



# NW SEND Regional Network Newsletter

## November 2018

The network is keen to profile effective practice developed in the North West and other regional contributions. Do please consider sending your examples for inclusion in future editions.

If there are particular areas of work or themes that you would like support with, activities or events then do let us know. We would also welcome any good news you have to share, or challenges you'd like to work with others to find solutions for, in order that we can share the learning across the North West. We welcome contributions to network activities, requests for connections for support, information about forthcoming events for future editions of this newsletter and new additions to the newsletter circulation list.

Also, do check out our website [www.nwsend.network](http://www.nwsend.network) which has everything you might want to know in one place, including previous newsletters.

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### **REGIONAL NETWORK EVENTS**

#### **7.12.18 North West regional workshop: Joint working for quality improvement and integration around SEND**

DW stadium, 15 Loire Dr, Wigan, WN5 0UH

The Council for Disabled Children is working in partnership with the North West Regional SEND Network and National Network of Parent Carer Forums to host a full-day workshop on joint working and integration around SEND. This is an event for parent carer representatives and managers working across education, health and social care. It will build on learning from the 24<sup>th</sup> May event, 'Building Productive Relationships with Health'.

Attendees will:

- Hear about examples of good practice and innovative work happening around joint working and integration across the region;

- Discuss learning from effective practice examples with colleagues locally and across the region.

#### Who should attend?

There are **four places** available per local authority area, for:

- One Local Authority representative (LA SEN leads, Disabled Children's Service Managers, Social Care leads, Post-16 and Transition leads and Public Health leads)
- One Health representative (CCG commissioners with responsibility for SEND agenda; Designated Medical and Clinical Officers)
- Two parent carer representatives (to be coordinated by local parents carer forums)

**\*In order to get the most out of this session we recommend that you coordinate with others in your area to agree who will attend. Please do ensure all 4 places are taken up if the above representatives are not available.**

#### Learning Outcomes

Attendees will:

- Gain confidence enabling and support joint working and integration.
- Learn from promising approaches to joint working and integration.
- Work collaboratively with colleagues from a range of backgrounds to discuss learning on joint working and integration.

You can register for the event here: <https://bit.ly/2NWizDz>.

If you have any questions please contact: [TShorrocks@ncb.org.uk](mailto:TShorrocks@ncb.org.uk).

### **12.12.18 Meeting the needs of every child: SEND for managers in PVI's – Liverpool**

9 – 4.15pm Venue to be confirmed

What do managers and leaders in PVI's need to know about SEND? What is the role of the SENCO in a PVI? How can you promote effective inclusive practice in your setting? This one-day course will detail the context for supporting all children with SEND and then focus specifically on speech, language and communication needs (SLCN). Information will support you to consider what you need to know in order to meet the needs of all your children, work effectively with parents and offer high-quality provision. This free one-day training course is jointly delivered by nasen and I CAN, the children's communication charity.

Places will be prioritised for people working within this Local Authority; if you are from a neighbouring LA, your name to a reserve list and if a place becomes available you will be contacted

<http://www.nasen.org.uk/professional-learning/events-listing.meeting-the-needs-of-every-child--send-for-managers-in-pvis-liverpool.html>

### **17.12.18 Early Years SEND action learning set**

9.30 for 10 – 3.30, St Thomas Centre, Ardwick Green North, Manchester M12 5FZ

The Council for Disabled Children are delighted to invite you to the first of a new series of early years SEN and disability regional action learning sets (ALSs). These new ALSs are part of a new partnership (The Early Years SEND Partnership) to improve access and inclusion in the early years. The programme is funded by the Department for Education and you can find out more about the new partnership on their website: <https://councilfordisabledchildren.org.uk/early-years-send-partnership>

The day is designed to support you with the review and development of local plans, which you may have started as part of the earlier CDC project. Information will also be shared about a significant amount of training designed primarily for early years setting managers available across the region.

**Please note the following:** If you have any colleagues in your area who did not attend a regional ALSs as part of our earlier project (which CDC ran between Jan 2017 – Mar 2018), but might benefit from being involved, please do forward this

invitation to them. Representatives from different services and agencies, including health and social care will be welcome.

