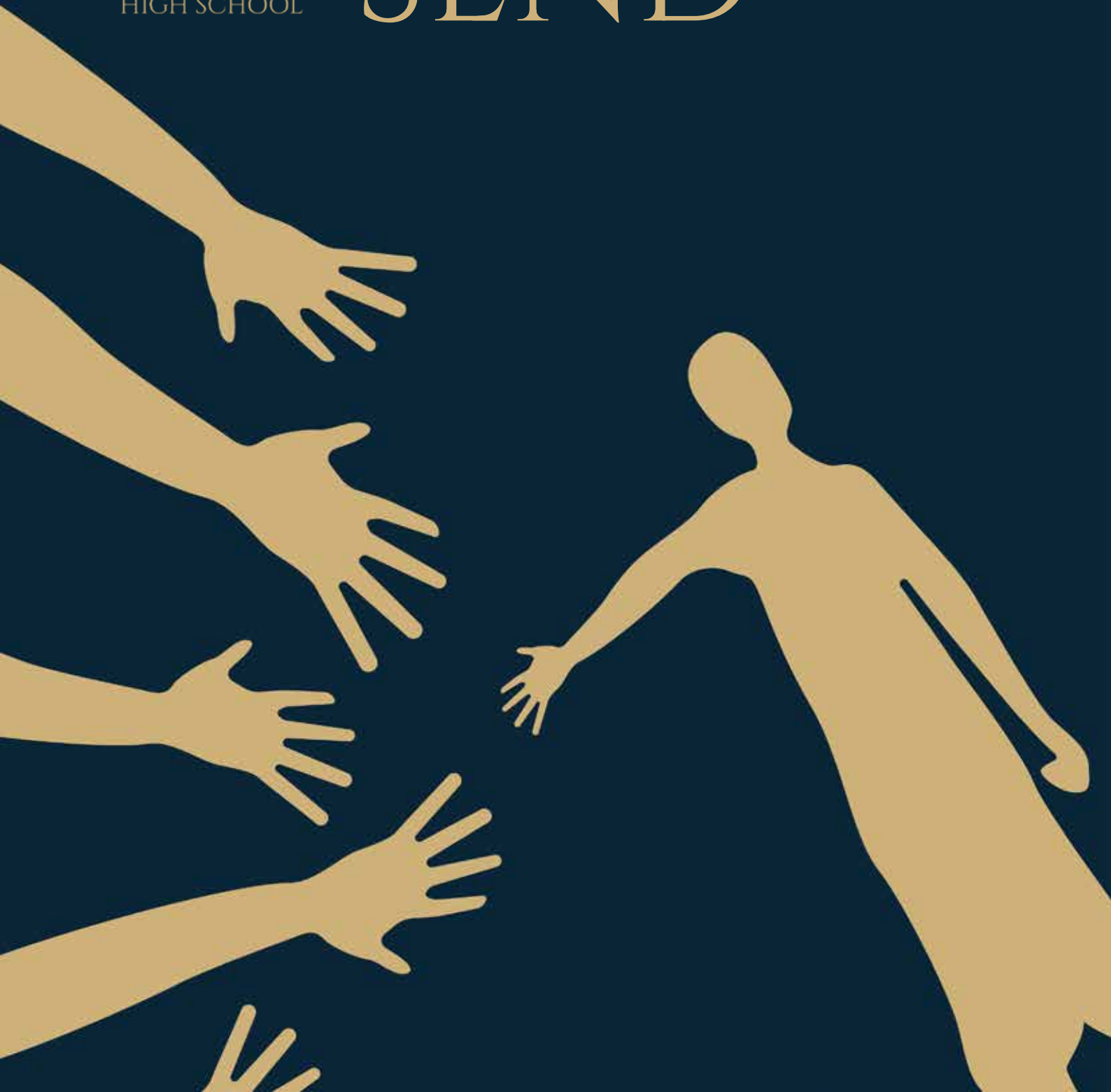
LYMM
HIGH SCHOOL

# PARENT GUIDE TO SEND



LYMM HIGH SCHOOL

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# Lymm High School SEND Support Guide

**At Lymm High School, our intention for students with Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education, regardless of their needs or disability. This is underpinned by our culture of high expectations and rigour, ensuring that our broad and balanced curriculum is open to all, with no denial of knowledge.**

We uphold the principle that every teacher, is a teacher of SEND. We expect all staff to have read Pupil Passports and support the application of our Quality First Teaching strategies to ensure individual needs are met.

Students with SEND are offered a broad and balanced curriculum with traditional subjects offering academic challenge and rigor. We provide flexibility within this, for individual students, by delivering a range of quality, timetabled interventions that cover the four broad areas of need.

This guide has been created to help provide support to the families of pupils with suspected or diagnosed special educational needs and/or disabilities (SEND). This guide is not designed to be comprehensive, but it provides helpful resources, signposting and advice for anyone wanting more information about the support provided by both school and the 'local offer' provided via the Local Authority.

**Contact Details:**

If you are concerned about your child's suspected, or diagnosed SEND, you may find it helpful to contact the following staff:

**SENDCo** – Miss Katie Yates
**Deputy SENDCo** – Mrs Karen Neal
**Deputy SENDCo** – Neesha Lawson Corney
**Senior SEND Support Manager** – Charlotte France
**SEND Support Manager** – Sophie Brown
**SEND Support Manager** – Davina Robertson
**Inclusion Support Manager** – Jayne Bottomley

All staff can be contacted via the central inbox: **send@lymmhigh.org.uk**

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# What is SEND?

**A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(DfE, 2015)

Some children with SEN will require additional or different provision as a result of their thinking, understanding, physical or sensory needs, speech language and communication needs, or emotional and behavioural difficulties.

**There are four broad areas of SEND:**

## 1 Cognition and Learning:

"This category includes general learning difficulties and disabilities which impact on learning across the curriculum, such as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning challenges as well as a physical disability or sensory needs. This area also includes specific learning difficulties (SpLD), also known as children who are neurodiverse, who encounter more specific difficulties with aspects of learning such as literacy (Dyslexia), numeracy (Dyscalculia) or motor coordination (Developmental Coordination Disorder – DCD)" *(The SENDCo Handbook, Leading Provision and Practice., Sarah Martin-Denham & Steve Watts, Sage, London, 2019)*

## 2 Communication and Interaction

Children identified with Speech, Language and Communication Needs (SCLN) may display difficulties in communicating with others, saying what they want to do, understanding what is being said, or being unable to interpret social rules of communication. They may have challenges with one, some or all different aspects of SLCN at different times in their lives. Children who are identified with autism are likely to present with specific difficulties with social interaction and language, communication, and imagination, which can impact on how they relate to others. *(The SENDCo Handbook, Leading Provision and Practice., Sarah Martin-Denham & Steve Watts, Sage, London, 2019)*

## 3 Sensory and/or physical needs

In this broad area of need, children are identified with a disability which prevents or hinders them from making use of the educational facilities. The Code (DfE, 2015a) explains that these difficulties are often age-related and can fluctuate over time. Many children with a Visual Impairment (VI), a Hearing Impairment (HI), or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Children identified with a Physical Disability often require additional ongoing support and equipment to access all of the opportunities available to their peers. *(The SENDCo Handbook, Leading Provision and Practice., Sarah Martin-Denham & Steve Watts, Sage, London, 2019)*

## 4 Social, Emotional and Mental Health Needs

This category represents a radical change in SEND policy as it acknowledges mental health needs as a SEN for the first time. The Code (DfE, 2015a) explains that children may experience a wide range of social, emotional and mental health difficulties throughout their childhood and adolescence which can manifest in different ways. This may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other needs that fall under the broad area of SEMH may include Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder and Obsessive-Compulsive Disorder. *(The SENDCo Handbook, Leading Provision and Practice., Sarah Martin-Denham & Steve Watts, Sage, London, 2019)*

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# How do teachers at Lymm High School support pupils with SEND through Quality First teaching?

"6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

Lymm High School have a streamlined approach to supporting pupils through Quality First Teaching (QFT). Our intention for students with SEND is to ensure that all children receive a high-quality and ambitious education, regardless of their needs or disability.

