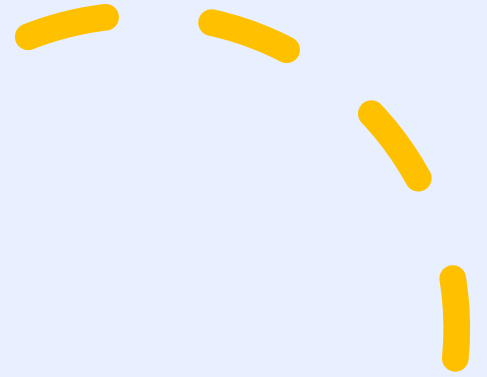




Y6 SEND Parent & Carer Forum



Agenda

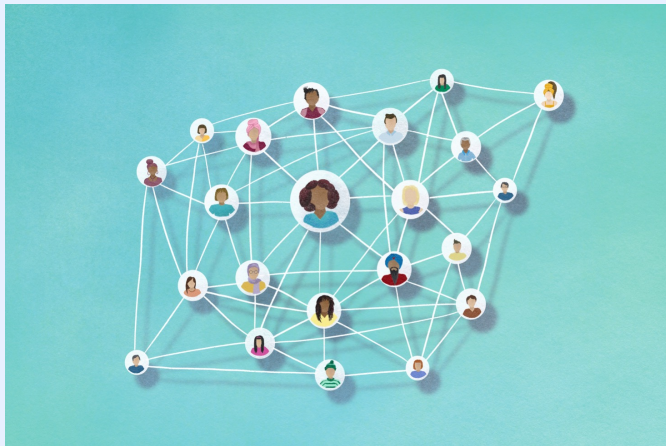


- Support available at SNS
- Q&A
- Important dates reminders



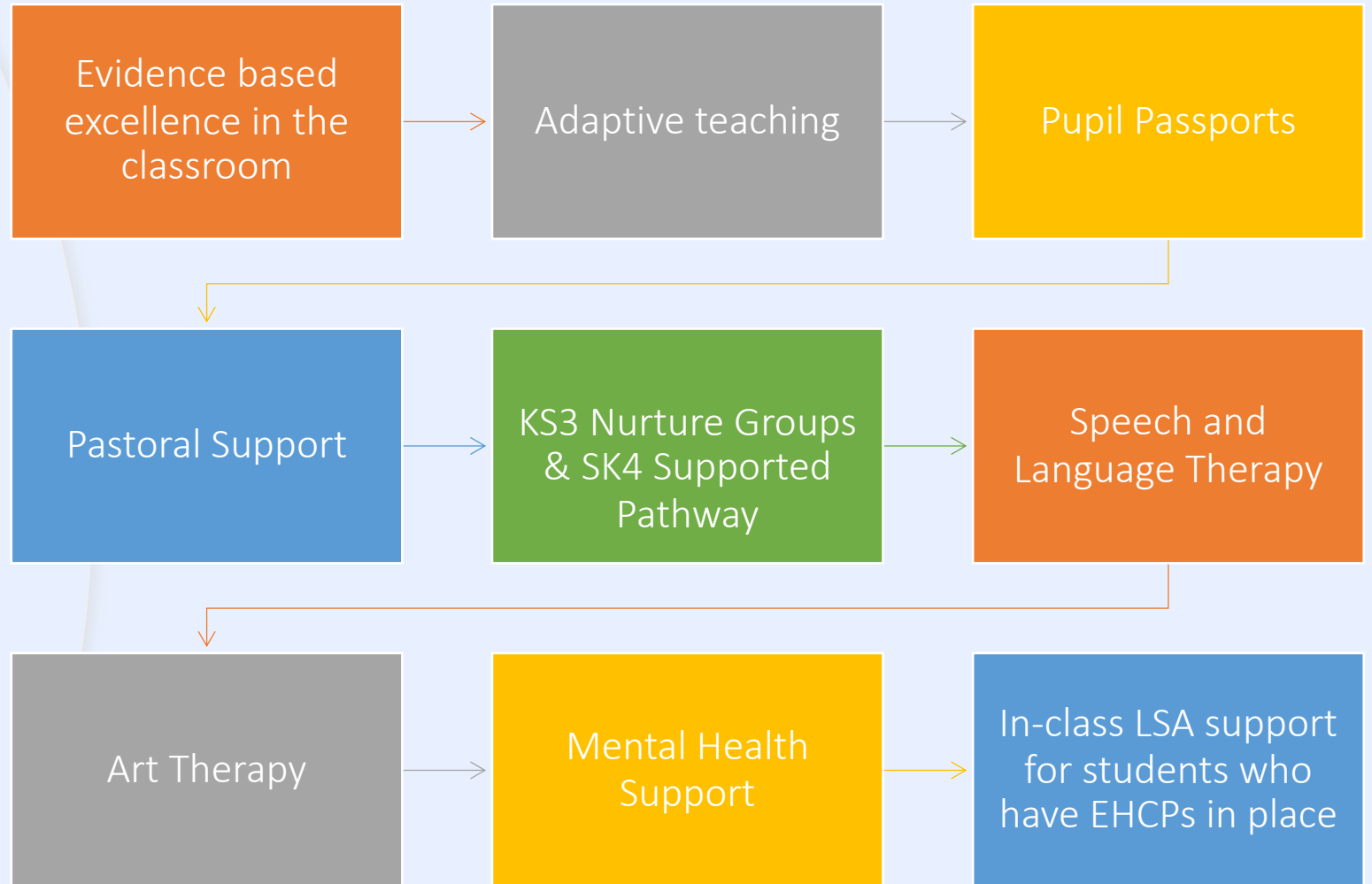
Team structure

We are a large team and work across all year groups and subject areas



- **SENDCo:** Alex Bell
- **Deputy SENDCo:** Leila Alkunshalie, Ruby Samuels
- **SEND Admin:** Rebecca Dawson
- **Senior LSAs:**, Dee Clarke, William Owhor, Jemma Li, Fiona Callaghan
- **LSAs:** Kieron Anthony-Brown, Tavell Farquharson, Debra Fleary, Michael Kasu, Andrea Lewis, Simon Mason, Pierre Skeete, Nelson Valente

How are young people with SEND supported at SNS?





The Graduated Response to needs

Most - SEND Support

The young person's support needs are met through adaptive teaching, some adjustments (like Access Arrangements) and light-touch support

Some - SEND Support

The young person has a Pupil Passport and has a range of provision in place to support their development, including in class support, small group sessions, and/ or outside agency/ specialist involvement

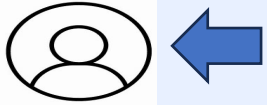


Universal - Quality First Teaching

Support needs are met through adaptive teaching

Few: Statutory support

The young person has an EHCP or is under statutory assessment



Pupil passports

- Not all young people on the SEND register will have one in place because:
 - Many specialist reports share the same strategies so we have worked with our specialist practitioners to create universal strategies to meet needs
- Young people will have a Pupil Passport in place at the *Some/Few* pathways of the Inclusion Register
- This will enable us to more clearly track the Assess Plan Do Review cycle

Support & Interventions

- Re-set Room
- English & literacy nurture groups
- Y7 Nurture Group
- Y8 Nurture Group
- Y9-11 ASDAN
- KS4 Supported Pathway
- 1:1 and small group check-ins
- Inclusion Breaktime HUB
- Inclusion Lunchtime HUB
- SaLT small groups:
 - Word Aware
 - Comprehension monitoring
 - Emotional literacy & regulation
 - Interview skills
 - Self esteem & confidence
 - Social & emotional language
 - Preparing for Work Experience
- Emotional Literacy interventions:
 - Zones of Regulation
- Art Therapy



Students with dyslexia

Evidence based excellent in the classroom

Laptops

Touch typing

Access Arrangements

Assisted technology (where applicable)

Literacy support for those below chronological reading age

How will teachers know about my child's needs?

