



Address: Sandringham Green, Moortown, Leeds, LS17 8DJ

Telephone: 0113 2930155

Welcome to the SEND Coffee Morning

Summer Term

What is SEND?

- There are 4 different areas of SEND:
 1. **MLD/ SpLD/ PLD** – Moderate Learning Difficulties or Significant Learning Difficulties or Profound Learning Difficulties
 2. **SLCN** – Speech, Language and Communication Needs (this includes ASC = Autism)
 3. **SEMH** – Social, Emotional and Mental Health needs
 4. **PMD** – Physical/ Medical needs

What is SEMH?

- Social, Emotional and Mental Health
- Everyone at some point will be affected by the mental health and wellbeing.
- For some children, this will have a bigger impact on them and will affect them on a daily basis, with their understanding of themselves, their interactions and their learning.
- These children will be identified on our SEN register and within school they will be given further support.
- They will have a plan in place with specific support which they are receiving – either an SEMH Plan or an Individual Behaviour Plan.

Who are the staff who support children with SEMH needs?

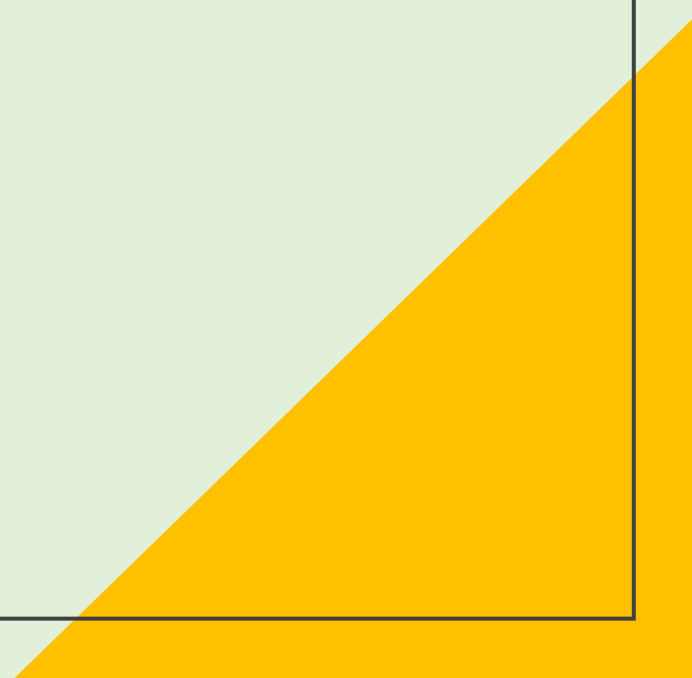
- **Your child's class teacher and teaching assistant**
- **Mrs Lucy Dalglish – SENCO/ Mrs Joanna Shelley – Deputy SENCO**
- **Mrs Helen Calvert – Learning Mentor**
- **Mrs Jordan Maskill – Lego Therapy and Wellbeing key worker**
- ***Every member of staff at Highfield Primary School – “Every teacher is a teacher of SEND. “***

What is our SEMH offer?

- Within the classroom
- Support by Learning Mentor/ Lego Therapy and Wellbeing worker
- Outside agency support – Educational Psychologist, Play Therapist, Counsellor

