



SEND Workshop



What is SEND?

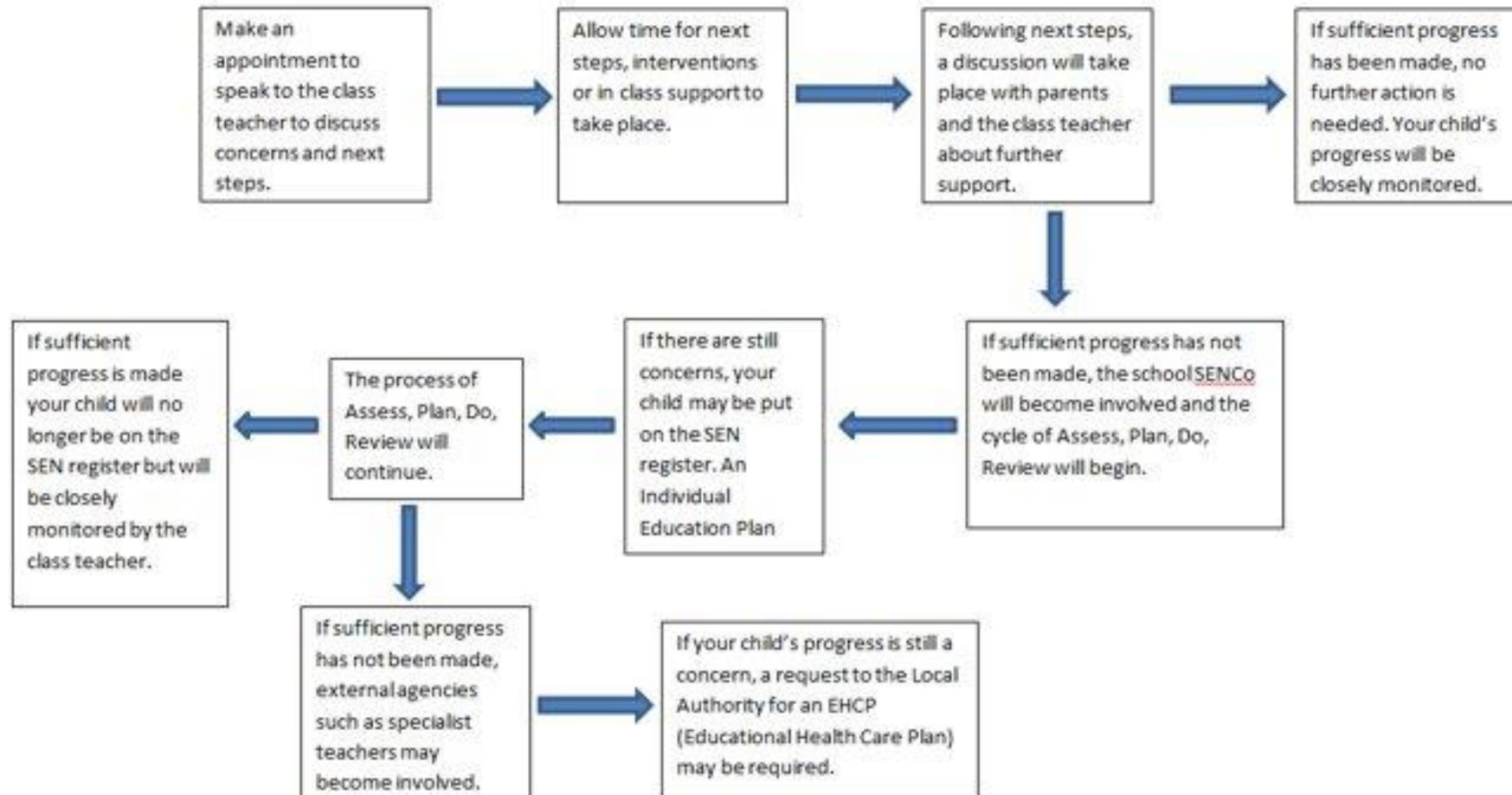
- A Special Educational Need or Disability
- It describes the needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age
- One in five children will have an additional need at some point during their school years

How do we support children with SEN?





What to do if you think your child has an additional need





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



Who supports children with SEND?

