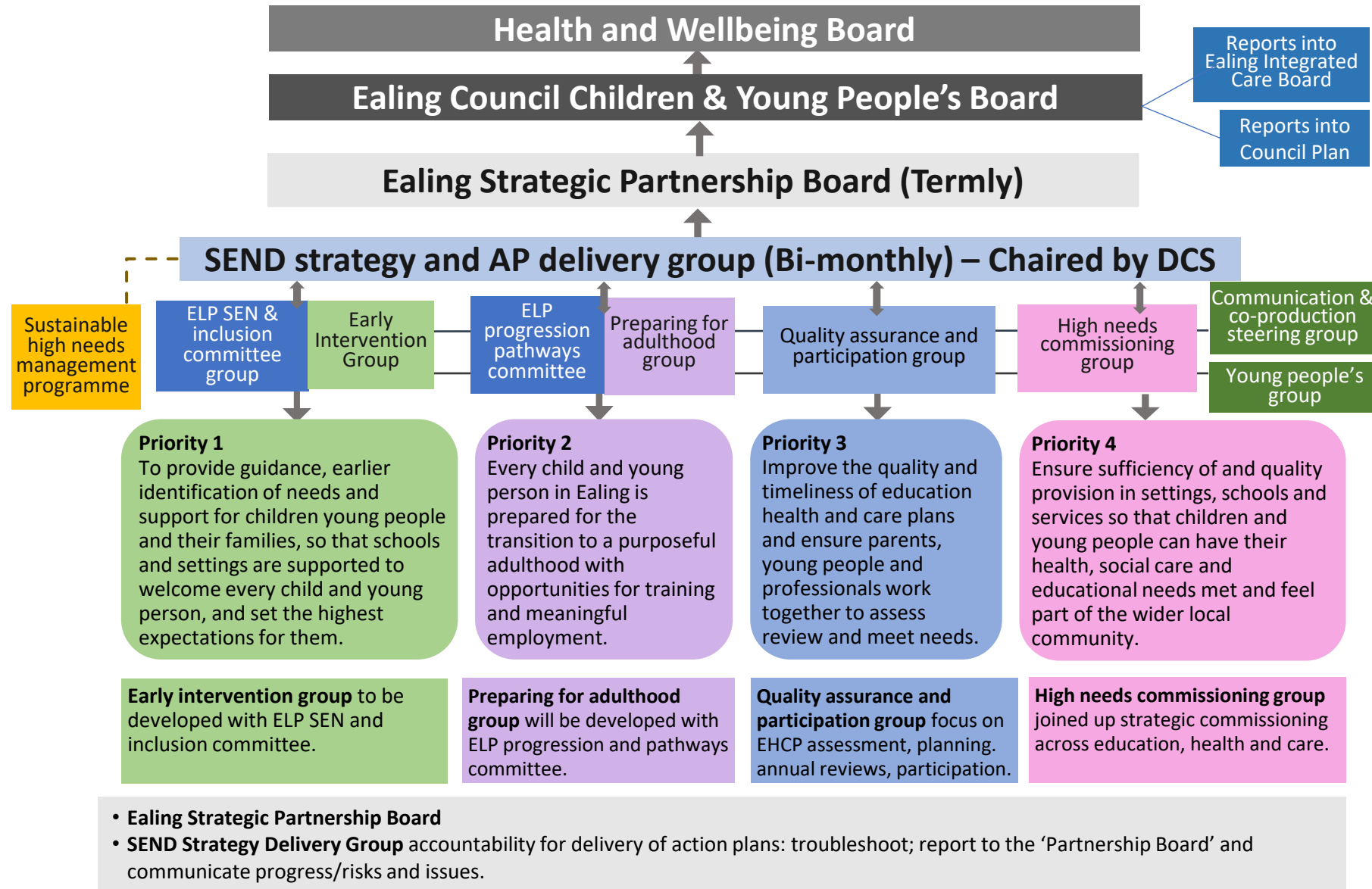
Improve our Alternative Provision offer through developing our commissioning approach for inclusion.

Improve access to CAMHS for children with SEND, with a clear graduated approach to meeting SEMH needs through all services.

Implement a short breaks and respite strategy for children and improve access to **activities in the community.**

Develop the options for meeting the housing needs of families with children and young people with disabilities.

3. Governance for additional and SEND strategy 2023-2027



Neurodiversity

Dawn Clegg, Springhallow school

Neurodiversity in our schools

A journey



What is neurodiversity?

- Popularised by Australian sociologist Judy Singer in 1990s as a way of describing autism that did not focus on disorder and deficits.
- Important to consider in child development.
- Recognises typical development and divergence within the population.



Ableism

- Triggers and complexities.
- Systems, less focus on individuals. Recognition of bias.
- Connections to broader terms of discrimination and individuals can experience discrimination on a number of different levels at the same time. Does not sit on its own.
- Society's construction, favouring of typical minds and non-disabled bodies. To be typical in brain development and able bodies is the right way to be.
- A right way to be and a wrong way to be.
- Anyone who doesn't fit the criteria has to work harder to fit into society and feel like they belong. They may feel excluded and discriminated against and they may be pitied or shamed; perceived as problematic because they fall outside the parameters of what is considered normal.





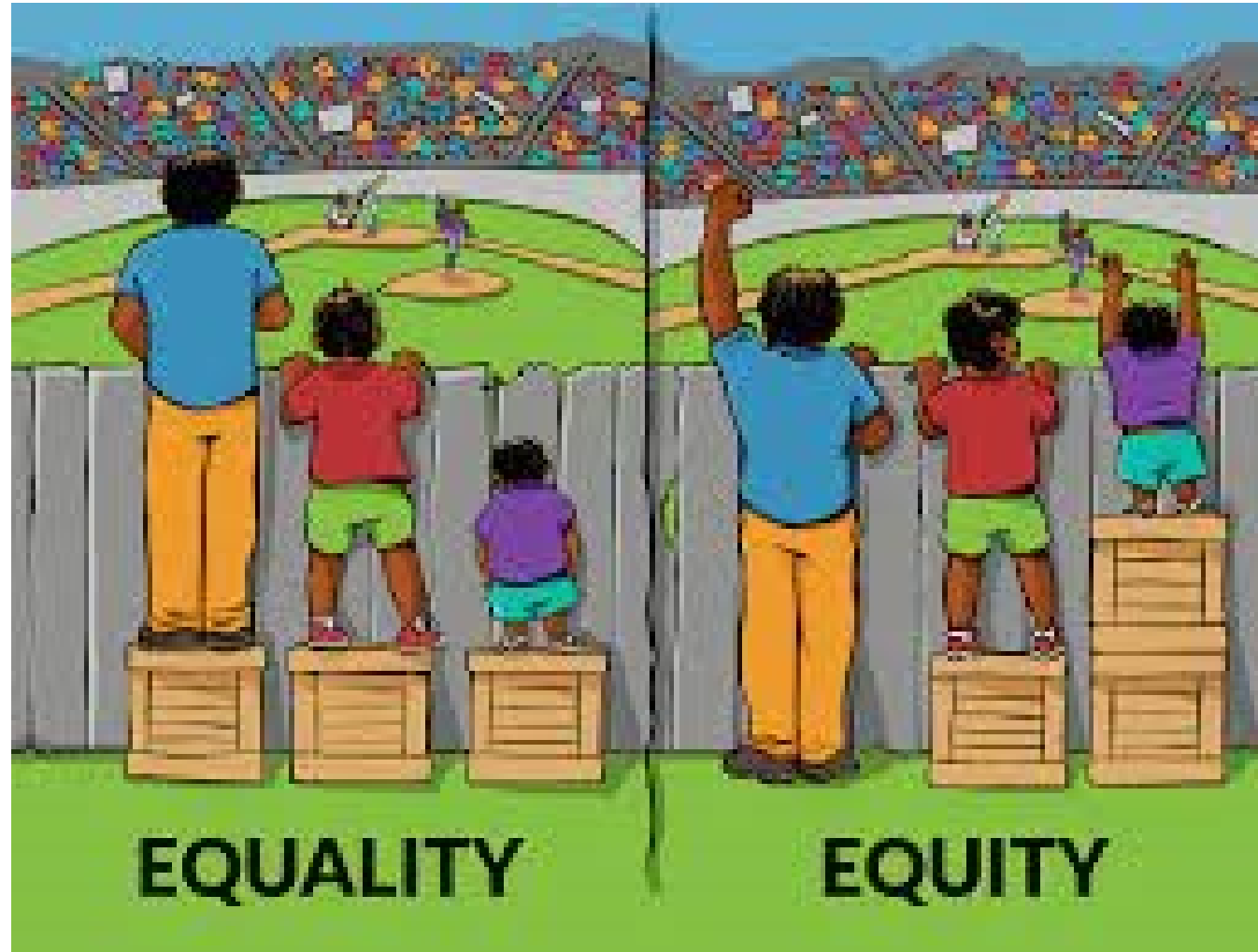
Ableism



- Assumption that everyone is travelling along the same developmental pathway, knowing that not everyone does.
- Value individuals based on productivity, perceived level of intelligence, fitness, religion, culture, appearance, language, to behave.
- You don't have to be disabled to experience ableism as the issue is systematic and prevalent.



Equality verses equity





- Treating everyone the same is only fair when everyone has the same starting point.
- System changes that consider the needs of typical and neurodivergent individuals would result in everyone getting what they need and increase the chances of success for all. Not doing so increases the chances of failure for those who are not neurotypical.



