

Primary SENCO handbook



Primary SENCO Handbook – September 2009

Foreword

I am pleased to introduce to you our primary SENCO handbook which is designed to support all Primary SENCOs in meeting their responsibilities under the Special Educational Needs Code of Practice (2001).

The handbook is designed to complement existing guidance such as the SEN Code of Practice (2001); SEN Toolkit and Wiltshire's own Indicators and Provision Document (WIPD) and should be read in conjunction with these documents.

There is a wide range of information within the document. There is also clear signposting to other sources of valuable information, including web references and details of resources and publications.

One hard copy is being distributed to every primary school within the local authority which should be readily available to the SENCO. The handbook is also available online at www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm where additional copies can be downloaded for printing.

I hope that you find the handbook informative and user-friendly; if you require any further support, or advice please do not hesitate to contact your advisory teacher for SEN or me.

Lindsay Palmer
Head of advisory teacher achievement teams
lindsay.palmer@wiltshire.gov.uk

Contents

| | Page No |
|---|-----------|
| Section 1 – Wiltshire’s policies and guidance documents | 5 |
| 1.1 SEN strategy | 6 |
| 1.2 Wiltshire Indicators and Provision Document (WIPD) | 7 |
| Section 2 – Understanding the role of SENCO | 9 |
| 2.1 Special educational needs and the code of practice | 10 |
| 2.2 SENCO role and national standards | 13 |
| 2.3 A sample job description | 14 |
| 2.4 A sample primary SENCO self-audit | 16 |
| 2.5 A sample SEN policy | 20 |
| Section 3 – The Disability Discrimination Act and the disability equality scheme | 31 |
| 3.1 The Disability Discrimination Act and the disability equality scheme (DES) | 32 |
| 3.2 Developing a disability equality scheme | 34 |
| 3.3 Sample disability equality scheme | 37 |
| Section 4 – Individual Education Plans, provision maps, measuring success and monitoring provision | 43 |
| 4.1 Monitoring provision and self-evaluation | 44 |
| 4.2 Provision maps | 45 |
| 4.3 Individual Education Plans (IEP) | 50 |
| 4.4 Measuring success | 55 |
| 4.5 Department for Children and Education (DCE) recommended assessments | 56 |
| 4.6 Quick guide to DCE recommended assessments | 59 |
| 4.7 The vocabulary of assessment and testing | 60 |
| 4.8 Normal curve of distribution | 62 |

| | Page No |
|--|----------------|
| Section 5 – Inclusion strategies | 65 |
| 5.1 Inclusive teaching and waves of intervention | 66 |
| 5.2 Wave 3 interventions | 68 |
| 5.3 Inclusion checklist | 68 |
| Section 6 – Teaching assistants | 71 |
| 6.1 Teaching Assistant Induction Log (TAIL) | 72 |
| 6.2 Teaching assistants performance review | 72 |
| 6.3 Teaching assistant job profiles: | 73 |
| • basic teaching assistant | |
| • main teaching assistant | |
| • higher level teaching assistant | |
| Section 7 – Key roles and services in Wiltshire | 83 |
| 7.1 Key roles and services in Wiltshire | 84 |
| Section 8 – Common Assessment Framework (CAF) | 85 |
| 8.1 Common Assessment Framework (CAF) | 86 |
| Section 9 – Statutory assessment of SEN processes | 87 |
| 9.1 Statutory assessment of SEN processes | 88 |
| 9.2 Timetable from proposing an assessment to making a statement | 90 |
| Section 10 – Working with the SEN governor | 91 |
| 10.1 Working with governors | 92 |
| 10.2 What does the SEN governor need to know? | 92 |
| 10.3 Questions the SEN governor may ask | 93 |
| Section 11 – Glossary of key terms | 95 |
| 11.1 Glossary of SEN terms | 96 |

Section 1

Wiltshire's policies & guidance documents

1.1 SEN STRATEGY

The Special Educational Needs (SEN) strategy for Wiltshire is available to view on the Wiltshire Council website

(www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds.htm).

The Wiltshire SEN Strategy sets out how we will respond to the government's strategy for supporting children with special educational needs and promote their inclusion. It outlines our vision and informs our working practice.

'Children and young people with special educational needs (SEN) are a significant part of Wiltshire's population of vulnerable children.' Our SEN strategy 'sets out Wiltshire Council's priorities for special educational needs developments. It will support dialogue with educational settings and a range of agencies to enable us to work together for the benefit of vulnerable children and young people in our county'

The SEN strategy incorporates government guidance from the Every Child Matters/Change for Children agenda (www.everychildmatters.gov.uk). It is also compatible with 'the four areas for action within the government's national strategy for SEN, 'Removing Barriers to Achievement' (2004) – early intervention, embedding inclusive practice, raising expectations and achievements, and, working in partnership'.

(www.standards.dfes.gov.uk/eyfs/resources/downloads/removing-barriers.pdf)

'Ensuring appropriate educational arrangements for individual children and young people, and, developing effective inclusive special educational needs systems and provision relies upon educational settings, a range of agencies and Wiltshire Council developing a shared understanding of, and acknowledging joint responsibility for, meeting special educational needs.'

Our six key objectives for SEN:

1. To work with mainstream schools and early years settings to develop their capacity to provide for as wide a range of individual needs as possible and to raise achievement.
2. To work with and develop special schools and specialist learning centres to enable them to provide directly for some pupils and to support mainstream schools and Early Years settings in their work.
3. To develop alongside other agencies pro-active and preventative strategies to ensure that needs are identified at as early a stage as possible, and action is taken to provide services as quickly as possible.
4. To work in partnership with all stakeholders.
5. To promote the confidence of parents /carers and children and young people.
6. To manage resources effectively, efficiently and transparently.

To view the full current document, go to the Wiltshire Council website.

1.2 WILTSHIRE INDICATORS AND PROVISION DOCUMENT

This document sets out a framework for identifying children and young people with special educational needs, as well as providing guidance on progression routes and review procedures to enable early years' settings, schools, professionals and parents to make effective decisions about provision.

It should be viewed as good practice guidance on the indicators for children with SEN in Wiltshire which all early years' settings are expected to work towards meeting. A hard copy should be readily available to which all staff can refer.

This handbook is important because:

- It helps to ensure that all Wiltshire's children and young people (3-16) should have equality of opportunity in accessing provision for SEN.
- It offers parents/carers a source of guidance about what provision should be expected if their child has a special educational need.
- It facilitates a joint understanding between schools, early years' settings and support agencies.
- It supports the Department for Children, Schools and Families (DCSF) in its statutory duty to monitor audit and evaluate the effectiveness of SEN provision.

The indicator pages can be photocopied from this document and are available on the accompanying cd-rom. Alternatively, the pages are accessible from the Wiltshire SEN Website (www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/seninfoforschools/senindicatorsandprovisiondocument.htm).

Individual specialist service information can be found in the WIPD.

Section 2

Understanding the role of SENCO

2.1 SPECIAL EDUCATIONAL NEEDS AND THE CODE OF PRACTICE

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- a Have significantly greater difficulty in learning than the majority of children of the same age; or
- b Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provisions means:

- a For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- b For children under two, educational provision of any kind.

*(Special Educational Needs Code of Practice pg 6 DfES (2001))
(See Section 312, Education Act 1996)*

The Code of Practice

The code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs (SEN) to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. For the vast majority of children their mainstream setting will meet all their special educational needs.

Some children will require additional help from SEN services or other agencies external to the school. A very small minority of children will have SEN of a severity or complexity that requires the LA to determine and arrange the special educational provision their learning difficulties call for.

(Special Educational Needs Code of Practice pg 6 DfES (2001))

Fundamental principles

The detailed guidance in the code is informed by these general principles and should be read with them clearly in mind:

- A child with SEN should have their needs met
- The SEN of the children will normally be met in mainstream schools or early education settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Critical success factors

- The culture, practice, management and deployment of resources designed to ensure all children's needs are met
- Local authorities, schools and settings work together to ensure that any child's SEN are identified early
- Local authorities, schools and settings exploit best practice
- Those responsible for SEN provision take into account the views and wishes of the child
- Professionals and parents work in partnership
- Provision and progress is monitored and reviewed regularly
- Co-operation between all agencies
- Local authorities make assessments in accordance with the prescribed time limits
- Statements are clear and detailed, specify monitoring arrangements and are reviewed annually.

Checklist for the Implementation of the Code of Practice (2001)

| Name of School: | | Not Relevant | To Do | Done |
|---|--------|--------------|-------|------|
| Head teacher: | SENCO: | | | |
| SENCO job description meets recommended tasks (see para 5.32) | | | | |
| SENCO has appropriate time and resources to do the job (see para 5.33) | | | | |
| IEPs meet recommended requirements (see para 5.50) | | | | |
| SEN policy reflects requirements of new Code (see exemplar policy and schedule 1 on page 197 of Code) | | | | |
| SENCO costs are set against base budget (see para 5.35) | | | | |
| School is clear about how resources (human and material) are allocated to pupils with SEN (see Schedule 1 page 197) | | | | |
| Annual governors' report to parents: implementation of the policy and any changes made (see para 1.27/8) | | | | |
| School intervenes at School Action to make provision that is additional to or different from the normally differentiated curriculum (see para 5.43) | | | | |
| School involves outside agencies at School Action Plus (see para 5.54) | | | | |
| School has a culture of co-operation with parents and procedures are written down (chapter 2) | | | | |
| School involves children in making decisions about provision being made for them (chapter 3) | | | | |
| School is aware of the LA's Threshold descriptors as set out in the Wiltshire Indicators and Provision Document | | | | |
| School builds on IEPs from previous settings (e.g. Early Years) (see para 4.18 and 5.10) | | | | |
| SEN is understood to be a whole-school issue and 'all teachers are teachers of pupils with SEN' (para 1.29/1.31 and para 5.2) | | | | |
| Teachers' planning takes into account the full breadth of pupils' needs and attainment levels (see para 5.3) | | | | |
| Teaching Assistants are well deployed and managed, including, for example, involvement in planning, delivery and recording pupil progress, have clear job descriptions and have regular professional development interviews (para 5.32 and good practice) | | | | |

2.2 THE ROLE OF SENCO (PRIMARY)

The Special Educational Needs Code of Practice 2001 recommends that key responsibilities for the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Furthermore the National Standards for Special Educational Needs Co-ordinators (Teacher Training Agency 1998) identifies a core purpose and four key areas of SEN co-ordination.

Core Purpose

The SENCO's fundamental task is to support the head teacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

Four Key Areas:

- 1 Strategic Direction and Development of SEN Provision in the school
- 2 Teaching and Learning
- 3 Leading and Managing Staff
- 4 Efficient and Effective Deployment of Staff and Resources

2.3 SAMPLE JOB DESCRIPTION FOR SENCO (PRIMARY)

Core Purpose

SENCO's fundamental task is to support the head teacher in ensuring that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.

Four Key Areas:

- 1 Strategic direction and development of SEN provision in the school
- 2 Teaching and learning
- 3 Leading and managing staff
- 4 Efficient and effective deployment of staff and resources

Areas of responsibility

a) ***Strategic direction and development of SEN provision in the school***

SENCOs co-ordinate, with the support of the head teacher and within the context of the school's aims and policies, the development and implementation of the SEN policy in order to raise achievement and improve the quality of education provided.

Key tasks may include:

- Strategic development of SEN policy/provision
- Support staff in understanding needs of SEN pupils
- Ensure objectives to develop SEN are reflected in school development plan
- Monitor progress of SEN pupils
- Evaluate effectiveness of teaching and learning
- Analyse and interpret relevant school, local and national data
- Liaise with staff, parents and external agencies and other schools to co-ordinate their consultation

b) ***Teaching and learning***

SENCOs seek to develop, with the support of the head teacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Key tasks may include:

- identifying and adopting the most effective teaching approaches for pupils with SEN
- monitoring teaching and learning activities to meet the needs of pupils with SEN through:
 - monitoring of teaching quality and pupil achievement.
 - target setting, including IEPs and provision maps.
 - developing a recording system for progress.
- identifying and teaching study skills that will develop pupils' ability to work independently
- liaising with other schools to ensure continuity of support and learning when transferring pupils with SEN
- undertaking day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies.

c) *Leading and managing staff*

SENCOs support staff are involved in working with pupils with SEN by ensuring all those involved have the information necessary to secure improvements in teaching and learning and sustain staff motivation.

Key tasks may include:

- ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEN.
- contributing to the professional development of staff, including whole-school CPD provision.
- providing regular information to the head teacher and governing body on the evaluation and impact of SEN provision.

d) *Efficient and effective deployment of staff and resources*

SENCOs identify, with the support of the head teacher and governing body, appropriate resources to support the teaching of pupils with SEN and monitor their use in terms of efficiency, effectiveness and safety.

Key tasks may include:

- identifying resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure.
- advising head teacher and governing body on the efficient and effective deployment of staff.
- maintaining and developing a range of resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies.

(The key tasks exemplified here are by no means an exhaustive list and will depend on the priorities and needs of individual schools.)

2.4 SAMPLE PRIMARY SENCO SELF AUDIT

This sample form may be used to support your own professional development.

