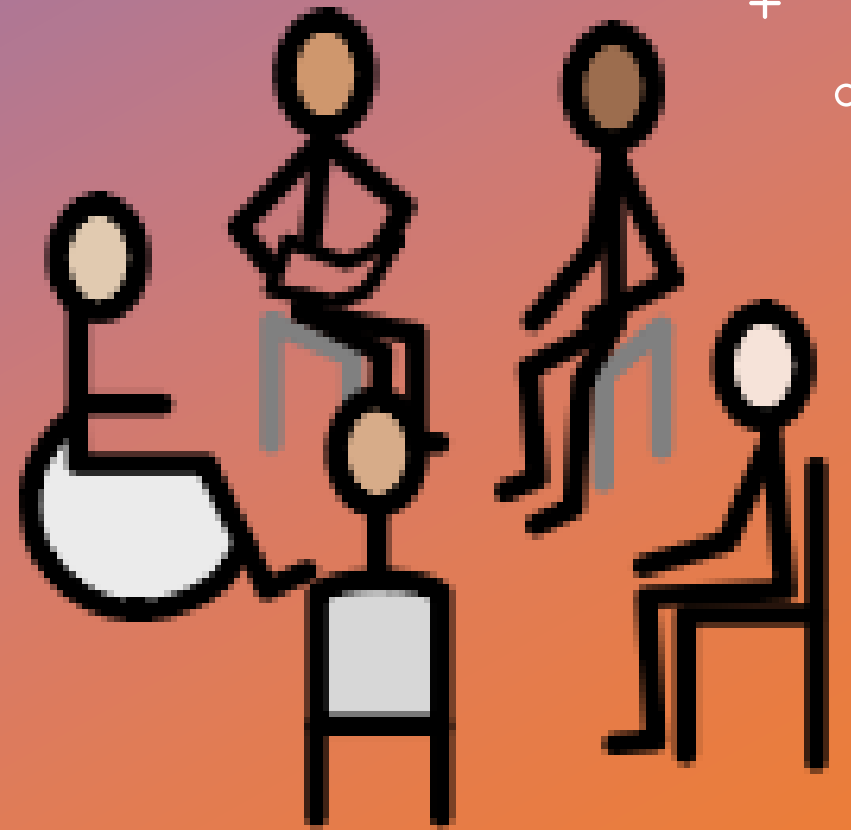


Special Educational Needs and Disabilities

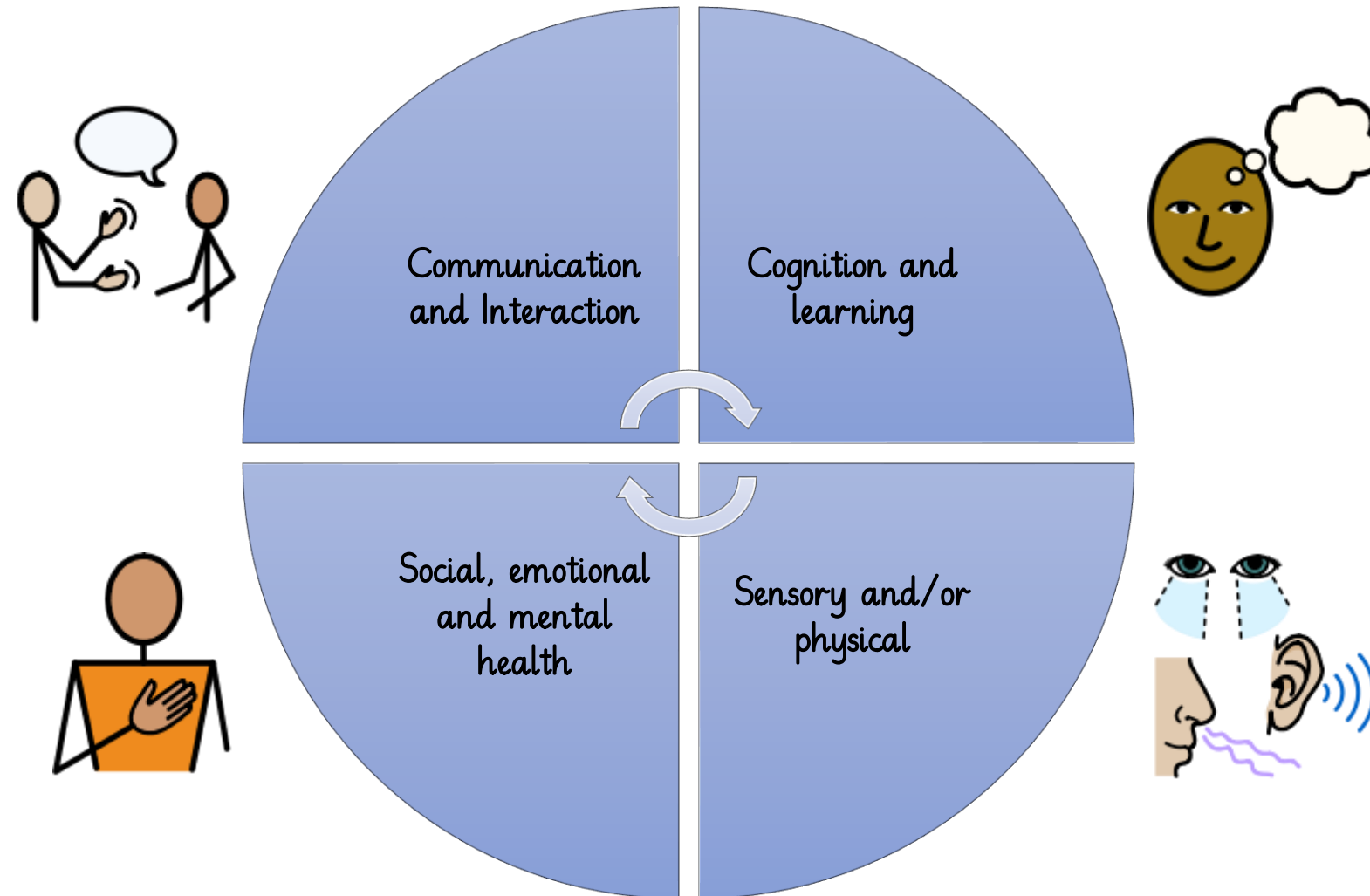


Special
Educational
Needs and
Disabilities
Co-ordinator

Sarah Williams



What types of Special Educational Needs and Disabilities does the school provide for?





Communication and interaction

- Autism Spectrum Disorder
- Speech and Language Difficulties



Cognition and learning

- Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
- Moderate learning difficulties
- Severe learning difficulties



Social, emotional and mental health

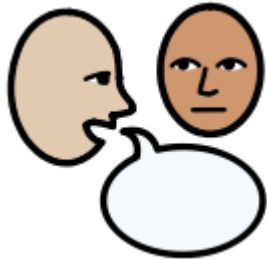
- Attention deficit hyperactive disorder (ADHD)
- Attention deficit disorder (ADD)
- Attachment



Sensory and/or physical

- Hearing impairment
- Visual impairment
- Multi-sensory impairment
- Physical impairment

What should I do if I have concerns about my child?



