

SEND Bytes

Special Educational Needs & Disability E-Newsletter

Informing, Sharing and Developing Practice in SEND



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Welcome to the second edition of SEND Bytes. We were delighted to receive the many positive responses we had from SENCos and other practitioners following our launch in the summer term. As you can see from this issue there is much to keep up with reference to changes in SEN and disability legislation. We hope you will find helpful the information included and attached on the Draft Code of Practice and Surrey's response to the Local Offer. We have had excellent responses to our requests for information from classroom practitioners and specialist professionals which will appear over future editions. In this issue we hope you will enjoy reading about the ELSA and TAMHS projects, outreach from Freemantles, and our interview with a Senior EP as well as the usual Top Tips, useful websites and book review. Thank you to everyone who has contributed generously of their time and effort. Please send your ideas, comments, and examples of best practice to:

teachingschool@west-hill.surrey.sch.uk or
susan.skinner@babcockinternational.com

SEND 2014: The Local Offer



Provision Management – the journey so far

Since 2009 Surrey County Council, in partnership with Babcock 4S SEN Consultants, has been committed to supporting schools in mapping their provision for pupils with SEND to enable schools to evaluate the impact on outcomes for this group of pupils. As part of this we have provided information on the SCC website to give a shared understanding of what we would expect schools to provide at whole school level (Wave 1) and for pupils at SA/ SA+ and with Statements of SEN (Waves 2 and 3) for each area of need as defined by the current Code of Practice.

At the request of schools we also developed an Excel spread sheet (Surrey's Provision Management Tool) to enable schools to compile a whole school map of provision that is 'additional to and different from' the whole school offer for pupils with SEND, with the ability to filter groups and individual pupils to evidence the impact of the provision on outcomes. This supports schools to fulfil the Ofsted requirements to be able to measure the impact of provision on progress and evaluate their own effectiveness. Schools are also provided with the option of costing the provision through the pre-populated information on income and staff salaries.

SEND 2014 – where are we now?

The new legislation in the Children and Families Bill clearly defines a cultural shift to a more person-centred approach and within this the requirements on Local Authorities and schools/educational settings to provide information on the

support and provision available for pupils with SEND with effect from September 2014. As a member of the SE7, Surrey is at the forefront in this exciting opportunity to work more collaboratively with families to develop and implement the Local Offer.

Within the Local Offer Framework schools will need to be more explicit in outlining to parents/carers what provision will be made for pupils with SEND across Waves 1, 2 and parts of 3. This will be reflected in the Local Offer by answering the 14 Questions identified in the Framework. To assist schools in doing this, additional training has been delivered through 'Provision Management 2.0', led by Anita Devi, on developing a whole school provision map to evidence and develop what the offer is for all pupils, including those with SEND. For those who were unable to attend this training it has been filmed and will be available on the SCC website.

The training also included guidance on leading CPD sessions for staff to ensure there is a shared understanding of what needs to be in place and their role in enabling access to learning for all pupils. Schools attending the training have been provided with a range of documents to complement the bank of tools already available to develop best practice in provision management and these are now also available for all schools to access through the SEN Room via the Personalised Learning Space (PLS) or FRONTER.

If you do not have access, to PLS/FRONTER, please contact :

ingrid.lucas@babcockinternational.com or
susan.skinner@babcockinternational.com.

We are also looking at hosting these materials on the SCC website and the schools' confederation website.

Next steps – what do schools need to do now?

To take forward the work schools need to prepare on Provision Management and The Local Offer, the following actions are required:

All SENCOs to attend SENCO Network meetings for training, guidance and support. All meetings are from 1.30 pm to 3.30 pm.

Bookings to be made on-line at: www.babcock-education.co.uk/4Scpd using the event code below for your borough.

NE
Elmbridge Borough: 21/10/13, Room 16, The Runnymede Centre, KT15 2EP Event code 13T/07936
Epsom & Ewell Borough: 25/11/13, Epsom & Ewell Confederation Training Room, Epsom & Ewell High School, KT19 9JW Event code 13T/07940
Spelthorne Borough: 28/11/13, Hall at The Runnymede Centre, KT15 2EP Event code 13T/07937

NW
Runnymede Borough: 8/11/13, Room 10, The Runnymede Centre, KT15 2EP Event code 13T/07949
Woking Borough: 12/11/13, Hall at The Runnymede Centre, KT15 2EP Event code 13T/07950
Surrey Heath Borough: 20/11/13, High Cross Church, Camberley, GU15 3SY Event code 13T/07944

