All from **Better Behaviour**
Jarlath O'Brien

A little child is only a little heart; he thrives off relationships; his joy is in relationships; he grows through relationships. When he is in communion with someone he trusts, he is safe, he is someone unique and important.
Jean Vanier

There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they are falling in.
Archbishop Desmond Tutu

Schools work best when adults believe in children and children believe they believe in them.
Dave Whitaker

Children should experience success and failure not as reward and punishment but as information.
Jerome Brunner

Our job is to teach the children we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them.
Dr Kevin Maxwell

Editorial

Just a reminder that SNIP will only be published until and including July 2019 (issue 330). If subscribers would like to inform me of any no-cost sources they use that provide synopsis of recent Government agency guidance and legislation, to support SENCos, I would be very interested to include details of these in future issues.

There continues to be much heated debate regarding exclusion of pupils with SEND on Twitter and other platforms. The majority is very emotive and places the responsibility for inclusion of every pupil with schools. Therefore, we have looked this month at positive ways schools could respond to at-risk pupils with SEMH needs, to better support their success. But schools cannot do this on their own. Unless they receive sufficiency of support from external agencies, there is likely to always be some pupils whose needs cannot be adequately met in both mainstream and specialist settings.

Regards

Carol L Smart (Editor)

Index of contents

SEN Courses and Conferences

Attachment and trauma-based approaches
5th Nov, Glasgow £198 (+VAT)
http://preview.tinyurl.com/y9v5pluz

Assistive Technology FREE Information mornings
21st Nov, Edinburgh
28th Nov, Bristol
http://preview.tinyurl.com/69kx5pp

Managing behaviour and preventing exclusions
12th Nov, Birmingham £260
http://preview.tinyurl.com/ya4fd23s

Pathological Demand Avoidance Conference 2018
20th Nov, Manchester £190
http://preview.tinyurl.com/yct6ww7l

Healthy minds training for deaf children
20 Nov, York £95
http://preview.tinyurl.com/yau5hacn

Special Yoga and Mindfulness for Autism and ADHD
31st Oct-2nd Nov, Bournemouth
16th-18th Nov, Liverpool
10th-12th Nov, London
3 days £350
http://preview.tinyurl.com/ycsbdvko

Autism in females

Egerton and Carpenter (2016) state that Autism Spectrum Condition (ASC) prevalence is approximately 1 in 100, but the ratio of females to males is typically reported as 1:4. However, among intellectually able individuals with autism, the ratio of girls to boys is approximately 1:10. This gender difference is being questioned and alternative explanations considered that include:

• Gender bias in existing screening and referral processes, diagnostic criteria and tools;
• Protective and compensatory factors in females;
• Different gender-specific ASC profiles.

Knowledge about the ASC profile of females remains limited. Their underlying ASC may be overshadowed by coexisting conditions (e.g. ADHD) and/or secondary symptoms such as mental health disorders (eating, anxiety, obsessive-compulsive, conduct, paranoia, depressive, personality or sleep disorders). This can result in referral to non-ASC services that may then miss the root cause of ASC-associated difficulties.

Kate Reynolds, mother of an autistic child, blogs at: **www. autismagonyaunt.com** Her information on the difference between males and females on the autistic continuum is of value to all educational professionals. This article includes some of her observations alongside those from the excellent downloadable nasen book written by Egerton and Carpenter.

To be socially and academically included, females with ASC need to receive an early diagnosis and have access to appropriate and enabling education, social and health support. Diagnosis may be supported by schools understanding ASC indicators in females to support parental referral to appropriate health agencies.

All those with ASC have differences in their social interaction, communication and imagination compared to their neurotypical peers, however the specific way in which these differences manifest themselves can be very different in both genders. The main issues appear to be:

1) Social interaction
Females with ASC:

• Are more inclined towards sociability, emotionality and friendship than males, but tend to lack the intuitive socio-emotional understanding of their neurotypical peers, and as a result, often have a history of failure to achieve and maintain friendships. In social situations they may struggle to generate acceptable responses and behaviours. Their strategies for coping with this may include rote-learning conversational phrases, imitating social behaviours (e.g. from TV soap operas), following social scripts to camouflage their innate ASC behaviours. This behaviour will be exhausting, so fatigue is often a feature.
• Tend to be shy or passive and may become fixated on one person as their best and only friend. The intensity/exclusionary aspects of this friendship can bring problems. There is also a tendency for females with ASC to gravitate towards older girls who can act as a form of social protection, or conversely, to seek out younger or less able children who will place them under fewer social demands and allow them to dominate play to provide the predictability and control they need.
• Have better linguistic abilities than males and often can appear to function normally until puberty when their social difficulties become more obvious. This may occur when entering secondary school as they can be perceived as different and may become the subject of bullying or be marginalised. They can then become withdrawn, depressed and quiet.

