

Family Voice Conference 2019



Provision Expected at Special Educational Needs (SEN) Support (PEASS)

Andy Tovell ~ Inclusion Challenge Partner
Steph Askew ~ Head of Virtual School SEND

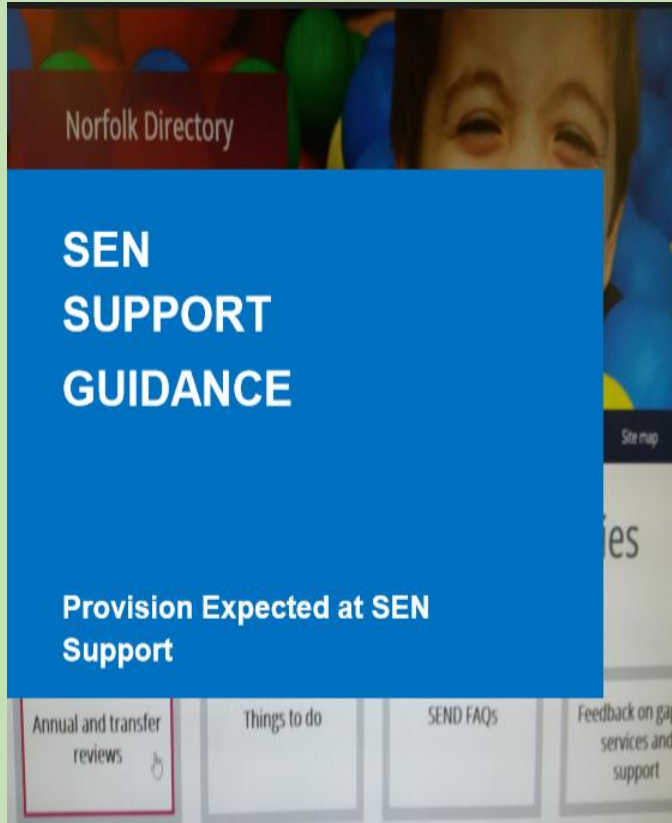
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Welcome and Introductions

A brief overview of the PEASS journey...

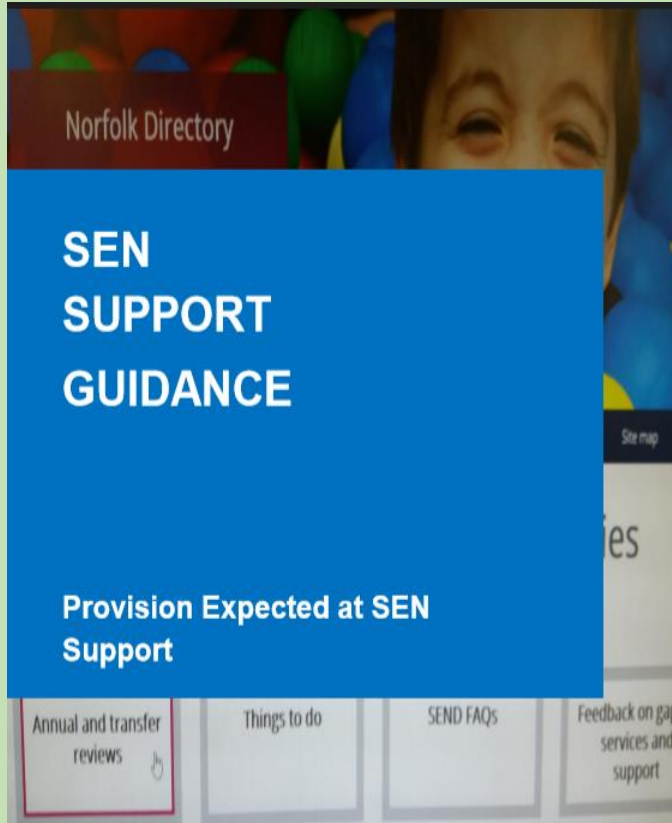
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What to expect from this workshop

Getting to know the PEASS document with...

