Thoughts to begin the new academic year

Kids with a trauma history, don't need punishment and quite frankly, they don't need more stickers.

Dr Ross Greene.

If we wait for the moment when everything, absolutely everything is ready, we shall never begin.

Ivan Turgener

It takes a lot of courage to show your dreams to someone else.

Erma Bombeck

If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.

Barbara Colorose

There is nothing in a caterpillar that tells you it's going to be a butterfly.

Buckminster Fuller

A very little key will open a very heavy door.

Charles Dickens

Editorial

The DfE's recent research **http://preview.tinyurl.com/yaagq8wp** confirms that additional funds directed at primary schools improves outcomes for all pupils but particularly for those who are in receipt of Free School Meals, many of whom will also have SEND. It is hoped that the DfE uses this information to ensure that all schools receive sufficient base funding to effectively meet the diverse needs of their pupils. At present, there is a difference of more than £2k per pupil between the least and best funded primary schools. In essence,this means a gap of around £60K per class. When Ministers are talking about postcode lottery or Ofsted are judging outcomes for vulnerable and at-risk pupils, I hope this difference in funding is taken into account or are we going to continue to pretend that high aspirations and good teaching should make the same difference that the ability to provide additional targeted assessment and support can?

Regards

Carol L Smart (Editor)

SEN Courses and Conferences

Update Access Arrangements
2017/18 Communicate-ed
Various venues 14th- 28th Sept
£80 and online at any time £79
http://preview.tinyurl.com/howv8ve

Lego build to express
Milton Keynes 3rd Oct;
London and Driffield 18th Oct;
Wolv 1st Nov
£135
http://preview.tinyurl.com/ydajm339

Bereavement and Loss (SEND)
Oct 20th Grittleton, Wilts £90
http://preview.tinyurl.com/y7znv637

TES SEN Show 6th – 7th Oct
Islington London **http://preview.tinyurl.com/ycwr8pj4**

Foetal Alcohol Syndrome in education
Cornwall 11th Oct; Essex 18th Oct and Leeds 8th Nov £129
http://preview.tinyurl.com/y7s6gj9a

Research SEND Conference
18th Nov Sheffield Hallam
fehwevents@wlv.ac.uk
putting ResearchSEND in the subject line.

Children of adults in prison

The numbers of children and young people affected by the imprisonment of their parents are larger than they are for any other vulnerable group.

Although there are no official figures kept, it is estimated that:

- 7% of children under the age of 18 experience the absence of a parent through imprisonment;

- 59% of prisoners have a child under the age of 18;

- 51% of women prisoners have children under the age of 5. (up to 18,000);

- 200,000 children are affected by parental imprisonment across England and Wales;

- 1,500 children are affected on any given day across Northern Ireland;

- 30,000 children face parental imprisonment every year in Scotland.

These numbers are nearly three times more than children who experience separation and family disruption through being placed in local authority care and twice as many who are affected by separation and divorce.

The impact on individual children of their parent's imprisonment is thought to parallel their response to bereavement and this differs due to factors including the child's age, gender, gender of the parent in prison and their relationship with the child, security of previous home environment, the information shared with the child about the parent's imprisonment, the nature of the offence and the child's resilience. It also needs to be acknowledged that in some cases,

children's lives may be improved because of the imprisonment of a parent, particularly where there has been domestic violence, disruption and turmoil, but this then can raise anxiety within the child regarding the potential impact of their parents' ultimate release.

Research (see Barnardo's publication,) suggests that children with a parent in prison:

- May experience isolation, grief and loss but will be unable to share this due to fear of being judged.

- Are likely to be living in poverty.

- Are twice as likely to experience conduct and mental health problems as those without parents in prison.

- Are less likely to do well at school.

- Are more likely to be excluded.

- Are three times more likely to be involved in criminality. 65% of boys who had a father in prison when they were under 10 went on to offend themselves (Murray & Farrington 2005).

In addition, adults who have experienced a parent in prison during their childhood, are more likely to have relationship problems, poor employment record, indicate abuse of alcohol and drugs and experience anxiety and depression, than adults whose childhood provided stable parent support.

Sutherland and Wright in their recent publication published on the i-HOP website, state that a child is likely to experience many changes that disrupt their home life when their parents are involved in the criminal justice system.

This could include changes in:

- Care giver (12% of children whose mother is imprisoned will move into Local Authority care).

- Accommodation and/or community (perhaps as a result of neighbourhood hostility, attempts to remove children from a place where their parent's criminality is well known, financial restraints resulting in a need to move to less costly accommodation or to live with another care giver.

