



for SEND School DSLs

Share challenges, solutions and
good practice related to
safeguarding children with SEND



SafeguardED
IncludED

This forum

- ✓ NOT training. This is about networking & sharing.
- ✓ The quality of the session depends on you – please have cameras and audio on and participate
- ✓ Thematic
- ✓ Half termly
- ✓ Please look after yourselves
- ✓ Notes/Slides – <https://sendforum.lgfl.net>

SafeguardED

SEND DSL Forum

Meeting each half term, this forum is for any DSL who works with SEND pupils either in specialist or mainstream education provision. It offers an opportunity for DSLs to come together, discuss challenges relating to safeguarding children with SEND, share good practice and solutions and to offer peer support.

Each meeting of the SEND DSL Forum will have a theme, so that colleagues can decide if they wish to attend or not.

And the best bit? It's completely free!

[Book now >](#)



SafeguardED

- ✓ Neglect
- ✓ Tackling extremism
- ✓ Having courageous conversations with parents
- ✓ DSL Wellbeing
- ✓ Bruising & Injuries
- ✓ Exploitation
- ✓ Bereavement
- ✓ Self Injurious Behaviour
- ✓ Sexualised Behaviour
- ✓ Personal & Intimate Care
- ✓ Online Safety
- ✓ Child on Child abuse

Next Forum dates:

28th January 2026 - Preventing children with SEND from Radicalisation

19th March 2026 - Improving the recognition and response to neglect of children with SEND

13th May 2026 - TBC

16th June 2026 - TBC

[Book now >](#)



<https://sendforum.lgfl.net>

Children's use is more than most adults realise

Nearly all young people aged 8 to 17 (**97%**) are now using AI tools

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026/research>

81% of children aged 11–16 say they use chatbots

<https://www.vodafonethree.com/news/ai-chatbots-safer-internet-day-2026>

Almost a third (**31%**) of those who have used an AI chatbot felt it was like a friend

<https://www.vodafonethree.com/news/ai-chatbots-safer-internet-day-2026>

60% are concerned about someone using AI to make inappropriate pictures of them

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026/research>

71% of vulnerable children are using AI chatbots

<https://www.internetmatters.org/hub/press-release/new-report-reveals-how-risky-and-unchecked-ai-chatbots-are-the-new-go-to-for-millions-of-children/>

52% of private school children reported using generative AI, compared to 18% of state school children

<https://www.internetmatters.org/hub/press-release/new-report-reveals-how-risky-and-unchecked-ai-chatbots-are-the-new-go-to-for-millions-of-children/>

GEN-AI & SAFEGUARDING RISKS



Fake Child Sexual Abuse Material (CSAM)

AI can create CSAM, posing serious risks to children e.g. exploitation, grooming, bullying etc.



Adult Content via Chatbots

Chatbots can engage children in explicit adult conversations and make adult imagery available.



Inappropriate Advice

Chatbots can give harmful or inappropriate advice e.g. mental health, dieting, physical appearance



Exposure to Harmful or Fake Content

Fake or harmful messages promoting false ideals and narratives.



Emotional Impact of AI Companions

AI companions can replace human interactions and r'ships risking harm to children's social and emotional wellbeing.



Bias Reinforcing Harmful Stereotypes

AI can deepen stereotypes by reinforcing harmful biases.



Risks of Sharing Personal Data Online

Sharing personal info with AI risks children's exposure to cyber crime.

Gen-AI is embedded in many websites/apps & easily available to anyone. Children ARE using Gen-AI & so are exposed to these risks.

Find out more @ genai.lgfl.net

AI - ADOPTING A SAFEGUARDING FIRST APPROACH

ALEX DAVE, SAFEGUARDING LEAD
safeguarding@lgfl.net



GEN AI HARMES





1

AI Literacy
Knows About AI

AI awareness

Understands strengths +
limitations of AI

Ethical concerns

Question accuracy +
bias

2

AI Fluency
Thinks With AI

Use as a tool, not a crutch

Integrates into learning
with purpose

Develop confidence

3

AI Agency
*Leads With AI
Safety*

Governance

Tool Vetting

Ethical Advocacy

Model Mentorship

3 STAGES OF AI

'Artificial intelligence' is an umbrella term for a range of algorithm-based technologies that solve complex tasks by carrying out functions that previously required human thinking alone.



