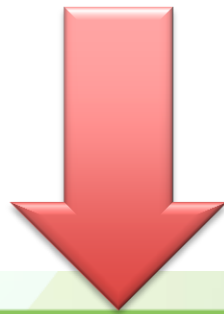


# Westminster SENCO Forum

6<sup>th</sup> December 2017





3. Assess

4. Plan

5. Do

6. Do -  
Higher Quality  
Teaching

7. Do -  
Communication  
and Interaction

8. Do -  
Cognition  
and Learning

9. Do - Social,  
Emotional and  
Mental Health

10. Do -  
Physical  
and Sensory

Evidence

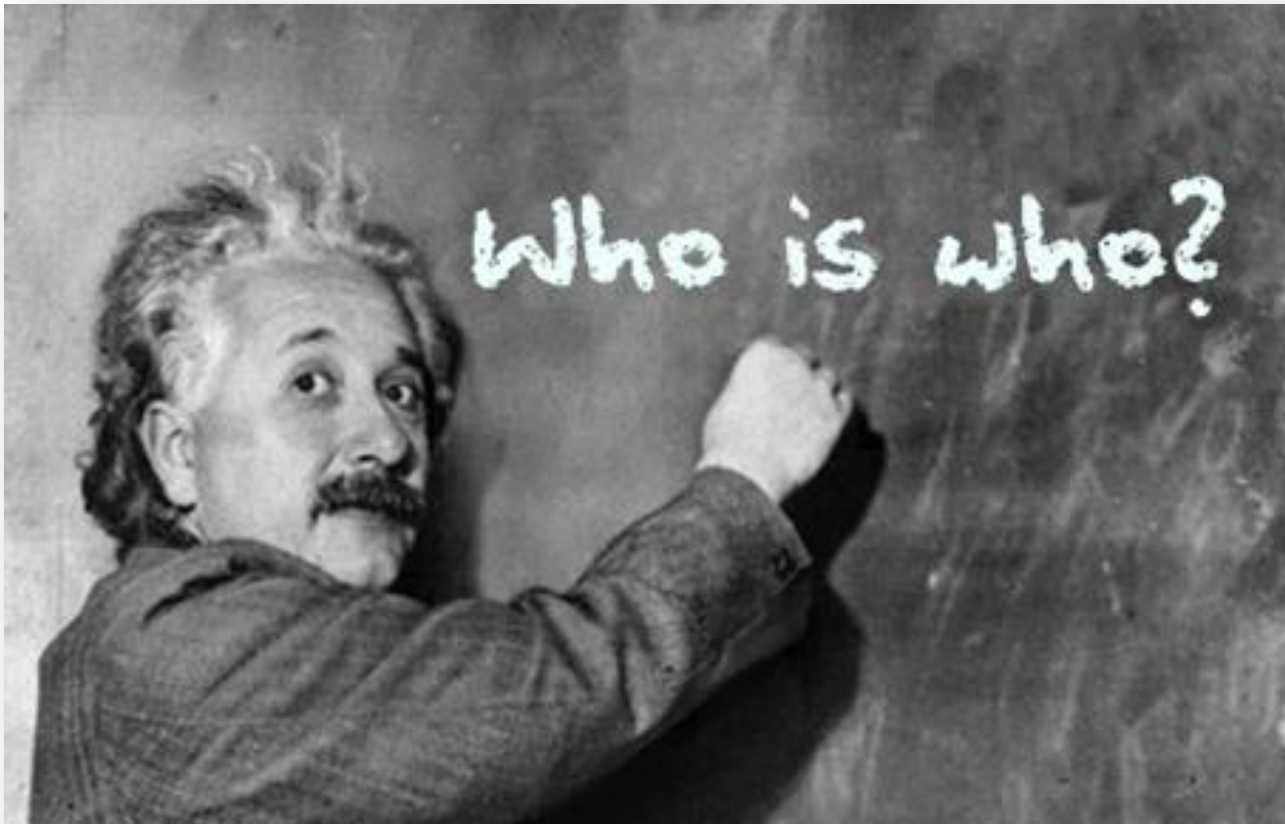
Evidence

Evidence

Evidence

Evidence

# Introduction



# The Raft of the Medusa



*“There only two roles in school which are statutory: Head teacher and SENCO. Only one of the two roles requires QTS...”*

*“Every teacher is a teacher of SEND”*





What methods does your school use to identify and assess C&YP with SEN?



