



Meet the SENCo

SEND at Thomas Fairchild Community School



thomas
fairchild
community
school



Session Aims

- Definitions
- Areas of Need
- Identification of SEND
- Processes

Definitions



SEND

Special Educational Needs and Disability whereby the needs of an individual require an “educational or training provision that is additional to, or different from, that made generally for others of the same age.”



SENCo

Special Educational Needs coordinator supporting in the identification and design of the provision for pupils with SEND including referrals to external professionals.

SEND Information Report 2024



Kindness



Focus




Creativity



Responsibility



Collaboration



Our school values the contribution that every child can make and welcome the diversity of culture, religion and learning styles. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The schools seek to raise achievement by removing barriers to learning and increasing physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

Area of Need	Definition
Communication and Interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
Examples Include:	<ul style="list-style-type: none"> • Active listening and following instructions, independence • Retaining information presented verbally (poor working memory) • Maintaining and forming social connections • Understanding and empathising with the emotions of others • Understanding spoken language • Communicating for social purposes in ways that are appropriate for the particular social context • Responding to verbal and non verbal interactions and cues initiated by others • Showing empathy or consideration for the feelings of others before speaking/behaving
Cognition and Learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Examples Include:	<ul style="list-style-type: none"> • Difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress and access to the curriculum. • Needing frequent adults support to access learning. • Difficulty understanding, learning and applying new skills.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
Examples Include:	<ul style="list-style-type: none"> • Low level disruption or attention seeking behaviours, e.g. talking out of turn, frequent interruptions to learning, fiddling • The pupil has, at times, difficulties in maintaining attention and maintaining appropriate behaviour during lessons. • The pupil displays signs of anxiety and may withdraw from social situations. • Displaying challenging behaviour, e.g., refusal to follow instructions, aggression, damage to property.
Sensory and/or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.
Examples Include:	<ul style="list-style-type: none"> • Autism Spectrum Disorder • A hearing or visual impairment • Dyspraxia • Down's Syndrome • Chronic kidney disease • Diabetes



Communication & Interaction



Cognition & Learning



Social, Emotional & Mental Health



Physical & Sensory



Graduated Response Model



Wave 1	Universal offer characterised by quality first teaching
Wave 2	SEN Support characterised by some interventions and some referrals
Wave 3	Individualised local authority funded EHCPs with specialist input

Whole School approach: Quality First Teaching

- Ordinarily available provision
 - Visuals
- Universal vocabulary approach :
 - Frayer model
 - Word Aware for pre teaching of tier 2 and 3 vocabulary
- Scaffolding
 - Steps to Success
 - Stacks
 - Colourful Semantics/Shape coding
- Adaptations to develop Executive Functions

Adaptive teaching

Steps to Success:

- 1.
- 2.
- 3.
- 4.

1. Partition your number.
2. Multiply the ones.
3. Multiply the tens.
4. Add your parts back together.

Frederick = young child

Describe: is suitable and unacceptable

This is how your story will continue on from your opening. Can you complete the rest of your story using some of the words below to describe the characters and action of the story?

As the room of the old tavern filled, I could feel my heart beating faster. I have never spoken in front of such a huge crowd before. I cleared my throat and suddenly realised the silence that fell across the room. All eyes were on me like magnets.

Self-Control

The ability to regulate yourself, including your thoughts, emotions, and actions.

Possible signs of challenges with self control/response inhibition include:

- Shouts out answers
- Prioritises expressing their needs over others needs
- Negotiates
- Talks back
- Can make unkind comments about others
- Wants to be first
- Finds it difficult to wait their turn
- Opts out of tasks which are not motivating

1 2 Share and Plan			
Share and Plan	restricted closed choices (this or that)	scheduled brain breaks	attention given to positive choices
		A B	
target report card	social stories	physical A/B counter movement	children submit written requests

