



SEND Parent/ Carer Forum



Agenda

- Welcome & practicalities
- Team structure
- Support available at SNS

Practicalities!



- Fire exit is located through the main gates at the entrance to the school
- An accessible toilet is located on the ground floor of F block
- Everyone **must** be off site by 6:05pm

Team structure

We are a large team and work across all year groups and subject areas – here is what our roles involve...



- **SENDCo:** Alex Bell
- **Deputy SENDCo and Designated Teacher for LAC:** Leila Alkunshalie
- **Deputy SENDCo:** Ruby Samuels
- **SEND Admin:** Rebecca Dawson
- **Senior LSAs:**, Dee Clarke, William Owhor, Jemma Li, Fiona Callaghan
- **LSAs:** Kieron Anthony-Brown, Jessy Awuku, Ridwan Euba, Tavell Farquharson, Aaron Fenton Hewitt, Debra Fleary, Michael Kasu, Andrea Lewis, Simon Mason, Pierre Skeete, Nelson Valente

SEND Administrator



Rebecca
Dawson

Lead Key Workers

Each year group and 6th Form has a linked Lead Key Worker from the team who attends SSN meetings and will be a first point of contact for that year group.



Y7 – Ruth Doyle



Y8 – De Clarke



Y9 – William Owhor



Y10 – Jemma Li



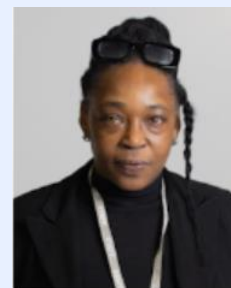
Y11 – Leila Alkunshalie



6th Form – Fiona Callaghan

Year Group Teams

All members of the Team are linked to year groups and support in class, have check-in with young people and families and meet with their year group's lead Key Worker regularly



