



Welcome to our coffee morning!

Thank you for coming along to find out more about SEND at Red Hill.

SEND

[SEND Local Offer | Worcestershire County Council](#) - Lots of information
(go to 5-11 route)

[SEN Support in Mainstream Settings- The Graduated Response
\(youtube.com\)](#)

SENDIASS - [Welcome to SENDIASS Herefordshire and Worcestershire |
Worcestershire County Council](#)

SEN provision at Red Hill

- Website link - [Red Hill C of E Primary School - SEND \(redhillprimaryschool.co.uk\)](https://redhillprimaryschool.co.uk)
- SEND policy and information report

Initial steps

Where school staff or parents/ carers have raised initial concerns...

School based assessment process for initial concerns

- Where initial concerns have been identified which meet the threshold for a child requiring additional support to that provided by Quality First Teaching, the following will typically happen:
 1. A discussion will be held between the class teacher and parents/ carers.
 2. An 'initial intervention plan' will then be put in place to support the child to make progress.
 3. After two 'cycles' of this plan, staff would then look to see if a child is making progress with these interventions. Where progress is not as expected, further steps will be taken to assess their needs.

We will add children are at this initial stage or who we would like to keep an eye on onto our 'monitoring list'!

Other triggers which may lead to SEN register automatically:

- Previous school have identified an SEND need
- Diagnosed medical need which impacts school

IPMs

An Individual Provision Map (IPM) is a plan that includes short-term targets for your child to achieve. These are reviewed on a termly basis and shared with parents during a face-to-face meeting.

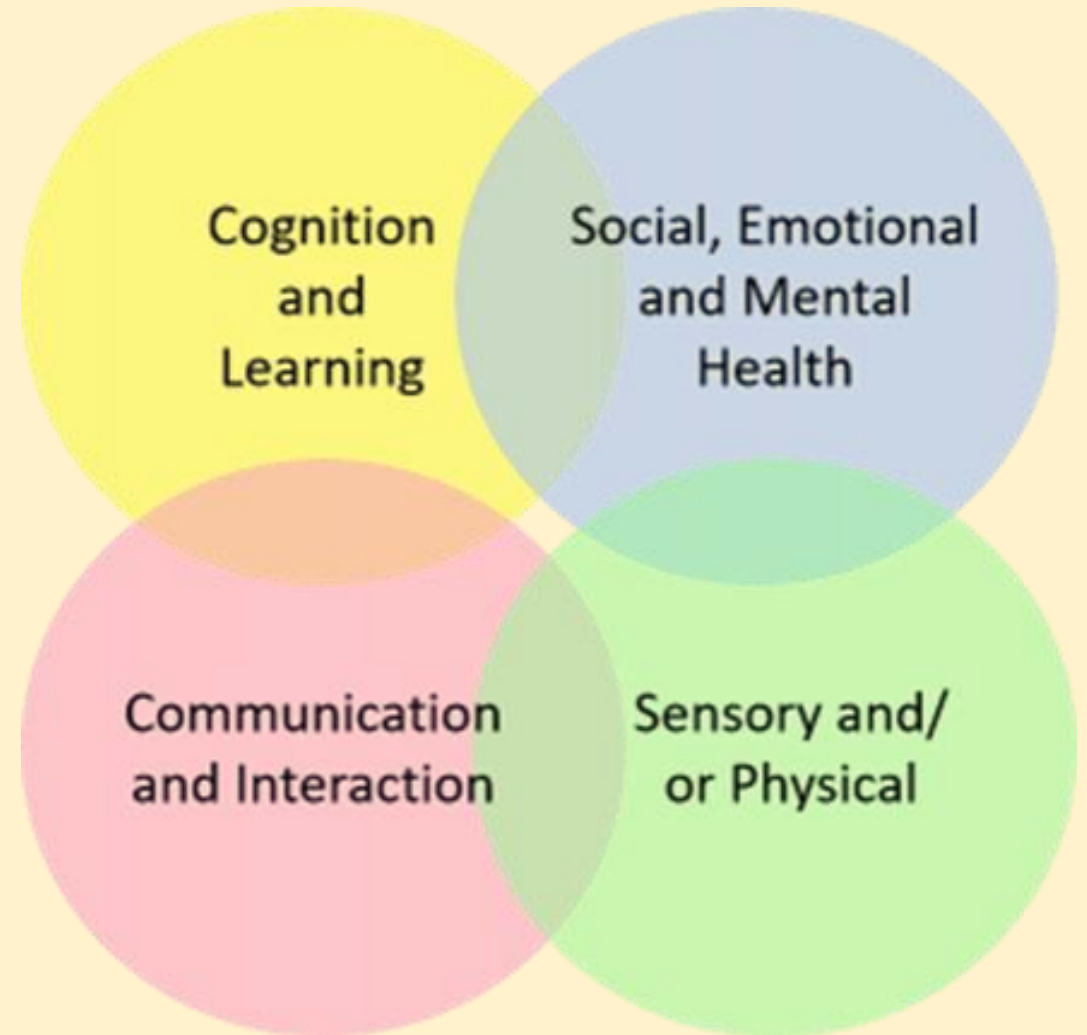
These targets are created by your child's class teacher, with the support of SENDCo and are informed by outside agency reports. These are shared with teaching assistants to ensure targets are worked towards in class and interventions.

