

# Golden Valley SEND & Wellbeing coffee morning

23.10.2024



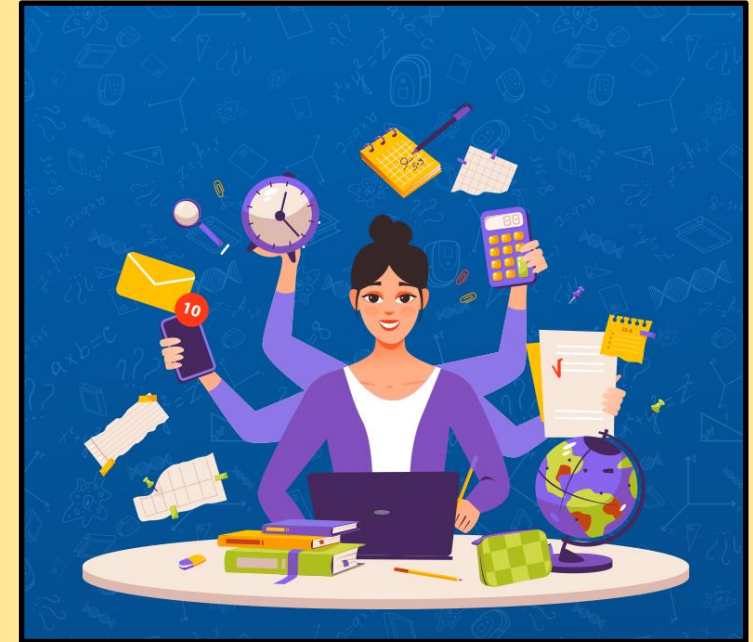
# What's the purpose of our coffee mornings?

- To network and meet other parents SEND or otherwise
- To provide support for each other
- To share expertise
- To share specific information about things that are happening at school



# All about Mr Hamilton

- SENDCo
- EYFS & KS1 leader
- Designated Teacher
- DDSL
- Mental Health lead
- Joint lead on Nurture
- Class teacher on a Friday
- Autism Champion (in the making)



What does a day/week look like for me?

# All about Mrs Watkins

- Learning Mentor
- LSA (currently working 1:1 with a pupil)
- Lead lunchtime supervisor
- Mental health first aider
- Chief firefighter
- DDSL
- Parent
- Autism Champion (in the making)



What does a day/week look like for me?

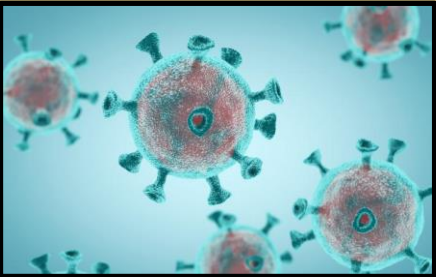
# Where are we at with SEND nationally?

- More than half (54%) of schools say they will go into deficit this year, unless they make further cuts.
- Just 5% of schools say they will be able to pay their costs next academic year (23-24) without going into deficit - meaning more than 9 in 10 schools won't be able to balance their budgets without drastic action.

Paul Whiteman, NAHT  
general secretary (2022)

- Almost 9 in 10 (87.2%) teachers who qualified in 2021 are still teaching one year after qualification,
- Almost 8 in 10 (76.1%) teachers who qualified three years ago are still teaching,
- Almost 7 in 10 (68.7%) teachers who qualified five years ago are still teaching,
- Almost 6 in 10 (58.7%) teachers who qualified ten years ago are still teaching.

School workforce in  
England Report (DFE,  
2023)



C\*\*\*\* 19 Recovery

LSA recruitment is very hard!  
Jack Hamilton (2024)

The number of children in mental health crisis has reached record levels in England, analysis of [NHS data](#) by the mental health charity YoungMinds shows.

For the first time, urgent referrals of under-18s to mental health crisis teams reached more than 3,500 in May, three times higher than in May 2019. And in the year to March 2023 there were 21,555 urgent referrals to mental health crisis teams, up 46% on 2022, the charity found.

These are children with the most acute mental health symptoms, who might otherwise need to go to hospital for psychosis, severe self-harm or suicide attempts.

