

SENCO Update

Supporting Special Educational Needs Coordinators

June 2003 Issue 46

SEN provision: LEAs struggle to support schools

Schools' Views of their LEAs: The National Schools Survey 2002 (published in March), is the Audit Commission's second annual report on how schools rate LEA services and the support. Schools in 117 English local authorities responded to the survey, which was designed through 'collaboration between LEAs, the Audit Commission and Ofsted, rather than an inspection-driven exercise'.

Respondents were asked to rate their LEA on a scale of one (very good) to five (very poor) in relation to 10 aspects of SEN. This part of a wide-ranging survey on LEAs had the highest proportion of questions rated as less than satisfactory on average. Seven out of the 10 SEN aspects were rated as less than satisfactory.

The lowest-rated aspect in the survey as a whole was 'The efficiency with which statutory assessments of pupils with SEN are made'. This received an average rating of 3.24 and 37% of schools rated it as below satisfactory.

The second lowest rating (average 3.20) was given to the question on LEA effectiveness in 'developing the school's capacity to meet the needs of pupils with SEN' and 36% of schools rated LEA capacity as below satisfactory.

The effectiveness of learning support received the highest rating (average 2.83) within the SEN section of the survey and 80% of schools rated this as satisfactory or above. SEN services and support to schools do not seem have improved significantly since the first survey, with two exceptions:

- the effectiveness of educational psychology (increased from 64% to 71%

satisfactory or better)

- the effectiveness of learning support (increased from 74% to 80% satisfactory or better).

Two questions receive lower ratings than in a previous survey:

- your LEA's planning of SEN provision to meet identified needs (from 76% to 71% satisfactory or better)
- the LEA's effectiveness in developing your school's capacity to meet the needs of pupils with SEN (from 68% to 64% satisfactory or better)

Some of the tensions and dilemmas related to SEN and the role of LEAs in providing services and support to schools are also referred to in the report, and summarised as follows:

SEN is a very complex area where funding has often been recently delegated to schools. A recent Audit Commission report (Statutory Assessment and Statements of SEN: In Need of Review? 2002) suggested that schools' low ratings of support for SEN could be due partly to a mismatch between the perceptions of LEAs and schools about the resources that they receive to support pupils with SEN as more are educated in mainstream schools. (para 7, p.5)

Schools' Views of their LEAs 2002: The National Schools Survey is available online: www.audit-commission.gov.uk
To obtain a printed copy telephone: 0800 502030. The school survey website www.audit-commission.gov.uk/schoolsurvey holds the analysis for participating LEAs within a secure area.

Most primary schools lack staff with SEN qualification

Primary headteachers have reported continued concerns about SEN provision according to this year's review of trends in education.* Headteachers were asked how many members of the teaching staff had a post-experience qualification in SEN. Within each participating primary school the number of full-time teachers (including the headteacher) with a post-experience qualification in SEN ranged from none to four; 60% of the schools reported that they had no teachers with a post-experience qualification in SEN and a further 25% reported having only one. This survey shows a similar pattern of SEN qualifications to last year.

Headteachers were asked to indicate whether the proportion of statemented pupils had changed from the previous year. Approximately two-fifths of schools reported an increase and one-fifth reported a decrease. The remaining two-fifths of schools reported no change. This is in line with data from last year.

Headteachers were also asked to describe up to three topics that were of particular concern to the governing body during the academic year 2001-02. This year the most frequently mentioned topics were budgets/funding issues, followed by staff-related issues. Other commonly discussed topics this year showed a similar trend to the 2001 survey, including buildings/accommodation, Ofsted/general inspection issues and issues related to admission policies.

**Annual survey of trends in education - Digest No. 14*, published by NFER

CONTENTS

1-2 News: SEN provision - LEAs struggle to support schools; Most primary schools lack staff with SEN qualification; New guidance on support for children with disabilities; NC - disapplication in KS4; Getting truants back to school

3 Case in point: Including pupils with special educational needs in mainstream schools

4 Research news: NHS and schools - working together to improve mental health

5 Research news: Playing for Success continues to score

6-7 Perspective: How well do you PARRC? - *Maria Landy*

8-9 Publication digest: Assessment for learning

10 Professional update: Transition planning: getting it right

11 Resources

12 Advance Notice

New guidance on support for children with disabilities

New guidance aimed at ensuring children with disabilities get support right from birth is essential to ensuring they can succeed at school. The three sets of linked guidelines, published in May, aim to create stronger partnerships between parents and service providers in the areas of education, health and social services in order to break down the barriers to early identification and ensure that children receive effective support. The documents are:

● **Together from the Start** – This guidance is for health, education and social service professionals and promotes a more coordinated, family-centred approach to multiagency working. It is being issued by the Department for Education and Skills and the Department of Health.

● **Developing Early Intervention/Support Services for Deaf Children and their Families** – Guidance produced by DfES in conjunction with the Royal National Institute for the Deaf (RNID). This is designed to assist local education authorities in addressing the ramifications of Newborn Hearing Screening, which is helping to identify deafness in children earlier than ever before.

● **Right from the Start Template** – This guidance has been produced by SCOPE

and a number of other voluntary bodies and professional organisations with the backing of the Department of Health. It deals with the difficult area of breaking news of disability. The advice promotes a culture of respect for children and parents.

The guidelines, published by the government in association with Scope and the RNID, advise education, health and social services professionals on how to provide family-centred services with access to the latest advances in health technology.

Parents often report that they face a lack of sensitivity at the time of diagnosis, experience inconsistent patterns of service provision and a lack of coordination between service providers. Some find themselves dealing with a bewildering array of professionals, having to tell their story over and over again to each of them.

The government is supporting the good practice set out in these guidance documents and new ways of working at a local level through 28 pilot projects as part of the DfES-funded Early Support Pilot Programme (ESPP).

Early years SENCOs can find the guidance at www.dfes.gov.uk/sen

Getting truants back to school

The overall effectiveness of a truancy sweep is most influenced by what happens when a pupil is returned to school. A new research report* calls for closer liaison with schools, coordinated post-sweep attendance monitoring, the targeting of parents as well as pupils during follow-up and dedicated truancy sweep coordinators.

Sweeps are conducted by partnerships of uniformed police officers and education welfare officers. During a sweep any young person believed to be of school age will be stopped and their non-attendance queried. In May 2002, a campaign of truancy sweeps was conducted in 82 LEAs. A repeat campaign took place later in the year during the second week of December, although this time it was extended to involve all LEAs.

Reintegration of pupils

Effective reintegration, in which SENCOs may become involved, should be a planned response that ensures pupils are returned appropriately to school and received in a manner that would facilitate their smooth reintegration. A sympathetic and sensitive approach is recommended, possibly using supportive non-academic staff, such as learning mentors or Connexions advisors to engage young people in initial discussion.

