Pupil qualities
not measured by tests
**https://twitter.com/
ONTSpecialNeeds**

*Creativity
Resilience
Critical thinking
Motivation
Persistence
Curiosity
Humour
Reliability
Caring
Determination
Self awareness
Self discipline
Empathy
Leadership
Compassion
Courage
Sense of beauty
Sense of wonder
Resourcefulness
Responsibility
Spontaneity
Humility*

Editorial

I was listening to people talk about their school experiences in the Sixties and Seventies. Some remained deeply scarred many years later by the discrimination they had endured due to their race or skin colour. And it was not just at the hands of other children. Staff were also implicated in the negative reactions they had received. Hopefully schools have moved on since those days, although sadly racism has never gone away. But it made me think about our present focus on providing education that claims to be suitable for all pupils, that in reality, is only of benefit to those who are academic. What will pupils with special needs and disability say about the education they received when they are adults? Will they think their schools equipped them well for their lives or will they consider they were forced to accept a model that was never designed to make the most of their individual abilities? Regards,

Regards

Carol L Smart (Editor)

SEN Courses

**Live Webinar Q & A
about Access Arrangements**
22nd Nov 7pm £15
coralie@communicate-ed.org.uk

**Assistive technology
for the special classroom**
No cost 29th Nov London
No cost 7th Dec Manchester
**http://preview.tinyurl.
com/69kx5pp**

**SCERTS 3 day course by Emily
Rubin for the NAS**
London 23rd-25th Jan £375
**http://preview.tinyurl.com/
h9yznda**

**Assessing the progress
of deaf children and
young people**
22nd Nov Birmingham £85
7th March Bristol £85
**http://preview.tinyurl.com/
onlwk8s**

**SENCos & Access
Arrangements**
18th Jan London
Non-members £185
www.patoss-dyslexia.org

Bettshow
25th-28th Jan Excel London
www.bettshow.com

Pupil voice

Pupil voice (or pupil participation), is about developing a culture in schools where every child and young person has the opportunity to take an active role in decisions that affect their learning and well-being, as set out in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC).

Developing more effective pupil participation for pupils with SEND can lead to:

- Improved pupil engagement, well-being, behaviour and learning;
- Better pupil –staff and pupil-pupil relationships;
- Effective whole-school policies and procedures, that are based on the real needs of pupils;
- More inclusive communities, where all pupils are actively encouraged and supported to participate;
- Increased opportunities for pupils to develop and rehearse personal and social skills and to have those skills recognised.

In addition, effective pupil voice systems can enhance the school's ability to:

- Support the review of policy and practice and ensure it most closely fits with the aspirations, interests and needs of pupils with SEND;
- Ensure every pupil feels they have influence over the decisions that will impact on their lives.

Listen to my voice (SoT) P 9 highlights potential challenges of undertaking consultation that may include:

- Limited planning and preparation time;
- Gaining authentic views of

pupils who may be socially excluded due to learning needs, disability, language or culture;

- Pre-conceptions of adults, children and young people as unwilling, suspicious and disengaged from social, economic or educational opportunities;
- Pupils' attitudes towards those undertaking the consultation;
- Lack of effective consultation methods being used;
- Embarrassment, fear of reprisal if their views are 'different.';
- Ensuring all safeguarding policies and procedures are in place prior to and during the consultation activities.

Providing effective pupil voice mechanisms is time consuming and capacity in schools is often limited. Senior Leadership Teams must therefore begin by ensuring sufficient capacity of appropriately skilled adults who have the ability to:

- Lead on processes that promote participation of pupils with SEND.
- Identify and locate solutions to barriers that could include those identified in the previous paragraph.

Resources to support schools in auditing their provision in regard to pupil voice and to take action to improve include these listed below.

Auditing provision
1) Self-Evaluation Tool for Pupil Voice in Schools in Wales
Although aimed at schools in Wales, this resource has value for all schools. There are two parts to its downloadable self-evaluation tool:

- A grid which can be used by both staff and pupils to show progress on pupil participation

and to gather evidence of activity and outcomes;

- A management tool to ensure that the structures, roles and procedures are in place to develop pupil voice in a holistic, effective and inclusive manner.
http://preview.tinyurl.com/j7nd6cb

2) Involving children and young people with speech, language and communication needs - A toolkit for education settings (Feb 2016) The Communication Trust have produced this online toolkit resource with information, guidance and practical support for staff working in educational settings. It aims to support schools to understand, review and shape their approach to involving children and young people as part of everyday good practice. This includes an audit to review current school practice and although aimed at pupils with SLCN, would also be of value to all schools looking to further develop strategies to support participation of pupils with SEN in their provision.
http://preview.tinyurl.com/z7httzn