#### **Why attend this Action Learning Set?**

- Celebrate good practice across the region and learn from each other;
- Review local progress on early years, SEN and disability;
- Learn about the training being provided by our partners;
- Learn about additional support that may be available to you in progressing local plans;
- Take a strategic approach to access and inclusion in the early years. Key to success will be bringing together different teams, from education, health and social care, and from each local area. The goal is a high level of joint attendance at regional workshops and joint action plans to support a strategic approach.

#### **Who should attend?**

There are **three** places available for each local area. It is for each local area to decide who should attend, and it is appreciated that attendance will be partially determined by availability. It is recommended that attendance is drawn from:

- Health, for example, health visitor, therapist, DMO, DCO, CCG
- Local authority SEN team
- Local authority early years team
- Early years providers
- Social care
- Information, Advice and Support Services
- Representatives of parents/carers

For more information contact [tshorrock@ncb.org.uk](mailto:tshorrock@ncb.org.uk)

**PLEASE NOTE:** There are limited places available per local area. If you register and find you cannot select your local area please contact Tristan Shorrock and you will be added to a waiting list.

<https://www.eventbrite.co.uk/e/improving-access-inclusion-in-the-early-years-als-1-north-west-tickets-52863706770>

### **16.1.19 Children and young people's participation event**

#### **10 – 4pm Venue to be confirmed (likely Manchester University)**

The Making Participation Work programme, jointly delivered by the Council for Disabled Children and KIDS and funded by the Department for Education, is delivering a participation learning event for professionals working across the disabled children's sector in conjunction with the NW SEND regional network and Youth Focus NW.

This event will support statutory managers and practitioners to gain a deeper understanding of how participation of disabled children and young people is central to the implementation of the SEND reforms.

The workshop will provide an opportunity to develop a regional approach to participation.

The event will also provide an opportunity for the region and local areas attending to identify how they may wish to draw down the bespoke training and coaching opportunities being delivered by the KIDS team as part of the programme.

Who should attend

This event is for professionals who have a role in designing and delivering participation at a strategic level across health, education and social care. This includes those with roles supporting strategic decision making, such as service managers; those who commission services; staff who are developing joint working, and; front line practitioners who engage directly with disabled children and young people. To book at place:

<https://www.eventbrite.co.uk/e/making-participation-work-north-west-regional-learning-event-tickets-52050269758>

## **Peer Challenge**

If you are interested in becoming a Peer Reviewer, to engage in peer challenge activity across North West Local Authority areas, training is available at

<https://global.gotomeeting.com/play/recording/663e7ee4a3ecbeaae32d6fe8e88559ba25afb929cdd473116370ed390c4f8a1d>

To express an interest either in becoming a Peer Reviewer and/or in having a peer challenge please contact Cathy Hamer email: [cwh01@hotmail.co.uk](mailto:cwh01@hotmail.co.uk) Mob: 0778 357 7284

## **SEND Reforms Regional Leadership Programme**

The regional SEND Leadership Programme has been commissioned from NDTi as part of the Delivering Better Outcomes Together (DBOT) delivery support programme. This is the first regional short course, commissioned by DfE because of the highly positive response from participants and their managers to the longer (10 day) previous programmes.

### **Who Can Apply?**

Applications are invited from SEND managers in local authorities who have a strategic or operational responsibility for delivering the reforms. Applications are welcomed from individual SEND managers, social care and NHS applicants with responsibility for SEND. All applicants must have a leadership role in delivering the SEND reforms being responsible either for the overall delivery of the reforms and SEND services within the authority, or else reporting to that person with a responsibility for delivering a significant element of the reforms.

The programme is appropriate both for experienced SEND managers wishing to develop their personal leadership knowledge and skills and for recently appointed SEND senior managers who, as well as leadership development, also wish to build their knowledge of SEND.

There are two main content elements to the programme – Leadership, Change and Personal Skills and Leading Edge Practice. The programme will be delivered through two two-day residential modules. In addition there will be opportunities for personal advice/mentoring with the programme leaders, access to best practice materials and innovative ideas, mutual learning through the development of networks with participants in similar roles across the country and access to an online resource to share ideas and ask questions of fellow participants and the facilitators.