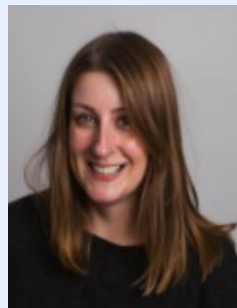
The Y7 Team

Ruth Doyle

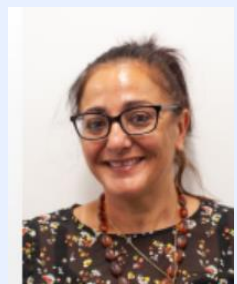
Debra Fleary

Kieron
Anthony-Brown

Inclusion leadership



Alex Bell – SENDCo

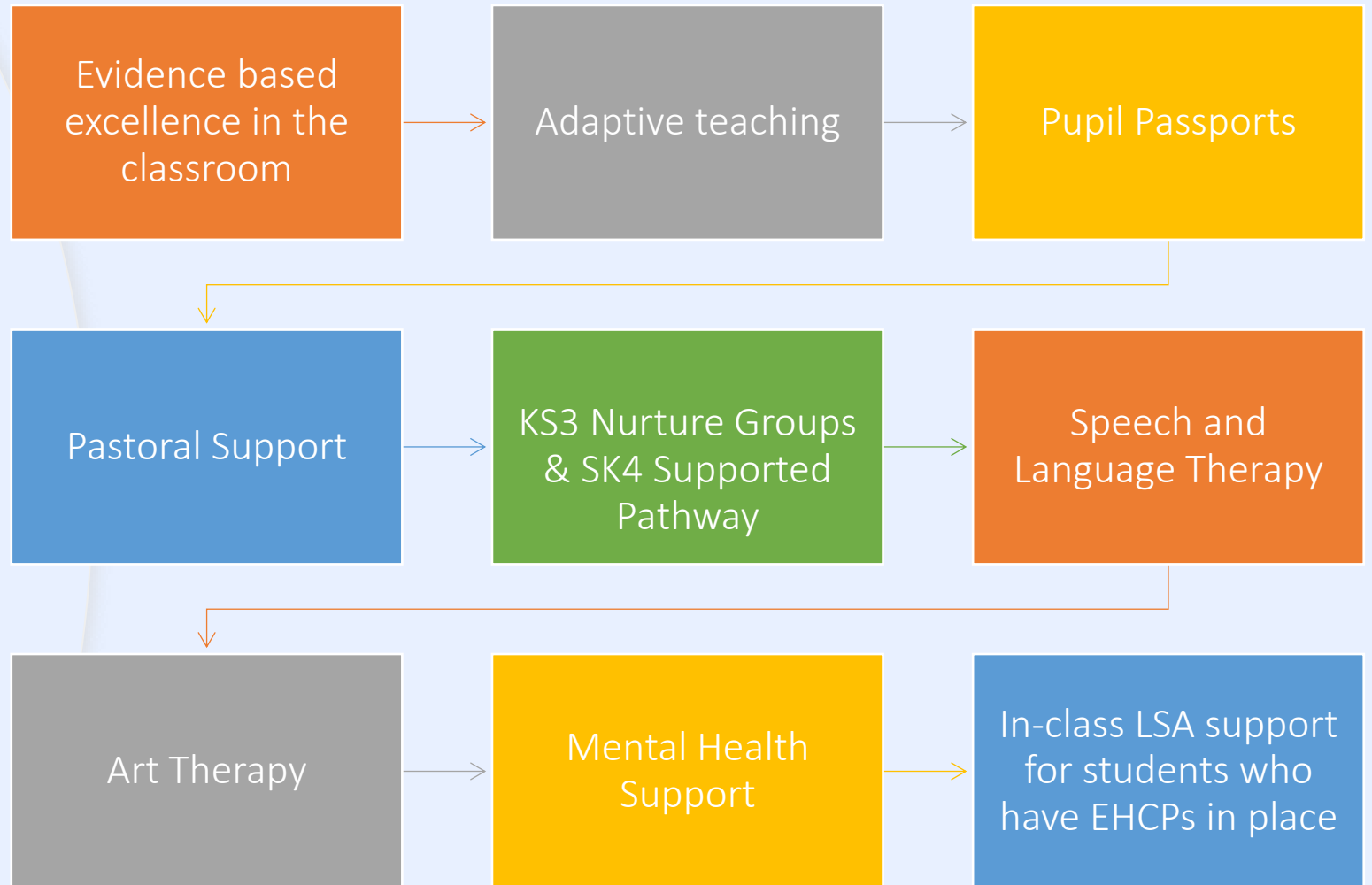


Leila Alkunshalie – Deputy SENDCo & Designated Teacher for Looked After and Previously Looked After Children



Ruby Samuels – Deputy SENDCo

How are young people with SEND supported at SNS?





The Graduated Response to needs

Most - SEND Support

The young person's support needs are met through adaptive teaching and some adjustments (like Access Arrangements)

Some - SEND Support

The young person has a Pupil Passport and has a range of provision in place to support their development, including in class support, small group sessions, and/ or some outside agency involvement

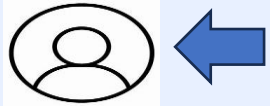


Universal - Quality First Teaching

Support needs are met through adaptive teaching

Few: Statutory support

The young person has an EHCP or is under statutory assessment



Pupil passports

- Not all young people on the SEND register will have one in place because:
 - we have consistent feedback from families that staff aren't reading and/ or remembering them
 - we want to meet needs at a universal level and follow the graduated response to supporting needs
- Young people will have a Pupil Passport in place at the *Some/ Few* pathways of the Inclusion Register
- This will enable us to more clearly track the Assess Plan Do Review cycle

Interventions

- Y7 Nurture Group
- Y8 Nurture Group
- Y9-11 ASDAN
- 1:1 and 1:2 morning check-ins
- Neurodivergent Breakfast Club
- Inclusion Breaktime HUB
- Inclusion Lunchtime HUB
- SaLT small groups:
 - Word Aware
 - Comprehension monitoring
 - Emotional literacy & regulation
 - Interview skills
 - Self esteem & confidence
 - Social & emotional language
 - Preparing for Work Experience



Students with dyslexia



Evidence based excellent in the classroom


Laptops

Touch typing

Access Arrangements


Assisted technology (where applicable)

Literacy support for those below chronological
reading age




How will teachers know about my child's needs?

