Anti-bullying week 16-20 November

Beyond bullying website
The website provides a number of easy read anti-bullying advice leaflets designed for young people with SEN. The website also links to other resources such as *Anti bullying and deaf children professional guide and Cyberbullying and children and young people with SEN and disabilities: guidance for teachers and other professionals (DfE funded).*
http://preview.tinyurl.com/ p5p5t2e

Anti-bullying Alliance
Many resources on the anti-bullying site including *Challenging disablism – classroom resource.*
http://preview.tinyurl.com/ pjgp9bw

Kidscape
Being Me aims to reduce bullying by giving insight into the challenges being faced.
https://www.kidscape.org.uk/ beingme

Editorial

Information included within the latest CDC digest identifies that while a proportion of parents had positive experiences of the SEND reforms (in reality the statutory assessment process,) others still felt it remained adversarial and that decision making was still located in the hands of the LA. Comments by the CDC recognised the perhaps impossible challenge of providing improved outcomes for pupils with SEN at a time of budgetary restraints, where many schools are struggling to balance the books and LAs have reduced funding and as a result, limited access to specialist support teams. The reforms are a year in but it will take many more years to complete implementation and see if in reality, all the energy expended by so many did result in parents and pupils feeling their needs were better met.

Regards

Carol L Smart (Editor)

SEN Courses and Conferences

Promoting positive behaviour ASD/ADHD
£145
3rd Dec Sheffield
9th Feb Reading
http://preview.tinyurl.com/ na3rwc6

Finished at school
Improving transition from school to college for those with ASD various dates Dec and Jan £20
http://preview.tinyurl.com/ pz2cahl

Introduction to structured teaching
15th Jan 2016 £150
Orchard School, Oldbury
courses@orchard.sandwell.sch. uk

Safeguarding children on the ASD spectrum
online course £25
http://preview.tinyurl.com/ qxntny3

Introduction to SEND *and*
Introduction to hidden dyslexia
No cost online courses
http://www.cpdbytes.com/free-courses/

nasen live is moving to Leeds and will take place next year on 29-30th April 2016

Oral Language interventions

When pupils enter school they need to have the ability to use their spoken (oral) language for a range of academic and abstract purposes. The informal social communication used at home where meanings are shared and understood will not be sufficient to promote success at school.

Pupils with special needs and/or a disability (SEND) often have greater challenges in relation to understanding formal vocabulary and communicating their thoughts regarding their learning. These challenges can present a significant barrier to school and social success.

Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion and understanding of the content.

The EEF website identifies a number of oral language approaches used in school that are based on the use of effective questioning such as *Assessment for Learning and Philosophy for Children.* It concludes that these strategies result in positive benefits on learning, including language skills and reading comprehension and states that that on average, pupils who participate in oral language interventions, make approximately five months additional progress over the course of a year with some studies showing larger effects for younger children and pupils from disadvantaged backgrounds (up to six months benefit).

Having a universal approach to language development and use across a school can support those students who form the largest group of pupils with SEN: those with speech, language and communication needs, as well as pupils with cognitive barriers to success, by promoting access to the academic curriculum. It can also enhance quality first teaching through the provision of reasonable adjustments to support the learning of all pupils with language and/or comprehension difficulties.

For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important.

Approaches which explicitly aim to develop spoken vocabulary, work best when they are related to current content being studied in school and when they involve active use of any new vocabulary.

One approach that could be considered is that developed by Australian Sue McCandish (2012), a speech pathologist. She called her approach *The Oral Language Pie* and this aimed to support teachers to target four areas of oral language within their own curriculum areas.

- **Listening and responding.** In a typical conversation pupils need to be able to engage, listen, comprehend and then respond. Skills needed include good recall plus the ability to understand and manipulate verbally presented information and follow instructions.
- **Growing word in talk – vocabulary and concept.** Words are needed for thinking and understanding. For

pupils to be able to build their vocabulary, they need to hear, be attentive and be exposed to words and experiences that develops their knowledge of the world.

- **Talking about my World – recounts and retells.** When pupils have the ability to share what they have been doing, they are developing the narrative skills. Research has found that pupils able to retell narratives are better prepared for the tasks they are required to do at school (Dickinson & Tabors, 2011).
- **Building talk for thinking.** For pupils to be successful in school, they need to be able to comprehend, apply knowledge, analyse, evaluate and create.

