

SEN Support Conference for Parents and Carers

October 2019



Parent/carer questions asked during the conference with answers from the Local Authority

Introduction

At the end of October 2019 the Local Authority held its' first Parent Conference on Special Educational Needs and Disability (SEND). The focus this year was on children at the SEN Support Stage of the Code of Practice. Parents and carers who attended rated the conference very highly, and the Local Authority agreed to provide written answers to parent/carer questions that were not answered due to time constraints. The questions and answers are detailed below, and grouped into the following themes:

- SEN Support
- Legal Frameworks
- The role of the Special Needs Coordinator
- Bexley's Local Offer
- Who can help
- Early Intervention Team
- Young people with send who are 16+ years old
- Transition into school and from school to school
- Health Services
- Specific Learning Difficulties/Dyslexia
- Attention Deficit Hyperactivity Disorder
- Exclusions

In addition, we have:

- a list of acronyms and jargon words that were used during the conference, with their meanings;
- strategies for home and school, generated by parents and carers at the Conference for learning, communication, physical & medical difficulties, and social, emotional & mental health difficulties.

Strategies suggested by parents and carers will be included in the next version of the SEN Support Toolkit.

Parents and carers told us that there was a need for more parent conferences to discuss SEN problems in general. We plan to hold an annual conference from now on, and will be exploring other ways of engaging with parents and carers of children with SEND, in partnership with Bexley Voice and Bexley's Independent Advice and Support Service.

SEN Support

Are there specified criteria for concerns to be raised by parents or teachers?

There are no specific criteria, however you should be able to speak to your class teacher, subject teacher, or form tutor about any concerns you have about your child. If you think your child has special educational needs, and your child is not responding well to the class based strategies, then this would be the time to talk to the school's special needs coordinator (SENCO).

How does the graduated approach actually work in practice in a classroom of 30 pupils?

Teachers will be using assessment for learning throughout the lesson and from the work produced during the lesson. If a gap or difficulty is identified this would normally be addressed through the next learning session. All teachers are given a regular amount of planning preparation and assessment (PPA) time. This would be used to plan and prepare to meet the needs of the whole class.

What can a parent do when the 'assess, plan, do, review' process is not working, i.e. they are not in agreement that their child has made sufficient progress, or the school disagrees with the parent view that an outside agency should be involved?

We would advise to book a formal meeting with the school SENCo to discuss your concerns and plan for the future. It may be helpful at this meeting, to complete an SEN Support Plan from The SEN Support Toolkit. This incorporates school, home and the young person's views. Each school has a copy of this Toolkit.

How long in years can the phrase 'wait and see' be used?

This would be decided on a child by child basis and dependent upon the presentation of need and the holistic context surrounding the child. Children develop and mature at different rates, particularly in Key Stage One, so it is important that a child is given time to develop skills and is given time to respond to the different strategies that a class or subject teacher may introduce as part of quality first teaching. Good practice would be for a school to have a termly progress review meeting with a parent if the parent is concerned.

SEN Support in secondary schools – How adequate is it?

All students at the SEN Support stage should be able to access interventions and support at school to allow them to have their needs met based on assessment and ongoing review. Each school's SEN provision is evaluated by OFSTED, and the most recent OFSTED report for each school should be found on each school's website. Each school has an SEN Governor whose responsibility is to maintain an overview of the SEN provision at their school. The Local Authority provides training for all senco's in Bexley. Our SEN Strategic Support Partners can provide individual support and advice to senco's if requested at termly Early Intervention Team Planning meetings with each senco.

Inclusion – How is the 'middle ground' managed?

Quality First Teaching (QFT) is a standard expectation for all teachers. Where QFT is not meeting the needs of the child the school should access their additional resources and interventions. This can be inside and outside of the classroom.

EHC Plans – What is in place to ensure these are in place for every child that needs them and are actioned within reasonable timescales?

EHC Plans are given to children whose needs are severe enough, and whose needs cannot be met using the school's ordinarily available resources. The school also has to evidence that the child/ young person's progress is still significantly delayed despite implementing evidence based interventions. The Local Authority's Early Intervention Team meet on a termly basis with each senco to consider the progress that children at the SEN Support Stage have made over time, including discussions about which children might respond to more interventions at SEN Support and which children might benefit from an EHC assessment. If a child has been given an EHC plan their progress is formally reviewed every year and then considered by the Local Authority within 4 weeks of the Annual Review meeting.