- Family routine: Parents who remain are required to cope as a single parent and manage issues ranging from finance to housing, whilst coping with the loss of their partner. The stress of this can impact on parent-child relationships. They may have to leave work to parent effectively or alternatively, to seek work to meet financial costs, resulting in different domestic regimes being implemented that may adversely impact the amount and quality of support provided to the children within the family.

- Relationships: Peers and other members of the community may treat them differently and they may be less likely to be invited to social events.

- Financial wellbeing. The remaining care giver might need to rely on benefit payments or income from only one person to meet costs of housing, food, clothes etc.

- Role within the family. Older children might need to take an increased carer role for their siblings.

- Emotions and behaviour of both carers and children.

Ways forward

1) **Identify the children affected.** Schools need to model willingness to support families affected through imprisonment through displaying offenders' families' helpline leaflets, Families Outside posters plus other sources of support on their website, in newsletters and via displays etc.

2) Identify a **named staff member** who can be a confidential point of contact for parents who wish to reveal the imprisonment of their partner. The role might include:

   • Liaising with staff and external agencies:

   • Liaising with families:

   • Monitoring the progress of the child:

   • Acting as an advocate for the child and their family:

   • Completing relevant training:

   • Keeping up-to-date records.

3) Ensure that **communication** between the child's care giver and the school is maintained in order to respond to evolving needs.

4) **Raise staff awareness** of the specific needs of children of prisoners and of their families by sharing information, guidance and video clips. Place a focus on identifying challenges they may be facing and taking action to reduce the impact these have on social and academic success.

5) **Respect confidentiality** and ensure all staff are aware of the need to be non-judgemental and not to ask about the crime. It is vital that confidentiality is respected by agreeing with child's care giver what information needs to be shared and with whom.

6) **Provide emotional support** to the child by enabling opportunities for them to discuss and explore the complex feelings that they may be experiencing. Counselling support will be of value and there are resources to help framework this in the resource list below.

7) **Ensure** the child has **access to resources** about parental imprisonment so they do not feel isolated or alone. See resources section for suggestions.

8) **Prison visits.** 10,000 children under the age of 18 visit prisons in England and Wales every week. (Barnardo's FOI request 2014). This is likely to adversely affect school attendance and action should be discussed with care giver to reduce the impact this has on outcomes.

9) **Curriculum.** There needs to be sensitively regarding discussing issues around prison, crime and blame across the curriculum.

10) Where agreed with remaining care giver and the child, information such as **reports** should be sent to imprisoned parent to promote their involvement in their child's education. It might be useful to encourage the child to keep a diary of key events to share with parent during visits etc.

11) Seek to identify and respond to any **barriers to social and academic success** the child might experience from changed financial and domestic arrangements e.g. information on benefits and sources of support available to families.

References
Supporting children and families affected by a family member's offending - A Practitioner's Guide. Sutherland & Wright i-HOP 2017 **http://preview.tinyurl.com/yasxjc3n**

Barnardo's report On the Outside (2014) **http://preview.tinyurl.com/kw75ok6**

Children affected by the imprisonment of a family member: A handbook for schools developing good practice. Gill et al. Barnardo's **http://preview.tinyurl.com/y94us789**

Resources
i-HOP funded by the DfE and delivered by Barnardo's, provides access to a number of resources specifically for supporting school staff **http://www.i-hop.org.uk/** This includes *Supporting children of prisoners within school* that identifies the role SENCos can play. **http://preview.tinyurl.com/yb7gmx6y**

The charity **Families Outside** has many video clips to raise awareness of issues affecting those whose parents are imprisoned. **http://preview.tinyurl.com/y76yw3qk** It also provides access to downloadable resources aimed at schools including *Guidance and Resources for Schools in Supporting Children Impacted by Imprisonment "Someone should have just asked me what was wrong."* 2017. This is an excellent and up-to-date package for schools considering action to take to support the children of parents in prison. Full of practical ideas and links. **http://preview.tinyurl.com/y7drosk8**

Pupils who stammer

Stammering is characterised by repetition, prolonging or blocking of words and sounds, with possible facial tension and extra body movement. It usually starts in children between 2 and 5 years old and at this age, affects as many as I in 12. Stammering is most responsive at this pre-school stage to intervention. For those with a stammer at 5 years old, (1 in 80 with around 4 or 5 times as many boys as girls affected), the difficulties can be more resistant to change.

For a small proportion of these children complete fluency may be unattainable, therefore it is important not only that a pupil with a stammer is provided with timely support from speech and language therapists but that they feel supported to communicate by school staff.