These four areas are woven into teaching provided during every day learning activities via instructional strategies that are consistently applied:
1. Conversation and wait time
2. Think – Pair –Share
3. Think Alouds
4. Vocabulary: Define – Do – Revise.

1a) Conversation
Research cited by McCandish highlights that pupils who frequently participate in conversations have increased language development particularly vocabulary. Conversation requires taking turns to talk about a topic and can take place between pupils and adults or between pupils and pupils. Research suggests that for those pupils who are reluctant to engage in a conversation, the use of comments instead of questions by adults can be more motivational. This could include making comments about

what a pupil or adult is doing or providing explanations about what is happening that allows a pupil to hear and understand unfamiliar vocabulary within the context of the area being studied.

For pupils who are more confident, open ended questions such as; "Can you tell me more about this?" or questions that make pupils think, such as; "How do you think this happened?" can be helpful.

1b) Wait time

McCandish identifies that many pupils need more time to think and respond to a conversation than is usually allowed. She identifies that Crevola (2012) recommends a waiting time of between 3-7 seconds in order to enhance the number, length and quality of responses.

Questions to consider:

- What opportunities are there within the classroom to promote conversation?
- Does the learning environment encourage conversations between pupils and also between adults and pupils?
- Pupils need reasons to engage verbally and this occurs best when they are involved with practical activities. How can these be included within the taught curriculum in order to prompt conversations?

2) Think-Pair-Share

This strategy has three parts:

- Pupils think about a question or issue;
- They discuss this with a partner;
- Pupil then share their thoughts with the class.

Questions to consider:

- When could this strategy be used within the curriculum?
- What support would pupils need to use the strategy?

3) Think Alouds

This strategy aims to make the thinking process explicit by allowing the teacher to model the process by:

- Stating what happened;
- Commenting on what a pupil might be thinking;
- Explaining the issue.

Questions to consider:

- How could this strategy be used within your context?
- Which pupils would most benefit from using this strategy?

4) Vocabulary: Define – Do – Revise

Pupils need a vocabulary rich environment and explicit teaching to learn new vocabulary. This requires learning to be meaningful and to provide opportunities for rehearsal via a process that specifically includes:

- Define – Explain the word's meaning and ask pupils to say it out loud;
- Do – Demonstrate meaning of the new word in different ways e.g. acting it out; highlighting it in sentences.
- Revise – Provide opportunities to use the word in talk and later in writing.

Questions to consider:

- What words need to be explicitly taught within the curriculum?
- How will you know if the pupils understand these words?

5) Think-Talk-Write

This is a strategy designed to bridge the gap between thinking and writing. It begins with using planners to prompt thoughts, progresses onto oral rehearsal and then concludes by recording through pictures, completion, cloze or independent writing.

Questions to consider:

- What resources would be helpful in supporting pupils to

organise their thoughts?

- What different expectations relating to recording can be used to ensure progress and success for pupils of different abilities?

6) Repeating what others have said.

This strategy works to strengthen a pupil's recall and confidence through actively supporting processing and conversation skills by repeating responses modelled to them by adults or other pupils.

Question to consider:

- How would the classroom need to be organised to promote this strategy?
- What pupils would benefit from using it?

References
EEF website **http://preview. tinyurl.com/nptfxmn**

Oral language Pie – This article outlines the approach and provides a visual wheel of how the concepts fit together **http://preview.tinyurl.com/ qexk4pg**

Resources:
Oracy assessment toolkit
These materials aim to provide a toolkit for assessing how well children of 11-12 years old can use spoken English for different purposes and in different contexts.
http://preview.tinyurl.com/ ommx8p4

Epilepsy and learning

Epilepsy is the most common neurological disorder that occurs in childhood, with just over 63,000 school age pupils affected. It is defined as a disability and as such, the Equality Act 2010 places a duty on school to make reasonable adjustments to reduce the impact the condition has on inclusion and success.

In addition epilepsy is a medical condition and so schools need to ensure they respond to pupils with the condition in line with statutory guidance described in *'Supporting pupils at school with medical conditions'* (DfE 2014) .

This states that the school medical policy should set out the procedures the school should follow when they are told that a child has epilepsy and should identify:

- Who takes the lead responsibility for coordinating medical provision for pupils with medical conditions;
- A commitment that all staff who need to know are aware of a pupil's medical condition;
- Who can provide support for a pupil with a medical condition, in the case of staff absence;
- Information about pupils with medical conditions for supply teachers;
- Risk assessments for school visits, holidays and other school activities;
- How individual healthcare plans (IHP) will be completed, shared and monitored.

