

SENCO EXCHANGE – THE SENCo ROLE – WHERE ARE WE NOW?

Looking at current practice and
keeping up to speed with change.

THE SENCO ROLE

The Good bits:

- Getting to know the pupils individually really well – highlighting their strengths and addressing their areas of relative difficulty.
- The opportunity to put the pupil at the centre of the provision
- Playing a pivotal role in addressing individual need

Looking at the detail

- Decision maker
- Listening to parents
- Listening to pupils
- Listening to teachers
- Watching your back!
- Putting the pupil first
- Being fair

The Equality Legislation

- Where are we now – walking the SENCO tightrope
- The New Guidelines
- The New JCQ regs – and what lies in store for next year?
- Parental Expectation
- Keeping it fair
- What is "disabled" and do you have pupils like this at your school?

Time for new ideas and new initiatives

- Make sure you have time for this
- Try to think outside the box!
- Link up with universities and research initiatives?

A YEAR IN THE LIFE ---

- THE REGULAR AND ROUTINE:
 - Meeting prospective pupils and parents
 - Liaising with feeder schools
 - Referrals from staff, parents, pupils,
 - Seeking advice about how best to make reasonable adjustments
 - Appointments with Ed Psych
 - Keeping colleagues informed about recent diagnoses, recent thinking etc
 - Access Arrangements online

THE REGULAR AND ROUTINE:

- Testing
- Keeping up to speed with new resources, courses, initiatives.
- Staff training,
- Visiting Departments
- Visiting lessons
- Attending Parents Receptions for each year group
- Conducting Staff reviews/appraisals

SEPTEMBER -OCTOBER

- The ones we already know about - new to the school with a history of difficulty
- Screening the new intake: LASS + Learning Styles + Dictation (Spelling-focused – Advantages of this system so far.
- Follow-up Diagnostic testing targeting areas of relative difficulty
- If your school does MIDYIS, compare results with your screening or X-refer with, say, CATs test results
- Analysing the results and allocating provision
- Dealing with new referrals from parents and colleagues
Staff training sessions for new staff

NOVEMBER - DECEMBER

- Establishing teaching programmes for 1-1s
- Drawing up Action Plans / IEPs
- Writing Synopses for those with EP reports etc
- Access Arrangements online applications (AAs currently have a 26 month currency, after which a new application is required)
- U6 , L6, 5th and 4th Forms
- DSA applications - updated Ed Psych reports
- Submit Department Development Plan
- Review Ed Support Policy docs

JANUARY - FEBRUARY

- Liaise with Examinations Officer over entries for pupils with AAs
- Continue Diagnostic Testing from before Christmas
- Ensuring pupil files for AAs also include evidence in the form of pieces of marked work

MARCH - APRIL

- Dealing with new referrals and diagnostic testing if required. (The focus is on in-school assessment rather than referral to an Ed Psych.
- Liaise with Examinations Officer over entries for pupils with AAs
- Ensure pupil files for AAs also include evidence in the form of pieces of marked work

MARCH – APRIL (cont)

- Consider staffing requirements for next year
- Submit budget bids
- Help pupils with revision programmes – school-wide – not just those attending Ed Support- additional sessions offered

MAY - JUNE

- Cover arrangements for those pupils requiring invigilation in the Ed Support Department for internal exams – word processors
- Additional revision sessions available for pupils
- Training for NQTs as required
- Rugby Group SENCO s annual meeting