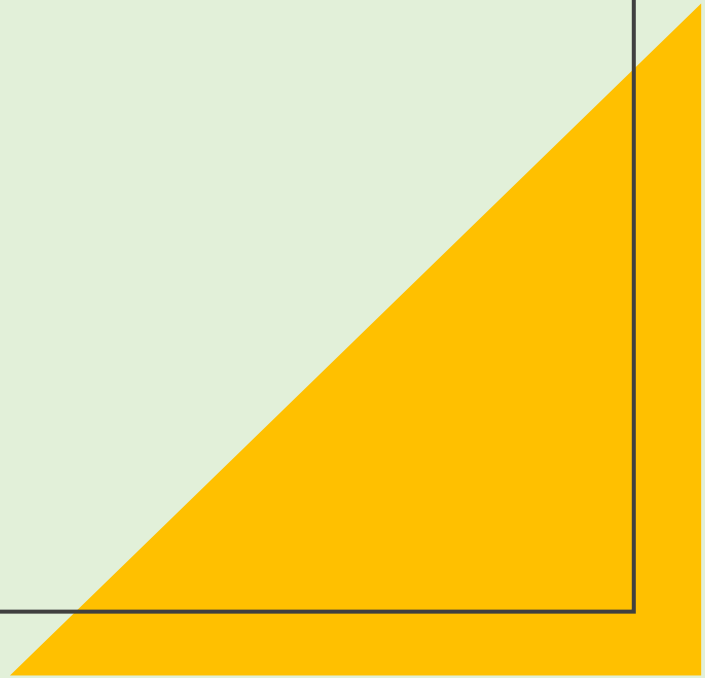


Support within the classroom – all children receive this support.

- **Be Ready, Be Respectful, Be Safe** – class recognition boards
 - **PSHE lessons**
 - **Thursday in-class assemblies**
 - **Class circle time**
 - **Class worry box**
 - **Whole school assemblies – Monday mornings**
- 
- A large yellow triangle is positioned in the bottom right corner of the slide, pointing towards the top right.

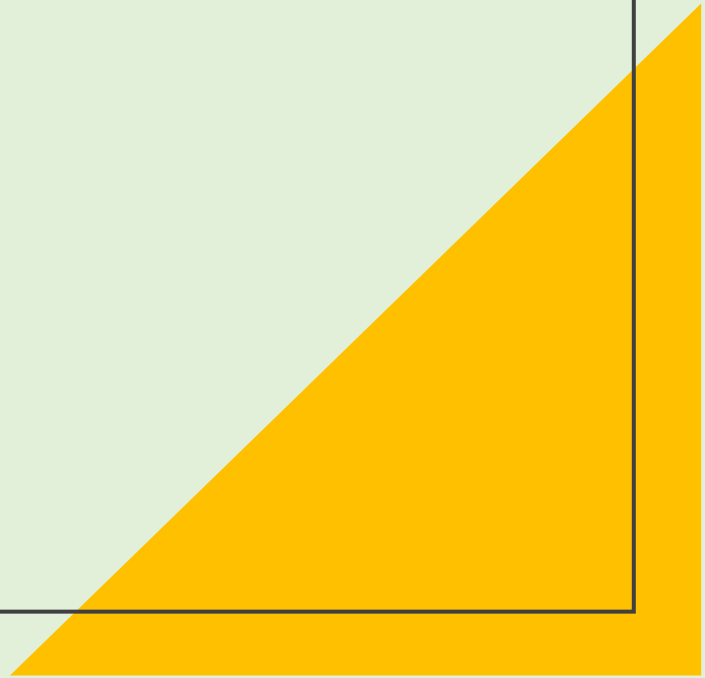
Support within the classroom – for individual/ small groups of children, done with the Teaching Assistant.

- **Zones of Regulation**
- **Emotional Regulation barometer**
- **Sensory Circuits/ movement breaks**

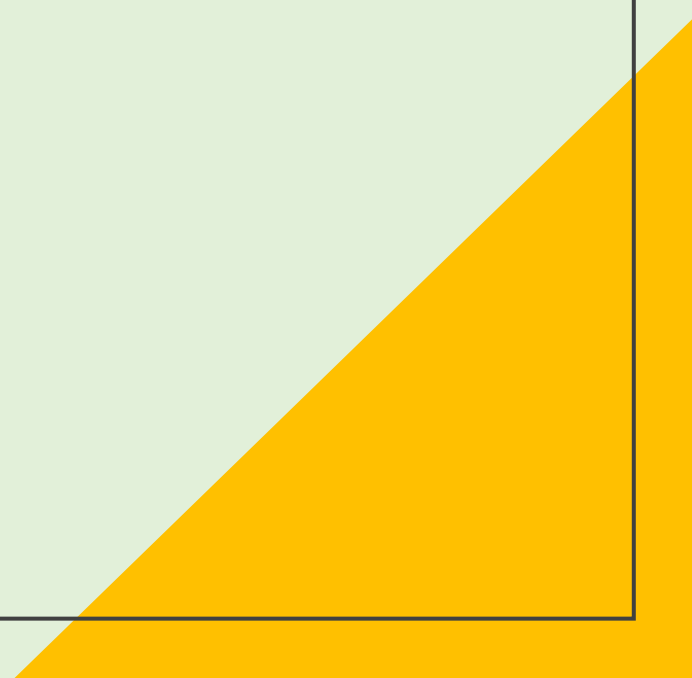


Support from Mrs Shelley (Deputy SENCO)

