April 2022 to March 2023

Special

 Educational

 Needs

 Assessment

 Advice

 Team

**Special Educational Needs Assessment and Advice Team**

SENAAT

The Team

The current team consists of experienced teachers.

Andrew Humphreys (Manager) humphreysa@orretsmeadow.wirral.sch.uk

Dawn Brockett Angela Lynch Cath Milverton

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.

The team work in both primary and secondary education. Between them they have a range of specialist qualifications, including; AMBDA, Masters Degrees in Special Education and Diplomas. Four of the team have qualified as Irlen Screeners.

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

The service is **bought in** by schools with an annual Service Level Agreement.

Schools will buy a number of days per year and the sessions will be arranged by the SENCo with the SENAAT teacher.

The team attend SEND cluster meetings and network with other professionals involved with SEND. We will liaise with parents/carers and other agencies, as considered appropriate by the school.

We host an annual meeting to facilitate transfer of SEND information for pupils transferring from primary to secondary schools.

**Q: Can schools increase the number of days they buy from SENAAT during the year?**

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

For general enquiries contact - Andrew Humphreys or

Orrets Meadow School - 0151 678 8070

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

**The Assessment Service**

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

The team is trained to undertake a wide range of diagnostic tests to support schools in the identification of learning differences, barriers to learning and support that can be put in place.

The majority of our assessments involve working 1:1 with a pupil using the information from the tests and teaching conducted in school. The assessment can involve classroom observations. We can do whole class/group screening.

The team also undertake assessments to support schools in applying for Access Arrangements for external examinations.

There are **screenings** for **dyslexia** and **dyscalculia** which can signpost the SENCo to interventions and further assessments if appropriate. These can be conducted alongside in depth literacy and numeracy investigations.

Looking at different areas of a child’s learning, the management systems of the brain can reveal other challenges that might be having an impact. We have some assessments that focus on **language skills, the ability to see patterns and follow sequences, working memory, processing speeds and attention.**

We review and update our tests to reflect current practice and standardisation.

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

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

*Parents and Carers will be asked about their concerns alongside up to date checks for both vision and hearing. Information will be gathered about other professionals involved with the child and any medications prescribed.*

**Q: What report will I get?**

*School will receive a report with the results of the assessments and recommendations for action that can be incorporated into a pupil’s learning. There is always a copy of the report for the parents and carers.*

**Q: Will you talk to parents and carers?**

*We normally rely on schools to provide feedback for parents and carers, but follow up conversations can be requested. We are always happy to answer questions about the report and the assessments completed.*

**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 in the Reports**

We aim to discuss the assessment with the SENDCo and the appropriate teachers in order to give some initial feedback on the day.

Written reports include recommendations and strategies for support in class and at home.

**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 SENDCos**

* 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



**Screening for Irlen Syndrome**

The team are able to screen for symptoms of Irlen Syndrome.

 **It is essential that the pupil has an up to date, thorough eye test from the Optician before the screening takes place.**

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.

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**Orrets Meadow Dyslexia Friendly School Award**

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.