

**UPS SEN Parent/staff
forum
October 2022**

The plan for today's meeting:

- ▶ Some is's and isn't's
- ▶ An introduction to who we are
- ▶ Some context
 - ▶ Challenges across education and society - post lockdown, cost-of-living, general stresses and strains

Procedures

- ▶ Referrals
- ▶ Assessments
- ▶ Timings
- ▶ What we are doing now...
- ▶ What we can do better...
- ▶ What we'll be doing from here...
- ▶ What you can do, too!
- ▶ Resilience building
- ▶ Plans for next meeting and beyond

Is's and Isn'ts...

IS

- ▶ Part of a journey of improvement
- ▶ To share knowledge and experience
- ▶ To signpost
- ▶ To offer more clarity of processes and procedures in SEND and sharing these with all parents
- ▶ To support one another
- ▶ To let us know what you need
- ▶ To open doors to easier communication between school and parents and between parents and parents
- ▶ A means for us to understand and appreciate the challenges that we all face
- ▶ A way for us to learn and be better as leaders and to feedback to all staff
- ▶ A time where we can express how much we appreciate you must be an advocate for your child
- ▶ To acknowledge, appreciate and celebrate uniqueness

ISN'T

- ▶ An evaluation of our practice what we don't do well - suggestions are great, however!

Who we are:

► Jane Helyar - SENDCO

BEd. Hons (Geography)

MA Primary Numeracy (including metacognition, memory, resilience and problem solving)

NASENCO - Master's level award for SENCOs

(assignments on Pathological Demand Avoidance and
TA Deployment)

NPQH (National Professional Qualification for Headship).



- Sensory needs
- Sensory friendly classroom
- Interactive Technology Workshop (EAL)
- ADHD
- COVID psychological first aid
- Prevent training
- Level 3 Child counselling
- TES webinar - SEN
- Wellbeing - returning to school- forming assessments, identifying knowledge gaps and addressing pupils needs
- On-going - British Sign Language
- TAP Panel
- Clicker 6 (supports writing)
- TES SEN show (lots of seminars to visit e.g. keeping young autistic children in school and Working memory issues)
- Jackie Tarpey staff training on helping autistic children work independently.
- Speech and Language training - Lego, Narrative, Vocab, Colourful Semantics etc
- SEN TSSA meeting . SENCO Forums, Clusters
- Assessment for SENCOs
- Virtual Dyslexia Show (2 days)
- Supporting the Learning of Children on the Autistic Spectrum
- ASC referral course
- Lexia update training
- Dyscalculia

In school support:

- Small group Speech and Language such as Social Communication
- Small Group Working Memory
- Anger Management
- Bereavement Support
- Resolving friendship issue
- Anxiety management/support
- Support following family breakup
- Drawing and Talking
- Boosting Reading Potential
- Power of 2

SEN and Pastoral Care Training:

- Supporting Children with Specific Learning Difficulties (Dyslexia) (2010)
- ELKLAN Communication Support Programme (2015)
- Supporting Children with Autism Spectrum Conditions (2016)
- Award in Supporting Verbal Pupils with Autism Spectrum Disorder (2018)
- Counselling Children and Young People (2019)
- Drawing and Talking Introductory
- Drawing and Talking Advanced

Since Lockdown:

Open University

- The Impact of Technology on Children's Activity
- Supporting Children and Young People's Well-being
- Sure, I know how to Talk to People
- Exercise and Mental Health
- Making Sense of Mental Health Problems
- Childhood in the Digital Age
- The Medicalised Context of Bereavement
- An Introduction to Death, Dying and Grief
- Thinking About How I Work with Other Professionals
- Coping in Isolation: Time to Think

- Drawing And Talking
- Advanced Drawing and Talking
- Let's Talk About Race
- Emotion Coaching
- Therapeutic Parenting
- Children's Perspectives of Play
- Introduction to Child Psychology
- Attachment in the Early Years
- Young People's Wellbeing
- Well-Being Educational Return
- Covid 19 Psychological First Aid
- Lead Academy Child Counsellor QLS Level 3
- British Sign Language Stages 1 and 2

Briony Ball
(Junior Pastoral Care/SEN support)



In school support:

- Lego Therapy
- Drawing and Talking Therapy
- Speech and Language/blank level questions
- Pastoral drop ins
- SEMH check ins
- PPG/SEN cognitive support
- Sensory phonics
- EAL support

SEN and Pastoral Care Training:

- Ongoing: PG Cert/MA in Autism and Education
- Emotion Coaching via TTSA session 1: 9.11.20 Session 2: 19.9.20
- Place2be mental health champions 10.20 completed over 3 months.
- ADHD and Demand Avoidance Seminar via My Special Child and Christina Keeble Consulting Teams - 21.11.20
- From Reactive to Proactive (virtual conference) via The Centre of Excellence in Child Trauma - 27.11.20
- Neurodiversity Training international: Becoming a Hero for Autistic Children in your Classroom - 11.3.21
- Mindfulness in the Classroom via Creative Education - 23.3.21

- Dr Temple Grandin webinar: Empowering Autistic Individuals to be Successful via Autism Cork - 7.4.21
- Global Developmental Delay - 24.2.21
- Alphabet Arc - 2.3.21
- Precision Teaching - 8.3.21
- Autism an Emotional Regulation - 9.3.21
- Graphic Facilitation - 16.3.21
- PDA: A Professional and Parent Perspective - 18.3.21
- Supporting Literacy: Practical Strategies for the Classroom - 22.3.21
- Memory Matters - 12.4.21
- 8 week mindfulness course: Manchester Mind 4.2021 for 8 weeks
- Autism and Anxiety - 5.5.21
- Autism and Girls - 12.5.21
- Sensory Processing Disorder (SPD) awareness course
- Paediatric First Aid 27.9.21 and 28.9.21
- ADHD Foundation 2 day conference for educators and parents 6.10.21 and 7.10.21
- ADHD Foundation sensory circuits 1.12.2021
- Emotional Regulation Module 1 of 3

PDA workshop Andrew Whitehouse SEN Consultancy

- Understanding ACES Training (Trafford)-Nelson Trust
- ACES – Introduction to Adverse Childhood Experiences Early Trauma Online Training funded by the Home Office Early Intervention Fund.
- Rapid Phonics - Pearson
- Trauma Informed Practice – Papyrus
- Trauma Informed Approaches Training – Nelson Trust
- Anxiety – Young Minds
- Domestic Abuse and the Impact on Children and Young People – Bright Futures
- Supporting children with FASD – Sunshine Support
- Selective Mutism – Sunshine Support

Katherine Walker
(SEN/Pupil Premium support/Pastoral care)



Context (not excuses!)

- ▶ DfE's SEN Spending Review was meant to be completed in 2019 - publication came out in 2022. The reason: 'the scale of the challenge'. Government SEND Green paper 'Right support, right place, right time' - consultation ended July 2022
- ▶ £2.9B 'allocated' to address the challenges - in part to support mainstream schools but also to create more 'small specialist classes' in mainstream schools and to build some special schools e.g Longford Park creating two more classrooms.
- ▶ Funding has been cut, meaning provision for schools has been weakened, and there are fewer experts in the field being trained for schools to recruit from - down to schools to recruit TAs with some SEN experience where possible and then train them and their own staff.
- ▶ Trafford is one of the 40 lowest funded boroughs in the country
- ▶ The process for referrals and assessments is lengthy (we'll come to this shortly) and Covid. Because the system is stretched, the threshold for getting assessed in the first place 'seems' to have risen and many get turned away.
- ▶ There is an inverse correlation between 'need' and resources;
 - ▶ increasing mental health concerns
 - ▶ More children in mainstream schools with complex needs which understandably take more and more time and resources and don't always come with funding. Places in alternative provision have significantly lessened. More paperwork and evidence is needed to prove need and this is driven by less provision and capacity for the system to cope.
 - ▶ Less provision and support for schools:
 - ▶ Parents go to GPs... 'Go to school and ask them to assess for ADHD/ASD, or ask for Educational Psychology assessment.' Always passed back to schools. This adds further pressure.
 - ▶ CAMHS (Child and Adolescence Mental Health Services) are under-staffed and under-resourced and so put this back on schools to get an assessment from an Educational Psychologist.
 - ▶ Educational Psychologist Services are under-staffed and are pulling in other resources and so we wait longer in school.
 - ▶ ***An enhanced awareness in society of neuro-divergence (partly fuelled by lockdown and parental awareness due to home learning)... THIS IS WHAT WE ARE DOING HERE! We want to help raise awareness of children's sensory needs and capacity to mask in school, but we have to be mindful of the challenges we are facing. We have to work together positively to find manageable solutions, and that is why we are here.***

Since lockdown...this still very much applies!

