



PARENT WORKSHOP- November 2023

Supporting Children with Special Educational Needs

**Special Educational Needs & Disabilities Co-ordinator:
Mrs S Tufiq**

Focus for today's session:



- **What does Special Education Needs and Disabilities (SEND) mean?**
- **What are the broad areas of special educational need?**
- **How do I know if my child has special educational needs?**
- **How can the school and wider professionals help my child?**
- **How can parents and carers support their child at home?**

What does Special Educational Needs and Disabilities (SEND) mean?



Special Educational Needs and Disabilities (SEND) describes the **needs** of a child who has a difficulty or disability which makes **learning harder** for them, than for other **children of the same age**.

Around **one in five** children have a SEND at some point during their school years. Some children have SEND right through their time in school.

SEND covers a **broad spectrum** of difficulty or disability. Children may have **general, specific or wide ranging difficulties**.

Having **English as an additional language** is not considered by law to be a SEN.

IMPORTANT SEND DOCUMENTS & WHERE TO FIND THEM:



SEND Code of Practice 2014: [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-2014)

Leagrave SEND Policy: www.leagraveprimary.co.uk

SEND Information Report: www.leagraveprimary.co.uk

Luton's Local Offer:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

What are the broad areas of special educational needs?



**Communic
-ation and
Interaction**

**Cognition
and
Learning**

**Social,
Emotional
and Mental
Health**

**Physical and
Sensory
Needs**

Communication and Interaction



- Speech, language and communication needs (SLCN):
 - difficulty saying what they want to
 - difficulty understanding what is being said to them
 - not understanding or using social rules of communication
- Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning



- Learning at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including:
 - moderate learning difficulties (MLD)
 - severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
 - profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health



- Wide range of social and emotional difficulties may include:
 - becoming withdrawn or isolated
 - displaying challenging, disruptive or disturbing behaviour
 - behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs



- Prevented or hindered from making use of the educational facilities generally provided and will require specialist support and/or equipment to access their learning. These difficulties can be age related and may fluctuate over time,
 - vision impairment (VI)
 - hearing impairment (HI)
 - multi-sensory impairment (MSI)
- Children and young people with an MSI have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



How do I know if my child has Special Educational Needs?

We know pupils need help if:

- concerns are raised by parents/carers, teachers, or the pupil's previous school
- limited progress is being made
- there is a change in the pupil's behaviour/progress
- a pupil asks for help

What do I do if I think my child has SEN?

