



Chancery
Education Trust
Aspire to Success

CHANCERY EDUCATION TRUST

Parental Engagement

"WHERE FAMILIES AND SCHOOLS GROW SIDE BY SIDE"



**Chancery
Education Trust**
Aspire to Success

CONTENTS PAGE

Welcome

Introductions

Main Focus

Support



Learning Knows No Bounds

This Photo by Unknown Author is licensed under [CC BY-SA](#)

WHAT IS SEND

SEND: 4 AREAS OF NEED:



Communication and Interaction



Cognition and Learning



Social, Emotional, Mental Health



Sensory and Physical

1

Challenges in Communication

- Children with communication needs face difficulties in verbal and non-verbal language comprehension and expression

2

Support Strategies

- Speech therapy, visual aids, structured routines, and simplified language help support communication needs effectively.

3

Social and Technological Support

- Social skills training, peer programs, and communication apps enhance interaction and reduce isolation.

4

Importance of Early Intervention

- Early identification and intervention promote academic success and social development for children with communication needs.

COMMUNICATION AND INTERACTION

1

Learning Difficulties Overview

- Cognition and learning needs include dyslexia, moderate and severe learning difficulties affecting skills acquisition.

2

Support Strategies

- Differentiated instruction and assistive technology like text-to-speech improve learning outcomes.

3

Collaborative Interventions

- Collaboration among educators and parents provides consistent, personalized support to students.

4

Early Recognition Benefits

- Early identification of cognitive challenges allows for personalized plans preventing academic disadvantages.

COGNITION AND LEARNING

1

Understanding SEMH Needs: SEMH needs affect children's emotional well-being and behavior, impacting learning and social interaction.

2

Common Conditions: Anxiety, depression, ADHD, and attachment disorders are common SEMH challenges affecting children.

3

Support Strategies: Behavior plans, counseling, and positive classroom environments help support SEMH needs effectively.

4

Early Intervention Importance: Early intervention and collaboration with families and professionals promote emotional stability and success.

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

1

Types of Sensory and Physical Needs: Conditions like visual impairment, hearing loss, and mobility challenges affect access to learning environments.

2

Accessibility Adjustments: Specialized equipment and modifications like ramps, braille materials, and adapted seating support participation.

3

Inclusive Teaching Practices: Teachers use multiple formats and clear visual cues to accommodate diverse learning needs effectively.

4

Collaborative Interventions: Working with therapists and specialists ensures tailored support that promotes independence and confidence