Section 1 Personal Details

| | |
|---|---|
| <ul style="list-style-type: none">• What is your job title? | |
| <ul style="list-style-type: none">• Are you employed | Part-time? <input type="checkbox"/> Full-time? <input type="checkbox"/> |
| <ul style="list-style-type: none">• How many hours release time do you receive to devote to the SENCO role on average per week? | |
| <ul style="list-style-type: none">• Are you a member of the senior management team? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <ul style="list-style-type: none">• Do you hold qualified teacher status? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| <ul style="list-style-type: none">• Do you hold responsibility for allocating and managing the SEN budget? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Section 2 Overseeing the day-to-day operation of the school's SEN policy

| Competency | I am good at this | I can do this OK | I need to develop this area |
|--|-------------------|------------------|-----------------------------|
| • Keep up-to-date with subject | | | |
| • Devise, implement and evaluate SEN systems | | | |
| • Develop and present a coherent, understandable and accurate account of the school's performance in SEN to a range of audiences within and outside the school | | | |
| • Manage own workload and time effectively to allow for an appropriate work/life balance | | | |
| • Be responsible for own professional development | | | |
| • Translate SEN vision and SEN policy into agreed objectives and priorities for whole-school plans | | | |
| • Know the principles, strategies and models of school self evaluation and school improvement for SEN | | | |
| • Advise head teacher and governing body on the level of resources needed to maximise the achievement and progress of pupils with SEN | | | |
| • Understand how to contribute to whole-school self-evaluation | | | |
| • Ensure records are accurate, up-to-date and inform effective provision | | | |

Section 3 Co-ordinating provision for children with special educational needs

| Competency | I am good at this | I can do this OK | I need to develop this area |
|---|-------------------|------------------|-----------------------------|
| • Use ICT to enhance the organisational effectiveness and management of SEN within the school | | | |
| • Communicate effectively with all stakeholders | | | |
| • Collect, analyse and interpret pupil and school level data | | | |
| • Monitor and evaluate the provision made for pupils with SEN, including the effectiveness of teaching and learning | | | |
| • Support pupils in becoming independent and using study skills | | | |
| • Manage transition effectively | | | |

| | | | |
|---|--|--|--|
| • Monitor individual pupil progress | | | |
| • Set up meetings to review individual pupil progress against the targets set | | | |
| • Manage and organise the SEN resource base learning environment efficiently and effectively | | | |
| • Maintain resources and explore opportunities for new resources | | | |
| • Contribute to developing a positive inclusive ethos in the school | | | |
| • Use specialist knowledge to assess the needs of children with difficulties in SEN | | | |
| • Support staff in developing constructive working relationships with SEN pupils and their parents/carers | | | |

Section 4 Liaising with and advising fellow teachers

| Competency | I am good at this | I can do this OK | I need to develop this area |
|---|--------------------------|-------------------------|------------------------------------|
| • Know the characteristics of effective teaching | | | |
| • Help staff to set high expectations for SEN pupils and set stretching targets for SEN | | | |
| • Advise staff and recommend strategies to remove barriers to achievement | | | |
| • Ensure that all staff recognise and fulfil their responsibilities to pupils with SEN | | | |

Section 5 Managing teaching assistants

| Competency | I am good at this | I can do this OK | I need to develop this area |
|--|--------------------------|-------------------------|------------------------------------|
| • Communicate effectively with TAs and foster effective communication between TAs | | | |
| • Ensure TAs are deployed effectively | | | |
| • Implement successful performance management and appraisal processes with staff in the SEN team | | | |

Section 6 Liaising with parents/carers of children with special educational needs

| Competency | I am good at this | I can do this OK | I need to develop this area |
|--|-------------------|------------------|-----------------------------|
| • Set up meetings to review pupils' progress against the targets set | | | |
| • Develop partnerships with parents/carers | | | |
| • Chair meetings effectively | | | |

Section 7 Contributing to the continuing professional development of staff

| Competency | I am good at this | I can do this OK | I need to develop this area |
|--|-------------------|------------------|-----------------------------|
| • Know how to identify whole-school training needs | | | |
| • Advise, contribute to and co-ordinate the professional development of staff | | | |
| • Disseminate good practice within the school | | | |
| • Collaborate and network with other schools (mainstream and special) to share best SEN practice | | | |

Section 8 Liaising with external agencies including the local authority's support and Educational Psychology Services, Health and Social Care and voluntary bodies

| Competency | I am good at this | I can do this OK | I need to develop this area |
|---|-------------------|------------------|-----------------------------|
| • Develop effective liaison with other agencies | | | |
| • Chair meetings effectively | | | |
| • Evaluate the impact of the outside agencies | | | |

2.5 SAMPLE SPECIAL EDUCATIONAL NEEDS POLICY (REVISED JULY 2007)

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Special educational provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice page 6.

Aims

*(*Pointer – this section on aims also needs to be cross-referenced to the overall school aims)*

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

*(*Pointer – This section on objectives should reflect your main priorities for the year taken from the SEF and within the School Improvement Plan. They should be few in number and reflect the areas that the SENCO and any Governors with responsibility need to concentrate on for the year. If you are clear about your objectives you should have a ready-made area to assess impact - in your criteria for success. The objectives set out below are examples; they may not reflect your priorities.)*

The objectives of our policy are:

- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;

*(*Pointer – earliest possible stage may mean links with Early Years settings or children who transfer from other schools)*

- To plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and where necessary ensure that the targets set on individual education plans are specific, measurable, achievable, realistic and time-related;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their individual education plans.
- To work in close partnership with and involve, parents/carers of children who have special educational needs.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and responsibilities

Governors' role

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach him/her;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the children receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties towards all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus; and
- In the school prospectus include the name of the person responsible for co-ordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;

- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;
- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.

In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish three-year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy – Access Plans). The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

(Pointer: From December 2006 (in Secondary) and December 2007 (Primary) the school must publish a three-year Disability Equality Scheme showing how they will promote equality of opportunity for disabled children, staff and those for whom they provide services. A school's Disability Equality Scheme should show the following:

- a) How disabled people with an interest in the Scheme have been involved in its development;*
- b) The methods for accessing the impact of policies and practices on equality for disabled persons;*
- c) The steps that will be taken to promote equality of opportunity for disabled people;*
- d) The arrangements for gathering information on the effect of policies and practices on disabled people, including information on recruitment, development and retention of disabled employees; educational opportunities for and achievements of disabled children; and*
- e) The arrangements for making use of this information to help promote equality of opportunity.*

Please Note: This new requirement stretches beyond children in your school to the adults employed or who may use the premises. Schools are free to locate their accessibility plans, disability equality scheme and annual action plan in one or a number of different documents. A school's accessibility plan could, by considering staff and users of its services, be extended to form the basis of its disability equality scheme as both are broadly the same planning cycles. Similarly, action plans for the scheme could be incorporated into the school improvement plan and self-evaluation arrangements under the new relationships with schools.)

SENCO's role

*(*Pointer – in Secondary schools add in bullet point about managing teams of SEN teachers/TAs and/or co-ordinating provision across departments/faculties/subject areas. You may use a different term for the person who co-ordinates the provision for SEN. However, SENCO is the current title used in the Code of Practice and DCSF documentation. Please be clear here about the person's role if you don't use the title 'SENCO').*

Currently the SENCO is _____ who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day-to-day operation of SEN policy;
- Providing advice to staff supporting, liaising with them and where necessary the completion of individual education plans;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

Arrangements for co-ordinating provision for children with SEN

*(*Pointer – Secondary school may need to add in statement about the SENCO's role in co-ordinating provision across depts/faculties/subject areas).*

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's co-ordinated arrangements which appear in a provision map. A provision map details the various programmes and arrangements that we operate to meet identified needs. The SENCO and governor(s) will normally oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access the governors will make reasonable adjustment to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Specialist facilities

*(*Pointer – If you have a specialist learning centre you should add a comment here about how the centre operates and its link to mainstream work. If you have teachers with specialist expertise you could add a comment here about the provision you make to support children – this is usually in addition to or different from that which you offer to the majority of children in the school.)*

There are no specialist facilities or special unit in the school. There are currently no teachers with specialist knowledge of special educational needs.

Resources

*(*Pointer – Resources mean human as well as material. I have removed the % from the school budget set aside for SEN provision. It is anti-inclusive and we cannot determine a benchmark for all schools. It is useful for schools to know how much they spend so that you can judge and be sure you have added value. Resources may be allocated after an audit of need. In addition, it is useful to have clear objective criteria for judging whether or not the money you set aside is well spent (i.e. children make progress as a result of your expenditure. For example if you increase your budget for SEN for more TAs, how will you know as a result that children's reading ages have improved or their writing has improved? You may have additional monies associated with your provision map – if you use one.)*

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher (or in secondary subject teacher/head of dept. etc.) will consult with SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the children through School Action.

*(*Pointer – please remember that for Primary aged children ELS, Sir Kit's Quest, FLS, Springboard Maths etc. are part of your normally differentiated curriculum provision and not additional to or different from that provided. Your provision map should detail these as part of your provision.)*

School Action

*(*Pointer – It would be useful to mention the use of the LA's 'Wiltshire Indicators and Provision Document' here so that staff and parents/carers know the criteria you are using to determine whether or not the children have an identified SEN. In this section we have removed the explanation regarding IEPs. Schools do not need to write IEPs for children where they have a policy of planning, target-setting and recording of progress for ALL children as part of a personalised learning that:*

- *Identifies learning targets for individual children with SEN*
- *Plans additional or different provision from the differentiated curriculum offered to children; and*
- *Reviews provision in the light of individual children's outcomes.*

In this case a provision map will be used. Please note we are currently advising that where a child continues to have learning difficulties and moves to School Action Plus they will need an IEP.)

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;

- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider, with the parents/carers and the child, the next strategy for action. This may involve engaging the child in an appropriate programme as part of our provision map. Any provision made and the progress made by your child will be discussed with you at parent evenings or through our normal channels of communication.

*(*Pointer – Please note if you don't use a provision map and still have IEPs for school action you will need to refer to the previous extract in the October 2004 guidance.)*

Where, despite all our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at national curriculum levels significantly below those of his/her peers we will move to School Action Plus.

School Action Plus

This is similar to School Action, but will involve us in contacting external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An IEP will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved. An Individual Education Plan (IEP) will provide for:

- the child's strengths and weaknesses
- the date the IEP is written
- the names of staff and/or outside agencies involved with the targets
- short-term targets
- the teaching strategies
- what provision we will make
- when we will monitor and review the plan
- how we will judge progress (success criteria) including the exit criteria
- any outcomes after a review
- the signature and comment from both the child and parent.

All IEPs are reviewed at least twice a year and targets are discussed at parents/carers' evenings and/or individual appointments.

*(*Pointers – you may do this more frequently but the Code of Practice recommends a minimum of twice a year. If you want to specify a shorter time scale than that given, please alter. In addition you may be using the LA IEP which has monitoring identified on a fortnightly basis – whichever system you use it is useful to specify in this section what your monitoring arrangements are and how you can share those with the child and parents/carers. Don't forget that evidence is needed of IEP reviews and SMART targets if you progress through from School Action Plus towards submitting evidence to the LA for consideration for a statutory assessment.)*

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need. Where a child has a statement of special educational need we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

Criteria for evaluating the success of our policy

*(*Pointer – this section should reflect the objectives that have been set for the policy. Cross-reference your objectives with the success criteria. The ones set below are an example - you should put in your own success criteria.)*

- The policy will be evaluated against the objectives stated on page one by:
- An analysis of all teachers' planning by subject leaders/head teacher/SENCO ensures that a differentiated approach is taken and that the learning objectives in individual education plans are identified and reflected in planning;

*(*Pointer – this broadens the notion that all teachers are teachers of children with special educational needs and should create wider ownership of children's learning needs.)*

- Parents/carers are involved with individual targets set with children by discussing, receiving and having their views recorded; (particularly relevant if used with individual education plans for their children);
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own individual education plans;
- Individual Education Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the individual education plans and are involved in their development;
- The school prospectus shows the success of the policy or any changes needed for the subsequent year;
- The school improvement plan and SEF priorities which include the provision for SEN;
- Undertaking a value for money review of our Special Educational Needs funding;
- Any external evaluation or inspection.

Success criteria will be:

*(*Pointer – remember your school improvement priority criteria. These below are only examples – please put in your own.)*

- (100%) of all planning reflects IEP targets and any previously identified need

*(*Pointer – this refers to early years settings' records and/or children who transfer into the school from another school.)*

A % of those children identified and needing IEPs reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support

*(*Pointer – if small steps are set in IEPs this should not present too many difficulties.)*

- All IEPs include written/recorded comments from parents/carers and children, and where necessary outside agency involvement;

- *(*Pointer – teachers should record the child’s voice/comment as well as parents/carers if either are unwilling or unable to write a comment on the proforma.)*
*(*Pointer – add any School Improvement Plan target which impacts on children with SEN. Some schools feel able to include quantifiable criteria on different aspects of provision e.g. all pupils who have been at our school throughout KS2 or KS3 and KS4 will have a reading age of.....)*

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the SENCO and/or head teacher. Should the matter still be unresolved the parents/carers should contact the ‘responsible person’ on the governing body. If the complaint remains unresolved the chair of governors should be involved and finally the complaint should be taken to the local authority and/or secretary of state.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENCO, with the head teacher (or CPD co-ordinator), will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school’s improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school’s overall SEN provision.

