

SEND MEETING

MRS K L LAITHWAITE

THURSDAY 30TH NOVEMBER 2023

TERMINOLOGY

SEND

Special Educational Needs and Disabilities

SENDCO

Special Educational Needs Co Ordinator

Mrs Laithwaite

SENDO

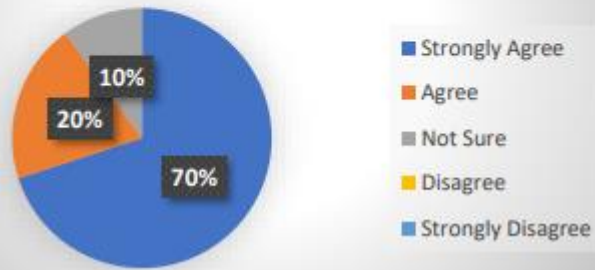
Special Educational Needs and Disabilities Officer

Kelly Hayes



WHO SUPPORTS MY CHILD?

2. The SENDCO and class teachers are approachable and friendly.



Class teacher

SENDCO

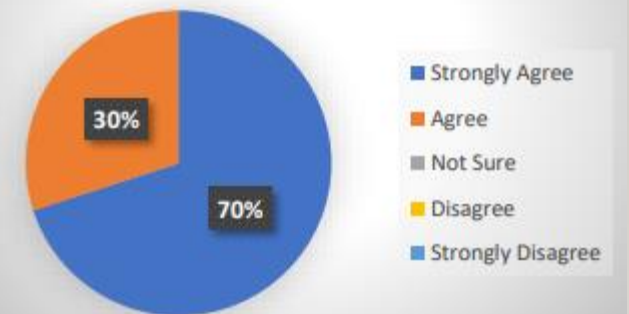
Family Liaison Officer

Speech and Language teaching assistant

General class teaching assistant

One to one teaching assistant

3. I know who to talk to if I have concerns about my child.



WHY MAY YOUR CHILD HAVE SEND?

A child or young person has special educational needs and disabilities (SEND) if they have a learning difficulty and/or a disability that means they need special health and education support.

1. Cognition and Learning

2. Physical and Sensory

3. Social and Emotional Mental Health

4. Communication and Interaction

* Independence and Self Help

SCHOOL POLICY

SEND POLICY

INCLUSION POLICY

ANDERTON PRIMARY SCHOOL LOCAL OFFER

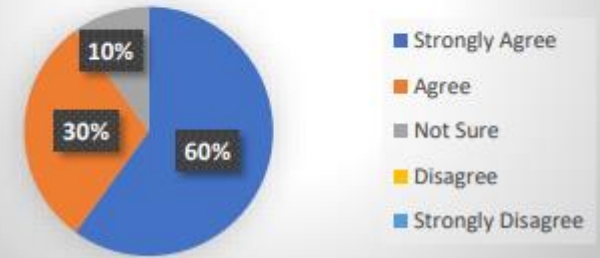
LANCASHIRE COUNTY COUNCIL LOCAL OFFER

SEND INFORMATION REPORT

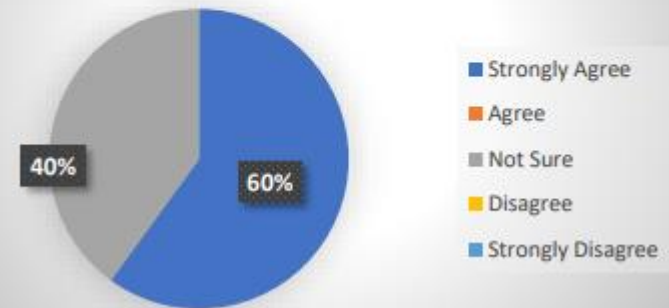
SUPPORTING PUPILS WITH MEDICAL CONDITIONS

