

Parental Partnership

Making Conversations Count

1. To work in equal partnership with families to secure the best outcomes for our children
 2. To bring families together to strengthen the parental community
3. To support / signpost families to find other sources of information or help

Special Educational Needs & Disabilities

‘...I have come that they may have life and have it to the full ...’



Whole School Approaches to SEND

- Introduction to the SEND team
- General overview re SEND policy / related policies & where to find them
- General Overview of the Process
 - Identification and Assessment
 - Planning Intervention and Support
 - Assess, Plan, Do, Review - APDR cycle
- Raising the profile – increasing awareness – needs and strategies
- Securing strong links with Parents and other stakeholders

McAuley SEND Team



Mrs Keane
SENDCO



Mrs Hampshire
Assistant SENDCO



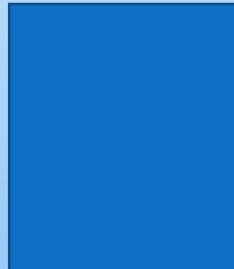
Mrs Hibbert
SEMH lead



Mr
Allison
SLT link



Mr Yates
HLTA - Literacy



Mr Rose
HLTA - Numeracy



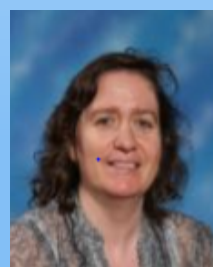
Mrs Campbell
ADMIN SEND



Mrs Kirk



Mrs
Woodward



Mrs
Clark



Mrs Hall



Mrs
Harding

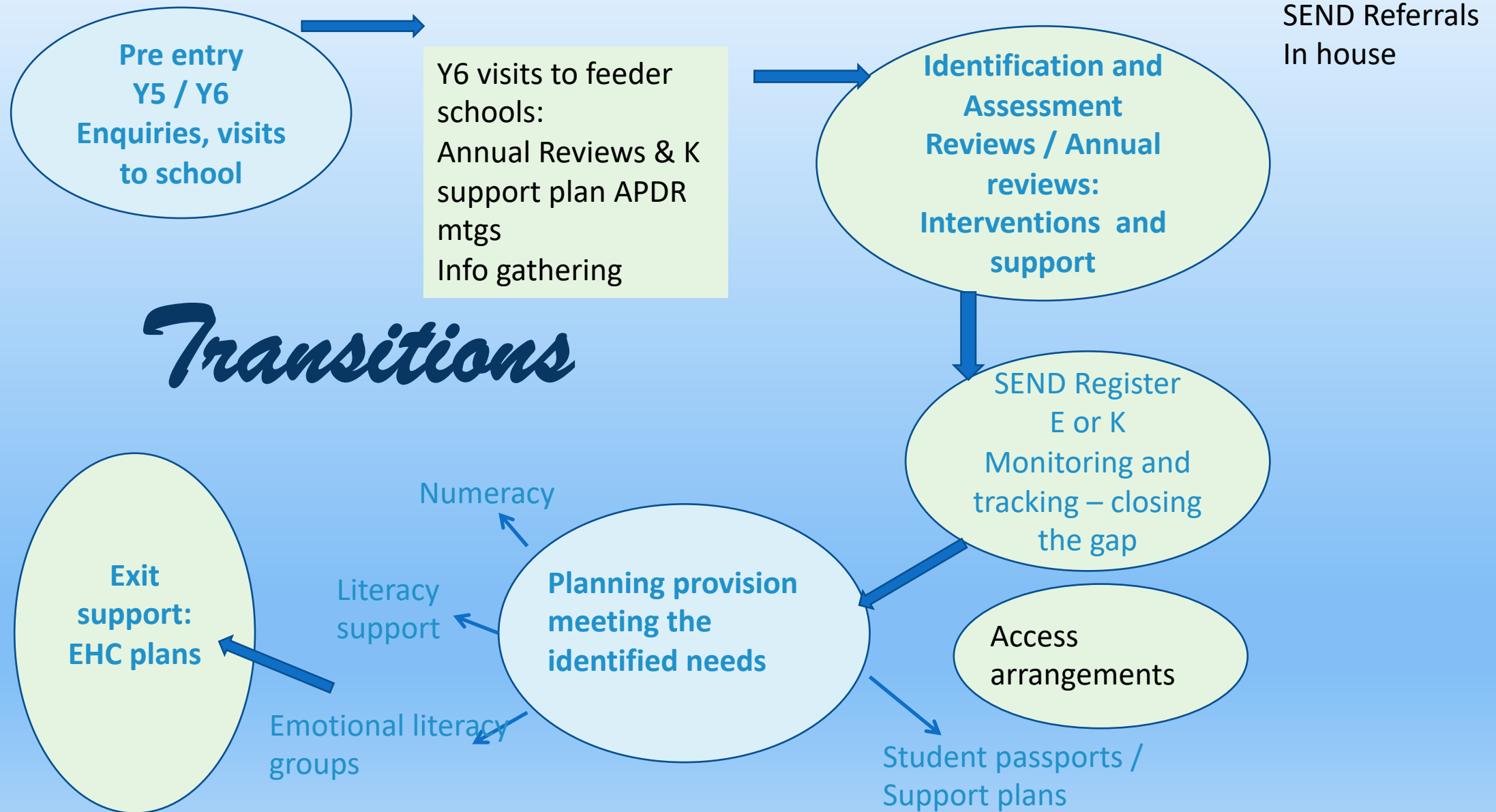


Mrs
Garner



Vacancy
filled

The Journey Begins ...



Tailored Provision

Quality First Class
Teaching within in
mainstream class
settings

SEN
**Break and
lunch
support**

Quality whole class
teaching with Teaching
Assistant support if
appropriate

'Dyslexia friendly'
approaches to learning

**Bespoke 1:1
Additional
support**

Teaching Assistant
support 1:1 pre teaching
and support

Differentiated Curriculum - Mainstream Access
Removing Barriers

Key workers:

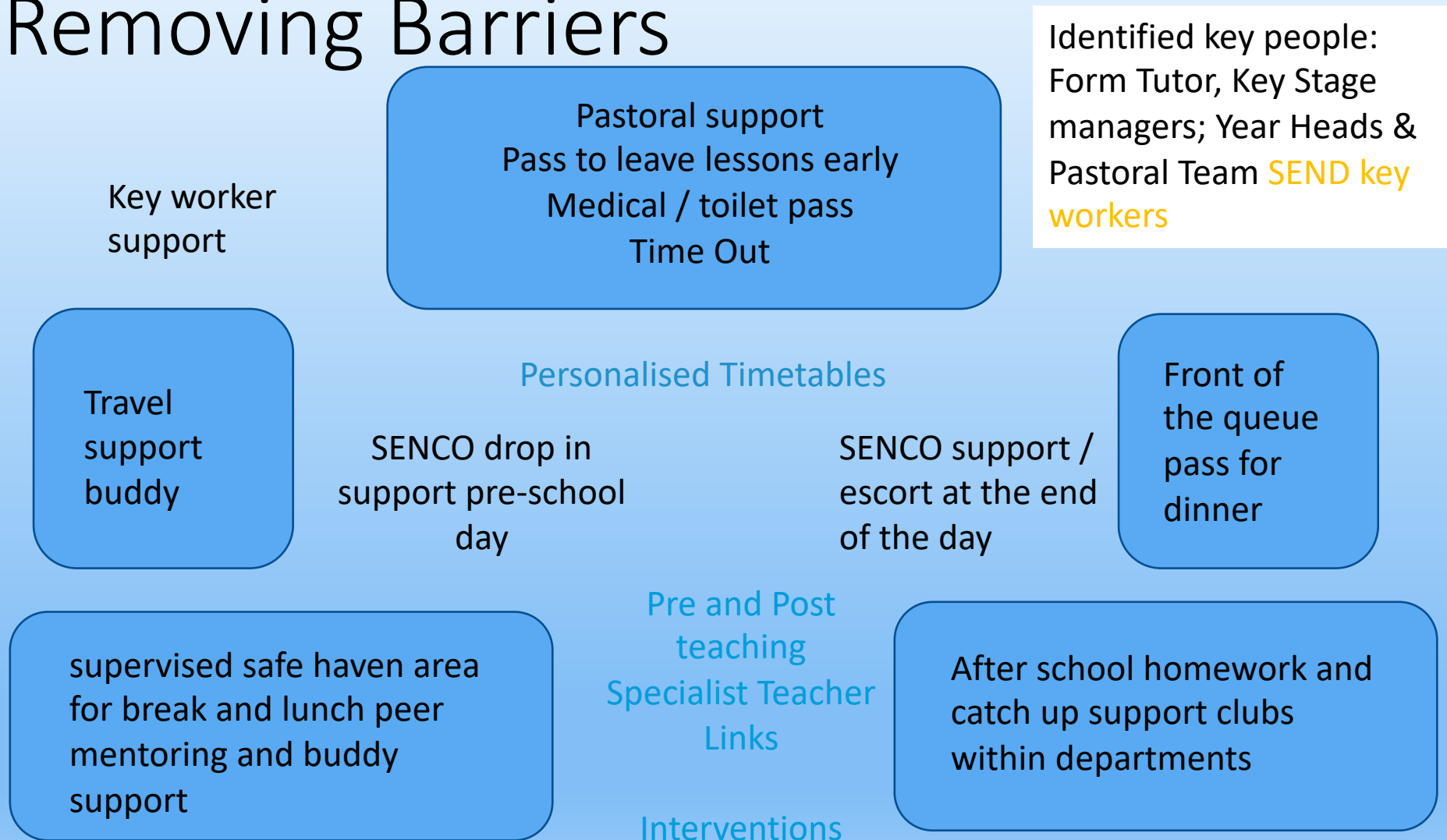
Identified support workers

Literacy and numeracy
Interventions:
accelerated reader,
handwriting, spelling

**Small Group
Withdrawal
Maths / English**

Interventions:
Life skills, social stories,
emotional literacy

Removing Barriers



Partnership working: effective links with other agencies, ED Psych, ASCETS; Visual / Hearing Impaired Specialist Teachers; parents / carers

