

WELCOME TO SEND  
COFFEE MORNING



# WHAT WOULD WE LIKE TO SHARE WITH YOU?

- How do we support pupils with SEND at Date Palm?
  - Quality First Teaching
  - Interventions
  - Teaching Assistant support
  - Personalised Planning
- The Local Offer:

# SEN CATEGORIES

- The Code (2015) highlights four main categories of SEN

Communication and Interaction

Cognition and Learning

Social, Mental and Emotional Health

Sensory and / or Physical

- There is no 'behaviour' category in the new Code.

# TYPE OF NEED

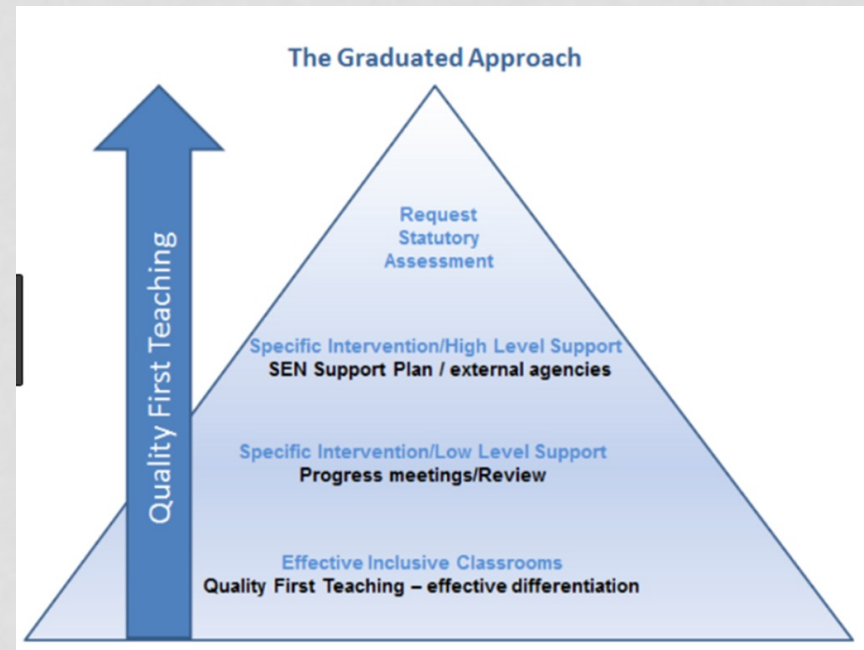
## Type of primary Need



| Cognition and Learning  | Social, Emotional and Mental Health Difficulties   |
|---|--|
| Moderate Learning Difficulties<br>Specific Learning Difficulties<br>Severe Learning Difficulties<br>Profound and Multiple Learning Difficulties | Attention Deficit Disorder<br>Attention Deficit and Hyperactivity<br>Attachment Disorder<br>Challenging/Disruptive/Disturbing behaviours<br>Eating Disorders<br>Anxiety/Depression |
| Communication and Interaction   | Sensory and Physical Needs   |
| Autistic Spectrum Disorder<br>Speech, Language and Communication Needs<br>Aspergers   | Visually Impairment<br>Hearing Impairment<br>Multi Sensory Impairment<br>Physical Disability   |

# A GRADUATED APPROACH

- Settings are required to implement a 'Graduated Approach' to SEN planning, provision and review (SEN code of practice 2015)
- Quality First Teaching for all children
- Highly differentiated
- Then provide evidence-based intervention in addition to, or different from, the above
- Involve outside agencies as and when required.