Branches of SEND

D.O.B:		Ethnicity:		Code: CL		Status: MET		EAL: No		Gender:																													
Agencies Involved		EP: No		SaLT: No		CAMHS: No		MHST: No		REU: No																													
What I am going to improve [Targets]																																							
Autumn Targets 2021 1. I will be able to identify and sound out all set 2 sounds and apply my 'fred talk' strategies when writing in writing and curriculum books. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Sep.</td><td>Oct.</td><td>Nov.</td><td>Dec.</td><td>Jan.</td><td>Feb.</td> </tr> <tr> <td>Mar.</td><td>Apr.</td><td>May.</td><td>June.</td><td>July.</td><td></td> </tr> </table>				Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.	July.		Strategies <ul style="list-style-type: none"> Daily RWJ lessons. An adult to check Tameka's knowledge of learnt common exception/high frequency words. Books to be taken home from the class library weekly to support [pupil] with reading. [pupil] to be started off on a task by the adult. Check in from an adult during the lesson. Scaffolds provided. Step by step visuals given to direct [pupil] throughout a task. Concrete Maths resources (e.g. number beads and dienes) to be readily available to support [pupil] with Maths learning. Multiplication booster. Special Friend, Fred Talk, write the word prompt. Non-verbal cue for instructions such as stick in your LI. 				Baseline PIRA: 72 PUMA: 78 Autumn Attainment <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Maths</th><th>Reading</th><th>Writing</th><th>Curriculum</th> </tr> <tr> <td>WTS</td><td>WTS</td><td>WTS</td><td>WTS</td> </tr> </table> PIRA: 78 PUMA: 91 Spring Attainment <table border="1" style="width: 100%; text-align: center;"> <tr> <th>Maths</th><th>Reading</th><th>Writing</th><th>Curriculum</th> </tr> <tr> <td>WTS</td><td>WTS</td><td>WTS</td><td>WTS</td> </tr> </table> PIRA: 65 PUMA: 86				Maths	Reading	Writing	Curriculum	WTS	WTS	WTS	WTS	Maths	Reading	Writing	Curriculum	WTS	WTS	WTS	WTS
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2. I will learn five common exception words each week and apply them to my writing tasks in all lessons. 2. I will be able to follow the writing scaffolds which support me with unfamiliar sound (and common exception words) to support me with writing for a period of 5 minutes.																																							

Additionally, children will fall into 1 of 2 categories: **EHCP** or **SEN Support**:

- **SEN Support** is a category for a child where there is a clearly defined barrier to learning (not just they are behind academically). This barrier at times is identified and supported by an external agency.
- An **EHCP** (Educational Health Care Plan) is a legal document to support the needs of a small percentage of children with the most complex needs.

1 PIRA

FINAL

[Redacted] 's Education, Health and Care Plan



This plan is co-produced by [Redacted] and the people listed in the appendices.

What is an EHCP?



An **EHCP** (Educational Health Care Plan) is a legal document produced by the local authority (in partnership with schools, professionals, parents and children) to support that small percentage of pupils with higher/complex needs. It needs reviewing annually (**an Annual Review**), where schools, parents and professionals review and suggest changes to be made if needed.

What It Is

- The local authority's responsibility to deliver it!
- A clear entitlement of provision for a pupil through targets/goals.
- A guide for teachers, SENCo's and External Professionals on what this provision should look like.
- The majority of support/adjustments within an EHCP are at classroom level (Wave 1) and do not necessarily need specialised resources.

What It Is Not

- Purley school focussed!
- An automatic entitlement to 1-1 daily support.
- Something that only the SENCo has a working knowledge of and provides the support for.

How do we identify SEND?