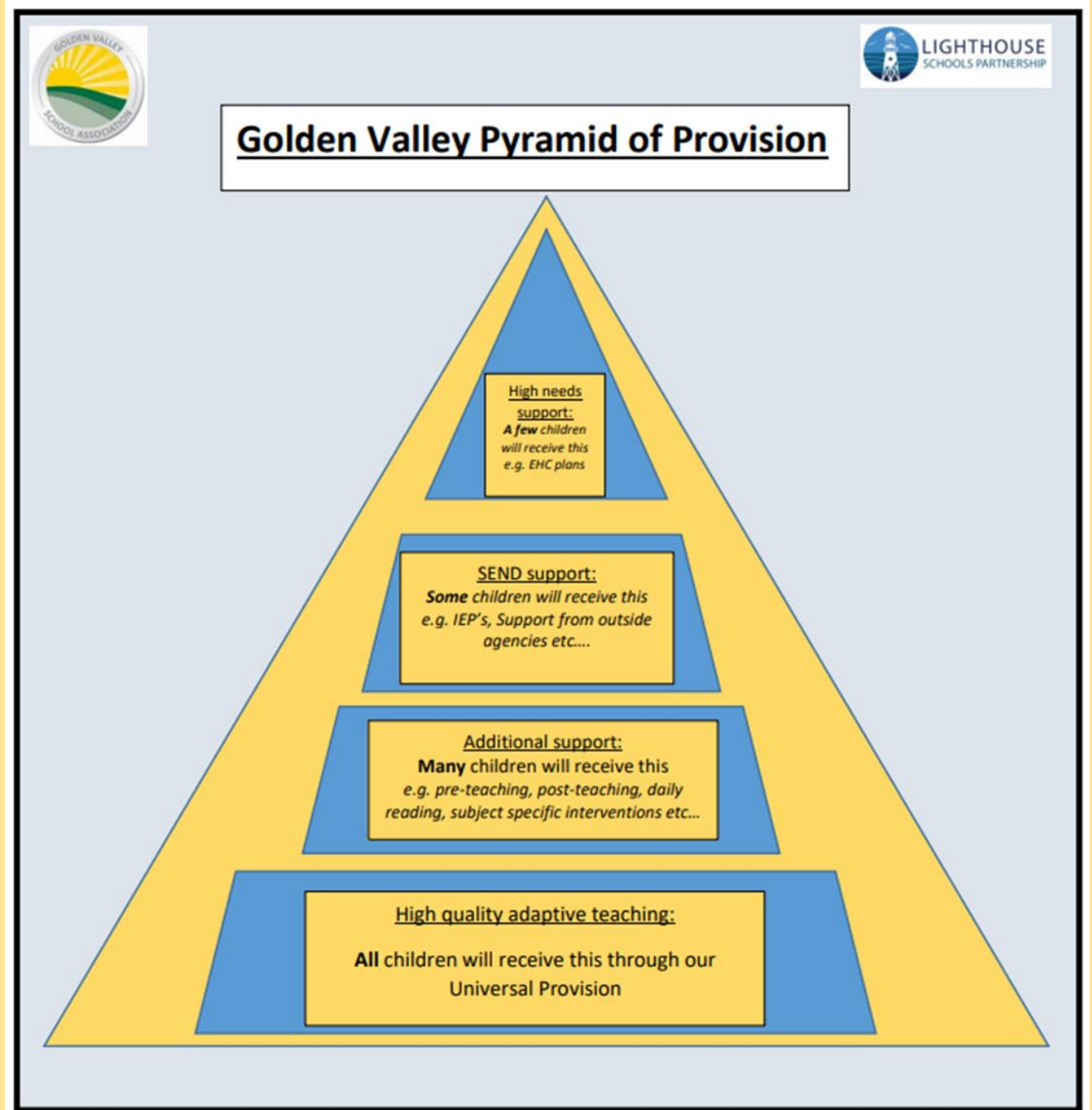
Young Minds  
analysis of NHS  
Report (2023)

# Graduated response @ GV

- Where do we fit into this?
- SEND register
- Monitoring list

How to we identify where children are at on the graduated response?

- PPM's, learning walks, parents, pastoral referral forms, contact with external agencies, academic progress, reviewing interventions



# Sirona - referrals

## Resources to support you



### What is neurodiversity?

This section provides information on:

- What do we mean by neurodiversity?
- How to recognise neurodiversity?
- Neurodiversity information for schools.



