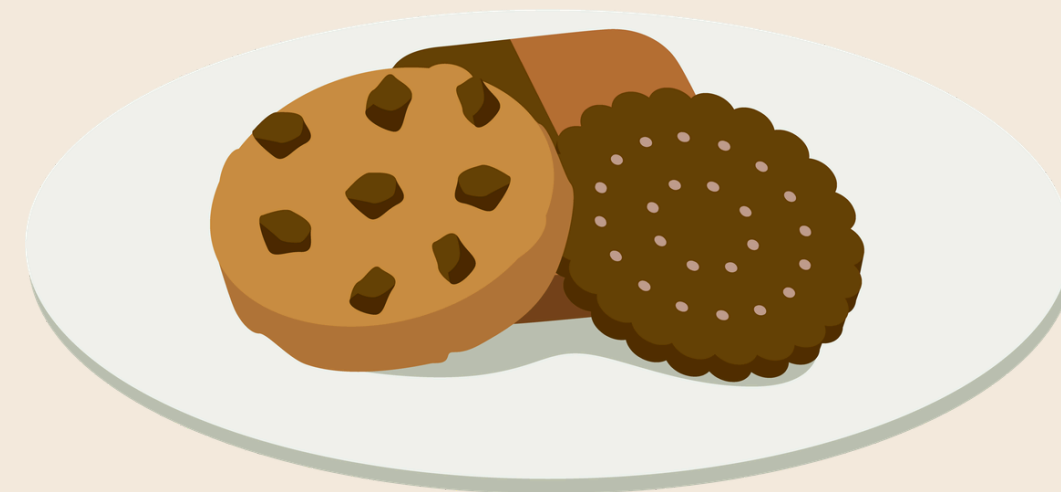


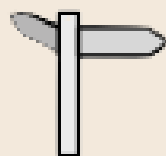
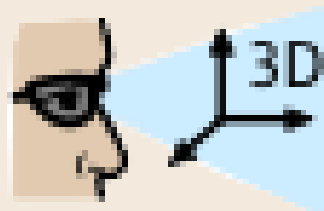
Inclusion and SEND

What we do and how we can help.



Today.

- **Introductions**
- **Early identification of need**
- **Our Communication timeframe**
- **Literacy Gold**
- **Signposting**
- **Questions ?**



Introductions

Miss Amy Russell: Assistant Head, Inclusion Lead, SENDCo & Designated Mental Health Lead

Mrs Laureen Patel: Assistant Inclusion Lead, Mental Health Lead

Miss Holly Toms: Inclusion Assistant

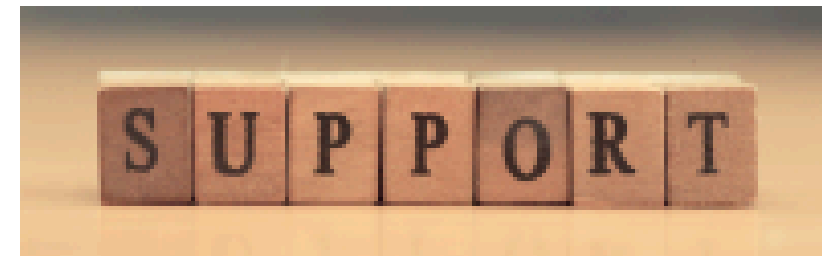
Miss Olivia Byrne: Inclusion Assistant

Miss Katie Johanson: Speech and Language Lead (Y6 teacher)

What we can help with in school



- SEND needs
- Emotional support
- Time to talk
- Social skills groups English as an additional language
- Bereavement support
- Emotional based school avoidance
- Behaviour management



1. What we do

Banksey



Forest school
Sensory diet
Talking therapy
Protective behaviours
Regulation support
Learning support
Speech and Language
Learning through play





Road to calm

Choose a location	Choose your calm tool	Choose your time	Calm check
☐ Reading corner	☐ Sensory tool	☐ 2 min	☐ Steady breath
☐ Calm space	☐ Doodling	☐ 3 mins	☐ Relaxed body
☐ Table	☐ Quiet time	☐ 5 mins	☐ Ready to talk

20 Ways to find your calm

breathe	scrunch paper	journal	colour	wall push
fidget	doodle	build	hug	talk
stretch	wrap up	run	read	listen
cry	squish	rip and stick	drink	lay