SE
Mole Valley Borough: 23/10/13, St George's Christian Centre, Ashted, KT21 2DA Event code 13T/07951
Tandridge Borough: 6/11/13, Tandridge Education Partnership Learning Centre, de Stafford School, Caterham, CR3 5YX Event code 13T/07952
Reigate & Banstead Borough: 21/11/13, Reigate Baptist Church, Reigate, RH2 7LR Event code 13T/07953

SW
Waverley Borough: 4/11/13, Farnham Heath End School, GU9 9BN Event code 13T/07954
Guildford Borough: 11/11/13, Guildford Children's Centre, GU1 1NR Event code 13T/07955
Guildford Borough: 18/11/13, Guildford Children's Centre, GU1 1NR Event code 13T/07956

- Schools to provide answers to the 14 Questions linked to provision management, with a self-evaluation of where they are currently in developing best practice, and return to their Area Lead for Psychology and Assessment **by 13 December 2013 for schools in SE and SW Surrey, and by 13 January 2014 for schools in NE and NW Surrey.** We are asking schools to provide this information in order for good practice to be identified and shared, for the local SEN teams to have an opportunity to develop a much greater knowledge of the provision available in local schools, and to ensure that Surrey is ready in time for the statutory introduction of the Local Offer.
- Schools to make sure governors are aware of the requirements for SEND 2014.
- Schools to put the answers to the 14 Questions on their websites **by the end of March 2014.** Schools can obtain further advice from their Area Lead for Psychology and Assessment.
- Special schools will receive training and guidance in January 2014.**
- Schools to keep checking PLS / FRONTER to access supporting materials.
- Schools to attend further workshops on the Local Offer to be delivered in the Spring term 2014 and on-going termly SENCO network meetings.

P J Wilkinson
Assistant Director
Schools and Learning Division

Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years

The draft code of practice was published, alongside the SEN regulations on 4th October 2013. It sets out clearly the statutory guidance for all those working with and supporting children and young people. As anticipated the new Code of Practice covers the age range from 0 to 25 years. It places the child and family at the centre of a new system which sets clear expectations on education, health and social care to work together and commission services in a joined up way to ensure that individuals have their needs met.

SENCOs will become familiar with the whole of the new Code of Practice, but it is important to highlight some salient points at this time:

- From 1.9.14 all professionals engaged in supporting children and young people have to have regard to the new statutory guidance
- Where the text uses “**must**” there is a statutory requirement and where “**should**” appears it refers to best practice
- It includes children and young people with SEN and those with a disability or health condition which requires special educational provision to be made. Disabled children and young people without SEN are covered by other legislation including the Equality Act 2010
- The guidance applies to:
 - ✓ Local authorities (education, social care, relevant housing, employment & other services)
 - ✓ early years providers
 - ✓ academies
 - ✓ Free Schools (including University Technical Colleges and Studio Schools);
 - ✓ maintained schools
 - ✓ FE colleges
 - ✓ Sixth form colleges
 - ✓ pupil referral units
 - ✓ all interested parties
 - ✓ non-maintained and independent special schools and independent specialist providers
 - ✓ NHS England, NHS trusts, NHS Foundation Trusts and Local Health Boards
 - ✓ Clinical commissioning groups (CCGs)
 - ✓ SEND Tribunal
- Chapter 6 is focused on Early years, schools, colleges and other education and training providers who **must** use their best endeavours to ensure that the necessary provision is made for any individual who has SEN
- There is a for **all** children and young people being entitled to an education including high expectations for those with SEN to improve outcomes for all
- This means a focus for **all** teachers meeting the needs of **every** learner in their class through high quality, differentiated teaching (**every teacher is a teacher of SEN**)
- There **must** be a designated SENCO, who **must** be a qualified teacher and **must** achieve the National Award in SEN Co-ordination within 3 years of appointment where they have not previously been the SENCO for a period of more than 12 months
- “**Social, mental and emotional health**” is a change within the 4 areas of need. Note the removal of the word “behaviour” which allows a focus on the underlying needs of the child or young person
- Disabled children and young people **must not** be discriminated against and governing bodies **must** publish their admissions arrangements, facilities to assist their access and accessibility plans
- Early identification, assessing and intervention for children and young people requiring “additional to/different from” support within a plan/do/review cycle which involves parents through provision mapping.
- Chapter 7 outlines detailed arrangements for the smaller number of children and young people with more complex needs who require an assessment and an Education, Health & Care Plan. These include the content, processes, timescales and links to personal budgets.

