

# Google Inclusion Classroom



Google Inclusion Classroom is for all families including those with a child with SEN. It holds useful resource and signposting to services available. Login with your child's google account.

Classroom > Inclusion

This screenshot shows the 'Classwork' tab of a Google Classroom. At the top, there are tabs for 'Stream', 'Classwork', 'People', and 'Marks'. A '+ Create' button is visible, along with a dropdown menu currently set to 'All topics'. Below this, a list of assignments is shown, including 'Parent Courses/Workshop' with several dates and topics related to SEND education and parenting programs.

This screenshot shows the 'Stream' tab of the Google Classroom. At the top, there are tabs for 'Stream', 'Classwork', 'People', and 'Marks'. A large banner for 'Inclusion' is displayed with a 'Customise' button. Below the banner, there is a 'Meet' section with a 'Join' button and a note 'Not visible to students'. There is also a section for announcements, including one from 'Polly Watkinson' dated '2 Sept' regarding a 'September Transition day for children with Special Education Needs'.

Information  
nation Report Edited 5 Mar  
onsibilitie- Posted 6 Mar



QR Code to join

# Inclusion Team



- Polly Watkinson, Head of Inclusion & Wellbeing (Tues, Wed, Thurs)
  - Tania Sesay, Assistant Headteacher & SENCO (Mon, Fri)
- Anna Chaudhry, Wellbeing Lead, Year 4 teacher & Phase lead
  - Doris Morris, SENCO admin (Tues & Fri)

# Special Educational Needs REP



## Contact the group:

- Ruth Redding, SEN Parent Rep & Year 5 parent.
- [ruthredding1@me.com](mailto:ruthredding1@me.com)



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THE Branch... Mary & Joseph

## Slide 1: Wellbeing at King's – How We Support Your Child

### My role as Wellbeing Leader at King's





As the school's **Wellbeing Leader**, my role is to support the emotional health and wellbeing of our children and families.

I work closely with pupils, staff and parents to ensure children feel **safe, supported and ready to learn**.

### This includes:

- Supporting children with emotional or wellbeing concerns
- Working with teachers, SENCo and pastoral staff
- Liaising with parents and carers
- Coordinating support inside and beyond school

### Support we offer in school includes:

-  **ELSA (Emotional Literacy Support Assistant)** sessions
-  Emotional regulation and wellbeing interventions
-  Check-ins and pastoral support
-  A whole-school approach to mental health

If concerns arise, we always aim to **support early** and work in partnership with families.

# Mental Health Support Team (MHST)

## What is the MHST?

The **Mental Health Support Team (MHST)** is an NHS-funded, school-based service supporting children aged **5–18** across Richmond and Kingston

They provide **early help and prevention** for children experiencing:

- Anxiety
- Low mood
- Emotional regulation difficulties
- Mild to moderate mental health concerns

## What MHST can offer:

- One-to-one support (usually 4–8 weeks)
- Small group or class workshops
- Parent and child sessions
- Creative therapies (art, music, movement)
- CBT-based and wellbeing interventions

## How MHST supports families:

- Works closely with school and parents
- Parents are involved in assessment and support
- Helps identify next steps if further support is needed

## Going beyond what school can offer

If a child needs support **beyond school-based provision**, MHST can:

- Provide specialist early intervention
- Offer guidance and signposting
- Support access to **external services** where appropriate

# Interventions

## How we support children who need extra help

- Targeted, time-limited support designed to close specific learning gaps
- Delivered in small groups or 1:1 by trained staff
- Based on ongoing assessment and tailored to each child's needs
- Regularly reviewed to ensure progress and adjust strategies
- Always designed to complement — not replace — high-quality classroom teaching

\* Four additional months' progress, on average, over the course of a year.

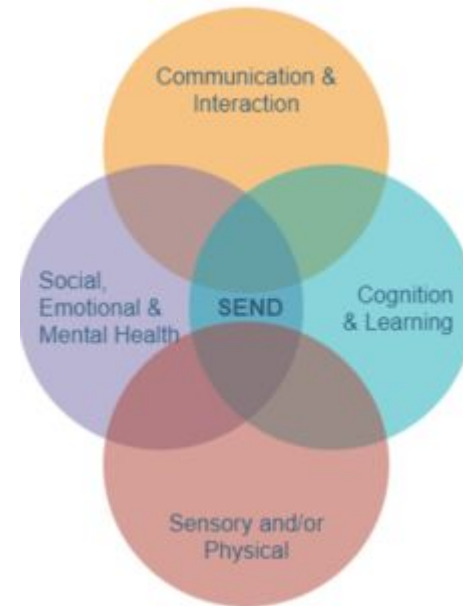
# Quality First Teaching



## High-quality classroom practice for every child

- Clear explanations, modelling and guided practice (small steps)
- Adaptive teaching that responds to pupils' needs in the moment
- Scaffolds and resources that help all learners access the curriculum
- Regular assessment to spot misconceptions early (formative and summative)
- Inclusive, well-structured lessons that support confidence and independence

# Stages of SEN



Stage 1 - Monitoring

Stage 2 - Pupil passport

Stage 3 - IEP & EHCP (additional 1:1 / small group TA support)



Including SEN parents & carers

3+ months additional progress for a child

# 1

Critically review how you work with parents



Schools should be optimistic about the potential of working with parents

- There is an established link between the home learning environment at all ages and children's performance at school.
- Schools and parents have a shared priority to deliver the best outcomes for their children.

However, evidence on effective strategies that schools can use to engage parents in their children's learning is mixed

- If the aim is solely to improve academic outcomes, classroom interventions working directly with children currently have more evidence of effectiveness at improving learning than parenting interventions with the same aim.
- Working effectively with parents can be challenging, and is likely to require sustained effort and support.
- Most schools say that they do not have an explicit plan for how they work with parents, and fewer than 10% of teachers have undertaken CPD on parental engagement.

Schools should start by critically reviewing their aims and current approaches

- Focus on areas that have better evidence (such as those summarised opposite)—different approaches are needed for different ages.
- Talk to parents who are less involved about what support they would find helpful.
- Plan and monitor to progress towards defined aims.

# 2

Provide practical strategies to support learning at home



- For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.
- Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.
- Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading.
- Support parents to create a regular routine and encourage good homework habits, but be cautious about promoting direct parental assistance with homework (particularly for older children).
- Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks.
- Consider initiatives to encourage summer reading; these have some promise but are not widely used at present.

# 3

Tailor school communications to encourage positive dialogue about learning



- Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.
- Examples include weekly texts sent from school to parents, and short, termly letters.
- Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce.
- Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success.
- Communication should be two-way; consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.
- School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.

# 4

Offer more sustained and intensive support where needed



- Start by assessing needs and talking to parents about what would help them support learning; targeting is likely to be needed to use resources effectively and avoid widening gaps.
- Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy—that they are equal partners and can make a difference.
- Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents.
- Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater.
- Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.
- Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships.

# Ofsted 2025: What the New Framework Means for Inclusion and SEND

September 16, 2025

