

on Inclusion

School HUB—Inclusion of SEND in the Mainstream Classroom

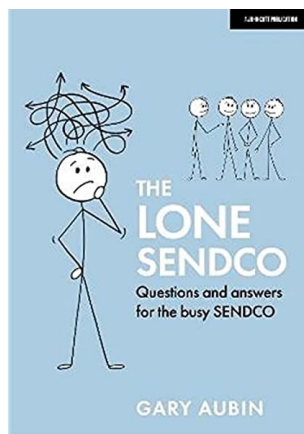


ASK A COLLEAGUE

Feedback from SENCOs has suggested that supervision styled sessions would be beneficial for most. Both experienced and new to the post. CPD sessions will be planned for this. In the mean time, please use the Jamboard link below to ask questions to our network and share good practice.

https://jamboard.google.com/d/1DGr8quO5_GrHnIYHJEFJVh6TtXc5F0Jvi4ZedFiEH4E/viewer?f=0

SUMMER READING



Gary Aubin is director of SEND for a multi-academy trust, having worked as a SENDCO in mainstream primary and secondary schools, leading an Outstanding provision. With a strong mindset of inclusion, his work as director of SEND has supported schools out

of Special Measures and towards Outstanding for their SEND provision. Alongside SEND duties, he writes the SENDMatters.co.uk blog and tweets as @SENDMattersUK. He is a contributing author to Great Expectations by David Bartram OBE and wrote the Understanding the SENDCO role course for Guide Education. He has reviewed and supported improvements to SEND provision within schools in Sheffield, Portsmouth and Kent, and has presented on SEND at numerous educational conferences and events. Teacher, Gary completed his Masters in Special and Inclusive Education at the UCL Institute of Education.

LGBTQ+ Resources to support autistic young people

[https://
www.ambitiousaboutautism.org.uk/what-we-do/awareness/
inclusion/lgbtq](https://www.ambitiousaboutautism.org.uk/what-we-do/awareness/inclusion/lgbtq)

Research focused on gender identity, autism spectrum disorder (ASD), and the experiences of those who identify as LGBTQ+, remains minimal. Initial findings have indicated that those on the autism spectrum may be more likely to identify as homosexual and experience more fluid gender identity. Insufficient consideration has been given to intersectionality around a disability status and gender identity, and few have focused this conversation specifically on the experiences of those with ASD

Southwark
Education
Learning and
Achievement



Starter Support for a Child that is Non-Verbal



Make it mean something

If a child is able to clap their hands, consider turning this into a symbol to mean something.

Level it up

Playing and talking are easier if you can see each other. Sit so you are at the same level.

Talk about it

Continue to engage in conversation despite it appearing one-way.

It has meaning – it's just not obvious

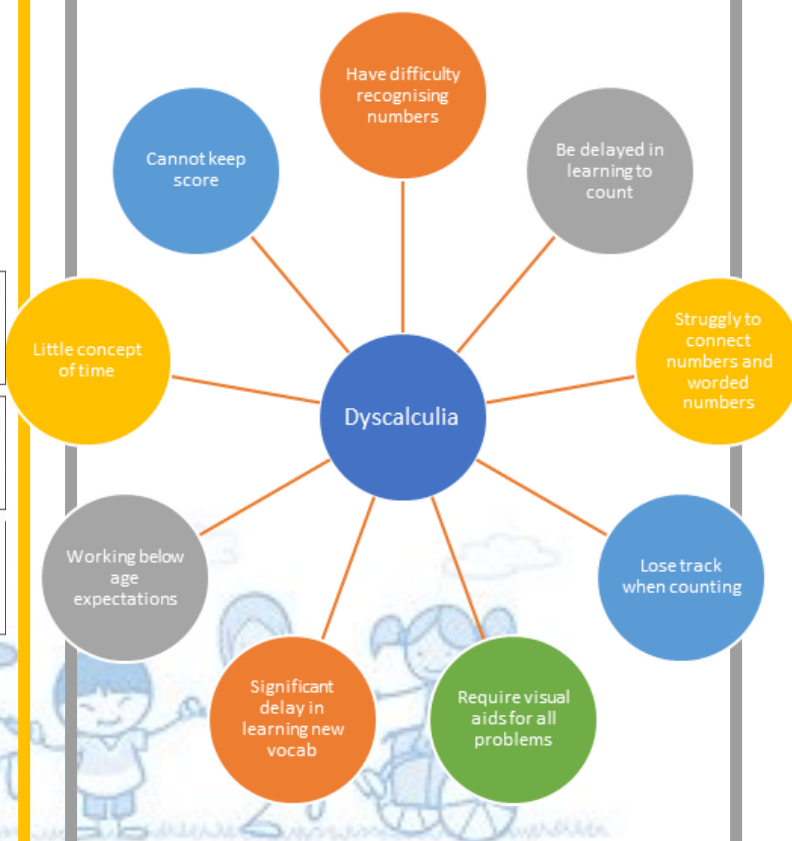
Treating every non-verbal indication as a communication

Find other means of expression

Dance, music, drawing, painting, messing with textures, banging drums, shaking maracas

Puppets and singing

Often children on the autistic spectrum do not communicate with other people or make eye contact. Yet they can, and do, communicate – often verbally – with a puppet or even their pets. Some children find singing a delight and can sing wonderfully even though they use very little verbal communication. Use these strengths as an aid to interaction.



What could
Dyscalculia
look like?



Future SENCO training

Wednesday May tbc 1.30 - 2.30pm—Webinar CENMAC facilitated by AK

Wednesday 22nd June 1.30-2.30pm—Webinar—Facilitated by FM

Topic: Paediatric Sickle Cell & Thalassaemia Team NHS

Wednesday 6th July led by BH 1.30-2.30—Primary SENCOs Forum

Future HUB training

Thursday 9th June 2022 4—5:30pm

Topic: SENCO supervision & trouble shooting

Please book by email: sen@alfredsalter.com or Google link below.

Snacks and refreshments provided!



Google form link:

Attendance of HUB training: https://docs.google.com/forms/d/1XUorf6Q1Z5hk0Hbmmx4t7rJ50Ab5MLmXLEJ7dgf_PEc/edit

Feedback on the content of the HUB: https://docs.google.com/forms/d/1yBPysaJMXcD1kFdJd80-Pu7OiWm9lChaLo6fck_ZKJs/edit

Coming soon.....

A SEND conference with outside speakers in Autumn 2022.....