



Welcome to Send Church of England Primary School's SEND Coffee Morning

L-SPA Team

ND Advisors

- Support settings with ND Training and advice
- More exciting things to follow when they are in post...

Send Support Advisors

- Support with EHCNA panel
- Liaise with schools offering support following panel recommendations.
- Offer training and support to SENCOs, schools and trusts
- Embed OAP
- Attend TAS meetings
- Lead L-SPA TAS meetings

Senior Case Managers

- Case Worker
- Triage Officers
- Admin

- Carry out the 6-week EHCNA process
- Support with mediations
- Liaise with schools
- Attend community events and TAS meetings.

The group that give advice for the EHCNA panel

Multidisciplinary Team

- Social worker
- STIPS
- Educational Psychologist
- SLT
- OT
- Health
- Early Years Advisors
- EY Commissioning
- Send Support Advisors
- Senior Case Managers
- Case Workers

Data Analyst

Reviews data from requests made which informs Early Intervention practice.

Family Communication Officers

- Support families following EHCNA parental 'no to assess' decisions
- Collaborate with partners in the community
- Embed OAP
- Attend TAS meetings

L-SPA Call centre

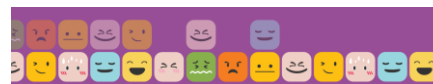
One of L-SPA's aims is to develop Early Intervention strategies across settings. This is achieved by empowering settings with the knowledge and support found on the Local Offer in collaboration with our partners.



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Mineworks
Surrey
The children and young people's emotional wellbeing and mental health service



L-SPA


Surrey Healthy Schools

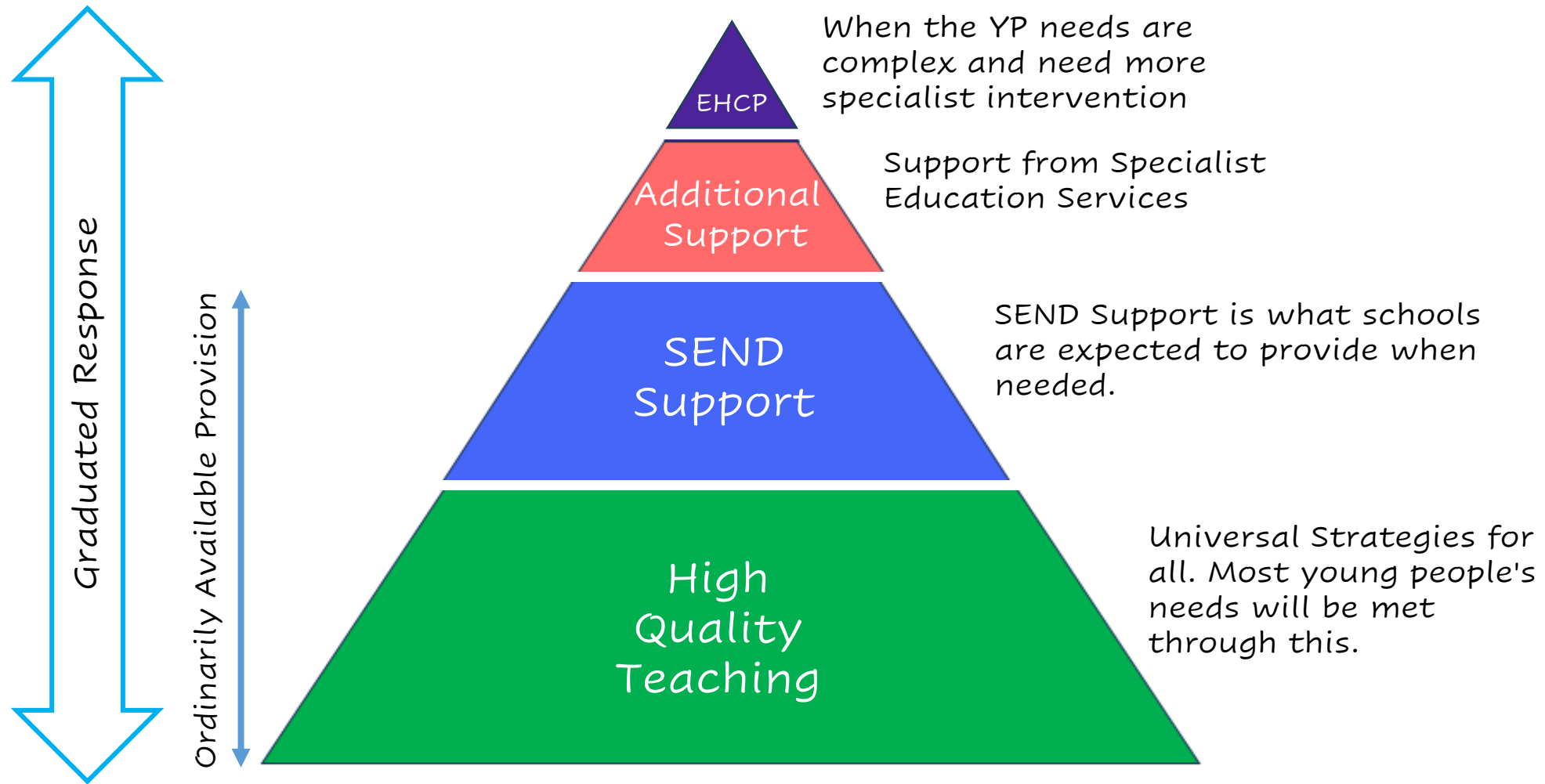
What does Special Educational Needs (SEND) mean?

