

Zaytouna Primary School SEND Parent Coffee Morning

Tuesday 1st October 2024



Zaytouna



SEND



Coffee morning

Objectives

- ▶ SEND at Zaytouna
- ▶ Zones of Regulation
- ▶ Future Coffee mornings

Brain Break

 Healthnews

How to do the **54321** method



Five things
you can **see**



Four things
you can **touch**



Three things
you can **hear**



Two things
you can **smell**



One thing
you can **taste**

Why we do what we do...



SEND at Zaytouna

***Every teacher is a teacher of
SEND***

SEN Code of Practice 2015 Section 6.36 - teachers (not SENDCOs, TAs, Leadership) are accountable for progress and development of ALL pupils in their class.

SEND at Zaytouna

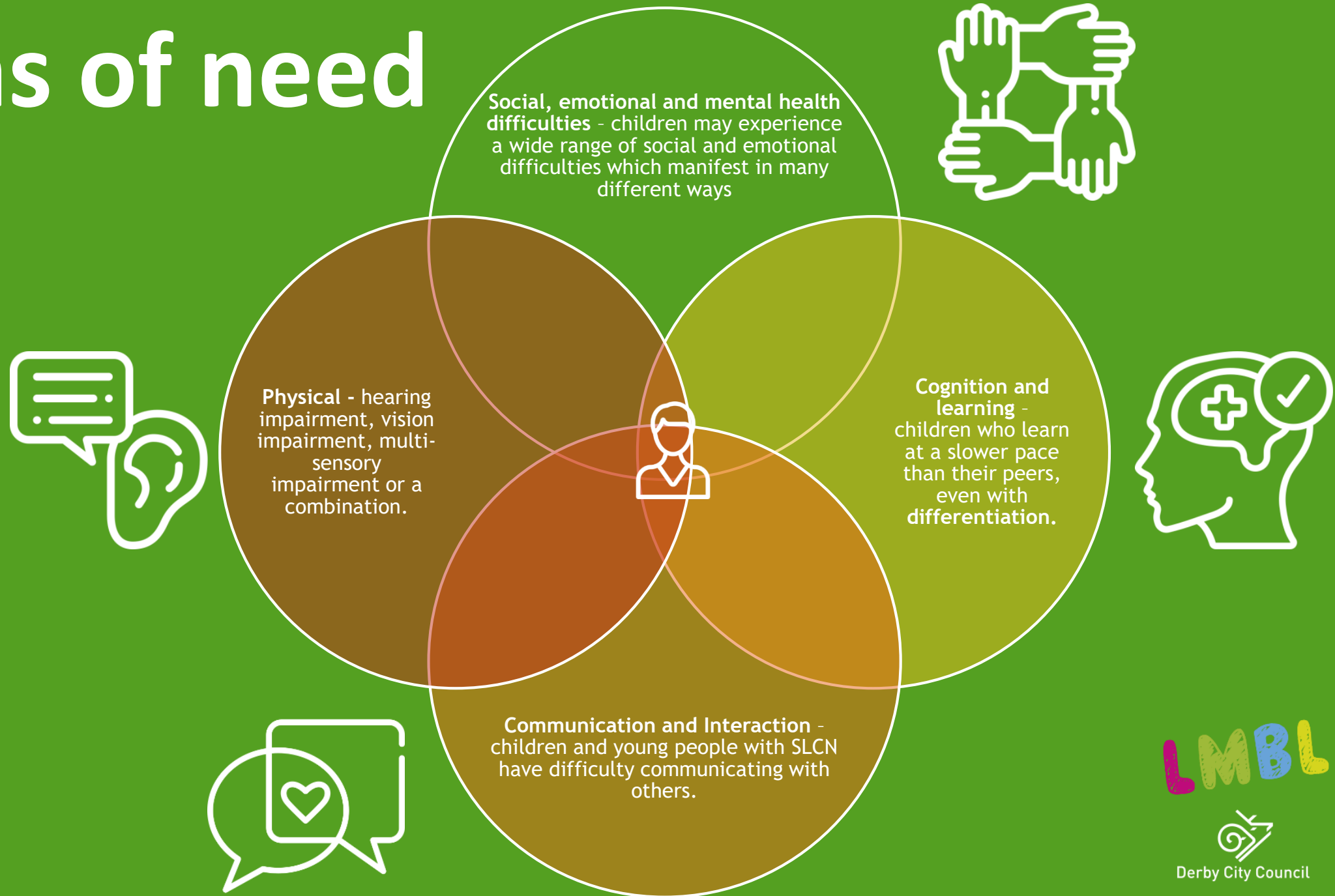
- ▶ We are **exceptionally proud** of all of our pupils and value their diversity, uniqueness and variety of abilities.
- ▶ We are confident that we provide a **vibrant and stimulating learning environment** that meets the needs of all our pupils so that everyone is and feels included.
- ▶ We want all our pupils to experience **success in everything that they do**, and we are fully committed to providing each pupil with the best possible learning environment for them to maximise their full potential.
- ▶ We believe that every child is entitled to **high quality inclusive provision** with an emphasis on quality first teaching, where they are supported to achieve to the best of their ability.
- ▶ **#BenefitsofBelonging**