Teachers



Parents



Professionals

Processes



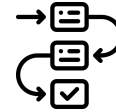
Observe



Communicate



Assess



Plan/Do



Review

Observe

Building the whole picture



In school



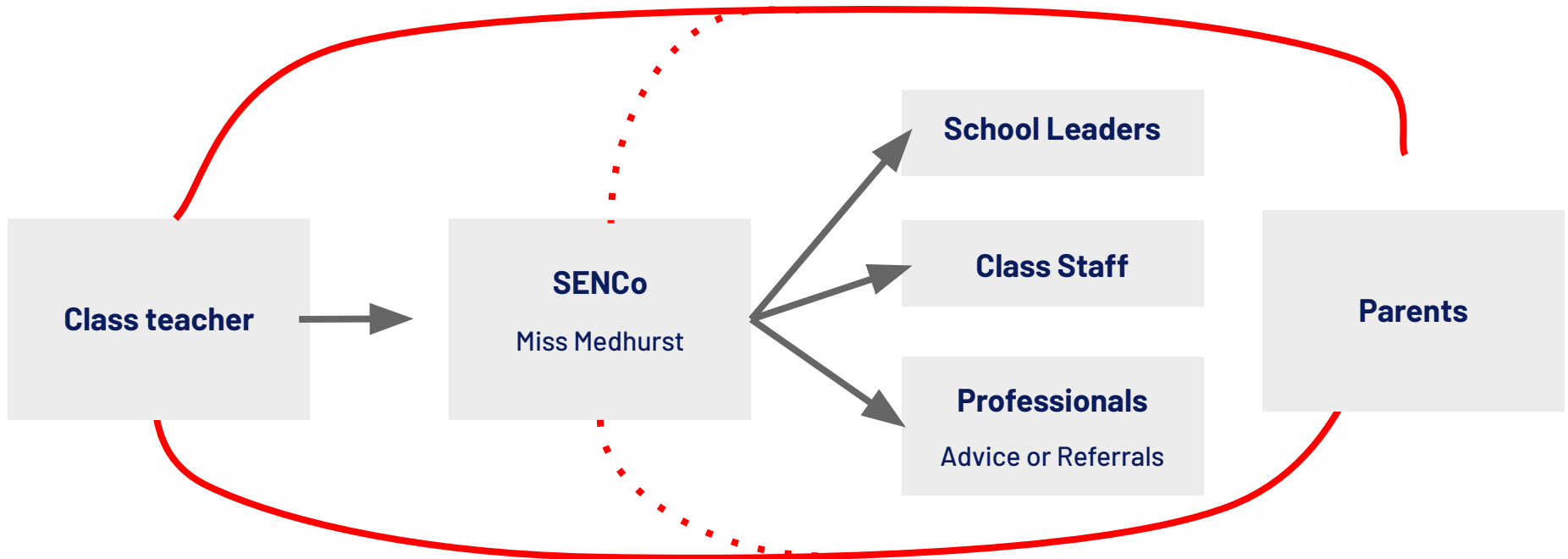
Home



Range of settings

Communicate

Building the whole picture



External Professionals



We have partnerships with many other services to support our pupils.

- Educational Psychologist
- Hackney Reintegration Unit (REU)
- WAMHS
- MHST
- Autism Specialist Teacher
- First Steps
- Hearing and Visual Impairment Teachers
- Various Occupational and Physiotherapists



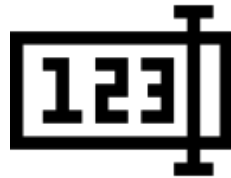
Assess

Building the whole picture

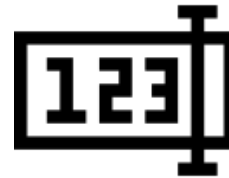
**Developmental
Milestones**



Reading



Maths



**Social
Emotional**



Assess

Building the whole picture

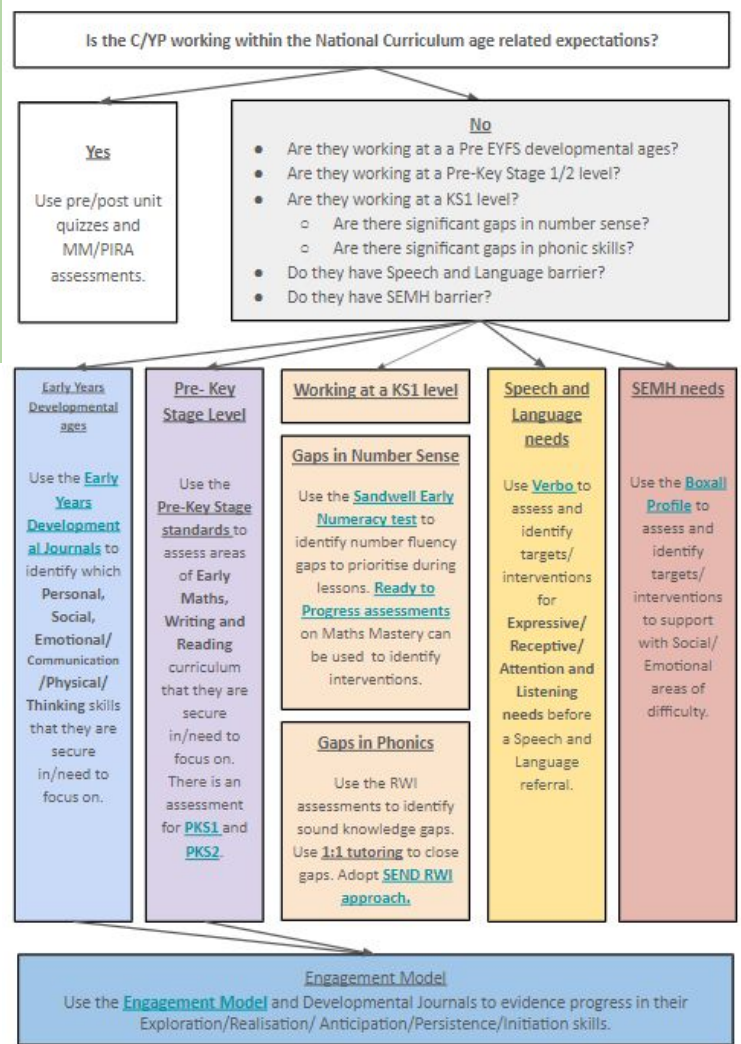
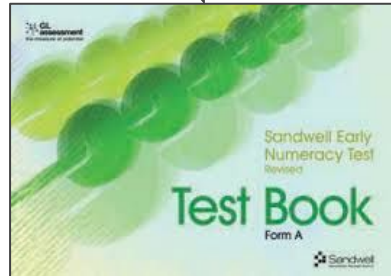


