SEND Coffee Morning

Wednesday 17th June 2026

Agenda

Welcome

Staff and their roles

Supporting SEND transition

SEND Identification

Quality First Teaching

SEND support and monitoring

Pastoral Support and SEMH

Questions

Key Staff

Mike Hooper – Head of School
Operational and strategic leadership

Dan Lowe – Assistant Head of School and SENDCo
Curriculum Leadership
SEND Coordination

Susanna Manrique – Federation Assistant Head of School .
Wellbeing, Equity and Engagement Lead

Gemma Howes
Family Engagement Officer

Alice Lowe – ESP Lead Teacher and Assistant SENDCo

Paula Cole – Pastoral Team

Louise Gibbs – Pastoral Team

Staff Roles and Responsibilities

Senior Leadership Team and SENDCo

Senior leaders and the SENDCo coordinate SEND provision and liaise with families and professionals to support children effectively.

Class Teachers

Class teachers provide high-quality, inclusive teaching and act as the first contact point for parents.

Support Staff

Our Teaching Assistants support children flexibly across classrooms and activities to meet diverse needs.

Pastoral Team

The pastoral team supports children's emotional wellbeing, behaviour, and mental health with targeted interventions and daily pick up sessions.

Supporting SEND Transition

Key Dates

Late May/Early June – AJS staff liaise with Infant School staff about class placements

Ongoing throughout June and July – AJS staff liaise with infant staff about SEND provision, data, safeguarding concerns etc.

25th June – Year 3s visit RRIS to discuss their experiences and answer questions. Shared playtime and opportunity for Year 2s to chat to their new teachers

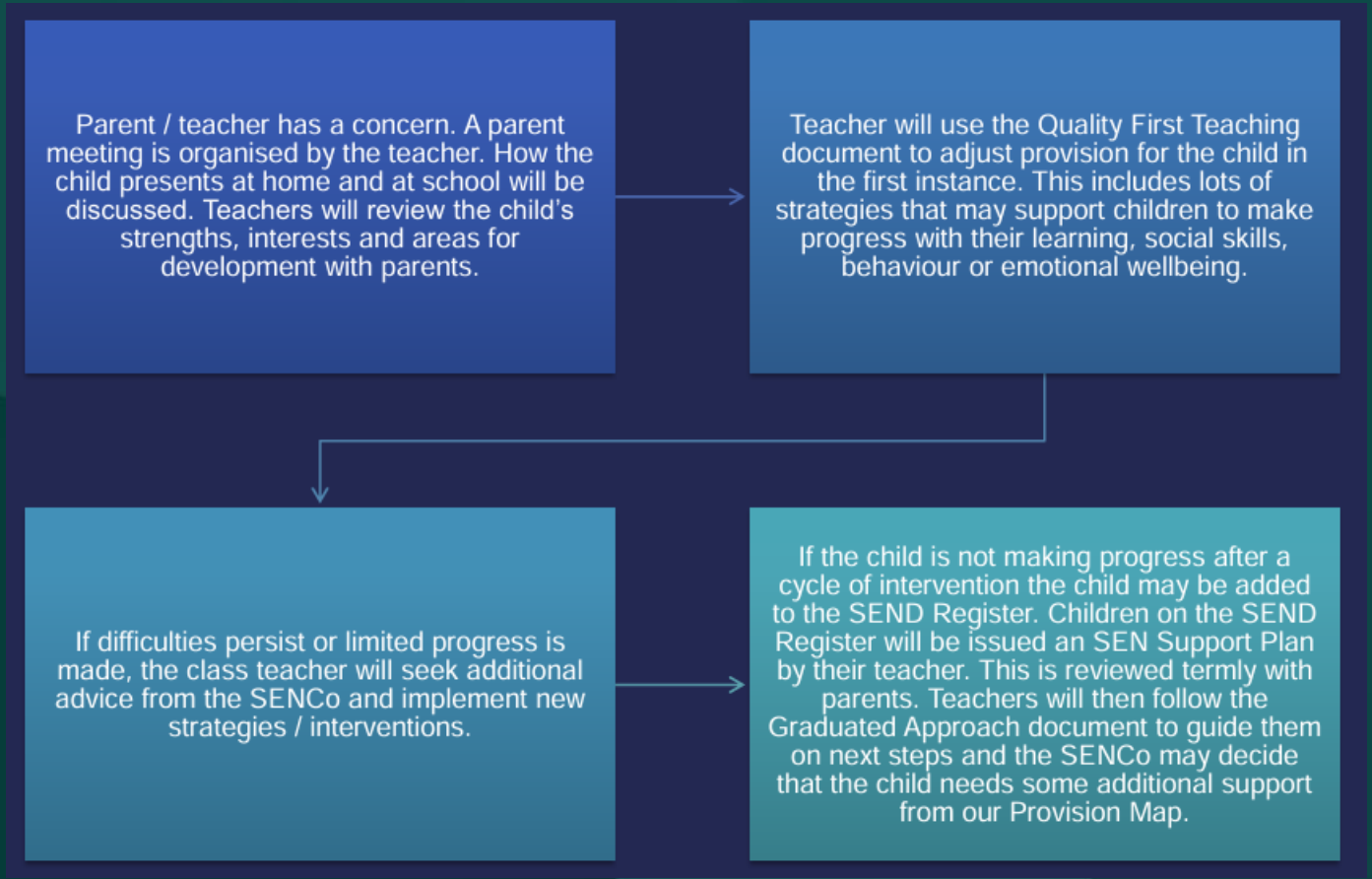
1st and 2nd July – Enhanced transition sessions – children with SEND, children from non-RRIS schools

