



**SEND COFFEE MORNING
WEDNESDAY 23RD MARCH 2022**



Graduated Approach – Great Teachers, Great Learners

This is a flexible model of assessment and intervention in school to help all children through a plan, do review cycle at every phase. The approach recognises that there is a continuum of SEND (from low to high need). Where necessary, increasing specialist expertise can be sought to address the difficulties that a child may be experiencing.

Plan, Do, Review Cycle at each Phase

Phase 1

High Quality Planning for All
Differentiation for All
Child Discussion
CPD, Supervision
Appraisal
Individual Reflection
Peer Support
Team Support
Key Stage Support
Subject Specialist Support
Observations / Feedback

Phase 2

SENCO Consultation
Specialised CPD
Group Surgery / Consultation with EP
Coaching

Phase 3

IEP: Highly Flexible Personalised Response
Rigorous Monthly Feedback

Phase 4

Direct External Support
+ TAM

Phase 5

+ Multi Agency Involvement
+ EHCP

SEND Support: When a class teacher identifies that a pupil is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

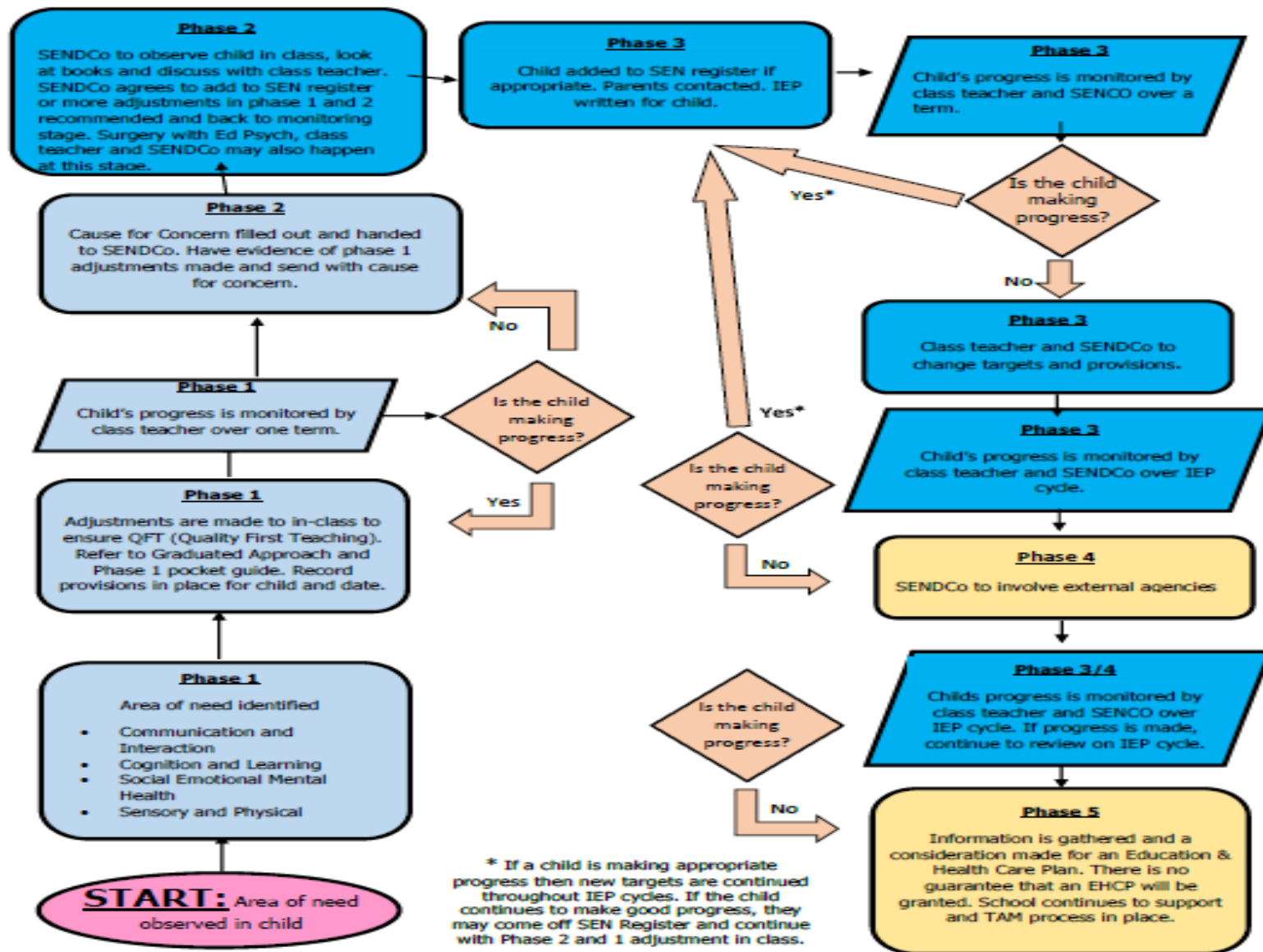


Phase 1- Quality First Teaching + Differentiation

Social, Emotional and Mental Health (SEMH)	Cognition and Learning (C&L)	Communication and Interaction (C+I)	Physical and Sensory (P&S)
Classroom expectations poster	Individualised success criteria	Maintain a predictable lesson routine (review of previous learning, do now, small steps of teacher input, independent or group work, plenary)	Tidy, clutter free space with equipment and books already out
Clear and consistent boundaries	Dyslexia friendly text (14+ font, wide spaced lines, comic sans, pale yellow paper and navy blue font)	Speak clearly, give eye contact and use gestures to support communication e.g. thumbs up	Create a calm and comfortable environment and minimise distractions
Reminder of expectations using "if, then, when"	Handwriting guide/lined paper	Use students name before giving instructions or addressing the group	Activities connecting movements +sound
Limited choices e.g. "You can read this out loud or read it to yourself"	Use of ICT to support learning	Give brief instructions use simple language and avoid metaphor	Sensory breaks and sensory circuits
Consistent positive regard (approachable/patient)	Writing frames/sentence starters	Check for understanding and allow time for processing	Reduce looking up by using white boards and making sure vital info is on the desk
Positive reinforcement and praise	Increased modelling (mini whiteboards/pre-printed examples)	Break it down (using task sheets, breaking tasks down into steps)	Fidget cube/stress balls/chair bands/wobble cushions
Be present (give time and show them you are listening e.g.- paraphrasing)	Alternative recording of information	Keep it visual (use of pictures, videos, diagrams, illustrations and working walls and displays)	Subtitles used with audio clips
Live marking- visual indicators of success	Different questioning techniques	Visual timetables, routines and plans	Additional time given to complete activities
