



SESCO Newsletter

News and information for Bristol SENCOS and SEN staff

Spring 2015 No. 34



Welcome...to the first spring edition. I hope everyone's had a good term and has some holiday rest in sight. The newsletter has some new features for the new year including 'The Legal Eagle', specifically designed to provide information and answers on legal matters, and a navigation tool to make it easier to access the articles you want: just click on the title of the article and you'll be taken straight to the page.



Thanks as always to everyone who's contributed – don't forget, if you have something to share just get in touch.

Best wishes,
Jane (Editor - LIS)

Contents

News and Updates	2
Specialist Team News.....	2
Updates from the SEN Team.....	2
Your Top-Up Panel Needs You!.....	3
Who gets pupil premium and how much?.....	5
EEF: intervention studies	6
ICT	6
Supporting SENCO Practice.....	7
The Legal Eagle.....	7
Definitions.....	9
Problem page	12
Most Wanted Websites!	13
Book Review.....	13
Assessment: Language Skills	14
More support for language.....	15
Assessments for Reading	16
Assessments for Maths	17
Sandwell Early Numeracy Test – Revised	17
Information for Parents	18
Support Services for Parents and Young People in Bristol	18
CPD	20

News and Updates

Specialist Team News

Inclusion Service

Simon Claridge and Vikki Jervis have now taken up the shared post of principal educational psychologist. The Inclusion Service will be based entirely at Bristol Education Centre in the near future.

Updates from the SEN Team

- **Top Up:** The remaining moderation has now been completed and we thank all schools for their patience. In order to make more timely decisions in future, the SEN team requires involvement from all schools at TU. Please send at least one representative to the briefings.
- **Top Up will take place during the week commencing 18 May at Parkview Office Campus:** exact days and times to be confirmed.
- **Top Up guidance briefings:** 19th and 23rd March -venues to be confirmed.
- **Deadline for May Top Up:** 4pm 1st May.
- **Statutory assessment requests** will not be accepted with Top Up requests. Please, if you wish to make a statutory assessment (SA) request, ensure firstly that you are clear why you think this is necessary. Remember that resources are independent of this process. Make the request when you have the right paperwork, separate to any Top Up application. SA requests can be sent in at any point in the calendar, although it is best to avoid us having to seek advice from you over the summer holidays!
- **NEW - Change for Y11 reviews!** Learning difficulties advisors (LDAs) are training to become assessment co-ordinators and are beginning, as part of the new 0-25 Service (due to be re-named soon), by taking responsibility for ALL Y11 reviews. Most of these are transfer reviews: approximately 196. SENCOs therefore need to send ANY Y11 reviews to their LDA advisor, who will co-ordinate the process of transfer to EHCP, and who will attend these reviews. Please contact sara.dean@bristol.gov.uk if you are unsure who your LDA is.
- **Transfer reviews – we are now calling these ‘conversion reviews’.** The LA expected in the region of 350 statement to EHCP conversion reviews, in addition to the Y11 transfer reviews mentioned above. We have received 58. Please speak to colleagues in your cluster groups if you are unsure about what the transfer process entails, or seek advice from the Learning Improvement Service.
- **We are all required under the Children and Families Act and the new Code of Practice, to contribute in a timely way to conversion reviews and EHCP needs assessment (statutory assessments).** Please ensure that you write to parents, advising them two weeks in advance of a transfer review; then ensure that the paperwork is sent to SEN (LDA for Y11s) within two weeks of the review being held. The SEN Team needs to be informed as soon as possible if new assessment advice is needed, as we need to seek this. *These are your statutory obligations.* The LA's obligation is to issue the final document naming the school within the next 10 weeks. During that period, your assessment co-ordinator will seek further advice if new assessment advice is requested and agreed; they will also write up the draft, consult schools/ colleges, then issue the final EHCP. Your part in these timescales is crucial, as we all do our best to meet statutory timescales.
- **If you have a Y6 review coming up, please make this a conversion review.** You know the child best and are best placed to give them a good EHCP for the start of their secondary education. Please advise the SEN Team if you are doing this, as they will need to issue a final statement naming a secondary school by Feb 15th, the statutory deadline. It may not be appropriate to amend that statement if an EHCP transfer review is taking place soon, with a view to issuing an EHCP within 14

weeks. Please discuss with your inclusion officer (now called senior assessment co-ordinator) and with the family, who can choose *not* to have a conversion review if they do not want one yet. It is advisable to gain parents' signatures if this is the case.

- **The conversion review should have all the advice we need to make an EHCP**, but on occasion a new assessment may be required. Please speak to the SEN Team if this is being requested by parents, or if you feel it is necessary.”
 - **EHCP requests:** schools need only complete Part 1.

All annual reviews and transfer annual reviews should be sent to Bristol SEN Team via email (sen@bristol.gov.uk) as Word documents. There is no need to send paper copies anymore.

Your Top-Up Panel Needs You!

The SEN Team relies on schools to provide panel members to participate in valuable decision making with respect to applications from schools for High Needs Block funding (Top-Up).