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she ***"has a learning difficulty or disability which calls for special education provision to be made for him or her"***.

A child is considered to have a learning difficulty if she or he:

- has a **significantly greater difficulty in learning** than the majority of others of the same age; or
- has a **disability** which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

Intervention Model



Surrey Services that can offer support to schools and families- Additional and Specialist Support

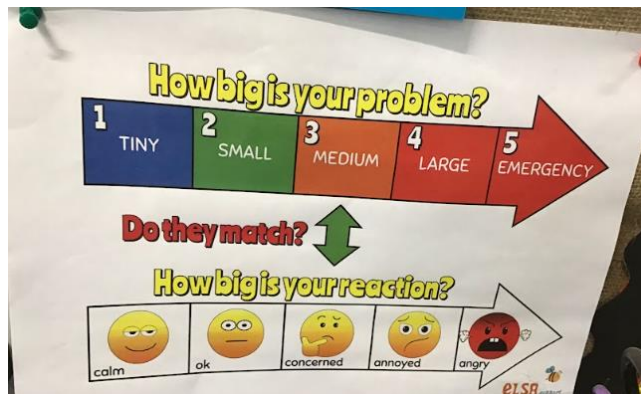
- STIPs- Specialist Teachers for Inclusive Practices
- Speech and Language Therapy
- ASD Outreach
- REMA- Race Equality and Minority Achievement
- Educational Psychology
- Access 2 Education
- Surrey Online School
- Mindworks
- Surrey Virtual School
- Physical and Sensory Support (including hearing and vision)
- Occupational Therapy
- Physiotherapy
- Children with Disabilities Team
- School nurses service



| How can you help yourself? | | | |
|---|---|---|---|
| The BLUE zone | The GREEN zone | The YELLOW zone | The RED zone |
|    |    |    |    |
| How might you feel? | How might you feel? | How might you feel? | How might you feel? |
| sad tired bored moving slowly | happy okay focused ready to learn | nervous confused stilly not ready to learn | angry frustrated scared out of control |
| What might help you? | What might help you? | What might help you? | What might help you? |
| Talk to someone Stretch Take a brain break Shout Take a walk Close my eyes | The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn? | Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break | Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help |

What the graduated response to SEND looks like at your school...

ELSA – in and out of the classroom.



