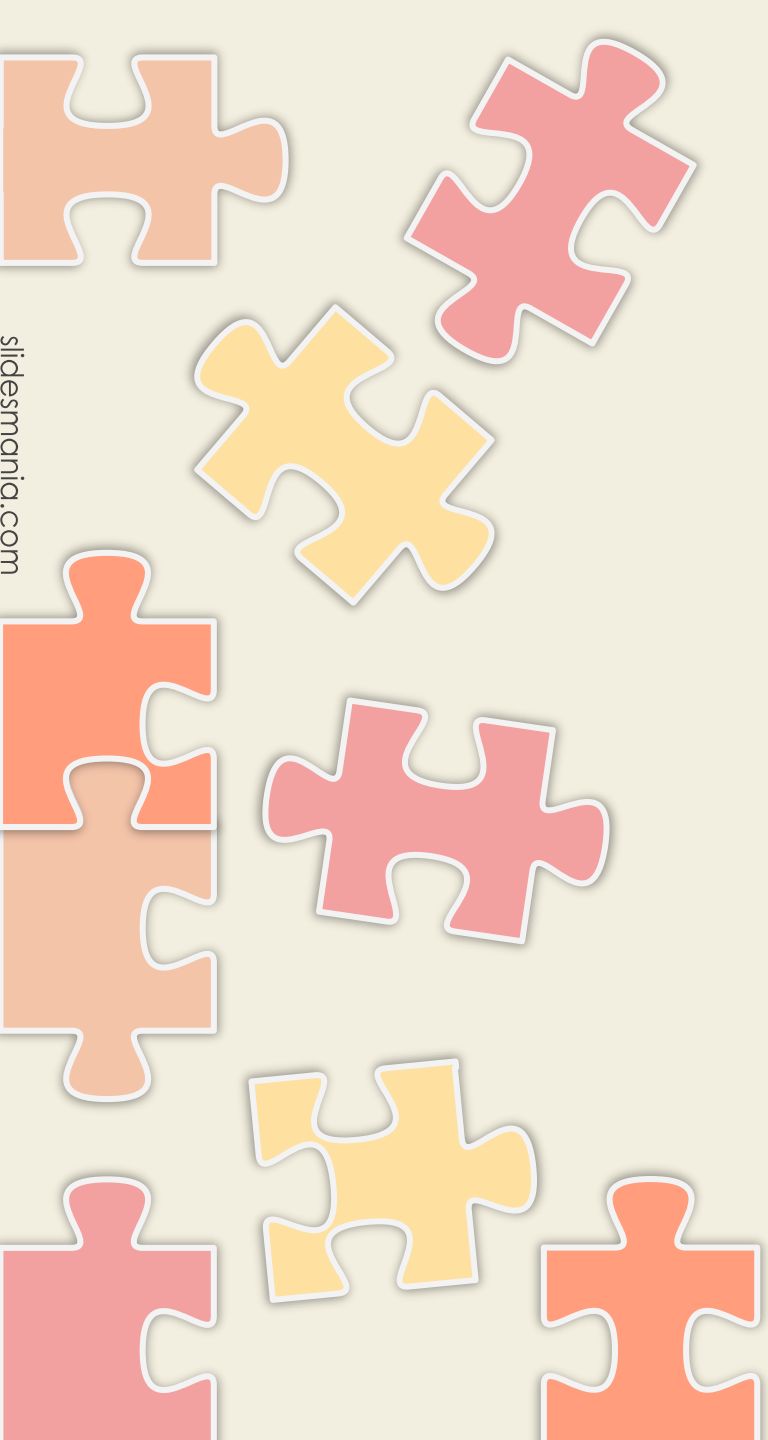


**“Every child deserves a champion:
an adult who will never give up on
them, who understands the power
of connection and insists they
become the best they can possibly
be..”**

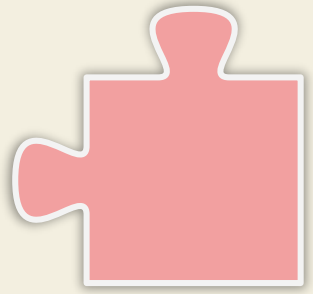
Rita Pierson



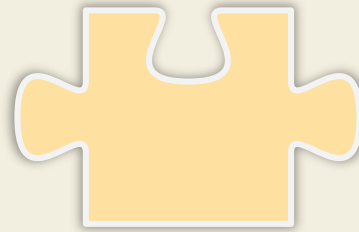
How do we support pupils with SEND?

