

What to expect from WIN

SEN Information Evening September 2017

Unlocking Potential



WIN

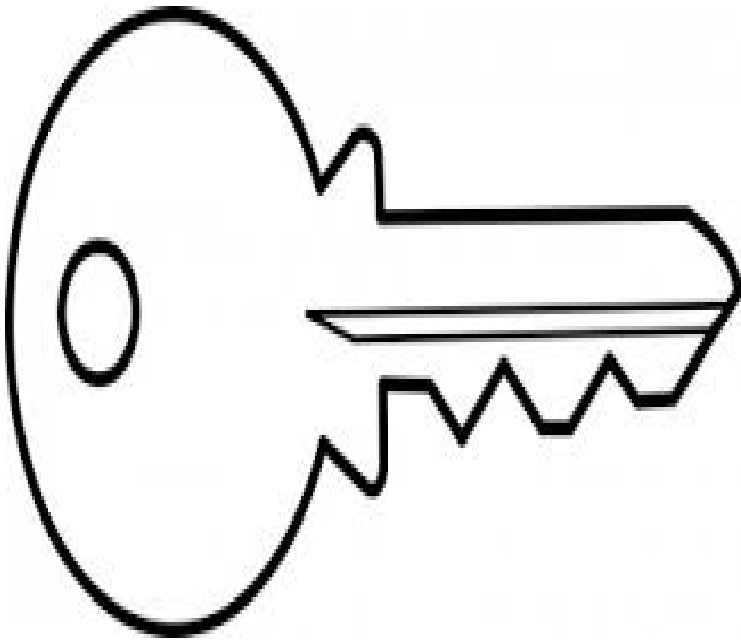
Warriner Inclusion Network



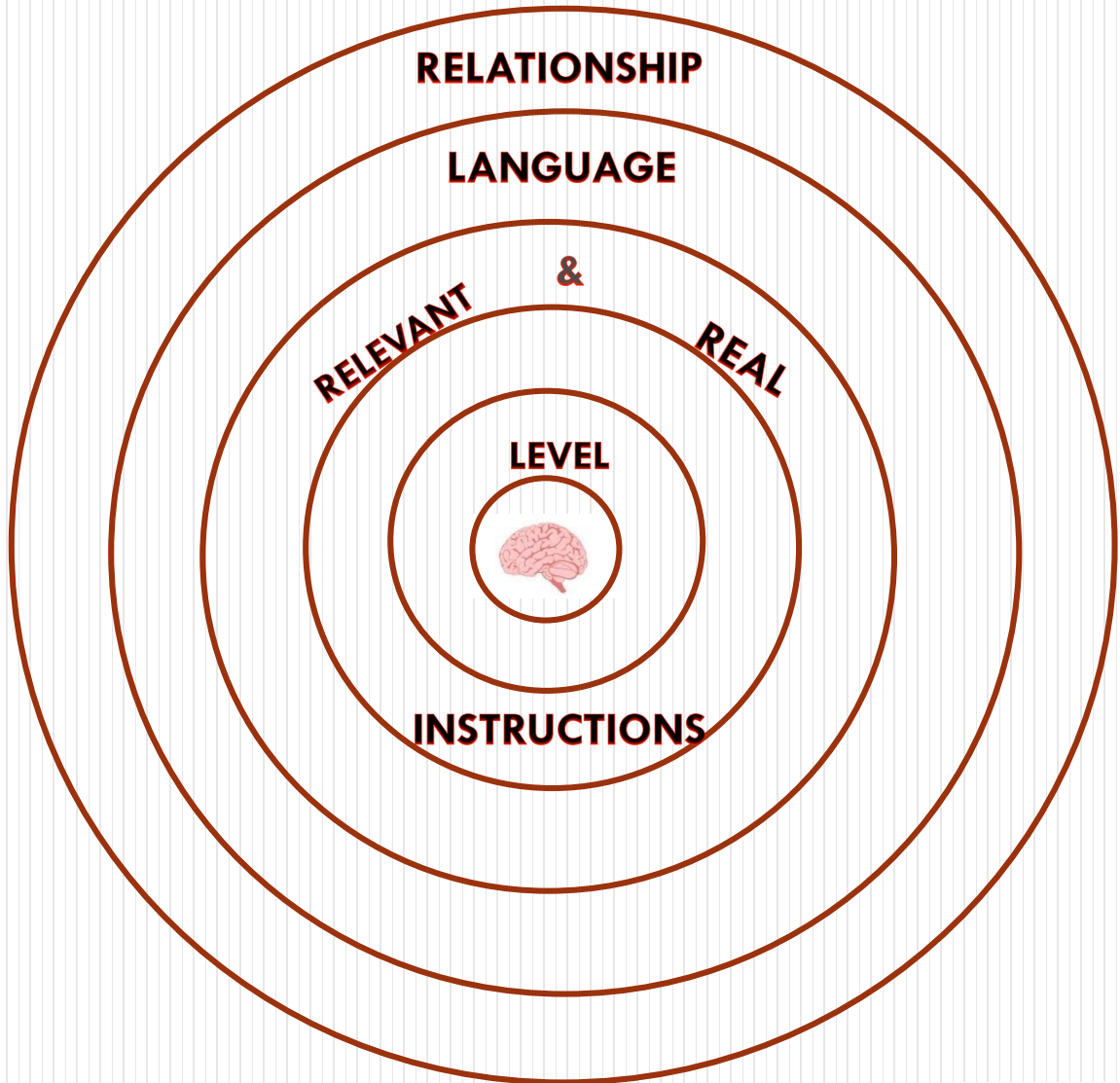
Unlocking Potential

Key factor in a child's
progress

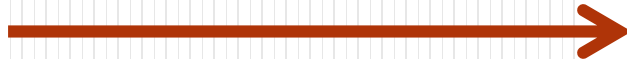
Teacher expectation.



