

SENCO Newsletter

News and information for Bristol SENCOs and SEN staff
Autumn 2014 No. 32



Welcome...to the new look newsletter! Thanks to all the SENCOs who responded to the call for six, termly, newsletters; we have a year of change ahead (what, again?!) so having more regular updates should help us resolve issues quickly and plan more effectively. Please let us know what you would find most useful in the coming editions and we'll come up with the goods!

Thanks also go to everyone who's contributed to this issue; don't forget – if you have something to share, please get in touch!

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**TRADING
WITH
SCHOOLS**

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Read on and enjoy...



Specialist Team News

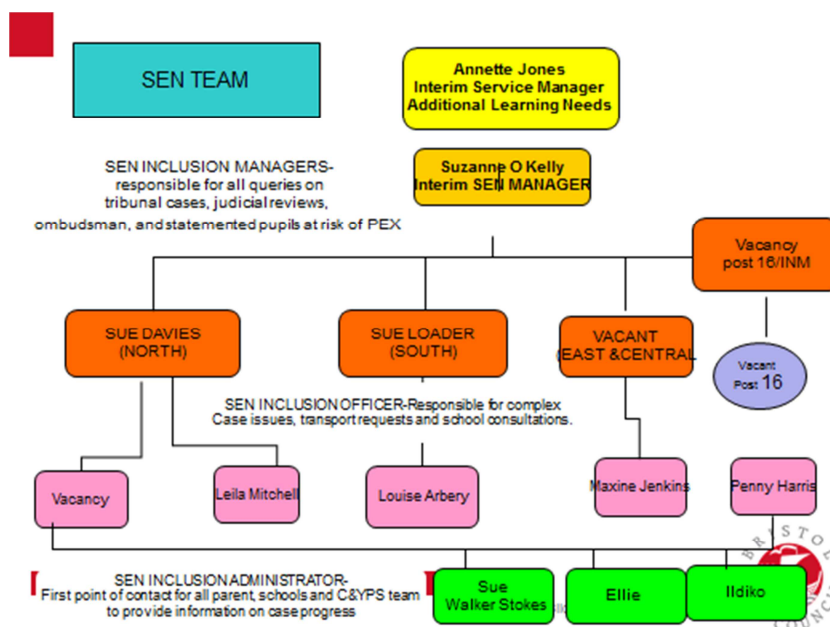
We say **goodbye** and thanks to Judy Evans, principal educational psychologist, who retired in September.

Inclusion Service

The Educational Psychology, Behaviour and Learning Improvement Services have combined to form the Inclusion Service, currently managed by Miriam Hill. SENCOs can access the individual teams in the usual way.

SEN Team

We welcome several new team members!



Calling all SENCOs – we need your email addresses!



Some SENCOs aren't receiving vital information; this could be because the central support teams don't have all your up-to-date email addresses. If you know any SENCOs who aren't receiving documents and key messages, please ask them to let the SEN Team and Rachael.reeves@bristol.gov.uk know so that address books can be updated. **SENCOs also need to let Bristol City Council's IT department know their new email addresses.**



SENCOs, we need to know your clusters!

If you attend a SENCO cluster, please let Miriam Hill know (Miriam.hill@bristol.gov.uk). The Inclusion Service would like to support your locality groups but we need to know where you are! There are also some SENCOs who are aligned to a local group – if this is you, please let us know so that we can send you information on clusters you might like to join.

Messages from the SEN Team

SPECIAL EDUCATIONAL NEEDS PANELS AND DECISION MAKING

Would you like to be part of the integrated decision making process for children and young people with special educational needs? Read on!

SEN Statutory Panels

These take place on Tuesday mornings from 9.30 - 12.30 and the last Thursday of the month. From November the panels will be at Park View Office Campus, Whitchurch. The panels are chaired by an SEN inclusion manager or senior educational psychologist, and always include school representatives. Decisions taken include whether or not to initiate an education, health and care needs assessment.

New participants are asked to attend their first panel as an observer and are then able to attend subsequent panels as a full panel member. The feedback that we have been given is that this is the best (and quickest way) to understand the processes behind the SEN statutory framework and to see the decisions being made in action.

Top- Up Panels

There will be top-up panels in November which will also be held at Parkview Campus, Whitchurch.

These will take place on:

Monday 24 November 9.30am - 3.30pm - North

Tuesday 25 November 9.30am - 3.30pm – East/Central

Wednesday 26 November 9.30am - 3.30pm – South

Thursday 27th November 'Mop Up' Top Up

We would like experienced top-up panel members to come and take part in the November panels (those of you who have already taken part in recent top-up Panels). For those of you who would like to take part in future top-up panels, we would ask that you come along in November as an observer.

If you are interested in taking part in any of the panels, please contact Ellie Allen, SEN admin on either 0117 9036515 or ellie.allen@bristol.gov.uk

SEN Team Updates

Two new senior assessment officers will join the team in November.

In addition, **six assessment co-ordinators** are being recruited with a view to being in post by January 2015.

New EHCPs – officers from the SEN team intend to attend these meetings.

LPW will be the assessment co-ordinators for Y11s and older students who are transferring to EHCPs.

National News and Updates

Early Years Pupil Premium - Government consultation

The government has launched a consultation about the proposed *Early Years Pupil Premium* (EYPP) - a £50 million commitment - to help close the gap between children growing up in deprived areas and their peers in more affluent areas.

More than 50% of children in some areas of deprivation have delayed language development - for them, the EYPP will provide an opportunity to support children to develop these crucial early skills.



Informing parents about the SEND reforms

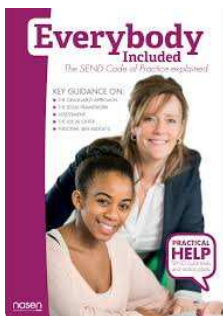
Click on the link for a copy of Edward Timpson's letter to parents, explaining the SEND reforms:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348842/Parents_letter_Aug_2014_final.pdf

This letter can be sent to parents or displayed on your school website.

A shorter and simpler version is available in the form of nasen's 'book bag text'. Download from the SEND Gateway and amend or adapt to suit your setting:

<http://www.sendgateway.org.uk/resources.html?keyword=book+bag+text>



Working in partnership with parents and pupils

If you haven't already downloaded a copy of 'Everybody Included', make haste to the SEND Gateway where it's lurking free of charge...

It contains practical audit tools to help you assess current levels of parent and pupil engagement and participation. The findings will enable you to identify key areas for development.



Informing staff

Find the schools' guide to the 0 – 25 SEND Code of Practice at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEND_Code_of_Practice.pdf

To support your staff briefings on the reforms, the DfE presentation pack for school leaders: The 0-25 Special Educational Needs and Disability Reforms provides the key information you need:

<http://www.sendgateway.org.uk/resources.a-dfe-presentation-pack-for-school-leaders-the-0-25-special-educational-needs-and-disability-reforms.html>



KIDS launches free information to support everyone affected by the new Special Educational Needs and Disability (SEND) reforms

In September 2014, KIDS launched a new suite of resources to support families and carers of disabled children and young people to help them navigate the reforms to Special Educational Needs and Disability provision.

