

# SENCo Celebration Conference 2024

**Date:** Wednesday 6 March

**Time:** 9:30am-2:30 pm

**Venue:** Trailfinders, Vallis Way, W13 0DD

*A nourishing and nurturing day for SENCOs.*



# Agenda

- 9:30 Welcome – Madhu Bhachu, Interim Assistant Director, Childrens Services
- 9:45 Keynote speaker David Bartram
- *A focus on responding to the challenges we are facing today, to develop your SEND vision.*
- **11:00-11:20 Break – coffee/tea**
- 11:20 – 12:30
- The impact of a SENCO – parent’s perspective with Djandark Wali.
- Cognition and Learning challenges for children with specific learning difficulties with Alison Towers, Lady Margaret Primary School.
- **12:30 -13:30 lunch**

# Afternoon agenda

- 13:30-14:15 The Wonder Room at Clifton with Laura Corrigan, Clifton Primary School
- 14:15 Top Ten Tips for Great SEND Provision/Best action you have taken to change practice this year with Sam Campbell-Jones, SENDLine
- 
- 14:30-15:30
- Feel free to network with colleagues, share a wellbeing idea or simply use the space to work uninterrupted away from school.

# David Bartram



A teaching assistant, history teacher and senior leader, David has led special educational needs and disability provision (SEND) in London schools for over 15 years. He was a member of the Department for Education's SEND Review steering group and an expert advisor to the Timpson Review on school exclusions. David has worked directly with over five hundred school leadership teams across the UK to improve their SEND provision.

David is author of the SEND Review Guide, a national framework funded by the DfE that has been downloaded by over 8000 schools. In 2018 he edited *Great Expectations, Leading an Effective SEND Strategy in School*, published by John Catt Educational. He was Director of SEND at the London Leadership Strategy and an advisor to the Mayor of London's education team.

David is a consultant for the British Council and as part of this work he has supported the development of Inclusion policies in a number of countries including Ethiopia, Seychelles, Thailand and Malaysia. David is a governor of Citizens School in Dubai and a trustee of the KPMG Foundation, which seeks to bring about systemic change in business and society and unlock the potential of the most disadvantaged children in the UK.

**Leading Great SEND  
Provision in school - *in a  
challenging, changing  
environment***

David Bartram

[David@prescienteducation.co.uk](mailto:David@prescienteducation.co.uk)

@davidbartram\_

*Second only to the quality of teaching, leadership makes the biggest difference to pupil outcomes.*

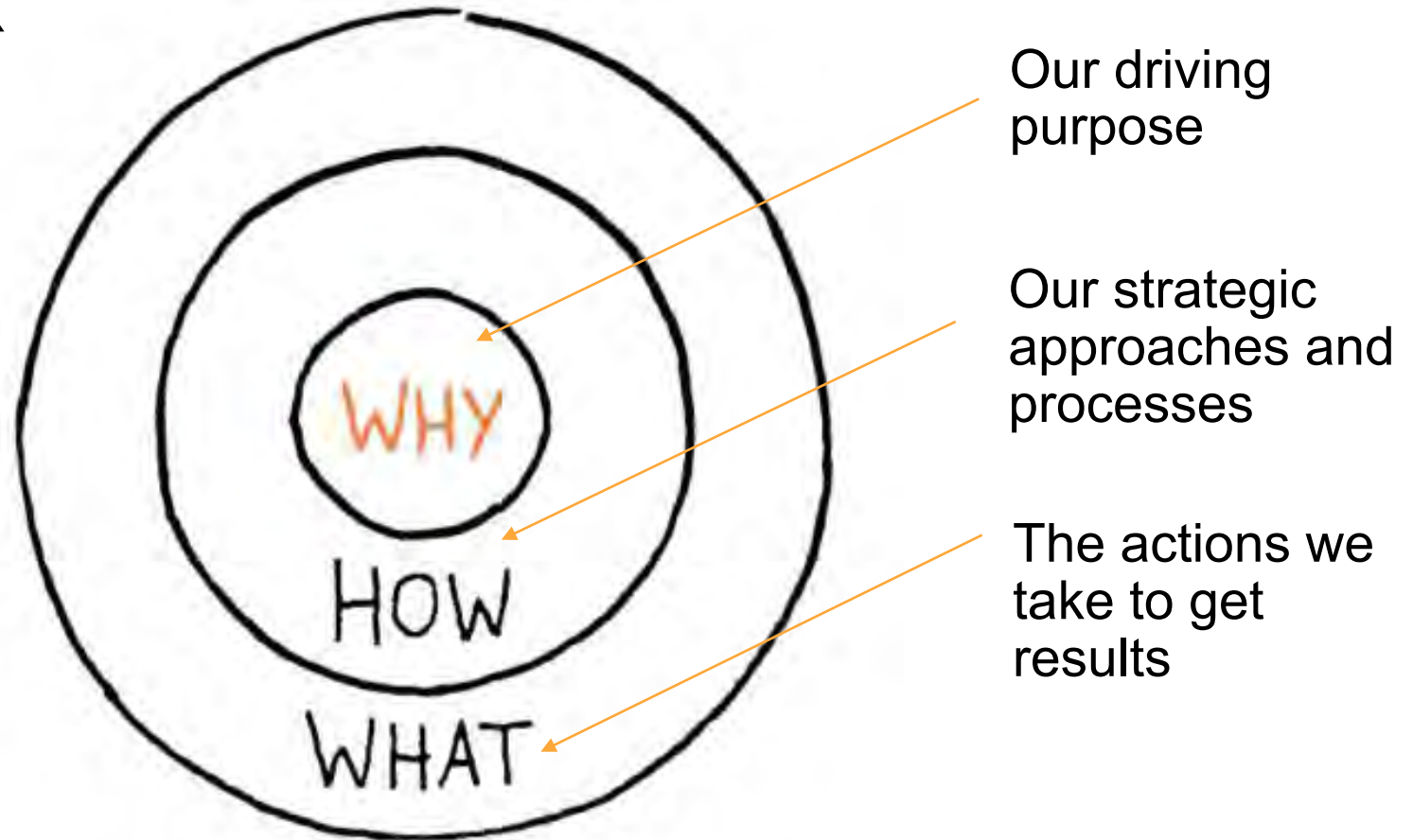
**Leithwood et al 2008**



A SENCO trying to fit their to-do list into the working week

# The Golden Circle

## Simon Sinek





# Powerful questions we might use to shape a conversation about the future ...

1. What do you want to achieve for the pupils with SEND in your school? What do you want to achieve for your teachers/ the SEND Team / the school / you?
2. What will be happening in 3 months / 1 year / 3 years that isn't happening now?
3. How will you know if you've achieved your goals? How will it be different? What will this look like? What will people be saying?



Why did you come into the role?

*Powerful and effective leaders are guided by the future they want. And more than this, the leader is strongest when that future is powerfully connected by what he or she cares about.*

Steve Radcliffe

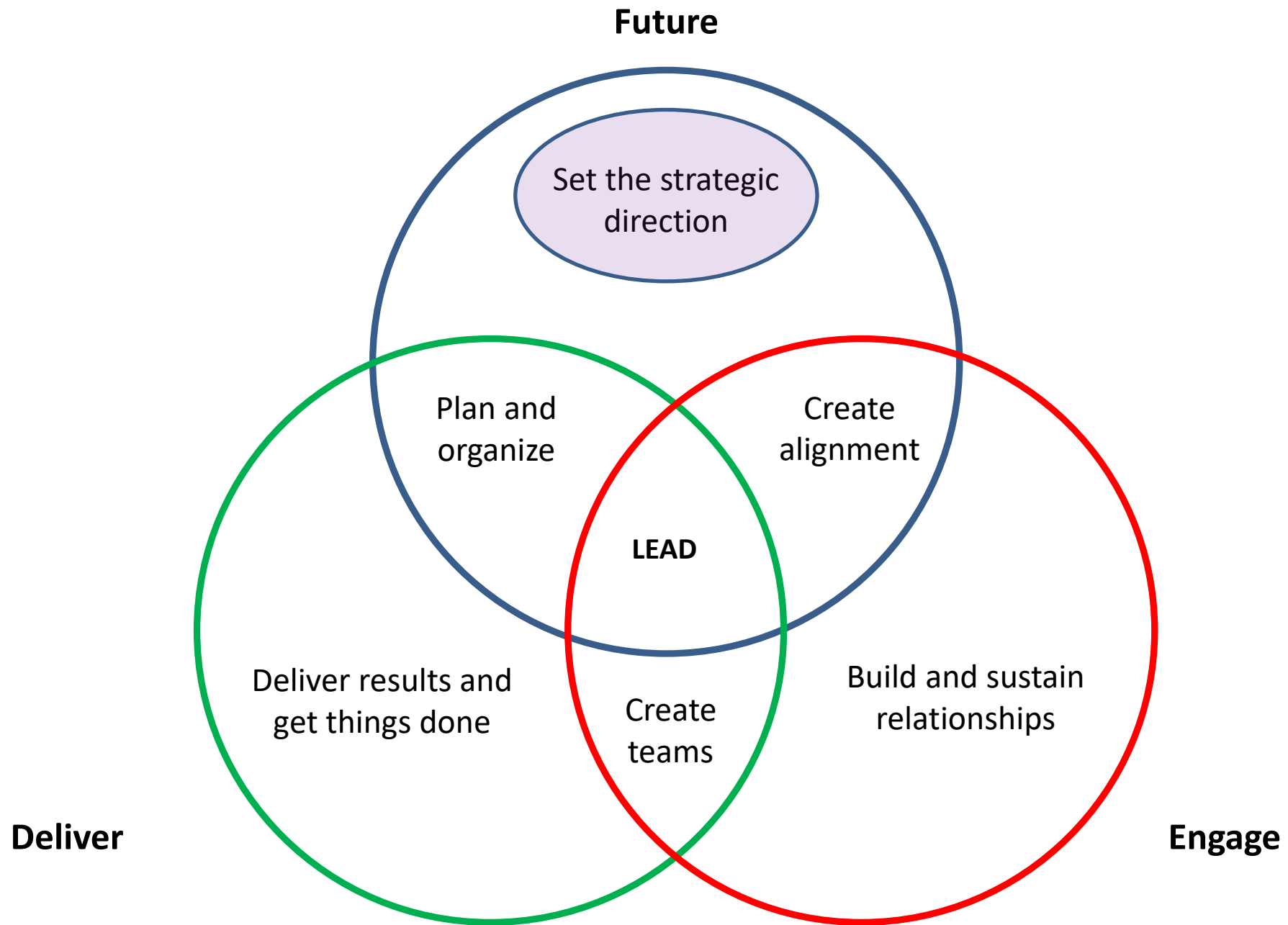


Figure 1: Six key areas for leadership action (Adapted from David Pendleton's *Primary Colours* model and Steve Radcliffe's *Future-Engage-Deliver*)

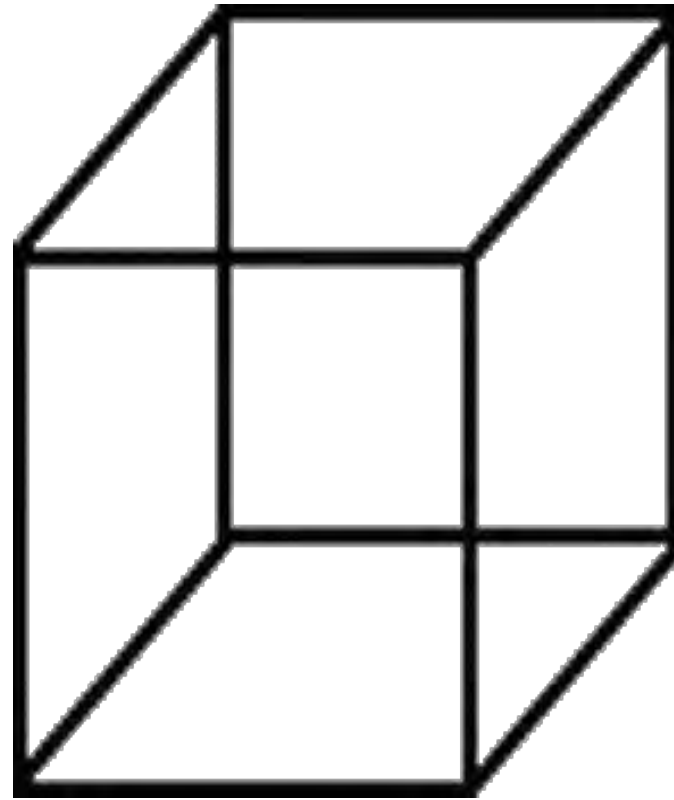


The operational domain represents the hands and legs, delivering actions and achieving results to move the organisation forward.



The strategic domain represents the head, making sense of what is going on and planning forward.

The interpersonal domain represents the heart, developing and sustaining relationships and demonstrating emotional intelligence.



## Why some Children are Backward



**I**T is often the case that the backward child is not lacking in mental power and equipment. Usually there are other influences at work which give rise to nervousness, undermine confidence and stultify initiative.

In many instances, the fundamental cause of this defective outlook is an insufficiency of certain essential food elements in everyday meals. This is largely overcome when 'Ovaltine' is made a regular daily item of the child's dietary.

Delicious 'Ovaltine' is a scientific combination of Nature's best foods. It provides, in a balanced form, the nutritive elements most required to build up fitness of body, brain and nerves.

Tests conducted among schoolchildren have demonstrated the unique properties of

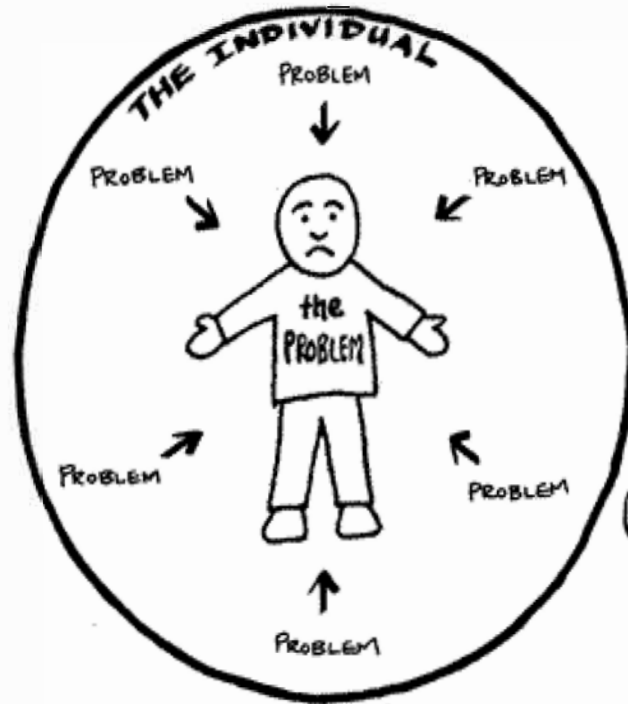
'Ovaltine.' Where 'Ovaltine' was given daily, nervousness diminished by an average of 30 per cent. in two weeks. Highly-strung, excitable children regained nervous poise and became more stable and confident.