# SCHOOL PROVISION MAP

## Provision Map 2019- 2020 for Phase Two

| In-class specific differentiation (Wave 1)   | Targeted Support / Interventions (Wave 2)   | Specialist Support (Wave 3)  |
|--|---|--|
| <p>Quality First teaching for all, reasonable adjustments, early identification</p> <p>➤</p> | <p>Specific 1-1 teaching to targets identified by school assessment.</p> <ul style="list-style-type: none"> <li>• Additional interventions enabling pupils to work at age related expectations.</li> </ul> <p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Support for focusing attention and listening skills.</li> <li>• Lego therapy</li> <li>• Cognitive behaviour therapy</li> <li>• Drawing therapy</li> <li>• Precision teaching</li> <li>• Repeated reading</li> <li>• Coloured rulers</li> <li>• Catch up phonic programme.</li> <li>• <del>Nessy</del> (Reading and spellings)</li> <li>• Catch up literacy</li> <li>• Catch up numeracy</li> <li>• Sensory breaks</li> <li>• ELKLAN Blank levels</li> <li>• <b><u>After school clubs</u></b> <ul style="list-style-type: none"> <li>• Cooking club</li> <li>• Art club</li> <li>• Computer club</li> <li>• British Sign Language</li> <li>• Homework club</li> <li>• Creative writing classes</li> </ul> </li> </ul> | <p><b><u>Personalised interventions – Assess, plan, do, review plan - EHCP</u></b></p> <ul style="list-style-type: none"> <li>• Child, Adolescence &amp; Mental Health Service. (CAMHS)</li> <li>• Paediatrician.</li> <li>• Other medical reports</li> </ul> <ul style="list-style-type: none"> <li>➤ NHS</li> <li>➤ Private.</li> </ul> <ul style="list-style-type: none"> <li>• EHCP</li> <li>• Speech and Language –NHS</li> <li>• Hearing Impairment service (HI)</li> <li>• Visual impairment</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Behaviour intervention target card</li> <li>• Behaviour contract – includes parent.</li> <li>• Zones of Regulation</li> <li>• Social stories, conversation strips</li> <li>• Social skills group</li> <li>• Play dough therapy</li> <li>• Colourful semantics</li> <li>• Language for thinking</li> <li>• Additional focussed observations by staff.</li> <li>• 1:1 support to work on targets set by outside agencies.</li> <li>• Targets on assess do plan.</li> <li>• Key TA to support access to KS1 or KS2 curriculum.</li> </ul> |

# QUALITY FIRST TEACHING

- *'High quality teaching is the first step in responding to pupils who have or may have SEN' (Code of Practice, 2014)*
- SEND children are taught alongside their peers.
- Lessons are planned to cater for the needs of all children including those with special educational needs or disabilities.
- Differentiation - changes that are made to help children succeed in their learning.
  - provide additional resources for the child to use to complete the task
  - provide the child with more time to complete the same task as their peers
  - give the child an additional adult to support them
  - change the task itself
  - use carefully targeted questions at different levels
  - use pictures and visual resources to support vocabulary

# QUALITY FIRST TEACHING

- Teaching Assistants are used flexibly to support learning.
  - Pre and post teaching
  - Targeted lesson starter or plenary support
  - Individual support
  - Small group support
  - Support to respond to teacher marking
  - Observations



# ADDITIONAL INTERVENTIONS

- 'Interventions' (support programmes) which we run to help children who are not making expected progress make as much progress as possible. We run different programmes to address different needs such as:
  - Reading - reciprocal reading group/ catch up literacy
  - writing - catch up literacy/ writing prompt sheets/ writing group learning
  - Spellings - Phonics/teaching rules
  - phonics - 1-2-1 alphabet arc, small group phonics intervention, catch up literacy.
  - maths skills - catch up numeracy
  - social skills - Social skills group/Lego therapy/
  - fine and gross motor skills - Sensory room/balancing
  - speech and language - play dough therapy/ Zones of regulation/colourful semantics/
  - Provision map on the school website