KIDS works with disabled children, young people and their families. As part of the 'Making it Personal:2' project, sponsored by the Department for Education, KIDS has worked with a number of partners to develop new resources to explore how personal budgets and the local offer will benefit families.

This comprehensive resource suite aims to reach a range of audiences to help them understand how they can use the new system to their advantage and provide a holistic service to families and carers. KIDS worked in partnership with the Office for Public Management (OPM), In Control, the National Association of Family Information Services (NAFIS) and the Family and Childcare Trust to produce these resources, as well consulting with a number of local voluntary and statutory providers, groups of parents, carers, disabled children and young people.

The suite includes:

- Guidance for providers on how to become personal budget ready through downloadable resources and an eLearning suite
- Refreshed and extended guidance and eLearning modules on personal budgets and direct payments for families
- Refreshed and extended guidance for commissioners on how they can work across health, education and social care to support families
- Guidance for Family Information Services to ensure that they are equipped to support families by identifying the range of services available to them under the local offer.

The full suite of resources is available to view on the KIDS website: www.kids.org.uk/mip2

**The DfE
Infographic**
Find this free at
www.sendgateway.org.uk/resources/the-dfe-infograph.html

Department for Education

11 Things You Need To Know About Special Educational Needs And Disability Reforms

What do the reforms mean?
The SEND reforms will mean you will be more involved in the decisions that affect you and your child. No-one should lose the support or services they need as a result of the changes.

Will the assessments be quicker?
The Education, Health and Care (EHC) plan must be finalised within 20 weeks of the request for an assessment, compared to 26 weeks for statements. Your school and council must work with you as a full partner through the process.

Who will be given an EHC plan?
The law about who is eligible has not changed. If your child is currently on a statement and still requires one, then they will be given an EHC plan.

What happens to my child's statement?
All existing statements will continue to have legal force beyond September 2014 until they are transferred over to a new EHC plan.

How will progress be reviewed?
The legal duties on schools remain the same - they are still required to keep and share records of a child or young person's progress, the support they have and the impact it has had on the individual.

Top Tip Have you tried one-page profiles? They are very popular with parents, so check with your school to see if they can share any templates with you, or try this link: <http://bit.ly/OnePP>

Will there be a better choice of schools?
The new system improves the range of school choices for those on EHC plans, including independent schools and independent specialist providers for which parents and children can express a preference. Councils have a duty to provide the support needed for any young person with SEND.

Will Special Educational Needs Coordinators (SENCOs) be able to offer adequate support for my child's needs?
Each SENCO is specially qualified to support other teachers to develop their expertise and ensure individual pupils' needs are addressed. The SEND Code of Practice is clear that every teacher is a teacher of children with special educational needs.

What happens if you go to college?
You can take your EHC plan with you. No-one should lose out just because they are moving from school to college.

Will I still have Higher Education support?
Students will continue to have a comprehensive assessment of what support they need. The EHC plan can be used to determine what those needs are.

Will Independent Supporters be available from September?
Independent Supporters will be people from the local area, ready and trained to help families through the changes to the system from September 2014. Councils are responsible for making sure information, advice and support is available in their area, not just about special educational needs, but also about disabilities, health and social care.

How can I get a personal budget?
You have the right to request a personal budget from your council when you have been assessed as needing an EHC plan or during a review of an existing plan. Independent Supporters can help you with this process.

Top Tip Information on how to request a personal budget and what it can do for you will be set out in your council's local offer.



Supporting SENCO Practice: SEND Reforms Guidance

ACTION PLANNING FOR SENCOS

With so many new requirements, it can be hard to know which way to turn! Drawing up a list of key actions can help put the forthcoming year and its concomitant duties into a manageable perspective.

Key task 1: read the Code of Practice and related documents

Key task 2: note dates for statement/LDA to EHCP transfer

Key task 3: introduce the reforms to staff and plan dates for training over the year

Key task 4: review teaching and learning policy in the light of the SEND reforms

Key task 5: explain immediate and forthcoming changes to parents and pupils

Key task 6: review monitoring and progress tracking systems for pupils with SEND

Key task 7: prepare the SEN information report

The first key document to produce is the SEN information report. SENCOs may be interested to know that the LIS has been in the midst of a discussion of the report's contents at national level, so can bring you up-to-date advice on this requirement.

The Lamb inquiry of 2009 (yes, it was that long ago!) into parental confidence in the SEN system, found that families struggled to find their way through layers of bureaucracy and wanted clear, accessible information. The SEN Information Report is designed to help meet this need.

School governing bodies require information about their SEN provision under Section 69 of the 2014 Children and Families Act. This section lists schools' reporting duties with regard to the admission, inclusion and access of disabled pupils, and this information can be published within the SEN Information Report.

Now, you may well be asking about the word 'report', as the term implies information about something that happened in the past. The SEN Information Report should contain *current* information about provision and can also form the substance of the SEN report to governors, i.e. *retrospective* information about what has been achieved. The report to governors was not mentioned in the original draft Code, but as SENCOs are still required to complete this on an annual basis the SEN Information Report was born!

As a whole school...

Autumn: Review teaching and learning policy in the light of the SEND reforms.

Spring: Consider the school accessibility plan. Start conversations with staff around the SEND policy.

Summer: Consolidate the year with the updated SEND information report.



Questions from the SENCO briefing meetings

Thanks to all the SENCOs who attended the briefing sessions. As promised, we've taken your queries, and through our powers of sleuthing have arrived at some answers!

Q: What are the deadlines for transferring statements to EHCPs for different year groups?

A: Please see the Problem Page for this one. A final EHCP *must* be issued by 31st May 2015 for students transferring from Y11 to post-16 provision.

Q: Does the LA expect transfer reviews for all Y2/3 pupils with statements, even if they are not in an infant school?

A: No – just those children moving to a separate junior school. Children in all-through primaries do not need a transfer review.

Q: What are the criteria for initiating an EHCP?

A: The decision to initiate an EHCP would be arrived at through the usual form of close liaison with parents and a multi-agency annual review.

Q: What is a 139a?

A: A 139a formerly took the place of a statement but ONLY when the young person accessed education in an FE college. If they remained in a school sixth form or post-16 setting the statement was maintained.

Q: Coming up to this top-up period, if you have a child for whom the decision is made to apply for statutory assessment, should the SENCO just tick 'statutory assessment' on the annual review papers, rather than do an EHCP?

A: Hold the annual review as usual, and tick the 'statutory assessment' box on the form, plus the 'top-up' box if this is relevant. It is advised that Section A of the EHCP is also completed at this point.

Q: What should be our priority – top-up applications or EHCP transfers?

