

SEND Coffee Morning

- ✓ Understanding SEND
- ✓ The SEND Team
- ✓ Categories of SEND
- ✓ Supporting Pupils with SEND
- ✓ Summer support for SEND parents
- ✓ Local Authority Support: Neurodiversity Team
- ✓ Meet the Team!
- ✓ Coffee and a chat

Understanding SEND



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

Special Educational Needs or Disabilities (SEND)

A child or young person is placed on the school's SEND register if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- *SEND Code of Practice 2024*

Supporting Pupils with SEND

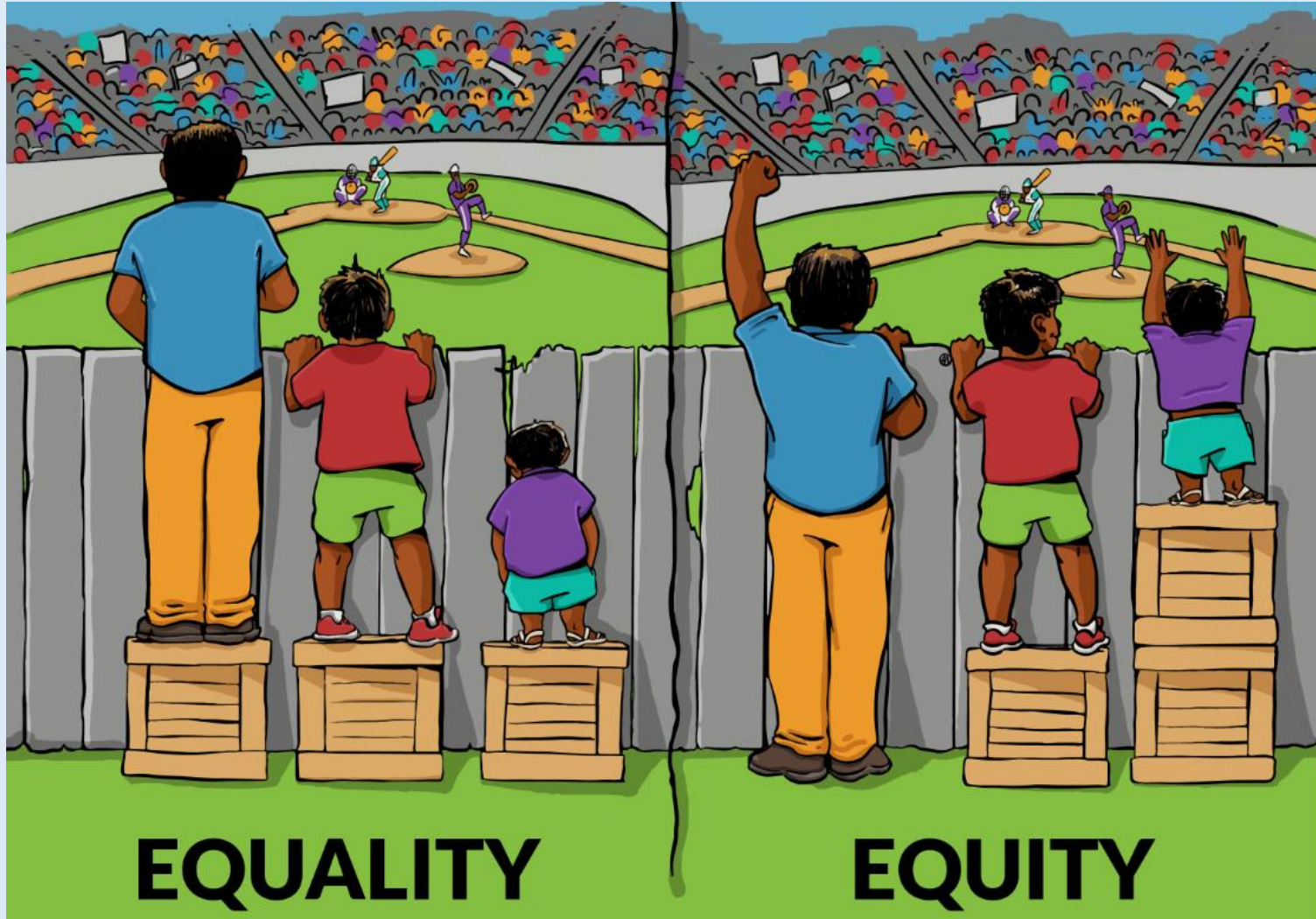


Intent

Through Quality First Teaching and effective adaptations, SEND pupils access the same broad, balanced curriculum as their non-SEND peers; equipping them with the knowledge, skills and cultural capital needed to aspire toward the broadest possibilities in life.

Core Idea: Building on the principle of cognitive similarity, the quality of everyday, whole-class instruction has a disproportionately large positive impact on students with additional needs. While all students benefit from good teaching, those who find learning more challenging are most disadvantaged by unclear instruction and gain the most from highly effective, explicit approaches (Boundy, 2024; EEF, 2021; McLeskey, 2017).