Information on what should be recorded in the IHP is listed on the Epilepsy Action website in their information on schools and epilepsy.

http://preview.tinyurl.com/pa8up52

What is epilepsy?

Epilepsy is a medical condition characterised by seizures that result from random bursts of electrical activity in the brain that alter levels of consciousness, behaviour and/or feelings for a short period of time. The seizure that results from the electrical activity will depend on where in the brain this began and how widely and quickly it spreads.

Seizures often occur without warning although in some cases there are pre-seizure signs that are personal to the individual. Response to a seizure depends on its type and severity. A short video on first aid to those experiencing a seizure is located on the Epilepsy Action website **https://www.epilepsy.org.uk/info/firstaid**

What causes epilepsy?

Epilepsy can be inherited or it can have a structural or metabolic cause e.g. acquired brain injury. It is not always a lifelong condition; 75% of children either grow out of their epilepsy or have their seizures well controlled by anti-epileptic medication. However, Young Epilepsy state that up to half the children with epilepsy in the UK may be under-achieving at school as a consequence of learning, emotional and behavioural difficulties that may accompany the condition or relate to side effects from the medication to control seizures.

Epilepsy Action identify that pupils with epilepsy can experience:

- Academic problems: difficulties with reading, writing and maths;
- Language problems: difficulties with comprehension, speech, and communication;
- Attention and concentration problems: inattentive, hyperactive, or both or be able to concentrate only for short periods;
- Processing information delay;
- Reduced short term memory capacity.

In addition, pupils with epilepsy may have intermittent disruptions in their learning that relate to their seizures, sleep patterns and medications. These may result from:

- Night-time seizures or poor sleep patterns caused by abnormal brain activity that can increase fatigue during the school day;
- Frequent "invisible" seizure activity in the brain during the school day;
- Anti-epileptic medication that can slow down processing of information in some pupils or result in fatigue.

In addition to learning difficulties, many pupils with epilepsy report low self-esteem, increased bullying and a lack of understanding from both peers and adults.

Ways forward
Medication

Most children with epilepsy take anti-epileptic drugs to prevent seizures. These are often taken once or twice a day with a 12 hour interval, which usually means this happens outside school hours. However almost all pupils with epilepsy will require a health care plan completing in cooperation with the pupil, its parents and the school nurse. Sample health care plans and other forms relating to giving medication at school can be downloaded from the DfE pack.

Strategies to support pupils with epilepsy
Whole school

- Develop partnerships with health authorities and epilepsy

charities to ensure competent and consistent response to a pupil's epilepsy.

- Raise awareness of epilepsy and its impact on educational and social outcomes with staff and with pupils to ensure support.
- The senior leadership team and governors need to ensure that staff have the resources and support to make the reasonable adjustments required of them in their response to pupils with epilepsy.
- Maintain effective communication with parents through routes they believe will be effective.
- Implement and adhere to the duty to respond to pupils with a medical condition to ensure all medical support is identified, recorded and shared as necessary with all relevant staff including supply.
- Ensure through effective risk assessment procedures that pupils can, as far as possible, join in with all school activities including those that are outside of the curriculum e.g. school visits.

In class

Observe, record and respond to specific challenges resulting from a pupil's epilepsy. This may include:

- Identifying work buddies/adult support who can facilitate catch-up of any information missed through absence or inability to retain concentration for a sustained period.
- Amending expectations relating to work capacity including homework as a result of fatigue.
- Implement support strategies for depleted recall ability.
- Ensure appropriate access arrangements are in place for work completion and tests/exams e.g. extra time for tests and assignments.
- Provide evaluated additional

targeted support in all areas where progress is slower than expected.

Also be aware that:
1) For a small percentage of pupils with epilepsy (up to 5%) seizures can be triggered by flashing or flickering lights or by geometric patterns such as checks or stripes. These can result from computer or TV screens, flickering overhead lights and sunlight creating patterns through blinds.
2) Risk assessment to support inclusion in practical activities and lessons such as science or PE activities needs to be in place and to identify:

- What are the risks to safety for the pupil in this activity?
- What happens to the pupil during their seizures?
- Do they have a warning (know that a seizure is going to happen)?
- What would help make the activity safer for them? Some activities such as swimming can present significant challenges and will need additional care.

