**SEND BASIC AWARENESS**

**Level 1**

**Learning Log**



Throughout this e-learning module, you will be prompted to use this Learning Log to reflect on your learning as well as completing activities. You might like to make your own notes in the section at the back as well. We encourage you to discuss your thoughts with other colleagues who are also completing the course.

**Introduction**

**Meet Alia and Lucas (slide 5)**

Please read Alia and Lucas’ case studies. We will be referring back to these throughout the course.

**Alia**

Alia is 17 and lives with her dad and younger brother in a small town. She goes to a special school on the outskirts of a nearby city, where she has lots of friends and enjoys taking part in lots of varied activities with people who know her well. She has a good routine at school and at home, but can become very distressed when plans change suddenly and bang her fists against her head. Her dad thinks Alia might be autistic but doesn’t want to go through more assessments.

Alia particularly enjoys PE and cooking, and would like to join a trampolining club, although she is a bit nervous about being with new people and staff who might not be as supportive as at school. She has a reading age of about 8 and enjoys reading to others, including her brother, and talking about her books.

Alia has dysphagia (difficulty swallowing) associated with her Down’s Syndrome, which means although she can eat independently, she has to be under close supervision. She can find this embarrassing at school lunchtimes when none her other friends need this support.

Alia is very positive about her future and would like to be a teacher when she is older, while living in a house with her friends and some cats.

**Lucas**

Lucas is 12 and lives in a busy city with his mums and two older sisters. All of the children are adopted. Lucas settled into his mainstream secondary school well, once some initial issues with access to some of his classrooms were sorted out. Although Lucas can walk independently for short periods of time, he gets tired quickly and often uses a walker or his wheelchair.

Lucas has a few close friends who he has known since primary school and through his Boccia club. He would like a big group of friends but he finds starting new friendships difficult. His cerebral palsy affects his throat, which means that his speech is unclear and new people can struggle to understand him. He really enjoyed taking part in theatre in his previous school and would like to do more, and he hopes that this might give him more confidence.

Lucas is very academically able and does well in all subjects, though his particular interests are History and Chemistry. He doesn’t know what he would like to do in the future, but he expects it to include going to university and moving out of home.

**What is SEND?**

**Thinking about diagnoses (slide 9)**

Where do you get your information from about disabled children and young people, or disabled people more generally?

Does this represent a broad range of real people and experiences?

**National Frameworks**

**Reasonable adjustments for Alia and Lucas (slide 25)**

Imagine Alia and Lucas were coming to visit you in your place of work (even if this is unlikely.)

Think through their journey from arriving at the building to being in a meeting room with you.

* What barriers might they face? These barriers
* might be about the environment, people’s attitudes, or how your organisation works.
* What reasonable adjustments could you make to support them?

|  |  |  |
| --- | --- | --- |
|  | **Barrier** | **Reasonable adjustment** |
| Alia |  |  |
|  |  |
|  |  |
|  |  |
| Lucas |  |  |
|  |  |
|  |  |
|  |  |

**Supporting children, young people and their families**

**Inclusion (slide 28)**

What do you think being inclusive means in your personal and work life?

**The Social Model of Disability (slide 30)**

How does the Scope video make you feel?

Has it changed how you think about Alia and Lucas?

**A visit to the GP and a physio appointment (slides 32-34)**

Having read the two scenarios, think about the different events that happen and how they might make each member of the family feel. Then imagine that you are a member of staff present in that scenario. How might you be able to help, either directly or indirectly? You might not always be able to change what has happened, but you can always find a way to be supportive.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **The support worker cancels** | **The bus was too busy** | **The surgery is busy** | **The boy makes a comment** | **Samir’s name is missed** |
| **Alia** |  |  |  |  |  |
| **Alia’s dad** |  |  |  |  |  |
| **Samir** |  |  |  |  |  |
| **How could you help?** |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Lucas leaves school early** | **The wheelchair space is occupied** | **The receptionist doesn’t notice** | **Lucas has to repeat himself** |
| **Lucas** |  |  |  |  |
| **Lucas’ mum** |  |  |  |  |
| **How could you help?** |  |  |  |  |

**The importance of understanding (35)**

Reflect on how these comments that the parent carers of children and young people with SEND often hear might make them feel when heard on a regular basis.

|  |  |
| --- | --- |
| Bless, poor lamb. |  |
| They’re special angels those ones. |  |
| I can imagine it’s tough, I care for my 94 year old father so I understand. |  |
| As she’s wheelchair bound, you can use the lift. |  |

**Alia’s challenging behaviour (slide 37-38)**

If Alia were to display challenging behaviour in the GP surgery, what might she be trying to communicate?

How might Alia’s challenging behaviour make her dad and Samir feel?

If you were a member of staff at the surgery, how could you help, directly or indirectly?

**Thinking about parent carers (slide 39)**

These are some common consequences of having a child with SEND:

* Poor sleep
* Fewer opportunities to socialise
* Limited free time
* Permanently ‘on call’
* Fewer employment options
* Challenges travelling
* Pressure on relationships

How might these affect their health, wellbeing and enjoyment of life?

What might the knock-on impact be for their other children, such as Alia’s little brother and Lucas’ older sisters?

**Recognising and supporting parent carers (slide 40)**

What additional support is available to parent carers who register as carers in your work context, if any? How can they access it?

**Thinking about vulnerabilities (slide 41)**

Think back to any safeguarding training you have completed. Can you think of anything which might have particular relevance to children and young people with SEND?

**Final reflections (46)**

Reflect on other key learning points that you have taken from this training, and what you can do differently in your work and personal life.

**Notes**

**Thank you for completing the course**