Links and use of outside agencies

*(*Pointer – you will need to include agencies relevant to your situation e.g. secondary schools and YPSS)*

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the local education team including the educational psychologist, learning support service, visual impairment, physical impairment, hearing impairment service, speech therapist, behaviour support service, health and LA personnel. Any or all of these agencies may be involved in the provision map and/or construction, delivery or review of targets set in children’s IEPs in order to ensure children’s attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child’s attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers’ contribution to their child’s education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children’s views and implementing and reviewing where necessary the IEP. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies **for their success**. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools, agencies including the voluntary sector

*(*Pointer- this section needs to refer to your specific situation)*

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings **and School Start where necessary**. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

*(*Pointer- if you don't have a system such as the buddy system you will need to put in your system here).*

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools (or School) usually visit us and specialist staff from the Learning Support Faculty *(or name of Secondary School provision)* also maintain close liaison which continues into Year 7.

*(*Pointer- you need to reflect your particular context and transition arrangements)*

*(*Pointer- include here any arrangements you have with other schools e.g. Special Schools. Also put a comment in for any SENCO or Governor cluster/collaborative arrangements that might exist in your area. You may have joint training or joint meetings. The School Prospectus has to comment on the arrangements the school has for links with other schools or the wider community. You may even have clustering or similar arrangements that form part of your objectives and consequently have success criteria for this arrangement.)*

Date of review

This policy will be reviewed in _____ and reported on in the school prospectus.

Agreed at the governing body meeting on

Date

Signed (Chair of Governors)

Section 3

Disability Discrimination Act & the disability equality scheme

3.1 THE DISABILITY DISCRIMINATION ACT AND DISABILITY EQUALITY SCHEME (DES)

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that many disabled people face. This Act has been significantly extended by the Disability Discrimination Act 2005.

The DDA's fundamental definition of a disabled person is 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.*' Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial.*' '*Long-term*' means has lasted or is likely to last more than 12 months.

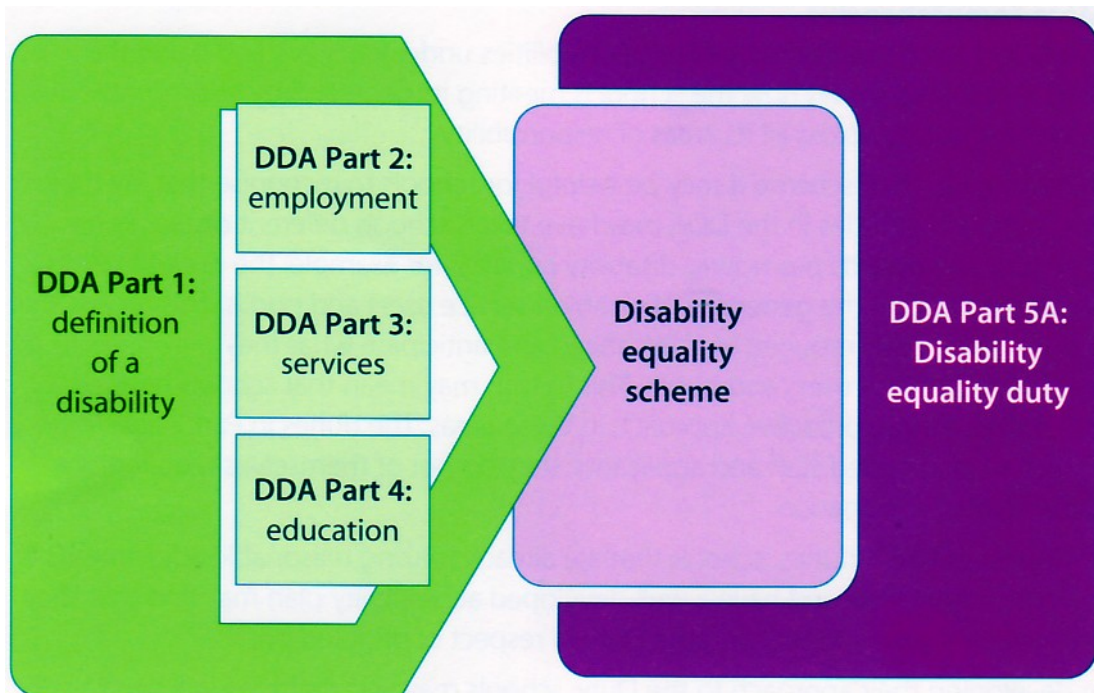
Summary of schools' duties under the DDA

The Disability Discrimination Act 1995 (DDA) applies to schools in a range of different ways. In particular it applies to three main school functions:

- to the school in its main function of providing education to pupils
- to the school as an employer; and
- to the school as a provider of services to parents and carers and the wider public.

The employment and service provision duties have applied to schools since 1996 when the DDA was first implemented. The education duties were added by the SEN and Disability Act 2001. The Disability Discrimination Act 2005 inserted the Disability Equality Duty (the Duty) into Part 5A of the DDA. The Duty applies across all the main functions covered by the DDA. See Diagram 1, below.

Diagram 1: How the DDA duties fit together



Part 1 of the DDA provides the definition of disability. The definition informs the duties in the other parts of the DDA.

Parts 2, 3 and 4 of the DDA apply to different aspects of the school's operation:

- Part 2 sets out duties to disabled employees and prospective employees;
- Part 3 sets out duties to disabled service users; and
- Part 4 sets out duties to disabled pupils and potential pupils.

The disability equality duty

The duty requires schools to take a more proactive, more explicit, more involved and more comprehensive approach to promoting disability equality and eliminating discrimination.

More proactive

Schools need to move from a focus on an individual response to an approach that builds disability equality considerations in from the start and at every level of the school: at strategic, policy, management and classroom level.

More explicit

Schools have to be able to demonstrate what they have done and what they plan to do to improve opportunities and outcomes for disabled pupils, staff, parents and other users of the school.

More involved

Schools have to involve disabled pupils, staff, parents and others in the development of their scheme. Disabled people need to be involved from the very start and their involvement needs to inform the preparation, development, publication, review and reporting of the scheme.

More comprehensive

The duty brings together schools' responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

In developing their scheme it may be helpful for schools to recognise that, by their very nature, the duties in the DDA may have taken schools different distances on their journey towards promoting disability equality, for example: the duties in Part 3 and 4 are owed to the generality of disabled service users and pupils. This means that schools are already required to think ahead and anticipate what they may need to do for disabled service users and pupils. This in turn may mean that schools have developed a more proactive approach in these areas. The duties in Part 2 are owed to individual disabled staff and applicants; they do not of themselves require the same level of anticipation.

In respect of Part 4 duties, schools that are already making reasonable adjustments at a whole-school level and have a well-developed accessibility plan may find that they are well on the way to meeting the duty in respect of disabled pupils.

In developing their approach to the duty, schools may find that they will need to do more work in respect of some parts of the DDA than others. It may help to bear this in mind as schools develop their scheme.

3.2 DEVELOPING A DISABILITY EQUALITY SCHEME

Schools are required to undertake the development of their scheme in a particular way and to include particular elements. The different elements of the disability equality scheme are set out in the *outline for a disability equality scheme* in a way that encourages schools to adopt a staged and manageable process. Schools that have used the materials in Section 3: Improving access for disabled pupils: schools plans, will recognise it as similar to the process suggested there for the development of an accessibility plan.

Key management considerations

Before starting work on the scheme, a school will need to consider the following points:

Reasonable and practicable

The school is not required to do anything under its scheme that is unreasonable or impracticable. Its approach will vary according to a wide variety of factors, including:

- The size of the school
- The size and make-up of the disabled population of pupils, staff and parents
- The proximity of other schools and the potential for links with them
- The school's building stock
- The school's budget
- How the DDA duties interact with other statutory duties.

Links to the accessibility planning duties

The school's accessibility plan can be a good starting point and a plan can be extended and strengthened to meet the requirements of a scheme. However, it is important to recognise that a scheme goes wider than a plan:

- It includes disabled staff, parents, carers and others as well as pupils;
- The involvement of disabled people is a requirement;
- The gathering of information is a requirement.

These materials show how schools can involve disabled pupils and gather and analyse information as part of accessibility planning. Where schools have adopted this approach in their accessibility plan, they will find it relatively straightforward to extend this approach to disabled staff, parents, carers and others in their scheme.

A working group

Schools may find it helpful to appoint a working group of three or four people to steer the development of the school's scheme and to report to the governing body. Some thought needs to be given to the composition of the working group, for example:

A senior manager

The scope of the scheme is across the school's responsibilities so that at least one member of the group needs to be a senior manager, in order to draw on links with every area of the school's work.

A disabled person

It may be helpful to have a disabled representative within the group: a disabled member of staff, or a disabled pupil, for example: a senior pupil or a representative of the school council. However, this should not be a substitute for the wider involvement of disabled pupils, staff and parents in the development of the scheme. Throughout the development of the scheme the group will need to review the extent to which they are hearing the views of a range of disabled pupils, staff and parents, with a range of impairments.

Other members

It may be helpful to incorporate a range of perspectives into the group by recruiting across curriculum and pastoral responsibilities, across length of service in the school, across teaching and non-teaching responsibilities.

The SENCO might be included because many of the pupils with SEN will also count as being disabled and the SENCO will know them well. However, not all disabled pupils have SEN and it should not be assumed that the SENCO has sole responsibility for the DDA duties: they are as much the responsibility of the key stage co-ordinator or the head of Maths as they are of the SENCO.

Working with the Local Authority

Schools need to work closely with their Local Authority (LA) where their responsibilities dovetail with each other and where there may be shared elements. Responsibilities under the DDA sit precisely with the body that has the responsibility for any particular function. So, for example, if a local authority has the responsibility for admissions, the local authority has responsibility for the DDA duties in relation to admissions; if the school has responsibility for the recruitment of staff, the school has responsibility for the DDA duties in relation to the recruitment of staff.

Issues that require particular consideration are:

- Employment, where the respective responsibilities of school and local authority will vary according to: the status of the school, the delegation of responsibilities locally and the extent to which schools buy back services from the authority;
- Procurement, which is regulated by the local authority. Local authority regulations will be amended to reflect the requirements of the DDA;
- The provision of extended services;
- The scheme for a pupil referral unit (PRU): this is the responsibility of the local authority, but, as a matter of good practice, the management committee for a PRU may prepare its scheme in consultation with the local authority.

Schools that are not maintained by the local authority

Schools that are publicly-funded but are not maintained by the local authority, including academies, city technology colleges and city colleges for technology of the arts, will need to ensure that their contracts for goods and services reflect their duty to promote equality of opportunity for disabled pupils, staff and parents.

Outline for a disability equality scheme

The outline for a disability equality scheme sets out a number of sections that should be included in a disability equality scheme. In each section there is a discussion of a number of key issues. By addressing these issues, and undertaking the related development work, schools can have reasonable confidence that they will be able to develop an effective disability equality scheme.

A more detailed outline illustrated with core studies from schools is available on PPSLS/D35/1206/13 (DfES publications) - <http://www.dcsf.gov.uk/publications>

In addition the following pages set out a sample disability equality scheme policy and action plan which you may wish to use. This template is available at www.wiltshire.gov.uk/schoolseducationandlearning/specialeducationalneeds/seninfoforschools/senprimarysenconetwork/sensampledspolicyandactionplan.htm

3.3 SAMPLE DISABILITY EQUALITY SCHEME POLICY AND ACTION PLAN

The (Name of School) Disability Equality Scheme Policy and Action Plan (Draft)

December 2006 – December 2009 (insert sample date)

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people and will include the reviewed and revised School Accessibility Plan.

Introduction

Duties under Part 5A of the DDA 2005 require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a disability equality scheme to show how they will meet these duties.

Parts 2, 3 and 4 of the DDA 2005 apply to different aspects of the school's operation: to employment, to the provision of services and to education. The Disability Equality Duty brings together schools' responsibilities under Parts 2, 3 and 4 and the school's scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Duties in Part 4 of the DDA 1995 require the governing body to plan (The Schools Accessibility Plan) to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1 Starting points

1.1 The purpose and direction of the school's scheme

The purpose of the school's scheme is to meet the duty to promote equality of opportunity for disabled pupils, staff, parents and other users of the school.

- Establish with all staff overall vision of the duty to promote equality of opportunity for disabled pupils, staff and parents.
- Six elements of the duty are:
 - Promoting equality of opportunity
 - Eliminating discrimination
 - Eliminating harassment
 - Promoting positive attitudes
 - Encouraging participation

- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

Action by SMT responsible for DES:

- Raise awareness of 6 elements with all staff, governors, parents and pupils.
- Refer to 'Implementing the DDA in Schools'
- Ensure understanding of the broad definition of Disability within the DDA.
- Encourage disclosure of disability by pupils, parents, staff and other users of the school.
- Set up working party, membership to include:
 - SMT member
 - governor
 - parent with disabled connections
 - staff representative (with disability if possible)
 - SENCO
 - informed by associate members e.g. pupils with disability/on school council.

The Key Functions of the Working Party will be:

- To ensure the involvement of disabled pupils, staff and parents;
- To arrange for the gathering of information.
- To consider arrangements for impact assessment

1.2 Involvement of disabled pupils, staff, parents and other users of the school

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

1.3 Information gathering

The collection of information is crucial to supporting (name of school) in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the DES.

Definition

The DDA 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 the terms:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, attention deficit hyperactivity disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Information to be gathered

- Recruitment, development and retention of disabled employees
- Education opportunities available to and achievement of disabled pupils
- Disabled parents, carers and other users of the school. (All efforts to be made to collect information)
- Make decisions on how the information is to be held in school, and how it interlinks with other registers. Do we have just one school profile with differing levels of access? Confidentiality and need-to-know clauses required.