Assistant SENCO role: Ms Hampshire

Background: English Teacher

FOCUS: Developing the role by 'Supporting teaching and learning within the classroom'

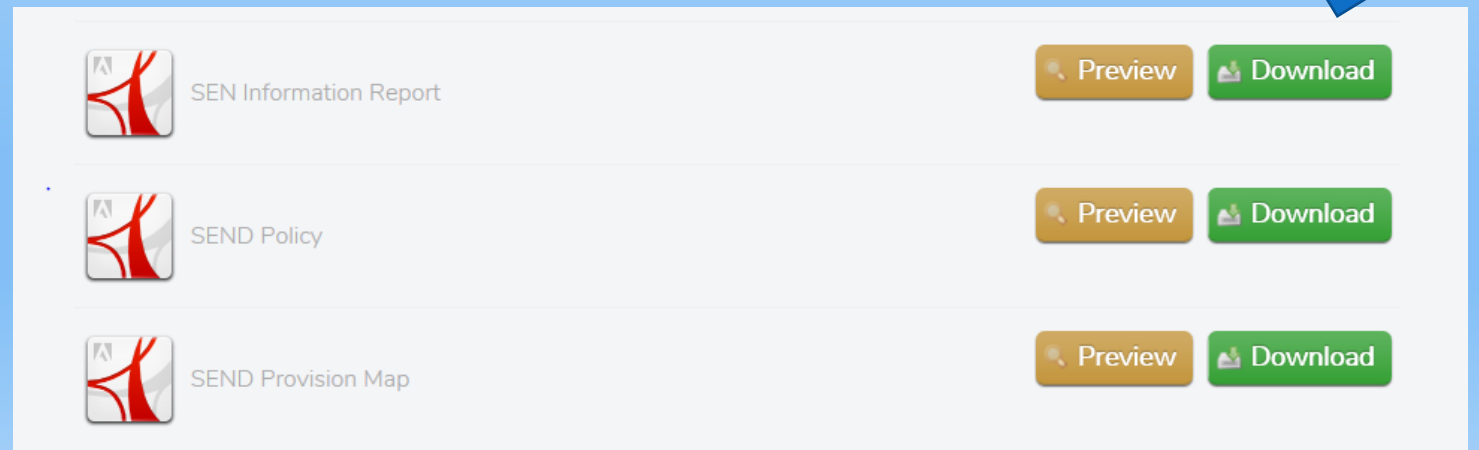
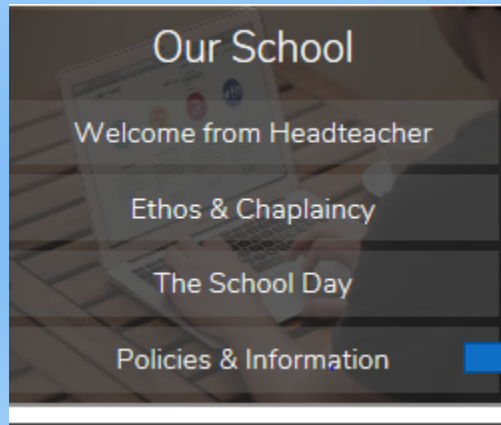
- working more closely with teachers in different subject areas
- Observations / drop ins
- Student voice
- Collaboration with teachers about strategies