NB The original application date has been extended and programme delivery will now take place in the new year. Further information and application forms can be found at

<https://www.ndti.org.uk/our-work/our-projects/leadership/send-leadership-short-programmes/>

## **OTHER EVENTS IN THE NORTH WEST**

### **5.12.18 Looked After Children: Improving Life Chances**

Manchester

<http://www.salford.ac.uk/onecpd/conferences/child-safeguarding-conference>

### **6.12.18 Child safeguarding conference**

Manchester

<http://www.salford.ac.uk/onecpd/conferences/child-safeguarding-conference>

### **12.12.18 Seminar: 'Bringing up babies/infants with very special needs - a better deal for families'. 11am – 2pm Friends Meeting House, Manchester FREE to pairs of practitioners and parents.**

For a booking form, e-mail [peter.limbrick@teamaroundthechild.com](mailto:peter.limbrick@teamaroundthechild.com)

Tel: 01497 831550

### **16.1.19 Tony Talks Autism**

St Helens

With best selling author and world autism expert Tony Attwood

Learn from one of the world's leading experts on Autism Spectrum Disorders.

Gain practical information and tips.

Change the way you think about Autism.

Certificate of Attendance.

Network with others.

Be inspired!

To book:

Online: [www.medicacpd.com](http://www.medicacpd.com) Email: [carolyn@medicacpd.com](mailto:carolyn@medicacpd.com) Tel: 0141 638 4098

### **8.2.19 Safeguarding conference**

Manchester

<https://www.oneeducation.co.uk/safeguardingconf19>

## **SURVEYS:**

### **PfA survey of 'housebound' young people**

NDTi is planning to do a national project with young people aged 16-25 who are 'housebound'.

There are no data sets to they need to try to get an idea of the numbers of young people

affected. It is a very simple set of questions so it should be quick to complete. There is an

awareness that there may be some double counting so it would be great if people can talk to

their colleagues in CAMHS to try and avoid this. The closing date is 17<sup>th</sup> December.

<https://www.surveymonkey.co.uk/r/3L5VYX5>

### **Council for Disabled Children (CDC) survey of autism or autism spectrum disorder pathways**

CDC want to understand what it looks like when different agencies and change programmes

come together to identify and support children and young people with autism as part of an

integrated pathway. The aim is to produce a tool highlighting areas of best practice and how

to get there, to help local areas develop a more aligned and comprehensive support offer for

this and other cohorts of children. As a first step they want to hear about your local process

for identifying, assessing and supporting children and young people with autism. Please do

respond to a survey at

<https://surveymonkey.co.uk/r/XW9HZMW>

## **FUNDING:**

### **New Education Endowment Funding round to improve outcomes for pupils with special educational needs or disabilities (SEND)**

The Education Endowment Foundation (EEF) has launched a new funding round testing different approaches to improving attainment and other outcomes for children with SEND.

Official figures show there is a larger attainment gap for pupils with SEND than for any other

group. Pupils with SEND are also twice as likely to come from disadvantaged homes, (27%

of pupils with SEND are eligible for free school meals compared to 12% of all other pupils)

so often face a double disadvantage in the classroom.

To date, the EEF's funding has focused on improving the outcomes of socio-economically

disadvantaged pupils. Much of this work – particularly around the effective use of teaching

assistants – has generated evidence schools can apply to support the teaching of pupils with

SEND. However, this is the first time the EEF has focused a funding round specifically on

improving outcomes for pupils with SEND. This round will aim to generate both useful evidence for practitioners, and insights about how to conduct rigorous evaluation in this area. Successful projects might include whole-school programmes, teacher training programmes, or targeted interventions for pupils with particular needs. The EEF is also hoping to fund pilots of interventions working in special schools, to find out how feasible it is to evaluate approaches in these settings using the EEF's approach.

The funding round will be open from 17 October until 14 January 2019 at 5pm.

For information on how to get involved, visit the [EEF website](#)

## **FOCUS: SEN INFORMATION REPORTS:**

Since September 2014, all schools, including academies, have been required to publish an SEN Information Report on their school website, and ensure that it includes details of, and links to, the area's local offer.

