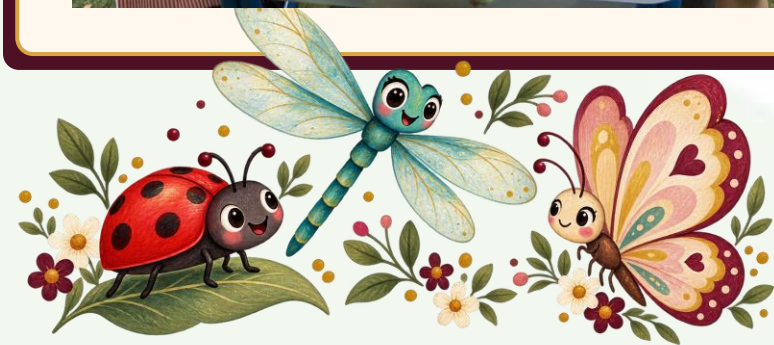


EYFS parent coffee morning

A relaxed chance to hear how the children are settling, understand our daily rhythm and ask questions.

Thank you for being part of the start of their school journey.



WELCOME
Who are we?



Mrs Vanstone – Early Years, Subject and Online Safety Lead

Mrs McGuirk – Assistant Head Teacher, Inclusion Lead & SENDCO



Settling into school

Confidence grows through familiar people, clear expectations and predictable routines.



What we are noticing

- Children are becoming familiar with their classrooms and adults.
- They are learning our class rules and everyday routines.
- Friendships, independence and confidence are beginning to grow.
- We celebrate each small step — every child settles at their own pace.



Learning through the day

Short, focused teaching sits alongside purposeful play and exploration.

- | | | |
|----|---------------------------------------|--|
| 01 | Drawing Club | Stories, imagination, talk and mark making |
| 02 | Phonics | Sounds, blending and early reading |
| 03 | Maths | Number, pattern, shape and mathematical talk |
| 04 | Mighty Muscles + Funky Fingers | Strengthening gross and fine motor skills |





The little things that make a big difference

UNIFORM

Please put your child's name in every item.

DRINKS

Water only in bottles, please.

PE

Our PE day is Wednesday.

READING

Books come home this week. Read daily where possible — little and often is perfect.



Meeting children where they are

Assessment helps us understand each child — it is not a pass or fail test.

Right now

We are completing the national Reception Baseline Assessment and continuing to get to know every child as a learner and as an individual.



What happens next

- We notice what children know, can do and are interested in.
- Ongoing assessment informs our provision and next steps.
- We adjust planning as we go, responding to individuals and the group.
- This helps learning remain ambitious, meaningful and well matched.

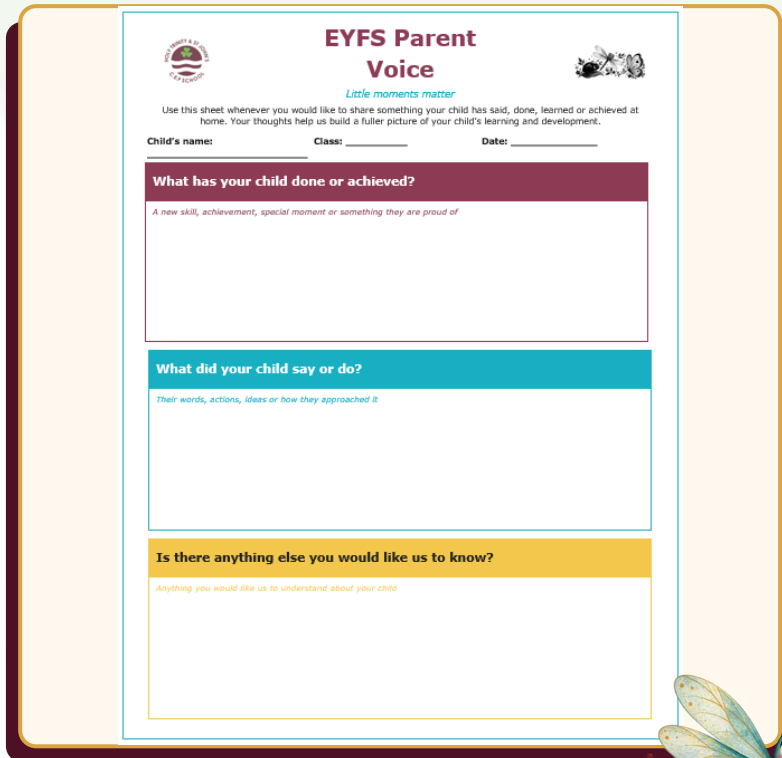


Your knowledge helps us know your child

Families see different strengths, interests and experiences — we value that whole picture.