1.4 Impact assessment

Impact assessment refers to the review of all current and proposed policies and practices in order to formally assess their impact on disabled people. Impact assessments will be an on-going process to ensure that our policies and practices develop and evolve and will be incorporated into the school's planned review and revision of every policy. Every new policy or procedure will be drawn up with regard to our duty to promote disability equality.

2 Identifying the main priorities for and deciding actions

The priorities for the disability equality scheme action plan will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

3 Making it happen

3.1 Implementation

The scheme will be supported by detailed action plans and incorporated into our school improvement plan, with oversight by the governing body so that progress can be checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

Our DES will incorporate the school's accessibility plan. The evaluation of the present plan will inform the action plan within our new disability equality scheme.

We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected

3.2 Publication

The working party will decide how best to publish the disability equality scheme either as a separate document or as part of the school improvement plan. We will provide a copy for anyone asking for it in a range of formats.

3.3 Reporting

We will report annually on the progress made on the action plan and its effect on policy and practice within the school. (Via the school profile).

3.4 Reviewing and revising the scheme

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and

- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will continue to:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

The accessibility plan and the disability equality scheme will be planned and produced at the same time as one document.

The main documents that will inform the development of this scheme are:

- Implementing the Disability Discrimination Act in schools and early years setting, DCSF Guidance
- Promoting disability equality in schools, DCSF Guidance.

Section 4

**Individual Education
Plans,
provision maps,
measuring success and
monitoring provision**

4.1 MONITORING PROVISION AND SELF-EVALUATION

School self-evaluation

All schools need to engage in self-evaluation in order to determine strengths, areas for development and action points.

In September 2007 every school in Wiltshire was sent a copy of 'Learning Difficulties, Disabilities and Special Educational Needs Self-Evaluation Tool'. This document has been designed to complement and support schools' own self-evaluation. It can be used to guide head teachers, SENCOs and governors in conducting an audit of provision and outcomes for learners with learning difficulties, disabilities (LDD) and special educational needs (SEN). It covers the key aspects of the SEF and provides a summary of a school's provision and outcomes for learners with LDD/SEN.

The main purposes of the LDD/SEN self-evaluation tool are:

- To enable schools to conduct an in-depth self-evaluation of provision for pupils with LDD/SEN using the OfSTED framework for the inspection of schools;
- To enable staff to come to clear judgements about provision and its impact on learners;
- To help SENCOs to identify continuing professional development needs in their school and to generate effective support for colleagues;
- To enable SENCOs and schools to plan for improvements in provision and outcomes for children with SEN;
- To enable governors to carry out their responsibility to monitor the provision for pupils with SEN and hold schools to account for the performance of pupils with LDD/SEN;
- To provide a common agenda for schools and the local authority to monitor the quality of provision for learners with LDD/SEN;
- To enable the local authority to fulfil its statutory duty to monitor and evaluate the provision for LDD/SEN and to ensure that all learners with LDD/SEN make progress.

The self-evaluation tool is available at:

<http://wisenet.wiltshire.gov.uk/documents/dsweb/Get/Document-5677/A236-07%20%20SEN%20selfevaluation%20Tool.doc>

Local authority monitoring

The local authority also has a statutory duty to monitor the provision made for pupils with LDD/SEN.

The Learning Support Service is now responsible for monitoring this provision within primary schools. Monitoring is carried out through undertaking a visit to school and analysing key documentation. Visits are made to individual schools within one cluster area at a time.

4.2 PROVISION MAPS

A provision map is a succinct and inclusive way of showing the range of provision available to pupils throughout the school. Provision mapping is a strategic management approach which provides an 'at a glance' way of showing all the provision that the school makes which is **additional to and different from** that which is offered through the school's differentiated curriculum.

In Wiltshire the guidance is that schools continue to write IEPs for pupils at **School Action Plus** and for pupils with a **statement** of special educational needs. At **School Action** schools can choose to continue to write IEPs or can rely on the **evaluated provision map** and **pupil tracking** for evidence of intervention and progress. A provision map by itself is not an adequate replacement for an IEP.

Further and more detailed information about developing a provision map can be found in the document:

'Provision Mapping – A Guide to Developing a Provision Map in the Primary School'.

A copy of this was sent to all primary schools during Term 6 2008. It is also available to download, from the related documents section at:

<http://wisenet.wiltshire.gov.uk/documents/dsweb/View/Collection-801>

Guidance on individual education plans (IEPs) in Mainstream Schools

The following guidance with regard to IEPs and provision maps was sent to all schools in March 2006. However, it has been updated for the purposes of this handbook to reflect development such as Wiltshire Indicators and Provision Document (WIPD).

(NB When this guidance uses the word 'should', this is meant as a recommendation of good practice rather than any statutory or LA requirement.)

Introduction

The Code of Practice (DfES 2001) is very specific in stating that:

“The IEP should only record that which is additional to or different from the differentiated curriculum provision, which is in place for all pupils.” (5.51 and 6.59).

Setting targets for pupils with special educational needs (Ofsted Feb 2004), stated that:

“Mainstream schools increasingly set individual learning targets for all pupils across all subject areas. In schools where the curriculum is planned to meet a wide range of ability, individual education plans (IEPs) are not needed for most pupils with SEN. In these circumstances, pupils who have statements of SEN or who are at the ‘School Action Plus’ stage, usually have IEPs which include targets related to other needs, for example in personal development, behaviour or mobility.”

In a letter dated January 2006, on reducing unnecessary paperwork, the Secretary of State, Ruth Kelly, identified SEN as an area where progress is needed, specifically promoting ‘alternative approaches to IEPs’.

In the past, impending inspections have led to a proliferation of additional SEN paper-work. The new framework for inspection (2005) places a greater emphasis on:

- Identification of underachieving groups or those at risk of underachieving
- The impact of the provision on standards and progress
- The school’s ability to identify strengths and weaknesses in its provision
- The ability of all staff to meet the needs of the least able pupils

Paperwork therefore needs to focus on these key areas.

Currently, in many schools the processes required to produce and review IEPs for large numbers of pupils involve unmanageable bureaucracy and place unhelpful pressure on SENCOs. The IEPs produced are often of limited use to teachers in classrooms.

High Quality IEPs

Pupils with a statement of SEN and those at School Action Plus should have an individualised plan describing their needs and the additional provision being made for them. Such pupils will have a severity and/or complexity of need which will be highly specific and particular, which should be met through the vehicle of an IEP. In some schools, a small minority of pupils at School Action will also have a complexity of need which will be very specific to them as individual learners. Such pupils will also require an IEP.

However, for the vast majority of pupils at School Action, where the school promotes a learning culture of differentiation and personalisation, other internal processes can replace the traditional IEP and thereby reduce the bureaucracy and paperwork which schools have to manage.

Good IEPs should:

- Summarise the pupil’s individual needs/barriers to learning.
- Summarise the pupil’s strengths.
- Contain baseline assessment information.
- Involve the pupils and parents/carers.
- Describe the additional/different provision planned.

- Record bi-termly (3 x per year) targets (specific, generic, and address the pupil's particular learning needs) linked to targets in the statement if the pupil has one.
- Suggest learning and teaching strategies for pupils and staff and be focussed on action.
- Describe success and exit criteria, enabling a focused review of progress.

If cutting out IEPs at School Action, schools must ensure that each of the points above is addressed in other, more manageable and effective ways see below.

1 Identifying pupils to staff and making their needs clear

Pupils at School Action should still be on the SEN 'register'. Although it is no longer a *requirement* for schools to maintain one, a list needs to be kept for SEN monitoring in school and information-sharing such as the PLASC.

The assessment details of a pupil with SEN should be easily available to teachers, so that they can have a clear overview of the nature of the pupil's needs and can evaluate progress over time. The SEN register (or an accessible summary of need) might be part of a spreadsheet which also records.

- The pupil's national curriculum levels (including P levels)
- Standardised assessments such as reading and spelling ages
- Cognitive ability tests results
- SATs, optional SATs and teacher assessments

SEN assessment data should complement and be closely aligned to whole-school systems and should not repeat data held by staff in other forms. It should be available electronically, wherever possible, as should IEPs, to reduce use of paper.

The challenge in most schools is more likely to be how to make best use of the existing data (reading and spelling scores, pupil achievement tracker, Fischer Family Trust, ePANDA) rather than generating more data. The SENCO needs to filter and make accessible key data for staff and produce it in a form that:

- Enables staff to pitch lessons to the right level and
- Helps the school to make clear judgements about rates of progress of pupils with SEN.

2 Describing and summarising the provision being made to support pupils at School Action – Provision Mapping

A provision map is a short document describing what provision a school makes for pupils with SEN. IEPs will be for those pupils whose needs are additional to and different from what is normally provided. It answers the question a parent might pose – for example, what help will my child who has literacy difficulties get? It will make clear the entitlement that pupils have to support and will be mapped against the LA's criteria as outlined in the Wiltshire Indicators and Provision Document.

In Year 4, pupils will use the Accelerad/Accelwrite programme on a daily basis. They will have the opportunity to use the Clicker 5 or a Dictaphone when undertaking specific pieces of extended writing and will be supported in mathematics through the use of the Wave 3 materials.

Schools will find ways of succinctly recording such a pattern of provision for each pupil on the SEN register.

3 *Individual targets for pupils at School Action*

As schools move towards having personalised targets for **all** pupils, then targets for pupils at School Action need not be **additional** to these. Many schools now have IEPs for all pupils. Pupils at School Action Plus and with statements will probably have additional targets, but they may well be recorded, for example, at the bottom of the same sheet as that used for all pupils. Such targets might be recorded in or stuck in pupils' planners or homework diaries/reading diaries. Parents should be asked to sign that they agree with the targets. All teachers should refer to these targets. Progress against targets and details of intervention will be needed as evidence when schools request outside support at School Action Plus.

The designated members of staff should discuss progress against these targets in their regular discussions with pupils on their 'caseload', and be able to contribute to normal parents' evening and review processes.

4 *Ensuring the Involvement of the pupil and the parent/carer*

Reducing IEPs at School Action must not reduce the involvement of parents. Pupils on the SEN register, including those at School Action, should have a designated member of staff, indicated on the SEN register, possibly a teaching assistant, the SENCO, SEN teacher, form tutor, class teacher, learning mentor or another, who is a contact with whom the pupil and parent can discuss their needs, the provision made and their progress.

This should be part of a whole-school policy involving all individual pupils in discussions about their work and progress, focusing on the ongoing questions:

- Do you get the support you need?
- How well are you doing (against your targets)?
- Do you know what you need to do next to improve your learning?

All pupils with SEN should ideally have two reviews per year involving the pupil and the parent/carer. This should link to parents' evening and other reviewing and reporting occasions wherever possible, for example making an appointment with the SENCO at the usual parents' evenings rather than an additional tier of meetings with parents.

5 *Pupils at School Action Plus with medical needs*

There are a small number of pupils currently at School Action Plus with complex medical needs which do not change significantly from year to year and which do not significantly impact on their attainment. Rather than writing an IEP, these pupils may be better served by their Individual Health Care Plan. Similarly some of the small group of pupils with physical needs supported by the physical impairment service will not need an IEP where their learning targets would be the same as for other pupils.

6 *Providing guidance to staff*

The SENCO should provide guidance to staff on identifiable types of SEN, for example, general learning difficulty, specific learning difficulty, social communication difficulties, receptive and expressive language disorders, visual impairment etc., to which staff can refer. This will reduce/replace writing strategies on IEPs.

For each identifiable area of need, the school's SEN handbook should cover:

- Main features and description;
- Teaching and support strategies;
- Learning strategies for pupils including study skills and positive behaviours in relation to their learning;
- Further reading/references for staff who wish to learn more.

A small number of pupils will have highly individual needs, perhaps physical or sensory needs, which will still require strategies to be written on to their IEP.

This reduction in bureaucracy should enable the SENCO to spend more time:

- Working directly with students and staff
- Training, staff
- Observing lessons
- Supporting good inclusion practice
- Monitoring the progress of SEN pupils throughout the school
- Supporting effective planning for SEN pupils

4.3 INDIVIDUAL EDUCATION PLANS (IEPS)

An IEP is a tool to help plan for meeting the special educational needs of pupils and to aid effective teaching and learning. The Code of Practice identifies key information that an IEP should contain:

- The short-term targets set for or by the pupil;
- The teaching strategies to be employed;
- The provision (methods and resources);
- The review date;
- Success criteria;
- Outcomes.

IEPs should:

- Be seen as working documents;
- Use a simple format;
- Avoid jargon;
- Be comprehensible to all staff and parents;
- Be distributed to all staff concerned;
- Promote effective planning
- Help pupils understand the progress they are making;
- Specify only provision and targets which are additional to or different from those generally available for all pupils.

IEP Targets

- IEPs should focus on three or four individual targets set to help meet the needs of the individual pupil.
- The pupil's strengths should underpin the targets and the strategies used in order to achieve them.
- Targets should be SMART:

Specific
Measurable
Achievable
Resourced and Relevant
Time Bonded

IEP Format

A sample IEP recommended by Wiltshire Local Authority follows. However, schools can develop their own format as needed, but should include all the key information described above.

