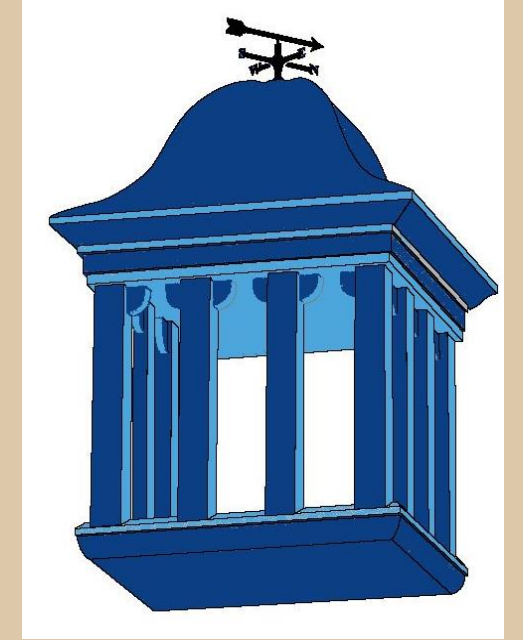


SEN Café



Welcome

March 2024

Sherington Primary School

Introductions

The Inclusion Team

Who are we?

Services Provided

What support can we get?

Referrals

How can we get this support?

The Inclusion Team

Inclusion Manager: Joanna Richards

Wellbeing Lead: Sarah Amis



SEN at Sherington Primary

Communication & Interaction

Difficulties with:

- Receptive & Expressive Language
- Social Interaction,
- Phonological skills or articulation skills.

Cognition & Learning

Difficulties with:

- reading, writing & spelling
- numeracy
- comprehension
- Processing information
- memory

SEMH

Typical characteristics:

- Disruptive/ uncooperative behaviour
- Temper tantrums
- Frustration / anger
- Withdrawn / depressed
- Anxiety and self-harm
- Stealing
- Truancy
- Vandalism

Sensory and / or Physical

Difficulties with:

- vision/hearing
- Sensory Processing
- Physical - through illness or injuries

Communication & Language

Children and young people may have difficulty with:

- receptive Language
- understanding and processing language
- expressive language
- the use of spoken language or nonverbal communication
- pragmatic/social communication
- social interaction, social cognition and pragmatics.
- speech sound
- phonological skills or articulation skills. The difficulty may not be restricted to one area and may be demonstrated at different levels.



Cognition & Learning

Pupils may display:

- work avoidance e.g. out of seat, sharpening pencils, talking, toilet trips
- low –level disruption.
- bravado/over confident eg “it’s easy”
- low self-esteem (aware of learning differences)
- spoiling of own work
- challenging behaviour
- poor working memory
- difficulties with organisation
- poor independence / reliant on adult support



Cognition & Learning

Specific learning difficulties (eg dyslexia, dyspraxia, dyscalculia):

- inconsistency (day to day)
- mild but persistent difficulties in aspects of literacy , numeracy or motor coordination (despite intervention)
- attention and concentration difficulties
- slow pace of work
- sequencing difficulties
- unable to follow instructions
- unusual profile of strengths and weakness
- self-esteem / poor motivation
- challenging / unusual behaviours e.g. tired/ acting out / bored



Children and young people with SEMH difficulties may display

passive behaviours such as:

SEMH

- anxiety
- low mood
- being withdrawn
- avoiding risks
- unable to make choices
- low self-worth
- being isolated
- refusing to accept praise
- failure to engage
- poor personal presentation
- lethargy/apathy
- daydreaming
- being unable to make and maintain friendships
- speech anxiety / reluctance to speak
- task avoidance

**Social, Emotional
&
Mental Health**

Children and young people with SEMH difficulties may display

active behaviours such as:

- challenging behaviour
- restlessness/over-activity
- non-compliance
- mood swings
- impulsivity
- physical aggression
- verbal aggression

