

# WELCOME Parents' and Carers'



# Meet the SEND Support Team at Brent Inclusion Services



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# How do we support schools?

Our aim to develop and establish strong SEN support and understanding in all our settings, so that all teachers can support a range of learning needs in school.

## Training and Development



## School Visits and Advice



## Assemblies and Workshops

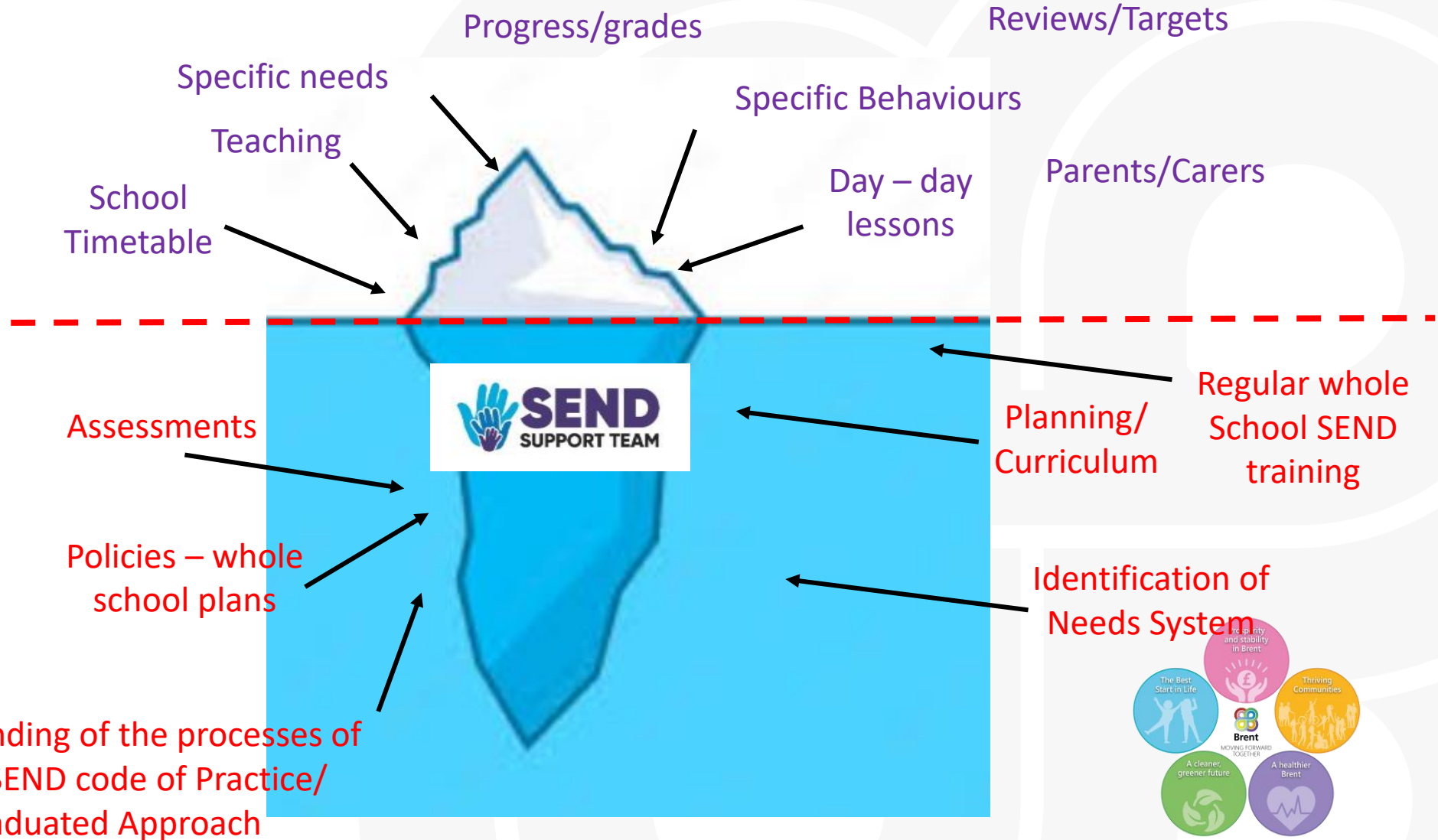


# SEND SUPPORT TEAM – ICEBERG MODEL APPROACH

Strong, consistent whole setting practices to SEND, support the work force better ( teachers), and thus creates a whole system that supports SEND.