SENSORY AND/OR PHYSICAL NEEDS

WHAT TO DO IF YOU THINK YOUR CHILD MAY HAVE SEN

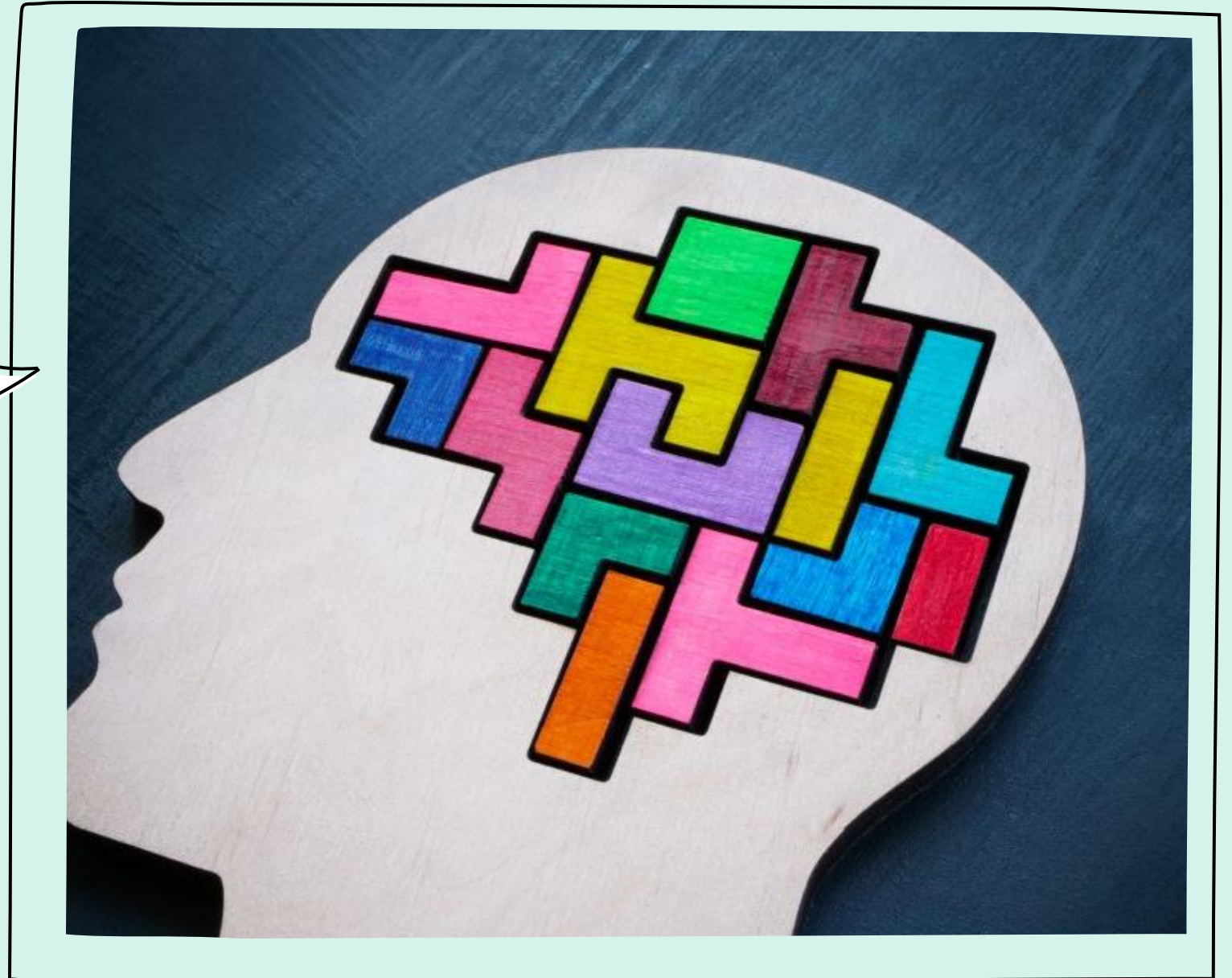
SEN Code of Practice: Graduated approach in schools:

Assess– gather evidence, SENCO observations, make referrals, parent meetings

Plan– What reasonable adjustments can be made in school and the agreed desired impact

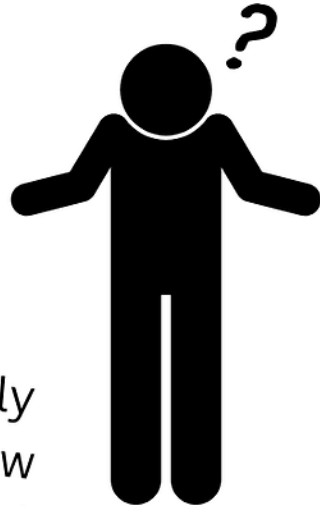
Do – Effective teaching strategies are delivered by staff in school or outside professionals

Review– Termly meetings to assess the impact of the support, any further adjustments or advice needed to ensure the progress is made against targets



Does My Child Need An EHCP?

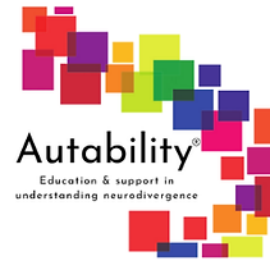
I've heard it's the only way to get real support...



Will it affect their progress if they don't have an EHC plan?

I should probably apply for one now before high school, just in case....

What even is an EHCP anyway?!



www.autability.co.uk



EHCP'S EXPLAINED

All children have the right to an education and to achieve to their full potential.

Support for children with SEN is delivered in waves of support. If your child is on the SEN register and is receiving SEN support, they are in receipt of wave 1 or 2 support. This is referred to as:

Quality First Teaching (QFT)– this includes reasonable adjustments, interventions, support in class, implementing advice from professionals eg Speech therapy.

If your child requires support over and above the QFT that schools should provide then they may be eligible for an EHCNA.

EHCPNA PROCESS



Schools or parents can apply for an EHCP



The process takes 20 weeks in total



The application requires school and parents to complete their views and provide evidence of the child's SEN across the 4 areas of need.



