THE IMPACT OF SLCN – ACTION FOR SENCOs

Anita Devi | @Butterflycolour

Essential SENCO Network Annual Conference 2017
I believe in the JOY of Learning
SENCO

National SENCO Award

- Professional Knowledge and Understanding
- Leading & Co-ordinating Provision
- Personal and Professional Conduct

Strategic

Operational
LEADERSHIP & MANAGEMENT OF SEND

- CPD model
- www.slcframework.org.uk
- Empowering others
- Evidence chain – paperwork flow

ITT/ SEND
www.nasbtt.org.uk/send

Sept 2017
www.sendreviewportal.net
FOUR BASIC FOUNDATIONS

- 0-25 years SEND Code of Practice - principles (p19)
- 0-25 years SEND Code of Practice - fundamentals (p24)
- 0-25 years SEND Code of Practice - Graduated Approach (chapter 6)
- Provision Framework
1. PRINCIPLES

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

• the views, wishes and feelings of the child or young person, and the child’s parents

• the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions

• the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood
2. FOUNDATIONS

High quality provision to meet the needs of children and young people with SEN

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
LEARNING / SENSES

Sensory input → Learning Process → Application & transference: mastery
WHAT IS YOUR MODEL OF LEARNING?
WHAT IS YOUR LANGUAGE FOR LEARNING?
3. GRADUATED APPROACH

- Assess
  - Skills
  - Knowledge
  - Experience
  - Capacity
- Review
- Plan
- Do
4. PROVISION FRAMEWORK

Wave 3 plus
Wave 3
Wave 2
Wave 1
FOUR AREAS OF NEED:

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

0-25 SEND Code of Practice 2015 p97
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Developmental Language Disorder (DLD) when the language disorder is not associated with a known biomedical condition such as autism, acquired brain injury, epileptic aphasia, Downs, cerebral palsy, certain neurodegenerative conditions or sensorineural hearing loss.

If associated with any of these conditions, the agreed terminology by panel was ‘Language Disorder associated with X’.
What is new?

- Developmental language disorder (DLD) to replace SLI
- Disorder defined in terms of **functional impairment** and **poor prognosis**
- Does not use invalid delay/disorder distinction
- Does not use social background as criterion
- Does not use nonverbal IQ as criterion
- Additional disorders as descriptor rather than exclusionary factor

Terms have different connotations

- Needs
- Difficulties
- Problems
- Delay
- Impairment
- Disability
- Disorder

"Although I agree with the term and the explanation given, the use of the word 'disorder' has very negative connotations for teachers and those within educational policy... There is no useful term that gets around this issue, however.” Panel member
I. Environmental and Physical barriers:
   (a) Time – adopt appropriate fast channels of communication
   (b) Space – maintain the distance in the communication exercise as determined by the situation
   (c) Place – Avoid overcrowded inaccommodious and ill-lit, ill-ventilated places to achieve effective communication
   (d) Medium – Choose the appropriate medium oral / written (sign (audio/visual) medium.

II. Semantic Barriers:
   Connotational meanings of words – Choose the correct and precise word depending on context and the receiver's felicity in the use of language.

III. Cultural Barriers:
   Understand and accept the cultural variations in individuals and groups. Appreciate them and adopt your communication style to them.

IV. Psychological Barriers:
   Try to understand the receiver's mindset and attitudes.

V. Perception of Reality:
   Try to understand the different levels of perceptions of a situation and an issue. Be open, flexible and transparent.
<table>
<thead>
<tr>
<th>Age Years</th>
<th>Language &amp; Reading Development</th>
<th>Cognitive Development</th>
<th>Red flags</th>
</tr>
</thead>
</table>
| 4         | • Uses correct grammar most of the time.  
• Can recognise rhymes  
• Can sit and listen to a story for 5 minutes  
• Infantile substitutions in speech  
• Understands number/space concepts - e.g. on/over/under | • Asks lots of questions  
• Gives first and last name  
• Can repeat three digits correctly – three times e.g. six-eight-nine  
• Counts up to 20  
• Can watch a TV programme or DVD for 10 minutes | ➢ No pointing  
➢ Little or no speech  
➢ Hard for others to understand speech  
➢ Difficulty running/climbing  
➢ Dribbling  
➢ Difficulty with nursery rhymes |
| 5         | • Engages appropriately in conversations  
• Use “would” or “could” appropriately  
• Able to identify and name all uppercase and lowercase letters  
• Use sentences containing at least 7 or 8 words  
• Use past tense more consistently  
• Describes objects.  
• Speech fluent with few infantile substitutions | • Uses imagination to create stories  
• Can match colours  
• Can listen to a story for ten minutes  
• Can name the 7 days in a week  
• Has a vocabulary of over 2000 words.  
• Can recognise numerals at least 1-5  
• When asked can say their own name and address. | ➢ Deterioration in motor function e.g. walking, running  
➢ Not turn taking, playing with other children  
➢ Not counting up to 10  
➢ Not able to do rhyming songs  
➢ Limited vocabulary  
➢ Can’t sit still compared with other children of similar age.  
➢ Aggressive behaviour |