INCLUSIVE LEARNING

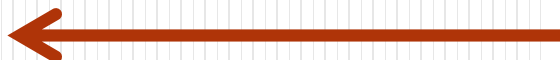


INFORMATION IN



PRACTICE

INFORMATION OUT



The WIN Team



Mr
Hawkes



Elizabeth
Butler



Categories of SEN

School
Watch

School
Support

EHC

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?

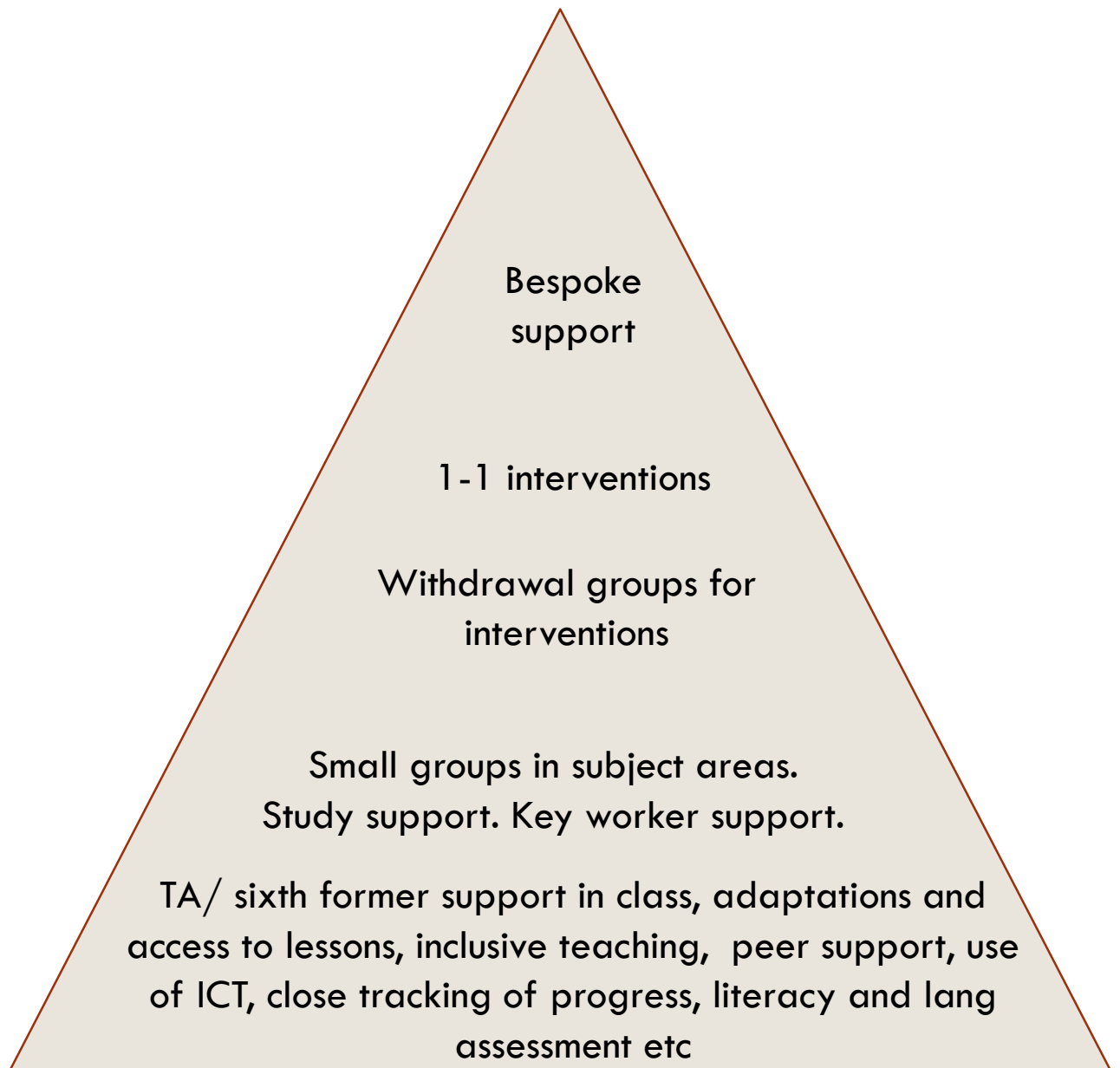
Try to **identify** the barriers;