Further information

Useful information on the *Young Epilepsy* website includes a range of assembly/lesson resources.
Primary
http://preview.tinyurl.com/obcv3uq
Secondary schools
http://preview.tinyurl.com/nn7ebvs

The Mersey Region provides a useful leaflet on *supporting swimming for pupils with epilepsy.*
http://preview.tinyurl.com/oajdagd

Staff e-learning course (2 hrs)
The course is for staff who want to know how best to support a pupil with epilepsy. It covers different types of seizures and how to manage them, as well as the

wider impact of epilepsy on daily school life.
http://preview.tinyurl.com/pn338bw
Supporting pupils at school with medical conditions (DfE 2014) Includes specific information on epilepsy as well as Individual Health Care plan proformas etc
http://preview.tinyurl.com/nrv8wxy

Epilepsy in schools in England from Epilepsy Action. Contains a great deal of information and although aimed primarily at parents, is of value to those in schools as well.
http://preview.tinyurl.com/qzdsyor

Teaching children with epilepsy from the Epilepsy Society.
http://preview.tinyurl.com/p2syazl

Holocaust Memorial Day 2016
27th January 2016

Resources for use in special schools and with pupils with SEN in mainstream schools and placed on the TES website. The 2016 theme is *Don't stand by.*

The resource also includes an activity sheet for exploring ways to engage with the theme and there are 'easy to read' life stories to supplement the resources and for further information.

http://preview.tinyurl.com/oee5ywf

Reading Matters

Reading Matters is a registered charity and social enterprise originally established in 1997 and based in Bradford in West Yorkshire. It specialises in one to one support to motivate young people to become confident, enthusiastic readers.

Reading Matters delivers a number of programmes to support the development of reading skills in young people, including Reading Leaders (peer support, primary and secondary), parents' workshops to encourage reading at home, staff training and a volunteer reading mentor intervention programme.

The school-supported volunteer reading mentor programme provides accredited training for adult volunteers to work one to one with children and young people to develop their reading skills, motivation and confidence. Following completion of a one day training course, the volunteer reading mentor provides support for 2 pupils for 2 x 30 minute sessions each week, for a term.

Volunteer reading mentors are trained to choose resources they believe will enthuse their reading partner and develop their reading skills. They are requested to commit to an academic year, or more, so will support six different pupils during each year.

A three year study undertaken by the Leeds Metropolitan University on the impact of Reading Matters in secondary schools, concluded that it makes a significant contribution to pupils' confidence and self-esteem and thus their interactions in the classroom with peers and staff. It also had a measurable impact on increasing pupils' reading ability.

Reading mentor training is available nationally and is delivered by an experienced Reading Matters trainer at the purchasing school or centre. The training costs £95 per person (with a minimum course charge of £995) plus travel expenses. An in-depth one day training course for volunteers (who are sourced and vetted by the school,) includes a training folder, certificate of training completed, basic resource pack, certificates for reading partners, Certa registration fees, portfolio assessment, portfolio feedback and final certificate. Sources of volunteer reading mentors could include parents, adults from the local community, businesses or organisations.

The Reading Leaders programme in secondary school is also accredited. Older pupils are trained and partnered with younger pupils in their own school or feeder primary.

The accreditation is a valuable enhancement to a Personal Statement, CV, DofE award or UCAS application as it demonstrates leadership qualities, organisational skills and empathy. Reading Leader training costs £85 per student with a minimum course fee of £995 plus travel expenses.

Accreditation* and the interactive training at Certa level 2 *'Supporting Reading Skills'* includes:
- Identification of reading difficulties;
- How to work 1:1 effectively;
- Choosing and using a range of appropriate reading resources;
- Listening to a struggling reader;
- Techniques to improve reading skills;
- Supporting the literacy curriculum;
- Safeguarding children;
- Observation and critique of reading mentors in action.

*Accreditation by Certa is via the completion of a series of guided assessment tasks on the training day plus the completion of practical log sheets which record the sessions and outcomes – it does not require completion of reading lists or essays.

A free place on the training course is provided for each school's volunteer reading mentor coordinator, to ensure maximum effectiveness of the programme. Information is provided on good practice when working with volunteers, including the recommended recruitment procedures and retaining volunteers. Coordinators are provided with resources including:
- Information on how to establish an effective programme of 1:1 reading sessions;
- A set of template documents to implement and manage the programme;
- Access to Reading Matters resources and advice.

