

# Family Voice Norfolk



14th September 2021

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# A quick word about jargon...

EAL SEND ASD ADHD UASC GRT  
SENDCoP C&L C&I SEMH  
LAC HI VI E3 EHCP SEN Support PP  
SENDIASS LAC SpLD ATT SRB AP  
Section 19 STEP's PATHs RHSE PHSE  
PEaSS VSSS VSLAC



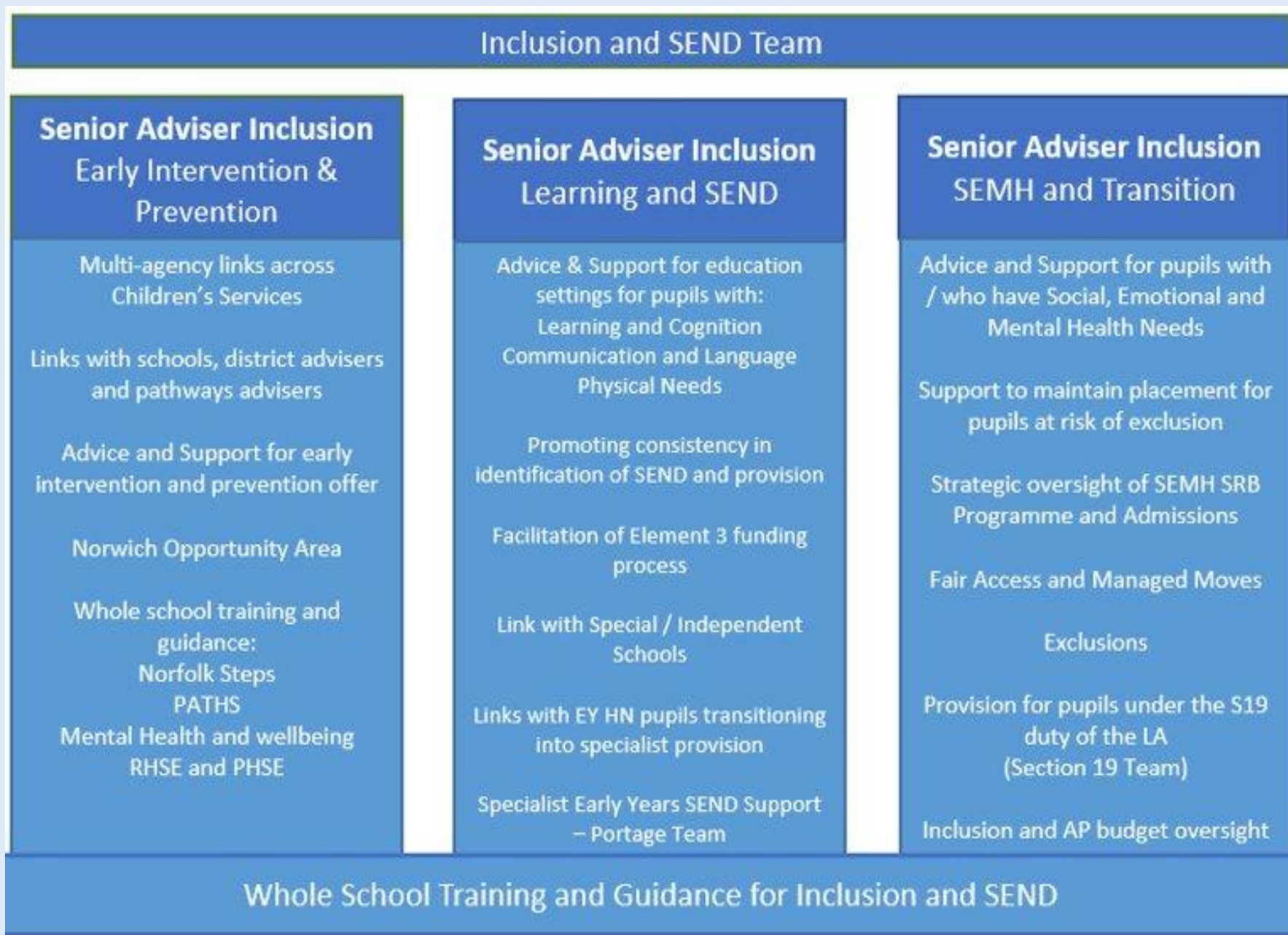
## Jargon

(noun) specialist vocabulary for a particular subject or profession.

