

Support • Inform • Signpost • Empower

SEN Support:

Quality First Teaching & Special Educational Needs support Toolkit Workshop

Education Series
2026
Stacey

Welcome

This is a workshop focusing on the Special Educational Needs Support in Bexley.

- Housekeeping
- BV Team: Name, what we do
- Attenders- name, where you are in relation to SEN support



Objectives

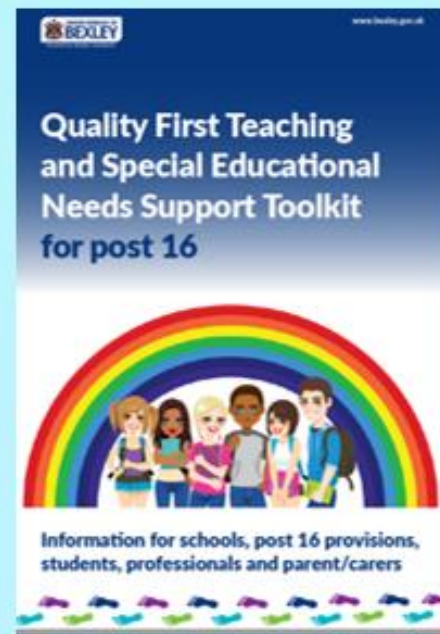
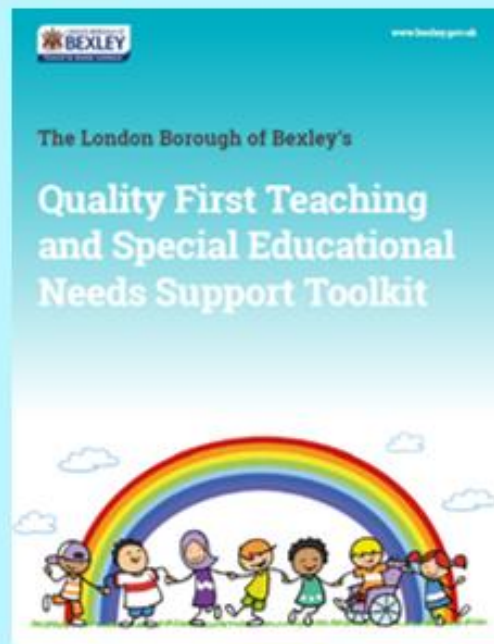
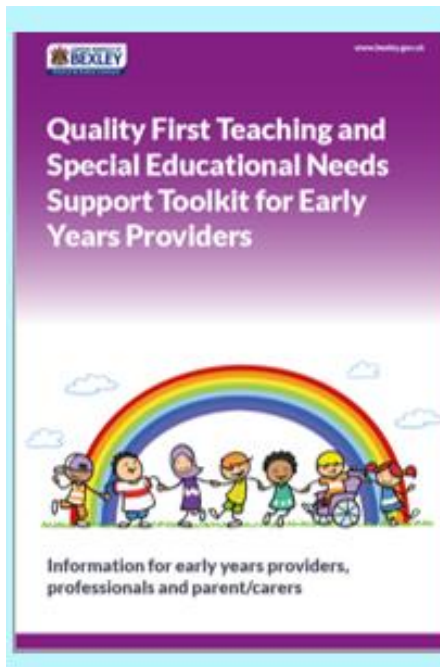
At the end of the Workshop, attenders will:

- have a clearer idea of what the SEN toolkit is.
- understand its creation, and the Assess, Plan, Do, Review process,
- How to use a toolkit effectively when meeting with the school
- Legislation to consider and be aware of
- What steps to take next



Sen Toolkits?

- How many children are currently in school in Bexley?
- How many children are on SEN support? How many EHCP's?
- There are 3 toolkits covering
- EYFS, Primary- Secondary, Post 16



What is Quality First Teaching & Sen Toolkits?

Quality First Teaching is a concept that is heavily embedded in the SEND Code of Practice 2015 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.



