



SEND AT  
KINGS ROAD PRIMARY  
SCHOOL

Monday 15<sup>th</sup> October 2018

# Aims:

- Looking at where your child fits into the classroom and within school
- Looking at how the A, P, D, R ( assess, plan, do, review cycle) fits into what we do in school
- Examining Trafford's Graduated Approach to identifying and meeting your child's needs
- External support for your child – referrals and pathways
- Evidence and criteria that we need if we feel that your child is not making adequate progress and we feel an EHC Plan (Education, Health and Care Plan) is needed
- Independent Partnership – a national programme commissioned by the Department for Education which provides support for families of children with SEND
- Interventions
- Activities that you could do at home to help your child

Teacher

SENCO monitoring

teaching assistant

parent

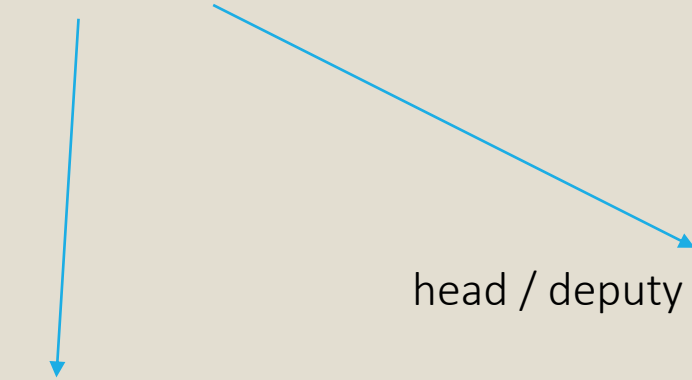
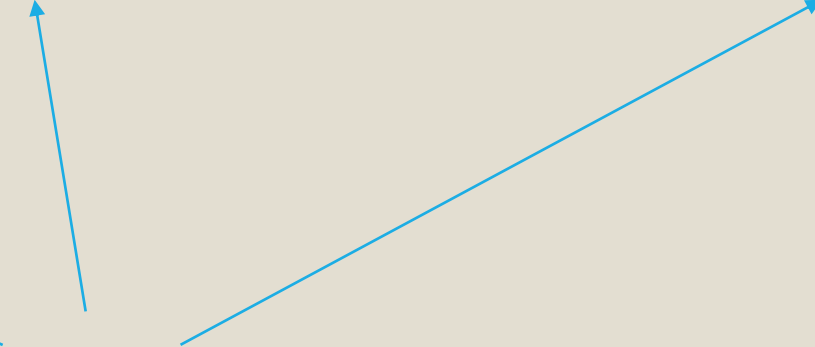
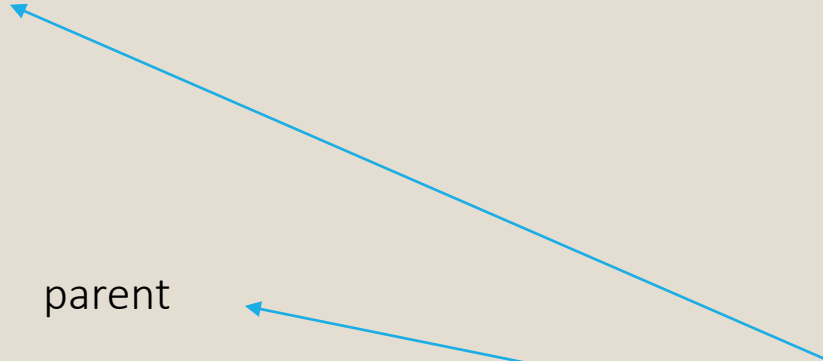
Child

interventions

Assistant headteachers

head / deputy monitoring

external support / outside agencies



# School's Graduated Approach – assess, plan, do, review cycle

- All children receive high quality first teaching by teachers in class.
- All children are closely monitored in school by class teachers to ensure they are working at the standard they should be, called age-related expectations.
- Any child who is struggling is identified and appropriate support is put into place within class through interventions – could be inside and outside the classroom.
- If this is not making a difference, the class teacher alerts the SENCO (SENCO surgeries are held once every term to track children that there are concerns about) or sooner if concerns are apparent.
- We discuss next steps for the child and how attainment and progress can be monitored.
- If the child continues to struggle and we are concerned that the gap between the child and their peers continues to grow, the teacher may have a discussion with the child's parent about putting their child on the SEN list. This would mean that their progress and attainment are more closely tracked through termly provision maps with specific targets that are worked on for the child and to which you would be asked to attend a termly review meeting with the class teacher regarding attainment and progress against these targets.

# Trafford's Graduated Approach

- <https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=GWN-yIDsWX4>
- All Local Authorities publish guidance for schools in meeting children's needs.
- Trafford have a document called 'Trafford's Graduated Approach' which schools use to gauge the difficulties that a child is facing.
- The document supports schools in Trafford to place the child within their area of need.
- There is specific advice and strategies which the school can adopt to meet the child's needs.
- Resources are listed.