Research
Evaluation of Reading Matters (2008) Tan et al.
This research briefing provides an executive summary of the main findings of the three-year study. As its impact is wider than supporting reading, volunteers operate more as learning mentors than as adults that support the development of reading skills. Within the first year of the intervention, there is evidence that pupils see clear personal benefits of the Reading Matters support.
http://readingmatters.org.uk/resources/research/

School website publishing

The lead inspector will.. be informed by analysis of: information on the school's website, including its statement on the use of the pupil premium,.. the PE and sport premium, the special educational needs information report, … information about the promotion of equality of opportunity.
Inspection Framework Sept 2015

Advice from the DfE (Sept 2014) regarding documents that must be published on the school website associated with SEND include:
1. SEN report that must be reviewed annually plus the Accessibility Plan;
2. Pupil premium statement;
3. Year 7 literacy and numeracy catch-up premium;
4. PE and sport premium for primary schools;
5. Public Sector compliance and equality objectives.

1) Special educational needs report

on the school's policy for pupils with SEN that must be reviewed annually. The report must comply with:
- Section 69(2) of the Children and Families Act 2014;
- Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The report must include details of:
- The school's admission arrangements for pupils with SEN or disabilities;
- The steps taken to prevent pupils with SEN from being treated less favourably than other pupils;
- Access facilities for pupils with SEN;
- **The accessibility plan** written in compliance with paragraph 3 of Schedule 10 to the Equality Act 2010.

2) Pupil Premium statement

must include details of:
- How the school spends its pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding;
- The pupil premium allocation for the current academic year;
- Details of how the school intends to spend its allocation;
- Details of how the previous academic year's allocation was spent;
- How it made a difference to the attainment of disadvantaged pupils.

NB The funding is allocated for each financial year but the information schools publish online should refer to the academic year.

3) Year 7 literacy and numeracy catch-up premium

report must include:
- Year 7 literacy and numeracy catch-up premium allocation for the current academic year:
- Details of how the school intends to spend its allocation;
- Details of how the school spent its previous academic year's allocation;
- How it made a difference to the attainment of the pupils who attracted the funding.

4) PE and sport premium for primary schools

report must include:
- PE and sport premium allocation for the current academic year;
- Details of how the school intends to spend its allocation;
- Details of how the school spent the previous academic year's allocation;
- How it made a difference to the PE/sport participation and attainment of the pupils who attracted the funding.

5) Information that demonstrates the school's compliance with the **Public Sector Equality Duty,** and the equality objectives that have been set.
- Governing bodies, local authorities and proprietors are required to draw up and publish equality objectives every four years and **annually publish** information showing how they comply with the equality duty.

Pupils with medical conditions

Governing bodies should ensure that schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff. At present it is not a statutory requirement to publish on the school website but doing so ensures it is "readily accessible."
http://preview.tinyurl.com/plmeaq4   (Page 8)

Reference

Guidance on what maintained schools must publish online (DfE) Sept 2014
http://preview.tinyurl.com/o36m9w9
Clerk to Governors list on what should be included along with examples.
http://preview.tinyurl.com/q5nsrfd
Setting objectives for the Public Sector Equality Duty from the Clerk to Governors website.
http://preview.tinyurl.com/nusssxw
Public sector equality duty guidance for schools in England Equality and Human Rights Commission.
http://preview.tinyurl.com/m2c4cmg

Final report of the Commission on Assessment without Levels
17th September 2015

Chaired by John McIntosh CBE

When considering the system to replace NC Levels school may need to consider the report from the commission, in particular Section on SEN P38-39 that states:

Assessment should be inclusive of all abilities
Assessment needs to be holistic and consider l**ong term wider outcomes** such as **higher education, employment and independent living.** Schools should consider meaningful ways of **measuring all aspects of progress including communication, social skills, physical development and independence.** Assessment should reflect the extent to which a pupil can **apply their learning** in a wider **range of contexts** and enable teachers to determine **what they need to do** to ensure that the intervention and support provided **enable children to progress in all areas of their learning and development.**

High expectations
High expectations should apply equally to pupils with SEN and disabilities as to all other pupils. For **many pupils** with SEN and disabilities **effort applied to learning is significant** and **assessment should recognise this alongside outcomes** achieved whilst maintaining high aspirations and expectations.