**We expect all staff to have read pupil passports and support the application of our QFT strategies to ensure individual needs are met.**

**If your child is identified as one who requires support that is different from, and additional to, the QFT strategies outlined opposite, then they will have a Pupil Passport prepared for them. This passport contains specific, targeted intervention and support strategies. This passport will be reviewed on a termly basis to ensure that it accurately reflects the needs of the pupil.**

## Lymm High School Quality First Teaching Strategies *'At Lymm High School, our intention for students with Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education, regardless of their needs or disability. This is underpinned by our culture of high expectations and rigour, ensuring that our broad and balanced curriculum is open to all, with no denial of knowledge. We uphold the principle that every teacher, is a teacher of SEND. We expect all staff to have read Pupil Passports and support the application of our QFT strategies to ensure individual needs are met.'*

| Expert Teaching Principles | **Communication and interaction** *e.g. speech & language difficulties, ASD, Asperger's Syndrome, Autism* | **Cognition and learning** *e.g. Specific learning difficulties (SpLD) dyslexia, dyspraxia, dyscalculia & moderate learning difficulties (MLD)* | **Social, emotional and mental health difficulties** ***e.g.*** *Anxiety, OCD, Selective Mutism, Depression, ADHD* | **Sensory and/or physical needs** *e.g. vision impairment (VI), hearing impairment (HI), physical disability (PD)* |
|---|---|---|---|---|
| **Challenge & Support**  | • Introduce listening checklists - pupils tick off key words/information as they hear them.<br>• Use Speech and Language Reports.<br>• Explain instructions on a 1:1 basis – use short, simple sentences. | • Ensure important information is in **bold.**<br>• Display all presentations on a pastel-coloured background.<br>• Use dyslexia friendly font e.g., Calibri, century gothic or verdana. | • Provide clear success criteria so that the pupil will recognise when they have done well. This could take the form of a check list for the pupil to mark.<br>• Use a neutral tone and remain calm when delivering instructions. | • Enlarge text and worksheets to an appropriate size.<br>• Provide sensory and/or movement breaks within the classroom.<br>• Additional time to get changed for PE.<br>• Provide overlays to reduce visual stress. |
| **Subject Expertise**  | • Make vocabulary mats available with supporting visuals.<br>• Support pupils to create a personalised dictionary containing visual supports.<br>• Accompany key words with Makaton signs (when required).<br>• Avoid idioms and sarcasm. | • Encourage pupils to reproduce information in an alternative format e.g., a table, mind-map, or diagram to support processing.<br>• Ensure wall displays are up-to-date and interactive where possible.<br>• Correct spelling of key terms. | • Offer pupil's positions of responsibility to elevate their status and develop a feeling of self-worth e.g., support a younger or less able to pupil to complete a task.<br>• Praise effort, participation, and successes. | • Display subtitles when showing a video.<br>• Provide additional time to complete tasks and/or processing time to respond to questions, in line with Access Arrangements.<br>• Use visuals e.g., diagrams, charts, tables, pictures. |
| **Sequencing Learning**  | • Provide real life examples.<br>• Scaffold tasks e.g., writing frames.<br>• Teacher explanations to be consistent, repetition of language/terminology.<br>• Ensure students know what will happen next or are notified of any changes.<br>• Face students and enunciate clearly to ensure clarity of communication. | • Offer concrete, pictorial, and then abstract representations of the same concept.<br>• Use number lines, Numicon, counters.<br>• Provide overviews of texts, timelines and storyboards in advance.<br>• Share video clips ahead of the next lesson. | • Display the expectations for the lesson.<br>• Provide extra time for thinking and processing.<br>• Embed expectations e.g., 'BUG = **Box** the command word, **underline** keywords, **glance** back at the question.<br>• Use 'now, next, then' boards. | • Enlarge worksheets and cut questions up, to break up work.<br>• Provide word maps and summaries of key content.<br>• Ensure no learning is lost by requesting test papers/KOs to be enlarged at least 2 weeks in advance *(send@lymmhigh.org.uk).* |
| **Metacognition**  | • Scaffold peer and group work interactions with conversation starters.<br>• Use the 'Frayer Model' to explore words and their application.<br>• Use a gradual release model: 'I do, we do, you do'. | • Provide students with a personal timeline or a 'Now and Next' board.<br>• Allow planning time and drafting.<br>• Overlearning: Reinforce prior learning and revisit without using writing. | • Openly acknowledge and model that it is okay to make mistakes. Role play making a mistake and talk through how to recover.<br>• Prompt pupils to use R.A.G cards. | • Ensure resources are presented simply and uncluttered.<br>• Use colour to demarcate different sections of text.<br>• Seat students next to peers with whom they can discuss ideas freely. |
| **Rigour**  | • Model correct sentence structure and word order to students.<br>• Pre-teach the main points of a lesson beforehand by sharing resources.<br>• Ensure classrooms are calm and ordered to reduce anxiety and aid concentration.<br>• Recite & recant key terminology as a class to ensure correct pronunciation. | • Limit copying from a board or textbook.<br>• Give the pupil their own tabletop copies to highlight/interact with.<br>• Encourage pupils' use of assistive technology, in line with Access Arrangements e.g., reading pens, laptops, voice to text software, screen mirroring, iPads. | • Have a best copy of the child's own work available for them to compare their work too – does it match to this agreed standard?<br>• Don't let pupils pick teams or groups; give each child a number instead.<br>• Agree expected 'time on task'. Use timers to encourage independence. | • Carefully consider seating arrangements.<br>• Ensure pupils have their own copy of resources.<br>• Use children's names to alert them to who is being spoken to.<br>• Follow VI or HI reports to ensure consistency throughout the day. |

# your SEND TEAM

Special Educational Needs and/or Disabilities (SEND)

send@lymmhigh.org.uk



Katie Yates
**SENDco**



Karen Neal
**DEPUTY SENDco**



Ms Lawson-Corney
**DEPUTY SENDco**



Charlotte France
**SENIOR SEND SUPPORT MANAGER**



Sophie Brown
**SEND SUPPORT MANAGER**



Davina Robertson
**SEND SUPPORT MANAGER**



Jayne Bottomley
**INCLUSION SUPPORT MANAGER**



Fiona Lofthouse
**FIRST FLOOR HUB MANAGER**



Nadia Mealor
**FIRST FLOOR HUB MANAGER**



Keeley Swift



Louise Rose

LYMM HIGH SCHOOL



Chris Brownlow



Olha Salaieva



Catherine Scully



Jess Hill



Kim Stuart



Kyla Fairhurst



Jo Pang



Gareth Powell



Emma Calvert



Emma Caplin-Inman



Natasha Stenning



Tracey Quinn



Katie Hewins



Ellie Hinchcliffe



Sadun Soykir
**INTERVENTION TUTOR MATHS / SCIENCE**

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# Interventions on offer at Lymm High School