Catch up groups





Reading Catch Up Pathway



Read Write Inc. Phonics

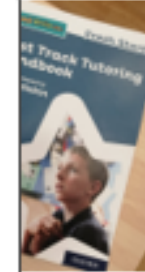
Year R - Year 3

Child is not making expected progress and phonics assessments show little or no progress

Fast tracking tutoring

Short term intervention for children not making expected progress for children who are in the lowest progress group who need extra daily practice in reading sounds and words. It is also for children with special educational needs and disabilities (SEND).

It breaks down the phonics and reading strands of Read Write Inc. Phonics into smaller steps to accelerate children's reading progress. It provides intensive, targeted support to address specific gaps in a child's reading



Read Write Inc. Fresh Start

Year 4- Year 6

Children who have not met the end of Key Stage 1 Reading expectations

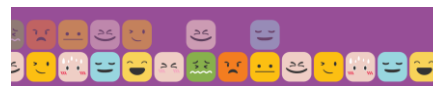
Fresh Start Year 4- Year 6 (6 weeks)

Pupils are taught at their challenge point, so they learn to read accurately and fluently in just 25 minutes a day.

Fresh Start is for pupils who:

- are not yet reading age appropriately
- have missed schooling or are late arrivals into school
- are new to the UK education system
- are learning English as an additional language.

Every day, pupils learn new letter-sounds and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts closely matched to their phonic knowledge.





Reading Catch Up Pathway



Year 2 (Summer Term) –
Year 3- Year 6

Child needs to develop the
accuracy and fluency of their
reading

Literacy for All- 1:1 intervention with an adult (Daily 10-15mins- 6 weeks)

-Initial 30 mins assessment if the child's reading will determine which areas are needing to be targeted for support- sight vocabulary, blending CVC and reading for meaning, accuracy and fluency.

- Accelerated reading accuracy and fluency
- Accelerated generalisation through increased reading of real books
- Increased vocabulary
- Improved comprehension skills

Year 2 (Summer Term) –
Year 3- Year 6

Child is focusing on the six core areas of reading. Child is not making expected progress in reading. Child does not have a defined area of need



Lexia (Independent catch up and 1:1/group instruction- review level progress to achieve each half term)- Student can work independently on the programme. Teacher can support with extra direct skill building exercises

Focuses on Phonological awareness, Phonics, Structural Analysis, Fluency, Vocabulary and Comprehension

Lexia provides differentiated literacy instruction for students of all abilities

The Auto Placement, is taken when students first log in, determines where each student is placed in each strand and ensures that learning is personalised for each student. Questions assess word recognition, listening/ reading comprehension across levels.

Lexia Skill Builders are off-line paper and pencil extension activities designed for student use at the completion of each online activity. Lexia Skill Builders help reinforce skills learned in each online activity, allowing students to continue to build independence, automaticity and generalization of skills off-line.



Maths Catch Up Pathway

Reception and Year 1

Pupils at the end of EYFS that did not meet expected standard



The Number Box (group work)

The Number Box is a multi-sensory teaching programme and maths resource

It works in small steps from early recognition of numbers through to using tens and ones, and includes resources for teaching concepts of time, measurement, money and shape.

Learning key vocabulary

Daily 5 min catch

The Box can be used in **three** ways

as **individual 1:1 Wave Three support** for children who need on-going extra teaching for basic maths skills

for **supporting small groups** of children who are not yet able to work with abstract concepts during the daily maths lesson.

Once a target has been met, the child automatically moves on to the next target.

Year 2- Year 6

Children who need further support at the level of the Year 1 curriculum

First Class @ Number 1 (group work)

Focusses on number and calculation, developing children's mathematical understanding, communication, and reasoning skills.

First Class Number 1 – not meeting expectations at end of Year 1

1stClass@Number

for children who need a helping hand with mathematics



Key Stage 2

Yr 3 – Yr 6

Children who are not secure at the expected standard for their year group level of maths

Success@Arithmetic

Success @ Arithmetic – Number Sense (group work)

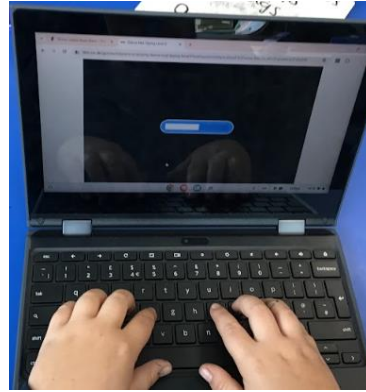
For pupils who need support to understand the number system and develop fluency with number facts.

