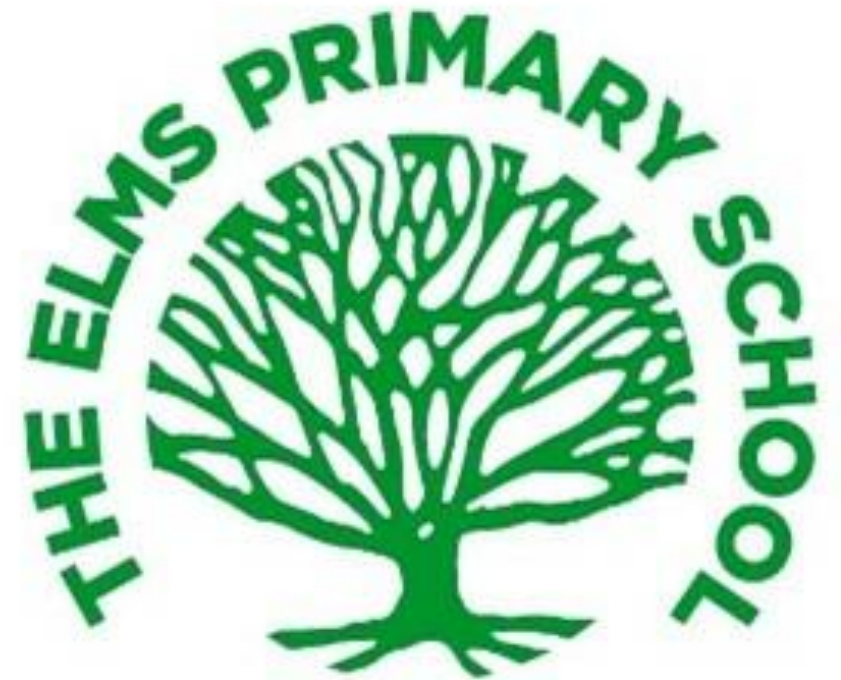
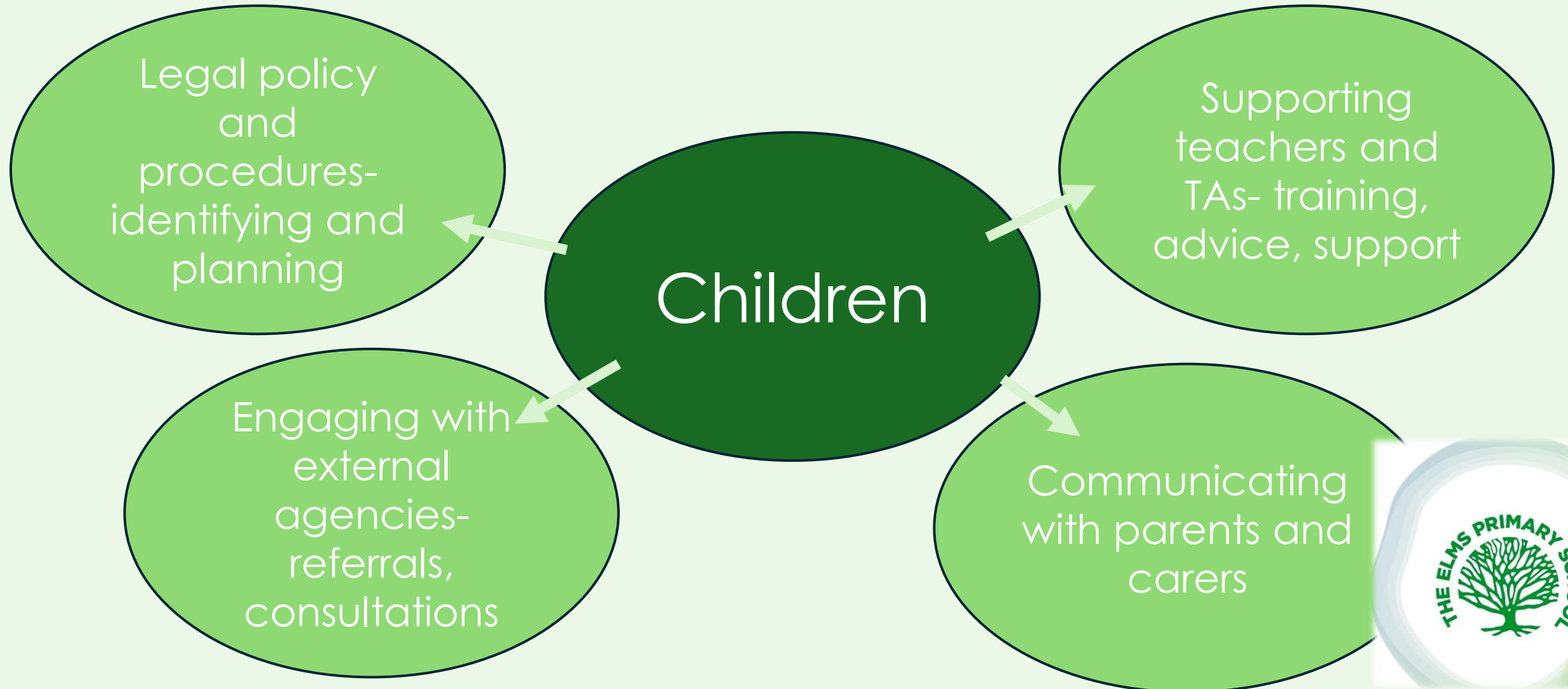


