

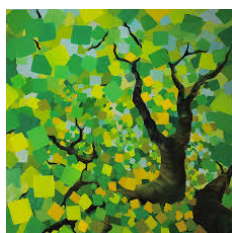


SENCO Newsletter

News and information for Bristol SENCOs and SEN staff

Summer 2015 No. 36

TRADING
WITH
SCHOOLS



Welcome... to the penultimate newsletter of this academic year! There can't have been many years where there has been so much change for schools to manage; adapting practice to align with the new Code of Practice in addition to a new curriculum and life without levels has been a major undertaking, and one which will be ongoing for some time. It's important to say a huge well done to everyone – your energy, enthusiasm and determination to make the best possible provision for the children in your schools in a time where many aspects of the new systems are still under review is a credit to all of you.

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TWS Specialist Team News

Jackie Turner, head of Trading with Schools (TWS), writes to say hello and welcome to SENCOs

Dear SENCOs,

The editor has asked me to write a short piece for the newsletter and I was delighted to be asked to do so. I have had the privilege of many different types of positions in my career, but always in education and always in the state sector – about which I am very passionate!

I started my career as a secondary English teacher in Oldham, before moving to work in Northamptonshire as a Head of English in an 11-18 school. The first wave of the national curriculum was being developed across the country and it was a challenging time for education. I worked very closely with the SENCO to develop initiatives for in-class support and improved transition for young people moving from Year 6 to Year 7. In those days it was called “Curriculum Continuity” and led to some exciting cross-phase work with our partner primary schools. The pleasure of enabling young people to learn to read for the very first time never leaves you!

I then moved back to Lancashire to work as a deputy headteacher in Morecambe High School for several years. Lancashire local authority also seconded me to work as an operational headteacher in a school in special measures, so I have witnessed at first-hand what goes wrong when a school is not led well!

I love working in Bristol and have done a variety of different roles during my time in the city. I am currently the Service Manager, Secondary/14-19 and Head of Trading with Schools. Trading with Schools (TwS) is Bristol City Council’s trading unit and is now entering the third year of operation. It was developed in response to the changing educational landscape and the different role for local authorities in the 21st century. Managing an organisation, with a turnover of approximately £14 million, is a daily challenge, but one which I thoroughly enjoy. Ali Mannering is the deputy manager of TwS and co-leads the delivery of improved services in many areas.

TwS exists to deliver first class services to support Bristol schools in delivering a first class education for all children. The mission is to be the best provider of services to schools and settings and to generate an income, which can be re-invested for the benefit of children and young people in Bristol.

There are a wide range of services in TwS, from school support services to inclusion services. These include Admissions, Attendance, ICT, Educational Psychology, Learning Improvement, Behaviour Improvement, Schools’ Finance, Schools HR Advice and Payroll, School Improvement and Teaching and Learning Consultants. TwS is commissioned directly by Bristol City Council to deliver statutory services in a wide range of education and inclusion areas to all schools, including academies. TwS also provides continuing professional development opportunities and conferences, such as the SENCO and Governors’ conferences.

Successfully recruiting to the role of principal educational psychologist has been a key appointment. Vikki Jervis and Simon Claridge job share this role and have a key role to play in leading the development of an inclusion service, working closely with the SEN team in the Council and with schools across all phases.

I had the pleasure of meeting many of you at the SENCO conference earlier in the year. Thank you for all that you do on a daily basis, I hope that you continue to find the contents of this newsletter helpful in supporting you in your role. If there are aspects of service delivery which you would like TwS to develop in partnership with yourselves, please do not hesitate



to contact either myself or Ali Mannering (alison.mannering@bristol.gov.uk) or Vikki Jervis (vikki.jervis@bristol.gov.uk) or Simon Claridge (simon.claridge@bristol.gov.uk).

The Inclusion Service, managed by the new principal educational psychologists (PEPs) Simon Claridge and Vikki Jervis, is now established at BEC. Vikki says hello...

I have had a long-standing interest in working with children and young people with additional needs. From an early age I completed voluntary work with children with additional needs. With a head teacher for a mother and a child social worker for a father, it is a likely outcome that a psychologist is born.



I worked as a teacher in Southampton and then qualified as an educational psychologist. I worked in Birmingham and Solihull before settling in Bristol in September 2000. Many of you will already know me and may have worked with me as Primary Inclusion Team leader, or as your link educational psychologist. In 2002, I became a senior educational psychologist in the south of the city.

I have three children who keep me very busy, one of whom has medical needs. I am committed to inclusion for personal and professional reasons and enjoy the insights that psychology gives into children's learning, friendships and development. I started to work in my new role with Dr Simon Claridge in January and am keen to continue working with you and supporting Bristol schools, families, children and young people in my new role. Best wishes to you all.

New SSIO for SEN

Welcome to Sean Wyart, our new senior school improvement officer (SSIO) for SEN. We'll hear more from Sean in the next newsletter.



New senior EP

Congratulations to Duncan Gillard who has been appointed to the post of senior educational psychologist.

Hellos and goodbyes

We say **goodbye and good luck** to: Meg Mayhew – SENCO at the School of Christ the King who will be retiring at the end of term 6, and **welcome** to Meg's successor, Amy Jordan.



Local News and Updates

Updates from the SEN team

After some staffing changes, the SEN team are now in full swing at Parkview office campus. Here's a 'who's who' of the team:

Acting SEN Manager

Suzanne O' Kelly

SEN Inclusion Managers

Sue Davies (North)
Sue Loader (South)
Louise Arbery (Acting SEN
Inclusion Manager E/C)
Mary Taylor (INM & Post-16)

Senior Assessment Co-ordinators

Orla Nolan & Lorraine Mulvaney (North)
Louise Arbery, Lorraine Mulvaney & Cat Gilmour (South)
Maxine Jenkins & Cat Gilmour (E/C)
Penny Harris

INM & Post-16 Officer

Matt Edmonds

Admin

Nick Puzzey
Gail Patch
Ellie Allen (until 12/5)
Ildy Nagy (until 31/5)

Assessment Co-ordinators

Sue Walker Stokes
Clair McNeill (starting 26th May)
Joanne Phillips
Angela Taylor
Jeremey Stephenson

Our postal address is now:

Special Educational Needs Team (Parkview),
Bristol City Council,
PO Box 3176,
Bristol BS3 9FS [Tel: 0117 9223700](tel:01179223700)

Support for Parents

Bristol Parent Carers are available to work with families of pupils with special educational needs. Contact the organisation at bristolparentcarers@gmail.com .



KIDS Independent Supporters are available to help families fill out Section A of the education, health and care plan (EHCP) form.

Contact KIDS on <http://www.kids.org.uk/Pages/Events/Category/south-west-area>
Tel: 0117 947 6111



Supportive Parents provide the Special Educational Needs & Disabilities Information, Advice and Support Service (SENDIAS) for Parents/Carers of Children with Special Educational Needs and/or Disability (SEND) and Children & Young People with SEND. Contact them on 0117 989 7725 or email support@supportiveparents.org.uk .

See the following pages for primary and secondary statement to EHCP conversion timetables.

