



Specialist Teaching and Learning Service

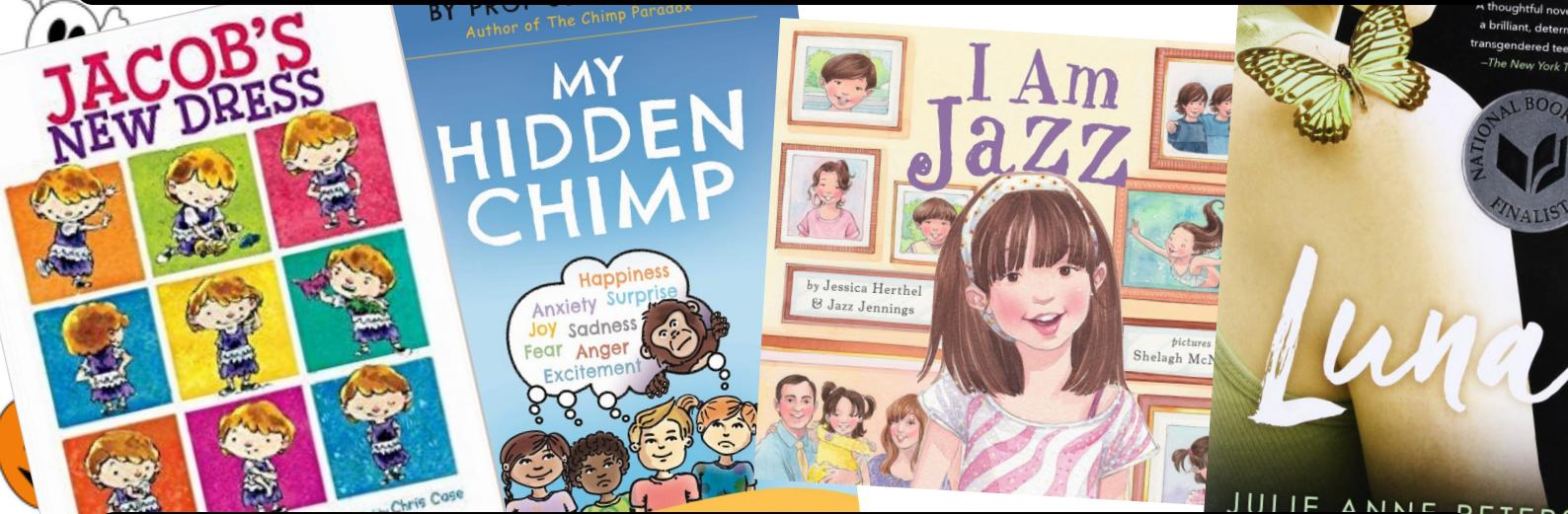
Ashford District

Newsletter Autumn 2019

Welcome to the first newsletter for the academic year. Schools continue to strive for the best inclusive offer they can provide. It is a pleasure to work with you all. The inclusion journey is one we are all on together with our Health, Social Care and Parent & Family partners.

Kerry Greene

Book Resource Bank



UPCOMING TRAINING

Course	Date	Time
016—Developing Play and Interaction Skills in Children with Autism (£45)	28th November	9:30-12:30
L4L Early Years Practitioner Training (Book via CPD)	4th December	9:30-12:00
019 Nurture Classrooms	21st January	9:30-3:00
021 Yoga Wellbeing	15th January	12:30-3:30
SCH20/162 Wellbeing Toolkit for Mental Health Leads (Book via CPD)	4th February	9:30-3:00

To book please email chloe.webb@goldwyn.kent.sch.uk

The Nest Egerton

Our school nurture intervention 'The Nest' was initially set up to support a group of children who were struggling to access any classroom learning or to interact socially with peers. The intervention was set up and run by myself as SENCO, the school FLO and an additional teacher who was a play therapist. In the initial phase we had two groups of six children twice weekly for one hour.



Over the last two years the needs of the groups have varied greatly from challenging behaviour, friendship difficulties, anxiety & low self-esteem, family break up, those who are quiet/shy or withdrawn, children who are disruptive towards others or find it difficult to settle in class. The grouping and activities planned depend on the needs and ages of the children.



Currently nurture intervention is run by myself, the school FLO and a TA. We all attended training at Bluebells Children Centre, led by Amy Honey, to learn about the principles of nurture, how to structure the sessions including target setting and monitor progress using the Boxall Profile.