Top-Up guidance briefings will be run as twilight sessions on Thursday March 19th and Monday March 23rd 3.30-5.00pm: venue to be confirmed.

The sessions are designed to familiarise potential Top-Up panel members with the guidance necessary to equip them for decision making.

At the end of the sessions, participants will be encouraged to sign up to attend one of the Top Up panels scheduled for the week beginning 18th May.

Please note that the briefings are not about how to submit potentially successful Top-Up applications; they are about providing Top-Up panel members with information and advice to aid valuable decision making throughout the Top-Up panel process. The sessions cannot offer the discussion and debate that panel members will experience, but will be opportunities to consider the basic principles behind the process.

Attendance at one of the sessions will be essential for people who haven't taken part in Top Up panel before.

It will be helpful if you familiarise yourself with the Top-Up guidance attached as an appendix to this newsletter before attending the briefing.

Please contact Ellie Allen at Ellie.allen@bristol.gov.uk to reserve your place on either date.

Calling all SENCOs!

An initial review of Top-Up has been held within the local authority, who would like to consult with you in order to gather your views on how you would like Top Up to develop in the future. Please feel free not only to add any strengths or issues to the appendix attached to this newsletter, but also to indicate whether you would support the proposals put forward, and if you have further proposals to make.

Please send your comments to the Learning Improvement Service by 27th February 2015

Year 11 transfer reviews: a message from the 0 – 25 Service

Please note that all conversion (transfer) reviews (for Y11s or older students who are transferring to college/ apprenticeship) must be held by the end of February. If you have not already written to parents two weeks before the review to advise them of the date, please do so now, and copy the letter to Sara Dean at sara.dean@bristol.gov.uk.

The 14 week statutory deadline starts from the date of your letter and ends on 31 May 2015, the date by which the Preparing for Adulthood Team MUST issue a final EHCP document. Your assistance with this process is appreciated.

The team asks you to send the paperwork in two weeks after the deadline, to facilitate their writing up of a draft, sending to their discussion forum, consulting colleges, and issuing a final document.

Early Years Transfers to Reception Year

Children who have been identified in early years as having special educational needs or disabilities are able to receive additional funding from the Early Years Special Educational Needs panel to support them in their early education setting.

The Early Years SEN panel is now aligned with the school age Top-Up panel, and all children receiving additional funding are allocated a band from the Early Years Bristol Universal Descriptors (BUDs).



Where an early years setting has applied for additional funding for individual children and this has been agreed by the Early Years SEN panel, there will be no need for the receiving primary school to apply to the May 2015 Top-Up panel prior to the child transferring. The band that has been allocated in early years will automatically transfer with the child into their reception year. The school will then need to submit a review to the May 2016 Top-Up panel. The Early Years SEN panel will liaise with the School Age SEN Team to ensure they have the information on all children that are transferring where funding is agreed.

Early years settings will invite receiving schools to 'transfer meetings' to share information to support a positive move for children; at this meeting, the child's additional support needs and any agreed funding will be discussed.

Rachael Clelland – EY inclusion officer

Who gets pupil premium and how much?

Pupil premium funding has risen from £625 million in 2011-12 to £1,875 billion in 2013-14, with an expected rise to £2.5 billion in 2015.

Schools receive this funding directly; pupil premium is paid to academies via the Education Funding Agency.



The five to 16 year olds eligible for pupil premium funding include those who are:

- eligible for free school meals (FSM), or have been eligible for FSM at any time during the last six years (known as Ever 6);
- looked after children (LAC): funding for these children begins as soon as they enter the care system;
- children who are adopted from care or who leave care under a special guardianship order;
- children of parents serving in the armed forces.

Primary pupils: £1,320

Secondary students: £935

LAC (all schools): £1,900 (This figure also applies to children who have left care through adoption or other circumstances –see above.)

Early Years Pupil Premium

Early years settings will now receive £300 for each pupil eligible for the new EY pupil premium. Parents need to apply using the Early Years Pupil Premium Application form, and funding is then transferred directly to the setting for eligible children. Children are eligible if their parents are in receipt of any of the following:



- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support from the National Asylum Support Service (NASS)
- The guaranteed element of State Pension Credit
- Child Tax Credit (with no Working Tax Credit)
- Working Tax Credit run-on (paid for 4 weeks after parents stop qualifying for Working Tax Credit)
- Universal Credit

Children are also eligible if they have been looked after by the local authority for at least one day; have been adopted from care or are subject to a special guardianship or child arrangement order.

Read more at <https://www.gov.uk/early-years-pupil-premium-guide-for-local-authorities> .



EEF: intervention studies

The Education Endowment Foundation currently funds projects in English schools which may have the potential to raise the attainment of disadvantaged pupils. Some of our Bristol schools have been using literacy interventions devised by Dyslexia Action (the Active Literacy Kit and Units of Sound) as part of this research.

New findings from the EEF show that some reading programmes designed for pupils at primary to secondary transfer, have no impact. These included the TextNow Transition Programme, the Summer Active Reading Programme, the Vocabulary Enrichment Full Programme and the Literacy Intervention Toolkit.

Read on. Get on.