Successful follow-up very much depends on the individual needs of each pupil. Where schools had been better briefed in the lead-up to sweeps, they were in a better position to play a more effective and supportive role in any follow-up. The extent of parentally condoned absence uncovered shows that follow-up with parents may be equally as important as follow-up with pupils.

Operating a sweep

Patrol teams should carry reference materials for prompt verification of reasons for absence. These might include key contacts and phone numbers for schools, timetables for study leave or Inset days, names of excluded or off-roll pupils and contact details for sweep coordinators and patrol teams operating simultaneously. The use of a designated place (eg a community centre or Connexions office) enables a period of initial assessment, a chance to find out whether the young person is already involved in any attendance work and an area for 'cooling off'.

***Evaluation of truancy sweep follow-ups, NFER**

A summary of the research findings can be found on the DfES website: www.dfes.gov.uk/schoolattendance

National curriculum: disapplication in key stage 4

The DfES issued new guidance (ref: DfES/0076/2003) on disapplication of the national curriculum in January 2003 and this comes into force from August 2003. It sets out clearly the circumstances in each key stage in which disapplications can be permitted.

From August 2003, schools will be able to use disapplication to develop the curriculum for the whole school, or the curriculum for a key stage, a year group, or a group of pupils. Such disapplications will need to be covered by a direction from the secretary of state for education and skills, following application by the school.

Current regulations state that, for an individual pupil, up to two national curriculum subjects may be disapplied. To enable extended work-related learning to take place, these can be taken from design and technology (D&T), modern foreign languages (MFL) and science. For the

purpose of curriculum emphasis and consolidated learning, either or both of D&T and MFL may be disapplied.

From August 2003, the purposes of curriculum emphasis and consolidated learning will be replaced by 'if it will otherwise educationally benefit a pupil'. It will be for the school to determine its own criteria for this purpose. For this purpose, D&T and MFL may be disapplied.

Both sets of regulations state that in all cases, pupils must continue to study all remaining national curriculum subjects for key stage 4 (including citizenship, PE and ICT) and religious education, careers education and sex education. Groups of pupils cannot be disapplied from citizenship, PE or ICT unless the school has applied for and received a direction from the secretary of state which includes one or more of these subjects.

Including pupils with special educational needs in mainstream schools

One local education authority's successful policy for inclusion is now featured as an example of good practice on the DfES website.* The report notes, in the last five years the pace towards inclusion has been gathering momentum, reflected in changes in the law, notably the 2001 Special Needs Disability Act, which ensures increased accessibility to school premises and also to the curriculum and extra-curricular activities. The big challenge for LEAs is to plan strategically for the inclusion of SEN pupils taking into account the fact that children have this increased right to mainstream education and automatic entry to mainstream school unless parents request a special school.

This case study illustrates some of the good practice in Bury schools and analyses the factors which contribute to the LEA's success in exceeding the government's expectations for SEN inclusion. The evidence comes from meetings with senior education officers, headteachers, and SENCOs, the scrutiny of documentation and visits to one special school, two high schools and a primary school, during which lessons were observed and discussions held with pupils.

The strategy is based on a commitment to properly resourced inclusive education whilst acknowledging that for some pupils with more complex needs, there will be a continuing role for specialist provision, including special schools.

Successful outcomes

The main tangible outcomes of the policy include:

A rise in the attainment of SEN pupils; in 2002 at key stage 2, 35% of pupils at Stage 3 on the Code of Practice achieved Level 4+ in English, 43% in mathematics and 67% in science, an increase overall on the previous year. At key stage 3, all pupils on the autistic disorder spectrum, half of the physically disabled pupils and just under half of the pupils statemented for emotional and behavioural difficulties, achieved national expectations in the core subjects. At key stage 4 in 2002, 89% of pupils on Stage 3 and 61% on Stage 5 achieved five A-G grades at GCSE, higher proportions than in 2001.

A reduction in the number of statements maintained; the LEA is moving towards its

challenging but realistic target of 2.8% in 2004 from last year's figure of 3.8%.

A reduction in the number of pupils placed in special schools; 0.7% of the school population is in special schools, an improvement from the already low percentage of 0.8% in 1997.

A reduction in the number of pupils placed outside the LEA; from 132 in 2000 to 93 in 2002.

Increased access to training for teachers, support assistants and governors; the SEN course programme and attendance figures demonstrate the enhanced opportunities for continued professional development.

These key measurable success criteria need to be considered alongside other gains in respect of pupils' self-esteem and in improved relationships between pupils with SEN and their peers.

Factors contributing to the LEA's success in SEN inclusion

The report provides illustrative case studies of successful inclusive practice in a special school for pupils with moderate or severe learning difficulties or autism and in two secondary schools. It claims that the borough's successful inclusion policy has benefited from the following factors:

- Effective leadership over a long period of time by elected members who made some tough political decisions in the mid 1980s and subsequently rationalised special school provision through closures and amalgamations. They had a vision for inclusivity and met the challenge of resourcing it adequately.
- High-quality advice from the professional officers of the LEA via regular briefings on the issues which needed to be resolved by the decision makers when considering the inclusion agenda. The ability to mediate between tensions is crucial - for example, special schools versus mainstream, segregated versus inclusive provision, delegation of funding versus retention of funding and the views of parents versus the views of children versus the views of schools.
- The excellent leadership of the Access and Inclusion Service and its high-quality staff who are trusted by the schools.
- A coherent strategy for SEN inclusion that is consistent with the principles and practice of social inclusion in its broadest sense aligned to a service structure which can deliver holistically and through a multi-agency approach.
- The leadership and expertise of the two special schools, which are conducive to

successful outreach work with the mainstream sector.

- The high degree of cooperation demonstrated by the heads of the mainstream schools who value inclusion and can resolve the potential tension between the need to maximise standards with the desire to be inclusive. The most successful schools have proved that being inclusive can help to raise achievement.
- Very good support for SEN pupils whatever their location; the role of the special support assistants is an important factor as are the contributions of the advisory teachers who are influential in promoting whole-school approaches to teaching and learning.
- Careful consideration of the needs of pupils who might benefit from short- or long-term placements and the cooperation of their parents/carers which leads to many more successes than failures.
- The strength of the SENCOs collectively who meet regularly, are kept up to date with LEA developments and develop their expertise through the training opportunities provided.
- A pragmatic and timely approach to inclusion which acknowledges that: special schools have an important role in the continuum of LEA provision; for some pupils specialist placement will be the best option; in-borough capacity has to be expanded in order to reduce the need for out-of-borough placements; it is important initially to work most closely with those mainstream schools genuinely committed to inclusive practices.