**WHOLE SCHOOL APPROACHES ARE KEY.**

**If all our Brent Settings develop this, we have a whole system supporting SEND.**



Understanding of the processes of SEND (SEND code of Practice/ Graduated Approach)



# Agenda

- Brief Introduction on SEND
- ADHD/ ADHD Traits
- How parents and carers can support
- Support at home
- Q/A
- Early Help / Send Support Questions



# What is SEND (Special Education Needs and Disability)?

A learner has 'Special Educational Needs', often known as 'SEND', if they have a learning difficulty or disability that means they need special educational support.



## Why do they occur?

- We do not always know why a person has a learning disability.
- There may be many causes of a learning difficulty - developmental delays, genetics, difficult pregnancies etc
- Brain development is very difficult to predict and control.

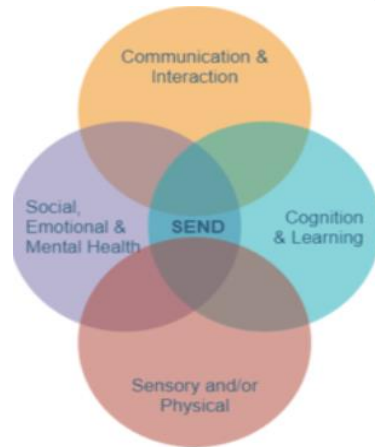
## It can include things like:

- not making progress in their learning, a learning difficulty
- a disability or health problem, struggling to communicate or understand what people are saying etc
- social communication difficulties
- emotional or mental health problems
- sensory and physical needs
- processing difficulties

# What is SEND (Special Education Needs and Disability)?

- There are 4 main areas of SEN
- Learners needs to be spread across different areas.
- It is common for children to be high functional in one area, but need additional support in another.

*Every child's profile is unique to them.*



### Cognition and Learning Difficulties

- \* Specific Learning Difficulties ( SPLD)  
eg dyslexia/dyscalculia
- \* Moderate Learning Difficulties (MLD)
- \* Severe Learning Difficulties ( SLD)
- \* Profound & Multiple Learning Difficulties ( PMLD)

### Social, Emotional and/or Mental Needs

- \* Depression
- \* Attention Deficit Hyperactivity Disorder ( ADHD)
- \* Eating Disorders
- \* Anxiety Disorders
- \* Mental Health Issues
- \* Social Disorders

### Communication and Interaction Needs

- \* Speech, Language and Communication Needs ( SLCN)
- \* Autistic Spectrum Disorder ( ASD)

### Sensory and/or Physical Needs

- \* Visual Impairment (VI)
- \* Hearing Impairment ( HI )
- \* Multi- Sensory Impairment (MSI)
- \* Physical Disability (PD)

# What is SEND (Special Education Needs and Disability)?



## How do I know if my child has SEN? When can they be Identified?

- Most identified very early in a child's life, but others may not be identified until they are older.
- Schools and early years settings (such as nurseries), and health professionals have a responsibility to help identify SEN.
- Some children never have a formal diagnosis, but always struggle with learning and/or communication.

### It can include things like:

- not making progress in their learning, a learning difficulty
- a disability or health problem, struggling to communicate or understand what people are saying etc
- social communication difficulties
- emotional or mental health problems
- sensory and physical needs
- processing difficulties



**Not all difficulties in progress and behaviours are SEN.  
Many can be a result of situational or environmental factors.**



# What is SEND (Special Education Needs and Disability)?



# Understanding different levels of need



- SEN describes a spectrum of needs and difficulties
- 'Levels of needs' describes how much that need effects a learner's ability to access the learning environment or build skills to support themselves.



**Each child's needs are unique to themselves.**

# Iceberg Analogy

The Iceberg is a useful way to help people analyse and understand what is causing a certain behaviour in a child with additional needs.

When you see an iceberg you are only seeing a very small part of it — the 'tip of the iceberg'. The largest part of the iceberg is unseen as it lies beneath the surface of the water



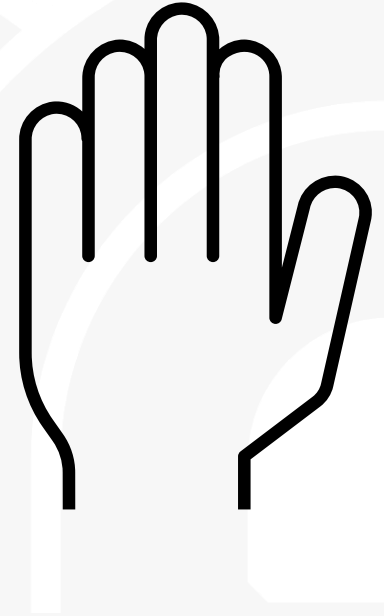
# What is ADHD/ADHD Traits?