The teacher, therefore, can do much to help nervous and backward children by taking a favourable opportunity to acquaint parents with the value of 'Ovaltine' as the regular beverage at mealtimes, at bedtime and during the morning break at school.

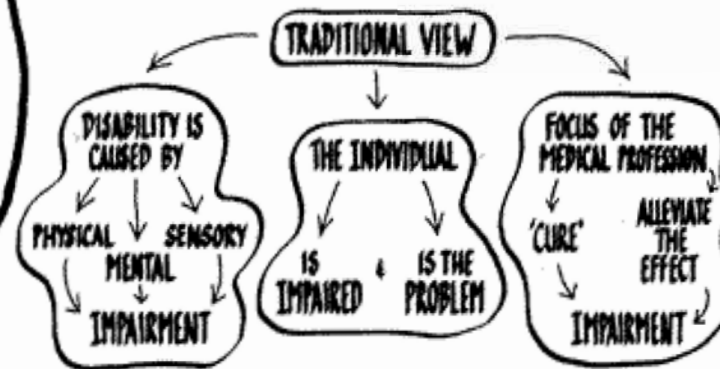
# OVALTINE

*Builds up Brain, Nerve and Body*

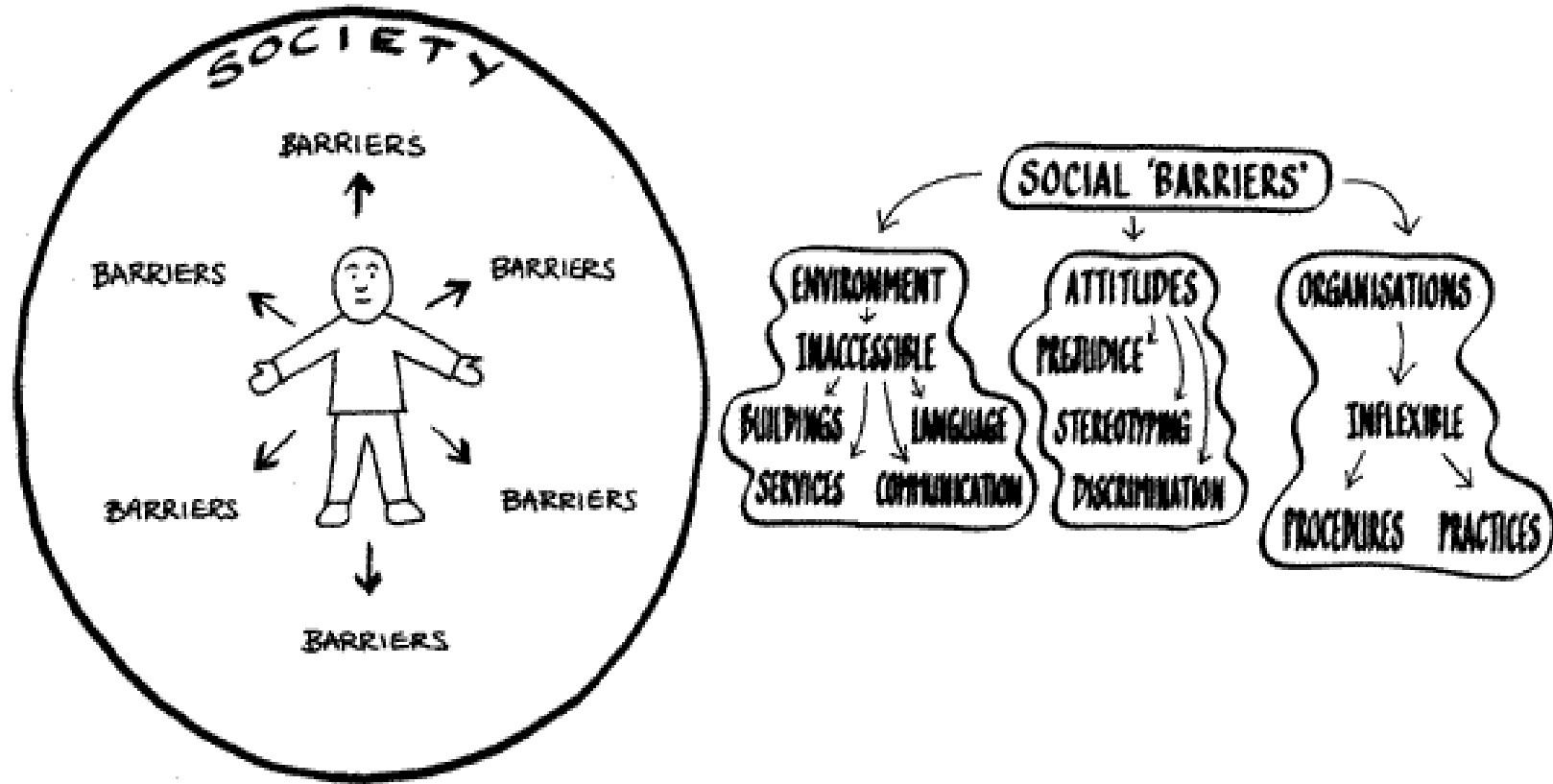
# THE MEDICAL MODEL OF DISABILITY



IMPAIRMENTS AND CHRONIC ILLNESS  
OFTEN POSE REAL DIFFICULTIES BUT  
- THEY ARE NOT THE MAIN PROBLEMS



# THE SOCIAL MODEL OF DISABILITY



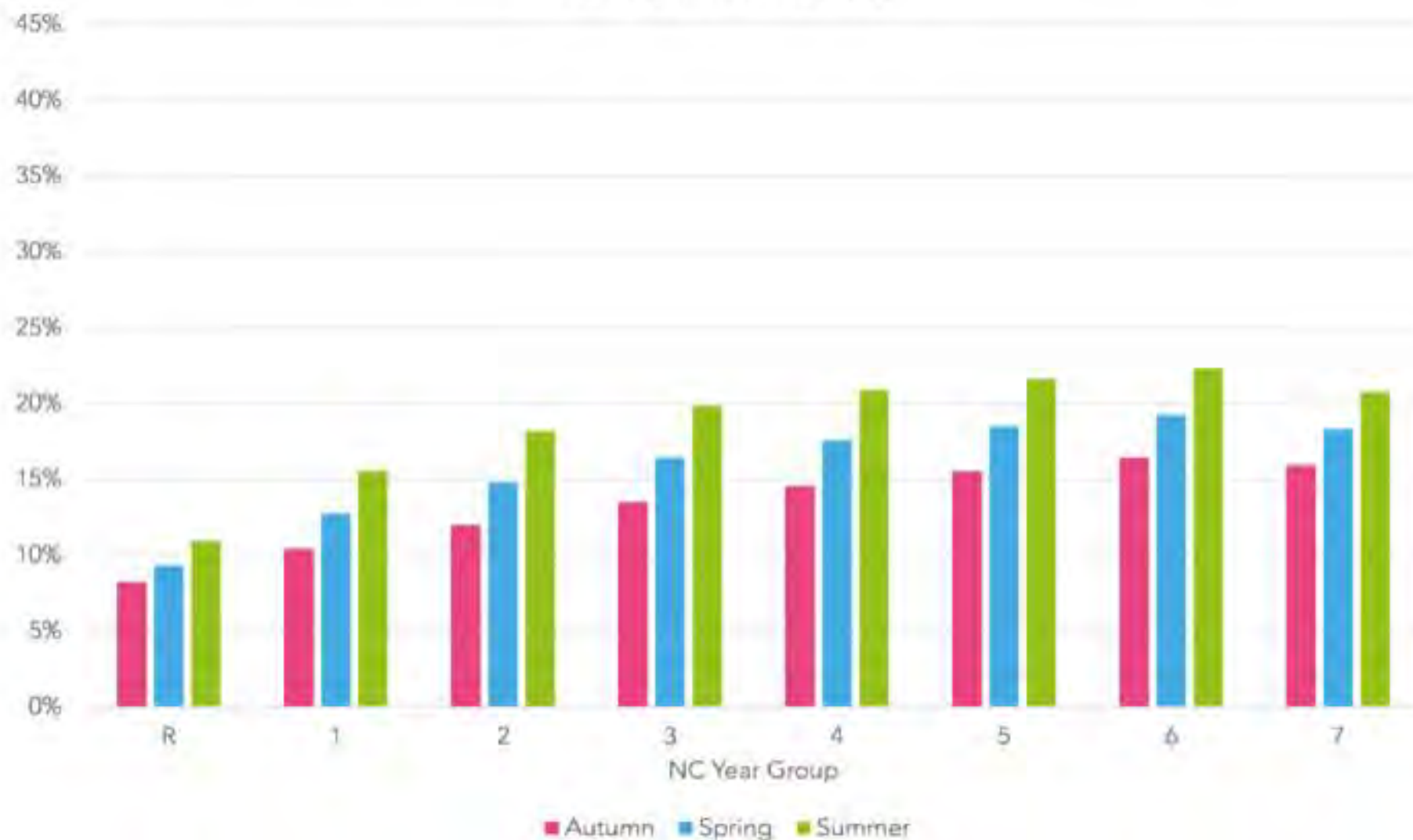


# Children and Young People With SEND

- They will be six times more likely to receive a fixed-term exclusion from school than you.
- They will be eight times more likely to receive a permanent exclusion from school than you.
- Once they've left school they will be seven times less likely to work than you.
- If they are lucky enough to work, it will probably be part-time. It will probably be poorly paid.
- They are one and a half times more likely to live in poverty than you.
- They are over four times more likely to have mental health problems as a child than you.
- They are more likely to have children with their own learning difficulties than you.
- They are at least three times more likely to end up in prison than you.

Acknowledgement to Jarlath O'Brien

% of pupils recorded as having special educational needs in School Census by term of birth and year  
Year 7 cohort in 2021/22



In Year 7, 21% of Summer born pupils are identified as having SEND. This compares to 16% of Autumn born pupils.

- 6%** Pupils with SEND eligible for Free School Meals
- 38%** Adults with learning difficulties in full-time or part-time employment
- 40%** Boys in custody with an identified speech and language need
- 60%** % of pupils that will be identified with SEND during their time at school
- 17.3%** % of pupils on the SEND register that are girls
- 35%** Overall % of pupils with SEND in English schools