Primary Conversion Timetable

	2014-2015	2015-2016	2016 -2017	2017 - 2018
Actions by primary schools	<p>If Y2 or Y6 with statement of SEN or non-statutory EHCP AND they are transferring to a different phase of education (or moving between special and mainstream) in September 2015 ensure that an Annual Review (conversion review) is held.</p> <p>If statement of SEN and NOT transferring to another phase of education hold annual review of statement.</p> <p>Continue to identify children with SEN through graduated approach and request top up or EHC needs assessment where they meet the criteria.</p>	<p>If Y2 or Y6 with statement of SEN AND they are transferring to a different phase of education (or moving between special and mainstream) in September 2016 ensure that an Annual Review (conversion review) is held in Term 1 – September 2015. Invite parents/carers and relevant professionals.</p> <p>If statement of SEN and NOT transferring to another phase of education hold annual review of statement as usual.</p> <p>Return all conversion review papers to the SEN team within 2 weeks of meeting and by 1st December 2015 at the latest.</p>	<p>If Y2 or Y6 statement of SEN AND they are transferring to a different phase of education (or moving between special and mainstream) school in September 2017 ensure that an Annual Review (conversion review) is held in Term 1 – September 2016. Invite parents/carers and relevant professionals.</p> <p>If statement of SEN and NOT transferring to another phase of education hold annual review of statement as usual.</p> <p>Return all conversion review papers to the SEN team within 2 weeks of meeting and by 1st December 2016 at the latest.</p>	<p>For ALL remaining statements of SEN ensure that an Annual Review (conversion review) is held in Term 1 – September 2017. Invite parents/carers and relevant professionals.</p> <p>Return all review papers to the SEN team within 2 weeks of meeting and by 1st December 2017 at the latest.</p> <p>All conversions from statements to EHCP must be completed by 31st March 2018</p>
Actions by local authority	<p>SEN Team identify all Y2 or Y6 children with statements due to transfer to school in September 2015 and send out letters to parents and schools informing them that the school will start the transition review process.</p> <p>SEN to receive transition review papers by 1st December 2014</p>	<p>July 2015 - SEN team identify all Y2 or Y6 children with statements due to transfer to new KS in September 2016 and send out letters to schools asking them to start the Annual Review (conversion review) process in September.</p> <p>SEN to receive conversion review papers by 1st December 2015.</p> <p>Consider LA officer attending transfer review</p> <p>Issue EHCP by 15th February 2016.</p>	<p>July 2016 - SEN Team identify all Y2 or Y6 children with statements due to transfer to new KS in September 2017 and send out letters to schools asking them to start the Annual Review (conversion review) process in September.</p> <p>SEN to receive transition review papers by 1st December 2016</p> <p>Consider LA officer attending review meeting.</p> <p>Issue EHCP by 15th February 2017.</p>	<p>July 2017 - SEN Team identify all remaining primary children with statements and send out letters to schools asking them start the transition review process in September 2017.</p> <p>SEN to receive transition review papers by 1st December 2017</p> <p>Consider LA officer attending review meeting.</p> <p>Issue EHCP by 15th February 2018.</p>

Secondary Conversion Timetable

	2014-2015	2015-2016	2016 -2017	2017 - 2018
Actions by secondary schools	<p>If Y11 with statement of SEN AND they are transferring to college or training (or moving between special and mainstream) in September 2015 ensure that an Annual Review (conversion review) is held.</p> <p>If statement of SEN and NOT transferring to college or training (e.g. staying at 6th form) hold annual review of statement.</p> <p>Continue to identify children with SEN through the graduated approach and request top up or EHC needs assessment where they meet the criteria.</p> <p>Return all transfer review papers to LA (Preparing for Adulthood Team) within 2 weeks of meeting and by 15th March at the latest.</p>	<p>If Y9 with statement (or moving between special and mainstream) in September 2016 ensure that an Annual Review (conversion review) is held in Term 1- September 2015 (and follow process below).</p> <p>If Y11, Y12 or Y13 with statement of SEN AND they are intending to transfer to college or training (or moving between special and mainstream) in September 2016 ensure that an Annual Review (conversion review) is held in Term 1 – September 2015. Invite parents/carers (if Y12 or Y13 with the students agreement) PfA advisor and relevant professionals.</p> <p>If statement of SEN and NOT transferring to college or training (e.g. staying at 6th form) hold annual review of statement.</p> <p>Return Y9 conversion review papers to SEN or Y11, Y12 & Y13 to PfA team within 2 weeks of meeting and by 1st December 2015 at the latest.</p> <p>All students with statements transferring to post 16 must be</p>	<p>If Y9 with statement of SEN (or moving between special and mainstream) in September 2017 ensure that an Annual Review (conversion review) is held in Term 1 – September 2016. Invite parents/carers and relevant professionals.</p> <p>If Y11, Y12 or Y13 with EHCP hold Annual Review of EHCP invite parents and relevant professionals. If intending to move to college or training invite PfA adviser.</p> <p>Any outstanding Y12 or Y13 with statement of SEN AND they are intending to transfer to a college or training (or moving between special and mainstream) in September 2017 ensure that an Annual Review (conversion review) is held in Term 1 – September 2016. Invite parents/carers (if Y12 or Y13 with the students agreement) and relevant professionals. Ensure PfA advisor is invited</p> <p>Statements of SEN in other year groups - hold annual review of statement.</p>	<p>All remaining statements of SEN - ensure that an Annual Review (conversion review) is held in Term 1 – September 2017. Invite parents/carers and relevant professionals.</p> <p>Return all Y9 conversion review papers to SEN within 2 weeks of meeting and by 1st December 2017 at the latest.</p> <p>For Y11, Y12 or Y13 with an EHCP hold Annual Review of EHCP invite parents and relevant professionals. If intending to move to college or training invite PfA adviser.</p> <p>Return review papers on any year 7-10 to the SEN team and any Y11- Y13 to the PfA team within 2 weeks of the meeting and by 1st December 2017 at the latest.</p> <p>Other EHCPs hold An Annual Review.</p>

		completed by 31st March 2016	Return Y9 review papers to SEN & Y12 or Y13 to PfA team within 2 weeks of meeting and by 1st December 2016 at the latest.	
Actions by local authority	<p>PfA Team identify all Y11 Young People with statements due to transfer to college or training in September 2015 and send out letters to parents and schools informing them that the school will start the transition review process.</p> <p>PfA team to receive transition review papers by 15 March 2015</p> <p>Complete transfer review process by 31st May for transition into post 16</p>	<p>July 2015 - SEN Team identify all Y9 children with statements and send out letters to schools asking them to start the transition review process in September.</p> <p>July 2015 – PfA Team identify all Y11 Y12 & Y13 children with statements intending to transfer to college or training In September 2016 and send out letters to schools asking them to start the Annual Review (conversion review) process in September.</p> <p>SEN (Y9) or PfA team (Y11, Y12 & Y13) to receive transition review papers by 1st December 2015</p> <p>Y9 EHCP issued by 15th February 2016</p> <p>Post 16 EHCP issued by 31st March 2016</p>	<p>July 2016 - SEN Team identify all Y9 children with statements and send out letters to schools asking them to start the Annual Review (conversion review) process in September.</p> <p>July 2016 - PfA Team identify all Y11 & Y13 children with statements and send out letters to schools asking them to start the Annual Review (conversion review) process in September.</p> <p>SEN (Y9) or PfA (Y11,Y12 orY13) to receive transition review papers by 1st December 2016</p> <p>Y9 EHCP issued by 15th February 2017</p> <p>Post 16 EHCP issued by 31st March 2017</p>	<p>July 2017 - SEN Team identify all remaining Y7-10 children with statements and send out letters to schools asking them to start the Annual Review (conversion review) process in September.</p> <p>July 2016 - PfA Team identify all Y11, Y12 & Y13 children with EHCP <u>intending to move to college or training</u> and send out letters to schools asking them to start the Annual Review process in September and invite them to the meeting.</p> <p>SEN (Y9) or PfA (Y11,Y12 orY13) to receive review papers by 1st December 2017</p> <p>Y9 EHCP issued by 15th February 2018</p> <p>Post 16 EHCP issued by 31st March 2018</p>