# What do you already know about ADHD?

What experiences have you had with children or young people with ADHD?

What does it look like to you?

It is a diagnosis we hear a lot now...



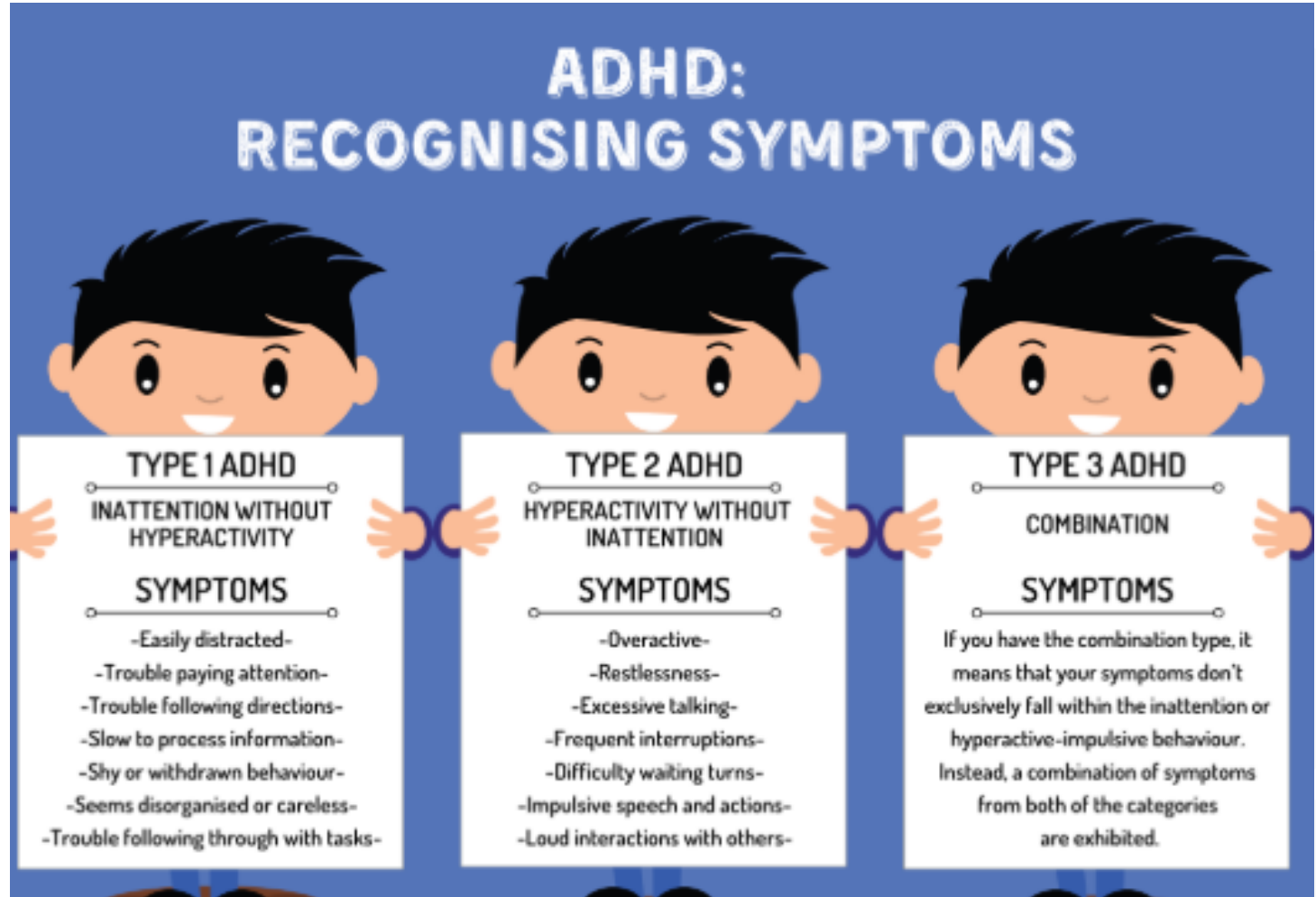
# What is ADHD?

**ADHD** refers to a range of symptoms that can include inattention, they may need support with concentration.

Children with ADHD may need support with their executive functioning.

