

## Websites to promote spelling abilities

Begin with the presentation on Mark Warner's website,  
*13 Interesting ways to support spelling in the classroom*

<http://>

[preview.tinyurl.com/4x7rtmt](http://preview.tinyurl.com/4x7rtmt)

A website that is free to use and where students' own words or provided word lists can be selected—highly rated by teachers.

[www.spellingcity.com](http://www.spellingcity.com)

Spelling activities, worksheets and games for all ages <http://www.kidsspell.com/>

Dozens of online spelling games, activities and worksheets on the **Woodlands Junior** website <http://preview.tinyurl.com/5rypht>

The **BBC Spellit** website offers interactive online activities and printable resources which teach spelling strategies, rules and patterns for Years 3, 4, 5 and 6. <http://preview.tinyurl.com/443gk7x>



## Editorial

A thought occurred to me the other day. The changes that are being described in White and Green Papers, highlight how stakeholders are going to be given more power.

Teachers are apparently being freed from the restrictions previously placed upon them in relation to curriculum delivery, parents are being given power to decide how to distribute SEN resources and to trigger an Ofsted inspection if they are dissatisfied with the school and pupils are being given power to make Tribunal claims if they feel the provision they received was insufficient or wanting.

Will all this sharing of power be reciprocated by a sharing of responsibilities? Will all stakeholders be accountable for their part in increasing the rates and level of pupil success? I can see that this might not be a vote winner but at the same time I also believe it has the potential to make a difference.

Regards

*Carol L Smart (Editor)*

## Courses and Conferences

**Speech, language and communication needs in secondary schools**

23rd June London £180

<http://preview.tinyurl.com/3oe62u7>

**Where next for pupils with SEN and disabilities?**

1st July London

£150 + vat

[www.equals.co.uk](http://www.equals.co.uk)

**Supporting pupils with autism in a changing educational environment**

8th July, London

£115 inc vat

[www.ambitiousaboutautism.org.uk](http://www.ambitiousaboutautism.org.uk)

020 8815 5148

**Variety of SEN courses and workshops**

June/July/Sept in Worcs

From £110

[www.sunfield.org.uk](http://www.sunfield.org.uk)

Accredited 4 day courses by Learning Works beginning in the Autumn term that include **Managing the role of SENCo** **The trouble with maths**  
<http://www.learning-works.org.uk/cpd-courses>

## SNIP

Spring Cottage, Bagot Street,  
Abbots Bromley, Staffordshire.

WS15 3DA

FAX : 01283 840 824

Email :

[editor@snip-newsletter.co.uk](mailto:editor@snip-newsletter.co.uk)

[www.snip-newsletter.co.uk](http://www.snip-newsletter.co.uk)

## Index of Contents

## Pages

Differentiation	2 & 3
Williams syndrome	4 & 5
EAL and SEN	6 & 7
Evaluating SEN provision/Transition	8 & 9
Research/reviews etc	10 & 11

# Differentiation

'Differentiation is the process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match the individual student's learning strategies within a group situation.' Visser J, 1993.

Differentiation has become a renewed focus of the DfE and Ofsted, so teachers need to ensure they provide learning opportunities that respond to the diverse needs of pupils within their class and ensures their progress. This article aims to support SENCOs in providing advice to teachers on ways that differentiation can be delivered, without resulting in a similar time needed for lesson preparation as for delivery!

To begin with, differentiation needs to be considered, and the action identified to respond to the diversity of whole class, group and individual needs, within long and medium term planning. This then reduces the highlighting of all the action taken to reduce barriers to learning in short term planning documents.

## Long term planning

This will require whole school reflection, decisions and action on barriers to achievement for all pupils with SEN and could include reference to:

- The curriculum content that provides suitable challenge for all pupils and will positively contribute to their long term outcome, reflects their interests and learning strengths and includes the use, if required, of materials from earlier key stages to suit pupils' differing abilities.
- The assessment devices used to

identify rate of achievement e.g. P levels, Assessing Pupils Progress, Assessment for Learning, school tracking devices etc .

- The school environment and the action taken to increase accessibility and to support learning for all pupils.
- The use of additional school experiences, such as trips, visitors, to enable all pupils to learn in ways that best suits their abilities.
- The timetable, session length and links to other curriculum areas to generalise taught information and increase the rehearsal of learning experiences.
- The use of school learning platforms to increase learning off-site for all pupils. This can increase parent engagement, support the value and impact of homework tasks, support pupils with medical conditions and pupils who are excluded.
- The organisation of study support/homework etc to enable pupils, who may not have access to supportive learning environments outside of schools to participate meaningfully in independent learning challenges.
- The reasonable adjustments that will be made to school policies and practices to enable increased inclusion for pupils included within vulnerable groups e.g. those with autism.
- Adaptations that will be made to increase access to the curriculum and to text for pupils with disabilities e.g. planned access to IT.
- How feedback will be gained from pupils and parents to establish if they feel that their needs have been successfully met by the teaching offered.