National News and Updates

The SEND Reforms - Updates



Edward Timpson has written to all LAs to draw three issues to their attention:

1. The announcement of a £5m investment in Supported Internships
2. A newly published framework for considering how the SEND system is performing
Details here: <https://www.gov.uk/government/publications/send-supporting-local-and-national-accountability>
3. Support in 2015-16 for the implementation of the reforms for parents, local authorities and other key stakeholders.

For parents, the government will continue to invest in Independent Supporters and provide grants for the National Network of Parent Carer Forums and Contact a Family to ensure that parents can help shape local provision and get the help they need. This will include a free, national helpline for parents and ongoing support through e-mail and websites.

Local authorities and their partners will be supported by a network of SEND Regional Lead authorities, who will facilitate peer support and coordinate activity at a regional level. This will include funding to support the regional supported internships offer. LAs will also get help from a new consortium made up of Mott MacDonald, The Council for Disabled Children and the National Development Team for Inclusion. The Consortium will be called Delivering Better Outcomes Together. They will manage the SEND adviser service, provide specialist advice and support to local authorities and their partners and deliver a pilot training and development programme for senior SEN and disability managers in local authorities.

A range of grants will also be provided across the **voluntary and community sector**. These grants will offer specialist advice on specific SEN and disabilities, including mental health. They include advice to LAs and their partners across education, health and social care in delivering the SEND reforms. The grants also include support to parents and young people. The full list of successful organisations can be accessed through the contract finder:

<https://www.gov.uk/government/news/25-million-injection-to-help-life-changing-childrens-services>.

Other news: The government has invested **£1.25bn funding over 5 years in CAMHS**.

Mott MacDonald have published their final round of information packs and resources, which you can download here: <http://www.sendpathfinder.co.uk/>.

Early years and SEN: DfE updates



Q and A

1) For children aged under five, what are 'special educational needs'?

A child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age or they would do, if special educational provision was not made for them. For children under the age of two, special educational provision means educational provision of any kind.

2) What must Early Years providers do for children under five with disabilities?

All publicly funded early years providers must promote equality of opportunity for disabled children. All early years providers have duties under the Equality Act 2010, Early Years Foundation Stage and the 0-25 SEND Code of Practice. Both the SEND Code of Practice and the EYFS focus on inclusive practice and removing barriers to learning. The EYFS requires that providers should take steps to ensure that children with medical conditions get the support required to meet those needs. The 2010 Equality Act requires settings to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

3) Does a setting have to take disabled children?

An early years setting cannot refuse to admit a child aged under five years who has a disability, if the reason is related to the disability. Such action may amount to discrimination under the Equality Act.

For a child with an EHC plan, there is a difference between maintained nurseries and private, voluntary and independent provision. A maintained nursery can be named in an EHC plan and, if it is, the nursery must admit that child. For private voluntary and independent provision, the local authority can ask the provider if they are willing to admit that child. The provider can say no.

4) Will children with education, health and care plans (EHCP) qualify for the EYPP?

The Early Years Pupil Premium is focused on the most disadvantaged children and the eligible group is consistent with the eligible group for the school-age Pupil Premium. This is simple and clear for providers. A child with an EHCP will, of course, qualify for the EYPP if they meet the eligibility criteria.

5) How is SEN support funded in the early years?

The DfE funds local authorities to provide the free entitlement for 3 and 4 year-olds and some 2 year-olds. This is funded through the early years block of the Dedicated Schools Grant (DSG).

All settings make some provision for young children with SEN from their core funding, for example more frequent and intensive engagement with parents, more frequent observations of children, group interventions such as early language programmes. This provision should be set out in the local offer and should be agreed across all providers.

Over and above what settings provide from their core funding, the local authority can supplement this in order to increase the capacity of settings to respond to young children with SEN. They do this in different ways. There are 3 blocks of funding in the DSG: the early years block; the schools block; and the high needs block. Local authorities can move funding between these blocks and, because of this, fund additional support in the early years in a number of different ways. It may be funded:

- by money that is retained from the early years block
- from the high needs block
- through a fund (which may be called an early years inclusion fund or something similar) that draws on either the early years block or the high needs block or both; this funding may be allocated to top up funding for settings or for individual children
- through the provision of services to work with settings, for example: Area SENCOs, specialist peripatetic teachers or home visiting services such as Portage, which are usually funded from the high needs block
- by a combination of funding and services

Funding for provision in a statement or an EHC plan would normally come from the high needs block.

6) Can a LA refuse a request for a child for an EHC needs assessment because they are under the age of two?

Children aged under two are likely to need special educational provision in accordance with an EHC plan where they have particularly complex needs affecting learning, development and health and are likely to require a high level of special educational provision which would not normally be available in mainstream settings. For the majority of those under two, their needs are likely to be met through the local offer. However, a decision to undertake a EHC needs assessment and to issue an EHC plan may be needed in order to allow access to a particular specialist service that cannot otherwise be obtained, such as home-based teaching. The factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56 of the 0-25 SEND Code of Practice.

7) The Code mentions two types of SENCOs in the Early Years. What are they and what is the difference?

There are two types of SENCOs. One is the person who works in the early years provider itself, the other is known as the Area SENCO.

(i) The SENCO in early years provision

A maintained nursery school **must** ensure that there is a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.

The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCO. Childminders are encouraged to identify a person to act as SENCO and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

(ii) The role of the Area SENCO

Local authorities should ensure that there is sufficient expertise and experience amongst local early years providers to support children with SEN. Local authorities often make use of Area SENCOs to provide advice and guidance to early years providers on the development of inclusive early learning environments. The Area SENCO helps make the links between education, health and social care to facilitate appropriate early provision for children with SEN and their transition to compulsory schooling.

8) What should the local offer say about special educational provision in the early years?

The local offer must include a description of the provision that the LA expects to be available from providers of all relevant early years education.

The *local offer* must include information about the support available across education, health and social care services for disabled children and children with SEN, including information about:

- services assisting providers to support young children with medical conditions;
- childcare for disabled children and children with SEN;
- Information, Advice and Support Services: services providing parents and children with information, advice and support on SEN and disability, on education, health and care;
- support groups who can support parent carers of disabled children.

