

Bramhope SEN Coffee Morning

22nd November 2024



We will begin promptly at 9am

Please help yourself to a coffee from the side.

Outline of the Morning

- **9:00 – 9:05am**

Welcomes and Ground Rules

- **9:05 – 9:10am -**

Follow up from previous coffee morning / positive feedback.

- **9:10am – 9:35**

What are ILPs and IPMs

What they look like?

Timelines from class teachers

Review meetings.

- **9:35 – 9:45am**

Chance to have a conversations with Mrs Judd, Mr Street and Mrs House.



Today's
Agenda

Ground Rules and Protocols for SEN Working Group

1. Safe Space for Discussion

- This group is a safe and supportive space where all members are encouraged to discuss a wide range of SEN-related topics, including questions, experiences, and challenges.
- Everyone's input is valued, and there is no such thing as a "silly" question. We are all here to learn from each other and to share knowledge.

2. Maintain Anonymity

- To ensure privacy and respect confidentiality, no names of children, parents, or other staff members will be mentioned during discussions. When sharing experiences or examples, keep identifying details anonymous.

3. Positive and Constructive Atmosphere

- Discussions should remain positive, constructive, and solution-focused. We aim to build one another up and create a supportive environment where feedback is given respectfully.

4. Equal Contribution and Collaboration

- Each member of the group is encouraged to contribute, share their expertise, and offer solutions. Whether this is during the Q & A section of the morning or when you have some time to talk amongst yourselves over a coffee.

6. Welcoming and Inclusive Environment

- The group should be friendly, welcoming, and inclusive. Making new members throughout the year feel comfortable by being open and approachable. Acknowledging that we are all at different stages of diagnosis or are here because we have an interest in SEN.
- Avoid judgment and focus on creating a space where everyone feels encouraged to share and participate.

By adhering to these ground rules and protocols, we will build a strong, collaborative community focused on improving support for SEN children and ensuring a positive environment for all of our parents and staff members.

First and foremost, a thank you to those of you that attended our first coffee morning.

It was a huge success and the feedback from you as parents, and from those parents who couldn't make it but have accessed the slides, has been hugely positive.

Today, we welcome back some familiar faces from the last coffee morning and welcome some new faces too.

Thank you again for joining us and coming along to make these another way in which we can give you as parents an insight into everyday school life here at Bramhope, shed some light on certain aspects of school which might not be all too familiar to you and to share all of the positive interactions, interventions and communications that we have for our SEN children.

Responding to Feedback and Questions from the previous coffee morning,

Mr Street

How can we support specific needs at home such as speech and language needs?

- NHS Speech and Language Referral.
- [Provision Grid for Speech, Language and Communication.docx](#)
- <https://www.leedslocaloffer.org.uk/health-and-social-care/health-services/need-help>

Where can we as parents look for advice for home?

- <https://www.leedslocaloffer.org.uk/>
- <https://www.leedslocaloffer.org.uk/information-professionals/leeds-local-offer-send/llo-ebulletins>
- [https://www.leedsforlearning.co.uk/Article/163369?source=News letter&guid=D6C10C37-7E3C-445E-B606-DD420434B540](https://www.leedsforlearning.co.uk/Article/163369?source=News%20letter&guid=D6C10C37-7E3C-445E-B606-DD420434B540)
- The Parent Support Offer – Leaflets on tables

How do we support the transition to high school and when do we start putting this support in place?

- [STARS transition pack.docx](#)
- [Transition passport.pdf](#)
- Information handover with Head of Year 7 and SENCO

Personal Profile

Name:

I would like you to know that:

My outcomes are / I want to achieve:

What I like / am good at:

Things I find difficult:

It would help me if you could:

I will help myself by:

People who are important to me:

Example of a
profile used by
secondary
schools.

How do we start the transition to adulthood for SEN children? Support at primary level but also signposting to outside agencies and support for home level conversations?

- EHCP
- Individual Provision Maps
- Individual Learning Plans
- <https://www.leedslocaloffer.org.uk/>
- <https://www.leedslocaloffer.org.uk/advice-and-support/localised-cluster-support/clusters>
- <https://www.autism.org.uk/advice-and-guidance>
- https://www.adhdfoundation.org.uk/wp-content/uploads/2022/05/ADHD_FOUND_Takeda_ParentBooklet_May22_2.pdf

IPMs and ILPs

- What are they?
- How are they created?
- How are they reviewed?
- When will you hear from teachers?
- Parent involvement and reviews

IPM – Individual Provision Map

The IPM is a yearlong working document. This is reviewed and updated by the class teachers regularly but is reviewed and discussed with parents at the end of each school year. This document is how we begin our transitions from one year to the next. The IPM should contain the following information:

This document is a whole child document, you can read this and really understand who each child is as an individual. Their strengths, their passions, their barriers to learning, support in place and relevant strategies to support.