<table>
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| 6         | • Talks fluently  
            • Can understand more  
              complex grammatical rules  
            • Can read and write to some degree  
            • Can learn how to do things through the use of language  
            • Can use language to work through scenarios and problems  | • Are inquisitive  
            • Have the ability to see other’s perspectives  
            • More emphasis on quantity rather than quality of work  
            • Enjoy starting tasks but these are not always completed  
            • Can distinguish reality from something that is made up  
            • Can give reasons  
            • Can follow directions  
            • Can do addition and subtraction of single digits  | ➢ Can’t copy shapes  
            ➢ Spelling errors for one syllable words  
            ➢ Difficulty turn taking  
            ➢ Speech not fluent |
| 7         | • Can describe points of similarity between two objects  
            • Should understand opposite analogies easily (e.g. black-white, big-small, beginning-end)  
            • Should be able to read aloud to some extent  
            • Able to use an increasing number of words and understand more concepts  | • Is able to understand the rules of a game  
            • Has a reasonable attention span (20 minutes)  
            • Uses serious logical thinking - can be thoughtful and reflective  
            • Can tell the time (including quarter of an hour) with ease  
            • Knows the days, months and seasons.  
            • Able to solve more complex problems  
            • Is able to understand the difference between right and wrong  
            • Can understand at least 3 separate instructions within a command  
            • Can remember which hand is left and which is right  
            • Knows of and can explain the uses of a number of objects  
            • Has a short-term memory repetition of at least 3 numbers  | ➢ Not reading aloud to others with fluency.  
            ➢ Not able to do syllable breakdown  
            ➢ Obsessional behaviour  
            ➢ Limited interaction with other children  
            ➢ Difficulty with motor tasks- gross or fine motor- not catching/throwing accurately/not copying shapes accurately |
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| 8         | • Can converse at an almost adult level  
• Can read with confidence and fluency  
• Reading may be a major interest  
• Can use complex sentences with ease  
• Has established all sounds used in speech  
• Have control over aspects of reading aloud such as rate, pitch and volume  
• Can follow more complex commands | • Can sit and concentrate for 15-20 minutes  
• Seeks to understand the reasons for things  
• Begins to feel competent in skills and have preferences for some activities and subjects  
• Thinking is organised and logical  
• Begins to recognise concept of reversibility (4 + 2 = 6 and 6 – 2 = 4)  
• Can do some simple division and multiplication | Difficulties using scissors /rulers |
| 9         | • Likes to talk and share ideas | • Writes stories  
• May use physical complaints to avoid unpleasant tasks | Finds writing difficult |

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<th>Language &amp; Reading Development</th>
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<th>Red flags</th>
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<tbody>
<tr>
<td>10</td>
<td>• Reads to learn (rather than learning to read)</td>
<td>• Can buy something in a shop and handle money</td>
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<td>• Has a strong desire to complete tasks may persist with an activity until exhausted</td>
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<td>• Memorises and recites facts - but may not show deep understanding</td>
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<td></td>
<td>• Keeps train of thought and will continue work even after interruptions</td>
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<td>• Able to use a dictionary</td>
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<td>• Critical thinking starting to emerge</td>
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<td>• Developing a conscience but not yet consistently able to tell right from wrong</td>
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<td>• Aware of time but needs help to plan time in a practical way</td>
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<td></td>
<td>• Can do percentages</td>
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<td></td>
<td>Good keyboard skills on computer</td>
<td>• Can write a story competently beginning to be aware of right and wrong (versus good and bad)</td>
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<td></td>
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<td>• Can sits at the table for 30 minutes</td>
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<td>• Can work independently doing homework</td>
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<td></td>
<td>• Able to use logic in arguments and apply logic to specific, concrete situations</td>
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<td>• Combines oral, visual, and written material in school reports</td>
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<td></td>
<td>• Shows improvements in ability to make decisions</td>
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<td></td>
<td>• Can do simple word maths problems</td>
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<td>• Can understand concept of fractions- whole/half/quarter</td>
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<td></td>
<td></td>
<td>• Can start to combine two shapes to make a new shape</td>
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Assess

- What information do you hold/collect in your setting?
- How is this analyzed and synthesized?
- What additional information do you need?
- How do you share information with external specialists?
ASSESSMENT II

Chef
- Formative assessment
- Dynamic assessment
- Synoptic assessment
- Ipsative assessment

Guest
- Summative assessment

Judge
- Diagnostic assessment
- Criterion referenced assessment

plus observation & learner voice
EASY - EASIER
How do you use the information you have to formulate a plan?
Who is involved?
Do you consider local resources/services on the Local Offer?
Outcomes: A condition of wellbeing for children, adults, families or communities;
Indicator: A measure which helps quantify the achievement of an outcome;
Baselines: What the measures show about where we have been and where we are headed;
Turning the curve: What success looks like if we do better than the baseline;
Strategies: What works to improve these conditions;
Performance measures: How do we know if programmes and agencies are working?
An outcome is ‘something that will happen as a result of an activity, process, input or intervention’.