I'm being told that my child can't have SEN support without an EHCP when moving to secondary. Staff are complaining about having to help my child as she doesn't have an EHCP. What should the SENCO do to help?

The level of support that a school can provide should be matched to the needs of the child. Schools receive funding from the Department for Education to provide intervention at SEN Support in primary and secondary schools. The SEND Code of Practice relates specifically to teaching students with SEND and says '*teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.*' (pp 99 SEN code of Practice DfE: 2014). The SENCO

is responsible for the strategic and day-to-day co-ordination of the SEN provision within school.

Should a child be on the SEN register if they are being assessed by an outside professional such as a Speech and Language Therapist, Educational Psychologist or Social Emotional Mental Health Partner?

Each school has its' own specific criteria, which will be on their SEN Information Report and SEN Policy (found on their website) which outlines when the school will place a young person on the SEN register. Some schools may want to do further investigation prior to putting a child on the SEN register which may be why external agencies are involved. Usually, a child would be on the SEN register if an outside agency was involved.

What if a child is high functioning/gifted – what strategies or challenge is there?

Good Quality First Teaching would involve differentiation to provide challenge for all learners. This would be appropriate for when a young person is working above Age Related Expectations (ARE's) and at a level known as Greater Depth. When working at Greater Depth schools are expected to use approaches to develop reasoning and applying skills for children.

How is the Local Authority assured that SENCOs and schools are doing what they should be doing?

All schools are required to adhere to laws around SEN and Disability such as the SEND Code of Practice (2014), The Children and Families Act (2014) and The Equality Act (2010). Schools are inspected by OFSTED, who look at SEN provision in each school. Each school will publish their latest OFSTED report on their school website. The Local Authority's Early Intervention Team also meet with sencos each term to review the children the school is concerned about. This termly meeting enables the Early Intervention Team to work in partnership with sencos and to support them in further developing their own practice and the strategies and interventions that are used across each school.

Please can you explain Memory screening?

This question relates to the talk about good SEN support in schools. Some schools use a variety of Specific Learning Difficulties (SpLD) screeners which assess a pupil's memory which can sometimes impact on a child's literacy skill development.

Legal Frameworks

Can the SEND Code of Practice be in plain simplified English? Parents may and do struggle to understand and feel blamed/stupid for their child/family.

The terminology used on the SEND Code of Practice can be confusing as it contains lots of formal legal terms. To support parents further the Government has produced a booklet which should be more accessible: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf

There are also some useful websites which help to explain the SEND Code of Practice, such as <https://www.theschoolrun.com/SEN-code-2014>

Further advice can be sought from the Independent Advice and Support Service. The contact details for the service are: <https://www.bexleyiass.co.uk/>; 0203 045 5976 (Monday - Friday 9am - 5pm); bexleyiass@bexley.gov.uk

We need to tap into our children's strengths. The current curriculum does not fit all children - it's not inclusive. Can there be more hands on or visual learning as not all pupils are academic ?

All schools have a responsibility to teach a broad and balanced curriculum including English, Maths, Science and RE. Schools plan on an individual basis as to how they will deliver the curriculum. SENCOs will have been trained in how to deliver a curriculum using practical and visual resources and interventions.

Our youngsters struggle with social skills so need life skills training. Can this be made part of the SEND education?

All schools are required to deliver a broad and balanced curriculum. Good practice would be to provide opportunities to develop life skills throughout the day to day school experience. Some schools are already working with their young people on life skills through group activities and experiences. If there is something that your child needs particular support with it would be a good idea to discuss this with your SENCO/school.

The role of the Special Needs Coordinator (SENCO)

Are all SENCOs meant to meet parents 3 times a year to discuss progress and plans to move forward? How do you get regular updates when the secondary parent - teacher meeting is usually only once per year, via the SENCO ?

The SEND Code of practice (2015) states that schools must meet with parents/carers three times a year, this could be with the class teacher, SENCO or a combination of both. Parents can request meetings with school at regular intervals if they wish.

What can we do if we are told that the SENCO cannot offer meetings with us?

SENCOs can often have a number of additional roles within schools. There is no guidance around how much dedicated non-teaching time SENCOs need to be allocated to do their role. However, there needs to be a meeting three times a year with school in line with the SEND Code of Practice. If you are unable to meet with the SENCO then an alternative would be the class teacher or head of year.

