



# **Supporting SEND children at Montem**

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Learning **difficulties** or  
Learning **differences**?

# What is your legal obligation re. supporting SEND children?



# SEND Code of Practice Expectations

- Teachers must provide quality first teaching which is differentiated and personalised available for **all** pupils.
- Teachers must embed a culture of high expectations.
- Teachers must use their 'best endeavours' to ensure that the necessary provision is made for **any** individual who has SEN.

*Every teacher is responsible and accountable for **all** pupils in their class wherever or with whomever the pupils are working.*

- Teachers are responsible and accountable for the progress and development of the pupils in their class, **even where pupils access support from teaching assistants or specialist staff.**
- Teachers should set high expectations for every child and aim to teach them the full curriculum, whatever their prior attainment. They must refer to teaching standards.

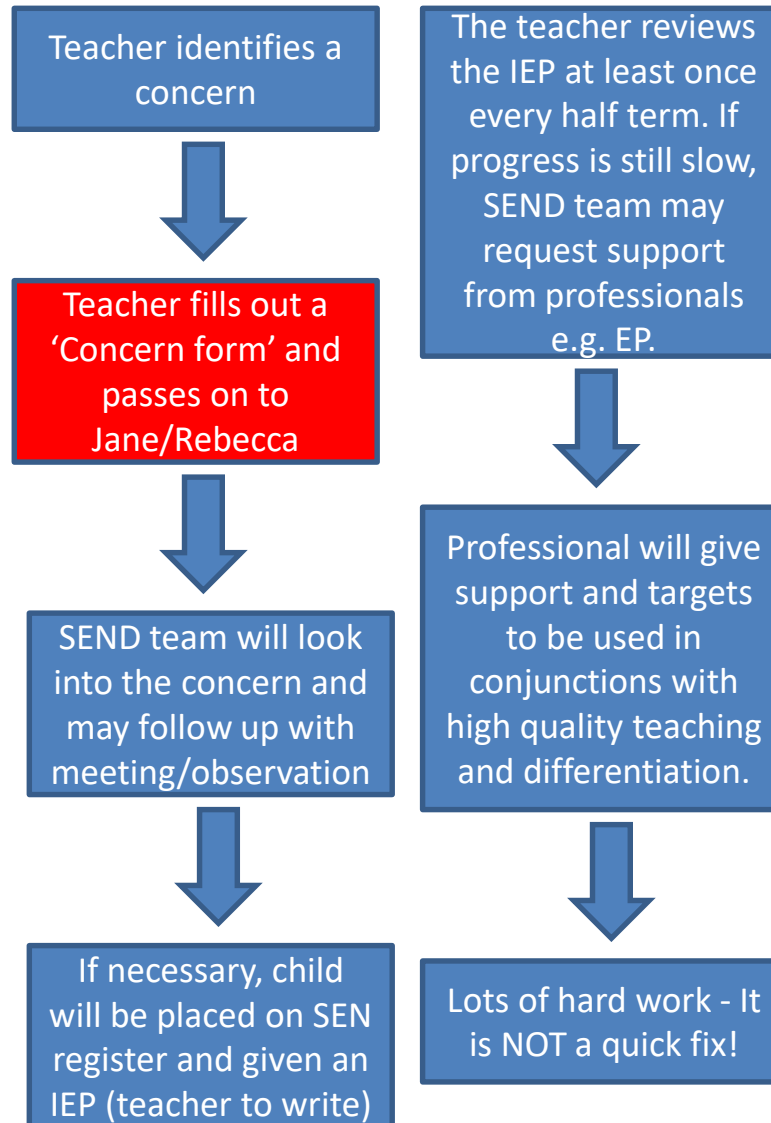
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support **cannot** compensate for a lack of good quality teaching.
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of school's performance management arrangements and its approach to professional development for all teaching and support staff.

# Four Areas of SEN

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a pupil being registered as having SEN.

# How do we identify SEND at Montem?



# Bsquared

- If a child is still working at P levels beyond Year 1 then we assess them using a programme called Bsquared.
- All our P level children have EHCP's and therefore a 1:1.
  
- It is the responsibility of the 1:1 LSA to update the child's progress on Bsquared

## However

- It is the responsibility of the class teacher to log on to Bsquared and monitor their progress. They must also use the objectives to inform their planning.

# Team teach

- Some staff are trained in team teach – positive handling.
- If you see someone struggling with a situation involving a child – **Help available**.
- The adult dealing with the situation can then decide whether they need support or are managing the situation.
- If you are in a situation and feel you need help – **Help needed**.
- This helps to avoid a situation of ‘too many cooks..’ also avoids any undermining of staff in front of children.



# Brain break!

- SEND children need more 'brain breaks' than you might realise.
- Give them little jobs, ask them to deliver a note to the next door classroom or do a whole class brain break.
- **We would like you to complete the 'brain gym' activity on your table.**



# What is an IEP?

- Individual education plan.
- It is a way of tracking the progress and provision for SEND children.



# Break away

- Teachers to remain with Jane and Rebecca
- TA's/LSA's to go with Susan

# IEP non-negotiables

- IEP Date, Review date, teacher, IEP number must be correct!
- Targets must be SMART.
- They must be achievable within the time frame.
- Strategies must be realistic and achievable to put in place.
- An IEP is a working document therefore it should be annotated and used!
- Reviews must be completed in full (comments and numbers) and shared with parents.
- Must be reviewed at least once every half term.
- Must be shared with the parents (signed and filed in Jane's office).
- Child and support staff must be aware of their targets.

# IEP Smart targets

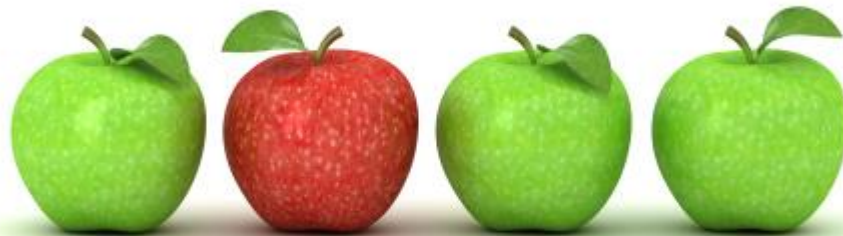
Work in pairs to write SMART targets for each of these un-SMART targets

- Develop joined handwriting
- To improve addition
- Improve spelling
- Write longer sentences
- Listen to the teacher



# Differentiation for children with SEND

- What is differentiation?
- What does it look like in your classroom?
- Discuss.



## SEND differentiation at Montem

- All differentiation is planned by the class teacher.
- All children are planned for by the class teacher.
- TA's/LSA's may suggest tweaks or make small changes but they are not responsible for lesson planning or providing activities. This includes 1:1 LSA's.
- You are the professional with the experience and training. Quality first teaching is the most important tool for SEND teaching.

# Differentiation activity

- Have a look at the handout on your tables.
- In small groups, discuss how you would differentiate the lesson in order for the child to meet the learning objective.





# Questions?

Equal



Fair

