



# SENCo Network Summer 1 2024

In Person EEC – Wednesday 17<sup>th</sup> April 2024

Joint Primary and Secondary SENCOs

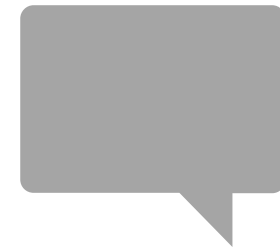
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# Introductions



Name



School/Role

# Agenda

## Joint Meeting with Primary and Secondary Sencos

- 14:00 Welcome
- Updates with Sam
- SaLT updates with Maddy and Sarah
- 14: 30 Y6-7 Transition Project with Sarah Jay
- 15:00 ELSA with Phillipa Le Roux
- 15:30 AOB
- 15:45 Close

# SENDLine updates



- ❖ Sam Campbell-Jones [sendline@ealing.gov.uk](mailto:sendline@ealing.gov.uk)
- ❖ SEND and AP Improvement plan website
  - ❖ [Reaching Excellence and Ambition for all Children \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
  - SEN expectations document update (Madhu)
- ❖ ERSAs and EHCPs – indicate on provision maps if you are including 6k or not – it will be assumed to be included if you put a total only.
- ❖ **Monday 22nd April 11am-1pm SEN travel assistance workshop**
- ❖ [Joint Ealing SENDIASS & Contact Ealing SEN Travel Assistance workshop 22nd April 11am-1pm \(officee.com\)](http://officee.com)
- ❖ Level Descriptors – ARP descriptors being used. ARPs, SRPs and SEN support classrooms are all different; mainstream descriptors are on their way.

No learner left behind - no school left behind



## **Additionally Resourced Provisions (ARPs)**

ARPs provide placements for children and young people who **are able to access a mainstream curriculum and teaching and learning with their peers for large parts of the school day but will require specialist support / provision to do so.**

Children and young people who attend an ARP will be on the roll of the mainstream school and **based in a class with their mainstream peers but will access specialist provision and programmes either virtually or in an allocated space / base for parts of the day.**

This provision includes:

- The provision for children and young people with Developmental Language Disorder (DLD) at St John's Primary School, West Ealing and Elthorne Park High School, Hanwell.
- The provision for young people with Autism /Speech Language and Communication Needs (SLCN) at Greenford High School, Twyford C of E High School and William Perkin C of E High School.

## Specialist Resourced Provisions (SRPs)

SRPs provide placements for children and young people who **require higher levels of specialist support and provision to meet their needs and to access learning and the mainstream curriculum**. Children and young people who attend an SRP will be on the roll of a mainstream school and will be **in a base class with specialist staff, and their access to activities and lessons in the rest of the school will be carefully planned to meet their individual needs and interests**. Some children and young people will spend more time in the base class than others, depending on their needs. This will be reviewed regularly with time in other classes and activities increasing when the child / young person is ready. As part of a transition plan, some children and young people will move to be based more in mainstream classes when they are ready but continue to access the specialist provision when needed.

This provision includes:

The provision for children and young people with Autism / Speech, Language and Communication needs at Beaconsfield Primary School, Coston Primary School, Drayton Green Primary School, Fielding Primary School, Havelock Primary School, Selborne Primary School, West Acton Primary School and Willow Tree Primary School.

The provision being developed at a number of new schools.

# Autism Partnership board



- ❖ To celebrate **National Autism Acceptance Month 2024** please share the link below to a survey for autistic people, their families, friends and supporters.

The survey aims to identify which groups of people in Ealing have been reached and who we have not. We also want to find out whether people from different groups are happy with the current support available or they have different needs. If you would like a hard copy of this survey, please

email [Beinvolved\\_ASC@ealing.gov.uk](mailto:Beinvolved_ASC@ealing.gov.uk) by Monday 22<sup>nd</sup> April 2024

- ❖ [https://www.surveymonkey.com/r/Autism\\_Survey](https://www.surveymonkey.com/r/Autism_Survey)
- ❖ **Closing date for responses to the survey: Friday 10<sup>th</sup> May 2024**

**No learner left behind - no school left behind**

# Ealing SLT Mainstream School Service

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APRIL 2024

Rachel Smith & Maddy Burnett  
Joint SLT Clinical Service Leads for Mainstream Schools