Tell us about your concerns

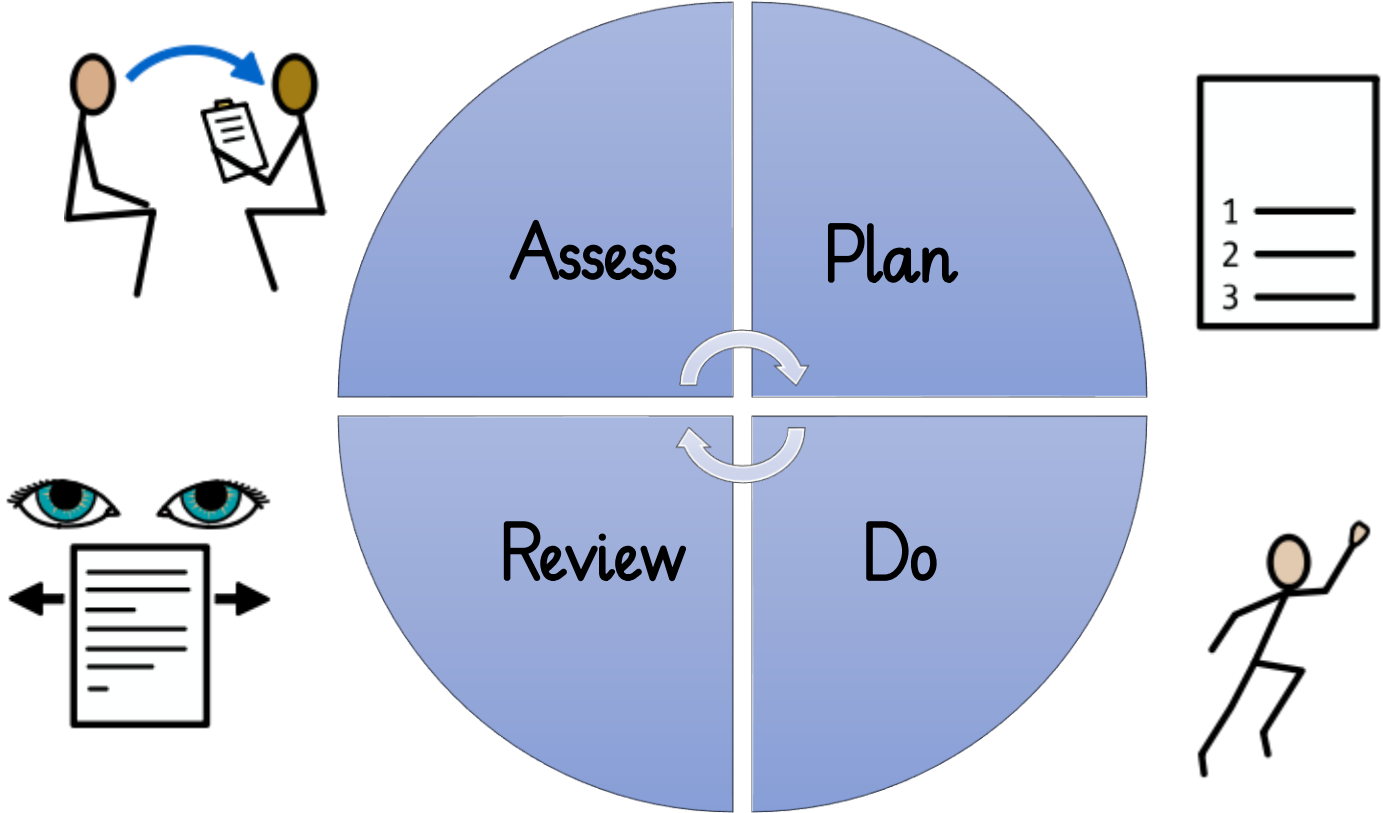


We will invite you to a meeting to discuss them



We will discuss whether your child needs SEND support

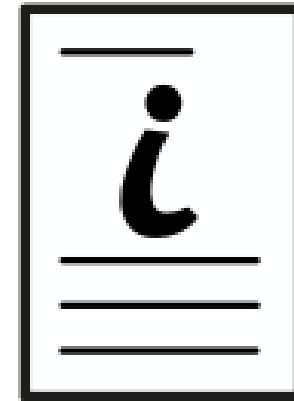
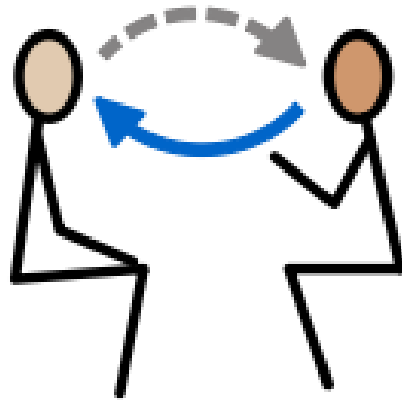
How do we measure progress?



Target	Who?	How often?	Entry Assessment	Exit Assessment	Next Steps
Communication and Interaction Needs	TA	15-20mins 3x per week	See SALT report	SALT to review Targets met	
See separate Speech and Language Targets					
Cognition and Learning Needs					
<p>I can read all Year 3 and Year 4 Common Exception Words.</p> <p>Pupil A to be able to read all Year 3 and Year 4 Common Exception Words through precision teaching.</p> <p>Adult to use precision teaching to support Pupil A in reading Year 3 and Year 4 Common Exception Words.</p>	TA	10 minutes Daily	Can currently read 77/110 Y3/4 CEWs	Can currently read 93/110 Y3/4 CEWs	Continue with precision teaching
<p>I can recall information using strategies to help me.</p> <p>Pupil A to be able to use a rehearsal strategy to retain and recall information presented verbally.</p> <p>Adult to work with Pupil A to play auditory memory recall games to support retaining and recalling key information.</p>	TA	10-15mins 3x per week	Pupil A currently has difficulty recalling information in all areas.	Pupil A has much more confidence. Can retain and locate information without scaffolding	More focus now on precision teaching
Social, Emotional and Mental Health Needs					
Sensory/Physical Needs					