## The medium-term plan

This could include reference to action taken to respond to groups of pupils with SEN:

- Amendments to teaching environment to effectively respond to diverse needs e.g. supportive displays for pupils with reduced literacy levels, undertaking sensory audit for pupils with autistic characteristics etc.
- Group targets and objectives that have been devised to ensure achievement of SEN pupils that is linked to the progression materials.
- The use of strategies within class, that are linked to the school behaviour policy and agreed by pupils, alongside a valued and effective reward system.
- The seating arrangements, peer/adult support being utilised to increase rate of progress.
- The use of accessible texts and resources to enable all pupils to be able to engage with the teaching materials provided.
- The use of IT, visual and multi-sensory techniques to increase the learning outcomes for all pupils.
- Built in monitoring alongside the flexibility to adapt the teaching provided to the evolving needs and abilities of all pupils as they emerge.
- Strategies employed within the curriculum to ensure all pupils who require it, have the opportunity to extend their skills through direct teaching of specific deficits in knowledge and understanding.
- The evaluation of the provided teaching through feedback (e.g. from assessment, lesson observations, pupil views) to ensure that the teaching is effective and engaging.

## Short term planning

This will be related to individual and group needs and could include reference to:

- Action taken to engage all pupils by the sharing of accessible aims/success criteria that build on prior learning and pupil interests, e.g. the summary of key points.
- Accessible resources e.g. the provision of worksheets of appropriate readability level.
- Action taken to ensure that the timing and variance of activities selected within the session aim to increase the focus, attention, interest and success.
- Action taken to ensure all pupils are enabled to listen, learn, respond and record their learning in a way that best reflects their learning strengths.
- Attention paid to reducing specific barriers to success for pupils with SEN e.g. to respond to comprehension of language, memory deficits, slow information processing speed, handwriting difficulties etc.
- Action taken to meet targets in Individual Educational Plans, Behaviour Support Plans etc.
- Action taken to ensure that those pupils with difficulty in learning, receive structured teacher support, rather than being taught by teaching assistants.
- Targeted questioning that supports the participation and valuing of all and allows demonstration of knowledge or gaps in knowledge.
- Action taken to ensure knowledge is embedded and demonstrated through collaborative practice, peer support and independent investigation.
- Action taken to provide accessible opportunities to all pupils to self-review what has been learned through linking to individual targets.

## Resources

Differentiation materials for training staff

[www.geoffpetty.com](http://www.geoffpetty.com)

Differentiation on Robert Butlers website <http://fiendishlyclever.com/tag/sen>

Accessing the curriculum - Strategies for differentiation for pupils with Down syndrome <http://preview.tinyurl.com/4yyt9>

SEN in mainstream schools: a guide for the beginner teacher, DfE Brief information on differentiating teaching. <http://preview.tinyurl.com/3mlnckh>  
Teachers TV (via the internet): Whitmore Secondary School, Harrow Special needs: differentiation in action (secondary), <http://preview.tinyurl.com/3vo4os4>

Bangabhandu Primary School, Bethnal Green

Special needs: differentiation in action (primary), <http://preview.tinyurl.com/3eun736>

## National Archives

The following sites associated with supporting pupils with SEN closed on 31 March 2011. The information they contained is now stored on the National Archives website.

- Teacher Training Resource Bank (TTRB) <http://preview.tinyurl.com/6jqwxc7>
- Behaviour4Learning <http://preview.tinyurl.com/65lp2nk>
- TTRB Special Educational Needs <http://preview.tinyurl.com/6xsjrk2>



## RNIB

The Royal National Institute for the Blind provides a range of articles to support pupils with visual impairments in schools.

<http://preview.tinyurl.com/6cw7y93>

## Governors' Responsibilities for SEN and Disability

Clerk to Governors is a helpful and up-to-date website, that provides access to information for school governors, including this overview of responsibilities relating to SEN and disability.

<http://preview.tinyurl.com/6zx9ead>



## Internet safety

The child Exploitation and Online Protection Service (CEOP) have produced new online materials to support pupils with SEN and or disabilities to understand the potential risk inherent in using the internet and social media.

These include

- **Sam's Real Friends** - a short film that looks at the issues associated with protecting individual safety online. It has British Sign Language and subtitles to support its access to pupils with hearing or visual impairment.
- **Know your friends with Josh and Sue** - five minute animation aimed at pupils with SEN.
- Supporting activities and lesson plans for the above.

<http://www.thinkuknow.co.uk/teachers/resources/>

# Williams syndrome

Williams syndrome (W.S.) is a rare disorder that is caused, like Down's syndrome, by a chromosome abnormality. It occurs in between 1:800-1:20,000 births and was first identified by Williams and Beuren in New Zealand in 1961.