# Who are we?

- Part of the Inclusion and Opportunity Service in Norfolk County Council
- Inclusion and SEND Team
- Focus on Learning and SEND
- New service structure in place from September 2021

# Our service



# Learning and SEND Team – What do we do?

## Learning and SEND Advisers

Provide advice and support for mainstream schools and academies to support children with Learning and Cognition, Communication and Language and Physical Needs. Provide whole school training and guidance

## Portage

A free home-based visiting educational service for pre-school children with additional needs and their families

Portage - Norfolk County Council

Norfolk Portage Service |

National Portage

Association

## Access Through Technology (ATT)

Work with children, schools and parents/carers of children who benefit from using communication technology. Provide assessment, equipment, advice, support and training

Access Through

Technology team -

Norfolk County

Council

# How do we support settings?

- Provide advice, support and challenge
- Co-produce best practice resources and guidance for Norfolk settings
- Deliver training and support professional development
- Facilitate 'Element 3' Funding
- Work with other agencies and teams across education, health and social care
- Facilitate a SEND Learning network to share best practice resources and guidance



# Promoting high quality teaching

## 5. Adapt teaching to respond to the strengths and needs of all pupils

- Know how to differentiate appropriately
- Have a secure understanding of barriers to learning and how best to overcome these
- Understand child development and how to adapt teaching appropriately at different stages
- Understand the needs of all pupils and how to engage and support them

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

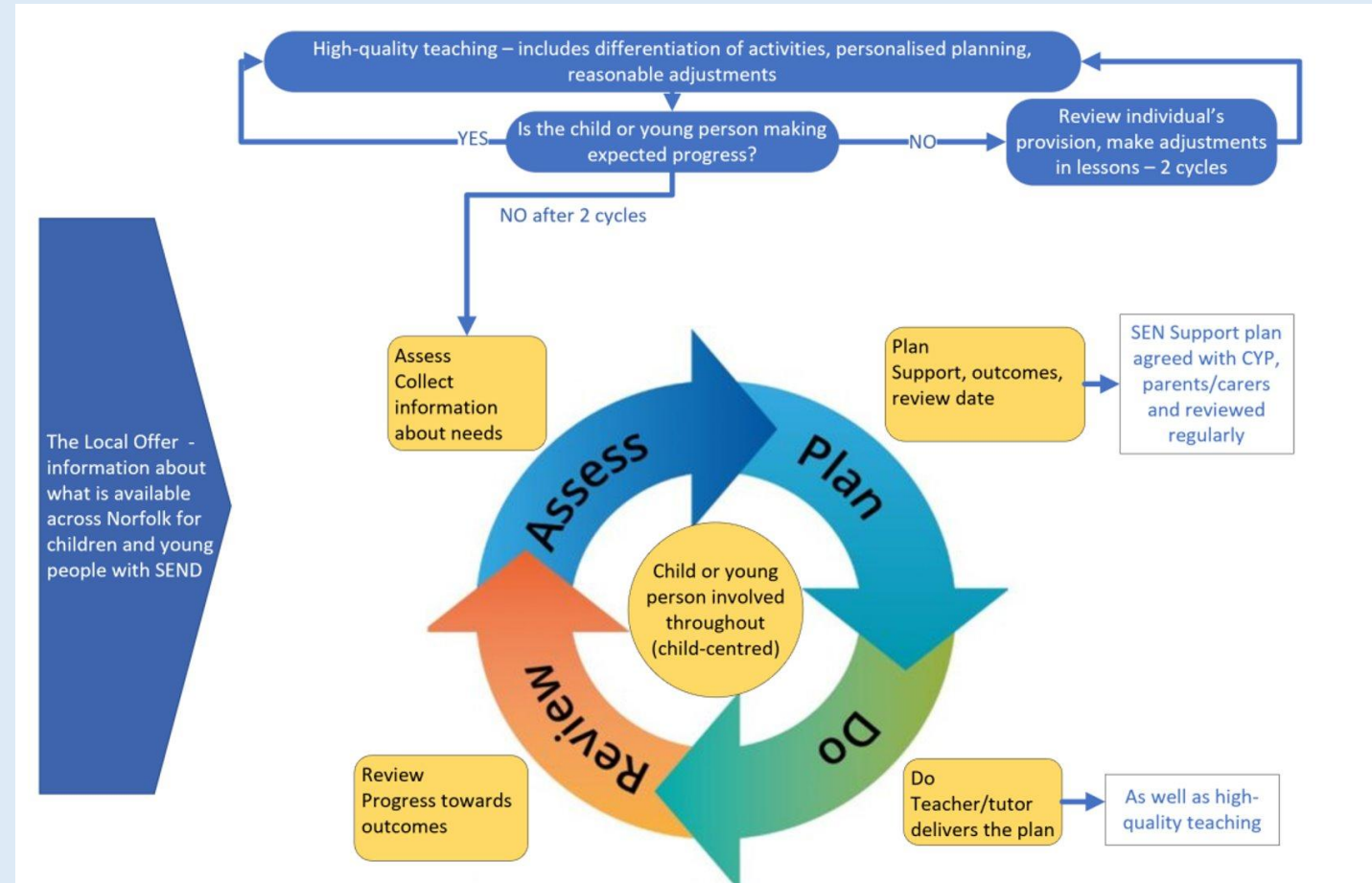
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# SEN support and EHCPs