Read On. Get On. is a project supported by a group of organisations and businesses which aims to ensure that all pupils leave primary school as confident readers. The website is hosted by Save the Children and contains video clips and top tips.

See more at: <http://www.readongeton.org.uk/about-us#sthash.pUjPCn63.dpuf> .



ICT

Text messaging and literacy development

Contrary to popular fears, text messaging does not impede the development of teenagers' spelling ability. A longitudinal study conducted by researchers at Coventry University found that children and young people's tendency to make grammatical mistakes while texting does not have a negative influence on their performance on grammar and spelling tests.

Rather than having a detrimental effect, secondary school students' use of ungrammatical word forms and omission of punctuation and capitalisation were all positively associated with growth in the children's spelling ability over the course of a year.



A gentle reminder wafted on the breeze...

Dear SENCOs, if you haven't already done so, don't forget to:

- ✓ Complete your SEN Information Report
- ✓ Put the report and your current SEN policy on your school website
- ✓ Send the website link to sendplus@bristol.gov.uk .

Please use the form within the Local Offer Guidance for Settings - Appendix 6.



Supporting SENCO Practice

The Legal Eagle



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

We should all be cognisant with recent legislation and also older regulations which still apply to some pupils, i.e. those with statements. SENCOs need to be familiar with the range of legal documents and know where to source further information as and when the need arises.

Children and Families Act 2014

SEN and Disability Regulations 2014

Code of Practice 2014

The Children and Families Act (2014) is the basis of the Code of Practice (CoP). The Act covers many matters including adoption, family justice, child welfare, the work of the children's commissioner for England, childcare and parents' rights as well as SEN and disability,.

From the Children and Families Act came the SEN and disability regulations, and from these came the new CoP.

Which parts of the SEN and Disability Regulations should SENCOs be most aware of?

The regulations cover the following:

- Part 1: Introduction
- Part 2: EHCP (assessments, etc)
- Part 3: Duties on schools
- Part 4: Local Offer
- Part 5: Approval of independent special schools and special post-16 institutions
- Part 6: Parents and young people lacking capacity

Schedule 1 (Regulation 51): Information to be included in the SEN information report

Schedule 2 (Regulation 53): Information to be published by a local authority in its local offer

Schedule 3: (Regulation 64): References to a young person in the Act that are to be read as references to both a young person and an alternative person.

Schools need to be aware of the overall regulations and, in particular, the duties described in Part 3. These include:

- The prescribed qualifications and experience of SENCOs
- Appropriate authority functions and duties relating to the SENCO
- The prescribed information that must be included in SEN information report
- The manner of publication of the report.

The following link to the Children and Families Act (Section 69) has details of the SEN Information Report requirements:

<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted> .

Amendments

There are a few amendments to the SEN and Disability Regulations which are easy to access on the IPSEA site: <https://www.ipsea.org.uk/file-manager/SENlaw/the-special-educational-needs-miscellaneous-amendments-regulations-2014.pdf>

Pupils with statements of SEN

We need to have regard to the 1996 Education Act for these pupils. All statements must be transferred to EHCPs by 2018; however, during the transition time, all pupils who still have statements are covered by the 1996 legislation.

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Equality Act 2010

It is essential that we are aware of our duties under this Act.

Part 6, Chapter 1 focuses on schools and covers:

- Application of this chapter
- Pupils: admission and treatment, etc.
- Victimisation of pupils, etc. for conduct of parents, etc.
- Application of certain powers under Education Act 1996
- Disabled pupils: accessibility
- Interpretation and exceptions



Part 3 of The Equality Act 2010 (Disability) Regulations 2010 sets out duties in respect of auxiliary aids or services.

This addition extends the duty on schools and local authorities to use 'reasonable adjustments' to compensate for any disadvantage faced by children with disabilities. This new duty was included in the 2010 Equality Act and came into force on 1st September 2012. It applies to all schools and local authorities in England, Scotland and Wales, including independent schools.

The term 'auxiliary aid' refers to either an aid or a service. 'Aid' means any form of equipment that would help a disabled person, and might include, for example, signs or symbols to assist communication or perhaps a specially adapted computer. 'Service' means help provided by another person, such as someone reading something for you, or, possibly, therapy.

Find the regulations at:

<http://www.ipsea.org.uk/file-manager/SENlaw/equality-act-regulations.pdf>

Code of Practice: law or guidance?

The Code contains law by which all schools must abide. The Department for Education states: 'This statutory code is issued by law; you must follow it unless there's a good reason not to.'

Where can I find specific information about SEN and legal duties?

Section 3 of the Children and Families Act contains information relating to pupils with SEND:

<https://www.ipsea.org.uk/file-manager/SENlaw/children-and-families-act2014-part-3-special-educational-needs-and-disability.pdf>

Definitions

Even at national level, confusion persists over the differences between outcomes, objectives, provision and strategies. This becomes quite apparent when you look at some of the examples of EHC plans available on the internet! It's important that we have a shared understanding of current terminology, so this article tries to provide some clarification.