# Aims of service 2023-24

- **Increase awareness** of universal and targeted support for children with different speech, language and communication needs (SLCN).
- **Increase liaison with/support for parents**, to provide strategies for home.
- Provide **initial assessments** for children who require specialist support.
  - This will enable referrals to other service to happen in a timely manner
- **Improve consistency** of SLTs within schools
- To have children on the caseload who are **accessing ongoing specialist support**



# General Updates/Reminders

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- **Recruitment:** Continue to have vacancies within the MS team reflective of the National Shortage of Allied Health Professionals (23% shortage for SLT). Recruitment is continuing with interviews being held in the following weeks.
- **SEN update:** Continue to hold a EHCP waiting list for children with SLT hours specified on their EHCP. Children are moved off the waiting list as soon as space becomes available. **Should you have any children on the waiting list we advice you liaise with your school's EHCCO around options for SLT support.**
- **Buy-in for 24/25:** Buy in packs were sent out to all settings in March. As explained in the pack, the service is being offered on first come first served basis due to capacity. Settings that responded after we had reached capacity have been added to a waiting list. If we are able to recruit more staff, we will then offer time to settings in the order they responded.

# CORE (NHS) Service April 2024

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The CORE service will continued at decreased offer for summer term (apart from children's centres who remain the same)

- Allocated time in Summer term to be prioritised for those going for ERSA/ EHCP and initial assessments of children with significant needs

Autumn Term	Spring/Summer Term
6 visits	4 visits
5 visits	3 visits
4 visits	2 visits
3 visits	2 visits

- Any remaining time to be used for reviewing existing caseload & Universal/ targeted work
- Visits continue to be approximately 4.5 hours Face to Face however, if lots of reports are required, this time will need to be adjusted
- SLTAs will continue to provide visits to all settings (apart from children's centres) for 1 visit this term, in addition to SLT time
- Central training programme has been running before Easter and continues for a couple of weeks into Summer term

# SLT Transition

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## Transition into EYFS

- **CORE:** children already known to the Early Years “clinic service” will transfer straight onto SLT mainstream schools CORE caseloads for support to be continued
- **EHCPs/SEN:** Children in Reception upwards in a mainstream school with and EHCP are seen by the Mainstream schools team. Children starting in a mainstream Reception class from a non-school nursery will be added to the EHCP waiting list and transferred onto the active caseload when there is space.

## Transition from EYFS into Year 1

- **CORE :** Children whose main need is language will be transferred to Buy-In. If the school does not buy-in then the child will be discharged from Ealing SLT service.
- **EHCPs/SEN:** Children in Reception with an EHCP who are already on the active caseload will continue to be seen in year 1.

# SLT Transition

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## **Transition from Year 6 to Year 7**

### **Students without EHCPs**

- **Student's main need is language:**
  - If High school buy in from Ealing SLT, student will be transferred to buy-in caseload
  - If no buy-in – student will be discharged from Ealing SLT
- **Student has been seen on CORE (children without EHCPs with primary need of soc comm/selective mutism or speech) and needs are having functional impact**
  - they will transfer to “secondary outreach team”

### **Students with EHCPs:**

- **If already on active caseload in Primary school – will be transferred to the active SEN caseload for the High school**
- **Students with EHCPs on the waiting list:** will continue on the waiting list
- **Students transferring from Primary Special School or ARP into Mainstream high schools:** will be added to the EHCP waiting list

Transfer/transition reports are written for ALL children know to SLT

# SLT Transition

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## **Transition from Year 11 to post 16 education**

- Support continues for young people with EHCPs attending college
- Transfer/transition reports are written for ALL young people known to SLT

# Contact details

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Rachel Smith & Maddy Burnett

Joint Clinical Service Leads Mainstream Schools SLT Team

[wlm-tr.schoolsslleads@nhs.net](mailto:wlm-tr.schoolsslleads@nhs.net)

0300 12345 44 (admin)



# ELSA

❖ With Philippa Le Roux



## OVERVIEW

Ealing EPS will be running this project in the 2024 Autumn term to train ELSAs to deliver emotional wellbeing interventions in their schools.