Based on the evidence provided by school and parents, the SEN team in the child's borough, will decide if the application should progress to the next stage.

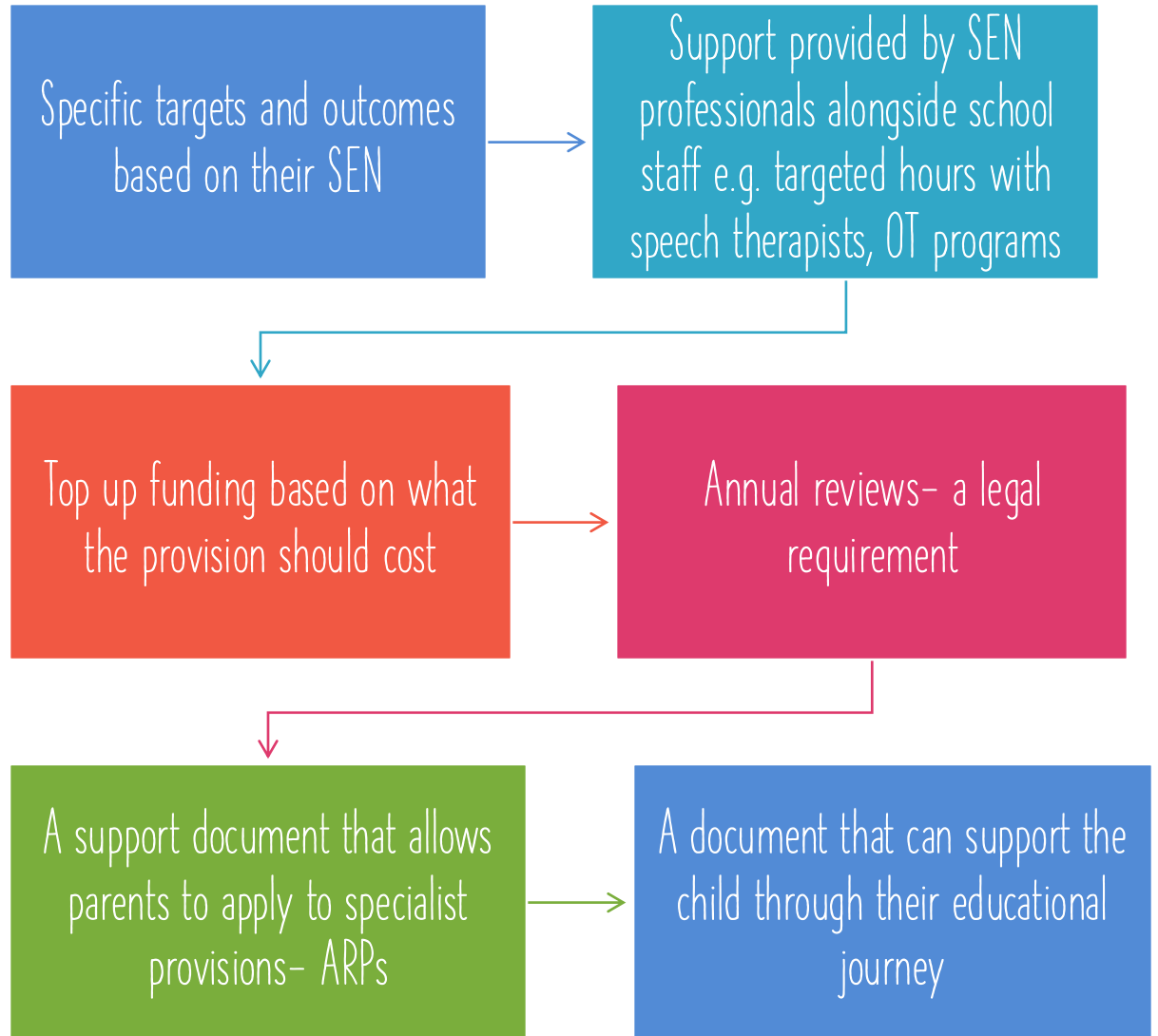


At the assessment stage the Borough will instruct educational psychologists, speech therapists, occupational therapists to complete reports to submit to the panel.



Once professional advice and reports have been received a draft EHCP will be issued for schools and parents to confirm or amend.