Assessment should be:

- Regular
- Purposeful
- Seek input from child, parents/carers and professionals
- Pupil centred





# Find out more about SEN Support

Norfolk SENDIASS (SEND Partnership) [Norfolk SEND Partnership Home Page \(norfolksendpartnershiass.org.uk\)](http://norfolksendpartnershiass.org.uk)

Video: The graduated approach – a parent/carers guide to provision expected at SEN Support (PEaSS) <https://www.norfolksendpartnershiass.org.uk/information-booklets-resources/resources/>

Animation for children and young people (CYP) on SEN Support in the CYP section <https://www.norfolksendpartnershiass.org.uk/young-people/information-and-resources/>

SEN Support information booklet <https://www.norfolksendpartnershiass.org.uk/information-and-booklets/booklets/sen-support-in-mainstream-schools/>

# Identification of need

- Co-produced 'Identification of Needs Descriptors in Educational Settings' (INDES)
- Supports settings to use a shared language and understanding of need

Area of Need	0	1	2	3	4	5	6
Social Communication and Interaction	Development in-line with the typically developing child or young person (CYP).	<p>The CYP:</p> <ul style="list-style-type: none"> <li>- may have difficulty in initiating social interactions</li> <li>- may appear to have a decreased interest in social interactions</li> <li>- social approaches may be atypical and unsuccessful</li> <li>- is interested in CYPs of their age and wants to have friends but may need help with this</li> <li>- may show an inflexibility of behaviour which causes interference with functioning</li> <li>- may have difficulty switching between activities – may have problems of organisation and planning which hamper independence</li> <li>- mostly is able to work on same tasks as others the same age that do not have additional needs</li> <li>- is able to learn in the whole class group</li> <li>- may need planned strategies to support with transitions and flexibility</li> <li>- is able to manage their level of mild anxiety with minor adaptations</li> </ul>	<p>As well as column 1, the CYP:</p> <ul style="list-style-type: none"> <li>- shows a deficit in verbal and non-verbal social communication skills</li> <li>- shows a limited interest in interactions with CYP of their own age</li> </ul>	<p>The CYP:</p> <ul style="list-style-type: none"> <li>- has difficulties with social skills even when support is in place</li> <li>- displays distress and difficulty when changing focus or moving from one activity to another</li> <li>- restricted/repetitive behaviours are frequent enough to be obvious to all and interfere with functioning in a variety of contexts</li> <li>- is unable to interpret social cues</li> <li>- interprets speech literally and shows rigidity and inflexibility of thought processes</li> <li>- participates in solitary play which is unusually focused on a special interest</li> <li>- presents with moderate hypo/hyperactivity to sensory input and moderately unusual interests in sensory aspects of the environment.