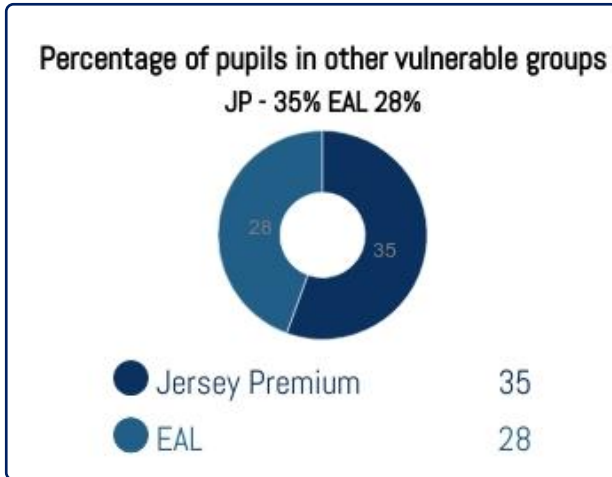


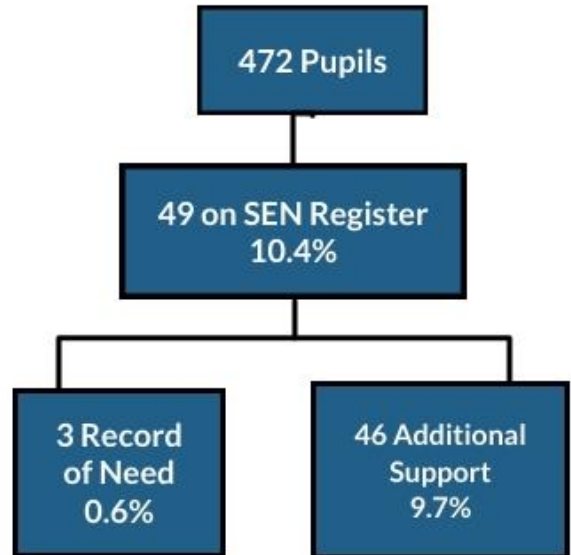
# **d'Auvergne SEN Information Report 2018 - 2019**



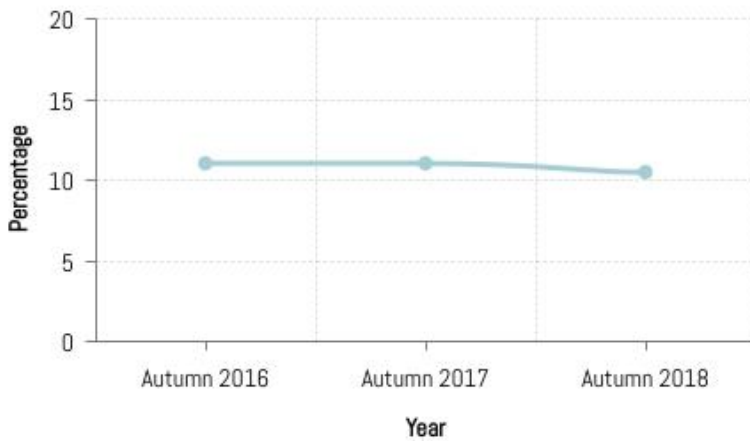
# SEN Profile



Percentage of pupils with SEN in relation to whole school population

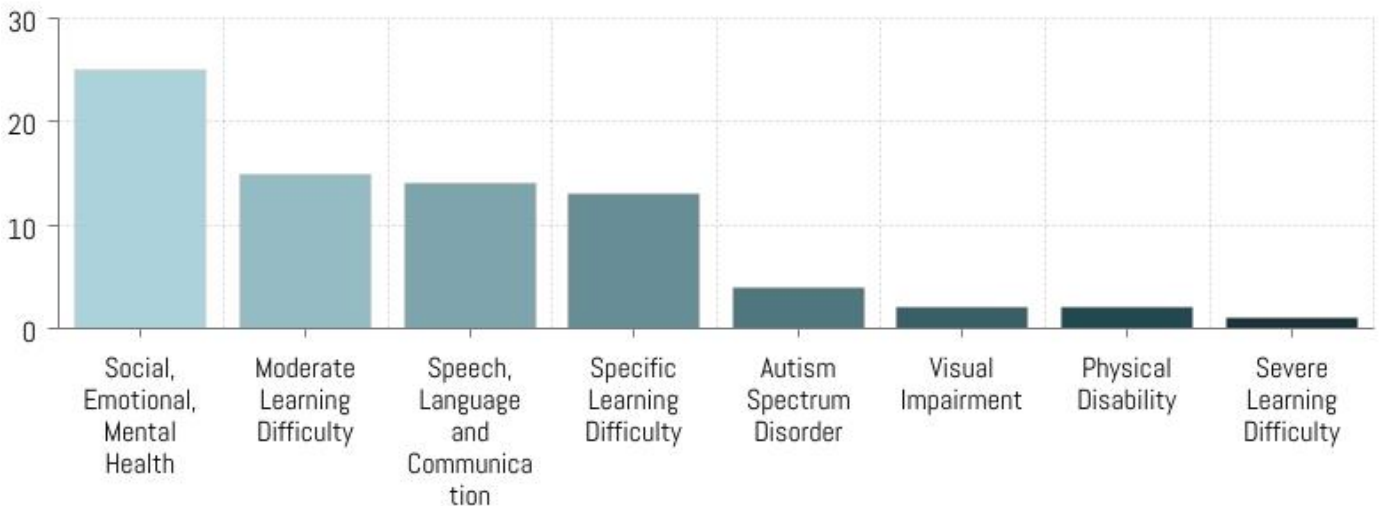


**Comparisons with Previous Years**  
Percentage of Children on the SEN Register in Previous Years



**96%** SEN rate of attendance

**SEN Categories for which provision has been made**



# SEN Achievement

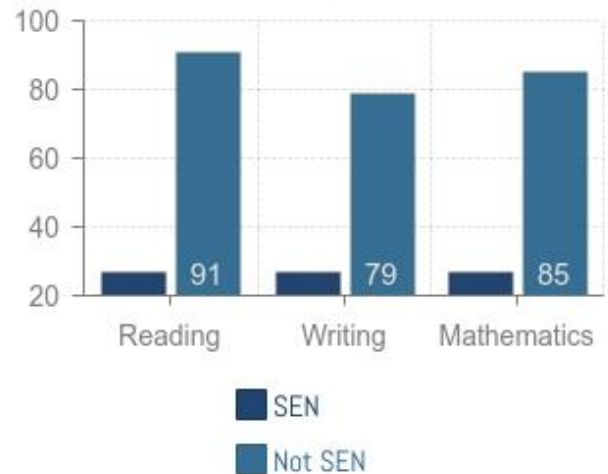
Percentage of Year 2 Pupils Achieving 2D and Above

