

# Welcome

# Parent/Carer Coffee Morning

28<sup>th</sup> November 2023



Ms Karen Gregory  
Deputy Head/ SENDCo

# Sudbourn coffee mornings

- Opportunity for the school to share info with parents/carers.
- A space for parents/ carers to contribute to school life through sharing ideas, solutions and experiences.



# Special Educational Needs and Disabilities (SEND) at **Sudbourne**



# Coffee morning focus

The purpose of this coffee morning:

1. To share the Sudbourne SEND offer
2. To celebrate and recognise WWW (what works well) for SEND pupils.
3. To consider EBI (even better ifs) to improve the SEND approach.

# The SEND code of practice 0 -25

- **Outcomes** and **aspirations**
- **Parent engagement**
- **Pupil voice**
- **Strategic** role of **SENCO**
- **Inclusive practice:** graduated approach



## Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

January 2015

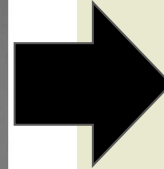
# Special educational needs and disabilities - Local Offer



**The Local Offer.**  
Support for children and young people with special educational needs and disabilities (SEND).



We're here for children and young people 0 to 25 old with special educational needs and disabilities. We support them, their parents and carers, and professionals working in health, care or education.



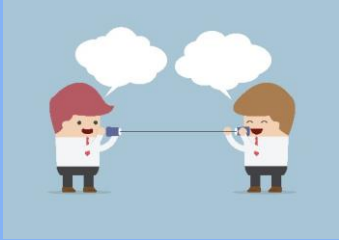
Sudbourne Primary School

**Special Educational Needs and Disabilities (SEND)  
Information Report**

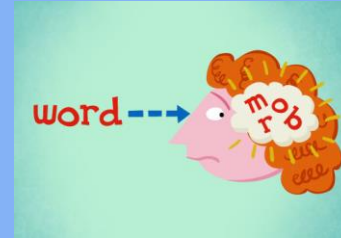
June 2023

We support pupils who are identified as having one or more special educational need or disability, classified as:

### Communication and Interaction



### Cognition and Learning



### Social Emotional and Mental Health



### Sensory / Physical



# How do we know if a child has SEND?



Schools, parents, staff, assessments.



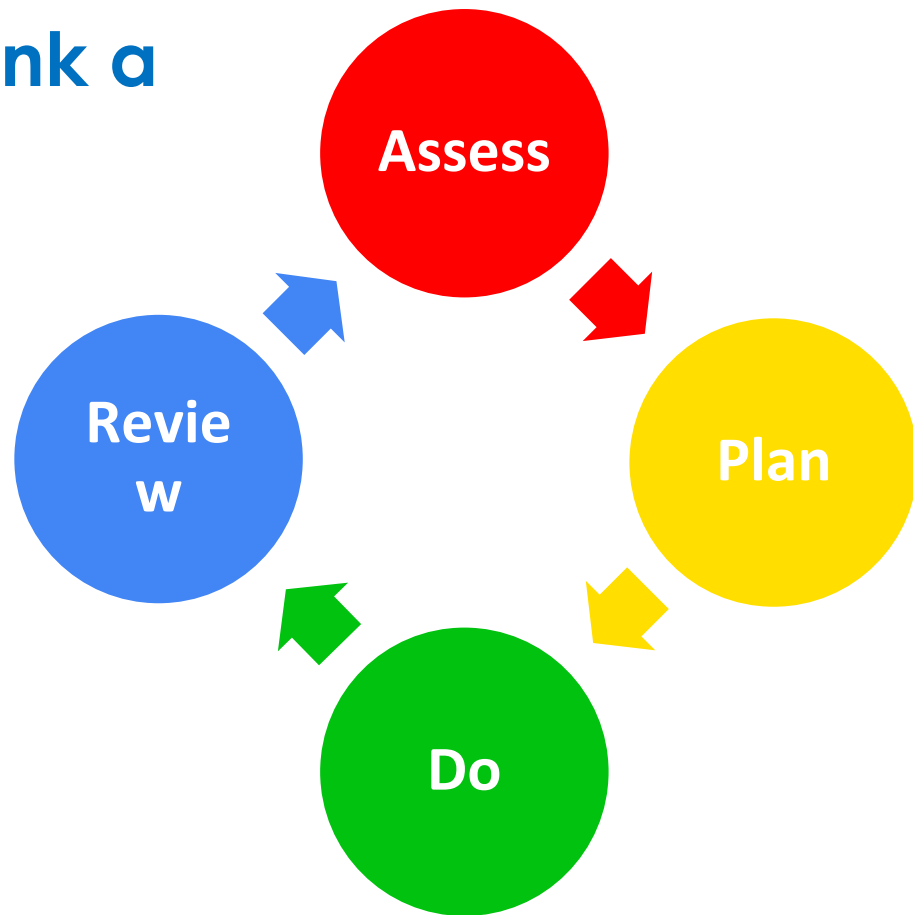
A pupil has SEN where there learning difficulty or disability calls for **special educational provision different from or additional to that normally available to pupils of the same age.**