ELSAs are members of school staff who receive detailed training and ongoing supervision from educational psychologists to enable them to plan and deliver individual and small group SEMH support programmes in schools.

ELSAs help children & young people to recognise, understand and manage emotions to increase their learning success and participation in schools.

**No learner left behind - no school left behind**





## ELSA: Supporting Pupils with Low Level Social and Emotional Difficulties

# What is the ELSA Project?

- ELSA stands for Emotional Literacy Support Assistants. They work in schools and are part of the existing staff (TA/LSA).
- They help children to recognise, understand and manage emotions to increase success and attainment.
- They plan and deliver individual (and small group) support programmes.
- They will receive training and ongoing supervision from our service as well as supervision from a line manager within their school.
- They help to address low level emotional wellbeing issues in order to support and promote learning.

## Why ELSA?

### Importance of Good Emotional Well-being for the School

- **Children learn better when their emotional needs have been met.**
- **When children's emotional and cognitive energy is focused on their personal and interpersonal difficulties, their capacity to concentrate on learning new information and skills is compromised .**
- **Emotionally 'well' children have better academic attainment and function better in the school environment.**

## Current Context

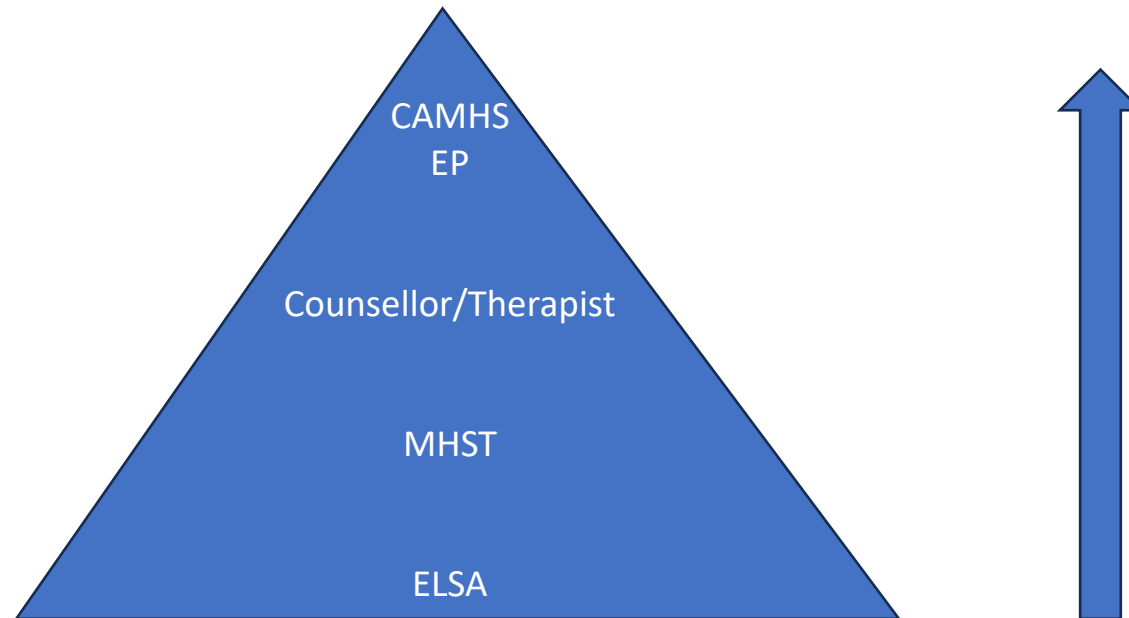
- The UK ranks below average for self-reported health for children. Recently, the UK performed relatively poorly on a mental wellbeing index, ranking 20th of 27 EU countries (Dept of Health)
- Previously, at least 10% of children and young people have a clinically diagnosable mental health problem. In 2022, 15.2% of 7- to 10-year-olds and 20.4% of 11- to 16-year-olds were estimated as having a probable mental disorder (State of Nation 2022: Children's Wellbeing)
- Anxiousness in both primary and secondary pupils is higher now than 2020/21 despite Covid 'pandemic' being over. Rates of probable mental disorder remained elevated in 2021 compared to pre-pandemic.
- Based on parent/carer reports, children's behavioural and attentional difficulties had, on average, remained relatively stable since between July 2021 and March 2022, while children's emotional difficulties had increased since during this time period (State of Nation 2022: of schools. Children's Wellbeing)
- EBSA: All time numbers of reported absence and sustained absence from school. In Autumn 2021 1 in 4 children were persistently absent up from 1 in 9 in 2018.
- Higher levels of 'less school-ready' children presenting as socially & emotional immature and not coping with demands.