SEND at Zaytouna

	SCHOOL	NATIONAL
% SEND	14.5%	17.1%
% SEN Support	12.1%	14.1%
% EHCP	2.4%	3%

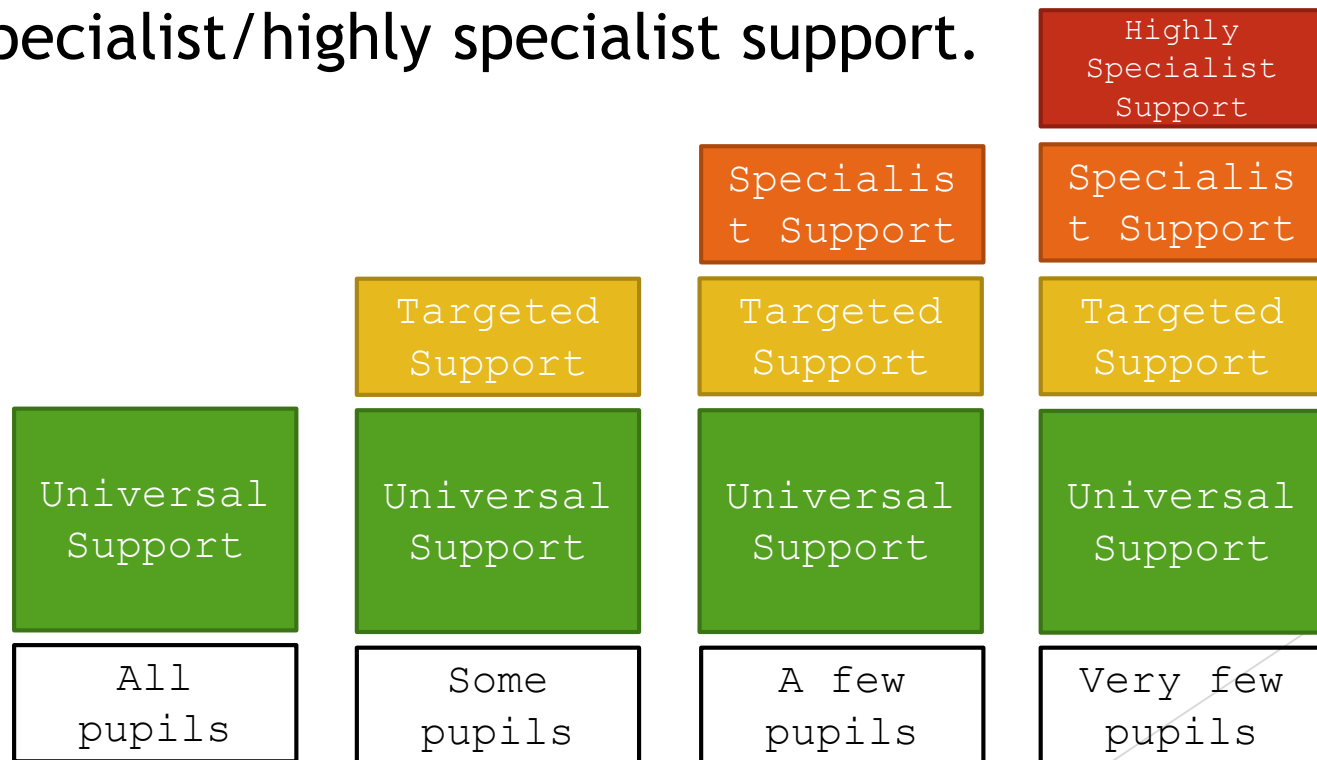
	SEN Support	EHCPS	Total
Reception	12	0 (1 EHCNA)	12
Year 1	5	4 (1 EHCNA)	9
Year 2	12	2	14
Year 3	6	1 (1EHCNA)	7
Year 4	4	1	5
Year 5	7	0	7
Year 6	5	2	7
Total	51	10 (3 EHCNA)	61

