



SEND

Information Evening

ST BARTHOLOMEW'S SCHOOL

# What is a Special Educational Need?

- ▶ **Definitions as outlined by the SEN and Disability Code of Practice, Jan 2015**

- ▶ *A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others of the same age OR

- b) has a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream school or post 16 institution

# SEND Categories

- ▶ **SEND The Four Areas of Need** The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:
- ▶ 1. Communication and Interaction (C&I): *Autism Spectrum Disorder (ASD), Speech, Language and Communication.*
- ▶ 2. Cognition and Learning (C&L): *Attention Deficit Hyperactivity Disorder (ADHD), Moderate Learning Difficulty (MLD), Specific Learning Difficulty (SPLD) – includes dyslexia, dyscalculia, dysgraphia, dyspraxia.*
- ▶ 3. Social, Emotional and Mental Health difficulties (SEMH): *Adjustment disorders, Attachment disorders, Anxiety disorders and Obsessive Compulsive Disorder.*
- ▶ 4. Physical and/or Sensory Needs (P&SN): *Hearing Impairment, Visual Impairment, Physical Disability, Medical Needs.*



Statistics:

There are 272 students on the SEND register in years 7 to 13.

Percentage of school population = 15.5%


WHAT DOES THIS MEAN?

HOW DO WE SUPPORT THESE STUDENTS?

# EHCP

- ▶ EHCP (Education Health Care Plan) – highest need students. Local Authority have agreed these students need significant adaptation to the curriculum, resources and overall provision.
- ▶ Students with an EHCP often come with additional funding to allow these adaptations to be put in place.
- ▶ Often have learning and health needs.
- ▶ Have specific targets / objectives, based around Communication, Learning and Development, Behaviour and Emotions, Family and Community, Health and Everyday Life.
- ▶ Have to be reviewed annually, then progress and actions reported to the Local Authority.
- ▶ 3.1% of students have EHCP in England, in St Bart's 1.1%.

Name's  
DRAFT/FINAL  
Education Health and Care Plan



\*The above image can be replaced with a picture of [Name]. If you would like a photo, please let us know:

Date of draft EHC Plan:	xxxx
Date of final EHC Plan:	xxxx
Review date:	By xxxx and annually thereafter

West Berkshire

# Criteria for applying for an EHCP

- ▶ 1) Student has been identified as having severe, complex and persistent special educational needs and has been supported through a graduated support approach in school, in accordance with the Code of Practice, and identified as requiring Special Educational Needs support.
- ▶ 2) Student has failed to make adequate progress. Less than expected progress is characterized by progress which is significantly slower than that of their peers starting from the same baseline; fails to match or better the child's previous rate of progress; fails to close the attainment gap between the student and their peers; widens the attainment gap.
- ▶ 3) Student receives additional SEN support over the equivalent of £6000 SEN provision in a school. This is the designated funding that a mainstream setting can reasonably be expected to provide.
- ▶ 4) When in educational provision the young person must have a holistic school plan – ISAP.



- ▶ Students have been identified as needing additional support or alteration in the way they learn in order for them to be able to access learning in the normal classroom, access examinations and make expected progress.
- ▶ How are these students identified:
- ▶ KS2 results
- ▶ CATs tests
- ▶ Reporting cycles / progress
- ▶ Teacher referrals / classroom evidence / liaising with Faculties and Houses
- ▶ Parental requests
- ▶ External agencies
- ▶ Private diagnosis



### KS3 Baseline Data Sheet

Name: XXXXXXXX

KS2	
Grammar, Punctuation, Vocabulary and Spelling Scaled Score	99
Reading Scaled Score	107
Mathematics Scaled Score	101

CATS SAS	Verbal	<u>Quantative</u>	Non-Verbal	Spatial	Mean SAS
<u>Yr 7</u>	107	106	114	102	107

This is the category that most SEND students at St Bart's fit in.