The *local offer* should also include information about:

- provision such as Area SENCOs, SEN support or learning support services, sensory support services or specialist teachers and therapies such as speech and language therapy;

- support available to parents to aid their child's development at home, including such services as Portage;
- arrangements for identifying and assessing children's needs in the early years;
- arrangements for reviewing children's progress including health and development reviews between the ages of 2 and 3;
- the LA's arrangements for providing top-up funding for children with high needs;
- the arrangements for EHC needs assessments and plans.

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EHCs – Myths and Facts: Updates from the DfE



Myth: SENCOs are not required to achieve the National Award for SEN Coordination if they've been a SENCO in the school or any other school for a period of 12 months.

Fact: All SENCOs appointed after 2009 must obtain the National Award for Special Educational Needs Co-ordination or be working towards the award.

The SEND Regulations 2014 state that, where a person becomes the SENCO at a mainstream school after 1 September 2009, and that person has not been a SENCO at that school or another relevant school for a total of more than 12 months, they are required to hold the National Award for Special Educational Needs Co-ordination by the third anniversary of the date that they became the SENCO. This is in addition to being a qualified teacher.

Myth: Only SENCOs require SEN training.

Fact: This is not true. It is for schools to determine the training needs of their workforces to meet the needs of children with SEND. The Code is clear that all those working with children and young people with SEN should have access to training. This must be included in the SEN Information Report. The National Scholarship Fund for teachers and support staff provides opportunities to apply for funding to undertake post-graduate qualifications and training in supporting children with SEND. www.gov.uk/national-scholarships-for-teachers-and-send-support-staff

Myth: SENCOs are expected to lead discussions with parents about their child's SEN.

Fact: The Code makes clear that discussions with parents should be led by a teacher with good knowledge and understanding of the pupil. This will usually be the class teacher or form tutor, supported by the SENCO. The discussion should provide an opportunity for the parent to share their concerns and, together with the teacher, discuss their aspirations and agree outcomes for the pupil. Schools should ensure that sufficient time is planned for these meetings.

Myth: The SEN Information Report is the same as the local offer.

Fact: The SEN Information Report and the local offer are two separate documents.

The Local Offer is a statutory requirement on local authorities to develop and publish information setting out the support they expect to be available for children and young people with SEND. The SEN Information Report is a statutory requirement on governing bodies of maintained schools and maintained nursery schools and proprietors of academies to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.

Schools are subject to a statutory duty to co-operate with their local authority in the development of the local offer; but they are not required to reproduce in their school Information Reports the depth and range of information required for local offers.

The SEN Information Report provides a starting point for the school's ongoing engagement in the development of the local offer but it is not the end point. Information on how the school accesses wider services can then be fed into longer terms reviews of the school's SEN policies, processes and structures.

The function of both the SEN Information Report and the local offer is that children and young people with SEN and disabilities and their families can have access to information about support available to them.

In a nutshell, the local offer should set out at the 'local authority level' what the local authority expects to be available in every school; while the SEN Information Report sets out in greater detail what provision is available in an individual school.

Myth: Only secondary schools need to focus particularly on the Preparing for Adulthood agenda.

Fact: Preparing for Adulthood should underlie the thinking about special educational provision right from the point when a child's needs are first identified, whether or not an EHC plan is to be put in place. Early years providers and schools need to support pupils with SEND to acquire the information and skills they need to help them gain independence and prepare for adult life.

Where an EHC Plan is in place, from Year 9 onwards the nature of the outcomes in the plan must reflect the need to ensure young people are preparing for adulthood. However, this should not be something new – it should build on the SEND provision that has gone before.

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Mental health and behaviour in schools – new DfE guidance for schools

The new DfE guidance includes:

- how and when to refer to Child and Adolescent Mental Health Services (CAMHS)
- practical advice to support children with emotional and behavioural difficulties
- strengthening pupil resilience
- tools to identify pupils likely to need extra support
- where and how to access community support.



Download the guidance from

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Supporting SENCO Practice



Interventions with Impact

Advice from the Education Endowment
Foundation

Use TAs to deliver high-quality one-to-one and small group support using structured interventions: advice from the EEF

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

Sessions are often brief (20-50mins), occur regularly (3-5 times per week) and are maintained over a sustained period (8-20 weeks). Careful timetabling is in place to enable this consistent delivery

TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention), follow a structured intervention, assess pupil progress regularly, and link material to classroom teaching.

Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.



The number of full-time teaching assistants (TAs) has risen from 79,000 to 243,700 since 2000. Schools spend approximately £4.4bn on support staff, roughly 13% of the education budget.

The burgeoning TA workforce has, however, become the subject of some controversy since the 2009 DISS (Deployment and Impact of Support Staff) report found that this additional tier of adults had little positive impact on pupils' progress, and in some cases actually had a detrimental effect. One of the key findings was that pupils with SEND in receipt of a high number of TA hours made less progress than similar pupils who received no support. Highly supported pupils had less contact and fewer interactions with teachers, factors which led to a negative impact on attainment.

TAs come to the role through a variety of routes, educational backgrounds and life experiences, but all share a common lack of training and preparation for the role. Research does, however, indicate that when sufficient training is provided for TAs, progress, both in the class and intervention groups, takes an upward turn.

The Education Endowment Foundation has just released a new report, making Best Use of Teaching Assistants, which contains seven recommendations for overhauling the TA role, based on an analysis of existing research.

The recommendations are split into three categories: use of TAs in the classroom; TAs running interventions outside the classroom and linking the work of teachers and TAs. The report also contains suggestions to help TAs develop effective questioning skills to promote meaningful talk in the classroom, such as the grid below:

A framework that TAs can use for more effective questioning

	Is..	Did..	Can..	Would..	Will..	Might..
Who						
What						
Where						
When						
Why						
How						

Choose one word from each axis to form a question stem; the further you go along or down the axis, the more demanding the question becomes. Start at the top for simple, literal questions such as 'Who is...?' and 'What did...?' which require straightforward answers. Move further along and down for question starters such as 'Why would...?' and 'How might...?' which promote hypothesising and higher order thinking, and entail more sophisticated and lengthy responses.

Access the report at

https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

James Barnes, SENCO at Fairfield High,
kindly shares his policy for TA deployment

LSA Working Policy

This document sets out the expectations of both LSAs and classroom teachers when working in collaboration to support pupils.