* A Local Education Authority (LEA) strategy for including pupils with special educational needs (SEN) in mainstream

schools, Metropolitan Borough of Bury. For further information contact Trish Dawson on t.dawson@bury.gov.uk

NHS and schools: working together to improve mental health

New research* reports on joint working between schools and CAMHS (Child and Adolescent Mental Health Services) and identifies ways in which this might improve. CAMHS are the section of the NHS responsible for children's mental health.

The research identifies many advantages of joint working, including a positive impact on children, staff and relationships between parents and schools. However, the research also identifies some barriers to joint working between schools and CAMHS, including its time-consuming nature, management difficulties, duplication of work and the difficulty of sharing information between the different agencies.

CAMHS worked with schools in a wide variety of ways. The most common form of work was consultation and support to school staff, often on a case-by-case basis with children referred to their service. They also provided consultation on behaviour, training and supervision for school staff, and contributed to health-promotion activities. Many CAMHS also worked directly with children and parents.

Clinical psychologists, community psychiatric nurses and social workers conducted most of the work of the CAMHS teams in schools. Few education staff were included in the CAMHS teams.

The majority of CAMHS (89%) responding to the survey worked with schools, including secondary schools (81%), primary schools (76%), special schools for children with emotional and behavioural disabilities (72%), special schools for learning difficulties (52%) and early years settings (40%). Just over half the CAMHS worked with LEAs. This included work with the educational psychology service, education welfare service and behaviour support services. The structure of the work varied significantly, from a joint integrated service, to secondments of staff between health to education and vice versa.

Working more closely in partnership increased awareness and learning between health and education staff. Education staff felt they had increased access to mental health services and a greater understanding of the services available. Health staff reported having a greater understanding of the school context and the impact it may have on children's mental health and staff and educational resources.

Barriers to joint working

- **Greater time investment required** - Most of those interviewed agreed that joint working was more time consuming, for example there is the need to find time to attend more meetings and networking.

- **Management difficulties** - Managers expressed concern that joint working was more complicated and more difficult, with complex lines of accountability. This made it a more time-consuming approach especially for middle management, and also sometimes in service delivery.

- **Information sharing** - A core problem seemed to be information sharing. For example, the practicalities of creating shared databases and files, and the issue of different levels of access and traditions of using files between different agencies.

- **Potential duplication of work** - Although joint working is designed to improve co-ordination of services, this may not always prevent duplication of work. Currently there are a lot of resources going into schools and there were examples of schools being overwhelmed with other agencies coming in. Ways of co-ordinating this need to be identified and potential overlapping of roles need to be clarified.

- **Being swamped with referrals** - Most respondents identified that the increased accessibility of the service and earlier identification of problems meant an increase in referrals. This presents an increased demand on the service, and problems with resource constraints.

- **Keeping professional identities** - Another problem identified was professionals losing their identity and feeling de-skilled, or becoming absorbed into other agencies' organisational cultures.

Key recommendations

The following are key recommendations for action drawn from the literature review, survey and case study research. Further recommendations are detailed in full report:

National policy level

- To give greater emphasis at national level, to the provision of preventative and early intervention mental health services for children and their families within school-based and other community settings.

Training

- For joint training to be developed with

CAMHS/educational psychologists and education specialists, and delivered on promoting children's mental health and effective early intervention work, within schools and community-based settings.

Local strategic action for LEAs

- As part of the local CAMHS strategy, local education authorities should outline the strategy for work between CAMHS and education (including schools). This should include a specific statement of the objectives to be met and the roles of particular staff and organisations.

Management at local level

- LEAs, school governors, headteachers and CAMHS staff to recognise that this joint working is a formal part of the job description for some staff.

Actions for schools

- Ensure that within schools there are effective whole-school approaches to promoting children's mental health, including good pastoral systems.
- Identify members of staff with responsibility for promoting children's mental health and provide protected time for this work to be undertaken.

Action for CAMHS

- Create formal integrated linkages with LEA staff, including educational psychologists, behavioural support services and education welfare officers to take advantage of multidisciplinary working and coordination of services.
- When establishing a project in schools, ensure that the role of the project is communicated to all school staff. This should include the headteacher, SENCOs, all class teachers, senior management team, heads of year and assistant heads for inclusion. This may need to be a continuous process where there is a high turnover of staff.

* Effective joint working between child and adolescent mental health services

(CAMHS) and schools, Bridgett Pettitt
Copies of the full report (RR412) are available by writing to DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ. The Research Brief and Research Report can also be accessed at www.dfes.gov.uk/research/

Playing for Success continues to score

An evaluation of its fourth year suggests that **Playing for Success**, a national initiative established by the DfES in partnership with the FA Premier League, the Nationwide League and their clubs, and LEAs, continues to help underachieving pupils. The initiative aims to contribute to raising educational standards, especially in urban areas, by setting up study support centres in professional football clubs and other sports venues.

Centres are managed by experienced teachers, who use the medium and environment of sport to support work in literacy, numeracy and ICT. With a focus on addressing the needs of underachieving young people, mainly in Years 6 to 9, the initiative places a strong emphasis on improving pupils' attitudes and motivation.

Key findings

The evaluation finds that **Playing for Success** is continuing to make a real impact on the pupils who attend and has reached its target group of underachieving young people.

On average, the young people who participated made significant progress in basic skills. This was particularly evident in numeracy and ICT. Pupils considered the centre to be 'fun', 'interesting' and 'a good idea for me'. Despite sessions being held after school, most pupils attended for 80% or more of the course. Parents had very positive views about their children's participation. Teachers rated the centres' organisation highly. All responding schools wanted another opportunity to take part.

Improved achievement

The researchers find that the initiative has contributed to improved achievement in the following ways:

- Pupils made substantial and significant progress in numeracy. On average, primary pupils improved their numeracy scores by about 17 months and secondary pupils by about 24 months.
- Gains in numeracy brought the performance of these underachieving young people much closer to the level expected for their age group, especially at key stage 2.
- Performance in reading comprehension improved during the pupils' time at the centres, although the progress of primary pupils did not quite reach statistical significance when compared with last

year's control group. Secondary pupils' reading comprehension scores improved significantly, by the equivalent of about eight months.

- Pupils' ICT skills improved significantly during their time at the centres. Their ability to operate a computer, carry out word-processing tasks, use email and navigate the internet improved markedly.
- Pupils' attitudes showed evidence of significant improvement in several respects. Compared with the control group, the changes of greatest educational significance were evident in pupils' independent study skills (for both key stages) and self-image (KS2 pupils only).
- Teachers and parents noticed particular improvements in pupils' self-confidence and ICT skills.

Playing for Success has reached its target group of underachieving pupils:

- The initial numeracy and reading comprehension scores of participating pupils were well below the level expected for their age.
- Sixteen per cent of pupils were eligible for free school meals.
- Just over half (54%) of the pupils attending the centres were boys. A quarter of pupils were from ethnic minority backgrounds, including Pakistani, Indian, Black Caribbean and Black African groups.
- The initiative benefited pupils, regardless of gender, deprivation, ethnicity or their fluency in English. However, there was some evidence that pupils with special needs did not make as much progress as others in self-confidence and basic skills.

