

# SEND: Keeping in touch

SEND Newsletter for schools - Autumn Term 2023

## Autumn Term 2023

Welcome back, I hope you all had a lovely summer break.

**Karen Bartlett**

*(Learning Support Services Manager)*

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## In this newsletter you will find:

- SENCO Network Meetings
- Training from Learning Support Teams
- Conference Information
- News from The Cognition and Learning Team
- News from the Autism Team
- News from the Early Development and Inclusion Team
- News from the Berkshire Sensory Consortium Service
- Delivering Better Value Programme
- SEND Attainment Data Analysis
- SEND Parent/Carer Survey Analysis
- Other News
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## SENCO Networks

Thank you for responding to the survey sent out in July regarding the delivery of SENCO Networks. We received 35 responses and the results were as follows:

|                                  |                |
|----------------------------------|----------------|
| Two Face to Face                 | 11% (4 votes)  |
| One Face to Face and One Virtual | 20% (7 votes)  |
| Three Virtual                    | 69% (24 votes) |

Therefore we will continue to run all SENCO Networks on Zoom as this is the preference. These take place termly on a Wednesday between 1:30 pm – 3:30 pm. Even if you can't attend but would like the information, please book on as we record the meeting and slides are sent out afterward to all delegates. They are free to all attending. The Autumn Term Network will take place on 4 October 2023.

## Autumn Term Network Agenda

1. **Family Hubs** – Sharon Pearce (Central Family Hub Manager) and Joanne Roberts (East Family Hub Manager)
2. **Raising attainment in writing for learners with SEND** – Karen Bartlett (Learning Support Services Manager), Sue Whiting (CALT Co-ordinator), and Emily Daly (School Development Lead - English)

### Please contact

[Learningsupportteam@westberks.gov.uk](mailto:Learningsupportteam@westberks.gov.uk) to book a place.

## Training from Learning Support Teams

Training is now being managed by the Learning Support Team so all enquiries should now be sent to [Learningsupportteam@westberks.gov.uk](mailto:Learningsupportteam@westberks.gov.uk) (not [training@westberks.gov.uk](mailto:training@westberks.gov.uk)). Please see the brochure accompanying the Newsletter for the courses running this year. If you are interested in bespoke training, we can also deliver this – the delivery of this will be decided on between the team coordinator and the school.

If there is a topic you are interested in and cannot find it in the Training Brochure, please let us know, we can look into running something bespoke for you, or add it to the central training offer.



WestBerkshire  
C O U N C I L

## On-Demand Training

The training brochure contains our new range of On-Demand Training that has been produced by the Learning Support Team.

## Early Development and Inclusion Team (EDIT)

EDIT has produced a range of Information and Advice sheets to support the use of targeted strategies that can be used both in the setting and at home. These are available online to download here:

[www.westberkseducation.co.uk/Page/20710](http://www.westberkseducation.co.uk/Page/20710)

The sheets provide information and advice on supporting a child's early skills of engagement, attention, interaction, and communication using some simple activities and strategies.

## Autism Team

The Autism Toolkit is available in bite-sized (15-minute) videos are now available on SLA online:

## Cognition and Learning Team (CALT)

The following webinars are now available and cost £25 each (access is for 28 days):

- Good Practice in Writing SAPs
- Maths Difficulties and Dyscalculia
- Supporting Pupils with Handwriting Difficulties
- Multi-Sensory Teaching
- Creating an Inclusive Classroom
- Supporting Dyslexia

Booking can be made via:

[Learningsupportteam@westberks.gov.uk](mailto:Learningsupportteam@westberks.gov.uk)

Contact SLA Online for queries about using SLA online: [educationtrading@westberks.gov.uk](mailto:educationtrading@westberks.gov.uk)

## Conference at Shaw House – 20th June 2023

It was lovely to be back at Shaw House for our second SENCO conference. This year's conference focused on Supporting Neurodiversity with a focus on Developmental Co-ordination Disorder (DCD)/Dyspraxia. Two fabulous keynote speeches were delivered by Carolyne Oates (Paediatric Occupational Therapist and Sensory Integration Therapist). Carolyne focused on unpacking our understanding of what dyspraxia is and what to look out for in the school environment.

Our second keynote was delivered by Gareth Morewood who is an Educational Advisor for Studio III ([www.studio3.org](http://www.studio3.org)). He highlighted the key challenges and areas of stress young people face in schools and what we as practitioners can do to improve the outcomes for young people.

Carolyne and Gareth both ran workshops as did members of the West Berkshire Learning Support Services Team (Corinne Minstrell-Palmer and Sue Granger). These focused on practical strategies to support learners in school as well as sharing the lived experience of having DCD. Delegates were also provided with an update on the referral process from Victoria Morris and Liam McGovern who are both Occupational Therapists working within the NHS Children's Occupational Therapy Team. One delegate said it was 'A fantastic conference with excellent speakers, lots of ideas and useful resources as well as raising awareness of the anxiety our pupils face', and another said 'It was great to network with other SENCOs'.