Those who need support to improve their understanding of number and written calculation skills.

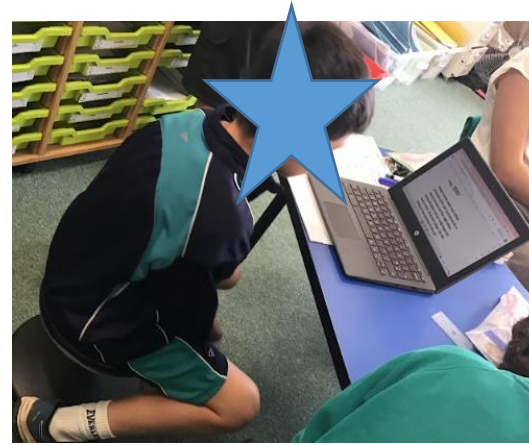
The sessions use number rods, bar modelling and written methods to build a complete mathematical picture, developing pupils' arithmetical fluency.

Carried out in a small group with an adult.

Typing skills.

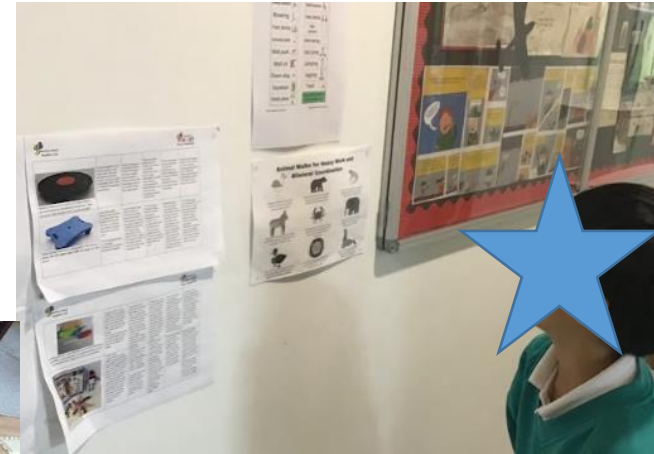


Speech and Language



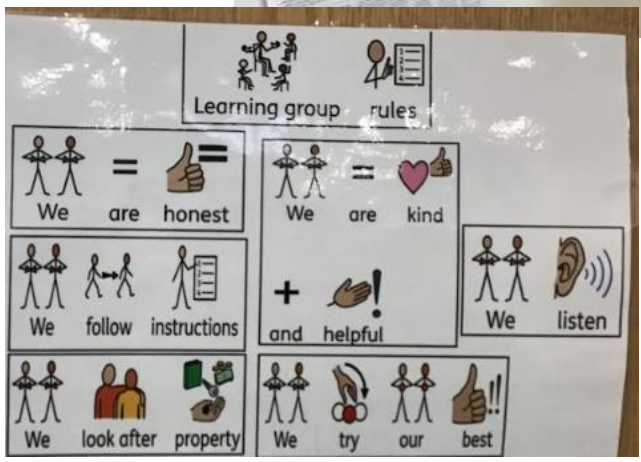
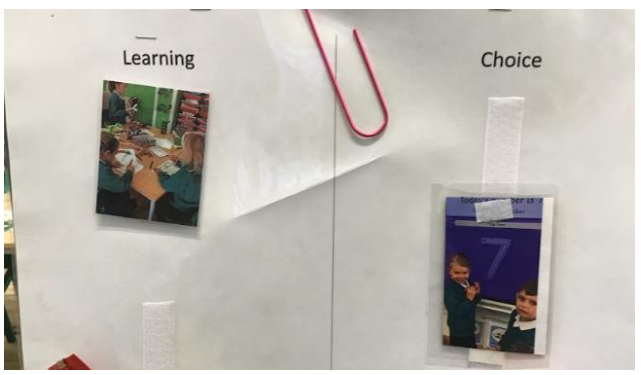
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Physical and Sensory