# Benefits Of ELSA for Schools and Pupils

- Students report that they feel listened to and understood.
- CYP become more self-reflective, better at expressing their needs and build more positive relationships with peers and adults.
- Improved learning outcomes.
- Earlier intervention than EP/CAMHS teams.
- Increase staff confidence and competence in recognising and managing social and emotions needs underpinning behaviour.
- Sharing strategies and resources within schools.
- Evidence based interventions which can be delivered.
- Upskilled staff.

# Graduated Response to SEMH

- Might look something like this:



# Where it All Began

- Peripatetic LSA's working for the Psychology Service (Southampton)
- School-based ELSAs given training and supervision by Educational Psychology Service (Hampshire)
- School-based model adopted in other local Authorities.
- We started investigating in 2019. Then Covid Struck!
- First cohort – pilot in 2021. Now over 50 ELSAs in 30 schools

# What is covered in Ealing ELSA

Measuring impact

Recognising and managing feelings

Understanding and managing anger

Understanding behaviour

Self-esteem

Friendship skills

Resilience

Security

Social skills

Session planning

Affiliation and Belonging

Loss and Bereavement

Setting SMART targets

Friendship skills



# Training days

<b>Day 1</b>	<b>An introduction to ELSA, Emotional Literacy &amp; Raising Emotional Awareness</b>
<b>Day 2</b>	<b>Security and Affiliation</b>
<b>Day 3</b>	<b>Competence, Mission and Selfhood</b>
<b>Day 4</b>	<b>Managing emotion, social and friendship skills</b>
<b>Day 5</b>	<b>Using Therapeutic and social stories, Loss and bereavement</b>
<b>Day 6</b>	<b>Active Listening and reflective conversations Summary</b>

# What Does the Project Look Like in Ealing?

- **Year 1:** Working towards accreditation includes 6 days of training in the Autumn term while starting to plan & deliver work in schools. Attend 2 group supervision sessions in the Spring and Summer terms (4 sessions in total). Become Accredited!
- **Year 2 and going forward:** Plan and Deliver work in schools. Continue to attend 2 group supervision sessions per term (6 over the academic year) to ensure quality of practice and provide ongoing support and skill development. Attendance of supervision is required to maintain accreditation.

# Supervision

- **Accreditation requirement**
- **Half termly in group with EP**
- **Clinical supervision (not managerial)**
- **Case discussions**
- **Problem solving approaches modelled**
- **Peer group support- sharing ideas/resources**
- **CPD**

# Allocation of Time for ELSA Work

- Time needs to be ringfenced for successful intervention.
- Approx ½-1 day per week time equivalent should be timetabled specifically for ELSA work. Needs to be viewed like a 'curriculum' subject for best success.
- This time will include assessment (which may include observations and teacher meetings), planning and delivery of interventions.
- Regularity of delivery needs to be planned and protected as much as possible.



## Work Space

- **Consistency**
- **Degree of Privacy**
- **Freedom from interruption**
- **Storage and display space**

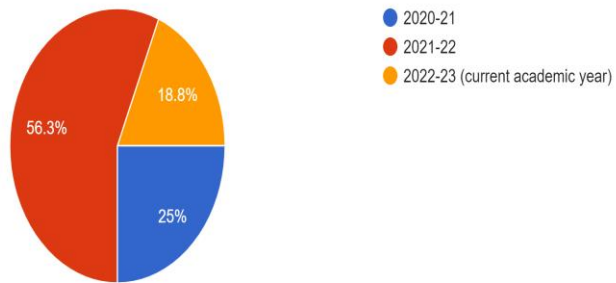
# Costs

- First Year: Currently £800 per ELSA (£1500 for two) to cover:
  - Line Managers' briefing
  - Six days of training
  - Training materials
  - Two ELSA publications
  - Four group supervision sessions
- Thereafter: £210 per ELSA per annum to cover:
  - Six group supervision sessions annually

# ELSA Feedback

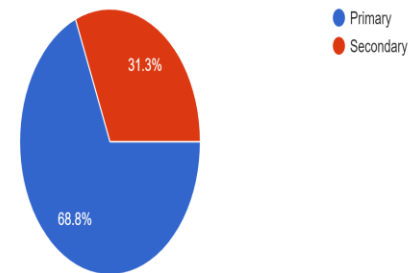
Please indicate what year you completed your ELSA Training days.