SEND – Equity not Equality



Meet the SEND Team



- **1 Assistant Principal – Inclusion**

Lee Blood

- **1 SENDCo**

Amy Burrowes

- **1 Assistant SENDCo**

Julie Bird

- **1 ELKAN Speech and Language Specialist**

H Disley

- **8 Learning Support Assistants**

*G Hampson, M Stevens, C Adair, E Clews-Murray, L Koutsidou, D Stevens, H Flynn,
H Phillips*

- **1 Early Years Learning Mentor**

Emma Dickinson

Types of SEND Support



Monitoring

Used for pupils with emerging needs but do not require SEND support. Their progress is observed to determine if further intervention is necessary. They do not appear on the SEND Register.

SEND Support (K Code)

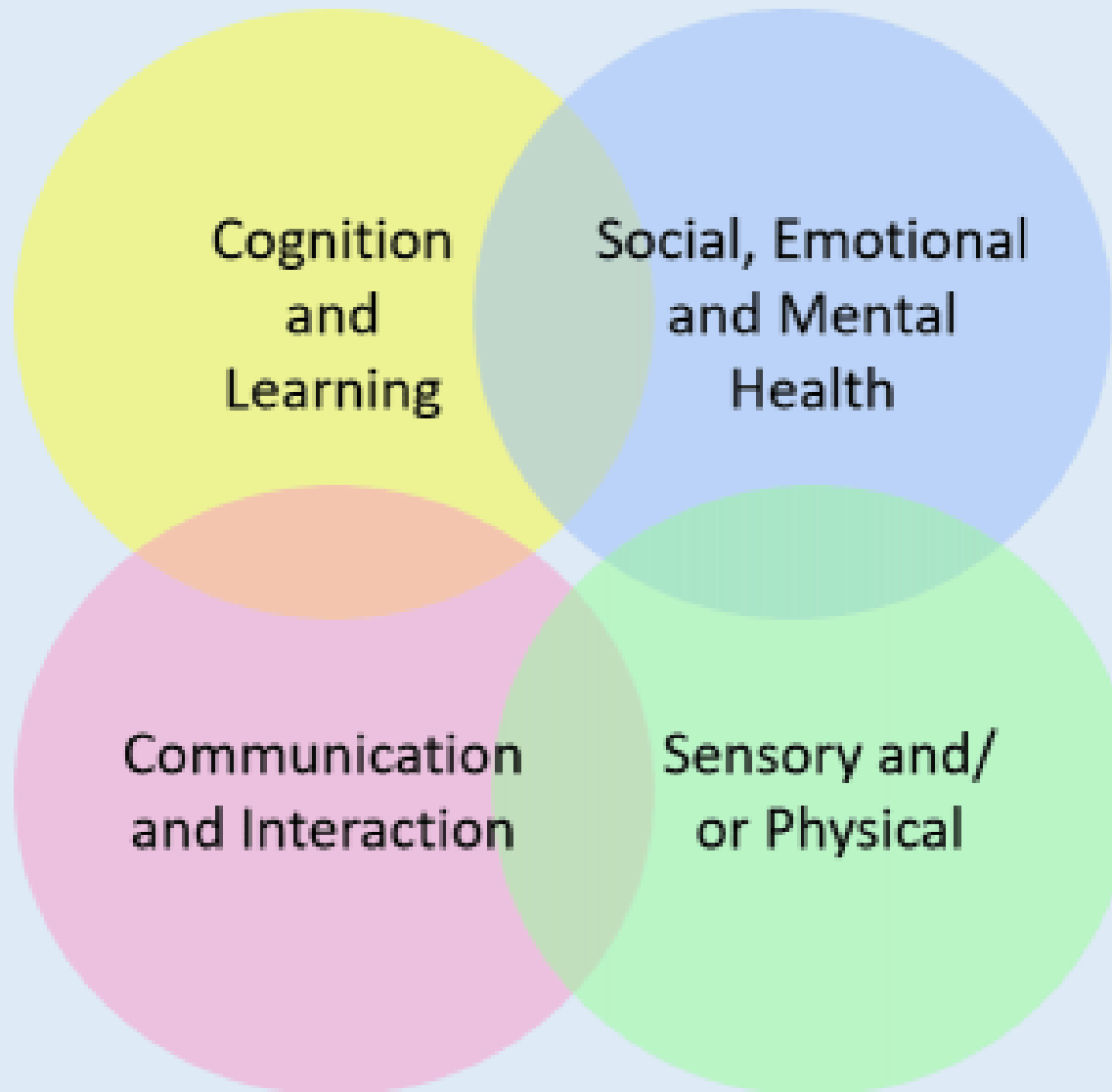
For pupils who need additional educational resources which requires additional funding. These pupils have a notional budget of £6000 allocated to staffing, intervention, training and additional resources. Stockport Academy provides interventions, reasonable adjustments and specialist support as needed

