



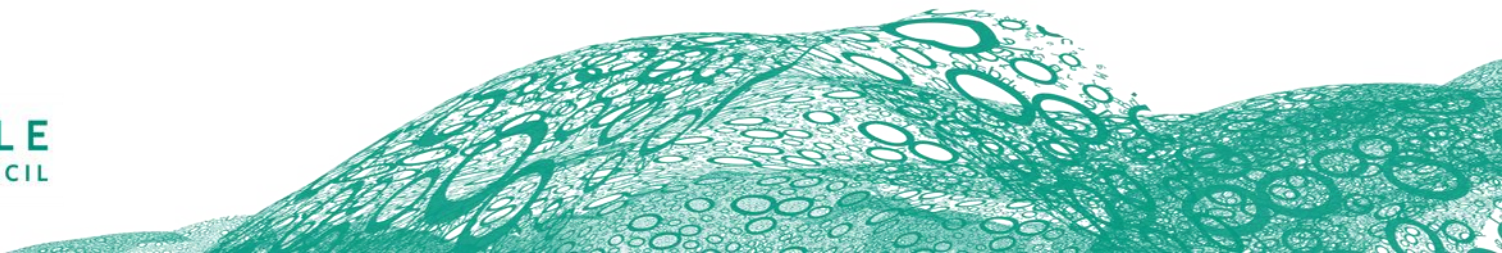
ROCHDALE

SENCO CLUSTER MEETINGS

November 2017

Programme

1. Welcome & Housekeeping – 5 mins
2. National & Local Updates - 30 mins
3. SENDIASS – 30 mins
4. Break/Networking - 10 mins
5. SEN Codings (Part 2) – 10 mins
6. VI Friendly Schools – 30 mins
7. Evaluations – 5 mins



National Updates

Literacy and Numeracy Catch Up Strategies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/659067/Literacy_and_numeracy_catch_up_strategies_amended_13.11.17.pdf

Changes to Schools Funding

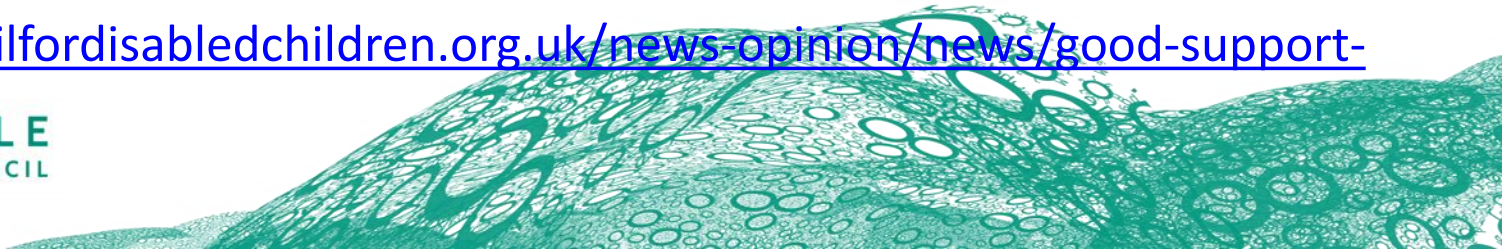
https://www.youtube.com/channel/UCROOCs9OvIwqFOy5_E0Jtfg