Resources:
Early Years and KS1
1) Let's Listen
Young Children's Voices Network (YCVN) have developed this resource to support early years' settings and local authorities to evidence and plan listening to young children. Let's Listen uses the themes and principles of the Early Years Foundation Stage and the YCVN Listening Cycle. It is downloadable from the Participation Works website that also provides access to the accompanying:

1. Profile and planning tables
2. Recording and findings table
3. Overall Assessment form
http://preview.tinyurl.com/hcto57t

2) Listening to Young Children (Northamptonshire)
This toolkit aims to provide early years and childcare practitioners with practical support and guidance for listening to young children (aged between birth and 5 years old) and including them in everyday decision making processes. Its advice would also be helpful to support the engagement of pupils with SEND in primary schools.
http://preview.tinyurl.com/zgcdv7a

3) Developing play, learning and participation in early years' settings and childcare (2006) Booth, Ainscow and Kingston. Appendix (page 103) includes a survey to gather the views of young children along with many other useful ideas on ensuring the inclusion of those with SEND.
http://preview.tinyurl.com/z3tjovf

All settings:
1) Listen to my Voice: This toolkit was commissioned by Stoke-on-Trent City Council Inclusion Service and produced by Children England. It aims to support services to further involve children and young people with SEND in making choices concerning their support and future. Listen to my voice is a downloadable and succinct publication and would be of value to schools seeking to ensure that those with SEND have an effective voice in the decision making processes that affect them. The toolkit also identifies a number of strategies that can be used to promote participation. These include:

1. Conversation/discussion;
2. Task or outcome centred activities e.g. questionnaires, surveys, art or drama activity, circle time, pupil councils or the use of specific games developed to promote conversations;

3. Bespoke activities e.g. use of published proformas such as those included in All About Me (NSPCC) or suggestion boxes.
4. Therapeutic approaches such as Personal Construct Psychology tasks. This could include questions such as asking how another child or adult would describe them or by using devices that may include scaling i.e. *on a scale of 1 to 5...*
5. Indirect or co-operative investigation e.g. reviewing previous reports or photographs, asking the views of parents or others involved in the pupils care and education about a child's preferences and dislikes.

Within the appendices of the publication is a lengthy list of useful consultation ideas to use with pupils to support consultation along with a range of other useful items e.g. the ladder of participation and consent forms.
http://preview.tinyurl.com/zzhrj6z

2) Participation Works: A bank of resources to increase participation of pupils http://www.participationworks.org.uk/resources

3) Pupil Participation: Good practice guide. Downloadable guide from the Welsh government **http://preview.tinyurl.com/otmpgj3**

4) Developing pupil voice and participation – many resources on the Hertfordshire website **http://preview.tinyurl.com/nunbq6j**

5) Disability and SEN advice Warwickshire has useful information on their website that includes:
My Views – a succinct proforma to gather the view of pupils with SEND.
http://preview.tinyurl.com/nval773

6) Communicating with non-verbal pupils
Emma Sterland from scope, shares some useful tips on how to communicate with people who are non-verbal on the SEN Magazine website
http://preview.tinyurl.com/hzh9nat

Discrimination and disability duties

The SecEd website has published this short article written by Philippa Stobbs that explains key aspects of disability law and how they apply to school.

http://preview.tinyurl.com/jdeesqp

Book Trust School Library Packs

The School Library Pack is a reading for pleasure programme available at no cost to secondary schools or education providers in England with Y7 students (including special schools).

Containing over **40 free books**, the pack aims to boost library resources and encourage students to try different types of books they might not usually consider reading

http://preview.tinyurl.com/odch9sj

Numeracy in KS3

This is the third article in a series that aimed to identify interventions that can be provided in KS3 to accelerate progress of pupils who struggle in their learning. This article focuses on numeracy interventions and in most cases these would also be beneficial to pupils in Y6.

In 2012 the DfE produced a booklet 'Literacy and Numeracy Catch-up Strategies' in which it identified that there was limited evidence on numeracy interventions for secondary school pupils. It did however, highlight features which had been identified as being effective in teaching numeracy that included:

- Focusing on conceptual understanding and reasoning;
- Challenging pupils to think hard;
- Interactive whole class teaching;
- Classroom talk that explores pupils' thinking and understanding and
- Teachers who avoided doing most of the talking and allowed additional time for pupils to master skills.

What Works in Teaching Maths? by Slavin et al (2009) concluded that the key findings regarding successful maths teaching were that:

- The most successful mathematics programmes focus on changing daily teaching practices, particularly the use of co-operative learning methods, classroom management, and motivation programmes.
- The most successful mathematics programmes encourage pupil interaction.