Name: DOB:	Student Passport			SEND Status: K Primary Need : SLCN				
p h o t o	<p>It is important that you know: ■ has a stammer and can sometimes struggle to articulate his words. Despite this, ■ does like to participate in group discussions and enjoys reading out loud. He particularly enjoys lessons in Drama. At times, he struggles to concentrate and stay on task, particularly in lessons where there are frequent distractions. This can sometimes lead ■ to distract his peers. At times, he can be reluctant to follow adult instructions and sometimes leaves his seat when he is distracted.</p> <p>It would help if you could:</p> <ul style="list-style-type: none"> • Use ■ name when addressing him to ensure he understands the instruction is meant for him • Use visual prompts and cues to support verbal and written information • Check ■ understanding by asking probing questions and encourage him to use subject specific terms • Give ■ time to articulate when answering questions and/or reading out loud • Offer reassurance and positive feedback and prompts to increase engagement 							
Additional support: Trial use of a laptop as a normal way of working To be tested for extra time in exams Time out card	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" data-bbox="512 576 1786 644" style="background-color: #d9e1f2;">Teacher Support Strategies</th> </tr> <tr> <td data-bbox="512 644 1284 1029"> Joe finds it difficult to: <ol style="list-style-type: none"> 1. Understand and break down exam questions 2. Plan and structure responses to extended writing tasks 3. Write quickly and legibly during timed assessments 4. Remain on task when there are noisy classroom distractions. This can sometimes lead to silly behaviour 5. Record information quickly and accurately 6. Remember and utilise key terminology at times </td> <td data-bbox="1284 644 2354 1029"> Strategies to support: <ol style="list-style-type: none"> 1. Encourage ■ to highlight key words within exam questions and explore/ understand what they mean 2. Use a range of planning strategies including mind mapping and colour coding 3. Use a laptop as normal way of working 4. Maintain a calm working environment and allow ■ to use his time out card if needed 5. Check that ■ has recorded homework accurately/record for him if appropriate 6. Encourage ■ to revise key terminology. Providing a glossary of key terminology would be helpful </td> </tr> </table>				Teacher Support Strategies		Joe finds it difficult to: <ol style="list-style-type: none"> 1. Understand and break down exam questions 2. Plan and structure responses to extended writing tasks 3. Write quickly and legibly during timed assessments 4. Remain on task when there are noisy classroom distractions. This can sometimes lead to silly behaviour 5. Record information quickly and accurately 6. Remember and utilise key terminology at times 	Strategies to support: <ol style="list-style-type: none"> 1. Encourage ■ to highlight key words within exam questions and explore/ understand what they mean 2. Use a range of planning strategies including mind mapping and colour coding 3. Use a laptop as normal way of working 4. Maintain a calm working environment and allow ■ to use his time out card if needed 5. Check that ■ has recorded homework accurately/record for him if appropriate 6. Encourage ■ to revise key terminology. Providing a glossary of key terminology would be helpful
Teacher Support Strategies								
Joe finds it difficult to: <ol style="list-style-type: none"> 1. Understand and break down exam questions 2. Plan and structure responses to extended writing tasks 3. Write quickly and legibly during timed assessments 4. Remain on task when there are noisy classroom distractions. This can sometimes lead to silly behaviour 5. Record information quickly and accurately 6. Remember and utilise key terminology at times 	Strategies to support: <ol style="list-style-type: none"> 1. Encourage ■ to highlight key words within exam questions and explore/ understand what they mean 2. Use a range of planning strategies including mind mapping and colour coding 3. Use a laptop as normal way of working 4. Maintain a calm working environment and allow ■ to use his time out card if needed 5. Check that ■ has recorded homework accurately/record for him if appropriate 6. Encourage ■ to revise key terminology. Providing a glossary of key terminology would be helpful 							
Data and attainment information				Keyworker: Form tutor: FDU Date of update: Sept 2019				
Essential Data CAT Score-Mean – 76 Verb – 74 Non verb – 73 Reading score-73 Spelling score-81	End of Yr Target grades: Maths - 3 Eng - 4 Science - 3	target use a range of planning strategies when completing longer exam questions in order to find a preferred method	target utilise a laptop as a normal way of working					

School SEND Policies

- Policy
 - SEND Info report
 - Provision Map
 - Entry Exit Criteria
- SEND Local Authority Local Offer
 - SENDIASS – Parental Support

How to access school policies:



Links with Other Services

- Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk
- The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk
- Parent Partnership / SENDIASS Service: Contact number 01302 736920 or email SENDIASS@doncaster.gov.uk

Doncaster SENDIAS service provides information, advice and support (IAS) to parents, carers, children and young people in relation to Special Educational Needs (SEN) and Disability and related health and social care issues.

- Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk
- Virtual School for Children in Care: Contact number: 01302 737242 CiCEducationService@doncaster.gov.uk
- Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Student Voice




QU: How do we ensure that we hear and respond to the views of each individual child?