What contributed to the centres' success?

Despite the fact that the initiative has expanded rapidly, the findings are very consistent over the four years of evaluation studies. They demonstrate that the centres have achieved a great deal. Gains in numeracy are particularly impressive, given the relatively short periods of time for which pupils attend (most pupils attended for less than 20 hours this year).

The football/sports club setting proved attractive to pupils, and was a strong element in motivating pupils to become involved in **Playing for Success**. They felt privileged to be selected, rather than singled

out as in need of extra help.

Once at the centres, pupils responded positively to many aspects of the initiative, especially using computers and the internet. They enjoyed the work, felt they had made progress and were grateful for the help they received. They also benefited from the opportunity to meet people and make new friends.

Attending an educational setting other than school gave underachieving youngsters the opportunity to make a 'fresh start'. Student mentors were available to provide advice and support, and the high ratio of staff to pupils enabled pupils to get immediate help and to make progress in their learning.

The centres provided some of the key elements in supporting independent learning. Centres used a target-setting process, whereby pupils identified their areas of difficulty and were given appropriate tasks.

Centre staff and mentors encouraged pupils to become more self-reliant and persistent in their learning. Pupils received feedback on their progress. There were opportunities for pupils to make choices and to develop independent study skills. All these elements contributed to pupils' progress and sense of achievement.

About the evaluation

This evaluation was carried out for the DfES by a team of researchers based at the National Foundation for Educational Research. All 58 centres returned information about their aims and operation. The team gathered pupil outcome data from 12 centres (a mixture of new and more established centres) during the spring term, 2002.

Although **Playing for Success** began as a football initiative, it has recently been extended to include other sports. Nine of the 12 centres included in this year's outcome evaluation were associated with football clubs.

Playing for success: an evaluation of the fourth year, Caroline Sharp, Jenny Blackmore, Lesley Kendall, Katy Greene, Wendy Keys, Anna Macaulay, Ian Schagen and Tilaye Yeshanew

Copies of the full report (RR402), priced £4.95, are available by writing to DfES Publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ. Research Briefs and Research Reports can be accessed at www.dfes.gov.uk/research/

How well do you PARRC?

Maria Landy looks at planning, assessing, recording, reporting and celebrating progress

I'm not very good at PARKing my new car but that's not the PARRCing I mean. I know that all schools, colleges, centres and PRUs need to ask themselves this basic question at best annually and at least every three years. PARRCing in this instance means – Planning, Assessment, Recording (PAR) so that you can write high-quality Reports and Celebrate or Certificate (RC) achievement.

Schools and colleges often have 'messy' systems that have developed clumsily over time and need to be formally evaluated to check on:

- a) relevance
- b) compliance
- c) suitability of current policies and practice.

PARRCing well is essential. If the systems are not slick and streamlined, time and energy, two of the most important commodities in our education system, will be heedlessly squandered. We can't afford it. As a nation, as an establishment, as a professional, as a leader, as a parent, as a learner, a thorough PARRCing review is essential.

Where to start?

As a professional don't think planning alone. Think PAR – and RC will follow! Never say I'm doing my planning – think of it more as 'I'm going to PAR!' Think Plan/Assess/Record – ask:

- a) What do I want to teach?
- b) How will I assess it? Write out the teaching objectives and desired learning outcomes. Pretend you are designing the end of module/lesson/group of lessons/half-term/term certificate.
- c) How will I record with the pupils/students at the end of each lesson/session so that they know how well they have done and that the system is do-able, either by myself as a teacher alone or with the support of my teaching assistant(s)?

If the PAR process is clear, it is easier to RC, ie to write high-quality reports and to celebrate achievement. It is also vital to understand the difference between attainment, progress and achievement. A simple way to explain it is that the attainment level is where we start, achievement level is where we end up and progress is how far we have come! Visit www.mtfl.co.uk for a simple

graph to help demonstrate and clarify this process, plus a useful summary sheet to record levels of attainment and to track progress over time. I would encourage you to map and draw out:

- a) how often you plan annually in each subject and course
- b) what assessments are expected and when
- c) how these are recorded to ensure the evidence is available and used to write high-quality and meaningful reports for the professionals, the parents and the learners
- d) how achievement is celebrated and certificated
- e) how this links to professional performance
- f) how the process links into target setting both for individuals and the establishment.

Inspections show that assessment, recording and reporting still needs improvement in many schools, as do individual education plans (IEPs). Many schools have good initial baseline assessments but do not have procedures in place to effectively monitor and track pupils' progress over time. This is essential, particularly in the light of the new Ofsted inspections and the latest renewed emphasis on self-evaluation and self-audit.

The big question in any self-evaluation is 'so what?'

1. What does this analysis tell us?
2. What lessons are there to learn to improve practice?
3. Are we using time wisely?
4. Is there duplication?
5. Have we identified any gaps?
6. Are we expecting too much from the staff? Is it do-able?
7. Are we clear what we expect teachers and staff to do?
8. Do we know what each learner is expected to have (should the word 'achieved' be here?) at each key stage? Does it vary?
9. Are we really celebrating and certificating achievement?
10. Can we show progress over time? ie do we PARRC well?

From records of achievement to new progress files

With the new national progress files replacing the former record of achievement

(often referred to as the wine list because of its burgundy leather cover), it is an excellent time to review what learners get at each age.

The new progress files

- Year 9 (red) - Getting started.
- Years 10 and 11 (orange) - Moving on.
- Post-16 (blue) - Widening horizons.
- Adult (purple) - Broadening horizons.

Free for 13-19 year olds.

Look out for the interactive ICT package that will help you personalise progress files for all students but especially those with SEN.

Further information:

www.dfes.gov.uk/progfile
 DfES - Tel: 0845 60 222 60,
 Fax: 0845 60 333 60
 E-mail: dfes@prolog.co.uk

What observations of the PARRCing process and evidence regarding progress over time can be made? They are that:

- Schools, colleges, PRUs and specialist providers vary enormously in their policies and practice.
- Several schools have a record of achievement or annual progress file for children at the foundation stage with an 'All about me', very personal and visually attractive approach.
- Key stages 1 and 2 have a similar 'All about me' approach, again very visual using lots of photographs.
- There is a special focus on transition between KS2 and 3 as a summary for Year 6 pupils – often involving the pupils in summarising their primary school achievements and experiences.
- Key stage 3 (especially Years 7 and 8) is less well defined or clear – varies.
- The national progress file is being introduced – schools are introducing this.
- Some innovative schools are even using the adult version for all staff – promoting an ethos of professional development and personal achievement for all!
- Some schools have a cumulative approach to achievement and a file with certificates and special events evidence is compiled but nobody is clear how much, of what type and for when.