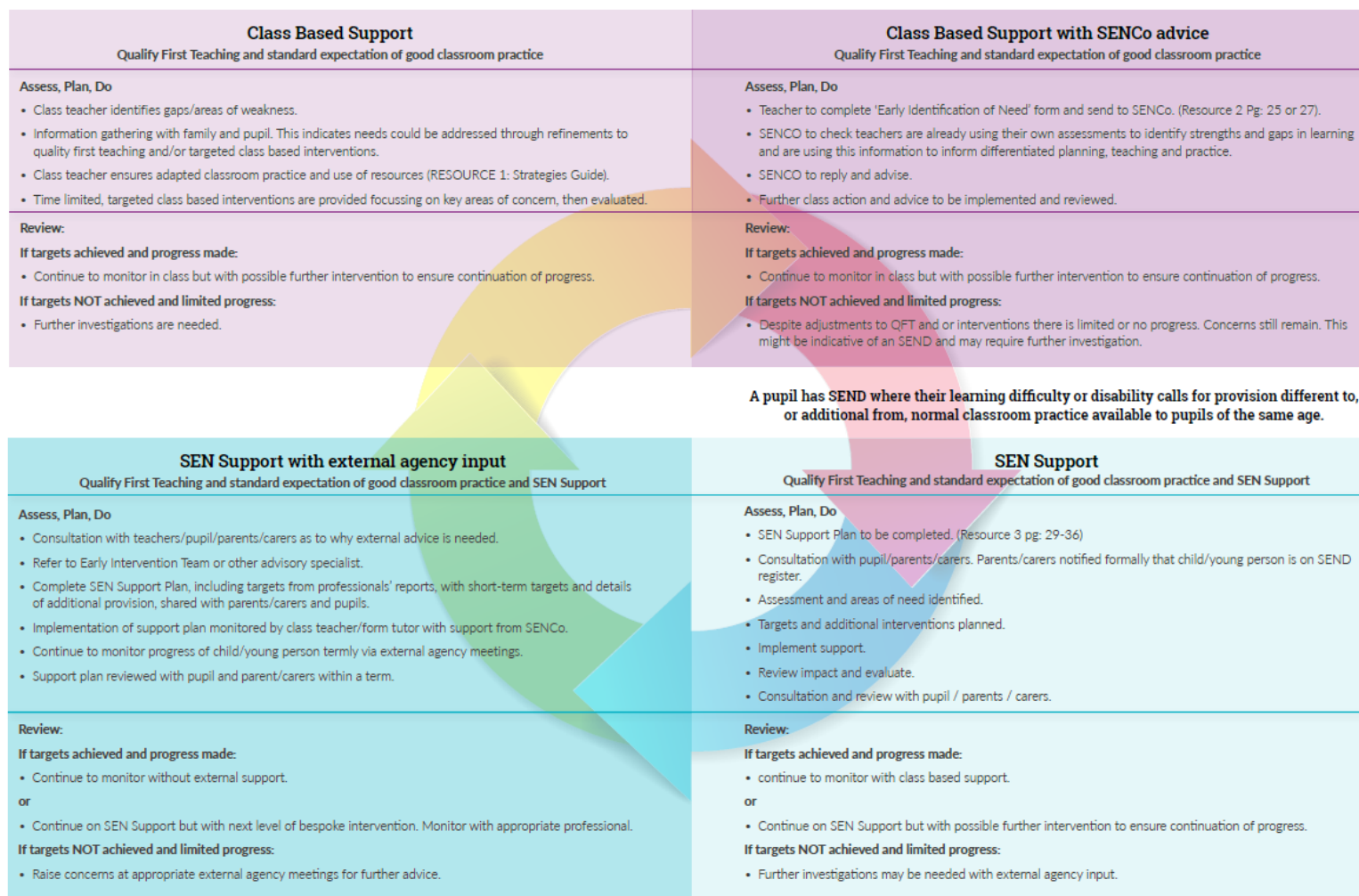
SEN Toolkits

- Support given should be in response to supporting the child's needs and not delayed or based on any diagnosis.
- Schools will need to review the impact and effectiveness of support and interventions through the graduated approach (page 7 of toolkit).
- Support is a co-produced progress. Parents will know what support their child can expect to be given.



Explaining Assess, plan, do, review

Cycle of processes when identifying early needs and SEND.



Starting point

Class Based Support

Qualify First Teaching and standard expectation of good classroom practice

Assess, Plan, Do

- 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:

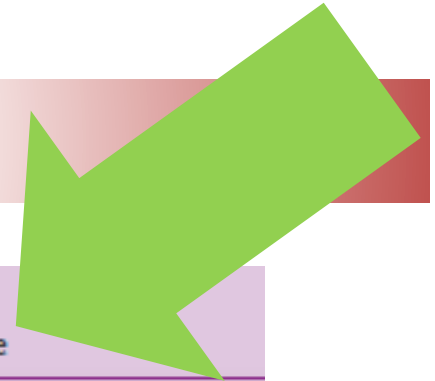
- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Further investigations are needed.