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

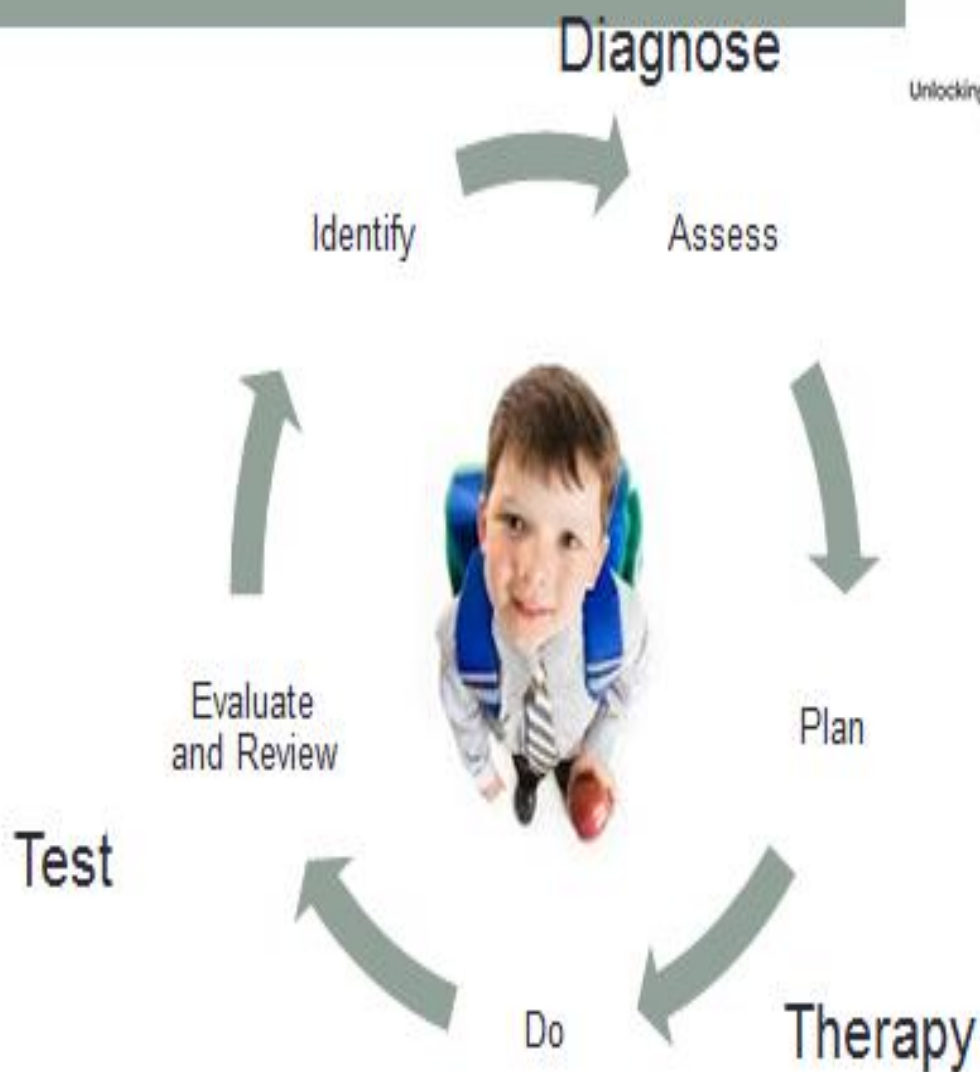
Use the Guide to Inclusion to **plan** some strategies to overcome barriers. **Try them out** and **review** progress. Seek out advice from colleagues- subject leader, head of year, SEN team...

