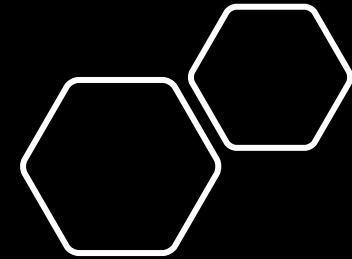




all different - all together



Parent Workshop
October 2024



Aims:

An overview of SEN provision at
Whitchurch CofE Primary

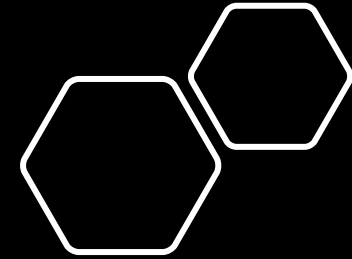
The role of the SEN Coordinator
(SENCO)

How we identify and support
children with SEN

The EHCP process: what it is
and how it works

Opportunities for questions
and discussion





Aspirations for all children – a diagnosis or special educational need should not mean that we are focussed on what the child cannot do. We need to always be thinking about what they can do, how we can help them to do it and make them as independent as possible in doing so.

Research - involved speaking to a significant number of young people (late teens/early 20s) asked them what they wanted. They want for themselves: independence (a job) and love.

An overview of SEN provision at Whitchurch CofE Primary

In all schools, there are three tiers of provision. The universal, targeted and specialist. This is also sometimes referred to as Wave 1, 2 and 3. You may also have heard the phrase 'quality first teaching' which is now referred to as high quality teaching.



Universal support (for all):

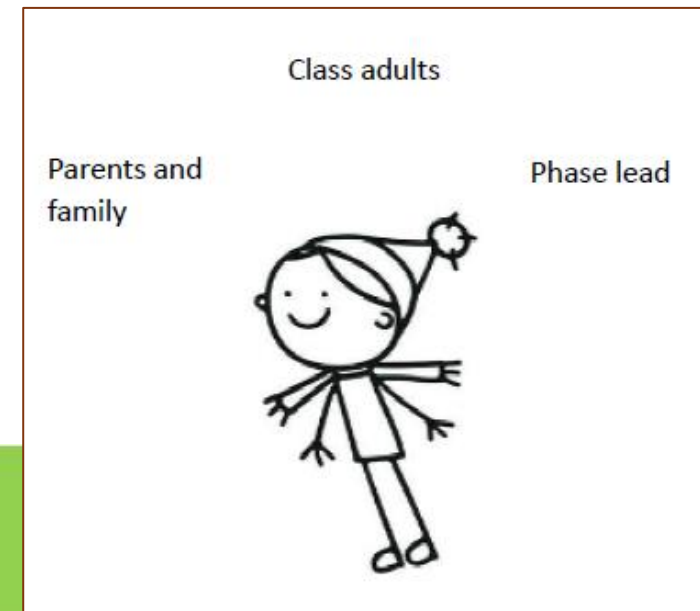
What does this tiered support look like? Available for all children – as in, you don't need to be identified as having an additional need. This is about class adults being responsive to the children.

Environment – sensory needs, seating plans, ensuring all children are welcomed every day and that we care.

Adaptation of tasks: variation, not differentiation. When we vary tasks, children are working within their Key Stage. Differentiation would suggest that the child is working significantly below their peers.

- High quality teaching – this is found to have the biggest impact
- Inclusive practice including consideration of environment
- Available for all children
- Class based support: interventions for phonics, literacy, numeracy
- Adaptation of resources and access to practical equipment
- Movement breaks / sensory breaks
- Scaffolding work, small chunks, stepped instructions
- Adaptation of tasks – variation (not differentiation)
- Regular assessment and tracking, including pupil progress meetings
- Consistency
- Visual timetables

Universal:
good for all



Targeted support (for some):

Targeted support is for some children – at this point we are identifying that a child is not learning and progressing in the way that we would expect from their starting point. We need to bear in mind that different children have different starting points –we aim for all children to achieve their potential and, hopefully, reach the expected standard in reading, writing and maths. However, we also have to acknowledge that not all children may be able to do this – so it is about maximising potential in all areas and ensuring functional literacy and numeracy skills.