What qualifications does a SENCO have? What training do they undertake and how long do they train? What SEN needs does this course cover?

Each school is required to have a named SENCO. This person must hold a teaching qualification. Any SENCO that has been appointed since 1st September 2009 (and has not been a SENCO for longer than 12

months in any other setting) is required to complete the National Award for Special Educational Needs Co-ordination, which is a postgraduate course, within three years of taking up the SENCO position.

Bexley offers a mentoring programme for new SENCOs that provides guidance on Bexley processes and SEND best practice.

What laws or guidance dictate the size of the caseload a single SENCO ?

There is currently no legislation or guidance stating how many days a SENCO must work in relation to the size of school / number of pupils on roll. SENCOs can often have a number of additional roles within schools. There is no guidance around how much dedicated non-teaching time that SENCOs need to effectively do their role. This will vary from school to school.

Local Offer

What support is available for 'isolated' children who are bullied/picked on/unable to make friends if the school is not helping with the issue?

It may be helpful to have a look at your school's anti-bullying policy which will be available on their website. Some other support can be accessed through the following websites:

Bexley 0 to 19 Children's Public Health Service: <https://www.bexley0to19.co.uk/5-10-years/bullying/>

Bexley Voice: <https://www.bexleyvoice.org.uk/bullying---support--advice.html>

How can you support siblings of SEN children?

Support for siblings can be found through groups run locally either through Bexley Voice or Bexley SNAP. Youth Action Diversity Trust offer a range of groups and clubs for parents, children with SEN and siblings.

Could the Bexley Local Offer have a page which links to all SEND policies and SEN pages of all schools in Bexley?

Each individual policy is only available via the school website.

How is Bexley Council ensuring SENCO's properly signpost available services? We had to find out all available services ourselves and this could have been so much easier if the school had signposted clearly.

There are several voluntary organisations available to parents who can also signpost to relevant services. A great deal of information on local services can be found on Bexley's local offer website <http://www.bexleylocaloffer.uk/>. The Council is promoting the existence of the Local Offer to all SENCOs.

Who can help?

As a parent who struggles with their own needs, how do you expect me to read, understand and use information to help my child?

Many schools provide support for parents in a number of ways. These may include parent workshops, a parent liaison officer, the Early Intervention Team social worker (if the school buys this in). We would encourage parents to speak to school to ask for help and see what is on offer in their particular school. Parents can seek help from the Independent Advice and Support Service: <https://www.bexleyiass.co.uk/>; 0203 045 5976 (Monday - Friday 9am - 5pm); bexleyiass@bexley.gov.uk.

What would happen in the case of a child displaying challenging behaviour at home, and is school refusing, but not displaying this at school?

Schools are aware that some behaviours may only present at home. Schools should work with parents to try to understand the behaviours and offer advice and strategies for parents at home. If further advice is needed the school can refer to the Early Intervention Team with parental consent.

Where do you go when SENCO/agencies/parents can't agree and things are going round in circles?

It is useful to ask for a multi-agency meeting where all those that are involved meet at one time to discuss the child/young person's needs so that a plan of action can be agreed. Sometimes it is useful for parents to share in this meeting that they think things are going round in circles, and ask everyone for ideas on how to move things forward. Parents can also seek independent advice from the Independent Advice and Support Service: <https://www.bexleyiass.co.uk/>; 0203 045 5976 (Monday - Friday 9am - 5pm); bexleyiass@bexley.gov.uk.

What do you do when the school is not providing the support my child needs?

Refer to your schools SEND policy on their website to understand how the school plans to meet children's special educational needs. In the first instance, it is useful to request a formal meeting to address parental concerns with the school. This will allow the school the opportunity to gather your views and implement the graduated response to your child's needs. If a parent feels the situation is still not improving, they may choose to talk to the SEN or parent governor of their school. Parents can also seek advice from the Independent Advice and Support Service: <https://www.bexleyiass.co.uk/>; 0203 045 5976 (Monday - Friday 9am - 5pm); bexleyiass@bexley.gov.uk

Who is accountable if teachers/SENCO failed my child at secondary level?

A school and ultimately the Head Teacher is responsible for the performance of their staff. Parents can also discuss concerns with the parent or SEN governor of their child's school.

Early Intervention Team (EIT)

How do you access the social emotional mental health partner if a school doesn't buy into it?

