

# **SEND Parent Coffee Morning**

Supporting Our Children Together

# Agenda

- Welcome
- Introductions
- Understanding SEND
- Support Services

# Introductions



Samantha Williams  
Snr. Assistant Principal  
Director of Inclusion,  
Whole school SENCO



Harvinder Matharu  
SEN lead



Kam Kahlon  
Director of EYFS  
EYFS SENCO

# Understanding SEND

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision ***different from*** or ***additional to*** that normally available to pupils of the same age.

SEND Code of Practice, 2015

**Types of SEND: 4 main areas**

**Communication and Interaction Needs**

**Cognition and Learning Needs**

**Social, Emotional, and Mental Health Needs**

**Sensory and Physical Needs**

# SEND at ATAM

<b>A comparison to National Data</b>		
	<b>Atam %</b>	<b>National %</b>
Whole school SEND	<b>9.1</b>	<b>17.3</b>
EHCP	<b>2.0</b>	<b>4.3</b>
SEN K	<b>7.0</b>	<b>13</b>

# School Support

**Step 1:** Identify the need (Teachers, parents)

**Step 2:** Consult key stakeholders

**Step 3:** Classroom Support (Universal)

**Step 4:** Review

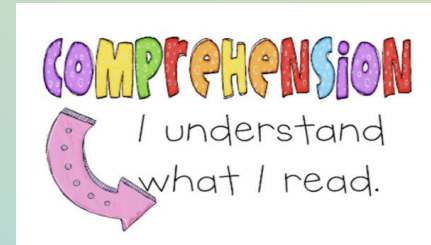
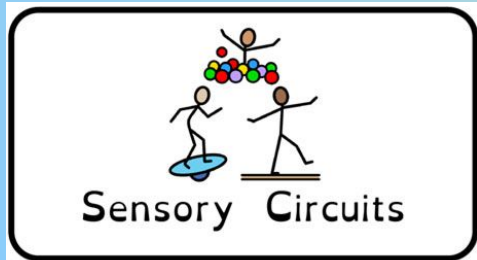
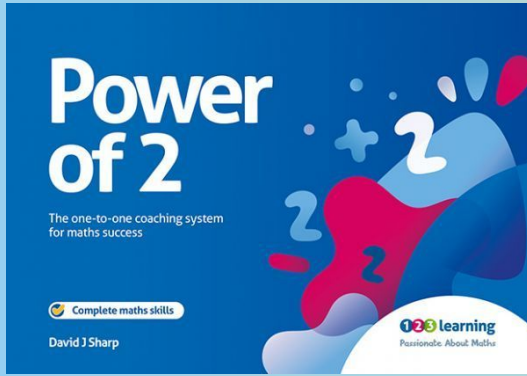
**Step 5:** Intervention (Targeted)

**Step 6:** Review

**Step 7:** Outside agencies (where appropriate) (Specialist)

**A child is added to the SEND register when they receive targeted support.**

# Some of the interventions we provide:

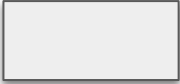




# School Support

Area of need	Condition	How we support these pupils
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Individual work stations
	Speech and language difficulties	Speech and language therapy Widgit Colourful semantics Verbo
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope IDL Colourful semantics Learning village Catch-up Literacy/ Numeracy
	Moderate learning difficulties	Advisory teacher
	Severe learning difficulties	Advisory teacher

Area of need	Condition	How we support these pupils
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups Counselling ELSA Social skills
<b>Sensory and/or physical</b>	Hearing impairment	Hearing/ visually impaired advisory team School nurse
	Visual impairment	Hearing/ visually impaired advisory team School nurse
	Physical impairment	Motor skills groups Handwriting support tools Movement breaks



Date of birth:

Year group:

Tutor group:

### About Me & My Goals

I enjoy playing board games with my friends.

I enjoy PE and sports.

I find literacy hard so I need help with that especially reading /writing texts

### Assessment Data

Reading Age

Spelling Age

Maths Level

### Classroom Strategies

Seems to be easily distracted, this was be due to not understanding the set work.

would benefit from repeated instructions, as well as the opportunity to repeat back the instructions to ensure he understands the set task.

Ensure work is ability appropriate

Sentence starters, Clozed writing activities and pre/over teaching.

Multisensory approach; e.g. use of visual Use of tactile resources, e.g. Numicon.

### Area of Need/ Access Arrangements

- SEMH
- During Assessments  needs:
- Additional time (25%)
- A movement break after first 25 minutes
- A reward for completion
- A quiet space to allow for movement

### Targets

- To focus on the teacher and task given without being prompted.

### Summary (displayed above targets):

Bill struggles with dyslexia and often needs support with his spelling and numeracy.

### Parental contribution:

I am happy with the targets that have been set for Bill. We will both monitor his homework tasks and make sure they are completed on time.

# Individual Learning Plans

### Pupil contribution:

I am enjoying the provisions I am working on and I feel I am improving

### SENCO input

Review due soon - 30/03/2017

### LSA comments

Responding well to targets - better spelling and is becoming familiar with vowels. He still struggles pronouncing some words and is not confident reading to other children.

Many of you shared that you would like to be more involved in the planning and review of your child's SEND support. To address this, we will be making several changes:

**Termly Communication:** At the start of each term, we will inform you if your child is on the SEND register and whether they are in receipt of any SEND interventions.

**Progress Updates:** At the end of each term, we will update you on the progress your child has made in any interventions they have been involved in.

**Parental Contributions:** You will be invited to contribute to your child's SEND passport, which is a vital document that outlines their needs and how best to support them.

**Signposting:** We will continue to signpost you to relevant training or support provided by Redbridge, ensuring you have access to resources that may benefit your family.

**Termly Newsletter:** Our termly SEND newsletter will continue to update you on key developments within the department and any upcoming events or opportunities for your child.

# Support Services

- Redbridge SEATSS advisory service
- Redbridge Speech and language service
- The London borough of Redbridge local offer
- RIASS parental support
- The London borough of Redbridge EHCP team
- The London borough of Redbridge Educational psychology team
- Empowering Parents Together



S.E.a.T.S.S

SPECIALIST  
EDUCATION  
AND TRAINING  
SUPPORT SERVICE



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*Working together today, Improving their tomorrows*



