**SEN and Child Protection – Gordon Stevenson (ITT Co-ordinator)**

**23rd October, 2008**

Child Protection Officer – Elizabeth Hirst.

Make it clear to pupils you can’t treat info in confidence.

Not well fed or clothed – when does this become a child protection issue?

Turn around bad behaviour by looking at the positive side of what they’re doing in class.

Can have conversation with a child but **must** pass it on. No leading questions. Make sure you record the details, date and sign it.

SENCO – Steve Brier (F15)

Statement – a certain amount per week of SEN time.

Some subjects have own LSA. Others when time allows.

Very few pupils have LSA support all lesson.

Often has to be pushed by parents.

SEN sanctions – more subtly give more chances by removing star but still work through sanctions system. When exhausted, individual plan will be applied. Speak to teachers to see if you can see how they work differently with SEN and ask SENCO what you need to be doing.

Printouts for those who take a long time to copy things down. With gaps to give them something to complete.

ASDAN – social skills, work sills.

Look through the list of SEN students and shadow a pupil for a day (Ashley Holcroft?).

Pupils taken out during registration for extra numeracy and literacy.

Literacy groups taken out from English.

State how using LSA in lesson plan. Ask questions before planning.

Breaks/lunch drop-in sessions.

G&T co-ordinator – Louise Hollis.

Here often the hard workers are the G&T (top 10%).