

Introduction of the Quality First Teaching and Special Educational Needs Toolkit



In total how many pupils are
educated in our mainstream
primary and secondary schools?
(Census data May 2021)

43,393



How many EHC Plans does Bexley have??

(census data May 2021)

1527



How many children & YP in Bexley are on SEN Support??

(census data May 2021)

4721



What is the biggest primary need for pupils on SEN support?

(Census data: July 2020)



1st Place.....

Speech, Language and Communication Needs

2nd biggest need.....

Social, Emotional Mental health

3rd biggest need....

Specific learning difficulty

EYFS

Primary and Secondary

Post 16



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Quality First Teaching and Special Educational Needs Support Toolkit for Early Years Providers



Information for early years providers, professionals and parent/carers



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The London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit

2nd Edition



Information for schools, professionals and parent/carers



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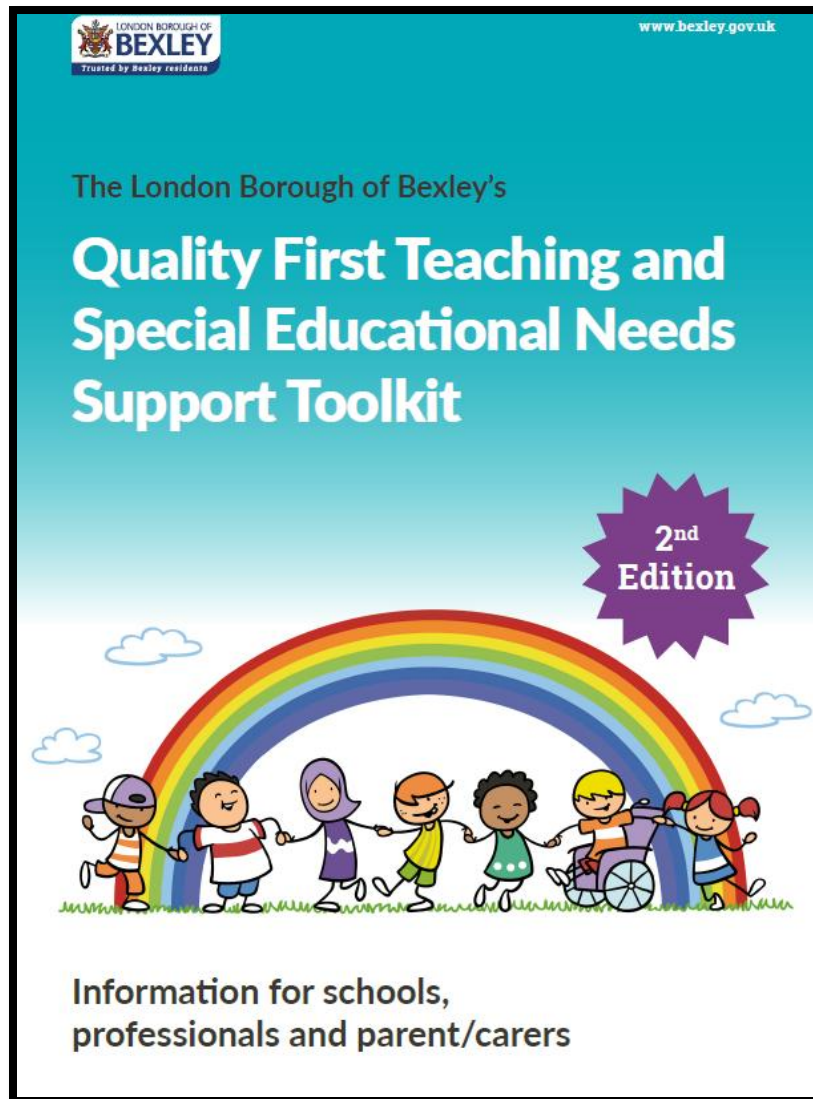
Quality First Teaching and Special Educational Needs Support Toolkit for post 16



Information for schools, post 16 provisions, students, professionals and parent/carers



Hot off the Press!!



2nd Edition!!!

- Metacognition
- Parents strategies
- Reading
- Writing
- Spelling/phonics
- Maths
- Resilience
- Wellbeing for adults
- Wellbeing for children

What are the QFT and SEN Toolkits?

It's a document for class teachers and support staff which recommends strategies to meet pupils needs, in the first instance, as part of **quality first teaching** and **good classroom practice**.

It is a guide to help recognise **early barriers to learning** and to support **consistent identification** of special educational needs.



Why do we need the toolkits?

- To put the emphasis back to **quality first teaching** and **good classroom practice**.
- **Consistency** in identifying SEND needs.
- **All staff** are responsible for supporting pupils with SEND.
- Pupils needs are identified **early**.

- Support given should be in line with the **pupil's needs** and not dependent on diagnosis.
- Schools monitor the impact and effectiveness of support and interventions through the **graduated approach**.
- Parents will know what support they can reasonably expect to be provided.

Page 6 – 8 Legal obligations

Definitions and responsibilities with reference to expectations of staff members in schools.

Quality First Teaching

6.36 (Pg:99 SEND Code of Practice) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class based interventions.

Responsibility: Class teacher and class support staff

Reasonable adjustments

Schools must ensure that no existing pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or subjecting them to any other detriment. Many of the reasonable adjustments that schools are already making for pupils undoubtedly include the use of some auxiliary aids, such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. The fact that a disabled pupil has SEND or EHC Plan does not take away a school's duty to make reasonable adjustments for that pupil.

Responsibility: Class teacher, SENCo and Senior Leadership Team.

Identifying SEN Support

6.43 (Pg:100 CoP) Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made.

Responsibility: SENCo

SEN Support

A pupil has SEND where their learning difficulty, social emotional needs or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age, using the graduated approach to remove barriers to learning. However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

Responsibility: Class teacher, support staff with SENCo

Involving parents and pupils in planning and reviewing progress

6.65 (Pg:104 CoP) Where a pupil is receiving SEN Support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. **Schools should meet parents at least three times each year.**

6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

Responsibility: Class teacher with SENCo

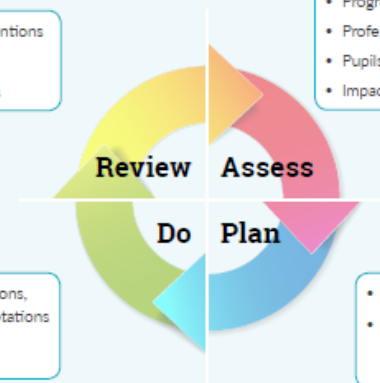
Graduated Approach

6.44 (Pg:100 CoP) Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. If needed, specialist expertise may come from professionals such as; Hearing or Visually Impaired teachers, ASD advisory teachers and TA's, SALSA and communications team, Educational Psychologists, Speech and Language Therapists, Social, Emotional and Mental Health advisers.

Responsibility: Class teacher, support staff with SENCo

- Exit data for interventions
- Progress data
- Pupil / Parent views

- Observe
- Annotate SEN Support guidance
- Progress Data
- Professional reports
- Pupils/Parent View
- Impact of Interventions



- Carry out interventions, differentiation, adaptations to equipment or environment

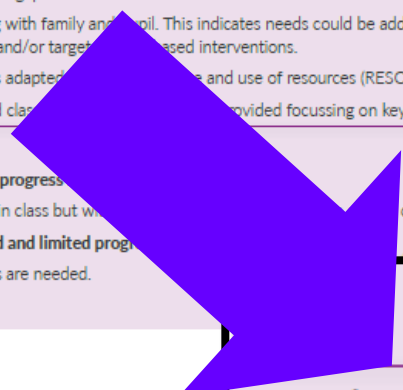
- QFT, differentiation
- Class teacher and TA set targets and Interventions - entry data

Cycle of processes when identifying early needs and SEND.



