

SEN workshop

April 30th April

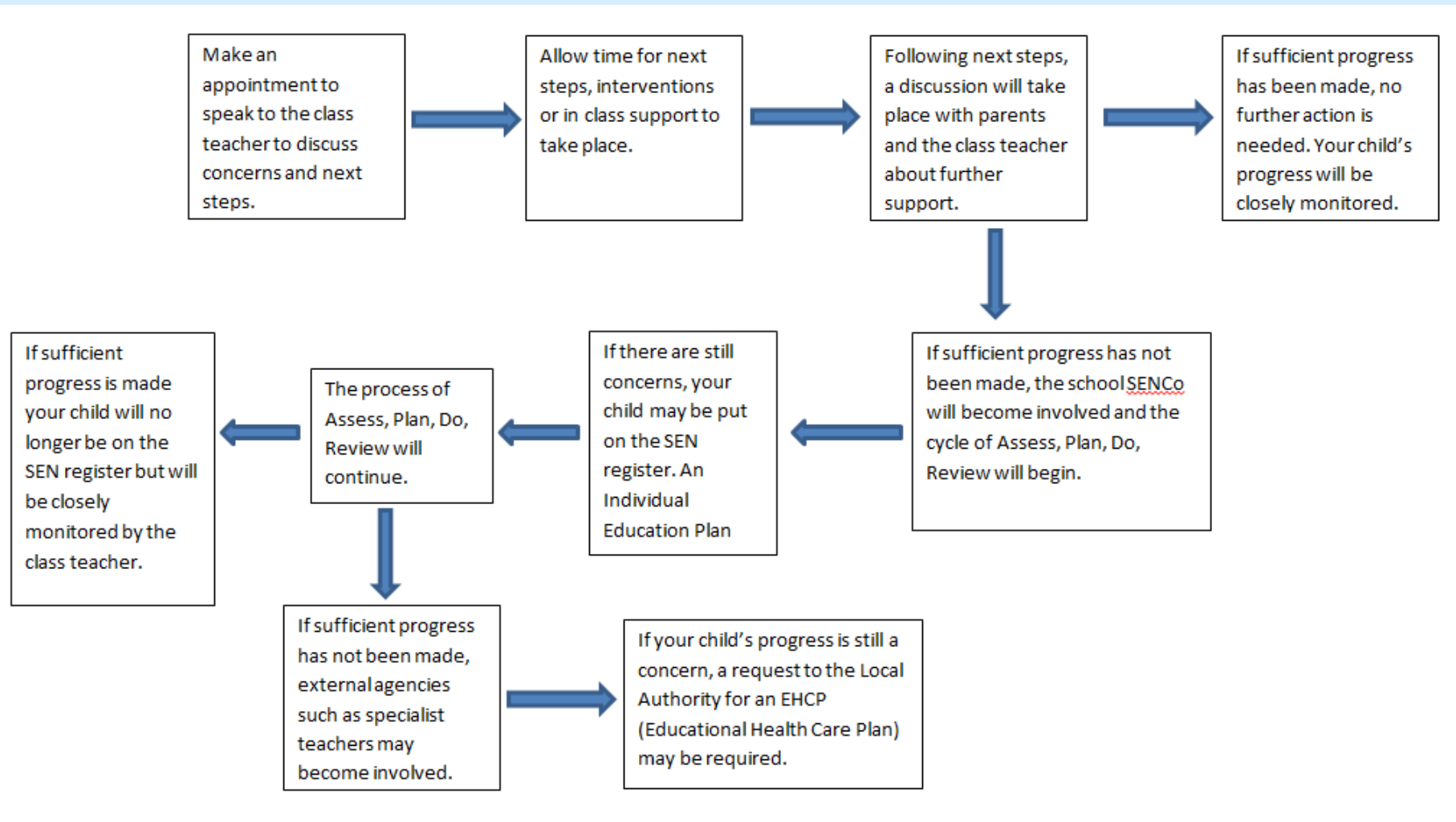
What is SEN?

- A Special Educational Need
- It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age
- One in five children has a SEN at some point during their school years.

How do we support children with SEN?



What to do if you think your child has SEN



Further information

- Special educational needs and disability A guide for parents and carers

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

- The Right Provision at the Right Time

https://www.surreycc.gov.uk/_data/assets/pdf_file/0013/32251/SEND_The-Right-Provision-at-The-Right-Time_120814.pdf

- Special educational needs and disability code of practice: 0 to 25 years

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

How do we support children with SEN?

- SEN team – Mrs Angus / Miss Mutch
- Learning and Language specialist
- Behaviour Specialist
- Speech and Language consultant
- Educational Psychologist

Individual Education Plan



St Giles' C of E (Aided) Infant School Individual Education Plan

Name:

DOB:

Year:

Teacher:

Code of Practice Stage: School Support

Placed on SEN Register:

IEP Start date:

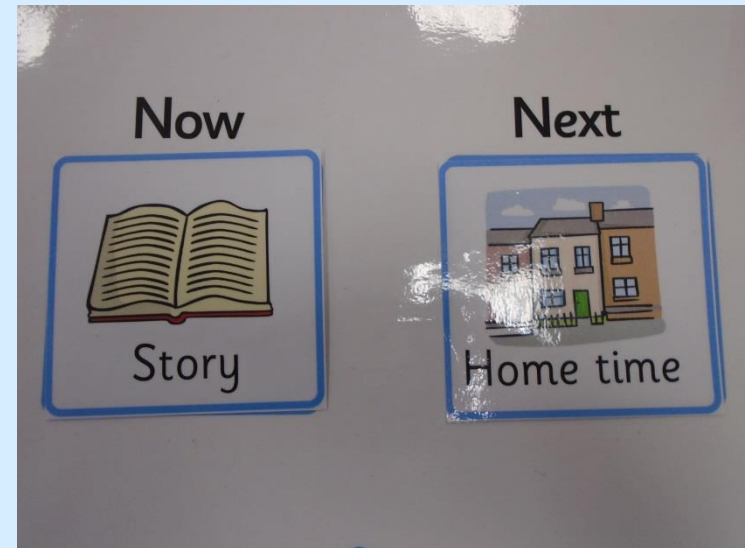
Review date:

Target	Success criteria	Resources and strategies	Review

Interventions

- Phonics booster
- Fine motor
- Gross motor
- Pre-teaching vocabulary
- Reinforcement of the morning's objectives
- Handwriting
- Thrive

Visuals

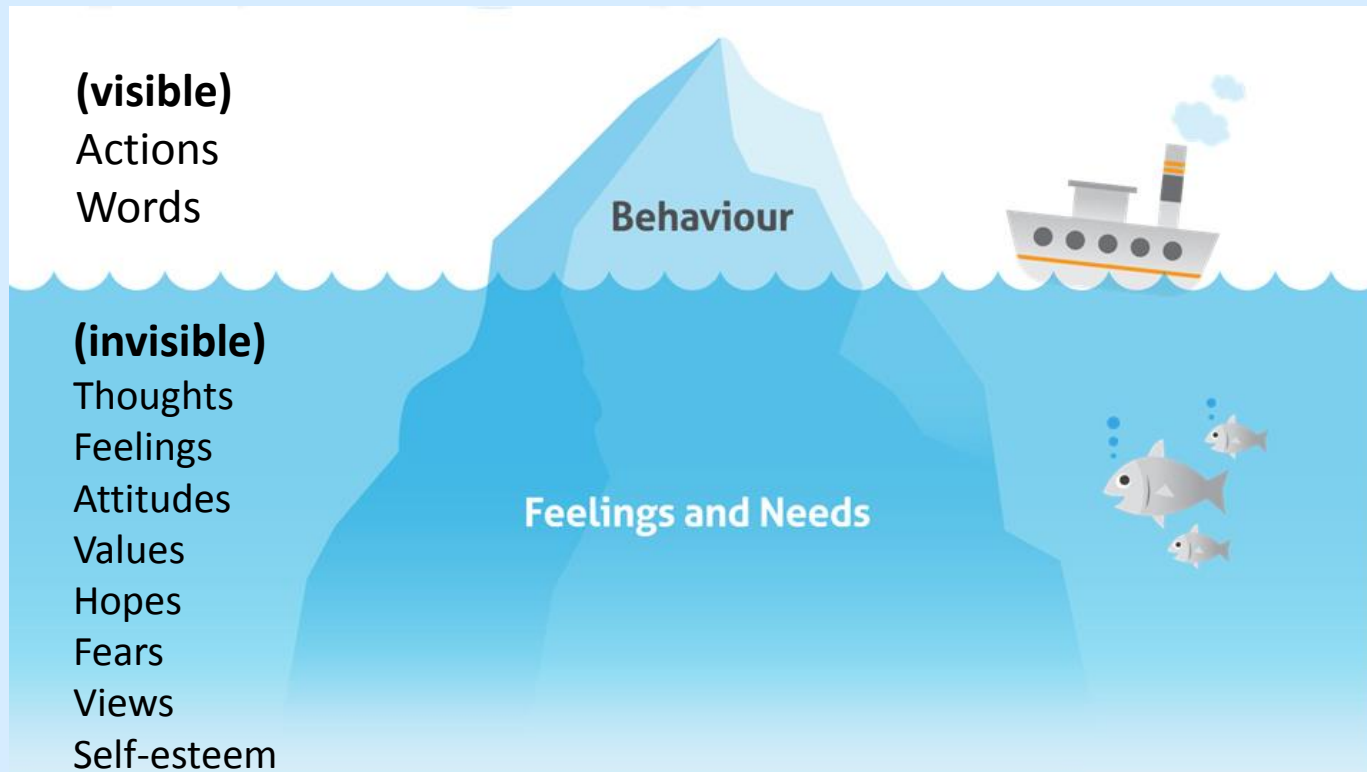


How to support your child at home

- Reading!
- Encourage opportunities for writing
- Ask your child about their learning.
 - What did they learn today?
 - What did they enjoy?
 - What did they find challenging?
 - Is there anything they would like to practise?

Behaviour Management

What can cause challenging behaviour?



Behaviour is a form of communication

Use simple language and have clear expectations

- Now and Next

‘Now we are finishing our maths, next we will go to assembly’

First and Then

‘First we will do the register, then we can read a book’

- Give warnings – ‘In 5 minutes we are going to read’ ‘In 5 minutes we will tidy up’ (use a timer)
- Sit properly – what does that mean?
- Use do’s instead of don’ts

Don’t call out = do put your hand up

Don’t run = do walk

Don’t snatch = do share

Show the child that it's not too late

- Stay calm and give the child the chance to rectify their behaviour.

'I can see that you're upset, why don't you have 3 minutes to calm down?'

'Do you need 3 minutes by yourself before you're ready to learn?'

'Let's have a look at a book for 5 minutes before we go back to the classroom.'

Body language

- Use calm, respectful body language
- Crouch down to their level
- Speak in a gentle voice
- Be polite 'thank you for staying and listening to me'

Be positive

- Focus on positive behaviour. What have they done well?
'You listened so well this morning. I wonder whether you can do it again this afternoon?'
- 'You have been so helpful today, can you help me tidy up?'
- Praise good behaviour, ignore the bad (sometimes).

Questions?