Stammering has no single cause; there may be a genetic link and current research indicates a possible physiological basis in the brain structure.

It is found in every culture and language and can fluctuate in severity even within the same conversation. Although about 5% of pre-school children go through a phase when they stammer, the condition only affects about 1% of adults so the majority of those with a stammer at school will regain fluency.

Strategies to support pupils who stammer from the British Stammering Association include raising staff awareness of the need to:

- Request advice from the speech and language therapist to discuss concerns and ways to manage stammering in class and support the implementation of programmes aimed at reducing dysfluency.

- Support all transitions, as unfamiliarity may increase the stammer and the impact it has on the pupil's social integration.

- Focus attention on pupil's skills and attributes to support the pupil to build confidence and develop a positive self-image.

- Ensure that supply teachers, admin and supervisory staff, etc are enabled to be supportive in their talking, listening and behaviour e.g. provide thinking time for the pupil to consider and rehearse in their head their responses before needing to speak out loud and model simple vocabulary and grammatical forms as stammering is more likely to occur in longer words, words that are used less frequently, and more grammatically complex sentences.

- Be alert for teasing from peers and monitor the pupil's inclusion in all classroom and social activities.

- Ensure all types of diversity are included in PHSE and assemblies to promote a compassionate and inclusive school ethos.

- Understand the need to give the pupil sufficient time to finish sentences and not to interrupt or finish off words.

- Listen attentively and echo back content so that the pupil feels that what they said is more important than how they said it.

- Maintain normal eye contact and be aware of body language that may signal impatience.

- Slow the rate of adult speech as research **http://preview.tinyurl.com/3p3hahj** indicates that parents of children who stammer often speak at a faster rate than parents of non-stammers and that trying to copy this may contribute to the dysfluency.

- Provide natural pauses when having a conversation with a pupil who stammers, to model a slower pace and indicate there is no need to rush.

- Be aware of the impact that asking the pupil to attempt more than one task at a time can have on fluency.

- Talk regularly with the pupil to identify what action could be taken to support them, and what behaviours make communication more challenging e.g. answering the register, answering questions, joining in with classroom discussions, taking messages to another teacher etc.

- Discuss with parents and the child as appropriate, teaching strategies that can support communication and learning e.g. paired reading can often result in the pupil reading more fluently and improves confidence in speaking out loud, as pupils tend not to stammer when speaking in unison with others.

- For older pupils, and particularly for oral examinations, consider reasonable arrangements that can be made to reduce speaking in public if this is an area that causes anxiety.

The Children's Therapies factsheet suggests that the following should be avoided:

- Singling out the child who stammers.

- Making light of the stammer.

- Asking too many questions, too quickly.

- Rushing pupils.

- Asking pupils to slow down.

- Asking pupils to start again.

- Advising pupils to take a deep breath.

- Finishing their words or sentences for them.

- Imposing time pressure in talking situations.

- Interrupting.

Resources:

The *Action for Stammering Children* website provides free access to:

- The Stammering Information Programme film.

- The video, *Wait, wait, I am not finished!* This ten-minute video outlines ideas for support provided by pupils who stammer.

- Top tips handout on supporting kids and teens who stammer by pupils who stammer (Islington NHS) **http://preview.tinyurl. com/yd4g3m32**

- Suggestion sheets that includes a planning sheet to be completed by pupils to identify strategies of support than might work for them.

- Awareness raising session. **http://preview.tinyurl.com/ yb9cv4l7**

British stammering Association online training includes:

- *A guide to good practice when working with pupils who stammer in primary schools.*

- *A guide to good practice when working with pupils who stammer in secondary schools.*

- *GCS English oral work: Tips and techniques for pupils who stammer.*

http://www.stammeringineducation. net/

Supporting children with stammers in Early Years. **www.stammering.org/ earlyyears**

Supporting a pupil who stammers - A guide for teachers. Factsheet from Children Therapies UK. **http://preview.tinyurl.com/ydyjd6nk**

In America, stammering is called stuttering. There is a great deal of useful information and video clips on this website that is equally relevant in the UK **http://www.stutteringhelp. org/school**

Mnemonics

David Wilson, produced many publications to support pupils with SEN in secondary schools during the time he was teaching.

These include two booklets available to download from his website that use mnemonics to support recall. One includes spelling mnemonics at **http://preview.tinyurl.com/ y74hu5xx** and the other targets school subject specific mnemonics at

http://preview.tinyurl.com/y8fa7nxx

All change

Since Edward Timpson lost his seat in the general election, he has been replaced as Minister for Vulnerable Children and Families by **Robert Goodwill**, MP for Scarborough and Whitby.