In 'The Nest' all learning is understood developmentally, all behaviour is communication, it offers a safe space to learn skills to take back into class and an opportunity to build confidence and self-esteem. The children have Nest rules, but the emphasis is very much on praising and rewarding good behaviour and choices. Each session follows the same structure and always includes a welcome, activity, snack and time to talk and reflect. At the end some free time is offered before stickers are given out. The five point scale has a focus in the sessions and children have an opportunity to rate how they are feeling, this may change during the course of the session.



Children spend twelve weeks in 'The Nest' and we are running one group for an afternoon each week.

We have found that some children needed the support to continue even though 'The Nest' programme had finished, so we set up 'Flyers', which is a social skills intervention. These sessions run for twelve weeks, twice weekly for thirty minutes with Mrs Russell, TA. After which time the children will have hopefully had the time to embed the skills learned and built a trusting relationship with the nurture staff. We are always on hand to support them day to day in school.



Egerton Church of England Primary School
Together, we inspire, nurture and thrive.

Thank you to Gill MORRISSEY

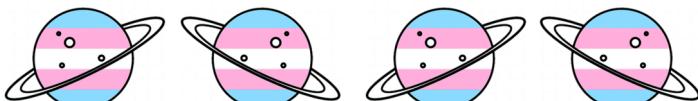
Supporting gender variant children and trans* young people in settings, schools and colleges.

Gender Variant children, Trans* young people and adults have been receiving greater attention in recent years. This may be due to [The Equality Act 2010](#) which substantially strengthened the law that supports and protects gender variant children and Trans* young people, citing gender reassignment as a protected characteristic. This legal protection enabled Trans* people to feel more comfortable in revealing their gender identity.

"I have been born in the wrong body" is a phrase that has been heard more frequently over the last few years, with children and young people in our settings, schools and colleges questioning the gender they were ascribed at birth and exploring their gender identity.

A number of issues in schools will impact on Gender Variant children and Trans* young people, including gender specific language, uniform policies, PE and competitive sports, toilets, seating plans in the classroom and perceived gender specific activities.

58% of young people say they first thought they were Trans* aged 13 or under, 40% under 11.



Research has shown that:

- Only 6% of pupils nationally have learned about Trans* issues in school and the majority of school staff lack the knowledge or confidence to discuss matters pertaining to gender variance. 91% of Trans* boys and 66% of Trans* girls experience harassment or bullying at school, leading to depression, isolation and a desire to leave education as early as possible. ([Transgender Equality, House of Commons Women and Equalities Committee Equality and Human Rights Commission research](#))
- 84% of Trans* young people have deliberately harmed themselves at some point
- 92% of Trans* young people have thought about taking their own life lives 45% of Trans* young people have at some point attempted to take their own life ([Stonewall School Report 2017](#))

To enhance Trans* inclusion and eliminate transphobia we currently offer

- Advice, support and training for teachers and staff to help meet the needs of Trans* pupils within their school and also help those who proactively decide to learn more about trans inclusion in order to be able to help prospective pupils.
- Staff training 'Supporting Gender Variant and Trans Young People' for staff in schools, colleges and settings'. This can be delivered bespoke to your establishment or through CPD online. Please let us know if you would be interested in booking or attending training.
- Policy review and development
- PSHE Curriculum Development - gender stereotyping, Transgender issues, family diversity, equality and booklists.

For more information please contact Gillie Heath, Manager, Inclusion Support Service Kent.

Telephone: 03000 41 70 93
Email: Gillie.Heath@kent.gov.uk

https://www.kelsi.org.uk/support-for-children-and-young-people/inclusion-support-service-kent/supporting-gender-variant-children-and-trans*-young-people-in-schools-and-settings



If you take nothing else from this newsletter - the evidence about ACEs should have a significant impact on our school reporting structures for vulnerabilities and our curriculum offers.

