Welcome and thank you for joining us

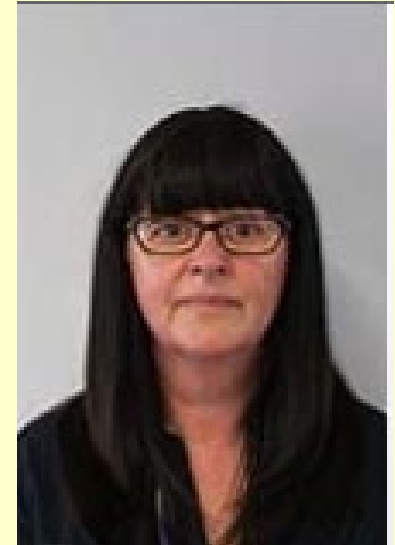# SEND Parent meeting

Introductions

Linda Zuanella

Senco

Corinna Evans

Dep. Senco

Lindsey Freeman

Resource Base Manager

Sam Sellwood

TA Manager & Admin Support

My child is on the SEND register.
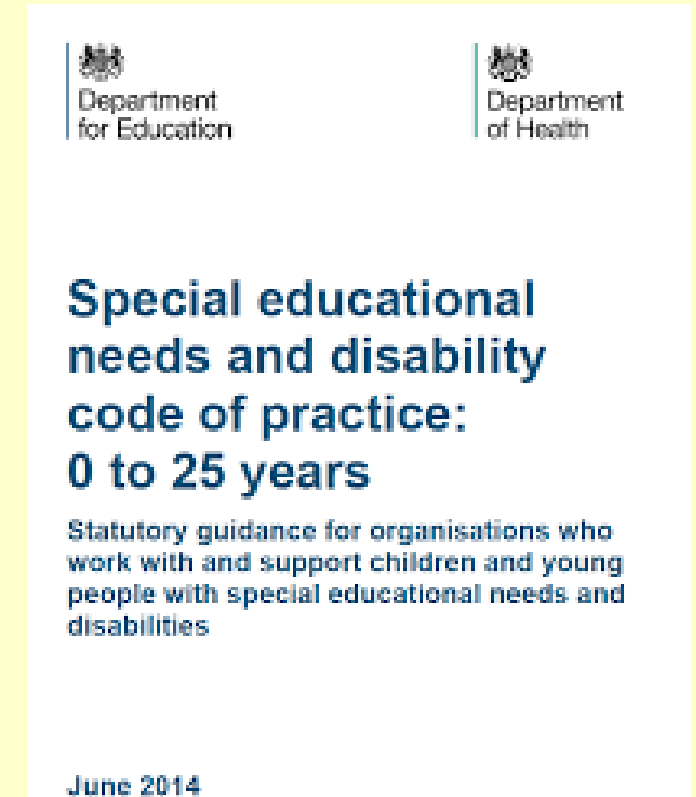
What does this mean?

I think my child has SEN.

What do I do?

How will my child be supported in secondary school?

Our processes are set out by….

- The SEND Code of Practice (2015)

- Equality Act (2010)

What does SEND mean ?

- SEND stands for Special Educational Needs and Disabilities.

- It means that your child is having ongoing difficulties and action needs to be taken to support them that is **additional to or different from** the support given to other pupils in your child's class.

- Your child may have some difficulties in one or more areas:

  1. Cognition and Learning
  2. Communication and Interaction
  3. Social, Emotional and Mental Health
  4. Physical and/or sensory