- Within APDR mtgs; info shared from other colleagues working in support of individual children
- We ask how they feel about school and use this information to inform next steps

Student Voice

My Time at McAuley

Please think carefully about how you answer the following questions - your views are important to us. Be honest.

	Not at all  No	It's OK  A bit	It's Fantastic!  Yes
1. Do you like coming to school?			
2. Do you enjoy your lessons?			
3. Do you feel like you are doing well in lessons?			
4. Are lessons taught in a way that helps you to learn?			
5. If you don't understand something or you get stuck in class, do people help you?			
6. Do other people listen to your ideas?			
7. Do you feel safe at school?			
8. If you were worried or had a problem, is there someone you could talk to in school?			
9. Have you got friends in school?			

Children complete questionnaires with key workers / TA staff to gather student voice – this info is discussed in APDR mtgs with parents and carers and used to inform targeted responses to support if appropriate.

INCLUSIVE Approaches: Question to focus

- We strive to create an inclusive learning environment that has considered the individual needs of my child?

APDR cycle / Passports / Drop ins / communication with teachers / In class support / key worker roles

- We evaluate the impact of any interventions by looking at entry / exit criteria such as testing data if its academic; behaviour and achievement data and or student voice
- Where appropriate – we work in partnership with other services in order to improve outcomes for children with SEND

Early Help Hub / social care / EP / ASCETS / Speech & Language / GDA / OT / Hearing Impaired and visual impaired specialist teachers etc

Partnership with other agencies

- EP
- ASCETS
- Himp
- VI Imp
- OT
- GDA pathway
- SENDIASS (Parent support service)
- Camhs
- Early Help Hub
- PAFS – Support Workers
- Nurses
- Counsellors – Hallam Caring
- Trailblazers
- Inclusion panel
- School Nurses

Reasonable Adjustments:

this may include alternatives to some sanctions being devised and developed:

After School Detentions:

Alternative might include 'missing some element' of break time

Inclusion:

Alternative examples ranging from rest breaks / time out and sensory breaks to an actual alternative such as working outside an office or in the location of an office being supervised, and being broken into shorter stints.

Assembly Access:

Sometimes it may be reasonable to make slight adjustment

Reasonable adjustments are devised in partnership with colleagues / parents and are determined by the situation and the specific needs of the child involved.

Examples of Interventions delivered: Mrs Hall & Mrs Kirk

- Autism support
- Emotional regulation
- Social stories
- Comic strip conversations
- Getting on with peers
- Key worker support
- Mentoring
- Emotional regulation
- Literacy skills
- Vocab work / reading comprehension skills
- Bubblegum Guy small group work

Impact: tests / data before and afterwards
Behaviour / achievement / academic
Student voice

CPD – Staff awareness

QU: What training opportunities related to SEND does the school provide its staff with?

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Specialist Training of staff working with children and young people with SEN includes:

Post Graduate certificate – SEN Coordination Award (SENCO)

Specialist Literacy Higher Level Teaching Assistant (HLTA)

Specialist Numeracy Higher Level Teaching Assistant (HLTA)

SEN Team Training:

Attachment training and strategies

Foetal Alcohol Syndrome – awareness training

Autism friendly approaches to teaching and learning

Assertive Discipline and Positive behaviours for learning

ADHD / ADD training – strengths and difficulties

Team Teach approach to inclusive teaching

Restorative Justice

Emotional Literacy development

precision teaching strategies for dyslexic learners

Dyslexia awareness and strategies

Hearing Impairment training and awareness

Differentiation

Managing and Handling – wheelchair user training

access arrangements supporting in exams training

work scrutiny / marking and feedback to students

questioning techniques / developing learning dialogues

How Parents Can Help:

1) Attend and contribute to the APDR process of support

APDR – Assess, Plan, Do, Review

2) Contact and arrange APDR every term or more frequently if required

– cycle of planning and implementing support (approx. 12 weeks cycles)

once every term

- Help us to understand the individual strengths
- Help us to identify the needs of your child?
- Contribute to the full picture
- Contribute to risk assessments for upcoming trips / activities to help determine the level of support needed to ensure full participation / help identify the barriers to participation
- Contribute to and support reasonable adjustments that might be needed in the event of any sanction

3) Participate in Parent forums



SIGNPOSTING

SEND LA Local Offer Doncaster (Google)

Local Offer - Special Educational Needs / Disabilities (SEND) - Homepage

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

- Feedback Questionnaire
- parent's questionnaire, here's the link to it:-

<https://bit.ly/2QDshyn>

SEND Parents Network

- **How often? When?**
- **What would you like to be discussed in the Parent Forum Meetings?**
- Splinter Discussion groups / Questions?