2018 - 2019



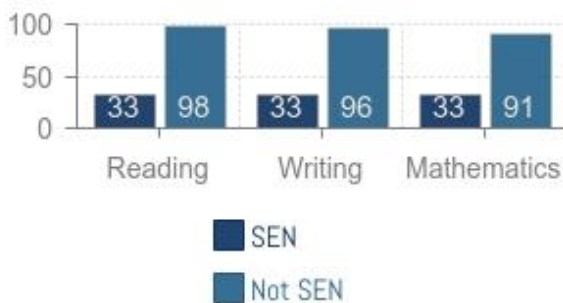
Percentage of Year 2 Pupils Achieving 2S

2018 - 2019



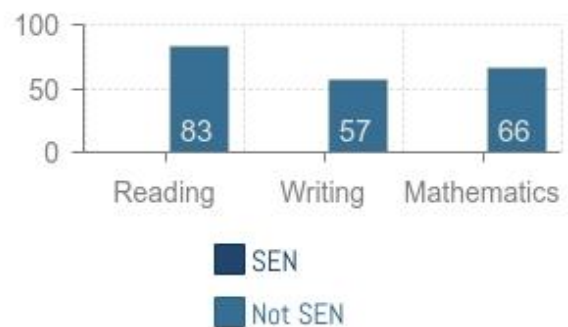
Percentage of Year 4 Pupils Achieving 4D or Above

2018 - 2019



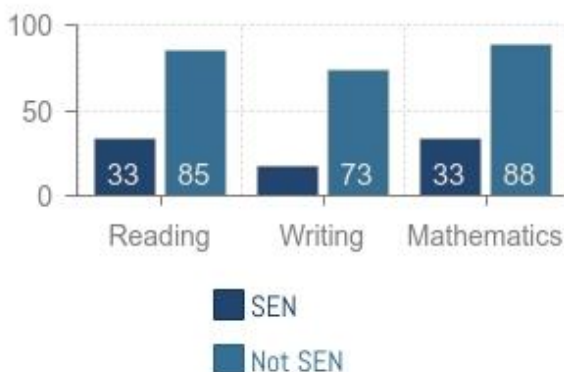
Percentage of Year 4 Pupils Achieving 4S

2018 - 2019



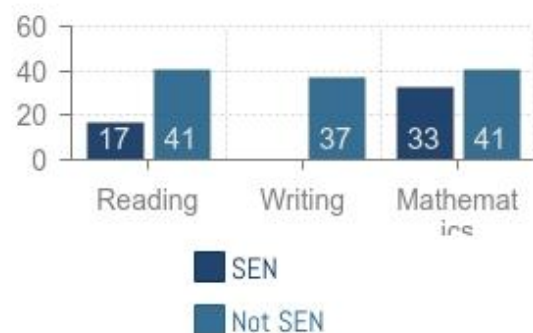
Percentage of Year 6 Pupils Achieving 6D or Above

2018 - 2019



Percentage of Year 6 Pupils Achieving 6S

2018 - 2019



# SEN Information

## Responsibility for SEN within the school:

### **SENCO - Josie Fernandes:**

- Supporting the identification of children with special educational needs.
- Co-ordinating provision for children with SEN.
- Liaising with parents
- Liaising with outside agencies and professionals
- Ensuring that the school keeps the records of all pupils with SEN up to date.

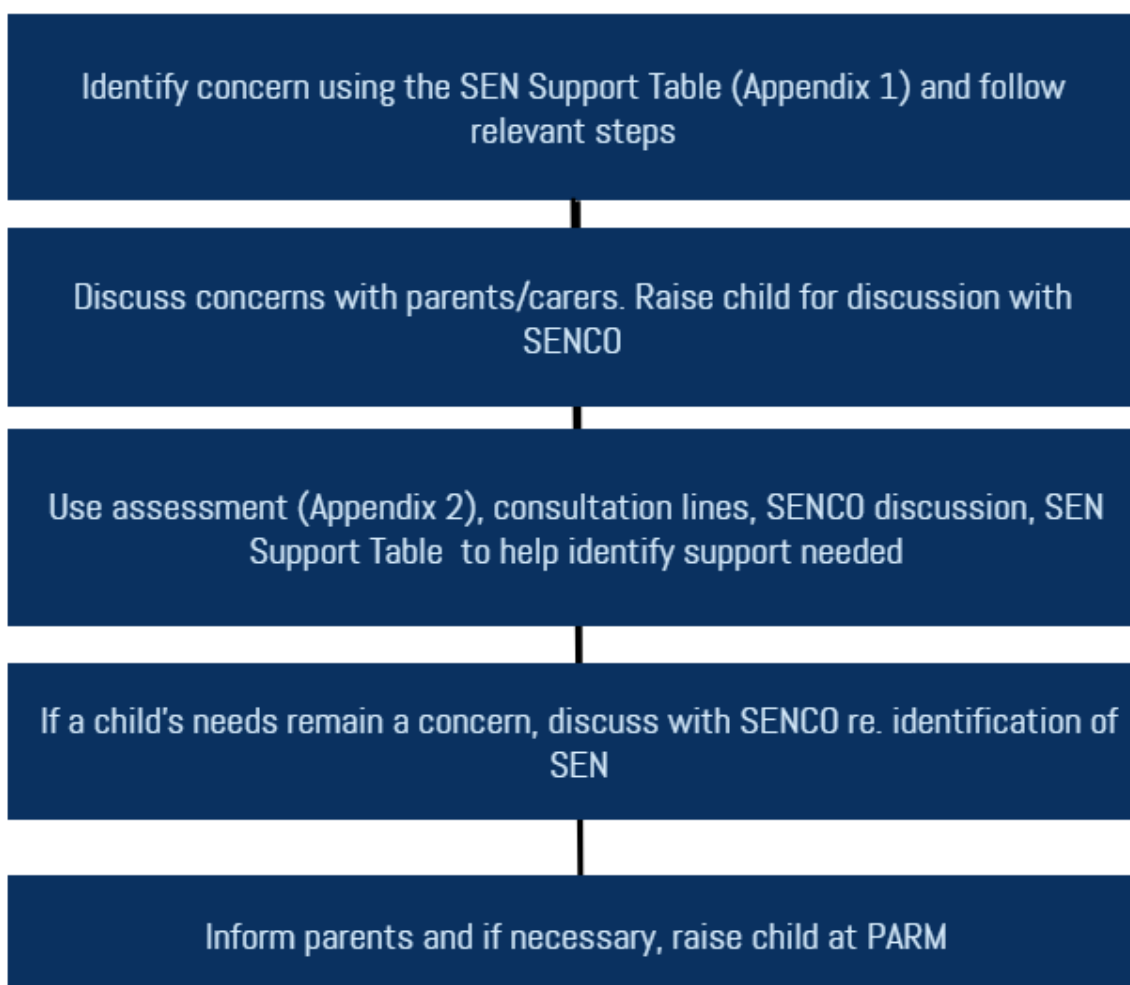
### **Class Teachers:**

- To provide high quality class teaching
- To provide an adapted and personalised curriculum for SEN pupils
- To plan, monitor, review and implement provision for SEN pupils
- To keep parents informed

### **SLT:**

- To ensure that SEN support meets pupils' needs and is cost-effective.
- Working collaboratively with the SENCO to ensure high quality practice
- Supporting teachers and support staff
- Monitoring teachers and support staff