**Clearing a path for
people with disabilities
clears a path for everyone.**

Special Education

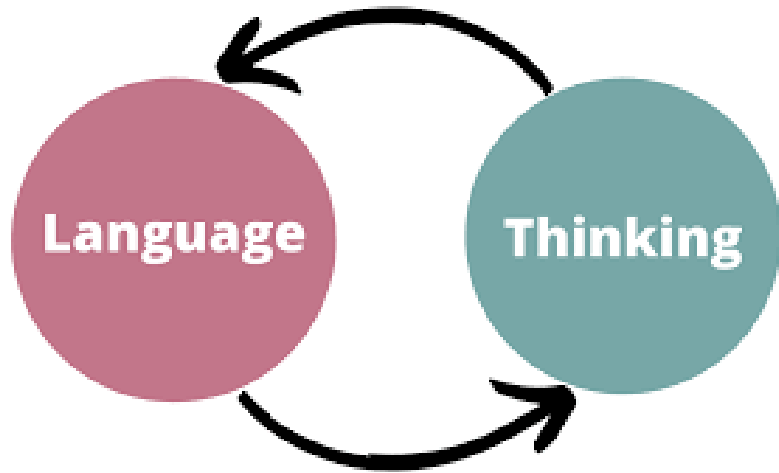
- Outdated term and is increasingly rejected among the disabled community.
- *Human* needs includes everybody. Therefore *special* implies something over and above what can be done inclusively.
- Intent was to identify and provide for, but has over time become seen as negative. Government uses the term. Dysphemism – a euphemism that has become more negative than the term it was originally intended to euphemize.

Schools

- Society constructed idea of normal. Focus on the typical.
- Test children on the same measures.
- Reinforced through policies, attitudes, ethos (Sets for ability/behaviour)
- Can lead to discrimination:
- Failure or refusal to anticipate or make reasonable adjustments.
- Assuming that disability is exaggerated, an excuse or a trend.
- Using non-disabled people as experts. Listen to the experts! (Eg, Person first language)
- Assuming that neurodivergent people want to be fixed rather than understood, valued and included.



Importance of language



- Dr Nick Walker: Language shapes our perspectives.
- Medical verses medicalised. Using ONLY the medical model to understand the needs of the individual = The 'problem' is within child – what needs fixing? Not a holistic view which ignores strengths and differences. Neurotypical lens. Sustains a deficit approach. Focusses on 'cure and correct'
- Social model = Examines society's attitude and barriers.
- Strength based approach = Neurodiversity affirming approach.

Strengths-based and neurodiversity affirming approaches



- Affirms identity and cultivates the individual's divergent pathway instead of viewing that they don't fall into neuro-normative descriptions. They are on a different pathway.
- Recognises that differences and needs sit within a holistic perspective of the individual who also has strengths, interests, differences. Doesn't aim to fix but prioritises self-advocacy and autonomy.

Valuable resources

- [Neurodiversity-Affirming | EYFS for Me \(eyfs4me.com\)](https://www.eyfs4me.com/neurodiversity-affirming-eyfs-for-me)
- <https://www.pookyknightsmith.com/keynote-neurodiversity/>
- <https://www.neurodiversityhub.org/teachers>

- <https://www.adhdfoundation.org.uk/wp-content/uploads/2022/03/Hi-RES-ADHD-Foundation-Umbrella-Gang-comic.pdf>
- [Introduction | Neurodiversity Celebration Week \(neurodiversityweek.com\)](https://neurodiversityweek.com/introduction)

Valuable Resources

- <https://www.autism.org.uk/advice-and-guidance/professional-practice/neurodiversity-schools>
- [Introducing Neurodiversity \(LEANS resource 1.3\) - Media Hopper Create](#)
- [NEURODIVERSITY: SOME BASIC TERMS & DEFINITIONS • NEUROQUEER](#)
- [About – itakom](#)

Young Ambassadors

https://us06web.zoom.us/rec/share/FwHFrvt-wqP6VRF62OvHafotmufErz0XZZi3PJGU3vKyoPMe1zJyRha1T-oVHUS_.sERTxFyE9CTqywTZ?startTime=1683648152000

Password to recording: TCve9@Q.

With Suzan Issa, Raising a Wild Child

Youth Charter Presentation

**By
Harvey Duncan**

**YOUTH
CHARTER**

IncludeMe
Making everyone welcome

Introductory

Our, include me youth charter will be copied and used with and will be for young people with additional needs

It will reflect their aspirations, how they want to be involved, provide a voice and opportunity for wider involvement

the young people will explore:

- Having a say
- Being listened to
- Changing change and making a difference

Who it is for?



The charter is for all children and young people who have additional needs.



Engagement Approach:

We plan to discuss about having a say, based on past experiences and future aspirations.

We would then like to involve young people in **co-producing** the **'charter'** and then have the first ever **youth forum** by **Autumn term**.

What we found out so far?

Annmarie from Mencap last year met with 5 Springhallow Post 16 students. They did a consultation based on the Ealing Youth Charter. These are the feedback of that the young people have said:

Here is a mini summary.

They looked at how the young people want to be treated when they are talking to professionals in school/ services/ organisations

- *“Really listen to me. Don’t just nod and move onto something else or talk to someone else”.*
- *“I like talking to my teacher as she knows me. She understands what I am trying to say when the words won’t come out”.*
- *“At the end, explain what will happen next”?*

7 Golden rules of Participation by Mencap with students from Springhallow Post 16

They also looked at the 7 golden rules of Participation.
The group discussed each point.

- 1: **Understand my Rights** - They were unsure what their rights were and how to exercise them.
- 2: **Chance to be involved**
- 3: **Remember** - It's my Choice - "It's my Choice" What is? They do not get what they get to choose.
- 4: **Value Me** -
- 5: **Support Me** - Group feels that they have staff and people who they trust to help support them.
- 6: **Work Together** - Group enjoy working with new people and sharing experiences, but one young person said he only gets asked what he feels but nothing else
- 7: **Keep in Touch** - Group rarely gets feedback about next steps in consultations.

Questionnaire Content

Youth Voice Charter consultation

Voice of Young people Addition Needs and/or Disabilities.

A charter to support and enable our voice's to feel Belonging, Safe, Welcome and Included

School/College Questions



1. Do you get to have a say in school/ college?

2. Do you feel listened to in school/college?

3. Has any of this created a change in school/college?

4. How & why?

Home Questions



1. Do you have a say on making choices in your home setup?

2. Do you feel listened to at home when making choices with families/carers?

3. Have these choices helped you by making positive changes?

4. How and why?

Wider Community Questions



1. Do you get to have a say on wider community decisions?

2. Do you feel listened to when deciding how to make your community accessible? For example parks or toilets or shops

3. Does the community work with you to make positive changes?

4. How and why?

5. What activities do you take part in locally? For example cinema or youth centres or meeting with friends



Youth Charter Consultation Easyread version

Voice of Young people with Additional Needs and/or Disabilities

A charter to support and enable our voice's

Belonging

Safe, Welcome and Included



Home / Where you live Questions



1. Do you have a say on making choices in your home setup?



2. Do you feel listened to at home when making choices with families/carers?



3. Have these choices helped you by making positive changes? How and why?

School/College Questions



1. Do you get to have a say in school/ college?



2. Do you feel listened to in school/college?



3. Has any of this created a change in school/college? How and why?

Wider Community Questions



1. Do you get to have a say on wider community decisions?



2. Do you feel listened to when deciding how to make your community accessible? For example parks or toilets or shops



3. Does the community work with you to make positive changes? How and why?

Wider Community Questions

Part 2



4. What activities do you take part in locally? For example cinema or youth centres or meeting with friends

Questionnaire Nonverbal Content Part 2

Youth Charter Consultation Easyread version for Non-verbal Young People

Voice of Young people with Additional Needs and/or Disabilities



Tell us what you think
1. Do you think the idea is a good one?
 Yes
 No
 Not sure

Home

Home

Yes Not Sure No

Yes Not Sure No

Yes Not Sure No

POSITIVE CHANGE!

Yes Not Sure No

Tell us what you think
1. Do you think the idea is a good one?
 Yes
 No
 Not sure

Community

Yes Not Sure No

Yes Not Sure No

Yes Not Sure No

POSITIVE CHANGE!

Yes Not Sure No

Tell us what you think
1. Do you think the idea is a good one?
 Yes
 No
 Not sure

Yes Not Sure No

Yes Not Sure No

Yes Not Sure No

POSITIVE CHANGE!

Yes Not Sure No

Tell us what you think
1. Do you think the idea is a good one?
 Yes
 No
 Not sure

Day Centre

Yes Not Sure No

Phases and Next Steps



Consultation, now to July (all partners)



Co-produce the Charter August-September



Co-create a youth forum (youth voice vehicles) September-October



Launch the forum November



**Thank you for
listening.
Any questions.**



Parent Partners

Ealing Parent Carer Forum

[Ealing Parent and Carer Forum \(epcf.org.uk\)](http://epcf.org.uk)

Equaling parent & carer Forum



Hello!

The Ealing Parent Carer Forum (EPCF)

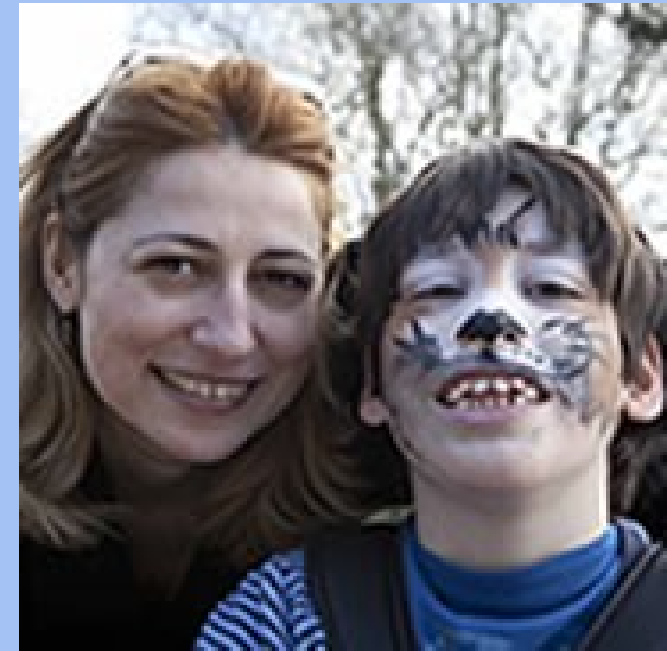
is an independent group of parents and carers of children and young people with special educational needs and disabilities in Ealing.



What do we do?

We organise regular information events for parents and carers and keep them up to date with everything in the Ealing SEND community.

We ensure that the voices of parents and carers are clearly heard by those responsible for creating and delivering the vital services that our children and young people rely on.





