

**SEND Coffee  
Morning  
5 /6  
19th May 2025**



# Today's Agenda

## Outline of the Morning

- **9:00 – 9:10am**

Welcomes and Ground Rules

- **9:10 – 9:30am -**

- Transition Process – What to expect
- What we don't know (yet)
- How to support at home – Transition Passport

- **9:30- 9:45**

Q & A and time to share.

# 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.

## Annual SEN Review Meetings at Bramhope

Last year, we introduced an annual SEN review meeting, led by Mr. Street and myself, to provide a comprehensive evaluation of the support in place for our children with special educational needs.

While some of our families engage regularly with class teachers and me in my role as SENCo, others may not require as frequent contact.

The annual review offers an invaluable opportunity for face-to-face discussions, allowing us to reflect on successes and identify further support strategies for both school and home environments.

We take great pride in offering this service to our families at Bramhope. It has been instrumental in fostering strong, collaborative relationships between home and school, benefiting many of our students.

This year, we have split our review meetings into 3. There is no order in which these have been split but it is just impossible for me to meet with all our families within 7 weeks. You will receive a letter this week to inform you whether your meeting will be during our summer 2 term or whether this will be in September as our new year begins.

The rationale behind splitting it this year over the summer 2 term and the autumn 1 is simply due to how many families and meetings that I need to get through.

Please rest assured that the detailed meetings with teachers are happening so therefore provision will roll over to September as it has been during this academic year.



# Transition Process at Bramhope

Although it is a time for change for our children and our families, it is also a time where we see and value the importance of consistency and time to continue working conversations and fostering new relationships.

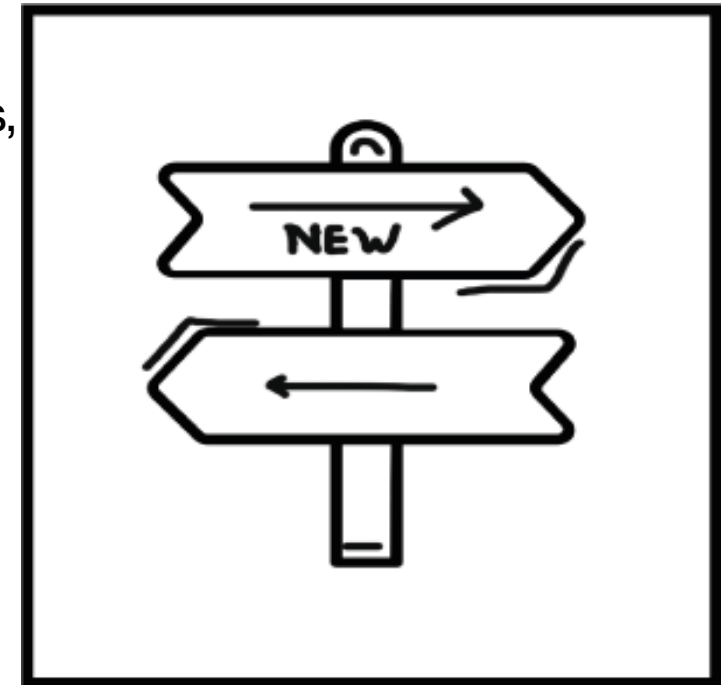
This time of change, may feel quite sudden to you but please rest assured that class teachers have had this in the back of their mind for weeks, if not months already, and have already begun small steps to transition.

Small steps might look like.....