Cycle of processes when identifying early needs and SEND.

Class Based Support Qualify First Teaching and standard expectation of good classroom practice	Class Based Support with SENCo advice Qualify First Teaching and standard expectation of good classroom practice
Assess, Plan, Do <ul style="list-style-type: none"> • Class teacher identifies gaps/areas of weakness. • Information gathering with family and pupil. This indicates needs could be addressed through refinements to quality first teaching and/or targeted class based interventions. • Class teacher ensures adapted classroom practice and use of resources (RESOURCE 1: Strategies Guide). • Time limited, targeted class based interventions are provided focussing on key areas of concern, then evaluated. 	Assess, Plan, Do <ul style="list-style-type: none"> • Teacher to complete 'Early Identification of Need' form and send to SENCo. (Resource 2 Pg: 25 or 27). • SENCO to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform differentiated planning, teaching and practice. • SENCO to reply and advise. • Further class action and advice to be implemented and reviewed.
Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> • Further investigations are needed. 	Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress:



SEN Support with SENCo advice Qualify First Teaching and standard expectation of good classroom practice
Assess, Plan, Do <ul style="list-style-type: none"> • Consultation with teachers/pupil/parents/carers as to needs. • Refer to Early Intervention Team or other advisory support. • Complete SEN Support Plan, including targets from quality first teaching and additional provision, shared with parents/carers and implemented. • Implementation of support plan monitored by class teacher. • Continue to monitor progress of child/young person. • Support plan reviewed with pupil and parent/carers.
Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor without external support. or <ul style="list-style-type: none"> • Continue on SEN Support but with next level of best practice. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> • Raise concerns at appropriate external agency meeting.

Class Based Support Qualify First Teaching and standard expectation of good classroom practice
Assess, Plan, Do <ul style="list-style-type: none"> • Class teacher identifies gaps/areas of weakness. • Information gathering with family and pupil. This indicates needs could be addressed through refinements to quality first teaching and/or targeted class based interventions. • Class teacher ensures adapted classroom practice and use of resources (RESOURCE 1: Strategies Guide). • Time limited, targeted class based interventions are provided focussing on key areas of concern, then evaluated.
Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> • Further investigations are needed.

Resource 1

Strategies Guide

Expected good class practice for pupils with needs presenting in the areas of:

Page

13	Attention and listening difficulties
14	Social communication difficulties
15	Difficulties understanding language
16	Difficulties with using language
17	Difficulties with word finding and vocabulary
18	Reluctant speakers / selective mutism
19	Cognition and learning difficulties
20	Memory and retention difficulties
21	Developing metacognition skills
23	Developing reading skills
24	Developing writing skills
25	Developing spelling and phonics skills
26	Developing maths skills
29	Co-ordination, fine and gross motor difficulties
30	Sensory difficulties
31	Supporting well-being in pupils
34	Supporting well-being in adults
36	Developing resilience
39	Behaviours that challenge and disrupt learning
40	Parent and Carer strategies to help support your child at home



Expected good class practice to support pupils with...

Attention and listening difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Make sure you have the pupil's full attention – say their name and gain eye contact. ✓ Have the pupil placed at the front of the class (or carpet) facing the direction in which you want them to focus. ✓ Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question. ✓ Give the pupil time to process what you have said before giving another instruction, or more information. ✓ Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection – telling them what to do rather than what not to). Use a visual to support this. ✓ Use visual timers to promote attention for a set amount of time. ✓ Use peer support (without this always being the same young person) and consider seating carefully. ✓ Develop attention skills in a group situation by teaching good rules of listening: look towards the speaker, good sitting, not interrupting. Pass an object around the group to show who is speaking. ✓ Ensure your instructions are short and clear. Ask the pupil to repeat instructions/tasks back to you ensuring they have clearly understood. ✓ Instructions and tasks should be clear, brief, concise and in the correct order where possible. Some pupils may benefit from them being written down and broken into simple steps. ✓ Use visual support (e.g. gesture, signs, pictures) when giving information or instructions.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. ✓ Use of regular short breaks/natural movement breaks. ✓ Use reward systems (e.g. stickers). ✓ Provide visual or written reminders for organising materials and equipment. Use a task plan/task management board. ✓ Be very specific about how much work you expect to be completed within a set time frame. ✓ Prompt the child with key words or information to listen out for. This could be supplied in visual form. ✓ Aid concentration through use of fiddle toys, wobble cushion etc. Use of sensory support to aid concentration – calming, alerting activities.

In association with:

Bexley's Educational Psychology Service, Social, Emotional and Mental Health Support Partners and Children's Speech and Language Therapy Service



Expected good class practice to support pupils with...

Social communication difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Use literal language; avoid idioms, sarcasm and figures of speech. ✓ Collect the pupil's voice: what are their special interests/motivators? ✓ Use visual aids as much as possible; objects, pictures, symbols to aid understanding. Be clear about what it is you want from the pupil and not about what you don't want! ✓ Use visual timetables for daily routines. ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. ✓ Contact books: develop a collaborative relationship with the parents/carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Use positive re-direction rather than negative: 'Put the pens on the table' rather than 'Don't throw the pens.' ✓ Praise the pupil when they show a desired behaviour e.g. "good listening, well done" likewise make sure you let them know what you are pleased with.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Teach the pupil social skills and give opportunities to practice these skills, with adult support, in a small group setting. ✓ Use role play to teach the pupil how to cope with different social situations. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. ✓ Use of self-regulation strategies such as traffic light systems or the 5-point scale. ✓ Use lunch clubs or adult supervised structured lunch times for those children who struggle during unstructured times. ✓ Use 'first/then' or choices board.

In association with:

Bexley's Educational Autism Advisory Services



Developing Reading Skills

Good quality first teaching	<p>Be aware of the pupil's starting points. Children will not make progress if teaching does not start at their attainment level.</p> <ul style="list-style-type: none"> ✓ Ensure pupils have opportunities to hear whole texts read aloud. ✓ Use books with a high interest factor but a lower reading age. ✓ Allow for lower attaining readers to use buddy readers from a younger year group to help develop confidence and self-esteem as well as reading fluency. ✓ Read to different audiences - to help improve confidence a child could read to a much younger peer, a school dog or class teddy, where they may feel less worried about making mistakes. ✓ Provide opportunities to listen to audio books, podcasts and stories. ✓ Use pictures or key words to encourage pupil to summarise the story at key points to ensure comprehension develops. ✓ Pre-teaching: identifying key words and concepts before reading. Ask pupils to listen out for specific words. ✓ Use paired discussion during and after reading to support the speed of processing language. ✓ Use colour and highlighting to show and distinguish key points. ✓ Make important points memorable by active teaching and revisiting them in different ways to support extracting and remembering information. ✓ Ensure the pupils have opportunities to practice reading at an 'independent' level. ✓ When using a whole class text, give transcripts or photocopies rather than asking pupils to look at the board. ✓ Model fluent reading. In order to read fluently, pupils must first hear and understand what fluent reading sounds like. ✓ Provide opportunities for the pupil to read the same text several times. When you're trying to improve fluency, it helps to see the same text multiple times.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none"> ✓ Use of PIXL Therapies to develop reading speed and comprehension. ✓ Use precision teaching of whole words. ✓ When a child is required to access class texts, give them their own copy to read and follow. ✓ For more complex whole class texts, consider simplifying and summarising a text to reduce the amount of reading. ✓ Use sliders and reading rulers to support problems with tracking. ✓ Have access to audio text and podcasts to encourage interest and age appropriate stories and discussions. ✓ Use carefully structured reading material with rich and exciting text. For some pupils you may need to consider their specific interests in order to encourage full engagement. ✓ Use targeted intervention version of Reciprocal Reading to develop comprehension www.educationendowmentfoundation.org.uk ✓ Try different font and text sizes. If there's a visual impairment that is causing some of the difficulty, reading larger text or text printed on colour tinted paper can help. ✓ Use mind maps as a visual support to following the story. <p>Useful websites for Literacy interventions:</p> <ul style="list-style-type: none"> ✓ www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf ✓ www.educationendowmentfoundation.org.uk ✓ www.ruthmiskin.com/en

In association with
Bexley's AEN/SEN Support Partner



Developing Writing Skills

Good quality first teaching	<p>Be aware of the pupil's starting points, children will not make progress if teaching does not start at their level.</p> <ul style="list-style-type: none"> ✓ Keep copying to the absolute minimum (pre-write the date and learning objective for the child). ✓ Have the adult model the writing task so the pupil has a good structured example to refer to. ✓ Encourage pupils to 'magpie' ideas. This may be having a class bank of words, phrases and writing ideas that pupils have used before and can "borrow" from. ✓ Scaffold with writing frames to denote beginning, middle and end. ✓ Provide paper with fewer lines. ✓ Pre-teach vocabulary and structure for different genres. ✓ Provide word banks with relevant genre technical vocabulary. ✓ Use storyboards to help develop sequencing of ideas. ✓ Use a comic strip approach whereby children can either use speech bubbles or captions to develop writing skills. ✓ Drawing and talking through ideas in a group before committing writing to paper. ✓ Use of mixed ability talk partners to discuss ideas. ✓ Mini plenary sessions to share writing ideas. ✓ Implement a 'revise and edit' table where children can share and improve their first drafts with friends. ✓ Display a 'working wall' flipchart to share modelled writing. ✓ Check list for editing.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none"> ✓ Consider a structured writing programme such as, AcceleWrite, Grammar for Writing, IPEELL approach to writing, Real Writing, Rapid Writing. ✓ Ensure the pupil understands the task prior to starting. Have them repeat the instructions back to you first. ✓ Allow alternative methods to writing such as mind mapping, typing on a laptop, PowerPoint presentations, Clicker, a scribe, voice to text apps, talking postcards and voice recorders. This still allows the pupil to show their capabilities and skills especially if their barrier to learning is the physical task of writing. ✓ Use the pupil's verbal strengths in group work. ✓ Where possible, link topics and writing to pupils' interests to encourage engagement. ✓ Mark written work for content rather than the spelling and presentation; highlight two or three words to be learned each time, rather than correcting all mistakes. ✓ Use writing frames to include starter sentences. ✓ Use Cloze procedure, such as filling in the missing key words, when information has to be recorded. ✓ Use of a task management board to help sequence the writing activity, chunking the task into smaller steps. <p>Useful websites for literacy interventions:</p> <ul style="list-style-type: none"> ✓ www.interventionsforliteracy.org.uk/wp-content/uploads/2017/11/What-Works-5th-edition-Rev-Oct-2016.pdf

In association with
Bexley's AEN/SEN Support Partner





Make a list of worries to talk to your monster about.
 (Remember if you are really worried you can talk to an adult too!)

1. _____

2. _____

3. _____

4. _____

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- I can try some exercise. Anything at all I enjoy doing such as skipping, jogging on the spot, or running up and down stairs.
- I can do a crazy dance to my favourite music. I can lose myself in the music and just think about my body and the music.
- I can sing a favourite song. I can sing loudly for everyone to hear.
- I can count my breaths. In - 1, out - 2. In - 3, Out - 4 and so on
- I can look out of the window and find shapes in the clouds. I can watch them gently floating by.
- I can watch a favourite movie and just think about what is happening in the movie



Expected good class practice to support pupils with...

Wellbeing for Pupils

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child/young person is coping. Signs of anxiety or emotional behaviours may only be evident in one environment. ✓ Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Promote whole school strategy of Well-Being Mentors, or similar. Bexley EIT team can advise on this. ✓ Start each day with a positive compliment session, or use a check-in process that focuses on well-being and begin each day from a fresh start. It is important not to take presenting behaviours personally. This approach can help build positive relationships. ✓ Understand and look beyond the behaviours of pupils, often there are unresolved issues that sit under the behaviour symptoms. Getting to know your pupils' triggers for behaviours are key. ✓ Use a wide variety of high quality PHSE/SEAL resources. ✓ Use the 5 ways to Wellbeing Resources www.gov.uk/government/publications/five-ways-to-mental-wellbeing. ✓ Emotions resources from Elsa-support website: www.elsa-support.co.uk/downloads/category/elsa-resources/emotions <ul style="list-style-type: none"> • My Worry Monster. This will involve children drawing a worry monster and imagine feeding the monster with all their worries and letting it go. (Resource 4) • Reflections work sheet To explore children's lockdown and home learning experiences and to value different forms of learning (Resource 5) • My Wellbeing Toolkit This is a huge pack of resources to help children's wellbeing. You can glue the pocket into an exercise book and then add things to the pocket that you think the child will find helpful. An alternative would be to put all the resources in a folder for the child. Included in this pack: Pocket colour; Pocket black and white; Emotional register; List of feeling words; Star breathing; Thermometer for scaling; Jar activity; Bucket of happiness; Proud cloud; Relax tips; Relax top four; Starfish story; I made a difference sheet; Star of strengths; List of positive characteristics; Sleep tips; Grounding activity; Simple emotional register; Worry tree; Helping hand ;5 a day for wellbeing; My favourites; Grateful flower; Physical feelings; Helpful thoughts; My family I wish. www.elsa-support.co.uk/downloads/wellbeing-toolkit-item-377 • My feelings tab This activity is to explore daily emotions on a daily basis and offer support to those who are experiencing difficult feelings. www.elsa-support.co.uk/wp-content/uploads/2020/03/Feelings-tab-booklet.pdf • Anxiety cards This is a set of 56 anxiety cards with lots of helpful tips on how to manage pupils' anxiety. These can be used with children from KS2 upwards www.elsa-support.co.uk/downloads/anxiety-cards-item-472 • Feelings Register display This is a feelings register display for primary school pupils. There are 12 faces included in the pack. www.elsa-support.co.uk/downloads/feelings-register-display-item-468
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Expected good class practice to support pupils with...