## Identifying and Assessing



## **Consulting Parents/Carers**

- Meetings with Teacher/SENCO/Keyworkers/Head Teacher
- Parents are consulted on interventions/provisions and thoughts are recorded on provision maps (Example – Appendix 3)
- Three Reports from class teacher a year sent home
- Three consultation meetings a year with class teacher (and SENCO where requested)
- Assessment results from in school assessments, put into a comprehensive report and shared with parents (Example – Appendix 4)
- Meetings with other professionals and SENCOs, following and/or during involvement
- Emails between Teacher/SENCO/Head Teacher and Parents
- Annual Reviews
- Evidence towards Record of Need Targets, shared with parents
- Parent survey

## **Consulting Children with SEN**

- Children with a Record of Need have a fortnightly meeting with their teacher to review progress towards targets and set new targets
- Children are consulted on interventions/provisions and thoughts are recorded on provision maps
- Children provide feedback on their report (supported where needed)
- As much as possible and where appropriate, children attend meetings being held about their learning and needs

## Assessing and Reviewing

In addition to our standard school data collection:

- Provision Maps are continually updated with exit data and are a 'live' reflection of what provision is in place for a child at any time
- SEN Meetings with Class Teachers were held termly
- Pupil Progress Meetings were held
- Termly meetings with Class Teachers of pupils with a Record of Need and SENCo to monitor progress
- SIMS and SIMS Discover were used to record and monitor SEN progress
- Children with a Record of Need have a fortnightly meeting with their teacher to review targets and discuss next steps
- Children accessing P-Scales have a monitoring sheet in the front of their books, this is used by all supporting adults to monitor progress and gather evidence.

## Transition

- d'Auvergne works closely with external agencies and advice from these is sought and followed
- Class Teachers and other appropriate school staff receive recent and historic SEN information about their pupils
- Additional visits to Secondary Schools
- Comprehensive transition plans are made, for children with additional needs, when they transfer into a different phase of their education
- Meetings with new teachers and other appropriate staff, keyworkers, pupils and parents
- When appropriate graduated transfer took place to ensure smooth transition
- Time was allocated to teachers to prepare for transition between year groups

## **Teaching children and young people with SEN**

**Our main approach for supporting children with SEN is high quality teaching.**

We believe that every teacher is a teacher of SEN; SENCo and SLT support all teachers in achieving optimum success with our pupils with SEN.

d'Auvergne School is an inclusive school and during 2018-2019 all pupils received whole class differentiated teaching and a balanced and broad curriculum, including outdoor learning and trips and visits. We fully supported all our pupils (including those with SEN) to access all learning opportunities and make additional provision where necessary (eg. by providing additional adult support).

## **Adaptations to the Curriculum and Learning Environment**

- Class Teachers differentiate lessons to meet all learners' needs.
- Teachers took into account pupils' levels of attainment and, where indicated, selected targets that were not within ARE for specific pupils with SEN.
- The SENCo deployed additional support staff and Keyworkers to meet the needs of pupils with SEN.
- Where sought, professional advice was followed and interventions put in place to meet needs of pupils with SEN.

## **Expertise and Training of Staff**

- d'Auvergne staff have ongoing training and support from other professionals
- All staff were encouraged to access the '2018 – 2019 Training Offer for Schools'
- TAs received bi-weekly in-school SEN focussed training
- We regularly hold in-school training.
- The SENCo held a range of staff meetings throughout the year
- SENCo attended all relevant SENCo training
- SENCO has a Level 3 qualification and is an ELKLAN Level 1 tutor

## **Evaluating the Effectiveness of Provision**

- Book Looks
- Observations of teachers and TAs
- Monitoring of the effectiveness of provisions/interventions – provision maps, intervention monitoring sheets, precision teaching
- SEN Assessments (appendix 3)
- Fortnightly teacher and child Record of Need meetings
- Review meetings with parents, teacher and SENCo

## **How Children Were Enabled to Engage in Activities Available to All**

- We are an inclusive school and all children are able to access all opportunities.
- SEN children are not excluded from any opportunities on offer.
- Teachers strive to find out children's interests and tailor the provision in school to meet these.
- Where necessary parents were invited to support children with SEN on trips and additional adults were provided.
- Risk Assessments were completed for every trip and off-site school activity. These made provision for all pupils, including those with SEN.

## **Other Services**

**(including health and social care, and voluntary sector organisations)**

In April 2019 d'Auvergne employed a fulltime Safeguarding and Pastoral Lead

d'Auvergne's School SENCo and Pastoral Lead co-ordinated appropriate intervention both from within school resources and from external agencies from initial identification of learning needs

The SENCo and Pastoral Lead were responsible for making the decision to involve other services after obtaining parental consent. Where referrals were made, these were discussed on a case by case basis directly with the agency involved, parents, class teacher and also at termly PARM meetings.



## Improving Emotional and Social Development

Emotional and social development of all pupils is a key priority at d'Auvergne. We have a wide variety of resources available to support our pupils wellbeing:

- A fulltime Pastoral Lead
- A Wellbeing Room
- Wellbeing Support from Gerry Gray, our Wellbeing Facilitator (1 day per week) both one to one and whole class sessions
- PSHE curriculum
- Health and Intimate Care Plans
- We have 3 trained ELSAs
- Whole School assemblies
- Social Skills
- Clear positive expectations in school
- Piloted a wellbeing scheme, 'A Friend in Me'

## Parental Complaints

d'Auvergne School has a Complaints Policy and Procedure which applies for all children and parents. We encourage parents to share concerns with class teachers, SENCo or other members of SLT. All members of SLT and the SENCo have their contact details available on the school website.

## Accessibility Plan

- Soundfields were installed in the new part of the school building (opened September 2016).
- Wheelchair access is available to all areas of the school and facilitated to the first floor by a lift.
- Refuge points for wheelchair users at top of staircase.
- There are disabled toilets on each floor, and in each wing of the building.
- A changing table was bought (to be used with a pupil in Nursery).
- TEACCH Workstations were operational in 3 classrooms.

## **Initiatives to Improve Quality of SEN Provision**

- We streamlined our interventions to those we are trained in and have a proven track record
- We provide additional 1:1 reading support before school to avoid disruption to class time
- We changed our provision maps and how we use them
- We engage with parents about all provision and outcomes of assessments and give ways to support at home
- Following assessments SENCo. provides teachers and parents with a comprehensive report complete with suggestions for how to support
- We held an SEN staff meetings and 'Lunch and Learns'
- SENCo trained to become an ELKLAN L1 Tutor and began training TAs in L1 ELKLAN
- We worked with speech and language to screen all children in foundation stage with WellComm and ran language circles based on the screening results
- SENCo worked collaboratively with SLT, staff and parents to write an SEN policy
- TAs received fortnightly SEN focussed training from the SENCO and other professionals
- We brought in new assessments and interventions, including SENT Maths Assessment and Toe by Toe, a dyslexia intervention

## **Additional Support for Parents (including services and organisations)**

With support from the Early Help process and our family support worker we were able to direct parents to a range of support services including parenting services at the bridge, school nurse, and The Jersey Online Directory. We hold the Triple P program at school that a number of parents accessed.

We also have a parenting section on our website where parents can find out about additional support services.