# ADDITIONAL INTERVENTIONS

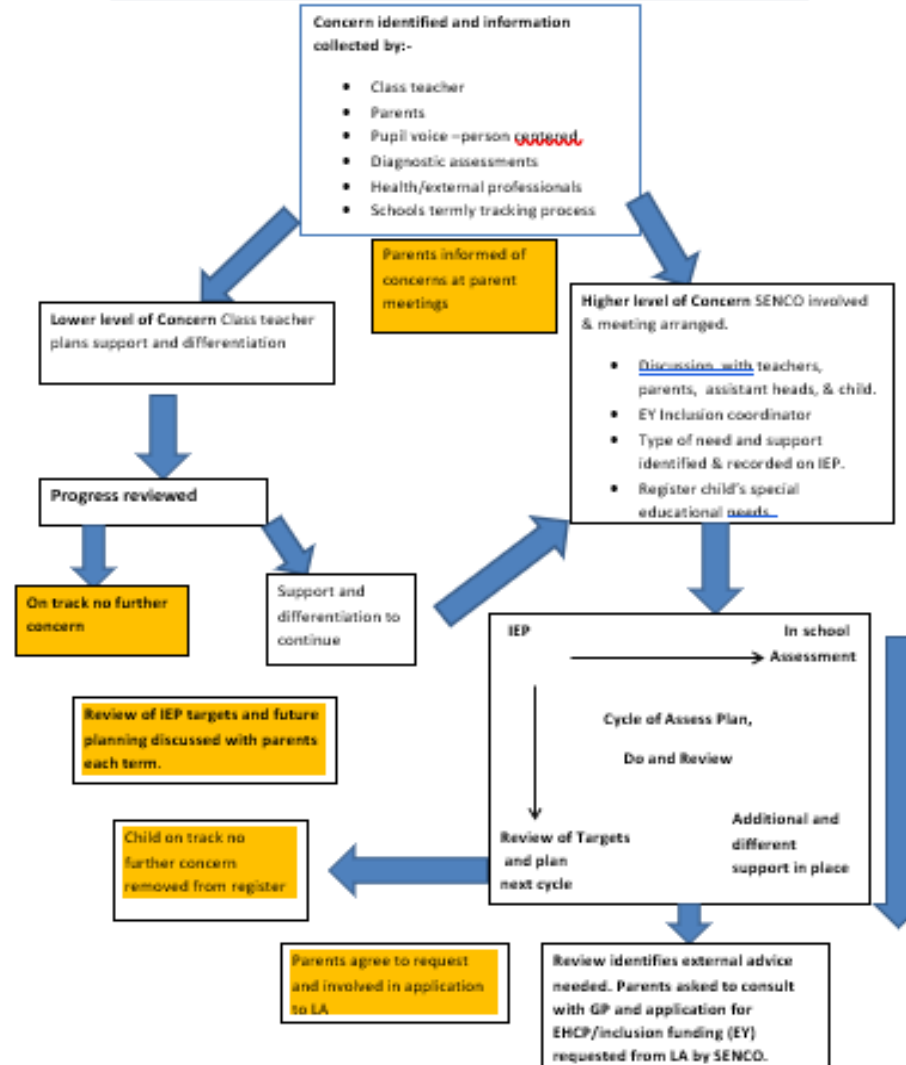
- May be delivered to a small group of children or 1-1.
- Often delivered by Teaching Assistants who have been trained to deliver them effectively.
- May be ongoing or shorter period of time



- Too much time out of class.
- Timetabling - class teacher and SENCo
- Broad and balanced curriculum