A: These have equal priorities.

Q: Is EP involvement required for a request to transfer to specialist provision, when other outside agencies have been involved, for example, ASDOT or a speech and language therapist? If an EP was not involved, would this impact on the decision being made?

A: If a change of provision is being considered, an EP must attend the annual review, even when other agencies have been involved.

Q: Are secondary school SENCOs expected to attend EHCP transfer meetings?

A: It is best practice for the SENCO from the intended receiving school to attend the review. However, things are not always this simple: there may be uncertainty about which school a pupil will attend in Y7, in which case, primary SENCOs are advised to invite the SENCO from the school which is the first choice of the parents.

Q: How can we access support for the writing of EHCPs?

A: Exemplars will soon be available; the LIS intend to bring these to core visits in order for SENCOs to consider best practice.

Q: Can we have a checklist of everything that needs to be done?

A: See the article on action planning for SENCOs earlier in the newsletter, which lists key priorities. These include compiling the SEN Information Report and planning a time to update your SEND policy in conjunction with parents. You can make decisions about priorities for your individual school with your LIS consultant during a core visit, and draw up an action plan from that meeting.

Q: Will Bristol provide a model SEN policy to adapt?

A: There are no plans to provide one at present. It is recommended that SENCOs use the **nasen** guidelines for updating SEN policies, available from the SEND Gateway.

Q: What does 'K' stand for on the census?

A: the DfE guidance is as follows:

The changes to 'SEN provision' codeset (D00229) for the 2014 to 2015 academic year are listed below:

- new code 'K' for 'SEN support' added to the codeset from September 2014
- remove 'A' for school action or early years action and 'P' for school action plus or early years action plus codes for the 2015 spring census onwards
- new code 'E' for 'education, health and care (EHC) plan' added to the codeset for use from September 2014

The 'pupil SEN type' (D00237) codeset will also be changed as follows:

- remove 'BESD' for 'behaviour, emotional and social difficulties' code from September 2014
- new code 'SEMH' for 'social, emotional and mental health' introduced from September 2014 as a direct replacement for 'BESD'.
- new code 'NSA' for 'SEN support but no specialist assessment of type of need' introduced from September 2014

Training Requests

You said you'd like training on:

- completing EHCPs and writing outcomes
- key working
- personal budgets
- partnership with parents

We will aim to provide these opportunities!

Your wish is our command!





Problem page

If you have a query about any SENCO matter, contact the **Learning Improvement Service** on 9031275

Q: Do I have a pupil who needs an EHCP now?

A: There is a transfer timetable which was sent to all schools. If you haven't received this, please contact the SEN team – they may not have your up-to-date email address.

- **Y11 (12,13 etc)** – any of this group of students transferring to post 16 education or an apprenticeship **MUST** be under the new arrangements by 31 May; therefore, EHCP transfer reviews **MUST** be sent to the SEN Team by 22 Feb 2015 (and must be held by schools before 8th Feb)

In addition, the DfE guidance says LAs SHOULD AIM to transfer the following in 2014/2015:

- children and young people with statements of SEN issued with non-statutory EHC plans before 1 September 2014
- those moving from early years settings to school (including where the child remains at the same institution)
- those moving from an infant to a junior school
- those moving from primary to secondary school
- those moving from mainstream to a special school
- those moving from a special to a mainstream school
- children in Y9
- all children in Y6, not just those who are transferring from one institution to another (in 2014/15, local authorities must take account of the wishes of families of children in year 6 in determining whether to conduct a transfer review in that academic year)
- all children and young people in Y11, not just those who are moving into further education or training (including those who are leaving custody)
- those moving between one local authority and another .

Q: How do I change my SEN policy quickly, while planning to implement the Code much more slowly to include the views of parents, pupils and staff?

A: There is no urgency here; unless your policy is due for immediate review, an update can be planned for the spring or summer term. The important thing to remember is that implementing the new requirements is a process, and as such, should be paced and prepared for. You will need to consult with parents as well as staff, so some thought needs to be given as to how this might be done. Do you have a parent focus group which could be involved from the outset? Talking to other SENCOs about their plans for consultation is often a good starting point. Nasen has a helpful guide on revising and updating your policy, with suggestions for each section. The guide can be downloaded from the SEND Gateway.

Q: What are the main points from the Code that I need to understand and share in school?

A: The DfE presentation pack for school leaders provides all the information you need for a staff briefing. It covers the reasons for the changes; joined-up help across education, health and care from birth to 25; person-centred planning; what schools need to do from September and what the reforms mean for staff and parents. Key points to underline include the shift to greater pupil and parental involvement and the emphasis on class teachers' responsibilities.

There is a helpful guide to the Code of Practice which summarises the salient points: download from the DfE website.

Q: Which documents do I use for Top Up/non transition pupils?

A: Use the usual annual review paperwork which was recently revised; it is dated September 2014. Section D of this is the Top Up application front cover. Hold an annual review and tick the outcome box about applying for Top Up.

Q: What new information should be included on the school website?

A: Schools need to compile an SEN Information Report and put this on the website. The report should also be available in hard copy for any parent who requests it. Links to the SEN policy may be embedded within the report. Schools should also include a link to Bristol's Local Offer: www.findabilitybristol.org.uk .

The Bristol Local Offer guidance for schools contains a series of questions for parents and pupils which can be used as a Q and A format. If you haven't received this guidance do get in touch with Oliver Buell, project offices (SEND+) or contact your LIS consultant.

Q: Should dyslexic students be entered on the SEND record?

A: Following the Rose Report (2009), dyslexia is now viewed as a continuum, with individuals affected to different degrees of severity. Also, schools are now viewed as having the expertise to identify dyslexia, without having to rely on external agencies to do this, although the some students may well have a private EP report, highlighting dyslexic-type needs and suggested provision. When a student is placed on the SEN record at SEN Support level, they should receive 'additional and different' provision. This may not be appropriate for all a school's dyslexic students; it is dependent on individual needs and attainment. However, dyslexia is a recognised disability and a specific learning difficulty (SpLD), therefore indicating that students should be on the SEN **D** record and entered on school census and SIMS; if not, key documents will not correlate. A similar example may be a student with a hearing impairment or hearing aids whose academic attainment is good, and has no social or behavioural issues; these students still need to be placed on the SEND record. SENCOs could add a sub-section to the SEND record for such students who are *not* receiving additional and different provision in line with the school's graduated response; this will ensure that their needs are documented. Their progress will be closely monitored and reviewed and they may benefit from specific strategies to support learning; however, if their needs can be met within universal provision and they are making progress, there is no need for further support.

Q: I am wondering how much I should cost staff at on my provision map. I have always costed TAs at 12.37 per hour and learning mentors at 17.81. Is this correct or should they all be costed at 12.37 despite their different rates of pay? Should I also cost my SENCO wage on this map?