National curriculum assessments

Key stage 1

Pre-key stage 1: pupils working below the national curriculum assessment standard
Teacher assessment framework

Pupil	Date
Set 1 Sounds Groups A or B	m a s d t i n p g o c k u b f e l h r j v y w z x
Set 1 Sounds Group C	r-e-d f-u-n f-a-t j-o-g j-e-t
Ditty Group	am got bad wet in
Red Group	ch ng nk qu sh th grin this rest ship vot keb pon yab
Green Group	jump sing black drink melp spet thap fant
Purple Group	bag fish red hot that bad six them
Pink Group	ay ee igh ow oo oo spray green night book trood shong spot klaw then help had swim that long his have



Reports

Building the whole picture

- CAMHS professionals who are working directly with a family may be asked to provide advice to contribute to a EHCP application.
- Completed advice reports should be shared to the named EHC Plan Co-ordinator at Hackney Education who sent the request for advice and to parents.
- The advice report usually includes what the clinician has observed/ assessed within their area of expertise. This report will usually include advice about the child's needs, outcomes, and provision, which are required for the EHCP application assessment.
- CAMHS advice is likely to focus on *emotional/social/behavioural/ mental health & well being* (\pm cognition and learning where a psychometric assessment has been completed by CAMHS).
- CAMHS advice does not usually include recommendations for a specific school/specialist provision, transport arrangements, health provision outside of existing CCG contract (unless funding has been agreed), or to detail what another service could provide.

Plan/Do

Building the whole picture

METs







Reports

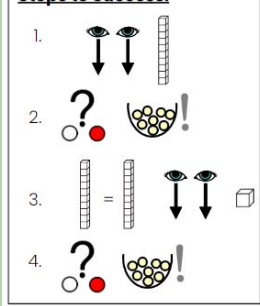
EHCPS

**Individual
Curriculums/
Profiles**

METs

Building the whole picture

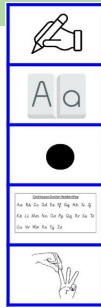
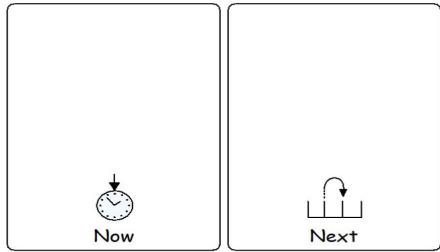
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Do



	Monday
	register
	carpet time
	English
	maths
	drink and snack
	playtime



1	Date and Li	
2	Carpet	
3	Talk task	
4	Carpet	
5		
6		
7	Tidy up	

Describe a suitable and unsuitable material

	= a		choice	for a		because	=	...

	Too fast	→		Slow down please
	Too quiet	→		Louder please
	Too much	→		One bit at a time
	Tricky word	→		What does that mean

1	2	
	+	
Share	and	Park

Blue zone		
I feel ...		
Green zone		
I feel ...		
Yellow zone		
I feel ...		
Red zone		
I feel ...		

1 push your hands together		
2 breath in and out		
3 breath out and give your hands to your side		

wood chopper

				10am
Maths				11:40am
Reading/Writing				1:15pm
Handwriting				

Individual Profiles

Personalised Curriculum Offer

1:1 SEND Learning Hackney History



suitcase



sunglasses



scarf



gloves



flip flops

Link from the knowledge

organiser:

People emigrating from one destination and culture to another

Learning outcomes:

Delight will be able to sort photos into hot and cold groups.
Delight will be able to sort clothes into hot and cold places.
Delight will be able to pack clothes for destinations in a suitcase for photographed places.

