April 2018 to March 2019

Special

Educational

Needs

Assessment

Advice

Team

**Special Educational Needs Assessment and Advice Team**

The team consists of four experienced teachers.

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For general enquiries contact Andrew Humphreys, SENAAT Manager, tel: 07920213054. Other members of SENAAT can be contacted by email or via:

Orrets Meadow School tel: 0151 678 8070

or e-mail: schooloffice@orretsmeadow.wirral.sch.uk

Prior to working for SENAAT, the team have worked in a range of settings, from Foundation Stage, through Primary and Secondary, to higher education. They have worked in a variety of roles, such as, SENCos, Learning Support Coordinators, Head of SEN/Dyslexia units, University tutors and trainers.

Between them they have a range of specialist qualifications, including; AMBDA, Masters Degrees in Special Education and Diplomas. Three of the team work in secondary education to assess pupils for access arrangements and attend yearly training to update skills and knowledge. All of the team have qualified as Irlen Screeners.

The team attend SEND cluster meetings and network with other professionals involved with SEND.

The team is trained to undertake a wide range of diagnostic tests to support schools in the identification of children with special educational needs (SEND) and consequent decisions about their support and provision (including staff training). We advise Schools on legislation relating to SEND including Education, Health and Care Plans (EHCP) and Additional Support Plans. We carry out 1:1 assessment or whole class/group screening. We also do classroom observations and will liaise with parents/carers and other agencies, as considered appropriate by the school. The team can undertake access arrangements for external examinations. We host an annual meeting to facilitate transfer of SEND information for pupils transferring from primary to secondary schools.

SENAAT is currently working in over 100 schools across Wirral and Cheshire.

**Service Level Agreement – SENAAT Service April 2018 – March 2019**

The daily cost of the SENAAT service will again remain the same. The charge is £395 per day.

The charge for any additional days to those arranged on the Service Level Agreement will again be £435 per day.

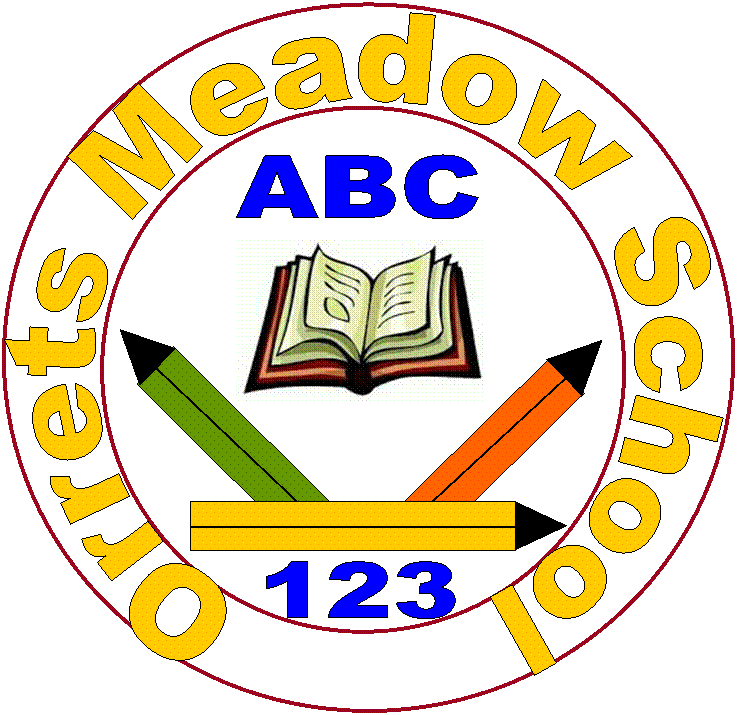
**Should you wish to change the number of days on your SENAAT SLA, notice needs to be given in writing before the February Half Term break each year.**

Schools new to the service or those returning to it need to complete a new Service Level Agreement. A new Service Level Agreement can be requested from the Orrets Meadow School Office.

If you have any queries re increasing the number of days, type of support required etc, please contact Andrew Humphreys at Orrets Meadow, or contact the school office at Orrets Meadow.

Please ensure that you inform us of any changes you would like to make to your SLA by **Friday 16th February 2018**.

**Orrets Meadow Dyslexia Friendly School Award**

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The SENAAT team are able to support schools who wish to apply for the Orrets Meadow Dyslexia Friendly School status. To achieve this award, schools must provide good/outstanding provision and outcomes for children with dyslexia. The SENAAT team will be guide schools with their applications and provide INSET when necessary to meet the set criteria.

Schools will need to look for evidence in the following three areas:

* Leadership and Management
* Teaching and Learning
* Stakeholders and Partnerships

If schools consider they meet the criteria, a validation visit can be arranged to confirm a school’s judgement. The validation visit will consider the following three statements when assessing evidence:

1. School leaders have a clear view of current provision and a plan to move school forward in this area.
2. Children with dyslexia make good progress
3. Teachers and staff have the necessary knowledge, skills and understanding to make appropriate adaptions and provide suitable interventions for children with dyslexia

Further information on the Orrets Meadow Dyslexia Friendly School Award can be obtained from the SENAAT team or by contacting Carolyn Duncan, Headteacher, at Orrets Meadow School.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http%3A%2F%2Firlen.ie%2Firlen-announces-first-ever-irlen-syndrome-awareness-week%2F&ei=jrpRVfeHBdCU7QbC0YCgAg&bvm=bv.92885102,d.ZGU&psig=AFQjCNFw_4Tt5Ht87It8uXsLtDebN298wg&ust=1431505874321542)

**Screening for Irlen Syndrome**

All of the team are able to screen and diagnose Irlen Syndrome.