A: Cost your TAs and learning mentors at their true, different costs on the provision map. The SENCO wage should not be on the map, unless you, as SENCO, are teaching an intervention. You would need to cost these sessions at your rate of pay. In this instance, it should be clear why this level of expertise is needed to run this intervention.

Q: How do I get more help/advice?

A: Contact the Learning Improvement Service on 0117 90131275 if you haven't yet had your first core visit of the academic year. The visits this term have focused on the implementation of the SEND reforms; consultants can supply you with information and help you decide on an action plan. Your consultant from the Behaviour Improvement service will also be to advise you, as will your educational psychologist. Don't worry alone – get on the phone! No question is too small!

Introducing Education and Health Care Plans in Bristol – an Update

What?	The current position	Related documentation
<p>Transfer reviews (from a statement to an EHC Plan) for children and young people at significant key stage transfer. These reviews reconsider the old statement and transfer it into a proposed EHC Plan format.</p>	<ul style="list-style-type: none"> • You will have been notified which children need to transfer (contact SEN if you are not sure from the highlighted list). • Looking at the transfer PROCESS, the key requirement the new Code of Practice is that you engage the family and child/yp. Instead of posting paperwork home to gain their views, try to meet with them to talk through their personal information (section 4 of the form). This will DIRECTLY inform section A of the EHCP. In line with the Code of Practice, you also need to share with the family an explanation of the process. You know the child the best, so you are best placed to do this. • If you want to add in additional SENs make sure you have a professional report to support this. • Consider the old OBJECTIVES to be equivalent to a longer term outcome. Consider where the child is now and use this to inform an ANNUAL OUTCOME (not as smart as an IEP target but measurable and specific). • Complete as much as you can of the transfer review form PRIOR to the transfer review meeting by CUTTING AND PASTING from the old statement. Send this out 1 or 2 weeks prior to the review meeting. • At the transfer review meeting you are CHECKING IN that the details are correct and that the family and other agencies are in agreement. You do not need to go through it all together. • As you are reviewing as you go along, you do not then need to hold a separate annual review. • Complete the top up application form as necessary. • EP involvement is still required if you are asking for a change of placement mainstream to special or vice versa. This could be completed after the transfer review meeting (before 1st December). • If you have already completed an annual review this term, complete the transfer review paperwork retrospectively as long as this is before 1st December. 	<ul style="list-style-type: none"> • Electronic copy of the statement • Transfer review form • Transfer review form with guidance • Transfer review process guidance • Top up form (included as appendix to transfer review form)
<p>Annual reviews of statemented children/young people not being transferred</p>	<ul style="list-style-type: none"> • All other statemented children and young people must have reviews as usual using the old annual review paperwork. • It is important that you only use transfer review paperwork for those identified, as SEN will not have capacity to process more than those agreed. 	<ul style="list-style-type: none"> • Annual review form as revised Sept 2014

What?	The current position	Related documentation
Annual reviews for non-statemented children/young people	<ul style="list-style-type: none"> • An annual review is still required if you are intending to apply for TOP UP or for a new statutory assessment (EHCP). • Please use the old annual review paperwork and tick the relevant sections on the front including if you are requesting for a statutory assessment to take place. • Complete the top up request form attached to the form. • If you are not requesting statutory assessment as a school but a parent is keen to have an assessment, encourage them to contact SEN in writing with this request. They do not need a form for this. 	<ul style="list-style-type: none"> • Annual review form as revised Sept 2014
New EHC Assessments	<ul style="list-style-type: none"> • Once an education, health and care (statutory) assessment has been agreed, please meet with the family and child and complete Section A of the EHC plan in draft. • Send this within the first two weeks to the EP and any professionals who will be writing advice and SEN. Highlight where any request for change of provision to special has been raised by parents. • Professionals will visit the school and write their contributions (avoiding duplicating questions to the family as you have sent them the Section A). • Complete your school's contribution on the old Appendix B format (this has yet to be reviewed). • The assessment coordinator from SEN will contact the EP, then yourselves, to arrange a meeting at which the draft EHC plan will be presented and then agreed. This will happen between weeks 12-16 after the assessment has been agreed. • You will be sent a draft of the report prior to this meeting. • Book a suitable room, thinking about how to support the parents in participating; i.e. think about refreshments, size, lighting, etc. Consider if you might map the discussion on the board or large paper on the wall for example. You could offer to advocate for the child or parent if they do not want to speak at the meeting. 	<ul style="list-style-type: none"> • EHC plan • EHC plan with professionals' guidance
<p>All documentation can be found on http://www.bristol.gov.uk/page/children-and-young-people/education-health-and-care-plans-ehcp <i>Thanks to Jude Liberman (EPS) for this guidance.</i></p>		

Mash those Myths!



Let's get to grips with
the Local Offer!

There's been a great deal of national confusion about the Local Offer, and misconceptions about what it consists of and whose responsibility it is. Let's clear that mist...

The Local Offer is the responsibility of the local authority; each LA is required to produce information about what's on offer in the area. This includes information on housing, leisure, and careers advice amongst many other things.

Schools contribute to the local offer by supplying information about their provision for children with SEN. This takes the form of the school's SEN Information Report and SEN policy. These documents describe:

- how your school identifies SEN and provides support
- how parents can raise concerns and be involved
- accessibility arrangements.



Here in the LIS we like a good visual, so we think it's helpful to conceptualise the Local Offer in floral terms (!): the centre is the LA contribution, each petal is a school's contribution, and the entire flower constitutes the whole.

So, what does a SENCO need to do?

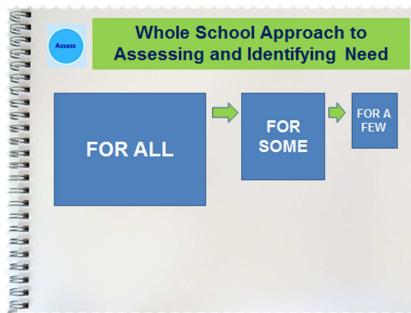
1. Your school needs to compile an SEN Information Report, detailing how you provide for children with SEN. The Q and A format sent to schools, derived from Hampshire's guidelines, is recommended.
2. Once you have completed your SEN Information Report, test it out with pupils and families.
3. Post the report on your website together with your SEN policy, then email the completed local authority proforma (in appendix 6 of the Local Offer Guidance) to Sendplus@bristol.gov.uk with the subject line "Local Offer answers". Visitors to the Findability Bristol website will be able to search for a school and access links to the relevant webpages containing the SEN information report and SEN policy.

Your SEN policy will need to be updated during this academic year in the light of the SEND reforms; nasen has produced comprehensive guidelines for policy review which can be found on the SEND Gateway:
<http://www.sendgateway.org.uk/>

Don't forget to book your core visit from the LIS!