Individual Education Plan (School

| | | | | | | | |
|--|----------------|-----------------------|--|--------------------------|--|---------------------|--|
| Name: | | Date of Birth: | | NC Year Class | | Date: | |
| School Action/Action Plus (<i>please circle</i>) | | | | | | | |
| Strengths: | | | | Weaknesses: | | | |
| Medical: | | SENCO: | | Class Teacher: | | TA: | |
| This may be a single short-term target or a combination of short-term targets (but not more than four) taken from the five key areas of communication/literacy/mathematics/behaviour-social/sensory or physical). Targets can be changed and detailed on the inside recording/recording areas. | | | | | | | |
| 1 | Target: | | | Success criteria: | | | |
| 2 | | | | Success criteria: | | | |
| 3 | | | | Success criteria: | | | |
| 4 | | | | Success criteria: | | | |
| Teaching strategies: | | | | | | | |
| Provision (methods and resources): | | | | | | | |
| Parental involvement/and/or comment: | | | | | | | |
| Pupil comment/and/or involvement: | | | | | | | |
| | | | | | | Signed:..... | |
| Other agency involvement: | | | | | | | |
| | | | | | | Signed:..... | |
| | | | | | | Signed:..... | |

| | |
|--|--|
| Fortnightly Recording | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Change in target and/or progress in work. Monitoring every 6 weeks: | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Change in target and/or progress in work. (Monitoring) First TERMLY review: | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Fortnightly Recording | |

| | |
|--|--|
| Change in target and/or progress in work. Monitoring every 6 weeks: | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Review Six Monthly or Second TERMLY review (see overleaf) | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Change in target and/or progress in work. Monitoring every 6 weeks | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Fortnightly Recording | |
| Review 1 year from start of Third TERMLY review (overleaf) | |

| | |
|-------------------------------|------------------|
| Six month review date: | Progress: |
| Target 1: | |
| Target 2: | |
| Target 3: | |
| Target 4: | |
| Pupil comment: | |
| Parent comment: | |
| Further outcomes: | |
| Yearly Review Date: | Progress |
| Target 1: | |
| Target 2: | |
| Target 3: | |
| Target 4: | |
| Pupil comment: | |
| Parent comment: | |
| Further outcomes: | |

4.4 MEASURING SUCCESS

How should success be measured?

The Special Educational Needs Code of Practice makes reference to children making appropriate progress and measuring progress. Identifying progress is how individual children, families, schools and the Department for Children and Education can measure the effectiveness of the provision made for children.

Children and their needs are individual. What is appropriate progress is therefore also individual and has to be defined by success in meeting appropriately challenging SMART targets over time.

Children who do not have a special educational need progress at different rates and the same is true for children with an identified special educational need. Some children will successfully meet highly appropriate targets that are challenging for them but the nature of the children's special educational needs will mean that the gap between their attainments and those of their peers will widen over time.

A range of indicators is used to measure progress in Wiltshire's schools.

- Making progress with additional provision put in place
- Progress in meeting SMART IEP targets
- Regular school-wide assessment and tracking
- Observation and liaison between SENCO, school staff and child's family
- Practitioner assessments
- Formal assessments
- Discussion with outside agencies
- Noting when a taught skill is generalised

4.5 DEPARTMENT OF CHILDREN & EDUCATION RECOMMENDED ASSESSMENTS

Assessment process

Assessment is not an event
Assessment is a process

What is assessment for learning?

'...the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.' (Black and William, 1998)

There are two main purposes of assessment

- Assessment of learning (summative assessment). This summarises where learners are at a given point in time - a snapshot of what has been learned in terms of attainment and achievement.
- Assessment for learning (formative assessment). This includes any assessment activity which informs the next steps to learning. It depends on using the information gained.

Assessing Pupils' Progress (APP) is an approach to making secure judgements about the standard of pupils' work and what they need to do next. It has been nationally developed and standardised.

Which assessments does the DCE recommend?

The DCE provides a list of recommended assessments, see below. These can be useful tools but they can only provide a measurement of ability for a narrow range of skills. They also cannot be sensitive to all aspects of progress within the areas of skill for which they are designed. A child or young person's spelling may improve so that what they write is understood more easily however 'laughed' written 'larfd' instead of 'lffd' is still incorrect and will not score on a test. A child or young person who can recognise fifty key words instead of five may have made great progress, for them, with the support of their EY setting/school and family but the reading test may not be sensitive enough to record any change.

A child or young person's performance on formal tests may also vary between tests, from day-to-day and according to the time of day. Therefore the formal test score levels quoted on the descriptor pages **are for guidance only** and other indicators of level of need and progress should always be taken into consideration.

The '**Fourfold assessment process**' should be followed. This observation and assessment of:

- a) The pupil's learning characteristics;
- b) The learning environment the school is providing for the pupil;
- c) The task and;
- d) The teaching style.

Practitioners/teachers need to use knowledge gained from observation and assessment of each child's skills and abilities to provide access to the curriculum. They need to evaluate the effectiveness of the strategies being used with the child and make changes to enable them to learn more effectively. This includes the provision of differentiated learning opportunities.

If a test is used that provides a child or young person's score as a range of ages the mid-point of the range should be the measurement used for comparison with the descriptors or for tracking progress.

Literacy

- Wiltshire literacy team recommends using assessing pupils' progress (APP) or similar approaches alongside quality activities to make accurate, reliable and informed assessments in line with recognised national standards.

Reading:

- Diagnostic Reading Analysis (Hodder and Murray)
- York Assessment of Reading for Comprehension (GL assessment)
- NFER-Nelson
Group Reading Test II 6-14
- Class Teacher's Assessment Pack*
- WESForD*

Spelling:

- Vernon 3rd edition (Hodder Murray)
- Single Word Spelling Test (GL Assessment)
- Class Teacher's Assessment Pack*
- WESforD*

Numeracy:

- Wiltshire numeracy team recommends using assessing pupils' progress (APP) or similar approaches alongside quality activities to make accurate, reliable and informed assessments in line with recognised national standards.
- Basic Maths Assessments for the Class Teacher*

Attainment measured using P Scales:

- Planning Teaching and Assessing the Curriculum for Pupils with Learning Difficulties (updated 2009) Guidance booklet and full set of booklets for each curriculum area (QCA)
- 'Using the 'P' scales; Assessing, moderating and Reporting Pupil attainment Levels P1 – 8 DVD, PO Box 29, Norwich NR3 1GN email oderline@gca.org.uk
- Further information is obtainable from www.gca.org.uk/ld

Judgements should be made across the school year.

Behaviour Emotional and Social Difficulties

- The Goodman's strengths and difficulties questionnaire (SDQ) (available at www.sdqinfo.com) can be used to both baseline the severity of the child or young person's behaviour, but also to measure areas of relative strength, as well as being used on different occasions to measure progress. In addition the questionnaire allows comparisons between home and EY setting/ school behaviour, and helps to facilitate the involvement of parents and carers
- Wiltshire Primary Behaviour Support Service Audit (Appendix 2). (Also in Class Teacher's Assessment Pack).

- SNIP behaviour Audit (Appendix 2) (Also available at <http://www.snip-newsletter.co.uk/pdfs/downloads/20.pdf>)

Foundation Stage Assessment:

- Early Years Foundation Stage Curriculum (EYFS)
- Foundation Stage Profile
- Early Years Behaviour/ Environment Audit (available from the early intervention team). (See Appendix 2).

**Available from the Wiltshire Learning Support Service*

4.6 QUICK GUIDE TO DCE RECOMMENDED ASSESSMENTS

Diagnostic Reading Analysis
Mary Crumpler and Colin McCarty
Hodder Murray

Subtests

Listening Comprehension

Reading giving measurement of accuracy, fluency/reading rate and comprehension

Published 2004

Standardised 2004

Age Range 7 – 16 years

Time taken to administer tests – no approximate timing given

Administered to individuals

Single Word Spelling Test
Lesley Sacre and Jackie Masteron
Nfer Nelson

Published 2000

Standardised 2000

Age Range 5 years – 14 years

Time taken to administer test 30 minutes

Administered to individuals, groups and whole classes

Vernon Graded Word Spelling Test 3rd Edition
PE Vernon
Hodder Murray

Published 2006

Standardised 2000

Age Range 5 years – 18 years

Time taken to administer test – up to 30 minutes

Administered to individuals, groups and whole classes

York Assessment of Reading for Comprehension University of York, Centre for Reading and Language GL assessment

Subtests

YARC Early Reading

Letter Sound Knowledge, Early Word Recognition, Sound Isolation, Sound Deletion, Phoneme Awareness Composite

YARC Passage Reading

Single Word Reading Test

Reading accuracy, rate and comprehension

Published 2009

Standardised 2008

Age Range 5 years – 11 years

Time taken to administer test untimed 10 - 15 minutes

Administered individually

4.7 THE VOCABULARY OF ASSESSMENT AND TESTING

Some of the terms most frequently used in describing and discussing assessments are:

Age equivalent

The raw score for all pupils at a particular age is used to devise a spelling or reading age. It enables a direct comparison between the pupil's chronological age and where, in terms of age, they are currently performing on a given test.

Battery

A test battery is a collection of assessments assembled for a specific purpose. It is standardised on the same population and provides a wider more detailed coverage of abilities and skills than by using a single assessment.

Confidence bands or intervals

This marks a band that indicates how accurate a measure of the pupil's ability the test score is. If the score is within a 90% confidence band the means we can be 90% certain that a pupil's true score lies within the limits indicated. So the confidence interval gives the range of scores that, with a high degree of likelihood contains the pupil's 'true' or 'real' score.

Criterion-Referenced Assessment

This measures what a pupil can do against a specified set of objectives or skills

Diagnostic assessment

This identifies a pupil's underlying strengths and needs in a particular area. It is useful to devise a future teaching programme.

Dynamic assessment

This is an interactive approach to conducting assessment within the domains of psychology, speech and language or education that focuses on the ability of the learner to respond to intervention.

Miscue analysis

A way of acquiring insight into pupil's reading strategies by studying the mistakes (miscues) they make whilst reading aloud.

Norm-referenced assessment

This is a method of assessment whereby pupils obtain standardised scores that allow their individual performance to be compared with that of their age-related peers. This is useful for comparing the performance of individuals with the national average.

Parallel forms

These are alternative assessment forms which differ in content but are of the same level of difficulty and provide equivalent standardised scores.

Percentile rank

There is a direct but complex relationship between standard scores and percentile ranks. The 50th percentile is the central score of all the pupils in that age group and corresponds to a standardised score of 100. A percentile rank gives the pupil's ranking (position) in relation to other pupils of the same age. A percentile rank of 50 means that the pupil has performed as well as, or better than, 50% of pupils of the same age on a test.

Percentile ranks tend to magnify small differences between pupils in the middle range of scores (see normal curve of distribution). To make comparisons between pupils or to monitor an

individual pupil's progress when tested on different occasions, it is preferable to use standardised scores than percentile ranks.

Reliability

This is the extent to which a test or measuring procedure yields the same result when repeated, e.g. kitchen scales should measure the same weight at different times

Standardised deviation

Standard scores have an average of 100, with a standard deviation of 15 (the standard deviation is a measure of the spread of scores). This means that irrespective of the difficulty of the test about 68% of the test-takers in the national sample will have a standardised score within 15 points of the average and 96% will have a standardised score within two standard deviations (30 points) of the average.

Standardised score

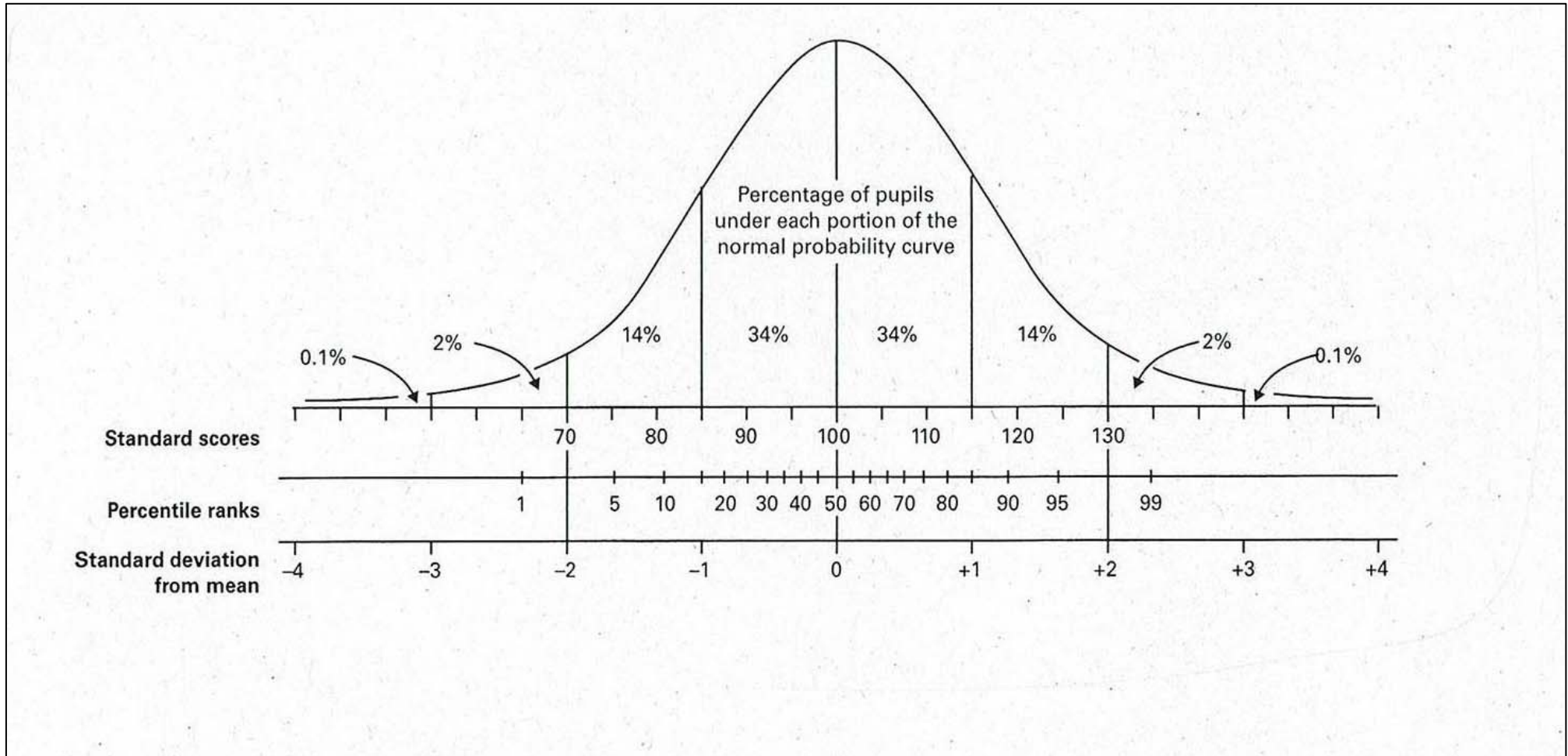
Standardised scores take into account the pupil's age in years and months giving an indication of how each pupil is performing relative to other pupils of the same age. The average score is 100. A higher score is an above average and a lower score is below average. About two thirds of pupils will have a standardised score of between 85 and 115, so scores outside of this range can be regarded as exceptional.