Wellbeing for Pupils

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Practice Box Breathing technique: www.verywellmind.com ✓ Use of a feelings table. A small area in the class with a variety of visual resources to help children to learn, develop, recognise, and communicate their emotions. ✓ Use of feelings chart: www.twinkl.co.uk/resource/t-s-1133-feelings-chart ✓ Strategies to help children and young people to manage anxiety: www.annafreud.org/schools-and-colleges/resources/helping-children-and-young-people-to-manage-anxiety ✓ Strategies to manage transitions back to school: www.annafreud.org/schools-and-colleges/resources/managing-the-transition-back-to-school ✓ Strategies to manage unexpected endings and transitions: www.annafreud.org/schools-and-colleges/resources/managing-unexpected-endings-and-transitions
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise, have closure on any issues that have arisen throughout the day. ✓ Use the SPENCE Anxiety Scale, Boxall Profile, Self-Image Profile or Strengths, Difficulties Questionnaire (SDQ's) as a holistic approach to understanding the pupil's well-being. (copies in SENCo Drop Box). ✓ Encourage use of a worry box or worry diary (in home or school) where the child/young person writes down or draws their worries, ensuring this is followed up by any specific adult in the appropriate setting daily. ✓ Give pupils the opportunity for a short, managed time, within an agreed space in the classroom, with support of a visual time. This will help them to begin to manage their emotions, when they start to escalate. ✓ Emotions resources from Elsa-support website: www.elsa-support.co.uk/downloads/category/elsa-resources/emotions <ul style="list-style-type: none"> • Angry Arnold's lapbook' This is Angry Arnold's lapbook for 5 to 7-year-old children. It goes through the basics for anger management or regulation. It is suitable for working one to one with a child. www.elsa-support.co.uk/downloads/angry-arnolds-lapbook-item-466 • Angry Arnold's Anger Intervention' This is Angry Arnold's Anger intervention for a group of 4 children aged 5 to 7 years old. Lesson layout: Welcome, circle time rules / feelings check in / Activities, circle time working on the learning objective / Relaxation/calming techniques / Review of the session / Optional classroom ideas to continue learning Included in the pack: Planning booklet - Circle time rule posters; Feelings wheel; Angry Arnold's learning booklet; (assessment); Happy sad sorting cards; Happy sad scenario sorting cards Happy Arnold, Angry Arnold posters; Calming cards; Body sheet; A variety of worksheets Learning objectives for Angry Arnold's Anger intervention: Lesson 1 - I can tell you what an angry face looks like Lesson 2 - I can tell you what my anger triggers are Lesson 3 - I can understand how being angry can make my body feel uncomfortable Lesson 4 - I can tell you tell you what I do when I am angry Lesson 5 - I can tell you about my thoughts when I am angry Lesson 6 - I can talk about some ways for me to cope with my anger www.elsa-support.co.uk/downloads/angry-arnolds-anger-intervention-item-464



Expected good setting practice to support children with...

Resource 1

Strategies Guide

Expected good early years practice for children with needs presenting in the areas of:

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9	Communication and language - attention and listening difficulties
10	Communication and language - social communication difficulties
11	Communication and language - difficulties understanding language
12	Communication and language - difficulties with using language
13	Communication and language - difficulties with speech sounds
14	Play and early learning
15	Physical and sensory
16	Personal, social and emotional
17	Reluctant speakers/selective mutism



Expected good setting practice to support children with... Communication and language - difficulties in using language

Good quality provision

- ✓ Understand the child's developmental stages and where their expressive language is, compared to where it should be for their age.
- ✓ Provide and demonstrate a good language model, keeping your language clear and simple. Extend children's vocabulary by using similar words to describe the same thing e.g. "big", model "huge", "enormous", "giant", "massive".
- ✓ Give the child extra time to take in what has been said, and to give their response.
- ✓ Use visual prompts such as pictures and objects, alongside key vocabulary, to support the re-telling of events or a story.
- ✓ Help the child to take part in group times by asking questions that give choices, e.g. "Was the kitten happy or sad?" Using choices will help build the child's confidence.
- ✓ Give children plenty of time to respond.
- ✓ Help the child talk about their own experiences with photographs and objects from home, which they can share during group times, such as show and tell.
- ✓ Actively provide opportunities for children to use language to communicate, e.g. "Would you like milk or water?" instead of just handing them a drink.
- ✓ When a child speaks, model back appropriate alternatives and extend language, e.g. child: "Me out" – adult: "Would you like to play outside?"
- ✓ As the child plays, provide a running commentary talking about what they are physically **doing in real time** – this helps them connect the words with the actions, e.g. as child is pushing the train, adult comments "The train is driving on the track! It's a blue train."
- ✓ Develop skills in the child's use of language in everyday routines, e.g. "Today it is **Monday**, the weather is **sunny**," using visuals to support.
- ✓ Help the child by giving them the first sound of the word as a clue and giving them time to respond e.g. "It's a 'b,b,b...bear'."
- ✓ Introduce simple vocabulary of emotions and friendships through circle and story times, e.g. "I feel happy when..."
- ✓ Nursery rhymes, song time and story time provides excellent opportunities for repetition of vocabulary and rhyme.

Good quality provision combined with good quality SEN Support

- ✓ Ensure Speech and Language care plan recommendations are put into place
- ✓ Use paired support (1 adult and 1 child) to develop communication skills (useful resource: Chatterbox.)
- ✓ Extend the child's own language by adding something extra, e.g. child says: "Bus" adult, says, "Yes, there's a red bus."
- ✓ Encourage the child to use alternative means of communicating such as signs, photographs, gesturing, pictures and objects. It will be important to match the approach you use, to the child's level of understanding. Ensure they understand objects of reference before using pictures.
- ✓ Augmented Alternative Communication (AAC) systems such as signing (Makaton or Sign along) and /or Picture Exchange Communication System (PECS) may be appropriate for some children. Use of these systems should be discussed with a child's Speech and Language Therapist.

In association with Bexley's Educational Psychology Service, Bexley's Early Years Team and Children's Speech and Language Therapy Service



Expected good setting practice to support children with... Communication and language - difficulties with speech sounds

Good quality provision

- ✓ Understand developmental stages and where the child's speech sound development is, compared to where it should be for their age (reference - Bexley Children's Speech & Language Preschool Referral form).
- ✓ **Repetition** - Avoid asking children to repeat words after you; as far as they are concerned they have said it correctly the first time and they will only become frustrated.
- ✓ **Modelling** – Always model the correct production of words back to a child, exaggerating the sound where the error has occurred.
- ✓ **Sound games** – Play games such as 'eye-spy' where the child has to find everything that starts with a /s/ for example. Comment on what they have found, modelling the correct sound at the start, even if the child is not using it.
- ✓ **Listen to different sounds** – Encourage the child to listen for different sounds in their environment, as well as copying them e.g. fire engine, a bird, an alarm etc.

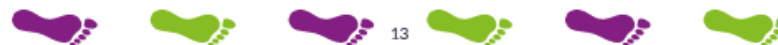
When a communication breakdown occurs

- ✓ **Take the blame yourself** – give reasons as to why you cannot understand by taking the blame e.g. 'my ears aren't working' 'It's so noisy I couldn't hear you'
- ✓ **Find another way** – ask the child if they can show you where something is, can they show you what it does with their hands can they point etc?
- ✓ **Minimising background noise** – it is more difficult to understand what people are saying when there is lots of background noise, try moving to a quieter area so you can hear better. It is also beneficial to minimise background noise during activities where you are expecting the child to concentrate.
- ✓ **Ask for clues** – ask different questions with yes/no answers to try and help find out what the child is talking about e.g. "Is it food? Is it an animal? Is it a game?" If appropriate you might ask a parent/carer, as they may know what the child has already been talking about that day or what their favourite thing is at the moment.
- ✓ **Never pretend** – Do not pretend that you have understood what a child has said if you haven't.
- ✓ **Stop and come back** – It is ok to stop and come back to something later; it may be clearer later on. Say "I'm finding this a bit tricky, can we do something else and try again later?"