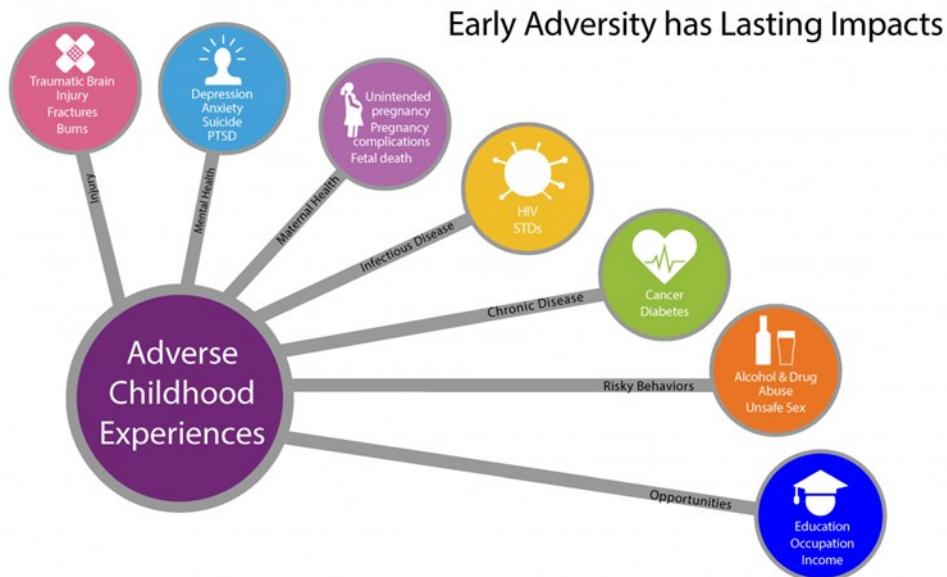
Adverse Childhood Experiences

Adverse Childhood Experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years) such as experiencing violence, abuse, or neglect; witnessing violence in the home; and having a family member attempt or die by suicide. Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with substance misuse, mental health problems, or instability due to parental separation or incarceration of a parent, sibling, or other member of the household.

Adverse Childhood Experiences have been linked to:

- risky health behaviors
- chronic health conditions
- low life potential
- early death

As the number of ACEs increases, so does the risk for these outcomes.



The presence of ACEs does not mean that a child will experience poor outcomes. However, children's positive experiences or protective factors can prevent children from experiencing adversity and can protect against many of the negative health and life outcomes even after adversity has occurred.

It is important to address the conditions that put children and families at risk of ACEs so that we can prevent ACEs before they happen. CDC promotes lifelong health and well-being through [Essentials for Childhood](#). Essentials for Childhood offers strategies to assure safe, stable, nurturing relationships and environments for all children.

CDC has also developed a resource,

[Preventing Adverse Childhood Experiences \(ACEs\): Leveraging the Best Available Evidence](#)
[pdf icon](#)

[4 MB, 40 Pages, 508] to help states and communities leverage the best available evidence to prevent ACEs from happening in the first place as well as lessen harms when ACEs do occur. It features six strategies drawn from the CDC Technical Packages to Prevent Violence.