Inspiring innovative, confident, inclusive and caring members of the local and global community.

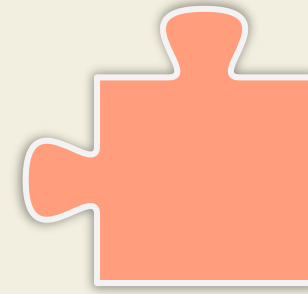




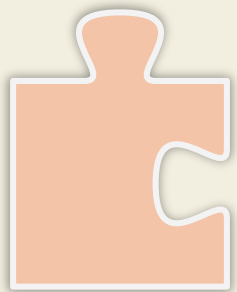
**High Quality
teaching**



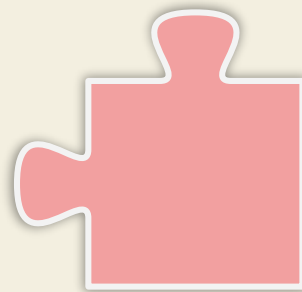
**High Quality
resources**



**Personalised
provision**



Interventions



**Classroom
support**



**Working with
External
agencies**

Trust Respect Enjoyment Courage Kindness



Reasonable Adjustments

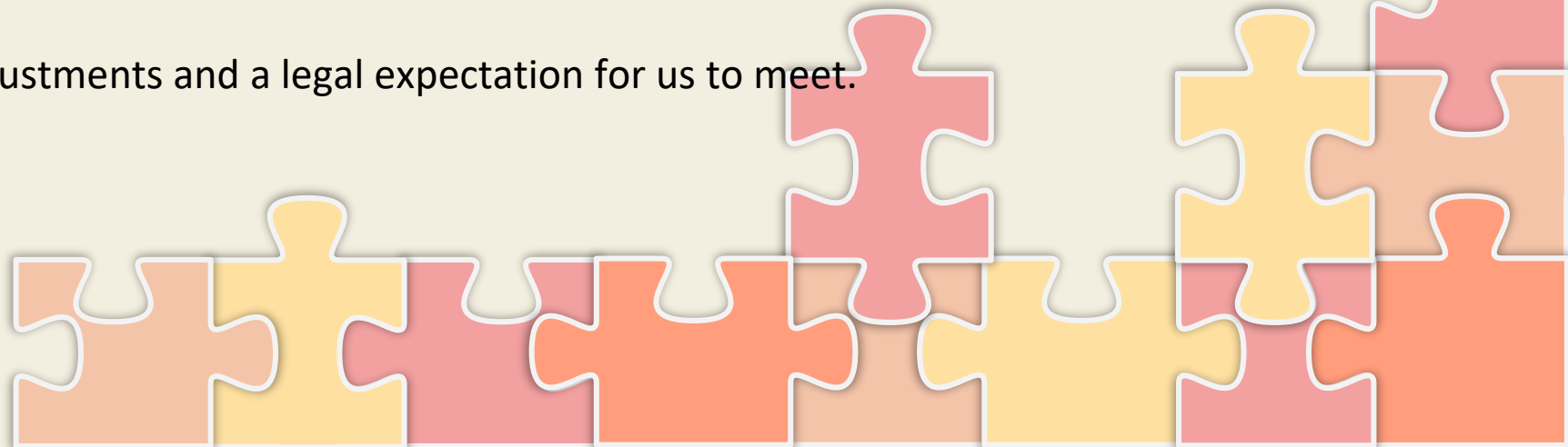
As an inclusive school, we work to ensure all children are included in their learning, including all enrichment opportunities.

