



Parent Workshop on SENDIASS

Wednesday 8th May 2020

On Wednesday 8th May, we welcomed **Louise Eagle** to school to lead a workshop for **Trafford Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)**.

Louise leads SENDIASS for Trafford. The reason we invited her to lead the training is because of the role played by SENDIASS, as an impartial information, advice and support service to help parents/carers, children and young people build their knowledge, understanding and confidence in SEND procedures, policies, practices and law.

Below is some of the key information Louise shared with the parents at the workshop.

Aims and Objectives

- ♦ SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) aims to empower parents/carers, children and young people age 0-25 to play an active and informed role in making decisions about their education, health and social care needs.
- ♦ Their role as an impartial (arms-length), information, advice and support service (IASS) is to help parents/carers, children and young people build their knowledge, understanding and confidence in SEND procedures, policies, practices and law, and enable them to communicate their own needs, wishes, aims and rights.

SENDIASS is:

Free	Impartial	Confidential	Arms-length	Trained
There are no fees to pay no matter how much, or how often, you receive support.	We do not favour one party. We treat all parties respectfully.	We keep your details on a secure and independent database. We will not share your details or discuss your case with anyone else without your permission. If you tell us something which makes us think you are at risk, we may need to talk to someone about that.	SENDIASS operates independently from educational settings, the Local Authority, and Health Services. SENDIASS has no access to council run databases. Only SENDIASS staff have access to the SENDIASS database. SENDIASS is a statutory service (required by law under the Children's and Families Act 2014). Every Local Authority must commission a SENDIASS service	Our staff have extensive training in SEND law, safeguarding and data protection.

Is SENDIASS for you?

To receive support from us you must meet the following criteria:

Be a parent/carer of a child or young person who:	▪ is a resident in Trafford ▪ is 0-25 years old ▪ has or may have special educational needs or disabilities (SEND). A diagnosis is not needed to receive support. ▪ has a query or issue related to SEND All four of these criteria must be met to receive support from us.
Be a child or young person who:	
Be a professional supporting a child or young person who:	

If you are a professional referring a family to us, you must obtain their consent.

How SENDIASS can support you?

SENDIASS can offer information, advice and support around:

SEN (Special Educational Needs) Support in early years, school, or college

Supporting communication with educational settings, local authority, health, and social care

Transition between educational settings or between Children's and Adult's services

Transport to educational placement

EHCP Application and Needs Assessment

Annual Reviews of Education Health Care Plan (EHCP)

Advice and support for refusal to assess for an EHCP, refusal to issue an EHCP, contents of an EHCP, ceasing to maintain an EHCP, and placement

Suspensions, exclusions and part-time timetables

Emotionally Based School Non Attendance (EBSNA)

Disability Discrimination

Making a complaint

Health and social care queries related to the child or young person's SEND.

(this is not an exhaustive list)

SENDIASS do

- ▣ Assist you to understand policies and procedures
- ▣ Empower you to feel confident to express your views and wishes
- ▣ Help you to understand and exercise your rights
- ▣ Advise you of your options so you can make an informed decision
- ▣ Signpost to model letters
- ▣ Provide resources in various formats to support your query
- ▣ Help you to prepare for meetings or tribunals
- ▣ Accompany you to meetings and tribunals if you are unable to advocate for yourself.
- ▣ Review documents and forms completed by service users (e.g., EHC Needs Assessment requests, draft and final EHCPs, appeal forms)
- ▣ Promote positive working relationships between parents/carers, settings and partner agencies
- ▣ Explain jargon

SENDIASS do not

- ▣ Make decisions for you - you know your child's, or your own, wishes and needs best
 - ▣ Attend all meetings*
 - ▣ Routinely attend face to face meetings*
 - ▣ Arrange meetings or take minutes*
 - ▣ Write letters or emails for you*
 - ▣ Complete paperwork on your behalf*
 - ▣ Print or photocopy documents for you*
 - ▣ Review benefits forms e.g., DLA or PIP
 - ▣ Have access to information about waiting lists for other services
 - ▣ Have priority access to other services
 - ▣ Provide therapeutic services or direct interventions
- *Unless you have additional support needs that
 •mean you cannot undertake these actions
 •Independently.