# SENs



**ST BARTHOLOMEW'S SCHOOL**  
Andover Road, Newbury, Berkshire RG14 6JP  
Tel: 01635 521255 Email: office@stbarts.co.uk

XXXX XXXXXX

### Year 11 Spring 1 Report

Attendance: 91.4%  
Average for School: 95.2%  
Number of lates to lessons: No concern  
Engagement in Enrichment Activities: Some involvement

	Target	Practice Exam Result	Most Likely Outcome	Engagement in Learning	Behaviour	Independent Study	Organisation
Art	5+	5+	5	Very Good	Excellent	Acceptable	Very Good
English Language	4	2	3	Very Good	Very Good	Acceptable	Acceptable
English Literature	4	1	3				
Maths	4	1-	1	Serious cause for concern	Acceptable	Serious cause for concern	Some cause for concern
P.E. (GCSE)	3	1	2	Some cause for concern	Acceptable	Acceptable	Some cause for concern
R.E.	4	U	2	Some cause for concern	Acceptable	Serious cause for concern	Serious cause for concern
Combined Science	4-4	2-2	3-2	Acceptable	Acceptable	Acceptable	Acceptable
BTEC Business	L1 Dis t	-	L1 Pass	Some cause for concern	Very Good	Some cause for concern	Some cause for concern
P.E.	-	-	-	Acceptable	Acceptable	-	Some cause for concern
Personal Development	-	-	-	Acceptable	Acceptable	-	Acceptable

### SEN Referral Form

Name of Student: XXXXXXXXXXXX Name of Subject Teacher: RKB Subject: Geography

**NB: please only tick what is relevant to your student:**

TIME	YES	NO
Finishes tasks after others		Y
Needs extra time for assignments		Y
Needs time to formulate an answer to a verbal question (slow responding)		Y
Needs careful explanations in straightforward language of tasks/assignment titles		Y

READING	YES	NO
Needs reading support in class		Y
Avoids reading out loud	Y	
Has difficulty following written instructions		Y
Finds it difficult to quickly get the idea of what s/he has read		Y
Finds it hard to remember what s/he has read		Y

WRITTEN WORK	YES	NO
Handwriting is difficult to read	Y	
Has difficulty copying from the board		Y
Finds taking notes hard		Y
Works on laptop/computer rather than writing	Y	
Needs support with planning written work		Y
Can explain verbally without problems but struggles to write anything down	Y	
Needs support with spelling	Y	
Grammar and punctuation insecure	Y	

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		Y
Has difficulty concentrating for long periods		Y
Has difficulty remembering messages, appointments		Y
Needs to have instructions repeated		Y
Needs to have instructions written down		Y

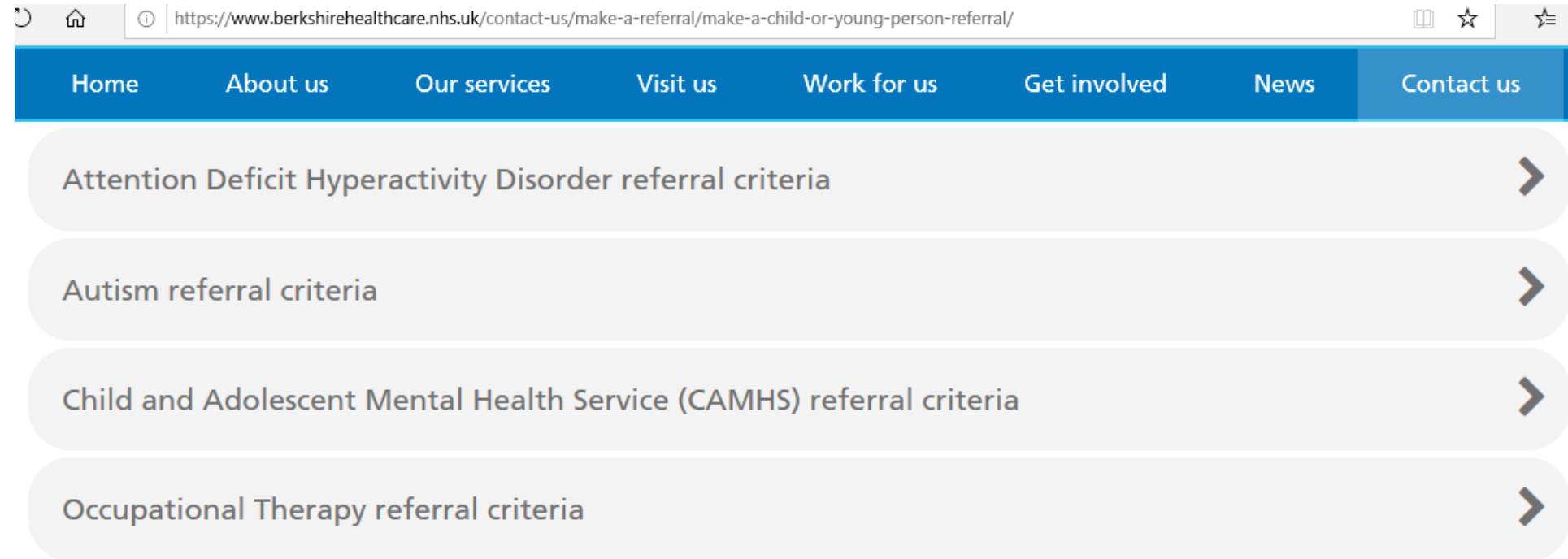
PRACTICAL TASKS	YES	NO
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		

