

An information meeting for SEND parents/ carers

Aims and objectives:

- To give parents/ carers information about SEND.
- To help parents/ carers understand what happens in the resource provision.
- To help parents/ carers support their children's learning.

Key Staff 2025-2026

- *Headteacher: Ms Ishaq*



- *Deputy Headteacher: Ms Shah*



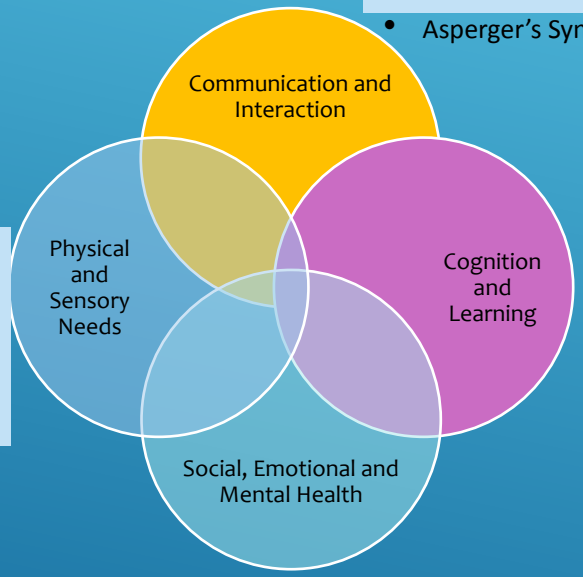
Lead Teacher for SEND Provision

Miss Singh

SENCo Mr Kundu

4 Broad Areas of Need

- Speech, language and communication difficulty
- Use of verbal and non-verbal communication
- Autistic Spectrum Condition
- Asperger's Syndrome



- Physical Difficulty
- Visual Impairment
- Hearing Impairment
- Multi-sensory Impairment
- Medical Needs

- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulty
- Specific Learning Difficulty
- Attention Deficit Hyperactivity Disorder

- Social and emotional difficulties
- Mental Health Needs

Routines

2026/2027 Butterfly class

8.45-9.00	9.00 – 9.15	9.15-9.30	9.30 - 10.00	10.00-10.45	10.45-11.15	11.15 - 11.30	11.30 - 12.00	12.00 - 13.15	13.15 – 13.30	13.30 - 14.00	14.00 – 14.30	14.30-15.00	15.00-15.15
Independent settling activities	Morning Circle	Hoisting and Feeding	Maths	Sensory Room and Physio	Literacy	Toileting and Story Time	Lunch	Relaxation, Staff Lunches and Toileting	Afternoon Circle	Switch Work and Parachute	TAC PAC and Story	Toileting and Story Time	Home time

2026/2027 Beehive class

8.45-9.00	9.00-9.15	9.15-9.30	9.30 - 9.50	9.50 – 10.05	10.05 – 10.30	10.30-10.45	10.50 – 11.15	11.15 – 11.30	11.30 - 12.00	12.00 - 13.15	13.15 – 13.30	13.30 - 14.00	14.00 – 14.45	14.45-15.00	15.00-15.15
Independent settling activities	PE Hall Regulation	Morning Circle	Sensory Circuit	Playtime playground and Atrium	Changing/ Communication and Snack Time	Attention Bucket 10.45 – 10.50 – Atrium Regulation	Numeracy / Literacy	Toileting and Handwashing	Lunch	Atrium	Afternoon Circle	Sensory Room TAC PAC	Afternoon activities – Craft/Cooking/Multi Skills	Changing/ Communication and Snack Time	Music / Parachute and Home time

2026/2027 Puffin class

8.45-9.00	9.00-9.30	9.30 - 10.00	10.00 – 10.30	10.30 – 10.45	10.45-10.55	10.55-11.10	11.10 – 11.30	11.30 - 12.00	12.00 - 13.15	13.15 – 13.30	13.30 -14.00	14.00 – 14.30	14.30-15.00	15.00-15.15
Independent settling activities	Morning Circle	Wake Up Shake Up and Sensory Circuit	Literacy	Playtime playground / Atrium	Changing/ Communication and snack time	Attention Bucket	Numeracy	Lunch	Atrium	Calming Activities	Afternoon Circle and Changing	Sensory Room/ TACPAC	Multi skills, changing/ communication and snack time	Music / Home time

The first half term is a transitional term where children are taught the routines and transitions within the day and this timetable is followed fully by the second half of the autumn term.