Ways to contact us



0161 912 3150



sendiass@trafford.gov.uk



[contact form](#)

We operate a 24 hour voicemail service. We can also be contacted by email or through the contact form on our website.

We aim to respond within 3 working days (within working hours); however, this may be extended during periods of high demand. You will be put in touch with the next available caseworker.

Information and advice



sendiass.trafford.gov.uk



[TraffordSENDIAS](#)



[TraffordSENDIASS](#)



[traffordsendiass](#)

Introduction to an Information Advice and Support Service – video link:



*WHAT IS AN INFORMATION
ADVICE AND SUPPORT SERVICE?*

<https://youtu.be/54R4cDbX6L8>

Other sources of support:



Parents and carers can also call the free Contact helpline. It is open between the hours of 9.30am and 5pm Monday to Friday.
Helpline: 0808 808 3555
Website: www.contact.org.uk



The Independent Provider of Special Education Advice (IPSEA) offer a call-in telephone helpline which is open every Wednesday from 9:30am -3pm and every Friday from 9.30 am to 12.30 pm. They provide legally based next step advice on any educational issue that is a result of a child or young person's SEND.
Helpline: 0300 222 5899
Website: www.ipsea.org.uk

Further support services and sources of information can also be found on Trafford's Local Offer pages.
<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page>



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What are Thinking Skills?

In school children need to develop thinking skills or inferential thinking in order to

- ▶ Look beyond the literal
- ▶ Solve a problem
- ▶ Make a decision
- ▶ Answer a question accurately
- ▶ Reason an argument

This applies to class discussions and written work



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Good Questions to Ask

- ▶ How did you know that?
- ▶ How did you work that out?
- ▶ What would you do?
- ▶ How would you feel?
- ▶ Have you seen this before?
- ▶ What do you already know about this topic?
- ▶ Show me the evidence?

Social Communication Groups



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to support and improve lives in Trafford with you

Groups are designed to develop a range of conversation and non-verbal skills:

Conversational Skills:



Starting a conversation



Listening



Taking turns



Keeping conversation going



Asking questions



Making comments



Repairing



Ending the conversation

Non-verbal Skills:



facial expression



gesture



Distance



Touch



posture



Strategies

Adapt the environment:

- Use visual support
- Now/next
- Visual timetables
- Stop/go
- Timers
- Reward charts
- Mind maps
- Minimise environmental distractions

Adapt your communication:

- Use child's name first to get their attention
- Use direct language to say what you mean e.g. can you open the window vs. open the window.
- Use shorter and simpler language by breaking down into chunks.
- Be consistent and warn of changes or transitions between activities
- Give longer period of time to process language (5-30 seconds)
- Avoid using non-literal language e.g. 'pull your socks up'
- Give specific praise e.g. 'you asked for help – well done!'

Helping the child to get their message across:

- Provide opportunities for communication – natural opportunities include keeping toys in boxes after tidying them away that the child needs help to reach/get into. Giving small amounts of snack or drink to encourage to ask for more. Give all but one e.g. give all puzzle pieces except for one.
- Use people toys – Toys the child needs help with.
- Choice between 2
- Change routine – miss part of a well known story
- Pausing - use 'lead ins' or prompts "I want...."
- Ready steady Go games
- Make mistakes/ be silly – e.g. give the child odd shoes and see if they notice.



Lego Therapy

Dr Legoff invented lego therapy.

Structured Group

Facilitated by adult

Easily measured

When you compare lego therapy to the Social Use of Language Programme, Lego therapy is less adult directed, adaptable to all ages and more fun!

Up to 4 pupils

15 mins to
an hour

Accessible

Very specific targets can be set, for example, for X to use positional language i.e. in, on, under or for X to use gesture to support communication.

Lego therapy is very adaptable- you can start as a 1:1 intervention or begin with 3 to 4 students.

Engaging

Many
uses

Addresses SLCN

Lego Therapy Groups



I facilitate and monitor progress

I give instructions



I build the model

I organise the bricks



We listen to
instructions

We improve our
speech, language
and
communication
skills

We have fun!



