



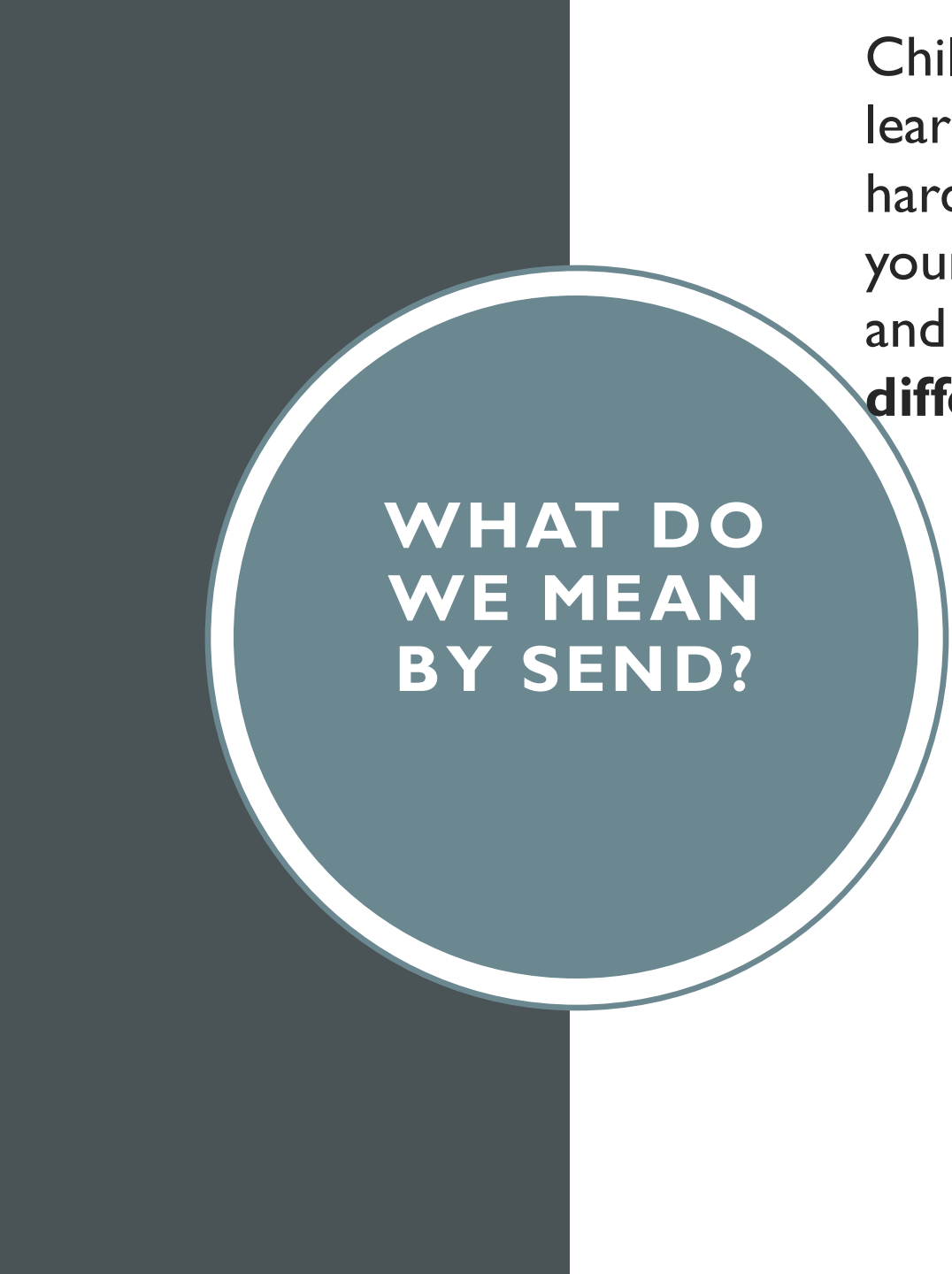
SPOTLIGHT ON SEND

04/10/24

**SPECIAL EDUCATIONAL
NEEDS AND DISABILITIES**

SEND AT ST MARYS

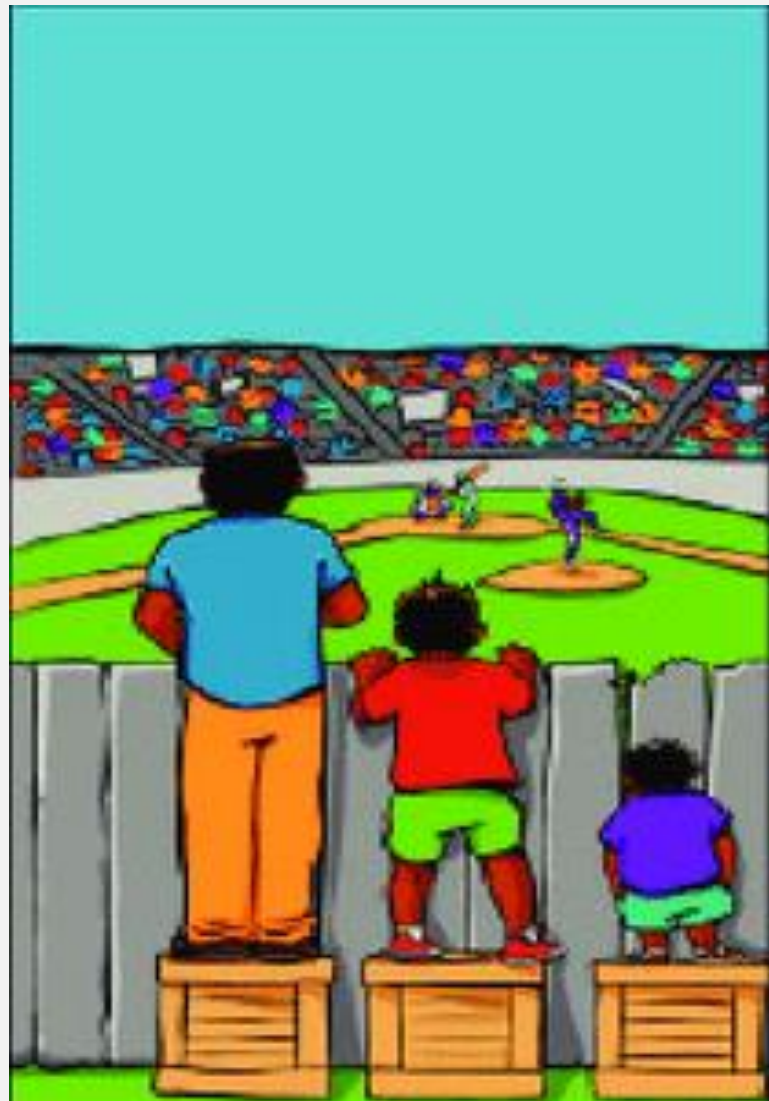
TIME TO CONNECT



WHAT DO WE MEAN BY SEND?

Children and young people with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need **additional** or **different** help from that given to others.