The chromosome abnormality that results in the characteristics indicated in W.S., includes the deletion of a number of genes, including the gene responsible for production of the protein elastin, required to provide strength and elasticity to blood vessel walls. The absence of this gene now provides a marker for W.S. as investigation continues to identify the specific impact other missing genes may have.

Although present from birth, diagnosis of W.S. via a blood test, is often as a result of medical investigation in relation to observed delay in children meeting developmental milestones, particularly in sitting, walking and talking. Symptoms include:

- Delayed speech that may later turn into good speaking ability and abilities in learning by hearing.
- Developmental delay.
- Poor attention skills/easily distracted.
- Feeding problems including colic, reflux, and vomiting.
- Inward bend of small finger.
- Learning difficulties (mild to severe.)
- Short compared to the rest of the person's family.
- Sunken chest.
- Unusual "elfin" appearance of the face, that may include upturned nose, widely spaced eyes, wide mouth with full lips, small chin, puffy cheeks and irregular, widely spaced teeth.
- Personality traits including being very friendly, trusting of strangers,

fear of loud sounds or physical contact, being interested in music.

## Learning strengths

The relative strengths of those with William's Syndrome include expressive vocabulary, short term auditory memory and long term memory for facts.

## Areas of learning challenge include:

- Learning difficulties.
- Poor comprehension that is often hidden by expressive vocabulary skills.
- Fluent speech but often also incessant chatter.
- Gross/fine motor problems.
- Visuo-spatial difficulties.
- Overactivity.
- Excessive anxiety.
- Limited concentration span.
- Preoccupation with objects/topics.
- Hypersensitivity to sounds.
- Overfriendly to adults.
- Fear of heights and uneven surfaces.

## Reading

Many children with WS can be taught to read as they tend to have relatively good verbal skills, including effective recall of sounds and words and good auditory sequencing skills.

In view of these abilities, the use of approaches to teach reading that are based upon building phonic knowledge, are likely to be effective.

In addition, those with W.S. tend to have skills in rhythm and rhyme and so music, songs and rhymes to provide additional over-learning opportunities can be employed to support both rehearsal and recall. However higher reading skills such as comprehension/inference are often depleted so the inclusion of

targeted programmes that aim to increase abilities in these areas will need instigating.

## Writing and spelling

Attainment in writing and spelling is often well below that demonstrated for reading. This is at least partially related to specific challenges in visual recall, visuo-spatial and fine motor skill skills. Input from occupational therapists to support the acquisition of motor skills will be required (focused on spatial skills, eye hand coordination skills,) along with the provision of materials/resources that reduce the barriers to writing such as lined paper, pen grips, suitable writing implements etc.

Be aware though that fatigue is also likely to be an issue so keep recording tasks short and success high through the use of strategies such as cloze procedures, use of a scribe, speech to text software etc.

## Numeracy

Research suggests that maths is a particular area of difficulty for pupils with W.S. Perceptual, visual-spatial, abstract reasoning deficits and motor problems make it difficult to manipulate numbers and understand the concepts underlying mathematical operations. Teaching needs to be based upon tactile learning experiences that use concrete resources to ensure concepts are meaningful and linked to the pupil's life experiences.

Because of difficulties with copying and constructing fluent number shapes, it is considered helpful to separate the task of writing numbers from the teaching of maths operations.

## Concentration and attention

Poor concentration and lack of sustained attention are common in pupils with WS. In order to reduce

the impact this has on learning, it is important that sessions are kept short and also interspersed with active tasks.

## Independence

Pupils with W.S. are often late in developing continence and so action to respond to personal care needs planning for. In addition, they will be delayed in acquiring skills in dressing and undressing, as these both require muscle co-ordination and planning and these are areas those with W.S. find difficult to master. Structured routines and expectations that are undertaken both at home and in schools, needs to be agreed and implemented.

## Autistic traits

Pupils with W.S. share some characteristics also found in those with autism. These can include:

- 1) Hypersensitivity to noise. Use of an sensory audit can be helpful to enable action to be identified to reduce potential for distress and anxiety.
- 2) Hypersensitivity to texture, in particular, food texture. A proportion of those with W.S. are very limited in the foods they will eat and responses to this need to be agreed with a dietician and the family.
- 3) Obsessive behaviours, often in relation to objects and faces. Exploiting these interests in teaching tasks can help to support increased motivation and perseverance with learning.
- 4) Raised levels of anxiety. Responses to this require school reflection on antecedents to anxiety, and action taking to reduce it reoccurring. The use of distraction e.g. a physical activity, may remove the focus from the anxiety inducing incident.
- 5) Relationships with their peers. Often pupils with W.S. show little interest in interacting with those of

their own age, but instead seek out the company of adults. It is thought that this may be related to challenges in understanding body language and nonverbal cues, and therefore programmes to raise awareness in this area, related to safeguarding, needs to be provided.

