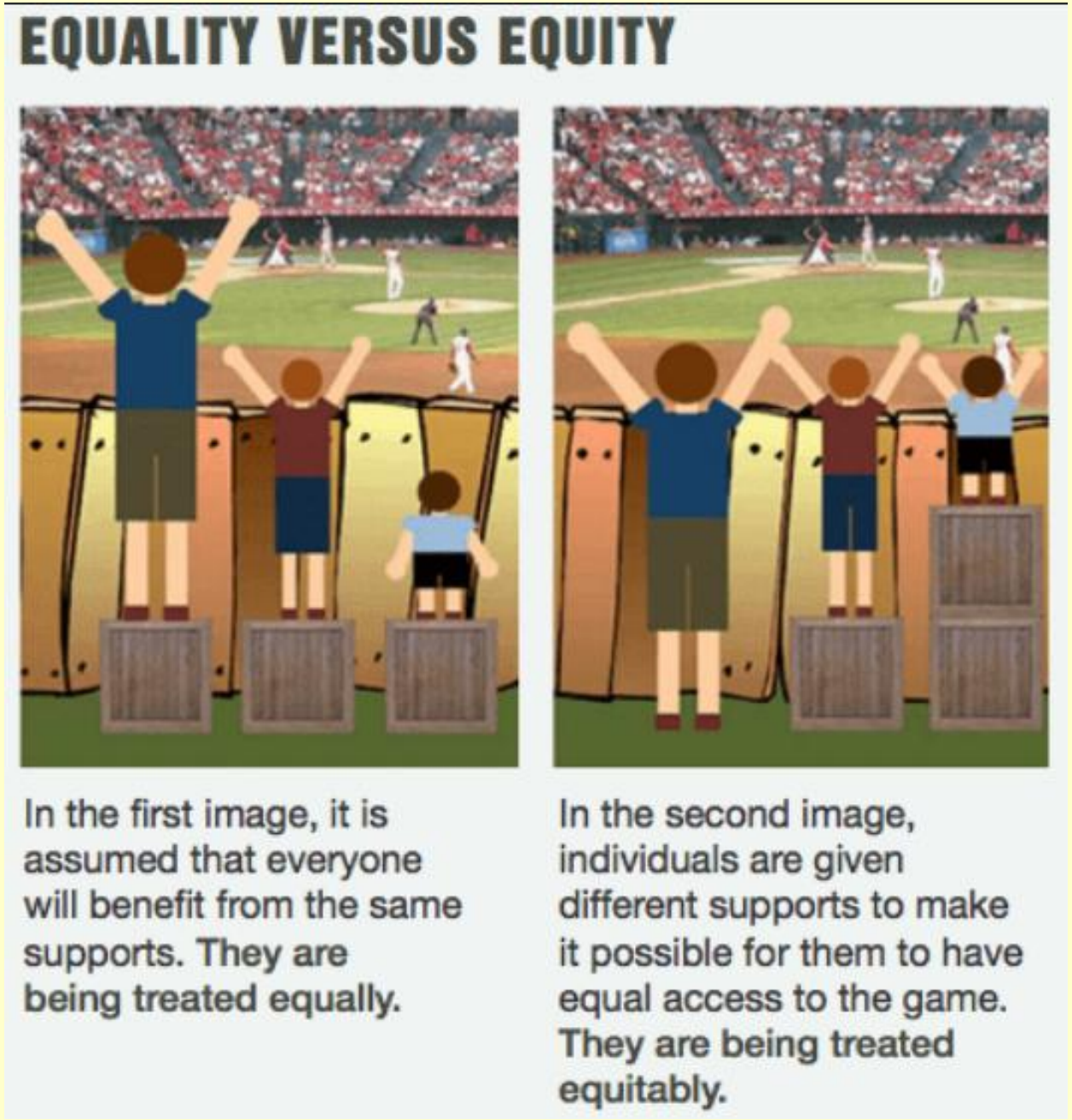
Welcome!

SEN Information Evening for Parents at Stoborough School

Thursday 15th October



In order for every child at Stoborough to thrive, we need to work out what they need in their 'box'...

If we think a child may have a barrier to their learning; we first of all consider which area of need to focus on. There are four areas of need; these aren't labels— they're simply a framework used by schools and professionals to understand how a child learns and where they may benefit from additional support.

