



# SENCO Newsletter

News and information for Bristol SENCOs and SEN staff

Spring 2015 No. 35

TRADING WITH SCHOOLS



## Welcome... to the second of our spring newsletters!

It was wonderful to meet so many SENCO friends, both old and new, at the recent conference at BAWA. We hope you enjoyed your day and have gone back to school with some inspiration and ideas.

In this issue you'll find plenty of updates on local, national and legal matters, plus the usual features. The previous newsletter focused on assessment as part of the assess-plan-do-review cycle, so you won't be surprised to find that within these pages lies information on interventions

for the 'plan-do' element.

The Easter break will soon be upon us, so please **assess** your relaxation needs, **plan** a good rest and **do** carry the plan out! We'll **review** progress towards this outcome when we see you next!

Best wishes,  
Jane (Editor – LIS)

## Table of Contents

Specialist Team News .....	2
Local News and Updates .....	3
Top Up funding – Synopsis of Feedback and Ways Forward .....	4
Dates for your diary .....	Error! Bookmark not defined.
Top-Up panel .....	Error! Bookmark not defined.
SENCO Conference 2015 .....	5
DfE Updates .....	Error! Bookmark not defined.
Supporting SENCO Practice .....	Error! Bookmark not defined.
Intervention .....	13
EAL or SEN? .....	Error! Bookmark not defined.
Problem page .....	16
Legal eagle .....	Error! Bookmark not defined.
CPD .....	Error! Bookmark not defined.

## Specialist Team News

A lot has changed recently in the world of the specialist teams! The Educational Psychology Service recently moved in its entirety to Bristol Education Centre, and now shares a base with the Behaviour Improvement and Learning Improvement Services. The three teams comprise the Inclusion Service, headed by Vikki Jervis and Simon Claridge. Phone numbers have now changed and SENCOs may find it easier to call individual BlackBerry numbers – these should appear on the Outlook address book if you don't have them already.

### ASDOT news



The ASD Outreach Team is pleased to welcome Mary Lewington & Leise Stephenson to the team. Mary & Leise were previously known as "BAP workers" but we are pleased to announce their new titles of Family Support Workers (ASDOT).

Mary & Leise's cases are currently allocated via referral from the Disabled Children Service. If you would like more information please contact the Disabled Children Service on 0117 9038250 or email ASDOT team manager: [sara.goldhawk@bristol.gov.uk](mailto:sara.goldhawk@bristol.gov.uk).

### Exciting opportunity to revise complex needs PEP for children in care!

We are in the process of updating PEP forms and would like to invite SENCOs to be part of a working party revising the Complex Needs PEP. The current paperwork was designed by schools and now I would like to work with schools again to update and refine; your expertise and knowledge is invaluable to us.

I envisage that we will have around three meetings to discuss, review and finalise paperwork over terms 5 and 6 so that it's ready for use in September 2015.

If you are interested, please contact: Mina Patel [mina.patel@bristol.gov.uk](mailto:mina.patel@bristol.gov.uk) Tel: 0117 3773056 by April 17<sup>th</sup> 2015.

### Sensory Support Service

#### Research Charter Mark

The service has now been awarded the Research Charter Mark at the transforming and leading level and we have a new logo.



#### Evening session on Disabled Students Allowance

We had a well-attended evening session for young people and parents / carers on 5<sup>th</sup> March to find out more about disabled students' allowance (DSA) and access to work, etc. A range of assistive technology to support students with sensory impairment at higher education access lectures and other activities was also shown. General feedback was positive and parents felt that more opportunities like these should be available.

#### CVI conference

We are jointly organising an international conference with the University of Bristol (Bristol Vision Institute).

**Link:** [http://shop.bris.ac.uk/browse/extra\\_info.asp?compid=1&modid=2&catid=58&prodid=90](http://shop.bris.ac.uk/browse/extra_info.asp?compid=1&modid=2&catid=58&prodid=90)

**Date of event:** 24<sup>th</sup> June 2015

**Last booking date for this event:** 20<sup>th</sup> June 2015

**Description:** A conference on supporting children with cerebral visual impairment in mainstream and special schools.

**Queries:** [Cathy.Williams@bristol.ac.uk](mailto:Cathy.Williams@bristol.ac.uk)

### Confirmed Speakers:

Dr Lea Hyvarinen - Dortmund University, Germany

Dr Maggie Woodhouse (OBE) - Cardiff School of Optometry and Vision Science, Cardiff

Mr Richard Bowman - Great Ormond Street Hospital, London

Dr Jonathan Waddington - WESC: West of England School for Children with Visual Impairment, Exeter

<http://www.bristol.ac.uk/ccah/news/2015/outputurl-169548-en.html>

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

### Hellos and goodbyes

We say **goodbye and good luck** to:

Sal Mansfield, SENCO at Bristol Gateway School  
Dina Kraus –Kirby at Bristol Steiner Academy



### Welcome to...

Lisa Sharman and Caz James: new SENCOs at Bristol Gateway School

Kate Humphries (currently SENCO at Westbury Park Primary) who will be EY SENCO at Badocks Wood CC from Easter

Clare Heysham: new SENCO at Westbury Park

Amy Hamilton-Roberts and Sarah Jones who have recently joined the Inclusion Service as educational psychologists.



