

SEND AWARE

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SPRING TERM 2013

SEND PAPER DUE

Sarah Teather, Education Minister, unveiled plans to reform the special educational needs system in line with the Green Paper. This is being labelled the biggest reform in education, social needs and health in 30 years.

The Government wants to fundamentally reform the SEN system to address problems including:

- parents having to battle to get the support their child needs
- SEN statements not joining up education, health and care support
- children falling between the gaps in services or having to undergo multiple assessments.

- multiple layers of paperwork and bureaucracy adding delays to getting support, therapy and vital equipment
- a confusing and adversarial assessment process, with parents' confidence in the system undermined by the perceived conflict of interest where the local authority must provide SEN support as well as assess children's needs

Ofsted and others suggest that too many children are being over-identified as SEN,, preventing them from achieving their potential because teachers have lower expectations of them. These changes are expected to be on the statute book by Autumn 2013 into Spring 2014.

WHAT DOES THIS MEAN FOR SCHOOLS?

- including parents in the assessment process, including control of funding for the support their child needs
- replacing statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education
- ensuring assessment and plans run from birth to 25 years old
- replacing School Action and School Action Plus with a new school-based category to help teachers focus on raising attainment
- overhauling teacher training and professional development to better help pupils with special educational needs and to raise their attainment
- injecting greater independence from local authorities in assessments by using the voluntary sector to coordinate support packages
- give parents a greater choice of school and give parents and community groups the power to set up special free schools.

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- SEND changes
- Parental engagement
- Speech, Language and Communication issues
- Round up of SENs-what can you remember?
- Role models from history

GOVERNMENT ASSURANCES AND FAMILY INVOLVEMENT

Currently more than one in five children (21 per cent) in this country are identified as having SEN but only 2.7 per cent have statements.

To help children that have a learning need, but not necessarily a special educational need, we will:

- Extend the Achievement for All programme so personalised support is mainstream in all schools. This programme has seen an increase in results and a decrease in pupils on the SEN register. We are inviting bids for an independent organisation to extend the programme across the country.
- Facilitate the transition to the open market of Every Child a Reader, Every Child a Talker and Every Child Counts programmes to help those children struggling with early communication, reading and mathematics.
- Introduce phonics-based training to support children who need additional help in reading.
- Work with SEN specialists as we develop the Reading Progress Check for six year olds to help identify children who require additional support.
- Introduce a new performance table indicator to give parents clear information on the progress of the lowest attaining pupils.

Direct funding to the most deprived pupils – a third of whom are currently identified as having SEN – through the Pupil Premium.

Children's Minister Sarah Teather said:

We have heard time and time again that parents are frustrated with endless delays to getting the help their child needs, and by being caught in the middle when local services don't work together.

Parents and voluntary organisations have given us overwhelming examples where they have felt let down by local services. At the moment there is an appalling situation where public money is being wasted as children are growing out of equipment, like wheelchairs, before they even arrive. The new single assessment process and plan will tackle this issue and mean that parents don't feel they have to push to get the services they are entitled to.

Public Health Minister Anne Milton said:

It is vital that children, whatever their needs, get the best possible start in life. The proposed new single assessment and plan should make it easier for parents to get the support they need for their children.

Our new plans for the NHS will make sure that children and young people with special educational needs and disability get the support they need. We are introducing health and wellbeing boards which bring together the NHS, social care, public health and children's services. The strong focus in the green paper on personal budgets and on opening up the range of health service providers will also help to drive change and lead to better services.

WHAT WE ALREADY DO AND WHERE WE CAN DO MORE

As a school Huntingtower is keen to involve parents and families in all aspects of the provision for their children. This can be through regular contact with the class teacher, reviews and meetings with the school coordinators for Special Educational Needs and Disabilities, Behaviour Management, Learning Mentors,; a raft of other specialists around English as an Additional Language teaching, Mathematics and Literacy; and even through additional clubs, such as Let's Get Cooking, Dance, Choir or Lads and Dads Events.

