

SENd Centre and SENd Practice



24 pupils with ASD

3 classes

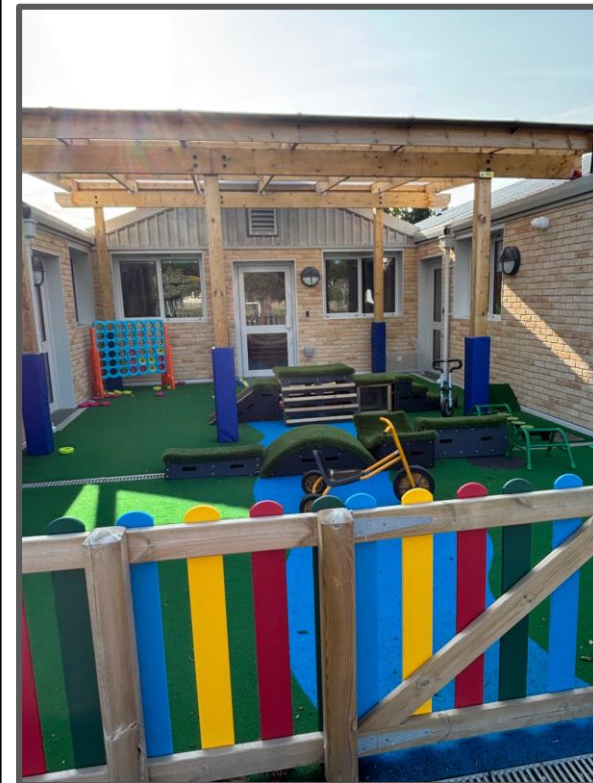
Shared area: hall and smaller rooms

3 teachers and 2 support staff

Higher Level Teaching Assistant (HLTA)

Building Conversion

Focus now on identified secondary schools
to be supported to have the same



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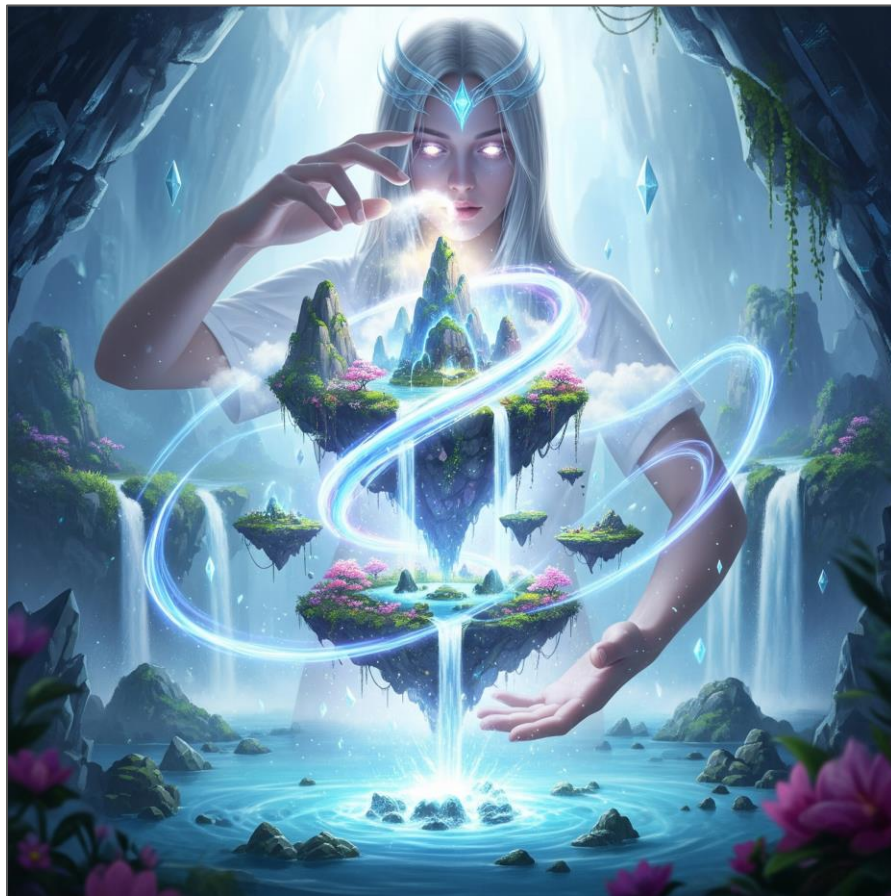
Profile of our Pupils