Alternative 'inclusion plan' may be used where ongoing support is needed above and beyond usual provision, but academic targets are not needed.

4 areas of need

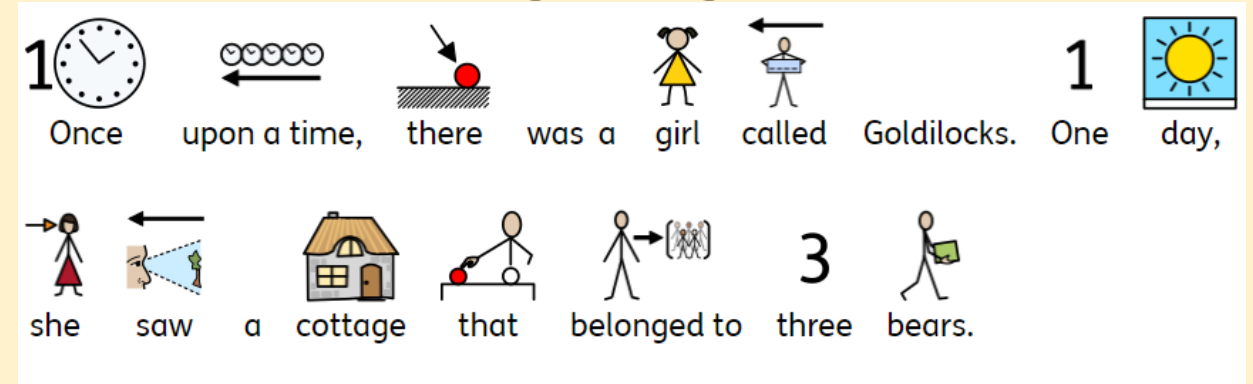
We think about need in 4 different areas.



















A child may have needs in more than one area.



Communication and Language

- Talking tins
- Sensory circuits
- Now and next boards
- Task manager boards
- Visual cards or instructions e.g. Widgits
- Visual timers



Sensory Circuits Pick and Mix					
Choose an activity from each section to make your own Sensory Circuits course.					
Choose 1 Alerting Activity		Choose 1 Organising Activity		Choose 1 Calming Activity	
 Bounce on a ball	 Dance	 Balance or walk along a line	 Throw and catch a ball or throw at a target	 Squeeze or hug a pillow	 Wall press
 Jump up and down 10 times	 Jumping Jacks	 Army crawl or crawl through a tunnel	 Simon Says	 Press ups	 Curl up into a ball
 Run or jog	 Skipping	 Step up and down	 Hopscotch or balance on one leg	 Stargazing	 Plank