### Local News and Updates

### Safeguarding going forward – developing wrap around support for schools

Following a successful bid to the Schools Forum, we have secured two years' funding to develop a holistic safeguarding service for schools, working in that time towards sustainable funding for the service from year three forward.

The Schools Safeguarding Team will consist of a team manager, a social work professional to manage a team of three schools safeguarding advisors based on the three Children's Services geographical areas of Bristol. The schools' safeguarding advisors will be supported by a full time administrator.

The rationale for the above is to provide a holistic and effective service which supports all schools to deliver an increasingly complex agenda in relation to safeguarding, and more specifically, child protection. The service will provide a one stop shop to access advice, support, high quality specialist and bespoke training and specific co-ordination and management of activity in schools in relation to domestic violence, children missing education, pupils missing out on education, child sexual exploitation, female genital mutilation and bullying.

One of the priorities for the team will be to consider the safeguarding of our most vulnerable pupils: those with disabilities and SEN. Watch this space for more news as the project plan is put into action!

Veronica Mellor  
Schools Safeguarding Advisor  
Parkview Office Campus  
Bristol BS14 0DD

Landline: 0117 92 24764  
Mobile Number: 07931166599  
e-mail  
[veronica.mellor@bristol.gov.uk](mailto:veronica.mellor@bristol.gov.uk)

## Top Up funding – Synopsis of Feedback and Ways Forward

Thank you to those who responded to the invitation for comments on the top-up process. The following is a synopsis of the themes coming from the feedback, and the proposals we are making to take things forward from September 2015.

### Main strengths of the current system:

- Good networking and CPD opportunities and provides excellent examples of good practice
- A rigorous approach which encourages accountability and provides clarity of understanding of finance processes etc.
- Discussion between colleagues, involvement at school/LA level for joint working and good decision making – moderation in general
- Guidance pack supportive, alongside briefings to regularly update staff
- The process and structure in place on the panel days are well managed considering the logistics involved
- Staff are approachable, understanding and helpful.

### Main issues of the current system:

- Intensive periods of work (and follow up afterwards) for LA staff and SENCOs
- Still not really consistent across the board in terms of allocation of funding
- Schools send too much information so a decision is hard in a short time
- Different paperwork from each centre makes it difficult to assess and evaluate
- Paperwork does not always show the most basic requirements, e.g. how £10k is being used
- Not taking into account evidence from previous settings so difficult to plan ahead
- Paperwork is “over strict”
- Schools can only access resources two times a year
- Difficult for different school phases in making decision e.g. early years looking at secondary applications
- Timely and consistent feedback to schools
- Consistency in paperwork and decision making
- Still not enough info to mainstream colleagues about special school student profiles and needs.

### Your main suggestions:

- More frequent panels – between 3 and 6 per annum – enables schools to meet needs sooner and spreads load for SENCOs and LA staff
- Improved clarity of essential paperwork required – discourage non-essential paper
- Improve monitoring of use of funding – internal and external monitoring against outcomes
- Discussions and decisions made by similar schools e.g. secondary or primary
- Set dates annually in advance
- Support for schools who need help.

## The main things we intend to do (there will be more work to do on the detail):

From September 2015:

- Dedicate an LA officer to support and manage the top up system. This will provide:
  - a point of contact, support and advice to schools
  - clarity between the statutory EHCP processes and the top up process
  - external monitoring of how the funding is being used and the quality of any programmes against outcomes (this is likely to be through sampling)
  - organisation for panels and feedback
  - organise training and CPD opportunities for settings, schools and colleges
- Increase the frequency to termly (to be confirmed). This will enable schools to access top up in a timely way and reassure parents – we will need to consider the logistics but more frequent panels should mean shorter meetings. The total time taken will not be greater than the current commitment.
- Organise each panel on a locality basis (possibly held locally) and involve SEN and ALN staff to support and provide consistency.
- Look at how we might organise the panels so that like schools (e.g. secondary with secondary) discuss cases and how we moderate the decisions.
- Advise schools by the end of May of panel dates for the forthcoming academic year
- Consider inviting FE institutions to participate (as we are now 0-25)
- Review the requirements for essential paperwork (accepting that in allocating funding there needs to be a fair and accountable process that can be externally audited)
- Special schools to be invited to contribute to training e.g. descriptors.