Good quality provision combined with good quality SEN Support

- ✓ Ensure Speech and Language care plan recommendations are put into place.

In association with Bexley Children's Speech and Language Therapy Service





5 minute task:
Pick 2 areas of need and read through the
strategies suggested.

What do you like?
Are they manageable?

Strategies Guide pages 12-23

“Luis cannot work independently. He needs a TA to get anything done”



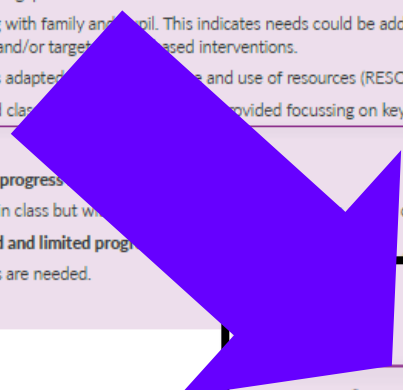
5 minute task:

Using the strategies guide:

- What areas of need should be considered?
- What strategies will you try BEFORE raising this child with the SENCo?

Cycle of processes when identifying early needs and SEND.

Class Based Support Qualify First Teaching and standard expectation of good classroom practice	Class Based Support with SENCo advice Qualify First Teaching and standard expectation of good classroom practice
Assess, Plan, Do <ul style="list-style-type: none"> • Class teacher identifies gaps/areas of weakness. • Information gathering with family and pupil. This indicates needs could be addressed through refinements to quality first teaching and/or targeted class based interventions. • Class teacher ensures adapted classroom practice and use of resources (RESOURCE 1: Strategies Guide). • Time limited, targeted class based interventions are provided focussing on key areas of concern, then evaluated. 	Assess, Plan, Do <ul style="list-style-type: none"> • Teacher to complete 'Early Identification of Need' form and send to SENCo. (Resource 2 Pg: 25 or 27). • SENCo to check teachers are already using their own assessments to identify strengths and gaps in learning and are using this information to inform differentiated planning, teaching and practice. • SENCo to reply and advise. • Further class action and advice to be implemented and reviewed.
Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> • Further investigations are needed. 	Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor in class but with possible further intervention to ensure continuation of progress. If targets NOT achieved and limited progress:

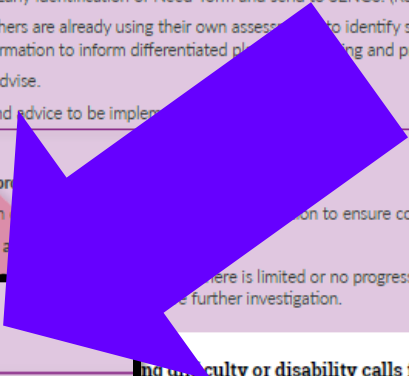


SEN Support with SENCo advice Qualify First Teaching and standard expectation of good classroom practice
Assess, Plan, Do <ul style="list-style-type: none"> • Consultation with teachers/pupil/parents/carers as to needs. • Refer to Early Intervention Team or other advisory support. • Complete SEN Support Plan, including targets from quality first teaching and additional provision, shared with parents/carers and SENCo. • Implementation of support plan monitored by class teacher. • Continue to monitor progress of child/young person. • Support plan reviewed with pupil and parent/carers.
Review: If targets achieved and progress made: <ul style="list-style-type: none"> • Continue to monitor without external support. or <ul style="list-style-type: none"> • Continue on SEN Support but with next level of best practice. If targets NOT achieved and limited progress: <ul style="list-style-type: none"> • Raise concerns at appropriate external agency meeting.

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Cycle of processes when identifying early needs and SEND.

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ing the difficulty or disability calls for provision different to, room practice available to pupils of the same age.

Early Identification of Need Teachers Sheet

Pupil Details		Data		
Name		Reading	Writing	Maths
Class				
What area of need are you most concerned about?				
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical	
What are your MAIN concerns?		What are the parent and pupil's MAIN concerns?		
What advice has been given to parents and pupil so far?				
When and what has been tried so far?				
Adapted classroom practice and use of resources		Interventions		
Impact of this		Impact of this		

Signed: (Teacher) _____ Date: _____

Signed: (Parent) _____ Date: _____



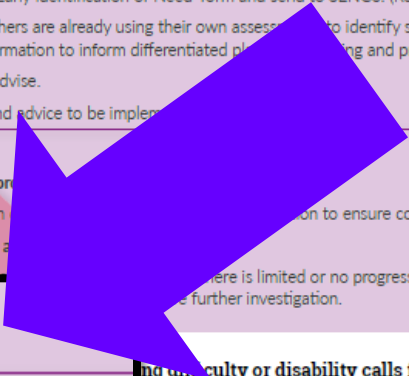
For SENCO use only:

Received by SENCO on:	
Advice given:	Actions to be taken:
To be followed up by:	
Designated person:	Deadline:



Cycle of processes when identifying early needs and SEND.

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When the difficulty or disability calls for provision different to, or additional to, the classroom practice available to pupils of the same age.

Class Based Support

A pupil has SEND where their learning difficulty or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age.

SEN Support

Qualify First Teaching and standard expectation of good classroom practice and SEN Support

Assess, Plan, Do

- SEN Support Plan to be completed. (Resource 3 pg: 29-36)
- Consultation with pupil/parents/carers. Parents/carers notified formally that child/young person is on SEND register.
- Assessment and areas of need identified.
- Targets and additional interventions planned.
- Implement support.
- Review impact and evaluate.
- Consultation and review with pupil / parents / carers.

Review:

If targets achieved and progress made:

- continue to monitor with class based support.

or

- Continue on SEN Support but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Further investigations may be needed with external agency input.

Class Based Support with SENCo advice

First Teaching and standard expectation of good classroom practice

Early Identification of Need' form and send to SENCo. (Resource 2 Pg: 25 or 27).
 Teachers are already using their own assessments to identify strengths and gaps in learning information to inform differentiated planning, teaching and practice.
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 planned.

- Consultation with pupil/parents/carers.

