

The Ivybridge Way

Spiritual • Moral • Social • Cultural • Equality • Inclusive
Future Self • Creativity



Courage • Honesty • Authentic • Resilient • Empathy
Respectful • Ambitious • Charitable • Tolerant

ParentMeet
Tuesday, 16 March
2021



Calm and Purposeful • High Expectations
Pride • Attitude • Conduct • Effort • Be Your Best

Achievement • Creativity
Broad • Balanced • Knowledge-Rich • Breadth

Opportunity

Endeavour

Excellence

Achievement

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Excellent

5.15pm	Introduction and overview	Amy Pearce, Assistant Principal
5.20pm	Supporting students with SEND at home and in College with computer aided equipment	Abigail Newman, Director of SEND
5.25pm	Dyslexia	Kim Luscombe, Assistant SENDCo
5.30pm	Wellbeing	Laura Newcombe, Teaching Assistant
5.35pm	Examination Access Arrangements	Abigail Newman, Director of SEND
5.40pm	Autism	Claire Strain, Assistant SENDCo
5.50pm	Ivybridge Community College PACE and students with SEND	David Clift, Associate Leader
6.00pm	Hearing and Visual Impairments	Carol Lindsey, Assistant SENDCo
6.05pm	Closing remarks and Q&A review	Amy Pearce, Assistant Principal and Abigail Newman, Director of SEND
6.15pm	Close and Evaluation Form Completion	

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Supporting Students with SEND in College

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What is the SEND Register?

The SEND register is a list of children who, for reasons detailed below, are receiving additional teaching and/or support alongside their every day classroom teaching. The list is fluid and children can be added and removed as appropriate according to the guidance outlined in the SEND Code of Practice.

What sort of support do children on the SEND register receive?

Support varies greatly and covers both curriculum based knowledge (such as Mathematics and English) and personal or conduct needs. You will be informed as to the type of support that your child is receiving.

Support can include:

- Writing – sentence structure, punctuation, grammar, handwriting
- Spelling – pre-teaching of key vocabulary
- Reading – word reading and comprehension - use of assisted reading technology
- Mathematics – arithmetic, mathematical processes, reasoning
- Speech and Language
- Emotional support – recognising and understanding emotions, controlling strong emotions, communicating feelings to others.
- Social skills support – turn taking, eye contact, following rules

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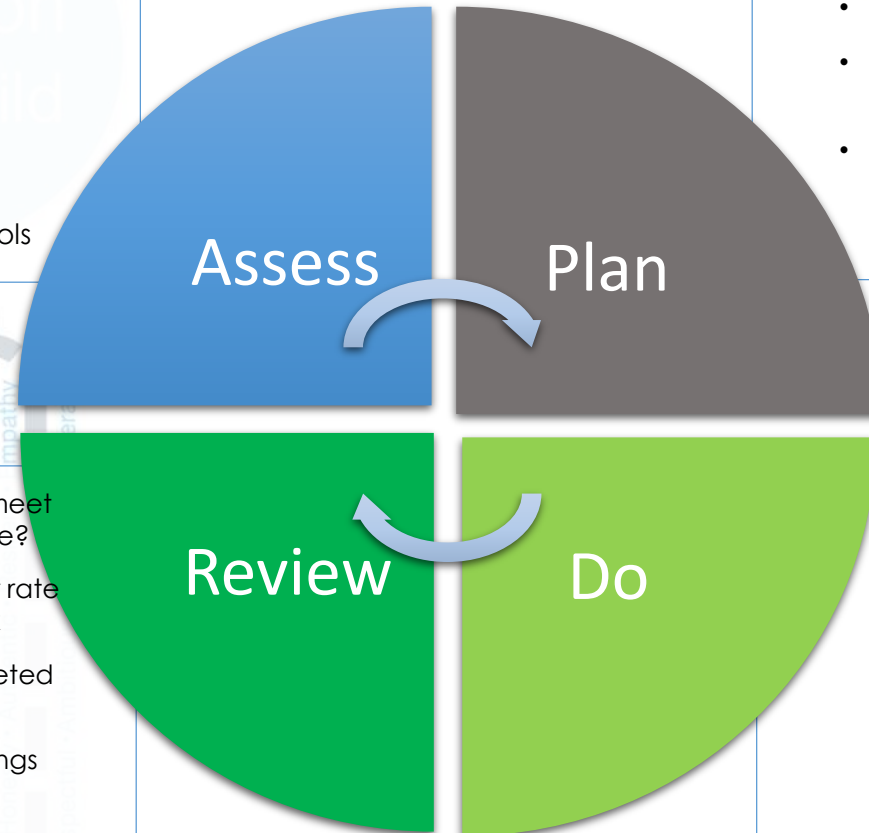
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- Teacher assessment and round robins
- Data on attainment, progress, conduct and effort
- Parent views
- Student Views
- Advice from external agencies
- Work samples
- Information collected from primary schools



- Reasonable adjustments teacher should make to provide high quality teaching
- Student My Plan developed
- Parent informed and feedback on My Plan.
- What additional provision/intervention is needed to ensure they make progress - reasons for it given as well as SMART outcomes set.

- Have students met/ are they on track to meet expected targets? What evidence is there?
- Has there been any improvement on their rate of progress? Teacher and/or TA feedback
- How is the student responding to the targeted provision?
- Parent and student views – Parents' Evenings etc
- Teacher views
- Are there changes to their SEND need?

- Learning Walks to ensure student is receiving the support they need
- Monitoring and tracking by teachers
- Feedback from Teaching Assistants
- Implementation of strategies by teachers.

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Assisted ICT equipment – demonstrations

- Microsoft office online
 - Dictate
 - Immersive reader
- Claro read
- C Pens - https://www.thedyslexiashop.co.uk/c-pen-exam-reader.html?gclid=Cj0KCQjwi7yCBhDJARIsAMWFScPnQ7RrW9SUyrDg7KfOBo9axRQiVUKEF868tBs5Y7_LtyUR2ZgWzpEaAg97EALw_wcB

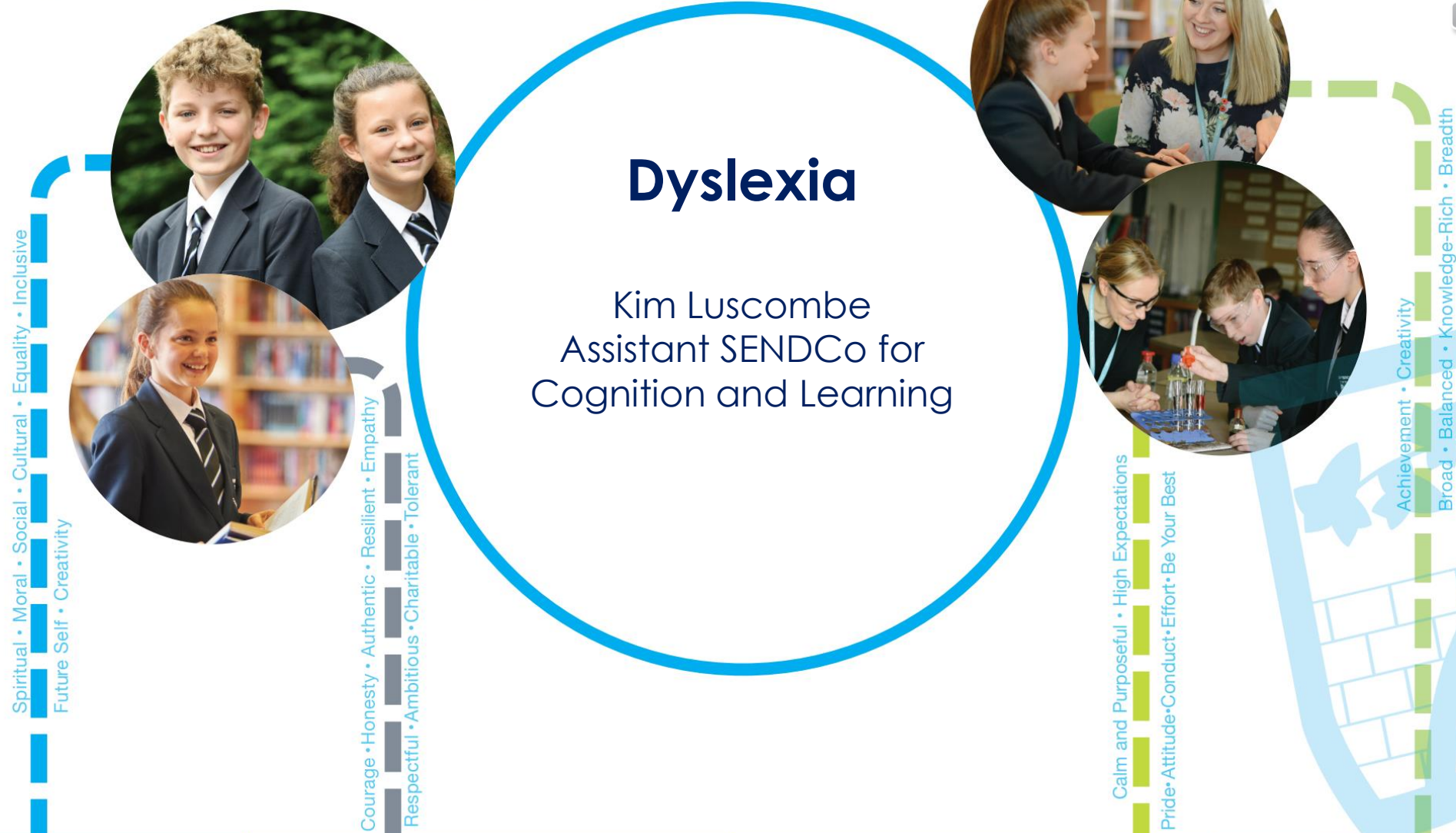
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What is Dyslexia?