16 responses



Please indicate whether you currently practice ELSA in a primary or secondary school setting.

16 responses



Training Days	Supervision	Peer support	ELSA network
4.75	4.67	4.5	4.6

# How useful has ELSA training and support been?

"We have children who would struggle coming into class who now show pride an enthusiasm to their learning, children who have suffered bullying and are now more confident and assertive".

"It's been great in helping me to expand what I currently do and have a more structured and meaningful approach to working with children."

"Very useful - being able to take initiative, time manage and work collaboratively with others".

"Immensely- it has supported the students' emotional wellbeing and supported their confidence and self esteem".

"I have found ELSA extremely useful in several aspects of my role. It has enabled me to better understand pupils emotions and how to support them. It has given me the tools to build strong relationships with pupils and their families".



# Has the ELSA training impacted on your work?

"We have included ELSA tips as part of briefing"

"It has given me great insight into the emotional needs of students and how to help using various activities".

"It has given my whole school a greater understanding that if a child is not coming emotionally they will be unable to access any learning so there has been a massive focus on emotional literacy across the school".

"I am much more mindful of the language I use and definitely feel I am more therapeutic in my approach".

"Linking back to the theories, allowing the student to take initiative with the support that they need. Being able to plan sessions ahead as well as making notes after the ELSA session".

# Have you received any positive feedback about your ELSA work?

"Teachers in school have also thanked me for the work I have been doing with their pupils as it has made a positive impact to the whole class learning as their wellbeing has been looked after".

"Students are always keen to come to the club."

"When I did friendships activities, children have benefited from it and started using some cues and rules in their games".

"As a result of the sessions, children are able to communicate their needs with their parents in a positive way, less arguments and tension in families has been reported".

"Several parents have thanks me for the resources that I have provided for them to use at home (breathing stars, zones of regulation, emotion wheels) and said that they can see a difference in how their children respond in situations".

What challenges, if any, have you encountered implementing ELSA in your school?



Time



Staff



Space

# Question and Answers





**JOHN LYON'S  
CHARITY**

# Supporting Successful SEND Transitions

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A John Lyon's Charity funded project

# What is the project?



This is a 3 ½ year funded project (April 2023 to August 2026). The aim of the project is to improve the transition experience for children with additional needs (including pupils with an ECHP and SEN Support).



The project is a partnership between two high schools, three primary schools and Ealing Council and it will seek to identify, trial and develop ways to improve the transition experience for pupils, parents and staff, focusing Year 5 to the end of Year 7.

# What have we achieved to date?

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Project  
Infrastructure  
established

Baseline data  
collected

Holiday transition  
programme model

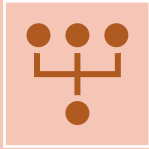
'Building  
Confidence to  
Empower Parents -  
Preparing for High  
School'

Increased Parental  
Engagement  
throughout  
transition window

Additional pupil  
facing work in  
development

# What does the research tell us?\*

\*Education Endowment Foundation



Continuity of Curriculum & Support



School Routines and Expectations



Healthy Peer Networks





## Survey completion rates

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A total of 403 students completed the survey across both schools with 24 students self-identifying that they have additional needs.

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35 members of staff across both high schools have completed the survey.