LSA Role

- LSAs are assigned to timetabled classes for specific pupils (named by SENCO)
- LSA support should be targeted towards these pupils
- LSAs should develop a thorough understanding of all pupils' needs that they are supporting
- LSAs should always seek to develop pupils' independence and to encourage pupils to manage their own learning
- LSAs should actively seek to support other pupils in the class, when the focus for their support is working independently or classroom teacher is working directly with named pupils (named pupils should be identified in collaboration with classroom teacher)
- LSAs should be available for planning/feedback time with classroom teachers (during LSA/Teacher meeting time, when not working with pupils)

Classroom Teacher Role

- Classroom teachers are accountable for the progress of all pupils in their teaching group and should work in collaboration with LSA support to maximise the effectiveness of the additional support on pupil progress
- Classroom teachers should ensure that pupils have direct contact with themselves to ensure the pupil does not solely rely on LSA support to inform learning
- Classroom teachers should ensure that LSAs have access to subject knowledge/content in advance of learning (including differentiated work)
- Classroom teachers should be available for planning/feedback with LSAs teachers (during LSA/Teacher meeting time, when not working with pupils)
- Classroom teachers should ensure they have clearly communicated with LSAs regarding classroom expectations and ways of working with pupils (e.g. who to work with when teacher is working with named pupils)
- Classroom teachers will explain the role and expectations of an LSA in the classroom to all pupils (e.g. same behavioural expectations apply, LSA may support anyone)

Interventions for Maths and Writing

Interventions for maths

There are fewer evidence-based interventions for maths than literacy, although this situation is slowly changing. The evidence from Bristol's Numicon intervention groups has been used nationally to show the efficacy of the programme; please contact the Learning Improvement Service (Alison Carmody or Carol Wells) if you are interested in training.

Some of the most commonly used evidence-informed programmes include:

Intervention	Who is it for?	Delivery
Numbers Count Two versions available	<ul style="list-style-type: none"> Numbers Count 1 - for children in Years 1 to 3 Numbers Count 2 - for children in Years 4 to 6 and beyond 	A 1:1 or 1:2/3 programme delivered by a specialist teacher. Children receive 40 half hour Numbers Count lessons over 3 or 4 months, while continuing to take part in their normal class mathematics lessons.
^{1st} Class@Number Two versions available	<ul style="list-style-type: none"> 1stClass@Number for children at about Level 1C, mainly in Year 2 1stClass@Number 2 for children at about Level 2C, mainly in Years 3 to 4 	Delivered by trained teaching assistants to small groups. Three 30-minute 1 st Class@Number lessons per week for 12-15 weeks.
Success@Arithmetic A calculation-based intervention	<ul style="list-style-type: none"> Key Stage 2 and Key Stage 3 who are at former National Curriculum Level 3C or 3B and have difficulties with arithmetic proficiency 	A specially trained teacher makes a detailed initial assessment of each learners needs and plans an appropriate pathway to develop factual, procedural and conceptual knowledge. A teaching assistant or a teacher delivers up to 24 sessions, adapted from detailed plans.
Numicon Intervention Programme A multi-sensory approach to number representation.	<ul style="list-style-type: none"> For pupils from Y1 upwards who are out-of-step with their peers in mathematical understanding. Starting point is determined by detailed initial assessment. 	Delivered 1:1 by trained teaching assistants. The intervention lasts 12-15 weeks, with 2 -4 lessons a week, depending upon pupil's needs.

Other interventions used successfully in our Bristol schools include Max's Marvellous Maths and Number Stars. Ask your LIS consultant for details.

Interventions for writing

The picture for writing interventions is similar; there is a dearth of published interventions and materials and it's an area which SENCOs often request advice on. These are some of the few programmes currently available:

Intervention	Who is it for?	Delivery
Rapid Writing	Rapid Writing is designed for use by SEN and struggling writers at KS2. The programme contains pupil writing logs and text-to-speech software for independent story writing practice.	1:1 or small group
Fischer Family Trust W3	Y1 children who would not access Reading Recovery but struggle to read and write.	<ul style="list-style-type: none"> • Designed for TAs working one-to-one with a Year 1 child • Targets children who do not have the skills to access group programmes • 15-20 minutes daily for 10-20 weeks • A 2-day rolling programme (reading one day, writing the next) • TAs must attend training in order to deliver the intervention.
A – Z Literacy Programme A 6 week intervention strategy to support pupils to achieve the early learning goals for reading and writing.	Reception, Y1, SEN or EAL children who are not yet able to read books at book band 1 (pink) or write a simple sentence.	20 minute sessions, four times a week to a group of 6 children by a teacher or teaching assistant who support them to read and write a simple text every session.
Four Day Programme (devised by LIS*) Teaches relationships between letter sounds, words and sentences. Includes simple sentence writing component.	KS1	1:1 or 1:3 15 minute sessions four times a week. *Data from Bristol schools shows substantial progress on inbuilt measures.

For further information, contact your LIS consultant.

To discuss the A – Z Literacy Programme, contact jan.armstrong@bristol.gov.uk or debbie.miles@bristol.gov.uk .

Useful Websites



Nothing about me without me

This is the message at the heart of the person-centred approach. NatSIP has produced an information booklet for parents of young people with sensory impairment and/or special needs making decisions about their education. This booklet provides advice on the Mental Capacity Act 2005, its relationship with the Children and Families Act 2014, the legal definitions of 'mental capacity' to make a decision, how capacity is assessed, and how decisions are made in the young person's best interests if they lack capacity. www.natsip.org.uk



Dyslexia SpLD Trust

SENCOs can access a presentation from the Dyslexia SpLD Trust on the SEND Gateway. The pdf contains guidance for a graduated approach for children and young people with literacy difficulties.

<http://www.sendgateway.org.uk/resources.bett-2015-a-graduated-approach-for-pupils-with-dyslexia-spld-literacy-difficulties.html>

[literacy-difficulties.html](http://www.sendgateway.org.uk/resources.bett-2015-a-graduated-approach-for-pupils-with-dyslexia-spld-literacy-difficulties.html)

Stages	Type of Support	Professional Roles
Stage 1	Universal	<ul style="list-style-type: none"> All staff teaching and supporting learners in all levels of educational setting
Stage 2	Targeted	<ul style="list-style-type: none"> Practitioners confident with planning, preparing and teaching with a range of targeted specialist and differentiated resources. Practitioners in specialist settings
Stage 3	Targeted Strategic	<ul style="list-style-type: none"> Higher Level Teaching/Special Assistant in all settings SEN Teacher SENCo Teacher in main stream seeking to specialise: in dyslexia/SpLD CPD leader for teaching schools
Stage 4	Specialist	<ul style="list-style-type: none"> Dyslexia/SpLD Specialist Teacher Dyslexia/SpLD Advisory Teacher Specialist Teacher Assessor
Stage 5*	Specialist Complex	<ul style="list-style-type: none"> Specialist Teacher Assessor Dyslexia/SpLD Advisor Dyslexia/SpLD Trainer

* Teachers working at this level would be expected to be qualified to undertake full cognitive diagnostic assessments for dyslexia/SpLD.

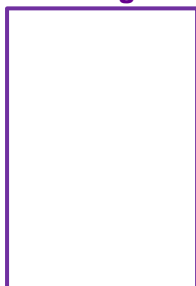
Using the SpLD Professional Framework

Schools wishing to develop their provision for pupils with dyslexia and literacy difficulties may be interested to explore the SpLD Professional Framework. Each user receives an in-depth report (pdf)

which includes CPD and development advice:

- Feedback on level within each strand for the stage selected
- Suggestions for work place activities to develop learning
- Professional development resources.

Listening Books



Listening Books is a UK charity that provides a postal and internet based audiobook service for some 38,000 people that would struggle to read printed books due to a learning difficulty, illness, disability or mental health difficulty.