Target	Who?	How often?	Entry Assessment	Exit Assessment	Next Steps
Social, Emotional and Mental Health Needs					
<p>I can talk about my feelings and say what I can do if I feel angry, <u>sad</u> or worried.</p> <p>Pupil B to be able to identify emotions and where he is in 'Zones of Regulation'.</p> <p>Pupil B to be able to identify own emotions and ways to <u>self regulate</u>.</p> <p>Adult to use 'Zones of Regulation' cards to remind Pupil B of the choices he can make when he feels worried, <u>scared</u> or sad.</p> <p>Adult to talk through scenarios with Pupil B and model how we could react.</p>	All staff	Daily	Pupil B finds it difficult to regulate his emotions when he is feeling sad, <u>angry</u> or worried.		
<p>I can play a game and take turns with two of my friends.</p> <p>Pupil B to be able to take turns with two familiar peers when playing a turn taking game.</p> <p>Adult to work with Pupil B and two peers in turn taking activities modelling the importance of why we should have equal turns.</p>	TA	10-15mins 3x per week	Pupil B initiates conversations with his peers but can find it difficult engage in turn taking activities.		

How will I be involved in decisions made about my child's education?

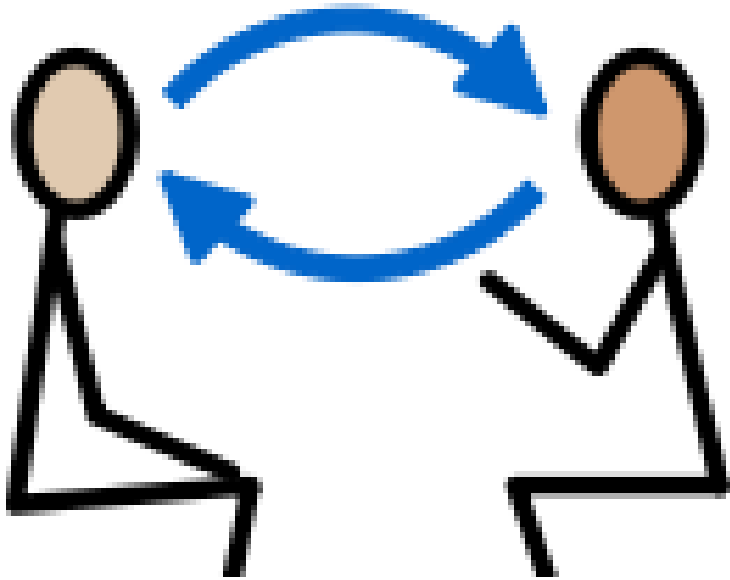


Reports

Learning Review Meetings

SEND Parent Review Meetings

How will my child be involved in decisions about their education?



- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



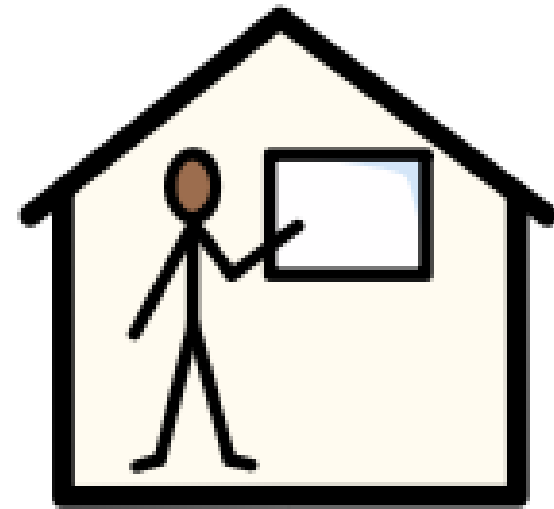
+



How will we adapt our teaching for your child?