There is clearly a great deal of detail to unpick and preparation to be undertaken by both the LA and schools before the new Code of Practice comes into effect from 1st September 2014. Surrey Officers working in close partnership with Babcock 4S SEN Consultants will be supporting schools to prepare for the expected changes over the rest of the current academic year through a number of events especially the SENCO Network meetings.

Many of the changes have been anticipated through the earlier Indicative Code of Practice and by Surrey being a member of the SE7 Pathfinder. We have therefore been able to influence some of the features in the new Code. Some of our schools are already involved in trialling new processes relating to the Education, Health and Care Plans and the earlier article explains how Surrey is preparing itself and schools for the Local Offer (chapter 5 of the code).

Meanwhile the 2002 Code of Practice remains current until the new legislation becomes an Act (anticipated Spring 2014) and a revised code comes into effect in September 2014.

Finally the Department for Education has produced a consultation on the draft Code of Practice, draft regulations and transition arrangements for moving from one system to another, particularly around those moving from a statement to an Education, Health & Care Plan and the expectations around the Local Offer publication. They have invited responses to be returned by Monday 9th December 2013.

All the related documents are being sent with this edition of SEND Bytes so that you can respond if you wish. This is a golden opportunity to influence legislation which will set the expectations and arrangements for children and young people with SEN in the coming years.

The Emotional Literacy Support Assistant (ELSA) Project

Introduction to the Project

The Emotional Literacy Support Assistant (ELSA) Project involves Educational Psychologists (EPs) training Teaching Assistants (TAs) to provide emotional literacy support programmes to children who have difficulties understanding, identifying and managing their emotions.

Despite the continuing Government-led focus on raising academic attainment, in recent years there has been a growing recognition that to raise standards requires a more holistic view of children's needs. Consequently, emotional wellbeing is a key area for development in schools as recognised in the following Government initiatives:

- The National Healthy Schools Programme (DCSF & NHS, 2007)
- Social and Emotional Aspects of Learning (SEAL) (DfES, 2005)
- Children Act 2004
- Every Child Matters (DfES, 2003)
- NICE Guidelines (2008)

The ELSA project was designed with the aforementioned Government programmes in mind. It aims to build the capacity and skills of school-based support assistants thereby enabling them to help all children to become better at recognising and managing their emotions. Additionally, the project aims to provide the assistants with a range of materials that they can employ to support children who are perceived to be emotionally vulnerable. As a result of implementing the ELSA project, children's needs are more likely to be met within their school or community and they are more likely to be successfully included resulting from school staff feeling more confident in being able to work with children and meet their emotional needs.

The ELSA project was developed in Southampton City Council by Sheila Burton (EP) and is now running in at least 18 Local Authorities. Further information is available from the national ELSA Network www.elsanetwork.org

ELSA in Surrey

In 2011 the ELSA training was piloted by Sue Peters and Laura Grahamslaw (EPs) in the South East (SE) area of Surrey, as

part of their lead specialism in the School Improvement Group (SIG) and 31 ELSAs were trained. The pilot was a huge success and extremely well evaluated.

Consequently, during the academic year 2012-2013, they trained a second cohort of ELSAs in the SE area of Surrey and also rolled out the training to the South West (SW) area, training 2 further EPs to deliver the ELSA training in the process. Surrey now has 82 trained ELSAs working across 71 schools (infant, junior, primary, secondary and specialist provisions). Information gathered from the audit that is regularly conducted during supervision sessions with the ELSAs alone have supported approx. **850** children to date. Furthermore, ELSAs are working with both individual and groups of children and they are using a range of interventions that were covered on the initial training.

Following some reorganisation in the Educational Psychology Service, the ELSA project will now be coordinated by our team of Lead Specialist Educational Psychologists for Mental Health and Emotional Wellbeing:

South East Area (Reigate and Banstead, Tandridge and Mole Valley)

Sue Peters
(susan.peters@surreycc.gov.uk)

Lisa Henson
(lisa.henson@surreycc.gov.uk)

Sharon Johnston
(sharon.johnston@surreycc.gov.uk)

North East Area (Epsom and Ewell, Elmbridge and Spelthorne)

Rosie Lee
(rosie.lee@surreycc.gov.uk)

North West Area (Runnymede, Woking and Surrey Heath)

Hannah Guiver
(hannah.guiver@surreycc.gov.uk)