Askew et al. (1997) examined the aspects of teaching which made some teachers of numeracy more effective than others and concluded that highly effective teachers were those who:

- Made development of mental skills a high priority;
- Made connections between different areas of maths;
- Made pupils aware of different methods of calculation;
- Used pupils' descriptions of their methods to address misconceptions;
- Ensured all pupils were challenged and stretched;
- Encouraged purposeful discussion with pupils;
- Used a variety of different assessment and recording methods to monitor pupils' progress; and,
- Had good subject knowledge.

The document also highlighted a range of strategies which were beneficial for lower attainers that included:

- Early monitoring and intervention;
- Direct, targeted instruction from the teacher:
- Clear learning goals, constructive feedback;
- Well planned individual, pair or group work and
- Developing good home school relationships.

No intervention can make up for poor quality teaching, but if this is in place, evidence suggests the following catch-up programmes, effectively delivered, may be of value to support accelerated progress in KS3.

1) Passport Maths
This is an early intervention programme for Y7 pupils who are not 'secondary ready' for maths, having not achieved the expected standard at the end of KS2. By supporting progression in basic maths concepts, it is designed to help them master the basics and eventually promote better outcomes at GCSE. In Passport Maths, students undertake an extra 2 hours of catch-up each week in a small group for 12- 15 weeks. They work on five online units corresponding to different areas of the National Curriculum:

- Whole numbers
- Algebra
- Fractions, decimals and percentages
- Geometry and
- Statistics.

Online resources such as unit tests and lesson starters are available for both class and individuals. Online and on-site training is available for staff.

Blackpool Aspire Academy have been using this programme for 3 years and state that it is flexible and effective as it allows quick identification of gaps and provides the targeted teaching to respond to them.

Pupil booklets and log-ins cost £10 per pupil. For teacher training contact National Numeracy Solutions. (Approx costs £750) Further information is available from the website **www.nationalnumeracy.org.uk/passport-maths**

2) Springboard 7
Springboard 7, originally a National Strategies publication, was developed between 2000 and 2009. It is now downloadable from the Lancashire Grid for Learning website. Springboard 7 is a catch-up programme for pupils who failed to achieve "expected" levels at the end of KS2. It is designed for teaching in the Autumn and Spring terms of Y7 with the aim to ensure that pupils make sufficient progress to be able to return to the main teaching programme and achieve expected levels by the end of May of Y7.
The publication contains four parts;
- Introductory notes on planning and teaching;
- How to organise the programme's teaching units to form a course;
- 15 units of work to form the two term programme, comprising of teaching notes, teaching materials, pupil materials, answer sheets and examples of Assess and Review' tests to check on half-termly progress.
- Revision guidance including what pupils find most difficult in KS2 tests.

Each of the 15 units of work prompt pupils to carry out plenty of practice. Questions given include those set out just to complete, pictorial trigger types, finding missing values, mental agility and contextual problems.
More information at **http://preview.tinyurl.com/z4vz866**

3) Mathematics challenge
This is a second downloadable programme from the Lancashire Grid for Learning and aims to provide targeted 1:1 support to help Y7 pupils not yet at the expected level for end of KS2. The support is provided by coaches who may support an individual pupil or a group of up to three pupils, all of whom are working to the same target. The downloadable pack consists of:
- information for the school organiser,
- a summary for the school strategy manager and information for Year 7 mathematics teachers,
- advice for coaches,
- a video showing coaches using the materials,
- support units and resources.
http://preview.tinyurl.com/hlaf92h

4) Twinkl
This site has downloadable KS3 Catch-up Maths Resource Packs for a range of topics including addition/subtraction, fractions, decimals, percentages, shapes and division. Worksheets appear to be attractively presented with use of colour and diagrams to aid further understanding. Users have to register in order to create a free account and reviews are generally favourable. Any comments posted are replied to whether they are positive or questioning.
More information on the website, **www.twinkl.co.uk**

5) 123 maths
This is an online maths program which offers highly structured maths practice, using a step-by-step approach. It aims to give the extra support and practice needed to make progress and boost confidence. In a 10 minute daily session pupils have to answer questions and are deemed to be proficient when questions have been correctly answered three times on separate occasions.
Many schools find this programme useful as shown by this comment from a Cheshire school. We use 123maths for students on level 3 or below for Years 7 through to Year 9. We are finding students on 3b year 7 are achieving 4B in year 8. The students are moving throughout the sets during the year.
Schools can have a free 30 day trial before committing to subscribe. For forty pupils the costs would be £379 +VAT.
www.123maths.co.uk

Other contributing ideas:
Maths Explained
This collection of videos, produced by Steve Chinn, is designed for children and adults who are experiencing difficulties with learning mathematics. There are 12 topics to choose from ranging from basic facts to more complex concepts such as fractions percentages and algebra. Some topics have sample videos to check out before you buy. The price for all the topics is £60 but individual topics can be bought for less. Well worth a look.
www.mathsexplained.co.uk