School Standards Minister **Nick Gibb** has assumed responsibility for mental health and bullying, and **John (Lord) Nash** has taken control of alternative provision.

http://preview.tinyurl.com/ y85vapmq

Teaching spelling tips

Good advice on the teaching of spelling from Nancy Gedge.

http://preview.tinyurl.com/ybox7oef

Including pupils with mobility impairments and wheelchair users on school trips

A useful checklist for schools to use when planning to take pupils who are wheelchair users or who have significant mobility impairments on a school trip. It is available to download from the Wiltshire Local Offer website.

http://preview.tinyurl.com/ y88wfxxw

Social skills activities and games

This American website from Mosswood Connections, shares many ideas for supporting social skill development in pupils on the autism continuum that are useful in school.

http://preview.tinyurl.com/ y9ohqysm

Sleep

This article, published in the SEN Magazine, and written by Vicki Dawson of the Children's Sleep Charity, suggests ways forward in promoting sleep in those with SEND. When pupils arrive already tired at the beginning of the school day, it can reduce their levels of progress. This article can be shared with parents and includes strategies to promote:

- Regular routines,

- Winding down,

- Consistency,

- Creating calm.

http://preview.tinyurl.com/yacbv2q3

English as an Additional Language and SEN

The present DfE definition of an English as an Additional Language (EAL) learner includes a wide range of pupils from new arrivals who may have little or no English, asylum seekers or refugees, to learners who were born in the UK and speak fluent English as well as another language. At present, more than 1 in 6 primary school pupils in England are recorded as having EAL. In some inner-city schools, this figure stands at more than 75%. Identifying and supporting pupils with EAL who are also SEND is challenging and this article aims to share ideas on how this can be approached.

Having EAL is not by itself a SEND. Indeed, the SEND Code of Practice (2015) states: 6.24. *Difficulties related solely to limitations in English as an additional language are not SEN.*

Some learners may be thought to have SEN when their learning displays features that are normal for EAL learners e.g. a 'silent' period. On the other hand, it may also happen that EAL learners who do have SEN are not identified as such because their lack of progress is put down to the fact that they are learning English as an additional language.

EAL learners have a pattern of language development that are different from native English speakers. They may acquire 'basic interpersonal communicative skills' (BICS) i.e. everyday communication fluency, within 2 years of arrival but, on average, take 5–7 years to acquire 'cognitive/academic language proficiency' (CALP) i.e. the language of the classroom, to the same level as their native English-speaking peers.

Ways forward
The British Council suggests that where a learner with EAL is failing to make progress, the hypothesis model is applied by teachers. This recommends considering the following questions. Is learning slow because of:
* Factors related to language understanding and competence?

* Tasks have too high language demands that are not sufficiently supported i.e. lack of progress may be due to the linguistic challenge presented by tasks rather than underlying learning difficulties. If the same task is supported with artefacts, pictures and photographs, does the pupil perform better?

* Physical or emotional needs not being met?

* A learning difficulty?

Initial triggers for cause for concern regarding the existence of a possible learning difficulty (Milton Keynes document) may include:
* Poor ability in their first language.

* Language acquisition progress below expected norm.

* Unusually slow work rate compared with peers.

* Little response to teacher or peer intervention.

* Specific weakness in English language development e.g. poor verbal comprehension, limited vocabulary and use of expression.

* Poor listening and attention skills.

* Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing.

* Inability to acquire basic number concepts.

* Parent expressing concern over pupil's school progress.

* Difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects.

* Emotional and behavioural difficulties.

Identification
There is no single test which can show whether EAL pupils have SEN so information collated needs to consider:
* Educational history e.g. the age of the pupil on arrival in the UK, the number of years of formal education received in their first language and the period of time they have been learning English;

* Competence in home language(s) used by family and child (speaking, listening, literacy). Accurate first language assessments are important to give an indication of a pupil's general language development. Age-appropriate competence in first language may indicate that a pupil has second language acquisition needs rather than SEN.

* Screening for physical, medical and emotional needs. Pursue relevant medical records, arrange checks if necessary and ensure effective pastoral support.

* Evidence of English language competency level (new/familiar/confident/very fluent). Since 2016, all schools in England have been required to report on *Proficiency in English* for all their EAL learners aged 4 and above. The DfE has adopted the five-point scale of reading, writing and spoken language previously used in Wales. This tool may provide a basic measure. The British Council website suggests more detailed assessments that may be of value.

