

## What to expect from WIN

- SEN Information Evening September 2016

Unlocking Potential 

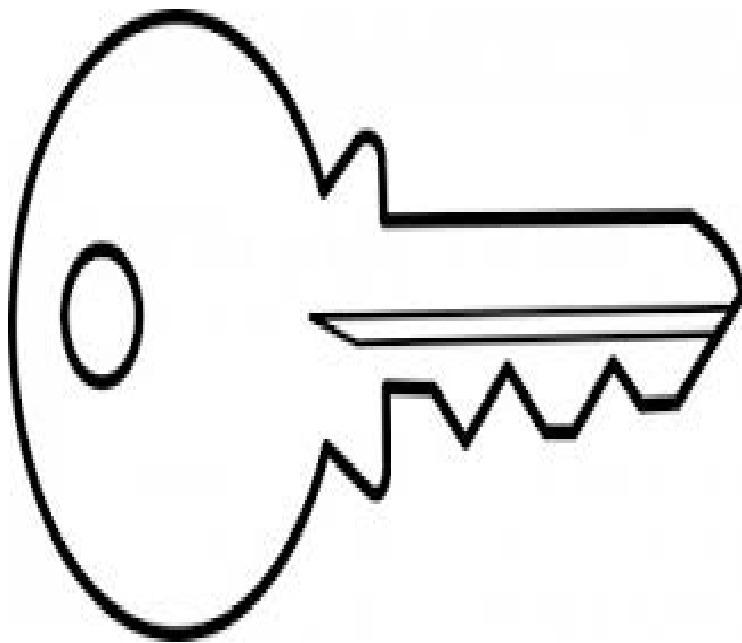
WIN

Warriner Inclusion Network

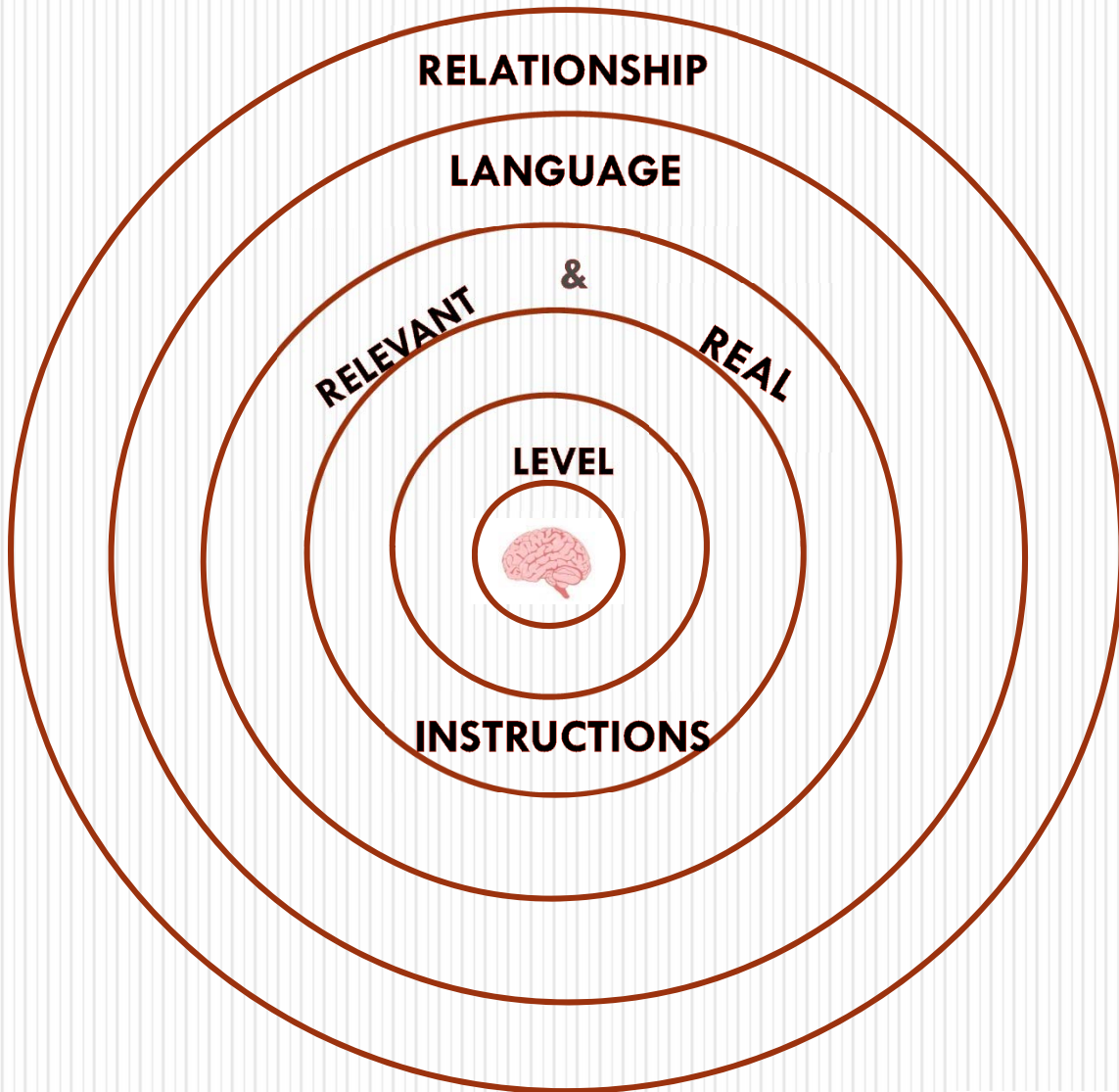


Key factor in a child's  
progress

**Teacher expectation.**



# INCLUSIVE LEARNING



**INFORMATION IN**



**PRACTICE**



**INFORMATION OUT**



# The WIN Team



Mr  
Hawkes



Mrs Butler



Mr  
McEwan

# Categories of SEN

School Watch

School  
Support

EHC  
Statement

## Identifying pupils who may need additional support

Is the pupil making expected progress?

How do we know?

Incomplete tasks  
Lack of comprehension  
Poor engagement  
Poor social interactions  
Assessment grades low

What do we already know about the pupil?

What strategies/differentiation approaches have I tried and how has this made a difference?  
Am I planning for the variety of need in the class? Are other pupils struggling?  
Have I worked 1-1 within class with pupil to analyse their difficulties?

What evidence is there of the pupil's learning?

Examples of work-free writing, using ICT, using scaffold etc  
Lesson dip notes  
Observations  
Changes over time

What does the pupil think? What do parents think?