It is essential that when we are planning learning, educational visits or enrichment activities – we look at the make up of our classes in a timely fashion to plan how all can be involved – pupils and staff.

Thinking about - How can we make the educational visit accessible? Have we spoken to the family? Staff?

If a pupil finds recording difficult, what alternative could we provide?

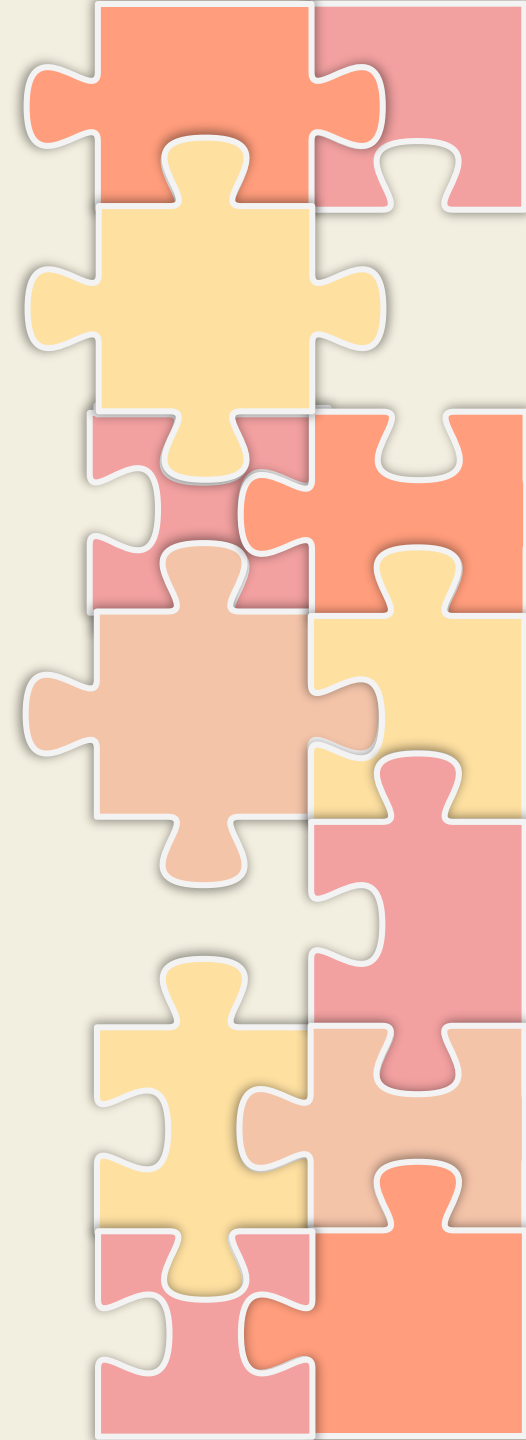
These are examples of reasonable adjustments and a legal expectation for us to meet.