**Can you give an
example of AI around
you?**

Examples of AI in Everyday Life:

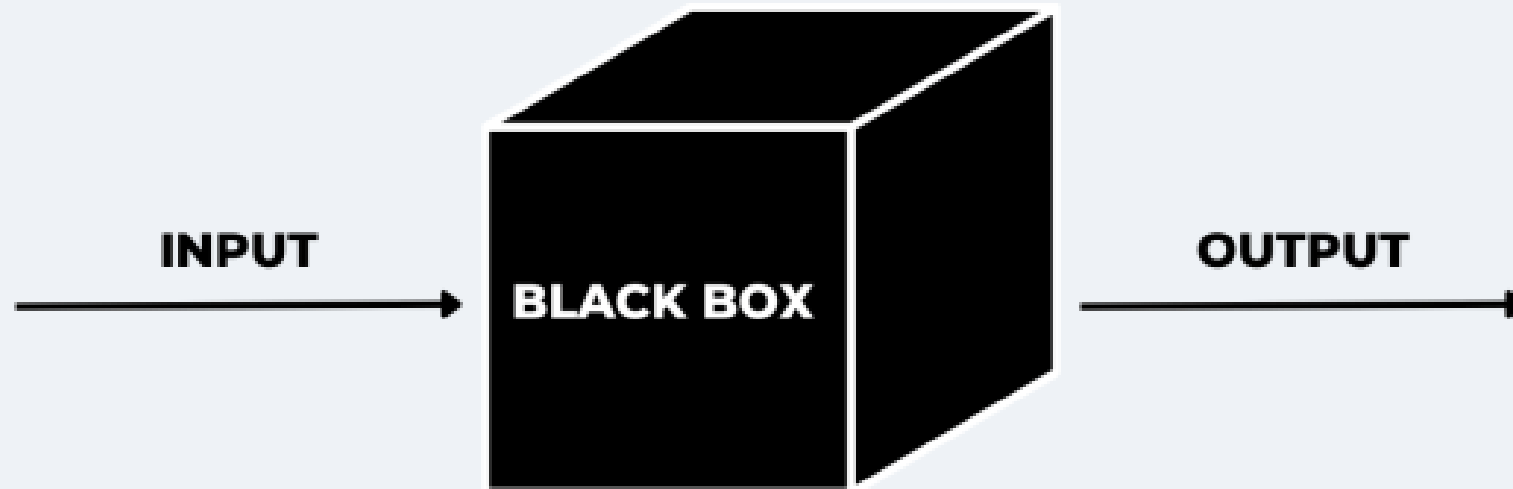
- Virtual assistants like Alexa and Siri use voice recognition to perform tasks.
- Facial recognition unlocks devices and verifies identity.
- Smart home devices, such as Nest thermostats and Roomba vacuums, learn user habits.
- Email filters sort spam and prioritise important messages.
- Recommendations on Netflix, Spotify, and Amazon are based on user behaviour.
- Search engines use AI to improve query interpretation and results.
- Digital advertising tailors ads based on browsing data.
- Navigation apps, such as Google Maps, optimise routes with real-time data.


Narrow AI or weak AI: This type of AI is designed for specific tasks and can't be easily adapted to do other things. It works by using carefully selected data to complete a specific task. Examples include facial recognition used to unlock phones and the AI in spellcheckers or adaptive learning tools.



Generative AI creates new content, such as writing lesson plans, making images, or generating quizzes, based on prompts you give it. Gemini, Co-pilot and ChatGPT are examples of Generative AI chatbots.








Hi there! I am Busy A.I., your very own A.I. lesson planner!

What kind of lesson plan would you like me to make today?



New lesson plan

Age: Curriculum:

Subject:

Topic (required):

Lesson length: Number of children:

Include Busy Things activities

Recent history


Digital facilities:

- Front-of-class screen
- Computers/tablets
- Printer

Other facilities:

- Pencil and paper
- Craft materials
- Playground/field/garden
- Kitchen

Additional information:



Large language models

Are a type of general-purpose AI designed to understand and generate human-like text. These models are trained on vast amounts of data and can answer questions, summarise information, and even translate languages. They are the basis for tools like Co-pilot, Gemini and ChatGPT.

Data is crucial for AI systems, which are trained on large datasets containing text, images, audio, and sensor readings. More data allows AI to learn and perform tasks more effectively.

AI uses complex algorithms to analyse data, detecting patterns and relationships. Machine learning algorithms improve their performance as they process more data.

After algorithms identify patterns, they can make predictions or decisions. For example, an AI system trained on email data can filter spam or categorise incoming messages.

AI systems continue to learn after training by being updated with new data, which improves their accuracy and performance.





What AI tools are currently used in our school, and what purposes do they serve?



Do we know what the answer would be if we asked our colleagues?

Shadow IT / Shadow AI

This refers to software, hardware, or AI tools (such as unauthorised use of ChatGPT) that employees use without the IT department's approval or knowledge.



Joanna Maciejewska—Myth-Touched is here!

@AuthorJMac · [Follow](#)



You know what the biggest problem with pushing all-things-AI is? Wrong direction.

I want AI to do my laundry and dishes so that I can do art and writing, not for AI to do my art and writing so that I can do my laundry and dishes.

11:50 AM · Mar 29, 2024



99.9K



Reply



Copy link to post

[Read 487 replies](#)

There is a wide range of ways AI can do a variety of tasks that are useful to you in different ways.