Sue Thompson
(sue.thompson@surreycc.gov.uk)

South West Area (Guildford and Waverley)

Felicity Record
(felicity.record@surreycc.gov.uk)

Helen Rendle
(helen.rendle@surreycc.gov.uk)

Training Details

The ELSA training takes place over five days and includes:

- An Introduction to Emotional Literacy
- Developing Emotional Awareness
- Self Esteem
- Active Listening
- Understanding Anger
- Social Skills and Social Stories
- Social Communication Skills
- Friendship Skills
- Therapeutic Stories
- Programme Planning

ELSA Training

ELSA training is taking place over 5 days in the SE of Surrey in the Autumn and Spring terms 2013-14. Training is also planned for the other areas of Surrey (for details contact your local Lead Specialist for Mental Health and Wellbeing, see above).

The SE training is being held at Redhill Methodist Church on the following dates:

Tuesday 19th November 2013
9.30a.m. – 3.30p.m.
Tuesday 3rd December 2013
9.30a.m. - 3.30p.m.
Wednesday 22nd January 2014
9.30a.m. - 3.30p.m.
Wednesday 5th February 2014
9.30a.m. - 3.30p.m.
Tuesday 25th February 2014
9:30a.m. - 3:30p.m.

Head Teachers and/or SENCos from participating schools will be invited to the final afternoon of the training on 25th February to begin planning how the ELSA programme will be implemented in their schools.

The total training cost is **£400**.

This includes the 5 days of training, on-going group supervision, the Emotional Wellbeing Handbook (written by Gillian Shotton and Sheila Burton who worked together as educational psychologists in Southampton and Hampshire. It was created specifically to support the ELSA role, reflecting all areas of the ELSA training in Hampshire), an ELSA file containing all the powerpoints and handouts, lunch and refreshments.

A launch event will be held on 22nd October 2013 at Reigate Baptist Church for Head Teachers and/or SENCOs from interested schools in the SE, where you will be able to hear more about the training and to see examples of ELSA work.

To book a place, please contact Business Support, SE (01737 737777).

For details of ELSA training in other areas of Surrey, please see contact details above.

Supervision

Following training, ELSAs are invited to join a partnership based supervision group that is facilitated by the partnership EP. Each half-termly session lasts between ninety minutes to two hours and they are hosted by an ELSA's school on rotation. The supervisory relationship provides a distinct psychological perspective for the ELSAs and supports them in issues they may face within their schools.

This relationship is argued to be mutually beneficial and reciprocal as the EP gains insight into partnership issues from the ELSAs who work in the community.

The supervision sessions provide an opportunity for group problem solving concerning casework, sharing of ideas and resources and further exploration of psychological approaches using solution oriented principles. Solution circles are employed as a framework for joint problem solving. The content of each supervision session is developed on the perceived needs of the ELSAs in negotiation with the EP.

Evaluations

Laura Grahamslaw (EP) evaluated the ELSA project for her doctorate. She found it to be an evidence informed project and that it had a positive impact on TAs' beliefs in their abilities to work

with children and subsequently children's emotional wellbeing.

As part of this evaluation Headteachers were asked for their feedback on the project and quotes included the following:

"Children who have been referred to our ELSA have gained in self-esteem and confidence"

"The children involved have been less likely to misbehave both in lessons and unstructured times"

"By supporting their emotional needs, children are more able to learn"

"ELSA support is highly valued by parents whose children have accessed the support"

"It has raised the awareness of emotional issues throughout the school and increased our capacity to cope with these difficulties"

"Without hesitation, the ELSA project is good value for money. It has been a very effective initiative"

In addition, our Pre, Post and 1 year Post training evaluations and feedback from Headteacher questionnaires have shown that the ELSA training has been a huge success in Surrey over the past 2 years and that schools feel it is good value for money. Specifically, the total self-efficacy scores for all 82 participants were significantly higher following the ELSA training, all of the ELSAs rated the professional relevance of the training as a highly relevant and as well presented.

Furthermore, the longitudinal study found that the self efficacy scores of the first cohort of ELSAs were still high 1 year on and they were significantly higher than they were on day 1 of the ELSA training.

Sue Peters
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Lisa Henson
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Sharon Johnston
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The National Autistic Society

is offering a new series of training courses for professionals who work with pupils with autism aged five to 16. The training has been developed by the Autism Education Trust (AET). The NAS is the training 'hub' for this programme in south east England. The attached map shows the areas covered by our training hub.