Communication and Interaction	**Cognition and Learning**
Social, Emotional, Mental Health	**Sensory and Physical**

Communication and Interaction

Children with communication and interaction needs may find it difficult to understand language, express themselves, or communicate effectively with others.

Some children may:
Find conversations difficult
Need extra time to process information
Struggle to understand social cues
Find it difficult to express their thoughts and feelings
Benefit from visual supports or alternative communication methods

Cognition and Learning

Some children learn differently and simply need information presented in a different way.

Children with cognition and learning needs may experience difficulties with:
Reading
Writing
Spelling
Maths
Memory
Processing information
Concentration

Social, Emotional, Mental Health

Children with SEMH needs may find it difficult to manage emotions, cope with anxiety, build relationships or regulate their behaviour.

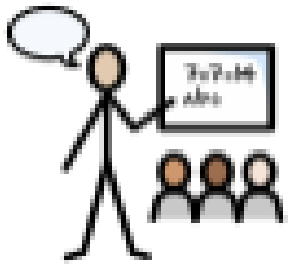
This might include children who experience:
Anxiety
ADHD
Trauma
Attachment difficulties
Emotional regulation challenges
School avoidance
Low self-esteem
It's important to remember that behaviour is often a form of communication. When children feel overwhelmed, anxious or unsafe, it can affect every aspect of learning.

Sensory and Physical

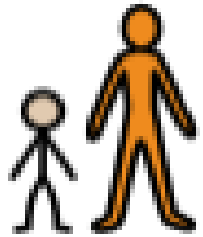
Some children need additional support because of physical disabilities, sensory differences or medical conditions.

This may include children with:
Hearing impairments
Visual impairments
Physical disabilities
Sensory processing differences
Complex medical needs
For these children, making the learning environment accessible is just as important as adapting the teaching itself.

This all starts with...