As part of the statutory requirement to have an SEN Information Report, schools are expected to review these at least annually and ensure it is updated. In undertaking such a review, some of the key questions that need to be explored are:

- Is the SEN Information Report easy to find?
- Does it cover all 14 required areas – see paragraphs 6.79 – 6.83 of the [Code of Practice](#)?
- Is it up-to-date? Has it been reviewed within the last year?
- Is it easy to understand?
- Does it convey a welcoming message?
- How well presented is it?
- What do parents and children think of it, and how can they be more involved in co-producing the report?
- Does it provide a link to the school's accessibility plan?

Keeping the SEN Information Report as a live, up-to-date profile enables schools to celebrate with pupils, parents, local authorities, Ofsted and other interested members of the public, the quality of the school's provision for pupils with SEN; and share details of their pupils' achievements.

## **PROFILING PRACTICE IN THE NORTH WEST – SEN SUPPORT IN WARRINGTON**

### **Better for Children: Supporting children on school support outside of the EHC process**

In Warrington we ensure that supporting children with SEND is seen as everyone's responsibility. All schools and colleges (alongside the LA) have a high level of responsibility for children with SEND. It cannot just be left to the few. SEND pupils are not someone else's problem. Every school is a school for pupils with SEND, and every teacher is a teacher of SEND pupils.

Our ambition is to ensure that we have a range of provision, with sufficient capacity, to meet the needs of all our children and young people with SEND; within the limits of the budget available, and delivering the best outcomes for our children and young people. We currently have the following work streams:

- Assessment & Support Planning
- Early years Identification
- SEN Education Review – ASD
- SEN Education Review - SEMH
- SEN Education Review - Designated Provisions

- SEN Education Quality Assurance & CTI
- Preparation for Adulthood (Transition & Post-16)
- The Local Offer

**What we did – linked to *Outcomes to Date* [see evidence in Appendices]:**

1. In Autumn 2016 we introduced the '**Oxfordshire materials**' to all SENCOs and Head Teachers as part of an LA-wide approach to ensure that we correctly identified SEND and ensured that children and YP registered as K code/ SEN support were actually SEN and not just reluctant learners. See links in Appendices.  
*Numbers for SEN support have decreased from well above statistical neighbours and above national to just below statistical neighbours and well below national.*
2. **Committed to Inclusion Mark** In 2016 we introduced the Warrington Committed to Inclusion Mark. Schools that reached the standard received a certificate and a logo [see above] for their website, reviewed annually. Schools must attend at least 6 events and complete a SEND-related task. A range of training events are provided [some costed] by the LA or other partners that help meet SEND ambitions. Over 70% of Warrington schools met this last year and schools now strive to achieve the award. One successful example of training and passing on key messages is that Primary and secondary SENCO meeting attendance increased from 50-60% to 90%+. This year we have strengthened and broadened the timetable for the year, building on the success of this model.
3. In summer term 2017 a series of LA-led **SEN Peer to Peer Reviews** were piloted. From September 2017 these SEN Peer reviews have been rolled out across Warrington in primary, secondary and tertiary settings. A team of LA-trained lead reviewers now lead these reviews and write the reports and the LA collate outcomes and plan SENCO training and the Inclusion mark training accordingly.
4. Implementation of **Specialist Teachers for SEMH and ASD** support in schools: a team of 18 Specialist Teachers were identified and trained for schools to be able to buy in for advice and support. The LA contributes £100 and the school pays £100. 24 referrals were made for Specialist Teacher support from January to July 2018 and 12 in just September '18. Each school received at least one visit, often two visits and a report detailing what was working well, recommendations, next steps for the school and next steps for the Specialist Teacher (and service). The visit report was also sent in to the LA. 71% of pupils remained in their current education placement after the visit. In 2018/19 any application for an EHCP where SEMH is a referral reason must include evidence of work with a Specialist teacher.
5. Designated Provision (DP) Peer Reviews – Now in our 4<sup>th</sup> year of reviewing designated provisions; LA and peer supported reviews that have moved provision in all of the DPs to Good or Outstanding. In terms of SEN support, this has QA'd the ability of these DPs to offer informal and more formal support to mainstream schools in order to support pupils on the SEN register who may not have an EHCP.

