



# Welcome to the Barnes Farm Infant School SEND and Interventions Workshop October 2021

# Wellbeing Team at Barnes Farm Infant School

Mrs Robinson – SENCO/  
Personalised Learning Leader



Mrs Collins – Family Wellbeing Mentor





Mrs Elliott – Social Skills Lead LSA



Mrs Andrews – SLCN Lead LSA

SEND Governor – Mrs Elizabeth Keeley

# Some of the ways we support Speech, Language and Communication Needs in school

Speech, Language and Communication Needs	
	<ul style="list-style-type: none"><li>• Speech and Language support with Mrs Andrews. This support will usually take place in the afternoons and children will attend 2/3 weekly sessions for 15 minutes. They will focus on outcomes detailed in plans supplied by the Speech and Language Therapists at Provide.</li></ul>
	<ul style="list-style-type: none"><li>• Speech and language Block Therapy delivered by Provide Speech Therapist in school.</li></ul>
	<ul style="list-style-type: none"><li>• Group support to improve language skills, tailored to needs highlighted from the WellComm Assessment.</li></ul>
	<ul style="list-style-type: none"><li>• Talk Boost assessment and intervention. The children will be supported to develop their language skills in a group of 4 which will be led by a Talk Boost trained LSA. The intervention will be for half an hour, 3 times a week for 10 weeks.</li></ul>



# Some of the ways we support Social and Emotional Needs in school

## Social and Emotional Skills



- Owlets Nurture Group focusing on developing social skills in a play based learning environment.

**Caspa**

Creating A Successful Positive  
Attitude



- CASPA intervention to support social skills and boost self-esteem.



- Time to Talk - Ginger Bear - Intervention for Foundation Stage and Year 1 - to develop confidence and social skills.

## 1:1 Mentoring



- 1:1 mentoring - addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential. The children will have a 1:1 session at least 2 times per week to develop their skills.



Some of the ways we support children who are finding Maths tricky.

### Maths Skills



- EPS Maths to support number skills.













- Maths Challenge group to extend learning for more able children.



- Numicon Breaking Barriers Intervention - to support basic concepts of number.



# Some of the ways we support children who are finding Reading and Writing tricky.

English Skills	
 <p>Look, Say, Cover, Write, Check</p>	<ul style="list-style-type: none"> <li>Look, Say, Cover, Write, Check method when learning spellings.</li> </ul>
<p>1. Think it. </p> <p>2. Say it. </p> <p>3. Write it. </p> <p>4. Read it. </p>	<ul style="list-style-type: none"> <li>'Think it, say it, write it, read it' approach to write simple sentences i.e. I went to the park with my mum.</li> </ul>
	<ul style="list-style-type: none"> <li>Alphabet Arc Intervention focusing on letter name and sound recognition, sequencing the alphabet and word building activities.</li> </ul>
 	<ul style="list-style-type: none"> <li>Talk4Writing - enables children to imitate the language they need for a <u>particular topic</u> orally before reading and analysing it and then writing their own version. The children practise the language for writing using key actions and then plan their own story using pictures/drawings and the key vocabulary. This approach works well to support children's language, concentration/organisation and memory skills.</li> </ul>
 <p>reading</p>	<ul style="list-style-type: none"> <li>Extra reads with an adult in school, individually or as part of a group (all children will read at least once a week individually with an adult in school).</li> </ul>
	<ul style="list-style-type: none"> <li>Direct instruction words daily to improve recognition of Reception 45 High Frequency Words.</li> </ul>



# Some of the ways we support our Families

## Family Wellbeing Support



- To support the family with learning and development at home and in school.



- 1:1 therapy to children and young people
- parental counselling (which is a very effective way of supporting parents to understand the emotional wellbeing of their child)
- dyadic therapy (which involves working with the parent and the child)
- family support



# SEND Identification



We recognise the importance of the early identification of Special Educational Needs. Children who are experiencing difficulty in one or more of the four broad areas of need are identified initially through discussions between teachers and parents. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. The four broad areas of need are:

- \* Communication and Interaction
- \* Cognition and Learning
- \* Social, Emotional and Mental Health Difficulties
- \* Sensory and/or Physical Needs



