Specialist Teaching and Learning Service

Ashford District

Newsletter Term 4 | 2022

Firstly, I must just say how brilliant it was to meet some of our local SENCO's face-to-face earlier this term at the SENCO Forum! It was great to hear people talking and generally being able to catch up over a real cup of coffee! As you can see, we are planning more face-to-face sessions over Terms 5 and 6, and I know this will be much more effective, particularly in supporting our transition events.

Thank you for all your ongoing support, we do genuinely appreciate all the efforts you make to support inclusion across the district, as has been demonstrated by the really positive uptake for the Nurturing Schools Programme (there is still time to sign up if you need to!)

Take care, Russell

TRAINING

Course	Date	Time	Cost	Venue	Trainer
Virtual Q&A : Zones of Regulation	20th Apr	1-3pm	FREE	Virtual	Stella Parkinson
Dyslexia Level 2	21st Apr 28th Apr 9th June	9:30-12:30	£87	Singleton Environment Centre	Sherrie Hogg
Whole School Assessment Tools for SEMH	16th May	9:30am-3pm	£50	Singleton Environment Centre	Amy Honey
Language through Colour	11th May	11am	TBC	Virtual	Sara Cave & SALT
FLO Forum Primary	18th May	10am-11am	FREE	Virtual	Heather Woodcock
Primary/Secondary SENCO Forum: Transition	5th May	1pm-3pm	FREE	Repton Connect	STLS
EY SENCo Forum: Transition	25th May	TBC	FREE	TBC	STLS
Number Difficulties including Dyscalculia	23rd May	9:30-12:30	£37	Singleton Environment Centre	Sherrie Hogg

Details subject to change depending on the current situation with COVID19.
To confirm any details please email Chloe.Webb@goldwyn.kent.sch.uk

Have you seen our upcoming training courses?
Booking form & schedule available to access from
Chloe.Webb@goldwyn.kent.sch.uk

SCHOOL WELLBEING

https://www.schoolwellbeingcards.co.uk/

The School Wellbeing Cards have been designed to provide a platform for discussion, in which invaluable insight into how the young person views and makes sense of their experience of school can be sought and places the child's voice at the centre of any planning.

TRANSITION EVENT

Repton Connect Centre
5th May 2022
1pm-3pm

Term 5 SENCo Forum

We are so happy to be facilitating a face to face SENCo forum in Term 5 where you can network with valued colleagues focusing on transition!

This year our secondary colleagues will present to us their overview on successful transition.

We will also be sharing resources on Emotionally Based School Avoidance (EBSA).

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

USEFUL LINKS

Online mental wellbeing community

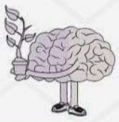
https://www.kooth.com/

Advice: Supporting successful transitions from Primary to Secondary School for children with SEMH needs

https://senmagazine.co.uk/content/education/transition/12673/supporting-successful-transitions-from-primary-to-secondary-school-for-children-with-semh-needs/

How To Work Through Your Emotions

Nawal Mustafa; M.A. @ thebraincoach



Name the Emotion

- I am feeling _____ right now.
- (Examples: Angry, Sad, Fearful, Worried, Disrespected)
- The feeling makes me want to _____ (identify what the emotion does for you).

Identify the Cause

- What happened?
- I was _____(where)
- I remember noticing ____

Identify the Behavior and Thoughts

- When I felt _____ , I _____ (behavior/action)
- The thoughts that came to mind are _____.

Challenge the Emotion

- Was my _____ (feeling) appropriate to the situation?
- Is this situation a distress that I can control?
- If it is out of my control, is this a distress I can accept and tolerate? If not, what boundary do I need to set?

Modeling Regulation

One of the most powerful and effective ways to teach kids how to regulate in the moment is to model it for them.

"I'm feeling frustrated that the dishwasher isn't working. I'm squeezing my fists and taking deep breaths to help my body."

"I'm feeling sad that we haven't seen Grandma in a while. I'm going to draw in my journal."

"I'm feeling overwhelmed. I'm going to pause and take space for a few minutes to calm my body."

