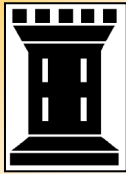


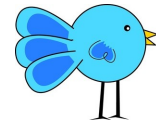
SEND AWARE

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Update on send-
where are we now?



The Code of Practice has been up and running since September 2014. What has changed? In school we should still be providing tailored personalised learning opportunities TICK and ensuring early identification of need TICK. Parents should be able to speak to a member of staff if they have concerns TICK. And the development of good practice in schools should be paramount TICK. We should be using a graduated support approach TICK. We need to look at where the child is starting, not their expected level TICK. We should keep the child at the heart of everything that we do TICK. This New Code

is not looking quite such a big ask after all!

The key question is: can we show that we do all of these things? How will someone know? We must be following the **Assess—Plan—Do—Review** cycle for all children with SENDs and showing this in our planning, in our intervention observations and in our target setting.

The Quality First Teaching has always been there, the voice of the child and the role of the parent/carer. I will remind you of the nitty-gritty below but *Tower Points all round, colleagues!*

THE NEW CODE REVISITED

- **0-25 support. Many will not need this level but it will be available into adulthood for those individuals with significant needs
- **Education Health and Care Plan replaces the old statement.
- **Parent views and voice of the child are paramount.
- **One school-based category rather than SA and SA+.
- **County will need to have a Local Offer of what they would like to provide for families and individuals
- **School must co-produce with parents and carers an SEN Information Report detailing what the school offers
- **Teachers are responsible for children with SEND

INSIDE THIS ISSUE:

- Update
- The details of the changes reminded-revisiting the new SEND Code
- Developing reading fluency—a quick list of suggestions
- Know your terms—the difference between the terms used in reports and assessments
- Cute photo—who doesn't want to see cute ducklings?!

DEVELOPING READING FLUENCY

Reading fluency encompasses all of the following areas:

- *oral reading accuracy
- *oral reading rate
- *quality of oral reading
- *reading comprehension

A true indication of a child's reading ability and fluency cannot be obtained without using passage reading for continuous text analysis and their ability to understand and get meaning from that text.

If a child lacks fluency when reading it is much harder to use prior knowledge, context or syntax because most of the reader's attention will be taken up by decoding difficulties, i.e. word level tasks instead of text level tasks.

Some ideas to encourage fluency could be:

Modelling: ask the questions "How did I keep you interested in the story?"

"How did I demonstrate when good readers do?"

Taped/CD/Downloads: Allow assisted reading so the child reads along with a tape or recording. They will hear an exemplar as they follow text.

Repeated reading: did you ever have a book that you read and read until you practically knew it off by heart? We want children to practise reading so that they get better and better. Re-reading also allows them to build a better understanding of what it is about.

Phrased reading: Use poetry and split this up into its sentences or phrases so that children can read part and develop intonation and fluency with this first. Build it up.

Readers' Theatre: use the oral performance of a script to encourage children to get out of their chairs and read using their whole bodies and movement-use expression and intonation to convey meaning.

Partner Reading: Use peers to support the reading process in a Paired Reading fashion.

One minute reading: Establish a baseline for reading speed. Use one minute for each reading task to improve on the score from last time.

With every one of these, feedback and guidance are both crucial to confidence-building, progress and success.

Know your terms (not school ones)!

Short-term auditory memory: holding information while processing it (listening)

Visual memory: memory for shapes, patterns, pictures, physical items

Auditory sequencing: managing the sequence of heard items or information

Visual sequencing: managing shapes, patterns in order

Visuo-motor skills: coordination of vision and movement

Visuo-spatial ability: perception of objects in space, distance, position, speed, abstract

Listening/auditory comprehension: processing the spoken word

Auditory discrimination: hearing distinction between sounds or words

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



I make no apologies for how cute this photo is!

"It is spring again. The earth is like a child that knows poems by heart."

Rainer Maria Rilke