1) What works/is working well
2) Focus on changing things that are not working
3) Addresses need (i.e. distinction between barrier and need)
4) Moves young person towards their aspirations

How many to include?
**OUTCOMES – HOW WOULD YOU RATE THIS**

**Communication & Interaction (Year 1 pupil/ ASD?)**

<table>
<thead>
<tr>
<th>Long-term (2 years)</th>
<th>Short-term (1 year)</th>
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<tbody>
<tr>
<td>• Simon understands what others say to him</td>
<td>• Simon understands single word instructions e.g. ‘give cow’, ‘find bear’</td>
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<tr>
<td>• Simon can communicate and interact effectively with peers and adults</td>
<td>• Simon makes verbal requests/choices using objects to support if required</td>
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<td>• Simon can sustain appropriate play activities with others</td>
<td>• Simon consistently requests an action during a motivating activity e.g. ‘chase me’, ‘want ball’</td>
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<tr>
<td>• Simon uses spoken language to communicate his needs, comment on activity, make requests/choices and ask basic questions</td>
<td>• Simon says ‘no’ using an appropriate sign/ gesture rather than using physical aggression to communicate he</td>
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<tr>
<td></td>
<td>doesn’t want something or to do something</td>
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<td></td>
<td>• Simon verbally communicates his intention</td>
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<td>• Simon has increased the frequency of his positive interactions with his peers</td>
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<td></td>
<td>• Simon understands that there is a clear start and end to interaction</td>
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<td></td>
<td>• Simon engages in turn taking activities with a peer, with low language demands</td>
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<tr>
<td></td>
<td>• Noah uses spoken language to comment on an activity, such as ‘I like…’, ‘I don’t like …’</td>
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</table>

Parents added ‘Be in boys with peers’
Person Centred Thinking Skills  
Person Centred Plan  
Person Centred Review
PCT TOOLS

One page profiles  Important to/for  Good day  Bad day  What works/not  Comms Chart  Doughnut sort

Learning log  Decision making  4 +1  Matching staff  Rel Chart  Presence to Cont'butे

http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/

www.AnitaDevi.com | @Butterflycolour
1. Check (OPP)
2. Now – what’s working/not working
3. Prioritise
4. What would success look like
5. Test it – is it an outcome not an embedded solution
6. What’s stopping you?
7. Action – SMART goals/actions (A – Agreed) – back to step 3 for each outcome
8. Record in the plan and review
Do

How are the interventions best delivered? Optimum conditions
Frequency?
The calibre of colleagues delivering?
Teacher monitoring?
Transference to learning / classroom
PROVISION FRAMEWORK

Wave 1

Wave 2

Wave 3

Wave 3 plus
MASTERY: 5 BIG IDEAS

#1 Coherence

#2 Representational Structure

#3 Variation (not variety)

#4 Fluency

#5 Reasoning
CYP DEVELOPMENT

Language Development
Anita Devi (2008) @Butterflycolour

Objects
Experiential knowledge acquisition – trial and adapt

Photographs
2D representations of real images

Pictures
2D representations with similar features

Symbols
2D representations – associated similarity

Words
Combined phonemes and graphemes in context

Multiple meanings

How would you apply this to visual timetables?
Variation Theory was initially developed by Professor Ference Marton and is a theory of learning. When using Variation Theory a teacher will identify the aspects of the lesson content that is critical for students' understanding. The teacher can then use patterns of variation in these critical aspects to help students to discern differences and therefore learn.

“Meanings are acquired from experiencing difference against a background of sameness, rather than from experiencing sameness against a background of difference.” (Marton and Pang, 2013)

Contrast is where the learner experiences variation such that a particular value or feature is brought to their attention.

For example to experience what “black” is, the learner must experience other colours such as red or white. Only after having experienced other values (red, white, etc.) of the aspect (colour) can the learner discern the specific colour of black (Guo and Pang, 2011)

The goal is to plan for students to discern the target conception from a pattern of variation. This is done by identifying the critical concepts and then developing a way of keeping some aspects invariant while varying other aspect(s).
Prosodic features (sometimes known as suprasegmental phonology) are those aspects of speech which go beyond phonemes and deal with the auditory qualities of sound. In spoken communication, we use and interpret these features without really thinking about them.