SEND curriculum

SEND/ASD:
Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Under The Sea		Transport		A Seaside Summer	
Theme and associated books	Sea Animals *The snail and the whale*	Water *The Snowman*	Wheels *We catch the bus*	Out and About *We're going on a bear hunt*	A Summer Holiday *The Lighthouse Keeper's Lunch*	The Beach *Little Kipper's Sandcastle*
Cooking	Let's Explore Mashed Vegetables	Let's Explore Cooking with Meat	Let's Explore Baking	Let's Explore Salad	Sandwiches	Fruit Ice Lollies Ice Cream Sundae Fruit Kebabs
Physical Education	Cooperative Games	Co-operative Games	Fundamental Movement	Fundamental Movement	Mini Olympics	Mini Olympics
Music	Drum Circles	Drum Circle	Playing Melodies	Playing Melodies	Exploring Sound	Exploring Sound
Trips	The Aquarium		Travelling on Transport		The Beach	
Sensory	Ocean in a Bottle	Bubble Painting	Flying	Floating	Picnics	Sandcastles

Evidence Me

- *"SU took part in our parachute games today. SU showed he expected the activity was about to start by lifting the parachute up into the air. He independently used his coreboard to point to 'Go', encouraging us to start the game."*

Evidence Me showcases the children's learning throughout their time in the resource provision.

These are very personal to the children and their journey of learning.

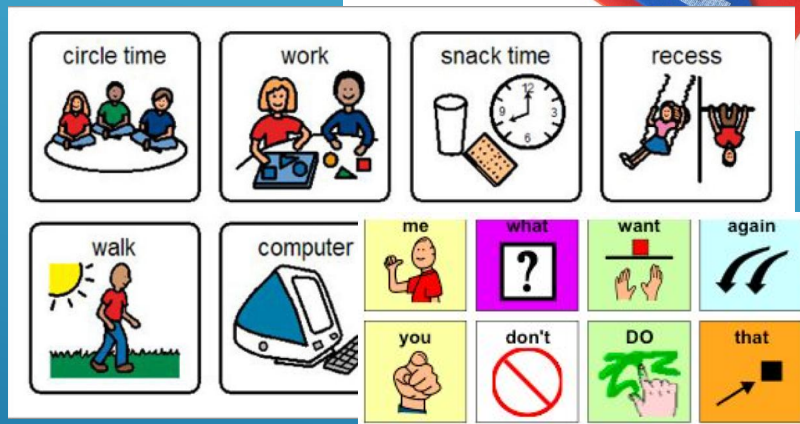
- "UR took part in a music activity to promote turn taking. UR noticed the instrument and reached out to it. UR independently used his beater against the xylophone and after dropping it, continued to play once and adult had picked it up from the floor."