Scores from more than one test can be meaningfully compared or added together.

Validity

This refers to the accuracy of an assessment, whether it measures what it is supposed to measure, e.g. $1+1$ is a test of basic addition.

4.8 NORMAL CURVE OF DISTRIBUTION



Where standardised tests are used a standardised score of between 85 and 115 is within the average range.

Assessment tips

- Read the manual carefully to check test's validity and reliability
- Learn and practise the correct procedures BEFORE using
- Follow correct procedures for administration, marking and scoring

Section 5

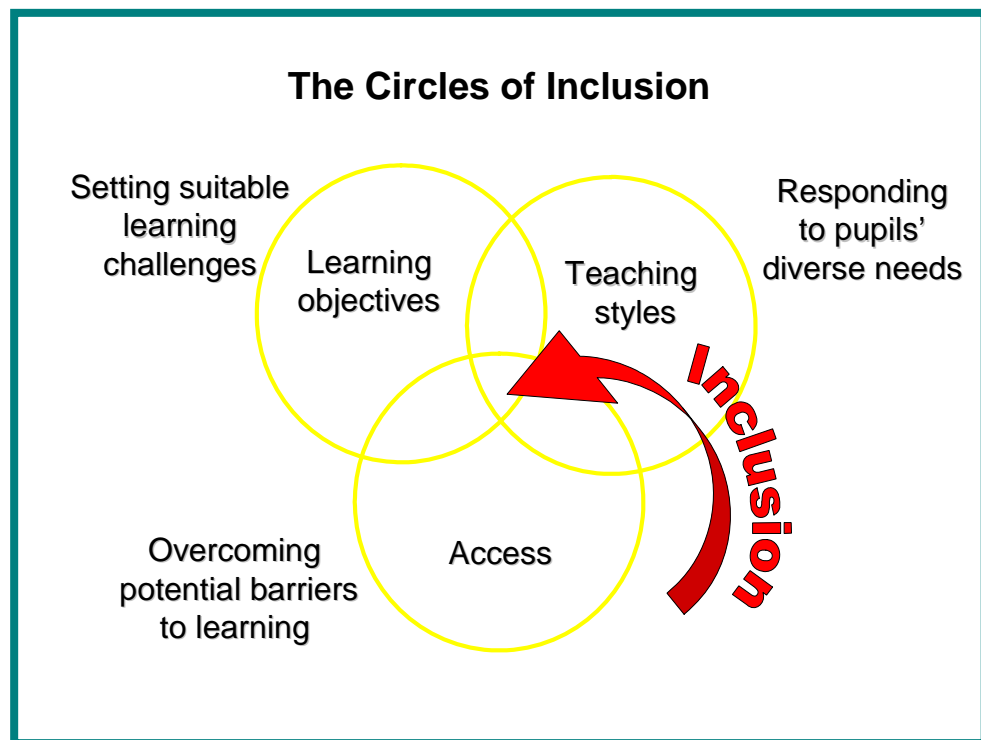
Inclusion strategies

5.1 INCLUSIVE TEACHING AND WAVE 3 INTERVENTION

That National Curriculum inclusion statement sets out that all teachers should be:

- Responding to pupils; diverse needs
- Overcoming potential barriers to learning
- Setting suitable learning challenges

These are represented schematically:



Teachers can use the three-circle model to assess the extent to which their classrooms provide inclusive learning. If differentiation is going well and children are fully included, teachers will probably be using strategies from all three circles.

The Primary Frameworks for literacy and mathematics assume three 'waves' of support for children as described below:

Wave 1

The effective inclusion of all children in high-quality daily literacy and mathematics lessons ('**quality first teaching**').

Children may be at any point on the 'graduated response' – that is, the usual differentiated curriculum, *School Action* or *School Action Plus*.

Wave 2

Small group intervention NNS Springboard, Early Literacy Support (ELS), Year 3 Literacy Support (Y3LS) and Further Literacy Support (FLS) programmes, booster classes, equivalent LA or school-based programmes) for children who can be expected to 'catch-up' with their peers as a result of the intervention – that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics.

Wave 2 interventions are not primarily SEN interventions. Where intervention programmes are delivered without modification within the designated year group, there is **no** requirement that the children involved should be placed on *School Action*.

Children included in Wave 2 interventions may on occasion already be at *School Action* or *School Action Plus*. This will be where they have special educational needs such as emotional and behavioural difficulties, communication and interaction difficulties, or sensory or physical impairment, for which they are receiving other forms of support.

Wave 3

Specific targeted approaches for individual children identified as requiring SEN intervention.

Children at Wave 3 may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their learning. Provision at wave three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate **greater access** to Waves 1 or 2.

Children receiving Wave 3 support will always be placed on *School Action*, or on *School Action Plus* if an external agency is involved in assessment, planning and review.

5.2 WAVE 3 INTERVENTIONS

The local authority has been funding the training of schools in a number of wave 3 interventions since 2004. In recent years the number of training opportunities has increased and the full range of wave three training now includes:

- Catch up
- Accelerated/Acceleratewrite
- Supporting children with gap in their mathematical understanding
- Sound discovery
- Nessy
- Talking together
- Reading recovery.

If you would like further information about these programmes please talk to Wiltshire Learning Support Service.

In addition to this the National Strategies have evidence of research in which over forty schemes and programmes whose effectiveness has been fully researched and evaluated.

“What works for pupils with Literacy Difficulties? The Effectiveness of Intervention Schemes” (DCSF (2007) – 00688-2007BKT-EN) and “What works for pupils with Mathematical Difficulties?” (Reference – 0 0086-2009 BKT-EN).

5.3 INCLUSIVE TEACHING OBSERVATION CHECKLIST

The following checklist provides support for monitoring, evaluating and developing the accessibility of the literacy and mathematics curriculum for children with SEN.

The checklist can be used within any existing policy frameworks for classroom observation which the school may have developed. SENCOs or head teachers might like to use it to look across the school at inclusive practice, or pairs of teachers might observe one another’s lessons using the checklist as a basis for feedback.

Inclusive Teaching Observation Checklist

| | Yes/No | Evidence |
|---|--------|----------|
| Has the teacher identified appropriate and differentiated learning objectives for all learners? | | |
| Is there use of multi-sensory teaching approaches (visual, verbal, and kinaesthetic)? | | |
| Is there use of interactive strategies, e.g. pupils having cards to hold up, or own whiteboards, or coming to the front to take a role? | | |
| Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations? | | |
| Does the teacher find ways of making abstract concepts concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources? | | |
| Is use made of tasks that are simplified or extended, e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another? | | |
| Are tasks made more open or more closed according to pupils' needs? | | |
| Over time, does the teacher employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills? | | |
| Can all the pupils see and hear the teacher and any resources in use (background noise avoided where possible, light source in front of teacher not behind, pupils' seating carefully planned)? | | |
| Is new or difficult vocabulary clarified, written up, displayed, reviewed? | | |
| Does the teacher check for understanding of instructions, e.g. by asking a pupil to explain them in their own words? | | |
| Are questions pitched so as to challenge pupils at all levels? | | |
| Is the contribution of all learners valued – is this a secure and supportive learning environment where there is safety to have a go and make mistakes? | | |
| Does the teacher give time and support before responses are required, e.g. personal thinking | | |

| | | |
|--|--|--|
| time, partner talk, persisting with progressively more scaffolding until the pupil can answer correctly? | | |
|--|--|--|

| | Yes/No | Evidence |
|---|--------|----------|
| Where extra adult support is available for underachieving pupils, is it deployed in ways that promote independence, protect self-esteem and increase pupils' inclusion within their peer group? | | |
| Are the adults providing the support clear about what it is the individual or group is to learn? | | |
| Does the teacher work directly with underachieving groups as well as with more-able groups? | | |
| Are tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear? | | |
| Are pupils provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole-class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, and tables squares? | | |
| Is scaffolding used (e.g. problem-solving grids, talk and writing frames, clue cards) to support learners? | | |
| Has the teacher made arrangements (buddying, adult support, taping) where necessary to ensure that all children can access written text or instructions? | | |
| Has the teacher planned alternatives to paper and pencil tasks, where appropriate? | | |
| Does the teacher make effective use of ICT as an access strategy, e.g. speech-supported or sign-supported software, on-screen word banks, predictive word-processing? | | |
| Is appropriate behaviour noticed, praised or rewarded? | | |
| Are all learners involved in setting their own targets and monitoring their own progress? | | |

Section 6

Teaching assistants

6.1 TEACHING ASSISTANT INDUCTION LOG

The Teaching Assistants Induction Log (TAIL) is aimed at newly appointed teaching assistants.

The booklet has been put together to help teaching assistants understand the school in which they are employed and to provide them with some induction training for the work they will be doing. It may also help them to identify their needs for further training. To ensure that the teaching assistant's time in school is used as effectively as possible, teaching assistants are asked to complete the induction log with the support of a mentor. In doing so, they will compile a bank of information upon which they can draw when working in school. The compilation of the log constitutes the Wiltshire induction training which takes place in school.

The log focuses on collecting key documents, gathering information in the school and professional development. The teaching assistant's mentor may be the SENCO, a class teacher, their line manager or a higher level teaching assistant.

Copy of the Teaching Assistant Induction Log (TAIL) booklet is available from:

- <http://wisenet.wiltshire.gov.uk/documents/dsweb/Get/Document-7230/A223-08%20attach%202.pdf>

6.2 TEACHING ASSISTANTS PERFORMANCE REVIEW

A framework for use by line managers of teaching assistants in Wiltshire schools.

- This performance review framework is intended to be overseen by the head teacher or another member of staff to whom the task is delegated (usually a SENCO).
- The document sets out a clear process for the performance review including preparatory papers, a skills audit, questions for managers, and proformas for the performance review itself.

<http://wisenet.wiltshire.gov.uk/documents/dsweb/Get/Document-7229/A223-08%20attach%201.pdf>

- Other documents that may be useful are:
 - 'Working with Teaching Assistants. A Good Practice Guide'. DfES 0148/2000, October 2000
 - 'The Effective Management of Teaching Assistants to Improve Standards in Literacy and Mathematics'. DfES 1447/2005, March 2005

Both documents are free and available from DCSF publications.

6.3 TEACHING ASSISTANT JOB PROFILES

The following three documents provide guidance for job descriptions for a basic TA, a main TA and a higher level TA.

These documents will need adaptation for the needs of individual schools and teaching assistants' roles and responsibilities.

Templates are available at:

<http://wisenet.wiltshire.gov.uk/documents/dsweb/View/Collection-1191>

Job profile

| | |
|---------------------------|--|
| Reference : | SCH064 |
| Job title : | Basic teaching assistant |
| Main job purpose : | Under the direction of the teacher/s, to generally support pupils in a mainstream school to access learning. |

| Main duties | |
|--------------------|---|
| 1 | <p>Supporting pupils' learning, either in groups or through 1:1 work.</p> <p>The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> - clarifying and explaining instructions - ensuring pupils are able to use equipment and materials provided - motivating and supporting pupils - assisting in weaker areas, e.g. language, reading, spelling, handwriting, presentation - helping pupils to concentrate on and finish work set - meeting physical needs as required while promoting independence - liaising with class teacher and special educational needs co-ordinator about individual education plans - as specified by the teacher, developing appropriate resources to support pupils |
| 2 | <p>Supporting pupil's self esteem, inclusion and behavioural development, e.g.:</p> <ul style="list-style-type: none"> - encouraging an acceptance and inclusion of the pupil with special needs - developing methods of promoting/reinforcing the pupil's self esteem and independence - providing individual supervision in and out of the classroom for pupils with behavioural problems - establishing a supportive relationship with pupils - reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site - supervising pupils on outings, school activities |
| 3 | <p>Provide physical/personal care to pupils where required, e.g.:</p> <ul style="list-style-type: none"> - helping with dressing/toileting - undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist |

| Main duties | |
|--------------------|--|
| 4 | <p>Supporting the teacher/s, e.g.:</p> <ul style="list-style-type: none"> - As directed by the teacher, adapting and interpreting lessons and instructions to pupils - In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record - Providing regular feedback about pupils to the teacher/s |
| 5 | <p>Supporting the curriculum</p> <ul style="list-style-type: none"> - Support the delivery of the literacy and mathematics strategy along with other aspects of both the national curriculum and the enhanced curriculum offered by the school. |
| 6 | <p>Supporting the school, e.g.:</p> <ul style="list-style-type: none"> - assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc. - helping to ensure the hygiene of the teaching environment in cases of sickness or soiling - administering minor first aid under the guidance of a qualified person. |

Supervision and management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and innovation (i.e. problem-solving)

The job holder works within school procedures, policies and approved methods and under the supervision of the classroom teacher.