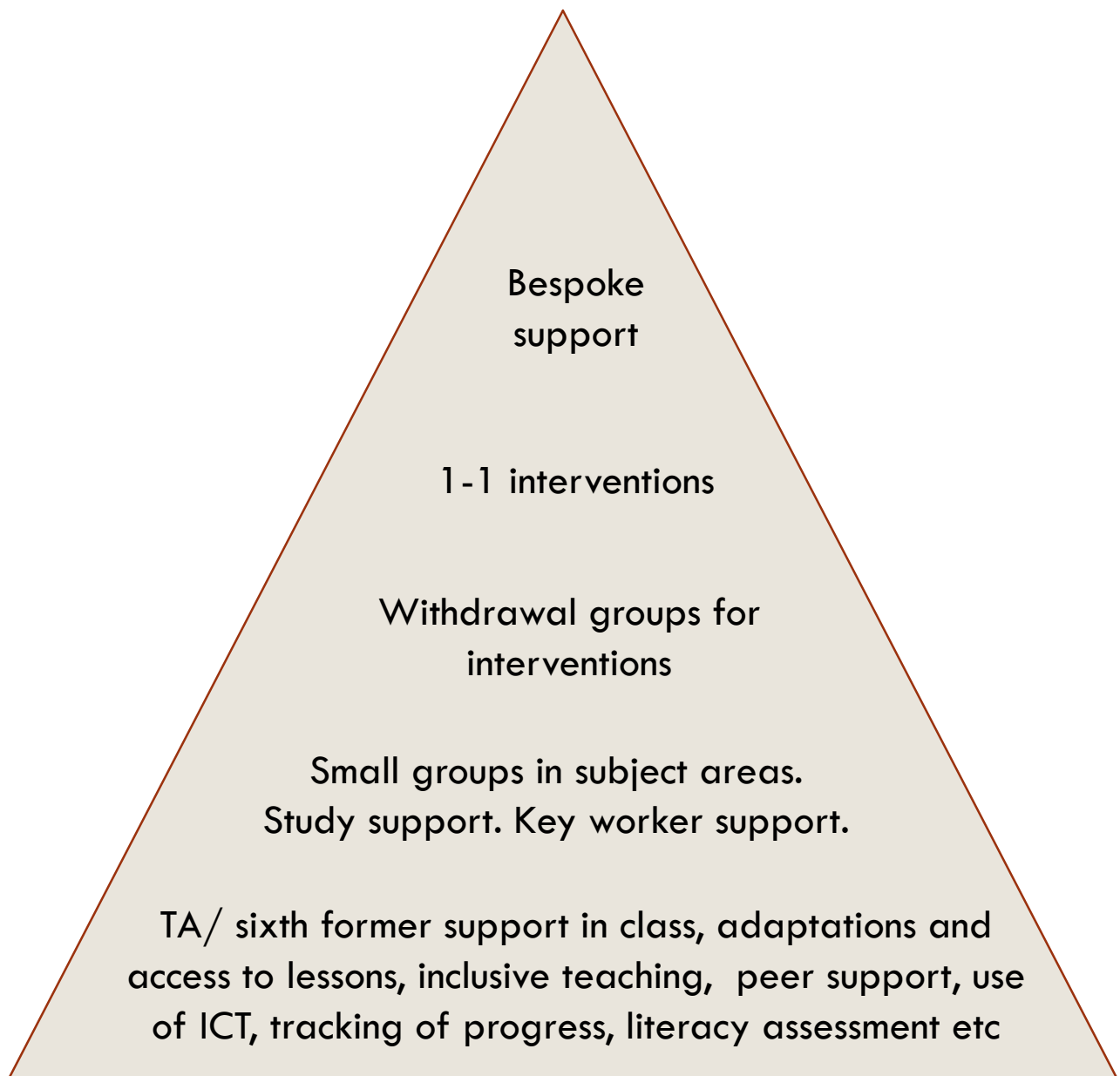
Try to **identify** the barriers;

- Literacy
- Memory or Processing
- Attention
- Social, emotional, mental health

Use the Guide to Inclusion to **plan** some strategies to overcome barriers. **Try them out** and **review** progress. Seek out advice from colleagues- subject leader, head of year, SEN team...