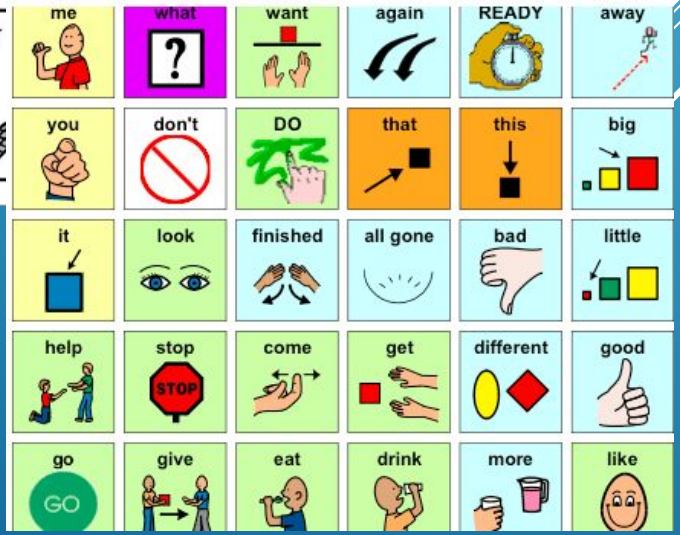
Communication and Language

Speech, **language** and **communication** skills are crucial to young children's overall development. Being able to communication and process speech sounds, to understand others, to express ideas and interact with others are fundamental building blocks for a child's development.



- PECS (Picture Exchange Communication System)
- Visual Supports
- Objects of Reference
- Core Vocabulary Boards
- Social Stories
- Interactive Communication Apps
- Modeling and Repetition
- Colorful Semantics





Real life experiences









Controlled Fire Lighting
Activity: Learn to light and manage a fire safely.
Skills: Teamwork, safety awareness, and practical skills.

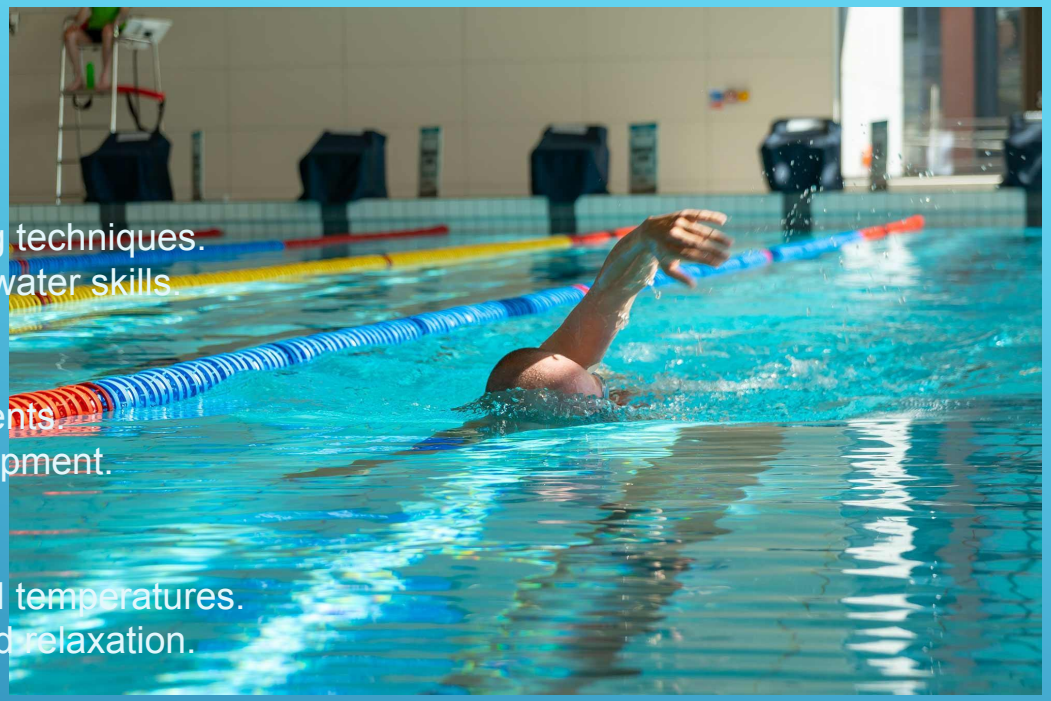
Marshmallow Roasting
Activity: Roast marshmallows over the fire.
Skills: Fine motor skills, patience, and following instructions.

Exploring Frog Spawn
Activity: Observe and study frog spawn and tadpoles.
Skills: Observation, scientific inquiry, and environmental awareness.