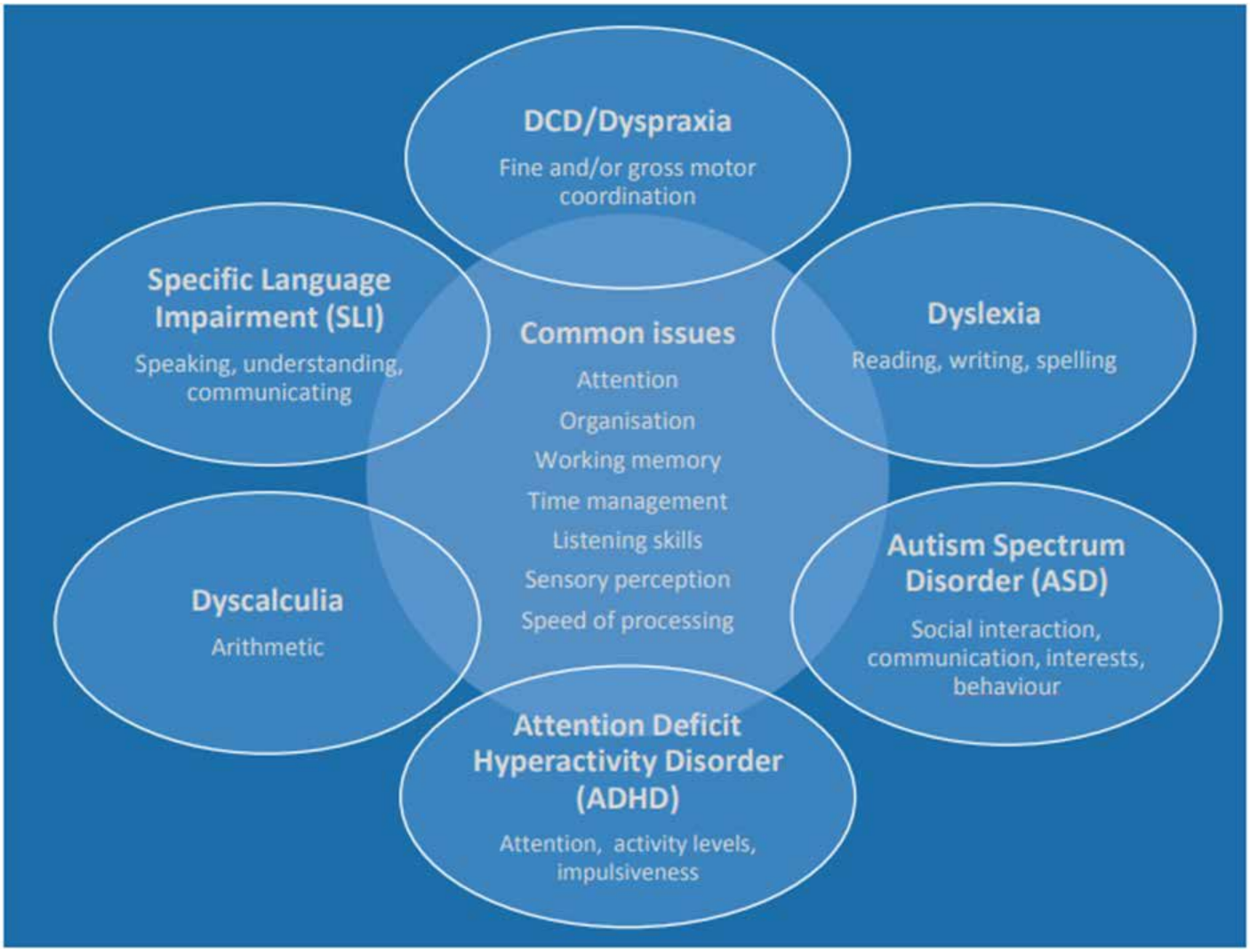
**Lymm High School follows a waved approach to SEND support.**

Students with SEND can benefit from a wide range of interventions, according to their individual needs.

## Examples of out-of-class interventions currently delivered are:

- Lexia Literacy
- Read, Write Inc Fresh Start
- IDL Cloud
- 123 Maths
- Social Skills Groups
- Speech and Language Groups and/or 1:1 sessions
- Anger Management Programmes
- Handwriting support
- English and Maths Booster Groups
- Inclusion Hub Support
- Physiotherapy programmes
- Animal Assisted Therapy
- Allotment Group for Social Skills
- Academic tutoring
- ELSA - Emotional Literacy Support Assistant
- MeLSA - Mediated Learning Support Approach
- HIMOS - Happy in my own self therapeutic art and craft.
- Pastoral Mentoring

# Neurodiversity



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# Dyslexia

**Not all dyslexic children are affected in the same way. Some may have mild problems, whilst others will have more profound difficulties across more than one area.**

**Dyslexia is a neurological difference and can have a significant impact during education. 'Not all dyslexic children are affected in the same way. Some may have mild problems, whilst others will have more profound difficulties across more than one area. It usally runs in families and is a life-long condition.**

- **Difficulty with learning to read and/or write despite intervention;**
- Slow speed of processing spoken and/or written language;
- **Poor word retrieval;**
- Poor concentration/ easily distracted;
- **Difficulty learning the days of week and months of the year;**
- Difficulty telling the time and with aspects of time, such as yesterday and tomorrow;
- **Poor time keeping;**
- Poor personal organisation;
- **Left/right confusion;**
- Employing avoidance tactics, such as sharpening a pencil or looking for books;
- **Acts as the class clown;**
- Poor standard of written work compared to oral ability.

If you suspect your child may have dyslexia, please contact send@lymmhigh.org.uk. We are unable to provide a formal diagnosis, but, we can do an in-house screening that will highlight a probability of dyslexia.

You will be asked questions that will help us to understand your child's needs better. If necessary, your child will do a computer-based assessment that will take approximately 1 hour to complete. You will receive the results soon after.

# How we support Students with dyslexia

https://cdn.bdadyslexia.org.uk/uploads/documents/BDA-Style-Guide-2022.pdf?v=1666017053

www.patoss-dyslexia.org

A website containing useful checklists, information and resources pertaining to dyslexia.

www.callscotland.org.uk

This website includes a 'wheel of apps' for children with dyslexia, reading and writing difficulties; produced in 2017, it is the 6th version.

Google Drive: If you go to 'tools' in a document, there is a 'voice typing' facility. This is free and easy to use.

For further Information:

http://www.bdadyslexia.org.uk/educator/bda-services-educators

http://www.dyslexiaaction.org.uk/

http://www.thedyslexia-spldtrust.org.uk

https://www.helenarkell.org.uk/

http://www.irlensyndrome.org/toolkits-for-parents-and-educators/

As a dyslexia friendly school, we may offer your child:

- Log ons for IDL and other literacy-based learning programmes (all accessible at home):
- A reading pen to use in lessons;
- Signposting information in our dyslexia specific guide, with information about useful apps and websites to support dyslexia;
- Organisation and time management.

In addition, it is important to note we print all of our resources in school on buff paper. This is to ensure that all students who have dyslexia, and visual processing difficulties, are not disadvantaged when it comes to reading in their lessons.

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# Dyscalculia

The term Dyscalculia is often used to describe someone who unexpectedly struggles to understand and achieve in Maths.'

**Bullet points of information for Dyscalculia;**

- A specific learning difficulty in Maths is more common than dyscalculia.
- Dyscalculia is a difficulty particularly in understanding and working with numbers.
- With dyscalculia, we may see age related difficulties with naming, ordering and comparing physical quantities and numbers, estimating and place value
- The impact of such difficulties on an individual's mathematical ability can vary across individuals and across the lifespan.

If you suspect your child has dyscalculia please contact send@lymmhigh.org.uk. We are unable to provide a formal diagnosis, but, we can do an in house screening that will highlight a probability of Dyscalculia. This will also highlight the topics of strnegths and weaknesses.

## How we support students with Dyscalculia.

https://www.bdadyslexia.org.uk/dyscalculia/assessment-and-support/helpful-resources

https://www.nationalnumeracy.org.uk/

https://dyscalculianetwork.com/

**We may offer:**

- KS3 Maths upgrade
- Targeted Maths interventions

# Making the most of Notes

**The Notes app is one of the most underrated and overlooked app on the iPad. When it comes to note taking and word processing other apps are available at a cost, but if you're looking for an easy-to-use app for capturing notes and ideas, creating checklists, adding images, videos and drawing illustrations, and more – then Notes is the hidden gem you've been looking for. And it's free!**

## Folders for storing and organising files



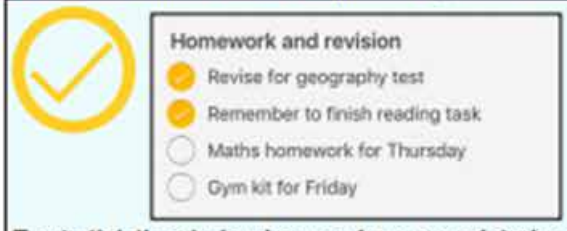

Tap New Folder to create folders for different subjects.

