

SEND

SPECIAL EDUCATIONAL NEEDS AND DISABILITY



at The TES SEN Show in October 2015. We were able to inform hundreds of London staff about the range of SEND resources available to them at no extra cost. To receive more information about what's available to support pupils with SEND at your school, please email send@lgfl.org.uk.

really appreciate it if you could email send@lgfl.org.uk with details of which resource you used, why, what you did, who you used it with and its impact. Thank you so much!

Welcome

to our Spring SEND bulletin! This bulletin has been produced for staff working in London schools, who support children and young people with SEND. Keep reading for further information about new and upcoming online SEND resources.

THE TES SEN Show:

LGfL was delighted to be represented

Your Case Studies:

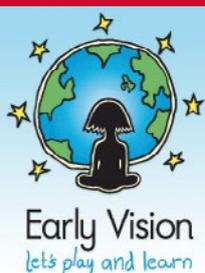
We are currently developing a new SEND website on LGfL to be launched in the next few months. This will include inspiring case studies from schools describing how they have used LGfL resources to support pupils with their academic, social, emotional and physical development, especially those with SEND. If you are using any LGfL resource to support pupils with SEND in your school, we would

Listening to you:

Your suggestions continue to inform what we do, so keep them coming into send@lgfl.org.uk. Due to popular demand for content to support social and communication needs, physical and sensory needs, mental health and secondary aged pupils, we have been prioritising these areas for development. See p. 3 for details.

John Galloway (LGfL SEND advisor and SEND member of LGfL editorial board) **Jo Dilworth** (LGfL SEND Consultant)

Using LGfL Resources to Support SEND



EARLY VISION

Early Vision videos help children understand and deal with real life scenarios such as a trip to the dentist, opticians, vets or a pet shop. Additional materials include a video filmed with a visually impaired young person, as she describes her day to day life.

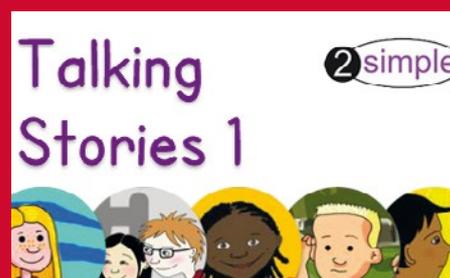
www.evinfo.lgfl.net



PICTURE BOOK MAKER AND SUPER ACTION COMIC BOOK MAKER

Picture Book Maker and Super Action Comic Book Maker encourage reluctant writers to create their own picture and comic books. These support Art and Literacy.

www.picturebookinfo.lgfl.net
www.superactioninfo.lgfl.net



TALKING STORIES

Online inclusion friendly stories with clear layouts and speech, which are suitable for Primary aged pupils with SEND. The materials includes many appropriate resources supporting a range of topics for many ages. Available in different languages.

www.storiesinfo.lgfl.net

SUPPORTING SEND: IN SCHOOL FEATURE

Demonstrating the innovative ways in which London staff can use LGfL resources to support their pupils with SEND

About Audio Network

Audio Network is a database of thousands of music tracks which can be searched by genre, instrument, mood and atmosphere, and key words. It can be used to support pupils with SEND as part of a multisensory approach to topics across the curriculum, and to denote different activities throughout the school day e.g. tidy up time.

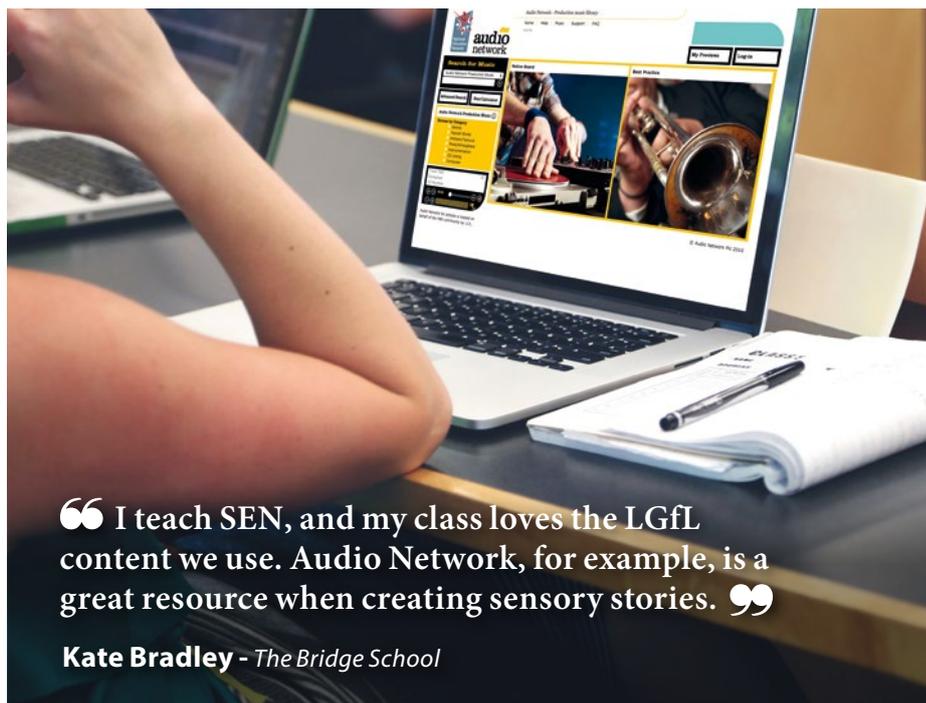
1. When introducing a new topic, find a piece of music in Audio Networks to help set the scene. Along with props which could be looked at, touched, heard, smelt and tasted, it will help immerse children in that topic using all their senses.