Next year's conference will focus on Dyslexia and Dyscalculia. We have once again secured two fantastic keynote speakers; Dr Gavin Reid and Judy Hornigold. Gavin is an international consultant, psychologist, and author. He was formerly a classroom teacher (10 years) and a university lecturer (16 years). He was a senior lecturer at Moray House School of Education, University of Edinburgh from 1991-2007 where he wrote the first Masters course in Dyslexia in

the UK in 1993. He has written 40 books in the field of dyslexia, learning skills, and motivation. His books have been translated into seven languages and some are in third, fourth, and fifth editions. He lectures worldwide and has regular international consultancies. Judy is an educational consultant specialising in Maths and learners with dyscalculia and dyslexia. Her teaching career started in primary schools before she moved into teaching children with special needs. Judy delivers keynotes, workshops, and training in Dyscalculia and Maths Mastery across the world, including New Zealand, Australia and Dubai. She has been involved in curriculum development for the past 12 years including:

- Co-founder and lead author for Everybody Counts
- Senior Trainer and Editor for Maths-No Problem!
- Author of Maths No Problem EYFS books
- Series editor for Maths No Problem/Dorling Kindersley parents' books
- Senior Lecturer in Inclusion at Edgehill University
- Trainer and author for the British Dyslexia Association
- Co-founder of the Dyscalculia Association alongside Prof. Steve Chinn

Gavin and Judy will run workshops as well as Arran Smith, who is dyslexic himself and an expert in Assistive Technology. Our resource base for pupils with Dyslexia (ACE based at Trinity School) will also run a workshop on the lived experience of having dyslexia. Tickets will be on sale later this term.

## News from Cognition and Learning Team



We hope that the start of term finds you rested and well.

### Initial meetings

These are taking place as usual before half term where possible. We are continuing with the model of working via Zoom for meetings in the majority of cases. The discussion will include:

- SEN register
- Provision mapping
- SEN action plans
- How we can support you/the school this term

### Assessments: a reminder

If you are considering putting in a referral for a new assessment, good practice would be to use the following graduated approach:

1. Discuss with CALT first before talking to parents.
2. Carry out any school-based assessments e.g. Literacy Assessment Pack (LAP) and/or the Numeracy Assessment Pack (NAP).
3. Put appropriate support in place based on the results and monitor the progress/impact of support.
4. If progress is still a concern after a term of support, email/discuss a referral with your advisory teacher before submitting any paperwork and getting a parental signature.
5. Please ensure all information is completed on the form e.g. DOB, tests done in school etc.

### Reviews: a reminder

If you are requesting a review please could you:

1. Email/discuss this referral with your advisory teacher before submitting any paperwork and getting a parental signature.
2. Ensure that the teacher has reviewed the latest CALT report and attach the annotated copy of the recommendations to the referral.

## Referrals: a reminder

Please note that assessments cannot take place unless the completed/signed referral is emailed to the CALT teacher at least 48 hours before the day of the assessment.

N.B. At times when there is a high demand for assessments, another member of CALT, rather than your named advisory teacher, may carry out an assessment. We will of course inform you if this is the case.

## Training

The training we are offering this term includes:

- Managing SEN
- Structured Approach to Reading (STAR)
- Precision Teaching
- SNAP on2 Maths
- FFT Wave 3 1:1 reading and writing intervention for Y1 upwards. Accelerated progress in annual data received back from West Berks schools over the past 10 years. We can once again offer this training at a reduced cost to schools.

**On-Demand Training is now also available to book and watch at a time that suits you. Each webinar is £25 and you will get access for 28 days**

Please see the training brochure for further details, dates and times.

*N.B. If you are considering attending the Talking Partners training in the Spring term (a speaking and listening intervention) then you will need to apply by the end of the Autumn term as resources will need to be ordered.*

## LAL pupils

An early reminder to consider the support and intervention that is in place for those pupils currently in Y3 (and will be Y4 in the Autumn term) who you anticipate may be possible candidates to put forward for an assessment

next Spring.

## New Salford Sentence Reading Test!!

Earlier this year we mentioned to schools that the Salford Sentence Reading Test had published a new 5th edition [www.hoddereducation.co.uk/salford-sentence-reading-and-comprehension-test](http://www.hoddereducation.co.uk/salford-sentence-reading-and-comprehension-test)

It is regarded as good practice to begin using a new test within 2 years of it being published. We wanted to let you know in good time that we will be asking all schools to use this new updated version to test pupils to see if they are eligible for CALT to assess them for LAL in Spring 2024.

## News from the Autism Team



Welcome back to the new term and we hope this newsletter finds you refreshed and ready to go.

We have a wide range of courses and training opportunities available again this year and those for the Autumn Term are listed below. You should also have received our electronic Autism Toolkit and calendar. Our Toolkit has accompanying videos for each chapter that last about 10-15 minutes, perfect for staff inset. These can be accessed by SLA, please ask your school business manager for a login. Our family advisor, Kelly, also sends out one of the videos a month alongside the monthly fact sheet and newsletter, so do watch out for them!