Special Educational Needs at The Elms

inclusion@tep.cambrianlt.org

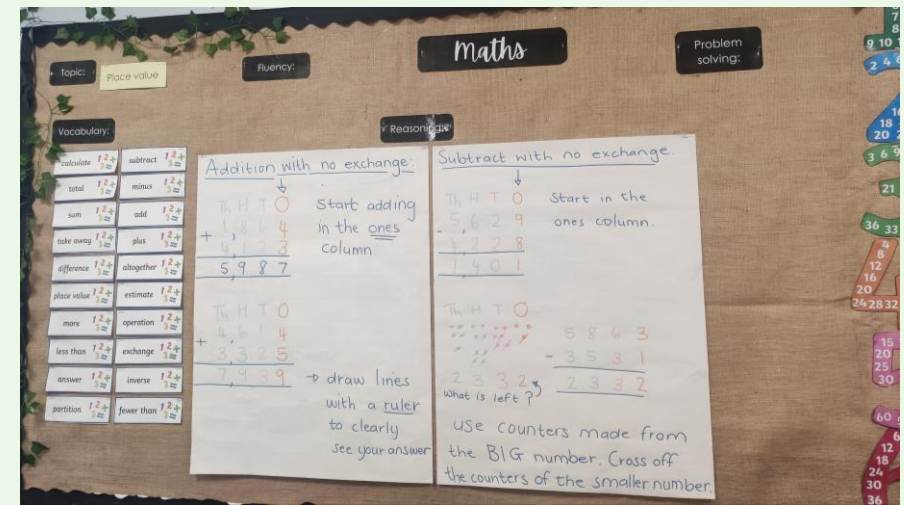


The SENDCo- Special Educational Needs and Disabilities Coordinator – Mrs McIntosh



Universal Offer

- The best for all our children.
- Classroom environment, resources, planning and scaffolding.
- High quality teaching and learning for all.
- Support in class to encourage all children to thrive.