Engagement Model

SENd Plus



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Vision Statement

The SENd Centre at WEPA will provide the **right education** for each pupil meaning a **personalised** package where needed. The package for each pupil is grown due to **expert staff** in ASD and other SEND, who become so due to training and learning from exemplary practice; we will have a list of non-negotiable training for staff so they can meet the needs of a pupil as soon as a pupil joins us. Small ongoing steps in progress mean the pupil **meets the targets** set out for him/her in the **end-of-year vision statement** year-on-year. Pupils will develop the skills they need for their own successful future so an area of the curriculum will focus on important **life skills**- this life skills curriculum will be well shaped. However, pupils will also access areas of WEPA's usual curriculum where and when they can. They will be regular participants in PE, art, music and history (especially **enquiry**).

WEPA has a set of **values** that it celebrates each month; we believe these values should be ones that are taught to all pupils and these will be celebrated with the SEND Centre children too. It will also reference **CLAPS** from WEPA's Curriculum intent.

Parents will have confidence in what we offer and know the ambition we have for their child; this is shared through regular opportunities parents have within the school.

The SENd Centre will be a beacon for all other practices shaped by internal and external reviews to ensure **we gain feedback** to access the most up-to-date ideas.


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So how we have managed it?



2024 -2025

CTS -mini movement breaks or toilet visits in between sessions

	8.50am	9.05am	9.20am	9.45am	10.20am	10.40am	11.10	L U N C H T I M E R O T A	1 00	1 45	2 15	3.00
Monday 	Soft Start Malleable	Register Good Morning Adult Led Makaton	Attention Hillingdon	Writing Teacher Task Independent Tasks led by other adults	Outside Games in the MUGA	Snack first or afterwards Reading	Outside Break then Music		Registration Maths	Messy Play Learning	Join outdoor games with 6TF or SENd centre hall dance	End of Day Reading (non transport pupils)
Tuesday	Soft Start Malleable	Register Good Morning Adult Led Makaton	Attention Hillingdon	Writing Teacher Task Independent Tasks	Phonics	Snack first or afterwards Reading	Outside Break Then SMSC		Registration Maths	Messy Play Learning	Science	End of Day Reading (non transport pupils)
Wednesday	Soft Start Malleable	Register Good Morning Adult Led Makaton	Attention Hillingdon	Writing Teacher Task Independent Tasks	Phonics	Snack first or afterwards Reading	Outside Break Then Join Year 2JA PE outside		Registration Maths	Messy Play Learning	Art /DT	End of Day Reading (non transport pupils)
Thursday	Soft Start Malleable	Register Good Morning Adult Led Makaton	Attention Hillingdon	Writing Teacher Task Independent Tasks	Phonics	Snack first or afterwards Reading	Outside Break Then Music		Registration Maths	Messy Play Learning	Sensory Circuits in SEND Centre hall	End of Day Reading (non transport pupils)
Friday	Soft Start Malleable	Register Good Morning Adult Led Makaton	Attention Hillingdon	Writing Teacher Task Independent Tasks	Phonics	Snack first or afterwards Reading	Outside Break Then Computing		Registration Maths	Messy Play Learning	Join class on MUGA- multi games area	End of Day Reading (non transport pupils)

Attention Hillingdon for all pupils

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So how we have managed it?

CWE Morning

Soft Start activity to start the day with safe play equipment at pupils' tables to use. At the end of each session additional movement and/or relaxation breaks can be added in as needed.