At targeted support, we are starting to do further assessments to work out what barriers may be.

- Targeted interventions such as Language Link, phonological awareness, Thrive, dyslexia screening, speech sound screening, Clever Bodies, fine motor intervention which may be group work or individual.
- Pre-teach, keep-up work.
- ELSA / Drawing and Talking / Play therapy (this year)
- Family Link worker signposting and support
- Attendance support
- Speech and Language therapy advice
- SENDCO involvement
- Willow Room or Bee Hive provision
- EMTAS advice
- Hearing Impairment/Visual Impairment advice
- Visual timetable, now and next, catching good ladder, reset card, choosing time

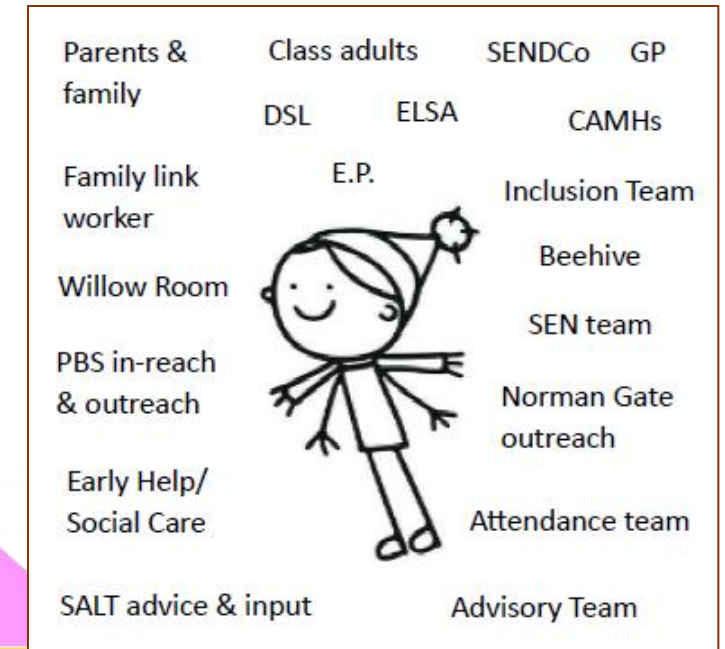


Parents & family	Class adults & intervention	SENDCO
		ELSA
Family link worker		
Phase lead		GP
Willow Room		Beehive
SALT advice		HI/VI advice
EMTAS advice		Social Prescriber/GP

Specialist support (for the few)

At this stage, there are a few children who need much more than those at targeted or universal support. This is when we are seeking external agency advice and thinking about a much wider range of people being involved with the child and family.

- Outreach support (Norman Gate, Maple Ridge. Primary Behaviour Support)
- In-reach: Primary Behaviour Service (placement for 2 days per week).
- Referral to Children's Services (Early Help & Social Care)
- Referral to CAMHs (ADHD) and The Owl Centre (ASC)
- Inclusion Team (advice regarding avoiding suspension/exclusion)
- Attendance team (County)
- Speech & Language therapy & targeted intervention
- Educational Psychology
- Advisory teams (C&I, ASC)





How do we identify children with SEN?

- Discussions with nursery/pre-school
- Discussions with parents including developmental history
- Class adults' observations
- Tracking data
- The pupil themselves talking about their difficulties
- External agency advice and professional dialogue

Being constantly curious about how a child is or is not learning.

Limitation



- Diagnose children
- Provide full time 1:1 support (unless we have to do so for safety or medical reasons).
- Provide an adult that is 'their' adult – making children dependent on one adult
- Provide support to the detriment of others

What we are not able to do:

- Diagnose children. Even if we do a dyslexia or language screening, we are not qualified to diagnose. If concerns are flagged around S&L, we will discuss this with our link therapist. Similarly, if we screen for dyslexia, this may show that in more than 3 areas, the child is indicating dyslexic tendencies, but this isn't a diagnosis.
- No child, even those with an EHCP, is entitled to full time adult support. The only times this happens is if the child has a life-threatening medical condition, or if their needs are so significant in terms of behaviour that they are unsafe without adult support. No child should have full time adult support for learning because all children are able to access learning if the work is suitably pitched and varied, or differentiated, for them.
- In cases where a child needs an adult full time, they will not have just one adult – we sometimes hear children say 'my adult' - this is not the mentality we want from our children. Equally, we will always try to put a team around a child rather than an individual – this is both for the child and the adult.