Appendices:

- A. <https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf> and <https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

SEN Support	2015	2016	2017	2018	Difference
Number	3,851	3,495	2,806	2,698	30%
%	12.1	10.9	8.7	8.3	3.8

Average Attainment 8 Score - pupils with SEN Support	2016	2017	2018
Warrington	38.30	35.20	TBC
North West	35.20	31.40	TBC
Statistical neighbours	37.30	32.07	TBC
England	36.20	31.90	TBC

Percentage achieving 9-5 pass in English and maths		
	2017	2018
Warrington	46.00%	TBC
North West	40.30%	TBC
Statistical neighbours	43.78%	TBC
England	39.60%	TBC

## **FOCUS: PREPARING FOR ADULTHOOD**

### **Information about access to work**

Get help at work if you're disabled or have a health condition

<https://www.gov.uk/access-to-work>

### **Employment is everyone's business**

<https://www.base-uk.org/project/employment-everyones-business> |

### **Information about vocational profiles**

<https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm>

### **The PfA outcomes 0-25 framework**

<https://www.preparingforadulthood.org.uk/downloads/education-health-and-care-planning/pfa-outcomes-tool.htm>

### **Information about setting up a supported internship group.**

<https://www.preparingforadulthood.org.uk/downloads/supported-internships/setting-up-a-local-supported-internship-forum-and-training-job-coaches.htm>

A new music video, "I can't get with you", at the Dorford Centre in Dorchester was released earlier this month. The film was created by a collaboration between People First Dorset, Activate Arts, Pageant Productions and Big Little Music to raise awareness of the barriers faced by people with disabilities. The film is fab – so please take the time to watch it. And please share it as widely as you can.

<https://www.youtube.com/watch?v=G8OVdqjZ3IU>

**A new guide about work experience that has recently been published.**

<https://www.preparingforadulthood.org.uk/downloads/employment/work-experience-guidance.htm>

## **REPORT:**

**Developing and sustaining an effective local SEND system**

**A practical guide for councils and partners**

[http://www.isospartnership.com/uploads/files/181108\\_LGA%20SEND\\_final%20report.pdf](http://www.isospartnership.com/uploads/files/181108_LGA%20SEND_final%20report.pdf)

## **WORKFORCE DEVELOPMENT:**

Understand more about autism, including diagnosis, the autistic spectrum and life with autism, with this free online course.

<https://www.futurelearn.com/courses/autism>

## **RESOURCES:**

**Mental health resource for schools for 11 – 14 year olds**

Every secondary school in England will receive an animation and assembly and lesson plans designed to encourage children and young people starting out at secondary school to talk about their mental health and to listen to their friends when they feel overwhelmed.

The aim is to help children and young people understand and engage in mental health services and for those who feel disengaged from mental health services to find alternative support.

[www.nasen.org.uk/newsviews/newsviews.all-secondary-schools-to-receive-free-mental-health-resource-for-11-14-year-olds.html?utm\\_campaign=2220257\\_Copy%20of%20October%20news%20letter%201&utm\\_medium=email&utm\\_source=Nasen&dm\\_i=2F68,1BL5T,7KZLHG,4AKQB,1](http://www.nasen.org.uk/newsviews/newsviews.all-secondary-schools-to-receive-free-mental-health-resource-for-11-14-year-olds.html?utm_campaign=2220257_Copy%20of%20October%20news%20letter%201&utm_medium=email&utm_source=Nasen&dm_i=2F68,1BL5T,7KZLHG,4AKQB,1)

**Pupil Voice resources for schools**

[https://pupilvoiceweek.co.uk/?utm\\_campaign=2220257\\_Copy%20of%20October%20news%20letter%201&utm\\_medium=email&utm\\_source=Nasen&dm\\_i=2F68,1BL5T,7KZLHG,4AKQF,1](https://pupilvoiceweek.co.uk/?utm_campaign=2220257_Copy%20of%20October%20news%20letter%201&utm_medium=email&utm_source=Nasen&dm_i=2F68,1BL5T,7KZLHG,4AKQF,1)

**Review Guides by The Whole School SEND consortium:**

The SEND Review (whole school)

The Preparing for Adulthood Review Guide

The TA Review Guide

The SEND Reflection Framework (for all teachers)

The NAT SEND Review Guide.

These can all be accessed on the SEND Gateway in the 'Strategic SEND' section. All the documents are editable, so you can add your own logo as well as complete them electronically.