Suzanne O'Kelly  
Interim SEN Manager  
March 2015

### Dates for your diary

#### Top-Up Panel

Monday 18<sup>th</sup> May - North

Wednesday 20<sup>th</sup> May- South

Thursday 21<sup>st</sup> May - Moderation

Friday 22<sup>nd</sup> May – East and Central

Monday 1<sup>st</sup> June – Moderation and mop up

## SENCO Conference 2015

As always, Carol Wells and Alison Carmody from the LIS organised an excellent and informative SENCO conference. SENCOs who weren't able to attend may be interested to know that **André Imich** alerted us to a DfE schools' bulletin, full of updates about the SEND reforms. You'll find some Q and As from the guidance for schools later in this newsletter.

**Kate Ruttle**, a practising SENCO and national speaker from Suffolk provided plenty of practical tips which she's kindly supplied; more of this in the following issue!

If you're planning to introduce one page profiles for some of your pupils following the session led by **Helen Etherington**, don't forget that your LIS consultant can help you develop these documents. And finally, when you're considering ways to further your partnerships with parents, **Caroline Temple-Bird** from Bristol Parent Carers can offer practical assistance.

Contact Caroline at [bristolparentcarers@gmail.com](mailto:bristolparentcarers@gmail.com) .



*It's now been six months since the legal inception of the Children and Families Act, and although we're feeling more familiar now with the alterations to the SEN system, many questions still arise. The government issues regular bulletins for local authorities and factsheets for schools to provide guidance on these queries, so here are some of the latest questions and answers.*

*Just to refresh our memories, since September 2014, all schools have been expected to:*

- initiate a review of their SEN policy, engaging governors and staff, parents and young people;
- review and refresh their process for the early identification and assessment of SEND, to follow the graduated approach;
- review and refresh their procedures for effective engagement, so that children, young people and parents are involved in decision-making and planning;
- review how they support pupils with SEND with their transition to post-16 education and prepare them for adult life;
- publish information on their provision as set out in the [Special Educational Needs and Disability Regulations 2014](#)<sup>1</sup> ('the SEND Regulations 2014');
- engage with local authorities in particular on the development of the Local Offer and the process for transferring from statements of SEN to Education, Health and Care (EHC) plans;
- review pupils currently on School Action and School Action Plus, engaging the child and parent in decision-making and planning and being clear about the extra support that they need, what impact the school expects support to have and by when;
- ensure their SENCO has the right qualifications (or is working towards them) and explore how the SENCO fits into strategic management of the school;
  
- have arrangements in place to support pupils with medical conditions;
- tell parents about the reforms and explain how the transition will happen;
  
- carry out staff training on the new arrangements, ensuring that teachers are clear about their role and accountability for the progress and development of pupils with SEND in their class; and
  
- ensure there is a governor identified as having a responsibility for SEN.



## The role of the class teacher

### What is SEN Support?

The class teacher is responsible for the progress of every child in their class. Where a pupil is identified as having SEN, the teacher should take action to remove barriers to learning and put effective special educational provision in place. SEN support provides every child or young person with SEN, but not on an EHC plan, with the additional support they need to progress at school.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised; with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

For many teachers, the graduated response – assess, plan, do and review – is not new; it will already be a central aspect of classroom practice.

When a pupil is identified as having SEN the graduated response becomes more frequent (particularly the review); more tailored to suit the specific needs of the pupil, and may involve drawing on more specialist support.

### What should the class teacher look out for in order to identify SEN?

The Code of Practice makes clear that class teachers are responsible and accountable for the progress and development of all pupils in their class. The Code emphasises the expectation that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

The Code is also clear that class teachers should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is (but is not limited to):

- significantly slower than that of their peers starting from the same baseline;
- failing to match or better the child's previous rate of progress;
- failing to close the attainment gap between the child and their peers; or
- widening the attainment gap.

### At what point should the class teacher engage the SENCO?

When a teacher identifies that progress continues to be less than expected, the teacher should work with the SENCO to assess whether the child has SEN. The class teacher and SENCO should work together in assessing, planning, implementing and reviewing progress (the graduated approach).

### What is the role of the teaching assistant/learning support assistant?

Teaching assistants and learning support assistants work with the class/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance. Responsibility for the progress of a child with SEN should always rest with the teacher.