# A good life: towards greater dignity for people with learning disability

Ben Newmark and Tom Rees



1 000 000

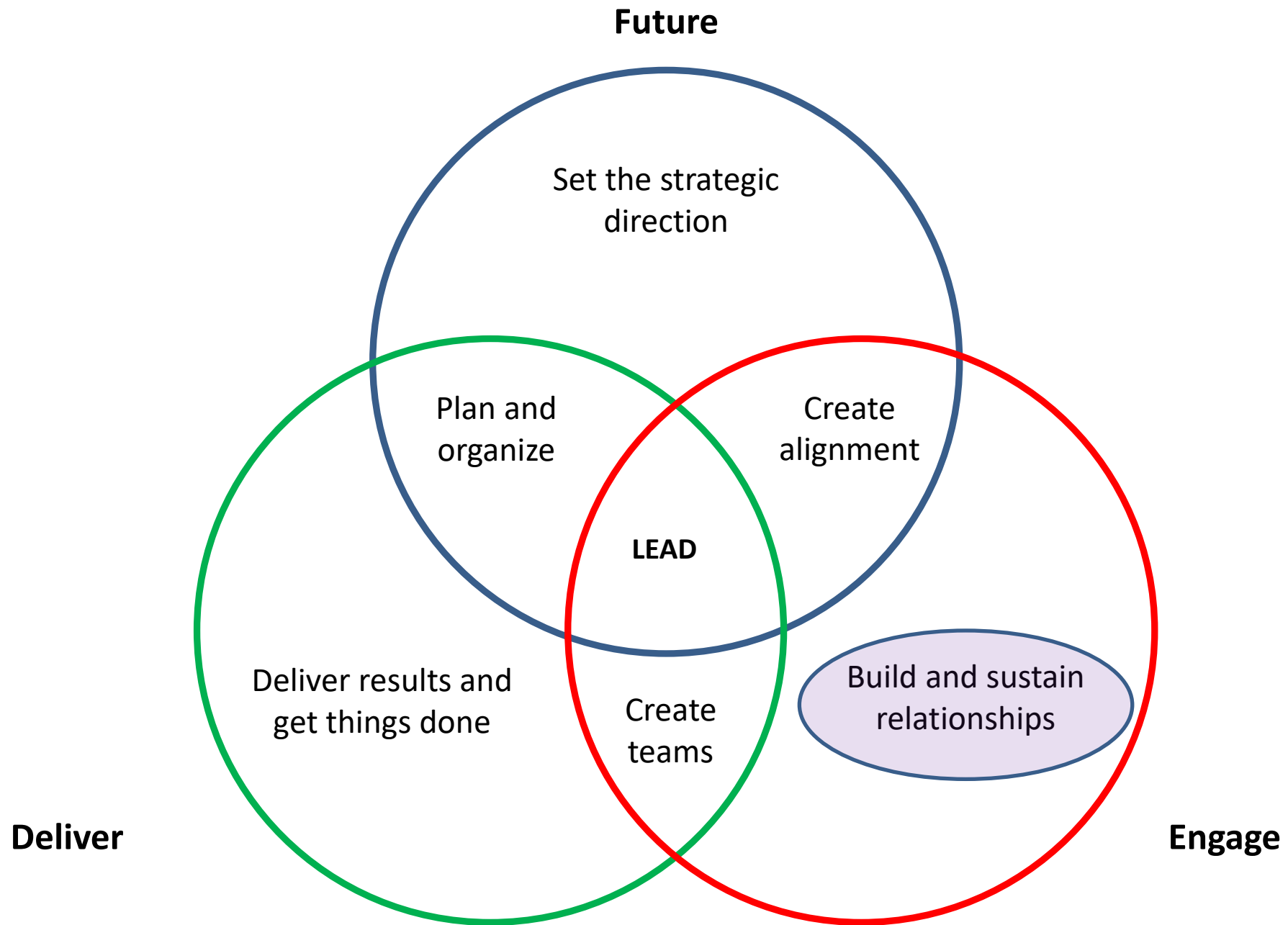


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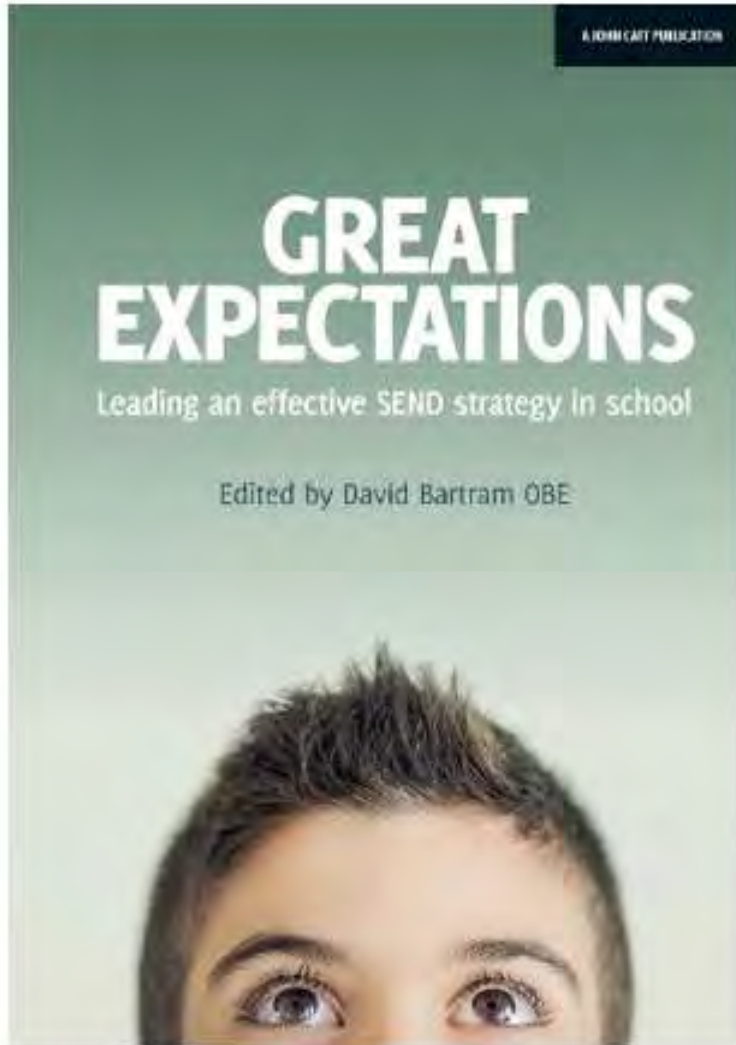
THE WELSH ITALIAN PIZZA



Wood Fired

Made for you





## Lose Limiting Labels

*Next time a pupil is labeled 'low ability' consider what this means. What group would you place yourself in? Labeling pupils as low ability is demeaning and inaccurate. Mo Farah is a low ability shot-putter.*

**Marc Rowland** *in*

*Great Expectations, Leading an effective SEND strategy in school*



Linked to Mastery: Q3

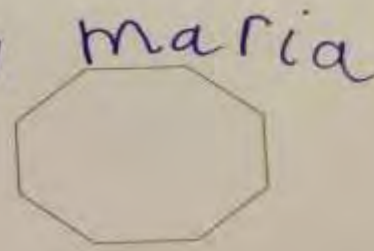
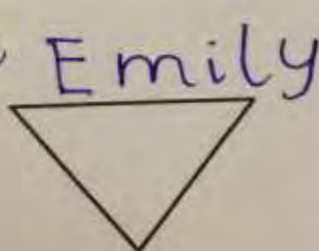
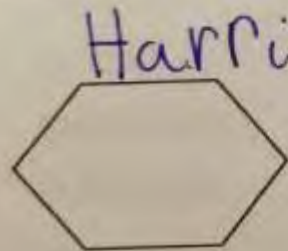
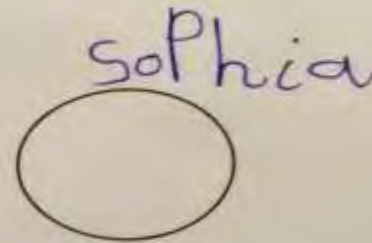
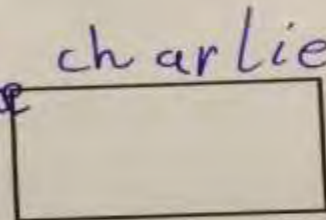
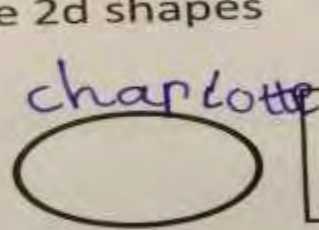
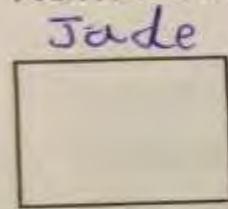
4. Lollies cost 5p each.

A pack of 3 lollies cost 13p

How much money do you save when you buy a pack of 3 lollies instead of 3 single lollies?

Geometry: Shape

Name these 2d shapes



## Words of the week

Directions: Write as many words with the same pattern - **uck**.

truck

luck

huck

duck

truck

muck

f word

yuck

stuck

*Before, I didn't eat, because I didn't want to be on this earth. But in this school, the teaching assistant sat down next to me and listened to why I didn't want to eat. We ate together at lunchtime and now I eat every day.*

Sally, Year 7

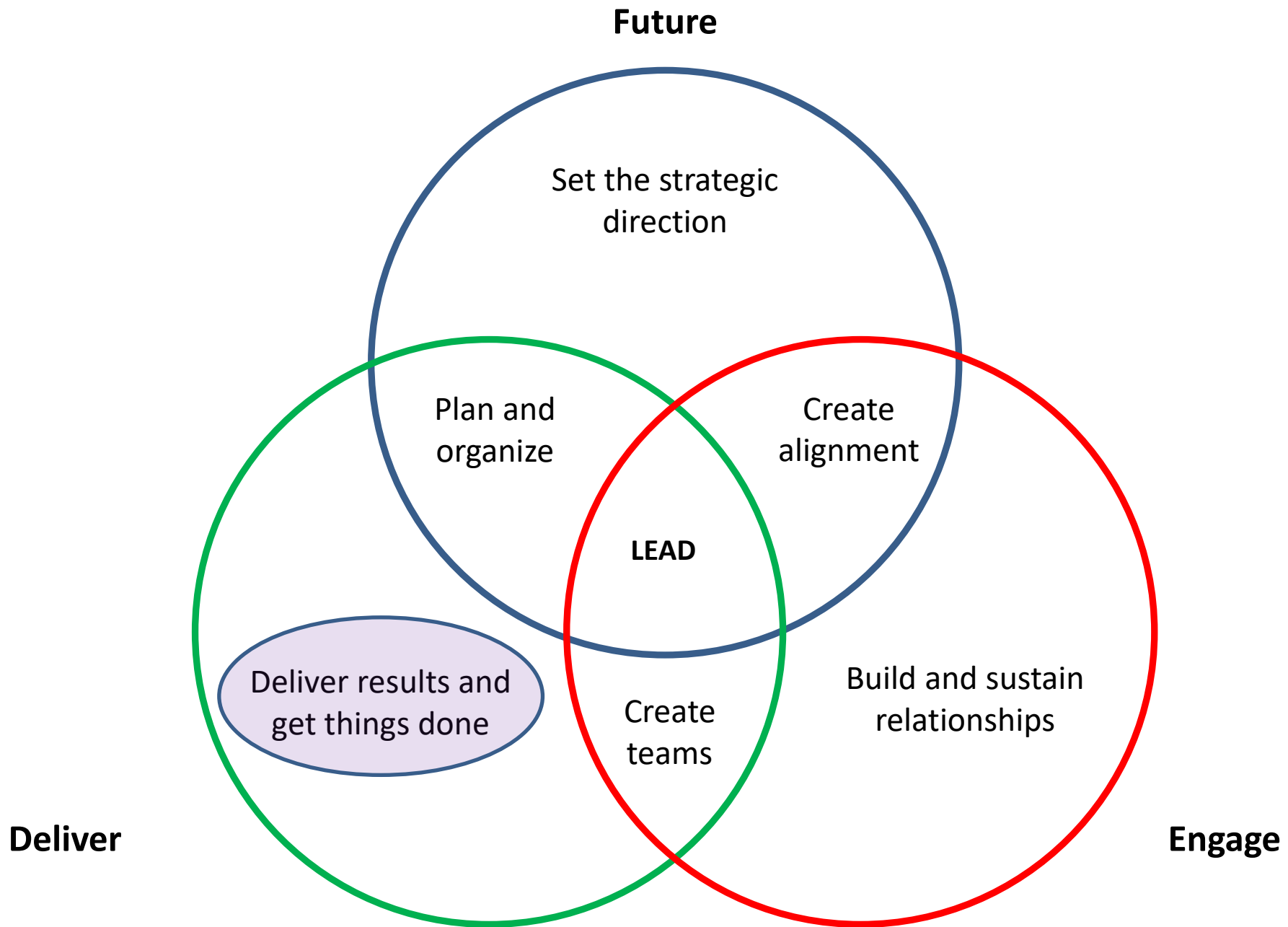
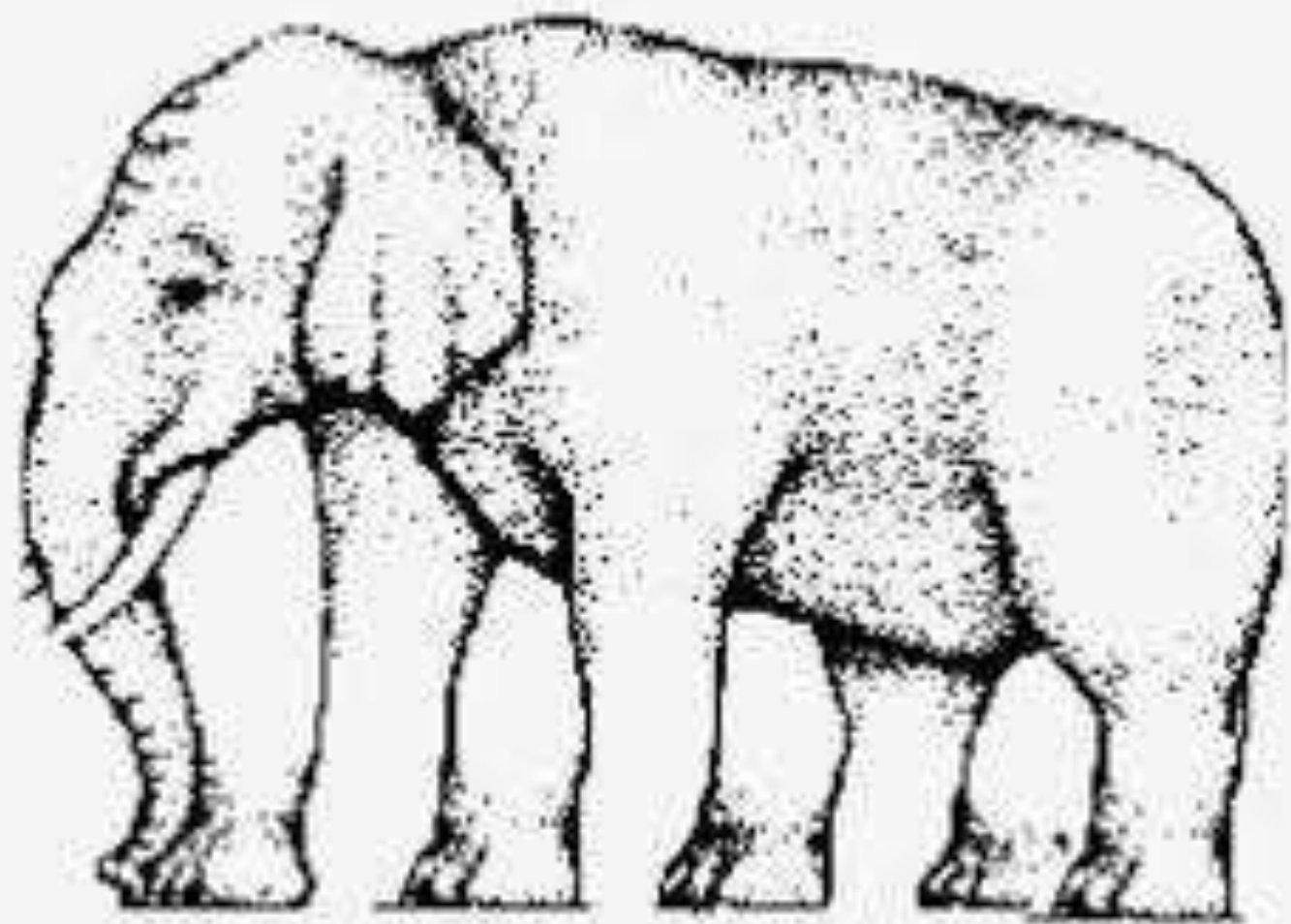


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## CURRICULUM PLANNING TOOL

This tool is meant to support Curriculum Leaders in ensuring that learners with SEND are considered at the planning stage, so that they are able to access the learning and achieve success in terms of what they know and how this increases over time.

What knowledge do learners need to know?

Strategies to support SEND Learners Included

- Key Word map / vocab prompt
- Checklist of learning steps
- Practical demonstration
- Visual aid
- Countdown timer on board

Where is vocabulary and language explicitly taught?

Strategies to support SEND Learners Included

- Praise and encouragement
- Repetition of key learning points
- Clear language - no sarcasm
- Say student name for attention
- Enable subtitles on videos

What does Progression Look Like?