### Autumn Term training Parents

#### Post Diagnosis Workshop

18 and 25 September (Shaw House)

#### Parent Network Executive Functioning

11 October (Zoom)

#### Parent Network Emotional Regulation

13 November (Zoom)



## Teachers

### Understanding Autism Level 1

3 October (Shaw House)

### Understanding Autism Level 2

6 November (Shaw House)

### Teacher Network Executive Functioning

11 October (Zoom)

### Teacher Network Emotional Regulation

14 November (Zoom)

## Autism Champions

This year we will be rolling out our Autism Champions project. A new training programme offered free to schools by the West Berkshire Autism Team. The programme is a holistic autism support package offered in the host school to upskill and give confidence to existing staff team members. The Champion(s) can be utilised in their school to identify early interventions for pupils, undertake observations using tools for identifying sensory needs, etc., and work with the wider staff team to share knowledge and plan for adjustments for pupils.

We piloted this in the summer term to great success and we are delighted to now be sharing this across the county. The aim of the project is for schools to see the world through the autism lens. The result of this we hope, will be calmer, happier children who make better progress with improved behaviour and attendance.

If you would be interested in more information on the Champions Programme please email Gilly Rogers, Specialist Autism TA, Gilly.Rogers1@westberks.gov.uk

## Autistic Voices

We would like to share a couple of autistic voices from our schools with you. The first is an edited version of a GCSE English Language speaking presentation by one of our young people. We thought you would like to hear how he views autism himself.

## 'Misconceptions with Autism.'

### *Misconception 1: The puzzle piece*

The puzzle piece is a symbol that allistic people (non-autistic people) think is good and helps autistic people when it doesn't. It actually means that there is "something missing" from autistic people when there isn't. The puzzle piece also views autism as 'puzzling' or 'a mystery' [and we are not something to be solved or 'cured'].

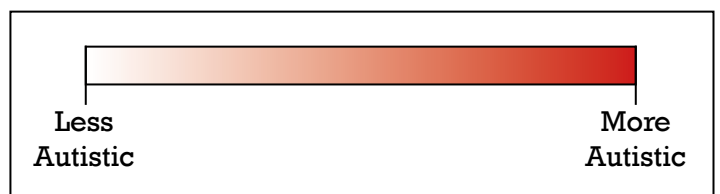
### *Misconception 2: The media*

Autism in the media is shockingly bad. For example, in Sia's film, Music, the main character, [who is autistic] (called Music) isn't played by an autistic person (which is common with autism in the media) but is played by Maddie Zeigler instead. Autistic people went to Sia on Twitter about this and she attacked back at them, and eventually deleted her account. In the film, there are scenes when the main character has a sensory overload and is restrained, which can be harmful and SHOULD ALWAYS BE A LAST RESORT.

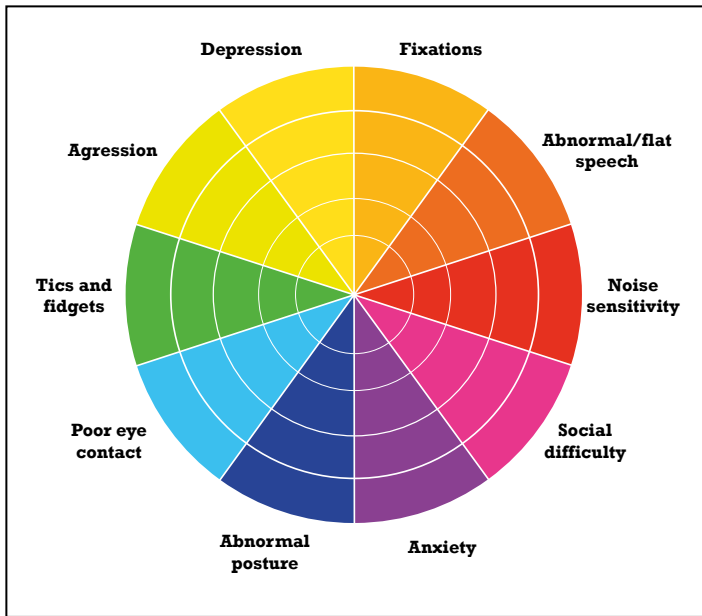
### *Misconception 3: Autism is a spectrum, not a scale*

Allistics can think that either 'everyone is a little autistic' or believe in the terms 'high-functioning' and 'low-functioning' which are both incorrect. Autism is a spectrum and NOT a scale, therefore, 'high-functioning' and 'low functioning' can't exist.

## What people think autism looks like:



## What autism actually looks like:



## What to do instead:

1. Give autistic people fidget toys to help them calm down
2. Let autistic people stim when they need to
3. Don't restrain (it should ALWAYS be a last resort)
4. Stop supporting the puzzle piece and organisations that use it

The second voice we would like to share is from a letter that a year 9 student wrote to his school to explain how he feels.

