



FAMILY
LEARNING



SEND Awareness



ACL

Housekeeping



Prevent Strategy



**Adult Safeguarding
Community
Learning**



Session Aims

- To develop an understanding of SEND, the needs of SEND children and families
- To provide strategies to use within your sessions
- Provide a network of resources and people “Community of practice” within Essex
- To provide with opportunities for further learning



**Before we begin, lets just reflect
what SEND means to us.
No need to share.**



The Legal Bits



Disability is a physical or mental impairment which has real and long-term adverse effect on the person's ability to carry out normal day-to-day activities.

Equality Act 2010



Disability – Follow The Social Model



Social Model

“The social model of disability is the understanding that disability is something that is created by society. This is because disabled people face barriers that stop them taking part in society in the same way as non-disabled people.”

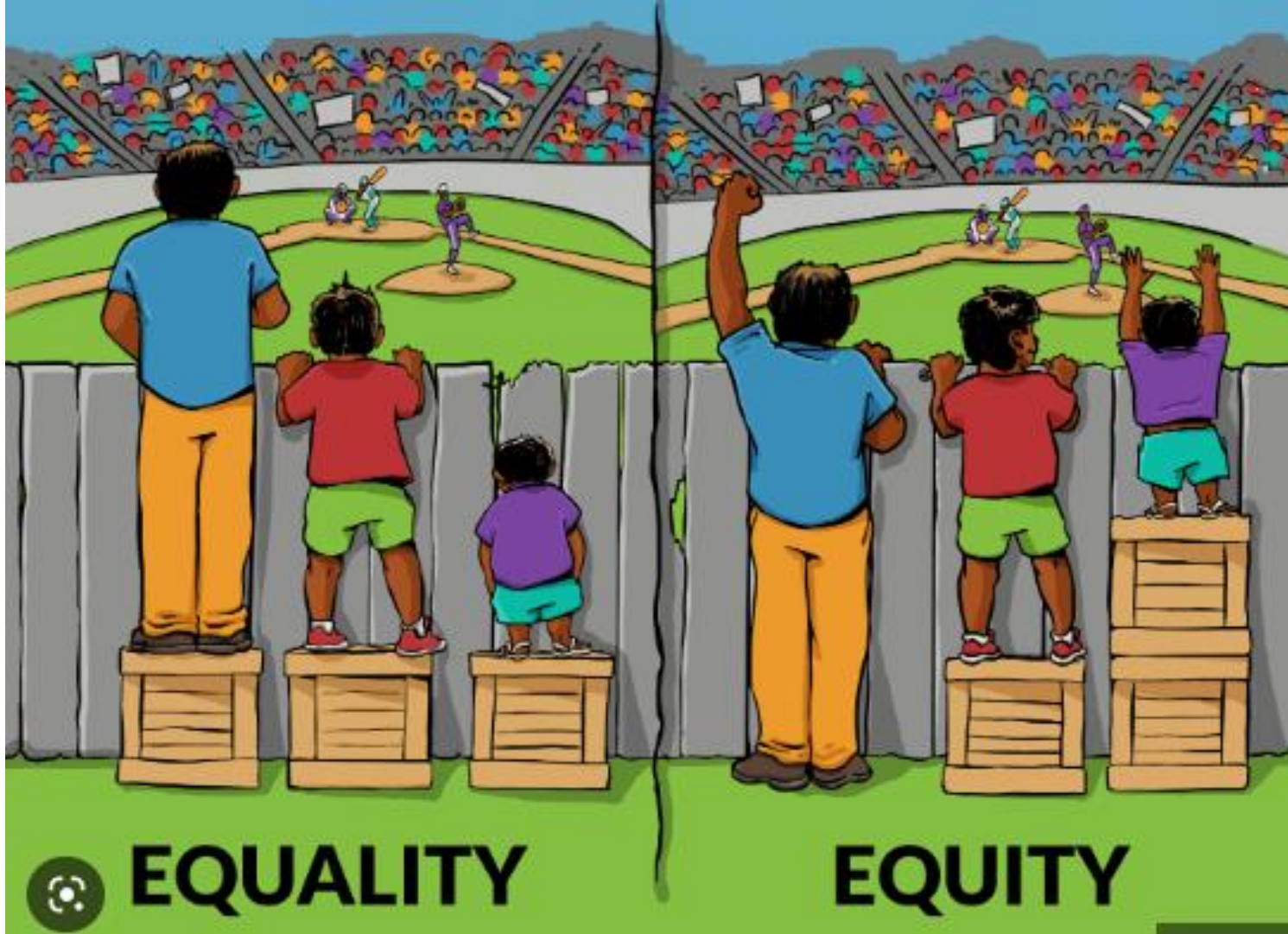
Scope

What defines SEND?

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Code of Practice, DFE, 2015

Equality vs Equity.