Assessment



The assess – plan – do - review cycle is nothing new to us as educators: it has always underpinned our practice. We assess constantly when we teach; this may be on an informal level as we monitor pupils’ understanding during a lesson in order to inform subsequent teaching steps, or as part of a whole –school formalised assessment cycle. We also employ diagnostic approaches to investigate barriers to learning when pupils are not making expected progress.

With the renewed emphasis on assessment in the new Code of Practice, this may be a timely moment to reflect on current practice within our settings, and to consider the use and choice of assessments within a graduated approach. It may be helpful to grade assessments at universal, targeted and specialist levels, and to map them accordingly: see the LIS prototype on the following page.

For all: universal level

The 2014 Code explicitly underlines class teachers’ responsibility for ensuring all children’s progress, so schools need to be clear about which assessments are available at the universal, classroom level. SENCOs need to ensure that staff are both cognisant and confident with their use. The findings should inform adjustments to core teaching.

For some: targeted level

Secondly, consider which assessments are available at a targeted level for increasingly fine-tuned identification of certain pupils’ strengths and needs. The range here may include standardised tests for reading, spelling and numeracy or the Boxall profile.

For a few: specialist level

Finally, you may have a small selection of tests to be used with a very few children. Pupils known to external agencies may have already experienced a range of higher level assessments, and for others, the Code advises that schools should have arrangements in place to draw upon more specialised investigation from professionals.

Time to reflect...

- How does your school ensure that pupils’ special education needs are identified and addressed as early as possible?
- Do you need to add to your current range of assessment tools?
- Do teaching staff make effective use of assessment tools to identify barriers to learning and adapt classroom practice in the light of these findings?
- Are there any areas where you need training to support your ability to identify pupils’ difficulties and to devise supportive strategies?

Assessment: a graduated response

Assess – Plan – Do – Review

OLD	NEW
Statement W3	Statutory EHCP
	Non-statutory EHCP
SA+ W3	School Support 'Plus'
SA W3	School Support

SEN Support +

SENCO or external agencies

CTOPP
 Solar WRAT4
 Caspa TOWRE
 B Squared DASH
 TOMAL2 WIAT-T-2
 Dyscalculia – checklist (Steve Chinn)
 Outside agencies, e.g. physio, OT, SALT, EP
 Boxall Profile

Class teachers in conjunction with SENCO

SEN Support

Sandwell GRT
 YARC Bracken Numicon intervention assessment
 Better move on checklist Connors Rating Scale Renfrew language assessments
 Screeners: dyslexia/dyscalculia Boxall Profile
 Robert Goodman: Strengths and Difficulties questionnaire

Class teachers' responsibility

Universal level: high quality teaching

Robert Goodman: Strengths and Difficulties questionnaire (SEMH) Thrive assessments
 Running Records Criterion Referenced assessments Miscue Analysis Data PPMs
 Y1 phonic test Bench Marking RW1 integral assessment
 Language screener Teacher assessment for tracking/monitoring progress
 Afasic checklist P Scales – views/experiences of parents EAL/SEN filter questionnaire
 A Language in Common

**Having trials with Top-Up? In the dark with Section D?
Let this worked example shed some light!**

Section D

APPLICATION FOR NFF TOP UP FUNDING

THIS SECTION IS NOT FOR GENERAL CIRCULATION (revised Sept 2014)

3 PAPER COPIES OF APPLICATION FOR NFF TOP UP FUNDING PAPERWORK (Section D) TO BE SUBMITTED TO SEN TEAM.

This is in ADDITION to any copy submitted as a request for an EHCP.

Please ensure the checklist of attachments at the end of this form has been completed

Pupil		UPN	
School			
Primary need		DoB	Year
Secondary need		Area	N S EC
Pupil receives Pupil Premium	Yes / No (Circle as appropriate)		
CiC	Yes/No (Circle as appropriate)		
Current Funding provision: including EY funding as appropriate	Band		
Start Date of any current funding:		Review date:	
Requested Funding provision:			
Requested band:		Requested Start date:	

Evaluation of Progress Summary
Current pupil strengths and needs
<p>Brief paragraph summarising current pupil/student profile. Name any specific diagnosis/syndrome/condition. If pupil/student has a statement/EHCP take wording from statement/EHCP; if not, ensure the details of needs correlate with subsequent evidence bases. (e.g. annual review/outside agency reports/any provision maps). You may wish to include highlighted BUDs, detailing the level of need in line with the band you are requesting, on a separate sheet. If you have recently completed/will be completing transfer to EHCP annual review (AR) paperwork please cut and paste appropriately.</p> <p>You may have held an AR up to 11 months prior to this application; therefore, up to date information on this front cover of your TU application IS ESSENTIAL.</p>
Current additional provision to meet needs
<p>Bullet points only. Provision must be specific for each need as detailed above. Full range of personalised provision summarised here to be clearly reflected in subsequent individual provision map/other documents. NB. You must demonstrate the total £10,000+ spend in the costed individual provision map.</p>

If applicable, you must clearly demonstrate the provisions being met through pupil premium.

Outcomes

You must demonstrate here the impact of any intervention(s)/ personalised provision. You must demonstrate the progress that has been made by the pupil as a result of the provision in place.

You may choose to present this as our following example using headings such as **progress** and **challenges**. You may choose to present this in table form (within this form) for each intervention/provision. Focus on precise **can do** statements and ensure pupil/student, parents and outside agencies are reflected in your summary.

BE SURE you clearly demonstrate which intervention(s)/provision(s) are funded by pupil premium monies, if applicable. You should be able to cut and paste from your overall pupil premium report/individual provision map.

Current pupil premium primary £1,300 secondary £995

Current CiC funding primary/secondary £1,900.

Learning Difficulties-Literacy (example)

Progress

- With significant support, including daily 1:1 interventions, huge modification to the curriculum and ongoing small group work, has made some progress in reading and writing within P8 (was working at P7 last academic year).
- **can now recognise** 10 further HFW (total 20 words)
- He **can now match and construct** a very simple sentence using Clicker 6 (subject, word, object)
- When working with an adult, **is now able to** use his knowledge of sounds when writing and is now grouping letters to record simple CVC words.
- He **has acquired** a further 8 PGCs (total 20 PGC's)
- Parents **report a greater interest in** sharing simple story books, even pointing out some HFW's in the text.

Challenges

-continues to need a highly personalised and differentiated literacy curriculum. This centres on developing basic skills with 1:1 direct teaching and frequent repetition of short focused targeted activities. This involves daily precision teaching methods for only 10mins at a time.
- Progress with phonics has not been as rapid as HFW learning. Therefore we will be focusing precision teaching for whole words and trying to increase sight vocabulary for reading.
- Given his difficulties with blending due to level of speech and language need (2-3 word level), we will be focusing on simple CVC words with adult modelling to provide auditory feedback, using a variety of games on his iPad.
-

Future Provisions

- At times of transition (e.g. KS2 to 3), or if additional needs are identified following annual review.....it will be important to detail here expected changes to provision and map these.