2) Social communication
Females with ASC:

• Tend to be less disruptive than males, using more passive devices such as claiming to be unwell to gain what they want or to control their environment.
• Appear more able to concentrate than males with ASC and are generally less distractible.
• Learn social behaviours by observation and copying which can disguise their social deficits. This 'masking' can hide their difficulties with social understanding and deep knowledge of language.

3) Social imagination
Females with ASC:

• Display imaginative play that is very intense in nature. It may include an elaborate fantasy world with imaginary friends and is often focused on stereotypical female interests, e.g. dolls, make-up, animals, celebrities. These interests are all-consuming and experienced in detail. A clinician who hears a child talk repetitively about electricity pylons or trains may consider ASC, but hearing a female talk about a boy band or

horses may not signal the same concern.

- Indicate a reluctance to "move on" and are often unable or unwilling to discard equipment or clothes they no longer need. This behaviour can underpin difficulties experienced with change and includes puberty when anxiety is heightened due to lack of control over the physical changes to their bodies. Around 20% of girls who present with anorexia indicate ASC traits e.g. they are perfectionists and demonstrate rigid modes of thinking and behaviour. It may be that anorexia appears to offer girls with ASC what they may perceive to be a positive outcome because limiting nutrition not only gives control but prevents menstruation and physical development.
- Can indicate increased levels of mental health problems. As well as anxiety, some researchers have found that intellectually able females with ASC have significantly more thought and attention problems than their male counterparts, higher average fear scores and a tendency towards self-deprecation, withdrawal, depression and self-harm.

In school

- Cognitive skills may vary by gender for those with ASC. While males may indicate superior attention to detail, visuo-spatial skills and inhibitory control, females tend to display higher skills in information processing, multiple conceptual tracking, divided attention and cognitive flexibility (Rubenstein et al. 2015).
- Females with ASC may have fewer repetitive, ritualistic behaviours (for example, abnormal posture and gait, hand flapping, tremor, dystonic posturing of hands, fingers, etc) than males.

Ways forward.

There is a very useful chart (Page 12-13, Egerton and Carpenter) complied by Sarah Wild, Headteacher at Limpsfield Grange School for girls with autism, that shares strategies for supporting the learning of girls with ASC in school. It also identifies key advice for senior leaders that highlights the importance of:

- Creating an enabling school environment;
- Ensuring all staff understand the range of impairments and provide strategies to reduce the impact these have on individuals;
- Improving school ability to recognise and respond to rising levels of anxiety or mental health issues;
- Working in partnership with parents to identify specific barriers to success and generalise successful strategies.

References

Girls and autism – flying under the radar. A quick guide to supporting girls with autism spectrum conditions by Jo Egerton and Barry Carpenter. (2016) nasen
https://preview.tinyurl.com/y95qnzce

Is autism different for girls? **Kate** SEN Magazine August 2018
https://preview.tinyurl.com/ybbklzxq

Female autism. What should I look out for? Louise Petty (2016)
https://preview.tinyurl.com/y8ax6zlc

Internet safety and autism

A useful factsheet from Autism West Midlands aimed at secondary pupils.

https://preview.tinyurl.com/ybforxvv

Reading books selection

The reading charity Beanstalk, has identified 40 children's books that they suggest are likely to appeal to reluctant readers in primary schools.

https://preview.tinyurl.com/y8xd56sf

Student behaviour isn't always what it seems

This downloadable poster is called Change in Mindset and identifies behaviours that may have a different reason than the one that first occurs to teachers.

From **ApertureEd.com**
https://preview.tinyurl.com/y7dukq74

The Link

Useful information for schools is contained in this online magazine aimed at Speech and Language Therapists. It includes articles on:
- Bercow ten years on;
- Supporting children with cerebral palsy in the classroom;
- Successful interventions with teaching assistants.

https://preview.tinyurl.com/y9n382ak

Attachment in schools

The theory of attachment, first proposed by John Bowlby more than fifty years ago, centred around the vital importance of babies and young children making a secure bond with their main care-giver within their first three years. Bowlby suggested that a child's initial dependence on others for protection provided the experiences and skills to help them cope with frustrations, develop self-confidence and pro-social relationships; all necessary to promote positive engagement with learning. Research has continued to linked attachment to school readiness and school success (Commodari 2013, Geddes 2006).

Attachment difficulties can happen because of:
- A traumatic event that affects a child's continuity of experience;
- The caregiver being unable or unwilling to meet the child's needs, e.g. parental mental health issues, exposure to neglect, domestic violence or other forms of abuse, abandonment and family bereavement.

Attachment difficulties can particularly affect:
- Those in areas of social and economic deprivation;
- Children in care;
- Disabled children with medical conditions or illness;
- Children who have moved home frequently during the early years e.g. forces families;
- Refugees and children who have been traumatised by conflict or loss;

BUT insecure attachments can and do occur within non-vulnerable groups as well.