**Teaching
and Learning**



**Personalised
Learning**



**Administrative
Processes**

Prompting

A prompt is a question or set of instructions given to the AI system. The AI system predicts the best response to the prompt based on its prior learning.

Generative AI systems learn from the prompts entered to improve future responses.

Specificity: Clearly state your request. Instead of "Tell me about AI," say, "How can generative AI help **teachers reduce workload**?"

Context and Constraints: Give background and limits. For example, "**Summarise AI risks** in education in **under 100 words**."

Desired Format: Specify the format needed, like "**List three advantages** of AI in teaching."

Tone: Indicate the desired tone. For instance, "Explain AI bias in an engaging way for **non-technical teachers**."

Refinement: If the answer isn't right, refine your prompt, like "Focus on UK schools."

Let's try to create a prompt

Create a prompt that could be used to create an activity in your school setting (this may not reflect your class setting). Make it about properties and changes of materials

What is our desired output?

What role should the AI take on?

What is the topic? Is there a curriculum to draw questions from?

What age/ability/qualification level is the audience?





Example:

You are a UK teacher: Create a 5-step visual instruction guide for a student with Profound and Multiple Learning Difficulties to complete a science experiment, focusing on Key Stage 2 Properties and Changes of Materials using clear, high-contrast language.

STEP 1: LOOK 👁️

LOOK at the objects

■ BLACK tray

■ WHITE objects

- 🍴 Hard spoon
- 🧽 Soft sponge

Adult says:

"LOOK... spoon.
LOOK... sponge."

✅ *Pause to allow visual attention*

STEP 2: TOUCH 🖐️

TOUCH the objects

■ GREEN hand symbol

- Touch spoon → 🍴 HARD
- Touch sponge → 🧽 SOFT

Adult says:

"TOUCH spoon – HARD."
"TOUCH sponge – SOFT."

✅ *Support hand-over-hand if needed*

STEP 3: ADD WATER 💧

POUR water

● BLUE cup

■ BLACK tray

- Water on sponge

Adult says:

"POUR water."
"Sponge is WET."

✅ *Let learner hear and feel water*

STEP 4: FEEL AGAIN 🖐️

FEEL the sponge

■ BLUE background

- 🧽 Sponge = WET
- 🍴 Spoon = DRY

Adult says:

"FEEL sponge – WET."
"Spoon – DRY."

✅ *Model vocabulary with touch*

STEP 5: SHOW / CHOOSE ✅

SHOW what it is like

● GREEN tick for correct choice

- 🧽 WET sponge
- 🍴 HARD spoon
- 🧽 SOFT sponge

Learner responds by:

- Touching
- Looking
- Vocalising
- Smiling

Adult says:

"GOOD LOOKING."
"GOOD TOUCHING."

This has been created
with co-pilot



AI will generate more prompts for you:

If you'd like, I can also:

- Convert this into a **symbol-supported A4 visual sheet**
- Adapt it for **switch use or eye-gaze**
- Align it to an **EHCP outcome or Engagement Model area**

SCIENCE: MATERIALS

STEP 1: LOOK

LOOK at the objects
SPOON – SPONGE

STEP 2: TOUCH

TOUCH the objects
HARD – SOFT

STEP 3: ADD WATER

POUR water
SPONGE gets WET

STEP 4: FEEL

FEEL again
WET – DRY

STEP 5: SHOW

SHOW what it is like

Add Widgit / PCS-style symbol placeholders

SCIENCE: MATERIALS

STEP 1: LOOK



LOOK symbol

LOOK at the objects
SPOON – SPONGE

STEP 2: TOUCH



TOUCH symbol

TOUCH the objects
HARD – SOFT

STEP 3: ADD WATER



WATER symbol

POUR water
SPONGE gets WET

STEP 4: FEEL



FEEL symbol

FEEL again
WET – DRY

STEP 5: SHOW



SHOW what it is like

SCIENCE: MATERIALS

STEP 1: LOOK

LOOK at the objects

SPOON – SPONGE

STEP 2: TOUCH

TOUCH the objects

HARD – SOFT

STEP 3: ADD WATER

POUR water

SPONGE gets WET

STEP 4: FEEL

FEEL again

WET – DRY


STEP 5: SHOW

SHOW what it is like

Why you can't see symbols

Widgit and PCS symbols are copyrighted and licence-protected, so I can't embed the real pictures into the document.

Instead, what I created is a symbol placeholder sheet:

-  Empty square boxes = where *your* Widgit / PCS symbols go
- Small text underneath (e.g. "LOOK symbol") = tells staff which symbol to insert

This is exactly how many UK schools share symbol resources safely.

ENGAGEMENT MODEL – SCIENCE

Properties & Changes of Materials (PMLD)

Learner name: _____ Date: _____

EXPLORATION

Explores materials through senses (look, touch, listen, mouth).

Observed: Not observed:

Comments / evidence:

REALISATION

Shows awareness of cause and effect (dry → wet / hard → soft).