- pitch
- loudness
- tempo
- rhythm
PHYSICAL
1. Voice
2. Body language

LINGUISTIC
3. Vocabulary
4. Language variety
5. Structure
6. Rhetorical techniques

COGNITIVE
7. Content
8. Clarifying and summarising
9. Self-regulation
10. Reasoning
11. Audience awareness

SOCIAL & EMOTIONAL
12. Working with others
13. Listening and responding
14. Confidence in speaking

- 1 a) fluency and pace of speech; b) tonal variation; c) clarity of pronunciation; d) voice projection
- 2 a) gesture and posture; b) facial expression and eye contact
- 3 appropriate vocabulary choice
- 4 a) register; b) grammar
- 5 structure and organisation of talk
- 6 rhetorical techniques, such as metaphor, humour, irony and mimicry
- 7 a) choice of content to convey meaning and intention; b) building on the views of others
- 8 a) seeking information and clarification through questions; b) summarising
- 9 a) maintaining focus on task; b) time management
- 10 a) giving reasons to support views; b) critically examining ideas and views expressed
- 11 taking account of level of understanding of the audience
- 12 a) guiding or managing the interactions; b) turn-taking
- 13 listening actively and responding appropriately
- 14 a) self-assurance; b) liveliness and flair
LETS TALK ABOUT INTERVENTIONS

- What do you use?
- What works?
- How do you know?

The Communication Trust | What Works

Link to 7 principles of Making best Use of Teaching Assistants
- Baseline / entry data
- Expected outcome (x 2 model / sustained progress)
- Actual outcome / completion data
- Attendance at intervention
- Observations
Did you think about what you were going to review before developing and delivering the intervention?

What constitutes success?

What questions does the data lead to?
WHAT IS THE DATA TELLING US?

- Entry data = completion data point?
- Completion data point = expected outcome?
- Completion data point < expected outcome?
- Completion data point > expected outcome?
- Completion data point < entry data?
<table>
<thead>
<tr>
<th>Effort</th>
<th>Quality</th>
<th>Quantity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>How much did we do?</td>
<td>How well did we do it?</td>
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<tr>
<td></td>
<td># Who received input?</td>
<td>% Common measures</td>
</tr>
<tr>
<td></td>
<td>(by population characteristics e.g. FSM, EAL, SN Support)</td>
<td>e.g. hours of input, frequency, cost etc.</td>
</tr>
<tr>
<td></td>
<td># Support delivered</td>
<td>% Activity-specific measures</td>
</tr>
<tr>
<td></td>
<td>(by type of activity)</td>
<td>e.g. Attendance at interventions, QA of input</td>
</tr>
<tr>
<td>Effect</td>
<td>Is anyone better off?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Skills / knowledge (PfA)</td>
<td>% Skills / knowledge (PfA)</td>
</tr>
<tr>
<td></td>
<td>% Attitude / opinion</td>
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</tr>
<tr>
<td></td>
<td>% Independence</td>
<td>% Independence</td>
</tr>
<tr>
<td></td>
<td>% Behaviour</td>
<td>% Behaviour</td>
</tr>
<tr>
<td></td>
<td>% Circumstance</td>
<td>% Circumstance</td>
</tr>
<tr>
<td>Impact</td>
<td>Individual / Group / Population</td>
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</tbody>
</table>
Membership of the Health & Wellbeing Board **must include:**

- Director of Children’s Services
- Director of Public Health
- Director of Adult Social Services
- A minimum of one elected member from the local authority
- A CCG representative
- A local Healthwatch representative
- Membership from communities and wider partners is decided locally
Key questions:

1. What are the quality of life conditions we want for the children, adults and families who live in our community? *(Outcome)*
2. What would these conditions look like if we could see *(experience)* them?
3. How can we measure these conditions? *(Indicators)*
4. How are we doing on the most important measures? *(Baselines)*
5. Who are the *partners* that have a role to play in doing better?
6. *What works* to do better, including no-cost low-cost ideas?
7. What do we propose to do? *(Action Plan)*
LET’S TAKE TIME

Prior to #pedagoohampshire16

Collect → Connect → Create

Post #pedagoohampshire16

Collect → Connect → Change → Create

Learning

Development
NEWS: PUBLISHED N 2017

The SEND reforms in England:
Supporting children and young people with speech, language and communication needs

Talking About a Generation

Current Policy, Evidence and Practice for Speech, Language and Communication

Marie Gascogne and Jean Gross
Better Communication CIC

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Work in Progress

www.sendreviewportal.net
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