### General advice and guidance

This section contains general information, guidance and useful contacts for children, young people, parents and carers. This includes details of people to speak to when you're not sure what support is needed.



### Neurodiversity needs

This section provides resources and guidance to support:

- Speech and language.
- Energy levels.
- Attention and impulse control.
- Emotional regulation.
- Motor skills.
- Sensory.
- Flexibility and adaptability.
- Systemizing and empathizing.
- Cognitive.



### Neurodiverse Diagnoses

This section provides resources to support children and young people with:

- Autism.
- Attention Deficit Hyperactivity Disorder (ADHD).
- Developmental Co-ordination Disorder (Dyspraxia).
- Tourettes and tics.
- Developmental Language Disorder.
- Learning Disability.



### Other areas of need

This section contains information and resources to support:

- Mental health and wellbeing.
- Bladder and bowel issues.
- Children that have experienced trauma.
- Selective eating.
- Behaviour.
- Sleep.
- Gender.
- Dental.
- Vision.
- Hearing.
- Selective mutism.



### Transition to adulthood

This section provides information and resources to support:

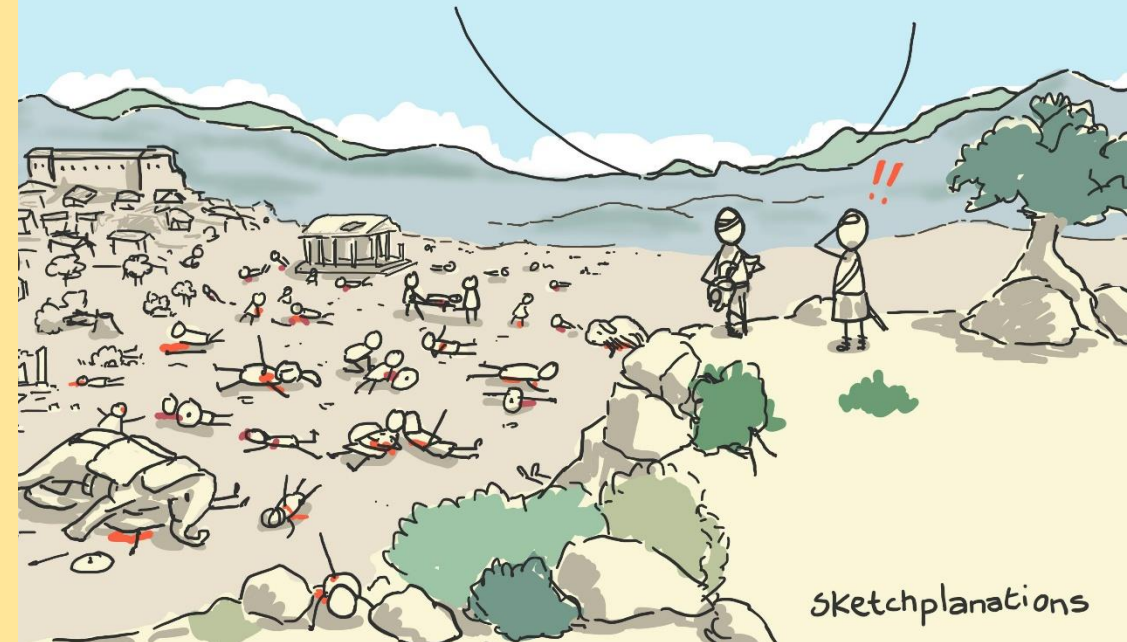
- Resources for schools and colleges.
- Independent living and housing.
- Support for those not in Employment, Education or Training (NEET).
- Health.
- Friendships, relationships and community inclusion.
- Employment.