- Several schools are not clear enough about what they are keeping, when and why!
- Several schools are not clear who the audience is for what!

It is important to be clear on the following:

1. Who is the progress file for?
2. How long it is for – a) annually b) for the key stage c) as and when?
3. How does the progress file link with any annotated and levelled work that is kept as evidence of progress over time?
4. How do IEPs link with the progress file?
5. How long does the school keep them as evidence?

A common framework for assessment, recording and reporting

It is good to note that several schools and specialist providers are beginning to use the QCA framework to PARRC better – the framework helps us to:

- recognise attainment below level 1 of the national curriculum
- describe changes in individual responses
- consider degrees of attention, discrimination and participation in experiences and activities
- record more consistently and annotate evidence better.

However, what is still needed is:

- much more joint assessment to help moderate levels and agree assessment criteria
- continuous classroom dialogue and feedback between teacher and support staff
- the realisation that time must be built into the lesson to assess and record with the learners on a regular basis involving them more in the assessment and recording process
- more practice in assessing, annotating, levelling and recording together to improve consistency.

A useful website to visit is www.ncaction.gov.uk as it gives lots of teaching ideas, provides samples of marked and annotated pupils' work at key stages 1-3 in all the ages and subjects, plus examples that are levelled.

It also shows how the programmes of study can be translated into real activities and how ICT can be used in subject teaching, helping you to keep the evidence required.

A framework for recognising attainment

Encounter	Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, for example, those who withhold their attention or their presence from many situations, their willingness to tolerate a shared activity may, in itself, be significant.
Awareness	Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person, for example, by briefly interrupting a pattern of self-absorbed movement or vocalisation.
Attention and response	Pupils attend and begin to respond, often not consistently, to what is happening, for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.
Engagement	Pupils show more consistent attention to, and can tell the difference between, specific events in their surrounding, for example by focused looking or listening; turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts.
Participation	Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement, although these responses may be supported by staff or other pupils.
Involvement	Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other pupils, for example by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing.
Gaining skills and understanding	Pupils gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum, for example, they can recognise the features of an object and understand its relevance, significance and use.

Planning, teaching and assessing the curriculum for pupils with learning difficulties p27 - General Guidelines - QCA Publications (tel 01787 884 444) ref. No. QCA/01/736

The framework shown above can help teachers recognise attainment below level 1 of the national curriculum. It describes possible changes in individual pupils' responses and behaviour as their early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding. The development of internal learning processes, for example, thinking skills, is shown by degrees of attentions, discrimination and participation in experience and activities.

Timely evaluation

Fortunately, or unfortunately, my new car has PARKing sensors. I sit inside and can't see the back or the front but I rely on sensors to witter at me: an intermittent witter means I'm near, a continuous nag means I'm nearly touching – a bump means I haven't listened!

You can't listen to this article unless you read out loud – heed my witter – it is timely to self evaluate policies and practices at each key stage. PARRC wisely and you can:

- a) make expectations clearer to staff,

- b) clarify your planning, assessment, recording, reporting and celebrating policy
- c) streamline the time, energy and efficiency of staff
- d) improve the current systems to make them more workable
- e) prevent another 'bolt-on' to an outdated system.

It has got to work for you in your situation so that you all PARRC well (with room to spare – avoiding the bumps!).

You can't do everything at once, but you can do something at once. As a former colleague of mine said, and I always remembered it – it's doing the right things as well as doing things right!

Maria Landy is leading national courses on 'How to PARRC well' and 'Target setting' for MTL (more time for learning) Ltd. 9 Hillside, Bittaford, Ivybridge, Devon PL21 0EH. Tel/fax: 01752 894795 email: jayne@mtfl.co.uk www.mtfl.co.uk See also Advance Notice on page 12.

Assessment for learning

This article reports on important ideas derived from research concerned with the value of assessment and its potential to enhance and improve learning. Though the research does not focus explicitly on SEN its findings are likely to have implications for all learners.

The research is summarised in a booklet *Working Inside the Black Box: Assessment for learning in the classroom* that provides an account of recent applied work in this area carried out by teachers in Kent (Medway) and Oxfordshire with researcher guidance and support provided by the Assessment for Learning Group at King's College London.

Two of the authors of this booklet, Paul Black and Dylan Wiliam, published another influential booklet in 1998, *Inside the Black Box*, based on their own wide-ranging review of formative assessment research. This research provided evidence for the value of formative assessment, but noted that classroom practice was sometimes weak. In *Inside the Black Box*, Black and Wiliam provided a brief review of research in this area and went on to make a case for:

- more attention to be paid to helping practice inside the classroom
- a consideration of implications for practical action and for future action.

Working Inside the Black Box strengthens the case for giving a central place to formative assessment, which the authors define simply as:

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. (frontispiece)

They also point to the value of formative assessment:

An assessment activity can help learning if it provides information to be used as feedback by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs. (frontispiece)

The problem to be addressed

Working Inside the Black Box is premised on the idea (supported by substantial evidence)

that improved formative assessment raises standards and that better use could be made of it in schools. For *all* children three problems warrant particular attention:

1. Assessment methods that many teachers use are not effective in promoting good learning.
2. Marking and grading practices tend to emphasise competition rather than personal improvement.
3. Assessment feedback often has a negative impact, particularly on pupils with low attainments who are led to believe that they lack 'ability' and are not able to learn.

How to improve formative assessment

The researchers at King's College, together with teachers (subject areas: maths, science and English) working in secondary schools in two LEAs, have attempted, through innovative practice development, to bring about improvements. *Working Inside the*

It is the nature, rather than the amount, that is critical when giving pupils feedback on both oral and written work... whilst pupils' learning can be advanced by feedback through comments, the giving of marks – or grades – has a negative effect in that pupils ignore comments when marks are also given (p.8)

Black Box outlines advice based on this work. The main components of this advice focus on four aspects of practice: questioning; feedback through marking; peer- and self-assessment; the formative use of summative tests. The main suggestions for action, based on the experience of teachers involved in the research in each of these areas of practice are outlined as follows:

Questioning

- Most effort has to be spent in framing questions that are worth asking, ie questions which explore issues that are critical to the development of pupils' understanding.
- Wait time has to be increased to several seconds in order to give pupils time to think. Everyone should be expected to have an answer and to contribute to the

discussion. Then all answers, right or wrong, can be used to develop understanding. The aim is thoughtful improvement rather than getting it right first time.