Students will be on the SEND Register under E, K or M (monitoring)

SIMs will show staff whether a young person has support needs and access requirements and share important & helpful information to ensure needs are met

Some young people on the SEND Register will have a Pupil Passport in place outlining strengths, support needs and strategies

In class support

The aim is always independence

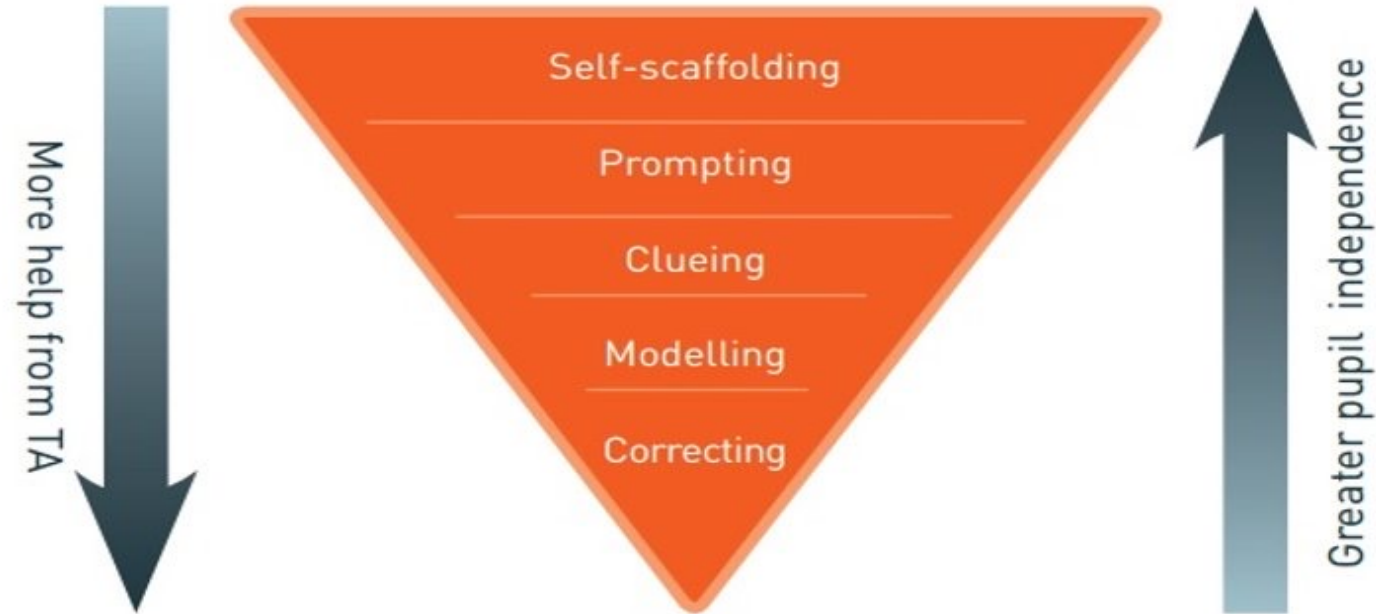
At SNS the aim is to support independence and help prepare young people and move away from the 'velcro model' of in-class support

Young people will not have the same LSA through the school day, we aim for consistency in subjects

Two aims: support and independence

We do not have 1:1 support in place for any students

Using LSAs in the classroom



Enrichment

We encourage our students with SEND to join a club- there is something for everyone!

You will receive a timetable at the start of the academic year

Homework club runs every lunchtime and every day after school every day in the library

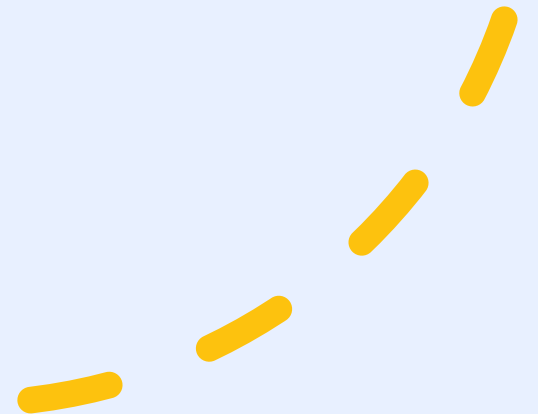
Transition for young people with EHCPs



Additional transition session



Section F provision & support
will be planned for September



Common worries



Moving around the school



Lots of different teachers



Expectations about homework



Exposure to new subjects

Support for families

SENDIAGS

Termly SEND
Parent/ Carer
Forum

Hackney Local
Offer

Q&A

Email:

reb.daw@sns.hackney.sch.uk



Important dates

- Y6 Induction Day: Thursday 2nd July
- General Y6 Parent & Carer Forum: Thursday 2nd July 5-6pm
- EHCP additional induction session: Wednesday 8th July 9 – 10:45am