Observed: Not observed:

Comments / evidence:

ANTICIPATION

Anticipates what will happen next (water, touch, response).

Observed: Not observed:

Comments / evidence:

PERSISTENCE

Sustains attention or re-engages with the activity.

Observed: Not observed:

Comments / evidence:

INITIATION

Initiates action or communication (reach, vocalisation, eye gaze).

Observed: Not observed:

Record any meaningful response as evidence of engagement. Use alongside sensory science activities.

Comments / evidence:

Make an Engagement Model assessment version for science

When using AI are you:

Specific

Specific - It is really important to be specific when entering inputs into the tools. Using more detail will give you a better output, and if you are using a tool which asks for a National Curriculum topic, use the language from the relevant curriculum.

Evaluate

Evaluate - AI can confidently wrong! These tools are designed to do the heavy lifting for you, please always evaluate the outcome to check for accuracy and appropriateness.

Try Again

Try again - If you don't get exactly what you're after on the first attempt (and you won't always) simply regenerate output.

Thanks to
TeachMateAI
for Slide



- While AI can sound convincing, it remains a machine. AI can produce "hallucinations" and misleading information.
- Errors arise from flawed or biased training data.
- AI lacks real-world understanding and fills in gaps.
- Always verify AI outputs and cross-check information.
- Users are responsible for both AI inputs and outputs.



**Teaching
and Learning**



Design a sensory-based lesson on 'The Solar System' for a class of students with SLD (Severe Learning Difficulties), focusing on tactile and auditory

Sensory-Based Lesson Plan: The Solar System

Target Group: Students with Severe Learning Difficulties (SLD)

Duration: 25–35 minutes

Focus: Tactile and auditory learning (no written outcomes)

Learning Intentions

- Explore space using hands and ears
- Experience the Sun and planets through sensory play

Key Concepts

- The Sun is warm and in the middle
- There are different planets
- Planets feel and sound different

Sensory Resources

Tactile: Textured balls, warm cushion, star cloth, vibration cushion

Auditory: Space music, rocket sounds, repetitive planet chants

Lesson Structure

1. Sensory Warm-Up (5 min)

Countdown, rocket sound, vibration cushion, calming music

2. Exploring the Sun (5 min)

Warm cushion, light source, repeated language: 'The Sun is warm'

3. Planet Sensory Carousel (10–15 min)

Explore 3–4 planets using touch and sound. Repeat names and textures.

4. Shared Song or Chant (5 min)

Simple repetitive song with actions and planet props

5. Calm Space Ending (5 min)

Dim lights, quiet music, calming narration

Assessment (Observation Only)

- Engagement and attention
- Sensory preferences
- Anticipation and cause-and-effect responses

Differentiation

- Reduce sensory input for sensitive learners
- Use one planet repeatedly for PMLD students
- Offer choices for higher-engagement learners

If you'd like, I can also:

- Adapt this for PMLD
- Create a **sensory story script**
- Link activities to **EHCP outcomes**
- Provide a **one-page staff prompt sheet**

Just tell me what you need next.

This has been created
with co-pilot





Prompt: I have some text (INSERT TEXT), how can I present this information to students you have PMLD.

Energy Sources

Energy sources are classified as renewable or non-renewable. Non-renewable sources like coal, oil, and natural gas take millions of years to form and release carbon dioxide when burned, contributing to climate change. They are finite and will eventually run out. Renewable energy sources include solar, wind, hydroelectric, geothermal, and biomass. These replenish naturally and produce less pollution. Solar and wind depend on weather conditions, while hydroelectric power uses moving water to generate electricity. Geothermal taps into Earth's heat, and biomass burns organic material. The UK is increasing renewable energy use to reduce reliance on fossil fuels and lower emissions. However, challenges include high costs, energy storage, and ensuring a constant supply. The future of energy depends on balancing sustainability, affordability, and reliability.

Sensory Script: Energy (PMLD)

1. Introduction – Getting Ready

(use calm voice, slow pace)

"We are learning about energy."

(pause)

"Energy helps things work."

(pause)

2. Old Energy (Non-renewable – simplified)

(use heavy objects, dark cloth, low sound)

"Some energy is old."

(pause)

"This energy comes from the ground."

(student touches heavy object)

"Coal."

(pause)

"Oil."

(pause)

"Gas."

(pause)

"This energy runs out."

(show empty hands)

"It makes dirty air."

(play low blowing sound)


Repeat key words only.

In this example, a prompt has been used alongside inputting source material. The source material does not infringe intellectual property and contains no sensitive data.

Once the material has been revised by the AI tool, the content needs to be checked and adapted for your pupils' or students' particular needs using your professional judgement.



Prompt: Create a rap to help remember the names of the planets of the solar system for six- to eight-year-olds.

This has been created with co-pilot 

🌟 **Solar System Rap for Kids** 🌟

🎵 **Verse 1**
Yo, we're flying through space, gonna take a quick trip,
Past the Sun and the planets on a super-fast ship!
First up—Mercury, tiny and hot,
Closest to the Sun—yeah, it's in the prime spot!

