

Coffee Morning & Parent Group

Miss Waysay (Family Support Adviser) & Mrs Haneefa (Keyworker)

Can you name these faces... what do they have in common ?





- ▶ What is SEND ?
- ▶ Introduction to Neurodiversity
- ▶ Strategies & Tools to support at home

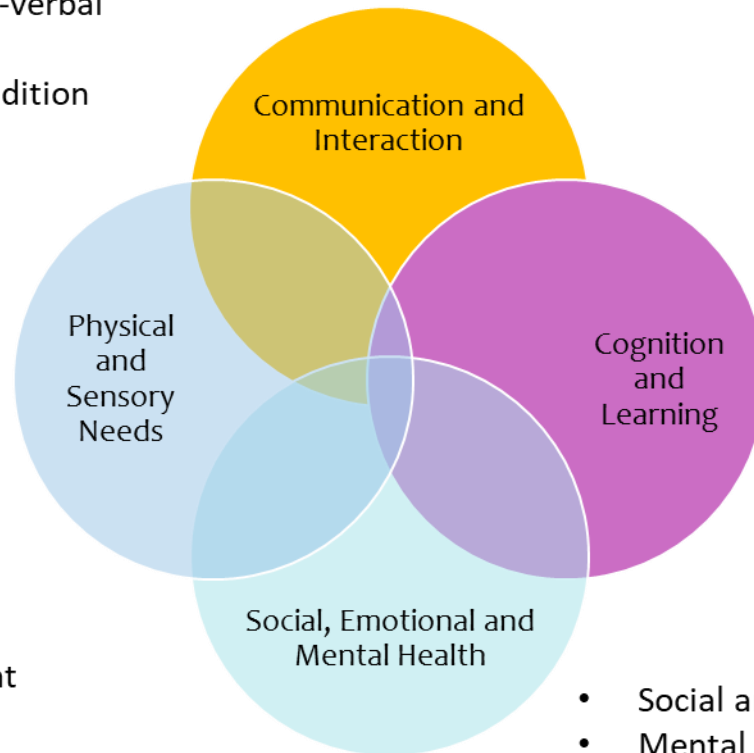
SEND

Special Educational Needs & Disability

- ▶ **Special Educational Needs & Disability**
- ▶ A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her
- ▶ **Learning Difficulty**
- ▶ A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - ▶ Has a significantly greater difficulty in learning than the majority of others of the same age
 - ▶ Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

Broad Areas of Need

- Speech, language and communication difficulty
- Use of verbal and non-verbal communication
- Autistic Spectrum Condition
- Asperger's Syndrome



- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulty
- Specific Learning Difficulty
- Attention Deficit Hyperactivity Disorder

- Physical Difficulty
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Medical Needs

- Social and emotional difficulties
- Mental Health Needs

Behaviours & Traits

Some of the characteristics that a child may display.

► Dyslexia:

- Spaces between the words on a page are difficult to recognize (words jumble together), the print seems too small and reading takes a long time.
- It is difficult to find their place on a page if they look away.
- It is difficult to keep the sequence of letters in their head.
- Concentration span seems short.
- Maths and language learning may be difficult.
- Mental processing takes longer.
- They have poor short-term memory.
- They can be slow in information processing, motor skills processing, left-right orientation and time awareness can be poor.
- They may demonstrate high verbal intelligence and articulation will appear ahead of their age. They may prefer to engage in conversation with adults instead of their peers.

Behaviours & Traits

Some of the characteristics that a child may display.

► Attention Difficulties, Attention-deficit/hyperactivity disorder (ADHD, ADD):

- Their mind is always 'buzzing with lots of different things'.
- they find it hard to concentrate on one thing at a time.
- Behavior is consistently impulsive, inattentive and often overactive.
- They appear to have difficulty with sequential organization of thought.
- They appear to find it hard to sustain attention, listen and follow instructions and to organize themselves or their belongings.
- They may be forgetful, blurt out answers erratically, make inappropriate comments and/or interrupt.
- They may fidget, leave their seat in class or sit and appear to gaze into space.

Behaviours & Traits

Some of the characteristics that a child may display.

► High-functioning (or mild) Autism:

- They may find eye contact very difficult.
- They may flap their hands when upset.
- They may have delayed speech.
- They may find change difficult.
- They may be repetitive.
- They may be very literal, which makes it difficult for them to make friends and understand instructions given orally.
- They may prefer to be alone and don't like other children invading their personal space.

How does the school know if my child needs extra help?

- ▶ We know when pupils need help if:
 - ▶ concerns are raised by parents/carers, teachers, or the pupil's previous school
 - ▶ limited progress is being made
 - ▶ there is a change in the pupil's behaviour/progress
 - ▶ a pupil asks for help
- ▶ **What should I do if I think my child may have special educational needs?**
- ▶ The class teacher is the first point of contact to discuss your child's needs. In addition if you have concerns then you may also wish to speak to the Special Educational Needs & Disability Coordinator (SENDCO) Miss Toth.

SEN Support

- ▶ The teacher will provide evidence of concerns - what has already been tried - outcomes and progress and share with the SENDCO
- ▶ Meeting with parents /carers
- ▶ Remove barriers to learning
- ▶ Put effective special educational provision in place
- ▶ Regular monitoring - reviewing evidence
- ▶ Do we need to seek support from external specialist?
- ▶ Hold meetings with a range of colleagues from an educational psychologist, speech and language therapist or health if we are unsure how to help your child make progress if appropriate and we will always keep you informed.

Education, Health and Care Plan

- ▶ When a service or parent decides that SEN Support is not supporting the child then they may request an education, health and care needs assessment
- ▶ A local authority **MUST** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC Plan
- ▶ The EHC Needs Assessment would normally follow on from planning already undertaken with parents and young people in conjunction with an early year's provider, school or post-16 institution - SEN Support
- ▶ An EHC Needs assessment will not always lead to an EHC Plan

The Local Offer

- ▶ The Local authority have a statutory duty to publish a local offer
- ▶ This should set out the support they expect to be available for children and young people with SEND
- ▶ Information about provision across education, health and social care in their area
- ▶ <https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>