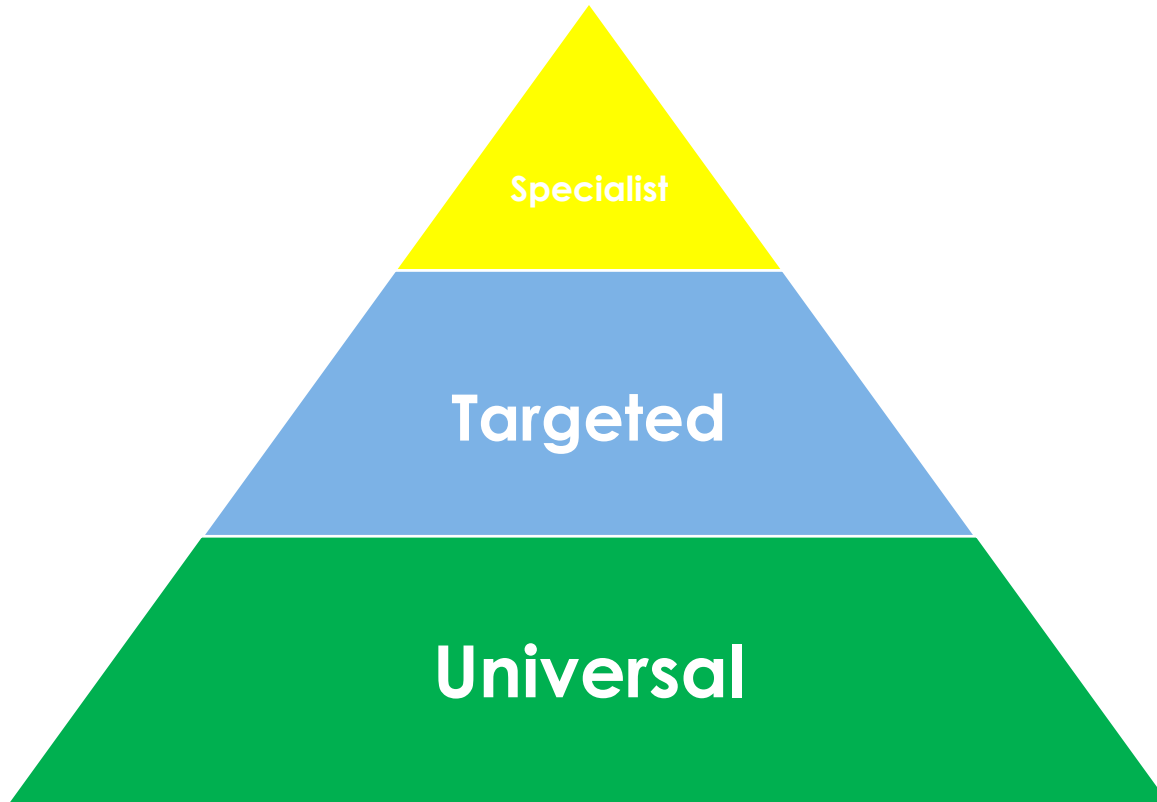


# What happens if we think a child has SEND?

- Regular reviews
- Early identification
- Personalised learning
- Pupil passport (strengths and needs)
- **Universal- Targeted – Specialist**



# The Graduated Approach



SEN Category	Number	%
EHCP	8	2.65%
senk	60	20%
Monitoring	22	7.3%
Total	90	30 %

# How can Sudbourne overcome barriers?



# The Universal Offer





CUSP

My Turn

Our Turn

Your turn



**Explicit Teaching**

Modelling

WAGOLL

What A Great One Looks Like

# Repetitive sequencing

Repetitive sequences help reduce anxiety as child are aware of what is expected and what will happen next.