🎵 **Verse 2**
Next is Venus, glowing so bright,
Covered in clouds, you can see it at night.
Then comes Earth, that's where we stay—
Blue and green planet, night and day!

🎵 **Verse 3**
Now Mars is red, like a dusty old scar,
People call it home to a "robot car."
After Mars comes Jupiter, giant ball of gas,
Bigger than the others—yo, nothing can surpass!

🎵 **Verse 4**
Then Saturn pops in with its rings so wide,
Ice and rock spinning like a carnival ride!
Uranus tilts over—rolling on its side,
A chilly, blue planet on a long, long glide.

🎵 **Verse 5**
Last is Neptune, windy and blue,
Far from the Sun with a super cold view.
Now say them together, give yourself a cheer—
Let's rap those planets loud and clear!

🎵 **Chorus**
Mercury, Venus, Earth and Mars,
Jupiter, Saturn—rings like stars!
Uranus, Neptune spinning through space,
Eight cool planets in their place!



created with

This has been created with Gemini





Prompt: create a short story of 150-ish words using the phonics 'sh' and 'th' about a small mouse named 'Theo'

Theo the Mouse and the Shiny Shell

Theo was a small mouse with a **thin** tail and a **thick** wish. He wished to find something **special** to show his friends. One **bright** morning, Theo ran along the **path** to the **shore**. The **shhh** of the waves made him smile.

On the **soft** sand, Theo saw a **shiny** shell. "This is it!" he **shouted**. But when he tried to lift it, the shell **shifted** and slid into a **shallow** pool.

Theo thought hard. Then he pushed with all his **strength**. *Thump!* The shell moved at last. With one **big** shove, Theo got the shell back to the sand.

"Look what I found!" Theo called when he got home. His friends **shrieked** with **shock** and **cheer**.

Theo felt **proud**. The mouse with the **thin** tail had done a **big** thing—and all with a **shiny** shell and a brave little **wish**.



This has been created with co-pilot



**Personalised
Learning**



Prompt for Sensory Kits:
Suggest a 5-item sensory kit (smells, textures, sounds) to help a student with PMLD understand a lesson about the seaside, they do not like lots of noise.

This has been created with co-pilot



Seaside Sensory Kit (Low-Noise)

1. Seashell Balm or Coconut Scent

- **Sense:** Smell
- **Why:** A light seaside scent (coconut or sea breeze) supports context without overwhelm.
- **How to use:** Adult introduces briefly before the lesson to signal the seaside theme.

2. Soft Sand Pouch (Fabric Bag)

- **Sense:** Touch
- **Why:** The weight and fine texture of sand are calming and clearly seaside-related.
- **How to use:** Student can rest hands on it or gently squeeze.

3. Smooth Pebble or Driftwood

- **Sense:** Touch
- **Why:** Natural, cool textures help explore contrast (smooth/rough) without noise.
- **How to use:** Offer hand-over-hand exploration.

4. Blue Silk or Chiffon Scarf

- **Sense:** Sight & touch
- **Why:** Represents the sea visually and feels soft and non-startling.
- **How to use:** Slowly wave or place over hands to suggest water movement.

5. Very Quiet Ocean Sound (Optional)

- **Sense:** Sound
- **Why:** Gentle background sound at very low volume avoids sensory overload.
- **How to use:** Play briefly or keep off if the student shows discomfort.



Simplifying Complex Concepts: Ask Copilot to "Rewrite the story of *The Tempest* into five sentences focusing on sensory words (e.g., cold water, loud thunder, bright yellow sun)."

Here is a five-sentence, sensory-focused retelling of *The Tempest*, written in clear, simple language:

A wild storm crashes with loud thunder and cold water as a ship breaks apart on the sea.

People wash up on a wet, sandy beach, feeling the rough rocks under their hands.

On the island, the air feels warm, and the bright yellow sun shines through green trees.

Magic fills the space with soft music, whispering wind, and shimmering light.

At the end, everything becomes calm and quiet, with gentle waves, blue skies, and peaceful smiles.

This has been created with co-pilot





Visual Schedule Creation:
Describe a student's routine to Copilot and ask it to generate a structured table or a sequence of prompts that can be paired with symbols (like Widgit or Board maker).



This has been created with co-pilot

Example: Visual Schedule (Simple Daily Routine)

Student profile (spoken to Copilot)

The student arrives at school, hangs up their coat, has morning work time, a snack break, a lesson, lunch, sensory time, and then goes home.

Visual Schedule Table (Symbol-Ready)

Order	Activity Text	Widgit / Boardmaker Keyword	Adult Prompt
1	Arrive at school	school	"We are at school."
2	Hang up coat	coat / peg	"Coat on peg."
3	Morning work	work	"Time to work."
4	Snack time	snack / eat	"Snack time."
5	Lesson time	learn	"We are learning."
6	Lunch	lunch / eat	"Lunch time."
7	Sensory break	sensory / relax	"Time to relax."
8	Home time	home	"Going home."