Strategies to support SEND Learners Included

- Memory activities (mnemonics)
- Waiting / processing time
- Uncluttered worksheets
- Advance warning of questions
- Clear demonstration of WAGOLL

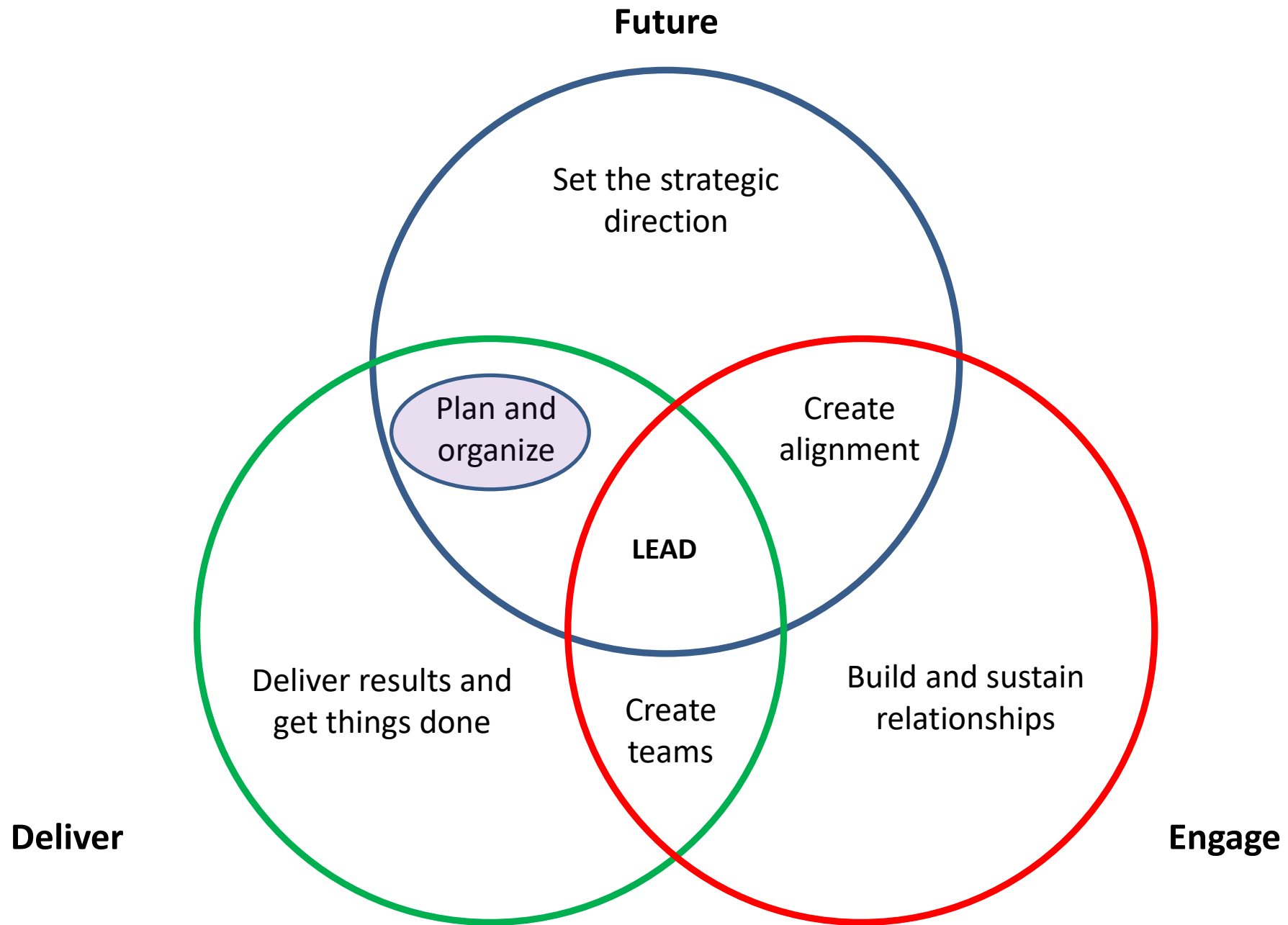


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## School placements are the largest determinant of SEND identification

Recent research from EPI found that which primary school a child attends makes more difference to their chances of being identified with SEND than anything about them as an individual, their experiences or what local authority they live in.

[Source: SEND-Identification\\_2021-EPI.pdf](#)



# SEND IN ENGLAND'S SCHOOLS 2023

Figures from DfE 2023 school census

**2023**

2022

17.3%  16.6%

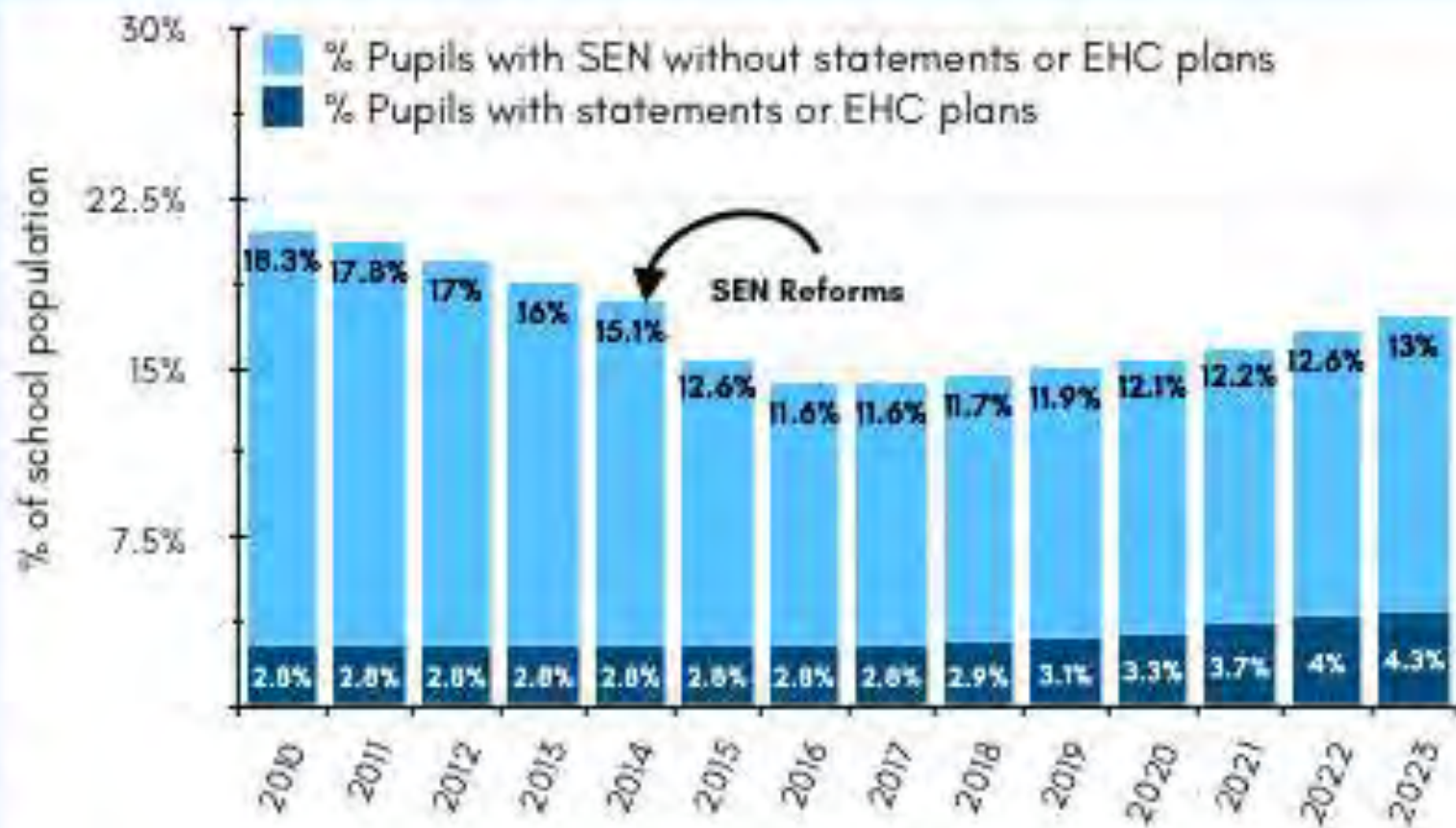
Of children in England had SEND

4.3%  4%

Had an EHCP at end of Jan '22

13%  12.6%

Of pupils were on SEN Support



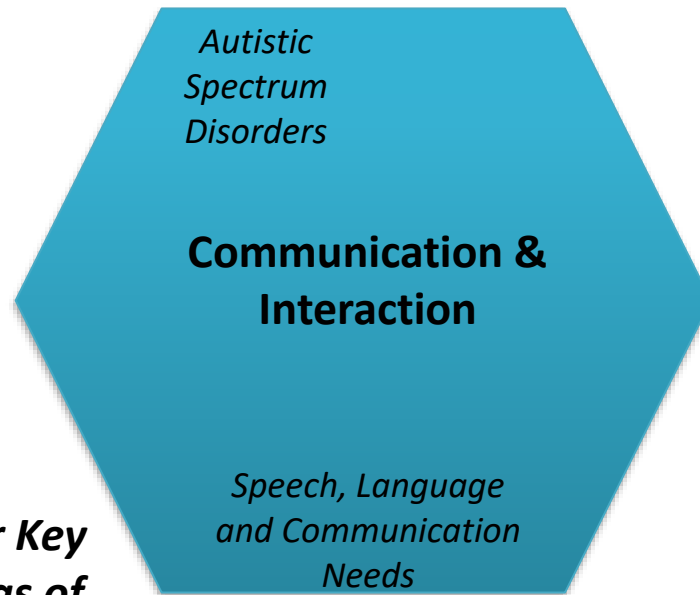
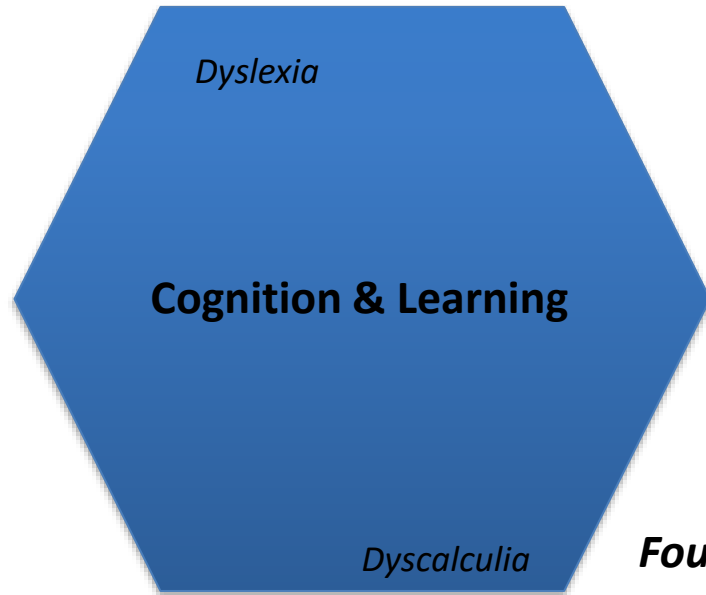
## School A – Pupils with SEND

			SEN Support	EHCP
Specific Learning Difficulty			89	2
Moderate Learning Difficulty	-	-	25	15
Severe Learning Difficulty	-	-	0	0
Profound & Multiple Learning Difficulty	-	-	0	0
Social, Emotional and Mental Health	-	-	31	5
Speech, Language and Communication Needs	-	-	10	4
Hearing Impairment	-	-	6	3
Visual Impairment	-	-	1	1
Multi-Sensory Impairment	-	-	0	0
Physical Disability	-	-	0	0
Autistic Spectrum Disorder	-	-	8	8
SEN support but no Specialist Assessment of type of need	-	-	0	0
Other Difficulty/Disability	-	-	70	2
<b>School total</b>	-	-	<b>240</b>	<b>40</b>
<b>Percentage of school roll</b>	-	-	<b>14.6</b>	<b>2.4</b>

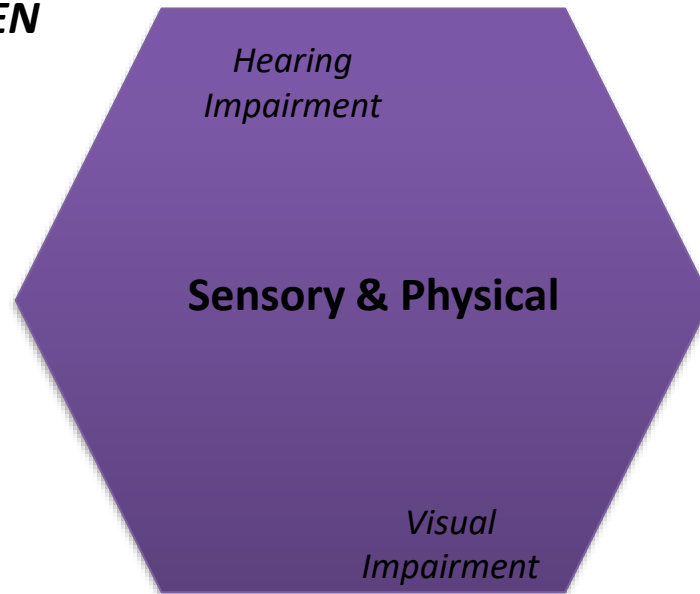
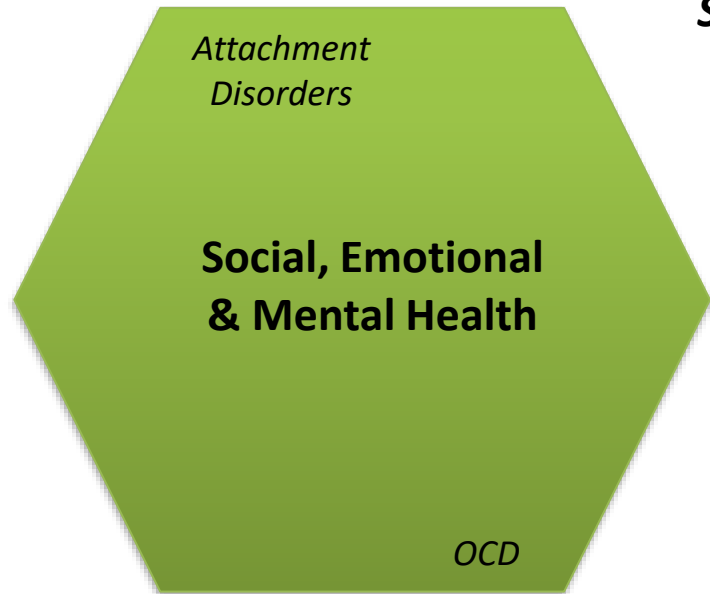


A word cloud of various medical and psychological conditions. The words are arranged in a roughly rectangular shape, with some words appearing vertically. The colors of the words range from light yellow to dark brown. The conditions listed include:

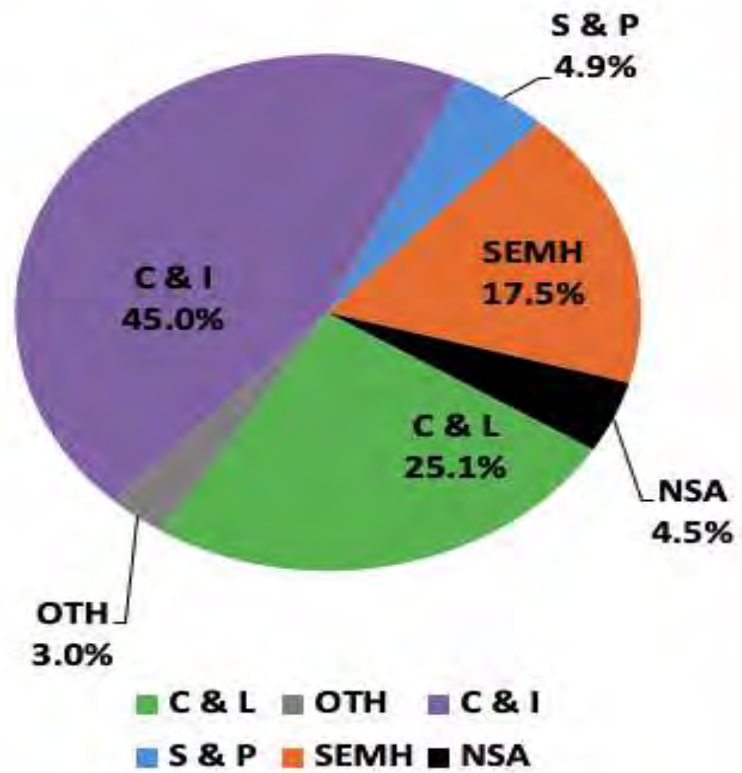
- Aphasia
- Hydrocephalus
- Tactile Defensiveness
- Social Skills
- Emotional Literacy
- Cerebral Palsy
- Developmental Delay
- Worster-Drought Syndrome
- Oppositional Defiance Disorder
- Dyscalculia
- Prader-Willi Syndrome
- Conduct Disorder
- Spina Bifida
- Dysgraphia
- Global Developmental Delay
- Profound
- Sickle Cell Anaemia
- Graphomotor Skills
- Down's Syndrome
- Autistic Spectrum Disorder
- Obsessive Compulsive Disorder
- Arthritis
- Scoliosis
- Emotional Hypotonia
- Proprioception
- Apraxia
- Hyperlexia
- Auditory Processing Disorder
- Multiple Learning Difficulties
- Noonan Syndrome
- Guillain Barré
- Semantic Pragmatic Disorder
- ADHD
- Speech and Language Disorder
- Mood Disorder
- Hearing Impairment
- Landau Kleffner Syndrome
- Dysarthria
- Ulcerative Colitis
- Cystic Fibrosis
- Rett Syndrome
- Muscular Dystrophy
- Ehlers-Danlos Syndrome
- Dysnomia
- Multi-Sensory Impairment
- Fragile X Syndrome
- Asperger's Syndrome
- Angelman Syndrome
- Dyspraxia
- Diabetes
- Irlen Syndrome/Scotopic Sensitivity
- Severe Learning Difficulties
- Osteogenesis Imperfecta
- Mowat-Wilson Syndrome
- Echolalia
- Tourette Syndrome
- Waardenburg Syndrome
- Pathological Demand Avoidance
- Moderate Learning Difficulties
- Non-Verbal Learning Difficulties
- Learning Disabilities
- Visual Impairment
- Anxiety Disorders
- Cerebellar Ataxia
- Williams Syndrome
- Dyslexia
- Heller's Syndrome
- Moderate Learning Difficulties
- Behavioural Difficulties
- Neurofibromatosis
- Epilepsy
- Selective Mutism
- Crohn's Disease
- Pervasive Developmental Disorder
- Sensory Integration Disorder



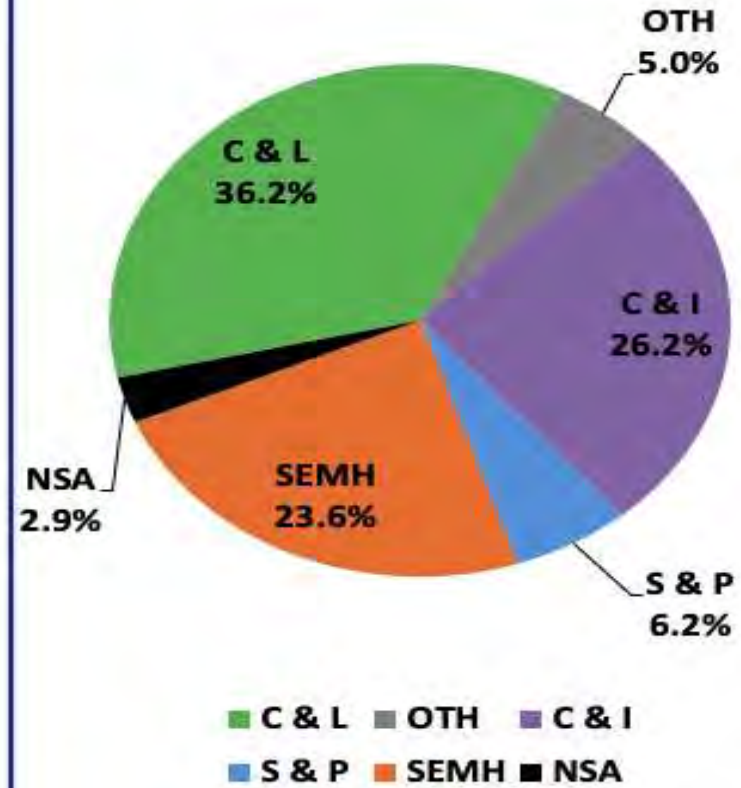
**Four Key Areas of SEN**

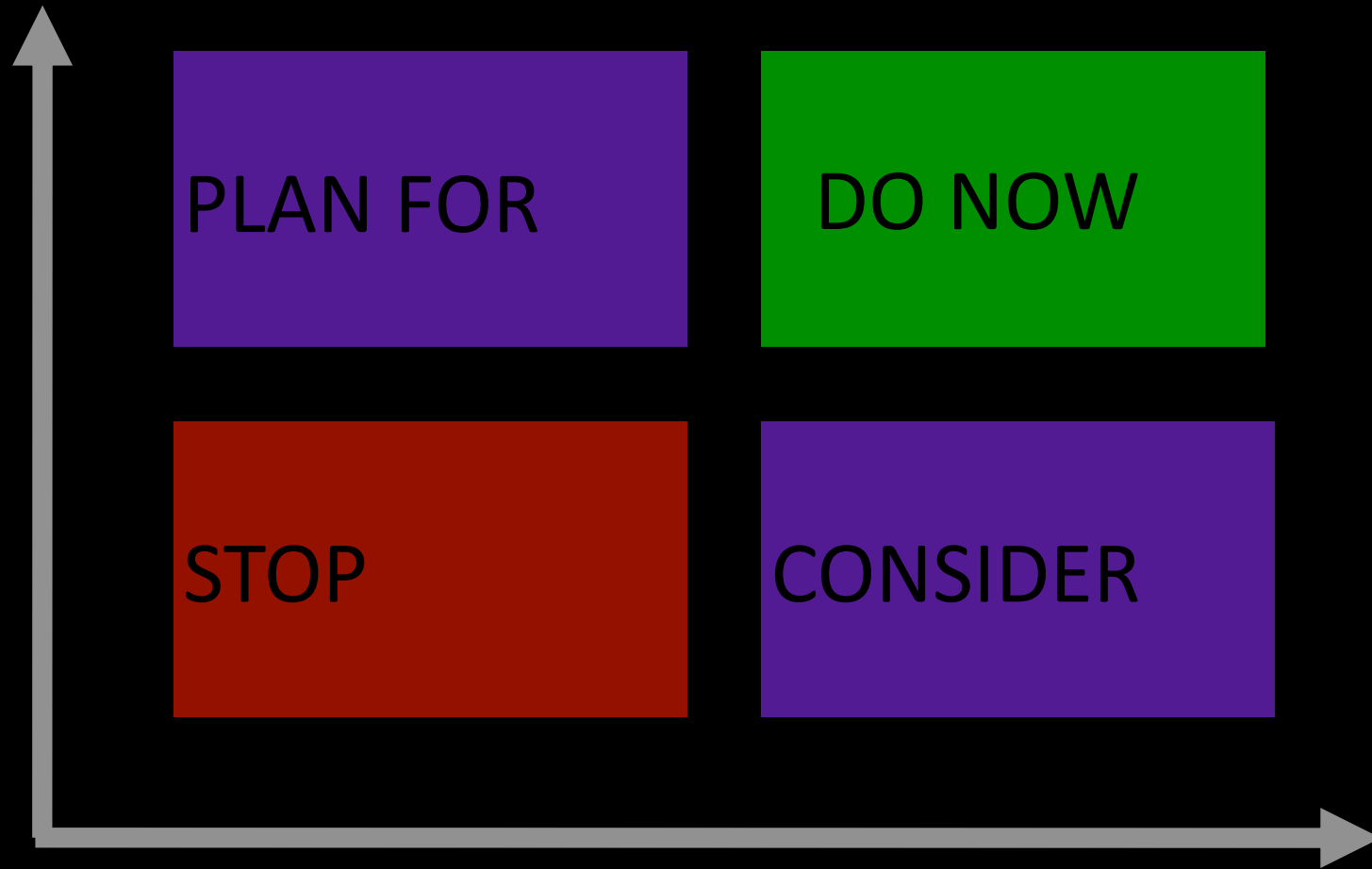


## PRIMARY PHASE



## SECONDARY PHASE







Where on the prioritisation model might each of these actions go?



1. To complete a whole school review on the quality of TA deployment

2. To ensure the SEND dept is timetabled to complete at least one learning walk each week.

3. To establish an after-school SENCO surgery

4. To ensure all teaching assistants complete a written record of activity during for each lesson

5. Establish a half-termly SEND Department newsletter

# Writing a SMART Action Plan

Ensure your objectives are:

Specific – Objectives will directly link to EMS statements

Measurable – Ensure you can track progress towards each objective

Actionable - For each objective, consider relevant action(s)

Realistic – Check the actions for each objective are achievable within your context

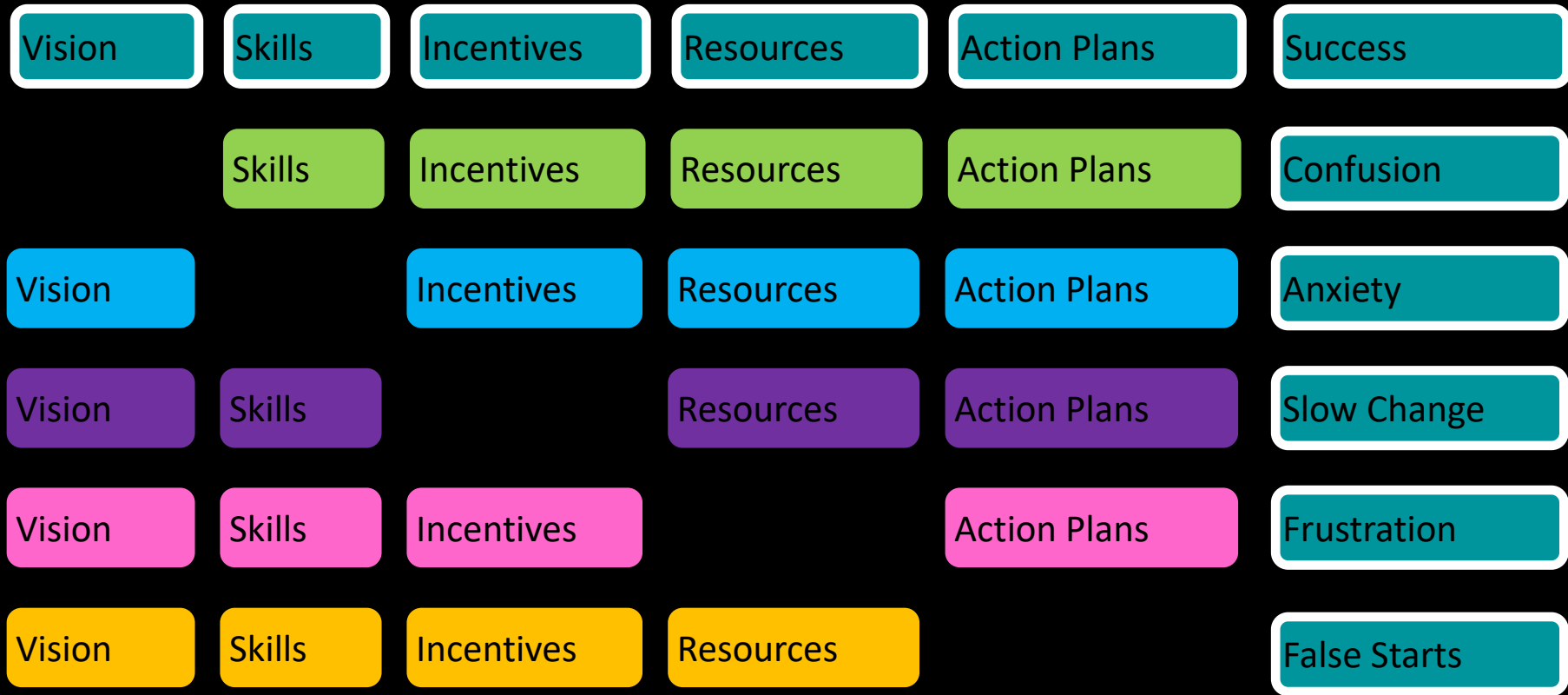
Timely – Consider how the objective can be met within the timescale

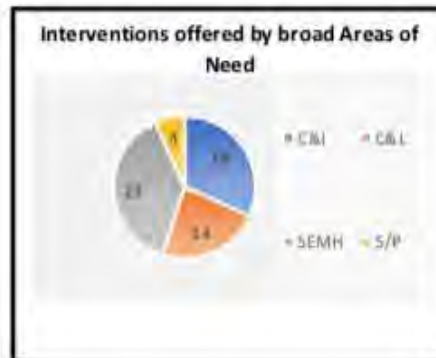
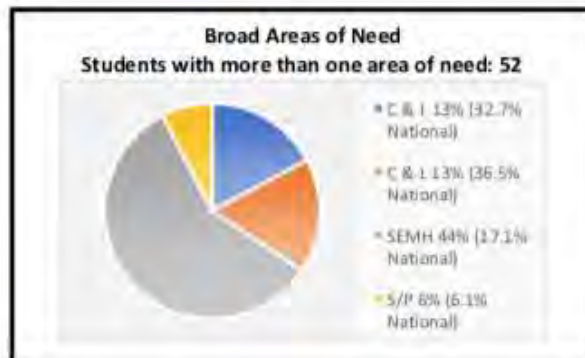
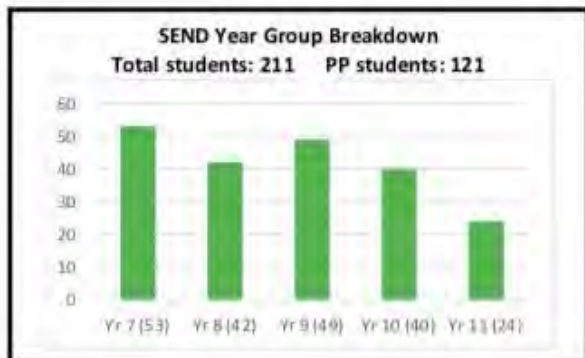
# Thoughts on this extract?