It is for schools to decide how they deploy teaching assistants and learning support assistants, depending on their level of experience. To be most effective, the support they give should be focused on the achievement of specific outcomes agreed as part of the graduated approach.

Teaching assistants and learning support assistants can be part of a package of support for the individual child, but should never be a substitute for the teacher's involvement with that child.

## Role of SENCOs

### Are all maintained schools required to have a SENCO?

Yes, the Code is clear that all maintained mainstream schools and academies (including Free Schools) must ensure there is a qualified teacher designated as SENCO. The name and contact details of the SENCO must be included in the SEN Information Report.

### Are SENCOs in maintained schools and Academies required to have qualified teacher status?

Yes. The SEND Regulations 2014 are clear that in maintained schools and academies (including Free Schools) the SENCO must be a qualified teacher.

### Should the SENCO be part of the school's senior leadership team (SLT)?

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of the SEN policy and provision in the school. The Code suggests they will be most effective in that role if they are part of the school leadership team. Ultimately, it is for schools to determine the structure of their workforce and work balance.

## Engagement with parents, children and young people

### What is the aim of the regular meetings with the parents of those receiving SEN support?

Evidence from school improvement programmes such as Achievement for All demonstrates that regular and effective engagement with parents by schools often leads to improved pupil outcomes, attendance and behaviour.

The Code places great emphasis on parental engagement. It suggests that where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them; discuss the activities and support that will help achieve them; and identify the responsibilities of the parent, the pupil and the school. The Code recommends that schools should meet parents at least three times each year. Schools should decide how this is managed as part of the school's timetable and calendar.

### How can schools best engage with children and young people over SEND issues?

The SEND Regulations 2014 require schools to publish information about the implementation of their policy for pupils with SEN which must include information on their arrangements for consulting young people and involving them in their education.

Most children will access information, advice and support via their parents, but some older children or young people may want to access information and support separately from their parents. Schools should consider how they make information accessible to them and involve them in discussions about their progress and future plans.

The latest version of the [SEND pathfinder information pack](#)<sup>2</sup> provides examples and resources on effective engagement with parents, children and young people.

### What help is available to support parents and young people with SEN who are transferring or starting a new EHC assessment?

The Government is funding an Independent Support service to assist parents and young people through the new assessment and planning process. To find out more about the service and how to access support please see [here](#)<sup>3</sup>, where there are details of the local Independent Support service in every area and how parents or young people can get in touch with them.

2

<http://www.sendpathfinder.co.uk/infopacks/>

3

<http://www.councilfordisabledchildren.org.uk/news/january-june-2015/getting-in-touch-with->



An Independent Supporter can support parents or young people by:

- acting as a named contact;
- helping them to understand how to access services;
- helping them with an assessment to move them from a Statement of SEN to an EHC plan;
- helping them put together a one page profile;
- working with lots of different services to help them collect all the information needed for the EHC plan;
- giving them information to help them understand personal budgets; and
- telling them how to get more information if they need it, or where the Independent Supporter is unable to help them.

## School census, transfers and reviews

### Are schools required to have an SEN register?

There is no specific requirement to have an SEN register; however, schools are required to provide the Department with information through the school census on their SEN cohort and their types of need.

### Transferring School Action and School Action Plus to SEN support

The Code of Practice removed the requirement for separate School Action (SA) and School Action Plus (SA+) categories. These have been replaced by a single 'SEN support' category. Pupils on SA/SA+ who have been reviewed and continue to require additional support must be recorded as receiving SEN support in the school census. Those pupils not yet reviewed should still be recorded under SA/SA+ categories in the January census. All pupils must be reviewed and where appropriate transferred over no later than September 2015.

### Transferring Statements to EHC plans

From 1 September 2014, all new requests for statutory assessment will be for the new EHC assessment. Those with completed EHC plans should be included in the school census. An information pack on EHC planning is available [here](#)<sup>4</sup>.

During the transitional period up to April 2018, schools will be able to record pupils as having either a statement or an EHC plan. Schools may have some pupils with statements and some who have already moved to EHC plans, but no individual pupil can have both.

The EHC plan is not simply a rebranding of the statement. To ensure that EHC plans are person-centred and focused on outcomes, an EHC plan must only be issued following a 'transfer review' – an EHC needs assessment. For further information see chapter 6 of the [guidance](#) to the transitional arrangements<sup>5</sup> ('the transition guidance').