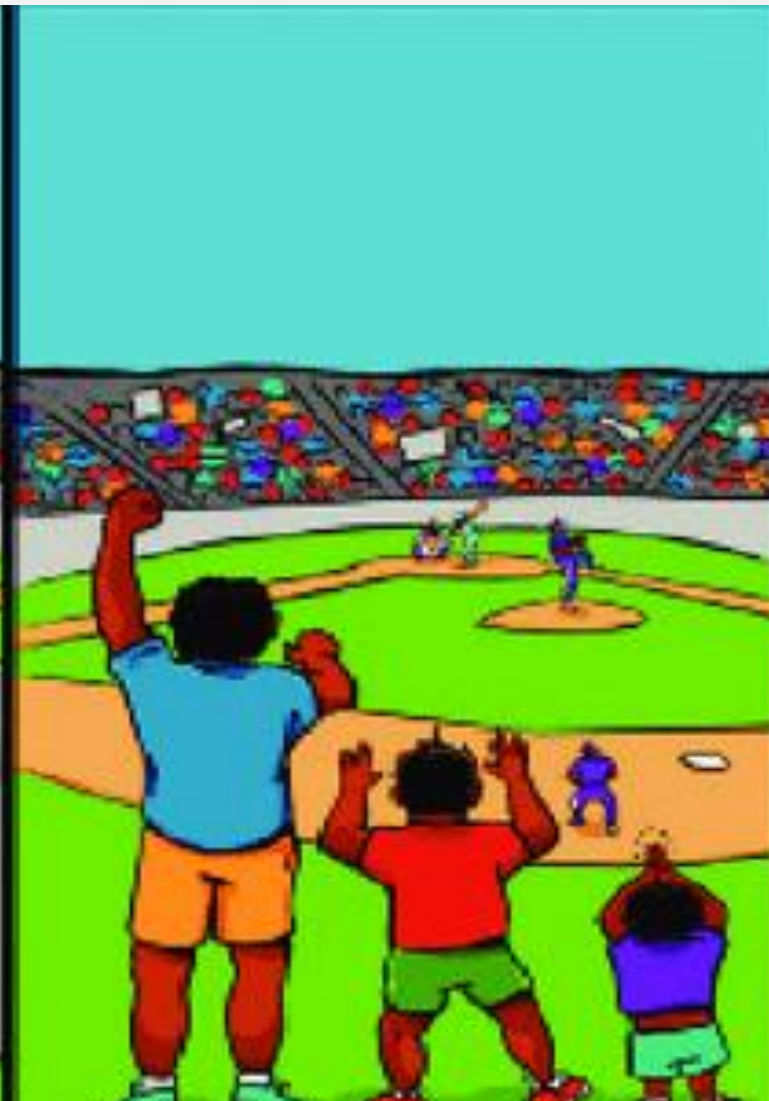
Settings and schools have a person who is responsible for making sure children or young people with SEND get the right support. This person is called a Special Educational Needs and Disabilities Coordinator, or SENDCo. A SENDCo coordinates the provision for SEND in a setting and collaborates with parents, children, staff and external professionals to ensure children are supported appropriately.



EQUALITY



EQUITY



LIBERATION

Areas of Need

Children will have different types of SEND. The type of support that children might need will depend on their main area of need. These are generally talked about as four broad areas of need:

Communication and Interaction

How children communicate, understand and play with others around them. This will also include children with speech, language and communication needs.

Cognition and Learning

This includes difficulty with learning or remembering basic skills. They may have difficulty with literacy or numeracy, or learn at a slower pace than others.

Social, Emotional and Mental Health

Factors which impact a child's overall wellbeing, such as: emotions, social interactions, and relationships with others which may result in behaviours of concern.