## Motor skills

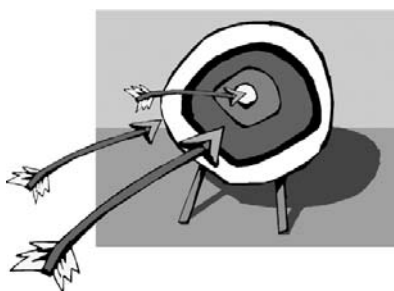
Pupils with W.S will be slow to develop motor skills and input from occupational therapists will be needed to provide consistent delivery of programmes that are linked to pupil's interests and have the aim of increasing the pace of skill acquisition.

## Further information

### Guidelines for Teachers

#### - Children with Williams

**Syndrome** by Dr Orlee Udwin and Professor William Yule [http://  
preview.tinyurl.com/3z69ub9](http://preview.tinyurl.com/3z69ub9)



### Skill: National Bureau for Students with Disabilities

This disability charity, that aimed to promote equality for disabled people in education, training and employment, has ceased training due to financial difficulties.

Those seeking downloadable information booklets on issues associated with post 16 education for students with learning disabilities, can still download these at present from the website.

[http://  
www.skill.org.uk/index.aspx](http://www.skill.org.uk/index.aspx)

## 2011 National Year of Communication

The Hello website contains many valuable and free resources to support listening, understanding, responding etc for pupils of all ages.

These include downloadable publications, posters and leaflets that identify top tips. It also identifies monthly themes e.g. July's is linked to Skills for Work and Play whilst September's theme is Back to School Well worth a visit.

[http://www.hello.org.uk/  
resources/resources.aspx](http://www.hello.org.uk/resources/resources.aspx)



## Handwriting assessment

The Special Direct website includes access to a number of free resources, that includes for instance, proformas to support the assessment of handwriting skills originally devised by the Stockport Occupational Therapy service.

[http://www.specialdirect.com/  
FreeResources.aspx](http://www.specialdirect.com/FreeResources.aspx)

## Observation

These simple observation recording sheets could support the collation of evidence regarding to a school's response to the needs of pupils with SEN.

Free to download from the Teaching Expertise website and suitable for Early Years settings or primary schools.

[http://  
preview.tinyurl.com/c48o5v](http://preview.tinyurl.com/c48o5v)

# SEN and EAL

The percentage of pupils within school who speak English as a Additional Language (EAL) continues to grow, year on year. In January 2010, the percentage of pupils in primary schools whose first language was believed to be other than English, was 16%. In London, this percentage was 44%.

A proportion of these pupils will have special educational needs and/or a disability, but it can be difficult to decide if lack of progress is as a result of English language depletion or if there is an underlying learning difficulty.

The identification of pupils with EAL as having SEN, is higher than for pupils who have English as a first language. In some cases research suggests reasons e.g. Bangladeshi pupils are nearly twice as likely as White British pupils, to be identified as having a hearing impairment; Pakistani pupils are two and a half times more likely than White British pupils to be identified as having profound and multiple learning difficulties, visual impairment, hearing impairment or multi-sensory impairment. The reasons for this appear to be related to consanguinity (first cousin marriages).

Pupils who are learning English as an additional language, should not be automatically added to the SEN register. Although it could be argued that pupils who are not fluent in the English language evidently have difficulties with learning. The SEN Code of Practice states *“A pupil is not to be taken as having a learning difficulty solely because the language in which he is, or will be, taught is different from a language which has at any time been spoken in his home.”*

This makes it clear that a lack of competence in acquisition of English should not be equated with learning difficulties, however, when pupils who have EAL make slow progress, it should also not be assumed that their depleted language skills is the reason they are struggling. For this reason it is essential that assessment processes are in place to identify if a pupil with EAL makes progress within expected norms.

Pupils who arrive in school with limited English language, generally take around two years to develop basic social language skills. This will enable them to operate fluently in the playground and the social environment. However, it takes from five to seven years to acquire the full range of literacy skills (reading, writing and spelling) needed to cope with the curriculum. This is a normal range of development and should not be confused with a pupil having SEN.

Triggers for concern described by the Teaching Development Agency (TDA) in relation to EAL and SEN may include:

- Language acquisition progress below expected norm.
- Unusually slow work rate compared with peers.
- Little response to teacher or peer intervention.
- Specific weakness in English language development e.g. poor verbal comprehension.
- Limited vocabulary and use of expression.
- Poor listening and attention skills.
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing.
- Gap between cognitive ability tests (although be aware of

cultural bias of tests) and literacy competency.

- Poor ability in first language.
- Inability to acquire basic number concepts.
- Parent expressing concern over pupil's school progress.
- Pupil having difficulties in subjects which are less language dependent.
- Emotional and behavioural difficulties.

Where a cause for concern has been identified, then reflection needs to take place upon the possible contributory reasons for these.

