

# **SUPPORTING PUPILS WITH SEND**

**WEDNESDAY 8<sup>TH</sup> NOVEMBER 2017**



# INCLUSION IN A CATHOLIC SCHOOL

## Galatians 3:28

There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.

Once we deeply trust that we ourselves are precious in God's eyes, we are able to recognize the preciousness of others and their unique places in God's heart.

*Quote by Henri Nouwen*



Blessed are you who take time to listen to difficult speech, for you help me to know that if I persevere I can be understood.

Blessed are you who never bid me to “hurry up”, take my tasks from me or do them for me, for often I need time rather than help.

Blessed are you who stand beside me as I enter new and untried ventures, for my failures will be outweighed by the times I surprise myself and you.

Blessed are you who understand that it is difficult for me to put my thoughts into words.

Blessed are you who never remind me that today I asked the same question twice.

Blessed are you who respect me and love me as I am – just exactly as I am.



# SPECIAL EDUCATIONAL NEEDS (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly greater difficulty** in learning **than the majority of others of the same age,**

or

- has a **disability** which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

# DISABLED CHILDREN AND YOUNG PEOPLE

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’.

## **sensory impairments:**

- Vision or hearing impairment

## **long-term health conditions**

- Asthma
- Diabetes
- Epilepsy
- Cancer.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

# ST DUNSTAN'S CORE OFFER

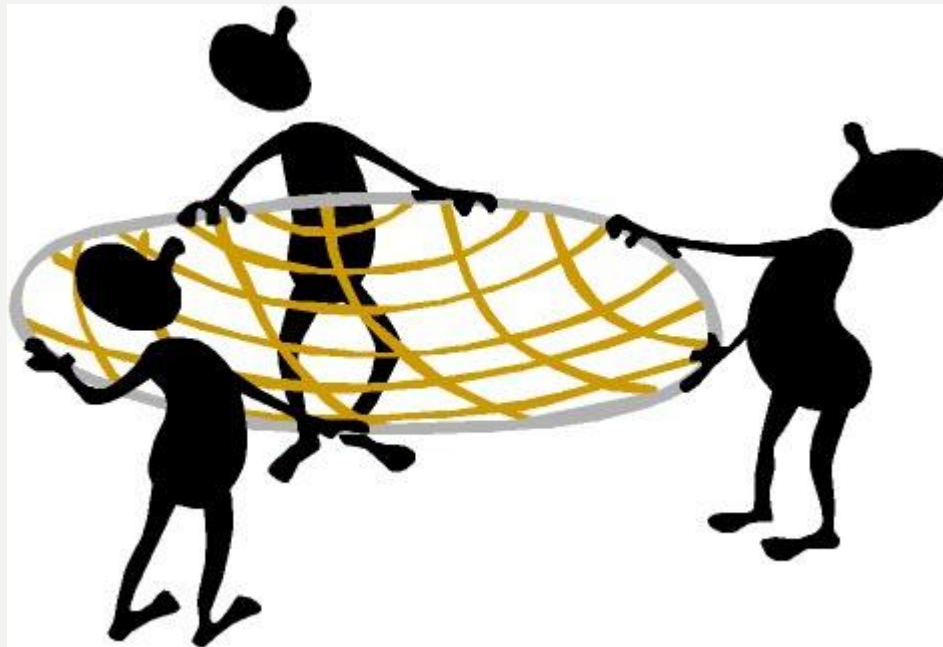
- Quality first inclusive teaching in the classroom – Wave 1 provision
- Within the classroom, we endeavour to teach in a way that is inclusive for pupils with a range of learning styles



# PUPILS IN NEED OF ADDITIONAL SUPPORT – WAVE 2/3

## Inclusion

- Home language
- Deprivation
- Conflict at home
- Medical needs
- Parenting needs



## SEND Register

- Cognition & Learning difficulties
- Social, emotional & mental health difficulties
- Communication & Interaction Needs
- Sensory and/ or physical needs

# WAVE 2 SUPPORT

**Group Interventions run by the Inclusion team:**

| Directly contributing to learning   | Supporting the health and well-being of the pupil                             |
|---|---|
| Vocabulary development<br>Phonics/ Spelling<br>Reading and writing<br>Maths | Emotional Literacy<br>Anger management<br>Social skills<br>Anxiety management |



# WAVE 3 SUPPORT – INDIVIDUAL INTERVENTION/ SUPPORT FROM OUTSIDE AGENCIES

- Specialist teachers for Inclusive Practice – support pupils with behaviour and learning needs
- **Freemantles outreach – Pupils displaying strong traits of autism or behaviours that mirror those with an autism diagnosis**
- Speech & Language Therapist – pupils with speech production difficulties, delayed or disordered language development
- **Occupational Therapist – Pupils with functional difficulties such as personal care, visual processing, recording difficulties**
- CAMHS – pupils with emotional, mental health or behaviour difficulties potentially linked to an underlying need
- **Physical and Sensory Support Team – pupils with physical and sensory difficulties requiring more specialist adaptations of classrooms and curricular**
- Educational Psychologist – pupils where the needs are most complex

# EDUCATION HEALTH AND CARE PLANS

- These are for the pupils with the highest level and most complex of needs
- They can result in top-up funding for the School (but only after it is already putting in the equivalent of 13 hours of 1:1 support)
- They do not always impact funding, but may state which specialist support a child will be entitled to
- They give a child a statutory entitlement to support

# CHALLENGES FOR FAMILIES

- **Feel judged by others**
- Frustrated due to waiting lists/ limited resources
- **Personal distress & feelings of guilt**
- Myths/ misconceptions about EHCPs/ misinformation
- **Knowing what they can do to help**

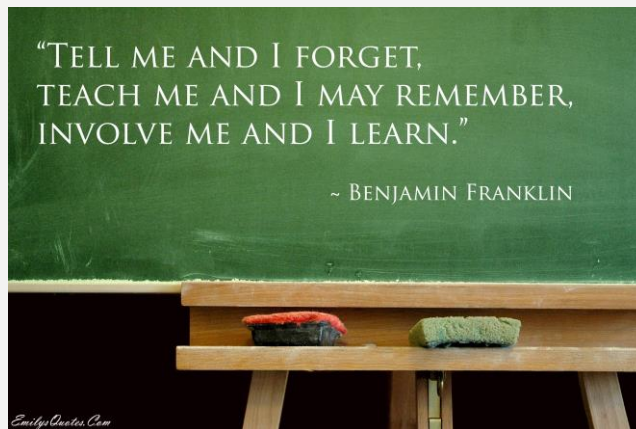
# CHALLENGES FOR PUPILS

- **Feel judged by others**
- Frustrated -challenges they face in their learning
- **Personal distress**
- Myths/ misconceptions about learning difficulties
- **Knowing what they can do to help themselves**

# COMMITMENT OF SCHOOL



- **Value** each and every child **equally**
- We will do our best to understand and meet the needs of **all** pupils
- Work **with** families
- Support the development of the **whole** child
- **Individual** toolkit for independent learning



# USEFUL SOURCES OF INFORMATION

- Surrey SEND Information, Advice and Support Service  
[www.ssias@surreycc.gov.uk](mailto:www.ssias@surreycc.gov.uk) 01737 737300
- Surrey Local Offer website  
<https://www.surreylocaloffer.org.uk/>

# FUTURE TALKS FOR PARENTS

- Supporting pupils with Dyslexia in the classroom - Wednesday 17<sup>th</sup> January, 2:15pm
- Supporting children on the Autistic Spectrum – Wednesday 14<sup>th</sup> March, 2:15pm