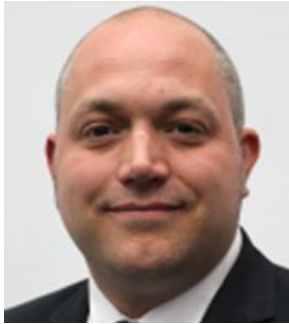




Whickham School

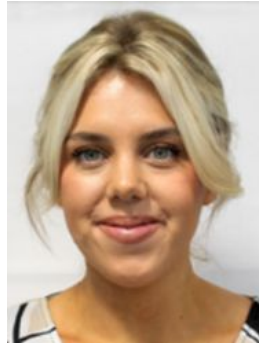
EAL Coffee Morning

The SEND Team



Andy Purvis,
SENDCO

apurvis@whickhamscho
ol.org



Reese Carr, Deputy
SENDCO

rcarr@whickhamschool.o
rg



The four key teams:

- Communication and Interaction
- Social, Emotional and Mental Health
- Literacy
- Numeracy

SEND staffing and initials:

APU- Andy Purvis, SENDCO

RCA- Reese Carr, Deputy SENDCO

GMC- Gemma Mckenzie, PA to the SENDCO and SEND Administration Officer

KMA- Senior Teaching Assistant, Literacy

SSA- Senior Teaching Assistant, Numeracy

HCA- Senior Teaching Assistant, SEMH

CVF- Caroline Ford, Specialist Dyslexia Teacher and Assessor

LFO- Lucy Foster, TA

DE- Danielle Elliott, TA

LSO- Lanre Sonde, TA

SHO- Suzy Howard, TA

SMI- Stuart Milburn, TA

KGO- Kate Gordon, TA

AJU- Adrienne Jurtsuk, TA

HMA- Helen Mason, TA

JHA- Jill Hammerton, TA

Our SEND Register

Monitoring- M
Send Support - K
Education Health and Care Plan- EHCP

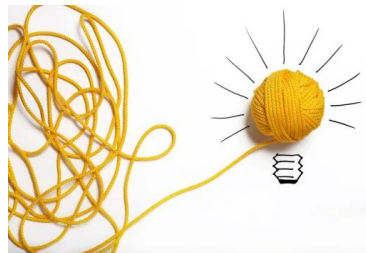


Person Centred Plans





Staff Advice



Staff Advice

Person Centred Plan 2024-25 for Andy Purvis

Stage: **K**

Date of birth 13/01/2014

Gender: Male

Tutor group: 7GHU

Year group: 7

Teacher: Mr Andy Purvis

Start date: 25/6/2024

Review date: 23/9/2024

Plan number: 1



Essential Information

I struggle with direct eye contact.

I struggle to manage my emotions.

I am waiting to be tested for ADHD.

I find it difficult to concentrate for longer periods of time.

I do tests in a smaller room.

I need extra time to complete work.

Top 10 ways to help me

Don't put me on the spot to answer questions.

Don't ask me to read in front of other people.

Please check in with me occasionally privately.

Consider giving me additional time in assessments.

Reassure me when I'm overwhelmed. Allow me to stand outside when I need to.

Sit me closer to the front so I can see the board.

Be clear about what you need me to do.

Break work down in to chunks.

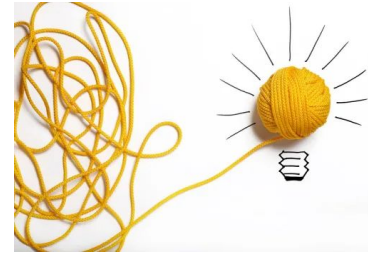
Give me time out to compose myself.

Don't make me stand out.





The Golden Thread



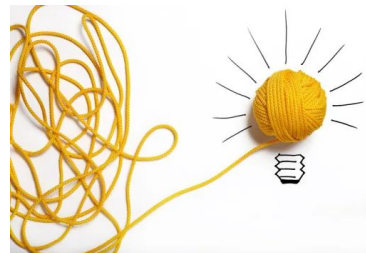
Hopes and Aspirations

Golden Thread

| Focus | Needs | Long Term Aspiration |
|----------------------|---|---|
| Emotional Regulation | <ul style="list-style-type: none"> - Andy can struggle with his emotions and can find it difficult to let others know when he is struggling. - Andy can find it difficult to regulate himself when he is struggling and can benefit from adult support. | For Andy to be able to spot when his emotions are changing and adopt strategies to manage his emotions. |
| Social Interaction | <ul style="list-style-type: none"> - Andy can find it difficult to interact with new or unfamiliar people. - Andy finds it hard to talk to adults. | <p>We would like Andy to be able to make and maintain friendships.</p> <p>We would like him to be able to approach a trusted adult if he is struggling.</p> |