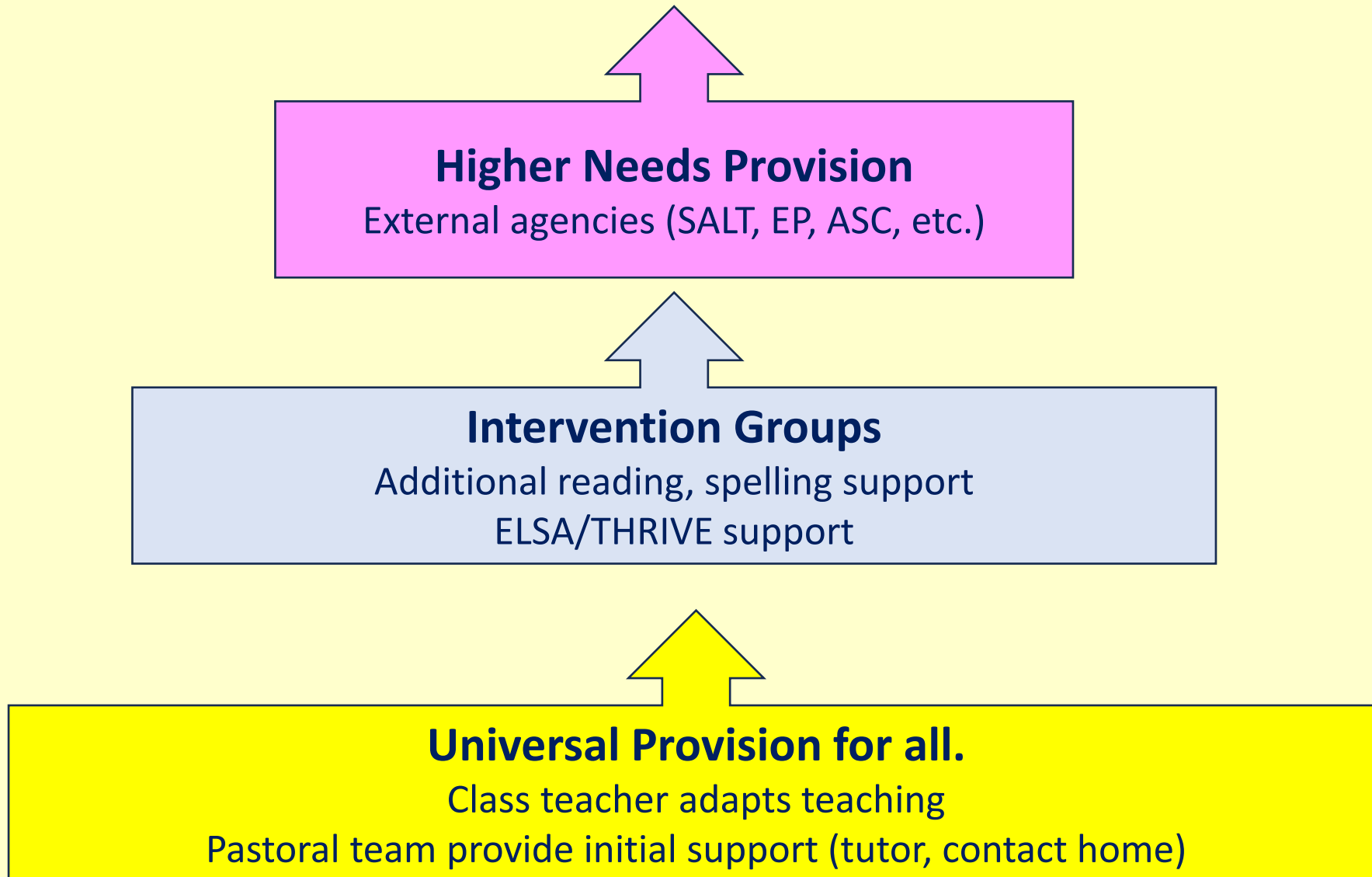# How does Sheldon identify children with SEND in Year 7?

- Primary school transition information
- Baseline assessments in term 1
  - CATS
  - Reading
  - Spelling
- Parent concerns
- Child concerns
- School concerns
  - Progress: despite teacher intervention
  - Wellbeing/behaviour: despite pastoral intervention

What happens next?

- When child with SEND is identified they are placed on the SEN register (SEN support code: K).

- The parent and child are involved in the process.

- Individual Pupil Profile is drafted with parents, child and shared with teachers.

- Sometimes there isn't an identified need but there are concerns.
  - Individual Pupil Profile is put in place
  - Added to Monitoring list on the register (Code C).

Levels of Provision for SEND

Higher Needs Provision
External agencies (SALT, EP, ASC, etc.)

Intervention Groups
Additional reading, spelling support
ELSA/THRIVE support

Universal Provision for all.
Class teacher adapts teaching
Pastoral team provide initial support (tutor, contact home)

Our SEND offer: Universal Provision

- All pupils with SEND are added to the SEND register.

- Teachers are given a One Page Profile.
  - Key information about the child (data etc.)
  - Their interests/strengths
  - Their barriers to learning
  - Strategies for teachers to use in their teaching

Sheldon School Individual Pupil Plan

Yr 7 pupil

PHOTO		TUTOR		SEN CODE	EHCP	AREA OF NEED	SpLd Dyslexia/ASC traits tbc)	PP
		DATA						
	CATS		Verbal	Quantitative	Non-verbal	Spatial		Mean
			77	91	105	100		93
	READING age/SAS		Jun 21	Oct 22	SPELLING age/SAS	Jun 21		Oct 2
			8.11	10.08		6.01		7.07

My strengths, interests and needs.

I am hard working and enthusiastic. I enjoy spending time with my dogs and rabbits.

I would like to work with children, perhaps as a TA.

I have strong verbal skills, so I can express my ideas well verbally.

Dyslexia:

Slow at processing information, effortful reading. Spelling is particularly difficult for me.

Speed of writing is below average and sometimes is illegible due to poor spelling.

Anxiety/ traits of ASC

I find noisy environments and crowded corridors overwhelming.

I struggle with lack of routing and unpredictability.

I find some PSRE topics difficult to access and manage.

Please write homework clearly in my planner so that I can attempt it independently at home.

Strategies to support my learning and wellbeing.

- Differentiated tasks required for class and homework.
- Provide blue worksheets and exercise books.
- Break work in to chunks.
- Will need help with reading and recording – use TA or buddy.