If a school does not buy this service in then there is no current way to access the Council's Social Emotional Mental Health Partners. Schools may already have a

member of staff with expertise in meeting the social emotional and mental health needs of their pupils, or may buy in specialist support from an independent provider.

I want my son raised at an Early Intervention Team planning meeting but the school refuse, what do I do?

You should arrange a formal meeting with the SENCO to discuss this request. There is no specific criteria or threshold to be referred to the EIT, though usually children would be discussed who have not responded well to the strategies and interventions the school has put in place. Schools can only discuss a child at the EIT planning meeting with parental consent. A school may feel that discussing a child at a planning meeting is not needed as they want to use more of their own strategies and resources first, or there may be other children with more significant need who need to be prioritised at the planning meeting.

When the EIT are involved why are we as parents/carers not involved with decisions/strategies and how it is being dealt with?

The responsibility is on the school to feedback to parents following the EIT planning meeting. If you have not received any feedback, you can contact your SENCO for further information. Individual professionals from the EIT team usually meet with parents and carers, and send copies of reports to them once they start directly working with a child or are giving advice to a teacher.

Could there be a collated list of all SENCOs in the borough?

Each school legally has to have their own named SENCO. The SENCO details for each individual school is available on the school's website.

Not all parents are aware that they need to give permission for their child to be discussed at an EIT planning meeting. Does this mean that some children don't get discussed if parents don't give permission?

Parental permission is required in order to discuss a

pupil at an EIT Planning meeting.

Is there a limit to how many children are put through to EIT for speech and language or educational psychologist involvement?. What happens if the school have no budget left?

Schools request the amount of Educational Psychology (EP) services that they would like to purchase at the beginning of the academic year. Each school will therefore have a limit on the amount of EP time they have. During the EIT Planning meetings, schools are supported in deciding which pupils to prioritise for EP involvement.

Schools are provided with a core service from the Speech and Language Therapy Service – currently each school has two speech therapy assessments per term. Anything above this they have to buy in to the service using school funds. The amount of time for all services will therefore vary from school to school.

How is recent research & specialist knowledge cascaded to parents as well as SENCOs?

The Local Authority cascades a lot of specialist knowledge and research to SENCOs via the SENCO forum meetings and through Early Intervention Team Planning meetings. It would be the responsibility of schools to share/cascade this information to parents. Individual professionals from the Local Authority make recommendations about interventions based on research and their experience and would include these recommendations in their meetings with parents and in their reports that they send to parents.

Young people with SEND who are 16+ years old

Is SEN support still available post-16?

Yes it is. Further Education (FE) Colleges have similar responsibilities to schools.

Bexley are currently working to develop a Post 16 SEN Support Toolkit. This is to be launched later this academic year. We are developing closer relationships with FE Colleges in Bexley, and are hoping that they will buy in time from the Educational

Psychology Service for students at the SEN Support Stage.

Transition into school and from school to school

What services/strategies/guidance is in place to ensure children with SEN are not refused admission into nurseries/schools altogether?

All schools and nurseries have a legal duty under the Equality Act 2010 and cannot refuse admission based on a child's special educational needs. School and nurseries **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

If a child moves schools having had interventions previously, who is responsible for making sure my child's needs are met?

When a child moves school, the previous school should share all relevant information, including SEN information, with the receiving school. Schools can only act on the information shared with them so it is imperative that the schools share information in a timely manner. As a parent you can also contribute to this process of sharing information - the best person to communicate this with would be through the SENCO.

How does the transition process work (typically) for a child with an SEN but no Education Health and Care Plan (EHCP) from primary to secondary school?

All Bexley schools are invited to a Local Authority run transition day in April each year, where files and information are shared with the receiving school. Last year out of borough secondary schools were invited, and we will continue to encourage out of

borough school to attend this year in order to support transition. For any school that cannot attend, the deadline for sharing information with secondary schools is the end of May each year. This allows secondary schools to prepare and offer additional transition support should the young person/family need it.

The Quality First Teaching and SEN Tool kit – Could it have a section of preparation for Primary/Secondary transition?

The QFT and SEN Toolkit is specific advice regarding classroom practice and Quality First Teaching. On the Local Offer, Bexley Secondary schools have already described what they do to support transition.