2nd July – Year 3 teachers go to RRIS and lead an activity. (Teachers will contact families from non-RRIS schools)

9th and 10th July – Transition days
A half day on the 9th and a full day on the 10th.

SEND Identification Flowchart

SEND-Identification-flowchart-1.pdf



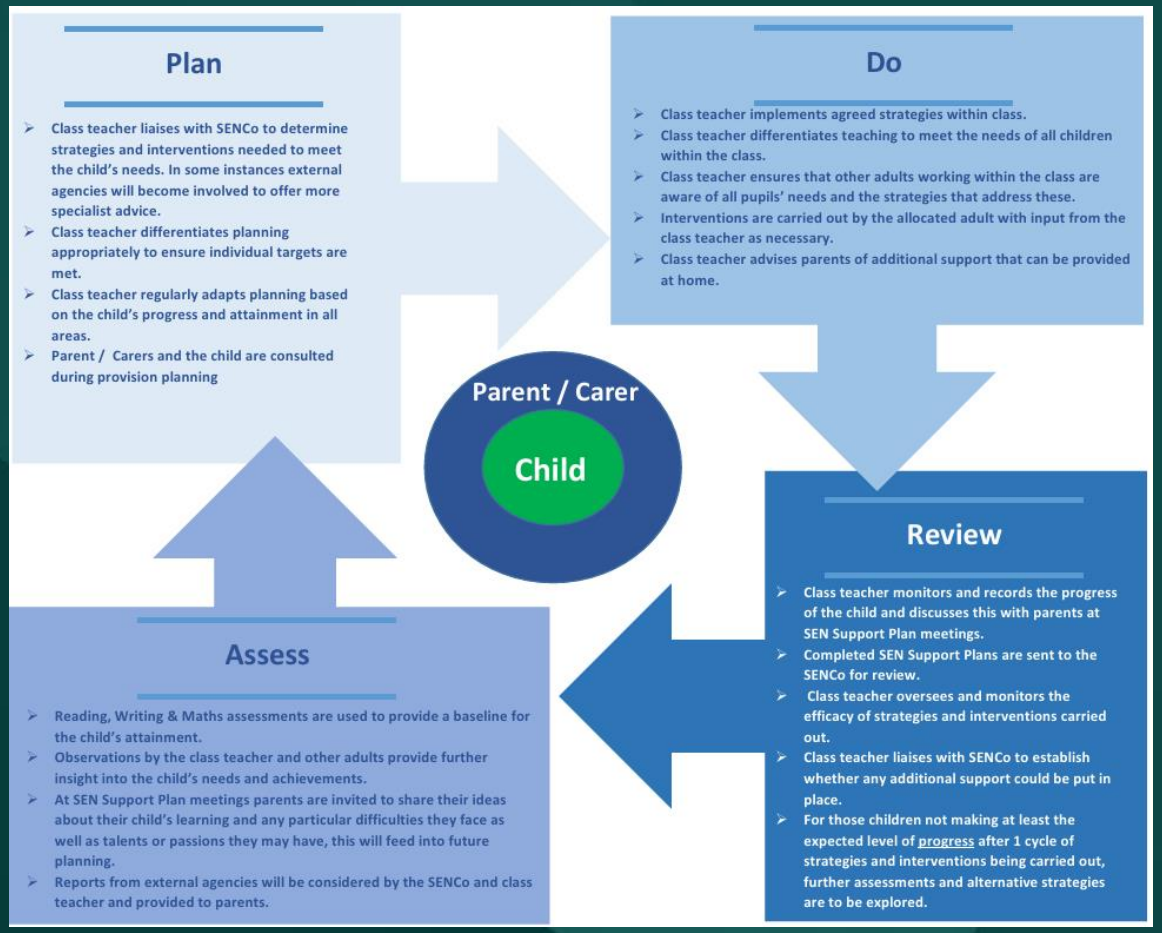
Quality First Teaching Document

Quality-First-Teaching-to-OVERCOME-Barriers-template.pdf

Quality First Teaching to OVERCOME Barriers * highlight strategies as appropriate			
KEY SCHOOL STRATEGIES: Visual timetable, Visual prompts, Clear instructions, Enriched language, Recognition of effort & Emotional literacy			
Cognition & Learning	**Communication & Interaction**	**Social, Emotional & Mental Health**	**Sensory and/or Physical**
Regularly sat near an adult to provide support and/or re-focusing (small group support)	Colour coding for different steps, processes, tasks or tracking dots	Specific role or responsibility to promote positive engagement	Fiddle toy / stress ball / blue-tac / chew band / resistance band / fidget cube
Multi-sensory teaching and practical apparatus used where possible (e.g. numberline, counters, coins, puppets, concrete objects, etc.)	Additional time to complete extended written tasks and/or opportunities given to complete tasks (e.g. finishing time)	Feeling faces / symbol cards to communicate feelings and/or requests for support	Sensory-calm objects, e.g. liquid motion bubbler, rainmaker, glitter wand, sensory bottle, etc.
Whiteboard to jot down ideas, notes or attempt spellings, etc.	Not asked to read/write publically unless volunteers	Regular time reminders given and/or specific time targets (e.g. using timer)	White noise / calming music / noise-cancelling headphones
Personal handouts for all audio-visuals e.g. own printout of IWB page, own copy of text	Clear, unambiguous language	Circle time / Time to Talk / PATHS / Peer-to-peer support opportunities	Designated time-out zone or safe-space when pupil feels the need to 'escape' or self-regulate
Working Wall and/or Help Desk, Self-help / I'm stuck strategy checklist, etc.	Concise 2 or 3 part instructions with visual prompts	Effort and resilience actively acknowledged and praised	Offered a brain-break when becoming overloaded e.g. brain-gym or change of task
Jump start e.g. pre-written date and LO (so pupil can focus attention on content)	Tasks broken-down into clear, manageable chunks or numbered steps	Visual timetable and/or Now and Next board	Own work stationand/ or screen to minimize distractions