Outcome Setting



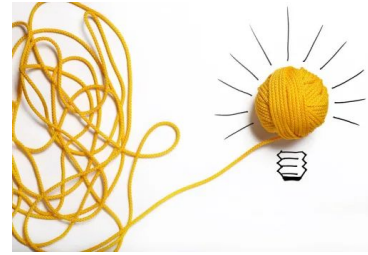
My Golden Thread: Outcome Setting

| Aspiration Focus | Short Term Outcome | Success will look like | Teaching Adaptations | Key staff |
|------------------|--|--|---|--|
| ASD | Use of a timeout card: - I will be able to identify when I need to use my timeout card and use it appropriately to ask for a break 85% of the time. | Andy will be able to correctly use a timeout card to manage their needs 85% of the time. | - Timeout card. - Adult support. | <ul style="list-style-type: none"> • Mr Andy Purvis (Classroom Teacher) • Head of year |
| ADHD | Executive Functioning: - I will be able to complete the executive functioning radar graph to plot my strengths and areas of difficulty. - I will be able to discuss the areas I find more difficult and how I can manage them. | - Andy will be able to discuss their areas of challenge and strength. - Andy will be able to ask for support when struggling with a challenge area. | - Executive functioning radar intervention and resources. - Additional support interventions. - point of contact support. | |





PCP Review



On a termly basis your Key Worker will contact you to discuss your young person and their progress or any concerns.

You will be sent a link to give your views before the meeting.



In class Support



In Class Support

Teachers change
teaching methods
to help students



Inclusion:
The Effective Use
Of
Teaching Assistants



Scaffolding Toolkit

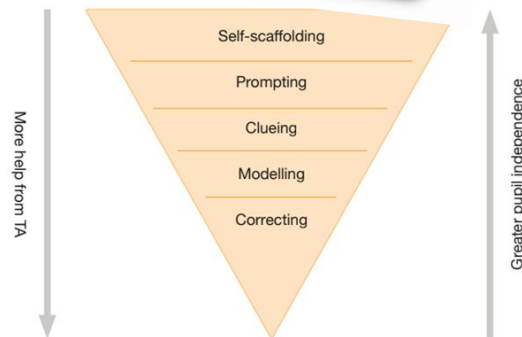
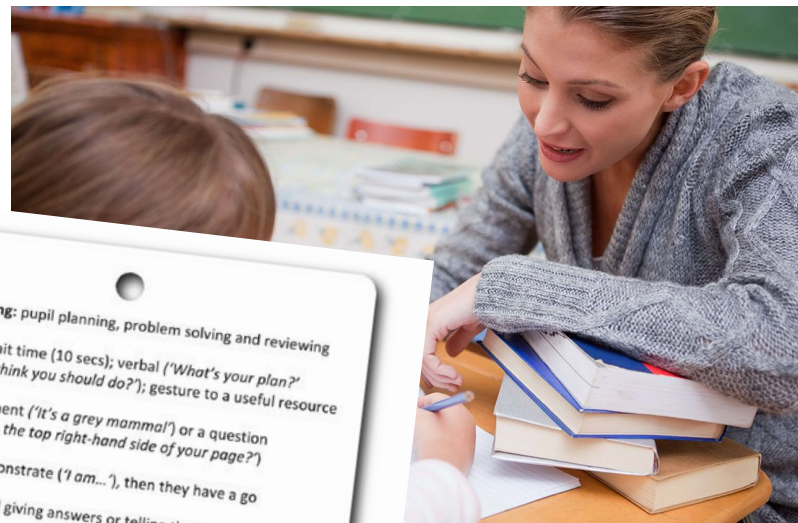
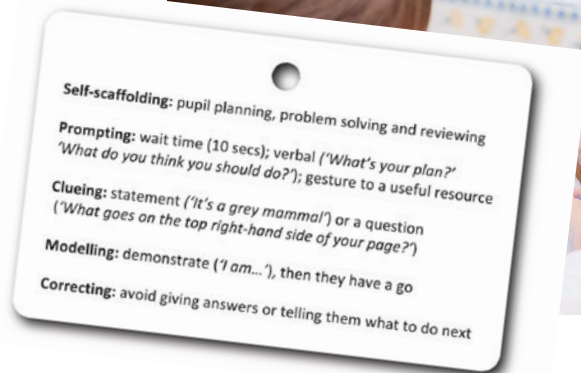