How does the SEN register work?

The criteria for children to be put on the SEN register is:

- 1) Do they have a learning difficulty or disability? In other words, is there something which is preventing their learning or progress over a sustained period of time.
- 2) Do they require provision or adaptation that is additional to and above what would be expected for other children? This is taking into account what is available in 'universal' support and some of what is available in 'targeted' support.

A diagnosis doesn't necessarily lead to needing to be put on the register.

A short term problem will also not necessarily mean a child is on the SEN register.

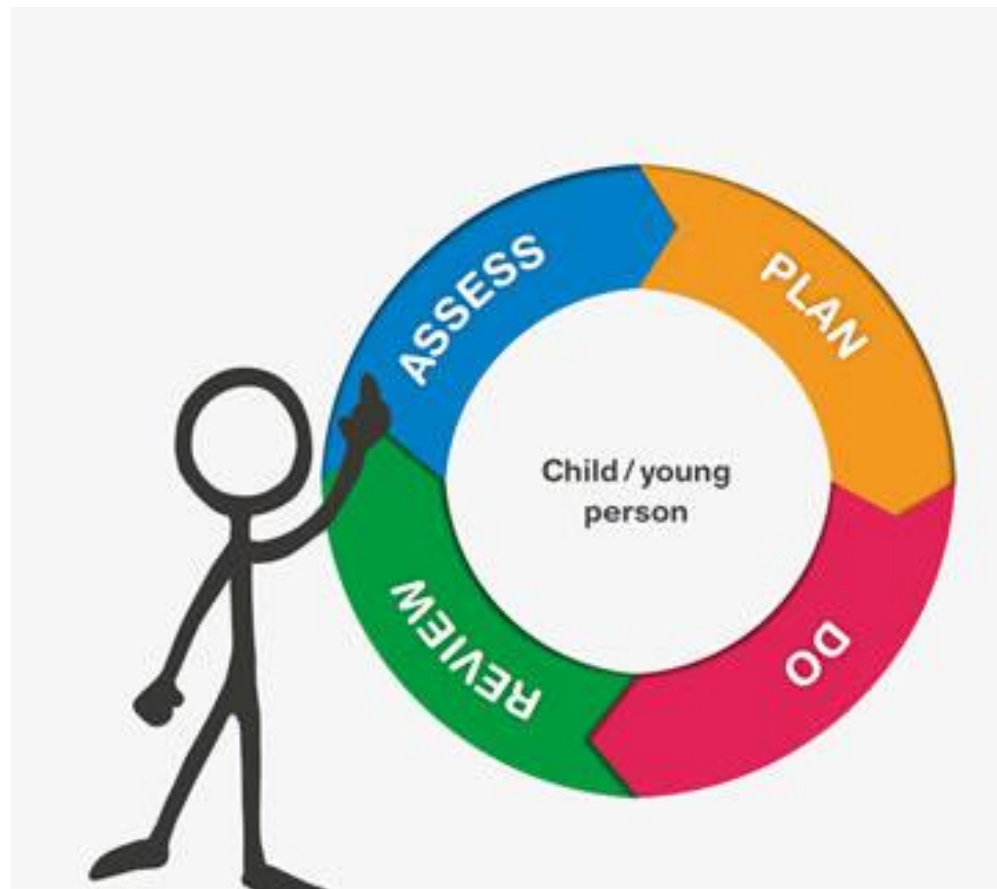
What are the stages and what does this mean?



SEN SUPPORT



EHCP – EDUCATION,
HEALTH AND CARE
PLAN



Plan – We will plan and create targets with the child to support them with their learning.

Do – We will put this plan in to action and give opportunities for the child to meet their targets.