Huntingtower actively encourages parents to be as involved as they can and want to be, without pressuring parents. We want to provide the best supportive learning environment for your children, but at the same time offering support to parents who are often busy, stressed or dealing with their own issues.

The changes will not make a difference to the , already welcoming, way that the school engages with parents. However we will be looking at even more ways to enhance your status and provide quality engagement throughout your child's time at Huntingtower.

SYSTEMATIC PROBLEMS MASK SLCN

The number of children identified with SLCN- Speech, Language and Communication Needs grew by more than 70 per cent from 2005 to 2011, according to the most comprehensive study of children's SLCN ever undertaken in England. However, the research suggests that there are still significant systemic problems in identifying those with SLCN and adapting teaching to meet their needs.

The Department for Education (DfE) issued its report on the Better Communication Research Programme (BCRP) on 27 December 2012, following a three year study. The publication of the report is the final act of the DfE's Better Communication Action Plan, initiated as a result of recommendations in John Bercow's 2008 Review of Services for Children and Young People with Speech, Language and Communication Needs.

The report also found that parents are experiencing long waits, in some cases up to two years, from when difficulties are identified to support being made

WHO IS THERE TO HELP?

1 in 10 children in the UK (or 2 out of 3 in every classroom) have communication difficulties that require additional help. A child with speech, language and communication needs:

might have speech that is difficult to understand, they might struggle to say words or sentences, they may not understand words that are being used, or the instructions they hear, they may have difficulties knowing how to talk and listen to others in a conversation.

Children may have just some or all of these difficulties; they are all very different. Speech, language and communication are crucial for reading, learning in school, for socialising and making friends, and for understanding and controlling emotions or feelings.

Go to: www.ican.org.uk for more information

available. Children with SLCN receive three times less support from teaching assistants than some other groups of children with SEN. In addition, only half of teachers observed were using specific strategies to support children's language and literacy needs.

The study concluded that evidenced interventions should be offered at universal, targeted and specialist level to meet the needs of children and young people across early years, primary and secondary education.



At Huntingtower we are working closely with the Speech and Language Therapy Service to ensure that early identification is a part of the service that we offer parents and children.

The Speech and Language Therapist works closely with the Special Educational Needs Coordinator and class teachers at Foundation Stage to ensure that all children are assessed should there be any concerns raised either in school or by parents.

We also have a Therapist who comes into school to offer sessions for those children identified. This makes it less threatening for the child as they are more settled in their surroundings and easier for parents who can pop into school to support their child.

A NEW YEAR AND A QUICK REMINDER....

Remember these key snippets from last year? As we all plan for the coming term, this could be a great time to revise your SENs and renew your passion for addressing need!

Dyslexia:

- Not just about reading or spelling
- Affects girls and boys
- Can make children withdrawn and reluctant to join in
- Is often linked to poor memory (particularly working memory) and low resilience
- Can affect sequencing
- Can affect organisational skills

Dyspraxia:

- Not just about 'clumsy' children
- Affects perception and response to situations
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- Affects attention and concentration to task
- Can result in acting out or withdrawn behaviours

ADHD:

- Can be with or without hyperactivity (watch for withdrawn girls)
- Requires strong boundaries and flexible teaching strategies
- About changes of activity and explaining the relevance
- Look for patterns of behaviours and times of the day when concentration lapses

Autism:

- About communication
- About a different way of thinking
- Routines and structures and repetition

GREAT SEND ROLE MODELS IN HISTORY

I thought I would share some names with you that you could discuss with your groups. Did you know that:

George Washington had a learning disability which meant that he could barely read and write?

Thomas Edison was sent home from school because he was 'unteachable'. He never returned.

Ian Dury had polio and was left disabled as a result.

Daniel Radcliffe has dyspraxia and struggled to understand in school.

Tom Cruise is severely dyslexic.

Robin Williams has ADHD and struggled to settle in class.

Who else do you know that we can add to the list?

Need more advice? Want to know more? Come and see DB!



Welcome back after
a busy break!