

DA Guild Conference

The Local Offer and the place of Diagnostic Assessment in School

Presentation by Mary Daly

Consultant to schools, LAs and the third sector for special educational needs

contact marydaly57@hotmail.co.uk

The narrative....

The recent Children and Families Act and the SEND code of practice place new duties upon schools and Local Authorities eg

- Move away from SA/SA+ & Statements to new EHC plans and/or 'additional SEN provision'
- increased partnerships between Education, Health and Social Care
- improved communication and partnership with families
- increased accountability in use of resources; linking evidence based approaches to improved impact and outcomes
- duty to publish information in parent/carers friendly style

More specifically....

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’ Ch 6.36

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ Ch 6.37

‘Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered’ Ch 6.37

Four broad areas of need

Communication and interaction

‘....The profile for every child with SLCN is different and their needs may change over time’

Cognition and learning

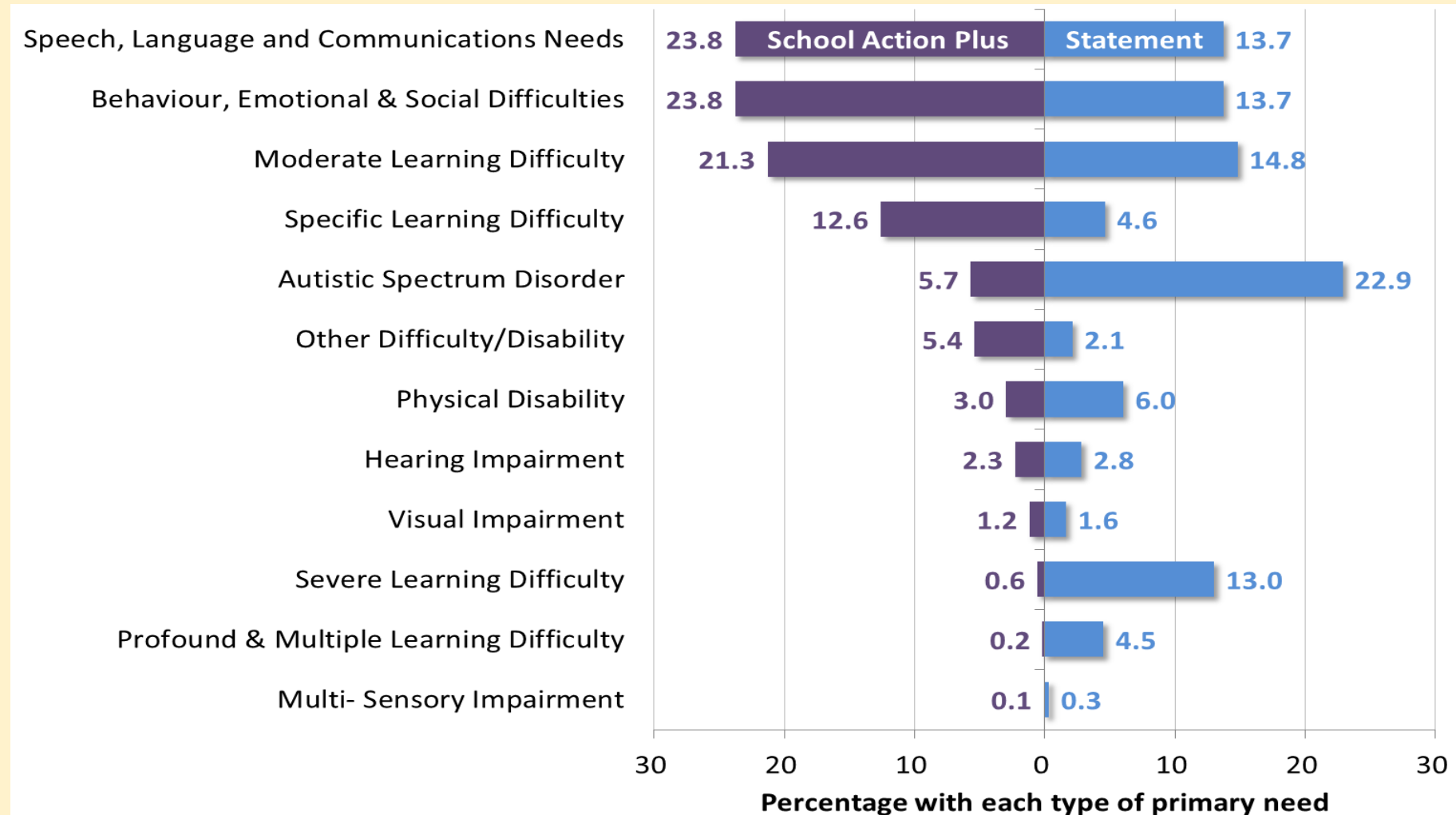
‘Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’

