

# Objectives

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- To discuss how we support children with SEND at RPS
- To identify what SEND means
- To discuss how we identify children with SEND
- To clarify what an EHCP is and what it's purpose is
- Guidance on what parents can do – back to basics
- Discuss what help is available – Ropley Inclusion Hub

Please Note:

**We will not be discussing any individual children at today's meeting**



# How we support children with SEND at Ropley C of E Primary School

- SEND Support is very varied and dependent on the need of the individual child. It will be planned and co-ordinated with class teachers, the Inclusion Lead, LSAs, the Head teacher/SENCo , parents and, where necessary, outside agencies. This liaison will help to inform what provision is needed which is '**different from or in addition to**' the usual school activities and curriculum. As a school we have excellent relationships with, and are well supported by, many external agencies that we may feel are relevant to individual children's needs. We work closely with all agencies and parents together.

SEND Support **might** include;

- support or resources in the classroom which is different to other children, eg a personal workstation or a laptop to type rather than write.
- more regular support in class, which **may** be 1:1 or small group.
- adapted / personalised timetable.
- individualised curriculum or working space.
- Personalised Learning Plan (PLP) and Individual Education Plan (IEP) targets
- different outcomes in a lesson.
- interventions outside of the classroom to support a particular need, eg personalised learning to support a reading, writing or numeracy need, emotional support through ELSA, a movement programme to develop motor skills.

support from outside agencies, eg Speech and Language Therapist, Primary Behaviour Support.

# Equality, Equity, Liberation



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# What is SEND?



A child or young person aged from 0 to 25 years has special educational needs or disability (SEND) if they:

- have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- They require special educational provision to be made for them (provision that is **different from or in addition to** usual school activities)

# How we identify children who may need additional support

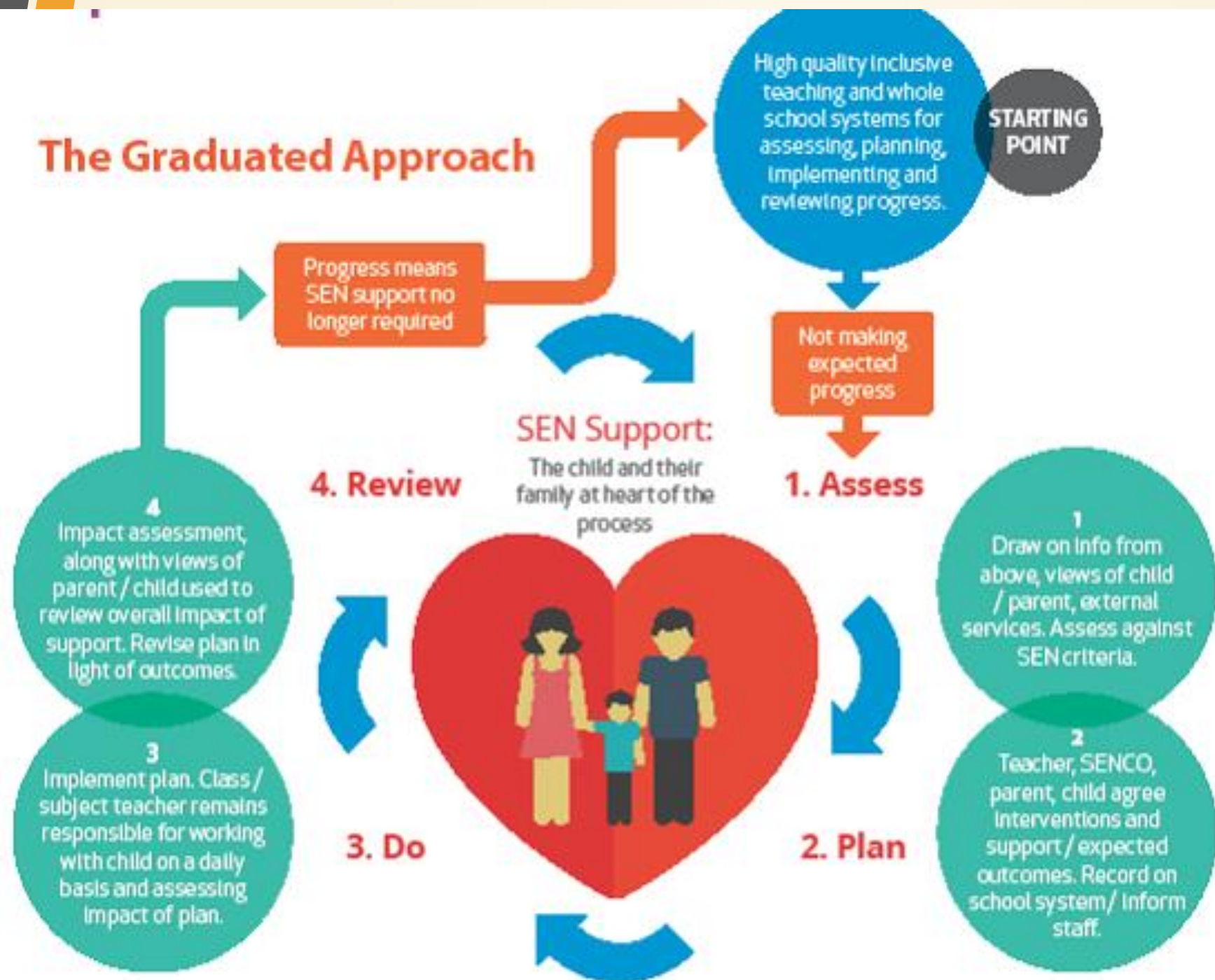
- At Ropley CE Primary School we follow the guidance provided by the **SEND Code of Practice 2014** to identify learning needs and difficulties and to put in place appropriate support. We follow the 'Graduated Response' approach (diagram)