- Follow-up activities have to be rich, providing opportunities to ensure that meaningful interventions that extend the pupils' understanding can take place. (p.7)

The use of questioning of this kind also seems to involve an important pedagogic change: *Where such changes have been made, experience has shown that pupils become more active as participants, and come to realise that learning may depend less on their capacity to spot the right answer and more on their readiness to express and discuss their own understanding. The teachers also shift in their role, from presenters of content to leaders of an exploration and development of ideas in which all pupils are involved.* (p. 7)

Feedback through marking

- Written tasks, alongside oral questioning, should encourage pupils to develop and show understanding of the key features of what they have learnt.
- Comments should identify what has been done well and what still needs improvement, and should give guidance on how to make that improvement.
- Opportunities for pupils to follow up comments should be planned as part of the overall learning process. (pp. 9-10)

The purpose of feedback is to encourage thinking to take place, but it can have a wider impact:

Implementation of such reforms can change the attitudes of both teachers and pupils to written work: the assessment of pupils' work will be seen less as a competitive and summative judgement and more as a distinctive step in the process of learning. (p. 10)

Peer-assessment and self-assessment

- The criteria for valuing any learning achievements must be made transparent to pupils to enable them to have a clear overview both of the aims of their work and of what it means to complete it successfully. Such criteria may well be abstract – concrete exemplars should be used in modelling exercises to develop understanding.
- Pupils should be taught the habits and skills of collaboration in peer-assessment,

both because these are of intrinsic value and because peer-assessment can help develop the objectivity required for effective self-assessment.

- Pupils should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these aims as they proceed. They will then be able to guide their own work, and so become independent learners. (p.12)

Peer- and self-assessment can support the development of learning in a way that no other approach can.

The formative use of summative tests

Pupils should be engaged in a reflective review of the work they have done to enable them to plan their revision effectively.

- Pupils should be encouraged to set questions and mark answers to help them, both to understand the assessment process and to focus further efforts for improvement.
- Pupils should be encouraged through peer- and self-assessment to apply criteria to help them understand how their work might be improved. (p.14)

Summative tests should be a meaningful part of the learning process:

By active involvement in the test process, pupils can see that they can be beneficiaries, rather than victims, of testing because tests can help them improve their learning. (p.14)

Considered together, this advice presents a cogent case for rethinking the relationship between assessment, teaching and learning. It also fits well with guidance in the SEN Code of Practice that emphasises the importance of pupil participation – particularly if this guidance is not responded to in solely procedural ways. Interestingly, *Working Inside the Black Box* shows how teachers thinking anew about the value of assessment in their work also think carefully about learning theory and are concerned in an explicit way with the idea that ‘learning cannot be done for the pupil; it has to be done by the pupil.’ (p.15) This point resonates with principles of social constructivist pedagogy expounded by Brooks and Brooks (1993) that call for a new dialogue between teachers and pupils. These principles have been applied and adapted in the special educational needs field to good effect by Watson (2001) and seem to have much greater credibility and promise than

some of the more spurious new teaching approaches that claim to focus on thinking skills and multiple intelligences (see White, 2002 for a critical appraisal of these). These principles can also be applied to the teaching of particular aspects of the curriculum (Littledyke and Huxford, 1998).

Developing practice

The *Working Inside the Black Box* booklet provides guidance on how to develop better learning environments underpinned by well thought through principles and plans. Actions suggested are:

- Plan classroom activities to give pupils the opportunity to express their thinking so that feedback can help develop it.
- Formulate feedback so that it guides improvement in learning.
- Use activities that demand collaboration

Peer-assessment is uniquely valuable because pupils may accept, from one another, criticisms of their work, which they would not take seriously if made by their teacher (p.10)

so that everyone is included and challenged, and train pupils to listen to and respect one another’s ideas.

- Be sure that pupils are active. Emphasise that learning may depend less on their capacity to spot the right answer and more on their readiness to express and discuss their own understanding. (p.21)

Expectation and classroom culture can also be changed (p.22) by:

- changing the ‘classroom contract’ so that all expect that teacher and pupils work together for the same end, the improvement of everyone’s learning
- empowering pupils to become active learners, taking responsibility for their own learning
- incorporating the changes in the teacher’s role one step at a time, as they seem appropriate
- sustained attention to, and reflection on, assessment for learning issues.

Finally, the booklet provides practical advice on what next steps can be taken by individual teachers, by colleagues working collaboratively and through school-wide initiatives to embed formative assessment in practice so that it becomes both effective and sustainable.

Our experience supports the view that to realise the promise of formative assessment by leaving a few keen individuals to get on with it would be unfair to them, whilst to do it by a policy requiring all staff immediately to change their personal roles and styles in their classrooms would be absurd. What is needed is a plan, extending over at least three years, in which a few small groups are supported for a two-year exploration, and they then form a basis of experience and expertise for disseminating within the school and supporting their colleagues in making similar explorations for themselves. (p.24)

The ideas in *Working Inside the Black Box* provide a rich seam of staff development material well worth using over a period of time to support the discussion of pedagogy. Although the ideas have been developed and trialled with secondary schools they are well worth applying in primary and special schools too. Their real strength is that, used creatively, they are of relevance to all pupils, but especially to pupils experiencing difficulties in learning.

Source

Working Inside the Black Box: Assessment for Learning in the Classroom by Paul Black, Christine Harrison, Clare Lee, Bethan Marshall and Dylan William can be obtained from: Department of Education and Professional Studies, King’s College, Franklin-Wilkins Building, 150 Stamford Street, London SE19 9NN. Tel: 020 7836 5454 ext 3189.

Inside the Black Box: Raising Standards through Classroom Assessment by Paul Black and Dylan William can be also be obtained from King’s College.

Further information about assessment for learning can found at www.kcl.ac.uk/depsta/education/research/kal.html

References

- Brooks, J. and Brooks, M. (1993) *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, VA, USA: Association for Supervision and Curriculum Development.
- Littledyke, M. and Huxford, L. (eds) (1998) *Teaching the Primary Curriculum for Constructive Learning*. London: David Fulton.
- Watson, J. (2001) *Support for Learning*, 16 (3), 140-147.
- White, J. (2002) *The Child’s Mind*. London: RoutledgeFalmer.

Transition planning: getting it right

At this time of the school year many young people have either left school or are about to do so. Recent changes in legislation have highlighted the importance of managing this period of transition well for those learners who have special educational needs, and the SEN Code of Practice outlines the role that the Connexions service and Personal Advisers have to play in getting things right.

It is too early to make judgements about the effectiveness of new transition arrangements, but a recent research report published by the British Institute for Learning Disabilities (BILD) and undertaken by the Home Farm Trust and Norah Fry Research Centre, illustrates how much needs to be done before good transition practice can be seen as the norm. Although the research in question focused on the experience of young people with learning difficulties/severe learning difficulties and the views of their parents, the findings can perhaps be generalised to remind SENCOs and other practitioners that moving on from school does not always lead to a broadening of horizons or the taking up of exciting new opportunities for learners with SEN.