- **Key information about the CYP** such as name, DOB, year group, EAL, CLA status, primary need and a recent photograph to support new, supply and unfamiliar staff.
 - **Date** IPM was updated.
 - A description of **strengths** including achievements, interests, aspirations, and successes.
 - **Needs:** barriers to learning / engagement and needs are described here. Hyperlinks to professional advice and other plans: e.g., Personal Education Plan (PEP), Individual Pupil Risk Assessment (IPRA), Individual Health Care Plan (IHCP).
 - A section to **insert hyperlinks to key information** that will inform assessment and provision, including attainment and progress summary
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- **Universal provision.** Here include:
 - Teaching and learning strategies that work well for the CYP
 - Reasonable adjustments.
 - Adaptations and resources.
 - Assistive technology.
 - Strategies that the CYP will employ.
 - **Targeted and personalised provision.** Briefly outline name of intervention, timetabling and key staff.
 - **Hyperlink to Education Health Care (EHC) Plan** if applicable.

Funding Allocation

IPM – Individual Provision Map

- All children on our SEN register will have an IPM. The IPM is the main document attached to them and will be used to support further applications eg EHCP
- When funding is decided, it is concentrated on the **Personalised and Specific** section of the IPM.
- **Universal and Targeted provision** would be funded through our notional SEN budget

ILP – Individual Learning Plan

They are written termly by the class teacher with the child to set small, achievable and time-limited targets to help your child progress. These are reviewed termly and each target is reviewed with staff members leading interventions, assessment data and through speaking with the child and parents.

ILPs will have the following included on them,

- The nature of the child's learning or developmental difficulties
- Who will give the help, what equipment, programmes or materials will be used
- When, where and how often the help will be given
- The nature of the support required from parents at home
- Any pastoral care targets
- The monitoring and review arrangements

ILPs should focus on up to three or four key short-term targets for your child. The targets can relate to literacy and numeracy but can also focus on other areas, such as helping your child to develop independence skills or specific targets from outside agencies such as Speech & Language.

The targets set will be

- specific so it is clear what your child should be working towards
- measurable so that it is clear when the target has been achieved
- achievable
- realistic so that they are relevant to your child's needs and circumstances
- time-bound (to be achieved by a specified time).

There are examples on tables for you to have a look at.

These will show the difference between the documents, you can see how the ILPs and IPMs differ from each other.

Please note – these are examples only and are not 'real life' children

Parent Involvement
– What should you
expect?

- IPM annual review meetings – In person, face to face with SENCo.
- ILP termly meetings – Face to face with class teacher
- ILP review meetings – email initially for parent voice.

Individual Provision Map					
Pupil	Pupil Premium/ CLA/PA/PCLA Primary Need:	DSL Involvement	Year Group	Last updated	
Description of Strengths & Needs	Strengths - Include achievements, aspirations and successes		Needs		
	<ul style="list-style-type: none"> • • • • • • • 		<ul style="list-style-type: none"> • 		
Universal Provision			Additional Provision		
Current provision only			Current provision only		
<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • 			Targeted: <ul style="list-style-type: none"> • 		
			Personalised/Specialist:		
			<ul style="list-style-type: none"> • • • • • • • • • • • • • • • • • • • • 		
			Link to PIP Link to ILP		
This Individual Provision Map details how teachers will differentiate and support this student's learning needs within a continuum of provision from universal to targeted to personalised/specialist.					

Individual Learning Plan			
Name:	Area of need:	Class / Form / Group:	Teacher:
Date of this plan: Updated:	C&L C&I SEMH P/S	Review due:	Pupil Premium: n/a

Overall outcome:				
Steps toward achieving the outcome:	Strategies/resources:	Frequency / duration:	Success criteria:	Progress made:

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Timelines for reviews of IPMs and ILPs

- IPMs are a working document, teachers are continually updating these plans. These are reviewed with the child, parents and teachers annually.
- This is a face-to-face meeting and will happen during the summer term with myself.

- ILPs are on the ground, measurable targets. Designed to support the child with their day-to-day learning.
 - Short term targets given for each term, although they can roll over.
 - These are reviewed at the end of each term and updated in the first few weeks of the next term.

Any questions regarding the IPM or ILP documents?

If you have any more general comments or questions, please use these next few minutes to catch Mr Street, Mrs Judd or myself.

Alternatively, please feel free to add anything to the sheets on tables.

Up and Coming Free Parent Support Workshops - STARS

Keeping autistic children and young people safe online – 10th January 9:45am (1.5 hours)

<https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=236307>

Emotional Well-being – 13th February 9:15am (2 hours)

<https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=251862>

Key life transitions – 7th March 9:15am

<https://secure2.sla-online.co.uk/Training/mTrainingDetails.aspx?Id=236315>