<https://andertonprimaryschool.co.uk/our-school/send/>

15. The school's policy on SEND is clear and I have access to a copy if needed on the school website.



16. The school website contains useful information about SEND.



LEVEL OF SUPPORT

SEND support

EHCP – Education Health and Care Plan

REFERRAL PROCESS IN SCHOOL

1. Identify the initial concern, implement additional intervention to address the need. Complete one cycle of IEP.
2. If needs are not addressed, complete an initial concern form and discuss with SENCO.
3. Implement strategies recommended by SENCO and / or external agency support. Implement non diagnostic screening assessments. Complete second cycle of IEP. Parents informed about concern.
4. Interventions for all children to be recorded on class provision map and evaluated on a termly basis. SEND and Pupil Premium children to be highlighted accordingly.
5. Discussion with the SENCO about whether the child needs to go on the SEND register.
6. Create a pupil passport. Any updates to the child's provision or discussions with parents and external agencies, need to be recorded using CPOMS. All interventions to be recorded on the child's pupil passport. Pupil passports must be shared with parents at the start of the academic year.
7. A third IEP written, smart targets set and discussed with parents on a termly basis. Targets reviewed at the end of each term with parents. Any recommendations from external agencies or outcomes from EHCP must be referenced within the IEP.
8. IEP monitoring forms to be completed whenever a member of staff works with the child. IEP folder to be kept in the classroom and accessible.

NB It is the class teacher's responsibility to ensure all documentation is up to date when any new information arises about the needs of a particular child.