Education, Health and Care Plan (EHCP)

A legally binding document for pupils with significant needs requiring additional resources in the form of long-term, tailored support. This outlines specific targets and provisions a child must receive



Categories of SEND



SEND at Stockport Academy



	SEMH	C&L	C&I	S&P	Other	EHCP
Year 7	16	23	38	2	0	10
Year 8	29	28	31	3	2	4
Year 9	16	16	12	4	0	9
Year 10	8	13	22	4	0	10
Year 11	22	16	12	2	0	8

Social, emotional & mental health

Indicators

- Eating disorder
- Anxiety
- Depression
- Attachment
- Self-harm
- Substance misuse
- PTSD
- ADHD
- Tourettes

Students are identified by CALs and Year teams as requiring SEN support. This is explored by the SEND team through screenings, external professionals (EP, SALT). Following this investigation, students are allocated a Link Learning Support assistant and their personal learning plan is created.

*EHCP referral
*SPI referral - Pendlebury
*Jigsaw
*Outreach
*Reduced timetable
*1:1 LSA support
*CAMHs
*Safety Plan

*School councillor
*TAS referral
*SAP
*Mosaic
*Early Help Assessment
*Time out pass
*Mental Health Mentor
*YOS

*Learning support timetable
*attendance support/home liaison support
*early lunch pass
*self-esteem workshop
*positive behaviour support
*EP report
*School nurse referral
*Shine Project
*Beacon Counselling
*Great minds together referral
*TLC
*Jigsaw group sessions

*Quality first teaching
*Signposting to external support e.g kooth, chathealth
*Pastoral check-ins
*Group counselling sessions
*School nurse drop in sessions
*Lunch club
*Future Me Wellbeing sessions
*Tangle Toy
*Learning plans circulated and read by staff

Individualised

Targeted

Universal offer



Stockport Academy
The best in everyone™
Part of United Learning

CPOMS

MASSH

APDR

Communication and Interaction



Stockport Academy
The best in everyone™
Part of United Learning

Difficulty:

- Understanding social situations
- Sensing feelings and intentions of others
- Relationships
- Rigidity of thinking
- Change
- Processing environments
- Creative activities
- Obsessive interests