quality first teaching



building relationships



communication with parents

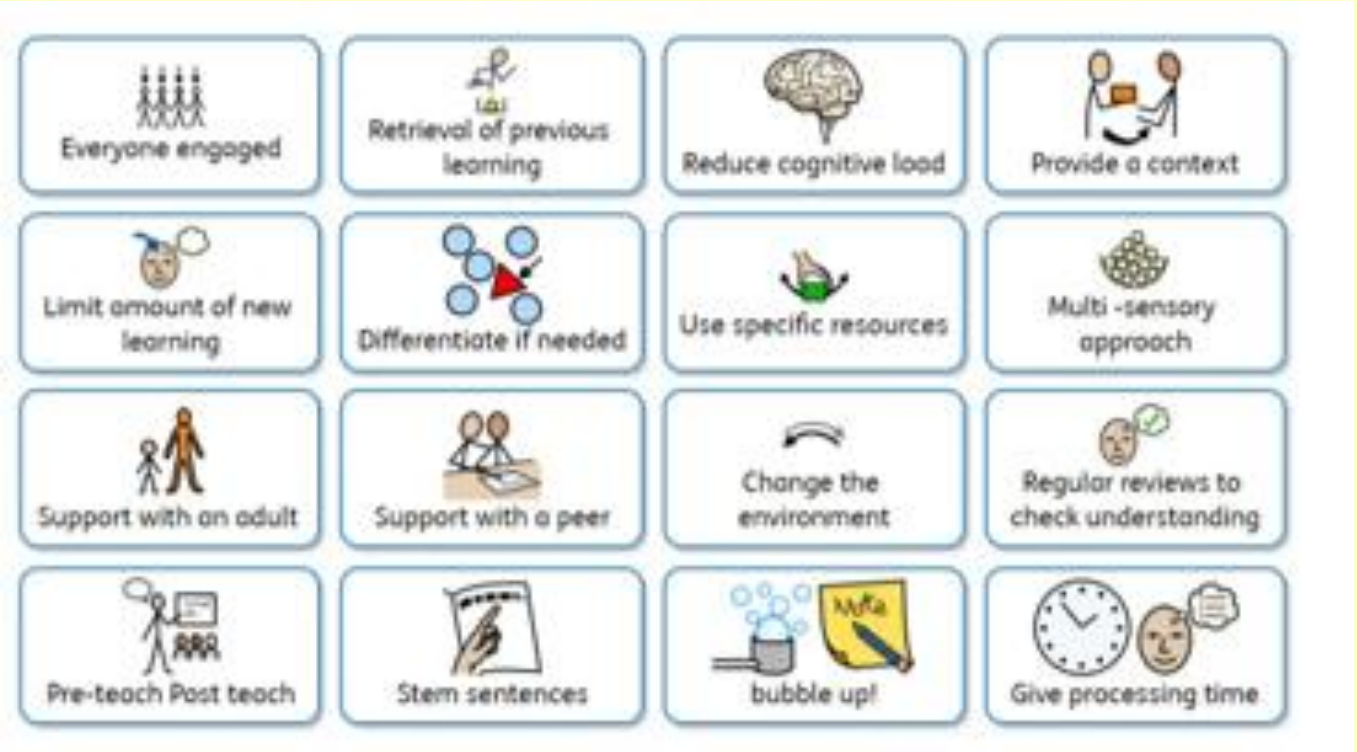
Stoborough SEND Pathway



At Stoborough, we plan our support in ‘Waves’ 1 – 4…

Wave 1

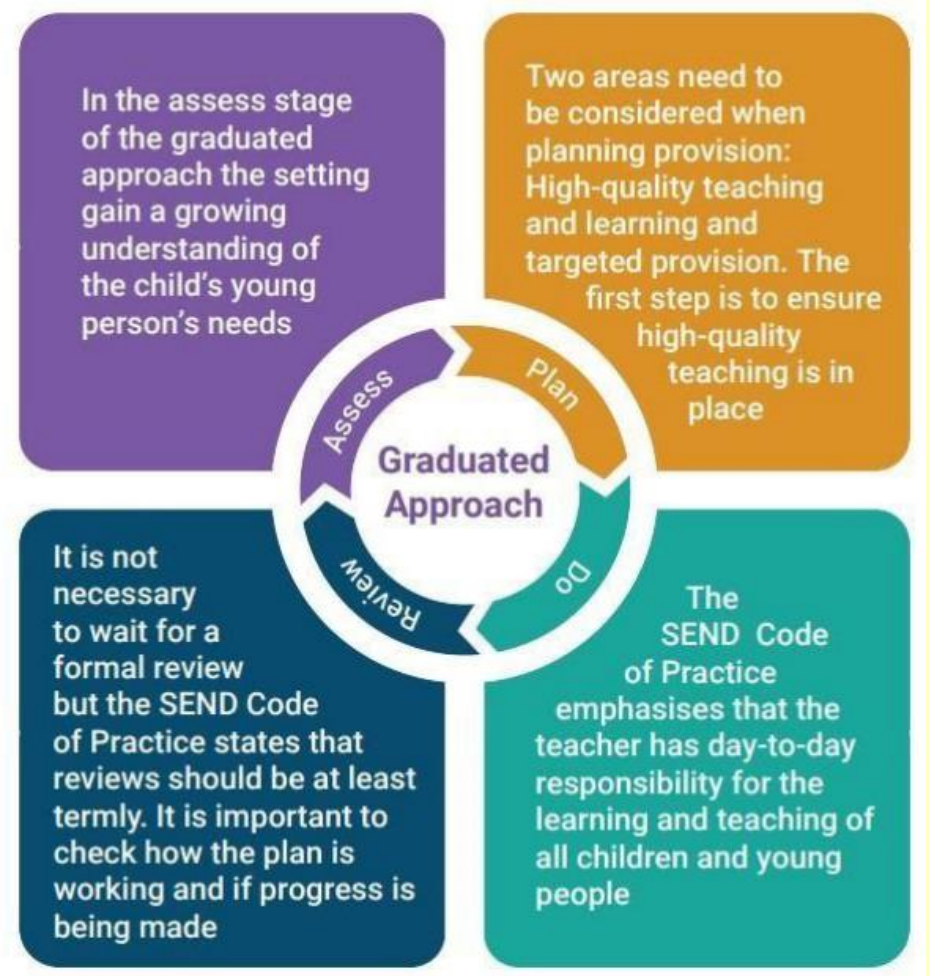
High quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs.



