

SEND AWARE

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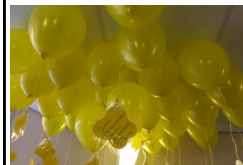


Summer Special 2014



Raising awareness of the challenges faced by families where a child has a special educational need is a crucial part of what schools should be doing. Our Global Developmental Delay Awareness Day May 2014 helped to show how children educated in mainstream settings can face significant challenges in many areas of their development. The balloons were let off by children across all areas of the school, demonstrating the inclusive approach to education that we are committed to at Huntingtower Primary Academy. Mrs Reddish and family provided the balloons and the bunting added to the carnival feel that the oc-

casion brought out. If you want more information about this or any other area of SEND, please come into school and we will be only too happy to provide whatever support you need. Further special awareness days are planned. Watch this space!



4 GREAT APPS FOR SEND

1. [Clicker docs](#)-develop writing skills and is suitable for those who have dyslexia or are reluctant writers.
2. [AlexicomAAC](#)-use the tablet or phone as an augmentative communication device. Images, uploaded pages and 20 languages.
3. [ArtikPix](#)-flashcard and language-matching activities. Great for children with speech language delays.
4. [Storybuilder for ipad](#)-auditory processing-improve the ability to create a narrative.



INSIDE THIS ISSUE:

- GDD Awareness Day update
- Apps for SEND
- What the Code of Practice says for teachers
- Spotlight on sensory issues and Autism
- No Pens Wednesday-can you meet the challenge?
- Update on SEND-finding the information

CODE OF PRACTICE (IN PRACTICE)

The CoP, in force from September 2014 is specific about the role of teachers in the education of children with SEND:

- teachers are responsible and accountable for the progress and development of the pupils in their class, even 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 SEND. Additional intervention or support cannot compensate for a lack of good quality teaching
- the identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils
- the class teacher should work with the SEND Co for those children who, despite high quality teaching, additional intervention and support, so not make progress
- teachers should set high expectations for all pupils

-once a special need is identified, four types of action should be taken-Assess, Plan, Do, Review-and this is the graduated SEN Support

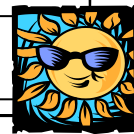
- if a pupil still makes little or no progress, outside agencies will be considered
- schools should meet parents at least termly to set clear goals and identify the responsibilities of the parent in the programme for the child.
- schools will determine their own approach to record keeping as OfSTED will want to see evidence of the support that is in place for children and the progress made.
- all schools have a legal duty to publish information on the website-the Local Offer
- the SEND Co will work with the head teacher and the Governing Body to determine the strategic direction and CPD for school staff.

A FAMILY-CENTRED APPROACH TO SUPPORT



The CoP raises the importance of family participation in a child's educational journey but specifically the added importance for children with SENDs. This family-centred approach will permeate all aspects:

- local authorities must ensure that parents, children and young people are involved in discussions and decisions about every aspect of SEND
- planning should start with individuals and take account of their wishes and aspirations
- person-centred planning ensures that everyone is involved in all aspects of planning and decision making
- local authorities must provide all parents, children and young people with clear and accurate information, advice and support, including statutory assessment and EHC plans
- Parent Partnership Services will support parents in relation to SEND
- Parent/Carer Forums will be set up to work alongside schools, local authorities and other services to determine strategy and to develop services and structures



Our Autism training touched on the sensory challenges experienced by many children with autism. Here is a deeper look at this area, with a mind to how these issues can be exacerbated in busy classrooms:

Sensitivity to smell (hyperosmia)

A heightened sense of smell can create problems for those with autism, causing serious physical reactions such as nausea and vomiting.

Under sensitivity to smell (Anosmia)

Some people on the spectrum have no sense of smell at all. They cannot use smell to support memory or recall.

Depth Perception

Problems with balance and body connectivity are common amongst people with autism. They struggle to understand the inter-connectivity of their body parts and how this relates to the space around them. This has implications for accidents at school, such as misjudging stairs or how far away a table is.