Social emotional and mental health difficulties

Sensory and/or physical needs

SEN most frequently encountered

SFR : Chart 1.3: Primary type of need :January 2014



How do these policy changes expect to influence and improve outcomes for children with SEN?



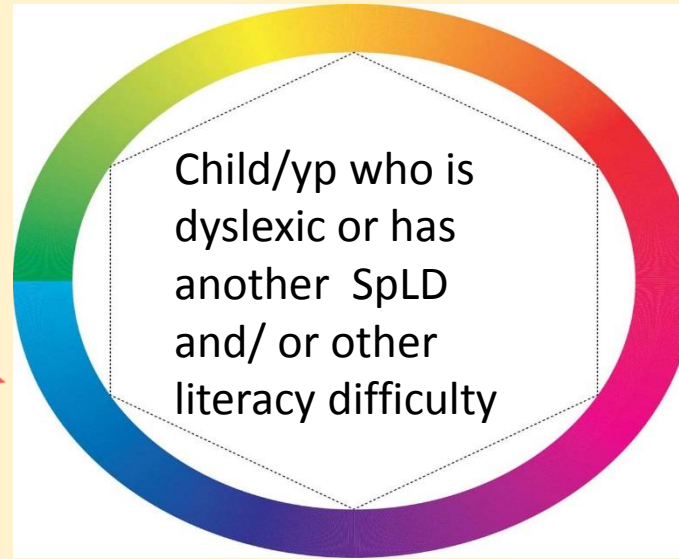
Information about educational provision **must** include the special educational provision (including Area SEN co-ordinators (SENCOs), and SEN support or learning support services, sensory support services or specialist teachers, and therapies such as speech and language therapy where they educate or train a child or young person) made available to mainstream schools, early years providers, special units, alternative provision and other settings (including home-based services), whether provided by the local authority or others



The Local Offer **should** include:

- support available to all children and young people with SEN or disabilities from universal services such as schools and GPs
- targeted services for children and young people with SEN or disabilities who require additional short-term support over and above that provided routinely as part of universal services
- specialist services for children and young people with SEN or disabilities who require specialised, longer term support

How do these policy changes expect to influence and improve outcomes for children with SEN?



Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools **must** publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN (see Chapter 6, Schools

The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer

The Local Offer **must** make clear where this information can be found and **must** make clear how young people and parents can find relevant information published by post-16 institutions about their SEN provision (see Chapter 7)

OFSTED: Better Inspection for all

These reforms will be introduced in September 2015

- A new Common Inspection Framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers
- Short inspections for maintained schools, academies and FE and skills providers that were judged good at their last full inspection
- Conduct a full inspection of non-associated independent schools within a three-year period

OFSTED: Better Inspection for all: Key points

- Pilot inspections under the Common Inspection Framework (spring 2015) & produces separate inspection handbooks for each remit (summer 2015)
- OFSTED will contract directly with schools etc...to give greater flexibility and control of the workforce
- Judgement on 'effectiveness of leadership and management'
- New judgement on 'quality of teaching , learning and assessment'
- New judgement on 'personal development, behaviour and welfare'
- New judgement on 'outcomes for children and learners'

OFSTED: Better Inspection for all

‘...inspectors will consider how well provision meets the needs of disabled children and learners and those with special educational needs .In most cases no specific grade will be given, but inspection arrangements will reflect changes to legislation and existing inspection guidance....If provision serves learners who receive high needs funding, inspectors may grade provision for this group separately within the overall inspection report’