BBC Bitesize KS3 maths
Many online resources to support the teaching of maths to KS3 in these areas:
- Algebra
- Shape, space and measure
- Numbers
- Handling data
- Functional maths

http://preview.tinyurl.com/nu823ss

Interactive resources from Topmarks for KS3 to support effective teaching of concepts. Some are tablet friendly which can make them even more useful for home learning/rehearsal for instance. Areas include:
- Number
- Algebra
- Statistics
- Geometry and measures

http://preview.tinyurl.com/hyoxrmw

TeachIt Maths
Key Stage 3 Maths resources by topic
- Algebra
- Number Statistics
- Geometry and measure
- Probability

If you've registered to the website as a free member, all resources are available to download as PDF files but if you subscribe to the site, all resources are available in adaptable and interactive formats.
http://www.teachitmaths.co.uk/ks3

References
Literacy and Numeracy Catch-up Strategies (2012) DfE
http://preview.tinyurl.com/qhtvxfo
What works in maths teaching (2009) Slavin et al **http://preview.tinyurl.com/zxp7quh**

iPad accessibility features

The information for this article is predominately taken from CallScotland's publication *iPads for Communication, Access, Literacy and Learning* (Revised 2014). This book is downloadable from their website and provides an overview of built in accessibility features and accessories to maximise the potential that the iPad offers to pupils with SEN and/or a disability.

To begin:
Tap the **Settings** button. This opens all the options within Settings. When the Settings panel opens, select **General**. Scroll down the page until you come to **Accessibility** or use the accessibility shortcut by triple-clicking the home button. The Accessibility options are divided into four main categories:
• Vision
• Hearing
• Learning (iOS 6 onwards)
• Physical and motor (iOS 7)

1) Vision:
VoiceOver is the iPad's screen reader. It reads aloud content on the screen when text is tapped or touched. It works with all pre-installed Apps and any introduced Apps that are VoiceOver friendly. The speaking rate, pitch and voice can be adjusted. VoiceOver also provides access to the Rotor that allows the use of pinching movements to complete activities such as webpage browsing or navigating a document to check spelling and grammar. There are also gestures that support visually impaired users to interact with items on the screen such as tapping, double tapping and three finger swipe.

When VoiceOver is activated, a new button appears on the screen called 'VoiceOver Practice'. VoiceOver Practice enables users to practise gestures in order to familiarise themselves with their use.
The iPad supports over 40 Bluetooth wireless Braille displays via its Bluetooth link.

Zoom magnifies items on the screen. It can increase icons, icon text, App content and other items making them easier to see and read. Like VoiceOver, Zoom requires basic gestures to use it properly e.g. tap three fingers/drag three fingers etc.

When activated, **Invert Colors** will invert screen colours and text i.e. the background becomes predominantly black and text is shown in white. Highlighting and activated buttons are shown with an orange tinge.

Although **Speak Selection** and **Speak Auto-text** are in the vision category of Accessibility, they also have benefits to support those with literacy difficulties as they can read individual words or a defined section of text aloud to help with spelling or can be used to proof read larger documents. Speak Selection and Highlight Words work in a range of Apps, such as Pages, Safari (the default internet browser App), Notes and other text-based Apps including iBooks and some other book reading Apps.

Speak Auto-text offers suggested corrections which are generated from the Auto Correction option, found in Settings and Keyboard (the Check Spelling option is also located here). Auto-Correction is designed to correct spelling mistakes when completing writing tasks by guessing the word it thinks you want to write. Like all spell checkers, it is not always correct.

An additional option is to use **Auto Correction and Check Spelling** so spelling mistakes are underlined in red. Although this feature is not in itself an accessibility option it can put to good use. N.B. Ensure that the iPad's dictionary is set to British English (not 'English' as this is International English.)

Larger Text offers significant visual enhancements for pupils with visual difficulties as the size of text can be increased up to 56pt. Larger Text only works in Apps that support 'Dynamic Type' i.e. Calendar, Mail, Messages and Notes. It is not possible to increase the size of the font on the keyboard but it is possible to use Larger Text in conjunction with other Accessibility features such as Zoom and Invert Colors.

Bold Text emboldens or thickens text descriptions under App icons and other text areas on the screen, particularly the on-screen keyboard.

Button Shapes is intended to make buttons easier to distinguish from other text on the screen (such as icon labels.)

Increase Contrast makes it easier for low-vision users to fine tune display settings by improving the contrast on some backgrounds to increase legibility.

Darken Colors uses slightly darker versions of the colours used in some Apps (for example, the light blue used in Safari and Settings becomes a darker shade of blue) and **Reduce White Point** makes the general 'glare' of the iOS a little duller.

Reduced Motion uses an effect called 'parallax' to create the perception of depth on the iPad's display, thereby accentuating the 3D effect of Retina display.