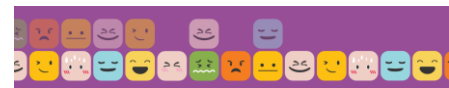
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| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Toby & Taylor | Toby & Taylor | Toby & Taylor | Lee | Toby & Taylor |
|  |  |  |  |  |



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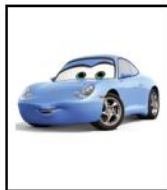
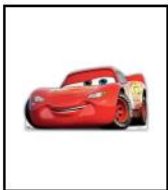
Task Plan

What do I need? 1 4
2 5
3 6

What do I need to do?

1..... ☐
2..... ☐

X's Jobs



Task boards

Stick in learning objective

Write one paragraph about

Write one paragraph about

Write one paragraph about

Write _____ sentences about

Write _____ sentences about

Answer _____ questions

Answer _____ questions

Select an activity from your box

Show your learning to an adult

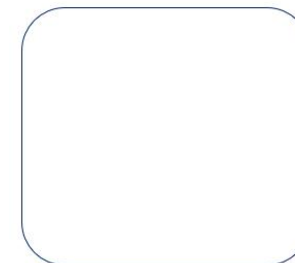
TASK BOARD MATHS

| WHAT I AM LEARNING | WHAT I NEED |
|----------------------------------|---|
| To read and write Roman numerals | LO Maths book Glue Pencil Ruler Blue pen Scissors |

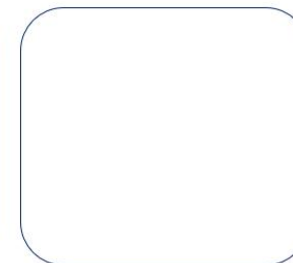
| | |
|--|--|
| 1. Glue your LO into your maths book. | |
| 2. Rule your margins. | |
| 3. Work through the questions on the board with your teacher. | |
| 4. Glue the reasoning questions into your book and work through them. | |
| 5. Tick your LO and hand in your book. | |



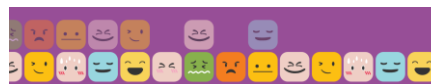
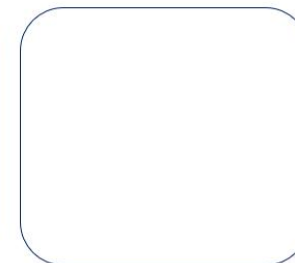
Now



Next



Reward

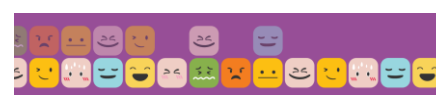
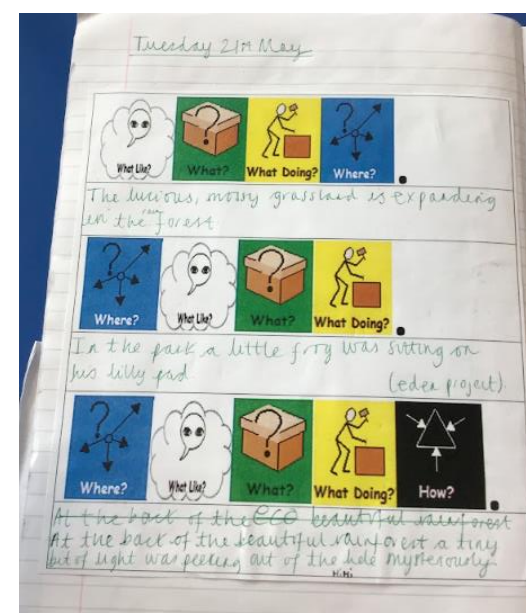
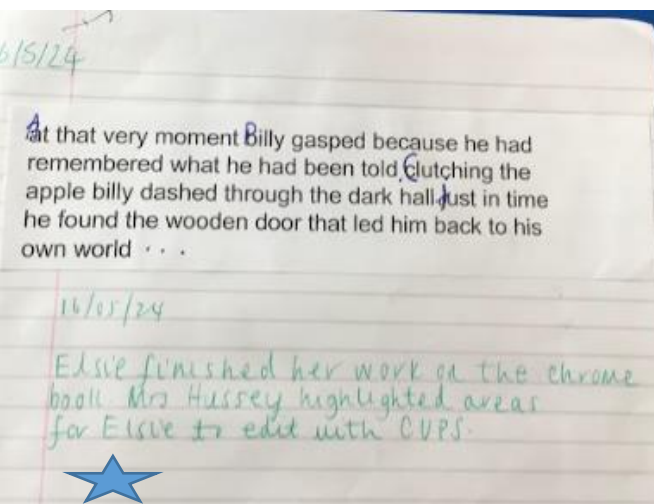