Review:

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- continue to monitor with class based support.


or

- Continue on SEN Support but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

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Resource 3. Example 2

Name: Tommy Bloggs					
D.O.B. 12.09.03 Form: 7C			History: Tommy transitioned well into year 7 and having a bubby system set up for him really helped. In year 6 Tommy was seen by SALT. Assessments showed his understanding and language was age appropriate. Last year Tommy had social intervention support with Mrs Smith to help him develop more positive social skills. Tommy now has developed 2 positive relationships with peers in his class. He says this has made him feel much happier in school.		
Access Arrangements Normal way of working			About me:		
<ul style="list-style-type: none"> • 25% extra time • Group Reader 			I would like you to know that:		
Keyworker: Mrs Jones			<ul style="list-style-type: none"> • I love Chelsea Football club and want to be a professional player. • I love dogs and have a Husky called Sky. • I like school now that I have some friends. • I can get upset when I don't know what I have to do in class. 		
Date: 10.01.19 Review Date: 10.04.19					
Attendance:					
Autumn		Spring		Summer	
84.7%	95.5%	96.4%	97%	100%	100%

Assess	Plan	Do
Tommy's Views: <ul style="list-style-type: none"> • I find it difficult to control my temper sometimes. • I can sometimes struggle to understand instructions. • I find lunchtimes too noisy and do not like the playground. Parent views <ul style="list-style-type: none"> • Tommy can get angry very quickly at home. • Gets very stressed and struggles with homework. He can't do it without our help. 	I would like you to help me by: <ul style="list-style-type: none"> • Listening to me when I am upset • Help me start my work, by making sure I understand the task set. Parental Support: <ul style="list-style-type: none"> • For Tommy to be able to complete his homework with minimal adult support. • For Tommy to feel happier at home and to be able to self-regulate his behaviour. 	I will help myself by: <ul style="list-style-type: none"> • I will make sure I find Mrs Smith every morning and afternoon to have a quick chat about my day and how I am feeling. • I will use my 5-point scale to help me communicate to Mum and my teachers how I am feeling. Parental Support: <ul style="list-style-type: none"> • To check Tommy has understood what he needs to do for his homework task. Using the timer on his phone, allow Tommy to work independently for 15 minutes. • To develop the use of the 5-point scale at home with clear understanding of what support Tommy will need at each point.

<p>School views:</p> <ul style="list-style-type: none"> • Struggles to complete tasks set • Can quickly lose his temper. • Can frequently have unhappy lunchtimes 	<p>School targets:</p> <ul style="list-style-type: none"> • For Tommy to have 4 out of 5 happy lunchtimes • For Tommy to be able to work independently for 15 minutes per lesson. • For Tommy to be able to learn to self-regulate his emotions both at home and in school. 	<p>School intervention / support:</p> <ul style="list-style-type: none"> • Homework will be differentiated to suit Tommy's unsupported ability. • Tommy to use timer app on his mobile for home and school use, with clear expectations on what he should achieve within that time. • For Tommy to check in and out with his TA in the morning and at end of day. This will help Tommy to prepare for the day ahead and have closure over at the end of the day with any issues he feels have not been resolved. • Mrs Evans (SENCo) will go through the 5-point scale with Tommy and provide him one for use in class and at home. • Tommy to have access to structured lunch club 5 x a week to help him during these unstructured times.
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Date set for review: 16.05.18 @2pm

Date of Review: 20.05.18 (postponed due to Tommy's illness)

Review		
<p><u>Tommy's Views</u></p> <ul style="list-style-type: none"> • Using my 5-point scale has made me feel much better. I am able to let Mum or my teachers know when I am starting to feel angry without always having to scream or shout. • I love using my visual timer. I know how much I have to do and when work is going to end. • I like school now and don't mind coming. • Lunchtimes are much better for me in the LRC as it is quieter in there and I can play Lego. 	<p><u>Parent's Views</u></p> <ul style="list-style-type: none"> • The daily check ins and outs have really helped. Tommy is having far less meltdowns at home as he feels that issues are being resolved before he comes home. • It is lovely to see him being able to do his homework by himself now that it is suited to his ability. I may sometimes scribe for him if it is English but on the whole it is taking far less time and causing far less anxiety for both of us. 	<p><u>School's Views</u></p> <ul style="list-style-type: none"> • Tommy has coped very well in structured lunch club and he has only 2 unhappy playtimes in the past 5 weeks (was originally 4 / 5 days per week) • He is completing work to a much better standard and on time. He clearly enjoys using the visual timer. • He is using his 5-point scale well in class and has only reached 5 on 2 occasions when he needed to have 10 minutes timeout. • Tommy's attendance has dramatically increased from 89% to 96% as he says he is happier to be in school now.

RUNNING RECORD OF INTERVENTION (for year 6)

Date	Intervention	Entry	Exit
12.02.19 Year 6	<u>Active listening skills</u> Focus: To increase concentration and to be able to follow instructions independently of greater complexity.	<ul style="list-style-type: none"> • Can follow 2 step instructions (next to, after). • Concentrate for 10 minutes. 	<ul style="list-style-type: none"> • Can now follow 4 steps complex instructions 80% of time. • Can follow instructions using prepositions above and below. • Concentrate for 15 minutes.
07.06.18 Year 6	<u>Social skills</u> To develop turn taking skills within a small group, and to develop ability to be able to wait his turn to speak in small groups and whole class situations.	<ul style="list-style-type: none"> • 4 / 5 times will shout out in class • Will have to be first when turn taking otherwise gets angry. • Can tolerate being in small groups of 3. 	<ul style="list-style-type: none"> • 3 / 5 times Tommy will now put his hand up in class. • Can tolerate being in a group of 5 children. • Is happy to be 2nd or 3rd at waiting for his turn. Does not like being last though.

Date: _____

Pupil Signature: _____

Parent: Signature: _____

SENCo/ Teacher Signature: _____



5 minute activity

Take 5 minutes to read through any of the examples of the SEN support plans:

EFYS page 19

Primary and secondary page 46 –53

Post 16 page 34

How do you think these will be helpful for the pupil/parent/carers your school/setting?

Class Based Support

A pupil has SEND where their learning difficulty or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age.

SEN Support

Qualify First Teaching and standard expectation of good classroom practice and SEN Support

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- SEN Support Plan to be completed. (Resource 3 pg: 29-36)
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- Assessment and areas of need identified.
- Targets and additional interventions planned.
- Implement support.
- Review impact and evaluate.
- Consultation and review with pupil / parents / carers.

Review:

If targets achieved and progress made:

- continue to monitor with class based support.

or

- Continue on SEN Support but with possible further intervention to ensure continuation of progress.

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- Further investigations may be needed with external agency input.

Class Based Support with SENCo advice

First Teaching and standard expectation of good classroom practice

Early Identification of Need' form and send to SENCo. (Resource 2 Pg: 25 or 27).

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Targets and additional interventions planned.