- Adapting our curriculum
- Adapting our teaching
- Adapting our resources
- Using recommended aids

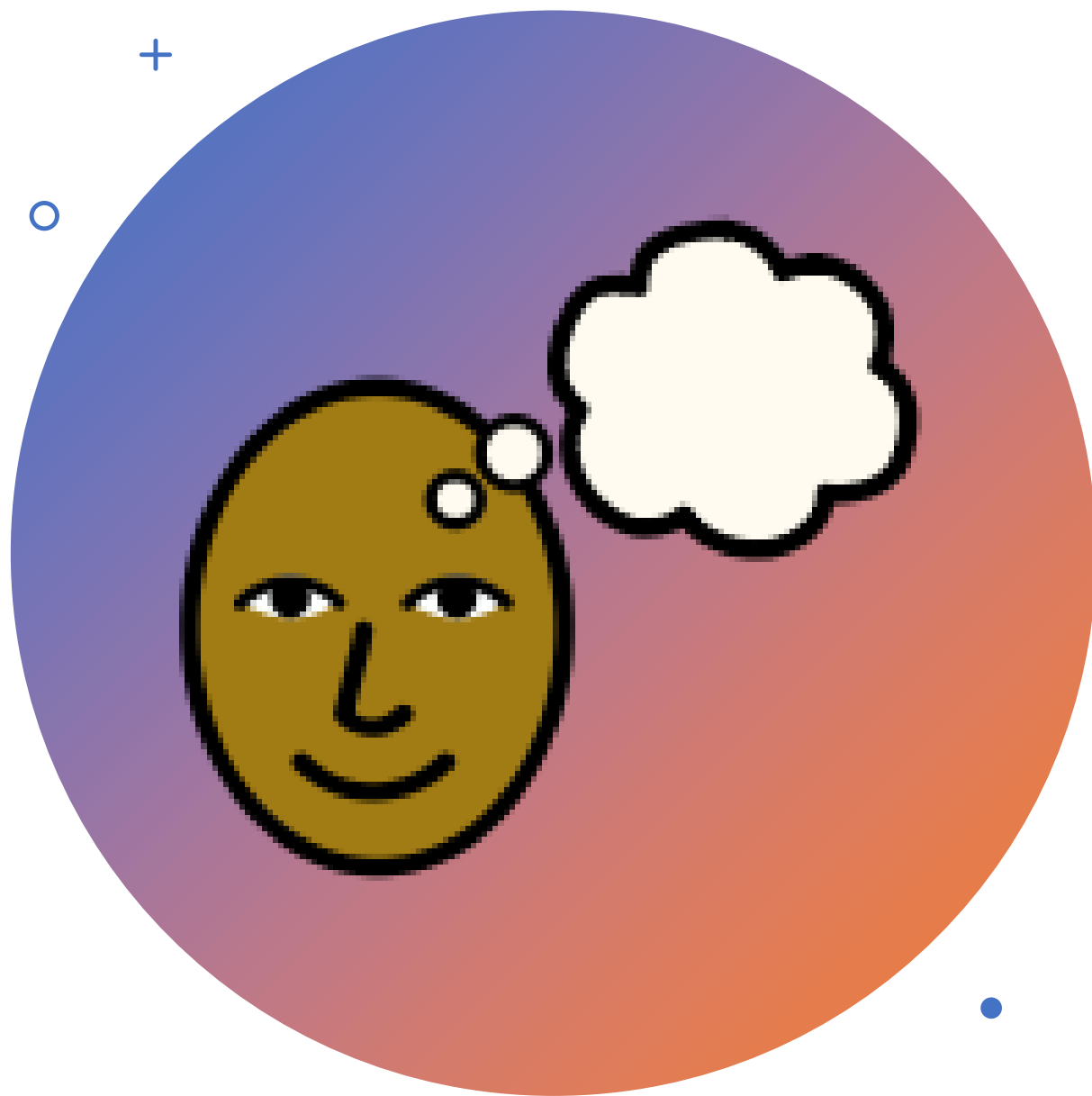
What does the school do
to support pupils with
SEND?





Communication and Interaction

- Visual timetables
- Social stories
- Speech and language therapy



Cognition and Learning

- Writing slope
- Precision Teaching
- Catch up phonics
- Number box



Social, emotional and mental health

- Quiet workstation
- Nurture groups
- Confidence and self esteem
- Play therapy
- Counselling
- Zones of regulation