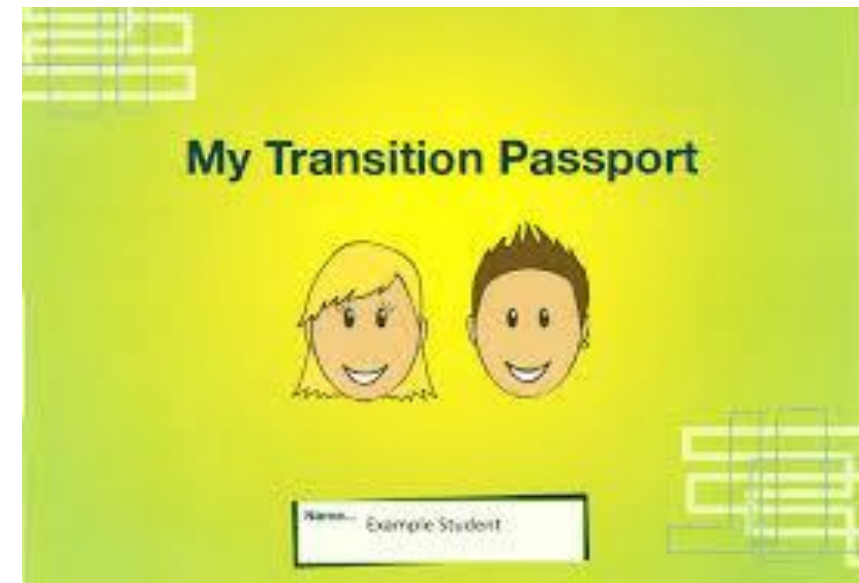
## Transition support going on in the background.

- SEN staff meetings and staff briefings throughout the year
- Dedicated staff meeting time in summer 2 to discuss children moving to specific classes – provision, emotional support, sharing IPMs / ILPs, resources that support and scaffold.
- Additional staff time with SENCo to support to support transition and to discuss how provision looks, how classrooms look, strategies to support
- Creating new classes, friendships, working partnerships, educational needs, sensory needs
- Building relationships – small steps
- Building transitions – small steps



# Transition Package for our SEN children

- Additional transition opportunities once we know the children's new class teachers
- Opportunities for the new teacher to come and visit the children in their current classroom environment
- Transition Passports – these play an important role in helping children process the transition to their new class. These can be completed in school but for this to have maximum impact these can be supported and completed at home.
- Social stories where necessary



## **Sections that can be completed at home**

- Page 5 – My relationships
- Page 7 – My Home
- Page 13 – My Life as I know it
- Page 15 – What my week looks like
- Page 18 – Hobbies
- Page 19 – Big Dreams
- Page 21 - Housing
- Page 23 – Work Life
- Page 25 – My Communication
- Page 27 – My Feelings

# Transition Behind the Scenes

- As standard, all class teachers will have transition meetings with the current class teacher. This gives an overview of each child, discussing academics, behaviours, friendship, medical and any other needs / important information
- Teachers will then have additional meetings with current class teachers to discuss current SEN support and provision in class. This looks at 'What a day for ..... looks like?' From NNT boards, emotional check ins, brain breaks to flexible seating'
- Teachers are then given opportunities to see current provision in practise, what does their calm area look like, how are strategies implemented in each lesson, what does the expectation look like etc
- In addition, all class teachers, will have a transition meeting with me before the end of the summer term, this gives me the opportunity to share the IPM, discuss strategies and look at what the classroom provision looks like, seating options, calm area options etc
- Teachers and I will touch base again within the first half term to discuss what is working well, anything that is not working so well and looking at the whole picture again once your child is 'living in' their new setting.

# The Power of **YET**

I don't know ...**YET**

This doesn't work ...**YET**

I don't understand this ...**YET**

This doesn't make sense ...**YET**

I'm not good at this ...**YET**

I can't do this ...**YET**

## What we don't know yet, but will inform you of as soon as we do

- Class Teachers for each year group
- Children in each class – discussions on going - children and parent voices taken into consideration, soon children will either be having conversations with their teachers or will be given their transition sheets to complete with the names of 3 friends that they would like to be in a class with.



# Looking ahead to our final coffee morning

Our final coffee morning is scheduled for 9am on Monday 30th of June

## **Focus**

- Transition
- What to expect for the new school year – Coffee morning expectation, SEN parent / teacher reviews
- Parent Voice, what has worked well introducing the coffee mornings, what would be useful for parents to know or discuss during these sessions.