EHCP- WHAT IT MEANS FOR YOUR CHILD



A close-up photograph of a silver key inserted into a lock on a blue door. The key is a standard notched key, and a silver key ring is attached to it. The background is blurred, showing a doorway and some interior lighting. A white speech bubble with a black outline is positioned in the lower right, containing the text 'KEY STRATEGIES FOR SUPPORT' in a black, serif, all-caps font.

KEY STRATEGIES FOR SUPPORT

WHAT IS DYSLEXIA AND HOW TO SPOT THE SIGNS: WHAT IS DYSLEXIA?

Dyslexia is a neurological, lifelong condition that primarily affects:
Phonological processing (connecting letters to sounds)

- Reading accuracy and fluency
- Spelling
- Working memory for words

Early signs often show up as language delays or difficulty with sound awareness:

Around the age of 7/8 is when dyslexia becomes more visible because reading skills are taught directly

- Slow, effortful reading
- Avoiding reading or seeming frustrated by it
- Trouble sounding out ("blending") simple words
- Inconsistent spelling (writing the same word differently on the same page)
- Excellent verbal comprehension but poor reading accuracy
- Strong ideas but messy, disorganized writing

HOW WE SUPPORT IN SCHOOL:

Early Identification:

We use dyslexia screeners to check key reading skills (phonological awareness, rapid naming, decoding) in early identification. These screeners help us spot pupils who may be at risk of Dyslexia, but this is not a formal diagnostic assessment.

Classroom Accommodations:

Supports may include audiobooks, speech-to-text, extra time, graphic organisers, and access to notes to reduce barriers while maintaining high expectations.

Collaborative Support Team:

Teachers, reading specialists, and parents work together to create consistent strategies and ensure each student gets the right level of support.

Staff Training:

Teachers receive ongoing training in structured literacy and recognising signs of dyslexia.



INCLUSIVE PRACTICES AND COLLABORATION

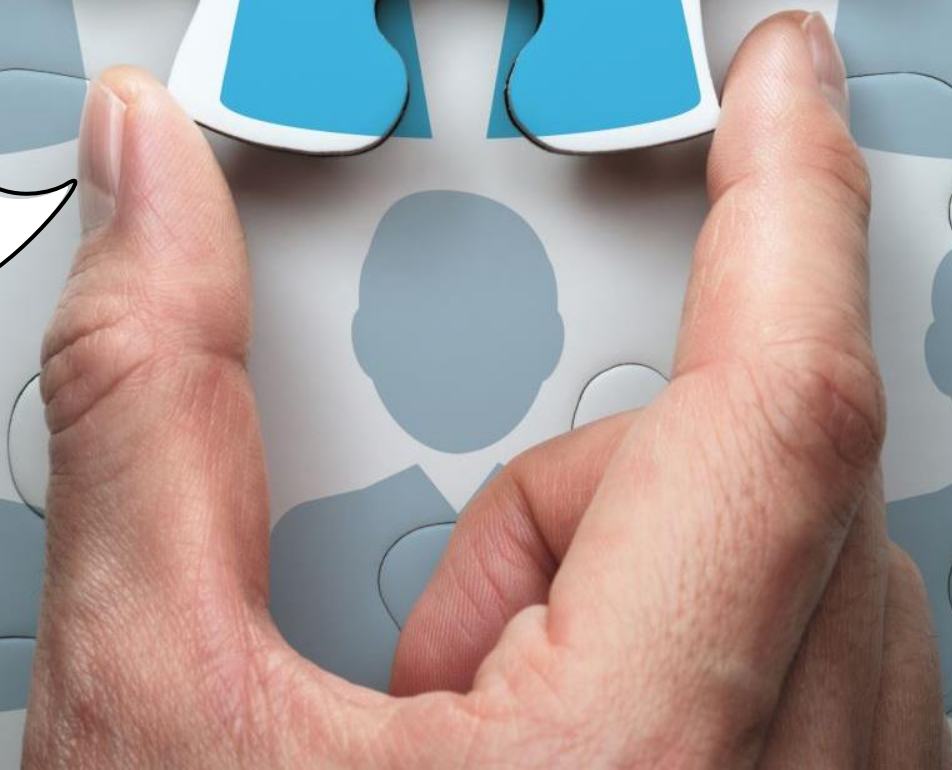
Positive Classroom Culture:
Promote diversity, peer
support, and professional
development to empower all
learners.