### Here is my story.

*I have always hated loud noises, they make my insides shake. I have never enjoyed Firework Night though I can now watch through a window. I have always had a fear of balloons. I stood outside my friend's party in the pouring rain because the hall was decorated with balloons.*

*It frustrates me when people begin a conversation and do not finish it. I do not like being told what to do, I don't like being spoken to like a small child.*

*I find it difficult to concentrate when there are noises around me.*

*I become very obsessive over projects and I like to thoroughly investigate and learn about these things.*

*I find reading and writing a challenge. I prefer to learn by watching videos and documentaries.*

*I find myself staring into space so that my brain can process things.*

*I get very angry at things that I am told are nothing to worry about.*

*Too many sounds at once confuse my brain.*

*I can be very stubborn if I don't agree with some things. I am very difficult to get to change my mind and I become angry and upset. When I calm down I usually feel really sorry that I upset people.*

*I like canals and barges*

*I like finding animals*

*I like puzzles*

*I like my X box*

*Some people don't understand me but that's OK. I feel like I want to help people.*

## Autism Funding

We would also like to share an update with you about the Autism Fund which has been made permanent. Please contact the Learning Support Team for more details of how you can apply. One of our schools, Theale Green, applied to the fund last year to turn their disused swimming pool into a garden. The teaching who is running the project has recently got in touch to say:

*'The project has been a huge success. With West Berkshire funding we have now managed to complete our raised bed. There is a mixture of flowers, fruit, and herbs for our Food Technology teaching kitchens. We now have all the equipment we need and put it to good use each week across the whole garden. Thank you so much for your contribution.'*





The project was started in September 2022 to promote well-being, support outdoor education, expand learning in Design and Technology and promote a stronger connection to plants and the natural world. Over the last 2 years, we have established two wildflower areas, made 10 vegetable and flower beds, cut and created woodland paths, set up water capture and cleared and decorated one enormous garden shed and most recently cleared and decorated a clubhouse.



The club remains a firm favourite among students and over the last two years has achieved the highest attendance figures across the whole school. Today I have 80 students on the register, average attendance is 30+ every week, which includes students with SEN and PP indicators.

It is truly amazing to see what our students have achieved, with just a little direction and lots of goodwill. It is also great to see them socialising and enjoying the space. Future plans include a patio area, more seating, and lots of steps. We are very close to securing the funding.'

## News from Early Development and Inclusion Team (EDIT)

As part of our School Transition Support, the Early Development and Inclusion Team (EDIT) has developed a **One Page Pupil Profile** for use by Preschools and Nurseries for children with SEND who are moving to school in September (see attached example). If a child is known to EDIT this may have been part of any school transition meetings in the summer term, but we have encouraged settings to use the profile for any child with additional needs.

The **One Page Pupil Profile** provides a snapshot of what the child can do; what they find difficult; and what helps, i.e. support strategies that have worked in the early years setting and the child is familiar with. It focuses on the key areas of: communication; self-help; what the child enjoys; and the environment, with additional notes on *'Other things that are useful to know about me.'*

It should be read alongside any information provided in an EHCP or EP report, but we hope that presenting essential information about a child in a **One Page Pupil Profile** is a useful way to summarise a child's needs. Making it accessible for all members of staff who will be working with or have contact with a child with SEND when they start school, will hopefully ensure a child's transition is as smooth and positive as possible.

## News from Berkshire Sensory Consortium Service (BSCS)



This year, BSCS are celebrating our 25th anniversary as a joint arrangement between West Berkshire, Reading, Bracknell, Wokingham, Windsor and Maidenhead, and Slough Local Authorities. On the 1st April 1998, we were one of the few services who stayed as one when Unitaries were introduced. The joint arrangement recognised that deafness, vision, and multisensory impairment are a low incidence group with SEND however the impact of a sensory impairment can be huge



on development, accessing learning, and social and emotional health and well-being. As a pan Berkshire arrangement, we can better meet the needs of this group of children and young people 0-25 years with specialist support as well as provide the additional technology which supports their access to learning.

As part of our 25th celebrations, we had a parent and professionals day 'Our Lives, Our Journey, Working Together' in March which was a fantastic opportunity to hear from parents and young people about their experiences and what we can learn from them to improve how we work. We also had in June our Family Day at Beech Lodge in Maidenhead which was a wonderful afternoon of fun and families getting together on what was a rather hot day. The highly

popular Bungee Trampoline proved a massive hit as did the reptiles with tortoises, snakes, and lizards all being available for the children and adults to meet and greet. And if reptiles were not your thing 2 lovely PAT dogs were present and enjoyed meeting the families. The children were also kept busy with a variety of activities that our Teachers were running. These included face painting, lego building, mask making, planting, and many more. Thank you to Beech Lodge School for hosting us and making us and the families we support so welcome.