4 areas of need

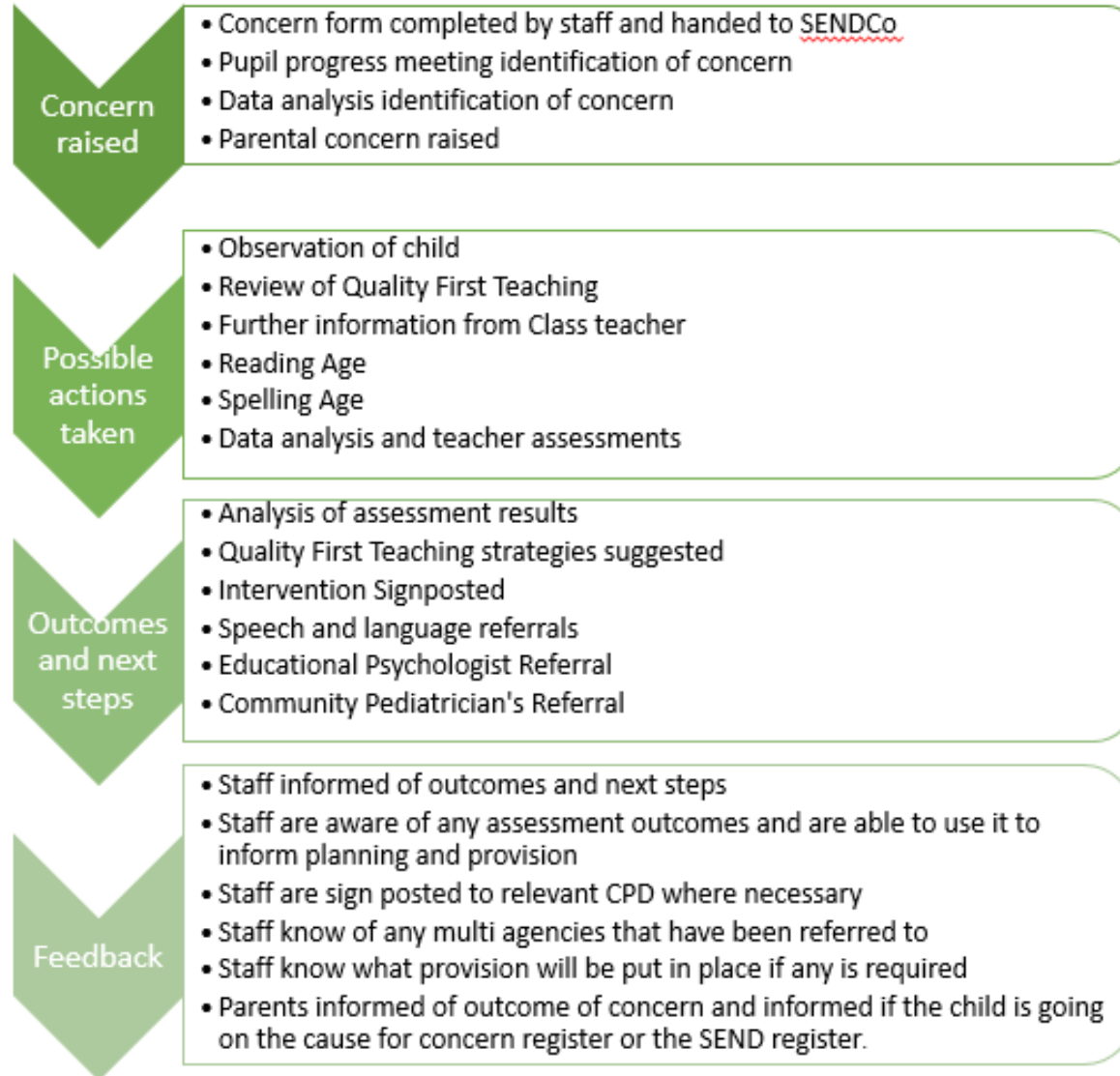


What is the graduated response?