Under sensitivity to pain (analgesia)

A child may have a serious injury but not react at all, while a slight graze will cause an out-of-proportion response. A child may have a drink which was boiling hot, causing blistering, and baths which were too hot, leading to overheating, dizziness and nausea.

Auditory cluttering/sound overload

Filtering auditory information is impossible for some people with autism, and for others it can be a painful experience. If they walk in a busy high street, they may hear every conversation clearly; not able to focus just on the person who is trying to converse with them.

Tonal Deafness (tonal agnosia)

Some people on the spectrum do not pick up tone, inflection or emphasis from a person's voice. Subtext is often implied and an autistic child is unlikely to hear the emphasis or tone and will completely miss any implied meaning; say what you mean and be clear and concise. One autistic child was considered naughty because when he was told to stop talking to Ben, he went to speak to David instead. He simply did not understand the implied meaning that he should stop talking altogether.

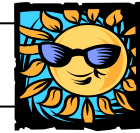
Meaning deafness (auditory verbal agnosia)

Obtaining meaning from language can cause problems. When processing goes down, a child may only understand the first three or four words spoken to them, then it reverts back to sounds with no meaning. For autistic children, short, direct sentences, with no flowery social niceties or rambling explanations, work best to help them understand you.

Environmental meaning deafness (auditory agnosia)

Some people on the spectrum have difficulties comprehending auditory stimuli and their origins, even if they have heard the sounds many times. The meaning of sounds is not being processed or understood. This is often very frightening. Even as an adult, a simple verbal reminder, such as "that's a lorry reversing outside", helps with processing and anxiety when a noise is heard. Even something seemingly obvious, like "that's the school bell - time to go home", will help children with this difficulty.

I CAN-NO PENS WEDNESDAY



A whole day where children experience communication in all its forms without the added pressure of writing any of it down? That's what No Pens Wednesday is all about.

Language skills continue to have a relatively low profile in our schools and education policy; they are the least taught and trained for, yet the most used. Language skills are important for all children but especially for those with SEN, the majority of whom will have some degree of communication difficulty.

However, teachers are rarely given training on typical language development, so it is difficult to see where children may need support, to scaffold children's spoken language in the classroom and to identify those children who may be struggling.

Despite internationally accepted prevalence figures of between five and seven per cent, only three per cent of the school population is ever identified as having SLCN. Children with SLCN often have academic, emotional and behavioural difficulties that are easier to see than underlying language deficits.

UPDATE ON SEND-What we are doing

In case you have been too busy to get onto the school's website lately, we now have a range of additional information sheets uploaded to the SEND Newsletters area.

These are available for teachers, children and families to ensure that everyone can be aware of how the changes will impact upon them and just what it all means for children. By September a further Local Offer, specific to what we currently offer and hope to offer through planning, will also be in place and this will be evaluated and developed in collaboration with parent forums and children's groups so that it is relevant to school and to the community at large. Access through the website and keep involved and informed. :-)

SLCN can be difficult to spot and the nature of the difficulties can change over time, often becoming more complex.

However, the impact of SLCN is far reaching; the attainment gap between these pupils and their counterparts continues to grow and with the imminent changes to the SEN landscape in the 2014 reforms, it is more important than ever to build our understanding and focus on communication in order to achieve better outcomes for these children.

One teacher explained what they did:

"In primary, pupils worked in pairs, creating and sharing stories in a variety of materials including Play-Doh, puppets, stickers and stop-motion photography. The storytelling encouraged the development of narrative, imagination and attention and listening skills, whilst also developing important social skills, such as turn taking, listening to other people's contributions and sharing. At lunchtime, pupils played lots of games that involved following directions and instructions, turn-taking, attention and listening, developing friendships and social skills – all activities focused on important speech and language skills."

Need more advice? Want to know more? Come and see DB!



"Be kind whenever possible.
It is always possible."

Dalai Lama