■ When teaching Under the Sea, you could search for underwater music with sounds of the sea. *Deep Seas, 1:30, Duncan Pittock, Underwater atmosphere/sound design. Also available without whale effects.*

■ In History or RE, tracks could be found which evoke different eras or cultures using traditional instruments from that time or place. A teacher can read from a script whilst this music is on, to really set the scene using all the children's senses. *Lights Of Diwali, 2:59, Darren Leigh Purkiss, Lush ambient pads blended with plucked Santoor & Indian vocals.*

■ In Literacy and English, a search for the keyword 'thriller' will bring up music to support understanding of this genre and to help inspire children's writing.

■ Searching by different feelings and emotions could help with PSHE



“ I teach SEN, and my class loves the LGfL content we use. Audio Network, for example, is a great resource when creating sensory stories. ”

Kate Bradley - The Bridge School

topics as well as social communication activities for pupils that require support in this area. *Feeling Great, 3:07, Barrie Gledden / Kes Loy / Richard Kimmings Feel good up tempo pop with a smile on its face.*

2. Use Audio Networks to support transitions or to denote different activities

Transitions during the day can be challenging for children with SEND, or moving onto established routines such as tidying up or getting dressed for PE, or going home. Using familiar music tracks can help denote the change, or provide a background for an activity.

3. Use Audio Networks to support relaxation and mindfulness

You might choose a calming song to support the start or conclusion of a lesson, as they prepare or pack up. If your school uses breathing techniques

or mindfulness, some of the audio networks tracks can be used as soundtracks for these activities. *Astral Flight, 5:47, Tom Quick, Dreamy ambient soundscape with a warming glow.*

4. Use Audio Networks to support sensory movement breaks

If your pupils are getting restless and finding it hard to concentrate, they may need a movement break to help them refocus again. Why not search for a track to support this? If you are not familiar with sensory movement breaks and their benefits, upcoming LGfL content in this area will provide a rationale and some examples of activities you can do with all ages. *Jump Up And Down, 2:43, Barrie Gledden / Chris Bussey / Kes Loy, Funky electro pop aerobics for kids with cool workout vocals.*

www.audionetwork.lgfl.net

IN DEVELOPMENT

An overview of exciting resources which are being created and are on their way



Employability Skills - Secondary

We are delighted to announce that AXIS Education have been commissioned to provide some online multimedia employability resources for LGfL Secondary schools. The software is dual purpose – it can be used to support work experience and job readiness for all students as well as providing skills development materials for students struggling with low-level literacy and numeracy levels. With increased curriculum focus on work readiness, it is vital that accessible and engaging information about the world of work is made available to Secondary pupils with lower literacy or cognitive levels, including pupils with SEN.

This is due to launch on LGfL in the Summer term, 2016.

YOUNG MINDS

Supporting Resilience and Mental Health Awareness resources Primary and Secondary

“In response to feedback from London schools, Young Minds, the leading charity working in the area of young people and mental health, have been commissioned to develop materials for learners, parents and staff. The consultants working on them are familiar with the capital’s schools and will tailor the resources to help you deal with a wide range of issues.

These materials will contain activities which can be carried out with young people in KS2 and KS3 to support resilience and help prevent mental health issues from developing. They will also include staff and parent awareness resources to help in identifying the triggers and warning signs, and signpost you with where to go for further support. To get involved in the pilot of this resource please email send@lgfl.org.uk.”



Promoting Learning through Movement: Primary and Secondary

We are currently working with Sheena Rufus, Team Leader and Professional Lead for Children’s Occupational Therapy in Sutton and Merton, to create resources to help staff identify occupational therapy related issues and support through whole class and targeted approaches. Six primary schools have volunteered to pilot these resources. If you are from a Secondary school, and are also interested in getting involved, do contact us on send@lgfl.org.uk. Enquiries from mainstream and specialist schools are welcome.

IN DEVELOPMENT

An overview of content in early stages for your feedback

Social Communication Resources – Secondary

We are currently beginning development on online resources to support Secondary aged pupils with social communication issues. We have designed a questionnaire for staff and young people so they can have their say in what is created. Please do complete this so we can make these materials as helpful, engaging and accessible as possible.

Staff questionnaire: www.socialcommadult.lgfl.net

Young People questionnaire: www.socialcommyp.lgfl.net

Art and SEND

We are excited to be working with Paul Morrow, Creative Arts lead at College Park and QEII specialist schools in Westminster, to develop content to support pupils with SEND in creating and exploring Art. Please email send@lgfl.org.uk if you would be willing to host a visit from Paul Morrow and Jo Dilworth to your school, so we can discuss how you are supporting your pupils with SEND enjoy and access Art and what you would find helpful. Alternatively, complete the form at www.inclusiveart.lgfl.net



A NEW SEND AREA ON LGfL

A new SEND section is launching after Easter on the LGfL site. This will contain:

- information about resources available and in development to support Attention and Listening, Sensory and Physical Needs, Communication and Interaction, Cognition and Learning and Social, Emotional and Mental Health
- materials to support the accessibility of other LGfL resources
- school case studies and good practice
- recommended websites and resources
- information about news and events



To find out more about what's in development, and to contribute case studies, please email send@lgfl.org.uk.



FUTURE BULLETINS

We will be publishing our bulletins on a termly basis. Our next issue (Issue 4: Summer Term 2016) will be launched in May 2016. If you have any questions, feedback or if you would like to receive future bulletins, please contact us on send@lgfl.org.uk or on 079 734 05 49 1.

For further information on SEND related content and developments, please contact send@lgfl.org.uk