Inclusion

"Fairness is not giving everyone
the same thing.
Fairness is giving each person
what they need to succeed"



Inclusion is to look at ways to ensure everyone can access, achieve, develop and enjoy, at their levels.

Inclusion is a model that children experience in school.

Inclusion doesn't mean different.

Inclusion benefits all.



Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favor we do for someone. Inclusion is who we are. It is who we must strive to be.

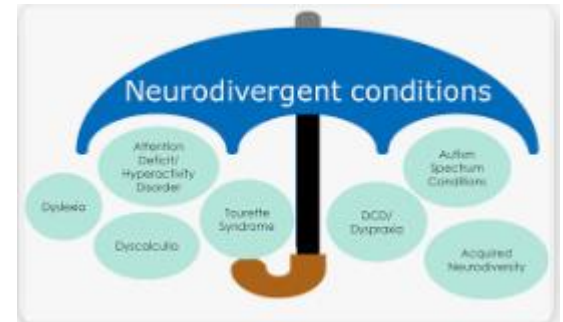
Lisa Friedman: Removing the Stumbling Block

4 Key Areas of SEND



Neurodiveristy?

What do you understand as 'neurodiversity'?



<https://www.youtube.com/watch?v=xsfml3yVh1g>

SEND in your context



Some children will have a diagnosis
Some children may be waiting for a diagnosis.
Some children may show signs of SEND.



The Primary Senses

The common 5 take in information from our environment.

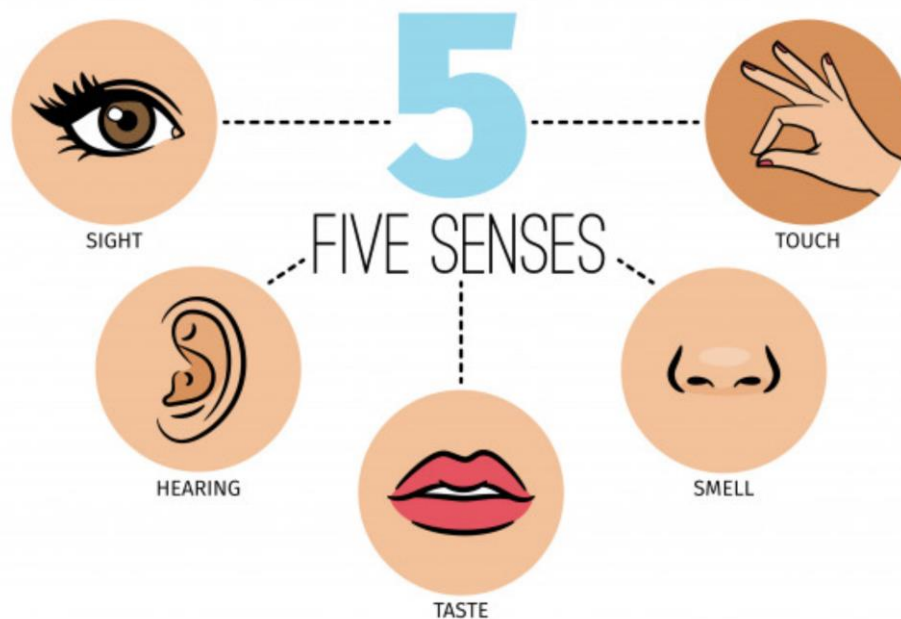
Smell (Olfactory)

Vision (sight)

Hearing (Auditory)

Taste (Gustatory)

Touch (tactile)



Internal Senses

Where information can be understood as coming from within our bodies.