@seed.and.sew

The Contented Child, Child Wellbeing Consultancy

28 Mar 2021 ·

What to do When Your Child Is Feeling Anxious

CREDIT BelievePerform

DIFFERENCES BETWEEN ADAPTIVE TEACHING AND DIFFERENTIATION

Adaptive Teaching

Same learning intention for all pupils with no lowering of expectations

Teaching will be adapted so that all pupils can achieve the learning intention through strategies such as:

· Breaking down content into smaller chunks or steps

· Varying levels of support, including effective support from TAs as well as the teacher

· Removing unnecessary expositions i.e. keeping your spoken language at an amount and level that will enable maximum access

· Reframing questions

· Intervening appropriately, i.e. in the classroom/lesson wherever possible, to minimise the need for out of class interventions (though these will still be appropriate and necessary for some pupils)

Examples:

· Checking on the understanding of specific pupils after a whole class introduction, and repeating key information as necessary | www.nasen.org.uk

· Ensuring that a TA guides a pupil through a learning activity, scaffolding his learning, and ensuring that the development of the pupil's independence is key in this

· Asking a question that requires the same high level of thinking, but using a simpler construction e.g. by using an active rather than a passive voice, or by focusing on one aspect at time

· Observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and taking them to one side during the lesson to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

DIFFERENCES BETWEEN ADAPTIVE TEACHING AND DIFFERENTIATION

Differentiation

Differentiation has had something of a bad press in recent years, particularly since the introduction of the new National Curriculum, 'mastery teaching' and a move towards more whole class teaching.

It has been argued (incorrectly but nevertheless with impact) that the new curriculum means that we should not differentiate at all, and that every pupil should follow the curriculum for their year group regardless of their learning difficulties.

Differentiation is relevant in any teaching situation or setting, whether that is mainstream or special, in mixed ability classes, streams or sets, or is one to one, small group or whole class, at any age. Just because pupils are in a 'bottom set' or within a specialist setting, does not mean that the 'differentiation' box is ticked; individuals within these groupings will still have different needs and so differentiation will still be required.

For some learners, which may include a small number of pupils in mainstream schools as well as pupils in specialist provision, the curriculum offer may need to be significantly different to that which is provided to their peers. This requires consideration by SLT, including the SENCO, and consideration around intent, implementation, and impact in order to 'be ambitious and meet their needs.' (Ofsted framework, p.9). At the point of curriculum planning, consideration will need to be given to the adaptations and differentiation that will be required in order for this 'alternative' curriculum to be effective.

Differentiation has a broad meaning, as it includes any way in which you modify the content, presentation, environment or expectations of teaching and learning. It may be something which you have planned carefully, such as a specific activity, and it may also be something spur of the moment, based on a pupil's response to teaching.

Differentiation may be 'big' (e.g. using a Teaching Assistant (TA) to support a particular pupil) or 'small' (e.g. rephrasing a question to make it simpler).

Differentiation may be used to meet the needs of any pupil, including those with SEND but also including those who may be gifted in the subject area.

The graduated approach, recommended by the SEND Code of Practice, also implies differentiation at least initially, as different teaching approaches are tried out and reviewed. It is when pupils do not respond sufficiently to differentiation through the graduated approach that we identify them as having a special educational need; differentiation should be part of the usual teaching that is available to everyone.

Examples of appropriate differentiation might include:

- A pupil working three years below their age in maths will still be learning about 'addition' with their class, but will use concrete materials to complete their calculations, which will be at a level appropriate to their current understanding and attainment
- A pupil with a diagnosis of ASD will access the same teaching and learning as the rest of their class, but will have a visual timetable for the day on their desk, in order to see what is coming up next; and the teacher will allow them to write their response to the class on a whiteboard, rather than say it out loud
- A pupil with severe dyslexia is allowed to use a spellchecker and a word mat for their writing, when the focus is on content rather than spelling.
- Such examples of differentiation are more than simply adaptation in that these pupils have specific identified needs, and they are using specific strategies (which may involve resources, level of content, or ways of working) across all relevant lessons, which allow them to make good progress from their starting points.