**Social, Emotional
&
Mental Health**

SEMH

- perceived injustices
- displaying a disproportionate reactions to situations
- having difficulties with change/transitions
- absconding
- eating issues
- lack of empathy
- lack of personal boundaries
- poor awareness of personal space

Sensory and/or Physical Difficulties



Hearing Loss

Vision Loss

Multisensory Impairment

When there is a hearing loss and
visual impairment at the same time

Physical Difficulty

A variety of reasons, congenital,
injury or disease



Sensory Processing Difficulty

A child may be under-sensitive or
over-sensitive in 5 areas

Proprioception

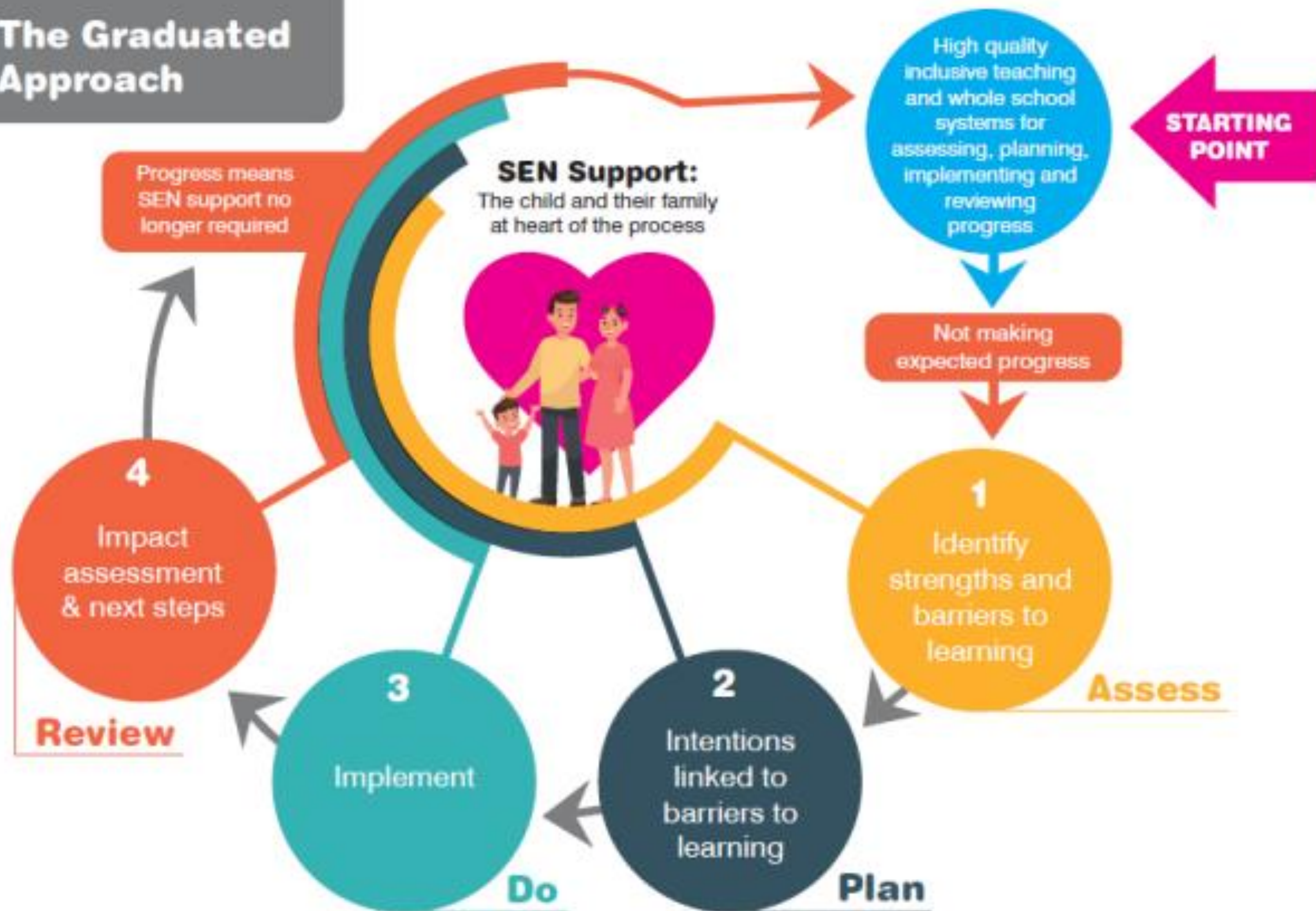
Vestibular

Auditory

Oral Sensory

Tactile

The Graduated Approach



*Quality
First
Teaching*

Services @ Sherington

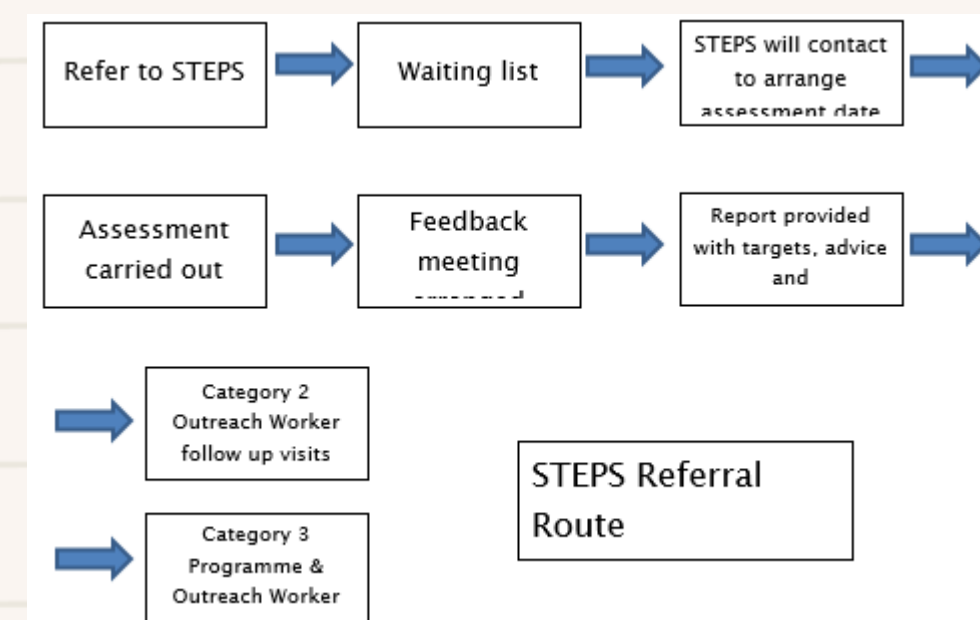
Educational Psychologist Service

EPs work with children experiencing:

- Find communicating difficult e.g. have trouble expressing themselves or find playing with others tricky
- Find an area or areas of learning difficult e.g. are having trouble learning to read or remember things
- Might be feeling low, worried, angry or want to hurt themselves
- Have a disability or sensory

Children's Therapy Services

- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- Dietetics



- Dyslexia
- Literacy Programme
- Handwriting
- Complex Needs

Services @ Sherington

ASD Outreach

Support for Autism/ASD

- Review on Request
- PECS
- Occupational Therapy
- Speech & Language Therapy

- **Counselling**
- **Play Therapy**
- **Social Interaction Groups**
- **Lego Therapy**
- **Satellite Classes**
- **Sensory Room**
- **Sensory Circuits**