- What does Quality First Teaching mean?
- A brief overview of needs and provision within the four broad areas of need:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional, Mental Health
 - Physical and/or Sensory Needs
- Headteacher Responsibilities
- SENCo Responsibilities

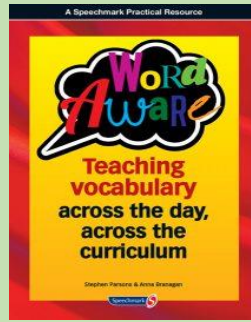


What does Quality First Teaching mean?

There are a number of factors that contribute to QFT including the ethos and learning environment; the curriculum, teaching and learning and the staff development.

What does an inclusive ethos and learning environment look like?

- Enables the voice of the child or young person (CYP) to influence decisions
- Works with parent/carers through regular contact/liaison
- Does not discriminate
- Makes reasonable adjustments and/or adaptations
- Promotes positive communication and interactions
- Enables a flexible approach to learning
- Enables learners to be supported through appropriate equipment
- Maximises the use of a range of differentiated learning resources, techniques, strategies and equipment
- Promotes inclusion through planning for and risk assessing to enable full participation across the curriculum of all learners
- Encourages independence and promotes social inclusion
- Prioritises personal care, self-help, independence and dignity
- Complies with the accessibility audit and plan



Communication and Interaction

Speech, Language and Communication Needs

- Attention and Listening
 - Understanding
 - Spoken Language
 - Speech Sounds
 - Social Communication
-
- Social Communication Difficulties / Autistic Spectrum



Attention and Listening

Difficulty paying attention

Easily distracted

Difficulty with spoken instructions

Difficulty with listening whilst
'doing'

Understanding

Difficulty understanding age
appropriate instructions

Difficulty with abstract concepts

Difficulty understanding longer and
more complex spoken language

Difficulty with certain questions

Spoken Language

Uses smaller range of words and
shorter sentences

Uses the wrong word for things

Sounds muddled or disorganized

Unable to use spoken language to
convey thoughts, feelings and
wishes

NEEDS

Speech Sounds

Difficulty recognising the difference
between speech sounds

Misses out sounds from words

Substitutes one sound for another

Difficulties in forming speech sounds

Social Communication

Difficulty using language in social
interaction

Difficulties in understanding the rules of
conversation

Difficulties maintaining a topic of
conversation

Difficulty responding appropriately to non-
literal language, irony and jokes

**Communication
&
Interaction**

Ensure parents are fully informed and are able to support any interventions

Implement daily personalised/small group learning to target identified area(s) of need

Use a screening tool to inform and plan for next steps

Communication & Interaction

Access training and implement advice from other professionals

Access specialist ICT equipment – Access Through Technology (ATT)

Consider all other factors that might be having an impact:

- Hearing
- Distractions
- Seating
- Time
- Vocabulary

PROVISION

Social Communication Difficulties/Autistic Spectrum Disorder



Cognition, Learning and Behaviours Needs

- Uneven learning profile
- Difficulty in making connections
- Difficulty responding to adult direction
- Poor understanding of social conventions
- Difficulty showing empathy
- Resistance to change
- Exhibits signs of distress
- Intense special interest
- Obsessive behaviours

Social Communication Needs

- Difficulty using language in social interactions
- Difficulties understanding the rules of conversation
- Difficulties in maintaining a topic of conversation
- Difficulty responding to non-literal language, irony and jokes
- Difficulty with the social use of language, requiring some direct teaching
- Difficulty understanding visual and written inference (reading between the lines)

Social Communication Difficulties/Autistic Spectrum Disorder

PROVISION



Engage with
resources for
early
intervention,
such as portage

Make reasonable
adjustments
enable CYP to
cope with
anxiety related
issues

Deliver
interventions to
develop social
communication
skills

Be aware of the
constraints of testing
when ascertaining a
CYP's cognitive ability,
attainment and progress
and being flexible in
approach to meet the
needs of individuals