Please complete our Parent Voice form

- Share what matters to your child and family.
- Tell us about interests, achievements or anything that may help us support them.
- Forms are available on the classroom door at any time — not only today.



The form is titled "EYFS Parent Voice" with the subtitle "Little moments matter". It includes a small logo in the top left corner. Below the title, there is a paragraph: "Use this sheet whenever you would like to share something your child has said, done, learned or achieved at home. Your thoughts help us build a fuller picture of your child's learning and development." Below this, there are fields for "Child's name:", "Class:", and "Date:". The form is divided into three main sections, each with a heading and a sub-heading: 1. "What has your child done or achieved?" with the sub-heading "A new skill, achievement, special moment or something they are proud of". 2. "What did your child say or do?" with the sub-heading "Their words, actions, ideas or how they approached it". 3. "Is there anything else you would like us to know?" with the sub-heading "Anything you would like us to understand about your child".



Support for children and families

Our Thrive approach helps us understand behaviour, nurture emotional development and strengthen readiness to learn.

Support may include

- Warm, consistent relationships and emotionally safe classrooms.
- Pastoral support when a child needs extra help with feelings, relationships or change.
- Practical and compassionate family support, with signposting where helpful.
- Working in partnership with you — please speak to us early, however small the concern may feel.



Definition of Special Educational Needs in Kent.



Kent County Council



Kent County Council (KCC) defines special educational needs and disabilities (SEND) as a learning difficulty or disability that requires special health and education support. This can include children who have a medical condition or disability, or who have SEND without a diagnosis.

Every child or young person may experience challenges with their learning at some point. For most, these difficulties are often overcome with support from teachers and home. However, they may need extra help or provision put in place to help them to have the same opportunities as others.

Children are not considered to have SEND just because their first language is not English, although some children where English is a second language may also have SEND.



What could SEND look like?



Some examples of SEND could include:

- Autism
- Speech, language, and communication needs (SLCN)
- Attention deficit hyperactivity disorder (ADHD/ADD/ODD)
- Specific learning difficulties – dyslexia, dyspraxia, dyscalculia, dysgraphia, Language Processing Disorder (LPD), Auditory Processing Disorder (APD), Nonverbal Learning Disorder (NVLD)
- Physical disabilities - cerebral palsy, stroke, spina bifida, arthritis, spinal cord injury, epilepsy, and muscular dystrophy.
- Social and emotional mental health difficulties (SEMH)
- **We have children across our school with a variety of SEND needs.**
- **A child does not need a diagnosis to access additional support.**



Autism:



Autism as a Difference not Deficit

The way we view autism is very important and can have a huge impact on the way we behave towards and support autistic people. Many autistic people do not view autism as a deficient way of being, but as a different way of being.

- Our school follows the guidance of the Autism Education Trust
- All staff have received specific AET training which helps us to remove barriers within the environment, use supportive strategies (where needed) and keep up-to-date with evidence-based research and recommendations to support children with what they need



Medical Model

The medical model looks at autism as a set of deficits or impairments. Under the medical model, these impairments or differences should be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness. The medical model looks at what is 'wrong' with the person, instead of what that person needs.

What are the barriers for your children?



MAINSTREAM CORE STANDARDS



Mainstream Core Standards Guide for parents



www.kent.gov.uk/localoffer

With thanks to



All schools in Kent refer to the Mainstream Core Standards document. The standards provide a framework that helps schools support children and young people with SEND.

The document is there to help parents support talks with your child's school.

Usually, a child with SEND will not need all the support shown in the standards. However, everyone is individual. So, the help can vary. It could include different strategies, interventions, and resources from across the whole strategy.

The document has been co-produced with:

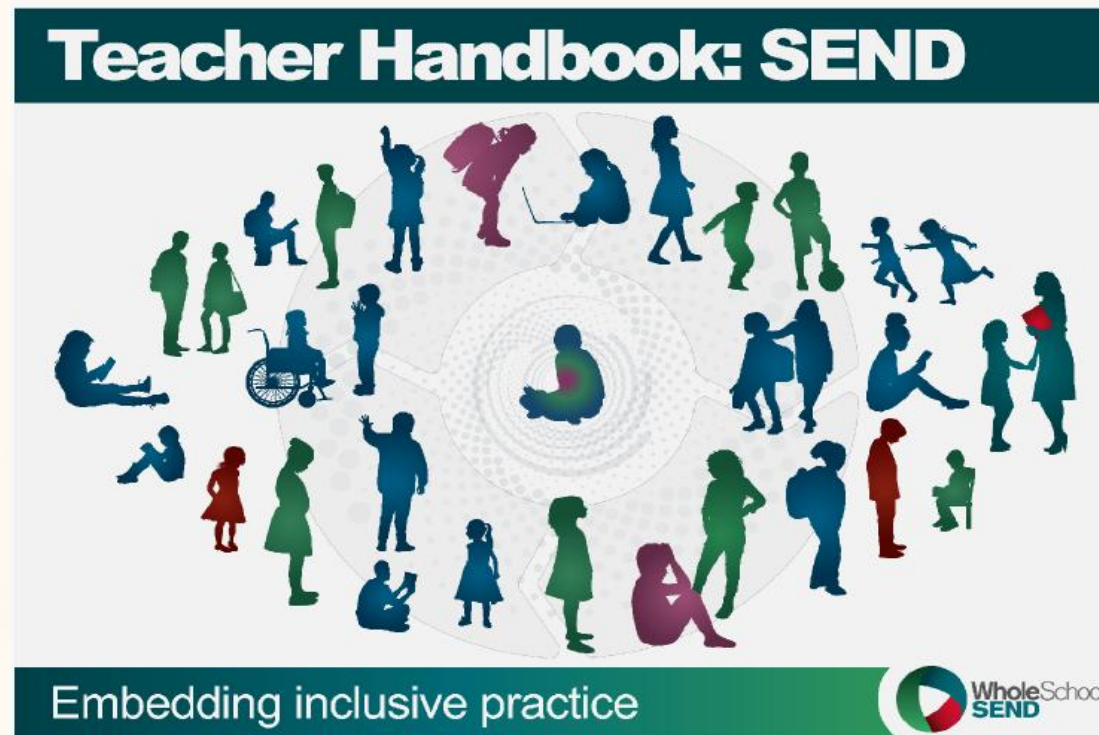
- Parents
- Schools
- educational psychologists
- members of the KCC team.
- * children and young people
- * specialist teachers
- * health professionals

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

INCLUSIVE PRACTICE



Along with the Mainstream Core Standards document, our school uses the National Association for Special Educational Needs 'Embedding inclusive practice' to support underpin provision, including reasonable adjustments, for our children with SEND.



Universal offer – tiered support approach

SEMH			
Tier 1 Universal strategies (Including Mainstream Core Standards and recommendations from the NASEN SEND handbook)	The Holy Trinity Way: Be Ready, Be Respectful, Be Safe School values Whole school relational approach to behaviour policy Zones of Regulation (regular check ins) Regulation space in the classroom including a toolbox of calming strategies Thrive assessments Reference to Christian Values		Circle time as part of RHE Mindfulness techniques Growth Mindset Peer mentors Active Listening Visual supports Visual timetables Now and Next Restorative Conversations Movement breaks
Tier 2 Additional school-based interventions	Class based interventions Zones of Regulation Social Skills Sensory Circuits Social Stories Thrive Exit card Sensory toolbox Safe place in the classroom and adults to co-regulate Backward chaining Clear structure	Out of class interventions Nurture provision Zones of Regulation Thrive Social Skills The Nest/The Warren drop in Play Therapy Counselling Woodland School Bespoke curriculum	Pastoral/Learning Mentor support (1 pastoral and 5 learning mentors non-class based) Regular check-ins Lunch Club KS1 & KS2 Lego Therapy Bereavement Support Anxiety and Self-esteem Time to Talk ELSA 1:1 Coaching Task force-based interventions
Tier 3 Outside agency support	NELFT School Health Kent – school or parental referrals for emotional health Emotional Wellbeing Practitioner OASIS Counselling Early Help STLS support (including Family Nurture) ELA provision of Little Oaks and ELA mentors EP service		



UNIVERSAL OFFER



C & I			
Tier 1 Universal strategies (Including Mainstream Core Standards and recommendations from the NASEN SEND handbook)	Visual supports including visual timetables, now and next, communication boards Structured routines Reduced vocabulary Comic Strip conversations Communicate in Print Language Through Colour/colourful semantics Makaton Active Listening Social stories Language rich environments TEACCH approach		
Tier 2 Additional school-based interventions	Class based interventions Pre/post teaching of vocabulary Language Through Colour Sensory toolbox Exit card	Out of class interventions (Integrated therapist & Literacy Support Assistant) Speech and Language Link based interventions Individual speech and language plans from NHS SALT Auditory Memory Attention Autism STEM The Hive – in reach support	Learning/Pastoral Mentor support (1 pastoral and 5 learning mentors non-class based) Talk Boost Talkabout Language for Thinking Social Skills Lego Therapy Lunch Club KS1 & KS2
Tier 3 Outside agency support	Referral to NEFLT/Pediatrician for assessment Referral to Speech Therapist for assessment SALT STLS support EWP (Autism workshops)		