- This refers to tasks completed throughout the day to manage everyday situations, such as getting organised, time management or staying on track.
- It's important we look at needs alongside than diagnosis.
- Diagnosis are important and they can help your child and yourself to understand their struggles.
- However – looking at the needs specifically and not the label is key

## ADHD: RECOGNISING SYMPTOMS



TYPE 1 ADHD	TYPE 2 ADHD	TYPE 3 ADHD
INATTENTION WITHOUT HYPERACTIVITY	HYPERACTIVITY WITHOUT INATTENTION	COMBINATION
<b>SYMPTOMS</b>	<b>SYMPTOMS</b>	<b>SYMPTOMS</b>
<ul style="list-style-type: none"><li>-Easily distracted-</li><li>-Trouble paying attention-</li><li>-Trouble following directions-</li><li>-Slow to process information-</li><li>-Shy or withdrawn behaviour-</li><li>-Seems disorganised or careless-</li><li>-Trouble following through with tasks-</li></ul>	<ul style="list-style-type: none"><li>-Overactive-</li><li>-Restlessness-</li><li>-Excessive talking-</li><li>-Frequent interruptions-</li><li>-Difficulty waiting turns-</li><li>-Impulsive speech and actions-</li><li>-Loud interactions with others-</li></ul>	<p>If you have the combination type, it means that your symptoms don't exclusively fall within the inattention or hyperactive-impulsive behaviour. Instead, a combination of symptoms from both of the categories are exhibited.</p>

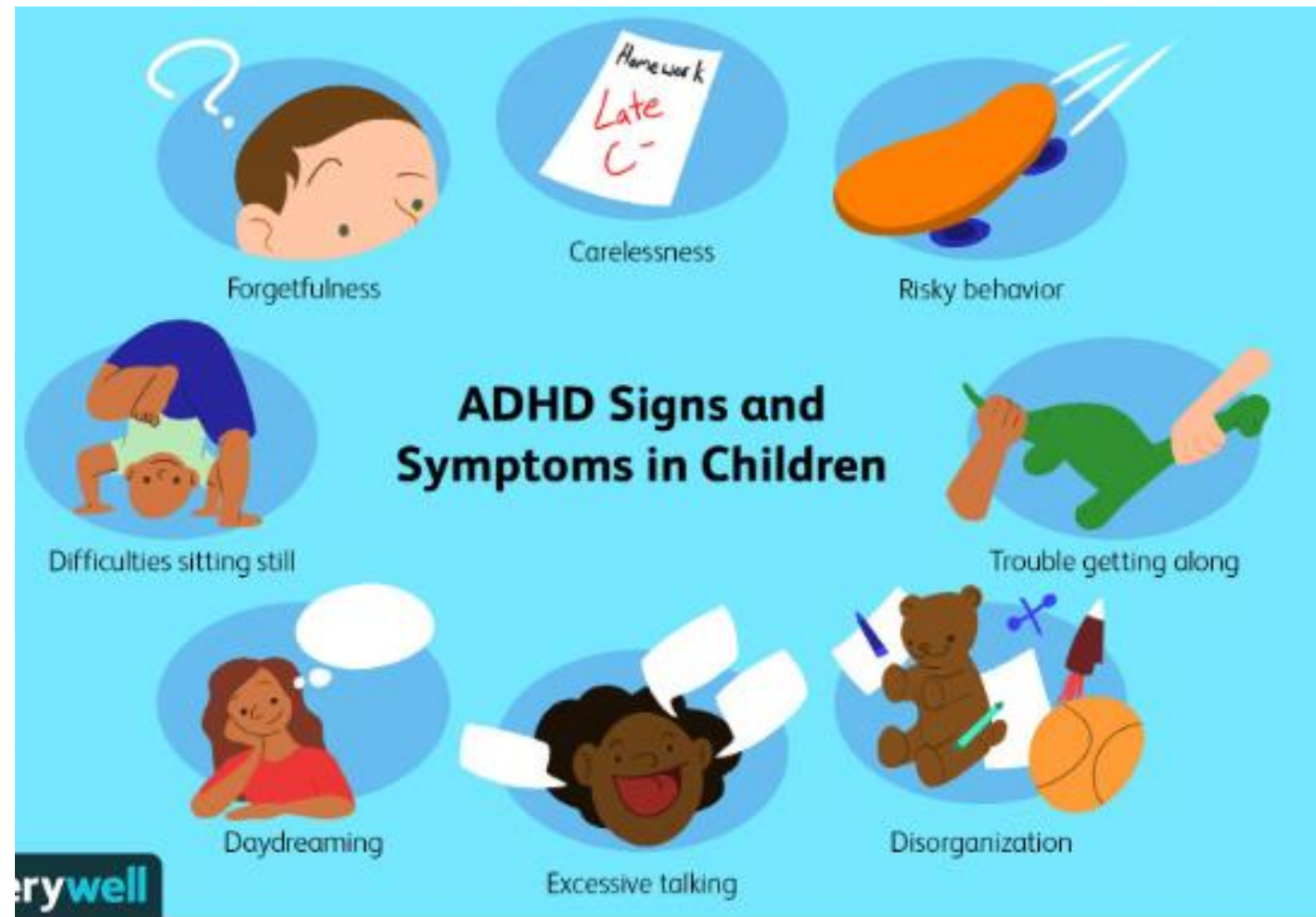
# ADHD traits

You may notice the below in people with ADHD. This is different from person to person:

- 🕒 Easily distracted
- 🕒 Need support with following instructions
- 🕒 Forgetfulness
- 🕒 Misplacing belongings
- 🕒 Support with regulating behaviour
- 🕒 Restless at times
- 🕒 Sleepless nights

With or without a diagnosis – your child can still be supported when we used a needs led approach

A learning needs to have multiple examples of the above – and it must impact multiple parts of their life.



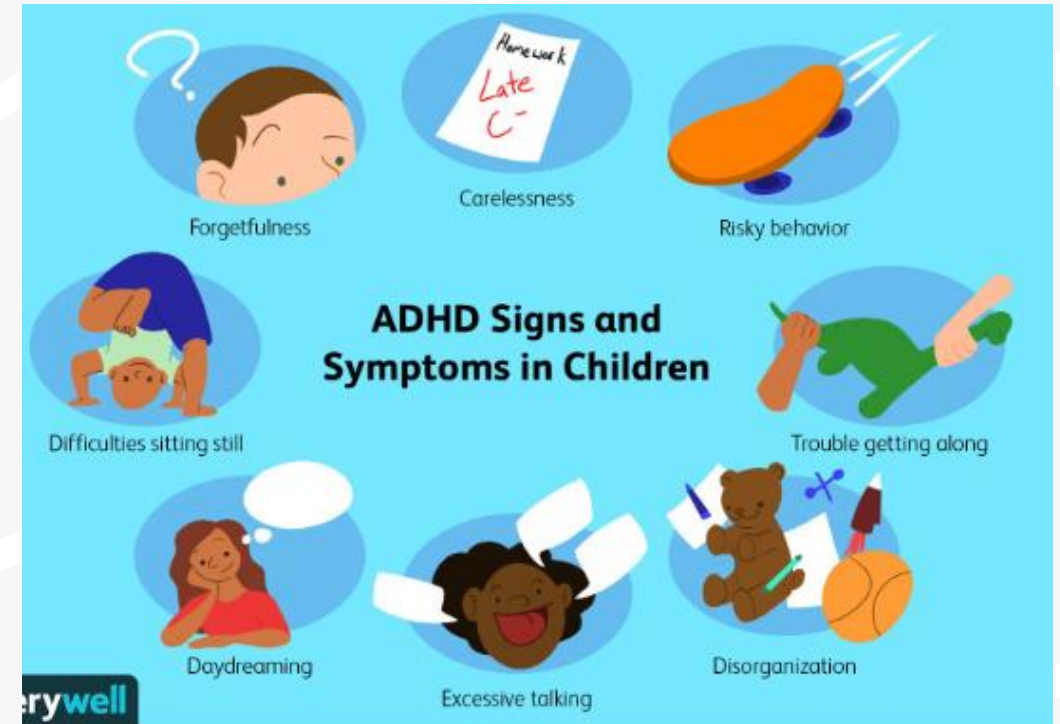
# Is it ADHD? ADHD Traits? Or just differences in learning styles?

It is not a simple question to answer – but we go back to our **needs led approach**.

Some children have different personalities, and you will find they respond in differently to different types of activities. That is normal.

If the needs are high, and it has impact on several aspects of your child's learning (studying, social skills, ability to integrate in activities) then it may be that a diagnosis is a route you would like to pursue.

It is also important to note that a diagnosis of ADHD does not necessarily mean long term statutory support (EHCP)



# Re – thinking challenging behaviour

Some children have different personalities, and you will find they respond to situations differently. With or without needs.

As adults, we must unpick the 'why' behind behaviours. This helps us formulate a response that is going to work. This is again a good model with a child with or without needs.

- Those with ADHD/ ADHD traits are more impulsive and can often find it harder to regulate their reactions – we need to teach them strategies to help reduce these types of behaviours.
- Those with ADHD/ADHD traits have experience sensory overload – this can come out as Fight of Flight reactions .

Consequences are still given to support behaviour – but it should also be alongside a discussion on how to support the learner to manage that situation again.