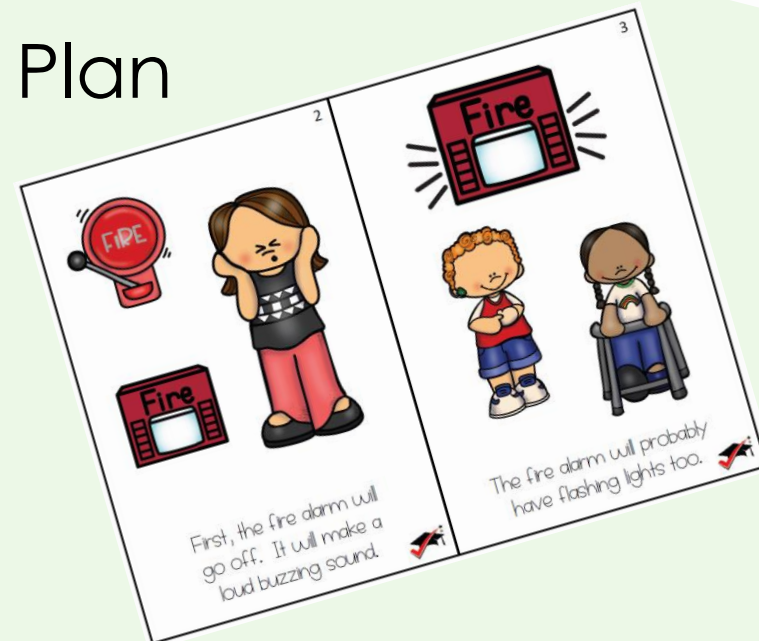


Levels of SEND

- Watch list- indicators tool
- K- School Support
- E- Educational Health and Care Plan
- Not a private members club

Name _____ Multiples of 12 Date _____

12×6	12×12	12×7	12×12	9×12
12×12	12×12	9×12	12×7	12×6
12×7	9×12	12×12	12×6	12×12
12×12	12×6	12×12	9×12	12×7
12×12	12×7	12×6	12×12	9×12
12×2	12×3	12×12	12×4	12×1
12×12	12×5	12×1	12×3	2×12
12×12	12×12	12×7	12×6	9×12



Identifying SEND- Four broad areas of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical (S&P)
- Primary need, or a combination of need



A Graduated Response: Support for pupils

Communication and Interaction (C&I)	Cognition and Learning (C&L)
Speech and language support Lego therapy Universally or socially speaking games Barrier games Social stories	Precision teaching- reading or maths Technology Phonics support- fresh start or fast track tutoring Maths4life Sensory circuits
Social, Emotional and Mental Health (SEMH)	Sensory and Physical (S&P)
Emotional Literacy Support Assistant (ELSA) Drawing and Talking therapy The Nest Zones of regulation	Hearing support Occupational Therapy- fine and gross motor skills



Linking with Other Agencies

- **Health-** School Health Nurse
- **CAMHs-** (Children and Adolescent Mental Health Service) and MHST
- **Oxfordshire County Council-** C&I, Early Year SEND team, Down Syndrome and Complex Needs Team, Educational Psychologist
- **Private agencies-** 180, Point 5, Safe
- **Cambrian Learning Trust** – support and collaboration
- **Safeguarding**



Specific Needs

- Dyslexia/ Irlen Syndrome
- Dyscalculia
- Dyspraxia
- Autism – NDC pathway
- ADHD- NDC pathway