These may include:

- Insufficient time/opportunity for the establishment of proficiency in English language.
- Teaching and learning insufficiently differentiated to ensure progress.
- Insufficient targeted teaching to ensure fluency in the academic language.
- Emotional needs that have impacted on learning.
- Specific language disorder.
- Special Educational Needs.

In considering these reasons, information and feedback needs to be collated from sources that may include:

- Family information on the pupil's emotional and physical health, their previous educational history and the language used at home.
- The pupil's skills in speaking, listening, reading and writing in their home language.
- The length of time they have been in the UK.
- Frequency and length of any extended stays in country of origin.
- A first language assessment.
- Feedback from staff regarding the impact of teaching strategies employed.
- Data from assessments.

There isn't a one-off test that can identify whether lack of progress is caused by a pupil having SEN or EAL, but areas that may be usefully included in an assessment are:

- Narrative - re-telling a common story, such as a story associated with the first language.
- Sequencing - requesting the ordering of everyday action, such as dressing, travelling to school or the events in a story.
- Comprehension - telling a short story in the home language and then asking the pupil to respond to questions about it.
- Assessing short term memory (visual and auditory).
- Identifying listening and attention skills during classroom observation.
- Noting interaction with others, verbally and non-verbally.

**Assessment might then lead to conclusions being drawn that might suggest:**

- The pupil has possible problems with vision, hearing, physical development or general health.
- The pupil has a record of poor attendance and/or extended absences from school.
- The pupil's EAL support has been stopped too soon.
- The pupil has emotional and/or behavioural difficulties that interfere with his/her learning.
- The pupil has difficulty accessing the curriculum due to insufficient EAL support.
- Teaching tasks have not been matched to language competence.
- Environmental factors such as racism either inside or outside of school, culture shock, trauma, family separation, bereavement, problems in the home or

difficult family circumstances are impacting on learning.

If conclusions reached as a result of assessment, suggest that SEN might be a contributory factor, then the school might need to ensure input from the local authority ethnic minority service to ensure appropriate target setting, access to additional resources, are provided in partnership with SEN support.

A publication available on Milton Keynes website to support the progress of pupils with EAL, suggest strategies that may support pupils with EAL and SEN includes paying attention to the provision of:

- An inclusive environment.
- Pairing, mentoring and collaborative group activities.
- Visual support provided for learning.
- Key words provided.
- Appropriate supportive resources.
- Provision of planned opportunities for talking.
- Opportunities for using first language.
- Parental involvement.

**Further information:**

**NALPIC**

The website lists documents produced by Government agencies aimed at raising awareness of pupils with ethnic backgrounds. <http://www.naldic.org.uk/docs/resources/KeyDocs.cfm>

**English as an Additional Language and SEN (TDA)**

This succinct training pack, provides case studies and likely judgements, regarding whether the pupils with EAL has SEN which can provide useful points for staff discussion. <http://preview.tinyurl.com/3b8fvuo>

**Guidance on the assessment of EAL pupils who may have special educational needs**

(Milton Keynes Council) Although written in 2004, this downloadable publication contains a range of proformas and strategies to support schools to ensure the progress of pupils with EAL. <http://preview.tinyurl.com/3qzmlam>

**Department for Education**

This area of the DfE website lists documents available that aim to support the success of pupils with EAL <http://preview.tinyurl.com/62m6kjf>



**Black boys in school**

An interesting debate on the specific challenges relating to ensuring the success of black boys in school is available through a transcript/recording of a discussion on an American radio programme (npr). The debate was led by James Earl Davis of Temple University's College of Education and Pedro Noguera, author of *The Trouble With Black Boys*.

A useful resource to stimulate discussion in this area.

<http://preview.tinyurl.com/2b85hrt>



## Finding the Gap

This information identifies eleven questions a SENCo might reflect upon, in order to establish the progress and achievement of pupils with special educational needs and/or disability.

**1) How are pupils with SEND identified?** This information might be obtained from:

- NC level tracking.
- Standardised tests.
- Checklists.
- Parent concern.
- Staff concern.
- Information from previous settings.
- External professional concern.

**2) Who are the potentially vulnerable groups within the school's SEND cohort?** This information might be obtained from:

- School's register of pupils with SEND.
- Behaviour support plans, pastoral support plans, etc.
- Feedback from parents.
- Advice from support services and external agencies.

**3) How are pupils with SEND progressing in comparison with other groups across the school?** This information might be obtained from:

- RAISEonline e.g. KS 1 to KS 2 CVA by pupil characteristic or KS2 to KS4 CVA by pupils characteristic.
- School tracking.
- Subject tracking.

**4) To what extent have pupils with SEND made expected progress?** This information might be obtained from:

- RAISEonline e.g. KS 1 to KS 2 Progress CVA Expected vs Actual Scatterplot (Filtered for SEN).