	9.05am	9.15am	10.00am	10.30am	11.00am	11.40am	11.50am	12.00
Monday	Good Morning Adult led only Makaton use Azita	Attention Hillingdon Azita Then phonics songs Pawandeep Azita on break	Mark Making Pawandeep Azita Manas Carousel	Snack Time Then outside play Pawandeep prep time	Curiosity Boxes Then Science Pawandeep	Calming Yoga Deep Pressure 1:1 reading WG	Story time: big book plus physical resources Pawandeep Manas and Azita get pupils ready for lunch and tidy up	
Tuesday	Good Morning Adult led only Makaton use Azita	Attention Hillingdon Azita Then phonics songs Pawandeep Azita on break	Mark Making Pawandeep Azita Manas	Snack Time Then outside play Pawandeep prep time	Curiosity Boxes Then Art Pawandeep	Calming Yoga Deep Pressure 1:1 reading WG	Story time: big book plus physical resources Pawandeep Manas and Azita get pupils ready for lunch and tidy up	
Wednesday	Good Morning Adult led only Makaton use Azita	Attention Hillingdon Azita Then phonics songs Pawandeep Azita on break	Mark Making Pawandeep Azita Manas	Snack Time Then outside play Pawandeep prep time	Curiosity Boxes Then Puzzle and Problem solve Manas	Calming Yoga Deep Pressure 1:1 reading WG	Story time: big book plus physical resources Pawandeep Manas and Azita get pupils ready for lunch and tidy up	
Thursday	Good Morning Adult led only Makaton use Azita	Attention Hillingdon Azita Then phonics songs Pawandeep Azita on break	Mark Making Pawandeep Azita Manas	Snack Time Then outside play Pawandeep prep time	Curiosity Boxes Then Music Pawandeep	Calming Yoga Deep Pressure 1:1 reading WG	Story time: big book plus physical resources Pawandeep Manas and Azita get pupils ready for lunch and tidy up	
Friday	Good Morning Adult led only Makaton use Azita	Attention Hillingdon Azita Then phonics songs Pawandeep Azita on break	Mark Making Pawandeep Azita Manas	Snack Time Then outside play Pawandeep prep time	Curiosity Boxes Then Design and Technology new Gurvinder	Calming Yoga Deep Pressure 1:1 reading WG	Story time: big book plus physical resources Pawandeep Manas and Azita get pupils ready for lunch and tidy up	



Adults given time for prep.

CWE Afternoon

	1.00pm	1.30pm	1.45pm	2.05pm	2.30pm	3.00pm
Monday	Maths Carousel	Phonics	Sensory Circuits Gurvinder Pawandeep set up time	Messy Learning Pawandeep	Nursery Rhymes Watching, joining in movements Azita Manas and Pawandeep prep time Curiosity Boxes	Story Pawandeep
Tuesday	Maths Carousel	Phonics	Sensory Circuits Gurvinder Pawandeep set up time	Messy Learning Pawandeep	Nursery Rhymes Watching, joining in movements Azita Manas and Pawandeep prep time Curiosity Boxes	Story Pawandeep
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Friday	Maths Carousel	Phonics	Sensory Circuits Gurvinder Pawandeep set up time	Messy Learning Pawandeep	MUGA play Pawandeep and Manas Azita in class - tidy up time	Story Pawandeep

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The Engagement Model

Twinkl



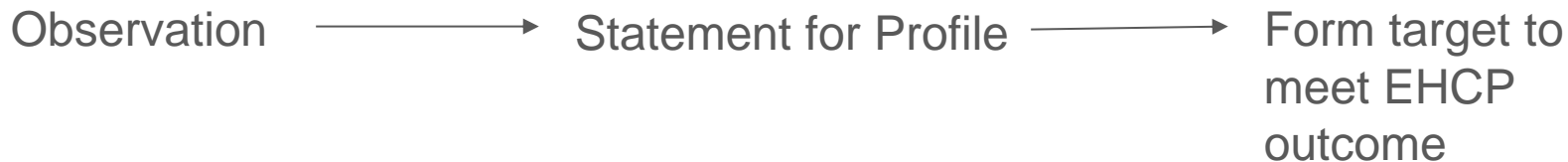
Since September 2021 the engagement model has been compulsory in England to assess key stage 1 and key stage 2 students working below the national curriculum who are not engaged in subject-specific study. The model is derived from the '7 aspects of engagement' - a planning and assessment tool for children with complex learning difficulties and disabilities. It was not originally intended as a summative assessment tool, but after an initial pilot study, was implemented country-wide.