In most classrooms, there will be children for whom secure attachment did not develop and the attachment pattern which replaced it was "insecure" or "disorganised". These non-securely attached pupils may be dealing daily with thoughts and feelings of loss, control, rejection, abandonment, rage, identity and helplessness. For them, feeling secure is far more of a priority than attaining success in learning and their cognitive processes will be tuned into ensuring their own safety.

In school, these pupils tend to be viewed as underachievers with social, emotional and mental health issues, who fail to respond to action taken by the school to improve outcomes. Indeed, sanctions for the negative behaviour that can be displayed if individual needs are not identified and met, often only serve to reinforce their feelings of negativity and low self-worth.

Impact

There is no one set of emotions, thoughts and behaviours that defines attachment difficulties; each child will adapt differently to their experience. However, they may:
- Be hypervigilant, constantly alert for potential sources of danger. This reduces their ability to focus on learning tasks;
- Feel that they are worthless and experience shame and loss of self-esteem;
- Experience altered sleep and/or eating patterns and so are tired, irritable and lack stamina;
- Avoid stressful situations and as a result, school attendance may suffer;
- Be disruptive and destructive but are unable to understand or explain why they respond in a certain way;
- Be more likely to have high levels of anxiety leading to health issues including headaches, digestive and mental health problems;
- Have diminished impulse control and use self-harm, alcohol or drugs to attempt to escape from uncomfortable and distressing feelings;
- Lack empathy with others but conversely may be extremely sensitive to others who have experienced trauma;
- Be unpredictable and have a limited range of emotions such as terror or rage. This can result in their social isolation;
- Have reduced capacity for curiosity and joy;
- Be unable to take the risks necessary to learn anything new and be reluctant to ask for help in case they look 'stupid';
- Not be able to accept making mistakes or be able to tolerate criticism;
- Be exploited by others due to their need to belong and tend to have social links only with those who they can control or those who accept or promote anti-social behaviour;
- Display behaviours they have acquired from their abuser e.g. intimidation, violence, early sexualised behaviours, withdrawal, absconding, etc.

Ways forward

Research has shown that adults working in school can provide important attachments for pupils (Bergin and Bergin 2009, Riley 2010), by establishing nurturing, respectful, valuing and empathic relationships, that satisfy their innate need to have a secure 'sense of belonging". Only

when they are feeling safe enough not to go into 'fight, flight or freeze' mode, will the pupil be able to focus its energies and impulses on learning.

Ways forward
Provide a structured environment with boundaries understood and shared by all, where staff understand the impact attachment difficulties have on pupils and are skilled at providing supportive environments. (See NCB's document; *Understanding Why.*) From this secure foundation, other aspects of support can be identified that develop social skills, self-esteem, emotional literacy, autonomy and self-identity.

Create and evaluate school processes for responding to the developmental needs of pupils with emotional and behavioural impairments – just as is provided for pupil's with learning needs. This may be supported by completion of the *Attachment Aware School Audit,* which aims to identify the capacity of the school to support pupils with attachment and developmental trauma difficulties. It seeks to help identify staff knowledge, competence as well as looking at aspects of the environment. Action to improves outcomes is likely to require provision of mentoring support for pupils as well as provision of advice, guidance and input from external agencies such as health and social care, voluntary and community organisations.

Evaluate school policies on the ability to provide a safe and nurturing environment for all pupils. This might include paying attention to safeguarding policy to encourage self disclosure, pupil voice mechanisms, anti-bullying policy and the establishment of a restorative behaviour policy that has

communication and relationship building at its core.

Ensure that the school's curriculum provides PHSE that supports the development of social language to enable effective communication by all pupils regarding feelings.

References and resources
An introduction to attachment and the implications for learning and behaviour Bath and NE Somerset Council, Bath Spa University and NCTL. (2014) Useful and detailed PowerPoint presentation. **https://preview.tinyurl.com/yatjoj7v**

Attachment Aware School Audit. Stoke on Trent **https://preview.tinyurl.com/ycma52uq**

Understanding why. This downloadable publication includes a chart *How a child might behave and why* plus several useful case studies. **https://preview.tinyurl.com/y7gq9rrr**

*Schools and teachers need to..*Adam Crockett videoclip **https://vimeo.com/88338784**

Attachment Disorder Mindmap **https://preview.tinyurl.com/y8v8frwz** (TES)

Autism Eye
Autumn 2018

Contents of value to school include:
- Autism and girls: research finds symptoms increase with age;
- Ways to encourage empathy;
- How the arts can boost social skills and emotional development;
- Schools' exam success;
- Food refusal: get expert advice;
- Legal advice on EHC plans.