The training programme is split into three levels, as follows, and Level 1 is completely free of charge:

Level 1

Level 1 is a 90-minute basic autism awareness training session delivered by education specialists. This level is suitable for teaching and non-teaching staff who need an understanding of autism in their role (including office staff, school governors, caretakers, drivers and escorts). The training is delivered in your workplace on a date and at a time that is convenient for you.

Level 2

Level 2 is a one-day training course for all staff who directly support a child with autism, delivered by specialist teachers. The course looks more specifically at classroom-based strategies and autism competencies. It is suitable for teaching assistants, lunchtime staff and teachers.

Level 3

Level 3 is a two-day training course for SENCOs and managers involved in supporting children with autism, or who lead other staff. As with Level 2, this training is delivered by teacher specialists. Entry to Level 3 is via Level 2 or equivalent.

For more information about the training, including what each level covers, please visit

<http://www.autism.org.uk/aethub> or contact training@nas.org.uk

Interview with:



**Katharine Sharpe,
Senior EP in the SE**



What are your memories of your own education?

My educational experience was quite interesting as I attended the same school from 7-18 years; my parents taught there and we also lived on site. Good if you forgot your homework but no chance of being snowed in! I enjoyed secondary school more as I liked choosing new subjects I hadn't studied before eg Politics and Economics at A Level

What motivated you to become an Educational Psychologist?

I knew at 17 that I wanted to be an EP. My mother was a dyslexia teacher and other members of the family had dyslexia too, so I had grown up hearing about SEN. Also I had done some reading and research about the role of the EP which sounded interesting and varied.

What were the highlights of the training?

I studied Social Psychology at The University of Kent then went on to do a PGCE in Leicester as it had a specialist educational psychology group. After teaching I completed my Masters in Educational Psychology at UCL.

I taught at two Primary Schools in Surrey; Ambleside (now Walton Oak) and St James' Weybridge, where I was the music specialist. Dad is a professional musician and I still play the piano for relaxation: Mozart suits but my hands are too small for Liszt!

My Masters course was the most intense year as it combined both academic study and on the job training – it was full-on! I enjoyed going into a range of school settings including special schools. I left feeling that I'd had a broad year of training and a good grounding as an EP.

For anyone considering this as a career opportunity, what are the routes into this profession nowadays? What skillset do potential candidates need?

Now you need to be a Psychology graduate with a degree recognised by the BPS. You need to have a couple of years of working in the field, which doesn't have to be teaching. Then you have to secure a place on a three year doctorate course. Years 2 and 3 of this Doctorate course are split between university and a Local Authority placement.

As for a skillset you need a strong psychological identity with a sound understanding of theory and evidence-based practice in education. You need to be able to take a "helicopter view" of a situation and look at all the systems around a child and be able to formulate that into a description of needs that is helpful. The main challenge is then to make links between this and the interventions that should be put in place. We work closely with school staff as well as other professionals, so having good interpersonal and communication skills is vital.

Have there been any amusing moments in your work as an EP?

In my first term practising as a qualified EP during an initial visit to a secondary school, I got slightly lost. I was wearing black trousers, a white blouse and a grey cardigan and looked younger than my years! I was accosted by an assertive teacher who asked me if I had a Hall Pass to be out of class! He turned out to be the Headteacher! After that I made different wardrobe choices and discovered power dressing!

What are the aspects of the job that give you the most satisfaction in your current role as Senior EP?

I love managing my team of EPs. They are a pleasure to be with as they are so creative and energetic. As a manager I really enjoy developing different ways of working and looking strategically to support schools with key issues they are facing. An example at the moment is around deliberate self-harm which has led to us putting on a one day conference for schools, education, health and social care practitioners on "Understanding Self Harm"

What would you recommend to SENCOs and other school staff to get the best out of their EP/EPs?

Good question! (thanks – Ed!)

In the SE Quadrant there is one fte EP for every 7,500 children and young people (0-17 years). Given this statistic it makes sense to see your EP as working at beyond just individual pupil level. EPs can support schools with interventions at the individual, small group and organisational level. So the key is to work with your EP to ensure you get the maximum impact from this limited resource.

What are your thoughts on the proposed new SEND legislation – opportunities/concerns?

I think the time is right for change, but we must hold onto good practice where it exists already. I think the new principles are really important especially "co-production" – the joint working between parents and practitioners is key. This can only be good for children and young people with SEND. I welcome the construction of a Local Offer as it is currently difficult for parents to know what is available and on offer to meet the needs of their son or daughter, whether that be at school or LA level.

