



Inclusion at Pitton

Spring Edition

Family, friendship and fulfilment

Intro from the SENCO

Happy Spring everyone!
As we reach the second half of the Spring term we have our second parents evenings of the year. Here we share how things have been going since our last meeting and what we are doing as educators to enable your child to make progress in their learning. We ensure these parents evenings are after our assessments for the spring term to give you the most up to date information. Every teacher is a SEN teacher and as SENCO I review and monitor the outcomes, supporting when needed and liaise with outside agencies where needed.
This edition we will give an update on educational psychology, delve into some of our emotional wellbeing strategies and give some information on metacognition.



A little about me.
I am dedicated in supporting children with SEND, with a degree in psychology and working in this area for 15 years, both in the UK and America. This has included a range of ages, stages and needs. Through this I have worked in and experienced a range of specialist educational environments giving me the opportunity to gain a wealth of experiences in supporting individual children with differing needs through a range of researched based approaches. I have previously been an EY SENCO and have achieved the NASENCO (PG cert) since taking on the role in school.

I have recently been asked to join the committee for John McNeil Opportunity Centre to support Local area SEN in the EYFS. Providing further networking with other local SEN and Health professionals.

Educational Psychology



Kate Turner has made a great start to her support for Pickwick Academy Trust schools. Much of her work may appear behind the scenes to parents. Kate has completed Assessment sessions and we are coming up to her second round of solution surgeries. Earlier in the Spring term Kate started this year's season of Parent/Carer online sessions around specific topics.



- Anxiety and Worry
- Connecting with your child
- Managing behaviour



For more information use the QR code or visit the school website!

'My name is Kate Turner and I am an Educational and Child Psychologist with over twenty years of experience working with children and young people and in schools.

If you would like to find out more about me, then please visit my website

Although I only carry out direct work with children via my work with schools, I do offer consultations to parents who would like a space to explore aspects of their own parenting experiences.'



Wiltshire Services

FAMILY HELP SURVEY

Are you a parent or parent to be?
Are you a young person who needs help and advice?
Do you know how you can find out information on help available for you and your family?

We want to hear your views on family services and how you'd best like to access them. Please take this short survey and help us shape services for the future.

Wiltshire Council

Lots of free activities and support for families with children under five! Just follow the QR code!

Local support

[Wiltshire childrens services](https://wiltshirechildrensservices.co.uk) [Wiltshire Local Offer](https://localoffer.wiltshire.gov.uk/)
<https://wiltshirechildrensservices.co.uk> <https://localoffer.wiltshire.gov.uk/>

'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.'
SEND Code of Practice 2014

At Pitton we know that the best support for children is through high quality teaching. We strive to ensure class teachers know their pupils' individual needs to support effective learning. This support is for everyone. Inclusive practice ensures that every child gets the support they need within lessons to build independence, resilience and learn effectively. The longer a pupil is out of class for interventions, the more of this high quality teaching they miss and is proven to hinder learning which is why we always aim to provide support through differentiation in the first instance, such as resources and group work in class, and ensure any interventions are carefully planned into the school day to limit the time pupils are away from the classroom. Staff at Pitton also use research carried out by organisations such as the EEF to ensure we use the most effective methods to support pupils' needs.

Emotional Wellbeing

Emotional support, as with all our strategies, starts in the classroom with the staff who know your child best in the school environment at their current stage. Every class supports pupils to build and sustain resilience and have a positive mindset to challenges through daily high quality teaching, which includes strategies for the development of growth mindset. Mrs Scafe has had training in emotional literacy and strategies to support pupils who need further support. In this edition she shares an insight into the different block therapy strategies we use at Pitton.



Block Therapy

Block therapy sessions are working well with some of our children who struggle with social interactions. Social communication skills play a vital role in our ability to form meaningful relationships and enable us to function happily and successfully in everyday life. With Lego therapy, each activity requires verbal and non-verbal communication, collaboration, joint problem-solving, joint creativity and joint attention. In a calm environment with specific roles, participation is inherently rewarding and no external rewards are required.

Six Bricks

Six Bricks is a new hands-on tool for extended learning. By manipulating six specifically coloured Duplo bricks, children can improve their working memory, cognitive flexibility, concentration and creativity through visual, auditory and intellectual tasks. Activities are matched to individual skills and interests which support co-ordination, problem solving and resilience, as well as children's ability to become Mathematicians (depth perception and spacial awareness, times tables, ordering etc) and Authors (working memory, prepositions, speaking and listening).

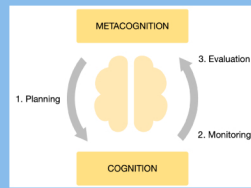
Metacognition



Metacognition, put simply is thinking about your thinking. The processes used to plan, monitor, and assess your understanding and performance. Metacognition includes a critical awareness of:
- Your thinking and learning
- Yourself as a thinker and learner

Effective metacognitive strategies get learners to think about their own learning more explicitly, teaching them to set goals, monitor and evaluate their own progress. Through this process having the right mindset is key and so this is where our work on growth mindset comes in to support pupils to think effectively for learning allowing for self-regulation. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.

Teachers support pupils to plan, monitor, and evaluate their learning. A series of steps beginning with activating prior knowledge and leading to independent practice before ending in structured reflection can be applied to different subjects, ages and contents. An appropriate level Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.



When undertaking a learning task, we start with this knowledge, then apply and adapt it. This is metacognitive regulation. It is about planning how to undertake a task, working on it while monitoring the strategy to check progress, then evaluating the overall success.

This is not a one-off process of discrete steps, but an ongoing cycle. As you progress through the task applying your metacognitive and cognitive skills, you update your metacognitive knowledge (of yourself, strategies, and tasks), as well as updating your subject knowledge and skills.



Supporting thinking in infants

Upcoming events

Parents evening!
Your child's targets and support will be shared for you to discuss. For some this may be in the form of the school's Individual Education Plan (IEP)

Parent/carer workshops

Connecting with your child & Managing behaviour