Interventions

Begin with the Assess plan Do Review cycle

		LUCID screen	assessment tool, AFALS LUCID screen	Boxall Profile ABC/STAR analysis	
Additional Intervention and Support	Interventions	Precision teaching Once upon a picture Pets as Therapy Reading dog Reading for Meaning Colourful Semantics Nessy 3 x weekly	Precision teaching Phonological awareness group Apples and Pears Dancing Bears Bearing away	SMART Thinking Zones of regulation toolkit Incredible 5 point scale Superflex Socially speaking Bubble time Social detective	Barrier games
	Assessments	Nessy assessment Salford Reading Age, Discussion with SENCO	Ultimate Guide to Phonological awareness assessment tool, AFALS, Apples and Pears placement test, Discussion with SENCO	SDQ ABC/STAR analysis AET Discussion with SENCO	Nessy assessment Discussion with SENCO
High Quality Teaching	Additional/consistent provision in class	Coloured overlays/ books/backgrounds, Differentiated teaching and support, Reading books to match level (inc use of Barrington Stoke, Rapid Phonics, Project X), Role play, DERIC development of comprehension skills, Planned adult support, Regular reading, Guided writing, Use of recording tools such as Story mountains/ writing frames, Mind maps, voice recording	Phonic/HFW visual supports, Differentiated daily multisensory phonic/spelling teaching, Small group booster sessions, planned adult support, Phonic support working walls,	Whole school positive behaviour system including Regulate, repair and respond, clear expectations, PSHE/Circle time, Assemblies, whole school community events	Pre teaching vocabulary, visual support alongside text, repetition, clear instructions, key skills, chunking, Processing time
	Assessments	PIRA – Reading Comprehension NC Banding 4 times a year Discussion at Pupil progress meetings	EYFS/KS1 – Termly phonic assessments, Yr1-6 Schonell Spelling Age, Discussion at Pupil progress meetings	Whole school positive behaviour system, Staff dialogue, Family dialogue, Discussion at Pupil progress meetings	Discussion at Pupil progress meetings
		Reading/Writing	Spelling/Phonics		
		Cognition and Learning - Literacy		Social, Emotional and Mental Health/Well being	Cognition and learning - Metacognition





Interventions

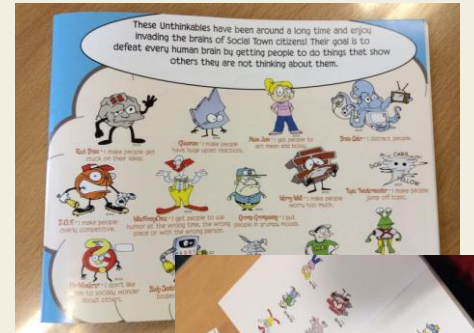
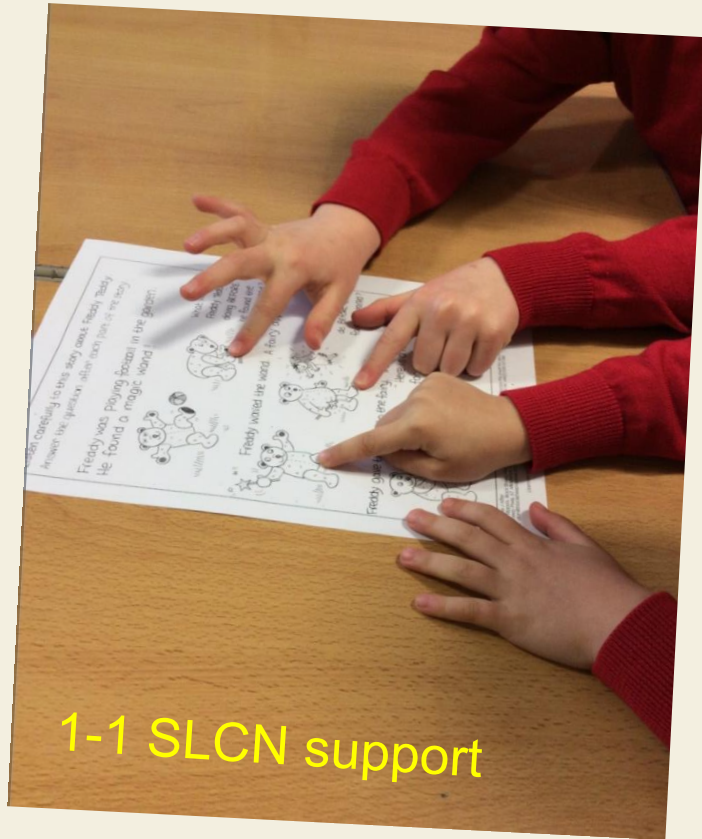
Interventions can be one to one, paired, or small groups depending on the purpose. They are evidence based, time managed and overseen by the SENCO and class teacher.

The purpose is to provide additional support to an identified specific area of difficulty that the pupil is experiencing ensuring that all pupils are able to shine their light.

You are the light of the world.