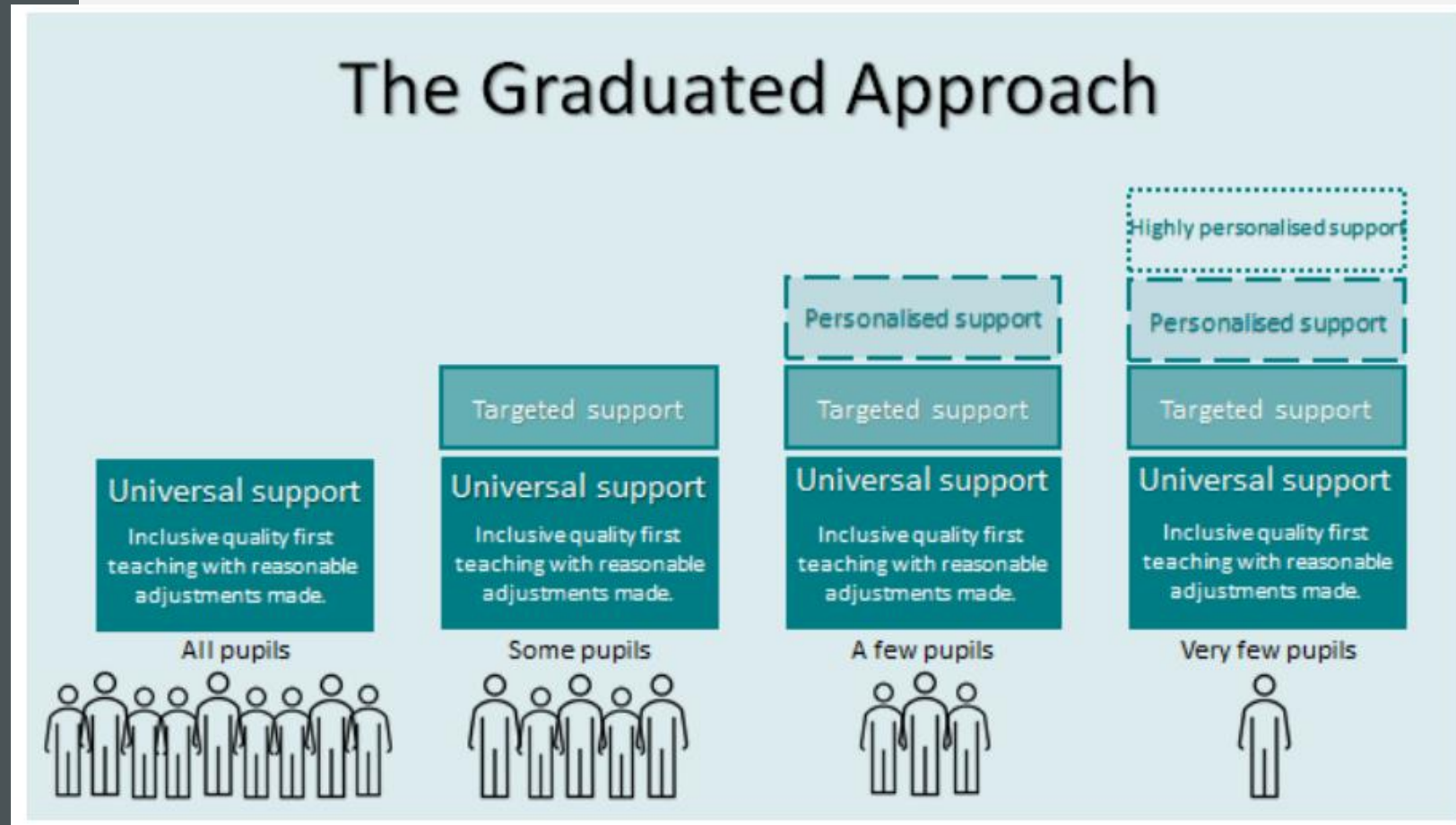
Sensory and/or Physical Needs

This includes vision, hearing or multi-sensory impairments, physical disabilities or sensitivities to aspects of the environment.

HOW DO WE
SUPPORT
CHILDREN WITH
SEND AT ST
MARYS?

THE GRADUATED APPROACH

- The Graduated Approach expects settings and schools to make full use of all their resources and expertise before accessing increasingly personalised support.
- By continually monitoring all children, settings and schools can decide on the most appropriate level of support for all children, including those with SEND.