Dyslexia is a specific learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

Characteristic features of dyslexia include difficulties in phonological awareness, verbal memory and verbal processing speed.

Dyslexia occurs across a range of abilities.

It is a life long difficulty.

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How can you help?

Reading

- Frequently read to increase vocabulary knowledge, recognition of the printed word and confidence.
- Read a paragraph/page each – taking it in turns.
- Read aloud as this helps the memory to take in the information.
- Use audio books to build interest.
- Use comics or plays to increase engagement – this could be together as a pair/group/family each taking a part/character in the play.
- Use a Pen Reader – this is an electronic device which reads the word to you.
- Text readers can be used on a computer to aid reading such as: Immersive Reader or Orato.
- Use a coloured overlay if this settles the words on a page.

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How can you help?

Spellings

- Practice a few spellings at one time.
- Have subject spelling lists up on the wall.
- Colour code spelling lists.
- Use a word processor with a spell checker on.

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How can you help?

Writing

- Allow time to plan what is going to be written.
- Make a plan.
- Use a word processor if possible –
 - The spell checker could be on to aid spellings.
 - You can change the screen colour to aid reading.
 - The font size and shape can be changed to help the work be clear.
 - People can be much quicker at typing than writing.
 - Learn to touch type to increase your typing ability.
 - You could use a speech to text reader.

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How can you help?

Memory

- Repeat information.
- Provide visual aids to help the memory remember.
- Play memory games such as: Pairs, Trugs or Go Fish.

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Champion
Every Child

Character
Education

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Use websites to learn to touch type:

- <https://www.typing.com/student/lessons>
- <https://www.doorwayonline.org.uk>
- <https://www.dancemattypingguide.com/dance-mat-typing-level-1>

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Useful websites:

- <https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child>
- <https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters>
- Download the 'TintVision' app to change the colour on your phone.

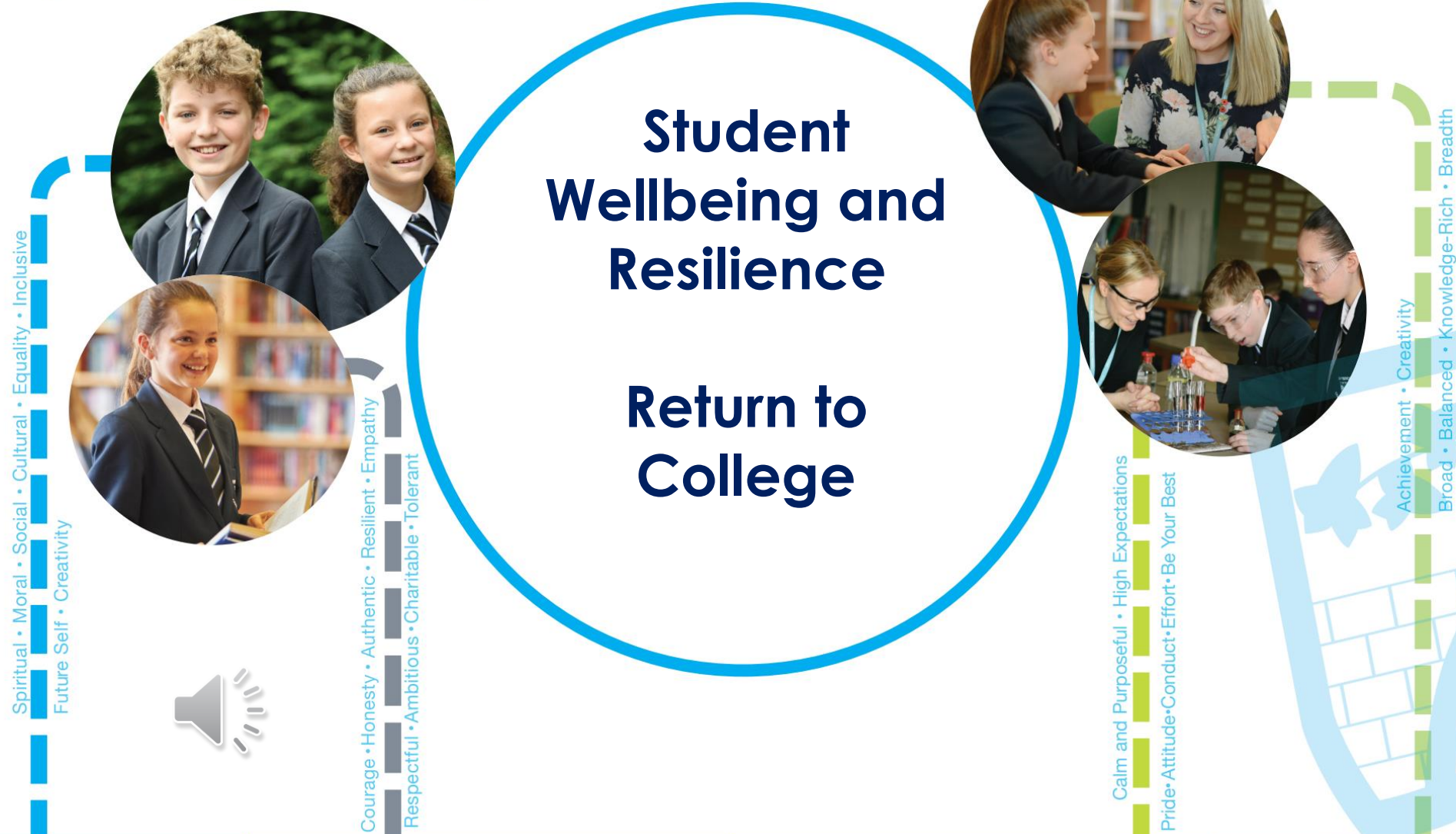
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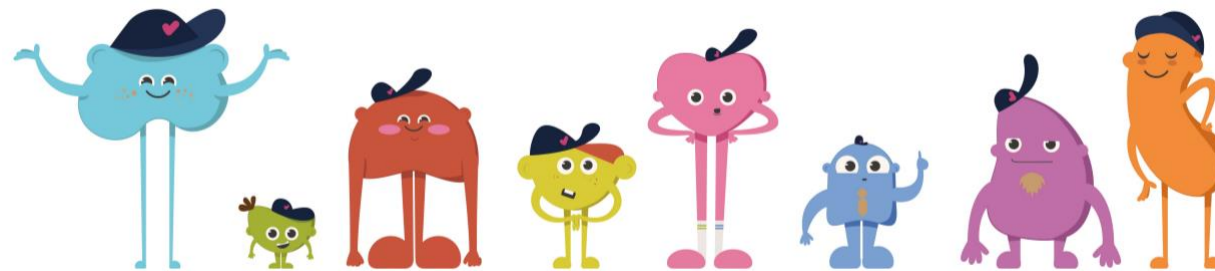
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What is wellbeing?