We are committed...

to working closely with the LA, NHS and all other service providers to not only maintain but also improve services and the quality of support available to our families.

1155 members

And counting...

27 parent reps

Across many workstreams

100%

Commitment!

“

Many of our parents and carers have voluntarily stepped up and been willing to represent the views of our members in so many meetings and workgroups. They are equal to “professionals” and should be treated with the same amount of respect and dignity.



The Boards / Groups we participate in to influence decision making in Ealing include...

SEND Executive Board
EPCF / ESCAN Meetings
CAMHS New Models of Care
CAMHS Trailblazer
CAMHS NDT Waiting List
Autism Board
Building My Future
Bladder and Bowel
Digitalisation of EHCP
Local Offer/Comms

SEN Support in Mainstream Schools
Early Years / PVI Nursery staff training
Recruitment processes
Personal Budget and Direct Payments
Personalised Care (Health) for EHCP process
SEN Transport Procurement Information Meetings
Short Breaks with CDT
Wheelchair Service
National & London Network of Parent Carer Forums (NNPCF)
Preparing for Adulthood Board



Online sessions and workshops we have run with our partners include...

Annual Reviews, School Exclusions, High School Information Exchange - Ealing I-SAID!

Managing Emotions, Toileting, Anxiety/Return to School Workshop, SIBS Workshop, Punjabi/Somali/Arabic/Polish parent language session - Contact Ealing

Early Years, High School Transition, Post-16 – SENAS

How to Help Your Child with ADHD at Home, Understanding Sensory Processing Difficulties, The ADHD Pathway (CAMHS) - ADHD Support Group Ealing



We are supported by our Steering Group

Contact Ealing

07908 826948
Dormers Wells Children
Centre
Dormers Wells Lane
Southall
Middlesex UB1 3HX

**Ealing Anchor
Foundation**

020 8571 9954
Windmill Children Centre,
135 Windmill Lane,
Greenford, UB6 9DZ

Ealing Mencap

020 8566 9575
Enterprise Lodge
Stockdove Way
Greenford
Middlesex UB6 8TJ

The Log Cabin Charity

020 8840 3400
259 Northfield Avenue
London W5 4UA

Ealing I-SAID!

020 3978 8989
Family Action Ealing I-
SAID! Service
Sycamore Lodge
1 Edgecote Close
Ealing, London W3 8PH

Parent Members

Erica Hewett
Rashid Wahab
Charlotte Girdham
Jennifer Wray
Saira Asif

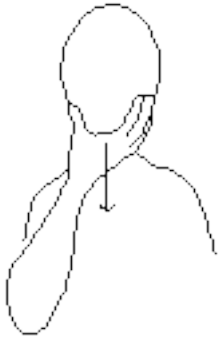
One last piece of advice if you get home and have forgotten everything else...

join our mailing list for information and advice and find us on Facebook

<https://www.facebook.com/ealingparentcarerforum>



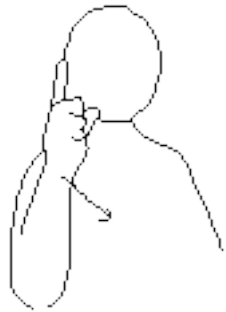
Any questions?



Matthew Jeatt

CHAIR

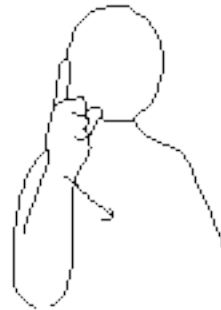
chair@epcf.org.uk



Ruby Sangha

VICE CHAIR

vicechair@epcf.org.uk



Heidi Appleton

ADMINISTRATOR

info@epcf.org.uk



*You can't start a fire
without a spark
- Bruce Springsteen*

Parent Journey

Rebecca Luke

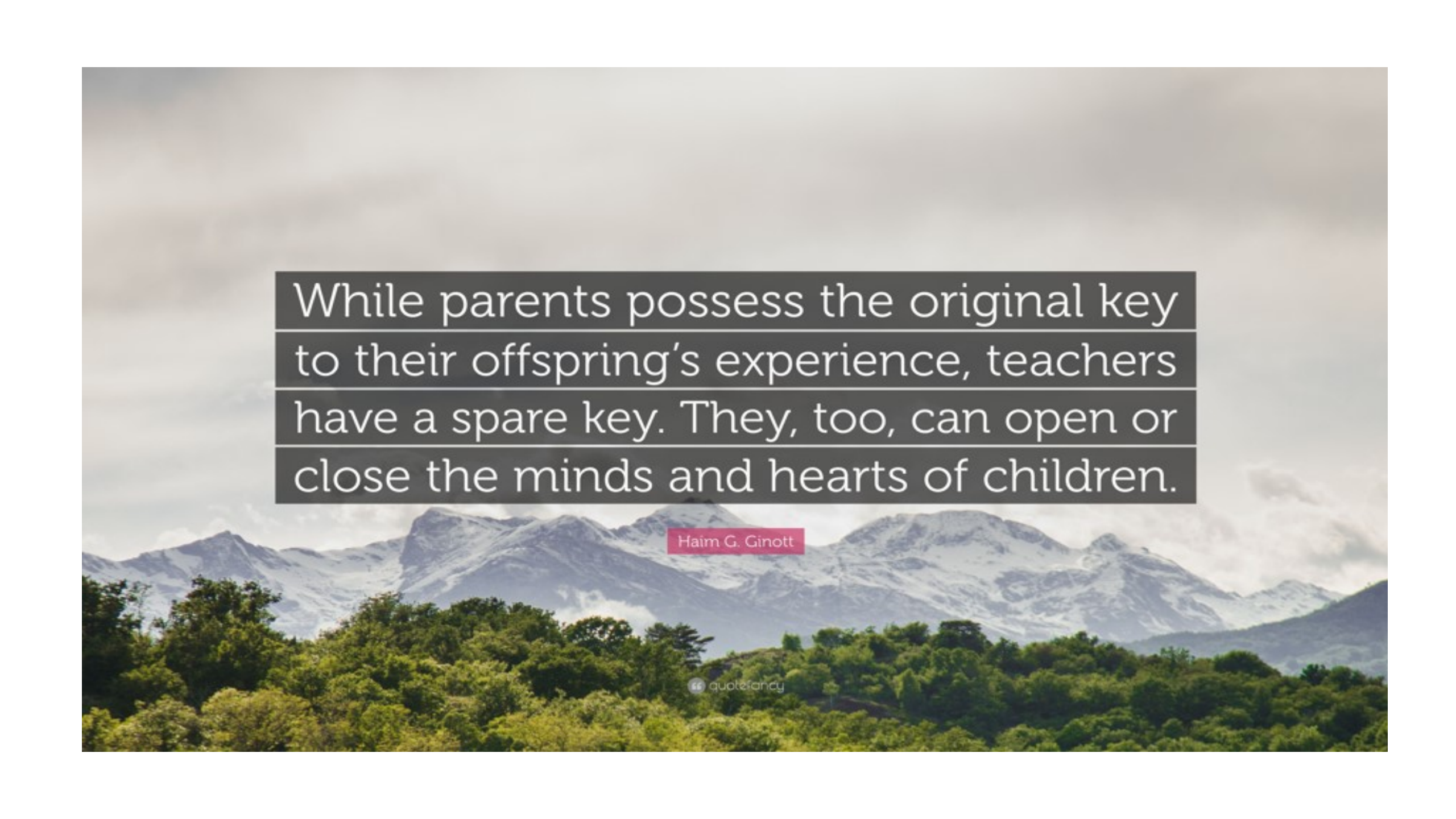


Developing Parent Partnerships

Sharing what works well

Michelle Corley, SENCO Ravenor Primary





While parents possess the original key to their offspring's experience, teachers have a spare key. They, too, can open or close the minds and hearts of children.

Haim G. Ginott



**Family School
Partnership Awards 2022**

Sharing Good Practice & Celebrating Success



JOHN LYON'S CHARITY

Communicating & Consulting effectively

Parents/carers report that they regularly receive positive messages about their child and their child's learning.

The main reasons for trying to bring about this change were:

-To ensure the communication between home and school was as effective as it could be.

-To guarantee that parents/carers knew their child was a valued and celebrated member of the whole school community.

-To ensure parents/carers received positive messages about their child and their child's learning, so they and their child fully knew how every step of progress, however small, was important and needed celebrating. Many of our parents/carers of children with SEND are aware that their child may not be functioning or achieving in line with their peers, but each learning step be it academic, social or emotional, is essential on their journey and must be celebrated, and it is vital they know the school believe that too.

-A strengthening and deepening of the existing relationship between staff and parents/carers of children with SEND.

The importance of smaller steps



What did we do?



- Two PDMs about SEND were run for all staff by the Inclusion Leader: focussing on barriers to learning, and expectations for pupils with SEND – both with key messages of celebrating success however small and how important it is to share that message with the parents/carers. Building Positive Relationships training was run for all school staff including senior leaders, office staff, teachers, TAs, 1:1 support staff by the Inclusion Leader.
- A whole school system of sending half-termly ‘celebration emails’ to children with SEND was established and this is monitored by the Inclusion Leader.
- Staff were asked to ensure children with SEND were celebrated in well-done assemblies and in sharing good work with SLT.
- The Headteacher’s newsletters celebrate the successes of children with SEND.
- Staff phone parents/carers of children with SEND to give positive messages about their child and their learning.
- Inclusion Leader regularly phones parents/carers to celebrate positive news and would allow the child with SEND to speak to their parent/carer on loudspeaker to reinforce the positive message.
- New Annual Review Meeting structure provides another time to celebrate the child and give positive messages. Each meeting attended by the child involved every adult present (parent, Inclusion Lead, professionals eg SALT/EP), parent, CT, TA and inclusion officer) telling the child why they were proud of them in a ‘Circle of Celebration’.

Ravenor Postcards!