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<p>Class Based Support Qualify First Teaching and standard expectation of good classroom practice</p>	<p>Class Based Support with SENCo advice Qualify First Teaching and standard expectation of good classroom practice</p>
<p>Assess, Plan, Do</p> <ul style="list-style-type: none"> Class teacher identifies gaps/areas of weakness. Information gathering with family and pupil. This indicates quality first teaching and/or targeted class based interventions. Class teacher ensures adapted classroom practice and interventions. Time limited, targeted class based interventions are put in place. <p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> Continue to monitor in class but with possible further interventions. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> Further investigations are needed. 	<p>Assess, Plan, Do</p> <p>SEN Support with external agency input Qualify First Teaching and standard expectation of good classroom practice and SEN Support</p> <p>Assess, Plan, Do</p> <ul style="list-style-type: none"> Consultation with teachers/pupil/parents/carers as to why external advice is needed. Refer to Early Intervention Team or other advisory specialist. Complete SEN Support Plan, including targets from professionals' reports, with short-term targets and details of additional provision, shared with parents/carers and pupils. Implementation of support plan monitored by class teacher/form tutor with support from SENCo. Continue to monitor progress of child/young person termly via external agency meetings. Support plan reviewed with pupil and parent/carers within a term. <p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> Continue to monitor without external support. <p>or</p> <ul style="list-style-type: none"> Continue on SEN Support but with next level of bespoke intervention. Monitor with appropriate professional. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> Raise concerns at appropriate external agency meetings for further advice.
<p>SEN Support with external agency input Qualify First Teaching and standard expectation of good classroom practice and SEN Support</p> <p>Assess, Plan, Do</p> <ul style="list-style-type: none"> Consultation with teachers/pupil/parents/carers as to why external advice is needed. Refer to Early Intervention Team or other advisory specialist. Complete SEN Support Plan, including targets from professionals' reports, with short-term targets and details of additional provision, shared with parents/carers and pupils. Implementation of support plan monitored by class teacher/form tutor with support from SENCo. Continue to monitor progress of child/young person termly via external agency meetings. Support plan reviewed with pupil and parent/carers within a term. <p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> Continue to monitor with class based support. <p>or</p> <ul style="list-style-type: none"> Continue on SEN Support but with possible further intervention to ensure continuation of progress. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> Further investigations may be needed with external agency input. 	<p>Assess, Plan, Do</p> <ul style="list-style-type: none"> Review impact and evaluate. Consultation and review with pupil / parents / carers. <p>Review:</p> <p>If targets achieved and progress made:</p> <ul style="list-style-type: none"> continue to monitor with class based support. <p>or</p> <ul style="list-style-type: none"> Continue on SEN Support but with possible further intervention to ensure continuation of progress. <p>If targets NOT achieved and limited progress:</p> <ul style="list-style-type: none"> Further investigations may be needed with external agency input.

New in the post 16 Toolkit

Organisations that can support young people to prepare for life after year 11

Employment		
Bexley's Apprenticeship Event	Bexley's apprenticeship event is held yearly (typically in February or March) at the Civic offices as part of National Apprenticeship Week. Please check the website for details.	www.bexley.gov.uk/apprenticeshipevent
National Apprenticeships	'Get in go far' The national apprenticeship website looks at types of apprenticeships available.	www.apprenticeships.gov.uk
Careers Service	Information on jobs/careers. The job profile section is useful for researching facts about careers and has links to job related websites.	www.nationalcareersservice.direct.gov.uk
Career Profiling	The skills health check questionnaire is designed to help you think about the types of jobs that may suit you.	www.prospects.ac.uk
Bexley Youth Advice Centre	Bexley Youth Advice service provider support, advice and guidance on a wide range of topics for people 13-25 with additional needs. Services can be provided as a drop in service or appointment basis. There is free internet access to provide the opportunity to work on job applications and or create CV's.	http://www.prospects.co.uk/ 233 Broadway, Bexleyheath DA6 7EJ Tel: 020 3045 5555
Employ-ability	Opportunities for disabled and dyslexic students & graduates - Employ Ability can offer you free support, advice and guidance throughout the entire recruitment process and beyond.	www.employ-ability.org.uk
Skills For London	Annual exhibition (normally November/December) at the Excel centre in London. 100+ organisations offering information on careers, apprenticeships, employment.	https://skillslondon.co.uk/
The Shaw Trust	A national charity providing employment opportunities, skills development training and health and well-being services. Employment support, Work Experience, Apprenticeships and programme for young offenders.	www.shaw-trust.org.uk
Access to Work	An Access to Work grant can pay for practical support if you have a disability, health or mental health condition to help you start working, stay in work or move into self-employment or start a business.	www.gov.uk/access-to-work/overview
Bexley Mind Employment services	Mind Bexley offer employment services to young adults over 18 with mental health issues. It supports individuals that are seeking employment or requiring support to remain or return to work. Support offered will be tailored to the needs of each person.	https://mindinbexley.org.uk/employment-support
Access UK	A charity offering bespoke employment and careers support to young adults in the BAME community. They offer solutions to those involved in gang life and youth offending.	www.accessuk.org

Advocacy for All	Bexley Bridge to Independence - works with young people in Bexley who have Autism Spectrum Conditions or Attention Deficit Hyperactivity Disorder (ADHD). The project aims are to:	www.advocacyforall.org.uk/volunteer.php
	Improve young people's self-esteem and confidence	
	Improve communication and social skills	
	Increase employability skills	
	Provide young people with strategies and skills towards independence	
The project offers a range of opportunities to meet young people's needs and is funded until December 2020.		

Education

UCAS (Universities & Colleges Admission Services)	On-line course search – see where the courses you are interested in are being offered.	www.ucas.com
Learning and Enterprise College Bexley	For adult education, vocational qualifications and skills for life. The college offers a range of courses.	www.lecb.ac.uk/
London South East Colleges	The college offers hundreds of career focused vocational courses, apprenticeships, degrees and training for young people. Campuses at Bexley, Bromley and Greenwich.	www.lsec.ac.uk
North Kent College	Offering hundreds of further and higher education courses and apprenticeships.	www.northkent.ac.uk
Capel Manor College	Offering a full and diverse range of further and high education courses.	www.capel.ac.uk
The Recovery College Greenwich	Using an educational-based approach, the college offers courses for 18+ to support individuals to recognise and develop their resourcefulness, and to take control of their lives. You must be living in the London Borough of Greenwich to access this support.	www.therecoveryplace.co.uk/
Shooters Hill College	Large mixed sixth form college from students aged 16-19.	www.shootershill.ac.uk/
Christ the King St Mary's Sixth Form	Offering a wide range of range of A level and Applied Technical qualifications.	www.ctstmarys.ac.uk

Social Inclusion

Mental Health Foundation	'A Book About Me' – An Ordinary Life Passport. The purpose of this 23 page booklet is for others to find out crucial information about a child or young person with high support needs in a short time-frame. It is very useful for attending clubs, short term care workers, friends and family and to use on days out and at public events. Ideal to print and complete with a young adult, allowing the opportunity for discussions.	www.mentalhealth.org
National Rail - Disabled Persons Railcard	The Disabled Persons Railcard is for people with a disability that makes travelling by train difficult. You will need to provide evidence of your eligibility with your application. This card entitles the holder to 1/3 off adult rail fares for travel on the National Rail network in Great Britain. If the holder is travelling with another adult they will also get 1/3 off their rail fare.	www.disabledpersons-railcard.co.uk
Your Own Place Training Courses	Training Courses for Young People - looking at debt and APR in detail, as well as bills, priorities, necessities, budgeting, benefits as a safety net, benefits and moving in to work, money saving tips and where to go for more help. Including tenancy agreements, training courses, workshops for schools, preparing for employment.	www.yourownplace.org.uk/why-choose-us/our-case-studies/tenancy-independent-living-skills-training-tils
Bexley SNAP	A local charity offering a wide range of services including support, information, play schemes and youth clubs.	www.bexleysnap.org.uk
CEA Card	CEA card is a national scheme adopted by all UK cinemas that allows any disabled person over the age of 8, to have a free cinema ticket for someone to accompany them. Eligibility criteria applies, please see website for details.	www.ceacard.co.uk