National SENCO Forum e-discussion group

<http://lists.education.gov.uk/mailman/listinfo/senco-forum>

Good Support is Like a Box

<https://councilfordisabledchildren.org.uk/news-opinion/news/good-support-box>



Resources

NAS Autism Resources

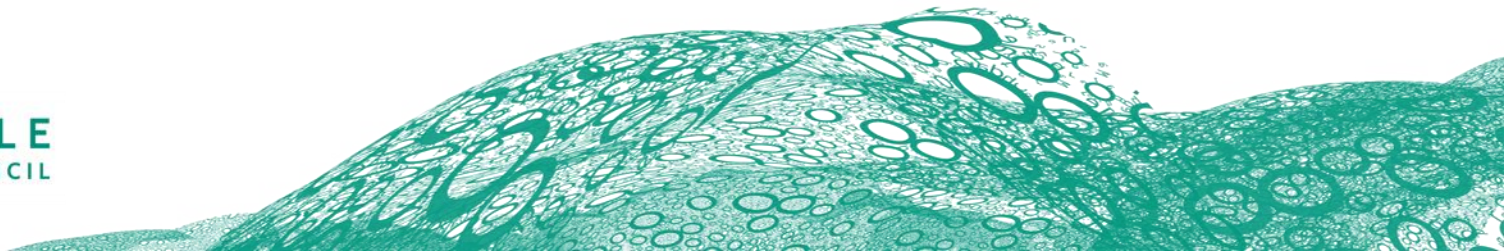
<http://network.autism.org.uk/knowledge/insight-opinion/back-school-autism-resources-school-staff>

Emotional Resilience

<http://www.boingboing.org.uk/>

Understanding depression and low mood in young people

<https://www.futurelearn.com/courses/depression-young-people?lr=51>

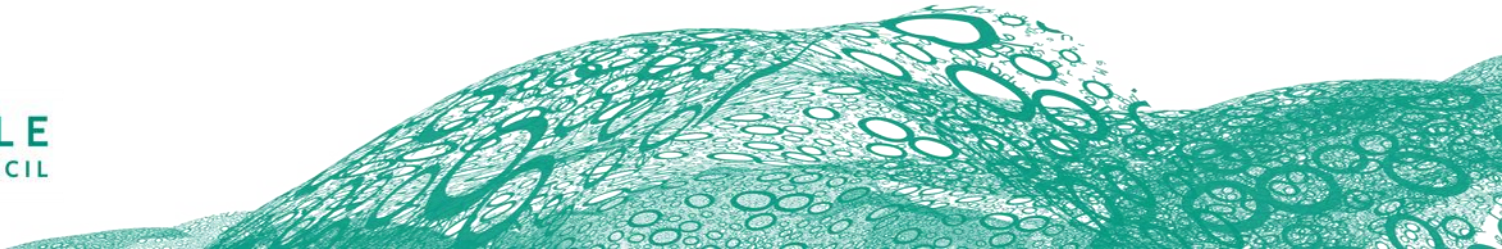


Local Updates

- Banding system for SEN pupils in mainstream schools/academies

<http://search3.openobjects.com/kb5/rochdale/fsd/service.page?id=0E-BdUIRBss>

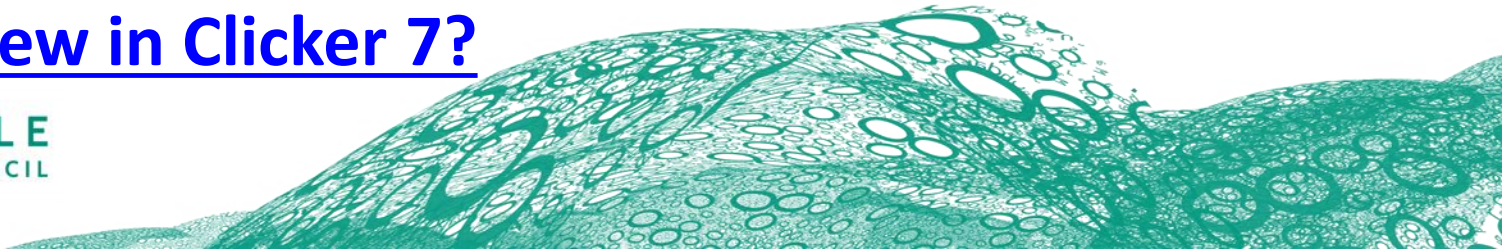
- Y6 Transfers



Clicker 7

- Special offer for Rochdale Schools – available until 22nd December 2017
- Crick willing to spread costs e.g. deposit now and pay rest in new financial year
- OneSchool licence – installation on ALL computers now and in the future, staff machines in school and in their homes and pupils' home machines – one off cost NOT yearly subscription
- RANS can provide free training to schools either via the REAL Trust or through twilight/inset
- More information via RSI or