Date: _____

We are celebrating _____

Who is a:

- Responsible learner
- Reflective learner
- Resilient learner
- Resourceful learner
- Reasoning learner

Signed: _____



Results

- Half-termly celebration emails are now an established and embedded system. Postcards and phone calls continue.
- There is a growing awareness and understanding in staff, and for some parents/carers also, of the need and value to celebrate progress and share success however small. There was an increased sense of passion to ensure that the learning of all children with SEND be it academic, social, or emotional should be celebrated.
- Children and parents/carers responded very positively to the increased focus, attention and celebration of them and their work.
- There was an increase of 156% of parents/carers receiving positive news and every area: all parents/carers, those of children with an EHCP, and those without one – all increased which shows the sending of celebration postcards home and positive phone calls have been well received by parents/carers and has ensured they are receiving positive messages.
- The key lesson that has been learnt by all staff is the 'difference they can make' – taking the time to celebrate a child means the world to them, as well as their carers/parents and it provides for some, positivity that at times is hard to find due to circumstances and struggles.

Impact



- Data showed a clear impact on children, parents/carers and staff and indeed the whole school community including governors, outside professionals and Agencies.
- Although data is key, it is the change in culture that is the biggest impact of the process: there is an increased awareness, understanding and passion of staff to celebrate the children with SEND, and that is more than we set out to achieve. To change systems and processes takes times and does have impact, but to change attitudes and culture is harder and provides the next steppingstone on the SEND Journey that will ultimately change the lives of the children with SEND at Ravenor, their parents/carers and the staff.
- The process has helped build awareness and confidence to build positive relationships and the skills to achieve this. There has been a notable change in how parents/carers of children with SEND feel listened to and this is clearly evident by the increased number of conversations and meetings, as well as the enthusiasm and desire to be part of a community in which SEND is acknowledged and celebrated as was seen by the twenty parents/carers who attending the first SEND Coffee Morning.
- One other key point of impact is how staff now have a deepened understanding of their role in relation to the children with SEND in their class and how it is a team effort between them, support staff, Inclusion Leader and parents/carers to ensure needs are met.

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

Jane D. Hull

Parent voice



- ‘Thank you so much for this feedback. She hadn’t mentioned half of this to us and was quite chuffed about the lovely message.’
- ‘Thank you so much. We really appreciate everything you do for S. She seems to be settling in better now.’
- ‘Thank you so much for the update! He has been trying really hard at school and at home, so that’s fantastic news to hear that the fruits of his labour are paying off.’
- ‘Once again thank you for taking the time to make us aware that he is improving and we always welcome your emails or calls.’
- ‘Thank you for your email. This has put a smile on my face. I hope you are doing well. Z is showing good progression. It’s amazing! I would like to thank you for your dedication and hard work towards the children.’

Pupil voice

‘When my mum showed me my celebration email it made me feel wonderful, fantastic and special. My mum was super proud of me – I am hoping that I get a treat at my favourite restaurant!’

‘My celebration email brought me and my family joy. I loved getting it as it said so many wonderful things about me – it made me feel so proud. My mum was so happy, in fact it really was like an early birthday present as her birthday was the day after we got it! I think the celebration emails are a wonderful idea and they help children and parents to be proud – I am so happy I got one and can’t wait for the next one!’





Book your place at the SEND FSPA launch event on Wednesday 12th July

Do you want to improve the way your school works in partnership with families of all pupils with additional needs?

Would you like to celebrate all the positive work you already do to support families and share good practice?

Would your school benefit from working with colleagues from 3 West London boroughs and receiving **FREE**, high-quality training and support for your staff and leaders?

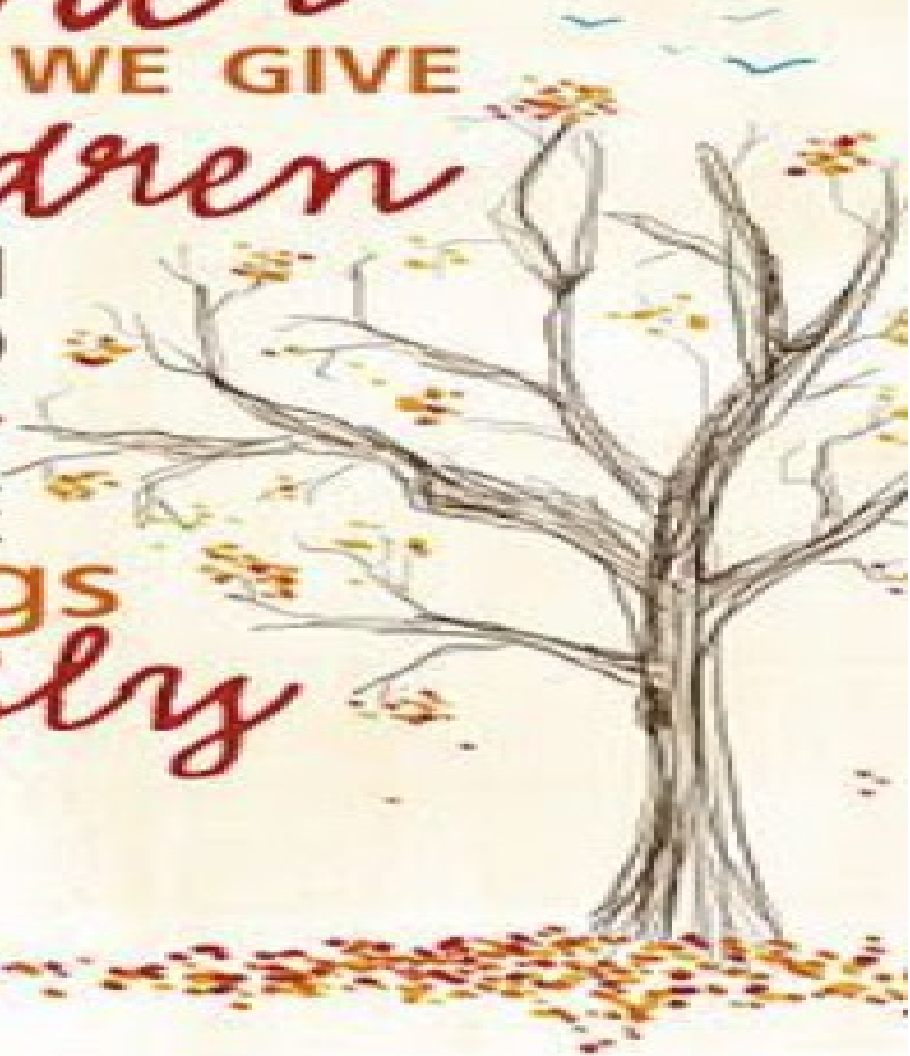
- In 2021-22, the team piloted a SEND FSPA focussing on improving relationships with parents and carers of children with additional needs. A new framework was developed along with training and resources to support schools such as Building Positive Relationships training for staff and tailored Signposting & Local Offer training.
- The process is led by the SENDCo, however the award is a whole school process engaging leaders, office staff, support staff and class teachers.
- 11 schools have now taken part in the award and evidence shows that the impact of the process and the training has been high and that schools have been able to secure change at a whole school level as well as making smaller, practical changes which have improved the experiences of their parents.
- Find out how by attending the online launch:
- **Launch Event SEND Family School Partnership Award 2023-4**
- **Wednesday 12th July 2023, 10-11am (Via Microsoft Teams)**
- Book your place directly with the School Partnerships & Enrichment Team (SP&ET) by emailing lgiarraputo@ealing.gov.uk or calling Libby to find out more on 02088255465. We'd love to talk to you about the benefits of taking part for your school.

"The impact of SEND FSPA has been wonderful, all staff and parents feel more confident to work together. Staff feel less anxious about having conversations with parents of children with additional needs. Parents feel listened to and have expressed a lot of gratitude."

"The course leaders were knowledgeable and inspiring. They empowered me to deliver this and I am excited to do so. The others in the room brought a fantastic, collaborative approach to the session which made it very enjoyable."

"Everything! Just a great session- brilliantly planned and delivered. Informative and inspirational. Wonderful group of people. Will make a huge difference to staff, pupils and parents."

Together
MAY WE GIVE
our children
the —
roots O
grow
AND THE
wings
to fly



Coffee Mornings for parents of children with SEND



- Monthly coffee mornings provide the opportunity for parents to meet with one another – to make friendships and talk about key issues in an environment where others understand the challenges and rewards of having a child with SEND, and are able to share ideas.
- Each coffee morning a guest speaker is invited to talk about their Service or expertise to help inform and support parents. Izra from Contact, Leanne from Early Start have come along and parents have found it hugely helpful. They stayed at the end for coffee and a chat and were there for parents to talk to. Inviting your SEND Governor along helps them see the real impact of what you are doing as a school and shows parents/carers how highly Inclusion is regarded.

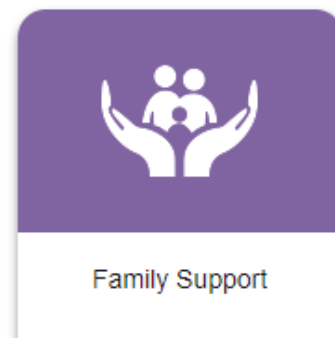
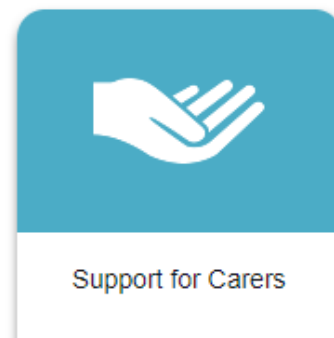
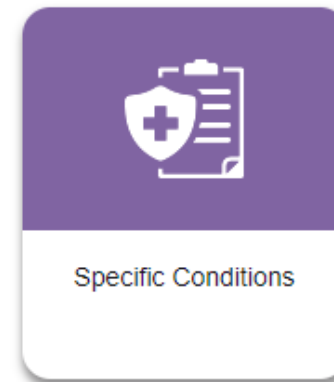
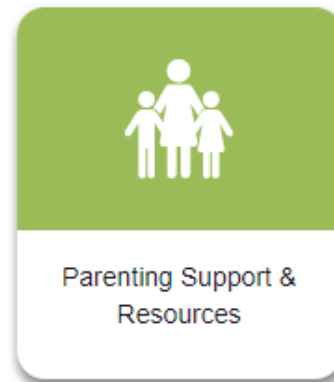
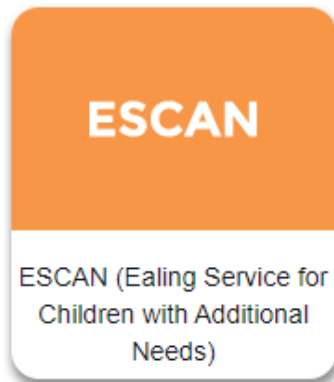
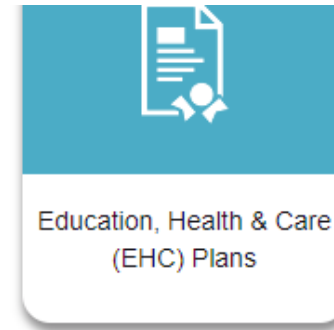
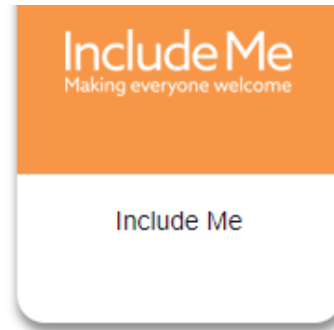
Linking up the systems!