- How you feel (personally and socially).
- How you function – physically, emotionally, mentally (including positive psychology) and spiritually.
- How you evaluate your life as a whole – not just moment to moment happiness (though this can also improve wellbeing)
- How you develop and become fulfilled, which is also why continuing professional development and career aspirations can be so important.
- The degree to which positive effect is greater than negative effect. This last one has a clear link with resilience, where you look to build protective factors (positives) and mitigate risk factors (negatives).



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What are we doing in College to promote wellbeing?

- Students will be having wellbeing incorporated into their Tutor Times and CPSHE lessons on a regular basis, to bring up points of view for discussion.
- The Wellbeing Ambassadors are creating displays around the College so 'Wellbeing' has a visual presence.
- There will be welcome back group sessions led by the SEND Team.
- There are many plans for regular pop-up sessions, working together with all ambassadors. Due to restrictions, such plans remain in discussion stages, however it remains a key focus.
- The ambassadors have some great ideas to promote wellbeing around the College and are very keen to reach out to every Year Group with their support.
- We will be continuing the Wellbeing Challenge – look out for details in the Daily Bulletins to get involved.
- Kelly Atkin, Key Worker at Ivybridge Community College, will be running workshops, as well as looking to do student group sessions in the future – exploring 'iheart principles', self esteem, confidence etc.

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What is iheart?

At Ivybridge Community College, a selection of teachers and support staff have embarked on the 'iheart Wellbeing and Resilience' Foundation Course. This specialised course aims to support young people, parents/carers and colleagues with mental health education, resilience and wellbeing.

iheart focuses on:

RE-EDUCATING youth about their mental health and wellbeing. We want young people (everyone really, but we focus on youth) to understand that they are **whole**, **well** and **resilient**. In recent years, society has re-cast normal negative emotions like disquiet, distress and discomfort as mental illness. There is also an expectation that we should feel good and tranquil all the time. When we don't, we become convinced we have a 'mental health problem'. This reinforces the belief that we are deficient, lack resilience and wellbeing. Our focus on innate wellbeing challenges these beliefs.

REDEFINING mental health. We believe mental health is **knowing** there will be moments when we will **not** experience our wellbeing, but **never** doubting it is within. This is the difference between feeling hopeful and feeling hopeless.

UNCOVERING wellbeing. Not installing it. Nor building it. iheart explains that wellbeing is innate to the human psychological system. It is like a factory setting. In fact, it is already there, our natural setting. It does not need to be acquired, achieved, practised, developed or installed.

NORMALISING the human experience. No one is going to experience their wellbeing 24/7. That is just life. We want our youth to understand that wellbeing **always** resides within them, **even** when they are not experiencing it. Sure, we want them to experience their wellbeing more of the time, but we believe that it is equally important that young people appreciate that wellbeing is within them, **even** when they are not experiencing it.

EMPOWERING young people. We encourage them to explore **why** their wellbeing is covered up and **how** they can uncover it again. We do **not** teach them to wait until it passes. We show them that they have the resilience to manage setbacks and overcome adversity.

PROVIDING youth with an instruction manual for life. We explain **why** they think, feel and behave the way they do. They develop a roadmap to navigate their journey through life. It comes complete with signposts, a compass and a North Star!

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We implement the iheart framework by exploring how:

Wellbeing is BUILT INTO each and every one of us. This means it is **not** conditional, dependent on or attached to factors like genetics, acquisitions, achievements or requirements being met. No one and no thing can give us wellbeing. No one and no thing can take it away from us. It resides within **all** of us, **all** of the time.

Wellbeing CAN be covered up, but it CANNOT be damaged, lost, broken or stolen. This is vital to know because everyone's wellbeing **will** be covered up at times such that they do not experience it. When this happens, they will feel non-resilient. They might even fear it has gone. Understanding that wellbeing is still there **even** when it is covered up, is key to someone remaining hopeful in challenging times.

Our wellbeing WILL be covered up from time to time. We explain precisely **why** this happens. We all have moments where it **really** does seem like someone or something can take our wellbeing away. In these moments, we will feel stuck, insecure and anxious. We have outsourced our wellbeing. These are the 'clouds' that cover up our wellbeing.

Our wellbeing is covered up by 'clouds'. These are the things we outsource our wellbeing to. Things like: What if I fail? Am I good enough? Do I look ok? Am I meeting everyone's expectations? What must I do to get your approval? I need you to think I'm ok in order to be ok!

We can help lift the 'clouds'. We explain **exactly** what it is that lifts the 'clouds' so that we can experience more of our innate wellbeing. We then make wise, appropriate and responsive choices. People who are content and secure always do.

It is NORMAL to experience the full range of human emotions. **Every** single person (no exceptions!) has moments of sunshine, moments of grey skies and everything in between. When the 'sun of wellbeing' is covered up, we do **not** need to worry that there is something wrong with us. We know **why** it is covered up, **how** it gets uncovered again and that we are **not lacking** in any way. **Mental health** is knowing that there will be moments where we **do not** experience our wellbeing, but **never** doubting it is within.

We will ALL be 'on track' and 'off track' at various times. On track is when we feel secure. Off track is when we don't. The good news is that there are **Signposts** (or clues) that will let us know how we are doing, a **Compass** that redirects us toward wellbeing. Most important is the **Unshakeable** belief that whether we experience our wellbeing or not, we have **everything** we need already inside of us.



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Why This Matters

iheart explains that mental health and mental wellbeing is innate. Knowing it is available to all people, this is:

LIBERATING. Young people are excited to discover that they are whole and well. Nothing is wrong with them.

HOPEFUL. Young people discover that they have everything they need inside of them. This gives them the confidence to achieve their potential and overcome setbacks.