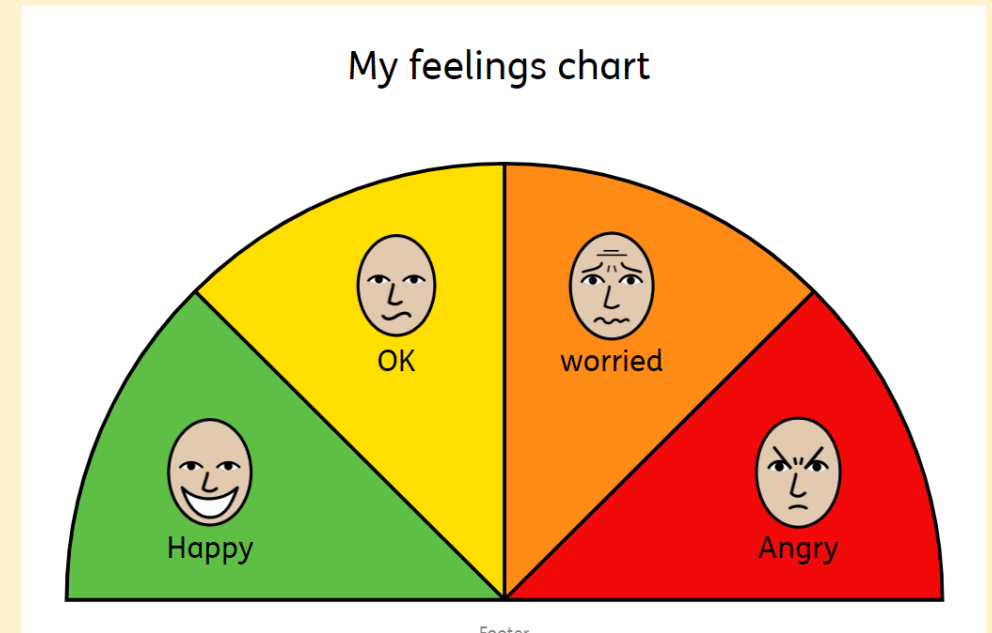
Cognition and Learning



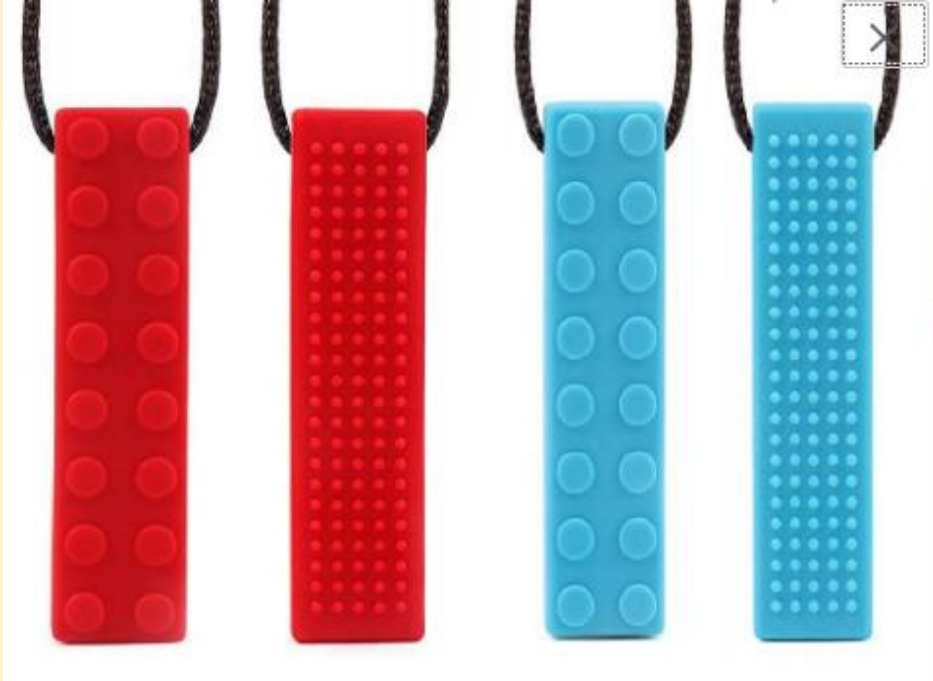
- Talking tins
- Coloured overlays
- Writing slopes
- Dyslexia friendly backgrounds on PowerPoints etc.
- New Dyslexia friendly font
- Dyslexia friendly books

Social, Emotional and Mental Health

- Wobble cushions
- Sensory circuits
- Feelings chart on tables
- Fidget toys
- Movement breaks/learning breaks



Physical and/or Sensory needs



- Chewlery
- Sensory Circuits
- Gross motor equipment such as trampolines
- Physical equipment if necessary: standing frames (From Occupational Therapist)

Steps before applying for an EHCP

- Graduated Response – After a child has been identified as having SEND, professionals should take action to remove barriers to learning through: Assess - Plan – Do – Review
- Involving specialists to support
- Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child/young person, the child/young person has not made expected progress, they should consider requesting an EHC assessment (CoP Para 6.63)
- However, the cycle of Assess-Plan-Do-Review will be evidenced as part of the application and must meet a threshold by the Local Authority.

Outside agencies

- Speech and language (S&L)
- Learning Support Team (LST)
- Complex Communication Needs (CCN)
- Educational Psychologist (EP)

R/ship between school and the NHS/ GPs

Umbrella pathway

ADHD