Like all Schools, Systems are key to smooth running, but all too often we become busy in ensuring existing Systems are followed, rather than stopping to think... is this the best way?

As Inclusion Leader, I looked at how we informed parents/carers of progress... PTC meetings, IEP review meetings, Focus 20% meetings and various other touch base meetings, and it became clear the need for two things: 1. consistency and 2. the involvement of the child. A new System is being trialled.

Ealing Local Offer

[Ealing SEND Local Offer | Ealing Directory \(ealingfamiliesdirectory.org.uk\)](https://www.ealingfamiliesdirectory.org.uk)



Every child deserves a
champion
-- an adult who will
never give up
on them,
who understands the
power of
connection
and insists that they
become
the best that they can
possibly
be.

-- Rita F. Pierson

Time to think...time to share...

1. How would you describe the relationship between parents/carers of children with SEND and your School? How do you know?
2. What systems are in place in your School to strengthen the relationship with parents/carers of children with SEND?
3. What does your School need to do to make the relationship even better?

IMPACT THEATRE & OUTREACH NETWORK



IMagine Perform And Create Together

[Home | IMPACT Theatre](#)

Followed by lunch

Leon and Joe Lived Experience

Leon Allain and Joe Broderick

Neurodiversity in the Workplace



Introduction

- ▶ I'm Joe and I was diagnosed with ASD Semantic Pragmatic Disorder when I was in early years primary school, I had significant challenges with speaking, reading and writing as well as motor functions.
- ▶ I was fortunate enough to have lots of support from my teaching assistant Ms Glover, an amazing occupational therapist and most importantly my mum to help my educational development. I found myself easily distracted and disengaged class work especially in secondary school where I often felt bombarded by excess information which was poorly communicated.
- ▶ When I moved on to West Thames College to study Animation and Games Design the vocational subjects, 3 day timetable and being in a class of people with similar interests boosted my self confidence, I formed new circles of friends and became a high achieving student.



Early experiences of the Workplace

- My first proper job following college was a work placement as part of an IT apprenticeship scheme, I was a trainee configuration engineer for a computing company. I would often turn up at least half an hour before my shift started, I was especially eager to gain the respect and approval of my manager but sometimes I'd get demoralised and hyper-fixated when I was criticised for errors I made.
- I later worked in a food processing factory and doing data collection for utilities companies the former was at times overwhelming due to the noisy environment and the extreme repetitive nature of the work was a bit too dull for my liking, the latter I was difficult at times due to dealing with rude customers.



Education and Social Care Work

- ▶ For the last 6 years I've worked in adult social care and as a SEN Teaching Assistant. Working with both children and adults with SEN especially those with a similar diagnosis as my own has made me reflect on my experiences and the challenges I face, helping service users and students with their needs has given me another layer of insight into my own diagnosis and how I can best deal with sensory triggers and stress.



Hypersensitivity in the Workplace

- ▶ Throughout my time in employment I've experienced difficulties due to my hypersensitivity to heat which in some cases caused me to feel fatigued, irritable, easily distracted, intense headaches and forgetful which I'd nickname Hotbrain.
- ▶ Sometimes my jobs would involve commuting through packed public transport and walking through very busy environments like shopping centres and airports which could be a cause of distress and confusion.

Anxiety and Stress in the Workplace

- ▶ Sometimes I get overwhelmed by my workloads especially if I'm expected to complete unfamiliar tasks.
- ▶ I'd often worry that my work was inadequate or that I was perceived as incompetent. In some cases I felt like my input wasn't valued and I'd internalise this.
- ▶ Changes of plans can cause me to feel dysregulated.



Managing Stress and Hypersensitivity

- Communicating to my colleagues about my sensory needs and making reasonable adjustments e.g. standing in shaded areas during outside duties on hot days.
- Using a task planner to prioritise my workloads, detailing recurring tasks and ones that need to be urgently completed.
- If possible, momentarily distancing myself from an excessively noisy environment or use breaks as a opportunity for some quiet calm time.
- Having honest conversations with colleagues and managers about performance and areas of improvement.
- Morning briefings outline changes of staffing, timetables, trips and external visits, this allows me to feel more prepared and mentally process this information.

Things I contribute as an autistic person.

- Being able to relate to some of the challenges students face gives me a unique perspective on how my team can better support students academically, understanding their behaviors and ensure wellbeing.
- During Autism awareness week I gave a presentation about my own experiences as an autistic person, this was particularly helpful for those who are anxious about moving on to other colleges or employment and has been useful for developing a rapport with them.
- Having a detail orientated approach allows me to think of issues on a multitude of levels which is very useful for planning and risk assessments.



**Thank you for giving me your
time and attention.**

Any questions?

EBSA: emotionally based school Avoidance

Aoife Jenkinson

The Emotional Based School Avoidance Iceberg



Emotionally Based School Avoidance

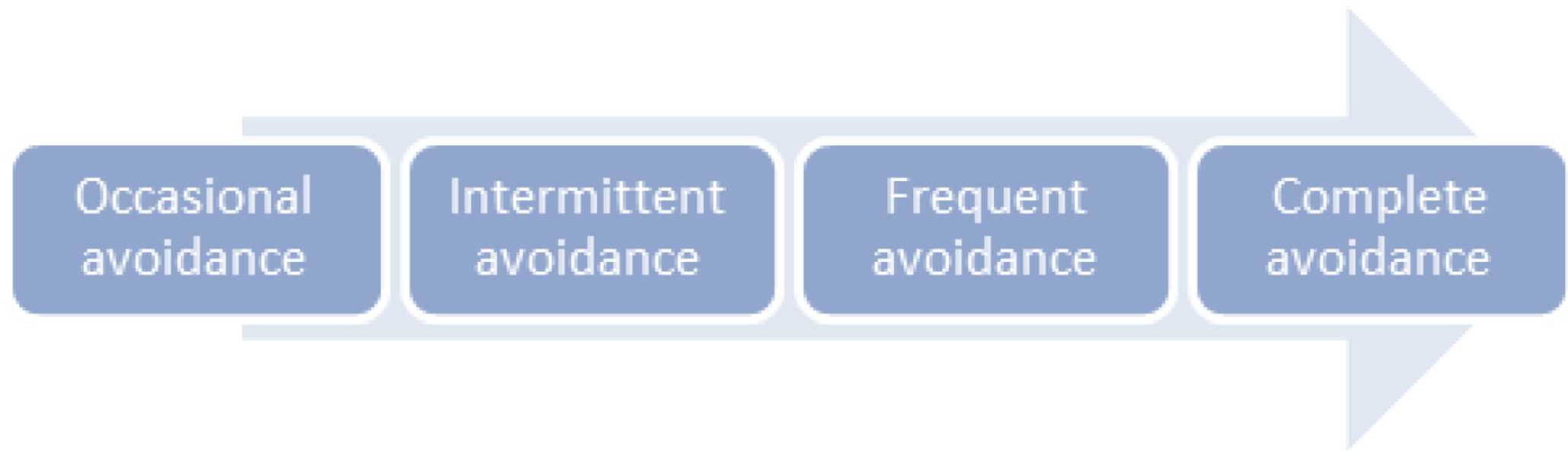
Dr. Aoife Jenkinson – Senior Specialist Educational Psychologist, Ealing
Educational Psychology Service

Emotionally-based School Avoidance

‘a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school’

(West Sussex Educational Psychology Service, 2014; pg. 4)

Continuum of EBSA



EBSA continuum of need. Reference: Thambirajah M.S., Grandison K.J., and De-Hayes L. (2008)
Understanding School refusal: a handbook for professionals in Education, Health, and Social Care.

Why so complex?



Understanding EBSA over time...



Triggering Event(s)



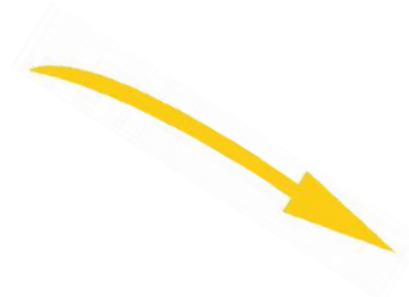
Predisposing Risk Factors

- Parental separation, house move & change in school. Younger siblings at home.
- Several school transitions; peak in EBSA across first 2 years of secondary school. Previous EBSA in primary school.
- Shy child/history of separation anxiety/ S&L needs/ Struggles in friendships across prim & sec school

Triggering Event(s)

- Secondary Transition
- Birth of new sibling around time of secondary transfer.
- Experiences of bullying and 'teasing' from peers
- History - quiet in class

@DrJerricah
@EdPsychEd



Maintenance Factors

- Siblings spend 'sick days' together on the sofa, cuddling and watching TV
- Home is a safe space away from peer-related difficulties/fall outs with friends
- Reduced demands at home/not having to engage in school work that is more challenging e.g., history

Statistics – the Tip of the Iceberg

Children's Commissioner survey, The Big Ask:

In 2021 / 2022 Autumn and Spring Term, 2 out of every 9 pupils were persistently absent. That's 1.6 million pupils who missed at least 10% of possible school sessions.