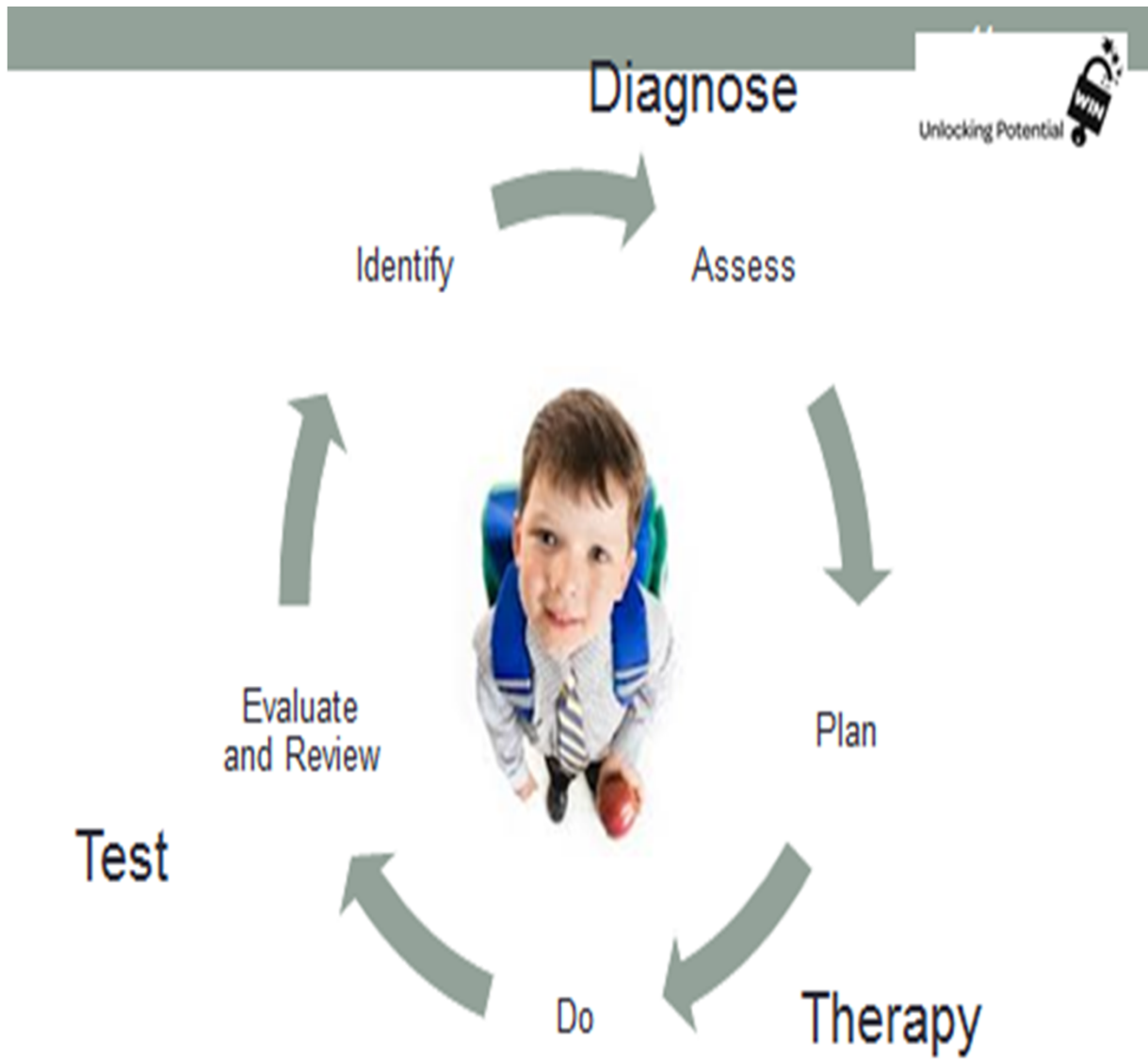
If the pupil is still not making expected progress-refer to SENCo/Asst SENCo with **evidence** above.

# What sort of support for SEN is there at The Warriner?





# It's a cycle...



# SEN Support

Schools should cater for the majority of pupils' needs within the SEN Support structure and by using local services.

What about pupils with more complex needs? ie those supported by a Statement of SEN

# When is an EHC plan appropriate?

- Statements to EHC plans- 3 year conversion from 2014.
- New EHC plans..?
- ‘...where the special educational provision required to meet the child or young person’s needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions’ (9.3 SEND Code of Practice)

# Delegated Funding

Funding for SEN in Oxfordshire secondary schools is now delegated directly to schools.

It is worked out using a formula which includes free school meal figures and attainment of year 6's; the amount can vary from year to year.

Schools also now have to pay for any adaptations needed to overcome barriers due to disability.

# The Local Offer

- What is the Local Offer?

A one stop information shop for families and young people.