For pupils **working below national expected levels of attainment assessment arrangements must consider progress** relative to **starting points** and take this into account, **alongside the nature of pupils' learning difficulties.**

Identification of special educational needs
Assessment should contribute to the early and accurate **identification** of children and young people's special educational needs and **any requirements for support and intervention.** Pupils with SEN and disabilities will particularly benefit from the principle embodied in the new National Curriculum which **advocates understanding key concepts before moving onto the next phase of learning.** This should enable teachers to become better informed about pupils' individual learning needs. It should also **better inform the teaching approaches** and **interventions they use** to support pupils in making progress in their learning.

Both the SEN and Disability Code of Practice and Ofsted highlight the importance of **assessing progress in wider areas,** whilst maintaining high expectations. The school's **assessment arrangements should build in the 'graduated approach' for pupils with SEN and disabilities** (Assess, Plan, Do, Review). **Teachers working with the SENCo** should carry out a **clear analysis of the pupil's needs.** This should draw on any **on-going formative and summative assessment,** the **views of parents and pupils** and, where relevant, **information from external specialists.** Assessment should be designed **to offer the next steps** on each child's learning pathway and ensure **a focus on long term outcomes** in the areas of **higher education and employment, independent living, participation in society and being as healthy as possible.**

For some pupils with SEN and disabilities **schools will need to consider the most effective methods and tools for formative and summative assessment.** These may include **adapting the use of questioning** to give pupils with significant learning difficulties sufficient time to respond, **using visual stimuli and alternative means of communication and observation.**

The same considerations apply in relation to **engaging pupils** with significant learning needs **in feedback on their teaching and learning.** The latter is an important aspect of learning for such pupils in order **to help them develop greater autonomy and independence.**

The Commission acknowledges that there are **additional challenges for schools with significant numbers of pupils with complex needs in making judgements about what constitutes good attainment and progress.** Many schools use P-Scales but there is **limited comparative data available nationally** for pupils who are not working at age-related expected levels and **a need for consistency within and between schools** in the approaches to and application of assessment arrangements. The Commission believes there is further work to be done in relation to assessment of lower attaining pupils and welcomes the Department's announcement to establish an expert review of assessment for pupils who are working below the level of the national curriculum tests.
http://preview.tinyurl.com/pb8nz7d
And the Governments response to this
http://preview.tinyurl.com/qe27yym

SNIP

SEN and Disability in the Early Years Toolkit

4Children and the Council for Disabled Children have produced this toolkit with each section based on the statutory requirements and the guidance from the early years, the SEN and the disability frameworks. Towards the end of most of the sections of the toolkit is a tool, an activity or a reflective task to support practitioners in applying the particular topic to their own setting.

Contents

1. **Questions and answers** This section provides some answers to frequently asked questions about the SEN and disability reforms in the early years.
2. **Statutory requirements** This section is about the law, the regulations and the statutory guidance relating to young disabled children, young children with SEN and young children with medical conditions in early years settings.
3. **Universal inclusive practice** This section is about high quality inclusive practice for all children.
4. **First concerns and early identification** This section is about how settings should respond to initial concerns about a child's progress and how to identify SEN.
5. **SEN Support in the Early Years – A Graduated Approach** This section describes what settings need to do when parents and practitioners have agreed that a child has SEN and requires special educational provision.
6. **The Role of the Early Years SENCo** This section is about the role of the Early Years SENCo and their main responsibilities.

http://preview.tinyurl.com/ obkudx7

Assessing intellectual and reasoning skills:
An approach developed by Frank Wise School 1 Sept 2015.

These materials were commissioned by the DfE as part of the Assessment Innovation Fund project. They explain how this special school developed its assessment processes in response to *Life after Levels* and can be downloaded from the school website.
http://preview.tinyurl.com/ qexkadm

This link also provides access to accompanying videos that identify the assessment process used for:

- Temporal sequencing
- Categorisation
- Short term memory
- Colour
- 2D representation
- Early Learning responses

The accompanying videos can be found here
http://preview.tinyurl.com/ nj44dwa

Pupil profile

Useful one-page profile of a child with special educational needs on the Helen Anderson Associates website

http://preview.tinyurl.com/ qj9aeah

Early Years Pupil Premium

The Hertfordshire Grid for Learning website has recently added information on the Early Years Pupil Premium. Since April 2015, schools, pre-schools, nurseries and childminders have been able to claim extra funding through the early years pupil premium (EYPP) to support children's development and learning.