Children are identified as needing SEND support through;

- concerns raised by the Class Teacher, Parents, Support Staff, Head Teacher and Inclusion Lead.
- a child performing significantly below age related expectations.
- a lack of progress despite targeted in class support.
- assessment and screening tests, which may include the New Salford Reading Test, the PIRA reading test, the Single Word Spelling Test, the PUMA Numeracy test, the Language link or the Dyslexia Screening Test, to provide a more detailed diagnosis.
- close liaison with outside agencies and specialist professionals.



# The Graduated Approach



# The graduated response

In summary this means:

- High quality teaching - if not making expected levels of progress → **assess** where the child is → **Plan** how to support the child → **do** put plans into action → **review** if the plans are helping child to make accelerated progress → then either A. child no longer requires additional support OR they do and we do another cycle of **Assess, Plan, Do, Review**.
- If we feel a child may meet the criteria for an EHCP we have to build up **evidence**, including a minimum of 2 rounds of Assess, Plan, Do, Review, to support an EHCP application



# What is an EHCP?

- An **Education, Health and Care Plan** is a document that says what support a child or young person who **has special educational needs** should have. It looks at the education support, the health support and the social care support a child or young person needs.
- **EHCP's have changed**, they are no longer coming with 'hours'. Instead they come with funding- and the funding can be used in a number of ways to support the child with the EHCP. Some of it **could** be **some** 1:1 teaching time, but it can also be used on – equipment, resources, training for staff, use of outside agencies, towards specialist staff and more.
- Why have they changed? A shift away from reliance on a 1:1







I can work independently!

I am given a prompt!



I am shown a clue!



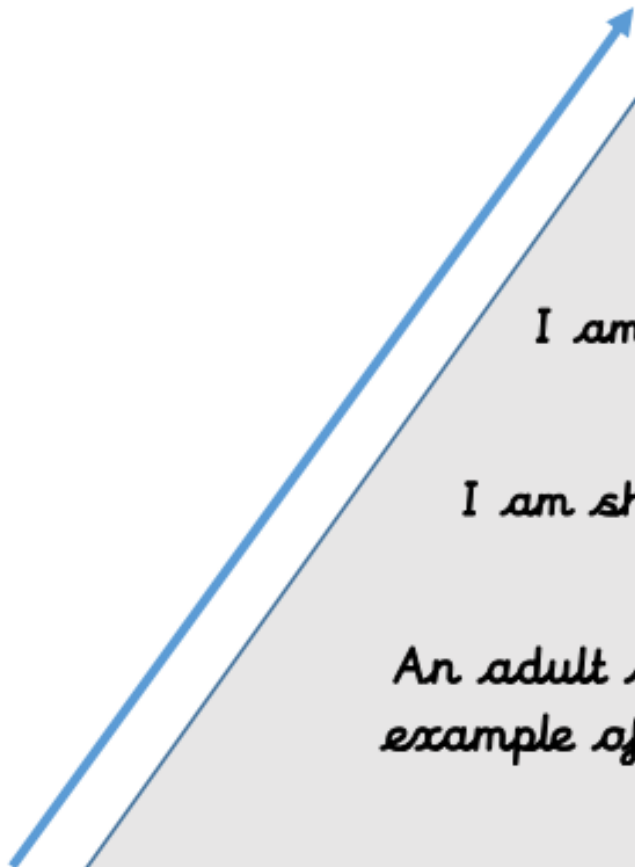
An adult shows me an example of what to do.



An adult tells me the answer or I copy from somewhere.