For a free digital copy of this magazine visit
https://www.autismeye.com

Pupil Premium

On Saturday 8th Sept, Becky Allen gave a talk to researchED London, on why she believes the Pupil Premium is not working as the Government hoped. She has published her thoughts on her blog as three parts :

1. The pupil premium is not working: Do not measure attainment gaps.
2. How reporting requirements drive short-term, interventionist behaviour.
3. Whether within-classroom inequalities can ever be closed.

Interesting reflection that is worth reading.

https://preview.tinyurl.com/y8avca4x

Management of conflict

Being aware of your own responses to challenging situations can help model to pupils how they should respond too, suggests Ben Kernighan, deputy chief executive at Leap Confronting Conflict. He identifies four steps to changing how adults (and pupils) react to conflict to improve or worsen the situation:
1. Understanding your approach to conflict;
2. Understanding personal triggers;
3. Decide if you are reacting or responding;
4. Being aware of personal interpretations.

https://preview.tinyurl.com/y9ars5m6

Inclusive behaviour principles

Research shows that there are several risk factors that predict a child's likelihood of being excluded (Gill at al 2017). They are:

- 2x as likely to be in care;
- 3x as likely to be 'children in need';
- 4x as likely to have grown up in poverty;
- 7x as likely to have SEND (particularly social, emotional and mental health needs).

Ideas on developing positive responses to this group of pupils have been taken from guidance compiled by Jarlath O'Brien, Bill Rogers and others.

Research identifies that childhood exposure to traumatic experiences has the potential to alter brain development and result in SEMH.

Neuronal pathways developed during stressful childhoods and strengthened under negative conditions, aim only to ensure survival. However, these can work to impair later learning and social development and therefore reduce a pupil's ability to respond positively to the school environment.

Ways forward
1) Start at the beginning
The school needs to actively welcome all families within their community. This will require the senior leadership team placing a key importance on having both resources and processes that pay attention to identifying and responding to barriers to success for those with SEMH needs. It is also important that school work with other settings to build a sufficiency of external agency, community and voluntary support, to respond to the needs of at-risk pupils and their families and that this is evaluated for its impact on improving outcomes for all.

2) Supporting staff
Staff need to be provided with regular training to raise their awareness of positive behavioural strategies and to encourage them to recognise in themselves signs when their capacity to cope with negative behaviour is ebbing. They need to be signposted to a hierarchy of support to help maintain their own well-being and to implement agreed action to respond to emerging issues they have become aware of. For this to be successful, it requires a collaborative school ethos where no individual staff member feels responsible to deal with complex issues on their own.

3) Parent partnership
The school needs to demonstrate that it actively builds communication and trust with parents from the very beginning and works with them to identify and break down individual challenges to success. This needs systems where parents feel listened to and are confident that their anxieties will be listened to and where information provided by them is valued and shared with all who provide teaching and care to their child. Staff need to be trained to resist the urge to dominate parent and pupil discussion during meetings and to understand the importance of sharing positive news.

4) Unconditional positive regard
All staff need to treat every pupil as equally of value and accept all pupils into their class without predetermined conditions i.e. the ability to comply or succeed. Emotional investment is characterised by pupils feeling valued by adults, of being regarded as significant and of having a stake or a sense of belonging in their school. For those who lack self-regulation and/or feel unable to compete academically or socially with their peers, it is easy to feel that they are of less importance. It is essential therefore that processes enable positive and appropriate responses to pupil's communication of anxiety via their verbal or non-verbal communication. Behavioural difficulties need to be regarded as demonstrations of skills gaps that are getting in the way of the pupil being successful, so all members of staff need to be aware of individual differences in emotional and cognitive development and never use shame/public humiliation to gain compliance. Instead the aim needs to be to demonstrate to pupils that staff can be trusted not to overreact to behaviours but instead to respond with consistency and calmness.

5) If you want to change a pupil's behaviour, change your own first
Teachers always overemphasis pupils' personal characteristics as the reasons for their behaviour and under-emphasise the context in which the behaviour occurs. Staff must always challenge their own negative thinking about pupils that can reduce their ability to respond to incidents in a measured way. Negative staff behaviours that need reflecting on include predicting failure without providing the support required to enable the pupil to be successful; failing to identify and avoid triggers that make the pupil feel threatened; ignoring positives and focusing on negatives; putting pupils in unwinnable positions; perceiving themselves as powerless to influence situations.

All classrooms need to provide a consistent, predictable, and

supportive environment that leads to the development of trust and safety for everyone in the room and where routines and expectations around respect for others is modelled, communicated and practised.

6) Teacher voice

The basic premise is that teachers should adopt a non-confrontational approach to behaviour management that is based on positive teacher-student relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline. This requires the use of positive language to convey the message that there is no power hierarchy; instead all are working towards the same goals, i.e. improved pupil learning.