This condition was identified in 1980 by an American psychologist and although the condition is not yet fully understood, it is known to affect reading ability.

It is estimated that 20% of the population would benefit from coloured overlays, and for 5%, using colour to read would make a dramatic difference to their education.

**It is not a learning difficulty like dyslexia**

Irlen Syndrome is not connected to dyslexia; a person can have either condition or even both at the same time.

**It is not an optical problem**

It is a problem with how the brain interprets visual information. Pupils must have had a recent sight test at the Opticians before this screening.

Individuals with Irlen Syndrome may suffer from the following: slow reading rate, inefficient reading, poor reading comprehension, inability to do continuous reading, poor depth perception, difficulty with ball sports, light sensitivity, and an inability to sit still, pay attention and concentrate. In addition, strain and fatigue while reading, studying, computer use, or from fluorescent lights can occur.

Irlen Syndrome can coexist with learning difficulties, but some individuals may have been mislabelled as having dyslexia, reading disabilities, ADD, ADHD or specific learning difficulties. Identification and remediation of Irlen Syndrome does not replace the need for special education, remediation or vision correction. According to examination regulations, students are eligible to use coloured overlays in assessments.

**The Assessment Service**

**It is vital that parental permission is gained before assessments take place.**

**Assessment Information**

SENAAT has a range of assessments to measure the skills and abilities of children. Here is an overview giving some details of each test, with the rationale, age-range etc. We constantly review and update the tests that we use to reflect current practice and standardisation. In the table below are some of the more frequently used assessments.

**Overview of Assessments**

| **Assessment** | **Age** | **Rationale** | **Results given** |
| --- | --- | --- | --- |
| British Picture  Vocabulary Scale 3  (BPVS 3) | 3 –16 years | Assesses language development | Standardised score Language age |
| Comprehensive Test of  Phonological  Processing 2  (CTOPP 2) | 5 – 24 years | Assesses phonological awareness, phonological memory, rapid naming | Identify deficits in phonological abilities; identify strengths/weaknesses in phonological processes.  Access arrangements |
| Detailed Assessment of Speed of Handwriting (DASH) | 9-16.11 years | Identify handwriting difficulties | Fine motor/precision skills, speed of handwriting, ability to alter speed, free writing, competency |
| Diagnostic Reading Assessment  (DRA) | 7-16 years | Assesses accuracy, comprehension, processing speed, fluency/rate | Standardised scores, age equivalent scores, reading age, assesses patterns/ discrepancies  Access arrangements |
| Diagnostic Test of Word Reading Processes (DTWRP) | 6-12 years | Assesses reading of exception words, regular words and non-words | Standardised scores, age equivalent scores, reading age |
| Dyscalculia Screener | 7-9+ years | Identifies dyscalculic tendencies in pupils' | Skills profile |
| Dyslexia Screening Test–Junior (DST-J)  and Secondary (DST-S) | 6.6-11.5  11.6-16.5 years | Identifies children at risk of reading failure | Skills profile, ‘at risk’ quotient for dyslexia |
| Dyslexia Portfolio | 5-15.11 years |
| Early Literacy Test | 4.6-7.6 years | Assesses development of early literacy skills | Literacy age, standardised scores |
| Numeracy Progress Tests  Stages 1 and 2 | 5-11 years | Assesses development of numeracy attainment | Standardised score, numeracy age |
| Phonological Abilities Test (PAT) | 4-7 years | Assesses early phonological weaknesses | Profile of skills, percentile for each skill |
| Phonological Assessment Battery | 6-14.11 years | Assesses phonological processing | Standardised score, profile of phonological skills  Access arrangements |
| Sandwell Early Numeracy Test | 4-7.11 years | Assesses development of numeracy attainment | Numeracy age and standardised scores |
| Sandwell Early Numeracy | 7-14 years | Assesses development of numeracy attainment | Numeracy age |
| Single Word Reading Test (SWRT) | 5-16 years | Measure of word reading accuracy | Standard age score, Reading score  Access arrangements |
| Single Word Spelling Test SWST) | 6-14 years | Assesses spelling attainment | Spelling age, standard scores, analysis of spelling skills |
| Test Of Memory And Learning (TOMAL) | 5-59.11 years | Assesses verbal and nonverbal memory abilities | Standard scores, highlights strengths and weaknesses  Access arrangements |
| Wide Range Achievement Test 4 (WRAT4) | 5-94 years | Word Reading, Spelling, Comprehension | Age scores, standard scores, percentile ranks  Access arrangements |
| Wide Range Intelligence Test | 4-85 years | Assesses visual and verbal intelligence, can be used to provide a general IQ level | Age scores, standard scores, percentile ranks |
| York Assessment of Reading for Comprehension-  (YARC) | 4-7 years Early  5-11 years Primary  11-16 years Secondary | Phonological skills, alphabetic knowledge and word reading  Accuracy, rate and comprehension of oral reading skills.  Accuracy, fluency and comprehension | Provides diagnostic information for reading abilities  Inform timely and appropriate intervention strategies  Ideal for assessing reading and comprehension skills in students with English as an Additional Language (EAL)  Access arrangements |

**The Advice Service**

The team has a wide range of experience and expertise which will be used to advise schools in a number of ways.