- ▶ Rise of parents requesting referrals and assessments (nationwide and for all ages).
- ▶ Support agencies, medical and mental health, either shut down, have long waiting lists or changed their remit. Schools pick up the slack.
- ▶ Some children have found it difficult to return to whole class teaching; busy school; leave family for the day; away from home comforts; more routine etc

ANXIETY

- ▶ Even before lockdown, anxiety was a growing concern, both in children and adults. We have noticed this increase exponentially since the lockdown periods- Government announced funding to train staff to look for signs of poor mental health - that funding was scrapped! Liaising with Zoe Brook (CBT therapist) to build on what we already have. Last year, we did a workshop on anxiety - see our website and ask Mr Parker to view the video.
- ▶ Creates barriers to learning where children don't want to come to school; not to be confused with worry of not doing homework or not read.
- ▶ Sometimes it is difficult to distinguish anxiety, sensory need or another reason.

Neuro-divergence

- ▶ Our Ofsted report in 2020 said that, ‘Pupils with special educational needs and/or disabilities build up their knowledge well in reading, writing and mathematics. Leaders make sure that these pupils get the support that they need to access the curriculum as well as their peers.’
- ▶ This is a very narrow view. It is based on the fact that we, along with schools across the country who are told that they have good provision for SEND, will have 'SEND' pupils who will reach the 'expected' standard and even 'greater depth'. However, they may not be as prepared as they can be for secondary school due to a lack of awareness and focus on neuro-divergence.
- ▶ This is where we are and this is why we are here, facilitating this forum and raising awareness further. We do so fully in the knowledge that we are bringing on extra accountability and pressure in an education system that is providing less for our young people.
- ▶ We ask for your support and your cooperation.
- ▶ A thought: what we are clearly doing here is courting a raising of awareness of children's needs which will make them happier and feel safer. As mentioned, awareness has already been raised at a time when provision and support outside school is 'finding its feet after covid'. We're putting ourselves out there with this and having these conversations and rightly so...but let's not underestimate the challenge!

The SEN process of assessments and referrals...

▶ Autism (ASC)

- ▶ TASC Pathway - two terms of interventions using strategies from pre-referral form and using the Assess, Plan, Do Review (APDR) processes
- ▶ Gather data from home and school.
- ▶ If enough data to suggest ASC - gets signed off and sent to pathway.

▶ ADHD

- ▶ Questionnaire for parent and teacher - needs to be seen in both settings.
- ▶ Strategies put in place and using the Assess, Plan, Do Review (APDR) processes.
- ▶ If accepted and diagnosed parents are offered a parenting course

▶ Dyslexia

- ▶ Trafford no long diagnose
- ▶ Parents need to have private diagnosis.
- ▶ We can use screeners.

▶ Occupational Therapy and Sensory

- ▶ Tick sheets
- ▶ Twelve week plan - if still having difficulties then refer to Occupational Health / sensory.
- ▶ Sensory can not be 'fixed'. We adapt the environment where we can.

What are we doing now?

- ▶ Staff training updates and reading
 - ▶ Every teacher is a teacher of children with SEN - quality first teaching is key
- ▶ Sensory awareness monitoring - we'll always build more on this.
- ▶ Supporting pupils within the classrooms in considering environment and atmosphere
- ▶ Spending money! (We'll always be willing to provide resources that help our children to feel safe to aid their concentration and frequently reimburse our SEND budget from other areas). We'll need your input here too on what you feel your children might need.
- ▶ Interventions - one-to-one and small groups
- ▶ Individual pupil plans, APDRs, and RAMPs (Reducing Anxiety Management Plans)

What we can do better...

