



Specialist Teaching and Learning Service

Ashford District

Newsletter Term 1 | 2020

Welcome back to the new academic year!

The development of Inclusive practice continues to be our main priority, and there is so much evidence of good practice in the Ashford district.

Hopefully you will have seen the Inclusion Discussion documents being led by KCC. Please make sure that your voice is heard in developing the ways of working for SEND children in the future.

KCC's Vision for children and young people with SEND in Kent is that:

- Children and young people with SEND in Kent feel happy, safe, supported and as healthy as they can be while they learn and grow.
- Families can reach the right people at the right time to support their children.
- Services will work with families to improve outcomes and achievements for children and young people with SEND.

To achieve these ambitions requires strong collaboration between all partners. Work is on-going to develop the new SEND Strategy which will encompass all areas of SEND systems and processes. As part of this work we are launching a countywide discussion on Inclusion in our schools. In this discussion, we are keen to understand the specific strategies which support inclusive practices within our schools and how KCC and schools might work together to develop a shared understanding of the improvements that are needed and the necessary support that is required to achieve them is in place.

A discussion paper, with appendices and feedback pathways can be found at:

<https://www.kelsi.org.uk/news-and-events/news/primary/sen-inclusion-discussion-paper>

The paper invites thoughts and comment several interrelated items:

- Statement of Inclusion
- Inclusion Framework
- Mainstream Core Standards (MCS)
- System Leadership of Inclusion
- Inclusion Dashboard
- Parent Voice
- Characteristics of an Inclusive School

Each of these conversations and proposals are in the early stages of development and are presented to gather your views and comments. In the paper, each section includes 'pathway of proposals' which outlines where the topics have been formulated and discussed or shared previously. We would like to encourage debate through as many existing forums as possible including Headteacher networks, KAH meetings, IYFA panels, Inclusion Steering Groups. If you would like a KCC Officer to attend to talk through the proposals with your group please email Julie.hawkins@kent.gov.uk.

We will also be hosting 4 virtual discussion workshops at the beginning of October; full details can be found in the paper.



How to support your child's social communication skills

Information for parents and carers

There is so much you can do to support your child's social communication skills whilst they are waiting for an appointment with a therapist, and between therapy sessions.



This leaflet aims to provide parents and carers with information, activities, and tips. If after reading this leaflet, you still have questions or concerns, please look at www.ekhufft.nhs.uk/cypts



Children's speech and language therapy - patient information

The following are links to leaflets and web sites that we think may be useful to our paediatric SLT patients and their parents/carers.

For a full listing of available resources please go to the Trust's web directory of patient information.

<https://www.ekhufft.nhs.uk/patients-and-visitors/information-for-patients/patient-information-leaflets/>

Title : **How to support your child's social communication skills**

Leaflet / Website : <https://www.ekhufft.nhs.uk/EasySiteWeb/GatewayLink.aspx?allid=488466>