Implications: the self improving school

- These new policies (and associated research) throw into sharp relief the urgency of strengthening the quality of teaching based on robust evidence of how successful learning is achieved
- We need to develop a culture of self-improving teachers... 'What do I need to know about dyslexia to make my teaching better...and.....do I know how to apply this knowledge effectively?'
- We need to understand what the assessments are telling us (when a child is not making progress or failing to learn to read)...and then select the most appropriate approach and/intervention to develop that particular skill
- Use the graduated approach to monitor the success (or otherwise) of these approaches

The consensus from research is that both environmental and genetic factors influence reading ability...are teachers well enough equipped to recognise which of these factors apply to any one child?

Within the child	Outside the child
Inherited characteristics associated with dyslexia	Reading difficulties associated with environmental factors: <ul style="list-style-type: none">• Poor quality teaching• Weakness in parenting• Disadvantageous socio-economic circumstances• Mix of all of the above

Why children fail to read : a paper by Sir Jim Rose

Sir Jim Rose in his recent paper says that '*Dyslexia is not yet well enough understood as an extreme reading disorder for which we have precise solutions*'

'One of the best recent summations on dyslexia is provided by Professor Dorothy Bishop'

The interface between genetics and psychology: lessons from developmental dyslexia:

D.V. M. Bishop Department of Experimental Psychology, University of Oxford, South Parks Road, Oxford OX1 3UD, UK.

Proc. R. Soc. B 282:

20143139. <http://dx.doi.org/10.1098/rspb.2014.3139>.....

What support is freely available for self improving schools and teachers to enable them to:

- improve their knowledge in this area
- Improve their assessment skills to enable earlier identification and appropriate intervention
- select evidence based interventions
- quality assure universal teaching and those providing the graduated response



Guidance

Supporting schools and local authorities to implement the SEND reforms for children and young people with literacy difficulties, specific learning difficulties and dyslexia