JULY - AUGUST

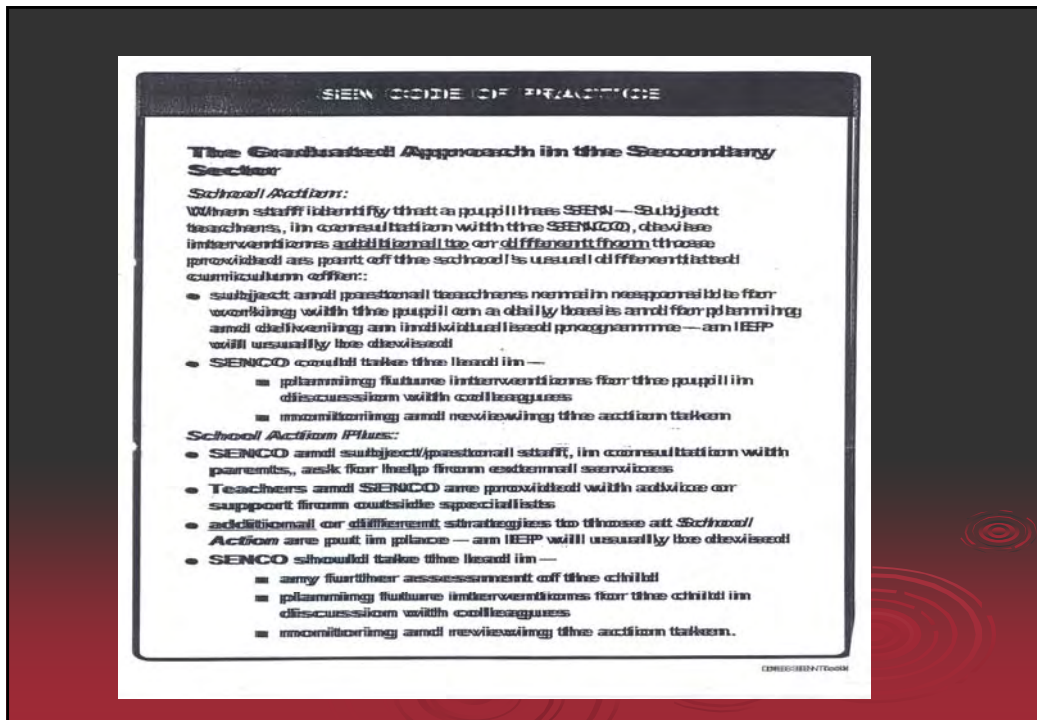
- Prepare screening materials for September
- Review Handbook
- Review Policy doc
- Review Ed Support staff training needs
- Prepare whole staff inset as required
- Order in new resources as required
- Admin days with Department Secretary

INSET TRAINING SESSION FOR MAINTREAM COLLEAGUES

- Suggested Presentation for the start of the academic year.

INSET TRAINING SESSION

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Making reasonable adjustments

- How can I throw the ball so that you can catch it?

Why do we need to be concerned with “Reasonable Adjustments” ?

The Equality Act and Disabilities legislation -
statutory requirements

- We have pupils with Specific Learning Difficulties (SpLDs)
- Pupil expectation
- Parental expectation
- Inspections

Taking the necessary steps

- What do we do to ensure that our curriculum is accessible to those with SpLDs?
- How do we know which of our pupils have SpLDs?
- Can we show that we are making the necessary reasonable adjustments?

Definition of a Disability

- The legislation defines a disabled person as someone who has:
- ‘A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of a Disability 2

- “Physical impairment” includes sensory impairment
- “Mental impairment” includes learning difficulties and an impairment arising from a mental illness where this is clinically well-recognised
- “substantial” in the DDA means more than minor or trivial
- “long-term” means at least 12 months

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SpLDs are covered by the DDAct

Examples of SpLDs covered by the Act:

- Dyslexia
- Dyspraxia
- Attention Deficit Disorder
- Attention Deficit Hyperactivity Disorder
- Aspergers

How do we know if a child has an SpLD?

- Information on entry to Oundle
- Initial Screening
- Teacher / Parental referral
- Further diagnostic testing
- Internal assessment by a qualified Ed Support teacher
- External assessment following referral to an appropriate outside professional
- Once a formal diagnosis is made, the child is covered by the Disabilities Discrimination Act

Keeping teachers informed

- Pupils with SpLDs are entered on the SpLD Register
- Pupils who are currently in receipt of Ed Support lessons have an Individual Education Plan (IEP) /Action Plan (preferred title??)
- Pupils who have a report from an Educational Psychologist or other professional, have a synopsis of their report.
- All the above are accessible on the Educational Support intranet site.