ORGANISATION	YES	NO
Organisational skills are weak – loses things, forgets items s/he needs to bring		Y
Finds it hard to meet deadlines		Y
Has difficulty working efficiently		Y



- 
- ▶ Direct contact with the SEND team: [jhale@sbarts.co.uk](mailto:jhale@sbarts.co.uk) or [jwheeler@sbarts.co.uk](mailto:jwheeler@sbarts.co.uk) or [cjeffery@stbarts.co.uk](mailto:cjeffery@stbarts.co.uk)

- ▶ External Agency Referrals



<https://www.berkshirehealthcare.nhs.uk>

# SENs

- ▶ Examples of the way the class environment can be altered:
- ▶ Reading buddies
- ▶ Use of frameworks, writing frames and sentence starters
- ▶ Dyslexia friendly paper and fonts
- ▶ Visuals



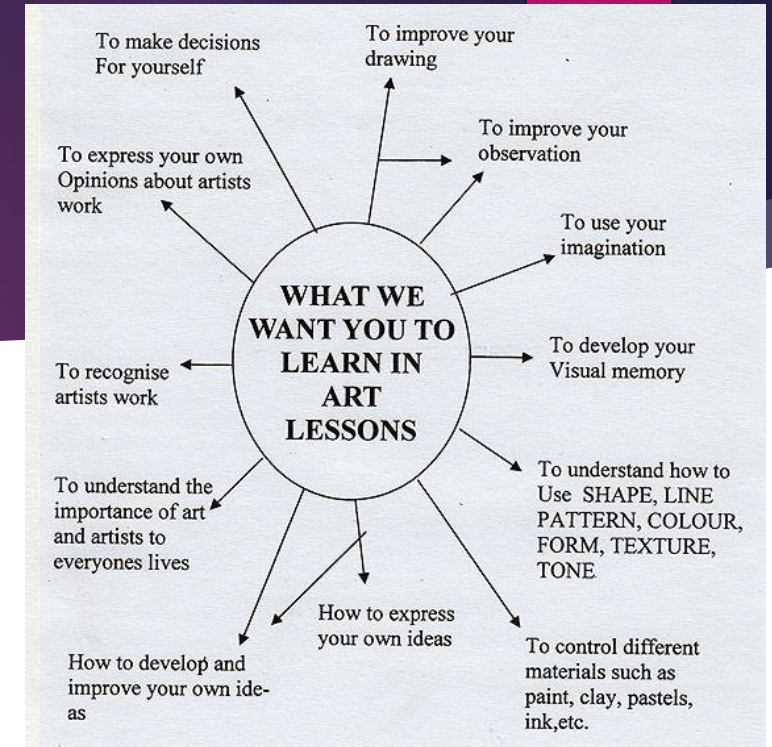
**“Bad decisions  
make good stories.”**  
– unknown

**Tell a story in which bad  
decisions are made.**



# SENs

- ▶ Positioning in room
- ▶ Time out
- ▶ Discrete questioning
- ▶ Group TA support in class
- ▶ Planning (bullet points/spider diagrams)



## Time Out Card

Please excuse me.

