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Description automatically generatedApril 2023 to March 2024

Special Educational Needs Assessment Advice Team

The team: 2023 to 2024

Cathy Cotgrave, Head of Outreach Teams [cotgravec@orretsmeadow.wirral.sch.uk](mailto:cotgravec@orretsmeadow.wirral.sch.uk)

Gill Owen

Alison Keeling

Emily Fernandez

Angela Lynch.

Cath Milverton

For general enquiries contact Cathy Cotgrave

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](mailto:schooloffice@orretsmeadow.wirral.sch.uk)

The Senaat Team are experienced teachers and hold a range of specialist qualifications in SEN including Postgraduate Certificates with AMBDA and APC in Dyslexia and Dyscalculia.

The team can assess pupils for access arrangements and attend yearly training to update skills and knowledge.

Two of the team have qualified as Irlen Screeners.

The team

* attend SEND cluster meetings and network with other professionals involved with SEND.
* undertake a wide range of diagnostic tests to support schools in the identification of children with special educational needs (SEND) and can assist 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.
* Support Wirral SEND with assessment of pupils for Educational Health Care Plans.
* SENAAT work in over 100 schools across Wirral and Cheshire.

**Service Level Agreement – SENAAT Service April 2023 – March 2024**

The daily cost of the SENAAT service is £475 per day.

The charge for any additional days to those arranged on the Service Level Agreement will be £495 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 Cathy Cotgrave or 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 17th February 2023**

**SENAAT Charges**

**April 2022-March 2023**

**Cost per day of service** £475

**Additional days** to the SLA £495

Half day - £250

**INSET Charges**

**Staff Meeting** (1 hour approx) - £250

**Twilight** (4 – 5.30 p.m. (1 ½ hours approx) - £330

**½ Day Inset** (9 – 10 /break/ 10.45 – 11.45 approx.) - £450

**Additional charges**

Out of borough - £20

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

**Terms and Conditions**

Your SENAAT teacher will be use part of the day to administer the assessments at school and will then use the remaining time to score/analyse and write up the report. The SENAAT teacher may return to Orrets to complete report writing.

The number of assessments carried out in one day session will depend on the administration time of the assessment and the report writing time required.

Please refer to the table of assessments above to see average timescales.

We aim to return the reports to school within one week.

For example:

A full diagnostic Dyslexia report will require one day of Senaat time.

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

**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 Cathy Cotgrave at Orrets Meadow School (678 8070)

**Orrets Meadow Dyslexia Friendly School Award**

The SENAAT team can 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 guide schools with their applications and provide INSET when necessary to meet the set criteria.

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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 the School Office at Orrets Meadow School.