Key contacts and relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with teachers and other school staff, school management, parents/carers and at times representatives of other agencies e.g. health, social care.

Decision making

The jobholder is expected to follow school procedures, and plans made by the classroom teacher.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may be the need to deal with body fluids when giving personal care to pupils.

Knowledge and skills

New entrants are not required to have any background in learning support work but must have good general skills at dealing with children/young people and have the ability, through an extended induction period, to learn and apply learning support techniques. By the time the jobholder is fully competent in the job he/she will be operating at NVQ 2 (or equivalent) level with an understanding of different learning support needs and ways of meeting these.



Job profile

| | |
|--------------------|--------|
| Reference : | SCH069 |
|--------------------|--------|

| | |
|--------------------|-------------------------|
| Job title : | Main teaching assistant |
|--------------------|-------------------------|

| | |
|---------------------------|--|
| Main job purpose : | To assist in the support and inclusion of children with special educational needs within a mainstream school |
|---------------------------|--|

| Main duties | |
|--------------------|--|
| 1 | <p>Supporting pupils' learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> - supporting the development of skills in literacy, numeracy, communication and social and behavioural needs - differentiating work for individual pupils to suit their ability - using knowledge of pupils' learning support needs to suggest appropriate adjustments to lesson plans to teachers - clarifying and explaining instructions - ensuring pupils are able to use equipment and materials provided - motivating and supporting pupils - helping pupils to concentrate on and finish work set - meeting physical needs as required while promoting independence - liaising with class teacher and special education needs co-ordinator (SENCO) about Individual Education Plans (IEPs) - developing appropriate resources to support pupils |
| 2 | <p>Supporting pupil's self-esteem, inclusion and behavioural development, e.g.:</p> <ul style="list-style-type: none"> - encouraging an acceptance and inclusion of the pupil with special needs - developing methods of promoting/reinforcing the pupil's self-esteem and independence - providing individual supervision in and out of the classroom for pupils with behavioural problems - establishing a supportive relationship with pupils - reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site - supervising pupils on outings, school activities |
| 3 | <p>Provide physical/personal care to pupils where required, e.g.:</p> <ul style="list-style-type: none"> - helping with dressing/toileting - undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist |

| Main duties | |
|--------------------|--|
| 4 | <p>Supporting the teacher/s e.g.:</p> <ul style="list-style-type: none"> - Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support - Contribute to the development of individual education plans and reviews of pupil progress - In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record - Providing regular feedback about pupils to the teacher/s |
| 5. | <p>Supporting the curriculum</p> <ul style="list-style-type: none"> - Support the delivery of the literacy and mathematics strategy along with other aspects of both the national curriculum and the enhanced curriculum offered by the school. |
| 6. | <p>Supporting the school, e.g.:</p> <ul style="list-style-type: none"> - where appropriate, fostering and develop links between a pupil's home and school - assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc. - helping to ensure the hygiene of the teaching environment in cases of sickness or soiling - administering minor first aid under the guidance of a qualified person |

Supervision and management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and innovation (i.e. problem-solving)

The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem e.g. if the pupil supported cannot cope with the a task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil

Key contacts and relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with teachers and other school staff, school management, parents/carers and at times representatives of other agencies e.g. health, social care.

Decision-making

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.

Knowledge and skills

The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with pupils. New entrants to the role will be competent to NVQ Level 2 standard in learning support, and will be required to develop their skills further for full competent performance of the job.



| | |
|---------------------------|---|
| Reference : | SCH050 |
| Job title : | Higher Level Teaching Assistant (HLTA) |
| Main job purpose : | <p>To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.</p> <p><i>This role may be one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time. The jobholder may carry out work specified in the regulations made under Section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.</i></p> |

Main duties:

| Main duties | |
|--------------------|---|
| 1 | Contribute effectively to teachers' planning and preparation of lessons |
| 2 | Work within a framework set by the teacher, plan own role in lessons including the provision of feedback to pupils and colleagues on pupils' learning and behaviour. |
| 3 | Contribute effectively to the selection and preparation of teaching resources to meet the diversity of pupils' needs and interests. |
| 4 | Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. |
| 5 | Deliver lessons to pupils, using clearly structured teaching and challenging learning activities which interest and motivate pupils and advance their independence as learners. This includes lessons delivered via distance learning or computer-aided techniques. |
| 6 | Promote and support the inclusion of all pupils in the learning activities in which they are involved, using behaviour management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures. Recognise and respond effectively to any equal opportunities issues which arise, e.g. by challenging stereotyped views, bullying or harassment, following relevant policies and procedures. |
| 7 | Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. |

| Main duties | |
|--------------------|--|
| 8 | Where relevant, guide the work of other teaching assistants in the classroom. |
| 9 | Organise and manage safely the learning activities, the physical teaching space and resources. |
| 10 | Assess and record the development, progress and attainment of pupils, and support teachers in evaluating pupils' learning needs. |

Supervision and management

The jobholder does not have full regular management responsibility for staff but provides guidance and direction to teaching assistants when a qualified teacher is not present.

Creativity and innovation (i.e. problem-solving)

The jobholder regularly contributes to the planning of lessons and other learning activities and uses a variety of interpersonal skills and strategies to deliver effective lessons and to establish supportive and positive relationships with pupils, parents and carers.

Key contacts and relationships

The jobholder coaches and mentors pupils, and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils.

Other key contacts are with other school staff, parents and sometimes professionals from outside the school who are involved with particular pupils.

Decision-making

There will regularly be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the jobholder must select the appropriate decision.

Resources

The jobholder is required to use resources with care but is not personally accountable for the security of physical or financial resources.

Working environment

The work involves standing for extended periods and also bending/crouching/stretching at times.

There is regular background noise. There is extensive contact with students and also contact with parents.

Knowledge and skills

In order to undertake the range of advanced tasks the jobholder requires detailed knowledge and skills in matters such as the school curriculum; the age-related expectations of pupils; the main teaching and learning support methods and relevant testing/examination frameworks.

The jobholder must have been assessed by an accredited Assessor as having met the national higher level teaching assistant standards.

Section 7

Key roles and services in Wiltshire

7.1 KEY ROLES AND SERVICES IN WILTSHIRE

A range of services to support SEN pupils is available within the authority. The following is a list of those with key responsibilities. Further information about the way in which many of these services are managed and accessed is available through the SEN web pages.

www.wiltshire.gov.uk/schooleducationandlearning/specialeducationalneeds/sensupportservices.htm

- Central SEN Services
- Child and Adolescent Mental Health Service (CAMHS)
- Early Years Intervention Team
- Education Welfare Service (EWS)
- Educational Psychology Service (EPS)
- Hearing Impairment Service (HI)
- Learning Support Service (LSS)
- Physical Impairment Service (PI)
- Primary Behaviour Support Service (BSS)
- Social Communication Intervention Team (SOCIT)
- Special Educational Needs – Information Communications Technology Service (SEN ICT)
- Special Educational Needs Support Service (SENS)
- Speech & Language Therapy Service (SALT)
- Visual Impairment Service (VI)

Section 8

Common Assessment Framework (CAF)

8.1 COMMON ASSESSMENT FRAMEWORK (CAF)

Guidance to all agencies regarding CAF

All services involved in early identification of need or early prevention strategies in working with children, young people and their families, (Level 2) and who use the information gathered to seek involvement from other services, should use the Common Assessment Framework (CAF) to gather and collate that information. With the service user's consent, the CAF can be shared with other agencies, only completing the sections on their referral forms to provide information additional to that included in the CAF.

All agencies that require an assessment to identify how their service would meet the needs of a child/young person should ask if a CAF has been completed and whether permission has been given for this information to be shared. If a CAF is available, referrer to be advised of the need to complete only the required sections on the agency's referral form.

When to do a common assessment

You can do a common assessment at any time when you believe a child will not progress towards the five Every Child Matters priority outcomes without additional services. You need to identify these children early and help them before things reach crisis point. The CAF is an important tool for early intervention.

Remember this is a voluntary process and you do need consent from the child/young person and/or their family.

It is designed for use when:

- You are concerned about how well a child is progressing. You might be concerned about their health, welfare, behaviour, progress in learning or any other aspect of their wellbeing, or they or their parents may have raised a concern with you;
- The needs are unclear, or broader than your service can address;
- A common assessment would help identify the needs, and/or clarify which other agencies need to be involved.

You do not need to do a common assessment when:

- Children are progressing well and all needs are being met.
- If you are worried that a child may have been harmed or may be at risk of harm, you should follow LSCB procedures without delay.

Statement taken from Children's Workforce Development Council

'Common Assessment Framework for children and young people: practitioners' guide' September 2007

For advice and guidance on the CAF process and support co-ordinating CAF meetings contact the ISAC Team on 01225 713884 or 07920 190976 or visit www.wiltshirepathways.org

Section 9

Statutory assessment of SEN processes

9.1 STATUTORY ASSESSMENT OF SEN PROCESSES

Central SEN Services is responsible for ensuring the local authority (LA) meets its statutory duties in relation to the completion of the Statutory Assessment of special educational needs (SEN) and the maintenance and monitoring of statements of SEN.

Central SEN services consists of teams to cover the four district areas of Wiltshire, Kennet, North, Salisbury and West, each consisting of an education officer and assistant education officers. There is a team to cover independent special schools consisting of an education officer and assistant education officer and there is a transport officer. There is an admin team to support these areas.

The key areas of work are:

- Completing statutory assessments within the timescale stated by the SEN Code of Practice.
- Implementing decisions of the central panel.
- Attending annual reviews, as and when appropriate.
- Support, liaise and advise parents, schools, other providers and other professionals about SEN processes and procedures.
- Mediation with parents and providers about issues around statutory assessment processes and decisions about a child's provision.
- Involvement with arranging provision for children with SEN statements such as placement, funding provision and transport.
- Providing for children who have SEN statements, excluded from school and other provisions.
- Liaise with and develop close operational links including support, advice and joint working with mainstream schools, special schools, specialist learning centres (SLCs), local educational teams (LETS), social services, health and voluntary sectors
- Represent LA at SENDIST tribunals.
- Transport; eligibility and risk assessments for home to school travel.

Statutory Assessments

The work of the team begins when a submission for statutory assessment is made. The submission can be made by either parents or schools. Parents may write directly to the LA; schools complete the appropriate forms.

Submissions for statutory assessment are taken to the central panel. This panel consists of SEN manager, education officers, educational psychologists, specialist support services and head teacher representatives from schools. The SEN panel, the LA's decision-making body, decides on SEN issues and allocates resources. The team requests and collates information required for the statutory assessment of pupils with SEN to ensure the LA completes statutory assessments on time and that draft statements are issued within 18 weeks.

If the decision is to assess, Central SEN Services will write to parents and schools, amongst others, to request statutory advice and for co-ordinating all relevant paperwork. Parents and schools will be informed of the officer's name and s/he will be the first point of contact during statutory assessment.

If the decision is not to assess, central SEN services will write to parents and schools and explain the reasons.

Statutory assessment of special educational needs is carried out under the Education Act 1996. This includes seeking statutory advice from educational settings, parents, educational psychologists, health services, social services departments and other relevant agencies where appropriate. There are time limits for every stage of the assessment process. These are found in the SEN Code of Practice.

Decision-Making

Once the assessment is completed, central panel decides whether the LA will issue a note-in-lieu or a statement. If the decision is a note-in-lieu, parents and schools will receive a letter to explain the decision. If the decision is to issue a statement, a proposed statement will be written. This will be sent to parents and schools in order to gain their views. It may be that parents request a meeting to answer queries or resolve disputes.

The proposed statement will identify the resources to be delegated to mainstream schools - named pupil allowance (NPAs) - to deliver the special provision specified in the statement of special educational needs. The level of resources is generally determined by the central panel and this includes the funding already delegated to schools.