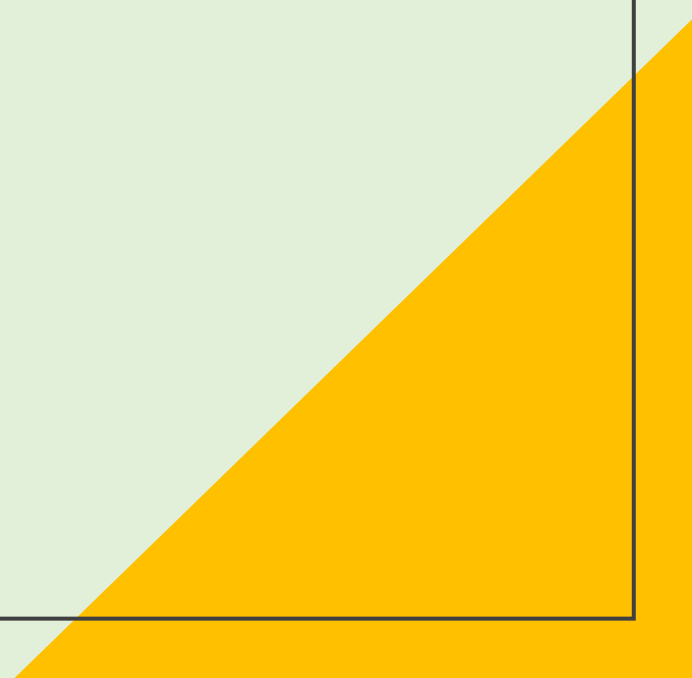
Boxhall Profile (done with children in Reception and Key Stage 1 and Year 3) – targets are identified and these are used to create a plan for a term, which is then reviewed.



Support from Mrs Calvert (Learning Mentor)

- **Emotional Literacy Program** (Year 3-6) next steps used to create an SEMH plan.
 - **Check ins**
 - **Wellbeing Sessions**
 - **Friendship Groups**
 - **The Story Project**
 - ***Coming Soon – The Tree of Life program***
- 

Support from Mrs Maskell (Lego Therapy and Wellbeing Worker)

- Art Therapy (from Place2Be)
 - Play Therapy (from Place2Be)
 - Lego Therapy
 - Building Confidence
 - Building Self Esteem
 - Emotion Coaching
 - Wellbeing sessions
 - *Coming soon – The Tree of Life program*
- 

Support from professionals

Some children may need to be referred for support from people who work outside of school. These people will come in to school to deliver regular sessions over a period of time (approximately 9 weeks)

- **Play Therapy** – following a referral to Cluster
- **Counselling** – following a referral to Cluster

Mrs Dalgliesh may also make a referral to an Educational Psychologist who will meet with parents/ carers and school, to discuss concerns and identify strategies and support that could be put in place.