*Aim for the top of the pyramid!*



# The purpose of an EHCP

- It is a plan of actions that are regularly reviewed and amended to help children work towards being able to learn and thrive in a school setting, and beyond.
- It is a working document that should be used to help each child move towards being **more independent** in their learning, reviews are held annually to analysis the progress being made towards each target and amended accordingly
- Plan → Action (timeframe) → provision → review
- A child may or may not need the EHCP throughout their school journey, it depends on the progress that is made towards the targets outlined on the EHCP




# Routes to getting a diagnosis

- If you suspect your child has a diagnosable condition there are a number of routes you can take to getting a diagnosis. As a school we are not qualified to diagnose any child with a condition.

You can:

- Book a meeting with the school to discuss concerns and review learning needs – school can get support from outside agencies
- Speak to the GP about concerns – get a letter from the GP
- Make a CAMHS referral if needed
- Private Educational Psychologist assessments

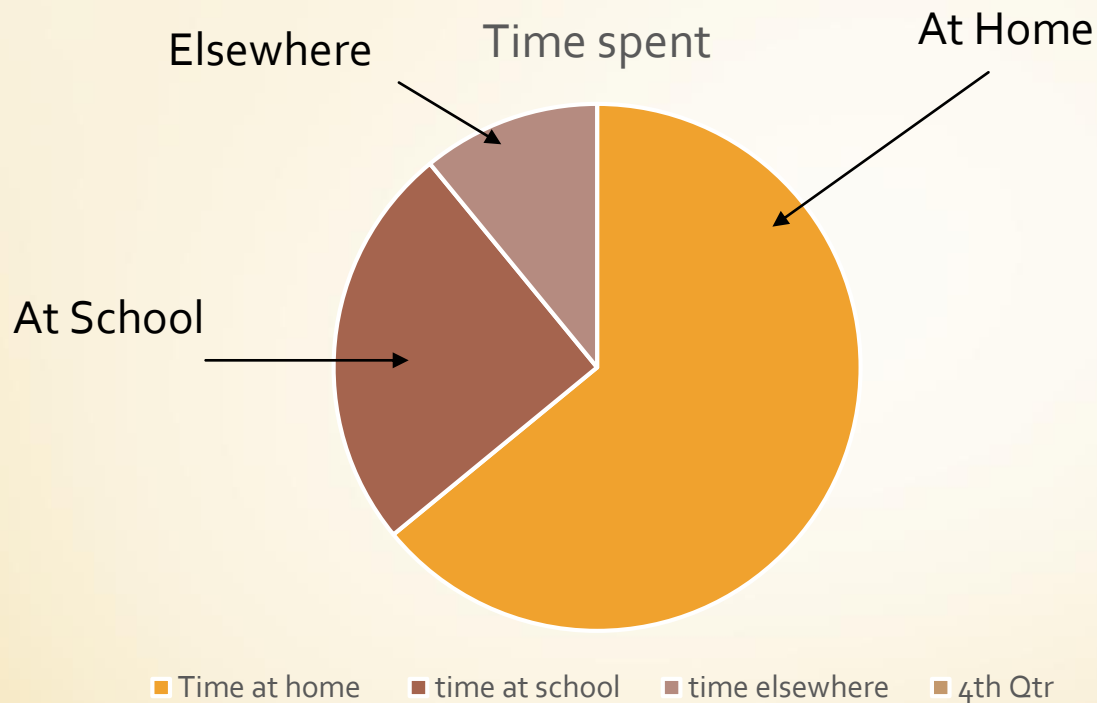


Cognition and learning	Communication and interaction	Physical and sensory difficulties	Social, emotional, mental health
Dyslexia Dyscalculia Dyspraxia	ASC Speech and Language disorder	ADHD Dyspraxia Cerebral palsy Epilepsy Visually impaired Hearing loss	ADHD OCD Anxiety

# What does a diagnosis mean?

- If you suspect that your child has a diagnosable condition it can be a frustrating process towards getting the diagnosis
- But let's think – what is a diagnosis? Does it change your child or their needs? Whilst a diagnosis **can** help you access support and resources it won't change the underlying need of the child
- So- if you suspect a condition but are in the process of awaiting an actual diagnosis, treat your child as if they **DO** have a diagnosis – what does this mean?

# What can you do at home?



- Unpick what your child's behaviour is telling you about the need they have – dedicate short, regular periods of time to support these needs
- Use online resources, or resources given from school/health professionals to help you do this.