A concern is that to do it well will take time. We know how hard everyone is working and there is a huge challenge to deliver what is needed by the tight deadlines we have been set. Another challenge is that the new legislation will open up services for young people up to 25 years; this will mean one EP to approximately every 9,000 0-25 year olds in Surrey.

Have you got any tips for SEND Bytes readers as to how schools can be best preparing for September 2014?

I would urge SENCOs to go to your local SENCO network meetings which will be such an important vehicle for sharing best practice and latest developments. Use the learning from the Provision Management training to focus on your school's offer and the waves of intervention. Ask yourselves - "why are we offering this intervention and do we know if it works?" Analyse your data to check if there are any groups in need of particular targeting. In essence, know what you are doing, why you are doing it and that it's worth doing.

Thank you Katharine for your time and thoughts.

The Targeted Mental Health in Schools, (TaMHS) Approach

continues its development across Surrey.

The partnership between CAMHS and Babcock 4S for this work is strong and working effectively as we move through its third year. Primary Mental Health Workers and CAMHS Community Nurses are delivering training in Core Mental Health Awareness to school staff. This is followed by a session offered to the school around Attachment. The TaMHS team are seeking to develop the wider roll out of the Attachment training across 2013-14.

The promotion of the CAMHS Advisory lines also continues and some schools are making strong links with their Primary Mental Health Worker to discuss and review cases in school.

The TaMHS Approach also seeks to bring school staff together at termly network meetings. There have been several different speakers at these events including: Surrey Young Carers, Catch 22, the CAMHS Youth Advisors, Surrey Nurturing Links, introduction to a Primary Health Worker, input on Emotional Health & Wellbeing support for ASD pupils and our forthcoming meeting welcomes the Family Support Service as guest speakers as well as one school per quadrant presenting a TaMHS case study.

The Royal Holloway University also plays a significant role in leading the evaluation of the work being carried out and have recently published a 2103 report.

Some of the key findings from the TaMHS Approach work across Surrey are:

- 385 schools in Surrey, 235 schools engaged with the TaMHS Approach from November 2011 to April 2013 (61%)
- Approximately 2,500 staff across 122 Surrey schools has received Mental Health Awareness training so far.
- Groups of 10-36 school staff were trained with a mean of 21 participants in each school.
- 95 schools (78% of trained schools) have been evaluated so far
- School staff were consistently satisfied with the Core Mental health Awareness training they received.

- School staff felt significantly more competent across all areas of mental health awareness following their training.

The most improved areas, (from the training), related to staff:

- understanding of their role in supporting children with emotional and behavioural difficulties
- knowing about the services that are in place in schools to support young people's emotional health
- understanding of the structure of CAMHS, feeling more able to make appropriate referrals to CAMHS.

During the Autumn term school network meetings in 2012, schools were asked for their views about CAMHS and TaMHS. This was sensitively done without their PMHW present. Schools fed back information to the Royal Holloway evaluation team and four main themes emerged:

1. Positive experience of the TAMHS training package
2. Positive impact of TAMHS training on the understanding, confidence and skills of individual school staff.
3. Positive impact of TAMHS training on school functioning and the development of networks of support
4. Positive impact of TAMHS training on outcomes for children

"I thought that the training was really useful in that it made other staff aware of children's difficulties and the impact some of their home life might have on their behaviour, rather than just being naughty children which is what a lot of them felt these children were and that they should be punished and put in line so I think that opened their eyes I think."

"Yes, the TAMHS-CAMHS... we have built up a good relationship with XXXX and s/he has visited our school and we have had meetings with them and parents and that has been fantastic and has literally changed the life of that child around. So we have seen a very positive experience there"

Next steps for the evaluation work will be:

- Final analysis of the quantitative data
- Review of referrals to CAMHS and how these have been affected following the intensive TaMHS input for Surrey schools
- Review of PMHW consultation records as part of the TaMHS work being carried out.
- A further evaluation of the Attachment training currently being delivered will take place in March 2014.

Over the course of 2013-14, School profiles are being compiled, to build a picture of those schools who choose not to engage with the TaMHS Approach. Unengaged schools often already have effective systems in place to support Emotional Health & Wellbeing, for example, Healthy Schools Enhancement status, Restorative Practices in use, a deeply embedded 'Values' culture and so on.

However, information from those schools that might need targeted support can be shared with relevant teams over the next year.