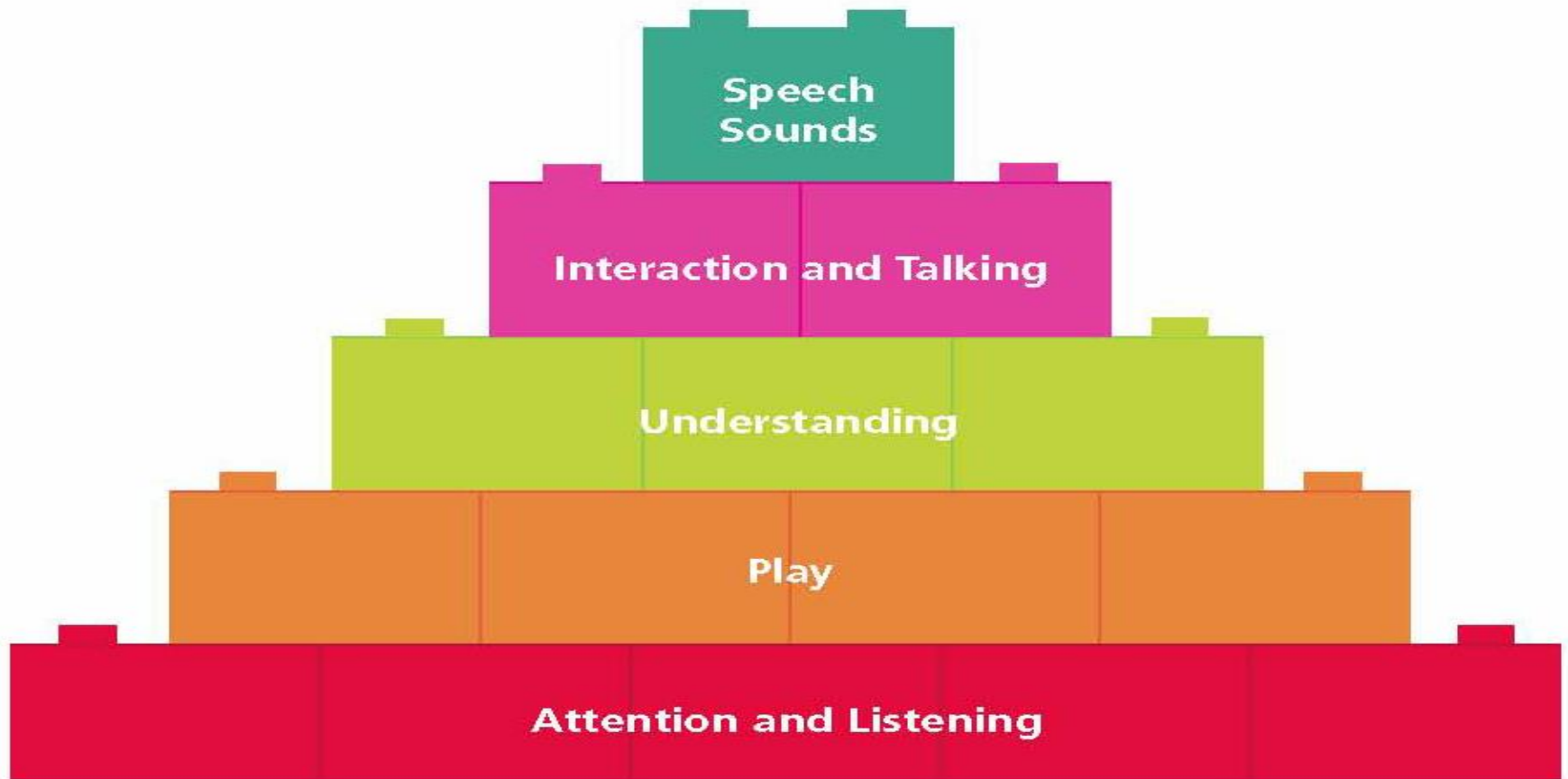


You know your child better than anyone. If you are worried, talk to you child's teacher, the school SENDCo or your GP.

Think about the following:

1. **Why** do you think your child has SEN? What **evidence** is there to support your thoughts – this will help identify your child's needs.
2. Does your child **learn at the same rate** or have the **similar capabilities** to **other children their age**? Are they meeting the expected milestones for their age? Do they display any particular characteristics?
3. What can the **school** or other **professionals** do to help?
4. How can the **parents and family** support the child's needs?