## **SEN and the School Development Plan**

## **Objective: To improve progress and attainment for children on the SEN register**

- All children on the register will make at least good progress
- The percentage of children achieving ARE will improve in each class
- Children with SEN will be challenged and supported to work independently
- Support from additional adults add to progress
- Parents are fully informed and involved with planning and supporting children on the SEN register
- Assessment is used effectively to inform planning and provision for children on the SEN register



# Policies

## d'Auvergne's Special Educational Needs Policy

### Overview

d'Auvergne is a 2-3 form entry school, there are currently 470 children on roll of which around 12% are on the SEN register.

### d'Auvergne's Vision and Aims

d'Auvergne's vision for children with special educational needs is the same as for all children– That all children will be the best that they can be, believe in themselves and have high aspirations for their futures.

At d'Auvergne we value diversity and are committed to building relationships and strengthening our community. We provide a safe, stimulating learning environment with an enriched curriculum that includes exciting, engaging opportunities and develops an enthusiasm for lifelong learning. Throughout their time at d'Auvergne pupils will develop: confidence, resilience and most importantly respect for themselves and others.

This means that first and foremost all children will be entitled to high quality teaching and an engaging and varied curriculum in a safe and inclusive environment. Our aim is that special educational needs will be picked up at the earliest point with support routinely put in place quickly. Children and their parents or carers will be fully involved in decisions about their child's needs, the support in place and what they want to achieve. The aspirations and achievement for all children will be raised through a shared focus on meeting needs.

As a school our aims are that:

- All of our pupils receive quality teaching and make good progress, realising their full potential;
- We offer a rich and varied curriculum that will be accessible to all
- We work in partnership with parents, carers and children in developing abilities and meeting needs
- We identify pupils with a special educational need or disability as early as possible and ensure provision is made to meet needs
- Our teachers are aware of their responsibility to meet the needs of all pupils in line with the 2017 code of practice
- Adults are able to meet the needs of pupils with up-to-date training, a relevant knowledge of a child's needs and a shared passion for achievement and inclusion.
- Through effective systems of identification, planning, reviewing and implementation all children can achieve

**SENCO** (Special Educational Needs Coordinator): Mrs Josie Fernandes – Member of d'Auvergne's senior leadership team

**Email:** [j.fernandes@dauvergne.sch.ie](mailto:j.fernandes@dauvergne.sch.ie)

**Tel:** 01534 625858

### Identification of Special Educational Needs:

A pupil has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At d'Auvergne we identify special educational needs by building on information from previous settings, discussions with parents/carers and the pupil, consulting with other agencies and previous teachers.

Class teachers will make regular assessments of progress for all pupils, these seek to identify pupils making less than expected progress given their age and individual circumstances.

Our first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be slower, teachers work with the SENCo, to assess whether the child/young person has SEN and which category of need it can be identified as – communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and/or physical needs.

The purpose of identification is to aid us in planning how to best meet a child's needs and if necessary which agency to consult for support.

At d'Auvergne our identification process allows us to ensure that other factors that may impact progress and attainment are not wrongly identified as SEN, including but not limited to; attendance, having English as an additional language or health and welfare.

### d'Auvergne's Graduated Approach to SEN

At d'Auvergne teachers are responsible and accountable for progress and development of all pupils in their class. Our first step in supporting pupils who have a SEN is high quality teaching – additional provision is to support this.

To support teachers in effectively making additional provision we use the graduated approach cycle of assess, plan, do, review.

#### **Assess:**

- Teacher's assessment and experience of the pupil – information-pupil progress, attainment and behaviour
- Development in comparison with peers
- Views and experience of parents and pupil
- Seek advice from external support services

#### **Plan for Intervention/Provision/Need:**

- Make the pupil/family aware of the need
- Explore ability to change – what needs to be in place for the change to happen?
- Continually reflect on the needs
- Consider how the intervention has been selected. Do objectives of intervention match with pupils' identified needs?
- Consider whether the person who is delivering the intervention has the necessary skills, knowledge and understanding
- Consider whether all those involved in the intervention are aware of what it is and why it is happening - including the child

#### **Do:**

- Support changes – put intervention in place based on need.
- Evaluate the change – What can pupil do now that they could not before it?
- Record and measure
- Have a process for sharing information about the intervention and pupil progress with the class teacher

#### **Review:**

Consider -

- Has the aim of the intervention been achieved? Is further intervention needed?
- Is it effective – is it having a positive impact on pupil outcomes?
- What factors made it effective?
- Could any changes be made to make it more effective? Eg. Is lead person confident in their skills? Need for staff training? Did pupils enjoy it? Did pupils think there was a point to them doing it?

We use provision maps to record and monitor each step of the graduated approach. Our provision maps are working documents that are regularly reviewed. These are tool for monitoring and are used as an overview of the needs, targets and provision for a child with SEN that can be shared with all adults working with the child.

#### Criteria for Exiting the SEN Register:

Careful observations, progress and attainment data, scrutiny of work produced, discussion with teachers, views of parents and carers and the views of the pupil inform a review of the SEN register up to 3 times a year.

A child showing continual progress and improved attainment, who is now working within age-related expectations, will be re-assessed and discussion regarding the removal, or change of status on the SEN register will follow.

#### Monitoring and Evaluation of SEN

Careful monitoring and evaluation of the quality of provision provided for all our pupils is of great importance to us at d’Auvergne. We regularly observe teaching and interventions, we hold SEN audits with experienced SENCOs from other schools, we value and consider pupil and parent views and our school senior leadership team discuss SEN provision on a weekly basis.

#### Training and Resources

All staff are given regular, relevant and up to date training. Training needs are informed through observations, audits, need of pupils and through discussions with staff.

#### Roles and Responsibilities

At d’Auvergne we believe that it is vital that everyone working with pupils with special educational needs are clear about their role in developing the school’s inclusive approach and how they contribute to pupils learning and progress.

Mrs Fernandes, the schools SENCO is responsible for the day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN. The SENCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies.

The SENCO and the Headteacher together with the senior leadership team work closely with staff to ensure the effective day to day operation of the school’s special educational needs policy. The SENCO

and Headteacher will identify areas for development in special educational needs and contribute to the school's development plan.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and monitoring their progress. All staff will work closely with the SENCO.

### Storing and Managing Information

All information on pupils with SEN is stored in a named SEN file, in a locked filing cabinet. We encourage all staff working with the child to access this information to ensure they are best placed to meet the child's need. Any information sent via email will be password protected or a child's initials will be used. We will always seek a parent's permission before sharing a child's information with any support agencies.

### Accessibility

At d'Auvergne all teachers set high expectations for every child, whatever their prior attainment. We aim to identify and address potential areas of need at the outset. Lessons are planned to address need and to remove barriers to pupil achievement, such planning means that pupils with SEN and disabilities will be able to study the full national curriculum.

d'Auvergne aims to ensure that: -

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities which are differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work

We have disabled toilets throughout the school. We have wheelchair access to the ground floor of the building and lift access to the second floor. The stair cases have hand rails and clear markings on the stairs. The Year 2 and Year 3 classrooms each have a Soundfield system installed. We have an adjustable changing bed in one of our disabled toilets.