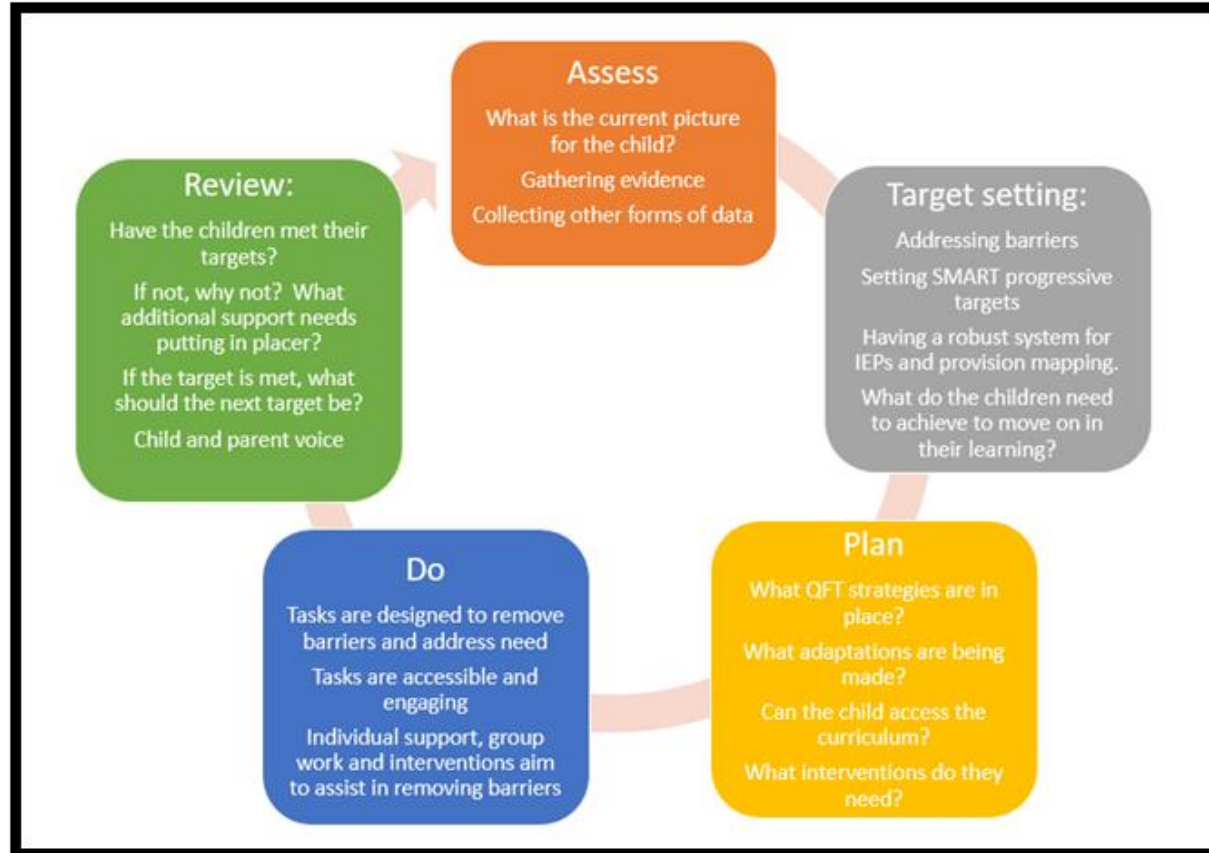
- The Graduated Response is the way early years settings, schools and post-16 providers support children and young people who have special educational needs.
- Remember that pupils with additional needs must still have access to Quality First Teaching (QTF) through universal support as well as any additional targeted/specialist/highly specialist support.



SEND Concern at Zaytouna



Learning Plans at Zaytouna



Assess

- Look at child's needs, EHCP and consider what targets they need

Plan

- Set at the start of term - in conjunction with class teacher, child, parents

Do

- Learning Plans are set and

Review

- These Learning Plans are reviewed at the end of the term. Taking into account the views of the teacher, child and parents. The targets are reviewed and then new ones considered for the next term.