Outcomes

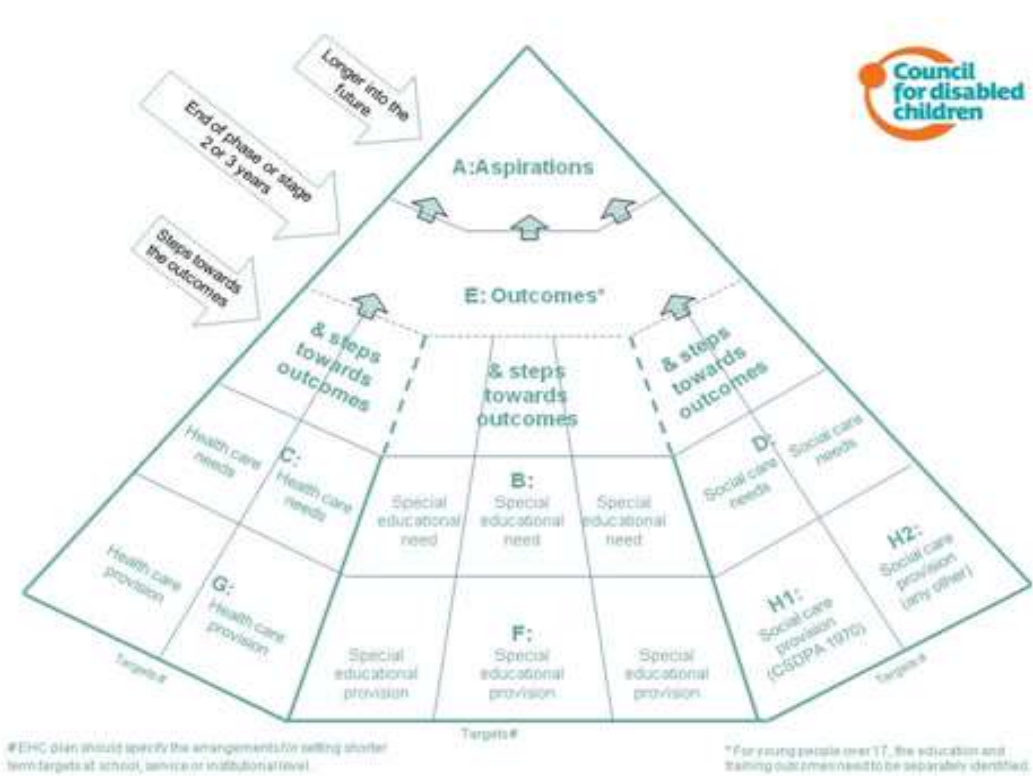
The SEND Code of Practice (2014) describes an outcome as:
 ‘...the benefit or difference made to an individual as a result of intervention.’
 (Section 9.66)

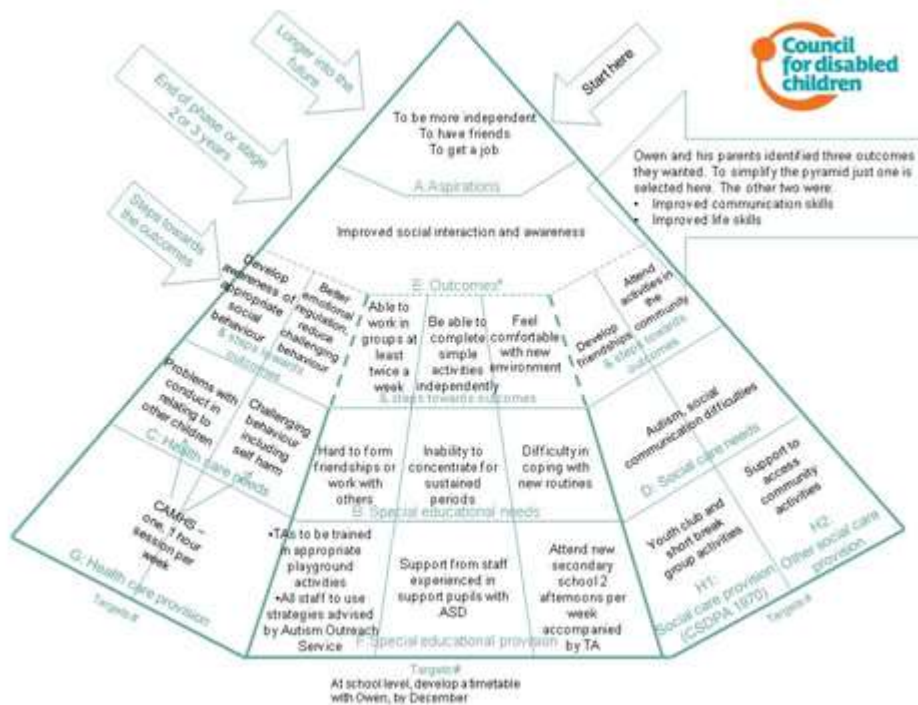
Outcomes can be difficult to distinguish from targets and long-term aspirations, so it may be helpful to consider the differences:

Aspiration: What the child or young person would like their life to be like in the long term

Outcome: What can be achieved within one to three years in relation to meeting a long-term aspiration.