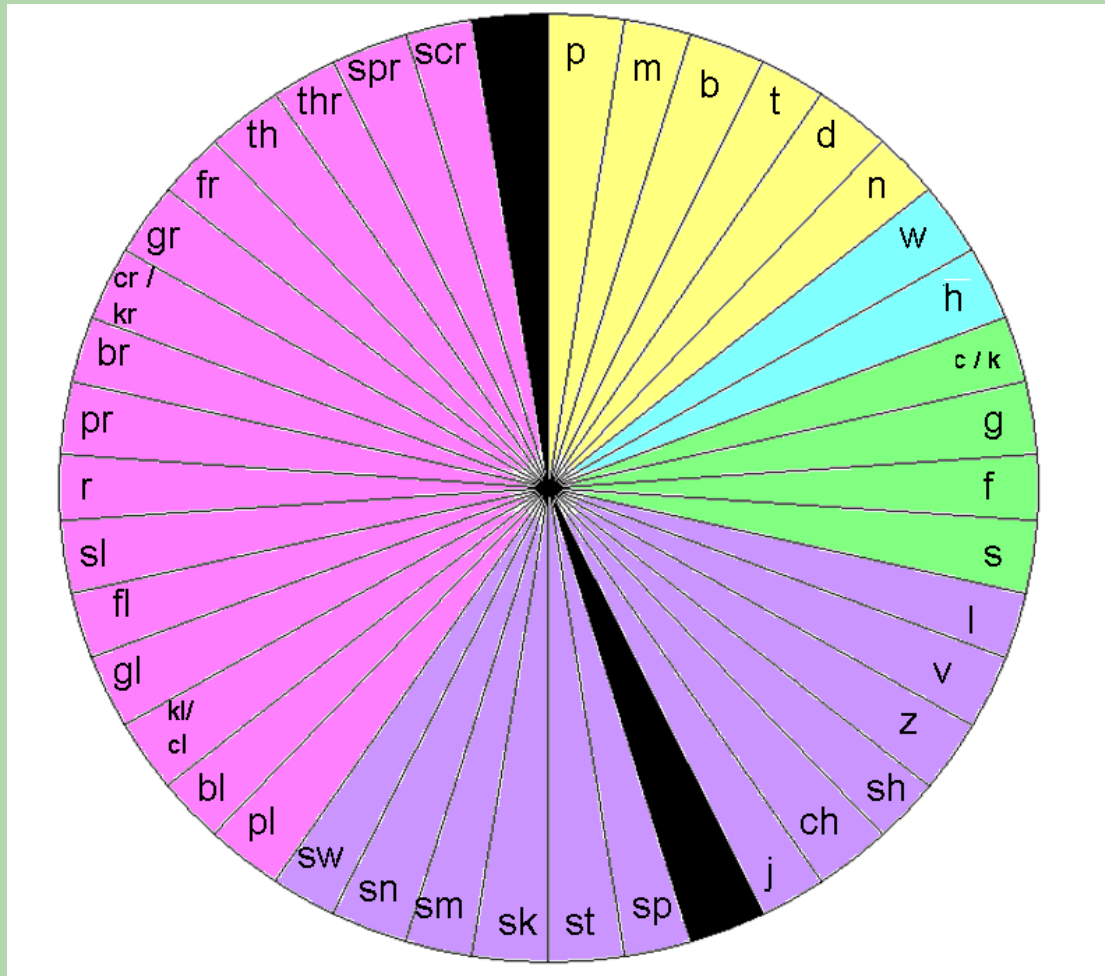
Communication Development Pyramid



Adapted from a model used in many speech and language therapy services across the UK.