</li> </ul>	<p>The CYP:</p> <ul style="list-style-type: none"> <li>- is, for parts of the school day, considerably motivated to follow own (possibly sensory) agenda, which for some of the time distracts them from the adult-led agenda</li> <li>- shows significant difficulties in social motivation, which very often prevent the CYP from engaging with most or all social activities</li> <li>- shows high levels of anxiety to a degree that may have a negative impact on school engagement</li> <li>- may be pre-verbal or have very limited communication skills that require an augmented communication system</li> <li>- presents with high levels of hypo/hyperactivity to sensory input and highly unusual interests in sensory aspects of the environment</li> </ul>	<p>The CYP:</p> <ul style="list-style-type: none"> <li>- has limited interaction and/or with narrowed special interests</li> <li>- communication is very often just to meet their needs</li> <li>- shows high levels of anxiety to a degree that may have a negative impact on school engagement and/or attendance</li> <li>- has significant difficulties with communication, this may include those who are pre-verbal or show very limited communication skills that require an augmented communication system</li> <li>- has impaired social development, rigidity of behaviour and thought and communications are enduring, consistently impeding their learning and leading to severe difficulties in functioning in the vast majority of contexts within school and home</li> <li>- significant difficulties persisting for the CYP as a result of their inflexibility and/or intrusive obsessional thoughts</li> </ul>	<p>The CYP:</p> <ul style="list-style-type: none"> <li>- rarely begins social interaction, and when he or she does, makes atypical approaches, to meet needs only, and responds only to very direct approaches</li> <li>- shows great distress in changing focus or activity or refuses</li> <li>- presents restricted, repetitive behaviours that markedly interfere with their functioning in all spheres, affecting daily life</li> <li>- has extreme difficulties in social motivation, which prevent the pupil or young person from engaging in social activities</li> <li>- shows extremely high levels of anxiety to a degree that has a negative impact upon their wellbeing and ability to engage in all contexts</li> </ul>

# Provision Expected at SEN Support (PEaSS)

- SEN Support guidance
- Sets out what special educational provision and training we expect schools, early years settings and post-16 providers to offer
- Provides a shared understanding between parent carers, educational settings and the Local Authority
- Co-produced with parent carer organisations, settings and SEND professionals

## Provision Expected at SEN Support (PEaSS) - Norfolk County Council

- Universal training/expertise expectations group

# Provision Expected at SEN Support posters

- Cognition and learning
- ASD
- Coordination
- Visual Impairment
- Hearing impairment
- Physical disability
- Social, emotional and mental health
- Speech, Language and Communication

**Norfolk County Council** **Provision Expected at SEN Support (PEaSS)** **Speech, Language and Communication Needs (SLCN)** **Norfolk School SEND**

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.' (SENDOP, 2015, p.97.)