Accessing the information

On the School Intranet go to:

Academic >

Educational Support >

SpLD Register/ EAL Register >

Click on the individual pupil to access an IEP and/or Synopsis of a professional report

Disability Discrimination is:

- Less favourable treatment than someone else
- For a reason related to the child's disability
- When it cannot be justified

Reasonable adjustments

- To ensure no substantial disadvantage
- Comparison: pupils who are not disabled
- An anticipatory duty owed to all disabled pupils

Justification for less favourable treatment

- May be justified for a substantial and material reason
- Permitted forms of selection
- May not be justified if a reasonable adjustment could have been made but wasn't

•Aspergers Syndrome

•Dyslexia

•Dyspraxia

•ADD/ADHD

**Aspergers Syndrome
a medical diagnosis
part of the Autistic Spectrum
affects boys more than girls ratio 8:1**

‘A triad of impairments’

1. Social interaction
2. Social communication
3. Social imagination, imaginative play, flexible thinking

1. Social interaction

May appear socially isolated, may not be worried about it

May be tense and get distressed trying to cope with the
social demands of other people

Lacks strategies for getting and keeping friends

Hard to pick up social cues

May be inappropriate socially

May have a need for personal space

Group activities may be difficult

2. Social communication

Superficially perfect language but rather formal and old fashioned,
may be teased

Own voice may lack expression and can't interpret tones of
voice of others.

Difficulty in interpreting body language, gesture

Understands in a literal way – may not get jokes, euphemisms,
metaphors and idioms

3. Social imagination and flexibility of thought

May have all absorbing interests – often IT or Science Fiction.
Open –ended tasks, abstract thoughts and
linking ideas may be difficult

May find it hard to filter out sensory information e.g. sounds, smells

Insists on routines being stuck to

Limited in ability to play creatively

Problems transferring skills from one setting to another

Some more possible traits

Can be hypersensitive to noise, smells

Literal response: Would you like to take your coat off- no thank you.

Good morning sir, how are you? Said every morning – learned social skill

What to do

- Be flexible
- Be precise
- Be concrete
- Be structured
- Be consistent
- Be calm

Classroom tips

- Say the child's name at the start of instruction or question otherwise he may not think you mean him.
- Organisation - eg: 'Pack away now' - may be too big a task. If a task looks too big they may not know where to start – so they don't start at all.
- Pleasing the teacher tends not to be a motivator for students with Aspergers.
- Break tasks down into small chunks.

Classroom tips 2

- They may not be able to stop a task once started and do it at the expense of everything else, so a monitored time span is needed.
- Rules need to be fair.
- Social rules and cues in adolescence change rapidly and Aspergers children have difficulties keeping up! This can make it increasingly difficult for them to fit in.
- Write up lesson objectives so the Aspergers pupil can see the structure and focus of the lesson.

SpLDs: Dyslexia, Dyspraxia, AD(H)D

General point

Co-Morbidity of conditions often makes it very difficult to describe a typical profile.

All children are different:

- A single pupil may present with a mixture of SpLDs
- One child's difficulties may be very severe whilst another's might be very mild, but still within the spectrum
- Talking about children in terms of SpLDs can help us, as classroom teachers, to understand how they learn best
- Pigeon-holing can be helpful or extremely unhelpful! There is always the danger that in defining a child's difficulties in terms of one SpLD, we are failing to identify another!

Dyslexia

Variety of definitions - Constantly added to

Dyslexia is a complex neurological condition which is constitutional in origin.

The symptoms may affect many areas of learning and functioning and may be described as a specific difficulty with reading, spelling and written language. One or more of these areas may be affected.

Notation skills in music, numeracy, motor function and organisational skills may also be involved. (BDA 1996)

Add to that memory difficulties, slow speed of processing and poor sequencing skills.