This term has also been about supporting many young people through the examination season and preparing for the many transitions to colleges, universities, apprenticeships, work, and starting school, moving from nursery to primary and primary to secondary. Transition events have been held and our transition to adulthood lead has run a number of events to support young people preparing to move on after year 13.

If you want to know more about the Berkshire Sensory Consortium please go to our Website where you will find lots of additional information, factsheets, and news about events and training. Berkshire Sensory Consortium Website

**Jane Peters**  
*Head of Service*

## Delivering Better Value

This autumn, we have been invited to take part in the **Delivering Better Value (DBV) Programme**. The programme supports LAs in submitting a £1 million grant application to fund improved outcomes for children with SEND.

The DBV programme is commissioned by the DfE and will support 55 Local Authorities to identify the highest impact system changes that each authority involved can make to better support their local children with SEND, and create co-produced plans to implement those changes. The programme will place children and young people with SEND at the centre of the approach and decision-making, and will draw on



the knowledge and expertise of front-line staff and local system partners.

This is an exciting project and will need input from all stakeholders. We shall keep you updated on the progress of the programme at each stage and will invite you to become involved in the process as we progress with the bid.

Please look out for updates and any communications in relation to **DBV**.

## Analysis of SEND academic attainment data for West Berkshire 2022-23

We have carried out a detailed analysis of the academic data for children with EHCPs and at SEN support in West Berkshire. Their performance has been compared to the data for the South East and Nationally. This analysis highlights where West Berkshire is doing well and aspects that need improvement. The following provides a summary:

### Key Stage 1

#### Maths

- Below the national and regional averages in 2021-22 for EHCPs but above for SEN support.
- SEN support has been consistently above or close to national and regional averages since 2015.

#### Reading

- Above or close to the national and regional averages since 2015 for those with EHCPs apart from 2018-19 where we were a long way below.
- SEN support has been consistently above the national and regional averages since 2015, except for 2018-19.

#### Writing

- Consistently below national and regional averages since 2015 for those with EHCPs except for 2017-18 where we were above.
- SEN support has been consistently below the national and regional averages since 2015.

#### Phonics

- The pattern is good at Year 1 for SEN support (broadly in line with national) and EHCP (above national) but then seems to drop off in Year 2 and so at the end of the key stage, they are both below. This is because the remaining children, who did not pass in Year 1 don't make the phonics progress to then pass in Year 2.

### Key Stage 2

#### All subjects

- WB were consistently close to or below national and regional averages since 2015 for those with EHCPs and SEN Support. In 2018-19 we were above for EHCPs and in 2018-19 we were above for SEN Support.

#### Reading

- The percentage of children achieving standard with an EHCP for 2022 is above national average and broadly in line with the South East.
- The percentage of children achieving standard at SEN Support was above national average from 2017 to 2019 but dipped in 2022.

#### Writing

- Although we started lower in 2017, the percentage of children achieving standard with an EHCP for 2022 is above national and South East averages.
- The percentage of children achieving standard at SEN support rose rapidly from 2017 to 2019 however, dropped in 2022 to be lower than national and the South East.

## SPAG

- The percentage of children achieving standard at SEN support has been consistent over time, however, is lower than the national and the South East.

## Maths

- Although we had a drop in 2019, the percentage of children achieving standard with an EHCP for 2022 is above national average.
- The percentage of children achieving standard at SEN support rose rapidly from 2017 to 2019 however, dropped in 2022 to be lower than national and the South East.

## Performance at GCSE

- Consistently above national and regional averages since 2017 for those with EHCPs and SEN Support.

To raise attainment in the areas we are performing less well, we have identified a number of recommendations for improvement. To support phonics, we have already provided guidance on the teaching of reading to learners with SEN. The Cognition and Learning Team (CALT)

will be familiarising themselves with the West Berkshire phonics programme and intervention (A Flying Start with Letters and Sounds). To raise attainment in reading, CALT will meet with School Improvement to identify best practice in the teaching of reading for learners with SEN.

There will be a focus on raising attainment in writing at the SENCO Network in the Autumn term, this will be jointly led by CALT and Emily Daly (School Development Lead for English). We will follow this up in the Summer Term Network asking schools to share good practice in the teaching of writing to learners with SEN. CALT will also be exploring additional resources available locally such as 'The English Hub' based at Whiteknights School in Wokingham. They will share these findings with SENCOs via KIT emails, Network meetings, and via the Newsletter.

A new maths programme – A Structured Approach to Numeracy is currently being written by CALT and they hope to have this available for Summer 2024. Our SENCO conference next year will focus on Dyslexia, Dyscalculia, and Maths Learning Difficulties.