Early identification and support

Diagnosis doesn't always mean more



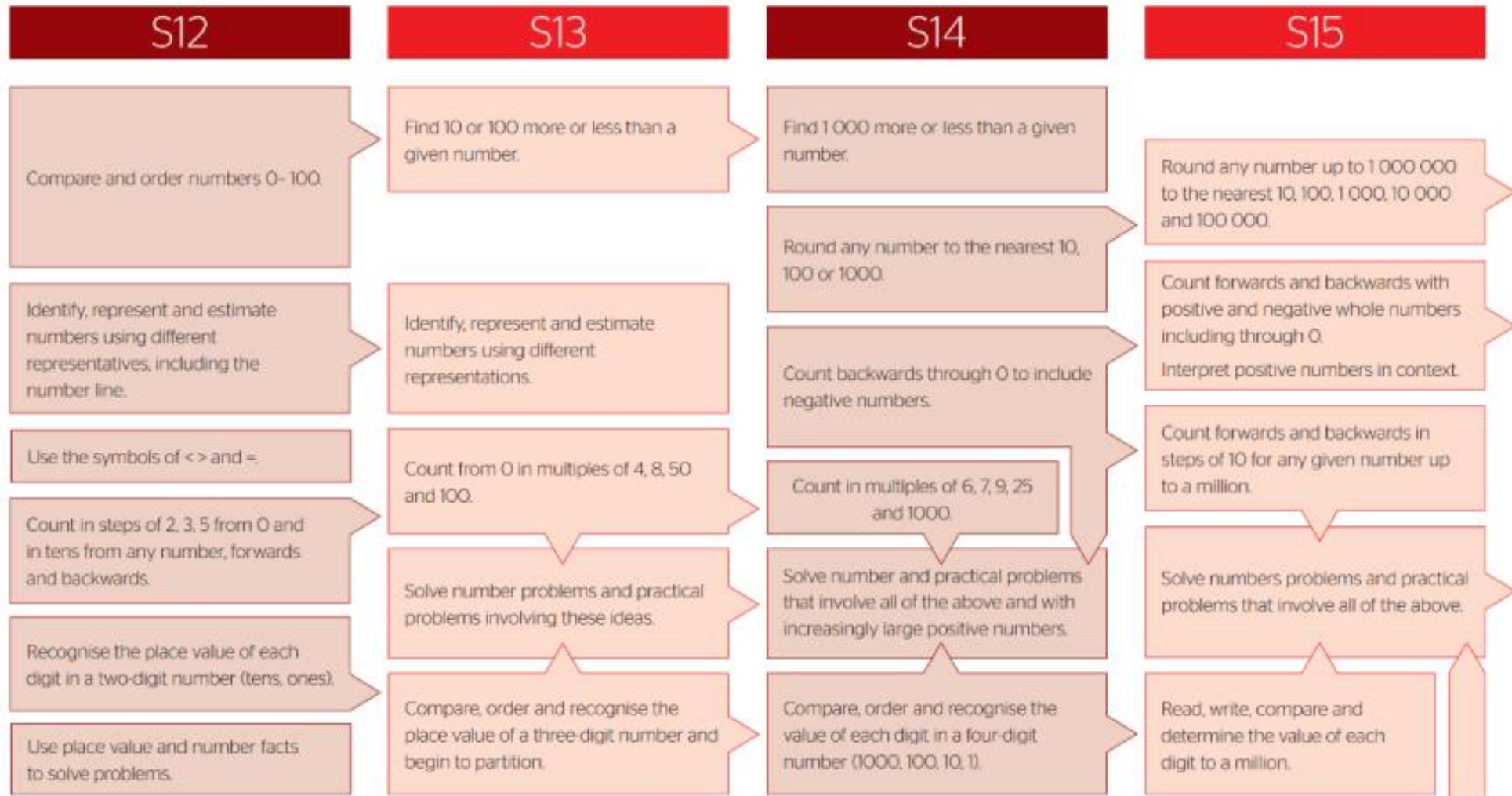
Assessment of SEND Pupils

- **Norfolk Assessment Pathway-** Small steps of progress (C&L)
- **Access Arrangements-** scribe, extra time, 1:1, coloured paper, reader
- **Additional Assessment-** Salford, Sandwell, HAST



NAP- Norfolk Assessment Progress

Example of steps of progress:




Individual Student Profiles

- All about your child- captures their voice
- Summary page- captures their needs, helps the teacher to know what support they need and support is in place.
- Two targets- achievable and required next steps