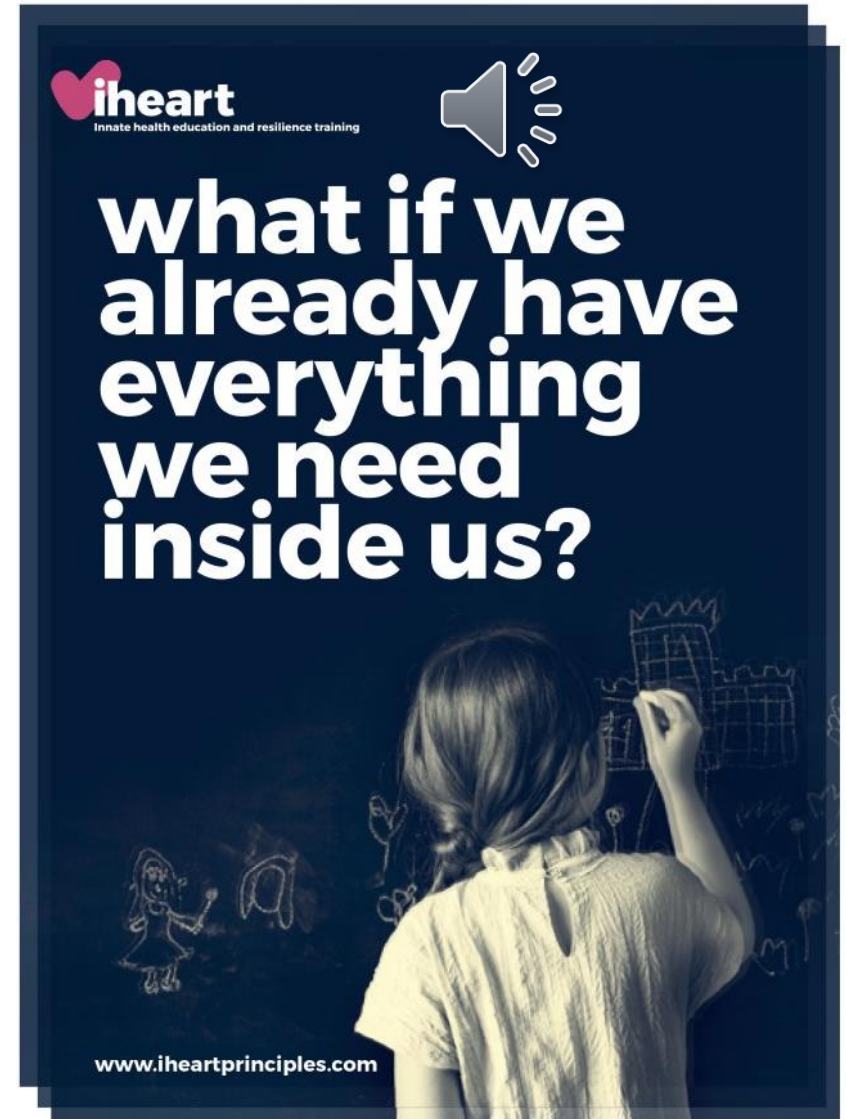
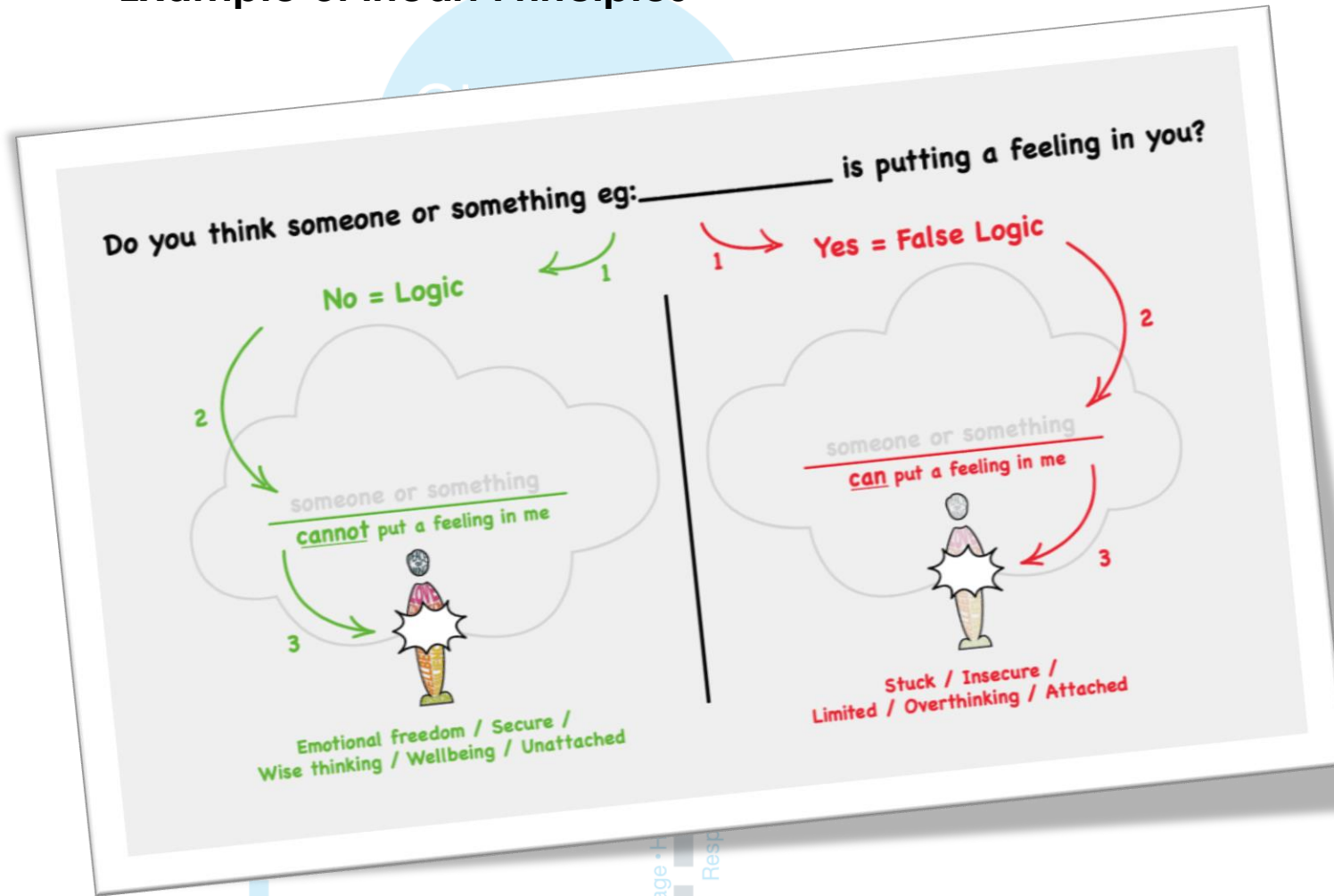
EMPOWERING. Young people gain the knowledge and skills to navigate their journey through life. No doubt, they will make detours, but they can get back on track!



‘we have everything we need inside us’

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Example of iheart Principles



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Here are a selection of thought provoking videos which have been shared through the 'iheart' course:

Heineken - Worlds Apart

https://www.youtube.com/watch?v=i-orjHsgxDQ&ab_channel=AviramHecht

Look Beyond Borders - 4 Minute Experiment

<https://www.youtube.com/watch?v=f7XhrXUoD6U>

Childhood is not a mental disorder.

<https://www.youtube.com/watch?v=Wv49RFo1ckQ>

I am not black, you are not white.

<https://www.youtube.com/watch?v=q0qD2K2RWkc>

Simple Acts of Kindness

<https://www.youtube.com/watch?v=GdYJr03eJjE>

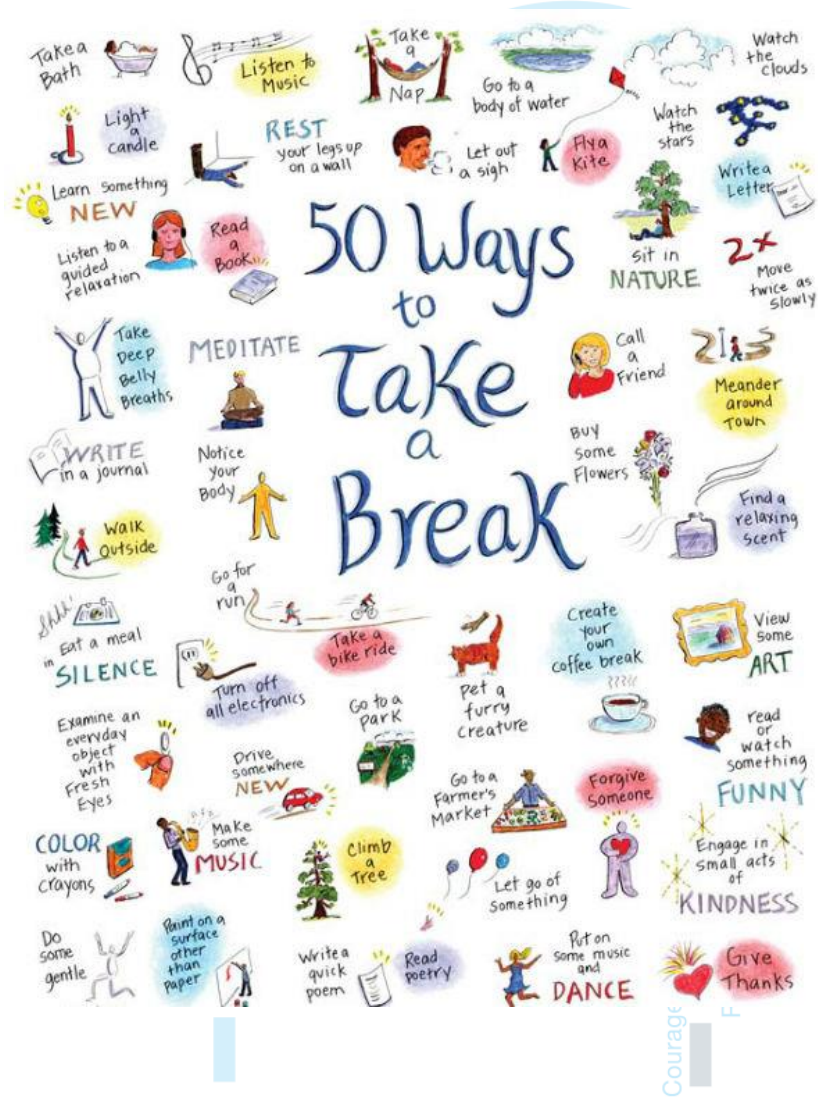
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No life comes without stress, challenges, conflicts, pressures and setbacks or moments of complete exhaustion but consider this paradox:

'the best way to get more done may be to spend more time doing less.'