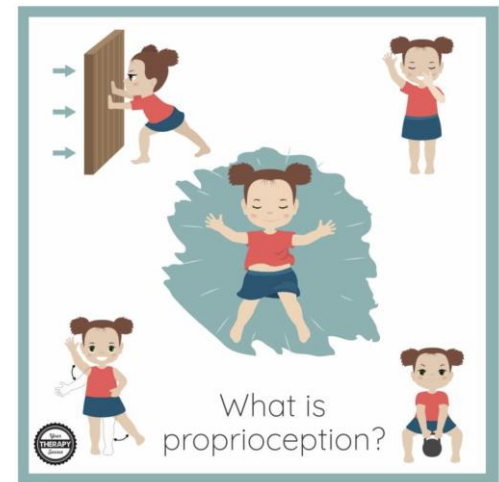


Movement and balance (Vestibular)

Information is received from the inner ear, and relates to movement, gravity and balance.

Body awareness (proprioception).

Where information is received from the muscles, tendons and joints. It provides us with awareness of our bodies position in relation to our environment and space.



Sensory Processing – what should happen.

Take a deep breath to smell the flowers



“Sensory integration occurs automatically in most people, so we tend to take it for granted, just as we take our heartbeat and digestion for granted.”

-A. Jean Ayres, Ph.D

This is how we use the information received by all the senses. Our brain processes this to give us understanding of who we are, where we are and what is happening around us.

When our brain does this correctly we can respond appropriately to the information.

Sensory Processing – what can happen. (Sensory Processing Difficulties)



Some children and adults can't process the sensory information in this way.

Dr Jean Ayres, who first looked at sensory processing, likened this to a 'traffic jam in the brain'.

So if we have difficulty processing the sensory information then understanding our environment is much harder

Ayres talked about the "Just Right" state of function in our nervous system and that finding this "Just Right" state was **regulation**. What she meant was **just enough sensory input in each of our sensory systems** and like everything else this is **personal** to us.