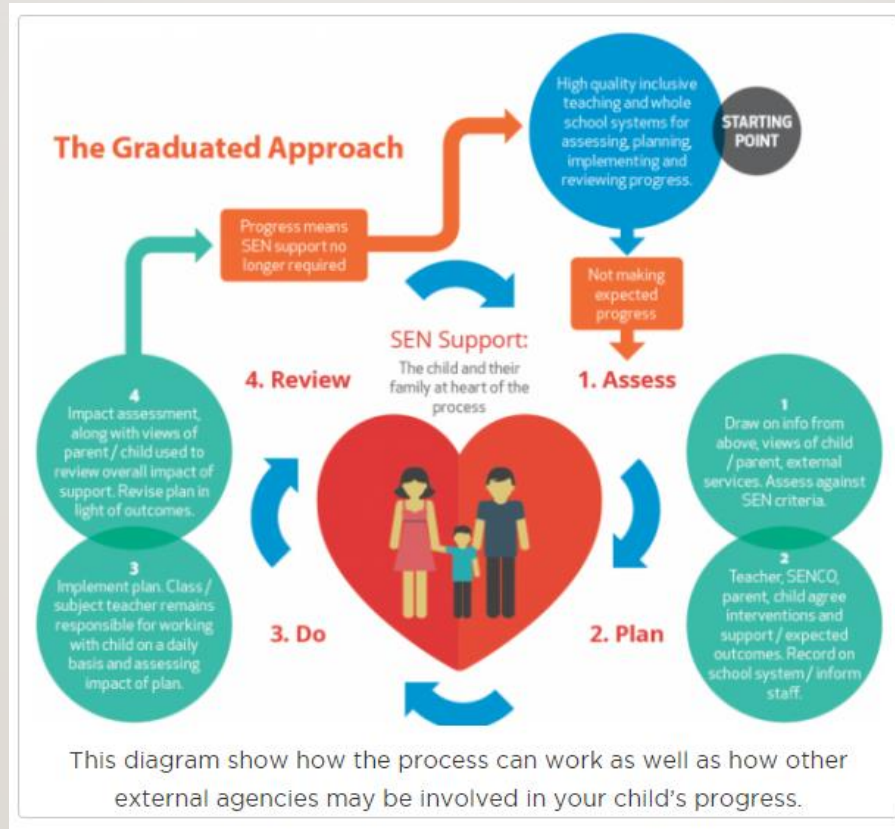
GRADUATED RESPONSE

Assess

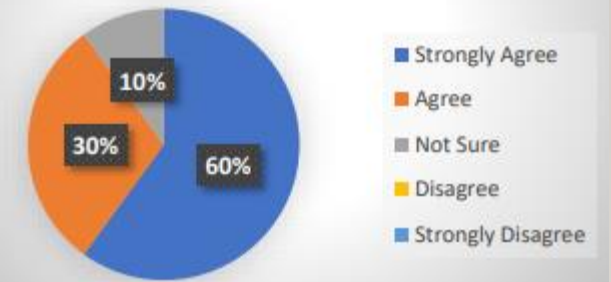
Plan

Do

Review




1. I know how the school provides for children with SEND.








INDIVIDUAL EDUCATION PLANS




These are reviewed every term (3 times per year) with the class teacher and parents.



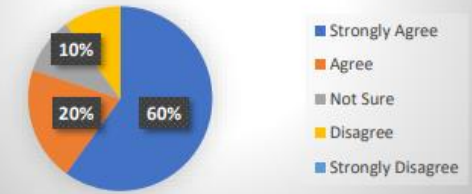
Individual Education Plan

My name is: ██████████		My teacher is: ██████████		The people who will help me at school are: ██████████	
I am █ years old		My class is: Year █		Today's date is: July 2023	
Assess Things I find difficult 	Plan My targets – What I need to do 	Do What I will need to do 	Do Who will help me? How will they help me? 	Review Review date: How did I do? Did I achieve my targets? What do I need to do next? 	
Reading Reading and writing year 1 common exception words.	To use <u>precision teach</u> to read and write 3 year 1 common exception words, (In, do, big, put, out).	Complete <u>precision teach</u> 3 times a week. Complete IDL each morning. Complete handwriting 5 times a week. Toe by Toe	TA's and teachers to assist with IDL, handwriting, <u>precision teach</u> and toe by toe interventions. Complete <u>precision teach</u> as homework rather than spelling shed.		
Writing To read my writing.	To form letters correctly. To segment CVC words (van, jam, hat, man, cap).	Complete daily handwriting and formation sessions. IDL, toe by toe and <u>precision teach</u> interventions. Guided writing with ██████████ Work in small groups.	██████████ will set me short handwriting and letter formation tasks to complete in class and at home. Mum will help me with my homework tasks. Use of whiteboard on tables rather than looking at bog boards.		
Maths Completing Year 2 calculations.	To complete activities linking number bonds to 100. Use different methods for addition. 1-1 during <u>maths</u> .	Differentiated maths lessons with 1-1 when staffing allows. Maths bot interventions daily.	██████████ and Miss ██████████ will support me during maths lessons.		

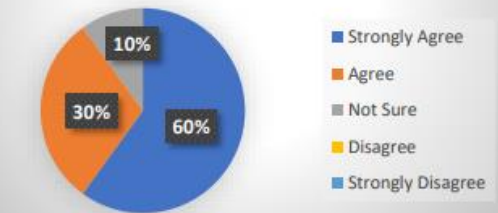
I have worked with ██████████ to set these targets
 I feel
 Class Teacher _____ Parent/Guardian|




 about these targets

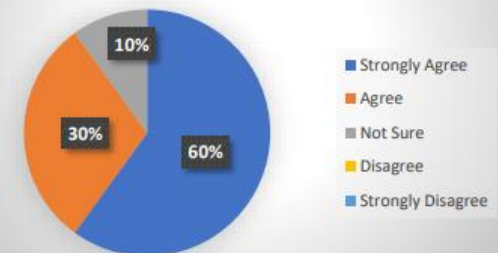
6. The school gives me the opportunities to discuss my child's needs with the right members of staff.