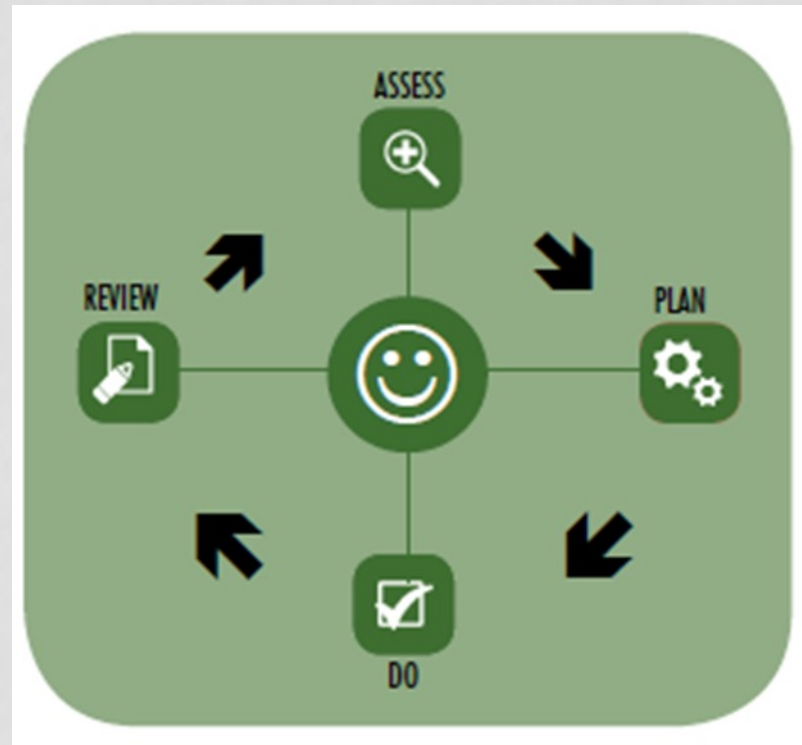
# IDENTIFICATION

## Identification and Support for SEN at Date Palm Primary - 2020-21



# WHAT IS OUR CYCLE OF 'PLANNING'

- **Assess** - gaining a greater understanding of the child's needs.
- **Plan** - working together to plan the best teaching approach.
- **Do** - using strategies, delivering interventions, providing support.
- **Review** - what worked? What were the outcomes?



# ONE PAGE PROFILE

- Planning is based on the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child, child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them.
- *SEND Code of Practice, 2014*



# ONE PAGE PROFILE AND APDR

## Rebecca

What people like and admire about me...

- Easy going
- I give everything a try
- My smile
- I know my own mind
- I'm friendly
- I sit back and let life pass my by




What makes me happy

- Watching TV
- Going to the pictures
- Eating food
- Going to Pizza Hut and eating spaghetti bolognaise
- Going bowling
- Going to playgrounds

How I want to be supported

- I need things to be repeated
- I need you to be patient and give me thinking time
- Always walk on my left
- If I collapse on the floor, I don't like something
- I like to point and use facial expressions
- I don't like to walk far



**Assess Plan Do Review planning sheet**

Pupil's name: \_\_\_\_\_  
 Class: Year (Autumn 2020)

**Assess**

What are the young person's needs/barriers to learning?


What is their level of attainment and progress (Year xx initial assessments)?

What is the view of young person/parents/teacher/support staff/other:

**Plan**

What can we put in place to support this young person:

Do we need to make any referrals:



| Do                      | Review  |      |
|-------------------------|---------|------|
| Actions Taken (targets) | Outcome | Date |
|                         |         |      |
|                         |         |      |
|                         |         |      |
|                         |         |      |

# EHCP SUPPORT

- Education, Health and Care Plan ("EHCP") issued by the Local Authority.
- EHCP gives details of the needs of the child and the provision that should be put in place by a school to meet those needs.
- Specialist services involvement.
- EHCP comes with a budget to enable school to meet need and provision set out in the plan.
  - Resources
  - Adult support
  - Training

There are 4 children who have an EHCP at Date Palm

# TOWER HAMLETS LOCAL OFFER

- Have you seen it?
- <http://www.localoffertowerhamlets.co.uk>



“IF YOU ARE ALWAYS TRYING TO BE  
NORMAL YOU WILL NEVER KNOW  
HOW AMAZING YOU CAN BE.”

MAYA ANGELOU