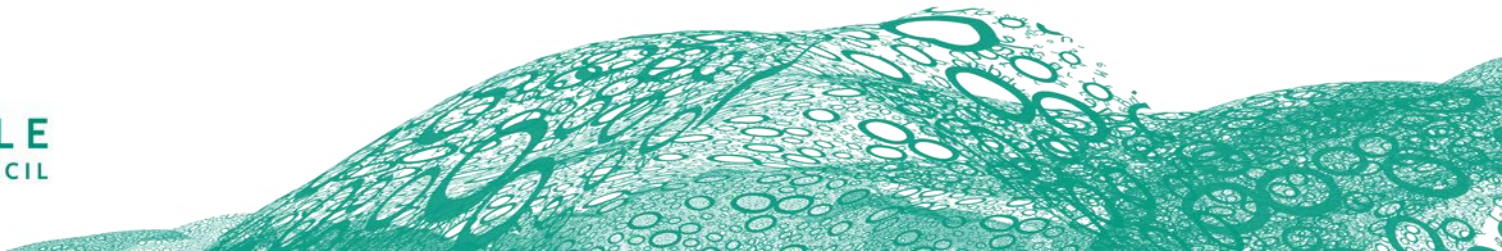
[what's new in Clicker 7?](#)



Clicker 7 – Angus Council Research

- Use of Clicker 7 resulted in almost 3x the number of words being written, with more than twice the number of multi-syllabic words used
- Pupils requiring significant or average support took over a third less time to complete their work when using Clicker 7, and with over 4x less help from teachers/TAs needed
- Overall, pupils required help or prompting 6.5x less when using Clicker 7 to support their writing

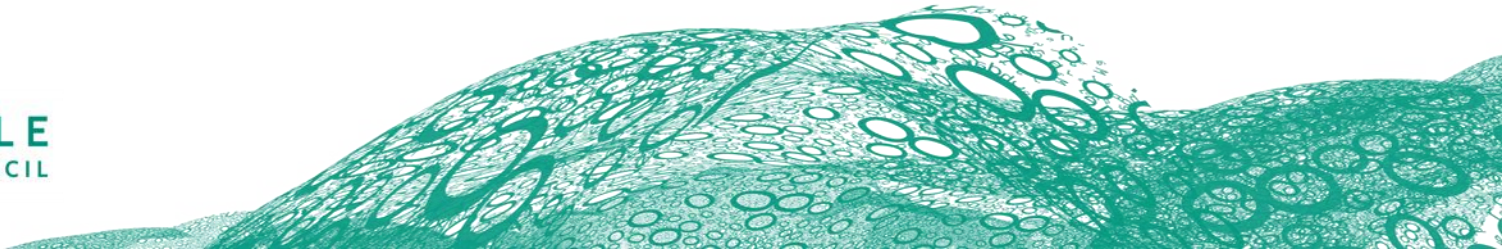
[Full report](#)