# SEND Identification – Categories of Need

- The more specific categories of needs identified are as follows:
- LDD – Learning Difficulties and Disabilities
- SLCN – Speech, Language and Communication Needs
- SEMH – Social, Emotional and Mental Health (including ADD/ADHD)
- ASCD – Autism and Social Communication Difficulties
- PNI – Physical and Neurological Impairments
- Sensory – Hearing, Visual and Multi-sensory impairment
- (VI – Visual Impairments HI – Hearing Impairments)

# SEND Identification



## Definition of Special Educational Needs and Disabilities (SEND)

At Barnes Farm Schools, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. **A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England”

**Disability:** “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

# SEND Identification



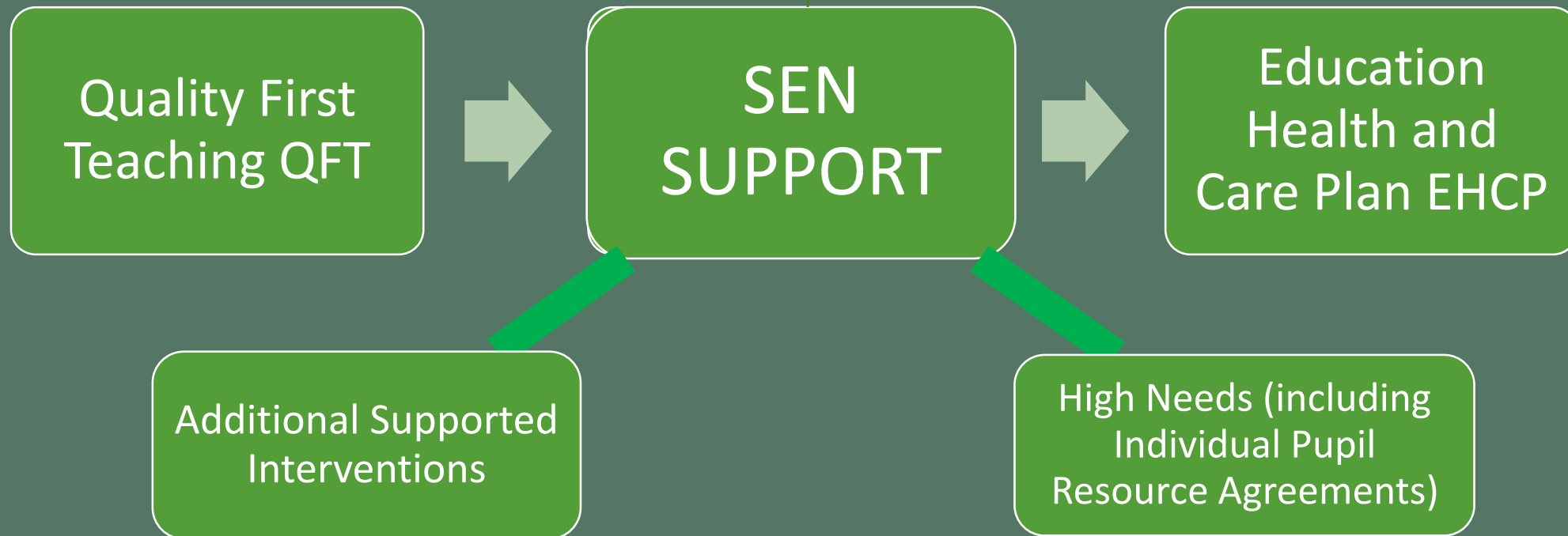
## Process:

- Preschool/Visits to gain as much knowledge about the new arrivals as possible.
- Initial meeting between Class Teacher and SENCO early Autumn Term to discuss concerns.
- Class Teacher to use the Provision Guidance (in Early Years 'The Big Provision Guidance') to ensure they are meeting all Quality First Teaching Needs.
- Tools to evidence need – i.e. highlighting the area of need in Provision Guidance, observations, Development Matters tracker, Leuvern Scale, Bury Infant Check, Beating Bureaucracy Toolkit

# Levels of SEND



## Barnes Farm Schools Levels of Support



# Levels of SEND Support in School:



## QFT = Quality First Teaching

Children who in this category may be experiencing a period of slow progress. The SENCO and class teacher monitor these children closely and input provisions within or outside of the classroom to close the gaps in learning.

They may have a medical condition (such as ADHD or ADD) or be in the process of undergoing assessments for such conditions. At this time their academic progress may not be affected, however the SENCO will liaise closely with medical professionals.