<http://www.sendgateway.org.uk/send-review>

**Unsure about supporting autistic students?**

Difficulty relating to other children, trouble communicating, challenges with understanding other people's emotions and expressions. These are all things that autistic children might experience at school.

Regardless of whether or not the children you teach have had a formal diagnosis of autism, if these traits sound familiar to you, the National Autistic Society can offer you **practical guidance to take straight to the classroom** through MyWorld. It's free to sign up to MyWorld and once registered you'll receive regular newsletters packed full of resources, guidelines and professional advice. Why wait? Visit [www.autism.org.uk/myworld](http://www.autism.org.uk/myworld) today and you can access the UK's most extensive range of autism-related teaching resources.

<https://nas-email.org.uk/YA3-5U9DC-A1KUG4LR64/cr.aspx>

### **A new Social Communication Disorder 9SCD) DSM-5 (Semantic Pragmatic Disorder) paper.**

This paper updates and expands on the Semantic Pragmatic Disorder article below [Social Communication Disorder \(SCD\) by Margo Sharp](#)

<https://www.afasic.org.uk/resources/free-downloads/learning-about-impairments/>

### **Growing up with Prader Willi syndrome**

'Growing up with PWS' is a new health and relationships education resource for people with Prader Willi Syndrome. A series of animated videos explore important issues including growing up and body changes, being safe online, and understanding consent and privacy. It is available to view online at the PWSA website

<https://www.pwsa.co.uk/information-for-families/growing-up-animations>

### **Complete collection of reasonable adjustment guides**

<https://www.gov.uk/government/collections/reasonable-adjustments-for-people-with-a-learning-disability>

### **Kidz to Adulz magazine**

[https://issuu.com/disabledliving/docs/kidz\\_to\\_adulz\\_magazine\\_november\\_20?e=26748259/65722624](https://issuu.com/disabledliving/docs/kidz_to_adulz_magazine_november_20?e=26748259/65722624)

### **Self advocacy toolkit**

<http://allwalespeople1st.co.uk/wp-content/uploads/2018/11/Toolkit-A4-final-for-web.pdf>

## **PLANS FOR ASSESSMENT:**

### **Primary school pupils with multiple and complex needs will be assessed using a new 'aspects of engagement' approach from 2020.**

The statutory assessment will replace P scales 1 to 4 and will be based on the '7 aspects of engagement', an assessment approach that focuses on pupils' abilities in specific areas like awareness, curiosity and anticipation.

This assessment approach will enable every kind of progress made by these pupils to be identified. This addresses a key issue with P scales, which focused on linear progress, which is not always how children with the most complex needs progress. This will help teachers to best tailor their teaching and provision to meet the pupils' specific needs and to allow them to achieve the best possible outcomes.

An in-depth review, led by Diane Rochford, concluded that P scales did not best serve these pupils and recommended an assessment approach that instead focuses on engagement.

This was backed by the [findings of a pilot](#) that the DfE ran earlier this year.

An expert group, led by Diane Rochford, will now refine the approach based on the findings of the pilot, ready for it to be introduced in all state-funded schools which have pupils not in subject-specific study from 2020.

The new aspects of engagement approach will enable a more flexible and personalised assessment to take place for pupils with the most complex needs, allowing all of their achievements and progress to be recognised. It will also help teachers to best tailor their teaching and provision to meet the pupils' specific need, allowing them to achieve the best possible outcomes.

<https://www.gov.uk/government/news/pioneering-new-approach-to-assessing-pupils-with-complex-disabilities-to-be-introduced-in-schools>

## **FOCUS: EXAM ACCOMMODATIONS FOR AUTISTIC STUDENTS**

Autistic students may face additional challenges when taking exams, such as sensory overload. Having recognised these challenges, the DfE commissioned the [Autism Education Trust \(AET\)](#) to develop [guidance around accommodations](#)<sup>1</sup> to help teachers and exam officers support autistic students to demonstrate fully their knowledge and skills in qualifications. The guide was written specifically to support autistic students being entered for GCSEs, but the principles and good practice examples can be applied to all public examinations.