**Suggested whole-setting approaches:**

- Have a supportive ethos and environment which promotes respect and values diversity
- Use an audit tool to review whether the environment is 'communication friendly' e.g. [Communication Trust](#) and generate an action plan
- Use The Communication Trust 'Universal Learning' resources to help staff understand progression through ages and stages
- Use a recommended screening tool to enable teachers to identify need and plan provision
- Implement a whole setting approach e.g. [EUSLAN Communication Friendly Settings](#)
- Ensure that the curriculum embeds the development of speaking and listening skills and vocabulary e.g. [Word Aware](#)
- Identify a lead professional for communication e.g. [Communication Champions](#)
- Provide training for all staff to develop understanding and confidence around supporting SLCN
- Use consistent visuals across the setting to reinforce key routines and expectations and support learning
- Support parents/carers by signposting resources and sources of information and support e.g. [ECSH](#)

**Suggested SEND support strategies in the classroom:**

- Confirm with parents / carers that hearing has been checked
- Begin work on a new topic with CYP's existing knowledge and experience
- Use visual summaries of discussions – mind maps, flow charts, diagrams, comic strip format
- Keep verbal instructions simple and use them in the order you want them carried out
- Cue the CYP into a change of topic of conversation / presentation – say 'Now we are going to talk about ...'
- Identify need and monitor impact of intervention using a recommended screening tool
- Access training required to deliver interventions e.g. [Word Aware](#), [Talk Boost](#), [EUSLAN](#) or similar
- Consider a [School 2 School Support \(S2S\)](#) referral for advice, support and/or training e.g. [PECS](#)
- Actively teach CYP strategies for what to say and do when they do not understand
- Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word
- Give time for 'partner-talk' before expecting them to answer a question
- Give directions before starting the activity or stop the activity to clarify if needed
- Regular personalised or small group work
- Plan targeted support and seek advice from external providers, including referrals to appropriate services
- In KS1/KS2 settings, speak to your link speech and language therapist from [ECSH](#)
- Consider outreach advice and support from an appropriate SLCN Specialist Resource Base (SRB)
- Support your oral presentations / explanations with pictures, real objects, symbols or actions
- Consider pre-teaching of key words and concepts needed in lessons
- Use symbols to support spoken language and text e.g. [www.widgit.com](#)
- Give CYPs thinking time (at least 10 seconds) to respond and then, if necessary, repeat what you said
- Consider referral to Speech and Language Therapy e.g. [ECSH](#)
- Signpost parents/carers to the 'Communication' section of NHS 'Just One Norfolk'
- Create a 'one-page profile' involving parents/carers and the CYP in identifying how best to support
- Use the CYP's name before asking a question or giving an instruction
- Provide 'scaffolding' for talk (e.g. talk prompts, key phrases) and writing (e.g. writing frames, word mats)
- Check for understanding – ask the CYP to tell you what they have to do
- Allow extra time to complete tasks and be aware of the additional fatigue the CYP may experience
- Seek advice on specialist arrangements for examinations and assessments

**Suggestions for the SENDCo:**

- Run a targeted intervention consisting of a minimum of 2 x week for 10-12 weeks and measure impact, prior to referral
- Continue the cycle of support (assess, plan, do, review) while specialist advice is sought
- Consider a referral to the [Access Through Technology](#) team
- Seek advice on specialist arrangements for examinations and assessments

**Logos:** east coast community healthcare, I CAN, The Communication Trust, Eiklan, WellComm, the DASH, NORFOLK COMMUNITY DIRECTORY

**Norfolk County Council** **Provision Expected at SEN Support (PEaSS)** **Cognition and Learning (C&L)** **Norfolk School SEND**

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' (SENDOP, 2015, p.97-98)

**Suggested whole-setting approaches:**

- Have a supportive ethos and environment which promotes respect and values diversity
- Celebrate difference and promote acceptance
- Refer to 'coordination difficulties' PEaSS poster for strategies to support development of fine and gross motor skills
- Have clear classroom routines and explicit expectations for behaviour and work
- Provide accessible resources and strategies to promote independent learning e.g. word banks, writing frames, assistive technology
- Model to the pupil that making mistakes is OK and a part of the learning process
- Identify need and monitor impact of interventions e.g. use screening tools
- Check whether the CYP has had a recent sight and hearing test or a colorimetry test
- Consider contacting [Access Through Technology](#) for assessment, equipment, advice, support or training
- Ensure that curriculum promotes resilience and social and emotional development
- Help parents/carers to support learning at home e.g. reading or maths cafes
- Create a 'one-page profile' involving parents/carers and the pupil in identifying how best to support
- Offer peer to peer support e.g. give time to think and talk to a partner before answering a question
- Break learning down into small new steps, building on prior learning
- Give sufficient thinking time (10 second rule)
- Continue the cycle of support (assess, plan, do, review) while specialist advice is sought
- Train staff in support strategies for a range of learning difficulties, including SpLD (Specific Learning Difficulties) e.g. Neurodiversity / 'Every teacher is a teacher of SEN'
- Seek advice on specialist arrangements for examinations and assessments