UNIVERSAL PROVISION	UNIVERSAL PROVISION
Cognition and Learning Adapted instruction/scaffolding Explicit teaching of key vocabulary (dual coding) Chunking information Modelling, provide examples and metacognitive strategies Review of prior learning and key knowledge (retrieval practice) Multi-sensory learning opportunities (including concrete resources) Flexible groupings Consideration of curriculum planning content Supportive learning tools (e.g., word mats, number frames) Using technology to support learning tasks Formative and summative assessment Providing timely and effective feedback **Communication and Interaction** Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, visual aids, (e.g. Whole class visual timetables) and modelling of language Promoting positive interaction between pupils (social skills) Facilitating peer interaction through group work **Sensory and Physical** Reasonable adjustments to the school and classroom environment for sensory and physical needs Enabling environment to support the development of fine and gross motor skills Ensuring physical accessibility in line with accessibility policy Reasonable adjustments to the classroom or school environment to meet individual needs. Teaching of handwriting (e.g., posture, pencil grip) Providing whole class movement opportunities Adaptions to uniform **External agency involvement** Reaching out for Information advice and training to support school training needs and meeting pupil needs.	**Positive School Culture** Creating a safe, supportive, and inclusive environment Promoting positive relationships Teaching social and emotional skills Whole school Social Emotional Learning curriculum Trauma awareness Mindfulness awareness Clear expectations and routines: Providing predictability and structure to reduce anxiety. Offering opportunities for responsibility (e.g., sports ambassador, librarian, play leader, worship leader, eco-club and pupil governor) SENDCo weekly drop-in sessions for parents and carers **Strategies to Support Social, Emotional and Mental Health (SEMH)** Clear routines and expectations Use of visual support emotional wellbeing (e.g., Zones of Regulation) Providing opportunities for pupil voice Trusted adults Sensory breaks and whole class regulation strategies (including Stormbreak) Check ins as part of usual school day Forest School sessions Yr-5 **Behaviour Support** Consistent behaviour management policies Restorative approaches Therapeutic Thinking approach Clear routines and boundaries Language used is linked to behaviour is positively framed with a culture of understanding and exploration Social skills support (e.g., Playground buddies/Play leader/Play makers) **Environmental Adaptions** Supportive seating within the classroom (e.g., sitting near the front, away from busy areas) Sensory overload awareness

Wave 2: Quality First Teaching (QFT) and Monitoring

At Stoborough we work closely as a team and if staff have a concern about a child, they begin a "Graduated Response" form and discuss the concerns with parents. We will follow the Graduated Response approach of 'Assess, Plan, Do and Review'. After a period of up to two terms, we will decide if a child needs to be placed on the SEND register and invite parents in for a meeting, where we will share the targets their child is working on and the support they are receiving.



COGNITION AND LEARNING – GRADUATED RESPONSE

Name		Class		Date of Birth		Date plan started	Click or tap to enter a date.

Barriers to Learning -Please check the boxes below to indicate the barriers to learning that have been identified:

Displays avoidant behaviour	☐	Finds it difficult to stay on task	☐	Finds it difficult to get started on a task	☐	Finds it difficult to remember what to do	☐	Is always seeking reassurance	☐
Will not actively join in class discussions	☐	Written work does not reflect actual ability	☐	Is over reliant on others to help them	☐	Is reluctant to take an active part in group work	☐	Needs constant reminders and prompts	☐
Reading		**Spelling**		**Writing**		**Maths**		**Memory**	
Concerns over phonics knowledge	☐	Inability to spell high frequency words	☐	Handwriting - formation of letters, inability to join	☐	Difficulty with the concept of place value	☐	Cannot remember instructions	☐
Inability to blend sounds	☐	Inability to spell common spelling patterns	☐	Handwriting – size/positioning of letters	☐	Not able to remember basic number facts such as number bonds	☐	Cannot remember what they have learnt previously	☐
Reading lacks fluency due to need to decode words.	☐	Low spelling age	☐	Letter reversals	☐	Reliant on using fingers for calculations	☐	Frequently off task and not sure what they are doing	☐
Reading accuracy – does not always read the words on the page – appears to guess or replaces with different words.	☐	Inability to transfer spelling knowledge into writing	☐	Not able to punctuate simple sentences correctly.	☐	Does not understand the mathematical symbols and may muddle them + - x ÷	☐	Short attention span	☐
Is not able to retrieve basic information from text	☐	Not able to apply phonics knowledge to spelling	☐	Not able to get ideas onto the page.	☐	Has difficulty counting in steps other than 1	☐	Skips or repeats steps in instructions	☐
Is not able to retell story that they have heard	☐	Difficulty with homophones	☐	Not able to form a simple sentence	☐	Has difficulty understanding maths vocabulary	☐	Slow to start a task	☐
Not able to use skills of inference and deduction	☐	Difficult to be able to read the work due to spellings	☐	Grammatical errors e.g. tenses, plurals etc.	☐	Has difficulty counting backwards	☐	Follows others rather than following instructions	

Meet with parents and discuss the above. Record any key points from the discussion in the box below.