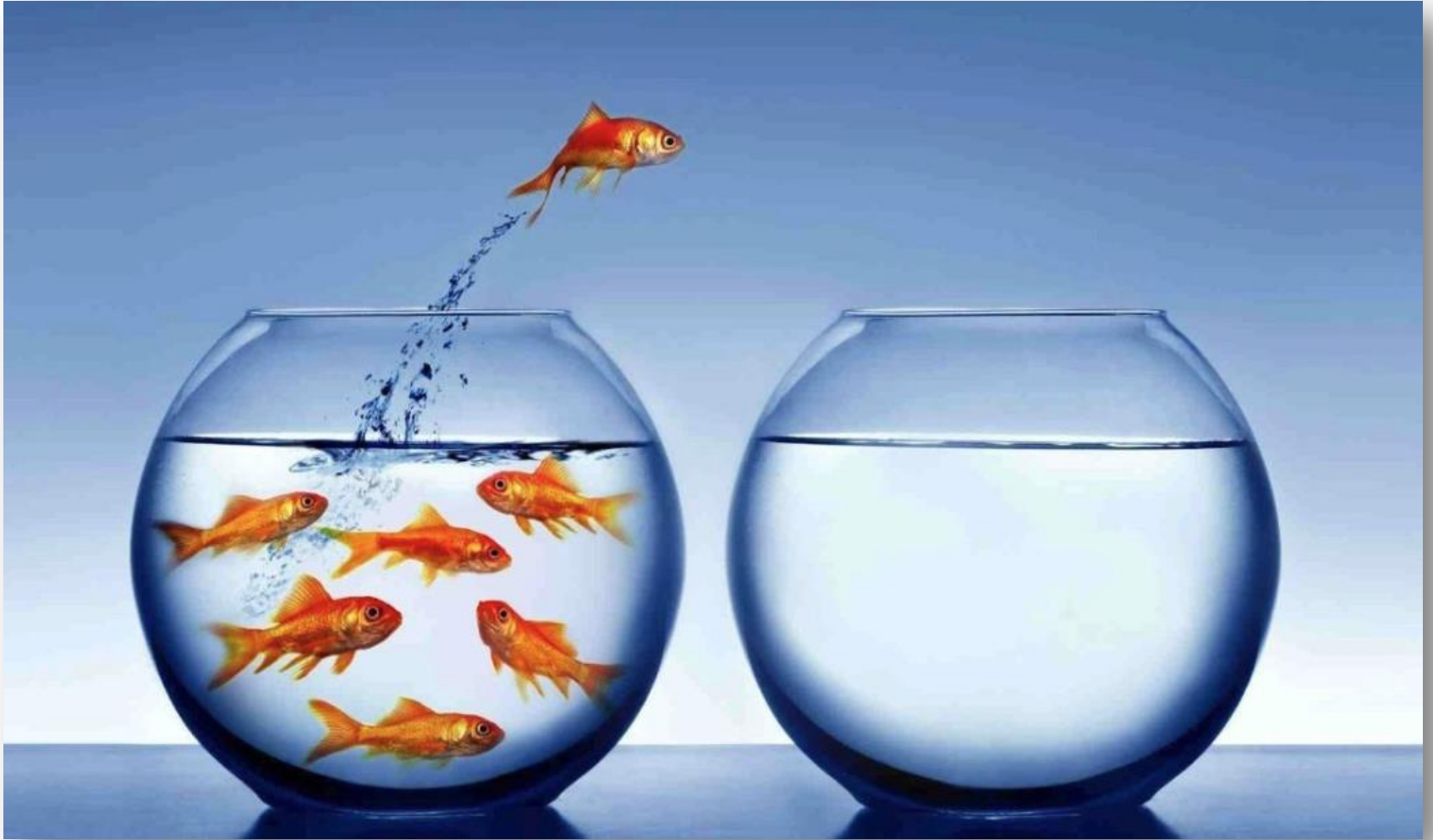
- Transition processes
- Staff referral systems
- Involving parents
- Involving pupils
- Student self-declaration
- Identification of a medical diagnosis
- Assessing all pupil's skills and levels of attainment
- Identifying barriers to learning or the SEND
- Monitoring behavior and attendance
- Involving specialist



