



April 2024 to March 2025

Special Educational Needs Assessment Advice Team

The team: 2024 to 2025

Cathy Cotgrave, Head of Outreach Teams

cotgravec@orretsmeadow.wirral.sch.uk

Gill Owen

Alison Keeling

Emily Fernandez

Angela Lynch

Catherine Milverton

Laura Bithell

For general enquiries contact Cathy Cotgrave cotgravec@orretsmeadow.wirral.sch.uk

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

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.

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 2024 – March 2025

The daily cost of the SENAAT service is £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 16th February 2023 for academic year 2024 to 2025
Friday 14th February 2025 for academic year 2025 to 2026

SENAAT Charges

April 2024-March 2025

Cost per day of service	£495
Additional days to the SLA	£495

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

We strongly recommend that you provisionally book in your days for the full year as soon as possible.

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 below to see average timescales.

We aim to return the reports to school within two weeks.

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.

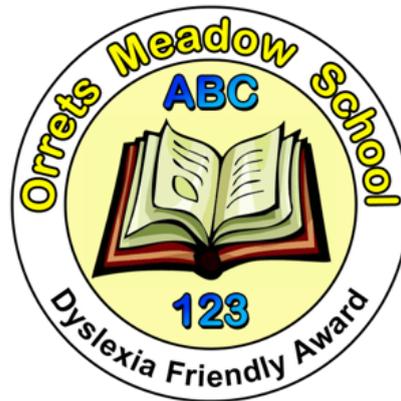
Please speak to your SENAAT teacher first as this is likely to be the quickest way to sort out a problem/misunderstanding. If you are still concerned please contact Cathy Cotgrave at Orrets Meadow School (678 8070) / 07733223390

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.



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 adaptations 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.
Dynamo 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 Automated 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	Qualitative information from March 2023
Single Word Reading Test (SWRT)	5-16 years	Measure of word reading accuracy	5 mins	Standard age score, Reading score Access arrangements

Assessment	Age	Rationale	Administration Time	Results given
TAPS-4 Test of Auditory Processing	5-21.11 years	A Language Processing Skills Assessment	20 -90 mins depending on number of subtests	Standard scores, highlights strengths and weaknesses Phonological Processing, Auditory Memory, Listening comprehension 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.

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 and assess for dyscalculia.

Can you provide Full Dyslexia Diagnostic and Dyscalculia Diagnostic Reports?

Yes, but due to additional work required this will equate to one half to two days of your allocation.

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.

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

Yes, we welcome your views.

Pre – Assessment Form

School:			
Completed by:		Date:	
Name of pupil	D.O.B	Class teacher	Year group
Tier 1 Quality First Teaching	Tier 2 Interventions	Tier 3 Emergency Funding 2 Terms	Tier 4 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?			
<p>Prior to the Assessment, please check with parents if the pupil has</p> <input type="checkbox"/> had a recent eye test <input type="checkbox"/> had a recent hearing test <input type="checkbox"/> is on any medication			
Any other relevant information? E.g. attendance, punctuality			
Which areas of need to be assessed by SENAAT?			
Reports: It will be helpful for the report to focus on recommendations and strategies for: <input type="checkbox"/> the class teacher <input type="checkbox"/> support at home <input type="checkbox"/> interventions or <input type="checkbox"/> to contribute to SEND paperwork for request for funding and further assessment			
Parental permission given?		Date:	
Phone:	Parents' evening:	Other:	