Individualised

*EHCP referral
*Assisted technology
*1-1 Adapt work
*1:1 LSA support
*EP report
1:1 SALT programme of work

Targeted

*Social stories
*meet and greet
*time out card
*early lunch pass
*ADOS referral
*social skills programme
*mentoring
*SALT referral

*Quality first teaching
*Pastoral check-ins
*Group counselling sessions
*School nurse drop in sessions
*Lunch club
*Tangle Toy
*Social stories
*Homework club
*Lunchtime club
*Traffic Light cards

CPOMS

MASSH

APDR

Universal offer

*Learning plans circulated and read by staff

Students are identified by CALs and Year teams as requiring SEN support. This is explored by the SEND team through screenings, external professionals (EP, SALT). Following this investigation, students are allocated a Link Learning Support assistant and their personal learning plan is created.



Stockport Academy
The best in everyone™
Part of United Learning

Cognition and Learning

- Literacy/Numeracy
 - Attention and Listening
- Organisation/Planning of tasks
 - Problem solving
 - Retention
- Working memory
- Speech and Language
- Abstract language
 - Motor skills
 - Handwriting

Students are identified by CALs and Year teams as requiring SEN support. This is explored by the SEND team through screenings, external professionals (EP, SALT). Following this investigation, students are allocated a Link Learning Support assistant and their personal learning plan is created.

*EHCP referral
*1:1 LSA support
*Tutoring
*Dyslexia diagnosis referral

*SALT screening
*Additional Literacy/Numeracy lessons
*GL assessment dyslexia screen
*handwriting support
*laptop
*Irlens screening
*Touch typing
*1:1 Literacy support
*Overlays
*EP report
*Literacy assessment
*Exam access arrangements

*Quality first teaching
Teaching and Learning CPD for staff
*Subject specific interventions
*Sparx club
*Learning plans circulated and read by staff
*Homework club
*Lunch club
*Dyslexia friendly resources
*Revision material/ideas provided

Individualised



Stockport Academy
The best in everyone™
Part of United Learning

CPOMS

MASSH

APDR

Targeted

Universal offer

Sensory & Physical



Stockport Academy
The best in everyone™
Part of United Learning

Individualised

- *EHCP referral
- *Medical funding request
- *1:1 TA support
- *Outreach tuition
- *Home tuition
- Care package request

CPOMS

MASSH

APDR

Targeted

- *Disabled toilet access
- *Lift pass
- *Medical pass
- *Early Lunch pass
- *Movement breaks
- *Lunchtime club
- *OT Referral
- *Laptop
- *Sensory Support Worker – visual, hearing
- *Physio
- *Sensory box
- *Access to learning support room

Universal offer

- *Quality first teaching
- *Tangle toy
- *Coloured paper
- *Overlay
- *learning plan circulated and read by staff
- *Separate changing
- *Support provided on trips/rewards days
- *Adapted PE lessons

Students are identified by CALs and Year teams as requiring SEN support. This is explored by the SEND team through screenings, external professionals (EP, SALT). Following this investigation, students are allocated a Link Learning Support assistant and their personal learning plan is created.

Identification of SEND



Identification of SEND students

1

Concerns raised either by CAL or Head of Year.

2

Round robin to investigate bigger picture, establish any patterns with lessons or areas that are challenging. SEND investigation.

3

Observation of student in lessons/learning support.
Screening completed in school e.g. Lucid rapid, SALT, S&D questionnaire