Learning Plans at Zaytouna

Targets Add Target						
Area of concern	Target	Success criteria	Strategies	Provisions	Review	
Cognitive and learning	To improve basic maths skills through targeted support an asking for help when needed on 3 out of 5 occasions.	<ul style="list-style-type: none">- I will use videos on Showbie and follow the different steps.- I will use resources and stimuli to support with my work.- I will ask for help when I am stuck on a question.		Link		↕ 🗑
Fine motor skills	To ensure the letter 'e' is written correctly at least 65% of the time.	██████████ writing will become easier to read when 'e' is written correctly.	<ul style="list-style-type: none">- Visuals and reminders of what the letter 'e' looks like.- Modelled examples written in his book to act as a constant reminder.- scaffolded handwriting sheets during handwriting lessons. Examples of the letter 'e' to trace and opportunities for independent practice.	Link		↕ 🗑

Support at Zaytouna

- ▶ personalised provisions and curriculums for children that require it
- ▶ Interventions delivered by T&L staff across school
- ▶ Adaptations and scaffolds used in lessons

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Support at Zaytouna



USING ATTENTION AUTISM TO IMPROVE COMMUNICATION



www.theautismpage.com

Sensory Circuit Process

- 

ALERTING
Wake up!
Channel excess energy
Can be repetitive
- 

ORGANISING
Problem solving
Involves more muscle groups
and parts of the body working
together
- 





CALMING
Ending in calming activity to transition
back to learning.
Resistance activities, heavy work, deep
pressure, breath work.



www.sensorypie.com

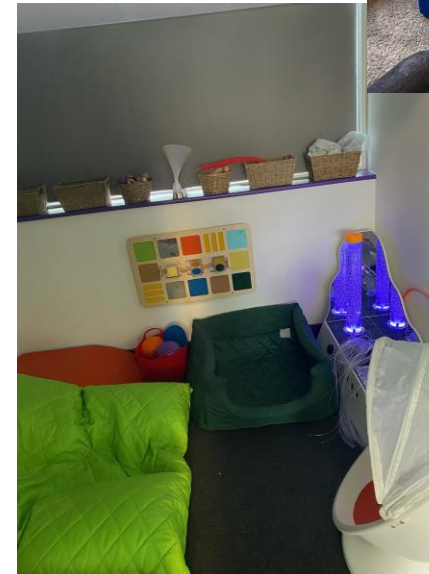


The ZONES of Regulation

Blue	Green	Yellow	Red
 <p>I may feel...</p> <ul style="list-style-type: none"> bored tired sick sad 	 <p>I may feel...</p> <ul style="list-style-type: none"> focused calm happy ready to learn 	 <p>I may feel...</p> <ul style="list-style-type: none"> silly worried frustrated anxious 	 <p>I may feel...</p> <ul style="list-style-type: none"> I need help mean angry out of control
<p>Looks like...</p> <ul style="list-style-type: none"> a frown head down staring yawning sleepy body <p>Sounds like...</p> <ul style="list-style-type: none"> crying yawning "I'm sad" "I'm bored" sighs <p>Feels like...</p> <ul style="list-style-type: none"> slow motion no energy empty bucket boring 	<p>Looks like...</p> <ul style="list-style-type: none"> smiling focused calm body listening body productive work <p>Sounds like...</p> <ul style="list-style-type: none"> quiet listening people working working voice levels kid words <p>Feels like...</p> <ul style="list-style-type: none"> good ready to learn happy heart full bucket 	<p>Looks like...</p> <ul style="list-style-type: none"> a pouting face arms crossed silly bodies wiggly body <p>Sounds like...</p> <ul style="list-style-type: none"> loud voice levels whining unkind words giggling and laughing silly and goofy sounds <p>Feels like...</p> <ul style="list-style-type: none"> excited frustrated annoyed not calm fast heartbeat 	<p>Looks like...</p> <ul style="list-style-type: none"> fighting kicking, pushing, hitting a mad face hand in fists <p>Sounds like...</p> <ul style="list-style-type: none"> loud yelling stomping the floor screaming crying really hard <p>Feels like...</p> <ul style="list-style-type: none"> out of control need to be alone not calm
<p>I can...</p> <ul style="list-style-type: none"> take a break think of happy things ask for help have a hug draw a picture listen to happy music cuddle a teddy 	<p>I can...</p> <ul style="list-style-type: none"> finish my work listen help my friends share my happy thoughts 	<p>I can...</p> <ul style="list-style-type: none"> ask for a break talk to my teacher or friends go for a walk listen to calm music try calm breathing squeeze a stress ball do yoga make a worry monster 	<p>I can...</p> <ul style="list-style-type: none"> ask for help ask for a break go to a calm area count to ten talk about the problem try calm breathing squeeze a stress ball wrap your arms around yourself and squeeze

Self Regulation at Zaytouna

- We have two sensory areas in school to allow children time to refocus
- The Ark area - a safe space in school for interventions to support children in developing social and emotional skills.