Playing Musical Instruments
Activity: Use natural and man-made instruments to make music.
Skills: Creativity, rhythm, and auditory discrimination.

Nature-Based Crafts
Activity: Create art using natural materials like leaves and sticks.
Skills: Creativity, fine motor skills, and sensory exploration.

Outdoor Games
Activity: Engage in games and activities in the natural environment.
Skills: Physical coordination, social interaction, and teamwork.



Water Safety Skills
Activity: Learn essential water safety and floating techniques.
Skills: Safety awareness, confidence, and basic water skills.

Gross Motor Development
Activity: Practice swimming strokes and movements.
Skills: Coordination, strength, and muscle development.

Sensory Exploration
Activity: Engage with different water textures and temperatures.
Skills: Sensory integration, tactile awareness, and relaxation.

Water Games
Activity: Participate in structured water games like ring toss or pool noodles.
Skills: Social interaction, teamwork, and motor planning.

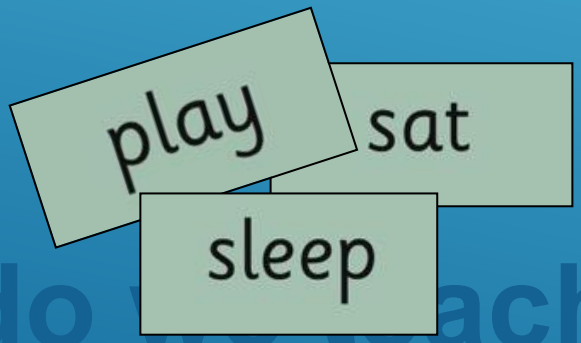
Breathing Techniques
Activity: Practice rhythmic breathing and blowing bubbles.
Skills: Respiratory control, relaxation, and concentration.

Balance and Coordination
Activity: Use floats and kickboards to improve balance.
Skills: Balance, coordination, and spatial awareness.

Relaxation and Enjoyment
Activity: Engage in gentle activities such as floating and splashing.
Skills: Stress relief, sensory enjoyment, and emotional well-being.

Read Write Inc.