Incorporate time
for sensory
circuits

Make
reasonable
adjustments to
the learning
environment

Use ICT
resources
appropriately
and effectively

Use alternative
means of
communication

Request
support from
ASD specialists

Cognition and Learning Need

The development/progress in learning is at a slower rate and additional support is needed

The CYP is attaining at a level significantly below age-related expectations. There is evidence to suggest that the gap between the CYP and their peers is increasing



PROVISION



Access to adults who are skilled and experienced in supporting students with general and specific learning difficulties

Differentiation

Arrangements to support the use and delivery of approaches/ materials for students with Specific Learning Difficulties (SpLD)

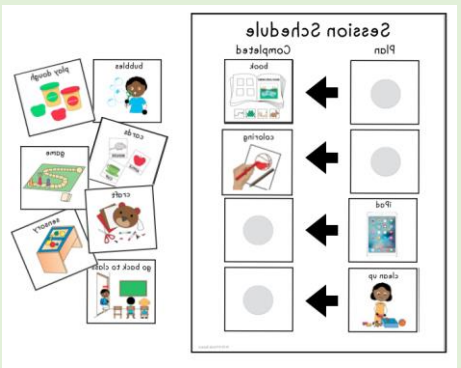
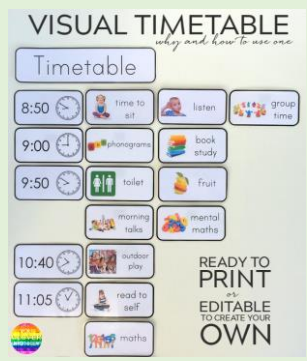


Assessments that focus on how the pupil is learning

Effective use of IT equipment to support learning

Materials which reduce or support note taking

Reasonable adjustments to the environment



Physical and / or Sensory Needs

What might this look like...

- ✓ Hearing impairment
- ✓ Visual impairment
- ✓ Multi-sensory impairment
- ✓ Physical needs



Provision Expected at School Support...

- ✓ Whole school training
- ✓ Personalised and differentiated individual, paired or small group learning
- ✓ Support from Virtual School for Sensory Support
- ✓ Specialist assessments from appropriate professionals e.g. VS SS, occupational therapists, hospital / school nursing team referrals, speech and language therapist

Hearing impairments

- ✓ Support with assisted aids
- ✓ Radio aids and soundfield systems
- ✓ Training around specific aids to staff
- ✓ Consideration to improve the acoustic environment



Provision Expected at School Support...

Visual impairments

- ✓ Working within professional advice and reports including changing resources and teaching strategies e.g. use of different **fonts**, **text colours**,
larger print

Multi-sensory impairment

- ✓ Adapting of teaching activities, for example:
 - ✓ Enlarged print
 - ✓ Appropriate environment adjustments / environment audit
 - ✓ Specialist training
 - ✓ Support for specific medical needs

Provision Expected at School Support...

- Whole school training
- Personalised and differentiated individual, paired or small group learning
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- Specialist assessments from appropriate professionals e.g. VS SS, occupational therapists, hospital / school nursing team referrals, speech and language therapist

Provision Expected at School Support...

Physical needs

- ✓ Reasonable adjustments and provision of specialist equipment e.g. hoists, health care plans
- ✓ Adapted chairs and furniture
- ✓ Access to keyworker (if / when appropriate)
- ✓ Support for activities recommended by occupational therapists or physiotherapists
- ✓ Technology to access the curriculum
 - ✓ ATT referral
- ✓ Support for eating and drinking (provided by speech and language therapists or doctors)

Provision Expected at School Support...

- Whole school training
- Personalised and differentiated individual, paired or small group learning
- Support from Virtual School for Sensory Support
- Specialist assessments from appropriate professionals e.g. VS SS, occupational therapists, hospital / school nursing team referrals, speech and language therapist

Social, Emotional and Mental Health (SEMH)

What might this look like...