## PYRRHIC VICTORY

VICTORY NEARLY AS COSTLY AS DEFEAT

WELL DONE ON YOUR VICTORY, SIR

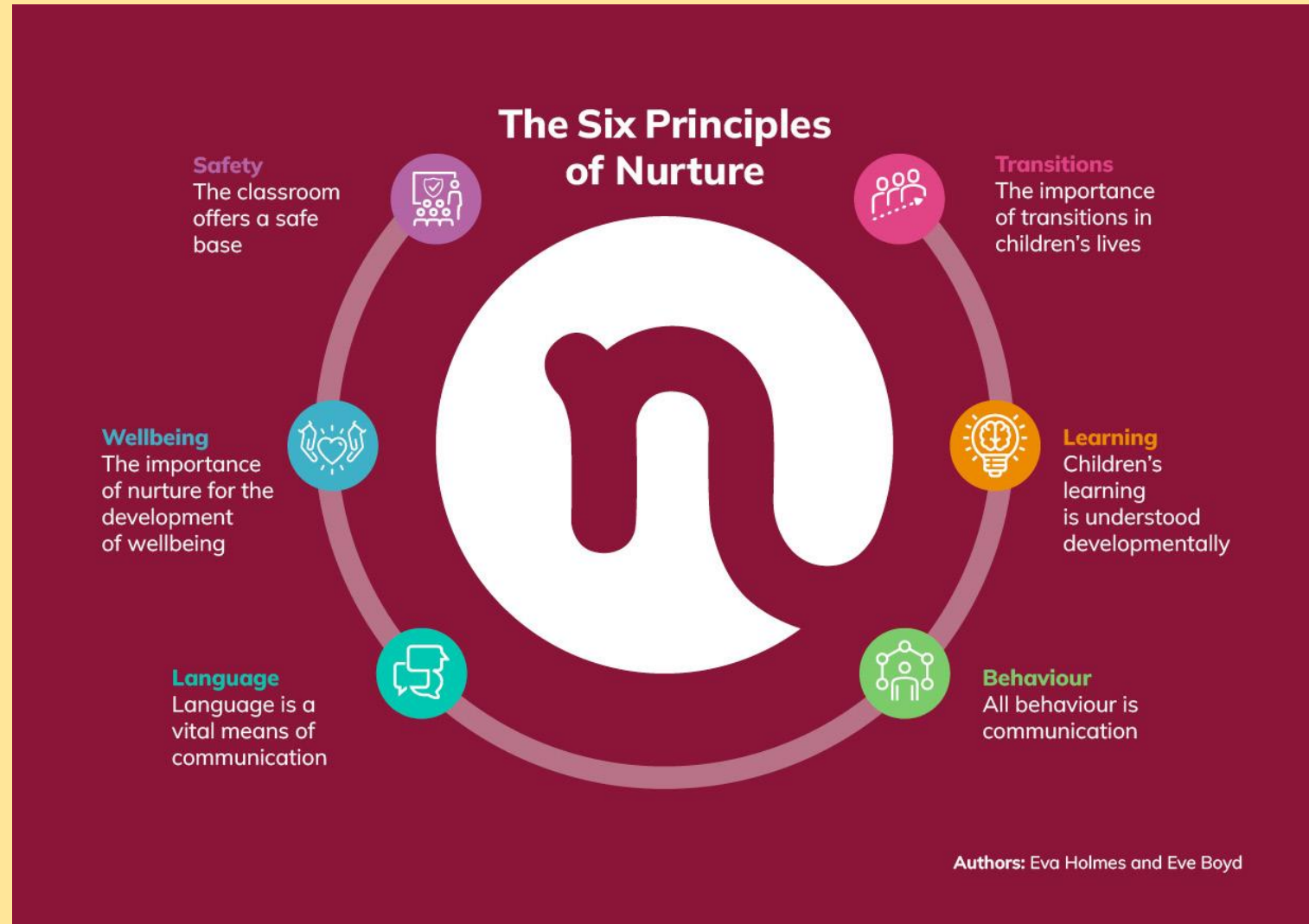
... IF WE ARE VICTORIOUS IN ONE MORE BATTLE WE SHALL BE RUINED



sketchplanations

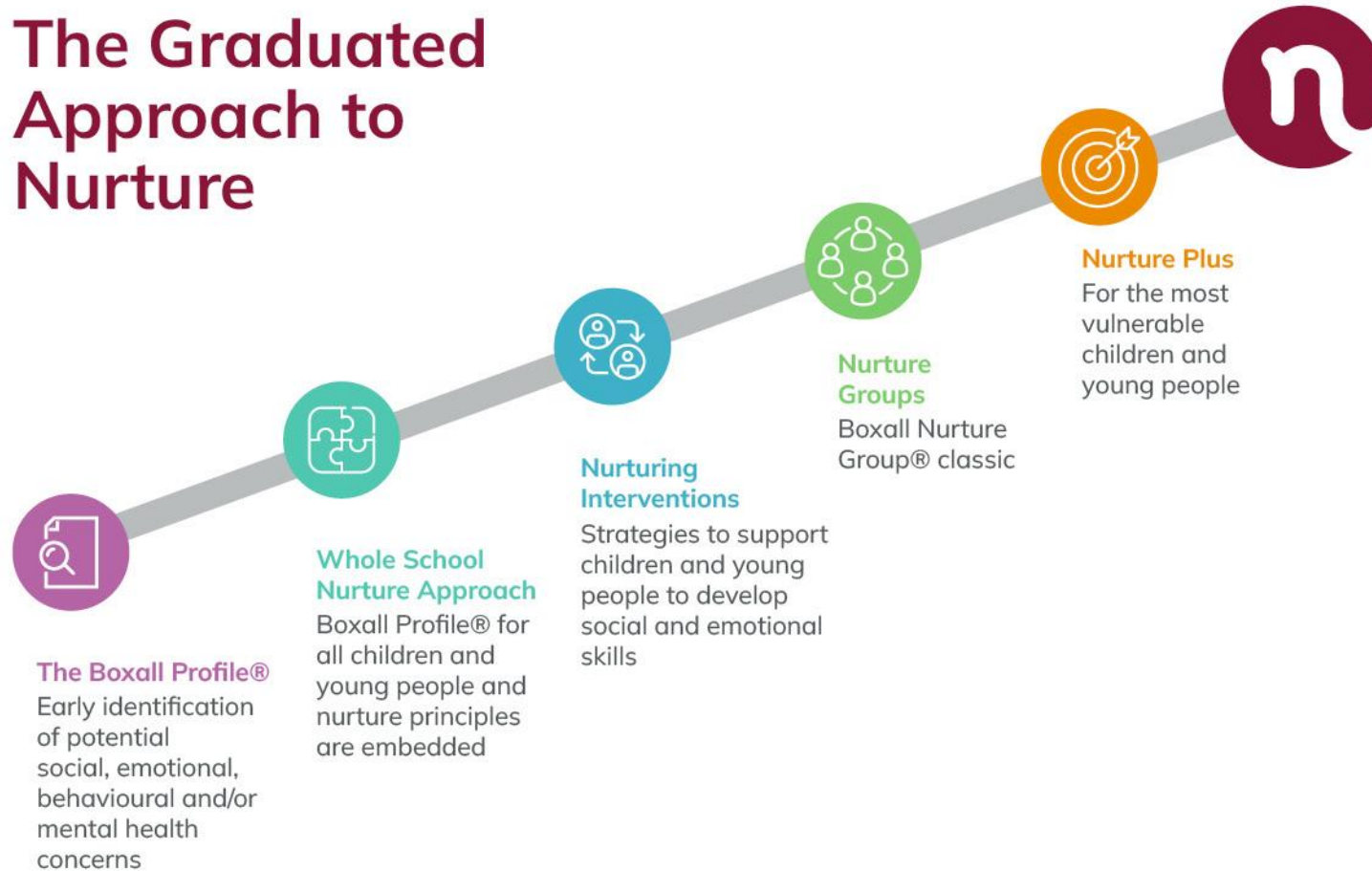
- Referral process
- High threshold
- Long wait times – some appear longer than others (WE DON'T ACTUALLY KNOW)
- Other options- R2C, private (NICE guidelines!)

# Nurture UK project



# Nurture UK project

## The Graduated Approach to Nurture



# SEMH needs



Introduction to  
**Social, Emotional and Mental Health Needs  
(SEMH)**

The video player interface includes a play button, a progress bar at 0:12 / 11:15, and logos for 'hasen', 'CFEY The Centre for Education & Youth', and 'WholeSchool SEND'.

At Golden Valley our response is...