# ADHD other factors



## ADHD and Mental Health

### Anxiety

Individuals with ADHD are more likely to experience generalized anxiety disorder, often linked to chronic stress and worry related to ADHD symptoms.

### Depression:

ADHD is associated with an increased risk of depression, with studies showing that a significant percentage of individuals with ADHD also have depression.



## ADHD and Brain structure

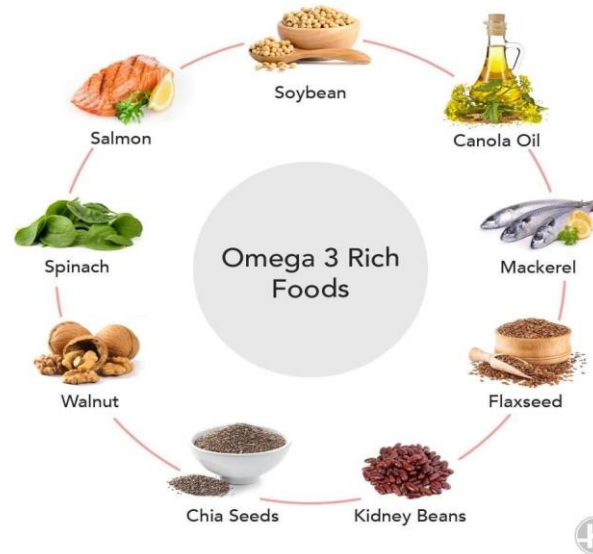
Research has shown there is a difference in the brain of those with ADHD/ADHD traits and those who do not have ADHD traits (Rubia, 2018)



## ADHD and Technology

Children with ADHD symptoms appear more vulnerable to developing high use of digital media (i.e., social media and gaming)

Digital media also has effects of heightening ADHD traits, either because of specific characteristics of digital media or due to indirect effects (i.e., sleep and social relations)



## ADHD and Food

Children with ADHD generally have lower levels of omega-3 fatty acids than children who don't have ADHD

High sugar diets are not good.

# Support for ADHD/ADHD Traits in school

Education teams will focus on a 'needs' lead approach. School's look at the level of need and respond to the barriers that it presents – with or without diagnosis. That is good practice.

Staff and school's are given training on how to support ADHD/ADHD traits.

Your child could have some 'traits' but it may not be necessary for a label/ diagnosis. It is just they need help in a specific area or barrier.

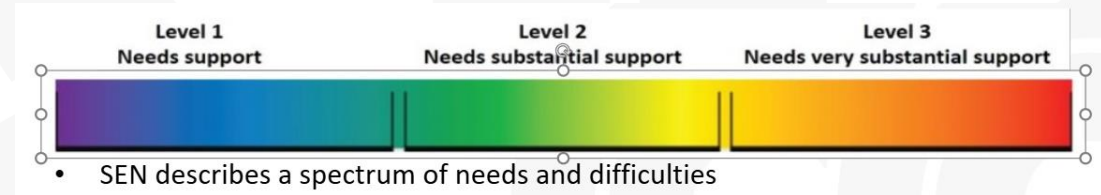
If school's feel level of need requires an assessment for further information – they will share that with you. If you are concerned- then have that conversation with your school.

It is important to take into account your child's progress and learning.



**Most cases on ADHD/ADHD traits can be supported positively in school, within a school setting.**



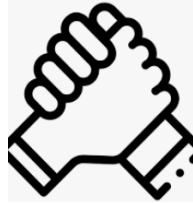


**School's work with learners at developing tools and strategies they can do to increase motivation and focus.**



# How can you support at home?



# How can I support as a parent/carer?

<p>Being open to understanding and exploring your child's needs</p> 	<p>Help your child build confidence and self esteem with their needs</p> 	<p>Working co-operatively with schools and service – engage in support/advice</p> 
<p>Seeking help and support when you need – you are not a</p> 	<p>Signposting others – that may also need support.</p> 	

# Fostering positive attitudes to SEND

It can be difficult for some parents to understand their child's needs -

**Why?**



Services and School's aim to support parents on this journey by having positive aspirations and attitudes for those with SEND and their futures!



# Family Well Being Centres

## Brent Family Wellbeing Centers

provide a range of community-led services that can support you from the moment you know you're expecting, through pregnancy and birth, until your child is 18 years old (or up to 25 for children and young people with special educational needs).

The Centers, offer a wide range of free health, education and welfare services to families and aim to give everyone in Brent the best possible start in life.