---

[your-local-independent-supporter](#)

4

<http://www.sendpathfinder.co.uk/infopacks/ap/>

5

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/348591/Transition\\_to\\_the\\_new\\_0\\_to\\_25\\_special\\_educational\\_needs\\_and\\_disability\\_system\\_statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348591/Transition_to_the_new_0_to_25_special_educational_needs_and_disability_system_statutory_guidance_for_local_authorities.pdf);

A statement is only formally transferred to an EHC plan once the review process is fully complete, and the parent has received the new plan. Until that point, on the census schools need to record the child as having a statement.

## SEN Information Report

### When are schools required to publish the SEN Information Report?

All schools, including special schools, were required to publish their SEN Information Report from 1 September 2014. This should be a live document, to be updated annually and with any changes to the information occurring during the year to be updated as soon as possible. The information should be accessible to young people and parents and be set out in clear and straightforward language.

### Who should schools work with to produce and review the SEN Information Report?

The statutory requirement is on the school governing body or proprietors to produce and keep under review the Information Report.

The production and subsequent reviews of the report should be undertaken in partnership with relevant groups who have contributions to make. In particular, in keeping with the cultural changes in the Children and Families Act 2014 (the 2014 Act), it is expected that representative groups of parents, children and young people would co-produce the report with the school, and be involved in reviewing it.

### What should the SEN Information Report contain?

The details of what the report must include are listed in paragraph 6.79 of the Code of Practice. It includes, among other things, the types of SEN that are provided for; policies for identifying children and young people with SEN and assessing their needs; and the name and details of the SENCO.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### Do I need to link the SEN Information Report with the Local Offer?

Yes. Paragraph 6.81 of the Code of Practice makes clear that schools should give details of the school's contribution to the Local Offer and must include information as to where the local authority Local Offer is published.

## Funding for SEN support

### How does the school funding system work?

Funding for schools is largely determined by local authorities, either through the local funding formula or, for pupils who need high levels of SEN support, through top-up funding for those pupils. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its school budget.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

In 2015-16 an extra £390 million will be given to those local authorities that are the least fairly funded. In addition, the Department has also allocated more to all local authorities so they can support pupils with high cost SEN.

## Support for disabled children and those with medical conditions

### Disabled children

All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent disabled persons being put at a substantial disadvantage. These duties are anticipatory; they require 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. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

### Medical conditions

The 2014 Act places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. These requirements extend beyond children and young people with SEN and disabilities.

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of pupils with such conditions. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. We published [statutory guidance](#)<sup>6</sup> supporting pupils at school with medical conditions in April 2014.

Staff training will be critical in enabling school staff to provide the support needed to pupils with medical conditions. Any member of school staff providing support to a pupil with medical needs should have received suitable training.

## Preparing for Adulthood

Preparation for Adulthood is one of the key themes of the new legislation. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further education (FE), higher education (HE) or training.

Being supported towards greater independence and employability can be life-transforming for children and young people with SEND. This support needs to start early, and should centre around the aspirations, interests and needs of the child or young person. With high aspirations and the right support, the vast majority of children and young people with SEND can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions in relation to:

- HE and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;

---

6

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living;
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community; and
- being as healthy as possible in adult life.

### Support from Year 9 onwards

As children approach the transition point at age 16, schools should help children and their families with more detailed planning. For example, in Year 9, schools should aim to help children explore their aspirations, and how different post-16 education options can help to meet them. FE colleges and sixth form colleges can of course now recruit students directly from age 14, and so this may be an option. In Year 10, schools should aim to support the child and their family to explore more specific courses or places to study (for example, through taster days and visits), so they can draw up provisional plans. In Year 11, they should aim to support the child and their family to firm up their plans for their post-16 options and familiarise themselves with the expected new setting. This should include contingency planning, and the child and their family should know what to do if plans change (because of exam results for example).

Where a child or young person with an EHC plan is in or beyond Year 9, the plan must include the provision required by the child or young person to assist in preparation for adulthood and independent living: for example, support for finding employment, housing or for participation in society.

## Supporting SENCO Practice

**Calling all SENCOs!** Don't forget to send the links to your SEN information report and policy to [sendplus@bristol.gov.uk](mailto:sendplus@bristol.gov.uk). This is essential as the links will appear on the Findability Bristol website. Parents or interested parties should be able to locate your school on the Findability site, click on the link and be taken straight to your SEND or parents' website section.