Collaborative Support:
Collaboration with specialists
and families ensures
tailored, evidence-based
interventions.

Differentiated Instruction:
Adapt teaching methods and
materials to meet diverse
student needs through
differentiation.

Assistive Technology: Use
assistive tools like speech-
to-text software to enhance
accessibility and student
engagement.

CONCLUSION
AND
RESOURCES



IMPORTANCE OF EARLY IDENTIFICATION AND RESOURCES



Early Identification Benefits: Recognizing SEND early enables timely interventions that prevent worsening academic and social challenges.

Collaborative Support: Effective SEND support requires educators, families, and specialists working together to create personalized plans.

Utilizing Resources: Frameworks like SEND Code of Practice and community services provide essential guidance for inclusive education.

Inclusive Education Benefits: Addressing SEND fosters a diverse environment benefiting all learners by promoting equal opportunities.

SUPPORTING YOUR CHILD WITH SEND AT HOME

Children with SEND may experience challenges with communication, learning, behaviour, or social and emotional wellbeing. With the right support, parents can create a structured, positive home environment that builds confidence and reduces stress—for both the child and the family.



1. CREATING A SUPPORTIVE HOME ENVIRONMENT



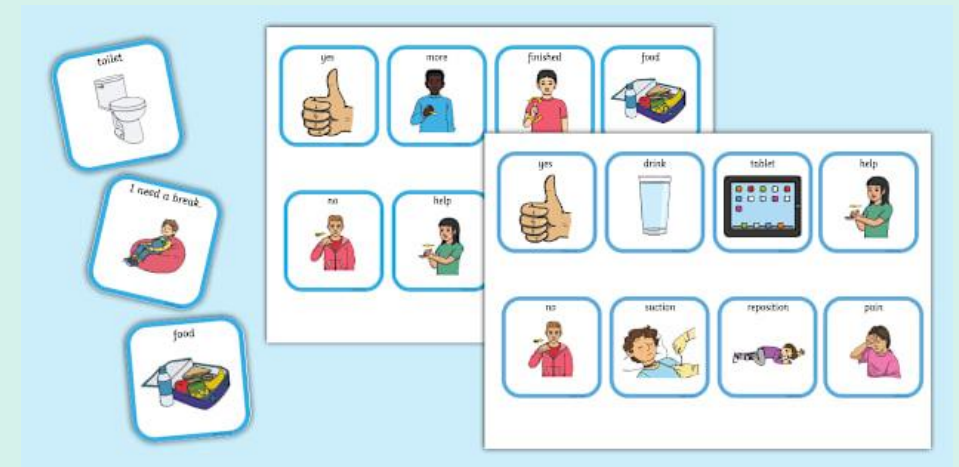
- Consistent routines: Children thrive on consistency. Create morning, after-school, and bedtime routines to reduce anxiety and help them know what to expect.

- Visual schedules: Use charts or pictures to show daily tasks, helping children who struggle with memory or transitions.

- Quiet learning space: A calm, clutter-free area supports concentration, especially for children with attention or sensory difficulties.

2. SUPPORTING COMMUNICATION NEEDS

- Use simple, clear language and break tasks into small steps.
- Visual aids, such as symbols, gesture cues, or communication boards, help children understand instructions more easily.
- Allow processing time so children can think before responding.
- Model communication, such as describing feelings or actions aloud to support language development.



3. HELPING WITH LEARNING DIFFICULTIES

- Short, manageable tasks with breaks reduce frustration.
- Multisensory learning (e.g., using movement, touch, or visuals) helps children with dyslexia or cognitive challenges.
- Assistive technology like text-to-speech, audio books, and reading apps can make learning more accessible.
- Celebrate small successes to build confidence and motivation.