## Parent/Carer SEN Survey

The parent/carers survey is sent out every two years to gather the view of families on SEN support within West Berkshire Schools. The following table details all responses received from the latest survey which was sent out in Autumn 2022 (453 responses were received). All schools have been sent a copy of their responses.

| Question   | Strongly agree % | Agree % | Neither agree nor disagree % | Disagree % | Strongly Disagree % | N/A % |
|--|------------------|---------|------------------------------|------------|---------------------|-------|
| Q1 My child's needs/difficulties were identified early by the school | 22               | 25      | 14                           | 18         | 16                  | 6     |
| Q2 My concerns about my child were listened to by the school         | 30               | 32      | 12                           | 13         | 10                  | 3     |

|   |    |    |    |    |    |   |
|---|----|----|----|----|----|---|
| Q3 I was involved by the school in discussions about identification and assessment of my child's needs            | 26 | 35 | 11 | 13 | 8  | 7 |
| Q4 I was involved by the school in discussions about planning to meet my child's needs                            | 26 | 37 | 13 | 14 | 8  | 2 |
| Q5 All staff in the school who need to know are made aware of my child's needs                                    | 22 | 32 | 20 | 13 | 10 | 2 |
| Q6 My child's teacher(s) understand his / her needs and how to help him/her                                       | 25 | 29 | 23 | 14 | 8  | 2 |
| Q7 Teaching assistants who support my child understand his / her needs and how to help him/her                    | 25 | 31 | 21 | 11 | 7  | 5 |
| Q8 The staff who work directly with my child have sufficient skills/knowledge about SEN                           | 21 | 29 | 29 | 13 | 6  | 2 |
| Q9 The staff who work directly with my child have sufficient skills/knowledge about his / her specific disability | 19 | 26 | 29 | 14 | 9  | 4 |
| Q10 I am happy with the help and support my child gets at school for his / her SEN                                | 22 | 27 | 18 | 15 | 16 | 2 |
| Q11 I am happy with the academic progress my child is making at school  | 18 | 31 | 16 | 18 | 16 | 2 |
| Q12 I am happy with the general progress my child is making at school   | 19 | 38 | 14 | 16 | 12 | 1 |
| Q13 I am involved in regular reviews with school staff about my child's needs and the support he/she is receiving | 21 | 28 | 16 | 19 | 13 | 2 |

The following table orders the questions where parents/carers disagreed/strongly disagreed with the statement. We suggest schools compare their own data to see how they performed in comparison to these areas of concern.

| Question  | Disagree / Strongly Disagree % | Rank |
|---|--------------------------------|------|
| Q11 I am happy with the academic progress my child is making at school  | 34                             | %    |
| Q1 My child's needs/difficulties were identified early by the school  | 33                             | 2=   |
| Q13 I am involved in regular reviews with school staff about my child's needs and the support he/she is receiving | 33                             | 2=   |
| Q10 I am happy with the help and support my child gets at school for his / her SEN                                | 31                             | 4    |
| Q12 I am happy with the general progress my child is making at school   | 28                             | 5    |
| Q2 My concerns about my child were listened to by the school  | 23                             | 6=   |



|   |    |     |
|---|----|-----|
| Q5 All staff in the school who need to know are made aware of my child's needs                                    | 23 | 6=  |
| Q9 The staff who work directly with my child have sufficient skills/knowledge about his / her specific disability | 23 | 6=  |
| Q6 My child's teacher(s) understand his / her needs and how to help him/her                                       | 22 | 9   |
| Q3 I was involved by the school in discussions about identification and assessment of my child's needs            | 21 | 10= |
| Q4 I was involved by the school in discussions about planning to meet my child's needs                            | 21 | 10= |
| Q8 The staff who work directly with my child have sufficient skills/knowledge about SEN                           | 19 | 12  |
| Q7 Teaching assistants who support my child understand his / her needs and how to help him/her                    | 18 | 13  |

In response to the survey, we will be reviewing our training offer to schools to ensure it meets the needs identified. There were several comments on each of the following where parents/carers felt staff lacked expertise – Dyslexia, ADHD, Autism, PDA, Speech and Language. A focus group will be organised in the Autumn Term to gather views from SENCOs to discuss our training offer. We would also like to invite schools who had positive feedback to share good practice at the Summer 2024 SENCO Network, please contact Karen Bartlett if you would be willing to participate ([karen.bartlett1@westberks.gov.uk](mailto:karen.bartlett1@westberks.gov.uk)).

The survey outcomes will be shared with the SEND team, EPS, School Improvement, and the Vulnerable Children's group to ensure all services are aware of the areas of concern for parents/carers. We have recently co-produced a leaflet on SEN for parents and carers and have attached a copy with the Newsletter for you to share. This will also be uploaded on the Local Offer. Finally, we are looking into providing the Ordinarily Available Provision document in a more accessible format (similar to the Early Years SEN toolkit).

Where we had 10 or more responses to the survey, we have been able to do some further analysis on strengths and areas of development and will contact schools individually to offer support and advice.

