

SESCO FORUM – Spring 1

House Keeping



Agenda

- 2pm – 2:20pm

Transition from Early Years (Debbie Mitchell)

- 2:20pm – 2:30pm

General Update

- 2:30pm – 3:30pm

Using Learner Voice (Sarah Hatfield – Voice and Influence, Bev Arnott – EP Service)

Transition from Early Years

Debbie Mitchell

Early Years Standards and Improvement
Officer

Update

- School Policies and the Local Offer
- Upcoming CPD Dates
Spring 2 SENCO Forum - EHC
Requests for Assessment



School Policies

Hull city Council has now published its accessibility strategy. This is on the Local Offer Website here: [Accessibility-Strategy-2020-Jan-21.PDF \(mylocaloffer.org\)](https://mylocaloffer.org/Accessibility-Strategy-2020-Jan-21.PDF)

Schools should ensure that they have an accessibility plan published on their school website which should align with this document.

Upcoming CPD

Spring 2 SENCo Forums –
Secondary Tuesday 23rd March 9:30am – 11am,
Primary Thursday 25th March 2pm – 3:30pm

Focus will be on the Graduated Approach and Requests for EHC Assessments

Update: Annual Reviews

- Statutory timescales are not currently being met
- Annual Review meetings should be held a month before the MAC decision should be made
- Meeting paperwork should be circulated to all involved and the LA SEND team within 2 weeks of the meeting
- Review of the Annual Review Documentation

Interim Measures

- Interim amendment to the Annual Review Paperwork
- Guidance on recommendations
- Request for banding increase form



At present this process is not working and annual reviews are not being processed within the statutory time scales. This challenge is 3 fold.

- 1) Schools are not holding annual review meetings early enough
- 2) Schools are not submitting annual review paperwork within 2 weeks of the annual review meeting
- 3) The Local Authority are not completing decisions from annual review paperwork within 4 weeks of the annual review meeting or within a year of the last annual review decision has been communicated

Reminder – Annual Review meetings should be held a month before the MAC decision should be made. This should be 11 months after the last MAC decision was communicated. However we are aware many schools have not received this and so in the meantime should continue to hold the meeting within 1 year of the last annual review meeting.

One of the challenges of the Annual Review process is that the current Annual Review Documentation does not support the SEND team to make the MAC decision and evidence the recommendations from schools.

These are interim changes to enable a full review of the annual review paperwork. –

Questions and feedback will be sought from SENCOs via email this week.

As a result a slightly amended Annual Review form will be circulated to support this. This will be for use from the return after the half term break.

As part of the Annual Review schools are able to make a number of recommendations:

Minor Amendments – Amendments to contact details/factual information/spelling errors

Significant amendments – Amendments to description of need, provision required or educational setting

A recommendation for a change of setting will not be considered without a change to need or provision which is clearly evidenced

Where schools would like to request an increase in banding this will be possible through the completion of a request form which will be circulated also.

Using Learner Voice

Dr Bev Arnott – Educational Psychologist

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Sarah Hatfield – Voice and Influence
Development Manager

Sarah.Hatfield@hullcc.gov.uk

Why is it important?

United Nations Rights of the Child (UNROC) (1989)

- ❖ Article 12 'Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'.
- ❖ Article 13 'The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.'
- ❖ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

SEND Code of Practice (2014)- we 'must have regard to the views, wishes and feelings of the child or young person' (DfE, 2015:19).



UNROC - children have the right to be able to express their opinions and have these opinions taken into account for matters that affect them.

SEND CoP - we 'must have regard to the views, wishes and feelings of the child or young person' (DfE, 2015:19).

What is Learner Voice without Influence?

- What is your purpose for asking or listening?
- Build trust
- Take action
- Feedback
- Young people are experts in their lives.

Top Tips for Voice and Influence



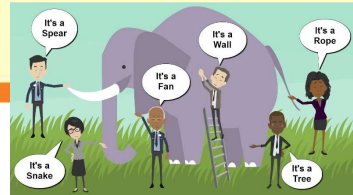
- **Build Relationships**
 - Build trusting and equal relationships to encourage equal engagement
- **Space**
 - Create a safe space for everyone to come together as a community and contribute equally to from their views
- **Voice**
 - Ensure all young people have an opportunity to express views freely with mutual respect and no judgement.
- **Audience**
 - Ensure the presence of dedicated listeners who have the power to bring about change
- **Influence**
 - Act upon the views of young people to make change and feedback on the progress and be honest if things can't change or be done.

YP top tips will be circulated afterwards

Voice and Influence is Everybody's Business

What are the benefits of listening to learners voices?

- Feeling valued (positive impact on wellbeing)
- Motivation and ownership (Sharing power)
- Person centred graduated approach and informed A-P-D-R
- Guide strategic development
- A different perspective



A different perspective – Everyone will be looking from a different perspective. Surrounded by professionals with their own focus and understanding.