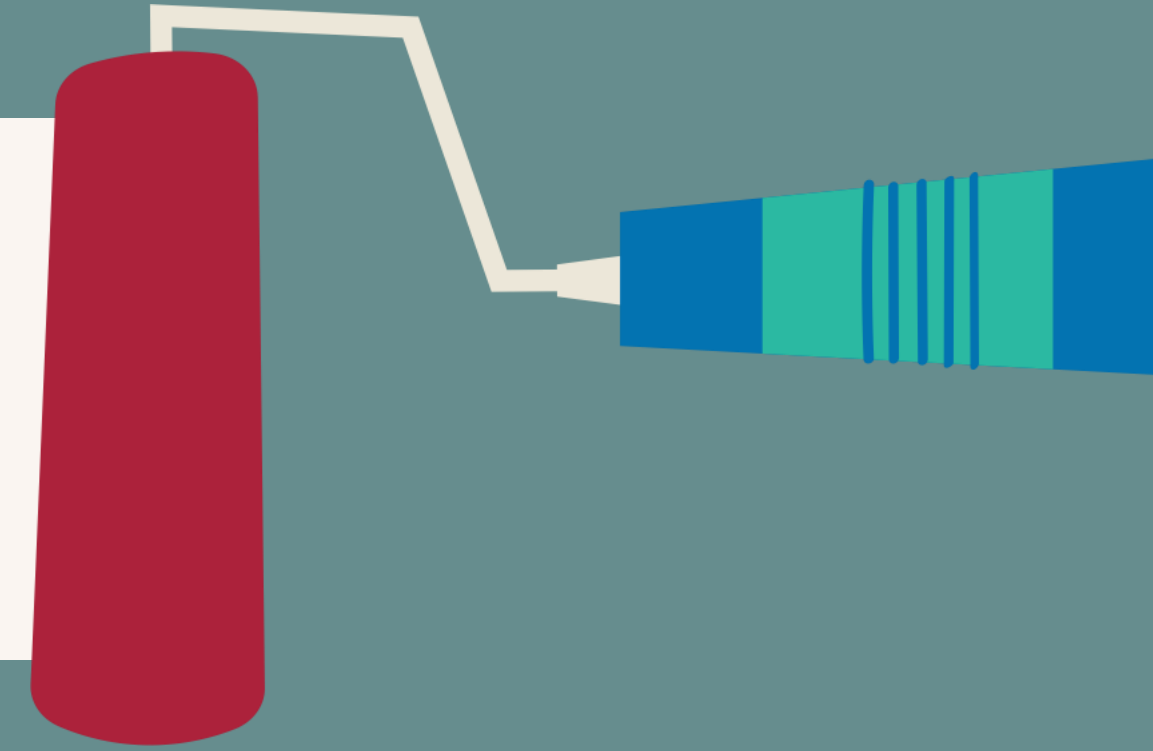
CAMHS

Child and Adolescent Mental Health Services.

Offer assessment and treatment for:

- Autism
- Attention Deficit Hyperactivity Disorder
- Low mood
- Anxiety problems
- Concerns around obsessive-compulsive behaviours
- Behaviours suggestive of body dysmorphia

Greenwich Local Offer



Early Years &
Childcare



Things to do



Care &
Support
Services



Preparing for
Adulthood



Education &
Schools



Health



Money



Staying Safe

For children and young people with Special Educational Needs and Disabilities

Early
Communication
Together Team

ECT Drop In Sessions

A safe place for parents and
carers to ask questions, meet
other parents and feel
supported.

Find out more



Recap

Services & Links

- ❑ [Greenwich Local Offer](#)
- ❑ [Greenwich Sendiass](#)
- ❑ [CAMHS](#)
- ❑ [ASD Outreach](#)
- ❑ [Integrated Therapies](#)



Summer SEN Cafe

Theme: The role of the Education
Psychologist / Dyslexia

Date/Time: tbc

The Inclusion Team

Inclusion Manager: Joanna Richards

Wellbeing Lead: Sarah Amis



Contact details

Inclusion Manager

jrichards@sherington.greenwich.sch.uk

Please note: the class teacher
should be your first point of contact.