Children with higher than population rate for EBSA include:

- Those with Autism and Social and/or Communication differences
- Those with Mental Health needs, both on Waiting Lists and being treated by CAMHS
- Being a Young Carer
- Having a history of persistent absence

Ealing Statistics:

- The picture is still developing. School Census suggests similar to National picture.

Current provision in schools – show of hands

- Using a discrete part of the school (for example, learning support base or other) for the child to access direct teaching if they can engage.
- Referral to the ELSA in school for anxiety management.
- Sending work home with detailed explanation of activities and expectations for completion.
- Using google classroom or other online learning platform for child to access lesson/study materials.
- ‘Face-to-face’ online teaching sessions individually or in small groups.
- Meeting the child at home to teach or provide emotional support.
- Providing home tuition through an external provider
- Other:

Next Steps

Tools and resources for investigating reasons behind EBSA

- School wellbeing cards Dr. Jerricah Holder
- My Ideal School activity
- My Return to School plan Dr. Tina Rae

[Not Fine in School - School Refusal, School Attendance](#)

Lancashire EPS Toolkit [september-2022-ebsa-guidance-toolkit.pdf \(lancashire.gov.uk\)](#)

- Statement checking for maintaining factors
- Ladders to rate current situation, future progress

Buckinghamshire EPS Toolkit [Emotionally Based School Avoidance \(EBSA\) | Family Information Service \(buckinghamshire.gov.uk\)](#)

Parent Guidance Hertfordshire EPS [Emotionally Based School Avoidance \(hertfordshire.gov.uk\)](#)

Sensory Audit Tool [Sensory Audit for Schools and Classrooms \(education.gov.scot\)](#) Autism Education Trust

Educational Psychology support via consultation – Autumn 2023

Training at Springhallow School on June 27th. See Ealing CPD Online.

https://schools.ealingcpd.org.uk/courses/bookings/c_detail.asp?cid=22308



SMOOTH MOVES TO SECONDARY SCHOOL

JOHN KHAN

PRIORITY 1-54

FOCUS

1

INTRODUCTION

Brief overview of Priority 1-54 and our projects

4

SMOOTH MOVES

Overview of key activities undertaken as part of the project

2

CONTEXT

What we know from national and local research about the transition to secondary school.

5

KEY ACTIONS

What does a whole school approach look like

3

MANAGING CHANGE

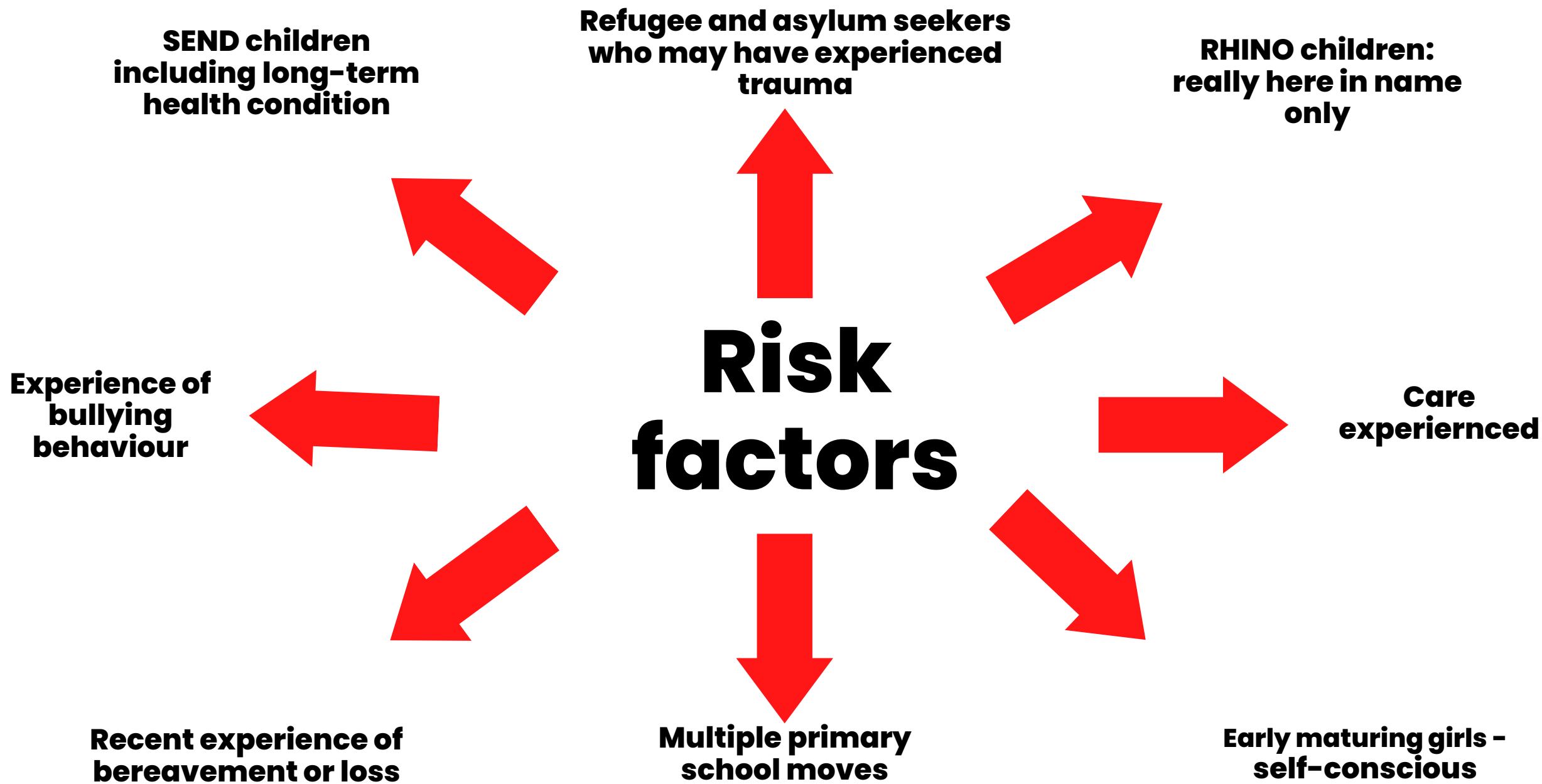
Dealing with the changes that transition brings.

Focus on the positives

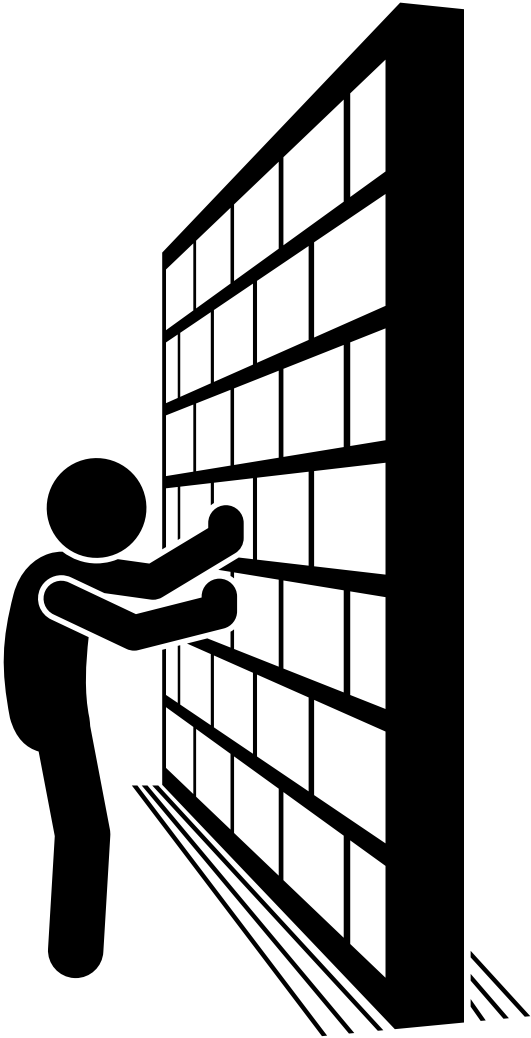
Need to place more emphasis on celebrating the positive of moving to secondary school to lessen children's and parent's worries

Impact of the pandemic on well-being

'Children across all age groups still exhibiting lower resilience and confidence, greater levels of anxiety, coupled together with loss of learning and ongoing attendance issues'



Barriers



Losing existing friends, making new friends and fitting-in

Big Fish Little Pond Effect

Lack of trust between children and teachers

Lack of preparation by parents or school

4

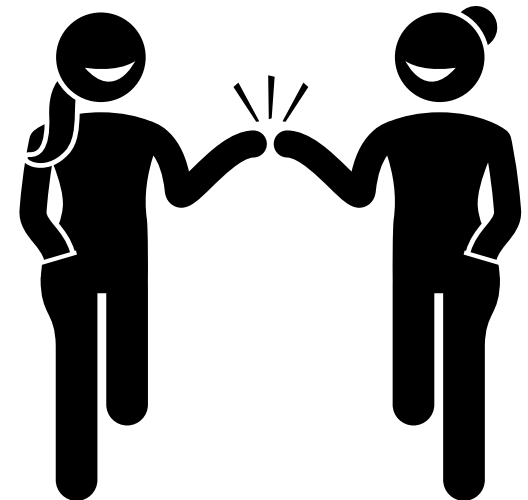
A renewed love of learning due to new, in-depth and dynamic lessons with subject experts