- Give children strategies
- Engineer success
- Use ABC's
- Emotional literacy
- The Nest
- Use of visuals
- Pupil voices
- RELATIONSHIPS
- Consistent response
- Deescalation – PACE approach
- Make it easy for children to make the best choices

# SEMH needs-tips

1. Grounding technique

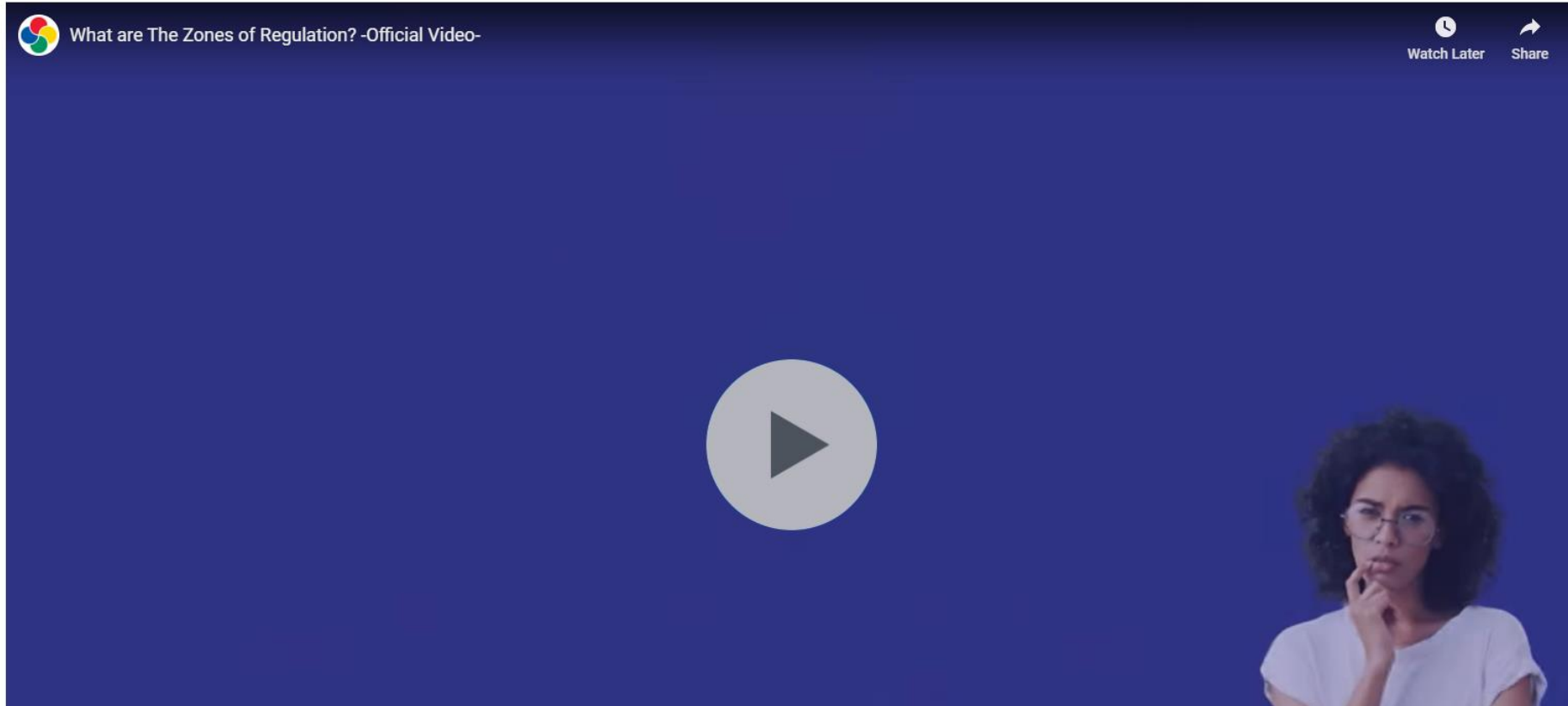
2. Progressive muscle relaxation

3. ABC game



# Zones of Regulation

## What Are The Zones of Regulation?



<https://youtu.be/zZ9X-d3oZvQ>

# Dyslexia



# Dyslexia

## Definition of dyslexia: British Dyslexia Association



### The BDA has adopted the Rose (2009) definition of dyslexia:

Dyslexia is a learning difficulty that primarily affects the **skills** involved in accurate and fluent word reading and spelling. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across the range of intellectual abilities. It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.

### In addition to these characteristics:

The British Dyslexia Association (BDA) acknowledges the **visual and auditory processing difficulties** that some individuals with dyslexia can experience, and points out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process.

Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills.