On-Off Labels uses the 'I' or 'O' sign within a label so you can quickly and easily see if you have enabled a feature.

2) Hearing:
Subtitles and closed captioning are both processes of displaying text on a visual display to provide additional or interpretive information. If subtitles or closed captioning are available on films or other visual media streamed via the iPad, there is an option to turn these features on for deaf or hearing impaired users.

The Mono Audio feature is designed to be used with headphones, to support hearing preference or acuity. For example, if the user hears best with their left ear, then the hearing slider bar should be set to the left hand side.

3) Learning:
Guided Access is a significant and important option for those with additional support needs. Guided Access was integrated into Accessibility with the release of iOS 6. It locks the Home button, so that the user can't exit the App they are in and also allows control of the features of the App you want to make available to the user. Any App set up with Guided Access will retain the settings even once it has been turned off.

4) Physical & Motor:
Switch Control highlights items one by one on the iPad's screen by scanning horizontally and vertically. It sequentially highlights Apps and other items on the screen so they can be activated with a switch press. In some cases, users may have the option of using iPad screen or the iPad camera as a switch; or even head movements as switches (rather than external switches).

Assistive Touch allows users to perform gestures and button actions on the iPad with one touch. It has also been designed to work alongside other assistive technologies, such as a head pointer. When Assistive Touch is activated it initially appears as a black transparent square (with rounded corners) on the iPad's screen which sits above the screen and has four different options; Siri, Device, Favourites and Home. Assistive Touch provides one-tap access to all of the iPad's functions including rotation, shaking, volume changes and taking a screenshot. Gestures such as pinch and swipe can be recalled by a tap and custom gestures can be recorded and played back on command.

Home-click Speed allows the adjustment of the speed required to press the Home button and to activate Double and Triple-click Home actions. Options include: Default, Slow and Slowest.

Reference
iPads for Communication, Access, Literacy and Learning (iCALL), (Revised 2014) http://preview.tinyurl.com/z54nq6y

Further information
Courses on using the accessibility features in the iPad from Call Scotland (Edinburgh) **http://preview.tinyurl.com/hlq4vk4**

iPad Apps for Learners with Dyslexia / Reading and Writing Difficulties
CallScotland have published this wheel of iPad Apps which gives a visual representation of those that they have found useful. The wheel was created in Feb 2016 **http://preview.tinyurl.com/hvu5xdr**
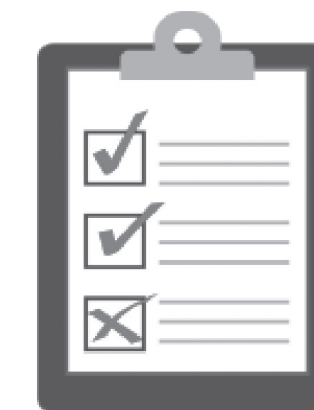
Apps for pupils with autism

Development autism research technology area on the University of Edinburgh website, provides access to a useful wheel of apps for pupils with autism.

http://preview.tinyurl.com/h7y62k6

Initial concerns checklist

Nasen has published an initial concerns checklist that is copyright free and can be adapted for individual school use or deployed as it is. It provides a good starting place for SENCos considering where to start with developing appropriate paperwork.

http://preview.tinyurl.com/gtcv5jr

SEND Exchange

SEND Exchange is a weekly Twitter based chat about issues of importance to those working with pupils with SEND.
In October, it asked for responses to the question of what were the essential ingredients of a SEND friendly classroom.
The storify of the discussion and ideas suggested that took place on 12th Oct are available to view at
http://preview.tinyurl.com/hvq8uay

Teaching pupils with sensory difficulties

Teaching children with autism sensory difficulties can provide specific challenges for classroom teachers. Kristina Symons breaks down some of the most common sensory barriers that these pupils can face.

http://preview.tinyurl.com/gsd4xs2

What did we like at TES SEN?

Cleverstix

Child development cutlery.
Using cutlery is often a significant challenge for pupils with SEND. This device looks like joined chopsticks but has loops that contain the fingers and would be useful to support independence in eating for pupils with motor difficulties and impairments. £7.99 from Crossbow Education **http://preview.tinyurl. com/h7se3uo**

In addition, the creator has also produced more traditional looking stainless steel bladed fork and spoon cutlery, that has been specifically designed to keep the food on the implement as the middle prongs end with a round disc. Well worth considering investing in for supporting the transition from spoons to forks for schools with pupils that find dexterity and movement a challenge. £12.49 **www.cleverstix.com**

The 3 O'Clock Club

It is often difficult for schools to provide useful after school clubs to students with SEN, but this idea seemed to be affordable and also provide measurable value to students. The club materials were written by a teaching assistant, who developed them after running her own extracurricular club at a secondary school in Manchester. The materials are aimed at teaching life skills to KS4/5 students with SEN in order to support their independence and participation in society. Membership of the club costs £180 per year for each school. This provides themed monthly resource packs that contain:

- 1x storyboard
- 1x monthly session plan
- 4x worksheets relating to the storyboard theme.
Themes include:

- Independence e.g. managing a home, pet ownership, shopping, and finances.
- Further education and/or employment e.g. going to college, career options and going to interviews.
- Participating in society e.g. getting on at school, friendships, and social skills.
- Health e.g. health, hygiene, exercise and road safety.
http://www.the3oclockclub.co.uk/

Be the jellyfish

Supporting social and emotional wellbeing
Developed by teachers Lucy Cree & Sarah Brogden, Jellyfish packages are aimed at providing staff with all they need to support social and emotional wellbeing in primary aged pupils.

This would be a great resource to use in a Nurture Group for example, as it provides an accessible route to explore, develop and rehearse pupils' feelings and emotions.

There are two packages available:

- Jellyfish package 1 includes: information booklet about Be the Jelly fish and how to deliver it: class plans and resources: USB stick containing training clips and presentation materials; Jellyfish cards (47 cards that describe feelings); creative chatter resource book (25 activities to prompt exploration of thoughts, feelings and ideas about themselves and colouring book that aims to reinforce discussed ideas. £150
- Jellyfish package 2 includes: All the resources in Jellyfish 1 plus the opportunity for staff members to experience a one hour Jellyfish class for themselves. £450
www.bethejellyfish.com

Oojamabobs

Lots of activity around this stall indicated the need teachers have to locate fiddle toys and chewable objects for pupils with sensory issues that results in them needing to receive constant sensory feedback. These are all attractive, robust and made from food grade silicone and can provide an acceptable solution to respond to chewing behaviours and reduce the compulsion to chew pencils, crayons and toys that may not be designed for the purpose. Provided on a safe lanyard to ensure objects are near to hand.
www.sensoryoojamabobs.co.uk

Chateez

Emoji picture cards that feature 25 different emotions to promote discussion between pupils and adults. Available as pocket sized pack on a key ring (£11.95) or as a larger pack (£19.95).
www.chateez.co.uk

More reading and thinking

Learning Materials have been publishing useful and practical materials for schools for many years. This recent title is designed to meet the needs of pupils who need support in inference. They begin at a very simple level and gradually, as the pupils' progress through the materials, the multiple choice responses become more difficult. Books 1-4 are available at £16.30 each (photocopiable) or on a CD for £37.56
www.learningmaterials.co.uk

SEN ICT

SENICT is the website of Ian Bean, former teacher and ICT coordinator at Priory Woods School, now Independent Special Needs ICT consultant and trainer specialising in the use of ICT to support learners with severe and complex additional needs.
His website allows access to dozens of useful resources related to pupils with SEND and ICT.

A recent addition has been the new Resources Booklet that contains free programs, apps and web sites which schools may find useful. e.g. How to create your own switch accessible YouTube videos in just a couple of clicks and free software to enable students to play and compose music on their eye gaze system.
http://www.ianbean.co.uk/ archives/2742
Well worth a look.

http://www.ianbean.co.uk/

Sensory poster

Curriculum for Autism have produced a helpful poster of sensory strategies which aim to raise awareness of the action that may be taken to promote the success of pupils with autism. It is downloadable from the TES Resources website.

http://preview.tinyurl.com/ gvtfc4x

WATCH THE DATE

Modified versions of tests in KS1 and KS2
Information: orders for modified versions of the tests 11th Oct

Modified versions of the KS1 and KS2 tests are primarily designed for pupils with significant visual impairments, although they may be suitable for other pupils such as those with dyslexia.

Schools can order modified versions of the tests in the 'Test orders' section of the NCA tools website from **Monday 31 October until Friday 25 November.**

http://preview.tinyurl.com/jxq62oe

Free Special schools

On 13th Oct, in reply to an enquiry from Mary Rimmer. MP for St Helens South and Whiston, Edward Timpson The Minister for Schools stated that Under the Department's Free Schools programme, there are now **nineteen special free schools open across England**, including several that are specifically for children with Autism, such as the Rise free school in Hounslow, the Lighthouse free school in Leeds and the National Autistic Society's Church Lawton free school in Cheshire.

There are a further fourteen special free schools due to open in the future.

http://preview.tinyurl.com/z3xmlha

Developing a mentally healthy school: free training from the Charlie Waller Memorial Trust.