Has had a recent eye test	☐	Date	Click or tap to enter a date.	Has had a recent hearing test	☐	Date	Click or tap to enter a date.

PHASE 1 – Teacher and TA – Classroom strategies to have in place: (please check the boxes to indicate the strategies that you have in place)

Code of Practice 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

All resources presented clearly – uncluttered in a suitable font	☐	Use of visuals to support understanding of text and instructions	☐	Model what the outcome will look like	☐	Minimise copying	☐	Instructions broken down into manageable parts	☐
Key learning points	☐	Use multi-sensory strategies	☐	Give instructions in the	☐	Provide scaffolding in	☐	Modify and simplify language to	☐

COMMUNICATION AND INTERACTION – GRADUATED RESPONSE

Name		Class		Date of Birth		Date plan started	Click or tap to enter a date.

Barriers to Learning -Please check the boxes below to indicate the barriers to learning that have been identified:

Finds it difficult to remember what they have learnt	☐	Overly reliant on support from adults or peers to complete a task	☐	Does not seem to understand what they have to do	☐	Finds it difficult to remember what to do	☐	Needs/seeks lots of reassurance	☐
Not making expected progress in learning	☐	Appears to be listening but then does not know what they have to do.	☐	Seems uninterested in what is being said	☐	Not able to expand sentences when speaking or writing	☐	Is quiet or withdrawn	☐
Social Communication		**Receptive Language**		**Expressive Language**		**Attention and Listening**		**Social Interaction**	
Conflict at unstructured times	☐	Only uses simple language when speaking and writing	☐	Fluency issues – stammering or finding it difficult to understand what is being said	☐	Cannot remember a series of instructions	☐	Is reluctant to take an active part in group work	☐
Often frustrated	☐	Finds it difficult to listen to stories and retell them	☐	Speech sound difficulties	☐	Finds it difficult to listen to an input, even for a very short period.	☐	Will not actively join in class discussions	☐
Lack of empathy towards the feelings of others	☐	Has difficulty responding to questions and can give unusual answers to questions	☐	Word retrieval difficulties – cannot remember the name of something	☐	Gets easily distracted by things around them	☐	Relies on their partner to do the talking in paired work	☐
Lack of non-verbal communication e.g. eye contact, body language awareness, facial expressions	☐	Uses the same words over and over again	☐	Poor vocabulary	☐	Finds it difficult to listen to the ideas of others	☐	Finds it difficult to find someone to play with	☐
Inappropriate/ immature behaviours.	☐	Finds it difficult to make links between words	☐	Immature speech which may interfere with literacy development	☐	Fidgets a lot	☐	Finds it difficult to build and maintain friendships	☐
Finds it difficult to understand social cues	☐	Is not able to give meanings of words.	☐	Selective mutism	☐	Does not appear to respond to whole class instructions	☐	Finds it difficult to take turns	☐
Can find it difficult to respond appropriately in social situations	☐	Has difficulty understanding abstract and non-verbal concepts	☐	Finds it difficult to tell you what has happened.	☐	Wants things repeated	☐	Finds it difficult to compromise and negotiate	☐

Meet with parents and discuss the above. Record any key points from the discussion in the box below.

Has had a recent eye test	☐	Date	Click or tap to enter a date.	Has had a recent hearing	☐	Date	Click or tap to enter a date.

PHYSICAL/SENSORY – GRADUATED RESPONSE

Name		Class		Date of Birth		Date plan started	Click or tap to enter a date.