Follow up task:

Describe the colours of the clothes.

Resources:

Destination photos, clothes photos, colour coreboard

History

Vocab:

- hot, cold, sand, sun, snow, ice, mountains, water, sea, swimming pool, clothes names, suitcase

Interactions:

- OWL (Observe, wait, listen)**
- Running commentary** - "I want sunglasses on the hot sunny beach!"
- Repeat and extend** - "This is a jumper. It is a red jumper!"
- I wonder** if I can wear a t-shirt under a jumper?

Challenge:

Sort objects with specific weather links.

1:1 SEND Learning



Link from the knowledge

organiser:

We will observe and classify rocks and soils in different ways.

Learning outcomes:

Identify and match the rock to the correct image.
Describe the rocks colour:
"The rock is _____"

Follow up

task:

Sort the rocks by colour, feel or look.

Resources:

rocks, sorting sheets, visual vocabulary/ communication board



Science

Vocab:

- rock, hard, rough, smooth, colours, shiny, not shiny

Interactions:

- OWL (Observe, wait, listen)**
- Running commentary** - "This rock is black. I put it in the black box"
- Repeat and extend** - rock "This rock is a smooth grey rock"
- I wonder** can we find another pink rock?

Challenge:

Sort the rocks by colour, feel or look. Describe the classification.

Individual Profile 2023-24: Summer



Name: 
Class: 

Maths

- Count to 50.
- To order numbers from smallest to biggest.
- To understand the terms 'more' and 'less' and to identify which groups have 'more than' or 'less than'.
- Subtract one digit numbers from 10

Reading/Comprehension

- Identify all set 2 sounds, including set 1 special friends (sh, th, ch and qu).
- Sound out CVC and CCVC words with set 1 sounds such as 'plug' and 'frog'
- Listen to a traditional tale and join in with repeated phrases.
- Answer 'wh' questions (who, what, what doing) using colourful semantics.

Literacy

- Develop a tripod grip using a triangular pencil.
- Form all lower case letters correctly on a line.
- Write simple CVC words on lines with consistently sized letters.
- Use colourful semantics to write simple sentences (who, what doing, what)

Speaking and Listening

- Spontaneously greet people and respond to greetings.
- Communicate using simple 3 to 4 word sentences.
- Request items using 3 word sentences.
- Use adjectives such as 'big' and 'green'.

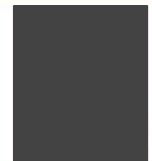
Motor Skills

- Stand on one leg for 15 seconds.
- Hold suitable cutlery using a safe grip without adult prompts.
- Develop a tripod grip on a smaller pencil.
- Start zipping her coat together by joining the ends independently.

Individual Profiles

Personalised SEMH Offer

Individual Profile
2024-25



new wave

Name: _____
Class: _____

What makes me happy?

- RWI phonics sessions
- Playtime- climbing frame and playing chase with peers, physical contact with peers
- Playing with sand, mud and natural dirt, enjoys digging
- Giving me a job to do in class- throwing rubbish, laminating with adult, tidying up

You might see my feelings when...

- Changes in my environment
- Changes in my timetable
- Transitioning from playground to classroom/sensory room and vice versa
- I have been hurt or upset with a situation and I cannot verbalise my feelings

How best to communicate with me

- Use zone of regulation images to identify how I am feeling
- Three instruction at a time with a visual aid on the Now/Next board
- Clear and consistent boundaries
- Keep talking with me what is going on or talking about adults and children around me
- Calm voice

Proactive strategies

(How best to keep me regulated)

- Now and Next boards
- Social story (for significant changes or trips)
- Regular routines
- Model interactions/exploring
- Dancing and spinning on the spot
- Intensive interaction to convey that my interactions are valuable
- Having a small snack







Reactive strategies

(What to do when I am dysregulated)

- Show me zones of regulation to identify my feelings
- Opportunities for me to go to my own space with sand timer
- Play with me in sensory room
- Give me a hug, stroke my head or shoulder
- Running around to release my emotions

Review

Building the whole picture

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Questions?

Thank you for joining us.

If you have questions in the coming weeks, please come along to my drop in sessions on Mondays at 3pm!