Social, Emotional &



Mental Health

4. SUPPORTING SOCIAL, EMOTIONAL & MENTAL HEALTH (SEMH) NEEDS

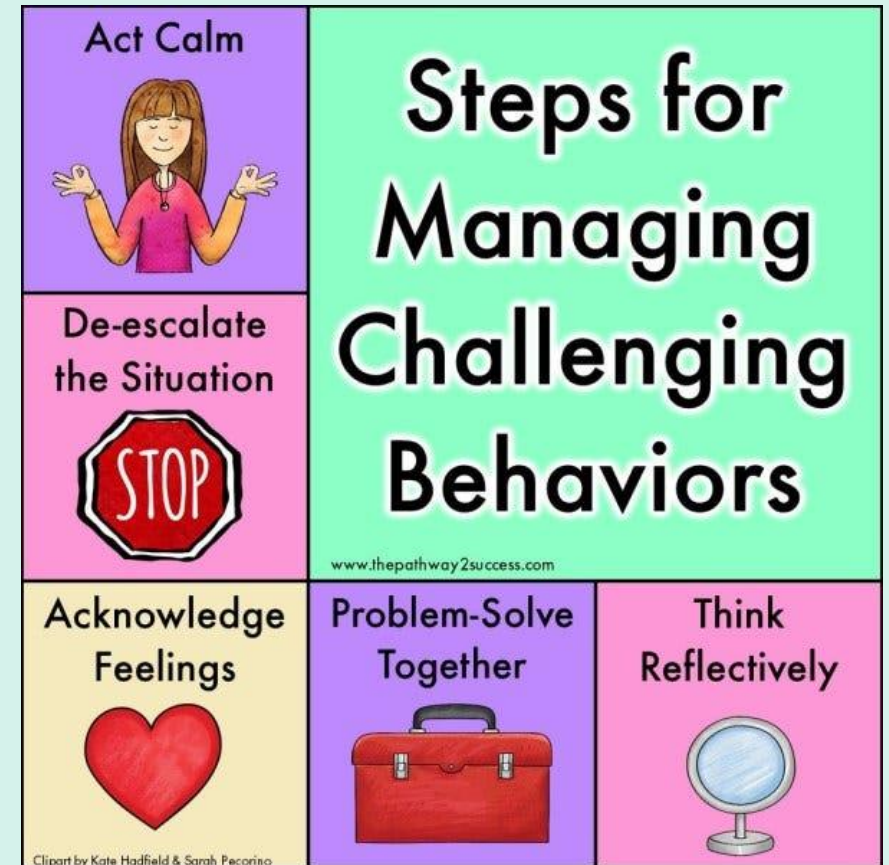
- Use emotional check-ins (e.g., "How are you feeling?" with a feelings chart).
- Teach calm-down strategies, such as deep breathing, counting, squeezing a stress toy, or taking a short break.
- Positive reinforcement works better than punishment—reward the behaviour you want to see.
 - Create safe spaces in the home where children can go when they feel overwhelmed.
- Maintain open communication, reassuring children that it's okay to talk about emotions.

5. MANAGING CHALLENGING BEHAVIOUR

Challenging behaviour often communicates an unmet need.

Parents can support by:

- Identifying triggers (e.g., noise, transitions, tiredness, frustration).
- Using consistent boundaries so expectations feel clear and predictable.
- Offering choices to give children a sense of control (e.g., "Would you like to do homework now or after a 10-minute break?").
- Using calm, neutral responses to help de-escalate situations.
- Setting realistic goals, such as improving one behaviour at a time.





TASTE



HEARING



SMELL



TOUCH



VISION

Children with sensory sensitivities may be overstimulated or under-stimulated.

Support strategies include:

- Noise-cancelling headphones for loud environments.
- Weighted blankets or cushions for comfort and grounding.
- Sensory breaks involving movement, stretching, or tactile activities.
- Reducing sensory overload by lowering noise, limiting strong smells, or adjusting lighting.

6. SUPPORTING SENSORY NEEDS



7. WORKING IN PARTNERSHIP WITH SCHOOL

Communicate any challenges your child is experiencing.

- Share strategies that work at home and ask for techniques used at school.
- Attend review meetings, coffee mornings, or SEND workshops offered by the school.
- Ask for referrals or signposting if you'd like additional support from external professionals.