I need a few minutes break to calm down.

I will be back shortly. Thank you.



**Child's Name Here**



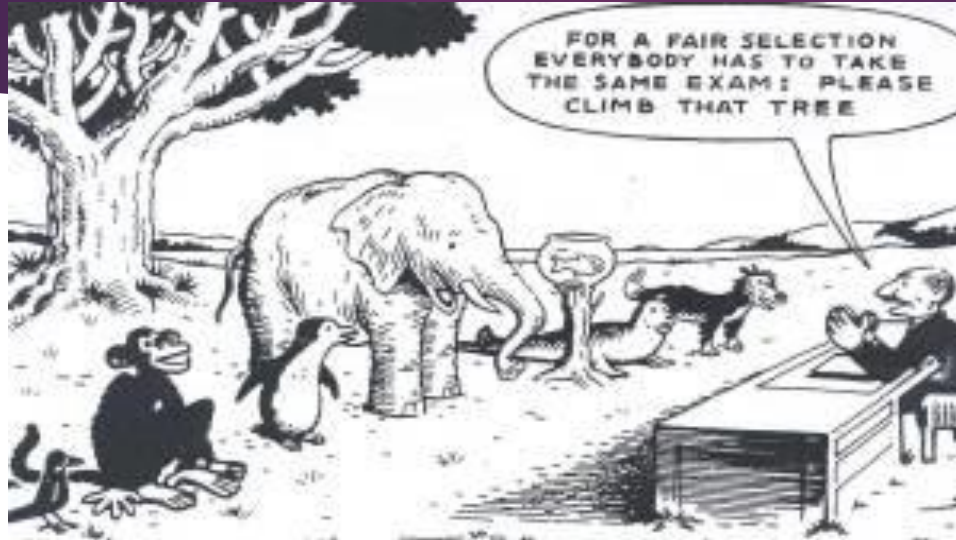


# Access Arrangements

2019/2020



# What are Access Arrangements?



- ▶ Extra help in public exams is known as “access arrangements”. Their purpose is to allow students with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do. They must not give the student an unfair advantage or compromise the integrity of the assessment.
- ▶ The Equality Act 2010 requires that all candidates taking examinations have fair access to assessment.

# The Joint Council for Qualifications (JCQ)

- ▶ When applying for access arrangements we are obliged to work within the framework laid down by The Joint Council for Qualifications (JCQ).
- ▶ For the purpose of access arrangements, schools must comply with JCQ procedures.
- ▶ These regulations are very complex, and are updated annually. The current guidance can be viewed at: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>





JCQ



Joint Council for  
Qualifications

- ▶ During examination periods, JCQ inspectors visit all schools and colleges to scrutinise the paperwork that supports approved applications for GCSE and GCE.
- ▶ Failure to provide this paperwork can constitute malpractice.



# JCQ



Joint Council for  
Qualifications

- ▶ The clear message from JCQ is as follows: students with Special Educational Needs (SEN), a disability or a learning difficulty, still have to adhere to strict guidelines to show that they meet the criteria.
- ▶ **Only** students that merit significant adjustments to the normal examination conditions are those whose effects can be described as **substantial** and **long term**.
- ▶ **‘Substantial’** means that the effect is more than minor or trivial and **‘long term’** means lasting **12 months** or more.

## Access Arrangements

“Reasonable adjustments” can be made when a candidate would be at a “substantial disadvantage” in comparison to other candidates.