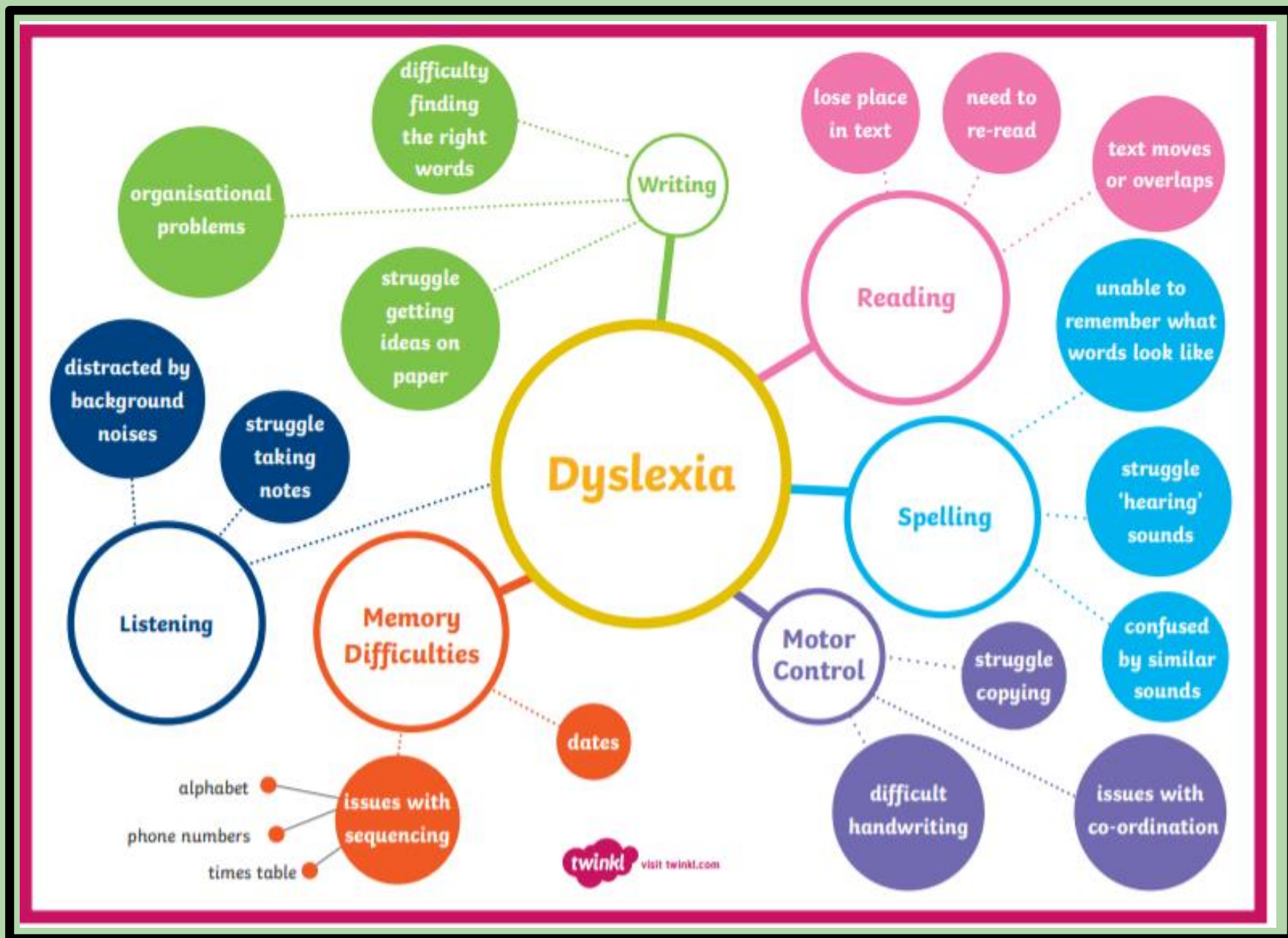
Speech Sound Development Wheel

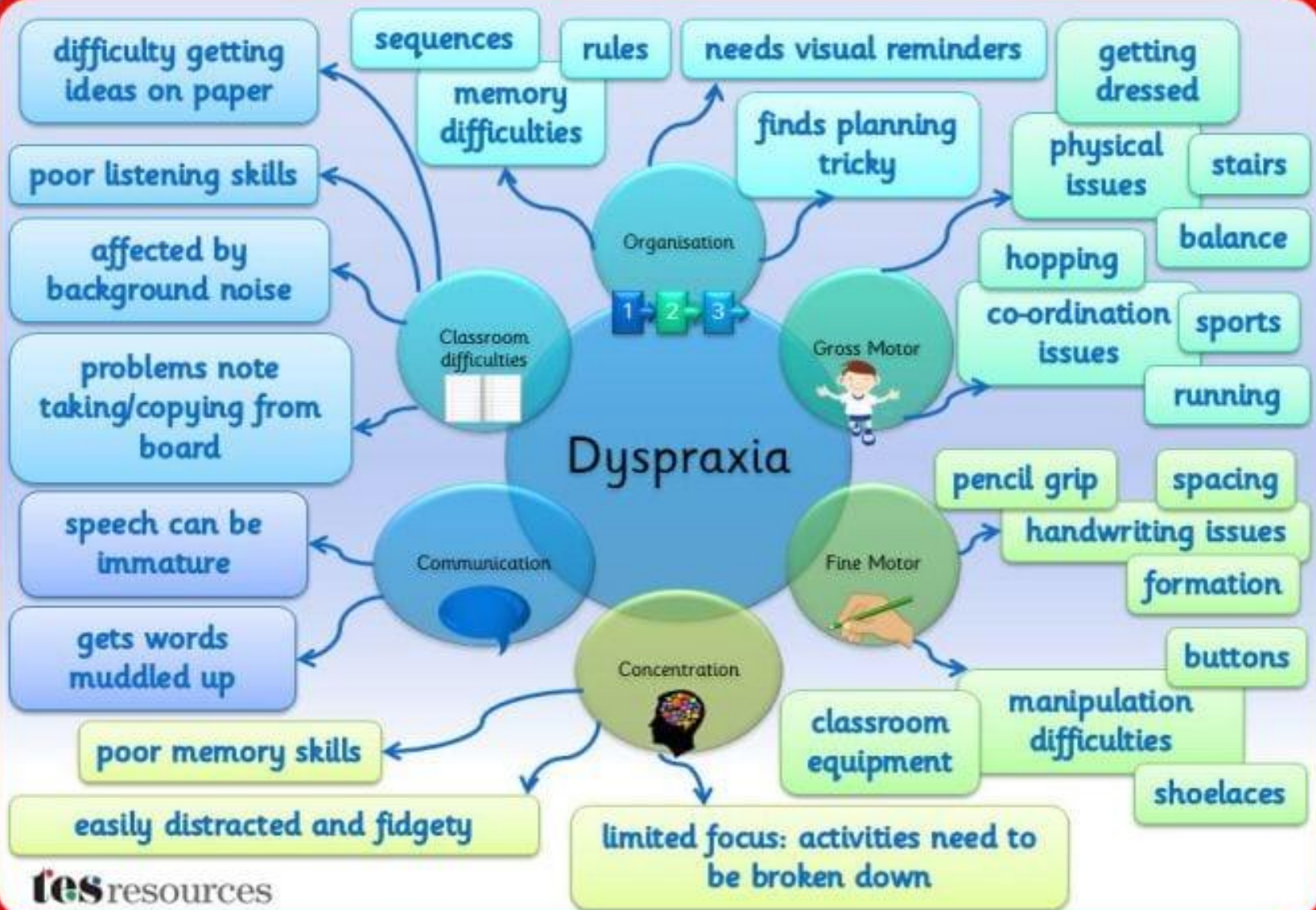
The wheel below shows you which sounds develop when in children's speech.