Roger's advises when giving directions to pupils to give take up time to allow compliance by pausing between gaining a pupil's attention and the instructions, e.g. Instead of; "Stop turning around!" say "John, I'd like you facing this way and getting on with your work…(pause). Thanks." Another strategy he suggests is "partial agreement." e.g. Pupil; "I wasn't talking." Teacher; "Okay, maybe you weren't but now I want you to press on to finish the task."

7) Positive responses

Sometimes adults implement sanctions that only serve to meet the needs of adults i.e. by rewarding good behaviour and punishing bad, but these actions are generally ineffective in changing behaviour although may buy short term compliance. Teachers may consider they have dealt with the situation but, it remains at best unchanged and at worst damaged. Recognising good behaviour is more effective than rewarding good behaviour i.e. catch

them being better. Sanctions do not change behaviour, as in most cases, negative behaviour is an attempt by the pupil to have their intrinsic needs met. It is therefore important that teachers reflect on individual pupils' behavioural responses in the same way they consider academic progress and identify what need the pupil is trying to meet in order to identify the skills they need to be taught.

8) Guaranteeing learning success

There is a need to diligently scrutinise, identify and remove the stresses the environment places upon individual pupils, e.g. from fear of failure or poor social integration, that makes them feel anxious and insecure. All staff need to deliver teaching strategies that increase individual pupil success by:

- Providing support and resources as required for in and out of school learning;
- Use of clear and concise language and explicitly teaching subject vocabulary;
- Checking that text provided is accessible in terms of readability;
- Clarifying individual pupils' levels of understanding through non-public methods;
- Breaking down tasks into smaller chunks to support weaker working memory skills;
- Using visual supports and modelling to supplement verbal instructions;
- Being flexible regarding methods pupils use to record learning;
- Always being aware of the impact of fatigue, stress, hunger etc.

9) Repair and rebuild

When things go wrong as they inevitably will on occasions, it is important that teachers and pupils understand their mutual responsibility to repair the damage that has been

done to allow them to move on. Restorative practices are hard to do well and need investment in time but provide a safe place for those who have been harmed to share the impact it has had on them and allow those who have caused the harm to understand. This enables all to take responsibility for their actions and to work together to locate solutions that are seen by all as being fair and beneficial.

References and resources

Understanding the effects of maltreatment on brain development. Page 6 provides detailed information on how trauma can affect the developing brain.
https://preview.tinyurl.com/ocvmrtg

Making the difference: Breaking the link between school exclusion and social exclusion. Gill et al (2017) RSA
https://preview.tinyurl.com/ydduy4dd

Better behaviour: a guide for teachers Jarlath O'Brien
https://preview.tinyurl.com/ybch73st

Behaviour management: Bill Roger's top ten tips
https://preview.tinyurl.com/ybzgdakj

Permanent and fixed-period exclusions in England: 2016 to 2017 (Aug 2018)
https://preview.tinyurl.com/ycf2myda
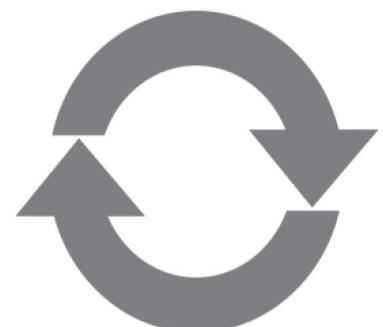
Specific Learning Difficulties (SpLDs) and Visual Difficulties

A Guide for Assessors and SpLD Practitioners
SASC Working Group June 2018

Dr Jim Gilchrist, Caroline Holden, Jane Warren

Key messages:

- For the safety of the client, possible pathological or other causes of visual discomfort and disturbance need to be ruled out by a vision professional.
- Symptoms that previously may have been seen as associated with 'visual stress' could be caused by uncorrected refractive error and/or oculomotor issues. Specialist assessors/practitioner psychologists cannot assess for these.

- Visual stress should not be used as a catch-all term for visual difficulties.

Assessors should:

- Check that there has been a standard eye test within the past two years.
- Ask detailed questions about visual difficulties using new screening protocol.
- Refer students/clients to an optometrist before a full diagnostic assessment if screening questionnaire reveals a need for further visual assessment.
- Be aware of, but not attempt to diagnose, the range of visual difficulties which may impact reading.
- Be aware that there is no strong evidence of a particular association between visual stress and dyslexia.
- Carefully consider diagnostic conclusions; where there is evidence of visual difficulties but no substantive evidence of SpLD, refer for further visual assessment rather than conclude dyslexia.