The rest of the school



2. How we identify need



<u>Action</u>	<u>Date completed</u>	<u>Notes</u>
Scaffolding monitored		
Solutions meeting		
Parent meeting		
Initial / Baseline Assessment		
Observation		
2 cycles APDR		



APDR

Assess	Plan	Do	Review	Assess
Entry Data -Attainment Data -Progress Data -SDQ's	-Type of Intervention -SMART Targets (E.G. phase 2 phonics, to use CL and FS, know number bonds to 10) -External agency targets -Teaching strategy used -IMPACT to be seen and how	-Frequency -Adult	-Gain Pupil and parent voice about impact they have seen. -Adults in school with child, have they seen transference of skills learnt? -Has the child achieved the targets/outcomes? -Does further support need to be given?	Exit Data -Attainment Data -Progress Data -SDQ's Has there been an impact on the child?

Assess:	Date:	Who:
Carry out child observations, hold discussions with key staff, parents/carers to identify & analyse needs e.g. IE 360°		
Any relevant assessments carried out by external agencies e.g. Health, EP, Social Care.		
Consider parent, pupil & staff questionnaires		
In- school screening assessments		

Do:	Date:	Who:
Implement the plan as agreed. Clearly show Who, What, When, How		
Continue to observe and record evidence of support and progress		



Plan:	Date:	Who:
Hold discussions & meet with parents, staff and any specialist services involved to plan for what needs to happen		
Ensure that the 'plan' is outcome focused e.g. improve, develop, achieve. Remember child and parents at the centre of the planning		
Outline interventions & support needed – Provision Map. Record expected impact on progress, development & behaviour		
Set time limits for interventions Set date for review		

Review:	Date:	Who:
Discuss with others e.g. SENCO, parents, colleagues, pupil about how effective the interventions have been and the impact on the pupil		
Analyse and compare data, observations and planned outcomes		
Think about next steps. Plan carefully with parents, other specialists and the pupil		
Does the APDR cycle need to begin again?		



3. Our Communication timeframe



1

Urgent Message or support

If you need to pass on something that is urgent or you are looking for urgent support then please contact the School office and give them details of what it is regarding, they will pass it onto the relevant person and we will get back to you within the next 2 working days.



2

Emails

Please feel free to contact me or the team at Inco@greenlanes.herts.sch.uk
The email is accessed weekdays 8am-5pm during term time and we endeavor to get back to you within 48 hours.



3

Meetings

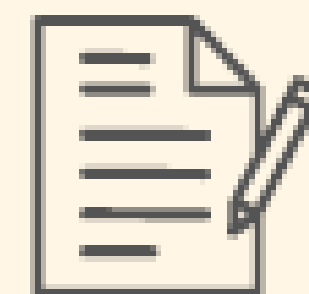
Sub- review meetings are available every half term to discuss provision, progress and next steps.
Additional meetings can be requested via email, please include some information about the reason for the meeting.



4

Supporting Letters/Assessments/ Referrals

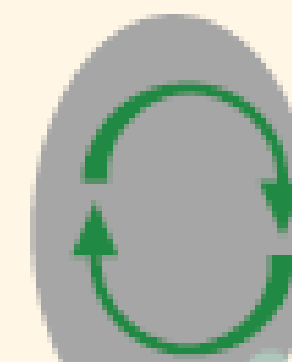
If you require a supporting letter or report please let us know and if we can help we will. We require 2 weeks notice to complete this. Following a meeting if assessments are required or referrals are to be made we will let you know the time frame in which these will be completed on a case by case basis.



5

Follow ups

Any intervention or action that we take will need between 2 and 6 weeks to embed before we can comment on its success. If you would like updates in the interim let us know and we will email you.



Using phonics and phonological awareness, children learn how to read one syllable and multisyllable words.

♥
4. Literacy Gold 🌸

Eye Control, Phonological Awareness, Phonics & Vocabulary.
Your child will gain ALL the skills needed to read.

10 minutes, 3 times a week.

Screened all children Year 2 and above

literacygold.co.uk

Literacy Gold





CERTIFICATE OF ACHIEVEMENT



THIS CERTIFICATE IS AWARDED TO

GREEN LANES PRIMARY SCHOOL
HERTS SHINING COMMUNICATION AWARD

DATE: February 2025

NHS
Hertfordshire Community
NHS Trust

Hadassah Kandler

**HERTFORDSHIRE CHILDREN'S SPEECH
AND LANGUAGE THERAPY**