Alternative methods to record learning e.g. mind-map, adult scribing, drama, poster, iPad (Mainly in non-English lessons)	Organisational checklists (e.g. List for packing bag, checking through work, home-time routine, etc.).	Prepare for change to routine/the norm in advance, (whenever possible)	Sit near front of class and/or in direct eye-line of board
'Talking-tins' to record ideas / responses / prompts / instructions	Visual cues and prompt cards (e.g. pictorial plan, checklists, reminders, etc.)	Regular reminders of routines, expectations, warnings, etc.	Tinted background on IWB, avoiding strong contrast
Word banks, sentence starters, key words, b/d card, upper & lower case alphabet strips, high-frequency word lists, etc.	Additional processing (thinking) time, particularly if an oral response is required (10 second rule)	Structured choices (e.g. X and Y needs to be done but pupil chooses order)	Coloured overlay, tinted reading ruler, window-box reading ruler or opaque barrier to block text
Scaffolding, cloze procedure and/or writing frames	Instructions/information repeated	When… then…. procedure (e.g. When you complete 5 sums, then you can have 5 minutes Lego)	Cursive handwriting style to engage motor memory
Sentence dictation then splicing to reassemble, or first letter prompts	Instructions/information rephrased	Buddy system, playground-pals, friendship bench, etc.	Access to ICT for extended written tasks (including homework) where appropriate
Highlighters and post-it-notes to pick out key information	Talk-partners to rehearse responses and develop confidence	Individual behaviour monitoring / reward chart	Pencil or pen grips, chunky pencils, ergonomic/free-flow pen and/or finger spacer
Access to peer or adult scribe, transcribe or reader,	Oral rehearsal to check understanding of task, topic or instructions (e.g. repeat back what you need to do)	Clear hierarchy of sanctions and rewards, with opportunities to 'move back up' the scale if sanctioned (e.g. traffic lights, etc.)	Sensory weighted blanket, lap-pad, shoulder-wrap or weighted object
Peer or small group working (e.g. submit collaborative response as a group rather than as individuals)	Positive models (e.g. What a good one looks like -WAGOLL, or highlight a good role model)	Celebration of strengths and achievements (e.g. sharing assembly, celebration book, certificates, Dojo portfolio)	Homework instructions are clear e.g. written on sheet or recorded in Reading Record / Homework Diary