Effective
Practice

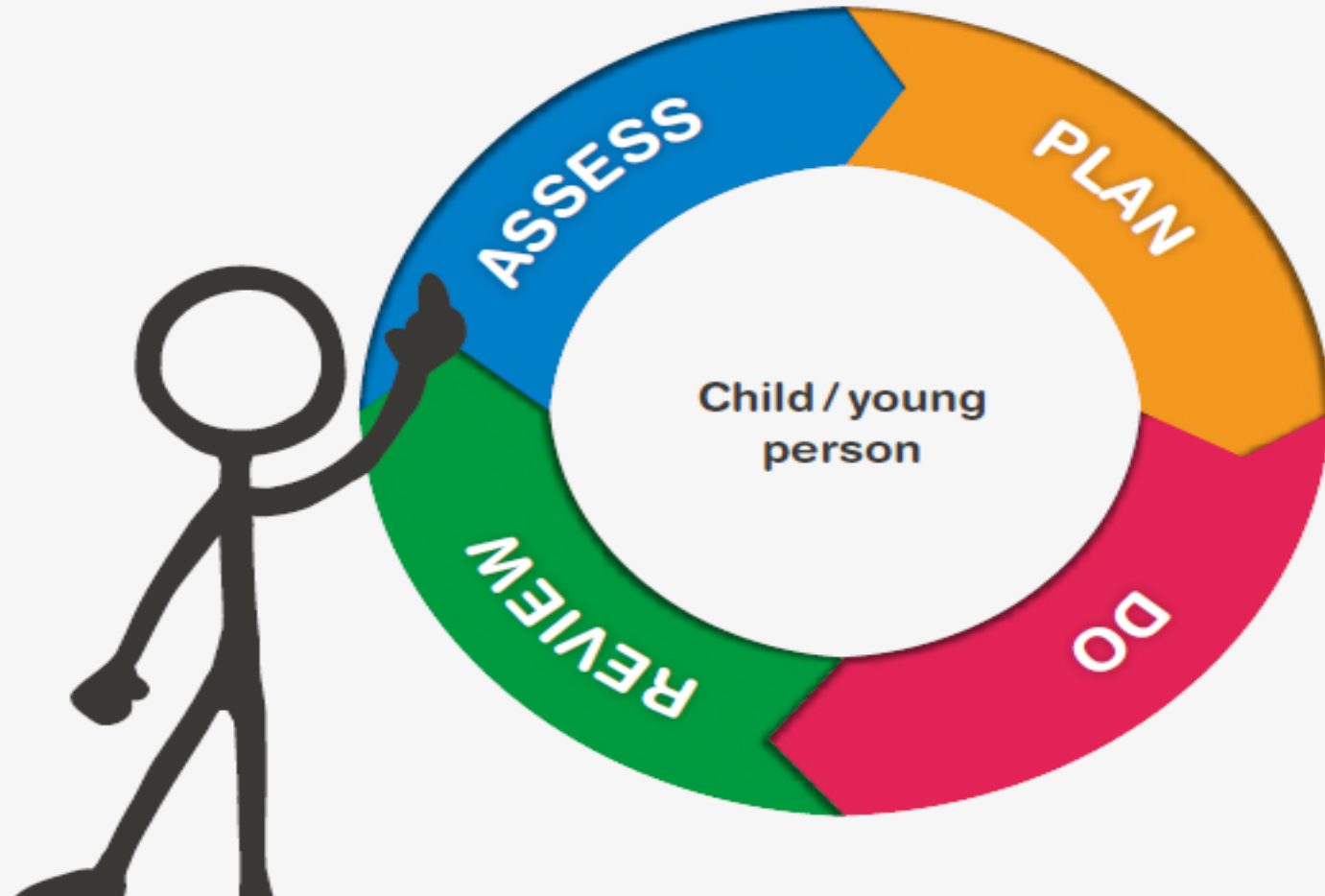
School
Funding
Reforms

The
Graduated
Approach

The Local
Offer

The Graduated Approach:

The link between assessment & teaching



The Graduated Approach:

The link between assessment & teaching



Assess

Do we collect accurate information about every child's attainments and progress as soon as they enter education? Do we identify pupils who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level? Do we moderate the assessment of pupils' attainment levels and target setting in a rigorous way?

Resources to support: [Rose: Three levels of Identification](#) and Assessment of literacy and dyslexic difficulties



Plan

Do we have arrangements in place including processes and resources for all pupils to increase their progress and raise their attainment?



Do

Do we use quality first teaching universally for all students? Have we creatively adapted our classroom teaching practice. Have we taken a targeted approach by using evidence-based effective interventions. Have we sought expert advice from a dyslexia specialist for those not making progress.

Resources to support: [Rose: Key strategies 1](#) and [Rose: Key strategies 2](#)



Review

Do we accurately monitor the progress of these children on a regular basis. Are they making good enough progress i.e. at least double the rate that they were making? Do we monitor support arrangements to show that they are effective in increasing the rate of progress and 'narrowing the gap' for identified pupils? Do we review support arrangements regularly with regard to their impact on pupils' outcomes, and make changes if they are ineffective? Have we listened to what the child's parent is saying is happening at home?

Resources to support: [Progress towards targets](#)



Activity 9



To see an example of how one school reviewed its programmes of interventions see:
[Case Study: Excellent progress achieved through a combined reading and phonics based programme](#)

Early Identification

While for many children SEND can be identified at birth or at an early age, some difficulties only become evident as children and young people grow older

It is therefore important that all those who work with young people be alert to emerging difficulties and respond early. It is important that all professionals listen and understand when parents express concerns about their child or young person's development

They should also listen to and address any concerns raised by children and young people themselves



Specifics to be aware of in Early Years around language development and its impact on literacy development

There is a clear link between communication and literacy development – and a very specific relationship between SLCN and literacy problems

A focus on developing children's oral language skills throughout their schooling is imperative. Based on research investigating this relationship, there is a range of appropriate intervention approaches that can be adopted including:

- ✓ Increasing the focus on the development of early language skills
- ✓ A multi-faceted approach to intervention to support children's communication needs
- ✓ Developing the children's workforce to improve their understanding of children's communication development, to develop their range of strategies to support effective communication for all children and to support their work with children with a potential SLCN