TaMHS in Surrey is widely known to many groups and has recently updated members of the following forums:

- Headteacher quadrant groups
- SENCo Leads
- Area Safeguarding Boards
- Early Help network meetings

The TaMHS Steering Group and Operational Group continue to meet at least termly and the action plan driving the work is reviewed as part of the

If you would like to know more about the TaMHS Approach, please contact:

Amanda.burrows@babcockinternational.com

Louise.paque@sabp.nhs.uk
(North West and Spelthorne)

Rebecca.robertson@sabp.nhs.uk
(South East and North East)

Victoria.karp@sabp.nhs.uk
(South West)

Professional Reading for Development

With Attachment difficulties and the behaviours often associated with them becoming higher on school agendas, some professional reading around the subject should leave staff in a much better position in terms of understanding where behaviours might come from and how to support pupils more effectively.

One of the most useful books around is 'What About Me?' by Louise Bombèr, (author of 'Inside I'm Hurting'). The book aims to offer professionals 'inclusive strategies to support pupils with attachment difficulties make it through the school day.'

Louise Bombèr is a qualified teacher and therapist and is well known for her work in this area. This particular book is divided into chapters that take the reader through a working understanding of Attachment difficulty 'types' and then through the various aspects of a school day, which can be adjusted to meet the needs of these pupils more effectively.

The book uses two pupils as case studies, in order to illustrate each point. These provide a useful context for the strategies. We meet Lena and Ben, a secondary and primary pupil. The strategies discussed are put into the pupils' contexts so that the reader can reflect and discuss how the suggestions might look in their own school.

The chapters address things such as transition times, lunchtimes, trips, changes in staff, stress, body matters, reparation and school holidays. 17 chapters in all and all of which have practical application ideas. The overview at the start about Developmental Trauma is essential reading too.

There is a valuable opportunity with this book to work with staff, a chapter at a time, in order to develop understanding and improve inclusive practice across the school. I would highly recommend it for any classroom teacher as a focused piece of CPD.

Book details

'What About Me?' Louise Bombèr (2011)

Worth publishing.com

Hello all,

My name is Vanessa Oldham and I am the new Leader of Outreach and Inclusion at Freemantles. I wanted to take this opportunity to introduce myself and to let you know about the training opportunities we will be offering this term. For more details, dates and booking forms, please visit our website at www.freemantles.surrey.sch.uk.

Twilight training will take place once per term. It takes the form of two twilight sessions, at Freemantles School from 4.30-6.30. In the first session we cover 'What is Autism'. In the second session we discuss strategies to support children with ASD and have a tour of Freemantles School. The next dates are 17th and 24th of September.

Our Autism workshops take place once a month, from 10am-1pm. These are a chance to have a more in-depth look at strategies, time to observe in a Freemantles class and an opportunity to make resources to take back to your setting. The next workshop is on Monday 30th September.

Freemantles has a team of accredited Social Stories[™] trainers for Carol Gray. We are offering a training package including Comic Strip Conversations, Social Context and Social Stories[™].

Full details can be found on our website. The next dates are 2 full days Friday 25/10/13 and Friday 8/11/13 at the United Reform Church, Woking GU22 7HA. This training will be repeated in the summer term.

Aside from training, the role of the Outreach team is to visit children in mainstream schools. Outreach teams operate from both Freemantles and Linden Bridge; both ASD specific schools. We offer strategies and advice for managing children with ASD in a unit or mainstream environment. We can only come to support you with children who have a diagnosis of Autism/ASD, Asperger's or PDA. Referral forms are available on our website.

For more information, contact me on:

voldham@freemantles.surrey.sch.uk

Kind regards,

Vanessa Oldham,

Leader of Outreach and Inclusion



Book Review

What works for Children and Young People with Literacy Difficulties

Fourth Edition. Dyslexia SpLD Trust

Professor Greg Brooks has updated his analysis of information on 23 schemes for children aged from five to 14 who can be considered 'mainstream' (not identified as having a specific special educational need), and 21 schemes designed:

for children with specific special educational needs, including dyslexia/specific learning difficulty to boost literacy at primary/secondary transition for young people aged 14-18, including those detached from education or training and those who have offended or may be at risk of doing so.

For each scheme there is a description of what is involved, findings from evaluations and contact details for further information. As Brooks notes, choices should be guided not only by evidence assembled and analysed here, but also by careful matching of the needs of school, class or child to particular schemes.