[A different perspective – The Stampede \(wrhsstampede.com\)](http://wrhsstampede.com) (image)

Feeling valued (positive impact on wellbeing)

Motivation and ownership (Sharing power) – creates buy in from the child or young person.

Person centred graduated approach and informed APDR – aligns with legislation

Guide strategic development – To inform wider strategic developments within settings and wider still within the city

Learner voice for wider processes

In School

- School Council/ shadow leadership team
- SLT Focus Groups
- Peer Mentors
- Buddies

Are learners with SEND proportionally represented?

City Wide

- HYPP
- Love Stay Safe, Headstart Volunteers
- YVIC
- Environment Project
- SEND Champions
- Scrutiny Committee



In School

School Council/ shadow leadership team – Is SEND a standing agenda item? Do you have a SEND focus group?

SLT Focus Groups – Could you identify small and specific (perhaps by broad category of need) groups for members of the SLT to meet with once a term. This supports wider understanding of the challenges learners with SEND face. Our T&L Lead worked with a cohort of pupils with C&L needs. Our Head Teacher had a focus group of learners with SEMH. This led to them articulating their frustrations at how they were spoken to by staff on occasions and ultimately supported a change in approach on how when dysregulated learners were supported.

Peer Mentors – Are older learners able to support younger learners and share their experiences. For a learner with SEND having a peer who has similar difficulties and is succeeding can be very powerful

Buddies – Are there opportunities for learners with SEND to support others in their own age group. For example learners who are new to the school, who also have similar difficulties.

Previous success with HI pupils to support the management of equipment.

Are learners with SEND proportionally represented?

City Wide

Hull Young People Parliament

Hull Young Mayor

Hull Headstart Volunteers – Focus on Mental Health and Well being

Young Voice and Influence in Care

Environmental Project

SEND Champions

Scrutiny Committee

Voice and Influence Email Address

Where and when should we aim to collect learner voice?

What is the learners preference?

- Prewarned/preplanned
- Timing
- Atmosphere
- Relationships



Where possible be guided by the pupil.

Ensure that a learner is pre-warned and the discussion is pre-planned. – Ensure that the learner knows what the information is for and how it will be used. Try to avoid pulling a student from a lesson without any warning as it is likely their anxiety will be heightened and this can lead to less open and honest conversations. Allow the learner time to process and consider their answers.

Think about the time of the conversation? – Is the end of the day or during a pupils social time the most appropriate?

Can you facilitate the discussion during their least preferred subject lesson?

Atmosphere – Think about the location, consider physical space, windows (who can look in?), Seating (can you sit comfortably? Does it support a relaxed conversation?), Do you have the resources available which you need. E.g a computer, pens, paper, Do you have refreshments? A drink, some biscuits?

Think about Maslow's Hierarchy of need

<https://mylove4learning.com/maslows-hierarchy-of-needs-in-education-strategies->

for-elearning/

Useful Tools

- Conversation starter dice, emoji cubes, Jenga with questions
- All About Me Game, jigsaw with questions for each piece, Sentence completion cards/games
- Strength cards
- All about me family counters, Bear Emotions Cards, Blob trees
- Scaling (Where are you now, what would help to get you to...?)
- Sort cards – different topics (e.g. Subjects, times of the day, places in school)
- Drawing, arts and crafts, walking alongside talking
- Puppets (for all age ranges)
- Photographs – by adults and children
- Solution focussed questions
- Three Houses/Three Islands
- School Wellbeing Cards
- Talking mats
- Sheffkids – Communi-Crate worksheets, One Page Profiles
- Person-centred planning tools – good day/bad day, who is important to me
- Linking in with colleagues who are likely to have a toolkit of working with children, sharing good practice with other schools



Useful tools - get creative – appropriate to child for their emotional level/interests, personalised – use their own interests, preferences, characters to help engage them, e.g. Pokémon checklist, Thomas the Tank engine jigsaw with questions on the pieces etc.

- Conversation starter dice (do you have a pet? What is your happiest memory?), emoji cubes (range of facial expressions & questions such as ‘Name something that makes you feel calm’) (Good for ice breaking activities/rapport building), Jenga with range of questions – what makes you happy/sad, what is your favourite lesson in school etc. make it fun, tailor for questions you’d like to find out more about.
- All About Me Game (Originally by Barnardo’s but other game formats can work well – ELSA websites have a range of similar resources), bought or home made jigsaws with questions on each piece, Sentence completion – Bright spots – I am happy when.... Sometimes I worry about...
- Strength cards (can buy or make your own) – sort into like me, sometimes like me, not like me
- All about me family counters (little figures of big/small people, pets to aid conversations), Bear Cards – emotions work [Using The Bear Cards \(qcards.com.au\)](#), Blob trees