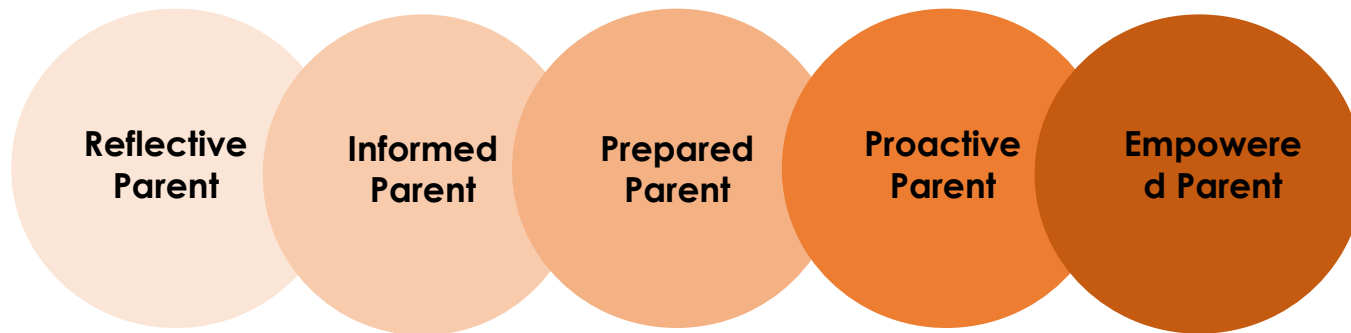
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92 parents and carers across both high schools completed the survey of which 13 indicated that their child had SEN (12 said they have an EHCP).


		Staff	Parents		Students	
		All Staff (%)	All Parents (%)	All SEND Parents (%)	All Students (%)	All SEND Students (%)
<b>Continuity of learning and support</b>	Settling in - Enjoying & attending school	72.86	75.4	32.085	67.37	56.25
	Settling - Engaging in learning and asking for support	N/A	71.43	30.625	76.09	76.39
	Before starting - visits and information	65.71	78.33	73.75	72.7	64.6
	Before starting - sharing information	30.48	66.27	65	60.9	70.83
	Application of transition & induction policies	36.59	N/A	N/A	N/A	N/A
	Reasonable adjustments to transition support / SEND Transition	41.46	58.1	60	64.39	66.67
<b>Friendships and networks of support</b>	Pupil peer relationships	46.88	58.95	42.085	53.32	47.08
	Parents & carer networks	53.13	29.37	18.57	N/A	N/A
<b>School Expectations &amp; Routines</b>	Policies	45.32	N/A	N/A	N/A	N/A
	Pupils understanding of expectations	57.82	87.17	64.585	82.72	75.65
	Ability to meet expectations	40.63	72.63	40	73.4	59.37
	Parental understanding of expectations and support to achieve	68.75	90.79	83.335	N/A	N/A
	Reasonable adjustments to expectations	45.32	75.44	61.11	63.2	73.91
Partnerships with Primary		35.48	N/A	N/A	N/A	N/A