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.

Services may include SENSS team, EP advice, Camhs or pcamhs, autism family support , medical professionals etc

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

When is an EHC plan appropriate?

New EHC plan is needed when...

- ‘...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)
- The process is by application and takes about 20 weeks.

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>

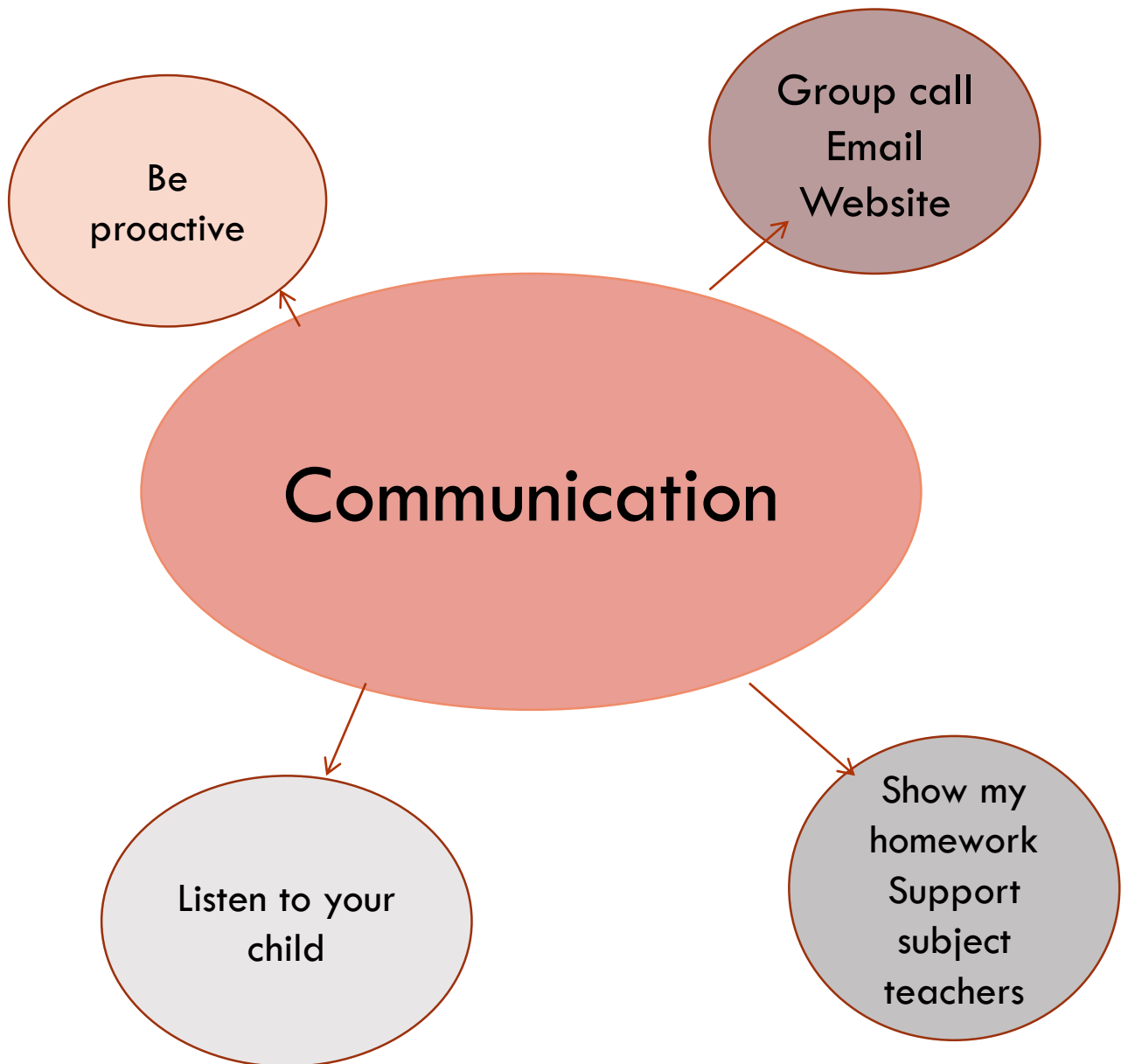
What to expect from us

- Tracking data every term- live!
- Identifying barriers with staff and parents
- Referral to outside agencies
- SEN reviews
- Other supportive meetings; attendance, Team Around the Family, 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.