- Scaling – using numbers e.g. 0-10, using faces – happy, neutral, unhappy
- Sort cards – different topics (e.g. Subjects, times of the day, places in school) Rate as like me, sometimes like me, not like me.
- Drawing, arts and crafts, walking alongside talking
- Puppets (for all ages, can be bought puppets or home made – socks, sticks with pictures on, made by the child, talking through a puppet for children can be helpful for a range of children – talking about being worried, angry etc. can act out situations with a puppet to help conversations.
- Photographs – either taken of a child doing a preferred activity or giving children opportunities to take their own photographs – e.g. favourite areas in school, what is important to them etc.
- Solution focussed questions – what works well, when is it better? Even better if... If you had a magic wand...
- Three Houses/Three Islands – from the Signs of Safety Framework
- School Wellbeing Cards - <https://www.schoolwellbeingcards.co.uk/>
- Talking Mats – www.talkingmats.com
- Sheffkids -
<http://www.sheffkids.co.uk/adultssite/pages/communicateworksheets.html>,
One page profiles -
<http://www.sheffkids.co.uk/adultssite/pages/onepageprofiletemplates.html>
- Person-centred planning tools – good day/bad day, who is important to me – Helen Sanderson Resources (in useful links slide)
- Linking in with ELSAs, pastoral staff, wellbeing workers etc. who are likely to have a toolkit of working with children, sharing good ideas and good practice with other schools
- These tools can aid a range of conversations with learners to help empower their voice. Questions such as tell me..., what makes Maths a three? What helps to make P.E. an eight? That's interesting that you said staying with grandmas makes you happy, can you tell me more about that... Using their strengths, interests, preferences and what helps to make them happy to aid their support. Some tools can help as an ice breaker, to develop rapport and make them feel more at ease, using people with established relationships can sometimes help, small steps and build up if needed for some young people.

Sharing Learner Voice

How does the learner want to do this?

- Photographs
- Video/voice recording
- Card sort activities – Photographed
- Checklists
- Drawings/mindmaps/doodles
- Power point
- Learner Questionnaire/response template



Again, can be creative – often shared in reports and/or meetings – ensuring you empower the learner to share their views and have them listened to around all aspects of their support.

- The methods above can help to promote this through a range of means, how can the child communicate, what is their preference, how would they like to share their information? They can often have a range of creative ways. Some of these methods can often be very powerful for the adults who are listening.
- Photographs – of their favourite activities, places in school, people who are important to them
- Video/voice recording – through the use of ipads, computers etc.
- Card sort activities – can be photographed to record their choices e.g. what makes them happy, sad, 0-10 scaling, or rated as 'like me, sometimes like me or not like me'
- Checklists – can be personalised for each learner for a range of topics – can include in reports to show their engagement in the process, explanations or additional comments sometimes added by the supporting adult
- Drawings/mindmaps/doodles – ranging from simple to more elaborate – can often add comments, key discussions etc. which they make be communicating through these means

- Powerpoint – learners can often like using IT to share their views creatively – can be used to support assessments, aid transitions, as pupil passports/one page profiles etc.
- Learner Questionnaire/response template – offering a guide for questions, information that is needing to be gathered.

PCP Meeting Contributions

- What is required? Why? – Be Real!
- How does the learner want to be involved?
- Share a learner centred update
- Provide feedback

- Post 16 learners have responsibility for their EHCP



-What is required? Why? – Be Real! - Explain what information you need from the learner. Explain what is going to happen to their views when they have been given. Be real about what will happen with the information. Do not give false hope.

-How does the learner want to be involved? – Do they wish to attend the meeting or share their views in another way.

-If they wish to attend how long for? Do they want to practice with a trusted adult?

-Share a learner centred update – How do they want to do this? In person? Video, photo album, power point, written form. This is usually best done at the start of the meeting so that learner views can be held in mind throughout the meeting.

-Provide feedback to the learner on the outcome of any meeting and what the next steps are.

Remember: Post 16 learners have responsibility for their EHCP and parents should only be involved with permission from the young person.

Useful Links

<http://helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/>

<https://innovativeresources.co.uk/>

<https://learning.nspcc.org.uk/research-resources/2015/solution-focused-practice-toolkit>

<https://www.elsa-support.co.uk/>

<https://www.mentallyhealthyschools.org.uk/whole-school-approach/childrens-voice/>

[Index \(sheffkids.co.uk\)](#)

[UN Convention on the Rights of the Child \(UNCRC\) - Unicef UK](#)

[Prepare for Life| National Youth Agency \(nya.org.uk\)](#)

[Professional Resources — How Are You Feeling?](#)

Evaluation

Please can you take a couple of minutes to provide feedback on todays session.