

SEND News Bulletin

Issue: : μ v 2024

Welcome

Dear Colleague

Welcome to the latest edition of the Worcestershire SEND News Bulletin.

We hope that the Summer Term is going well for you and your school community/ enjoy some sunshine however, the focus on tests, examinations and transitions is particularly anxious time for children and young people with SEND and their families.

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sto everyone who contributed information or participated in the inspection. Your involvement has been greatly appreciated.

In this bulletin you will find information and updates from a range of national and local service providers and support teams. We encourage you to read and share with relevant colleagues within your school. We hope that you find the information useful and always would welcome any feedback you may have.

Thank you again for your continued hard work, we wish you all a restful and enjoyable half term break.

Helen Harris

Melanie Barnett

Learning & Teaching Adviser, SEND/Inclusion

Director for All Age Disability (25)



NATIONAL NEWS & UPDATES

National Professional Qualification (NPQ) SENCo

On 22 April 2024, the Department for Education (DfE) amended [Special Educational Needs and Disability \(SEND\) Regulations 2014](#). The changes come into effect from 1 September 2024. Changes to the Regulations include:

- { Introducing the new National Professional Qualification for SENCo coordinators (NPQ for SENCOs) from 1 September 2024
- { Defining the period by which Special Educational NeedsCoordinators (SENCOs) undertaking the NASENCo must complete this to meet the statutory requirements for the role

Important information for SENCOs

In March 2023, the DfE announced that a new leadership level NPQ would be introduced as the new mandatory qualification for SENCOs. This will replace the existing National Award for SEN Coordination (NASENCo) qualification.

All mainstream schools (including Academies and Free Schools) must have a qualified teacher, or head teacher, designated as the SENCo. The new NPQ for SENCOs will become the mandatory qualification for SENCOs from September 2024, with teaching beginning in Autumn 2024.

The existing three year window to complete the mandatory qualification upon taking up a SENCO post will remain following the introduction of the NPQ for SENCOs. Schools and SENCOs will need to ensure that, where necessary, they are enrolled on training that will allow them to meet this requirement.

We will continue to update the existing GOV.UK SENCO qualification page to ensure that schools and SENCOs understand the new statutory requirements. [Click here for more information about transition arrangements to the new statutory qualification](#)

Information for the new NPQ for SENCOs

- { The introduction of the NPQ for SENCOs will play a key role in achieving our ambition to improve outcomes for disabled children and young people and those with SEN by ensuring SENCOs consistently receive high quality, evidence based training.
- { NPQs are trusted, transferable qualifications designed to provide high quality professional development, transform practice and provide the skills and knowledge needed to benefit pupils.
- { The NPQ is underpinned by a new content framework which sets out what SENCOs need to and be able to do to fulfil their role successfully and confidently. [The NPQ for SENCOs framework can found here.](#)
- { NPQ scholarship funding will be available to support participants undertaking the new mandatory NPQ for SENCOs in Autumn 2024.

Teachers and school leaders can sign up now to register their interest in taking the NPQ and will receive an email notification when the service opens (summer 2024). [Use register your interest here.](#)

Find [further details on the new NPQ for SENCOs](#) or download the NPQ SENCo [communications toolkit](#)

Kooth Update

Last year, the NSPCC reported a 10% increase in young people receiving counselling support for exam stress. And our own data shows that almost 20% of young people visiting Kooth seek help about school/college issues or exam stress.

With many young people preparing for their upcoming exams this term, please let them know that Kooth is here to help with any stress or anxiety they may be feeling. Kooth offers 24/7 instant access to anonymous and personalised mental health support to your patients, including those who do not meet thresholds or are on a waiting list for CAMHS or NHS Talking Therapies.

Helpful Resources:

- x Support guides for young people [Share 6 new support guides for young people](#)

LOCANEWS & UPDATES

Early Years Inclusion Notification

My child is in the summer term of their preschool year. Do I need to complete an Early Years Inclusion Notification?

The Early Years Inclusion process has many functions. Some of which are to facilitate statutory duties.

If a child is in their preschool year, and has complex needs, then we request that a notification is made. Where notifications are submitted after 30th April in the child's preschool year, the early years Inclusion process is unable to offer an outcome for child specific work from the Inclusion Support Services. Instead, an outcome of 'No further Action' may be issued.

In those circumstances, the Early Years Inclusion Area SENCo team will continue to offer advice and guidance to support all early year providers. The new Early Years Inclusion Process has been designed to support the enhanced transition process in several ways:

- ‡ Supporting early identification of needs so that targeted provision can be put in place and closely monitored and reviewed over time.
- ‡ Additional support from Inclusion Support Services to provide specialist support through the graduated response. If these professionals are involved at point of transition, they will be involved in the transition process.
- ‡ Ensuring that children who require an EHC needs assessment have this requested prior to transition.
- ‡ From Summer Term 2024 RETA funding is no longer available to settings however, for significant children an individual extended transition may be required. This will need to be initiated by the provider SENCo with the receiving school SENCo as soon as school placement has been confirmed.

Evaluation

We are seeking feedback from providers on the Early Years Inclusion Process. This is anonymous, and can be completed following a visit from the Early Years Inclusion Team.

[Complete provider questionnaire](#)

Inclusion S

SMHL Training Grant

YouSpace Mental Health and Wellbeing Hubs

YouSpace are mental health and wellbeing hubs for children and young people aged 11-25 available in community locations across Worcestershire.

YouSpa

Cranstoun Here4YOUth in Worcestershire

Anxiety is the most frequent emotional symptom reported by children and adults with dyslexia. Anxiety is a normal, adaptive human response intended to protect us from danger. It often results in the typical reactions of fight, flight, or freeze when encountering an adverse situation. This response can interfere with day-to-day functioning and children become fearful because of their constant frustration at school. The anticipation of possible failure when asked to read or spell, which may apply to many new situations, can result in anxiety. Anxiety can cause avoidance. This can then be misunderstood and misinterpreted as laziness or bad behaviour.

Another emotional response is anger, out of frustration with school or social situations. Anger is a common manifestation of anxiety and depression. In addition to the obvious difficulties in a school environment, children and young people with dyslexia often find school a challenge. Dyslexia can affect memory, organisation, timekeeping, concentration, multitasking and communication. It is not uncommon for the levels of frustration and anxiety to wax and wane, frequently correlating with the level of understanding and support our children are provided with. Consistent support and encouragement is needed. Other strategies include listening, providing a clear understanding definition of dyslexia, incorporating the appropriate language, so the child or young person understands their

Herefordshire & Worcestershire SENDIASS

Inclusion Conference

Develop your strategic oversight of SEND: by supporting the leadership and development of an inclusive

What is the SCERTS Approach?

SCERTS: So

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