DYSLEXIA

The Rose Report (2009) provides a six-bullet working definition of dyslexia (see next slide). This working definition has been accepted by the major dyslexia organisations. Pages 30–39 of the Rose Report present the reasoning and evidence which support this working definition.

DYSLEXIA

- **Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.**
- **Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.**
- **Dyslexia occurs across a range of intellectual abilities.**
- **It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points.**

DYSLEXIA

- **Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.**
- **A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to intervention.**

No two dyslexics/ pupils with SpLDs are alike

A few pointers to those with Dyslexic tendencies

- **Reading and spelling:** missing/adding/transposing/repeating/reversing (lots may become lost) /misreading/loss of place
- **Writing:** may write numerals or letters upside down or back to front
-classic dpbq confusions
- A difference between oral and written ability
- Erratic work
- Reading age below that of his peers
- Limited vocabulary in written work

A child with SpLDs/ Dyslexia may exhibit one or more of the following:

- Poor short term memory
- Unable to make a start
- Process thoughts slowly
- Unable to proof read work
- Poor time sense – may not be able to tell the time
- Written work may be poorly presented
- Problems with sequences –months, times tables, steps in a maths problem, order of letters in spelling

Dyspraxia

A specific learning difficulty affecting gross and fine motor planning and not caused by muscle or nerve damage.

People affected may have both fine or gross motor control difficulties or only one of them.

Gross motor control relates to whole limbs

Fine motor control relates to hand/finger movements, speech organs and eye movements.

Students with dyspraxia may have difficulty with:

- Balancing skills – e.g. poor motor planning skills, make riding a bike a problem
- Cutting
- Writing
- Drawing
- Dressing
- Using cutlery
- Spatial awareness – misjudge space/distance - clumsy
- Fidgeting – poor muscle tone
- Articulating words
- Sucking, swallowing, chewing
- Nose blowing
- Oral sensitivity
- Coordinating both sides of their body

Motor clumsiness

- May be gauche and awkward
- Often leaves tasks unfinished
- Hard to write and draw neatly
- May have organisational problems

ADHD

A markedly reduced ability to:

- maintain attention
- concentrate
- regulate physical activity according to the situation (hyperactive)
- Control impulsive behaviour

So what do you do?

- **Ensure** you know who has specific difficulties in your teaching groups, tutor groups, games activities.
- If in doubt **ask** Learning Support Dept or tutor

NB: Parents and sometimes pupils will **expect** you to be aware.

What's good for children with SpLD is good for all

- Take care with your seating plans
- Vary your teaching method – oral, aural, visual, kinaesthetic.
- Provide opportunities for assessment that are not always written work.

- Don't accept 'I can't because I am.....Help students find a way round

- Write down prep at start of a session. Allow time for students to write it

- Recap – last week we.. today we will be.. helps to show links and see the bigger picture.

- Don't over-mark written work for students with SpLD. Give spellings. Some would recommend avoiding red ink.

- If possible, hole-punch worksheets before you give them to students – Provide date or number

- Be prepared to accept prep on a time basis – work for the allocated time and ask for a note from duty tutor to verify.
- Take care about asking some students to read aloud. The Register will offer some indication of this.
- Copying from a board can be a problem – use colour to help students keep track
- Provide notes as far as practicable especially if older students request them.

- Encourage participation. Ask, but be prepared to wait. Time to gather thoughts may be needed.
- Big tasks – small steps. Long deadlines – keep checking

Case Study 1

- Daisy is new to the school in the 3rd Form. She has a report from an Educational Psychologist stating that she is moderately dyslexic. It is recommended that she will need extra time in written tasks and will have difficulty keeping up with work to be copied from the board. Her self-esteem is low. In fact, she has said that she doesn't feel she is good at anything.

Case Study 2

- George has recently been diagnosed with ADD (Attention Deficit Disorder, non-hyperactive). He does not distract others but frequently loses concentration, with the result that he may not complete set work and has gaps in his notes. He is always on the computer outside school.