**Suggested SEND support strategies in the classroom:**

- Work towards creating a 'Dyslexia Friendly' school
- Work towards creating 'Dyspraxia Friendly' classrooms
- Work towards creating 'Dyscalculia friendly' classrooms
- Use scaffolding to ensure the development of literacy and numeracy skills, expressive language and communication skills and to minimise behaviour and emotional difficulties
- Use pre-teaching and link new learning and vocabulary to what the CYP already knows
- Model, coach and reinforce skills, providing examples of new concepts drawn from CYPs real-life experiences
- Enable recording using alternatives to writing: Clicker, PPT, poster, orally, mind maps, pictures/diagrams/maps, sorting statements or pictures into categories
- Use short simple instructions. Give one at a time and check for understanding. Provide visual prompts as reminders
- Scaffold/support questioning e.g. using Bloom's Taxonomy to stretch and challenge
- Plan targeted support and seek advice from external providers, including referrals to appropriate services
- Consider advice from Educational Psychology and Specialist Support (EPSS) or alternative provider
- Consider contacting the [Dyslexia Outreach](#) for information, outreach advice or training
- Consider outreach advice and support from an appropriate C&L Specialist Resource Base (SRB)
- Consider a [School 2 School Support \(S2S\)](#) referral for advice, support or training

**Suggestions for the SENDCo:**

- Use the SpLD checklists to support teachers in identifying areas of need and appropriate support strategies
- Consider advice from Educational Psychology and Specialist Support (EPSS) or alternative provider
- Consider outreach advice and support from an appropriate C&L Specialist Resource Base (SRB)
- Consider a [School 2 School Support \(S2S\)](#) referral for advice, support or training

**Logos:** British Dyslexia Association, The Dyslexia-SpLD Trust, Dyslexia Outreach, thedyscalculia informationcentre, NORFOLK COMMUNITY DIRECTORY

# Training

- SEND Forums - termly updates for SEND professionals on national, regional and local developments in
- Norfolk SENDCo Now – training for new SENDCOs/new to Norfolk
- Inclusion and SEND Learning Network
- Early Career Teacher training and ‘surgeries’
- UEA - initial teacher training
- SEND Family Roadshows / 'Making sense of SEND'
- Whole school training (high quality teaching, Provision Expected at SEN Support)
- SEND surgeries
- Twilight training sessions
- SLCN Level 4 training
- Input into other training – Cerebral Palsy, EY SENDCO



# Norfolk SEND Youth Forum

An initiative led by Norfolk SEND Partnership, in partnership with Inclusion and SEND

- Represent views of CYP in Norfolk
- Provide an opportunity for CYP to have a voice and be heard
- Discuss issues
- Engage with decision makers
- Contribute to improving and developing SEND services for CYP in Norfolk
- Create real change for CYP with SEND

**For CYP in Norfolk aged 11-25 years with special educational needs or disabilities**



# Norfolk SEND Youth Forum

1. You can register online on the website:

[Children and Young Person Forum - Registration Form | Norfolk SEND Partnership \(norfolksendpartnershiass.org.uk\)](https://www.norfolksendpartnership.iass@norfolk.gov.uk)

2. You can contact Norfolk SEND Partnership by phone or email and speak to Bridget Robinson for further information.

Tel: 01603 704070

email: [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

[www.norfolksendpartnership.iass@norfolk.gov.uk](https://www.norfolksendpartnership.iass@norfolk.gov.uk)



[https://youtu.be/o1HQ8Yyr6\\_0](https://youtu.be/o1HQ8Yyr6_0)

# What can I do if I need help?

Our service works with educational settings. We do not work directly with parent/carers.