The Council for Disabled Children has produced some helpful diagrams to illustrate the process:





It can be helpful to think of outcomes as equivalent to the long-term objectives written in statements of special educational need.

Outcomes could look something like this:

- *Jamie will be able to communicate what he wants, his basic needs and choices. This will allow his family to understand him and make it possible for Jamie to develop friendships and participate in social activities.*
- *Jamie will maintain and extend his range of physical movements so that he can participate fully in all aspects of school life.*

Objectives

Most of us are experienced at setting objectives and SMART targets. It is helpful to define an objective as a step towards an outcome.

Some objectives for Jamie might be:

- *Jamie will be able to make a choice between three play activities by selecting a symbol and giving it to his communication partner*
- *Jamie will be able to sit at a table using his specialised chair and reach for a writing/drawing tool.*

Provision

Provision includes the programmes, interventions, resources and staff skills necessary to support a child or young person's progress. Provision for Jamie might include:

- Sessions to support Jamie's speech and language development once a week, as advised by the speech and language therapist
- Staff trained to teach PECS
- Sessions to support Jamie's physical development as advised by a physiotherapist
- Specialised seating to enable Jamie to participate in table-top activities.

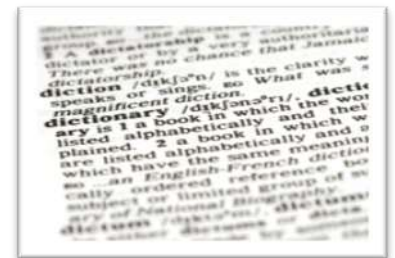
Strategies

Strategies are the methods used to promote or support the achievement of the objective. Strategies provide us with the 'how'; staff working with Jamie will use particular methods to teach him to use PECS. They will also need to know how to implement the physiotherapy programme and how to encourage a range of movements safely.

Ok, time to test yourself!

Decide what you think each of the following statements are: outcome, objective, strategy or provision? There are answers below – no peeking!

1. To support the development of George's wellbeing.
2. For Ranjit to be able to use the toilet independently.
3. To support Ania's responses to learning opportunities.
4. Termly review from the Educational Psychology Service.
5. Leonie will be able to participate in small group activities.
6. A programme with a high level of adult support to keep Aaron safe: 1:2 in the classroom, 1:1 in the community.
7. Staff to use Makaton signing to support Yusuf's understanding of language.



.....No peeking below this line yet!.....

Answers:

- 1: This appeared on an example as an outcome; however, outcomes can't begin with 'To support...'; an outcome must be a desired 'end result' for the pupil. Any sentence beginning with 'To support' must herald a strategy. How exactly are we to support George's wellbeing?
2. This is an objective. The outcome to which it relates may be to do with independent living. BUT...depending on the nature of the child or young person's needs, this could also be an outcome.
3. See number 1!
4. Part of a pupil's provision
5. An objective...but see 2 above!
6. Part of a pupil's provision
7. A strategy

Problem page



These questions were posed by the south SENCO cluster and answered by the SEN Team.

Q: Who will be the key worker for cases?

A: This is most likely to be the SENCO, but could be a health or social care colleague who is already involved with the child or young person. It may be someone identified by the parent.

Q: Who will attend the meetings from the LA to write the EHCPs?

A: The inclusion officer/assessment co-ordinator will share the suggested wording for the plan with parents/young people and involved professionals ahead of the meeting, and will also attend the meeting.

Q: Who will attend the transfer review meetings and who will write the transferred EHCPs?

A: For Y11 pupils this will be LDA colleagues from the Preparing for Adulthood Team. They will also be involved in conversions from Learning Difficulties Assessments to EHCPs, where the learner will remain in college or training. Students in Y12 and beyond who are transferring to FE/training will also be transferred by the PfA team, by March 2016. For all other conversion reviews you may like to ask LA colleagues such as BIS, LIS or EPs to attend. The inclusion officers (who are now known as senior assessment co-ordinators) are writing some plans derived from transfer reviews, and the LA is recruiting for six assessment co-ordinators to transfer these reviews, as they come in.

Please note that some conversion reviews will be returned to schools as they did not contain outcomes as per the spirit of the Children and Families Act 2014, lacked pupil voice (where this should have been possible), lacked parental involvement, or were submitted later than the Dec 1st deadline. However, this good work should not be wasted and they should be re-submitted when the information required is obtained.

Q: Who is responsible for convening meetings for EHCPs?

A: The LA has requested that schools write to parents and professionals 2 weeks in advance of conversion reviews, giving the date and inviting attendance and submissions. The SEN team will arrange dates for the new needs assessment meetings, which will be held at school/nursery.

Q: What is the role of the SEN Team?

A: The SEN Team continues to fulfil their statutory duties as set out in the new CoP. These duties include coordinating the EHCP needs assessment; making decisions where an EHCP is requested; processing annual reviews and transfer/KST reviews; overseeing and allocating special school places. Non statutory work currently includes allocating HNB funding through the Top Up

Q: How can schools advise parents if they are unsure?