The research sought to establish whether legislation and guidance were being followed for young people with learning difficulties and their families at transition.

- A postal questionnaire was sent to 370 families (283 replied: a 76% response rate), asking about their experiences of transition planning, the aspirations of the young people and their parent carers, the outcomes of the process and how far these reflected the views of young people and their families (A detailed summary of these views is available at www.bris.ac.uk/Depts/NorahFry). The young people were aged 13-25, so were at different stages in the transition process.

- In consultation with groups of young people with learning difficulties, a 'Growing Up' workbook was developed and used to interview 27 young people with learning difficulties.

- In-depth interviews were carried out with 27 parents.

- Visits were made to 10 projects across England that seemed to be addressing key concerns and demonstrating elements of good practice at transition.

The findings indicated that despite legislation and guidance:

- a fifth of youngsters had left school

without a transition plan

- almost half the young people had little or no involvement in the planning for their future

- lack of planning led to uncertainty and stress for some families

- the quality of transition planning varied widely; in some cases it was ad hoc, confused and uncoordinated

- the topics covered in transition planning were often quite different from those families considered to be important

- for many young people, key issues had still not been addressed by the time they left school

- whether or not youngsters had received transition planning made little difference to what happened to them after leaving school

- there were few post-school options available to young people, particularly in relation to housing and employment

- there was a lack of easily accessible information for parents and young people about what future possibilities might be

- concerns raised by the young people and their families which inhibited greater independence focused on personal safety and risk, money matters (including benefits) and transport.

As more pupils with a wide range of significant learning difficulties enter and move through mainstream education, so the issues raised will be ones that *all* schools will need to address. A starting point will be to listen to and act on the views of young people and their families.

Young people in the study suggested the following ways of improving the transition planning process:

- having someone independent who they could talk things over with and who would listen to them

- having consistent support to enhance their self-confidence and self-esteem

- being treated as an individual

- others encouraging them to have higher (but not overwhelming) expectations of themselves

- being given more responsibility and privacy.

Parents' suggestions included:

- initiating transition planning reviews at the prescribed time

- regular review meetings to revisit and update the plan

- advice and guidance on preparing for meetings

- ensuring that all key professionals attend review meetings

- a transparent transition process with clear accountability

- provision of accurate, up-to-date information in a range of formats

- a named coordinator for each family.

The researchers also identified examples of good practice, exemplified as the five Cs :

- Communication – which is open, honest and respectful between agencies, and between agencies and families; independent advocacy for young people.

- Coordination – effective inter-agency working; joint training initiatives; joint assessment procedures and a cohesive strategic approach to service provision.

- Comprehensiveness – an effective transition plan for all young people; appropriate race and disability equality training for all staff; expectation that young people with learning difficulties will have access to the same opportunities to realise their aspirations as their peers.

- Continuity – key workers to support individual youngsters and their families throughout the transition process; a seamless transition from children's to adult services; a range of options for young people to move into and between.

- Choice – more and better involvement of young people and their families in the transition process; access to appropriate information on potential options; development of a range of local post-school alternatives in housing and employment.

Working with clearer procedures and support systems identified in the current SEN Code, the concerns of young people and parents outlined in this article should be addressed. However, experience suggests that significant effort and careful monitoring of practice is required if young people with SEN are not to fall by the wayside during transition.

Bridging the Divide at Transition: What Happens for Young People with Learning Difficulties and their Families? Pauline Heslop, Robina Mallett, Ken Simons and Linda Ward (2002), BILD. Price £10 plus 10% p&p from Plymbridge Distributors, tel: 01752 202 301.

Website of the Month www.becta.org.uk/inclusion/communities.html

Working with different communities - part of the inclusion and special educational needs (ISEN) area of the BECTA website

This part of the ISEN area contains resources and practical information about a range of minority and potentially marginalised groups. Currently the issues covered are: English as a second language (ESOL), community languages, traveller education, and widening participation.

ESOL - although targeted at teachers in further education, and shaped by BECTA's project work in adult and community centres, the cases studies described and software/resources referred to may be of

interest to colleagues developing ESOL provision in schools. Links to other websites are also worth following up. **Community languages** - the information provided here is applicable to practitioners working in a wide range of settings. It includes case studies and very useful 'language tools' such as software for fonts and translation engines. It also includes an online content section which contains information in English and a number of community languages.

Traveller education - a brief summary of issues in traveller education is provided here. A directory of traveller education services is also included. Some of these services provide more detailed

information relevant to colleagues working in specific LEAs.

Widening participation - information about the application of ICT through innovative projects designed to engage marginalised groups in learning is presented here. The six projects described are very varied, but illustrate the power of ICT to support community-based education. Useful ideas, information and resources are also provided.

This is a succinct and interesting subsection of the ISEN area of the BECTA website. It would be good to see the information and resources described or presented further developed in the future.

Social emotional and behavioural difficulties - recent publications in brief

A Solution Focused Approach to Anger Management with Children: A Group Work Manual for Practitioners KS1 and 2

A succinct and practical overview of this increasingly popular approach. It includes photocopiable resources and activities that can be used with children and for staff development.

Madan Lall and Berni Stringer, £19.99
ISBN 1-898149-93-3 Questions Publishing

Understanding Behaviour: Psychology for Parents and Teachers Working with Family Groups

This is a clear and insightful introduction to behaviour and psychology. Used well, it will provide an effective basis for running a short course that will help a range of audiences to better understand the needs of pupils experiencing difficulties with behaviour.

Madan Lall and Berni Stringer, £15.99
ISBN 1-84190-054-0 Questions Publishing

Working with disaffected students

Why students lose interest in school and what we can do about it

Most children start school with enthusiasm and curiosity. Most parents want the best for their children. Most teachers are committed to supporting children's learning and are passionate about their subjects. Teachers become headteachers because they want to make a difference in young people's lives.

Why then do some young people reject school and become excluded? This book provides policy-makers and practitioners with positive strategies for best practice,

helping them to formulate and implement policies that will improve prospects for disaffected pupils. The authors encourage inclusive solutions that emphasise working in partnership.

Kathryn A Riley and Elle Rustique-Forrester, price £16.99
ISBN 0-7619-4078-2 Sage Publications

How To... series from LDA

This is a new series of practical guides, which can be particularly helpful for SENCOs involved in continuing professional development work with colleagues.

How To... Identify and Support Children with Dyslexia

This practical book offers advice and teaching tips to those supporting the learning of dyslexic children, particularly within the primary classroom.

The author shows how to include every child in the mainstream classroom and to view dyslexia as a learning difference not difficulty. Packed with valuable help and ideas, it aims to build confidence and address those questions that are most frequently asked by teachers.