### Supporting Pupils and Families

If you require further information about d'Auvergne school or to view our SEN Information Report you can visit our school website: <http://www.dauvergne.sch.je/>

Island wide support services can be found on the Jersey Online Directory: [www.iod.je](http://www.iod.je)

## Comments, Complaints and Questions

If you have any questions, comments or complaints please contact our SENCO, Mrs Josie Fernandes – [j.fernandes@dauvergne.sch.je](mailto:j.fernandes@dauvergne.sch.je), or our Headteacher, Mr Sam Cooper – [s.cooper@dauvergne.sch.je](mailto:s.cooper@dauvergne.sch.je)

## Intimate Care Policy



Date of policy: 12<sup>th</sup> November 2019



Member of staff responsible: Josie Fernandes

## **Introduction**

d'Auvergne School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all children with respect and dignity when intimate care is given. No child should be attended to in a way that causes distress, embarrassment or pain.

Children's dignity will be preserved and a high level of privacy, choice and control will be provided to them. Staff that provide intimate care to children have a high awareness of safeguarding issues. Staff will work in partnership with parents/carers to provide continuity of care.

## **Definition**

Intimate care is any care which involves washing, touching or carrying out an invasive procedure to intimate personal areas. In most cases such care will involve procedures to do with personal hygiene and the cleaning of associated equipment as part of the staff member's duty of care. In the case of specific procedures only the staff suitably trained and assessed as competent should undertake the procedure.

## **Our Approach to Best Practice**

The management of all children with intimate care needs will be carefully planned. The child who requires care will be treated with respect at all times; the child's welfare and dignity is of paramount importance.

Staff who provide intimate care are fully aware of best practice. Suitable equipment and facilities will be provided to assist children who need special arrangements following assessment from the appropriate agencies.

It is essential that the adult who is going to change the child informs the teacher and/or another member of staff that they are going to do this. There is no written legal requirement that two adults must be present.

Staff will be supported to adapt their practice in relation to the needs of individual children taking into account developmental changes such as the onset of puberty or menstruation. Wherever possible staff involved in intimate care will not be involved in the delivery of sex education to the children in their care as an extra safeguard to both staff and children involved.

The child will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each child to do as much for him/herself as they are able.

Individual intimate care plans will be drawn up for children as appropriate to suit the circumstances of the child.

Each child's right to privacy will be respected. Careful consideration will be given to each child's situation to determine how many carers will need to be present when the child is toileted.

Wherever possible the child should be cared for by an adult of the same sex. However, in certain circumstances this principle may need to be waived where the failure to provide appropriate care would result in negligence for example, female staff supporting boys in our school, as no male staff are available.

Intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on the child's personal care plan. The needs and wishes of children and parents will be taken into account wherever possible within the constraints of staffing and equal opportunities legislation.

### **The Protection of Children**

Safeguarding Procedures and Multi-Agency Protection procedures will be adhered to. Where parents do not co-operate with intimate care agreements concerns should be raised with the parents in the first instance. A meeting may be called that could possibly include the health visitor and Headteacher to identify the areas of concern and how all present can address them. If these concerns continue there should be discussions with the school's safeguarding co-ordinator about the appropriate action to take to safeguard the welfare of the child.

If any member of staff has concerns about physical changes to a child's presentation, e.g. marks, bruises, soreness etc. s/he will immediately report concerns to the appropriate designated person for safeguarding either Rachel Maguire or Sam Cooper.

If a child becomes distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into and outcomes recorded. Parents/carers will be contacted at the earliest opportunity as part of the process in order to reach a resolution; staffing schedules will be altered until the issue(s) are resolved.



## Intimate Care Plan

<b>Child's Name:</b>	<b>Year Group:</b>
<b>Date of Plan:</b>	<b>Review Date:</b>
<b>Area of need:</b>	
<b>Equipment needed/By whom:</b>	
<b>Location of suitable facilities:</b>	
<b>Support required:</b>	<b>Frequency of support:</b>

School will...	Parents will...	Child will try to...
	-	

Signed (Parent): \_\_\_\_\_

Signed (Staff): \_\_\_\_\_

Guidelines

Written guidelines should specify:

- \* Who will change the child (to include cover for absence etc.)
- \* Where changing will take place
- \* What resources will be used and who will provide them
- \* How a nappy will be disposed of
- \* How other wet or soiled clothes will be dealt with
- \* What the member of staff will do if the child is unduly distressed or if marks or injuries are noticed
- \* How changing occasions will be recorded and how this will be communicated to parents (in confidence)
- \* Agree with parents, staff and children, the appropriate terminology for private parts of the body and functions. Use these terms as appropriate
- \* Agree a written procedure for personal care/toileting
- \* Ensure clarity in job descriptions of the personnel involved in changing children
- \* View 'changing' time as a positive learning experience (aiming to gradually increase the child's independence and self-worth)

During Intimate Care:

- \* Speak to the child personally by name so that s/he is aware of being the focus of the activity
- \* Give explanations of what is happening in a straightforward and reassuring way
- \* Enable the child to be prepared for and to anticipate events while demonstrating respect for his/her body e.g. by giving them a strong sensory clue such as using a sponge or pad to signal an intention to wash or change
- \* When washing, always use a sponge or flannel and where possible encourage the child to attempt to wash private parts of the body him/herself
- \* Provide facilities which afford privacy and modesty e.g. separate toileting and changing for boys and girls or at least adequate screening; bathing/changing one child at a time
- \* Respect a child's preference for a particular carer and sequence of care
- \* Keep records, which note responses to intimate care and changes in behaviour

Intimate Care Plan Appendix 3: Risk Assessment

**Child's Name:** ..... **Name of School:** .....

**Date of Risk Assessment:** .....

	Yes	Notes
1. Does weight/size/shape of pupil present a risk?		
2. Does communication present a risk?		
3. Does comprehension present a risk?		
4. Is there a history of child protection concerns?		
5. Are there any medical considerations? Including pain/discomfort?		
6. Has there ever been allegations made by the child or family?		
7. Does moving and handling present a risk?		
8. Does behaviour present a risk?		
9. Is staff capability a risk? (back injury/ pregnancy)		
10. Are there any risks concerning individual capability (pupil)? <ul style="list-style-type: none"> <li>• General fragility</li> <li>• Fragile bones</li> <li>• Head control</li> <li>• Epilepsy</li> <li>• Other</li> </ul>		
11. Are there any environmental risks? <ul style="list-style-type: none"> <li>• Heat/cold</li> </ul>		

If Yes to any of the above complete a detailed personal care plan.

**Date:** .....

**Signed:** .....

Name: .....