Scaffolding



Scribing



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Surrey Healthy Schools

How do you apply for an EHCP?

National Statutory Process



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**You request
an EHC needs
assessment...**

By 6 Weeks

The LA must tell
you if they will or
will not be assessing
your child

By 16 Weeks

The LA must finish the
assessment and tell you if
they think your child
needs an EHC Plan

**Between
16-20 Weeks**

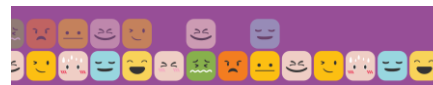
The LA will send you a
draft EHC Plan. You have
15 days to comment
and request a
specific school

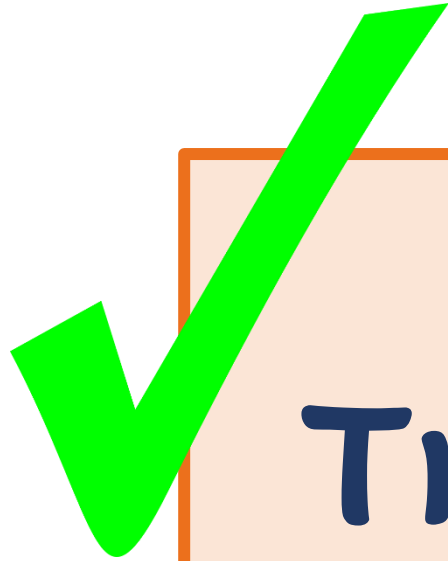
By 20 Weeks

The LA must complete
the final draft of your
child's EHC Plan

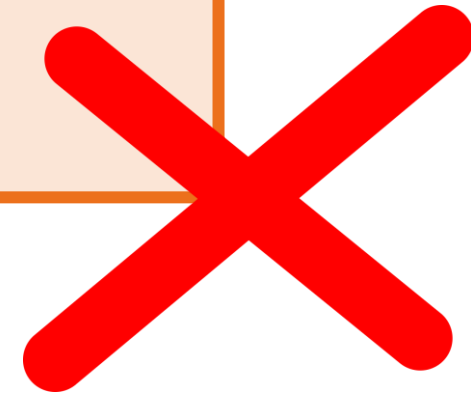
Every 12 Months

The LA must review
your child's EHC Plan





True or False?





Surrey Local Offer

Search site...

Directory Information News Contact us Shortlist (0)

Welcome to Surrey's Local Offer!

Our Local Offer website is for children and young people with additional needs, their families and the practitioners who help them. On it you will find helpful information and the details of support services in your area.

Use our [feedback page](#) to tell us how helpful you have found the Local Offer and ways we can improve it.

Parents and carers Young people Practitioners

Watch on YouTube

View on YouTube

The Local Offer website

The Local Offer website provides comprehensive information about the range of services and provisions available to children and young people in Surrey with special educational needs and disabilities (SEND).

Some Useful Links...

- [Surrey Local Offer](#)
- [Provision by SEN that schools could offer](#)
- [SEND Advice Surrey](#)
- [SEN guide for parents and carers](#)
- [Top 10 tips for families](#)



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