PUPIL PROFILE FOR: Child A



Class: Cherry		Age: 9	Image of the child 
What is important to me? <i>Places, things etc.</i> Football- Play for Town, supports Cardiff. Bike and bike helmet!		Who is important to me? Family- Mum, Dad, Granny and Grandad Friends- Simon, Peter and Mary	
What I am a good at? <i>Strengths and talents</i> Football, riding my bike. Maths.	What worries me? The dark Spiders- I hate them!		Words to describe me? <i>My opinion/others?</i> Energetic, physical, cheeky, mischief.
What support do I need? <i>In class, emotionally, physically etc.</i> I like to have help when I need it if the work is hard. Sometimes I need brain breaks because I can get frustrated- they help me calm down. Wobble stool helps me to focus.			What do I want to be in the future? Scuba Diver or Accountant



Summary of Need



Class name: Cherry		Year: 4		Teacher: Teacher B		DOB: XX/XX/XX	
Level of Need: EHCP SEND Support	Primary Area of SEND: C&L C&I (SLCN) /C&I (ASD) SEMH Sensory (HI / VI / MSI) Physical	Secondary Area of SEND: (if one) C&L C&I (SLCN) /C&I (ASD) SEMH Sensory (HI / VI / MSI) Physical	Any official diagnosis/essential information: Child A finds it challenging to focus <u>in</u> class without adult support. Emotional dysregulation can occur in <u>free-time</u> .			TAF: <u>Yes</u> <u>No</u> CP/CIN?	PP: <u>Yes</u> No CWCF: Yes <u>No</u> EAL: Yes <u>No</u>
Brief Summary of additional needs: Struggles to maintain concentration in lessons, struggles to maintain positive friendships. Managing frustrations and anxieties, challenges with problem solving skills, and applying learned skills to new situations. X finds recognising emotions in self and others which can result in dysregulation and physical behaviours with peers.							
External Agencies Involved: CAMHs referral submitted June 2022 Placed on NDC pathway April 2023				Any access arrangements / reasonable in class adjustments: Brain breaks when needed after extended concentration Assistance from adult at beginning of task, Scaffolding, Modelling, Pastoral time after dysregulation, Kick band on chair			
External agency recommendations: N/A				Current targeted support and interventions: 10 mins daily - uses the Nest straight after lunch to re-regulate Behaviour chart and reward time May need a sensory circuit to prevent overload if sitting for too long.			





Autumn Term Targets and Review

Assess Barrier to Learning	Assess Baseline data/ observation Where are they now?	Plan/ do Additional or different provision or support	What outcome do we expect to see?	Review Was this met? Comments and reflections.
Focus in lessons	Child A can concentrate for 10 minutes during independent work. Child A is keen to leave his seat and seek others.	Child A uses timers to ensure to track focus in lessons. Sensory circuits may be used by staff to encourage regulation.	Child A can focus for 15 minutes in a lesson. Child A remains in his seat during class teaching.	
Communication and Interaction	Child A interrupts lessons and can be disrespectful to <u>others</u> opinions if they differ to his own.	Allow thinking time. Possible Lego Therapy group Modelling of positive listening in conversations.	Child A is respectful to his peers in lessons and <u>is able to</u> engage in whole class discussions, 7 times out of 10.	