Small-Step Planning: If a student's goal is "to track a moving object," ask Copilot: "Break down the goal 'tracking a moving object' into 5 incremental progress markers for a student with PMLD."

Goal: Tracking a Moving Object

(5 Incremental Progress Markers)

1 Awareness of the Object

- **What this looks like:**
The student notices the object when it is presented (still or moving).
- **Observable behaviour:**
Turns head, changes breathing, stills body, blinks, or briefly looks toward the object.
- **Support needed:**
High contrast object, close distance, adult positioning.

2 Brief Visual Fixation

- **What this looks like:**
The student looks at the object for 1–2 seconds while it is still or barely moving.
- **Observable behaviour:**
Eyes settle on the object before looking away.
- **Support needed:**
Slow presentation, minimal background distractions.

3 Initial Tracking in One Direction

- **What this looks like:**
The student follows the object **slightly** as it moves across a short distance.
- **Observable behaviour:**
Eyes or head move in the same direction as the object for part of the movement.
- **Support needed:**
Slow presentation, minimal background distractions.

This has been created with co-pilot





Analyzing Observations: You can input (anonymized) observation notes and ask Copilot to "Identify patterns in this student's engagement levels during morning vs. afternoon sessions."



This has been created with co-pilot

🧠 Example Prompt to Use with Copilot

Prompt:

"Here are anonymised observation notes for a student with PMLD.

Identify patterns in the student's engagement levels during morning sessions versus afternoon sessions.

Comment on alertness, sensory tolerance, attention, and responsiveness."

📄 Example Input: Observation Notes (Anonymised)

- Monday AM: Alert for first 15 minutes, tracked light toy briefly, tolerated hand-over-hand support.
- Monday PM: Eyes closed frequently, limited response to objects, pulled hands away.
- Tuesday AM: Vocalised during greeting, looked towards sound source, calm body posture.
- Tuesday PM: Required increased prompts, short tolerance of task, signs of fatigue.
- Wednesday AM: Engaged with tactile object, sustained attention for 2–3 minutes.
- Wednesday PM: Became unsettled, reduced visual attention, sought adult reassurance.

Example Output: Pattern Analysis

1 Overall Engagement Pattern

- Engagement is consistently **higher in the morning** than in the afternoon.
- Morning sessions show **greater alertness, responsiveness, and tolerance** of interaction.

2 Morning Session Characteristics

- Increased **visual attention** (tracking objects, looking towards stimuli).
- More **purposeful responses** (vocalising, sustained touch).
- Body posture generally **calm and organised**.
- Able to engage for **short but meaningful periods** (1–3 minutes).

✓ *Interpretation:* Morning appears to be the student's optimal learning window.

3 Afternoon Session Characteristics

- Reduced alertness (eyes closed, fatigue indicators).
- Lower tolerance for touch and activity.
- Increased need for adult prompts and reassurance.
- Shortened engagement and occasional withdrawal.

✓ *Interpretation:* Afternoon sessions may be impacted by tiredness or sensory overload.

4 Sensory & Environmental Patterns

- Student tolerates **tactile and auditory input** better in the morning.
- Sensory demands that are manageable in the morning become challenging later in the day.
- Quiet, low-demand activities may be more appropriate in the afternoon.

5 Planning Implications

- Schedule **new learning and assessment** activities in the morning.
- Use afternoons for **sensory regulation, repetition, or relaxation**.
- Consider shorter sessions and increased breaks after lunch.

✓ Helpful Next Steps

Copilot can also be asked to:

- Link patterns to **EHCP outcomes**
- Suggest **adjustments to the daily timetable**
- Create a **visual summary chart** for meetings
- Translate findings into **SMART targets**

If you'd like, you can paste in **real observation notes** (anonymised), and I'll analyse *those* directly.



Create a social story: My student doesn't understand that when it is raining outside, they cannot go outside as it is wet play. Could you please create a Pixar-style story about this? My student's reading age is

7

The Rainy Day Choice

The Problem At school, I love to go outside. I like to run, jump, and play with my friends on the grass. Sometimes, I look at the door and I really want to go out. But today, the sky is grey and the ground is covered in puddles. My teacher says, "**It is Wet Play today.**"

This makes me feel sad or frustrated. I might want to shout or push the door because I want to play outside.

The Reason If I go outside in the rain, my clothes will get soaked. My shoes will get muddy. When I come back inside, I will feel cold and damp. Wet clothes do not feel good when I am trying to learn at my desk. The floor would get slippery and unsafe for my friends.

The Fix When it is Wet Play, I can make a new choice. I can:

- Build a tall tower with blocks.
- Draw a beautiful picture with markers.
- Read a funny book in the library corner.