A candidate’s limitations must be:

- Substantial
- Long term
- Affect normal day to day activities

# If a student has SEN, a medical diagnosis or physical condition

- ▶ A determination of SEN (such as ASD/ADHD or Dyslexia), a medical diagnosis/physical condition or social, emotional & mental health itself, **does not** automatically entitle a student to access arrangements.
- ▶ The student will need to have been observed as being substantially disadvantaged in taking school tests and exams to be awarded access arrangements.
- ▶ **A letter from a GP on its own is not sufficient**, at least one of the following is needed:
  1. A letter from CAMHs (Children and Adolescent Mental Health Services).
  2. A clinical psychologist.
  3. A hospital consultant or a psychiatrist.
  4. A letter from the Local Authority Educational Psychology Service or Local Authority sensory impairment service.
  5. A letter from a Speech and Language Therapist (SaLT).
  6. An Education, Health and Care Plan, which confirms the candidate's disability.

# Who can assess for access arrangements?

- ▶ An access arrangements assessor who has successfully completed a post graduate course equivalent to Level 7, including at least 100 hours relating to individual specialist assessment.
- ▶ A specialist assessor with a current SpLD Assessment Practising Certificate.
- ▶ An appropriately qualified psychologist registered with the Health & Care Professions Council.



# Some examples of access arrangements available

- ▶ Reader
- ▶ Scribe
- ▶ 25% extra time
- ▶ 50% extra time
- ▶ Supervised Rest Breaks
- ▶ Separate Room/Smaller Room
- ▶ Bilingual Dictionaries
- ▶ Word Processor
- ▶ Read Aloud
- ▶ Exam Reading Pen.....

# How long does the access arrangement last?

- ▶ The access arrangement(s) lasts for 26 months, unless the student moves school or key stage (from GCSE – GCE).





# How do we assess for access arrangements?

- ▶ This testing includes literacy tests (spelling, handwriting, reading comprehension and single word reading) as well as other specific tests, which can include working memory, phonological processing and others.
- ▶ JCQ set specific guidelines regarding the standard scores that enable a student to be eligible for access arrangements; **these are not set by the school**. A student may find, for example, completing tests in a fixed time period difficult - but without the appropriate **evidence** (normal way of working) and scores **below a certain level**, they will not be eligible for access arrangements.

# Painting a picture of need



- ▶ In addition to test scores, we need to provide '**evidence of need**'.
- ▶ We need to evidence that the difficulties are '**substantial**' and '**long-term**'.
- ▶ Access arrangements can only be granted if they are a student's '**normal way of working**' and the student has a **history of need**. This is quite commonly misinterpreted. Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results.

**Please note, the exception would be a temporary medical condition or injury.**

# Private commissioned reports



- ▶ An independent report, on its own, is not a guarantee that a student will receive the access arrangements requested, for example, a Dyslexia diagnosis.
- ▶ **“A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using access arrangements online.”** (JCQ <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>, p. 78)
- ▶ We do always carefully consider any privately commissioned assessments. These can be used to instigate a full assessment in school.

# St Bart's AA referral process

## Assessment will be a sequential process:

- ▶ Teachers **identify a need** and make a **referral** to Personalised Learning. (Referrals can also be made by parents or by the student themselves.)
- ▶ This referral will then **inform** the assessment process.
- ▶ Assessment is carried out and the student will be asked to sign a **Data Protection Form**.
- ▶ **iSAP** (Individual Student Achievement Plan) is written detailing **access arrangements** (to create a picture of need). This access then becomes the **student's normal way of working**.
- ▶ An **evidence of need** form is sent to **subject teachers** – they must **provide substantial evidence** supporting the access arrangement and a **copy** of the student's work.
- ▶ Once **evidence of need** is collected, **an online application** (Access Arrangements Online) will be made
- ▶ Parents will be notified.
- ▶ All teaching staff will have **access to the access list and iSAP** (highlighting access arrangement)

# New regulation update 2019/2020

- ▶ The regulations now state that **we must** consider the need for access arrangements on a **subject-by-subject** basis.
- ▶ Some students may not need the same access arrangements in each subject. Subjects and their methods of assessments may vary, leading to different demands of the candidate.