# Building Confidence to Empower Parents

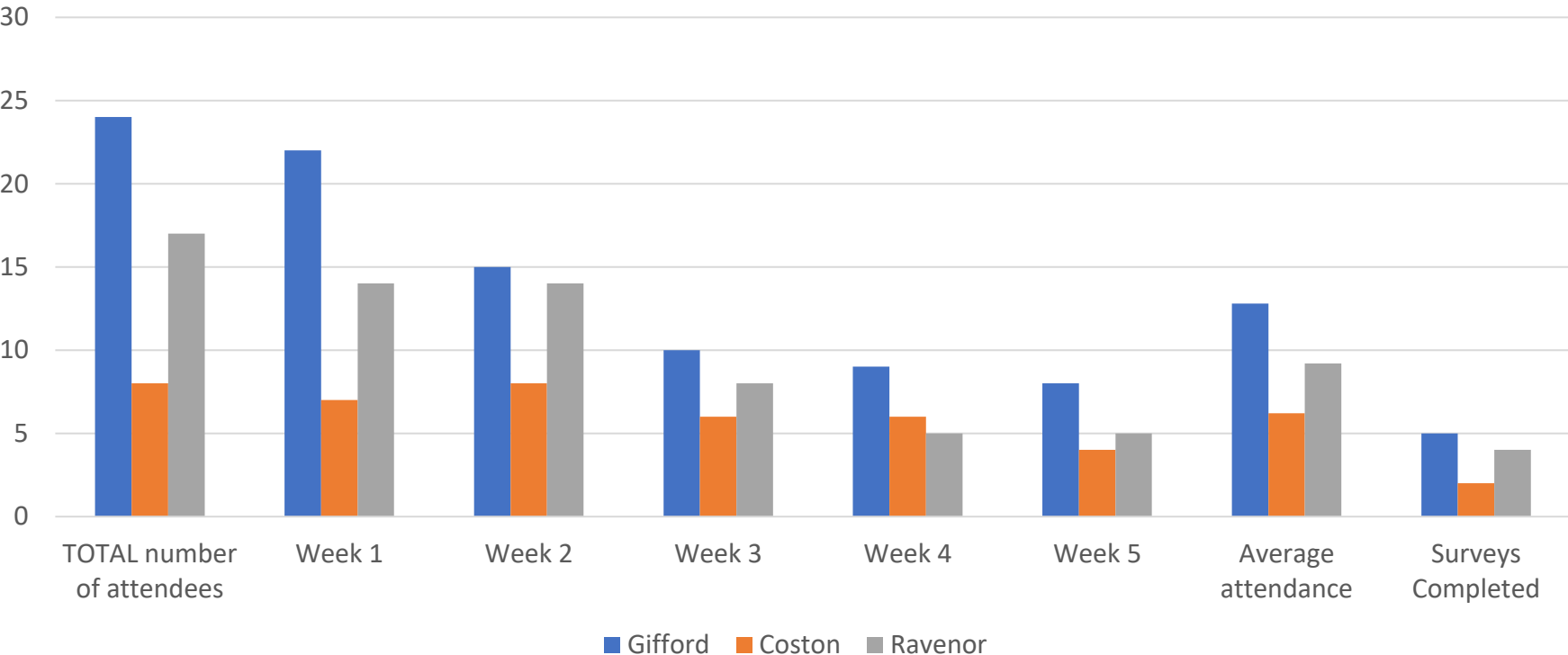
## Preparing for High School



# Building Confidence to Empower Parents – Preparing for High School

- 4 / 5 week programme
  - Targeted at Year 5 parents and carers of children with SEND however Year 4 and Year 6 parents and carers may also benefit.
  - Will also benefit those not on SEN register but that have other factors that may impact on successful transition
  - Preliminary feedback is extremely positive
  - Opportunity to deliver online and circulate invite to parents and carers in feeder schools not part of the project
  - Questions?
- 

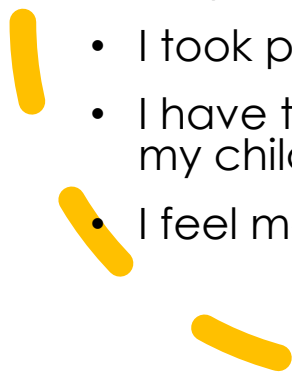
# Building Confidence to Empower Parents





## Survey Results - 100% of respondents responded yes to the following statements:

- I was given time and opportunity to think about my child's needs when transitioning to high school
- I was given time to reflect on my own high school knowledge and experience
- I was given information about how to select my child's high school including where to find information and what to ask
- I was given information about the application processes, timescales and support available
- I explored the need for preparation when transferring to high school
- I took part in activities that helped with preparation and proactivity
- I have taken part in activities that have helped boost my confidence to support my child during the transition to high school
- I feel more empowered as a result of coming to this programme



## What went well?

The delivery & knowledge of Sarah & her team.

Delivery of information, wide range of information, safe space

All the sessions were informative.

Preparation and delivery

Everything

The discussions, the questions that other parents asked, the information given and also how to think about our development and feelings

Very useful

Group discussion, presentation, sharing information

The setting and time

More information

## Even better if...

Look at ways to deliver this important message to more parents. Perhaps short videos or translations into other languages.

Have more sessions once every quarterly

Nothing really.