- ✓ Low self-esteem
- ✓ Disruptive behaviours
- ✓ Withdrawn or isolated
- ✓ Poor concentration
- ✓ Attention seeking behavior
- ✓ Poor organizational skills
- ✓ Poor relationship building skills

Mental health is a growing concern amongst children

Children with disabilities and diagnosis often have associated social, emotional and mental health difficulties e.g. autism or ADHD and anxiety

Social, Emotional and Mental Health (SEMH)

What might this look like...

- ✓ Avoiding tasks or learning
- ✓ Difficulties with sharing and turn taking
- ✓ Poor attendance
- ✓ Not accepting responsibility
- ✓ Verbal and / or physical aggression towards peers and / or adults
- ✓ Run or abscond
- ✓ Challenge rules or authority, or may find working within established rules and routines difficult

Mental health is a growing concern amongst children

Children with disabilities and diagnosis often have associated social, emotional and mental health difficulties e.g. autism or ADHD and anxiety

Provision Expected at School Support...

Social, Emotional and Mental Health

- ✓ Need to understand what the root causes which are resulting in the behaviours might be...



- Provision Expected at School Support...
- Whole school training
- Personalised and differentiated individual, paired or small group learning
- Specialist assessments from appropriate professionals e.g. educational or clinical psychologists, SEMH specialist teachers
- Referrals to health services e.g. Point One, CAMHs, Norfolk Early Help

Provision Expected at School Support...

Social, Emotional and Mental Health

- ✓ Need to understand what the root causes which are resulting in the behaviours might be...
- ✓ Planning in adjustments as needed
 - ✓ Reflecting for learning spaces
 - ✓ Alternative learning spaces, or *an option* to access a different space
 - ✓ Adapted strategies for teaching and learning e.g. shorter differentiated tasks, activity breaks, visual timetables and resources
- ✓ Support to be planned and adapted following changes in behaviour patterns

Provision Expected at School Support...

- Whole school training
- Personalised and differentiated individual, paired or small group learning
- Specialist assessments from appropriate professionals e.g. educational or clinical psychologists, SEMH specialist teachers
- Referrals to health services e.g. Point One, CAMHs, Norfolk Early Help

Provision Expected at School Support...

Social, Emotional and Mental Health

- ✓ Access to in-school and external specialist support including
 - ✓ THRIVE
 - ✓ Emotional support such as ELSA TA
 - ✓ Time for You (Benjamin Foundation) or similar
 - ✓ External support from school partners

Offer varies from school to school

Provision Expected at School Support...

- Whole school training
- Personalised and differentiated individual, paired or small group learning
- Specialist assessments from appropriate professionals e.g. educational or clinical psychologists, SEMH specialist teachers
- Referrals to health services e.g. Point One, CAMHs, Norfolk Early Help

Provision Expected at School Support...

Social, Emotional and Mental Health

Roots and Fruits

Behaviours

Feelings

Experiences



- Provision Expected at School Support...
- Whole school training
- Personalised and differentiated individual, paired or small group learning
- Specialist assessments from appropriate professionals e.g. educational or clinical psychologists, SEMH specialist teachers
- Referrals to health services e.g. Point One, CAMHs, Norfolk Early Help

Headteacher and Leadership Responsibilities

- Set high expectations and ambitions for *all* pupils including those with additional needs
- Ensure teaching is good and meets the needs of all learners
- Plan strategically to improve areas of the school (including SEND provision) as needed
- Ensure the environment is safe, calm and well-ordered
- Foster high expectations for behaviour
- Work closely with governors (**pupils information should be anonymous**)
- Ensure information is shared with staff appropriately



SENCo Responsibilities

- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for CYP with SEN and keeping records of this up-to-date
- Liaising with parents of pupils with SEN
- Liaising with the Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach for providing SEN Support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with all necessary professionals and agencies
- Planning for effective transitions

'In schools the SENCo must be a qualified teacher working at the school...It may be appropriate for a number of smaller Primary schools to share a SENCo employed to work across individual schools...'

(SENDCoP, 2015; pp.108-109)

Thank you for listening

Any questions?