Focus Area	Objective	Actions	Timescales
Intent	1.6 SEND has a high profile in the school. There is a culture of high aspiration for all learners.	<ul style="list-style-type: none"><li>• Ensure the profile of SEND is raised</li><li>• Share vision with everyone</li></ul>	<ul style="list-style-type: none"><li>• Ongoing</li></ul>
Implementation	2.4 Teachers have good knowledge of the subject(s) and courses they teach and how to adapt them for learners with SEND	<ul style="list-style-type: none"><li>• Teaching staff have a secure understanding of how to adapt lessons for pupils with SEND.</li><li>• Lessons are consistently adapted to meet the needs of all.</li><li>• Feedback from parents at review meetings indicates increased satisfaction that their child is flourishing at school.</li></ul>	<ul style="list-style-type: none"><li>• Autumn term</li><li>• Ongoing</li><li>• Ongoing</li></ul>

# Example Action Plan Extract

Focus Area	Objective	Actions	Timescale
Intent	1.7 Leaders and governors work together, using evidence, to establish a clear vision, ethos and strategic intent for learners with SEND at the school.	<ul style="list-style-type: none"> <li>● SLT to review whole school curriculum intent statement to ensure it is fully inclusive</li> <li>● Heads of Department to work with teams to develop subject-specific SEND curriculum overview</li> <li>● SENCO and Heads of English, maths and science to carry out joint learning walks (1 Dept per term).</li> </ul>	<p>Oct 22</p> <p>Jan 23</p> <p>June 23</p>
Identification	7.1 Comprehensive assessment across the four broad areas of need supports accurate identification of need and informs classroom practice.	<ul style="list-style-type: none"> <li>● SENCO to train staff in SDQ and train Pastoral Team to use for baselining SEMH groups.</li> <li>● SEND Team to provide 2 x CPD sessions to all staff on identifying underlying SLCN</li> <li>● Reading Age data to be added to Pupil Passports for teachers to use.</li> </ul>	<p>End of Nov 23</p> <p>Mar 24</p> <p>Sep 24</p>

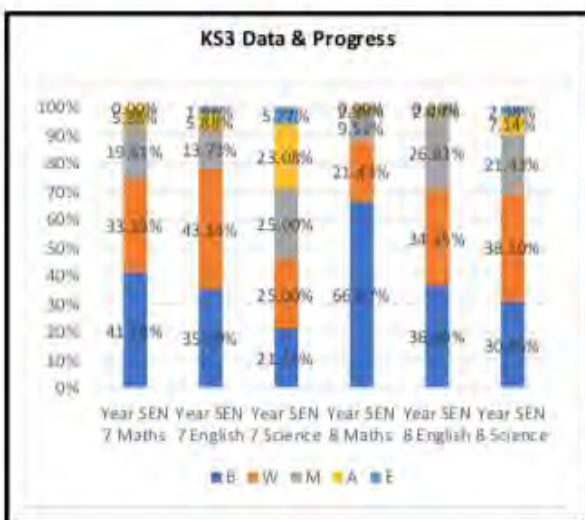
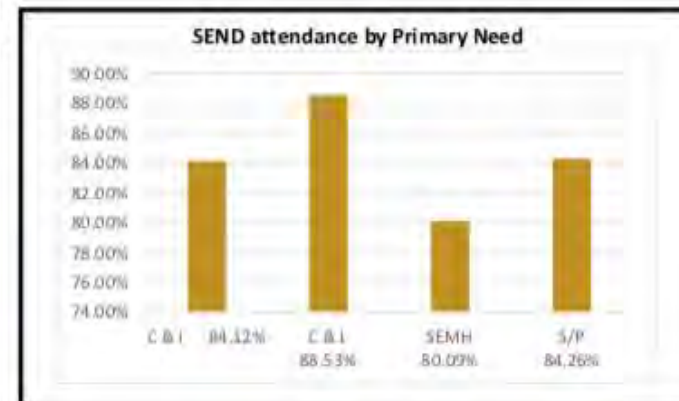
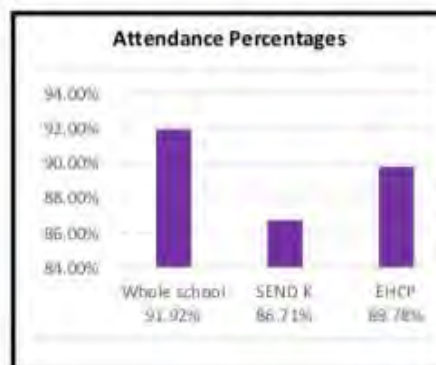
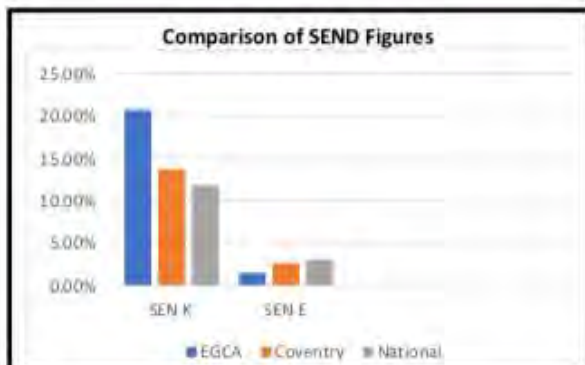




### Staff Training

NHS Self-harm training – Inclusion/HOH  
Attachment training – All Staff  
Comic strip conversations- Inclusion, HOH, optional to all staff  
Social Stories- Inclusion, HOH, optional to all staff

**Planned**  
THRIVE – all staff  
Future Planning Pyramid, compromise scale, scaling, blame blocks  
Trauma training - EP



### KS4 Progress 8 Data

	Maths	English	Science	Overall SEN P8	Whole Cohort P8
Y9 SEN P8 (Incomplete)	0.44	-0.22	0.3	-0.73	-0.98
Y10 SEN P8 (Incomplete)	-0.61	-0.81	-0.3	-0.52	-0.17
Y11 SEN P8	-0.12	-0.19	0.1	-0.27	0.14

EGCA  
SEND on A Page  
Autumn 2021

### Some Key Strengths

- Links with LA
- Thrive
- School Autism Base
- Alternative Centre for Education
- Mental Health Support

**SEND Governor View:** Visit to be arranged for Spring Term

**Parent View:** The school really support my child, they couldn't do anything more (O.H)

**External Agency View:** EGCA are very reflective they think about what they already do but always think about what more they could do to support

**Pupil view:** Support is really good and it helps you in lots of different ways and circumstances (M.P)

### Improvement Priorities

- Attendance
- Academic progress
- Supporting teachers to develop in class SEND practice
- Inclusion boxes in all classroom with training surrounding strategies
- Development of support for Cognition and Learning
- Alternative Qualification

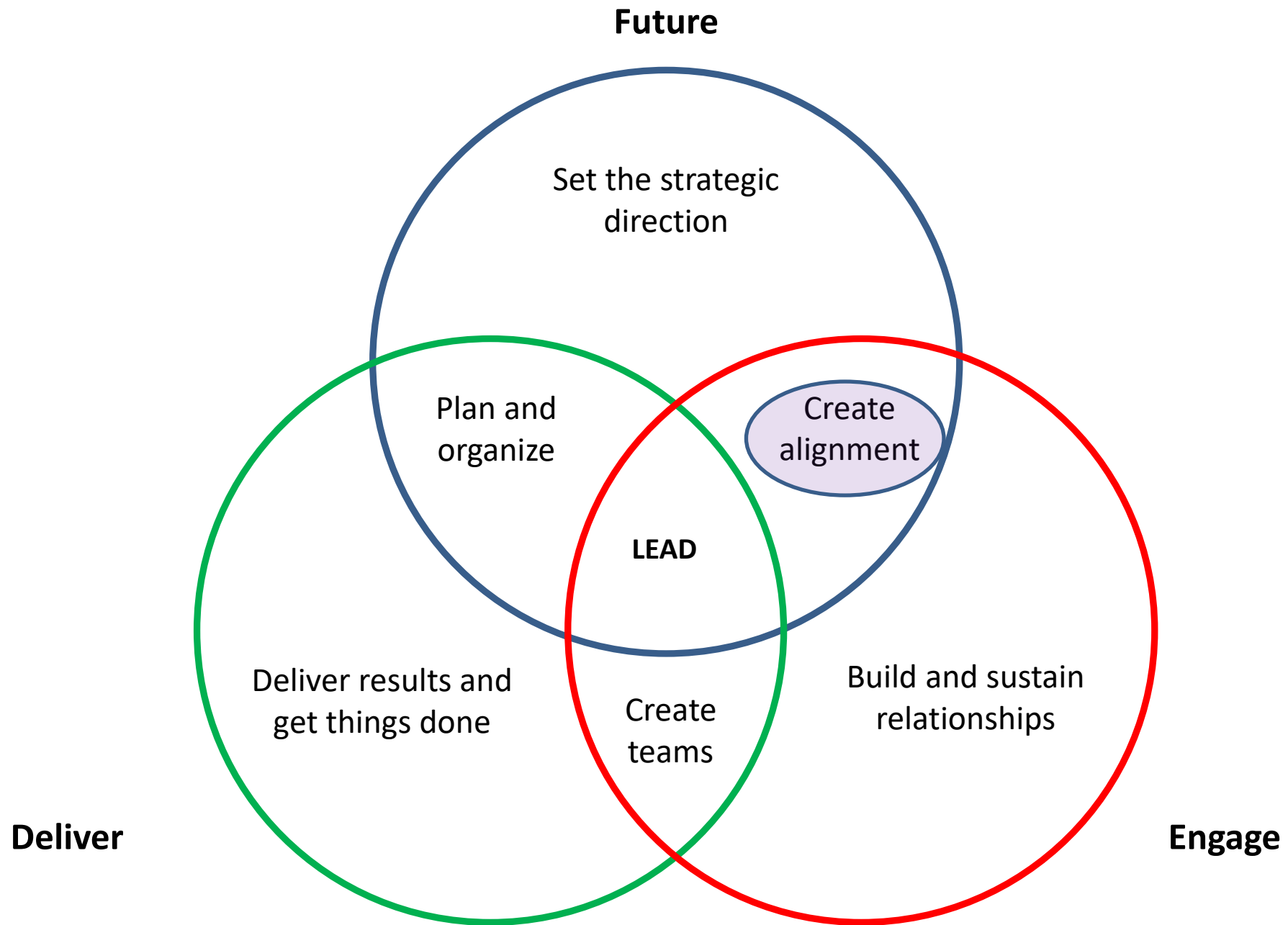


Figure 1: Six key areas for leadership action (Adapted from David Pendleton's *Primary Colours* model and Steve Radcliffe's *Future-Engage-Deliver*)



I was disgusted  
to find this was  
just a few rocks



## High quality teaching benefits pupils with SEND

### The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

# 1

### Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



# 2

### Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



# 3

### Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



# 4

### Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



# 5

### Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report: ['Special Educational Needs in Mainstream Schools'](#).



## MAKING BEST USE OF TEACHING ASSISTANTS

### Teacher-TA agreement template

This Teacher-TA agreement template can help staff specify their coordinated but differentiated roles during lessons. Examples of how TAs might contribute at various stages of a lesson are provided, in such a way that they supplement, not replace, the teacher.

When?	What? (with examples)
During the lesson introduction	<ul style="list-style-type: none"> <li>Check learning objectives are written in books</li> <li>Refocus pupils</li> <li>Ensure relevant learning materials and equipment are out/available</li> </ul>
During whole-class work	<ul style="list-style-type: none"> <li>Use the 'Scaffolding framework' to ensure pupils are offered the 'least amount of help first'</li> <li>Encourage responses from [names of target pupils]</li> <li>Emphasise key vocabulary; record key words</li> <li>Model or role-play activities with teacher</li> <li>Ensure pupils refer to success criteria</li> <li>Observe and note learning difficulties and achievements and feedback to the teacher</li> </ul>
In group work	<ul style="list-style-type: none"> <li>If necessary, check pupils understand what they need to do, what they will learn and what outcome is expected by the end of the session</li> <li>Provide prompts on group objectives and roles required. Give time checks</li> <li>Note issues, mistakes, misconceptions and difficulties for follow-up by teacher</li> <li>Encourage interaction with others</li> </ul>
In plenary sessions	<ul style="list-style-type: none"> <li>Encourage pupils to reflect on their learning. Prompt recall and use of relevant strategies if necessary</li> <li>Monitor and record responses of [names of target pupils] (note difficulties and achievements)</li> </ul>
At the end of the lesson	<ul style="list-style-type: none"> <li>Clarify next steps in pupils' learning</li> <li>Ensure pupils understand homework and are clear about any follow-up required. Ensure homework is written in planners</li> </ul>
After the lesson	<ul style="list-style-type: none"> <li>Provide feedback on any misconceptions, difficulties, etc; issues with behaviour for learning</li> </ul>

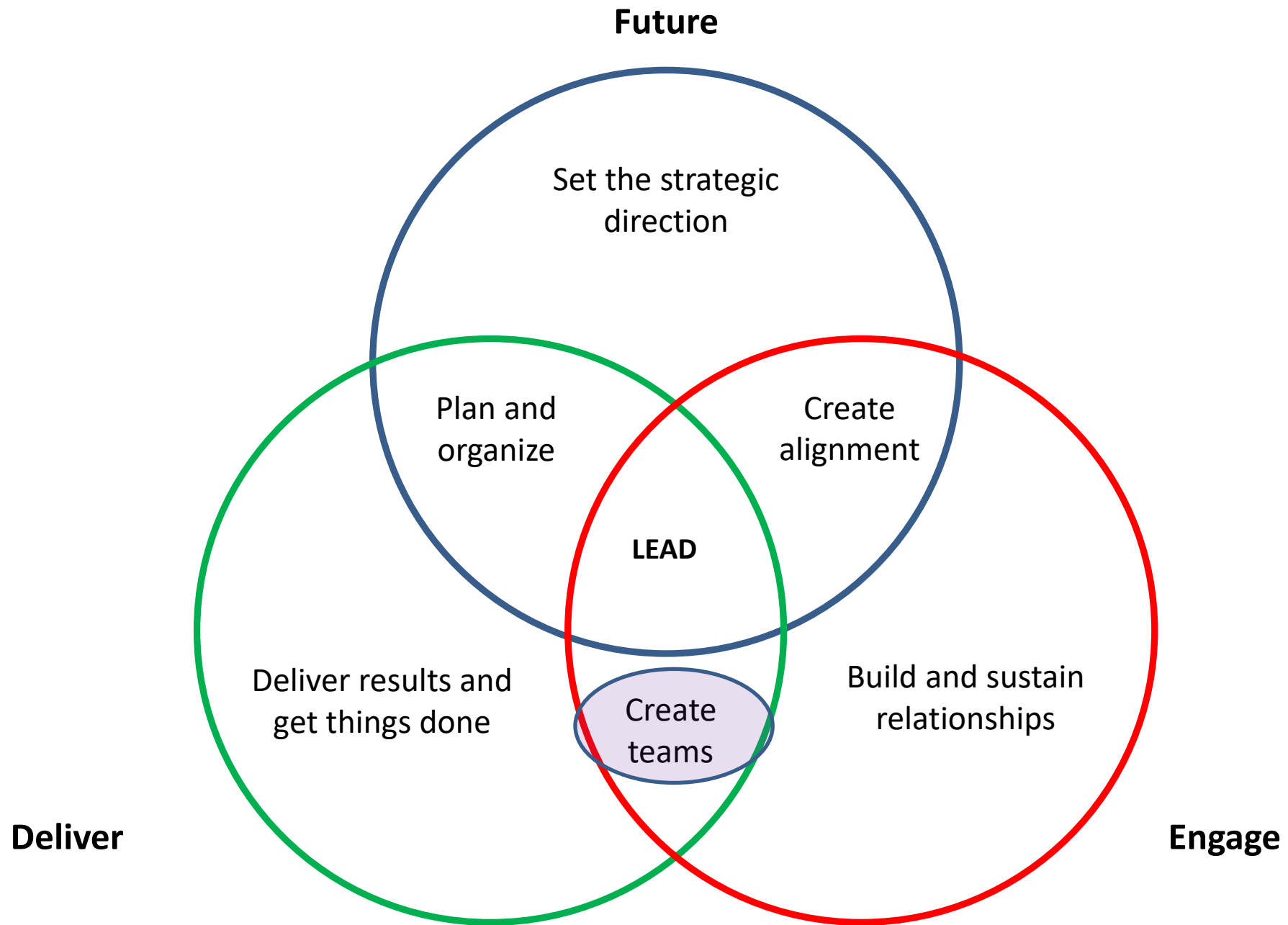


Figure 1: Six key areas for leadership action (Adapted from David Pendleton's *Primary Colours* model and Steve Radcliffe's *Future-Engage-Deliver*)



