SEND AWARE

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Spring is Sprung 2014

The bill has finally gone through parliament and the SEND Code of Practice will come into force in schools and local authorities from September 2014.

The highlights and key messages will be:

*Greater parental voice and involvement

*SEND from 0-25 years for many of the youngsters involved

*Personal budgets with support for parents

*New Education and Health Care Plans to replace statements

*A school-based category to replace School Action and School Action Plus

The changes intend to give parents more control over their child's SEND and more of a voice within the care and support offered. It is also expected to ensure that all parties can work collaboratively to prepare all aspects of support. For more information visit

www.usethekey.org.uk/sample-articles/draft-sen-code-of-practice-2014-implications-for-schools-#section-1

PRINCIPLES UNDERPINNING THE COP

*The involvement of parents, children and young people in decision making

*The identification of children and young people's needs

*Collaboration between education, health and social care services to provide support

*High quality provision to meet the needs of children and young people with SEND

*Greater choice and control for children and their parents over their support

*Successful preparation for adulthood, including independent living and employment

INSIDE THIS ISSUE:

BDA CONFERENCE 2014

Professor Usha Goswami

Amplitude modulation is critical for speech intelligibility. Children with dyslexia are less sensitive to slow changes in amplitude than other children. We know that children with dyslexia are often less confident at counting syllables in words, at recognising rhyme or at deciding that two words begin with the same phoneme. The stress in speech and sounds is more significant in children with dyslexia. Neural brain imaging techniques show that children with dyslexia are 'in tune but out of time', i.e. They have poor rhythmic entrainment, poor perception of acoustic rhythm and poor perception of rise time, leading to phonological difficulties. Remediation with music may be highly effective for improving phonology in dyslexia.

Professor Donald Compton

The examination of individual differences in reading comprehension skill related to the reader and the text.

This study highlighted the difficulties in text reading as vocabulary load, coherence, linguistic structure, discourse style, and structure. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too easy or difficult for optimal comprehension to occur. Thus passage-specific topic familiarity was significantly associated with correctly answering questions about a passage. Various forms of knowledge (passage specific, general background and vocabulary) must be aligned to ensure reading comprehension.

Professor Kate Cain

The need to include higher-level language skills in the reading comprehension curriculum. Good word reading does not mean good comprehension. We must support reading and listening activities to extend vocabulary, domain knowledge and extend reading tasks for children who are struggling to progress.

LESSONS LEARNED FROM A STUDY OF MATHEMATICS LEARNING DIFFICULTIES

Professor Michele Mazzocco

The study aimed to identify why maths is so hard for some children. It identified a cohort of children with persistent maths difficulties. The study team highlighted number skills (counting sets, adding sets, recognising quantities, etc) as predictive of maths challenges. Other aspects also contribute to these challenges, including visual-spatial components, memory and organisational skills and number sense.

Almost all the children showing poor maths performance in early years continued to show poor performance despite intervention. These children not simply made more of the same kinds of errors as their peers but different kinds of errors in addition. They maintain misconceptions about the foundations of mathematics-they will get a question wrong many times but not always by making the same errors. These children become frustrated themselves as they feel that they 'know' or 'understand' but then make errors the next time they come across a similar example. These children never develop automatic computing skills and cannot build on previous knowledge as a result.

VISUAL AND AUDITORY PROCESSING CHALLENGES

Visual processing disorder

A visual processing disorder refers to a hindered ability to make sense of information taken in through the eyes. Difficulties with visual processing affect how visual information is interpreted, or processed by the brain.

Children may struggle to perceive objects accurately in space with reference to other objects. This is crucial in maths and reading. Children may struggle to discriminate objects based on their individual characteristics, including colour, form, shape, pattern, position and size.

Children can find it difficulty to identify or recognise a symbol or object when the entire object is not visible, This difficulty can be so extreme that even a single missing facial feature could render a face unrecognisable to the child.

Many children cannot visually recognise objects which are familiar to them. They may struggle to integrate or synthesise visual stimuli into a recognisable whole. This may also be linked to visual memory, whereby the child cannot retrieve the mental representation of the object being viewed or make the connection between the mental representation and the object itself.

Some children may only be able to perceive the pieces of an object: some children may only be able to see the whole without the ability to break into the component parts. They may be able to name letters in a word but not integrate them.

Integration refers to both fine and gross motor skills. These children may not be able to locate themselves in space. This affects writing and organisation.

Auditory processing disorder

An auditory processing disorder interferes with the ability to analyse or make sense of information taken in through the ears. It can also interfere directly with speech and language, but also with understanding.

Children may struggle to recognise or isolate the individual sounds in words (phonemes), recognise the similarities between words (rhyming words) or be able to identify the number of sounds in a word. This also affects the understanding of spoken language.

Auditory discrimination is the ability to recognise differences in phonemes (sounds). This includes the ability to identify words and sounds that are similar and those that are not.

Auditory memory is the ability to store and recall information which was given verbally. A child may not be able to follow instructions given verbally or may have trouble recalling information from a story read aloud.

Auditory sequencing is the ability to remember or reconstruct the order of items in a list or the order of sounds in a word or syllable. Children often make errors such as saying "ephelant" for "elephant".

Auditory blending is the process of putting together phonemes together to form words. If a child has challenges in this area they may struggle to blend the individual phonemes

"c-a-t" into the word "cat".

How to Support Sheet included.

WHAT GOOD TEACHERS DO TO HELP

Children know what works for them but how often do we ask them? As we are helping our children to be reflective learners, to be meta-cognitive, let's do the same as teachers. Take these on board and work with them.

GOOD TEACHERS

...are clear at the start of the lesson about what they want us to do

...show us as well as tell us

...give us time to listen

...use pictures and structural material to make it easier for us to understand

...show enthusiasm for what we are learning

...let us ask questions and check that we are doing it right

...help us when we get stuck

...are patient with our mistakes and when we need help

...are nice to us and do not shout when we get things wrong

...create a peaceful classroom environment

ENCOURAGE META-COGNITION

Comprehension questions:

What is the question?

What is this problem about?

Connection questions:

How is this problem different from/similar to other problems I have already solved?

Strategy questions:

How can I organise the information to solve the problem? What strategies are needed to solve this problem and why?

Reflection questions:

Does this make sense? Why am I stuck?

What resources support SEND?

Handwriting guides (left and right)

Post it notes

Highlighters and coloured pens

Handwriting pens

Line guides (various sizes)

Coloured card/paper

Carbon paper, selection of scissors

Vowel prompt cards, file dividers

Stop watches and timers

Alphabet lines, prompt sheets

Number lines, tape measure

b/d cards, memory cards

Whiteboards, sand trays

Line trackers, speaking calculator

Mind maps, computer speaking software

Writing frames, apps

Multiplication square, photocopies

100-square, easy hold maths equipment

Dictionary quartiles prompt card

Digital recorders, etc.....

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

Life is like photography. You need the negatives to develop.