The EYPP can provide an extra £300 a year for three and four year old children who have been in care or adopted from care or whose parents are in receipt of certain benefits (FSM). Information provided is aimed at EYs settings in Hertfordshire but could be adapted and includes:
- EYs Pupil Premium FAQ
- EYS Pupil Premium leaflet
- EYS Pupil Premium poster

http://preview.tinyurl.com/ l2fvxpe

Oral health survey of children in special schools
24th Sept

Children in special support schools are more likely to have their teeth extracted, according to a survey published by Public Health England. This first national survey of oral health in special schools also identifies that those who experienced decay have more teeth affected and their oral hygiene is poorer. As in mainstream schools, deprivation has an impact on tooth decay levels among special support school pupils; those from the poorest households have the highest levels of tooth decay.

http://preview.tinyurl.com/ pafov8o

What do the SEN and disability reforms mean for schools?

Council for Disabled Children (CDC)

In September 2014 most of the provisions in the Children and Families Act that related to children and young people with SEN and disabilities came into force. CDC has worked with nasen and the SEN Leaders programme to produce a briefing on what the reforms mean for schools one year on. Schools may want to use the briefing to check how they are doing.

Main sections:

Page 1 What does this mean for schools?
One of the most significant changes brought in by the Children and Families Act is the set of principles that apply to SEN and disability responsibilities. This table looks at:

• The principles focus on the importance of …
• What are the implications for schools?

Page 2 Areas where schools must co-operate with the local authority
Schools must co-operate with the local authority in meeting their duties under the Children and Families Act. There are several areas where schools need to work closely with the LA on aspects of SEN and disability. This table looks at:

• Local authorities have responsibility for..
• What are the implications for schools?

Page 3 Who has responsibility for what?
This page identifies the responsibilities held by:

• Governing Body of a maintained school and the proprietor of an Academy Trust
• Headteacher and school leaders
• SENCo
• All teachers.

Page 4 Changes in assessment and planning for schools
The over-riding purpose of early action is to help the pupils achieve the identified outcomes and remove any barriers to learning. This table identifies information taken from:

• Children and Families Act and the Code of Practice:
• Then in a bit more detail.

A useful tool to share with all concerned with the SEND reforms
http://preview.tinyurl.com/oolklm5

Phonics screening check and key stage 1 assessments: England 2015

25th Sept 2015
Provisional information on the 2015 phonics screening check and assessments at key stage 1 including breakdowns by pupil characteristics

Attained level 2 at end of KS1
Reading
• All 90%
• FSM 82%
• SEN Support 64%
• St/EHCP 27%
• FSM + SEN Support 57%
• FSM + St/EHCP 21%

Writing
• All 88%
• FSM 77%
• SEN Support 55%
• St/EHCP 21%
• FSM + SEN Support 47%
• FSM + St/EHCP 15%

Speaking and listening
• All 90%
• FSM 82%
• SEN Support 65%
• St/EHCP 22%

Maths
• All 93%
• FSM 86%
• SEN Support 73%
• St/EHCP 29%
• FSM + SEN Support 67%
• FSM + St/EHCP 23%

Science
• All 91%
• FSM 83%
• SEN Support 69%
• St/EHCP 25%
• FSM + SEN Support 61%
• FSM + St/EHCP 20%

Attained the expected standard in the phonic check in Y1
• All 77%
• FSM 65%
• SEN Support 42%
• St/EHCP 18%
• FSM + SEN Support 35%
• FSM + St/EHCP 13%

Attained the expected standard in the phonic check in Y2
• All 90
• FSM 82%
• SEN Support 67%
• St/EHCP 29%
• FSM + SEN Support - No data
• FSM + St/EHCP - No data

http://preview.tinyurl.com/noz67l6
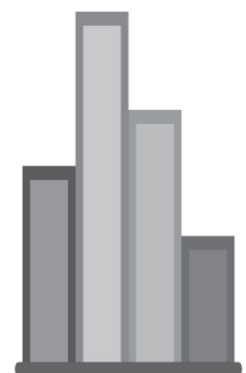
What we liked at the TES SEN Show

Books for children with visual impairment

Blind Children UK provide practical and emotional support, information and advice, mobility and life skills training, access to grants for technology and equipment for those affected by visual impairment. In addition it produces books through their CustomEyes service that are printed in the font type and size, spacing and page colouring that best supports reading for visually impaired pupils. Any fiction or educational text books title can be provided and the cost is only that of the publishers original retail cost of the book.

www.blindchildrenuk.org

In-school training from LeadingEducation

LeadingEducation produce two packs that aim to provide schools with the resources to train their own staff. They are
- Foundation for Teaching Assistants that includes a section on looking at barriers to learning;
- Coaching Skills for Schools.