# Appendices

## Appendix 1: SEN Support Table

Identify Concern:		1: Do	2: Assess/Next Step	3: Intervention/Provision	4: Review or Refer
<b>Speech and Language Difficulties -</b> -Difficulties with speech sounds. -Difficulties with understanding language -Difficulties with producing language -Difficulties with using language appropriately in context (social skills)	- Look on the child's file - Speak to the child's previous teacher - Speak to the child	- Identify speech sounds child struggles with and focus on for a week and share these with parents - Refer to Guidance for reference folder - Look at Speech and Language therapy referral form – this will give you some indication of language mile stones	- WellComm (up to age 6) - BPVS - Complete a SPACES profile	- WellComm interventions - Raise with Josie to speak to Cathy (speech and lang. therapist) - ICWs (Information carrying words) assessment/intervention	1. Speak to parents 2. Complete SALT referral
<b>Social, Emotional and Behavioural Difficulties -</b> -Disruptive, anti-social and aggressive behaviour -Poor peer and family relationship -Hyperactivity, attention and concentration problems -Withdrawal or isolation -Immature social skills -Lacking concentration -Presenting challenging behaviours	- Speak to parents - Speak to the child	- Speak to parents - Has something happened at home? - Think why are they behaving this way? All behaviour has a purpose, what is the child trying to tell you? - Ensure all physical and emotional needs are met:	- Complete a RAG timetable for 2 weeks – any patterns? - Call SEMHIT Wed. 3pm – 4.30pm 449417 - Call Mental health worker Wed.12.30pm – 3.30pm 07797 913548	- ELSA – 6 Weeks - Complete a behaviour plan, share with child, parents and all adults working with the child - Possible Wellbeing referral  - Speak to Rachel	- Speak to SENCO about SEMHIT referral - Wellbeing referral - Speak to Rachel

		tired, hungry, anxious, or fearful? - Pupil voice –Speak to child about their behaviours? Interests? Wants? Opinions? - Complete the sensory assessment checklist	- Call wellbeing team Wed. 12.30pm – 3pm 07797 916879 - Complete a SPACES		
<b>Difficulties with reading (specific learning difficulty) -</b> -Problems learning the names and sounds of letters -Confusing the order of letters in words -Reading slowly or making errors when reading aloud -Visual disturbances when letters and words move around or appear blurred -Poor reading comprehension		- Teacher reading – what does this tell you? What is the need? - Does this child read every night? - High frequency word reading practice - Speak to literacy coordinator for support - Ensure you have a dyslexia friendly classroom - Has the child had a recent eye test? Could this be visual stress?	-COPS (age 4 – 8)/LASS (age 8 – 11)/RAPID (4-15) -JLait - reading -Single Word Reading -Non-verbal reasoning -Diagnostic reading analysis - Complete a SPACES profile - Visual Stress assessment	- Recommendations from JLait - Recommendations from CoPS/LASS - Toe by Toe or NESSY - Reading Recording Intervention - Phonics support - Precision teaching - Comprehension Support - Multisensory phonics (precision teaching) - 1:1 Read Write Inc.	- Complete PARM form for possible EP involvement
<b>Difficulties with writing and spelling (specific learning difficulty) -</b> -Spelling that is unpredictable and inconsistent -Consistently putting letters and figures the wrong way round -Answering questions well orally, but having difficulty writing down the answer -Slow writing speed		- Make sure writing is stimulating and engaging - Environment is calm - Expectations high - Classroom dyslexia friendly - Speak to literacy coordinator for support	-COPS (age 4 – 8)/LASS (age 8 – 11)/RAPID (4-15) -JLait - writing -Single Word Reading -Non-verbal reasoning -Diagnostic reading analysis - Complete a SPACES profile	- Recommendations from JLait - Recommendations from COPS/LASS - Reading response - Implement strategies from Guidance for reference sheets - Implement advice from JLait analysis - Word Wasp or NESSY - Toe by Toe - Vocabulary development	- Complete PARM form for possible EP involvement



<p>-Problems copying written language, slow to complete written work</p>				<p>- 1:1 Read Write Inc.</p>	
<p><b>Difficulties with processing -</b>          -Difficulty carrying out a sequence of directions          -Struggling to learn sequences, such as days of the week or the alphabet          -Poor phonological awareness and phoneme discrimination skills</p>		<p>- Break instructions down into smaller steps          - Make sure that you have useful and relevant displays – alphabet, number line, letter sounds etc.</p>	<p>- COPS (age 4 – 8)/LASS (age 8 – 11)/RAPID (4-15)          - BPVS          - Nonverbal reasoning          - Complete a SPACES profile          - ICW assessment</p>	<p>- Recommendations from JLaIt          - Recommendations from COPS/LASS          - Implement strategies from Guidance for reference sheets          - ICWs (Information carrying words)          - Auditory memory training          - Verbal reasoning development training</p>	<p>- Complete PARM form          - Initial concerns form</p>
<p><b>Motor skills and organisation difficulties - concerns of possible dyspraxia:</b>          -Difficulties in Physical Education lessons          -Slow at dressing. Unable to tie shoe laces          -Barely legible handwriting          -Immature drawing and copying skills          -Limited concentration and poor listening skills</p>		<p>- Daily handwriting practice          - Hand workouts before any writing – finger press ups, tight fist and release, using tweezers, squeezing pegs          - Identify if gross or fine or both          - Refer to Guidance for reference folder          - Look at occupational therapy ‘before referral checklist’ and referral form          - Complete the sensory assessment checklist</p>		<p>- Implement strategies from Guidance for reference sheets</p>	<p>- Complete OT referral form          - Initial concerns form</p>
<p><b>Social Communication Difficulties:</b>          -Little interest in social interactions          -Not adapting language to different listeners/situations          -Difficulty making inferences and understanding things that are implied</p>		<p>- Model good social skills          - Encourage use of turn taking games          - See ASD strategies help sheet T-shared/Special</p>		<p>- LEGO club          - TEACHH Station (see Josie for support)          - Social Stories</p>	<p>- Complete ASCIT request for Involvement</p>

<ul style="list-style-type: none"> <li>-Communication difficulties with understanding and using non-verbal and verbal language.</li> <li>-Difficulty interpreting social behaviour, affecting interaction with adults and other children.</li> <li>-Struggles to think (creativity and imagination) and behave flexibly.</li> <li>-Trouble understanding nonverbal communication, such as facial expressions</li> </ul>		<p>needs/guidance for reference/Autism</p> <ul style="list-style-type: none"> <li>- Refer to Guidance for reference folder Q-Drive/Special Needs and look at strategy sheets</li> <li>- Adopt strategies shared in TEACHH training staff meeting 22/03/18 (see Josie for support)</li> </ul>			
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## Appendix 2: SEN Assessment

### SEN Tests d'Auvergne

#### CoPS:

System for early identification of dyslexia

Age: 4 – 8

More info: <https://www.gl-assessment.co.uk/products/lucid-cops/>

CoPs assesses for:

- Phonological awareness
- Phoneme discrimination
- Auditory short-term memory
- Visual short-term memory
- Visual and verbal sequencing

#### RAPID

Swift, objective and accurate assessment for dyslexia

Age: 4 – 15

Rapid is the solution for quick group/class screening for dyslexia in pupils aged 4 to 15. It's made up of three enjoyable and non-threatening tests that are sensitive cognitive indicators of dyslexia. Each screening component has been individually standardised, to maximise accuracy in detection of dyslexia and prevent dyslexic children 'slipping through the net'.