8. LOOKING AFTER PARENT WELLBEING

Supporting a child with SEND can be emotionally demanding. Parents should:

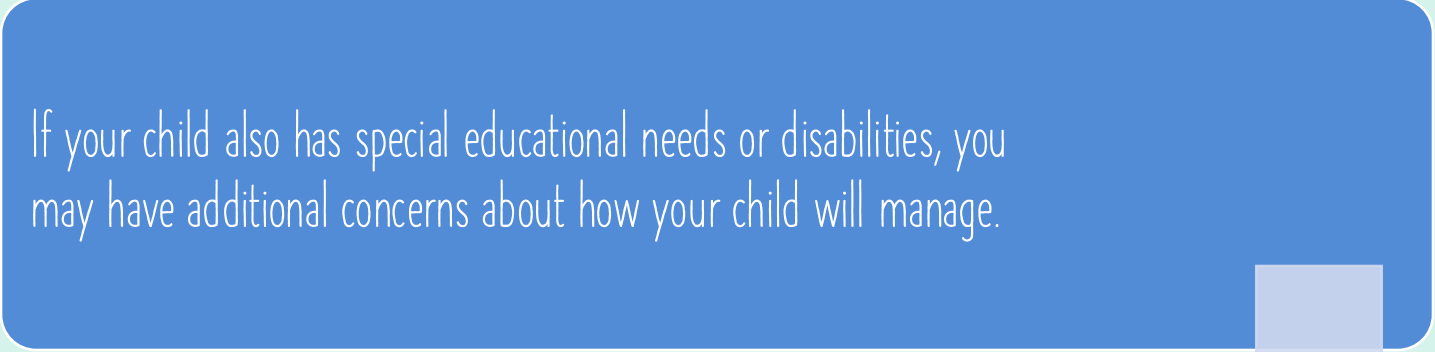
- Seek support from family, friends, or local SEND groups.
- Take breaks when needed—self-care benefits both the parent and the child.
- Use available community resources, such as parenting courses or counselling services.

Remember: You are not alone, and small, consistent strategies can make a significant difference in your child's development and daily happiness.