Early support resources: Information about speech language and communication needs

School years developmental journal

The Communication Trust

Communicating Phonics: A guide to support teachers delivering and interpreting the phonics screening check for children with speech, language and communication needs

See the ICAN Talk Series:
Speech, Language and Communication Needs and Literacy

Inclusion Development programme:
Teaching and supporting pupils with SLCN and the Early years resource: supporting children with SLCN

The importance of spoken language skills in learning to read and spell

The role of oral language in supporting early literacy development is complex and differentiated, however, it is universally acknowledged across disciplines that successful development of literacy depends upon competent language skills.

There is also no dispute about the impact of poor language skills on reading performance. In a landmark longitudinal study, Bishop and Adams followed a cohort of pre-school children with language difficulties through to primary school.

At age eight, they found that children whose language difficulties had been resolved by five and a half had developed good reading and spelling skills – in contrast to the group that had persistent SLCN.

The graduated approach: Involving specialists

The Local Offer should set out clearly what support is available from different services and how it may be accessed. For pupils who do not have an EHCP these services may include:

- ✓ The educational psychologist
- ✓ CAMHS
- ✓ Specialist support teachers
- ✓ Behaviour support teams
- ✓ Speech and language therapists
- ✓ Occupational therapists
- ✓ Physiotherapists
- ✓ Job coaches



Four key elements of good practice

1. A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupil

Universal high quality teaching and high expectations for all

01. A whole school focus on the teaching of reading which includes high quality systematic phonics teaching and continues until all pupils have demonstrated competence and places equal importance upon developing comprehension skills, in line with The Simple View of Reading
02. A teaching & learning policy which equips children & young people to learn independently
03. A whole school culture which values and gives high priority to parental engagement. The governing body provides support and challenge around the progress of all groups of pupils and about the effectiveness of approaches to narrowing the gaps
04. Whole school policies which take account of the effort of pupils & young people with a SpLD as well as their achievement, have well established assessment for learning in place and a marking policy which all children and young people understand and know how to use to make progress towards their next steps. Staff are well equipped to know what to do when they notice that a child or young person is struggling or not making progress. All teachers take responsibility for differentiating appropriately and making effective use of resources



To see an example of how one school approached its universal provision to support pupils with dyslexia see:
[Case Study: Tregadillett Community Primary School in Cornwall](#)



For effective parental engagement see:
[AfA Are we ready? A self audit](#)

[Load2Learn](#)

To learn more about how to use graphic organisers to enable children and young people to make notes, draft ideas, make connections and write creatively, see [here](#)

[Rose: Key strategies 1](#)

[Rose: Key strategies 2](#)

[NASEN: Guidelines to support a dyslexia-friendly Environment](#)

[NASEN: Top ten things to know and do-dyslexia](#)

Four key elements of good practice

2. Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these

What would this look like

- ✓ All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers
- ✓ Some staff will have additional qualifications or training to enable them to assess pupils and/or oversee the delivery of evidence-based intervention programmes (Although all teachers will be continually assessing for learning)
- ✓ Some schools may commission services from local and national agencies to work in schools to provide professional development to staff or specific, specialist support to pupils for whom success is elusive and who need an even more personalised programme delivered by an appropriately qualified person
- ✓ All pupils receive universal high quality inclusive teaching, informed by an understanding of the processes of learning and the impact that specific difficulties can have on these. Teachers have high expectations for all and enable children and young people to work at a level which challenges their own abilities