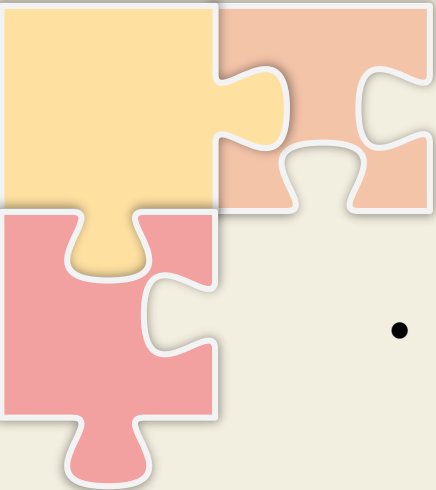
Shine your light.

Matthew 5.14

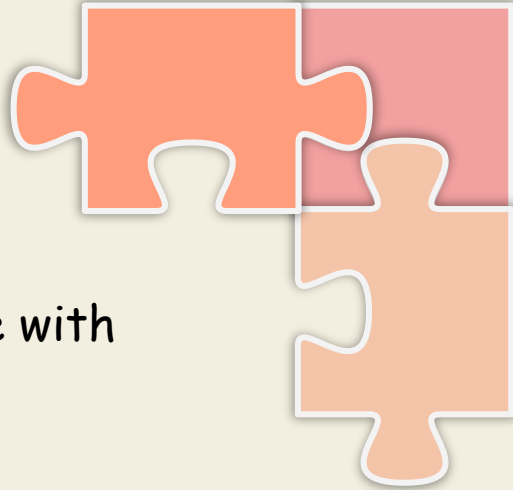


The background of the slide features decorative puzzle pieces in the corners. The top-left and bottom-right corners have clusters of interlocking puzzle pieces in shades of yellow, orange, and pink. The top-right and bottom-left corners have single puzzle pieces in the same color palette. The central area is a plain light beige color.

What is High Quality teaching?



'High quality teaching is the first step in responding to pupils who have or may have SEN' (Code of Practice, 2014)

- Lessons are planned to support the needs of all children including those with special educational needs or disabilities.
 - Differentiation - working to support all children to succeed in their learning.
 - Provide additional resources for the child to use to complete the task (Numicon, counters)
 - Provide the child with additional time to complete the same task
 - Providing adult support - could be as a reader or scribe
 - Altering the activity
 - Use carefully targeted questions
 - Use pictures and visual resources to support vocabulary (word banks, phonic mats)
- 