# Parents- interview with a Mum



# Transition



# Transition ideas- competition



# A word from Claire- the HT of College Park



# Labels are useful but...



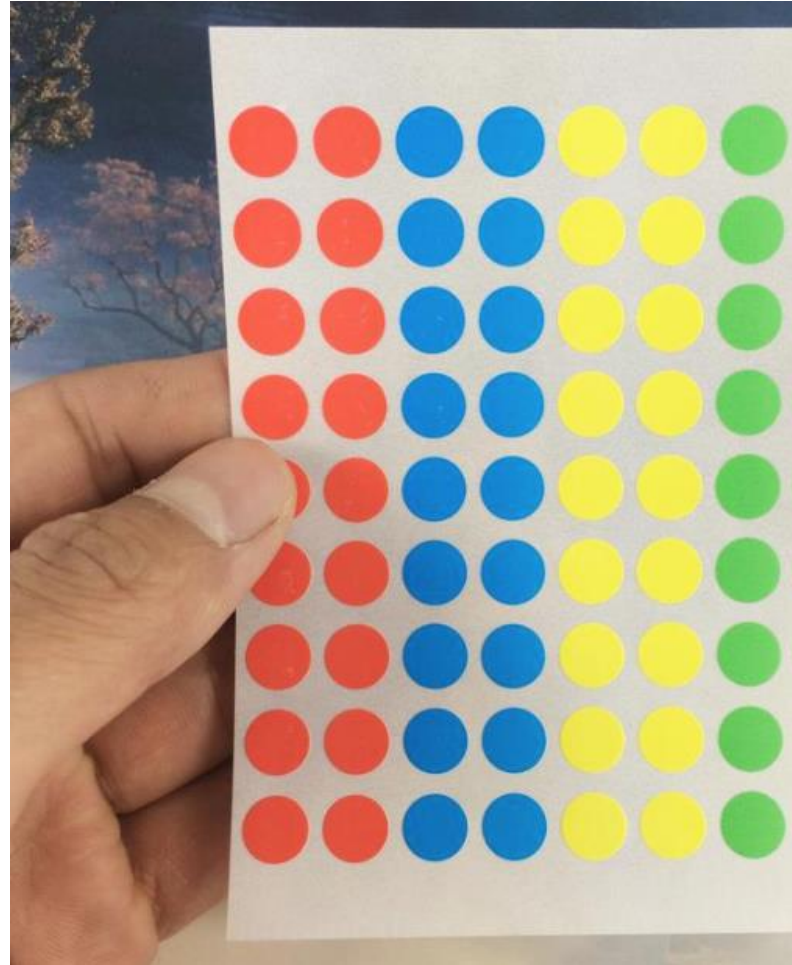
**Even more important is exploring what the children do that is right!!!!**

<https://vimeo.com/241777784>





Don't forget to put your sticker next to  
best transition idea!





# 15 min break



# Identification of medical diagnosis



# A few pointers from QTVI and ToDs



# Teachers of the Deaf



## **Who we are:**

Kathryn Gilgallon – Highly Specialist Teacher of the Deaf

Heather McClean- Teacher of the Deaf



# Sound Simulation



# Children you suspect may have a hearing loss?

- Watches faces/lips intently.
- Frequently asks for repetition.
- Does not always follow instructions straight away.
- Often misunderstands or ignores instructions.
- Watches what others are doing before doing it themselves.
- Frequently seeks assistance from peers.
- Talks either too loudly or too softly.
- Appears inattentive or as though daydreaming.
- Makes little or no contribution to class discussions.
- Complains about not being able to hear.
- Tires easily.
- Becomes easily frustrated.
- Seems socially isolated and less involved in social group activities.

