

Quality First Teach at Mundella

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What we will cover....

- What is quality first teach
- What are our staff trained in
- What is the SEND register
- What do we offer at Mundella
- How do we share information and transition

What we won't cover today....

- Specific interventions
- High need support
- Support services
- Particular issues for your child

What is quality first teach? (wave/level 1)

- This is what happens in all our classrooms
- High expectations of all learners, providing them with quality teaching whilst taking on board the needs of the class.
- The tweaks we make to our teaching, expectations, management of behaviour, environment, structure of the day and school culture to ensure individual needs are considered.
- Early identification of needs leads to tailored support that can be carried out by class teacher and teaching assistants.

Early identification

We work closely with early years settings and families to make sure we learn about the children before they even get to us.

As SENDCo I meet with all class teachers every term before each parents evening, to discuss the children in their class and any concerns they may have. We discuss how they can put provision in place for the children discussed, and this information is passed on at parents evening.

Classroom observations

Pastoral team meetings

How do staff know what to do?

Staff receive continuous training from myself and other professionals.

All staff

Dyslexia, dyscalculia, ADHD, de-escalation strategies, behaviour management, Autism, social stories, emotional regulation, personalised curriculums and tracking, recognising needs

Some staff

Specialised communication methods, attention autism, hearing impairment support, specialised recording programmes, sensory circuits, speech sound interventions, stammer support, dyslexia support programmes, motor skills support

School culture

We follow a trauma informed approach to welcome children, listen to children, engage and build relationships. We use zones of regulation to discuss our emotions and the tools we may use to help us regulate our emotions.

We also take this approach when managing behaviour.

We check in with our children and ensure that they are all greeted personally each morning.

All staff in school in every role have had training in our expectations for this.

We aim to work with and support families:

Home visits

Learning mentor

MAST drop ins

Mental health support team (MHST) worker

Coffee mornings

Parent workshops

Teaching adaption

Birmingham toolkit

Differentiated lessons

Processing speed

Brain breaks

How we chunk information for specific children

Adult support

Pre and post teach

Environmental adaptations

Dyslexia friendly fonts and resources

Calm corners

Break out spaces

Movement zones

Considered seating

Ear defenders

Visual timetables

Fidgets, wobble cushions

Privacy boards

Vocabulary mats

Other ways we support

Guinea pig/s

Key adults

Class jobs

Lunch clubs

Sensory circuits

Social skills groups with friendship and confidence focus

Autism focus social groups

Speech and language focus social groups

Transition support

How do we share information?

One page profiles

SEND folders

Hand over meetings

Parents evenings

SEND Register

All the things I have talked about so far, are things that we provide at our quality first teach level. All children who require these things can have access to them.

Children who require support beyond this level, usually with the input of external professionals are placed on the SEND register. This results in highly tailored support that is reviewed and altered accordingly each term.

Any questions?