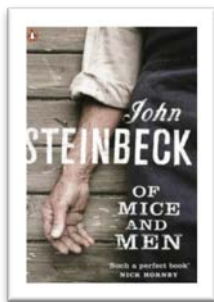
Benefits of audiobooks

Using audiobooks in a class setting or at home can provide wide ranging benefits to pupils that struggle to read or hold a book.

- They enable pupils to listen to the same books that their friends and peers are reading, meaning they don't feel left out or isolated.
- They gain greater understanding and enjoyment of literature as they are not struggling to read the text.
- Pupils can reach their learning potential by utilising audio versions of set texts and study guides.
- Audiobooks can increase confidence in class discussions, as pupils have been able to engage fully with the text being studied.
- Being able to listen to the text improves word recognition and sentence structure.
- By using audiobooks, pupils are encouraged to be independent, as they are not relying on others to read the text for them.

Audiobooks can prove quite expensive to buy, but low cost subscriptions to the Listening Books library mean that members can have MP3 CDs delivered straight to their front door or can choose to listen to titles online via internet streaming or downloading. Organisational memberships start from £50 a year and individuals can join for as little as £20 a year. Listening Books can also provide a limited number of free subscriptions to individuals who may find the fees a barrier to joining the service.

Using audiobooks at school



Audiobooks can be transferred from PCs to pupils' portable players for them to take home and listen in their own time. Pupils can then use them as a revision tool or they can listen to fiction titles as a way of relaxing alone, whilst increasing their knowledge of literature.

To join the service, call the library team on 020 7407 9417, email library@listening-books.org.uk or visit www.listening-books.org.uk/join-us.aspx



PRUsAP

Fresh Start: Guidance on narrative and solution focused methods to promote engagement in education in students attending Pupil Referral Units/Alternative Provision

<http://prus-ap.org.uk/my-life-at-school-the-autobiographical-memories-of-adolescents-excluded-from-school-and-their-engagement-in-education/>

Council for Disabled Children

The latest CDC Digest is now available to download and includes:



- **Special Feature:** Details on the new contracts and grants which will be providing support for SEND issues in 2015/16 across the country;
- **Best Practice:** How Grapevine Coventry have got young people thinking creatively about making choices and taking control;
- **News:** Update on transitional arrangements, Early Support's new phase and accountability;
- **Resources:** Lots of new resources from CDC's networks and from across the voluntary sector.

<http://www.councilfordisabledchildren.org.uk/>



Dyspraxia Foundation

Access resources for all ages from the Dyspraxia Foundation website, including factsheets for teenagers, articles describing personal experiences of adult diagnosis, living with dyspraxia and dyslexia and many more. <https://www.dyspraxiafoundation.org.uk/>



nasen SEND Gateway

Join up if you haven't already! The nasen SEND Gateway is free and has links to all the resources and website listed above. Visit www.sendgateway.org.uk.



What's new on SNJ?

Find the best of the blogs at <http://www.specialneedsjungle.com/business-directory/search-resources/wpbdm-category/blog/>

Flow charts to use with parents include:

- SEN support in schools
- Requesting an EHC needs assessment
- Conducting an EHC needs assessment



If you attended the recent SENCO conference you'll have seen some Kate Ruttle's school proformas. Kate has kindly set her 'Raising Concerns' and Intervention Outcomes' forms to share with you all, so do feel free to use and adapt.



RAISING A CONCERN to the SENCO

Name of Pupil:	Year group:
Class teacher:	Today's date:

General areas of development causing concern (please highlight as many as apply)	
Cognition and Learning,	Communication and Interaction
Social, Emotional and Mental Health,	Sensory and Physical Needs

Please highlight to show areas of concern

Learning Skills	Response to Teaching Style
Attention to task	Ability to work well in a group
Comprehension of tasks	Ability to take responsibility for own work
Completion of tasks	Motivation 1:1
Interest in tasks	Maintenance of motivation in group, class
Age appropriate skills	Working independently
Confidence in attempting task	Organisation of possessions
Gross/Fine motor skills	Asking for help
Social Skills	Subject Competence
Relationships with other pupils	Speaking (First language.....)
Relationships with adults	Listening
Attention seeking/withdrawn	Reading
Cooperation	Comprehension
Self control	Writing
Play times	Spelling
Regular attendance	Numeracy
Home/school cooperation	Other

<p>Has the pupil had a recent eye test?</p> <p>Has the pupil had a recent hearing test?</p>

<p>Any additional concerns:</p>

What have you tried?

Cognition and Learning

identify gaps in learning	Think, pair, share
Identified preferred learning styles	Use of drama, role play, discussions
Word banks, sentence starters, writing frames	Learning aids – learning mats, concrete aids, picture prompts etc
Instructions – one or two parts, chunked	visual support to promote independence
Take up time	Arranged peer/buddy support
Recording devices for writing	Clicker 6
Offered alternative ways of recording	Parent liaison/ Home school link

Communication and interaction

Individual visual timetable	Arranged peer/buddy support
Seated with suitable role model	Mentoring time – teacher/LSA
Social stories	Take up time
Recording devices for writing	Clicker 6
Individual word banks	Parent liaison

Social, Emotional and Mental Health

Sitting at front near positive role model	Clear expectations and indication of support
Regular positive praise	Clear time limits
Low key interventions for minor behaviour	Consequence and reward ladder
Regular routine	Clear choice paths
Tactically ignore minor behaviour issues	Class responsibilities
Prepare for change	Model fairness
Incredible 5 point scale	Parent liaison

Sensory and/or physical

Different coloured paper/IWB etc	Pen grips
Coloured overlay	Different exercise books
Writing slope	Pincer scissors, triangular pens etc
Enlarged versions of texts	Help with organisation
Seating near front	Teacher talking clearly and facing class
Use of laptops and ICT where appropriate	Support with changing if required
Larger equipment/different colours	Soundfield system
Recording devices for writing	Clicker 6
Sensory Circuits/ gym trail	Hand gym/ fine motor intervention
Parent liaison	






Outcome of Intervention Monitoring

Intervention Name _____ Length _____
weeks

Adult _____ Children in Y _____ Term _____

Baseline:

Intervention target(s)

Children	Impact			Comment
				

Next steps: (Please ✓)

Continue this intervention with all children/ with (names)