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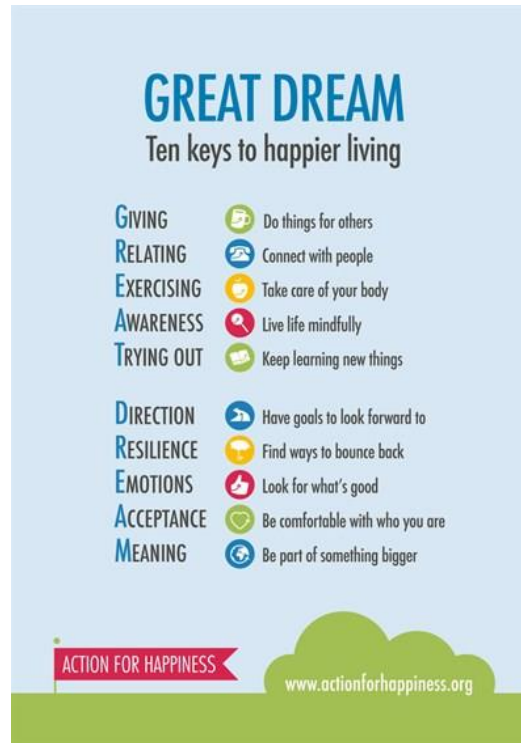
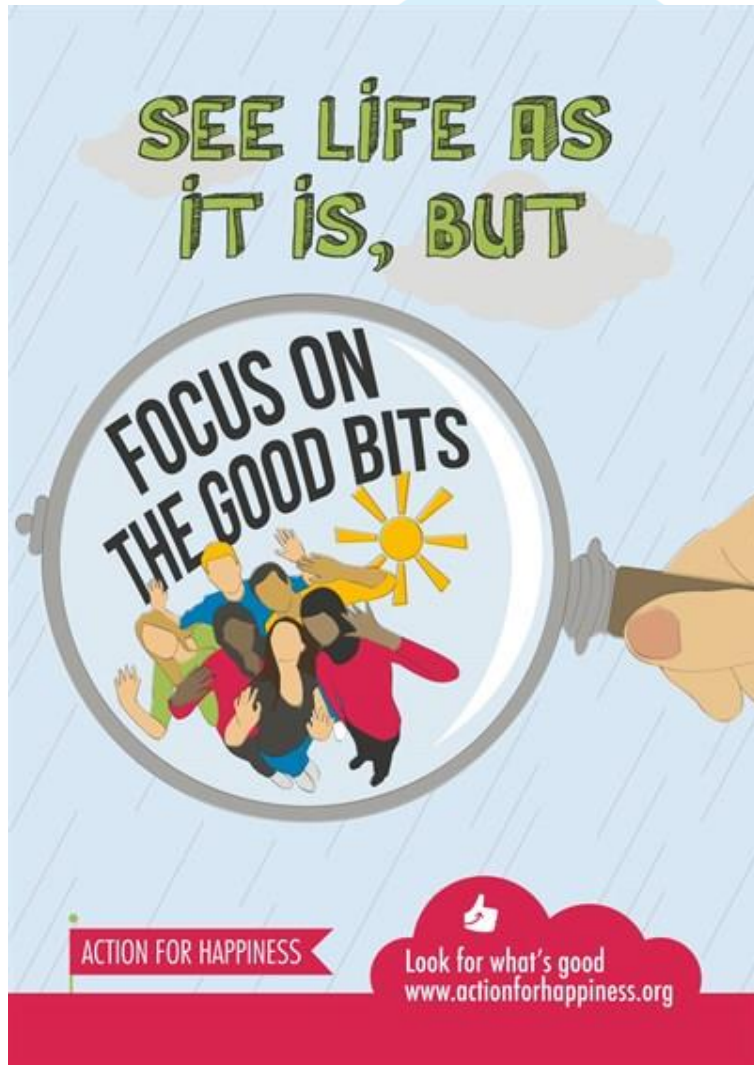
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Action for Happiness



<https://www.actionforhappiness.org/calendars>

Action for Happiness
Calendars



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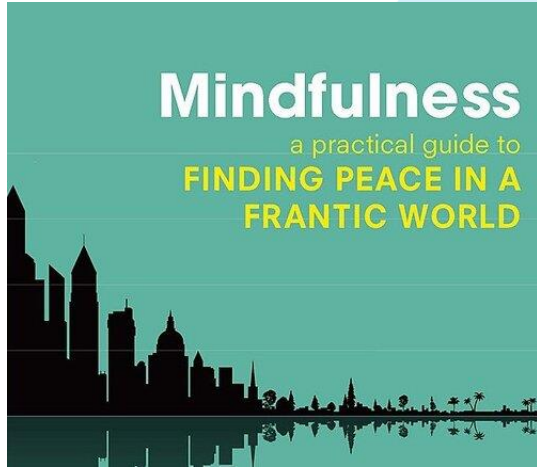
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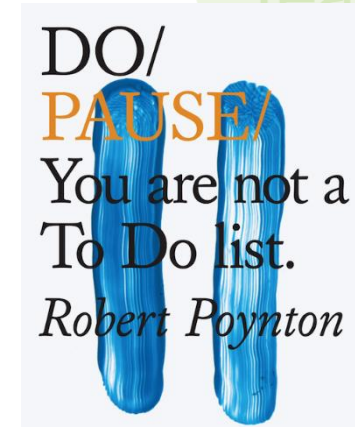


Mindfulness Literature



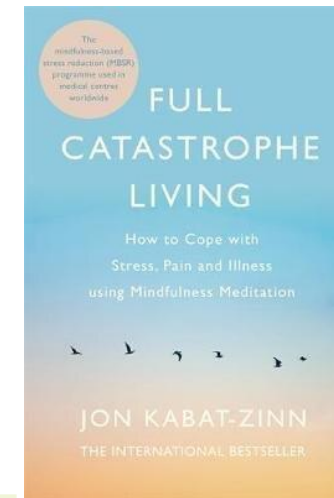
FOR WHEN THE WORLD IS FRANTIC AND OVERWHELMING.

MINDFULNESS reveals a set of simple yet powerful practices that you can incorporate into daily life to help you break the cycle of anxiety, stress, unhappiness and exhaustion. The book is based on Mindfulness-Based Cognitive Therapy (MBCT). MBCT revolves around a straightforward form of mindfulness meditation which takes just a few minutes a day for the full benefits to be revealed. In short, *Mindfulness* helps you meet the worst that life throws at you with renewed courage.



TO LEARN THE POWER OF PAUSE

Do Pause looks at the importance of this subtle yet powerful idea to communication, creativity, relationships - as well as our wellbeing and sanity. With practical tools to help you create new habits or make more significant lifestyle choices, you will discover ways to: Reset and regenerate; Deepen your thinking and experiences; Take back control of your time; Reconnect with other people - and yourself.