## Other News

### Early Years SEND Toolkit is now available

The Early Years Toolkit is a toolbox to help Early Years professionals identify and work with SEND children in a graduated way. The website URL is: [www.westberks.gov.uk/send-for-early-years](http://www.westberks.gov.uk/send-for-early-years). The toolkit is part of the SEND Strategy and has been developed alongside Dingley's Promise,

Hungerford, and Victoria Park Nurseries and our internal teams. The principle is to provide professionals with an easy-to-navigate toolbox which sets out resources to support different areas of need in a graduated approach. The toolkit can be updated if any professionals think of additional resources which could be included. Please contact us if you'd like to suggest any additional content ([SenTeam@westberks.gov.uk](mailto:SenTeam@westberks.gov.uk))

## Early Years Speech and Language workshops

The flyer attached is to advertise 3 online workshops run by the Early Years Speech and Language Therapy team. Communication Foundations, Communication Building Blocks, and Scaffolding Communication run once per month each so if someone can't attend the session one month, they can simply attend the same session but in a subsequent month. Each session has an interactive question-and-answer session.

You don't need an open referral for a child with Speech therapy to attend these workshops and anyone can attend whether they be a parent, early years setting staff member, or a healthcare professional. Each session targets slightly different areas:

**Communication Foundations-** This is for those with children who struggle to engage with those around them/have very fleeting attention/ limited play/ limited interest or interaction with others. This workshop gives 8 strategies that the adults closest to the child can use with the child to increase their foundational skills such as attention, engagement with another person, and turn-taking.

**Communication Building Blocks-** This is for those with children who are building their language. They may have no words yet or they may have a few single words and need to build their vocabulary and ability to put together new phrases or sentences. This workshop gives 8 strategies that those closest to the child can use to help the child increase their understanding and use of words.

**Scaffolding Communication-** This is for those with children who need visuals to help them to learn language or understand/ communicate more. This workshop explains how to get started in using objects, symbols, gesture/simple signs, and pictures to help a child to understand or use more communication.

## 50 Things to Do before you are 5

"Our 50 things to do before you're 5 team, is always looking for new SEND-specific activities, links, locations, and tips for parents. Please get in touch with our Project Officer, Jessica, if you'd like to see something added to our app:

[fis@westberks.gov.uk](mailto:fis@westberks.gov.uk)

You can view the app here:

<https://westberks.50thingstodo.org/app/os#!/welcome.>"

## Use of Social Media

We are aware that social media is used as a forum to discuss roles and responsibilities and that this can be a positive platform for the exchange of ideas. Please ensure that the content remains professional and respects confidentiality and that anything said could potentially be shared more widely by other members of the group.

## West Berkshire Local Offer

Visit it at: <https://directory.westberks.gov.uk/kb5/westberkshire/directory/localoffer.page?localofferchannel=0>

Please remember to keep your page up to date.

# Thames Valley Early Years Stronger Practice Hub

We are pleased to announce the launch of the Thames Valley Early Years Stronger Practice Hub, working as part of the wider DfE Covid Recovery Scheme, we will be able to offer you;

Simply click below to become a member of the hub and stay up-to-date with the TVEYSPH latest news. <https://linktr.ee/tveysph>



**Thames Valley Early Years**  
Stronger practice hub

WORKING TOGETHER FOR  
A STRONGER EARLY YEARS

Sign up to become a Hub member and receive updates about training opportunities, networking events and practitioner support:

[admin@tveysph.org](mailto:admin@tveysph.org)



## SEND Contact List

| Service/Name:   | Email address:   | Phone number:                |
|---|--|------------------------------|
| <b>Learning Support Services (CALT, EDIT, Autism Team, Sensory Consortium)</b>      |  |                              |
| Administrative Team   | LearningSupportTeam@westberks.gov.uk                         | 01635 503646                 |
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| <b>Cognition and Learning Team (CALT)</b>   |  |                              |
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| <b>Early Development and Inclusion Team (EDIT)</b>                                  |  |                              |
| Jo Gordon & Lesley Bungay<br>(EDIT Co-ordinator)                                    | Jo.gordon@westberks.gov.uk<br>Lesley.bungay@westberks.gov.uk | 01635 503646                 |
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| <b>Autism Team</b>  |  |                              |
| Lesley Botchway<br>(Autism Team Coordinator)  | lesley.botchway@westberks.gov.uk                             | 01635 503646                 |
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| <b>Sensory Consortium Service</b>   |  |                              |
| Jane Peters<br>(Head of Service, SCS)   | jane.peters@achievingforchildren.org.uk                      | 01628 796786<br>07887 540921 |
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| Jody Lewington-Long   | jody.lewington-long@achievingforchildren.org.uk              |                              |
| Carol Newby   | carol.newby@achievingforchildren.org.uk                      |                              |