- ▶ Continue to raise staff awareness of what makes sensory-friendly classrooms and what makes a sensory-friendly school. Whole school training and updates for various aspects of SEN - specifically and especially for all lunch staff. Non-negotiables for sensory classrooms and monitor how this is being implemented.
- ▶ Continue the avenues for communication between parents and UPS so that we can be aware of behaviours at home (that may be masked at school), so that you can tell us what you think your child might need and so that we can put additional procedures and resources in place.
 - ▶ Schools are expected to update parents of children on SEN support once a term.
 - ▶ Enhance the SEND school community so that we (and you) can share knowledge and expertise to develop a deeper understanding of all areas of SEND - we need you to help us with this! Parent Whatsapp group.
- ▶ Continue to signpost and give information to help you as families.
- ▶ A cautious thought... We must build our children's resilience together - we cannot be too quick to diagnose and regardless of a diagnosis or not - every child is different and we need to work on meeting their needs - at school, at home, in clubs and in society.

What we can do:

▶ What we can provide:

- ▶ Whole class support
- ▶ Class environment
- ▶ APDRs
- ▶ Resources - wobble cushions, fidget toys, etc
- ▶ Certain therapies - Drawing and Talking, Lego
- ▶ Intervention - cognitive, social/communication, narrative, etc. (see right)
- ▶ A raising of awareness - PTO...

▶ What we can source:

- ▶ Educational psychologist - SLA cost and time constraints
- ▶ Early Help and TTT (Trafford Team Together)
- ▶ Speech and Language Assessment
- ▶ OT/ Sensory, ASC, ADHD, speech and Language referrals
- ▶ Help and advice from Trafford on dyslexia, speech and language, OT/ Sensory, ADHD nurse, school nurse, social communication and Autism advice, medical support, assistive technology support...

▶ We can signpost (and source...):

- ▶ Play therapy
- ▶ Cognitive Behavioural Therapy (CBT), charities (see our website), Early Help
- ▶ In some cases we can pay out of SEN budget - but in most cases very expensive and limited availability

- Plus One / Power of Two (basic mathematical concepts)
- Toe-by-Toe (phonics)
- Lexia (reading and spelling program)
- Pre-teach Guided Reading
- Pre-teach Maths
- Priority readers
- BRP (Boosting Reading Potential)
- Hold a Sentence (writing)
- Handwriting
- Fine motor
- Gross motor
- Rapid Phonics/readers
- Spelling
- Small literacy groups
- Small maths groups
- Memory
- Sensory strategies (including brain breaks/wiggle time/regulation stations)
- SALT (Speech and Language Therapy) - Lego, Narrative, Attention and Listening, Social and Communication Skills, Vocabulary, speech sounds / articulation, WellComm....
- Pastoral - check ins, Drawing and Talking, Anxiety, bereavement, Zones of Regulation...

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SPEAK

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Back

Take 5 minutes to sign up to The Link Record and you will receive our termly electronic newsletter. This is a great way of finding out about the support that is available and keeping up to date with what's going on in your local area.

Information includes:

- Specialist activities and events
- Competitions
- Parent feedback
- Support network groups
- Ideas of things to do
- Changes to legislation



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National
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The Big Five things autistic people want you to know

- 1. We often need extra time to process information, like questions or instructions**
- 2. We can feel intense anxiety in social situations**
- 3. We sometimes feel anxious about unexpected changes, like delays and cancellations**
- 4. Many of us find noise, smells and bright lights distressing**
- 5. All of these can lead to us becoming overwhelmed and having a 'meltdown' or 'shutdown'. This can be physically and emotionally debilitating**