### **Alpertons**

Ealing Road  
Wembley  
HA0 4PW



### **Church Lane**

Fryent Primary School  
Church Lane  
Kingsbury  
NW9 8JD



### **Granville Plus**

142 Carlton Vale  
Kilburn  
NW6 5HE



### **Curzon Crescent and Fawood**

Curzon Crescent  
Harlesden  
NW10 9SD  
London



### **Preston Park**

College Road  
Wembley  
HA9 8RJ



### **Three Trees**

Tiverton Road  
Kensal Rise  
NW10 3HL



### **St Raphael's**

Rainsborough Close  
St Raphael's Estate  
NW10 0TS



### **Willow SEND**

Barnhill Road  
Wembley  
HA9 9DF

# Fostering positive attitudes to SEND

- ✓ Your child's/young adults learning journey might be different – but it can still be enriching, happy and have purpose.
- ✓ Progress can take time, and can look different for everyone.
- ✓ Celebrate ALL achievements – they may seem small – but they have the biggest impact.
- ✓ Focus on them being happy, regulated and accepting of themselves.

# Brent Parent Carer Forum

An independent, parent-led organisation that helps bring together parents and carers of children and young people aged 0-25 with special educational needs and disabilities (SEND) in Brent.

Run by a friendly group of volunteers who are all parent carers and understand the issues and challenges that looking after a child with SEND can bring

## **We help and support families of children with SEND by:**

- ✓ Providing information, advice and a listening ear.
- ✓ Gathering ideas and feedback from our members
- ✓ Work closely with local organisations to positively improve the planning and delivery of services in Brent for SEND.
- ✓ regular coffee mornings and evening meetings
- ✓ run workshops and training events for parents on a wide range of SEND-related issues



[Brent Parent Carer Forum - Website](https://www.bpcf.org.uk/)



Questions?  
and  
feedback



**\*Additional\***  
**Resources to support at home**

# Social story examples

## Social story

When we see



We greet them by saying 'Hello' or 'Hi'



And with a



If we wave and say



This makes our



very happy



## Social story comic strip



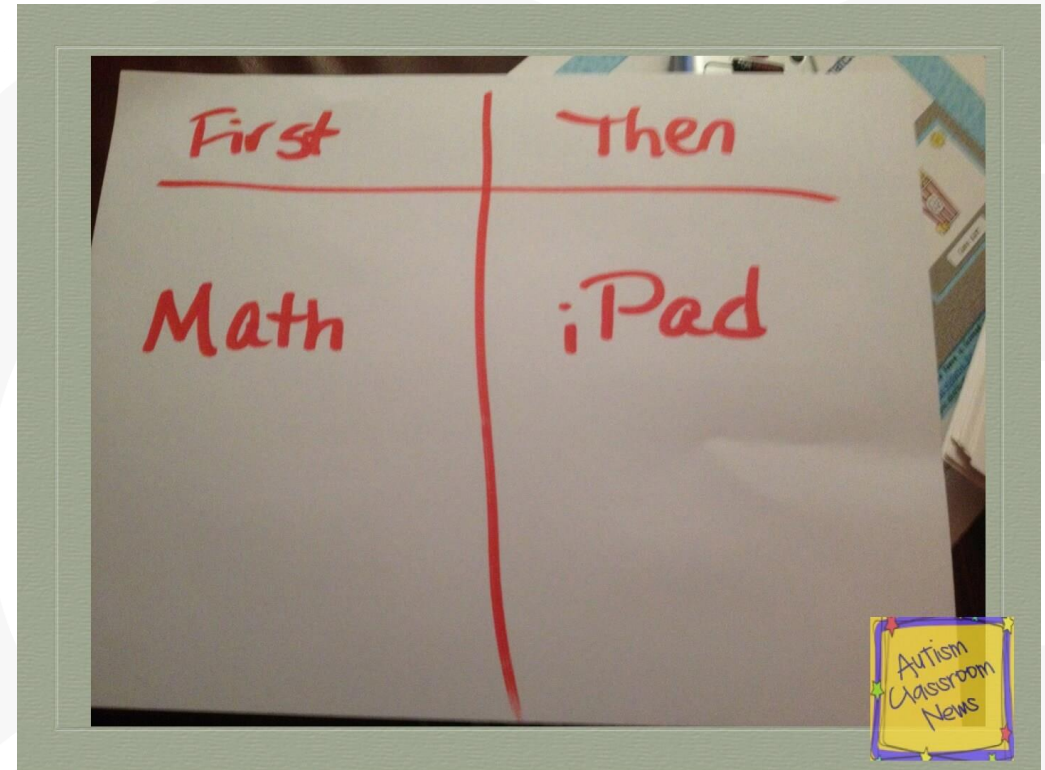
## Sensory toys

- Some children require sensory toys to relieve their stress and anxiety, this can include familiar and unfamiliar places.
- Some children do not require toys but any particular item that makes them feel safe, e.g. a hoodie.
- These items should be available for child to retrieve easily, for whenever they feel uncomfortable or unsafe.