DocsPlus – new software from Crick

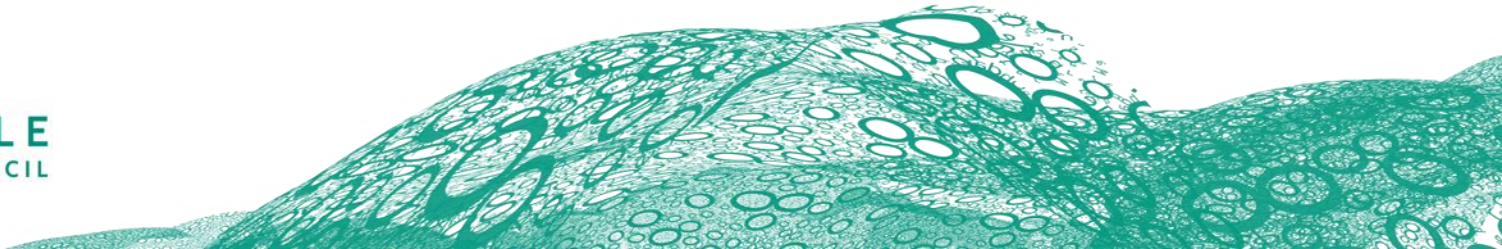
- Aimed at secondary schools/older learners
<http://www.cricksoft.com/uk/products/docsplus/home.aspx>
- Planning, reading and writing support (replaces WriteOnline)
- Realistic speech feedback - across the text reader, word prediction, spell checker and WordBars.
- Voice recording – for students to record their ideas and listen back for prompts for writing, for staff to record instructions for student to listen to and can be used to provide written and spoken feedback using comments attached to specific parts of writing
- Document Analysis tool – provides information regarding writing statistics (number of words/sentences/paragraphs, average length of sentences etc), identifies whether text has been pasted from another source, shows spelling corrections in context with original attempts

and much, much more!



RANS PD Team

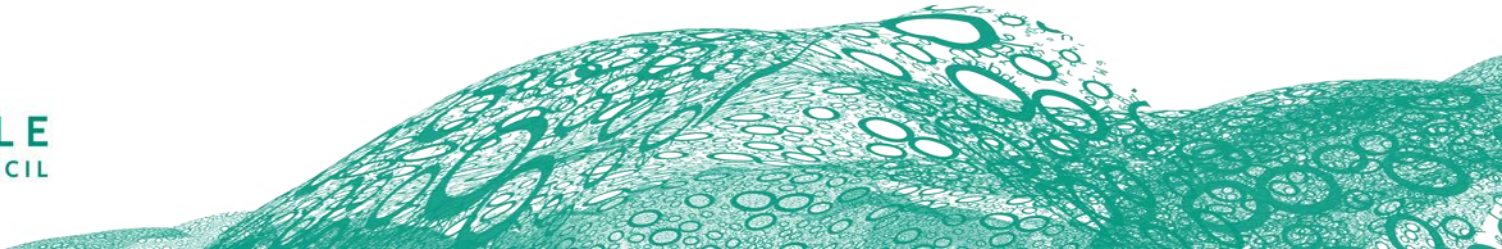
- Staffing difficulties – please bear with us, unable to deliver full service, please get in touch if any concerns/urgent issues
shona.hopkins@rochdale.gov.uk
01706 926400
- Next Assistive Technology Information Day is Tuesday 12th December, book a slot or just drop in for a chat, open from 9.30am to 4.40pm at Riverside, conference room next to Bean



Quick Task

Can you decipher the following command?

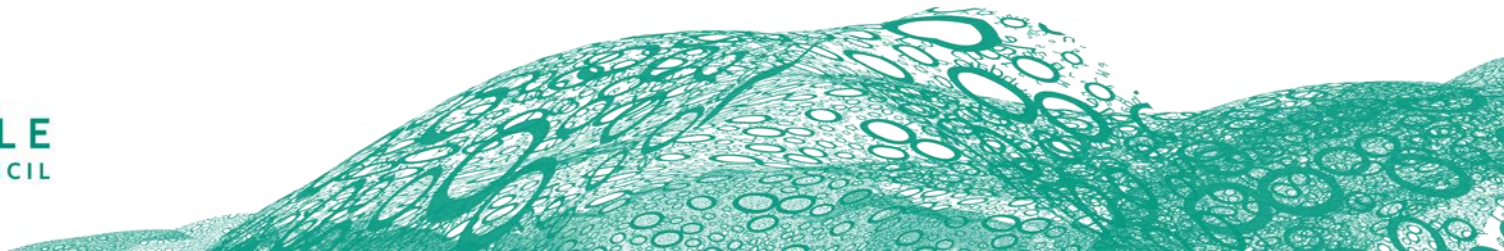
tuboe vq boe tipvu 'dsbdlfe ju!'