Here are some examples of common needs and some actions you can take at home



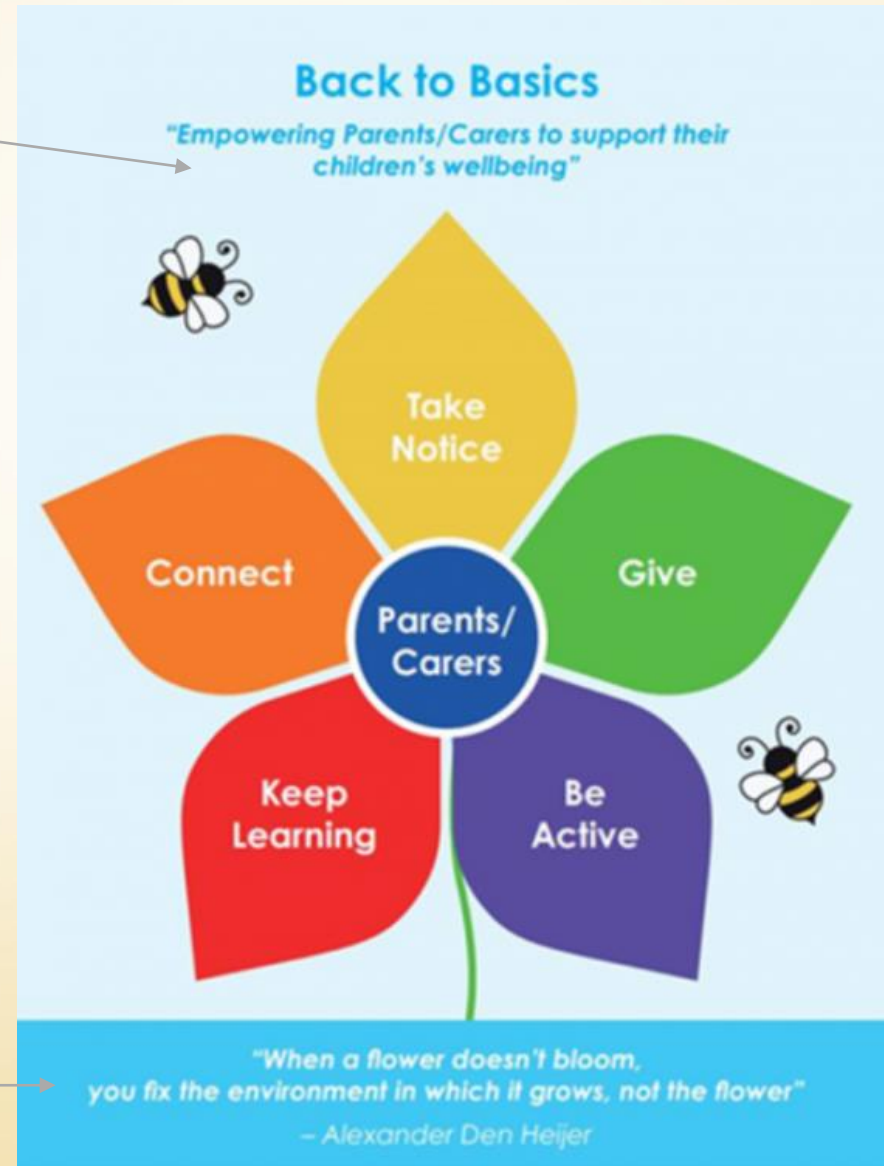
Common needs	Suggested Actions
Struggling with emotional regulation and outbursts	Calm corner, validate feelings, read books about emotions, talk about emotions and feelings, label emotions, 'thank you' instead of please, connection time, time to 'play' / decompress
Listening and attention	Play games (listening and memory), musical instruments, read books, sing songs
Speech, Language and communication delays	Give eye-contact, uninterrupted talking opportunities, repeat back, exaggerate words/sounds in words, read books, use daily routines (e.g. bath, etc), using pictures/hand gestures
Learning / Memory	Little and often, play games, online learning programs, read / audio books, jigsaws, listening to music, exercise, dance, sports, sleep
Physical/Sensory	Promote outdoor time, functional games and activities, visit parks and soft play, cooking, gardening, cycling, walks, scooter, playing, playdough, colouring, drawing, painting, helping at home
Social and communication difficulties	Play games, arrange play-dates, read books, art activities, practical/life skills, small world play, pretend play, talk through difficult social situations as they arise, model positive play

# Getting back to basics

“Empowering parents/carers to support their children’s wellbeing”

- By focusing on ‘well-being’ a child will grow the tools to succeed
- A child’s behaviour is a **communication** of a **need** that needs meeting
- Attention seeking = **connection seeking**. Small, focussed, quality chunks of time daily
- **Little and Often** is the key to success

“When a flower doesn’t bloom, you **fix the environment in which it grows**, not the flower”



# Inclusion Hub at Ropley C of E Primary School

- We know that parenting a child with SEND **can be hard**. That's why, together with Anna Irwin (Mum of 3 RPS) and Bex Charlton (Mum of 2 RPS), we have organised an 'Inclusion Hub' for parents to go for support, connection and information

The purpose of the regular meetings is to:

- Discuss concerns with other parents
- Share own experiences with fellow parents
- Seek guidance, advice and share tips
- Provide a positive line of communication between school and parents
- Offer support and a sense of community
- Share access to information and resources
- Share successes and positive experiences