5 stages to record against: initiation, persistence, exploration, anticipation and realisation

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The Engagement Model





The Engagement Model

Observation

*I looked at the pile of cars and pick them up, one at a time
I ran the bigger cars across the carpet in the classroom
He liked them hitting the wall and would clap his hands when this happened*



Statement for Profile

*I likes playing with toy cars on the carpet
He will show a reaction when the car hits something to make it stop*

Form target to meet EHCP outcome

By the end of KS1, J will sustain focus on an activity for up to 5 minutes

To persist with an adult-led activity for 1-2 minutes demonstrating interaction with a chosen stimuli

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The Curiosity Model








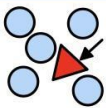






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Language Aided Boards



SENd Plus

 I,me,mine	 more,again	 look,see
 you,your(s)	 stop,finish	 want
 go	 different	 help
 wow!	 oh no!	 no,no



Sensory Circuits: 15 to 20 minutes a day



1. Alerting: This stage focuses on activating the vestibular (balance) and proprioceptive (body awareness) systems, helping individuals release any pent-up anxiety or energy.

Activities include things like bouncing on a trampoline, rolling on a ball, jumping, skipping, or running.

2. Organising: This stage involves activities that require motor planning, balance, and timing, helping individuals organise their bodies and coordinate movements.

Examples include balancing on a beam, climbing, or blowing a ball to a target.

3. Calming: This stage focuses on helping individuals settle and relax after the alerting and organising activities.

~~Activities can include quiet exercises, gentle stretches, or deep breathing techniques.~~



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Puzzle and Problem Solving



A slot we created for our pupils in two of the classes.

This session has helped pupils progress through those targets where they have to stay engaged but eventually move from adult-led activity to with a peer.

Using stimuli
that provide
the right level
of sensory

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Ensuring the
right types of
tools are
available



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Sensory Stories



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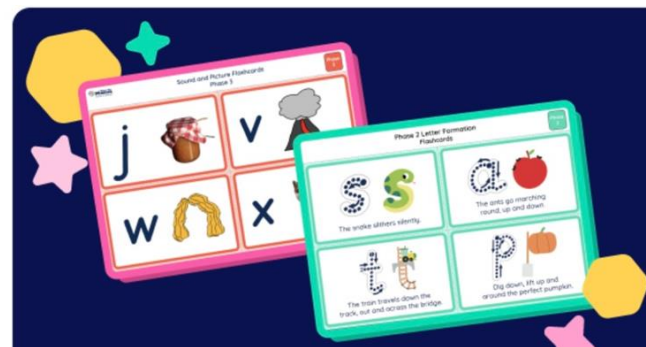
There is still a place for the interactive whiteboard!



Pre Phonics

SEND Provisioning

Lessons are designed to be multi-sensory to engage all learners and target individual learning styles, as well as acknowledge children's strengths and weaknesses and profile of needs. Where teachers choose to use the supplementary teaching presentations, these are designed to limit distractions and be clear and easy to follow.



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Assessment



Core Subjects

Messy Play Learning

EHCP Targets
Provision Maps

SOLAR ★



Exploration

Realisation

Anticipation

Persistence

Engagement Model Observation Sheet

 Name: _____
 Class: _____

 Supported ☐ Independent ☐ Hand over hand ☐

Initiation

ink sav



Working for Excellent Performance - Always

Broad Target 2 To interact with a peer in play outside or inside for up to five minutes	
Small Step	Implement the strategy and note how pupil responds to it and what is needed next
Observe AV and decide on the items that interest him e.g. particular food, coloured / sparkly water, pegs, wooden blocks, tinsel etc	
Use these items to interact with AV, making up a simple interaction that can be carried out e.g. 'if he likes pegs, one for me, one for you.'	
Continue as above but remind AV of the sign for 'more' to use when items are being given out between you and AV	
Azita would be good to use for sessions with AV for this week. Azita is told of the simple interactive activity you have set up and carries out this interaction with AV	
AV and a pupil from the class e.g. EF etc sit together with an adult or the pupil role model to be shown the sign for 'more' and more of the desired stimuli is given out. Adult encourages AV to use the sign for 'more'	



End of Year Vision Statement



Termly Broad Targets



Smaller step targets to meet the broad target with strategy , who, when and where etc.



Working for Excellent Performance - Always

Broad Target 2 To interact with a peer in play outside or inside for up to five minutes	
Small Step	Implement the strategy and note how pupil responds to it and what is needed next
Observe AV and decide on the items that interest him e.g. particular food, coloured / sparkly water, pegs, wooden blocks, tinsel etc	
Use these items to interact with AV, making up a simple interaction that can be carried out e.g. if he likes pegs, 'one for me, one for you'.	
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My Brief:

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‘Present some challenges and how you overcame these with your teachers team, created a vision and successfully implemented it’