### Plan and Do - Interventions

You may have heard Kate Ruttle mention her list of interventions in common use in Suffolk. Many of these are different from the ones most in use in Bristol. Publications such as 'What Works for Children and Young People with Literacy Difficulties' provide guidance on proven methods, but from the many programmes available it can be difficult to decide which might be most effective for your pupils. Your LIS consultants can help you match interventions to pupil needs at your core visits, but in the meantime, here's an overview of the some of the reading interventions currently showing impact:

Intervention	Who is it for?	Delivery	Effectiveness
<b>Rapid Plus</b> Finely levelled books and software. Covers old National Curriculum Levels 1a–3a (reading ages 6:6–9:6).	Secondary students: struggling readers at KS3	1:1 sessions with an adult Software can act as virtual teacher	Success reported at KS3
<b>Read Write Inc Fresh Start</b> Synthetic phonics-based reading, writing and spelling programme with tailored, age-appropriate texts.	KS3 low attaining readers, particularly those who struggle with phonics	Small group 6 to 34 weeks - 60 minutes a day	For comprehension in Y7: useful to remarkable
<b>Catch Up Literacy</b> Reading and spelling programme	6 –14 year olds	15 minute sessions delivered 1:1 twice a week for up to a year	Substantial progress in comparison to controls
<b>Corrective Reading</b> Decoding and comprehension	KS3	Small group 17 weeks - 30 minutes, 3 times a week	For reading accuracy in Y7: useful
<b>Toe by Toe</b> Systematic phonics programme which includes the reading of many non-words	KS2 - adult	1:1 sessions with an adult	For reading accuracy in Y5-7: useful For comprehension in Y8-9 (Scottish S1-2): useful
<b>Active Literacy Kit and Units of Sound</b> The ALK covers basic sound-to-letter correspondences through to fluent reading and spelling of CVC words. UofS is a structured computer-based programme that teaches reading and spelling.	KS2 - adult	ALK: 1:1 or small group UofS: 1:1 reading with an adult, and computer work which can be carried out in a group overseen by a teacher or TA	Reading accuracy and spelling: substantial benefits
<b>Direct Phonics</b> Structured, multi-sensory reading and spelling programme with inbuilt opportunities for repetition and overlearning.	KS1-4	10 blocks of lessons – 6 lessons in each block. Best delivered daily or 3 x weekly for 15 – 20 minutes in 1:1 or small group sessions.	Projects undertaken in various LAs show substantial progress as measured by standardised tests.
<b>Dancing Bears Phonics</b> Synthetic phonics programme	Can be used for 6 or 7 year olds and older pupils with reading ages of less than 7	1:1 daily sessions	Effective

	years.		
<b>Rapid Phonics</b> A catch-up phonics programme which includes books and e-readers	Y1 – Y6	'Snappy lessons' and opportunities to apply new knowledge when reading text.	More effective with younger pupils.
<b>Four Day Programme</b> Teaches relationships between letter sounds, words and sentences	KS1	1:1 or 1:3 15-minute sessions four times a week.	Data from Bristol schools shows substantial progress on inbuilt measures
<b>BRP (Boosting Reading@Primary)</b> Catch-up intervention	Y1-Y8	1:1 15-minute sessions 2-3 times a week	For reading accuracy and comprehension in Y1-2: remarkable For comprehension in Y3-6: useful to remarkable For comprehension in Y7-8: remarkable
<b>Inference training</b> Tasks are designed so that children can make links between the text and its meaning.	Y2-Y9	4-6 weeks; two 20- to 45-minute sessions a week	For reading accuracy in Y3: substantial to remarkable For comprehension in Y3: substantial to remarkable For reading accuracy in Y7-9: substantial For comprehension in Y2-6: remarkable

For further information visit [www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk) and [http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What works for children fourth ed.pdf](http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What%20works%20for%20children%20fourth%20ed.pdf)

In the next issue: interventions for writing and maths



- Do you have a *new arrival* with English as an additional language (EAL) who is not making expected progress?
  - Perhaps a pupil with EAL who is now an *advanced bilingual learner* is failing to attain or exceed age-related expectations?
    - Are you concerned that one or more of your EAL pupils may have SEN in addition to their English language needs?
      - How can you distinguish between SEN and EAL?

If these questions are pertinent to you, Trading with School's Ethnic Minority Achievement Service (**EMAS**) offers the following advice:

### **New Arrivals (NAs)**

Defined as pupils who have been in the country for less than 2 years, many NAs are also new to English, although they can bring a variety of learning and language experiences with them. Before exploring SEN, ensure that:



- The school has a New Arrivals Induction Policy, understood by all staff.
- All staff follow the NA Policy and associated procedures.
- New to English pupils are assessed within a month of arrival.

### **Advanced Bilingual Learners (ABLs)**

Defined as EAL pupils who have been in the country for 2 years or more, these learners have usually acquired social/survival language but may still require support to develop cognitive and academic proficiency in English.