Wider Support



FamilyHubDerby
Stronger families through support & friendship



Zaytouna



SEND



Coffee morning



NEUROHUB
NEURODIVERGENCE THRIVES HERE

St. James Centre
Serving the Whole Community



DERBY COUNTY
Community Trust



**Autism
Education
Trust**



STEPS Team

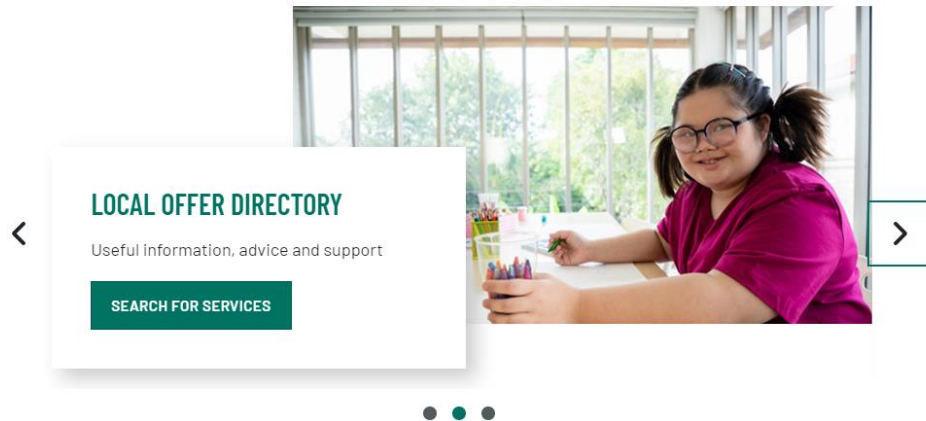
Specialist Teaching and Educational Psychology Service

SEND Local Offer



Home | Education and learning | Derby's SEND Local Offer

Derby's SEND Local Offer



Here you will find help, advice and information about the services available for your child or young person, from birth to 25 years, with a Special Educational Need or Disability (SEND).

“ We want all children and young people with SEND in Derby to live their best life!

SEARCH FOR SERVICES

GIVE US YOUR FEEDBACK

About the Local Offer Derby



SEND and inclusion in Derby



EHC assessments and plans



Understanding your child's needs



Early years and 0-5 childcare



Education



Becoming an adult and preparing for the future



Health and wellbeing



Travel and transport



More in this section

Derby's Inspire and Include blog

Local Offer service directories

Parent carer support

SEND Local Offer disclaimer

Activities

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

EHCP

Children and young people under the age of 25 who have needs over and above what can be met from within a mainstream school's ordinary resources require an EHCP

**You request
an EHC needs
assessment...**

By 6 Weeks
The LA must tell
you if they will or
will not be assessing
your child

By 16 Weeks
The LA must finish the
assessment and tell you if
they think your child
needs an EHC Plan

**Between
16-20 Weeks**
The LA will send you a
draft EHC Plan. You have
15 days to comment
and request a
specific school

By 20 Weeks
The LA must complete
the final draft of your
child's EHC Plan

Every 12 Months
The LA must review
your child's EHC Plan

Please share
any parent
voice/feedback

Future Coffee Mornings

- Tuesday 26th November 2024 9:15am
 - Tuesday 28th January 2025 9:15am
 - Tuesday 18th March 2025 9:15am
 - Tuesday 6th May 2025 9:15am
 - Tuesday 24th June 2025 9:15am
- Autism Awareness
 - Compass Changing Lives
 - Neurodiversity
 - Islam and SEND
 - Anxiety

SEND Support

- <https://www.zaytounaprimary.co.uk/send/>
- <https://schoolsportal.derby.gov.uk/sen/>
- <https://derbysendiass.org.uk/>
- <https://www.autism.org.uk/what-we-do/branches/nas-derby-district-branch>

Any questions

