



## Specialist Teaching and Learning Service

Ashford District

# Newsletter Term 3 2019

## Inclusion is in the Spotlight!

Amanda Speilman  
Ofsted's Chief Inspector states;

*'Ofsted exists to shine a light where children and young people are not getting a good deal in their education or care.*

*I know that all of you will share our concerns about outcomes for older children suffering from neglect, children in unregistered education or those unfairly and unnecessarily out of school – just a few of the issues we have put a lot of time into recently.*

*And we will continue to use our position to speak out on behalf of vulnerable children like these, often, hidden in plain sight and in need of help and care.'*



This certainly makes me very excited for the shaping of our education system in the future. As head teachers and SENCO's we know we can only judge ourselves by the success of our most vulnerable, if we build an inclusive education for all to achieve the 'whole child' flourishes and the impact lasts far beyond the end of key stage examinations.

[Kerry Greene](#)

As you know, the [HMCI's Annual Report](#) was published this week. Some of the headline statements include:

Ofsted 'concerned' over exclusion of SEN pupils - their concerns that in Secondary schools, pupils with SEN support are five times more likely to have a permanent exclusion than pupils with no SEND. There is also a correlation with fixed term exclusions

SEND pupils - the report touches upon the increase of demand on Councils to undertake EHC Assessments and that it has increased significantly. Again, this is something that we touched upon at my Headteacher Briefings and the impact of the funding gap for High Needs.

Off-rolled pupils more likely to have SEND - 19,000 pupils did not progress from Year 10 to 11 in the same school; what is more concerning is that 50% of these pupils did not reappear in another state school  
Stuck schools more likely to have white British children - Ofsted has identified 490 'stuck' schools nationally with the proportion of free school meal pupils, particularly those who are white British, well above the national average.

The second cohort of the ASD Champions started this term, with delegates from 7 different schools on the programme. A recent training session focused on Sensory Needs, led by the Occupational Therapy Service, learning about the sensory system and its affect on pupils. In almost every school now we have sensory circuits running to support pupils. Champions have been looking at how we can support sensory needs further in school at an individual and environment level.

## How can we support this in school?

When teaching and supporting a pupil with Autism it is helpful to spend some time observing their behaviour and recording their sensory responses (what they are seeking or avoiding) and look at what sensory diet (sensory activities throughout the day) may be needed. These would include minimizing the sensory triggers in the environment, providing activities that calms or alerts the senses to help them focus or using sensory activity to desensitize the pupil to sensory overload.

## Useful Resources

National Autistic Society – Practical ways to help autistic children and young people learn and achieve

<https://www.amazon.co.uk/Sensory-strategies-Practical-children-achieve/dp/1905722885>

Making Sense of Sensory Behaviour (Free to download)

Sensory processing is a condition that affects many people, not just those with Autism. It can be common in people with Attention Deficit Hyperactivity Disorder (ADHD) and other conditions, but it can also be found in those with no co-existing condition. If the sensory system is easily overwhelmed and the brain finds it difficult to integrate and modulate all the sensory information around us, then every part of the day can be a major challenge. If pupils experience sensory overload this can become overwhelming, distracting, distressing and even painful for some. This can lead to sensory meltdown or shutdown (fight or flight mode or complete withdrawal). Often in school and at home these are the challenging behaviours we observe. Consider it is like a computer crashing, where all systems are temporarily suspended. Then like a computer the brain will need time to recover in a quiet and undemanding place.

A good starting point to consider all of this is to use a Sensory Checklist / Questionnaire. The Autism Education Trust (AET) offers two useful documents. One for individuals

<http://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf>

And the second is an audit tool to help look at environment.

<http://www.aetraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf>

Always remember if we accommodate a child with sensory processing difficulties in the classroom it is likely that all children will benefit as they increase focus and attention, and allow them to be ready to learn.



## Useful Resources

<https://www.falkirk.gov.uk/services/social-care/disabilities/docs/young-people/Making%20Sense%20of%20Sensory%20Behaviour.pdf?v=201507131117>

Useful videos to watch and share with colleagues

[https://www.youtube.com/watch?v=Lr4\\_dOorquQ](https://www.youtube.com/watch?v=Lr4_dOorquQ)