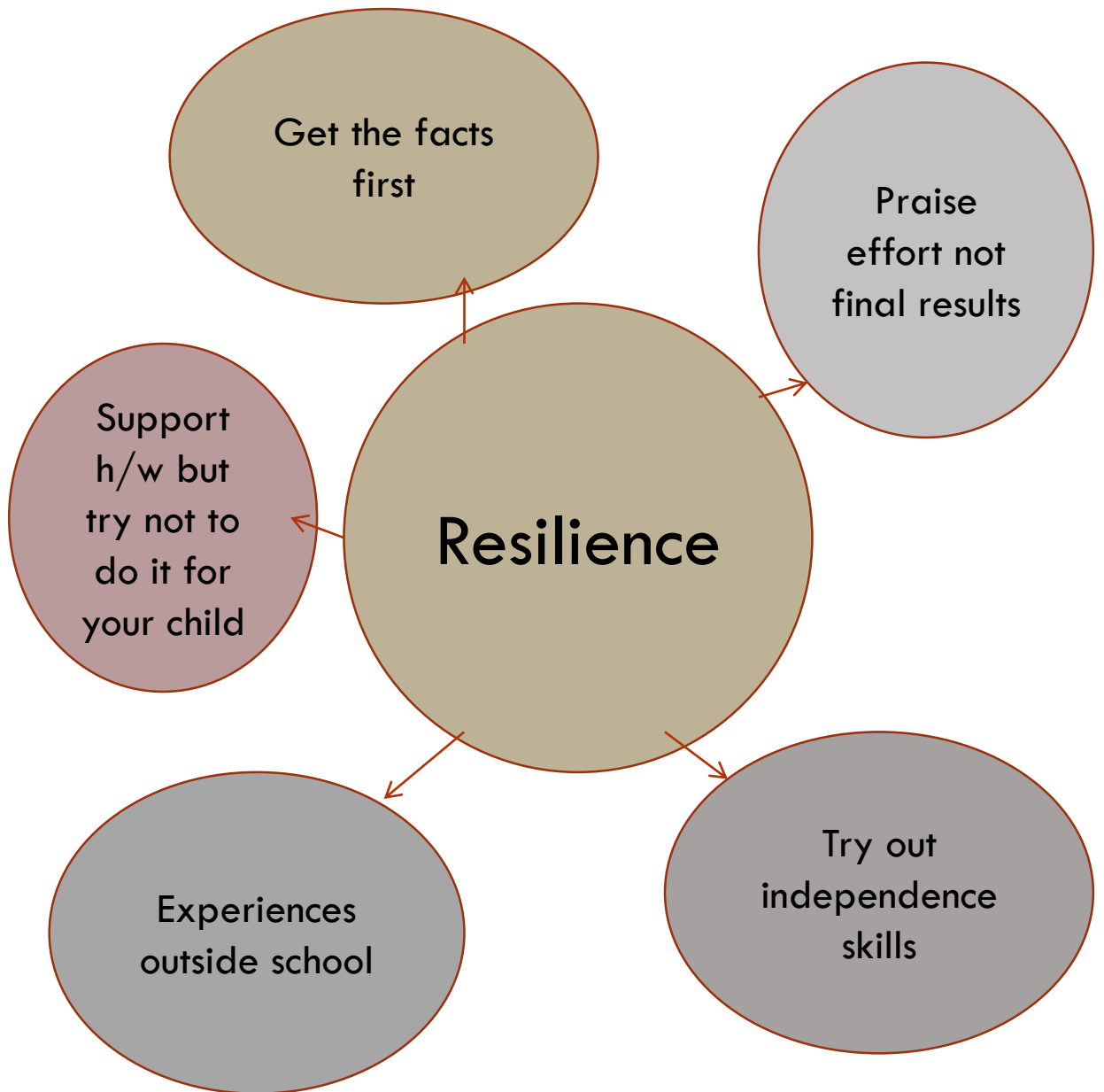
How can parents support?



How can parents support?



How can parents support?



Contacts

Tutor is key contact- any concerns

Head of Year Mr Knowles – pastoral concerns

Subject teacher -specific questions about a subject

Rachel Cosgrove- Asst Head/ SENCo

Selina Chard- Asst SENCo - all SEN questions

Bobbie Brown-Student Support Services- safeguarding

Rebecca Lowe- Attendance

Graham Waddington and Robin Gardner- ID –day to day bullying, playground issues etc

Social Media

Facebook

Twitter pages

School website