* Reading strategies applied, (remembering that comprehension skills will be slower to develop in pupils who are EAL than decoding/word recognition, compared to other pupils);

* Progress across the whole curriculum.

Areas to consider in setting up an assessment to identify SEND might

include:

- Narrative skills i.e. can the pupil re-tell a common story?

- Sequencing i.e. can the pupil provide the sequence for an everyday action?

- Ability in relating personal experience.

- Comprehension i.e. the assessor might tell a story and then ask questions about it.

- Auditory and visual memory.

- Listening and attention skills, assessed by observation.

- Interaction with others, verbally and nonverbally.

Factors from the above testing that might indicate learning difficulties could include:

- Immature or inappropriate vocabulary.

- Illogically sequenced ideas.

- Low number of words in a sentence.

- Limited use of connectives.

- Poor use of social language.

- Inappropriate responses to questions.

- Inadequate predictive skills.

Ways forward
The Solihull document guidance for supporting EAL pupils on the SEN register suggests the following are important to ensure progress:

- Provide English language acquisition support and enable all staff to use a wide range of strategies to increase success e.g. using visuals to support language understanding, providing glossaries and lists of key vocabulary words, pairing EAL/SEND pupils with buddies to support learning, limiting instructional language and always checking for understanding.

- Provide additional group/ individual support. This would

ideally be by a bilingual Language Assistant for at least some of the time and include access to additional first language resources e.g. dictionaries.

- Grouping of pupils with EAL/ SEN needs to include pairing with good English language role models.

- Planning multi-lingual approaches that include advice and resources suggested by Additional Language Services.

- Working closely with parents, if necessary through translation to build home school links and share commitment to education.

Other ideas include:
- Fostering a whole school and community positive attitude to cultural diversity in order to encourage a multicultural approach that addresses racism and discrimination issues.

- Providing training and resources to increase staff confidence in meeting the needs of pupils with EAL and SEND and monitoring the impact this has on success.

References
SEND Code of Practice:0-25 years (2015) DfE **http://preview.tinyurl. com/nr5zqtm**

Useful resources
Guidance on the assessment of pupils with English as an additional language who may have SEN Milton Keynes **http://preview.tinyurl.com/ y9amm9ov**

EYFS Identifying children who are learning English as an additional language(EAL) and who may also have learning difficulties and/or disabilities Oxfordshire **http://preview.tinyurl.com/ ybnkg6c7**

Distinguishing the difference SEN or EAL? A step-by-step Procedure for identifying the learning needs of EAL pupils causing concern Rosamund et al Birmingham Advisory and Support Service and the Sandwell Ethnic

Minority Achievement Project. **http:// preview.tinyurl.com/y784n7om**

Mother tongue assessment pack: An initial screening for SEN in Primary-aged EAL children (2007) Lambeth EMAT **http://preview.tinyurl.com/ ybct5yar**

Meeting the needs of pupils with English as an additional language. Solihull doc **http://preview.tinyurl. com/y9rrpkg3**

British council information includes: *EAL learners and additional educational needs* **http://preview. tinyurl.com/y79gc2f2**

Language levels of EAL learners. This provide access to tools to assess language proficiency including the DfE school census language proficiency scale, *the NASSEA assessment system* (£20) and the Bell Foundation's EAL *Assessment Framework for schools*, which can be downloaded free of charge from The Bell Foundation website. This framework comes in two versions, one for primary and one for secondary schools, and is based on a five-point scale so it is easy to use in conjunction with the DfE language proficiency codes. **http://preview. tinyurl.com/yd4c65xn**

Special educational needs support in schools and colleges

The DfE has funded and published the following three research reports on how mainstream schools and colleges provide special educational needs (SEN) support. 19th July 2017 **http://preview.tinyurl.com/y7yw7v7a**

1) Special educational needs support in schools and colleges: survey report
Johnson et al Coventry University. 77 pages

This DfE funded report set out to understand how students on SEN support are currently supported, and how this practice can be shared, improved and developed. It collected evidence through an online survey sent to primary schools, secondary schools and colleges throughout England and completed by 219 members of school staff between January and March 2017. The survey asked about the identification of students with SEN, the support put in place for students with diverse needs, the issues and barriers to supporting students on SEN support, how teaching assistants are deployed, and what sources of information are used to develop understanding of how to support students with SEN.

Key findings
• A third (33.8%) of staff in a range of job roles across primary, secondary and college settings said they did not have responsibility for identifying students with SEN – these included teachers, Senior Leaderships Team members and teaching assistants.