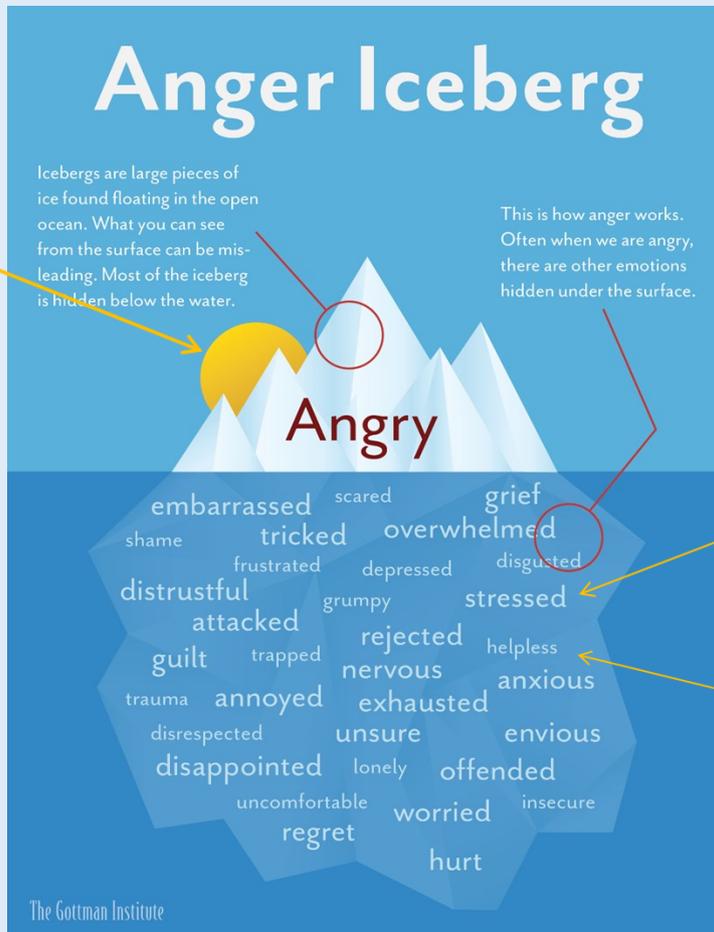
<https://www.youtube.com/watch?v=SJRht6l6sjU>

Amy Honey

This is what you see...

**EMOTION  
COACHING**

- Step 1:** Recognise the young person's feelings and empathise with them
- Step 2:** Validate the feelings and label them
- Step 3:** Set limits on behaviour (if needed)
- Step 4:** Problem solve with the young person



**Remember....**

Be curious about what I am feeling

Look beyond the behaviour

What I initially say and do is probably not what I mean or feel

This is what I could be feeling...

This is why I might be behaving in this way...

Do you sometimes find that the gaps between levels is too large when assessing children with more complex SEND needs? The Portage SEND Best Practice Assessment Checklist can support you in planning and assessing the small steps of progress young and complex children make.

**What is the Portage SEND Best Practice Assessment checklist?**

The Portage SEND Best Practice Assessment checklist supports the assessment of pre-school children who have special educational needs and disabilities focusing on their developmental strengths and needs. Using the portage checklist with families enables a better understanding of each child's learning, celebrating each small success and being able to recognise gaps at a glance.

By breaking learning skills into small achievable steps, practitioners can plan activities that promote each child's learning. The Portage Checklist incorporates the early years foundation stage statements so enables direct links when transitioning across learning environments. It can be purchased for £23 on the link below.

[https://  
www.theeducationpeople.org/  
products/partner-providers/  
portage/](https://www.theeducationpeople.org/products/partner-providers/portage/)



Heather Woodcock

For further information on any items, or to submit a book review, please contact:  
[Chloe.webb@goldwyn.kent.sch.uk](mailto:Chloe.webb@goldwyn.kent.sch.uk)

# Upcoming Training for Term 3

Course	Date	Time
Supporting 2 Year Olds with Complex Needs / 1773	22nd January	1:30pm-3:30pm
Yoga and Mindfulness to Support Children's Emotional Development /1774	24th January	1:00pm-3:00pm
The Inclusive Classroom Differentiation / 1775	4th February	9:00am-12:00pm
Early Years Social Emotional & Mental Wellbeing / 1778	13th February 27th February	12:30pm-3:30pm “
Language Through Colour / 1779	14th February	9:30am-12:00pm

For the full training schedule please click [here](#)

To book on a course or any enquiries please email [chloe.webb@goldwyn.kent.sch.uk](mailto:chloe.webb@goldwyn.kent.sch.uk)

## Useful Websites (Cognition and Learning):

[Sherrie Hogg](#)

<https://www.bdadyslexia.org.uk/>

iPad Apps for Learners with Dyslexia/ Reading and Writing Difficulties: [http://www.callscotland.org.uk/common-assets/ckfinder/userfiles/files/wheel\\_of\\_apps\\_v1\\_0.pdf](http://www.callscotland.org.uk/common-assets/ckfinder/userfiles/files/wheel_of_apps_v1_0.pdf)

The Ultimate Guide to Phonological Awareness: [https://schools.essex.gov.uk/pupils/sen/Documents/The\\_Ultimate\\_Guide\\_.pdf](https://schools.essex.gov.uk/pupils/sen/Documents/The_Ultimate_Guide_.pdf)

***SENCO's***

***Remember!***

**Primary SENCO FORUM**

**21st January 2019**

**Early Years**

**SENCO FORUM**

**12th February 2019**