## Week 1, Lesson 1: Predict



**Explain:** A prediction is ...



**Example:** (group / class discussion)

What do you see? Where has the crashed object come from? Who is lying down? Why is it here? Where is the action happening?

Now, predict what this story is going to be about.



**Attempt:** (say)

Make a prediction about what might happen next.

I think \_\_\_\_\_ because \_\_\_\_\_ .



**Apply:** (say)

Which is the most likely prediction? Why?

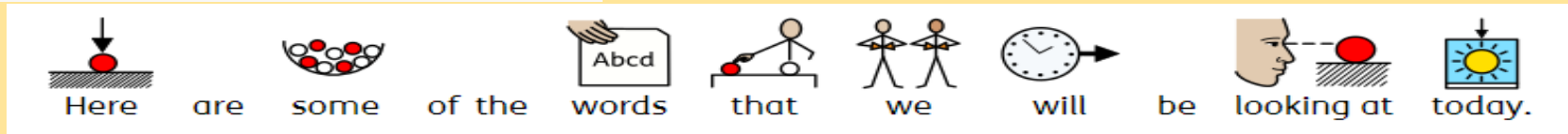
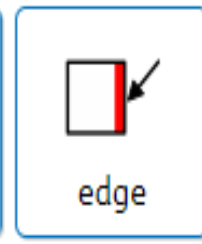
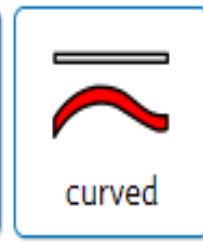
1. Beegu finds her mother on the playground.
2. Beegu is chased away by an adult.



**Challenge:**





Draw a picture to show how you think this story will end. Explain your picture to an adult.

# Use of images





# Zones of Regulation Programme

<b>ZONES OF REGULATION!</b>			
<b>Blue</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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# Colourful semantics

Write my sentence



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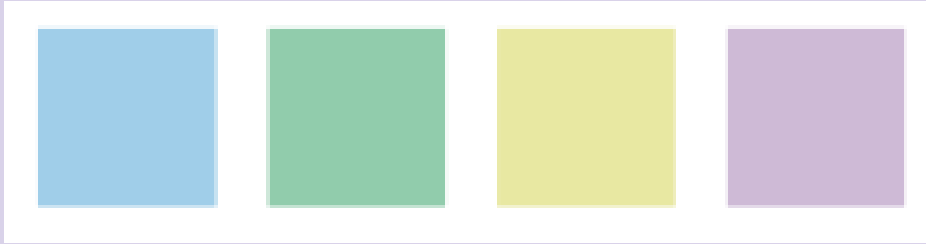


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# Powerpoints or Smartnote book