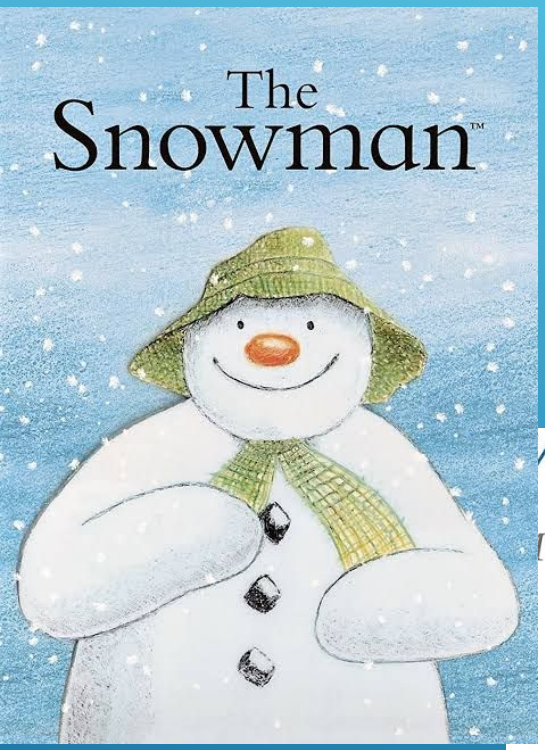


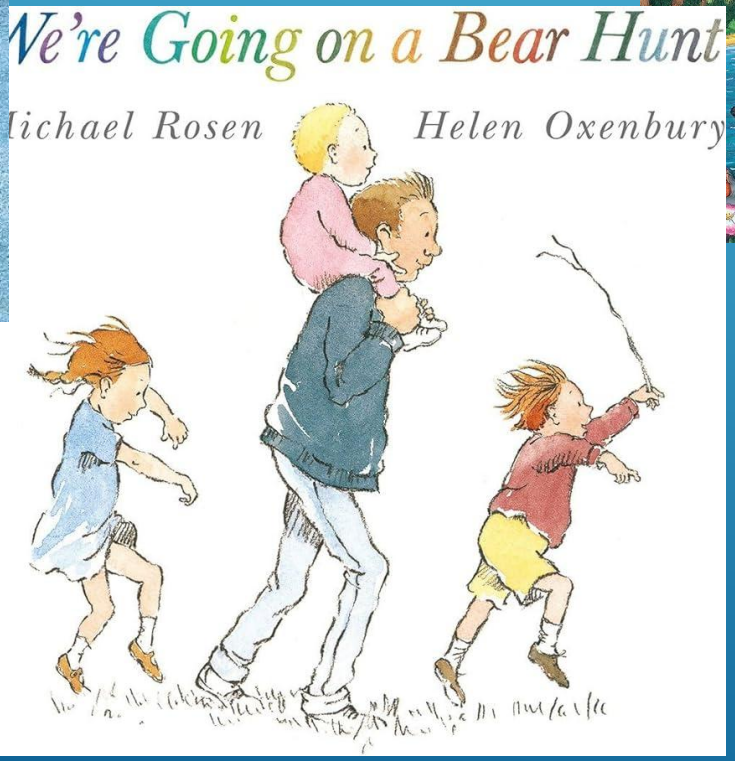


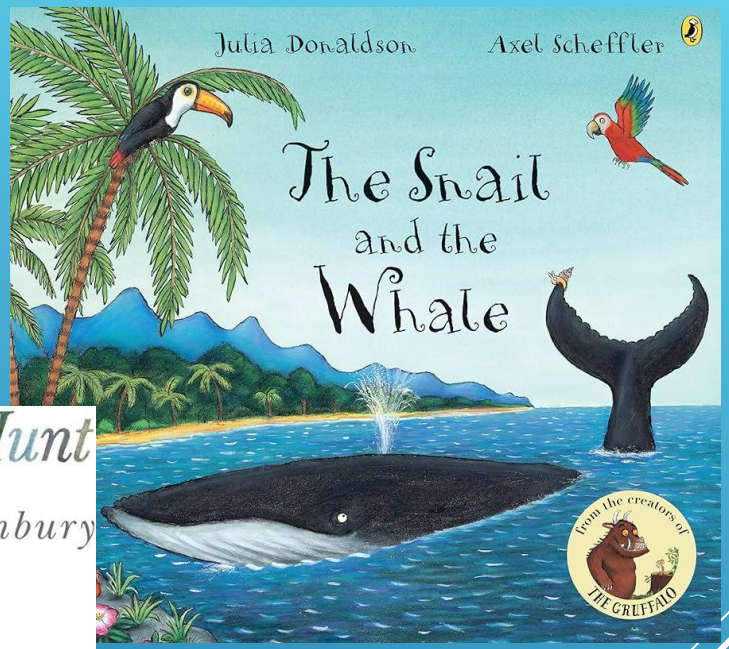




What do we teach?

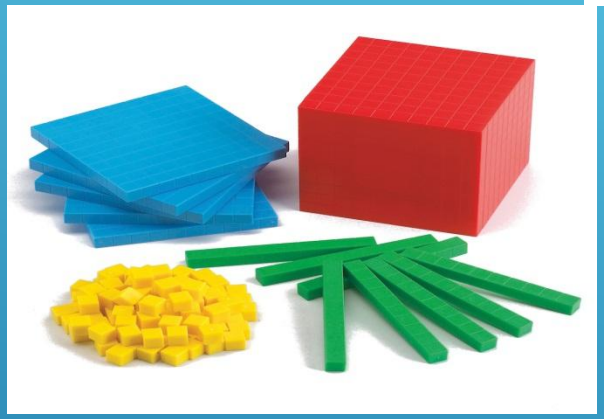






- Concrete approach allowing for a strong base for understanding of fundamental concepts.