UNIVERSAL SUPPORT – INCLUSIVE QUALITY FIRST TEACHING

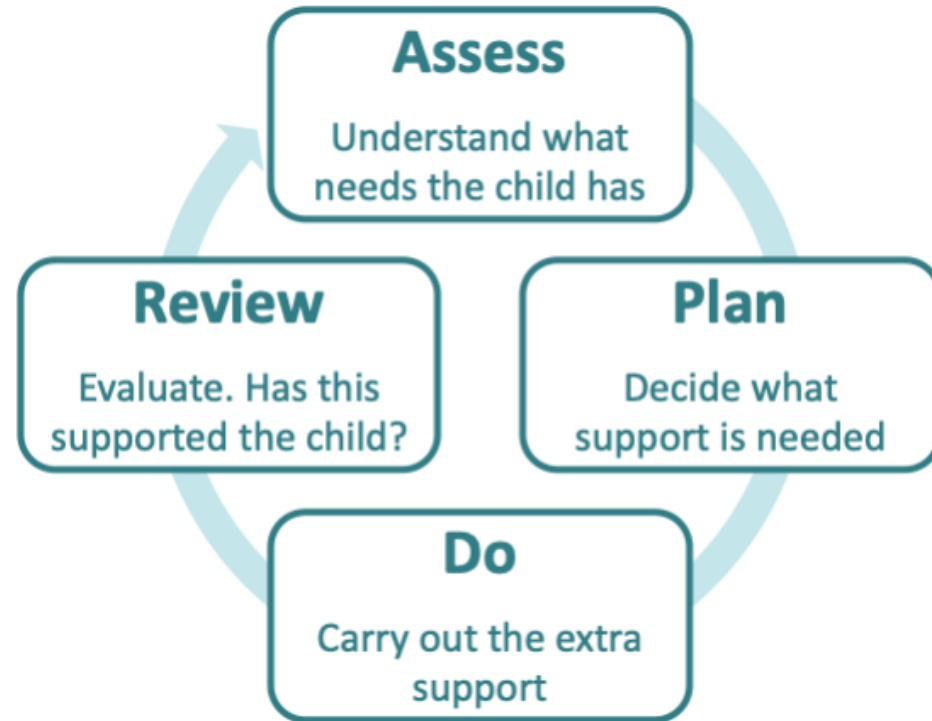
- For most children, settings and schools are able to support their needs through adjustments made to the quality first teaching.



‘GOOD TEACHING FOR SEND IS GOOD
TEACHING FOR ALL’
WHOLE SCHOOL APPROACHES

- Zones of Regulation
- Calm spaces
- Movement / regulation breaks
- Visual timetables and use of visual prompts
- Use of manipulatives/practical resources

TARGETED SUPPORT (ZIPPY)



- For some children, they might need a bit more support to meet their needs. If a child or young person has identified needs, settings and schools should go through a process called The Graduated Approach.
- Parents will be informed of this support at parent's evening.

Examples of support at this level:

- Small group support
- Targeted booster classes
- Adult or structured support during unstructured times

SEN Support

- If a child has had a number of interventions and the impact of these have been assessed through the APDR cycle, it may be decided that further support and intervention is required. The school, parents and child will be involved in the creation of a SEN Support Plan. This gives a personalised account of the child's journey so far and the next steps in terms of their support and expected outcomes.
- Also details interventions and tracks progress against outcomes

How I like to be supported in school:	I communicate by:	Motivators/What do I like? I like ...
What people like and admire about me:	My name is X and I am X years old. I am in Year X at X School	What am I good at? (strengths & talents)
My dreams and aspirations:	What do I find difficult or hard? (include my fears & worries here)	Areas of Need: (highlight relevant areas) Communication and Interaction Cognition and Learning Social, Emotional and Mental Health Sensory and Physical Needs, including me Independence and community involvement