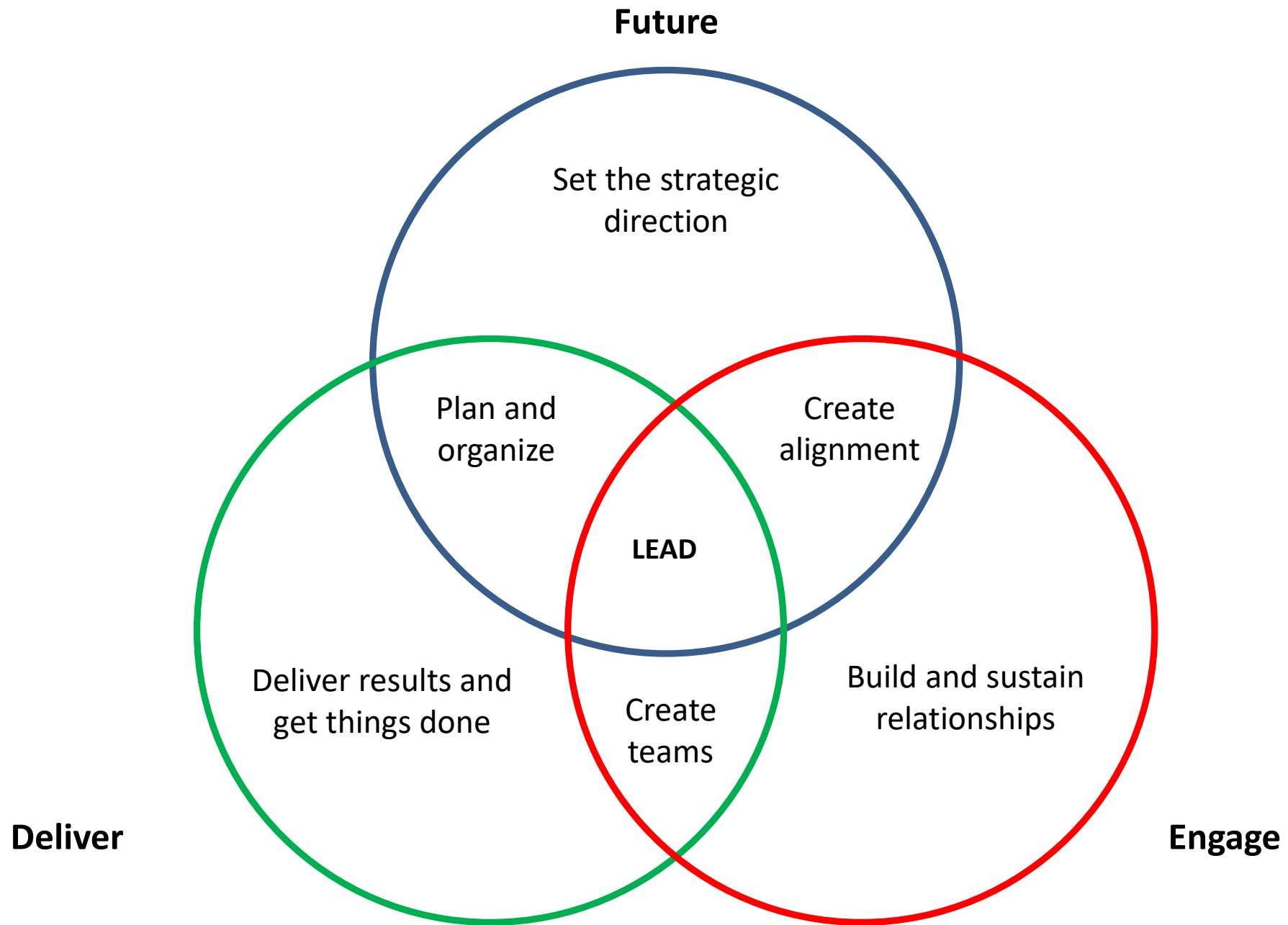


Figure 1: Six key areas for leadership action (Adapted from David Pendleton's *Primary Colours* model and Steve Radcliffe's *Future-Engage-Deliver*)



**Leading Great SEND  
Provision in school - *in a  
challenging, changing  
environment***

David Bartram

[David@prescienteducation.co.uk](mailto:David@prescienteducation.co.uk)

@davidbartram\_



Break

# A parent's perspective

The impact of a SENCO and the local authority



Meet Hari  
(and his mum)



This sign features several sections with text and illustrations. It includes a large illustration of a dog's head, a smaller illustration of a dog, and a section with the text 'OOOOOAAAR!'.

1. The mum is a...  
2. Hari's mum is...  
3. Hari's mum is...  
OOOOOAAAR!



This sign contains several small images and icons, including a dog's face, a dog's paws, and a dog's tail. It includes text such as 'The knowledge of... and other facts' and 'Hari's mum is...'. There are also several small icons representing different aspects of the dog's life.



# A Parent's Journey

4 speech and  
language  
lessons a year

**When we get to you we are full of emotions** and feel like we have reached our final **destination and can do a full hand over**

**Sometimes we are not aware of the school's** limitations in terms of resources and finances

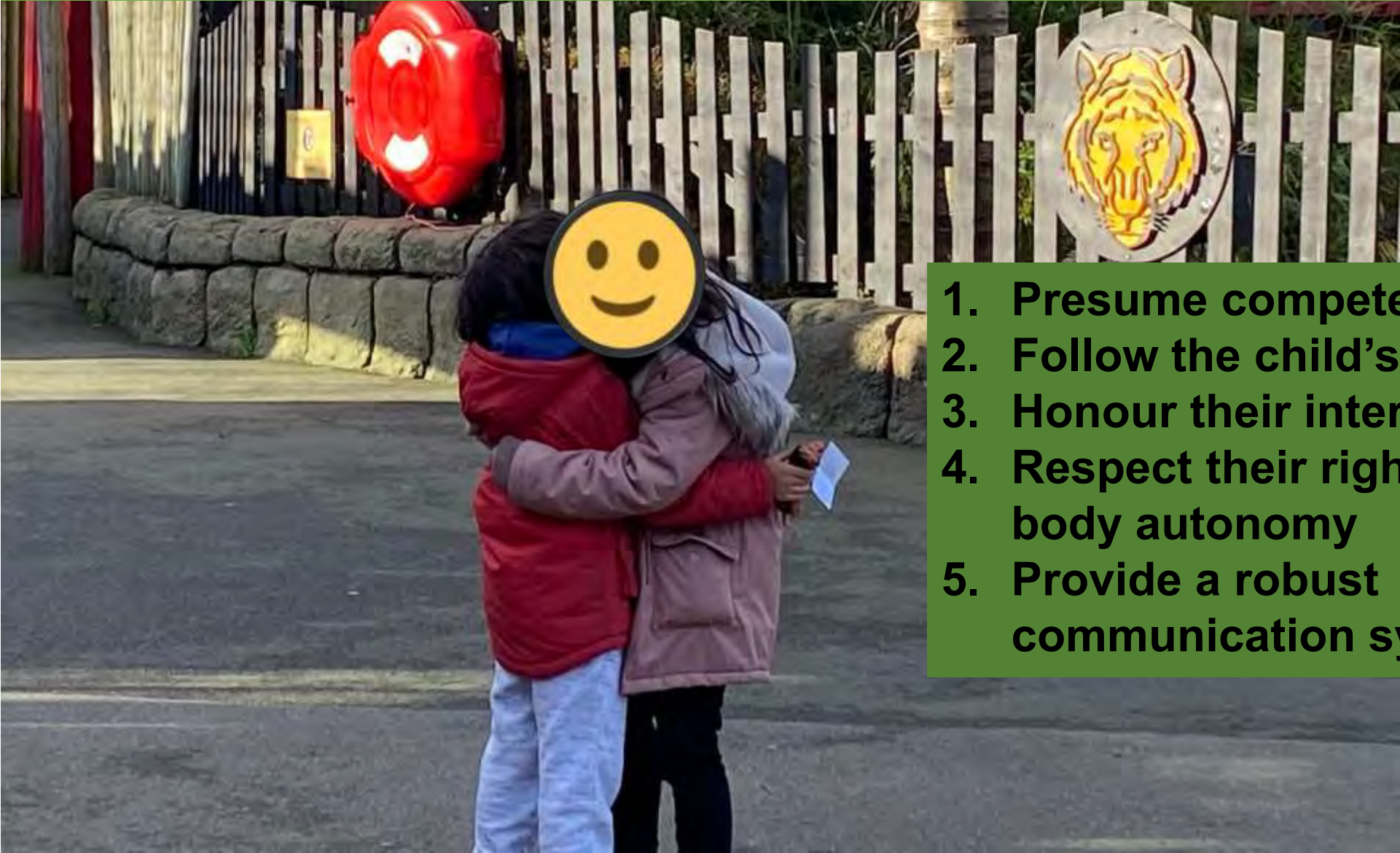
## A Positive Experience

- I was perceived as an **advocate** for my child
- My **knowledge**, insight and **experience** was valued and appreciated
- I was regarded as an **EXPERT** in my child's life
- There was clear **transparency** about resources, responsibilities and capabilities-the importance of EHCP
- Opportunities for face to face **communication**
- Nothing was **personal!**
- **Repair** was always possible

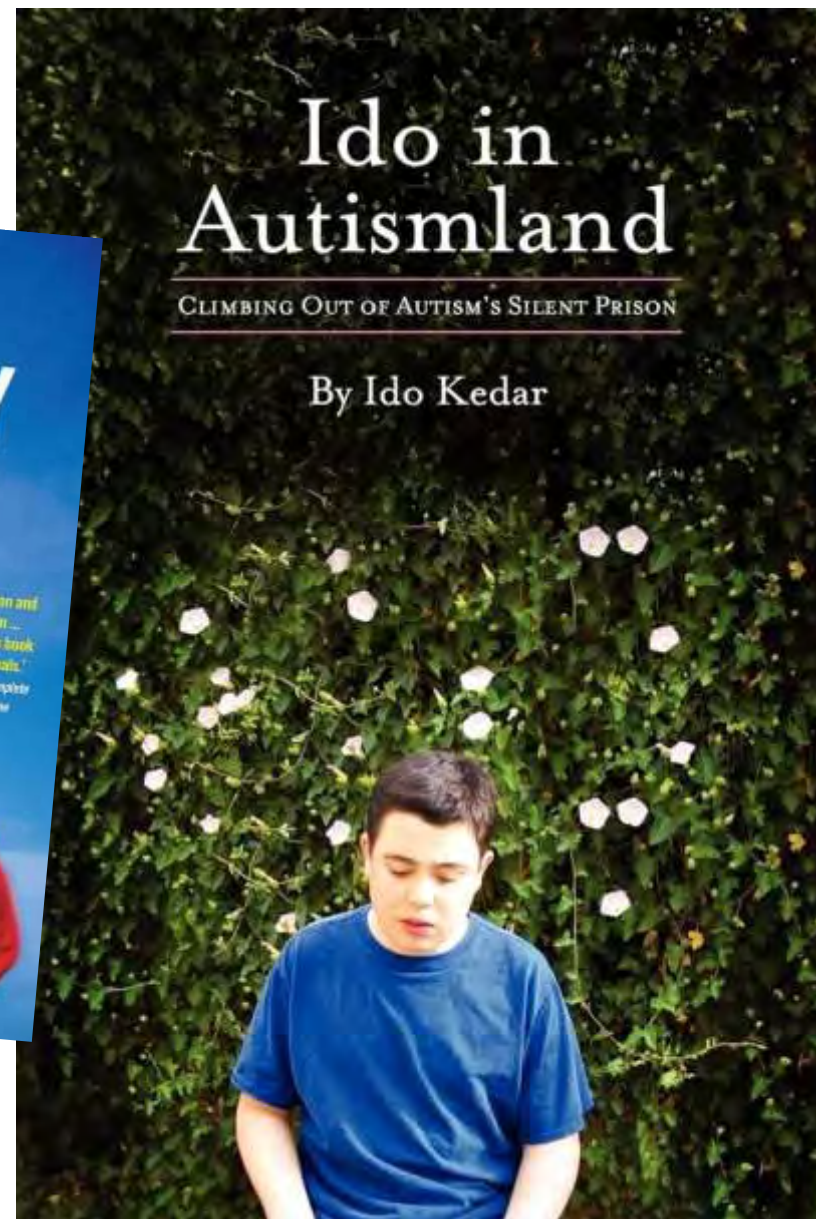
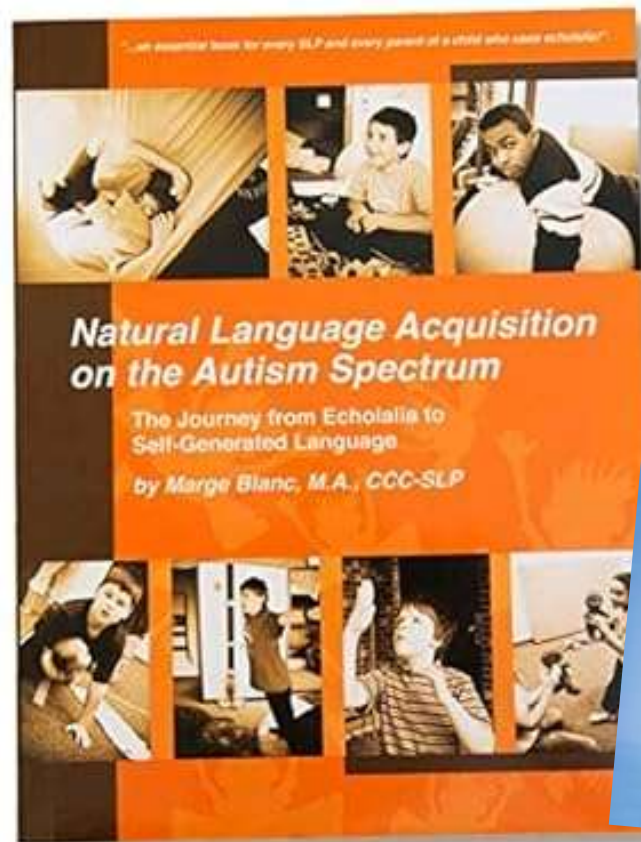
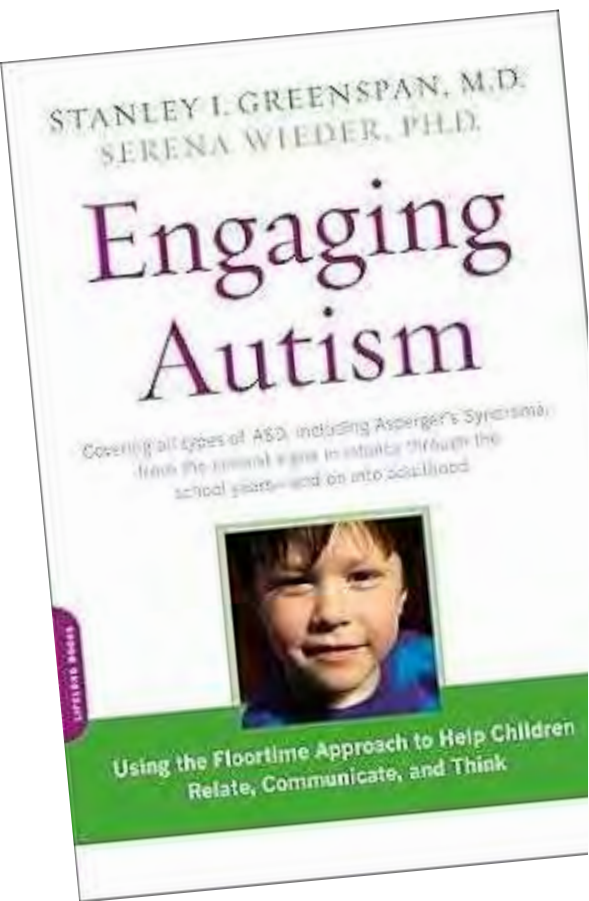
## The impact