**If you need advice and support, please contact Norfolk SEND Partnership Information, Advice and Support Service (IASS):**

Tel: 01603 704070

Email: [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

Website: [Norfolk SEND Partnership Home Page \(norfolksendpartnershiassiass.org.uk\)](http://norfolksendpartnershiassiass.org.uk)

There are links training sessions and resources on their website.

[Home](#) / [Training and info sessions](#) / SEN Support Training

## SEN Support Training

FREE SEN SUPPORT TRAINING provided by Norfolk SEND Partnership (SENDIASS)

FOR PARENT/CARERS ONLY - [BOOK](#)

- 22<sup>nd</sup> September 12pm – 2pm

FOR PROFESSIONALS ONLY - [BOOK](#)

- 19th October 9.30 - 11.30

[Home](#) | [About us](#) | [Information and booklets](#) | [Parent/carer Pinboard](#) | [Useful links and documents](#) | [Training and info sessions](#) | [Our newsletter](#) | [Young People](#)

## Information and booklets in audio format (YouTube)

[Home](#) / [Information and booklets](#) / Information and booklets in audio format (YouTube)

We have our booklets and other information recorded in audio format.

### Norfolk SEND Partnership Audio Booklets

**Who are we?**  
This is a short video about what is Norfolk SEND Partnership and how can we help.

[Visit page](#)

**SEN Support**  
This is a short video discussing what support should a child or young person with Special Educational Needs & Disabilities get in an educational setting

[Visit page](#)

**More information**

- Our information booklets
- Information and booklets in audio format (YouTube)
- Legislation and guidance

[Norfolk SEND Partnership](#)

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We have an extensive range of booklets on many subjects. Select a category below to refine your search.

☐ All  
☐ EHCP  
☐ FAQ

[Refine](#)

**Exclusion from school**

**SEN Support**

**Free SEN Support Training**

**Working and understanding an EHCP**

**What if I don't agree with the SEN Support plan?**

**What if I don't agree with the EHCP?**

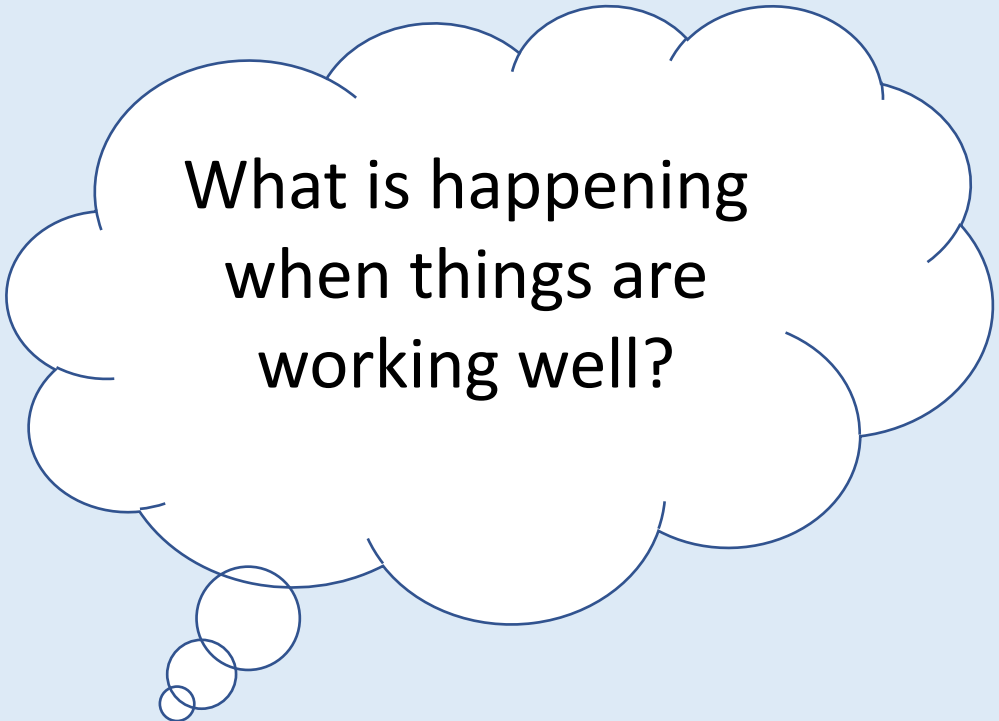
**Education, Health & Care Plan (EHCP)**

