

Primary SENCO Network Autumn term 1 session

Frances Akinde



- **I joined HIAS as a Special Needs Inspector/Adviser in May 2023.**
- **Held a variety of leadership positions over the past twenty years-**
- **Qualified SENCO**
- **Leadership experience as a headteacher of a Secondary Special School (11-19)**
- **Special interests-**
- **Intersectionality (Race & SEND)**
- **Assistive technology and AI**
- **A strengths based approach to SEND support**





MRS.AKINDE



What's your why?

Why did you become a SENCO and what keeps you in your role?



Appreciative Enquiry

What is it and how does it link to school improvement?

Asking questions in order to offer insights and reflections on the current areas of focus. This process is used to identify areas that could be improved.

Once these areas have been identified, action plans can be developed to address them.

WWW

EBI

Next steps



Appreciative Enquiry

1. What do you like about the network?
2. Now that we know what's working, how can we build on this?
3. What can we do differently to improve this even more?



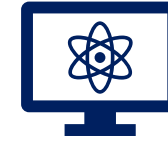
Appreciative Enquiry

1. What do you like about the network?
2. Now that we know what's working, how can we build on this?
3. What can we do differently to improve this even more?
How would you like the meetings to be structured?



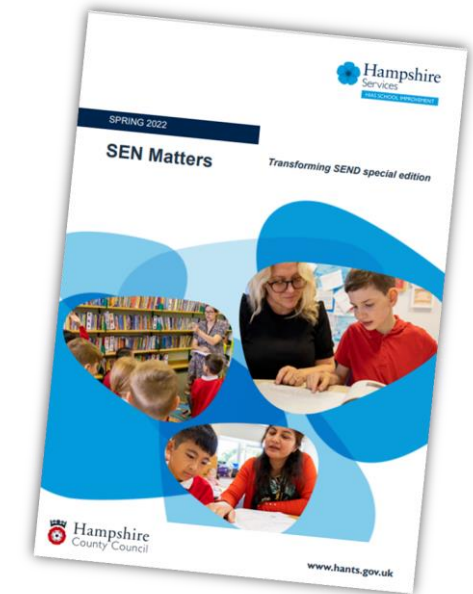
Transforming SEND overview

[Hampshire Transforming SEND Conference 2023 Registration Form \(office.com\)](#)



SEN Advisers	Telephone helpline	SEN Support Toolkit	Conference	Training modules
<ul style="list-style-type: none"> 4 SEN Advisers appointed 50% of their time dedicated to free phone line & toolkit Can be deployed into schools (chargeable), in a similar way to Sarah Sedgwick but with a SEN focus. 	<ul style="list-style-type: none"> Purpose is to support SENCO's to meet the needs of SEN pupils in the classroom. Advice provided at the level of SEN Support. Advice on support at level of EHCP (or tribunals) isn't included. SENCO's to contact via online portal/email, and will receive a call back at an agreed time from a SEN Adviser Free of charge to access 	<ul style="list-style-type: none"> SEN Support Toolkit with advice and guidance materials at the level of SEN Support Free of charge to access Hosted on Moodle Will be updated on a regular basis 	<ul style="list-style-type: none"> 2 conferences to launch these workstreams with schools. Schools only need to attend 1 of the conferences. Headteacher invited Free of charge Keynote speakers 	<ul style="list-style-type: none"> 5 sequential training modules on supporting more complex children and young people Can be accessed by headteacher, who can cascade through their own school Free of charge

PLUS+ to celebrate and publicise we are giving away a free edition of **SEN Matters**, to every school across Hampshire and IOW. Look out for it and share!



A range of supplementary resources (funded through a one-off DfE 'Delivery Better Value grant) are being launched during the autumn term, designed to provide additional support to help meet the needs of children and young people in the classroom. Resources are free to access. You will also be able to purchase support from SEN Advisers.

SEN Support Toolkit, SEN Support Line & SEN Advisers



A SEN Support Toolkit, offering online resources and signposting to advice, guidance and best practice information in supporting pupils with SEN needs. The focus is on the graduated approach which underpins practice for all children with SEN and as such this toolkit may be useful for all colleagues supporting children with SEN needs.

Access to the online SEN Support Toolkit is free and unhindered by paywalls or passwords. Simply select the link [SEN Support Toolkit: Toolkit Home \(hants.gov.uk\)](#) to access.



A SEN Support Line, offering tailored email or telephone / Teams responses from highly qualified SEN professionals about specific challenges or concerns practitioners in school may still need support with after liaison with colleagues including their SENCo, and having accessed the SEN Support toolkit.

Please save the SEN Support Line enquiry form link to your favourites. If you don't want to use them immediately it will help make it easy to find them when you do want them!

<https://forms.office.com/e/mrX19kBP82>



Four new **SEN Advisers**, who will operate our new SEN Support phone line and manage our new SEN Support Toolkit.