SENDIASS

Rochdale
SENDiass

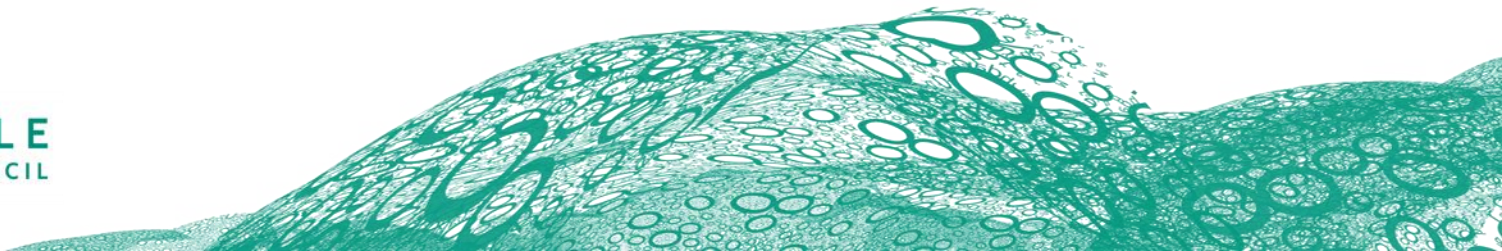
Special Educational Needs,
Disability Information,
Advice & Support Service.



Break



ROCHDALE
BOROUGH COUNCIL



SEN Codings

MLD – moderate learning difficulties

SpLD – specific learning difficulties

SLD – severe learning difficulties

PMLD – profound and multiple learning difficulties

VI – visual impairment

HI – hearing impairment

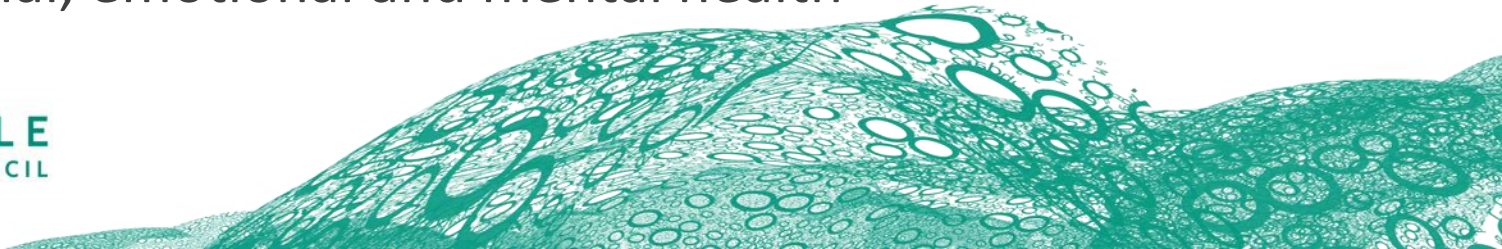
MSI – multi sensory impairment

ASD – autistic spectrum disorder

SLCN – speech language & communication needs

PD – physical difficulties

SEMH – social, emotional and mental health

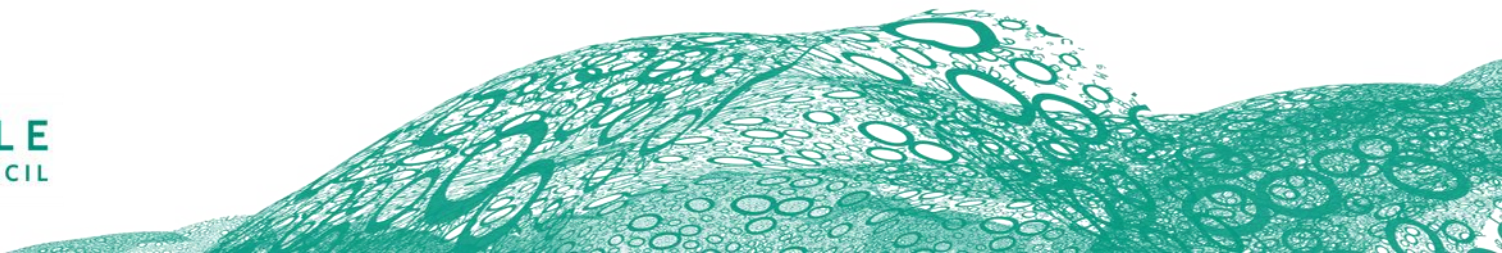


VI

A child or young person is described as visually impaired when his/her eyesight cannot be corrected to a “normal level.” A person with a visual impairment may either be blind or partially sighted.