UNIVERSAL OFFER



C & L			
Tier 1 Universal strategies (Including Mainstream Core Standards and recommendations from the NASEN SEND handbook)	Visual supports Use of manipulatives Appropriately differentiated resources Task management boards Use of writing frames Modelling Alternative methods of recording including technology Communicate in Print Flexible groupings Language Through Colour TEACCH		
Tier 2 Additional school-based interventions	Class based interventions Pre/post teaching of vocabulary Phonics interventions Language Through Colour Precision teaching Post teaching Specific targets based on gap analysis	Out of class interventions (Literacy Support Assistant) Auditory memory Interventions based on Lucid screening STEM	Learning/Pastoral Mentor support (1 pastoral and 5 learning mentors non-class based) The Nest/The Warren drop in
Tier 3 Outside agency support	Referral to Pediatrician STLS support		

UNIVERSAL OFFER



Sensory &/or Physical			
Tier 1 Universal strategies (including Mainstream Core Standards and recommendations from the NASEN SEND handbook)	Pupil positioning within the classroom Calm and organised learning environment Neutral backing on displays Sensory toys Ear defenders Resources linked to sensory checklist Movement breaks Peer awareness activities and approaches Use of Makaton/BSL		
	Tier 2 Additional school-based interventions Class based interventions Clever Hands Handwriting Buddy system Allocate key worker	Out of class interventions (Integrated Therapy Assistant) Sensory Circuits Clever Hands Fizzy Sensory Room Movement Breaks The Hive – in reach support	Pastoral/Learning Mentor support (1 pastoral and 5 learning mentors non-class based) Lunch club KS1 & KS2
Tier 3 Outside agency support	HI/VI STLS OT Physio		



Online Support Services

KENT RESILIENCE HUB

[Kentresiliencehub.org.uk](https://kentresiliencehub.org.uk)

A resource that helps young people, parents and carers, staff and practitioners to understand emotional wellbeing and resilience.



SEND INFORMATION HUB

www.kent.gov.uk/education-andchildren/special-educational-needs

Guidance and support for parents of children with special educational needs.



MIND ED

<https://www.minded.org.uk/>

Free educational resource to support children, young people and adults with mental health.



AUTISM EDUCATION TRUST

www.autismeducationtrust.org.uk

Resources and support for parents and schools for children and young people with autism.



Information and support for parents and school staff on managing anxiety

(Developed by Kent Educational Psychology Service (KEPS), the PRU, Inclusion and Attendance Service (PIAS) and Early Help.)

Parent and Carer Recorded Webinar:

1

<https://youtu.be/SY4Nu48OVrE>



2

School Staff Recorded Webinar:

<https://youtu.be/YsG0uM7fGmk>



SEND SUPPORT AND INFORMATION

Kent County Council

Search kent.gov.uk...

Kent Together - cost of living support

Home > Education and children >

Special educational needs and disabilities (SEND)

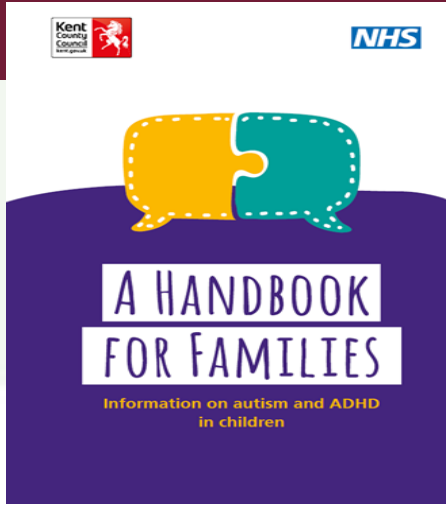
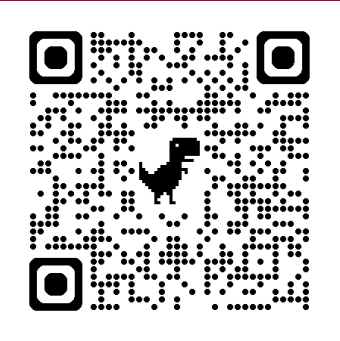
Local Offer

SEND information hub

Here to help and support you

On this page: What is the local offer? Additional support in education Find local support, activity groups and charities

We want to hear from you! We are always looking for ways to improve our SEND service.



Home About us Our impact Join us Signposting News and events Get in touch

We are Kent PACT

Parents and Carers Together

Our mission is to make sure that services provided by education, health and care in Kent meet the needs of children who have special educational needs and disabilities, and their families.