Barriers to Learning -Please check the boxes below to indicate the barriers to learning that have been identified:

Handwriting difficulty	☐	Lacks coordination and balance	☐	Finds it difficult to sit in their seat	☐	Finds it difficult to remember instructions	☐	Finds it challenging to be independent in personal care e.g. putting on shoes, socks, changing for PE, doing zips/buttons	☐
Difficulty using classroom equipment e.g. ruler, scissors, mouse etc	☐	It takes them longer to complete simple tasks and activities	☐	Lacks attention, focus and concentration.	☐	Fatigues easily	☐	Finds it challenging to make progress in PE	☐
Visual		**Hearing**		**Sensory**		**Physical – fine motor**		**Physical – gross motor**	
Looks at books very closely or at an unusual angle	☐	Often tells you they have not heard or understood.	☐	Finds it difficult to sit still or remain in their place. Often swings on chair.	☐	Needs support to record work by writing with a pen or pencil e.g. poor letter formation, slow speed of recording, difficulty recording ideas	☐	Finds it difficult to maintain functional working position in the seat provided	☐
Fails to respond to non-verbal instructions e.g. facial expressions	☐	Often have to repeat instructions, even though they have appeared to be listening	☐	Is very fidgety	☐	Finds it difficult to manipulate tools e.g. scissors, rulers, mathematical equipment, construction equipment	☐	Finds it difficult to sit still	☐
Lose their place when reading, skip lines or struggle to find text on a page.	☐	They become upset or complain about loud noises	☐	Often chews or puts things in their mouth	☐	Finds it difficult to manage two handed tasks e.g. holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons	☐	Finds it difficult to maintain standing balance	☐
Squints or frowns to see the board clearly.	☐	Do they use alternative means to speech to try and express themselves e.g. gestures, taking and pointing	☐	Easily distracted by other things	☐	Finds it difficult to record work by using an ordinary keyboard because they have poor keyboard skills or limited dexterity to access the keys	☐	Finds it difficult to carry items whilst walking e.g. tray at dinner time	☐
Has poor hand/eye co-ordination.	☐	Their speech grammatically immature i.e. 'me want car'	☐	Has extreme meltdowns when overwhelmed	☐	Finds it difficult to use a mouse	☐	Finds it difficult to engage with tasks/activities at certain times of the day as physical skills may fluctuate or deteriorate	☐
Nervous, irritable, tense or	☐	They are quiet or withdrawn in	☐	Is not be aware of personal	☐	Cannot form the pre writing	☐	Shows a dislike of PE	☐

SOCIAL, EMOTIONAL AND MENTAL HEALTH – GRADUATED RESPONSE

Name		Class		Date of Birth		Date plan started	Click or tap to enter a date.

Barriers to Learning -Please check the boxes below to indicate the barriers to learning that have been identified:

Reluctant to start tasks and/or to sustain attention to them or tends to need adult support and affirmation to attempt things that would appear to be within their grasp.	☐	Appears to lack motivation for certain learning activities. Can be unfocused and distracted by peers, equipment or their own thoughts	☐	More agitated during transitions or unexpected change. Heightened anxiety or arousal.	☐	Quiet and withdrawn, particularly in some situations.	☐	Is hyper vigilant	☐
Overly-worried about making mistakes, easily frustrated and prone to giving up.	☐	Distracting of others and/or looking for peer affirmation.	☐	Tending to need to set the terms for work or relationships. (Needing control)	☐	Poor self-regulation, quickly angry and/or tearful.	☐	Poor attendance and punctuality	☐
Lacks focus and concentration	☐	Task avoidance, lacks attention to stay on task	☐	Struggles with organisation	☐	Doesn't seem to listen	☐	Struggles to follow instructions	☐
Makes careless mistakes / overlooks detail	☐		☐		☐		☐		☐
Social Development		**Emotional Development**		**Self-regulation**				**Anxiety**	
Is reluctant to take an active part in group work	☐	Is not able to label basic emotions	☐	Finds it challenging to know what to do when they are felling angry or upset.	☐	Cannot control angry feelings e.g. inhibit physical aggression towards pupils/adults	☐	Will not start a task without support	☐
Will not actively join in class discussions	☐	Finds it difficult to talk to someone when they are upset	☐	Finds it difficult to follow adult instructions	☐	Finds it hard to give attention to adults	☐	Does not want to come into school	☐
Can find it difficult to be calm and considerate toward others	☐	Is not able to accept responsibility for the choices that they make	☐	Finds it difficult to calm when they are excited.	☐	Will leave the classroom and/or the school site.	☐	Is quiet or withdrawn	☐
Finds it difficult to find someone to play with	☐	Is unaware of how their behaviour is affecting others	☐	Can find it challenging to remain quiet so that other pupils can listen	☐	Can find it challenging to work quietly alongside others	☐	Is often very emotional	☐
Finds it difficult to build and maintain friendships	☐	Is reluctant to take on challenges.	☐	Demonstrates attention seeking behaviours	☐	Can find it difficult to speak respectfully to adults.	☐	Displays repetitive behaviours e.g. hand washing	☐
Finds it difficult to take turns	☐	Finds it difficult to accept praise	☐	Does not think things through before acting	☐	Can display unpredictable behaviour	☐	Engaging in self-harming behaviours	☐