Inside play is different, but it can still be fun! When the sun comes back and the ground is dry, the teacher will open the door again. I can stay dry and happy inside until the rain stops.

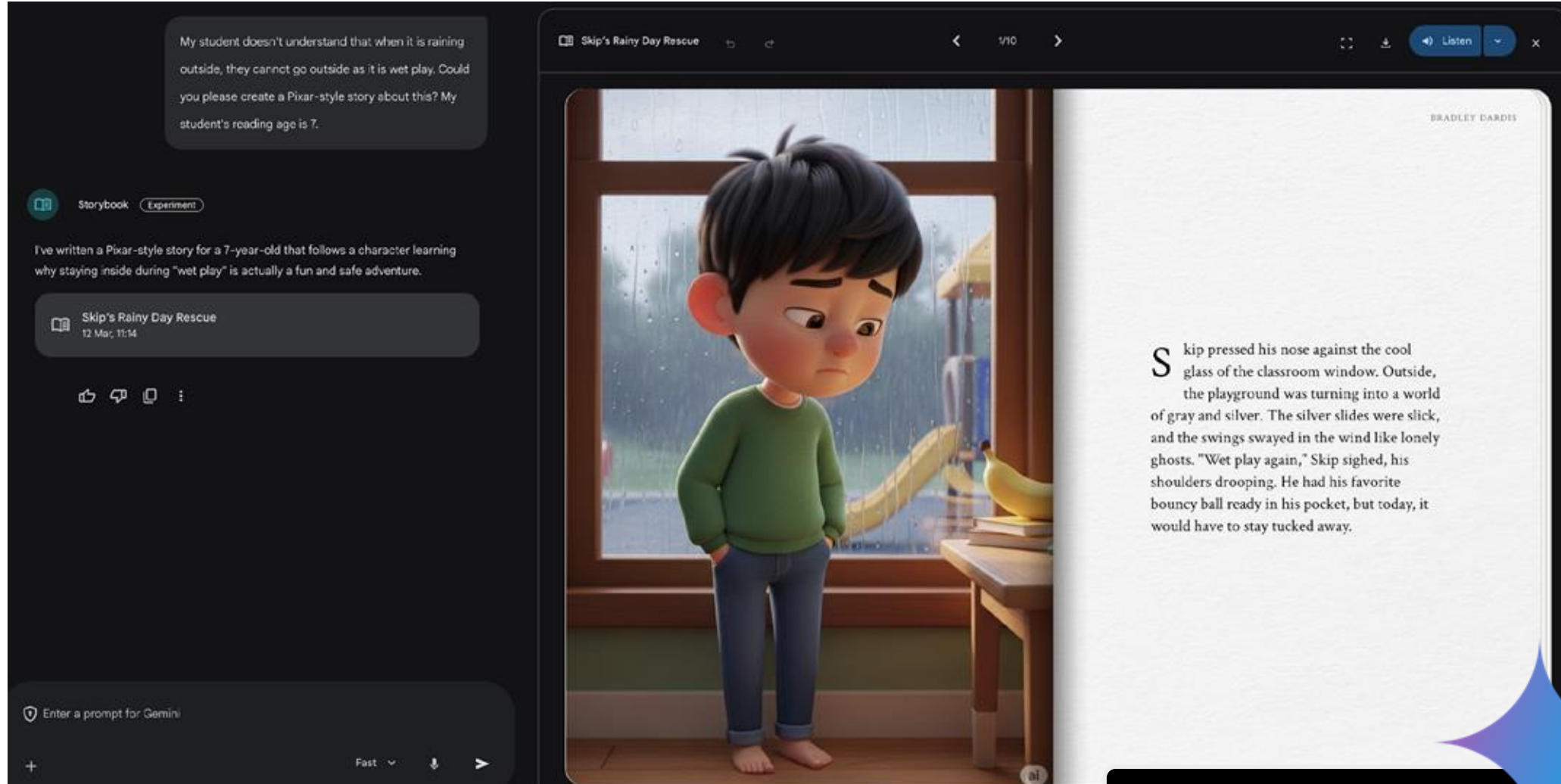


My student doesn't understand that when it is raining outside, they cannot go outside as it is wet play. Could you please create a Pixar-style story about this? My student's reading age is 7.

Storybook Experiment

I've written a Pixar-style story for a 7-year-old that follows a character learning why staying inside during "wet play" is actually a fun and safe adventure.

Skip's Rainy Day Rescue
12 Mar, 11:14



Skip's Rainy Day Rescue

BRADLEY DARDIS

Skip pressed his nose against the cool glass of the classroom window. Outside, the playground was turning into a world of gray and silver. The silver slides were slick, and the swings swayed in the wind like lonely ghosts. "Wet play again," Skip sighed, his shoulders drooping. He had his favorite bouncy ball ready in his pocket, but today, it would have to stay tucked away.