Thanks to Tracey Nairn and Carol Wells (LIS) for this guidance.

Free Stuff!

Nasen now has a collection of FREE resources to help SENCOs implement the SEND reforms. These include:

A Whole School Approach to Improving Access, Participation and Achievement

Within the toolkit are four training modules which SENCOs can use to develop training sessions for all staff. All materials can be downloaded and adapted to meet the needs of individual schools. Each module is accompanied by a set of training notes, activity sheets and information sheets. The website also has links to all the resources that comprise the toolkit, plus many more that SENCOs may find useful.

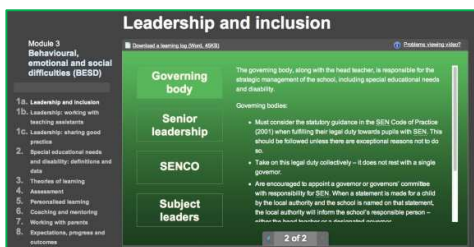


Primary Training toolkit: <http://www.nasentraining.org.uk/primary-training/>

Secondary Training toolkit: <http://www.nasentraining.org.uk/training-pack/>

Inclusion Development Programme (IDP)

The Inclusion Development Programme (IDP) is part of the government's strategy to improve outcomes for children with special educational needs and was first outlined in Removing Barriers to Achievement. <http://www.idponline.org.uk/>



Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

These training materials were commissioned in response to a government recommendation, following the Lamb Inquiry (2009). The materials consist of five learning modules, each of which focuses on one of the above areas of special

educational needs and disability (SEND). <http://www.advanced-training.org.uk/>

Training materials for teachers of learners with severe, profound and complex learning difficulties

The training materials cover the following areas:

- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Complex learning difficulties and disabilities (CLDD)

They are presented in 16 modules within four subject groups and explore topics such as communication and interaction; the context of specialist teaching; insights from neuroscience; working with families, and the legislation around SEND.

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



Free Call from a Speech and Language Therapist

Concerned about a child's talking, listening and understanding? Are you looking for more information about speech, language and communication? Call **020 7843 2544** to arrange a free phone call from one of ICAN's speech and language therapists through the

[I CAN Help Enquiry Service](#)

CPD Opportunities

Training for schools: term 2 2014

Learning Improvement Service (LIS)

<i>Date</i>	<i>Course</i>
04 Nov 13:00 - 15:00	Teaching Assistant Training - Supporting Learners with SEND in the classroom: maths
11 Nov 13:00 - 15:00	Teaching Assistant Training - Supporting Learners with SEND in the classroom: independence and differentiation
11 Nov 09:00 - 12:00	Planning and provision for pupils and students with Down Syndrome - Workshop 2
12 & 13 Nov 09:15 – 3:30	Talking Partners@Secondary
18 Nov 9:00 - 15:30	Personalised dyslexia teaching
08 Dec 09:00 - 12:00	Planning and provision for pupils and students with Down Syndrome - Workshop 3

The LIS also offers INSET, twilight sessions and staff meetings. Call 0117 9031275 for further information and prices for bespoke work. Book places at www.tradingwithschools.org.



Behaviour Improvement Service (BIS)

<i>Date</i>	<i>Course</i>
11 Nov 09:30 - 12:30	Conflict resolution
19 Nov 09:30 - 12:30	Understanding and supporting pupils with ADHD
25 Nov 09:30 - 12:30	Part 2 – Difficult behaviours: no more hitting, spitting, biting, screaming and kicking

The BIS also offers INSET, twilight sessions and staff meetings. Call 0117 9222444 for further information and prices for bespoke work. Book places at www.tradingwithschools.org.

Educational Psychology Service (EPS)

Date	Course
18 Nov 09:30 – 16.30	Managing behaviour: the role of the PPA teacher or cover supervisor
26 Nov 09:30 – 16.30	Managing conflict and negotiation in the workplace

Book places at www.tradingwithschools.org Tel: 0117 9222444

New for spring 2015: The class teacher and the new SEND CoP (24 Feb)

Working with parents and the new CoP: a course for teachers and Key workers (25 March)



OnLine Training
ONLINE TRAINING

Online Training has created a short introductory course aimed specifically at SENCOs, headteachers, teachers, teaching assistants and governors working in schools, who need to become familiar with the SEND reforms in order to comply with the new legislation.

This short SEND CoP course includes animations, printable resources, video interviews, case studies and a self-assessment tool to help you measure your progress towards meeting the new requirements over the coming year.

This is a free open access course, which requires a simple email registration to enable you to resume your position in the course and revisit the self-assessment questionnaire.

To access the course go to www.includingme.net and click on the link.

CPD from Claremont School

Manual Handling: November 18th, December 9th, January 13th 2015, Feb 10th, March 3rd, April 21st, May 12th, June 11th & July 14th.

Parent back care course: November 25th, February 3rd 2015, May 9th & July 7th

Inclusive PE: Secondary - January 20th; Primary- March 17th

Toy adapting: December 4th

For all enquiries please email: claremontsp@bristol.gov.uk



Tales from the City



As always, the schools, SENCOs and support teams of Bristol are forging ahead with good practice and are ever ready to share – thank you to everyone who's contributed to this issue.

Kay Harrison, SENCO at Minerva Primary Academy, has been ahead of the game! To increase pupil and parent participation, Kay has been working with families to co-produce pupils' learning passports. Families are invited to meetings after school to create the passport together, and although this is a time-consuming process, it has paid dividends in terms of engagement and real partnership working. Kay has kindly shared her passport format and question prompts for the meeting. Over to Kay...

Learning Passports

At Minerva Primary Academy we have been developing the use of learning passports over the last few months in order to support communication between staff, parents and children.

Inspired by passports I have seen in specialist and early years settings, I researched online and amended a format used by another school, personalising it for our Academy. It is a user-friendly way of capturing the voice of the child, parents and teachers. It can also record the outside agencies and interventions that have already had an impact.

The process begins with a conference between the teacher and child using a talking frame. This information is then transferred to the passport, along with a current photo of the child. A meeting then takes place to share access arrangements, the views of the child and their learning targets with parents and carers, and to collect any relevant information from them. As SENCO, I was involved in the initial passport meetings but they are now being reviewed and updated at parents' evenings, with support from me if and where needed.

They have proved to be particularly useful at transition times to secondary schools or new schools. Creating a passport is a useful way of supporting the first meeting with parents when a child with SEN or additional needs joins our Academy. The passports have now become an essential part of multi-agency meetings or consultations with the educational psychologist. With permission from parents and carers they can also be sent to meetings outside school or to appointments with paediatricians, etc.

The learning passport has already proved to fit in well with the spirit of the new Code of Practice. The passport for one child has already been useful as part of the evidence for my first EHCP transfer meeting.