Inclusion:
Quality First
Teaching Strategies



In Class Support

Teaching Assistants
in selected lessons
to support
students

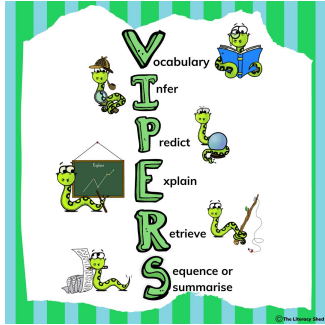


Out of Class Support

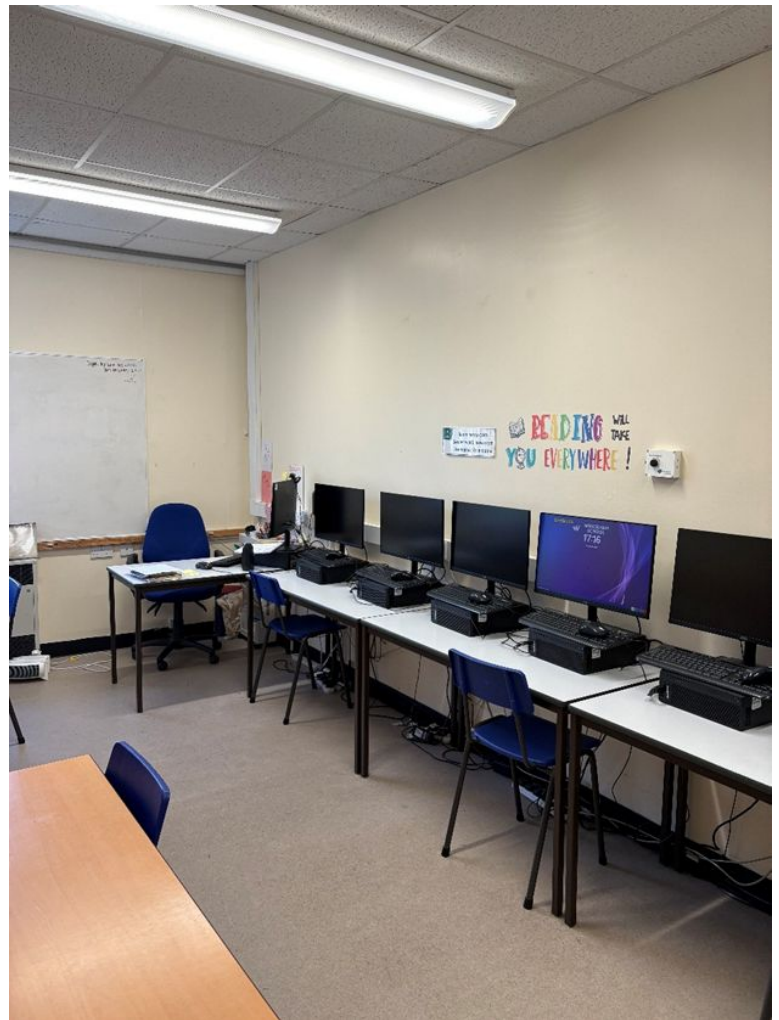
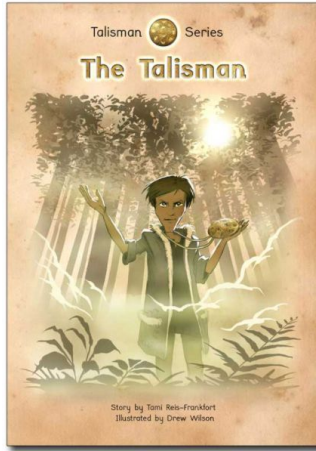