Author: Children and Young People's Therapy Service

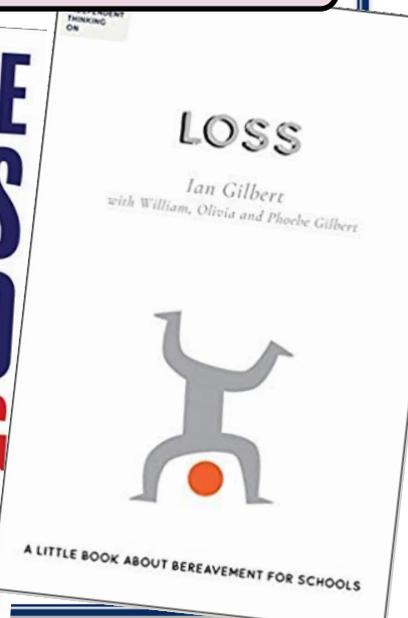
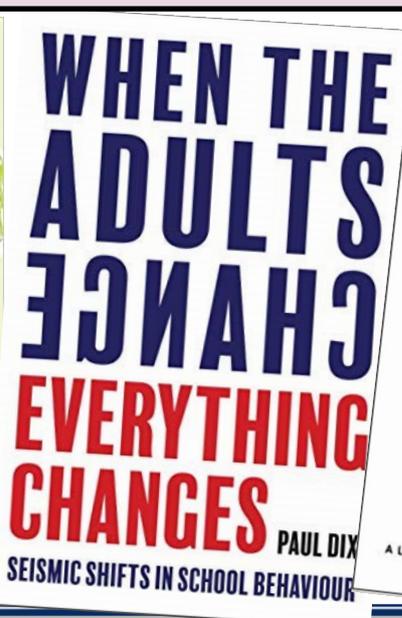
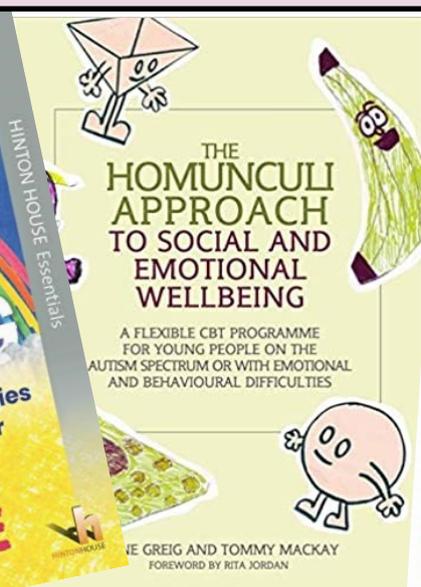
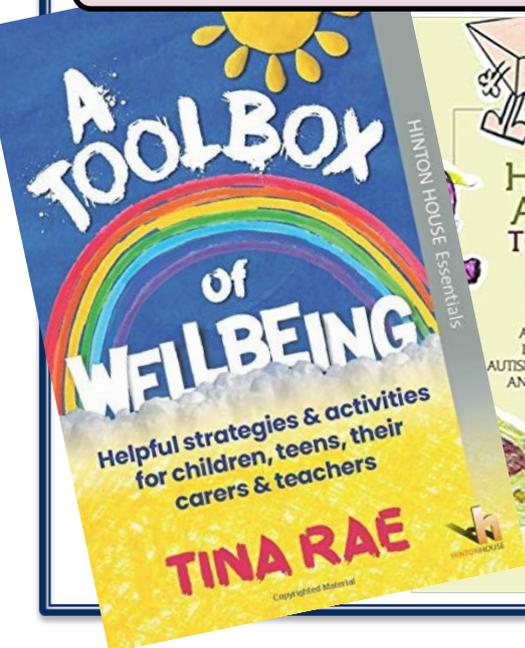
Description: There is so much you can do to support your child's social communication skills whilst they are waiting for an appointment with a therapist, and between therapy sessions. This leaflet aims to provide parents and carers with information, activities, and tips.

Date of production: June 2020

Reference number : Web 485



Book Resource Bank



UPCOMING TRAINING

COMING SOON

OUT NOW:

- STAR Approaches
- Understanding and Managing Anxiety
- Introduction to Measuring Wellbeing

- Closing the Gap & Differentiation
- Emotion Coaching
- Using the Outdoors : Delivering a Whole Curriculum
- Social Skills through Child Led Play
- Supporting Memory Difficulties
- Using Visual Supports
- 5 Point Scale



Email chloe.webb@goldwyn.kent.sch.uk to request access to the training for FREE.

Look After Parents and Carers First to Enable Smooth Supportive Transition Back to School

Listen to their worries and anxieties.



Reassure parents with explanations of the safety precautions you are taking school.

Explain the school day and curriculum through newsletters, conversations and school web site.



Support the introduction of new routines and boundaries, sleep meal time and wake up times.



Signpost to local support groups and online services:
www.familylives.org.uk

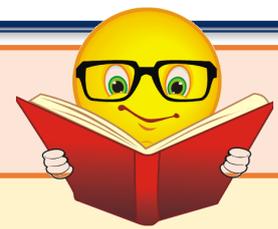
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Early Identification of SEND



A recent study by NASEN found:

Whilst 80% of SENCOs were confident in their ability to identify SEN, a number of barriers were identified that are impacting their ability to do this and provide the necessary support. Staff training in this area was reported to often be lacking, with some SENCOS sharing concern that some less experienced members of staff have received no SEN training at all.