- KS2 to KS4 progress CVA expected vs Actual Scatterplot (Filtered for SEN).

- School tracking.
- Progression materials data sets.

**5) How does the attainment of pupils with SEND compare with local and national levels of attainment?** This information might be obtained from:

- LA SEN data.
- National Statistics website.

**6) How are individual pupils with SEND progressing and are they on track to achieve their end of key stage targets?**

This information might be obtained from:

- Schools' individual pupil tracker for progress and attainment. IEPs/BSP/PSP.
- Progression materials data tracking.
- Assessing Pupil Progress, Assessment for learning tracking grids.

**7) Is the attendance of pupils with SEND at expected levels for all pupils?** This information might be obtained from:

- School attendance data.

**8) Are pupils with SEND being excluded disproportionately compared to pupils without SEND?** This information might be obtained from:

- School fixed term / permanent exclusion data.

**9) To what extent can the school evidence pupil safety and freedom from bullying?**

This information might be obtained from:

- Anti-bullying questionnaires.
- Bullying log.

- Feedback from school council.
- External collation of pupils' views on their safety.

**10) To what extent can schools evidence parent's confidence in SEND provision?** This information might be obtained from:

- Parent Confidence tool.
- Parent questionnaires.
- Feedback from IEP/Annual review meetings.
- Complaints and compliments records.

**11) What information does the school have that evidences the positive experiences of pupils with SEND within the school?** This information might be obtained from: Teaching and learning monitoring devices e.g. teacher observation.

- Lunch-time log.
- Pupil questionnaires.
- Parent feedback .
- IEP/IBP/PSP reviews.
- Participation in extended school events.

### References

#### Good to Great for SEN

(Leicestershire School Improvement and Performance Service) An excellent source of materials to support school self evaluation in the area of SEN. <http://preview.tinyurl.com/42xke8m>

#### Using data to identify vulnerable learners and their needs

Useful information from the National College for Leadership of schools and Children's Services. <http://preview.tinyurl.com/43s5hkp>



# Induction checklist

This brief article aims to identify the main aspects a SENCo needs to consider in order to ensure the school is prepared for the arrival of new pupils with SEN/disabilities in the new academic year.

At this stage in the Summer term, pupils with SEN who will be joining in September will be known and the SENCo has been able to:

- Liaise with the SENCo from the present setting to share information on specific needs and abilities.
- Identified the date that recorded SEN information will be received in school.
- Arranged visits to the school by new pupils so that any issues of concern have been identified and pupils have met staff who will be their key contacts.
- Met with parents/carers of new pupils and provided them with copies of the SEN policy, equality (disability) scheme, and discussed and recorded how specific needs will be met.
- Identified the action that will be required to respond to the individual needs across the curriculum and planned structures that will meet these.

## September

By the beginning of the new term, action should have been identified, recorded and shared with pupil and parents, on the strategies the school plans to deliver to respond to individual needs. These may include support / reasonable adjustments to enable:

### Access to the environment

This may include, for pupils with mobility and/or medical needs, identification of:

- accessible routes to classrooms, dining hall etc.,

- accessible toilet,
- changing facilities,
- medical room,
- fire evacuation procedure.

For the majority of pupils with SEN, it is likely to require:

- effective and clear signage to support easy location of rooms required,
- completion of a sensory audit to reduce the discomfort of those with sensory sensitivities, identification of processes to increase participation in social times such as break and dinner.

### Access to the curriculum

This may include:

- raising staff awareness of the specific learning strengths and barriers to success for specific pupils,
- providing factsheets on specific conditions,
- providing information on the action required to ensure effective differentiation of teaching materials,
- identifying additional adult/pupil support,
- identifying support is in place for specific challenges e.g. homework completion.

### Access to the social curriculum in-class and in break.

This may include:

- consideration of classroom organisational processes to increase inclusion e.g. group/paired working,
- targeted pastoral support, raised awareness of break time supervisors of the need to ensure participation.

### Access to extended school opportunities e.g. visits and before/after school events.

This may include:

- identifying that action is instigated to ensure that visits and out of school opportunities e.g. swimming, are made accessible to all,
- identifying and reducing any barriers to attendance of before/after school events.

### Information to reduce potential for stress

This might include:

- identification of effective and timely communication routes between school and home,
- provision of accessible maps, rules, timetables,
- identified solutions for lack of uniform/apparatus.