- Developments in Oxfordshire; website including education, health and social care plus local charities.
- <https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

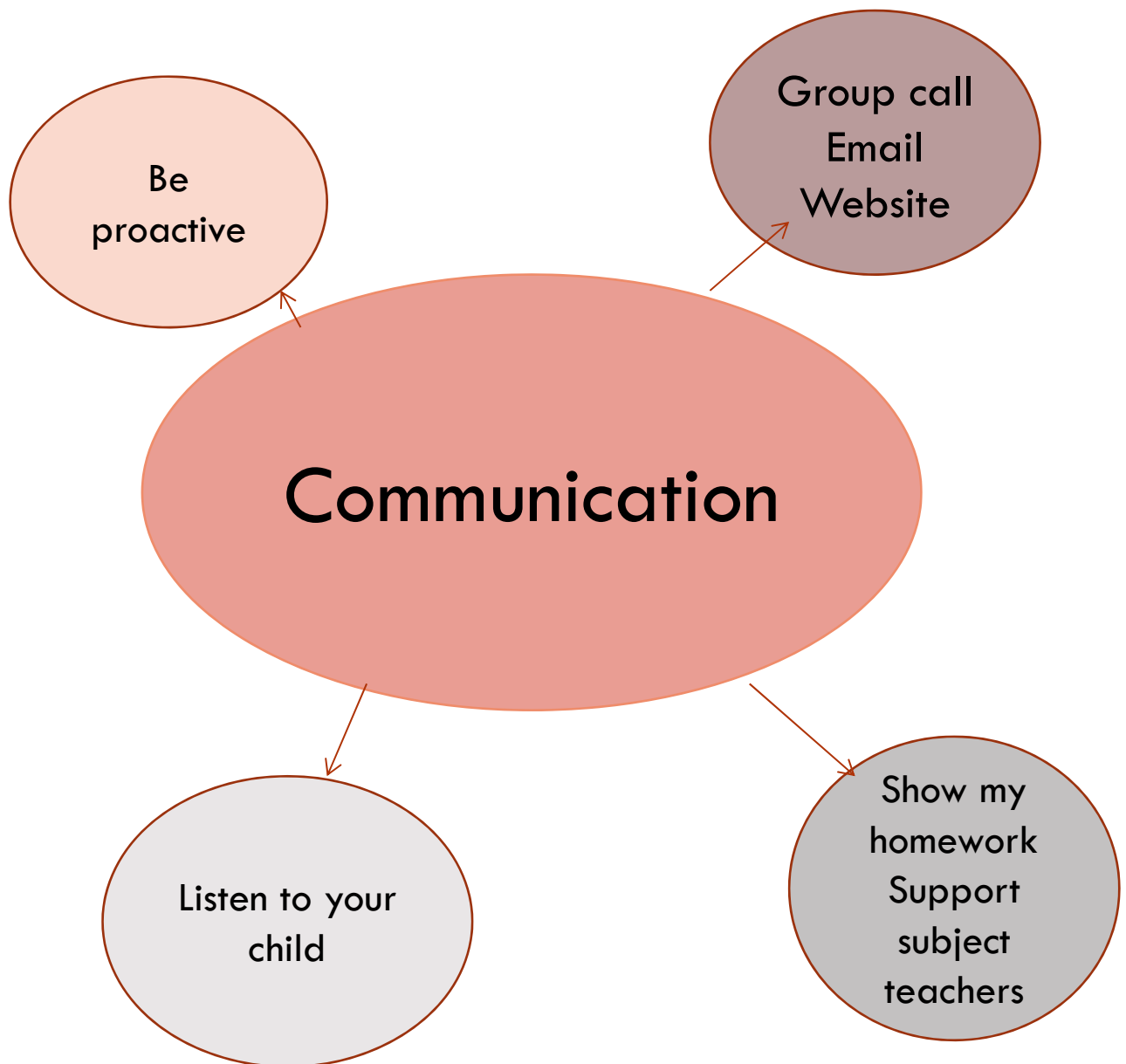
## What to expect from us

- Tracking data every term- to go live!
- Identifying barriers
- Referral to outside agencies
- SEN reviews
- Other supportive meetings; attendance, Team Around the Child, pastoral.
- Invitations to interventions-targeted across year- pupils on rota.
- Subject parents evenings- talk to class teachers- SENCOs always available
- Parent workshops
- Open door- contact us by phone or email to discuss concerns.

How can parents support?