The report highlights worries within the sector that children presenting with 'low levels' of SEN could be being 'missed' as a result of time and resource restrictions on SENCOs resulting in a tendency to focus on children with more complex needs. One in 10 respondents report that they were allocated no time to dedicate to their role and almost a quarter (22%) were only given time on an adhoc basis.

Professor Adam Boddison, CEO at nasen, said: "Despite an overwhelming desire to support every child, early years settings are facing significant challenges in identifying SEND needs early and in implementing the necessary provision. This issue is becoming more urgent and pressing in light of COVID-19 and the additional challenges facing our SEND workforce.

"As we start to return to a new 'normal', the demands on early years professionals to support more children with social, emotional and mental health (SEMH) and social interaction needs will only increase, which is why we need to offer them as much support as we can."

Dr Helen Curran, who carried out the research on behalf of nasen, said: "The research highlights the unique role early years practitioners play in the timely identification, and support, of additional needs. Intrinsic to this process is the priority placed on developing family relationships. Yet, whilst the research highlights good practice in terms of settings developing a holistic picture of the child and responding flexibly to needs, there are equally a number of barriers which prevent children from accessing support when required.

"Issues related to a lack of training and time were identified, in addition to challenges accessing funding and services. All of these factors can create a delay in early intervention, which we can hypothesise will further be exacerbated due to the current, ongoing COVID-19 situation."



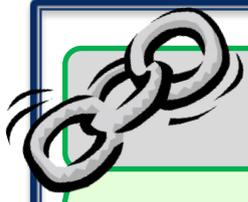
The report outlines 13 recommendations including:

- Developing guidance to help determine the time allocated to the early years SENCO role in different settings
- Sharing of good practice developed by early years SENCOs, particularly in relation to developing family relationships, should be facilitated across the sector and later phases
- Ensuring more specific training is available in relation to speech, language and communication needs (SLCN). Speech and language was cited by participants as the greatest area of need in their settings

Undertaking further work to develop a greater understanding of the early years SENCO role across education, health and care sectors.

In Ashford we will be looking at these recommendations in detail to try and address these issues locally.

<https://nasen.org.uk/resource/nasen-highlights-the-need-to-improve-early-identification-of-send-and-prevent-children-slipping-through-the-net.html>

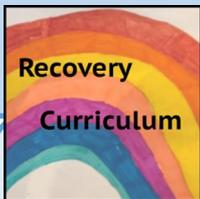
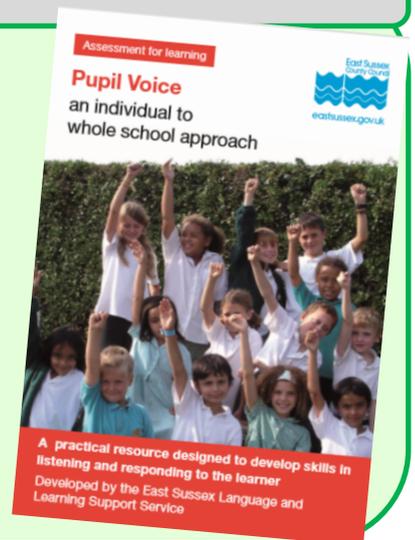


Useful Links

Pupil Voice Booklet—East Sussex

A practical resource designed to develop skills in listening and responding to the learner

<https://czone.eastsussex.gov.uk/media/4886/escs-pupil-voice-booklet.pdf>



Recovery Curriculum

How are you getting on with the 'Recovery Curriculum' ?

Let us know by emailing Chloe—chloe.webb@goldwyn.kent.sch.uk



Many children, and the adults supporting them, are experiencing a great deal of confusion, exhaustion and anxiety from the impact of COVID-19. The Recovery Curriculum, and the KEPS COVID-19 Resource Pack has some essential reminders on how to minimise harm to mental health and nurture readiness to learn.

Remember - things are different now!

Solihull Training

[Understanding your teenagers brain](#)



[New free training option for your parents.](#)

The following link and password can be shared with families to be able to gain access.

Go to: <https://inourplace.heiapply.com/online-learning/courses> apply the access code: **Invicta** and register for an account.