

Numbers correspond to the slides:

1. We each have our own challenges when it comes to meeting the needs of SEND pupils. We know that their profile and types of need have become a challenge to us in that they are more profound and unique in recent years. We each probably now have our own SEND provision whether we have a SRP or Designated Unit as Wood End Park has. This is the first designated unit in the local authority and Charville are to add to their SRP a designated unit with ten spaces. A DU takes pupils who are in between special school needs to SRP and the aim is to have these pupils access SRP if they can. DU- term not liked so when we do not have to officially speak of it, we call it the SEND Centre- the word 'centre' gives the feel that the unit is still part of the school whilst 'unit' does not. My presentation today is to go through some of the practices we have had to adopt for the pupils in the SEND Centre but we are also using these with pupils who are needing this level support and may be waiting for their special school place. We have several pupils in Reception who need the same model and also a pupil in Year 3 who follow the provision for class CWE. The other two classes are of higher ability but their provision has also shaped what is provided to pupils with similar needs across the school. Staffing structure includes one higher level teaching assistant who oversees the key workers in that they are repeating the work of the OT and SALT each day with their allocated pupils. The HLTA is also the lead person with the SALT and OT encouraging feedback from them for us to implement into our practice.
2. There are two types of pupils I am going to talk about. Profile 1 are pupils who are non-verbal, do not offer eye-contact and self-care skills are not there: cannot do anything for themselves and highly self-directed. Profile 2 are pupils who do stay settled for long, like to move around, touch things, pull things, hurt others and highly self-directed too.
3. The first thing we had to do was set the vision. This vision has helped not just with the pupils in the SEND Centre but helped us when working with colleagues for high level SEND pupils not in the Centre too. The vision was first created with Senior Leaders and then shared with staff for their feedback. Governors know of it too and have taken an interest in SEND provision since. We had to have clear and key components in our vision that of shared responsibility, ambition as well as personalisation. We went back to it several times as when the SEND Centre pupils joined us and we started working with them, we noticed how we were not automatically applying what we were doing in the rest of the school for example the curriculum intent, breadth of subjects, participation in events and parent involvement.
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5. Would still say we are in early years of our development. This is a hard thing to say as we know these pupils need their own best provision- we know the other children in the school get this due to their teacher training before they join us and the training is ongoing whilst on site. CPDs match their needs to keep them growing. Staff colleagues around them act as informal mentors but we did not have the same in place for these SEND pupils. SLT had to become experts in SEND. Even the SENDCo we appointed- her experience was with pupils who had Speech and Language difficulties and not on the wide spectrum that we had. We had to start from scratch for these pupils including their curriculum which you can see reflected in

these timetables. We did not get the timetables right straight away and we are probably on version 12 now as we have had to trial what works and also when we increase our expectations for the pupils too. When you get to know the pupils and the more you work with them the more you note what else an individual can do. In fact this was something missing with the pupils of their level but not in the Centre. Often these pupils have to be left without a class teacher so we had to put in the same monitoring for these pupils as well to ensure their development was not slow or stagnated.

6. The engagement model pupils we found we being placed in front of a screen too often. This was for a number of reasons. The adults were unsure how to keep the pupils engaged without it and also the time it took to prepare or find the physical resources the pupils need too.
We had to introduce the carousel approach to their work with the most experienced adult- teacher or HLTA taking on the new learning whilst the support staff would work with the others to consolidate learning.
7. One class has had to operate under the engagement model. This has taken a time to learn and use effectively. We started off by using the expectations of the engagement model within messy play only as it gave the staff a set time to use the observation sheet that we had been given. We since have had training by colleagues from a special school in Southampton who use and train others on the Engagement Model. They delivered a whole day face-to-face with SENDCos and other relevant colleagues. Two follow up online sessions. And now to offer surgeries for each school one-at a time to quality assure and given advice on quality of observations to create a profile of the child. The profile is then used to form targets.

10. For some of our pupils, Attention Hillingdon was not doing the trick in developing their attendance. We needed something else in place and so found places on a curiosity model course. My understanding is these interventions are 1:1 but do not have to be for long. We have two sessions per pupil each day- one in the morning and one in the afternoon. A box becomes familiar to the child and its contents. Contents are based on items you know the child likes. The pupil builds up their independence in retrieving, opening and using the item in the box. It is a great way of not only building up attention but also a good starting point to develop language. You can see the very simple language board here to encourage the pupil to use the words of 'more' and 'finished'.

16. Pre Phonics is not part of the Time for Phonics scheme and is in its own stages. Good books for pre-phonics: Pathway to Phonics by Ann Sullivan; What comes before phonics? Sally Neaum