TO HELP UNDERSTAND STRESS AND ANXIETY AND HOW TO HANDLE IT.

Full Catastrophe Living by Jon Kabat Zinn is what you would describe as a 'classic' book on Mindfulness. The book is based on his work on stress reduction and shows how we can integrate mindfulness into our days to live happy and more fulfilled lives.

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Mindfulness Sessions and Podcasts



Champion
Every Child

A Cool Head and Warm Heart in the Time of Corona

<https://podcasts.apple.com/gb/podcast/podcast-6-a-cool-head-and-warm-heart-in-the-time-of-corona/id1506362828?i=1000473255681>

Practice RAIN with Tara Brach – (Recognise, Allow, Investigate, Nurture)

<https://www.mindful.org/tara-brach-rain-mindfulness-practice/>

Ammi's Adventures: A Guided Meditation for Kids

<https://www.mindful.org/ammi-s-adventures-a-guided-meditation-for-kids/>

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Additional sources to promote wellbeing and resilience in children and young people

- <https://www.youtube.com/watch?v=cusbGK8tnO8> (Resilience Animation)
- <https://www.youtube.com/watch?v=aHmma3SCXVo> (Ten celebrities who failed – Prince EA)
- <https://www.youtube.com/watch?v=pdjaxS4ME2A> (Wellbeing for Children: Confidence and Self Esteem)



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Links to Activities and Courses for Parents and Carers regarding Wellbeing and Resilience

- <https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html> (Activities include a feelings chart, coping toolbox, worry jar, distraction and relaxation activities, lockdown reflection, renewing relationships)
- <https://www.open.edu/openlearn/education-development/supporting-childrens-mental-health-and-wellbeing/content-section-overview?active-tab=description-tab> (Free course in Supporting Children's Mental Health and Wellbeing)
- <https://www.futurelearn.com/courses/psychological-first-aid-for-children-and-young-people> (Free course in Psychological First Aid: Supporting Children and Young People's mental health during emergencies and crisis situations)
- <https://www.futurelearn.com/courses/nutrition-wellbeing> (Free course in Nutrition and Wellbeing)
- <https://www.futurelearn.com/courses/mindfulness-wellbeing-performance> (Free course in Mindfulness for Wellbeing and Peak Performance)
- <https://www.futurelearn.com/courses/supporting-adolescent-learners> (Free course in Supporting Adolescent Learners: Social and Emotional Wellbeing)
- <https://www.futurelearn.com/courses/mindfulness-focus-on-adolescents> (Free course in Mindfulness: A Focus on Adolescents)

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Upcoming Appreciation Days and Months in 2021

20 March – International Day of Happiness
21 March – World Poetry Day
2 May – World Laughter Day
1 June – Say Something Nice Day
1 July – Joke Day
25 July – Parents' Day
8 August – Happiness Happens Day
15 August – Relaxation Day
1 October – World Smile Day
11 October – Coming Out Day
23 October – Make a Difference Day
3 November – Stress Awareness Day
13 November – World Kindness Day

April – Stress Awareness Month
May – Get Caught Reading Month
June – Pride Month
August – Happiness Happens Month
September – Friendship Month
October – Family History Month

grateful
FOR THE
small things,
BIG
THINGS,
&
EVERYTHING IN
BETWEEN



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Further Advice and Support

- <https://www.dcfp.org.uk/health-and-wellbeing/young-carers/young-carers-information-for-professionals/> (Young Carers)
- <https://youngminds.org.uk/> (Young Minds, Social Media and Mental Health)
- <https://www.youngdevon.org/> (Young Devon – supporting young people)
- <https://www.kooth.com/> (Online Support for Young People)
- <https://www.thinkuknow.co.uk/> (Online Safety Advice)
- <https://www.talktofrank.com/> (Honest Information about Drugs)
- <https://www.childline.org.uk/> (Information, advice and ZIPIT app)
- <https://www.intercomtrust.org.uk/> (LGBT Support)
- <https://www.nspcc.org.uk/keeping-children-safe/> (Helping Keep Children Safe)
- <https://www.childnet.com/parents-and-carers> (Internet Safety)
- <https://educateagainsthate.com/parents/> (Preventing Radicalisation and Extremism)
- <https://parentinfo.org/> (DfE Safeguarding Advice)
- <https://www.happymaps.co.uk/> (Children's Mental Health Information)

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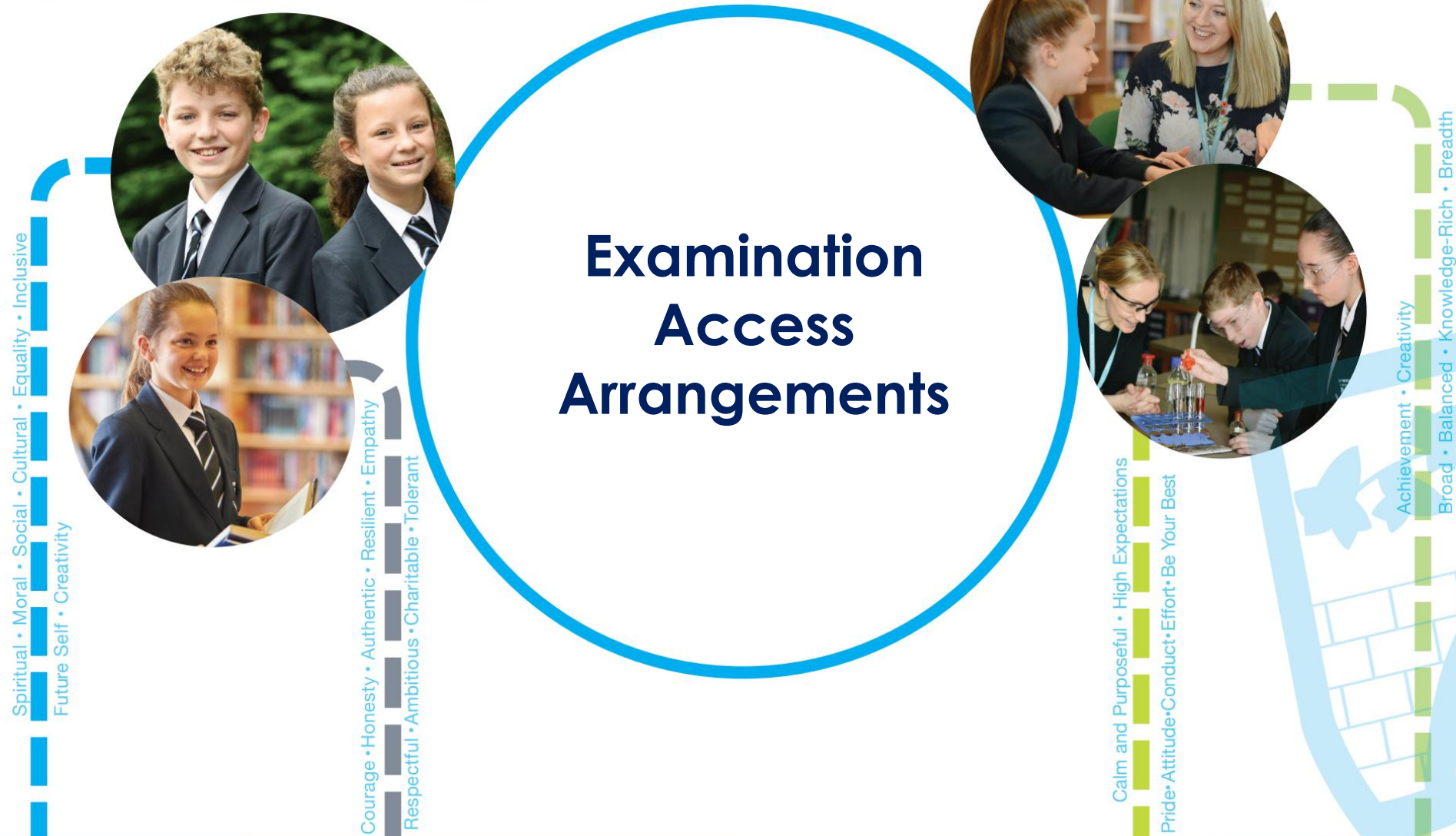
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ParentMeet Examination Access arrangements

- We can not test until Year 10
- We **must** have evidence it is a child's normal way of working
- Once we have evidence an external assessor carries out the tests

JCQ guidelines

“Picture of need”

4.2.4 Access arrangements should be processed at the start of the course. Schools, for example, should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9. However, in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements should be applied for as soon as is practicable. Centres must process applications as per Chapter 8, section 8.3 using Access arrangements online where required.