# You suspect a child has a hearing loss, what do you do?

1. Monitor their behaviour and note anything that has made you suspect a hearing loss
2. Alert parents and recommend they visit the GP for an audiology referral
3. Following a clinical diagnosis, a Teacher of the Deaf will be in contact or you can alert us when we are next in



# Are all visits created equal?

Use of a national criteria system to identify the level of care and visits required for an individual student.

TOD can discuss with you and parents if you have any questions

# SENCo Forum

## Any Questions?

Kathryn Gilgallon

[k.gilgallon@qe2cp.westminster.sch.uk](mailto:k.gilgallon@qe2cp.westminster.sch.uk)

Heather McClean

[h.mcclean@q2cp.westminster.sch.uk](mailto:h.mcclean@q2cp.westminster.sch.uk)

# Referral System

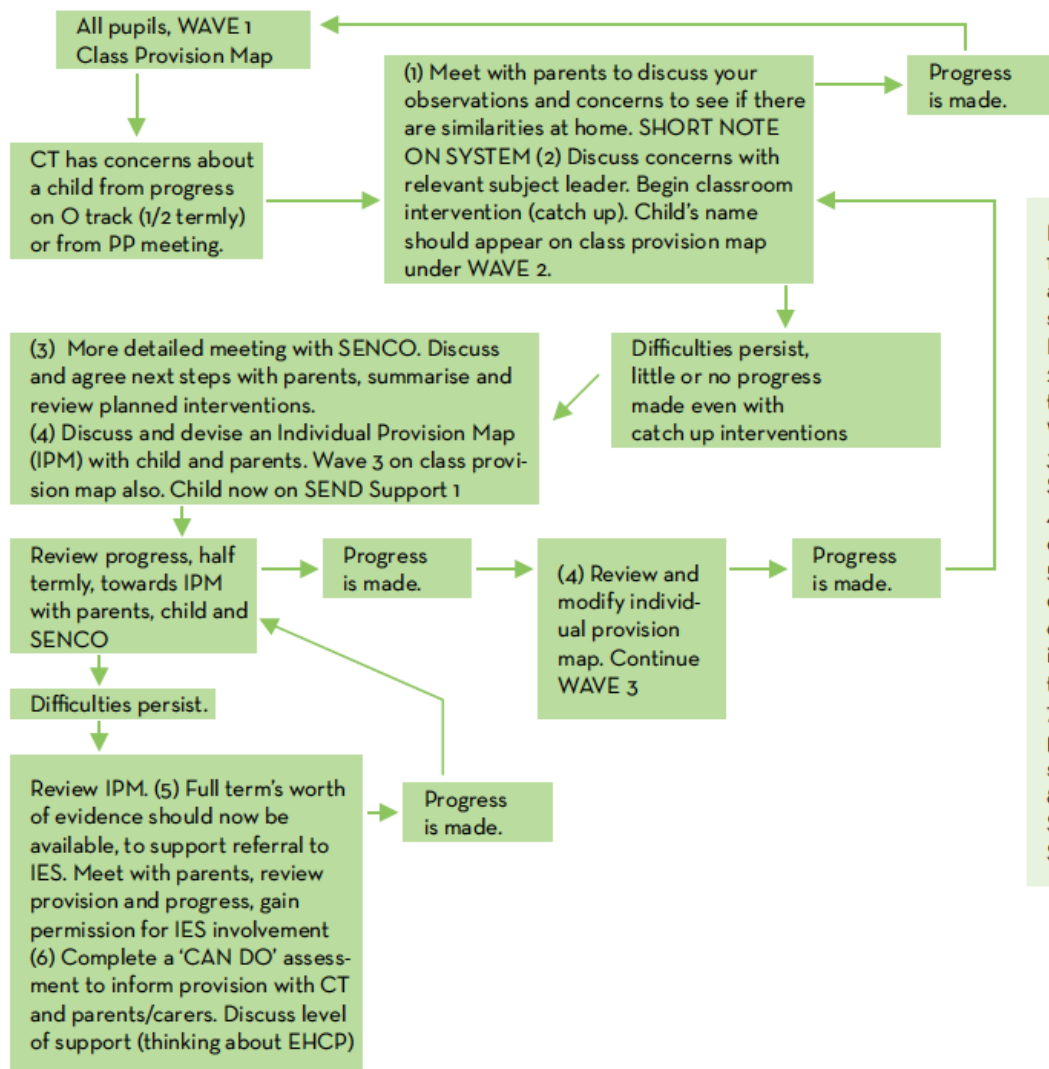


Promonitor

SIMs

CPOMS

?



