



Specialist Teaching and Learning Service

Ashford District

Newsletter Term 6 2019

Making SENSE Transition Event

It is possible! Parents, professionals and charities all worked together to create a fun but informative weekend event, offering advice as well as entertainment to families who have young children with Special Educational Needs or Disabilities.

This was the second event we have organised to bring all interested parties and beneficiaries together, but the first one to have been planned collaboratively from the outset. We had representatives from all areas, including some support services we had never met before! If you visited us on the day, you could have spoken with Schools, Nurseries and Pre-schools, Speech and Language Therapists, Clinical Psychologist, Early Help, KCC, Includes Us 2 and a range of charities. All while your child enjoyed a doughnut, the bouncy castle and some messy play!

We intend to continue with this initiative of collaborative events, but it will rely on the enthusiasm and commitment from those of us who have children, or work with young children, with SEND, so do let us know if you can offer your support.



Primary to Secondary Transition Event

'The Primary to Secondary transition event at Repton Connect this year was really useful, giving staff from schools the chance to discuss all children in a single afternoon. Do make next year's event a priority, to help prepare a smooth transition for all our Yr 6 children with SEND'



Key principles for effective transition

This article from NASEN outlines the key principles underpinning effective transition for children and young people with SEND. These will apply at any transition point.

Receiving settings – be prepared!

- Make sure that the setting is accessible.
- Find out early if pupils/students have particular needs and make the necessary adaptations and reasonable adjustments. These should be in place when the pupil or student joins the setting.
- Prepare your staff. All staff need to have a good understanding of the needs of those due to join the school or setting.

Feeder schools – pave the way!

- Share information with receiving settings. Staff need to understand the implications of an individual's SEND so that they can plan to meet those needs and pass information to the receiving setting in good time.
 - strategies that support positive behaviour, such as giving movement breaks and using 'time out' cards– care and/or support needs.
- Prepare pupils/students. It is important to listen to them and acknowledge and address any concerns they may have.
- Work with parents/carers. Remember, transition can also be a stressful time for the parents and carers of children and young people with SEND.

To view the full article please visit :

<http://www.nasen.org.uk/utilities/download.E57C5F2E-CFE0-4B75-BA50C7BF00085DBE.html>

Upcoming Training

Course	Date	Time
SCH19/306—Language for Learning Memory and Language (£30 per delegate)	3rd July	9:30-12:30

Please keep an eye out for our training schedule for next year!!



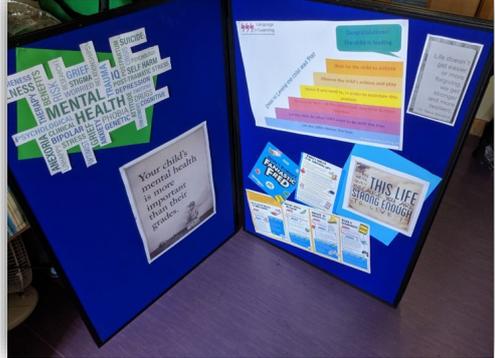
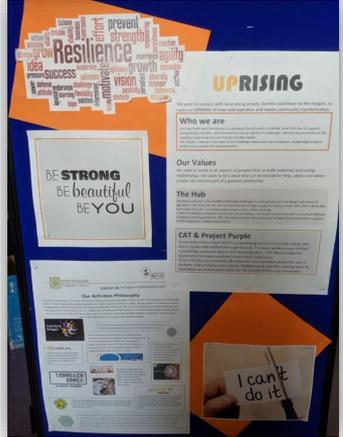
John Wesley CEMP School – Resilience week

On the 18th – 22nd March, the John Wesley CEMP School ran their first 'Resilience' week following a staff meeting in which all Year groups designed a poster sharing what they felt were the main barriers to children's emotional development and the impact on learning.