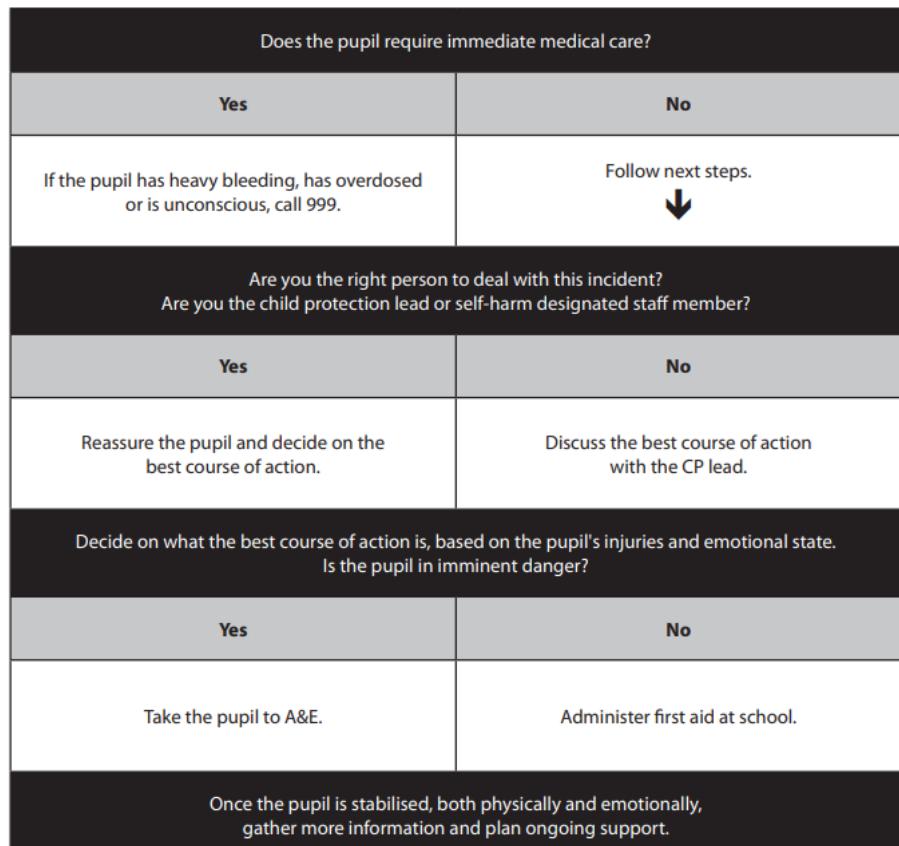


Preventing ACEs

Strategy	Approach
Strengthen economic supports to families	<ul style="list-style-type: none"> • Strengthening household financial security • Family-friendly work policies
Promote social norms that protect against violence and adversity	<ul style="list-style-type: none"> • Public education campaigns • Legislative approaches to reduce corporal punishment • Bystander approaches • Men and boys as allies in prevention
Ensure a strong start for children	<ul style="list-style-type: none"> • Early childhood home visitation • High-quality child care • Preschool enrichment with family engagement
Teach skills	<ul style="list-style-type: none"> • Social-emotional learning • Safe dating and healthy relationship skill programs • Parenting skills and family relationship approaches
Connect youth to caring adults and activities	<ul style="list-style-type: none"> • Mentoring programs • After-school programs
Intervene to lessen immediate and long-term harms	<ul style="list-style-type: none"> • Enhanced primary care • Victim-centered services • Treatment to lessen the harms of ACEs • Treatment to prevent problem behavior and future involvement in violence • Family-centered treatment for substance use disorders

Handout – Immediate intervention flowchart

This flowchart has been adapted with permission from guidance developed by Cornwall Council, Kernow Commissioning Care Group and Dr Lynette Rentoul.



Parent Support Group

Your space to discuss and learn from an experienced behaviour specialist.

Support learning and meeting other parents.



"I found the course very helpful, it has changed mine and my children's lives, I know there is still a lot of improvements, but I do feel more confident that I can do it."



"I have found the parenting course really useful, it has helped me understand my child more and, and helped me to have strategies to help my child manage his behaviour. It has been lovely meeting other parents in similar situations."

Please email heather.woodcock@goldwyn.kent.sch.uk for more information or to book places

Supporting Learners with SEN- Scaffolding

Supporting our SEND children in class whilst also promoting independence is a fine line balance. Key SEND organisations have published the following advice around scaffolding for Secondary schools.

As outlined in the Nasen resource 'Supporting Pupils with SEN-Scaffolding (1)', the goal is to focus instruction at a level that is just a step above what the learner is capable of on their own without support. With support, or scaffolding, the learner can access the concept or skill and gain experience until they are able to become fully independent. This scaffolding process will need to change in line with the confidence and competence of each learner; sometimes from the point of requiring direct adult support through to initial or intermittent support, often with the use of scaffolding materials or aids

There are many different forms of scaffolding used in the classroom from Early Years to Further Education and the techniques are similar:

Break down the task- To achieve the goals of a particular lesson, a teacher may sequence the lesson into a series of mini-lessons that progressively move learners toward stronger understanding.

What a Good One Looks Like- (WAGOLL) learners could be given an exemplar or model of an assignment they will be asked to complete. The model provides them with a concrete example of the learning goals they are expected to achieve or the or the expected product.

Pre-learning- learners are given a vocabulary lesson or homework task before they read a text or to support their access to a lesson by developing their understanding. The teacher reviews the words most likely to give learners trouble, using metaphors, analogies, word-image associations and other strategies to help them understand the meaning of the most difficult words they will encounter in the text. The teacher can also look at the origin and meaning of vocabulary including that which is subject-specific.

Share the objective- the teacher clearly describes the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve.

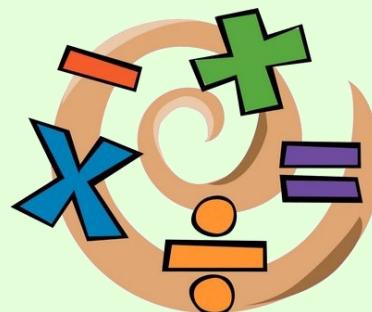
Small steps- the teacher may give learners a hand-out with step-by-step instructions they should follow, this could be in the form of a task board which the learner can use to support their growing task independence, or provide the success criteria that will be used to evaluate their work.