An eye specialist called an ophthalmologist will carry out tests to decide if child or young person is severely sight impaired (blind) or sight impaired (partially sighted).

Some children and young people may only have a severe sight impairment in one eye. If the other eye largely compensates for the loss of sight in the affected eye, the child or young person will not be described as having a severe sight impairment.



HI

Different people are comfortable with particular words to describe their own deafness or hearing loss. In education the term 'hearing impairment' is used as an umbrella term to include those children and young people with varying degrees of hearing loss including those who may be assessed as being profoundly deaf. A deaf child or young person has little or no hearing. Hearing loss may occur in one or both ears. Often children and young people's hearing loss may be described in the following ways:

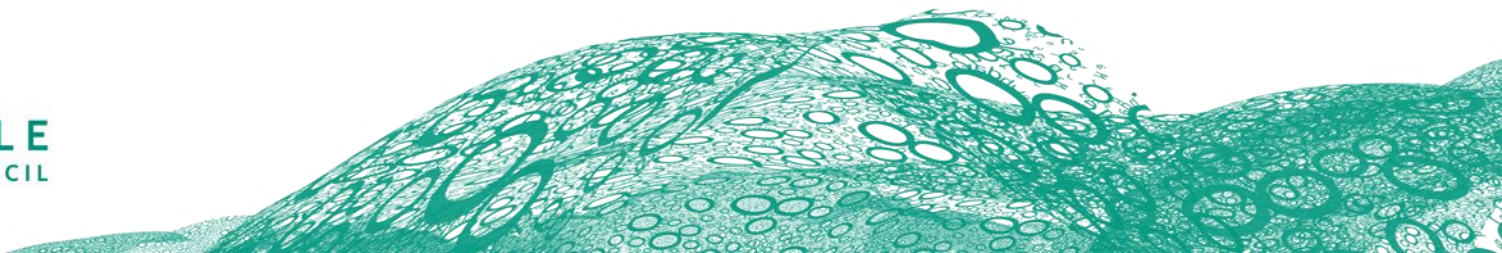
Mild

Moderate

Moderate-sever

Severe

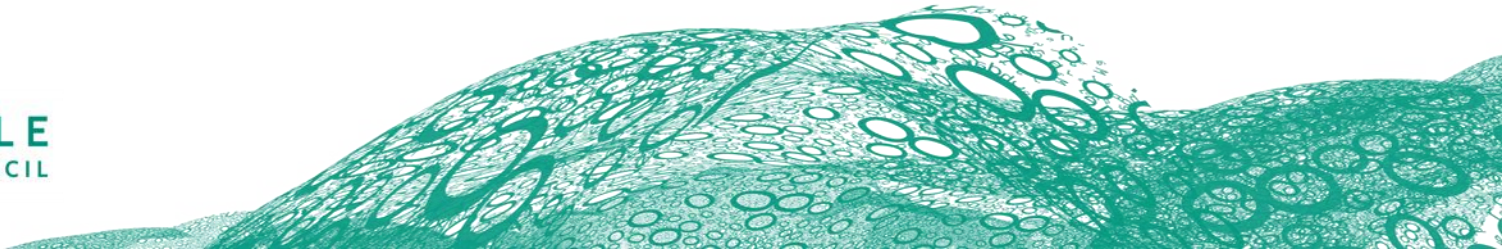
Profound



MSI

Multi-Sensory Impairment (MSI) means that a child or young person has impairments with both sight and hearing. Their sensory loss may be present at birth or acquired later. Most children and young people with MSI will have some useful vision and hearing; however there are some who are completely deaf and blind. There are a number of terms used to describe MSI including deafblind, dual-sensory impaired and dual sensory loss.