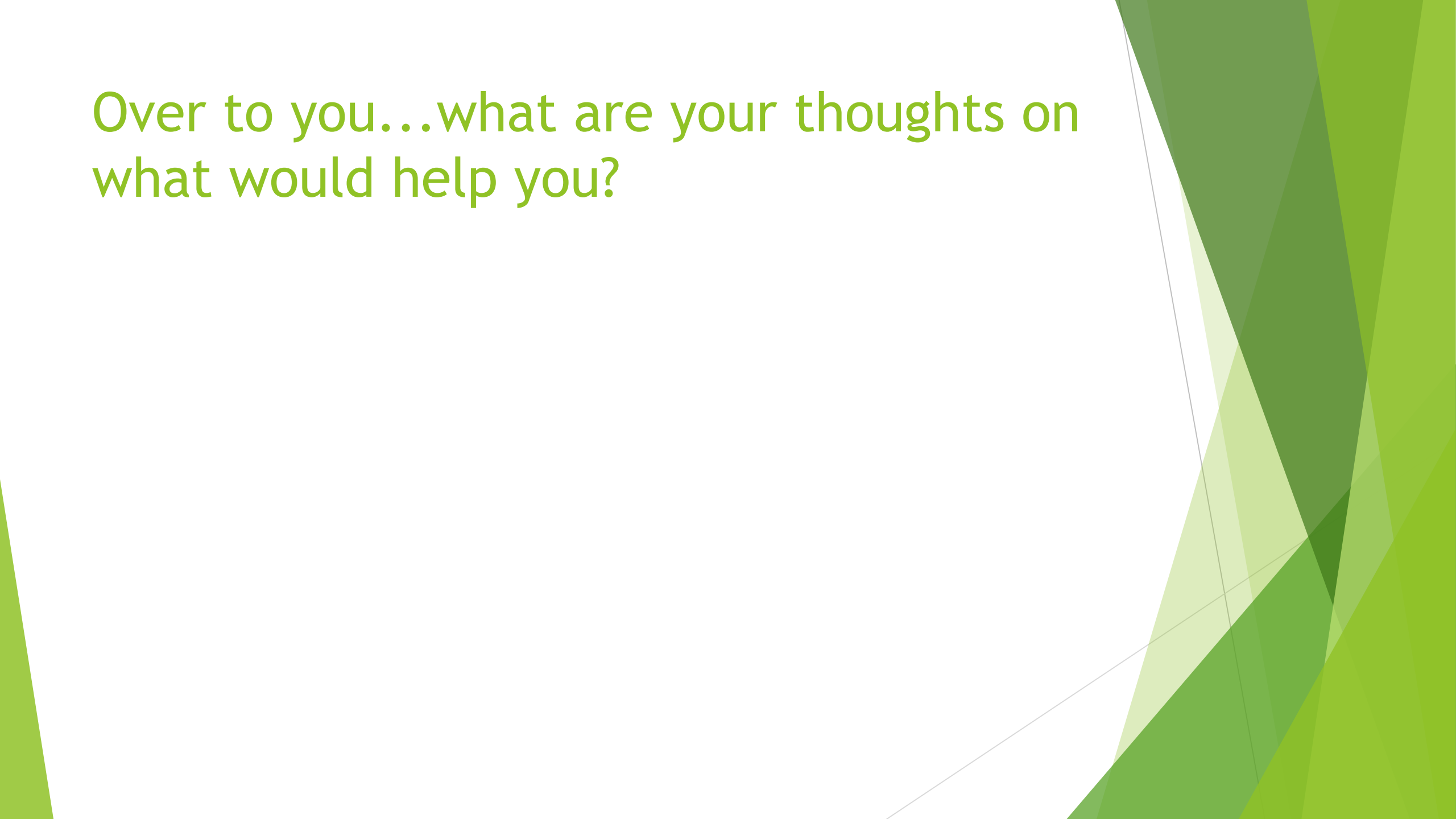
Resilience building

- ▶ Meditation
- ▶ What if....it doesn't happen
- ▶ I can't do it, yet
- ▶ Self help strategies - breathing, take a walk, quiet place, listen to music,
- ▶ Aim to build on their understanding that they can help themselves and not be reliant on adults.
- ▶ Trying something outside their comfort zone
- ▶ Sport / exercise
- ▶ Problem solving
- ▶ Recognise own emotions
- ▶ Music

Some points to raise...

- ▶ Year group transitions
- ▶ TTRS alternatives
- ▶ Losing playtimes
- ▶ Movement breaks and ND friendly classrooms
- ▶ 'Whole-school'

Over to you...what are your thoughts on
what would help you?

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Planning for our next meetings

- ▶ Can we suggest as the date of the next meeting...?
- ▶ SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service - Jo McLeod
Thursday 3rd November 9:15
- ▶ Wellbeing forum: 2.30pm, Thursday 3rd November
 - ▶ Neuro diversity celebration week - WB 21st March 2023
 - ▶ Autism awareness week - WB March 29th March 2023
 - ▶ World Autism Awareness Day - 2nd April 2023