**Disability Discrimination**

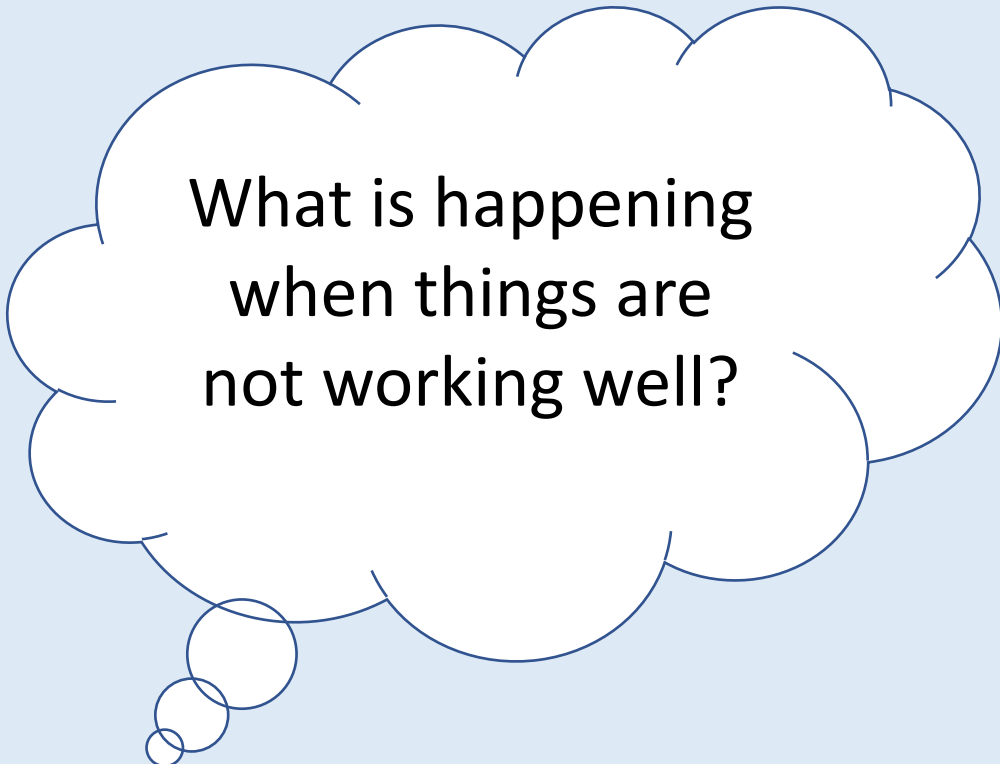
**Working and understanding an EHCP**

**Personal Budgets**

# Your experiences

A large, white, cloud-like thought bubble with a blue outline, containing the text 'What is happening when things are working well?'. It has three smaller circles at the bottom left.

What is happening  
when things are  
working well?

A large, white, cloud-like thought bubble with a blue outline, containing the text 'What is happening when things are not working well?'. It has three smaller circles at the bottom left.

What is happening  
when things are  
not working well?

**What support do you think settings need to help them to help your child?**

# Time for questions





# Next steps...

- Share feedback from today with SEND professionals in our termly SEND Forums (Spring Term)
- Feed back to FVN in the Spring Term on actions that have been taken