• Those who did report responsibility for identifying SEN used different methods for doing so, depending on whether they were SENCos or other members of staff.

• SENCos received referrals regarding students potentially having SEN from a variety of sources, including parents, teachers and professionals from outside their setting. They often used a variety of assessment methods, including standardised tests, and referred to documentation recorded throughout the school year on whether students were making expected levels of progress.

• Most other members of staff reported that if they identified a student as potentially having SEN, they would pass this information to their SENCo. Many said they would then implement appropriate strategies to support the student, often with advice and guidance from the school or college SENCo.

Support for children and young people placed on SEN support. Respondents were provided with six scenarios of students displaying a range of difficulties, and asked how they would support them within their setting. These difficulties were with language and communication; fine motor control; anxiety; reading; concentration; and challenging behaviour during lessons.

Responses to these varied widely and were often phase dependent.
• The majority of primary and secondary schools reported that teaching assistants provided in-class support working with individuals or groups of students and that they were most often supported through within setting training with the SENCo playing an important part in delivering this.

• Barriers to the effective deployment of teaching assistants included lack of time to plan together and consistently due to other commitments in school making continuity of support difficult.

• Staff named other professionals as their most common sources of information about how to support students with SEN, rather than published resources.
http://preview.tinyurl.com/y6wz6h97

2) Special educational needs support in schools and colleges: rapid evidence assessment
Carroll et al, Coventry University

106 pages but last 30 pages is bibliography.

The evidence for this report was collected via a literature search focused on studies of approaches, strategies or interventions supporting children and young people with SEND in mainstream schools and colleges. The aim was to highlight findings about what approaches may be most successful for children with different types of needs.

Key findings
• There is good quality research evidence about effective interventions in the areas of cognition and learning, social, emotional and mental health, and communication and interaction. However, the evidence about high quality teaching and adaptations that can support these needs is significantly less extensive.

• An important factor was the role of training for all education professionals.

• A second overarching finding related to the need for detailed assessment of individual children to select the most appropriate approach, along with monitoring of progress to assess whether the intervention is effective for that particular pupil.

• Transfer of skills from intervention to the curriculum should not be assumed and educators should be wary

of programmes that do not make this link explicit.
http://preview.tinyurl.com/yarvefyt

3) Special educational needs support in schools and colleges: case studies
Skipp et al ASK Research. 115 pages.

This research aimed to consider how those on SEN Support were being enabled to overcome barriers to learning and achieve good outcomes. The purpose of the project was to identify settings providing effective SEN support and to describe the practices/strategies employed in those settings so that others could use in their own settings. The team focused on recommendations from 15 SEND experts who identified key ingredients that they believe underpin SEN support. These were:

• Culture,

• Leadership and management,

• High quality teaching,

• Use of expertise,

• Personalisation,

• Flexible use of evidence-based strategies,

• Use of evidence for tracking progress,

• Communication and collaboration.

The researchers then surveyed for these ingredients in 7 primary schools, 7 secondary schools and 6 post-16 providers and recorded 'real life' examples of practice that they described in the body of the report.
http://preview.tinyurl.com/y8euvewu

The wellbeing of secondary school pupils with SEN

July 2017 Barnes et al

University of London

This report attempts to explore the wellbeing of secondary school-age children with SEN and uses data from 2012/2013. It records pupil responses to surveys on individual levels of unhappiness and identifies, for instance, that pupils with SEN in secondary schools have similar levels of unhappiness to children without SEN regarding their appearance, their family and life as a whole, but that there were differences when looking at other areas of their lives e.g. pupils with SEN have higher levels of unhappiness than children without SEN on issues that include their school work, their school and their friends.

http://preview.tinyurl.com/y7o556oo

Statistics: special educational needs

DfE 27 July

This statistical first release publishes data from the **January 2017** school census about pupils with SEN. It includes breakdowns by age, national curriculum year group, gender, ethnicity, English as a first language and free school meal eligibility alongside data about special schools and SEN units, and an 'additional tables' document.

In brief:

• The percentage of pupils with SEN remains at 14.4% - the same as the previous year.

• The percentage of pupils with an Education, Health and Care (EHC) plan or statement also remains at 2.8%.

• 25.2% of pupils on SEN support have moderate learning difficulty described as a primary type of need in January 2017. This is followed by 22% with speech, language and communication needs.

• 26.9% of pupils with a statement or EHC plan have autistic spectrum disorder as a primary type of need in January 2017 followed by 14.3% with speech, language and communication needs.