“normal way of working Evidence”

4.2.5 The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example: • in the classroom (where appropriate); • working in small groups for reading and/or writing; • literacy support lessons; • literacy intervention strategies; • in internal school tests/examinations; • mock examinations. This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the SENCo or the assessor working within the centre. SENCos and assessors must refer to Chapter 7, paragraph 7.6.1 for information on how to confirm ‘normal way of working’. †The only exception to this is where an arrangement is put in place due to a temporary injury or impairment (see section 8.3)

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What is Autism?

Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them.

(National Autistic Society)

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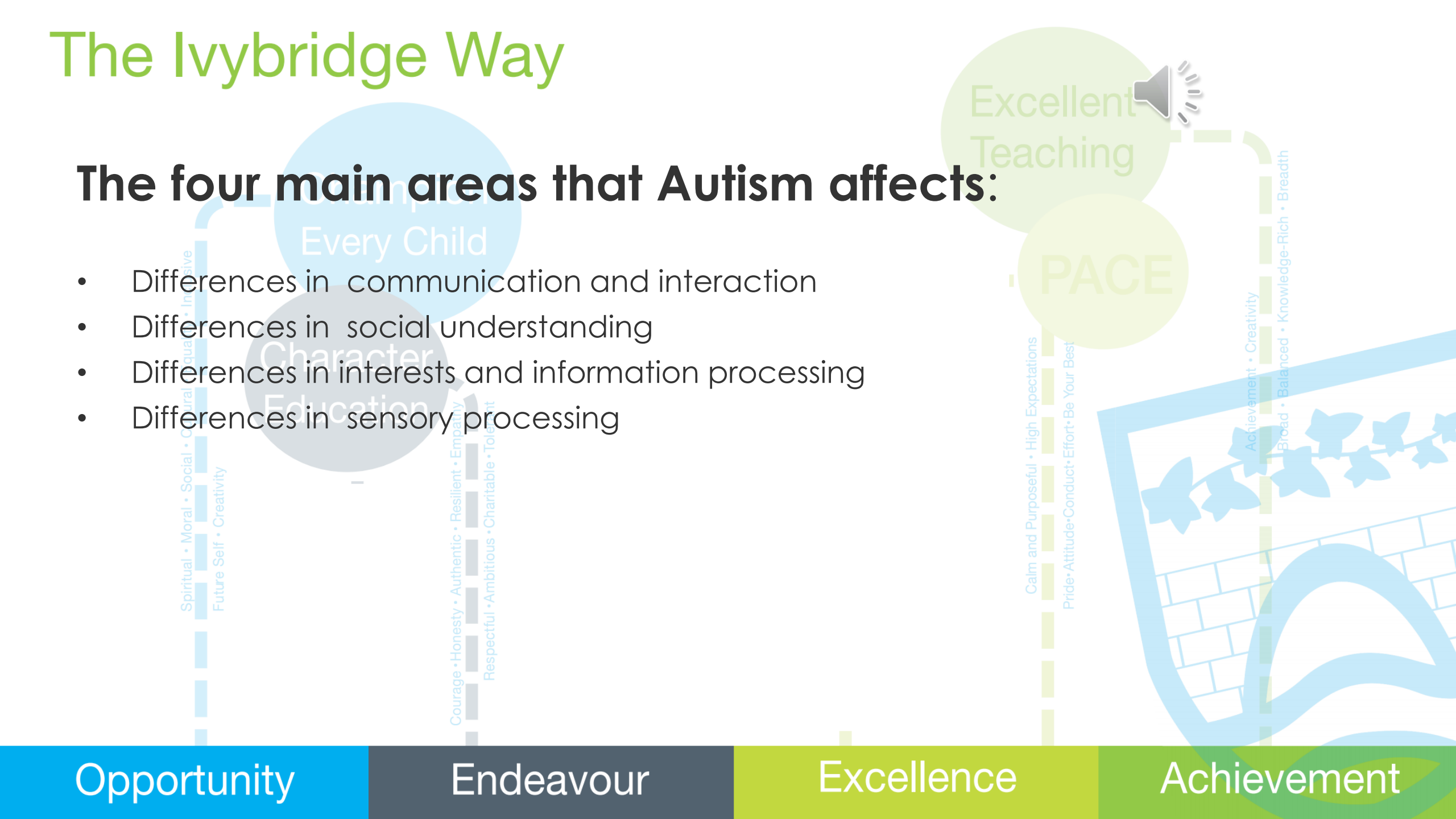
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The four main areas that Autism affects:

- Differences in communication and interaction
- Differences in social understanding
- Differences in interests and information processing
- Differences in sensory processing



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Regulatory-Sensory Processing Disorders

Regulatory-Sensory Processing Disorders refer to the extremes, where sensory processing variations actually interfere and cause problems with daily function at home, school, or work. For example, a child who is so overwhelmed by routine touch by peers that s/he is unable to be in a normal school setting.

Sensory Processing is the organization of sensation for use. Our senses give us information about the physical conditions of the body and the environment around us.

Vision, hearing, smell, touch, movement and internal sensations such as hunger and fatigue.

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Thinking skills:

- A lack of imagination.
- Difficulty understanding abstract concepts especially when out of context.
- Limited empathy. Difficulty understanding abstract concepts especially when out of control.
- Black and white approach to fairness – no grey areas.
- Limited ability to react to sudden changes in routine.
- Often good at decoding and spelling words but with limited comprehension – reading between the lines, character empathy.
- Often think in sequences of pictures – rather than words.
- Limited ability to follow a sequence. Like routines but cannot independently establish a routine.
- Unable to see the bigger picture. A tendency to focus on details or a specific topic – tunnel vision thinking

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Ways to help children with Autism:

- No flickering lights, no visually busy environments, minimal noise
- Giving extra time to process and carry out tasks.
- You need to state the obvious. Do not assume the child will understand your deeper meanings.
- Keep language simple, specific, concrete, and unambiguous.
- Have clear and consistent routines.
- Consider giving the child a way out of confrontations.
- Don't force the child to make eye contact.
- Be organised and consistent.
- Be aware of using vocabulary that has many meanings.
- Avoid using idioms, sarcasm, or figurative language.

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Achievement • Creativity

Broad • Balanced • Knowledge-Rich • Breadth

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Useful websites

www.babcockldp.co.uk communication and interaction. Hosting future Cygnet autism awareness programmes for parents and carers. Also available for children awaiting autism screening. Other useful parental resources accessible on this site.

www.autism.org.uk The National Autistic Society (NAS) have lots of useful resources on their website. There is an autism helpline 0808 8004104 open Monday – Thursday 10.00am – 4.00pm, Friday 9.00am – 3.00pm

www.autismeducationtrust.org.uk Autism Education Trust (AET) supports effective education practice. There is advice on how parents and schools can work together to support children with Autism.

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Useful websites:

www.asdbrightideas.co.uk/asd/ Produce a wide range of bright and colourful visual aids and resources.

www.devonlink-up.org/autism-alert-card/ Devon Autism Alert Card. A free card for people over age 11 with an Autism diagnosis. The card can be useful in emergency situations.

www.pinpointdevon.co.uk Pinpoint A searchable database of activities, services and support for groups in Devon.

www.devoncarers.org.uk Free information, advice and support service for carers. Call 03456 434 435

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Useful websites:

www.thegirlwiththecurlyhair.co.uk The Curly Hair Project is a social enterprise which supports people on the spectrum and the people around them. They use animated films, comic strips and diagrams.