MSI impacts on all areas of learning and children and young people may need additional support to learn to communicate and develop socially.



ASD

Autism is a lifelong, developmental disability that affects how a child or young person sees the world and interacts with others. Key features of autism include difficulties with:

Social and emotional understanding

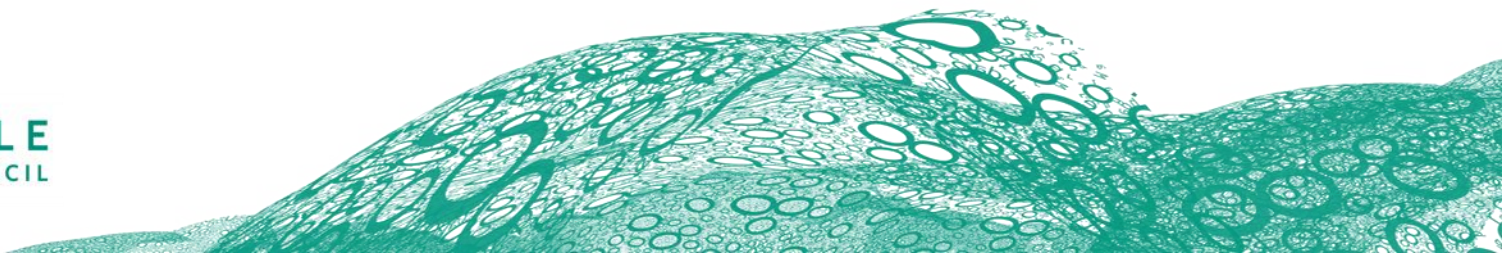
Communication and language

Flexibility of thought and behaviour

Some children and young people with autism may also experience sensory processing issues e.g. hypersensitivity to certain noises, smells or materials.

Autism is often referred to as autistic spectrum disorder (ASD) or autistic spectrum condition (ASC).

The ASD coding can only be used when a diagnosis has been confirmed in writing by a psychologist or paediatrician. Pre-diagnosis the code SLCN should be used.

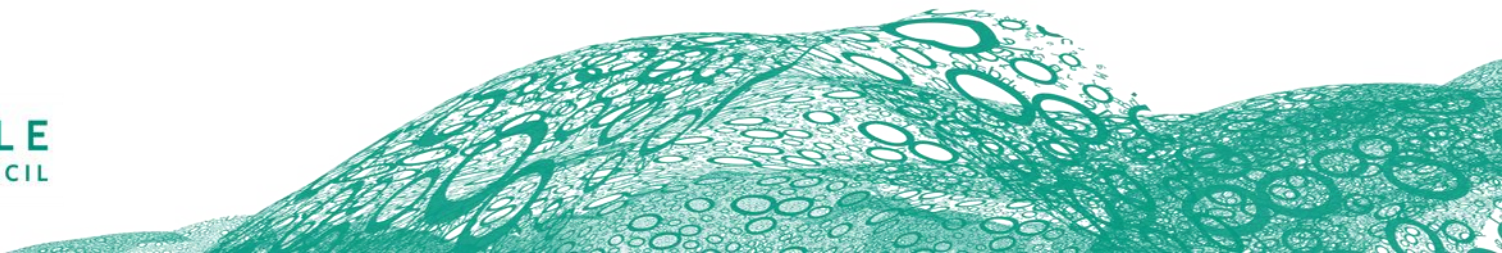


SLCN

Some children and young people find it difficult to listen, understand and communicate with others and may need support to develop the skills involved. The umbrella term most commonly used to describe these difficulties is Speech, Language and Communication Needs (SLCN).

Children and young people with communication difficulties may have difficulty with only one speech, language or communication skill, or with several.