4

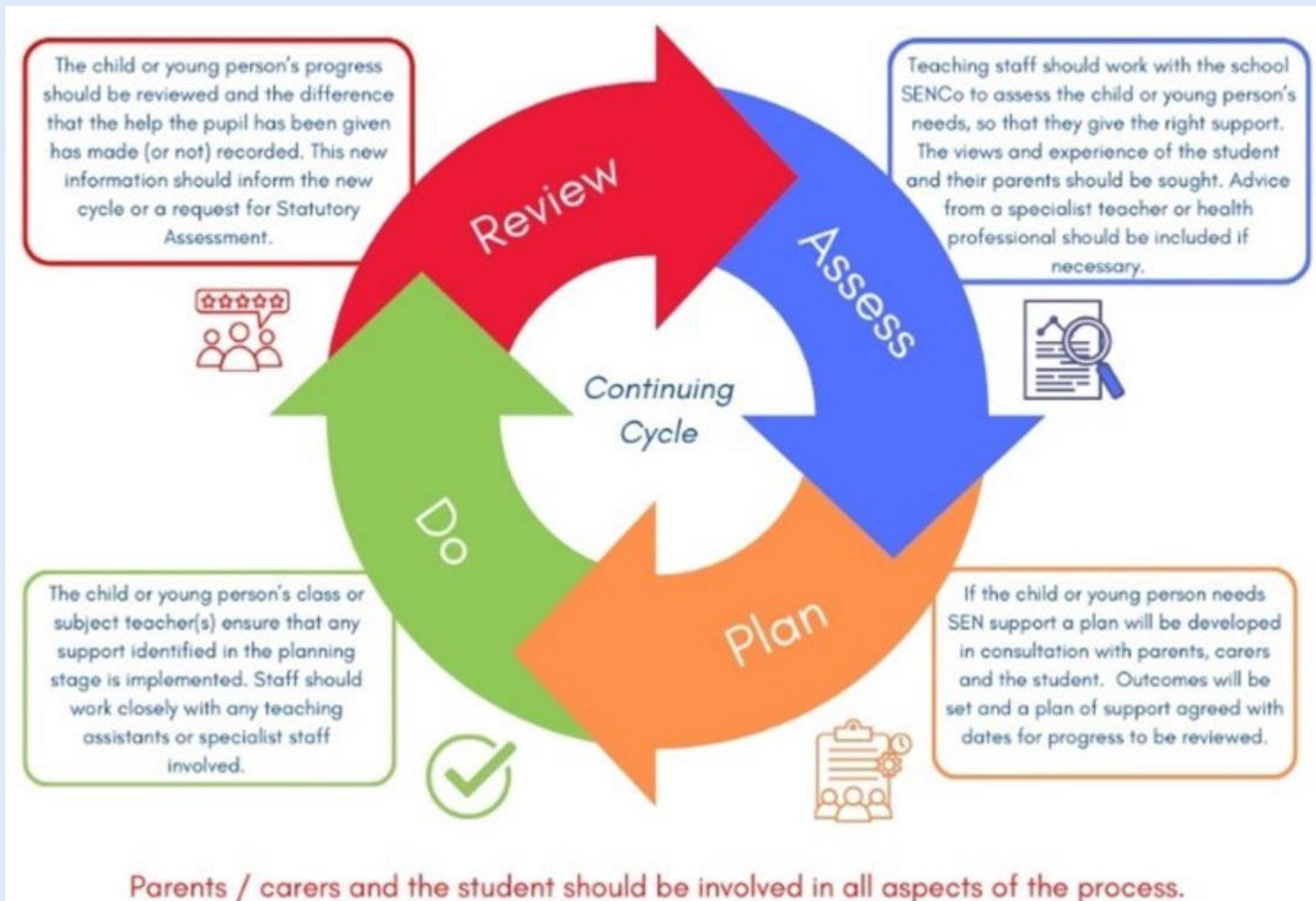
Meeting with parents/carers to discuss concerns and patterns of behaviour

5

Action plan

Referrals made to external agencies.