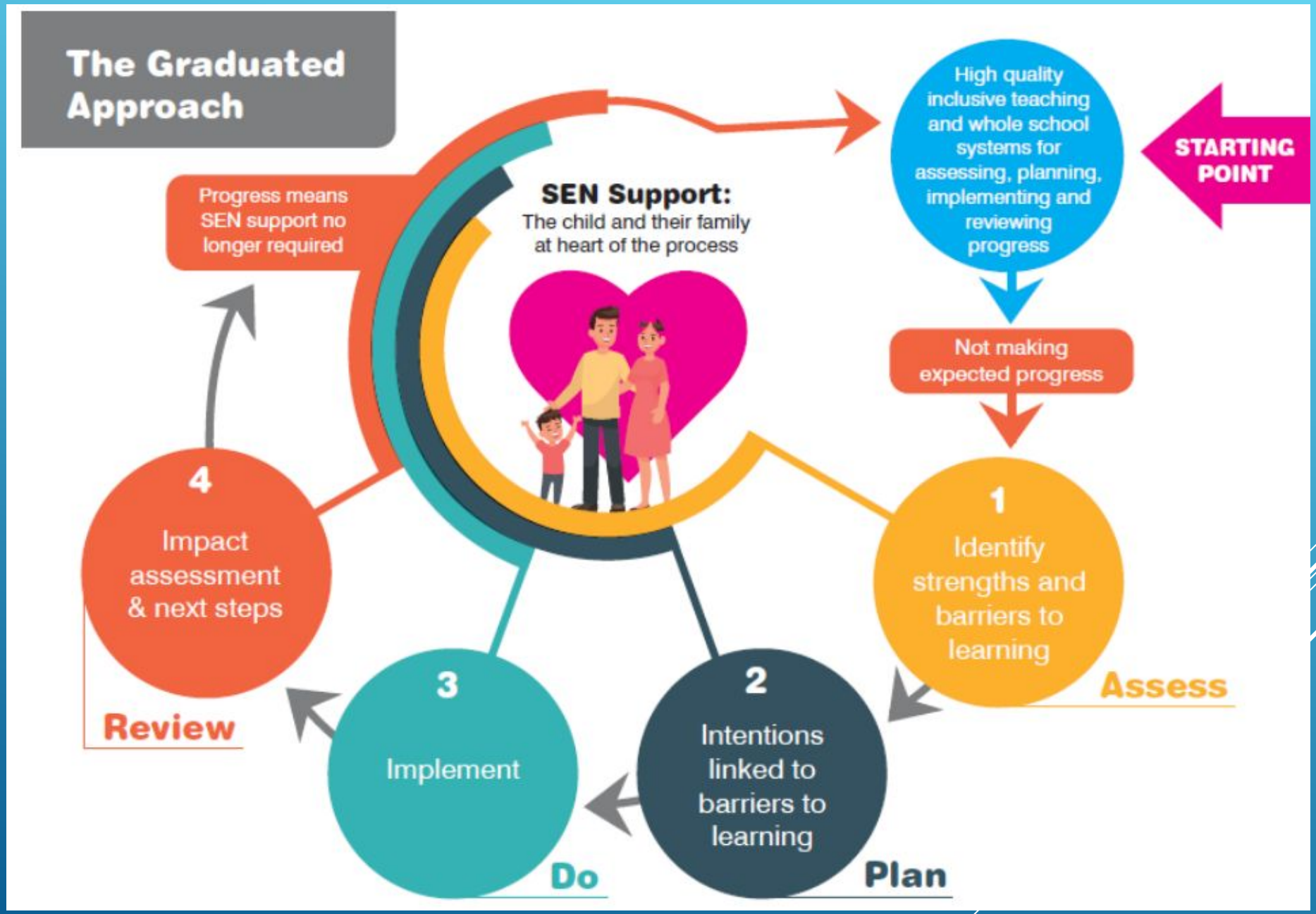






Targeted and Specialist Support

- Intensive Interaction - The fundamentals of communication, such as enjoying being with another person, taking turns in exchanges of behaviour, and using and understanding eye contact.
- Attention Bucket - The aim of this activity is to gain shared attention, using simple, repetitive language to teach the child to independently focus on an adult led activity.
- LEG Groups - Building a child's vocabulary is the foundation to reading, writing, verbal expression, and in many ways, vocabulary is an important factor in building analytical and critical thinking. The language is used to express intentions, describe feelings, and understand the ideas of others.
- Social Groups/Nurture Groups - Nurture groups are a short-term, focused intervention strategy to support young people who have attachment related social, behavioural, emotional and wellbeing needs which could otherwise become long-term barriers to learning and attainment.
- SALT
- OT
- ABA Therapy


The Graduated Approach
High quality inclusive teaching and whole school systems for assessing, planning, implementing and reviewing progress
STARTING POINT
SEN Support:
The child and their family at heart of the process
Progress means SEN support no longer required
Not making expected progress
1
Identify strengths and barriers to learning
Assess
2
Intentions linked to barriers to learning
Plan
3
Implement
Do
4
Impact assessment & next steps
Review

Punctuality

- Children must be in school by 8.45am in Reception.
- Late mark in the register if a child arrives after 8.55am.
- If lateness becomes a problem, the Attendance Team will be notified
- The school day will conclude at 3.15pm

Absence

- Call the office to report an absence
- Children must stay off school for 24 hours after a sickness bug
- If your child becomes ill during the day, you will be contacted and asked to collect them
- Term time holidays will not be authorised

School Uniform



Girls

White blouse or polo shirt