Change to a different intervention. Name

Stop intervention and allow a period of consolidation

Other

Signed Teacher _____ SENCO _____ Date _____

CPD Opportunities from the Inclusion Service

COURSE	DATE	TIME	VENUE
Numicon Intervention	14/09/2015	9.15 - 3.15	Eden Grove
New SENCO Induction	28/09/2015	9.15-3.30	BLC PDC
Numicon Intervention	29/09/2015	1.15 - 3.30	Eden Grove
Planning & Provision for Downs Syndrome	06/10/2015	9am - 12	TBC
Numicon Intervention	12/10/2015	1.15-3.30	Eden Grove
Dyslexia Awareness	13/10/2015		TBC
Planning & Provision for Downs Syndrome	10/11/2015	9am - 12	TBC
Planning & Provision for Downs Syndrome	08/12/2015	9am - 12	TBC
Numicon Intervention	11/01/2016	1.15 - 3.30	Eden Grove
Talking Partners Primary	12/01/2016	9.15-3.30	TBC
Talking Partners Primary	19/01/2016	9.15-3.30	TBC
Talking Partners Secondary	16/02/2016	9.15-3.30	TBC
Talking Partners Secondary	23/02/2016	9.15-3.30	TBC
Dyslexia Awareness	15/03/2016		TBC
SENCO Conference			BAWA
Introduction to DCD & Better Move On		9am - 12	WTLA
Talking Partners day 1 (LIS13)	21/04/2015	09.15-03.30	BEC
Numicon Intervention Programme (5 sessions) (LIS12)	27/04/2015	01.15-03.30	West Town Lane
Talking Partners Day 2(LIS13)	28/04/2015	09.15-03.30	BEC

EPS	Precision Teaching	14/09/2015	9.00 - 12	Eden grove
EPS	Restorative Approaches in Schools	21/09/2015	9.00-4.30	Sea Mills CC
EPS	Mental Health Capacity Act	05/10/2015	1.00 - 3.30	Engineers House
EPS	Mindfulness in school	09/11/2015	9.30-12.30	Sea Mills CC
EPS	Solution Focused Approaches	12/01/2016	9.00 - 12	Sea Mills CC
EPS	Solution Focused Approaches	16/02/2016	9.00 - 12	Sea Mills CC

EPS	Managing Crises/critical incidents	20.04.15	09.30-04.00	Eden Grove
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Tales from the City

Bristol Read Aloud Week – What a wonderful week!

Last term, Reading Recovery schools across the city were involved in Read Aloud week, increasing awareness of children who struggle to read and to ensure they get the attention they need. The Read Aloud week was organised by the UCL Institute of Education's (IOE) Reading Recovery Centre and co-ordinated by Reading Recovery teacher leaders, Jan Armstrong and Debbie Miles.



Reading Recovery helps children who have had serious reading difficulties catch up with their classmates. The Read Aloud campaign was planned as a fun event to allow children to show their newly gained reading abilities in a host of inspiring ways across the country.



Glenfrome Primary School in Eastville has sent its clip of Amari McLeary and Mahima Murshad reading Jordan's Lucky Day and Awful Auntie to Real Madrid football hero Gareth Bale. Gareth, an early supporter of the Read Aloud campaign and a Reading Recovery Champion said: "I am pleased to be part of the Read Aloud campaign that highlights the importance of reading. Stories help children understand that dreams do come true. I am looking forward to listening to a young person reading who has been supported by Reading Recovery."

Brenda Massey, Assistant Mayor for Education said: "The Reading Recovery programme shows how vital it is to help children to become successful readers. Read Aloud celebrates the success of children in overcoming their difficulties to become better readers."

At Avon Primary school in Shirehampton, David read to Team GB triathlete, John Mason. David told John that his favourite book 'is Funny Business because it has 10 things your parents never say.'

Other Read Aloud children read to Olaf the Snowman from Frozen, the police force and a host of local dignitaries, politicians, bishops, sports teams and local celebrities.

Each year approximately 20% of children leave primary school not being able to adequately read. This means that up to 120,000 eleven year olds enter secondary education without having reached their expected average reading age. Many of these children come from the poorest sectors of society.

For over 20 years the IOE Reading Recovery Centre has helped thousands of children with complex literacy difficulties learn how to read. Research has shown that over 85% of six year old children who completed a 20 week Reading Recovery programme progressed from being the lowest achievers in their class to catching up with their peers. Key stage 2 reading tests for



11 year olds showed that Reading Recovery children had maintained progress and achieved average reading test results for their age.

Read Aloud is part of Read On. Get On., a coalition campaign led by Save the Children to get all UK children reading well and with pleasure at age 11 by 2025.

We are currently processing applications for the Reading Recovery Course in September 2015. If you would like to be considered please contact either debbie.miles@bristol.gov.uk or jan.armstrong@bristol.gov.uk or telephone 07884736119

Building Capacity at St Peter's C of E Primary

St Peter's C of E Primary staff are well aware of the links between children's language and literacy skills. Research demonstrates that good oral language plays a key role in later literacy success, and the school recognises the intrinsic importance of language for academic, social and academic achievement. St Peter's offers early intervention for both language and early literacy development, providing every pupil with opportunities to set firm foundations for later learning.



Awareness level

With sound provision for language development in place, St Peter's turned its attention to those pupils who struggled to acquire basic literacy skills despite high quality teaching and any necessary support for oral language. Genny Oliver, deputy head and SENCO, attended the dyslexia awareness training offered by the Learning Improvement Service and subsequently recommended this CPD for the whole staff at St Peter's. One twilight session later and everyone had received an awareness level of training.

Enhanced level

Following this, a specific learning difficulties (SpLD) team was instigated, consisting of Genny, Pippa and Cally (Reading Recovery teachers), Keli (one-to-one KS2 teacher) and Louise (TA). The team wanted to investigate the very specific difficulties which they noticed some children experiencing, and to increase their own knowledge of dyslexia so that ameliorative strategies could be designed. With this in mind, the school commissioned the LIS to assist them with an enhanced training package which consisted of the following:

- Recap of the key difficulties experienced by dyslexic learners
- Introduction to further theories and possible sub-types of dyslexia
- Overview of the memory system
- Introduction to assessments: PhAB2 (phonological skills) and YARC (reading accuracy and comprehension).



The SpLD team were keen to increase their in-school knowledge in order to delve more deeply into the underlying gaps in children's literacy skills, so possible assessments were discussed. The Phonological Assessment Battery (second edition) explores the phonological underpinnings of reading and can reveal particular areas that a pupil may struggle with; these could include segmentation, blending and generating rhyming or alliterative words. The findings can then be set against results from the York Assessment for Reading and Comprehension (YARC) to determine the extent to which the gaps in phonic foundations affect the child's reading ability. Questions to ask at the point of comparison could include:

- Does the pupil's language ability (e.g. wide vocabulary, etc..) enable them to override their decoding difficulty?
- Are the child's difficulties observed in the PhAB reflected when reading continuous text?



A useful third assessment would be the Automated Working Memory Assessment (AWMA) which could shed light not only on any literacy difficulties but also memory or learning issues observed in the classroom. Unfortunately a copy was not available at the time, but this is something the school may wish to explore in the future.

The SpLD team set to work with assessments and visited classrooms to observe how the children were managing. Two weeks later, session two was held; alongside the LIS consultants, the team began to examine their findings and started to compile a bank of strategies matched to the specific needs that had been unearthed. This strategy collection is intended to comprise a resource for both specialist and classroom teaching staff to enable them to enhance their support for dyslexic learners.

A variety of interventions and games were also introduced and their applicability explored for different pupil needs. These included Direct Phonics, Nessy, TRUGs and Swap. The team were now set to run an enhanced level of provision.