### Useful transition resources:

An excellent website produced by Education Leeds, shares ideas/resources on supporting pupils through transition from primary to secondary school. Not SEN specific, but useful ideas, resources and advice for all. <http://www.movingon-leeds.org.uk/index.htm>

A website that aims to support parents and teachers in ensuring successful transition for pupils with special education need from: Primary to Secondary, Secondary to Higher/Further education or employment, Higher/Further Ed to employment <http://www.spldtransitions.co.uk/>

### Transition toolkit: Helping you support a child through change

This toolkit is a summary of the common issues surrounding transition for young people on the autism spectrum, as well as a guide to the considerations that could be put in place to support them. Downloadable from <http://preview.tinyurl.com/3dtv7jg>

## The use and effectiveness of anti-bullying strategies in schools

April 2011

This well researched and informative project, completed by Goldsmiths, University of London, would support all schools in deciding the action they need to reflect upon to reduce the potential for pupil-pupil intimidation. It provides an evaluation of the effectiveness of a range of anti-bullying strategies.

The sections include:

- Aims, objectives and methodology.
- Proactive strategies.
- Peer support strategies.
- Reactive strategies.
- Recommendations.
- Appendices.

It is however 231 pages long – for many the 13 page summary might provide a starting place.

Full report <http://preview.tinyurl.com/6avzduq>

Summary <http://preview.tinyurl.com/3jheynp>

## Wolf Review of Vocational Education – Government Response

May 2011

The Government aims to focus on three key themes:

- To ensure that all young people study and achieve in English and mathematics, ideally to GCSE A\*-C, by the age of 19.
- To change performance tables and funding mechanism rules to promote “quality vocational qualifications.”
- Look at the other countries to simplify the process for offering apprenticeships.

The 27 recommendations in the report include two for “lower attaining pupils.” These include:

- Review of current policies to increase the proportion who are able to progress directly onto Level 2 programmes at age 16 and ensure that courses and qualifications are recognised by employers or accepted by colleges for progression purposes.
- Ensuring that programmes for the lowest attaining learners – including many with LDD – concentrate on the core academic skills of English and maths, and on work experience. Funding and performance measures should be amended to promote a focus on these areas and employment outcomes, rather than on the accrual of qualifications.

<http://preview.tinyurl.com/3qvw1sp>

## Tackling the challenge of low numeracy skills in young people and adults

Ofsted April 2010

A short report by Ofsted may be of relevance to schools and colleges in light of the stated aim by the Government, that all young people will study maths and English to age 19 or until they achieve Level 2 qualifications (C or better at GCSE or alternatives yet to be decided.)

Key findings included an identified need to:

- Include numeracy as a compulsory component in all vocational courses.
- Link maths concept to practical and vocational applications.
- Ensure well qualified and experienced numeracy specialists support vocational trainers in planning and delivery of numeracy.
- Avoid teaching to the test and instead aim to make the teaching match learners’ personal aims and career employment goals.
- Improve the initial assessment of learners’ numeracy skills and the links to provision.
- Monitor the take-up of numeracy when offered as an option on vocational courses.
- Consider family learning opportunities as these provide a successful route into numeracy provision.
- Ensure tutors have opportunities for feedback on the quality of their teaching and the opportunity to develop their expertise in numeracy.

<http://preview.tinyurl.com/454bmx4>

## The Munro Review of Child Protection Final report

### A child centred system

Professor Eileen Munro May 2011

This report, the last of three compiled by Munro on child protection, is aimed at national and local governance. It makes 15 recommendations that the author hopes will move the child protection system from “being over-bureaucratized and concerned with compliance, to one that keeps a focus on whether children are being effectively helped and protected.”

Although not specifically aimed at schools, it does include tools to support information disclosure by children such as The Three House tool (p30) and the Child Outcome Rating Scale, (Page 170) which may have value for adaptation for pupil voice purposes.

<http://www.education.gov.uk/munroreview/>

## **The Autistic Spectrum – Characteristics, Causes and Practical Issues**

Jill Boucher

Jill Boucher is Professor in the Autism Research Unit at City University and Honorary Professor of Psychology at Warwick University.

The aim of her book is to provide an account of autism that is accessible to those with little or no prior knowledge. At the same time, the publication aims to provide a source of information which could lead to deeper exploration for those who wish to deepen their study in this area.

Part I of the book deals with the historical background, definitions, sub-types versus the spectrum model of autistic behaviours, common characteristics, general information about the condition and the author's personal views.

Part II aims to investigate the causes of autism and examines the complications/simplifications of issues and the merits of causal theories. It sets out to explain social, emotional and communication impairments, repetitive behaviours, lack of imaginative creativity and other common behavioural characteristics.

The concluding section considers matters such as assessment, diagnosis and screening, intervention and care.

Chapters in the book have clear initial aims and end with a concise summary of information given within that are written with the beginner in mind and so are easily digestible.

A comprehensive glossary helps to understand any technical terms or jargon used. The text is regularly interspersed with useful charts, tables, lists and case studies to illustrate points made. At over 400 pages, this is a comprehensive tome and will be a source of reference and further reading for those interested in an overview of issues associated with autism.