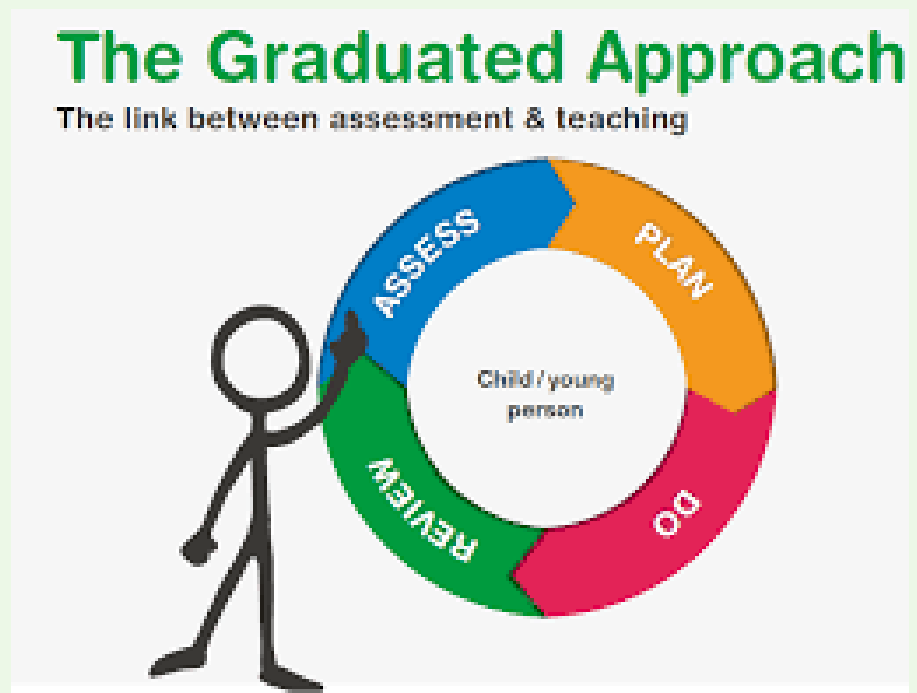
SEND Review of Outcomes (To be completed at each parent meeting)

Date of Review:	Present at Meeting:	Attendance %:
Parent/carer comments:	Voice of the Child:	Teacher's Voice: <i>Review of outcomes</i>
<u>Plan-</u> New Outcomes:		



Parent and Teacher Meetings

- 20-minute meetings
- Review targets
- Share progress
- Set new targets
- Tuesday 21st October- 3.30pm- 5.30pm
- Tuesday 13th January- 3.30pm- 5.30pm
- Tuesday 28th April- 3.30pm- 5.30pm
- School Cloud to book appointments- flexibility if needed



What next?

- Communication and teamwork- the child is at the core. Your child's teacher is **their** school expert!
- Priorities- targets, resources, wellbeing
- Government changes to funding
- OFSTED *'The state of SEND at The Elms is strong, striving for the personal best of all children with additional needs.'*




Any Questions?

inclusion@tep.cambrianlt.org

The School Website



 Term 4 – 2024

Inclusion Update

Welcome to Term 4's Inclusion Newsletter. It's been another busy term so far- Science week, World Book Day and the SEND parent meetings. We have enjoyed the first signs of spring appearing- those warmer days are certainly helping lift the mood.

As we navigate through the school year, we want to highlight the importance of managing emotions in children. It is normal for young learners to experience a range of emotions, especially during times of change or stress.




We encourage our students to express their feelings and seek support from teachers and staff when needed. By fostering a safe and supportive environment, we can help our children develop healthy coping mechanisms and emotional intelligence.

No feeling is wrong, it is how we manage those feelings that matter. At school we encourage children to share their feelings using our Zones of Regulation. Most children are able to point to the colour which is the first step to being able to think about how they manage their feeling.

Some techniques shared with children include:

- Box breathing- breathing in and out for a count of 4 each tracing the sides of a box.
- Mindful thinking- 5 things you can see, 4 things you can hear, 3 things you can touch, 2 things you can smell, 1 thing you want to do...
- Moving- take a break from your feelings and change the scene
- Take a drink of cold water- reset your senses.



 Blue Zone Sad - Bored Tired - Sick	 Green Zone Happy - Focused Calm - Proud	 Yellow Zone Worried - Frustrated Silly - Excited	 Red Zone Overwhelmed/Elated Frenzied - Angry - Tense
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Inclusion Coffee Morning

We are hosting a drop in coffee (and tea) morning on **Friday 28th March** - straight after drop off for half an hour. Mrs Fowler- Pastoral Lead, Cat Hughes- Our CAMHS MHST worker, Helen Murray - our new Home School Link Worker (introductions later in the newsletter) and myself will be available to answer any questions you may have about your child or any specific signposting that we can offer.

We hope to see you there, but if you cannot make it, remember you can always contact the inclusion team on inclusion@tep.cambrianlt.org.