BDA (2010)

### Definition of dyslexia

Thursday 29 August 2019



# Dyslexia

## In summary:



- Dyslexia is a **lifelong** neurological difference.
- Dyslexic people may have difficulty **processing** and remembering information they **see and hear**, which can affect learning and the acquisition of literacy skills.
- It can also affect the way the brain processes language making it hard to call things by the correct name.
- People with dyslexia may have difficulties with processing information at **speed**. This can present as difficulties remembering information, organising thoughts (or themselves) , sequencing ideas and following when there is lots of information being presented to them.
- It should be viewed as a continuum.
- It is thought that 1 in 10 may have dyslexia in some way (statistics vary!)
- They may display strengths in creativity, thinking outside the box, inventiveness.
- Intelligence is not linked to dyslexia - people with all abilities may present with dyslexia.



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# Dyslexia

## The Dyslexic Brain



### Broca's area:

Language production and comprehension and speech control (left hemisphere)



More complicated than left vs right brain.

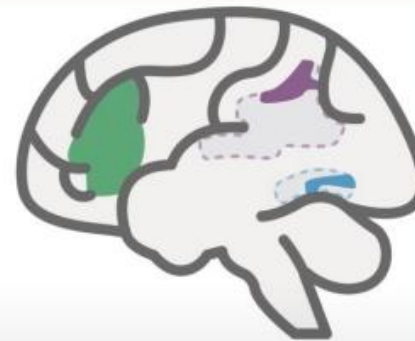
Not delayed development

### Parietal-Temporal area:

Controls sensory perceptions, and links spoken and written language to memory so we can understand what we read and hear



No Dyslexia



Has Dyslexia

Structural changes in the brain:

**Broca's area:** This can be enlarged in dyslexics as it compensates for other areas

Reduction of neuroplasticity (particularly in the left hemisphere where language and reading develop)

**Occipital-Temporal area:** Processes visual signs, e.g. writing and recognizes shapes and symbols

# Dyslexia

## Working memory



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SCHOOLS PARTNERSHIP

These difficulties impact on the information that is being used and held in a person's working memory.

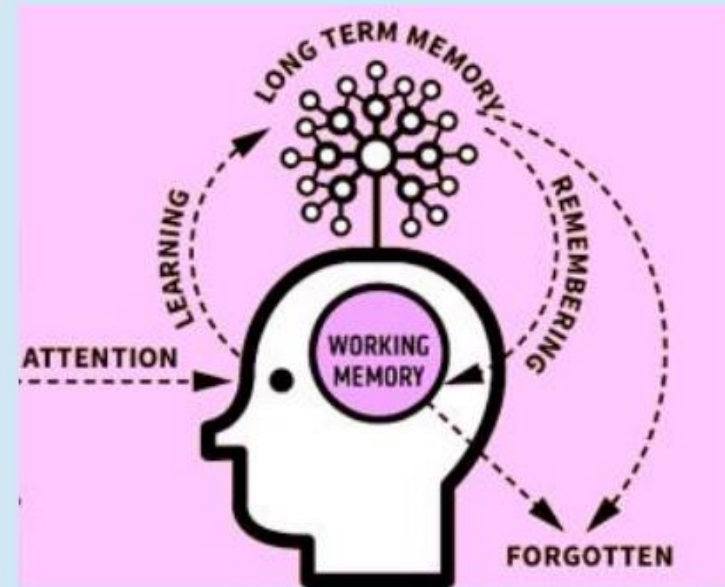
Working memory is one of the brain's executive functions. It's a skill that allows us to work with information without losing track of what we are doing.

### It provides:

The capacity to **temporarily store** information.

Helps people **perform a task** involving multiple sequences and steps of operation.

It's like a temporary sticky note in the brain.



Examples of trouble with working memory:

- Doing mental maths.
- Following practical instructions.
- Using information later.

# Dyslexia

The information may be there, but is just more difficult to retrieve!