None


I have nothing to compare it to so it seems pretty on point

More participation

More participation

Don't know

It's very good

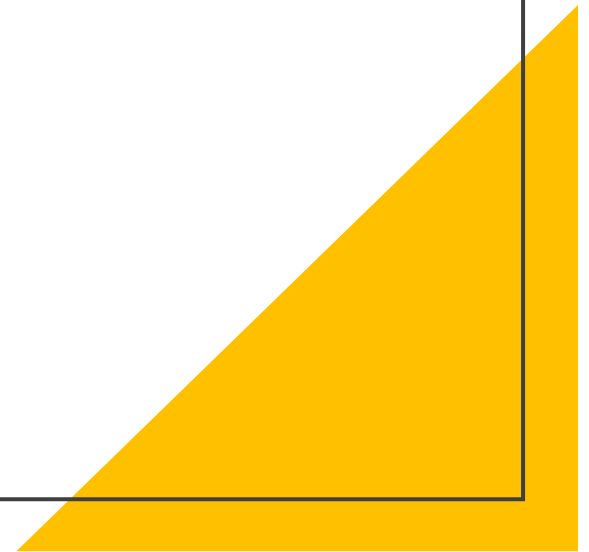
A stylized sun graphic on the left side of the slide. It features a solid yellow circle at the bottom, with three yellow curved lines above it representing rays. The sun is set against a white semi-circular background that is part of a larger orange shape at the top of the slide.

Do you have someone in  
your school that I could train  
for them to deliver a  
variation of this  
programme?



# Holiday Activity Programme

[https://youtu.be/U2e3l\\_Cmh8A](https://youtu.be/U2e3l_Cmh8A)





# What does a successful transition to high school look like?

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For ALL  
pupils

For SEN  
pupils (is this  
different?)

For parents  
/ carers

For primary  
staff

For  
secondary  
staff

For LA

# Getting the information out there

School staff

Parents & Carers

What platforms / routes / pathways / methods  
work best?

# EYFS transitions

- In an ideal world!
- Wide range of nurseries in Ealing: Private nurseries or (PVIs); specialist nurseries in children's centres, nurseries attached to schools. Some children may have a lot of nursery setting experience.
- If you are a nursery setting, invite the Senco of the school where any children with a high level of need are going, to visit them in your setting.
- If you are a primary, meet the parents!
- Consider arranging additional chances to visit the school for children/families who have concerns.
- Make booklets/social stories for a child to look at, at home, with pictures of the setting, or have a video on your school website
- Supporting children who have not yet attended any setting – signpost to Early start, SaLT parent groups, children's centres stay and play sessions
- What is the 'grace period' – how long is settling in?
- Different models of starting – what is yours?
- Free 2 part training sessions for class teachers to prepare for September



## Practical steps and paperwork -Transition planning for new pupils whatever age

Who is arriving with SEND needs already identified?

Are they known to Health – SaLT/OT/CAMHS/CDT?

Have they had SENIF or support at nursery or home already?

- will you be able to continue, in some form, with existing targets?
- work with your school therapists to schedule meeting the pupils
- are there any referrals in process?
- keep parents informed
- Ask parents if they have info to share

Contact previous settings and ensure records are transferred (GDPR).

# Preparing for Adulthood

- This is also a transition.
- What options and opportunities do CYP with SEN have on leaving education?
- Outcomes on any EHCP must support preparing for adulthood from Y9.
  
- Progression to Level 2 Careers event: **Wednesday 19 June 2024.**
- We understand that some schools will be bringing students who are interested in courses at level 2 and below to the event and if that is the case please complete the school booking link below.
- [Progression to Level 2 Careers Event 19th of June 2024 - Booking Form for Schools](#)
- 
- However, we are also keen for parents to attend if possible and would be grateful if you could circulate the attached letter to the targeted parents/carers of students in Year 10 and 11, that you think could benefit from such an event.



More to consider...

- ❖ Transition to Special school
- ❖ In year transition
- ❖ What would a transition event look like?

**No learner left behind - no school left behind**

# Resources



- ❖ [aet-exam-accommodations-guidance-1.pdf](#)  
[\(openobjects.com\)](#) – AET guidance to support autistic pupils in exams.
- ❖ [Long Covid Kids - Schools and Education Professionals](#)  
[\(padlet.com\)](#)

**No learner left behind - no school left behind**



**ELP SENCO NETWORK JOINT  
PRIMARY AND SECONDARY -  
17.04.2024**



**Scan the QR code to  
complete the  
evaluation.**

**Your responses will  
help us to review and  
improve our networks.**

**Thank you**

