**SEND BASIC AWARENESS**

**Level 2**

 **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.

**Lesson 1: 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 10)**

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?

**Notifying the Local Authority**

**Identifying potential special educational needs or disabilities (slide 15)**

It might be that you would not be personally responsible for notifying the local authority, it might be that you would escalate concerns. Discuss this with your line manager and note the protocol below.

What is the protocol for notifying in your local authority?

**A personal journey**

**Think about Alia, Lucas and their parents. (Slide 17, 18)**

What might contribute to each of these feelings, and how might the feelings influence how they see themselves and interact with others around them?

Reflect on other elements of your training which have covered delivering sensitive news, and how can you apply it in this context.

**Lesson 2: Key principles related to SEND**

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

**Inclusion (slide 2)**

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

**The Social Model of Disability (slide 4)**

How does the Scope video make you feel?

Has it changed how you think about Alia and Lucas?

**The SEND Jigsaw puzzle (slide 5)**

Think about all of the different people who might contribute to Lucas and Alia’s experience of life.

What might your jigsaw piece be in their contexts?

**Holistic Outcomes (slide 8)**

Reflect on your local strategic outcomes or the themes above.

Do these sum up the things that matter to Alia and Lucas?

**Making outcomes-based decisions (slide 9)**

Where do you currently work closely with families?

How might doing this more help you in your work?

**Working together (slide 10)**

Many local areas have a co-production charter. Have a look now and see if you can find your area’s, then note down the key principles.

Does it cover co-production with both parent carers and children & young people? If you cannot find your local one, have a look at these core principles from SCIE .

Reflect on the benefits of working in this way.

**Being an advocate (slide 14)**

Looking at the comments made by FLARE on slide 14, reflect on the difference that good advocacy might make.

Think about how a child or young person’s preferences and wishes could be understood, even if they cannot articulate them directly.

**Lesson 3: Key person-centred processes**

**Education, health and care plans**

**Alia’s outcomes sought (slide 9)**

reflect on the different elements of this outcome. Where is Alia likely to need support to achieve it?

**Advice for Alia (slide 10)**

Look back at your earlier notes in your **Learning Log** on Alia’s jigsaw puzzle and think about who provide the different elements of support.

**An overview of the EHCP process (slide 13)**

Have you been involved in plans at this stage, or will you be in the future?

Have you experienced or would you anticipate any challenges with the 20 week timescale?

**Sharing information (slide 17)**

|  |  |
| --- | --- |
| Do families experience ‘tell it once’? |  |
| Does your IT infrastructure enable effective, safe data sharing?  |  |
| Do teams/ services share information appropriately and proactively? |  |

How do the other trainings you have had regarding data and information sharing relate to SEND context?

**Final reflections**

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**