Communication and Interaction

Colourful Semantics

Speech and Language Therapist

ELKLAN (Speech, Language and Communication)

Cognition and Learning

Providing alternative ways to record learning
Pre-teaching/overlearning
Reading Lines
Coloured Overlays

Writing - Colourful Semantics
Reading - Read Write Inc Coaching
9 + - fresh Start Reading programme
Developing Fluency intervention
'Read Between the Lines' developing comprehension intervention

Number Sense (Multiplication Facts)
First Class (alternative to White Rose for children working on a personalised curriculum)

Social, Emotional, Mental Health

Strong pastoral support from trusted adults
EYFS/KS1 - 1:1 or small group in class
7+ - 1:1 support with ELSA trained mentor
Nurture group first thing in the morning (soft start)
NHS Mental Health School Support Team
Time with Auggie
Social Stories
Use of a calm room
Young Carers

Sensory and Physical

Wobble boards and wobble cushions
Movement breaks (individual)
Gym balls (and space hoppers!)
Feely mats (for under feet)

Wave 3- SEND support

- We will work alongside parents and carers when agreeing what support to provide and what it will achieve. This is logged on an Individual Support Plan (ISP) SEN support describes the additional help that assists children to access the curriculum.
- This might include:

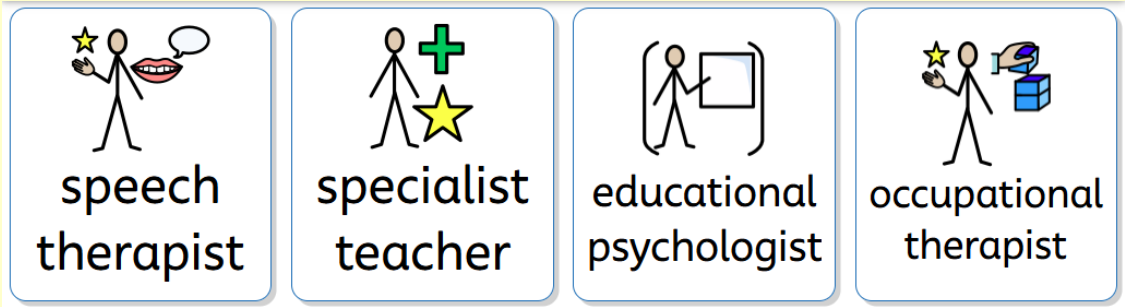
Some extra help in the classroom for certain lessons

Small group or one-to-one learning

Individual targets that are reviewed three times a year, written on a Individual Support Plan (ISP)