7. I know how to support my child at home through their Individual Education Plan.



8. Targets and strategies on IEP's are appropriate to my child's needs.



Power of
2 Maths

INTERVENTIONS

Power of
1 Maths

Wellcomm

Working
Memory
activities

Toe by Toe

Fine Motor

Fast Track
Phonics

Gross Motor

IDL

1:1 Reading

Sensory
Breaks

Precision
Teach

Visual Stress
screens

Additional
resources/
scaffolds

Lego Therapy

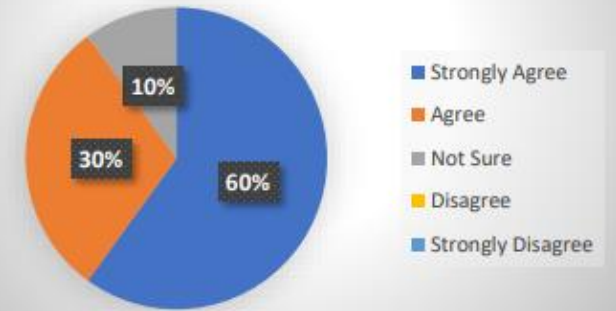
Bounce
Back
Phonics

IPAD
support

PASTORAL



13. My child feels they have someone to talk to if they need to.



EXTERNAL AGENCY SUPPORT

Educational Psychologist

Physiotherapist

Occupational Therapist

Speech and Language Therapist

School Nurse

Play Therapist

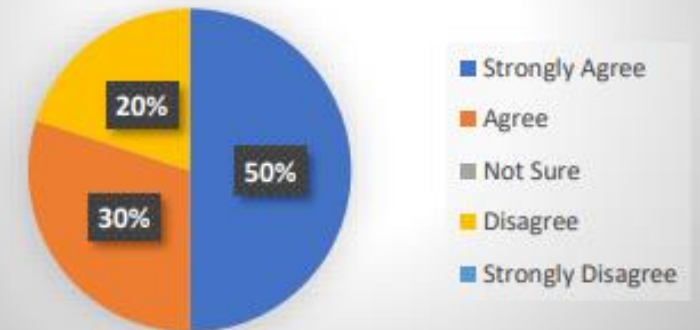
Specialist Teachers

CAMHS – Children and Adult Mental Health Service

CANW – Child Action North West

Teacher of the Deaf

5. I am informed about if and when outside agencies are visiting my child and receive up to date reports.



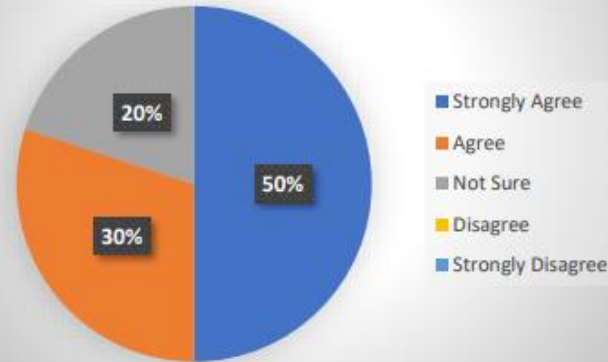
INCLUSIVITY

Our number one priority!

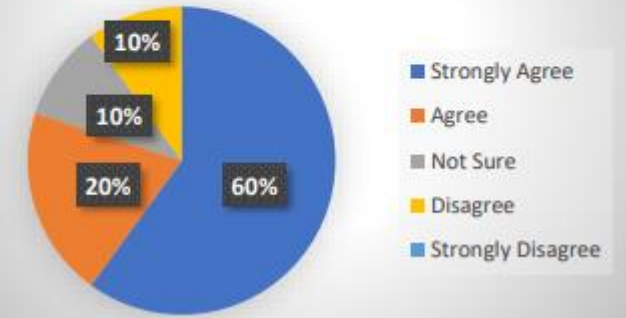
All children given the support or resources to access the National Curriculum.

All SEND pupils can take part in extra curricular activities and reasonable adjustments made when necessary.