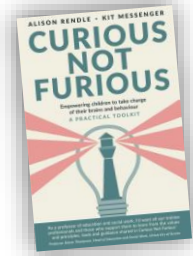
- They can be commissioned by school to support teachers in the classroom, using the 'plan, do, review' approach to better meet the needs of children and young people in the classroom(s).
- The SEN Advisers can also be commissioned to provide support, guidance and problem solving with teachers and SENCO's on classroom-based support.

They join our already established team of Special Educational Needs Inspectors and are all available to support our schools.

To book contact naomi.carter@hants.gov.uk

Conference & 5 Training Modules

Three conferences, two across HCC (1 & 15 November) one IOW (25 November). Formally launching the LA offers and focussed on SEN Support. Promoting a culture of inclusion and better meeting the needs of children and young people. Key notes from Kit Messenger on 'Empowerment Approach' and Jenny Turner and Tamzin Hall on building culture and relationships in schools and an opportunity to ask questions.



[Hampshire Transforming SEND Conference 2023 Registration Form \(office.com\)](#)



5 e-learning modules will be available on a virtual platform for heads to complete and cascade across each school.



Each module focuses on a specific area 'building block' of education from the perspective of enhancing inclusion to change culture.



Modules will be written and delivered jointly by Behaviour, Therapy and Education professionals from different areas of education and inclusion.

Module 1

- Neurodevelopmental approaches to learning

Module 2

- Inclusive teaching and strategies that will extend and support

Module 3

- Inclusive curriculums and the four pillars of an inclusive curriculum

Module 4

- Inclusive learning environments

Module 5

- Relationships, behaviour and attendance, taking a neurodiversity affirming approach

School belonging, sense of safety, and enjoyment of school

- Studies have regularly shown that children and young people with high levels of school belonging have better mental health and emotional wellbeing, and research shows that this may be particularly important for the health and wellbeing of vulnerable children and young people.
- State of the nation report, 2023

Best Practice- Effective responses

- <https://documents.hants.gov.uk/childrens-services/HIAS/SEN-Support-Guidance-for-Schools.pdf>
- **ENVIRONMENT-** Calm, orderly, routines, behaviour well managed, safe spaces
- **RELATIONSHIPS-** positive, healthy relationships, getting to know them, present, respect
- **EXPECTATIONS-** strengths based approach, high expectations, tailored support
- **PLANNING-** support plans, profiles, known triggers, co-ordinated response, communication, building skills
- **CURRICULUM-** hidden curriculum, social skills, PSHE, confidence building
- **ASSESSMENT-** Baseline, tracking, whole school approach, monitoring wellbeing

What works?

- Looking beyond labels
- Goal Setting
- Graduated Approach
- Trauma informed practice
- Appreciative Inquiry

Eight Wellbeing Indicators

GIRFEC uses eight wellbeing indicators to assess the wellbeing of a child. These wellbeing indicators are - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. There are no specified levels in these areas that your child has to reach but professionals will use the indicators to assess if there are any challenges for your child. People working with your children will then focus on these areas to deliver a positive difference with the child at the centre.



Looking Beyond the labels- Involve me, include my voice and my choices

Starting with the principle that-

People are experts in their own lives

SAMPLE I CAN PROFILE:

1. My strengths (skills and qualities):

2. My interests

3. The subjects I enjoy most are:

4. Short term goals/Long term aspirations

5. My challenges:

6. How to support me with these:

AN "I CAN PROFILE": A STUDENT-DRIVEN,
STRENGTHS-BASED TOOL – I CAN Network

SAMPLE I CAN PROFILE: Candace McCan (Year 7)

1

My strengths are:

- I am REALLY creative
- I am very funny once I feel comfortable
- I am great with computers and creative writing
- I am genuine

2

My top interests are:

- Animals (especially dogs, cats & narwhals)
- Gaming (especially Animal Crossing)
- Drawing
- Music (80s new wave)

3

The subjects I enjoy most so far:

- Science
- Art

4

Things I am looking forward to in high school:

- Anime Club
- Meeting other people who like the same things I do
- Getting a phone
- Learning Japanese

5

Things that stress me out at school:

- Homework and pop quizzes (MAJOR stress!)
- Having my camera on in Zoom
- Being called on in class when I am not prepared to answer
- Forced participation in competitions, especially sport
- Getting lost and losing things
- Being paired up with random people in group projects
- Being patronised

6

Things that make me feel more comfortable:

- Being able to take breaks to the bathroom when I need them
- Being able to take mental health days
- Drawing in my notebook
- Having very CLEAR written instructions (sent ONLINE) for assignments so I won't lose them
- Teachers who use humour (funny memes, YouTube videos) and are able to laugh at themselves
- Quietly asking if I need help with something rather than calling me out in front of the whole class. It's nice when teachers check that I'm okay.



Holistic

Person-centred

Supportive

Empowering



Hampshire
County Council



ISLE of
WIGHT
COUNCIL

Thank you for taking the time to join me today

What will you take away from this session?

Feel free to contact me at – frances.akinde@hants.gov.uk