## Drawing tools for sketching ideas or drawing shapes



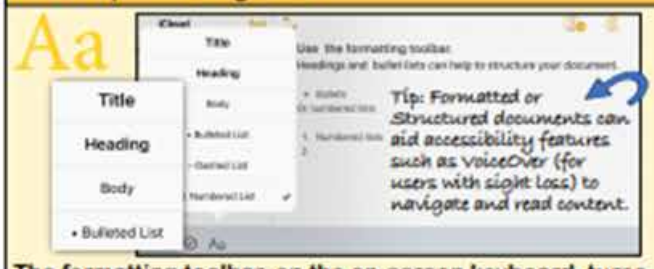

Tap the 'squiggly' line to draw a diagram or a mind map or even geometrical shapes - there's even a measuring ruler!

## A to-do or check list to keep track of school work




Tap to tick the circle when you have completed and activity or task.

## Use the formatting tools




The formatting toolbar, on the on-screen keyboard, turns Notes into a powerful word processor.

## Embed other apps to add interactivity

Use the 'Share' icon to send or embed content from other apps e.g., Keynote and Maps into Notes. Storing files in Notes is a great way to keep all your work in a single location. Tip - tap the 'square' icon to see all your attachments.

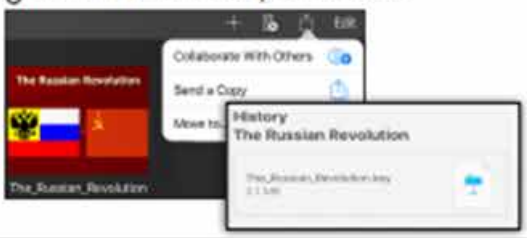
- embed map locations for geography projects




- add a voice recording or audio file (with QuickVoice)




- add a Keynote or PowerPoint presentation




## Add a photograph or a video

Photographs and videos are a great way to illustrate a story. Tap the 'Camera' icon to add an image or video from your photo library or the iPad's camera.

Tip: You can also save images with Safari - tap and hold an image to save to Photos.



## Other features include...

- Siri to dictate into Notes (requires Wi-Fi). Tap the microphone icon on the keyboard to start dictating.
- Full Screen to maximise your working space.
- Collaborate - two or more pupils can work on the same Note.
- Speak Screen to hear your Notes read aloud. Typing Feedback - speak words while typing. (Settings > Accessibility > Speech)

Download this poster (and others) from: www.callscotland.org.uk/downloads/posters-and-leaflets/

Version 1, June 2017 CALL Scotland, The University of Edinburgh.
CALL Scotland is part funded by Scottish Government.

CALL Scotland

# Chromebook Accessibility and Learning Tools

**If you have an additional support need such as dyslexia, visual impairment, or a physical disability, you can make your Chromebook easier to use by turning on the accessibility features that work best for your needs.**

## Finding and turning on accessibility features

**At the bottom right of the screen click or tap the 'time' icon or press 'Alt + Shift + s' on the keyboard. Select the Accessibility icon and choose the features you want to use.**




*If you can't see the Accessibility icon choose Settings, Advanced Settings and Always show accessibility options in the system menu.*

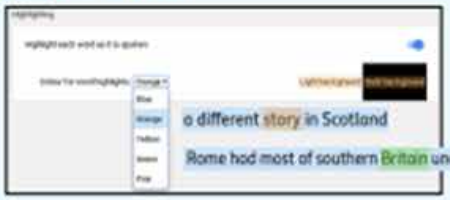


## Hear text read aloud - Select and Speak

**Press and hold the Search key, then select content to be read aloud, highlight the text and press the Search key + s. To pause or stop the speech press the Ctrl or the Search key.** *(On a touchscreen, tap and select to speak.)*




**Words are highlighted as they are spoken. In 'Accessibility' and 'Manage Accessibility Features' you can change the highlight colour or turn it off.**



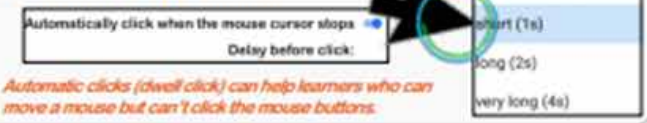

*You can change the language and voice (no Scottish voices).*

## Mouse options

**To increase the size of the mouse cursor go to: Accessibility > Additional Settings > Large mouse cursor.**

**Use 'Highlight the mouse cursor' (and the text caret) to help with tracking.**

**Set 'Automatic clicks' to automatically click icons and items on the screen.**




*Automatic clicks (dwell click) can help learners who can move a mouse but can't click the mouse buttons.*

## Dictation - dictate text instead of typing

**Tap/click where you want to type, select the 'Microphone' icon or press the Search key + d to activate Dictation.**

**You can use Dictation to:**

- ✓ **ask questions and do searches in Google Chrome,**
- ✓ **dictate text in Google Docs, emails and other text fields.**

***If you don't have a Chromebook you can use Voice Typing in Google Docs via your web browser:***
***- go to Tools and choose Voice Typing.***

*For best results use a good quality microphone!*

## ChromeVox: the built-in screen reader

**The ChromeVox Screen Reader (spoken feedback) reads aloud everything on the screen including:**

- ✓ **The Chrome browser including Google Docs,**
- ✓ **Menu items and navigation buttons,**
- ✓ **Form fields and text boxes...and more!**



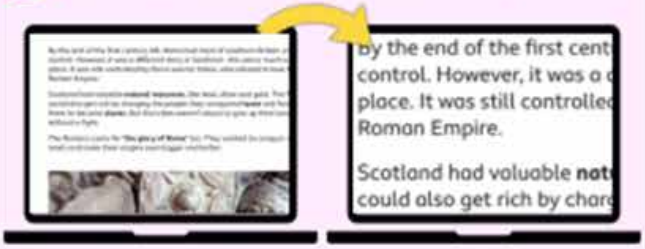

**Press Ctrl + Alt + Z to start and stop ChromeVox.**

*ChromeVox is compatible with a range of compatible USB Braille Displays.*

## Magnify or zoom your Chromebook screen

**There are 4 different ways to magnify/zoom or increase content on a Chromebook:**

1. **Full-screen magnification - click or tap the Full-screen magnifier in Accessibility.**
2. **Magnify the browser content; Press 'Ctrl and +' to zoom in, 'Ctrl and -' to zoom out. 'Ctrl and 0' keys to reset.**
3. **Magnify everything on the screen. Press 'Ctrl, Shift and +'. 'Ctrl, Shift and -' to decrease.**
4. **Docked Magnifier (top section of screen is magnified) - click or tap 'Dock Magnifier' in Accessibility.**




*There is also an option to change the colour scheme to High Contrast Mode. Click or tap Accessibility > High Contrast Mode.*

## Find out more...

**For more information on Chromebook Accessibility, e.g., keyboard shortcuts, the on-screen keyboard, audio and captions visit:**
bit.ly/chromebook-accessibility