Assess, Plan, Do, Review



PERSONAL LEARNING PLAN		Name: Form: House: Lhotse		Term: Spring 2025	
PICTURE	LSA Link	Helen Disley	Outcomes _____ to <u>prioritise</u> her learning over her writing hobby. To ensure that she attends lessons and is on time. _____ to start thinking about education beyond the academy and what it will take to reach her goals.	Access Arrangements Supervised rest breaks Separate invigilation Prompt	
	Area of need	SEMH			
	Diagnosis	ASD / EHCP			
	MidYis	107			
	Reading Age	17+			
Classroom seating (to be seated by herself)		Overlay	Fidget Toy	Ear defenders	Chromebook
Future me I would like to be an author when I am older, either <u>play</u> writing or children's books. I spend a lot of time in the library after school, reading books and working on my own stories. I am a member of the LGBT community and would like to be involved in a co-curricular club that supports this. I would also like to raise LGBT awareness throughout Stockport <u>Academy</u> and I recently submitted a proposal to celebrate LGBT month, where I am willing to be a spokesperson. .		If you see this		Strategies for success	
		I find it difficult to <u>organise</u> and communicate my thoughts and emotions and can become overwhelmed. I may not always ask for help when I need it, and I may need <u>reminding</u> of my coping strategy 'box breathing'.		Allow additional processing time (10 second rule). If you see _____ having a difficult time, please check in with her and prompt her to 'box breath'. _____ has a step out and access learning support pass - please encourage her to use this if the above is unsuccessful.	
		I like routines and find changes distressing, especially if these changes are sudden or confusing.		Please provide notice of any changes ahead of time and reasons for the change. If this is not possible, allow _____ to adjust to these changes at her own pace and answer any of her questions regarding the change.	
		I struggle to remain focused when there are classroom distractions and can become overwhelmed.		Please check in with _____ and consider moving her to quieter area of the classroom.	
		I am a literal thinker with a strong sense of justice and can be direct.		Please do not misinterpret _____ communication style as offensive.	



Summer holidays: support for children and young people with SEND



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

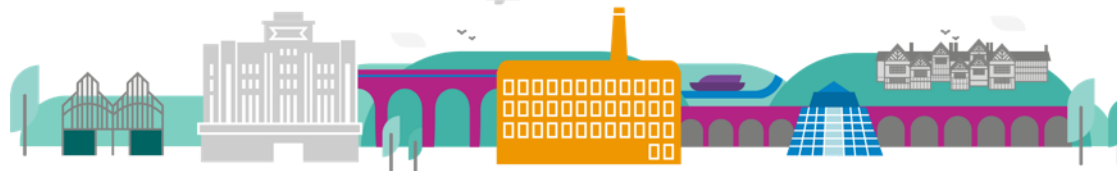
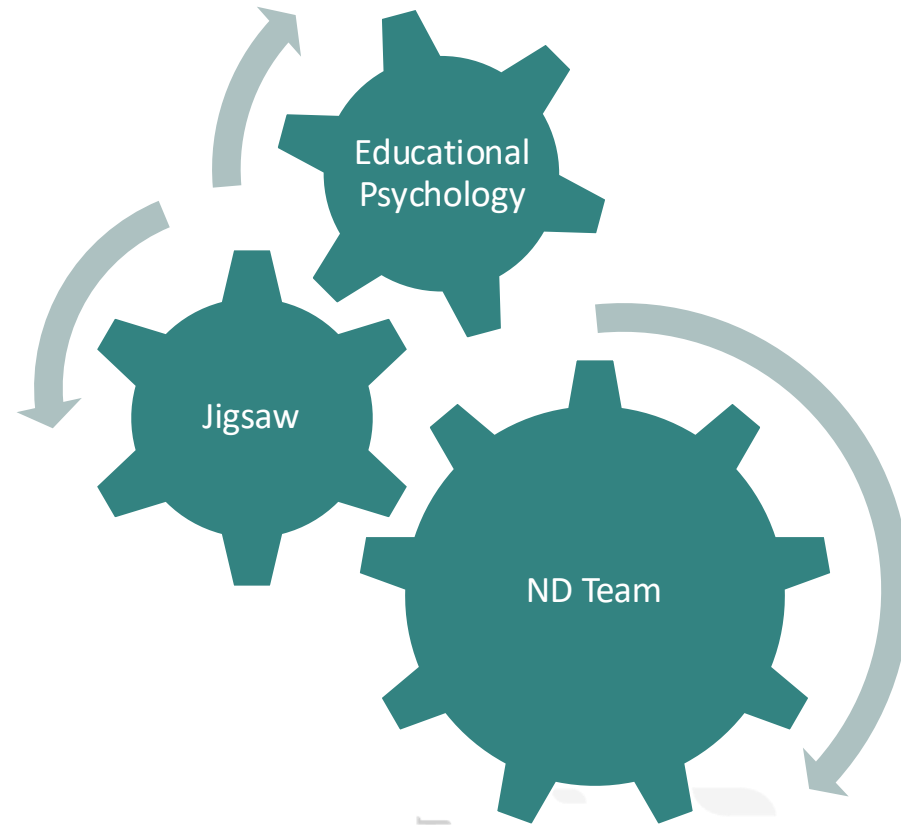
Neurodevelopmental Team