Specialist level

Even in the best provision there exist a few children who struggle to make progress despite high quality teaching and intervention. For these children, we need to offer another level of provision, and that's where a programme such as the Hickey Multisensory Language Course comes in. The Hickey and the Dyslexia Action Literacy Programme are designed along similar lines and incorporate small teaching steps with plenty of opportunities for repetition and reinforcement. These programmes require a specialised level of teaching and are not for the fainthearted, as getting to grips with the intervention and planning lessons can be time-consuming at first. However, to complete your school provision, having such a programme in your 'virtual cupboard' can mean that all levels of need can be catered for.

St Peter's are now considering commissioning a third session from the LIS to enable them to teach with the Hickey programme.

Watch this space in the newsletter for updates on their progress!

JL O4.15

Measuring the Impact of Child Art Psychotherapy in Schools

In 2014 staff at Four Acres Primary School collaborated with Cathy Harwood of Bristol Children's Foundation in an initiative that combined therapeutic intervention with research, which has just been long-listed for an award. Six pupils were offered ten individual sessions of child art psychotherapy, and were identified by the SENCo using the following criteria:

- Disengaged from learning
- Making less than expected progress
- Number of incidents reported in school
- Poor social interaction with peers

Child art psychotherapy is a form of psychotherapy used in CAMHS with children and adolescents (5-18 years), and this project evolved from a research proposal exploring the social and emotional aspects of readiness to learn.

The psychotherapist attended two mornings each week throughout terms 5 and 6, running individual sessions at the same time for each child, timetabled to minimise disruption. A questionnaire was designed to collect detailed information relating to social and emotional aspects of learning based on the SDQ used in CAMHS, and Foundation Stage Outcomes within the Tickell Report: Early Years, Foundations for Life, Health, and Learning. This questionnaire gathered perspectives of teachers, teaching assistants, SENCo, the nurture group leader and behavioural inclusion staff on each child's: classroom and learning behaviour; working and playing with other children; and capacity to manage feelings and behaviour. Parents were also included, attending in school meetings with SENCo and therapist. This prompted reflection on changes and conversations on behaviour as communication. Ongoing dialogue between therapist, SENCo and the wider school community enabled learning about behavioural management, the adjustment of classroom practice, and joint thinking about supporting transition to new teachers for children, teachers, and teaching assistants. It also allowed anecdotal evidence to be recorded that might otherwise have been lost, for example observations about 'calmness', 'smiling', 'coming in to school with no difficulty', and the successful and happy inclusion of a child on a school trip.

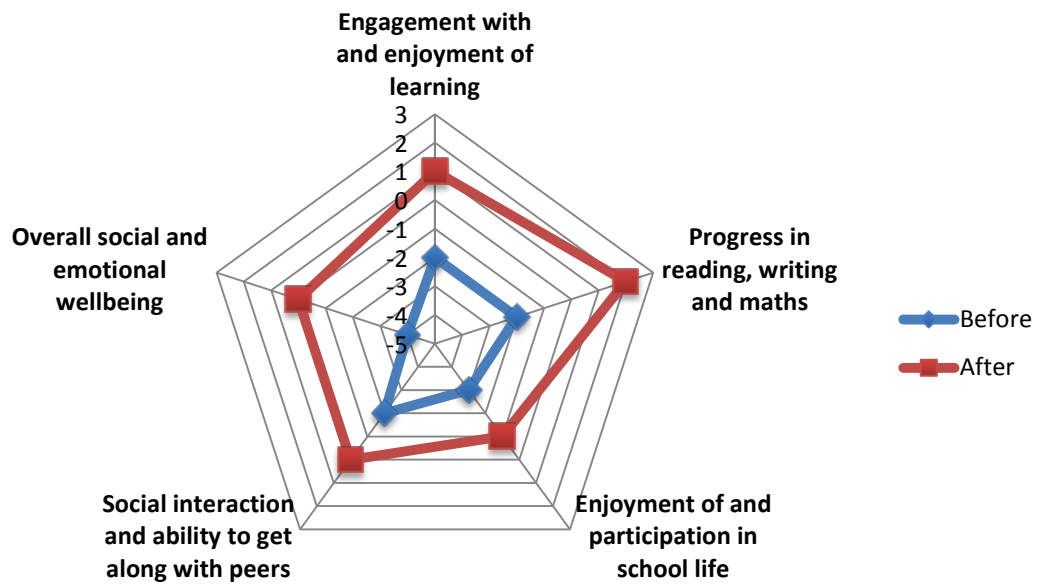
The study gathered 'before' and 'after' perspectives relating to each child's:

- Engagement with and enjoyment of learning
- Enjoyment of and participation in school life
- Social interaction and ability to get along with peers
- Overall social and emotional development and wellbeing.

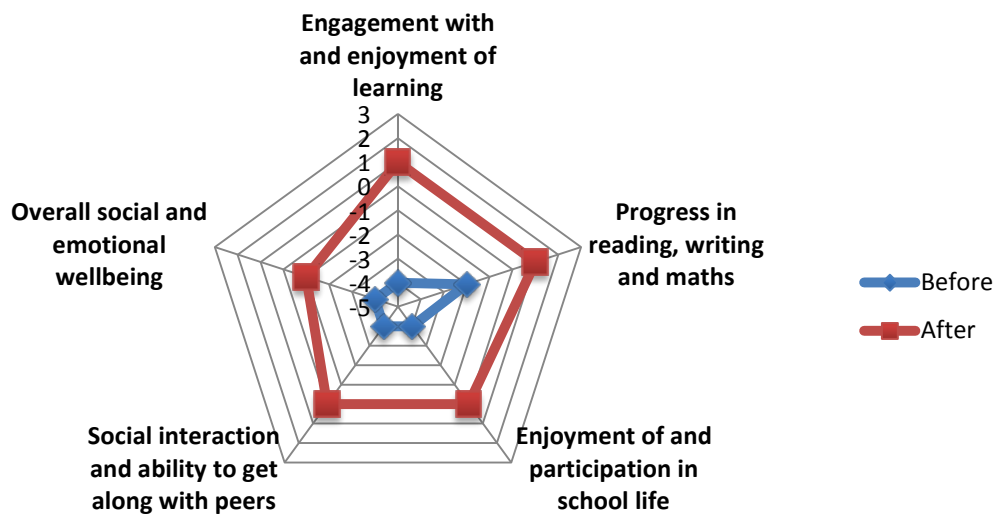
It also recorded impact on attainment in reading, writing and maths, and the number of behavioural incidents. Three of the six children made significant progress in numeracy and literacy, in spite of missing these lessons in order to attend. All children benefited from inclusion in the project, making gains in a range of ways and according to their needs. Less fighting, less disruption in class, and increased confidence was typically reported. Small but significant shifts were observed in some children, for example putting names to feelings instead of physically acting out, or taking tentative steps towards forming new friendships.

The following diagrams show the summary of outcomes reported by a team around each child for two of the children who participated, where 0 = "an about average pupil"

Child One



Child Two



To find out more about this project or whether Child Art Psychotherapy could support your school, you are welcome to contact: catherineharwood@btopenworld.com. Cathy is now working with children at Westbury on Trym C of E Academy. Bristol Children's Foundation's mission is to support a whole school approach to emotional learning and psychological wellbeing, working therapeutically and pro-actively with groups and individuals.