# Access Arrangements in the 6<sup>th</sup> Form

- ▶ When a student progresses from GCSE to GCE qualifications a re-submission of the application must be processed online.
- ▶ The student must continue to meet the published criteria for the access arrangement.
- ▶ All **new** year 12 students with pre-existing access from their previous school, need to be re-assessed and formally applied for. We will also need evidence of need in the classroom.
- ▶ All existing students with access arrangements will need to be interviewed to enable us to ascertain if there is still evidence of need. We still need to provide evidence of the student's current difficulties and how they continue to substantially impact on teaching and learning in the classroom.
- ▶ In September we send out a questionnaire to all year 12 students, to start this process



# Communicating student needs to staff.

- ▶ ISAPs
- ▶ Access lists
- ▶ Staff meetings / whole staff awareness and training days
- ▶ SEND Focus meetings
- ▶ Bespoke training with external professionals

# ISAPs: Key document

INDIVIDUAL STUDENT ACHIEVEMENT PLAN										
<b>Name:</b> Dan Smith		<b>Tutor Grp:</b> 9C4	<b>DOB:</b> 15/03/2006	<b>Parent:</b> Mr and Mrs Smith		<b>SEN STATUS:</b> K	<b>PP:</b>	<b>LAC:</b>	Start Date: September 2017 #2 Sept 2018 #3 Sept 2019	
<b>Home Language:</b> English	<b>Ethnicity:</b> British	<b>CATS SCORES:</b> NV:70 V: 89 Q:80 SP:77 Mean SAS:79	<b>Focus of concern: please highlight</b>							
		Communication	Behaviour/Emotion	Health	Everyday Life	Family/Community	Development/Learning			
<b>Barriers to Learning:</b>		<b>Support Strategies</b>		<b>Target</b>	<b>Outcomes:</b>		<b>Responsibility:</b>			
Weak literacy skills		Supported reading through buddy/TA/audio books/interactive websites Reduced and simplified text where appropriate Use of frameworks and sentence starters. Key words with visuals put in books. Reassurance and check understanding Allow additional time to complete reading and written tasks.		To be able to write in full sentences and paragraphs.  To use new topic words accurately in writing.	To make expected progress in English.		Teacher SENCO Tutor Dan			
Weak numeracy skills		Modelled/worked examples. Use of concrete prompts/resources. Number lines, multiplication tables. Overlearning. Encouragement to attend Independent Study / Maths club. Teacher to check understanding of tasks. Sit near good role model.		To be able to use concrete prompts to complete class tasks.  To learn how to follow modelled or worked examples	To make expected progress in Maths		Teacher SENCO Tutor Dan			
<b>Signed:</b>		<b>Student:</b>		<b>Parent:</b>		<b>SENCO/Lead</b>		<b>Professionals:</b>		
<b>DATE:</b>						Mrs J Hale September 2018				
<b>Access Arrangements</b>		25% extra time in all extended reading and writing tasks, assessments.								

# Support out of the classroom

- ▶ TA mentors
- ▶ 6<sup>th</sup> Form mentors
- ▶ Interventions
- ▶ Home tuition
- ▶ Work experience/bespoke curriculum