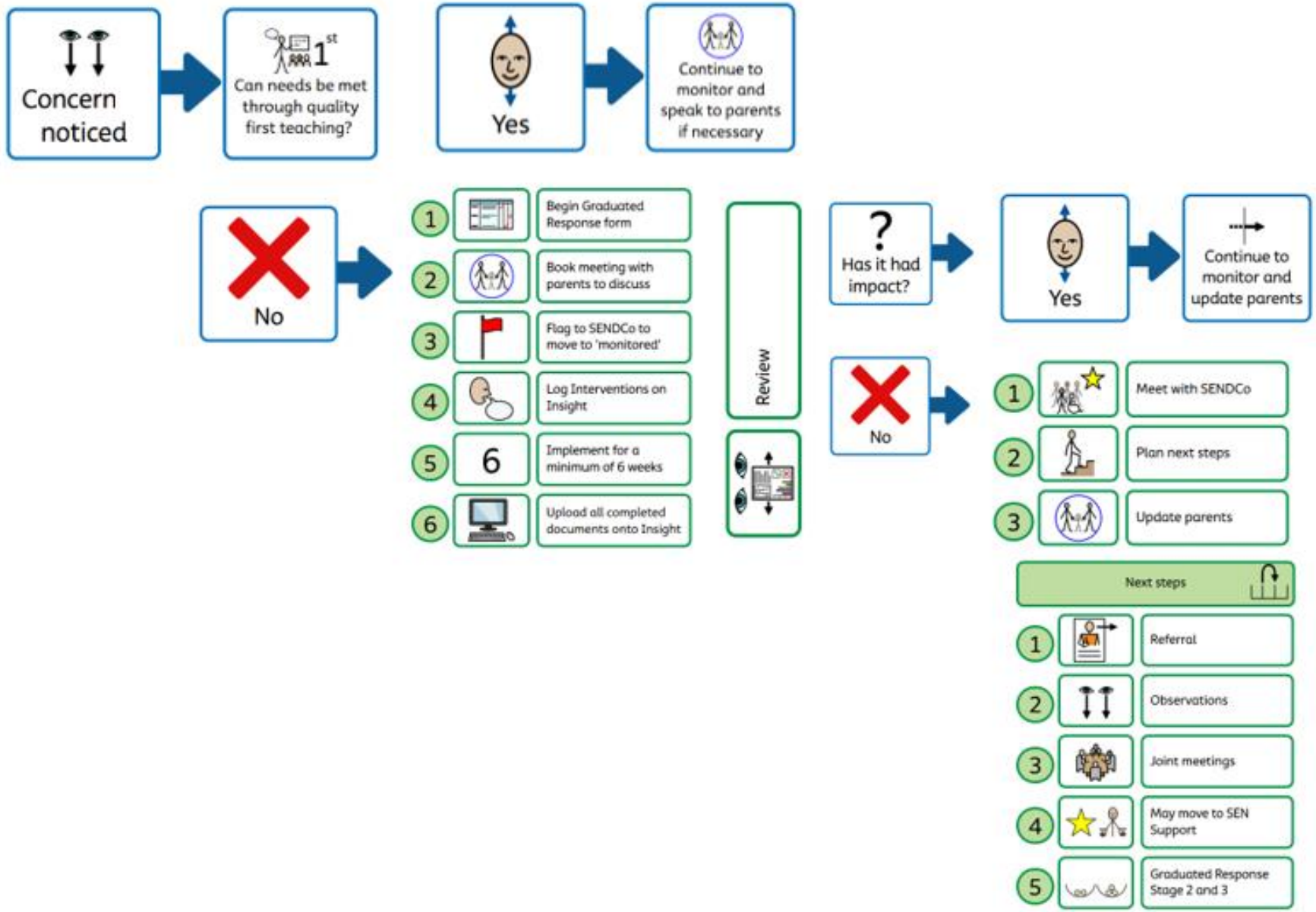
Support for emotional regulation and behaviours.

It may involve support from specialists such as speech and language therapists, Occupational therapy, hearing support, CAMHS.



Wave 4 - EHCP - Educational Health Care Plan

Further assessments by external professionals, such as Specialist Teachers for the Locality and/or the Educational Psychologist may identify that pupils need access to a more bespoke curriculum to support their needs, depending on the actions identified in the EHCP. An Annual Review is held to look at provision, progress and needs and to amend the EHCP where necessary. Pupils are asked to contribute their views at the Annual Review. If a child has complex needs, they might already have an EHC plan written before they start school.


Concern noticed
1st
Can needs be met through quality first teaching?
Yes
Continue to monitor and speak to parents if necessary
No
1
Begin Graduated Response form
2
Book meeting with parents to discuss
3
Flag to SENDCo to move to 'monitored'
4
Log Interventions on Insight
5
6
Implement for a minimum of 6 weeks
6
Upload all completed documents onto Insight
Review
?
Has it had impact?
Yes
Continue to monitor and update parents
No
1
Meet with SENDCo
2
Plan next steps
3
Update parents
Next steps
1
Referral
2
Observations
3
Joint meetings
4
May move to SEN Support
5
Graduated Response Stage 2 and 3

We are successful in supporting our children with SEN at Stoborough because:

- Children are known by all adults really quickly into their school journey
- We know the importance of building strong relationships between the staff, child, parents and wider families
- We have a robust SEN pathway, and use the graduated response to 'plan, do, assess, review'
- We have the mantra that *'if we get it right for SEN, we get it right for all'*
- All children feel included, valued and belong to our Stoborough family

Any questions 

- Talk to your child's class teacher if you would like more information in the first instance.
- Use the drop-in session every Wednesday from 8:50 to 9:20am (no appointments necessary)

- There is lots of information about SEN on our School Website (search for inclusion)