Apologise if you make an error/ model mistakes	Word banks/key vocabulary cards	Additional opportunities to promote communication (circle time, buddy system)	Pre-cut worksheets
Structured/timed rewards	Support/avoid reading long text aloud	Use of social stories	Use of ICT as an alternative
Give student jobs/individual responsibilities	Personalised work to interest		Pencil grips and handwriting pens
Consequence map/ personalised goal setting/ reward charts	Games to learn (snap, Whiteboard games, board games, number/word bingo)		Visualisation and mindfulness activities
Personalised work station or equipment	Concrete equipment (physical equipment to aid learning e.g. counters, blocks)		
Emotional check in/ use feelings board	Tasks broken down into chunks (timers, stop-watch, countdowns)		
Positive touch e.g. high five, hand shake or hug	Frequent work breaks- brain break exercises		
Preparation for changes to support anxiety- using a transition plan	Reduce copying or reading from board		
	Overlays and reading rulers		

Identifying and supporting children with SEN

Key: Class Teacher
 Class Teacher with SENDCo
 SENDCo



WHO DO WE WORK WITH?

MAST (Multi Agency Support Team) – learning mentor, family, support, drama therapy, CPD,

CIT – Communication and Interaction Team

ED Psych – local authority and MAST

School Nurse

SALT – Livewell and MAST

PIAS – Plymouth Information Advice and Support for SEND

Secondary Schools

CAMHS – Child and Adolescent Mental Health Service

CDC – Child Development Centre

External Tutors

Outreach

Advisory teachers

Local Authority



Links you may find useful:

<https://www.plymouthonlinedirectory.com/plymouthlocaloffer/about>

<https://www.plymouthias.org.uk/parenting-programmes/incredible-years/>

<https://www.plymouthias.org.uk/parenting-programmes/supporting-parents-on-kids-education-in-schools-spokes/>

<https://www.plymouthias.org.uk/parenting-programmes/strengthening-families-10-14-uk/>

<https://www.orestonacademy.com/send>

FEEDBACK FROM PARENTS

What are we doing well?	What needs improving or altering?
<ul style="list-style-type: none">• SEND Coffee Morning – really useful as it can be very isolating as parents of SEND. Please continue with these.• Phase 1 Pocket Guide looks very useful and if things are implemented earlier in the classroom then it will be more inclusive for children in SEND.• SEND Provision improving all the time• Owning when things aren't right and sorting them quickly• Positive SEND team working to support parents and children.	<ul style="list-style-type: none">• Phase 3 support – children are sitting in phases for too long.• Communication with parents from teachers is so important.• Contact with PIAS prior to the EHCP application – make sure parents know that they are available prior to being at phase 5.• Prefer meetings in person rather than the on TEAMS or even a mix of both.• Ensure parents are aware of the acronyms that are being used