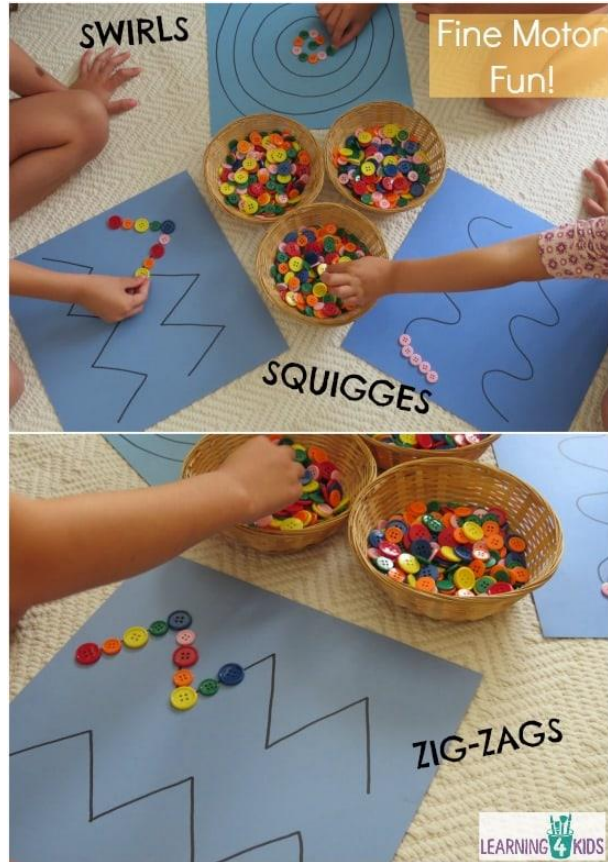
Sensory and/or physical

- Limiting classroom displays
- Seating arrangements
- Radio aids
- Fine motor and gross motor activities
- Hand eye co-ordination activities
- Sensory circuits
- Ear defenders

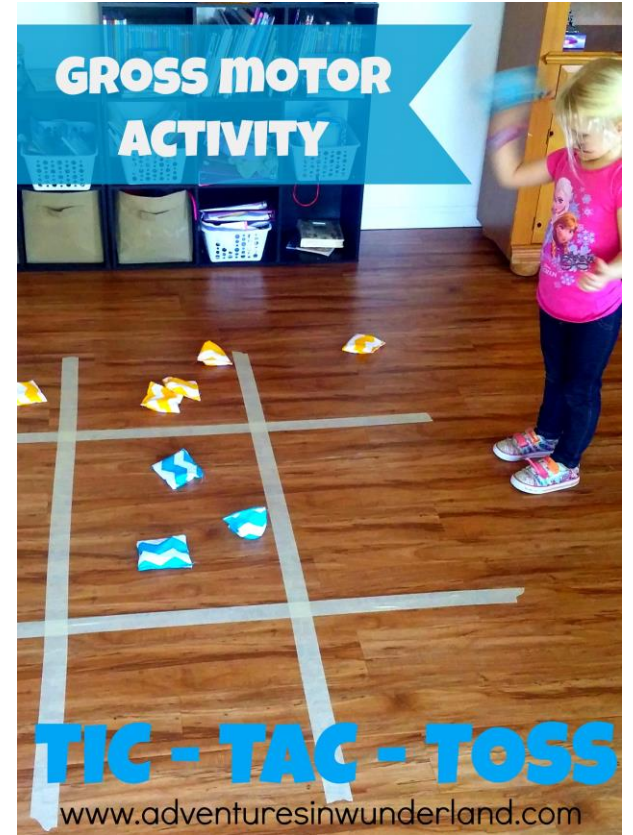
HAND EYE COORDINATION ACTIVITIES



homeschoolpreschool.net



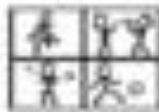
GROSS MOTOR ACTIVITY



TIC-TAC-TOSS

www.adventuresinwunderland.com

Sensory Circuit



Choose an activity from each section to make a mini Sensory obstacle course. You can use items from home and change the activities a few times to create a brand new course each time.



alert



organise



calm

Choose 1 alert activity

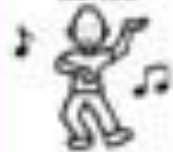
bounce



jump 10 times



dance



run



Choose 1 organise activity

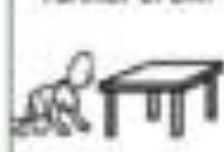
balance



ball throw



tunnel crawl



Simon says



Choose 1 calming activity

wall push up



pillow squeeze



song massage



blanket roll



What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

- Between year groups
- Between schools
- Between phases



What support is available?



Birmingham Local Offer [Local Offer Birmingham | SEND Advice, support and Information](#)

SENDIASS www.birmingham.gov.uk/sendiasm

IPSEA (IPSEA) [Independent Provider of Special Education Advice](#)

Family Action [Special Educational Needs and Disability \(SEND\) Services - Family Action \(family-action.org.uk\)](#)

Special Needs Jungle [Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)



Any Questions?