Useful Websites



NDCS—National Deaf Children 's Society:
www.ndcs.org.uk

BATOD—The British Association of Teachers of the Deaf
www.batod.org.uk

SENSE:
www.sense.org.uk

Action on Hearing Loss (RNID)
www.actiononhearingloss.org.uk

SCOPE:
www.scope.org.uk

Top Tips to support pupils with Speech, Language and Communication Needs



These practical techniques are intended for professionals supporting pupils with SLCN in mainstream schools. The approaches are relatively straightforward and many are beneficial for other pupils.

1. Find out what has worked previously through discussion and close involvement with parents, previous teacher etc.
2. Arrange the classroom to facilitate easy eye contact and say the child's name first when you need their attention.
3. Use clear labelling or colour coding in the environment to indicate work areas, subjects and where the child needs to sit or put their things.
4. Minimise distractions such as busy displays and clutter.
5. Use visual timetables, objects, pictures, photos or symbols to illustrate activities and events, to support sequencing and coping with changes.
6. Provide social stories to explain events (Training available at Freemantles Special School)
7. Flow charts pictures, photos and numbered boxes will help to describe tasks and activities and may be supplemented with subject specific vocabulary.
8. Use simple, unambiguous language in small chunks and allow processing time. Ask another child to repeat back to allow a second opportunity for listening.
9. Support verbal language with visual cues, such as body language, facial expression, pictures, objects etc. Check comprehension – look at their facial expression, ask them to re-tell you what they have to do.
10. Support interaction on the playground through using buddy systems and ensure that adults are aware of the child's difficulties and how to support them. Provide a list of children's names, with their photos and things they enjoy doing.

Many children with SLCN are good at disguising their problems, for example, by following others, rather than taking the lead. They may also struggle with literacy and other curriculum areas.

Other sources of support:

Afasic – www.afasic.org.uk

NAPLIC – National Association for Professionals concerned with Language Impairment in Children

SENJIT – Special Educational Needs Joint Initiative for Training: www.ioe.ac.uk

NASEN – www.nasen.org.uk

ICAN – www.ican.org.uk

www.talkingpoint.org.uk

COURSES:

Schools LEAP (School Leading Excellence in Autism Practice) Autism/Aspergers training

A 7 day theory and practical course, spread across Spring and Summer terms, including a 3 day practical workshop during the Easter holiday. The course covers Strategies & Case Studies; implementing TEACCH (Treatment and Education of Autistic and Communication Handicapped Children) and training with a solution-based focus on embedding practice Opportunities for participants to work with primary or secondary age children with SLD to mainstream ability.

Dates: Monday 3rd, 17th & 31st March, Tuesday, Wednesday, Thursday, 8th, 9th & 10th April, Monday 2nd June, 2014.

Venue: The Ridgeway Community School, Farnham, Surrey, GU9 8HB.

Cost: Due to funding from The Surrey Educational Trust, i2i Teaching School and SEND Teaching School, the course will run at a hugely subsidised first year rate of £450.00 for Surrey Schools & Academies, and £1050.00 for non-Surrey Schools.

Contact: info@ridgeway.surrey.sch.uk

Coming Soon

SCERTS course at Linden Bridge

SCERTS is a comprehensive Multidisciplinary educational approach that directly addresses the core challenges faced by children and persons with ASD and related disabilities, and their families.

Dates: TBA

Contact:

teachingschool@west-hill.surrey.sch.uk

Accredited Social Stories training at Freemantles

Freemantles School will be running Accredited Social Stories and Comic Strip Conversation Training at regular intervals during the next academic year.

Dates: TBA

Contact:

teachingschool@west-hill.surrey.sch.uk

Babcock 4S will be offering a package of support to enable schools to use support staff more effectively in 2013-2014

Dates for Diary



**Sixth Annual SEND Conference - Friday 14th February 2014
Epsom Downs Racecourse, Surrey**

Bookings can be made online at www.babcock-education.co.uk/4Scpd
Event code 13T/07623

**National Anti-Bullying Week - 18th-22nd Nov. 2013
Theme: 'The Future is Ours. Safe, Fun and Connected'**

TaMHS network meetings:

- Wednesday 13th November – South East
 - Thursday 14th November – North
 - Tuesday 19th November – North East
 - Wednesday 20th November – South
- Times for all 4.00pm – 5.30pm

For more information contact:
susan.skinner@babcockinternational.com

Next Edition of SEND Bytes

LD Review

Articles, Case Studies & Top Tips