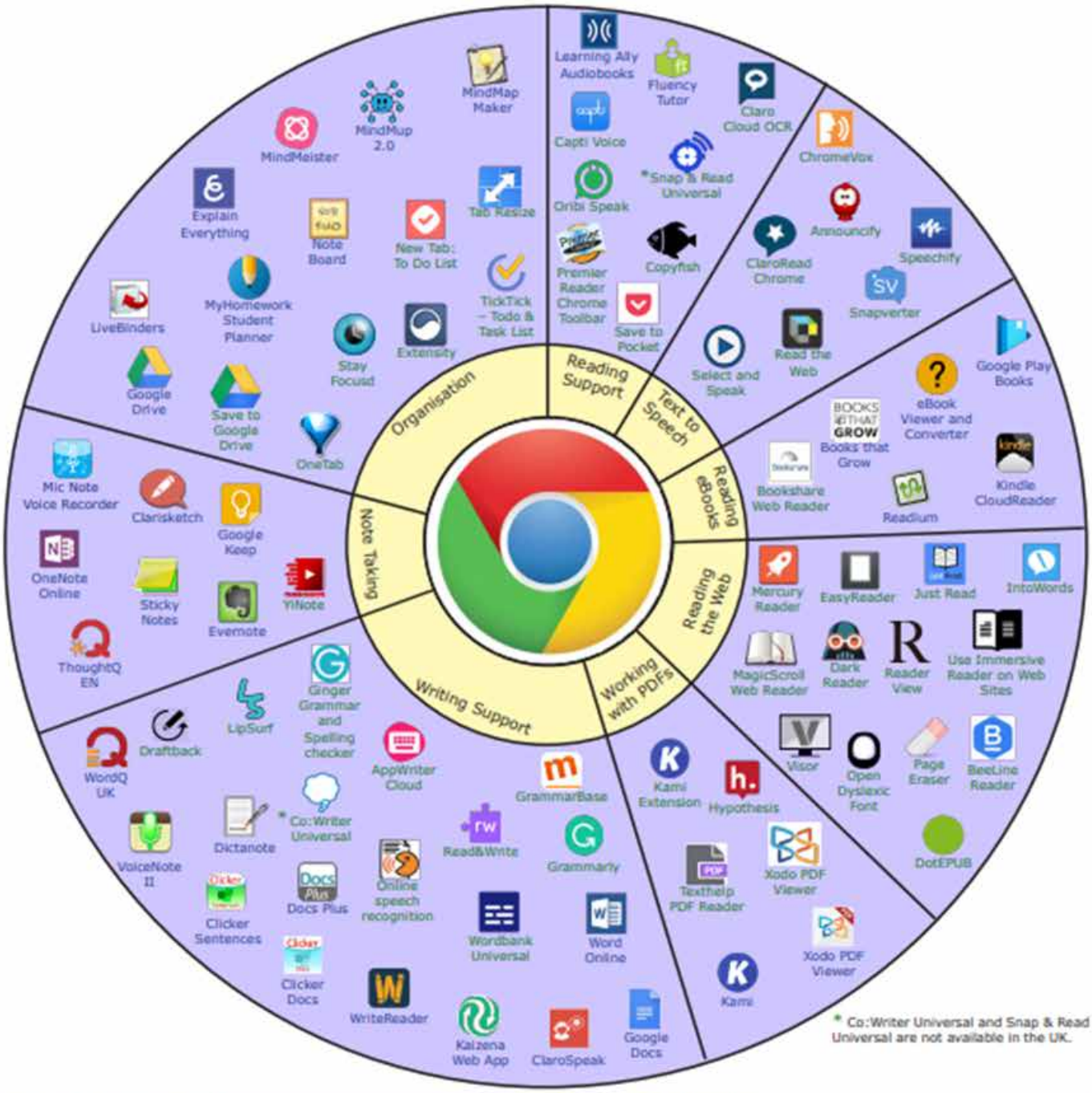
**To extend Chromebook Accessibility download the "*ChromeBook Apps and Extensions for Learners with Dyslexia*" infograph from CALL Scotland:**
bit.ly/Chromebook-Apps-Extensions

Download this poster in PDF format: www.callscotland.org.uk/downloads/posters-and-leaflets/

Version 2, January 2019 CALL Scotland, The University of Edinburgh.
CALL Scotland is part funded by Scottish Government.

CALL Scotland

# ChromeBook Apps and Extensions for Learners with Dyslexia / Reading and Writing Difficulties




* Co:Writer Universal and Snap & Read Universal are not available in the UK.

### What is a ChromeBook?

ChromeBooks are (generally) light, portable laptops that use Google's Chrome Operating System. Instead of storing programs and files on a hard disk, they connect to the internet using the Chrome browser and run apps that can be accessed through the online Chrome Store.

ChromeBooks are becoming popular in schools as they are relatively low cost, easy to carry round and are ready to use within 5 to 10 seconds of being switched on. Managed software suites, such as Google Classroom, can be used to provide excellent learning opportunities. Chromebooks are useful devices for learners with reading and writing difficulties, but are less suitable for people with severe and complex disabilities.

### Apps and Extensions

ChromeBooks primarily use apps and extensions, available from the WebStore: https://chrome.google.com/webstore.

**Apps** are the equivalent of programs on an Apple or Windows computer. A small number of apps are pre-installed on the ChromeBook, but most are run within your Chrome Browser. Apps in the poster are indicated by **dark blue text**

**Extensions** are pieces of software that add new features to the Chrome Browser. They can be used across the Browser, adding functionality to most, but not necessarily all, Apps. Extensions are shown in this poster by the use of **green text**.

### Downloadable Version

An electronic version of this chart can be downloaded from http://www.callscotland.org.uk/downloads/posters-and-leaflets
In the electronic version, App names and icons are 'clickable' links, taking you to information about the individual App in the Google Chrome Store.

### Android Apps

The range of apps available for the Chromebook is fairly limited, but recent models are now able to access and use apps designed for Android phones and tablets, though they are not always reliable. More information can be found at: https://support.google.com/chromebook/answer/7021273?hl=en-GB.


THE UNIVERSITY of EDINBURGH

Version 1.0, October 2019, CALL Scotland, The University of Edinburgh.
CALL Scotland is part funded by Scottish Government.
www.callscotland.org.uk
We are grateful for the help of Mike Marotta (mmatp.com) in compiling the list of apps.

CALL Scotland
Communication, Access, Literacy and Learning

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# Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is a lifelong condition characterised by inattentiveness, hyperactivity and impulsivity. People with ADHD tend to find it difficult to maintain focus and are hyperactive (always on the go). They may exhibit unwanted or inappropriate behaviour, seem inattentive, and act on impulse. In order to be identified as ADHD, the behaviours should be present in at least two environments (e.g. home and school) and should have been present before the age of 12 years. ADHD can exist in isolation but is commonly seen co-occurring with one or more SpLD.

**There are three presentations of ADHD:**

**inattentive presentation**
(sometimes referred to as ADD)

**hyperactive-impulsive presentation**

**combined presentation, which is the most severe**

## Inatentiveness:

- having a short attention span and being easily distracted;
- making careless mistakes;
- appearing to be unable to listen to or carry out instructions;
- constantly changing activity or task;
- issues with organisation.

## Hyperactivity and impulsiveness:

- being unable to sit still, especially in calm or quiet surroundings;
- constantly fidgeting;
- lack of concentration;
- excessive physical movement;
- constant chattering;
- butting in/interrupting conversation/not able to take turns;
- acting impulsively;
- little or no sense of danger i.e. consistent risk taking behaviour.
- issues with organisation.

# ADHD Support/Resources




https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/

Understanding child neurodiversity - diagnosis and support

https://www.addiss.co.uk/

https://adhduk.co.uk/support/

https://chadd.org/for-adults/women-and-girls/

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# Autism

Autism is a spectrum. This means everybody with autism is different.

Some autistic people need little or no support. Others may need help from a parent or carer every day.

**Autistic people may:**

- find it hard to communicate and interact with other people
- find it hard to understand how other people think or feel
- find things like bright lights or loud noises overwhelming, stressful or uncomfortable
- get anxious or upset about unfamiliar situations and social events
- take longer to understand information
- do or think the same things over and over

# Resources

**National Autistic Society**

**Ambitious about Autism**

For autistic children and young people, their parents and carers.

Call: **020 8815 5444**

E-mail: **info@ambitiousaboutautism.org.uk**

Website: **www.ambitiousaboutautism.org.uk**

# How can you refer your child?

If you suspect that your child has undiagnosed neurodiversity e.g. ADHD, ASD, ADD, please contact send@lymmhigh.org.uk where you will be asked some more questions to clarify your child's needs.

The first stage is to gather evidence of your child's needs and to get an understanding of how their needs are impacting them at home and in school. You will be asked to complete an Initial concerns form in the first instance and teachers may be requested to complete feedback which allows us to capture a full picture of need.

For referrals for ADHD and ASD, the CDC also request that parents have accessed support via Addvanced Solutions. Their local offer can be found here: **For Families in Warrington | What we offer | ADDvanced Solutions** Home - Addvanced 2025

If there is enough evidence to support a referal, then all referrals are made via the Child Development Centre in Warrington, **Children's Community Paediatric Medical Services (Doctors & Consultants) – Warrington – Bridgewater Community Healthcare NHS Foundation Trust** (Note: for children living in other local authorities, the referral system is unique to that authority).