<http://www.bexleylocaloffer.uk/Article/Download/55E6BEE2-65AC-4210-B07B-A17AE089B0FF>

Could there be a conference for SEN parent/pupil towards the end of Year 5 before secondary selection process starting at the beginning of Year 6.

The Borough provide information to all schools to share with parents in Year 5 regarding transition at the end of Year 6 - this involves information about secondary transfer such as how to apply for a school and the selection process.

We welcome your suggestion about a meeting for parents of children with SEN and will be exploring ways that we can facilitate a borough wide information session towards the end of year 5.

What is percentage intake of SEN pupils to Year 7 selective/11+ pass schools?

All Bexley grammar schools have some pupils who are SEN Support and some have students with EHCPs but they all have to pass the 11+ to access a school place. The percentage of SEN pupils will vary from school to school and from year to year.

Do SEN children get any type of priority on secondary places? E.g. Do we get any kind of say as parents?

Children at the SEN Support Stage do not get priority for a secondary school place.

Health Services

Is there a backlog for speech and language therapy service to return their advice?

At full service capacity, the service aims to circulate reports within six weeks of assessment. Due to current staff shortages, there are some cases where this wait may be longer.

Specific learning difficulties/dyslexia

Does the Local Authority provide full dyslexia testing for children? What is Bexley's Dyslexia policy? What criteria needs to be met to get a child tested by Bexley or the school the child is at?

Schools can screen students for whom literacy delays are causing a concern. SENCOs can informally assess children's work to understand what literacy difficulties they are experiencing and implement targeted interventions. Many children with Specific Learning Difficulties / Dyslexia make progress based on identification of need by SENCO or class teacher and implementation of bespoke interventions. If problems persist and the school are in agreement, further assessment and advice can be sought from the school's Educational Psychologist through the Early Intervention Team, if the school buys into this team, and the child is considered a priority. The educational psychologist can explore the specific reasons for a child's literacy difficulties. Even without a diagnosis, through good Quality First Teaching and classroom support, appropriate strategies should be used to support learning and meet the needs of the young person. Sometimes a child may have to wait for an assessment by a Local Authority educational psychologist, as there may be other children in the school with more significant needs who have to be prioritised by the SENCO. Further information for parents about specific learning difficulties/dyslexia

can be found on the British Dyslexia Association website: www.bdadyslexia.org.uk.

What age is a child put forward for a dyslexia assessment? Our schools says 6 is too young and at Year 3.

Assessment of a child's literacy difficulties is an ongoing process by the class teacher or SENCO from the time when these difficulties become apparent. A more detailed assessment of specific learning difficulties/dyslexia can be carried out when a child is around 7-8 years old. The reason it is recommended that a child has to be older is so that they have had a chance to develop maturity as a learner. Every child learns at a different pace, so it is important to give every child a chance to catch up using Quality First Teaching strategies, before assessing for a Specific Learning Difficulty/Dyslexia.

Are there any support groups/services for 'high functioning' dyslexia pupils given the grammar system in Bexley?

Individual schools may consider providing support for pupils with specific learning difficulties/dyslexia. The Local Authority does not run a support group or service at present. Every grammar school has a designated SENCO, who will support subject teachers in meeting the needs of pupils with specific learning difficulties/dyslexia.

Attention Deficit Hyperactivity Disorder (ADHD)

What training for ADHD do teachers actually have?

All trainee teachers receive SEN training during their studies and within the Newly Qualified Teacher period. However this training is limited. It is then the responsibility of the individual schools and setting to continue the professional development of their staff on an ongoing basis. This means that levels of training specific to ADHD may vary across all schools, academies and settings.

What do you have in place for ADHD in Bexley? ADHD post diagnosis? Is there an ADHD team or person?

Schools can seek advice and strategies from their Educational Psychologist or Social Emotional and Mental Health Partner, if they buy into these teams, via the Early Intervention Team (EIT) planning meeting. They can also provide support for young people and their parents. Most Special Educational Needs Coordinators will already have an understanding of how to meet the needs of children and young people with ADHD.

Parents can access support groups such as ADHD & me, Bexley Voice, Bexley SNAP. Further information can be found at <https://bvsc.co.uk/category/Families> or https://bvsc.co.uk/category/children-young-people?children_young_people_137=30

ADHD assessment – Why does a child who is displaying obvious ADHD traits have to wait until age 7/Year 3 to even go on the waiting list for an assessment?