Very sensitive information and levels are not included on the passport. Other plans i.e. care plans etc. can be signposted on it. It can be updated at each meeting without having to start with a blank document. Our next step is to ensure that the children keep the passports in their classroom drawers so that they can share them with visitors or new teachers.

Increasing the independence of children is of crucial importance in the process, so we try to make learning targets child-friendly and encourage the children to come up with ideas about how they can help themselves.

The learning passports been very well received by parents, teachers and children. The photo seems to be the biggest attraction! It reminds all that the child is at the centre of everything .

Kay Harrison, SENCO

Kay uses these question frames to formulate pupil passports for key stages 1

and 2:

KS1

- I am good at.....
- What I find difficult.....
- What you can do to help me.....
- What I can do to help myself.....




See the following page for the pupil passport format.


KS2

- I am good at.....
- **What I find difficult.....**(Examples: I fidget in class;
I can't always get across exactly what I want to say;
I find change difficult)
- **What you can do to help me....**(Examples: Give me a little extra help to process tasks; sit me at the front of the classroom; warn me about any changes...)
- **What I will do to help myself...** (Examples: I will use the words around the room; I will tell the teacher if I can't hear...)



Thanks to Kay and Minerva Primary Academy for sharing their excellent practice.

		<h1>My Learning Passport</h1>		
Hello. This is information from me for my teachers.			Class teacher:	Date of Update:
d.o.b.			<u>Interests/strengths</u>	<u>Challenges/difficulties</u>
Access arrangements and interventions				

<u>You can help me in these ways:</u>	<u>I will help myself in these ways:</u>
These are my Learning Targets:	Activities that would help my learning at home:
	<p> Pupil:</p> <p>Parent:</p> <p>Teacher:</p> <p>Inclusion leader:</p>



Anne, Julie, Simon and Cheryl (SENCO)

Speech and language support at Filton Avenue Infant school: a model of good practice

Anne Rutherford, headteacher at Filton Avenue Infants, has long recognised the underpinning role of good language and communication skills for children's learning and social development. Children's language skills on school entry have fallen in many parts of Britain; in some areas, more than 50% of reception entrants have language abilities below the level expected for their chronological age, and this has a resultant detrimental effect on their ability to learn. Because early intervention is crucial, Filton Avenue Infant school has invested in a range of provisions for children, meaning that no child's needs are missed or left unsupported.

The school employs Simon Watts, a speech and language therapist, for one day a week, who works closely with Julie Britton, HLTA, to identify and plan for individual pupils. Julie has had extensive training in children's language development and is familiar with a range of interventions, so she and Simon together make a formidable team! In addition, other support staff have had training in various interventions so comprise a well-informed team.

Identification

Children are identified early: in the summer term, Simon and Julie visit the adjacent nursery school to spend a day talking to staff and working alongside children who have particular speech or language needs. The information yielded by this visit helps Simon and Julie prioritise and plan for the following year. Their current list of supported children is reviewed alongside the new list, and decisions are then made about who might need continued support or further assessment. Once initial assessments are completed and reviewed for each year group in September, targets are formulated and interventions selected. By the end of week 4 in the autumn, all plans are in place.

Having attended a seminar on Speech and Language Link, Julie and Cheryl (SENCO) have decided to purchase Infant Language Link; this is an initial screening and intervention tool which highlights specific difficulties and then supplies intervention strategies for both class and small group. This will be a useful resource for class teachers as any strategies used in group or 1:1 times can be reinforced in the classroom.

Intervention

There's a range of support on Filton Avenue's menu, for both groups and individuals. The school delivers narrative therapy (to support children organise and sequence ideas), Time to Talk (to help develop listening and attention), Language Steps (to supports children's understanding of instructions and information carrying words) and Talking Partners, which supports speaking and listening skills with a focus on curriculum language. In addition, Julie runs 'Talking Tables' to give small groups opportunities to hear and use target vocabulary such as prepositions and to learn to take turns in conversation. Children sometimes record their voices on recording shapes, and listen to the playback to identify each others' voices – a great motivation for honing listening skills! During these sessions, Julie assesses individual needs in more depth, enabling her to pinpoint areas of strength and difficulty for possible further intervention.

Julie also works on phonology with individual children who have difficulty perceiving, and then pronouncing, sounds correctly, using materials from Black Sheep press.

Monitoring

It's evident from the children's growth in confidence and their ability to contribute in class that the speech and language support makes a difference. However, in these days of hard data, more is required: a number of assessments are used to show increases in vocabulary, improvement in narrative skills, content of utterances and grammar. Evidence from parents is also gathered, a valuable practice very much in the spirit of the new SEN Code of Practice.

Involving parents

Filton Avenue has found that offering parents time in school to meet Simon and plan targets has been a great success. All parents attended the meetings, and received end of term reports written by Simon. In addition, holiday packs of speech and language work were given out for the summer period.

Staff training

Staff have received various CPD sessions in language and communication over some time including Online Inset (SLCN), Learning Together and Talking Partners. A previous therapist ran sessions on articulation and phonology so no stone has been left unturned!

Filton Avenue staff describe the support as a pyramid: the school, children, parents and carers and the NHS therapist. This support speeds up the process of assessment and intervention in school and ensures that no child slips through the proverbial net.

Thanks to Filton Avenue Infants' staff for sharing their excellent practice.

Practice-based evidence: some comments on good practice in the evaluation of interventions for children with special educational needs

Introduction

Evidence-based practice (EBP) is professional practice that has previously been subjected to some kind of evaluative process, using a particular research design, and has yielded positive results in relation to specific desired outcomes for individual children and young people (CYP), for targeted groups of CYP or for CYP in general. For example, a wide range of evidence-based practices can be found in the DfE guideline documents *What Works For Children With Mathematical Difficulties* (Dowker, 2009) and *What Works For Children With Literacy Difficulties* (Brooks, 2013), both of which are freely available online. As an educational psychologist working in Bristol schools, I am happy to say that it's virtually impossible these days to go more than a week or so without hearing the phrase *evidence-based practice* during a school visit.



Wherever possible, it would always be advisable to address a particular challenge – whether it is regarding a curriculum development issue, an emotional literacy skills issue or something else – through a practice framework that has a well-established evidence-base. Sometimes, however, the links between the presenting concern and a particular evidence base may be somewhat less clear. In such situations, a SENCo may find him/herself attempting to develop a bespoke package that seems logically appropriate given the presenting challenges. Whichever the case may be, what is extremely important is a concept less talked-about within schools than EBP: *practice-based evidence* (PBE).