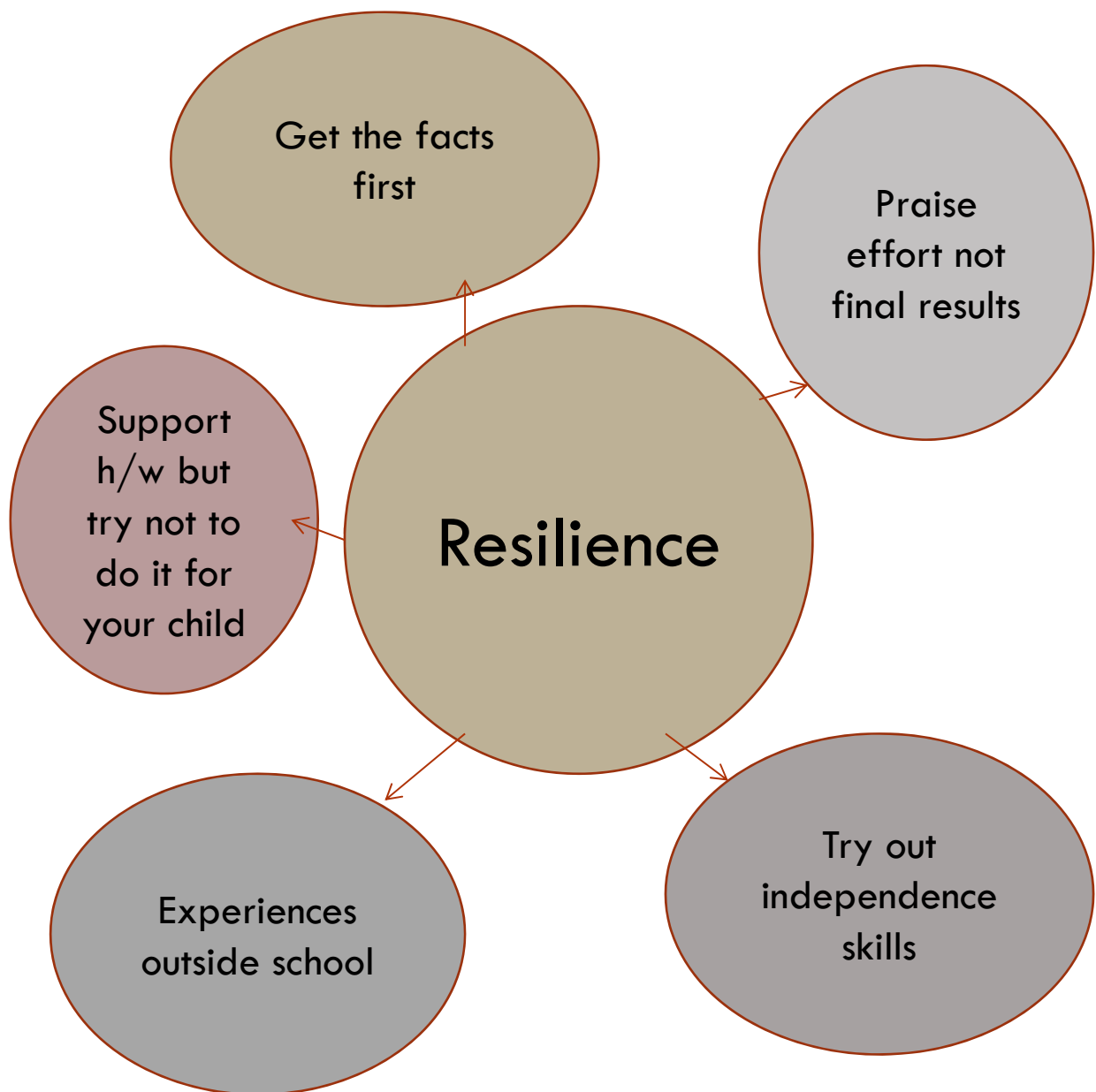


# How can parents support?





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# Contacts

Tutor is key contact- any concerns

Head of Year – pastoral concerns

Subject teacher or Subject leader- specific questions about a subject

Rachel Cosgrove- Asst Head/ SENCo

Selina Chard- Asst SENCo

Bobbie Brown-Student Support Services- safeguarding

Lynn Bailey- Attendance

Graham Waddington and Robin Gardner- ID