What happens next?



Class Based Support with SENCo advice

Qualify First Teaching and standard expectation of good classroom practice

Assess, Plan, Do

- 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:

- Continue to monitor in class but with possible further intervention to ensure continuation of progress.

If targets NOT achieved and limited progress:

- Despite adjustments to QFT and or interventions there is limited or no progress. Concerns still remain. This might be indicative of an SEND and may require further investigation.



Support raised to SEN Register level

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:

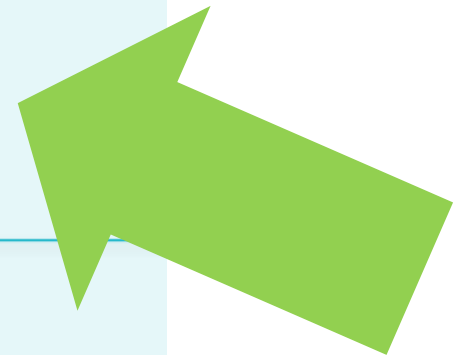
- continue to monitor with class based support.

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.



SEN support plan example (page 48)

Resource 3. Example 2

Name: Tommy Bloggs																	
D.O.B: 12.09.03																	
Form: 7C																	
Access Arrangements Normal way of working • 25% extra time • Group Reader																	
Keyworker: Mrs Jones																	
Date: 10.01.19		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.															
Review Date: 10.04.19																	
Attendance: <table border="1"> <thead> <tr> <th colspan="2">Autumn</th> <th colspan="2">Spring</th> <th colspan="2">Summer</th> </tr> </thead> <tbody> <tr> <td>84.7%</td> <td>95.5%</td> <td>96.4%</td> <td>97%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>						Autumn		Spring		Summer		84.7%	95.5%	96.4%	97%	100%	100%
Autumn		Spring		Summer													
84.7%	95.5%	96.4%	97%	100%	100%												
About me: I would like you to know that: • 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.																	

Assess	Plan	Do
Tommy's Views: • 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 • 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: • Listening to me when I am upset • Help me start my work, by making sure I understand the task set. Parental Support: • 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: • 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: • 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.

Extra Input

SEN Support with external agency input

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

Assess, Plan, Do

- 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.

Review:

If targets achieved and progress made:

- Continue to monitor without external support.

or

- Continue on SEN Support but with next level of bespoke intervention. Monitor with appropriate professional.

If targets NOT achieved and limited progress:

- Raise concerns at appropriate external agency meetings for further advice.



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/apprenticeshipsevent
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



Post 16 continued

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: - 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.	www.advocacyforall.org.uk/volunteer.php
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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-tls
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

Post 16 continued

Bexley Post 16+ Toolkit

Bexley Post 16+ Toolkit

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	Bexley Speaking Up Group – is for Bexley adults (over 18) who have a learning disability. The aims of the groups are to: - 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

Post 16 continued

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.org.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 Advice 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 disabled 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.org.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.

Parent Carer additions to the Toolkit

- Using worry monster
- Use Alexa to help with routines, timers and reminders to scaffold independence
- Exercise bike whilst learning to help focus
- Listening to music whilst learning
- Discussing day together – 3 good things, 1 not so good
- Pets for nonverbal communication
- Online learning aids such as Nessy touch type (BBC)
- Post- It notes to list chores
- Allow child to spin and ask homework questions, you can scribe for them



Parent Carer additions to the Toolkit Cont

- **Secret diary; negatives torn out and put in outside bin and writing removes pressure from having to say it**
- **Subscribe to Reading Eggs**
- **Discuss day -prompted by school diary (daily) written by teacher**
- **Tactile learning**
- **Lots of praise**



Other suggestions

- With routines and getting organised
- Supporting wellbeing
- Supporting with homework/learning
- Any other.....



Legislation to consider

- SEN regulations 2015
- Equality Act 2010
- Moving forward Children's and family Act 2014
- Bexley IASS resource section Jargon Buster
- <https://www.bexleyiass.co.uk/wp-content/uploads/2023/10/Glossary-of-terms-accessibility-checked-COMplete.pdf>



Summary

- We hope you have a clearer idea of what the toolkits are
- Understand the Assess, Plan, Do, Review process,
- Utilise the toolkit with school
- When there is increased support in the process
- What happens next ?



What's Next?

Any questions?
Thank you and
please complete
the feedback form

Bexley Voice Parent Carer
Feedback Form