#### Key

1. Early meetings all recorded on proforma, inform SENCO and join the watchful waiting /barriers to learning list, Reasonable adjustments at WAVE 1, recorded on Class Provision Map.
2. Intervention (catch up) and monitoring by CT and interventions manager (SENCO). Recorded on Class Provision Map at WAVE 2, begin an inclusion passport
3. Discussion regarding a place on SEN register and a move to SEND Support 1
4. Additional to and different from, 1:1/small group time record on Individual Provision Map.
5. Referral to Inclusive Education Service (IES) using all evidence.
6. Breaking down targets even further and/or changing interventions. CAN DO ASSESSMENT, Involvement of Head teacher. (We could look at My support plan)
7. Personalised Provision in place using Personalised learning plan, inclusion passport, communication passport, advice and support from IES, could also be some inreach work.
8. Request for EHC plan using ECHAR form and CAN DO. SENCO has half termly meetings to review monitoring with SEN Governor

# Involving specialists



# About us



## Westminster Training and Outreach Service



- **HI**
- **VI**
- **OT**
- **Charging**
- **Specialist equipment**



# Assessing all pupils' skills and attainment

Schools and colleges are assessing pupils' ability and attainment:

- On entry (as a means of benchmarking, baseline for tracking future progress and identification of areas of need)
- As part of regular reviews of pupil progress

They are doing this by:

- Conducting a series of baseline assessments on entry (covering functional and core skills, to assess ability level)
- Formative assessment (including marking and work scrutiny)
- Analysing performance data (including phonics skills, key stage 2 and key stage 4 data); exam results; CATS (cognitive ability tests scores)

Would you recommend any other tools?

### Assessing skills and abilities

Primary schools find that many children starting with, or joining, them come with a range of different assessments and in different formats. Therefore some of them are carrying out their own additional assessments to ensure consistency of progress monitoring. These include:

- Grammarsaurus
- The York Assessment of Reading for Comprehension
- Head Start reading comprehension
- National phonics test (used at the end of KS1)
- Vernon graded/single word spelling tests (from age 5 to 18+ years)
- Working memory tests;
- ELKLAN blank level questioning
- Dyslexia screening tool or the Dyslexia profile assessment
- Ruth Miskin's Read, Write Inc series
- Every Child Counts for maths assessments.

# Student self-declaration/self-advocacy



# Monitoring behaviour and attendance

- How/when/who in your school monitors and recording behaviour?
- What tools do you use?
- How do you liaise across departments - including those with responsibility for attendance and behaviour and pastoral teams
- Who is responsible for analysing data held on sanction and reward and behaviour monitoring systems?

# Date and venue for the next meeting

2018						
January						
Wk	Mo	Tu	We	Th	Fr	Sa Su
1	1	2	3	4	5	6 7
2	8	9	10	11	12	13 14
3	15	16	17	18	19	20 21
4	22	23	24	25	26	27 28
5	29	30	31			
February						
Wk	Mo	Tu	We	Th	Fr	Sa Su
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7	12	13	14	15	16	17 18
8	19	20	21	22	23	24 25
9	26	27	28			
March						
Wk	Mo	Tu	We	Th	Fr	Sa Su
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April						
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18	30					
May						
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June						
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July						
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August						
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September						
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39	24	25	26	27	28	29 30
October						
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43	22	23	24	25	26	27 28
44	29	30	31			
November						
Wk	Mo	Tu	We	Th	Fr	Sa Su
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46	12	13	14	15	16	17 18
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48	26	27	28	29	30	
December						
Wk	Mo	Tu	We	Th	Fr	Sa Su
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51	17	18	19	20	21	22 23
52	24	25	26	27	28	29 30
1	31					



Thank you and Happy Holidays from  
T&O

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