Before exploring SEN, ensure that:

- Teachers are identifying the English language demands of lessons across the curriculum.
- There is a focus on both language and subject content in lesson planning and delivery.
- EAL strategies are in place as part of Quality First Teaching.

It is important to understand that EAL pupils may take between 5 and 7 years to develop academic proficiency and will need the on-going support of the above strategies to develop this. If, in spite of the above actions, there remains a concern about an EAL pupil's progress, it is time to explore the possibility of SEN promptly, in the usual way

**EMAS Specialist Teachers** are available to support schools with all of the above actions.

Please contact Carlos Singh Borel, Catherine Cranmer or Yasmin Malik on Tel.0117 903 1367, via Outlook or via the Trading with Schools website ([www.tradingwithschools.org](http://www.tradingwithschools.org)) We would be delighted to help!

In addition, please see below details of a key **guidance document** and an associated, upcoming **EMAS CPD course**, both on the topic of 'EAL or SEN?' Bookings can be made via the TWS website – we hope to see you there!

### **EAL/SEN Guidance**

*Guidance for Establishing Whether Children and Young People with English as an Additional Language (EAL) may also have "Special Educational Needs" (SEN) - Guidance for all school staff on effective intervention* - produced by Aoife McNally, Jenny Maxwell and Carol Renton for the Equalities and Inclusion Team and Ethnic Minority Achievement Service - December 2008.

This document can be accessed from the [www.emtas4success.org](http://www.emtas4success.org) website via the link below under *Whole School - Advice and Guidance for Schools*.

<https://www.sgsts.org.uk/SupportForVulnerablePupils/EMTAS/SitePages/Advice%20and%20Guidance%20for%20Schools.aspx>

**EMAS CPD Course – Tues 16<sup>th</sup> June 2015 – 9.15am-12.15pm**

*EAL or SEN? A Guide for SENCOs and EAL Coordinators*

**Do you want to ensure you are meeting the needs of your EAL pupils who are causing you concern? Are you new in the role and want to know more? Are you providing your teachers with the correct advice and guidance? Come to this course and your questions will be answered!**

*Course Outline:*

A case study approach will be taken with scenarios to enable participants to become confident in using the *EAL or SEN? A guide for SENCOs and EAL Coordinators* and the *EAL Action Planning Menu*.

*Course Aims:*

- To clarify what we mean by the terms EAL and SEN.
- To share the process that SENCOs can use to decide if a pupil's needs relate to EAL, SEN or both.

- To assist teachers as they put actions in place to support EAL pupils who may have Special Educational Needs.

By the end of the session, participants will:

- be familiar with the EAL or SEN Guidance
- know how to use this guidance to establish pupil needs
- know how to use the EAL Action Planning Menu to level and plan appropriate next steps for EAL pupils causing concern.

Venue: Sea Mills Children's Centre



## Problem page

If you have a query about any **SENCO** matter, contact the **Learning Improvement Service** on **0117 3773244**.

**Q: We are beginning to wonder how our interventions, which link to NC levels, are going to be affected by 'life without levels'. I know that is a tricky one. We currently use Rapid which has a strong link to NC levels and TA. I'd be really interested to know how we will continue using these level based interventions when there are no levels!**

**A:** It is a tricky one indeed, and a question many schools are asking. It's best to look at a range of other criteria and assessments to inform your decision making; consider using standardised test results alongside ongoing teacher assessment and progress data. If you look at the example provision map compiled by the LIS, you'll see that entry criteria and expected outcomes list more than just NC levels as guides to trigger points and progress indicators. Book band stages may be another useful measure for reading interventions.

**Q: Bandings: what are the differences between early years and school-age bandings?**

**A:** Please see the tables below:

### Early Years

Enhanced ratio	Band 1	Band 2	Band 3	Band 4	Band 5
£800	£1,550	£2,600	£3,750	£5,200	£5,500

### School Age

Band 1	Band 2	Band 3	Band 4	Band 5	Band 6	Band 7
£2,500	£5,000	£10,000	£16,000	£25,000	£35,000	By individual arrangement

There are Bristol Universal Descriptors (BUDs) for early years, but as you can see from the tables above, funding for each band at the early years stage is less than school age. When applying for funding, EY settings do not need to submit a costed provision map as each case is judged on needs alone. Funding awarded by the EY panel lasts until May in the pupil's reception year.

EY funding is based on the child attending their Free Early Education entitlement of 15 hours a week term time only (TTO) or 12 hours a week all year round (AYR). If a parent is paying for additional day care then that time is also funded.