A: There is helpful information for parents on the EHCP and Findability webpages: <http://www.bristol.gov.uk/page/children-and-young-people/education-health-and-care-plans-ehcp> and <http://www.findabilitybristol.org.uk/pages/care-city-wide-offer/personal-budgets/what-is-EHCP> Parents can access advice from Bristol Parent Carers, Supportive Parents, and KIDS. These organisations are commissioned by the LA to provide impartial support and advice for parents and young people. When the LA and parents have already tried to reach agreement but parents disagree with the contents of the final statement, Global Mediation can be contacted. As professionals, please read Findability (Bristol's Local Offer), as it contains lots of useful information.



Most Wanted Websites!

Two short **You Tube** clips come recommended by Helen Wright of the Behaviour Improvement Service. Helen suggests using them in 10 minute slots during staff meetings to promote discussion:

Sue Palmer – Toxic Childhood

<https://www.youtube.com/watch?v=ZjvULWAXzFk>

Daniel Siegel – Hand model of the brain

<https://www.youtube.com/watch?v=DD-lfP1FBfk>



Nasen has produced a range of video clips which now appear on You Tube. Topics include outstanding inclusion, provision, listening to children and young people, transition to adulthood plus many more.

View at <http://www.youtube.com/user/Nasenonline>

Useful links:

EHCPs and proformas

<http://www.bristol.gov.uk/page/children-and-young-people/education-health-and-care-plans-ehcp>

<http://www.findabilitybristol.org.uk/pages/education-city-wide-offer/ehcp/Requesting-an-EHCP>

Find back copies of all SENCO newsletters at:

<http://www.bristol.gov.uk/page/children-and-young-people/senco-newsletters>

Book Review

Demonstrate SEN Progress with Case Studies

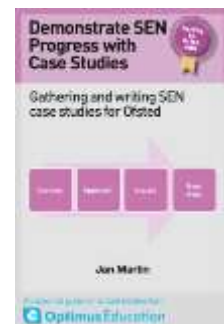
Author: Jan Martin

Publisher: Optimus Education

Cost: £39

If you're looking to compile case studies or review aspects of your current SEN practice, this ebook offers sound advice and relevant resources to assist the process. Although some terminology requires updating (the book still refers to School Action and School Action plus, for instance), the guidance within is thorough and relevant. Contents are divided into these sections:

- Identifying what you want to showcase
- Knowing what to include
- Case studies that work
- How to manage the interview with the inspector
- Templates



There are many suggested questions for SENCOs and school teams, plus issues to consider, along with their implications, derived from RAISEonline. Working systematically through these will ensure that you have reflected on every aspect of your systems and practices, giving you confidence and assurance when Ofsted, or any other party, examines your school's provision. The book includes a selection of templates for case studies which can also be used to show the impact of interventions, as well as pre-intervention checklists. Whether you're expecting Ofsted, or you want to give your SEN provision a mock Ofsted or 'Mofsted', this publication should prove to be a very useful evaluative tool.

Assessments: Language Skills

Now is a good time to review assessment practices and resources. If you're looking to refresh or review that assessment store cupboard, read on...

Reminder - our latest resource is now ready to order!

The [Progression Tools](#) are a suite of Tools which were developed to support schools and early years settings to find out more detail about the speech, language and communication skills of individual children. They aim to provide a quick way of determining where children are against where they should be for their age, and provide more information about how these vital skills are progressing.

One of the prime areas in the English Early Years Foundation Stage is *communication and language*. [Our latest Tool](#) provides an opportunity to identify whether children are developing in line with their age in this area. The age 3 Tool has been tested out in a number of early years settings, on a range of children and is now ready to purchase.



Thank you to everyone who has reviewed and tested this Tool, your feedback has been invaluable in shaping the final resource.

Please click [here](#) to order your copy.

If you would like to view the Progression Tools, please contact the LIS.



The Afasic Checklists can be used by class teachers or SENCOs to identify speech, language and communication difficulties in children. The checklists also indicate when children should be referred to a speech and language therapist. Available from Amazon for £21.00 or within the LDA publication 'How to identify and support children with speech and language difficulties'.

Author: Jane Speake



The Renfrew battery: Bus Story Test, Action Picture Test and Word Finding Vocabulary Test

Standardised for 3 -8 year olds, the Action Picture Test is particularly recommended for the pre- and post-intervention assessment of language programmes such as Talking Partners. This test elicits samples of spoken language which can be evaluated in terms of grammatical structure and information given.

Available from publishers such as Wilmslow, Speechmark and Amazon at an approximate cost of £30.99.

Cambridge Oracy Assessment Project - materials now online!

The Cambridge Oracy Assessment Project, funded by the Education Endowment Foundation, has released materials produced during the project at the University of Cambridge. The project was carried out at a London free school, School 21, which has a substantial focus on oracy.



The materials include the skills framework, task instructions, task materials and example videos with commentaries. These materials will provide a toolkit to assess how well 11-12 year-olds can use spoken English for different purposes and in different contexts.

To access the free downloads, please click [here](#).