• Gender has remained broadly unchanged with 14.6% of boys on SEN support compared to 8.1% of girls and 4.0% of boys and 1.6% of girls with a statement or EHC plan in January 2017.

• Percentage of pupils with statements or EHC plans attending maintained special schools indicates a small increase whilst the percentage at secondary mainstream school has a decrease.

• 26.6% of pupils with SEN are eligible for free school meals compared to 11.8% of pupils without SEN.

http://preview.tinyurl.com/y7gztufc

Formula for Primary PE and Sport Premium

28th July

The DfE has announced a doubling of funding for the Primary PE & Sport Premium from September 2017.

Schools with 16 or fewer eligible pupils will receive £1000 per pupil and schools with 17 or more eligible pupils will receive £16,000 plus an additional payment of £10 per pupil.

The DfE will publish the school level breakdown of funding for the academic year 2017 to 2018, including conditions of grant, in October 2017.

http://preview.tinyurl.com/y93pn63q

Supported internships guidance DfE

Revised June 2017

The DfE has reviewed and republished this guidance. It places a focus on creating study programmes for young people with an education, health and care plan, a learning difficulty assessment or statement of SEN issued before September 2014.

http://preview.tinyurl.com/knnltxu

Permanent and fixed-period exclusions in England: 2015 to 2016

20th July

Permanent exclusion
The overall rate of permanent exclusions increased slightly from 0.07% of pupil enrolments in 2014/15 to 0.08% in 2015/16

Fixed term exclusion
The overall rate of fixed period exclusions increased from 3.88% in 2014/15 to 4.29% in 2015/16.

Free school meals eligibility
- Pupils known to be claiming free school meals were around four times more likely to receive a permanent or fixed period exclusion than those who are not eligible.

SEN
- Pupils with SEN accounted for almost half of all permanent and fixed period exclusions.
- Pupils with SEN support had the highest permanent exclusion rate and were almost 7 times more likely to receive a permanent exclusion than pupils with no SEN.
- Pupils with an Education, Health and Care plan or statement had the highest fixed period exclusion rate and were almost 6 times more likely to receive a fixed period exclusion than pupils with no SEN.

http://preview.tinyurl.com/ y8eu4gbc

The Teaching Assistant Deployment Review Guide

30th June

The guide has been developed by the Whole School SEND group (part of the London Leadership Strategy) and is in part modelled on the *SEND Review Guide.*

Contents:
- Foreword
- What is a TA Deployment Review?
- Taking an evidence-informed approach
- The TA Deployment Review framework
- Annex 1 - School visit/self-evaluation template
- Annex 2 - Staff survey
- Annex 3 - Reporting template
- Annex 4 - Follow up visit template

Teaching assistants represent a significant proportion of the school workforce. Deployed well, TAs can make a measurable difference to the outcomes of children and young people. This Review is designed to support a process by which leadership teams and classroom teachers can make more informed decisions about TA deployment, practice and preparation. It can be used for self-assessment and to support school-to-school review. The Review also has an accompanying guide to useful online resources to support schools' decision-making and the development of points for action. The guide can be downloaded following registration.

http://tareview.com/download-guide

Preventing and tackling bullying

DfE 4th July

This brief document (18 pages) has merged two previous publications, *Supporting children and young people who are bullied: advice for schools* with *Preventing and tackling bullying.* The new version of *Preventing and tackling bullying*, includes additional information about how schools can support children and young people who are bullied and has been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy.

The document aims to outline the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face. The section on SEN and bullying is regrettably of little value.

http://preview.tinyurl.com/qgm9ntf

Mental Health First Aid skills for secondary schools

27th June

From June 2017, this three year programme funded by the DfE (£200,000) will aim to train a member of staff in over 1000 secondary schools to help them identify and respond to early signs of mental health issues. The programme is being delivered by the social enterprise *Mental Health First Aid* and aims to provide practical advice on how to deal with issues such as depression and anxiety, suicide and psychosis, self-harm, and eating disorders.

Attendees will also be invited to become *first aid champions*, sharing their knowledge and experiences across schools and communities to raise awareness and break down stigma and discrimination.