Helen Bulloch

Laurie Carefoot



Alignment of Three Teams



ND Team offer based on I-Thrive Approach

Working in collaboration and partnership with other agencies, the Neurodevelopmental Team will operate a model of support based on the I-THRIVE approach, providing a graduated level of response to meet individual need.

This is all aligned to the GM Neurodevelopmental Programme whereby Stockport have been praised for their implementation of the model.



SEND/ ND/ Wellbeing Support Hubs

- ❖ Stockport Family Hubs
- ❖ Information & Advice Sessions
- ❖ Neurodevelopmental Support Padlets



Drop in to one of our Information & Advice Sessions

at our One Stockport Family Hubs

ONESTOCKPORT
Family Hubs

Are you a parent or carer of a neurodivergent child or young person, or are you a parent or carer of a child with SEND looking for information or advice?

Come along and have a chat with colleagues from our multi-disciplinary team which includes representatives from The Educational Psychology Service, Jigsaw Team, Neurodevelopmental Team, Children's Therapy Services, and The Hearing and Vision Service

No formal diagnosis required

UPCOMING DATES

WEDNESDAY 23RD JULY 10:00-12:00

WESTMORELAND DRIVE FAMILY HUB
1-11 WESTMORLAND DRIVE, BRINNINGTON, SK5 8HH
what3words sleep.cost.minute

THURSDAY 25TH SEPTEMBER 10:00-12:00

ABINGDON ROAD FAMILY HUB
3 ABINGDON ROAD, REDDISH, SK5 7EU
what3words fonts.notice.school



Refreshments will be provided

If you would like further information about the sessions, please contact:

ndteam@stockport.gov.uk

Training Offer

- Parent/Carer training – Exploring Neurodiversity, Exploring Autism
- ADHD and PDA modules
- Neurodiversity and Anxiety
- Distressed Behaviours
- Anxiety Based School Avoidance (ABSA)
- PINS and NDiS Modules
- Neurodiversity Assembly – Primary and Secondary packages
- Community Training



Riding the Rapids Training

Riding the Rapid Pre-School for parents of children under 5 years of age; Riding the Rapids for parents of primary school age children

Riding the Rapids is a free course for parents and carers of children who with suspected autism, severe learning disabilities or other complex disabilities. The course aims to help parents to understand and support their child's behaviour, in the context of additional needs

Up to 36 GM SDF funded training places continue to be available for localities

Both versions of the training to be rolled out across all localities

Stockport's Response:

Early Years RTR – 7 courses per year
ND Team – 12 courses per year
CCLDT - 5

Started running locality RTR meetings to report quarterly to GM

Stockport have been allocated train the trainer places to increase offer



Drop in to one of our

Information & Advice Sessions

at our One Stockport Family Hubs

ONE STOCKPORT
Family Hubs

Are you a parent or carer looking for information and advice about Special Educational Needs & Disabilities (SEND), Neurodevelopmental and Emotional Wellbeing support for your child or young person?

Come along and have a chat with colleagues from our multi-disciplinary team which includes representatives from The Educational Psychology Service, Jigsaw Team, Neurodevelopmental Team, Children's Therapy Services, and The Hearing and Vision Service

THURSDAY 25TH SEPTEMBER 10:00-12:00

One Stockport Family Hubs
Abingdon Rd
Reddish
SK5 7EU

Refreshments will be provided!