**Q: If a child is awarded EY band 3, does this then convert to school age band 3 when the child is in YR?**

**A:** Yes – in May the amount will increase to £10,000, in line with the school age bands.

## Legal eagle

*The Legal Eagle is here to clarify conundrums and elucidate the law!*



### Who is legally responsible for the delivery of provision in an EHCP?

It is the LA's duty to ensure that all children and young people who have or may have SEN and/or disabilities in their area are identified. Only the LA can carry out an EHC needs assessment to identify needs and provision to meet those needs. If an EHCP is issued it is the LA's legal duty to ensure that the educational provision is then made. This duty can never be delegated to a school or college whatever funding arrangements are in place. If a school or setting's actual resources cannot supply the provision outlined in the plan, it is the duty of the LA to provide it.

When an EHCP outlines health provision, the local health commissioning body (usually the Clinical Commissioning Group) must provide it.

It is also the duty of the LA to provide any social care provision outlined in an EHCP if it results from an assessment under social care legislation. The same legal duty applies to statements; it is the LA's duty to ensure that provision can be made.

### What is a Section 41 school?

A new category of school was introduced by the Children and Families Act, namely Section 41. Section 41 schools are a novel type of independent school or post-16 institution, specially designed to make provision for pupils with SEN. Parents or young people can request such a school to be named in an EHCP. Use the following link to the DfE to find out which schools have this new status.

<https://www.gov.uk/government/publications/section-41-secretary-of-state-approved-list>

### 'Must' and 'should' – how do these words apply to our legal duties under the Code of Practice?

The simple rule is that when the word 'must' is used in the Code, a legal duty is being stated. Where the word 'should' appears, this pertains to guidance, meaning that there are no underpinning legal regulations. However, we have a duty to have regard to the Code; our practice should therefore mirror its contents and we should abide by all guidance therein.

### CPD: IPSEA SEND Law Foundation E-learning £79

IPSEA offer a foundation level e-learning training course which covers the law relating to the education and training of children and young people with special educational needs and disabilities (SEN). The training costs £79 per person and consists of 10 online modules. Find out more at <http://www.ipsea.org.uk/contact/training/online-training/e-learning>





# Raising attainment in literacy

**Target group: Y1 and Y2 lowest attainers in literacy**

**Training to become a Reading Recovery teacher: Initial Professional Development Course**

*Sept 2015 – July 2016*

A one year in-service training course consisting of 22 half day professional development sessions, with live lesson observations leading to an internationally recognised qualification accredited by UCL, Institute of Education.

Cost: £2800

**Target group: Reception, Y1 or EAL children who are not yet able to read book band pink level books**

**A to Z Intervention (2 afternoons)  
2L**

**1 – 4 pm**

**Sea Mills Children's Centre, BS9**

*20<sup>th</sup> April and 11<sup>th</sup> May*

Cost: £130ppn plus £200 for resources ( a set of 144 little books). Course fee includes manual for each person. If you do not require a set of books, please state this clearly when booking. Please send a TA with a teacher unless you already have a teacher trained at your school.

**Target group: KS1 and KS2 struggling readers**

**Boosting Reading @ Primary (BRP)  
2LA**

**Sea Mills Children's Centre, West Parade BS9**

2 days training; 9.15 – 2.45 *16<sup>th</sup> and 30<sup>th</sup> April.*

Cost: £130 ppn (included course manual and lunch)

**Target group: KS2 children who decode accurately but fail to read with meaning and enjoyment**

**Inference Training (2 mornings)  
2LA**

**9 – 12**

**Sea Mills Children's Centre, BS9**

*24<sup>th</sup> April and 8<sup>th</sup> May*

Cost: £160 (includes course file)

Both morning training sessions must be attended and a teacher must train with a teaching assistant.

Bespoke: follow-up training for all staff also available.

**Audience: English subject leaders and class teachers**

**Guided reading in Which Book and Why: Theory, pedagogy and practice**

Dr Sue Bodman and Glen Franklin, International Literacy Centre, UCL, IOE

*Monday 18<sup>th</sup> May 2015* One day training

Cost: £150

Ref: Bodman S (Editor) and Franklin G (2014) *Which Book and Why: Using Book Bands and book levels for guided reading in Key Stage 1* Pub IOE (included in the course fee)

**Help! I'm in charge of the school library 9.15 – 3.00**

**Sea Mills Children's Centre, BS9 2LA**

*Friday June 5<sup>th</sup> 2015*

Cost: £130

*Course leader: Susan Staniforth, School librarian consultant*

Please book online on the TwS website <http://tradingwithschools.org>

Business support: Helen Laban 0117 9031353

For training from the Inclusion Service, please visit [www.tradingwithschools.org](http://www.tradingwithschools.org).