Practice-based evidence

PBE is essentially the practice of gathering relevant and informative data and information to evaluate the effectiveness of your intervention, whatever it may be. When implementing a well-evidenced package of support, in which there is a high level of confidence, it can be tempting to pay less attention to this issue. But the truth is that it is equally as important to effectively evaluate the outcomes of a chosen EBP as it is to evaluate the outcomes of a more specialist, or bespoke, set of strategies. Why? Because one can never guarantee outcomes! Why? Because no matter how compelling the evidence for – let's say – a programme of social skills development, that evidence-base will not have been developed in relation to your very specific presenting concern. It's highly likely that there will be a great many similar factors between your presenting concern and the circumstances under which the EBP was developed. Indeed, something will be amiss if there are not! But every presenting concern has its unique elements and, as such, we can never be 100% confident that our chosen EBP will do the trick. Cue PBE!



Some tips for good PBE

Wherever possible, it is always best to measure change that you can actually observe, rather than change that you can only infer. For example, *anxiety levels* are not something that can be directly observed and so it is impossible to be completely confident that your intervention has had a direct, positive impact upon this. However, if the source of a child's anxiety is writing tasks, for example, you might measure duration of on-task behaviour during such tasks. Of course, as part of the evaluation of your intervention, you might measure the child or young person's self-reports of anxiety (or worry?) levels during writing tasks, perhaps on a scale from one to ten. But there is a wealth of evidence that self-reports are limited in that participants often only tell the evaluator what they think they want him/her to hear, so it is usually worth collecting other outcomes measures as well as self-reports.

A further useful tip is, wherever possible, to collect direct measures, rather than what are often referred to as *proxy measures*. For example, we might consider *staff perceptions of a child's unsafe behaviour levels* as a proxy measure of actual unsafe behaviour. However, it could be that the relationship between the staff member and the child has improved considerably during the intervention period and, thinking more favourably of the child, the adult inadvertently may rate the child's unsafe behaviour as being less present than it actually is. In such a situation, a SENCo may then feel that the situation has returned (or is returning) to an acceptably safe level when, in fact, this is not the case. Proxy measures can certainly be a helpful indicator, but direct measures are usually preferable.

A final tip – which is, of course, particularly in the spirit of the new SEN Code of Practice – is to derive the measures for interventions *with* children, young people and their families, rather than just *for* them. If the desired outcomes for your intervention are the same as – or have considerable overlap with – the young person's desired outcomes, s/he is likely to be implicitly motivated to achieve those outcomes. Concurrently, parents will be more likely to further reinforce your efforts at home if the outcome measures are of great importance and value to them.

Some examples of PBE

Class teachers and SENCos are, of course, very accustomed to collecting and using formative data regarding children in their schools. Attainment data (e.g. SATs), attendance and exclusion data are just a few examples of this. However, often the type of data we collect during interventions for children with SEN, and the way in which

we collect it, needs to be much more bespoke and tailored to the individual circumstance in order to effectively measure our preferred outcomes. Below are just a few examples of how this can be done.

The Target Monitoring Evaluation System

This system was originally devised by a group of London-based educational psychologists (Dunsmuir, Brown, Iyadurai & Monsen, 2009) to evaluate the outcomes of a range of interventions put in place for individual children with SEN. It can be used with relative ease by SENCos. The process involves:

1. Negotiating a maximum of three SMART targets (considering the above tips)
2. Establishing a baseline measure, on a scale from 1 – 10, of where the child is currently functioning in relation to those targets. This is ultimately a subjective judgement that is negotiated between key individuals (e.g. SENCo, class teacher, parent, young person) but it should be agreed in reference to hard data (e.g. curriculum-based assessment, National Curriculum statements, p-scale data etc.). The agreed value is circled and a “B” is written next to it to represent the “baseline measure”
3. At the same initial meeting, a rating along the same scale should be given for “expected progress” and an “E” written next to this.
4. A review meeting is then set for, say, one school term later.
5. At the review meeting, hard data in relation to the specific targets inform a third and final rating along the same scale for “actual progress” and an “A” written next to this.

Progress on the scale should be recoded as follows:

- Worst progress (actual outcome rating is below baseline).
- No progress (baseline maintained).
- Some progress (outcome is rated less than expected rating but above baseline).
- Expected level of progress (actual rating matches expected rating).
- Better than expected progress (actual outcome exceeds expected rating).

Appendix one (below) provides a worked example of this and further information on carrying out this evaluative procedure can be obtained from Bristol Educational Psychology Services (EPS).

Precision teaching and related approaches

Precision teaching is a model of education instruction that involves collection of data in relation to directly observed skills (behaviours) presented by a focus child or young person. It can be used to develop any kind of skill set but in schools it is most commonly applied to develop basic reading, writing and arithmetic skills. One of the great strengths of the model is that it has very specific and explicit criteria (called *mastery criteria*) that inform the practitioner (e.g. class teacher, LSA, SENCo) whether the target skills have been attained and when to move onto a new set of target skills. Training in the use of this model can be accessed through the Trading with Schools website <http://www.tradingwithschools.org/home/Default.aspx>

A system-wide example

The above two examples are relevant for SEN interventions for individual children. However, PBE can be even more important when measuring the outcomes resulting from systems changes within a school. One local primary school, for example, recently aligned its behaviour management practices with the principles of Restorative Justice (RJ). Desired outcomes identified at the beginning of the process included:

1. Classroom-based staff would be more able to manage classroom behaviour without support from senior members of the staff team
2. Children would feel safer at school
3. Children would be more able to resolve conflict themselves

By identifying these desired outcomes from the outset, it was possible to establish a baseline measure and set up processes so as to collect relevant data regarding these specific outcomes, thus determining the level of success of the process. Over the period of four school-terms, classroom teachers' behaviour referrals reduced from just over 50 per term across the school to nine per term. Additionally, 84% of children reported feeling safer at school and 80% of children reported feeling more able to resolve their own conflicts.

Appendix 1(reproduced with kind permission of the author)

Target Monitoring and Evaluation (TME) Form

<i>Pupil:</i> Kiran	<i>Consultee:</i> Clare (class teacher)
<i>Date of consultation:</i> 21.04.13	<i>Date of review:</i> 20.06.14

Target 1: Be able to remain on task for three minutes with achievable task and no adult prompts

Rating: 1 ②^B 3 4 5 ⑥^A ⑦^E 8 9 10

Descriptor of baseline level: On task for one minute maximum without prompts

Descriptor of level achieved: On task for two minutes on average after starting task, and occasionally three minutes in numeracy

Target 2: Be able to read and spell list of twenty CVC words using letters he can reliably give sounds for (a, c, e, g, h, i, k, l, m, n, o, p, r, s, t) with 90% accuracy

Rating: 1 2 ③^B 4 5 6 7 8 ⑨^{E/A} 10

Descriptor of baseline level: Could read seven words and spell five accurately at first session (33% accuracy)

Descriptor of level achieved: Made one or two errors only in each session

Target 3: Eats at a table with other children with no supervision

Rating: 1 ②^B 3 4 ⑤^A 6 ⑦^E 8 9 10

Descriptor of baseline level: Eats alone with close supervision

Descriptor of level achieved: Eats at a table with other children with special supervision

Look out for the next newsletter in December!