Both programmes are designed to be delivered by staff within school and contain three modules that provide 6hrs of accredited CPD. All presentations, activities, certificates etc are included within the pack. The coaching programme costs £292 and the Teaching assistants course £260. They can then be used freely to support training as often as required in the purchasing school.

www.leading-education.com

The Play Doctors

This company sells attractive and durable resources that would be of support to those looking to enhance the well-being, emotional resilience and communication of pupils with ASD. These include a wide range of fans e.g. emotions, communication, passport, all about me etc..
They also have useful free resources that can be downloaded from their website.

http://www.theplaydoctors.co.uk/

Communicate-ed access arrangement tools

Resources to support Access Arrangements are available from the Communicate-ed website by direct download, with all proceeds donated directly to charity. They include:
- Information about 40+ tests and how they are useful for access arrangements £10
- Materials for a SENCo or Exams Officer to train readers, scribes etc, and also subject teachers about their role in relation to access arrangement £18
- A format to record standardised scores pictorially £5
- A sheet to record evidence for the use of a bilingual dictionary and 25% extra time £2

www.communicate-ed.org.uk/shop

Values, money and me

This is a free online financial educational resource from Experian that aims to increase pupil awareness of managing their finances. Lessons are based around eight interactive sessions and focus on the experience of those who live in a fictional community. The resource includes fact sheets, quizzes and games and are aimed at primary pupils and those with SEN in secondary school.

http://valuesmoneyandme.com/index.html

Hands On Teaching

This pack consists of worksheets, activities and games to support the teaching and learning of the Alpha to Omega programme.
It is produced in ten levels and can be bought on-line or as a hard copy for photocopying. This programme would be ideal for secondary and college students who require support in reading and spelling and what a time saver! £30 per level or £300 for the complete programme if you mention SNIP when ordering before the end of December.

www.handsonteaching.co.uk

William's Words

As always, lots of useful information and resources to teach science vocabulary from William's Words. His resources include an 80 page pdf that is filled with dozens of ideas and examples of how word games can be used to complement lessons. Email william@williamswords.co.uk for a free copy.

Also available via the website at **www.williamsgames.org**

SNIP

Eye Gaze technology

Updated guide on using Eye Gaze technology within the classroom has been produced by Inclusive technology and can be downloaded from

http://preview.tinyurl.com/3p4zqwf

SEND Support Plans

Waltham Forest has some useful examples on support plans on their website that includes one for a primary and early year's pupil. It also has proformas for "My Plan" and "My Story" that provide a useful place when looking to further involve pupils in their own support.

http://preview.tinyurl.com/pr4vzfh

CDC Digest

Autumn edition of the CDC Digest
This useful downloadable publication includes:
*   **Case Studies** highlighting innovative practice and delivery in the sector.
*   **Short Breaks Partnership** case studies that showcase effective delivery.
*   **Top resources** from linked networks, members and across the voluntary sector.
*   **Events and training** for professionals working in the SEND sector.
*   **One year retrospective** on the SEND reforms from a policy, health and parent perspective.

http://preview.tinyurl.com/oxlhjyn
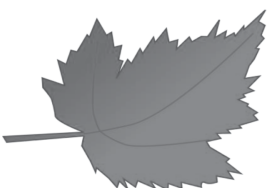
Curriculum for pupils with severe and profound learning needs

The South Lanarkshire Framework for supporting pupils with severe and profound learning needs is available to download from their website. It aims to support special schools in developing an appropriate curriculum for this group of learners in order to build capacity amongst school staff and inform teaching and assessment approaches.

http://preview.tinyurl.com/nw7kcoj

Scotland

Free SEN Resources

SEN Assists provide a range of downloadable resources on their website that includes labels, symbols sheets, charts and posters.

http://preview.tinyurl.com/csrr9ea

What you need to know.

Douglas Silas' team of SEN Solicitors has placed on their website, a link to a number of short cartoon videos called;
What you need to know about:
*   *SEN*
*   *EHC assessment*
*   *EHC plans*
*   *Special schools*
*   *SEND Tribunal*
Although they promote their legal service, they may be of value in sharing very succinct information about SEN/EHCPs with parents and governors.

http://preview.tinyurl.com/njltu2d

Next month in SNIP

Digest of websites

Supporting pupils with dyslexia in the classroom

Demonstrating progress

Research, guidelines, review and much more