Review – We will review these targets 3x a year – November, February and June. At this point we will either give the child new targets if they have been met or look at the provision of the targets that haven't been met to see how these can be improved.

Role of the SENDCo

Strategic not operational – is the aim. However, this is not always the case.

- **Strategic management** focuses on long-range goals and sets the future direction.
- **Operational management** deals with day-to-day activities and helps achieve short-term goals.

Strategic not operational

Mainly focussed on those children with an EHCP, or those needing an EHCP.

Training and advice for staff

Liaising with external agencies to ensure appropriate support and guidance are given

Ensuring statutory processe

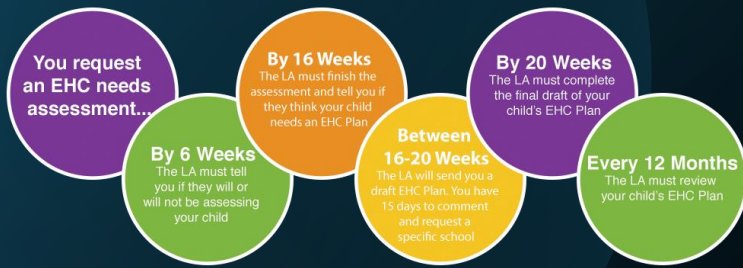
Education, Health and Care Plans

- EHCPs are for those children who need the highest level of support. This usually requires funding beyond what the school would be able to provide within its usual budget.
- Some data:
 - Hampshire are currently issuing around 300 EHCPs per month.
 - Over the summer holidays on average there were 100 requests per week.
 - To cater for all of the children that are said to require special school provision, a special school a month would have to be built.
 - Nationally, there are some significant challenges around SEN provision.

Education, Health and Care Plans

How the process works:

- Any request for an EHCP has to have a bank of evidence to support it including 3 plan, do, review processes (SEN passport) and external agency advice which has been implemented, been given time to embed and is then reviewed for impact.
- A request has to demonstrate that a child's needs are significant and sustained.
- A request has to demonstrate that the school is unable to maintain the level of support needed, without additional funding.



EHCP Process

- **Request for Assessment:**
 - Initiated by parents, school, or health professionals.
 - Local authority reviews the request. There is a 'legal test' to decide if a child meets the criteria for assessment.
- **Assessment:**
 - Multi-disciplinary assessment involving education, health, and care professionals.
 - Gathering detailed information about the child's needs.
- **Drafting the Plan:**
 - If assessment confirms SEN, a draft EHCP is created.
 - Includes educational, health, and care needs and the support required.
- **Consultation:**
 - Parents and professionals review and provide feedback on the draft plan.
- **Final EHCP:**
 - Finalised plan is issued, outlining specific support and outcomes.

On the website you will find a link to our new Padlet. This has been produced to provide parents with links to useful resources. I am also keen to add to this and will be an ever-changing document. Equally, if you have come across useful websites as parents, please do let me know and I will add to this.

Padlet –
useful
information
for parents

dmay46 · 20d
Whitchurch C of E Primary School - Special Educational Needs and Inclusion Support
Information and resources to support you and your family.

ASC/ADHD/Sensory Needs | **Behaviour** | **Dyscalculia Support** | **Dysgraphia Support** | **Dyslexia Support**

Autism Hampshire
autismhampshire.org.uk
Home | Autism Hampshire

- Parent/ Carer workshops for support
- Pre, during and post diagnosis support
- Support groups

Telephone: 01489 880881
Self-referral at:
information.advice@autismhampshire.org.uk

National Numeracy - Getting on with numbers
nationalnumeracy.org.uk

disability confident

What is dyscalculia and how can it be spotted and supported in children and adults?
Recognising and supporting dyscalculia in children

International Dyslexia Association
dyslexiaida.org

Understanding Dysgraphia - International Dyslexia Association
Recognising and supporting dysgraphia in children

Made by Dyslexia
madebydyslexia.org

Education - Parents - Made By Dyslexia
How to spot, support & empower your dyslexic child

Barnardos
barnardos.org.uk

Believe in children | Children's charity
Hampshire Specialist Parenting Support Service
Parenting programmes for parents