5

Opportunity to widen existing friendship circles and make new friends

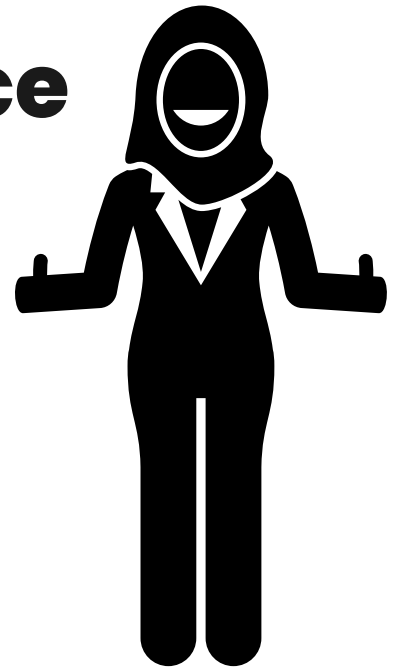
6

An increased sense of independence



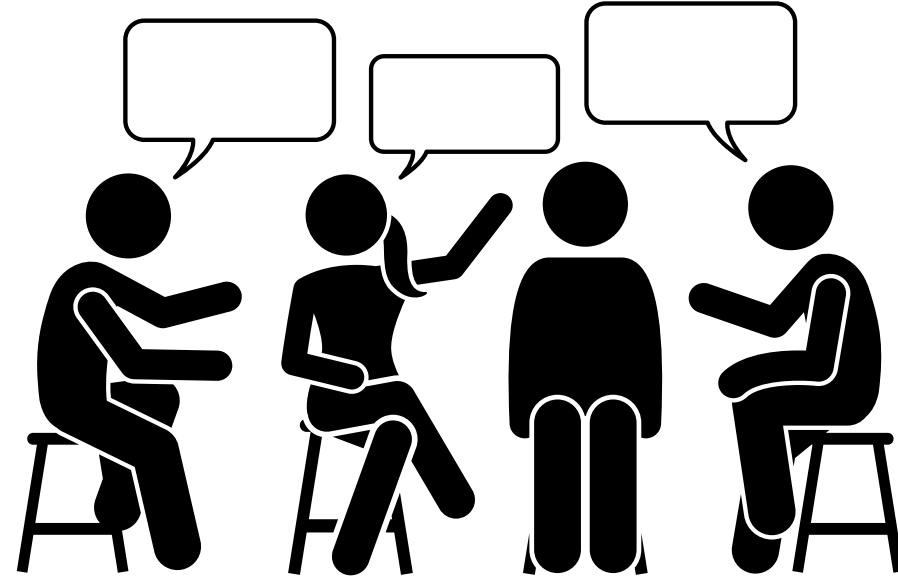
Defining success

- 1 Settles into school life with no concerns**
- 2 Shows more interest in school/schoolwork**
- 3 Increased self-esteem and confidence**
- 4 Adjusts to new routines quickly**
- 5 Expanded friendships**



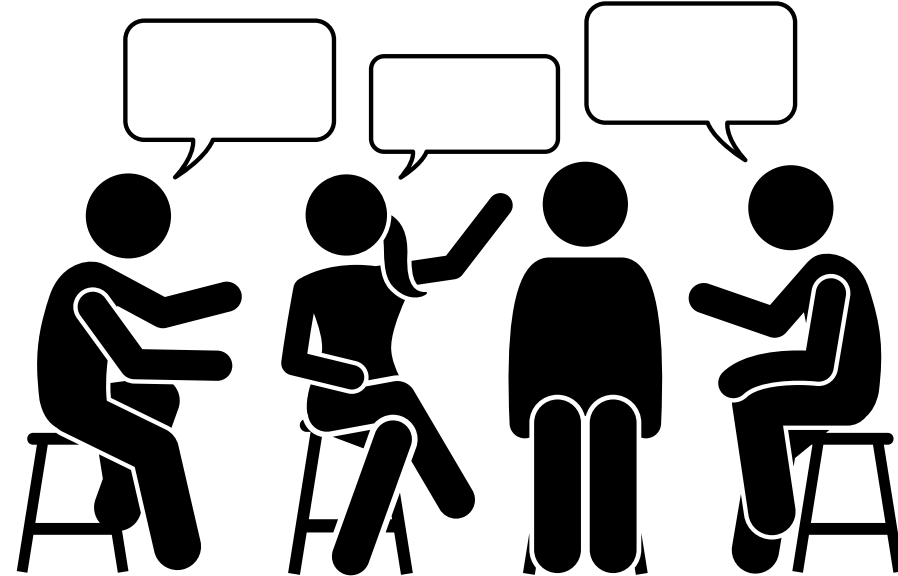
Discussion point

**How do we define a successful
move to secondary school?**



Discussion point

Can you identify all types of changes that a child is likely to experience as they move to secondary school?



Smooth Moves Activities

Transition Ambassadors

provide a welcoming and friendly face by running activities during transition taster events, transition summer camps, and when Year 7s move to secondary school and beyond.

Year 6 Workshops

fun and interactive workshops to build resilience and explore the challenges children may encounter as they make the move to secondary school.

Taster Events

fun and creative graffiti workshops supported by Transition Ambassadors to celebrate their move to secondary school.

smooth moves
TO SECONDARY SCHOOL

1

84% said they were prepared for secondary school

2

View transition as a celebrated rite of passage with status

3

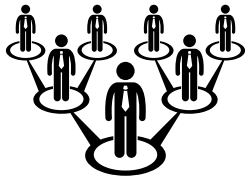
Fresh start and opportunity to reinvent themselves



Secure attachment experiences



Good network of friends



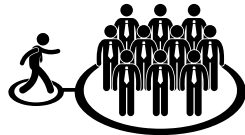
Being a planner



Good communication skills



Ability to make friends



The capacity to reflect



Having a good sense of humour



Protective factors

Social shift:

A new social world
with new friends



Educational shift:

A more rigorous
curriculum



Cultural shift:

New uniform, new set
of rules and a new
school ethos



Organisational shift:

Different teachers,
subjects, taught in
different classrooms.



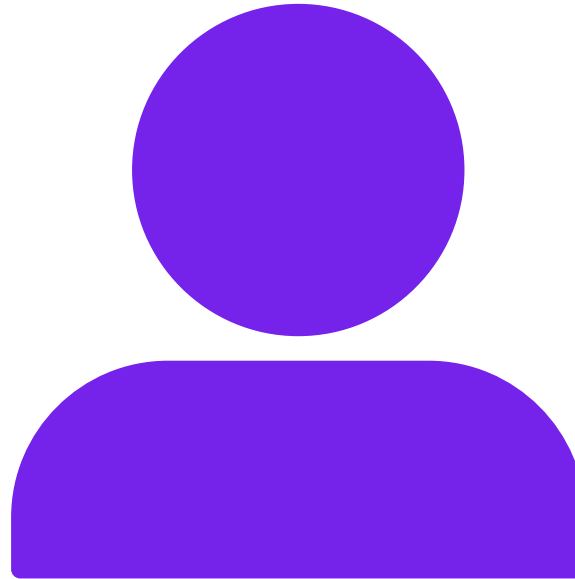
Geographical shift:

New building in an entirely
different geographical
location



Biological shift:

May be experiencing
the changes of puberty



Reach

3

**geographical
areas**

3

**secondary
school**

9

**primary
schools**

Film

“

The training has been an amazing support to our transition program. The Ambassadors felt really valued and throughout the year have been an invaluable asset in aiding the transition of the new Year 7 intake

Transition Manager, Hailsham Community College

Transition Ambassador Training

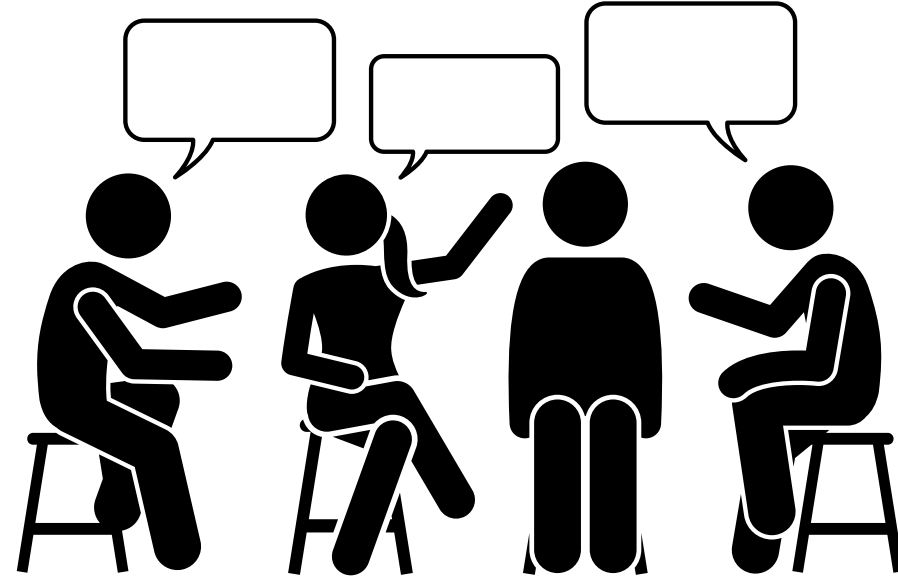
196

students trained



Discussion point

Discuss the ways that Transition Ambassadors can support the transition process?



Activity

Qualities I need

Using the skills cards, discuss with a partner or in a small group the key qualities and skills a Transition Ambassador might need. Think about why the skill is important.