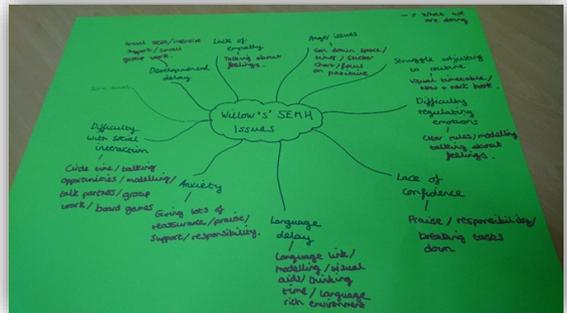
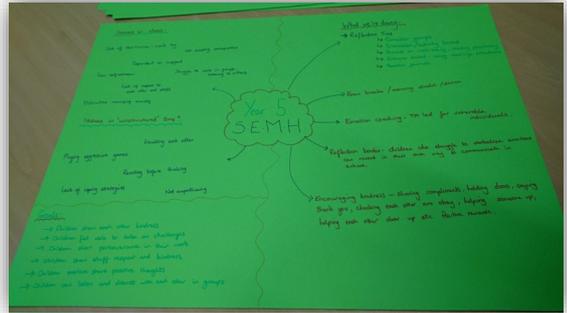
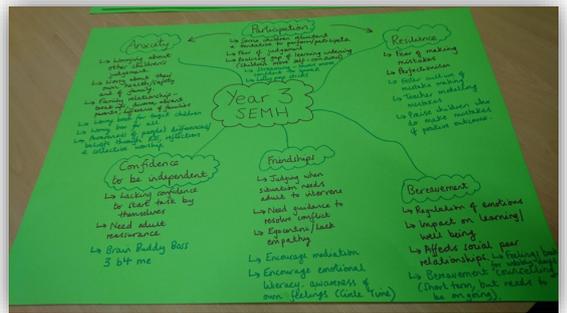


The children were all involved in playing team building games, circle times and looking at how they can regulate their emotions appropriately. The school invited Fantastic Fred (NHS Mental Health initiative) to come to school for 2 days, we also invited parents along so that they could see the play and could talk to their children about making good choices for positive mental health.

Three coffee mornings for parents were also held that week, we were lucky enough that members of STLS, School Nursing, Uprising (Youth group), Gateway church were able to attend.



The Year groups were surprised to find that themes in the Foundation Stage were still there in Key Stage 2. Following this, we looked at the latest research and pooled all of our SEMH resources (Positive Action, Think Good Feel Good, SEAL resources, Circle times and planned our first Resilience week.



The children and parents spoke very positively about the week and we will definitely be holding another in the new academic year.

ASD Champions



Since Term 2, 7 more schools have been part of the ASD champion's project.

10 champions from different roles in local primary and secondary schools have attended sessions covering the theory of autism, understanding behaviour, strategies and interventions, communication and Autism and sensory processing. A visit was also made to Ashford Oaks Primary School SRP.

Sessions were delivered alongside the Speech and Language Therapist, (Katherine Dean), Previous Lead SRP Teacher (Jane Chetty), Clinical Psychologist (Dr Joshua Nice) and Occupational Therapist (Stella Parkinson).

Taught sessions were then followed up by a visit to each school to see all the amazing work that is being completed to support the pupils with Autism in our schools. Karen Ward (Class Teacher and ASD Champion from Lady Joanna Thornhill Endowed Primary School) has kindly agreed to share her project work.

A big thank you to all the Champions and schools for all your effort and enthusiasm, and to the professionals who have supported the programme again this year.

Sarah Hopker - Lead for ASD Champions Programme - Specialist Teacher Communication and Interaction

I am an experienced teacher and over the past 19 years I have worked with children with a range of special educational needs and recognise the importance of implementing effective, inclusive provision for these children.

In many of my classes, I have worked closely with children with ASD and have effectively supported their needs in a range of ways. I had a good understanding of ASD before the training but the project has been a fabulous opportunity to deepen my knowledge much further and has encouraged me to reflect upon current provision in my classroom and beyond. It was a fantastic opportunity to meet multi-agency professionals during the course sessions and have their insight from their area of work. It certainly helped to extend my knowledge further of improving outcomes for children presenting with often complex and challenging needs.

As a result of the training, I devised a whole school project which focused upon raising further awareness of ASD and enhancing and improving universal provision across the school. Staff were encouraged to use the following:

- An 'adults working in class' board so that children can see who to expect in class.
- An 'emotional check in board' which children can regularly refer to and alert adults and children to how they are feeling at a given point.
- Consistent use of visual timetables.

There has been an amazing response to this project and all staff have been positive about the impact that it is having. It has been introduced across the school and many children are using these systems effectively. We now aim to build upon its successes further in September and will evaluate the positive impact that is having upon pupils, particularly those with ASD.

I have thoroughly enjoyed completing the 'ASD Champions' course and would thoroughly recommend it to others. It has had a positive impact upon provision in my school and has been great to further develop my interest and passion with working with ASD children.

Karen Ward – Lady Joanna Thornhill Primary School - Wye