Rapid assesses for:

- Phonological processing (4 - 15 years)
- Working memory (4 - 15 Years)
- Phonic decoding skills (8 - 15 years)
- Visual-verbal integration memory (4 - 7 years)

#### LASS

Identifies dyslexic tendencies and other learning needs

Ages: 8 -11

LASS is a multifunctional assessment system designed to highlight differences between actual and expected literacy levels. LASS is adaptive, so assessments are as brief as practicable without losing their accuracy. It is available in two versions: for ages 8-11, and for 11-15.

LASS assesses for:

- Visual memory
- Auditory-verbal memory
- Phonic reading skills
- Phonological processing ability
- Single word reading
- Sentence reading
- Spelling

- Reasoning

LASS can identify needs in:

- assessing attainment in reading and spelling
- measuring discrepancies between actual and expected literacy attainment
- identifying underlying problems in memory or phonological skills
- monitoring development in reading and spelling on a regular basis
- evaluating progress in memory, phonological and phonic skills
- estimating the student's intelligence
- assessing reasoning

### **JLait (Jersey Literacy Assessment and Intervention Tool)**

This tool is designed to support educational practitioners in teaching pupils who have some difficulties with reading and/or writing where identifying what actually needs to be done is not clear. It is not designed to diagnose dyslexia but the needs of a child that may have dyslexia.

Carried out by: Class teacher

Reading needs are divided into 7 blocks and Writing has 5 blocks.

The blocks for **Reading** are:

1. Reading Disposition: This element explores a child's attitude towards reading.
2. Mechanisms for Reading: This element looks at the practical skills a child needs to be able to read and decode words.
3. Comprehension: This element explores the extent to which a child is able to extract meaning from texts.
4. Phrasing and Fluency: This element explores the child's ability to use punctuation and font styles to change their expressive reading style.
5. Early Reading Skills: This element explores a child's early literacy development and pre-reading skills.
6. Physical Elements of Reading: The section explores the practical and kinaesthetic aspects of reading such as body posture and dexterity.
7. Contextual/Contributing Factors: This element explores mitigating circumstances that are likely to affect a child's ability to focus on reading or make progress within the classroom environment.
8. Working Memory: This score explores the extent to which there may be a 'Working Memory' element to the child's presentation. The data automatically identifies which of the statements have a strong working memory function within it.

The 5 blocks for **Writing** are:

1. Writing Disposition: This element explores a child's attitude towards writing.
2. Mechanisms for Writing: The element looks at the practical skills a child needs to be able to record their ideas in different forms.
3. Punctuation: This element explores the extent to which a child is able to use age-appropriate punctuation rules to enhance their writing.
4. Physical Elements: This section explores the practical and kinaesthetic aspects of writing such as body posture and dexterity.
5. Grammar and Context: This element explores whether the child is able to use age-appropriate grammar in speech and writing.

How to use the results:

1. The averages score

The averages score is your first piece of data and can be used as a direct comparison with the other block averages. This will give you a hierarchy of areas of relative strengths and weaknesses straight away. This should be your starting point in focusing in on what the child's specific area(s) of difficulty are.

2. Key and specific difficulties

The data can also be analysed on a micro level as it is now possible to focus on very specific areas of weakness (those scoring 3, 4 and 5). This information can be used as a specific target for intervention.

3. Working Memory (Reading only)

The working memory score can be used in the same way as above to specifically target working memory if the overall score is 3 or above, or it can be valued as a success indicator.

See user manual: Special Needs/Tests/J-Lait

**BPVS (British Picture Vocabulary Scale)**

Age: 3 -15

Administered on an individual basis and provides standardised scores – no reading or writing is required

A BPVS is useful for measuring a pupil's aptitude (natural ability) for the English language this will allow the teacher to gauge the level of instruction given to a child and a child's comprehension of instructions. It can also give you a measure of a pupil's vocabulary development.

EAL – A BPVS has a separate scoring sheet for EAL pupils and can be used as an indicator of a child's comprehension of the English language without the need for speaking

**Diagnostic Reading Analysis**

Age 6 – 16

Provides a standardised assessment; assessing fluency, comprehension and accuracy. It can assess which cueing systems for reading a pupil can use effectively, those which are used inaccurately and those which aren't used at all - This can inform target setting.

There are 2 tests so you can use as an assessment tool to track progress made following provision or intervention.

**Non – Word Reading Test**

Age: 6 – 16

A 5 – 10 minute assessment that can be administered to a whole class, group or individual; testing decoding speed and accuracy.

**Single Word Reading:**

Age: 6 – 16

This test can be used alongside the LASS if single word reading is a concern or on its own - it is designed to provide both diagnostic and standardised scores. It can give you a reading age and a raw score but can also be used to monitor progress or diagnostically to

look at phonics and decoding. If phonics is identified, then it can tell the teacher what area of phonics to focus on.

### **Non-Verbal Reasoning**

Non-Verbal Reasoning involves no reading, so can provide insight into the abilities of pupils who think more easily in images than words and those who have limited reading skills, for pupils with dyslexia, pupils who struggle with reading, or those who speak English as an Additional Language (EAL).

Age: 6 – 11

It can be administered as a class (there are different tests for different ages) to small groups or to individuals and will provide raw scores, age equivalent scores and a percentile rank against national average. Non-verbal reasoning is useful for enhancing your knowledge of a pupil's abilities to help inform teaching strategies. Non-Verbal Reasoning is ideal for helping you assess the abilities of dyslexic pupils or others who are stronger at thinking via the visual medium, particularly as it involves no reading or aural comprehension. It identifies the potential in all pupils as the assessment is word-free and non-culturally specific, and therefore not biased towards any social, cultural or linguistic group.

### **WellComm**

Age: 6 months – 6 years

WellComm is both an assessment and a resource tool for early years' speech and language intervention.

Uses:

- Assessment
- Track progress
- Identify specific concerns
- Provides bespoke, need focused activities
- Provides guidance on group based activities
- Facilitates collaborative learning

### **SENT R and SENT KS2 – KS3 Maths assessment**

Age: 4 – 14 years

The Sandwell Early Numeracy Test assesses a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language. It is useful in helping to identify targets for pupils with Special Educational Needs.

Uses:

- To help inform targeted teaching strategies
- Helps to identify the specific number skills throughout primary school, from primary into secondary and in upper Key Stage 2 and Key Stage 3
- It can be used to monitor the impact of teaching interventions on rate of progress
- The test will enable you to group children with similar levels of attainment to facilitate teaching

- It can be used to inform targeted teaching strategies and to monitor the impact of teaching interventions, including effective use of the Pupil Premium

### **Visual Stress**

Age: Any

Visual Stress is a perceptual processing condition that causes reading difficulties, headaches and visual problems from exposure to patterns in text, such as lines of text. Visual Stress is linked to dyslexia and similar visual learning difficulties. Sufferers experience print distortion and fatigue when reading.

Visual Stress is also known as Meares-Irlen syndrome, after the two researchers who first discovered the connection between white page glare and reading difficulties.