Term 1: What can I do now? (Assess) These are taken from assessment tools such as Boxall, Dyslexia Screener, Language Link, AET Progression Framework, as well as teacher assessment, marking etc. Advice from professional reports can also be included here e.g. EP, SALT, OT, Specialist Teacher	What would I like to be able to do? (Plan) Short Term Outcome	How will I learn to do it?(Do) Provision/Intervention Recommended Teaching & Support Strategies (High Quality Inclusive Teaching and Ordinarily Available Provision).	What Support will I need; time, resources, training, including costs Include resources, specific interventions, staff training and any other recommendations.	Prorata Time	Annual Cost (£)	What progress has been made towards the targets this term? (Review) Review of Progress using TME*
How parents/carers can support this plan:				Total Time	Total Cost (£)	

Communication and interaction

- Visual prompts
- Processing time
- Modelled language
- Writing frames
- Now/next board
- Visual timetable
- Safe space
- Movement breaks
- Adjusted seating/ sensory objects
- Sensory circuits

- Nurture group
- Social stories
- Language Link
- Speech Link
- SALT

- Specialist teacher
- CAMHS
- Educational Psychologist
- SALT
- OT

Cognition and Learning

- Movement breaks
- Differentiation
- Visual prompts
- Chunked tasks
- Visual timetable
- Pe-teaching
- Different ways to read/record
- Adapted texts
- Assistive technology

- Phonics interventions
- Maths interventions
- Pre/post-teach
- Times tables

- Specialist teacher
- Educational Psychologist
- SALT

Social emotional and mental health

- Zones of regulation
- Play based activities
- Responsibilities in class
- Consistency
- Choices
- Structure of the day
- Time out
- Reward charts/ catch me cards/ reward time
- Safe/ quiet place

- Social stories
- Nurture
- Counselling/ play therapy

- Early Help
- Educational Psychologist
- Pupil Referral Unit
- OT

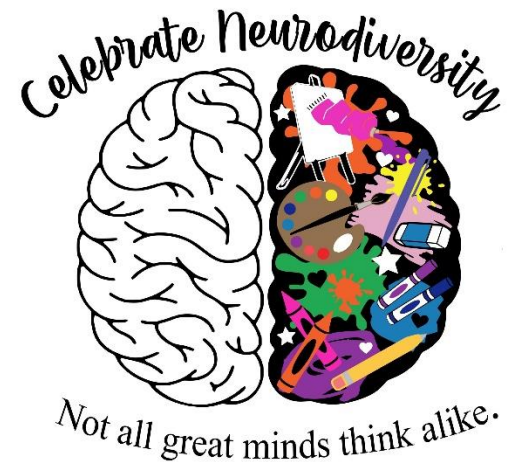
Sensory and/or physical

- Visual timetable
- Visual cues
- Seating plan
- Enlarged resources
- Specialist equipment
- IHCP
- OT
- Individual work station
- Flexible approach
- Safe space

- OT
- Paediatrician
- School Nursing
- SALT
- Educational Psychologist
- Physiotherapy Service
- Portage

WHAT MAKES US SPECIAL?

- Relational approach – relationships built on mutual respect
- Child-centred approach
- Use of the Bubble
- Use of the Outdoor Classroom
- Trained ELSAs
- Nurture Group
- Wycombe Wanderers mentoring scheme
- Trusted 5
- Out of class SENDCO





NEXT STEPS

External Agencies:

- OT advice/ webinars/ referral
- SaLT advice/webinars/ referral
- Physio
- CAMHS
- Early Years Advice
- Specialist Teacher Service
- PRU
- SEND Advisor
- Educational Psychologist
- ELSA/ Nurture/ Active interventions/ mentoring



FURTHER SUPPORT

- Higher Needs Block Funding
- Education and Health Care Plan
- Assessment/ diagnosis not required – evidence of the support in school and the needs of the child

WHAT TO DO IF YOU HAVE A CONCERN

- In the first instance, talk to the class teacher
- SENDCo always available for advice and support – book through office or find me on playground
- School website for FAQs
- Bucks Local Offer – award-winning
- SEND sessions at soft plays/ play areas/ swimming pools/cinemas
- SENDIAS – advice and support