Students will be on the SEND Register under E, K or M (monitoring)



SIMs will show staff whether a young person has support needs and access requirements and share important & helpful information to ensure needs are met



Some young people on the SEND Register will have a Pupil Passport in place outlining strengths, support needs and strategies

In class support

The aim is always independence

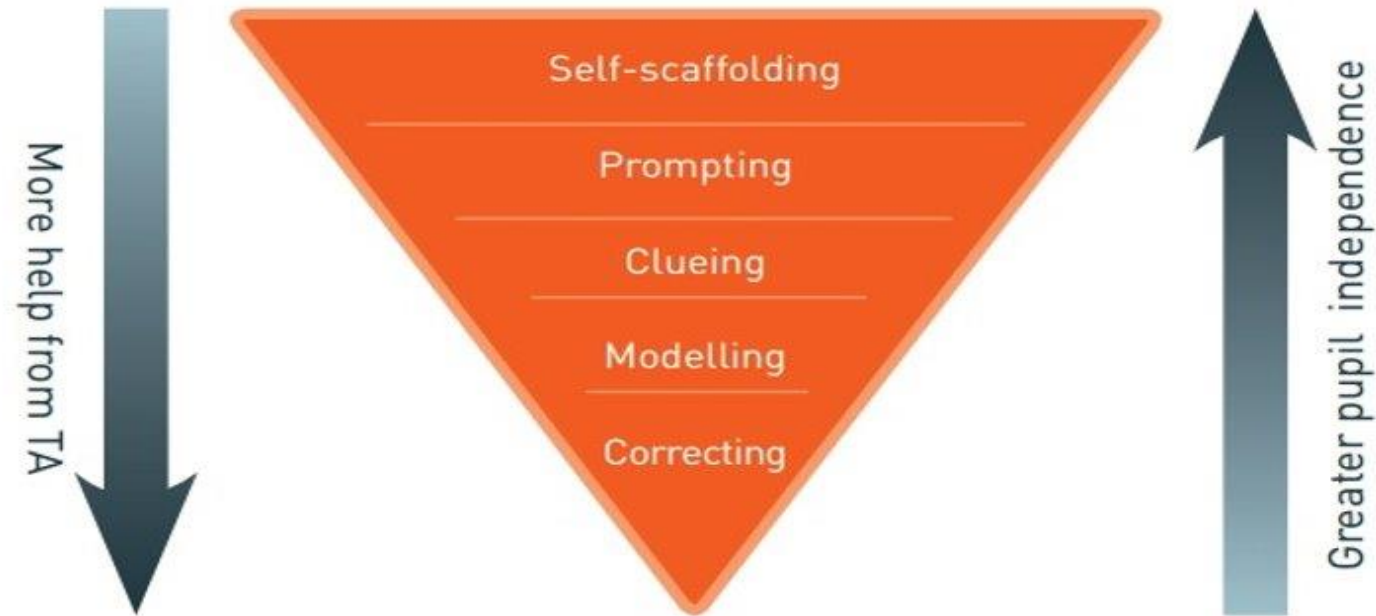
At SNS the aim is to support independence and help prepare young people and move away from the 'velcro model' of in-class support

Young people will not have the same LSA through the school day, we have teams linked to year groups and aim for consistency in subjects

Two aims: support and independence

We do not have 1:1 support in place for any students

Using LSAs in the classroom



Enrichment

We encourage our students with SEND to join a club- there is something for everyone!

You will receive a timetable at the start of the academic year

Homework club runs every lunchtime and every day after school every day in the library

Transition for young people with EHCPs



Key worker



Additional transition session



Section F provision will be planned for September



Inclusion Register & Pupil Passports will be ready by September



Common worries



Moving around the school



Lots of different teachers



Expectations about homework



Exposure to new subjects

Support for families

SENDIAGS

Termly SEND
Parent/ Carer
Forum

Hackney Local
Offer

Q&A

Four thick yellow curved lines of varying lengths are arranged in a semi-circular pattern in the upper right area of the slide.

Email:

reb.daw@sns.hackney.sch.uk