If necessary, the class teacher and/or SENCO will meet termly with parents using the person centred approach to complete a 'What's working/What's Not Working' Review to ensure progress is closely tracked.

The Class Teacher will be the main point of contact for parents to review progress during Parents Evenings, but of course you are welcome to make an appointment to see the SENCO at any time

# Levels of SEND Support in School:



## SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four- part ongoing cycle:

- **Assess**

Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

- **Plan**

Appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

- **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher

- **Review**

Progress towards these outcomes will be tracked and reviewed termly with the parents

# Levels of SEND Support in School:



## SEN Support: - Additional Supported Inventions

Children who are not making expected progress or not working at the expected level for children of the same age, will receive additional SEN Support in school.

Children who cannot access the learning after the usual differentiation may be supported on a 1:1 basis at times, or take part in small group work within or outside the classroom.

Some children may also need support with emotional and social aspects of school life.

The class teacher and SENCO will meet termly with the child and family.

There will be one 'Person centred one planning' meeting to consider aspirations and outcomes for the child year and create an Action Plan.

There will also be 2 'What's Working/What's Not Working' review meetings to make amendments to the Action Plan.

Specialist teacher support, advice from medical professionals or consultation from our school Education Psychologist may be accessed.



# Levels of SEND Support in School:



## SEN Support: - High Needs

Children on our High Need register will be receiving SEN Support, but we may feel it necessary to involve further specialists or make an application for an Education, Health and Care Plan. In the interim, we may be able to secure an Individual Pupil Resource Agreement (IPRA) for certain children. This is usually a terms allocation of funding while further evidence is being collected.

# Levels of SEND Support in School:



## EHC Plan –Education, Health and Care Plan

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs, in consultation with parents/carers.

This may result in an Education, Health and Care Plan (EHCP) being provided by the local authority.

If an EHCP is agreed, funds will be allocated to be spent on provisions for the child, this may be in the form of resources/equipment or additional adult support.

# Levels of SEND Support in School:



## Criteria for exiting the SEND Register

A child may be removed from the SEND Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

Parents/carers will always be informed if their child no longer requires SEND Support. If a child is taken off of the SEND Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

# Level of SEND contact summary



## QFT

- **Main point of contact in school:** Class Teacher
- **Progress reviewed:** At Parent Consultation Evenings 2 x per academic year and on request of Class Teacher/Parent.
- Parents are welcomed to make an appointment to discuss and issues with the SENCO at anytime.

## SEN SUPPORT

- **Main point of contact in school:** Class Teacher and SENCO
- **Progress reviewed:**
- 2 x Termly person centred reviews/reports.
- 1 x Main person centred/one planning review.
- Parents are welcomed to make an appointment to discuss and issues with the SENCO at anytime.

## EHC Plan

- **Main point of contact in school:** Class Teacher and SENCO
- **Progress reviewed:**
- 2 x Termly person centred reviews/reports.
- 1 x Main person centred/one planning Annual Review (legal requirement)
- Parents are welcomed to make an appointment to discuss and issues with the SENCO at anytime.

# Action Plans and Outcomes



Children on the SEND Register (SEN Support or EHCP) will have an Action Plan.

This will be contributed to by all the important adults in the child's life.

A meeting will take once a year to formulate the plan, taking into the consideration the child's (and parents) aspirations for the future (This can take anything up to an hour).

Using these aspirations and the other information collected during the meeting, the action plan and outcomes for the future will then be created by the SENCO and class teacher.

A copy will be sent home for parents to amend/agree.

All adults working with the child will be aware of the Action Plan.

The Action Plan will be an on-going document which will be amended as necessary.

It will be reviewed officially during 2 further termly 'What's working/What's not working' meetings (approx. 15 minutes each).

# External Support/Outside Agencies



Barnes Farm Schools have links with other services and organisations such as:

- Local Authority Advisory Teachers
- Educational Psychologists – our school EP is Dr Amanda Furness
- School Nurse – our school nurse is Kate Morgan
- Speech and Language Therapy Service
- BCCS – Family Support Worker – Shirley Mason
- Physiotherapists
- Occupational Therapists
- Community Paediatrician
- Clinical Psychologist
- Emotional Wellbeing and Mental Health Service - EWMHS
- Educational Welfare Office
- Social Services