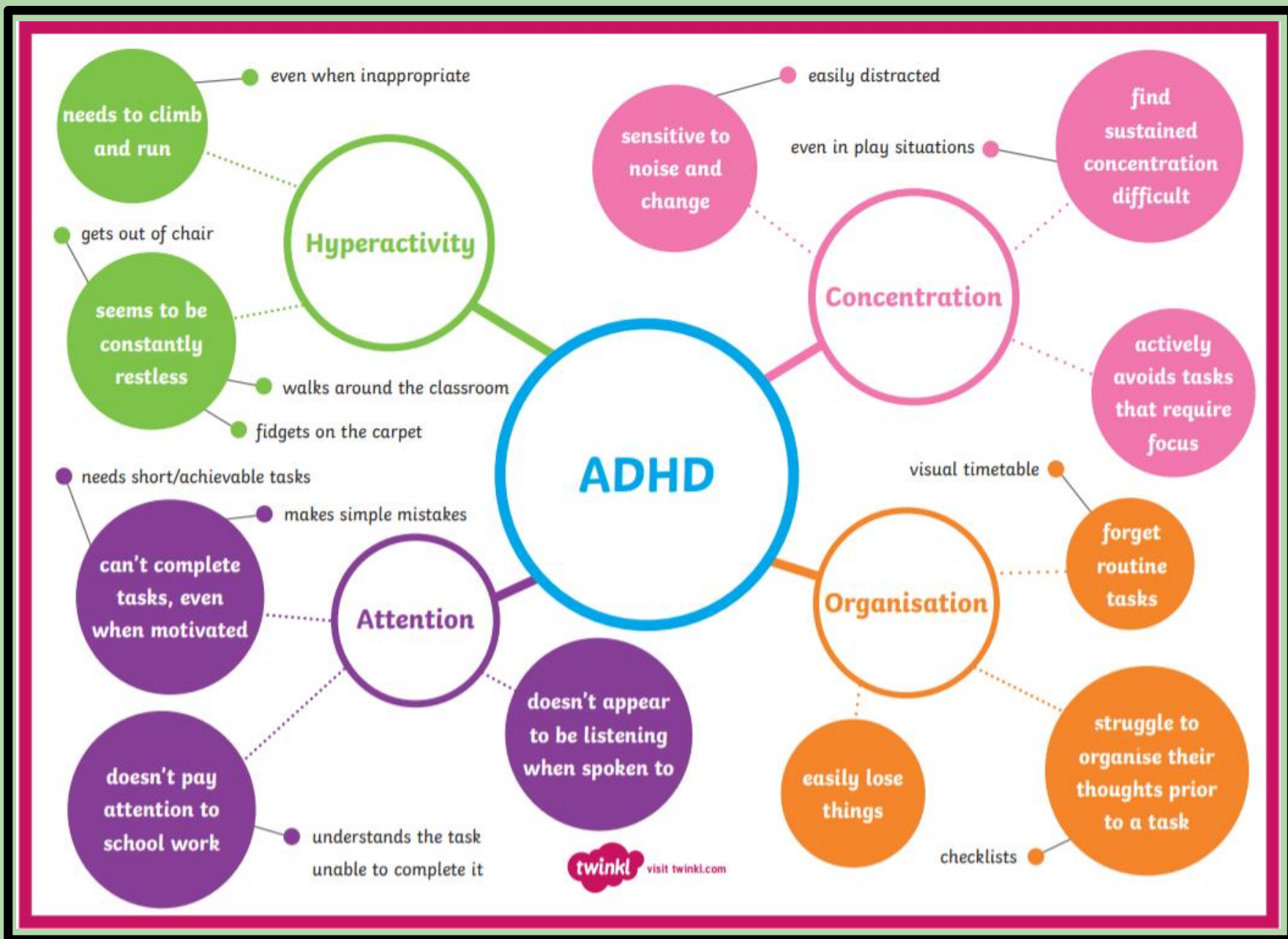


Key

Yellow	1 ½ - 2 years
Light Blue	2 ½ - 3 years
Green	3 - 4 years
Purple	4 - 5 years
Pink	5 - 7 years







Autistic Spectrum

Sensory

pinpoint individual sensory difficulties

- needs
- dislikes
- likes

plan coping strategies

toys
therapies
fidget items

achievable

clear tasks

Class Support

motivate by interests

supply teachers

visitors

be clear about changes in routine

special days

rewards based on interests

identify triggers

share information

Behaviour

develop strategies

- cooling off time
- distractions

language

clear and precise instructions

- consider any literal interpretations
- avoid metaphors, similes and idioms
- avoid sarcasm

Communication Skills

support communication

PECS

- technology
- sign language

use visual strategies

- schedules
- photos
- symbols

help identify good/bad choices

Social Skills

builds awareness

praise good behaviour

utilise social stories

- visual support
- simple sentences

- structured
- simple

ensure rules are understood

What will the school do?