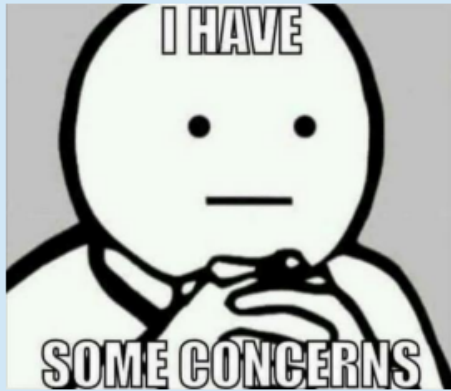


LIGHTHOUSE  
SCHOOLS PARTNERSHIP



# Dyslexia

## Dyslexia assessments and diagnosis



- Observe.
- Try a range of techniques to identify what helps (use what's in your toolkit of universal provision and intervention). Monitor, give this time to embed – watchful waiting.
- If concerns continue, speak to the SENDCo.
- Avoid leading conversations, but don't be afraid to raise the difficulties as you see them.
- A diagnosis is **not necessary** to get the support needed (at school level).



A **Diagnostic Assessment for Dyslexia** is the only way that dyslexia can be formally identified.

- Not covered by the NHS
- Dyslexia Specialist Teachers or EPs (rarely LA Eps)
- No funding - equity issue
- Screeners are not assessments (some misconceptions)
- Aged 7 upwards usually (to comply with SASC guidelines).
- Provide a clearer picture of someone's cognitive profile and their strengths and weaknesses.
- Ensures that any support put in place is as effective as possible.

Families receive an assessment report.

Contains **suggestions/ recommendations** for adjustments and support

**BUT** – its not usually evidence for Exam Access Arrangements:

- Specific testing no earlier than Y9.
- There must also be evidence of 'normal way of working'
- There must be a clear 'history of need'.

# Dyslexia

How can we meet the needs of dyslexic learners through universal provision: rapid reasonable adjustments.



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# Dyslexia



# Dyslexia



What is helping to reduce the load?



# Dyslexia



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## Cognitive load – planning to reduce the extraneous load

### For all:

- Think! Teacher talk - Purposefully plan it in.
- Prepare student for what is expected – WAGOLL/ model processes – visualisers can really help.
- Present instructions in short, clear steps (and the right order!).
- Task lists/ tick lists
- Consistent colour schemes
- Consistent lesson routines/ patterns/ formats (where possible)
- Teach memory jogging approaches
- Scaffolding! Know the mini goals and only scaffold the parts that are needed - least support first.
- Are the tasks appropriate?
- Relationships, relationships, relationships
- Minimal displays - have relevant information (words grouped into families)
- Avoid all CLUTTER!



# Dyslexia

## Strategies: specific learners; reasonable adjustments



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SCHOOLS PARTNERSHIP

Help me to spot patterns that will support my memory

What tools do I need to access learning – sentence starters, graphic organisers, keyword lists.

Don't ask me to read aloud or copy from the board, unless I'd like to.

Show me how to use memory tools like mind maps

Hook into my strengths, ask me what helps



Repeat back instructions, or give in different formats

Give me extra thinking time – don't 'over-rescue' me by jumping in and giving answer.

Allow me extra time to process instructions. including in tests – monitor this to see how much I need and keep records (for EAA evidence)

Extra time for proof reading (show me how)

# Dyslexia



LIGHTHOUSE  
SCHOOLS PARTNERSHIP

## Font knowledge...

### At a glance:

- Lots of people prefer using “dyslexia fonts” over other fonts.
- These fonts don’t improve reading.
- But they do have features that may help reading feel more comfortable for some people.

This is a text written in OpenDyslexic, a free typeface for readers with dyslexia.

**Left** align

**Point** 12 – 14

You may consider adjusting letter spacing

And line spacing

Use **bold** to accentuate information

**Short** sentences

**Single colour** background (not patterned)

Avoid **unnecessary** visual clutter

**Consistent** font size, with heading 20% larger

Avoid fonts that have extras.

*No italics/ underlining - makes text cluttered*

*Be careful with spacing, it can help to space the letters out, but too wide makes tracking difficult.*

*Patterned backgrounds can make it tricky to distinguish letters.*

*Inconsistent font size doesn't help*

**AVOID ALL CAPS**

# Dyslexia

## Interventions/ extras:

- Early intervention
- Kinesthetic learning (multi-sensory)
- Language rich environment – both spelling and understanding of vocabulary.
- Repetition and over learning.
- Reading fluency interventions and practice.
- Tech – Talking tins or talk cards.
- Reading software (text to speech)/ audio books/ reading pens.
- Writing software – speech to text
- Colourful semantics
- Reading rulers/ coloured overlays



# Future coffee mornings...



# Be more Rita!