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# Tourette syndrome

Tourette syndrome is a condition that causes you to make sudden, repetitive sounds or movements (tics). There is no cure, but treatment can help manage the tics.

Touretts Syndrome NHS

**Symptoms**

- Whistling, sniffing or clearing your throat a lot
- making animal sounds
- repeating a sound, word or phrase
- swearing (this is rare)

**Tics involving movement may include:**

- rolling your eyes or blinking
- shrugging your shoulders
- jerking or twitching movements
- tensing your stomach muscles
- Jumping

# Resources

https://www.tourettes-action.org.uk/resource-242-about-adhd---a-guide-for-children.html

https://www.bekindtomymind.co.uk/resourcesfor/tics-and-tourettes/

**Please contact your GP if any concerns around your child.**

# Visual Processing Difficulties

The Orthoptic Visual Processing Difficulties (VPD) Clinic is a clinic run by Orthoptists to help children with eye problems related to or contributing to a reading or learning difficulty.

Visual Processing is how the brain processes visual information - it is not a vision problem. The eye could work fine but the brain gets confused with the message. it can impact reading, writing, copying, organisation and self esteem.

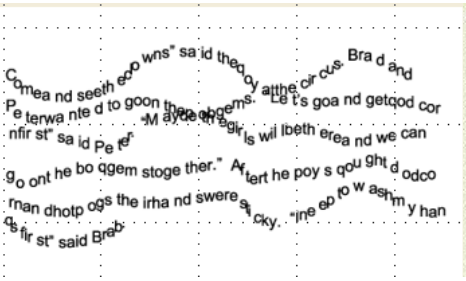
**Check list of traits;**

- Difficulty copying text
- Losing place when reading
- Mixing up letters
- Struggling with graphs
- Slow processing
- Rubbing of eyes
- Watery eyes
- Headaches
- Forgets instructions
- Low academic self esteem
- Reporting lines blurring / wavy or or moving

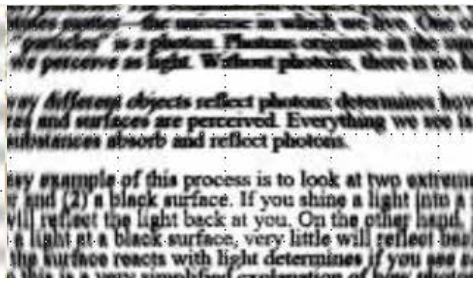
It is quite common for dyslexia and Visual processing to occur together.

Simple support such as buff paper or a coloured overlay can have a huge impact.

**Examples of what a child may see with Visual processing**







An Orthoptist is an eye specialist who is trained to diagnose and to treat eye movement disorders in adults and children and to help children with poor vision.

In the Orthoptic Visual Processing Difficulties clinic, they look at problems such as eye movements during reading and other vision related problems such as visual perception difficulties.

The purpose of the service is to identify and correct visual difficulties that will in some way contribute to a child having a reading or general learning difficulty.

https://livingwellwarrington.org/activity/orthoptics-%E2%80%93-visual-processing-difficulties-clinic

NHS
Warrington and Halton Teaching Hospitals
NHS Foundation Trust

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# Sensory Support - Hearing Impairment

**The Hearing Impairment Team in the Sensory Support Service supports children and young people who are deaf or have a hearing impairment.**

The team also provides support to parents/carers and the school/settings.

The type and level of support depends on the severity of the child's deafness and includes:

- Personalised, practical and emotional support to families on how to help their child learn and develop.
- Supporting families and educational settings to understand the implications of a hearing loss on a child's language development.
- Specialist assessments of need including hearing tests and speech tests.
- Testing of audiological equipment, eg. hearing aids and microphone transmitters.
- Direct teaching in schools and settings.
- Training and advice to staff in schools and settings.

The team may become involved with a child from birth and the amount and type of support depends on the child's needs.

**Warrington**

https://www.warrington.gov.uk/education-health-and-care-ehc-plan

**Trafford**

https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=KmTSiw8XaVU

**Cheshire West**

https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/school-and-college-transport/will-you-qualify/special-educational-needs-sen-disability

# Sensory Support - Vision Impairment

The Visual Impairment Team in the Sensory Support Service team supports children and young people who have a visual impairment. The team also provides support to parents / carers and the schools/settings. The type and level of support depends on the severity of the child's visual impairment and includes:

- practical, and emotional, support to families on how to help their child learn and develop
- specialist assessments of need
- direct teaching in schools and settings
- advice to staff in schools and settings
- training for staff in schools and settings
- mobility training for children and young people
- modification of materials and resources for schools
- a parent/toddler group, See Urchins, for pre school children with a visual impairment and their parents/carers. Sessions are also available for the See Urchins group in the hydro pool at the special school.

The team may become involved with a child from birth and they may remain involved with a child/ young person until they are 19 (25 for young people with complex needs). The amount and type of support depends on the severity of the child's impairment.

## Who to contact

Email: **send@lymmhigh.org.uk**

# Speech and Language Therapy Service

## What the Speech and Language Therapy service does

Our aim is to provide a high quality speech and language therapy service to children and young people with speech, language and communication difficulties and/or eating and drinking difficulties in the Warrington area.

This service is delivered by a specialist team of staff in partnership with all those working with the child/ young person.

The focus is on supporting children and young people to maximise their ability to communicate and participate in education, at home and in their community. The aim of the services is to support children and young people to reach their full potential and the child/young person and/or their parents/carers will be able to confidently manage their communication.

This service also has an impact on children/ young people's social interactions, emotional and educational development.

## How to use the service

We have an open referral system: anyone can refer to the speech and language therapy service including parents/carers. Parents/carers must give consent if a referral is being made.

The service referral form must be used. It includes referral information, consent and age specific criteria.

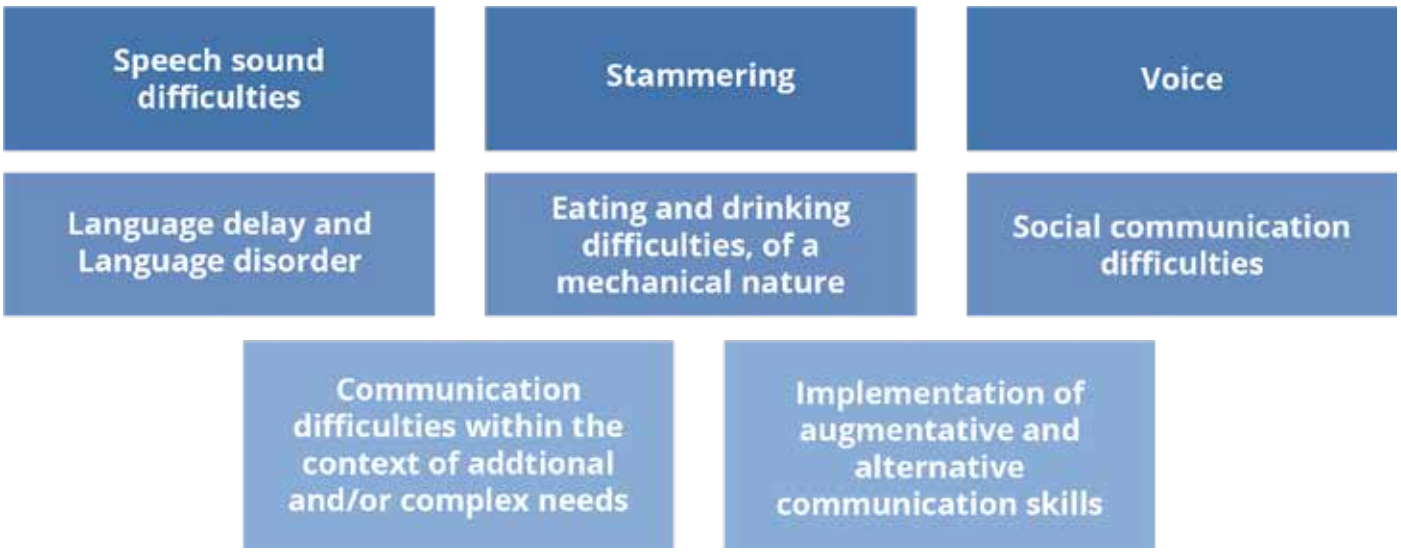
Please email Send@lymmhigh.org.uk with any concerns around speech and language.

