

GOOD AFTERNOON

SEN Information Afternoon



A LITTLE BIT ABOUT ME AND MY TEAM



- I trained at the University of Wolverhampton for 3 years.
- My first school was in Bilston, Wolverhampton. First class was 38 year 5 children...thrown in at the deep end came to mind! I was there for 3 years.
- My second job was at St Michaels in Stone.
- I was there for 10 years, 3 of them I was SENCo.
- I have a team of 6 excellent T.As who always put the children first.
- The team are dedicated, organised, knowledgeable and welcoming.

PURPOSE OF TODAY

- Meet and greet the SEND team
- Opportunity to ask questions
- Develop knowledge of the school send policy and provision
- To feel confident that your child's needs will be identified and strategies and resources will be put in place to support them in school.

WHAT IS SPECIAL EDUCATIONAL NEEDS?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

WHAT ARE THE DUTIES ON ALL SCHOOLS?

Should ensure that children, parents and young people are actively involved in decision-making throughout the approaches set out in this section.

Is required to identify and address the SEN of the pupils that they support and inform parents.

Must ensure that children and young people with SEN engage in the activities of the school **ALONGSIDE** pupils who do not have SEN

Reasonable adjustments

Should have a member of the governing body or sub-committee overseeing the school's SEN and disability provision.

Must designate a teacher to be responsible for co-ordinating SEN provision (a SENCO).

Must prepare an SEN information report

Must inform parents when they are making special educational provision for a child.

AREAS OF NEED

- **COMMUNICATION AND INTERACTION** (children and young people with speech, language and communication needs, and also likely to apply to children and young people with ASD)
- **COGNITION AND LEARNING** (Including moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia)
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES**
- **SENSORY AND/OR PHYSICAL NEEDS** (Children and young people who require special educational provision because of their disability. this includes vision and hearing impairment - or multi-sensory impairment - and some children with a physical disability who may require additional support to access all the opportunities available to their peers)

CURRICULUM

- All pupils should have access to a broad and balanced curriculum.
- Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement

ASSESS, PLAN, DO AND REVIEW

- If there are concerns about a child's progress, then information should be gathered by the teacher and SENCo.
- This information gathering should include high quality and accurate formative assessment.
- This information should also include an early discussion with the pupil and their parents. these discussions should provide a good understanding of the pupil's areas of strengths and difficulties, the parents concerns, the agreed outcomes sought for the child and the next steps
- This information should be **readily available to** and discussed with the pupil's parents
- Parents should be fully aware of the planned support and interventions
- Should support from specialist services be required, it is important that children and young people receive it as quickly as possible.
- The local offer should set out clearly what support is available from different services and how it may be accessed.

IMPORTANT!

All children have a right to an education that enables them to make progress so that they:

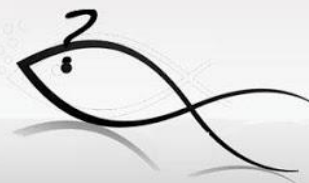
- achieve their best
- become confident individuals and live fulfilling lives
- make a successful transition into becoming an adult - whether that's into further and higher education, training or work



Everyone is a genius.

**But if you judge a fish
on its ability to climb a tree,
it will live its whole life believing it is stupid.**

~ Albert Einstein



FINALLY...

- PARENTS COMMENT FORMS
- SEN FORUM
- TARGETS