With practical advice and lots of teaching tips the author shows how to include every child in the mainstream classroom. This book will:

- give you an understanding of the current thinking on dyslexia
- offer ways to identify dyslexic students
- provide ideas for classroom management and teaching strategies
- help you build partnerships with parents to support their children.

Chris Neason, £9.95,
ISBN 1-85503-3569, LDA

How To... Teach and Manage Children with ADHD

This practical book is packed full of advice and support for teachers, teaching assistants, SENCOs and parents coping with children with attention deficit hyperactive disorder (ADHD). The challenge for every teacher is to make this part of everyday practice.

Teachers, teaching assistants and parents working with children with ADHD will appreciate this book. It includes materials for developing alternative learning strategies to suit ADHD students, classroom organisation advice and playtime supervision tips. There's insight into the different ways that ADHD may affect girls, bullying in schools and much more. Though the book focuses on ADHD much of the advice is appropriate for children with a wide range of behaviours. It brings together the latest thinking on ADHD and provides a wealth of winning school-time strategies.

Fintan O'Regan, £9.95,
ISBN 1-85503-348-8 LDA

How To... Survive and Succeed as a Teaching Assistant

Written in conjunction with teaching assistants themselves here is all you need to know about getting and enjoying the job. Packed with practical and sympathetic advice the book includes:

- how to spot whether a child has special needs
- how to get the best out of children with special needs
- how to help with spelling and writing
- how to cope with the paperwork.

Veronica Birkett, £9.95,
ISBN 1-85503-342-9, LDA

Subscription details

SENCO Update is published 10 times a year (no issues in January or August).

Annual subscription rates:

Primary schools:

1 year at £79 2 years at £138*

Secondary schools:

1 year at £97 2 years at £170*

Other UK organisations:

1 year at £130 2 years at £228*

*note this amount includes a 25% discount on the second year.

Method of payment:

I enclose a cheque made payable to **Optimus Publishing**

for £ _____

or

Please invoice my organisation for £ _____

Order number/ref (if applicable): _____

Your details:

Name _____

Job title _____

School/Organisation _____

Address _____

Post Code _____

Telephone _____

Fax _____

Email _____

Complete and return this form by post (no stamp required) to:

SENCO Update
FREEPOST LON 13693
67-71 Goswell Road
London EC1B 1LT

If you prefer, fax **this order** on 020 7251 9045
Save time – call 020 7251 9034/590
or email – info@optimuspub.co.uk

And remember, every SENCO Update subscription comes with a money-back guarantee. If at any time you are dissatisfied with SENCO Update, you may cancel and receive a refund for all the unmailed issues. No questions asked.

Electric Word plc safeguards your data. We will endeavour to keep you informed of our other products where appropriate and may occasionally make your name available to reputable companies outside the group. If you would prefer us not to release your name to third parties, please tick this box

Advance Notice

Each month **SENCO Update** will provide a listing of short courses relevant to the needs of special needs coordinators. Please contact the course organisers for further information.

ADHD

28 June - Canterbury

Can't Learn, Won't Learn: How to support Children with ADHD
NASEN
Tel: 01827 311500
www.nasen.org.uk

30 June - Leeds

Supporting Children with ADHD
Special Children Seminars
Tel: 0121 666 7879

Autism

23 June - Nottingham

ASD: The Child in Mainstream School
Psychology & Training International
Tel: 01223 833777

Child Protection

5 July - Stone, Staffs

Child Protection
NASEN
Tel: 01827 311500
www.nasen.org.uk

Collaboration: teacher support teams

17 June - Birmingham

Collaborative Problem Solving
University of Birmingham
Tel: 0121 414 7446

Emotional and Behavioural Difficulties

2 July - Leeds

Circle Time

Psychology & Training International
Tel: 01223 833777

30 June - Bristol, 4 July - London, 7 July - Oxford

Promoting Positive Behaviour
Psychology & Training International
Tel: 01223 833777

Literacy

19 June - Stoke, 20 June - Romford & Manchester, 23 June - Banbury & Walsall, 24 June - Reading, 25 June - Exeter & Swansea

Teaching Handwriting Reading and Spelling Skills. Foundation Course
THRASS
Tel: 01829 741413

16-17 June - Somerset

Teaching Handwriting Reading and Spelling Skills. Certificate Course
THRASS
Tel: 01829 741413

Target Setting

25 June - London

Target Setting for Pupils with SEN
MTFL
Tel: 01752 894795

Thinking Skills

20 June - London & Truro, 24 June - Manchester, 26 June Southampton 30 June - Ipswich, 1 July - Dudley 10 July - Newcastle

Mind Mapping
Model Learning
Tel: 01277 202812

Find us on our website at www.optimuspub.co.uk

Whilst every effort has been made to ensure that the material contained in this newsletter is correct, the publishers cannot be held responsible for any inaccuracies that may occur.

SCHOOL SUBSCRIBERS MAY PHOTOCOPY ANY PART OF THIS NEWSLETTER ONLY FOR USE WITHIN THEIR SCHOOL

SENCO Update

Editors:

Dr Colin Smith
66 Hyde Lane, Kinver, Stourbridge DY7 6AF
telephone: 01384 873943
email: colin@optimuspub.co.uk

Christopher Robertson
195 Tennial Rd, Harborne, Birmingham B32 2HL
telephone: 0121 426 2634
email: christopher@optimuspub.co.uk

Managing editor: Frances Peel Yates email: frances@optimuspub.co.uk

SENCO Update is published by Optimus Publishing, a trading name of Electric Word plc.

Reg. office: 67-71 Goswell Road, London EC1V 7EP.

Telephone: 020 7251 9034

Fax: 020 7251 9045

Registered in England and Wales. Reg no: 3934419

© 2003 Optimus Publishing ISSN 1471-9878

Senco offers Senco Official Promo Codes 2020 via coupon code "PROMO". Apply this promo code at checkout. Discount automatically applied in cart. Only valid at Senco. \$35 OFF. Up to \$35 Off Your Entire Order. Our editors keep scouring and updating Senco deals so that shoppers can always get what they want at the lowest prices. Moreover, Senco offers excellent promotions from time to time, especially during a holiday sale event. Subscribe to its newsletter and be the first to know about new product launches and offers. Senco81 endorsed a mod Standalone EFF Cosmetic Menu. 14 June 2019, 10:57AM. Senco81 endorsed a mod Decor BAT File. 14 June 2019, 10:57AM. Senco81 endorsed a mod Rudy HQ - Nordic Ruins. 14 June 2019, 10:57AM. Senco81 endorsed a mod Naiad Race UPDATE 17.3.17. 05 February 2019, 1:09PM. Senco81 endorsed a mod Norse Themed Tattoo Pack for RaceMenu. 05 February 2019, 1:09PM. Senco81 endorsed a mod KS Hairdos - Renewal Breast Weight Painted Hair. Load more items. VORTEX.