It is estimated that around 10% of children starting school will have a communication difficulty – that's approximately 2-3 in every classroom.



PD

A child or young person with a physical difficulty will struggle with physical functioning, mobility, dexterity or stamina. Children and young people with physical difficulties may have an acquired or congenital physical impairment such as cerebral palsy, muscular dystrophy, spina bifida, arthritis, amputation, genetic disorder etc. Children and young people with physical difficulties may experience one or more of the following:

Paralysis

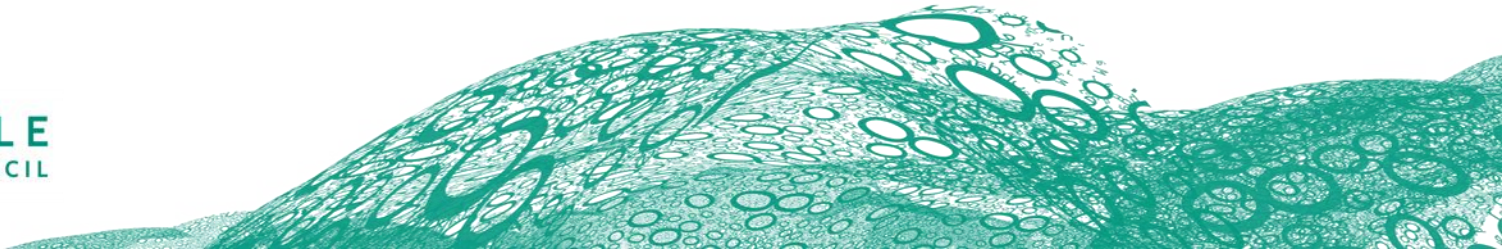
Altered muscle tone

An unsteady gait

Loss of, or inability to use, one or more limbs

Difficulty with gross-motor skills such as walking, running and catching a ball

Difficulty with fine-motor skills such as fastening buttons, writing and picking up small objects



SEMH

Social, emotional and mental health (SEMH) needs is an umbrella term for children and young people who have difficulties with controlling their emotions and often show inappropriate responses and feelings to situations.

Children and young people with SEMH may display one or more of the following:

Disruptive/anti-social/uncooperative behaviour

Temper tantrums

Frustration/anger/verbal and/or physical aggression

Withdrawal and/or depression

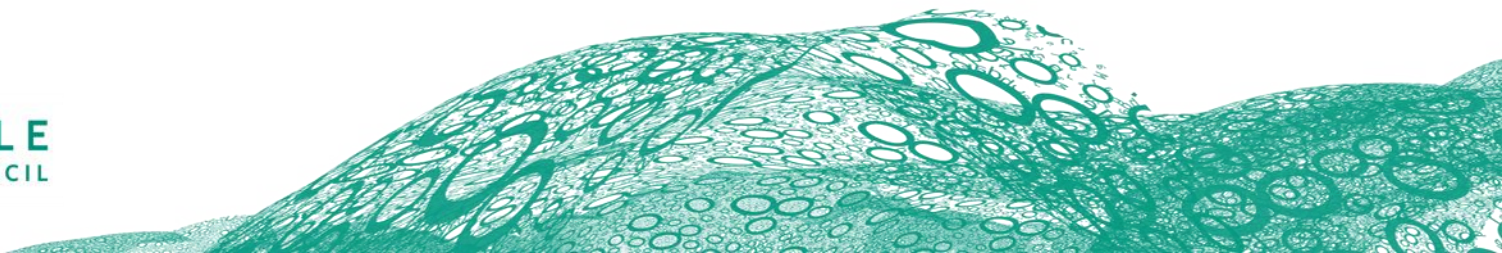
Anxiety

Self-harm

Damage to the environment

Drug and/or alcohol abuse

Setting fires



VI Friendly Schools



Contact Details

SEN Assessment Team



01706 92 5981



sen@rochdale.gov.uk



ROCHDALE
BOROUGH COUNCIL