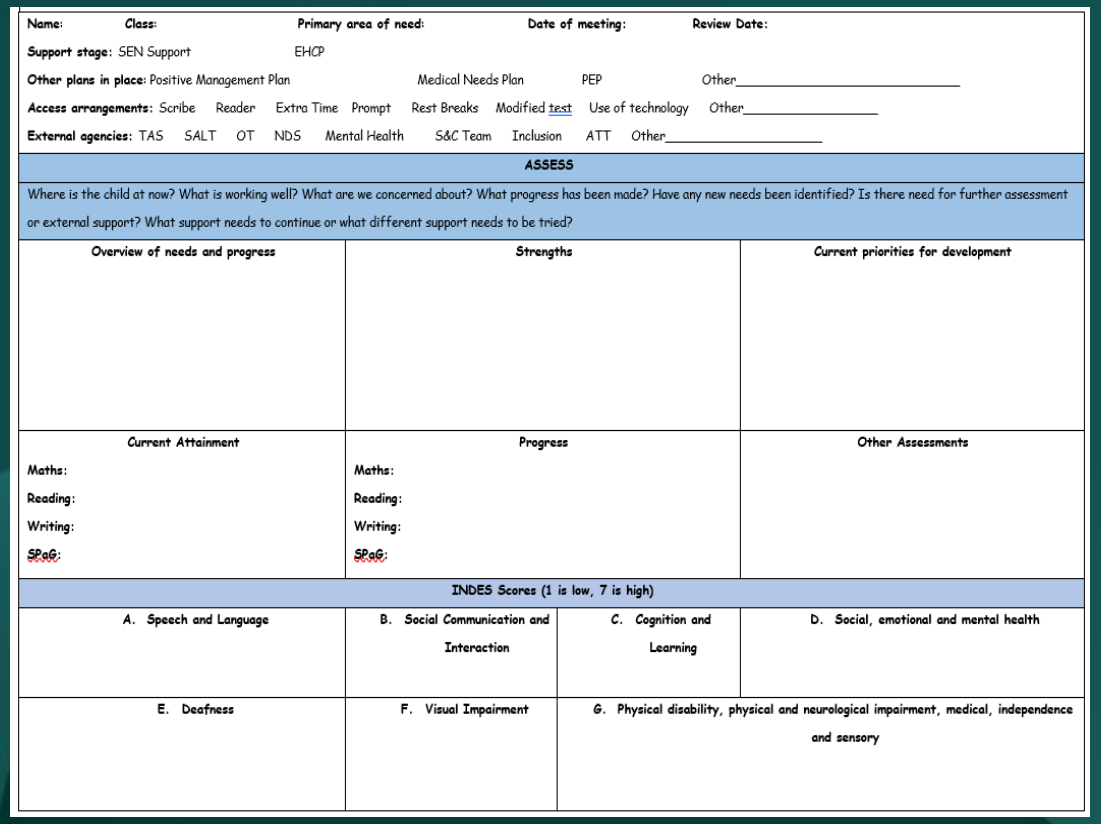
SEND Support – Graduated Approach

SEND-Graduated-Approach.pdf



SEND Support Plans

[SEND-Graduated-Approach.pdf]



Name: **Class:** **Primary area of need:** **Date of meeting:** **Review Date:**

Support stage: SEN Support EHCP

Other plans in place: Positive Management Plan Medical Needs Plan PEP Other_____

Access arrangements: Scribe Reader Extra Time Prompt Rest Breaks Modified test Use of technology Other_____