The guide includes tips on:

- **The availability of access arrangements**  
The [Joint Council for Qualifications \(JCQ\)](#) publishes requirements for the most common access arrangements for GCSEs etc. Access arrangements include reasonable adjustments that are needed to make exams accessible for candidates who have disabilities. A reasonable adjustment may be unique to that individual and may not be included in the JCQ's list of available access arrangements.
- **Preparing the student**  
In order to prepare autistic students for taking exams, teachers should be familiar with the exam content and formatting so that they can provide individualised guidance and support. It is good practice to make use of any available previous papers and practice material.

## **GUIDANCE:**

### **Keeping children safe in education**

Statutory guidance for schools and colleges on safeguarding children and safer recruitment. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **SEND INSPECTIONS**

### **Revisits to local areas with a Written Statement of Action (WSOA) for SEND**

The Department for Education has announced a programme of revisits to those local areas which were asked to produce a WSoA following their SEND inspections.

The revisits programme is due to start in December 2018 and will run alongside the current programme of local area SEND inspections, which is in place until 2021.

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<sup>1</sup> <https://www.autismeducationtrust.org.uk/shop/aet-exam-accommodations/>

The revisits do not represent a re-inspection of SEN provision. Inspectors from Ofsted and the Care Quality Commission (CQC) will only revisit those areas which were asked to produce a WSoA and the focus of the visit will be on the progress made since the original inspection.

Revisits will allow Ofsted and the CQC to assess the progress which local areas have made against each of the actions in their WSoA. They will also provide additional reassurance to families on the progress local services are making, identify where further work is needed, and enable local areas to demonstrate the improvements they have made to SEND services and in delivering better outcomes for children and young people.

Local areas will usually be revisited within 18 months of their WSoA having been accepted as fit for purpose by Ofsted and CQC. The local area will receive 10 days' notification of the revisit, which will last between 2-4 days, depending on the number of actions in the WSoA. A report will be published on the Ofsted and CQC websites, usually 33 days after the inspectors have finished the revisit. It will set out whether the local area has made sufficient progress against each area of the WSoA.

Where a local area is considered to have made sufficient progress against its WSoA, monitoring visits from the DfE and NHS England will cease. DfE and NHS England will determine on a case by case basis the next steps for any local areas that have made insufficient progress. This may include the Secretary of State using his powers of intervention.

The methodology for the revisits can be found on the Ofsted website at: <https://www.gov.uk/government/publications/local-area-send-inspection-framework> and will be included in the local area SEND inspection handbook in spring 2019.

## **LOCAL AREA SEND INSPECTION OUTCOME LETTERS**

Outcome letters from inspections of local area services for children and young people with special educational needs and/or disabilities.

<https://reports.ofsted.gov.uk/resources/inspection-report-listings>

## **OTHER NEWSLETTERS:**

### **Afasic news:**

<https://mailchi.mp/ab0128f30d9c/afasic-november-update-free-handy-hints-guides?e=99e418390f>

### **Contact: News**

<https://mailchi.mp/contact/news-and-information-from-contact-1818773?e=08dbbea055>

### **Council for Disabled Children Autumn Digest:**

<https://mailchi.mp/ncb/cdc-summer-digest-1296001?e=59c28d4a77>

### **Disabled Living news:**

[https://issuu.com/disabledliving/docs/disabled\\_living\\_nov\\_newsletter?e=26748259/65444793](https://issuu.com/disabledliving/docs/disabled_living_nov_newsletter?e=26748259/65444793)

### **Learning Disability easy read newsletter:**

<https://www.england.nhs.uk/wp-content/uploads/2018/11/learning-disability-newsletter-easy-read-winter-18-19.pdf>

### **Making Ourselves Heard newsletter:**

<https://mailchi.mp/ncb/webinars-forums-and-more-1295873?e=59c28d4a77>

**National Autistic Society: UK Health, Justice and Learning Disability/Autism  
Network Newsletter**

<https://nas-email.org.uk/YA3-5YNLP-A1KUG4LR64/cr.aspx>

**NHS England Easy read newsletter:**

<https://our.choiceforum.org/t/nhs-england-easy-read-newsletter-winter-2018-19/6046>

**Ofsted News**

<https://mailchi.mp/ofsted/j0j13n9u3d-122417?e=ecd8ab8f8b>