

Welcome to our new design for the SENCO newsletter. As we move to a full reopening of schools in the next few weeks, thoughts will inevitably turn to the impact of this third lockdown on the education and well-being of children and young people with SEND and their families.

The appointment of Sir Kevan Collins as Education Recovery Commissioner is a welcome development given his background in educational research at the Education Endowment Foundation. Equally welcome is his acknowledgement of "the need to think about extra hours not only for learning, but for children to be together, to play, to engage in competitive sport, for music, for drama because these are critical areas which have been missed in their development." These wider opportunities are of particular importance for children with SEND who, as identified in Ofsted's recent research paper on Covid 19 (see below), have found it harder to engage with remote learning.

SENCO Network meeting: March 17th 4 to 5pm on Teams.

Look out for an email in the next few days with details about the topic and speaker for our March network meeting. See you there!

We send you all our very best wishes as you prepare for the return of all children to face to face learning.

Topics (click on a heading: [City of London's Safer Schools App](#) | [Ofsted report on Remote Education](#) | [EEF analysis on the impact of Covid-19 on attainment gap](#) | [Supporting effective delivery of the RSHE curriculum for pupils with SEND](#) | [Place 2 Be Mental Health Champions Foundation programme](#) | ['7 Days, Many Ways: Developing Resilience Through Relationships'](#) | ['What is attachment?: A guide for Early Years Workers](#) | [The state of children's mental health services 2020/21: Children's Commissioner report](#)

City of London's Safer Schools App



We've never been online so much. In every household, rooms are being used as offices and classrooms as we use online platforms to communicate, learn and work.

The City of London has invested in the Safer Schools App for families and teachers who attend learning settings within the Square Mile. The app gives you access up-to-date age appropriate guidance on staying safe both on

and offline. The user-friendly system that updates them on the latest online safety trends and threats to their children, such as online bullying and sexting.

For teachers and classroom assistants, as well as the latest information about online safety, there are accredited training courses with certification. As well as boosting confidence, it supports career development.

The App can be downloaded from any app store. The codes for parents are:

- 7440 - if your child attends primary school
- 7675 - if your child attends secondary school

Teachers and settings should email EEYService@cityoflondon.gov.uk for their code.

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[Ofsted report on Remote Education](#)

Ofsted has published a report into remote education following months of school visits and interviews with staff and parents. The main findings are:

- The switch to remote education has increased teachers' workload
- Difficulty aligning curriculum with remote education.
- A third of teachers not confident delivering remote lessons
- SEND children 'more disengaged with learning
- Feedback problems as teachers can't see body language
- Schools went 'out of their way' to provide laptops
- Video lessons offer solution for shortage subjects and snow days.

The report can be found by clicking [here](#).

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[EEF analysis on the impact of Covid-19 on attainment gap](#)



Education
Endowment
Foundation

The Education Endowment Foundation (EEF) has published interim

findings from a study assessing the extent to which Key Stage 1 pupils' attainment in reading and maths were impacted by partial school closures during the first national Covid-19 lockdown, and particularly the effect on disadvantaged pupils.

This paper focuses on the gap in attainment likely caused by March 2020 school closures (commonly called 'learning loss'), and the disadvantage gap for Year 2 children as measured in autumn 2020.

The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils. Further information on NFER's research project is available [here](#).

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[Supporting effective delivery of the RSHE curriculum for pupils with SEND](#)

The DfE has funded Nasen and the PSHE Association to design and deliver 90-minute regional webinars to support schools and professionals to effectively deliver the new statutory Relationships, Sex and Health Education (RSHE) for pupils with SEND.



The webinars are ideal for PSHE leads, SENCOs, SLT and those with a responsibility for supporting the roll-out of the RSHE curriculum. Colleagues from both mainstream and special or alternative provision settings are welcome to attend Each region will have a primary focused and a secondary focused webinar.

The first session for primary schools is on March 4th (10:00 – 12:30). For more information click [here](#).

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[Place 2 Be Mental Health Champions Foundation programme](#)

This online children's mental health training course introduces approaches that foster positive wellbeing in schools and communities.

Place2Be can offer the course free to qualified teachers and school-based staff in the UK..

For more information click [here](#).



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['7 Days, Many Ways: Developing Resilience Through Relationships'](#)



Nasen have secured further funding from the DfE to extend work on the Early Years Resilience Development Pack for parents and practitioners.

The 58-page resource has been popular with parents and practitioners as it is useful for supporting all young children, but particularly those with SEND, in these challenging and uncertain times.

There will be brand-new materials to support the use of the pack, as well as 12 webcasts which will be freely accessible via the Nasen website.

The first 90-minute webinar on the **12th of March** will be an introduction to the development of resilience and gives a full overview of the pack and how to use it to gain the best possible outcomes for children.

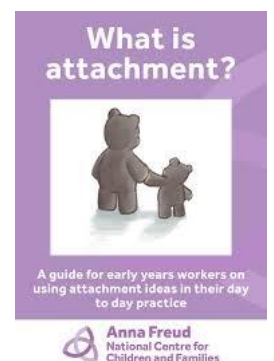
Find out more about 'Movement Mondays', 'Turn-taking Tuesdays', 'Well-being Wednesdays', 'Thoughtful Thursdays' and 'First Time Friday's' by clicking [here](#).

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['What is attachment?: A guide for Early Years Workers](#)

This booklet from the Anna Freud Centre is for early years practitioners working with young children under five in a nursery, hospital, community or family setting.

If you already work with young children under five, you will have definitely come across the ideas of attachment during your training. What might not be so clear is how you can best use the learning behind attachment ideas in your daily work.



For more information, click on the picture.

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[The state of children's mental health services 2020/21: Children's Commissioner report](#)

The Children's Commissioner has published her fourth annual report on the state of children's mental health services in England.

Key findings include:

- 1 in 9 children aged 5-19 had a probable mental health disorder in 2017
- 1 in 6 children aged 5-19 had a probable mental health disorder in 2020
- 35% increase in referrals to children's mental health services in 2019/20
- 4% increase in the number of children receiving support from the NHS in 2019/20

View the full report [here](#).

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