£26.99 [www.sagepublications.com](http://www.sagepublications.com)

## **Dyslexia: Assessing the need for Access Arrangements during Examinations**

Fourth Edition edited by Anwen Jones

An updated version of this publication that is of value to all secondary schools in identifying and deciding the appropriate access arrangement for pupils with SEN. Great value too at

£9:50 + £2:75

[www.patoss-dyslexia.org](http://www.patoss-dyslexia.org)



## **EAL Pocketbook**

Alice Washbourne

Alice Washbourne is an ex-teacher and has written this succinct and practical book, to respond to the needs of schools with increasing populations of children who speak English as an Additional Language.

The book begins by identifying what is meant by an EAL learner, defining terms and listing misconceptions. It demonstrates the need to make these pupils feel safe, welcome and respected. This leads on to the examination of how to make the learning a successful process by highlighting factors to consider in order to help the pupils to make connections so that their confidence, fluency and accuracy improve.

The author makes the point that it is important to maintain the cognitive challenge to these pupils as well as aiming to improve their language skills and suggests strategies such as visual approaches and drama techniques.

The book concludes by raising issues relating to reading and writing and offers hints and advice. This publication can be flicked through very quickly and will help busy teachers and others working in an education setting, to structure their teaching of EAL learners by following the tips, advice and techniques given.

Excellent value at £7.99 from

[www.teacherspocketbooks.co.uk](http://www.teacherspocketbooks.co.uk)



## **Stories from the Web Schools**

This is a new creative reading/writing website for primary school children. It aims to engage readers with books, authors, illustrators and each other on a safe on-line environment. It was originally only available to libraries in the UK, but now is also available to schools.

The website includes online print and auditory books and poetry extracts, creative reading and writing activities, storyteller videos, latest information on children's books, authors and illustrators, competitions and on-line portfolios. This site also gives access to selected content from newly published children's materials to engage children in book related activities.

[www.storiesfromthewebschools.org](http://www.storiesfromthewebschools.org)

## Facial expressions

A useful online programme on the DoToLearn website that allows separate parts of a face to be adjusted to represent common emotions such as happy, anger etc.

<http://preview.tinyurl.com/2qez6x>



## I can and I need to statements

Sheffield Advisory and Inspection Service produce “I can” and “I need to” statements for both reading and writing.

The reading targets begin with P4 and finish at Level 5 whilst the writing targets go from Level 1-Level 5. They are downloadable and can be found at:

Reading targets <http://preview.tinyurl.com/3mo75ds>

Writing targets <http://preview.tinyurl.com/3j5ewtx>

## E-Learning Courses

Cerebra is a charity that aims to support parents and carers of children with brain related neurological conditions.

It has developed e-learning courses that include:

- Anatomy & physiology
- Causes and diagnoses of and approaches to brain injury in children.

Although aimed at parents, professionals can also access the courses at a cost of £15 each.

<http://preview.tinyurl.com/65xtg2a>

## What works best in education?

The Best Evidence Encyclopaedia UK (BEE UK) provides access to reviews of research-proven educational programmes for primary and secondary education. Not all are available in the UK, but it does provide a starting place to identify research led ways forward to addressing school based challenges. The most popular reviews include:

- Early childhood education NEW.
- Struggling readers.
- Primary mathematics.
- Secondary mathematics.
- Beginning reading.
- Primary reading.
- Secondary reading.
- Reading for pupils with English as an Additional Language.

<http://www.bestevidence.org.uk/index.html>

## Phone applications APPS



Downloadable APPs in a wide range of areas that includes spelling games, high frequency words, tables from [www.getjar.com](http://www.getjar.com) or through <http://preview.tinyurl.com/3mhv9zz>

## Screening items

This website has been developed by a dyslexia tutor to market her materials, devised to support those with dyslexia.

A useful inclusion, is description of the screening processes undertaken, which may be of value to SENCos.

[http://www.dancingkites.co.uk/dyslexia\\_test](http://www.dancingkites.co.uk/dyslexia_test)

**Special Needs Information Press** is a monthly newsletter, written by Phil and Carol Smart. (SEN teachers/adviser) It is posted to subscribers on the first Monday of every month excluding August.

All references are checked prior to publication and the free services of the website Tinyurl are used to reduce the length of long website addresses in order to reduce errors when typing.

School blocking software may restrict access to “blind” websites, so a preview is included within the tiny url to ensure that the destination is made clear to all users.

For those unable to access the shortcut, we suggest that the title of the document is put into [www.google.co.uk](http://www.google.co.uk)

SNIP aims to give practical guidance to help colleagues in addressing the needs of pupils with SEN and is **photocopiable** within the purchasing institution.

Subscription to SNIP costs £28 per annum or £26 if cheque accompanies order. There is also a facility to pay with PayPal on the website, which contains a sample copy of SNIP and free SEN resources.

[www.snip-newsletter.co.uk](http://www.snip-newsletter.co.uk)

## Next Month in SNIP

New Ofsted inspection and SEN

Learning and movement

Managing the angry child

Research, reviews and much more...