## Now & next / first & then

- A tool to support children understand what is expected of them.
- This tool can be used within an activity as well, e.g. coat off, shoes off, slippers on

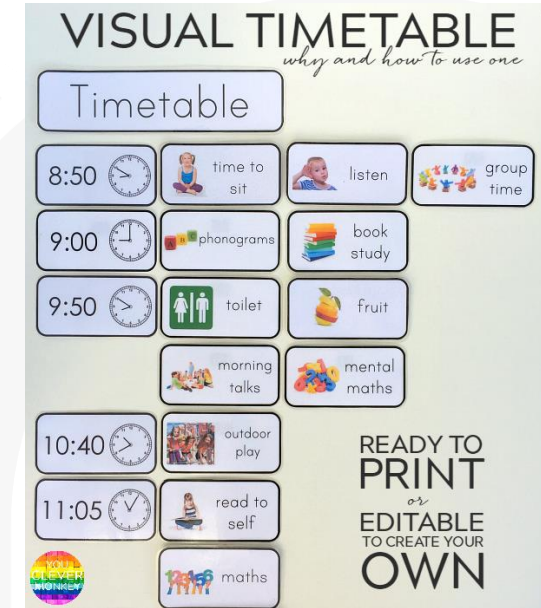
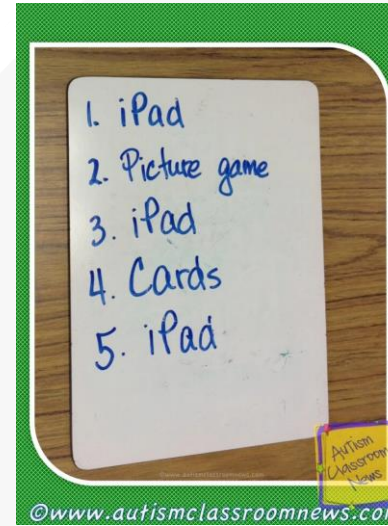


# Visual Timetable

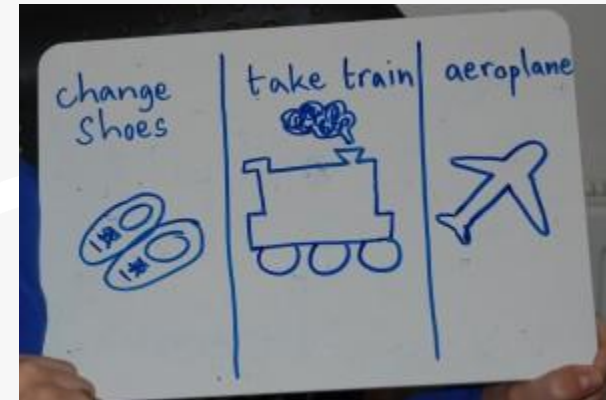
Visual timetables help minimize children's anxiety by showing them exactly what is happening during the day.

- This can be used at school or at home and needs to be completed consistently.
- It helps gives structure to tasks and frame times to support activities.
- They help organise ideas for children.

# List Timetable



**Now & Next  
/ First &  
Then**

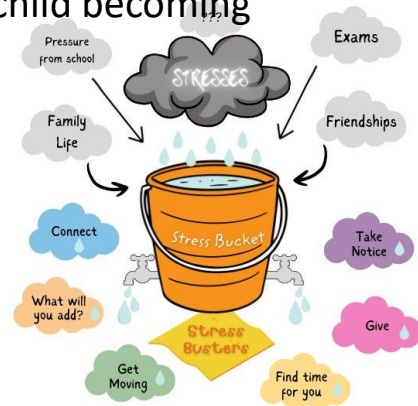


# Activities to help your child understand their needs

## Stress Bucket

Imagine a stress bucket... what happens when stress flows into the stress bucket?

- If it gets too full or even overflows it can feel overwhelming and messy.
- But if your stress bucket has a tap it can be used to reduce stress levels so you can feel more normal and relaxed... Stress busters are the taps on your stress bucket making sure it can't overflow.
- It is our duty as adults to support children find their stress busters and have these ready when the child requests or can see the child becoming stressed



## Things I can Control

Developing your child's understanding of what they struggle with and how to manage their responses.

Do this alongside your child so you can model and show them it is good to talk about struggles.

It also teaches them how to think of strategies and develop that ownership of their needs.

## MY CIRCLE OF CONTROL