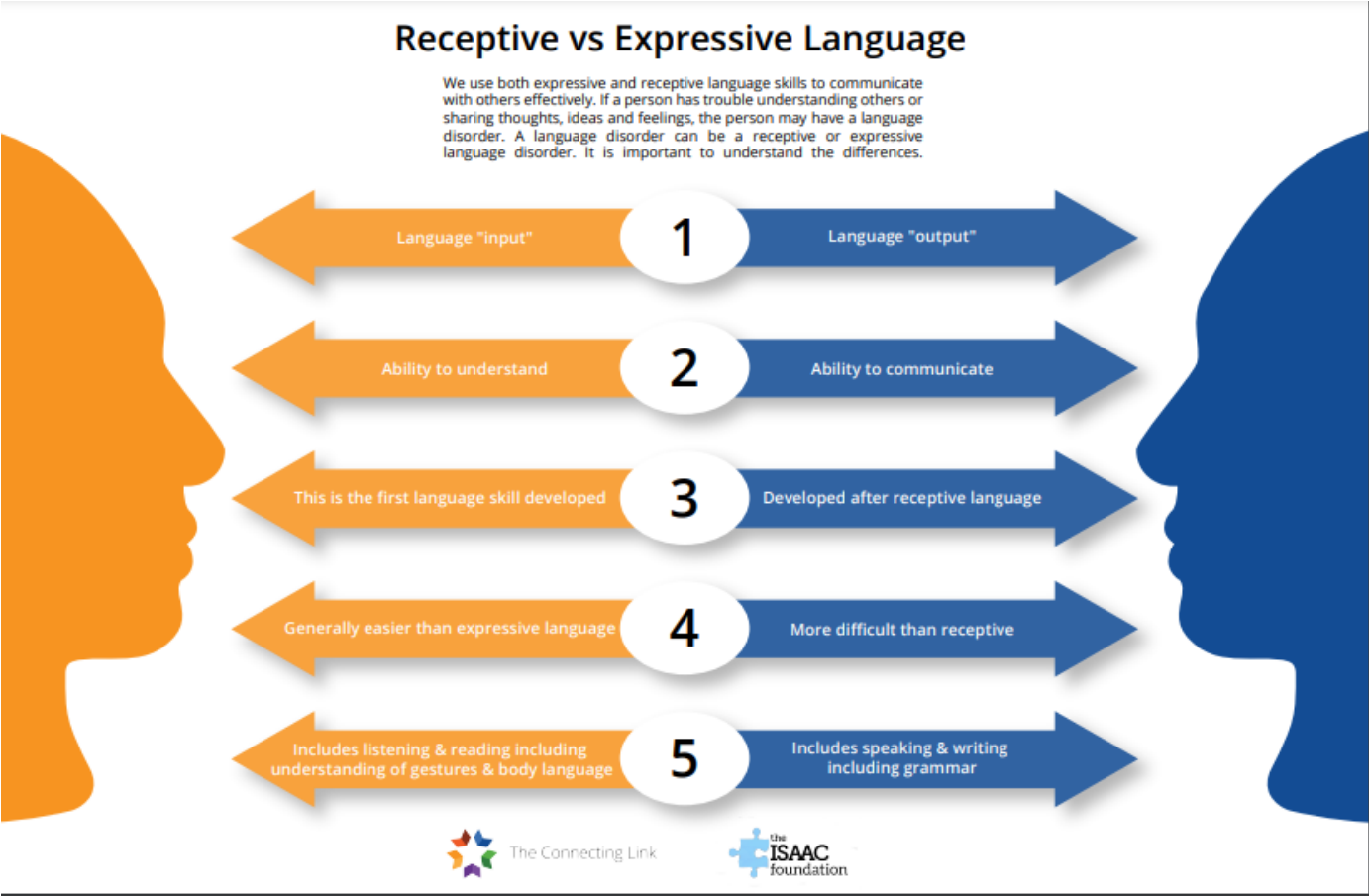
Our sensory cups

<p>We all have a cup for each of our SENSORY SYSTEM</p> 	<p>Most people have an average cup</p> 
<p>But some of us have an oversized cup, which increases our need for sensory information.</p>  <p>Under-responsive</p>	<p>And some of us have small cups! So even a small amount of sensory input can easily make our cup overflow.</p>  <p>Over-responsive</p>

Tip of The Iceberg!



Communication



What happens when children have communication difficulties?

<https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability>



What is?

ASD	https://www.youtube.com/watch?v=Lk4qs8jGN4U&t=22s
Dyslexia	https://www.youtube.com/watch?v=gtFKNPrJhJ4 https://www.youtube.com/watch?v=11r7CFIK2sc
Dyspraxia	https://www.youtube.com/watch?v=ncOcolyIY_4



Equity & Fair play

How do you ensure Fair Play is communicated and understood by all participants?



Practical Ideas to support

- visual boards
- cards laminate on their belt
- safe spaces for self-regulate - line marked
- sensory bag - cheap things on hand - antibac cloth -
- ear defenders
- different whistle/approach child
- speak clearly and directly
- language you use
- directed language - stop being woolly
- little language as possible
- talking positively not negatively/use of sarcasm etc
- humour is subjective - as wide as a bus etc
- use sign language to explain something. - Makaton/BSL/or on the left (and show this)



Physical Needs

Discussion Points

What behaviours do you
Find challenging?

What works in your
setting?



How do you gain trust of
Parents?

What do you struggle with
In your setting?

Better Together



**Take away time.
What will be on your to do list?**



What next?

<https://aclessex.com/community-family-learning/>

<https://aclessex.com/flexible-learning/>

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