The Mental Health First Aid website also provides downloadable resources that include:

- *Mental health in schools factsheet:* Statistics on young people's mental health and the factors affecting wellbeing in schools

- *Helpful resources for young people's mental health:* A list of organisations, support sources, training and information for schools

- *Whole school approach framework:* Information on the most effective approach to mental health in schools, and a training framework for the whole school

DfE announcement
http://preview.tinyurl.com/y9mmrjo4

MHFA website
http://preview.tinyurl.com/ycdtgoej

SEND provision capital funding for pupils with EHC plans

DfE 4th August

This information identifies how much special provision funding local authorities will receive from 2018 to 2020, and provides guidance on requirements to access the fund. The special provision fund allocations were announced on 4th March and aim to support local authorities to make capital investments in provision for pupils with SEND. Local authorities can invest in new places and improvements to facilities for pupils with education, health and care (EHC) plans in mainstream and special schools, nurseries, colleges and other provision. Over the three year period, every LA will receive at least £500,000 but the funding will not be ring-fenced.

http://preview.tinyurl.com/zsa3gjp

DfE SEN Newsletter

5th July

This latest issue includes:
- A message from Robert Goodwill MP, Minister of State for Children and Families.
- Information on funding grants provided to organisations for SEND support in 2017-18.
- Finalising Transfer Reviews for existing Statements of SEN by 1 April 2018 including how the DfE have now implemented LA monthly information gathering surveys.
- The closing of the consultation on the Rochford Review and Primary assessment in England.
- Publication of recent reports; Ofsted and CQC Local Area Inspections; Guidance on EHC plans for 19-25 year olds with SEND; Disagreement Resolution; Early Years Workforce Strategy: User satisfaction survey.
- Information on available SEN funding for refugee children resettled under certain government programmes.
- The Right Place - a DfE-funded project to widen access to work for young people with SEND on post-16 study programmes and broker work placements between employers and post-16 education providers commissioned by the Royal Mencap Society.
- SEND Youth Justice Project being supported by Achievement for All.
- Local Authority workshops on supporting children and young people's speech language and communication.
- Request for contributions from those with experience of working with children and young people who speak English as an additional language.
- New resources available: The National Sensory Impairment Partnership; Anti-Bullying Alliance 'All Together' Project; Preparing for Adulthood outcomes in EHC plans across the age ranges; EHC plan guidance for health and social care professionals.
- Top Tips for professionals to support children and young people to participate in their EHC plan.
- Personal Budgets - links to resources.
- Making Participation Work.
- SEND Workforce Development Programme.
- Support for early years, school and post 16 settings in responding to the needs of children and young people with autism.
- Reminder about the value of joining the SENCO Forum e-discussion group.
- Update from the Whole School SEND Consortium.

http://preview.tinyurl.com/y9yaca5g

Autism awareness

An introduction to autism is a video clip that aims to raise awareness among young non-autistic audiences of the behaviours of those with autism spectrum disorders.

http://preview.tinyurl.com/y9oxzrb6

How long should SEN records be kept?

The Information Management Toolkit for Schools was created to assist schools to manage their information inline with the current legislative frameworks.

Note it states the following: *Primary schools do not need to keep copies of any records in the pupil record except if there is an ongoing legal action when the pupil leaves the school. Custody of and responsibility for the records passes to the school the pupil transfers to.*

The school which the pupil attended until statutory school leaving age is responsible for retaining the pupil record until the pupil reaches the age of 25 years. [See the retention schedule for further information. P 51 provides an outline of responsibilities relating to SEN documentation.

http://preview.tinyurl.com/ ybhtcp3u

SENCo and governor relationship toolkit

Anita Devi

This booklet outlines issues and links to tools to respond to them, in order to bring about improved outcomes for pupils with SEND. The four sections are:

- Working in collaboration
- How to make the most of meetings
- Termly reporting
- Formal compliance

http://preview.tinyurl.com/ y7bn26ht

Speech language and social skills

Many free and practical downloadable resources on the Worcestershire website targeting speech and language and social skills.

http://preview.tinyurl.com/jjlk833

Audit of SEN in initial teacher training provision

The National Association of School Based Teacher Training, in collaboration with Anita Devi, have produced the NASBTT Initial Teacher Training (ITT) SEND Toolkit. This evolved from several questions amongst professionals that asked how to incorporate SEND into initial training and ensure the experience trainees had was sufficient.

The completed (but still developing) resource, aims to enable ITT providers (including schools), to audit their existing practice, build on strengths and address areas for development.

The toolkit includes the following to enable ITT providers to undertake an audit of provision for trainee teachers:

- Using the audit tool – an interactive and reflective session
- Using the toolkit to address gaps that emerge from the audit
- How to maximise use of the NASBTT ITT SEND Toolkit

http://preview.tinyurl.com/ y7ygt7bo

SPECIAL NEEDS INFORMATION PRESS

Next month in SNIP

Pupils who are coeliac

Supporting pupils affected by trauma

Improving spelling

Research, guidelines, review and much more