Uses:

- Identifies possible visual stress
- Identifies if an overlay is needed and the correct colour
- Identifies improvement in reading rate with an overlay

**SEN Provision – Child X**

Special Educational Need	Target	SEN Provision (what, who, how long)	Agency Involvement	Start Date and Data	Exit Date and Data	Pupil Voice	Parent Voice	Next Steps
Moderate learning difficulty – phonological awareness	To learn set one speed sounds	RWI 30 mins daily, 1:1 daily reading, 1:1 support first 15 mins of the day. Speech and language support. 1:1 daily speed sounds (twice a day)		Sept. 19 Number of sounds: 10/31	13/11/19 Number of sounds: 30/31		Mum happy for support to be given to CHILD X. Mum only went to school herself for 2 years as a child. Mum has noticed CHILD X now corrects mums Portuguese. Mum also aware of home learning book and how this is useful for CHILD X to work in at home.	-Set 1 speed sounds on desk -Daily practice 1 minute with a friend -Continue to practice 'ng'
Moderate learning difficulty – phonological awareness	To learn set two speed sounds	RWI 30 mins daily, 1:1 daily reading, 1:1 support first 15 mins of the day. Speech and language support. 1:1 daily speed sounds (twice a day)		18 Nov. 19 Number of sounds: 2/12	27 <sup>th</sup> Nov. 19 Number of sounds: 10/12		Mum has noticed CHILD X now corrects mums Portuguese. Mum also aware of home learning book and how this is useful for CHILD X to work in at home.	-Set 2 speed sounds on desk -Daily practise with partner -Practise of 'air' and 'ar'
Moderate learning difficulty - reading	To learn to read 100 sight words	Precision teaching first 5 words Lynn 10 minutes daily		13 <sup>th</sup> Nov 19 Number of HFW: 20	25/11/2019 Number of HFW: 32 16 <sup>th</sup> Dec 2019 Number of HFW:		Mum has noticed CHILD X now corrects mums Portuguese. Mum also aware of home learning book and how this is useful for CHILD X to work in at home.	



Moderate learning difficulty – Spelling	To learn to segment CVC words to hear the sounds and spell	Daily practice of CVC spellings. Additionally, practising 1 high frequency word per week. Weekly test on Monday. Spelling words on desk.	EP	Nov 19  CVC words that can be spelt correctly: short sound words spelt correctly – sometimes missing middle sound.  HFW that can be spelt correctly: 14/100	Dec. 19  CVC words that can be spelt correctly:  HFW that can be spelt correctly:			
Speech and Language	S and L targets:  1. Develop SVO sentence structure for a picture. 2. Develop vocab around body parts. 3. Develop vocab through things that go together / category sorting.	Daily work on targets – Katie Le Put 15 minutes daily	Speech and Language therapy	Nov 19	Dec. 19			

### Appendix 3: Example Provision Map

## Appendix 4: Example Assessment Report

### Child X COPS Profile

Module	Measure/Description	Centile*
Rabbits	Visual sequential memory	5
Friends	Visual sequential memory and verbal encoding (colours)	17
Toybox	Visual associative memory and verbal encoding	13
Letters	Visual sequential memory and verbal encoding (symbols)	92
Names	Auditory/verbal associative memory	23
Races	Auditory/ verbal sequential memory	43
Rhymes	Phonological awareness	15
Wock	Phoneme discrimination	26

**5 or below/Red = Risk**

**20 or below/Orange = Concern**

**20 and above/Green = No concern**

**Visual Sequential Memory** is the ability to remember visual details in the **correct sequence**.

- This is essential for **spelling and reading**, where your child needs to remember the sequence of letters in order to spell the word correctly.
- When doing **multiple digit addition and subtraction**, visual sequential memory is essential to help your child copy the numbers in the correct order.

These results show us that Child X has strong auditory associative memory skill and a strong sequential memory with verbal encoding, which means that when visuals are combined with verbal, eg. having a good memory for descriptions of pictures. His phoneme discrimination is good; this is his ability to hear subtle differences in sounds.

### What this may mean for Rodirigo:

#### **Visual Sequential Difficulties –**

- This will impact his ability to read and spell.
- He may mix up letters that sound similar i and e, m and n etc.
- He may have a slower reading speed - hesitant reading with many small mistakes.

- Visual discrimination difficulty - confusing similar looking letter shapes and words, especially those that are a mirror or reversal of one another, e.g. b's and d's, 'was' and 'saw'.
- Letters and numbers can be written back-to-front or upside down and there is no visual recognition to self-correct the error.
- Left-right confusion.
- Mixing up the sequence of letters – Have you noticed this in Child X's spelling? He may know how to spell the word but the information is output from the brain in the wrong sequence. (Omitting letters when spelling is also common)
- Visual recall – Visual memory allows us to recognise and remember letters, numbers, symbols, and words. Where there is a problem with accessing this visual memory Child X may not remember words he read just a few moments before. It may also cause a word that is learned one day to be forgotten the next.
- Difficulty spelling homophones and sight words - Homophones are words that sound the same but are spelled differently. e.g. 'their' and 'there', 'pane' and 'pain'. Sight words don't follow phonic rules so they have to be learned by remembering the way they look e.g. spelling 'does' as it sounds 'duz'. Homophones and sight words are particularly problematic as children with visual processing dyslexia rely upon sounding out the word to spell it because they cannot remember the way it looks.
- Difficulty copying
- Visual pursuit and tracking - missing off the end of a word, skipping over a word or missing out lines this is the ability to visually track along a line of text.
- Slower writing – We know Child X has lots of ideas but putting those thoughts into words will be a much longer process.

### **Advice:**

Child X has a good auditory memory; this is his ability to remember the information he has heard – Make use of this strength, provide Child X with visuals for his learning and discuss with him.

Strategies: Link pictures to words

Work with Child X's strengths

- Teach using kinesthetic (movement and feel) approaches, link words and pictures.
- **Use a structured phonic approach** - Understanding spelling rules will help. Gain mastery of all the phonic sounds, syllables, prefixes and suffixes so a child knows how to construct a word using sounds - Phonics programs that do not use visual strategies are likely to be ineffective.
- Link a funny picture to the word or letters

- Give student one task at a time and talk at a slow pace.
- Practice rhyming, segmenting words into syllables, segmenting compound words, sound-blending and using similar sounding words (like obvious/oblivious).
- Provide seating near audio source. Example: front of the class or near a video monitor
- Eliminate unnecessary background noise during tasks. Example: TV, stereo, outdoor noise
- Careful structuring and monitoring of phonics activities required, with ample practice (overlearning).
- Multisensory phonics work is recommended, building on any visual and kinaesthetic strength.
- Phonological awareness training is needed.
- Mnemonic spelling strategies can be used to help spell sight words - The first letter of each word spells out the word you need to remember. A funny picture reinforces the memory. e.g. was a sausage helps to spell 'was'.
- Use the ability to rhyme as a spelling strategy - Rhyming can be used to help to by recognise common letter patterns e.g. if you know how to spell pink then it will help 'drink', 'stink' and 'think'.
- Copying must be kept to a minimum!
- Try different colours behind text - A white background can cause visual stress. The 'glare' causes words to blur or even move on the page. (I have yellow white boards and yellow paper if you want some)
- Use a reading ruler or card (I have loads in my office)

<https://www.ot-mom-learning-activities.com/visual-sequential-memory.html> for parents