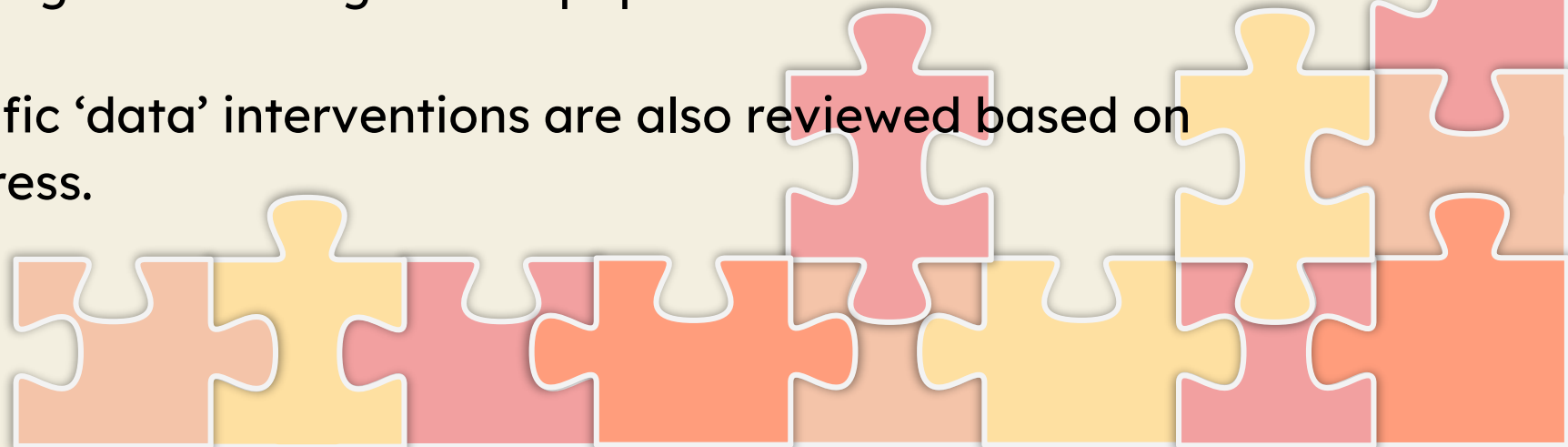
Funding

From the twice yearly census (Autumn and Spring), schools are given a pot of funding to specifically support pupils with. This is dependent on the numbers provided for each census. This also includes support for the first £6,000 for pupils with an EHCP.

We review our need, plan the provision and outcomes to allocate resources.

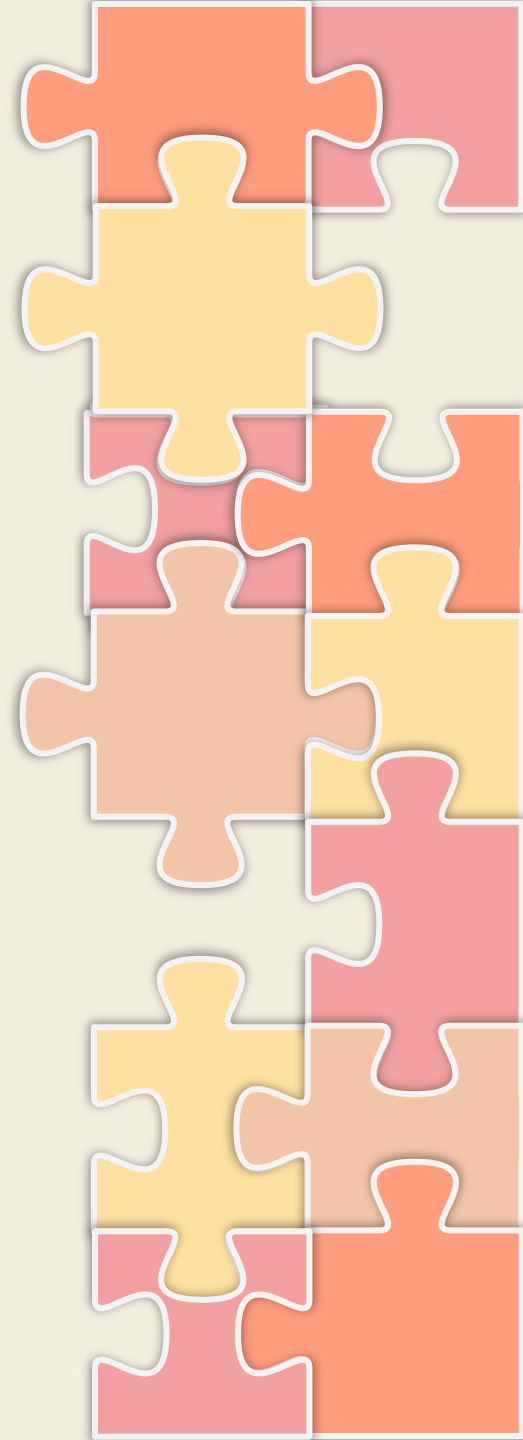
This is monitored through planning and monitoring records for time managed interventions, termly pupil progress meetings for all pupils.

Although we do review specific 'data' interventions are also reviewed based on pupil engagement and progress.



What next?

- Transition to Secondary – how do we do it?
- Support for mental health and well being
- Extra curricular clubs for pupils identified with SENd.
- Specific needs – speech therapy, physical needs
- Alternate provisions
- EHCPs – application and process





Thank you!

Do you have any questions?

senco@heathlands.essex.sch.uk