## SEN Team

|   |                                       |              |
|---|---------------------------------------|--------------|
| Administrative Team   | senteam@westberks.gov.uk              |              |
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| Sue Kedar<br>(SEN Manager for Early Years to Year 4)  | Sue.Kedar1@westberks.gov.uk           | 01635 519713 |
| Alice Taylor <i>Currently on Maternity Leave</i><br>(SEN Manager for Years 5 & 6 & KS3)                   | Alice.Taylor2@westberks.gov.uk        | 01635 519713 |
| Kirsty Jinks<br>(Locum SEN Manager for years 5-9)   | Kirsty.Jinks@westberks.gov.uk         |              |
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| <b>Educational Psychology Service</b>   |                                       |              |
| Hazel Loomes<br>(Social Inclusion Admin Officer)  | hazel.loomes@westberks.gov.uk         | 01635 519026 |
| Dr Michelle Sancho<br>(SEMH Service Manager & Principal EP)<br>Currently Acting Head of Education Service | michelle.sancho@westberks.gov.uk      | 01635 519026 |
| Cate Wilkes<br>(Senior EP/Currently acting EPS Lead)  | cate.wilkes@westberks.gov.uk          | 01635 519026 |
| Elinor Kelly (ELSA Lead)  | elinor.kelly@westberks.gov.uk         | 01635 519026 |
| Fiona Richards (Placement Students Lead)  | fiona.richards@westberks.gov.uk       | 01635 519026 |
| Dr Amy Bushell (EP)   | amy.bushell1@westberks.gov.uk         | 01635 519026 |
| Dr Samantha Broomfield (Early Years Lead)   | samantha.broomfield1@westberks.gov.uk | 01635 519026 |
| Dr Georgia Lovell (Early Years Lead)  | Georgia.Lovell1@westberks.gov.uk      | 01635 519026 |
| Dr Beth Cartwright<br>(Senior EP and TTST manager)  | beth.cartwright@westberks.gov.uk      | 01635 519026 |

|   |   |              |
|---|---|--------------|
| Kate Pike<br>(MHST Manager Downs & JOG Cluster)   | kate.pike@westberks.gov.uk  | 01635 519026 |
| Dr Wendy Sillitoe Senior EP and Manager of<br>Mental Health Support Team<br>(Kennet Cluster)    | Wendy.Sillitoe@westberks.gov.uk                                       | 01635 519026 |
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| Dr Felicity Ang (CiC Lead)  | Felicity.Ang1@westberks.gov.uk  | 01635 519026 |
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| <b>Emotional Health Academy</b>   |   |              |
| Jody Gordon EHA Manager   | Jody.gordon@westberks.gov.uk  | 07979 412707 |
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| <b>Therapeutic Approaches</b>   |   |              |
| Dr Beth Cartwright – Manager  | beth.cartwright@westberks.gov.uk                                      | 07585 986658 |
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| <b>School Improvement &amp; Governance</b>  |   |              |
| Rose Carberry (Acting Principal Adviser for<br>School Improvement & Governance)                 | Rose.Carberry1@westberks.gov.uk                                       | 01635 503655 |
| <b>Specialist Inclusion Support Service</b>   |   |              |
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| <b>Early Years Team</b>   |   |              |
| Sarah Whatmore  | earlyyearsservice@westberks.gov.uk<br>sarah.whatmore@westberks.gov.uk | 01635 503500 |



## Virtual School

### TBC Virtual School Headteacher

|   |                                      |              |
|---|--------------------------------------|--------------|
| Sue Shephard<br>(Virtual School Business Manager)                         | susan.shephard@westberks.gov.uk      | 01635 519940 |
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## Education Welfare Service

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|---|---------------------------------|--------------|

## Medical Tuition

|  |                      |              |
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|--|----------------------|--------------|

## Elective Home Education

|  |                                     |              |
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|--|-------------------------------------|--------------|

## Ethnic Minority & Traveller Achievement Service (EMTAS)

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| Nikki Davies (Health and Wellbeing in Schools Coordinator)   | nikki.davies@westberks.gov.uk   | 01635 503654<br>07500 097115 |
| Children, Young People and Families Health hub – Health – Therapy services for children                  | <a href="https://cypf.berkshirehealthcare.nhs.uk/our-services/therapy-services-cypit/">https://cypf.berkshirehealthcare.nhs.uk/our-services/therapy-services-cypit/</a>             | 0300 365 1234                |
| Miriam Gulliford – Manager for Early Years   | Miriam.Gulliford@berkshire.nhs.uk   |                              |
| Ali Midwinter- Manager for School Age  | Ali.Midwinter@berkshire.nhs.uk  |                              |
| Beverley Wheeler – Manager for Health Visiting and School Nursing  | Beverley.Wheeler@berkshire.nhs.uk   |                              |
| Emma Daly – Specialist Health Visitor for children with complex health needs and SEND for Berkshire West | emma.duly@berkshire.nhs.uk  | 07717853160                  |
| Child and Adolescent Mental Health Service (CAMHS)   | <a href="https://cypf.berkshirehealthcare.nhs.uk/our-services/mental-health-services-camhs/">https://cypf.berkshirehealthcare.nhs.uk/our-services/mental-health-services-camhs/</a> | 0300 365 1234                |
| SIMS   | mis@westberks.gov.uk  | 01635<br>503040/519256       |