# Interventions- tailored learning

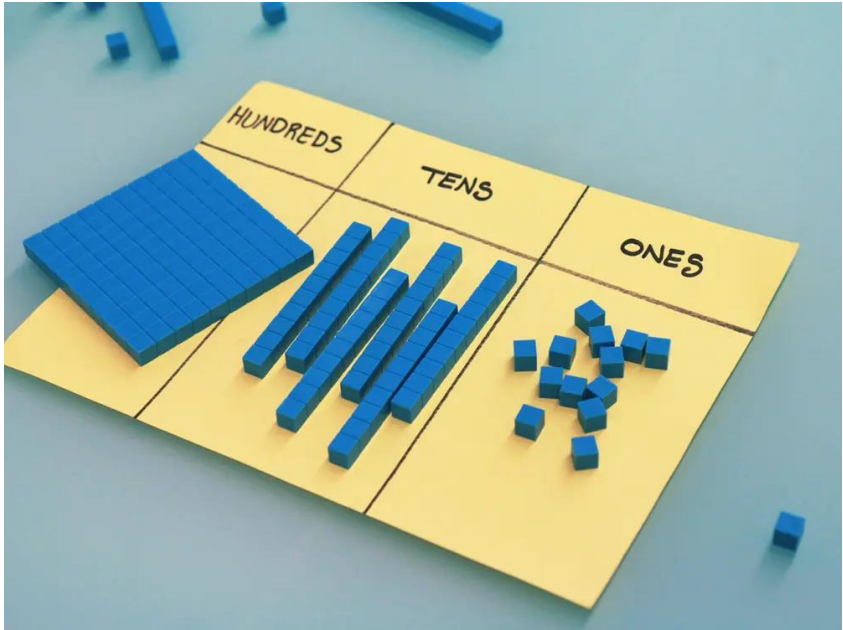
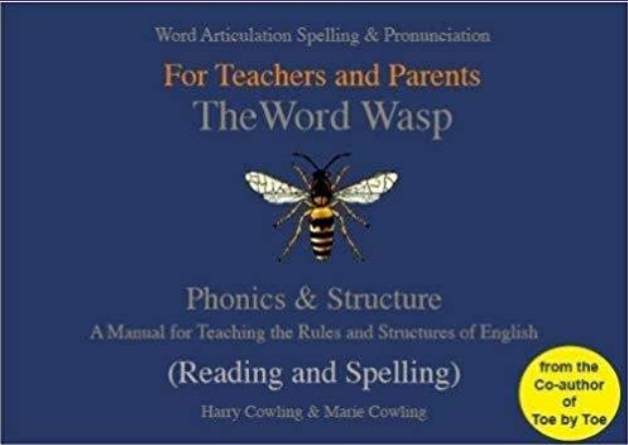
## THE AIMS OF OUR INTERVENTIONS

- Knowledge/understanding gap fill
- Confidence building
- Consolidation of concepts
- Ensuring good foundation of understanding
- Being able to access the mainstream curriculum independently

# Intervention Strategies

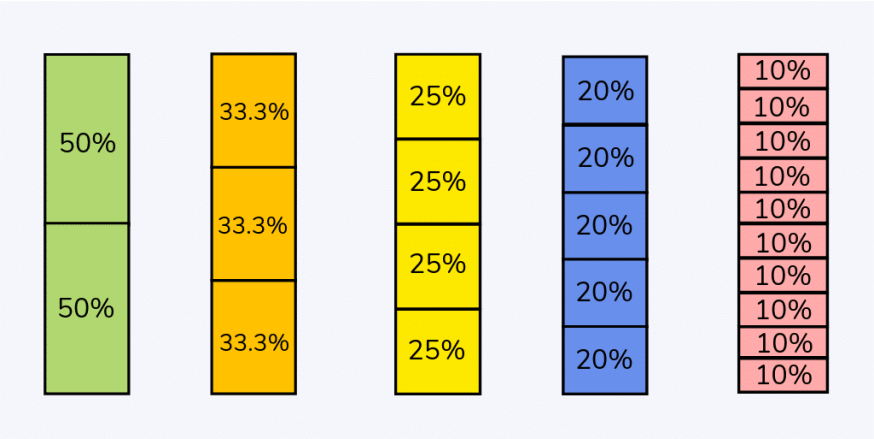
WE ACHIEVE THIS BY:

- Multisensory approach
- Overlearning/regular revisiting
- Individually tailored tutoring, 1:1
- Carefully matched small group work
- Precision teaching



**Multiplication Square**

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





# How you can help your child at home

- ▶ Talk about their day / what they have learnt at school (maybe over a meal)
- ▶ All reading is good reading
- ▶ Use of audio books
- ▶ Encourage discussion and planning of IS
- ▶ Have a routine e.g. snack, IS, dinner, rest
- ▶ Encourage electronic devices to be turned off before bed
- ▶ Practice literacy and maths skills in everyday life activities e.g. shopping, cooking, planning holidays, decorating their bedroom.