Case Study 3

- Beatrix is in the 5th form. A gifted hockey player, she is bright but with some suggestions of ADHD. However, academically she is extremely disorganised and often fails to hand in preps or bring the right equipment to lessons. She appears to play to the gallery and can be disruptive.

Case Study 4

- Bart is in the 3rd form. He is dyspraxic. His handwriting is very untidy, to the point of illegibility and he cannot copy down diagrams or graphs with any degree of accuracy or neatness. He works very slowly and has an awkward pen-grip. He excels in Science and has just discovered that Cross-country is something he enjoys.

Case Study 5

- Percy is distinctly different. He is apparently very bright but he rarely completes work on time, is unfazed by punishments and seems to spend a lot of time gazing into space. He finds eye-contact difficult. He finds it particularly difficult to respond to open-ended tasks. He spends a lot of time on the computer.

EFL PUPILS

- The focus on the individual need is as important as for the pupil with SpLDs
- Emotional factors can be difficult to tune into because of a) the language barrier b) cultural differences
- We have thankfully moved on from the situation where EFL pupils were left to “sink or swim”

EFL pupils 2


- We must not underestimate the fantastic achievements of even our weakest EFL pupils
- Difficulties of living away from home in a boarding environment
- In a different cultural setting
- Very significant communication problems

EFL pupils 3

- Difficulties from mother tongue interference:
- Fundamentals such as word order or tense at a grammar level
- Cultural differences – easy to overlook these:
- Eg: English uses “please”, “thank you”, “sorry” a lot. For other cultures this is strange. They may tend to use the direct imperative: “Give me some salt”, without intending any offence

EFL Pupils 4

- Difficulties liaising 1-1 with teachers:
- EFL pupils may find it very difficult to admit that they do not understand something
- Don't forget that like SpLD pupils, a shoddy looking piece of work may have taken the pupil a very long time.



Continuing Myths about Specific Learning Difficulties/ Dyslexia

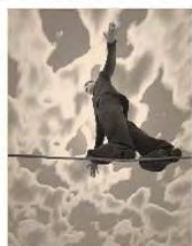
- Generally we are all more aware about individual differences but prejudice and misunderstanding still remain in many areas:
 - Employers, who can view SpLDs as synonymous with low intelligence
 - Parents, who fear that SpLDs are associated with low IQ or that it is something to keep quiet about
 - Peers, who, through poor education about learning differences can use derogatory language about those who seem to need additional help, leading to poor self-esteem in those with SpLDs

Good Practice

- Availability of 1-1 support
- Tutoring systems
- Training and professional development



Good Practice



2008, the Inclusion Development Programme focused on dyslexia and speech, language and communication needs (SLCN).

National Strategies programme

Removing Barriers to Achievement
Continuing professional development (CPD).
Confidence and Expertise


- teaching and learning resources
- training materials
- guidance on effective classroom strategies
- models of good practice for multi-disciplinary teams
- information about sources of more specialist advice.
- Communication between teachers and parents

Social and Emotional Development 1

- Low self esteem often cited as a side effect of dyslexia.
- Research on happiness (2008)
Dyslexics acquire a belief that being a good reader is significantly correlated with both happiness and intelligence, with the implication that as they are not good readers they are unhappy and unintelligent and don't have many friendships.

Social and Emotional Development 2

- Childhood experiences of being labelled 'thick' and public humiliation caused by failing often results in choices which reinforce low self-esteem (Morgan and Klein 2001)
- Programmes will be more successful if, alongside practical support they emphasise strengths and areas of competence.



Good Practice

- Use a full range of learning methodologies
- Explore peer support structures
- Be ready to experiment with new technologies
- Support those with SpLDs
- Teacher as facilitator rather than didact
- Nurture children's curiosity and desire to learn
- Seek out and play to the pupils' strengths
- Consider the classroom structure
- Thinking laterally