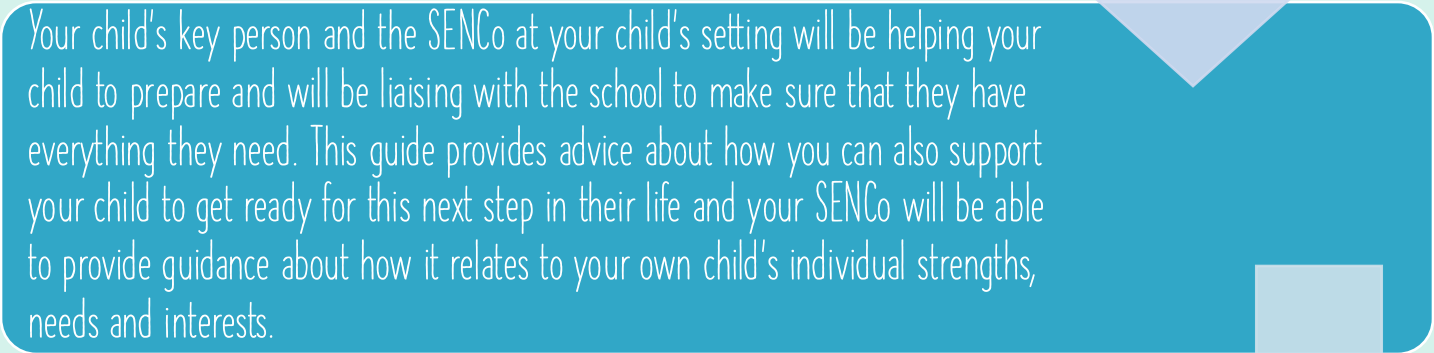


9. REASSURANCE TO PARENTS FROM THE SCHOOL

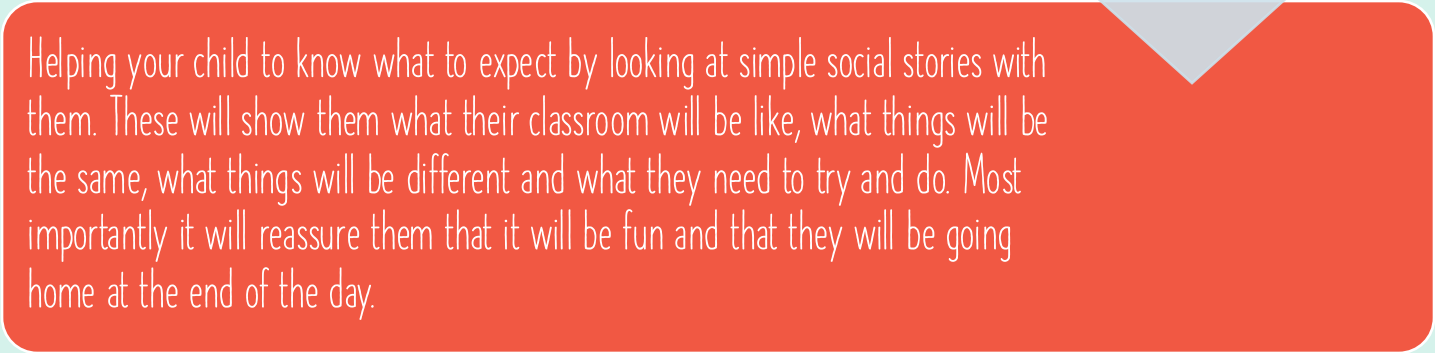
If your child also has special educational needs or disabilities, you may have additional concerns about how your child will manage.



Your child's key person and the SENCo at your child's setting will be helping your child to prepare and will be liaising with the school to make sure that they have everything they need. This guide provides advice about how you can also support your child to get ready for this next step in their life and your SENCo will be able to provide guidance about how it relates to your own child's individual strengths, needs and interests.



Helping your child to know what to expect by looking at simple social stories with them. These will show them what their classroom will be like, what things will be the same, what things will be different and what they need to try and do. Most importantly it will reassure them that it will be fun and that they will be going home at the end of the day.





LOCAL SEND SUPPORT FOR FAMILIES - BROMLEY LA



Bromley SEND Information, Advice and Support Service (SENDIASS)

SENDIASS offers free, impartial advice for parents, carers, and young people.

Support includes help with EHCPs, school placements, mediation, and understanding SEND rights.

Services include:

- One-to-one advice sessions
- Support at meetings
- Help with forms and applications
- Guidance on SEN law



Bromley Local Offer

The Bromley Local Offer provides information about SEND services, support, and pathways for children and young people aged 0-25.

Families can find guidance on education, health, transport, short breaks, and specialist provisions.

Website: Search *Bromley Local Offer*.



Bromley Early Intervention & Early Help

For families needing early support with behaviour, routines, child development, or emotional wellbeing. Includes family support workers, parenting programmes, and signposting to specialist services.



Bromley Children's Disability Service

Provides assessment and support for children with disabilities and complex SEND needs.

Support may include:

- Short breaks
- Personal budgets
- Social care support
- Specialist equipment



Bromley Mencap (Local Charity)

A key organisation supporting families with SEND.

They offer:

- Family support
- Parent training
- Social groups for children with SEND
- Advice for carers

LOCAL SEND SUPPORT FOR FAMILIES – CROYDON LA



Croydon SEND Information, Advice and Support Service (SENDIASS)

A free, confidential service supporting parents, carers, and young people with SEND.

They provide:

- EHCP advice and guidance
- Help with mediation and tribunals
- Signposting to local support groups
- Support with communicating with schools



Croydon Local Offer

The Croydon Local Offer provides a full directory of SEND services available from birth to 25.

It covers education, health, social care, preparing for adulthood, and local activities.

Website: Search *Croydon Local Offer*.



Croydon Early Help & Family Support

Offers support for families needing help with behavioural needs, routines, SEN development, and emotional health.

Includes access to:

- Parenting courses
- Family support workers
- Youth and community services



Croydon 0-25 SEND Service

Supports families requiring coordinated help across education, health, and social care.

Key areas include:

- EHCP assessments
- Social care support
- Short breaks
- Transition to adulthood



Croydon libraries & community-based SEND groups

Local libraries and community centres often host SEND-friendly events, support groups, sensory sessions, and learning workshops.

SOURCES OF SUPPORT AVAILABLE TO HELP YOU TO HELP YOUR CHILD:

Toileting: <https://www.eric.org.uk/early-years-and-education-professionals/>; contact.org.uk/parent-guide-toilet-training

Sleep: <https://cerebra.org.uk/download/sleep-a-guide-for-parents/>; contact.org.uk/parent-guide-sleep

Feeding and eating: contact.org.uk/parent-guide-feeding