- Child's needs are more likely to be identified and met at an early stage.
- The child makes progress (my son started using speech in school, was more regulated, started to advocate for himself)
- School improves its services for all children based on what they've learned from the program to be **DIR Floortime Model**,  
**gestalt language processing.**
- Parent feels positive impact on the parent's wellbeing
- Parent feels like an equal partner in their child's educational journey (value of co-production)
- We create a community/village!
- Collaborative approach contributed to better outcomes for the child and family.
- Helped to identify good practise for parent engagement which can be shared across school.
- Family feels more welcomed and part of school

Our children have the right to be here/ to exist



1. **Presume competence**
2. **Follow the child's lead**
3. **Honour their interests**
4. **Respect their right to body autonomy**
5. **Provide a robust communication system**



Cognition and Learning challenges for children with  
specific learning difficulties  
with Alison Towers, Lady Margaret Primary School





Lunch







The Wonder Room  
with Laura Corrigan,  
Clifton Primary School

# Wonder Room @ Clifton

# Background

- ▶ Initial design pre lock down for 50% day support (10 - 12 children)
- ▶ Lockdown created 100% day bubble and progress was accelerated
- ▶ Post lockdown new high need child led to reduction in numbers to 4 children and 4 staff (lots of staff mobility)
- ▶ Children who are unable to access the typical mainstream classroom, all are on a waiting list for SEND placement.
- ▶ The Wonder Room is used as our scaffolded approach to build their tolerance to social situations without having significant impact on other **children's learning, and we consider it to be a bespoke personalised** resource for children
- ▶ All five boys become dysregulated in most school environments so they spend the majority of their time in the Wonder Room to prioritise their regulation and SEMH.
- ▶ Focus on cross integration to promote communication and social skills.

- ▶ Progress is tracked academically, using the AET framework and through SALT and OT targets
- ▶ The curriculum is a vehicle for teaching skills and levels of engagement. The Year 1 curriculum is used as a vehicle to deliver his but the content is not the primary focus - repetition is key.
- ▶ Half Termly meeting with SALT and OT to go through the caseload and design the provision
- ▶ **Children's timetables reviewed regularly to provide maximum** inclusion to mainstream lessons, low demand subjects
- ▶ Cross integration at social times of the day (monitored one to one), PE, Art, Music, Yoga - children attend assembly to receive Well Done Certificates
- ▶ Attend class trips with Wonder Room adult and also all Year 1 trips
- ▶ Fully part of Clifton life; their mainstream teachers know them, office staff etc

# A day in the life of a Wonder Room child

- ▶ 9.00 - 9.45 Phonics
- ▶ 9.45 Daily jog with 3 stars
- ▶ 9.50 English: Starter is colourful semantics activity
- ▶ 10.30 Break
- ▶ 10.45 Fruit and newsround
- ▶ 11.00 - 11.30 Maths Input and practical: Start with a number song / video
- ▶ 11.30 SJ and AA lunch with Nasima / KK and HW worksheet maths
- ▶ 12.00 Dough Disco HW and KK
- ▶ 12.10 Handwriting HW and KK
- ▶ 12.30 Lunch HW and KK with Ana and Anita (integration)

# A day in the life of a Wonder Room child

- ▶ 12.30 AA & SJ Maths worksheets
- ▶ 12.55 Choosing
- ▶ 1.00 Dough Disco SJ and AA phonics
- ▶ 1.10 Handwriting SJ
- ▶ 1.30 Registration and teeth brushing
- ▶ 1.35 Sensory circuits
- ▶ 1.45 Topic
- ▶ 2.15 Break
- ▶ 2.30 Topic / SALT & OT Target
- ▶ 2.55 Golden Time
- ▶ 3.05 Story Time

# Case studies

- ▶ Suleiman Aut 2 2023 (1)
- ▶ EHCP Band E
- ▶ Struggled greatly to settle in Year 1, accessed no lessons and was very passionate about his whiteboard. Lots of unwanted behaviour including spitting. Not responding to any staff, except one
- ▶ Move to WR with outreach support. Mainly settled now. Accessing all lessons. No unwanted behaviours except when there is change.
- ▶ Ready to learn and fulfilling full potential
- ▶ Partial reintegration for Summer Term 2



- ▶ KK Sept 2022 (4) SEND School Sept 2024
- ▶ Started in year 2 in Dec 2021. Was in an ARP but there was a break down in placement. Remained in Year 2 class with various different LSAs, none of whom could support him.
- ▶ Suspended in Dec 2022
- ▶ Sept 2022 moved to Wonder Room full time for the safety of other children and staff, majority of WR children returned to mainstream class to allow for KK to regulate
- ▶ Nov 2022 and Jan 2022 emergency annual reviews to request change in placement
- ▶ **Clifton's biggest success story, made Significant progress and is now a valued member of the school**
- ▶ No further reintegration planned





# Keshav and Miss Anna



# Main gains

- ▶ Creating your own in school outreach; support for mainstream classes
- ▶ Ongoing CPD for LSAs and teachers
- ▶ Quality of support for children with complex needs
- ▶ Impact on the mainstream classroom
- ▶ Staff mental health and well being

# Challenges

- ▶ Curriculum; is it narrowed?
- ▶ External views; is this really inclusion?
- ▶ Funding
- ▶ Staffing
- ▶ Weekly meetings with lead and SENDCo
- ▶ Timetable
- ▶ The LEAD!

# Parental feedback - Suleiman's mum

- ▶ I would recommend Wonder Room. He is totally different from class then to now. One year ago I would have said NO! And I did!
- ▶ I said no because of the social situation, I was worried about him socialising and that he would be alone or separate. He has always found sharing difficult and if he was going to be alone he would not learn things but now he has learnt how to share.
- ▶ **At the end of the day, I get information on everything; his eating, his sharing, if he's tired**
- ▶ At home everything has improved, the spitting, the hitting, the listening and his relationship with siblings
- ▶ **He's trying to use full sentences to speak**
- ▶ He has two to three people helping him and at times, one to one.
- ▶ Even if he stayed in Wonder Room now, I would not mind. I am so happy he is here at Clifton Primary School





Keshav

Now



RE

Next



Break time

Then



speech



language





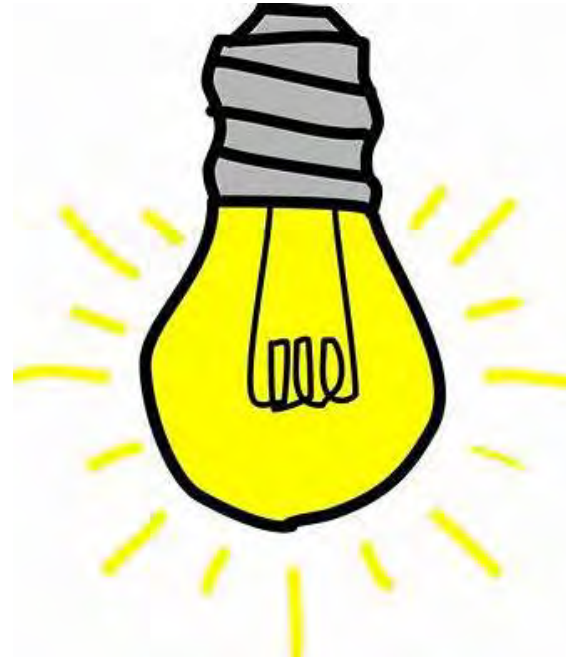
Hamza **at** his **workstation**







Top **t**ips with Sam  
- and from all of  
you





1. Avoiding burnout

Competence  
Relatedness  
Autonomy



# Top tips to avoid SENCo burnout

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- Listen to the professionals (this includes your GP)
- Be realistic
- Diarising through the year
  - Annual review planning for the year
  - Use a planner/timeline
- Open door vs focus time
- Emails
  - Do you really need to reply? Can you use acknowledgement instead?
  - senco@email address – with someone else to check regularly

# What is in your email footer?

- Wellbeing Support:
- Samaritans: Helpline 116 123 [www.samaritans.org](http://www.samaritans.org)
- Cruse Bereavement: Helpline 0808 808 1677 <https://www.cruse.org.uk/>
- Shout: text 85258 [www.giveusashout.org](http://www.giveusashout.org)
- Circle: 0208 571 7454 <https://www.hfehmind.org.uk/get-support/service-for-schools/support-for-children-young-people/circle>
- Smart Clinic: 0800 862 0142 [www.smartclinic.com](http://www.smartclinic.com) email: [hello@smartclinic.com](mailto:hello@smartclinic.com)
- Workplace options: Helpline 0800 243 458 <https://www.workplaceoptions.co.uk/member-login-2/>
- Education Support: Helpline: 08000 562 561 <https://www.educationsupport.org.uk/>
- Young minds parent's help line: 0808 802 5544 <https://youngminds.org.uk/>

# Out of office message?

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Dear colleague, student, parent,

School is currently closed.. I am therefore unavailable until xxx.

Students, if you have any concerns about your learning, perhaps take a look on your google classroom to see if there are answers to your questions there!

If you have any other concerns, a great place to start is Childline. They offer great advice on a wide range of issues that young people face. Take a look at the [childline.org.uk](https://www.childline.org.uk) website, or give them a call on 0800 1111. They also offer text chats if you prefer. They are experts in getting young people the best support, so please do get in touch with them. It's also worth having a look around their website for ideas and advice specifically for young people.

You can also access support from the following organisations MIND, Young Minds, the NSPCC or Hub of Hope.

Don't forget, If you are in danger or need immediate help, please dial 999.



Wellbeing that  
wasn't!



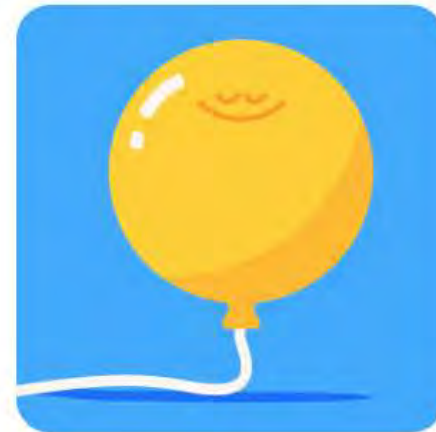
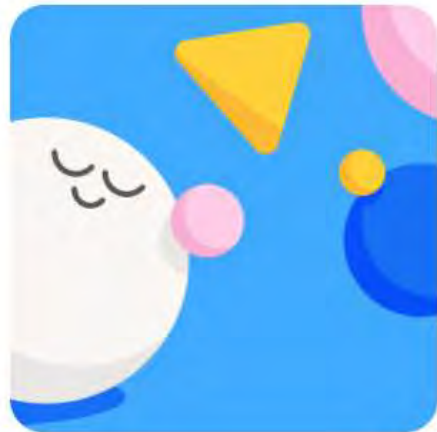
Wellbeing is individual

Free tea and coffee

Release time for extra tasks communication

Education Support

Headspace.com – free to all teachers





# Top tips from SENCOs

1. Audit your staff to plan for CPD
2. Consistent format for sharing information with colleagues
3. Get your SEN Governor onside
4. Write a SEN position statement for your school
5. Proactive contact – exams officer, attendance team etc
6. Put a weekly timeslot in for making referrals
7. Keep your pupils' adulthood in mind
8. SENCo social media – in moderation?
9. Delegating/coaching conversations

Whatever works...



# Evaluation

QR code/link.



<https://www.surveymonkey.com/r/HZ8Y8VY>





Slides and resources will be sent.

Next up...

[2024 Events Schedule | Neurodiversity Celebration Week](#)  
[neurodiversityweek.com](https://neurodiversityweek.com)