

MEETING CHALLENGES

Working with families and schools

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In roles where advice and support is key, what experiences do we have of working together to encourage a truly **joined up approach**? What **resources, techniques and approaches** have worked, and **what more is needed**?

Who are we?

- Name, Where from
- What interested you in this workshop?
- Is there an issue you would like to discuss?

Community Visits

- Holistic approach to learning. Functional skills and knowledge. Pre-teaching concepts/language.
- Victoria Curriculum

Case Study

- Pupil – year 6. Bilateral implants (progressive loss diagnosed nursery, profound by year 1. progressive visual impairment – nystagmus reception. Now N100.
- Cane – mobility at home and school (TA)

Victoria Curriculum Domains

Understanding of Time and Place

Ownership of Learning

Mobility, Movement and Orientation

Conceptual Development

THEMES

MONEY, COMMUNITY FACILITIES, TRANSPORT

- understands that items are bought from shops using money

UTAP3

- understands the concept of money and the relative value of individual coins **CD4**
- with support uses money in functional situations **OL4**

Community

- aware of local community facilities **UTAP3**
- knows about a range of community facilities and their use

UOTP4

- understands similarities and differences between forms of transport **UTAP4**
- recognises and gains information from social sight vocabulary in ... community **CD4**

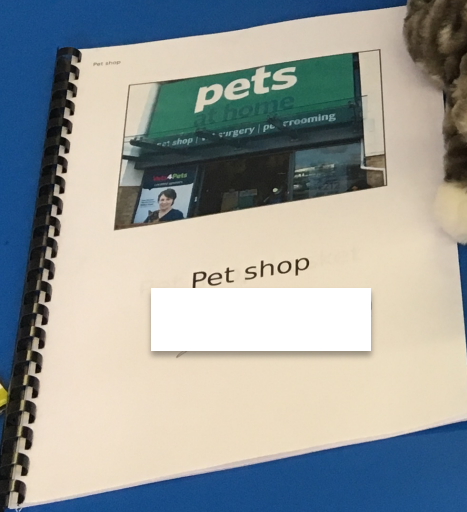
Maths – money

Literacy – uses writing ... for range of purposes

Community Visits

- Local shops/cafe
- Pet shop – story bucket
- Post Office – buy stamps. write letters.
- Museum in Manchester – travel by train (Egyptians)
- Local Tidy Tip – recycling topic
- Leisure Centre (pre swimming orientation and concept of Leisure Centre)
- Preston – woods, church (maps) linked to future topic on OS maps







Sorry closed



I

saw

rabbits



I

bought

cases

and

a

bag

in

Asda

I

went

in

Wendy's

car

.

I

bought

cereal

and

cases

.

We

saw

some

rabbits

and

fish

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Other examples

- Pupil in mainstream year 10 (CHARGE) – split placement
- HLTA/TA 1 day a week – community visit/ follow-up
- Experience to support Entry Level English

What more is needed?

- Parents and families
 - Supportive
 - No opportunity for modelling
 - How share success to extend to home

Finding suitable materials/resources (Victoria Curriculum, Positive Eye etc)

Approaches: 'shared meaning' eg community visits

Communication between professionals and with families
(Keyworking Service)

Ensuring our advice is followed (Do we have any teeth?)

Funding – for staffing and equipment (local systems can completely dictate what programme can be followed, whether or not we agree)

Support - Intervenor