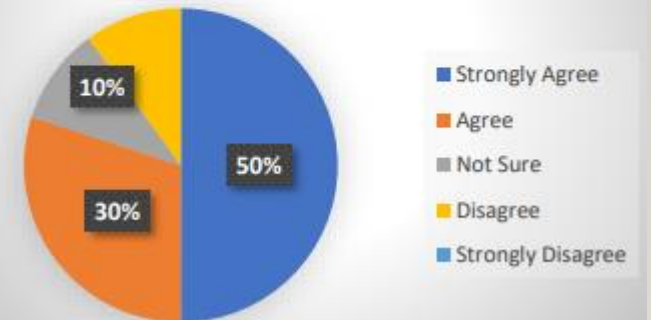
12. My child feels safe and happy at school.



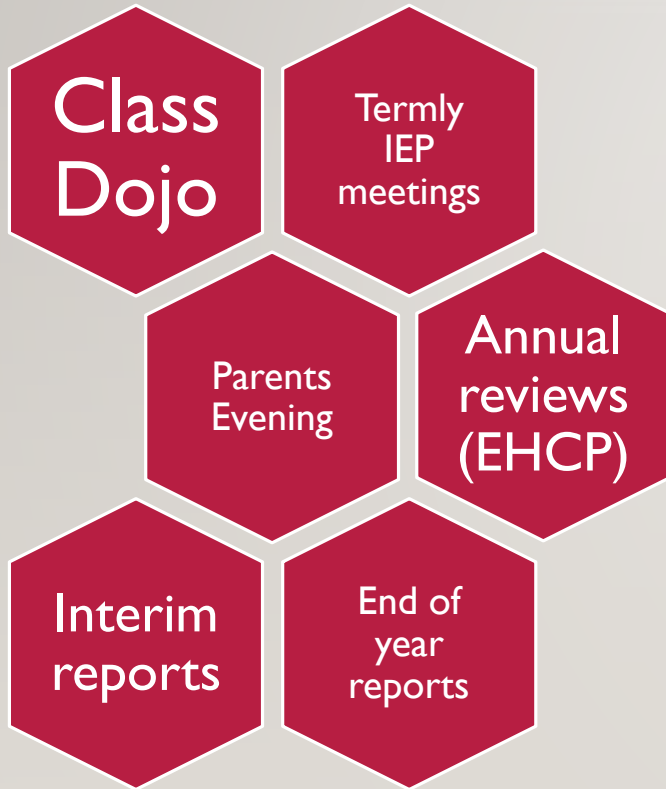
11. My child can access all extra - curricular activities and visits.



14. Everyone in the school is supportive and actively supports my child.



COMMUNICATION



RAISING A CONCERN

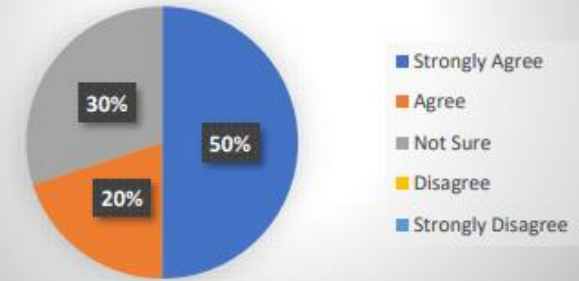
Class teacher

SENDCO

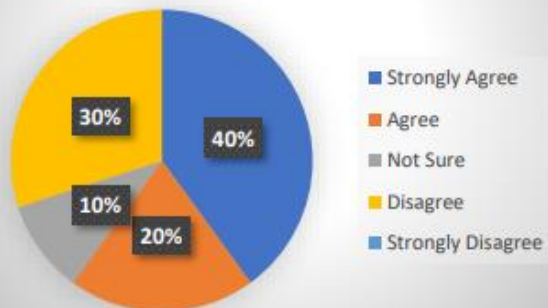
Headteacher

SENDO

4. Issues that I raise about my child's needs are quickly addressed.



9. Homework is set at an appropriate level for my child.



ANY QUESTIONS?