**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** | **Administration**  **Time** | **Results given** |
| --- | --- | --- | --- | --- |
| British Picture  Vocabulary Scale 3  (BPVS 3) | 3 –16 years | Assesses language development | 10 mins | Standardised score Language age |
| Comprehensive Test of  Phonological  Processing 2  (CTOPP 2) | 5 – 24 years | Assesses phonological awareness, phonological memory, rapid naming | 40 mins | Identify deficits in phonological abilities; identify strengths/weaknesses in phonological processes.  Access arrangements |
| Detailed Assessment of Speed of Handwriting (DASH) and  DASH 17+  17-25 yrs standardised. | 9-16.11 years  17-25 yrs standardised. | Identify handwriting difficulties | 20 mins  Suitable for group testing. | Fine motor/precision skills, speed of handwriting, ability to alter speed, free writing, competency  Access Arrangements  Diagnostic Assessment |
| Diagnostic Reading Assessment  (DRA) | 7-16 years | Assesses accuracy, comprehension, processing speed, fluency/rate | 20- 30 mins | Standardised scores, age equivalent scores, reading age, assesses patterns/ discrepancies. |
| Dyscalculia Screener | 7-9+ years | Identifies dyscalculic tendencies in pupils' | 20 mins and requires internet access. | Skills profile |
| Dyslexia Portfolio | 5-15.11 years | Identifies children at risk of reading failure | 40 mins | Skills profile, ‘at risk’ quotient for dyslexia |
| Feifer Assessment of Mathematics  FAM | 4 to 21 years | Examines the underlying neurodevelopmental processes that support proficient math skills | 35 minutes for 3-4yrs;  50 minutes for 5-7yrs ;  60 minutes for  8yrs+;  15 minutes for Screening Form | Standardised scores, age /grade equivalent scores, assesses patterns/ discrepancies  Diagnostic Assessment Dyscalculia |
| Early Literacy Test | 4.6-7.6 years | Assesses development of early literacy skills |  | Literacy age, standardised scores |
| Helen Arkell Spelling Test (HAST-2) | 5yrs to adult | Assesses single word spelling. | 20 mins  Suitable for group testing. | Standardised scores, confidence intervals, percentile ranks and age equivalents are provided. |
| Phonological Abilities Test (PAT) | 4-7 years | Assesses early phonological weaknesses | 40 mins | Profile of skills, percentile for each skill |
| Phonological Assessment Battery | 6-14.11 years | Assesses phonological processing | 40 mins | Standardised score, profile of phonological skills  Access arrangements |
| RAN/RAS  Automatized Naming and Rapid Alternating Stimulus Test | 5 to 18.11 yrs | Assess ability to recognise visual symbols in ages  Identifies pupils at risk of reading failure | 5 to 10 mins | Converts raw scores to standard scores, percentiles, and age and grade equivalents. |
| Symbol Digit Modalities Test *(SDMT),* | Age range 8 – 78:11 | Clerical and visual processing speed | 5 mins | Standardised score,  Access arrangements  Diagnostic Assessment |
| Single Word Reading Test (SWRT) | 5-16 years | Measure of word reading accuracy | 5 mins | Standard age score, Reading score  Access arrangements |
| Test Of Memory And Learning (TOMAL) | 5yrs to 59.11 years | Assesses verbal and nonverbal memory abilities | 30 – 60 mins depending on number of Subtests. | Standard scores, highlights strengths and weaknesses  Access arrangements |
| Test of Word Reading Efficiency 2 (TOWRE 2) | Age range 6 to 24.11 | Speed of reading common sight words and non-words | 5- 10 mins | Standard scores, highlights strengths and weaknesses  Access arrangements |
| Wechsler Individual Achievement Test for Teachers (WIAT III T) | 4 - 25 | Reading accuracy, reading speed, spelling and comprehension  Age range - Reading speed | 30-40 mins | Provides diagnostic information for reading abilities  Standardised score  percentile ranks |
| Wide Range Achievement Test 5 (WRAT5 ) | 5-85 +years | Word Reading, Spelling, Comprehension  Maths Skills | 15-25 minutes for ages 5–7 and 35–45 minutes for ages 8 and up | 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 | 30 mins | 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 | 20-30mins | 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 |

**Screening for Visual Difficulties**

The term ‘visual stress’ is used by some optometrists to describe a sensitivity to visual patterns which can cause visual perceptual problems and may interfere with reading.

The team are able to **screen** for visual difficulties and can help pupils to choose a suitable overlay however, due to updated guidance from the British Dyslexia Association

“If children have visual difficulties, then it is essential that these are diagnosed and managed correctly by qualified, registered professionals.”

Our assessors will refer the pupil on to a suitably qualified Optometrist

According to examination regulations, students are eligible to use coloured overlays in assessments.

**The Assessment Service**

**The Advice Service**

The team has a wide range of experience and expertise which will be used to advise schools in several 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**

**We can offer a broad range of topics including :-**

* Classroom strategies –differentiation/multisensory teaching methods
* Visual Difficulties
* Dyslexia Friendly Classroom
* Dyslexia Assessment
* Dyscalculia Assessment

**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.*

**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.*

**Special Educational Needs Assessment and Advice Team**

**Pre – Assessment Form**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School:** | | | | | | | | |
| **Completed by: Date:** | | | | | | | | |
| **Name of pupil** | | | | **D.O.B** | | **Class teacher**  **Year group** | | |
| SEND Register | R of C ❒ Additional Support ❒ PFA ❒ EHCP ❒ HCP ❒ | | | | | | | |
| **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? | | | | | | | | |
| **Prior to the Assessment**, please check with parents if the pupil has  ❒ had a recent eye test ❒ had a recent hearing test ❒ is on any medication | | | | | | | | |
| Any other relevant information? E.g. attendance, punctuality, family support | | | | | | | | |
| **Which areas of need to be assessed by SENAAT?** | | | | | | | | |
| Please highlight if appropriate.  *This report may contribute to SEND paperwork such as a Review or a Request for funding and or further assessment* | | | | | | | | |
| **Parental permission given**? Date:  Phone: Parents’ evening: Other: | | | | | | | | |