Monitoring statements of SEN

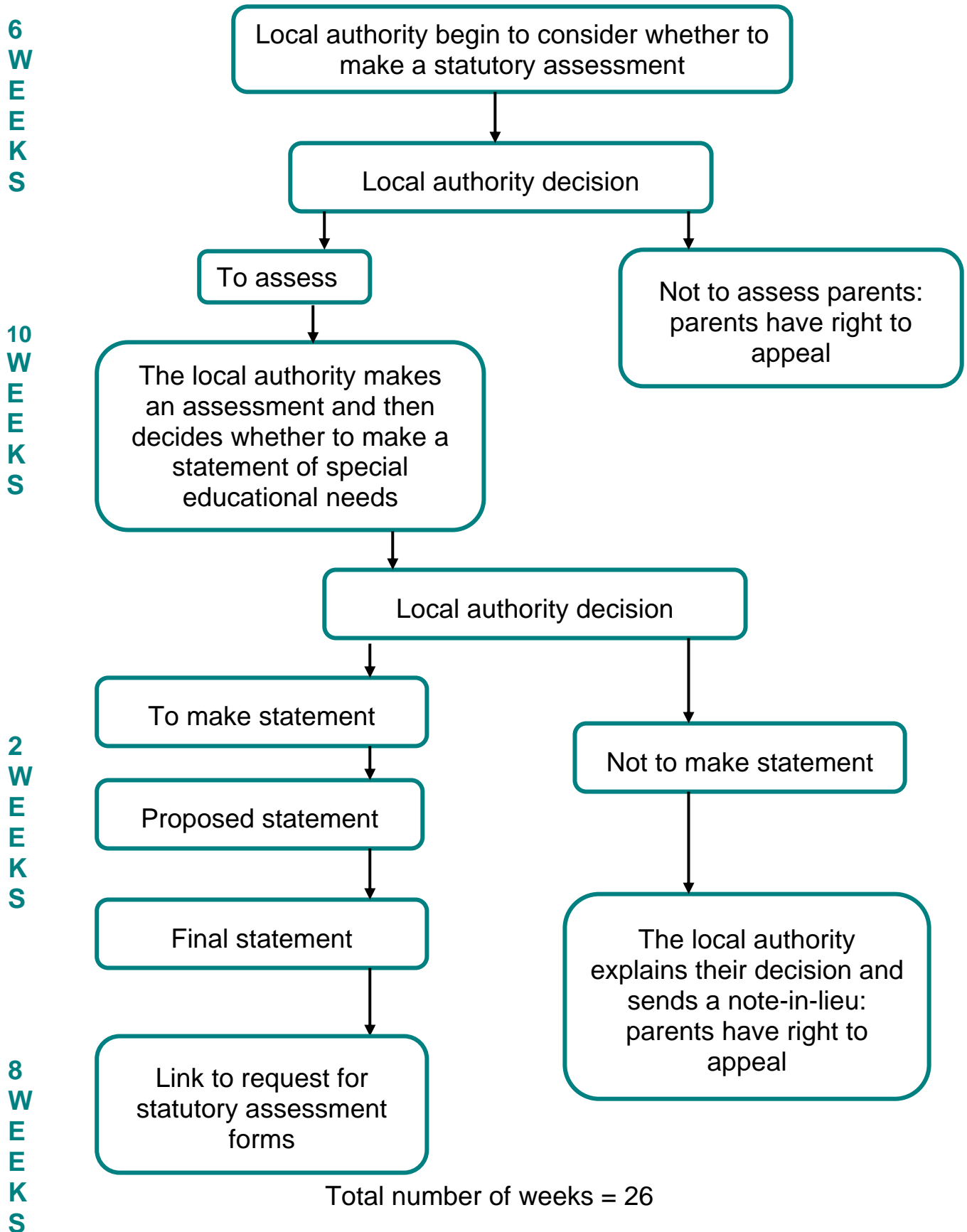
After the final statement is issued, the head teacher is responsible for arranging an annual review. This will be held approximately one year after the date of the final statement; six months for children under five years of age. The head teacher sends report of the annual review to central SEN services and then the reports are carefully read. (Further information regarding the annual review process can be found on the guidance produced by central SEN services and is available on WISENET). Where appropriate, decisions about recommendations made from the review are circulated. It may be appropriate that a member of central SEN services attends the annual review.

If there are any decisions to be made about recommendations from the review, parents and schools will be advised once a decision has been made.

Where appropriate, decisions will be made to cease to maintain statements of special educational needs.

Further guidance on the statutory assessment process can be found in the Special Educational Needs Code of Practice and the SEN Toolkit.

9.2 TIMETABLE FROM PROPOSING AN ASSESSMENT TO MAKING A STATEMENT



Section 10

Working with the SEN governor

10.1 WORKING WITH GOVERNORS

Governors have a strategic and monitoring role. They are responsible for ensuring that appropriate policies and procedures are in place.

The governing body of every mainstream school is encouraged to have a special educational needs (SEN) governor to champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs.

10.2 WHAT DOES THE SEN GOVERNOR NEED TO KNOW?

The SENCO should aim to meet the SEN governor at least three times per year to keep them up to date with SEN developments within the school and to review the implementation of the SEN policy.

The sort of issues the SENCO might discuss with the SEN governor may include:

- current number of pupils with SEN at different stages of the Code of Practice (but NOT their names)
- identification procedures for pupils with SEN
- staffing arrangements for pupils with SEN
- staff training
- curriculum access for pupils with SEN
- progress towards any SEN related issues on the school improvement plan
- progress with the implementation of the SEN policy
- adherence to statutory reporting requirements
- liaison with outside agencies and support services
- links with other mainstream/special school
- Communication with parents.

NB: Governors should not normally have access to the SEN needs of individual pupils. SEN records are confidential unless a parent asks the governing body to intervene and gives permission for access.

10.3 QUESTIONS THE SEN GOVERNOR MAY ASK

Special needs

- How do you know a child has a special educational need?
- How are children identified and how many are newly identified each year?
- How many are at School Action and School Action Plus of Code of Practice?
- How are decisions made about moving children between stages of the Code of Practice?
- Is there a difference between those with a statement and those without?

Provision

- Are children with SEN withdrawn from classes?
- Are different methods and materials used to teach these children? – What are they?
- Is provision in children's statements being fully met?
- Is specialist support available? Who from and how often?
- Is there enough support available for the children with SEN currently in school?

Children

- What criteria are used to decide whether a child should be assessed by the SENCO/by outside agencies?
- Are children's needs well understood by all who teach them?
- How do we know what progress children are making?
- Have any children with SEN been excluded? Why?
- Are children with behaviour problems included on the SEN register?
- Does the assessment system work for the benefit of children?
- Does the school have copies of children's statements and all support documents? How are these used to set short-term targets and review progress?

Curriculum

- Do all children follow the national curriculum?
- Do all children participate in all the school's activities including off-site trips?
- Do children with SEN have to take national tests?
- How does the school encourage positive attitudes towards children with SEN?
- What does inclusion mean in the school? Have we ever refused a child because their needs could not be met?

Section 11

Glossary of key terms

11.1 GLOSSARY OF TERMS

| | |
|--------------|---|
| A | |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AEO | Assistant Education Officer |
| AOT | Autism Outreach Team |
| ASD | Autistic Spectrum Disorder |
| ASEN | Additional Special Educational Needs |
| ASK | Advice and Services on Kids |
| AWPU | Age Weighted Pupil Unit |
| B | |
| BA | Bilingual Assistant |
| BESD | Behavioural, Emotional & Social Difficulties |
| BSL | British Sign Language |
| BSS | Behaviour Support Service |
| | |
| C | |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| CIC | Children in Care |
| CoP | Code of Practice |
| | |
| D | |
| DCD | Developmental Co-ordination Difficulties |
| DCE | Department for Children & Education (Wiltshire Council) |
| DCSF | Department for Children Schools & Families (government) |
| DDA | Disability Discrimination Act 1995 |
| DES | Disability Equality Scheme |
| DISM | District Inclusion Support Meeting |
| DLA | Disability Living Allowance |
| DSC | District Specialist Centre |
| | |
| E | |
| EAL | English as an Additional Language |
| ELP | Enhanced Learning Provision |
| ELS | Early Literacy Support |
| EMAS | Ethnic Minority Achievement Services |
| EO | Education Officer |

| | |
|-------------|---|
| EP | Educational Psychologist |
| EPS | Education Psychology Service |
| EWO | Education Welfare Officer |
| EWS | Education Welfare Service |
| EYA | Early Years Action |
| EYA+ | Early Years Action Plus |
| EYT | Early Years Teams |
| F | |
| FE | Further Education |
| FLS | Further Literacy Support |
| | |
| G | |
| GLD | Global Learning Delay |
| | |
| H | |
| HI | Hearing Impairment |
| HLTA | Higher Level Teaching Assistant |
| | |
| I | |
| IEP | Individual Education Plan |
| ISAC | Information Sharing and Assessment Co-ordinator |
| ISB | Individual School Budget |
| | |
| J | |
| JCA | Juvenile Chronic Arthritis |
| | |
| K | |
| | |
| L | |
| LA | Local Authority |
| LET | Local Education Team |
| LISM | Local Inclusion Support Meeting |
| LSS | Learning Support Service |
| LVA | Low Vision Aid |
| | |
| M | |
| MDSA | Mid-Day Supervisory Assistant |
| MLD | Moderate Learning Difficulties |
| | |

| | |
|-----------------|--|
| N | |
| NAS | National Autistic Society |
| NC | National Curriculum |
| NEET | Not in Education Employment or Training |
| NHS | National Health Service |
| NLS | National Literacy Strategy |
| NNS | National Numeracy Strategy |
| NPA | Named Pupil Allowance |
| | |
| O | |
| OCD | Obsessive Compulsive Disorder |
| OFSTED | Office for Standards in Education |
| OT | Occupational Therapy |
| | |
| P | |
| PASISS | Physical & Sensory Impairment Services |
| PDA | Pathological Demand Avoidance |
| PEP | Personal Educational Plan |
| PI | Physical Impairment |
| P Levels | Performance Levels |
| PMLD | Profound & Multiple Learning Disabilities |
| PRISSM | Planning, Review In School Support Meeting |
| PSHE | Personal, Social and Health Education |
| PSP | Pastoral Support Plan |
| | |
| Q | |
| | |
| R | |
| RAM | Resource Allocation Meeting |
| RFC | Request For Consultation |
| | |
| S | |
| SA | School Action |
| SALT | Speech & Language Therapy |
| SA+ | School Action Plus |
| SBA | Specialist Behaviour Assistant |
| SCD | Social Communication Difficulties |
| SEAL | Social Emotional Aspects of Learning |

| | |
|----------------|--|
| SEN | Special Educational Needs |
| SENA | Special Educational Needs Allowance |
| SENCO | Special Educational Needs Co-ordinator |
| SENDA | Special Educational Needs Disability Act |
| SENDIST | Special Educational Needs Disability Tribunal |
| SLC | Specialist Learning Centre |
| SLD | Severe Learning Difficulties |
| SMART | Specific, Measurable, Achievable, Realistic, Timed |
| SOCIT | Social Communication Intervention Team |
| SpLD | Specific Learning Difficulties |
| SS | School Start |
| T | |
| TA | Teaching Assistant |
| TES | Traveller Education Service |
| TISM | Transition Inclusion Support Meeting |
| TR | Transition Review |
| | |
| U | |
| UPN | Unique Pupil Number |
| | |
| V | |
| VI | Visual Impairment |
| | |
| W | |
| WIPD | Wiltshire Indicators & Provision Document |
| | |
| X | |
| | |
| Y | |
| YOT | Youth Offending Team |
| YPSS | Young People's Support Service |
| | |
| Z | |
| | |

Information about Wiltshire Council services can be made available in other formats (such as large print or audio) and languages on request. Please contact the council on 0300 456 0100, by textphone on (01225) 712500 or by email on customerservices@wiltshire.gov.uk

如果有需要我們可以使用其他形式（例如：大字體版本或者錄音帶）或其他語言版本向您提供有關威爾特郡政務會各項服務的資訊，敬請與政務會聯繫，電話：0300 456 0100，文本電話：(01225) 712500，或者發電子郵件至：customerservices@wiltshire.gov.uk

Na życzenie udostępniamy informacje na temat usług oferowanych przez władze samorządowe hrabstwa Wiltshire (Wiltshire Council) w innych formatach (takich jak dużym drukiem lub w wersji audio) i w innych językach. Prosimy skontaktować się z władzami samorządowymi pod numerem telefonu 0300 456 0100 lub telefonu tekstowego (01225) 712500 bądź za pośrednictwem poczty elektronicznej na adres: customerservices@wiltshire.gov.uk

ولشائر کونسل (Wiltshire Council) کی سروسز کے بارے میں معلومات دوسری طرزوں میں فراہم کی جاسکتی ہیں (جیسے کہ بڑی چھپائی یا آڈیو ہے) اور درخواست کرنے پر دوسری زبانوں میں فراہم کی جاسکتی ہیں۔ براہ کرم کونسل سے 0300 456 0100 پر رابطہ کریں، ٹیکسٹ فون سے (01225) 712500 پر رابطہ کریں یا customerservices@wiltshire.gov.uk پر ای میل بھیجیں۔

يمكن، عند الطلب، الحصول على معلومات حول خدمات مجلس بلدية ويلتشير وذلك بأشكال (معلومات بخط عريض أو سماعية) ولغات مختلفة. الرجاء الاتصال بمجلس البلدية على الرقم ٠٣٠٠٤٥٦٠١٠٠ أو من خلال الاتصال النصي (تيكست فون) على الرقم ٧١٢٥٠٠ (٠١٢٢٥) أو بالبريد الإلكتروني على العنوان التالي: customerservices@wiltshire.gov.uk

This document was published by Wiltshire Council.
You can contact us in the following ways:

By telephone
01249 659223

By post
Unit A6, Tyak Centre, Vincients Road,
Bumpers Farm Industrial Estate, Chippenham. SN14 6NQ

By email
lindsay.palmer@wiltshire.gov.uk

By website
www.wiltshire.gov.uk