Pastel colors backgrounds used to help dyslexic learning



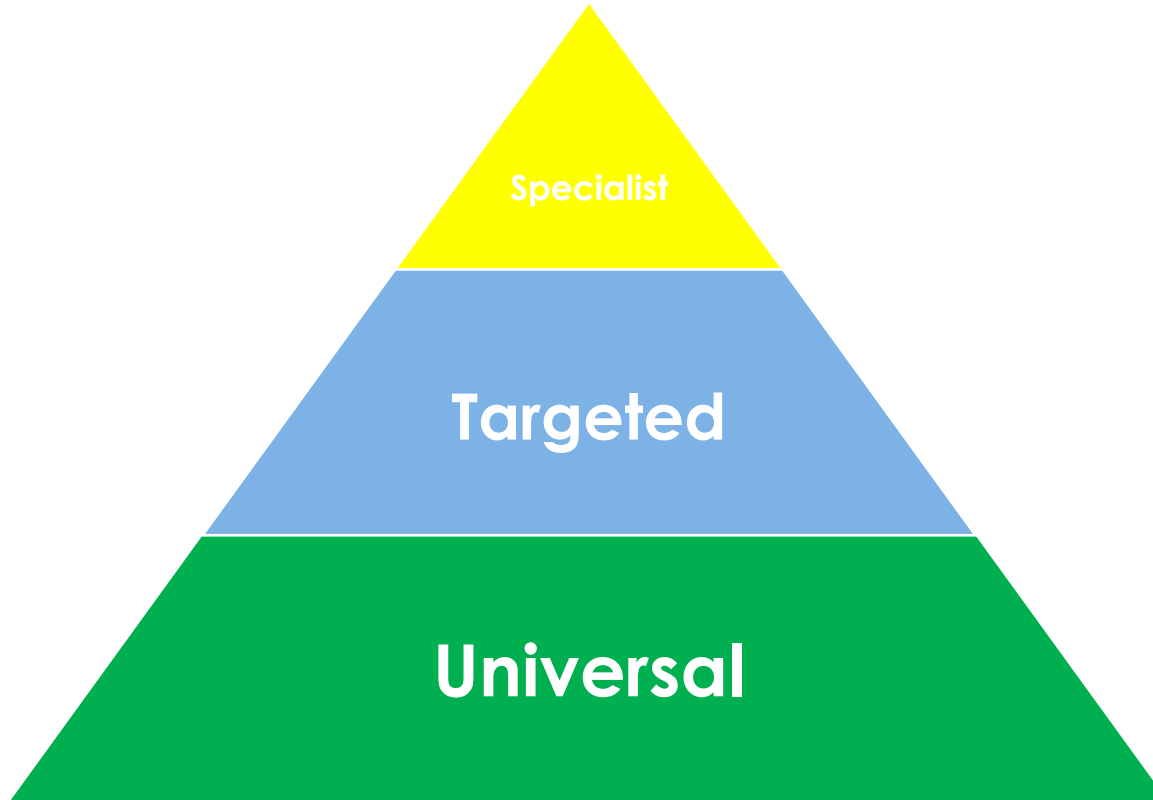
Fonts to use - Trebuchet, Arial, comic sans

Literacy Gold

# Classroom-Friendly Fidget Toys!



# Target and Specialist Support



# Interventions

## SALT

New speech and Language Therapist

Miss Phumudzo Netsianda

Speech and Language Therapist

The London Children's Practice

[phumudzo.netsianda@londonchildrenspractice.com](mailto:phumudzo.netsianda@londonchildrenspractice.com)

In every Tuesday



# Private Educational Psychologist

William Bulman

**Educational psychologists are trained psychologists and registered health professionals who specialise in child development.**





# Autism support- Lambeth LAAS



## EarlyBird+ Programme

### Information Session

Please come along to our virtual information session and find about the EarlyBird+ Programme for parents/carers of children between the age of 4-9 years old. This information session can also be attended by professionals.



## Teen Life Programme

### Information Session

Please come along to our virtual information session and find about the Teen Life Programme for parents/carers of children between the age of 10 - 16 years old. This information session can also be attended by professionals.



## Parent Workshop Sensory Awareness

At St Andrew's Church of England Primary School  
With Noel Gardner from the Lambeth Autism Advisory Service

These workshops are for families in Lambeth who have an autistic child, or those who are on the pathway to obtaining a diagnosis.

**The session will take place on Monday 4<sup>th</sup> December 10:00am – 11:30am  
At St Andrew's Church of England Primary School**

The session, Sensory Awareness will cover the following areas:

- Awareness of the sensory system and how we process our environment.
- Understand how we regulate our senses.
- Explore a range of strategies that may help a child or young person to learn how to regulate sensory challenges in different environments.

You do not need to book to attend this session, but if you would like to attend could you please email [ngardner@lambeth.gov.uk](mailto:ngardner@lambeth.gov.uk) so we have an idea of how many are expected to attend. We look forward to seeing you there.



# Social, Emotional and Mental Health Interventions



**Olivia Cheetham** is a trained ELSA and leads on social and emotional interventions:

The Light House  
Soft start and fantastic finish  
Lunchtime social skills groups  
1:1 Elsa sessions



**Lorrita Henry** will be training this year to be an ELSA



Adrian Benbow- Drama Therapist

In every Thursday and Friday

Works 1:1 with pupils who find school a struggle socially and emotionally. He can work in 6 week blocks or for

# The SEND Offer - your thoughts?



**General feedback :**  
**Understanding Sudbourne SEN Offer**

***WWW(What works well)***

**EBI (Even better if)**