More support for language

There are plenty of free materials and sources of help out there, including the following:

Stages of Speech and



Free Stages of Development poster

Download from ICAN: <https://shop.ican.org.uk/sofdposter>

Free factsheets also available



Don't forget the free advice line!

ICAN's speech and language therapists are there to speak to by phone or email. Visit [ICAN's enquiry service](#) for more information and factsheets on a range of topics.

Assessments for Reading



York Assessment for Reading and Comprehension (YARC)

YARC is an individual diagnostic test, which provides assessment of reading accuracy and comprehension. YARC was developed by the Centre for Reading and Language at the University of York.

Age range: 4 -11 Cost: £230.00 +VAT

For more information: <http://www.gl-education.com/international-products/yarc-primary>

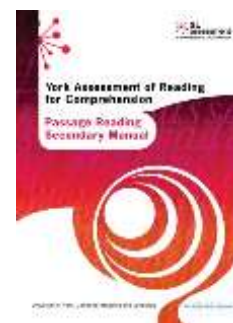
YARC Secondary

York Assessment of Reading for Comprehension: Passage Reading Secondary (YARC Secondary) can be used to assess accuracy, fluency and comprehension and offers qualitative information about students' ability to draw inference from text. The test takes 20-30 minutes to administer.

Age range: 11 – 16 Cost: £210.00 +VAT

YARC comes with a free online score conversion tool. By inputting pupil details and raw score results into a simple template, all converted scores are computed immediately resulting in a simple, one page report.

YARC also has its own support website: <http://www.yarcsupport.co.uk/index.html> .



DRA: Diagnostic Reading Analysis

This individual test assesses the reading accuracy, comprehension and fluency/reading rate, plus comprehension processing speed for less able readers. The test has an initial listening comprehension passage which is used to indicate the starting point for each pupil. The pupil then reads and answers questions on three graded passages - two fiction and one non-fiction.

<http://www.hoddereducation.co.uk/DiagnosticReadingAnalysis>

Age range: 7 - 16 Cost: sample pack £85



New Group Reading Test (NGRT)

The *New Group Reading Test (NGRT)* is the third edition of the *Group Reading Test*, developed by GL Assessment and the National Foundation for Educational Research (NFER).

The reading and comprehension skills of groups of pupils can be assessed in a single test, helping to identify, for instance, competent readers with weak comprehension skills who would benefit from a follow-up individual assessment. The assessment also measures how a pupil is performing compared to their peers at a national level. <http://www.gl-assessment.co.uk/products/new-group-reading-test>



Age range: 6 –16 Costs: Teachers' guide - £40 Test booklets - £14.30 +VAT

Progress in Reading Assessment (PiRA) is a standardised, curriculum-linked suite of tests designed for whole-class, group and individual use. The series offers three tests for each primary school year to monitor pupils' progress term by term, and provides reliable, predictive and diagnostic information. Or, if you prefer, pick the test(s) you want, to give you maximum flexibility to assess just at the beginning or end of each year.

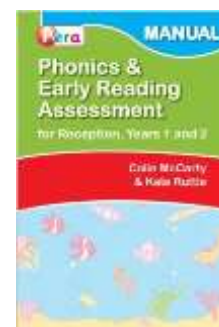


Assessments for phonics

The **Phonics and Early Reading Assessment (PERA)** is a standardised test matched to the Letters and Sounds Framework and the requirements of the DfE Year 1 'Phonics Screening Check'.

PERA Test 1, for use at the end of YR and the first half of Y1 (i.e. during the first four terms in school), covers Phases 2–4 and moves into Phase 5 of Letters and Sounds. It provides detailed diagnostic information to inform teaching in the Foundation Stage.

PERA Test 2 assesses Phases 3–5 and moves into Phase 6 of Letters and Sounds, making it suitable for familiarisation purposes before the 'Phonics Screening Check' in the Year 1 summer term.



Cost: £53 for specimen set

Assessments for Maths

Sandwell Early Numeracy Test – Revised

The Sandwell Early Numeracy Test Revised (**SENT-R**) enables practitioners to assess children's ability with numbers, through exploring five strands of basic number skills: identification, oral counting, value, object counting and language.

SENT-R is a one-to-one assessment that enables teachers to assess children's ability with numbers. The test covers attainments from former national curriculum level P6 to level 2A and can be used with children aged between four and eight

Age range: 4 – 8 **Cost: £175.00 +VAT**

*This test is also appropriate for use with older children whose performance in numeracy is well below average for their age group.

The Sandwell Early Numeracy Test KS2–KS3 enables the assessment of older pupils experiencing difficulties with numbers.

Age range: 8 – 14 **Cost: £175 + VAT**



Information for Parents

Supporting parents and commissioners to access information from the Better Communication Research Programme

<http://www.bettercommunicationforparents.org/>



The Communication Trust has been working with Symbol UK and Better Communication CIC to help share the findings and information from the **Better Communication Research Programme:**

<http://www2.warwick.ac.uk/fac/soc/cedar/better/>

In October, Symbol UK launched a new website for parents to help translate some of the key findings. The website aims to be accessible to all parents. Where parents find reading difficult it is hoped that people supporting them, such as health visitors and family support staff, will help them go through the information.