Most diagnoses will be received between the age of 6-12 Years. An acknowledgement of attention and focus difficulties can be considered but will not usually be confirmed until the child is 6 years of age and has started school.

Please see the NHS website: <https://www.gosh.nhs.uk/conditions-and-treatments/conditions-we-treat/attention-deficit-hyperactivity-disorder-adhd>

What is the policy for not allowing a child into school if they have not had their medication for ADHD?

Schools are required to make reasonable adjustments where a young person has Special Educational Needs, in line with the Equalities Act 2010. A child should not be denied admission into a school.

Exclusions

What can a parent do if they think their child is being removed from class, receiving detentions and exclusions when the parents thinks they are displaying traits of their disability?

Each school must statutorily publish their behaviour policy so that students and parents are aware of the sanctions/rewards involved. A school has the right to determine what sanctions are put into place for the behaviours that are displayed. If a parent feels that the policy is not working for their child then advice would be to discuss with the school and if adaptations need to be made for special circumstances that would support the student, then this would be deemed good practice. However if parents were dissatisfied then they must follow a schools complaints procedure. Parents can also call the Inclusion Officers (0203 045 4412) at the Local Authority for advice, support and guidance.

Do schools allow reduced timetables or placing Year 11s into college placement before GCSEs to 'off roll'?

There are special circumstances whereby a student may have an alternative curriculum or a reduced timetable to meet their needs as they cannot access a school's curriculum or access some/all of the GCSE's.

Off rolling in any instance is unacceptable if it were deemed in the interests of the school and not the student, according to the Ofsted guidance. If a student is able to access the GCSE's they should be taking these at their normal secondary school provision with their peers.

Strategies for Home and School suggested by parents / carers at the October 2019 SEN Support Conference for Parents and Carers

Learning difficulties

Home Strategies	School Strategies
Tactile learning	Sit at the front
Repetitive (over learning)	Small chunks – maybe 5 questions instead of 10
Exercise bike whilst learning	Repeat back instructions
Traffic light timer	Break box / regular breaks
Toe by Toe / Nessy – online or learning aids	Overlays / coloured paper
Achievable expectations, learning in small chunks	Peer support – working with someone who can help explain / understand
Alexa – reminders and timers	Give work in small chunks rather than a full sheet of information
Overlays / coloured books	Instructions on the board so the child can refer back
Small chunks of work given at a time	Quality rather than quantity
Lots of praise	Lots of praise
Music whilst learning	Music whilst learning
Post-Its!	

Communication difficulties

Home Strategies	School Strategies
Time together discussing the day – 3 things good and 1 thing not good, i.e. group, time, right place	Chatter box Daily diary
Worry Monster	
Secret diary negatives torn out and put in outside bin and writing removes pressure from having to say it	
Pets for non-verbal communication	
Laminating pictures and using things which are particularly interest	
Encourage reading – seek information from YouTube on specific needs	
Subscribe to Reading Eggs	
Discuss day prompted by school diary (daily) written by teacher	
Give time for children to process and assimilate information	

Physical and medical difficulties

Home Strategies	School Strategies
Reminding ourselves as parents that we are experts in our child's condition	Reminding staff about their duties within the Equalities Act 2010
Time – having time to look after our child's needs	Inviting external experts into school to train staff on specialist knowledge and resilience
Technology	Technology
Being able to speak to other parents in school about the child	Communication
External agencies – Bexley Voice / IASS	Understanding of child's condition
	Health Care Plans
	Senior Leadership listening and responding to parents concerns
	Teachers taking time to research and understand the child's condition and how it affects them in other areas
	Not making assumptions, i.e. "It's only diabetes/arthritis"

Social, emotional and mental health difficulties

Home Strategies	School Strategies
Chill time for 30 minutes when arriving home from school.	Exit pass – time out card – to see TA or SENCo
Kindness	Knowing mum is around – not always possible
Give focused time to talk about the day	Mentor in school – relationships
Weighted blanket for some children if advised by an Occupational Therapist	Good communication in school
Anger – hold / hug – "I understand how you feel" – someone understands them	One page profile to support transition
"It's ok" – tell him what's happening	Early going in from break on some days
Listening to the child's view	Leaving lessons 2 minutes early to go between lessons in school
Be calm	Well trained teaching assistants and break and midday supervisors
Cup of tea	Social skills / support groups
Uniform off / change clothing	
Supporting social skills	
Shower – burn energy - water	

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