External agencies: TAS SALT OT NDS Mental Health S&C Team Inclusion ATT Other_____

ASSESS

Where is the child at now? What is working well? What are we concerned about? What progress has been made? Have any new needs been identified? Is there need for further assessment or external support? What support needs to continue or what different support needs to be tried?

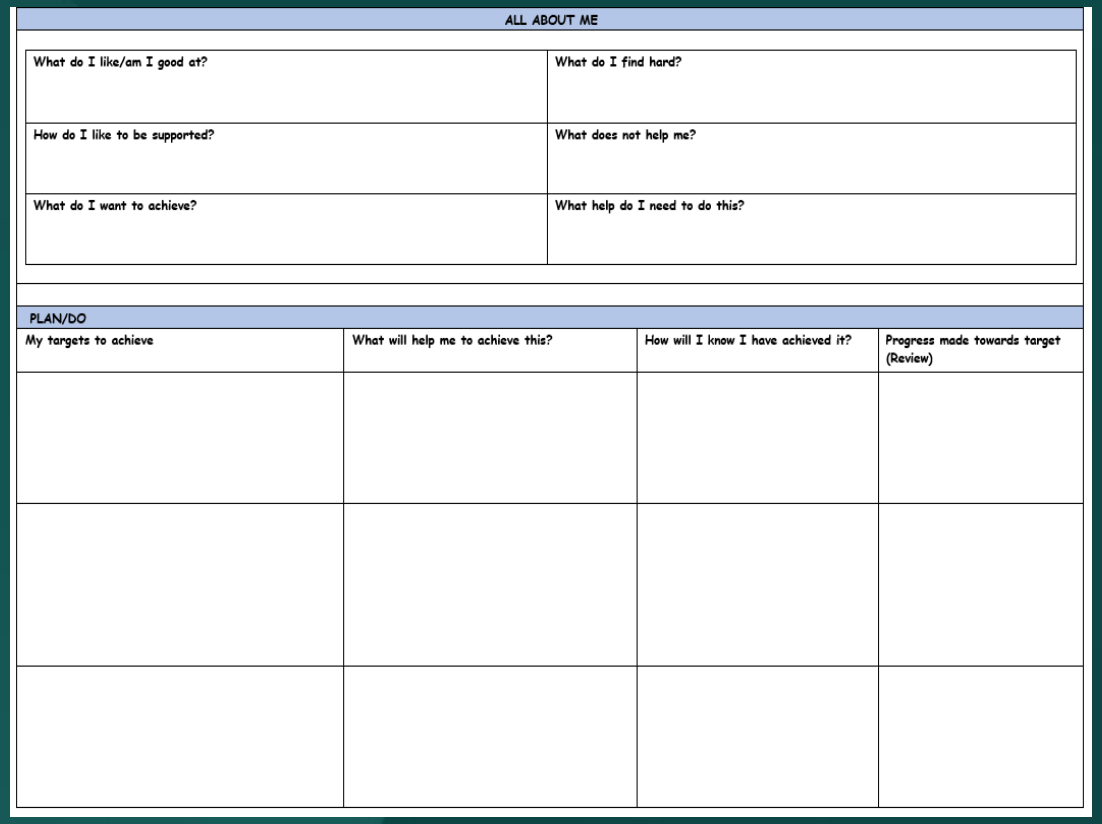
Overview of needs and progress	Strengths	Current priorities for development