Literacy Support

Read Write Inc.
Fresh Start



boostingreading
@secondary



Numeracy Support

Success@Arithmetic



Edge Hill
University



Social, Emotional and Mental Health Support



The Boxall Profile



Drawing and Talking



Communication and Interaction

FREE DOWNLOADABLE BLANK SCALES

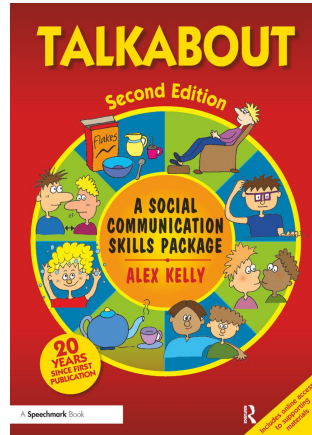
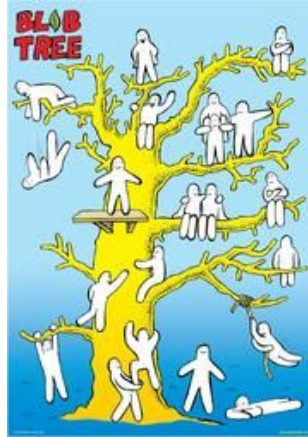
The Incredible 5-Point Scale:

The Significantly Improved and Expanded Second Edition

Assisting students in understanding social interactions and controlling their emotional responses

Kari Dunn Buron and Mitzi Curtis

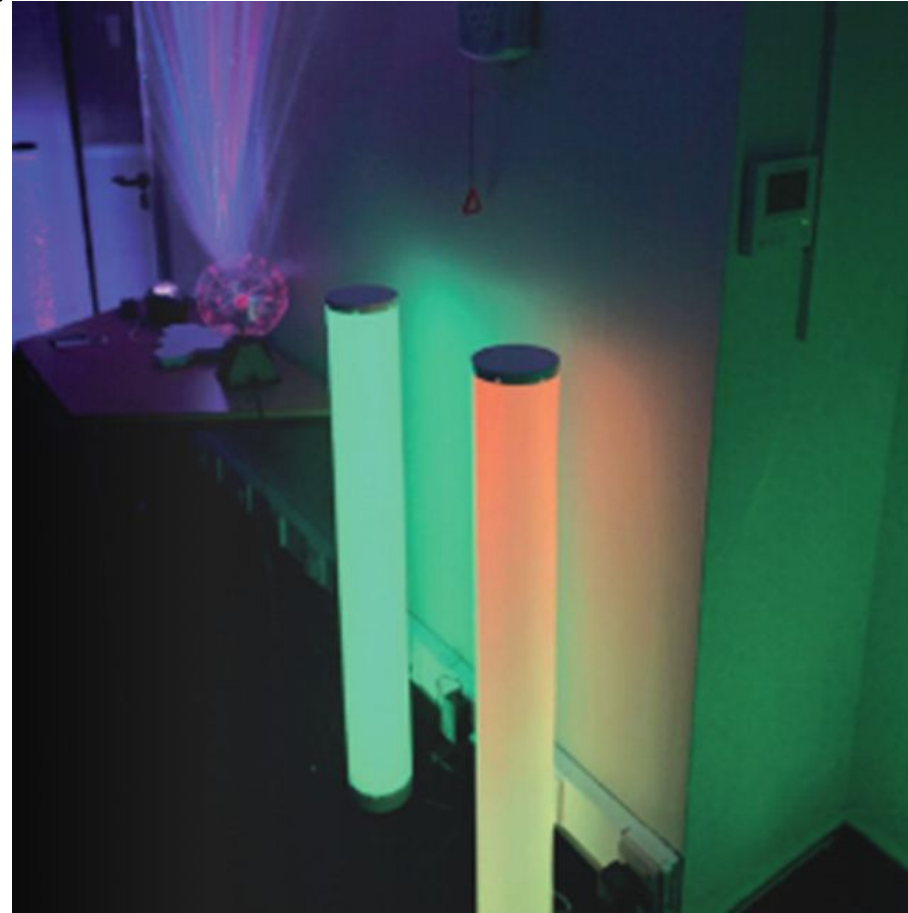
| | | | |
|---|--|--|--|
| 5 | | | |
| 4 | | | |
| 3 | | | |
| 2 | | | |
| 1 | | | |



The Sensory Room



**SHEILA COATES
FOUNDATION**



The Sensory Garden



Life Skills and Preparing for Adulthood