Assessors should not:

- Refer to Irlen or Meares-Irlen syndrome or scotopic sensitivity syndrome.
- Conduct coloured overlay tests.
- Diagnose visual stress.
  https://preview.tinyurl.com/y8oyd4xp

Access arrangements
Access Arrangements KS4

The Joint Council for Qualifications has published *Access Arrangements and Reasonable Adjustments for candidates with disabilities and learning difficulties* for the academic year 2018-19. Here are the major changes from the previous year.

- The document makes it clear that awarding bodies are not required to make adjustments to the academic standard being applied when conducting an examination or assessment.
- 4.1.3 Candidates with sensory and physical needs may now also require a communication professional who must be proficient in the use of the candidates sign language and be qualified to a minimum of BSL/ISL Level 3 (ideally level 6) See 5.13.4
- 4.2.11 Failure to comply with the regulations is defined as permitting arrangements which are not supported by required evidence and also, not putting in place appropriate arrangements for candidates with known and established learning difficulties/disabilities.
- 4.2.13 Where the SENCo is storing access arrangement documentation electronically, they must create an e-folder for each candidate which must hold each of the required documents for inspection.
- 4.2.14 If the SENCo is not available when the Inspector calls, the relevant member of the senior leadership team must meet with the Inspector to address queries.
- 5.1 The SENCo must always consider if supervised rest breaks would be more appropriate before making an application for 25% extra time.
- 5.2.2 In exceptional circumstances an awarding body may grant 25% extra time to a candidate who has at least two low average standardised scores (85-89) which relate to two different areas of speed of working. Also see Cognitive Processing 7.5.12
- 5.5.2 It is the centre's responsibility to ensure that the computer used does not contain software that the candidate could access and make use of. Failure to do so may constitute malpractice.
- 5.5.6 Where reading and writing is being assessed in the same paper, the maximum allowance of 50% extra time must only be allocated to the reading section.
- 5.5.7 Where candidates require 25% extra time without the use of a reader, a separate application for 25% extra time is required. Same applies for use of scribe, see 5.7.9
- 6.2.4 This will be the last year that Standard English Braille papers will be produced by the awarding bodies.
- 7.5.10 includes more detail on reading speeds and how to assess it.

To view the complete document, visit
http://preview.tinyurl.com/ycsecvaw

SNIP

Empty promises. The crisis affecting children with SEND
6th Sept 2018 NAHT

In the summer, NAHT sought the views of school leaders on their experiences in relation to the education of children with SEN. They received 637 responses; 94% of respondents were from primary or nursery settings; 91% from mainstream and 9% from special schools.

Key findings
- Only 2% of respondents said that the top up funding they received was sufficient to meet individual education health and care plans (EHCPs) for pupils with SEND.
- 94% of respondents are finding it harder to resource the support to meet the needs of pupils with SEND than they did two years ago.
- 73% of respondents said it was harder to resource support for pupils with SEND due to cuts to mainstream funding as cuts to teaching assistants and pastoral staff have had a major impact on schools supporting their most vulnerable pupils.
- 70% of respondents said that cuts to health and social care budgets were making it harder to support those with SEND.
- 83% of respondents reported not receiving any funding from health and social care budgets to support pupils with EHCPs.
- 30% of respondents do not receive services from health and social care to support their pupils.
- 15% of respondents waited over six months from referral for an EHCP assessment; 39% waited over six months from referral for an EHCP.
- 75% of respondents said that professionals from health and social care do not attend annual reviews/meetings to provide the support needed.

Recommendations:
1. The DfE must undertake a full review of current and future demand for high needs funding to support pupils with SEND and secure an immediate increase in funding from the Treasury.
2. There must be proper recognition of the full cost of educating pupils with SEND and a move away from the concept of a 'notional SEND' budget that penalises inclusive mainstream schools.
3. The real terms cuts to mainstream funding have led to cuts in learning and pastoral support, adversely affecting the one million pupils receiving SEN support. The government must provide sufficient funding to the mainstream schools' block funding.
4. The education budget was never intended to meet all the needs of pupils with SEND. The government must provide more funding to meet the health and social care needs of children and young people with SEND and those with mental health problems. The additional £20.5bn per year going into the NHS must include provision to support children and young people's EHCPs and mental health needs.
5. The government must ensure that there are sufficient trained therapists and professionals available to support the special educational and mental health needs of pupils.
6. The inquiry launched by the education select committee to review the success of the 2014 reforms to the SEND system, must identify the actions required to deliver as originally intended.

https://preview.tinyurl.com/ya9m7wp2

2018 to 2019 Pre-key stage 1: pupils working below the national curriculum assessment standard

Pre-key stage standards are for pupils who are working below the overall standard of national curriculum (NC) assessments (commonly called SATs) at the end of KS1, but who are engaged in subject-specific study.

Teachers must use these standards to make statutory teacher assessment judgements at the end of KS1 for pupils who are working below the NC teacher assessment frameworks but above P Scale 4.