Reliable

Open minded

Doesn't gossip

Approachable

Confident

Is a good listener

Doesn't judge

Trustworthy

Has empathy

Friendly

Feedback

“

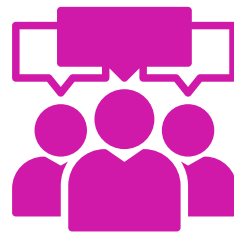
For me, the best thing about being a Transition Ambassador was being able to make Year 7s feel good about their move to secondary school and making them feel less stressed

“

The thing I liked most about being a Transition Ambassador was watching the Year 7s change over the year and making them feel like they belonged at our school

“

The serious stuff and discussions about mental health and self-harm got me thinking about my own experiences and how important this role is



“

The children spoke so positively about the sessions, which were both engaging and memorable. The workshops are invaluable for transition and provide positive experiences the children can take with them from primary to secondary

Headteacher, Newick Primary School

Smooth Moves Year 6 workshops

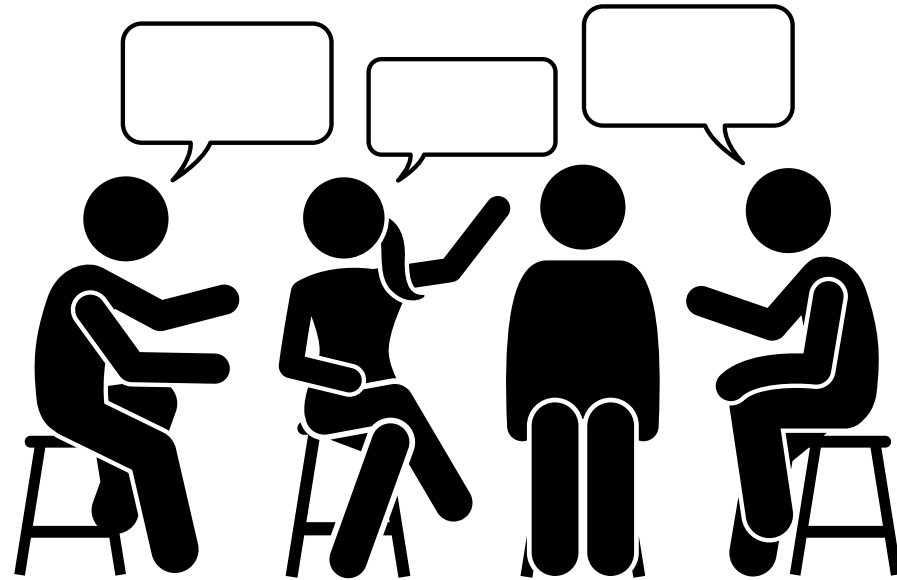
1,154

Children taken part in workshop

Film

Discussion point

What do children worry about most when moving to secondary school?



Activity

Parents worries

Making new friends

School work

Fitting in

Children's worries

Losing existing friends

Fitting in

Bullying

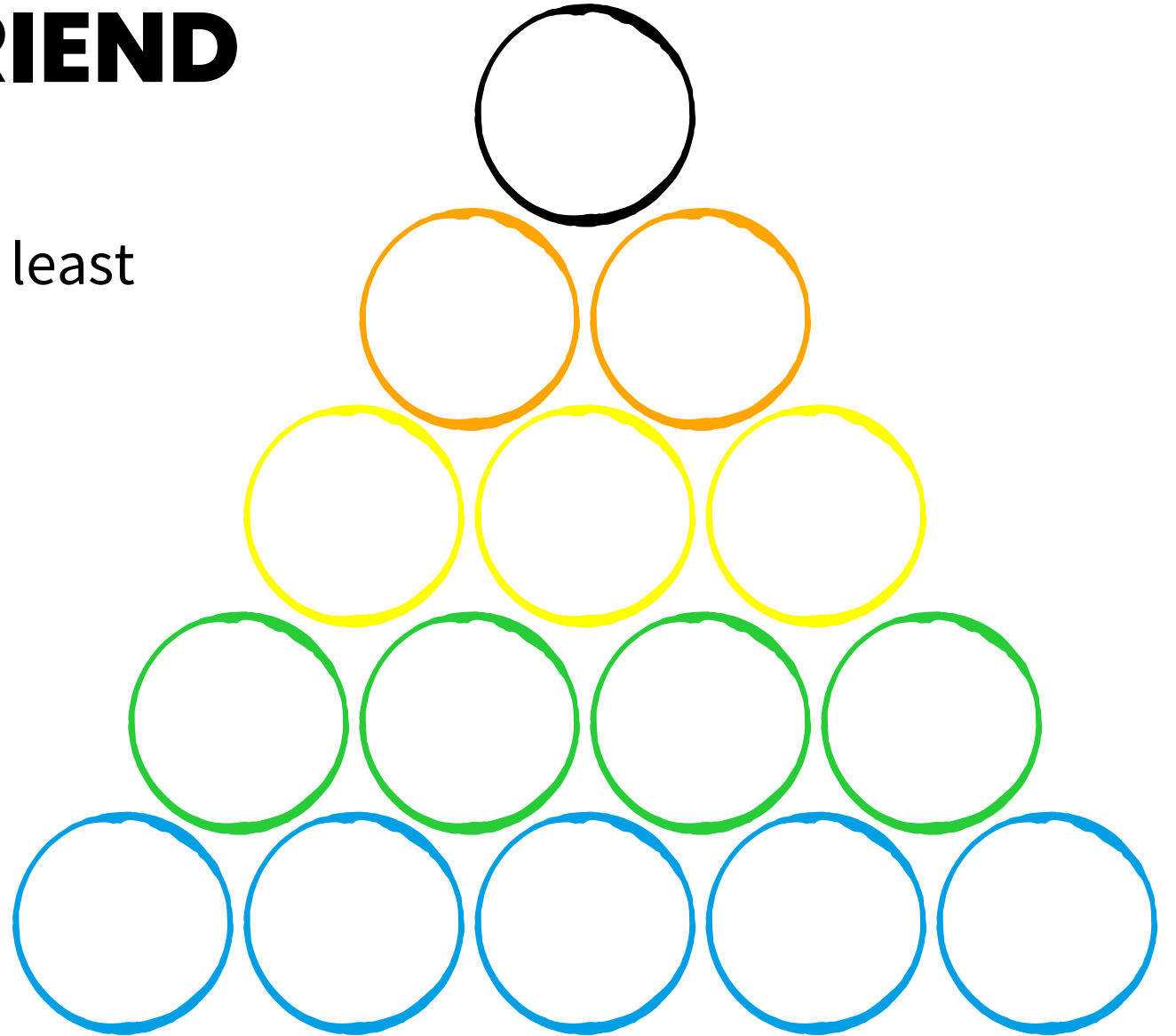
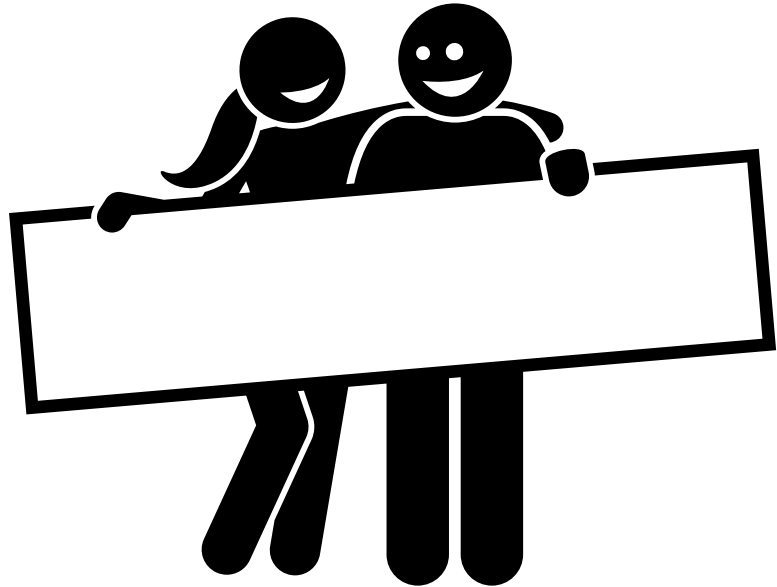
“

I really wish teachers take our problems more seriously. They always say it's normal friendship problems occur in Year 7. I understand that, but it feels like they don't care and don't understand our feelings. They just tell us to ignore it but it's more than just a situation that you can 'ignore'. I feel very upset about this

Activity

QUALITIES OF A FRIEND

Arrange the cards from the most important quality at the top to the least important qualities at the bottom.



Feedback

“

I liked how we focused on the positives instead of the negatives because now I feel more confident about moving to secondary school

“

I felt good to have my worries about secondary school accepted because everyone has a big change ahead of them

“

I liked all the activities because they got me thinking about all the different situations we might have to deal with in secondary school



“

The children absolutely loved the workshop and it really helped them in terms of their readiness for Year 7. Your workshops are always popular but this was so impactful. The artwork looked fantastic.

Head of Year 7, Seahaven Academy

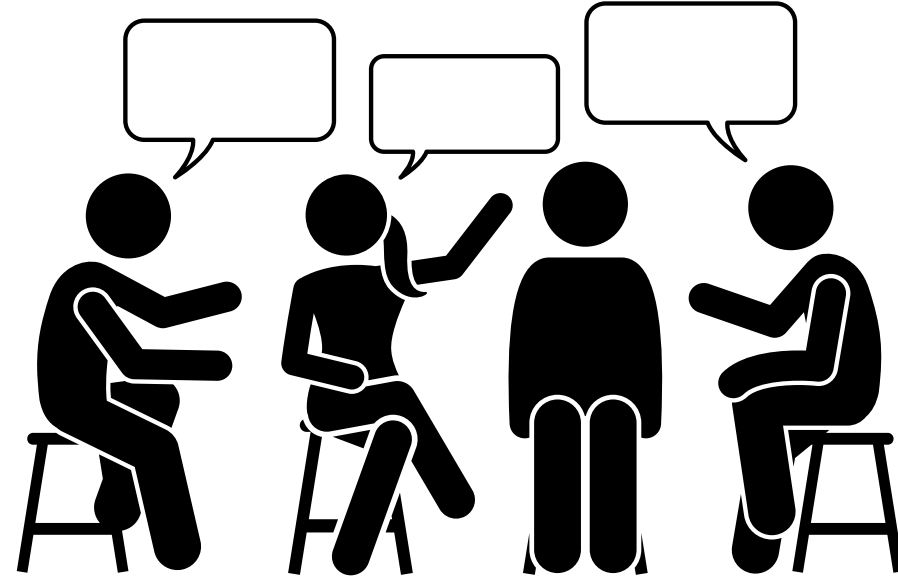
Transition taster events

840

Year 6s attended

Discussion point

Why are friends and friendship groups so important?



Film

Smooth Moves Activities

Year 6 Summer Camp

opportunity to:

- build a community with their fellow pupils
- forge relationships with new teachers
- familiarise themselves with their new school environment

Nurture Group

offering a targeted six-week early intervention program for those struggling to make the move to secondary school to build resilience and friendship skills

Creative Arts

underpins all of our work using evidence-based approaches that are inclusive that offer a creative outlet to positively support children's emotional well-being

PRIORITY 1-54



Thank You!



Please fill in an evaluation/feedback form here:



FINISH