If you would like further information about the sessions, please contact:

ndteam@stockport.gov.uk



Exploring Neurodiversity

Parent/Carer course



Exploring Neurodiversity is a one-off session delivered by Stockport Neurodevelopmental Team. It is designed for parents/carers and family members of neurodivergent children, whether they have a formal diagnosis, are awaiting assessment or have suspected neurodevelopmental differences.

During the session, we will introduce the term neurodiversity and talk about what it means; we will cover a range of neurodevelopmental conditions including autism, ADHD and dyslexia; and we will identify some general strategies of support that can be used at home. The session includes time for questions.

The session uses a mix of presentation and discussion, and we welcome parent input. We recognise that some parents joining us will have their own neurodevelopmental needs and we provide the opportunity for you to let us know about any accessibility needs you have prior to the session.

To be eligible to book onto this session, parents/ carers must:

- Live in Stockport
- Have a child who attends a Stockport school
- Have a child who is school age (4-16)

To request a place on this course please email: ndteam@stockport.gov.uk



Exploring Autism

Parent/Carer course



Exploring Autism is a one-off session delivered by Stockport Neurodevelopmental Team. It is designed for parents and carers of children with an Autism diagnosis.

During this session, we will explore the journey following diagnosis with discussion about the key areas of difference; helpful strategies to use at home; parental wellbeing; and further sources of support in Stockport.

We recognise that some parents joining us will have their own neurodevelopmental needs and we provide the opportunity for you to let us know about any accessibility needs you have prior to the session.

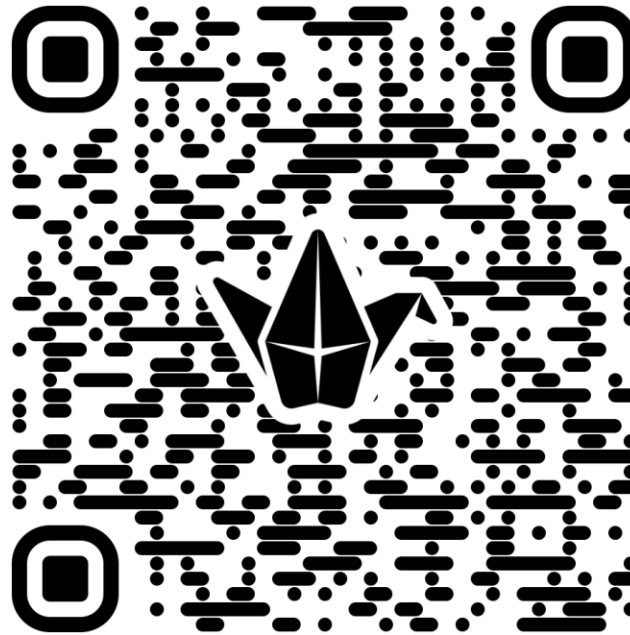
To be eligible to book onto this session, parents/ carers must:

- Live in Stockport
- Have a child who attends a Stockport school
- Have a child who is school age (4-16)
- Have a child or care for a child with an autism diagnosis



To request a place on this course please email: ndteam@stockport.gov.uk

Our Padlet which has loads of info about webinars, services, courses etc. If you type specific things in the search bar it will come up with anything relevant - [Stockport Neurodevelopmental Support for Children & Young People \(5-16\)](#)



Additional Links to Parental Support

1. [SEND Local Offer - Stockport Council](#) – The offer to all children and young people with SEND
2. [Facebook](#) – Local Offer Facebook page
3. Attached info on summer holiday activities for children and young people with SEND
4. [Family Hubs - Stockport Council](#) – Family Hubs web pages for other support families may need
5. [What's on in Stockport - Stockport Council](#) – Neurodiversity and SEND coffee mornings for parents
6. [PACT Stockport | Helping Children & Young Adults with SEN](#) – PACTS – Parents and carers together forum for parents of children and young people with SEND. There is a survey on their front page for parents and carers