Keeping Healthy – Mental Health Support

MindED -	Online information to support young people and their families with mental health challenges and the transition to adulthood.	www.minded.org.uk
Mental Capacity Act	The Mental Capacity Act is the law in England and Wales that protects and supports these people, and outlines who can and should make decisions on their behalf. The Mental Capacity Act covers important decision-making relating to an individual's property, financial affairs, and health and social care. The full Mental Capacity Act Code of Practice is available to download from the public government documents website.	www.nhs.uk
Young Minds	Young Minds is committed to improving the emotional wellbeing, behaviour and mental health of children and young people age 0-25. Services include training courses, CAMHS transition guide and parent helpline, confidential online and telephone support, including information and advice, to any adult worried about the emotional problems, behaviour or mental health of a child or young person up to the age of 25.	www.youngminds.org.uk
Re-Instate	A charity working to improve employment opportunities, quality of life and well-being for young people in Bexley experiencing mental health illnesses and /or learning disabilities.	www.re-instate.co.uk/
Bexley Crisis café	The Bexley crisis café is a safe and friendly place that you can come to if you are experiencing emotional or psychological distress. It is a place to access mental health support and advice from well-being workers. For young people aged 18+.	https://mindinbexley.org.uk/crisis-cafe 2a Devonshire Rd, Bexleyheath DA6 8DS
Kooth	An online mental wellbeing community for free, safe and anonymous support.	www.kooth.com
Mind Bexley	Mind in Bexley offers a range of talking therapies for any one over the age of 18 who is registered with a GP and suffering from low mood, anxiety, depression, sleep issues that are having an impact on your daily life.	https://mindinbexley.org.uk/talking-therapies
Bexley recovery College	Mind Recovery College in Bexley empowers people with mental health problems to become experts in their own recovery. The workshops and courses aim to provide the tools to make this happen for either yourself or someone you care for. For young adults over 18.	https://mindinbexley.org.uk/recovery-college
CALM (Campaign against living miserably)	CALM is a leading movement against suicide. They run a free and confidential helpline and web chat to support anyone going through a crisis. They can also offer support for those who have been bereaved through suicide.	www.thecalmzone.net

Keeping Healthy

Department of Health	The Department of Health (DH) helps people to live better for longer. They lead, shape and fund health and care in England, making sure people have the support, care and treatment they need, with the compassion, respect and dignity they deserve. DH is a ministerial department, supported by 27 agencies and public bodies.	www.gov.uk
Advocacy for All	<p>Bexley Speaking Up Group – is for Bexley adults (over 18) who have a learning disability. The aims of the groups are to:</p> <ul style="list-style-type: none"> Support people to have a voice Help people get their voice heard Teach people about their rights Build people's confidence Meet new people Try new things Share experiences and ideas Learn new skills Work alongside services to make them better Prevent loneliness and isolation 	www.advocacyforall.org.uk/volunteer.php
	Bexley All Stars - is a project that supports people with learning disabilities to develop their confidence and live healthier and more active lives. The group's activities include fun indoor games, exercise and community activities in local outside spaces. This project is funded until March 2023.	

Independent Living

Your Own Place	Working with young people from all backgrounds who may be leaving care, leaving school, leaving prison, leaving supported accommodation, going to college or university or just leaving home for the first time.	www.yourownplace.org.uk
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General Support around transitioning to adulthood

Bexley Voice	The parent/carer forum for Bexley who support and signpost parent / carers with a child or young person aged 0-25 with Special Educational Needs and/or Disabilities.	www.bexleyvoice.org.uk
Royal Association for Deaf People	Information and support for young people who have hearing impairment and their families.	www.royaldeaf.org.uk/services-partners/youth-transition
National Autistic Society	A free transition support service for young autistic people, parents and carers to help prepare for the transition from school to further education or adult life. Confidential information and advice by phone and email, an explanation of rights and entitlements throughout the transition process, assistance with exploring options so that informed decisions can be made.	www.autism.org.uk/
Bexley Mencap	A local charity who run a range of services and groups to support people with learning disabilities and the people who care about them.	www.bexleymencap.org.uk
Dyslexia Action	Support at College and University for students with Dyslexia including assistive technology. Specialised devices such as scanner pens, calculators, organisers or talking dictionaries to help with various tasks. Information for Dyslexia when seeking, applying for and in-work situations. Includes the Access To Work scheme.	www.dyslexiaaction.org.uk
Citizens Advice Bexley	Local weekly free drop in service in Bexleyheath, Sidcup and Erith. A national helpline is available for advice on disability benefits including appeals, housing and employment and support with Personal Independence Payment (PIP)	https://www.citizensadvice.org.uk/benefits/sick-or-disabled-people-and-carers/PIP/help-with-your-claim/fill-in-form/
Bexley Local Offer	The Local Offer website provides local information about the services available to children, young people (age 0-25) and their families across Education, Health and Social Care. It includes social activities and preparing for adulthood.	www.bexleylocaloffer.uk/#
Contact (previously known as Contact A Family)	Informative website and parent helpline giving advice on SEN support, health and social care, translators, benefits and including Personal Independence Payments.	https://www.contact.org.uk/
Bexley Independent Advise Support Services (Bexley IASS)	An independent service providing impartial and confidential information advice and support to parent/carers and young people with Special Educational Needs and/or Disabilities aged up to 25 years.	https://www.bexleyiass.co.uk/ 0203 045 5976
Disability Rights students helpline	A free helpline offering advice to disable students over 16, who live in the UK, and wish to study full or part time educational courses or training at any level.	https://www.disabilityrightsuk.org/how-we-can-help/helplines/disabled-students-helpline 0330 995 0414

Advocacy for All	The Young People's Advocacy Project - offers free advocacy with young people 10-18 years old, living in Bexley with a learning disability. They offer help with transition related topics including: Making choices about education Finding out about housing Finding out how to get a job Understanding rights Attending meetings with the young person and helping them to understand information 1-1 Advocacy Sessions can be arranged.	www.advocacyforall.org.uk/volunteer.php
London borough of Bexley's Preparing for Adulthood Strategy	This Preparing for Adulthood Strategy (PfA) outlines the responsibilities the Local Area has for young people, aged 14-25, who have Special Educational Needs and/or Disability living in Bexley, and either have an Education, Health and Care Plan (EHC) or access SEN Support.	http://www.bexleylocaloffer.uk/Services/2313

Identity

Stonewall	Stonewall is a charity that helps empower LGBT people to be their true authentic self. They offer a number of services including working with communities, schools, colleges and places of work to create inclusive and accepting cultures. They can also offer advice on equality and equal rights.	www.stonewall.org.uk
METRO Shine Bexley and Greenwich	A group for LGBTQ people aged between 16-25 in Bexley and Greenwich. It provides a safe space to meet other LGBTQ people and get support and socialise. All groups are free and confidential.	www.metrocharity.org.uk
Bexley Voluntary Service counsel (BVSC)	Provides a list of all organisations that provide services to equality groups, including BAME network, specific learning difficulties and mental health, LGBTQ projects.	www.bvsc.co.uk/category/Equality-groups
Mermaids	Mermaids supports gender diverse children, young people, as well as their families until their 20th birthday.	www.mermaidsuk.org.uk
AKT	Support LGBTQ young people aged 16-25 who are experiencing or facing homelessness or living in a hostile environment.	www.akt.org.uk
BAME Trans people	An article funded by Gender Identify Research and Education Society (GIRES) on supporting BAME trans people.	Www.gires.org.uk/wp-content/uploads/2016/02/BAME_Inclusivity.pdf

With special thanks to Bexley Voice for supplying many of these contacts.

Thank you!!

If you have any questions
please ask your SENCo.