Current Attainment	Progress	Other Assessments
Maths: **Reading:** **Writing:** **SPaG:**	**Maths:** **Reading:** **Writing:** **SPaG:**	

INDES Scores (1 is low, 7 is high)

A. Speech and Language	B. Social Communication and Interaction	C. Cognition and Learning	D. Social, emotional and mental health

E. Deafness	F. Visual Impairment	G. Physical disability, physical and neurological impairment, medical, independence and sensory



ALL ABOUT ME

What do I like/am I good at?	What do I find hard?
How do I like to be supported?	What does not help me?
What do I want to achieve?	What help do I need to do this?

PLAN/DO

My targets to achieve	What will help me to achieve this?	How will I know I have achieved it?	Progress made towards target (Review)

Supporting SEMH Pastoral Team

The pastoral team plays a central role in supporting pupils' emotional wellbeing, behaviour, and readiness to learn. Their work, through structured group interventions, 1:1 sessions and 'in the moment' pickups, ensures that children feel safe, understood, and able to engage positively with school life, which is essential for both academic progress and personal development.

Core Purpose

The pastoral team focuses on:

- Emotional wellbeing and mental health
- Behaviour and social development
- Safeguarding and inclusion
- Removing barriers to learning

Referral System and Progress Tracking

Sessions with the pastoral team are typically initiated through a formal referral system. This allows us to track and effectively plan pastoral sessions (usually delivered in 6-week blocks). After each 6-week period, we review pupil progress to determine the appropriate next steps.

Questions

My child is on the SEND register at their current school. Do I need to apply to have them on the SEND register at Avenues?
If your child is currently on the SEND register at their infant school, then they will automatically be added the SEND register at Avenues.

Do I need to share SEND reports with you or will these be shared by my child's current school?
All reports should be shared by your child's infant school. If we believe that there is something missing, then we will contact you.

I don't know if my child is on the SEND register – how do I find out?
Speak with your child's current school. If your child has a SEND support plan, then it's very likely that they're on the SEND register.

My child currently has X, Y and Z to support them in class. Will they still have access to these things at Avenues or will you need to do an evaluation?
No further evaluations are needed. We will endeavour to have the same education scaffolds and supports in place ready for September.

Will there be a teaching assistant in every class?
The short answer is no. Support staff are carefully deployed across the school to best support the diverse needs of our pupils. This support is rigorously mapped to children's EHCPs, SEN support plans and SEND reports, with additional support being given where necessary. Each year group will typically have between 2-4 support staff working in the year group area at any one time.