Case Study: A chance to talk from the SEND pathfinder work

Four key elements of good practice

3. Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers

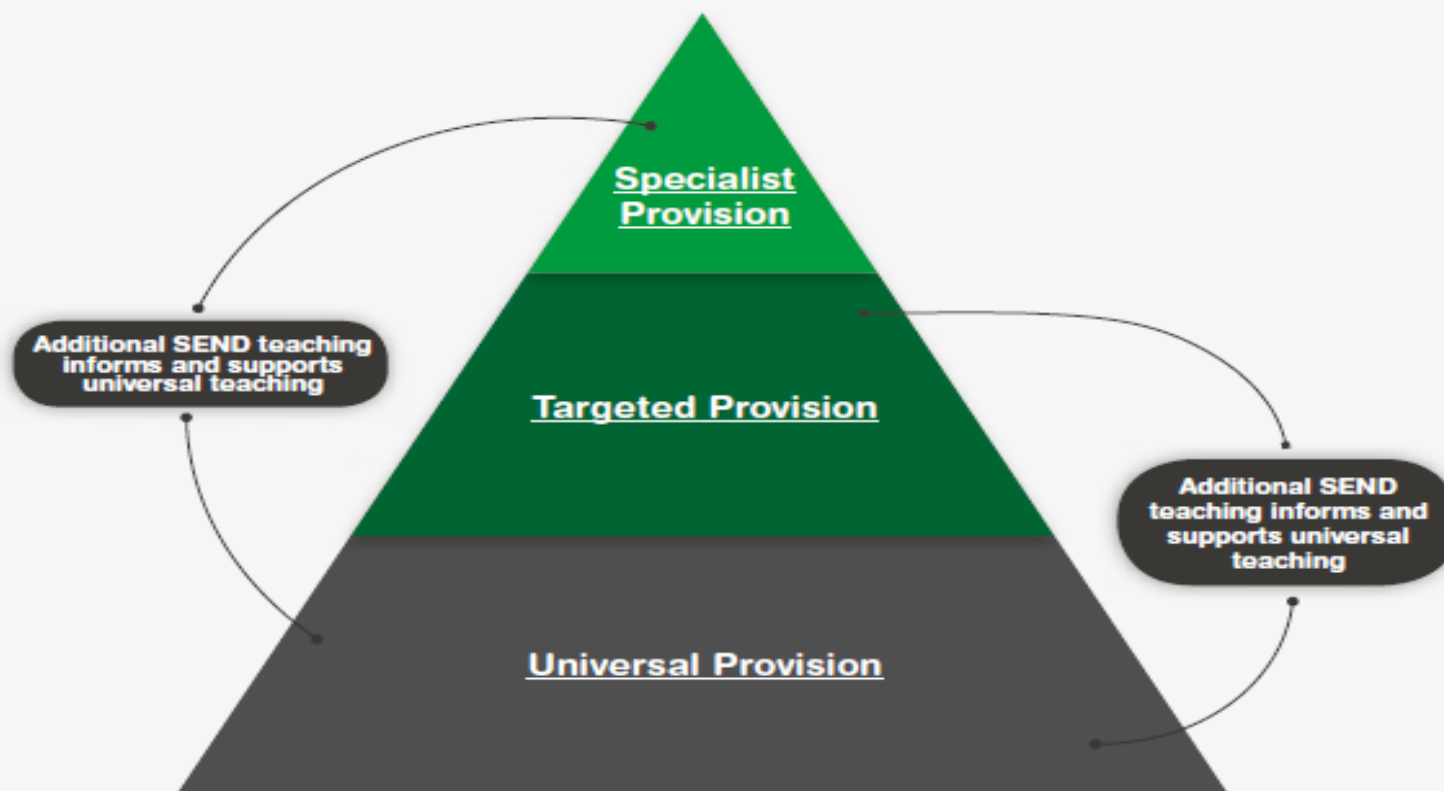
What would this look like?

- ✓ Most pupils make good progress. Regular tracking & monitoring highlights when a pupil is not making progress. Teachers know what action to take when they notice that a pupil is struggling
- ✓ Staff have access to additional learning programmes and resources to support development of key skills and strategies for independent learning



Four key elements of good practice

4. Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress



Making Best Use of Teaching Assistants

Summary of recommendations

- contains seven recommendations to maximise the impact of teaching assistants
- provides a framework by which schools can transform the way that TAs are deployed and supported to help them thrive in their role and improve outcomes for pupils

The recommendations are arranged in three sections

1. The use of TAs in classroom contexts
2. Delivering structured interventions out of class
3. Linking learning from work led by teachers and TAs