All referrals are considered by experienced speech and language therapy staff before being accepted for assessment.

Any referral that cannot be accepted is sent back to the referrer with an explanation or requesting additional information so that the referral can be reconsidered.

The referral form has specific criteria for different age ranges.

Children, young people and their families can access expert knowledge in the following aspects of communication:



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# Neurodiversity Support

**ADDvanced Solutions Community Network** is an open-access community organisation providing support for neurodivergent children, young people, and their families across the North West. Operating with a "no diagnosis required" policy, they offer vital guidance for families navigating neurodevelopmental conditions, learning difficulties, and associated mental health and wellbeing needs (including Autism, ADHD, sensory processing differences, and speech and language vulnerabilities). Their comprehensive support is delivered through a blended model of **face-to-face community network groups and workshops**—including local sessions in nearby Warrington at hubs like the Orford Jubilee Neighborhood Hub—alongside a robust **online offer featuring virtual learning programmes, webinars, and digital toolkits**. Families can access their open-access open-phone helpline and targeted coaching without a professional referral, making it an invaluable, multi-platform resource for the Lymm High School SEND community.




WAR Autumn 2 Half Term Newsletter

Warrington's Local Offer | Ask Ollie (mylifewarrington.co.uk)

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# Support for pupils with physical disabilities

cycling projects Making cycling accessible to all.

The Wheels for All programme provides inclusive cycling opportunities for all

MOBILITY TRUST
The Road to Freedom

Mobility trust is a charitable organisation that raises funds to supply powered mobility equipment to people with disabilities who cannot obtain them through statutory or other charitable means. They also organise and pay for Occupational Therapist assessments and can provide insurance, maintenance and servicing.

## Who to contact

| | |
|---|---|
| Telephone | 0118 4660195<br>0118 9842588 |
| E-mail | mobility@mobilitytrust.org.uk |
| Website | Mobility Trust |

You can apply for a Disabled Facilities Grant from Warrington Borough Council if you're disabled and need to make changes to your home.

Find out more about the grants on the government's website: www.gov.uk/disabled-facilities-grants.

To apply, contact the council's Adult Social Care First Response Team in the first instance.

## Who to contact

| | |
|---|---|
| Telephone | 01925 443322 |
| E-mail | asc@warrington.gov.uk |
| Website | Adult Social Care |

Disability Partnership

https://disabilitypartnership.org.uk/services/everything-we-do/

# Education, Health and Care Plans

6.63 …Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs assessment. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

**An Education, Health and Care plan ("EHC plan") is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve.**

The special educational provision described in an EHC plan must be provided by the child or young person's local authority ("LA"). This means an EHC plan can give a child or young person extra educational support. It can also give parents and young people more choice about which school or other setting the child or young person can attend.

An EHC plan can only be issued after a child or young person has gone through the process of an Education, Health and Care needs assessment.




**Source: IPSEA** - Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

**You can request an EHCP Needs Assessment Request via the SENDCo, or your local authority. Each Local Authority has a different process for this.**

**Warrington:** https://www.mylifewarrington.co.uk/kb5/warrington/directory/advice.page?id=018dfMM1mWw&localofferchannel=0

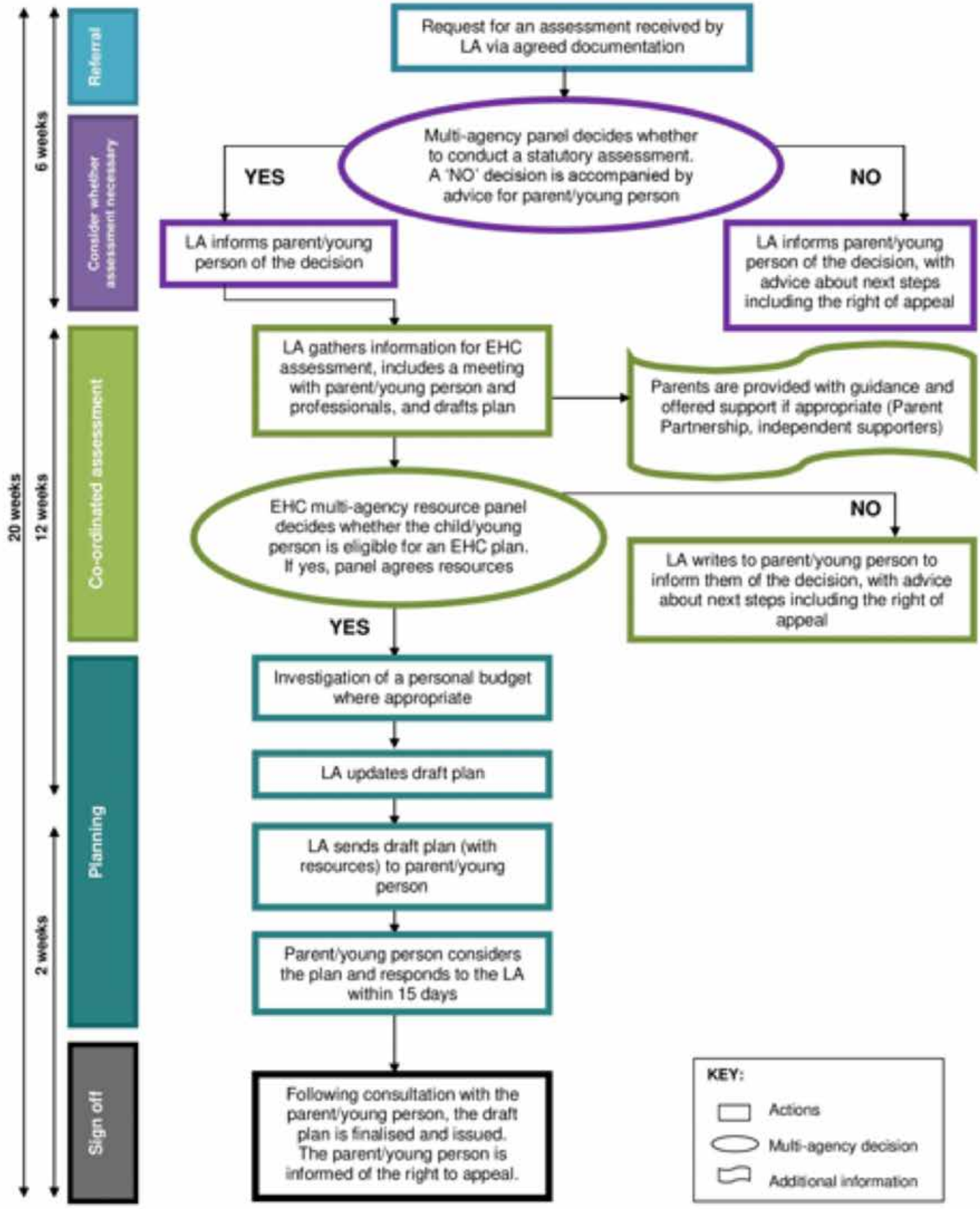
**SENDIASS**
https://www.warrington.gov.uk/warringtonsendiass

**Trafford:**
https://www.trafforddirectory.co.uk/kb5/trafford/fsd/advice.page?id=ENwJu8LY550

**Cheshire East:**
https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/ehc-assessments-plans/ehc-needs-assessments-and-plans.aspx

**Cheshire West and Chester:**
https://www.livewell.cheshirewestandchester.gov.uk/Information/Details/5081?categoryId=5081