In order to raise awareness of mental health issues affecting young people. the CWMT offer at no cost (but donations towards costs are welcomed):

- Training and workshops to schools.
- Termly book + accompanying resources to support knowledge on how settings can promote positive mental health.
- Weekly online learning sessions.
- Mental health conferences.
- Booklets, leaflets and posters.

www.cwmt.org.uk

RAISEonline video tutorial Sept 2016

The four video tutorials added to the RAISEonline library focus on using some of the functionality available in data management and analysing the performance of groups of pupils by more than one characteristic (e.g. prior attainment and disadvantaged).

http://preview.tinyurl.com/zqnz4fj

Developing phonological awareness skills for struggling readers

Rosie Eachus has been a qualified speech and language therapist for 26 years. She has run storytelling groups in mainstream primary schools and is currently working at a senior school supporting pupils with dyslexia, dyspraxia and mild ASD. She has written this article on developing phonological skills in early years that includes many useful ideas. It is on the Forum website.

http://preview.tinyurl.com/jepn6aq

DfE/Ofsted

Phonics screening check and KS1 assessments: England 2016 29th Sept

This statistical first release provides information on the achievements of pupils in the 2016 phonics screening check and at KS1 by pupil characteristics, specifically:

- gender
- ethnicity
- first language
- eligibility for free school meals
- special educational needs

Table 2: Meeting the expected standard of phonic decoding at end of Y1:

- All pupils 81%
- FSM 69%
- SEN Support 46%
- St/EHCP 18%

Table 8: Meeting the expected standard of phonic decoding at end of Y2:

- All pupils 91%
- FSM 84%
- SEN Support 69%
- St/EHCP 29%

Table 10: Percentage reaching the expected standard at the end of KS1 by pupil characteristics

Reading:
- All pupils 74%
- FSM 60%
- SEN Support 32%
- St/EHCP 14%

Writing:
- All pupils 65%
- FSM 50%
- SEN Support 22%
- St/EHCP 9%

Maths:
- All pupils 73%
- FSM 58%
- SEN Support 33%
- St/EHCP 14%

Science:
- All pupils 82%
- FSM 69%
- SEN Support 46%
- St/EHCP 17%

http://preview.tinyurl.com/hhbydam

GCSE and equivalent results: 2015 to 2016 (provisional) 13th Oct

Information specific to SEN is not yet available but this data does include:

- **Table 3 Transition matrices in English and maths showing attainment at key stage 4 from KS2 attainment level** (this provides numbers of pupils not percentages so not helpful for comparative purposes.)

- **Table 4a: GCSE and equivalent entries and achievement of pupils at end of KS4 by prior attainment band.** This are broad categories but includes in the 3rd column, percentage of pupils attaining A*-Cs in both Eng and maths GCSE whose prior attainment was below Level 4. (State funded schools 11.8%)

http://preview.tinyurl.com/h6n4xkl

CDC Digest 29th Sept

The Autumn issue of this online publication includes useful information mainly for health and social care colleagues responding to the needs of children and young people with SEND.

For schools/Local Authorities, this case Law Review judgement was worth noting on page 32.

Case Law Review No. 14 Hertfordshire CC

The Upper Tribunal (UT) dismissed an appeal by a local authority against a decision of the First-tier Tribunal. The appeal concerned J, an 8 year old boy with a diagnosis of high functioning ASD. J had a range of difficulties including serious behavioural problems. **He had achieved average and high average levels in maths and writing but a lower level in reading.** By the time the appeal reached the UT, J had been withdrawn from his previous independent school as he was facing expulsion. The local authority carried out an EHC needs assessment for J but **decided that it was not necessary to issue an EHC Plan for him in the light of this assessment.** J's parents appealed and the FTT ordered the local authority to issue a plan.

NB This decision has far reaching implications for Local Authorities who rely upon evidence of very low attainment scores in making a decision regarding the issue of an Education, Health and Care plan.

http://preview.tinyurl.com/h47cvg4

Keeping children safe in education: Statutory guidance for schools and colleges 5th Sept 2016

The DfE have published an updated version of *Keeping Children Safe in Education*. This was revised from the version published in May 2016. All changes are listed in Annex H (Pages 71 – 75).

http://preview.tinyurl.com/glozn5x

Destinations of KS4 and KS5 pupils: 2015 (provisional) 13th Oct

Tab NA13: Percentage of students from 2013/14 cohort going on to or remaining in education or employment:

- Non SEN 95%
- SA/SA plus 88%
- With a statement 91%

http://preview.tinyurl.com/hjcq5by

Greater engagement with families about provision and outcomes

Research: Vulnerable children: need and provision in the primary schools (2016) Jopling and Vincent. "One of the best ways to help children is to help the whole family, highlighting the importance of listening to children and their families and involving them in the design of interventions. **Interventions are more likely to be effective if children and families have been involved in their design and can co-construct solutions to the difficulties they face."**

Benefits of parental engagement

It is important to involve parents in service development and delivery in order to:

- draw on **parents' expertise and knowledge** about their children,

- achieve **family-centred services**,

- create **flexible, personalised and responsive services,**

- reach **groups which are traditionally excluded** and include them,

- develop **good relationships** through partnership working which can feed into other relationships,

- give parents an **opportunity to express views and wishes** in a positive and receptive environment because:

1. informed and involved parents are more likely to have realistic expectations of services and shared ownership of priorities.