School sweat shirt, cardigan or jumper
Grey skirt, pinafore or trousers
White, black or grey tights / socks
Black shoes

Boys

White shirt or polo shirt
School sweat shirt or jumper
Grey trousers
Black or grey socks
Black shoes

Medical



- Report any medical issues to school (phone call or email).
- Ensure asthma pumps are in date.
- If a child is unable to come into school due to illness this must be reported to the office.

Bullying, Safeguarding and the use of mobile phones.

OUR COMMITMENTS - BULLYING

We are committed to:

- to preventing bullying occurring in school by creating an anti-bullying culture;
- taking bullying and its impact very seriously;
- having a **zero tolerance** approach to bullying;
- taking effective and timely action to ensure any form of bullying is stopped and victims are supported.

BULLYING AT SIR JOHN HERON

- Creating an anti-bullying culture
- Reporting procedures
- Responding to reports of bullying
- Please report any concerns you have regarding bullying to the class teacher or senior member of staff as soon as possible
- Please take a look at the school's Anti-bullying policy on the website

"Bullying is lots of times and on purpose."

WE MAKE SOME NOISE!

SAFEGUARDING AT SIR JOHN HERON

"Our school is committed to safeguarding children and we seek to provide an environment where all children are safe, secure, valued, respected and listened to..." (Page 3 of Child Protection and Safeguarding Policy)

Our safeguarding approach is always **child-centred** –this means the **best interests** of the child all always be considered.

SAFEGUARDING AT SIR JOHN HERON



Ms Ishaq
Headteacher
Designated
Safeguarding Lead



Ms Shah
Deputy Headteacher
Designated
Safeguarding Lead



Mr Kundu
Assistant Head with responsibility for Inclusion / SENDCo
Designated
Safeguarding Lead



Mrs Patel
Safeguarding and Outreach manager,
Designated
Safeguarding Lead

MOBILE FREE ZONE





- Toileting
- Dentist
- Drop in sessions

For any questions/queries, please phone the school or email us at:

info@sirjohnheron.newham.sch.uk