Our SEND offer: Intervention level

|		
Reading intervention	Spelling intervention	ELSA
THRIVE	Social skills	Scheduled check-ins during am or pm tutor time.
Time out cards/Early exit cards/seating arrangements	Access to Learning support for break/lunch or lessons	Homework support / early bird

Our SEND offer: Higher Needs Provision

- Involvement of external agencies
  - Speech and Language
  - Autism Outreach Service
  - Educational Psychologist
  - Medical needs

- Alternative Provisions
- Personalised timetable
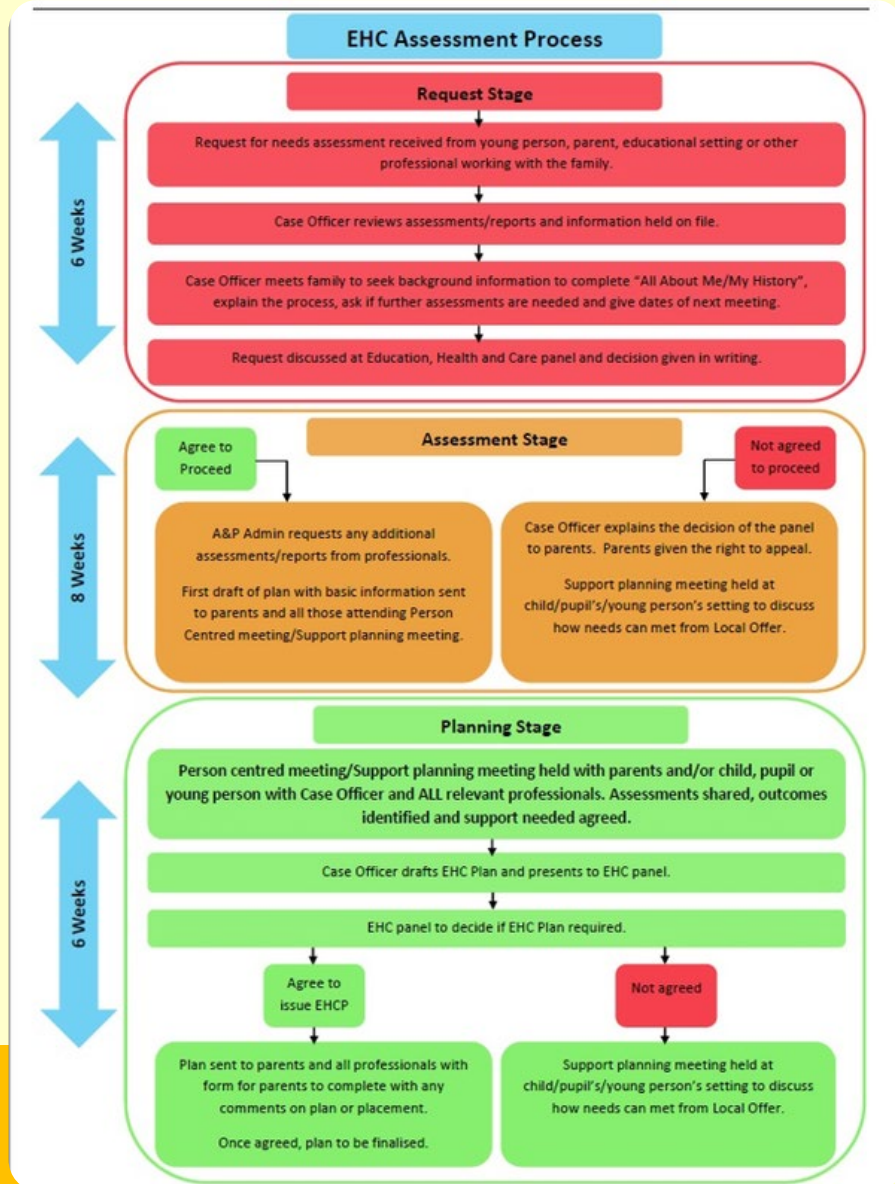
What are EHCPs?

- EHCP: Education, Health and Care Plan

- School, parents, health practitioners, social workers can apply.

- A school should only apply when all possible support has been put in place but isn't working.

- Approx. 2.5% of children have EHCP vs   12% on SEN support (K).

How do we review provision?

- We aim to meet parents 3 times a year
  - SENCO parents' evening
  - Scheduled SENCO review meetings.
  - Tutor / parents' evening with subject teachers

- IPP review with the pupil

- Bespoke meetings if required.

Who do I contact ?

Form tutor/Head of Year

1. Behaviour
2. Bullying/peer relationships
3. Safeguarding
4. Family events (e.g. bereavements)
5. Mental health
6. Trips/clubs
7. Uniform
8. Free School Meals.

Teacher/ Head of Faculty

- Homework
- Difficulty with learning.
- Behaviour in specific lesson.
- Using technology for learning (PC)

SENCO/Dep. SENCO

- SEND Interventions / provision
- Concerns about specific learning needs e.g. ADHD, ASC, Dyslexia
- Concerns about needs being met in school.
- Exam Concessions
- senco@sheldonschool.co.uk.

Independent advice

Family Action
Wiltshire SENDIASS - Family Action

https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/

https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page