<https://chatterpack.net/> Chatter Pack offers a range of information on ADHD, Autism, Speech and Language and SEND related issues.

www.facebook.com/groups/1547235805366233/ Facebook page for Autistic Children in Devon

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ParentMeet PACE supporting SEND

- PACE strategy supports the Teaching and Learning
- My Plans - individual strategies linked to PACE and reasonable adjustments to support students
- Intervention booklets to support students' development in the identified areas of PACE
- WeST Behaviour Lead and Coach
- Regular meetings with the SEND Team

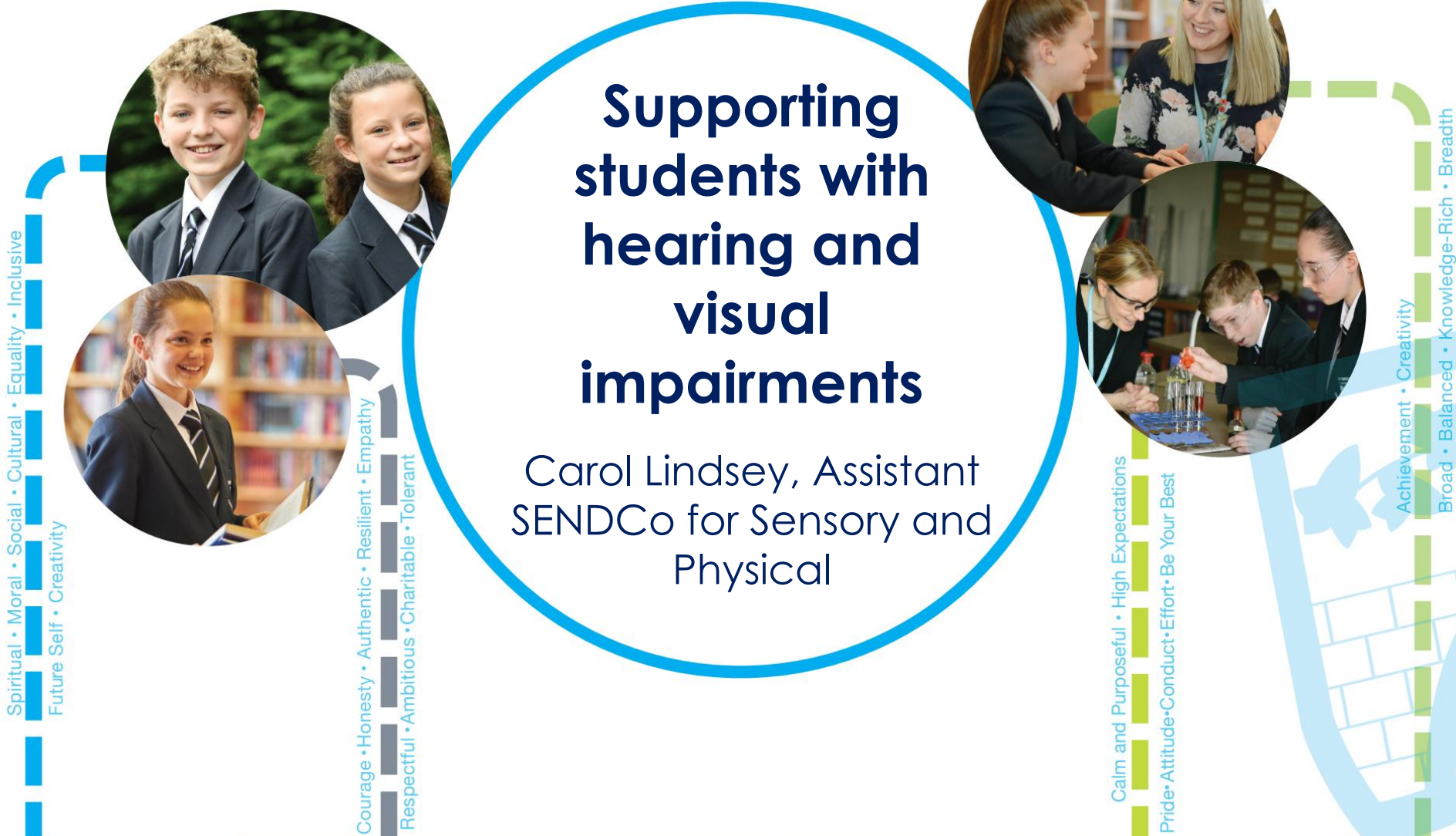
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Effects of Hearing Loss:

- Difficulty understanding speech, especially in noise
- Poor auditory memory and difficulty remembering large chunks of information from listening alone
- Gaps in vocabulary
- Poor general knowledge
- Difficulties in social and group contexts
- Attention and concentration issues

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Some Teaching Strategies to support students with Hearing Impairment

- Seating – front centre, or right or left
- Seat with a positive, supportive peer
- Speak clearly, face the front, do not stand in front of bright light
- Know you have the student's attention
- Repeat the thread of any class discussion
- Keep background noise to a minimum
- Check that information has been understood
- Use subtitles if possible when showing a DVD or clip
- Be aware of tiredness or fatigue

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Masks in school

- Face coverings are recommended in all secondary schools (recommendation from DfE and PHE).
- There are some exemptions on medical grounds and to accommodate equipment such as hearing aids; however, where possible and in busy areas of the College masks should be worn wherever possible.
- There are different styles of masks available – ones that fix behind the head rather than behind the ears.
- Some students with medical needs who have exemptions will wear a mask whenever they are able to.
- Mask-wearing for teachers in lessons is their choice – no one can insist that a member of staff does not wear a mask.
- Masks with clear front pieces are available – advice has been sought from the Advisory Teacher of the Deaf about which styles are best.
- Reasonable adjustments for students with Hearing Impairment have to be made by students being given handouts, etc.

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What is Visual Impairment?

- Is the consequence of a functional loss of vision rather than an eye disorder itself.
- Includes people who are partially sighted, have low vision are legally blind and totally blind.
- Results from eye disorders such as cataracts, glaucoma and congenital disorders.

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Implications of Visual Impairment

- Almost half the brain is devoted to sight – 80% of information enters the brain visually.
- Can lead to isolation from peers and therefore lack of social skills.
- Can result in frustration, irritability, tiredness, clumsiness and low self esteem.
- Posture can be awkward to maximise vision.
- Hazards can be unseen.
- Tasks can take more time.
- Loss of 3D vision.

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Strategies

- Seating – front and with a supportive peer
- Modified work on A4
- Configure computer screen
- Whiteboards – clean, use well-inked pens and print, do not use cursive writing
- Equipment – iPad, Magnifier, large calculator, phone
- Be aware of hazards in your room which may not be seen.

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Apps and websites to help at home for students with Sensory and Physical needs

- Colour and contrast changes on phones, iPads/tablets
- Text speak
- Font and size changes
- Dictation – Speech to Text - available on iPads and iPhones
- RNIB Bookshare and Kindle apps for books

Resources to support Sensory and Physical needs.

- <https://www.royaldeaf.org.uk/services/i-am-deaf/young-people/> for Students with a hearing impairment
- <https://www.rnib.org.uk/coronavirus> and <https://www.sightadvicefaq.org.uk/independent-living/Covid-19-CYPF-SAFAQ> for students with visual impairment
- https://www.diabetes.org.uk/about_us/news/coronavirus for students with diabetes
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/using-the-ipad-to-support-learners-with-physical-difficulties/> How to make the best use of your iPad and apps
- <https://www.callscotland.org.uk/downloads/posters-and-leaflets/using-the-ipad-to-support-learners-with-visual-difficulties/> How to use built in features to support learning

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Summary

Spiritual • Moral • Social • Cultural • Equality • Inclusive
Future Self • Creativity

Courage • Honesty • Authentic • Resilient • Empathy
Respectful • Ambitious • Charitable • Tolerant

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Thank you

ParentMeet
Tuesday, 18 May 2021
Parent Forum
Tuesday, 22 June 2021



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