This has been created with Gemini



**Administrative
Processes**



Prompt: I am going to upload a letter we sent last month about being a nut-free school, using the same tone and style can you inform year 6 parents we have a nit outbreak!

Riverside Primary School

Dear Parents/Carers,

Head Lice Notification

I hope this letter finds you well. I am writing to inform you that we have had reported cases of head lice in Year 6. While this is a common occurrence in schools, we want to ensure that it is managed effectively to minimise further spread.

We kindly ask all parents to check their child's hair as soon as possible and to continue doing so regularly. If you find any live lice or eggs, please treat them immediately using an appropriate method, such as wet combing with conditioner and a fine-toothed nit comb, or using an over-the-counter treatment from a pharmacy.

To help prevent reinfestation:

- Tie long hair back.
- Remind children not to share hair brushes, hats, or pillows.
- Continue checking hair at least once a week as part of your routine.

Children do not need to stay off school if they have head lice, but we do ask that treatment is started promptly. If you need any advice on treatment, the NHS website provides reliable information, or you can speak to a pharmacist.

Thank you for your cooperation in keeping our school community healthy. If you have any questions, please feel free to contact the school office.

Yours sincerely,

Mrs Smith

Riverside Primary School

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Yours sincerely,

Mrs Smith

This has been created with co-pilot





Draft the skeleton of an **EHCP annual review** or **IEP** by asking Copilot to: *"Draft a summary of student progress based on these three bullet points, using professional educational terminology."*

Generated Content Skeleton (Editable)

Student Progress Overview

Based on the evidence provided, the pupil has demonstrated **measurable progress** across key priority areas over the review period.

- The pupil has shown **developing skills** in *[area of learning/need]*, with increasing consistency in *[specific skill or behaviour]*. This reflects a positive response to targeted support and structured intervention.
- Progress is evident in *[second area]*, where the pupil is beginning to *[describe improvement]*. Outcomes suggest improved engagement and an emerging ability to transfer skills across familiar contexts.
- In relation to *[third area]*, the pupil continues to require *[level/type of support]*; however, there has been *[qualitative or quantitative progress]* when strategies such as *[named approaches or provisions]* are implemented consistently.

Overall Impact

Overall, the pupil is making **appropriate / expected / steady progress** (edit as appropriate) towards their agreed outcomes. Continued differentiation, scaffolded support, and regular review of strategies will be necessary to sustain and build upon this progress over the next review period.





"I am a Teaching Assistant in a classroom for students with Autism. Read this new Behavior Policy and list exactly 3 things I need to change in my daily routine starting tomorrow. Use simple, actionable language."

✓ 1. Meet and greet every pupil calmly and predictably at the start of each session

Stand at the door or agreed point, welcome pupils by name, and remind them of "Be Ready, Be Respectful, Be Safe" using the same words every time.

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✓ 2. Use scripted de-escalation and give clear "take-up time" before any consequence

When behaviour starts to escalate, use the pre-agreed script, state the expected behaviour, offer a choice, and pause to allow the pupil time to respond—do not rush to consequences.

limeacademylarkwood

✓ 3. Record incidents and time-outs on CPOMS the same day they happen

Any time-out, repeated misbehaviour, or physical intervention must be logged before the end of the day. Do not rely on memory or pass this responsibility to someone else.

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Create an in-depth podcast for teaching staff on the latest white paper (add link). It's for a SEND school and should not exceed 45 minutes.



This has been created with Gemini

Next Year - Your Views



<https://forms.gle/wdc35vQK22MY1gce7>

Next Session



for SEND School DSLs

18th June 2026

Thinking about the 2026 RSHE Guidance and SEND Pupils

Share challenges, solutions and
good practice related to
safeguarding children with SEND



<https://sendforum> / <https://safetraining.lgfl.net>

Keep in touch



SafeguardED

Social Media:

@lgflsafeguarded

Newsletter:

safenewsletter.lgfl.net

Main portal:

safeguarding.lgfl.net

SEND Forum site:

sendforum.lgfl.net

IncludED site:

included.lgfl.net

Resources:

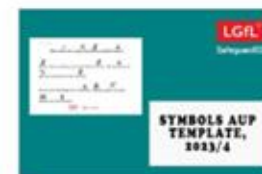
saferesources.lgfl.net

Training:

safetraining.lgfl.net

Email:

safeguarding@lgfl.net



AUP in symbols for pupils with SEND (Updated for Sept 2023)



Josh & Sue animation for pupils with learning difficulties on staying safe online



Poster: Neglect and disabled children



STAR SEND Toolkit



Anti-Bullying Alliance SEND guidance page



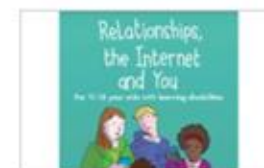
Know it All for SEND



Supporting children with SEND when talking online



Online Safety Guidance for Adults and Young People with Learning Disabilities



Relationships, the internet and you booklet for 11-16s with SEND

<https://sendsafe.lgfl.net>