Schools are required **by law** to provide an education for **all pupils**, regardless of their ability or special needs. Every child's education is equally important. All teachers are responsible for every child in their care, including those with special educational needs.

If the SENDCO and your child's teacher agree that your child has SEN, the school will take a 'graduated approach' - this means '**step-by-step**'.

They will offer your child **extra support** or suggest different resources or strategies. This will be reviewed regularly.

Whatever the school decides to do, you have the right to be **informed** and for you and your child's views to be **taken into account**.

What will the school do?



Special need provision is provided in graduated stages.

Special Educational Needs Support

- Initially, provision for a child will be planned for and delivered by his/her class teacher, teaching assistant and/or year group intervention teacher or assistant using a range of strategies and resources within school
- If a child continues to make insufficient progress he or she may receive additional support/assessment from an outside agency following discussion with the SENDCO, class teacher, parents and child.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



What will the school do?



Educational Health Care Plan (EHCP)

If a child continues to work at a level significantly below his/her peers and/or has a diagnosed range of severe complex needs that cannot be met within the schools resources even with High Needs Funding in place then, with parental permission and involvement, a child may be referred for statutory assessment. If successful this may result in a child having an **Education and Health Care Plan**.

SEND Provision at Legrave

Some support strategies might include:



- Your child may be added to the SEND Register with your permission
- Other professionals may observe or assess your child
- An individual learning plan (IEP) may be used to set out small achievable targets to address key areas and track progress.
- Classroom support may include adult support, learning prompts or aids, differentiated learning, environmental adjustments
- Teacher or TA led interventions may be put in place to support your child
- Purchased resource programmes to support SEND
- Interventions led by external specialists
- Signposting websites, resources & strategies to teachers & parents

SEND Provision at Leagrave



At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

Edwin Lobo (Paediatrician)
Educational Psychologist
CAMHS (Child & Adolescent Mental Health Service)
EWO (Educational Welfare Officers)
Social Services
SENS Team (LA)
Children's Occupational Therapist
Speech and Language Therapist (NHS and Magic Words)
Play therapist
School Nurse

SEND Provision at Leagrave



What expertise is available in the school in relation to SEND?

All staff have received training related to SEND. These have included sessions on:

- General support for all learning difficulties and strategies to help.
- How to support pupils with early reading and Phonics
- The teaching of spelling and Phonics
- Differentiation for SEND pupils
- Supporting pupils with neuro diversity
- Maths differentiation, reasoning and applying
- Developing fine motor skills
- Supporting pupils with communication and language needs
- Developing vocabulary and language skills
- Developing reading skills

The SENDCO ensures staff regularly attend training on aspects of SEN, strategies for support and specific interventions, depending on the current needs of the school. The SENDCO has also completed the National SENCO Training Award.

How can you support your child?

Top Tips, Resources & Information

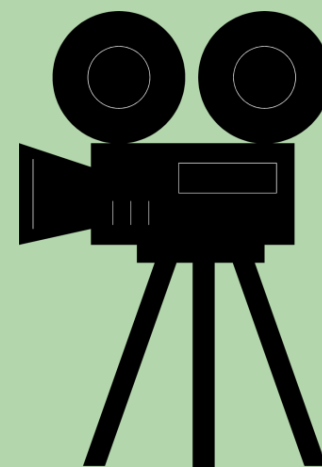


www.parentchampions.org.uk

High expectations...

Lifelong learning...

A 'can do' attitude...



“If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don’t have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”

— Carol S. Dweck

If you are worried about your child’s development, progress or well being, please speak to your child’s teacher, Phase Leader or the SENDCo in the first instance.

HIGH ASPRATIONS FOR ALL





If you are still worried and would like to speak to an independent advisor, the following agency is available to support:

Parent Partnership Office: SENDIAS (Information, Advice & Support)

01582 548156

sendias@luton.gov.uk

Monday to Friday

9am – 5pm

(24 hr answerphone)

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QUESTIONS