Examples of scaffolding in Maths could include:

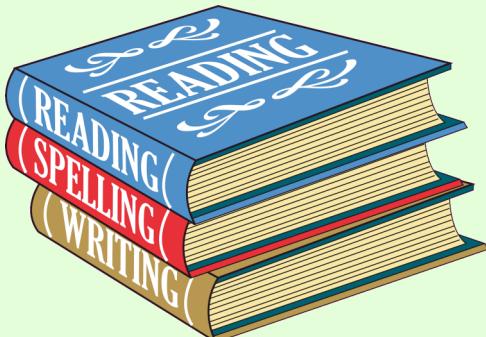
A list of instructions can be used to guide the learner through the process of a method. For example, when learning how to use a formal written method for subtraction they may be overwhelmed with the number of things to remember:

538- 326=

1. Write the largest number first.
2. Write the smallest number underneath, keeping the columns lined up carefully.
3. Draw 2 lines
4. Write the subtraction sign to the left of the numbers
5. Start on the right and subtract the units
6. Move to the middle and subtract the tens
7. Move to the right and subtract the hundreds



Examples of scaffolding in English could include:



Cloze Procedure can be used to reduce the writing burden for children with SEN however, it should be carefully planned for as it is frequently misused as 'differentiation'. Learners are given sentences and complete the missing words to focus their attention on their understanding of the text rather than the writing process, for example they may be asked to complete the sentence:

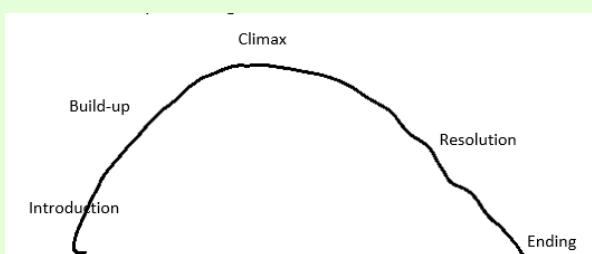
Billy saw cobwebs and _____ in the old house which told him it had been empty for a long time.

The word chosen by the child will give the teacher a good insight into the learner's understanding of the text, whether at a literal or inferred level. As the learner's independence, understanding and/or handwriting writing competence and stamina increases, the scaffolding can be removed and they can begin to write whole sentences independently.

Writing frames, where a child is given a sheet with demarcated sections and prompts to enable them to lay their writing out in a particular way and include particular features. It should be noted that all scaffolding materials need to take into account the independent reading ability of the learner as some may be prevented from accessing the support if they are unable to read them.

When writing a playscript they may be given more structure than their peers:

Title:	
Characters: (describe using adjectives)	Prop list:
Scene 1 (describe the setting)	
Character name: (What do they say?) Remember to tell the actors what to do using stage directions in the present tense and brackets.	



A child who is guided by the Story Mountain is able to address the features of each section of the story and move their story on, focussing their attention on writing creatively within a story structure.

Scaffolding in Science

In Science, scaffolding can be used to guide learners through a scientific thinking approach by focusing on generic key questions:

- What do I want to find out?
- What will I do?
- What will I need?
- How will I make the test fair?
- What do I think will happen?
- What happened?
- Was my prediction correct?
- What did I learn?
- How can I improve the test?



These questions, once internalised by learners, give them the freedom to think scientifically and creatively to design their own experiments.

Teachers need to consider the role writing is to play in the child's learning in particular lessons: does the learning require the child to write or could it be evidenced differently?

Scaffolding in Music

In Music, for example, scaffolding can be useful in composition to support thinking about choice and use of instruments to be used.

My animal is alion.....		
Adjectives to describe my animal	Musical terms to match my adjectives	Instruments I have chosen
<i>strong</i>	Pitch: high or low? <i>low</i>	<i>drum</i>
<i>quick</i>	Tempo: fast or slow? <i>fast</i>	<i>cymbal</i>
<i>fierce</i>	Dynamics: loud or quiet? <i>loud</i>	<i>guiro</i>



Once learners have become familiar with this scaffolding, expand their vocabulary and understand the musical terms they become more accomplished and creative in their musical composition.

Useful websites to find out more about scaffolding:

maximisingtas.co.uk/assets/content/scaffoldingframework.pdf

Making Best Use of TAs - EEF Guidance & Resources

<https://study.com/academy/lesson/scaffolding-in-education-definition-theory-examples.html>

Scaffolding in Education: definition, theory, examples (video)

<https://www.gov.uk/government/publications/supporting-early-career-teachers>

From Autumn 2021, early career teachers undergoing induction will receive 2 years of professional development and support underpinned by the Early Career Framework (ECF).

<https://www.verywellfamily.com/education-scaffolding-preschoolers-2764951>

Scaffolding in Early Childhood Education