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Leading local care, improving
everyone's life together with you

Lego Therapy: Roles



Supplier

Organises the bricks
Listens to the Engineer
Gives bricks to the Builder



Builder

Gets bricks from the Supplier
Listens to the Engineer
Builds model



Engineer

Reads the instructions
Asks the Supplier for the bricks
Tells the Builder how to build the model
Checks that the model is correct



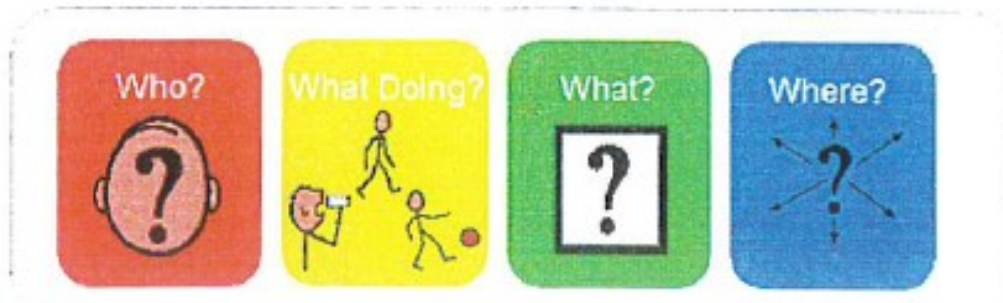
Facilitator

Keeps the team on task
Gives visual and verbal prompts to help
Gives specific praise



Colourful Semantics

- ▶ Colourful Semantics is an approach created by Alison Bryan, Speech and Language Therapist in UK.
- ▶ A method of teaching children how to understand and construct sentences
- ▶ Grammar is modelled not explicitly taught.
- ▶ It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).
- ▶ Colourful semantics breaks down sentences by cutting them up and then colour coding them.
- ▶ Tunes the child into key words in sentences (oral/written)





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Partnership with the Local Authority and
the voluntary sector

Colourful Semantics

- ▶ The approach has 4 key colour coded stages.
 - ▶ WHO – Orange
 - ▶ WHAT DOING – Yellow
 - ▶ WHAT – Green
 - ▶ WHERE – Blue
- ▶ There are further stages for adverbs, adjectives, conjunctions and negatives.



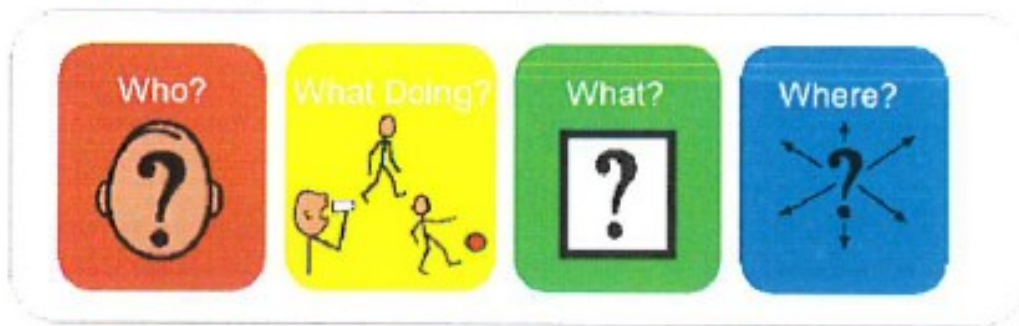


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TogetHER. Together. with you.

How can you help?

- ▶ Ask your child the appropriate wh- question, using the sign as well, you can do this during everyday activities e.g. at story time, On the way home from school, at teatime or bath time etc...
- ▶ E.g. who is eating?
 - ▶ What is he doing?
 - ▶ Where did you go on your school trip?
 - ▶ Who did you play with today?
 - ▶ What is your brother/sister doing?



Prereferral information

- ▶ We have a pre-referral advice line for families and professionals to discuss possible referrals: [07917 264 975](tel:07917264975)
- ▶ Preschool: Wednesdays 9am to 11am
School age: Tuesdays 9am to 11am