If a pupil is working below these standards, teachers should report their outcomes using P Scales 1 to 4.
These are for use from the 2018 to 2019 academic year onwards.

https://preview.tinyurl. com/ybcxsvbe

Grouping pupils by attainment - what does the evidence say?
Sept 2018 EEF

Although the existing evidence base on attainment grouping is limited, what evidence there is suggests that within-class grouping is beneficial on average (+3 months) while setting or streaming is not (-1 month).

https://preview.tinyurl. com/y97wbgxx

Inspecting special educational needs and disabilities provision
Ofsted blog 10th Sept

Nick Whittaker, HMI and Specialist Adviser for SEND, has written this blog on inspecting pupils who have SEND, how they're progressing and the support they receive.

Main quotes:
Academic excellence, and effective SEND provision, are all part of the same picture and a school cannot be truly outstanding if it's letting some of its pupils down.

Schools should be truly inclusive. And by that, I mean inclusive in the real sense, including children and their parents:
- *in decision-making,*
- *in setting targets linked to the child's education, health and care (EHC) plan or SEN support plan,*
- *as part of collecting information about what is important to the child, now and in the future, and how best to support them.*

Inclusion means making the school a strong part of the local area's provision for children and young people who have SEND. Mainly, it means identifying, assessing and meeting their needs well and making sure they are achieving their potential. At the heart of this is removing the barriers that get in the way of children who have SEN and/or disabilities being fully included in all areas of school life.

*During inspection, our teams look at how pupils who have SEN and/or disabilities are progressing; not **compared with** all pupils in the school, but with **pupils nationally who have similar starting points to them**. Inspectors look at the support individual pupils are given and consider whether it is helping them to achieve better outcomes.*

We know that some pupils, for example those who have profound and multiple learning difficulties, are working at significantly lower levels. For them, inspectors consider their starting points and the progress they've made. Inspectors will look at how well the curriculum has been adapted to their needs and the gains they have made in their learning and development. We purposefully take starting points into account and understand that some pupils will make progress in very small steps.

*Academic achievements are very important, but schools are about more than just that. For pupils who have SEN and/or disabilities it is **vitally important that they are well prepared for the next stage of their lives**. It's also about learning to **manage relationships** with people, **learning to make decisions and become independent and finding out what makes you tick**. How schools prepare pupils to do this is vital.*

*Parents often contact us with complaints about how their child who has SEN and/or disabilities has been treated at school. They feel they've been let down, sometimes for a long time. **I urge schools to think about the processes that are in place for helping families**. Individual knowledge of each child is essential, but any system must be fair and open. Parents must speak to the SENCo and then follow the school's complaints process, but it's important these processes are transparent and easy to follow.*

https://preview.tinyurl.com/yagj6ath

Keeping children safe in education
Sept 2018

This guidance replaces Keeping Children Safe in Education (Sept 2016). Within the appendices a table of changes is included at Annex H. This is more than five pages long and includes corrections, changes and additions. There are no specific changes regarding SEND.

https://preview.tinyurl.com/y8du3kt4

Local area SEND inspections

Outcome letters from inspections of local area services for children and young people with SEND from March 2017 (48) are available from this link.
https://preview.tinyurl.com/y6ununs3

The previous 20 from July 2016 are available here
https://preview.tinyurl.com/y9dkl4dr

Recent reports include 10th Sept Birmingham and 12th September North East Lincolnshire.

Projects to improve education for children with additional needs
6th August

Nine projects have been awarded a share of £4million to support the success of pupils in alternative provision. These focus on getting pupils back into school, helping improving access to further education or employment and supporting parents to be more involved in their child's education.

https://preview.tinyurl.com/yckbawg6

Better behaviour: a guide for teachers

Jarlath O'Brien

A little child is only a little heart; he thrives off relationships; his joy is in relationships; he grows through relationships. When he is in communion with someone he trusts, he is safe, he is someone, someone unique and important.

Jean Vanier

Jarlath O'Brien is a headteacher and during his career, he has evolved his approach to responding to the needs of pupils, who communicate through their behaviour that they have unmet needs. He explains that this book could have been called *"Feeling better about behaviour"* as his intention in writing it was to encourage staff to reflect on the impact their own behaviours have on pupils whose "behavioural difficulties can be regarded as a demonstration of skills gaps that are getting in the way of a child being successful."

He supports his ideas and conclusions regarding how schools should respond to pupils' negative behaviours by extensive reference to reading and uses examples of his own failures in dealing with challenges to illustrate that often accepted, and indeed promoted actions, that result in sanctions and punishments, only serve to meet the needs of the adults: they do nothing to support the child's social and emotional development and equip them with the skills to develop self-regulation.