2. parents can support professionals in their work.

3. involving parents will create more responsive services which will, in turn, be more cost effective.

http://preview.tinyurl.com/hyy7xtk (Autism Trust)

Resources:

A Guide for working with parents of children with Special Educational Needs or Disabilities (EYFS) Foundation Years

This guide aims to support all early years' practitioners to reflect on how they work in partnership with parents of children with SEND. It also aims to offer practitioners suggestions about how to prepare for and have initial conversations with parents regarding concerns about their individual child's development. **http://preview.tinyurl.com/ho2ryx4**

SENCos, LAs and parents working in partnership

The Poole PAX parent carer forum developed one page plans that include:

- SENCo help sheet for parents and carers template can be found on the Talbot School website at **http://preview.tinyurl.com/z62ugkf**

- The 4 Stage Cycle: SENCos and parents working in partnership - enabling better outcomes. **http://preview.tinyurl.com/q58wd9c**

Parent Confidence in School Questionnaire

This questionnaire was developed by Caroline Bond and Gareth D Morewood and is available to download from **http://preview.tinyurl.com/o89gnpw**

A support group for parents of children with additional needs

This five minute video on You Tube, produced by **www.careforthefamily.org.uk** describes the difference a support group makes for parents of children with SEN and how schools set one up.

http://preview.tinyurl.com/goehnfm

Engaging parents and families: A toolkit for practitioners

Education Scotland is working with partners to develop a new toolkit to support parental involvement and engagement. The toolkit will draw upon and replace the present resource but this remains available on the website and includes information, resources, activities and research to support practitioners to engage parents and families in their children's learning. **http://preview.tinyurl.com/zpv28cr**

Knowing your school: engaging parents (2016)

This downloadable briefing issued by the National Governors Association, highlights key issues in improving the participation and engagement of parents. It includes ideas and backs these up with case studies. **http://preview.tinyurl.com/hdjj6gy**

Beyond school councils: Engaging parents to help their children succeed at school.

Useful and succinct information on the Ontario website that includes a toolkit, webinars and presentations that reflect on why parent participation is important.

http://preview.tinyurl.com/jkkl66v

The difference between sensory processing issues and ADHD

A useful table that identifies the similarities and difference in these two conditions written by Peg Rosen.

http://preview.tinyurl.com/hjp8yta

The Link

Issue 5 of The Link is available to download from the website. This edition includes information from Maggie Johnson on Selective Mutism as well as an insight into Glue Ear and advice for NQTs in their new term.

http://www.speechlink.info/

Biters, chewers, suckers and pickers

Lindsey Biel, OTR/L

A response to a parent from an Occupational Therapist on reducing her 8 year old daughter's habitual placing of items in her mouth. Of value to staff with pupils in Early Years settings and special schools who display this behaviour in school.

http://preview.tinyurl.com/ j99czss

Get in the Zone!

Teaching tips for school and home available on the Crossbow Education website:

- **How to Make a Comprehension Chatterbox** by Beccie Hawes. Step by step instructions for a comprehension activity.

- Flip the Clip by Neil Mackay. A set of **writing challenges** in the form of a spinner game.

- **My Feelings and Me** by Beccie Hawes.

- Ideas for **multisensory spelling activities** by Beccie Hawes.

- Top tips for presenting information the **dyslexia-friendly** way by Beccie Hawes

- Supporting a child on the autistic spectrum with the removal of their 'special' object by Becky Hawkins. Sensitive strategies for building trust with ASD children.

http://preview.tinyurl.com/ nfcnlsk

SEN Information Report

This article on the SecEd website on developing the SEN Information Report may support SENCos in completing their annual review of this policy.

It was written by Garry Squires, a SENCo in a school in West Yorkshire. He suggests that the report needs to go beyond the legally compliant minimum as it is an opportunity to celebrate with your students, parents, Ofsted and any interested members of the public, the quality of your provision for pupils with SEN and share details of your pupils' achievements.

http://preview.tinyurl.com/ jglosgv

How should schools spend pupil premium funding? Oct 2016

A succinct article aimed at ensuring Governors are aware of the action they should take in relation to pupil premium. Written by Louise Tickle and available on the Guardian website

http://preview.tinyurl.com/ jb3vahw

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

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 £30 per annum or £28 if cheque accompanies order and no invoice is required.
Please forward to
enquiries@snip-newsletter. co.uk

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

Next month in SNIP

Improving phonological awareness

Raising awareness of the impact of fatigue on pupils

Website digest

Research, guidelines, review and much more