# External, Professional Support

- If concerns for the child continue and progress is limited, school can make referrals to other agencies and support can be brought in to unpick the child's difficulties and plan next steps / targets.
- School Nurse – Rebecca Cartwright
- Educational Psychologist – Andrew Byrne
- Speech and Language Therapist – Steph Cummins
- SENAS – SEN Advisory Service for Trafford – Cathlyn Hawes (early years), Gill Wilson (medical and mobility), Julia Brown (specific literacy difficulty), Jackie Tarpey (social communication difficulties /ASC)
- Signed consent is always required for these referrals and we cannot refer children without your knowledge and consent

# EHC Plans (Education, Health and Care Plans)

- If the referrals to outside agencies and our interventions in school do not make a difference to the child and they continue to struggle after 2 cycles of A, P, D, R, we may need to consider applying to the Local Authority for an EHC.
- An EP report is part of the criteria to support school if we decide to apply for an EHC from the LA.
- There is a list of around 20 criteria which school need to provide to the LA when making a request for an EHC.
- An EHC provides the child (and school) with additional monies to purchase specific support for the child to meet their needs.
- These are only issued to a small number of children in Trafford where they require very specific support to help them make progress and stay with the child until they are 25 years old.
- We have 7 children in our school with an EHC out of around 650 on roll.

# Independent Partnership

Independent Support Service  
**TRAFFORD**

## How can you access Independent Support?

- Contact us directly

We accept referrals from a range of services for example:

- Schools
- Health
- Social Care
- The Local Offer
- Trafford SEN Team
- Trafford Parents Forum
- PYPPS

Feel free to pop in if you have any questions or give us a call on 0161 872 6879.



For more information please contact us on

**0161 872 6879**

**Independent Support Service Trafford**  
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**Website:** www.independentsupportservice.org  
**Twitter:** @IS\_trafford

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www.wraparoundpartnership.org  
Helping Families of Children with special needs

Independent Support Service  
**TRAFFORD**

**independent  
support**



**Putting your views, wishes  
and feelings first**

# Independent Partnership

## Independent Support Service TRAFFORD

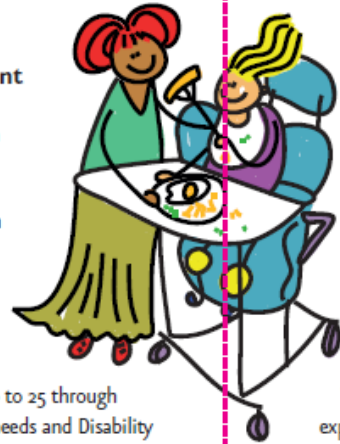
### What is Independent Support?

Independent Support is a national programme commissioned by the Department of Education through the Council for Disabled Children.

Its main aim is to support parents, children and young people aged 0 to 25 through the Special Educational needs and Disability (SEND) reforms.

From September 2014 Education, Health and Care Plans (EHC Plans) will replace statements of special educational needs (SEN) and Learning Difficulties Assessments (LDA).

An EHC plan will be tailored to meet your particular needs so each child or young persons plan will look different.



### Your local Independent Support Service in Trafford

Within Trafford the Independent Support team is led by Voluntary and Community Action Trafford (VCAT) who are providing the infrastructure support, the project is managed by another local organisation, Wraparound Partnership.

Wraparound Partnership has extensive experience in providing support to parents, children and young people who have SEND. Our service is **100% independent** and is tailored to your specific needs and circumstances.

The family friendly service is designed to be as convenient and flexible as possible.



### What is an Independent Supporter?

The main purpose of the Independent Supporter is to support parents, children and young people through the process of transfer and to coordinate and liaise across a range of agencies to help gather information required for the EHC Plan.

Our trained Independent Supporters have been selected after a rigorous process and come with vast SEN, Educational or Disability related experience.

Your Independent Supporter will support you to participate fully in all decisions about your EHC Plan, in order to achieve the best outcomes for you.

Call us on 0161 872 6879

# Interventions

- We have a wealth of interventions to support children's difficulties.
- The interventions are designed to fill the gaps in children's learning that they experience.
- The aim of these are short term boosts to help the child access the curriculum alongside their peers in class.
- These are available every day to the children and are delivered for difficulties like reading, spelling, writing and maths.
- We also deliver motor skills interventions to help with handwriting and social skills groups to help children have better friendships and sensory support through our sensory room near the office.

# Interventions

- Interventions happen every day and usually outside of the lesson as an additional boost for the child.
- They are usually short and snappy, aimed at providing the children with A FUN Way of remembering key facts.

## Resources to look at

- Memory Magic – teaching the children 7 different strategies for remembering
- Maths games – learning number bonds, multiplication facts
- Word reading games – snakes and ladders, IDL, Reading Eggs

# At home

- Little and often is key to supporting your child at home.
- 5 minutes each day of reading, number bonds, spelling, maths practise, memory games, anything will help your child.
- It doesn't have to be sit down and write – games, fun activities, spot the difference, pairs, ludo, etc will all be fun ways of helping your child and they may be more inclined to do this with you.
- Use the curriculum maps which we have online to research upcoming topics together and helping your child to learn some of the key vocabulary they may come across.
- If handwriting is poor, write in sand, use chalk on the ground, write in shaving foam, write with pens, felt tips, crayons, coloured pencils, paint, water on the ground – anything to get children practising – but give them a purpose.

# Website

Parents section – SEND

Today's presentation

- SEND policy
- Local Offer - Information Report
- Code of Practice – legal guidelines
- Guide to EHC

Any questions....