## EDUCATION, HEALTH AND CARE ASSESSMENT AND PLANNING PROCESS




Version 5

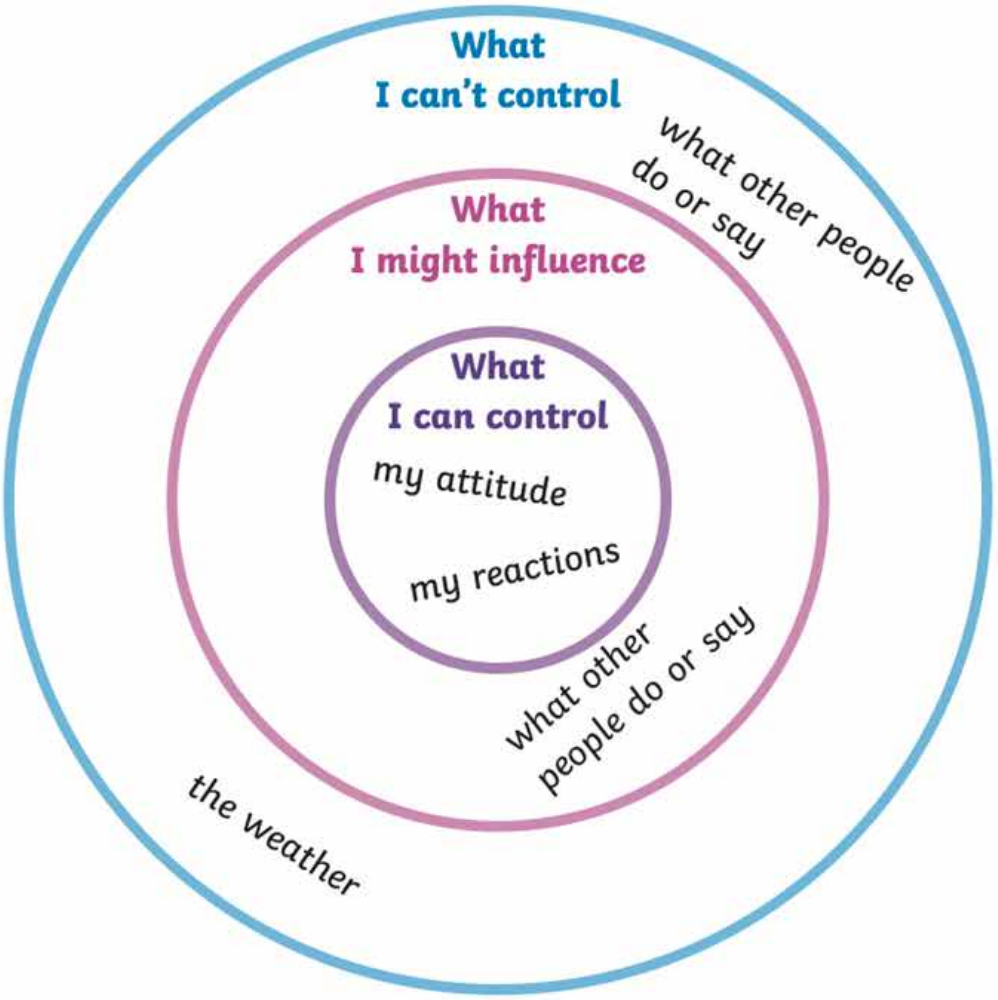
# Circle of Control

Sometimes things can cause us worry or stress. Use this circle of control activity to think about what you can and can't control so that you can learn to worry less.

The Outside Ring: This is where you put the things that are out of your control, things that you can't do anything about.

The Middle Ring: This is where you put the things that you may have some influence over but they are not fully in your control.

The Inner Ring: This is where you put the things that you can control, things that you can change if you need to.






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# How big is my problem?

**5** **Emergency** - you need help from an adult e.g. fire, someone needs to go to the hospital, danger etc.



**4** **Gigantic problem** - you can change this with a lot of help e.g. someone hurting you, hitting, bullying etc.



**3** **Medium problem** - you can change with some help e.g. having to work with someone you don't like, someone takes something of yours, you have to do something you don't want to do etc.



**2** **Little problem** - you can change with a little reminder e.g. not being first in line, not taking turns, not winning a game etc.



**1** **Glitch** - you can fix this yourself e.g. getting changed for PE, forgetting a favourite toy, cleaning up etc.



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# My Energy Accounting

Maja Toudal and Tony Attwood developed a model of energy accounting. This useful framework looks at how autistic individuals can manage daily experiences by exploring what depletes and replenishes their energy and how they can be supported to understand and manage their energy levels effectively.

Jodie Smitten, an autism advocate and educator, created a smart phone analogy to help further explain energy levels to autistic young people. She compares the human body to a smartphone, which needs to be charged regularly to function properly.

Just like a smartphone, our body has a limited amount of energy that needs to be replenished throughout the day. We use up this energy when we engage in activities, just like we use up the battery of our smartphone when we use it. When the battery of a smartphone runs out, it needs to be charged again to function. Similarly, when our energy levels are low, we need to recharge our body by engaging in activities that replenish our energy.

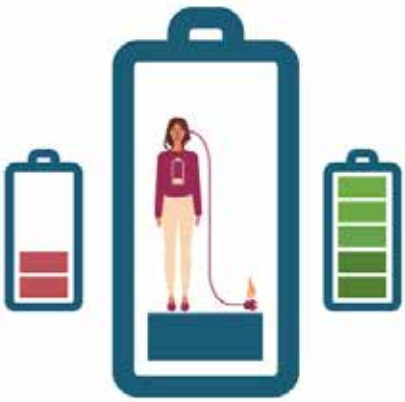
Each experience we have throughout our day is like a smart phone app that opens and closes. Each app can be thought of as a daily experience such as getting dressed for school, taking a bus or talking to a friend. Unexpected or difficult experiences can often can linger in our minds and drain our batteries so these apps can often remain open in the background. When too many apps are open and our batteries begin to drain, we can become overwhelmed and potentially go into crisis. This may be due to the immediate surroundings or of an accumulation of stress from the day's experiences.

When do you have the least energy / feel most tired and drained?

- Where are you?
- What are you doing?
- Who are you with?

What is one thing that really drains you ?

- What is it that impacts you so much?
- How often does this happen?
- Is there anything similar?



When do you have the most energy/feel happiest and most comfortable?

- Where are you?
- What are you doing?
- Who are you with?

What is one thing that helps you to recharge?

- What is the most helpful things about this?
- How often do you need it?
- Is there anything similar?



## 5-4-3-2-1 Counting Senses

Grounding Techniques

Look around you and find...

- 5 things you can see.
- 4 things you can hear.
- 3 things you can smell.
- 2 things you can feel or touch.
- 1 thing you can taste.

Disclaimer: This resource is provided for informational and educational purposes only. As far as possible, the contents of this resource are reflective of professional research at the time of writing. This resource is not intended to be used to replace professional training or advice. This resource refers to activities which may require supervision and an adequate risk assessment. If you require advice, you should contact a suitably qualified professional.

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## Palm Spiral

Grounding Techniques

- Open the palm of your hand.
- Draw a spiral from the centre of your palm using your fingertip.
- Notice how your palm feels as you draw.
- Work backwards, drawing the spiral from the outside of your palm until you reach the centre.

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## Colour Count

Grounding Techniques

- Choose a colour, e.g. yellow.
- Look around you. How many things can you count that are that colour?
- If you need to, repeat this exercise by choosing a different colour.

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## Put It in a Box

Grounding Techniques

- Close your eyes and imagine an open, empty box.
- Gather together any negative emotions and put them inside the box, squashing them down.
- Imagine closing the box and securing it to keep everything inside.
- Imagine getting rid of the box. This could be by throwing it in a bin, putting it inside a cupboard or anywhere else you wish to leave the box. You could even imagine stamping on the box.

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## Take a Sip

Grounding Techniques

- Think about your favourite drink. It could be hot or cold.
- Imagine holding the glass or mug. How does it feel?
- Dip your finger in your drink and swirl it around. How does it feel?
- Sip your drink slowly. Imagine it trickling down your throat and into your stomach. Does it feel warm or cool? How does it taste?

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## Self-Kindness

Grounding Techniques

Repeat a kind phrase to yourself, for example:

- "I am having a hard time but I will get through it."
- "I am allowed to feel the way I do."
- "I have ways that I can calm myself down."
- "I know that people care about me."

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# Notes

**Please feel free to use this space to make any notes you may find useful as a quick reference guid.**

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