**Advice for Schools**

* Interventions
* Advice for TAs on schemes of work
* Parental support/guidance/meetings
* Signposting for further outside agency support
* Attend multi agency meetings
* Annual Reviews, Formal Assessments, Pupil Funding Applications, TAF, Transition Reports

**Advice for SENCos**

* SEN Policy and updates to legislation – Local Offer and School SEND Information Report
* Provision Mapping
* Interventions—introduction/evaluation (Progression Guidance)
* Development of IEPs/Person Centred Plans, One Page Pupil Profiles
* Differentiation of classroom practice

**INSET**

* Classroom strategies –differentiation/multisensory teaching methods
* Provision Mapping
* Progression Guidance
* TA training—Active Literacy/Direct Phonics/Running Records/SRP
* NQT Advice/Support re SEN issues
* Irlen Syndrome
* Dyslexia Friendly Classroom

**Frequently Asked Questions**

**Do I need to get parental permission for SENAAT to assess a pupil?**

*Yes, parental permission is vital.*

**What information is needed prior to an assessment?**

*The child’s class teacher should complete the Pre-assessment form before we assess the child.*

**Can you work with children in the Foundation Stage?**

*Yes.*

**Do you do observations?**

*Yes, we are happy to observe children in class and in the playground and provide a report on these observations.*

**What report will I get?**

*You will receive a report with recommendations for action that can be incorporated into a pupil’s learning.*

**Will you talk to parents?**

*We normally rely on schools to provide feedback for parents, but we will speak to parents when requested.*

**Can you do maths assessments?**

*Yes. As well as basic numeracy assessments we can screen for dyscalculia.*

**What happens if I need to cancel my SENAAT session?**

*We will try our best to rearrange a visit. If this is not possible, time will be deducted from the school’s allocation.*

**How quickly will I receive the report?**

*We aim to provide the report to you within 2 weeks.*

**Can I increase the number of days I buy from SENAAT during the year?**

*Yes, if there is capacity within the team. An additional charge will be made for this.*

**Will I get the chance to feed back my opinions on the SENAAT service?**

*Yes, we welcome your views.***SENAAT Charges**

**April 2018-March 2019**

**Cost per day of service** £395

Half day - £200

**Additional days** (i.e. not booked in S.L.A.) £435

Half day - £220

**INSET Charges**

**Staff Meeting** (1 hour approx) - £210

**Twilight** (4 – 5.30 p.m. (1 ½ hours approx) - £315

**½ Day Inset** (9 – 10 /break/ 10.45 – 11.45 approx.) - £400

**Additional charges**

Out of borough - £20

Schools not buying into any OMS /SENAAT services - £20

**Terms and Conditions**

Your SENAAT teacher will be available for half day sessions (2 hours 45 minutes).

For example:

Morning - 8.45 - 11.30 am

 Afternoon - 12.45 – 3.30 pm

It is very important the SENAAT teachers keep to these hours to allow them to move safely from one location to another and to enable them to write up reports after their time in school.

This will ensure that you are given a quality service and the health, safety and well being of the SENAAT teachers are protected.

**It may be possible to book your SENAAT teacher for a whole day. They will then have the opportunity to liaise with your school’s staff at lunch time.**

**Complaints procedure**

If you do have any concerns relating to our service or a report written by a member of SENAAT we will work with you to remedy the issue to your satisfaction as quickly as possible.

Please speak to your SENAAT teacher first as this is likely to be the quickest way to sort out a problem/misunderstanding.

If you are still concerned please contact Andrew Humphreys or Ann Elliott, Head of Outreach Services, at Orrets Meadow School (678 8070).

**Special Educational Needs Assessment and Advice Team**

**Pre – Assessment Form**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School: | | | | | | | | |
| Completed by: Date: | | | | | | | | |
| Name of pupil | | | D.O.B | | Class teacher  Year group | | | |
| SEN Register? | R of C | |  | | | Statement/EHCP | | |
| Barriers to learning? | | | | | | | | |
| Support/Intervention pupil has already had? Impact? (With dates) | | | | | | | | |
| Levels/results | Reading | | | Writing | | | Maths | |
| Any other test scores | | NVR | | |  | | |  |
| Any other agencies involved? Impact? | | | | | | | | |
| Any other relevant information? E.g. attendance, punctuality | | | | | | | | |
| Which areas of need to be assessed by SENAAT? | | | | | | | | |
| **Parental permission given**? Date:  Phone: Parents’ evening: Other: | | | | | | | | |