- The SEND team at St. Giles' – Mrs Angus / Miss Mutch
- Class teachers and teaching assistants
- Learning and Language specialists
- Behaviour Specialists
- Speech and Language therapists
- Occupational Health helpline
- Educational Psychologists

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

Resources



Visuals





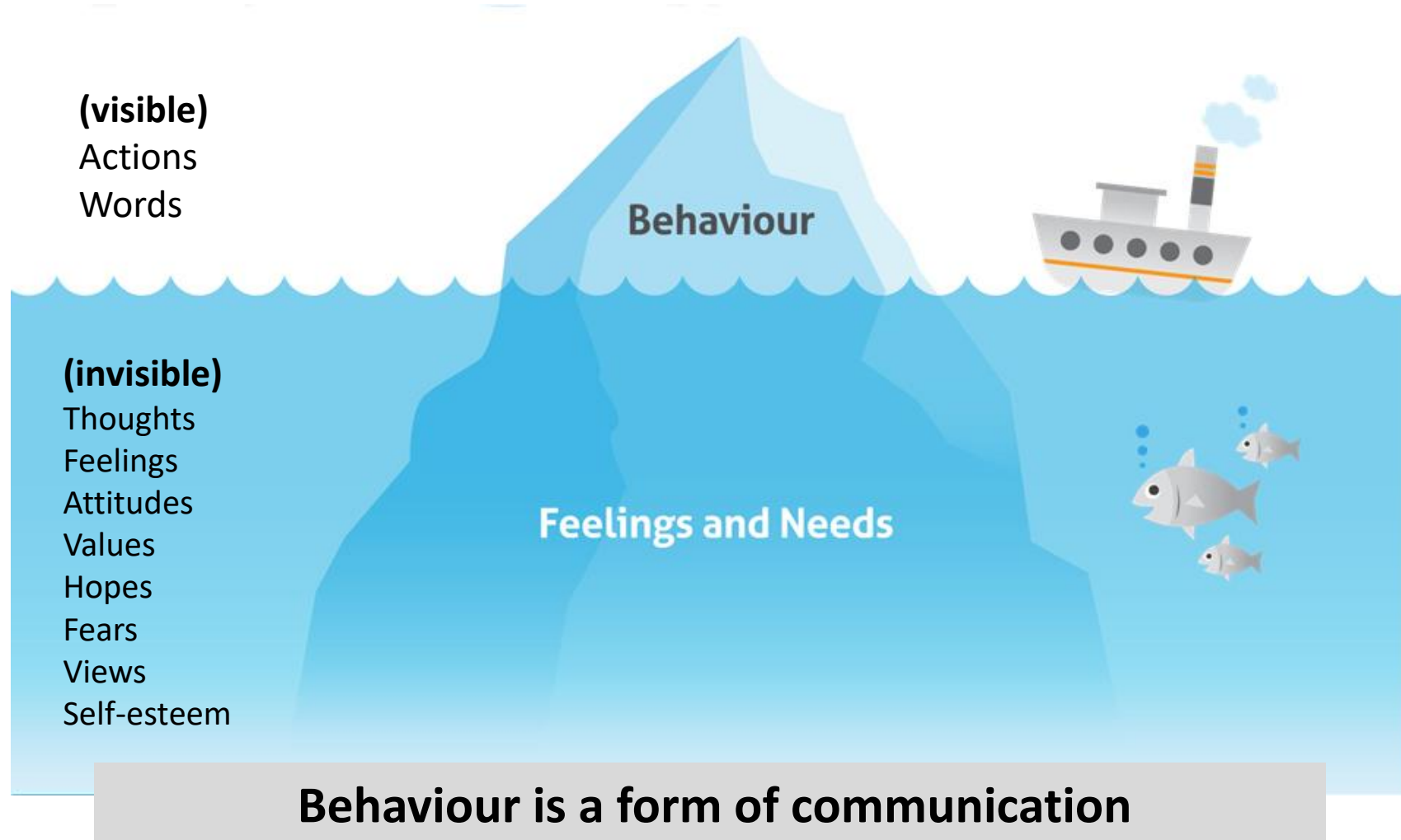
How to support your child at home

- Reading
- Encourage opportunities for writing and maths in real life
- 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?
- Ask your child about the positives from their day



Behaviour Management

What can cause challenging behaviour?





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)



Indirect requests

I bet you can't manage to

I wonder what's the best way of doing this?

I wonder if you can ... by the time I count to

Let me know when you are ready to start ...

I wonder how quickly you can....

What shall we put here?

Where does this go?

Keeping them involved in an activity

I love the way that you are...

What comes next?

I don't know how to do this...can you help me?

Make things into a game and keep it light-hearted!



ANY

QUESTIONS?