Jarlath discusses the importance of creating a system where all pupils feel safe and secure, where there is unconditional regard and where adults ask: "Why is this child seeking some control over this situation?" He promotes a system that is focused upon de-escalation and based upon restorative approaches to healing harm and prompting learning. It is impossible not to be influenced by his views as he describes the challenges of pupils who "experience and indeed expect failure and rejections on a regular basis." Throughout the book he stresses the importance of developing policies and practices that "work towards defeating destiny."

A thought-provoking book that should be on the reading list of every new and established teacher, particularly with the renewed focus upon reducing exclusions.

Sage Publications £18.99
https://preview.tinyurl.com/ybch73st

Pupil Voice Toolkit

Mental and Emotional Wellbeing - Engaging children and young people in planning provision

This toolkit was developed as a free resource to support schools and colleges to work with pupils to explore ways of promoting their mental and emotional wellbeing. The process involves pupils identifying self-help opportunities and ways in which school and community provision could further enhance their wellbeing. The toolkit aims not only to help school leaders to identify the mental wellbeing needs of pupils but to also determine how best to address these.

The contents include:
- Process documents for both primary and secondary schools;
- Supporting resources for both primary and secondary schools;
- Examples of work from primary and secondary pilot schools.

Downloadable from the Cambridge and Peterborough C&YP mental health website
https://preview.tinyurl.com/y9hvzgrl

SEND Single Route of Redress National Trial Newsletter

13th Sept

Key points:
- Since the launch of the national trial on the 3rd April 2018, there have been 144 cases registered under the First-tier Tribunal's extended powers.
- DfE/IPSEA led SEND decision making and the law workshops are taking place at various venues in England until **November 2018**. The workshops include a session covering the national trial, plus an overview of duties, progress and key updates in relation to the trial. It will also provide an opportunity to ask questions. Education, health and social care managers are encouraged to attend.
- The DfE have published the guide *'When people can't agree – Special Educational Needs and Disability Complaints: a guide for Young People in education.* This provides advice and steps to take where young people are unhappy with their SEN provision or support at school or college and need help to resolve problems.

To register to receive the newsletter updates, email **SENDdeliverysupport@mottmac.com**

A book of poems

Jon Brunskill is a primary school teacher at Reach Academy, an all-through free school in southwest London. He has collected together a booklet of his favourite poems for other schools to download. Poems can be a useful tool to support language development and improve working memory.

https://preview.tinyurl.com/y84w23py

SENCo News Early Years

Two useful articles in this EYs SENCo online newsletter include:

- *Supporting preschool children with a hearing impairment.* This looks at strategies that can be implemented to provide children with hearing impairment with visual and social support in an EYs setting.

- *Calm Down checklist* shared by Great Bentley Preschool who have used this device in their setting to support a child with autism.

https://preview.tinyurl.com/yb8lm97t

Understanding autism

This is a free online eight-week course available from Open Learn, from the Open University. Useful for schools and for parents.

https://preview.tinyurl.com/yd62nlmk

Behaviour for learning policy

A positive behaviour for learning policy can be viewed on the website of the Joseph Norton Academy.

https://preview.tinyurl.com/ybm7xhc6

All about autism: all about me
6th Sept

This booklet is available on the SEND Gateway website and aims to share strategies to make PE and sport accessible to those on the autism spectrum.

https://preview.tinyurl.com/y6wqqc6v

A culture of success for dyslexics

This article has been written by Jules Daulby and can be viewed on the SEN Magazine website.

https://preview.tinyurl.com/yd9lopfw

Bereavement plan

Greenfield Primary in Leicestershire have produced this useful guidance sheet on how to respond when a child loses a parent. It will be of value to other schools who are in a similar position and is available to download from the SEND Gateway website.

https://preview.tinyurl.com/ybfnup3w

SPECIAL NEEDS INFORMATION PRESS

is a monthly newsletter, written by Phil and Carol Smart. It is posted to subscribers on the first Monday of every month. **The final publication will be posted in July 2019.**

All references are checked prior to publication and the free services of the website Tinyurl are used to reduce the length of long website addresses to reduce errors when typing. School blocking software may restrict access to "blind" websites, so a preview is included within the tiny url to ensure that the destination is made clear to all users. For those unable to access the shortcut, we suggest that the title of the document is put into **www.google.co.uk**

SNIP aims to give practical guidance to help colleagues in addressing the needs of pupils with SEN and is **photocopiable** within the purchasing institution.

Subscription to SNIP for the 2018-19 academic year is £3 per month and payment can be made by cheque, PayPal or BACs.
Please forward to **enquiries@snip-newsletter.co.uk**

The facility to pay with PayPal is accessed via the website, which contains a sample copy of SNIP and free SEN resources.

www.snip-newsletter.co.uk

Next month in SNIP

Supporting those with Cerebral Palsy

Measuring success

Pupil Premium

Research, guidelines, review and much more