An SEMH Plan

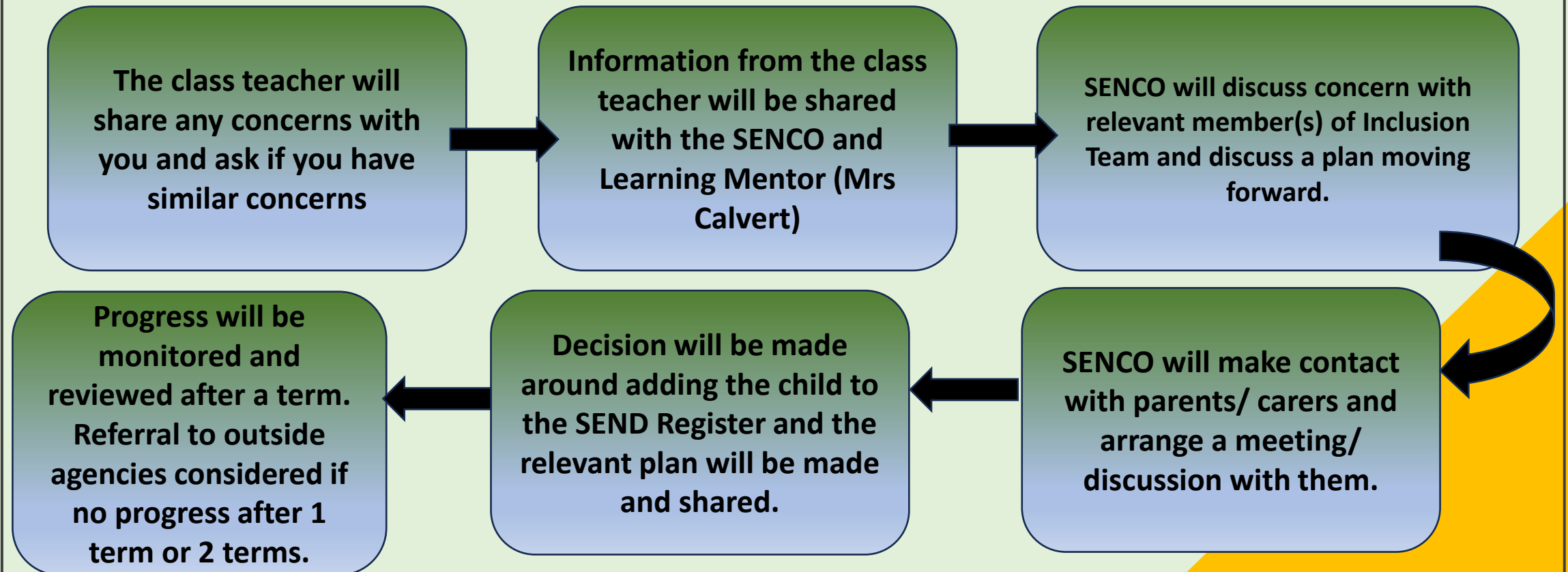
- Pupil passport, written by the child and their class teacher – identifying the likes, strengths, things they feel they need support with.
- Things in place within the school day to provide further support
- (for some children) Individual Targets linked to their SEMH needs which will be worked on for 1 term and then reviewed.

An Individual Behaviour Plan (IBPs)

These plans are for children who are really struggling with their regulation and behaviour and need more significant levels of support from key members of staff. They will be updated on a termly basis.

- Pupil passport, written by the child and their class teacher – identifying the likes, strengths, things they feel they need support with.
- Specific strategies for helping to support with regulation
- Consequences for specific behaviours
- Restorative conversations that will be used
- (for some children) Individual Targets linked to their SEMH needs which will be worked on for 1 term and then reviewed.
- These children will require an Individual Risk Assessment to be carried out. This will be shared with parents/ carers and staff who work with the child. This will be updated on a termly basis.

How will we work with you?



Ways in which you can further support:

1

Please come and talk to us in school if you have any concerns

2

Provide a calm space for your child at home

3

Provide opportunities for them to communicate their worries with you – this might not be verbally, they may want to share this with you in other ways

4

Try to avoid “why” questions. Instead share with them what you can see “I can see that you are feeling sad, angry etc”

5

Try to provide structure for each day but make sure that your child has some down time

6

Consider incorporating sensory circuits, emotional barometers, zones of regulation.

Signposting for further support

- **SEND provision at Highfield** [Special Educational Needs and Disabilities | \(highfield-primary.co.uk\)](http://highfield-primary.co.uk)
- **Leeds SEND Local Offer** [Directory \(leedslocaloffer.org.uk\)](http://leedslocaloffer.org.uk)
- **Leeds STARS Autism Team** [Autism Leeds | STARS Autism Support Team \(starsteam.org.uk\)](http://starsteam.org.uk)
- **Leeds Mindmate Team** [MindMate - Emotional wellbeing and mental health](#)
- **Leeds CAMHS Team** [CAMHS – MindMate](#)
- **Sensory Circuits** <https://www.childrenschoicetherapy.co.uk/sensory-circuits/>
- **Zones of Regulation** <https://www.theottoolbox.com/zones-of-regulation-activities/>
- **Emotional barometer** <https://www.twinkl.co.uk/resource/t-m-506-display-feelings-thermometer>

What can we do to further support you?

- What are we doing well?
- What could we do better?
- What would you like from us?

Please talk to each other, share ideas, come and talk to us and complete the evaluation form before you leave today 😊