The website also explains key information about the Code of Practice that parents need to know.

Please click to [here](#) view the website.

Parental requests for an education, health and care needs assessment

If a parent wishes to request an EHC needs assessment, they may wish to make use of the letter templates available from Contact a Family <http://www.cafamily.org.uk/advice-and-support/sen-national-advice-service/ehc-assessments/>.

Support Services for Parents and Young People in Bristol

SENDIAS: previously known as supportive parents for special children (SPSC)

SENDIAS provides free, confidential and impartial information, advice and support (IAS) to parents and carers, and children and young people (0 - 25) with any type of special educational need and/or disabilities (SEND).

The information and advice service covers all aspects of SEND from the earliest stages of concern, through SEN Support in schools to support during statutory assessment, which may lead to an education health and care plan (EHCP) and beyond. SENDIAS provides parents and children and young people with the information, advice and support which will enable them to fully participate in planning for their education, health and social care so that the young people are prepared for adulthood

Information Advice and Support Line :01179897725 (10-2pm, Mon, Wed, Fri, term times) Email:Support@supportiveparents.org.uk or visit the website at <http://www.supportiveparents.org.uk/our-service/>

Bristol Parent Carers (BPC) is Bristol's funded participation forum for parents/carers of children/young people with disabilities, special educational needs and life-limiting conditions (0-25 years).

BPC works in partnership with Bristol City Council, NHS Bristol, and other service providers to co-design improved services for our children and parents. BPC provide a variety of ways for parent carers to share their experiences, and work with professionals to successfully bring about positive change. BPC is run by parent carers for parent carers.

Website <http://www.bristolparentcarers.org.uk>

Tel: 08456420124 or info@bristolparentcarers.org.uk

Kids

Independent Supporters are trained to help families and young people (YP) to understand, be supported, feel confident and listened too during their Education Health and Care Plan (EHCP) assessment. Support is available to families and YP who are applying for the first time, moving to an EHCP from a statement or a LDA. This Service is free and flexible.



T: 0117 947 6111

M: 07469144850

E: karen.macvean@kids.org.uk

www.kids.org.uk

Global Mediation – replacing conflict with harmony

Global Mediation offers a mediation and disagreement resolution service. GM aims to help young people, parents and carers, local authorities and others who are responsible for making special educational provision reach an agreement that is in the best interest of the child or young person.

Freephone: 0800 064 4488

Email: sen@globalmediation.co.uk



Training opportunities from February to July 2015 from the LIS

Date	Course
24/02/15	Better Move On
09/03/15	Annual SENCo Conference
18/03/15	P Scales Training
24/03/15	Provision Mapping
13/04/15	TA Training – Supporting Early Language
20/04/15	TA Training – Supporting Early Writing (P Scales)
21/04/15 & 28/04/15	Talking Partners at Primary
29/04/15	TA Training – Developing Handwriting Skills
11/05/15	TA Training – Supporting Early Reading (P Scales)
18/05/15	TA Training – Dyslexia Awareness
01/06/15	TA Training – Introduction to Phonics: Letters and Sounds and Direct Phonics
08/06/15	TA Training – Supporting learners with mathematical difficulties
15/06/15	TA Training – Working memory
22/06/15	TA Training – Independence and Differentiation

Please book online at www.tradingwithschools.org .

Don't forget – you can also book LIS consultants for INSET.

This can include twilight training for staff and Ekklan accredited language training.

Please contact the LIS on 9031275 to find out more.



Training from the EPS

Date	Course
26/02/15	Developing resilience in young people and adolescents
25/03/15	Working with parents: the new Code of Practice A course for teachers and key workers
20/04/15	Managing crises/critical incidents
21/04/15	The mental health capacity act: what does this mean for us in schools? A course for staff working with pupils in secondary and tertiary education

Claremont School

Course Title	Dates	Prices
Inclusive PE	17 th March - Primary	BCC - £20 Academies and other local authorities - £100
Toy Adapting	Weds 22 nd Apr	£5 per person for materials
Clicker 6	29 th Jan 11 th Jun	£100 per person
Manual Handling for Professionals	3 rd March, 21 st April, 12 th May, 16 th June, 14 th July	Free to BCC Schools Other Local Authorities - £100 per person Academies and Independent Schools -please contact Claremont for pricing
iPads for Advanced Users	19 th March	£100 per person
Manual Handling for Parents Back Care Courses	19 th May 7 th July	Free
Apps for SEND Primary and Secondary Focus	6 th May	£100 per person
Apps for SEND PMLD and Complex learning needs	13 th May	£100 per person
Midas Minibus Training	As requested	Price on application
Grid 2	As requested	£100 per person

All of our training can also be carried out as INSETs at your establishment. Please contact us for more information and prices if you are interested in this.

Hellos and goodbyes

We say goodbye... and hello to Kay Harrison, SENCO at Minerva Primary, who is leaving to take up the SENCO role at Wicklea Junior School.

Look out for the next newsletter in term 4!